

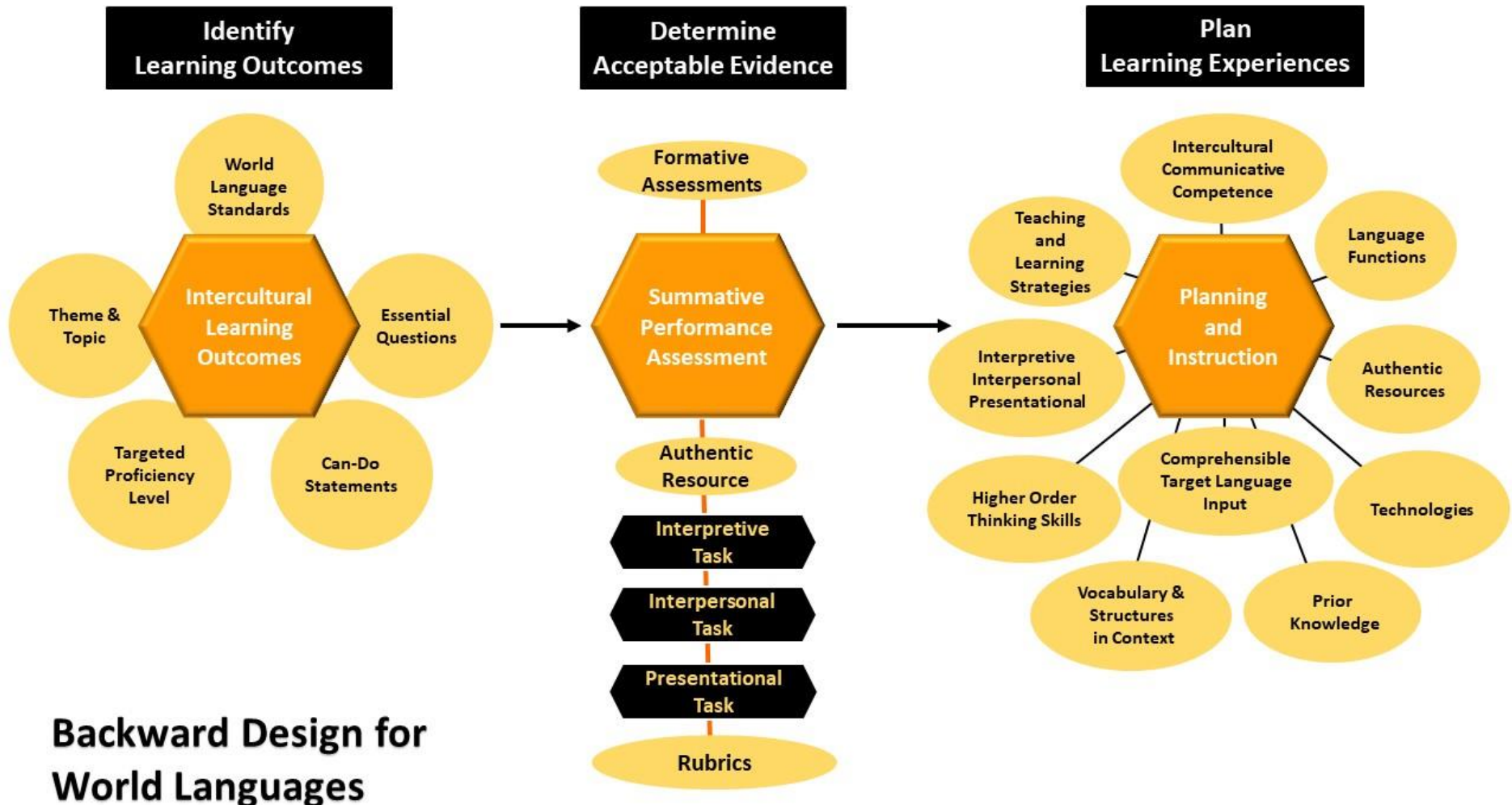
Intermediate High/Advanced Low – Cultural Celebrations

Backward Design of a French Intercultural Unit and Assessment

This sample intercultural unit shows the detailed step-by-step process for Backward Design planning. For each step of the process, the left column provides an explanation and links to relevant resources from the Ohio World Languages and Cultures Model Curriculum. All curricula will be developed at the local level.

Note that Backward Design is an integrated, non-linear process. Moving backward and forward throughout the template is expected. Most important is that there are strong intercultural and communicative learning outcomes, and that assessments and activities build reliably toward those outcomes.

Download this unit template and a variety of other planning and assessment templates [on the World Languages and Cultures Unit Samples webpage](#).



Backward Design for World Languages

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<p>Explanations for each step of the unit plan, with links to the relevant resources from the World Languages and Cultures Model Curriculum</p>	<p>Step-by-Step Backward Design of the unit. Learn more about Backward Design</p>
<p>Targeted Proficiency Level</p> <p>Choose the proficiency level that this unit is targeting.</p> <ul style="list-style-type: none"> • View proficiency targets based on the difficulty of the target language. • Refer to the Ohio World Languages and Cultures Learning Standards for descriptors of Novice Low – Advanced Low language learners. <ul style="list-style-type: none"> ○ Novice learners use a mixture of practiced or memorized words, phrases, simple sentences and questions to talk about very familiar topics. Learners understand the general topic and basic information in simple texts or media. ○ Intermediate learners create original questions and series of connected sentences to talk about familiar or personal interest topics and negotiate meaning in conversations. Learners understand the main idea and related information in texts or media. ○ Advanced learners use various time frames and paragraphs to talk about and discuss familiar and unfamiliar or researched topics. Learners understand the main message and supporting details in complex texts. 	<p>Targeted Proficiency Level</p> <p>Intermediate High / Advanced Low</p>
<p>Unit Overview</p> <p>Choose the theme, topic and essential question(s) that will guide the learning process and outcomes for the targeted proficiency levels.</p> <ul style="list-style-type: none"> • Essential questions are open-ended and have no singular right answer. These questions provide a context for intercultural content, stimulate long-term inquiry and help learners increase their critical thinking skills. Find more essential questions for world languages. 	<p>Unit Overview</p> <p>Theme: Families and Communities</p> <p>Topic: Cultural Celebrations</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What happens when cultural celebrations begin to evolve?

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<p>Intercultural Learning Outcomes</p> <p>Choose the intercultural communication goals for this unit. Sample intercultural progress indicators for each proficiency level can be found in both the Ohio World Languages and Cultures Learning Standards and in the NCSSFL-ACTFL Intercultural Can-Do Statements</p> <ul style="list-style-type: none">• Intercultural learning outcomes focus on investigation of products, practices and perspectives in the learner’s native culture and the target culture(s), as well as interactions using culturally appropriate language and behavior.• Using intercultural outcomes to drive communication will help the teacher focus on the relevant content, vocabulary and structures that learners need to know to be successful.• Learn more about building intercultural competence.	<p>Intercultural Learning Outcomes</p> <ul style="list-style-type: none">• I can examine and analyze potential outcomes resulting from the evolution of cultural celebrations and the effects this may have on individuals or society.

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<p>Standards</p> <p>Indicate the standards for intercultural communication and literacy that are being targeted from the Ohio World Languages and Cultures Learning Standards.</p> <ul style="list-style-type: none"> • Interpretive Standards: Learners comprehend the main idea and relevant details in a variety of culturally authentic and age-appropriate oral, written or signed texts, both nonfictional and fictional, as well as overheard, observed or written conversations. Learners derive meaning using listening, viewing and reading strategies. • Interpersonal Standards: Learners initiate and sustain spontaneous meaningful spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure their messages are understood and they can understand others. • Presentational Standards: Learners present prepared or spontaneous information, narratives and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists. 	<p>Targeted Standards: Intermediate High / Advanced Low</p> <p>Interpretive Intercultural Communication and Literacy</p> <ul style="list-style-type: none"> INT-C.IH.1. Relate products and practices from concrete researched topics or personal studies INT-C.IH.3. Relate components of complex authentic informational texts INT-LIT.IH.1. Infer underlying message of text via literary devices used. INT-LIT.IH.3. Use evaluative self-questioning before, during and after engaging with texts. INT-C.AL.1. Analyze how products and practices of public and personal interest are related to perspectives in native and other cultures. INT-C.AL.3. Analyze components of: a. Complex authentic INT-LIT.AL.1. Infer nuances of text via literary devices used, such as alliteration or symbolism. INT-LIT.AL.3. Use critical self-questioning before, during and after engaging with texts. <p>Interpersonal Intercultural Communication and Literacy</p> <ul style="list-style-type: none"> INP-C.IH.1. Compare products and practices of personal interest or researched. INP-C.IH.3. Converse on a variety of familiar and concrete researched topics. INP-LIT.IH.1. Use culturally appropriate and relevant content and syntax and begin to adjust language or behaviors as needed to communicate, react and show interest. INP-LIT.IH.2. Use a variety of complex interjections, rejoinders, interrogatives and transitions. INP-C.AL.1. Share how a variety of products and practices of public and personal interest are related to perspectives of native and other cultures. INP-C.AL.3. Discuss a variety of familiar and unfamiliar concrete researched topics. INP-LIT.AL.1. Use culturally appropriate and relevant content and syntax and adjust language or behaviors as needed to communicate, react and show interest. INP-LIT.AL.2. Use a variety of complex interjections, rejoinders, interrogatives and transitions. <p>Presentational Intercultural Communication and Literacy</p> <ul style="list-style-type: none"> P-C.IH.1. Compare products and practices of personal interest or researched topics. P-C.IH.5. State viewpoint with supporting evidence on a variety of familiar and personal studies. P-LIT.IH.1. Use authentic resources, content, syntax, concepts and cultural references that are relevant to the topic. P-LIT.IH.2. Organize information in cohesive format and clarify as needed by audience. P-C.AL.1. Explain how a variety of products and practices of public and personal interest are related to perspectives of native and other cultures. P-C.AL.3. Inform on, describe and explain some concrete academic, social and career related topics of interest. P-LIT.AL.1. Use a variety of authentic resources, content, syntax, concepts and cultural references that are relevant to the topic. P-LIT.AL.2. Organize information in a cohesive format and explain or elaborate as needed by the audience.

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<p>Summative Assessment</p> <p>Design a holistic performance assessment where learners can demonstrate how well they have mastered the learning goals of this unit. The assessment should use authentic cultural resources and be scored using performance or proficiency rubrics. The assessment could be given at the end of the unit, or different components could be given throughout the unit.</p> <ul style="list-style-type: none">• A summative performance assessment will not test discrete content, grammar or vocabulary. Rather, it will allow learners to apply what they know and can do in a meaningful context and will help the teacher determine whether the learners have performed at the targeted proficiency level.• Summative assessments might include individual or group projects, interpretive assessments, performance assessment, presentations, portfolios, exhibits, reports, writing topics, videos, interviews, role plays, conversations, discussions, etc.	<p>Summative Assessment Tasks</p> <p><i>NOTE: The full summative assessment can be found at the end of this unit template.</i></p> <p>Authentic Resource: Bonhomme Carnaval</p> <p>Interpretive Task Using the above authentic resource and the assessment provided, complete the Interpretive Reading tasks. Learners will recognize key words/phrases, determine author’s purpose, determine supporting details, guess meaning from context, and determine main topic of an authentic reading.</p> <p>Interpersonal Task You and your friend love history. Last year, you attended the Carnaval de Québec. This year your friend is going to attend the Carnaval. They have heard you mention the Bonhomme Carnaval and have questions for you. Impress your friend with the story of the Bonhomme.</p> <p>Presentational Task The planning committee of the Carnaval de Québec is considering choosing a new official representative for the Carnaval. In other words, no more Bonhomme Carnaval. Write a letter to the editor in which you voice your support or opposition to a change, with reasons why and/or suggestions.</p>

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<p>Prior Knowledge or Pre-Assessment</p> <p>Activating prior knowledge before teaching a new concept helps learners see connections to previous learning or personal experiences and build on this knowledge. Learners can show what they already know and give the teacher insight into areas of strength or focus throughout the unit.</p> <ul style="list-style-type: none"> Activities might include surveys, brainstorming, short quizzes, drawing, checklists, games, graphic organizers, concept maps, interactive technology tools or personal, reflective or content questions. 	<p>Prior Knowledge or Pre-Assessment Activities:</p> <ul style="list-style-type: none"> Summarize familiar practices about francophone holidays Provide some specific details about francophone holidays. Express and provides reasons for personal opinions about francophone holidays. Respond to others' opinions about various francophone holidays. Demonstrate culturally appropriate and relevant behavior at a holiday celebration. Gallery Walk: hang selected images from Carnaval de Quebec (found here) around the room. Give students three to five minutes at each image to write observations, what they know or what they are wondering about the material. After completing the gallery walk, students will complete columns KWH in a KWHLAQ chart. Review comparatives and superlatives. Review interjections, rejoinders, interrogatives and transitions.
<p>Language Functions/Forms and Vocabulary</p> <p>Determine the language functions and forms learners will need to meet the learning outcomes of this unit.</p> <ul style="list-style-type: none"> Language functions refer to what students do with language, such as compare/contrast, express opinions or make predictions. Language forms refer to grammatical structures, such as adjectives or verb forms. Present grammar in a meaningful context as chunks of language or as a concept in order to impact language acquisition. Focus on meaning before form. Learn about the PACE model for contextualized input. <p>Determine the essential vocabulary for this unit and present it in a meaningful context, such as with images or stories. Learn more about [i+1] and how to contextualize target language at all proficiency levels to make it more comprehensible.</p>	<p>Language Functions</p> <ul style="list-style-type: none"> Describing people, places, and things Describing actions and expressing need Comprehending text or speech Retelling/relating past events Asking informational and clarifying questions Expressing and supporting opinions Summarizing, persuading, defending. defining, explaining <p>Language Forms/Structures</p> <ul style="list-style-type: none"> Indirect/direct object, subject/verb agreement, pronouns Present, past, imperfect and imperative of verbs Questions with increasing specificity Descriptive adjectives and conjunctions Adverbs of time and manner, relative clauses, subordinate conjunctions Modal, compound sentences

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	Vocabulary Taught in Context <ul style="list-style-type: none"> • Days, months, seasons, holidays, weather, body parts, currency • Connectors • Winter vocabulary • Carnaval de Québec vocabulary • Interrogatives, interjections, transitions and rejoinders • Comparatives and superlatives • Phrases for emails
Authentic Cultural Resources Choose authentic cultural resources that are relevant to the learning outcomes of this unit. <ul style="list-style-type: none"> • ACTFL defines authentic texts as content that has been created “by members of a language and culture group for members of the same language and culture group.” Authentic materials provide cultural perspectives and real-life examples of everyday language use and are a rich source of input needed for language acquisition. Exposure to authentic materials begins at the Novice Low level. • Ohio’s K-12 grid of Interpretive Literacy standards and progress indicators has scaffolding and tasks that promote comprehension of authentic texts and media from Novice Low to Advanced Low. ACTFL has an Interpretive template for literacy-based tasks. <ul style="list-style-type: none"> ○ These scaffolds and tasks could also be used with textbook or teacher-created materials as a bridge to help beginners access authentic texts as early as possible. • Novice-level authentic resources include lists, headlines, posters, simple infographics, catalogs, maps, menus, brochures, ads, calendars, short poems, schedules, social media, short podcasts, cartoons, commercials, jingles, songs, etc. • Intermediate-level authentic resources include infographics, charts, graphs, current events, blogs, poetry, literature, comics, podcasts, social media, informational texts, websites or media, interviews, short or long films, song lyrics, TV shows, etc. 	Authentic Cultural Resources Authentic Cultural Resources for the Unit <ul style="list-style-type: none"> • Carnaval de Québec Accueil • Activities from 2012 Carnaval de Québec • Votre guide pour le défilé du Carnaval. Short article from 2019 Carnaval de Québec. • 5 activités à faire pendant premier week-end. Short article from 2019 Carnaval de Québec. • Carnaval ad campaign • Carnaval commercial • Le carnaval de Québec : la fête version Québec ! (canadatrip.fr) -Tourist information.

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<p>Instructional Strategies</p> <p>Create learning experiences related to the unit outcomes that will reach a wide range of learners, using strategies based on Universal Design for Learning principles (i.e., a variety of ways for engagement, practice and demonstration of learning).</p> <p>Integrate a variety of activities that focus on intercultural competence; interpretive, interpersonal, presentational and literacy skills; relevant vocabulary and structures; technology integration; real-life or career connections; and a variety of informal or formal formative assessment.</p>	<p>Instructional Strategies</p> <p>Interpretive Reading and Listening/Viewing Activities</p> <ul style="list-style-type: none"> • Have students watch these videos (3-5 times) advertising le Carnaval de Québec and le Bonhomme Carnaval. Have students explain to you what happens in each. This will review activity vocabulary and verbs. You can ask students to use the present or past tense to explain what they saw. • Bonhomme talks to Google • Bonhomme and Winter - Ask dates of 2020 Carnaval, Who is invited to participate?, etc. • Le carnaval de Québec : la fête version Québec ! - Ask students to read the web page with a description of Carnaval de Québec intended for tourists. Have them write out or record a video synopsis (with a minimum 4-5 highlights) of what one can do during the festivities: <ul style="list-style-type: none"> ○ Students can also create and contribute to a shared class/group list of vocabulary (e.g., Google doc) after reading the web page. • Votre guide pour le défilé du Carnaval and 5 activités à faire pendant ce premier week-end du Carnaval . Have students read and discuss the details from the 2019 Carnaval de Québec. <ul style="list-style-type: none"> ○ Ask students to respond to the Who?, What?, When?, Where? questions. Describe the weather expected for the evening. Is there a cost to the activities? ○ The reading can be done by individuals or partners, but when sharing out, have students with different articles discuss with one another either in writing or verbally what they learned. <p>Interpersonal Activities</p> <ul style="list-style-type: none"> • Partner Discussion: C’est quoi une mascotte? With your partner, discuss at least 4 reasons why a school, team, or festival needs a mascot. • Partner Activity: You’ve just received an email from your friend telling you that your community has decided to cancel its Christmas parade this year. Your friend thinks this is a terrible idea, but you do not. Send a response explaining why you support the cancellation. <p>Presentational Writing and Speaking Activities</p> <ul style="list-style-type: none"> • Watch this video on Carnaval de Quebec. Write an article for the French language blog that your teacher manages for your classroom in which you describe what activities people participated in at the 2012 Carnaval du Quebec. Include at least 3 of the extreme activities. Use wordreference for vocabulary that you are unfamiliar with like faire du traîneau à chiens. • Create a social media video in which you try to convince your teacher/parents/friends to go to the Carnaval de Québec this year.

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	<p>Contextualized Vocabulary and Structures</p> <ul style="list-style-type: none">• Va jouer dehors. Festival attendance means going outside sometimes. Make sure that you are protected from exposure to the cold by reading page 24 and completing the comprehension questionnaire on page 25 of this resource. Then, read page 27 about winter weather clothing and complete page 28 about how a particular piece of clothing protects one from cold weather exposure.• Au coeur de l'hiver. Read this resource about indigenous winter activities in Quebec. Make a list of the winter activities that the people of The First Nations enjoy in winter.• 5 Bonnes Raisons. Read this resource about 5 good reasons not to go to Carnaval. With a partner, discuss the tactic that the writer used to convince people to visit Quebec. Then, formulate a reason for someone to NOT travel to a place of your choosing.• Watch this video about Carnaval du Quebec. Write an article for the French language blog that your teacher manages for your classroom in which you describe what activities people participated in at the 2012 Carnaval du Quebec. Include at least 3 of the extreme activities! Use wordreference for vocabulary that you are unfamiliar with. <p>Technology Integration</p> <ul style="list-style-type: none">• Create/record asynchronous lessons in Zoom, Loom, Google Meets, Google slides, EdPuzzle, or Nearpod so students can review the material as much as needed.• Use Google Street View to watch Carnaval celebrations around the world.• Use Padlet to host an online discussion. Students can respond to a prompt with text, images, videos, or links. This can be a great tool for pre- or post-reading discussions in the target language, as well as for warm-up activities or exit tickets.• Create a digital pen pal program via videos with Flip. Students can partner with students at the same level in a neighboring school or district, or a school in the target culture. Students can create videos, view their classmates' or pen pals' videos, and respond to one another with comments using Flip.• Use Jamboard to keep a running Jam of all of the topics of the unit (including links to youtube videos, websites used in class, etc.). If you/students ever need to review (or if students are absent) you can go back to an earlier frame. Jamboard can also be used as a way to collaborate and connect, especially with students who are in person or remote, or with students in different periods.

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Native or Heritage Speakers

- Provide grammar activities to address errors or weaknesses that are common to heritage speakers and connected to the themes of Carnaval/cultural celebrations explored in class.
- For interpersonal/cooperative learning activities, pair heritage learners with a stronger non-heritage language student, or with a student who is highly motivated to challenge him/herself. (This type of pairing works best with students who have low affective filters.) This will help to build collaboration as well as self-esteem, self-confidence and social skills.
- Find an authentic newspaper or magazine article (consider both news videos and written articles) about Carnaval and ask the students to write a summary in their own words.
 - Ask students what their favorite cultural celebration is and offer an interest-based (leveled/tiered) reading selection. Follow up the reading with an exit ticket prompt such as “What I found most interesting about today’s reading is _____”, “I would like to learn more about _____.” Use student responses to provide the next learner-centered and differentiated activity

Students With Disabilities

- Use culturally-relevant visuals when presenting activities.
- Provide graphic organizers; providing kinesthetic exploration of the topic (e.g., craft dance cues)
- Use color coding for topics.
- Provide video and audio supports (e.g., closed captioning).
- Post links to all print and videos so students can read/watch them ahead of time and after, at their own pace and as much as they need. Provide target language subtitles, if helpful.

Gifted Students

- Students can create a project where they compare and contrast Carnaval with a celebration that they know well (perhaps a national holiday). Comparison project products may include: Slideshow presentation, model / artwork / artifact (e.g., costume piece) creation, posters or videos.
- Consider a group project where students interview one another discussing and comparing Carnaval with another celebration.
- Students create an interactive display or game to share with classmates. It is intended to serve as a point of information for the audience to learn more about Carnaval and its celebration around the world. Digital or 2D formatting could be used.

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	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Short vocabulary checks (e.g., quiz, exit ticket, word search - create using Word Search Maker.) • Create a guessing game. One partner describes images from the Carnaval de Québec to the other who guesses what it is. Consider including images of activities, traditional apparel, iconic foods, etc. Images may be made into card sets for partners, or shown on a white board with one partner’s back toward the images as the other person describes. • Use www.flippity.net to create a board game, quiz show or flash cards for student review of cultural comparisons, vocabulary, grammatical structures, etc. Templates are in English, but can be easily changed to French; click on ‘Options’ to select language. • Create a Cultural Quiz similar to the one found here: Le Carnaval de Québec French - Quizizz.
<p>Student Engagement</p> <p>Help learners determine the relevance of this unit to their current life or future goals. Why and how is this content or learning useful to them?</p> <ul style="list-style-type: none"> • Ohio’s World Language Career Connections has lessons, videos, activities and ideas for making world language content relevant for learners. 	<p>Student Engagement: College, Career or Life Connections</p> <ul style="list-style-type: none"> • Lesson: Guide Touristique. Students will watch 2 videos about this career, one from a French speaker in the Caribbean and one who works in Rouen. They will compare these career experiences: why they love their jobs and what they do each day. Then they will discuss how being a tour guide in Québec would be the same and different. Finally they will write a journal entry detailing how they would prepare for this career in Québec, and what their job would be like. • Lesson: L’Université de Laval. Students will watch a film about Laval and will fill out an interpretive table. Then, they will compare Laval to a university they choose in Ohio. Finally, the class will meet back together and share findings.
<p>Intercultural Reflection</p> <p>Encourage learners to engage in deeper reflection on the unit cultural content either in class in the target language, or outside of class in English.</p> <ul style="list-style-type: none"> • Use the NCSSFL-ACTFL Reflection Tool With Sample Questions for ideas on creating deeper reflection questions in English outside of class and target language activities in class: <ul style="list-style-type: none"> ○ “Learners’ awareness and understanding of their own and others’ cultures grow with each new intercultural encounter. It takes reflection, however, to process a depth of understanding that develops openness and promotes an examination of values and attitudes. Deep reflection normally occurs in one’s native language. For this reason, reflection activities are designed with maximum use of the target language during instructional time and an option for use of English at home for deeper reflection.” (NCSSFL-ACTFL, 2017) 	<p>Intercultural Reflection Questions or Activities <i>(In the target language in class or in English/native language outside of class)</i></p> <ul style="list-style-type: none"> • Complete the final three columns of the KWHLAQ chart while reflecting on the following: • Summarize personal takeaways and cultural knowledge gained about Carnaval. • Compare the relationships among cultural practices and activities of the Carnaval de Quebec with the practices and activities of a celebration in your native culture. • Talk with a parent or adult at home about their experiences with a celebration in your native culture. Ask how this celebration has changed over their lifetime. Together, see if you can find reasons/influences for the noted changes. • How has the celebration of Carnaval evolved in the target culture? How has it shaped/been shaped by cultural identity? • Comparing the evolution of Carnaval with the evolution of a celebration in your native culture, what conclusions can you support? What new insights about yourself and others have you gained from thinking about cultural identity? What is something new or interesting that you learned?

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Summative Assessment / Integrated Performance Assessment (IPA)

Intermediate High / Advanced Low

Topics: Les Traditions du Carnaval

Interpretive Communication

Note: The interpretive tasks are based on the [ACTFL template](#) and can be scored with the accompanying rubric

Authentic resource: [Bonhomme Carnaval](#)

A. Key Word Recognition. What do the following words/phrases mean? Choose at least 7 words:

1. Le représentant officiel:
2. Apparition publique:
3. Maire de la ville:
4. Ce geste symbolique:
5. Diffère:
6. Sacrifié:
7. Mystérieux:
8. Magique:

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B. Author's Purpose: What is the author's purpose in writing this text? Mark your choice(s) with X.

1. _____ to tell a story (narrative)
2. _____ to describe (description)
3. _____ to inform (expository)
4. _____ to convince a reader of particular position or opinion (persuasive)

Evidence: Support your choice(s) above with evidence from the article: _____

C. Supporting Details:

First, determine if the following statements are **VRAI(V)** or **FAUX (F)** based on the information in the reading passage. **Second**, highlight the supporting information for the statements that are **VRAI** in the reading. **Third**, write the number of the **VRAI** statement beside the highlighted information in the reading.

1. _____ The Bonhomme Carnaval is as white as snow, wears a red hat, and a belt.
2. _____ It is the responsibility of the Bonhomme Carnaval to encourage people to celebrate before Lent.
3. _____ The first Bonhomme appeared in 1956.
4. _____ Wilfrid Hamel was the first Bonhomme Carnaval.
5. _____ Symbolically, the Bonhomme Carnaval can open all the doors of Quebec City.
6. _____ The Bonhomme Carnaval is the king of the celebration.
7. _____ A European Bonhomme is not living and is made of wood or straw.
8. _____ The Bonhomme Carnaval of Europe is destroyed at the end of Carnaval.
9. _____ The Bonhomme Carnaval of Québec leaves at the end of the celebration and returns the next spring.
10. _____ The three original founders of the Carnaval de Québec wanted the Bonhomme to model the happiness of the winter season.

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D. Guessing Meaning from Context. What do the following French words/phrases mean in English? Choose at least five.

1. La joie de vivre:
2. La clés de la ville:
3. Qui perdure à ce jour:
4. Renaître le printemps:
5. L'origine compte sa part de secrets:
6. C'est grâce à lui:

E. Main Idea: What is the main topic of this article? You may write in English.

F. Making inferences. Circle the correct response.

1. Which of the following could be said of the Bonhomme Carnaval based on the text?
 - a. The Bonhomme Carnaval is fun-loving.
 - b. The Bonhomme Carnaval has the trust of mayors.
 - c. The Bonhomme Carnaval prefers a vacation destination far from the equator.
 - d. All of the above.
2. Which of the following could not be said of the Bonhomme Carnaval d'Europe?
 - a. The Bonhomme Carnaval d'Europe could be destroyed on Mardi Gras.
 - b. The Bonhomme Carnaval d'Europe is created out of combustible materials.
 - c. The Bonhomme Carnaval d'Europe is as joyous as the Bonhomme Carnaval de Québec.
 - d. The destruction of the Bonhomme Carnaval d'Europe is believed to bring a change of seasons.

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G. Cultural Comparisons: You may answer in English or French.

1. Could you be the Bonhomme Carnaval? Why? Why not?

Interpersonal Communication (Use the [Ohio rubrics](#) to score the interpersonal section)

Situation/Prompt

You and your friend love history. Last year, you attended the Carnaval de Québec. This year your friend is going to attend the Carnaval. They have heard you mention the Bonhomme Carnaval and have questions for you. Impress your friend with the story of the Bonhomme.

Presentational Communication (Use the [Ohio rubrics](#) to score the presentational section)

Situation/Prompt:

The planning committee of the Carnaval de Québec is considering choosing a new official representative for the Carnaval. In other words, no more Bonhomme Carnaval. Write a letter to the editor in which you voice your support or opposition to a change, with reasons why and/or suggestions.

Use information learned from your reading and from your conversation to include in your writing.