

PARLONS CULTURE

LES ACADIENS ET LES CAJUNS

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Video scenes

Introduction

Scenes 1-7

- 1 Port-Royal - Begins 00:35
- 2 Village historique acadien - 01:00
- 3 Louisbourg - 02:20
- 4 Grand-Pré - 03:30
- 5 Film - 03:55
- 6 Louisiane - 06:00
- 7 Houma - 06:55

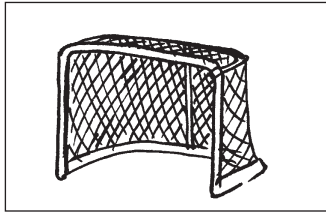
Scenes 8-14

- 8 Son père - 07:45
- 9 Maladies - 08:30
- 10 Paroles - 09:00
- 11 Manger - 10:05
- 12 Accordéon - 11:00
- 13 Melba - 11:55
- 14 Village acadien (Louisiane) - 13:00

Scenes 15-end

- 15 Randol's - 13:50
- 16 Vermilionville - 14:15
- 17 St Martinville - 15:30
- 18 Eunice - 16:15
- 19 Danse - 17:35
- 20 Préjean's - 21:45
- 21 Fin - 25:00

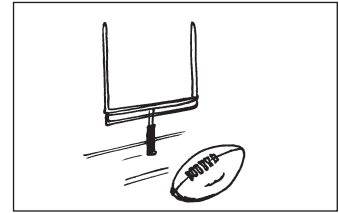
Lesson 1: Histoire des Acadiens	
Scenes: Port-Royal, Village historique acadien, Louisbourg	
Overall expectation	<p>Listening to Understand: determine meaning in a variety of oral French texts, using a range of listening strategies.</p> <p>Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>
Materials	<ul style="list-style-type: none"> • Video scenes 1-3: <i>Port-Royal, Village historique acadien, Louisbourg</i> • Map of the world (<i>Fiche 1a</i>) • Map of North America (<i>Fiche 1b</i>) • Prior to the day’s lesson, ask students to come prepared to class with the following information: country of origin of his/her family, approximate year of arrival to Canada.
Lesson Outline	
Learning goal/ But d’apprentissage	<p>We are learning to use listening strategies to identify Acadian and Cajun regions in North America.</p> <p><i>Nous apprenons à utiliser les stratégies d’écoute pour identifier les régions acadiennes et cajun.</i></p>
Success criteria/ Critères d’évaluation *Teachers may vary the success criteria to better meet the needs of their students.	<p>Success criteria should be co-constructed at the outset of learning to ensure that students and teachers have a common and shared understanding of the criteria as learning progresses. With teacher support, students can create CAN DO statements such as:</p> <ul style="list-style-type: none"> • I can identify the reason I am listening. <i>Je peux identifier l’intention d’écoute.</i> • I can take notes on what I am hearing. <i>Je peux prendre des notes.</i> • I can share listening strategies that I found useful. <i>Je peux partager des stratégies d’écoute que j’ai trouvées utiles.</i> • I can identify francophone communities. <i>Je peux identifier des communautés francophones.</i>
Assessment	<ul style="list-style-type: none"> • Checklist • Self-evaluation • Exit card



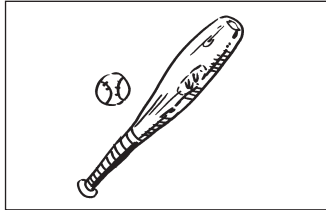
jouer au hockey



jouer au soccer



jouer au football



jouer au baseball



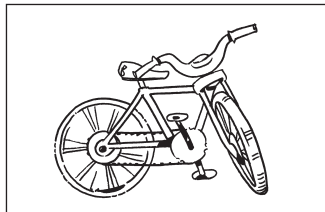
jouer au basket



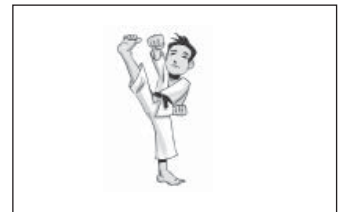
jouer aux jeux vidéo



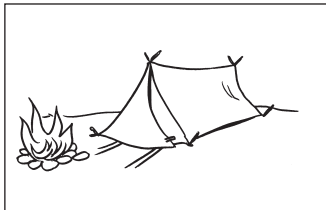
faire du ski



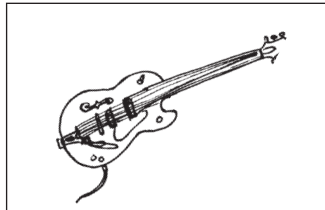
faire de la bicyclette



faire du karaté



faire du camping



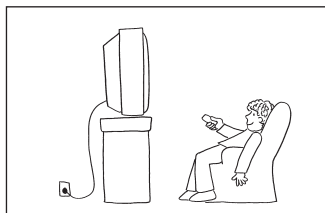
jouer de la guitare



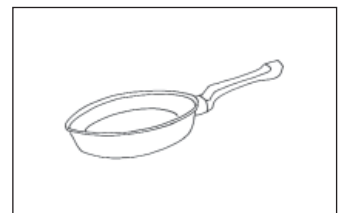
lire



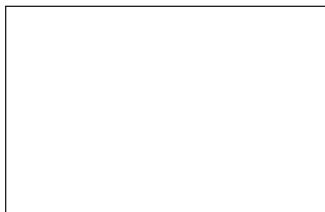
danser



regarder la télé



cuisiner



Minds on

To review Acadian activities and pastimes in French, initiate a game of Charades. Students play in small groups. The miming student selects a pastime that he/she likes from the picture vocabulary sheet .

Action

Review personal preferences and Acadian activities and pastimes in a large group discussion:

Qu'est-ce que tu aimes faire ?

Qu'est-ce que tu n'aimes pas faire ?

Quelle activité des Acadiens veux-tu essayer ?

Students will work in partners to role-play a phone conversation to further explore Acadian activities and pastimes. Review speaking strategies with students.

Role-play:

You will be spending the summer with an Acadian friend from New Brunswick. Your friend uses Skype to contact you and wants to know if you would like to try an Acadian activity. You have never heard of this activity. Find out more information about it.

In pairs, create a short conversation.

Model some sentences for students to use (if needed). This may also be completed as a shared activity followed by students working in pairs.

Allô !

Salut ! C'est ____.

Je suis en train de planifier ta visite. Quelle activité acadienne veux-tu essayer ? Veux-tu filer la laine ? Chanter des chansons acadiennes ?

Hm, qu'est-ce que c'est « filer la laine » ?

Filer la laine c'est....

C'est intéressant/bizarre/drôle... Je veux... Je ne veux pas...

Consolidation

Students can present in small groups and complete a peer/self-evaluation based on strategies used and reflection on of intercultural differences. The peer evaluation can include the following questions:

Tu as bien utilisé les stratégies de prise de parole : 1 2 3 4

Une stratégie que tu as bien utilisée : _____

Tu as bien utilisé les stratégies d'écoute : 1 2 3 4

Une stratégie que tu as bien utilisée : _____