



Unit 4: Protests Research Project

Subject Area: French Immersion	Course: 8th Grade FI		
Unit 4 Title: Protests: Research Project	Grade(s): 8	Start: Feb	End: Apr
Unit Summary: We believe that student voices are valuable and vital to creating change. By acting on their values, students can inspire others and strengthen their sense of self. In this unit, students will investigate a famous French protest and create a research presentation. Students may choose from: The French Revolution, The May 1968 Protests, Les Gilets Jaunes, Protests against Police Brutality, Protests against Rising Living Costs post Pandemic, The 1960s Quiet Revolution (QC), Student protests in the 1960s and 70s (QC), The Algerian War for Independence (Algerie), or Viet Minh (Vietnam).			

Stage 1: Desired Results

Massachusetts Learning Standards

ELA Standards

READING Lit.

8.1 - cite textual evidence based on explicit and implicit meaning ; 8.2 - determine theme; 8.4 - word meaning & impact; 8.10 - read and understand high level text

READING Informational Text

8.1 - cite textual evidence based on explicit and implicit meaning ; 8.2 - determine central idea; 8.3 - analyze a text makes connections and distinctions amongst ideas; 8.4 - word meaning & impact; 8.5 - analyze the structure of a paragraph and its components; 8.6 - determine author's purpose; 8.7 - pros and cons to different media; 8.9 - analyze conflicting information in two or more pieces

Writing



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8.1 Write argument; 8.2 Write informative; 8.4 Produce clear and coherent writing; 8.5 Writing process practice; 8.6 Use technology (Internet) to write; 8.7 Conduct short research project to answer questions; 8.8 Gather evidence from multiple sources; 8.9 Gather evidence from literature; 8.10 Write routinely

Speaking & Listening

8.1 Engage in discussion; 8.2 Analyze purpose of information presented; 8.3 Delineate a speaker's argument; 8.4 Present claims and findings; 8.5 Integrate multimedia into presentations; 8.6 adapt speech to a variety of contexts

Language

8.1 Demonstrate a command of grammar and usage; 8.2 Demonstrate a command of capitalization, punctuation and spelling; 8.3 Use knowledge of language; 8.4 Determine word meaning; 8.5 Demonstrate understanding of figurative language; 8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases

World Language Standards

Communication Standards

1. Interpretive Communication - In texts and conversations on a wide variety of topics that relate to students and their environment, relying upon understanding of series of connected sentences, sometimes supported by repetition and plain language, students:

- a. Understand traits of multiple cultures and communities. (IM.1.a)
- b. Understand the main idea and some supporting details. (IM.1.b)

2. Interpersonal Communication - In conversations on a wide variety of topics that relate to students and their environment in a variety of settings, creating series of connected sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners easily understand, students:

- a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IM.2.a)
- b. Understand, answer, and ask a variety of questions. (IM.2.b)



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- c. Initiate, maintain, and end conversations by understanding and creating language that conveys authentic, personal meaning. (IM.2.c)
- d. Provide basic advice on individual or societal issues. (IM.2.d)

3. Presentational Communication - In presentations on a wide variety of topics that relate to students and their environment, in a variety of settings, creating series of connected sentences, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners easily understand, students:

- a. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. (IM.3.a)
- b. Present information, raise awareness, and express personal preferences in culturally appropriate ways. (IM.3.b)
- c. State a viewpoint and provide reasons to support it. (IM.3.c)

4. Intercultural Communication - In interactions in a variety of settings, creating series of connected sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners easily understand, students:

- a. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience's or interlocutor's culture to demonstrate understanding and curiosity of a target-language culture and respect towards diversity. (IM.4.a)
- b. Use appropriate learned gestures and behaviors. (IM.4.b)
- c. Avoid major social blunders. (IM.4.c)

Linguistic Cultures



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5. Cultures – In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

- a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. (IM.5.a)

6. Comparisons - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

- a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target language cultures studied and their own by:
 - 1. Making comparisons between products, practices, and perspectives. (IM.6.a.1)
 - 2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. (IM.6.a.2)

Lifelong Learning Standards

7. Connections - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

- a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IM.7.a)
- b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age appropriate materials. (IM.7.b)

8. Communities - In a variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students fully and consistently:

- a. Apply cultural and linguistic skills to participate in the school, local, and global community by:



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- 1. Engaging with resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (IM.8.a.1)
- 2. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. (IM.8.a.2)

Transfer (Authentic, relevant application of learning to new situations)

Students will be able to independently use their learning to...

- Research and create a presentation on one of the protests/rebellions. Students will focus on: historical context, key figures, explore the demands and responses to the demands, compare the event to something from their culture, and discuss potential long-term impacts/effectiveness of protests.

Meaning

Enduring Understandings

Students will understand that...

- Identifying areas for change fuels personal growth and social progress. Students will investigate issues and topics they are passionate about, gaining a deeper understanding of the changes they want to see in the world.
- Persuasive writing and effective communication skills can motivate others to take action. In this unit, students will develop persuasive writing techniques to communicate their ideas, support their claims with evidence, and appeal to their audience's emotions and values.

Essential Questions

Students will consider...

- How are my values challenged?
- What do I want to see changed?
- How can I persuade others to take action?



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Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Author's point of view• Claims and counterclaims• Persuasive techniques (ethos, pathos, logos)• Logical reasoning• Relevant vs. irrelevant evidence• Rhetorical appeals• Different mediums (articles, speeches, videos, social media, etc.)• Advantages/disadvantages of various formats• Self-generated questions• Credibility and accuracy of sources• Plagiarism and ethical research• Quoting and paraphrasing• Standard citation formats• Comparing historical protests to modern movements• Long-term impact of protests• French Revolution• May 1968 Protests• Les Gilets Jaunes• Police brutality protests• Rising living costs protests	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Determining an author's point of view or purpose in informational text.• Analyzing how the author acknowledges and responds to conflicting evidence or viewpoints.• Evaluating the advantages and disadvantages of using different mediums to present an idea.• Evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.• Writing arguments to support claims with clear reasons and relevant evidence.• Conducting short research projects to answer a question, including a self-generated question.• Using several sources in research.• Evaluating the credibility and accuracy of each source.• Quoting and paraphrase others' work while avoiding plagiarism.• Using a standard format for citation.



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- Quiet Revolution (QC)
- Student protests (QC)
- Algerian War for Independence
- Viet Minh resistance

- Analyzing the purpose of information presented in different media and formats.
- Determining a speaker's argument and specific claims.
- Evaluating the reasoning and evidence presented for soundness and relevance.
- Identifying when irrelevant evidence is introduced.