



Grève

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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, Grève générale Illimitée au Togo, Togo.

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

Synopsis: “ *Grève*” is French for strike. *Grève* is a curriculum focusing on a memoir that I wrote with the same title. My memoir *Grève* is about my life when my family and I were forced to flee Togo our country, to seek refuge in our neighboring country Benin, because the whole country was on a nationwide strike. My memoir will serve as an example for students to write their own memoir. We will be able to have a genre study in French. Students will be studying my memoir first, the vocabulary, and the grammar tenses that come with it. The main goal will be to be able to study the structures of a memoir in order to write theirs. Students will write three different drafts, there will be some peer reviews and feedback activities. We will learn the traits of a memoir, and then unpack it in my own memoir. It is known that people tend to have a natural inclination to talk about their lives, so students will be able to use my memoir, the traits of a memoir to incite this natural inclination in them. Students will have the option to read other memoirs as well and write a unique memoir, which will be about a personal story that for them was a life-changing event. In addition, my memoir was a way for me to communicate my identity. Usually students go through a lot (bullying, low self-esteem, identity crisis, immigration issues, gender and racial biases etc.), and sometimes even the significant adults in their lives do not know about them and it is hard for them to express it. I am hoping that this lesson on memoir will help them to express themselves when they will be communicating their identities. Even though their memoirs could be happy or sad, it will be an episode, which made a significant change in their lives. This unit will take approximately two weeks.

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

According to the Meriam Webster dictionary, a memoir is a narrative composed from personal experience. Every memoir reminds us of the faraway and long ago, of loss and change, of persons and places beyond recall¹. That definition and that quote for me, is perfect because my memoir met those criteria. My memoir reminds me of the people I met, the places I went to or visited, and the big changes that came into my life or the lives of my family members. There are several memoirs written in French; memoirs in French have the same criteria as memoirs in any other language. For language learners, a memoir not only is a narrative or an autobiography but also it is a reflection of multiple languages use. It reflects the culture; it gives an insight of the target language. Alice Kaplan, the Author of the memoir: *French Lessons: A Memoir*, called it: “the language memoirs”. According to Claire Kramersch, these autobiographical, fictitious or authentic narratives that thematize the experience of language learners or of multilingual individuals who live several languages in their daily lives, have been called “language memoirs.” Alice Kaplan, who coined the term in 1994, extends it to people “who learn to speak a new dialect, a language of upward mobility, a language of power or expressivity within the native language²”.

Writing a memoir in a foreign language will not be easy for my students, if I do not prepare them, or I don't guide them throughout the process.

This curriculum unit is for my level 4 IB DP1 (International Baccalaureate, Diploma Year 1), but could be taught in Level 5 IB DP 2 or any other upper level French class. IB stands for International Baccalaureate. It was founded in 1968, and its mission has been built on a cornerstone of creating a better world through education. The four programs offered by the IB cover all stages of a student's educational life from age 3 - 19. With an innovative, international approach, students learn in ways that develop their full potential. Students take their IB exams mostly during their senior years. In the year 2020, the IB students will take the new exam that will be based on the new IB curriculum for French B language acquisition. In September 2018, we started teaching that new curriculum for the first assessment of candidates in 2020. The new IB curricula have a particular focus on the conceptual understandings, which are essential to successful and effective communication. There are five prescribed themes across the language B and these relate to the global contexts in the IB Middle Years Program (MYP) and the transdisciplinary themes in the IB Primary Years program (PYP). The five themes are: Identities, Experiences, Human ingenuity, Social organization and Sharing the planet.

¹ Abigail McCarthy, *PERSIAN MINIATURES* February 1989

² Claire Kramersch, *The Multilingual Experience: Insights from Language Memoirs, A Journal of Travel, Migration, and Multiculturalism in the German-speaking World*, Volume 1-11.

Rationale

There are several reasons why I wanted to write my curriculum about memoirs. First, I love to write; writing was my passion since I was in kindergarten. I never got the chance to start writing; this curriculum got me started with my own memoirs. Another reason I wanted to engage in this seminar is to fulfill the IB Language B assessment objectives. 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; and
- Understand and use works of literature written in the target language of study.

Teachers have to make sure that a component of the IB texts are addressed through the objectives of the assessment (Paper 1, paper 2, oral, and external assessment).

Finally, I am writing this curriculum to make sure that we are working towards one of the assessment objectives. 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;
- Be able to understand and interpret literary texts;
- Respond appropriately to an authentic text to name just a few.

Students are allowed to have several text types for their writing, blogs, formal and informal letters to name just a few. Learning to write a memoir will enhance their writing skills, since they will be learning vocabulary, grammars, language structures and conventions. In addition, for the year 2020, a new type of assessment is introduced: a listening SL(Standard Level) which will include 45 minutes of listening and HL (High Level) which will have a 1-hour listening piece. For this reason, you will see a great deal of listening pieces in my curriculum.

In order for students to get ready for their IB exam, they must read extensively including pieces from: newspapers, magazines about recent events in France or French-speaking countries, any book, watch TV, listen to music, in short, they must do anything in the target language that can help them to enhance their vocabulary.

Writing is also important in an IB class. For the last exam in 2019 and for the new exam in 2020, students have to write an external assessment called: “Travail écrit” or written assignment. The written assignment deepens understanding of a chosen topic(s) from the course; develop intertextual receptive (reading) and productive (writing) skills. Standard level students have to write a 300 to 400 words essay, and if they are high level a 500 to 600 words essay plus the rationale. Besides the written assessment, students have to write a 250-word essay during the

paper 1 exam and might write a paragraph during the paper 2 exam. Of course, that needs many preparations. To get the students ready for year 2, there are a lot of writing practices, projects and assignments in class during the year 1 of the diploma year. Grammar is also used as a tool to help them with the language structure. Students are encouraged to think creatively, but since language learning cannot be separated from the cultural, it is very important that cultural is taught to the kids as well as the language.

My memoir will show some aspects of the Togo and Benin cultures, and students will show some aspects in their culture in their writing as well. This has to be explained to the reader in advance otherwise they might not understand what is really going on. Students may be encouraged to write what they know and then turn in work, which is deemed of poor quality by someone who has no idea what cultural elements have combined to produce this work³.

There are also different text types students must know. Text types is a criterion in the IB writing grading rubric, which means, students cannot write a formal letter when the topic is asking for a friendly letter, for example. Teaching this curriculum is an occasion for me to introduce the new genre that a memoir is.

For my curriculum, I will be exploring the theme: “Experience”. Let us note that there are five new IB prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. With the theme Experience, students can explore and make the tales of events that built their lives like leisure, vacations and travels, live stories, rite of passages, customs tradition and migration. Thus, a memoir topic will fit better within the theme “Experience”. I am planning for students to write about a life-changing event in their lives through a memoir.

In summary, my memoir is a tale about how my family and I have to flee our country and stay with relatives in a country where we do not know anyone for a year. I had the opportunity to meet new people, I visited refugee camps, and finally, we decided to return to our country after a year. I ended up having a baby as a teenager, something that I would never thought would have happened to me. It was a life changing moment for us.

My memoir in French. There is a slight portion translated in English so the readers can understand better where I am going. Students will be able to use my memoir as an example. We will be able to explore the writing process with the curriculum. At the end, students will also write a Memoir about a life-changing event in their lives choosing between three different writing types. Grammar also will be taught as further tools of communications.

³ Mary Maginnis , Loyola College, METHODS OF TEACHING CREATIVE WRITING IN HIGH SCHOOL: A Review of Recent Literature

Background

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

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

Unfortunately, last year, we returned to our previous state, we became a D school again our graduation rate plummeted, it was below the district average, we had chronic absences because we have not reached 95% participation in testing, there were more teachers turnover at the end of the year, our teacher work environment survey was not great etc.

Considering these, as school improvement plan, the school continues to implement a new teacher support program to support teachers in their growth of content knowledge. The school also adopted a school wide literacy goal to help students improve students reading comprehension and increase reading stamina to prepare students for the EOC and NCFEs. The administration is also working to improve the school culture by trying to create an environment that fosters learning where students and teachers take pride in their education and Harding.

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 Research

In order to write this curriculum unit, I participated to the seminar at UNC Charlotte titled: "Writing about our Lives: A Genre Study of Memoir" who was led by Brian Kissel a professor at UNC Charlotte. It was a wonderful seminar. One of the best seminar I attended. I learned a lot in the seminar. From the different examples of memoirs, to the six words memoirs through activities related to memoir studies, everything were in place to get us ready to write this curriculum. There are a lot of memoir related topics we explored t every seminar. Even though I was not there at the very beginning, I found it very easy to catch up. At my first seminar, we learned about how we could examine people in our lives in our memoirs. I learned that I could add anyone from my life in my memoir like: childhood friend, family members, people from my school, from my neighborhood, teachers, people who has influenced me positively or negatively.

Also, one of my favorite seminar was when we talked about the Six Words Memoirs, how songs can evoke memories, poetics memoirs, graphics memoirs, Digital memoirs etc. I decided to explore these latter in my curriculum. We are in a technology era, and it is very important to involve technology into our everyday learning, so I have decide that I will explore these idea of bringing a digital memoir into my curriculum.

We read a lot of memoir related articles in our seminars; all of them were very interesting. I like our seminar leader's collections of different levels articles. I explored the high school collections the most, because that's what I teach. I really enjoyed one of them: "When the Subaltern Speaks by E Jyothi Bathina. The author explaining how a personal narrative can help students through struggles, stated that : [...] which proponents of personal narrative as a tool for identity formation believe that victims of oppression, while discussing their past and positioning themselves within that past, can actually become more self- assertive⁴. As stated in the introduction of that article, after escaping an oppressive arranged marriage by being empowered by her education, a teacher uses personal narrative to empower her students and give them voice, while simultaneously building their literacy. This was a perfect article for me to explore, concerning what I experienced and talked about in my memoir. Also, there are a lot of thing that high school students could deal with. Sometimes, it is hard for them to talk about it to anyone, so exploring that article helped me to prepared a curriculum to teach them, a curriculum where they will write a memoir, a personal story.

In short, I have had an enriching experience participating to the seminar and the seminar leader was very helpful and provided us with the guidance and resource that we needed to write not only the curriculum but also a memoir.

Below is my memoir in French. This was a product of my work in the seminar. That is one of the things that I took from this particular seminar. I will not stop writing memoirs, because I found it very fascinating.

My memoir is not written in French, but below is a few lines of it that I translated in English, just so the reader could understand what is going on in my memoir, which is written in French.

"I come from a family of six, two boys and fourth girls. I am the fourth girl of the family. My dad was a painter and my mom a tailor specialized in babies' trousseau, thus both of them owned their own businesses. Even though we came from a middle class family, we did not complain about what to eat or what to wear. All six of us went to private schools and my dad never lacked the money to pay our school fees.

Both things will change overnight. The wind of democracy, which started in French speaking African countries starting in 1990, did not spare my country Togo. In October 1992, there was a big strike all over our countries. The opposition at that time called for that strike to incite the government to change from dictatorship to a multiparty system and to adopt democracy. I was only fourteen at that time but I remember it like there was yesterday. There were a lot of rumors about a war in our country so we fled. Benin is the neighbor to the right of my country, Togo. My mom was from Benin, so I am half Beninese. My sisters and I used to go to visit our grandparents and aunts during our summer vacations, but we never stayed in Benin for more than a month. With all the rumors that were going on, people started to flee either to Ghana, Burkina-Faso or Benin. Our first reflex was to gather our belongings and leave to Benin. My mom took me, my sisters Immaculee, Clarisse and Angelo. My dad wanted to stay to wait

⁴ E Jyothi Bathina , When the Subaltern Finally Speaks: Personal Narrative as a Means to Identity and Voice

until there is a real danger before he can leave. My sister Massanvi and my brother Hilarion chose to stay with him. Even though we do not really lack of anything it was hard for us to save money for the rainy days because of the political crisis at that time. Since my dad had to work to provide for the family and his skills will not allow him to find a job in Benin, he stayed [...]

By Mawuena Dabla, November 2018

This is the entire French version of my memoir:

Grève

Je suis née dans une famille composée de six enfants : quatre filles et deux garçons, je suis la quatrième fille. Etant la quatrième fille, je suis protégée quelquefois par mes sœurs, des fois je suis mise à l'écart. Je n'avais pas d'amis en tant que tel dans ma famille ou parmi mes frères et sœurs. Mes deux grandes sœurs Immaculée que nous appelons Culée et Clarisse font tout ensemble. J'aurais pu être amie avec Massanvi, mais je ne l'étais pas. Nous nous intéressions à des choses différentes. J'adorais aller à l'église, j'adorais participer à des groupes de prières, j'aimais danser, chanter etc. mais ce n'était pas le cas avec Massanvi, elle n'aimait pas trop socialiser alors nous n'étions pas très amis vu que nos intérêts sont différents. Nous nous entendons bien dans la famille néanmoins

Le vent de la démocratie qui avait soufflé en Afrique dans les années 1990 ne nous avait pas épargnés au Togo. Il y eut des grèves et des soulèvements qui commencèrent le 5 octobre 1990, lorsqu'on faisait le procès de l'étudiant Logo Dossouvi. Il y a eu beaucoup de meetings, des marches, et s'en suivit une grève générale illimitée, lancée le 16 novembre 1992

J'avais quatorze ans et j'étais en classe de troisième. Nous étions contents de pouvoir rester à la maison. Nous ne savions pas ce qui nous attendait. Pour nous protéger de ces troubles, nos parents décidèrent qu'il était préférable de nous réfugier au Bénin voisin. Alors, nous partîmes au Bénin un soir de Novembre où l'harmattan battait déjà son plein. J'étais vraiment contente de partir au Bénin avec ma mère, mes deux grandes sœurs Immaculée et Clarisse et mon petit frère Angelo. Les vacances d'été venaient de finir, mais ce sont encore d'autres vacances en perspective. Au Bénin, vivait ma famille maternelle : mon grand-père, ses femmes, ma grand-mère, mes oncles, mes tantes mes cousins et cousines. Nous étions vraiment contents de voyager dans le but de retrouver ce beau monde.

Massanvi n'était du même avis que nous. Elle était sceptique. Elle ne pensait pas que la grève allait être longue, de même que mon père et mon grand frère Hilarion. Papa a donc voulu que nous allions avec Dada (maman en Ewe)

Arrivée à Cotonou, rien n'avait été facile. Nous sommes très chanceux car nous y avons des membres de nos familles. D'autres togolais étaient obligés de rester dans des camps de réfugiés. L'ONU distribuait des vivres à ceux qui étaient des réfugiés en ce moment-là. On nous donnait du maïs, du haricot rouge, du riz et parfois de l'huile. Le goût de ces vivres était parfois différent de ce que nous avons l'habitude de manger, mais on était obligé de faire avec.

Nous passâmes quatre mois à ne rien faire. D'octobre jusqu'en février, nous restâmes juste à la maison. A la télé, on ne passait que des émissions le soir donc on s'ennuyait à mort. Bien sûr, nous lisions quelquefois si nous avions la possibilité d'emprunter des livres chez nos amis. La bibliothèque était payante, alors on ne pouvait pas y louer des livres, vu que nos parents étaient sans le sou.

Notre routine était de nous réveiller le matin, de manger puis de sortir nous asseoir dehors et causer du matin au soir. Cette routine allait changer sous peu. Du moins pour moi. En février 1993, on avait ouvert une école de réfugiés au Collège Père Aupiais à Cotonou, afin de nous permettre de « sauver » l'année. Mes sœurs et mon frère n'étaient pas intéressés du tout. Le collège était vraiment loin de notre quartier Placondji. Moi, étant une battante depuis mon enfance, j'ai décidé de braver la marche et de m'y inscrire.

J'étais très contente de trouver quelque chose à faire. J'allais au Collège Père Aupiais du lundi au vendredi chaque semaine. C'était des cours du soir parce que l'établissement était occupé par les classes normales pendant la journée. Les classes commençaient à 17h et finissaient à 21 heures. Je m'étais fait des amis avec qui cheminer au retour, mais personne ne venait de Placondji comme moi. J'y ai même rencontré quelques camarades avec lesquelles on allait au Collège Cessou mon collège à Lomé comme Sowou Dela et Ohuonou Igbe Grace, mais aucune d'entre elles ne venait de Placondji. Néanmoins, Sowou Dela et sa sœur Nono et leur ami Nenonene habitaient à mi-chemin de chez moi. Aussi, j'y ai rencontré Dekougbonton Auguste Rosaire, un ami qui flirtait avec moi et qui dépassait un peu sa maison juste pour m'accompagner, mais il me laissait toujours à mi-chemin.

J'étais seule et désespérée. A un moment donné, j'étais fatiguée d'aller au collège Père Aupiais, mais quand je pense à l'ennui qui m'attend à la maison si ces classes n'étaient pas ouvertes au Collège Père Aupiais, alors cela me donnait le courage de continuer. Je ne sais pas du tout comment mes sœurs l'ont fait pour ne pas s'ennuyer à mort.

Après six mois de cours, on nous inscrivit pour le BEPC. Nous étions 606 candidats togolais au total. L'examen était un peu différent de l'examen du BEPC au Togo. C'était le même programme mais plus difficile à ce qu'il me paraît. Par exemple au Togo, en géographie, l'étude du Togo était au programme mais c'est le Bénin qu'on devrait étudier pour le BEPC. De plus, l'EPS était différente chez nous au Togo. Nous faisons un peu de l'athlétisme : le grimper de la corde, le saut en hauteur et en longueur, et le lancer du poids etc, mais au Bénin, c'était plutôt de la gymnastique qu'on faisait. Je me souviens qu'un jour, j'étais revenue à la maison toute en pleur parce que je n'étais pas parvenu à exécuter certaines figures de gymnastique. Arabesque! trois pas d'élan ! Etc. Je m'en souviens comme si c'était hier. C'était une période vraiment difficile, mais maintenant, j'y pense et j'en ris.

Enfin, sur les 606 réfugiés togolais présentés à l'examen, 6 seulement avaient réussi. L'un d'entre eux était l'ami de ma sœur Massanvi : Juste Prince-Agbodjan. Il était vraiment chanceux, lui. Nous ne pouvions nous empêcher de l'envier un peu.

Entretemps, ma sœur Massanvi et mon papa avaient fini par nous rejoindre aussi. Mon papa a fait des petits boulots à gauche et à droite mais c'était très difficile pour lui de s'occuper de sa famille avec ces maigres ressources. En un moment donné, mes sœurs et moi en avions eu assez.

Immaculée avait souffert d'une maladie mystérieuse, elle perdait du poids sans raison apparente. Elle avait perdu au moins 50 kilo en un an. Angelo, Massanvi et Clarisse faisait des crises de drépanocytose tout le temps. Je dirais que j'étais la plus chanceuse mais avec l'école qui était finit, commençait encore l'ennui pour moi. Nous décidâmes de rentrer au Togo, mais où trouver les sous ?

Je me souviens que lorsque nous étions enfants, nous allions à l'église Catholique Ste Immaculée conception à Lomé. Le curé de la paroisse d'alors, le révérend Colley, avait lui aussi trouvé refuge au Bénin. Il avait un bureau dans la paroisse Notre Dame de Cotonou. Un jour Clarisse et moi nous étions allés lui dire bonjour et il nous a donné 5000 F CFA, à peu près \$ 10 chacune. Comptant sur sa générosité, nous allâmes le voir encore pour lui demander de l'aide afin qu'on puisse rentrer au pays. Le révérend Colley (Paix à son âme) n'a pas hésité du tout à nous venir en aide. C'est ainsi que nous descendîmes sur Lomé un beau matin d'été. C'était en août 1993.

Nos parents étaient restés au Bénin dans le but de continuer à travailler pour nous envoyer de l'argent de subsistance. Nous étions restées libres de toute autorité parentale pour trois mois environ avant qu'ils ne retournent à Lomé. C'était la première fois qu'on était sans nos parents ou avec au moins l'un d'entre eux. Cette liberté ne m'a pas fait trop de bien. Pour moi elle devint un libertinage. J'étais une jeune fille pubère qui était à un moment crucial de son développement. J'avais besoin de conseils et d'encadrements. Je finis par devenir une fille mère exactement neuf mois après notre retour de la grève générale. Je donnai naissance à mon premier fils Edoh Elom Michel Angelo en avril 1994. Michelange, comme je l'appelle fût le fruit de la grève...

Mawuena Akossiwa Dabla-Egui, Grève, November 2018

Learning Objectives

After this lesson, students will be able to:

- list characteristics of memoirs
- analyze word choice and purpose of memoir
- Students read and respond to examples of memoirs.
- Identify key traits of a memoir and find text examples using another Memoir as example
- Apply effective narrative techniques including but not limited to reflection and descriptive language in their writing
- Explore a digital memoir
- Rewrite and edit their narrative based on peer and self-evaluations.
- Write a personal narrative that develops a real experience or event in their lives

A Memoir writing is about focusing on a moment in one's life, so we will have several engaging activities.

After students complete pre-write activities, they will take task, purpose, and audience into consideration as they write their own Memoir.

Days 1-2: Memoir Genre Study

Reading and investigating my memoir

Learning objectives: Students will be able to define and identify the elements of a memoir

Students will learn about the different types of memoirs and their characteristics.

Essential question : Qu'est-ce qu'un mémoire? (*What is a memoir*)

Definition: Memoir: an account of one's personal life and experiences

Characteristics:

- A memory; a description of an event from the past
- Written in the first person; told from one person's point of view
- Based on truth
- Reveals the feelings of the writer
- Has meaning; shows what the author learned from the experience
- Focused on one event; about one point in the author's life
- About the author's experience more than about the event itself

Point of view the narrator's position in relation to the story being told.

1st person -First person: the speaker's perspective – I, we, me, my (je, nous, moi, mon/ma/mes)

2nd person - Second person: the readers actions are narrated; you, your (tu, toi, ton/ta/tes)

3rd person - Omniscient: Omniscient point of view means that the reader is privy to every character's inner thoughts and feelings.

- Subjective: Subjective or Limited point of view, the reader can only see and know the thoughts and inner emotions of the point of view character. The reader is "limited" to the thoughts of just one character. For all other characters in the scene, the reader can only see what they say or do and don't know the other characters' inner thoughts.

-Objective: Objective point of view means that the reader doesn't see any character's inner thoughts and feelings, not even those of the point of view character. Instead, the reader is only witness to outer actions and dialogue. Think of this as using a movie camera to record an event. A camera can't record the thoughts or feelings of a person, only what they say, do or display with expressions on their face or body language.

Activity: Part 1 study grammar and vocabulary of the memoire : " Grève"

At this point students would have known a lot of verbs conjugations and sentences structures. I could be the time to review major grammar rules, for verbs in present tense. Since my memoir is relating fact from the past, many past tense verbs could be seen in the memoir: les passé simple (simple past) le passé compose (compound past tense) which is more usual but for completed action in the past, and the imparfait (the imperfect tense) the continued past , which was more used in my memoir .

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

Students will follow these guidelines to come up with their own understanding.

Activity 2: Building vocabulary

I will create a single Google slide that I will share with them. Each student will work by session. After they highlight the words they do not know, each student will look up the word of the session attributed to him or her and write it in the grid. If the verb is conjugated, the must found the infinitive form of the verb as well as the meaning. We do this activity together. After the found the words, I double-check to see whether the found the right translation of the words.

Since words have a meaning in a context, this step is important. I also add the words that they did not translate but which I think are very important.

Activity 3: Building sentences.

This is how I check to see whether the students understand the words and can use them in sentences. I attribute them a different session they worked on. With a partner, they will have to come up with examples, using the words in sentences. The examples are on the same Google slide as the vocabulary. We finish the activity by getting the students to repeat the words to learn pronunciation.

Homework:

Study the vocabulary by playing five different games in your quizlet account to study the vocabulary.

In my class, each student have a quizlet account. Quizlet account can be free or not free if you decide. I paid for my account because it allow me to track students' words so they could be accountable for what they do. Therefore, at this point, I will upload the vocabulary list they come up with in their quizlet class and they will study it as homework. I will also announce that they will be quizzed on the vocabulary after two classes.

Exit ticket:

As exit ticket from day 1 students will respond to the questions : *Donnez deux ou trois caractéristiques de mémoires. (Give two or three characteristics of a memoir)*

Day 2: Vocabulary study and Grammar

Objective: I can understand the vocabulary related to “ Grève”

I can review the grammar in the memoir “ Grève”.

As do now, we will review the meaning and the characteristics of a memoir.

Activity 1: Vocabulary review.

1. Quizlet live

Teams of students work together, racing to learn the vocabulary in a Quizlet study set. I will review the vocabulary that they missed during each round. I could get them to play up to five round, depending on how well they know the vocabulary or how well they are motivated.

2. Sur la sellette (hotseat)

Sur la selette is another vocabulary practice activity. It gets students to speak the target language in the class. Sur la selette is played by getting a student to seat in the hot seat facing the classroom. The rest of the class will take turn giving him or her clues in French, but they cannot say the word itself. Student will try to guess the word behind him or her, based on the clues given by his or her classmates.

Activity 2 : Grammar : The use of past tense in the memoir

I will present an extract of my memoir to them. We will use it to study the grammar that was used in “ Grève”.

Arrivée à Cotonou, rien n’avait été facile. Nous sommes très chanceux car nous y avons des membres de nos familles. D’autres togolais étaient obligés de rester dans des camps de réfugiés. L’ONU distribuait des vivres à ceux qui étaient des réfugiés en ce moment-là. On nous donnait du maïs, du haricot rouge, du riz et parfois de l’huile. Le goût de ces vivres était parfois différent de ce que nous avions l’habitude de manger, mais on était obligé de faire avec.

Nous passâmes quatre mois à ne rien faire. D’octobre jusqu’en février, nous restâmes juste à la maison. À la télé, on ne passait que des émissions le soir donc on s’ennuyait à mort. Bien sûr, nous lisions quelquefois si nous avions la possibilité d’emprunter des livres chez nos amis. La bibliothèque était payante, alors on ne pouvait pas y louer des livres, vu que nos parents étaient sans le sou.

Extrait de “ Grève” by Mawuena Dabla

1. Dans l’extrait de mon mémoire, soulignez tous les verbes. (In *the extract of my memoir*, underline all the verbs)
2. À quels temps sont les verbes soulignés ? (*what tenses are the underlined verbs ?*) *le passé simple de l’indicatif, l’imparfait et le plus que parfait.* (
3. Colorez les verbes à l’imparfait en rouge et les verbes au passé simple en vert et au plus que parfait en bleu. (Highlight the verbs in imperfect tense in red and the verbs in simple past in green and all the other tenses in blue)
4. Quelles sont les actions les plus importantes : celles soulignées en vert ou en rouge ? Pourquoi ? (What *actions* are the most important ; *the one in green or red ?*) Ce sont celles soulignées en rouge (passé simple) *car elles font avancer l’histoire.*
4. Est-ce que les actions qu’expriment les verbes à l’imparfait de l’indicatif sont-elles répétitives ou ne se sont-elles passées qu’une seule fois ? (Do *the actions that the verbs in the imperfect express* are repetitive , or do they just happened one time ?) *Répétitives.*
5. Est-ce que les verbes au passé simple expriment une action répétitive ou ponctuelle (qui ne se produit qu’une seule fois) ? (Do *the verbs in simple past* express actions that are repetitive or *punctual* i.e. it is just happening one time) *Elles sont ponctuelles.*

Notes : In italic are the translations of my questions in French as well as the responses to the questions that the students will eventually give.

Correction:

Arrivée à Cotonou, rien n'avait été facile. Nous étions très chanceux car nous y avons des membres de nos familles. D'autres togolais étaient obligés de rester dans des camps de réfugiés. Chaque semaine, l'ONU , l'Organisation des Nations Unis (The United Nations) distribuait des vivres a ceux qui étaient des réfugiés en ce moment-là. On nous donnait du maïs, du haricot rouge, du riz et parfois de l'huile. Le goût de ces vivres était parfois différent de ce que nous avons l'habitude de manger, mais on était obligé de faire avec.

Nous passâmes quatre mois à ne rien faire. D'octobre jusqu'en février, nous restâmes juste à la maison. A la télé, on ne passait que des émissions le soir donc on s'ennuyait à mort. Bien sûr, nous lisions quelquefois si nous avons la possibilité d'emprunter des livres chez nos amis. La bibliothèque était payante, alors on ne pouvait pas y louer des livres, vu que nos parents étaient sans le sou.

Note : Examiner la valeur d'un temps, c'est étudier la nuance de sens qu'il possède dans un texte. (*To examine the value of the tense or verb conjugation in a reading, it is to study the nuance in that reading*)

Les valeurs de l'imparfait (<i>the values of the imperfect tense</i>)	Les valeurs du passé simple (<i>the values of the simple past</i>)
<p>1. L'imparfait (arrière plan) exprime des actions secondaires (moins importantes) par rapport à des actions au passé simple. Il peut servir à décrire l'arrière-plan du mémoire.</p> <p><i>The imperfect represent a background tense, which talks about less important or secondary actions. It could serve as a descriptor of the memoir background.</i></p>	<p>1. Le passé simple pour des actions de premier plan: ce sont des actions importantes qui se succèdent et qui font avancer, progresser le mémoire.</p> <p><i>The simple past is for the actions in the foreground. They are describing more important actions, which advance the story.</i></p>
<p>Exemple : A la télé, on ne <u>passait</u> que des émissions le soir donc on <u>s'ennuyait</u> à mort.</p> <p><i>There were only programs on TV in the evening, so we were bored to death.</i></p>	<p>Exemple : Nous <u>passâmes</u> quatre mois à ne rien faire</p> <p><i>We spent four months doing nothing</i></p>
<p>2. L'imparfait s'utilise pour des actions longues dans le passé.</p> <p><i>The imperfect is used for longer actions in the past.</i></p>	<p>2. Le passé simple pour des actions ponctuelles, brèves dans le passé.</p> <p><i>The past tense is used for punctual and brief actions in the past.</i></p>
<p>Exemple : Alors, on ne <u>pouvait</u> pas y louer des livres, vu que nos parents <u>étaient</u> sans le sou.</p> <p>Thus, we could not rent book there, because our parents were penniless.</p>	<p>D'octobre jusqu'en février, nous <u>restâmes</u> juste à la maison.</p> <p><i>From October to February, we only stayed at home</i></p>

<p>3. L'imparfait d'habitude : s'utilise pour des actions habituelles ou répétitives du passé.</p> <p><i>The imperfect of habit is used for habitual actions or repetitive actions of the past.</i></p>	
<p>Exemple : Chaque semaine, l'ONU , l'Organisation des Nations Unis (The United Nations) distribuait des vivres a ceux qui étaient des réfugiés en ce moment-là.</p> <p><i>Every week, the United Nations distributed food to people that were refugee at that time.</i></p>	
<p>4. L'imparfait s'utilise pour la description quand il s'agit du verbe « être ».</p> <p>The imperfect is used to describe a past action with the verb " to be"</p>	
<p>Ex: Le gout de ces vivres était parfois différent de ce que nous avions l'habitude de manger.</p> <p><i>The taste of the food was different from what we are used to.</i></p>	

Activity 3 : recognizing the value of the verb in imperfect and in simple past in the memoir.

Exercice 1: souligne en vert les verbes conjugués à l'imparfait de l'indicatif et en rouge ceux qui sont au passé simple. Puis indique la valeur de chaque temps en regardant le cours.

Underline in green the verbs conjugated in imperfect and in red the verbs in simple past. Then indicate the value of each one of them based on the lesson

Extrait de “ Grève”.	Temps valeur
<p>Le vent de la démocratie qui avait soufflé en Afrique dans les années 1990 ne nous avait pas épargnés au Togo. Il y eut des grèves et des soulèvements qui commencèrent le 5 octobre 1990, lorsqu'on faisait le procès de l'étudiant Logo Dossouvi. Il y a eu beaucoup de meetings, des marches, et s'en suivit une grève générale illimitée, lancée le 16 novembre 1992</p> <p>J'avais quatorze ans et j'étais en classe de troisième. Nous étions contents de pouvoir rester à la maison. Nous ne savions pas ce qui nous attendait. Pour nous protéger de ces troubles, nos parents décidèrent qu'il était préférable de nous refugier au Benin voisin. Alors, nous partîmes au Benin un soir de Novembre où l'harmattan battait déjà son plein. J'étais vraiment contente de partir au Benin avec ma mère, mes deux grandes sœurs Immaculée et Clarisse et mon petit frère Angelo. Les vacances d'été venaient de finir, mais ce sont encore d'autres vacances en perspective. Au Benin, vivait ma famille maternelle : mon grand-père, ses femmes, ma grand-mère, mes oncles, mes tantes mes cousins et cousines. Nous étions vraiment contents de voyager dans le but de retrouver ce beau monde</p> <p style="text-align: right;">D'après Mawuena Dabla, Greve</p>	

Correction

Extrait de mon mémoire	Valeur du temps utilisé
<p>Le vent de la démocratie qui avait soufflé en Afrique dans les années 1990 ne nous avait pas épargnés au Togo. Il y eut des grèves et des soulèvements qui commencèrent le 5 octobre 1990, lorsqu'on faisait le procès de l'étudiant Logo Dossouvi. Il y a eu beaucoup de meetings, des marches, et s'en suivit une grève générale illimitée, lancée le 16 novembre 1992</p> <p>J'avais quatorze ans et j'étais en classe de troisième. Nous étions contents de pouvoir rester à la maison. Nous ne savions pas ce qui nous attendait. Pour nous protéger de ces troubles, nos parents décidèrent qu'il était préférable de nous réfugier au Bénin voisin. Alors, nous partîmes au Bénin un soir de Novembre où l'harmattan battait déjà son plein. J'étais vraiment contente de partir au Bénin avec ma mère, mes deux grandes sœurs Immaculée et Clarisse et mon petit frère Angelo. Les vacances d'été venaient de finir, mais ce sont encore d'autres vacances en perspective. Au Bénin, vivait ma famille maternelle : mon grand-père, ses femmes, ma grand-mère, mes oncles, mes tantes mes cousins et cousines. Nous étions vraiment contents de voyager dans le but de retrouver ce beau monde.</p> <p style="text-align: right;">D'après Mawuena Dabla, Grève</p>	<p>Diagram illustrating the time value used for each verb in the text:</p> <ul style="list-style-type: none"> Premier plan Action ponctuelle Arrière-plan Action ponctuelle Arrière-plan Arrière-plan Arrière-plan Action ponctuelle Arrière-plan Arrière-plan Description Description Longue action dans le passé Longue action dans le passé Description

Exercice 2: Conjugue les verbes au temps qu'il convient : imparfait ou passé simple. Justifie ton choix. (Conjugate *the verbs in the appropriate tense imperfect or simple past, justify your choice*)

Maintenant, la pauvre enfant (être :) toute seule dans les grands bois et (avoir :) si grand-peur qu'elle (regarder :) toutes les feuilles des arbres et ne (savoir :) à quel saint se vouer. Alors elle (se mettre :) à courir sur les cailloux et à travers les ronces, et les bêtes sauvages (passer :) devant elle en bondissant, mais elles ne lui (faire :) aucun mal. Elle (courir :) aussi longtemps que ses jambes le (pouvoir:), jusqu'à la tombée du jour, alors elle (voir :) une maison et y (entrer :) pour se reposer. Dans la cabane, tout (être :) petit, mais si mignon et si propre qu'on ne saurait en donner une idée.

D'après Grimm, Blanche-Neige.

Day 4 and 5

Study the memoir: "Grève" and vocabulary assessment.

At this point, we will have a vocabulary quiz. This is just to check how well they know the words and their meanings. I will put it together based on their own list of the vocabulary that they came with. Usually, we do a backwards design to assess student but this is different because they will come up with their own list of words. I usually come up with a matching session where students have to match the vocabulary with their synonym in French. A session where they can fill in the blanks with or without word banks. And a sentence construction session with the vocabulary. In total they will have twenty question in the vocabulary assessment.

Objectives: I can review the characteristic of a memoir.

I can recognize the characteristic of a memoir in the teacher memoir: “ Grève”

After studying the grammar and the vocabulary of :” Grève” we will move on to the genre study. Students will work in-group in a series of questions related to the characteristics of a memoir. The questions will be in French.

Reminder:

Characteristics:

- A memory; a description of an event from the past
- Written in the first person; told from one person’s point of view
- Based on truth
- Reveals the feelings of the writer
- Has meaning; shows what the author learned from the experience
- Focused on one event; about one point in the author’s life
- About the author’s experience more than about the event itself

Point of view the narrator's position in relation to the story being told.

First person -First person: the speakers perspective – I, we, me, my (je, nous, moi, mon/ma/mes)

Second person - Second person: the readers actions are narrated; you, your (tu, toi, ton/ta/tes)

Third person - Omniscient: Omniscient point of view means that the reader is privy to every character’s inner thoughts and feelings.

- Subjective: Subjective or Limited point of view, the reader can only see and know the thoughts and inner emotions of the point of view character. The reader is “limited” to the thoughts of just one character. For all other characters in the scene, the reader can only see what they say or do and do not know the other characters’ inner thoughts.

-Objective: Objective point of view means that the reader doesn’t see any character’s inner thoughts and feelings, not even those of the point of view character. Instead, the reader is only witness to outer actions and dialogue. Think of this as using a movie camera to record an event. A camera can’t record the thoughts or feelings of a person, only what they say, do or display with expressions on their face or body language.

A. Characteristics of a memoir

Activity 1: Think pair share

Students respond to the following questions with a partner in French, then share their responses with the class. It is ideal to assign a specific question number to each group.

<p>1. Comment est écrit l'histoire?</p> <p><i>What point of view is the story written in?</i></p>
<p>2. Est-ce que l'histoire est:</p> <p>a. À la première personne b. À la deuxième personne c. À la troisième personne</p> <p>Donnez deux exemples pour supporter votre choix de réponse :</p> <p><i>Is the story in the :</i></p> <p><i>1st person b. 2nd person c. 3rd person</i></p> <p><i>Give 2 examples to support your choice</i></p>
<p>3. Qui parle dans l'histoire?</p> <p><i>From whose point of view is the story written in?</i></p>
<p>4. Quelles sont les émotions de l'auteur dans le texte ?</p> <p><i>What type of emotion is the author feeling throughout the text?</i></p>
<p>5. Qu'a t'il appris de cette expérience?</p> <p><i>What did the author learn from the experience?</i></p>
<p>6. Quelle est l'idée clé de ce mémoire?</p> <p><i>What was the focus of the memoir?</i></p>
<p>7. De quelle période de sa vie l'auteur raconte-t-elle l'histoire ?</p> <p><i>At what point of the author's life are the main events happening?</i></p>
<p>8. Why do you think the author chose to write about this event?</p> <p><i>Pourquoi pensez-vous que l'auteur a choisi d'écrire sur ces évènements.</i></p>

B. Recognizing a memoir

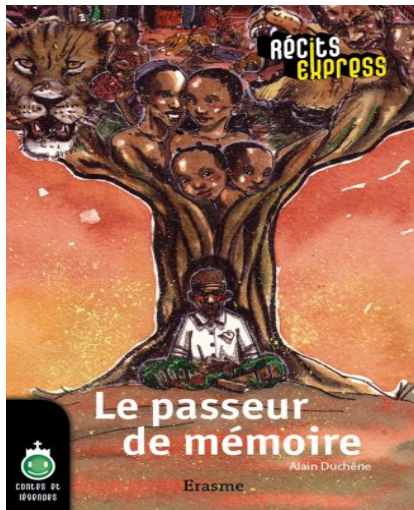
Activity : Gallery walk

We will do gallery walk activity. A gallery walk is a discussion technique, which allows students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaning full questions, documents, images, problem solving situations or texts.

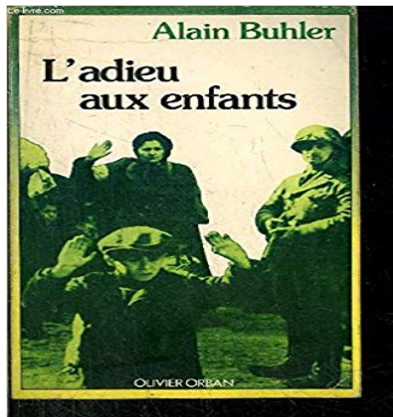
I will expose in the classroom different memoir from French authors. As students are doing the gallery walk, they will read them and try to see if they could recognize the characteristics of a memoir in these texts, or if the readings are really memoirs.

Students will respond to the questions below during the gallery walk for each memoir or text

<p>Est-ce que c'est un mémoire?</p> <p><i>Is this a memoir?</i></p>	<p>Encerclez une réponse _ oui non</p> <p>Circle one – YES NO</p>
<p>Comment le savez-vous? Justifiez avec deux idées du texte.</p> <p><i>How do you know? Write 2 examples based on the information above</i></p>	



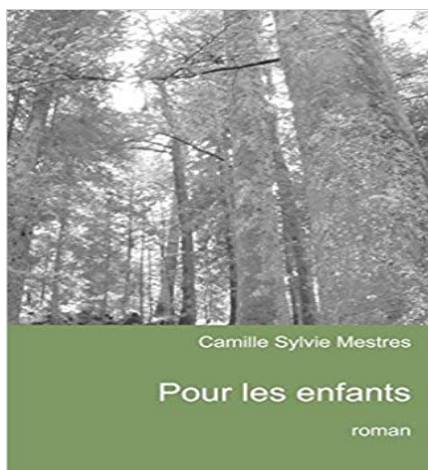
Le passeur de mémoire: une histoire pour les enfants de 10 à 13 ans



L'adieu aux enfants ("Mémoire pour le présent") (French Edition)



T'as vu maman, t'as vu papa!: Mémoires d'un enfant de cinq ans, conseils pour parents victimes (French)



Pour les enfants (French Edition) (French) Paperback – January 3, 2018 by Camille Sylvie Mestres

Days 6-7 • Developing topic ideas

Students will be able to

- Apply effective narrative techniques including but not limited to reflection and descriptive language in their writing
- Write a personal narrative that develops a real experience or event in their lives
- Explore a digital memoir

Activity 1: Brainstorming

All questions must be responded to in French.

Pourquoi voulez-vous partager votre histoire avec le monde? (*Why do you want to share your story with the world*)

Donne les noms des autres personnes qui seront dans ton histoire. (*Write the names of the people who will be in your story*)

Qu'est-ce que vous avez en commun?(*what do you have in common*)

<p>Quelles sont les luttes auxquelles vous aviez fait face ? (<i>what struggles did you face together ?</i>)</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Quelle est l'élément perturbateur de ton histoire? (<i>What is the life-changing event in your memoir?</i>)</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Où s'est passé l'histoire et dans quelle période de votre vie? (<i>When did the story happened and at what period of your life ?</i>)</p> <hr/> <hr/> <hr/> <hr/> <hr/>

Activity 2: A digital memoir

Students will be asked previously to bring either still images, voice over narration, sound, video, and music. Ideally, it had to be something related to the story they want to talk about. At this point, since we are still brainstorming, they will be asked to write in English or in French how the digital item is related to their story and what it represent for them.

Activity 3: Peer review

Students will conduct their first peer review in the process. They will read the information provided on the chart and they will check to see whether their ideas is ok to be a memoir, and give each other suggestions.

Est-ce que l'auteur a : <i>Does the author have :</i>	Rating			Suggestions
1. Une histoire intéressante? <i>An interesting story?</i>	Excellent	Pas mal	besoin de révision	
2. Parle d'une histoire qui est importante dans sa vie et qui a un sens? <i>Talk about a story that has an importance in his life and which has a particular meaning?</i>	Excellent	Pas mal	besoin de révision	
3. Est-ce que l'auteur parle des différents personnages de l'histoire et comment ils sont connectés? <i>Does the author talk about the different characters in his story, and how they are connected?</i>	Excellent	Pas mal	besoin de révision	
4. A ajouté ses sentiments, ses pensées sur ce qui s'est passé? Est-ce que l'auteur a expliqué pourquoi ces événements sont importants pour lui/elle ? Added his or her feelings, his or her thoughts on what happened? Did he explained why these events are important for him or her?	Excellent	Pas mal	besoin de révision	

<p>5. A bien utilisé la grammaire, les conjugaisons, le vocabulaire etc.correctement ?</p> <p>Used the grammar, the conjugations, the vocabulary correctly.</p>	Excellent	Pas mal	besoin de révision	
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Reviser's Signature _____

Days 7-8: Pre-Writing, first Draft

Objective: I can

- Apply effective narrative techniques including but not limited to reflection and descriptive language in their writing
- Write a personal narrative that develops a real experience or event in their lives

Students will be able to use their brainstorming sheet to write their memoirs.

Direction:

As a class assignment, you are asked to write a memoir. It should be about an event in your life that was significant to you, or a life changing event. Before you begin to write, think about an important event in your life. What happened? Who was there? When and where did it happen? Did you learn anything from this event? Why is it a significant event to you? Your audience is your teacher; use appropriate language and explain your ideas clearly. Give specific details and explain why you think the way you do so that your teacher will understand what you mean. Be sure to write clearly and to check your composition for correct spelling, punctuation, and grammar.

Memoir writing rubric

Grading Criteria	Pts. earned	Pts. possible
Writing Process – Do you have a final draft with : at least 150 – 200 words		20
Do you have a pre-writing activity, a brainstorming and two rough drafts!		20
Content – Do you... <ul style="list-style-type: none">• focus on one important event in your life?• give good descriptive details and sensory details• Include the elements of a story, like characters, setting, plot, and dialogue?• Include your thoughts and feelings about what happened and why it was important in your life?		20
Organization – Do you... <ul style="list-style-type: none">• Have an attention grabbing beginning?• tell what happened in an order that makes sense?• Explain why this impact has impacted you positively or negatively?		25
Conventions – Do you avoid mistakes in ... <ul style="list-style-type: none">• sentence structure• grammar• conjugation• passé compose• masculine and feminine• etc.		20
Total Points		100

Activity 1: Organize your thoughts.

Utilisez votre feuille de remue-méninges et la feuille de révision par les collègues pour organiser vos pensées dans la grille suivante. Les questions suivantes serviront à vous guider. N'oubliez pas d'utiliser l'imparfait et le passé simple dans vos phrases.

Use your brainstorming sheet and your peer review activity sheet to organize your thoughts in the graphic organizer. The questions in the graphic organizer will guide you. Don't forget to use the imperfect and the simple past in your sentences.

Evénement mémorable :	
Le lieu (où et quand cela s'est produit, soyez descriptif	
Events évènements (que s'est-il passé? Faites une liste et décrivez les évènements.)	

Les gens (liste et décrit les personnages principaux qui y ont joué un rôle. People

La vue (décrivez le paysage)

Les sons (décrivez les bruits et les sons que vous entendez)

Gout (décrivez les goûts des choses si possible)

l'odeur (décrivez l'odeur des choses (si possible)	
Pensées. Exprimez ce que vous ressentiez	
Sentiments (exprimez ce que vous ressentiez en parlant de vos emotionspendant ce temps)	
Les mots (Durant votre experience qu'est ce qui etait dit. Ecrivez un dialogue si possible)	
Quelles leçons avez-vous appris de l'expérience (expliquez comment l'événement a changé votre vie)	

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Day 9: Second Draft

As do now, students will self-correct their verbs conjugations in the grid below. I will remind them of the values of the imperfect and the simple past in a memoir.

As the student will continue reviewing their drafts, there will be a one on one feedback with them. Usually they record all my feedback and will seat and listen to eat to correct their drafts.

Mes verbes et leurs temps <i>My Verbs and their tenses</i>	Correction s'il y en a <i>Corrections if any</i>

Day 10

Revision and rewriting

Students will use their entire pre-activities sheet, the peer review, my audio feedback to rewrite their draft. They will continued it at home for homework if they do not get to finish it in class.

Day 11

Last draft submission.

Students will review their final draft for submission. I will remind them of the rubric. I will give them again the rubric to make sure they have all the requirements. To finish I will provide them of the IB writing rubric, that they will use to double check. They will have 2 grades, the IB rubric grade just so they could see where they are, and the project rubric which will be the grade I will take as formal grade.

Day 12 : Gallery walk.

Student Learning Outcomes: Students will be able to:

Cite textual evidence to support their analysis of what the text says explicitly and what is inferred.

Effectively engage in a range of class discussions including one-on-one, small group, and whole class.

Class Discussion

Everyone (all students and teacher) will participate in the gallery walk.

Students will then engage in a class discussion about what we have learned, how they feel about memoirs, memoir writing, identity, and so forth.

I will explain the gallery walk project to students. Students will create posters for a gallery walk. Students can create the posters they like however; all posters must do the following:

State the title and name of author

Give a short summary of the memoir (In English) to entice readers

State the memoir's big idea or theme and explain the group's reasoning for choosing that big idea or theme

Gallery Walk Posters

Students will get together with their groups. Students will tape their posters around the room along with a piece of blank large notepaper and some markers nearby.

Review Gallery Walk Procedures

I will review the gallery walk procedures listed below:

Only write comments of constructive criticism or praise on comment sheets, no negative comments

Do not write comments on the posters themselves.

Comment on every comment sheet.

Take the time to really look at and discuss the poster with your group

Walk around to each poster with your group.

When you reach your poster, be sure to read all comments and discuss with your group.

Appendix

Appendix 1: Implementing World Languages Standards

IM.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 their memoir

IM.CLL.1.2 Understand how to communicate detailed factual information in social situations. Students will write a memoir that is a true story.

IM.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary. Students will understand my memoir "Grève" and various other memoirs, that will be a model for them to inspire their own memoirs.

IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions.

Students will write their own memoirs about a personal experience.

IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.

Students will study a new literature genre and write it.

IM.COD.4.2 Understand how practices and perspectives impact the target culture.

Students will understand how the culture impact our daily lives

IM.CMT.4.2 Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products.

Students will be able to understand the struggles that some third worlds countries face through the democratization process.

Resources for students

YouTube

www.youtube.com

You will be surprised that I listed the popular website as a resource, but it's because I found a new thing about YouTube during our seminar. Students or teachers could actually put a play list together and organize it by topic. Anyone can subscribe to it as needed. I ended up putting video together as a watch list for my students to see at home or in class

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

www.tv5.org

<http://parlons-francais.tv5monde.com/webdocumentaires-pour-apprendre-le-francais/p-1-1g0-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

YouTube

www.youtube.com

You will be surprised that I listed the popular website as a resource, but it's because I found a new thing about YouTube during our seminar. Students or teachers could actually put a play list together and organize it by topic. Anyone can subscribe to it as needed. I ended up putting video together as a watch list for my students to see at home or in class

Teachers pay teachers

It is a website where teachers can get inexpensive or free resources that teachers created and used in their own classrooms.

<https://www.teacherspayteachers.com/Browse/Search:writing%20a%20memoir>

Effective memoir

<http://engagingandeffective.com/memoir-mentor-texts/>

This website has resources on some really engaging memoirs and some memoirs writing activities.

<https://study.com/academy/popular/memoir-writing-prompts.html>

This website gives some great examples on memoirs in English

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

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