

Translation as a Pedagogical Tool for Change

Lesson Plan Template

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Name of the activity	Idiomatic expressions using terms for fruits and vegetables/ French 2 level		
Central focus: Essential questions	<i>What are the core concepts or ideas that you want students to learn in this lesson/activity?</i>	<ul style="list-style-type: none"> - Students will apply learned fruit and vegetable vocabulary to understand idiomatic sentences, first literally then idiomatically. - Students will compare idiomatic sentences in French and English. - Question: What do idiomatic expressions tell us about a culture? 	
Assessment	<i>How will you assess that students learned what you wanted and had planned for?</i>	<ul style="list-style-type: none"> - Worksheet with idiomatic expression, translation, explanation and culture comparison. - Matching sheet with English/French expressions. - Poster with illustrated expression, actual expression and equivalent in English(student choice). 	
Learning objective	Language Objectives	Culture Objectives	Skills Objectives
	<ul style="list-style-type: none"> - Practice vocabulary for fruits and vegetables. - Discover idiomatic expressions in French and English. 	Compare the French and English expressions and identify how the choices of terms used illustrate certain aspects of each culture compared.	<ul style="list-style-type: none"> - Use translation to understand the sentences. - Think deeper to identify the actual meaning of each expression. - Find the English idiomatic equivalent to each expression.
Prior knowledge	<i>What do students need to know before doing this activity (either content or language)?</i>	<ul style="list-style-type: none"> - Students have studied terms for fruits and vegetables. - Students have practiced the terms in a shopping environment and with other projects and activities (listening, speaking, reading and writing). 	
Activity sequence	<i>Please, list the steps that you will follow in this activity.</i>	<p><i>Based on the Colina and Albrecht activity with proverbs.</i></p> <ol style="list-style-type: none"> 1. Give students a few English idiomatic expressions and ask them to explain their meaning. 2. Tell students these types of phrases are “idioms”, they are expressions that cannot be understood according to their literal meaning. (Ex: it is raining cats and dogs, bite the bullet...). 	

		<p>3. Tell students we will be doing a translation activity in which they compare a set of idiomatic expressions in French with English ones in order to:</p> <ul style="list-style-type: none"> - Understand the idiom - Identify its underlying message - Discuss how the idiom reflects the local culture. <p>4. Give students a worksheet with the list of idioms in French in the far left column; in the next column, they need to give a literal translation of the idiom; in the third column, write a possible explanation of the idiom. In the last column, students will try to match the French idioms with English ones they will be given on a list.</p> <p>5. Present the idea of literal vs functional translations; then compare the literal translations students did with the English idiomatic equivalents and identify which are literal and which are functional translations.</p> <p>6. Discuss how each idiom reflects (or not) something about the cultures represented.</p>
Standards	<p>Cedar Rapids CSD World Language Standards</p> <ul style="list-style-type: none"> - WL.9-12.2: Reading (Students understand and interpret written language on a variety of topics). - WL.9-12.4: Presentational Writing (Students present information, concepts and ideas incorporating communities of the target language). - WL.9-12.5: Culture Students demonstrate and understanding of the relationship between the practices, products and perspectives of the cultures studied in the TL. - WL.9-12.6: 21st Century Skills (Students demonstrate abilities in critical thinking, collaboration, technology literacy...) 	
Instructional resources	<p><i>List all the resources/technology you will need to teach this activity/lesson.</i></p>	<p>Pictures, google translate, Internet, notebook and textbook Worksheet</p> <ol style="list-style-type: none"> 1. PowerPoint to guide students through the discussion (English idioms, definition of an idiom, plan of the activity (looking at idioms in French...), etc) 2. Worksheet with 4 columns. 3. List of matching idioms in English. 4. What is Literal vs Functional translation? Instructions/Answers for the content on the worksheet (idioms chosen for this activity). 5. Instructions/Rubric for creation of illustrative poster and whole project. 6. List of chosen idiomatic expressions: <ul style="list-style-type: none"> - Raconter des salades - Manger les pissenlits par la racine - Tomber dans les pommes - Mettre du beurre dans les épinards - Couper la poire en deux - Appuyer sur le champignon

		<ul style="list-style-type: none">- Ramener sa fraise- Compter pour des prunes- Être haut comme trois pommes- Être bête comme un chou- Avoir la pêche- Avoir un cœur d'artichaut
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