

## INTEGRATING READING WITH MULTIPLE INTELLIGENCES

### Reading Unit for Grade 12 Core French, University Preparation, FSF 4U

This additional resource for Core French provides a teaching model designed to engage the students' Multiple Intelligences throughout the study of the play, *Fanny*, by Marcel Pagnol. This unit is designed to meet the expectations of the course FSF4U of the *Ontario Curriculum, Grades 11 and 12, French As a Second Language - Core, Extended, and Immersion French, 2000* document.

### Unit Description

In this unit, students examine the play *Fanny* and its key elements, including the historical and cultural context of the story. The teaching and learning methodologies build students' strategies for reading. The activities - learning, assessment and evaluation - engage Multiple Intelligences and promote Cooperative Learning. In the final task, a simulation activity, students become santonniers who create a model for the santons collection of the museum Le Petit Monde de Marcel Pagnol. The model represents a scene from the play *Fanny*, and incorporates elements of culture researched in the pre-reading stage.

### Unit Planning Model

This unit, designed on an expectations-based planning model, follows a three-step process for planning that is outlined in the introduction of the Handbook. The unit lists only the expectations for the reading strand that the learning activities meet. However, because the reading process naturally integrates oral communication, reading and writing, curriculum expectations from the other strands are met throughout the learning activities.

### Step1: Identify the expectations.

What will students know and be able to do at the end of this unit?

### CODED EXPECTATIONS, CORE FRENCH, UNIVERSITY PREPARATION, FSF 4U

#### Overall Expectations: Reading

REV.01 · read and demonstrate an understanding of a range of literary and informational texts;

REV.02 · apply critical thinking as they read (e.g., analyse information, go beyond the surface meaning, make and support judgements about the issues raised);

REV.03 · identify and understand language conventions used in their reading materials.

#### Specific Expectations: Reading

##### *Comprehension and Response to Text*

RE1.01 – demonstrate an understanding of articles, short stories, poems, song lyrics, novels, and plays (a minimum of 300 pages in total) studied in class (e.g., by summarizing content, interpreting meaning, analysing information or opinions presented);

RE1.02 – read independently a novel or a play (100–150 pages) and respond by answering questions, summarizing the plot, discussing the main ideas and supporting details, and relating the issues raised to a new context;

RE1.03 – identify the writer’s intent or point of view in songs, poems, short stories, novels, plays;

RE1.04 – compare ideas in two or more texts (e.g., written by the same author or dealing with the same subject or theme);

RE1.05 – apply specific research skills (e.g., identifying sources, gathering data, taking notes, outlining) in preparing an assignment.

***Application of Language Conventions***

RE2.01 – recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25);

RE2.02 – compare and contrast the form and style of various genres (e.g., essays, short stories, newspaper articles, plays, poems, song lyrics);

RE2.03 – use reading strategies (e.g., skimming text for information, using clues from context, using knowledge of word families and root words, rereading) to determine the meaning of unfamiliar vocabulary and idiomatic expressions;

RE2.04 – recognize language conventions used in formal and informal language;

RE2.05 – use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

**Step 2: Select tasks for assessment and evaluation**

How will I know that students have achieved the expectations?

What tasks can I design so that students can demonstrate this?

This Assessment and Evaluation Chart lists the activities for the unit, indicates assessment/evaluation strategy selected and links the strategy to the categories of the Achievement Chart and also lists the Multiple Intelligences strategies used in the activities.

Activity	Assessment Strategy	Achievement Chart Categories	Multiple Intelligences Used
<b>Pré-lecture</b> Carte de la France	? Discussion	K/U T/I C	Picture Smart Logic Smart Word Smart
<b>Pré-lecture</b> Tour de Marseille	? Discussion	K/U T/I C	Picture Smart Logic Smart Word Smart
<b>Pré-lecture</b> Cuisine de Provence	? Auto-correction	K/U T/I	Logic Smart Word Smart
<b>Pré-lecture</b> Le parler marseillais	? Correction on overhead	K/U T/I	Logic Smart Word Smart
<b>Pré-lecture</b> Recherche	? Mind map	K/U	Picture Smart

	? Oral presentation	T/I C A	Logic Smart Word Smart Music Smart
<b>Pré-lecture</b> Fanny en scène, en film	? Discussion	T/I C	Picture Smart Logic Smart Word Smart Music Smart
<b>Lecture</b> Inferring meaning	? Oral response	K/U C	Logic Smart Word Smart
<b>Lecture</b> Predicting	? Role play ? Graphic organizer ? Draw ? Storyboard ? Reflection journal ? Rap	K/U T/I C A	Body Smart Picture Smart Logic Smart Word Smart Music Smart People smart
<b>Lecture</b> Knowledge/Understanding Questions	? Oral/written responses	K/U T/I C A	Logic Smart Word Smart
<b>Post-lecture</b> Tâche finale: Le Petit Monde de Marcel Pagnol	? Creative Product ? Oral Presentation	K/U T/I C A	Picture Smart Logic Smart Word Smart Music Smart Body Smart People Smart
<b>Post-lecture</b> Written assignments and/or Oral discussions	? Paragraphs, letters submitted for correction by teacher ? Oral presentations, discussions ? Film Poster	K/U T/I C A	Picture Smart Logic Smart Word Smart People smart

**Step 3A: Design teaching and learning activities.**

How will I design instruction for effective learning?

What knowledge and skills do students need to be able to perform the assessment task?

## DESCRIPTION OF TEACHING AND LEARNING ACTIVITIES

- ? The activities in this unit are: Carte de la France, Tour de Marseille, Cuisine de Provence, Le parler marseillais, Recherche, Fanny en scène, Fanny en film, Le Petit Monde de Marcel Pagnol.
- ? Several activities are suggested within each phase of the reading process. Choice enables teachers to enrich their repertoire of instructional strategies, and allows students to learn through their Multiple Intelligences. The following teacher directions refer to research on the web. The Internet offers excellent, interactive sites with virtual tours of Provence, Marseille and the world of Pagnol and his characters.

### 1. PRE-READING PHASE

This anticipatory set prepares students to read the play by developing their understanding of its cultural context and language. It also serves as the research required to complete the Performance Task. The Internet sites suggested in the learning activities offer excellent, interactive virtual tours of Provence, Marseille and the world of Pagnol and his characters. To guide students in their research, use the following sites to prepare a fact-finding activity package to guide students as they gather information on the web. However, it is also possible to implement the ideas using print and non-print resources. Inform students that they will be reading a play that takes place in Marseille, France in the 1930's, and to note the historical and cultural aspects (places, people, businesses, and daily activities) that the playwright, Marcel Pagnol, might have included in his play, *Fanny*.

#### Carte de la France

In this activity, students visit a website and use an interactive map to guide them on a virtual, circuit tour of France. Upon completion of the tour, students share their impressions.

- ? Provide students with a print copy of map of France on which some of the cities are situated but not named. Have students visit the site <http://www.cortland.edu/www/flteach/civ/> (follow **Table de matières** to **Voyage virtuel**) to find the interactive map of France. By clicking on the dot that locates each city, the students see the city's name (revealed by cursor action/click). Students locate and record the names of the cities on their map. Do not include "Marseille" as one of the cities to find since it is explored in the following task, "Tour de Marseille".
- ? Have the students do the circuit tour one more time, stopping to look at the photos in the link for each city. Select the cities so that as students do the circuit tour of France, they discover its cultural and geographical diversity. Upon completion, ask students to share their impressions of France from their virtual tour.

#### Tour de Marseille

In this activity, students take a tour of the city and area of Marseille, and read information on the sites. As an alternative to the Internet, a display might include pictures of the city's numerous stairs, the port, the basilica, the architecture, the coat of arms, the Phoenicians, food dishes, and ships.

- ? <http://perso.wanadoo.fr/marseille.kharmi/frame.htm>
- ? <http://www.cortland.edu/www/flteach/civ/> (Previous interactive map)

- ? <http://www.cogito.fr> (From the menu, select « Dé Couvertes », then click on « Marseille » to find the interactive map of the city.)
- ? [www.chez.com/lesnouvellesdemars1](http://www.chez.com/lesnouvellesdemars1) (Students select and examine “Photos anciennes, récentes et satellites”).
- ? As closure, have students discuss their impressions of the city and its way of life; for example, the type of city, its location, industry, employment, and food.

### **Cuisine de Provence**

In this activity, students work in groups. To begin, students work in groups to use their personal knowledge to classify a teacher-prepared list of dishes typical of Provence that are associated with these four categories: Entrées, Viandes, Poissons, and Desserts. Students then verify their classifications by finding the recipe for the dishes at the following site:

- ? <http://perso.wanadoo.fr/marseille.kharmi/frame.htm>. (From the menu, select “Typique”, then “Recettes” to explore the wealth of recipes).

### **Le parler marseillais**

Provide students with a list of vocabulary items taken from the play. Select the items that pose reading difficulties due to their specific reference to the Provençal culture.

- ? Acte premier, premier tableau – fada (niais). Peuchère ! (le pauvre!), vé (interjection: vois !), tron de l’air (femme active et énergique), vaï (s’emploie avec aller « allez-vaï ! »), té (tiens), qué (n’est-ce pas ?), couillon (imbécile)

Direct students to find definitions for these words in the dictionary “Le Parler marseillais” on the two following websites:

- ? [www.chez.com/lesnouvellesdemars1](http://www.chez.com/lesnouvellesdemars1) (Select “Le Parler” to alphabetical indicator).
- ? <http://perso.wanadoo.fr/marseille.kharmi/frame.htm> (Select “Le Parler”)

### **Recherche**

In this activity, students work in groups to research a topic and summarize their findings in a mind map. The teacher evaluates their research findings as they present their research orally, using the mind map as a visual aide. In advance, arrange for Resource Center/Internet access and review the characteristics of a Mind Map.

Provide students with a resource list of topics and websites on various aspects of the historical and cultural context of the play.

#### **Le Mistral, Le Mythe Fondateur De Marseille, La Marseillaise**

- ? [www.chez.com/lesnouvellesdemars1](http://www.chez.com/lesnouvellesdemars1)

#### **Les Produits De Provence - Santons, Olive, Pastis, Lavande, Tissus**

- ? <http://www.produits.deprovence.com/> and <http://www.aubagne.com> (From the menu, select L’argile.)

#### **La Pétanque**

- ? <http://www.ifrance.com/bernex/boules.htm>
- ? <http://www.humanite.presse.fr/journal/1999/1999-07/1999-07-26/1999-07-26-053.html>
- ? <http://www.discoverfrance.net/France> (Scroll down to Search engine; an English site)
- ? <http://www.clicquot.com/entertaining/games/vcpetanque/index.html> (an interactive game)

#### **La Farandole et Le Tambourin:**

- ? <http://site.ifrance.com/leparolier/textes/lafollefarandole.htm>
- ? <http://www.pichoto-camargo.asso.fr/traditions/la%20danse.html>

- ? <http://www.chansons-nettes.net/pvoicilafarandole.html>
- ? <http://membres.lycos.fr/lavolte/index.html> (Scroll to bottom menu and click on “ p.4 Musique et danse”.)

#### **Artistes provençaux**

- ? <http://artistesprovencaux.free.fr./index.html>

#### **Le Mariage en Provence**

- ? <http://www.cortege.com/> (select Traditions)

#### **Marcel Pagnol**

- ? [http://fr.encyclopedia.yahoo.com/articles/ma/ma\\_2211\\_p0.html](http://fr.encyclopedia.yahoo.com/articles/ma/ma_2211_p0.html)

- ? <http://www.aubagne.com>

- ? <http://www.ifrance.com/bernex/pagnol.htm>

#### ? **Fanny en scène, en film**

Have students examine posters of the film versions of Fanny at:

- ? <http://tienhung.free.fr/982904.htm>

- ? <http://www.us.imdb.com/Title?0054866>

Have students view scenes from Pagnol’s plays at:

- ? <http://scenesdesprit.free.fr/> (Select Pagnolades.)

- ? Orane Demzis <http://www.france.com/raimu/demazis.html>.

## **2. READING PHASE**

### **Inferring meaning**

Choose appropriate places in the play to ask students to infer the meaning and/or main idea from context.

Verify the students’ comprehension by asking oral questions.

### **Predicting**

Choose appropriate places in the play to have students predict what will happen next.

Have students demonstrate their predictions by: acting out the next event, completing a graphic organizer, drawing a picture, creating a storyboard, writing a reflection journal from a character’s point of view, or composing a rap song.

### **Knowledge/Understanding Questions**

Formulate questions whereby students demonstrate their comprehension orally and/or in written form. For example: César est en mauvaise humeur. Trouvez un exemple de ses insultes. Escartefigue est propriétaire (d’un magasin / d’un ferry-boat).

Verify the students’ responses by having them respond orally, or collect students’ work for correction.

Students can demonstrate their comprehension by composing questions on various sections of the text. Then, the students verify their responses to the particular section of the text for which they composed questions by leading a discussion of the answers.

### **Topics for written assignments and/or oral discussions**

The following topics are suggestions for writing assignments and/or oral discussions, which were appropriate in the reading phase.

- ? Students write a letter from Fanny to Marius explaining her decision to remain with Panisse, or from Marius to Fanny attempting to convince her to change her decision.
- ? Students discuss or debate their agreement or disagreement with Cesar's point of view regarding Marius rights to Fanny and the child.
- ? Students discuss or debate Fanny's decision to tell Panisse about her pregnancy before the marriage, or to remain with Panisse after Marius returns.
- ? Students describe their appreciation of their parent(s), and their parent(s) probable reaction to a teenage pregnancy.
- ? Students discuss the attributes of a good parent.
- ? Students compare and contrast the societal views on unwed mothers in the play with societal views today.
- ? Students modernize the setting and plot of the play. Where would the play take place today? For what reason(s) would Marius not be involved with the pregnancy? What would Fanny do today? What actors/actresses would play the roles?
- ? Students create a poster for the modern film version of Fanny.
- ? Students present a song, poem, or short story that relates thematically to Fanny. (e.g., Là-bas (Jean-Jacques Goldman), La Plainte d'un Phoque en Alaska (Michel Rivard/Beau Dommage), La Manic (Georges Dor), La Dot (Guy de Maupassant)

### 3. POST-READING PHASE

#### **Final Task : Le Petit Monde de Marcel Pagnol**

As a final task, students select a scene from Fanny and recreate it in a plasticine or clay model. The final sculpture is submitted to a contest sponsored by the museum, Le Petit Monde de Marcel, Pagnol to select a new work for its santons collection. Students create a written description of the scene to accompany their model and choose a musical background to reflect the scene presented. The scene is to be presented (live, recorded audio or video, PowerPoint). Their display must include one or two elements from the research done in the pre-reading phase (e.g., a poster of a pétanque contest, a santon, Provencal dress or food). Develop with the students a rubric for the evaluation (the judging) of their entry.

Arrange the contest date and judging format.

Introduce students to **Le Petit Monde de Marcel Pagnol** by visiting the following site:

- ? <http://www.aubagne.com> (select Tourisme to Musée).

#### **Step 3B: Select resources**

##### **Print Resources**

Armstrong, T. Multiple Intelligences in the Classroom. USA: ASCD Association for Supervision and Curriculum Development, 1994. ISBN 0-87120-230-1

Bolger, G. and Hogaboam, G. Je lis, alors je pense! Canada: OMLTA/AOPLV, 2001.

Chapman, C. If The Shoe Fits...How to Develop Multiple Intelligences in the Classroom. Illinois: IRI/Skylight Training and Publishing, Inc. 1993. ISBN 0-932935-64-8

Jean, G. Avec Brio Guide pratique de communication. Canada: Prentice-Hall Inc., 1996. ISBN 0-13-5692458

Pagnol, M. Fanny. Paris: Editions de Fallois, 1988. ISBN 2-87706-057-8

### **Internet**

Note: The writers verified the URLs for the websites prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

#### Websites

<http://www.cortland.edu/www/flteach/civ/>

<http://www.cogito.fr>

[www.chez.com/lesnouvellesdemars1](http://www.chez.com/lesnouvellesdemars1)

<http://www.aubagne.com/>

<http://artistesprovencaus.free.fr./index.html>

<http://www.us.imdb.com/Title?0054866>

<http://scenesdesprit.free.fr/>

<http://www.france.com/raimu/demazis.html>