Places of Worship

Name: Janet L. Holzer Unit: Discovering French bleu, Unité 6 Grade Level: 8, Level one (second semester high school)

Lesson: La ville

|  |  |
| --- | --- |
| Goals: Students will deepen their knowledge of religion in France Reduce stereotyping  Diversity  Comparing and contrasting US and French culture  Realization that both the cultures are diverse. | |
| Concepts  The major religion in France is Roman Catholic  The second most important religion in France is Muslim.  French people are diverse  Vocabulary: Adjectives of nationality (américain/français) adjectives of religion (chrétien, juif, muselman), names of places of worship (église, temple, mosquée, synagogue)  Structures: verb ‘aller’, contractions with à, definite article with days of the week |
| Standards:  Standard 3 COMMUNICATION: Present information in a language other than English. Learners present to an audience of listeners or readers on a variety of topics. (Presentational)   * + 1. Describe objects, self, family, and friends in written and spoken language more independently and with greater detail.   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. Examine products, perspectives, and symbols of the target cultures through guided participation.   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 6 CONNECTIONS: Access and connect information through various media. Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.   * + 1. Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.   Examples: Electronic dictionaries, language websites, TV programs, etc.   * + 1. Use digital media and culturally authentic resources to study target cultures.   Examples: Short video clips, advertisements, etc. |
| Materials: Textbook  Pictures of French people of diverse ethnicity and religion. Pictures of religious symbols. Pictures of places of worship in France. Pictures of places of worship in the students’ hometown. | |
| Motivational Hooks: PowerPoint matching activity |
| Framing the Lesson: Opening  Show a PowerPoint matching activity, with photos of recognizable places in the students’ hometown and French vocabulary items (multiple choice would also work, especially with the Quiz board technology). Use many cognates (un parc, un hôtel) to start, followed by new vocabulary. |
| Activities  Introduce specifically the new vocabulary related to places of worship. Show pictures from the students’ hometown, or, in communities with less diverse religions, show pictures from the nearest larger town.  Discuss religions of the people they know in French. (Tu connais des chrétiens? Il y a des juifs à Indianapolis? )  Model sentences such as “Un juif va à la synagogue le vendredi.” “Je vais au temple le mercredi soir,” personalizing as much as possible while remaining sensitive to those who choose not to share their religion. Students orally create similar sentences.  Display graph showing the major religions of French. Model sentences such as “X% des Français sont des catholiques.” Students should then orally create similar sentences in French. (Review numbers, if necessary.)  Take students to computer lab. Have them use a search engine in French (Google.fr, Google.ca, Yahoo.fr etc.) to search for places of worship in France or in French-speaking African countries. Students are to place pictures in a Word document and then write French sentences about the pictures, using vocabulary and structures recently introduced. |
| Closing  Discuss in English: Why do you think that most of the Christians in French are Roman Catholic? Why do you think the second most important religion in France is Islam? |
| Adaptations of the Above  Students could make a PowerPoint instead of a Word document.  Students could visit places of worship other than their own in their own town.  Students could research why their own hometown is mostly of what religion. (Jasper, Indiana, for example, was settled by Catholics from Germany and that is still a major religion there.)  Assignments and grading for students with IEPs should be created in consultation with their teacher of record. These might include reducing the number of vocabulary words required, or reduced requirements for spelling in the content area. Fact section of quiz might be changed to fill in with word box, as that tends to be a more accurate assessment for students with learning differences. |
| Assessment:  Language: Lab assignment graded on accuracy of French sentences.  Standard quiz on vocabulary and structures taught.  Culture:  Section on quiz based on facts (approximately what percent of French people is Roman Catholic. Paragraph in English comparing and contrasting the major religions of American and French people. |