



Explorons le Petit Prince d'Antoine de Saint Exupery

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This curriculum unit is recommended for:

French Level 4, level 5 AP and IB

Keywords: le Petit Prince, Saint Exupery, IB DP French, French SL1; French SL2;

French HL1, HL2, AP French.

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: “Explorons *le Petit Prince* d’Antoine de Saint Exupery” is a three weeks curriculum unit that I am planning to teach to My French Level 4 and 5 classes. *Le Petit Prince* is a novel which is required in the IB French curriculum. I decided to write a Unit with CTI, which will focus on IB French and which will serve as a reference to other IB teachers worldwide. Writing this curriculum will allow me to show what I have learned though my seminar, “Supernatural Figures in Theatre, Film and the Brain,” led by Mark Pizzato, a Theatre professor at UNC Charlotte. Students will explore *Le Petit Prince* through vocabulary studies, reading, comprehension questions, vocabulary, games, discussions video etc. To gain new perspectives, the biggest project of the unit will be a play. We will transform our classroom into a movie theater, where some students will play the audience, the characters etc. We will also learn about theater rules and etiquette. Having the students read *Le Petit Prince* will allow me to see if they are at the level they should be before I start introducing more challenging readings. Students will be able to perform different parts of the novel by acting the characters from it in class. Grammar will also be reviewed as a further tool of communication to help students with the language structures.

I plan to teach this unit this academic year to (26) students in (French Level IV and V).

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.

Introduction

There are so many reasons why I have decided to write this unit. I was really amazed and fascinated by the information we receive during our seminar on how the brain works in the human being. There are a lot of things that I learned though the seminar which I didn't know before. For example, our brains compare the reality to what we already built inside our head. Things have to be in place for the brain to perceive a visual reality. Reality is whatever your brain tells you it is. Reality differs from person to person. Even though our brains will sometimes play a trick on us, making us think that we know it all, everybody's reality is constructed.

In the first chapter of *Le Petit Prince*, the novel's narrator says that when he was six years old, he saw in a book a picture of a boa constrictor devouring a wild animal. In the same book, the narrator read that boa constrictors must hibernate for six months after swallowing their prey in order to digest it. Fascinated by this information, the narrator drew his first drawing, which he calls Drawing Number One. The drawing, a picture of a boa constrictor digesting an elephant, looked like a lumpy blob with two flat lines tapering off to the left and right. But grown-ups were not frightened by the picture, because they thought it was supposed to be a hat. To explain his drawing to adults, the narrator drew Drawing Number Two, an x-ray view of Drawing Number One that showed the elephant inside the snake. Disturbed by this image, grown-ups advised the narrator to give up drawing and pursue geography, arithmetic, and grammar instead. Realizing that grown-ups would always require things to be explained to them, the narrator decided not to be an artist and became a pilot instead. He admits that the geography he learned did prove to be useful for flying. The narrator's opinion of adults never improved. Every time he met a grown-up, he would test him by showing him Drawing Number One. The grown-ups would always think it was a picture of a hat. Consequently, the narrator knew he could talk with the grown-ups only about boring, pragmatic topics like politics and neckties. The novel shows that there is a different perception on how reality is for adults and children. They don't always perceive the world the same way. Even though, sometimes, the brain doesn't try to produce a perfect simulation of the world, sometimes we look without seeing, how we perceive the world is not always how other people perceive it and each brain carries its own unique model of the world around us.

In the novel, the narrator is telling the story of his encounter with *le Petit Prince*, and *le Petit Prince* at his turn, also tells the stories of his encounters with different people, flowers and animals while he was travelling from planet to planet. "The brain is the universe's ultimate story teller; we believe whatever our brains serve up to us. The reality we take for granted requires intensive training to interpret the world. It takes time to

process sensory information so we are living in the past. ... Reality is sometimes created inside our heads.”² Students will be able to live that reality in their brains by following the Little Prince in his journey around the world. I am expecting that students will see the obvious conclusion of the novel which is the essence of the Fox's Secret in *Le Petit Prince*: 'It is only with the heart that one can see rightly' (*On ne voit bien qu'avec le cœur*).

The other reason why I have chosen *Le Petit Prince* it is because, usually in theater, there are two forces which always interact: the good and the evil. It is a theme we learned in our seminar. Through acting out parts of the novel, students will have the opportunity not only to interact interpersonally, but to show how the material from the seminar are synthesized and how two opposite forces can interact in plays and its repercussions in our actions.

And last but not least, we will explore different themes related to the brain while studying *le Petit Prince*: illusion, dream, perception of reality, retrospection, the time and space perceptions of our brains etc. Since each planet the Little Prince visits can be seen as an allegory of human nature, we will see how children's perception of human nature is different from how adults see themselves. We will also study the symbolism in *Le Petit Prince*.

Background

The school in which I teach is a Title 1 school with approximately 1800 students. The school is predominantly black, with a huge number of ESL (English as a Second Language) learners. My school has 79% disadvantaged students. Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA), as amended, provides financial assistance to local educational agencies (LEAs) and schools with high numbers (or high percentages) of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and on the cost of education in each state.

For the last three years, my school has had one of the worst teacher turnovers within our school district. Teachers were not happy; students were not happy. Last year, after 90% of the teachers requested it, the whole administration was changed and our school was supposed to see a big improvement. But we were caught between a “Scylla and Charybdis.” A lot of teachers ended the year unhappier than they were before and, in conclusion, our administrative team was changed again.

This year, I am teaching French 4 and 5, which focus on IB diploma year or DP. The program aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically. Language B

Standard Level (SL) and Higher Level (HL) are language acquisition courses for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it. A good way to be connected with the French speaking culture at this level is to explore and talk about great men and women, who built the French language and culture. I decided to focus on “*le Petit Prince*,” by Antoine de Saint Exupery.

Our curriculum

The intent of the World Language Essential Standards, along with the American Council for the Teaching of Foreign Language (ACTFL)’s Standards for Foreign Language Learning in the 21st Century, is that a comprehensive set of language skills will be developed and used for effective communication. These skills are known nationally as the 5 C’s or Communication, Culture, Connections, Comparisons, and Communities. Within the World Language Essential Standards, Communication has been delineated into the three modes of Communication (Interpersonal, Interpretive, and Presentational) and they, with Culture, comprise the four Essential Standards for World Languages. The other three national standards are encompassed in the strands: Connections to Language & Literacy (CLL), Connections to Other Disciplines (COD), and Communities (CMT).

Our World Language Essential Standards have been organized by proficiency level. The ACTFL, The American Council on the Teaching of Foreign Languages, has determined that there are 10 levels of proficiency. Each proficiency level has a description of what students can do with language at each level and with each skill. Skills progress at different levels due to a number of factors such as student motivation, continuity and quality of instruction, informal exposure to the language through travel abroad, accessing online resources for individual practice, etc. By the end of their fourth year, foreign languages students are on their Intermediate Mid in interpretive listening by the end of the course; Intermediate Mid in interpretive reading by the end of the course; Intermediate Mid in interpersonal by the end of the course; Intermediate Low in interpersonal speaking by the end of the course; and finally they need to be Intermediate Mid in presentational writing by the end of the course. In order for students to get ready for their IB exam, they must read newspapers and magazines about recent events in France or French-speaking countries, and express their opinions, also by watching French television. It is very helpful in picking up enunciation and pronunciation, as well as French expressions, which the graders love to hear. In order to be ready for this part of the exam, students must practice their speech and record themselves. It is very helpful that students hear themselves, and to recognize what common errors they make. By reading *Le Petit Prince*, students will be able to work towards their level of proficiency. It will allow them to get ready to face the challenges of their last year in the IB Diploma program, where they will take different exams in: Paper 1, Paper 2, Oral assessment and written assessment.

Rationale

This curriculum unit, “Explorons *le Petit Prince* d’ Antoine de Saint Exupery,” is intended to be taught in a French level 4 and 5 classes with approximately twenty to twenty-five students for a period of three to four weeks. This school year, I am teaching tenth to twelfth graders who are seeking to graduate and go to good universities or into the workforce. In the classes where I plan to teach this curriculum, I have 6 students in my French 5 who I consider advanced. I have 18 students in my French 4 and 1 is a native French speaker. I have a total of 15 African Americans and 6 Hispanics. My students are between 16 and 18 years old. It is imperative that I put this information into consideration while planning my lessons and writing my curriculum. With that learning environment, it is very important that I differentiate my lessons in order to address all the students’ needs. I will differentiate the processes, the contents, and the products. Students don’t always learn the same way, once again here our brains and the ways we perceive things is different from one person to another. Our background can have repercussions on how we learn. How we perceive the world is not always how other people perceive it. Sometimes the brain doesn’t try to produce a perfect simulation of the world, sometimes we look without seeing.

There are so many challenges our students face with technology. They don’t always know how to use them and when and where to use them. Technologies are supposed to help them but it doesn’t always do it. With the new technologies that exist nowadays, teenagers are facing so many “mind viruses,” which bother most of them, and this can make it hard for them to focus or to concentrate on what they want: “Language is the principal medium for mind viruses, but any system of signification will do, from the imitation of corporal behavior (body language) to abstract art. The essential issue to understand in relation to customer behavior is the role of the mass media as a vector for mind viruses” (Marsen, 1998)³. Thus, it is very important that the language that I am teaching students doesn’t propagate these mass-media mind viruses to them, but helps them to improve their brain functions in a good way. Making students read, analyze, and perform what they read about could be really important and helpful to them, because it allows them to use the right side of the brain which focus more on cooperation, deduction, bonding, facial expressions etc. At the same time, working on this novel will help them develop the left hemisphere as well, with its focus on literal languages, attention etc.

Content Objectives

Students will be able to read and analyze *Le Petit Prince*, so they will need to develop and exercise a variety of skills. Students will use their imagination and develop their own philosophies of life based on the story. Students will reflect on what they read by seeing the important life lessons of the novel.

Students will read the novel written in French. They will be able to describe characters in greater depth, to analyze the role of the characters and their implications. They will imagine traveling back in time to 1942 to discover who the Little Prince is. Students will enhance their knowledge of the French language with a review of past tense verbs. Students will explore the adventures of Antoine De Saint Exupery, and understand how he discovers the true meaning of friendship. Students will understand how the brain works through the study of the novel. Students will understand the perception of reality according to children and adults. Finally, students will chose 3 of the most interesting chapters and they will transform the classroom into a theater, where they will perform before some spectators (who will be students), etc.

Learning Objectives

Students should know that the biggest objective for reading is to improve their French proficiency level in speaking, reading, listening and writing, and this is not possible if they read the English version.

Students will be able to:

- Be prepared for what is expected of them as audience members when attending a live theatre performance.
- Discuss and review theatre etiquette and the role of an audience member at the theatre.
- Know the background of Saint Exupery; they will be familiar with the characters of *Le Petit Prince*, understand the plot and the themes
- Learn new vocabulary words, learn or review verbs tenses.
- Read more fluently in French.
- Demonstrate and improve grammar accuracy in writing and speaking French.
- Analyze various themes in *Le Petit Prince*.
- Perform various conversations and scenes of the novel, switching roles.

Before the unit

I will begin with a pre-test to determine the students' grammatical and historical background needs. I will also ask questions about theatre in the pre-test to see what students know before we start.

Day 1

Learning objective: Students will study the life of Antoine de St. Exupéry and be familiar with his novel, *Le Petit Prince*.

Teaching Strategies:

I will present a PowerPoint to the class to talk about the life of the Author using a lot of details, so they could have enough information to answer the questions at the end. The

PowerPoint will be in French, but I will check for understanding, by asking them about the meaning of some important words. To finish my PowerPoint, I will also introduce the novel, explain when it was written, why the Author wrote it, etc. There are usually three different activities we do every day: one collaborative activity, which we do as a class, one group or pair work, and one individual work.

Activity 1

Strategy: Think pair share

I have been successfully using this activity in my class and a lot of teachers enjoy using it as well. Think-pair-share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to think individually about a topic or answer to a question; and share ideas with classmates

Students will answer these questions in pairs after my presentation. I will make sure I explain the questions to them orally. Even though the presentation is in French, to ensure that they understand, they comprehension questions will be in English. I will also have a French version of the questions which will be used by my advanced student.

Questions in English

1. What related events were going on in Europe and the United States during St. Exupéry's lifetime?
2. What were his interests as a child?
3. What frustrations did he experience while growing up?
4. Give an example of his perseverance in relation to his chosen occupation.
5. How did he serve his country during World War II?
6. What were the circumstances surrounding his death?
7. What is the title of his Novel we will study?
8. When was it written?
9. Write two fun facts about Le Petit Prince.
10. How many chapters does it have?

Questions in French

1. Que se passait-il en Europe et aux États-Unis au temps de Saint Exupéry?
2. A quoi s'intéressait-il lorsqu'il était petit ?
3. A quelles frustrations a-t-il fait face lorsqu'il devenait un jeune homme ?
4. Comment a-t-il persévéré face aux difficultés de sa profession ? Donne un exemple.
5. Comment a-t-il servi son pays au cours de la deuxième guerre mondiale ?
6. Comment était-il mort ?
7. Quel est le titre du roman que nous allons étudier ?
8. Quand est-ce qu'il a été écrit ?
9. Ecrivez deux choses intéressantes sur le livre.

10. Combien de chapitres contient-il ?

Activity 2

Strategy: The close or gap fill activity

This is the most familiar and popular activity that teachers use when learning a song. There are many important things to bear in mind when using a cloze gap activity to teach: make sure there is a reason to teach that song at that particular time. It can be either to teach vocabulary, prepositions or to review some grammatical points. Only close up to three in a row.

For lower levels: give the first letter, miss out word endings, give dashes for letters, or give a word bank. Give vocabulary clues or synonyms for the missing words. Get students to work in pairs to predict words before you play the tape. Insert extra words which students then cross out as they listen. Close unstressed, then stressed words in the same song, and have students discuss why one is easier than the other. Close several words in a row and students have to guess not only form (adjectives, adverbs, nouns, verbs, prepositions etc.) but words, rhythm and rhyme.

For this particular activity, Students will listen to the introduction song to the cartoon (Le dessin animé): *Le Petit Prince*” diffused by the International French TV, TV5 Monde⁴. TV5Monde broadcasts episodes of the cartoon "The Little Prince" which was inspired by the work of Saint-Exupéry. The Little Prince is living extraordinary adventures accompanied by his faithful fox, he is trying to save the universe from evil intentions of the Snake and return as quickly as possible to his Rose. The cartoon runs 23 minutes. And each adventure is broadcasted in two episodes that stand out as follows: Opening Credits (46 seconds) on a song by Yannick Noah, planets parade through the night sky. The credits also present all the protagonists of the series (the Little Prince, Fox, Rose, Snake and Black Ideas). Students will be able to listen to *Le Petit Prince* sung by Yannick Noah.⁵ Students will be able to do a close gap activity to learn the lyrics and the important words of the songs. Any song learning activity is also acceptable here.

Directions: Fill in the gaps with the missing words as the music is played

Le Petit Prince : De planète en planète (Yannick Noah)

_____ sur les chemins de _____

Il suffit parfois que l'on ose

L'_____, l'_____

c'est les terres de l'exile

Ton seul _____, ta seule _____

De _____ en _____,

sur _____ des vents,
de silence en tempête,
La _____ comme un roman

De _____ en _____,
_____ de la _____

Tous les mots de tous les poètes,
Fait le signe de l' _____
Le Petit Prince De planète en planète (Yannick Noah)
Marcher
Marcher sur les chemins de roses
Il suffit parfois que l'on ose
L'amour, l'amitié
C'est les terres de l'exile
Ton seul pays, ta seule famille

De planète en planète,
Sur la route des vents,
De silence en tempête,
La vie comme un roman

De planète en planète,
Petit Prince de la terre
Tous les mots de tous les poètes,
Fait le signe de l'Univers

Homework : As homework, students will go to the site:
<http://www.lepetitprince.com/oeuvre/lauteur/> where they will be able to read the
biography of Saint Exupéry. I will assign them different sessions which they will rewrite
in passé composé and Imparfait. Students who don't have access to internet will have a
similar printout they will work on at home.

Day 2

Objectives: Explore values through the reading of Part I of *Le Petit Prince*; review
conditional and passé simple.

The book reading schedule will be 15 days or three weeks (no more). This schedule
will be filled in with activities, in class readings etc. students will be allowed to know the
deadlines and the time available for individual reading. At the end of each in class
reading, we will set the date and time of the next and make sure we keep it. The times in
between the readings may be very close if there is no time for individual reading in

between the two. Individual reading will be done on free time or may be integrated into the work plan.

Introduction: *Le Petit Prince* Chapter 1

I will introduce the reading by showing to the students of the second picture on page 1 to see how their brains work. I will ask them the simple questions: “*Qu’est-ce que c’est?*” (What is this?) I will keep their response and we will see how they respond after we finish with chapter 1. Will my students think like *Le Petit Prince* and see that it is a picture of a boa digesting an elephant? Or will they think like the adults in the novel and say it is just a hat? Whatever they respond will not be revealed until the end of the chapter.

I will read chapter one to four and work together with them as introduction. There will be in class aloud readings, especially for the chapters there is dialog. Students role play some of the chapters. I will reserve chapters 20 and 21 which will be the focus of our plays: chapter 20: *Le Petit Prince et la Rose* Chapter 21: *Le Petit Prince et Le Renard*.

Activities

Reading strategy:

1. Read the summary

Before stating the reading, I will read a summary of the reading in French. Reading the summary will allow them to understand what is going to happen in the book before we get started. The activity will allow them to understand some vocabulary words which they will need in the reading.

2. Listening activity (Fill in the blanks).

Students will do a ‘Fill in the blanks’ activity while I am reading as a listening activity. Listening activities allow students to improve comprehension and pronunciation since it is usually hard for them to figure out the pronunciation of some words on their own. In this particular listening activity, words banks are provided for students to fill in the blanks with.

Directions to be read by the teacher: listen as I am reading the summary of *Le Petit Prince*, just listen the first time and fill in the blanks the second and the third times.

Directions for students : Remplacez les vides par les mots suivants: serpent ; géographe ; Astéroïde ; petit ; désert ; parler ; rose ; Terre ; unique ; volcans ; apprivoiser : to tame

⁶« L’auteur, aviateur, tombe avec son avion en
plein_____

du Sahara. Pendant qu'il s'efforce de réparer son appareil, apparaît un _____ garçon qui lui demande de lui dessiner un mouton. L'auteur apprend aussi que ce « Petit Prince » vient de l'_____ B 612 où il a laissé trois _____ et une rose.

Avant d'arriver sur la _____, il a visité d'autres planètes et rencontré des gens bizarres : un roi, un vaniteux, un _____ buveur, un allumeur de réverbères, un _____... Sur la Terre, il a pu _____-avec un renard qui lui a appris que pour connaître il faut « apprivoiser », et que cela rend les choses et les hommes _____. « L'essentiel est invisible pour les yeux », dit-il.

Pour retrouver sa _____, Le Petit Prince repart chez lui en se faisant mordre par un _____ venimeux : c'est trop loin, il ne peut pas emporter son « écorce ». L'aviateur, qui a fini de réparer son avion, quitte lui aussi le désert. Il espère toujours le retour du Petit Prince et nous prie de le prévenir si jamais nous le rencontrons. »

Students will switch their sheets to correct and grade each other.

3. Answer the questions (Group work)

One way to change the pace in your classroom is to do a small group activity.⁷ But what type of small group should you use? It depends on the size of your class, the length of time you have available, the physical features of the classroom, and the nature of the group task. In my class, I usually make groups based on students' abilities. Students usually sit in desks of four with their listening, speaking, writing or other work partners. For this activity, students will work with their writing partners. Students will have 15 minutes to answer the questions in full sentences using the "fill in the blanks" worksheet.

Directions : Répondez aux questions suivantes en Français:

1. Qui est le narrateur de l'histoire?
2. Qui est-ce que le narrateur rencontre au désert?
3. D'où vient le « Petit Prince » ? Décris d'où il vient.
4. Qu'est-ce que le Petit Prince a fait avant d'arriver sur la Terre?
5. Qui est-ce que le Petit Prince a rencontré pendant son voyage?
6. Quel animal est-ce que le Petit Prince a rencontré quand il est arrivé sur la Terre?
7. Comment est-ce que l'histoire se termine?
8. A toi. Tu connais l'histoire du Petit Prince? A ton avis, tu vas l'aimer?

We will go over the questions as discussions based on what students understood. I will explain how the reading will go and proceed with the next act.

Activity 3: Reading: *Le Petit Prince* Chapters 1 and 2.

Introduction discussion questions in English

1. How do you think kids view adults?
2. How do you as young adults view people older than you? Do you think adults are stupid most of the times and they don't think the right way?

During reading questions:

Students will prepare these questions while I am reading. I will give them time to respond after I read the first two chapters. They will use the vocabulary provided to look up different expressions. They can use dictionaries as well. I will provide them with the books or the copies of the books if we don't have enough.

- 1- Comment le pilote rencontra –t-il le Petit Prince?
- 2- Qu'est-ce que le Pilote a demandé au Petit Prince de faire et pourquoi?
- 3- Décrivez l'apparence du petit prince en trois ou quatre phrases
- 4- D'où vient le Petit Prince? A quoi ressemble cette planète ?
- 5- Pourquoi le petit Prince a-t-il quitté sa planète ?

Google classroom activity

I always incorporate technology in my classroom. There are a lot of reasons why I incorporate technology in my classrooms:⁸ integrating technology into the classroom is definitely a great way to reach diversity in learning styles; Technology helps the teachers prepare students for the real world environment. As our nation becomes increasingly more technology-dependent, it becomes even more necessary that to be successful citizens, students must learn to be tech-savvy. Thus, technology is a big deal in my class, and I make sure I always find a way to incorporate it.

Students will be able to answer various questions every day through Google Classroom.⁹ Classroom is a free web-based platform that integrates your Google Apps for Education account with all your Google Apps services, including Google Docs, Gmail, and Google Calendar. It's designed to save you time and paper. Classroom also creates Drive folders for each assignment and for each class to help keep everyone organized. Teachers can attach material from their Drive folders to assignments they create. Students can also attach files from their Drive folders to coursework they submit in Classroom. Any files submitted as part of an assignment are automatically stored in Google Drive. Students can keep track of what's due on the assignments page and on Calendar and begin working with just a click. Teachers can quickly see who has or hasn't completed the work, and provide direct, real-time feedback and grades right in Classroom. Google classroom will allow me to check their work and I will check to see

whether they are reading or not. So, the following questions will be assigned to them. Students will have daily questions to answer to as well as a series of questions which will be completed as we are going deeply into our reading, and submitted at the end of the readings. Students will have a total of 10 days to read the novel and answer the questions related to it.

Activités : répondez aux questions suivantes en lisant le Roman: *Le Petit Prince* d'Antoine de Saint Exupéry.

1. Comment pouvez-vous personnellement changer votre manière de penser, afin de pouvoir mieux comprendre les autres?
2. Si vous êtes appelé à mourir, en d'autres termes si vous vous trouvez en face de la mort, que penserez-vous ? Qu'est-ce qui était pour vous très important dans la vie?
3. Expliquez ces symboles de l'histoire du Petit Prince: le baobab, la rose, le serpent, les volcans et le globe.
4. Que représentent le premier et le second dessin de Saint Exupéry??
5. Pourquoi Saint Exupéry a-t-il dessiné la seconde image?
6. Qu'est-ce que le petit homme a demandé à Saint Exupéry de faire?
7. Que voudrais dire Saint Exupéry, lorsqu'il affirmait qu'il était tombé du ciel ?
8. Qui était la seule personne qui a vu la planète du petit Prince?
9. Comment le Turc a-t-il finalement convaincu tout le monde qu'il a découvert la planète B 612?
10. Qu'apprenons-nous du Petit Prince en lisant les premiers signes du premier paragraphe?
11. Quelle planète menace la vie sur la planète du Petit Prince?
12. Pourquoi le petit Prince voulait-il un mouton ?
13. Selon le Petit Prince, de quelle qualité pourrait-on user pour résoudre un problème difficile?
14. Relevez dans la lecture:
 - 2 phrases au présent du subjonctif
 - 6 phrases au futur
 - 3 phrases au passé composé
 - Et 5 phrases à l'imparfait dans les cinq premiers chapitres.

Student will be given a timeline to complete the reading and different activities throughout the reading. These activities will be completed and turn in before the post-assessment. Questioning is used throughout the unit to promote higher thinking and monitor understanding. Rubrics will be used to assess the big project of the Unit. A checklist will be used for monitoring completion of the project. At the end of the project

students present a portfolio of all work. Students will also work on selected activities in *Le Petit Prince* workbook created by Natasha Faulkes.¹⁰

Day 3

Activities I will make sure I have iPads ready for the students to work when they come to class. Students will review the first two chapters information using a “kahoot.”¹¹ A Kahoot is a collection of questions on specific topics. Created by teachers, students, business-people and social users, they are asked in real-time, to an unlimited number of “players,” creating a social, fun and game-like learning environment. Students will play two kahoot games to: Review chapter one to four vocabularies and information from the chapters as well. It will allow them to remember what we read so far before we move on. We will have a discussion to wrap it up before we continue with the next chapters.

Reading Chapters III and IV

As introduction, we will discuss what students know about asteroids and planets. I will ask students to name the planets they know in English, since chapter 4 will talk about planets and will also reveal that the planet where Le Petit Prince lives is not bigger than a house. This is actually showing another controversy. Students will be able to imagine how the planet looks like, who lives there beside Le Petit Prince and it will allow their left hemisphere to think as the latter is responsible of thinking and analysis.

At this point students will truly begin to get into the story. We will proceed with some free discussions on these chapters. Students will then proceed with the first reading on their own.

First individual reading:

Differentiation

All we read chapter 5: Le Baobab

Students who have difficulties will listen to the CD of the book. Activity: Highlight with a color what the narrator said and with another color Le Petit Prince said.

Activity: Group reading

Students will be able to reflect on what they read in their group, then they will choose two groups members to read out loud for them.

Students will read chapter 5 in their groups.

Chapters 6 to 9

Objectives: Chapters 6 to 9, students will be able to talk about relationships and defend a position. Grammar structure: le futur simple et le futur antérieur. Chapter VI will be read by the teacher.

Third individual reading: Chapter VII

Day 4

I will do some comprehension questions with the students to make sure they understand chapter seven.

Activities: True or false (*Vrai ou faux*) questions.

A. Compréhension du texte.

1. La planète du petit prince était très petite.
2. Un astronome turc a découvert l'astéroïde où le petit prince habite.
3. Les autres astronomes n'ont pas cru l'astronome turc parce qu'il parlait une langue différente.
4. Quand l'astronome turc a refait sa démonstration en 1920, les autres astronomes étaient d'accord avec lui.

5. Le narrateur pensait qu'il était important de préciser de quelle planète le petit prince est venu.
6. Le petit prince n'est plus dans le Sahara.
7. Le narrateur a acheté des couleurs et des crayons pour dessiner le petit prince.

B. réflexion

1. Le narrateur pense que l'apparence physique est importante.
2. Le narrateur trouve que les enfants comprennent la vie mieux que les adultes.
3. Le petit prince manque au narrateur.
4. Le narrateur veut redécouvrir son enfant intérieur

Read chapter 8: « la Fleur »

Day 5

Comprehension activities for chapter 8

At this point, students will read the rest of the book on their own. I will allot them a class reading time in class, they have the option to complete the google classroom activities in class after reading or continue reading and do it as homework. I will review the grammar structure with them and work on some activities as practice.

Day 6 – day 13

Le Petit Prince Ch. 10-15 students will be able to imagine and interplanetary journey similar to the one of *Le Petit Prince*. I will choose 2 group and divide the chapter 10: “*Le Petit Prince et le Roi*” they will prepare a role play and perform in front of the class. A third group will prepare chapter 11: *Le Petit Prince et Le Vaniteux* and perform a role play out of it as well. Chapter 15 : *Le Petit Prince et le Géographe*, will also be role played.

Grammar Structure: learn “le subjunctive”

Le Petit Prince Ch. 16-23. The big theme is love and friendship; *L'Amour et l'Amitié*. I will announce that we will have to perform chapters 20 and 21 at the end, however, I will not chose who are going to perform until after the lesson on theater. We will review

“le pronoms d'object direct” the direct object as grammar structure.

Le Petit Prince Ch. 24-27. Students will do a lot some independent readings on their own. I will make sure that I give them credit everyday by checking how they are moving with the Google classroom assignments. We will review “*Les Pronoms relatives*” as grammar structure. I will read chapter 27 to conclude the novel. We will have a fee

discussion. I will ask students what they think about the novel, what went well, which difficulties they have etc.

Students will complete all the activities in their Google Classroom account and all are due after the end of the readings.

After reading

Day 13-15

Title : Au théâtre avec le Petit Prince

Objective: To prepare the students for what is expected of them as audience members when attending a live theatre performance.

To provide students with knowledge of the various roles and characteristics of theatre

To be able to understand the various roles involved in theatre

To discuss and review theatre etiquette and the role of an audience member at the theatre

At the end of the readings, we will consider the inner theater of the students' brains, in relation to their outer theater, by studying the good and the evil traits of characters found in *Le Petit Prince*. We will be able to transform the classroom into a theater, where we will have the props, the actors, the director, the stage manager, the light and sound operator, the audience etc. We will do some characters analysis, involving good versus evil (le bien contre le mal) traits. I will teach the students the importance of being an audience member, regarding the theatrical experience. They need to understand that movies and TV shows are not affected by the audience, but live theatre performances are. Students may be unaware of how disturbing they can be when they talk, eat, or rustle in their seats during the show--not only to other audience members, but also to the actors on stage that can see and hear them out in the audience. Audience reactions strongly affect the actors and the quality of the performance on stage. Taking that into consideration, it is also important that students know that the audience shouldn't be passive, but to the contrary, actors need their response and feed on their laughter, their applause, and so on, when appropriate.

Learn vocabulary:

Le rideau se lève, le rideau tombe ; Éteignez vos portables; ne prenez pas de vidéos ni de photos ; les enregistrements ne sont pas permis ; Pas de nourriture ni de boissons ; s'il vous plaît écoutez et respectez les instructions ; asseyez-vous derrière si vous êtes en retard ; veuillez vous asseoir jusqu'à la fin de la production ; ne parlez pas à votre voisin ; si vous devez sortir, faites le, sans déranger l'assemblée ou la production ; après la production, restez assis jusqu'à ce que le rideau ne tombe. Students will come up with one additional rule in their groups.

Activity 1

Students will create posters to decorate the room using the vocabulary we learned on “*le théâtre*” and what they came up with.

Activity 2: Role Play

In small groups, students will role play specific theatre behaviors (positive and negative). Some students can play the role of the actors, while others are the audience members.

Activity 3: Study the characters of *Le Petit Prince*; “le bien contre le mal”

Qui représente le bien qui représente le mal dans l’histoire. We will do some characters analysis we will put more emphasis on chapters 20: *Le Petit Prince et les Roses* and 21; *Le Petit Prince et Le Renard*, which will be used for the class performance. I will assign the roles of the characters of the two chapters to some students, I will explain that everyone will have a role to play but I will not assign them the role until the lesson on theater the next day.

Day 14 and 15:

Class discussion

- Avez-vous déjà été au théâtre?
- Où?
- Qu’avez-vous vu ?
- Qu’avez-vous fait ?

We will talk about different jobs in the theatre. I will get the whole class involved and discuss the purpose of the job, what they do and why they’re important to the performance. We will study the vocabulary:

Un acteur, une actrice, un metteur en scène, chargé des costumes, le concepteur de décor, le concepteur d’éclairage, le machiniste le guichetier, la scène, le maquilleur, la répétition, les spectateurs etc.

Each student will be assigned a role to perform. We will perform chapters 20 and 21. A student who is not performing will be an audience member or will have a specific theater job. Students will not really have to memorize the dialogues but there will be 2 rehearsals in their groups, so they can get used to the dialogues or to take turn and pronunciations. A narrator will be chosen, and stunt doubles will also be. The performance will be videotaped to be viewed later for feedback and remarks. We will invite other teachers and some administrators to be audience members if they are available. Students will follow all the theater etiquettes and rules. Students will decorate the room with the signs they created in French. We will have the props; we could borrow

some costumes from the Arts department or ask students to bring some costumes. Actors and audience will follow the rules that they created by turning cells phones off; remain quiet, no movement etc.

Assessment

I will give an assessment based on what we learn throughout the novel. Usually our assessments and tests are similar to Paper 1 of the Ib test. It usually has a test to read, comprehension questions, grammar, and conjugation, true or false fill in the blanks, matching etc. After we review, I will give them a test using chapter 20 as reading. The Google classroom activities will be graded formally as well.

After the performance, and the assessment we will watch the video, I will give feedback and we will have a class discussion which will conclude our study of *Le Petit Prince D'Antoine de Saint Exupery*.

Conclusion

What a great novel for my students to study! I am very excited and I am anticipating that they will love it, especially the performance part. Studying this novel will allow them not only to learn vocabulary and review grammar, but also to have fun. The goal of this unit is to study the novel, *Le Petit Prince*, by Saint Exupery, using a new approach. I have seen so many lesson plans and curriculum units written all over the internet, but most teachers don't incorporate theater, inner theatre, outer theater, or analyzing good versus evil stereotypes. In my opinion, it is very important for teachers to understand how the brain works in kids, young adults and adults in order to help students improve; since it not always obvious how to know and understand the students when we see them: "when we see the faces of new students each fall, we see in their faces and expressions a reflection of the ways in which their brains have been shaped to experience and cope with the world. Some are empty vessels eager for new learning while others are too terrified or numb to learn anything."

¹² I am hoping that my students' hearts will be "*apprivoisé*" when reading the novel and they will all come up with the conclusion like the Fox that: 'It is only with the heart that one can see rightly' (*On ne voit bien qu'avec le cœur*).

Appendix 1

Implementing World languages Standards

IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings

Students will use their knowledge of French vocabulary, expressions and grammar to conduct discussions throughout the unit.

IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary. Students will learn new vocabulary containing in the Novel.

IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.

Students will work on their pronunciations and articulations by reading out loud and through the role plays.

IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary

Students will learn about planets and asteroids in French, this is related to geography

Appendix 2

Le Petit Prince : Vocabulaire

Chapitre 1	
Un chef-d'œuvre	Masterpiece
Un métier	Job, trade, profession
Un tas	Heap, pile
Améliorer	To improve, make better

Chapitre 2	
Une panne	Breakdown
Égarer	To lose, be lost
Un mouton	Sheep
Un bélier	Ram
Oser	To dare

Chapitre 3	
Poser	To ask
Par hasard	By chance
Éclat de rire	Burst of laughter
Entrevoir	To catch a glimpse of
Une rêverie	Daydream

Chapitre 4	
Ainsi Envers Se tromper Peine de mort	Thus, therefore Towards To be mistaken Death penalty

Chapitre 5	
Les graines Dès que S'astreindre Frôler	Seeds As soon as To compel oneself To pass very close to

Chapitre 6	
Éloigner Tirer Le crépuscule	To move away To draw (move) Twilight

Chapitre 7	
Les épines La panne La rancune Anéantir Maladroit	Thorns Breakdown Resentment To destroy Clumsy, awkward

Chapitre 8	
Les coquelicots Coquette La toilette Les griffes Paravent	Poppies Flirtatious, a tease Grooming/ "getting ready" process Claws Folding screen

Chapitre 9	
Ramoner Sotte Tâcher Les chenilles Agaçant	To clean Stupid, foolish To try Caterpillars Irritating, annoying

Chapitre 10	
Bâiller Régner sur Siéger	To yawn To rule over To sit

Debout D'abord	Standing First
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Chapitre 11	
Saluer Frapper Les louanges	To greet To hit/knock/clap Praises

Chapitre 12	
Lugubre Plaindre (se plaindre) La honte	Gloomy To pity (to complain) Shame

Chapitre 13	
Les balivernes Déranger Les abeilles	Nonsense To disturb Bees

Chapitre 14	
Un réverbère Allumer La consigne	Street lamp To light Order, instruction

Chapitre 15	
Flâner Éphémère Songer à	To stroll Ephemeral, fleeting, short-lived, transient To think about, to consider

Chapitre 16	
None	None

Chapitre 17	
Mentir Milliard Afin que	To lie Billion So that

Chapitre 18	
None	None

Chapitre 19	
Un tabouret	A stool

Aiguilles	Needles
Salé	Salty

Chapitre 20	
Le sable	Sand
Échapper	To escape
Soigner	To care for

Chapitre 21	
Un renard	Fox
Apprivoiser	To tame
Les liens	Links, connections
Doré	Gilded
Malentendus	Misunderstandings
Un rite	Ritual, tradition, custom
Puisque	Since (because)

Chapitre 22	
Un aiguilleur	Traffic Controller
Gronder	To scold
Le tonnerre	Thunder

Chapitre 23	
Les pilules	Pills
Apaiser	To appease, to quench
Avaler	To swallow

Chapitre 24	
Un puits	Well
Éclairer	To light up
Rayonner	To radiate

Chapitre 25	
Le seau	Bucket
Un chagrin	Sorrow, sadness
La chute	Fall

Chapitre 26	
Les grelots	Bells
Soucieux	Worried
La cheville	Ankle

Chapitre 27	
None	None

List of materials for classroom use

Imaginez, le français sans frontières, Cherie Mitschke.

<http://vistahigherlearning.com/educators/highered/imaginez-2nd-edition.html>

Designed to strengthen students' language skills and develop cultural competency, Imaginez provides students with an active and rewarding learning experience and provides a smooth transition between first-year and second-year French. It features a fresh, user-friendly design and short films by award-winning francophone filmmakers that serve as a springboard for exploring the themes and concepts in every lesson.

IB French B Course Book: Oxford IB Diploma Programme by Christine Trumper and John Israel

Developed with the IB to accurately match the 2011 syllabus, this comprehensive text tangibly builds fluency and strengthens assessment potential. Oral activities in every chapter build confident speaking skills, and a dedicated unit on literature stretches learners beyond functional language-learning, ensuring exceptional achievement.

Face-à-face ; Conversation et rédaction by Françoise Ghillebaert

Face-à-face captures students' interest and encourages them to communicate in French through a wealth of engaging text, technology, and media resources. Students will find it easier and more stimulating to participate in lively conversations as they explore a broad range of topics related to each lesson's theme.

Reading list for students

Le petit Nicolas, by Sempé-Goscinny

Le petit Nicolas (Little Nicholas) is a series of French children's books. It was created by René Goscinny and illustrated by Jean-Jacques Sempé and it was first published on March 29, 1959. The books depict an idealized version of childhood in 1950s France

L'homme qui plantait des arbres, by French author Jean Giono, published in 1953

This is an allegorical tale that tells the story of one shepherd's long and successful singlehanded effort to re-forest a desolate valley in the foothills of the Alps in Provence

throughout the first half of the 20th century. It is very helpful to learn about environment and global warming.

Les Contes de Perrault, by Charles Perrault's

Different fairy tales *Le Petit Chaperon rouge* (Little Red Riding Hood), *Cendrillon* (Cinderella), *Le Chat Botté* (Puss in Boots), *La Belle au bois dormant* (The Sleeping Beauty) and *La Barbe bleue* (Bluebeard) etc. These fairy tales help to understand more different past tenses in French.

Bibliography and references for world language teachers

www.wordreference.com

Online dictionary to look up words

http://lepetitprinceexupery.free.fr/?_sm_au_=iVVn5t7Qf5Zr6kZM

Le Petit Prince print online, illustrated and non-illustrated

<http://www2.ed.gov/programs/titleiparta/index.html>

Us Department of education:

Detailed description of the Title 1 grant, Part A, for Education for the Disadvantaged.

www.tes.uk.co

Collection of free secondary resources for teachers: secondary activities

<http://www.ncpublicschools.org/acre/standards/new-standards/>

North Carolina World Language Essential Standards

Our CMS World Languages Wiki:

<http://worldlanguages.cmswiki.wikispaces.net/>

You must have a valid CMS email address and a CMS Wikispaces user ID to be granted access to this wiki

<http://www.fcps.edu/is/worldlanguages/pals/index.shtml#rubric>

PALS rubrics

<http://actflproficiencyguidelines2012.org/>

ACTFL: American Council for the Teaching of Foreign Languages

http://www.actfl.org/files/Aligning_CCSS_Language_Standards_v6.pdf

Proficiency levels explained; Samples of student work or videos at the various levels of proficiency

<http://www.flanc.org>

Our state WL organization

<http://creativelanguageclass.wordpress.com/about/>

Creative Classroom Blog: Visit this blog to get ideas for classroom activities addressing various levels of proficiency.

<http://www.cmu.edu/teaching/assessment/basics/formative-summative.html>

Summative assessment vs. formative assessment

<http://www.ncaatf.org/advocacy.html>

North Carolina chapter of the American Association of French Teachers.

<http://www.ibo.org/>

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

Notes

¹ "What is Reality?, The Brain with David Eagleman" <http://video.pbs.org/video/2365580655/>

² "What is Reality?, The Brain with David Eagleman" <http://video.pbs.org/video/2365580655/>

³ Paul S. Marsden, (1998), "Memetics: a new paradigm for understanding customer behaviour and influence", *Marketing Intelligence & Planning*, Vol. 16 Iss 6 pp. 363 - 368

⁴ <http://www.tv5monde.com/cms/chaine-francophone/tivi5/Le-Petit-Prince/p-19061-Le-Petit-Prince.htm>

⁵ <https://www.youtube.com/watch?v=9yHenGuilcY>.

⁶ <http://www.lepetitprince.com/oeuvre/le-recit/>

⁷ <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/group-work-classroom-types-small-groups>

⁸ <http://www.securedgenetworks.com/blog/10-Reasons-Today-s-Students-NEED-Technology-in-the-Classroom>

⁹ <https://support.google.com/edu/classroom/answer/6020279?hl=en>

¹⁰ <https://www.tes.com/teaching-resource/le-petit-prince-antoine-de-saint-exup-ry-workbook-6437221>

¹¹ <http://blog.getkahoot.com/post/58906886260/what-is-a-kahoot>

¹² Louis Cozolino, *The Social Neuroscience of Education: Optimizing Attachment and Learning in the Classroom* retrieved from: <http://psychcentral.com/lib/the-social-neuroscience-of-education-optimizing-attachment-and-learning-in-the-classroom/> on November 30th 2015.