

World Languages
Francophone Culture Through Cinema
Unit 3: Old Age and Death

Essential Understandings	<ul style="list-style-type: none"> ▪ Native language and culture are integral to the daily lives of immigrants.
Essential Questions	<ul style="list-style-type: none"> ▪ How are the elderly treated in other societies? ▪ Are there experiences of the aging that are similar across societies? ▪ How does the treatment of the elderly in a given society relate to its treatment of children?
Essential Knowledge	<ul style="list-style-type: none"> ▪ .There are similarities and differences in the way that the aging and dying are treated in various societies.
Vocabulary	<ul style="list-style-type: none"> ▪ Life, death, illness, homicide, suicide, retirement, funeral rites.
Essential Skills	<ul style="list-style-type: none"> ▪ Define and use vocabulary properly. ▪ Discuss attitudes toward treatment of the ill and elderly and laws regarding the same. ▪ Examine, compare and contrast the differences in the perspectives about death in the film(s). ▪ Take a position and defend an argument.
Related Maine Learning Results	<p><u>World Languages</u> Culture B. Culture B1. Practice and Perspectives Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken. a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken. b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken. c. Identify differences in cultural practices among peoples that speak the same language. B2. Products and Perspectives Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken. B3. Comparison with Own Culture Students explain how products, practices, and perspectives</p>

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	<p>of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.</p> <ul style="list-style-type: none">a. Identify and compare influential figures from the two cultures.b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken. <p><u>Social Studies</u></p> <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on Matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ul style="list-style-type: none">a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information. <p><u>Visual and Performing Arts</u></p> <p>A. Artist's Purpose</p> <p>A1. Artist's Purpose</p> <p>Students research and explain how art and artists reflect and Influence culture and periods of time.</p> <p>D. Aesthetics and Criticism</p> <p>D1. Aesthetics and Criticism</p> <p>Students analyze and evaluate art forms.</p> <ul style="list-style-type: none">a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate art concepts, vocabulary, skills and processes as referenced in Standard A: Disciplinary Literacy.b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.d. Research and explain how art and artists reflect and shape their own time and culture. <p>E. Visual and Performing Arts Connections</p> <p>E1. The Arts and History and World Cultures</p>
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	<p>Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.</p>
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Watch French movie clips and identify behaviors, relationships that are different from those in the U.S. And discuss the contrasts. ▪ Share experiences, ideas, attitudes and opinions regarding death and old age and formulate (an) American popular philosophy (philosophies) regarding these topics. ▪ Choose American movies that illustrate this philosophy and defend the choice orally and in writing. Compare and contrast them to French films of the same genre through discussion. ▪ Analyze how these similarities and differences may reflect societal values
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Evaluation of student performance in class discussion. ▪ Oral and written analysis. ▪ Personal essay.
<p style="text-align: center;">Sample Resources</p>	<p>“Republic of Images: A History of French Filmmaking” Alan Williams.</p> <p>Films (in entirety or clips):</p> <ul style="list-style-type: none"> • Le grand Voyage (l’Algerie) • Un Dimanche a la Campagne • Mon Oncle Antoine (le Canada) • Ponette (la France) • La Rue Cases Negres (la Martinique) • Toto le Heros (la France)