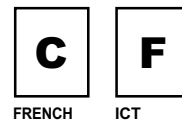


ICT ACTIVITY 20

Using the Internet and word-processing software to review the film 'La Rue Cases Negres' in French.

Year Group: Year 9



Resources

Web browser, Microsoft Word
AVANTAGE FOR NEAB FRENCH,4, OHP, Feuille D'Internet, "Auto-evaluation" student sheet.

Context (Pupils' prior experience)

Before embarking on this sequence of 12 lessons, students should work through pages 120-125 of the AVANTAGE FOR NEAB FRENCH, 4, HIGHER LEVEL, in the section called MEDIATHEQUE. This will provide them with the basic vocabulary required for the film review. They should also revise the present, perfect, imperfect, conditional and future tenses. ICT can be used in a number of ways:

- The Internet was used for research, interviews and video clips of the film 'La Rue Cases Negres'.
- The ability to use a word-processing package for analysing and editing the text in French.
- The conclusion of the project resulted in a desk top published film review leaflet.

Task description

Locate a suitable site using a search engine. Copy the text (change the Language facility in Word to French Standard) and then annotate the passage by using 'Find' to locate significant words and translating them into English. Use the highlighting tool in Word to emphasise the important phrases to be used in the final review. By copying and pasting the highlighted text into a new document (with the students' own composition) the review is written. A leaflet to review the film is created by copying and pasting images from the web site and incorporating the review.

Learning Intentions

French: Knowledge and Understanding	ICT: Skills, Knowledge and Understanding	ICT Level		
		KS1	KS2	KS3
Pupils produce short pieces of writing, in simple sentences, that seek and convey information and opinions. Although there may be some mistakes, the meaning can be understood with little or no difficulty. They use dictionaries or glossaries to check words they have learnt and to look up unknown words.	Pupils select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing. They use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences.	w/1	2/3	4/5
Pupils write in paragraphs, using simple descriptive language, and refer to past, present and future actions and events. They apply grammar in new contexts. Although there may be a few mistakes, the meaning is usually clear.	Pupils develop and refine their work to enhance its quality. Where necessary, they use complex lines of enquiry to test hypotheses. They present their ideas in a variety of ways and show a clear sense of audience.	1/2	3/4	5/6
Pupils produce pieces of writing of varying lengths on real and imaginary subjects, using an appropriate register. They link sentences and paragraphs, structure ideas and adapt previously learnt language for their own purposes. They edit and redraft their work, using reference sources to improve their accuracy, precision and variety of expression. Although there may be occasional mistakes, the meaning is clear.	Pupils combine information from a variety of ICT-based and other sources for presentation to different audiences. They consider the benefits and limitations of ICT tools and information sources and of the results they produce, and they use these results to inform future judgements about the quality of their work.	2/3	4/5	6/7
MFL POS related to task: 1c, 2h, 2l, 2j, 3c, 3d.	ICT POS related to task: 1a, 1b, 2a, 2b, 3b, 4c.			

Teaching Approach

The introduction of the vocabulary both for the film review and the use of the computer was done by using OHP transparencies, although this could be done using a data projector and interactive whiteboard. The pupils work in groups, with each member taking a different character or person in the film. Pupils work individually using the Internet and Word-processing software. Each lesson begins with a review and introduction of vocabulary followed by research and manipulation of text and images. The plenary involves reporting to the class, work in progress.

Subject Learning Gains (French)

Using the search facility and having to skim read the text in the target language increased their reading skills. Having authentic reviews about the film provided access to a richer and more varied resource than available in school. The word-processing package enabled the students to focus on the grammatical and contextual relevance of their writing and increased their ability to turn notes and highlighted key phrases into an essay. This led to a more sustained piece of writing in the target language.

UN CRITIQUE DE RUE CASES NEGRES

La semaine dernière en classe, on a regardé "Rue Cases Negres". Le film était très touchant et réaliste parce qu'il montre des vrais événements. Le film était intéressant et dramatique, c'était très détaillé. Aussi le film était un peu ennuyeux parce que c'est très long et les personnages parlent beaucoup. Le film était très émouvant parce que j'ai pleuré. Je pense que le film est puissant parce qu'il m'inspire moi à apprendre plus au sujet de l'esclavage dans La Martinique dans les années trente.

Il s'agit d'un petit garçon, il s'appelle Jose. Il habite avec sa grand-mère parce que ses parents sont décedés. Jose est très spirituel et on le met à l'épreuve. A la fin il reçoit une bourse.

Le film symbolise le courage et il montre que si vous travaillez très dur, vous pouvez réussir. Le film représente et montre qu'avec l'amour et l'amitié, vous pouvez traverser les épreuves d'une vie dure. Je pense que sa grand-mère représente l'amour et aide Jose, mais elle meurt parce qu'elle aide Jose-même travaille pour lui.

Les personnages principaux s'appellent; Jose-le petit garçon, Amantine-la grand-mère pour Jose, Medouze-le flâneur de Jose, Leopold-ami de Jose(race mixte), Monsieur de Thorail-père de Leopold, Tortilla-fille amie de Jose, Carmen-l'homme qui Jose enseigne de lire et écrire, et Monsieur Stephen Roc-le professeur de Jose.

La réalisatrice s'appelle Euzhan Palcy. Elle est la première femme noire qui fait un film d'Hollywood. Elle est née à La Martinique où le film a lieu. Quand elle avait quatorze ans, elle était en colère à cause des déformations des gens noirs dans les médias. Alors elle a décidé de devenir réalisatrice. Elle a voulu soulever la question de l'esclavage et le sujet d'émancipation dans les années trente et elle a essayé de montrer l'injustice du traitement des gens noirs à cause des gens blancs.

À mon avis c'est un bon film, mais c'est ennuyeux parce que je préfère l'action et les palpitants. Je crois le film est un peu long et doit être raccourci. Je pense que le film aussi est une grande histoire. Je suis contre le racisme et la discrimination. Je suis pour les sentiments hauts et convenables.

Le complot est au sujet des changements de la pauvreté. En fin de compte, j'adore les films de science-fiction, les films d'action et les films d'horreur parce que j'aime l'émotion et être effrayé, aussi j'aime les films comiques parce que j'adore rire.

Je peux recommander ce film (Rue Cases Negres) pour les gens qui aiment les films qui s'agissent de la vie. Mais je ne peux pas recommander le film à des gens qui n'aiment pas ce genre de film.

This pupil has used the Internet and other sources independently for research and selected relevant information to inform his report which he has effectively presented using wp software.

He has reached ICT Level 6.

Teachers' Assessment

Pupils' Work

EVALUATION OF LESSON USING ICT

Class Year 10

Related to the Learning Objectives of the lesson

How did the ICT activity help to achieve the subject related objectives?
It helped to focus on the research skills needed and key words. It increased their knowledge and understanding of the French culture. Access to the reviews of the film and the associated language in French developed their vocabulary and understanding significantly.

In what ways was it successful? - Did the children learn what you expected?
They interpreted key passages of the film much better. Students followed the plot more closely, which resulted in improved discussions about the film. The Internet research gave the students a lot of information about the main people in the film, e.g. the director. Their work showed a deeper understanding and insight not possible from paper sources.

How will you use the assessments of the pupils' progress and achievement in the subject to inform your planning?
In future I intend to focus his work so that he works more independently. This shows he is ready to progress for more demanding work with a wider range of vocabulary.

Teacher Confidence and Competence

What was your own level of ICT confidence before the activity? Do you feel you have gained in confidence and why?
I have developed a considerable degree from basic level to more confident. I have developed greater desktop publishing skills, myself.

Reflecting on the classroom organisation, what factors do you think were important in doing the ICT activity?

Expressing the aims and objectives to the whole class was vital. Students had to work effectively as a group and yet provided opportunity for them to express their own individual opinions and reviews. The use of the computer suite was essential to the success of this project.

It would have been helpful to have a small booklet with all the worksheets and information guides for the students to take home available from the beginning.

Feuille D'Evaluation

List the ICT skills that you have acquired during the course of this module on the film 'La Rue Casas Negres'.

It has enabled me to become a faster typer and it has allowed me to gain the knowledge of how to insert accents etc.

State the ways in which the Internet helped you to access information about the film.

I have found a great website which has amazing searching capabilities and it allowed me to find a lot of information on the film.

Were you able to apply this knowledge easily once you were required to write the review?

Yes, fairly easily, I had some difficulty in translating some of the words, but with the help of a dictionary it was fine.

If not, in what ways could the teaching of the module (concerning ICT) be improved?

I think the module was taught fairly well but the only way it could have been improved if we had more access to the computers for doing the work and the research.

Pupils' Evaluation

Teachers' Evaluation