|  |  |  |  |
| --- | --- | --- | --- |
| **Title:** Historical links through *Jeanne, fille du roy* **Subject/Course:** French Immersion (FIF1D) **Time:** 75 mins **Strand:** Reading & writing **Grades:** Grade 9 | | | |
| **Lesson Description** | | | |
| By analysing the novel as a whole, students will be able to make links to the history of French-Canadian culture. | | | |
| **Stage 1: Desired Results** | | | |
| **Fundamental Concepts/Skills** | | | |
| -Reading comprehension  -Writing comprehension | | | |
| * + **Big Ideas/Essential Question** | | | |
| * How engagement with a novel creates a response to literature that is personal, critical and creative | | | |
| **Ontario Curricular Overall Expectation** | | | |
| -Read literary works and other authentic texts to acquire an understanding of the cultures of French-speaking people in North America;  -Communicate ideas and opinions clearly and coherently, choosing a form appropriate to the context;  -Write in a variety of forms, adjusting the language to suit the audience;  -Identify and use appropriate language conventions in their written work. | | | |
| **Ontario Curricular Specific Expectation** | | | |
| * + ***Reading****- Comprehension and response to text:*   + -Summarize orally or in writing the content of the text;   + -Skim the text for specific information;   + -Present a hypothesis based on their reading and justify their conclusions;   + ***Writing****- Communication of information and ideas:*   -Use different forms of writing (e.g., exposition, description, narration) to suit the purpose of the task. | | | |
| **Lesson Goals\*** | | | |
| * + By the end of this lesson, students will be able to make links to the history of French-Canadian culture through careful study of the historical context in the fictional novel *Jeanne, fille du roy*;   + Students will also be able to reflect upon the human condition and develop a deeper understanding of French-Canadian history. | | | |
| **Key concepts and/or skills to be learned/applied:** | **Background Knowledge:** | | |
| * Pulling historical facts from fiction; * Developing a vocabulary specific to the themes set out in the novel; * Encouraging participating and collaboration between students. | * General proficiency in French language arts, both in oral communication, reading comprehension and writing; * Students have read and finished the book in their assigned reading groups. | | |
| **Stage 2: Planning learning experience and instruction** | | | |
| **Student Groupings** | | **Instructional Strategies** | |
| * Class discussion * Assigned small group discussion * Individual work | | * Discussion facilitated by the teacher, involving the class as a whole. (Including prompts). * Small groups of 4-5 students, dependent on class attendance. Pair stronger students with weaker students. | |
| **Materials** | | **Considerations** | |
| * Novel: *Jeanne, fille du roy;* * Computer and appropriate hook-up to SmartBoard (or projector, depending on classroom technology available); * <http://www.youtube.com/watch?v=mUlkx84Uf-Q> * Paper and pencil; * Chalk for drawing the historical timeline; * Hand-out with recipes for the end of class. | | * Students must understand the novel. This can be ensured by explaining certain literary concepts or correcting language difficulties during previous lessons taught to their reading groups. |  |
| **Accommodations** | | | |
| * Gifted students would be challenged by being asked to provide a longer answer for the second activity. This would oblige them to expand on initial answers, as well as use a broader vocabulary than the rest of the class. Additionally, these students would be asked to take the question in the third activity one step further by asking if they would consider their free will to play a factor in the situation provided. * For students with learning disabilities (auditory), they would be provided with written instructions for every new task or section of the lesson; sub-titles for the film could be available (or a written transcript since our youtube video doesn’t have subtitles). During group work, a walk-through of the classroom to ensure these students are on-task is essential. * For students with learning disabilities (visual), have another student, or yourself, take the time to explain to the LD student what they are expected to do for the activity; explain each step clearly and ask if there are any questions before moving on to succeeding steps. Check back with them frequently. | | | |
| **Stage 3: Learning experience and instruction** | | | |
| **Motivational Hook (5 MINS.):** | | | |
| “Colonize the Moon” interactive activity:  -Name five or six students in the class at random and have them come to the front of the room. Choose another group of five or six students and keep them separate: explain that the first group has just been chosen by the Prime Minister to colonize the Moon. They will be moving to the Moon next week and will be arranged to marry an alien (point to the second group of students). They are thanked for their contribution to the expansion of the Canadian “empire.” Have the students sit down.  -After this activity, ask the students who were chosen to move to the Moon how it made them feel, and what thoughts they had toward the government? What would they miss about Canada? Did they feel prepared for what lay ahead?  -Discuss for a few minutes, then make the link between the “Moon colonization” situation and the period of time from Suzanne Martel’s novel where colonization of *la Nouvelle-France* was very real for many girls at that time.  -Segue to the queued youtube video. | | | |
| **Open (10 MINS):** | | | |
| Show a 10 minute video: “Histoire du Quebec, 6: Les filles du Roi.” Stop the video at important points to question the students.  <http://www.youtube.com/watch?v=mUlkx84Uf-Q> | | | |
| **Body (55 MINS):** | | | |
| * Activity 1- (15 minutes): As a class, create a historical timeline of events in the novel and outline the changing geography [track Jeanne’s ‘diaspora’]; * Activity 2- (20 minutes): Explain that in small groups, students will consider the protagonist, Jeanne, and what it must have felt like to leave her home to come to Canada. They will then find and record five things she expressed about her experience, good or bad. Remind them that finding the exact citations from the novel—with page number—is helpful for future assignments. I will model my expectations by showing an example on the board of a citation that shows Jeanne’s sadness. Finally, assign students into their groups of 4-5 people for this activity (weaker students placed with stronger students) and begin discussing. * Activity 3- (20 minutes): Using the ‘Moon’ activity as well as the ideas from their small group discussions as a reference point, ask the students to compare what Jeanne felt to what they might feel if they were chosen to colonize the Moon next week. Tell the students they will write and later hand in a 6-8 line paragraph on this topic, evaluated for feedback. This activity is to be done individually. | | | |
| **Close (5 MINS)** | | | |
| Wrap-up: Gather the students’ attention and have a few individuals (3-4) share their ideas on Activities 1 and 2. Discuss how these ideas are pertinent to the historical context. Ask if any students had any thoughts on how the culture shock might affect them (reference the Moon activity), or how it affected Jeanne (e.g. having to cook in a new environment with different resources, ingredients and equipment). Distribute the handout with the recipe and vocabulary; ask the students to put it in their binders for the following class. Segue to *Link to Future Lessons*. | | | |
| **Link to Future Lessons** | | | |
| Explain how the following class will be dedicated to cultural aspects of *la Nouvelle-France* such as food, dress and customs. Tell the students they will be sampling some recipes traditional to that time period (allergies taken into consideration of course) and have the chance to make the recipe for jam referred to several times by the protagonist, Jeanne. | | | |
| **Assessment** | | | |
| * The paragraph on Moon Colonization will be handed in the following class as a form offormative assessment. | | | |

Background context & Thematic/Linguistic foci:

My lesson plan was created for my grade 9 French Immersion students. I have experienced learning and teaching FSL as a student and as a pre-service teacher; each experience has taught me the immense effort it takes to share a second language. The preparation that goes into teaching French to students who have little or no exposure to this language outside of the classroom is a challenge, but one that is worth it when students begin to show progress. My lesson is one that targets academic students, but still requires modifications in order to reach my students at their level. In terms of language skills, my students have been learning French as a second language since kindergarten (Late Immersion). Despite this, they seem to have particular difficulties with their written expression, as well as a lack of desire to speak French. Their strengths as a group are: excellent oral and written comprehension skills; good oral expression; good awareness to the francophone culture. According to the *Common European Framework of Reference for Languages* (*CEFRL*), my students are functioning on average at an B1 level (they are able to understand their second language, but have difficulty producing competencies in a precise manner; they are not able to correct themselves when speaking).

I will deliver my lesson over a period of 75 minutes; it has been created with the goal of teaching my second language learners how to analyze a historical novel, as well as explore character development through creative and critical thinking and inquiry. According to the Ministry of Education’s Curriculum Document for FSL, grade 9 French Immersion (FIF1D) students are required to Read literary works, communicate ideas and opinions, write in a variety of forms, and identify and use appropriate language conventions in their written work. It’s been two and a half weeks since the start of our novel study; the students have just finished reading *Jeanne, fille du roy* in their assigned reading groups and are ready to discuss the novel. The themes presented during this lesson are those of the entire novel study: migration, identity and love. The particular focus of this lesson is on migration and identity, where the students will discuss how the main character feels about her situation in a new land. When preparing this lesson, the centre of interest was focused around perspectives. I chose to focus on teaching language concepts that cover feelings, identity and opinions, from the perspective of the main character. Forming questions, using opinion words (*à* *mon avis, selon moi*, etc.) and working on enriching vocabulary are all part of the linguistic foci of this historic and cultural lesson.

Finally, the order of activities in the Body was done to maximize effectiveness in the learners, and to make certain the students would first be conscious of Jeanne’s feelings throughout her migration and integration to *la Nouvelle-France* before adding to that. Once that concept was established, I could then make reference to the Moon activity which required more abstract thinking and personal application. Finally, I chose to link what they had learned in our lesson to the following class on a topic that is interesting to most learners: food, customs and dress. This relates to the overarching goal of the unit— for students to be able to make a connection between self, text, culture and milieu.

**N.B. This lesson plan would normally be written in French, but for the purpose of this assignment has been redone in English.**

Rationale:

In this section, I outline the modifications I have made under the subtitles in the lesson plan. The subtitles are in bold, and the key modifications are in red font.

**Key concepts to be learned/applied:** Building vocabulary is an integral part of second language learning; without a word bank, the students are incapable of progressing in other competencies (the four competencies outlined by the *CEFRL* are: oral production; written production; oral comprehension; written comprehension). I would ask the students to refer to their literary circle vocabulary lists during the lesson, and to add any words they find useful.

**Background knowledge:** Students have finished reading the novel in their assigned reading groups. I chose to modify the lesson plan in a way that would encourage my students to read the novel rather than ignore it. By putting the students in small groups, they were able to meet on occasion over the past two and a half weeks to discuss the assigned chapters and help each other understand the content through literary circle activities. If they hadn’t been part of a group, they may not have understood some of the content, let along completed the novel.

**Instructional Strategies:** The usage of prompts is effective for second language teaching. When I teach FSL, I may prompt my students to provide answers by feigning a lack of understanding around the key concept. For example, in this lesson I might ask “Who was the King of France during this novel”? before starting the lesson, to raise interest on the topic to come. Asking a question that is fairly specific and may include a tricky fact may also pique interest (e.g. asking “does anyone know what the name of the women and girls were called who were told to move to France’s newest colony”? before starting the novel since that term is not typically a well-known term).

**Materials & Motivational Hook:** In the FSL classroom, choosing authentic documents (a novel by a francophone author) and assigning real-life tasks (the Motivational Hook) that touch on pertinent topics are encouraged. The communicative approach is favoured by the Ottawa-Carleton District School Board (OCDSB), and certainly has a focus on oral communication. Although this lesson does not favour this important strand, I made sure to modify it to involve speaking—during the motivational hook and the second activity of the lesson—which improved the balance of the lesson in my opinion. From past teaching experiences as a Teaching Assistant and during my first practicum, I noticed that my students were the most engaged when they were the ones speaking.

The fictional novel *Jeanne, fille du roy* provides the students with an accurate picture of the colonization of *la Nouvelle-France* from a migrant’s perspective and touches on many themes important to the history and culture of today’s Canada. As such, the motivational hook was created with the hopes of gaining the students’ interest and fostering an understanding of the subject by introducing it in a context familiar to them. By putting a spin on the historical time period, students will be able to make connections between what it felt to be a colonizer in the 1500s based on how they feel when they imagine having to colonize the Moon. Once these ideas are understood, the historical underpinnings can be taught to build upon what the novel illustrates, leading to effective learning.

**Open:** In the Open, I chose to stop the youtube video at opportune times to ask questions and check for understanding. This diagnostic evaluation gave me the opportunity to see who was at the right level, and who was struggling. I wouldn’t necessarily use this strategy when teaching L1; watching a video in an L2 can be quite challenging, since the students are focusing on the content as *well* as the language.

**Body:** Activity 1 was designed to include a brainstorming activity, since this gives students the chance to visualize and broaden their vocabulary on a topic (often) previously unfamiliar to them in their L2. Additionally, I believe it is beneficial to give a definite number of criteria surrounding an activity to provide structure. Leaving an assignment open-ended may leave second-language students feeling at a loss and unaccountable for their learning. I shared this in Activity 2 by asking the students to find five pieces of evidence for the main character Jeanne’s experience in *la Nouvelle-France*. As always, it is imperative to model expected behaviours and outcomes in the second language classroom. I do this by providing an example on the board for my students.

In Activity 3, I thought it was important for the students to work on their written production; by asking for a brief paragraph, the students will not feel overwhelmed and will be more likely to produce something with a manageable number of mistakes. Finally, I often place weaker students with stronger students to share knowledge and grow stronger in their L2. In all three activities, it is important to note that I repeat the instructions to ensure learning.

**Close:** Having students share their ideas is important for practicing their oral skills, as well as serving as a model for their peers. Next, the handout was given at the end of the Close because in the past I have found that giving handouts right before students are dismissed leads to misplaced papers the following class**.**

**Link to Future Lessons:** This section announces the plan for the following day. Through previous experiences working with FSL students, giving explicit advanced notice for future lessons and activities is essential since the wording can be potentially misunderstood or simply *missed* by second language learners. In this lesson, I make sure to explain the activities planned for the following class, which I express orally, and is accompanied by their handout (written explanations). I make sure to explain key words to the students and write them on the board if I feel it is something they are unfamiliar with.

The act of making jam and following a traditional francophone recipe *en français* is an authentic task, and one that the students can relate to (ever important for second language learners, who require context and respond well to concrete activities versus ).

**Assessment:** The paragraph on Moon Conolization is to be handed in the following class. 6-8 sentences is a brief exercise that encourages the students to write, but doesn’t overwhelm them. For second language learners, feedback on any competency is important for progress; this assessment is formative, and therefore will give each student feedback on their writing. When teaching FSL, I like to write down two mistakes I notice the student has made in their assignment (e.g. spelling and punctuation) as additional feedback. I submit this to them with their assignment, then explain that the students must, in their *following* assignment (of similar structure) add a note that explains how they worked on their two area of weakness in their assignment, with two examples of each. This makes them accountable for their learning, and helps them progress in their written competencies.

Contingency Plans:

My contingency plan for this lesson is twofold. First, I would have an activity for my students to do if they finish the planned lesson on time. I have run into the problem of not having enough material planned, which is uncomfortable, to say the least. To change this, I always have a plan B for my lesson. For instance, my contingency activity for this particular lesson is a game of Pictionary that divides the students into two groups. One player from each team comes to the board and the team to guess the word the students draw (in French), wins a point. The words I choose are from the novel (and easy enough to draw- such as *chaudron* or *abri*).

Second, in the second language classroom, students may have difficulty grasping a concept because of the language. If this were the case, I would have reflected ahead of time to come up with an alternative way to explain the concept, and delivered it if necessary. For example, when I noticed the students were struggling, or a student said “I don’t understand,” I first repeated the instruction. When a question was asked about Activity 2, I tried rewording the instructions by comparing it to the Moon activity from the Hook, and then replaced the Canadians with the character Jeanne. The student was able to better understand after that.

Evaluation Procedure:

As outlined in the ‘Assessment’ section, the assessment for this assignment is formative, in order to give students the feedback they need to know where and how to improve. Additionally, it is important to include self-evaluation to improve as a teacher: Personal reflection, exit cards and surveys are three good examples of ways I could conduct an evaluation of my teaching. Through reflection, I could come up with specific examples of my strengths and weaknesses; for exit cards and surveys, I could ask my students to give me feedback on my teaching style, and ways in which I could improve.

Overall Program Goals and Aims:

One thing I noticed when initially planning this lesson was the lack of specific goals; without goals, a lesson will fall flat. To avoid this, I asked myself what I wanted my students to learn, and worked backward, as is recommended by many academics in the field of teaching. The overall goals are, then, for the students to grasp the concepts presented in the lesson and in the overarching unit plan (\*see Lesson Goals in the lesson plan). Other goals include aiming for the students to achieve the appropriate A2 or B1 level, as stated by the *CEFRL*, by providing activities and teaching that instruct at or near this level. Assignments and tasks (e.g. the paragraph the students will hand it the following class) allow for feedback and greater comprehension by the student.

Concrete and Measurable Outcomes and Objectives:

Measuring students’ outcomes and objectives includes seeing what competencies the students can produce (through formative and diagnostic assessment). I can measure their progress through their answers (have they read for meaning?) and in their ability to be precise when expressing themselves orally or written, or through written and oral comprehension. Because of this, it is important to offer many opportunities for practicing these competencies, as well as for assessment. In my lesson, I incorporate speaking into an otherwise heavily reading and writing oriented plan, which shows the students how each competency is related.