

Using Folklore to Explore French Canadian Culture and Geography

Author Cynthia Shoemaker
Grade Level 4
Duration 1-3 class periods

National Standards

GEOGRAPHY

Element 2: Places and Regions

4. The physical and human characteristics of places

5. People create regions to interpret Earth's complexity

6. How culture and experience influence people's perceptions of places and regions

Element 4: Human Systems

9. The characteristics, distribution and migration of human populations on Earth's surface

10. The characteristics, distribution and complexity of Earth's cultural mosaics

AZ Standards

ELA

Reading

Key Ideas and Details

4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

4.RL.4 Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.

Writing

Text Types and Purposes

4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

Arizona Social Science Standards

GEOGRAPHY

Human-environment interactions are essential aspects of human life in all societies.

4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

4.G3.1 Explain how the location and use of resources affects human settlement and movement.

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.

Overview

Folklore can be defined as story-telling material passed down from one generation to the next through songs, legends, superstitions, and cultural practices like food and crafts. By studying folklore, students will have a better understanding of an area's culture and geography.

Purpose

In this lesson students will gain a better understanding of French Canadian culture by analyzing a folktale and seeing images of Canada.

Materials

Using Folklore to Explore French Canadian Culture and Geography

- French Canadian Culture and Geography PowerPoint
- North America map
<https://geoalliance.asu.edu/sites/default/files/maps/N-AMER.pdf>
- Set of 3 maps of Canada (optional)
https://geoalliance.asu.edu/sites/default/files/maps/Canada_3pagess.pdf
- “The Flying Canoe” by Roch Carrier, Sheldon Cohen, and Sheila Fischman, Tundra Books, 2004 available at
http://americanfolklore.net/folklore/2010/07/the_flying_canoe.html
- 3-5 index cards per student
- Scoring Guide
- Writing Checklist

Objectives

The student will be able to:

1. Identify characteristics of the French Canadian culture.
2. Describe physical characteristics of Canada.
3. Analyze text for unfamiliar or interesting phrases.

Procedures

SESSION ONE

1. Begin the lesson with the fact that Canada has several major cultures: Native (First Nation) Peoples, English, Asian, Inuit, Metis, and French. In the next few days, we are going to be learning about the French Canadian culture and Canada. Ask students to share what they know about the province of Quebec or the city of Quebec including any personal experiences. Begin a list of vocabulary words on a word wall or whiteboard as they appear frequently in the discussion.
2. Distribute the North America map to students.
<https://geoalliance.asu.edu/sites/default/files/maps/N-AMER.pdf>
3. Project the French Canadian Culture and Geography PowerPoint. Have students color in the province of Quebec so they know where many of the French Canadians live. Discuss the other images in the PowerPoint. Be sure to include natural resources such as fishing, forests, and hydroelectric power generated from the vast amounts of water and images of daily life in the materials. Point out the influences of France and French culture on Canada whenever it is relevant.
4. Share additional information about Quebec. This may include stories, books, maps of Canada and Quebec, and photographs.

SESSION TWO

1. Distribute copies of the story, “The Flying Crane.” Introduce the story as a French Canadian folktale. It is a fictional story but from the story we can learn about the French Canadian culture. Read the story while students listen. As the story is read, stop and briefly discuss words that may be unfamiliar to the students. Add these words to the vocabulary list. Read the story a second time. After reading, ask students to recall some of the characteristics of Quebec/Canada that they saw in the images shown in the previous session. Refer back to these visual materials and the list of vocabulary words if necessary.
2. Distribute index cards to students. Read the story again. This time model for the students how to pick out a segment of the text (words, phrases, or sentences) that they find interesting, significant, or confusing. Write this text on one side of an index card. Model how to write comments reflecting why they chose that particular quotation on the other side of the card. Each student should complete his/her own index card.
3. Arrange students in mixed ability groups of three to four individuals. Instruct them to select one quotation to share and discuss with the group. Model this by reading a quotation and then asking one or two students to reflect on what was just read. After student comments are finished, then share a reflection about why that particular segment of text was chosen.
4. Have students follow this procedure. Instruct group members to take turns reading one of the segments they wrote. They should listen without comment to classmates’ thoughts about what they see as interesting or significant about that particular piece of text. Finally, have groups share why they chose that particular portion of the story.
5. Now ask the students to create a list of the words or phrases that were characteristic of the French Canadian culture as shown in the story. Give them some examples—use of French language, reference to God and devil, names that sound French like Baptiste, etc. Make a list of these on the whiteboard. Leave visible so students can use for the writing assessment.

SESSION THREE

1. Project and distribute the Writing Checklist. Explain the writing assignment and how it will be graded. For diverse learners (ELLs, Special Education), allow them to draw pictures and write some simple sentences using the key vocabulary words.

Using Folklore to Explore French Canadian Culture and Geography

Assessment

ELA and Geography

The writing assignment can be graded using the the Scoring Guide. Mastery will be considered a score of 40 or higher.

ELA

Index cards can be graded for completeness and correctness. Grade of satisfactory or unsatisfactory can be recorded.

Extensions

The lesson plan could be used as an introduction to teach about the many different cultures of Canada, including the English, Asian, Metis, Inuit, and First Nations peoples.

Students could create “Heart Maps.” This is where students place events and people who are important in their own lives onto a heart template.

<https://www.scholastic.com/teachers/blog-posts/ruth-manna/heart-maps-and-writing/>

Sources

Save the Last Word for Me

<https://www.youtube.com/watch?v=y-j58t1I81M>
(10.12 min)

World of Words: International Collection of Children’s and Adolescent Literature available at www.wowlit.org

Information on province of Quebec

<https://www.thecanadianencyclopedia.ca/en/article/quebec>