



*Du discours de la Baule à l'éveil « de la conscience démocratique en Afrique »*

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This curriculum unit is recommended for:  
French Level 4, level 5 IB DP and AP

**Keywords :** IB language B ; French IB SL1; French IB SL2; French IB HI1, French IB HI2, AP French, démocratie, démocratisation en Afrique, identité nationale, Afrique Francophone, Francophonie, la langue et l'identité culturelle ; la dominance linguistique; les minorités; multilinguisme ; nationalisme ; patriotisme, fanatisme, multipartisme.

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

**Synopsis:** “*Du discours de la Baule à l'éveil de la conscience démocratique en Afrique*”, is a seven days' curriculum unit that I am planning to teach to French Level 4 and 5 classes. In my unit, students will be able to learn about how democracy started in the majority of French speaking African countries, by first studying François Mitterrand's La Baule speech, which served as a whistle signal for these countries to start the democratization process. They will also be able to research these countries to see the challenges they are facing, analyze them to understand whether or not they fit the criteria of what a real democracy should be, and come up with their own definition of democracy after deciding whether President Mitterrand's ideal in the Baule speech was reached or not. To achieve this goal, students will focus their research on analysis of songs. These songs are from politically-engaged francophone African singers who are evoking the (mostly) poor governance of some Francophone African leaders, as well as commenting about dictatorship, how the people are suffering, the lack of freedom and freedom of speech etc. To finish, students will conduct a debate to give their point of views on the topic: democratization in francophone Africa. It is a good way not only to learn about these countries but also, to help them understand better the relationship between France and its former colonies and how challenging the democratization process could be.

*I plan to teach this unit during this year to about 20 students in French Level 4 and 5.*

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

## Introduction

The concept of democracy as a form of government goes back to the Greek philosophers<sup>1</sup>. In western society, there were a series of democratic revolutions towards the end of the eighteenth century, and in the mid-twentieth century three different meanings of democracy appeared: sources of authority for governments, purposes served by government, and procedures for constituting a government. However, ideally, the rise of democracy around the world offers a chance to countries to adopt its ideals of justice and equality for everyone. As in western societies, in the majority of Francophone African countries, the democratic breakthrough didn't start overnight. It all started in June 1990 following the la Baule Speech by French president François Mitterrand. This speech marks an important watershed in the relations between France and French speaking Africa. Thirty-seven African countries were invited to La Baule in 1990. But what was the relationship between France and these countries?

### Rationale

Some of the reasons behind my curriculum is to fulfill the IB Language B assessment objectives. As a matter of fact, the assessments focus on six distinct objectives : Communicating clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding; use language appropriate to a range of interpersonal and/or cultural contexts; understand and use language to express and respond to a range of ideas with accuracy and fluency; organize ideas on a range of topics, in a clear, coherent and convincing manner; understand, analyze and respond to a range of written and spoken texts; Understand and use works of literature written in the target language of study. Teachers have to make sure that a component of the IB text are addressed through the objectives of the assessment (Paper 1, paper 2, oral, and external assessment).

Another reason why I am writing the curriculum is to make sure that we are working towards one of the assessment objectives each time. To reach these goals, students must: respond to written tasks using appropriate language, register and format; communicate clearly and effectively in the context of their task; orally describe and react to a visual stimulus, respond to questions and engage in a general conversation using appropriate interactive skills, interact in classroom activities; demonstrate an understanding of written texts; able to understand and interpret literary texts; respond appropriately to an authentic text etc. to name just a few.

### School 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

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<sup>1</sup> Huntington, Samuel P. *The Third Wave Democratization in the Late Twentieth Century*. 1st ed. Vol. 4. 14 vols. Julian J. Distinguished Lecture Series. Norman, Oklahoma: The University of Oklahoma Press, Norman, Publishing Division of the University, 1993

census poverty estimates and on the cost of education in each state.

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

This year, I am teaching French 4 and 5, which focus on IB diploma year or DP. The program aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically. Language B Standard Level (SL) and Higher Level (HL) are language acquisition courses for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it. A good way to be connected with the French speaking culture at this level is to explore and talk read and understand authentic texts.

### Our Curriculum

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

Our World Language Essential Standards have been organized by proficiency level. The ACTFL, The American Council on the Teaching of Foreign Languages, has determined that there are 10 levels of proficiency. Each proficiency level has a description of what students can do with language at each level and with each skill. Skills progress at different levels due to a number of factors such as student motivation, continuity and quality of instruction, informal exposure to the language through travel abroad, accessing online resources for individual practice, etc. By the end of their fourth year, foreign languages students are on their Intermediate Mid in interpretive listening by the end of the course; Intermediate Mid in interpretive reading by the end of the course; Intermediate Mid in interpersonal by the end of the course; Intermediate Low in interpersonal speaking by the end of the course; and finally they need to be Intermediate Mid in presentational writing by the end of the course. In order for students to get ready for their IB exam, they must read newspapers and magazines about recent events in France or French-speaking countries, and express their opinions, also by watching French television. It is very helpful in picking up enunciation and pronunciation, as well as French expressions, which the graders love to hear. Students in DP 1 and 2 diploma year, will be taking the IB French exam during year 2. The curriculum is spreading through both years, so an aspect covered during year 1, is probably not covered in year 2. Thus, depending of the teachers’ plans for both year, it could be covered either in French IB DP (International Baccalaureate Diploma Year) 1 or 2. I

decided to write a curriculum unit with CTI, which will focus on IB French and which will serve as a reference to other IB teachers worldwide. One of the IB choice core topics is: “*Les relations sociales*” Social relationships where the aspects covered are: Language and identity and Social structures. My curriculum fits in that topic.

## Content Objectives

Students will be able to:

Read an extract of “Le discours de la Baule” in French and study the text through comprehension activities, study grammar and vocabulary related to it.

Study and analyze a song and learn about democracy in Burkina Faso, a Francophone country.

Research some Francophone African engaged songs, analyze them and research their “story of democracy” (*L’histoire de leur democracie*) and present it to the class.

Come to that conclusion which is to decide whether these countries can pretend being democratic today and whether Mitterrand’s the ideal is reached, by writing a reflection in French. And last but not least, they will come up with their own understanding and definition of democracy.

## Content Research

In June 1990, French President François Mitterrand addressed the leaders of 37 developing nations in a speech delivered in the Brittany resort town of la Baule. The speech was an important call for western nations to support the developing world, and for Francophone nations to move toward democracy.

Most of the 37 countries were colonized by France during the 19<sup>th</sup> centuries where the wind of the imperialism and colonialism was at its peak. As a background fact, it is important to know that, after the Berlin Conference organized in 1884 by Otto von Bismarck, then Chancellor of Germany, it was decided that the European powers would split the African territories and “manage” them; in other words, extend colonialism. So, countries like France, Portugal, Belgium, United Kingdom, and Germany split the “African cake.” After Germany lost World War I, all its colonies in Africa (Togo, Cameroon, and Namibia) were taken and handed over to France and Great Britain as a reparation for their material losses caused by Germany. However, in the 1960s, these countries sought their independence from France which was granted to them. Nowadays, total freedom activists think that these “independences” were just a simple signature and France’s former colonies really never became independent from France due to the fact that France continued to control their economies through back channels.

Accordingly, during the Baule speech, Mitterrand invited the Francophone countries of Africa to accelerate the process of democracy by organizing free elections and adopting multiparty systems, in order for them to maintain the economic and political partnerships with France. The Baule Speech in June 1990, was a lead story in a lot of famous newspapers worldwide. Here in the United States, the *New York Times* titled a June 22 article: “France Ties Africa Aid to Democracy.”<sup>2</sup> The article stated: “While pledging to stand by Africa during its current acute

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<sup>2</sup> <http://www.nytimes.com/1990/06/22/world/france-ties-africa-aid-to-democracy.html>

economic crisis, President François Mitterrand said that French aid would in the future flow "more enthusiastically" to those countries that take steps toward democracy." Indeed, France and the French speaking countries Africa are tied due to the fact that the African states were once France's colonies. Even though these countries became independent, the tie still exists. The majority of these francophone countries are poor and according to history they were helped economically by France. With the Baule speech France indicated that it had decided to help only the countries that decided to embrace full democracy, which means that these countries will have to be able to organize free elections, adopt the multiparty system, have press freedom and an independent judiciary. President Mitterrand also mentioned that these countries don't have to follow France's democratic institutions as model because he understood that there are differences of culture and mentality, but he insisted that these countries must embrace democracy with the attributes mentioned earlier in order to continue getting economic help from France.

French speaking countries of Africa responded to the La Baule Speech with a series of *Conférences Nationale Souveraine* (National Sovereign Conferences), or CNSs. A CNS is a national conference of reconciliation in Francophone Africa where a Catholic Bishop is chosen most of the times as the president of the presidium which will lead the country towards reconciliation. Benin, where Mathieu Kérékou's marxist government had been in power since 1972, was the first country to organize a CNS which regrouped delegates from all the working classes in February 1990 (even before the La Baule speech). Benin conducted multiparty elections in 1991. All over francophone Africa similar attempts were made to have a transition to democracy and organize a CNS, then a multiparty system election. This template was followed in Gabon in 1990, followed by Togo, Congo, Mali and Niger in 1991.

Of course, not all the countries were docile and humble and followed the lessons Mitterrand gave them in La Baule. Hassan II of Morocco became the spokesman for a group of heads of state who ruled the tone of the lesson given by Mitterrand excessive. Also, some people were receptive to the idea but were conscious that it would not be easy to carry out the French president's mandate; that's the case of Victor Mouanga Mbadinga a professor of Philosophy and the president of the MESP, a socialist party created in Gabon after the La Baule speech. He congratulated François Mitterrand, but acknowledged that democracy is not really rooted in Francophone Africa yet : « *Mitterrand avait raison : dans le pays, les gens étouffaient, il y avait les partis qui dominaient. Mais, on s'est rendu compte après que la logique avait changé. Avant, il y avait des coups d'Etat militaires et avec l'avènement de la démocratie, ce sont des coups d'Etat électoraux* »<sup>3</sup> ; translated as « Mitterrand was right: in the country, people were suffocating, there were parties that dominated. But later we realized that the logic had changed. Before, there were military coups and with the arrival of democracy, they are electoral coups. »

In the end, I will say ideally, democratic countries range from nations that respect citizens' political freedoms and civil liberties to those that respect the Opposition and hold transparent elections that are free and fair. The Economist Intelligence Unit's democracy index identifies four categories of regime: full democracy, flawed democracy, hybrid and authoritarian.<sup>4</sup> Can we

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By ALAN RIDING, Special to The New York Times Published: June 22, 1990

<sup>3</sup> [http://www.rfi.fr/afrique/20160108-mitterrand-afrique-discours-baule-democratie? sm\\_byp=iVVwq1Qk2jJ64TQT](http://www.rfi.fr/afrique/20160108-mitterrand-afrique-discours-baule-democratie? sm_byp=iVVwq1Qk2jJ64TQT)

<sup>4</sup> <https://www.theguardian.com/global-development/datablog/2016/feb/25/democracy-in-african-countries-five-myths-explored>

pretend to have any of these categories in any French speaking African country?

It is known that some French speaking countries have been ruled by authoritarian governments who modify or amend the law the way they want to extend their time in office. That is the case of Togo where Gnassingbe Eyadema ruled from 1967 until his death in 2005. He was also a participant at the summit of La Baule. As mentioned earlier he was the president of one of the countries which tried to organize a CNS, then transparent elections but it didn't work out. Togo was plunged in a lengthy national strike that lasted for over a year –from 1992 to 1993. The population was forced to flee the country to seek asylum in surrounding countries: Benin, Ghana, Burkina Faso etc. Being from Togo, I personally happened to witness that situation. My family and I to fled to Benin. We stayed in refugees' camps or with family members.

After Gnassingbe's death, his son Faure Gnassingbe took over power by force, rigged the elections and killed over 1000 people who were against his usurpation of power and contested the elections. At this present moment, he is again trying to change the constitution which will allow him to stay in power forever like his dad. Together they ruled the country for over 50 years.

To the north of Togo in Burkina Faso, Blaise Compaore took power in 1987 after a military coup where Thomas Sankara was killed. He stayed in power until February 24<sup>th</sup> 2014, when he and his government were overthrown following a series of national protests, known as revolution. Blaise Compaore now lives in Côte d'Ivoire where he is a refugee. He is wanted in the murder of his ex-comrade Thomas Sankara. After the revolution, Rock Kabore was democratically elected as president of Burkina Faso.

In Côte d'Ivoire, Laurent Gbagbo was the president of the country from 2000 until his arrest in 2011. Laurent Gbagbo is held at the International Criminal Court along with Charles Blé Goudé for maintaining a network of supporters after Gbagbo's arrest. Gbagbo was arrested for causing the death of over 200 civilians as he contested the elections which was supposedly won by Allasane Ouatarra in 2010. Both president Gbagbo and his former minister Blé Goudé are being judged for crime against humanity. Note that Gbagbo was arrested with the help of France.

So what do we retain from these cases? According to Huntington, there is a correlation between wealth and democracy. For him, this correlation has been proved, so almost all wealthy countries are democratic and almost all democracies are wealthy.<sup>5</sup> Does it mean that African nations, mostly labeled as poor cannot succeed in their democratization? I believe they can, because wealth is not the only criteria. If we look at the wealthiest countries of the world such as the USA, Canada, France, Germany, they all have democracy compared to these Francophone African countries which are part of the Third World, but these western countries also went through different waves in the democratization process.

In our seminar, we have learned that there were three different waves of democratization in the world. The first was during the early 19th century and persisted until the 1920s, after that it was changed to autocracy. The second wave started at the end of World War II, until the 1950s, then the third wave started in 1970s and still continue now. Different patterns have been noticed

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<sup>5</sup> Huntington, Samuel P. *The Third Wave Democratization in the Late Twentieth Century*. 1st ed. Vol. 4. 14 vols. Julian J. Distinguished Lecture Series. Norman, Oklahoma: The University of Oklahoma Press, Norman, Publishing Division of the University, 1993

that are similar during the first and the second wave.

According to Huntington, there are five different patterns seen in the third wave of democratization: first there is a cyclical pattern where the countries go back and forth between the democracy and the authoritarian system. I believe (have seen, or noticed that) countries like Togo, Benin, Côte d'Ivoire, went through that pattern. The second pattern is what Huntington called the second try, where these countries will change back to democratic. A third pattern called the interrupted democracy applies to countries who adopted democracy for a while but stopped at some point. The third pattern, the direct transition where the authoritarian regime is stable but can go straight again to democratization and last but not least the decolonization pattern, where a democratic country imposes democratic institutions to its colonies. This latter is close to what France did in La Baule, the only thing is, these countries were no longer his colonies but his old colonies.

In my opinion, even if France did not decree that embargo, these countries will eventually seek to have democracy, because there is a wave. It could take years but I believe it will come. France needed to let these countries be and have a natural democratization process, some of them were not ready, which is the reason why they are still struggling. Some politicians and activists believe that France is responsible of the failure of the democratization process in its former colonies. That is the view of Léon Mbou Yembi, a Gabonese socialist who said: « *La France ruse contre l'Afrique et elle a toujours rusé contre l'Afrique. L'empire colonial français, c'est un grand réservoir de matières premières. Donc la France ne peut pas nous donner la vraie indépendance et la vraie démocratie* »<sup>6</sup>. Which is translated as: « France is cunning against Africa and it has always been cunning against Africa. The French colonial empire is a great reservoir of raw materials. So France cannot grant us true independence and true democracy. »

In my curriculum, I will be able to present an analysis of how politics has evolved in these African countries from the La Baule Speech until now. The biggest questions are: did France succeed in its mission, can we consider all these francophone countries of Africa democratic in the 21<sup>st</sup> century? Students will then be assigned to analyze politically-engaged songs from French speaking countries and to conduct research on various countries in francophone Africa. They will finish with a presentation, a debate and wrap it up with a reflection. In short, we will be focusing on their receptive, productive and interaction skills throughout the entire unit.

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<sup>6</sup> [http://www.rfi.fr/afrique/20160108-mitterrand-afrique-discours-baule-democratie? sm\\_byp=iVVwq1Qk2jJ64TQT](http://www.rfi.fr/afrique/20160108-mitterrand-afrique-discours-baule-democratie? sm_byp=iVVwq1Qk2jJ64TQT)

## Teaching Strategies

**Day 1:** La France dans le monde (France within the world)

### Activity 1

Understand the relationships between France and its colonies.

In group students have to research on the topic: La France dans le monde, in order to build their background and get into the mood of the lesson. Each group will come up with a paragraph in French and present it to the class: the topic includes but not limited to:

*La France et les anciennes colonies* : (France and her old Colonies)

*La France et le tiers monde* : (France and the Third World)

*La France et l'Afrique francophone*: (French and French speaking Africa)

I will then give a general background on France and his relationship with his old colonies, how Africa was split like a cake at the conference of Berlin, and how some countries became a trophy of war to France after Germany was defeated after the World War I in 1919, and thus introduce the extract of “le Discours de la Baule”, present the countries which attended the meeting and summarize the speech in English.

Here some general comprehensions questions will be asked to check their understanding. This could be re-assigned as homework or independence practice.

### Activité 2: Picture description through Think, Pair, Share activity

#### [Link to Image](#)

*François Mitterrand surrounded by numerous of his African counterparts during the 16th french-african summit in La Baule, on June 20th 1990. © AFP/Frank Perry, Marcel Mochet*

Think-pair-share (TPS) is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates.

Students will look at the picture, then with the questions below as a guide, will discuss it and present it to the class.

Directions: En paire, discutez ceci

Décrivez la photo ci- après

Qui sont sur la photo ?

Est-ce qu'ils il y a des Noirs ? est ce qu'il y a des Blancs sur la photo ?

Qu'est-ce qu'ils font ?

Est-ce qu'ils ont l'air contents ?

De qui pensez-vous qu'il s'agit sur la photo ?

Qui avez-vous reconnu ?

Students will probably not have the answers to all the questions as they might not know the African leaders on the picture, but this will help them to captivate their interest to see their mind travelling to La Baule where the summit took place. I will name the Presidents on the picture and their countries of origin which students will locate on a map of Africa.

Below are the nationality of the head of States or ministerial delegation who attended the



Summit:

Benin: Mathieu Kerekou  
Burkina Faso: Blaise Compaoré  
Burundi: Pierre Buyoya  
Cape Verde: Aristide Pereira  
Central Africa: André Kolingba  
Chad: Hissène Habré  
Comoros: Saïd Mohamed Djohar  
Congo: Denis Sassou-Nguesso  
Côte d'Ivoire: Félix Houphouët-Boigny  
Djibouti: Hassan Gouled Aptidon  
France: François Mitterrand  
Equatorial Guinea: Teodoro Obiang Nguema  
Gabon: Omar Bongo  
Gambia: Daouda Jawara  
Guinea-Bissau: Joao Bernardo Vieira  
Mali: Moussa Traoré  
Morocco: King Hassan II  
Niger: Ali Saïbou  
Uganda: Yoweri Museveni  
Rwanda: Juvenal Habyarimana  
Sao Tomé and Príncipe: Manuel Pinto da Costa  
Senegal: Abdou Diouf  
Togo: Gnassingbé Eyadéma

Twelve Ministerial delegations

Angola: Pedro de Castro Van-Dunem, Minister of Foreign Affairs  
Côte d'Ivoire: Siméon Aké, Minister of Foreign Affairs  
Egypt: Boutros Boutros-Ghali, Minister of Foreign Affairs  
Guinea: Jean Traoré, Minister of Foreign Affairs  
Mauritius: Sateam Boolell, Vice-Prime Minister for Foreign Affairs  
Namibia: Ben Amathila, Minister of Trade and Industry  
Seychelles: Mrs Danielle Saint-Jorre, Minister of Foreign Affairs  
Sierra Leone: Abdul Koroma, Minister of Foreign Affairs  
Somalia: Mohamed Ali Hamoud, Minister of Foreign Affairs  
Sudan: El A. Khalifa, Member of the RC  
Tunisia: Hamed Karoui, Prime Minister  
Zaire: Lunda Bululu, Prime Minister<sup>7</sup>

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<sup>7</sup> [http://www1.rfi.fr/actufr/articles/038/article\\_20046.asp](http://www1.rfi.fr/actufr/articles/038/article_20046.asp)

### Activité 3

Students will read newspaper articles about La Baule in English but respond to these questions in French.

Répondez aux questions en phrases complètes :

Qui a rédigé le discours ?

Qui a lu le discours

Qui était François Mitterrand

Où se trouve la France ?

Combien de pays étaient présents à la Baule ?

Nommez au moins 10 Pays, dans quel Pays d'Afrique se situent-ils ?

Où se situe la Baule ?

Que voulait Mitterrand ?

Qu'est-ce que la démocratie ?

### Day 2 : Read "Le discours de la Baule"

Part 1 study grammar and vocabulary of the speech

#### Activity 1: Close reading

A. Strategy: close readers.

In my classes, students used the "close reading strategy" to understand texts. The steps are posted on the words wall and students use them whenever they have a reading assignment.

Below are the steps that are posted on my wall:

1. Highlight the vocabulary you don't know
2. Circle verbs
3. Copy new vocabulary in your journals
4. Self-study the vocabulary
5. Use the vocabulary in sentences

More details on how to use close reader strategy could be found on the teachers' resource page on this document.

Extract of the La Baule Speech

La Baule, le 20 juin 1990

[...]

1. Majesté, Laissez-moi vous remercier pour la présidence que vous avez exercée depuis la Conférence de Casablanca. Je salue ceux qui nous rejoignent dans notre Conférence pour la première fois. Je ne ferai pas de distinction. Mais je noterai cependant la présence de la Namibie, ce qui marque bien qu'il y a aussi des évolutions heureuses : l'accession à l'indépendance est l'une des formes essentielles de la liberté et la Namibie en est le meilleur symbole. [...] Vous savez que la production par tête diminue chaque année, que la part de l'Afrique dans la concurrence mondiale recule, que les investissements se font plus rares, qu'ici ou là la famine resurgit, que la dette s'alourdit. Bref, on est installé cruellement dans le cycle infernal "dette-sous-développement", tandis que la population croît. Comment voulez-vous que les systèmes scolaires et sociaux puissent résister à la poussée de la démographie dans de telles circonstances ? Vous avez eu raison de le dire tout à l'heure, se tourner vers l'Afrique et porter accusation révèle une grande injustice de ceux qui, avec complaisance, parfois même avec satisfaction, dénoncent les mœurs, les traditions, le système politique, la manière de vivre de l'Afrique. Si j'ai moi-même des observations critiques à faire, comme je le ferai à l'égard de mon pays, je refuse de m'engager dans ce procès. Je préfère examiner avec vous la manière dont on pourrait préparer l'avenir immédiat. Car je suis de ceux qui pensent que si responsabilités il y a, on ne peut ignorer celles qui incombent à la société internationale et particulièrement aux pays les plus riches. Sont-ils sans pitié ou simplement indifférents ? Nous attendons encore, en dépit des efforts répétés de la France et de quelques autres, le plan mondial qui permettrait d'examiner, sur une distance de cinq à dix ans, la manière de parer aux maux successifs qui viennent pour une large part des pays riches pour atteindre les pays en voie de développement, pauvres ou moins pauvres, mais en tout cas très endettés. Examinons par exemple, l'effondrement des cours des matières premières. Je me répète d'une année sur l'autre. Mais comment ne pas se répéter ? Nous sommes contraints de tenir le même discours puisque les faits n'ont pas changé. Si on se met à la place des responsables africains, on se dit comment faire ? On établit un budget, on tente de planifier sur deux ans, trois ans, cinq ans et en l'espace d'une semaine, quand ce n'est pas au cours d'une simple séance d'un après-midi dans une ville lointaine, tout s'effondre. Les monnaies de base ont connu des évolutions qui ont constamment dérangé vos prévisions ; vos productions ont connu des évolutions saisissantes vers la baisse. On s'interroge : comment le financier le plus avisé du monde, pourtant si prêt à se faire donneur de leçons, agirait-il ? Quelle solution trouverait-il pour compenser les pertes, arrêter le désastre ? On s'étonne après cela de la fuite des investissements étrangers... Et que penser de la fermeture des marchés en Occident ? Faut-il s'étendre sur le débat au sein du GATT à propos du maintien du protectionnisme, sur les produits agricoles, les produits textiles et combien d'autres ? Il y a là une spirale qui empêche les pays africains de retrouver un équilibre hors duquel tout leur est interdit. Le développement, bien entendu, la prospérité, l'équilibre politique, le temps et l'espace nécessaires pour procéder aux réformes politiques attendues. Il est vrai que l'Afrique est l'oubliée de la croissance, la laissée pour compte du progrès ; je dis ceci d'une façon rapide car, dans tel ou tel pays, on observe des efforts récompensés par le succès. [...]

2. Vraiment, je fais appel à votre raison, et je pense que nous nous connaissons assez pour savoir que rien ne sera fait entre nous en dehors du respect et de la considération que nous nous devons. S'il y a contestation dans tel Etat particulier, eh bien ! que les dirigeants de ces pays en débattent avec leurs citoyens. Lorsque je dis démocratie, lorsque je trace un chemin, lorsque je dis que c'est la seule façon de parvenir à un état d'équilibre au moment où apparaît la nécessité d'une plus grande liberté, j'ai naturellement un schéma tout prêt : système représentatif, élections libres, multipartisme, liberté de la presse, indépendance de la magistrature, refus de la censure : voilà le schéma dont nous disposons.
3. Nous en avons discuté plusieurs fois et hier soir encore en particulier. Je sais combien certains défendent scrupuleusement leur peuple et cherchent le progrès y compris dans les institutions. Plusieurs d'entre vous disaient : "transposer d'un seul coup le parti unique et décider arbitrairement le multipartisme, certains de nos peuples s'y refuseront ou bien en connaîtront tout aussitôt les effets délétères".
4. D'autres disaient : "nous l'avons déjà fait et nous en connaissons les inconvénients". Mais les inconvénients sont quand même moins importants que les avantages de se sentir dans une société civiquement organisée.
5. D'autres disaient : "nous avons commencé, le système n'est pas encore au point, mais nous allons dans ce sens". Je vous écoutais. Et, si je me sentais plus facilement d'accord avec ceux d'entre vous qui définissaient un statut politique proche de celui auquel je suis habitué, je comprenais bien les raisons de ceux qui estimaient que leurs pays ou que leurs peuples n'étaient pas prêts. Alors qui tranchera ? Je crois qu'on pourra trancher en disant que de toute façon, c'est la direction qu'il faut prendre. Certains ont pris des bottes de sept lieues, soit dans la paix civile soit dans le désordre, mais ils ont fait vite.
6. D'autres marcheront pas à pas. Puis-je me permettre de vous dire que c'est la direction qu'il faut suivre. Je vous parle comme un citoyen du monde à d'autres citoyens du monde : c'est le chemin de la liberté sur lequel vous avancerez en même temps que vous avancerez sur le chemin du développement. On pourrait d'ailleurs inverser la formule : c'est en prenant la route du développement que vous serez engagés sur la route de la démocratie.
7. A vous peuples libres, à vous Etats souverains que je respecte, de choisir votre voie, d'en déterminer les étapes et l'allure. La France continuera d'être votre amie, et si vous le souhaitez, votre soutien, sur le plan international, comme sur le plan intérieur. Vous lui apportez beaucoup. Quand je constate, par exemple, que le flux de capitaux qui va du Sud pauvre vers le Nord riche est plus important que le flux de capitaux qui va du Nord riche au Sud pauvre, je dis qu'il y a quelque chose qui ne va pas.

8. Le colonialisme n'est pas mort. Ce n'est plus le colonialisme des Etats, c'est le colonialisme des affaires et des circuits parallèles. Nous parlons entre Etats souverains, égaux en dignité, même si nous ne le sommes pas toujours en moyens. Il existe entre nous des conventions de toutes sortes. Il existe des conventions de caractère militaire. Je répète le principe qui s'impose à la politique française chaque fois qu'une menace extérieure poindra, qui pourrait attenter à votre indépendance, la France sera présente à vos côtés. Elle l'a déjà démontré, plusieurs fois et parfois dans des circonstances très difficiles.
9. Mais notre rôle à nous, pays étranger, fut-il ami, n'est pas d'intervenir dans des conflits intérieurs. Dans ce cas-là, la France en accord avec les dirigeants, veillera à protéger ses concitoyens, ses ressortissants mais elle n'entend pas arbitrer les conflits. C'est ce que je fais dans le cadre de ma responsabilité depuis neuf ans. De la même manière, j'interdirai toujours une pratique qui a existé parfois dans le passé et qui consistait pour la France à tenter d'organiser des changements politiques intérieurs par le complot ou la conjuration. Vous le savez bien, depuis neuf ans, cela ne s'est pas produit et cela ne se produira pas.

Extract of the La Baule Speech  
By François Mitterrand, June 1990

## **B. Review future tense**

Ask students the tense of majority of the verbs they circled in the close reading. Introduce the future tense. Teach the lesson with a PowerPoint through interactive activity. Teach the future endings and the future tense of irregular verbs. Get students to find more future tense in the reading. Give more practice activity and assign them as homework

### The Future Tense

Future tense of regular verbs: The future tense is used to express a future action or state, that is, what will happen in a future time.

See [appendix 2](#) for the future tense conjugation endings.

### Day 3: Reading comprehension activities

Do now: Review future tense. Using a paragraph from the reading, whose verbs are changed in infinitive students will conjugate then in future tense without looking at the reading, then will go to the text for correction

D'autres (**marcher**) pas à pas. Puis-je me permettre de vous dire que c'est la direction qu'il faut suivre. Je vous parle comme un citoyen du monde à d'autres citoyens du monde : c'est le chemin de la liberté sur lequel vous (**avancer**) en même temps que vous (**avancer**) sur le chemin du développement. On (**pouvoir**) d'ailleurs inverser la formule : c'est en prenant la route du développement que vous (**être**) engagés sur la route de la démocratie.

This is an IB paper 1 like strategies of comprehension questions. Students don't have to understand the whole text to do this as specific questions are asked per paragraph.

#### Compréhension générale du texte :

- I. Trouvez vos réponses dans la ligne 1 à 5
    - A. Quel mot du premier paragraphe signifie : « Roi »
    - B. Dans la phrase de la ligne 3 : « Je ne ferai pas de distinction », avec quel mot pouvez-vous remplacer « distinction »
      1. Discrimination 2. Confusion 3. Similitude
  - II. Trouvez les réponses dans la ligne 10 à 20
    1. Trouvez deux mots de la même famille que « Porter » à la ligne 11
  - III. A la ligne 15, que signifie : « je refuse de m'engager dans ce procès » ligne 15
    - A. Je ne veux pas critiquer mon pays
    - B. Je veux bien faire un jugement
    - C. Je veux bien rendre un jugement
    - D. Je préfère ne pas dénoncer qui que ce soit
  - IV. Parmi les expressions suivantes, laquelle est l'équivalente de : je fais appel à votre raison ligne 40
    - A. Raisonner c'est ce qui est possible maintenant
    - B. Je vous demande de raisonner
    - C. La raison doit être de rigueur
    - D. Raisonner bien est la meilleure des choses à faire
- Répondez aux questions suivantes
- V. A la ligne 1 paragraphe 7 à quoi se réfère « en » dans « d'en déterminer les étapes et l'allure. »
  - VI. Au paragraphe 8 ligne 1 dans la phrase : « Nous parlons entre Etats souverains, égaux en dignité », quels sont ces Etats souverains dont on parle ? Cite deux.
  - VII. En vous basant sur le dernier paragraphe, reliez chacun des mots du texte figurant dans la colonne de gauche à son équivalent dans la colonne de droite. Attention, il y a plus de mots dans la colonne de droite que dans la gauche. Un exemple-vous est

donné.

- |                                      |                                |
|--------------------------------------|--------------------------------|
| 1. Intervenir                        | A. Patrie                      |
| 2. Pays                              | B. Guerre                      |
| 3. Conflit                           | C. Habitants                   |
| 4. Ressortissants                    | D. Prendre la parole           |
| 5. Interdirai                        | E. l'accession à la démocratie |
| 6. Changements politiques intérieurs | F. Défendrai                   |
|                                      | H. Juger                       |
|                                      | I. Democratique                |
|                                      | J. Comprennent                 |

#### **Day 4 : La démocratie en Chanson en Afrique Francophone ( Democracy through songs in French speaking countries)**

Students will be able to study the song: “Journalistes en Danger by Alpha Blondy” singer from Côte D’Ivoire. They will be able to analyze other songs that will be assigned to them, research and present the lyrics to the class, talk about the democracy story of that particular country which is mentioned in the song and to finish they must conclude whether or not the country succeeded in his quest of democracy.

I will be able to present a background of the singer.

Seydou Koné - better known to music fans as Alpha Blondy - was born in Dimbokro, Ivory Coast, on January 1st 1953. Young Seydou was brought up by his grandmother, Chérie Coco, who lavished care and attention on her cherished grandson. But this did not always have the desired results. Indeed, Seydou was expelled from college in 1972 and the teenage rebel was sent to neighbouring Liberia to finish his studies at a school in the capital, Monrovia. This move opened up new horizons for young Seydou. The official language of Liberia being English, it also meant that Seydou made enormous progress in the language he had started learning at school in Côte d'Ivoire. After finishing school in Liberia, Seydou was thus perfectly well equipped to move to New York and continue his English studies in the Big Apple.

Besides perfecting his English in New York, Seydou began taking a passionate interest in the music scene. And one particular concert in New York was to have a major influence on the rest of his career - in 1977 Seydou attended a performance by the legendary Jamaican group Burning Spear and discovered the wonderful world of reggae. Inspired by the powerful dub rhythms he heard that evening, Seydou began singing with various local groups. But his main ambition was to record his own album and launch a solo career.

This dream almost came true when Seydou met up with the famous record producer Clive Hunt and the pair began discussing the possibility of a joint collaboration. Unfortunately, Hunt dropped out of the project at the last minute and Seydou Koné was left high and dry without a record deal. This early disappointment sent young Seydou spiraling into a major depression and

he soon left New York, returning to his native Côte d'Ivoire and setting up home in the capital, Abidjan.

Seydou experienced a nervous breakdown shortly after his return to Abidjan and the young singer spent the next two years recovering in a psychiatric hospital. Fortunately, Seydou's music helped him through this period of personal crisis and when he signed himself out of hospital, he returned to his singing career.<sup>8</sup>

The song: ' Journaliste en Danger' literally Journalist in danger, is a parody of the popular children's song : " Au Clair de la Lune , Mon Ami Pierrot", where Alpha Blondy is denouncing the freedom of press. The song is written about Norbert Zongo, a Burkinabese journalist, who was investigating about the assassination of David Ouedraogo allegedly killed by the brother of the President of Burkina Faso of then, Blaise Compaore. In December 1997, a suspicious disappearance and possible murder of David Ouedraogo, who happened to be the driver of François Compaoré who was President Blaise Compaoré's brother, prompted Zongo to investigate. Ouedraogo was tortured and killed for allegedly stealing large sums of money. Zongo reported the case and wrote small excerpts every week for his newspaper. He began getting death threats and the government ignored them. His wife, Genevieve Zongo, confirmed that he was receiving death threats from 1997 to his death in 1998. She was told that Norbert would often be followed by a car while on his motorbike. Zongo was also approached to convince him to drop his investigation, but he continued until his death

Norbert Zongo was Burkina Faso's most respected journalist before his politically motivated murder in 1998. As an editor of the newspaper l'Indépendent, Zongo wrote under the pen name of Henri Segbo, frequently attacking governmental crime and impunity, or what he called "mobutuization," after the notoriously corrupt Zairean dictator Mobutu Sese Seko. A fierce advocate of free-speech, Zongo openly criticized President Blaise Compaoré's long reign of terror, extortion, and impunity in Burkina Faso. After surviving several attempts on his life, Zongo was killed along with his brother Yembi Ernest and two other traveling companions when his car was fire-bombed by members of Compaoré's presidential guard. Zongo's death was followed by an extreme period of political unrest in Burkina Faso, which threatened to destabilize the Compaoré regime.<sup>9</sup>

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<sup>8</sup> <http://www.rfimusic.com/artist/reggae/alpha-blondy/biography.html>

<sup>9</sup> <http://africaworldpressbooks.com/the-parachute-drop-by-norbert-zongo-translated-from-the-french-by-christopher-wise/>



## Activity 1 : Study the song “ Journalistes en Danger”

### Strategy: Fill in the blank

Prepare a worksheet for the students using song lyrics with key words removed so that they will have to fill in the blanks. Remove important vocabulary words, verbs and/or prepositions. For beginner students, you can make a word bank at the top so that they can see how to spell the words rather than having to generate the words on their own.

See how many blanks they can fill in on their own, and then play the song so that they can check their work. Are there any words that they still can't understand? Make sure students know the meaning of all new words and understand how they are used in the song. You can then have students practice these key words by writing a few of their own sentences with them.

Journaliste En Danger by Alpha Blondy

Au clair de la lune

\_\_\_\_\_ ZONGO

Refusa de \_\_\_\_\_ sa plume

Au Burkina \_\_\_\_\_

Et Zongo \_\_\_\_\_ brûlé par le feu

Que justice soit faite pour l'amour de Dieu

\_\_\_\_\_ du plus fort est toujours la meilleure

C'est comme ça

\_\_\_\_\_ du plus fort est toujours la meilleure

Ça se passe comme ça

\_\_\_\_\_ du plus fort est toujours la meilleure

C'est comme ça

\_\_\_\_\_ du plus fort est toujours la meilleure

Ça se passe comme ça

Entre le marteau et l'enclume

Les plumes se barricadent derrière leur UNE

La liberté y a laissé des plumes

Journalistes \_\_\_\_\_

Journalistes \_\_\_\_\_

Les voix des sans voix tuées

Tout ça doit changer

La démocratie du plus fort est toujours la meilleure

C'est comme ça

La démocratie du plus fou est toujours la meilleure

Ça se passe comme ça

Les gouvernants font \_\_\_\_\_

Le peuple meurtri fait semblant d'être content

Une rafale de mitraillette balaya \_\_\_\_\_

C'est un regrettable accident  
Le même rituel sanglant  
Autant en emporte le vent  
\_\_\_\_\_ appelle \_\_\_\_\_  
Certains chefs d'Etat se prennent pour \_\_\_\_\_  
Des roitelets plus royalistes que le roi  
Ils ont \_\_\_\_\_ du pouvoir  
Et ça, il faut le savoir  
Et ça, il vaut mieux savoir  
La démocratie du plus fort est toujours la meilleure  
C'est comme ça  
La démocratie du plus fort est toujours la meilleure  
Ça se passe comme ça  
\_\_\_\_\_ mon ami ZONGO

Songwriters: Alpha Blondy  
Journaliste En Danger lyrics © EMI Music Publishing

Journaliste En Danger  
Alpha Blondy  
Au clair de la lune  
Mon ami ZONGO  
Refusa de bâillonner sa plume  
Au Burkina Faso  
Et Zongo est mort brûlé par le feu  
Que justice soit faite pour l'amour de Dieu  
La démocratie du plus fort est toujours la meilleure  
C'est comme ça  
La démocratie du plus fort est toujours la meilleure  
Ça se passe comme ça  
La démocratie du plus fort est toujours la meilleure  
C'est comme ça  
La démocratie du plus fort est toujours la meilleure  
Ça se passe comme ça  
Entre le marteau et l'enclume  
Les plumes se barricadent derrière leur UNE  
La liberté y a laissé des plumes  
Journalistes incarcérés  
Journalistes assassinés  
Les voix des sans voix tuées  
Tout ça doit changer

La démocratie du plus fort est toujours la meilleure  
C'est comme ça  
La démocratie du plus fou est toujours la meilleure  
Ça se passe comme ça  
Les gouvernants font la pluie et le beau temps  
Le peuple meurtri fait semblant d'être content  
Une rafale de mitraillette balaya le président  
C'est un regrettable accident  
Le même rituel sanglant  
Autant en emporte le vent  
Le sang appelle le sang  
Certains chefs d'Etat se prennent pour des rois  
Des roitelets plus royalistes que le roi  
Ils ont la boulimie du pouvoir  
Et ça, il faut le savoir  
Et ça, il vaut mieux savoir  
La démocratie du plus fort est toujours la meilleure  
C'est comme ça  
La démocratie du plus fort est toujours la meilleure  
Ça se passe comme ça  
Au clair de la lune mon ami ZONGO  
Songwriters: Alpha Blondy  
Journaliste En Danger lyrics © EMI Music Publishing<sup>10</sup>

Journalist In Danger  
Alpha Blondy  
In the moonlight  
My friend ZONGO  
Refused to gag his feather  
In Burkina Faso  
And Zongo died burned by the fire  
We want justice for God's sake!  
The democracy of the strongest is always the best  
That's the way it is  
The democracy of strongest is always the best  
That's how it happens  
The democracy of strongest is always the best  
That's the way it is  
The democracy of strongest is always the best

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<sup>10</sup> [http://www.paroles-musique.com/paroles-Alpha\\_Blondy-Journaliste\\_En\\_Danger\\_Democrature-lyrics,p0373142](http://www.paroles-musique.com/paroles-Alpha_Blondy-Journaliste_En_Danger_Democrature-lyrics,p0373142)

That's how it happens  
Between the devil and the deep blue sea  
Feathers barricade behind them ONE  
The freedom left it feathers  
Imprisoned journalists  
Murdered journalists  
The voices(votes) of speechless killed  
All this has to change  
The democracy of most hardly is always the best  
That is the way it is  
The democracy of the craziest is always the best

### **Activity 2: Music analysis activity**

Students will choose a song from the list below. They will conduct a music analysis on the song, research on the country mentioned in the song. Then present their story of democracy in French however, I will differentiate and ask lower performance students to do their research in English. Students will respond to these questions in French to analyze the song

Lexxus Legal : Léop'art  
Valsero : Lettre au President  
Alpha Blondy : Guerre Civile  
Salif Keita : La Difference  
Y'en a marre: Tiken Jah Fakoly  
Sankara : Didier Awadi  
Ça va faire mal : Tiken Jah Fakoly  
Mon pays va mal : Tiken Jah Fakoly  
Be Aware: Rokia Traore  
Sekouba Bambino: M' Borin  
Smokey : Vote pour moi  
Ndank : Daara-J Family  
Togo Mon Beau Pays : John Aziamour  
Ras Ly : Gbangban lectoral  
Ras Ly : Trop c'est Trop

Students will be able to analyze the song they have chosen. They will respond to the following questions in their PowerPoint. (These questions will be presented to students in French, but is translated for the reader's understanding.

Who wrote the song?

Write a little biography of the singer

What is the intent of the song?

Why do you think this song was written?

What are the messages of the song?

Who is the song written to?

What is the artist expecting people to do after listening to the song?

Is the song effective emotionally? Justify your answer.

Is the song effective intellectually? Justify your answer.

What is the story of democracy of that country?

Do they succeed in the ideal of the president Mitterrand of La Baule?

Do they have democracy in this country? Justify your answer.

La chanson : _____	Les activités
Qui est l'auteur de la chanson ?	
Ecrivez une petite biographie de l'auteur.	
Quelle est l'intention de la chanson	
Pourquoi pensez-vous que la chanson a été écrite ?	
Quels sont les messages de la chanson ?	
Pour qui est écrit la chanson ?	

Qu'est-ce que l'artiste espère que l'audience fera après avoir écouté sa chanson ?	
Est-ce que c'est une chanson effective émotionnellement ? (Vous devez justifier votre réponse)	
Est-ce que c'est une chanson effective intellectuellement ? (Vous devez justifier votre réponse)	
Quelle est l'histoire de la démocratie de ce pays ?	
Ont-ils réussi l'idéal du président Mitterrand de la Baule ?	
Est-ce qu'il y a la démocratie dans ce pays ? Justifiez votre réponse	

## Day 5: Presentation

Students will be able to analyze different songs about democracy in Africa which will be assigned to them. They will present the song to the class, prepare a listening activity that goes with the song, then present a PowerPoint which will respond to specific questions. They will be able to present the story of the democracy the country mentioned in the song and present it to the class.

	<b>10 points</b>	<b>8 points</b>	<b>6 points</b>
<b>Choice</b>	Reason for choosing song is well-stated and thoroughly supported	Reason for choosing song is stated and adequately supported	Reason for choosing song can be inferred, but little or no support is given
<b>Meaning</b>	Song's meaning is fully analyzed with in-depth probing of the literal and figurative interpretations	Song's meaning is fully analyzed with some discussion of literal and/or figurative interpretations	Song's meaning is analyzed on a superficial level
<b>Questions</b>	All questions were answered throughout the entire presentation and thorough analysis of the democracy in the country is presented	At least three questions were not answered and an analysis of the democracy is barely noticeable	Four or more questions were not answered and no analysis is made. Needs improvement
	<b>5 points</b>	<b>3 points</b>	<b>1 point</b>
<b>Conventions</b>	Few vocabulary and sentences structures errors	Some vocabulary and sentences structures errors	Many vocabulary and sentences structures errors
<b>Presentation</b>	Title page included; lyrics legible; listening activity for the rest of the class included.	Missing a title page; either lyrics OR and mediocre listening activity is included.	Missing a title page; either lyrics OR and no listening activity is included.

## Day 6: Oral activity Debate

Review the expressions used to give opinion in French:

### Offering an Opinion

*À mon avis*  
In my opinion

*C'est du moins mon opinion.*  
At least, that's my opinion.

*D'après moi*  
In my view

*En ce qui me concerne*  
As far as I'm concerned

*Il est / C'est certain que*  
It's certain

*Il est / C'est clair que*  
It's clear

*Il est / C'est évident que*  
It's obvious

*Il est / C'est impossible que*  
It's impossible

*Il est / C'est injuste que*  
It's unfair

*Il est / C'est juste que*  
It's fair

*Il est / C'est possible que*  
It's possible

*Il est / C'est probable que*  
It's probable

*Il est / C'est sûr que*  
It's surely

*Il est / C'est vrai que*  
It's true



*Il me semble que*  
It seems to me

*J'ai l'idée que*  
I have the impression

*J'ai l'impression que*  
I have a feeling

*Je considère que*  
I feel

*Je crains qu'il ne soit*  
I fear that it is

*Je crois que*  
I believe

*Je dois dire que*  
I must say

*J'estime que*  
I consider it

*J'imagine que*  
I imagine

*Je pense que*  
I think (that)

*Je suppose que*  
I suppose

*Je ne pense pas.*  
I don't think so.

*Je ne peux pas m'empêcher de penser que*  
I can't help thinking

*Je suis certain que*  
I'm certain that

*Je suis convaincu que*  
I'm convinced that

*Je suis d'avis que*

I'm of the opinion

*Je suis persuadé que*  
I'm convinced that

*Je suis sûr que*  
I'm sure

*Je trouve que*  
I find, I feel

*Moi, je...*  
As for me, I...

*Personnellement*  
Personally

*Pour ma part*  
For my part

*Pour moi*  
In my view

*Quant à moi*  
As for me

*Sans vouloir vous contredire*  
Without meaning to contradict you

*Selon moi*  
In my view

*Si vous voulez mon opinion/avis*  
If you want my opinion

*Telle est mon opinion sur...*  
That's my view of/on...

## Supporting an Opinion

*J'ai entendu dire que* + dependent clause  
I heard that

*J'ai entendu parler de* + noun  
I heard about

*Je sais / Nous savons que*  
I / We know that

*On dit que*  
One says, They say

*Par exemple*  
For example

## Asking for an Opinion

*À votre avis*  
In your opinion

*Avez-vous une opinion sur*  
Do you have an opinion about

*Comment percevez-vous*  
How do you view

*J'aimerais connaître / avoir votre avis / opinion sur*  
I'd like (to know) your opinion on

*J'aimerais connaître / avoir votre réaction face à*  
I'd like (to know) your reaction to

*J'aimerais / Je voudrais savoir ce que vous pensez de*  
I'd like to know what you think about

*Je voudrais connaître / avoir votre avis / opinion sur*  
I'd like (to know) your opinion on/about

*Je voudrais connaître / avoir votre réaction face à*  
I'd like (to know) your reaction to

*Pourriez-vous me donner / faire savoir votre avis/opinion sur*  
Could you give me your opinion about

*Pourriez-vous me donner / faire savoir votre réaction face à*  
Could you give me your reaction to

*Pourriez-vous me dire ce que vous pensez de*  
Could you tell me what you think about

*Quelle est votre attitude à l'égard de*  
What is your attitude toward/to

*Quelle est votre opinion/avis sur*  
What is your opinion about

*Que pensez-vous de*  
What do you think about

*Selon vous*  
In your opinion

## Avoiding Expressing an Opinion

*Cela dépend de*  
That depends on

*C'est une question de point de vue.*  
It all depends on your point of view.

*Il est / C'est difficile de*  
It's hard to

*Il m'est impossible de donner un avis (définitif) sur*  
I can't express a (definite) opinion on

*Je n'ai jamais vraiment réfléchi à*  
I have never really thought about

*Je n'ai pas d'opinion bien précise à / arrêtée sur*  
I don't have strong feelings about

*Je ne me le suis jamais demandé.*  
I've never wondered about it.

*Je ne me suis jamais vraiment posé la question.*  
I've never asked myself that question.

*Je ne suis pas à même de dire si*  
I'm not in a position to say whether

*Je préférerais ne pas (avoir à) me prononcer sur*  
I'd rather not comment

*Je préférerais ne pas m'engager*  
I'd rather not commit myself

*J'ignore tout de*  
I know nothing about

*Tout dépend de*  
It all depends on

Students will use the above list of expressions to conduct a debate. There will be a pro and a con group. Students will be debating on the following prompt: We have a background of a lot of French speaking countries and learned about the story of their democracy. The speech was done in 1990 today, 27 years later can Mitterrand pretend that his ideal is reached? Defend your ideas with specific examples.

Students will have thirty minutes to organized their thoughts before presenting their them. An IB interactive oral rubric will be used to grade their debate. Unlike the first presentation which is differentiated to allow lower performers to present in English, the debate will totally be conducted in French.

### **Interactive oral activity (SL)**

#### **Criterion A: Productive skills**

How successfully does the student use the language in speech?

- How fluent and clear is the student's speech?
- How accurate and varied is the language?
- How much does the student's intonation aid communication?

#### **Marks**

#### **Level descriptor**

0	The work does not reach a standard described by the descriptors below. <b>Command of spoken language is very limited.</b>
1	The production of language is very hesitant and hardly comprehensible. Language is often incorrect and/or very limited. Intonation interferes seriously with communication. <b>Command of spoken language is limited.</b>
2	The production of language is hesitant and not always comprehensible. Language is often incorrect and/or limited. Intonation sometimes interferes with communication. <b>Command of spoken language is fairly good.</b>
3	The production of language is comprehensible and fluent at times. Language is sometimes correct, with some idiomatic expressions. Intonation does not interfere seriously with communication. <b>Command of spoken language is good.</b>
4	The production of language is mostly fluent. Language is generally correct, varied and articulate. Intonation contributes to communication.

**Command of spoken language is very good.**

5 The production of language is fluent.

Language is correct, varied and articulate; errors do not interfere with message.

Intonation enhances communication.

**Criterion B: Interactive and receptive skills**

To what extent does the student understand and demonstrate an ability to interact in a conversation?

- How well can the student express ideas and opinions?
- How well can the student maintain a conversation?

**Marks**

**Level descriptor**

0	The work does not reach a standard described by the descriptors below. <b>Simple ideas are understood with great difficulty and interaction is very limited.</b>
1	Simple ideas and opinions are presented incoherently.  The conversation is disjointed. <b>Simple ideas are understood with difficulty and interaction is limited.</b>
2	Simple ideas and opinions are presented with difficulty, sometimes incoherently.  The conversation does not flow coherently. <b>Simple ideas are understood fairly well and interaction is adequate.</b>
3	Simple ideas and opinions are generally presented clearly.  The conversation flows coherently at times but with some lapses. <b>Simple ideas are understood well and interaction is good.</b>
4	Simple ideas and opinions are presented clearly and coherently; there is some difficulty with complex ideas.  The conversation generally flows coherently. <b>Complex ideas are understood well and interaction is very good.</b>
5	Both simple and complex ideas and opinions are generally presented clearly, coherently and effectively.  The conversation flows coherently.

## **Activity 2: Reflection and Conclusion**

In 150 words, respond in French:

A ton avis qu'est-ce que la démocratie ? A-t-on la démocratie en Afrique francophone ? Pourquoi ou pourquoi pas ? Pensez-vous que Mitterrand a atteint son idéal? Defend tes idées en donnant des exemples spécifiques.

In your opinion what is democracy? Do we have democracy in francophone Africa? Why or why not? Do you think Mitterrand has reached his ideal? Defend your ideas by giving specific examples.



## **Appendix 1: Implementing World Languages Standards**

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

Students will use their French vocabulary and grammar to talk about democracy in francophone countries.

**IH.CLL.1.2** Understand how to communicate detailed factual information in social situations.

Students will present the stories of democracy of the countries mentioned in the songs.

**IH.CLL.2.1** Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media.

Students will study the La Baule speech and understand it by studying the vocabulary and the grammar related to it.

**IH.CLL.2.2** Understand many different types of texts that contain unfamiliar vocabulary.

Students will understand the La Baule speech, different engaged songs and learn new vocabulary words.

**IH.CLL.4.2** Evaluate texts and presentations for cultural viewpoints, values, and bias

Students will have a debate on the topic “there is democracy in French speaking Africa, pro or against? “

**IH.COD.1.1** Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings

Students will have a debate on the topic of democratization

**IH.COD.1.2** Understand how to communicate detailed, factual information in academic situations

Students will present “the story of democracy” of the countries they will study in their songs analysis.

## **Appendix 2: The Future Tense**

<https://www.cliffsnotes.com/~media/c98346b2e349429a8501b6238d796d3d.ashx?la=en>

### **Resources for Students**

[www.wordreference.com](http://www.wordreference.com)

An online dictionary

### **Dictionnaire Larousse**

<http://larousse.fr/>

One of the most reputable French dictionary

### **Bescherelle**

<http://bescherelle.com/>

For conjugation and conjugation charts

### **FluentU**

<https://www.fluentu.com/schools/>

For authentic videos, blogs, songs etc.

[www.tv5.org](http://www.tv5.org)

<http://parlons-francais.tv5monde.com/webdocumentaires-pour-apprendre-le-francais/p-1-lg0-Accueil.htm>

To watch news documentary in French. There are free resources for beginners and intermediate students.

France 5

<https://www.france.tv/france-5/>

For articles online

## **Resource for Teachers**

### **Quizlet live**

It's designed to bring fresh energy into classroom. Teams of students work together, racing to learn the material in a Quizlet study set.

<https://quizlet.com>

### **Kahoot**

Kahoot! is a tool for using technology to administer quizzes, discussions or surveys. It is a game based classroom response system played by the whole class in real time. Multiple-choice questions are projected on the screen. Students answer the questions with their smartphone, tablet or computer

<https://kahoot.com>

### **Quizizz**

Quizizz is an alternative to Kahoot, and there's also a lot for educators to like. It is very similar to Kahoot, with a few key differences. Just like Kahoot, the teacher (or student host) chooses a quiz to begin. A five-digit game code is provided. Students can also work on it on their own as a homework as there is a link for each game to be posted in Google classroom.

<https://quizizz.com>

### **Edpuzzle**

EDpuzzle is a site that allows users to select a video and customize it by editing, cropping, recording audio, and adding questions to make an engaging presentation or lesson.

<https://edpuzzle.com/>

### **Google classroom**

Classroom is a free web service for schools, non-profits, and anyone with a personal Google Account. Classroom makes it easy for learners and instructors to connect—inside and outside of schools. ... In this video, you will learn how to set up classes and add students, create assignments, and review student work.

<https://classroom.google.com>

### **Story jumper**

Story Jumper is a great website that offers students the chance to write, create and publish their own stories. ... Story jumper is a tool that makes writing fun for students and grabs their attention for successful and efficient learning.

<https://www.storyjumper.com/>

<https://www.weareteachers.com/strategies-for-close-reading/>

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