

**Unit 4      Alienation & Sense of Place**

|                          |   |
|--------------------------|---|
| Essential Understandings | •Native language and culture are integral to the daily lives of immigrants.   |
| Essential Questions      | <ul style="list-style-type: none"><li>• Why is French spoken in so many countries across the world?</li><li>• Why did the French empire expand after the 17<sup>th</sup> century?</li><li>• Why have certain francophone populations immigrated to France?</li></ul>  |
| Essential Knowledge      | <ul style="list-style-type: none"><li>• Many French colonies were claimed from the 17th to 19th centuries and decolonized in the 20th century.</li><li>• French culture and education still influence many of these nations.</li><li>• Significant immigrations to France were by invitation.</li></ul>           |
| Vocabulary               | <ul style="list-style-type: none"><li>• First generation, <i>beur</i>, <i>ghetto</i>, <i>cit  </i>, <i>le ch  mage</i>, <i>la police</i>, <i>le syst  me judiciaire</i></li></ul>   |
| Essential Skills         | <ul style="list-style-type: none"><li>•Discuss attitudes toward immigration in France and the United States and laws regarding it.</li><li>•Take a position and defend an argument.</li><li>•Analyze differences and similarities in cultural attitudes regarding the place of immigrants in societies.</li></ul> |

|                                       |   |
|---------------------------------------|---|
| <p>Related Maine Learning Results</p> | <p><b>World Languages</b></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"> <li>Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.</li> <li>Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.</li> <li>Identify differences in cultural practices among peoples that speak the same language.</li> </ol> <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"> <li>Identify and compare influential figures from the two cultures.</li> <li>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.</li> </ol> <p><b>Social Studies</b></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"> <li>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.</li> <li>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.</li> </ol> |
|---------------------------------------|---|

|                                    |  |
|------------------------------------|--|
|                                    | <p><b>Visual and Performing Arts</b></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"> <li>• Watch French movie clips and identify behaviors and relationships that are different from those in the US.</li> <li>• Discuss the contrasts.</li> <li>• Share experiences, ideas, attitudes and opinions regarding immigration and the concept of the "melting pot". Discuss historical and current attitudes toward this in the US and France.</li> <li>• Choose American movies that illustrate this philosophy and defend your choice orally and in writing. Compare and contrast them to French films of the same genre through discussion.</li> <li>• Analyze how these similarities/differences may reflect societal values.</li> </ul>   |
| Sample Classroom Assessment Method | <ul style="list-style-type: none"> <li>• Evaluation of student performance in class discussion.</li> <li>• Oral and written analysis.</li> <li>• Personal essay.</li> </ul>  |
| Sample Resources                   | <p>"Republic of Images: A History of French Filmmaking" Alan Williams.</p> <p><u>Films</u> (in entirety or clips):</p> <ul style="list-style-type: none"> <li>• Beur, Blanc, Rouge (l'Algérie)</li> <li>• Chocolat (la France) (Claire Denis, 1988)</li> <li>• Le Grand Voyage (l'Algérie)</li> <li>• la Haine (la France)</li> <li>• Mandabi (le Sénégal)</li> <li>• Les Ordres (le Canada)</li> </ul>  |