

Dr. Bill Fischer
FL 508
June 3, 2008

Creating a French Garden

Language: French	Standards:
Unit Cultural Theme or Academic Content Areas: Gardening, Environment, Geometry (basics)	Communication: <input checked="" type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3
Target Audience: High School/College Students	Cultures: <input checked="" type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2
Proficiency Level: Novice ^{mid} and above _{high}	Connections: <input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2
	Comparisons: <input type="checkbox"/> 4.1 <input checked="" type="checkbox"/> 4.2
	Communities: <input checked="" type="checkbox"/> 5.1 <input type="checkbox"/> 5.2

Unit Timeframe:

One hour-long session.

Main idea:

My idea for a 60-minute CBI activity uses the Theme Based Model of CBI¹. I would base the session around the theme of gardening, and the French formal garden. The students would be exposed to the cultural significance of gardening in French culture, and would be given some basic vocabulary for plants and tools. A series of activities would be provided to use this theme of gardening to work on the specific grammar of imperative construction, comparisons and also directional vocabulary. The students would spend this session as “gardeners”, or volunteers working to create a plan for a community garden.

What would go into the “box”: gardening tools; ^{pots} ~~seedlings~~; photos of typical French gardens’ realia such as maps of Versailles; French seed packets; worksheet for reading comprehension

Student outcomes: To practice the imperative structure, make comparisons and to practice key vocabulary surrounding giving/receiving directions. Also, to be exposed to the cultural significance of gardening in the target culture.

Assessment plan:

¹ See Stephen Davies, *Content Based Instruction in EFL Contexts*. <http://iteslj.org/Articles/Davies-CBI.html>

Students would be assessed in several ways:

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Reading/Writing assessment:

- **Graded assignment:** Map of their ideal garden, w/ accompanying letter to their gardener

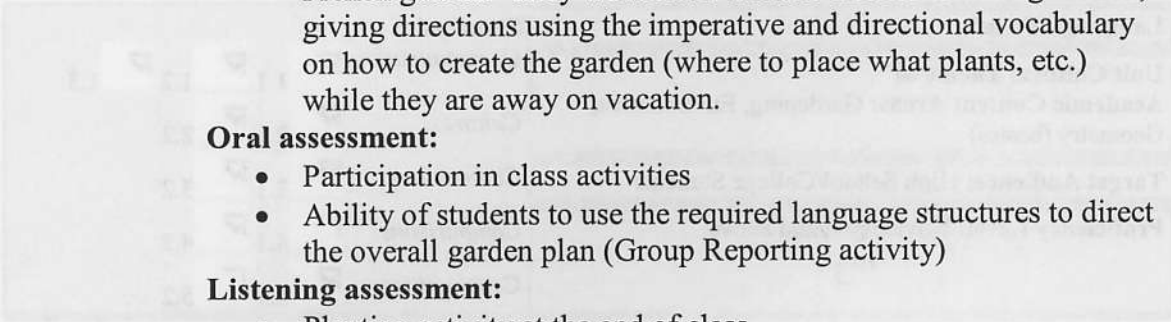
In this activity, students would create and label a map of their own French garden. They would also include a letter to their gardener, giving directions using the imperative and directional vocabulary on how to create the garden (where to place what plants, etc.) while they are away on vacation.

Oral assessment:

- Participation in class activities
- Ability of students to use the required language structures to direct the overall garden plan (Group Reporting activity)

Listening assessment:

- Planting activity at the end of class



Unit Overview

One hour-long session

Main Idea:

My idea for a 60-minute CBI activity was the Theme-based Model of CBI. I would base the session around the theme of gardening and the French formal garden. The students would be exposed to the cultural significance of gardening in French culture and would be given some basic vocabulary for plants and tools. A series of activities would be provided to use this theme of gardening to work on the specific grammar of imperative constructions, comparatives and also directional vocabulary. The students would spend this session as "gardeners", or volunteers working to create a plan for a community garden.

What would go into the "box": gardening tools, various photos of typical French gardens, realia such as maps of Versailles, French seed packets, worksheets for reading comprehension.

Student outcome: To practice the imperative structure, make comparisons and to practice key vocabulary surrounding giving/receiving directions. Also, to be exposed to the cultural significance of gardening in the target culture.

Assessment plan:

Lesson Plan for CBI Activity: Creating a French Garden

5-10 minute warm-up

« *Qui aime jardiner? Avez-vous jamais visité un jardin français? Quel est le nom du jardin le plus célèbre en France?* »

Show photos/maps of Versailles, introduce certain key vocabulary for a discussion, OPTION: Have them do a short comprehension reading about the French garden (page 5) that can be used for the discussion activity to follow.

la symétrie, un arbre, un buisson, la haie, un sentier/une allée, une plante, une fleur, un dessin, un plan; une fontaine; une plate-bande/un parterre; un treillis; une rocaille; un abris de jardin; le potager; spira/ (adjectif) / un enroulement;

10 minute initial discussion

Using the above vocabulary, and certain key terms for comparison (*plus/plus de; moins/moins de; aussi/autant de*), have the class discuss what they think makes this type of garden unique, and how it differs from a typical American garden.

OPTION: Have visual prompts with certain features of the garden & comparative words

5 minutes Setup for the CBI Context

Explain to the students that since we love gardening, and because we want to share French culture with our community, we are going to plan a Formal French garden to plant in Portland.

15 minutes: Designing Our Community Garden

See page 9

Students will be assigned to groups of 4-5, each with their own section of the garden to design (leave one small section open for the herb garden activity). In their groups they will negotiate (in the TL) the structure/components of their particular section, using the directional vocabulary below:

sous; sur; par; entre; dans; devant; derrière; près (de); loin (de); tout droit; à gauche; à droite; à côté de; en face de

OVERHEAD: page 6

10 minutes: Group Reporting

Each group will report back to the entire class, and using both imperatives and direction vocabulary will describe the structure of their section of the garden. We will map this onto our large plan of the garden. (See page 10)

5 minutes: The Herb Garden

Discuss with the class that in order to complete the missing sections of the garden, we will be planting herbs. Bring out the pots/soil/seeds, distribute to groups. Go over the basic vocabulary for planting, and for the plants themselves

VERBES: couvrir; ouvrir; mettre; faire; prendre; arroser; (semer)

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VOCABULAIRE: la terre ; un trou ; une graine; le paquet; un pot; une pelle; un arrosoir; un plantoir (le doigt :☺)

LES HERBES: Le romarin; la sauge; le laurier; l'estragon; la ciboulette; le thym

10 minutes : Planting Seeds

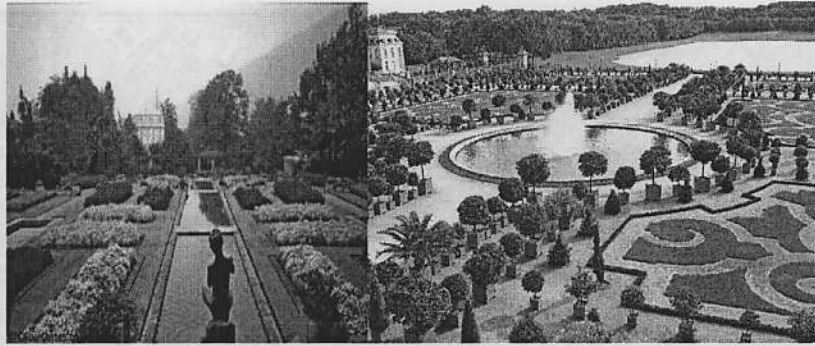
Elicit from various students the steps (in the imperative) for planting, and have the class follow these directions.

OPTION: To save time, or if they are just being introduced to the imperatives, you may want to give the directions yourself, and just have them do the actions.

1. Prenez votre pot.
2. Mettez de la terre dans le pot.
3. Avec votre doigt, faites un petit trou dans la terre.
4. Ouvrez votre paquet de graines.
5. Mettez les graines dans le trou.
6. Couvrez les graines avec de la terre.
7. Arrosez la terre dans le pot (arrosez-le).

FINI !

VERBES: couvrir ; ouvrir ; rectifier ; faire ; prescrire ; arroser ; planter



Le Jardin français (Un article de Wikipédia, l'encyclopédie libre)

Le **jardin à la française** ou **jardin classique** est un jardin à ambition esthétique et symbolique. Il porte à son apogée² l'art de corriger³ la nature pour y imposer la symétrie. Il exprime le désir d'exalter dans le végétal le triomphe de l'ordre sur le désordre, de la culture sur la nature sauvage, du réfléchi sur le spontané. Il culmine au XVII^e siècle avec la création pour Louis XIV du jardin à la française bientôt copié par toutes les cours d'Europe.

Les lois de composition

L'organisation type du jardin à la française, héritier du jardin à l'italienne, est fixée dès le milieu du XVI^e siècle.

L'harmonie savamment calculée dans le dessin des parterres et l'emploi des surfaces d'eau venant s'intégrer aux compartiments de verdure⁴ sont les premiers exemples de ce qui constitue l'esprit du jardin classique:

- le plan est géométrique et exploite pleinement les nouvelles découvertes de l'optique ;
- une terrasse surélevée le domine et permet au visiteur de saisir d'un seul coup d'œil⁵ l'agencement⁶ du jardin ;
- un axe perspectif passe par les appartements. Sur cet axe s'ordonnent symétriquement :
 - les allées ;
 - les figures géométriques des parterres et bassins ;
 - les alignements d'arbres.

Les compartiments libres de ce plan parfait sont occupés par les broderies de buis taillés⁷, les parterres et les bosquets⁸. Les allées sont rythmées par des statues et des topiaires. Plus on s'éloigne⁹ du château et du cœur du jardin à la française et plus la campagne reprend ses droits, avec sa végétation naturelle de bois et de prairies.

²ENG: Apogee: The farthest or highest point; culmination.

³ Corriger: To correct

⁴ La verdure: greenery

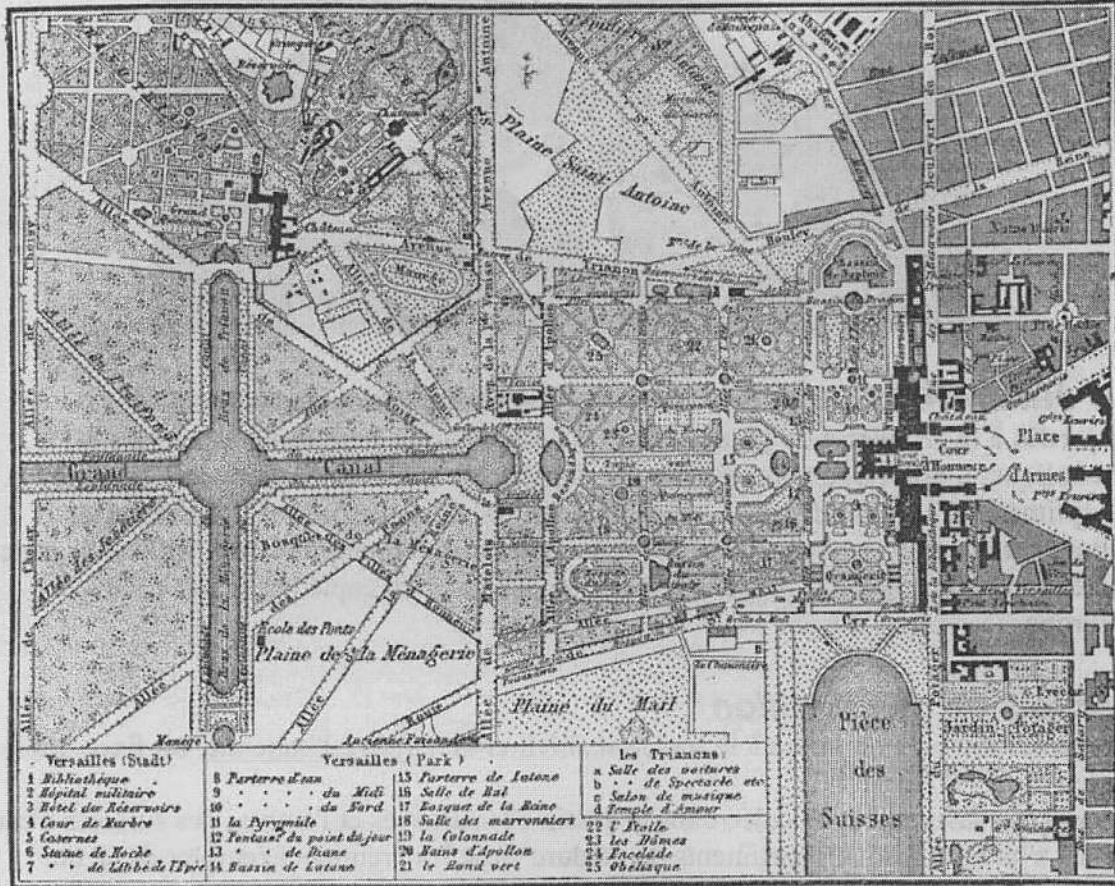
⁵ Un coup d'oeil: glance

⁶ L'agencement : organization

⁷ Buis taillé: boxwood

⁸ Bosquet: grove of trees

⁹ Plus on s'éloigne : the further one gets



Maßstab 1:20,000
Plan der Gärten von Versailles.

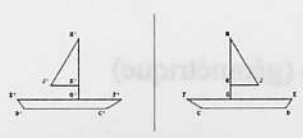
Vocabulaire de direction :

- sous
- sur
- par
- entre
- dans
- devant
- derrière
- près (de)
- loin (de)
- tout droit
- à gauche
- à droit
- à côté de
- en face de

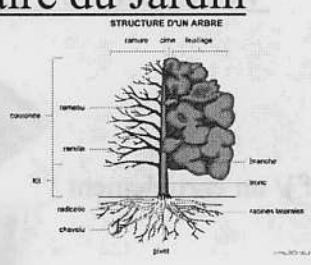
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Vocabulaire du Jardin



la symétrie



un arbre



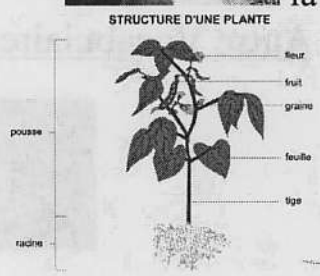
un buisson



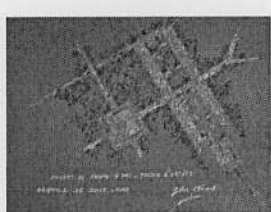
la haie



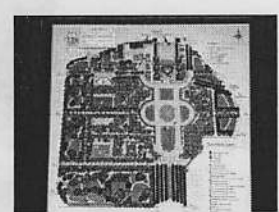
une allée



une plante, une fleur, un fruit



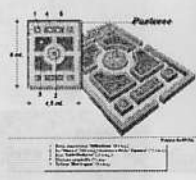
un dessin



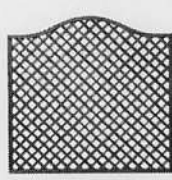
un plan



une fontaine



une plate-bande/un parterre



un treillis



une rocaille



un abris de jardin



le potager

Vocabulaire : La Géométrie



spiral (adjectif) / un enroulement



une forme (géométrique)



un cercle



un carré



un triangle



un rectangle

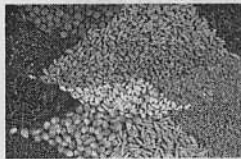
Autre Vocabulaire Plantons !



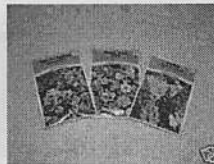
la terre



un trou



une graine



un paquet (de graines)



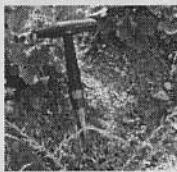
un pot



une pelle



un arrosoir;



un plantoir (le doigt :☺)

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Notre Jardin

