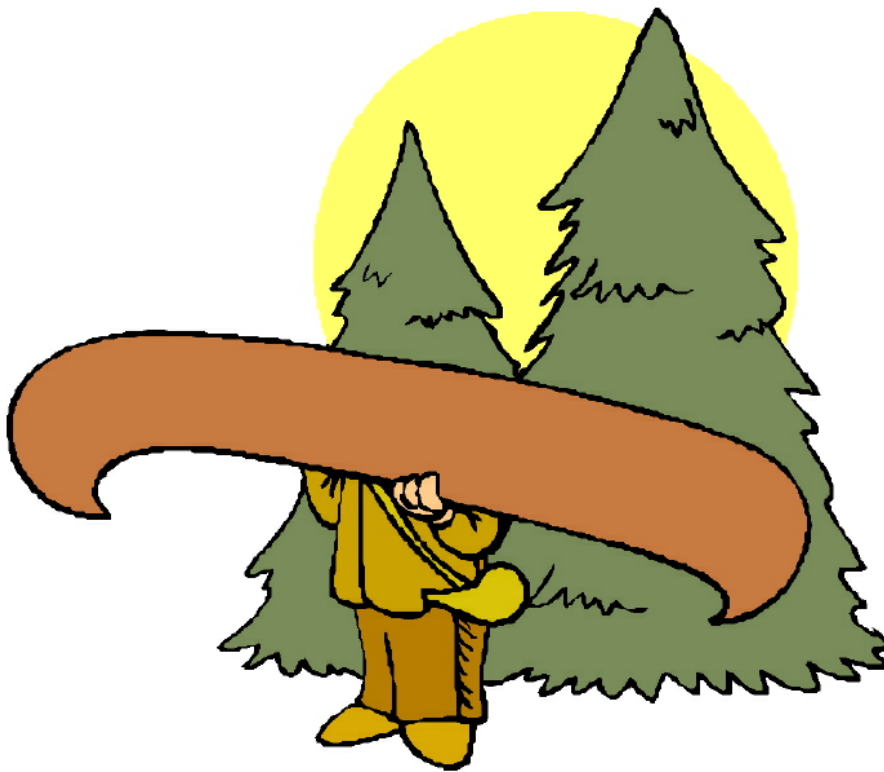


Festival du Voyageur



Grades 4 - 5 Core French Model Unit

2001

P102.4

Teaching Materials
from the
Stewart Resources Centre



Ministère
de l'Éducation
de la Saskatchewan

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It is important to read this page before teaching the unit!

This model unit has been designed to be used at several levels of language expertise depending on the students' experiences with the French language.

Core French is a locally determined option in the Saskatchewan school system. This means that individual boards decide if Core French will be offered and at what level they will begin the program. As a result, depending on the school division, Core French programs begin at several different grades in our province (ex. Grade 1, Grade 4, Grade 7, Grade 9...). The Saskatchewan Education Core French curriculum guides have been developed on a Grade 1 through Grade 12 continuum. In order to meet the objectives of the entire curriculum, students would begin studying French in Kindergarten/Grade 1 and continue through to the end of Grade 12.

Due to the diversity of the starting point of Core French programs, individual teachers may have to adapt the curriculum and supporting model units to meet the needs of their students. For example, if the Core French program begins in Grade 4, the teacher would have to adapt for age appropriateness and language ability material and units for Grades 1-3 to give the students the necessary background before beginning the Grade 4 units in the curriculum guide.

Throughout the unit, activities have been developed that would be age appropriate for younger students and other activities have been developed for older students. Although two or more specific grade levels have often been targeted because of correlation to the objectives in the curriculum guide, the unit may be adapted for any grade at the elementary level depending on the students' needs and abilities.

Teachers will choose the activities throughout the unit that are age and language level appropriate for their students regardless of grade levels mentioned in the unit as these were used primarily to provide an example of how the unit might be taught.

<p>This unit was developed following the curriculum guidelines by : Tanya Noreen Core French Teacher Lafleche Central School, Golden Plains S.D. No. 124</p>
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Suggested Vocabulary

This page is for the teacher's use and is not intended as a student handout.

Le Voyageur – The traveler

Le coureur de bois – trapper
L'artisan – craftsman
La brigade – troops, squad

Les vêtements – Clothing

La barbe – beard
La chemise – shirt
La chemise rouge à carreaux – Red-
checked shirt
La tuque – toque
La ceinture – belt
La ceinture fléchée – sash
Les raquettes – snowshoes
Le mouchoir – handkerchief
Les mitasses/les jambières – leggings
Les mocassins – mocassins
Le pantalon – pants

Les pantalons en velours côtelé brun –
brown corduroy pants
La capuche bleue – blue hood
Le sac – bag or pouch
Le sac à feu – ammunition bag
Les bagages – luggage
Le fusil – gun
Le couteau – knife
La hâche – hatchet
La boussole – compass
La fourrure – fur
La tuque en laine – wool toque

Le Voyage – The trip

La rivière – the river
Les rames – the oars
La cabane – the cabin
La forêt – the forest
Le lac – the lake
Le sapin – the fir tree

Le canot – canoe
Le traîneau – sled
Le portage – portage
Les provisions – cargo
Les autochtones – Indians

Les loisirs – Leisure, spare time, leisure activities

La gigue – jig
La pipe – pipe
Les fèves au lard – pork and beans
La soupe aux pois – pea soup
La galette – bannock (biscuits)
Le pemmican – Pemmican meat
Le neige – snow
La chasse – the hunt

Le feu – fire
La sculpture de glace – ice sculptures
Le relais – relay races
Le violon – violin
Le jeu de bras de force – arm wrestling
Tirer à la jambette – Leg wrestling
Lancer la hâche – hatchet throwing

Les animaux – The Animals

La loutre – otter
Le bison –buffalo/bison
Le castor – beaver
Le renard – fox
L'ours – bear

Le caribou – caribou
Le loup – wolf
Le vison – mink
La martre – marten
Le chien – dog

Les verbes - verbs

Fumer – to smoke
Jouer – to play
Danser – to dance
Chanter – to sing
Lancer – to throw
Parler – to talk

Porter – to wear
Portager – to carry
Tirer – to pull
Visiter – to visit
Manger – to eat
Chasser – to hunt

Field of Experience:

Celebrations

Topic to be Developed:

Le Festival du Voyageur

Goal:

Create and organize a « Voyageur » afternoon including a brochure or poster and an oral presentation.

Suggested Steps:

1. Share Information about various festivals in Canada.
2. Compare the travels of the Voyageurs with the students' travels.
3. Discuss the Experiential Goal.
4. Become familiar with the Voyageurs and related vocabulary.
5. Determine the components of an effective brochure and the activities to include in a « Voyageur » afternoon.
6. Compare the leisure activities of the Voyageurs with those of the students.
7. Compare the types of food and clothing of the Voyageurs with the students'.
8. Internet Activity.
9. Create and organize a « Voyageur » afternoon including a brochure or poster and an oral presentation.
10. Reflect on the unit.

Experiential Goal:

- Use of the reading process in identifying words they know.
- Use of the writing process to create the brochures and poster.
- Group work to plan the activities.
- Develop oral presentation skills.
- Develop written and oral vocabulary.
- Conjugations of the verbs: Regular 'er' with the pronoun 'je' and 'tu'.
- Proper uses of definite and indefinite articles: le, la, les, un, une, des
- Interrogative statements and answers and vocabulary that accompany a question: qui, que, quand, pourquoi and où.
- Use of the pronouns: mon, ton, ma, ta, etc.

Learning Objectives:

The students will be able to:

- Identify who the Voyageurs were, where they came from and where they travelled.
- Identify where they have travelled on a map.
- Discuss and share their experiences with other festivals they have attended.
- Identify other festivals within Canada.
- Identify the activities and events at the festival in Manitoba.
- Understand and use the vocabulary that pertains to the festival.
- Answer and ask questions in French about the festival.
- Understand what makes a good and effective oral presentation and poster.
- Use the verbs that pertain to this unit in simple sentences and questions.
- Create either a brochure or a poster containing the appropriate information.
- Reflect on the unit and complete a self-evaluation.

Evaluation:

- Self Evaluation checklist
- Peer Evaluation sheet
- Teacher Evaluations – checklists and anecdotal notes, oral and written evaluation of the student's abilities
- Teacher Self-Evaluation

Suggested Step:

1. Share information about various festivals in Canada.

Annexe 1. Do the survey with the students. They can either pair up and ask each other or they can circulate and ask other students in the classroom who have been to which festival. They should ask the teacher one question. The teacher may circulate to evaluate oral competency, pronunciation and participation.

Teaching Notes:

Teachers may want to play French-Canadian folk music and festival songs at the beginning of each class for the students.

Supplementary activities and songs are included in **Annexes 15-25**. **Annexe 26** includes flashcards. Teachers may use these throughout the unit.

Suggested Step:

2. Compare the travels of the Voyageurs with the students' travels.

Annexe 2 is a map of Canada. Students put circles on the map around places they have travelled and visited. Using the map of Canada with the route traced (**Annexe 2B**), show the students where the Voyageurs went on their travels. Also, in Annexe KK from « Core French: A Curriculum and Resource Guide for the Elementary Level, 1994 », there is a short write up in English about the Voyageurs, what they did and where they went. The teacher could read this to the students to give them a better idea of what happened. The students trace the route on their maps. The teacher asks them if they have been anywhere on that route.

Teaching Notes

Suggested Step:

3. Discuss the Experiential Goal.

Identify the goal of the unit and the teacher's expectations of the students. Brainstorm possible unit components with the students. A student planning sheet is included in **Annexe 30**. This should be given to the students so they understand what is expected of them.

Annexe 11 is a sample letter to parents and could be sent home at this time.

Supplementary Activity:

As an enrichment or supplemental activity, plan a trip to the Festival in Manitoba. This could be implemented with the unit *Planning a Trip* from the Grade 5 curriculum.

Suggested Step:

4. Become familiar with the Voyageurs and related vocabulary.

As a class, discuss what we know about the Voyageurs, the fur trade and what the people did during that time. Make a chart or write on the board all ideas that the students give.

Brainstorm with students vocabulary words they think they will need to know to complete the experiential goal. Students should copy this list as a reference.

Suggested Step:

5. Determine the components of an effective brochure and poster and what activities to include in a « Voyageur » afternoon.

Students may choose to create a poster or a brochure. As a model, bring in a poster for an activity that includes the date, the time, the place and the logo of the group or an illustration of the activity that is planned.

Teaching Notes

Teaching Notes

Explain to the students that a good publicity poster has all these things so that the person who wishes to attend knows where and when to attend. Discuss layouts of posters. Be sure that the students use neat handwriting or printing or computer fonts. Explain that a good poster should be colorful and eye-catching, yet easy to read.

It may be a good idea to find as many posters as possible that demonstrate good information. One idea is movie poster in a magazine. These have the information about the movie and date of release.

Take a tour of the school and see what posters are displayed in the hallways. Take note of the information on each poster. Is it easy to read? Is it neat? Is all the information there?

As models, bring in some brochures that talk about different activities and show the students. Discuss what makes a good brochure. Does it have pertinent information about the event? Does it have the main attractions and some other information? Is there a number they can call if they have any questions? Is there a map provided of the site? Is there registration information?

Explain to the students that they are making the brochures for the people who are coming to see the events and who may not have any idea about the festival. They need to provide ample information about the day to entice the people to want to come. Their brochures or posters will be in French.

Discuss the activities in which the Voyageurs participated. Determine who can provide or make the type of food that the Voyageurs ate. If necessary, the teacher can prepare the food and have each student bring a food item to help. Each student should provide something for the lunch. Another option is to have each student bring money and the teacher can purchase the supplies. In the « Core French: A Curriculum and Resource Guide for the Elementary Level, 1994 » Annexe KK, there is a page of races that can be done with the students during the afternoon. You may need to find snowshoes and other items. Planning will be very important.

Suggested Step:

6. Compare the leisure activities of the Voyageurs with those of the students.

Annexe 3. The students write down their favorite leisure activities. What do they do in their spare time? Ask the students « Qu'est-ce que tu fais pendant ton temps libre? » What do you do in your spare time?

Brainstorm about the leisure activities of the Voyageurs. Using **Annexe 3**, have the students write down some possibilities. Remind them that the Voyageurs were limited to the resources they had and did not have a lot of time.

Introduce the students to different ways to talk about their leisure activities.

1. « J'aime nager » I like to swim.
2. « J'adore jouer au hockey » I love to play hockey.
3. « Je préfère écouter de la musique » I prefer to listen to music.
4. « Je joue au football » I play football.

Ask the students specific questions:

1. « Est-ce que ton passe-temps préféré c'est de jouer au hockey? » Is your favourite pastime playing hockey? Continue using various activities. Encourage students to ask questions of each other.
2. « Ton passe-temps préféré, c'est de nager ou de jouer au baseball? » Your favourite pastime, is it swimming or playing baseball?
« Ton passe-temps préféré, c'est d'écouter la musique ou de regarder la télévision? » Your favourite pastime, is it listening to music or watching television?

To introduce the leisure activities of the Voyageurs, use an overhead or flashcards that show some of their activities. There are some useful pictures in the book *Le Français sans Souci*, pages 155-167.2.

Teaching Notes

Teaching Notes

Leisure activities of Voyageurs:

- « Il joue du violon. » He plays the violin.
- « Il chante. » He sings.
- « Il danse. » He dances.
- « Il lance la hache. » He throws an ax.
- « Ils tirent à la jambette. » They leg wrestle.
- « Ils dansent la gigue. » They dance the jig.
- « Ils jouent au jeu de bras de force. » They arm wrestle.
- « Ils mangent leur souper. » They eat supper.

Charades:

A student comes to the front of the room and acts out his/her favorite pastime. The other students guess. The students can be organized in teams for this activity. Alternatively, the teacher can give them a pastime of the Voyageurs and the students act it out.

As a review, the teacher can ask the students to answer the question « Quel est ton passe-temps préféré? » What is your favourite pastime? The students should respond by saying « Mon passe-temps préféré est _____. » My favourite pastime is _____. This activity will help the students see how the 'ton' changes to 'mon' in the answer.

The students could also do a chart to show the favorite leisure activities of the class. They can create a chart on the board or a large piece of paper. At the bottom, they could list 5 to 8 leisure activities in French and then they can either check off the ONE they prefer or write their name above the one they prefer. They could also do a chart about the leisure activities of the Voyageurs and indicate which ones they would like to try.

Suggested Step:

7. Compare the types of food and clothing of the Voyageurs with the students'.

Ask the students to make a list of their favourite clothes and what they prefer to wear on a daily basis. Ask them why they chose those kinds of clothes.

« Quels sont vos vêtements préférés? » What are your favourite clothes?

« Pourquoi est-ce que vous aimez ces vêtements? » Why do you like these clothes?

« Quels vêtements portes-tu souvent à l'école? » What clothes do you wear often to school?

If they give you the answers in English, write them on the board in French with the appropriate definite article. For example, a student who says they wear jeans, the teacher should write *les jeans* on the board.

After you have compiled a list of about 15 to 20 items that the students wear, give them **Annexes 4 and 5** that illustrate the Voyageur's clothing. In **Annexe 4**, they could indicate which words match what item of the Voyageurs clothing. In **Annexe 5**, they can match the French word with the appropriate picture. Have the students write down the correct answers so that they can use the sheet as a reference for later.

Annexe 26 contains flashcards of the clothing of the « Voyageurs ».

The teacher should then explain why the Voyageurs wore the clothing they did.

1. « La tuque rouge en laine parce qu'elle est chaude, légère, facile à faire et la couleur est très visible. » The red woolen toque because it is warm, lightweight, easy to make and the color is highly visible.
2. « La chemise rouge à carreaux parce'elle est chaude et elle a des manches longues, donc les moustiques ne piquent pas. » The red checkered shirt because it is warm and it has long sleeves, therefore the mosquitoes can't bite them.
3. « Les mitasses/les jambières parce qu'elles protègent les jambes du froid et de l'eau et elles sont légères. » The leggings because they protect the legs from the cold and water and they are lightweight.

Teaching Notes

4. « Les mocassins parce qu'ils sont légers, chauds et protègent les pieds du froid et de l'eau. »
Mocassins because they are lightweight, warm and protect the feet from cold and water.
5. « La ceinture fléchée est légère, chaude et attrayante et elle protège le dos, l'estomac et les intestins. » The sash is lightweight, warm and attractive and it protects the back, stomach and intestines.
6. « Le capot bleu à capuchon est une couverture de la compagnie de la Baie d'Hudson et il est léger et chaud. » The blue hooded cape is a wrap from the Hudson's Bay Company and is lightweight and warm.

The students should make note of the clothing and the reasons they were worn. The teacher could make this information into a handout or an overhead, if desired.

Jeu du cercle magique:

Annexe 6 is a game the students can play to practise their oral skills. Each student is given a card. On side A of each card (recipe cards work well) is a statement and on side B is a question. Put a large question mark (?) under the question on side B to distinguish one side from the other. One student begins by asking the question on side B of his or her card. The person who has the answer on side A of his or her card answers and turns the card over and asks the question on side B. The game continues until all questions and answers have been used. There are only 12 cards so multiple sets of cards can be made and students can do the activity in groups of 12. This ensures that all students will participate. Tell students to keep their cards hidden from other students. An anecdotal checklist can be used for evaluation and participation.

If there are not enough students, the teacher could participate or a student could have more than one card.

Teaching Notes

The teacher could use **Annexe 27** to evaluate the students. Make a note of which students attempt to try the words and who needs more help. Alternately, a general evaluation of student participation and transmission of the message could be done.

Food:

We are building on the assumption that most students have been exposed to food words and would know the basics.

Bring out your lunch kit and say to the students: For example, « J'ai un sandwich au jambon, une pomme, des biscuits et un jus d'orange. » I have a ham sandwich, an apple, some cookies and an orange juice.

« Qui veut me montrer son sac à dîner? » Who wants to show me his/her lunch bag? Some students will give you a bag. If not, ask for 3 or 4 volunteers. Then, show and tell what is in the bags.

« Voici le sac à dîner à Lisa. Elle a un sandwich au thon, une banane, des croustilles et un jus d'orange. » Here is Lisa's lunch bag. She has a tuna sandwich, a banana, chips and an orange juice.

Ask students multiple choice questions.

- « Avez-vous des biscuits ou des croustilles dans votre sac? » Do you have cookies or chips in your bag?
- « Avez-vous un sandwich au thon ou au jambon dans votre sac? » Do you have a tuna or a ham sandwich in your bag?
- « Avez-vous une pomme ou une orange dans votre sac? » Do you have an apple or an orange in your bag?

The students should try to answer by saying « J'ai un/une _____ dans mon sac. » I have a _____ in my bag. If they don't have either item, they can say « Je n'ai pas ces choses. » I do not have those things. They could try to tell you what they do have if they want.

You could then discuss some of the students' favorite foods and write them on the board. Even if they give you the item in English, write it on the board in French.

Teaching Notes

Teaching Notes

Introduce the foods eaten by the Voyageurs. Ask the students for ideas of food that could have eaten at that time. Using the vocabulary list to find the names of foods and try to think of other foods to add to the list.

Annexe 7. Create a survey with the students to see who loves, likes, dislikes or hates the food the Voyageurs ate.

Write each of these headings at the top of the board.

J'adore - I love

J'aime - I like

Je n'aime pas - I don't like

Je déteste - I hate

J'ai essayé - I have tried

Je n'ai pas essayé - I have not tried

Down the side, write the food eaten by the Voyageurs. Ask students for their opinions on the foods.

Adores-tu? - Do you love?

Aimes-tu? - Do you like?

N'aimes-tu pas? - Do you not like?

Détestes-tu? - Do you hate?

J'ai essayé - I have tried

Je n'ai pas essayé - I have not tried

By asking each other questions, they can identify which of these foods they like or dislike.

Annexes 12, 13 and 14. Before listening, tell students they are going to hear a story about « Les Voyageurs ». Ask them what they expect to hear about based on what they have learned so far. Brainstorm a list. The first time they listen, they verify their list using checkmarks if they heard what they expected to hear. Discuss with the class.



On subsequent listenings, students look at the pictures and complete the sentences to answer the questions (**Annexe 14**). They may need to listen 2 or 3 times. The answers are included in the teaching notes of **Annexe 14**.

An easier activity is included in **Annexe 13**. The answers are included in the teaching notes.

Suggested Step:

8. Internet activity.

Since the focus of this unit is the festival in Manitoba, there is an internet site for the festival. This activity does depend on the website therefore it is important that the teacher verify the site in advance.

The students type the following website address into their web browser:

<http://www.festivalvoyageur.mb.ca/index.htm>

Tell them that any words that are underlined and blue are links to other pages for information about the festival. The students should try to find information that is important to the festival.

See **Annexe 8** for possible questions for the students to answer. These are just suggested questions. Depending on the level of your students, you may need to change them.

Teaching Notes:

For the Internet activity, the website might be too hard for the beginner French student. There is the same site in English should the student have extreme difficulty.

<http://www.festivalvoyageur.mb.ca/Anglais/indexa.htm>

Annexe 9 includes a word search activity to reinforce vocabulary.

Suggested Step:

9. Create and organize a « Voyageur » afternoon including a brochure or poster and an oral presentation.

There are food recipes included in **Annexe 10**. There are activities in « Core French: A Curriculum and Resource Guide for the Elementary Level, 1994 », Annexe KK.

The students will work in groups of no more than three. Each group will create a poster or a brochure. They could use the planning sheet to help them organize their project (**Annexe 30**).

Teaching Notes

Games:

The following are some games that the students can organize for others or their parents. Each group of students should be responsible for one game.

Portage. In teams of 6, students complete an obstacle course while holding onto a board or something else used to represent a canoe above their heads.

Snowshoe Race. Teams have one pair of shoes and they must run a course and then return to their team. They then remove the shoes and pass them to another player.

Bannock Toss. The teams of 6 line up in groups of 3, facing the other three. Using a frying pan, they then toss a piece of bannock* back and forth. Once their piece is tossed and caught, they move to the other side. If the person catching the bannock does not catch it, the person tossing must continue until the bannock is caught. When everyone has tossed and caught the bannock once, the team sits down. The team sitting down first wins.

A	A	A		A	A	A
B	B	B	Tossing Area	B	B	B
C	C	C		C	C	C

Note: A, B, C are students on one team.

* If the teacher is uncomfortable using food, another item may be substituted (ex. mittens, etc.).

Dress the Voyageur. In a knapsack, place a long sleeved shirt, cloth belts, toques, pants, mocassins or other soft slippers. The students must carry the knapsack around a small course, stop, put on all the clothes, run the course again, return to their team, remove the clothing, place it in the sack and give it to the next person in line. The winners are the team that is able to complete this the fastest.

Ice Sculptures. Each team is given an area of snow and must design a sculpture that best represents the Voyageurs. They can use die and other aids as props. They must have all the items with them at the start of the contest.

Teaching Notes

Dog Sled Races. Using long toboggans, two people sit on the toboggan and the other four people in the group pull them around a course. After one round, the others trade places so that everyone has been a rider and a “dog”.

Annexes 29 to 32 include evaluation grids for the teacher to use to evaluate the student posters or brochures and their oral presentations. Students will present their poster or brochure orally to the class discussing what they plan to do on their festival day.

10. Reflect on the unit.

Annexes 28, 34, 35 and 36 include sample self-evaluation sheets the teacher may choose from to have the students evaluate various aspects of their learning.

Annexe 37 includes a reflection activity for the teacher.

Teaching Notes

Annexes

Annexe 1

Les festivals

Demande à ton partenaire s'il/elle a déjà participé aux festivals mentionnés ci-dessous. Mets un X dans la colonne appropriée.

Question: Est-ce que tu as déjà participé au Carnaval au Québec?

Réponse: Oui, j'ai participé au Carnaval du Québec.

Non, je n'ai pas participé au Carvaval du Québec.

LES PLACES		MOI		MON PARTENAIRE	
		OUI	NON	OUI	NON
1	Le Calgary Stampede (Calgary, AB)				
2	Le Festival international du théâtre (Gander, NL)				
3	Hometown Fair (Moose Jaw, SK)				
4	Le Carnaval du caribou (Yellowknife, NT)				
5	Le Festival du saumon (Grand Falls – Windsor, NL)				
6	Le Festival des pêches (Penticton, BC)				
7	Le Festival des arts (Banff, AB)				
8	Les Journées pionnières (Saskatoon, SK)				
9	L'Exposition agricole de l'Ouest canadien (Regina, SK)				
10	Le Festival du Voyageur (St. Boniface, MB)				
11	Oktoberfest (Kitchener-Waterloo, ON)				
12	Carnaval du Quebec (Ville de Quebec, QC)				
13	Le festival Juste pour Rire (Montreal, QC)				
14	Le Festival d'été (Charlottetown, PE)				
15	Waskimo (Regina, SK)				

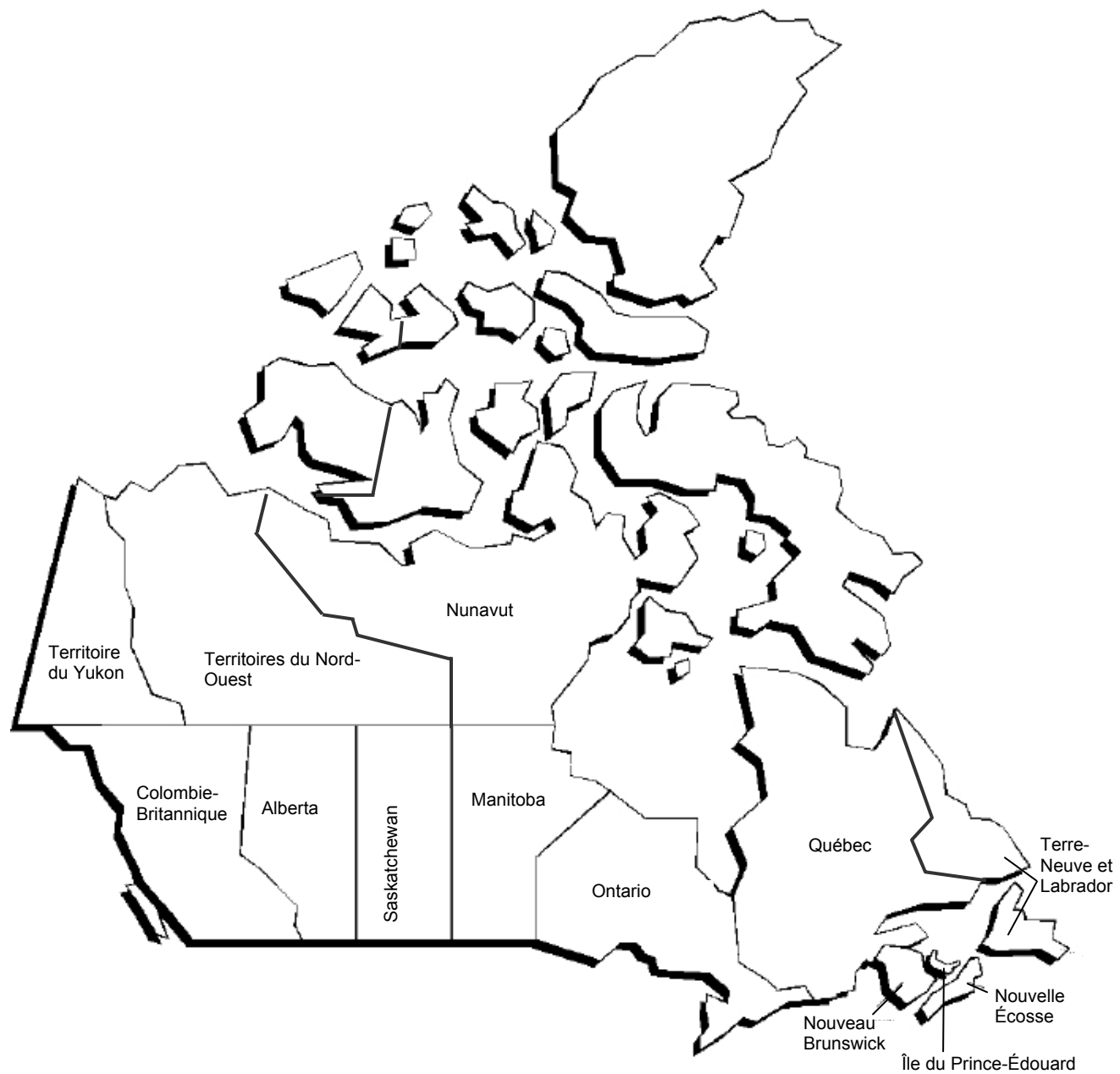
Teaching Notes:

Students should ask their partner whether he/she has been to the following festivals. Place an X in the appropriate column.

Annexe 2A

La carte du Canada

Identifie sur la carte les endroits que tu as visités au Canada.

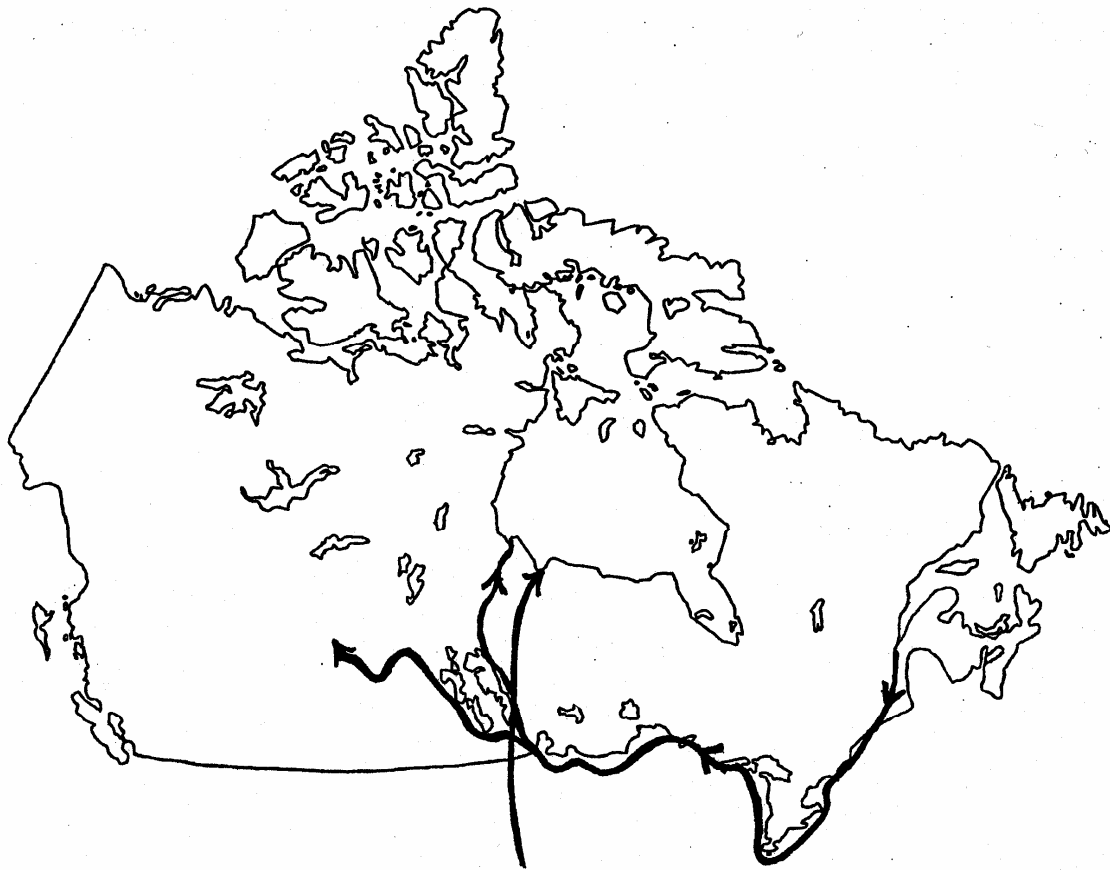


Teaching Notes:

The students should identify on the card the places they have visited in Canada.

Annexe 2B

La carte des passages des Voyageurs



Source: *Le festival du Voyageur: Supplément au document de mise en oeuvre. Français de base, 5^e année.*
Manitoba Education and Training, 1999.

Annexe 3

Les passe-temps

Que fais-tu pendant ton temps libre?

Que faisaient les Voyageurs pendant leur temps libre?

Exemples:

- J'aime jouer au hockey.
- J'aime jouer au football.
- J'aime jouer au baseball.
- J'aime jouer au soccer.
- J'aime lire.
- J'aime regarder la télévision.
- J'aime écouter de la musique.
- J'aime patiner.

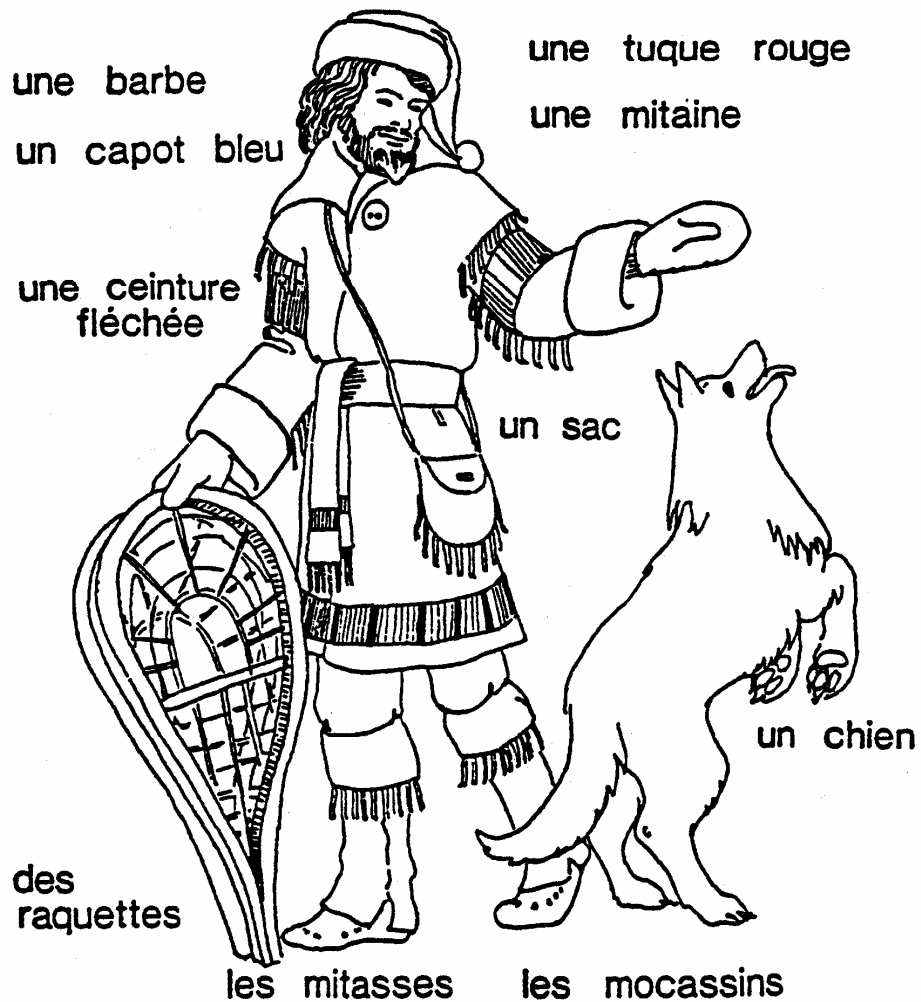
J'aime...	Le Voyageur aime...
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•

Teaching Notes:

To save paper, you can put this page on an overhead and have the students copy the chart. For oral practice and verification, the students could share one of their answers.

Annexe 4
Le costume du Voyageur

le costume du voyageur

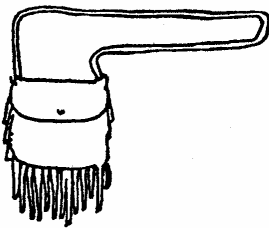
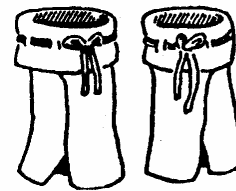
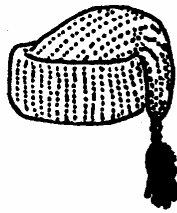


c'est _____

Source: *Le français sans souci*, Addison-Wesley Publishers Limited, 1987.

Annexe 5

Trouve les vêtements



- le sac à feu
- la chemise à carreaux
- le capot à capuchon
- **les mitasses/les jambières**
- la tuque en laine rouge
- le couteau
- le bonnet de fourrure



Source: Français de base - 5^e année, *Le festival du Voyageur*, Supplément au document de mise en oeuvre, Manitoba Education and Training, 2000.

Annexe 6

Jeu du Cercle magique

A. J'ai la chemise rouge à carreaux.

B. Qui a la tuque rouge?

A. J'ai la tuque rouge.

B. Qui a le sac à feu?

A. J'ai le sac à feu.

B. Qui a le capot à capuchon?

A. J'ai le capot à capuchon.

B. Qui a les mitaines?

A. J'ai les mitaines.

B. Qui a le couteau du voyageur?

A. J'ai le couteau du voyageur.

B. Qui a le bonnet de fourrure?

A. J'ai le bonnet de fourrure.

B. Qui a la ceinture fléchée?

A. J'ai la ceinture fléchée.

B. Qui a les mocassins?

A. J'ai les mocassins.

B. Qui a les gants?

A. J'ai les gants.

B. Qui a les mitasses/les jambières?

A. J'ai les mitasses/les jambières.

B. Qui a le pantalon brun?

A. J'ai le pantalon brun.

B. Qui a la chemise rouge à carreaux?

Teaching Notes:

On side A of each card (recipe cards work well) is a statement and on side B is a question. Put a large question mark (?) under the question on side B to distinguish one side from the other. One student begins by asking the question on side B of his or her card. The person who has the answer on side A of his or her card answers and turns the card over and asks the question on side B. The game continues until all questions and answers have been used. There are only 12 cards so multiple sets of cards can be made and students can do the activity in groups of 12. This ensures that all students will participate. Tell students to keep their cards hidden from other students. An anecdotal checklist can be used for evaluation and participation.

Annexe 7

La nourriture que nous aimons

Indique la nourriture que tu aimes. Trouve quelqu'un qui aime chaque exemple de nourriture, si possible. Écris son nom dans la troisième colonne.

Tu peux ajouter d'autres exemples de nourriture si tu veux.

Questions: Aimes-tu...? Est-ce que tu aimes...?

Réponses: J'aime... Je n'aime pas...

La nourriture	Moi	Mon ami
1. Les pommes		
2. Le thon		
3. Le beurre d'arachides		
4. Les biscuits		
5. Les raisins		
6. La pizza		
7. Le sandwich au jambon		
8. Le jus d'orange		
9. Le poisson		
10. Le bifteck		
11.		

Teacher's Note:

The students should ask other students and the teacher at least one question so that the teacher can check for fluency in their oral language. The vocabulary words are included in the Suggested Steps.

Annexe 8

Internet Activity

Instructions pour les élèves:

1. Va au site <http://www.festivalvoyageur.mb.ca/index.htm>
2. Navigue dans le site. N'oublie pas que tu peux visiter d'autres sites suggérés pour trouver les réponses aux questions suivantes.
3. Réponds à chaque question avec une phrase complète.

Les questions:

1. Quelle est la date du festival de cette année?
La date est du _____.
2. Dans quelle province est le festival?
Le festival est dans la province du _____.
3. Dans quelle ville est le Festival?
Le festival est dans la ville de _____.
4. En quelle année était le premier festival?
Le premier festival était en _____.
5. Pendant combien de jours est-ce que le premier festival a duré?
Le premier festival a duré _____.
6. Nommez cinq volontaires.
Les cinq volontaires sont _____.
7. Est-ce qu'il y a une chanson pour le festival?
La chanson pour le festival est _____.
8. Quel genre de projet est «Maison du Bourgeois»?
La Maison du Bourgeois est _____.
9. Qu'est-ce que c'est le Fort Gibraltar?
Le Fort Gibraltar est _____.
10. Quel numéro est-ce que tu dois composer si tu veux participer au concours des sculptures de neige?
Je dois composer le _____.

Teaching Note:

Change or add more questions as you see fit. Depending on the site, the questions may or may not be applicable. Students could try to use the cut and paste feature to answer the questions if they are comfortable with this function. Keep in mind that there is an English version. You should monitor students' usage to ensure that they remain in the French site. For students who are not as advanced in French, you can modify the questions to include partial answers for the students. You should give examples of possible answer formats.

Annexe 8

Internet Activity (solutions)

Instructions pour les élèves:

1. Va au site <http://www.festivalvoyageur.mb.ca/index.htm>
2. Navigue dans le site. N'oublie pas que tu peux visiter d'autres sites suggérés pour trouver les réponses aux questions suivantes.
3. Réponds à chaque question avec une phrase complète.

Les questions:

1. Quelle est la date du festival de cette année?
La date est du 9 au 18 février 2001 _____.
2. Dans quelle province est le festival?
Le festival est dans la province du Manitoba _____.
3. Dans quelle ville est le Festival?
Le festival est dans la ville de Winnipeg (Saint-Boniface) _____.
4. En quelle année était le premier festival?
Le premier festival était en 1970 _____.
5. Pendant combien de jours est-ce que le premier Festival a duré?
Le premier festival a duré 4 jours _____.
6. Nommez cinq volontaires.
Les cinq volontaires sont Guy et Johanne Noël et leurs enfants, Gilles, Carmelle et Julie _____.
7. Est-ce qu'il y a une chanson pour le festival?
La chanson pour le festival est La chanson du Voyageur _____.
8. Quel genre de projet est «Maison du Bourgeois»?
La Maison du Bourgeois est un centre d'accueil et d'interprétation à fonctions multiples _____.
9. Qu'est-ce que c'est le Fort Gibraltar?
Le Fort Gibraltar est un poste de traite _____.
10. Quel numéro est-ce que tu dois composer si tu veux participer au concours des sculptures de neige?
Je dois composer le (204) 237-7692 _____.

Teaching Note:

Change or add more questions as you see fit. Depending on the site, the questions may or may not be applicable. The students could try to use the cut and paste feature to answer the questions if they are comfortable with this function. Keep in mind that there is an English version. You should monitor students' usage to ensure that they remain in the French site. For students who are not as advanced in French, you can modify the questions to include partial answers for the students. You should give examples of possible answer formats.

Annexe 9

Mots cachés

Le Festival du Voyageur

S W D Q R L K Z L C Y E P R H
E R A Q U E T T E S L S E F A
R C V G F D N D R A N E R O C
E F L E C H E E U I U Z R U H
I T C C V U B Z S S O G U R E
B P A Q E Q E S V R R A Z R V
M U M E N I A L N E E U Q U T
A E O X S C N L B T B M O R S
J S C B O A O T U T O R N E V
N I A M I U C O U U O E A I C
O M S L T R C A C R I P S B A
S E P R C Y A H F H E O A U S
I H E P E R O C C E N U O C T
B C F U S I L Z X P U O L C O
U B P Y R N O L A T N A P Y R

Note: The French accents are not included in the word search.

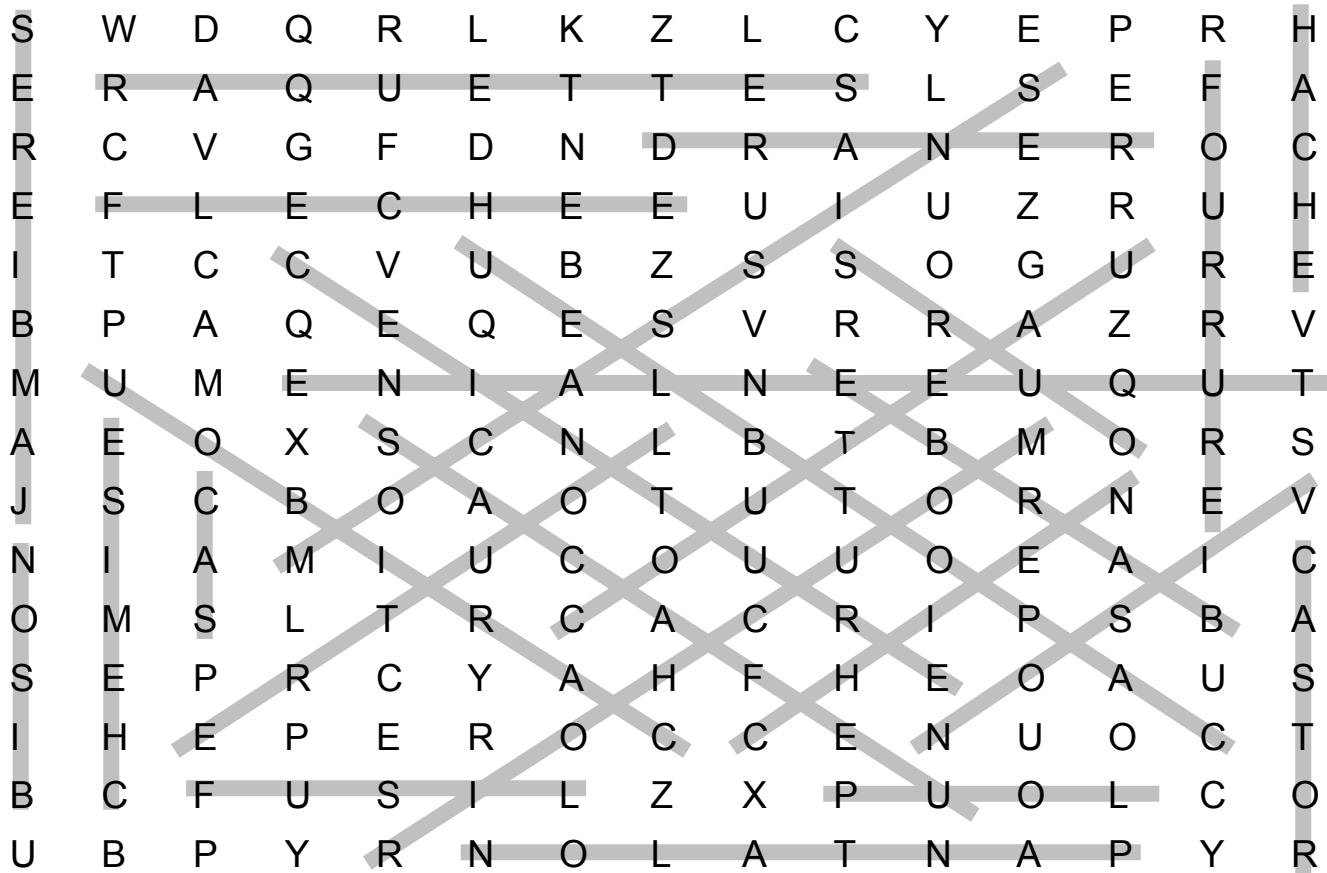
Barbe
Bison
Capot bleu
Caribou
Castor
Ceinture
Chemise
Chien
Couteau
Fléchée
Fourrure
Fusil
Hache

Loup
Loutre
Jambières
Mocassins
Mouchoir
Ours
Pantalon
Raquettes
Renard
Sac
Sac à feu
Tuque en laine
Vison

Annexe 9

Mots cachés (solutions)

Le Festival du Voyageur



Barbe
Bison
Capot bleu
Caribou
Castor
Ceinture
Chemise
Chien
Couteau
Fléchée
Fourrure
Fusil
Hache

Loup
Loutre
Jambières
Mocassins
Mouchoir
Ours
Pantalon
Raquettes
Renard
Sac
Sac à feu
Tuque en laine
Vison

Annexe 10

Recipes

It may be easier to buy soup and pork and beans, but if you have the time, these are good recipes.

Soupe aux pois (French Canadian pea soup)

- 1 pound dried peas
- 8 cups water
- 1/2 pound salt pork - all in one piece
- 1 onion, large -- chopped
- 1/2 cup celery -- chopped
- 1/4 cup carrots -- grated
- 1/4 cup parsley; fresh -- chopped
- 1 bay leaf -- small
- 1 teaspoon savory – dried
- Pepper

Preparation:

Wash and sort peas; soak in cold water overnight. Drain and place in a large pot; add water, parsley, salt pork, onion, celery, carrots, parsley, bay leaf, savory and 1 tsp. salt. Bring to a boil; reduce heat and simmer until peas are very tender, about 2 hours, adding more water if needed. Remove salt pork; chop and return to soup. Discard bay leaf. Season to taste with salt and pepper.

Feves au lard (Beans with salted pork)

- 1 cup dried red beans
- Dried savory
- 1 pound chopped salted pork (side pork works well, too)
- Salt and pepper
- 1/2 c molasses
- 1/4 c ketchup
- 1/4 c brown sugar
- Chives
- 6 beef & pork sausages (optional)

Preparation:

Soak the beans for 5-6 hours and then put them in boiling water for a few minutes. Dry and put them again in boiling salt water. Add savory (one pinch), and let cook for 2 hours. In the meantime, chop the salted pork in small dices (1 cm), and cook it slowly in a non-stick pan (or in a standard pan with some vegetable oil). Dry the beans, mix it with salted pork, season, add the chives and mix well.

Tire de la Sainte-Catherine (November taffy)

- 1 cup sugar
- 1 cup brown sugar
- 1/2 cup dark corn syrup
- 1 tablespoon white vinegar
- 1 cup molasses
- 1 teaspoon butter
- 1 teaspoon baking soda

Preparation:

1. Place all ingredients except the soda in a medium saucepan. Cook and stir on medium heat until boiling.
2. Cook on medium heat without stirring until temperature reaches 264° F (129°C) on a candy thermometer.
3. Remove from heat, add sifted baking soda and mix well.
4. Pour into 3 or 4 greased pie plates, cool until lukewarm and pull until taffy becomes a golden colour.

To pull taffy, generously butter hands, pull taffy two feet long, fold in two and pull again until taffy is of desired colour. Stretch in a long rope one inch (2.5 cm) thick and cut in one inch (2.5 cm) lengths. Wrap each candy in buttered wax paper, if you are sending it home with the students.

Cabane à Sucre

Pure Maple Syrup

Boil syrup until it is kind of stringy. Drop a teaspoon on ice or snow. If it sinks, it needs to be boiled more. It will boil down quite a bit. When it has the stringy texture, pour over ice or clean snow and roll up with Popsicle sticks or pour by drops and eat as a small candy.

Teaching Note:

It might be a nice idea to publish these as a small cookbook for the parents who come to the activities.

Annexe 11

Letter to Parents

Dear Parents,

Greetings and Bonjour!

In French, we have started a unit about « Les Voyageurs », the men who helped our fur traders travel to places to trade furs and other goods.

We will be looking at the vocabulary of *Le voyageur*. We will also be studying their clothing, food and other customs.

Our goal is to have a Voyageur luncheon and activities at the end of the unit. The students will be creating a brochure or poster with their group.

If you would like to come and watch any of the preparations or help in any way, your participation is welcome! I look forward to seeing you at the Festival!

Sincèrement;

Core French Teacher



Annexe 12

Activité d'écoute (part 1 of 5)



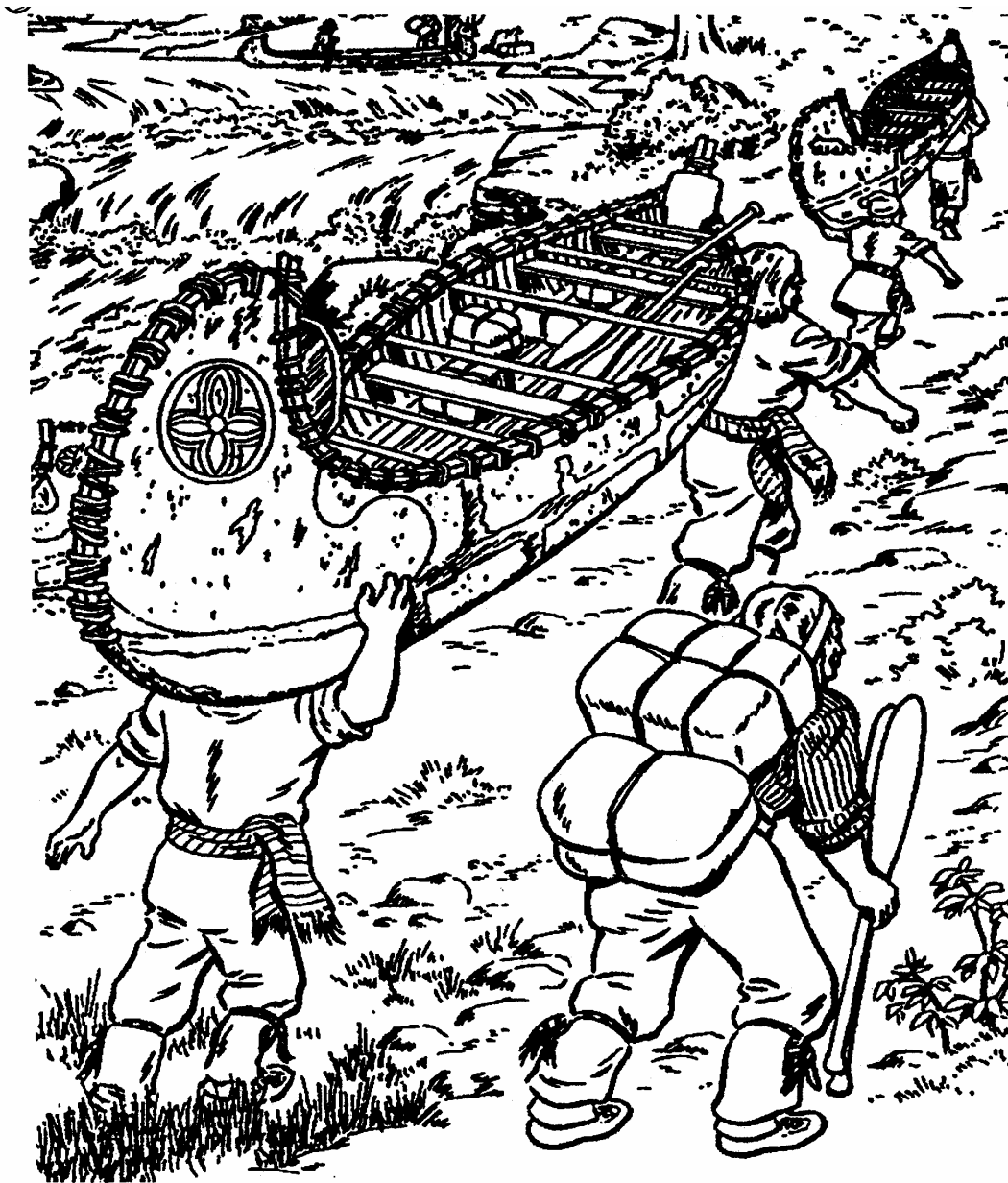
Students can create a booklet and follow along with the listening activity. The listening activity is a narrative relating to each page.



Script: Le voyageur voyage beaucoup. En été, il voyage dans un canot. Il voyage avec son ami l'autochtone. Il voyage des Grands Lacs jusqu'aux provinces des prairies.

Source: *A Great Lakes Fur Trade Coloring Book / Les fourrures et les Grands lacs Cahier à colorier*, Minnesota Historical Society Press, St. Paul, MN, 1981.

Activité d'écoute (part 2 of 5)



Script: Le voyageur est brave et fort. Il rame toute la journée, mais parfois il marche. Il porte son canot sur la tête ou sur l'épaule. C'est le portage.

Source: *A Great Lakes Fur Trade Coloring Book / Les fourrures et les Grands lacs Cahier à colorier*, Minnesota Historical Society Press, St. Paul, MN, 1981.

Activité d'écoute (part 3 of 5)



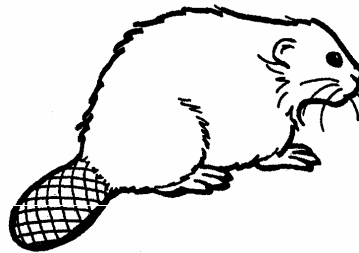
Script: Il porte ses bagages sur le dos. Ses bagages, pleins de fourrures, pèsent 90 livres. Le voyageur n'est pas gros. Il mesure 5 pieds 5 pouces maximum.

Source: *A Great Lakes Fur Trade Coloring Book / Les fourrures et les Grands lacs Cahier à colorier*, Minnesota Historical Society Press, St. Paul, MN, 1981.

Activité d'écoute (part 4 of 5)



LE VISON



LE CASTOR



LE RATON-LAVEUR



LE BISON



L'OURS

Script: L'autochtone chasse le castor, le vison, le loup etc. pour leurs fourrures. Le voyageur échange des fusils, des billes, des couvertures et autres choses pour les fourrures.

Activité d'écoute (part 5 of 5)



Script: En hiver, le voyageur utilise des raquettes pour transporter les fourrures et il utilise un traîneau et des chiens pour transporter les fourrures des autochtones.

Source: *A Great Lakes Fur Trade Coloring Book / Les fourrures et les Grands lacs Cahier à colorier*, Minnesota Historical Society Press, St. Paul, MN, 1981.

Annexe 13

Activité d'écoute



Encerle la bonne réponse.

1. Les voyageurs ont exploré
 - a) le Canada.
 - b) les États-Unis.
 - c) l'Europe.
2. Ils ont voyagé par
 - a) avion.
 - b) canot.
 - c) autobus.
3. Ils ont utilisé les
 - a) raquettes.
 - b) patins.
 - c) skis.
4. Ils ont échangé avec les
 - a) Américains.
 - b) castors.
 - c) Autochtones.
5. Ils ont porté les
 - a) tuques.
 - b) canots.
 - c) traîneaux.
6. Ils _____ tous les jours.
 - a) jouent
 - b) rament
 - c) dorment
7. Leurs bagages sont pleins de
 - a) fourrures.
 - b) carottes.
 - c) raquettes.

Teaching Notes:

Réponses:

1. A
2. B

3. A
4. C

5. A
6. B
7. A

Annexe 14

Activité d'écoute



Écoute une histoire des Voyageurs et regarde les images.
Réponds aux questions ci-dessous.

1. Comment est-ce que le Voyageur voyage en été?
Il voyage _____.
2. Où voyage-t-il?
Il voyage _____.
3. Où est-ce qu'il porte son canot?
Il porte son canot _____.
4. Où est-ce qu'ils portent leurs bagages?
Ils portent leurs bagages _____.
5. Qu'est-ce qu'il y a dans leurs bagages?
Il y a _____.
6. Combien mesure un Voyageur?
Il mesure _____.
7. Nomme un animal que l'autochtone chasse?
Il chasse _____.
8. Identifie une chose que le Voyageur échange pour ses fourrures?
Il échange _____.
9. En hiver, comment est-ce qu'il transporte les fourrures?
Il utilise _____.

Teaching Notes:

Réponses:

- | | | |
|---|---------------------|--|
| 1. en canot | 4. sur le dos | 7. le castor, le vison, le loup (1 of) |
| 2. des Grands Lacs jusqu'aux provinces des prairies | 5. des fourrures | 8. des fusils, des billes, des couvertures |
| 3. sur la tête, sur l'épaule (1 of) | 6. 5 pieds 5 pouces | 9. un traîneau et des chiens |

Annexe 15

Supplementary Activities

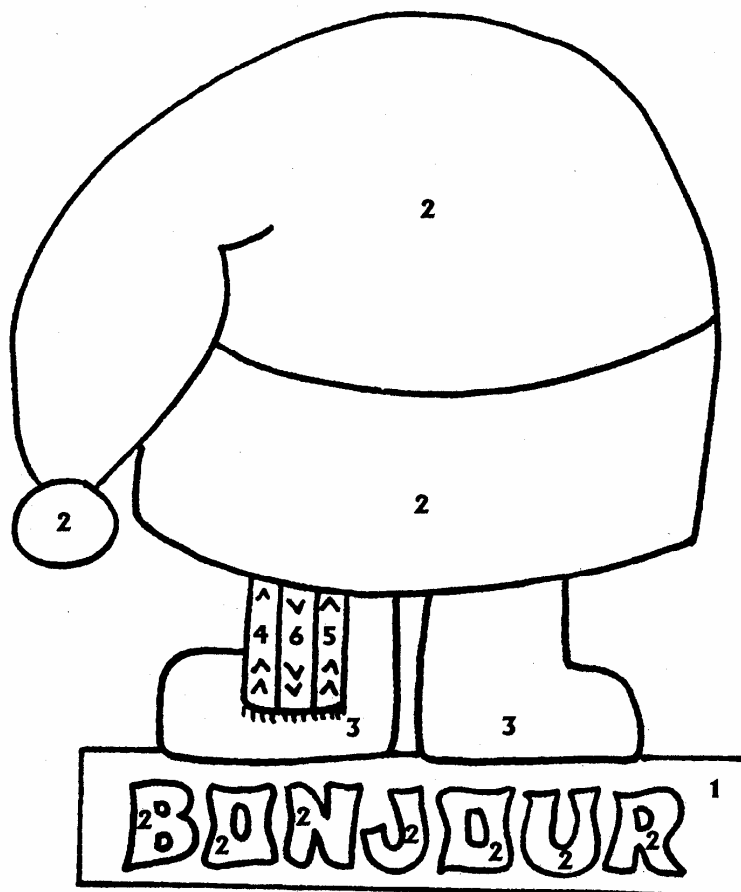
These would be good for very basic language skills. These activities would help keep the students' interest.

2. Le logo du Festival du Voyageur

Objective: To review colours and numbers in a cultural theme.

Material: This sheet (enlarged if desired)

Method: The teacher calls out the numbers and their corresponding colours according to the legend. Upon completion, the students are encouraged to read « Bonjour » at the bottom of their sheets and respond to « Montre-moi le rouge, etc. ».



Legend:

1. blanc	3. noir	5. vert
2. rouge	4. bleu	6. jaune

Source: *Au Manitoba, on s'amuse en français, Maternelle et 1^{re} année – février*, Manitoba Education and Training, 2000.

Annexe 16

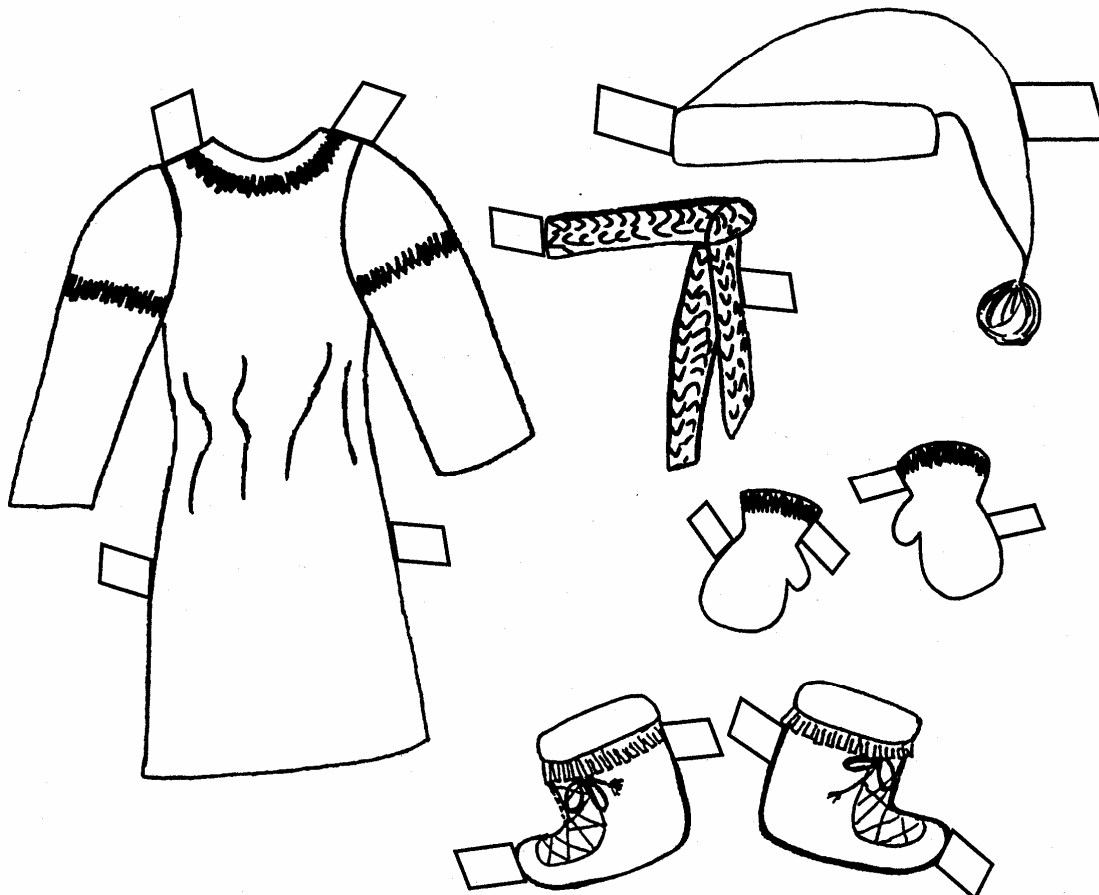
Supplementary Activities

3. Le voyageur et ses vêtements

Objective: To review the clothing vocabulary for « le voyageur ».

Material: The following four pages are for the students.

Method: As the teacher names an article worn by « le voyageur », the students colour, cut and paste the same on their figure. The teacher asks: « Qu'est-ce que le voyageur porte sur la tête? ». The students reply: « Le voyageur porte une tuque. », etc...

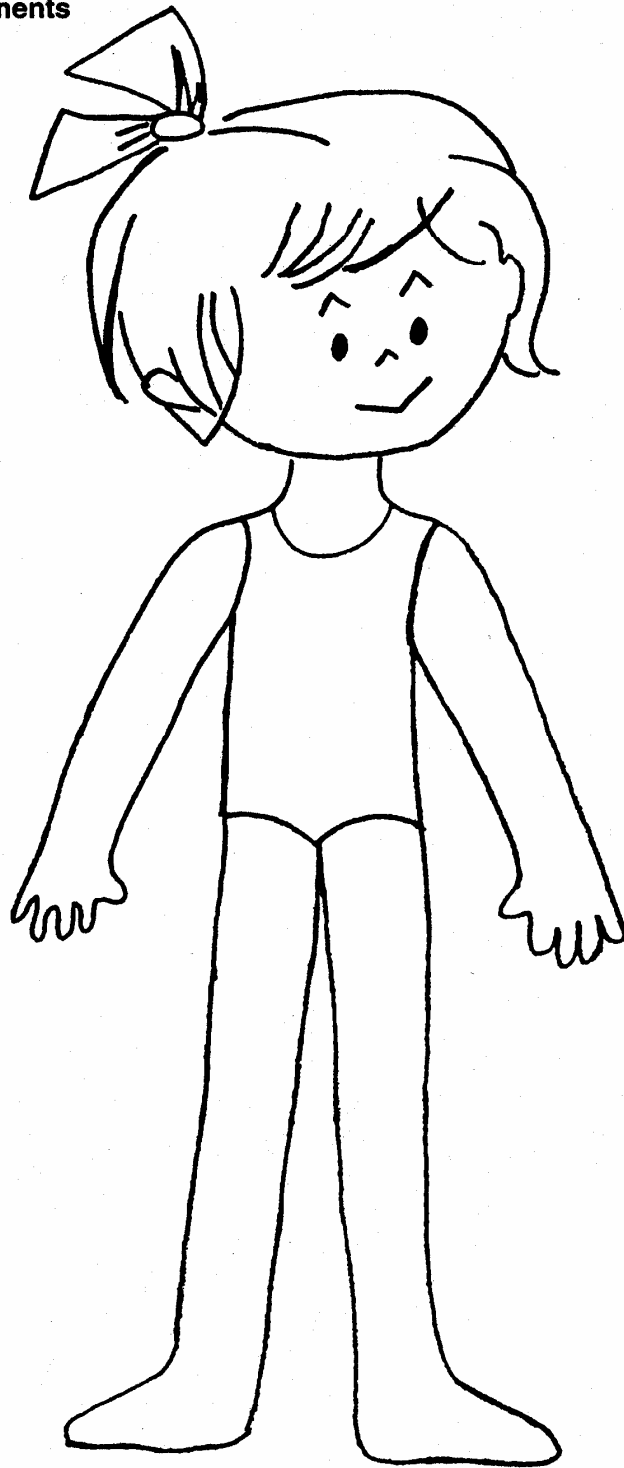


Source: *Au Manitoba, on s'amuse en français, Maternelle et 1^{re} année – février*, Manitoba Education and Training, 2000.

Annexe 17

Supplementary Activities

3. Le voyageur et ses vêtements

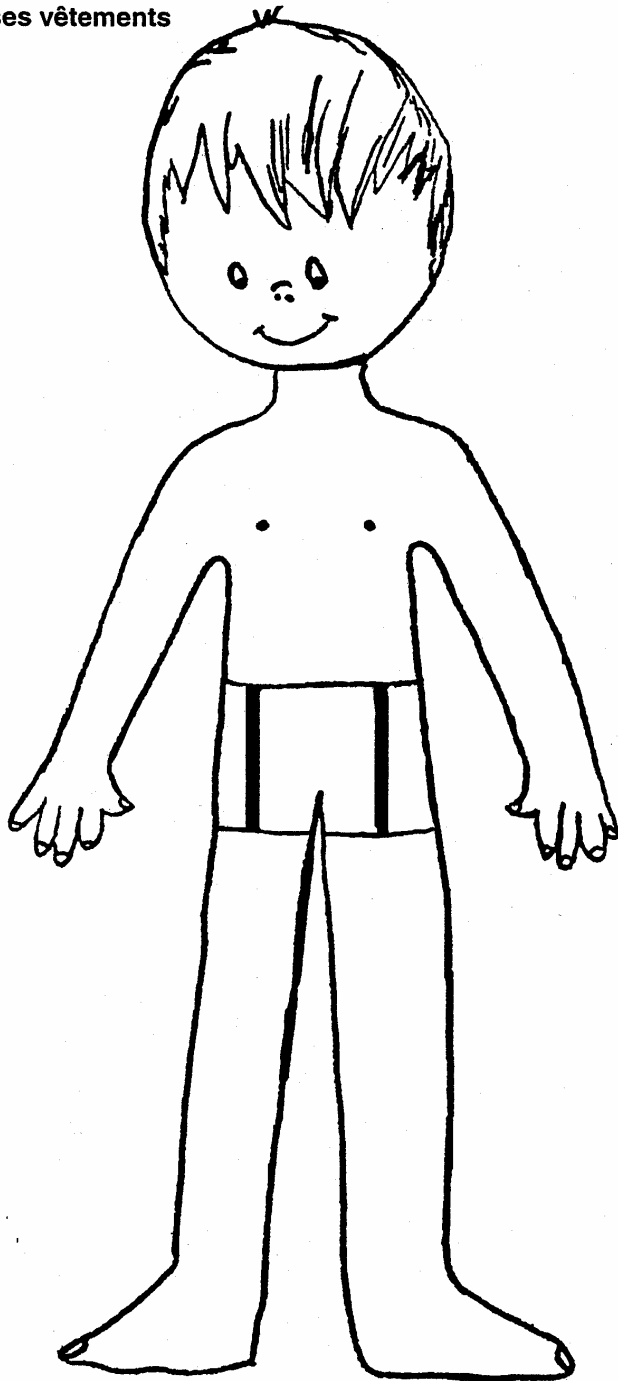


Source: *Au Manitoba, on s'amuse en français, Maternelle et 1^{re} année – février*, Manitoba Education and Training, 2000.

Annexe 18

Supplementary Activities

3. Le voyageur et ses vêtements

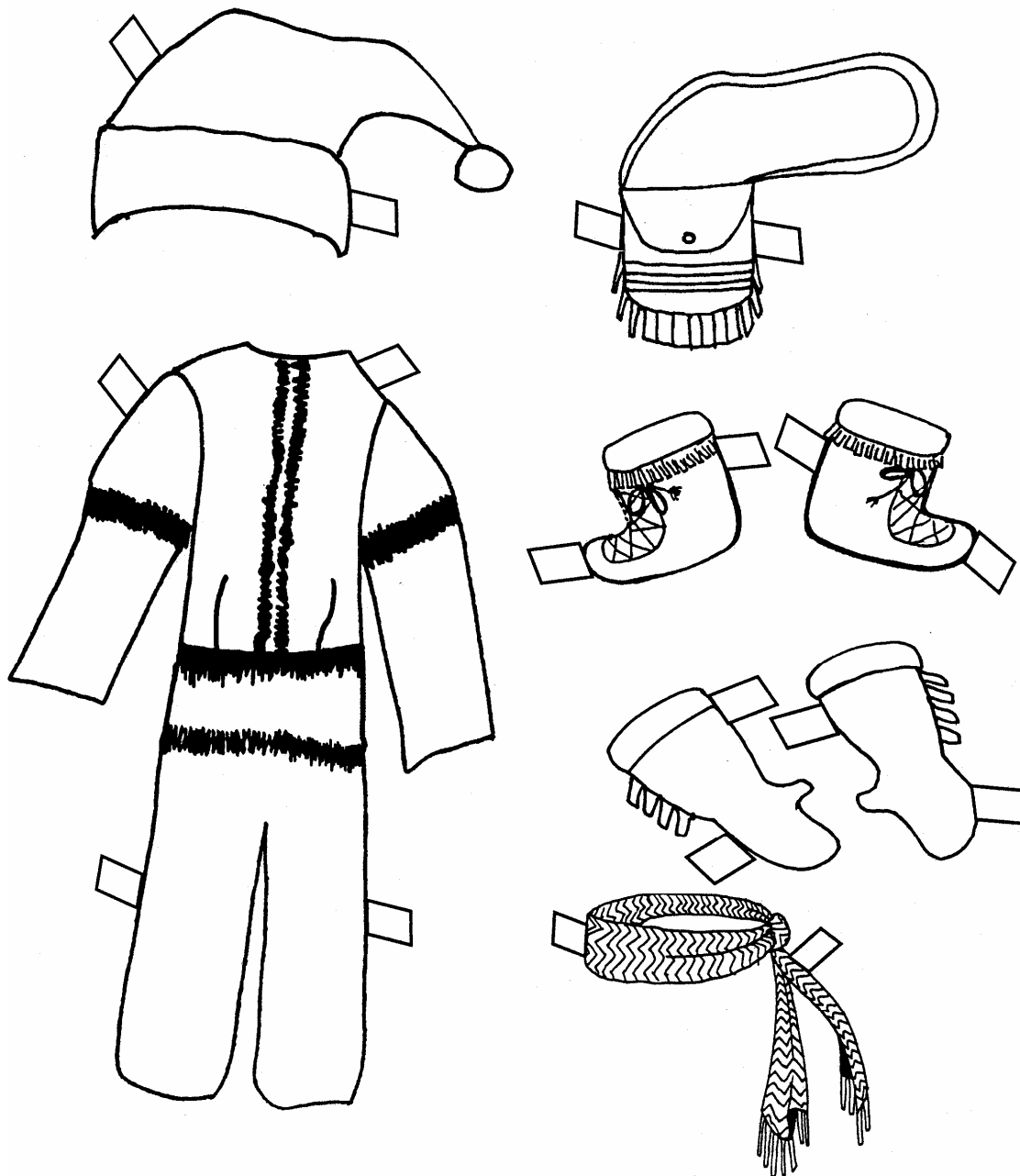


Source: *Au Manitoba, on s'amuse en français, Maternelle et 1^{re} année – février*, Manitoba Education and Training, 2000.

Annexe 19

Supplementary Activities

3. Le voyageur et ses vêtements



Source: *Au Manitoba, on s'amuse en français, Maternelle et 1^{re} année – février*, Manitoba Education and Training, 2000.

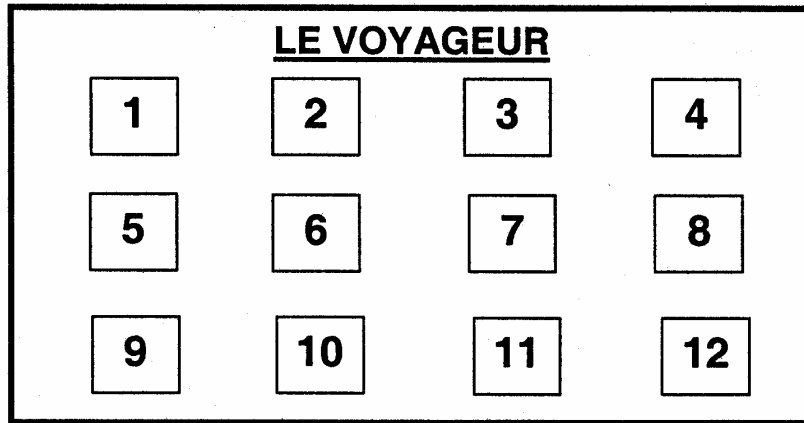
Annexe 20

Supplementary Activities

Objective: To review the voyageur vocabulary.

Material: Two sets of cards for a 12 square concentration board

Method: The teacher selects up to six pictures and reviews them with the class. He/she places two of the same cards randomly face down in the pocket chart. A student points to two squares and turns them over. If they match, the student keeps them and has another turn. If they don't match, they are put back in their original spot. The students are encouraged to read the card and the number aloud. The class is encouraged to respond « Bravo » or « Dommage » at the appropriate time.



2. Four fingered loto

Objective: To reinforce and review the vocabulary of « Le Festival du Voyageur ».

Material: A sheet of paper divided into four squares.

Method: The class reviews the flashcards of the festival. On their sheet of paper, the students are to draw symbols of the festival, one per square. When the class is ready, the teacher calls out in random order the festival vocabulary. As the teacher calls out the vocabulary, the student who has this drawing on his sheet places one finger to cover that square. The student who has covered the four squares with his four fingers calls out "LOTO". To "correct" his sheet, the teacher asks the winning student to call out his 4 drawings.



The students should use the thumb and index finger of both hands for this game. This game may be used for many themes.

Annexe 21

Supplementary Songs

Most of the songs are sung with familiar melodies.

1. **La chanson du Voyageur**

Voyageur! Va faire tes bagages
C'est à l'aube que nous partirons.
C'est à l'aube oui, oui, oui
C'est à l'aube non, non, non
C'est à l'aube que nous partirons.



Down the river you can hear a wind song
Bearing tales of the voyageurs.
Bearing tales oui, oui, oui
Bearing tales non, non, non
Bearing tales of the voyageurs.

Nous naviguerons toutes les rivières
Pour y voir les nouveaux pays.
Pour y voir oui, oui, oui
Pour y voir non, non, non,
Pour y voir les nouveaux pays.



Tales of lakes and of rushing rivers
From a land we have never seen.
From a land oui, oui, oui
From a land non, non, non
From a land we have never seen.

2. **C'est l'aviron**

M'en revenant de la jolie Rochelle,
M'en revenant de la jolie Rochelle,
J'ai rencontré trois jolies demoiselles.

Refrain : C'est l'aviron qui nous mène, qui nous mène,
C'est l'aviron qui nous mène en haut!

J'ai point choisi, mais j'ai pris la plus belle,
J'ai point choisi, mais j'ai pris la plus belle,
J'l'a fis monter derrière' moi, sur ma selle.



Je fis cent lieues sans parler avec elle,
Je fis cent lieues sans parler avec elle,
Au bout d'cent lieues, ell' me d'mandit à boire.

Source: *Français de base - 4^e année, Le festival du Voyageur, Supplément au document de mise en oeuvre*, Manitoba Education and Training, 2000.

Annexe 22

Supplementary Songs

3. **Chanson des Voyageurs**

Bateau, canot, la rivière, la rivière.
Bateau, canot, la rivière et le bord de l'eau.

4. **Rame, rame**

Rame, rame, rame, donc
Le tour du monde
Le tour du monde
Rame, rame, rame, donc
Le tour du monde
Nous le ferons.



5. **Vive la canadienne**

Vive la canadienne
Vole, mon cœur, vole
Vive la canadienne
Et ses jolis yeux doux.



6. **V'la l'bon vent**

V'la l'bon vent, v'la l'joli vent
V'la l'bon vent, ma mie m'appelle,
V'la l'bon vent, v'la l'jolie vent,
V'la l'bon vent, ma mie m'attend.

7. **Alouette**

Alouette, gentille alouette,
Alouette, je t'y plumerai

Je t'y plumerai la tête.
Je t'y plumerai la tête.
Et la tête, Et la tête,
Alouette, Alouette, Ah!



Je t'y plumerai le bec (bis)
Je t'y plumerai les patt's (bis)
Je t'y plumerai le cou (bis)
Je t'y plumerai le dos (bis)
Je t'y plumerai les ail's (bis)
Je t'y plumerai la queue (bis)

Source: Français de base - 4^e année, *Le festival du Voyageur*, Supplément au document de mise en oeuvre, Manitoba Education and Training, 2000.

Annexe 23

Supplementary Songs

Voyageur, que portes-tu?

(l'air : *Mary Had a Little Lamb*)

REFRAIN :

Voyageur, que portes-tu
que portes-tu?
que portes-tu?

Voyageur, que portes-tu
pendant tes voyages?

1. Je porte mon capot bleu,
capot bleu, capot bleu.
Je porte mon capot bleu
et ma tuque rouge.
2. Je porte mes mocassins,
mocassins, mocassins.
Je porte mes mocassins
et ma chemise rouge.
3. Je porte mon pantalon,
pantalon, pantalon.
Je porte mon pantalon
et un sac à feu.
4. Je porte mon sac à feu,
sac à feu, sac à feu.
Je porte mon sac à feu
et ma bonne pipe.
5. Je porte mon grand canot,
grand canot, grand canot.
Je porte mon grand canot
et mon aviron.
6. Je porte mes grandes raquettes,
grandes raquettes, grandes raquettes.
Je porte mes grandes raquettes
et ma ceinture fléchée.
7. Je porte mes belles mitaines,
belles mitaines, belles mitaines.
Je porte mes belles mitaines
et mon beau fusil.
8. Je porte ma grande hache,
grande hache, grande hache.
Je porte ma grande hache
et une barbe épaisse.
9. Et voilà ce que je porte,
ce que je porte, ce que je porte,
voilà ce que je porte
pendant mes voyages!

Source: *Français de base - 5^e année, Le festival du Voyageur, Supplément au document de mise en oeuvre*, Manitoba Education and Training, 2000.

Annexe 24

Supplementary Songs

Voyageur, que manges-tu?
(sur l'air de Mary Had a Little Lamb)

REFRAIN

Voyageur, que manges-tu
que manges-tu, que manges-tu ?
Voyageur, que manges-tu
Pendant tes voyages?

Je mange du pemmican, pemmican, pemmican.
Je mange du pemmican Pendant mes voyages.

Je mange du lard salé, lard salé, lard salé.
Je mange du lard salé pendant mes voyages.

Je mange de la soupe aux pois,
soupe aux pois, soupe aux pois.
Je mange de la soupe aux pois
pendant mes voyages

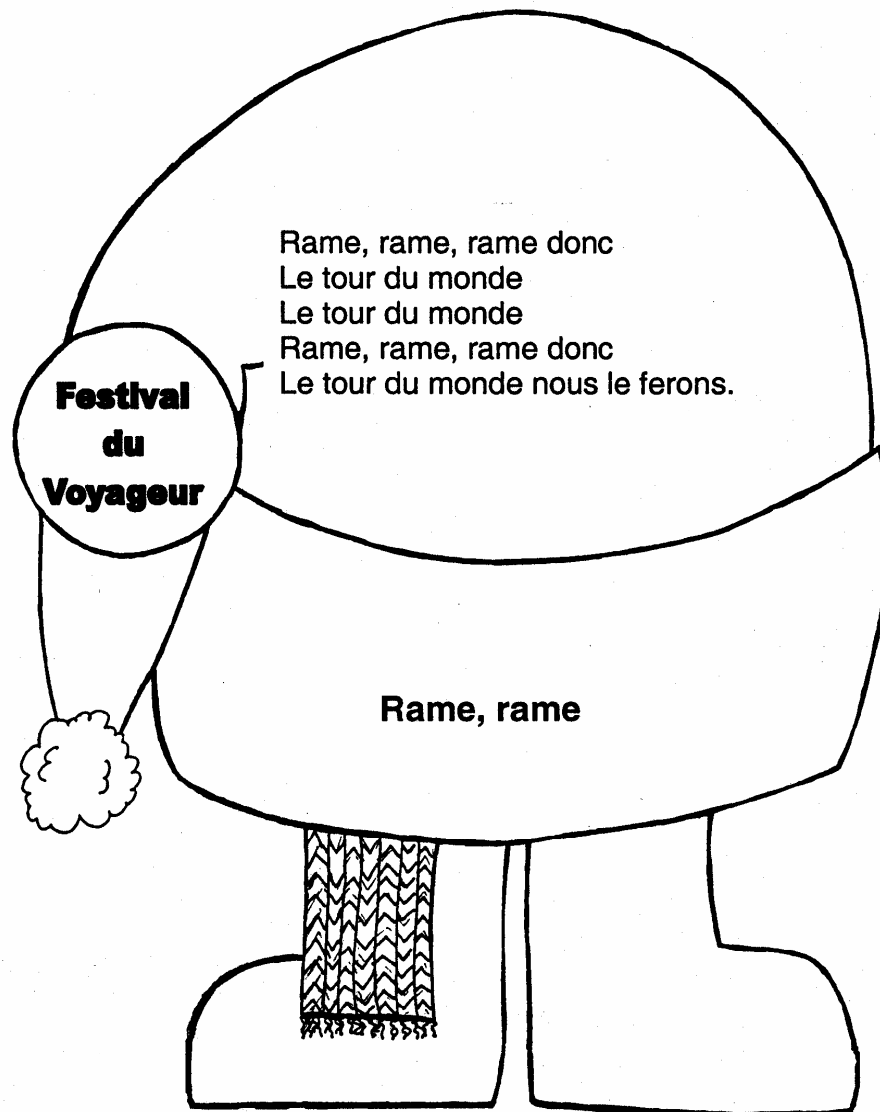
Je mange des légumes secs, légumes secs, légumes secs.
Je mange des légumes secs pendant mes voyages.

Je mange du bon poisson, bon poisson, bon poisson.
Je mange du bon poisson pendant mes voyages.

Source: *Français de base - 5^e année, Le festival du Voyageur, Supplément au document de mise en oeuvre*, Manitoba Education and Training, 2000.

Annexe 25

Supplementary Songs

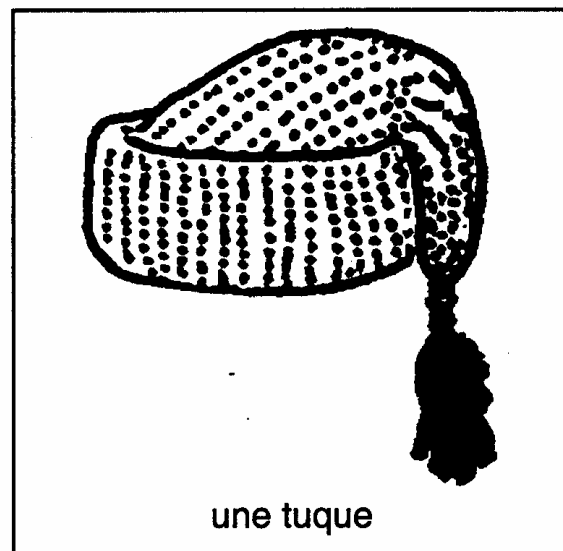
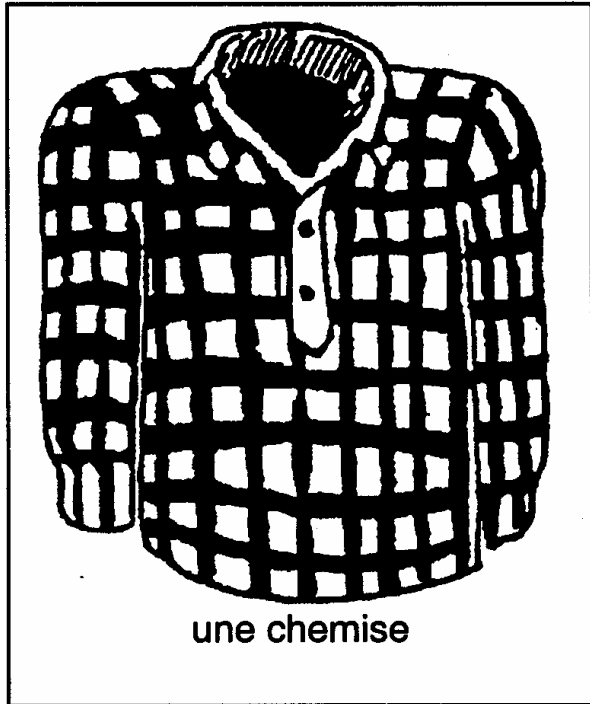


The students mime paddling in time to the music.

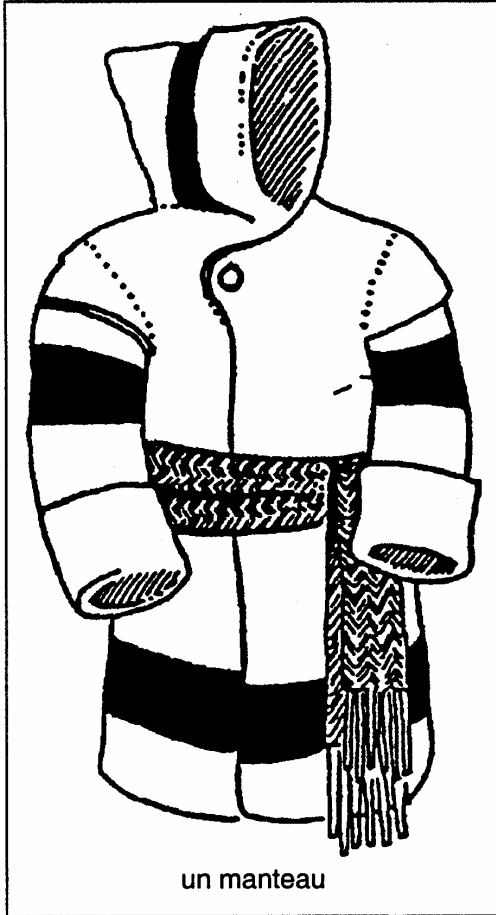
Source: *Au Manitoba, on s'amuse en français, Maternelle et 1^{re} année – février*, Manitoba Education and Training, 2000.

Annexe 26

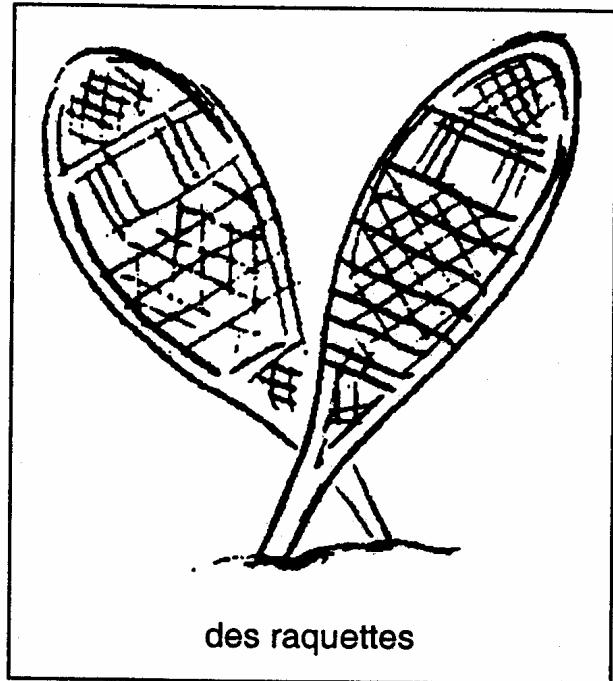
Cartes éclair/Flashcards



Source: *Français de base, Maternelle et 1^{re} année : Au Manitoba, on s'amuse en français - Ensemble de sensibilisation*, Manitoba Education and Training, 2000.

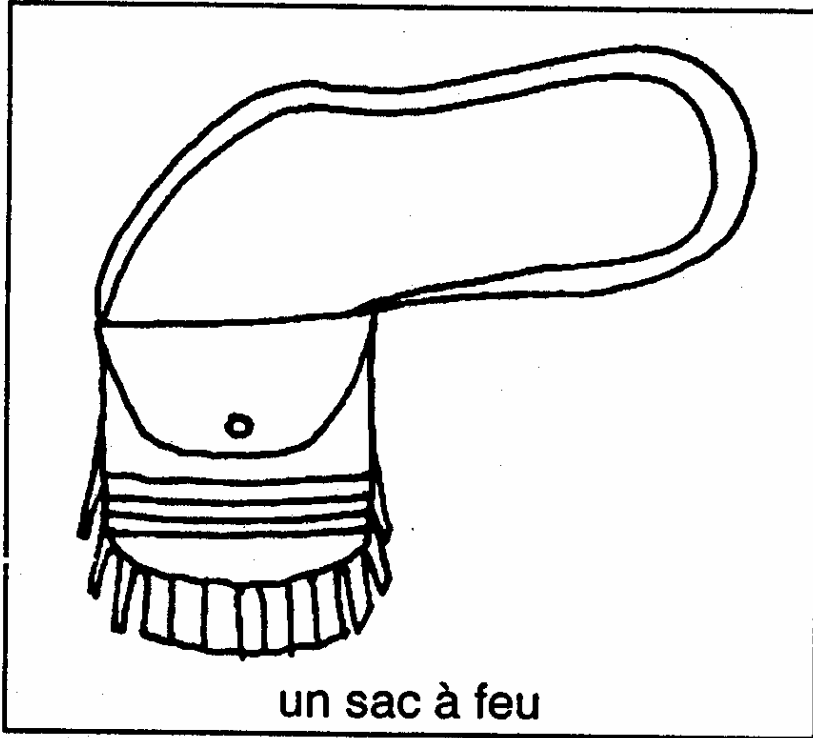


un manteau

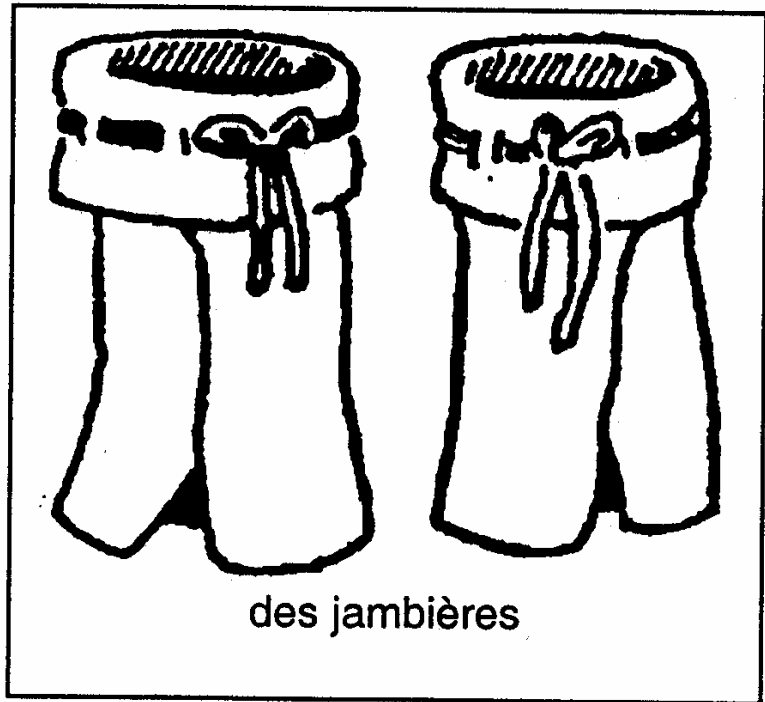


des raquettes

Source: *Français de base, Maternelle et 1^{re} année : Au Manitoba, on s'amuse en français - Ensemble de sensibilisation*, Manitoba Education and Training, 2000.

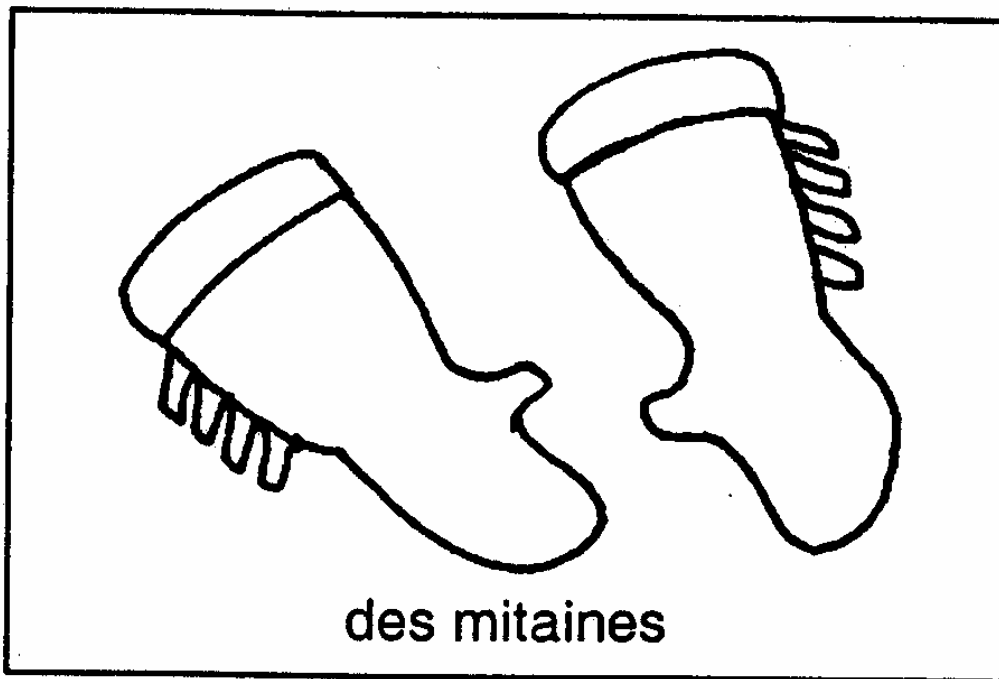


un sac à feu

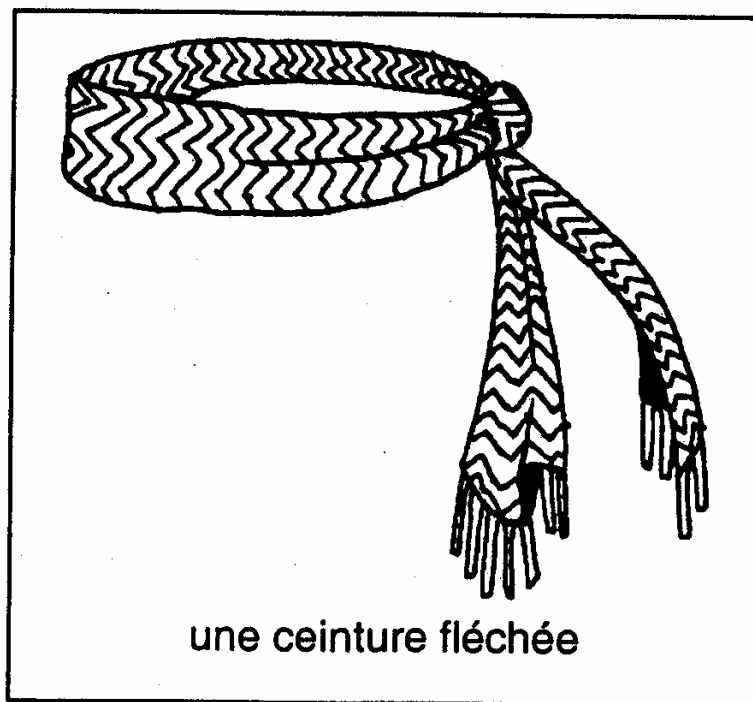


des jambières

Source: *Français de base, Maternelle et 1^{re} année : Au Manitoba, on s'amuse en français - Ensemble de sensibilisation*, Manitoba Education and Training, 2000.



des mitaines



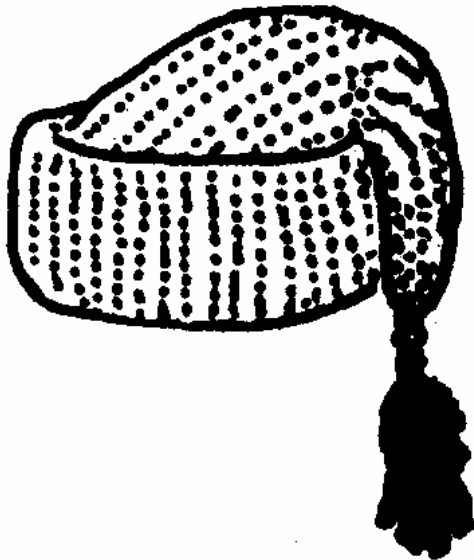
une ceinture fléchée

Source: *Français de base, Maternelle et 1^{re} année : Au Manitoba, on s'amuse en français - Ensemble de sensibilisation*, Manitoba Education and Training, 2000.



la chemise à carreaux

Source: *Français de base, Maternelle et 1^{re} année : Au Manitoba, on s'amuse en français - Ensemble de sensibilisation*, Manitoba Education and Training, 2000.



la tuque rouge



le couteau

Source: *Français de base, 5^e année : Le festival du Voyageur - Supplément au document de mise en œuvre*, Manitoba Education and Training, 1999.

Annexe 27

Évaluation

To evaluate oral competency of the students.

<p>Nom: _____</p> <p>Date: _____</p> <ul style="list-style-type: none"><input type="radio"/> essaye de prononcer les mots<input type="radio"/> utilise ses notes<input type="radio"/> demande pour de l'aide au besoin<input type="radio"/> est à l'écoute des autres<input type="radio"/> parle en français<input type="radio"/> se sert de gestes au besoin<input type="radio"/> fait de l'autocorrection <p>Commentaires: _____</p> <p>_____</p>	<p>Nom: _____</p> <p>Date: _____</p> <ul style="list-style-type: none"><input type="radio"/> essaye de prononcer les mots<input type="radio"/> utilise ses notes<input type="radio"/> demande pour de l'aide au besoin<input type="radio"/> est à l'écoute des autres<input type="radio"/> parle en français<input type="radio"/> se sert de gestes au besoin<input type="radio"/> fait de l'autocorrection <p>Commentaires: _____</p> <p>_____</p>
<p>Nom: _____</p> <p>Date: _____</p> <ul style="list-style-type: none"><input type="radio"/> essaye de prononcer les mots<input type="radio"/> utilise ses notes<input type="radio"/> demande pour de l'aide au besoin<input type="radio"/> est à l'écoute des autres<input type="radio"/> parle en français<input type="radio"/> se sert de gestes au besoin<input type="radio"/> fait de l'autocorrection <p>Commentaires: _____</p> <p>_____</p>	<p>Nom: _____</p> <p>Date: _____</p> <ul style="list-style-type: none"><input type="radio"/> essaye de prononcer les mots<input type="radio"/> utilise ses notes<input type="radio"/> demande pour de l'aide au besoin<input type="radio"/> est à l'écoute des autres<input type="radio"/> parle en français<input type="radio"/> se sert de gestes au besoin<input type="radio"/> fait de l'autocorrection <p>Commentaires: _____</p> <p>_____</p>
<p>Nom: _____</p> <p>Date: _____</p> <ul style="list-style-type: none"><input type="radio"/> essaye de prononcer les mots<input type="radio"/> utilise ses notes<input type="radio"/> demande pour de l'aide au besoin<input type="radio"/> est à l'écoute des autres<input type="radio"/> parle en français<input type="radio"/> se sert de gestes au besoin<input type="radio"/> fait de l'autocorrection <p>Commentaires: _____</p> <p>_____</p>	<p>Nom: _____</p> <p>Date: _____</p> <ul style="list-style-type: none"><input type="radio"/> essaye de prononcer les mots<input type="radio"/> utilise ses notes<input type="radio"/> demande pour de l'aide au besoin<input type="radio"/> est à l'écoute des autres<input type="radio"/> parle en français<input type="radio"/> se sert de gestes au besoin<input type="radio"/> fait de l'autocorrection <p>Commentaires: _____</p> <p>_____</p>

Annexe 28

Auto-évaluation

Ma communication orale en français

Nom: _____ Date: _____

J'ai accompli les activités suivantes individuellement, en groupe ou avec la classe:

1. _____
2. _____
3. _____
4. _____
5. _____

Ce que j'ai aimé le plus:

Ce que j'ai aimé le moins:

Ce que je veux améliorer:

Annexe 29

Évaluation de l’affiche

Nom de l’élève : _____

Sur l’affiche, il y a :

- Une illustration appropriée
 - ◇ Coloriée
 - ◇ Claire et propre
 - ◇ Créative

- La date du festival
- Les heures du festival
- Le lieu du festival
- Le prix – s’il y en a un
- Le logo
- Le slogan
- Un français correcte
 - ◇ Le vocabulaire
 - ◇ Les verbes
 - ◇ Les dates

Commentaires de l’enseignant, de l’enseignante:

Signature de l’élève: _____

Source: *Français de base, 5^e année : Le festival du Voyageur - Supplément au document de mise en œuvre*, Manitoba Education and Training, 1999.

Annexe 30

Grille d'accompagnement/Student planning sheet

Sur l'affiche, il y a:

- Une illustration appropriée
 - ◇ Coloriée
 - ◇ Claire et propre
 - ◇ Créative

- La date du festival
- Les heures du festival
- Le lieu du festival
- Le prix – s'il y en a un
- Le logo
- Le slogan
- Un français correcte
 - ◇ Le vocabulaire
 - ◇ Les verbes
 - ◇ Les dates

Dans ma brochure, il y a:

- Les renseignements sur:
 - ◇ Les activités
 - ◇ La date
 - ◇ Les lieux des activités
 - ◇ Le logo
 - ◇ Le slogan
 - ◇ Le prix – s'il y en a un
- Un français correcte
 - ◇ Le vocabulaire
 - ◇ Les verbes
 - ◇ Les dates

Teaching Notes:

Checklist for the students' poster. Students should be able to check off all these items before handing in their poster.

Annexe 31

Évaluation de la brochure

Nom de l'élève : _____

Dans la brochure il y a :

- Une illustration appropriée
 - ◇ Coloriée
 - ◇ Claire et propre
 - ◇ Créative

Il y a des renseignements sur :

- Les activités
- La date
- Les lieux des activités
- Le logo
- Le slogan
- Le prix – s'il y en a un

Utilisation du français :

- Un français correct
 - ◇ Le vocabulaire
 - ◇ Les verbes
 - ◇ Les dates

Évalué par : _____

Annexe 32

Évaluation de la présentation orale de la brochure ou de l’affiche

- La brochure/l’affiche fait partie de la présentation.
- L’élève parle clairement et fort.
- L’élève parle avec enthousiasme.
- L’élève parle avec une bonne prononciation.
- L’élève regarde le public.




Commentaires: _____

Annexe 33

Évaluation par les pairs/Peer evaluation




Nom: _____

Nom du présentateur, de la présentatrice: _____

	 Très bien	 Bien	 Un peu
1. La personne est enthousiaste.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. La présentation est claire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. La présentation est intéressante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Mon appréciation générale est	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Nom: _____

Nom du présentateur, de la présentatrice: _____

	 Très bien	 Bien	 Un peu
1. La personne est enthousiaste.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. La présentation est claire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. La présentation est intéressante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Mon appréciation générale est	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teaching notes:

To keep the students on task, they could fill out this sheet on the presentations. They can hand it in to the teacher at the end of each class and it could be used as a part of their overall evaluation.

Annexe 34

Auto-évaluation

Nom: _____

Les activités que j'aime	Oui 😊	Non ☹️
Les festivals du Canada		
La carte du Canada		
Les passe-temps		
Les vêtements		
La nourriture		
Le cercle magique		
Les jeux des Voyageurs		
L'activité de l'Internet		
Les mots cachés		

Les activités intéressantes sont: _____

Les activités peu intéressantes sont: _____

Les activités faciles sont: _____

Les activités difficiles sont: _____

Annexe 35

Auto-évaluation

Nom: _____

☺ Excellent – 5 points

☹ Bien - 3 points

☹ Faible - 1 point

Moi



1. J'écoute attentivement.	
2. Je travaille bien seul/seule.	
3. Je travaille bien en groupe.	
4. Je pose des questions aux autres (enseignant, enseignante, mes pairs).	
5. Je parle français beaucoup.	

Total:

Mon groupe



1. Nous écoutons attentivement.	
2. Nous travaillons bien seuls.	
3. Nous travaillons bien en groupe.	
4. Nous posons des questions aux autres (enseignant, enseignante, mes pairs).	
5. Nous parlons français beaucoup.	

Total:

Les membres de mon groupe sont: _____

Autres renseignements: _____

Annexe 36

Auto-évaluation

Réflexion sur l'unité

Nom: _____

😊 Excellent – 5 points

😐 Bien - 3 points

☹ Faible - 1 point

Moi



1. J'aime le français.	
2. Je participe et je coopère aux activités de mon groupe.	
3. Je parle le français.	
4. Je peux nommer les vêtements du Voyageur.	
5. Je peux chanter les chansons du Voyageur.	
6. Je peux donner des exemples de la nourriture du Voyageur.	
7. Je peux donner des renseignements sur les Voyageurs.	
8. Je respecte les autres quand ils font leur présentation.	
9. Je participe et je coopère aux activités de la classe.	

Total:

Annexe 37

Teacher reflexion

Reflecting on my teaching in French at the end of each unit:

1. Did I speak French, as much as I am able, to my students?
2. Were the majority of my activities and lessons related directly to the experiential goal?
3. Did I supply my students with authentic language samples to read?
4. Did I supply my students with authentic language samples to listen to?
5. Did my student have the chance to use their French in small groups or with partners?
6. Did my teaching methods and goals reflect the diverse needs of my second-language learners?
7. Did I make a connection between this unit and the students' daily lives?
8. Did my students have the oral and written opportunities in French to express their ideas, thoughts and opinions?
9. Do I feel that my students improved:
 - their knowledge of the language and culture?
 - their ability to comprehend oral and written French?
 - their ability to read and write French?
10. What would I change about the way I delivered this unit?

Suggested Resources

Books and Print Resources

- Assessment Instruments for French as a Second Language: Beginner and Intermediate Levels (CASLT)
- *Core French: A Curriculum and Resource Guide for the Elementary Level, 1994* (LRDC)
- Le français sans souci (PERS)
- Les Voyageurs (Film) (ONF)
- Français de base 4e année
Le Festival du voyageur, Supplément au document de mise en oeuvre
Manitoba Education and Training (CMSM)
- Français de base 5e année
Le Festival du voyageur, Supplément au document de mise en oeuvre
Manitoba Education and Training (CMSM)
- Recipe activities in the Saskatchewan Curriculum Guide, Annexe KK (LRDC)
- Au Manitoba, on s’amuse en français, Maternelle et 1re année (LRDC)

Websites

Teachers are encouraged to visit the Ministry of Education’s French Education Branch website (<http://education.gov.sk.ca/FrenchEducation>).

<http://www.festivalvoyageur.mb.ca> - Festival du Voyageur Official Website

List of Distributors

CASLT:	Canadian Association of Second Language Teachers 201 – 57 Auriga Drive Nepean, ON K2E 8B2	Telephone: (613) 727-0994 Fax: (613) 998-7094 Email: admin@caslt.org Website: www.caslt.org
CMSM:	Centre des manuels scolaires du Manitoba C.P. 910 Souris, MB R0K 2C0	Telephone: (204) 483-4040 Fax: (204) 483-3441 Email: mtbb@gov.mb.ca
LRDC:	Learning Resources Distribution Centre 1500 – 4 th Avenue Regina, SK S4P 3V7	Telephone: (306) 787-5987 Fax: (306) 787-9747 Website: www.lrdc.sasked.gov.sk.ca
ONF:	National Film Board Office Sales and Customer Service Box 6100, Station Centre-Ville Montreal, PQ H3C 3H5	Telephone: (514) 287-5640 1-800-267-7710
PERS:	Pearson Education Canada 26 Prince Andrew Place Don Mills, ON M3C 2T8	Telephone: (416) 447-5101 Fax: (416) 443-0948 Website: www.pearsoned.com
	Le Festival du Voyageur 768, avenue Taché Saint-Boniface, MB R2H 2C4	Telephone: (204) 237-7692 Fax: (204) 233-7576
	L'ensemble folklorique de la Rivière Rouge 340, boulevard Provencher Saint-Boniface, MB R2H 0G7	Telephone: (204) 233-7440 Fax: (204) 231-7020
	Winnipeg Fur Exchange 250 Phillips Avenue Winnipeg, MB R3E 2K4	Telephone: (204) 775-6953
	Minnesota Historical Society 345 Kellogg Blvd West St. Paul, MN USA 55102	Telephone: (651) 297-3243 Fax: (651) 297-1345