



## ***Le Monde de Tintin***

by Mawuena Dabla-Egui, 2014 CTI Fellow  
Harding University High School

This curriculum unit is recommended for:  
French Level 1, level 2

**Keywords:** Tintin, comics, French, High school

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

**Synopsis:** “Le Monde De Tintin” is a five day curriculum unit that I am planning to teach to My French Level 1 class. The reason why I have decided to write this unit, is because I noticed that a lot of students have a lot of trouble reading or are not interested in reading any type of books in high school. Some of my students usually complain that I am trying to make them read in French when they can’t even read in English. I want to make them compare and contrast reading in France and in the United States, and show them how important and fun reading is for young people of their age in France; how reading can affect the individual in a positive way. And to finish, I am expecting that I will change my students’ opinion about reading by showing them reading can be fun and thus improve their interest in reading. In order to reach my objective, I will focus on a particular comic book: Tintin. After the study of Tintin, students will learn to create their own comic book using descriptive adjectives; ER verbs( verbs which end with ER) reflexive verbs, daily routines verbs, school and home related vocabulary etc., and other verbs’ conjugation. This unit will be taught to my level 1 French students after the End of Unit 3 of our level 1 Curriculum.

*I plan to teach this unit during the coming year to (25) students in (French Level I).*

*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.*

## **Le Monde de Tintin**

*Mawuena A. Dabla-Egui*

### **Introduction**

This curriculum unit, “Le Monde de Tintin,” is intended to be taught in a French level 1 class with approximately twenty-five to thirty students. We will explore different books from the Albums of Tintin, and learn about his character, his sidekicks and what is so particular about that famous comic book that the French would like it so much. <sup>1</sup> Since the 1930s, Hergé’s twenty-three colorful albums have captured French imaginations and persuaded *la grande nation* that Belgian culture goes beyond pommes frites. Students will learn about some aspects of the francophone culture through Belgium.

This school year, I am teaching a lot of ninth graders who are new in high school and want to have fun, but are eager to discover new and exciting things, as well. In the class where I plan to teach this curriculum, I have 1 student with very limited English, with whom I have to rely on other students to communicate. I also have 15 students that are ELL (English Language Learners) who range from beginners to advanced levels; 6 students with a 504 plan, 2 with an IEP, and 14 African Americans. Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education. IEP stands for Individual Education Plan and is usually a plan to teach a student with disability within a classroom setting. Based upon this learning environment, it will be very important and beneficial for them that I differentiate my lessons, in order to address all their needs. I will differentiate the processes, the contents, and the products.

### **Rationale**

What is “Le Monde de Tintin”?

My Curriculum Unit, “le Monde de Tintin”, will expose the Adventures of Tintin, a series of comic books by the Belgian cartoonist Hergé. Hergé’s real name was Georges Remi and he was born in Brussels, Belgium on May 22, 1907. As a child, Hergé had a gift for drawing but never had any formal training in the visual arts. He attended both school and the boy scouts during World War 1 and post-World War 1 Era. After he finished school Hergé published his first ever cartoon: "The Adventures of Totor" for *Le Boy-Scout Belge* (a scouting magazine). By 1930, Hergé published the very first Tintin

book: "Tintin in the Land of the Soviets". The later adventures of Tintin involved other locations of the world from China all the way to America. <sup>2</sup>Within the next 50 years Tintin became one of the most popular European comics of the 20th Century, due to its well-researched plots, appealing characters, humor, political thrillers, & real world settings. After completing 23 books, Hergé passed away on March 3, 1983, leaving "Tintin & the Alpha-Art" (The 24th book) unfinished.

Learning about Tintin is a good way to teach the European culture to my students and talk about the political, economic and social situation after World War 2. During that period, France banned children's books and comic strip from presenting any bad information to children through their characters and publishers who dared to break this law risked up to one year in prison. <sup>3</sup>The law suggests that an ideal comic-book hero would resemble an overgrown boy scout, whose adventures involve pluck, fair play, restrained violence and no sex. That exactly what the character of Tintin is.

Tintin is a fictional character, the hero of The Adventures of Tintin. He is a reporter and adventurer who travels around the world with his dog Snowy (Milou in French). <sup>4</sup>The character was created in 1929 and introduced in *Le Petit Vingtième*, a weekly youth supplement to the Belgian newspaper *Le Vingtième Siècle*. He appears as a young man, around 14 to 19 years old with a round face and with his hairstyle in a quaff. Tintin is very smart, honest, compassionate and kind. Through his investigative reporting, quick-thinking, and all-around good nature, Tintin is always able to solve the mystery and complete the adventure. Although released simultaneously in album form, this primitive version of the BD (*bande dessinée*), produced in black- and-white and remarkable for the simplicity of its artwork, was to be entirely redrawn by the author a decade or so later for subsequent distribution (from 1946 to the present) as a lavishly produced color album.

The first released album of Tintin was: "Tintin in the Land of Soviets", which was published in black and white but didn't received the same success as the rest of the Albums of Tintin who are published in color by the editions Casterman. The first published Tintin in color was "Tintin In The Congo" ( Tintin Au Congo in French). In Tintin Au Congo, Tintin is sent to the Belgian Congo to report on events in the country. Amidst various encounters with the native Congolese and wild animals, Tintin unearths a criminal diamond smuggling operation run by the American gangster Al Capone. In the late 20th century, "Tintin in the Congo" came under criticism for its perceived racist colonial attitude to the Congolese and glorification of big-game hunting, and attempts were made in Belgium, the United Kingdom, and the United States to restrict its availability to children.<sup>5</sup> I will give the information about Tintin in the Congo to my students, and it will be among the the books students will be researching on.

Hergé, the author, drew inspiration for his star character from the career of the French foreign correspondent Albert Londres. A pioneer of investigative journalism, Londres traveled the world to uncover the truth behind business, politics, governments and the

criminal underworld. Tintin represented the reporter that Hergé himself would have liked to be. <sup>6</sup>Tintin the roving young reporter was as well known in France as in his native Belgium. Indeed, much like the equally celebrated creation of another famous Belgian, Georges Simenon's detective Maigret, Tintin is perceived both in France and abroad as a quintessentially French hero.

### **Fun Facts about Tintin**

<sup>7</sup>Tintin didn't always have a quiff on his head. During a car chase in his first adventure, in "Tintin in the Land of the Soviets", the wind blows his hair up, and it stays that way forever after. The Tintin books have been translated into over 100 languages. In German he is called Tim, in Turkish he is called Tenten and in Latin he is known as Titinus. In 1935, when Belgian radio began broadcasting fitness exercises, Hergé drew Tintin listening to the program and exercising with Snowy in "Tintin and the Broken Ear."

### **The Characters**

Some of the characters don't have the same names in French and in English. Even though several characters appear in all the albums of Tintin, any Tintin lover has to be familiar with the main characters which appear in almost each of the comic book. Some of the names are translated; some are changed to keep the same connotation as in French.

#### **Milou (Snowy)**

Snowy (a fox terrier) is Tintin's faithful companion, traversing continents with his adventurous master and saving his life on numerous occasions. Throughout all 24 Tintin adventures, Tintin and Milou are inseparable.

#### **Le Capitaine Haddock (Captain Haddock)**

Captain Haddock makes his first appearance in *Les Crabes Aux Pinces d'Or, The Crab with the Golden Claws*. It was quite impressive. First, he nearly puts an end to Tintin by burning the oars of their lifeboat to keep warm. As if that weren't enough, he cracks Tintin over the head with a bottle as he's piloting an aircraft, causing it to crash in the desert. Despite this unfavorable beginning, the captain goes on to become Tintin's closest friend. As the stories progress, Captain Haddock proves himself to be much more than a clumsy, quarrelsome sea captain with a colorful vocabulary and swearing which doesn't exist outside the world of Tintin like: Mille milliards de mille Million de mille Sabords. He is clearly a highly competent mariner and navigator, and his years of experience on the high seas prove invaluable in numerous adventures, including, *Le Lac Aux Requins, The Red Sea Sharks*.

#### **Dupont et Dupond, Thomson and Thompson**

Dupont et Dupond, Thomson and Thompson, the world's clumsiest policemen, make their first appearance in *Les Cigares Du Pharaon, Cigars of the Pharaoh*. Apart from Tintin and Snowy, they are the longest-running characters in the series, appearing in 20 of the 24 Tintin books. Despite the fact that they spend most of their time failing to solve crimes, dressing up in hopeless disguises and falling flat on their faces, Thomson and Thompson always end up on Tintin's side, even if they do have to arrest him first!

Le Professeur Tournesol, Professor Calculus

In *Le Trésor de Rackam le Rouge, Red Rackham's Treasure*, Hergé introduces an endearing character who becomes close friends with Tintin and Captain Haddock for the rest of the adventures: Le Professeur Tournesol, Professor Calculus. Professor Calculus is an eccentric scientist, engineer and inventor who is, as clever as he is absentminded. Despite his very slight physique, he claims to have been a sportsman in his youth, leading Captain Haddock to mockingly refer to him as the "Olympic athlete." Although he is a capable scientist, Professor Calculus also practices the unproven method of divining using a pendulum. This mainly succeeds in infuriating Captain Haddock; however, though his odd approach does prove to have some merit in Red Rackham's Treasure

Finally, Tintin, is read and loved by so many people all over the world that, the Tintin fan clubs exist everywhere. In Belgium, there is a museum devoted to Tintin, where people can see and buy Tintin memorabilia, and learn more about the little reporter, his adventures and the characters of the Adventures of Tintin. There are a few websites for the Tintin lovers and those who are discovering Tintin now to learn about it.

### **The Museum of Tintin**

The Musée Hergé, or Hergé Museum, is a museum in Belgium dedicated to the life and work of Hergé. The museum is private and presents a permanent showcase and exhibition of the work of Hergé. During its opening on November 2<sup>nd</sup> 2009, all the photographers were not allowed to take pictures due to the fact that they want to prevent copyright infringement. For that reason, the museum received a lot of criticisms and nowadays, it is unpopular and at loss. The Museum belongs to the *Moulinsart Company* which holds rights over Hergé's work.

### **Tintin, the Movie**

Tintin remains one of the greatest comic books of the 20<sup>th</sup> century. Unfortunately, Tintin is not well known in the United States, (It was first translated in English in the 1950s) and, it is one of the reasons why Steven Spielberg made a 3D movie of the Adventures of Tintin. The Adventures of Tintin, known as *The Adventures of Tintin: The Secret of the Unicorn* outside North America, is a 2011 3D motion capture computer-animated epic

adventure. Directed by Steven Spielberg, produced by Peter Jackson, and written by Steven Moffat, Edgar Wright and Joe Cornish, the film is based on three of Hergé's albums: *The Crab with the Golden Claws* (1941), *The Secret of the Unicorn* (1943), and *Red Rackham's Treasure* (1944). The cast includes Jamie Bell, Andy Serkis, Daniel Craig, Nick Frost and Simon Pegg.

The *Adventures of Tintin* grossed over \$373 million, and received positive reviews from critics, being compared to Spielberg's previous work *Raiders of the Lost Ark*. It was nominated for six Saturn Awards, including Best Animated Film, Best Director for Spielberg and Best Music. It was nominated in total for 47 awards and won 25 including a Golden Globe Award for Best Animated feature film.<sup>8</sup> I am planning to make my students watch this movie as closure to the activities of Tintin.

### **The Tintinology:**

<sup>9</sup>The study of Tintin is, known as Tintinology. There are various books looking at Hergé's work and the influence of his comic strip hero. One of them is: *The Complete Companion* by Michael Farr.[...] Some young readers grew up and became collectors. The most expensive Tintin ever sold by *AbeBooks* was a copy of *Le Crab aux Pincés D'Or* (*The Crab with the Golden Claws* where Captain Haddock is introduced) from 1941 for \$1,950. A 1963 hardback copy of *Le Bijoux De La Castafiore* (*The Castafiore Emerald*, a 1963 experimental story with a much slower plot) signed by Hergé sold for \$1,245. Of course, the most expensive Tintins offered for sale on *AbeBooks* are the early French editions.

Below is a timeline of a fan club by Tintin to show how much interest people are devoting to Tintin.

### **<sup>10</sup>A Tintinologist Timeline**

1995: The Cult of Tintin is established by Australian Tintin fan, Andrew McGee.

1996: McGee retires. Danish computer scientist, Jesper Jühne, takes over. Jühne introduces The Cult of Tintin Discussion List.

1998: Jühne invites Morten Christensen (Denmark) and Irene Mar (Australia) to co-manage the The Cult of Tintin, which is now the world's largest English-language Tintin fan-site.

2000: Moulinsart issue a cease-and-desist letter to Christensen, registrant of the domain name cultoftintin.com. The Cult of Tintin e-group is relocated to Yahoo Groups.

2002: The Cult of Tintin closes for re-development. The domain name cultoftintin.com is lost to a domain squatter.

2002: Jühne and Christensen retire. Irene Mar takes over the management of the site. A new team is formed: Irene Mar (Webmaster), Anders Karlsson (Sweden Correspondent

since 1998), Rob Winkels (Holland Correspondent since 1999). Phil Hardaker receives the honorary title of UK Correspondent for his generous donation of free hosting.

2003: The Cult of Tintin re-development site moves to a new host. New domain names registered. The Cult of Tintin's long-time friend, Richard Wainman (UK), joins the team.

2004: The revamped Cult of Tintin re-opens at Tintinologist.org. Paul Durdin (Australia), Chris Owens (UK), Oliver Battrick (UK), and Etienne Chevalier (Belgium) join the team.

2005: Simon Doyle (UK) joins the team.

2006: Paul Durdin announces his semi-retirement. Ed Adams (UK) joins the team.

2009: In June 2009, the is formed. In addition, a Tintinologist.org Community Page on Facebook is created.

2011: In late November, Edinburgh-based author and illustrator, John Fardell, joins the team.

2012: In early January, the Tintinologist Facebook Group closes, making the Fan Page Tintinologist.org's official presence on the popular social networking service. ( Tintinoogist facebook page closed and was replaced by the website instead)

2013: In late June, The Cult of Tintin at Yahoo Groups closes.

2014: Tintinologist.org continues to thrive.<sup>11</sup>

<sup>12</sup>There is also an official fan page of Tintin. On the page, fans could shop and explore the official Moulinsart Adventures of Tintin products at trusted online retail locations.

### **Lists of the “Adventures of Tintin” Comic Books:**

#### **<sup>13</sup>Tintin in the Land of the Soviets; original French title; Tintin au Pays des Soviet**

First published in Le Petit Vingtième between 20 January 1929 and 11 May 1930. Published in book form in 1930. Re-published in book form in 1973 as part of Les Archives d'Hergé.

#### **English edition**

1989 - Sundancer (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. Black and white facsimile. Hardback. ISBN: 2203020016. 1999 - Methuen (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. Black and white facsimile. Reprinted in 2001. Hardback. ISBN: 0416197655.

#### **Tintin in the Congo; original French title; Tintin au Congo**

First published in Le Petit Vingtième between 5 June 1930 and 11 June 1931. Published in book form in 1931 (black and white, 110 pages). Redrawn and published in color in 1946. Further changes made in 1975.

#### **English edition**

1991 - Sundancer (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. Black and white facsimile. Hardback. ISBN: 0951279947. 2002 - US edition:

Casterman/Last Gasp (San Francisco). Translated by Leslie Lonsdale-Cooper and Michael Turner. Black and white facsimile. Hardback. ISBN: 0867199024. 2005 - Egmont (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. Color. ISBN: 1405220988.

### **Tintin in America; original French title; Tintin en Amérique**

First published in Le Petit Vingtième between 3 September 1931 and 20 October 1932. Published in book form in 1932 (black and white, 120 pages). Redrawn in 1945 (except page 62, frame 2).

#### **English edition**

1962 - First UK edition published by Methuen.

1978 - Methuen (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. Color. 64p. 31cm. ISBN: 0416861202. 1979 - Methuen/Magnet (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. Color. 64p. 30cm. Paperback. ISBN: 0416875602. 1990 - Methuen Children's Books (London). Color. ISBN: 0416148522. 2004 - Casterman (Bruxelles). Translated by Michael Turner. Black and white facsimile. Hardback. ISBN: 2203797002

### **Cigars of the Pharaoh; original French title; Tintin en Orient / Les Cigares du Pharaon**

First published in Le Petit Vingtième between 8/12 1932 and 8/2 1934. The book appeared in 1934 (B/W, 124 pages). Redrawn in 1955.

#### **English edition**

1971 - Methuen (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. Colour. 64p. 31cm. ISBN: 0416088309. 1990 - Mammoth (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. Color. 64p. ISBN: 0749704640. 2006 - Casterman (Bruxelles). Translated by Michael Turner and Tessa Harrow. Black and white facsimile. Hardback. ISBN: 2203797037. 2008 - Egmont (London). Color facsimile. 64p. 30x23cm. Hardback. ISBN: 9781405240710.

### **The Blue Lotus; original French title; Tintin en Extreme-Orient (serialized comic strip) / Le Lotus Bleu (album)**

First published in Le Petit Vingtième between 9/8 1934 and 17/10 1935. Published in book form in 1936 (B/W 124 pages). An edited edition in full color was published in 1946 with the first four pages totally redrawn and minor changes made to the rest of the book.

#### **English edition**



1983 - Methuen Children's (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. Color. 62p. 31cm. ISBN: 0416444601. 1984 - Magnet (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. Color. 62p. 30cm. Paperback. ISBN: 0416494900. 1990 - Mammoth (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. Color. 62p. 30cm. Paperback. ISBN: 0749704659. 2006 - Casterman (Bruxelles). Translated by Leslie Lonsdale-Cooper and Michael Turner. Black and white facsimile. Hardback. ISBN: 2203707045. 2008 - Egmont (London). Color facsimile. 64p. 300x230mm. ISBN: 9781405240703. (Publication date: 7 July 2008.)

**The Broken Ear; original French title; L'Oreille Cassée**

First published in *Le Petit Vingtième* between 5 December 1935 and 25 February 1937. Published in book form in 1937 [black and white]. Edited and published in color in 1943.

**English edition**

1975 - Methuen (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. Color. 64p. 30cm. ISBN: 0416834507. 1975 - Methuen (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. Colour. 62p. 30cm. ISBN: 0416570305. 1989 - Mammoth (London). Color. 62p. 30cm. ISBN: 0749701706. 1990 - Methuen Children's Books (London). ISBN: 0416148727. 2008 - Egmont (London). Color facsimile. 64p. 30x23cm. ISBN: 9781405240680. (Publication date: 7 July 2008.)

**The Black Island; original French title ; L'île Noire**

First published in *Le Petit Vingtième* between 15 April 1937 and 16 June 1938. Published in book form in 1938 (black and white, 124 pages). Colorized version appeared in 1943. Redrawn color version appeared in 1965.

**English edition**

1966 - Methuen (London) 1990 - Mammoth (London). Color. 61p. ISBN: 0749704691. 2008 - Egmont (London). Color facsimile. 64p. 32x23cm. ISBN: 9781405240697. (Publication date: 7 July 2008.)

**King Ottokar's Sceptre; original French title; Tintin en Syldavie (serialized comic strip) / Le Sceptre d'Ottokar (album)**

First published in *Le Petit Vingtième* between 4/8 1938 and 10/8 1939. Published in book form in 1939 in B/W, 106 pages. Published in 1947 in full color with some parts redrawn.

**English edition**

1958 - First published in Great Britain. 1990 - Mammoth (London). Color. 62p. 30cm. Paperback. ISBN: 0749704667. 2008 - Egmont (London). Color facsimile edition. 64p. 30x23cm. Hardback. ISBN: 9781405240734. Publication date: 2 June 2008

**The Crab with the Golden Claws; original French title; Le Crabe au Pincés d'Or**

First published in *Le Soir*, three strips weekly between 17 October 1940 and 3 September 1941. One strip daily between 23 September 1941 and 19 October 1941. Appeared in book form in 1941 (black and white, 104 pages). The book was re-drawn in 1943.

#### **English edition**

1972 - Methuen Children's (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. 62p. 30cm. ISBN: 041624050X.

#### **The Shooting Star; original French title; L'Etoile Mysterieuse**

First published in *Le Soir* between 20/10 1941 and 21/5 1942. The book appeared in 1942.

#### **English edition**

1961 - Methuen (London). 1978 - Magnet (London). Paperback. 1990 - Mammoth (London). Reprint of the 1978 Magnet edition. 62p. ISBN: 0749704616

#### **The Secret of the Unicorn; original title in French; Le Secret de la Licorne**

First appeared in *Le Soir* between 11/6 1942 to 14/1 1943. Published in book form in 1943.

#### **English edition**

1974 - Methuen (London). 62p. Colour. 30cm. Paperback. ISBN: 0416800203. 1990 - Mammoth (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. 62p. Paperback. ISBN: 0749704624.

#### **Red Rackham's Treasure; original French title; Le Trésor de Rackham le Rouge**

First appeared in *Le Soir* between 19/2 1943 to 23/9 1943. Published in book form in 1944.

#### **English edition**

1974 - Methuen (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. Color. 62p. 30cm. Paperback. ISBN: 0416800106. 1990 - Mammoth (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. Color. 62p. Paperback. ISBN: 0749704632.

#### **The Seven Crystal Balls; original French title; Les Sept Boules de Cristal**

The series began in *Le Soir* between 16 December 1943 and 3 September 1944. It continues in *Tintin* magazine between 26 September 1946 and 12 June 1947. The *Tintin* magazine version begins with a summary (in a newspaper). The story starts on page 50 of today's album. The last strip appeared in issue number 13 (*Tintin* magazine. Number 13. 19 December 1946). The last strip of 19 December 1946 is the first strip of the first page of *Prisoners of the Sun*.

### **English edition**

1962 - First UK edition published by Methuen, London. 1994 - Mammoth (London). Color. 62p. 30cm. Paperback. ISBN:0749704586.

### **Prisoners of the Sun; original French title; Le Temple du Soleil**

First published in Tintin between 19/12 1946 and 22/4 1948. Published in book form in 1949 with some changes.

### **English edition**

1990 - Mammoth (London). Colour. 62p. Paperback. ISBN: 0749704594

### **Land of Black Gold; Original French title; Tintin Au Pays de l'Or Noir**

Serialised in Le Petit Vingtième between 28 September 1939 and 8 May 1940. Re-drawn and serialised in the Tintin magazine between 16 September 1948 and 23 February 1950. Published in book form in 1950. Re-drawn in 1971 (pages 6 - 20 redrawn, Arabic text changed).

### **English edition**

1972 - Methuen (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. Colour. 64p. 31cm. ISBN/ISSN: 0416836208, 0416088406. 1988 - Magnet (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. Colour. 64p. 30cm. ISBN/ISSN: 0416836208. 1990 - Mammoth (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. 64p. Paperback. ISBN: 0749704608.

### **Destination Moon; original French title; Objectif Lune**

First published in Tintin magazine--under the name "On a marché sur la lune" for the two Moon adventures. The first part, Destination Moon, began in Tintin magazine on March 30, 1950 and continued until September 7, 1950. Publication was interrupted due to Hergé's personal problems. The story resumed on April 4, 1952, and ended on October 22, 1952.

### **English edition**

1959 - First edition published by Methuen, London. 1974 - Methuen (London). ISBN: 0416800300. 1990 - Mammoth (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. 64p. Paperback. ISBN: 0749704675.

### **Explorers on the Moon; original French title; On a Marche sur la Lune**

Explorers on the Moon was published in Tintin magazine from 29 October 1952 to 29 December 1953. Published in book form in 1954.

### **English edition**

1989 - Mammoth (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. Color. 62p. Paperback. ISBN: 0749701609.

**The Calculus Affair; original French title; L'Affaire Tournesol**

First published in Tintin magazine between 22/12 1954 and 22/2 1956. The book appeared in 1956 with slight changes.

**English edition**

1960 - First English edition. 1990 - Mammoth (London). Color. 64p. 30cm. Paperback. ISBN: 0749704683

**The Red Sea Sharks; original French title; Coke en Stock**

First published in Tintin between 31/10 1956 and 1/1 1958. Published in book form in 1958. Alterations to the language made in 1967.

**English edition**

1990 - Mammoth (London). Colour. 64p. Paperback. ISBN: 0749704705.

**Tintin in Tibet; original French title; Tintin au Tibet**

First published in Tintin between 17/9 1958 to 25/11 1959. Published in book form in 1960.

**English edition**

1962 - First English language edition published in Great Britain. 1990 - Mammoth (London). Translated by Leslie Lonsdale-Cooper and Michael Turner. ISBN: 0749704306.

**The Castafiore Emerald; original French title; Les Bijoux de la Castafiore**

First published in Tintin between 4/7 1961 to 4/9 1962. Published in book form in 1963. UK edition translated by Leslie Lonsdale-Cooper and Michael Turner. First published in Britain in 1963 by Methuen, in collaboration with Casterman.

**Flight 714; original French title; Vol 714 pour Sydney**

First published in Tintin between 27/9 1966 and 28/11 1967. Published in book form in 1968.

**English edition**

1968 - First UK edition. 1975 - Methuen Children's (London). 22cm. ISBN: 0416774202.

**Tintin and the Picaros; original French title; Tintin et les Picaros**

First published in Tintin between 16/9 1975 and 13/4 1976. Published in book form in 1976.

### **English edition**

1977 - Methuen (London). Color. 64p. 30cm. Paperback. ISBN: 0416579906. 1990 - Mommoth (London). Paperback. ISBN: 0749704713.

### **Tintin and Alph-Art; original French title; Tintin et l'Alph-Art**

Sketches of Tintin's 24<sup>th</sup> and unfinished adventure - first published in book form in 1986.

### **English edition**

1990 - Sundancer (London). Black and white (some color). 96p. 31cm. Hardback. ISBN: 0951279920. Note: English text in booklet attached to the inside of the front cover. 2004 - Egmont Books (London). Title: Tintin's last adventure: Tintin and alph-art. 62p. Hardback. ISBN: 1405214481.

### **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. It can be sometimes be a challenge to teach in my school. Some students have difficulty sitting in a classroom and listening to a teacher all day, who makes them take note on things which they think they probably will not need in their future. To address that challenge, we try to make learning relevant and beneficial for them. We try to help them see how important and useful for their futures that the subjects we are teaching them are by planning exciting, fun and relevant activities while incorporating 21<sup>st</sup> century skills into our daily teaching.

For the last two years, my school has had one of the worst teacher turnover rates within our school district. Teachers were not happy, and students have not been happy as well. In response to requests from 90% of the teachers, the whole administrative was changed and we are encountering what we call in our school jargon "Harding's transformation year". The new administrative team wants to make Harding University High school this year: "the best place to work and learn." We as teachers, are trying to raise the bar by incorporating technology (also part of a school-wide professional development plan) into

our everyday teaching. I will be using a lot of technology to teach my curriculum. We are also individually as teachers are trying to raise the same bar by taking advantage of various professional development opportunities, in my case the Charlotte Teachers' Institute. By writing a relevant and exciting curriculum, I will show to the rest of the world that our school and our teachers are not among the worst after all.

### **French Level 1 Goals**

Our goal in the French-1-level class is to prepare students for the EOC (End Of Course) test offered by our school district. Each student will be tested on reading, speaking, listening, and writing at the end of the semester. The total average of the four grades combined will be 25% of their passing grades. In order to prepare our students to achieve that goal, our courses are conducted almost entirely (at least 90%) in the target language. To prepare them for that we must give them the necessary tools. It is not always easy. The beginning student has no way of miraculously knowing these things. To say that he does not need to know them is absurd. We need to take it easy with them and go one step at the time.

Our level 1 curriculum has four units that are aligned with our new North Carolina World Languages Essential Standards and with the ACTFL proficiency levels. All of the units were designed around what students should be able to do with the language after successfully completing one high school credit of the language, with proficiency assessment as the focus of all units.

In addition to the ACTFL proficiency guidelines and the North Carolina World Languages Essential Standards, we used tools like LinguaFolio and PALS rubrics from Fairfax County (Virginia) to test our students with our district-made formative and benchmark assessments.

In our district, our level 1 curriculum goes by thematic Units; they are the basic themes, vocabulary, and "I can" statements for all modern languages. We have specific vocabulary lists, grammar topics, cultural connections, formative assessment/activity banks, and benchmark assessments for each unit.

I wrote this Unit as practice of all the lessons of the level 1 curriculum topics from unit 1 through 3. Most Students in French level 1 are considered Novice Low in their language studies. 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. We determine our students' proficiency through LinguaFolio, which is a portfolio assessment instrument

designed to support individuals in setting and achieving their goals for learning languages. At the beginning of each unit, students have to answer various “I can” statements, which are the essential questions on the objectives of the unit. Through this self-assessment, I determine what my students know and at which level. This helps me to differentiate my lessons. Based on the results of the self-assessment, all my students are still at level Novice Low (NL) by the end of Unit 3

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, 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). My Unit will focus on all three standards.

I am planning to teach this Unit in five days, which will end with a comic book project. I will give my students five more days to work on the project after the Unit ends. In addition to the comic book project, students will have to research one Tintin Album each. There are 23 albums of Tintin as well as a movie called, *The Adventure of Tintin* by Steven Spielberg. I will assign one to each of the students and they will research on it and present it to the class. Not only will students learn about reading and the comic book culture in France, they will also have to create their own comic strip based on grammar and vocabulary that we will learn in Units 1 and 3. Prior to teaching my curriculum unit, students will learn in Unit 2 classroom related vocabulary, daily routines, likes and dislikes, in Unit 3 verbs conjugations: to have, to be and Er verbs( verbs who end with ER) tc. My Unit will be a review of all the first three units. I usually give my students a project for all the units, but, instead of a unit project, creating a comic strip will be the project that will show what students have learned through unit 3.

### **Main points of Unit 1**

- Greetings
- Personal Descriptions- Me, My Family, My Friends
- My Family- Who are they?
- What I like, what I don’t like

### **Unit 2 Thematic Units**

- Me at Home
- Me at School

### **Focus of Unit 3**

- What I like to do in my free time;
- Where I spend my free time and
- The weather.

### **Objectives**

- I can understand the Adventures of Tintin.
- I can understand and present the characters of Tintin.
- I can understand some aspects of the francophone culture based of the study of Tintin.
- I can create my own comic books.
- I can do everything from Unit 1 and plus.

Based on these different objectives students will create a comic strip using the vocabulary learned in units 1 through 3 to talk about their daily routines, what they do from morning until evening using the third person. They will use the application Bitstrip or <sup>14</sup> using makebeliefscomix.com to create the comic book. They will personalize an animal, which will be use as the character of the book. For example, a student can use: “la Journée de Jean le Chat” (the day of John the cat), or “les Aventures de Jean le chat” (the adventures of Jean the Cat). They will talk about what John will do for morning until night using the present tense, daily routines verbs, what he eats for breakfast, what he does in school, what class he goes to, what school subjects he has, what class he goes to, etc. Students will also conduct research on other Tintin stories online for a class presentation.

### **Day 1: Getting to know Tintin**

Objective: Students will be able to understand short texts about a famous French-speaking comic book character: Tintin.

I will start the class with a brain storming about reading. I will ask them in a warm-up.

Warm –up:

1. Do you like to read?
2. What kind of books do you read?
3. When do you usually read?
4. Did you have any particular book that you read in the pass which influences you positively?



After brainstorming, we will have a class discussion to compare and contrast reading in France and in the United States. Students will be able to give their opinions and share what they like or don't like about reading. I will also present through a PowerPoint, the famous comic books characters, their sidekicks and what is particular about them, how many of the album was sold until now. I will then project the cover of *Tintin en Amérique* on the board. I will ask them a few questions about the cover like:

1. What do you think is going on?
2. Do you think the Indian will kill the little boy?
3. What do you think he did?
4. When do you think the story happened etc.?

I will present with a power point to talk about famous French comic books. The power point will also talk about the reason why French people read and who read comic books. I will go into details and inform students about who Hergé is, when he started writing, where he is from, who the characters of Tintin is named after etc. I will present other characters of the album of Tintin: Le chien Milou, le capitaine Haddock, les frères Dupont et Dupond, le professeur Tournesol, etc.

#### Activity 1: The flyswatter game

The flyswatter game is a very good game for students to be familiar with some vocabulary words. In this particular lesson I will use it to get students to be familiar with the album of Tintin characters. I will send two students to the board and another student will be a score keeper. On that slide of my PowerPoint, I will have the pictures of all the characters that I presented on including the Tintin characters that I introduced to the students. When I say a character name, the first student who to tap the character first will get the point. We will determine who the winner is, after I call all the characters. Three or four groups of students will take turns playing.

My guided practice will be a multiple choice questions that I will project on the board. I will ask questions from the presentation to the students and they will have to choose the right answer in a multiple choice.

See [appendix 2](#) for a sample quiz

#### Activity 2: Multiple choices questions

Multiple choices questions are very quick way to assess students learning. I use it a lot in my classes. They are quick, seems easy, but make students think a lot. Multiple choice test items can be written to assess various levels of learning outcomes, from basic recall to application, analysis, and evaluation. Multiple choice test items are less susceptible to guessing than true/false questions, making them a more reliable means of assessment. In

this particular activity, I will ask questions based on my PowerPoint presentation to introduce Tintin.

As independent practice, I will introduce *Tintin en Amérique* to the students. I will give them a summary of the first part of the book.

#### Activity 4

I will give them a copy of one easy page of the book. I will ask them to underline the words that they have seen before. We will use these words to make a list of words that they have to find the meaning of using their cell phones or dictionaries. Students will be able to find the translation of the words for fifteen minutes; then, with their partner, they will find translate that page together then imagine the continuation of the story and what will happen afterwards.

#### Differentiation

For my regular and lower students, I will give them another copy of the following page of the book. I will mix the texts in the bubbles, and then I will ask them to put them in order. For my higher students, I will give another copy of the following page. I will take out the words from the bubbles, I will ask them to imagine what they think is said inside the different bubbles of that page. To finish the lesson I will present the rest of the summary on my PowerPoint.

#### Activity 4: le pendu ( the hangman)

We will play *le pendu* ( the hangman) as closure. To play the “ le pendu”, choose one person to be the executioner. That person will think of a word or short phrase and mark out blanks (short lines) for each letter of each word. Separate words with a slash, a fairly wide gap, or place words on separate lines. Then another player will guess a letter. If that letter is in the word(s) then write the letter in everywhere it would appear, and cross out that letter in the alphabet. If the letter isn't in the word then add a body part to the gallows (head, body, left arm, right arm, left leg, right leg). The player will continue guessing letters until they can either solve the word (or phrase) or all six body parts are on the gallows. To win: The executioner wins if the full body is hanging from the gallows. The guesser(s) wins if they guess the word before the person is hung. In this particular lesson, we will play with the words of the reading and the names of the characters. If we did not get to finish the activities the first day, we will resume on day 2 before starting working on the computers.

#### Day 2

Objective: Students will be able to research on one of the books of The Adventures of Tintin. We will review what we did on day 1. As warm up, I will ask questions on the different characters, the author and the book.

Warm up

Say 1 to 2 things on the following:

1. Tintin
2. Milou
3. Capitaine Haddock
4. Hergé

My warm-up are usually very brief. As warm-up, I usually give something very simple that I know students will be able to understand as a focus activity. That makes my students feel very confident that they can learn something in class that day. If students happen not to understand what the focus is about, they can be easily demotivated. I will assign a Title of Tintin to each student; they will research on this particular book and create a small PowerPoint to be presented to the class.

Activity 1

Research on a Tintin book to create a PowerPoint

Directions: research on one of the Adventures of Tintin comic book assigned to you. Create a power point, Prezi or slide rocket to share information about the reading. Your PowerPoint should have 6 to 8 slides. These are the directions:

Slides

- 1: the title of the book with the picture of the cover in French and the translation in English
2. The characters, their names and pictures
3. A summary of the book (On 2 to 3 slides)
4. Other information (when did the author write it, what was the story behind, etc.)
5. Interesting quotes and meaning in English.
6. Interesting pictures etc.

The reason why I want a short PowerPoint it is because I only want them to spend a day on the project. Some students who will not finish it in class will finish it as homework. Students have the option to save their works using their GAFE account. In our school district, all students and staff have a GAFE account set up using their Gaggles email address. Staff can use their Gaggles email address to set up a separate GAFE account specifically to share files and folders with their students. Students can set up a GAFE account using their Gaggles email address to access important documents and files they

need for school work both at home and at school. Students can collaborate on projects by sharing folders and files. I will monitor and help students.

As closure, we will work on an exit ticket questions

Activity: exit ticket

I usually give my students an exit ticket to summarize what they have learned on that day and to check for understanding. Exit tickets also serve as a formative assessment. I will collect all the formative assessments grades in my data tracker to analyze them.

Exit ticket:

1. What did you learn today?
2. What is the title of the Tintin's book which you researched?
3. Are you finished with your research?
4. What is your homework for tonight?
5. Do you have a remark or a questions for the teacher about the research?

The last question will allow me to know, if a student is not going to finish the project, if they don't have a computer at home for them to finish it and if I need to reserve laptop computers for half of the period again the next day for them to finish working.

### **Day 3**

Objectives: Students will be able to present about a Tintin's comic book and to learn to write a comic book.

Students will present their PowerPoints to the class. The rest of the class will take note while they are presenting. They will write the title, the English translation of the title and some of the characters of the book as well as some other pertinent information. Students will do their presentations for half of the class period. For the rest of the class period, we will learn to make a comic book. I will explain to them what they need to have to create their own comic books. I will give them the steps to follow to write a comic book. Students will come up with an example in English in groups of two. We will review the daily routines. Students will be able to plan in class the comic book following my directions. I will show them an example that I created using "make beliefs comix" or "storyboardthat" and Bistris for school. They are welcome to use other interesting and other apps as well.

#### **Make Beliefs Comix**

Make Beliefs Comix provides comic strip making fun for kids of all ages. Students use their imagination to create their own world and stories with help from our easy-to-use comic strip generator. Google has chosen MakeBeliefsComix.com as one of the world's most innovative sites for fostering literacy and writing. Their review states that it "helps children and adults tap into their creativity to create their own comic strips in English,

Spanish, French, Italian, German and Latin. Parents and kids can select from 15 fun characters with different moods and write words for blank talk and thought balloons to make their characters talk and think. Users can also find story ideas and prompts to help them craft their graphic stories. Once they've created their comics, they can print them to create comic books or email them to friends and family. There are also story ideas and prompts to help users create graphic stories. This site can be used by educators and parents to teach language, reading and writing skills, and by students to facilitate self-expression and storytelling as well as computer literacy."

### Storyboardthat

<sup>15</sup> The storyboard creator uses a familiar drag and drop interface that users of all ages pick up in seconds. The user can fully customize numerous aspects of the storyboard; from coloring in their own character, to adding text. By using a storyboard like a graphic organizer it helps structure students' work into a linear and concise story. Although it feels easy at first, breaking down ones thoughts into just a few cells works critical skills in prioritizing the right information and creating a good story flow.

### Bitstrips for school

<sup>16</sup>Bitstrips has been used all over social media since 2012. It is fun to always incorporating social media to our everyday learning. Students love that. Bitstrips for Schools is an educational tool that engages students using a medium they love – Comics. It is a fun and social comic-making tools, it is 100% web-based with nothing to install, hundreds of curriculum-connected activities. Students can create an avatar of themselves, then customized various comic-strip "scenes" created by Bitstrips to create their own stories, regardless of drawing skills or digital abilities.

## **Day 4 and 5**

Objective: Students will be able to create their own comic strip in French.

I will checkout laptop computers and or iPads to avoid a trip to the media center. Some of the resources to create the comics books can be use as apps, so students are welcome to checkout a laptop of or an iPad (our department has a class set of 30 laptops computers and 20 iPads)

### Activity

### Directions

You will create your own comic book in French. You can choose to use: Makebeliefscomix.com; storyboardthat.com; bistrisforschool.com, or any other website or apps of your choice to create your book. You will be using descriptive adjectives, ER

verbs, reflexive verbs, daily routines verbs, school and home related vocabulary, the weather, after school activities etc. and other verbs' conjugation like : Aller, être, avoir, faire, vouloir, pouvoir( to go, to be, to have, to do, to want, to be able to). You will need a title, the main character, the props, the sidekicks if any, and the background. You will have to write 1 to 2 sentences to be appeared in each box. Your main character should be an animal that you will personalize. Your title could be something like: *La journée de Jean le chat* (The Day of Jean the Cat. You should have an overall story about yourself, your daily routines, your family, your friends, your life at school, after school and at home. You should have a total of 1 sentences at least. For more information refer to Madame Dabla's example. You will create a dialog in each frame and comment using the third person. For example, as comment you can have: Le matin, Jean le chat se réveille et va dans la chambre de ses parents. The bubble in that frame will be: " Bonjour Maman" " Bonjour Papa", comment- allez – vous? J'ai faim ' j'ai besoin de quelque chose à manger" etc. I am encouraging you to use your notes. The best project will be shown to the class.

Students tend to use google translate to work on this kind of projects. I really encourage my students to use their notes because I usually teach them expressions when teaching vocabulary words. Experience has proven that an online translators don't translate words within a context and this could lead to plagiarism. I encourage them to use online dictionary instead who will not only translate the words but will explain it as well.

Students will work on their creations for 2 days. I will monitor and help students that need it. To challenge my students to work hard on this. I will tell them that their project will be shown to the class only if they did well on it. This is really to save time so we can move on to the last unit of the year. Another presentation on the unit will require another extra day for the unit. I will grade the projects using a rubric and since students will not be presenting, there is not going to be a presentation grade.

See [Appendix 3](#) for a sample comic book project rubric.

## **Implementing North Carolina Essential Standards**

### **NL.CLL.2.3: Identify written words and phrases that are similar to words and phrases in the students' language.**

In the Unit, students will be able to recognize cognates which are words that are similar in French and in English.

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

Students will use the language and literacy skills to give information about their family members. After finishing the family tree project, students will have a class presentation to show their posters boards and to talk about their families in French.

### **NL.CLL.4.2: Recognize cultural expectations of people in both the target culture and the students' culture.**

Students will learn about an aspect of the francophone culture. They will know the reason why the Author wrote Tintin and who are the audience the comic book was meant for.

### **NL.CLL.4.3: Recognize examples of cognates and loan words.**

Students will learn not only vocabulary related to family, but also, they will learn the notion of conjugation, and compare the way it works to English.

### **NL.CMT.1.2 Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.**

In order to communicate interpersonally and intrapersonally, students always have to use expressions of courtesy to greet and to introduce themselves. They will be able to show that within the dialogues they will create in the comic books.

### **NL.CMT.4.1: Recognize simple language that communicates knowledge of the target language and cultures to others.**

Students will be able to understand how to use a language simply to convey a meaning while reading the comic book.

## **Appendix 2: Sample text**

This could be used as guided practice or as quiz.

*Select the best answer to the following questions:*

1. The Adventures of Tintin (Les Aventures de Tintin) series includes
  - a) 24 books
  - b) 23 books
  - c) 30 books
  - d) 38 books

2. The real name of Hergé , the creator is
  - a) Josette Remi
  - b) Bob de Moor
  - c) Georges Remi
  - d) Edgar Jacobs
3. Milou (Snowy) is a
  - a) cocker spaniel
  - b) fox terrier
  - c) bulldog
  - d) poodle
4. Tintin is
  - a) a detective
  - b) a photographer
  - c) a reporter
  - d) an ex-sailor
5. What we do know about Tintin is
  - a) his age
  - b) his surname
  - c) his pet
  - d) his employer
6. A recurring character who is Tintin's beloved friend
  - a) Rastapopoulos
  - b) Chang
  - c) General Alcazar
  - d) Nestor
7. Captain Haddock is introduced in
  - a) Red Rackham's Treasure
  - b) Cigars of the Pharaoh
  - c) The Crab with the Golden Claws
  - d) The Secret of the Unicorn
8. Dupont et Dupond's (Thomson and Thompson's) only discernible difference is
  - a) the color of their walking sticks
  - b) the shape of their moustaches
  - c) the size of their bowler hats
  - d) the shape of their left eyebrows
9. A country which doesn't appear in the comics
  - a) Borduria
  - b) the United States
  - c) Egypt
  - d) Japan
10. Professor Calculus' first name is
  - a) Curt
  - b) Cutts



- c) Cuthbert
- d) Culbit
- 11. Tintin fears
  - a) snakes
  - b) spiders
  - c) heights
  - d) enclosed spaces
- 12. Not on of Captain Haddock's colorful insults and curses
  - a) blistering barnacles
  - b) miserable mugs
  - c) blundering Bazookas
  - d) nitwits
- 13. Who is not an enemy of Tintin
  - a) Dr. Müller
  - b) Allan
  - c) Kalish Ezab
  - d) Rastapopoulos
- 14. Calculus tends to be very aggressive when someone says
  - a) he's a "nitwit"
  - b) he's "acting the goat"
  - c) he's a "half-deaf"
  - d) his pendulum doesn't work
- 15. A place that doesn't appear in Tintin comics
  - a) the Pacific Islands
  - b) the Sahara Desert
  - c) the Atlantic Ocean
  - d) the Moon
- 16. The unfinished work of Hergé is
  - a) Tintin in Tibet
  - b) King Ottokar's Sceptre
  - c) Tintin and Alph-Art
  - d) Prisoners of the Sun
- 17. A controversy about Tintin comics is
  - a) Hergé was arrested by the Gestapo for writing of the character Dr. J.W. Müller
  - b) A Nazi SS officer's claim that he was Hergé's model for the character Tintin.
  - c) Hergé was sued by his aunt for taking her as the model for Bianca Castafiore
  - d) Abbé Wallez claiming that he is the actual artist of Tintin comics
- 18. Tintin comics has long been admired for its
  - a) well-researched historical accuracy
  - b) combination of facts and fantasy
  - c) well-researched & expressive drawings
  - d) Tintin has never been admired for the above reasons

19. A book which only has Tintin and Snowy (without recurring/supporting characters)?
- The Seven Crystal Balls
  - The Red Sea Sharks
  - Prisoners of the Sun
  - King Ottokar's Sceptre
20. 2011 motion capture 3D film is based on
- 1 story
  - 2 stories
  - 3 stories
  - 4 stories

### Appendix 3: Comic Book Grading Rubric

CATEGORY	4	3	2	1
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's comprehension and enjoyment of the story and the project.	The story contains a few creative details and/or descriptions that contribute to the reader's comprehension and enjoyment of the project.	The story contains a few creative details and/or descriptions, but they distract from the story making it somewhat difficult to understand.	There is little evidence of creativity in the story. Story is difficult to understand.
Dialogue / Text	There is an appropriate amount of dialogue and text to bring the characters to life and it is always clear which character is speaking.	There is too much dialogue and text in this story, but it is always clear which character is speaking.	There is not quite enough dialogue or text in this story, but it is always clear which character is speaking.	It is not clear which character is speaking.
Illustrations	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original.
Title Page	Title page has a graphic or fancy lettering, has the title, author's name, illustrator's name, and the year.	Title page has the title, author's name, illustrator's name, and the year.	Title page has the 3 of the 4 required elements.	Title page has fewer than 3 of the required elements.

Grammar and Syntax	Grammar and usage were correct and contributed to clarity, style and character development.	Grammar and usage were typically correct and errors did not detract from the presentation.	Grammar and usage were typically correct but errors detracted from presentation.	Repeated errors in grammar and usage detracted greatly from the presentation.
Originality	Comic shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Comic shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Comic shows an attempt at originality and inventiveness in part of the presentation.	Comic is a rehash of other people's ideas and/or images and shows very little attempt at original thought.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Content- Completeness	The Project Focus Question is fully and clearly answered. Numerous examples and specifics were given to show the answer. Direct and indirect connections are made between the Constitution and the historical traditions.	The Project Question is fully and clearly answered. Some examples and specifics are given to show the answer. Direct, but not indirect connections are made between the Constitution and the historical traditions.	The Project Question is answered but not fully. Some significant piece or step is missing or unclear. Few if any examples or specifics are used. Only general connections are made between the Constitution and the historical traditions.	The Project Question is not answered or the answer is confusing and incomplete. No useful examples or specifics are used. No connections are made between the Constitution and the historical traditions.

## Notes

<sup>1</sup>Apostolides, Jean-Marie. *Tintin and The Family Romance. Children's Literature*, 1985: 94-108.  
<http://muse.jhu.edu/journals/chl/summary/v013/13.apostolides.html>( Accessed October 3<sup>rd</sup> 2014)

<sup>2</sup> Hergé Biography. <http://m.imdb.com/name/nm0378960/bio>( Accessed October 4<sup>th</sup> 2014)

<sup>3</sup>Tintin, a very European Hero.<http://www.economist.com/node/12795471>( Accessed November 26<sup>th</sup> 2014)

<sup>5</sup>Tintin in the Congo. [http://en.wikipedia.org/wiki/Tintin\\_in\\_the\\_Congo](http://en.wikipedia.org/wiki/Tintin_in_the_Congo)( Accessed November 18<sup>th</sup> 2014)

<sup>6</sup>.Dine, Philip.*The French Colonial Empire in Juvenile Fiction: From Jules Verne to Tintin*. Historical Reflections / Réflexions Historiques, Vol. 23, No. 2 (Spring 1997), pp. 177-203Published by: Berghahn Books. <http://www.jstor.org/stable/41299089>( Accessed October 14<sup>th</sup> 2014)

---

<sup>7</sup> Tintin. <http://us.tintin.com/meet-the-characters/tintin/> ( Accessed November 18th 2014)

<sup>8</sup> *The Adventures of Tintin (film)*. <http://www.imdb.com/title/tt0983193/> ( Accessed December 5<sup>th</sup> 2014)

<sup>9</sup> *Tintinology: The Ongoing Adventures of Tintin*. <http://www.abebooks.com/books/herge-comics-belgian-boy/adventures-tintin.shtml> ( Accessed November 13<sup>th</sup> 2014)

<sup>10</sup> Tintinologist.org. *A Tintinologist timeline*. <http://www.tintinologist.org/about/sitehistory.html> ( Accessed November 13<sup>th</sup> 2014)

<sup>11</sup> <https://www.facebook.com/tintinologist.org> ( Accessed November 27<sup>th</sup> 2014)

<sup>12</sup> <https://www.facebook.com/Tintin> ( Accessed November 27<sup>th</sup> 2014)

<sup>13</sup> <http://www.tintinologist.org/guides/books/> ( Accessed December 6<sup>th</sup> 2014)

<sup>14</sup> <http://www.makebeliefscomix.com/> ( Accessed November 13<sup>th</sup> 2014)

<sup>15</sup> <http://www.storyboardthat.com/> ( Accessed November 13<sup>th</sup> 2014)

<sup>16</sup> <http://www.bitstripsforschools.com/> ( Accessed November 13<sup>th</sup> 2014)

## Teacher and Students Resources

Farr, Michael. *Tintin: The Complete Companion*.

<http://www.abebooks.com/books/herge-comics-belgian-boy/adventures-tintin.shtml>

It is a very good book who is looking deeply into the work of Hergé.

<https://www.facebook.com/tintinologist.org>

This is the official Tintin fan club Facebook page. This page directs the reader to the tintinologist website. which has some articles other people have written on the author and the books. There is a forum on the website for Tintin lovers to discuss, discover and learn.

<https://www.facebook.com/Tintin>

This is the Facebook page of the official Tintin website.

<http://www.makebeliefscomix.com>

makebeliefscomix is a great website for students and teachers to create comic book. Students use their imagination to create their own world and stories with help from our easy-to-use comic strip generator. Google has chosen MakeBeliefsComix.com as one of the world's most innovative sites for fostering literacy and writing

<http://www.storyboardthat.com/>

By using a storyboard like a graphic organizer it helps structure students' work into a linear and concise story. Although it feels easy at first, breaking down ones thoughts into just a few cells works critical skills in prioritizing the right information and creating a good story flow.

<http://www.bitstripsforschools.com>

---

Bitstrips for Schools is an educational tool that engages students using a medium they love – Comics. It is a fun and social comic-making tools, it is 100% web-based with nothing to install, hundreds of curriculum-connected activities.

## **Bibliography and References for World Language Teachers**

<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](http://www.tes.uk.co)

Collection of free secondary resources for teachers: secondary activities

North Carolina World Language Essential Standards:

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

PALS rubrics:

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

ACTFL: American Council for the Teaching of Foreign Languages

<http://actflproficiencyguidelines2012.org/>

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

[http://www.actfl.org/files/Aligning\\_CCSS\\_Language\\_Standards\\_v6.pdf](http://www.actfl.org/files/Aligning_CCSS_Language_Standards_v6.pdf)

Alignment of the National Standards for Learning Languages with the Common Core State Standards

All DPI resources including the newest LinguaFolio documents:

<http://seclang.ncwiseowl.org/>

Our state WL organization:

<http://www.flanc.org>

Teacher Effectiveness for Language Learning Project:

<http://www.tellproject.com>

Framework, support, and observation documents for model World Language Teachers

---

CARLA: Center for Advanced Research on Language Acquisition

<http://www.carla.umn.edu/>

FLENJ: Foreign Language Educators of NJ

<http://flenj.org/CAPS/?page=149>

Sample thematically organized assessment tasks by proficiency levels

Creative Classroom Blog:

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

Visit this blog to get ideas for classroom activities addressing various levels of proficiency.

Summative assessment vs. formative assessment

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

North Carolina chapter of the American Association of French Teachers.

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