

France: A Five City Tour

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4th Grade

Rationale

Anthropology

France: A 5 City Tour

“France: A 5 City Tour” is a unit that will help students visit a new place. The students will travel into a new country with a new culture, new food, new language, etc. They will learn about these new ideas and ways of life. Students will also compare the United States and France to see how they are alike and different. France has a very rich history and culture that has been intertwined in other countries and even the United States. Learning about France will allow students to realize that not all places are the same and the different values of other countries. By the end of this unit, students will be able to identify the human characteristics of France, such as population, culture, settlement, economic activities, political activities, etc (7.3.4.A).

In this unit, students will be able to explore as if they were in another country. It is important for the students to immerse themselves in a different culture and world in order to compare that world to how they live in the United States. Students should be able to see differences in culture, government, and the general way of life.

Mainly, students will be discovering French culture by identifying the human characteristics of France in population, culture, settlement, economic activity, political activity, etc (7.3.4.A). Before students leave for their “trip”, they will research some information about France because it is important to be an informed tourist. Students will look at data such as population, country size, language, and ages of the population. They will compare these

statistics to those of the United States. Also, we will discuss how this data affects the country. Furthermore, as students are in France, they will experience different cultural events. For example, students will experience a French café and discuss French family life with a “French student” (I will probably act as a French student and hold an interview session in case I cannot find a French class to webcast with our class).

Along with exploring France’s culture today, students will be able to investigate France’s past. Students will locate historical documents, artifacts, and sites which are critical to World history by looking at the famous Loire Valley castles, Paris’s monuments, and the beaches of Normandy (8.4.4.B). By virtual tours, students will have a real-life experience visiting Paris museums and other places to see artifacts important in history.

Also, while students are in the France, they will discover facts about how their government works. For instance, students will go to the French Parliament to see how to enact a bill and experience how the government works. At the same time, students will compare the French government to the American government, such as discusses the three branches of government, positions of authority in the government, and voting.

Students will get a taste of the language as there will be a language day. It is important that for this trip students know useful phrases to travel among the French cities, such as greetings, daily life phrases, and some classroom commands (12.1.1.B). In addition, students need to know typical expressions and gestures for basic social interactions (12.3.1.B).

Students will read different facts and write about their daily experiences in a journal for their trip (1.4.4.B). Also, students will read D-Day: the Invasion of Europe by Al Hine about a soldier during World War II who fought on the beaches of Normandy. During class, we will

read aloud and will also read independently (1.1.4.D and 1.1.4.E). Also, during class for our reading time, we will read Cinderella or The Little Glass Slipper by Charles Perrault and This is Paris... by Miroslav Sasek. These books will be introductory tools for lessons about Paris's famous monuments and the castles of the Loire Valley. It is essential that students listen and discuss researched materials (1.6.4.A and 1.8.4.B).

Multiple subjects will be integrated into the unit in order for the students to understand the different cultures and how it compares to the American culture. Students need to be able to understand the various cultures of the world in order to function in our multi-cultural society. Often students get stuck in the American bubble and cannot relate to people outside the United States. By taking my students on this five city trip of France, they will be able to see the similarities and differences they share with France. I am taking the students on the same trip I went on when I was in high school. This trip opened up my eyes to see how closely American and French histories were intertwined. From my trip, I can bring brochures and souvenirs from the different cities as well as pictures of the multiple sites. I also majored in History and French, which makes me passionate about both subjects. I want to share my excitement and passion with my students by taking them on this rich cultural tour of France. France has a lot to offer our students and this can be the first steps to showing our students diversity in the world.

Unit Goals

- Students will become informed tourists by preparing to visit France.
- By observing and creating art, students will appreciate the artist Van Gogh and his works, the Roman influence in architecture, and the importance of film in France.
- By identifying differences in culture, government, and the general way of life, students will be able to compare France and the United States.
- Through research and exploration, students will focus on France's rich history and culture by visiting the five cities and cultural events.
- Students will discover human characteristics of France by looking at population, culture, settlement, economic activities, political activities, etc.

Unit Objectives

Day 1:

Students will be able to use a world map to locate France, learn the names of the continent, discuss the language spoken in France, and understand that every country and many communities within the United States have their own culture.

Day 2:

Students will be able to make predictions about facts concerning the United States and France, collect data about the United States and France, use the data collected to create graphs, and analyze data in the graphs created.

Day 3:

Students will be able to identify at least one country where the French language is spoken and describe similarities and differences between French and American families by exploring different websites.

Day 4:

Students will be able to pronounce basic French phrases that will be useful in travelling to France by acting out a skit and singing a song to help them remember the words.

Day 5:

Students will review the geography of France and Paris by watching a video, discuss the importance of major landmarks in Paris by researching information, and create a postcard for one Parisian landmark.

Day 6:

Students will be able to explain the features of the United States government compared to that of the French government by creating a Venn diagram.

Day 7:

Students will be able to learn about the history and culture of the Palace of Versailles by relating Cinderella to the life of Versailles and using an interactive map to explore Versailles.

Day 8:

Students will be able to explore various Loire Valley castles by examining an important focus for each castle and completing an activity at each station.

Day 9:

Students will understand the Normandy invasion was a combined effort by several nations, war has significant psychological costs, and where D-Day took place and what happened there by watching a video.

Day 10:

By researching and portraying various D-Day related historical characters, students will learn to identify the key players and events of D-Day.

Day 11:

By researching and portraying various D-Day related historical characters, students will learn to identify the key players and events of D-Day.

Day 12:

Students will learn about Van Gogh and his painting style by observing some of his artwork and drawing like Van Gogh.

Day 13:

Students will be able to see how the Romans influenced the architecture in France by looking at two examples of Roman structures that remain in France. Students will also understand two of the Roman structures by solving problems connected with each

Day 14:

Students will write a description of a film segment, read a film description fluently, and work in a cooperative learning situation.

Day 15:

Students will be able to make their own crepe and understand how cooking uses science. Students will also be able to review what they learned by creating a scrapbook page and presenting to the class.

Focus List

- Day 1: Passport to the World- students will create a passport.
- Day 2: Comparing Countries- students will compare the United States and France.
- Day 3: The French and their Daily lives- students will learn a little bit about the life and culture of France.
- Day 4: Language and Song Time- students will learn some basic French phrases.
- Day 5: City life in Paris- students will visit the different landmarks of Paris.
- Day 6: Governments- students will be visiting the Senate building and learning about the government.
- Day 7: Versailles- students will be spending their last day in Paris at the Palace of Versailles.
- Day 8: Loire Valley – students will explore some of the Loire Valley castles.
- Day 9: Normandy- students will watch a video as an introduction to Normandy.
- Day 10: Daytime D-Day Hour (Day 1) - students will research their roles for the talk show.
- Day 11: Daytime D-Day Hour (Day 2) – students will actually perform the talk show.
- Day 12: Vincent Van Gogh – learn about Van Gogh by looking at his paintings.
- Day 13: Nimes- students will look at the architecture of Nimes.
- Day 14: Cannes – students will learn more information about the Film Festival and watch a movie clip of one of the film's.
- Day 15: Review Day – students will learn about crepes and review what they learned about France by making a scrapbook.

Pennsylvania Standards

Day 1:

7.1 Basic Geographic Literacy

7.1.4.B Describe and locate places and regions as defined by physical and human features.

9.1 Production, Performance, and Exhibition of Dance, Music, Theatre and Visual Arts.

9.1.4.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.

Day 2:

2.4 Mathematical Reasoning and Connections

2.4.4.A Use models, number facts, and properties to make conjectures, draw conclusions and explain reasons for conclusions.

2.6 Statistics and Data Analysis

2.6.4.B Organize and display data using tables, pictures, tallies, bar graphs, line graphs, or pictographs.

7.3 Human Characteristics of Places and Regions

7.3.4.A Identify the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

1.2 Reading, Analyzing, and Interpreting Text

1.2.4.D Make inferences across texts about similar concepts when studying a topic; draw conclusions, citing evidence from the texts to support answers.

1.6 Speaking and Listening

1.6.4.A Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

1.8 Research

1.8.4.C Produce an organized product that presents the results of research findings, using appropriate visual aids and citing sources.

Day 3:

1.2 Reading, Analyzing, and Interpreting Text

1.2.4. E Read, understand, and respond to essential content of text in all academic areas.

1.5 Quality of Writing

1.5.4. B Develop content appropriate for the topic. Gather, organize, and select the most effective information appropriate for the topic, task, and audience. Write one or more paragraphs that connect to one central idea.

1.6 Speaking and Listening

1.6.4. A Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

7.1 Basic Geographic Literacy

7.1.4. B Describe and locate places and regions as defined by physical and human features.

5.1 Principles and Documents of Government

5.1.4.F Identify state symbols, national symbols, and national holidays.

12.3 The role of culture in World Language Acquisition (content standards)

A. Describe the products and customs of the target culture.

C. Explain similarities and differences of daily activities between cultures.

12.3.1 The role of culture in World Language Acquisition (Performance Indicators)

A. Discuss the products and customs of the target culture in simple sentences in the target language, such as holidays, famous people and their contributions, and menus and schedules.

Day 4:

1.6 Speaking and Listening

1.6.4.B Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.

7.1 Geographic Literacy

7.1.4.B Describe and locate places and regions as defined by physical and human features.

9.1 Production, Performance and Exhibition of Dance, Music, Theatre, and Visual Arts

9.1.4.B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

12.1 Communication (Content Standards)

Stage 1D. Know simple sentence and question structures in order to communicate.

Stage 1E. Identify words from the target language that are commonly used in English.

12.1.1 Communication in a Target Language (Performance Indicators)

Stage 1B. Speak and write common vocabulary, phrases, and structures during activities with the teacher, classmates, and family.

Day 5:

1.1 Reading Independently

1.1.4. C. Use meaning and knowledge of words across content areas to increase reading vocabulary.

1.6 Speaking and Listening

1.6.4. A Listen critically and respond to others in small and large group situations. Respond with grade levels appropriate questions, ideas, information, or opinions.

1.6.4. B Demonstrate awareness of audience using volume and clarity in formal speaking presentations.

1.8 Research

1.8.4. A. Conduct inquiry and research on self-selected or assigned topics using a variety of teacher guided media sources and strategies.

7.1 Basic Geographic Literacy

7.1.4. B Describe and locate places and regions as defined by physical and human features.

9.1 Production, performance, and exhibition of dance, music, theatre, and visual arts

9.1.4. A. Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.4. B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.

Day 6:

1.6 Speaking and Listening

1.6.4.A Listen critically and respond to others in small or large situations. Respond with grade level appropriate questions, ideas, information or opinions.

- 1.9 Information, Communication, and Technology Literacy
 - 1.9.4.A Use media and technology resources for directed and in directed learning activities and problem solving.
- 5.1 Principles and documents of Government
 - 5.1.4.C Explain the principles and ideals shaping local and state government (liberty/freedom, democracy, justice, equality)
 - 5.1.4.F Identify state symbols, national symbols, and national holidays
- 5.3 How Government Works
 - 5.3.4.A Identify the roles of the three branches of government
 - 5.3.4.D Identify the positions of authority at the local and state, and national level.

Day 7:

- 1.6 Speaking and Listening
 - 1.6.4A Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.
- 1.8 Research
 - 1.8.4B Conduct inquiry and research on self-selected or assigned topics using a variety of teacher guided media sources and strategies.
- 1.9 Information, Communication, and Technology
 - 1.9.4A Use media and technology resources for directed and independent learning activities and problem solving.
- 8.4 World History
 - 8.4.4A Differentiate common characteristics of the social, political, cultural, and economic groups in world history.
- 9.1 Production, Performance, and Exhibition
 - 9.1.4 B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.

Day 8:

- 1.2 Reading, analyzing, and interpreting text
 - 1.2.4.E Read, understand, and respond to essential content or text in all academic areas.
- 1.6 Speaking and Listening
 - 1.6.4.A Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.
- 2.3 Measurement and Estimation
 - 2.3.4.A Use concrete objects to demonstrate an understanding of measurement quantities.
- 7.1 Basic Geographic Literacy
 - 7.1.4.B. Describe and locate places and regions as defined by physical and human features.
- 8.4 World History
 - 8.4.4.B Locate historical documents, artifacts, and sites.
- 9.1 Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts
 - 9.1.4.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.

Day 9:

- 1.6 Speaking and Listening

- 1.6.4.A Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.
- 1.9 Information, Communication, and Technology
 - 1.9.4.A Use media and technology resources for directed and independent learning activities and problem solving.
 - 1.9.4.B. Understand and investigate media as a source of information and entertainment.
- 5.2 Rights and Responsibilities of Citizenship
 - 5.2.4.B. Describe the sources of conflict and disagreement and different ways conflict can be resolved.
- 5.3 How Government Works
 - 5.3.4.D. Identify positions of authority at the local and state, and national level.
- 6.1 Scarcity and Choice
 - 6.1.4.D. Explain what influences the choices people make.
- 7.1 Basic Geographic Literacy
 - 7.1.4.B. Describe and locate places and regions as defined by physical and human features.
- 7.2 Physical Characteristics of Places and Regions
 - 7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions.
- 8.4 World History
 - 8.4.4.B Locate historical documents, artifacts, and sites, which are critical to World history.

Day 10:

- 1.1 Reading Independently
 - 1.1.4.D Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text, and non-linguistic representations.
- 1.2 Reading, Analyzing, and Interpreting Text
 - 1.2.4.C Distinguish between essential and non-essential information within and across a variety of texts, identifying stereotypes, and exaggeration where present.
 - 1.2.4.E Read, understand, and respond to essential content of text in all academic areas.
- 1.5 Quality of Writing
 - 1.5.4.B Develop content appropriate for topic: Gather, organize, and select the most effective information appropriate for the topic, task, and audience.
- 1.8 Research
 - 1.8.4.B Conduct inquiry and research on self-selected or assigned topics using a variety of teacher guided media sources and strategies.
- 5.2 Rights and Responsibilities of Citizenship
 - 5.2.4.B Describe the sources of conflict and disagreement and different ways conflict can be resolved.
 - 5.2.4.C Describe the roles of leadership and public service in school, community, state, and nation.
- 5.3 How Government Works
 - 5.3.4.D Identify positions of authority at the local and state, and national level.
- 7.1 Basic Geographic Literacy
 - 7.1.4.B Describe and locate places and regions as defined by physical and human features.
- 8.4 World History
 - 8.4.4.D Distinguish between conflict and cooperation among groups and organization that impacted development of the history of the world.

Day 11:

1.1 Reading Independently

1.1.4.D. Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text, and nonlinguistic representations.

1.6 Speaking and Listening

1.6.4.A Listen critically and respond to others in small and large groups situations. Respond with grade level appropriate questions, ideas, information, or opinions.

1.6.4.B Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.

1.8 Research

1.8.4.C Produce an organized product that presents the results of research findings, using appropriate visual aids and citing sources.

1.9 Information, Communication, and Technology Literacy

1.9 Use media and technology resources for directed and independent learning activities and problem solving.

5.2 Rights and Responsibilities of Citizenship

5.2.4.B Describe the sources of conflict and disagreement and different ways conflict can be resolved.

5.2.4.C. Describe the roles of leadership and public service in school, community, state, and nation.

5.3 How Government Works

5.3.4.D Identify positions of authority at the local and state, and national level.

8.4 World History

8.4.4.D Distinguish between conflict and cooperation among groups and organization that impacted development of the history of the world.

9.1 Production, Performance and Exhibition of Dance, Music, Theatre, and Visual Arts

9.1.4. A Know and use the elements and principles of each art form to create works in the arts and humanities.

Day 12:

1.2 Reading, Analyzing, and Interpreting Text

1.2.4.D Make inferences across texts about similar concepts when studying a topic

1.6 Speaking and Listening

1.6.4.A Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

7.1 Basic Geographic Literacy

7.1.4.B Describe and locate places and regions as defined by physical and human features.

8.4 World History

8.4.4.B Locate historical documents, artifacts, and sites which are critical to World History.

9.1 Production, Performance and Exhibition of Dance, Music, Theatre, and Visual Arts

9.1.4.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.

Day 13:

1.4 Types of Writing

- 1.4.4.B Write multi-paragraph informational pieces. Use relevant graphics.
- 1.6 Speaking and Listening
 - 1.6.4.A Listen critically and respond to others in small and large group situations.
- 2.1 Numbers, Number Systems, and Number Relationships
 - 2.1.4.D Apply place value concepts and base ten numeration to order and compare larger whole numbers.
- 2.3 Measurement and Estimation
 - 2.3.4.A Use concrete objects to demonstrate an understanding of measurement quantities.
 - 2.3.4.D Perform basic conversion within the same system to the unit immediately above or below the given unit.
- 2.4 Mathematical Reasoning and Conclusions
 - 2.4.4.A Use models, number facts, and properties to make conjectures, draw conclusions, and explain reasons for conclusions.
- 2.5 Mathematical Problem Solving and Communication
 - 2.5.4.A Develop a plan to analyze a problem, identify the information needed to solve the problem, carry out the plan, check whether an answer makes sense, and explain how the problem was solved in grade appropriate contexts.
- 3.2.B Physics
 - 3.2.4.B1 Explain how an objects change in motion can be observed and measured.
- 3.4.A The scope of Technology
 - 3.4.4.A1 Understand that tools, materials, and skills are used to make things and carry out tasks.
- 3.4.B Technology and Society
 - 3.4.4.B4 Describe how the history of civilization is linked closely to technological development.
- 3.4.C Technology and Engineering Design
 - 3.4.4.C2 Describe the engineering design process: define a problem, generate ideas, select a solution and test it, make the item, evaluate the item, communicate the solution with others, present the results.
- 6.1 Scarcity and Choice
 - 6.1.4.A Identify scarcity of resources in a local community
- 7.1 Basic Geographic Literacy
 - 7.1.4.B Describe and locate places and regions as defined by physical and human features.
- 8.4 World History
 - 8.4.4.B Locate historical documents, artifacts, and sites which are critical to World history.
 - 8.4.4.C Explain how continuity and change in world history have influenced personal development and identity. (Technology)

Day 14:

- 1.1 Reading Independently
 - 1.1.4.D Demonstrate comprehension/ understanding before reading, during reading, and after reading.
- 1.4 Types of Writing
 - 1.4.4.A Write poems, multi-paragraph stories, and plays: include detailed descriptions of people, places, and things, include literary elements, and begin to use literary devices.
- 1.5 Quality of Writing
 - 1.5.4.E Revise writing to improve detail and order by making words more exact and varying sentence length and structure.
- 1.6 Speaking and Listening
 - 1.6.4.A Listen critically and respond to others in small and large group situations.
- 1.9 Information, Communication, and Technology Literacy

- 1.9.4.A Use media and technology resources for directed and independent learning activities and problem solving.
- 7.1 Basic Geographic Literacy
 - 7.1.4.B Describe and locate places and regions as defined by physical and human features.
- 8.4 World History
 - 8.4.4.B Locate historical documents, artifacts, and sites which are critical to World history.
 - 8.4.4.C Explain how continuity and change in world history have influenced personal development and identity. (Social organizations)

Day 15:

- 1.6 Speaking and Listening
 - 1.6.4.A Listen critically and respond to others in small and large group situations.
- 3.2.A Chemistry
 - 3.2.4.A1 Identify and classify objects based on their observable and measureable physical properties. Compare and contrast solids, liquids, and gases based on their properties.
 - 3.2.4.A4 Recognize that combining two or more substances may make new materials with different properties.
- 7.1 Basic Geographic Literacy
 - 7.1.4.B Describe and locate places and regions as defined by physical and human features.
- 8.4 World History
 - 8.4.4.B Locate historical documents, artifacts, and sites which are critical to World history.
- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre, and Visual Arts
 - 9.1.4.B Recognize, know, use and demonstrate a variety of appropriate art elements and principles to produce, review, and revise original works in the arts.

Unit Overview

Title of Unit: France: A 5 City Tour

Recommended Grade: 4th Grade

Time Frame: 15 day – 1 hour classes

Unifying Theme: Students will discover France by visiting five cities

Integration Model: This unit is focused primarily on social studies topics with language arts, mathematics, art, world language, and science subjects integrated within the unit.

Unit Goals:

- Students will become informed tourists by preparing to visit France.
- By observing and creating art, students will appreciate the artist Van Gogh and his works, the Roman influence in architecture, and the importance of film in France.
- By identifying differences in culture, government, and the general way of life, students will be able to compare France and the United States.
- Through research and exploration, students will focus on France's rich history and culture by visiting the five cities and cultural events.
- Students will discover human characteristics of France by looking at population, culture, settlement, economic activities, political activities, etc.

Essential Question(s):

- How does France compare with the United States?
- How have the historical events of France affected the country?

Overview:

Day 1: Today, students will learn about passports by building their own passport. Students will first learn about France and how they will visit many different countries this year. Then students learn some information about passports and build their own. At the end, students will make a list of topics/questions; they want to learn about France.

Day 2: Students will begin by answering some review questions, such as locating where France is on a map. Students will make predictions about how the United States and France compare to the other. Then students will use the CIA World Fact book to answer questions about France and

the United States. After answering these questions, students will discuss the information they found. Students will also make a graph of the population in each country. To end the lesson, students will hypothesize how this data affects each country.

Day 3: First, students will review some of the information we already learned. We will then talk about the French language. Students will compare and contrast the differences of the United States and France like daily life, meal, food, and games. Students will look at how a real French person lives and read his blog. While reading they will list differences, which will be recorded on the board. Furthermore, students will be asked questions to reflect on while they read. At the end, the class will review all the similarities and differences. Students will ask which country they would want to live in and if life would be easier or harder in that country.

Day 4: Students will first look at words on the board and try to hypothesize what they all have in common. What is the common factor? They all are from the French language. Students will be going to Paris tomorrow, so it is time for them to learn the language. This way they can use it while they are visiting the cities in France. Three volunteers will act out a French scene. Then we will practice these phrases. The students will listen to me say it and they will repeat the word. Then we will talk about what it means. Next, students will turn to their partner and use a few phrases. Afterwards, three new volunteers will present the French scene (hopefully they will speak in perfect French). Students will then learn a song to remember the most important phrases. We will listen to the song, then I will sing each stanza and they will repeat. When we go through the whole song, we will sing it all together.

Day 5: Today, students will watch a movie clip to learn about the monuments of Paris. Then we will discuss the sites in France. Students will then pick a monument to research for the rest of the class time. They will find basic facts and create a postcard based on these facts. Students will be graded on how well done their postcard is and how informative the card is. Students will be presenting their card to the class and sharing some facts. I will use the postcards to create a bulletin board. Students will match the name and interesting facts to the postcard. I will give a small quiz on if the students are able to complete the bulletin board.

Day 6: Students are visiting the Senate building in Paris. Therefore, today we will compare the United States and French governments. After taking a pre-test, students will research the two different styles of government and compare them in a Venn diagram. As a class, we will then discuss and create a class Venn diagram. At the end of class, students will have a post-test on the information we discussed in class.

Day 7: Students will begin by listening to a reading of Cinderella. They will relate this to the life of Louis XIV who lived at Versailles. After reading, the students will act out the Sun King's daily schedule. The students will then go on a virtual tour of Versailles. They will note key features of the rooms and gardens. Students will answer questions and create their own palace.

Day 8: Today, students will be exploring the castles of the Loire Valley. First, students will look at a map to see where each of the castles is in relation to Paris and other cities. There will be five stations set up around the room- one for each castle. Students will be split into groups and sent around the room to visit each castle. At each station, students will look at pictures, read information about the castle, and do an activity about the main feature of that castle. At the end of class, we will have a discussion about which castles the students liked and did not like.

Day 9: Students will be visiting Normandy today. At Normandy, they will learn about D-Day. First, students will complete a KWHL chart, so I can establish what their prior knowledge is for Normandy and D-Day. Also, students will watch an introduction to D-Day. At the end of class, we will talk about what we saw in the movie, especially discussing the main characters of D-Day.

Day 10: Students will review what they saw in the movie yesterday, especially the key players of D-Day. Then I will introduce the next activity- a talk show. Students will be assigned some of the key leaders. During the class time, students will be able to research their topic. At the end of class, students will review what they learned. We will talk about what is needed tomorrow for the talk show and how they will be graded.

Day 11: Students will actually produce the talk show today. We will review the material, they read the day before. Also, we will set up the room like a talk show. After the students perform the talk show, they will re-watch and review what they saw. Then the students will fill-out the rest of the KWHL chart.

Day 12: Students just learned about leaders during WWII, today they will learn about another leader of art. Students will be asked questions on how much they know about Van Gogh and the Starry Night. Then, students will be told some facts about Van Gogh and examine his art style. After looking at some of his pieces, students will create their own scene in Van Gogh style. Then in their journals, students will record how they create their art and why it relates to Van Gogh.

Day 13: After learning about Van Gogh an artist who lives near Nimes, students will actually be able to visit Nimes. Nimes and southern France has many Roman influences. Students will visit two of the main Roman features of France- the Maison Carree and the Pont du Gard. Students will complete a worksheet on these two places. They will read some quick facts then complete an activity. At the end of class, students will present their answers and hand-in their worksheets.

Day 14: Today, students are visiting Cannes, France- our last stop. Here, students will learn about the Cannes Film Festival. It is one of the most prestigious film festivals in the world. After discussing what the film festival is, students will watch a trailer from one of the award winning movies, The Pianist. The trailer depicts Jewish people during the Holocaust being taken to concentration camps. This scene has no talking so we will discuss as a class what is happening. Next, students will re-watch the clip several times. As they watch the clip, students

will write a descriptive paragraph or summary of what is happening in this trailer. The students are to use as many descriptions as possible. Whenever students are done writing, they will be grouped to edit their papers. After writing a final copy, students will present what they wrote. Students will then self-evaluate themselves by completing a rubric. I will read over all their papers and rubrics for a grade.

Day 15: Students just got back to the United States. Although the students are tired from their long journey, all of their friends want to know what they saw, what they ate, and what they learned. Therefore, students will learn how to make a crepe which is easy to do. This way they can make it for their friends (with parental supervision). Crepes are a French delicacy. While in France, students would probably eat crepes a lot. Lastly, as a review, students will pick and sign up for a city/landmark. Students will create a scrapbook page including pictures, three facts, and the title. Students will eat crepes and work on the scrapbook. Towards the end of class, students will present what they have on their page so far. For homework, students will need to finish any journal entries that were not completed (because they are due tomorrow) and complete the scrapbook page (it will be graded and I will put together the pages in a scrapbook). Although this seems like a lot of homework, students will have class time to do the scrapbook page and everyday they should be completing a journal entry.

Vocabulary List

Passport- A US passport is an internationally recognized travel document attesting to the identity and nationality of the bearer. It is a request on the part of the issuing government officials of foreign governments to permit the bearer to travel in their territories and to afford them all lawful aid and protection.

Euro- money used in European countries like France

Merci- Thank you

De rien- You're welcome

S'il vous plait- Please

Oui/Non- Yes/No

Excusez-moi- Excuse me

Pardon- Pardon me

Je m'appelle- My name is

Je ne comprends pas- I do not understand

Je ne parle pas français- I do not speak French

Parlez-vous anglais ?- Do you speak English ?

Comment vous appelez-vous ?- What is your name?

Comment allez-vous?- How are you ?

Désolé(e)- sorry

Un peu- a little

Bien/ Mal- well or badly

Au revoir- good bye

Seine River- the river that runs through Paris, it was the original objective for Operation Overlord to reach the banks of the Seine then the mission was complete, and the banks of the Seine were inspiration for many artists.

Louvre- it used to be a palace, it is the largest museum and houses priceless treasures, and there are three famous glass pyramids built by IM Pei.

Eiffel Tower- it was created by Gustave Eiffel and it was built for the World's Fair.

Notre Dame- it was constructed in 1163 and was finished about 200 years later, during the revolution many of its treasures were destroyed, and it was the cathedral where Napoleon was crowned.

Arc de Triomphe- commissioned by Napoleon in 1806 and his major victories are engraved on it, the Tomb of Unknown Soldiers is underneath the monument, and on the French National Day the military parade begins here.

Hôtel des Invalides- it consists of a large building with a royal courtyard and church, a church was eventually added for the Sun King, and Napoleon is entombed here.

La Défense- it is also known as the Grande Arche, it was a design chosen from the national design competition by President Mitterand, and it is a perfect rectangular shape and in line with the Arc de Triomphe.

Sacré-Cœur- it means sacred heart, it is built on Montmartre and was not consecrated until after WWI, and contains one of the world's largest mosaics for churches.

Panthéon- It is a church and mausoleum, it is built in the Latin Quarter, and it is modeled after the Pantheon in Rome.

Gare d'Orsay- it is a former Paris railway station and hotel, it was first used as a palace, and its main feature is the huge clock.

Centre Pompidou- it is designed in the style of high-tech architecture, it is the largest modern art museum, and it is named after Georges Pompidou.

Metro- it is the rapid transit system of Paris, it is the symbol of the city and noted for its unique station architecture, and it first opened in 1900 during the World Fair.

Catacombes- It is the famous burial place in Paris, its official title is "Les Carrieres de Paris", and it is a network of subterranean tunnels and rooms located in what were Roman era limestone quarries.

Republic- a state in which the supreme power rests in the body of citizens entitled to vote and is exercised by representatives chosen directly or indirectly by them. It is not a monarchy or dictatorship. Ex: France

Democracy- government by the people. It is a form of government in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system. It has political and social equality. Ex: United States and Canada

Versailles- it is known as the Palace of Versailles. It was lived in by great kings and queens. It is located right outside of Paris.

Louis XIV- the Sun King. He lived at Versailles.

Chateau de Chambord- this is a castle of the Loire Valley. It is noted for its double-spiral staircase, which was built by Leonardo da Vinci.

Chateau de Chatonniere- this is a castle of the Loire Valley. It is a renaissance castle and is noted for its twelve surrounding gardens.

Chateau de Rivau- this is a castle of the Loire Valley, which is the land of imagination and fairytales. Rivau seems to have come from a fairytale and the castles gardens were actually inspired by medieval fairytales and folktales.

Chateau de Blois- this is the first great site of the Loire Valley. It has been home to many queens and kings of France, such as Francois Ier.

Chateau de Chenonceau- it is built on the River Cher in the Loire Valley. Its beauty is reflected in the river. It is known for the many women who have influenced the castle's history.

D-Day- by 1944, the Germans knew that the Allies would attempt an invasion to liberate Europe from Germany. The Allied forces decided to begin the invasion by landing a huge army at Normandy Beach, which is located on northwest coast of France. It was code-named Operation Overlord and was commanded by American General Dwight D Eisenhower. The Allies landed on June 6, 1944 at five beaches in the Normandy with code names: Utah, Omaha, Gold, Juno, and Sword. The Allies dropped many paratroopers behind Germany's lines and the French resistance members created sabotage. The D-day Museum in Portsmouth, England claims a total of 2,500 Allied troops died, while German forces suffered between 4,000 to 9,000 total casualties. By the end of the entire Normandy Campaign, nearly 425,000 Allied and German troops were killed, wounded, or missing.

Vincent Van Gogh- he is an impressionist artist that lives in Arles, France near Nimes. He has created many well-known paintings.

Pont du Gard- it means bridge of the Gard. It was built in 50 BC by the Romans. It is an aqueduct that carries water from the Eure to Nimes. Today, it is a pedestrian site that has many hidden trails that can lead to the banks of the River Gard.

Maison Carree- it means square house. It was built in 20 BC by Marcus Agrippa. He also built the Pantheon in Rome and it was built as a temple for the Romans. Today, it is used as a museum.

Cannes Film Festival- it is one of the most prestigious film festivals in the world. It is held once a year usually in May. The films are judged and awarded with the Palme d'Or.

Crepe- it is a French pastry and delicacy. It is like a pancake except thinner and can be topped with many fun foods.

Materials List

Day 1:

- World map
- Map of France
- pushpins
- Digital camera
- Photo printer
- blue card stock cut to be 17 cm wide and 12 cm long
- White paper cut to be 34 cm wide and 12 cm long
- scissors
- metric ruler
- picture of an eagle
- glue
- small pictures of flags from different countries
- clear contact paper
- markers

Day 2:

- World Map
- Copies of the US - French data sheet and answer sheet
- Computers with internet access (if available)
- Atlases, encyclopedias, almanacs, and other reference books
- Euros

Day 3:

- World Map
- Computers with Internet access
- Student participation rubric

Day 4:

- Skit script in English and French
- Basic Phrases sheet
- Bonjour Song Lyrics
- Board and chalk/marker
- Map of francophone countries
- Internet (for listening to song)

Day 5:

- Computer with Internet access
- Large index cards (one per student)
- Materials to create postcards (markers, paint, colored pencils, glue, scissors, colored paper)
- Map of Europe
- Photo of the Seine River
- *City Life in Europe* video and VCR (or DVD and DVD player)
- Rubric for bulletin board quiz
- Rubric for postcard

Day 6:

- Comparing Governments worksheet
- Computers with internet access
- Big note pad for class Venn diagram
- Pre-test on Government
- Post test on Government

Day 7:

- Cinderella by Marcia Brown
- Computers with Internet access
- Versailles Worksheet
- Sun King worksheet
- Props to act out the kings day
- Rubric for Versailles Worksheet

Day 8:

- Map of Loire Valley
- 3 pipe cleaners
- ruler
- scissors
- pencil
- Photos at each station
- green colored paper
- markers
- crayons
- colored pencils
- computer

Day 9:

- Video- Normandy: The Great Crusade
- KWL chart
- picture of Normandy Beaches and landing

Day 10:

- oak tag
- markers, crayons, or colored pencils
- Computers with Internet
- World War II/ D-Day books
- D-Day worksheets

Day 11:

- oak tag
- markers, crayons, or colored pencils
- camcorder
- videotape
- props for the talk show

Day 12:

- Van Gogh prints of Starry Night, Self Portrait, and Irises
- white painting paper
- brushers
- tempera paint

- water containers
- Journals
- artist biography
- rubric

Day 13:

- construction paper
- string
- balloons
- straws
- small basket
- race car
- paper
- scissors
- markers
- photos of each place
- Worksheets

Day 14:

- Writing notebooks
- pencils
- Computer with internet access (for the YouTube segment)
- working speakers
- Rubric for Writing about a Movie

Day 15:

- Food permission slip
- Paper plates
- Napkins
- Forks and Spoons
- Toppings (ice cream, chocolate syrup, fruit, whip cream, etc)
- Crepe maker
- Table
- Extension cord (if needed)
- scrapbook
- scrapbook pages (blank)
- construction paper
- marker, crayons, colored pencils
- glue
- crepe recipe
- pre-made batter

Special Needs Students' Information

There are two special needs students in the class. The information for those two students is summarized below:

Benjamin Smith

Benjamin is a ten year old boy. He is a very social individual, but he is a prankster. Benjamin will volunteer to do anything. He tends to always be smiling even when he is in trouble. He produces his work when he feels like it or when he can. Therefore, it is important to keep a constant eye on him and make sure he is completing his work. Also, he is better at mathematics than in reading. Benjamin is diagnosed with a learning disability (LD). Furthermore, it is not proven that he has ADHD, but he has exhibited all the signs. Overall, he does well in groups and socially with others but not so good in the classroom.

Sally Jones

Sally is a nine year old girl. She enjoys talking and watching, but she needs support and assistance to complete most assignments. Furthermore, she will always try and likes to do things that are repetitious. Sally is diagnosed with mild intellectual disabilities and functions about two grade levels below the class and her language development of a seven year old. On field trips, it is important to watch her because she tends to wander off. Overall, she never causes any trouble.

Name: Emma Tutino

Class: Edu 365 A

Title: Postcards from Paris

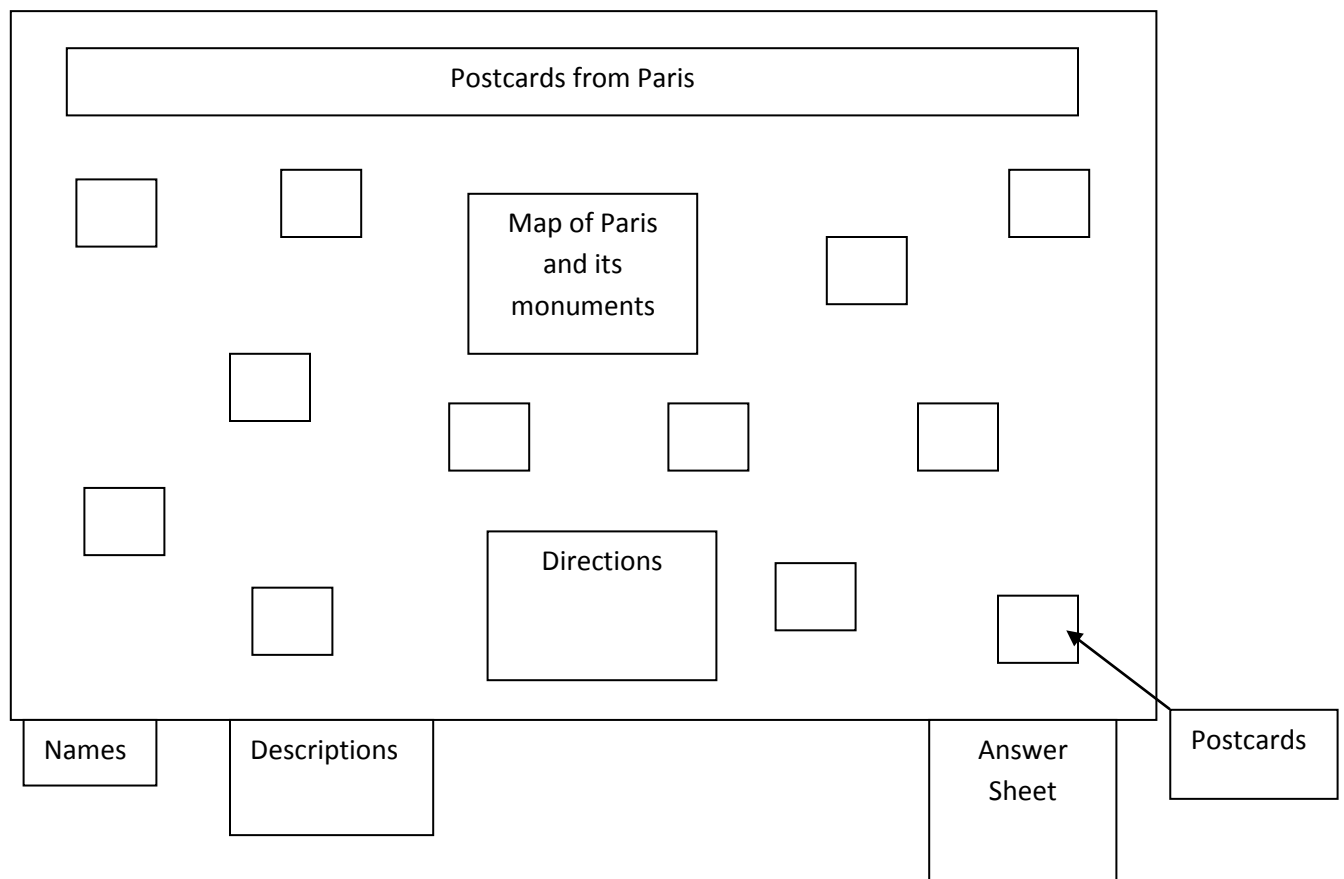
Date: November 23, 2010

Audience: The bulletin board is for fourth graders. The students will be able to review the monuments they saw while visiting Paris.

Objectives: The bulletin board will be used as a review for what the students are learning in class about Paris. After learning about the monuments of Paris, students will be able to match the names and descriptions to the correct postcard. Students can work by themselves or with partner to complete the matching. Then students will be able to check their answers with the answer sheet.

Directions on how the students will interact with the board: Students will begin by reading the directions on the bulletin board. Then they will match each name with the correct monument postcard. After matching the names, students will match the correct descriptions with each monument. There are three descriptions for each monument. Finally, students will be able to check their answers by using the answer sheet. This will be a review activity for the students.

Final Sketch:



Name: Emma Tutino

Course: Edu 365A

Title Game: Voyageur (Traveler)

Date: November 16, 2010

Description of audience: This game is intended for 4th graders.

Instructional Objectives: The objective of the game is for the students to travel around the game board visiting five cities in France (Nimes, Cannes, Loire Valley, Paris, and Normandy) and testing their knowledge about the cities.

Students will be able to gain or review knowledge about five cities in France and France itself by moving around the game board and answering questions correctly to collect all the color souvenir wedges.

Final Sketch:



Directions:

GETTING READY TO PLAY

1. Open the playing board. There is one color block which is where the game pieces will start and end the game. Around the board, there are five different color blocks with city names. Each block or color represents visiting a different city. The flag square is the

chance block. On the exterior of the game board square, there are six different black boxes. This is where the question and answer cards for a specific category will be placed.

2. Separate the color wedges, question cards, and game characters. Place the question cards on the designated box. The answer is also on the back of the card. Set the color wedges aside. They will be used throughout the game.
3. Each player should choose a game character. Place this character on the start block which says “Allons-y!” or “Let’s Go!” This is also where each player will finish the game.
4. To see who goes first, each player should roll the die. The highest number indicates the player who goes first. If two or more players tie, they spin again. After the first player goes, rotate to the left.

PLAYING THE GAME

5. When it’s your turn, roll the die and move your game character the number of spaces shown on the die. To begin, move your game character up the board travelling towards Nimes (which is the first block next to the start). You must keep travelling forward. You are not to travel backward on the game board.
6. When you land on a colored space, another player reads you a question that corresponds to that color. For example, if you land on green block or Nimes then another player reads a card from the Nimes Trivia category. The question is taken from the top of the deck or pile. After being read, that card is then put at the bottom of the same stack.
7. If your answer to a question is correct, then you receive a souvenir wedge that corresponds to that color. For example, if you get the Nimes Trivia question correct then you get the green wedge. Also, you get another turn for each correct answer. Roll the die to move again and answer a question. If you answer incorrectly, the turn passes to the player to your left.
8. Any number of game characters can be on one space visiting a city.
9. You must continue around the game board answering questions each time you land on a block in order to collect all six souvenir wedges.
10. After you have correctly answered and collected all six souvenir wedges, make your way to the End (Fin) block. You must continue to answer questions each time you land on a space in order to move around the game board. You do not need to roll the exact count to land on the Fin block. (Remember that in all other cases, you must move the exact number of spaces shown on the die.)

WINNING THE GAME

When you reach the Fin block, another player chooses a card from any question and asks you a question. If you do not answer correctly, you can stay on the Fin block and answer a question for each following turn until you answer correctly.

The winner is the first player to answer a question correctly after collecting all six wedges and landing in the Fin block.

The game does not need to end there. The winner can move their game character to the picture of France in the center of the board while the other players complete the game.

Teacher's Bibliography

Books

- Anderson, James Maxwell. *France, 1001 Sight: An Archaeological and Historical Guide*. Calgary: University of Calgary Press, 2002.
- Asselin, Giles and Ruth Mastron. *Au Contraire! Figuring out the French*. Yarmouth: Intercultural Press, 2001.
- Blumenthal, Henry. *American and French Culture, 1800-1900: Interchanges in art, science, literature, and society*. Baton Rouge: Louisiana State University Press, 1975.
- Boussel, Patrice. *D-Day Beaches: Pocket Guide*. Paris: Librairie Polytechnique Beranger, 1964.
- Fry, Varian. *Assignment-rescue: An Autobiography*. New York: Scholastic, 1992.
- Goddard, Lance. *D-Day: Juno Beach, Canada's 24 Hours of Destiny*. Toronto: Dundum Group, 2004.
- Hine, Al. *D-Day: the Invasion of Europe*. New York: American Heritage Publishing Company, 1962.
- Jones, Howard Mumford. *America and French Culture, 1750-1848*. Chapel Hill: The University of North Carolina Press, 1927.
- Lee, William B. and John Sivell. *French Elementary and the Ecole Moderne*. Bloomington: Phi Delta Kappa Educational Foundation, 2000.
- Lucas, James Sidney and James Barker. *The Battle of Normandy, the Falaise Gap*. New York: Holmes & Meier Publishers, 1978.
- Perrault, Charles. *Cinderella or The Little Glass Slipper*. Troll Associates, 1954.
- Zipes, Jack David. *Beauties, Beasts, and Enchantment: Classic French Fairy Tale*. New York: New American Library, 1989.

Periodicals

- American Society of the French Legion of Honor*. New York: American Society of the French Legion of Honor, 1930-1979.

Multimedia

- Bernier, Rosamond. *French Impressionism*. West Long Branch: Kultur, 2006. VHS.

Corner, Deanne S. *Child Survivors of the Holocaust put a Face on History*. Abington: Abington School District Holocaust Curriculum Committee, 2000. VHS.

City Life in Europe. Discovery School, 2004. DVD.

Student's Annotated Bibliography for France: A 5 City Tour

Books

Ballet, Yolande and Christian Maucler. *The Impressionists*. New York: Chelsea House, 1995.

The narrator is a boy who was touched by fairies in his cradle and given a great understanding of French art. He roams through the history of the Impressionist movement. Taking you back in time, the narrator will introduce many painters, such as Paul Cezanne, Edouard Manet, Claude Monet, Vincent Van Gogh, and other painters. As we research about Vincent Van Gogh, you can use this book as a source to discover more about impressionists.

Dumas, Alexandre. *The Three Musketeers*. Trans. Malvina G. Vogel. New York: Baronet Books, 1990.

Another great, classic French story, *The Three Musketeers* depicts the experience of the swashbuckling deeds of the famous heroic threesome and the boy D'Artagnan. The young man arrives in Paris with the wish to enlist with the King's Musketeers. D'Artagnan is challenged to three duels. To discover D'Artagnan's worth with a sword and if he finds love, you must read Dumas's great story.

Fry, Varian. *Assignment- Rescue: An Autobiography*. New York: Scholastic, 1968.

An undercover agent during World War II describes how he sneaked into Vichy France and rescued thousands of men and women slated to be sent to concentration camps. This is an amazing story of one brave, heroic man named Varian Fry. In June 1940, Germany had overrun France and the French government was being forced to deliver any non-French citizens to the Germans. Fry was part of the Emergency Rescue Committee sent to rescue these people.

Haskins, James, Kathleen Benson, and Andrea Shine. *Count Your Way Through France*. Minneapolis: Carolrhoda Books, 1996.

Count your way from one to ten through France- a land of glorious cathedrals and charming countryside, crepes, croissants, and hundreds of cheeses. You will be introduced to France and learn to count to ten in French. This book is a good introduction to French culture and language.

Hine, Al. *D-Day: the Invasion of Europe*. New York: American Heritage Publishing Company, 1962.

This story is one of great victory and outstanding human achievement. D-Day and how it began will be understood throughout this book. You will be able to find information

about setting the stage, crossing the channel, invasion from the air, Utah beachhead, bloody Omaha, the British landings, and road to victory.

Hoestlandt, Jo, Mark Polizzotti, and Johanna Kang. *Star of Fear, Star of Hope*. New York: Walker, 1995.

This is a picture book originally created in France. It begins with the thoughts of an old woman. The narrator, Helen, describes being eight years old in Nazi-occupied France. Her best friend, Lydia, has been forced to wear a Star of David on her jacket. Something shocking happens to Lydia and Helen must hope for the best.

Loumaye, Jacqueline. *Van Gogh*. New York: Chelsea Housing Publishers, 1993.

Florence and Adam help their uncle straighten up his attic. As they clean, they discover an old painting of a church that Uncle Paul claims to be done by Vincent Van Gogh. To solve the mystery behind the painting, Florence and Adam agree to learn everything they can about this colorful Dutch artist. You will visit the city of Nimes where Van Gogh spent a majority of his time. Therefore, this book can help you know more about his life and his paintings.

Perrault, Charles. *Cinderella or The Little Glass Slipper*. Troll Associates, 1954.

There is perhaps no better loved or no more universal story than Cinderella. Almost every country in the world has a version of the story, but it originated in France. This is an excellent read aloud story.

Perrault, Charles. *Puss in Boots*. New York: Farrar Straus Giroux, 1998.

Puss in Boots is a tale about a poor miller's son who is left with nothing at all but a cat. This cat creates a new identity for the son- the Marquis of Carabas. The son's new identity comes complete with fine clothes, fields of wheat, a castle stolen from an ogre, and respect of the king. *Puss in Boots* is a humorous, old-fashioned, French tale.

Sasek, Miroslav. *This is Paris*. Universe, 2004.

This is Paris tours the city from a child's perspective. Paris is one of the most exciting cities in the world. You can take a tour along the banks of the Seine, through the galleries of the Louvre, and to the top of the Eiffel Tower. There are dozens of pictures of Parisian landmarks. You can use this book to visit the landmarks in more depth.

Thompson, Kay. *Eloise in Paris*. Simon and Schuster Children's Publishing, 1999.

Paris has just been discovered by Eloise and she absolutely loves Paris. You will be able to see and explore Paris as Eloise unpacks, sight-sees, and dines throughout the city. French language is also used throughout the book.

Multimedia

City Life in Europe. Discovery School, 2004. DVD.

Europe boasts some of the most famous and most visited cities on Earth. In this video tour, students explore the great urban centers of Europe and meet their diverse citizens. Segments that will be highlighted in class are about Europe United and the buildings of Paris. Europe united looks at how soccer brings fans from many countries together. Buildings of Paris surveys the ingenious engineering that transformed Paris into a city of cathedrals, museums, royal palaces, and fashion districts.

Stathakis, Kiki and Mike Venezia. *Vincent Van Gogh*. Chicago: Kiki & Associates, 2001. DVD.

This is a movie where playful cartoons and great art come together. This is an animated video about Vincent Van Gogh. You will meet Vincent, his brother Theo, and fellow artist, Paul Gauguin in this remarkable story of Van Gogh's life and art.

Vernay, Lucienne and Quatre, Barbus. *Songs in French Culture*. New York: Columbia, 1955. CD.

This CD has famous French songs that children will love to sing in and out of class. The CD includes songs such as, Alouette, Claire Fontaine, and Sur le Pont d'Avignon. These songs are fun for all occasions and will encourage you to want to learn more about French culture.

Websites

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

The World Fact book provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 267 world entities. The Reference tab includes: maps of the major world regions, as well as Flags of the World, a Physical Map of the World, a Political Map of the World, and a Standard Time Zones of the World map.