

Name(s): Pam Scheaffer
Course: French II & III
Unit: Immigration

Dates: April 6 & 7, 2009
Department: World Language
Grade Level: 9, 10, 11, 12

Period/Time: 1, 3, 8/9, 11 & 12

Unit Topic: Compare & contrast immigration in Canada & France

Essential Question: Why do people immigrate, and how does immigration affect the culture of the "host" country and the immigrant population?

	4/6/09	4/7/09
Objectives	Students should be aware of the reasons people immigrate to another country. Students should have a basic understanding of the rules and regulations governing immigrants to France and Canada.	Students should be familiar with the challenges that face immigrants in a new country. Students should be able to recognize how the "host country" benefits/resists the impact of immigration.
Activities/ Procedures	Brief class discussion regarding personal heritage and immigration experiences among students. Watch clips from Canadian government encouraging immigration. Read requirements for immigrating to Canada and becoming a naturalized citizen.	Read article about the French government offering to pay immigrants to return to their respective countries. Discuss conditions under which immigration is possible to France and statistics of how immigration has changed the demographics of France. Watch clips from film "Le Grand Voyage". Students prepare chart comparing & contrasting situations in each country.
Instructional Strategy	Watching video clips, class discussion.	Watching video clips, class discussion, group work to complete charts.
Technology	LCD projector, laptop to connect to Internet	LCD projector, laptop to connect to Internet.
Materials	http://www.cic.gc.ca/english/index.asp	chart template for students to complete, DVD "le Grand Voyage", DVD "La faute a Voltaire" & "le
Homework	TBD	TBD
Assessment	Class discussion participation.	Class discussion participation; completed chart.
<u>NJCCS or Curriculum Standards</u>	7.1(A,B); 7.2(A,B)	7.1(A,B); 7.2(A,B)