SAMPLE LESSON PLAN FORMAT #3

Name: Janet L. Holzer Unit: Discovering French bleu Unité 1,5 Grade Level: 7th grade (level one, early in the curriculum)

Lesson: “Who are the French?”

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| Goals:  Reduce stereotyping  Diversity  Comparing and contrasting US and French culture  Realization that both the cultures are diverse. | | |
| Concepts  French people are diverse  Vocabulary: Adjectives of nationality (américain/français) adjectives of réligion (crétien, juif, muselman) | |
| Standards:  Standard 1 COMMUNICATION: Learners engage in written and spoken conversation on a varity of topics (Interpersonal)   * + 1. State information about self, family, and friends.   Examples: Name, phone number, physical attributes  Standard 2 COMMUNICATION: Interpret information in a language other than English) Learners interpret written and spoken language on a variety of topics. (Interpretive)   * + 1. Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.   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. Identify factors that influence practices, products, and perspectives.   Examples: Geography, weather, demographics, etc.  Standard 5 CONNECTIONS: Make connections to other content areas Learners use the target language to expand their knowledge of and make connections among multiple content areas.  Math: reading graphs  Language arts: writing in the content area. (English Language Arts Standard 7.4: Writing Expository Paragraph)   * + 1. Describe objects and concepts from other content areas.   Examples: Classification of living things (refers to Science 3.4.1), telling time (refers to Mathematics 2.5.9, 3.5.9, 4.5.9)   * + 1. Integrate content area concepts and skills through relevant activities.   Examples: Sort animals into various groups, tell time to the half- and quarter-hour in the target language | |
| Materials: Pictures of French people of various ethnic groups, religions, ages and genders. Pictures of American people of various ethnic groups, religions, ages and genders. Symbols of the major religions of the world.  Graph | | |
| Motivational Hooks: Engaging and varied pictures. Question: What do you think French people look like? What religion are French people? | |
| Framing the Lesson: Opening  Essential Question: Who are the French? | |
| Activities  Teacher projects photographs of various French and Americans of different ethnicities and religions.  Teacher asks target language questions such as, “Qui est français? Qui est américain?  Il est blond? Brun? Les francais sont-ils bruns/blonds?” etc.  Teacher leads student in a discussion in English: What do French people look like? What do American people look like?  Teacher projects various religious symbols. Teacher identifies them in the target language. Teacher practices them with students using simple questions such as:  “C’est un symbole muselman? Montrez-nous le symbole juif”.  This should extend to a simple target language discussion, using questions such as: “Les français-ils sont muselmans? Les américains sont-ils juifs? Il y a des français crétiens?”  Teacher shows graph with percentages of major religions in France and US. Discuss in English: What religion are French people? What religions are American people. | |
| Closing: Teacher draws conclusion from student that French and Americans are both diverse societies, with people of many religions and ethnicities | |
| Adaptations of the Above  More advanced students: (later in level one) Students use target language (numbers) to read from graph, for example: “Dix pour cent des Français sont muselmans.” Students survey their family, classmates and create a similar graph for their class.  Students in small draw a picture and write a short paragraph in French describing the stereotypical French or American and then one that illustrates a less stereotypical view.  Students learn the structure ‘comes from’ (venir de) and discuss a graph showing where recent countries of origin for recent immigration in France and the US. | |
| Assessment: Students will write a paragraph in English on the topic, “Who are the French” to be scored on a rubric based on 6 + 1 Writing Traits | |