

Unit 2 Children & Adolescents in Francophone Society

Essential Understandings	<ul style="list-style-type: none"> •There are fundamental differences in the objectives and methods of childrearing in various societies. •There are initiation rites, formal or informal in all francophone cultures. •Education is valued differently in various cultures.
Essential Questions	<ul style="list-style-type: none"> •How is the main objective of child rearing defined in francophone society as opposed to American? •What is the importance of initiation rites in various societies? •What is the varying role of education in francophone nations? •How do childhood experiences remain in our memory and color our perceptions?
Essential Knowledge	<ul style="list-style-type: none"> •In many francophone cultures the child is reared with the intention of making him/her a civilized, conforming, contributing member of society. •Initiation rites tend to be formal in third world countries and informal in industrialized societies. •Memory is triggered by various senses. •Socio-economic status is more clearly defined by education in francophone cultures than in the U.S.
Vocabulary	<ul style="list-style-type: none"> •English and French vocabulary to allow students to discuss childhood, adolescence, initiation rites, parents, family members, obedience, punishment, individuality, nostalgia, memory, synesthesia
Essential Skills	<ul style="list-style-type: none"> •Define and use vocabulary properly. •Narrate and interpret the significance of persistent childhood memory. •Examine, compare and contrast relationships of adults to children and children to one another in the films (clips) viewed. •Discuss, evaluate and defend the importance of formal education for children as it is portrayed in the film(s).

<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.
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	<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 behaviors, relationships that are different from those in the US. And discuss the contrasts. •Students share their experiences and ideas about child rearing, education and initiation rites in order for the class to formulate an American popular philosophy or multiple philosophies regarding these topics. •Students choose American movies that illustrate the philosophy to which they subscribe (as indicated above) and defend the choice, orally and in writing. •Structured, prepared classroom debate
Sample Classroom Assessment Method	<ul style="list-style-type: none"> •Evaluation of student performance in class discussion. •Oral and written analysis. •Personal essay. •Evaluation of student dramatization of assigned situation.
Sample Resources	<p>"Republic of Images: A History of French Filmmaking" Alan Williams.</p> <p><u>Films (clips):</u></p> <ul style="list-style-type: none"> •Les 400 Coups (la France) •Argent de Poche (la France) •Ça Twiste à Popinguine (Sénégal) •Les Choristes (la France) •L'Enfant Noir (Guinée) •La Rue Cases Nègres (Martinique)