

## Lesson Plan: Familiale

### Learning objectives:

To understand and interpret a famous French poem

To learn how to discuss and express views/empathy about war and exploitation

To learn some facts about Jacques Prévert and the Second World War in France

To learn how to identify and pronounce certain vowel sounds

To understand and learn how to use phrases and expressions with “faire”

Slide	Activity	Timings
1-2	Pre-reading. Ask pupils to think what emotions the pictures evoke. Pupils identify text type (offer choices where necessary un essai/un poème/une liste etc.) and possible topic area of the poem.	4 mins
3-8	Slide 3: Background information about Prévert. Read aloud while pupils follow bullet points about context and background (either on screen or on sheets) for gist. Slide 4: Based on slide 3 pupils decide which picture might be the poet (image C), using TL prompts to say why. Slide 5: Pupils answer true/false questions (answers on slide 6). Slide 7: Pupils identify the poet’s values (answers on slide 8).	8 mins
9	Presentation of key vocabulary to enable learners to access poem.	3 mins
10	Initial listening with Youtube clip. As they listen they should reflect on what the poem is like, using prompts. Feedback as a class. Pupils give their initial reactions to the emotions they feel are evoked.	5 mins
11-12	Pupils complete gap fill activity on second listening. Answers are given along with translation on slide 12. [NB for copyright reasons, text not reproduced]	8 mins
13-17	Picture matching (slides 13-15), to lead learners towards understanding the themes of the poem (answers for slide 15 on slide 16). Suggest they do some of this in pairs. Pupils must read between the lines and use their imagination. Ask the class to explain their reasons (could be done in English or French) for their answers rather than telling them that their answers are simply correct or incorrect. The death of the son is not presented as heroic or glorious but as a mundane, banalised event and it is this “normalisation” which the poet is denouncing. Society could be argued to have become passive or to be under the effects of shock. We don’t know whether the son wanted to be a soldier or not and can imagine either.	10 mins
18	Learners are asked to say whether they think certain statements are true or not. This requires them to use their imagination and to empathise with some of the characters. They can either simply say whether they agree with the statement or not (in simple French); or some may be able to justify their response, using the language presented in slides 13-17 (e.g. <i>Le fils voulait faire la guerre: non, c’est faux à mon avis. Je pense que le fils est un victime de la guerre, etc.</i> )	8 mins
19	Pupils give their initial impressions of the poem with focus on emotions evoked – either in pairs or as a whole class.	5 mins
20-23	Focus on pronunciation: Presentation of key sounds. Pupils repeat after teacher.	8 mins
24-25	Presentation of verb phrases using “faire”. Pupils find and underline examples of expressions in the poem.	
26-27	Discuss key messages of the poem. Slide 26: Pupils choose out of ABC, answers slide 27.	
28	Pupils choose any line they find shocking or surprising. If they get stuck, you might suggest some, e.g. <i>Le père et la mère vont au cimetière Ils trouvent ça naturel le père et la mère.</i> Learners should then try to read the chosen line out with an appropriate tone of voice. For some lines this may be a tone of indifference, banality. You might find it helpful to model some of these different tones with selected lines	5 min
29-30	Explain homework. Option 1: Pupils record themselves reading the poem out loud (with appropriate focus on the meaning or emotion expressed). Option 2: Write a letter using a model (model on slide 30).	4 mins