| ***French IV Unit 3: L’Histoire de la France******November-December*** |
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| **Targeted Standards**   Describe the origins of the French people (7.1.IM.C.4,5)    I 7.1.IL.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.IL.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.IL.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.7.1.IL.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.IL.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.​​7.1.IL.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.IL.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.IL.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.IL.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.7.1.IL.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.IL.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.IL.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.IL.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.IL.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.IL.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.IL.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.IL.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 pick up where they left off in Level 3 with the end of the Middle Ages and the Renaissance. Students will learn about the causes and effects of the Protestant Reformation and the events that lead to the climatic French Revolution. Students will read about and discuss the lasting effects of the French Revolution and compare it with America’s Revolution. The unit continues with the fall of Napoléon I, and the rise and fall of the 2nd, 3rd, and 4th Republics. The events and historical impact of World War I and World War II are discussed, as are the wars for independence in Algeria and Vietnam. The unit concludes with a look into the structures of the 5th Republic and the current political configuration of France.  |
| **Enduring Understandings:** ‐  The regions of Alsace and Lorraine have been particularly affected by World War I and World War II.  ‐  The principles and consequences of colonialism have shaped France’s social, political, and economic structure.  ‐  The political structure of France has undergone many transformations throughout its history.  ‐  The history of France has shaped its modern day languages, cultures, and traditions.  ‐  Geography has a large impact on a group of people’s social, political, and economic ideas and structures.  ‐  The ideas and actions of the French Revolution were reflected in the American War for Independence.  ‐  Religion plays a large role in the history of France.  ‐  The political structure of France has many similarities and differences to  that of the United States.   |
| **Essential Questions**: ‐  How is France’s history linked to that of other European countries as well as the United States?  ‐  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 are the causes and consequences in France of the French Revolution, World War I and World War II?  ‐  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 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.
* Identify important historical figures, their policies, and their contributions to

France from 1598 A.D. to present day. Compare and contrast the French and American Revolutionary Wars.  Describe the causes, events, and consequences of the French Revolution.  Describe the origins, similarities, and differences between the 1st, 2nd, 3rd, 4th, and  5th Republics. Describe the causes, events, and consequences of World War I and World War II.  Compare and contrast thepolitical structures of the 5th Republic with the  government of the United States. Create a newspaper describing the happenings of an important event during the French Revolution.  | * ‐  Short descriptions of the accomplishments of various French historical figures.
* ‐  Newspaper articles describing a particular event during the French Revolution.

  | ‐ Take notes from lecture on Protestant Reformation with supplemental visuals on PowerPoint. ‐ Complete family tree showing relationships of French monarchies. ‐ Take notes from lecture about French Revolution with supplemental visuals on PowerPoint. ‐ Watch clips from Discovery Education website about French Revolution. ‐ Read excerpts from “Declaration of Rights of Man and Citizen” and compare to Declaration of Independence. ‐ Read excerpts from *Le Comte de Monte Cristo* describing escape of Napoleon from Elba. ‐ Explore website for Versailles on SMART Board. ‐ Summarize accomplishments/characteristics of historical figures in French or English. ‐ Create a newspaper front page the day after a significant event in the French Revolution. ‐ Take notes from lecture on Louis‐Napoléon and the Franco‐Prussian War through 3rd Republic with supplemental visuals on PowerPoint. ‐ Read excerpts from “J’accuse” by Emile Zola. ‐ Take notes from lecture on World War I and World War II with supplemental visuals on PowerPoint. ‐ Watch video clips from Discovery Education website about World War I and World War II. ‐ Read, translate, and find grammatical concepts in speech by Charles de Gaulle. ‐ Take notes from lecture on 4th and 5th Republic and current French president with supplemental visuals. ‐ Watch music video of Carla Bruni (wife to President Sarkozy). ‐ Play memory game with various terms/ figures. ‐ Play Jeopardy game to review terms and events.   | **Formative Assessment*** ‐  Homework questions summarizing daily lectures in packets
* ‐  Quizzes – historical figures and main events (1598 A.D. – 1830 A.D. and 1830 – present day)
* ‐  Daily Warm‐up Exercises: ex; put the events in order, match the leader to his/her picture, match the  quote to the king, put the Louis in order, write two lines to describe the mentioned figure, etc.

 **Performance Assessment*** ‐  Create the front page of a newspaper describing the actions of an important event during the French Revolution.
* ‐  Reenact an event from the French Revolution.
* ‐  Carry out a trial of Louis XVI and Marie Antoinette.

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| **Spiraling for Mastery**  |
| **Content or Skill for this Unit** | **Spiral Focus from Previous Unit** | **Instructional Activity** |
| -French History  | -Review the History sections already covered-the French Resistance | -Read about Charles de Gaulle-What role did de Gaulle play during the WWII? |
| **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:** ‐  Conversation Culturelle in Bien Dit Level 3 Chapter 1  - Grammar and Vocabulary Workbook   ‐  History of France by Wade Peterson (available from Teacher’s Discovery)  ‐  Speech written by Charles de Gaulle  ‐  “J’accuse” by Emile Zola  ‐  Quia.com    |
| **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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