

## **MOSAIC OR MELTING POT? A 7<sup>TH</sup> GRADE INTERDISCIPLINARY UNIT INCORPORATING LANGUAGE ARTS AND FRENCH STANDARDS.**

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### **Goals and Rationale:**

Although many large American cities and East and West coast states have experienced waves of immigration from Europe and Asia for many decades, most small American cities and towns remained fairly homogenous until the last decade or two. In some ways, they can be compared to the countries of Western Europe, such as France, which also remained relatively homogenous in terms of ethnicity and religious affiliation until recent decades. Some of the same issues are present in both societies: how are the immigrants accepted in their new communities? Should the newcomers be expected to “melt” into the existing culture? How much of their original identities can be retained while allowing them to live comfortably in their new communities?

In this unit, students will engage in readings, lectures, writing, and discussion on the topic of immigration and identity in France and in the U.S.;

students will master the use of the French verb être and adjectives identifying nationality and religion;

students will analyze charts showing ethnic origin and religious affiliation of the French population

students will gain respect for the diversity of French society and their own society (as demonstrated in essay);

students will write, edit, and revise a persuasive essay on the topic of culture as “melting pot” or a “mosaic.”

\*\* A note about age/grade appropriateness: This unit was written with 7<sup>th</sup> graders in mind because I teach French, Level One to 7<sup>th</sup> graders and also have the same students for Reading and Language Arts classes. If teachers have 8<sup>th</sup> or 9<sup>th</sup> graders in French, Level One, the material in French can be adjusted to meet 8<sup>th</sup> and 9<sup>th</sup> grade World Language standards. The “Melting Pot” reading has a Lexile of 1070 with concepts sophisticated enough for 8<sup>th</sup> and 9<sup>th</sup> grade students as well.

**Indiana World Language Standards (National Standards in parentheses):**

**7.1.2 State information about self, family, and friends. (1.1)**

- 7.2.3 Make educated guesses about meaning in familiar contexts, using cognates and familiar vocabulary. (1.2)**
- 7.3.4 Compose simple cohesive written information using appropriate formats with teacher guidance. (1.3)**
- 7.3.6 Describe objects, self, family, and friends in written and spoken language and in familiar terms with teacher guidance. (1.3)**
- 7.4.1 Recognize basic family practices of the target cultures. (2.1)**
- 7.4.2 Describe products and symbols of the target cultures. (2.2)**
- 7.4.3 Identify factors that influence practices, products, and perspectives. (2.1 & 2.2)**
- 7.5.1 Describe objects and concepts from other content areas. (3.1)**
- 7.6.1 Use digital media and culturally authentic resources to build vocabulary. (3.1)**
- 7.6.2 Use digital media and/or culturally authentic resources to study target cultures. (3.1)**
- 7.7.1 Use words shared between English and the target language and cognates to guess meaning. (4.1)**
- 7.7.2 Recognize and use simple language structures. (4.1)**

### **Indiana Language Arts Standards**

- 7.1.1 Identify and understand idioms and comparisons — such as analogies, metaphors, and similes — in prose and poetry.**
- 7.2.2 Locate information by using a variety of consumer and public documents.**
- 7.2.3 Analyze text that uses the cause-and-effect organizational pattern.**
- 7.2.4 Identify and trace the development of an author’s argument, point of view.**
- 7.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.**
- 7.4.2 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.**
- 7.4.3 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.**
- 7.4.8 Review, evaluate, and revise writing for meaning and clarity.**
- 7.4.9 Edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.**
- 7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.**
- 7.5.4 Write persuasive compositions that:**

- state a clear position or perspective in support of a proposition or proposal.
- describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals.
- anticipate and address reader concerns and counterarguments.

**7.5.6** Use varied word choices to make writing interesting and more precise.  
**Example:** Write stories, reports, and letters using a variety of word choices.

**7.5.7** Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.

## **FRENCH LESSONS**

### **Day 1**

**Previous Knowledge:** Students have learned and practiced the conjugation of the verb être – to be. They have learned and practiced the nouns identifying family members. They have also learned the formation of adjectives in the masculine and feminine forms. If possessive adjectives have not yet been mastered by students, teacher should familiarize students with the 1st person forms: mon, ma, mes. (Holt, *Bien Dit*, pp. 78, 82, 90; Glencoe, *Bon Voyage*, pp. 30, 60, 112)

**Bellringer:** Students will write a sentence for each of the subject pronouns, using the verb être, with the following adjectives: français, timide, grand, brun, sportif, fort, intelligent, and créatif. **Example:** Elle est française. Concentrate on adjective agreement with subject. After 5 minutes, write sample sentences on overhead and correct them together.

**Opening:** Teacher asks questions: What do Americans look like? (variety of answers)

What religion do Americans practice? “ “

Where did your ancestors come from? “ “

### **Activities:**

**1.** Show the following photographs to the students. After students have seen photos, ask: What do the French look like? (Students may answer in English.)





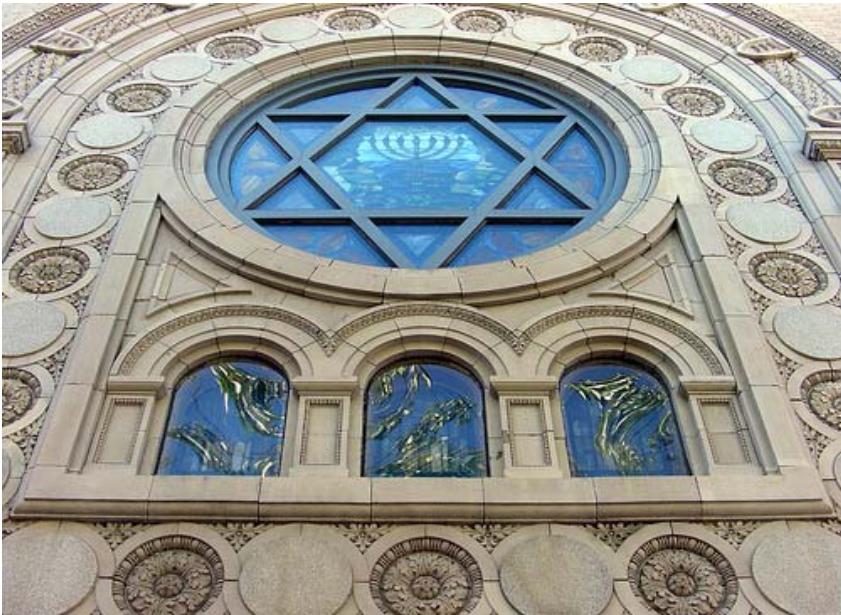




**2. Next go through the same photos with students, this time asking for a sentence in French using the verb être and an adjective. Example: Elles sont brunes. If students can't think of an adjective, supply them with one.**

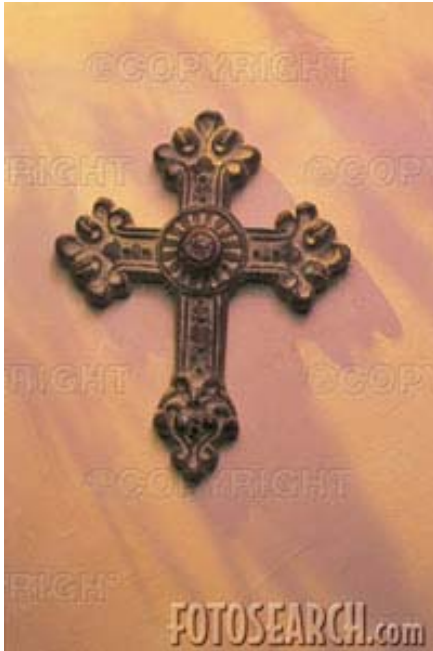
**3. Show the following photographs (of cathedrals, mosques, and synagogues in France) to the students. Ask students to identify the type of place of worship in English. Then give them the words in French: une église, une mosquée, une synagogue.**







4. Next, show the following symbols to the students, pronouncing the associated adjectives in French and asking them to repeat: chrétien, chrétienne, juif, juive, musulman, musulmane.







5. Show the following chart showing religious affiliation, by percentage of the population, in France and in the United States. Interpret and discuss the chart with the students.

**Religious Affiliation in France and U.S. by Percentage of Population**

Religious group	France	United States
Roman Catholic	83-88	24
Protestant	2	51
Jewish	1	2
Muslim	5-10	1
Unaffiliated	4	12
None		4
Other/unspecified		6

\* Data from the CIA World Factbook

6. Assignment: Supported by statistics from the chart, students should write five facts about religious affiliation in France and the United States. (The facts may be written in English due to the students' limited vocabulary in French.)

On your own: Can you find out whether there are rules and traditions about foods eaten by Muslims? How about foods eaten by members of the Jewish faith? Do any of the Christian sects have rules or traditions, either now or previously, about foods?

## Day 2

**Bellringer:** In pairs, students will take turns reading facts they have written about religious affiliation in France and the U.S. based on chart in previous lesson. Are there any facts that you can add to your list based on your partner's list?

**Opening:** Teacher shows the class an item (a flag, a photo, a representative item) that indicates his/her ancestors' countries of origin. Using family vocabulary, the verb être, and adjectives, the teacher constructs a few sentences about his/her family. Example: Mon arrière-grand-père est italien.

### Activities:

1. As a class, students will draw up a list (on the overhead) of countries from which their ancestors came.
2. Convey the idea that in France, there are also many countries from which the French have originated. Show the following graph which indicates those countries of origin. Be sure that students notice the decrease in percentage of immigrants from other European countries to France as the decades progress in time from the 1960s through 1999. As those percentages decreased, the percentages of people coming from Africa and Asia to France increased. Discuss and interpret the data with the students.

### Immigration in France according to Country of Origin

	1962	1968	1975	1982	1990	1999	1999
	en %	en %	en %	en %	en %	en %	effectifs
<b>Europe</b>	<b>78,7</b>	<b>76,4</b>	<b>67,2</b>	<b>57,3</b>	<b>50,4</b>	<b>44,9</b>	<b>1 934 144</b>
Espagne	18,0	21,0	15,2	11,7	9,5	7,3	316 232
Italie	31,8	23,9	17,2	14,1	11,6	8,8	378 649
Portugal	2,0	8,8	16,9	15,8	14,4	13,3	571 874
Pologne	9,5	6,7	4,8	3,9	3,4	2,3	98 571
Autres pays d'Europe	17,5	16,1	13,1	11,7	11,4	13,2	568 818
<b>Afrique</b>	<b>14,9</b>	<b>19,9</b>	<b>28,0</b>	<b>33,2</b>	<b>35,9</b>	<b>39,3</b>	<b>1 691 562</b>
Algérie	11,6	11,7	14,3	14,8	13,3	13,3	574 208
Maroc	1,1	3,3	6,6	9,1	11,0	12,1	522 504
Tunisie	1,5	3,5	4,7	5,0	5,0	4,7	201 561
Autres pays d' Afrique	0,7	1,4	2,4	4,3	6,6	9,1	393 289
<b>Asie</b>	<b>2,4</b>	<b>2,5</b>	<b>3,6</b>	<b>8,0</b>	<b>11,4</b>	<b>12,8</b>	<b>549 994</b>
Turquie	1,4	1,3	1,9	3,0	4,0	4,0	174 160
Cambodge, Laos, Vietnam	0,4	0,6	0,7	3,0	3,7	3,7	159 750
Autres pays d'Asie	0,6	0,6	1,0	1,9	3,6	5,0	216 084
<b>Amérique, Océanie</b>	<b>3,2</b>	<b>1,1</b>	<b>1,3</b>	<b>1,6</b>	<b>2,3</b>	<b>3,0</b>	<b>130 394</b>
<b>Non déclaré</b>	0,8	0,1	///	///		///	///
<b>Total</b>	100,0	100,0	100,0	100,0	100,0	100	
<b>Effectif</b>	<b>2 861 280</b>	<b>3 281 060</b>	<b>3 887 460</b>	<b>3 887 460</b>	<b>4 037 036</b>	<b>4 165 952</b>	<b>4 306 094</b>

Source: Institut National de la Statistique et des Etudes Economiques

3. Each student will write five to ten questions about the data (in English) and exchange questions with a partner.
4. Show the following photos of restaurants and foods in France, identifying the market stalls, the shops with halal foods, and the shops with kosher foods.









**5. Ask students who researched information on food traditions of various religious faiths to share information. Initiate discussion on the contributions immigrant groups make to the cuisine of their new country. Begin the discussion by asking**

**students which foods they eat which may have been brought to the U.S. by immigrants. Move to a discussion of the same topic in France.**

**6. Assignment: Answer your partner's questions based on the countries of origin graph.**

**Final Assessment in French: Students will write a paragraph (minimum of 5 sentences) describing two or three people in their extended families while correctly using the verb être, the first person forms of the possessive adjectives, and family vocabulary.**

**LANGUAGE ARTS LESSONS** – The following activities will take several days; pacing is up to the individual teacher. The reading is “Melting Pot,” an essay by Anna Quindlen. (Prentice Hall *Literature*, Grade 7, 2007) The short story can also be found in *Living Out Loud* by Anna Quindlen, Ballantine Publishing Group, 1988.

**Previous Knowledge:** Review author’s purpose – the reason for writing. It can be to entertain, to inform, or to persuade the reader.

**Vocabulary to Know:** fluent, bigot, melting pot, mosaic

## Day 1

**Bellringer:** Ask students to write in their journals describing one or two of the more interesting people in their neighborhoods.

**Opening Activity:** Teacher asks a few students to share the descriptions they wrote about people in their neighborhood.

**Activities:**

1. Teacher gives students background information on the author, Anna Quindlen (found on p. 143 of Prentice Hall *Literature*, Grade 7, 2007) or from the following link: <http://www.annaquindlen.com/bio.html>

2. Before reading the story, explain the concept of the “melting pot” concept of immigration – the idea from the early 20<sup>th</sup> century that the newly-arrived immigrants would melt into a more homogeneous American culture.

3. Read “Melting Pot” with the class, pausing to check on comprehension, and to summarize main ideas, and when “vocabulary to know” is encountered in reading.

## Day 2

**Bellringer:** Students will skim “Melting Pot” by Anna Quindlen which they have read the previous day and make a list of each group mentioned in Anna Quindlen’s neighborhood.

**Opening Activity:** Teacher asks students to read their list from the Bellringer activity. What does this show about Quindlen’s neighborhood? Are their neighborhoods as ethnically diverse as Quindlen’s neighborhood?

**Activities:**

1. **Discussion of the reading:**

How were Quindlen’s grandparents treated as newly-arrived immigrants?

What does Quindlen mean when she says that the American fable of the melting pot exists only person-to-person?

Do you think Quindlen feels more like “them” or “us”?

Have you ever been in a situation where you were thought of more as “them” than as “us”?

2. Read aloud paragraph 5, the section that begins with “The greengrocer ... bodega.” What is the purpose of mentioning the food items in this paragraph? (To show the culinary differences between the ethnic groups in the neighborhood.)
3. Now read aloud the beginning of paragraph 7: “Yet somehow ... bait.” What is the purpose of mentioning the three different words for “squid” – calamari, sushi, bait? (To show that three of the neighborhood’s ethnic groups eat (or use) squid; they just have different names for it. They are actually more alike that they realize.)
4. Assignment: (either in class or homework) Do you think Quindlen feels optimistic that all the “groups” in her neighborhood and neighborhoods all across the country will be able to live together peacefully? Students’ answers should be in paragraph form supported with specific references to the text.
5. Now explain that although for decades, America had been thought of as a “melting pot,” many people feel strongly that ideally, society should be more of a “tossed salad,” mixing together, but retaining individual characteristics of each ethnic or cultural group.

How about in France? From what you’ve learned in these lessons, which analogy of the immigrant experience seems more accurate in France?

Think about the “melting pot” and “tossed salad” analogies. Tomorrow students will begin the pre-writing step of a persuasive essay on the better philosophy for looking at a multi-cultural society: melting pot or tossed salad?

### Day 3

**Bellringer:** Students will trade and read a partner’s paragraph written the previous day about Quindlen’s prognosis for neighborhood groups living together peacefully?

**Opening Activity:** Ask for a student to explain the “melting pot/tossed salad” analogy discussed the previous day. Explain that some people like to think of a multi-cultural society as a “mosaic” – when viewed from afar, one unified design seems to have been created, but up close, one can see how each individual piece has retained its own characteristics. A society that is a mosaic has been formed of smaller pieces – ethnic, cultural, religious groups – which retain their own identities while contributing to the larger design of society.

Give opportunity for whole class discussion on these ideas so that all students understand the ideas and can express opinions about these various ways of looking at society.

**Activities:** ASSESSMENT (Students will work on assessment on days 3, 4, and 5 of the unit.



- 1. Explain to students that they will be writing an essay to express their ideas of the best way to view a multi-cultural society. This will be a persuasive essay with an introduction which will include a thesis statement; a minimum of three body paragraphs, each of which will supply a reason to support the writer's thesis statement; and a concluding paragraph.**
- 2. Review the following: thesis statement, (statement of the issue and the writer's opinion on that issue) and where it belongs in a persuasive essay (last sentence in the introductory paragraph); reasons, and supporting details for a persuasive essay. Each body paragraph of a persuasive essay has one reason with one or two supporting details for each reason. The supporting details can be in the form of facts, statistics, or examples.**
- 3. Teacher will display the following graphic organizer (or provide paper copies) which students will use to plan their essay. Students will use the remainder of the class period to complete the graphic organizer. Teacher will look over students' graphic organizers to be sure they have identified their thesis statements, and have valid reasons and adequate supporting details.**

**Name:** \_\_\_\_\_

**Introduction:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Reason 1:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Supporting Details:**

\*

\*

**Reason 2:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Supporting Details:**

\*

\*

**Reason 3:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Supporting Details:**

\*

\*

**Conclusion:**

\_\_\_\_\_  
\_\_\_\_\_

## Day 4

**Bellringer:** Students should write five sentences using one of the following transition words and phrases in each sentence: for example, for instance, in fact, as a result, consequently. Students will be encouraged to use these transition words and phrases later as they are writing the first draft of the persuasive essay.

### Activities:

**Opening Activity:** Teacher will return the students' graphic organizers from the previous day. Review the format of the persuasive essay which they will begin writing today: an introduction which will include a thesis statement; a minimum of three body paragraphs, each of which will supply a reason to support the writer's thesis statement; and a concluding paragraph which restates the thesis statement and summarizes the reasons that support it.

1. Students write their first drafts of the persuasive essay, using their graphic organizers as guides.
2. Students finish writing the first draft for homework, if necessary. When finished with first draft, students will underline and label their thesis statement in the introductory paragraph, and reasons 1, 2, and 3 in the body paragraphs.

## Day 5

**Bellringer:** Students will view (on overhead or paper copy) an editing checklist they will use to peer edit the first drafts of the persuasive essays.

### EDITING CHECKLIST:

**Does the introduction grab the reader's attention? Is the thesis statement clearly written at the end of the introductory paragraph?**

**Does each body paragraph have a reason that supports the thesis statement?**

**Does each reason have at least one piece of evidence to back up the reason (a fact, a statistic, or an example)?**

**Does the concluding paragraph restate the thesis statement and summarize the reasons that support it?**

**Has the writer used good word choice? Circle any "generic" words that need to be replaced.**

**Has the writer used good and varied sentence structure? Are there transition words and phrases to link ideas and paragraphs? If they are needed, put an asterisk where the writer could connect ideas and/or use transitions.**

## **Activities:**

**Opening Activity:** The teacher will explain the procedure for pairing up and editing a partner's first draft and will review the above Editing Guidelines.

- 1. Students will use the editing guidelines to silently read and edit the partner's first draft, marking the first draft as necessary.**
- 2. When each student in the pair is finished, the students will have an editing conference with their partners to discuss revisions.**
- 3. Students will revise first drafts according to their partners' suggestions.**
- 4. Students will finish revisions for homework, if necessary, and write final draft of the essay.**

## **Day 6 (optional)**

**Teachers may schedule a publishing day for the persuasive essay in the Computer Lab, especially if some students do not have access to a computer/printer at home.**

**Indiana teachers may use the ISTEP+ rubric for scoring the essay or any other rubric they would like to use. For the Indiana ISTEP+ scoring rubric, see pp. 8 – 15 of the following document:**

**[http://www.doe.state.in.us/istep/pdf/TeacherScrGds/2007-Fall/49927-W\\_07eTSG\\_f07IN.pdf](http://www.doe.state.in.us/istep/pdf/TeacherScrGds/2007-Fall/49927-W_07eTSG_f07IN.pdf)**