

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

**TITLE OF UNIT: “La Francophonie”**

***Author(s): Christi Moraga***

***School: West Woods Upper Elementary School***

***Subject Area: World Languages - French***

***Grade Level(s): 6<sup>th</sup> grade (2<sup>nd</sup> year of a language)***

***Time Frame to Allow for Unit: 4-5 days***

***Introduction: Brief Description of the Unit***

“La Francophonie” encompasses the French speaking world – the geography and culture of the countries where French is spoken. This unit briefly introduces sixth grade French students to the concept of French colonialism stretching out to five continents and over 40 countries. The students will use maps to locate the countries and classify them by continent. The unit will involve technology to do research on a French site and will culminate in a mock Immigration Fair where each student represents a francophone country as if he/she were an immigrant to Paris from the “brain drain.” Students will ask and answer interview questions in French related to major symbols of each country, including colors of the flag, location of country in the world, capital, sport and representative photos of the nation.

***Geographic Connections: Related to Summer Institute Themes***

- Maps – locating on Internet and interpretation
- Migration from colonialism and reverse migration from “brain drain.” (ideas especially from the text: Exceptional People)
- Politics of Language
- Diversity of people around the world – ideas from Keynote speaker

***Vocabulary: Terms, Concepts and Actors***

**La Francophonie** = The French speaking world is united by the French language and culture. This term goes beyond geopolitical borders. There is a world organization of the states that have French as their official or secondary language. People of all races from five different countries bring diversity to the francophone world.

## Stage 1 – Desired Results

### Content Standard(s):

ACTFL Standards:

**Communication 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

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

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

### Understanding (s)/Goals:

Students will understand that:

- The French speaking world is made up of people from all around the world and it is the French language that unites them.
- Maps can help us understand concepts such as migration and reverse migration.
- By interviewing each other, students can learn about the diversity of many different countries.

### Essential Question(s) Related to Theme(s):

- **How is the French speaking world diverse?**
- **Where are the French speaking countries located in the world according to continent?**
- **Why have people migrated?**

### Student Objectives (Outcomes):

Students will be able to:

- Locate on a French map of the world the French speaking countries
- Categorize the French speaking countries by continents
- Discuss differences in the francophone world, such as people of all races, different continents, different sports, different national symbols
- Sing a song in French about *La Francophonie*.
- Pronounce fairly well in French the French speaking countries
- Categorize the countries by continents and will learn vocabulary for these continents in French
- Show on a French map of the world the directions of colonialism (from France to countries of five continents) and reverse migration (from countries back to Paris).
- Use one or more French Internet sites to obtain information on countries
- Display information and pictures with captions in French
- Speak in French to describe in complete sentences basic information such as the colors of

the flag, the capital, which continent a country is located in, which sport is played in a specific country and discuss one or more pictures that are representative of a specific country.

- Ask and answer questions in French of fellow classmates.

### Stage 2 – Assessment Evidence

#### Performance Task(s):

- Immigration Fair in Paris – students will display pictures and information obtained on the Internet from a French website. They will represent immigrants to France who are studying in Paris and they are showing their flags, maps, sport and representative photos. Students will interview each other in round robin fashion. Students will be graded on their product (display of country) and on their speaking skill of asking and answering questions.

#### Other Evidence:

- Throughout the unit, teacher observation of oral production through practicing song, names of countries and interview questions
- Collaborative Group work on maps and categorization of countries by continents
- Ability to navigate French website, comprehend French and print items for project.
- Homework

### Stage 3 – Learning Plan

#### Learning Activities:

Day One: How is La Francophonie diverse? (5 continents, race, sports)

Students will listen to a brief definition of the concept and then watch a Power Point. Various pictures of French speakers will be presented. Students will theorize on the diversity.

With the Power Point, students will learn the words to a song which points out that la Francophonie extends to five continents (America in French includes North, South and Caribbean). Students will watch the Youtube video of children from all races explaining their origin of continents. Students will sing along.

Teacher will show (with finger) on map that due to French colonialism, French is now spoken on all the continents except for Antarctica. Show how due to “Brain Drain” many young people from Africa, Asia and Caribbean have studied in Paris and later stayed instead of returning to be doctors, nurses, and engineers in their own countries.

Teacher will introduce idea of “Le Salon de l’Immigration” (Immigration Fair). Since students in this school participated in a huge Immigration Fair to represent their own heritage at the end of the Fifth grade as part of the Social Studies program, they will be able to connect to this prior

experience. Teacher will show example of a finished poster with all the necessary parts.

Students will begin to practice in French the questions and answers for the Interview.  
Half of these questions incorporate review structures from the fifth grade.  
The other half may be more of a challenge because students are still learning these phrases.

Homework: Table: categorize French speaking countries by continent.  
Two hand-outs – the table and list of 40 francophone countries.

### Day Two – Where are French speaking countries located and why have people migrated?

Teacher divides the students into collaborative groups of four or five students. Each group receives several maps written in French.

They first verify their homework to see if they have correctly classified the countries by continents.

Then they carefully draw arrows to show two types of migration: a) French colonialism (from France outward)

b) Reverse migration (from francophone countries back to France)

Teacher will show map of migration made at MAGIC, UCONN for them to compare with their own maps.

Teacher has list of 40 countries in a bag and students each randomly pull one out for assigned country.

In pairs, students practice the seven questions and answers in French regarding representative cultural icons for countries (see Appendix)

Homework: Find the capital of the country you are assigned and the flag. Name the colors in French.

### Day Three – How can I find information in French on specific countries on the Internet. Which specific icons represent a country? (lab day)

Teacher will have previously reserved the computer lab. Students will log on and wait for instructions.

Teacher will show a sample finished product of a country with title, two maps (one of country that includes capital, one to show situation in continent), flag, several photos including a sport.

Teacher will show rubrics: 1) Finished product of the Immigration Fair poster with checklist  
2) Speaking rubric

Teacher will model how students can find a country with all the necessary information on how to use a French website to hunt for maps, flag, pictures, and sport. There will also be written instructions for them to follow.

Students will use the website to find their specific country. They will make a Microsoft Word document so that they can copy and paste all their finds there. They will write captions in French, such as the colors of the flag. Then they will print their maps and pictures to the color printer.

Teacher will hand out photocopied continent maps in French for students to highlight their country.

If there is any time, students may practice asking and answering the seven interview questions.

Homework: Cut out and paste onto a poster board or large paper their items in a neat way. Practice aloud the French questions and answers.

Differentiation: Students who finish early and who have a good command of French will be encouraged to also find the weather forecast on the website and add this with a weather statement in French to their poster.

Students who struggle and/or have special needs can do four items on checklist instead of six.

#### Day Four – How are countries of the French speaking world alike and different?

The teacher will have previously moved all the desks to the outer perimeter of the classroom. As students come in they are invited to place their posters on desks or hang them with magnets on the whiteboard. Teacher will designate half the class to display first and the other half to walk around the room asking questions (such as odd students display first and evens do interview – all students have a number).

Teacher will give all the interviewers a hand-out with the questions reproduced and a table to fill in the answers.

The teacher will rove around the classroom facilitating student speech and will listen to the speech produced in order to assess for speaking ability. Students will leave their immigration posters to be assessed later by the teacher.

If there is time, students may want to sing “La Francophonie” on Youtube one more time.

#### Appendix

##### The Seven Interview Questions and Responses:

- |   |                                       |
|---|---------------------------------------|
| 1. Comment tu t'appelles?               | Je m'appelle ....                     |
| 2. D'où viens-tu?                       | Je viens de ....                      |
| 3. C'est où? En quel continent?         | C'est en ...                          |
| 4. Quelle est la capitale de ....?      | La capitale est ...                   |
| 5. Quels sont les couleurs du drapeau?  | Les couleurs sont ...                 |
| 6. Et cette photo, qu'est-ce que c'est? | Voilà ...                             |
| 7. Tu fais quel sport?                  | J'aime faire ....<br>J'aime jouer ... |

##### The Five Continents in French:

1. L'Amérique
2. L'Europe

3. L'Afrique
4. L'Asie
5. L'Océanie

The Forty Francophone Countries (note some list up to 56, this has been simplified for the age-group)

LES PAYS FRANCOPHONES:

<u>L'Algérie</u>	<u>Le Mali</u>
<u>La Belgique</u>	<u>Le Maroc</u>
<u>Le Bénin</u>	<u>La Martinique</u>
<u>Le Burkina Faso</u>	<u>La Mauritanie</u>
<u>Le Burundi</u>	<u>La Mayotte</u>
<u>Le Cambodge</u>	<u>Le Monaco</u>
<u>Le Cameroun</u>	<u>Le Niger</u>
<u>Le Canada</u>	<u>La Nouvelle-Calédonie</u>
<u>Les Comores</u>	<u>La Polynésie Française</u>
<u>Le Congo</u>	<u>La Réunion</u>
<u>La Côte d'Ivoire</u>	<u>Le Ruanda</u>
<u>La France</u>	<u>Le Sénégal</u>
<u>Le Gabon</u>	<u>Les Seychelles</u>
<u>La Guadeloupe</u>	<u>La Suisse</u>
<u>La Guinée</u>	<u>Le Tahiti</u>
<u>La Guyane Française</u>	<u>Le Tchad</u>
<u>Haïti</u>	<u>Le Togo</u>
<u>Le Laos</u>	<u>Le Vanuatu</u>
<u>Le Luxembourg</u>	<u>Le Viêt Nam</u>
<u>Le Madagascar</u>	<u>Le Zaïre</u>

***Resource List/Bibliography:***

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

Standards for Foreign Language Learning in the 21<sup>st</sup> Century. Allen Press, Lawrence, Ks, 2006.

<http://www.pays-monde.fr/>

<http://www.youtube.com/watch?v=c1vu01TgqkY>

Special thanks to Michael Howser,  
Connecticut State Data Center Associate Director at the Map and Geographic Information Center – MAGIC, University of Connecticut Libraries for creating maps that sixth grade students of French could use in class.

***How Are You Going to Use This Unit?***

I plan to use this unit with my sixth graders at the end of September or beginning of October as a culminating segment of a bigger unit, "*Vive la Différence*" that not only reviews material learned in the fifth grade French class but points out differences between French and English languages as well as differences between cultures of francophone and anglophone countries.

I plan to submit a proposal to ACTFL\* for the 2013 annual World Language Conference to discuss this unit and other concepts learned during the PIER Institute. Hopefully the presentation will be co-presented to give teachers across the United States a better idea of what PIER and other universities offer as outreach to teachers.

\*American Council on the Teaching of Foreign Languages