

Unit 1 Introduction to Francophone Cinema

Essential Understandings	<ul style="list-style-type: none">•The francophone world extends to all continents except Antarctica.•Movies are an integral part of popular culture in the U.S. and in the francophone world.
Essential Questions	<ul style="list-style-type: none">•How has the role of movies changed in over a century?•How do movies and popular culture influence one another?•In what way are movies an art form?•How is the role of movies similar/different across the francophone world?
Essential Knowledge	<ul style="list-style-type: none">•The earliest movies were considered a scientific development.•Movies throughout the world reflect the cultures in which they are created.•The earliest movies were used to document events or to experiment with cinematic format.•There are various genres of movies.•Movies played an important role in the mental health of society during times of economic depression/recession.•There are various genres of movies.
Vocabulary	<ul style="list-style-type: none">•Shot, point of view, character, plot, movies genres, (suspense, comedy, drama, romance, western, etc.), names of francophone countries.
Essential Skills	<ul style="list-style-type: none">•Define and use vocabulary properly.•Locate major concentrations of <i>francophonie</i>.•Examine, compare and contrast the various genres.•Discuss, evaluate and defend various viewing choices in order to encourage students to think about their viewing choices, to express opinions clearly and develop the ability to speak persuasively.

<p>Related Maine Learning Results</p>	<p>World Languages</p> <p>Culture</p> <p>B. Culture</p> <p>B1. Practice and Perspectives</p> <p>Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken</p> <ol style="list-style-type: none"> Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken. Identify differences in cultural practices among peoples that speak the same language. <p>B2. Products and Perspectives</p> <p>Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.</p> <p>B3. Comparison with Own Culture</p> <p>Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.</p> <ol style="list-style-type: none"> Identify and compare influential figures from the two cultures. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken. <p>Social Studies</p> <p>A2.Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ol style="list-style-type: none"> Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information.
---------------------------------------	---

	<p>Visual and Performing Arts</p> <p>A. Artist's Purpose</p> <p>A1. Artist's Purpose Students research and explain how art and artists reflect and influence culture and periods of time.</p> <p>D. Aesthetics and Criticism</p> <p>D1. Aesthetics and Criticism</p> <p>Students analyze and evaluate art forms.</p> <p>a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate art concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.</p> <p>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.</p> <p>c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</p> <p>d. Research and explain how art and artists reflect and shape their own time and culture.</p> <p>E. Visual and Performing Arts Connections</p> <p>E1. The Arts and History and World Cultures</p> <p>Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.</p>
Sample Lessons and Activities	<ul style="list-style-type: none"> • Watch French movie clips and identify and explain why they belong to a certain genre. • Compare/contrast them to American films of the same genre through discussion. • Act out role play situations as Americans, then as members of various francophone regions to demonstrate that they understand some of the basic differences in cultural values. • Analyze how these similarities/differences may reflect societal values.
Sample Classroom Assessment Method	<ul style="list-style-type: none"> • Evaluation of student performance in class discussion. • Oral and written analysis. • Personal essay.
Sample Resources	<p>"Republic of Images: A History of French Filmmaking" Alan Williams.</p> <p>Film clips:</p> <p>Modern Times</p> <p>Mon Oncle</p> <p>The Longest Day</p> <p>La Grande Illusion</p> <p>Le Dernier Métro</p> <p>A Bout du Souffle</p>