

Yale 2012 PIER Summer Institute Global Movement
Sponsored by the Yale Programs in International Educational Resources (PIER)

An Introduction to the Francophone World

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Subject Area: French

Grade Level(s): 11 (9 students)

Time Frame to Allow for Unit: Three 45- 50 minute classes

Introduction: Brief Description of the Unit

Students will hear about the history of the French language and read about French speaking countries in the world. They will label a world map with the countries (using their French names) and share in a short presentation to the class about where the countries are located and why French is spoken there from a historical point of view.

Geographic Connections: Related to Summer Institute Themes

Students will locate French speaking countries on a world map and label them in French.

Vocabulary: Francophone countries of the world; see appendix

Stage 1 – Desired Results
<p>Content Standard(s):</p> <p>Standards for Foreign Language Learning</p> <p>Communicate in Languages other than English;</p> <ul style="list-style-type: none">• Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.• 1.2 Students understand and interpret written and spoken language on a variety of topics;• 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. <p>Connect with other disciplines and acquire information:</p> <ul style="list-style-type: none">• 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

<p>Understanding (s)/Goals: Students will understand (that):</p> <ul style="list-style-type: none"> • the origins of the French language • <i>French is spoken in many countries because these countries were prior colonies.</i> 	<p>Essential Question(s) Related to Theme(s):</p> <ul style="list-style-type: none"> • Where is French spoken in different parts of the world?
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<p>Student Objectives (Outcomes): Students will be able to:</p> <ul style="list-style-type: none"> • locate Francophone countries on a world map • label the world map in French • read about Francophone countries • share historical information with the class about why French is spoken in Francophone countries
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Stage 2 – Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Understanding a short lecture in the target language • Reading and understanding a text about Francophone countries in the target language • Labeling a world map with Francophone countries • Making an oral presentation to the class about why French is spoken in Francophone countries from a historical point of view 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Learning the names of the Francophone countries and labeling a world map • writing a short 100 word composition on a Francophone country of their choice, giving reasons why they would want to visit it. • Making an short oral presentation to the class (see appendix for rubric) • Exit card with a reason why a specific country, other than one the student presented, is Francophone.
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <p>Day 1</p>

- Students will listen to a presentation in the target language, by the teacher, on the origins of the French language. Main points and vocabulary will be written on the board. Students will take notes with the help of a handout. see appendix for handout)
- Each student will read a short text about Francophone countries in a different part of the world: (for a larger group, this could be assigned to groups rather than individual students) The United States, Canada, French Antilles, South America, Europe, Middle East, Africa (Africa will be divided among several students due to the number of French speaking countries there.)
- Students will be able to use a bilingual French-English dictionary to help them with any words they do not know.
- Texts will be read in class, and finished for homework.

Day 2

- Students will show their classmates where their countries are on the world map (wall map or digital map), indicating which continent they are in.
- Students will explain why French is spoken in the countries from a historical perspective.
- They will present any new vocabulary they are using to the class before starting their presentation by writing the words on the board.
- Students will take notes on their classmates' presentations.
- Students will hand in an exit card with a reason why a specific country, other than one the student presented, is Francophone.
- For homework students will write a short 100 word composition on a Francophone country of their choice, giving reasons why they would want to visit it.

Day 3

- Students will label a world map with the names of Francophone countries, in the target language.
- For homework, students will start learning the names of the countries and their location on the world map. This will be assigned regularly and assessed in class, as a class, regularly throughout the year, especially as we learn more about each region through texts, films and songs.

Resource List/Bibliography:

Please be sure to include full titles, authors, and URL addresses with dates accessed.

E. Blume and G. Stein, French 3 Years: Workbook Second Edition, pages 497-501.

Map of the Francophone world: Organisation internationale de la francophonie

Blank maps of the continents: <http://www.worldatlas.com/webimage/testmaps/maps.htm>

How Are You Going to Use This Unit? Please specify the grade-level, classroom, professional development workshop in- and/or out-of-district, regional or state conference, etc. Please also include the approximate dates and locations.

I am going to use this unit as an introduction to my course (French 401; The Francophone world).

Appendix:

Marion Haymann
The Francophone World

E. Blume and G. Stein, French 3 Years: Workbook Second Edition, pages 497.

La Langue française

Le français, comme l'italien, l'espagnol, le portugais et le roumain, est une langue _____.

Le français est une langue dérivée du _____.

Au Moyen Âge, il y avait deux langues principales en France ; la _____, et la _____.

C'est la _____ qui est devenue la langue officielle du pays.

Aujourd'hui, la langue d'oc s'appelle le _____ et se parle encore dans le _____ de la France.

D'autres dialectes existent encore en France : le _____, le _____, le _____.

Le français emprunte beaucoup de termes modernes d'origine anglaise, par exemple :
_____, _____, _____, _____,
_____, _____, _____, _____,
_____.

Pouvez-vous trouver d'autres mots empruntés de l'anglais ?

Pour étudier, conserver et perfectionner le français, le Cardinal de Richelieu a fondé _____ en 1635. C'est l'Académie qui écrit le _____.

Quand le duc de Normandie, _____, a traversé la Manche (voir la carte) en 1066 et a conquis l'Angleterre, le français est devenu la langue officielle de la cour royale. Par conséquent, un grand nombre de mots français sont entrés dans la langue anglaise.

Pouvez-vous donner des exemples :

Le français est parlé par _____ de personnes, dans plus de _____ pays et territoires sur les 7 continents, le français est la langue maternelle ou la deuxième langue.

Le français est une langue officielle de _____, et aussi de _____, et la deuxième langue de l'_____.

La _____, les _____ sont des organisations internationales qui utilisent le français comme une de leurs langues officielles.

Français
Mme. Haymann

Rubrique pour les présentations orales

Nom :

Projet :

	Très bien	Bien	Insuffisant
Prêt à temps			
Minimum minutes			
Sujet annoncé			
Nouveau vocabulaire présenté			
Présenté sans notes / avec des notes / lu			
Support visuel correspond au sujet			
Support utilisé			
Structure des phrases			
Vocabulaire			
Présentation intéressante			
Réponses aux questions			
Sources citées			

Note :

Commentaire :

Vocabulary:

Les États- Unis: le Maine, le New Hampshire, le Vermont, le Massachusetts. La Louisiane

Le Canada; le Québec

Les Antilles françaises; la Martinique, la Guadeloupe, Les Saintes, Marie Galante, la Désirade, St Barthélemy, St. Martin, Haïti

l'Amérique du Sud; la Guyane française

l'Europe; la Belgique, le Luxembourg, la Suisse, Monaco, la Corse

Le Moyen Orient; Liban, Syrie, Égypte

L'Afrique; l'Algérie, le Maroc, la Tunisie, le Sénégal, la Côte d'Ivoire, le Mali, le Burkina Faso, la Guinée, le Togo, le Benin, le Cameroun, le Gabon, le Congo, la République Centrafricaine, le Rwanda, le Burundi, Djibouti, le Tchad, le Niger, la Guinée Équatoriale, la R. D. Congo, Madagascar, la Réunion, Mayotte, les Comores

L'Asie; le Laos, le Viêtnam, le Cambodge

Les Territoires d'outre-mer; la Polynésie française (Tahiti, Nouvelle Calédonie)