

Lesson 2 - Les symboles en histoires

Symbols as Stories

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 explain the meaning of different elements of a particular flag using a corresponding story.	Formative assessment of ability to unpack meaning from the flag. Formative or summative assessment of summaries and explanations about symbols.

Preparation required:

- Print off resource B-9 (1 for every student)
- Print off resource B-10 (1 for every 4 students)
 - Audio support (B-10.1, B-10.2, B-10.3, B-10.4) for each corresponding story (ascending order). *Disclaimer: all stories are fiction but do pertain to the symbolize found in each flag.*
- Print off resource B-11 (1 for every student)

Introduction (5-10 minutes):

Hook/Attention grabber: Have this image up on the projector -

<https://www.buildingbeautifulsouls.com/wp-content/uploads/2016/04/Four-Cardinal-Directions-North-South-West-East-MED-1000x997.jpg>. Ask students to think about which animal represents which cardinal direction. Have them do this individually.

Introduction: Start by asking students what the cardinal directions are in French. Move on to address the image of the Native American representation of the cardinal directions and ask students for their choices and explanations. The representations are included on the following page.

Visit the following website for detailed information about each symbol – <http://wearewildness.com/four-directions-medicine-wheel-affect-life/>.

nord (North) → **le bison/le buffalo** (bison/buffalo)
est (East) → **l'aigle** (eagle)
sud (South) → **le loup** (wolf)
ouest (West) → **l'ours** (bear)

Pre-task (15 minutes):

Hand out B-9 to students while placing them into pairs. Afterwards hand out one story (there are 4) from B-10 to all the pairs. Try to evenly spread out the stories amongst the pairs. Have pairs look at the flag they received with the accompanying story from B-10. They will have to predict what the story will be about and jot it down in English on B-9 with an explanation. Have them use elements of the flag (objects and colors) to prime their imagination. Next, have students jot down words they will have to know to read this story. They will deduce the words needed based on the flag and its elements. For example on Nunavut's Francophone flag, there is a polar bear, white, blue, grey, yellow, green, an inukshuk, and a flower. These words students should be writing down in the section "Words I need to know" on B-9. They may then use a French-English dictionary to look up these words, find their French equivalent and jot them down on the right hand side of the colon provided in the "Words I need to know" section with its English counterpart on the left. While students work, pass out B-11 to each student.

Task (30 minutes):

Once students are ready to proceed, they will engage in reading the stories provided. You may want to remind students to look for universals of language (words that look similar and mean the same thing in different languages - "des mots qui se ressemblent et on le même sense"). Prior to letting students read the stories, inform them that they will complete B-11 once they are done. They will have two things to do: 1) they will have to summarize the story in English (they can use the back of their paper to write notes of all the universals of language and words they don't understand) and 2) they will explain three symbols from their flag in French (one to three word answers or point form should be the expectation). Let them read their stories (at this point the teacher may introduce the audio support to the groups if the teacher has chosen to use it) and circulate and help students with vocabulary that may be troubling them. Remind students that some of the words they searched in their prediction portion of the task may prove to be helpful.

Post-task (5 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:

- Students can share their symbols and summaries with other pairs doing the same story in the last few minutes. Tell them while they are sharing, they should look for the differences and similarities between each others' stories (this can even be extended into the next lesson as an introduction).

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, allow the use of a dictionary when reading the stories (B-10).
- To accommodate this lesson for a higher level, have students write full sentences when explaining their choice of symbol from the story they are reading.