L’affaire du foulard

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Grade Level: 8, Level one (second semester high school)

Lesson: Le hidjab

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| Goals: Students become aware of social issues related to religion and schools in France. | |
| Concepts:  Schools in both the US and France restrict the dress of students. (uniform, dress codes)  Workplaces in both the US and France restrict the dress of workers (uniforms, dress codes)  There is a difference between freedom of religion and freedom from religion. |
| Standards:  Standard 4 CULTURES: Develop awareness of other cultures. Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.   * + 1. Investigate and report on basic social practices of the target cultures.   Examples: Celebrations and holidays unique to the target cultures, fashion, sports, etc.   * + 1. Examine products, perspectives, and symbols of the target cultures through guided participation.     2. Examine factors that influence practices, products, and perspectives.   Standard 5 CONNECTIONS: Make connections to other content areas. Learners use target language to expand their knowledge of and make connections among multiple content areas.   * + 1. Integrate content area concepts and skills through relevant activities.   Examples: Report on survey results in the target language, identify and describe body parts used for various activities, use a map or locational technology to identify locations  Standard 7 COMPARISONS: Investigate the nature of language and culture. Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.   * + 1. Compare the social patterns of other cultures and the learner’s own culture.   Examples: Compare school settings, role-play meeting new people, discuss dating, etc. |
| Materials: Textbook  Pictures of Muslim women in France and US wearing the hidjab.  Pictures of other religious attire and accessories (religious vestments and habits, long hair and skirts on Fundamentalist, yarmulke, religious jewelry)  Clothing vocabulary | |
| Motivational Hooks: (assuming basic clothing vocabulary has been introduced)  Discuss in French: “Si X porte une jupe très courte, est-ce que M. Y (principal) sera content?” (Students will understand sera from context, if not, translate, write on board and go on.) “Si le professeur regarde les boxers de Johnny, est-ce qu’il téléphone à Mme Z (principal)” etc.  Brief articles, blogs or editorials in English from several points of view about “l’affaire du foulard.” Include articles from the point of view of a young woman’s personal decision to express her religious beliefs through her clothing.. |
| Framing the Lesson: Opening  Once students are riled up about the issue of dress codes, including discussing if teachers can wear short skirts, sag, wear a bikini in school, etc., move into English and discuss what kind of dress codes are fair and unfair, using a graphic organizer on the board. Include the concept of uniforms in school. |
| Activities  Show pictures of the hidjab commonly worn in France and the US so that students do not confuse it with other forms of Muslim attire (the burka, for example)  Use a jigsaw or Rose technique to provide students with information about the issue of the hidjab in France..  Break the students in to 2 to 5 “home groups”. Use the number of articles you have found and find appropriate for your students to determine the number of students in the group. Have the students count off or chose a number.  Students should move to an ‘expert group’ based on the number they chose. Each expert group will read the article together and summarize its main points (three to five). When all groups are finished, they will return to their home group and share what they learned, trying to espouse the point of view of the author of the article.  Each group should then try to synthesize and express the various French attitudes to the wearing of religious attire in a public school or work setting. |
| Closing  Teacher will lead full group discussion, creating a Venn diagram with the students about the different French and American approaches to regulating the attire of students and teachers in a public school setting  Teacher presents the ruling that students may wear religious symbols that are ‘not ostentatious’ and leads discussion about what that means. |
| Adaptations of the Above  More advanced students could read the articles in French. More advanced students could debate the issue in French.  Depending on topics introduced in English or social studies classes, a debate could become an interdisciplinary issue.  Students could discuss with their parents or grand-parents what kind of dress restrictions were at one time in force in the workplace (no trousers for women, for example) or in churches (head coverings in Roman Catholic churches) and report back to class. |
| Assessment  Students are assigned different points of view on the issue and debate it in class. Scored on participation and preparation for debate.  Students write a persuasive essay in English about dress code. (example prompts: a.The school board wants to forbid wearing of religious jewelry in school. You are a reporter for a school newspaper and write and editoral defending/opposing this. b. The school board has decided that we cannot have any holiday decorations in our building at all, as most holidays started as religious observances. Write a letter to the editor of the local paper defending/opposing this. c. You are a French Muslim woman who has decided to wear the hidjab in spite of the opposition of your family and your school. Write a letter to the school principal explaining why wearing the hidjab is not an ostentatious display of religion.  Scoring on a rubric based on 6 + 1 Traits, with an emphasis on contrasting the US and French viewpoints while effectively presenting the students’ case. |