| ***French III Unit 5: L’Histoire de France***  ***January-February*** | | | | | |
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| **Targeted Standards**  7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.  7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.  7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.  7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.  7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.  ​​7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.  7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.  7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.  7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.  7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.  7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. | | | | | |
| **Rationale and Transfer Goals** :  In this unit, students will explore the origins of the French people beginning with the Stone Age and cavemen and continuing until the Renaissance in 1598, just prior to the Protestant Reformation and French Revolution. Students will read about and discuss the different groups of people that account for French ancestry, their customs, and how their lives were shaped by various invaders and conquerors, including the Romans, Huns, and various Teutonic tribes. Students will also explore the various French dynasties of kings established with Clovis through *François Ier*. | | | | | |
| **Enduring Understandings:**  ‐  The history of France has shaped its modern day language, cultures, and traditions.  ‐  Geography has a large impact on a group of people’s social, political, and economic ideas and structures.  ‐  The invasions of Julius Caesar and the Romans, as well as various Teutonic tribes had many consequences on French culture, language, and traditions.  ‐  Religion plays a large role in the history and development of France as a nation.  ‐  Ideas from the Italian Renaissance changed many aspects of art and architecture in France. | | | | | |
| **Essential Questions**:  ‐  What groups account for France’s ancestry?  ‐  How do geography, climate, and natural resources affect the way people live and work?  ‐  What social, political, and economic ideas and structures existed during this time period?  ‐  What resources contributed to the economic development of the Gauls and Franks?  ‐  How is the history of the French people reflected in modern France?  ‐  How have human views of the world, nature, and the cosmos changed?  ‐  How do natural resources affect nations and potential conflict among them?  ‐  What differentiates one nation’s identity from another?  ‐  How do wars shape alliances and contribute to national identities?  ‐  How do languages, cultures, and religions  influence people and their nationalities? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| * Describe the origins of the French people. * Compare and contrast the Liguarians and Celts/Gauls. * Describe the impact of Roman invasions in France. * Identify important historical figures from 10000 B.C. to 1598 A.D. * Create a cave painting similar to those in the Lascaux caves. * Describe the political structure of feudalism. | * ‐  Short descriptions of the accomplishments of various French historical figures. * ‐  Descriptions of cave paintings. | | ‐ Take notes on lecture on Stone Age with supplemental visuals on PowerPoint.  ‐ Complete map highlighting geographical features and important cities in France.  ‐ Take notes on lecture about Roman conquest with supplemental visuals on PowerPoint.  ‐ Read “Asterix and Obélix” comic book, identifying characteristics of main characters.  ‐ Work with a partner to describe the main events from “Asterix and Obléix” reading.  ‐ Summarize accomplishments/characteristics of historical figures in French or English.  ‐ Take notes on lecture about kings of France through Francis I with supplemental visuals on PowerPoint.  ‐ Play memory game with various terms on SMART Board.  ‐ Take notes on Lascaux cave paintings from lecture.  ‐ Create a “cave painting” using brown paper and charcoal. | | * **Formative Assessment** * ‐  Homework questions summarizing daily lectures in packets * ‐  Quizzes – historical figures and main events (1000 B.C. – 450 A.D. and 450 A.D. – 1598 A.D.) * ‐  Daily Warm‐up Exercises: ex; put the events in order, match the leader to his/her picture, compare and  contrast characteristics of Gauls and Liguarians, write two lines to describe the mentioned figure, etc.   **Performance Assessment**  ‐ Create a cave painting similar to the paintings of Lascaux with brown paper, charcoal, and Comté clay crayons.    ‐ Write and illustrate your own “Asterix and Obélix” comic strip. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| -The origins of the French People  -Asterix and his “band of merry men” | | -The capital of France  -The stress pronouns | | -The ancient Romans named France - Gaul  -Create a cave painting in the style of the Lascaux caves  -Take notes on visuals  -Origins of the “Paris” the capital | |
| **Career Readiness, Life Literacies, and Key Skills**  9.4.11.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).  9.4.11.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.  9.4.11.TL.3: Select appropriate tools to organize and present information digitally.  9.4.11.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).  9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). | | | | | |
| **Key resources:**  ‐  Bien Dit Level 2 Chapter 6  ‐  Grammar and Vocabulary Workbook  ‐  Textbook readings: Poem titled *Mon Pays*  ‐  “History of France” by Wade Peterson (available from Teacher’s Discovery)  ‐  Asterix and Obelix comic book (various titles) | | | | | |
| **Interdisciplinary Connections:**  English Language Arts:   * NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. * NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. * NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | | | | | |

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