**French Core Grade 10 - Language**

**Pre-Planning Considerations:**

**Adapting instruction to your local situation**

* Speak of historical aboriginal languages that were and are specific to the area.
* Ask the students to share their cultural background and if they speak other languages.

**Building a support network**

* Aboriginal support workers
* School District 61 First Nations Education Coordinator
* Previous Instructors (UVIC)
* Existing teacher’s at specific school
* Guest speakers/teachers

**Dealing with sensitive and controversial topics/sensitive issues**

 Some possible sensitive issues that could arise in this lesson plan are why aboriginal language is so poorly known in general and among a lot of aboriginal people. The truth behind this is that Aboriginal people were banned and even punished for speaking their native tongue for a long period of time and though we now regard restricted them a mistake, its part of our history and the students have a right to know this. It is also very important to refrain from making generalizations surrounding the topic. Be prepared for students to make fun of a new language because it sounds different and have a zero tolerance policy on this. It is important to inform the students that they are here to engage in learning of a new language and if they do not respect the language and culture they will be asked to leave.

**Learning outcomes**

**Aboriginal**: The students will explore and engage in activity to gain a core basis of knowledge surrounding traditional forms of Aboriginal language and other cultures(“Bc aboriginal learning,”).

**French**: It is expected that students will describe ways in which the French language has influenced other languages (“Core french 5 to 12,” 2001).

**Purpose**

 To educate the students on aboriginal language history and tradition while engaging them in entertaining activities that facilitates their learning. Be able to recognize the similarities and differences in the French language and the Métis French languages.

**Suggested time frames:**

**10 min Introduction**

Brief overview of what the class will consist of (youtube video, activity, guest speaker, quiz and conclusion).

 Introduce the guest speaker to the students.

**30 min Activity**

**5 min**- <http://www.youtube.com/watch?v=qT5j7HWS3qI> show the linked youtube video and have the students take notes on what they notice about the people in the video. Can you understand any of the words? What similarities do you notice about Michif and French accents?

**5 min**- Have a conversation between the guest speaker and me in French to contrast the video. Again write out what you notice, similarities and differences.

**20 min**- Get in groups of two and label partner A and B. Discuss with partner the answers to the above questions and anything else noticed. Crumple up the piece of paper with the findings of the students and proceed to have a paper toss war in the classroom. Once everyone has a new paper, they will be individually asked to read out what is written on the paper.

**20 min Guest Speaker**

Have a guest speaker come with a background in Métis French, Michif, and or Bungi. Speak of the language and how the history of the language was formed.

**10 min Quiz**

Have a pop quiz on the contents of the guest speaker’s presentation. Quiz will consist of five basic questions and students who receive 5/5 will receive dyno pops suckers. Quizzes will be marked while the student presents guest speaker with card.

**10 min Conclusion**

Have a student present the guest speaker with a card and little something for the guest speaker to show thanks. Re-cap key points of the lesson.

**80 minutes total**

**Material needed**

* Computer
* Projector
* Pencils/Pens and Paper
* Card and gift for guest speaker
* Dyno pop suckers

**Pedagogy/Approach**

 This lesson plan uses many forms of pedagogy. In showing the video and asking the students to take notes and listen to the guest speaker I use traditional lecture methods. To contrast this method, half way through the lesson plan I switch it up to get the students interacting with one another in the paper toss. Finally I use the method of standardized testing to analyze student’s comprehension from the contents of the guest speaker’s presentation. I find if I employ different methods of pedagogy students are more likely to stay on task.

**Resources**

*Bc aboriginal learning outcomes k-12*. (n.d.). Retrieved from

http://www.strongnations.com/links/?lc=497

Ministry of Education, (2001). Core french 5 to 12. Retrieved from website: http://www.bced.gov.bc.ca/irp/cf512.pdf