



Learning Experiences to Introduce French Language and Culture Grade Three

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1 Background

In August 2008, following extensive consultation, a revised model for French second-language learning in New Brunswick was announced. It was decided that beginning in September 2008, all students would commence their public education journey in English from kindergarten through to the end of grade 2.

During the consultation process, concerns regarding the lack of access to French language at the K-3 level were voiced. It was decided, therefore, to provide an early introduction to French language and culture at these grades as a means to develop students' interest in learning a second language.

Quality Learning in French Second Language in New Brunswick, by Rehorick et al. (2006), suggests the Department of Education “develop a promotion and marketing plan for French as a second language.” This includes encouraging the notion that “there are many reasons to learn French” and that “learning French is fun.” Similarly, Canadian Parents for French (2004) state the need for students to be “positively motivated in French language learning.” The intent of the activities is to develop within students a positive attitude toward learning a second language.

A committee was formed at the Department of Education, including French Second Language and Literacy Learning Specialists, classroom teachers, an art specialist, music specialist and a coordinator for the promotion of language and culture. The committee has designed learning opportunities to address the overall goal of the activities: engendering enthusiasm for learning French as a second language.

1.1 Culture and Language Awareness in the Literature

Culture may be defined as “the set of cognitions, emotions, and behaviour that uniquely identifies each of us as individuals, reflects where we live and the web of social relations through which we have lived our lives.” (Handwerker, 2002)

These activities involve several opportunities for students to be exposed to French language and culture. French folk songs, French dances, French children's books, Francophone guest speakers and the opportunity to interact with Francophone peers have been included in this document.

A language awareness project (Young & Helot, 2003) with similar activities has proven successful. Young and Helot noted that having primary children make comparisons between their own and others' cultures was beneficial to learning and appreciating the perspective of others. In our bilingual province, this encouragement of respect for other cultures is imperative to building positive relationships and understanding.

Similar positive effects are also noted in Met (2004) and Malcolm (2006).

Met suggests “best practices in language education address one additional programmatic feature - cultural interaction. Such interaction provides students with opportunities to gain cultural understanding and skills in knowing how and what to say to whom. This exposure is best achieved through direct contact with native speakers, either face-to-face or through technology.” (Pg.3)

Malcolm (2006) discusses improved cultural awareness through interactions that began with a simple pen pal program. The initial contact led to video exchanges, internet connections, and a student exchange. Similar activities for students are outlined in this document. Opportunities that support on-line twinning of Anglophone and Francophone classes provides further opportunities to enrich students’ understanding of cultures other than their own.

1.2 Implementation in New Brunswick Classrooms

The learning experiences described in this document are for implementation in Grade 3, beginning September 2010. Suggestions have been considered from the Minister’s Advisory Committee on French Second Language and the Provincial Curriculum Advisory Committee. In June 2010, representatives from each school district will receive training on the materials and integration of these experiences.

Many of the activities are intended to be embedded in classroom rituals, with the homeroom teacher and school specialists facilitating learning opportunities within daily activities. These activities are not intended to be viewed as stand alone “events” but rather a natural exposure to another language within the context of their English classrooms.

Teachers are not expected to complete all activities in the document. The variety of activities provided ensures many choices for relevant learning based on student interests and learning needs. Within each of the activities, there is an overview of the focus area and suggested facilitator for the activity. New Brunswick education curriculum outcomes are defined, followed by an explicit procedure for how to facilitate the activity with the students. Required materials are also included in the overview.

To support our ongoing journey to increased access to electronic resources, several hyperlinks have been included in this document. These links direct educators to key resources such as audio or video links, recommended websites, and existing documents that may further support educators’ implementation of the learning experiences.

A dedicated portal site

<https://portal.nbed.nb.ca/tr/lr/eflr/Pages/DanaInfo=portal.nbed.nb.ca,SSL+default.aspx> has been designed for teachers to easily access core activity resources and additional links for extending activities. An area for teachers to share ideas and materials offers educators further resources to access.

1.3 *The Teacher's Role*

Within a one week period, it is expected that a minimum of thirty minutes per week highlight the activities provided. These minutes may be cumulative or represent an extended attention to one of the learning experiences. Many teachers will exceed the minimum as these activities address current Grade 3 curricular outcomes and support existing teaching plans.

For this grade level, we have included a particular focus on learning about French culture through social studies and language arts. The learning experiences in this area may span over several sessions and involve students in cumulative skill building while learning about French culture. This extended focus may require additional time beyond the 30 minutes per week of exposure suggested. This additional time may be accessed during the teacher's allocated social studies or language arts time as the learning experiences directly address outcomes in these areas.

Many of the suggested activities involve students creating items to demonstrate their response to what they are learning. The teacher may choose one area in the classroom as a site to display student responses. Similarly, schools may also encourage this exposure by having a display in the main halls of the building.

2 Overview of the Support Document

The following learning experiences are grouped according to overall curricular areas to facilitate integration into the daily planning and activities in the classroom. In the resource kit provided to teachers, a section is designated for each of the subject areas, as well as necessary materials to facilitate the activities.

A detailed explanation is included for each learning experience, providing links to curricular areas. Many of the activities will extend beyond one session. Ideally, the activities are built into the daily routines of the class and are not meant to be one time occurrences.

2.1 Music

The CD “French Folk Songs Children Love” and the supporting booklet are provided. The lyrics are in French, but include directions, lyrics and activities in English. Learning experiences to support French songs *Bonhomme* and *L’Aviron* are included. An additional learning experience highlights *La premiere peche* from the CD *Ensemble*. CDs for listening centres or transition times are *ABC et 1,2,3* (upbeat, interactive music that highlights beginning vocabulary) and *Art Richard chante avec ses amis* which includes the voices of young Francophone students.

2.2 Physical Education

Dansez en Francais provides direction for leading the French dances: *XXXX* and *XXXXX*. The explanatory text is in English and an explanation for each of the dances is provided in the supporting documents. A demonstration video of these dances is provided on the teacher portal site.

2.3 Social Studies

- Cultural Celebrations: Children design their own cultural fair at the classroom or school level. The community is invited to attend a celebration of a variety of elements of French culture including food, dance, music, and dress. The text *Taking Action* guides students and teachers as they plan this exciting event.
- Follow that Map!: Students explore various cultural sites around New Brunswick while learning beginning mapping skills. Copies of the book *Follow that Map* are provided so that teachers may follow the mini-lessons provided to engage their students in a virtual voyage around the province.
- Take Action on Haiti: Active citizenship is a critical element in the social studies curriculum. In this learning experience, children learn about another French speaking nation, Haiti. Students are invited to become engaged in learning more about how they can make a difference in Haiti, using the book *Take Action*.

- **Interest Centre:** The teacher places items in an area that can be easily accessed by students. Once simple poetry and children's books have been introduced, they may be placed in the interest centre area for those students who wish to extend their exposure to the materials. A CD player with headphones, dedicated laptop, and pictures/artifacts from French culture visitors may also enhance the opportunity for learning in the classroom.
- **Community Partners:** A letter is provided that invites parents/guardians to suggest individuals of French heritage to visit the school. Similarly, community schools coordinators will work to identify guest speakers and resources regarding French culture.
- **New Brunswick Anglophone districts** have a French monitor working within their schools. Although availability may be limited, these individuals are Francophone and offer a viable opportunity to enhance the awareness of language and culture. These individuals may offer to do a read aloud in French and discuss their experiences and customs.

2.4 English Language Arts: Language Awareness

There are several opportunities to integrate English Language Arts outcomes in the activities provided.

- **Buddy Readers:** Weekly pairing of kindergarten students with French immersion or Intensive French students provide a consistent opportunity for the younger student to hear French language from their peers. The older students may read a simple French text to the kindergarten student as provided in the teacher resource kit.
- **Introducing French poems to students as a shared reading opportunity:** Simple poems with an accompanying CD are provided and once introduced by the teacher, may be posted in the classroom and added to the student listening centre.
- **Introducing French children's books:** A series of books with audio support will offer students the opportunity to hear the French language as they follow along in the text. The text is clearly supported through vivid illustrations on each page. A guideline is included for how teachers may introduce each text before it becomes part of the student listening centre. Extension activities support cross-curricular outcomes in a variety of areas.

2.5 Technology

Students from kindergarten English classrooms may be twinned with Francophone kindergarten classes to exchange simple photostories. A description of the initial activity: *Hello Friends/Bonjour Mes Amis* is included in this document. Teachers interested in this exchange will find contact information in this section. The portal has an

embedded link for uploading these videos so that other schools may have access to these as well.

2.6 Enrichment

Teachers may lead further study in French culture through an investigation of language, customs, traditional food, etc. Suggested activities are outlined and a Powerpoint presentation explaining the process is available on the portal site.

2.7 Resources Directory

Suggested websites are listed, including interactive educational sites, virtual experiences of cultural landmarks and related organizations. Of particular interest to teachers is a highly recommended daily children's program in French. Mini TFO (<http://www.tfo.org/jeux/mini/>) is an engaging and interactive program with French language supported through props and gestures.

The province has also introduced a French Language and Culture website for families <http://www.gnb.ca/0000/fsl/Schools-e.asp>. A *What's Happening in Schools?* section highlights cultural learning experiences occurring in New Brunswick classrooms.

3 Activities

3.1 French Music

French Language and Culture Activities: Grade Three	
Focus Area(s)	Suggested Facilitator
Music – French Song <i>Bonhomme</i>	Homeroom Teacher Music Teacher

Curriculum Outcome(s): Music

3.1.2 explore a range of materials and techniques to create, make and present music.

3.4.2 explore vocal and instrumental music of various cultures.

We need to add a language arts outcome

Suggested Activity (Music):

Introduce this song by telling the students this is a traditional French cultural song which you may have already heard. As you listen to the song can you hear words that would describe musical instruments.

Which of these instruments are percussion, string and wind?

Play the song and have the children sing the echo version.

Have the children sing again and mime the playing of the instruments.

Ask the children who they think Bonhomme is, what they think Bonhomme's favorite instrument is and what they think s/he looks like when playing her/his favorite instrument.

Students may have a "Bonhomme Day" in which they dress up how they envision Bonhomme to look like and bring, make, or borrow an instrument of choice. All students, keeping the rhythm of the song, can play and sing along with the CD version, practicing teamwork, unity, and gaining an appreciation of the harmony that can arise with and from diversity.

Extension: Visit the Carnaval de Quebec website, where Bonhomme is celebrated:

<http://www.carnaval.qc.ca/fr> (hit the English tab at the upper right)

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There is also a video of Bonhomme in action at
<http://www.youtube.com/watch?v=573ZDZv66c8>

This video includes photos with music of Bonhomme.

<http://www.youtube.com/watch?v=QR2h3H9ESeg>

Source Materials:

Song #16 “*Bonhomme, bonhomme*” –from *French Folk Songs Children Love*, page 14
CD player
Activity Sheet – “Bonhomme”

French Language and Culture Activities:

Grade 3 Enrichment: Integrating Art and Theatre

Focus Area(s) Enrichment Music	Suggested Facilitator: Classroom Teacher Music Teacher
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Cross-Curricular Links: Music

- 3.3.2 Explore and make connections between the culture and music of Atlantic Canada.
- 3.4.1 Demonstrate respect for music and musicians of various cultures.
- 3.4.2 Explore vocal and instrumental music of various cultures.

Cross-Curricular Links: Social Studies

- 3.2.1 Examine the diverse peoples in their province. Explain how the diversity of their province has changed over time.
- 3.2.2 Illustrate how the peoples living in their province contribute to its cultural diversity

Cross-Curricular Links: Personal Development and Career Planning (PDCP)

- 3.1 Each student will have an awareness and appreciation of work. Elaboration: An introduction to the world of work requires exposure to a variety of occupations. Students will explore work in various settings and the reasons for work.

Cross-Curricular Links: Arts

From *Foundation for the Atlantic Canada Arts Education Curriculum* (document #843280)

- 3.2 Understanding and connecting context of time, place and community: Drama
- 4. Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global context and value the arts as a record of human experience and expression.

Students will be expected to:

- Learn about the history of French Canada through song.
- Learn about the fur trade.

SUGGESTED ACTIVITIES:

“C’est l’aviron” in “ *French Songs Children Love* ” P. 17. To understand the Early French Canadian fur trade.

Prior to playing the song **C’est l’aviron** (French Songs Children Love – page 19) encourage the children to listen to the genre in the song to compare and contrast the music they currently listen to.

Students will listen to the song and share their response – verbally, in writing, and/or through an illustration.

The words to the song provided below can be placed on an overhead. Play the song and have the children sing along. Once the children are comfortable with the words invite them to sing with the accompaniment version.

Read the following excerpts from the textbook **NEW BRUNSWICK - ITS HISTORY AND ITS PEOPLE**, by William and Carole Spray to provide background information on the fur trade related to this song

(page 20) “News about the wealth of furs spread quickly in Europe. More and more people began to cross the Atlantic. Many French and, later, many English made the trip.”

(page 26) “The first real efforts to start settlements in Canada were not made until the seventeenth century. They were made for a number of reasons. One reason was hats! Fur hats had suddenly become popular in Europe. Many merchants in France knew they could make a lot of money by supplying the furs needed to make the hats.”

(page 33) “Fur traders also came to Acadia. These merchants set up trading posts so they could make money from the fur trade. In one year, a French trader could ship home to France as many as three thousand beaver, moose, and otter skins. The trading posts they built helped to keep settlements in Acadia growing.”

Discussion on the fur trade and how people traveled in the past is encouraged. Students can research then compare and contrast modes of transportation and the fur industry of the past with transportation and the fur industry of today.

Enrichment opportunity – students may wish to investigate the issues related to the use of various types of fur today and the controversy surrounding it.

Children could present *their* interpretation of the song and music in small groups through drama, skits, dance, and/or art.

Source Material(s):

CD French Songs Children Love – Track # 37 with words, # 38 Accompaniment only.

French Language and Culture Activities: Grade 3 Enrichment Integrating Art and Theatre (l'Escaouette)	
Focus Area(s) Enrichment	Suggested Facilitator: Classroom Teacher Music Teacher

Cross-Curricular Links: Music

3.3.2 Explore and make connections between the culture and music of Atlantic Canada.

3.4.1 Demonstrate respect for music and musicians of various cultures.

3.4.2 Explore vocal and instrumental music of various cultures.

Cross-Curricular Links: Social Studies

3.2.1 Examine the diverse peoples in their province. Explain how the diversity of their province has changed over time.

3.2.2 Illustrate how the peoples living in their province contribute to its cultural diversity

Cross-Curricular Links: Personal Development and Career Planning (PDCP)

3.1 Each student will have an awareness and appreciation of work. Elaboration: An introduction to the world of work requires exposure to a variety of occupations. Students will explore work in various settings and the reasons for work.

Cross-Curricular Links: Arts

From *Foundation for the Atlantic Canada Arts Education Curriculum* (document #843280)

3.2 Understanding and connecting context of time, place and community: Drama

4. Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global context and value the arts as a record of human experience and expression.

Cross Curricular Links: Language Arts

9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Students will be expected to:

- Enhance their understanding of the Acadian people and culture through the Arts

Students will be introduced to:

- HERMENEGILDE CHIASSON - former Lieutenant Governor of NB, professor, author, playwright, poet, and husband of Marcia Babineau (*owner and manager of l'Escaouette*)
- ROLAND GAUVIN - Acadian singer/songwriter
- ACADIAN THEATRE (l'Escaouette) – owned and managed by Marcia Babineau (*wife of Hermenegilde Chiasson*)

[Suggested activities and links for each of the above follow]

HERMENEGILDE CHIASSON

Role of the Lieutenant-Governor of NB

<http://web.archive.org/web/20071025023217/www.gnb.ca/lg/hist-e.asp>

Biography from when he was Lieutenant-Governor of NB

<http://web.archive.org/web/20071028125043/http://www.gnb.ca/lg/bio-e.asp>

Message from when he was Lieutenant-Governor of NB

<http://web.archive.org/web/20071026130117/www.gnb.ca/lg/message-e.asp>

Article from Theatre Research in Canada, Vol. 22 No. 1, 2001

THE MIRROR REMADE: CULTURAL AFFIRMATION IN THE PLAYS OF HERMENEGILDE CHIASSON by Glen Nichols

http://www.lib.unb.ca/Texts/TRIC/bin/get.cgi?directory=vol22_1/&filename=nichols.htm

Submission about Hermenegilde's Art Work (bio included) in

Elements – Online Environmental Magazine –

<http://www.elements.nb.ca/theme/artists/showcase/hermenegilde/chiasson.htm>

Suggested activities:

Prior to introducing Hermenegilde Chiasson's to the students, ask them if they can share with you the name of the current Lieutenant-Governor of NB (*review from Social Studies discussions OR use this as an opportunity to introduce the title of "Lieutenant- Governor).*

In small groups, have the students do a **"THINK, PAIR, and SHARE"** then ask them to prepare individual or small group KWL charts around the following questions:

"THINK" - What are the roles and responsibilities of the Lieutenant-Governor of a province? What virtues and assets do you think a Lieutenant-Governor should have?

"PAIR" up with a classmate, and "SHARE" your thoughts with each other. Record what you share as the "K" for the KWL chart which we will be completing as a class.

"SHARE"- The teacher will prepare a whole class (summative) KWL chart, based on feedback/responses from the students.

Introduce the **Role of the Lieutenant-Governor of NB**

<http://web.archive.org/web/20071025023217/www.gnb.ca/lg/hist-e.asp> along with the **Biography of Hermenegilde Chiasson** from when he was Lieutenant-Governor of NB

<http://web.archive.org/web/20071028125043/http://www.gnb.ca/lg/bio-e.asp>

Teachers will read to the class the **Message from Hermenegilde Chiasson** written when he was Lieutenant-Governor of NB

<http://web.archive.org/web/20071026130117/www.gnb.ca/lg/message-e.asp>

Update class KWL chart. (It is anticipated that the foregoing activities combined with the KWL activity will help students to realize that a Lieutenant-Governor is chosen for his/her ability to respectfully represent the **culture and people** of their province.

Inform students that **Hermenegilde Chiasson** was the first Acadian Lieutenant Governor and was chosen by the committee who designed Learning Experiences to Introduce French Language and Culture because of his Acadian background, his multiple artistic skills and products, but most importantly for his ability to articulate the need to honour our own past while respecting that of others, a sentiment he eloquently conveyed in A Message from the Lieutenant-Governor of New Brunswick (referenced above). Emphasis could be placed on these empowering sentiments from Hermenegilde Chiasson:

“To my mind, culture constitutes a vital element. It contains both the history of the world and our own personal history. We are its heirs and its continuation. However, culture refers not just to the production of works of art but also to the way in which we live together, the way in which we express ourselves, the way in which we leave a record for the future generations to whom we are accountable.”

Without informing the students who painted the following picture, bring it up on the SmartBoard or Portal (depending on what technology resources are available and how it will be best viewed).



Submission about Hermenegilde’s Art Work (bio included) in Elements – Online Environmental Magazine – <http://www.elements.nb.ca/theme/artists/showcase/hermenegilde/chiasson.htm>

Ask the students to look at it silently/peacefully for several minutes then write their thoughts/responses to the following questions on the **Artistic Expressions** activity sheet provided at the end of this document. Allow students to work on a quiet activity (silent read, draw, other, for a few moments until everyone has had a chance to respond.)

NOTE: Students who may have difficulty recording their responses in writing may draw their response under each question. The questions on the sheet are:

- 1) What do you think of this picture? Why?
- 2) What do you think the artist was trying to tell us? Why?
- 3) What comes to your mind when you see this picture?
- 4) What do you think prompted the artist to produce this piece?
- 5) What medium do you think was used to produce this piece?
- 6) What are some remaining thoughts or questions you have after viewing this piece?

Next, students in small groups can share their interpretations of Hermenegilde’s Art Work by reading their responses to each other.

The teacher can then use the website provided above to share the Hermenegilde’s rationale of why he painted this piece. Allow for some follow-up discussion afterwards.

ROLAND GAUVIN
Acadian singer/songwriter

http://www.rolandgauvin.com/bio_en.php

Roland Gauvin

It is impossible to overestimate the profound influence Moncton's Roland Gauvin has had on the music scene in the Atlantic region as well as on an international scale. This author-composer-performer is a founding member and driving force behind three of New-Brunswick premier musical groups: Roland & Johnny, Les Méchants Maquereaux and the legendary 1755.

In the 1970s, an era marked by political and cultural change, 1755 broke through barriers separating the 'two solitudes' in New Brunswick. The 'Beatles of Acadia', with their unique blend of traditional roots music and rock, gave Acadians a band to call their own. At the time, they introduced their many young Anglophone fans to Acadian culture.

Roland Gauvin absorbed the music of Acadia at his grandfathers knee, who shared with the young boy his love for the traditional songs of his heritage. The lessons of childhood have never left Gauvin; he has devoted a great deal of time serving as an ambassador for the province and for Canada at cultural events across the country and around the world. He has created special programs for young audiences, taking his unique entertaining and educational act on the road to schools throughout Atlantic Canada, Ontario, Western Canada and France.

Besides working with and as a mentor for a variety of young artists in his home province Roland is now enjoying a successful solo career. In the year 2000 he is awarded simultaneously the Prix Hommage Éloïse and Étoile at the Gala du Millénaire. In 2007 he is awarded the André Thadée Bourque and Louise Manny Award for Excellence in Music by the province of New Brunswick and the Order of Canada for his contribution and devotion in the promotion of Acadian culture and music around the world. Finally he and his fellow band mates of the group 1755 received the prestigious Dr Helen Creighton Lifetime Achievement Award for their musical contribution at the East Coast Music Award in February of 2008.

Charisma is defined as the ability to inspire enthusiasm, interest or affection in others, Roland Gauvin possesses a vast amount of this very quality. He gives of himself generously, in order to preserve the Acadian heritage that runs so deep within his musical soul.

Français

Suggested Activities

The Acadian songwriter and singer, Roland Gauvin, will be introduced to the students through the biography provided.

Prior to playing the song, write the title **l'escaouette**. Encourage the children to listen to the genre in the song to compare and contrast the music they currently listen to.

Students will listen to the song and share their response – verbally, in writing, and/or through an illustration.

L'escaouette – Ask the children what they think this word means. Give them the definition of the word which is a wedding celebration and feast.

Have the children listen to the song again and try to identify the instruments that are played in the song. (For your information, the percussion you hear are the fiddler's feet. The instruments are guitar, violin, and bass guitar.)

The words to the song provided below can be placed on an overhead. Play the song and have the children sing along. Once the children are comfortable with the words invite them to sing with the accompaniment version.

The song L'escaouette

L'Escaouette (English Translation)

It is Mr. The Groom, it is Mrs. The Bride
Who have not yet had supper
A little mill on the river
A little gift to make the water go through
Climb the mountain, boy run away
I saw the fox, the wolf, and the jack rabbit
Open the cover green green
Open the cover green to the feet

L'Escaouette (French Version)

C'est monsieur l'marie, madame mariee
C'est monsieur l'marie, madame mariee
C'est monsieur, madam' maries
Qu'ont pas encore souper
C'est monsieur, madam' maries
Qu'ont pas encore souper

Un p'tit moulin sur la riviere
Un p'tit bateau pour passer l'eau
Monte sur la montagn; boy run boy run
Monte sur la montagn; boy run boy run
Monte sur la montagn; vert, vert, vert
J'ai vu le loup, le renard, le lievre
J'ai vu la grance cite sauter
Tirer la couvert, vert aux pieds
Tirer la couvert, vert aux pieds

Aouenne, aouenn'-guenille
Aouenne, tire la guenille
Aouenne, aouenne, allons
Aouenne chez les brillons

Tibounichi', Nabet', Nabette
Tibouchi, Nabet

Tibounichi', Nabet', Nabette
Tibouchi, Nabet

(l'Escaouette) ACADIAN THEATRE

L'escaouette

<http://www.escaouette.com/escaouette/public/index.cfm>

[Note: this website is in French only at this time]

This theatre is located in the Moncton area. The owner of this theatre is Marcia Babineau, wife of Hermenigilde Chiasson

Source Material(s):

MP3 – l'Escaouette by Roland Gauvin.

Artistic Reflection Sheet

ARTISTIC REFLECTIONS

Name: _____

Date: _____

DIRECTIONS: After carefully viewing the picture I have shown you, please take a few moments to reflect on the following questions and write your responses. While there are no right or wrong answers, I do ask that you take your time and put lots of thought into your responses. When you have done your best to respond to each question, please turn your paper upside down on your desk, take out your anchor activity, work quietly and peacefully at it, to allow others time to finish their reflections.

Thank you in advance for your thoughtfulness, cooperation, courtesy, and respect.

	What do you think of this picture? Why?
	What do you think the artist was trying to tell us? Why
	What comes to your mind when you see this picture?
	What do you think prompted the artist to produce this piece?
	What medium do you think was used to produce this piece?

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	What are some remaining thoughts or questions you have after viewing this piece?

French Language and Culture Activities: Grade Three	
Focus Area(s) Enrichment Music Social Studies	Suggested Facilitator Classroom Teacher

Curriculum Outcome(s): Music

- 3.3.1 Describe music they encounter in their school, at home and in the community and the variety of purposes for which it is used
- 3.3.2 Explore and make connections between the culture and music of Atlantic Canada
- 3.4.2 Explore vocal and instrumental music of various cultures

Cross-Curricular Links: Social Studies

- 3.1.3 Examine where people live and how people make a living in their province

Cross-Curricular Links: Language Arts:

GC0 3 Students will be able to interact with sensitivity and respect considering the situation and purpose.

GC0 8 Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learning; and to us their imaginations.

Students will be expected to:

- Gain insight into the art of Acadian fishing culture.
- Obtain Interview Skills.
- Know types of fish from NB waters.

Suggested Activity:

Introduce “*La Premiere Peche*” by musician Art Richard to connect with the Acadian culture and fishing industry.

Suggestions for Learning and Teaching (Procedure)

Prior to playing the song, encourage the children to listen for instruments or words they may recognize. Have them listen to what they think the singer is trying to convey. The singer, composer Art Richard can be viewed on the Portal entertaining a grade 3 classroom at <https://portal.nbed.nb.ca/tr/lr/eflr/Pages/.DanalInfo=portal.nbed.nb.ca,SSL+GradeThree.aspx>

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The students will listen to song and share their ideas of what the song might convey. I.e. Is this a happy song?

Have the students share the names of the instruments they recognized.
The teacher would then explain the intention of the song.

The life of a fisherman on the Acadian coast would be explored through discussion.

Students could work on gathering information on the following topics:

- The types of fish and seafood in NB.
- Preservation of fish ie: salted cod and smoked herring.”
- “Boucaniere” – Smoke Houses in Cap Pele
- Equipment necessary for fisherman such as boats, lobster traps
- Various types of lobster traps and their purpose
- Acadians living near the ocean for their livelihood ie fishing

Interview:

The Interview process from Take Action P. 38 & 39 would be reviewed with the students.

The students would view the Video from the Portal

<https://portal.nbed.nb.ca/tr/lr/eflr/Pages/,DanaInfo=portal.nbed.nb.ca,SSL+GradeThree.aspx> of an Acadian fisherman.

After the video, the teacher would ask what steps they recognized from the Interview process.

Class discussion would follow the interview with the fisherman.

Various enrichment projects could develop from this unit.

Source Material(s):

Art Richard – *Ensemble* CD

Portal – Video of Art Richard

Portal - Video of an Acadian Fisherman

Take Action – Make a Difference“ People and the environment:”

Blessing of the Fleet Website <http://www.youtube.com/watch?v=aHO-fWOXuIU>

Province of NB – Department of Fisheries: <http://www.gnb.ca/9999/index-e.asp>

Boucaniere: <http://www.cap-pele.com/history.cfm>

French Language and Culture Activities: Grade Three	
Focus Area(s)	Suggested Facilitator
Art	Classroom Teacher

Curriculum Outcome(s): Art - *visual awareness*

Describe *images that are derived from a variety of sources, e.g., books, photographs, art works.*

Recognize that illustrations hold meaning and are intended to work together with print to tell a story

Responding to art

Demonstrate a willingness to discuss variety of art and formulate personal responses. Categorize examples of images based on subject matter, e.g., portraits, landscape, still life .

- describe one artist's style
- describe works of art by identifying lines, colours, shapes, content details, and exploring possible meanings.

Cross-Curricular Links: Language Art: GC08 - Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learning; and to use their imaginations.

Students will be expected to:

- Gain insight into the art work of an Acadian Artist..

Suggested Activity:

Study of “Les Violins d’Acadie” by Acadian artist Paulette Foulem.
Available at http://foulem.ifrance.com/p_gal.htm

The teacher will have the following questions on the board for the children to ponder while they examine the art work that will be exposed.

When do you think the artist made this painting? Early 1900's, 10d She/he will tell the students that she will be exposing a painting from an Acadian artist Paulette Foulem. As expose the painting.

Suggestions for Learning and Teaching (Procedure)

Prior to playing the song, encourage the children to listen for instruments or words they may recognize. Have them listen to what they think the singer is trying to convey. The students will listen to song and share their ideas of what the song might convey. I.e. Is this a happy song?
Have the students share the names of the instruments they recognized.
The teacher would then explain the intention of the song.

The life of a fisherman on the Acadian coast would be explored through discussion. Students could work on a KWL on the following topics:
The types of fish and seafood in NB.
Preservation of fish ie: salted cod and smoked herring.”
“Boucaniere” Smoke Houses in Cap Pele
Equipment necessary for fisherman such as boats, lobster traps
Various types of lobster traps and their purpose
Acadians living near the ocean for their livelihood ie fishing

Interview:

The Interview process from Take Action P. 38 & 39 would be reviewed with the students.

The students would view the Video of an Acadian fisherman.

After the video the teacher would ask what steps they recognized from the Interview process.

Class discussion would be had on the interview with the fisherman.

Update the KWL chart after this activity.

Various enrichment projects could develop from this unit.

Source Material(s):

Art Richard – Ensemble

Video of an Acadian Fisherman

Take Action – Make a Difference“People and the environment:

Blessing of the Fleet Website <http://www.youtube.com/watch?v=aHO-fWOXuIU>

Province of NB – Department of Fisheries: <http://www.gnb.ca/9999/index-e.asp>

Boucaniere: <http://www.cap-pele.com/history.cfm>

3.2 French Dance

French Language Exposure Activities: Grade Three	
Focus Area(s)	Suggested Facilitator
French Culture through Music and Physical Education	Classroom Teacher

Students will explore French Canadian Folk Dance through movement and learning a dance to go with the music of Galop Nantais.

Curriculum Outcome(s): Music

- Combining movement with music making
- Exploring cultural influences in their community
- Internalizing language
- Keeping a steady beat
- Patterning (following directions to the dance)

Curriculum Outcome(s): Physical Education

- Demonstrate space and body awareness
- Move through personal and general space, changing direction and maintaining control
- Cooperatively link movement and rhythmical patterns
- Coordinating movement with a partner
- Use creative ideas and apply to movement
- Follow simple directions
- Share space with others

Suggested Activity: Galop Nantais Dance and Song

Individual Dance

Students are positioned in random spaces.

DANCE MOVEMENT	DANSER MOUVEMENT
1. Two Beat Intro.	1. Deux Introduction de Battement.
2. Five Stomps: Right Foot, Left Foot, (Slow), RF, LF, RF (Faster) Or use same foot for all five	2. Cinq Piétinent : Le Pied juste, Pied Gauche, (Ralentir), le RF, LF, LE RF (plus Rapide) Ou utilise le

stomps.	même pied pour tous cinq piétinent.
3. Repeat Five Stomps	3. Répéter Cinq Piétinent
4. Gallop around in various directions in open space	4. Galoper environ dans les diverses directions dans l'espace ouvert
5. 3 Steps to the Right, 3 Steps to the left, 3 Steps (R), 3 Steps (L), 3 Steps (R), 3 Steps (L) Alternate: Right Step, Left Step, Right Step	4. 3 Etapes à la Droite, 3 Etapes à la gauche, 3 Etapes (R), 3 Etapes (L), 3 Etapes (R), 3 Etapes (L) Alterne : L'Etape juste, Etape Gauche, l'Etape Juste
6. Repeat all of the above five more times.	5. Répéter tout l'au-dessus de cinq plus de temps.
7. Variations: Substitute stomps for alternating one leg hops or leg kicks.	6. Variations: Le remplaçant piétine pour alterner un sauts de jambe ou les coups de pied de jambe.

Directions: Partners

Students are positioned face to face with a partner.

DANCE MOVEMENT	DANSER MOUVEMENT
1. Two Beat Intro.	1. Deux Introduction de Battement.
2. Five Stomps: Right Foot, Left Foot, (Slow), RF, LF, RF (Faster) Or use same foot for all five stomps. (Individually)	1. Cinq Piétinent : Le Pied juste, Pied Gauche, (Ralentir), le RF, LF, LE RF (plus Rapide) Ou utilise le même pied pour tous cinq piétinent. (Individuellement)
3. Repeat Five Stomps	2. Répéter Cinq Piétinent
4. Hold hands with partner and Gallop around in various directions in open space	3. La prise transmet avec le partenaire et Galoper environ dans les diverses directions dans l'espace ouvert
5. Hold hands with partner 3 Steps to one side, 3 Steps to the other side, Repeat twice more.	4. Les mains de prise avec le partenaire 3 Etapes à un côté, 3 Etapes à l'autre côté, Répètent

Learning Experiences to Introduce French Language and Culture – Grade Three

Alternate: Right Step, Left Step, Right Step.	deux fois plus. Alternier : L'Étape juste, Étape Gauche, l'Étape Juste.
6. Repeat all of the above five more times.	5. Répéter tout l'au-dessus de cinq plus de temps.
7. Variations: Substitute stomps for alternating one leg hops or leg kicks.	6. Variations: Le remplaçant piétine pour alterner un sauts de jambe ou les coups de pied de jambe.
8. Variations: Substitute 3 steps for one step and a one leg hop.	8. Variations: Substituer 3 étapes pour une étape et une une jambe sautant. 9.

Source Material(s):

1. Step Lively Dansez en Français by Marian Rose,
2. Song #3 on CD.
3. CD Player/Laptop

French Language Exposure Activities: Grade Three	
Focus Area(s)	Suggested Facilitator:
French Culture through Music and Physical Education	Classroom Teacher

Summary of Skills linked to Curriculum Outcomes:

Students will be able to explore a traditional French Folk Song through movement using patterning and creativity. This will expose students to simple vocabulary in French.

Music Curricular Outcome(s):

- Combining movement in music making
- Exploring cultural influences in music of their community
- Internalizing language
- Patterning (following directions to the dance)
- Practicing rhythm

Physical Education Curricular Outcome(s):

- Following directions
- Sharing space with others
- Move through personal and general space, changing direction and maintaining control
- Plan and perform simple movement sequences
- Cooperatively link movement and rhythmical patterns

Suggested Activity: Dance “*Sept Sauts Simples*”

Directions: This activity uses simple vocabulary to introduce students to French Language. Students can perform this dance on their own or in a circle.

Dance Movement	Teacher Cue:
1. Students face to the right and walk 3 steps and turn on the fourth beat. They then return and take 3 steps turning again. Repeat these actions 16 beats.	Les élèves font face à la droite et marchent 3 pas et tournent sur le quatrième battement musical. Ils retournent ensuite et prennent 3 pas qui tournent encore. Répéter ces actions aux 16 battements musicaux.
2. Students then walk straight ahead 3 steps and then lift their knee. They then walk back 3 steps and lift their knee. Repeat these actions 16 beats.	2. Les élèves marchent en avant 3 pas et puis soulèvent leur genou. Ils marchent alors 3 pas en arrière et soulèvent leur genou. Répéter ces actions aux 16 battements musicaux.
3. The music will have one short note when the	3. La musique aura une courte note, quand les

Learning Experiences to Introduce French Language and Culture – Grade Three

<p>students are asked to do a simple leg lift. Each time the notes will increase by one so the students will add a different move each time until they reach 7 moves.</p>	<p>élèves seront invités à simplement soulever la jambe. Chaque fois que les notes augmenteront d'un autre coup; les élèves ajouteront un mouvement différent chaque fois jusqu'à ce qu'ils atteignent 7 mouvements.</p>
<p>4. Here are the movements that get added each time:</p> <ol style="list-style-type: none"> 1. Lift right leg. 2. Lift right leg, lift left leg. 3. Lift right leg, lift left leg, Right hand on hip. 4. Lift right leg, lift left leg, right hand on hip, left hand on hip. 5. Lift right leg, lift left leg, right hand on hip, left hand on hip, right hand on left shoulder. 6. Lift right leg, lift left leg, touch right hip, touch left hip, right hand on left shoulder, left hand on right shoulder. 7. Lift right leg, lift left leg, touch right hip, touch left hip, right hand on left shoulder, left hand on right shoulder, drop your head. 	<p>4. Voici les mouvements qui seront ajoutés à chaque fois:</p> <ol style="list-style-type: none"> 1. Soulever la jambe droite. 2. Soulever la jambe droite, soulever la jambe gauche. 3. Soulever la jambe droite, soulever la jambe gauche, placer la main droite sur la hanche. 4. Soulever la jambe droite, soulever la jambe gauche, placer la main droite sur la hanche, placer la main gauche sur la hanche. 5. Soulever la jambe droite, soulever la jambe gauche, placer la main droite sur la hanche, placer la main gauche sur la hanche, placer la main droite sur l'épaule gauche. 6. Soulever la jambe droite, soulever la jambe gauche, placer la main droite sur la hanche, placer la main gauche sur la hanche, placer la main droite sur l'épaule gauche, placer la main gauche sur l'épaule droite. 7. Soulever la jambe droite, la jambe gauche, placer la main droite sur la hanche, placer la main gauche sur la hanche, placer la main droite sur l'épaule gauche, placer la main gauche sur l'épaule droite, laisser tomber votre tête.

Process:

You can change the actual movements that the students do each time there is a short note.

Source Material(s):

“Dansez en Français” by Marian Rose “Sept Sauts Simples” CD # 8

3.3 Cultural Awareness through Social Studies

French Language and Culture Activities: Grade Three
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Focus Area(s)	Suggested Facilitator
Social Studies: French Cultural Fair	Classroom Teacher/Students

Curriculum Outcome(s): Social Studies Grade Three

Students will be expected to:

- Illustrate how the peoples living in their province contribute to its cultural diversity
- Take age-appropriate actions to promote positive interactions among people

Cross-Curricular Links: Language Arts

Students will be expected to:

- be able to communicate information and ideas effectively and clearly, and to respond personally and critically.
- engage in and respond to a variety of oral presentations and other texts
- select, read and view with understanding a range of literature, information, media, and visual texts
- make connections between what they read and their own experiences and knowledge

Suggested Activity:

Teacher(s) and students design a cultural fair to promote French culture. This could be within the classroom, or could link with the entire school. Activities would be differentiated to accommodate student abilities, strengths, and individual talents. The activities should, whenever possible, be aimed at accessing higher level critical thinking skills and utilizing the upper end of cognition outlined in *Bloom's Taxonomy*. The research and planning are the main thrust of this activity and should be led and organized by students. See this link for suggested activities that align with Bloom's Taxonomy

<http://mysciencelessons.files.wordpress.com/2009/07/bloomwheel3.gif>

Prior to working on the content of the fair, organizational and meeting skills would be taught in a series of mini-lessons contained in *Take Action-Make a Difference: A social studies handbook*. Following these lessons, a committee would be selected to organize and run the cultural fair. . This is an opportunity for student enrichment.

Procedure:

Lesson One: What is a team? What do we think we know about teams?

Have students brainstorm and the teacher/student leader can record on a KWL chart under the K column. To help generate student responses the teacher may direct the following questions:

1. What is the purpose of a team?
2. How do teams work?
3. What teams do you belong to?
4. Read story *Teamwork can work wonders*
<http://topmoralstories.blogspot.com/2008/05/team-work-can-work-wonders.html> (or similar stories-There are many out there)
5. Follow with questions such as:
 - a. What is the author trying to tell us?
 - b. What have we learned about teamwork?
 - c. What would have happened if they had not worked in a team?Revisit the KWL chart after the reading and record additional knowledge responses.

Lesson Two: Guidelines for Developing an Effective team (page 37 in *Take Action, Make a Difference*).

1. Discuss strategies that promote successful teamwork as outlined on page 37 of the book. Teacher could write these strategies on chart paper and discuss/explain to students what each strategy means.
2. Post strategies around the classroom.

Following these lessons, the teacher may select a student organizational committee which will have responsibility for organizing the fair in addition to their cultural contribution within another group. This may span across grade levels, inviting students participating in immersion and intensive French.

Exploration into these different areas may take place at any time of the school year. Students have engaged in many learning experiences from Kindergarten through Grade Two which offer several suggestions for this kind of activity. It is strongly encouraged that other grades be involved as all students are engaged in some aspect of the exploration and celebration of French language and culture.

Learning Experiences to Introduce French Language and Culture – Grade Three

The cultural fair could include, but would not be limited to, the following French cultural activities:

1. Music
2. Dance
3. Arts and Culture
4. Food
5. Dramatic Productions
6. Multimedia presentations(Notebook Software Presentation, How to pg. 32-33 Take Action)
7. Presentations or summaries of interviews with francophone members of the community (How to pp.38-39-Take Action)
8. Static cultural displays(such as you would see in a heritage fair)
9. Period Clothing (history of the Acadians) Refer to the Village Historique Acadien website http://www.villagehistoriqueacadien.com/galeriedephtos_en.cfm

In addition to the meetings to organize, other students may be involved in other supplemental activities including the creation of:

1. Brochures promoting the event.(how to pp.42/43-Take Action)
2. Posters promoting the event.
3. Public Service Announcements/Voice Mails/E-mails(How to pp 30/31 Take Action)

***Please note: This fair is intended to engage all students of all abilities. The variety of ways to be involved allows for respecting the diverse composition of classrooms.**

Lesson 3:

See p.35 Take Action-Why Evaluate your Actions? Discuss and add additional responses to the “learned” column of the KWL Chart.

Following the Cultural Fair, there would be a lesson reflecting upon the process and activity as a whole. Something of the things that might be considered would be:

How well did we work together as a team?
What problems did our group face?
How well did we solve these problems?
What could we do differently next time?

Source Material(s):

Sears, Alan; Harding, J. Craig: *Take Action, Make a Difference*, Pearson, 2008

French Language and Culture Activities: Grade Three
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Focus Area(s)	Suggested Facilitator
Social Studies: Beginning Mapping skills	Classroom Teacher

Curriculum Outcome(s): Social Studies

- Locate their province in the Atlantic region, Canada, North America, and the World.

Procedure: “Follow That Map!” Mini-lessons

Lesson 1: Follow That Map (Introduction to Mapping Unit)

Materials: “Follow That Map” by Scot Ritchie, chart paper, markers

Mini-lesson: Gather the class in a group setting (i.e. story corner). Introduce the text to the students. Examine the cover of the book and ask what they notice. “What do you think this book will be about?” Ask them to start thinking about maps. “Why do people use maps? Think of some times that a map would be very important. Have you ever used a map? Where have you seen maps?”

Activity: Tell the children you will be starting to learn all about maps. Divide the class into pairs or small groups. Give each group markers and a large sheet of paper. Divide the paper into two columns – “ I Know” and “I wonder”. Have students work in their small groups to list everything they know about maps and some areas for investigation. Circulate among the groups and be liberal with praise for those engaged in the activity. “Wow, I see you remembered to include...”

Reassemble in teaching area. Have students present their lists and assemble a class KWL chart. Post the chart and explain that you will use it in your study of maps.

Lesson 2: First Stop (Introducing Symbols and Legends)

Materials: “Follow That Map” by Scot Ritchie, index cards, markers, KWL Chart

Minilesson: Begin by referring to the KWL chart the children have created and review some of the items listed. Take a picture walk through the book “Follow that Map!”. Note that the book has a table of contents and an index. “Why do you think they are included in the book? What could you use the table of contents for? When would you use the index?”

Begin to read the book. After reading pages 4 and 5, explain that there are lots of concepts presented on these pages. Check with the KWL chart. Discuss whether some of the concepts should be added to the “I Wonder” column.

Read to the end of page 9. Look at the map together and carefully examine the symbols. “Why do you think the author chose a swing to represent the park or a stack of books for the library?” Find the symbols on the map and in the legend.

Learning Experiences to Introduce French Language and Culture – Grade Three

“What do you think would be a good symbol for a school, a toy store, etc.?” “Why do you think symbols usually don’t have any words on them?” Encourage children to really think about this question. “Symbol” and “legend” may be new words for the students and could be posted on the wall for easy reference.

Activity: The activity will be to design some symbols for a map of the classroom. Divide the students into pairs and give each group several index card size papers. Have each group design symbols for areas or objects in the classroom. (reading area, teacher’s desk, coats...) Conclude by updating the KWL chart.

Extension: Have groups create large classroom maps on chart paper. Incorporate their legends into their map design.

Lesson 3: Follow that Trail... (Introducing Routes)

Materials: “Follow That Map” by Scot Ritchie, New Brunswick Tourism Maps, markers, KWL Chart

Minilesson: Read pages 10 and 11. Trace the route the children follow in the book. Note how it is marked with arrows. Route may be a new word for the students and could be displayed on the wall.

Activity: Distribute the tourist maps of New Brunswick. Give the children a few minutes to spread out and look over the maps. Have each child put their name on their personal map as they will use it frequently during the unit.

Follow this link <http://www.tourismnewbrunswick.ca> to access Tourism New Brunswick and a copy of the map for the smart board use. Click on Destinations and select Parks. In the right hand corner, you will find a map of New Brunswick. Enlarge to full screen. On this map, you can highlight routes, festivals, accommodations, etc.

Start by examining the legend and discuss the symbols used on this map. Look at the section about highway signs. Once again ask why symbols are used on highway signs. Direct the children’s attention to the explanations of the legend symbols. “What do they notice about the writing? Why do they think it is given in French and English?”

Find the symbols for roads. Discuss why each one has a number on it? Have the children look on the map and see if they can find any roads and trace them with their fingers. Find the key for the designated routes in NB (Scenic Drive Gateways). “Why do you think these roads are marked with colour?” Together, begin to trace routes throughout the province. “Put your finger on the capital city of Fredericton. Trace the purple route or road to the City of Miramichi. Draw some arrows along the route. Find the name of this route. Next, we are going to find the Acadian Coastal Route. Start at the south point of the route and follow it north. Mark the Acadian Coastal Route with arrows.” Ask the children what they notice about the place names along the Acadian Coast and have them theorize why the majority of names are French.

Reassemble the class in the learning area. Review the concepts covered today and add to the KWL chart.

Lesson 4: In the City (Introducing the Compass Rose)

Materials: “Follow That Map” by Scot Ritchie, New Brunswick Tourism Maps, markers, KWL Chart

Minilesson: Assemble the class in the learning area. Read pages 12 -13. Ask the students to tell you some things that they know from looking at this map. Be sure to refer to the legend and discuss why each symbol was chosen by the author. Review the term “route” and have the students trace the highway through the map.

Draw attention to the compass rose. “Why is this included on the map? What do the letters stand for? Can you think of times a compass rose would be useful?” Invite children to use the compass rose to help them interpret the map. Ask questions such as “What would I find if I travelled to the east part of this city? In what part of the city would I find the airport?”

Activity: Distribute the maps of NB. Demonstrate on the smart board or posted map and have children draw a compass rose on their NB map. For grade three teaching purposes, it is acceptable to have students draw the compass rose with north pointing directly to the top of the map.

“Now you can use your compass rose to help give accurate directions. Let’s see if you can solve these problems.” Pose direction questions such as – “What city do you find when you are in the north part of New Brunswick? What city do you find in southern NB? What province is east of NB? What province is north of NB?” (If the children are having difficulty with the concept of the compass rose, tape a small copy on each student’s desk and use the cardinal directions as much as possible when giving instructions to the class.)

Reassemble in the teaching area and add the new concept of a compass rose and cardinal directions to the KWL chart.

Lesson 5: Off to the Country (Introducing Scale)

Materials: “Follow That Map” by Scot Ritchie, index cards, markers, KWL Chart, New Brunswick Tourism Maps

Minilesson: Review the concept that globes and/or maps are representations of real places but reduced in size. You could start with the example of the classroom map. “If I wanted to make a map of the classroom, would I need to get a giant sheet of paper as big as the class? What would I do?”

Read pages 14 – 15 – “Follow that Map”. Ask the children to use what they already know about maps to tell you some facts about this map. Be sure to touch on legends, symbols, routes and the compass rose. Move the discussion toward an understanding of scale. Begin with simple nearest and farthest comparison questions “Can you show me which child is nearest to the sail boat? How do you know?” Which child is farthest from the forest? How do you know?”

Tell the children that this map will also help estimate how far away something is. Ask for ideas on how this is done. Using an index card, model how to copy the scale in the book. Move the card along the map to calculate approximate or estimated distances. Pose the question – “Suppose I don’t need the whole card to reach my destination?” Finish by asking why scales would be useful to include on maps.

Activity: Distribute NB Tourism maps. Find the scale on the map and model for the children how they can copy the 0 -50 km scale on their index card. Model calculating a distance using multiples of 50. Find the estimated distance from Fredericton to the Miramichi together. “Can you find out about how long the Acadian Coastal Trail is?”

Reassemble the group and add new information to the KWL chart.

Extension: Check out more routes between destinations in New Brunswick. Have students check their estimated distances against the distance chart located on the New Brunswick Tourism Map or if computers are available use www.mapquest.ca.

Lesson 6: Mapping Adventure

Materials: “Follow That Map” by Scot Ritchie, individual copies of New Brunswick Official Tourist Map, highlighters, markers, selection of information pamphlets on Acadian locations within New Brunswick, student work sheet. The information provided includes – “Le Grand Tintamarre”, “Fort Beausejour – Fort Cumberland”, postcards of Fort Beausejour, “Le Pays de la Sagouine” and “Village Historique Acadien”.

Minilesson: Show students a copy of “Follow That Map” and enthusiastically state that you have learned many new things about maps. Refer to the KWL and update it with any additional information the students volunteer. Explain that now they will use their mapping skills to go on a mapping adventure. During the map activity they will be learning about the Acadian people in New Brunswick.

Activity: Armed with their highlighters, markers and New Brunswick maps, students will proceed through the instruction sheet. Make information pamphlets available to the children. Explain that they will have to explore the selection of pamphlets, study them and decide where they would like a family from Louisiana to visit. Reassure the children that they are not expected to understand all the vocabulary on the pamphlets, but they can look for place names and find them on the map. This activity could also be set up as an independent center. Have children work to the bottom of page 2 of the “Let’s Explore New Brunswick” activity sheet.

Supporting additional information to help students visualize and understand the pamphlets:

This supporting information can be used as background for both teachers and students.

Tintamarre Cross-grade connection to Kindergarten “You and Your World”.

“An ancient Acadian tradition ... Literally translated, “tintamarre” means “loud racket.” Every year on the 15th of August (the Acadian national holiday) at 6:00 pm, some 25,000 people march down a closed-off segment of Saint-Pierre Boulevard in Caraquet, making as much noise as possible with anything they can get their hands on: pots, pans, shakers, drums, tin cans, whistles, etc. The sheer spirit, the raw energy and the wild enthusiasm of this sea of people made-up in Acadian colours and waving Acadian flags is simply impossible to top. Come be a part of the joyful celebrations and bring on the noise!” Festival Acadien de Caraquet web site: <http://www.festivalacadien.ca/contenu.cfm?id=108>

An excerpt from a 2008 online article in “The Star Phoenix” by Peter Wilson:

Crammed into the crowd, I hadn't noticed the youngster atop his dad's shoulders, until he let go with a blast on his plastic trumpet.

Three inches away from this noise-maker, my right ear took the full brunt of the boy's energy. He smiled broadly, let me have another blast and waved a small red, white and blue flag with his free hand.

I'm here to celebrate Acadian power, joining a force field of noise supplied by about 10,000 people blowing, banging, ringing and drumming their way into the record books.

Creating noise is the name of the game during Tintamarre festivities celebrated in communities along New Brunswick's Acadian Peninsula

Every August, communities along New Brunswick's east coast Acadian Coastal Route get together in a two-week celebration of their culture. They have picnics, attend concerts and art shows. There are family parties and events which climax in this hour-long pandemonium they call Tintamarre (pronounced tantamar.)

The vibrant racket has its roots in Canada's early days, when victorious British forces deported about 10,000 Acadians – some to Europe, others to Louisiana. The British and New England militia who organized the 1755 deportation could well be rolling in their graves, because at Tintamarre there's enough noise to wake the dead.

Designed to tell the rest of the world that Acadians are very much alive and well, the celebration of noise occurs in a number of towns and villages. However, the largest and noisiest festival of sound is in Caraquet, a pretty fishing town on the north shore.

The event is very much a family affair with gatherings of Acadian clans from far and wide, including Cajun cousins from Louisiana. Other Acadian expats flee the wealth of Alberta's oil patch and the big city life of Montreal and Toronto to get back to their New Brunswick home turf in time for the holiday.

End of excerpt.

http://www2.canada.com/saskatoonstarphoenix/news/weekend_extra/story.html?id=d8f2b952-e61b-4439-8dc2-6d941d96d8d8

8 second video of Caraquet's Tintamarre (August 1, 2008):

<http://community.katc.com/CARAQUET-NEW-BRUNSWICK-Tintamarre-Celebration-August-15-2008/video/343783/23348.html>

Festival acadien de Caraquet web site:

<http://www.festivalacadien.ca/contenu.cfm?id=108>

"Acadians celebrate with a joyful noise" August 23, 2008 article by Peter Wilson in *The Star Phoenix* (Canwest Publishing Inc.):

http://www2.canada.com/saskatoonstarphoenix/news/weekend_extra/story.html?id=d8f2b952-e61b-4439-8dc2-6d941d96d8d8

KATC.COM Video: Caraquet, New Brunswick “Tintamarre” Celebration August 15, 2008. <http://community.katc.com/CARAQUET-NEW-BRUNSWICK-Tintamarre-Celebration-August-15-2008/video/343783/23348.html>

Supporting Information on Fort Beausejour:

The following is taken from Parks Canada: <http://www.pc.gc.ca/eng/lhn-nhs/nb/beausejour/index.aspx>

Section: Fort Beausejour – Fort Cumberland: National Historic Site of Canada



The following is taken from Parks Canada: <http://www.pc.gc.ca/eng/lhn-nhs/nb/beausejour/natcul.aspx>

Section: Cultural Heritage: History

“At Fort Beausejour National Historic Site, you will step back in time to an era when England and France were caught up in a tug-of-war for supremacy in Acadia. ... [The Fort] was built by the French in 1751 to defend their interests in the region and to counterbalance the construction of the British Fort Lawrence built a year previously in the area. After four years of an uneasy stalemate, the Fort fell to British and colonial forces ... in June 1755. It played a role in the Deportation of the Acadians in the late 1750s and early 1760s.

The Fort was renamed Fort Cumberland after it was captured by the British in 1755.”

Photo below taken in April, 2006 (Source: unknown)



The following is taken from *Centre d'études acadiennes*, University of Moncton, 2007: <http://www2.umoncton.ca/cfdocs/etudacad/1755/index.cfm?id=010302000&lang=en&style=G&admin=false&linking>

“In June 1755, the Acadian population had still not sworn unconditional allegiance to the British Crown, so Nova Scotia Lieutenant Governor Charles Lawrence, fearing that the Acadians might take up arms, deployed an expedition to capture the Fort Beauséjour.” ... Fort Beauséjour was defeated by the British expedition ... and this marked the end of the Acadian presence in Nova Scotia, because it initiated the plan to expel the French neutrals from the province.”

Lesson 7: Mapping Adventure – Creating a Postcard

Materials: Information pamphlets and postcards, large index cards, official map of New Brunswick, Supplies for creating postcard pictures, which might include markers, pencil crayons, paint, crayons, or pictures from tourist guides for producing collages.

Minilesson: Introduce the postcards and discuss their format. Ask students to relate any past experiences with postcards. “What are these picture showing? Why do you think these pictures were selected? If you were going to make a postcard from our

school, what picture would you draw? If you were making a postcard from New Brunswick, what would you draw on it?”

Have the children think about the location they have chosen to have the family from Louisiana visit. “What might be on a post card from this location?” Brainstorm some ideas together. Point out that the card must be attractive and show something true about the location. Tell the students that you will be looking at their pictures for evidence that they have studied the pamphlets. Encourage additional research into these locations.

Activity: Present the following challenge. Ask students use their imagination and pretend that they are visiting the Grand Tintamarre in Caraquet or Fort Beausejour. Students will create their postcard image on the large index card. This is a great cross-curricular activity. The illustrations can take the form of drawings, paintings or collages. Old tourist guides make great resource material for collages.

Imagine you are at either Fort Beausejour or Le Grand Tintamarre. Use a large index card, create a postcard for the family to send back to Louisiana. Make sure your picture tells what you would see at these sites.

Conclude the lessons by having students share their art work and explain why they chose this representation of the location.

Lesson 8: Writing the Postcard

Materials: Information pamphlets and postcards, large index cards, official map of New Brunswick

Minilesson: Examine the postcard samples and show where the address is located. “There is not much room for writing, so people writing postcards have short messages.” Tell students that because their postcard will not be getting mailed, they can use the entire space for writing. Model a succinct message, pretending you are writing from “Le Pays De La Sagouine” to your family home in Louisiana.

Show the pamphlet from Le Pays de la Sagouine and look through it together. “What might I see if I was visiting.” List their suggestions. Wonder aloud what you could include in your postcard and how you will describe it. Model the postcard writing.

Activity: Students will pretend they are a member of the family from Louisiana and visiting the location pictured on their postcard. You may want to have students do a draft copy, before they transfer the writing to the postcard.

Now, let’s take this challenge one step further. Pretend you are a member of the family visiting from Louisiana. Write a note on the back of your postcard telling what you see and hear on your adventure.

Conclude the lesson by inviting the students to share their writing.

Extension : Persuasive writing - Write a letter to parents convincing them to take their family on a trip along the Acadian Coast.

Investigate other landmark sites along the Acadian Coastal Route and create media advertisements which could be in the form of posters, brochures, videos, radio spots, etc

Stage a tintamarre within the school. Create Acadian flags and noisemakers before the celebration begins!



Let's Explore New Brunswick

Name : _____

“Bonjour! Bonjour! I am just arriving in New Brunswick from my home in Louisiana. We want to spend our vacation exploring New Brunswick. My family in Louisiana speaks French much of the time and our ancestors once lived in New Brunswick.”

New Brunswick is a bilingual province. What are the two official languages of New Brunswick?

1. _____, 2. _____

“Our airplane flew north. We landed in the capital city of New Brunswick.”

Draw a compass rose.

The capital city is _____ city and spend our first night in New Brunswick.

Highlight the capital city on the map. Now use your marker to follow route 8 north to Miramichi City.

Use the scale on the map to figure out how many kilometers the family drove on their first day in New Brunswick. _____

“Today my family is having a discussion. Some people want to visit an old French fort and some want to go and join the festival of Le Grand Tintamarre in Caraquet.”

Use the information pamphlets to find out where each site is located in New Brunswick. Highlight the places on your map. Use the scale to figure out about how far each drive would be.

The drive would be about _____ km.

Which adventure looks more interesting to you? _____

Choose an adventure for the family. _____

“We have chosen to visit _____, so we will have to travel _____ (north or south) on the Acadian Coastal Route. Thank you for your help exploring New Brunswick. Merci!”

3.4 English Language Arts: Language and Cultural Awareness

French Language and Culture Activities: Grade Three	
Focus Area(s)	Suggested Facilitator
Language Arts: <i>Mon velo magique</i>	Homeroom / Teacher

Curriculum Outcome(s): Language Arts

Students will be expected to:

- Ask and respond to questions
- Participate in small and large group discussions, understand when to speak and when to listen

Suggested Activity:

Book Walk:

Before you present and listen to audio, ask the children what they think the book may be about by looking at the front cover and pages 2 and 3.

Who do you think is telling the story?

Next, do a picture walk through the entire book.

Ask the children what they think the book is about now.

Present the book with the audio

Discuss their predictions and compare it to the book outcomes. Were their predictions confirmed?

Book Talk:

Mon velo magique/My Magic Bicycle by :Lisa Worthington and Susan Moon(Translation)

Page 2: *On my magic bicycle , I can be what I want.*

Page 4: *On my magic bicycle, I can be an astronaut.*

Page 6: *On my magic bicycle, I can be a bus driver.*

Page 8: *On my magic bicycle, I can be a race car driver.*

Page 11: *On my magic bicycle, I can be a boat captain.*

Page 12: *On my magic bicycle, I can be an airplane pilot.*

Page 15: *On my magic bicycle, I can be...*

Page 16: *ME*

After Reading Discussion:

Why do you think the boy said I can be ME at the end of the story? Encourage students to make connections to the types of things they do on their bikes at home.

Ask students: If you had a magic bicycle, what would you imagine you could do or be? Who would you be?

Suggested Extension Activity: Art/Writing Activity

Invite children to draw, write or create a model of how they would use their own magic bicycle based upon their individual responses to the question above.

Source Materials:

Book: Mon velo magique

Audio file:

<https://portal.nbed.nb.ca/tr/lr/eflr/Pages/,DanaInfo=portal.nbed.nb.ca,SSL+GradeThree.aspx>

French Language and Culture Activities: Grade Three	
Focus Area(s)	Suggested Facilitator
Language Arts: <i>C'est l'Halloween</i>	Homeroom / Teacher

Curriculum Outcome(s): Language Arts

Students will be expected to:

- Ask and respond to questions
- Participate in small and large group discussions, understand when to speak and when to listen
- make connections between what they read and their own experiences and knowledge
- responding to the text (through talking, writing, or some other means of representation)

Suggested Activity: Language Arts

Book Walk:

Before you present and listen to audio, ask the children what they think the book may be about by looking at the front cover. What might we see when we are out on Halloween night? What do you do on Halloween night? Do you dress up on Halloween? Who or what will you be disguised as?

Next, do a picture walk through the entire book.

Ask the children what they think the book is about now.

Present the book with the audio

Discuss their predictions and compare it to the book outcomes.

Book Talk:

Cest l'halloween/It's Halloween by Kathleen Urmston and Karen Evans(Translation)

Page 2: *It is Halloween night.*

Page 3: *I see a spider.*

Page 4 :*I see a bat.*

Page 5 :*I see a black cat. Refer back to pages 3 and 5 and pose the questions-Where is the the spider? Where is the black cat? What do you suppose the black cat may be doing?*

Page 6: *I see a scarecrow.*

Page 7: *I see a pumpkin.*

Page 8: *I see a ghost.*

Page 9: *I see a skeleton.*

Learning Experiences to Introduce French Language and Culture – Grade Three

Page 10: *I see a witch.*

Page 11: *It's Halloween!*

Page 12: *I see my friends!*

Extension Activity: *C'est l'Halloween Dance*

Grade two students have had this dance introduced to them. For a video demonstration, go to

<https://portal.nbed.nb.ca/tr/lr/eflr/Pages/,DanaInfo=portal.nbed.nb.ca,SSL+LearningExperiencesGradeTwo.aspx>

And highlight the dance link.

See below for ideas to create character masks for this activity.

Source Materials:

Book: *C'est L'Halloween*

Audio CD

CD player

French Language and Culture Activities: Grade Three	
Focus Area(s)	Suggested Facilitator
Language Arts Through Reading: <i>Les flocons de neige</i>	Homeroom / Teacher

Curriculum Outcome(s): Language Arts

Students will be expected to:

- Ask and respond to questions
- Participate in small and large group discussions, understand when to speak and when to listen
- Make personal connections to texts and describe, share, and discuss their reactions and emotions.
- Identify the point of view in a text

Suggested Activity: Language Arts (Winter)

Book Walk

Before you present and listen to audio, ask the children what they think the book may be about by looking at the front cover.

At what season of the year or months do we see the snow? When do we usually have our first snowfall? What type of clothing do we wear outside in the winter/

Next, do a picture walk through the entire book.

Ask the children what they think the book is about now. Who do you think is telling the story?

Present the book with the audio

Discuss their predictions and compare it to the book outcomes. Were their predictions confirmed?

Book Talk

Les flocons de neige/ The snowflakes by Kathleen Urmston and Karen Evans

Page 2: *It's snowing.*

Page 3:

Page 4: *The snowflakes fall.*

Page 5: *The snowflakes fall on my hat.*

Page 6: *The snowflakes fall on my hair.*

Page 7: *A snowflake falls on my*

Page 8: *A snowflake falls on my nose.*

Page 9: *A snowflake falls on my*

Source Materials:

Book: *Les flocons de neige*

Audio CD

CD player

Suggested Extension:

It is suggested that all snowflakes are unique. Is this true?

Work as a class or small groups to answer this question. What research is most helpful in finding information? How might you check if the information is accurate?

After the research has gathered, invite students to create a few research tips for their class to help the process work well for them for when other questions arise.

French Language and Culture Activities: Grade Three	
Focus Area(s)	Suggested Facilitator
Language Arts Through Read Aloud: <i>The Latch</i>	Homeroom / Teacher

Curriculum Outcome(s): Language Arts

Students will be expected to:

- Ask and respond to questions
- Participate in small and large group discussions, understand when to speak and when to listen
- Make personal connections to texts and describe, share, and discuss their reactions and emotions.
- Identify the point of view in a text

Procedure:

The following guiding questions may be used for discussion of the content of the story *The Latch*. These are not intended to be administered as independent student work to be completed at the completion of each chapter.

Read Aloud Guide for *The Latch*

Activating prior knowledge

1. Who were the Acadians?
2. Why do you think the story is called *The Latch*? What is a latch?
3. What kind of building does the girl on the cover visit? How do you think she gets there? How do you think she is feeling? What are your clues that helped you?

Chapter One

1. Find Halifax and Bridgetown Nova Scotia on a map.
2. Have you ever moved? What was it like or what do you think it would be like?
3. Do you think you now know why the story is called *The Latch*?

Chapter Two

1. What do you think has happened to Ami? What are the clues that tell you that?
2. Who is Marie? What do you think Marie thinks is happening?
3. Why does Marie give her clothes?
4. Why do you think Marc was not pleased when he found out that Ami was English?

Chapter Three

1. Start a Venn Diagram comparing your house and their house. Keep adding to it as we read the story.
2. What if Marie had touched the latch and ended up in our time. What would she have to get used to? What would she of our lives?

Suggested activity: Make butter using a glass jar and whipping cream

Chapter Four

1. What are some of the things that Ami has had to get used to?
2. How has the Brun family treated Ami? Give some examples.

Chapter Five

1. Do you think that the church is important to this family? Why?
2. Do you think that church is important to Ami? Why?
3. How does Marc make Ami feel?

Chapter Six

1. Do you think that Ami and Michelle will become friends? Why?
2. What did you learn about the life of the Mi'kmaq at this period of time?

Chapter Seven

1. How does Ami feel about milking the cow? How can you tell?
2. Tell about a time where you learned to do something you were afraid of.

Chapter Eight

1. How does Ami feel when Father Comeau tells her he has not been able to find anything out about her family?
2. Update your Venn Diagram.

Chapter Nine

1. What skills has Ami learned so far?
2. Why do you think Marc will not let her go to Port Royal?

Suggested activity: Explore quilt-making by having students bring in scraps of clothing to be sewn together into a class quilt, or invite a local quilt-maker come to the school to demonstrate.

Chapter Ten

1. What are some of the things that Ami says (and you say) that would confuse Michelle or other people from that time?
2. Did they do the right thing when they ran away from the bear?

Suggested Activity: Different types of art projects showing rainbow trout or other Maritime wildlife.

Chapter Eleven

1. How does Marc feel about the bear incident?
2. What are some of the things that Marc is worried about, besides the bear? Knowing what we know about the history of the Acadians, should he be worried?

Chapter Twelve

1. What are some of the things that the Acadians do at the party?
2. What was Father Comeau's news? Why does it cause the party to break up?

Suggested activity: Make Bannock

Chapter Thirteen

1. What is smallpox? Why is it such a problem?
2. Why did the smallpox affect the Mi'kmaq people so much?
3. Why does the smallpox outbreak make Ami want to find away to get home, more than she had before?

Suggested activity: Research communicable diseases such as smallpox and measles (link with Health curriculum) Do not have the children do an image search on "smallpox" as it will bring up some very disturbing pictures

Chapter Fourteen

1. Why does Ami dread every time Marc comes home?
2. What steps is she taking to get back to her own time?

Chapter Fifteen

1. What does Ami figure out about how she time traveled?
2. Why doesn't Ami try to go back to her own time right away?

Chapter Sixteen

1. Why does Ami have such mixed feelings when she is at the party?
2. Is it important for Ami to say goodbye to Marie and Marc?

Suggested activity: The book *Claire's Gift* has a recipe for Chicken Fricot in it which could be explored, and used to tie both books together.

Chapter Seventeen

1. Did Ami travel back to her own time on her first try? How did she get back to her own time?
2. Had Ami's parents missed her?
3. What does Ami learn about the Acadians? How does she feel about it?
4. Do Ami's parents notice anything difference about her?

Chapter Eighteen

1. Why does it seem that Ami is not “with it”?
2. What does Ami want to find out? How does she try to find this out?

Chapter Nineteen

(Labeled chapter eighteen in book)

1. How does Ami feel about moving from Halifax? How has it changed since the beginning of the book?
2. Who comes to visit Ami? Where are they from?
3. What important things does Ami learn from her visitors. How does she feel about it?

Suggested activity: Revisit “Follow that Map” lesson 8 in which you take a family from Louisiana around New Brunswick

Suggested Activity: Use a search engine to find images of Acadian houses. The sight for Village Historique Acadien

http://www.villagehistoriqueacadien.com/galeriedephotos_en.cfm?albumID=12) has a photo gallery. There is also a replica of an Acadian house at the Historic Gardens in Annapolis Royal, Nova Scotia, which is mentioned in the book

<http://www.acadian-home.org>

These and other resources could be used to assemble a collection of photos re-telling the story in pictures or illustrating what life was like for the early Acadians using SMART software, Photostory or Powerpoint.

Claire's Gift

Please note that this is a suggested process for leading a read aloud of Claire's Gift with your class. Teachers are encouraged to use this or develop their own process for working with this story in their classrooms.

Before Reading

Making predictions:

- Look at the title and picture on the front:

What do you think this story might be about? What clues make you believe this?

- Read the summary on the back. Invite students to make suggestions as to why they believe the four lines at the top may be in italics. (This is a repeated chant/story pattern heard throughout the story)
- The name of the place mentioned is Cape Breton Island.

Have any of you been to Cape Breton? What can you share with the class?

- The author's name is Maxine Trottier.

When you hear this name, what does it make you think of? (Students may pick up that it is a French name)

During Reading

Pages 1-3

Key vocabulary to highlight: Cheticamp, delicate, twining,

Translations:

ma tante = my aunt

Bonjour ma tante = Hello, my aunt

Bonne nuit, ma tante : Goodnight, my aunt

- Highlight the name of the character *Tante Marie* (aunt Marie) (students may notice the name is of French heritage)

Collaborative sharing:

- Draw attention to the illustration of the rug being hooked on page one. What background knowledge, if any, do students have of rug hooking?

Please note the video of a local artisan practicing rug hooking with students at the Grade 3 level.

- Note that this is a popular activity that many enjoy, including those of French heritage. On pages 2-3, invite students to notice what are some of the potential activities/livelihoods identified in Cheticamp? (fiddling/music, dance, boats for fishing?)

Provide time for students to think, pair, and share their thinking about the story. Have the pairs join another pair and share what they are thinking about the book so far.

Opportunities for enrichment:

Listen to a traditional Acadian reel, on the provided CD: XXXXXXXXXX

View a traditional French folk dance, *La Bastringue*, on the French Language and Culture portal site at <https://portal.nbed.nb.ca/tr/lr/eflr/Pages/LearnExprGrOne.aspx>

Try the dance with your class. Highlight the music in the background- what instrument is this? Discuss fiddle music as a strong element of French culture.

Find more information about Cheticamp through the cultural heritage page at <http://www.cheticampns.com/CultureE.html>

Listen to the local Cheticamp radio station at <http://www.ckjm.ca/francais/home/index.cfm?id=73>

Pages 4-7

Key vocabulary to highlight: mantel (How might the context in the sentence help students determine the meaning?)

Translation:

Pauvre petite: poor little thing

Draw attention to the illustrations, particularly on pages 6-7.

Notice the picture on the mantel on page 5- who might this be?

What details in the illustration help you to understand more about the livelihood of Cheticamp at this time?

Can you tell when this story may have taken place? What evidence do you have to support your thinking?

The author shares how the community is anticipating Claire's visit, how do you think Claire is feeling about this?

Pages 8-12

Key vocabulary to highlight: glared

Translation:

Bienvenue Claire: Welcome Claire

Bonjour, ma tante= Hello, my aunt

Bonjour, Claire: Hello Claire

Bonsoir, ma tante= Goodnight, my aunt

Bonsoir, Claire: Goodnight Claire

How do the pictures of Claire on pages 9 and 10 tell us more about Claire?

Draw students' attention to the depiction of women on pages 10-11. What observations might they make?

What questions would you ask at this point in the story?

Invite students to discuss what has happened so far in the story.

Pages 14-18

Key vocabulary to highlight: gulf, soothed

Invite students to join in the refrain:

With the hook, catch the wool

Give it just a little pull

Give the wool a little tug

With the hook to make the rug

Why do you think Tante Marie says this refrain?

Why do you think the author writes “...there in the doorway stood Claire in a nightgown that was a little too worn.” What more does this tell us about Claire?

Discuss the transition occurring with Claire- note the pictures on page 17 and 19- how may they be compared to pages 9, 10, and 13?

Pages 20-23

Key vocabulary to highlight: surface, parlour, dignified

Translation:

Bonjour, Claire et ma tante: Hello Claire and my aunt

Discuss the characters' perspectives on the hooked rug? Why did the author include this section?

Pages 24-27

Key vocabulary to highlight: farewell

Translation:

Ma petite: My little one

Ma tante: My aunt

Parfait: Perfect

Bon voyage, Claire: Have a good trip, Claire.

Au revoir ma tante: Goodbye my aunt

What interesting information is revealed in the letter on page 24? What further clues indicate the time period of this book?

Pages 28-30

Key vocabulary to highlight: twining, honour

Before revealing the rug on page 30, read the author's description and invite students to visualize the rug. Can they draw/produce their own design.

Follow up Discussions:

- Read the recipe for chicken fricot, available on-line at <http://www.gnb.ca/0000/fsl/meals-e.asp>
- Fricot is French for a special kind of stew or hearty soup made from a mixture of meat and potatoes, cooked in broth. You'd be sure to find chicken fricot at an annual "Festival Acadian de Caraquet" where the persistence and strength of the Acadian people is celebrated. Here you would experience traditional folk music, crafts, costumes and old-fashioned Acadian dishes. Discover the unique taste of Acadian cuisine for yourself and this delicious recipe for chicken fricot, New Brunswick style.

3-4 lbs utility chicken, quartered	4 tbsp. butter
1 1/2 tbsp salt	Pepper to taste
1 large onion, cubed	4 tsps. savory
3 cups potatoes, diced	3 cups carrots, diced
6 cups water, to cover	

1. In a large saucepan, fry chicken pieces in butter, over medium heat, for 30 mins. Add salt and pepper. Meanwhile, prepare vegetables.
2. Add onions and continue to cook for 10 mins.
3. Add boiling water and savory and simmer for 20 mins or until chicken is tender.
4. Remove chicken pieces from pot and allow to cool.
5. Bring stock to a boil and add vegetables; reduce heat and simmer for 20 mins. Meanwhile, remove chicken meat from bones. That's what I would use.
6. Add chicken meat and vegetables and stock and simmer 20 mins or longer

Preparation Time: 15 mins | Cooking Time: 1 1/2 hours | 6-8 servings.

Critical Literacy:

Critical literacy teaches children to begin to make intelligent, considered, humane decisions about how they choose to accept, resist, or adapt understandings they have unravelled.

(English Language Arts curriculum document, Grades K-3)

Engaging students in a model of questioning the writer's intent, purpose and biases is an integral form of critical literacy.

Ask students the following question: Why do you think the author wrote this book?

3.5 Technology

French Language and Culture Activities: Kindergarten	
Focus Area(s)	Suggested Facilitator(s)
Knowing Our Neighbour: Sharing Photostories from our classrooms French culture through technology	Homeroom teacher/technology mentor <i>*If you wish to exchange photostories with a French speaking classroom, please contact your district technology mentor for more information</i>

Curriculum Outcome(s): English Language Arts

Students will be expected to:

- with assistance, interact with a variety of simple texts (e.g., pictures, computer software, videotapes, non-fiction) as well as human and community resources
- engage in simple oral presentations and respond to oral presentations

Cross-Curricular link(s): You and Your World

Students will be expected to:

- demonstrate an understanding of the importance of showing respect for others' traditions, rituals, and celebrations

Suggested Activity: Hello Friends! Bonjour Mes Amis!

Kindergarten students from Anglophone classes will exchange simple Photostories with Kindergarten students from Francophone classes (or Immersion/IF classes). The content of the Photostory may be designed by the teachers involved in the exchange, however, one suggested description is included below.

Procedure:

Teachers will take digital photos of each student and record each saying his/her name in his/her first language: "Hello, my name is..." and "Bonjour, je m'appelle..." This will provide initial introductions of classes to each other.

Students in each class will point out areas of interest in their classroom, (e.g., "This is our read-aloud corner. Our teacher reads books to us here.") Students will use many visual prompts and props to support the words they are using.

Collaborating teachers will agree on a time to share their Photostories over the internet.

Digital photostories may be saved and added to the French language interest centre. Teachers may also choose to upload the videos to the portal site to share with those schools not participating in the project. Note: This will require permission slips from parents/guardians.

The number and content of exchanges may be determined by the partnering classes throughout the year. Suggested topics may include: “What we like to do at our school,” “Our Trip to King’s Landing,” “Having our Thanksgiving Dinner in the Cafeteria,” etc.

Source Material(s):

Digital camera

Photostory Software, available at:

<http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx>

This is a free download from Microsoft. If teachers do not have administration rights, District technology support will assist with the installation.

3.6 Enrichment

French Language and Culture Activities: Kindergarten	
Focus Area(s)	Suggested Facilitator(s)
Enrichment * Recommended after some preliminary learning experiences have been completed with the students	Homeroom teacher/other teachers as available

Curriculum Outcome(s): Language Arts

Students will be expected to:

- express opinions (I like...I don't like...)
- begin to ask and respond to questions; seeking information
- regard reading/viewing as sources of interest, enjoyment and information

Curriculum Outcome(s): You and Your World

Students will be expected to:

- identify places where products originate
- identify connections between their communities and other communities (local, national, global)
- identify and describe groups to which they belong

Curriculum Outcome(s): Music

Students will be expected to:

- explore a range of ways of expressing thoughts, experiences, and feelings through music, with emphasis on sound sources

Curriculum Outcome(s): Physical Education

Students will be expected to:

- cooperatively link movement and rhythmical patterns for the purpose of performing a dance
- plan and perform simple movement tasks and sequences

Suggested Activity: Renzulli and Beecher Model: Type I Enrichment

Students will explore cultural activities at their interest and ability levels. A wide variety of interesting experiences will immerse them in an overview of French culture.

Procedure:

- Ask the students what they already know about French Culture and record on a large wall-size web. This will be displayed throughout the project.
- Ask the students what they would like to know about French Culture.
- As a whole have students work on French cultural projects in their area of interest.
- The French culture web is updated as new information is collected.
- An information letter is sent to parents requesting resources they may be able to contribute to the project.
- Collected items are added to the interest centre in the classroom.
- A sample activity might include students cooking an Acadian recipe (see Portal site for suggestions).
- Music and dances provided in the teacher's kit can be applied as part of enrichment. See demonstrations on the portal site.
- The students present the end result of their project to their parents or other classmates as a celebration.

Source Material(s):

Arrange for a series of local guest speakers who are enthusiastic about the topic such as:

Storytellers – a Francophone parent or community member.

Local artists – parents or community members that could help with painting, sculpting, crafts, etc.

Dancers – dance students from local studios or their instructors/ members of the community

Chefs - restaurant owners/employees

Musicians from the community demonstrating French entertainment

French authors in the community or on-line

Athletes – physical education teacher with Francophone background who could help with a sport activity that is popular in the French community.

4 Resources Directory

4.1 Interactive Educational Websites

<http://www.tfo.org/jeux/mini/> Mini TFO

This site offers daily programming, including French sing alongs, stories, and reinforcement for colours, numbers and the alphabet.

<http://www.literacycenter.net/>

This site offers interactive games that highlight colours, numbers, letters, and shapes.

<http://www.bbc.co.uk/schools/primaryfrench/> (French Videos for beginners)

<http://www.kameleo.com/french/JEU-Ch0-Chiffres0a20.html> (Numbers 0-20)

<http://www.kameleo.com/french/PDP-Menu.html> (Images of Paris)

http://www.literacycenter.net/lessonview_fr.htm# (Numbers 1-10)

<http://www.hello-world.com//French/children/alphabet.php> (Alphabet)

<http://www.hello-world.com/French/learn/color.php> (Colours)

<http://www.hello-world.com//French/learn/clothes.php> (Clothes)

<http://www.hello-world.com//French/song/au-claire.php> (Sing Along)

<http://www.halifaxpubliclibraries.ca/kids/tumblebooks.html> (On-line animated books)

Teacher Tube Videos

Sur le pont D'avignon

http://www.teachertube.com/view_video.php?viewkey=ca22c2a732d57f4aa5d3

A quelle heure part la train?

http://www.teachertube.com/view_video.php?viewkey=e9fff64b4effd954ccaa

Comment ca va?

http://www.teachertube.com/view_video.php?viewkey=91c3fb8344af099a4a05

Frere Jacques

http://www.teachertube.com/view_video.php?viewkey=f3fda1695bea41533860

Months of Year

http://www.teachertube.com/view_video.php?viewkey=8baf8b794720639965fd

Vive Le Vent (Jingle Bells)

http://www.teachertube.com/view_video.php?viewkey=6bd788a3828099d6bcd4

4.2 Virtual Experiences:

<http://www.gnb.ca/0131/heritage-e.asp>

Wellness, Culture and Sport. NB government website highlighting two sections: the Heritage Branch and Virtual Exhibitions. Note: The Heritage Branch section contains various links including a bank of downloadable NB images. Within the “Virtual Exhibitions” section, there exists a link: New Brunswick: Our Stories, Our People. This site is searchable and contains links to student projects.

<http://www.villagehistoriqueacadien.com/main.htm>

Village Historique Acadien: This is an information site related to Acadian history which includes a link to a virtual museum: Acadia – Lifestyle in the days of our ancestors. This virtual tour takes students to an historic Acadian village and explores traditions and culture of Acadia past.

<http://www.sagouine.com/>

Le Pays de la Sagouine : An Acadian village based on the stories, music and artifacts of Acadia. Theater productions include a play depicting the Acadian’s return to their homeland (one generation after the Deportation).

My Friend-Mon ami(e)



REGISTRATION 2010-2011

General Information		
School name:		
School address:		
Teacher's name:		
Telephone numbers	School:	Home:
E-mail:		
School District:	Grade level:	Number of students:
Class Project		
Please indicate your choice of material for the end-of-year class project:		
<input type="checkbox"/> Electronic Slide Show	<input type="checkbox"/> Scrapbook	
<i>Dialogue will supply a compact disc (CD)</i>	<i>Dialogue will supply a side lock report cover</i>	
Field Trip		
Would you like to participate in the field trip called <i>Friends Meeting Friends!</i> ?		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<i>The official registration form will follow upon successful twinning.</i>		
Virtual Exchanges		
Would you like to participate in one or more virtual exchanges?		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	
A virtual exchange requires the use of a computer and online resources; we will try to form teams whose members have similar levels of comfort in using information and communication technologies (Wikispaces, Photostory, Bridgit, etc.). Your technology mentor can also assist in this project. Please indicate your comfort level:		
<input type="checkbox"/> Very comfortable	<input type="checkbox"/> Comfortable	<input type="checkbox"/> Uncomfortable
<i>Dialogue New Brunswick can provide a limited number of Web cams and multimedia headsets with microphones.</i>		
Special Requests		
If you already know the teacher with whom you would like to be twinned, please indicate his/her name and school.		
Teacher's Name: _____		
School : _____		
<i>Twinning must be between classes from the Anglophone and Franophone sectors.</i>		

- ✓ Please forward class list with registration.
- ✓ Please send one form per class.

- ✓ Deadline is **September 24, 2010**
- ✓ Send by fax to 506-455-0081

4.3 Organizations:

http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/syboles-histoire-symbols-stories/6_e.cfm

Canadian Heritage: This site includes information regarding programs that promote Canadian content, foster cultural participation, active citizenship and participation in Canada's civic life, and strengthen connections among Canadians. Links to the Francophonie are included on the site.

<http://www.international.gc.ca/franco/index.aspx?lang=en>

Foreign Affairs and International Trade Canada's website highlighting Canada's participation in La **Francophonie**.

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0009342>

Historica Canadian Encyclopedia entry on Herménégilde Chiasson, Lieutenant-governor of NB: poet, playwright, artist and editor.

<http://www.tourismnewbrunswick.ca/PlacesToGo/Regions/AcadianCoastalDrive.aspx>

Maritime Magnifique! Official Tourism Website of the Province of New Brunswick, Canada. This webpage highlights the Acadian Coastal Drive.

<http://www.gnb.ca/0003/index-e.asp>

The New Brunswick Public Library Service site offers an on-line search for resources, access to ordering a library card and includes links to activities and upcoming events.

5 References

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Appendix A Community Partners Letter

(Insert school heading)

(date)

Dear Parents/Guardians:

Recently we have begun a new program to introduce children to French Language and Culture at the Kindergarten to Grade 3 level. The program will include French music, French dances, French children’s books and guest speakers, to name but a few sources.

We would like to invite the community to support us in this learning. Perhaps you or someone you know is of French heritage and would like to come to our school to lead an activity with students. Some activities may include: reading a simple story in French, sharing or playing favorite French music, or just discussing customs and cultural activities. The possibilities are endless!

If you or your contact is able to help us with this initiative, please complete the form below and return it to the school.

Thanking you in advance,

(teacher’s name)

Name: _____

Phone Number: _____

Area of interest you would like to share:

Most convenient time you are available:

We look forward to having you join our learning community!