

La famille
Family relationships as seen through French music

Grades 11- 12

Outline:

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1. Overview

I teach French to grades 7 through 12 at Saint Thomas Academy; my daily schedule goes from an introduction class to a college level course run through the University of Minnesota. I love using music in all levels of my classes as either a means to reinforce a grammar topic or as a way for us to begin talking about a specific social issue. Authentic listening activities in the target language is something that can be tricky to incorporate into daily world language classes and music is one of the ways that allows me to increase my students' fluency while at the same time staying in the target language. Hearing authentic songs on a regular basis helps provide ample listening practice in the target language, especially as many of my students download songs that resonate with them to listen to outside of my classroom. My students are more engaged with the language as they sing, and sometimes even dance, along to the songs that we listen to in class.

When I asked my eleventh and twelfth grade students, who are in their fourth or fifth year of studying French, to write about family and home life in French speaking countries, I noticed that their answers closely mirrored their own dual-parent home life. As I teach in an all-male, Catholic, college prep, military school I realized that I had a real task in front of me to help get them to go beyond the rather homogenous world that they knew and see what family life was like for many of their francophone counterparts.

Music has the power to transport the listener to anywhere, anytime and be anyone. I designed this lesson to help my students understand what different people from around the world experience in their daily home lives, in an effort to find out what they have in common and how they may differ, and at the end of the day broaden their concept of what makes up a family.

2. Core Lessons with Objectives and Common Core Standards Addressed

I am using The American Council on the Teaching of Foreign Languages (ACTFL) alignment of the National Standards for Learning Languages with the ELA Common Core State Standards for all of my listed standards, (as there are currently no specific standards listed for World Languages at this moment on the Common Core State Standards website).

http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf

Ma famille (My family)

Objectives: To define what students think of when they hear the word family. Students are asked to think about and then write a few sentences of their definition of family in French and then they are asked to write up a short synopsis of family member roles, also in French.

Standards: Cultures: Practices and Perspectives (Standard 2.1), Interpersonal Communication (Standard 1.1)

We then watch a short You tube clip on the evolution of the French family (https://www.youtube.com/watch?v=Jsufz0bN_X8) to view how family life in France has changed since the 1950's, along with a clip from the movie "Paris je t'aime" "Loin du 16ème" <https://www.youtube.com/watch?v=QW4M7J3tank>

Students are put into groups to talk about the similarities and the differences that they see between the evolution of the French family and that of the American family, and to talk about

what they thought about the film clip “Loin du 16ème”. They then continue on to discuss their answers about what makes up a family and family member roles in French.

Common Core Standards: Cultures: Practices and Products (Standard 2.1 and 2.2),
Connections: Acquiring New Information (Standard 3.2), Presentational Communication:
(Standard 1.3)

Collaborative activity:

Mes parents (My parents)

Objectives: Using authentic sources students study the roles of mothers and fathers in a family setting, as well as how those roles are viewed by other members of the family. Both positive and negative view points are studied.

Students are divided into four groups, two groups will do songs about mothers and two groups will do songs about fathers. Each group gets one song that has a positive or a negative view point in how it looks at the relationship of the specific family member dynamic. The group will each get the lyrics to their song and will work together to fill out a worksheet, in English, answering specific questions. After the group presents their song to class, we listen to the song as a class and then watch the music video (if applicable). Once the song is over we discuss, in French, what if anything changed their opinion about what the song was about.

Songs chosen to study for mothers are Miko’s “Elle me dit” and Sexion d’assaut “Avant qu’elle parte”; songs chosen to study for fathers are Stromae’s “Papaoutai” and Céline Dion’s “Parler à mon père”.

Common Core Standards: Presentational Communication: (Standard 1.3), Cultures: Products and Perspectives (Standard 2.2), Connections: Acquiring New Information (Standard 3.2),
Comparisons: Language (Standard 4.1)

Collaborative activity:

Mes enfants (My children)

Objectives: Using authentic sources students study the relationship between parents and their children as seen via songs written by parents for their children.

Students are divided into four groups, each group gets one song that has either a positive or a negative view point in how it looks at the relationship between parent and child and of what the parent wishes for their child. The group will each get the lyrics to their song and will work together to fill out a worksheet, in English, answering specific questions. After the group presents their song to class, we listen to the song as a class and then watch the music video (if applicable). Once the song is over we discuss, in French, if after hearing the music or watching the video, their opinions have changed about what they think the song was about.

Songs chosen are Manau’s “La Poupée”, Henri Dikongué “C’est la vie”, Francis Cabrel “Je t’aimais, je t’aime, je t’aimerai”, and Pascal Obispo “Millesime”.

Common Core Standards: Presentational Communication: (Standard 1.3), Cultures: Products and Perspectives (Standard 2.2), Connections: Acquiring New Information (Standard 3.2), Comparisons: Language (Standard 4.1)

Assessment: Students will work in small groups to write a short song discussing a relationship with a specific family member or members. They will have to choose a music genre and either record their song or perform it in front of the class.

Common Core Standards: Presentational Communication (Standard 1.3), Comparisons: Language (Standard 4.1), Communities: Beyond the School Setting (Standard 5.1), Connections: Acquiring New Information (Standard 3.2)

3. Handouts

NOM : _____

Classe : _____

Ma famille

In one or two complete sentences answer the following questions in French :

What is family for you ? (Qu'est-ce que c'est la famille pour vous ?)

Define the roles of family members using either your own family and experience or what you think of when you hear the words mother, father, sister, brother etc. Write in full sentences in French.

After watching the video on the evolution of the French family what resonates with you ? Answer in English.

Do you see the same evolution of the American family ? Why or why not ?

“Loin du 16ème”

What is one thing that struck you about this short film? (En anglais s'il vous plaît!)

NOM : _____

Classe : _____

Répondez aux questions suivantes en anglais. (Answer all questions in English)

1. What does the title of your song mean? _____

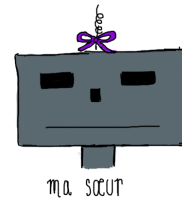
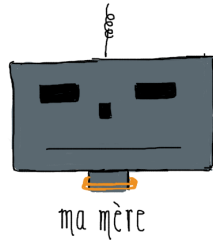
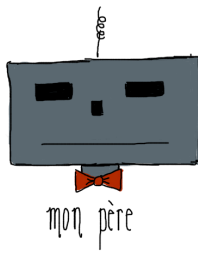
2. What do you think it is about? Please don't translate word for word, but give a general idea of the songs meaning and or message.

3. Do you think your song is more positive or negative in how it views the world? Why?

4. What different grammar tenses do you see in your song? Name all that you see (this can either be in French or in English):

5. Are any pronouns used in your song? Which ones?

6. And finally, what genre of music do you think your song is?



On chante de la famille!
We sing about family!

Your task:

In groups of three or four write a short song in French that talks about one family member relationship or multiple family member relationships. You can either perform the song live or record it and present it to the class via a video. You will have time in class to work on it.

Must include:

- At least three different pronouns
- At least two different usages of the subjunctive
- Something that you have learned about “les familles recomposées” focusing on either the single parent, divorced, or re-married families dynamics

Grading:

You will be given a group grade for the song presentation and an individual grade for the parts of the song that you were responsible for, as well as your in-class work ethic.

- The song must be between one and a half to three minutes long (you can do any genre that speaks to you!)
- Clarity – are the lyrics easy to hear and understand?
- Quality – does it sound like something that took some time to produce or does it sound like something thrown together at the last minute?
- Grammar – are there any gross grammar mistakes that make it almost impossible to understand?

On chante de la famille!

Names of people in your group:

Title of your song: _____

Length of your song: _____

Pronouns used:

Subjunctive used:

Clarity:

Easy to understand 4 – 5

Somewhat difficult 2 – 3

Extremely difficult 0 – 1

Quality:

High quality 4 – 5

Mediocre 2 – 3

Poor 0 – 1

Grammar:

Minimal errors that do not impede on listeners' comprehension 4 – 5

A few errors that make it difficult for a non-sympathetic listener to understand 2 – 3

Several errors that make it nearly impossible to understand the meaning 0 – 1