



Southern literature: a connection between American and French cultures.

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This curriculum unit is recommended for:
First, second and third grade- French and Social Studies.

Keywords: social studies, French, language, research, mardi-gras, culture, vocabulary acquisition.

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit. (Insert a hyperlink to Appendix 1 where you've stated your unit's main standards.)

Synopsis:

How to integrate literature and culture in an immersion class? This is a challenge that I face every day in my second grade French immersion class. This unit will focus on the theme of Mardi Gras to introduce books about Mardi Gras and to develop vocabulary and content knowledge about the language but also cultural knowledge.

The goal of this unit is to use Mardi Gras to show the impact and influence of French culture in Southern American culture.

I plan to teach this unit during the coming year to 20 students in second grade French immersion at the South Academy of International Language.

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

Rationale:

To begin with, I was born and raised in France, Europe. I have lived in the South West region of Aquitaine, in the Pyrenees Atlantiques district. I have always wanted to live in the United States after learning English and learning about the history of the country. I have always admired the stories from the great explorers who were Lewis and Clark, the history of the North/South war (I have watched *Gone with Wind* at least 5 times) and the mix of cultures that just come together in hope to create a better tomorrow.

That dream came true when I came to the United States 19 years ago. I was lucky to be able to become a teacher in CMS and the best part was finding a job as an immersion teacher. This is my sixteenth year in the French immersion program and I want to integrate cultural elements in language teaching.

Culture is an important theme in our school and it is the topic of the first social studies unit in second grade. As we get to know each other at the beginning of the school year, it makes sense to discuss that by exploring traditions.

This unit will connect literature with culture. That means that students will be exploring Southern literature and using it as a vector to discover culture. The students will learn about Southern culture through reading books about the South. I also hope that this will lead to a connection between Southern North American culture and Southern French culture.

Demographics

The South Academy of International Language, SAIL, is a unique school since it is a language immersion school. This means that students enroll to learn and become proficient in another language: French, German, Japanese, Chinese or Spanish. The K-2 classes are immersion classes with only the Asian languages classes getting English instruction. The students identified as having a different language than English at home take a test in English proficiency in kindergarten and ESL instruction. The readiness for students entering kindergarten was 38.2% for the year 2021. The book title rate for the school is 8.21% while it is 10.40 % for the district and 17.61 % for the State. Students are reading materials in the target language in the classrooms. This is also important, as it will have an impact on how and what to choose as reading materials for the students in my class.

There is another factor to take into consideration: the diversity in the student population in the school For 2021-2022, the breakdown is as follow:

White	477	38%
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Hispanics	343	28%
African American	261	21%
Asian	74	6%
Two or more	74	6%
American Indian	1	0.1%

The K-5 number of students is 799 while the 6-8 number of students is 431. The total number of students is 1,230.

This school year 2021-2022, the students in my class show the diversity of the school with students having a Latin American background (7 speak Spanish) and students with a Francophone background including French, Canadian and African. Therefore, I have a class of 20 students who speak English but some also speak Spanish or French at home (8 are francophones) and, at the same time, they are in an immersion program learning in French.

My idea with this curriculum unit connects with my students' lives in the sense that I am teaching students from very diverse backgrounds. The same students are also learning a language, French, and therefore they have to know about culture. Language and culture have to be integrated so that students can relate to it and to their own culture.

Content and teaching standards you want to target:

The main questions are:

- **What does Southern mean?**
- **How is it represented in children's literature?**
- **How is culture part of Southern literature?**
- **How are literature, language and culture integrated?**

Literature is a major learning tool for our students. Books are the vehicles to introduce language and culture.

The research examines the teachers' perceptions of the use and effectiveness of children's literature in their EFL (English as a Foreign Language) classrooms in the primary public schools of the State of Kuwait. The research was conducted towards the beginning of the second semester of the academic year 2017/2018. It poses three main and interchangeable questions: 1) To what extent do teachers use children's literature in their EFL classrooms?; 2) Does the school administration help towards the integration of children's literature in the EFL curriculum for the primary graders?; and 3) How effective is the teachers' use of children's literature in enhancing the students' proficiency in the skills of the English language? The population of the study is the English teachers in the primary public schools in the six educational districts in Kuwait. The sample consisted of 66 English teachers selected from the 18 schools representing the six educational districts. The participants were asked to respond to a 15-statement survey and six open-ended questions. For the first question, results showed that most of the teachers frequently use children's books in their EFL classrooms and are very much acquainted with the techniques of employing children's books in their classes and with the various genres of children's literature. For the second question, most of the participants agreed that the school administration is

responsible for providing children's books. However, the results also indicated that most school administrations do not consult teachers on the books to be purchased, and, as such, these books are sometimes not suitable for use in an EFL classroom. For the third question, results showed that teachers successfully use children's books in enhancing the English skills of their EFL students, and, hence, they enrich the students' learning experience. (Shuqair, Khaled; Dashti, Abdulmuhsin, English Language Teaching, v12 n7 p87-97 2019. 11 pp.)

I want to use this unit to integrate both literacy and social studies to teach about Southern culture. For me, the term Southern not only refers to the culture in the South of the United States but also to the South of France. There is a connection between both through historical events and the people living in both. I would like students to explore and compare both cultures and then make connections with their own. I really appreciate the fact that Dr Mark West selected books talking about the South but also about other cultures. Although Southern culture in the United States is linked to slavery, books such as *The Summer with My German Soldier* and *Inside Out and Back Again*, expand the definition of Southern. It is interesting to note that Southern cultures from other countries came together in the American South.

As stated in the website:

<https://hindscc.instructure.com/courses/214021/pages/characteristics-of-southern-literature>

Southern literature has the following characteristics:

- Strong sense of tradition. After the loss of the “genteel” Southern life (that was only genteel if you had lots of money), some literature glorified the traditions of chivalry and Southern honor and elevation of women’s innocence, etc. The tradition might have included an old, big house, one that had been lived in by several generations of an important family in the town, for example.
- Strong sense of the past. Sometimes the characters hold to the ideas of the past; sometimes they feel the need to believe that their fathers and grandfathers were war heroes, for example.
- Importance of family and community. The family is a huge presence in Southern literature, whether the Satorises in Faulkner or the sisters in *Crimes of the Heart*. Often the family members have to come to terms with each other as part of the plot; sometimes these connections are important way after the siblings grow up and go their separate ways. It is hard for most Southerners, even now, to understand how a brother could move away and never be heard of again.

The language art class being in French, I will use French reading materials connecting with Southern culture. It will be the goal to connect literature and culture to teach what they are and how they relate. Culture integrate food, clothes, traditions. I will probably target literacy, world language and social studies standards.

World languages:

CLL: Connections to Language & Literacy:

NL.CLL.1 Use the language to engage in interpersonal communication.

NL.CLL.2 Understand words and concepts presented in the language.

NL.CLL.3 Use the language to present information to an audience.

NL.CLL.4 Compare the students’ culture and the target culture.

COD: Connections to Other Disciplines

NL.COD.1 Use the language to engage in interpersonal communication.

NL.COD.2 Understand words and concepts presented in the language.

NL.COD.3 Use the language to present information to an audience.

NL.COD.4 Compare the students' culture and the target culture.

CMT: Communities

NL.CMT.1 Use the language to engage in interpersonal communication.

NL.CMT.2 Understand words and concepts presented in the language.

NL.CMT.3 Use the language to present information to an audience.

NL.CMT.4 Compare the students' culture and the target culture.

Social studies:

Essential Standard: 2.H.1 Understand how various sources provide information about the past.

Concept(s): Change, Patterns

2.H.1.2 Identify contributions of historical figures (community, state, nation and world) through various genres.

2.H.1.3 Compare various interpretations of the same time period using evidence such as photographs and interviews.

Essential Standard: 2.G.2 Understand the effects of humans interacting with their environment.

Concept(s): Location, Physical Environment, Spatial Organization, Natural Resources, Settlement

2.G.2.1 Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.

2.G.2.2 Explain how people positively and negatively affect the environment.

Essential Standard: 2.C.1 Understand how various cultures influence communities. Concept(s): Diversity, Culture, Community

2.C.1.1 Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).

2.C.1.2 Recognize the key historical figures and events that are associated with various cultural traditions.

2.C.1.3 Exemplify respect and appropriate social skills needed for working with diverse groups.

Research

Southern United States literature consists of American literature written about the Southern United States or by writers from the region. Literature written about the American South first begun during the colonial era, and developed significantly during and after the period of slavery in the United States. Traditional historiography of Southern United States literature emphasized a

unifying history of the region; the significance of family in the South's culture, a sense of community and the role of the individual, justice, the dominance of Christianity and the positive and negative impacts of religion, racial tensions, social class and the usage of local dialects.^{[1][2][3]} However, in recent decades, the scholarship of the New Southern Studies has decentralized these conventional tropes in favor of a more geographically, politically, and ideologically expansive "South" or "Souths". (Wikipedia, 2021)

Given the history of English and Spanish colonial expansion into North America, it's easy to forget New France, a vast territory where the French had a significant stake in the New World. The Louisiana city of New Orleans still retains much of its French-infused heritage, and many of its residents hold on to aspects of French and European culture that date back to colonial times, including language, culture and cuisine.

French Louisiana

New France-the North American territories claimed by France-once extended from Hudson Bay in present-day Canada to the Gulf of Mexico, and from the shores of the North Atlantic to the Great Plains. In 1682, the French claimed what became the Louisiana Territory or "La Louisiane," an immense parcel of land named in honor of King Louis XIV.

Quickly recognizing the possibilities for shipping at the Mississippi Delta (where the Mississippi River meets the Gulf of Mexico), the early settlers from France founded the city of New Orleans 17 years later. Engineers designed 66 squares of a walled village, naming the streets after French royalty. The streets they created—and named—comprise what is today known as the "French Quarter" section of New Orleans.

New Orleans quickly developed a unique, French-infused cuisine and, years later, it grew into a music mecca with a rich African American culture, spawning its own take on jazz and blues music in the 20th century. The Crescent City, as it is now sometimes called, also became known for its festive spirit, culminating in Mardi Gras, which, in French, means "Fat Tuesday."

Mardi Gras celebrates the beginning of Lent, a Catholic observance that serves as the lead-up to Easter. (History.com, The French in New Orleans, A&E Television Networks, August 21 2018)

Mardi-Gras is a tradition that left its marks impacting New Orleans from food all the way to sport teams names. The historical facts will be used in the unit to teach the impact of one culture onto another. The tradition of the King's cake of Mardi Gras exemplified how the French tradition of the Galette de Rois made its way to New Orleans. Though the king cake likely reflects ancient pagan influences related to the Saturnalia festival, its origins can be traced to medieval Europe. There, Catholic countries celebrated the Epiphany on January 6 and consumed a pastry that contained almonds. The religious

holiday marked the revelation of the newborn Jesus Christ as God incarnate during the visit of the three Magi. It also marked the start of the Carnival season, which ended weeks later on Mardi Gras, otherwise known as Fat Tuesday. In France it was celebrated with a pastry called *galette des rois*, meaning "cake of the kings," a tradition that the French colonial outpost of New Orleans inherited. In the Crescent City, Carnival celebrations were largely family-oriented events under the French and Spanish and continued after the United States purchased Louisiana in 1803. In 1809, the arrival of some 9,000 refugees from the Haitian Revolution reinforced Franco-Catholic traditions within Louisiana. New Orleans grew from a city of roughly 27,000 residents in 1820 to over 168,000 in 1860, spurred by steamboats and the cotton trade. As such, antebellum New Orleans became one of the most crowded urban centers in the nation, consisting mainly of French Catholic Creoles of black and/or white ancestry, Irish and German Catholic (and some Protestant) immigrants, Anglo-American Protestants, and African American enslaved people who often blended Catholic and Protestant practices with those from Africa. (3)

The king cake reigns among today's New Orleanians. Local anthropologist David Beriss, reporting on Carnival in 2016, noted that "the entire city is gripped with king cake madness, its diet and culture dominated by the colorful cakes." All across the city, New Orleanians waited in lines at bakeries and gobbled slices in anticipation of finding the plastic baby. When the New Orleans Saints of the National Football League won the Super Bowl, bakers honored the achievement by wrapping the world's largest king cake around the Superdome in September 2010, a feat certified by Guinness World Records. They celebrated the pastry at the King Cake Festival, held each January since 2014 to benefit a children's hospital. "Sometimes, it seems like the entire repertoire of New Orleans cuisine is reduced to king cake and beer during Mardi Gras season," Beriss quipped. The king cake, so easily personified through its baby, has captured the imagination in ways that gumbo, beignets, and other local culinary staples cannot. In a city that has embraced its customs and history with vigor in the aftermath of Hurricane Katrina, the king cake has come to embody New Orleans culture: tradition, family, revelry, and devotion. And the king cake baby, like the bean of yore, heralds a rebirth—that of a resurrected New Orleans. (28)

The boom in cotton and river traffic swelled the city with people and wealth, bringing large numbers of Americans into contact with the metropolis and making New Orleans a significant cultural and economic center within the young United States. New Orleans Mardi Gras thus became big news throughout the nation. Even the Berkshire County Whig of distant Pittsfield, Massachusetts, informed readers in 1846 of the "music car," "grotesque and laughter provoking figures," and "long cavalcade of horsemen" journeying in a "grand procession" through New Orleans streets on Fat Tuesday. The newspaper reported that "[everywhere](#) there were sounds of revelry." Stories about Carnival quickly pervaded popular culture. By the early 1880s, the national popularity of the New Orleans festivities was such that a correspondent for the Christian Union published in New York declared, "I suppose New Orleans at this season is at its best. Every Northern man has heard of its glories during the Carnival, culminating at the Mardi Gras."

Instructional strategies

Teaching strategies:

Active reading:

The students will mark a text “Mardi Gras”, ask questions, make predictions using the pictures, ask clarifying questions. They will end up visualizing, comparing and contrasting information.

Cloze reading:

The teacher will present a text with blanks in order to introduce the new vocabulary.

Guided reading:

The students will be divided into groups to help them develop and practice their reading comprehension skills. The students will read the text with the teacher so that they can focus on their skills.

Brainstorming and cooperative learning:

These strategies will be used to introduce ideas, topics and questions. This will lead to accepting relevant phrases without judgment.

Book talks:

The students will have a chance to share and discuss books they have encountered. It will be a forum for students to exchange what they have read or heard.

Teaching Strategies (turn and talk, read aloud, anchor charts)

Videos: In order to further examine each example of Mardi Gras, playing videos often provides a different perspective. Unlike narratives, video can provide substantial information some students would be unable to acquire due to time constraints and reading limits.

Anchor Charts:

Throughout the mini-lesson, I will create anchor charts for each individual lesson in the unit. These will always be available for students to refer to as they are working on their final assignment.

Inquiry Groups: the students will work in discussion groups while analyzing a mentor text or exemplar. The purpose is to allow them to critique and assess the effectiveness of the story

Poster project: as we work towards components of the posters, students will use journaling peer reviewing as an exit ticket to receive feedback and assistance from others.

Mentor Texts/Read Alouds: Using mentor texts as read aloud will allow to introduce vocabulary words in French and cultural facts about Mardi Gras. The mentor texts I will use include:

- *Mardi Gras* by Ann Heinrichs , illustrated by Jan Bryan- Hunt.
- *The Little Purple Bead* by Julie P. Rowley, illustrated by John R. Paquette.
- *The Bourbon Street Band is Back* by Ed Shankman, illustrated by Dave O’Neill.
- *First Mardi Gras* by Alice Couvillon and Elizabeth Moore, illustrated by Marilyn Carter Rougelot.

Since the books are in English, I will translate the text in French to use during class.

A rubric will act as a guide for students to refer to while creating their posters.

Library Books: During the unit, I will pull a book to depict different angles of Mardi Gras. All of these texts will be available to students to read during class and to check out to work on their poster project.

Inquiry Circles: Inquiry circles serve as a discussion tool for students. The students will work in groups to synthesize information about Mardi Gras and exchange ideas about what to use and how to make their own poster.

Posters and poetry writing : The students will reflect on what connection they can make between Mardi Gras and their own traditions.

Lessons and activities:

Day 1:

The first day I will focus on introducing the theme of Mardi Gras and using various tools

(books, pictures and videos) to initiate vocabulary and check students' previous knowledge of the theme.

I will introduce the theme of Mardi- Gras with a picture of the book Mardi – Gras. This will help put in context the theme of the unit.

I will play the days of the week song with Les jours de la semaine by Alain le Lait (<https://www.youtube.com/watch?v=Lpwf5N0rfVE>). The students will focus on “mardi”. Then I will focus on the word “gras” to give the students the meaning of the word as an adjective and opposite.

I will then introduce pictures to introduce the vocabulary related to Mardi Gras. The students will use these words later in the lesson. I will introduce the expressive vocabulary by showing the items on the picture – the goal is not to translate. The words will be:

- A mask- un masque,
- A king- un roi,
- beads- les perles,
- king cake- la galette des rois/ queen- la reine.
- crown- une couronne,
- float- un char,
- krewe members,
- throne- un trone,
- fleur de lis- la fleur de lis/ de lys.
- a costume- un costume.

I will use this list to give students homework in their French notebook as follow:

- Write the words in pyramid forms.
- Write the word and use red for vowels and blue for consonants.
- Write the words in a grid to create a word search.
- Choose 5 words and write a sentence for each.

In class, I will ask the students to practice writing the words, then to practice writing them with a spelling buddy and we will review sentence structures in French by using them talking about the pictures.

Day 2:

The following day I will use videos in order to do a compare and contrast activity. I want to show the impact of French culture in New Orleans.

The videos are documentaries used in the news. The students will be exposed to French language by listening to French native speakers and they will also see how it impacted New Orleans by listening to the perspective of English native speakers.

I will show the videos:

<https://www.lci.fr/population/mardi-gras-l-occasion-pour-les-enfants-de-se-deguiser-et-de-faire-la-fete-2114648.html>

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After watching the videos, I will ask the students to fill out a Venn diagram in order to compare and contrast the celebration in France with the celebration in New Orleans.

Day 2 :

I will do a visual walk of the book: I will show the class each picture and they will have to describe what they see and what is happening in the picture. I will guide the students by asking them:

- “Qu’est ce que vous voyez?”
- “Qui sont les personnages?”
- “Où sont les personnages?”
- “Que font les personnages?”
- “ Pourquoi font – ils cela?”

I will lead a class discussion based on the answers with two activities:

YES or NO questions

Choose the answer questions

I will introduce the text with a read aloud and then the students will be in leveled groups to read the text Mardi Gras.

Day 3:

I will start getting the class ready for the school's Mardi Gras event. The event consists of presenting Mardi Gras. The students will prepare t-shirts with the Mardi Gras theme colors (gold, green and purple) and symbols (jester's hat, beads necklace, fleur de lys and crown). They will also make noise makers to use during the parade in the school. The students can also wear costumes. They walk through the school with the other K-2 classes in order to sing Mardi Gras chants and see each other's costumes.

At the end of the parade, the students return to their classes and they eat beignets and share about Mardi Gras traditions

Day 3:

I will then focus on the cultural aspects of Mardi Gras by doing group reading work with other books. I will divide the class into four groups to read each book and to

Bibliography:

Books:

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Annex 1:

World languages:

CLL: Connections to Language & Literacy:

NL.CLL.1 Use the language to engage in interpersonal communication.

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NL.CLL.4 Compare the students' culture and the target culture.

COD: Connections to Other Disciplines

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NL.COD.4 Compare the students' culture and the target culture.

CMT: Communities

NL.CMT.1 Use the language to engage in interpersonal communication.

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NL.CMT.4 Compare the students' culture and the target culture.

Social studies:

Essential Standard: 2.H.1 Understand how various sources provide information about the past.

Concept(s): Change, Patterns

2.H.1.2 Identify contributions of historical figures (community, state, nation and world) through various genres.

2.H.1.3 Compare various interpretations of the same time period using evidence such as photographs and interviews.

Essential Standard: 2.G.2 Understand the effects of humans interacting with their environment.

Concept(s): Location, Physical Environment, Spatial Organization, Natural Resources, Settlement

2.G.2.1 Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.

2.G.2.2 Explain how people positively and negatively affect the environment.

Essential Standard: 2.C.1 Understand how various cultures influence communities. Concept(s):

Diversity, Culture, Community

2.C.1.1 Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).

2.C.1.2 Recognize the key historical figures and events that are associated with various cultural traditions.

2.C.1.3 Exemplify respect and appropriate social skills needed for working with diverse groups.

Annex 2:

Le carnaval en France:

<https://français.lingolia.com/fr/vocabulaire/jours-de-fetes/le-carnaval/texte-le-carnaval>



Le défilé du carnaval est un événement particulier dans certains endroits en France. Les défilés des villes du Nord par exemple sont connus pour leurs géants. Au sud, le défilé de Nice est même diffusé à la télévision.

Les écoles aussi organisent leur fête du carnaval. Tous les enfants se déguisent et parfois ils fabriquent leurs costumes avec leurs parents. Les petites filles aiment beaucoup se déguiser en princesse ou en fée. Les petits garçons préfèrent les déguisements de chevalier ou de super-héros.

Le carnaval est aussi appelé « Mardi gras » car c'est le dernier jour avant le Carême. Ce jour-là, manger des crêpes est une tradition appréciée des petits et des grands. L'ambiance est géniale : il y a de la musique et la foule danse. Beaucoup de gens se déguisent en clown et portent de faux nez en carton. D'autres se cachent derrière un masque. Les rues sont décorées de guirlandes de fanions.

Les participants défilent à pied ou en chars devant les spectateurs qui se pressent sur le trottoir pour admirer les déguisements pleins de fantaisie. Serpentina et confettis volent dans les airs. Le public agite de petits drapeaux.

Dans les grandes villes, les défilés sont souvent très longs et il faut aller tôt dans la rue pour avoir une bonne place de spectateur. Quand on est resté si longtemps au défilé, on finit par avoir faim. Pour cela, tout est prévu : des camions transformés en snack-bars proposent des en-cas. Après avoir repris des forces, les participants retournent faire la fête.

Questions - compréhension écrite

Lis le texte puis complète le résumé. Tu peux lire le texte autant de fois que tu le souhaites.

Le_____ du carnaval est un événement particulier en France. Les défilés des villes du_____ et de_____ sont bien connus.

On organise des fêtes du carnaval dans les _____. Tous les enfants se _____, les filles en _____ ou en _____, les garçons en _____ ou en _____.

Le carnaval est aussi appelé « _____ ». Ce jour-là, la tradition est de manger des _____. Les gens dansent, écoutent de la musique. Il y a une très bonne _____. Certains se déguisent en _____ avec de gros nez en _____. D'autres portent un _____. Les rues sont _____ avec des guirlandes.

De nombreux _____ viennent voir le défilé et admirent les _____ pleins de fantaisie.

Dans les grandes villes, il faut aller dans la rue pour avoir une bonne place et voir le défilé. Les spectateurs qui ont faim peuvent aller acheter un _____ dans des _____ transformés en snack-bars avant de retourner faire la _____.

Annex

<http://www.youtube.com/watch?v=Syb82wwCXIA>



Samedi * semaine * carnaval * mercredi * lune * religion *

1. Complétez le texte suivant avec les mots de la liste :

Tous les ans, nous fêtons Mardi Gras. C'est l'occasion de *se déguiser* et de manger des *beignets*... Mais d'où vient cette fête ? Et pourquoi change-t-elle tous les ans de date ?

Les origines du mardi gras sont à chercher dans la _____ catholique. Il s'agit en fait du dernier jour de la _____ de sept jours gras qui précède le carême.

Le carême est la période de 40 jours qui commence le _____ des *cendres* et s'achève le _____ saint au soir, c'est-à-dire, la veille du dimanche de Pâques, que rappelons-le, symbolise la résurrection du Christ. Pendant le carême, les chrétiens doivent faire pénitence avant Pâques. Ils doivent donc manger « maigre », c'est-à-dire ne pas manger de viande ni de plat à base de graisse animale, afin d'expié leurs péchés.

Et le Mardi gras dans tout ça ?

Eh bien avant le carême, on célébrait traditionnellement la « semaine des sept jours gras », on festoyait durant 7 jours avant d'endurer les privations du carême. Le mardi gras était le dernier jour de cette semaine et donc le plus festifs. A cette occasion on se déguisait ; le mot _____ vient d'ailleurs du latin *Carno levare* ce qui signifie littéralement « retirer la viande » et on mangeait notamment de la viande et des beignets dont on serait bientôt privés.

Pourquoi le mardi gras ne tombe jamais à la même date ? Tout simplement parce que la date de mardi est calculée en fonction de Pâque qui tombe le dimanche qui suit la pleine _____ qui suit le 21 mars.

Bon mardi gras à vous !

2. Répondez à ces questions :

- Qu'est-ce que c'est le Mardi Gras?
- Comment on célèbre le Carnaval en France?
- En quel mois on célèbre le Carnaval?
- Quelles sont les différences qu'il y a entre le Carnaval et le Carême?
- Pourquoi le mardi gras ne tombe jamais à la même date ?



