

# **A Differentiated Lesson**

## **French Culture: Mardi Gras**

### **Differentiated by interest through product**

**\*\*This is a 2 day lesson\*\***

### **Objectives:**

The students will be able to list the importance of the history, food and activities of Mardi Gras.

The students will participate in a small Mardi Gras celebration.

The students will actively research their section of the topic in groups.

The students will write about important facts about the origins of the holiday.

### **Materials:**

- Computers with access to the internet
- Paper
- Glitter
- Markers

### **Day 1: Research**

Tier 1: This group will be made up of the challenged students who do not understand the language as much. This group of students typically has a difficult time manipulating the language. They will be given the topic of activities that are done on Mardi Gras. For example, they will research masks, dancing, beads, religious aspects, or many others. They will have to research at least 2 things. For the two items they choose, they will find out why they are done/worn and what they look like. The group will then make several masks to share with the class on the second day when the Mardi Gras celebration takes place.

Tier 2: This group will be made up of the average students. This group is not quite as challenged as the first group; however they do need some help with manipulation of the language. They can understand oral and written work quite well. This group will be researching the food that is eaten on Mardi Gras. They will need to find a recipe in the target language, make copies of it for the class, and find out the origins of the dish and why it is eaten on Mardi Gras. The teacher will get the recipe they have chose and make it for the Mardi Gras celebration the following

day. (The teacher will make it because of money issues, time and food hazards). The group will need to make a visual representation of the dish.

Tier 3: This group is made up of the more advanced students. This group manipulates, understands and speaks the language well. They do not have extensive problems with comprehension. This group will be researching the history of Mardi Gras. They will need to find out why it was started and why we still celebrate it today. If they would like they can compare the difference between the French Mardi Gras and the Americanized version. This group will create a poster of important information to be displayed at our Mardi Gras celebration.

### **Day 2:**

Each group will share their findings. They will do so orally. Once the students have shared their knowledge of the customs, food, and history the class will participate in a celebration by wearing the masks, tasting the food and reading the poster about the history.

### **Assessment/Evaluation:**

- At the end of the first day, I will ask each student to write down 2 interesting things that they found out in their research. We will go around the room and share these.
- At the end of the second day, I will ask the students to write down 2 more interesting things they learned from another group. They will turn this paper in.