

Brussels Study Tour 2018

K-12 Teacher Unit Planning Template

Name: Virginia Browne		Unit Plan: 6 weeks (180 or 270 minutes per week)	
		Subject/Grade Level: French 3/4/5 (grades 10-12)	
Unit Title:	Identity and Immigration		
Unit Narrative:	In this unit, students will explore the intersection of identity and immigration in EU francophone countries. They will use this as a foundation for exploring their own family origins and how they came to the Piedmont Triad.		
Standards:	<p>Common Core Connections</p> <p>Writing 6. Use technology, including the Internet, to produce and publish writing and speaking to interact and collaborate with others.</p> <p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other's ideas and expressing their own clearly and persuasively.</p> <p>Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		
Objectives			
<p>Learners will be able to:</p> <ul style="list-style-type: none"> → Identify and categorize economic, political, and social reasons why people move/immigrate. → Give reasons and explain why people move and/or immigrate. → Give detailed descriptions and both formulate and answer questions about family members, family history, family origins, and preferences. 			
Big Ideas			
<ul style="list-style-type: none"> → Many people are moving to European countries for various economic, political and social reasons → EU countries are responding to this influx of new residents in different ways. 			
Essential Questions			
<ul style="list-style-type: none"> → Why are people motivated to move or immigrate? How do I identify myself in my school, my community, my country? 			
Learning Acquisition and Assessment			
<p>Students will know... (content/concepts)</p> <ul style="list-style-type: none"> → Where Francophone countries are located on a world map and where the top 5 countries sending migrants/refugees to Europe are located. → How migrants/refugees are getting to Europe and from where they are traveling → What the European Union is and how it is organized → Vocabulary for <ul style="list-style-type: none"> ○ discussing immigration (citoyenneté, naturaliser, déménager) ○ expressing feelings (Je me sens.....que; Je suis.....que) ○ economic, political, and social reasons why people move/immigrate ○ describing people 	<p>Students will be able to... (skills, performance tasks)</p> <ul style="list-style-type: none"> → Describe reasons why people immigrate or move. → Express a variety of emotions and feelings about why people immigrate → Compare country/continent sizes, family traditions, cultural traditions → Ask and answer questions to learn about family history, background, identity, motivations for moving to the Triad → Use present tense to describe conditions in countries from which migrants are emigrating (war, famine, unemployment, etc.) → Use past tense to describe personal and family history → Summarize other people's opinions about immigration and identity in the EU 		

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<p>→ Different ways of asking questions in French (different interrogatives, inversion vs. est-ce que)</p>	<p>→ Describe family members using detailed descriptions including comparatives, contrasts, and superlatives.</p>
<p>Formative Assessments</p> <p>→ Students will watch and complete several tasks based on the documentary Photo de Classe, about an elementary school class in Paris whose families have come to France from different countries. Students will answer questions as the children describe their origins and reasons for coming to France. Web documentary</p> <p>→ Students will watch short videos and read articles and infographics about immigration in France and Belgium. They will complete graphic organizers or comprehension guides based on these articles.</p> <p>→ Students will prepare for an event during which they will interview a guest speaker about refugees who have settled in their community and their motivations for moving here.</p>	<p>Summative Assessments</p> <p>→ Students will work individually to prepare a presentation (Padlet.com) that visually describes their family history including an interview (in English) and pictures, and audio clip (in French).</p> <p>→ Students will interview a classmate in French about their family history and identity. They will share and discuss the traditions and cultural experiences that shape their identities in their community.</p> <p>→ Students will interview a guest speaker about the refugee population in their community.</p>

Learning Activities (1st 2 weeks – 5 days of 90 minutes lessons):

<p>Day 1</p>	<p>→ Introduce World Cup French soccer team victory in 2018 (Ask questions about their familiarity with any of the players)</p> <p>→ Mini Web-Quest/Jig-Saw Activity: Each student has 15 minutes to research one (assigned player) from the team. They fill out a graphic organizer including information about the origins of their player (where were they born, where did they grow up, their heritage, etc.) Students then get in groups 4 to present their player to 3 other students. As a whole class talk about their impressions. Show visual from social media of African Continent labeled with the different French players and their heritage.</p> <p>→ Show Trevor Noah's 1st video from <i>The Daily Show</i> about the victory being an African one: Students write a response in L1 (do they agree or disagree and why?).</p> <p>→ Pass out copies of French Ambassador's response to Trevor Noah. Read the letter out loud. Students do a Think-Pair-Share activity in L1 in which they reflect on this response. Does this change their reaction to Trevor Noah's 1st video? (<i>Although discussion is in L1, teacher elicits answers and writes them in L2 on board, which students will eventually copy down</i>)</p> <p>→ Pass out copies of French article (in French) about the Noah/Ambassador debate. Students complete comprehension guide that will introduce them to language structures and vocabulary in L2. Highlight important cultural comparison between U.S. acceptance, even celebration, of hyphenated identities, and their corresponding rejection in France (at least officially).</p> <p>→ Homework: Students write an updated reaction (in L1) based on their own thoughts and the discussion we had in class</p>
<p>Day 2</p>	<p>→ Intro: Volunteers share what they wrote for homework</p> <p>→ View Trevor Noah's reaction video to the French Ambassador. Think Pair Share: What are their impressions of Noah's rebuttal?</p>

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	<ul style="list-style-type: none"> → Display carefully selected tweets of French people’s reactions. Students identify tone and opinion. → Distribute vocabulary list with most important vocabulary related to this unit. Pronounce as a class. → Show video of overview of immigration to the EU and France. Students complete comprehension guide. → Read and evaluate infographics on immigration to France and Belgium to provide vocabulary on motivations for immigration/changing locations.
Day 3	<ul style="list-style-type: none"> → Show video introducing the European Union (creation, purpose, powers). Students complete graphic organizer. → Individually, students research an EU state, its immigration statistics (early 2000s vs. 2015 vs. 2018), and reactions to immigration in the country. They fill out a graphic organizer with information about their country and then share with the class. → Divide into groups of 3 to discuss this information (distribute discussion questions) → Homework: Read and evaluate article on immigration in France. Students answer comprehension questions individually and turn in.
Day 4	<ul style="list-style-type: none"> → Students begin station activities. They stay at each station for about 25-30 minutes and then switch: <ul style="list-style-type: none"> ○ Interpretive: They watch clips from the documentary <i>Photo de Classe</i> in order to provide context and viewpoints to immigration, family traditions, and community and answer questions ○ Interpretive: Play computer games reinforcing vocabulary (nationalities, immigration vocabulary) ○ Interpretive: Read a children’s magazine article based on <i>Photo de Classe</i> and answer comprehension questions ○ Interpretive: Read and evaluate articles about how people are getting to Europe via Italy and Greece, the dangers they face, and how they’ve been received in order to provide information and viewpoints on immigration. ○ Interpersonal: Participate in a conversation with the teacher about what they’ve learned so far.
Day 5	<ul style="list-style-type: none"> → Students complete station activities. They stay at each station for about 25-30 minutes and then switch: <ul style="list-style-type: none"> ○ Interpretive: They watch clips from the documentary <i>Photo de Classe</i> in order to provide context and viewpoints to immigration, family traditions, and community and answer questions ○ Interpretive: Play computer games reinforcing vocabulary (nationalities, immigration vocabulary) ○ Interpretive: Read a children’s magazine article based on <i>Photo de Classe</i> and answer comprehension questions ○ Interpretive: Read and evaluate articles about how people are getting to Europe via Italy and Greece, the dangers they face, and how they’ve been received in order to provide information and viewpoints on immigration. ○ Interpersonal: Participate in a heavily-scaffolded conversation with the teacher about what they’ve learned so far.
Resources and Materials	
<p>Videos</p> <ul style="list-style-type: none"> • http://www.photo-de-classe.org/#/accueil Documentary including interviews with French children about their family history. • http://goo.gl/HZLDFE Videos for the “Photo de classe” interviews 	

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- <http://apprendre.tv5monde.com/fr/apprendre-francais/les-immigres-vont-ils-sauver-leurope?exercice=1> – Immigration to France
- <https://www.youtube.com/watch?v=yfamtQOVCIIE> Video about “what is a migrant?”
- <https://www.1jour1actu.com/info-animee/comment-le-bateau-laquarius-aide-les-refugies/> Video about how the Aquarius boat is helping refugees in the Mediterranean.
- https://www.lemonde.fr/les-decodeurs/article/2015/09/04/comprendre-la-crise-des-migrants-en-europe-en-cartes-graphiques-et-videos_4745981_4355770.html Article/graphics/video about understanding the EU Migrant crisis.
- <https://www.1jour1actu.com/info-animee/europe-naufrages-migrants/> Animated video about journey migrants take to get the EU

Articles

- Victoire « africaine » du Mondial 2018 : Trevor Noah
http://www.lepoint.fr/medias/victoire-africaine-du-mondial-2018-le-message-de-trevor-noah-ne-passe-pas-19-07-2018-2237564_260.php
- Victoire « africaine » du Mondial 2018 : Trevor Noah <https://www.20minutes.fr/sport/2310243-20180719-video-vois-freres-francais-origine-africaine-trevor-noah-repond-critiques-apres-blague-afrique-championne-monde>
- L’Aquarius : un bateau pour porter secours aux migrants en Méditerranée
<https://www.1jour1actu.com/monde/laquarius-un-bateau-pour-porter-secours-aux-migrants-en-mediterranee-45175/>
- « 2 300 enfants migrants ont été séparés de leur famille aux États-Unis ! »
<https://www.1jour1actu.com/monde/2-300-enfants-migrants-ont-ete-separes-de-leur-famille-aux-etats-unis-82760/>
- Dans les Alpes, les habitants se mobilisent pour les migrants
<https://www.1jour1actu.com/france/dans-les-alpes-les-habitants-se-mobilisent-pour-les-migrants-15054/>
- Article on reasons why immigrants are deported. <http://1jour1actu.com/france/pourquoi-certaines-personnes-sont-elles-expulsees-38362/>
- Les chiffres pour comprendre le défi migratoire qui se pose à l'Europe
<http://www.lefigaro.fr/international/2018/06/28/01003-20180628ARTFIG00278-les-chiffres-pour-comprendre-le-defi-migratoire-qui-se-pose-a-l-europe.php>
- Immigration: qui sont les étrangers qui vivent en France [INFOGRAPHIE]
https://www.huffingtonpost.fr/2015/07/20/immigration-qui-sont-les-etrangers-qui-vivent-en-france_n_7830988.html

Unit Design Sources for World Language teachers:

Clementi, Donna, and Laura Terrill. *The Keys to Planning for Learning*. ACTFL, 2017.

Glynn, Cassandra, et al. *Words and Actions: Teaching Languages Through the Lens of Social Justice*. ACTFL, 2014.

Ousselin, Catherine. <http://catherine-ousselin.org>.