

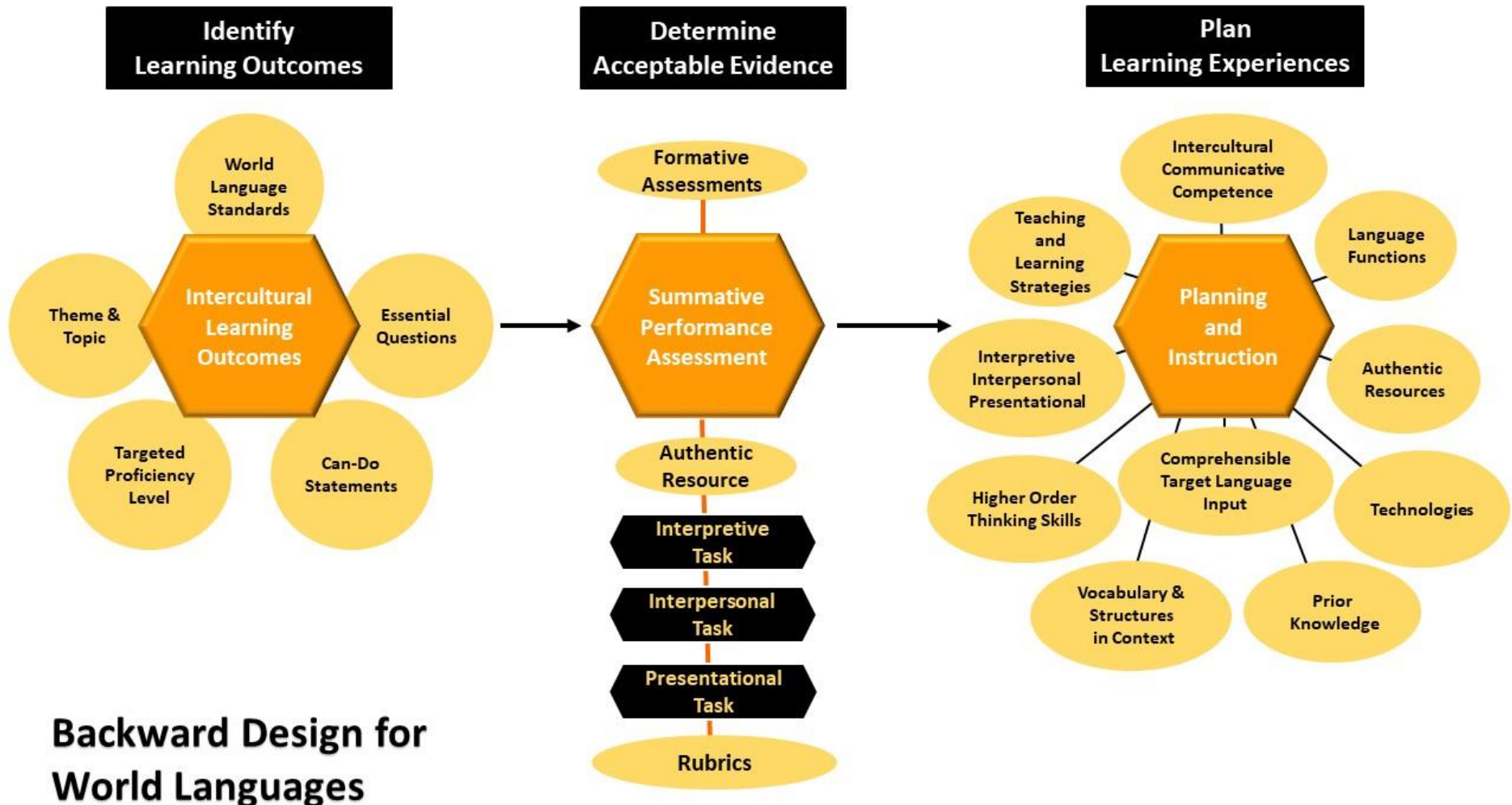
Intermediate Low/Mid – Cultural Celebrations

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

Intermediate Low/Mid – Cultural Celebrations

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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 Low / Mid</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"> • How do cultural celebrations build community? • How and why do families and communities keep cultural traditions alive? • Why is it important to maintain cultural celebrations?

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Explanations for each step of the unit plan, with links to the relevant resources from the World Languages and Cultures Model Curriculum

Step-by-Step Backward Design of the unit.
[Learn more](#) about Backward Design

Intercultural Learning Outcomes

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](#)

- 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.

Intercultural Learning Outcomes

- I can describe cultural celebrations in my own and other cultures and illustrate their importance within a family or community.

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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 Low / Mid</p> <p>Interpretive Intercultural Communication and Literacy: Identify the topic and related information from simple and connected sentences.(IL) Understand the main idea and key information from connected sentences and short paragraphs (IM) Use literacy skills to comprehend authentic texts that are spoken or written. (IL) Use literacy skills to deepen understanding of authentic texts that are spoken, written or signed. (IM)</p> <p>Interpersonal Intercultural Communication and Literacy Exchange information and ask appropriate follow-up questions using simple created sentences. (IL) Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences (IM) Use interpersonal skills to interact, negotiate meaning and communicate effectively. (IL/IM)</p> <p>Presentational Intercultural Communication and Literacy Present information using simple sentences and transitions. (IL) Present information using organized connected sentences and series of connected sentences. (IM) Use presentational skills to communicate effectively. (IL/IM)</p>

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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 Carnaval de Quebec – Main website for 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 With a partner, students will complete this task:</p> <p>You and your partner are attending the Carnaval de Quebec. Discuss what you are seeing and hearing. What are people wearing? What are people doing? (Students can brainstorm before completing the task by looking at their Interpretive Task information.)</p> <p>Presentational Task You are a contributing writer to the digital magazine <i>On fête!</i>. You’ve recently returned from Quebec and have been tasked to write an article about the Carnaval de Québec comparing it to Mardi Gras in Guadeloupe which you attended last year. Using as much detail as possible, encourage your readers to attend one or both of these francophone celebrations because you believe that it is important to maintain cultural celebrations.</p>
<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"> • List francophone holidays previously studied and place them on a calendar. • Identify some very familiar practices about other francophone holidays. • Provide a few specific details about other francophone holidays. • Express opinions about other francophone holidays. • Imitate culturally appropriate behavior at a holiday celebration. • Regular and irregular verb conjugation review. • Review question making.

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<p>Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources</p>	<p>Step-by-Step Backward Design of the unit. Learn more about Backward Design</p>
<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"> • Comprehending • Comparing things - Mardi Gras and Carnaval celebrations • Asking and answering questions • Describing people and places • Expressing opinion • Expressing hypothesis • Expressing necessity <p>Language Forms/Structures</p> <ul style="list-style-type: none"> • Subject/verb agreement (past, present and future tenses) • Comparatives/ expressions of contrast • Interrogatives • Interjections • Rejoinders • Nouns and pronouns • The subjunctive mode • Expression of hypothesis • Transition words <p>Vocabulary Taught in Context</p> <ul style="list-style-type: none"> • Mardi Gras and Carnaval vocabulary • Names of places in Québec and Guadeloupe • Opinion expressions • Clothing and descriptive adjectives • Places around town

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Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources

Authentic Cultural Resources

Choose [authentic cultural resources](#) that are relevant to the learning outcomes of this unit.

- 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.
 - 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.

Step-by-Step Backward Design of the unit. [Learn more about Backward Design](#)

Authentic Cultural Resources

Authentic and Cultural Resources for the Unit

- [Les 10 plus beaux carnivals du monde](#) - Carnaval around the world.
- [Le Carnaval en France](#). Reading with questions. Nice summary of what Carnaval is.
- [History of Carnaval](#)- Video in French which talks about the history of Carnaval.
- [Une autre vie](#): Article and video that talk about why people dress up for Mardi Gras.
- [Carnaval](#) - News report about how the holiday is celebrated in both France and abroad.
- [Mardi Gras New Orleans](#) - Site in English for tourists & residents who celebrate Mardi Gras.
- [Mardi Gras Creole](#) - Creole example with dual subtitles.
- [Official homepage for carnaval de Québec](#) - Videos, history, schedule of events.
- [Global Guide to Carnaval](#) - Advertisement with beautiful pictures of carnaval in Quebec.
- [7 Reasons to go to Carnaval Quebec](#) – Article supporting Carnaval in Quebec.

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<p>Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources</p>	<p>Step-by-Step Backward Design of the unit. Learn more about Backward Design</p>
<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"> • Traditions du Carnaval. Students may work in pairs or groups to read this article on the history of Carnaval. Activities: 1) Have them make lists of cognates, places where Carnaval is celebrated, etc. 2) A second reading could ask students to make a list of known or unknown: verbs, nouns, adjectives, etc. 3) Ask students what stood out to them from the reading. Is there anything they would like to investigate further based on this reading? • Bonhomme, le Roi du Carnaval de Québec. Have students work in pairs. Each student reads an alternating paragraph, takes notes, negotiating meaning, and then presents their paragraphs to their partner. Follow-up with full class discussion of Bonhomme. There is an interpretive sheet to go with this article • Ici Carnaval. Video content included below article. Students may work in pairs or groups to listen/watch this video (at least 3-5 times) about a 2020 Carnaval parade. Activities: 1) Each student writes down words or numbers that they recognize as they listen/watch the video. Share out. 2) What were the expressions used by those interviewed to describe their reaction to the parade? 3) Students discuss their reaction to the video. Have they seen or been part of a similar celebration? If so, share with others. What similarities exist? And differences? • Any of these activities may become a formative assessment by having students turn in written, verbal or video versions of their understanding of the material. Ideas include: exit tickets, homework, multiple choice checks (Google Forms), Flipgsubmittals, Google voicemail, or other in-person or digital formats. <p>Interpersonal Activities</p> <ul style="list-style-type: none"> • Interpersonal conversation: Plan a party for your French club where you celebrate Carnaval in Québec. With your partner negotiate details such as: <ul style="list-style-type: none"> ○ Where you will hold your fête. ○ Activities you will plan and foods you will serve. ○ How you will let others know about your fête. ○ Whom you will invite and when it will be. ○ How you will decorate. ○ Who will plan to do what. • Once you have talked this through, either share your conversation with your teacher, or record yourselves.

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<p style="color: red; margin: 0;">Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources</p>	<p style="color: red; margin: 0;">Step-by-Step Backward Design of the unit. Learn more about Backward Design</p>
	<ul style="list-style-type: none"> • <u>Interpersonal conversation</u>: Invite your partner to go to the Carnival with you. Your partner is hesitant. Make sure you describe all of the wonderful reasons why a trip is a great idea, and partner, be sure to resist with excuses. Finally, come to an agreement. • <u>Interpersonal conversation</u>: Imagine an interview with Bonhomme. Ask him (and the other partner answers) at least 6-7 questions about Carnaval, what he likes about it, where he lives, why people should go to Carnaval, what there is to eat, etc. • <u>Interpersonal writing</u>: This would work great for hybrid learning. Half of the class writes an email inviting another student to go to Carnaval in Québec and sharing all of the reasons why the trip will be fun. The other half comes into class, reads the email, answers, but has several reservations. The first class comes back, reads the response and addresses the reservations. Finally the B group answers, each saying they will go and why AND adds a new idea to the trip. <p>Presentational Writing and Speaking Activities</p> <ul style="list-style-type: none"> • <u>Presentational Writing</u>: Write an email using the past tenses (imparfait and passé composé) to describe your trip to the Winter Carnival in Québec to your family. • <u>Presentational Speaking</u>: Prepare a powerpoint with just pictures and present it to your small group in class. Say what you saw at Carnaval, what activities you did in detail, what you ate, and how you felt about your stay. Also be sure to talk about what the weather was like and what you chose to wear at different events. • <u>Presentational Writing</u>: Make a children’s tiny book (two pieces of paper folded and cut to make 8 pages) about Bonhomme’s day at the Carnaval. Write in past narrative (passé composé and imparfait). Illustrate each page and your cover. <p>Contextualized Vocabulary and Structures</p> <ul style="list-style-type: none"> • With pictures of key vocabulary words on a PowerPoint and projected or on a sheet, make sentences in the past tense to talk about how students celebrated Carnaval in a francophone country that was studied.

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Technology Integration

- 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.

Native or Heritage Speakers

- Focus on activities and assessments on areas where native speakers struggle (e.g., reading, writing).
- Create a list of Carnaval 'dos and don'ts' in the heritage culture.
- Interview a parent or adult at home about his/her experiences celebrating Carnaval then summarize and present this information to the class.
- Show and tell: Have the native/heritage learner create and present a slideshow about how Carnaval is celebrated in his/her culture using either images found online or family photos then have him/her identify similarities & differences with any local celebrations that he/she may have experienced.
- When L2 learners are presenting, have native/heritage learner take notes to prepare a "letter to the editor" about what was presented
- If there are multiple native/heritage speakers in the class, have them work in a group to prepare the "perfect" Carnaval celebration in the heritage culture.
- Create presentations for classmates on various aspects of culture, using technology.
- Journal privately or to share with teacher about cultural differences.

Students With Disabilities

- Use culturally-relevant visuals when presenting activities.
- Provide graphic organizers; providing kinesthetic exploration of the topic (e.g., learning a dance, making a craft, creating movement cues).
- Use color coding for topics.
- Provide video and audio supports (e.g., closed captioning).

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	<p>Gifted Students</p> <ul style="list-style-type: none"> • 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.
<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"> • Reading: Devenir Guide Touristique au Québec. Read taking basic notes on what, when, where, how, etc. Discuss in class. • Video: Devenir décorateur événementielle. Guide to what an event decorator is, and how to become successful in this career. Watch in class and use placemat technique. Divide rectangle into 4 sections. One for 4-5 words students heard and what they think they meant. One for what an event decorator does. One for what some of the challenges are to this job and finally one for a specific question to ask Julien. Watch a couple of times and share in class.
<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</p> <p><i>(In the target language in class or in English/native language outside of class)</i></p> <ul style="list-style-type: none"> • Compare how students in the various francophone countries celebrate Carnaval. • What celebration in your culture would you compare to Carnaval? How do the events and activities of this celebration compare to the events and activities of the Carnaval? • How hard would it be for you to adjust your behavior to fit in with teens in the target culture as they celebrate Carnaval? What practices or behaviors in your own culture might be inappropriate in the target culture? • How important is the celebration of Carnaval to families and communities in the target culture? How does it help shape national identity? • In examining the traditions associated with Carnaval in various francophone countries, how do you better understand perspectives of native and other cultures? • What new insights about yourself and others have you gained from thinking about cultural identity? • What is something new or interesting you learned that might change the way you think about things?

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Summative Assessment / Integrated Performance Assessment (IPA)

Intermediate Low – Mid

Topics: Les Traditions du Carnaval

Interpretive Reading

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

Authentic resource: [A propos du Carnaval](#)[https](#)

A. Key Word Recognition. What do the following words/phrases mean? Choose at least 10 words:

1. Les chansons:
2. La ceinture:
3. Les traditions:
4. Les manteaux:
5. La Taille:
6. La froid:
7. D'origine franco-canadienne:
8. Leurs fourrures:
9. Nouer:
10. Croisez:
11. La trompette:
12. Décibles:

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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. ____ There are 6 traditions which date to the beginning of the Quebec Carnaval.
2. ____ The arrowed belt/sash has survived as a tradition thanks to the Quebec Carnaval.
3. ____ The indigenous peoples of Quebec created the arrowed belt/sash.
4. ____ The arrowed belt/sash is tied around the neck.
5. ____ When tied correctly, the arrowed belt/sash has the arrows facing upward.
6. ____ The Bonhomme is the mascot of the Carnaval.
7. ____ The trumpet is played to create atmosphere at the Carnaval.
8. ____ The trumpet is played in the parade of Carnaval.

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

1. Le port du rouge:
2. D'origine autochtone:
3. Contribué à la préservation:
4. Faites une boucle:
5. Il est de tradition de:

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

F. Cultural Comparisons:

1. Compare the Carnaval de Quebec to a similar American event. You may answer in English.

2. Why is it important to keep the Carnaval de Quebec alive? You may answer in English

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

Situation/Prompt

With a partner, students will complete this task. Students can brainstorm before completing the task by looking at their Interpretive Task information and or by using information they have learned throughout the unit.

You and your partner are attending the Carnaval de Quebec. Discuss what you are seeing and hearing. What are people wearing? What are people doing? What is the weather like? What is the atmosphere like? What do you see around you at the Carnaval?

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

Situation/Prompt:

You are a contributing writer to the digital magazine *On fête!*. You've recently returned from Quebec and have been tasked to write an article about the Carnaval de Québec comparing it to Mardi Gras in Guadeloupe which you attended last year. Using as much detail as possible, encourage your readers to attend one or both of these francophone celebrations because you believe that it is important to maintain cultural celebrations.

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