

**Fulbright-Hays 2002 Summer Seminar
Aboard**

**Thailand & Vietnam:
Gateway to South East Asia Heritage**

**Curriculum Project
“Images of Vietnam”**

**Milton Alan Turner
Saint Ignatius High School
Cleveland, OH**

SUMMARY

This project was created for use in intermediate to advanced high school French courses (French III, French IV, Advanced Placement French Literature, and Advanced Placement French Language). Using examples of profiles of Francophone countries given in their textbooks (EMC Publishing’s **C’est à toi** in French III and **Allons voir!** by Bragger & Rice in French IV and AP French Language), students will create a profile of a French-speaking country as well as a one to two paragraph description of a famous person from that country. Students will be encouraged, but not required, to create a multimedia presentation (slideshow, web page) which can be put on the World Wide Web for viewing by other students.

After writing this country profile, students will be paired and perform an interview. One student will play the role of a reporter for a French-language newspaper and the other student will play the role of a Francophone celebrity. The reporter will conduct a two or three minute interview asking the celebrity questions about his life, his work, and an opinion on a problem of global concern. (**Note:** the student may choose to portray a female celebrity, but since all of are students are male, most decide to choose male celebrities.) This interview may be videotaped and then encoded in a streaming format (RealVideo or Windows Media) for viewing over the Web.

While this activity is meant to be a culminating activity for a grading period (First, Second, Third, or Fourth Quarter), it can be modified for use as a stand alone unit. This project can be completed in one week (five class periods).

GRADE LEVEL

For use in the following intermediate to advanced high school French courses at Saint Ignatius High School:

- Intermediate/Intermediate High Courses
 - French III
 - French IV
- Advanced Courses
 - Advanced Placement French Literature
 - Advanced Placement French Language

KEY QUESTIONS

1. In which countries is French spoken (other than France)?
2. What are the populations, religions, and ethnic compositions of these countries?
3. Name at least one individual from each country and his or her contribution to Francophone or world culture.

BACKGROUND NOTES

Saint Ignatius High School is a private Jesuit (Catholic) college preparatory 9-12 high school for young men. It currently has an enrollment of 1414 boys. The student body is over 90% Caucasian with fewer than 2% each of Asian, African-American, and Hispanic students. Over 95% of the students are Roman Catholic. While the school is located inside the city of Cleveland (just outside of downtown), its student body is largely suburban.

The following is the sequence of Modern Languages courses at Saint Ignatius High School. Three years of language study is required for graduation. (Saint Ignatius students also have the option of studying Latin through the Classics Department. Similarly, Classics students must successfully complete three years to graduate.) A fourth year course is optional, but highly encouraged.

French		Spanish		
Normal	Advanced	Normal	Advanced	Accelerated
French I French II French III French IV	French II French III French IV or AP French Literature	Spanish I Spanish II Spanish III	Spanish II Spanish III Spanish IV	Spanish I Honors Spanish II Honors Spanish III
AP French Language or AP French Literature	AP French Language or AP French Literature	Spanish IV	AP Spanish IV (Language)	AP Spanish IV (Language)

Normal represents the typical four-year sequence of an average student. **Advanced** represents the recommended sequence for Freshmen who are placed into second year language courses based on previous language study in grade school and the results of the Modern Languages Placement Exam. **Accelerated** represents the sequence for advanced students as identified by the department. A student outside of the track cannot enroll in AP Spanish (Language). All students enrolled in Advanced Placement French or Spanish courses are required to take the corresponding AP French or Spanish Language or Literature exam in May. All Modern Language courses are based on proficiency principles as promulgated by the **American Council on the Teaching of Foreign Languages (ACTFL)**.

The vast majority of students have had no experience studying a foreign language prior to enrollment at our school. Of those who have studied a modern language, normally only six to ten students a year (out of 330-360 incoming Freshmen) are able to place into French or Spanish II. In addition, very few students have had any travel experience outside of the United States.

In the French II and French III courses, each lesson of the EMC Paradigm textbook series **C'est à toi** contains a section entitled **Enquête culturelle** (“cultural investigation”). This section contains information (in English for Level Two and in French for Level Three) on not only on France, its regions, and its peoples, but also on several French-speaking countries and important people born or raised in them. The countries covered include: **Canada, Belgium, Switzerland, Morocco, Algeria, Tunisia, Martinique, Guadeloupe, Tahiti, Cameroon, Madagascar, Ivory Coast, Bénin, Senegal, Saint Martin, Togo, Niger, and Mali**. The personalities studied in these sections include: **Céline Dion** (Canada), **Georges Simenon** (Belgium), **Gilles Vigneault** (Canada), **Surya Bonaly** (France/Reunion) **Isabelle** and **Paul Duchesnay** (Canada) **Angelique Kidjo** (Bénin), **Leopold Sédar Senghor** (Senegal), **Birago Diop** (Senegal), **Tahar Ben Jelloun** (Morocco), **Youssou N'Dour** (Senegal), **Maryse Condé** (Guadeloupe), **Isabelle Adjani** (France/Algeria), **Joseph Zobel** (Martinique), **René Philombe** (Cameroon), **Oumon Sangare** (Togo). Since Vietnam is not one of the countries studied, it will be used as the materials created from the 2002 seminar will used as during the research phase of this project.

STANDARDS

The five national standards for foreign language instruction issued by the **American Council on the Teaching of Foreign Languages (ACTFL)** are commonly referred to as the “Five C’s”: Communication, Cultures, Connections, Comparisons, and Communities. The **Ohio Competency-based Model for Foreign Language Instruction** further adapts the ACTFL standards by adopting Communication as the major goal with four underlying strands (Cultures, Connections, Comparisons, and Communities).

This project will address the following national ACTFL standards:

Communication Standard 1.1

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Communication Standard 1.2

- Students understand and interpret written and spoken language on a variety of topics.

Communication Standard 1.3

- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

Cultures Standard 2.1

- Students demonstrate an understanding of the relationships between the practices and perspectives of the cultures studied.

Cultures Standard 2.2

- Students demonstrate an understanding of the relationships between the products and perspectives of the cultures studied.

Connections Standard 3.1

- Students reinforce and further their knowledge of other disciplines through the foreign language.

Connections Standard 3.2

- Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons Standard 4.1

- Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Comparisons Standard 4.2

- Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Communities Standard 5.1

- Students use the language both within and beyond the school setting.

Communities Standard 5.2

- Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

OBJECTIVES

The students will:

- read authentic texts on French-speaking countries and famous people from these countries
- write a profile of a French-speaking country (including capital, languages spoken, population, religion, ethnic groups)
- write one or two paragraphs about a famous person from a French-speaking country including a brief biography and contributions this individual has made to Francophone or world culture
- participate in an interview of a French-speaking celebrity by playing the role of either a journalist (interviewer) or the celebrity (interviewee)

MATERIALS

- Modern Languages Mobile Computer Cart (Saint Ignatius High School)
<http://www2.ignatius.edu/faculty/turner/computers.htm>
 - o Thirteen IBM ThinkPad A20m 500 MHz Pentium Celeron notebook computers running Windows 98SE
 - o One Cisco 340 Series 11 Mbps Wireless Access Point
 - o Thirteen (13) Cisco 340 Series 11 Mbps DSSS Wireless PC Card Adapters
 - o One Hewlett-Packard LaserJet 2200DN printer
 - o One Netgear EN104 10BaseT Ethernet hub
 - o software includes:
 - **Microsoft Word 2000** with French proofing tools installed
 - **Systeme-D** word processor
 - **Microsoft Internet Explorer 5.5**
 - **RealPlayer 7**
 - **Microsoft Media Player 6**
 - **Adobe Acrobat Reader 5**

- **Milton Alan Turner’s Home Page** www.maturner.com
 - Photo gallery at www.maturner.com/photo.htm

- **Mr. Turner’s Home Page (Saint Ignatius High School)**
www2.ignatius.edu/turner/
 - 2002 Fulbright-Hays Summer Seminar Abroad Photo Gallery (Thailand & Vietnam)
www2.ignatius.edu/faculty/turner/Galleries/index.htm
 - 1993 Fulbright-Hays Summer Seminar Abroad Photo Gallery (Morocco & Tunisia)
<http://www2.ignatius.edu/faculty/turner/fulbright93/index.htm>
 - Francophone slideshows
www2.ignatius.edu/faculty/turner/slideshows.htm
 - Vietnam RealSlideshow--
<http://www2.ignatius.edu/faculty/turner/slideshows/Vietnam/Vietnam.ram>
 - Maghreb (Morocco & Tunisia) RealSlideshow--
<http://www2.ignatius.edu/faculty/turner/slideshows/maghreb/maghreb.ram>
 - Switzerland RealSlideshow—
<http://www2.ignatius.edu/faculty/turner/slideshows/suisse/suisse.ram>
 - Côte d’Azur (Monaco) RealSlideshow--
<http://www2.ignatius.edu/faculty/turner/slideshows/cote/cote.ram>
 - Quebec RealSlideshow--
<http://www2.ignatius.edu/faculty/turner/slideshows/quebec/quebec.ram>
 - Montreal RealSlideshow--
<http://www2.ignatius.edu/faculty/turrier/slideshows/montreal/montreal.ram>

- 2002 Fulbright-Hays Summer Seminar Abroad CD (Version 3 or higher)
 - Thailand/Vietnam Photo Parade Slide Show

- Organisation Internationale de la Francophonie-
<http://www.francophonie.org/frm/francophonie/frm.html>

STRATEGIES

Using the profiles given on the textbook as examples, the students will research various Francophone countries over the Internet using the Modern Languages Wireless Mobile Cart. The students may select their country, but the country chosen should be one not covered in the current textbook. The students can therefore select Vietnam as a country for their profile. On the first day, the students will be directed specifically to the slideshows and photo galleries on Vietnam and Morocco. Over two days, the students will explore encyclopedia, newspaper, television, and radio sites to gather information on their selected country including: capital, population, languages spoken, religions, ethnicities, and famous residents/nationals.

On the third day, students will write and edit their profiles of the country and their paragraphs on the celebrities. These will be turned in on the fourth day. During the fourth day, students will rehearse their oral interviews. The students will spend approximately half of the period practicing with partners, and the second half performing a “dress rehearsal on front of the class. During the dress rehearsal and the final performance on Day Five, students will not be allowed to use books or notes.

On the fifth day, the students will perform their interviews for an oral grade. These interviews may be videotaped by the teacher for encoding and eventual broadcast on the World Wide Web via the Saint Ignatius Media Server.

ASSESSMENT

Each student’s semester grade is calculated as follows:

FRENCH
20% Orals
20% Compositions
40% Tests
20% Final

Each student will be given two grades: one grade for the written profile and one grade for his oral performance on the interview. The written profile grade will be entered in the category Compositions and the interview grade will be entered in the category **Orals**. Both grades will be given based on the following criteria:

<p style="text-align: center;">A DEMONSTRATES EXCELLENCE</p>	<ul style="list-style-type: none"> • STRONG control of the language • Proficiency and variety in grammatical and syntactical usage • Few significant errors • Broad command of vocabulary and of idiomatic French/Spanish
<p style="text-align: center;">B DEMONSTRATES COMPETENCE</p>	<ul style="list-style-type: none"> • GOOD control of grammatical structures • Some errors and/or awkwardness of style • Appropriate use of idioms and vocabulary • Reads smoothly overall
<p style="text-align: center;">C SUGGESTS COMPETENCE</p>	<ul style="list-style-type: none"> • FAIR ability speak/write in French/Spanish • Correct use of simple grammatical structures or use of more complex structures allowing or a few errors • Some apt vocabulary and idioms • Occasional signs of fluency or sense of style
<p style="text-align: center;">D SUGGESTS INCOMPETENCE</p>	<ul style="list-style-type: none"> • WEAK use of language with little control of grammatical structures • Limited vocabulary • Frequent use of anglicisms which force interpretation on the part of the teacher • Occasional redeeming features
<p style="text-align: center;">F DEMONSTRATES INCOMPETENCE</p>	<ul style="list-style-type: none"> • CLEARLY UNACCEPTABLE from most points of view • Almost total lack of vocabulary resources • Little or no sense of idiom and/or style • Essentially gallicized/ hispanicized English or charabia/ Algarabla

These criteria are based on the Advanced Placement French Language Examination's grading rubric.

ADDITIONAL RESOURCES/REFERENCES

- **National Geographic Magazine**, November 2002 article on Megacities (São Paulo, Lagos, Bangkok, and Hyderabad)--
<http://mag.nationalgeographic.com/ngm/O211/feature3/index.html>
- **Jonathan Yorck (Punahou School, Honolulu, HI)**--
<http://www.punahou.edu/js/gradek/f/thailink/thailandvietnam.html>
- **Chulalongkorn University**-- <http://wwwchula.ac.th>

- Thailand-United States Educational Foundation (Fulbright)--
<http://www.fulbrightthai.org/>
- UNESCO World Heritage Sites--
<http://whc.unesco.org/nwhc/pages/sites/main.htm>
 - Ayutthaya (Thailand)-- <http://whc.unesco.org/sites/main.htm>
 - Hue (Vietnam)-- <http://whc.unesco.org/sites/678.htm>
 - Hoi An Ancient Town (Vietnam)--
<http://whc.unesco.org/sites/678.htm>
- Narita Airport, Tokyo, Japan-- http://www.narita-airport.or.jp/airport_e/
- Bangkok International Airport--
<http://www.airportthai.or.th/airportnew/bia/html/index.html>
- Palaces of the King (Grand Palace, Bang Pa-in Summer Palace)--
<http://www.palaces.thai.net/>
- Pathumwan Princess Hotel-- <http://www.pprincess.com>
- MBK Center-- <http://www.mbk-center.com>
- Siam Center and Siam Discovery Center-- <http://www.bihc.co.th/>
- Loy Nava Dinner Cruises-- <http://www.loynava.com>
- BTS- Bangkok Mass Transit System-- <http://www.bts.co.th>
- Imperial Queen's Park Hotel--
<http://www.imperialhotels.com/queenspark/>
- Cabbages & Condoms Restaurant-- <http://207.5.19.165/>
- The Ancient City (Muang Boran)-- <http://www.ancientcity.com/>
- Ban Song Thai Homestay-- <http://www.thaihomestay.com>
- Rajabhat Institute-- <http://www.rajabhat.ac.th>
- Institute of Thai Traditional Medicine-- <http://ittm.or.th/>
- Imperial Mae Ping Hotel-- <http://www.imperialhotels.com/maeping/>
- Chiang Mai International Airport--
<http://www.airportthai.or.th/airportnew!chmai/html/index.html>
- Khum Khantoke - The Mega Center of Lanna Arts & Culture--
<http://www.khumkhantoke.com>
- Chiang Mai University-- <http://www.chiangmai.ac.th/>
- Tribal Research Institute and Tribal Museum (Chiang Mai)--
<http://www.chmai.com/tribal/content.html> and
<http://www.chmai.com/tribal/museum/museum.html>
- Lisu Lodge (Hmong Homestay)-- <http://www.lisulodge.com/>
- Queen Sirikit Botanic Garden-- <http://qsbq.thaigov.net>
- Chiang Rai International Airport--
<http://www.airportthai.or.th/airportnew/chrhai/html/index.html>
- Guoman Hotel, Hanoi--
http://www.guomanhotels.com/index_hanoi.htm
- Royal Hotel, Sa Pa--
<http://www.vnhotels.net/royalsapa/hotelservices.htm>
- Hoi An Riverside Resort-- <http://www.hoianriverresort.com>

- **Amara Hotel- Saigon--** <http://www.amarahotels.com/>
- **Dusit Resort Pattaya--** <http://pattaya.dusit.com/>
- video- **Camille Claudel** (Gérard Depardieu, Isabelle Adjani)
- video- **Indochine** (Catherine Deneuve)
- video- **Kirikou et la Sorcière** (music by Youssou N'Dour)
- video- **la Rue Case-Nègres** (based on novel by Joseph Zobel)
- video- **Louis 19- Le Roi des Ondes**