

Lesson 1 - Les drapeaux de l'Alberta

The Flags of Alberta

Grade: 6 FSL	Duration: 1h	
Specific Learner Outcomes:	Learning Objectives:	Assessments:
Develop and use comprehension strategies to facilitate the understanding of an oral or written message: <ul style="list-style-type: none">- represent meaning by using mental images, illustrations or graphic representations- collaborate with others to build confidence and exchange information	Students will be able to use universals of language to decipher a written text. Students will be able to explain a flag's meaning to others.	Formative assessment of explanations about the meaning of flags. Formative assessment of matching descriptions with pictures.

Preparation required:

- Have an image of the Albertan flag downloaded and ready to be displayed on a class projector. Here is an example you may use from the Government of Alberta website:
<https://corporateidentity.alberta.ca/emblems.cfm>.
- Print off Resource B-1 (1 for every student).
- Print off Resource B-2 (1 for every 2 students) (You may create an additional flag of your local First Nations community modeling the flags from B-2. A list of First Nations flags/logos/symbols is available in B-3. If you do, you only need 1 for every 3 students of B-2. The remaining third of the class will get your developed flag.)

Introduction (5 minutes):

Hook/Attention grabber: Have students look at an image of the Albertan flag via SmartBoard/Projector while you hand out B-1 *face-down* prompting students to not turn it over. Pose the following questions for students to contemplate: What is this? What does it mean?

Introduction: Going back to the board, tell students this is the Albertan flag (Voici, le drapeau de l'Alberta!) Here using the French phrase will add intrigue to the introduction. You can proceed to ask a student or two for a translation of what you just said. Afterwards, tell them the translation (This is the Albertan flag!).

Pre-task (25 minutes):

Tell students to notice how the two students you have picked had to translate using what was available to them. Now it is their turn. Have them turn over their B-1 papers. Tell them it is a word search but it

isn't so easy. They have the French words at the bottom but it isn't French words in the word search. It is the English translations of each. The only hint they have is the Albertan flag on their paper. The number next to a French word in the list is also on the flag. It should give students adequate knowledge to decipher what the English translation is. Have students write the translation next to the French word at the bottom. This should take 5 to 10 minutes.

Afterwards, regroup the class and go over the answers ensuring everyone is on the right track (use the answers on page 2 of B-1). Once finished, bring the class' attention back to the image on the board of the Albertan flag. Use a method such as **Think/Pair/Share** to have students think about how these different elements of the flag represent Alberta - have students **think** individually (2 mins), then discuss in *pairs* (4 mins - in English or French), and finally share their ideas with the class (5 mins - a handful of students can share their discussion highlights). Students may focus on the various geographical elements and colors used when explaining what is important or even on the career paths of this province. This discussion should be exploratory in scope and set up the following task. French should be encouraged as much as possible.

Note: If students are having trouble getting into a thinking mode, some question prompts can be given such as: "What are symbols used for?" and "Where do we find them?"

Task (20 minutes)

Now that students have had a feel for a flag they are familiar with, break up the class into pairs. Each pair will be given a new flag from B-2 (Franco-Albertan flag or Quebec flag - you may choose to use a First Nations flag also [see 'Preparation required' section above]). The two flags will each be explored using a table for students to list French words they understand and to draw a small picture that explains the word in question. Note that the two flags have descriptions written on them that describe the elements of each flag. These are written in French but use mainly universals of language (French words that are essentially exactly the same word in English). As students receive their worksheet, explain to students that some words may look very close to some English words they know and in this context they probably share the same meaning. Tell them it isn't always so, but it is a good strategy for understanding words in written works and conversations of another language. Have them complete the activity by reading aloud the paragraph alternating sentences in pairs. After, they should revisit the paragraph underlining all the words that look like English words they know. They may then fill out the table with the desired words, the English counterpart of the word, and add a drawing to reinforce the meaning using as much French as they can manage orally. This is a good time as a teacher to observe and notice any struggles. Once finished, students will have to visit another pair (regardless of flag choice) and share the words they have found to be very close to English words. They will also share the meaning of the paragraph. Students should evaluate each other in that if the meaning doesn't make sense to them, the group sharing should revisit their paragraph and try to decipher more universals of language.

Post-task (10 minutes):

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson might address the following:

- You may continue with the sharing of flag elements and meanings (in French). You may also address any issues encountered with proper pronunciation.

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, reuse the Albertan flag or have a vocabulary cheat sheet for students when analyzing the new flags.
- To accommodate this lesson for a higher level, prompt students to explain why two of the universal words are important to the flag on the back of their papers. This can be a simple sentence.