

**Unit Title:** Black, Blanc, Beur: How does France experience its racial diversity?

**Language:** French

**Level:** High School, Level 4

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**Theme:** Racial diversity in France: discrimination, racism, laws

**Important Question:** How does France experience its racial diversity?

**GOALS/OBJECTIVES**

1. Students develop knowledge and understanding of issues of racial diversity and discrimination in France
2. Students are able to share their knowledge of these issues in a formal oral presentation
3. Students compare and contrast issues of racial diversity, racism, and discrimination in France and the US
4. Students are able to express their opinions and share their knowledge of the subject in a spontaneous oral discussion

**Summary of Assessment Tasks**

<b>Communication</b>	Interpretive task	Presentational task	Interpersonal task
<p><b>Performance Assessment</b>                      (Note: The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given as a whole at the end of the unit.)</p>	<p>In small groups of 4 or 5, students research and read articles on racial diversity, racism, and discrimination in France. They answer individually by writing a list of open-ended questions about specific aspects of the issues – each group gets a different issue – see <b>Task 1 Questions for Students</b></p>	<p>Students, in their research groups, make a PowerPoint presentation for their peers and present the topic they researched.</p>	<p>Students participate in a round-table discussion on various issues of diversity and discrimination in France and the US and on give their opinions about these issues. The round-table discussion is facilitated by the teacher and set up as an inner-circle/outer-circle activity.</p>

<p><b><i>What are the <u>Cultural Aspects</u>?</i></b></p>	<p>Students develop cultural awareness of the products (laws), practices (discrimination, model of integration), and perspectives (the why, historical, political, and societal explanations) of France in the area of racial diversity, racism, and discrimination.</p>
<p><b><i>What are the <u>Connections to other subjects</u>?</i></b></p>	<p>Students gain understanding and use previous knowledge of history, civil rights, geography, politics with regards to racial diversity in France and in the US thus expanding their general knowledge in these areas.</p>
<p><b><i>What are the language and cultural <u>Comparisons</u></i></b></p>	<p>Students compare and contrast practices and perspectives with regards to diversity in France and in the US, thus developing a better understanding of their own culture.</p>
<p><b><i>What are the connections to <u>Communities in and outside of the classroom</u>?</i></b></p>	<p>Students present information about issues of racial diversity and discrimination to their peers. They use the language within the school setting to present to their classmates and share information during the round-table activity.</p>

**Assessment Task 1**

<p><b><i>Mode of Communication</i></b></p>	<p><b>Interpretive task</b></p>
<p><b><i>Performance Assessment</i></b></p>	<p>Students are put into groups of 4 or 5. Each group is assigned a specific topic related to issues of racial diversity, racism, and discrimination in France. In groups students do research on the internet to find answers to their assigned topic/questions.</p> <p>The students should be familiar with doing online research from previous class activities and will be directed to start at google.fr or yahoo.fr</p>

<p>Where in the unit does this fit best?</p>	<p>The teacher can monitor sites for students, as they search for ones that are relevant to their questions, or students can be provided with a list of sites that address the topics each group was assigned.</p> <p>Each student turns in answers to each of the questions assigned to her group. The answers should all be in French.</p> <p>As part of their assignment, students develop a list of 10-15 important vocabulary words for understanding their topic. Students will also be required to create a list of all the internet resources used.</p> <p>A checklist is used to grade the assignment.</p> <p>This interpretive task takes place at the beginning of the unit, towards the end of the first week, after the teacher introduces racial diversity, discrimination, and racism (see <b>Learning Activities: Description</b>).</p>
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## Task 1 - Questions for Students :

Il y a dix ans la France a gagné la coupe du monde de football avec une équipe « black, blanc, beur ». Cependant la France semble avoir des difficultés à célébrer sa diversité.

Recherchez sur internet les sujets suivants et répondez aux questions individuellement. Créez une liste de 10 à 15 mots de vocabulaire nécessaire pour comprendre votre sujet. Créez une liste de toutes les sources internet utilisées.

### **Groupe 1 : Les immigrés en France**

- D'où viennent les immigrés en France ?
- Pourquoi viennent-ils en France ?
- Comment l'histoire de la France joue t'elle un rôle dans la composition actuelle de la population immigrée en France ?
- Qui sont les maghrébins ? les beurs ?
- Où habitent une grande majorité des immigrés et pourquoi – villes/ banlieues/ campagne ?
- Comparez l'origine et l'histoire de l'immigration actuelle en France avec les Etats-Unis

### **Groupe 2 : le modèle français d'intégration**

- Qu'est-ce que le modèle français d'intégration vis à vis des populations immigrées ?
- Pourquoi la France a t'elle choisi ce modèle ?
- Quels sont le pour et le contre de ce modèle ?
- Comparez avec le multiculturalisme adopté par les Etats-Unis

### **Groupe 3 : la discrimination raciale en France**

- Quelles populations souffre de la discrimination
- Quelle forme prend cette discrimination dans les domaines suivants :
- Habitation, éducation, emploi, loisir, liberté civile – donnez des exemples précis
- Comparez avec les Etats-Unis.

### **Groupe 4 : Que s'est-il passé à Clichy-sous-bois à l'automne 2005**

- Où, quand, quoi, qui, pourquoi
- Que reflètent ces émeutes des problèmes liés à l'immigration/ la diversité raciale en France ?
- Quelles ont été les réactions des immigrés, des français blancs, des politiciens, et les réactions de l'étranger face aux émeutes ?
- Quelles décisions ont été prises à la suite de ces événements ?
- Comparez avec des événements comparables aux Etats-Unis.

### **Groupe 5 : La loi de 2004 sur le port de signes religieux ostensible a l'école ?**

- Qu'est-ce que la loi de 2004 sur le port de signes religieux ostensible a l'école ?
- Expliquez la loi.
- Pourquoi une telle loi ?
- Quels événements ont mené au passage de cette loi ?
- Comparez avec les Etats-Unis

## Rubric and Criteria for Assessment Task 1

### Checklist for task 1: Non-negotiables

- All questions have been answered.
- Content of the answers is accurate.
- Answers are in French, in full sentences and
- Answers are in your words, not copied from the source text.
- Student created list of 10-15 new vocabulary words in included.

Directions to Students:

Summarize the information you have researched to answer your group's questions using the checklist above. You will be rated on the rubric below.

	2-1 Approaching expectations	4-3 Meets expectations	5-6 Exceeds expectations
Content	Research summary includes partial answers to questions and/or includes information not relevant to the question or incomplete information	Research summary includes answers to each question	Research summary includes answers to each question and additional relevant information

**Assessment Task 2**

<b>Mode of Communication</b>	<b>Presentational task</b>
<p><b>Performance Assessment</b></p> <p>Where in the unit does this fit best?</p>	<p>In the groups set up for <b>Task 1</b>, students prepare a PowerPoint presentation with text and visuals based on the research they did during <b>Task 1</b> and use the open-ended questions as an outline for the presentation.</p> <p>All of the questions addressed in <b>Task 1</b> need to be included in the presentation. Students will present their PowerPoint orally to their peers.</p> <p>The group must work together to create a coherent presentation without overlap and repetition.</p> <ul style="list-style-type: none"> <li>• The PowerPoint will have a minimum of 3 slides per student (this number will vary in smaller classes where groups are smaller).</li> <li>• Each group member will be responsible for presenting a minimum of 3 slides out of the whole presentation.</li> <li>• Students will turn in a first draft to their teacher indicating who is responsible for which slides (the draft will be reviewed by the teacher).</li> <li>• Students will revise their PowerPoint based on the teacher’s recommendations.</li> </ul> <p>Students will be given time to rehearse their presentation in front of the teacher. The teacher will provide feedback using the rubric that will be used for the final grade.</p> <ul style="list-style-type: none"> <li>• Students will revise.</li> <li>• Students will present in front of their peers.</li> </ul> <p>This assessment will take place at the end of the third week (which will give students about 10 days to work on the assignment). (See <b>Learning Activities: Description</b>).</p>

**Rubric and Criteria for Assessment Task 2**

**Task 2: PowerPoint Presentation**

**Non-negotiables:**

- Minimum of 3 slides per student
- Only French is used during the presentation
- Includes Illustrations with each slide
- Includes a reference list
- No notes are used

<b>Criteria</b>	<b>Approaching expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<b>Comprehensibility</b>	Student is sometimes difficult to understand due to errors in pronunciation; some hesitations and signs of uncertainty.	Student speaks clearly and is generally understood; some minor errors in pronunciation; occasional hesitations in speech	Student speaks clearly and is easily understood; few or no mispronunciations; very well-rehearsed
<b>Language control</b>	Fair control of most basic syntactic patterns; use of basic vocabulary with limited inclusion of expressions from the unit	Good command of basic grammatical structures with some imperfect control of certain complex structures; good range of vocabulary with some idiomatic expressions and incorporation of some expressions from the unit	Strong and accurate command of basic grammatical structures and some complex patterns; use of a wide variety of vocabulary with idiomatic expressions and several new expressions from the unit
<b>Content</b>	The information presented covers the topic assigned providing somewhat of a general overview and few relevant specifics. Students include cultural products, some practices and/or perspectives without linking them together. Students draw few comparisons between US and French products, practices and perspectives.	The information presented covers the topic assigned providing a general overview as well as some specifics. Students describe cultural products practices and perspectives generally link them with each other. Students make some comparisons between US and French products, practices and perspectives	The information presented consistently covers the topic assigned providing a general overview as well as relevant specifics. Students show an understanding of the link between cultural products, and practices and perspectives. Students compare and contrast US and French products, practices and perspectives

### Assessment Task 3

<p><b>Mode of Communication</b></p>	<p><b>Interpersonal task</b></p>
<p><b>Performance Assessment</b></p> <p>Where in the unit does this fit best?</p>	<p>In groups of 5, called at random, students participate in a roundtable discussion set up as an inner-circle/outer-circle activity: 5 students sit at a table in a circle and 5 students stand behind each of them and are responsible for observing the student seated right across. The teacher stands, gives the prompt, and asks further questions as needed. (For a further description of the roundtable discussion see Tips for Teachers found on CARLA's Virtual Item Bank at: <a href="http://www.carla.umn.edu/assessment/VIB/resources.html">http://www.carla.umn.edu/assessment/VIB/resources.html</a> )</p> <p>The questions cover all the topics presented during the PowerPoint, but students are not aware of what specific issue they will be asked about. (See <b>Questions for the Roundtable</b>).</p> <p>At the end of each roundtable discussion, students will meet with their partner (the person observing them) and receive feedback in French based on the observation checklist.</p> <p>The roundtable discussion will take place on the first day of week 5, after the students have completed the jigsaw activity, Venn diagram, and review of functions and structures. (See <b>Learning Activities: Description</b>).</p> <p>During the round table discussions, the teacher will observe the students and note their questions and responses.</p>

**Questions for the Roundtable** (N.B. Each group will address a specific question)

La discrimination raciale existe t'elle en France ? sous quelles formes ? donner des exemples précis ?

Pourquoi le port du voile a t'il été interdit en France ? Etes-vous pour ou contre l'interdiction du port du voile à l'école en France, aux Etats-Unis et pourquoi ?

Y a t'il plus de racisme en France ou aux Etats-Unis ? Donnez des exemples précis.

Etes-vous pour ou contre une loi permettant à la police de vérifier votre statut d'immigré lors d'un contrôle de papiers ? Pourquoi ?

Les français et les américains ont-ils un comportement similaire ou différent vis-à-vis des personnes de couleurs ? Pourquoi ? Comment ?

Comparez les événements de 2005 à Clichy-sous-bois avec les émeutes de Los Angeles en 1992. Différences, similarités ?



## Observation Checklist for the Inner/Outer Circle Part of the Discussion

J'observe \_\_\_\_\_

	Observations, exemples
1. L' étudiant est bien préparé pour la discussion des sujets	
2. L'étudiant ne parle qu'en français	
3. L'étudiant participe à la discussion - nombres de commentaires	
4. L'étudiant écoute les autres	
5. L'étudiant est respectueux des opinions d'autrui	
6. L'étudiant donne son opinion	
7. L'étudiant ne monopolise pas la parole	

### Rubric and Criteria for Assessment Task 3

#### Task: Round Table Discussion – Inner/Outer Circle

##### Non-negotiables:

- Respond in French
- Make a minimum of 2 comments and ask a question at least one question (If necessary, the teacher can ask specific questions to students to make sure all students have made two comments)
- Use of turn-taking
- Be a good conversation partner, be supportive

Criteria	Approaching expectations	Meets expectations	Exceeds expectations
<b>Content/Culture</b>	Comments relate to topic, makes general comments about target culture and own culture.	Comments address topic, includes general and some specific information on practices and perspectives from own and target culture.	Comments expand topic with specific information and understandings from target culture and own culture; links and compares products, practices, and perspectives.
<b>Comprehensibility</b>	Language contains errors that sometimes make comprehension difficult.	Language is generally correct; some limited errors may require repetition or rephrasing in order to be understood.	Language is generally correct; errors don't interfere with comprehension.
<b>Comprehension</b>	Understands a limited amount of the questions and conversation; has difficulty asking for clarification.	Understands most of the conversation; may need occasional rephrasing or repetition; asks for clarification.	Understands all of the conversation without difficulty.
<b>Participation</b>	Repeats facts, makes few contributions to the discussion.	Expresses opinions, contributes to the discussions using material learned from the other tasks.	Expresses opinions, contributes to the discussion by including additional information
<b>Language Control</b>	Responds with short phrases, with limited inclusion of expressions from the unit.	Responds with short sentences, with some inclusion of expressions from the unit.	Responds in full sentences with several inclusions of expressions from the unit.

Step 3. The Instructional and Formative Assessment Components of the Unit			
<u>Functions</u>	<u>Structures</u>	<u>Vocabulary</u>	<u>Materials/Resources</u>
<p>(Asking questions, telling time, describing, expressing likes and dislikes, narration; etc.)</p> <p><b><u>Making Comparisons:</u></b></p> <p><b><u>Expressing Opinions/Wishes:</u></b></p>	<p>Verbs, adjectives, adverbs, tenses</p> <p>plus/moins/aussi + adj + que</p> <p>plus de/ moins de/ autant de + nom + que</p> <p>mieux que/ moins bien que/ aussi bien que</p> <p>le/la meilleur(e) le/la mieux le/la pire</p> <p>le/la/les plus/moins + adj. Le plus de/ le moins de + nom</p> <p><b><u>Expressing opinions/doubts</u></b></p> <p>+ indicatif je pense que .... Je trouve que Je suis certain que</p> <p>+subj Je ne pense pas que Je doute que Je n'ai pas l'impression que Il semblerait que</p>	<p>What are the essential words needed? What are additional words that are nice to know?</p> <p>Students create their own vocabulary list during <b>Task 1</b> and share with each other</p> <p>A lot of cognates: discrimination, immigration, racism</p>	<p>Pictures, stories, online resources, videos, games</p> <p>Zebda CD Essence Ordinaire Song "Tombés des Nues"</p> <p>For student research : <a href="http://www.sos-racisme.org">www.sos-racisme.org</a> <a href="http://fr.wikipedia.org">http://fr.wikipedia.org</a> <a href="http://www.education.gouv.fr/">http://www.education.gouv.fr/</a> <a href="http://www.yahoo.fr">http://www.yahoo.fr</a></p> <p><b><u>To develop the rubrics:</u></b></p> <p>Clementi, CARLA 2010 PowerPoint presentation POLIA handbook – Tedick, Diane</p>

<p><u>Expressing Agreement/Disagreement</u></p> <p><u>Communicative Expressions to Ask for Clarification or Express Lack of Understanding</u></p>	<p>Ce serait bien que Il faut que Il faudrait que</p> <p>Je suis d'accord Je ne suis pas d'accord</p>	<p>Je ne comprends pas.</p> <p>Excusez moi, pouvez vous répéter la question s'il vous plait</p>	
<p><b><u>When/How do I assess these?</u></b></p> <p>Comparison is assessed during <b>Task 2</b> and <b>Task 3</b> in language control</p> <p>Expression of opinion is assessed in <b>Task 3</b></p> <p>Expression of agreement is assessed in <b>Task 3</b></p>	<p><b><u>When/How do I assess these?</u></b></p> <p>Quizzes, pair work, informal observation. Feedback provided as needed.</p>	<p><b><u>When/How do I assess these?</u></b></p> <p>Vocabulary: During <b>Task 1</b> students make a list of new vocabulary from the website. During <b>Task 2</b> and <b>Task 3</b> language and culture are compared regarding immigrants.</p> <p>Communicative expressions to ask for clarification: <b>Task 3</b> – rubric under comprehension</p>	
<p><b>Reflection:</b> What worked well, what needs to be changed?</p>			

Teaching the unit:

	<b>Learning Activities: Description</b>
<b>Beginning</b>	<p>Before Task 1/ Week 1</p> <p>To begin the unit and the first week, the teacher introduces the topic of racial diversity, immigration, and racism in France by having the students listen to the song " Tombés des Nues" by the French group Zebda. The song lyrics express the lack of welcome, resistance, and rejection felt by an immigrant coming to France.</p> <p>Students will listen to the song, discuss the meaning of the lyrics with the teacher and learn about the group Zebda and its political activism through its songs.</p> <p>The teacher will review structures used to make comparisons.</p>
<b>Middle</b>	<p>Following <b>Task 1</b>, students will be asked to write an individual short essay summarizing the main ideas of the topic they researched. This will help students develop fluency and further their familiarity with the content of their issues as well as give them an opportunity to organize their ideas for the PowerPoint. The essay will be assessed informally by the teacher and will be used as an opportunity to point out areas that require more attention from the students. This will also ensure that each student within the group has a strong understanding of the assigned topic.</p> <p>Students will then be given time in class to further their research based on feedback received on <b>Task 1</b> and on the essay. Students will receive feedback on use of the language as well as expanding their responses to the questions.</p> <p>As a pre-activity to <b>Task 2</b>, students will teach and learn new vocabulary from each other based on the list of vocabulary developed by each group during <b>Task 1</b>.</p> <p>Following <b>Task 2</b>, for the next week of class, students will engage in the following activities:</p> <p><b>Jigsaw Activity:</b></p> <p>New groups of students are formed to include one student from each presenting group. During the jigsaw activity, students will ask each other questions about their various topics, so that by the end of the activity, each student in the class should be able to answer all of the questions listed in <b>Task 1</b> for each of the topics.</p> <p>This activity will be an informal rehearsal for <b>Task 3</b> and will give all students knowledge of each other's contents.</p>

	<p><b>Venn Diagram Activity:</b></p> <p>As a class the teacher will lead the students in the creation of a Venn diagram comparing and contrasting France and the USA regarding all the issues of racial diversity, racism, and discrimination discussed in <b>Task 1</b> and <b>Task 2</b>. This group activity will be conducted as a whole class, in French, with the teacher facilitating and students contributing. This activity will also be an opportunity for students to practice an informal discussion on the issues, as well as to gain a more global and organized understanding of the similarities and differences between France and the US with regards to racial diversity (which will be valuable for the round table).</p> <p><b>Review of Functions and Structures:</b></p> <p>Students will review how to express opinions, agreement, and disagreement, and how to make comparisons. Also a review of useful communicative expressions to ask for clarification, rephrasing, etc, will be covered to facilitate the roundtable discussion.</p>
<p><b>End</b></p>	<p>Following <b>Task 3</b> and as a wrap up to the unit, students will go back to the song by Zebda and share their new insight and deeper understanding of the meaning of the song.</p> <p>As a final activity students will be asked to rewrite the song imagining they are a young person of color facing discrimination in France at school or in their job, in their place of residence, etc. Students will be asked to make references to the products, practices, and perspectives relating to racial diversity, racism, and discrimination in France as studied in the course of the unit as they rewrite the song. Extra-credit will be given to students willing to perform their song in front of the class.</p>