

**French As a Second Language –
Grade 12 Core, Extended, and Immersion French**

**Handbook
for
Integrating Reading
With
Multiple Intelligences**

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OMLTA 2002

These additional materials for French As a Second Language (FSL) programs in Grade 12 Core, Extended, and Immersion French courses are designed to help teachers implement the Grade 12 curriculum. These materials were created for FSL teachers by the **Ontario Modern Language Teachers' Association/Association ontarienne des professeurs de langues vivantes**. The **Ontario Ministry of Education** funded the development of these resources.

Acknowledgements

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We acknowledge and thank the Reviewers for their contribution.

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Handbook for Integrating Reading with Multiple Intelligences

Overview

The Handbook for Integrating Reading with Multiple Intelligences provides additional resources for French As a Second Language (FSL) teachers to assist them in expanding their repertoire of instructional strategies to teach the literary genre, the play, in their Grade 12 FSL courses.

In *The Ontario Curriculum, Grades 11 and 12, French As a Second Language - Core, Extended and Immersion French* - the Grade 12 curriculum expectations emphasize that students read to understand literary works, and that they apply critical thinking skills to analyze and interpret texts from a variety of genres. The document states that it is important for students to have opportunities to learn in a variety of ways, according to the curriculum expectations and the needs of the students.

Contents

- ≈ The handbook presents an introduction to **Multiple Intelligences** theory as a **model** for designing curriculum.
- ≈ There are three sample **reading** units designed for the study of “the play” as a literary genre.
- ≈ The teaching, learning, and assessment strategies enable students to learn, and to demonstrate their learning, in different ways with their Multiple Intelligences.
- ≈ Each unit identifies the **expectations** for the Reading strand that it meets for Grade 12 Core, Extended, and Immersion University Preparation courses. Although not identified in the Handbook, the learning activities meet many expectations for the Oral Communication and Writing strands through prediction, comprehension and interpretation as responses during the pre-reading, reading and post-reading phases of the reading process.
- ≈ Each unit includes a **Performance Task** that enables students to demonstrate, in meaningful activities, the knowledge and skills learned. A **rubric** is used as a scoring scale to evaluate the students, and guide them to a high level of performance. The rubric identifies key criteria by which the student performance will be evaluated and it provides descriptions that indicate the degree to which the key criteria have been met. These performance tasks, related to specific curriculum expectations, involve critical and creative thinking skills and require integrated language use. Frequently, students create and perform these tasks in **Co-operative Learning** situations since a team effort is required.
- ≈ An **Evaluation Matrix** links the assessment and evaluation activities to the **Achievement Chart** categories and also shows the Multiple Intelligences used in the activities.
- ≈ A **bibliography** and a **webliography** suggest a list of print and non-print resources that can be used in the units.

Core French, Extended French and French Immersion Units

The three units are:

☞ **Core French: *Fanny* by Marcel Pagnol**

In this unit, students examine the literary genre of the play and its key elements as they undertake a variety of activities that engage all of their multiple intelligences. In order to develop an understanding of the historical and cultural context of the play, students discover France and Marseille through a virtual tour and research. In the final task, students become *santonniers* who create three-dimensional models of scenes from *Fanny* which they submit to a contest in the hope of being selected the artist whose work will be added to the *santons* collection of the museum, **Le Petit Monde de Marcel Pagnol**

☞ **Extended French: *Hier les enfants dansaient* by Gratien Gélinas.**

In this unit students examine the literary genre of the play and its key elements and apply the characteristics of le théâtre classique. They research information about the author and create a poster. They discuss the universality of the themes and prepare a debate. As a final task, students research one of the themes and prepare a written report.

☞ **Immersion French: *Bousille et les justes* by Gratien Gélinas**

In this unit students examine the literary genre of the play and apply analytical skills to explore the elements of a play and the theatre. They research the different roles of members of the judicial system, and analyze the characters in a variety of activities that engage their multiple intelligences. As final task students recreate the trial of one of the characters, write the script and present the trial.

The Design Process

The units, designed on an expectations-based planning model, follow a three- step process for planning based on the following questions.

Step 1: Identify the expectations

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

Step 2: Select tasks/performances 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?

Step 3: Design teaching and learning strategies, and select topics and resources

- ☞ How will I design instruction for effective learning?
- ☞ What knowledge and skills do students need to be able to perform the assessment task?

Introduction to Gardner's Multiple Intelligences Theory

Howard Gardner, who introduced his theory of Multiple Intelligences (MI) in his book *Frames of Mind* in 1983, suggests that people possess seven different forms of intelligence. His theory provides teachers with another lens to view the teaching and learning process. Gardner challenges both the traditional definition of intelligence and the emphasis in schools on the development of verbal and mathematical abilities of students to the exclusion of a wider range of intelligence. Gardner defines the seven Intelligences as follows: **Linguistic Intelligence, Logical-Mathematical Intelligence, Spatial Intelligence, Bodily-Kinesthetic, Musical Intelligence, Interpersonal Intelligence, and Intrapersonal Intelligence.**

Key Points in Multiple Intelligences Theory

- ? **Each person possesses all seven intelligences.** These intelligences function in ways unique to each person. Most people are highly developed in some intelligences, modestly developed in others, and relatively undeveloped in the rest. There are individuals who function at extremely high levels in all or most of the intelligences (e.g., the poet-statesman-scientist-philosopher Johan Wolfgang von Goethe), and at the other extreme, the developmentally disabled.
- ? **Most people can develop each intelligence to an adequate level of competency.** Gardner suggests that everyone has the capacity to develop all seven intelligences to a reasonably high level of performance if given the appropriate encouragement, enrichment, and instruction.
- ? **Intelligences usually work together in complex ways.** No intelligence exists by itself in life. Intelligences are always interacting with each other (e.g. to cook a meal, one reads a recipe (linguistic), perhaps divides a recipe in half (logical-mathematical), develops a menu to satisfy all family members (interpersonal), and pleases one's own palate (interpersonal).
- ? **There are many ways to be intelligent within each category.** There is no standard set of attributes that one must have to be considered intelligent in a specific area (e.g. a person who is unable to read, may be highly linguistic because he/she can tell a terrific story).

Source: Armstrong, Thomas. *Multiple Intelligences in the Classroom*. (Pages 11 and 12)

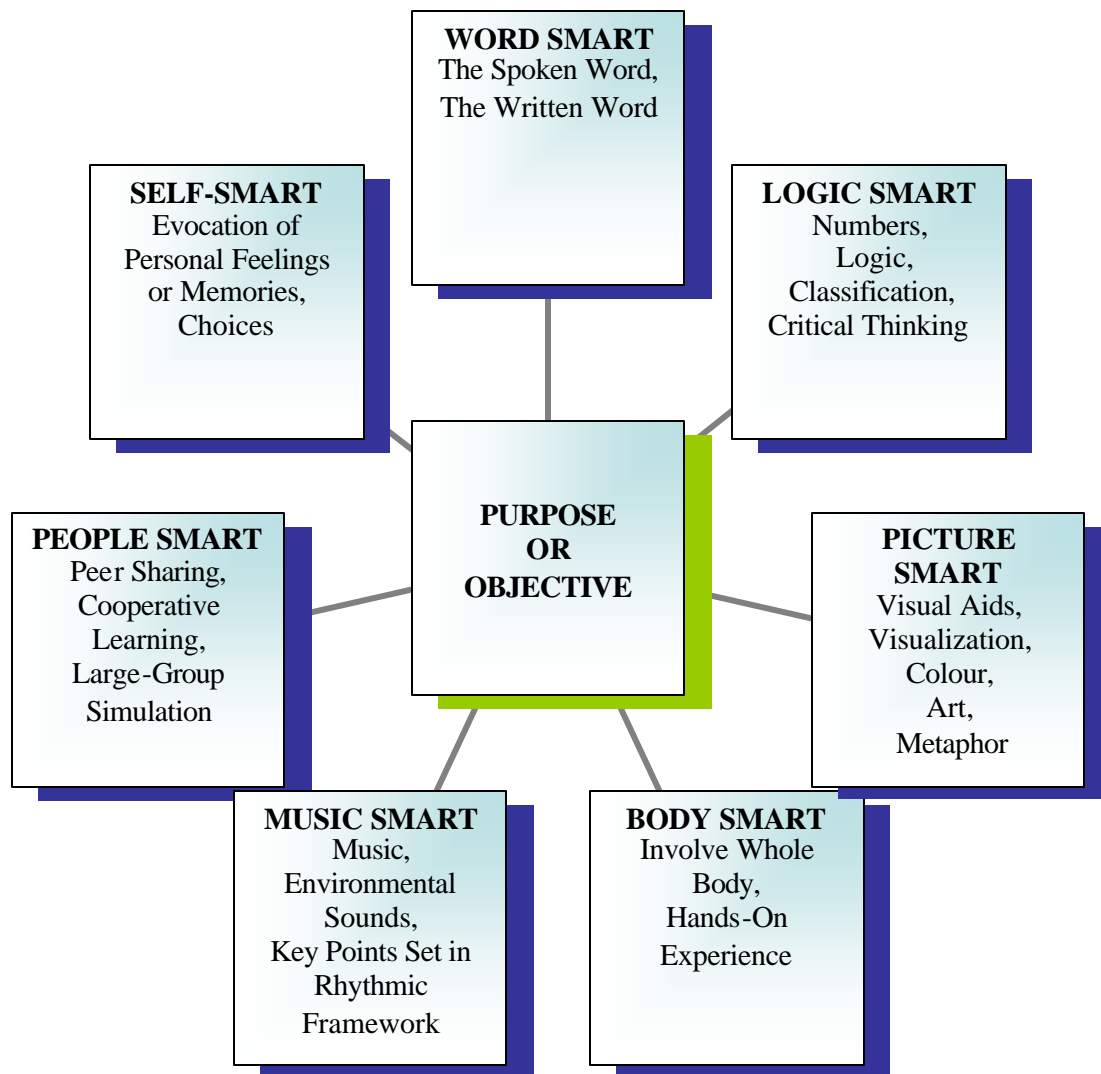
Verbal Descriptions of Gardner's Seven Intelligences

Gardner's Seven Intelligences can be described as follows:

- ✍ Linguistic Intelligence: the capacity to use words effectively orally or in writing;
- ✍ Logical-Mathematical Intelligence: the ability to understand the underlying principles of some kind of causal system;
- ✍ Spatial Intelligence: the ability to represent the spatial world in your mind;
- ✍ Bodily-Kinesthetic: the capacity to use the whole body to express ideas and feelings and use one's hands to produce or transform things;
- ✍ Musical Intelligence: the capacity to think in music;
- ✍ Interpersonal Intelligence: the ability to understand other people;
- ✍ Intrapersonal Intelligence: understanding yourself and knowing what you can do.

Visual Representation of Gardner's Seven Intelligences

In his book, *Multiple Intelligences in the Classroom*, Armstrong suggests that teachers use simple, easy to remember language to describe the different intelligences to their students. Howard Gardner's Seven Intelligences become **Word Smart, Music Smart, Logic Smart, Picture Smart, Sports Smart, People Smart and Self Smart**. These are visually represented in the diagram below.



Adapted from Armstrong, Thomas. *Multiple Intelligences in the Classroom* (pages 58 & 59)

Why use Multiple Intelligences Strategies in FSL classrooms?

Multiple Intelligences theory presents a way for teachers to reflect upon their best practices, and to understand why these methods work, or work well for some students but not for others. It helps teachers understand that students bring different strengths to a learning experience and to reflect on how to accommodate the different learning styles of students in their FSL classrooms. Using Multiple Intelligences strategies enables teachers to:

- ≠ build on students' strengths
- ≠ accommodate different abilities and learning styles
- ≠ improve teaching and learning
- ≠ encourage metacognition

As teachers reflect on how to meet the different learning styles of their students, they may use the chart below as a resource to incorporate different activities into their teaching repertoire. The chart describes characteristics that students demonstrate for each of Gardner's Seven Intelligences and lists some Multiple Intelligences assessment and strategies.

Characteristics of students and Types of MI Assessment and Strategies

<p>Verbal-Linguistic = Word Smart Characteristics of student:</p> <ul style="list-style-type: none">≍ writes and spells clearly≍ communicates effectively, orally and in writing≍ enjoys poetry≍ plays word games≍ thinks in words, or plays with words≍ learns through reading, writing, discussing <p>Types of Assessment and strategies</p> <ul style="list-style-type: none">≍ write stories, poems, essays, reviews≍ research projects≍ present, debate, brainstorm	<p>Logical/Mathematical = Number Smart Characteristics of student:</p> <ul style="list-style-type: none">≍ makes lists≍ classifies and categorizes objects≍ sets priorities≍ outlines, organizes, and sequences≍ solves problems and codes≍ enjoys strategy games <p>Types of Assessment and strategies</p> <ul style="list-style-type: none">≍ classify, determine sequence≍ see cause and effect≍ make a video
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<p>Visual/Spatial = Picture Smart Characteristics of student:</p> <ul style="list-style-type: none"> ≠ produces and decodes graphics information ≠ thinks in pictures and images ≠ creates 3 dimensional models ≠ paints, sketches, draws ≠ creates visual /spatial representation of the world ≠ maintains a sense of direction <p>Types of Assessment and strategies</p> <ul style="list-style-type: none"> ≠ create collages, posters, board game ≠ create slide show, video, ≠ Use graphs, charts, mind maps 	<p>Musical/Rhythmic = Music Smart Characteristics of student:</p> <ul style="list-style-type: none"> ≠ has a good sense of rhythm and melody ≠ likes to hum, chant, and rap ≠ enjoys listening to music ≠ reads and writes music ≠ learns through music and lyrics ≠ enjoys creating music <p>Types of Assessment and strategies</p> <ul style="list-style-type: none"> ≠ present with musical accompaniment ≠ create new lyrics to song ≠ create jingle, rap or song
<p>Intrapersonal=People Smart Characteristics of student:</p> <ul style="list-style-type: none"> ≠ likes quiet time alone ≠ knows own strengths and weaknesses ≠ dreams, fantasizes, and recalls emotions ≠ sets goals and objectives ≠ works independently ≠ takes time to process information <p>Types of Assessment and strategies</p> <ul style="list-style-type: none"> ≠ set goals ≠ reflect/self-evaluate ≠ study independently 	<p>Interpersonal=Self Smart Characteristics of student:</p> <ul style="list-style-type: none"> ≠ listens attentively ≠ likes to work and be with others ≠ enjoys social gatherings ≠ focuses on other individuals ≠ belongs to clubs and organizations ≠ sees points of views of others <p>Types of Assessment and strategies</p> <ul style="list-style-type: none"> ≠ discussions ≠ co-operative learning ≠ peer evaluation of presentations
<p>Bodily-Kinesthetic=Body Smart Characteristics of student:</p> <ul style="list-style-type: none"> ≠ enjoys movement during learning ≠ uses gestures and body language ≠ benefits when movements used to symbolize content ≠ is a proficient tactile learner ≠ enjoys acting and role playing ≠ enjoys dancing and athletics <p>Types of Assessment and strategies</p> <ul style="list-style-type: none"> ≠ perform plays, dramatizations ≠ go on field trips ≠ role playing 	

Creating a Multiple Intelligences (MI) Lesson Plan

MI theory provides a set of parameters within which teachers can create new curricula – a skill, content area, theme, or instructional objective, and develop seven ways to teach it.

Teachers may use the **seven-step planning process** described below to plan an MI lesson or unit in their Grade 12 FSL Core, Extended or Immersion courses.

1. Select the specific expectation for learning (skill, knowledge, and theme).
2. Ask how you can use the elements suggested in the chart on page 7 (e.g. the Spoken Word/Word Smart).
3. Consider possible methods and materials.
4. Brainstorm as many teaching approaches as possible for each intelligence. Brainstorming with colleagues may stimulate more ideas.
5. Select and circle appropriate activities.
6. Use the selected approaches to design a lesson plan or a unit around a specific objective.
7. Implement the plan. Gather the required materials, select an appropriate time-frame (e.g. the plan might incorporate all seven intelligences in one day's lesson, or sequentially over seven days), and carry out the plan. Revise as needed.

The Three Phases of the Reading Process and Instructional Strategies

The following chart, from the Grade 11 FSL Handbook (See Resources, *Je lis, alors je pense*), demonstrates how teachers and students can use thinking skills in each phase of the reading process. Teachers need to diagnose their students' second language reading skills, and if necessary, teach them these skills, as well as how to use them while reading. The outcome will be a more accessible and pleasurable reading experience for students.

Pre-reading phase

Instructional strategies

In the pre-reading phase encourage students to anticipate a text, or sections of a text by:

- ? introducing the text's type, author, historical or cultural background;
- ? using students' prior knowledge of the theme, type/genre of text, title and vocabulary to predict the author's intent or storyline, as well as the type of reading required (e.g., reading for bias in a news' article);
- ? introducing key vocabulary to facilitate reading fluency;
- ? using thinking strategies such as:
 - ✍ brainstorming in cooperative groups to find out how much students know about the topic;
 - ✍ making predictions and hypothesizing;
 - ✍ clarifying main ideas.

Reading Phase

Instructional strategies

In the first reading phase, encourage students to gather information to answer the 5W's (who, what, why, when, where) by:

- ? skimming the text for information;
- ? using reading strategies to derive main ideas from context and language clues (word families and root words), and not to decipher the meaning of each word;

- ? using thinking strategies such as:
- ✍ making predictions and verifying their hypotheses as they read.

In the second reading phase, encourage students to focus on events or ideas essential to comprehension by:

- ? eliciting individual responses to open-ended questions related to the text;
- ? using visual organizers: e.g., Venn diagram, web, sequence chart, t-chart, Problem solving organize, Plus/Minus/Interesting (PMI)) to discuss characters, plot, theme;
- ? identifying and recording their learning strategies in a reading log or metacognition journal;
- ? using critical thinking strategies such as:
 - ✍ comparing and contrasting ideas, events, predictions;
 - ✍ sequencing developments and events;
 - ✍ drawing conclusions;
 - ✍ determining cause and effect;
 - ✍ analyzing plot, characters, style;
- ? using creative thinking strategies such as:
 - ✍ inferring and generalizing;
 - ✍ making predictions, verifying and elaborating hypothesis;
 - ✍ solving problems.

Post-Reading phase

Instructional strategies

In the post-reading phase, encourage students to consolidate their understanding, and continue to explore meaning through interpretations and personal responses of the text by:

- ? discussing the text in group discussions, and after presentations;
- ? dramatizing segments of the text e.g., role-play;
- ? rewriting from another point of view, in another time or place, or in another genre;
- ? reading and comparing another work by the same author, or another work on the same theme;
- ? doing research to acquire data from a variety of sources, to organize information, to evaluate and interpret information;
- ? using factual, critical and creative thinking skills as they analyze, synthesize, and evaluate information to create the assigned performance task.

In classroom discussions, teachers may wish to use different types of responses:

Personal responses

- ? focus on opinions on various aspects of the text, and make reference to personal experiences and memories evoked by the text.

Topical responses

- ? focus on issues raised in the text that can lead to comparisons between views expressed by the author, characters, and the readers.

Interpretive responses

- ? focus on the text and involve students making inferences about what the author has said, and bringing evidence to support their interpretation.

Comments on form

- ? focus on the manner and effectiveness of the author's mode of presentation, and include comments on such things as the use of language, the development of plot and characters, and special effects.

Resources: Print Resources and Webliography Note Concerning Permissions

In this Handbook, specific works are outlined as resources for teachers. Before reproducing materials for student use, teachers should ensure that their Board has a Cancopy licence that covers the resources they wish to use. It is also important to note that many Internet resources are protected by the copyright of the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Teachers are encouraged to integrate resources that are available in their own schools.

Print Resources

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Websites

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

<http://www.vcu.edu/engweb/home/theory.html>

<http://www.graphic.org/goindex.html>

*Saskatchewan Ministry of Education French immersion Document – Reading Strategies Package in French – <http://www.sasked.gov.sk.ca/docs/francais/frlang/inter/ccom14.html>

Webliography for Multiple Intelligences

- ? MI theory and sample activities - <http://www.teachers.ash.org.au/teachereduc/Intelligences.html>
- ? Order on-line books on MI theory, including Armstrong's, at the ASCD store - <http://www.ascd.org>
- ? Order on-line the comprehensive resource book by Dr. Spencer Kagan and Miguel Kagan, *Multiple Intelligences: The Complete MI Book* - <http://cooperativelearning.com/catalogue/MultipleIntelligences1.html>
- ? Types of MI Assessment and Strategies - <http://www.arches.uga.edu/~hmt/webwrite/assessment3.htm>
- ? Sample student sheet listing MI choices for a project - <http://www.gigglepotz.com/miproject.htm>
- ? Score your own MI - <http://ivc.uidaho.edu/cgi-bin/mod/activities/mi-assessment.pl>

- ? Pearson Education Development group site and list of on-line resources for MI theory - <http://www.teacher-vision.com/lesson-plans/lesson-4956.html>

Resources for French As a Second Language Grades 11 and 12 Core, Extended and Immersion French

This list of resources includes a bibliography and a webliography, for Grades 11 and 12 Core, Extended and Immersion French. The resources in the bibliography list literature for Core, Extended and Immersion French. The webliography presents, in alphabetical order, pertinent sites for teachers and students in all French programs.

We acknowledge and thank FSL educators for their contribution to this list and in particular, Sara Garnick, York Region District School Board.

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