

L'Expérience d'un immigré

Courtney Armstrong

Introduction

“Immigrants that come here just come over and take our jobs! I mean, it’s not right”, confessed the eighth grade student. At the end of the statement, I just stood there dumbfounded, not being able to pull in my typical “teacher wit” or knowing if or how to correct the statement. Stop. Rewind. Let’s return to the beginning.

My French IB class is a class for eighth grade students in their second full year of French instruction. Since I am the only French teacher at my school, I have taught the students for two years, and for some, three. We complete the warm-up, I commence instruction, and then, the students practice what they have learned in writing and speaking. During this particular class period, student learning took a different course. As we were discussing the topic of the period, I mentioned the importance of students travelling abroad and exploring Europe, in particular France (yes, I had to do a quick plug for France). One of the students in the class quickly raised her hand and expressed her thoughts about, and resistance towards, travelling to France:

The Student: *Well, see, my best friend went to France a couple of years ago and she said that all French people are mean (It is my observation that in the adolescent years, students are prone to taking peer input and making it the Gospel).*

Teacher: *Hmm, that is interesting. Have you visited France before?*

The Student: *No, and I don’t think that I am going to.*

Teacher: *Well, I hope that that honestly changes, because I know I thoroughly enjoyed France when I visited. In fact, I was at an advantage, just like you, because I was able to communicate in the language. Often, when you travel to another place and know the language and/or know information about the culture, people are rather accepting. Even if this is not the case, a lot of tourists visit France so many times the French are used to helping out strangers. However, I am interested in knowing, and this goes for the entire class, do you feel that Americans are receptive when those from other countries travel to the United States?*

Another Student in the Class: *I think so. I mean, yes, you know when someone is from another country. I know that sometimes for immigrants, there are*

language barriers, so it can be tough on both sides trying to communicate (Several students nod in agreement).

The Student: *I don't think it is the same. If I go over there, it is to play soccer. When immigrants come over here, they are here for a different case. I mean, immigrants that come here just come over and take our jobs! I mean, it's not right.*

I really did not know how to respond. Standing there, I actually contemplated the validity of the comment, simply because I was unsure of the facts behind immigration. I also looked around the classroom at the number of students who I knew were either immigrants or who were born of immigrant parents (also known as the second generation of immigrants)¹. Just how many of these students had parents who were from another country, but now lived in the United States? I wondered what they were thinking. Were they infuriated? Was I the only one taken aback? Did they feel “different” because they or their parents had migrated from a country outside of the United States? At first confounded, my sentiment quickly changed to a state of perplexity. I was grappling with possible hurt feelings among my students, my own feelings, and political-correctness.

This moment made me realize that I wanted to learn more about immigration, immigrants, and the stories behind their migration. Once they arrive at their destination, what challenges do immigrants face? What experiences unfold? My curiosity that grew from this moment prompted me to research more about *l'expérience d'un immigré*. In seeking answers to these questions, I have decided to create this unit based from my research and understanding of immigrant experiences. My hope and goals for this unit are twofold: first, students will be equipped to critically think and linguistically function as immigrants to France; and second, students will become more aware of and sensitive towards immigrants' and their experiences.

Objective

As students embark on this journey to understand the immigrant experience, it is important to recognize what students know about immigrants. I have found that for my middle school students, their understanding and concept of who immigrants are is a direct result of their parents', friends', community's and even their own personal experiences. For some of my students, they see immigrants as people who come to America to live and to work. For others, there has been little to no thought given to the immigrants who live around them. In both cases, students will empathize with immigrants by simulating an immigrant experience where they will “move” to France and seek out the various resources that they would need or want in order to live and function there. In essence, the unit puts students in the shoes of an immigrant.

Background Information

I am a French teacher who teaches at two middle schools in a very large urban school district in North Carolina. Both schools are located in southeastern Charlotte, North Carolina and are part of the Charlotte-Mecklenburg School system, which is one of the largest urban districts in the state of North Carolina. Both schools (hereinafter the schools will be referred to as School A and School B) consist of similar student populations where students receive rigorous, differentiated academic instruction in the core areas and in cultural and fine arts' courses. Schools A and B are found in suburban locales of the city that are known respectively for their high-wealth property values². Homes in both areas range from apartments and modest dwellings to homes valued in the millions. Residents of the respective communities work in a variety of professional and blue-collar sectors: education, banking, professional sports, medicine, family-owned businesses, restaurant servers, etc.

School A is comprised of 1110 students in grades 6-8.³ According to the most recent and comprehensive information on student demographics reported after the 2010-2011 school year, School A's ethno-racial demographics were as follows: 66.9% Caucasian, 12.7% African American, 9.1% Asian, 6.8% Hispanic, and 4.8% Other.⁴ Of the students who attended the school at this time, 17.5 % of students are considered economically disadvantaged and received Free or Reduced Lunch.⁵ Another characteristic of a school's profile also includes the mobility rate. A mobility rate "is a measure of how many students are transferring in and out of a school. Mobility is of concern since higher mobility tends to correlate with lower achievement."⁶ For School A, the mobility rate is 7%.⁷

School B's demographic information varies minutely. 2011 data shows that the school served 920 children in grades 6-8.⁸ The 2010-2011 reports that School B's ethno-racial demographics to be 15.8% African American, 65.8% White, 7.7% Hispanic, 7.6% Asian, 3.1% Other and 23.5% of the students were considered to be "economically disadvantaged."⁹ During the 2010-2011 school year, the mobility rate was 10%.¹⁰

Despite being in two different schools, the demographics in my eighth grade French classrooms are somewhat similar. At School A, there are twenty-nine students in the French IB class. In this grouping, there are fifteen females and fourteen males. Seventeen of the twenty-nine students are white, eight are Asian, one is Hispanic (non-white), and four are Black. Seven of the students are considered by Min Zhou to be "the new second generation of immigrants."¹¹ Zhou explains that the new second generation of immigrants is comprised of children who were born in the United States of immigrant parents, and those who were born in their country of origin and then immigrated before adulthood.¹² As Zhou reports in the article, "The latter group is also known as the 'one-and-a-half generation,' a term coined by Rubén Rumbaut to characterize the children who straddle the old and the new worlds but are fully part of neither."¹³ Their parents are from China, India, Colombia and Nigeria. In fact, at the beginning of the school year, one of the parents of a Chinese-American student wrote to me that his

son was “an ABC—an American-Born Chinese.”¹⁴ One student in the group has recently migrated to Charlotte from Colombia with her family to improve her English and find opportunities to play competitive soccer.

At School B, there are twenty-six students in the French IB class. Seventeen of the students are female and nine of the students are male. Of the twenty-six students, the ethno-racial profile of the class is: seventeen of the students are Caucasian, two are Black, three are Asian, one is Hispanic, and one is Other. There are six students whose parents have immigrated to the United States. The countries represented by students’ families are England, India, Puerto Rico and Haiti.

In addition to the cultural diversity that is represented amongst the student cohorts, a number of the students claim their families’ nationalities as a part of their personal identity. Although several of the students and their parents are American-born, students oftentimes recognize the places from which their grand-parents and great-grand-parents came as a part of their ethnic make-up. By claiming ancestral culture as a part of their own identity, I think that students would benefit from the intentions of this unit. For the final project, in this unit, students will move to France and live in different cities as immigrants. By drawing from the experiences of their ancestors, parents and even themselves, I believe that the students will be able to connect with and embrace their French immigrant journeys.

This unit will be intertwined with the standard curricular unit mandated by the Charlotte-Mecklenburg Schools system, *Getting Around*.¹⁵ In this unit, students will learn the necessary language to successfully navigate a city in the francophone culture. By joining both curriculum units, students will learn about immigration and migrate to France and create a survival guide for prospective immigrants immigrating to the city in which they live.

Rationale

While designing this unit, I have been taking a course entitled, *All Immigration is Local: The New Geographies of Immigration*. The information from the course has focused specifically on immigration to the United States and has exposed me to what immigration is, who migrates, why people immigrate, and some of the effects that immigration can have on the countries of origin and those to which migrants move. In learning about and researching this information, I have recognized that immigration is a global occurrence. Below I outline some the key concepts framing immigration and the immigrant experience that will be explored in the unit. These concepts are drawn from resources encountered in my seminar.

Push and Pull Factors

Push and pull factors explain why people migrate to new places. Matt Rosenberg of About.com defines push and pull factors to be as follows: “The push factor involves a force which acts to drive people away from a place and the pull factor is what draws them to a new location.”¹⁶ For someone emigrating from a place, push factors include political unrest, economic or environmental devastation, lack of jobs, personal situations such as homelessness or divorce, etc. Pull factors are those that attract a migrant to a new place such as job opportunities, educational transition, personal/relationship situations, a better economic situation, healthy environment/environmental conditions that suit the needs of the immigrant, the availability of particular recreational/leisure activities, etc. In the books, *Enrique’s Journey* and *Hannah’s Journal*, push and pull factors are the focal points of each character’s immigrant journey.

Enrique’s Journey and *Hannah’s Journal* as Illustrations of Push and Pull Factors and The Realities of the Immigrant Journey

I have decided to include the synopses and analyses of two texts that I read during my participation in my seminar. These texts helped me to understand two different immigrant journeys to the United States and the push and pull factors that influenced the characters’ journeys and destinations. Although students will not be responsible for reading these texts, these texts are great cultural examples of immigrant experiences and the challenges that many immigrants face as they immigrate to new countries.

Enrique’s Journey

Enrique’s Journey is a story of a young man who decides to leave at the age of fifteen from his hometown in Tegucigalpa, Honduras to find his mother in the United States.¹⁷ Being that the mother could not find adequate jobs to support her two young kids in Honduras, she moves to Los Angeles to work as a maid. She sends money back to her children so that they can survive and receive a decent education.¹⁸

In the story, the push and pull factors emerge as the central reasons for Enrique’s decision to make the more than 1000-mile journey from Honduras through Guatemala and Mexico to the United States. The push factors are numerous. First, Enrique lives in a desolate town where jobs were few. In fact, the male population in the city where Enrique lives had decreased quite significantly as a majority of the men in the town had left to go to *El Norte* (The United States) to find work and better opportunities. The lack of jobs is the perfect setting for poverty to run rampant. Enrique sometimes crawls into the town trash heap to find materials to sell and food to eat. A third issue that influences Enrique’s migration, is Enrique’s developing addiction to sniffing glue. This addiction leads him to other negative behaviors such as lying and stealing from his family. As a result, his family asks him to move out of their house.¹⁹

The pull factors in Enrique's situation are strong forces in attracting him to move north. Enrique's mom leaves him and his sister when Enrique was just five years old. In the story, the author reiterates and captures Enrique's loneliness and yearning for a mother that he loved. The desire to reunite with his mother is the biggest pull factor in his choice to travel to the United States. Also, Enrique is told of stories about those who make it to the United States and are able to make a living by working there. He dreams of being able to be with his mother and become productive while living the "American Dream."²⁰

Hannah's Journal

Hannah's Journal by Marissa Moss is a fictional children's book about a young Jewish girl, by the name of Hannah and her cousin, Esther from Lithuania who immigrate to America.²¹ The beginning of the story establishes the push factor and impetus for their move—the anti-Jewish raids that were occurring in Eastern Europe in 1901. The pull factor is that Hannah's cousin, Esther, would meet her future husband in America, Zalman, a Jewish immigrant who had already travelled there. In addition, the trip to America would be a way for Hannah to become educated and allow her to work and send back money for the rest of her family so that they too, could make the trek.²²

America is more receptive to immigrants during the early 1900's than when Enrique migrates to the United States in the latter part of the century. Author Marissa explains that the years from 1900-1920 were the "...the peak years of immigration" and that more than "fourteen million people entered the United States."²³ Although the story is fictional, the account is based on real immigration stories of people moving from Europe to the United States. In the story, once Hannah and Esther arrive on Ellis Island, they go through the established immigrant arrival process of the time that included verification of identification and answering questions to determine whether or not immigrants could survive in the United States. Afterwards, Hannah and Esther are introduced to the Hebrew Immigration Aid Society and are provided with jobs and opportunities for education.²⁴ To the contrary, these services are not available to Enrique and Enrique has to find his own resources.²⁵

Immigrant Interview as an example of immigrant settlement and receptivity

I had the opportunity to interview Johnny Ekofo-Ntulama, a French-speaking gentleman who is an immigrant to the United State from the Democratic Republic of the Congo, formerly Zaire. Mr. Ekofo-Ntulama originally came to the United States in 1980 as a child and then returned in 2006 at the age of 27. His second migration to the United States was a result of civil "unrest in the country" occurring in the Democratic Republic of the Congo.²⁶ The potential success that he could experience in the United States ultimately was the pull factor that attracted Mr. Ekofo-Ntulama to the United States.²⁷

Upon Mr. Ekofo-Ntulama's arrival to America, he cited that he "benefited from the presence of a growing community of friends from the Congo who helped [him] in [his] transition to the USA. Some of the American people that I met initially were also helpful and friendly."²⁸ He first settled in Massachusetts and then moved to Charlotte, North Carolina because he met his wife there. During his time here in the United States, Mr. Ekofo-Ntulama has held several jobs as a taxi driver, worked in a warehouse, and is now an teacher's aide in the public school system. Formerly, in the Democratic Republic of the Congo, Mr. Ekofo-Ntulama was a clergyman. He explained the following about the challenges in regards to the lack of receptiveness of immigrants in the United States:

The hardest thing in any adjustment is to face adverse situation linked to being a foreigner. My accent, my foreign education, and my lack of US based job experience impacted my ability to compete in the job market to the point that I had to change my employment and education goals, moving from full time pastoral ministry to part time, and seeking employment and training in Education.²⁹

As the interview concluded, Mr. Ekofo-Ntulama expressed the following about his thoughts on immigrating to the United States:

I personally don't regret immigrating to America, but I wish I had done it in a earlier time when adjustments would have been easier to make. I came at an age when it would be hard to speak English as fluently as would a native American speaker, which at some point can be a social barrier hard to cross. I don't know the culture well enough to grasp everything that is meant or implied in a conversation, which leaves me out sometime of circles I would love to join and makes it difficult to really adapt in this environment. But overall, the experience is better than in my home country where war, epidemics and political unrest makes life very uncertain.³⁰

A person's experience in their country of origin is an important part in understanding why a person makes a decision to immigrate to a location. The above immigrant experiences are each unique to each immigrant's situation; however, they also depict three different examples of what immigrants experience during their travels and what happens as they acclimate to the new way of life in their chosen location. During this unit, students will read about examples of immigrant journeys in the French-speaking world. This background information will be influential in helping them to grasp the various aspects of the immigrant experience, especially as they craft their own in a French city.

Immigrants and Immigrating to France: Reasons for the Move

It is reported that approximately 4.93 million immigrants live in France.³¹ According to an article in the online newspaper, *The Voice of Russia*, the large number of immigrants in France was because many immigrants decided to immigrate to the country to find employment and better opportunities:

“In the wake of the disintegration of the colonial empire in the 1960s, French authorities gave the go-ahead for citizens of its former colonies coming to France with the aim of improving their living conditions. A turning point in the history of French immigration took place in the 1970s, when the authorities decided to improve the economic situation by attracting cheap labor force.”³²

An article from Lehigh University cites other reasons why immigrants choose France as their place to settle. The author elucidates that immigrants choose to follow their family so to stay close to their loved ones.³³ In fact, according to the 2006 article on migration to France, entitled, “France's New Law: Control Immigration Flows, Court the Highly Skilled,” “...family reunification accounts for nearly 65 percent of immigration to France.”³⁴

The strategic advantages of the geographical locale of France is also conducive to immigration. France, also known as *l'Hexagone*, is bordered on three sides by the Atlantic Ocean, English Channel and the Mediterranean Sea. The remaining three sides are bordered by Germany, Belgium, Switzerland, Italy, Spain, etc. Migration data shows that Eastern European immigrants are crossing through France's neighboring countries to live in France to work within certain economic sectors in the labor market. In the Focus-Migration article, author Marcus Engler states that, “...this concerns 61 professions in the hotel and catering industry, the food industry, building, trade, in agriculture and in commerce.”³⁵

Lastly, education attracts many students to France. According to 2006 French immigration and integration legislation, students who are seeking to commence their studies in France must “receive approval to study in France from their country of origin.”³⁶ Once students secure the proper documentation to study in France, “foreign students who receive a masters or higher degree [are] allowed to pursue a ‘first professional experience’ that contributes to the economic development of both France and the student's country of origin. The student will be granted a six-month renewable visa to look for and take up work in France.”³⁷

Throughout the duration of the unit, students will learn about immigrant experiences and the reasons behind why someone may immigrate. Instructional strategies and classroom activities will be instrumental in leading students to analyze the push and pull factors of immigration. With the background information about immigrants and their journeys, students will then be given the task to immigrate to a

French city or town. There, they will settle as an immigrant and will be tasked to locate the different resources that they will need in order to survive in their new location.

Strategies

Synectics

The beginning of the unit will involve students creating a class definition of who an immigrant is through the instructional technique, *Synectics*. William Gordon is considered the father of the instructional form. Authors Estes, Mintz, and Gunter in their text, *Instruction: A Models Approach* give background information on what Synectics is. Its Greek term, *synecticos*, means ‘understanding together that which is apparently different.’³⁸ In the text, the authors suggest that “the Synectics process works most effectively when the objective is for students to look at reality in a different way and experiment with possibilities.”³⁹ Based on what students know, they will abstractly discuss and define what an immigrant is by comparing an immigrant to an entity or person that is totally unrelated. Possible points of comparison are immigrants to weather types, historical figures, instruments, cars. As Estes et al. also mention, they say that “detached observation and analysis are essential to solving problems but, the ability to use empathy, imagination, and feelings is equally essential.”⁴⁰ The idea is to compare and contrast the two starkly different concepts so that students can formulate a deeper understanding of the intricacies of what an immigrant is. Points of comparison can lead students to consider an immigrant’s feelings, behaviors, needs, wants, future plans, etc. by going beyond initial thoughts. This approach to understand what it is like to be an immigrant will drive students to use non-rational thinking, emotions, and feelings to learn about and experience what immigration is. I will begin and conclude the unit with this activity and see what notions about immigrants students have formed over the course of the study.

Modes of Communication Overview

World languages’ instruction is comprised of the three modes of communication: Interpretive, Interpersonal and Presentational Communication. The gradual attainment of language occurs as students move from understanding the target language through various texts to readily producing it through speaking or writing. Students in the eighth grade classes are considered novice-level learners. As novices, instruction is heaviest in the interpretive mode. However, since my students are in their second year of studying the French language, they have the ability to communicate proficiently in the target language on familiar topics. These three types of communication will be employed throughout the duration of the unit.

Interpretive

Interpretive communication is the first form of communication that learners experience while learning a new language. Students will read French texts about the life experiences of the French-speaking National Basketball League basketball player, Dikembe Mutombo and French rapper, MC Solaar. Both of these celebrities grew up in Africa and then moved to various places around the world. After students read and answer questions provided in the document, they will also be prompted to consider the issues and experiences that these gentlemen faced as immigrants.

Interpersonal

Interpersonal communication is a linguistic exchange between two parties. For novice learners, interpersonal communication involves asking and responding to familiar questions in the target language. Based on the vocabulary in the *Getting Around* unit, students will be able to communicate with one another in the target language using common questions that they have learned to ask and to which how to respond. Interpersonal tasks that will be used are role-play/simulations, responding to questions (through text messaging, Tweets, in-class responses and online posts), and an interview with a gentleman who is an immigrant from the Democratic Republic of the Congo and who is an employee at School A. This interview between the students and the individual will occur towards the end of the unit. Students will develop their own questions and then they will ask these questions during a Question-Answer session with my colleague.

Presentational

In the presentational mode of communication, students use their writing and speaking skills to relay a message to an audience. In this type of communication, speech or writing must be clear to deliver a cohesive message. At the culmination of the unit, students will use their language to write about their immigrant experience by creating a survival guide of resources and experiences for future immigrants moving to the French city in which they will live. The students will take pictures of all of the different items that they may need or experience along the way. See the Appendix Section for the document that students use for this project.

Lesson Activities

The Lesson Activities listed below will be substantial parts of the lesson design for the unit, *L'Expérience d'un immigré*. The sequence of lesson activities will be intertwined with other activities from the unit, *Getting Around*, the fourth unit of the Charlotte-Mecklenburg World Languages Units' structure. The mélange of both units will create a hybrid unit. The lesson activities will occur in the following sequence, but will occur over the course of a semester of study. As the viewer sees fit, additional activities can be added into the unit,

Activity One—Synectics

Students will begin this unit by participating in a conversation about immigration by using *Synectics*.

Activity Two—*Madagascar*

Students will view clips of the movie, *Madagascar*, to gain a visual understanding of how push and pull factors influence the immigrant journey.⁴¹ As students watch the film, they will identify the push and pull factors that influence the characters' decisions to move from New York. Also, students will jot down the types of challenges that the characters experience once they arrive in Madagascar. See the Appendix for the accompanying worksheet.

Activity Three--Migration Mapping

As a follow-up activity to watching *Madagascar*, students will create Migration Maps that detail a family member's migration story. Since my students' migration stories may be minimal, students will interview one of their family members or friends and ask for their migration stories (the person must have moved at least five times in their lifetime) and then plot their migration on a map (See Appendix). In addition to illustrating the migration path, students will also include the push and pull factors that influenced the interviewee's migratory path.

Activity Four—Reading Activity—MC Solaar

Students will read a section in the *Images* text that talks about MC Solaar, a French rap star.⁴² His story is one of a young man who grew up and lived most of his formative years in Africa, but then he began to travel to different countries, and then settled in France. As students read about his immigrant journey, they will identify the push and pull factors that influenced MC Solaar's decision to move. Questions that students will consider are:

- What were the push and pull factors that influenced MC Solaar to move from his country of origin?
- Did he want to move to the new country?
- What types of challenges did MC Solaar face when he moved to the new country?

Activity Five—*Images* Reading Activity—Dikembe Mutombo

Similar to the reading about MC Solaar, students will peruse an article in the *Images* text on Dikembe Mutombo and his immigration from Africa to America.⁴³ Students will use the information that they have learned about MC Solaar and compare and contrast the

two celebrities and their migration stories. The activity will be done in a cooperative group setting, where students will work with their tablemates to discuss and dictate the different and/or similar push and pull factors and challenges that were involved in each person's story by using a Venn Diagram (See Appendix).

Activity Five--Immigrant Interview

Johnny Ekofo-Ntulama (as mentioned above) will be featured during the immigrant interview that students will conduct in class. Students will inquire about the different aspects of the immigrant experience and create and ask their own questions about Mr. Ekofo-Ntulama's immigration from the Congo to the United States. As students are given the task to create their own questions, they will consider questions that allow Mr. Ekofo-Ntulama to differentiate and compare his experiences of his homeland to the United States. As this unit is intertwined with the school-mandated unit, *Getting Around*, students can use information that they have learned to create their questions. Examples of questions from the hybrid unit may include questions about what type of transportation Mr. Ekofo-Ntulama used in Africa and in the United States, the special events and/or celebrations that Mr. Ekofo-Ntulama participated in the Congo and in the U.S., the type of weather he experienced in both places, what type of clothing that he would wear, etc.

Activity Six—Passport

Students will create their own passport as they prepare for their voyage to a France. Students will draw from a hat the city or town to which they will move. See the Appendix for a sample form of the Passport.

Activity Eight—*L'Expérience d'un immigré*

Students will become immigrants and immigrate to France. The teacher may use the PALS Analytic Rubric from Fairfax County to evaluate the students' product.⁴⁴ See the Appendix to see the specific details regarding expectations for this project.

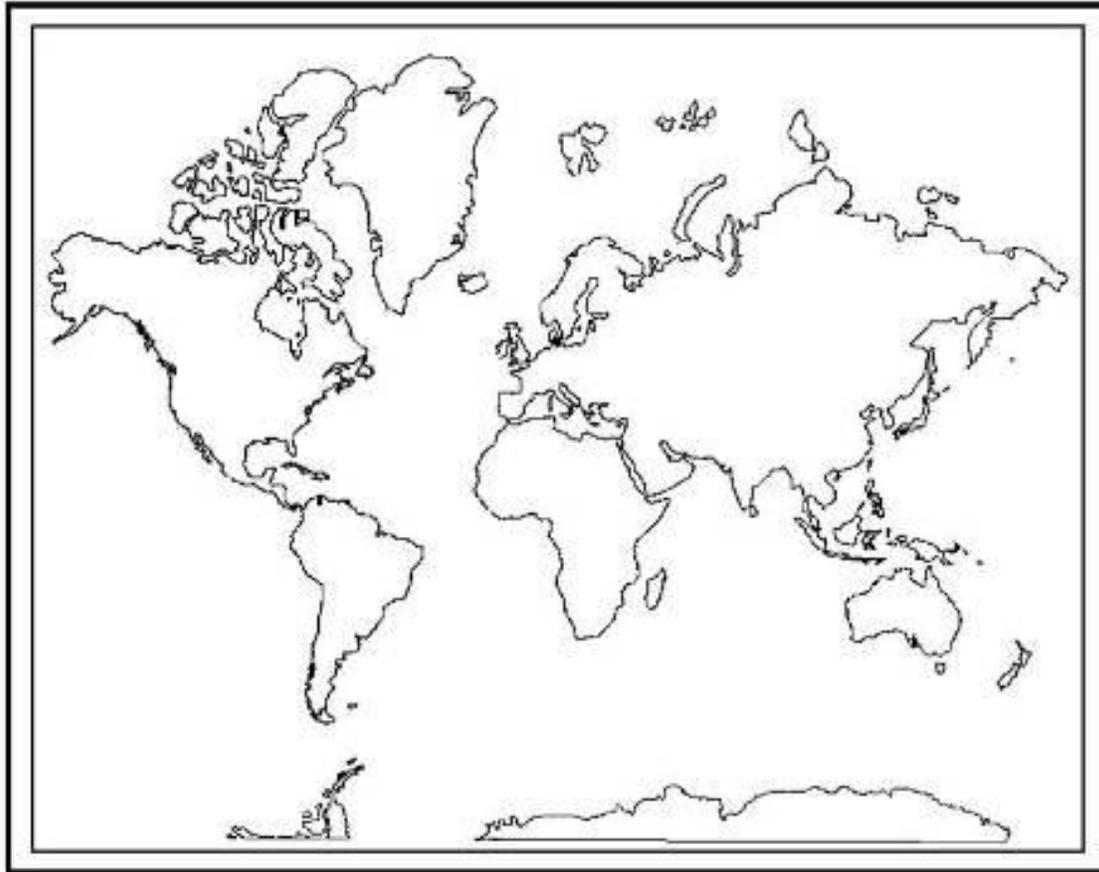
Activity Nine—*Synecchisms*

At the end of the unit, the students will re-evaluate what they consider an immigrant to be. This time, students will be asked to compare an immigrant to an entity or person other than what they did initially. As students formulate their comparisons, it may happen that students come up with new learning that has influenced their opinion. I will put up an example of the initial *Synecchisms* activity (a photo with all of the connections that were made) so that students can evaluate their learning from the beginning of the unit to the end.

Appendix—Migration Map

1. First, interview a family member or friend about their migration story.
2. Next, map their migration story on the map below.
3. Then, jot down the push and pull factors for each of the destinations.

WORLD



<u>Destination</u>	<u>Push Factors</u>	<u>Pull Factors</u>
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1.

2.

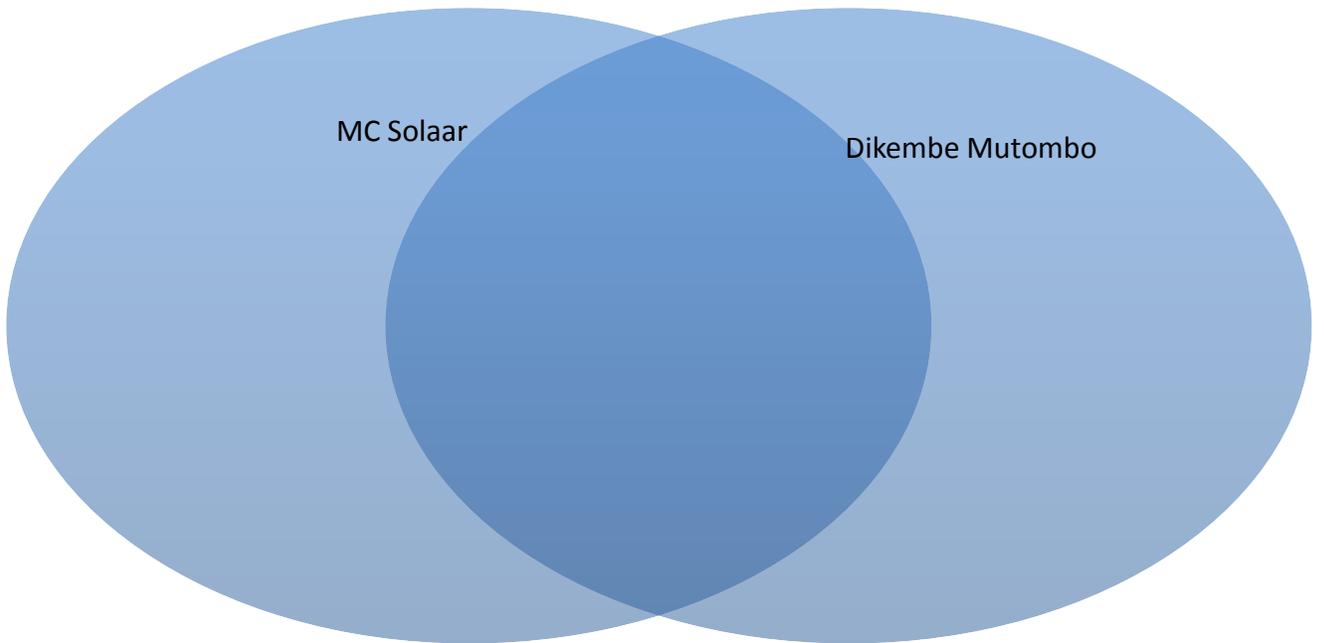
3.

4.

5.

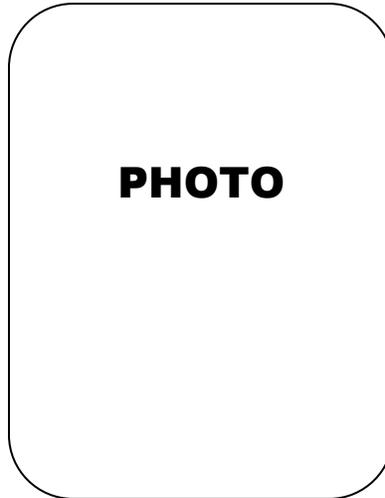
Appendix—Diagramme de Venn

You have read the stories of Dikembe Mutombo and MC Solaar. Now, compare and contrast their a) push and pull factors and b) the challenges that they faced during their immigration journeys in the Diagramme de Venn below.



Appendix

MON PASSEPORT



1. Comment t'appelles-tu? _____
2. Comment ca va? _____
3. Quel âge as-tu? _____
4. Quel est ton numéro de téléphone?

5. D'où viens-tu? _____
6. Quelle est ta nationalité?

7. C'est quand, ton anniversaire?

8. Quelle est ta couleur préférée?

9. Quelle est ta nourriture préférée?

10. Quel est ton sport préféré?

11. Quel est ton film préféré?

Appendix—L'Expérience d'un immigré

You are about to embark on a journey of a lifetime. You are going to _____ en France! As a student that is going over to France, you have been asked to create "Un Guide de Survie" (A Survival Guide) for other immigrants who decide to immigrate to France. In your *Guide de Survie*, please include the following.

1. A decorative cover page with the title:
Un Guide de Survie à (name of the city you in which you are living)

Afterwards, write *de (your name)*

2. Next, in your guide, you will document places or resources that you visit or need in order to survive and live well in the France. Pick any 7 of the following to write about and include photos/pictures for:

- **Les Lieux (Places)**—Where do you go in the city? Name at least 3 different stores that you go to (other than a grocery store) and tell what you buy or do there.
- **La transportation**—How do you get around the city? Name at least 3 forms of transportation you use to get around the city.
- **La nourriture (Food)**—Where do you go to buy groceries? For fast food? Name at least 3 places.
- **La religion**—Where do you go to practice your religious beliefs? Give the place and the address.
- **Les événements spéciaux** --What types of events/celebrations have you attended (Talk about any cultural events)?
- **Les vêtements**--What type of clothes do you wear? Write and design an outfit for a typical day in the city.
- **Les sports et les passes-temps**—Name 2 things that you do for fun and where you do them.
- **Les phrases utiles (Useful phrases)**--- What useful phrases would someone need to know? Give at least 3 phrases that you could use.
- **L'École (School)**—Where do you go to school? Describe your school by:
 - Giving its name
 - Address
 - Your favorite class there and why

- A) Each page should be titled with one of the bolded terms. B) Then, place a picture of the place or resource. C) Finally, write a caption in complete sentences underneath the photo so that those reading your guide can have additional information as they navigate the city.

*Photos—Your photos must be in color and printed. If you would like to personally illustrate the pictures, they must be of high quality. You must consult with your teacher in order to attain permission to do so.

Grading

Your *Guide de Survie* will be evaluated by means of the PALS Level I Writing Rubric. By writing in complete, clear sentences like you have learned and by following the instructions, you will be graded on the subheadings of:

- Task Completion
- Comprehensibility
- Level of Discourse
- Vocabulary
- Language Control
- Spelling and Mechanics

Your score will be out of 100 points. Bonne chance!

The Common Core Standards—Literacy Standards for Levels Kindergarten to First Grade*

1. Ask and answer questions about key details in a text.
3. With prompting and support, identify characters, settings, and major events in a story.
4. Ask and answer questions about unknown words in a text.
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

*Based on novice-mid proficiency levels, students should be able to do meet these objectives in this unit of study.

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Materials for Classroom Use

1. Set of the *Images* text
2. A class set of computers with access to the Internet

3. Unit Worksheets
4. Madagascar—the film

Notes

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