

## Lesson 2 – Les voyageurs

Joie de vivre - Joy of living

Grade: 5 FSL	Duration: 1h	
<b>Specific Learner Outcomes:</b>	<b>Learning Objectives:</b>	<b>Assessments:</b>
<p>Language: -use visual clues and auditory clues -vocabulary associated with <i>Le festival du voyageur</i></p> <p>Culture: -seek out information about Francophones from authentic sources</p> <p>Language Learning Strategies: -take the risk to listen to or read a new text in French</p>	<p>Students will be able to describe traditional activities the <i>voyageurs</i> participated in.</p> <p>Students will be able to explain the health benefits of these activities.</p> <p>This lesson could be a cross-curricular lesson for Health.</p>	<p>Formative assessment of A-22 and A-24 worksheets.</p>

### Preparation required:

- There are multiple suggestions for the optional classroom set up for this lesson and the authors encourage the teachers to infuse the following suggestions with their own creativity and resources. The goal is to create the unique atmosphere of being huddled up to a campfire among friends. The first option is to move all desks out of the way to free up as much floor space as possible. Have students sit in a big circle on the floor and place a fake campfire in the center of the circle. This could be made of brown cardboard tubes for logs and orange and yellow tissue paper crumpled up and placed on top to create artificial flames. To add more effect, place a flashlight or several battery-operated tea light candles underneath the tissue paper. The lights could also be turned off to create a more night time effect. If the classroom is not conducive to this type of physical re-organization, you could simply have a campfire playing on the smartboard/projector screen by accessing a virtual campfire video such as this one: <https://www.youtube.com/watch?v=p3fu5VVI1Bo> The sound effects are quite realistic and could be enjoyed in conjunction with the initial campfire option described above.
- Print off only one copy of the resource A-22 *Les activités des voyageurs*.
- Depending on class size, print off 2-3 copies of the song resource A-23 *C'est l'aviron*. Students will need their own strip of the chorus found on this sheet and there are 8 per sheet. Cut these out in advance. \*Please note that a complete analysis of lyrics is not necessary to enjoy this song. Many of these traditional songs have a bit of mature content such as allusions to drinking

and meeting pretty women.

- Print off 5 copies of the resource A-24 *Une autre activité*.
- Print off enough copies of the story A -25 *La mini légende de la coccinelle* or A-28 *La légende de la coccinelle* for half of your class. Students can share a copy while listening to the audio recording.
- Download the audio recording A-25.1 *Coccinelle* or 28.1 *Coccinelle*.
- If possible, bring enough metal soup spoons for all of your students. Each student will need two in order to play the spoons but a few sets that students can share would also suffice. Hand these out only once prompted to do so later in the lesson.

Important notes: This lesson makes use of many videos and it is possible that they will have advertisements beforehand. It is also important to note that the short story used in this this lesson is an adaptation of a traditional French-Canadian legend called “La chasse-galerie”.

### **Introduction (8 minutes):**

Hook/Attention grabber: Bonjour! Comment ça va? Welcome to the *feu de camp des voyageurs*! Please have a seat around the *feu de camp*.

Introduction: Have you ever heard people say “*Joie de vivre*”? Can anyone guess what this might mean? In this lesson, we are going to analyze some of the ways the *voyageurs* stayed motivated and happy during their long trips through the forests and mountains. To give students a feel for the life of the *voyageur*, play the first part of this short film (0:00 - 05:35): <https://www.nfb.ca/film/voyageurs/> (Please note that in this NFB short film there are some frames of voyageurs smoking a tobacco pipe.)

### **Pre-task (32 minutes):**

After watching the video, ask students what they noticed in the video. After this, tell them that it is important to remember that the *voyageurs* travelled very long distances with extremely heavy backpacks on their backs. They explored dangerous and sometimes uncharted territory. They were away from their families and loved ones for long periods of time. Their work was both physically and mentally demanding. Ask students how they think the *voyageurs* might have felt at times. Here are some prompts: Do you think they were ever tired? Perhaps they were sad at times and longing to be with family? Might they be injured at times or feel cold and hungry?

Once they have had a chance to list a few things, redirect their attention by asking them what they think the *voyageurs* might have done for fun while they were rowing, walking or resting. Ask them what kinds of activities they might have engaged in when they had a break in the evenings. To prompt students, ask them what they enjoy doing while camping, hiking or on going on a road trip.

The order in which students will list off ideas will vary greatly depending on the class. The teacher can acknowledge all comments and then pick a place to begin. The different discussion pieces included in this lesson are the following:

- *chanter des chansons folkloriques* - sing folk songs
- *danser la jig* - dance the jig

- *raconter des histoires et contes* - tell stories and tales
- *jouer les cuillères* – play the spoons
- *faire la tir aux jambes et aux poignets* - leg and arm wrestle

When students bring up one of these five activities (or something to the same effect), pull out the corresponding A-22 *Activités des voyageurs* sheet and ask a student to read it aloud in English. Each sheet has a short description of the activity and a set of instructions to follow. It is recommended that the teacher read the sheet for *\*chanter des chansons folklorique* due to its length and French content that will require modeling. Here are the instructions for each sheet:

- \*sing folk songs: Pass out a copy of the chorus A-23 *C'est l'aviron* to each student and have them read it with you. Read the translation for a better comprehension of the meaning. Once this is done, play the song that was already set up:  
[https://www.youtube.com/watch?v=nxYMNKQ\\_vNI](https://www.youtube.com/watch?v=nxYMNKQ_vNI))
- dance the jig: Show students a video of traditional jig dancing. This short video showcases children dancing the jig without any fancy footwear and contains an instructional component.  
<https://www.youtube.com/watch?v=imHj3hkyHSI> Once the students have finished watching, allow them to stand up and dance it for themselves! Play some traditional folklore music for them to experiment with: [https://www.youtube.com/watch?v=xuMwisT\\_5PU](https://www.youtube.com/watch?v=xuMwisT_5PU)
- tell stories and tales: Ask students if they know any stories they like to tell while they are sitting around a campfire with their friends and family. Read them the French short story (A-25) *La mini légende de la coccinelle* or play the audio recording of it (A-25.1). Students can pair up and follow along with the printed copy of the story. Vocabulary support has also been provided. An extended version of this story is also available (A-28). The audio for this version is A-28.1.
- utilize the spoons as an instrument: Now show students a short clip from the following video. The American musician (David Holt) does a good job explaining how to hold and manipulate the spoons in this section of the video: (02:20 - 04:40)  
[https://www.youtube.com/watch?v=X5e0TVUC\\_ko](https://www.youtube.com/watch?v=X5e0TVUC_ko) Once students have finished watching, pass out the spoons and let them give it a try!
- leg and arm wrestling: Play this very short instructional video of students from Nunavut explaining this traditional sport: <https://www.youtube.com/watch?v=r0Rjv28uxms> Ask students to brainstorm safety precautions they should take if they were to engage in such activities. Fill in any gaps where needed and then let students arm wrestle and leg wrestle. Gaps to be filled might include such things as having a common signal for when to stop (such as tapping or a verbal cue) and knowing how to gauge your partner's strength through resistance rather than simply using all your strength at once. It will be up to the teacher to decide if students should participate as an entire class or only two at a time while their classmates cheer them on.

### **Task (10 minutes)**

Now that students have a greater understanding of the activities the voyageurs engaged in, ask students to think of reasons why such activities would have been beneficial or even crucial for survival. If students need prompting, ask questions to help guide them toward some of the following notions: mental breaks, distraction from physical/emotional pain, enjoyment in life's small and simple pleasures, building relationships with co-workers, camaraderie and trust building, strength training, etc. Then split the students up into 5 groups and assign each group a different activity. Give each group their corresponding sheet from the set A-22 *Les activités des voyageurs* and let them discuss, in English, the reasons they feel the *voyageurs* would have engaged in this activity. Have them write their ideas in English in the *Nos pensées* (our thoughts) box provided at the bottom of each page. Once students have finished, ask each group to present their ideas.

### **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:

- Place the five activity sheets up on the wall and give students a chance to read over the ideas each group has brainstormed. Have a quick class discussion about common themes. Ask the same 5 groups to think of another activity the voyageurs might have engaged in while on their long expeditions and why. Have them fill out the A-24 *Une autre activité* worksheet. Prompt them by asking them what they think they would have done for fun in their spare time if they were in the shoes of a *voyageur* and why they would have done such activities. There is no right answer as this is simply an activity to evoke creativity, self-reflection and practice empathetic intelligence. (Examples for teacher prompting if necessary: keep a diary, write letters to family members, collect small physical artifacts to bring back home, draw pictures, invent new songs, invent new games, draw maps, write new stories, stick carving, etc.) Likewise, this could be done individually if certain students prefer to do so. They can fill out their own copy of the A-24 *Une autre activité* worksheet. The new activities could be presented to the class via group presentations. If many students chose to do this as an individual activity, they could be displayed as part of a *voyageurs* gallery walk.

### **Differentiation/Accommodation:**

- To accommodate this lesson for a lower level, use the A-25 version of the story.
- To accommodate this lesson for a higher level, use the A-28 version of the story.