

Teacher's Guide for FACES

April 2014: Paris

Prepared by Heather Bode

Heather Bode is a freelance writer from Helena, MT. She has a degree in elementary education and spent many years helping middle school students in the areas of organization, time management, note-taking and test-taking. Heather visited Paris once. She spent hours searching for Jim Morrison's grave...time she now thinks would have been better spent at the Paris Flea Market!

All codes listed in parentheses refer to Common Core Standards.

Getting Started

Assess background knowledge. Write the letters P-A-R-I-S going down the side of a piece of paper. Instruct students to write a word/phrase/sentence they associate with each letter. Watch a 12 minute Paris documentary at:

[youtube.com/watch?v=r7VY6_ADAEw](https://www.youtube.com/watch?v=r7VY6_ADAEw)

Instruct students to add words/thoughts from the video and the issue. (This activity will prepare students for the Wrap Up activity.)

High Five

(RL6) Point of View Exercise: Read each point in High Five. From what physical points of view will we see Paris?

(RL7) How does the gargoyle photo show an additional point of view?

A City of Carousels

(RL/RI1) List the different ways carousels have been powered over the years.
How does this list show scientific progress?

(RH3) Identify the steps in the development of the carousel from war game to child's ride.

(W7/W1) Conduct short research on the Crusades. Write an opinion piece about the Crusades. Were they effective? What effect did they have on the people/places involved? Be sure to support your opinion with facts and information from your research.

City of Love

(RL/RI1)

- What aspects of Paris's physical geography made it so appealing to people/armies over thousands of years?
- Look at the cover photo. What is the meaning of the girl's t-shirt?
- What makes Paris the number one tourist destination in the world?
- With 30 million tourists visiting each year, how is it possible for Paris to be one of the "cleanest and greenest" cities in the world?

(RL7) Google *ponts des arts locks* and click on images. What is the symbolism? How do the images help you understand the amount of visitors this bridge receives?

(W7)

- Research black death. It is also known as the bubonic plague. What were the symptoms? How was it spread?
- Research Napoleon and the Napoleonic Code. How does Napoleon continue to influence Paris to this day?

Paris in April

(SL1/RI1) Brainstorm some reasons why tourists would prefer to visit Paris in the spring vs. summer months.

(RL3) Locate Paris on a globe. Make predictions about climate. What cities in the U.S. are comparable to Paris in distance from the equator? Are these places popular spring break destinations? Why? Why not?

(RL6) The boat tour offers a unique way of touring Paris. What are the benefits of taking this type of tour? What is the author's purpose in this article: inform/entertain/persuade? Rewrite the article from the point of view of a boat captain in need of customers. How could you make it persuasive?

Bienvenue a Paris!

(RI1)

- What North American country has two official languages: English and French? (Answer: Canada) Why is there such a strong French influence there?
- You can major in French at many U.S. colleges and universities. Why would so many students be interested in this language?

Visit www.digitaldialects.com/French.htm to learn common phrases and take a quiz.

Bastille Day: Celebrating Unity, Not Bloodshed

(RL3) Compare/contrast:

1. Bastille Day/Independence Day
2. French Revolution/American Revolution
3. The Declaration of the Rights of Man and of the Citizen/The Declaration of Independence
(Find a copy of the French Declaration at:
chnm.gmu.edu/revolution/d/295/)

(W7) Many U.S. towns and cities celebrate Bastille Day. Check out the following website to find festivals in major U.S. cities.

www.businessinsider.com/where-to-celebrate-bastille-day-in-the-us-2012-7?op=1

(RI1) Why do so many American places celebrate the French Independence Day? What does this tell you about American culture?

What Lurks Below

(SL2) Watch a 2- minute video on the Sewer Museum at:

youtube.com/watch?v=MY_v9cBc-8I

Summarize the information presented in the video.

(L5) Nuance in word meanings:

Evaluate these phrases used in the article.

- Page 23: "Flush with information, the museum also features the tools..."
- Page 24: "The museum even has its own sewer-venir shop."
- Page 24: "Pere-Lachaise Cemetery is home to more than 300,000 permanent residents- so to speak..."
- Page 24: "Here you can view the bony remains of people, eye to eye socket."

(RL1/RI1) Create a problem/solution chart. List the problems and instruct students to find the solutions in the article.

Problem

Solution

Contaminated water

Napoleon established a cemetery that no one wanted to be buried in.

Paris was on the verge of collapse from underground digging. Also, there were overflowing cemeteries.

A City With Style

(RL7) How do the photos help you understand haute couture? How do they show the progression of fashion?

(RI1) Who might wear haute couture? Why?

What effect did Charles Worth have on the fashion industry?

(W1) What do you think of haute couture? Why? Find evidence in the article or from your own research to support your opinion.

From Eyesore to Icon

(RH3) Trace the Eiffel Tower's path from eyesore to icon.

(RL1/RI1) Find two examples of quiet protest in the article. How do these examples seem humorous and harmless, yet still get their point across?

(SL1) Debate: Assume the Eiffel Tower was disassembled after twenty years. What would take its place as the symbol of Paris? Why?

(RL2) What lesson can be learned from the Eiffel Tower's example?

You Won't Find Bugs at this Market of Fleas!

To read a history of the flea market and to find out how the term "flea market" came to be visit: www.paris-flea-market.com and click on the history tab.

(RI1) How does a flea market give you a glimpse into the lives of a place's people and culture?

(L4) Determine the meaning of these French words: ancien & magnifique.

Even if you didn't see them in context, would you be able to decipher their meanings? Why?

(W3) Have you ever been to a flea market? Write about your experience. What were you looking for? Did you find it? Did you buy something you weren't looking for?

(W1) What makes something "valuable" in your opinion? Is it age? Quality of craftsmanship? Think of something in your home that might be considered an antique. Why is it "valuable" to your family?

Dear Tommy

(RI1/RL8) Support your answers to these questions with evidence from the article when possible.

1. How is Tommy's focus changing as he gets older?
2. Why would Carolyn's crew team want to break the world record?
3. What sort of training do you think the team did to prepare?
4. Do you think accomplishing this will help Carolyn's future in rowing?

5. Why do you think Carolyn came to school in the U.S.?
6. Could you leave home to live on the other side of the Atlantic?
7. How do you think Carolyn avoids homesickness?

The Ridiculous Wishes

(RI1) Does this story seem familiar? A common story read by American children is of a fisherman and a fish that grants him three wishes. What does this tell you about lessons learned across cultures?

(RL2) What is the message of the tale? (Think specifically about our thoughts and speech.)

(RL3) What words would you use to describe the woodcutter? His wife? Do your descriptions change if you look at the characters at the beginning vs. the end of the story?

(L1&L2) This tale uses old English. Choose a paragraph and rewrite it using modern English.

Wrap Up

Acrostic Poem: Instruct students to write an acrostic poem about Paris.
(Print the accompanying worksheet.)

(SL1&6) Spring Fashion Show: Allow students to come up with their own spring fashion show using items from the school's Lost & Found. Some students will design the fashions, some will model, some will write outfit descriptions, and others will have to speak during the show.

Directions: Create an acrostic poem. The poem must summarize what you learned about Paris in the April issue of FACES. Add an illustration at the bottom of the page.

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