**Lesson plan for Intercultural Awareness and Intercultural Competence in FSL**

**Immigration**

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**Teacher Reflection & Before Planning**

| What is my cultural goal?  | Canada has many immigrants, I have students from different nationalities, the curriculum is not inclusive.Learning goals:* Students are able to present and explain their interview to their peers and teacher (A2).
* Students are able to explain why they chose a certain immigrant to research or why it was important to share their family’s story with their peers and teacher or possibly the community at large (B1).
* Students are able to share advantages and disadvantages to immigrate to another country (A2 and B1).
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| Why am I teaching this topic? | I want students to learn about each other and their families, I want them to understand why people immigrate and reflect upon their conceptions of why people immigrate. |
| How will I make this goal inter-cultural? | Teachers and students will be able to share personal stories about immigration, feelings of fear and incertitude about being in a new land and about leaving their original country. The whole class can also brainstorm ways people can welcome newcomers.  |
| Do I know enough about the subject I plan to teach? If not, what should I learn, and where am I going to search for the content? | The teacher can become a [member of the Bibliothèque des Amériques. The membership is FREE](https://emprunt.bibliothequedesameriques.com/home).Suggested reading [*Le mystère de la Lucarne* by Paul Bosc](https://emprunt.bibliothequedesameriques.com/resources/5345a31d1dab10c29731ad24) : L’arrivée de voisins d’origine vietnamienne intrigue Chanelle. Que peuvent-ils bien cacher dans le grenier? Que laisse entrevoir la lueur qui se dégage de leur lucarne? Se peut-il que Chanelle puisse se faire de nouveaux amis? Un regard humain et touchant posé sur les difficultés de l’immigration et les aléas de la clandestinité. L’auteur du Mystère du Cheyenne nous offre une fois de plus un roman sensible où se mêlent curiosité et compassion. |
| Will this lesson/unit include Interdisciplinary, Cooperative and/or Project Based Learning? How? | Language passport |

**Lesson**

| Grade level | Grade: 5-6 French ImmersionGrade: 7-8 Core French |
| --- | --- |
| Competency level (CEFR) | Levels A2 and B1 |
| What is my linguistic goal?How can I make it meaningful in terms of IC? | Understanding**Spoken productions:** I can use a series of phrases and sentences to describe in simple terms my family and other people, where we live, my educational background and my profession.Speaking**Spoken interaction:** I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can’t usually understand enough to keep the conversation going myself.* Students will use some (for B1 level, teacher will ask for more transition words in the text) French transition words when producing their text .
	+ [French transition words](https://quizlet.com/36518609/french-transition-words-flash-cards/) by CodyFund via Quizlet. © All rights reserved.
	+ [23 French Transition Words to Make Your Sentences Flow](https://www.fluentu.com/blog/french/french-transition-words/) by Marrissa Macy via Fluentu. © All rights reserved.
* Tell a story with connected ideas:
	+ Students will use le passé composé (A2)
	+ Students will use l’imparfait (B1)
	+ Students will use some (for B1 level, teacher will ask for more transition words in the text) French transition words when producing their text .
		- [French transition words](https://quizlet.com/36518609/french-transition-words-flash-cards/) by CodyFund via Quizlet. © All rights reserved.
		- [23 French Transition Words to Make Your Sentences Flow](https://www.fluentu.com/blog/french/french-transition-words/) by Marrissa Macy via Fluentu. © All rights reserved.
* Talk about feelings (avoir peur, être content(e), triste,confus(e), embarrassé(e), soulagé(e),...).
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**Structure of the lesson plan**

1. **Activation**

Suggested video: [*Venue de loin*](https://www.nfb.ca/playlists/short-films-use-fsl-classroom/playback/#2) by Shira Avni & Serene El-haj Daoud (En français)

Teachers and students will be able to talk about feelings (avoir peur, être content(e), triste,confus(e), embarrassé(e), soulagé(e),...).

Dans ce court métrage d’animation, Saoussan, une fillette ayant connu les affres de la guerre dans son pays, fait de gros efforts pour s'adapter à sa nouvelle vie au Canada.

1. **Engagement**

Teacher will introduce the word immigration.

[Vocabulaire : parler de l'immigration en français](https://www.youtube.com/watch?v=tCOVtM507G8) by Home Language. © All rights reserved.

[L’immigration | C'est quoi l'Immigration? ses principaux causes et conséquences?](https://www.youtube.com/watch?v=jc-4ftSy4kA) by قناة بحثي. © All rights reserved.

Teacher will share her or his story or family story.

Teacher will ask students what they know about the subject, and will either send a questionnaire home to be filled out by the family members (in their own language, English, or French, comme ils veulent), or ask students to research internationally known immigrants (e.g., Arnold Schwarzenegger (Austria), Bob Marley (Jamaica), Brin (Russia), Einstein (Germany), Jackie Chan (Hong Kong, China)).

The student will share the result of the interview in their preferred language.

Teachers can invite the family to share their experiences of immigrating to Canada. Families can participate in learning through:

* Video conferences
* Class visits
* Show and tell (students or family members share heirlooms, photos, magazine, newspapers, with classmates and teacher to explain their journeys)
1. **Reflection**

Peer- and self-evaluation, reflection on what was learned and what is still to be learned (e.g., L column of KWL chart), etc.

1. **Assessment**

Assessment through a portfolio, PBL, self-evaluation, and a language passport will give the teacher the opportunity to assess learners’ ‘deep’ learning.