



# THE FRANCOPHONE *Experience* *Le patriotisme* Thematic Unit

By Renée Beck

# The Francophone Experience: *Le patriotisme* Thematic Unit



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# The Francophone Experience Thematic Unit

The activities in this packet are intended to help the teacher meet the revised ACTFL standards. Communication and culture are the focus of the standards. The teacher develops the students' ability to use the French language to explore the francophone world through the Three Modes of Communication:

- Interpretive: Reading, Listening, and Viewing
- Interpersonal: Speaking and Writing
- Presentational: Speaking and Writing

The teacher is expected to use contemporary authentic documents to create meaningful lessons that give purpose to the curriculum. An authentic document is something produced by the francophone culture and intended for the francophone culture. The Interpretive Reading, Listening, and Viewing activities give the students the knowledge needed to show cultural awareness and support the Interpersonal and Presentational forms of communication. Without the Interpretive activities to analyze, students will not have the ability to achieve the Speaking and Writing standards as they will not have content to discuss.

## 21st Century Learning and IPAs

Today's learner has information at their fingertips. They do not need to recall lists of vocabulary words and verb conjugation rules as this basic level of knowledge is easily found on the internet. Additionally, minute grammar points are not essential for communication, and therefore the World Language teacher needs to reevaluate what and how they are teaching. Consequently, teachers must modify their curriculum to develop lessons that improve communication while prioritizing the importance of the francophone culture.

IPAs are intended to give students the opportunity to build vocabulary, make inferences, and defend opinions, as well as analyze and compare cultures. An IPA embraces technology and shows students how to locate and utilize authentic materials, as this is the only way to teach contemporary, meaningful culture accurately and effectively.

## Standards met in this packet include:

### Communication

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

### Cultures

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

### Connections

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

### Comparisons

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## **Classroom Suggestions:**

### **Interpretive Reading Activity:**

- Reassure your students that they are not expected to know and understand every word.
- Discuss the fact that they do not know every word in English, yet are able to communicate effectively.
- Show how classroom activities will give your students the strategies needed to interpret authentic texts.

### **Interpretive Listening Activity:**

- Explain that listening is a form of interpretation and therefore overlaps with strategies used during reading.
- Play audio resources multiple times and explain to the students that they might not be able to answer each question on their first attempt.
- Communicate that at this level the audio resources will appear fast but that, after listening to each resource, the students' comprehension will improve.
- When possible, have your students listen individually with headphones or at home in order to allow them to stop, reverse, and go forward at their own pace.
- To ensure the integrity of authentic resources is not compromised, students should be instructed to not slow down their audio.

### **Interpretive Viewing Activity:**

- Explain to your students that viewing is another form of interpretation and is therefore similar to the skills learned during interpretive reading and listening activities.
- When possible, but after completing all other activities, hand out the audio transcription and instruct your students to read along while listening. This will enable the students to see and hear the words while allowing them to focus on French pronunciation and intonations.
- Encourage your students to search for and watch authentic francophone videos when not in the classroom.

### **Interpersonal Speaking and Writing:**

- Emphasize the importance of using provided questions to guide conversations.
- It is essential to students' Interpersonal Communication skills not to rush through questions simply to complete an activity.
- Model how to elaborate on questions and answers to take part in meaningful conversations.
- Compile lists of frequently used words as the students' vocabulary develops.
- Discuss the importance of stopping to correct errors before continuing.

### **Presentational Speaking and Writing:**

- Instruct students how to organize a presentation.
- Teach the grammar necessary to develop paragraph-length discourse.
- Compile lists of transitional words and expressions that enhance presentations.
- Discuss the importance of stopping to correct errors before continuing.
- Model how to use the interpretive resources to build and support their presentations.

Encourage students to use the following vocabulary to push their conversation forward. Put them on the wall for students to see every day.

### Suggested Vocabulary for Interpersonal Communication:

<b><i>Français</i></b>	<b><i>Anglais</i></b>	<b><i>Français</i></b>	<b><i>Anglais</i></b>
<i>à mon avis</i>	in my opinion	<i>mais</i>	but
<i>à ton avis</i>	in your opinion	<i>donc</i>	therefore
<i>j'aime</i>	I like	<i>alors</i>	so
<i>je n'aime pas</i>	I don't like	<i>moi aussi</i>	me too
<i>je suis d'accord</i>	I agree	<i>pas moi</i>	not me
<i>je ne suis pas d'accord</i>	I don't agree	<i>moi non plus</i>	me neither
<i>je vois</i>	I see	<i>et toi</i>	and you
<i>pourquoi</i>	why	<i>pourquoi pas</i>	why not
<i>parce que</i>	because	<i>je ne sais pas</i>	I don't know
<i>bien sûr</i>	of course	<i>c'est vrai ?</i>	really?

## Suggested Vocabulary for Presentational Communication:

<b><i>Français</i></b>	<b><i>Anglais</i></b>	<b><i>Français</i></b>	<b><i>Anglais</i></b>
<i>d'après</i>	according to	<i>mais</i>	but
<i>en fait</i>	actually	<i>donc</i>	therefore
<i>pourtant</i>	however/nevertheless	<i>alors</i>	so
<i>par contre</i>	on the other hand	<i>et</i>	and
<i>si</i>	if	<i>ou</i>	or
<i>qui</i>	who	<i>parce que</i>	because
<i>quand</i>	when	<i>d'abord</i>	first of all
<i>comme</i>	as/since	<i>et puis</i>	and then
<i>que</i>	that	<i>ensuite</i>	next
<i>finaleme nt</i>	finally	<i>enfin</i>	finally

**Suggested Vocabulary Words to Develop Students' Comprehension of Interpretive Resources:**

<b><i>Français</i></b>	<b><i>Anglais</i></b>	<b><i>Français</i></b>	<b><i>Anglais</i></b>
<i>aussi</i>	also	<i>tout</i>	all
<i>la plupart</i>	the majority	<i>avec</i>	with
<i>d'habitude</i>	usually	<i>sur</i>	on
<i>c'est</i>	it is	<i>à</i>	to/in/at
<i>il y a</i>	there is/are	<i>de</i>	of/from/about
<i>il faut</i>	it's necessary	<i>et</i>	and
<i>même</i>	same/even	<i>déjà</i>	already
<i>pour</i>	for	<i>souvent</i>	often
<i>très</i>	very	<i>jamais</i>	never
<i>dans</i>	in	<i>pas</i>	not