

## Lesson 3 - Les voyageurs

Festival du voyageur - Festival of the voyageur

Grade: 5 FSL	Duration: 1h	
<b>Specific Learner Outcomes:</b>	<b>Learning Objectives:</b>	<b>Assessments:</b>
Culture: -seek out information about Francophones from authentic sources  Language: -use visual clues and auditory clues -vocabulary associated with Le festival du voyageur	Students will be able to explain activities that take place during the cultural festival, <i>Festival du voyageur</i> .	Formative assessment of translations in the A-26 worksheet.  Formative assessment of participation in games and activities.

### Preparation required:

- Print off a copy of the resource A-26 *Symboles et ACTIONS!* for each student. The second page of this resource is the teacher's resource.
- Print off one colour copy of the resource A-27 and cut out the set of snowshoes and the maple taffy stick in advance.
- Have students bring a toque and scarf from home that they can use during this lesson.
- Bring a set of spoons (to be used as an instrument) for each student or just one set for the teacher's demonstration.
- You will also need a few more supplies: a mug, some white paper or cotton balls, and a chunk of Styrofoam.
- Have all videos in this lesson buffered and ready to play.

### Introduction (10 minutes):

Hook/Attention grabber: Bonjour! Comment ça va? Bienvenue au mini festival du voyageur!

Introduction: Has anyone heard of *Le festival du voyageur*? We have learned about *voyageurs* in the previous lessons. Can you guess what this festival might celebrate? Show them a Rick Mercer Report about the festival: <https://www.youtube.com/watch?v=54BoRMnPEcU>

(Please note that between 04:40 - 05:30 there is a clip about why the *voyageurs* drank Caribou - an alcoholic beverage to keep them warm.)

### Pre-task (30 minutes):

The teacher should clarify that this is a very big annual winter festival that is celebrated in the French Quarter of Winnipeg called Saint-Boniface. Ask them why they think the festival exists. Let students

answer and then clarify that it celebrates the rich Francophone heritage of the area as well as the Métis and First Nations cultures. Ask them what they think people do at this festival. The teacher could explore the official festival website with the class. The photo gallery is a good starting point:

<https://festivalvoyageur.mb.ca/en/gallery/> Explain that this festival is like many others in that it allows families and the community to come together to dance, listen to music, buy local art, make crafts, eat traditional foods and learn about traditions. Show them as many visuals as possible from the website and ask them to list any symbols they remember seeing from both the video and this website. These might include, but are not limited to:

- *la tuque / a toque*
- *la ceinture fléchée / an arrow sash*
- *les cuillères / the spoons (used as an instrument in folk music)*
- *la neige / the snow*
- *le sirop d'érable / maple syrup*
- *de la tâte / maple taffy*
- *les queues de castor / beaver tails (deep fried pastry coated in sugar and cinnamon)*
- *les sculptures de glace / ice sculpture*
- *les sculptures de neige / snow sculpture*
- *les raquettes / snowshoes*
- *la danse folklorique / traditional dancing*
- *les vêtements d'époque / traditional clothing*
- *les amis et la famille / friends and family*
- *faire du toboggan / to go sledding*

Now that they have brainstormed some visuals from the festival, hand out the A-26 *Symboles et ACTIONS!* worksheet. This contains a list of statements in French in the second person such as "Tu portes une tuque." Give students some time to translate as many as they can. After this, they can verify their answers with a game.

The clues for the translations will be given through actions. The game is called *Devinez ce que je fais* (Guess what I am doing). It is up to the teacher to decide which set of actions he/she feel students will prefer to perform for their classmates and which set of actions they feel their students would prefer to watch the teacher perform. Here are suggestions for playing this game:

*Tu portes une tuque:* The participants could put on their toque.

*Tu portes une ceinture fléchée:* The participants could wrap a scarf around their waist.

*Tu joues des cuillères:* The participants could play the spoons to the best of their ability.

*Tu marches dans la neige:* The participants could walk on white paper or cotton balls.

*Tu manges de la tâte d'érable:* The participants could pretend to lick syrup off a popsicle stick (A-27)

*Tu bois du chocolat chaud:* The participants could take a mug and pretend to sip a hot drink from it.

*Tu fais une sculpture de neige:* The participants could take a piece of Styrofoam chip away at it.

*Tu fais de la raquette:* The participants could stick mini snowshoes to the top of their shoes and walk

around the class. (A-27)

*Tu écoutes de la musique:* The participants could play the music and cup their ear to listen to it:

<https://www.youtube.com/watch?v=eB20xHo8PF8>

*Tu dances la jig:* The participants could perform their best rendition of the jig dance to the same music.

All the supplies needed should be prepared and displayed on a table. When the participants are performing the actions, the rest of the class should be guessing aloud and in French. Once the participants hear the correct response in French, they should acknowledge it. Students should then write/verify the translation on their worksheet. The next action can then be performed and once again followed up with time to write the answer on the worksheet.

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

Students could then work in groups to come up with their own symbols and actions. They will have to write their phrases on the same worksheet. They should be encouraged to think of any actions the *voyageurs* would have engaged in as well as anything else they think they might do at an outdoor winter festival. This might require the use of a bilingual dictionary for new vocabulary students wish to experiment with. At this time, the teacher should walk around the class and listen to students conversing. If they need prompting, remind them about the actions they performed in the last lesson as well as the story about *Jean le voyageur*. Ideas the teacher can share with students, if needed, include such things as:

chanter une chanson – sing a song

faire de la soupe aux pois – make pea soup

manger de la soupe aux pois – eat pea soup

porter un sac à dos – wear a backpack

transporter un canot – transport a canoe

raconter une histoire – tell a story

marcher dans la forêt – walk in the forest

voire un ours – see a bear

In their groups, students should prepare a very short skit that they can present to the class. The rest of the class will then try to guess their symbol and action combination in French.

### **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:

- The conjugation of verbs in the second person singular in the present tense (*tu manges*).
- Students could be asked to write their own short story about a *voyageur* in English.

**Differentiation/Accommodation:**

- To accommodate this lesson for a lower level, have groups write one phrase during the task. Hand out copies of the teacher resource instead of the worksheet before students engage in the pre-task game. Skip the translation piece and move straight to the action guessing game.
- To accommodate this lesson for a higher level, have students perform a mini scenario that encompasses multiple actions at once during the task.