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## Unit 4: Le français en Amérique du Nord

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### Unit Overview:

Students will refresh their basic knowledge of vocabulary pertaining to the environment and life of the pioneers while exploring some of the legacy of francophone Canada and Louisiana. They will explore such themes as natural and environmental disasters, lifestyle and culture of Quebec today and in the past (carnival, *Chandeleur...*), food in Louisiana etc. They will start by viewing Canadian cinema, then engage in systematical drills of specific (sometimes idiomatic or regional) vocabulary, reading and listening comprehension exercises formatted in the IB exam styles, to exhibit a 75% mastery of the above lexical focuses. They will also be given quick grammatical reviews of the use of the Present and Past Conditional in French.

### Lesson 1: Days 1-2: Internet Exploration in Preparation of the Film Viewing

#### Objective(s):

In preparation of this unit film viewing, students will go to the computer lab to embark on a visual tour of life in the region of Quebec's *Lac Saint Jean*. They will then be asked to verify their understanding in a series of surface questions in their Student Activity Book that pertain to Quebec's climate, agriculture, lifestyle, *Art de vivre*, culinary specialties, maple syrup collection, etc. The purpose of this exercise is to give students a first *feel* of Canada through visual stimulus. A systematic group correction of these questions will be conducted on day 2 to help students better express their first observation and perception of the culture of French Canadians.

#### Skills Attained:

- Ability to synthesize and analyze visual and written information on a given geographic area of Canada
- Comprehension of written questions

#### Topics/Essential Questions:

1. What are some of the components of Quebec's *Art de vivre* ?
2. How do I share/ voice my own perception of specific visual and written information?

#### Material Needed:

##### Day 1:

- Access to individual computers with Internet
- Student Activity Book

##### Day 2:

- "Bricks" made of construction paper and marker
- A place on the wall on the bulletin board to construct your "Canadian wall"

## Unit 4: Le français en Amérique du Nord Daily Lesson Plans

### Motivation/ Anticipatory Set/ Connection to Student's Life:

Ask students if they ever have visited Canada and where they went. Ask them what their impressions were, what activity they engaged in and how they found the French Canadian people.

« Qui est déjà allé(e) au Canada ?

Quelle ville ou village y avez-vous visité ?

Quelles en sont vos premières impressions ?

Ce pays vous a-t-il plu et pourquoi ?

Qu'avez-vous fait pendant votre visite ?

Était-ce en été ou en hiver ?

Pourquoi le Canada est-il connu en général ?

Quels sports y pratique-t-on ?

Quelle nourriture est typiquement québécoise ?

( etc.) »

Then tell your students that today's class is all about IMPRESSIONS; that they are going to look at some photographs of Quebec, most particularly the area where the film they will view in this Unit was filmed: le Lac Saint Jean.

Tell them that they should try to absorb these first notions to answer a series of comprehension questions and discuss what they have read and seen.

### Stating the Objective:

You may want to say:

« Vous allez aujourd'hui vous embarquer pour un voyage "cybéal" dans la région du Lac Saint Jean, au Québec. C'est dans cette région que fut filmé le film que nous verrons cette semaine intitulé: Maria Chapdelaine. Nous allons donc essayer de nous forger certaines premières impressions des paysages et de la vie dans ces jolies contrées. Vous devrez répondre à une série de questions pour vérifier votre compréhension des textes, et demain, vous partagerez vos premières impressions avec le reste de la classe. »

### Procedure:

Then read over the directions 4: 1 in the Student Activity Book.

Let each student work individually. Make sure each student can access the Internet site successfully and that they are on task. No teacher's guidance should be given here to allow for a true individual assessment of each learner's comprehension skills.

In the event that no Internet access is available, print copies of the different pictures and articles ahead of time and ask students to analyze them as they would a regular reading comprehension.

### Homework:

Instruct students to finish this exercise at home provided that they all have Internet access.

## Unit 4: Le français en Amérique du Nord Daily Lesson Plans

Day 8: Correction of the questions in 4: 1 in the Student Activity Book and sharing of the impressions.

### Stating the Objectives:

You may want to say:

« Aujourd’hui nous allons corriger vos questions de compréhension du texte sur la vie au Québec. Nous essaierons ensemble de discuter de vos premières impressions ressenties lors de votre voyage en images et puis nous retiendrons une série de mots clés qui ont rapport au Canada, pour construire ensemble le mur canadien. »

### Procedure:

Go over the responses to each question. Discuss each question at length, constantly asking students to refine their perceptions.

Once all the questions have been corrected, ask students to brainstorm on keywords that would fit into the Canadian Wall. Explain that this wall is a work in construction and that more bricks will be added as the unit develops.

Ask each student for at least one word.

« Maintenant que nous avons répondu à toutes les questions données, essayons d’établir une série de mots-clés qui nous font penser au Canada et qui vont nous permettre de construire notre mur canadien. Ce mur est en construction et le restera jusqu’à la fin de notre unité. Il nous permettra de visualiser la richesse de ce pays et de sa culture à travers des mots. A quels mots pensez-vous ? Chaque étudiant(e) doit me donner un mot à tour de rôles. »

### Some of the words students could come up with:

le froid

le sirop d’érable

le hockey

la forêt

les bois

la nature

(etc.)

### Wrap-up activity:

Place all the bricks on the wall and have a student read all the different words to the class right before the class ends.

### Homework:

E-mail teacher in French or call on the phone and leave a message.