



***Expression of Francophone Values
through National Animal Symbols***

by Christina Coriale, 2018 CTI Fellow
Piedmont IB Middle School

This curriculum unit is recommended for:
French level 1

Keywords: rooster, lion, beaver, bald eagle, France, Canada, United States, adjectives, culture, discussion, in context, francophone, Word Reference.

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

Synopsis: The purpose of this unit is to expand students' vocabulary of descriptive adjectives while exploring the cultures of francophone countries. This unit will be taught to 7th graders in the second quarter during the unit on describing people. We will compare and contrast the characteristic and physical traits of the francophone national animals of Canada and France, then compare them to the American bald eagle. Students will analyze readings and realia to learn how the traits of those animals represent that country and why those animal symbols were chosen. By doing so, we will find out more about the history, culture, and values of each nation and why they hold the characteristics of those animals so dear. My goal is to make this unit more of a discussion so we can learn from each small groups' findings. Rather than having students simply complete worksheets and basic activities, this unit will encourage the students to use higher order thinking to learn more about adjectives and francophone countries in a relevant context.

I plan to teach this unit during the coming year to seventh grade students in level 1 French.

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Introduction

One benefit of teaching in an IB school is that we consistently challenge our students to go further than district curriculum requirements. In this curriculum unit, I want my students to learn about the culture of different francophone countries, expand upon their knowledge of adjectives, and become more comfortable with resources that will help them expand upon their knowledge of French vocabulary in general. First, students will analyze different francophone countries' national animals in context (money, stamps, coats of arms, etc.) as well as in pre-selected readings and be able to describe characteristics of the animals that also represent the country. As a class, we will have a discussion on how that francophone country sees that animal as well as how and why those traits reflect upon the countries. Then, we will analyze the values of other countries and compare it to American values. Next, students will learn how to look words up properly in an online dictionary and add on to their district-created vocabulary list. Students will have a clear goal of adding on to their vocabulary list of adjectives in a more reliable manner while also learning about francophone culture in our class discussions.

When students need to look up a word in a foreign language, the natural instinct is usually to go directly to an online translator such as Google Translate. The 21st century is an era of having all the answers, quite literally, at the tips of your fingers. The most recent generation has grown up on iPads, cellphones, and computers. It is not a rare occurrence to see toddlers in stores and restaurants navigating YouTube and gaming apps like professionals while the parents continue on, unperturbed by their child's digital activity. Kids know how to find information quickly. Unfortunately, when it comes to language, the typical method of using Google is not always the most accurate language translation resource. For the most part, dictionaries have become obsolete thanks to the internet. The majority of my students have never even held one in their hands. I make it a point to compare the differences between a bilingual dictionary and a translator the first week of classes. Throughout their middle school career in my class, I give them assignments that scaffold and encourage the use of an online bilingual dictionary. Although it is a more tedious process than copying and pasting entire phrases or paragraphs and receiving an immediate answer, it is not plagiarism. If students receive enough practice and assistance with navigating bilingual dictionaries, they will understand the benefits they provide over translators and will conceivably become less tedious over time.

Rationale

Teaching Adjectives in Context

Students are more likely to grasp language and retain cultural information when it is taught in a meaningful and relevant context. In my experience, if you give students a vocabulary list and expect them to memorize and regurgitate information, they are not only completely uninterested, but do not retain what they have learned. My strategy is to expose the students to meaningful realia that represent national animals from different French speaking countries and describe the animal based on previous knowledge of the animal through their experiences, whether that is in real life or what they have learned in school. They will also compare their findings about the various francophone animals to the bald eagle in America, perhaps the national symbol with

which they are most familiar. Afterwards, they will use higher order thinking to hypothesize why the countries chose those animals as emblems, based on events in history. By teaching them what is important to the different francophone cultures and then comparing it to their own cultural values, not only are the learning adjectives in context, but they are learning about fundamental similarities and differences across the world.

Why Teach Culture?

Teaching a language without teaching culture is useless. The goal of learning a language is to be able to effectively communicate with native speakers. In order to communicate with native speakers of that language you need to know their social norms and nuances, their values, and some basic information about how their society functions. Otherwise, there can be a lot of intercultural miscommunication. For example, if an American were to go to France and was unaware of the custom known as “faire la bise” when two people greet each other by “kissing” on alternate cheeks, he or she may have an adverse reaction when introduced to a French person for the first time. Most Americans value their personal space and do not kiss someone who is not a close loved one, but would rather offer a handshake. If a Senegalese person asks, “How are you?” they genuinely want to know how you are with details. They follow up with questions about your family, health, job, etc. The American custom of asking, “What’s up?” in passing without staying to hear a response or asking any other follow-up questions could be seen to them as quite rude. In teaching culture, the students learn societal norms that may be different from what they are accustomed to. A foreign language teacher’s job is to guide their students in learning the language and culture and assist them in accepting the differences, as well as appreciating them. With an abundance of cultural knowledge, learners of a foreign language will start to comprehend why vocabulary and grammar rules are meaningful and thus, they will be able to properly implement them when communicating with native speakers.

Demographics

Piedmont Middle School is a highly regarded public magnet school with an International Baccalaureate program in the Charlotte Mecklenburg School District. The school currently educates 1,089 students each of whom have entered and won a lottery to attend the school and has hundreds on a waitlist. There are 87 Asian students, 648 black students, 143 Hispanics, 1 of American Indian/Alaskan Native descent, 1 Pacific Islander, 187 white students, and 22 that have two or more ethnicities. Piedmont currently has 358 seventh graders and 379 sixth graders enrolled. I currently have two classes of 27 seventh grade students, with a total of 54 students. I will be teaching this curriculum unit next year and am unaware of my demographics for those future classes of seventh graders.

Unit Goals

Due to the multifaceted nature of this unit, I hope my students will achieve several goals by the end of it. My goals are based on North Carolina’s Essential Standards for teaching a world language, which will be broken down in detail later on in this curriculum unit in Appendix 1. Students will explore realia and excerpts about the various countries and their national animals to create a vocabulary list of adjectives about these animals and the countries that they represent. I want my students to add to their district-given list of vocabulary terms on adjectives and be able

to describe the animals in complete sentences using memorized grammar chunks. Furthermore, I would like for them to not only be able to identify the national animal symbols for various francophone countries, but be able to compare those valued traits with the American bald eagle. They will be taught a bit of history as it pertains to the national animals and be able to explain why the countries value those animals. By the end of the unit, the students will be able to describe the animals in French by themselves at the end of the unit for their assessment. This task falls under the connections to language and literacy section of North Carolina's world language teaching standards in that they are using memorized words and phrases in a written presentation on the physical and behavioral traits each of the national animals exhibit in the eyes of the countries that have selected them as their national animal.

Content Research

Growing up, I knew the bald eagle was our national symbol, but I never knew the reasoning behind why the eagle was selected. How does someone pick one animal out of all the species in the world and have it represent an entire nation full of people? Who gets to make this permanent decision? The *New York Times* published an article titled "The Emotional Attachment of National Symbols" written by Cynthia Miller-Idriss, an associate professor of education and sociology and the director of the International Training and Education Program at American University in Washington D.C. This article addresses the reasoning behind national symbols and puts them into perspective; although she focuses on American symbols, her observations hold true for symbols of any nation. Miller-Idriss writes that national symbols:

convey meaning about the nation's history, myths and ideals. These meanings evoke emotional attachment to the nation, crystallize identity and help people feel connected to something outside of their own immediate family and community...National symbols deserve respect not because they are static representations of unchanging ideals, but because they offer a focal point for diverse societies to express and navigate what it is that unites and represents them.¹

There are reasons behind a country's national symbols, whether they are official or not. The reasons may sit far back in the beginning of the country's history, but the symbols serve as a reminder as to why they are proud to be citizens of that land. Through centuries of change, the citizens feel as though they are a part of a bigger picture and that they are united.¹

The primary goal in my research was to find some background information as to why Canada, France, and the United States selected the national animals that they did. Or in France's case, the unofficial national animal. As a result of my research, I learned a bit about each country's history, which explained why they valued certain characteristics. Unfortunately, there are not many sources that sufficiently explore the emotional or psychological reasoning behind why the countries chose the national animals, but rather, provide a brief overview of how the animals are regarded. Perhaps a more directionally appropriate resource would be to ask people who have lived in each country what their experiences are with their country's national animal, how they feel towards it, and what it represents in their own words. It could be even more useful if these accounts were written or spoken in French. This unit could potentially go even further by

having students write letters to different people who hold a political position in Canada, France, or perhaps other francophone countries in Africa to ask them for the same information.

France: Rooster

The rooster has a complicated and mostly unfortunate history. It has been used as a tool in cock fighting rings around the world for thousands of years which results in serious injury if not death. The rooster's spirit (whether that spirit is inherited or forced upon it is up for debate) is fierce and determined. If there is a threat, it will fight to the death. The rooster was valued in Biblical times and was regarded as a sign of a new dawn as well as forgiveness. The rooster is displayed throughout French history in a variety of ways although it is not the official animal. Some of my students actually own chickens or have family members that do. They may have a deeper knowledge of the bird than I do in regard to their behaviors, the poultry industry, and the benefits they provide to people.

Cock fighting is a popular sport in countries throughout the world, even France. Those who participate in the fighting "value a gamecock's drive to fight no matter if its lungs are punctured, its spine shattered, or its vision growing dim. The count system helps ensure that the gamer rooster, the one that keeps fighting when all seems lost, wins."² The French view the rooster as brave, determined, and strong. The rooster's persistent, fighting spirit has deep roots in its long history of both natural and artificial selection. Roosters have an alpha male social structure that results in fighting and the constant assertion of the Alpha's dominance over the inferior roosters. They will peck and attack other roosters in the flock to maintain their ranking in the hierarchy. Cockfighters spend countless hours per day training their roosters to be fast and strong and are extremely knowledgeable about their roosters' genetics. Some may argue that the fighting is inhumane but others think of it as letting nature run its course. Supporters of cock fighting seem to value that fighting spirit and truly believe they are natural fighters.² Bobby Keener of Greensboro, North Carolina had an explanation for his interest in the "sport." "It's the way that this animal would keep going until he has nothing else to give. How many people would do that? This bird will give you everything he's got until he's got no more and then he keeps giving it. It's what you call gameness or heart. That's what's kept me interested in it."² Roosters are still used to entertain in the cock fighting ring, but there are countries that have banned the sport. You would think that if the rooster has such admirable qualities, it would be treated a little better.

The rooster is admired in the cock-fighting ring, but the species is severely mistreated in general. In the poultry industry around the world, thousands of chickens sit in barns where they are pumped with antibiotics and fattening food until they are at an abnormally large weight for their tiny skeletal structure. When they are ready for slaughter, they are stuffed into wire cages on semi-trucks, have their throats cut and are harvested for their meat.³ Many don't make it that far, especially if they are males. Nearly a quarter billion males are killed within two days of birth in hatcheries and commercial egg breeding facilities as soon as their sex is determined. They dispose of the chicks by suffocating them in a garbage bag, grinding them up while they are still alive so they can be used for chicken feed or fertilizer, or, they are sold for their meat.³ The bird does not seem to have any good options from birth unless it has the fortune of ending up in the

care of regular people who neither care about using it to fight other roosters, nor are in the poultry industry.

One main reason the rooster remained the unofficial national symbol of France was the rooster's role in the Passion of Christ. The story of the rooster and Peter is in all four gospels in the New Testament. Christ says to Peter "Truly, I tell you, this very night, before the rooster crows, you will deny me three times." Three different people asked Peter about his relationship with Christ and all three times, he claims to not know what they were talking about. Peter failed all three opportunities to defend his Lord. The rooster is used as a Christian symbol because of this story. "Used as a symbol, the rooster represents the weakness of man and the grace of Christ in forgiving sinners. Peter three times denied his Lord and Savior, but was forgiven, restored, and sent out to live for the glory of God (John 21:15-19). The rooster reminds us that Christ extends hope to sinners everywhere."⁴ Since Christ forgave Peter for his disloyalty, the rooster can also be seen as a new dawn, forgiveness, and a chance to start again. Pope Nicholas I declared that all churches should have a rooster atop their steeple in the 9th century to serve as a reminder of Peter betraying Christ and the forgiveness that God has for his followers.⁴ Given that France is a Christian nation, it is not surprising that their unofficial national animal has an influence in Christian history.

The rooster became the unofficial symbol of France back in the Middle Ages for historical reasons as well. The term "Coq Gaulois," Gallic Rooster is an ode to the Gauls which where the original habitants of France. "France identified herself to the cockerel for its courage, determination and virility when defending the flock."⁵ This points to France's belief that it will not stand down to other countries and will continue fighting to the death, much like in the cock ring. The rooster is not an official symbol of France, but it is represented throughout France's history in many different ways. For example, it has been engraved into furniture, on stamps, coins alongside the king from the 16th to 18th century, appeared on the Seal of the Premier Consul during the French Revolution, on war memorials from World War I, and is used as a mascot in rugby, soccer, and basketball.⁵ At international sporting events, the French will yell "cocorico" in support of their team, which is the French version of "cock-a-doodle-doo".⁵ It doesn't require much effort to find the rooster embedded in various contexts throughout France's history.

Canada: Beaver

While other countries have selected intimidating predators such as lions, tigers, and birds of prey, Canada went with the beaver for their national animal. Nevertheless, the story of the beaver in Canada bears a striking resemblance to the other animal symbols I have researched for this curriculum unit, despite the fact that it is a rodent. It is a caring, adaptable, accommodating animal survives harsh winters and welcomes friends of different species into its dwelling. Canadians are known to be friendly, polite, and apologetic to everyone. Due to the close proximity of Canada, I am expecting my students to have more background knowledge of their values and history.

The beaver played a major role in the foundations of Canada. When settlers from Europe first discovered the area, the indigenous population had been trading furs of other small animals.

The settlers found that they really liked the furs of beavers better and that they were ideal for making hats and coats. Europe took an interest in the new fashion and it quickly took off.⁶ Beaver fur was so fashionable in Europe in the late 1600s and 1700s that overhunting nearly led to the rodent's extinction, which had already occurred in England, by the mid-19th century. Luckily, by that point the obsession with beaver fur had simmered down, allowing the population of the animal to stabilize and eventually increase after conservation laws were introduced.⁶

Unlike the rooster in France, the beaver is the official national animal of Canada, but its presence in popular culture is pretty sparse. "The lowly beaver is an official symbol of the sovereignty of Canada, having received royal assent in 1975. But its presence on our communal cultural radar is spotty at best, limited to currency (the nickel), camping ailments (beaver fever) and sugary fried bread snacks in the nation's capital (beaver tails)."⁷ It is displayed on the coat of arms of Montréal and Québec City whose official language is French. Surprisingly, the Canadian government did not deem it appropriate to the beaver on the country's coat of arms. The beaver gained some more popularity afterwards and Canada decided to put the beaver on the nickel in 1937.⁸ It is surprising that the beaver isn't displayed more prominently like other national symbols around the world.

Some Canadians believe the moose would be a better national animal for their country while others think that the beaver should remain because of all of their similarities. For example, an essay in the magazine, *Cottage Life* titled "5 Reasons Why the Beaver Represents Canada Perfectly," explains that their behavior and adaptations for survival make them perfect representations of the people of Canada. Canadians are known to be very nice, accommodating, and community driven. They have affordable public healthcare, unlike the United States and would rather pay more in taxes than let a neighbor suffer because they are unable to afford treatment.⁹ They are known to be welcoming to refugees and immigrants, and do not have leaders fighting to build walls to keep outsiders out. The beaver is known to take in muskrats in their lodges and have even been seen grooming them.⁹ They slap their tails to warn other animals, regardless of their species, of nearby predators.⁹ Despite its technical status as a rodent, it does have some redeeming qualities that are aligned with Canadian principles.

United States: Bald Eagle

If you listen to nearly any country song, you will get a summary of old-fashioned American values. Americans value strength, pride, freedom, and courage. We are proud of the fact that our ancestors took a risk and came here for better lives, that the opportunity for growth and success in a war-zone free nation exists here. Americans are proud of the fact that they broke away from England's rule and created a constitution to protect citizens from a powerful government in the future.

After a six-year debate within Congress, the bald eagle finally became America's national bird in 1782.¹³ There was some resistance from people, notably Ben Franklin, who preferred the turkey as the national bird. His reasoning was that the bald eagle is a thief with bad character that harasses and steals food from other animals. He believed the turkey was a much more respectable creature worthy of representing the country.^{13,14} Yet America is only in existence because settlers stole land that was already inhabited, and so there is some unintended

justice in the designation of the eagle as a symbol of the United States. The eagle is a solitary creature that does not stick with a flock of other eagles and that defends its territory from intruders. America has a history of protecting its borders from immigrants, especially during the World Wars and recently with Mexico and Muslim countries. The bald eagle, which is the only eagle indigenous to North America, is represented on a variety of different American currency, the president's flag, the mace of the House of Representatives, military insignias, and stamps.¹³ Unlike the francophone countries mentioned in this curriculum unit, the bald eagle appears frequently in American society.

The bald eagle is a symbol of strength, courage, and freedom to Americans, who feel a sense of pride and appreciation for their country's history when they see a bald eagle.¹⁴ In the article "A Symbol We Can Share" by Andrew McCarthy, the author recalls a conversation with his son on a trip to Montana after they encountered a bald eagle.

"...when he saw his first bald eagle. His one-word reaction captured everything I have always felt, not only about the bald eagle but also about the wilder parts of our country. "Whoa," he said softly. "I know," I whispered back."¹⁵

Unfortunately, Americans took the awe-inspiring bird of prey for granted with careless, self-serving behaviors. In Alaska, they had paid bounties on over 128,000 eagles between 1917 and 1952¹⁶ the birds were also killed by farmers protecting their land and crops, and by anglers for trying to eat the fish.¹⁶ In 1940, the Bald and Golden Eagle Protection Act was created in order to protect the eagles from being intentionally killed. It made killing or even disturbing the bird illegal with fines up to \$100,000 and/or a year of imprisonment.¹⁶ However, the new protective laws could not shield the birds from the effects of DDT, which was popular for mosquito control from the 1940s until the 1970s and it wreaked havoc on the environment. The poison made birds' eggshells too soft and weak for the embryo to survive and as a result, the population declined significantly.¹⁶ In 1967, the eagle was put on the endangered species act. After DDT was banned in 1972, and serious conservation efforts for the next 40 years the population of eagles finally began increasing in the 1980's and was removed from the endangered species list in 2007.¹⁶

Instructional Implementation

Unit two of French level one begins by asking students to describe themselves, then describing others. Later on, family vocabulary is introduced and the students are expected to communicate about their families in detail. With each unit, I encourage my students to add their own vocabulary and to personalize the generic list of French terms they are given. Much like the other topics we cover throughout level one, the unit on describing yourself and others has infinite possibility of French terms students can add to expand their vocabulary. Not everyone fits into the narrow categories (tall, short, hardworking, lazy, etc.) given by CMS. The writers of the World Language curriculum did not intend for that list to be "the be-all and end-all" of what students learn on the topics provided. Most middle school students love talking about themselves, so they really get into level one where they can talk about their favorite subjects,

their favorite foods, what they do after school, and what their family and home lives are like. One of the more difficult aspects is getting them to use online dictionaries that will give them accurate information in their quest to expand their vocabulary rather than translators that are quick, mostly unreliable, and require little effort.

I have found that being very clear from day one about rules and expectations regarding looking up words works best. In the first week of class, I play “The Fresh Prince of Bel-Air Theme Song” and then a video by CDZA that shows the lyrics run through different languages in Google Translate and then back to English. The group performs the ridiculous lyrics and the students get a big kick out of how “chillin’ out, maxin’, relaxin’ all cool” turns into “cold, apricot, relaxin’, satisfaction.” I then demonstrate running a few words into Google Translate and WordReference such as “light” which has several different English meanings for the same spelling, but in French, has different words for all the different meanings. On WordReference, you are provided with translations for light in every context- walking lightly, a light breeze, a light shade of color, an illuminated light, and many more. Google Translate provides you with different meanings of the word based on context as well, but it does not provide examples in both languages in a sentence. Another downfall is that it will not give you several options for the word with translations if you type in complete sentences. Next, I teach my students how to navigate WordReference. In my class, I would rather they have the accurate word than perfect grammar in a tense they won’t learn until high school such as the subjunctive, simple past, or conditional. However, since level one is mostly in the present tense, it is simple to catch the ones who translate their assignments. They know that using a translator is considered cheating and they will be given a consequence if they use it. Through guidance and repetition, my students eventually see the benefits using an online dictionary offers.

Classroom Lessons/Activities

The unit on describing yourself and others is broken down into manageable chunks and is a fun unit to add on more vocabulary as we advance in the level one curriculum. Students will first how to say “I am,” “I am not,” “very,” “rather,” “a little,” as well as various adjectives to describe their personalities. After they have sufficient practice in all modes of communication, I will introduce how to describe others with the grammar chunks “he is” and “she is”. After the students are comfortable with this portion of the unit, they will learn how to describe the physique of a person. They will learn the singular versions of the verb “to have” as well as learn how to describe hair, eyes, height, beauty, and more. This curriculum unit will be implemented after the students are familiar with the basic adjectives given to them by the district as well as grammar rules in regard to describing masculine, feminine, and plural nouns.

Stations (Day One)

I will begin the unit by introducing the national animals of France, Canada, and America in French and explain to the students that they will be learning how to describe the different animals. I plan on utilizing stations to help manage the amount of time students are spending on each country and its animal. There will be two stations for each of the three countries and each group of about five students will have fifteen to twenty minutes to analyze the materials at their station. Students will examine pictures of the national symbols as they are in nature, as well as how they are depicted in that country on stamps, coats of arms, money, advertisements etc. They

will also have a couple readings or a video that each group member will take turns reading to their group members while they take notes. Students will fill out a simple graphic organizer at each station about that animal's physical traits and character. When students are done analyzing the materials associated with one country's national animal, they will move on to the next station until they have analyzed all three countries' national animals. As I develop this unit further over the years, I would like to add more realia from my travels to Canada and France and either audio or a written opinion on the national animals from people who have lived in those countries. It would be great if I could find songs, books, and advertisements from the countries that mention the national animal or the favorable traits associated with them.

I prefer using stations when I want students to focus on several different topics in one class period. Stations allow the teacher to differentiate material for each group of students. Differentiation is a tool used to vary the tasks you want students to complete based on their ability level. Students that need more help with the foundations of the unit or need less support completing an activity and can go above and beyond, meeting everyone's needs. For this unit, I could include a word bank of adjectives in an envelope for the students who need more support after they have analyzed the materials. Stations also help the students stay focused on the topic, and in turn, helps them manage their time spent working on an activity. They know that they have ten minutes to complete a task and then they must move on and switch gears in order to complete the next task in ten minutes. They are allowed to work with other people either of the same ability or with a group of mixed abilities, so they are able to bounce ideas off each other and have more minds working together to complete a task. You can also assign everyone a role in the group to avoid everyone trying to be the boss or no one stepping up to participate. Students might have a number from one through five assigned to them and their role would change based on the station they are in. For example, if you have number one, you could read a paragraph in one station, and be the designated dice roller in another. For this unit, as it stands, I will just be assigning each student something to read aloud or an image to show to their group. As I develop the unit over the years, the student roles may vary more.

Building Background (Day Two)

After students have gathered information from the stations, students will share their findings and I will put all of their hypotheses on a chart on the board. I will have a presentation that has information on each country and their animal. I will give information in English on why each country has adopted that animal as their national symbol and give some examples from history about how each animal has been used and risen in popularity. They will review how the animals are used today and where they are featured in the different countries. Students will write down this information on a handout that has a section for each country. I hope to add information on African countries as I develop the unit further since I have a few students each year whose families are from Africa and speak French fluently. Unfortunately, in my research I could not find much information on why the national symbols are what they are nor a correlation between the animal's traits and the countries' values. I plan to structure this portion of the lesson as more of a discussion than a lecture. My vision is to have the students use higher order thinking to come up with conclusions about each animal after I have provided the background information for them.

Expanding Vocabulary (Day Two)

After the students know all about the animals in English, we will make a list of English adjectives that we will look up later in French on a shared Google document accessed by their district-issued Chromebooks. My students love to tease me throughout the years that they're using Google Translate instead of WordReference. They sometimes need a reminder why I prefer using WordReference.com instead of Google Translate. They want a quick answer from Google Translate and don't want to go through the hassle of reading the specific information WordReference provides on each form of the word. Refreshers like these always help reinforce my rule and gets them more accustomed to the formatting of the website so that sifting through the information becomes more second nature and less of a hassle.

I will first go through a few examples of incorrect translations on Google Translate such as "bald eagle" that comes up as "aigle chauve" with no other option provided. We will then go to WordReference as a class. I will explain how to switch languages depending on what language the word is in and what language you want it to be in. Next, I will show them how to look up "bald eagle" from English to French. This is an easy term to use as an example because it only has one translation option, "pygargue à tête blanche". It is important to explain the various meanings of the abbreviations for the parts of speech. For example, "n" means noun, "nm" means masculine noun, and "nf" means feminine noun. There are three main columns on the webpage. The left column states the language you translated it from (English) in every part of speech it can be found in. The middle column states the context with the word used in a sentence. The right column states the language you want to translate the word to (French) in the different contexts. After they know where to look, they need to know how what the rules are for the articles. I explain that if it is a masculine noun, you will use "un" or "le" before the noun. If it is a feminine noun, you will use "une" or "la" before the noun. If it is a plural noun, you would use "des" or "les" before the noun. As a class, we will look up some words together so they understand how to fill in their vocabulary list. They will be given 10 minutes to look up the words in French on their own before we go over the translations and pronunciation as a class.

Reinforcing Information (Day Three)

In order to reinforce the vocabulary and cultural concepts, the students will be exposed to the content in both written and spoken form. In our district, we are strongly encouraged to expose students to a lot of input before we expect them to produce the language. In other words, they should hear and read the information several different times before writing or speaking about it on their own. Students will complete an assignment in which they have to read descriptions of each animal and match it with the correct animal. To test their listening comprehension skills, I will read a set of descriptions in French for each animal and the students will hold up a picture of the correct animal. Finally, students will demonstrate not only that they know what the adjectives mean, but how the animals are regarded by the countries.

I know that my students genuinely learn information when it is presented in a culturally relevant context. We can easily have conversations a year after we spoke about a cultural aspect

of a francophone country and they can explain things perfectly. I believe that because I am so genuinely interested in how other cultures around the world function and what is important to them, my excitement rubs off on my students. They will appreciate seeing realia from different francophone cultures around the world and I will hopefully get them to use higher order thinking to describe the principles of the countries.

Assessments

Students will be assessed informally throughout the unit to check in and verify how much information they have retained about adjectives as well as cultural information. As previously mentioned, students will listen to and read statements in French about the different national animals or events in history and match them with the appropriate country. They will practice describing animals throughout the unit until they have had sufficient exposure to the language and culture.

On day four, students will take a summative assessment in which they have to write descriptions of each of the animals, list the proper country the animals belong to, and state a bit of history about the animals. This will demonstrate how much they know about background information of the animal, what national symbol belongs to each country, and that they know how to describe the animals accurately. They receive a grade based upon their spelling and accuracy of information.

Appendix 1: Teaching Standards

World language content in North Carolina is measured in all the different modes of communication- interpretive, interpersonal, and presentational- as well as culture in the Essential Standards. Charlotte-Mecklenburg creates their own “Can-Do” statements based on these standards. In level one, the minimum expectation is to achieve a proficiency of novice-low, but we push them to novice-mid and novice-high standards. For this unit, my students will be able to achieve their goals in relation to the novice-mid standards expressed by North Carolina.

NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.

-Students will be able to describe each national animal using adjectives in checkpoints throughout the unit as well as in a presentational-style writing for their unit assessment.

NM.COD.4.2 Identify information about target culture perspectives and practices.

-Students will match perspectives of the animal based on historical events to the appropriate country.

NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture.

-Students will analyze realia and make inferences as to how the countries view that animal (strong, proud, brave, etc.). They will also match the realia to the country and name of the animal in French.

Appendix 2: Realia and Readings for Stations

Station 1 - France: Le coq gaulois



Station 2- Le Canada: Le castor

1



2



3



4



5



6



Station 3- Les États-Unis: Le pygargue à tête blanche



Appendix 3: Stations Notes

La France: Le coq gaulois

Instructions: Analyze the materials at your station with your group. In English, summarize what you have learned about the animal.

<u>Personality/Character</u>	<u>Physique</u>

Le Canada: Le castor

Instructions: Analyze the materials at your station with your group. In English, summarize what you have learned about the animal.

<u>Personality/Character</u>	<u>Physique</u>

Les États-Unis: Le pygargue à tête blanche

Instructions: Analyze the materials at your station with your group. In English, summarize what you have learned about the animal.

<u>Personality/Character</u>	<u>Physique</u>

Appendix 4: Class Discussion Notes

Notes

As we go over each country's national animal, write down information you hear that tells you WHY each country chose that symbol. What happened in history that made them value the traits they do?

La France: Le coq gaulois

Le Canada: Le castor

Les États-Unis: le pygargue à tête blanche

Appendix 5: Vocabulary List

Les adjectifs

Now that we have an expanded list of terms in English, look them up their French translations using wordreference.com.

Anglais	Français
	La France
	Le Canada
	Les États-Unis
	L'Afrique
	Le coq gaulois
	Le castor
	Le pygargue à tête blanche

[illegible]

Appendix 6:

Comment sont ces animaux?

Part One: Which animal symbol fits the following descriptions? Put the letter of the correct animal in the column on the right. There may be more than one accurate answer.

- a. la pygargue à tête blanche
- b. le castor
- c. le coq gaullois

1. Plays a role in a Biblical story of Peter and Jesus.	_____
2. Was used in the fur trade and was almost hunted to extinction	_____
3. Competed with the turkey in the search of a national animal	_____
4. At one point, these animals were endangered.	_____
5. Used to make fur coats and hats	_____
6. Are featured on coins	_____
7. Is used on weather vanes	_____
8. Is a bird of prey	_____

Part 2: Which French adjective best fits each animal?




1. brun, aimable, accueillant	_____
2. blanc, noir, assez agressif, voleur, peut-être paresseux	_____
3. brun, rouge, noir, protecteur, peut-être agressif	_____

Part 3: Draw and color a picture of each animal as best you can. In French, in complete sentences, describe what the animal looks like (at least two adjectives), and summarize each animal's personality (at least three adjectives).

Animal	Description
	_____ _____ _____ _____
	_____ _____ _____ _____
	_____ _____ _____ _____

Appendix 7:

Instructions : First, identify each animal in French as well as the country it belongs to.
Then, describe the animal using at least 2 physical adjectives and 2 personality adjectives.
State at least one thing about the history of the animal that is significant.

Animal	Animal Name Country	Description (Physical + Personality)	History
	2pts	4pts	2pts
	2pts	4pts	2pts
	2pts	4pts	2pts

Total: ____/24 points

Appendix 8: Materials for Classroom Use

Realia Images – These will be used to assist students in describing the animals

Graphic organizers and notes- These will be used to organize information to keep for future reference.

Timer- This will be used to keep track of time while students are at different stations

Laptops- Using district-issued Chromebooks, students will access WordReference and Google Translate.

Projector- Used to display information to students

Appendix 9: Readings for Students:

Adams, Jonathan. "France Jerseys: Why Do They Have A Rooster?" Heavy. July 15, 2018. Accessed October 21, 2018. <https://heavy.com/sports/2018/07/why-france-rooster-jersey-meaning-chicken/>.

This website explains that the rooster is displayed on French sports jerseys, explains the Gallic rooster connection to the Gauls, where it can be found on French items, and describes the rooster as stubborn, brazen, and proud.

What Is the Significance of the Rooster Crowing in Regards to Peter Denying Jesus Three Times?" GotQuestions.org. September 04, 2018. Accessed September 2, 2018. <https://www.gotquestions.org/rooster-crowing-Peter.html>.

This website explains the Biblical story of Peter's betrayal of Jesus and how the rooster is seen as protective, watchful, and a sign of a new day. It also states how the rooster has been displayed and why.

White, Shelley. "The Beaver as National Symbol: Why Is A Furry Mammal Still An Emblem Of Canada?" *HuffPost Canada*. August 31, 2011. Accessed September 10, 2018. https://www.huffingtonpost.ca/2011/07/01/canadian-symbols-beaver_n_886777.html.

This article answers the question "Why the Beaver?" The beaver is hard-working and docile, much like Canadians.

"The Beaver: A 'toothy Tyrant' but a Canadian Symbol | CBC News." CBCnews. July 31, 2016. Accessed October 21, 2018. <https://www.cbc.ca/news/canada/beaver-canada-symbols-1.3658037>.

This website describes the importance of the beaver to Canada and how it is pictured on coins, stamps, and other objects.

Messenger, Stephen. "13 Things Every American Should Know About Bald Eagles." July 03, 2014. Accessed October 21, 2018. <https://www.thedodo.com/13-things-every-american-should-know-about-bald-eagles.html>.

This article describes facts about the eagle itself- its behavior, traits, and importance to America.

Animalist. "Why Does The Bald Eagle Represent America?" June 30, 2014. Accessed October 21, 2018. <https://www.youtube.com/watch?v=IW4OmT9Dtm4>.

This video explains how Americans view the bald eagle and summarizes how it became a national symbol.

Notes

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- ³ Britton Clouse, Mary. "Understanding Rooster Behavior and Rooster Socialization." *Chicken Run Rescue*. July 11, 2008. Accessed September 18, 2018.
<http://www.chickenrunrescue.org/Rooster-Behavior>.
- ⁴ "What Is the Significance of the Rooster Crowing in Regards to Peter Denying Jesus Three Times?" GotQuestions.org. September 04, 2018. Accessed September 2, 2018.
<https://www.gotquestions.org/rooster-crowing-Peter.html>.
- ⁵ "The Gallic Rooster." Gouvernement.fr. Accessed August 21, 2018.
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- ⁶ "Fur Trade 1500s to 1700s." Canada: A Country by Consent: Confederation: BNA Act 1867. Accessed September 2, 2018. <http://www.canadahistoryproject.ca/1663/1663-05-fur-trade.html>.
- ⁷ White, Shelley. "The Beaver as National Symbol: Why Is A Furry Mammal Still An Emblem Of Canada?" *HuffPost Canada*. August 31, 2011. Accessed September 10, 2018.
https://www.huffingtonpost.ca/2011/07/01/canadian-symbols-beaver_n_886777.html.
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- ¹⁶ Morris. "Bald Eagle." In *Encyclopedia of the U.S. Government and the Environment: History, Policy, and Politics*, edited by Matthew J. Lindstrom. ABC-CLIO, 2010.
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