

Case 9: Core French

Denis | John | Josephina | Kelly

Hook



1

Multicultural Gardens

Garden types, functions, and styles
Examine the activity of gardening to learn about different cultures

2

Practical Applications

Music, garden-related artwork, dramatic play, DPA movement break, scavenger hunt, marketplace, etc.

3

Activity

Marketplace

4

Unit Plan

How to cross-curricular and sample lessons



Table of Contents





Research Question



“The garden reminds you that your students have enjoyed learning how to speak about their food preferences in Core French. You would like to extend their language skills while also building cultural understanding, and you wonder if food might be the connection. How might you integrate the school garden with the concepts of identity and culture in francophone communities?”

How can we plan core French lessons in and around gardening that also builds understanding of different cultures and education across different subject areas?



Multicultural Gardens





Garden Types



1

Hundreds of different kinds of entities can be classified as a garden. Types of gardens can be categorized into functions and styles that in turn may draw from historic, national, religious, political, or other types of cultures

2

Canada has a history of creating and preserving gardens that contain elements of various cultures and garden styles. Through various points in history, gardens have developed to incorporate different functions and styles into new unique styles that draw from gardens around the world.

(Clerk, N., 2015)

(Core French 5..., n.d.)

(List of Garden Types, 2019)

3

Examination of cultural influence in garden styles in different regions of Canada and the world fulfils a grade 5 core French big idea and content area surrounding francophone activities and traditions, and those of other cultures, in this case gardening.



[Click here to see the words scroll.](#) These words show only a tiny portion of possible garden types

(Made with Slate, n.d.)

Big Idea

Each culture has traditions and ways of celebrating

(BC's New Curriculum, 2020)



Garden Types (Examples)



(List of Garden Types, n.d.)

Type	Chinese Gardens	Japanese Gardens	English Gardens	French Gardens
Description These garden types each have centuries of history and potential for in depth study.	Multiple styles reflective of distinct cultures within a historical Chinese context, including styles associated with Chinese provinces and dynasties	Meant to be viewed outside and walked through. Many Japanese styles developed based on their distance to the coast, their purpose (food production, private ownership, religion, etc.), and available space.	18th century styles are inspired by landscape paintings, including those from China and Japan. Developed from royal gardens that later became public	17th century style called “jardins a la francaise,” made for royalty and later copied and developed through gardeners and theorists into a codified style
Characteristics These are brief and generalised, and don't fully represent any particular garden style.	Evoke a miniature ideal landscape to impress or for pleasure. Create a connection between humans and nature	Highlight the natural and avoid the artificial Evoke a landscape undisturbed by humans, may use worn or old decorations to create an ancient, untouched feeling	Evoke an idealised version of nature Center around a house Traditionally mix elements from other garden types	Symmetrical, based on creating order out of nature Elaborate geometric plans are made before the construction of the garden Designed to be viewed from indoor architecture at the centre
Common Features	building in centre, walls, ponds, winding paths, rock formations, trees, and flowers	flowing water, rocks and sand, beaches, bridges, lanterns, basins, fish, plants and trees,	lakes, rolling hills of grass against a groves of trees, temples, houses, or other architecture	central residence, terraces, statues, seats, fountains, stone, pottery, pools, hedges/topiary, vegetables, trees and flowers

Garden Types (Examples)

1

Yu Garden in Shanghai, China displays key characteristics of Chinese garden styles.



3

The Gardens of Versailles were once home to French royalty. Now a World Heritage Site and museum, the gardens are open to the public, and are the epitome of the French formal style of gardening.

[Click here for links to garden homepages](#)

4

Sengan-en in Kagoshima, Japan is a World Heritage Site built in 1658. It has been expanding and developing its scenic beauty, showing off Japanese gardening styles ever since.



2

Jardin de Métis in Quebec shows elements of the English style. This National Heritage Site shows how cultural elements cross paths and combine to form new, distinct cultures. It has yearly festivals and a museum with updating exhibits.



Botanical Gardens



1

These gardens are designed and maintained with the purpose of studying the species of life that lives within them. They build libraries of research and media, and continuously expand their inventory.

2

Education opportunities are provided through the use of resources, and viewing and visiting the gardens. Many botanical gardens offer hands-on educational experiences.


3

Involved members, visitors, and communities take pride in these gardens, which highlight their environments and raise public awareness about the preservation of nature. Multiple garden types are combined to reflect the appeal of representative cultures in the communities

4

They are the setting for scientific study and lead to developments in taxonomy, morphology, plant physiology, genetics, ecology, and biotechnology

Many botanical gardens in Canada have collected and explored living species from all over the world. Distinct garden styles and functions are combined and advertised. These garden types are derived from diverse cultures. The amount of cultural elements embedded into gardening and the variety of garden types is so prolific that they can't all possibly be examined. The field of study is so vast that all human beings may find elements of their culture in a particular garden style or function.



1

Botanical Gardens (Examples)

Montreal Botanical Gardens “Bloom of the



week.” See the newest plants in bloom with weekly updates. This garden has added Chinese, Japanese, rose, tree, and insectorium gardens among more.

2

The Butchart Gardens - Victoria

Totems honouring the rich cultural heritage provided by Indigenous people show the combination of styles and functions. This garden also includes Chinese, Japanese, Italian, Mediterranean, sunken, and rose gardens.



3

The UBC Botanical Garden

contains over a dozen garden types and plant collections. The website includes a “botany photo of the day” page where submitted and approved photographs go into an archive with thousands of photos dating back to 2006.

(Botany Photo of the Day. n.d.)



(Photo published by Mosquin, D., 2019)

[\(Click here for links to garden homepages\)](#)

Practical Applications





Music



1

There are numerous reasons why music should be used to learn French including reasons such as, music can help students be immersed in French culture, discover new French words, introduce the correct pronunciation, and helps with memorization.

2

In the context of gardening, singing songs about the garden gives students the opportunity to practice grammar and learn vocabulary that are used while gardening.

3

*Note: Teacher should scaffold the vocabulary first before jumping straight into the songs.

Verbs and expressions:

Planter = to plant

Pousser = to grow

Jardiner, faire du jardinage = to garden

Arroser = to water

Nouns:

Le jardin = garden

Le potager = the vegetable garden

La graine = the seed

La fleur = the flower

La plante = the plant

4

Music can be extended by creating more verses with the class or involve DPA movement by acting out the song (excellent for brain breaks). E.g., “Savez-vous planter les choux?” the children pretend to be planting with each part of their body.

Garden-related French songs

“Mon petit lapin”

A song about a rabbit running away from the farmer by hiding under a cabbage.

YouTube:

<https://www.youtube.com/watch?v=yfJ1GDTCNZU>



“Savez-vous planter les choux?”

A song about how to plant cabbages using various body parts.

YouTube:

<https://www.youtube.com/watch?v=N1VASpNwqO8>



“La ronde des légumes”

A song about all the vegetables that are growing in the garden.

YouTube:

<https://www.youtube.com/watch?v=NTPQJUugCJM>



“J’aime les fruits”

A song about all the fruits they love.

YouTube:

<https://www.youtube.com/watch?v=nJ03KjwiIVM>



“Le petit ver de terre”

A song about a little earthworm who got spotted by a crane.

YouTube:

<https://www.youtube.com/watch?v=Q4fwgk1rJRI>



Example

Mon petit lapin
S'est caché dans le jardin
Cherchez-moi, coucou, coucou
Je suis caché sous un chou
Cherchez-moi, coucou, coucou
Je suis caché sous un chou

Remuant son nez
Il se moque du fermier
Cherchez-moi, coucou, coucou
Je suis caché sous un chou
Cherchez-moi, coucou, coucou
Je suis caché sous un chou

Frisant ses moustaches
Le fermier passe et repasse
Mais ne trouve rien du tout
Le lapin mange le chou
Mais ne trouve rien du tout
Le lapin mange le chou

My little rabbit
Ran away in the garden.
Search for me, peek-a-boo, peek-a-boo,
I'm hiding in the cabbage.
Search for me, peek-a-boo, peek-a-boo,
I'm hiding in the cabbage.

He wiggles his nose
He makes fun of the farmer.
Search for me, peek-a-boo, peek-a-boo,
I'm hiding in the cabbage.
Search for me, peek-a-boo, peek-a-boo,
I'm hiding in the cabbage.

Pulling his moustache,
The farmer goes to and fro
But he finds nothing at all!
The rabbit eats the cabbage!
But he finds nothing at all!
The rabbit eats the cabbage!



Nursery Rhymes

- ✓ Nursery rhymes are another way to engage students in rhyme and rhythm

Examples

- “L’araignée Gypsy” - a French version of “Itsy Bitsy Spider”
 - YouTube:
https://www.youtube.com/watch?v=W_PboONnHd14&playnext_from=TL&videos=XA4ZK-sP_aU%20
- “Saisons” - about the leaves on trees in different seasons
 - YouTube:
<https://www.youtube.com/watch?v=-dYm2Q2Yhp8>

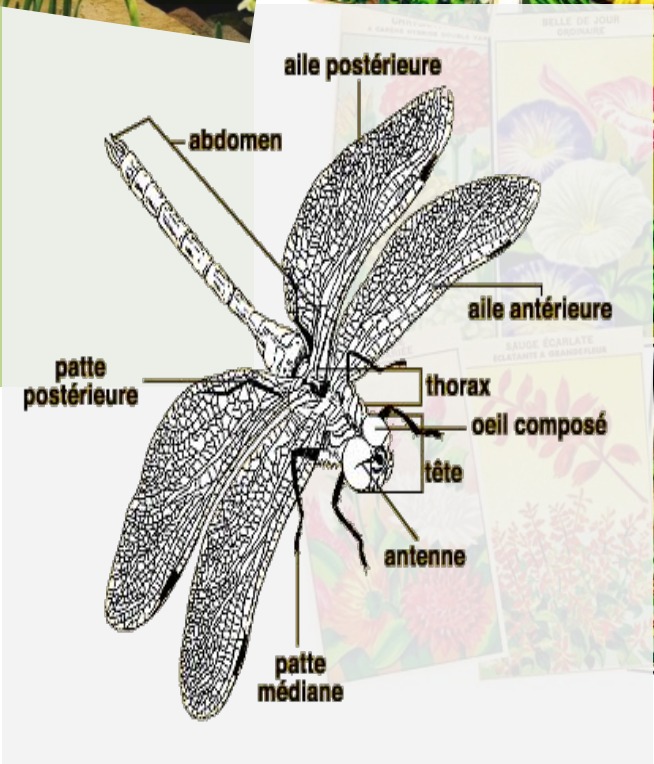
Catch a ladybug and recite the following nursery rhyme while pointing out each part of the ladybug’s body as it is being described:

*Elle a des pois sur son manteau
Et deux antennes sur son chapeau
Deux petites ailes pour se faire belle
C’est Madame la Coccinelle!*

*She has spots upon her coat
And two antennae on her hat
Two little wings that make her beautiful
It’s Miss Ladybug!*

Example of DPA extension: Have students stand up and mime out painting polka dots, feeling the length of their antennae and flapping their arms as wings





Making props for various objects found in the garden



Insects/plants artwork and label all the parts in French



Creating seed packets (or even how-to instructions on the back) in French



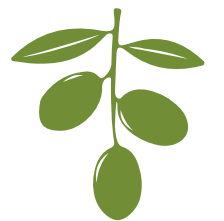
Crafting art FOR the garden with easy to follow French instructions

Garden-related artwork

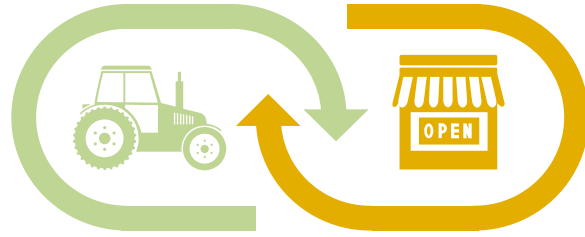
Dramatic Play Garden and Flower Shop

Literacy & Drama

Dramatic play gives students an opportunity to engage and play into the roles of various characters in the garden. Prior to the dramatic play, students will help set up the space by creating banners, labels, and any other props that will be needed.

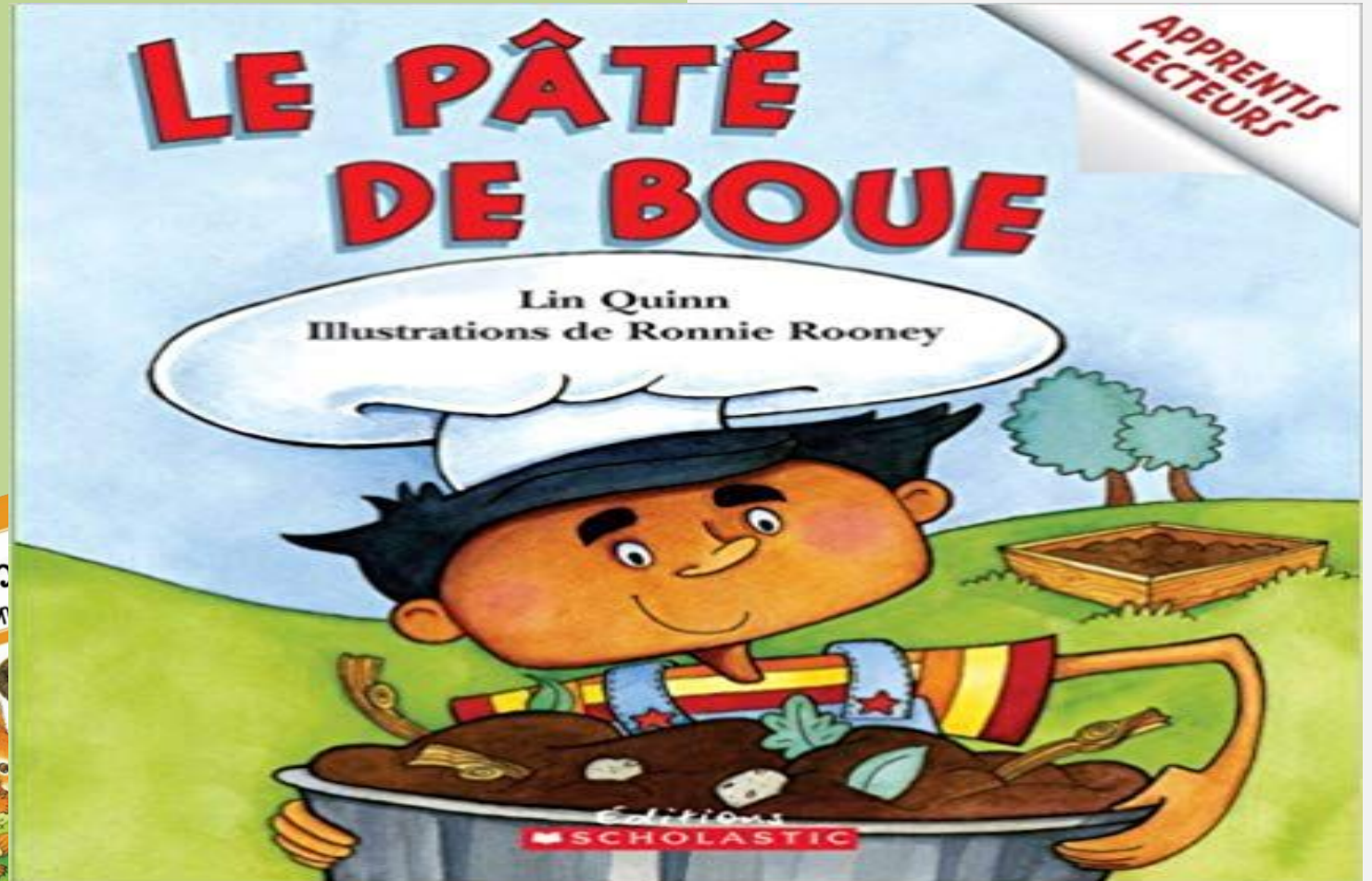


Dramatic Play



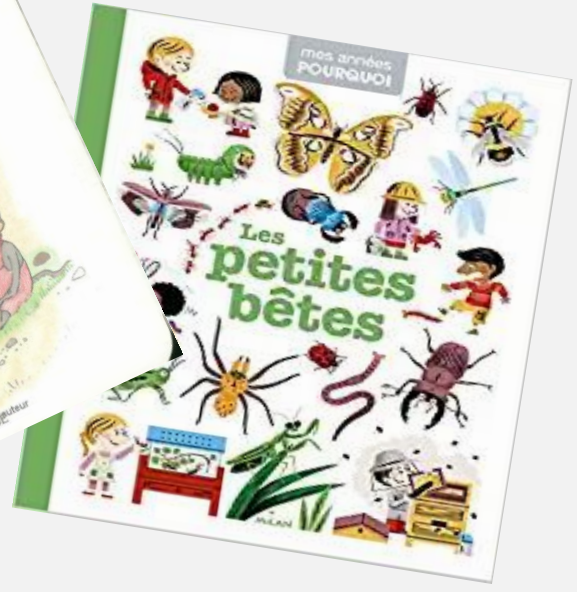
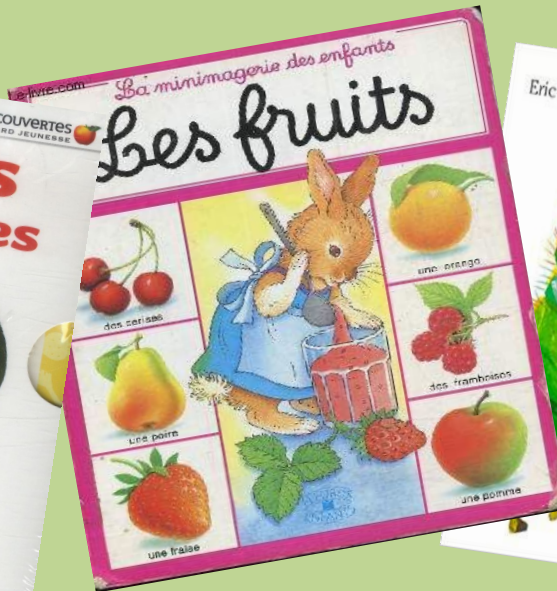
Fiction & Non Fiction Books

Teachers read to students in French about gardens (note: if French books are not easily accessible, the teacher can translate them as they read it aloud or write the translations on sticky notes.



Literacy

More books



Reader's Theatre



Reader's theatre are a fun way to improve students' French vocabulary and pronunciation. In the context of the garden, scripts can either be found online or written as a class. Some characters may involve a gardener and animals you will find in the garden.

The image on the right is an example of a French reader's theatre about gardening. Written below is the summary:

"[A] play about a wife who pushes her husband into gardening during the spring time because she wants fresh vegetables in the summer. David doesn't have a green thumb, and as a result, has many problems. Will the garden be a success in the end? Will Diane have fresh vegetables? There are 8 roles: 3 main roles and 5 smaller roles."

L'initiation au jardinage (Spring French Reader's Theatre)



Subject

Reading, en Français, Spring

Grade Levels

5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th

Resource Type

Fun Stuff, Handouts, Scripts

Product Rating

★★★★ N/A

(not yet rated)

File Type

PDF (912 KB | 7 pages)





Kinesthetic

DPA Movement & Experiential

Take a nature walk

Talk about the space (e.g., ask questions, label objectives, describe what you're doing, etc.)

Scavenger Hunt

Create a list for students to look for (e.g., a rock of certain size, leaf of certain shape, something yellow, something with more legs than you)



Take students to the garden

If not possible, fill a box with dirt, fake flowers, and plastic fruits and vegetables.

Play “Jacques a dit” (Simon Says)

Jacques a dit “_____!” (Jacques said to _____.)

“Uh-oh! Je n’ai pas dit ‘Jacques a dit!’” (“Uh-oh! I didn’t say “Jacques said!””)

Treasure Map

Prepare a treasure hunt map directing students in French to different plants, rocks, and trees in the garden

Long-Term Project: Presenting a Dish for TV

- At the beginning of the unit, the students will be told that they will be creating a recipe and an illustration of their favorite dish.
- The students will be expected to present it orally but will be assessed on their written component too.
- The project can be modified depending on the French level for the student (vary the amount of instructions required or the amounts of ingredients).
- Initially, the students will be able to ask one another about their food preferences using the appropriate French phrases.
 - (e.g., illustrating through a Venn Diagram)
 - (extension: cross-curricular link with math and graphing)
- The unit can also cover the health and physical education curriculum as students learn about the food groups and discuss the implications (in both French and English).
- The teacher can also implement games and songs about food.
- The teacher can explicitly read and discuss a sample recipe.
 - An opportunity for explicit language around the instructions related to cooking.
- The students then move onto making their own recipe with a list of ingredients and instructions.



🌿 Long-Term Project: 🌿 Presenting a Dish for TV

- The teacher can make a direct and explicit link to French-Canadian culture foods or other popular foods.
- During the appropriate season, the teacher can begin a gardening unit OR the teacher can visit a local vegetable farm.
- The class can even visit a grocery store and have the students find a list of selected products.

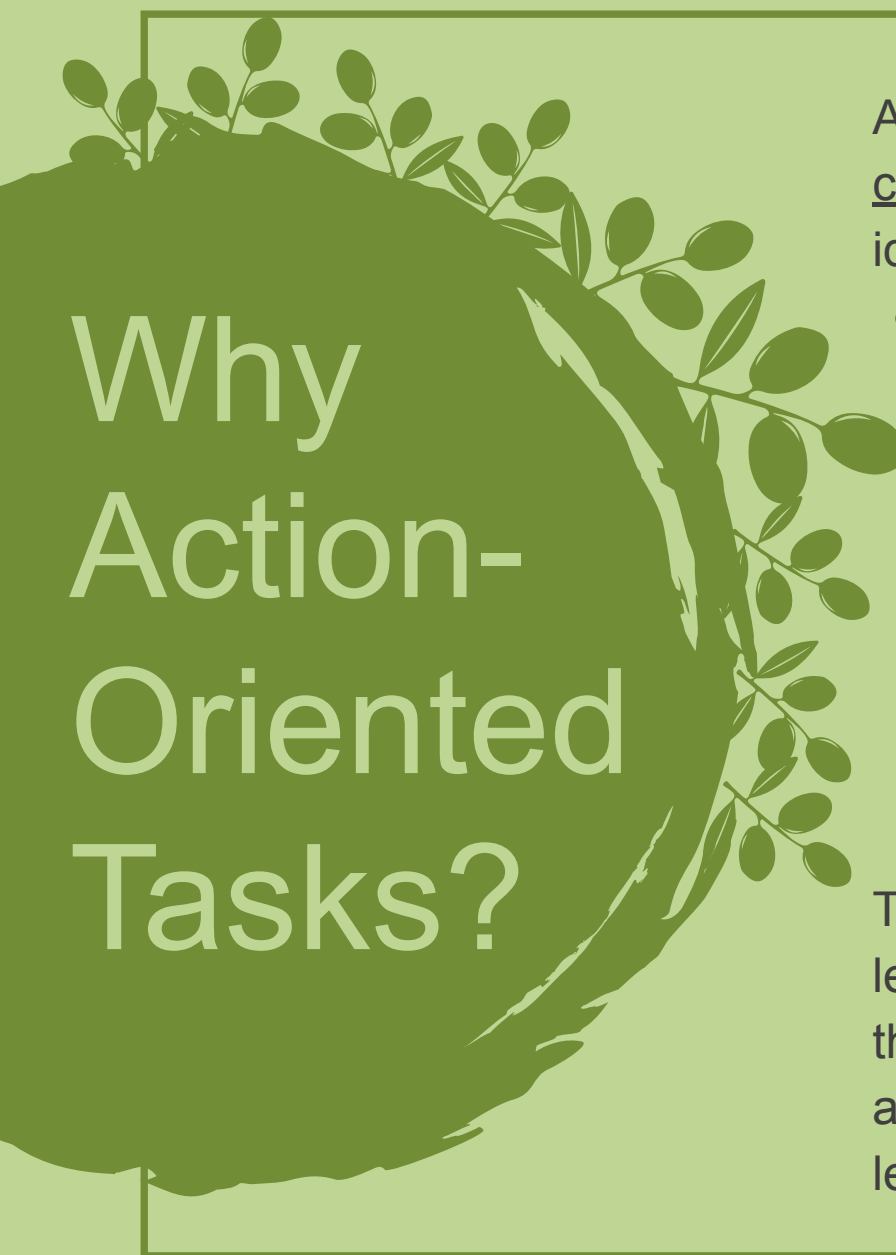


Action-oriented Tasks



Action-oriented tasks are purposeful acts set in a context that students could face in everyday life in a variety of situations. These tasks are open-ended and complex, requiring a variety of knowledge and skills, and there are many possible paths leading to attaining the specific end goal. To accomplish these action-oriented tasks, students require knowledge of the language and appropriate use of that language within a given cultural and social context.

- Each of these social tasks consists of acts of speech, or words and groups of words that enable them to communicate for a specific purpose in a real-life interaction.



Why Action- Oriented Tasks?

Action-oriented tasks actively involve learners in meaningful communication, are relevant and challenging but feasible, and have identifiable outcomes which are real and practical.

- Students can track their progress in developing language skills by their ability to carry out realistic tasks
 - (“I can ask for details about a product at an electronics store and inquire if it can be placed on hold using key French verbs) rather than their ability to complete grammar quizzes on verbs (“I can conjugate verbs in the present and conditional tenses). Learning how to get something done in French empowers students.

The action-oriented approach has a clear focus on second language learning as an active process in which students shape the nature of their language interactions. Action-oriented, task-based instruction and active learning are also linked with discussions and research on learner autonomy.



Gradual Release of Responsibility



Edu Gains. (n.d.). A Guide to Reflective Practice for Core French Teacher

The teacher can demonstrate and model the asking and answering of personal questions in discussion with the whole class.

1

Next the teacher demonstrates the dialogue, eliciting students' input as the conversation progresses (shared practice)

2

Students are then guided in short interactions with others. This guidance may take the form of oral or written support, such as conducting a three-way conversation with the teacher as a supportive participant, or posting possible questions, answers, or contextual tasks in the classroom.

3

A students become familiar with a particular conversational approach or a set of questions, the partners, the context, the task, or the questions change, promoting a greater degree of independent interaction.

4

Learning Goal	Authentic Situation <i>When would this occur in real life?</i>	Action-Oriented Task <i>What is the purpose and what will be accomplished?</i>
I am learning to make simple purchases.	Buying items at a convenience store.	You are driving to Québec City for a family vacation and you stop for gas on the way. Go into the convenience store to buy some supplies for the journey. Ask the sales assistant for help finding these items. Discuss the price, quantity, and how you will pay for them.
I am learning to make simple purchases.	Ordering a pizza by phone.	You and some friends are on an overnight trip to a French community. You have decided to order pizza. Phone in an order for three pizzas, making sure that they each have very different toppings to accommodate your friends' diverse tastes. Discuss the price, quantity, payment options, and how each person contributes.
I am learning to agree and disagree politely with someone.	Rejecting a meal in a restaurant	You ordered a vegetarian pasta in a French restaurant, but the server brings you meat lasagna, insists it is what you have ordered, and argues that it is delicious. Politely convince the server to bring the meal you ordered.
I am learning to make myself understood even when I don't know the exact word.	Making a purchase at the garden store	You are visiting relatives in a small Québec town and would like to buy a particular plant as a thank-you gift. You don't know the correct name of the plant, but you know what it looks like. Describe what you are looking for to the French-speaking salesperson.

Sample Action- Oriented Tasks

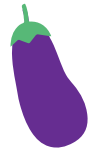


Activity



Drama Activity: Marketplace

Vocabulary



l'aubergine
Eggplant



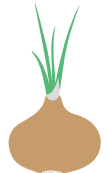
la tomate
Tomato



la plante
Plant



la poire
Pear



la figue
Fig



la cerise
Cherry



la betterave
Beet



l'orange
Orange



Things To Consider



SCAFFOLD VOCABULARY

Teachers should scaffold all new vocabulary to students first.



GREAT FOR DPA

This activity is great for movement and brain breaks!



la papaye
Papaya



la pastèque
Watermelon



le chou
Cabbage



le maïs
Corn



la fleur
Flower



le concombre
Cucumber



le gazon
Grass



le brocoli
Broccoli

Activity

J'ai un(e) ____, quel fruit as-tu?
I have a ____, what fruit do you have?

J'ai un(e) _____. Merci, au revoir!
I have a _____. Thank you, good bye!



Unit Plan





Conclusion



Having existed for thousands of years across the vast areas of human habitation on Earth, gardening is such a prolific topic of study that it can encompass all other subject areas and act as a source of infinite discovery. This is evidenced by the hundreds of names people have for their different types of gardens, whether the names describe the garden's function, or its culture. Regardless of how one identifies culturally, studying gardens and gardening is bound to lead one to something they connect with on a cultural level if they keep searching. Francophone communities have a cultural connection with gardening that ties into Canada's policies on multiculturalism, and the protection of natural and historic sites.

With gardening as the base topic for unit and lesson plans in schools, all subject areas can be integrated and indeed lessons that fulfil the big ideas across the entire BC curriculum are within the realm of the very plausible. In particular, we have discussed practical ways in which teachers can incorporate French in the garden. The garden can be seen as an accessible space where language can flourish as students are able to connect with the area and place in which they are (for instance, food preferences).



Annotated Bibliography



Bibard, F. (2017). How to use music to learn French (+get playlists for free!). Retrieved from <https://www.talkinfrench.com/music-to-learn-french/>

This website explores the questions of, can we use music to learn French, how can we use music to learn French, and what type of French music can we use to learn French and where can we find it? In addition, it highlights all the reasons why one should use music as a learning tool to learn a new language.

Botany Photo of the Day. (n.d.). Retrieved from <https://botanyphoto.botanicalgarden.ubc.ca/>

The Botanical Garden at UBC offers education opportunities in person and online. Complete with a history of the garden, field trips, lessons, and guided learning packages, the website also has a database of photographs with descriptions of the species pictured. As with many botanical gardens, everyone involved takes great pride in UBC botanical garden, and many in the public consider what it's provided to Vancouver to be a great privilege.

Clark, K., (2015) Historic Gardens. In *The Canadian Encyclopedia*. Retrieved from <https://www.thecanadianencyclopedia.ca/en/article/historic-gardens>

This article outlines the history of gardens in Canada across its regions. It focuses on the growing public interest of protecting these gardens and other natural areas in the 20th century, and the designation of certain gardens as heritage, historical, and protected sites. Some aspects of multiculturalism surrounding garden types and functions in Canada are discussed in this resource.

Core French 5, (2020). In *BC's New Curriculum*. Retrieved from <https://curriculum.gov.bc.ca/curriculum/second-languages/5/core-french>

These curriculum big ideas and guidelines are what teachers are expected and trained to teach in schools in British Columbia. All effort in researching and creating a resource for core French in elementary schools must refer back to this document.

Dodson-Knight, S. (2010). Learning French in and around the garden: Part one. Retrieved from

<http://www.multilingualliving.com/2010/07/06/learning-french-in-and-around-the-garden/>

Dodson-Knight examines using various French music, rhythm, and rhyme to learn French in and around the garden which are excellent resources for both native and non-native families.

Dodson-Knight, S. (2010). Learning French in and around the garden: Part four. Retrieved from

<http://www.multilingualliving.com/2010/08/17/learning-french-in-and-around-the-garden-part-four/>

Dodson-Knight highlights different kinesthetic activities in which one can do with children to learn French in and around the garden, including activities such as taking a nature walk, scavenger hunt, Simon Says, and much more!



Annotated Bibliography



Edu Gains. (n.d.). A Guide to Reflective Practice for Core French Teachers. Retrieved February 23, 2020, from http://www.edugains.ca/resourcesFSL/PDF/AGuideToReflectivePractice/Module3_ActionOrientedApproach_English.pdf

This resource provides a theoretical and practical framework for teachers to reflect upon when teaching a second language like French. They differentiate between a communicative and action-oriented approach and how the two have different purposes.

List of Garden Types. (n.d.). In *Wikipedia*. Retrieved from https://en.wikipedia.org/wiki/List_of_garden_types

This page lists over a hundred different types of gardens with links to their wikipedia articles. These articles allow for anyone with internet access to view what the editors of the site deem truthful to the best of their ability when it comes to information about various types of gardens and their cultural affiliations. They provide a cursory glance at a prolific amount of garden types, and lend themselves to further research.

Mama Lisa. (n.d.). Retrieved from <https://www.mamalisa.com/?t=es&p=1750>

This website contains both the French and English lyrics for the song “Le lapin s'est sauvé dans le jardin”. In addition, this website is an excellent resource for numerous French songs with English translations.

Pocket of Preschool. (n.d.). Garden and flower shop dramatic play [blog post]. Retrieved from <https://pocketofpreschool.com/garden-and-flower-shop-dramatic-play/>

In this blog, the author discusses a practical activity of keeping students engaged and interested in the theme of garden by creating a dramatic play about a flower shop. She discusses several stations in the dramatic play ranging from sorting flowers by color, buying a bouquet of flowers, and paying.

Slate. (n.d.). Retrieved from <https://bitshadow.github.io/slate/>

This website allows the user to create animated gifs with text.

Tour 9 of Canada's Most Spectacular Public Gardens. (n.d.). Retrieved from <https://www.hgtv.ca/photos/canada-spectacular-public-gardens-1901805/#currentSlide=7>

This post contains some of Canada's most popular public gardens and a brief description of each. The resource may be classified as a listicle, an article written to promote certain products and generate ad revenue from site visitor clicks. A variety of provinces and cultures are represented in this list, and UBC botanical garden is included.

Victoria, Canada – Our Story. (n.d.). Retrieved from <https://www.butchartgardens.com/our-story/>

This is the history page for the Butchart Gardens of Victoria's website. It details at what point in time each cultural garden section was added and some information about it. This website has all the documented information of the life living in this botanical garden, and information on how to visit, the educational opportunities it provides, and information on its physical and digital libraries.



Garden Websites



Butchart Gardens in Victoria - <https://www.butchartgardens.com/>

Gardens of Versailles in Paris, France - <http://en.chateauversailles.fr/discover/estate/gardens>

Jardins de Métis - <http://www.refordgardens.com/>

Montreal Botanical Gardens - <https://espacepurlavie.ca/en/mission-1>

Sengan-en in Kagoshima, Japan - <https://www.senganen.jp/en/>

UBC Botanical Garden <https://botanicalgarden.ubc.ca/>

Yu Garden in Shanghai, China - <http://www.yugarden.com.cn/page/articleView/index.html>



Thank You