



Languages Other Than English

PART II.5

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NOTE: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Languages Other Than English Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).





LOTE

1

- ▲ understand standard speech
- ▲ discuss range of topics
- ▲ use range of idioms

LOTE

2

- ▲ model spoken language

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Grade 11

Village Francophone is a six-week unit in which students work together to create their own French-speaking village in the classroom. The impetus for creating this unit is *The Game of Village, Inc.*, an educational program and summer camp that originated in Nelson, New Hampshire. As adapted for a high school Intermediate French classroom, *Village Francophone* retains some of the core principles of *The Game of Village*, while recognizing that a project designed for middle students in the woods and fields of New Hampshire must be modified somewhat. The original version includes building miniature houses, claiming and developing land (homesteading), and making small dolls, activities that may not be appropriate.

La Nouvelle Identité

Les aspects obligatoires à présenter

votre nom et prénom

votre pays d'origine

la ville (ou village) dont vous êtes sorti

votre âge

votre famille

votre profession (si vous n'êtes pas écolier)

Quelques suggestions de qualités supplémentaires

signe du zodiaque

éducation

vertu principale

défaut

occupation favorite

musique préférée

personne que vous admirez

point de vue politique

cuisine préférée

ce que vous aimez le plus

ce que vous détestez

Questions auxquelles vous aurez à répondre

Pourquoi êtes-vous venu à notre village francophone?

Quelle est votre ambition?

I never realized how hard it is for people with different points of view to work together and how much work it is to make a society work.

Student

This is a learner-centered activity with a creative opportunity to explore an imaginative community and to practice the skills of working together in a civil society.

Quelle est la plus grande aventure de votre vie jusqu'à présent?

De qui voudriez-vous faire la connaissance?

Qui est votre meilleur ami et pourquoi?

Où voudriez-vous aller et qu'est-ce que vous voudriez voir?

Etes-vous marié(e)? Sinon, voulez-vous vous marier?

Quel problème dans notre monde vous inquiète le plus?

Comment êtes-vous venu à notre village?

Qu'est-ce qui vous intéresse le plus?

A Game of Identity

In this project we are going to create a village where we will live, govern, learn and discuss issues together. The village will be made up of French speaking people, who have come from the countries of the French speaking world.

To begin the game, you will need to create a new identity for yourself. You will choose for yourself aspects of this new identity, such as:

- your name
- the country you come from
- your age
- your profession
- your personal history
- your family

Rules of the game

- You can create an individual identity by yourself, or as part of a family, working with a group.
- You will present your new identity orally. At that time you will be expected to answer questions about yourself from the rest of the class.
- You will be prepared to give a complete description of yourself, and to answer all the questions that may be asked.
- Before your oral presentation you may meet with a French teacher or the French assistant for practice.
- You may use cards for your presentation, but you may not read a complete text.
- Your oral presentation will be graded according to your French (pronunciation, vocabulary, grammar and presentation).
- You will also do a written account of your new identity, as well as other assignments as the project progresses.



Your New Identity

first and last name
country of origin
city or village you come from
your age
your family
your profession (or student status)

Some suggestions of additional features

sign of the zodiac
your education
your best quality
your flaws
your favorite pastime
your favorite music
a person you admire
your political point of view
your favorite food
what you like best
what you dislike

Questions you will have to answer

Why have you come to our village?
What is your ambition?
What has been the biggest adventure of your life so far?
Who would you like to meet?
Who is your best friend and why?
Where would you like to go and what would you like to see?
Are you married?
What problem in the world troubles you the most?
How did you get to our village?
What interests you the most?
What will you contribute to make the village a success?



Francophone Village

It is important that students see this project as a chance to make their own decisions, to be involved in a real activity, and to be creative. It is not meant to be a research project, but a chance to explore new possibilities. As such, it requires the teacher to risk what may seem like an open-ended and unstructured activity without knowing what the outcome may be. It is also critical to help students realize that they are still 'learning French' by doing the project when they ask questions such as 'How are you going to give us tests?' or 'What unit are we working on?' It is essential to help them see that learning French can be more than a series of lessons and tests. In fact, the learning experience probably will work for teachers of varying classroom styles, structured and less structured, provided the basic concept of letting the students feel ownership of their own village and freedom to design the project is on their terms, as long as it is appropriate.

The unit needs to begin with a detailed introduction of the concept. The teacher explains the goals for students, discusses assessment, and clarifies procedures. She distributes information on how to create and present a new identity. Boundaries of good taste and school policy are set. The teacher as the village founder will establish limits as necessary and have a final veto on proposals that violate basic good taste and/or school policy.

Throughout the lessons there are a number of homework assignments including:

- proposals for village name, with a rationale
- learning vocabulary for government
- map and explanation of village location including geographical features
- description of the villager's house
- summary of commissions' work.

Students make oral presentations of their new identities to begin the creation of the village. One student is asked to be scribe for all information. Members of the class ask questions. When all identities are complete one student compiles the information into a data base to distribute to all members so that they can begin using everyone's new name and profession.

The next step for students is to present proposals for the name of the village and its location. They can include maps and other information. There is thorough class discussion in the target language until the name and location of the village is agreed upon. The students divide into 'commissions' to work on aspects of community life that are important, such as government, the economy, etc.

Each commission prepares an overhead or other symbol of their ongoing work to present their specific report so that there is a thorough understanding of this fictional village and its people. The students can draw up their own list of items to be included in the commission's work or the teacher may mandate them as follows:

- government with a constitution
- economy, currency, maybe tax structure
- village layout complete with map
- school system
- municipal services
- communications especially those involving major negotiations between villages.

Le premier signe de vie sur les terres de Shaolin a été quand l'explorateur espagnol Hernando Fernandez a revendiqué les îles pour l'Espagne. C'est un problème parce-que dix ans plus tard l'explorateur danois a revendiqué les îles pour les néerlandais. Les pays n'ont pas parlé au sujet des problèmes. Les pays se sont mis en guerre. Les deux pays ont bagars pendant vingt ans. Ni l'un ni l'autre pays n'a un avantage alors les pays sont parvenu à un accord. Ni l'un ni l'autre pays n'a revendiqué les îles et n'a pas parlé avec un autre pays au sujet des îles.

Après cinquante ans. Les indiens ont trouvé les îles. Ils ont utilisé les ressources naturelles aux îles. Ils se sont développé une civilisation avancée avec un langage et un langage a écrire. Ils ont un système de monnaie. Ils étaient des astronomes. Ils suivaient les étoiles, le soleil et les progrès à la lune. Ils ont développé un calendrier a pareil au calendrier moderne. Les indiens ont construit le première gratte-ciel, la première voiture et la première télévision. Chaque maison a l'eau et l'électricité. C'est la civilisation la plus avancée et pratique du monde. Soudainement tous les gens ont disparu pour des raisons inconnues. Il a fait des conjectures une peste a tué toutes les indiens. Les indiens avec leur médecine avancée n'ont pas pu venir à bout de la peste. Les bâtiments sont resté intact mais pas les gens.

Il n'est pas des gens jusqu'à ce que notre groupe ait décidé de coloniser les terres de Shaolin. Aujourd'hui il n'y a pas des pestes aux terres de Shaolin parce-qu'il n'y a pas les rats qui ont passer les maladies.



ASSESSMENT

Written assignments, compositions, reports, stories, Village legends, etc. will be graded using the following criteria. Grades will not appear as discreet numbers, but as letters. You will always have a chance to turn in a draft version of written work that is to be graded. Errors will be underlined and noted as to type of error (vocabulary, spelling, gender agreement, plural/singular, tense, verb or pronoun form, partitive). It will be your responsibility to make corrections using your dictionary, textbook, etc. If you still have questions you may arrange to meet with a French teacher to get help, but you will have to research your corrections yourself.

In the assessment rubric, each aspect of your writing will be considered of equal importance. You are not being graded on "content," but on the quality and level of your French. It is important that you write accurately, and also that you show evidence of advanced vocabulary and more complex sentence structure appropriate to an Intermediate French level. You cannot get a top grade by writing perfect French 2 material.

1. **Vocabulary:**
accurate and appropriate
evidence of advanced level, for example words relating to a woodcutter's trade if that is your new identity
2. **Syntax and Structure:**
variety of syntax, beyond simple subject/verb/object sentences
evidence of ability to use complex sentence structure, such as "if" sentences
relative clauses, subjunctive, passive voice, "when" sentences
3. **Grammar and Orthography:**
accuracy in spelling and in orthographic features such as gender and number agreement, pronoun and verb forms
ability to use more complex verb tenses, variety of tenses (future, imperfect, pluperfect)
4. **Presentation:**
length, long enough to meet the requirements of the assignment, at least a page or longer for longer assignments
organization and development
originality, creativity when appropriate. For example a willingness to write about an unusual occupation or a really interesting village legend

Oral Reports

Presentations to the class/village should be made without reading a text. You may use a few note cards or an outline, but you must speak naturally and make eye contact, not read aloud. The assessment criteria include the following, in equal importance for each.

1. **Pronunciation:**
good French pronunciation, attention to particular sounds such as "r", "u"
clear pronunciation so that it is understandable

2. **Intonation:**
French intonation, not “up-and-down” like American intonation
reasonably fluent, not pausing after each word
reasonable speed, not hesitant
3. **Vocabulary:**
good word choice, understandable (use dictionary carefully so you don’t confuse new words such as “upset-turn over” and “upset=distress”)
4. **Grammar:**
reasonably accurate, correct verb forms and tenses, gender of nouns, partitive, etc.
5. **Presentation:**
long enough, according to the assignment
“live” sounding, not mechanical reading of a text or recitation of a memorized piece
organized, developed
able to discuss, develop, answer questions on topic

REFLECTION

It is critical to help students realize that they are ‘learning French’ by doing the project. Goals to make this unit work better next time include: more written assignments including, if possible, a self-directed grammar review as necessary. I noticed problems with prepositions before place names and feel a review would be effective during the classwork.

Some teaching styles would require a more structured approach and this could be achieved by including a predetermined list of village features and student work. This design requires the teacher to risk what may seem like an open-ended and unstructured activity without knowing what the outcome may be.

REFLECTION:
REFLECTION

Le Retour de Martin Guerre

LOTE

1

- ▲ understand significant details
- ▲ comprehend nuances
- ▲ discuss range of topics
- ▲ comprehend native text

LOTE

2

- ▲ demonstrate sophisticated knowledge

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Grades 11-12

The unit enables the teacher to be the "guide on the side" instead of the "sage on the stage."

Teacher

This learning experience calls upon students to use both previously learned vocabulary and new vocabulary to comprehend the dialog in an authentic French film. It is an effective late Regents level or early first semester post-Regents level classroom.

Lundi 9/12

Aujourd'hui dans le film, Jean de Coras ^a déclaré qu'il n'existe aucune raison pour décider que l'homme n'est pas Martin Guerre. Je suis contente parce qu'il est très sympa, mais je crois que l'homme est vraiment une autre personne. Quant à ^{aux} les différences entre les Français et les Américains à l'égard des films, vous avez raison. mais, on doit se rappeler qu'il y a beaucoup de violence dans les films américains, et aussi beaucoup de sexualité. Je n'ai

Purpose: Students view an authentic movie and react, write, and discuss the events.

The students view the original French version of the movie, *Le Retour de Martin Guerre*, after which they read the script of the movie. Each day the viewing consists of short 10-20 minute segments followed by students writing answers to both written and aural comprehension questions. Throughout the days of viewing, students write in French in their personal journals about their reactions. The culminating activity is the student preparation of a mock trial of the main character.

Le retour de Martin Guerre - pages 14-fin

Nom _____

I. Complétez en utilisant les mots des listes qui suivent.

calomnie
craindre
fourbe

joues
lèvres
péché

saisir
sol
sourcil

témoin
trancher
trépigner

1. Quand on dit des choses terribles au sujet de quelqu'un et quand ce qu'on dit n'est pas vrai, on risque d'être accusé de _____.
2. Un _____ est une personne qui va à la cour pour dire ce qu'il sait au juge.
3. Couper quelque chose en morceaux veut dire _____.
4. Le _____ est la terre.
5. On trouve un _____ au dessus de l'oeil.
6. Quand on parle, les _____ bougent.
7. Si on fait quelque chose qui est contre les lois de l'église, on a commis un _____.
8. Un _____ est un mauvais homme qui agit pour tromper les autres.
9. Pierre Guerre va chez Martin pour le _____ parce que sa femme a signé une accusation.
10. Avoir peur veut dire _____.

bavard
innocenter
langer

mentir
ongle
parent

pouce
sellette
sifflement

toit
truand
vieillir

11. Le son qu'un boulet fait quand il vole est un _____.
12. Quelqu'un qui aime parler beaucoup est un _____.
13. Le grand doigt à chaque main est un _____.
14. Ne pas dire la vérité veut dire _____.
15. Devenir de plus en plus âgé veut dire _____.
16. La _____ est un banc sur lequel on s'assied pendant un jugement si on est accusé d'un crime.
17. Après un jugement, dire que quelqu'un n'est pas coupable veut dire _____.
18. Un vagabond qui ne travaille pas et qui demande de l'argent aux autres est un _____.

Students work in cooperative learning groups to prepare their 'cases' with the ongoing help of the teacher. The groups are structured so that all students must contribute to the group in order for the group to be successful. During their actual mock trial they are encouraged to speak extemporaneously; however, some of the students need and are permitted to use their notes.



ASSESSMENT

During the cooperative learning sessions, the teacher monitors the students and observes their use of the language. One of the group activities is in a game format. The scores of each student permit the teacher to monitor progress. During the trial (which is videotaped) a simple rubric is used to assess their performance.

III. Débat - Combien de points avez-vous mérités?

- _____ 4 points - J'ai parlé plusieurs fois.
Je n'ai pas utilisé mon cahier quand je parlais.
Je n'ai pas fait beaucoup d'erreurs.
On a compris ce que j'ai dit.
- _____ 3 points - Je n'ai parlé qu'une fois ou j'ai regardé mon cahier quand je parlais.
Je n'ai pas fait beaucoup d'erreurs.
On a compris ce que j'ai dit.
- _____ 2 points - Je n'ai parlé qu'une fois ou j'ai regardé mon cahier quand je parlais.
J'ai fait plusieurs erreurs.
On a compris ce que j'ai dit.
- _____ 1 point - J'ai parlé mais on n'a pas compris ce que j'ai dit.
- _____ 0 points - Je n'ai pas parlé.

REFLECTION

Students have already learned about 16th century Europe in their social studies classes. This activity helps them to make connections to that period and also to think about the system of justice in France, their own and other countries.

REFLECTION:
REFLECTION:

Below is the translation of what the kids said in the trial, sample student speeches during the mock trial. I fixed the typos from my transcript. N.B. Students' errors are included.

Sample #1

Beth

Le vrai Martin Guerre a perdu une jambe dans la guerre. Les vagabonds savent et donne le témoin. Le petit homme a une jambe seulement quand le grand homme a deux jambes. A cause de cela, le petit homme est le vrai Martin Guerre. The true Martin Guerre lost a leg in the war. The vagabonds know and give testimony. The small man has only one leg when the big man has two legs. Because of that, the small man is the true Martin Guerre.

Patrick

Qui est le vagabond?
Who is the vagabond?

Beth

Les hommes qui travaillent dans le guerre.
The men who work in the war.

Patrick

Ils connaissent le vrai Martin Guerre?
Do they know the true Martin Guerre?

Beth

Oui.
Yes

Possible modifications: The less able learners could be permitted to view the video in advance using the subtitles to enhance their comprehension. Their second viewing without the subtitles might result in higher levels of comprehension under those circumstances.

Sample #2

Maggie

Je conteste. Elle dit que les vagabonds pensent que Martin est Pansette. Mais les vagabonds sont ivrognes. Les vagabonds sont soulés. Ils boivent beaucoup de vin. N'écoutez pas cette témoignage. I contest (disagree). She says that the vagabonds think that Martin is Pansette. But the vagabonds are drunkards. The vagabonds are intoxicated. They drink a lot of wine. Don't listen to this testimony.

Sample #3

Angelica

Dans le témoignage de Bertrande, elle a dit que avant la guerre son mari Arnaud l'a traitée mal et il l'a toujours reprochée. Mais après neuf ou huit hivers, l'accusé, Martin Guerre, est retourné au village, et ils se sont entendus très bien. Mais maintenant le vrai Martin Guerre, il a dit: Nulle n'a le tort que toi, Bertrande. Encore ils se sont entendus mal. Pensez bien, monsieur et madame juges, et dites-moi qui est le vrai Martin Guerre.

In Bertrand's testimony, she said that before the war her husband Arnaud treated her poorly et he always found fault with her. But after nine or eight winters, the accused, Martin Guerre, returned to the village and they got along very well. But now, the true Martin Guerre, he said: No one was wrong (or should be blamed) but you Bertrand. Again, they got along poorly. Think about it well, your honors, et tell me who is the real Martin Guerre.

Sample #4

Jane

Les agents de police utilisent les documents de dents pour reconnaître les morts, oui? Les dents sont comme des empreintes digitales, oui? C'est différent pour chaque personne. Le vrai Martin Guerre a deux dents cassées....les deux dents cassées au fond de la bouche. Tout le monde sait que c'est presque impossible d'avoir des mêmes dents d'un autre, aussi, les mêmes dents cassées.

Police officers use dental records to identify the dead, right? Teeth are like finger prints, right? They are different for each person. The real Martin Guerre has two broken teeth...two broken teeth in the back of his mouth. Everyone knows that it is almost impossible to have the same teeth as another person, also, the same broken teeth.