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| Lesson Plan Title | “Élite or Elite” (Definition Map, p. 66, <i>Beyond the Blueprint</i>) Language of Instruction: French |
| Lesson Plan Created by | Mary Ann Hansen, CSDE Educational Consultant for World Languages |
| Grades | 10-12 |
| Subject | French |
| Standard(s) | Communication Culture |
| Time | One class period |
| Indicators/Objective(s) | Students will begin to understand the word “élite/elite” in French and English and the cultural differences. (This is a pre-reading activity.) |
| Required Materials for Lesson/Technology | For Teacher: “Cultura” Project materials: https://web.mit.edu/french/culturaNEH/ (G. Furstenberg; S. Levet; S. Waryn) For Students: Attached selections of word associations and student forum from “Cultura” (Students at MIT and Paris II, 2005) |
| Initiation (prior knowledge; connections; vocabulary) | Use definition map p. 66, <i>Beyond the Blueprint</i> . Ask students for synonyms, then definition of the word “élite.” Develop examples. (All classroom discussion in FRENCH.) |
| Learning Procedures | After discerning prior knowledge with the definition map, students can be given the attached list of word associations for “élite/elite” by actual French and US university students in the “Cultura” Project. Have the students read the list for a few minutes and then discuss in pairs or small groups in French whether the concept of “elite” is the same from a French and US perspective. |
| Grouping | Students can work in pairs or small groups for a few minutes and then come together as for a class discussion. (All discussion should be in FRENCH.) |
| Guided Practice | Come together to discuss as a group in French the thoughts students came up with in pairs or small groups. |
| Instructional Strategies | Definition map, then compare/contrast |
| Closure | Summarize in French with the students the difference in the meaning of culture they have discovered from the word lists. |
| Independent Practice | Students can read the e-mail correspondence attached forum from actual French and US students, and then write a paragraph in French about the word “élite” |

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| | that could be added to the e-mail conversation. |
| Assessment based on Objectives (informal, formal, formative, summative – essential question) | The definition map is just a pre-reading exercise, but students should at least come away with an understanding that the same words can have different meanings in different cultural contexts. This can be assessed informally by asking students for a show of hands. |
| Interventions (for struggling students) | Struggling students can be helped in the small groups. They can group similar words on the French and English lists. |
| Enrichment (for gifted students) | Archives are available on the “Cultura” site that can extend students’ knowledge of vocabulary within cultural context, for example, the concept of “suburb,” means rich in the US and poor in France, etc. |
| Connections to Other Subjects | Students can look for connections to other subjects they are studying. The example here touches on business, politics and education. |
| Reflection(s) | The pre-reading exercise sets up what they already know in their own culture and helps them learn differences when they read the students’ commentaries in the forum. |