L'Étranger Lesson Plans
Created for High School French III
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The following lesson plans are suggested to be used during 3rd/4th Quarter, after students have mastered le futur simple, le conditionnel, and le subjonctif. Text written in blue contain hyperlinks to lesson plan activities. This unit was written according to the principles presented in [HLTP #3](#).

This unit was created as a final project for the Language Teacher Summer Institute of 2023 taught by Dr. Sharon Difino and sponsored by the Center for European Studies at the University of Florida.

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Day 1

Lesson Time: 50 minutes

Objective: Previewing Vocabulary

Florida World Language Standard(s):

WL.K12.AL.2.2: Make inferences and predictions from a written source.

WL.K12.IM.3.4: Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).

WL.K12.IL.3.8: Initiate, engage, and exchange basic information to solve a problem.

Agenda:

1. PowerPoint Presentation - featuring vocabulary used within excerpts taken from the French novel *L'Étranger* by Albert Camus. Students will work in groups of 4 to decipher the meaning of each new word and write their hypothesis as to the definition on a whiteboard. Instructor will give the students 1 min per slide to discuss their thoughts with their peers. Then the instructor will ask the students to display their group's whiteboard for everyone to see. Instructor will take note of group responses and proceed to give them the definition of the vocabulary word which should take about 1 min per slide. (18 min)

2. Rotational Group Activity - students will remain in groups of 4 and each group will be given a sheet with sentences that all contain a new vocabulary word. Students will have 2.5 min to analyze the given sentences to determine what the meaning of the word could be. The groups will then rotate until every group has reviewed all of the sentences and words. Students will have 15 seconds to exchange their sheet with the next group. (20 min)

3. [Formative Assessment](#) – students will complete a short worksheet that contains a word bank with all of the new words they have now become acquainted with and they will use those words to fill in the following sentences to demonstrate their knowledge by accurately filling in each blank to logically complete each sentence. (12 min)

Day 2

Lesson Time: 50 minutes

Objective: Scanning the Text to Predict the Main Idea & Key Details

[*Florida World Language Standard(s)*](#):

WL.K12.IH.2.2: Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.

WL.K12.AL.2.2: Make inferences and predictions from a written source.

Agenda:

1. [L'Étranger Extraits](#) – Give students 2 minutes to skim each excerpt (6 min total). After they are done skimming the text, give them 3 min to discuss with a partner their initial thoughts (9 min total). (15 min)

2. Annotations – Students will work in pairs and annotate the text. Students can highlight what they hypothesize will be key points in the text, they can write notes on the edge of the paper such as their hypotheses as to what the main idea of the reading will be about. Give students 5 min per excerpt. Students will use [Padlet](#) to post a synthesis of their thoughts to share with other students. (15 min)

3. [Formative Assessment](#) – Students will create a concept web to organize their hypotheses and write what they believe are essential concepts pulled from the text. (20 min)

Day 3

Lesson Time: 40 minutes

Objective: Engaging with the Text to Interpret Essential Meaning

[*Florida World Language Standard(s)*](#):

WL.K12.IH.2.4: Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary, when reading for information.

WL.K12.IM.2.2: Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.

Agenda:

1. Vocabulary Refresher – Students will play [Blooket](#) to review the vocabulary learned on Day 1 as preparation before reading the text. (5 min)

2. [Preview Reading Comprehension Questions](#) – students will skim over the questions to get a sense of what they should look out for as they read the text (2 min)

3. Reading Time – this can be done either alone or as a class. Students will write down notes as they read that pertain to the reading comprehension questions. (25 min)

4. Finalizing Question Answers – give students time to flesh out their responses to the reading comprehension questions (8 min)

Day 4

Lesson Time: 50 minutes

Objective: Discussing Perspectives and Features of the Text

Florida World Language Standard(s):

WL.K12.IH.3.1: State and support different points of views and take an active part in discussions.

WL.K12.AL.3.2: Express and connect ideas when engaged in a lengthy conversation.

Agenda:

1. Brainstorming Class Discussion Questions – Give students 5 min to think about their thoughts and take notes on potential responses to the discussion questions. (5 min)
2. Class Discussion – Make sure to organize desks in a circular format so that students can engage face to face. Give students 12 min per discussion question. Assess students using the TALK rubric. (36 min)
3. Formative Assessment – students will share their final thoughts and summarize their perception of the discussion using Flipgrid. (8 min)

Day 5

Lesson Time: 50 minutes

Objective: Apply Information Acquired from Text to Create Personal Meaning

Florida World Language Standard(s):

WL.K12.IH.4.4: Produce reports and multimedia compositions in order to present a group project.

WL.K12.IH.4.6: Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.

Agenda:

1. [Review Creative Project Rubric & Expectations](#) - Present the grading rubric to students and answer any questions they may have about expectations concerning the creative project. (<mark>8 min</mark>)

2. Creative Project Development - students will work on their creative project. This lesson plan was intended to be completed on a Friday so that students will have the weekend to finish up their project if needed in order to be ready to present the following Monday. (<mark>42 min</mark>)

<mark>**Day 6**</mark>

Lesson Time: 50 minutes

Objective: Present Creative Project

Florida World Language Standard(s):

WL.K12.IH.5.1: Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.

WL.K12.AM.4.5: Narrate a story and describe reactions with clarity and detail.

WL.K12.IH.4.6: Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.

Agenda:

1. Creative Project Presentations - students will take turns presenting their creative project and providing explanations to the class on the stylistic choices made and what they learned from the experience. (<mark>50 min</mark>)

References

Camus, Albert. *L'Étranger*. Édition du groupe « Ebooks libres et gratuits », 1942. E-Book.

Glisan, Eileen W, and Richard Donato. *Enacting the Work of Language Instruction: High Leverage Teaching Practices*. Vol. 1, American Council on the Teaching of Foreign Languages, 2016. E-Book.

Biography

Memry Rasch received her Bachelor of Arts Degree in French from the University of South Florida in 2017. She continued her studies at the University of Florida where she received her Master of Arts Degree in French and Francophone Studies with a specialization in French Linguistics. She taught Beginning French I, Beginning French II, and Accelerated French Review while working on her graduate coursework at the University of Florida. At the time of publishing, she completed her fourth year of teaching at Cypress Creek High School in Orlando, Florida where she has taught French I, French II, French III, and French IV.