

Photo Album of a Francophone City

Outcome: Students will create a photo album of a trip (real or made up) to a francophone city. Students must include pictures and captions for their photo album **describing** where they went and what they did. (Students can choose a city from a video watched in class if desired.) They will present their trip to the class. Within the presentation, they should **compare and contrast** the francophone city to their home community. It is suggested that you do this in the computer lab so students can do research and complete their work using resources such as PowerPoint and Storybook.

Students use this [link](#) to help them study a Francophone city:

1. During the video, students should fill out a Double Bubble Map.
2. The name of the city should be the center Bubble.
3. Students should have at least 8 bubbles that branch out from the center bubble with facts/descriptions of the city.

For more information on each city:

- Montréal: <http://www.tourisme-montreal.org/Accueil>
- Genève: <http://www.ville-geneve.ch/>
- Cannes : <http://www.cannes-destination.fr/>
- Bruxelles : <http://www.belgique-tourisme.fr/>

Procedures for Photo Album :

1. Students should pick a city out of the four they viewed in the video and researched.
2. Students should research certain major locations within each city. At least 4.
3. Students should pick out pictures of the major locations and put them in their photo album.
4. Students should write a 1-2 sentence description of the location/attraction.
5. Students should find pictures of their neighborhood to post. The pictures should show differences between the francophone city and their city. For instance, students could have a picture of a grocery store like Weggmans and then a picture of a fresh fruit market in a francophone city.
6. Students need to write a 1-2 sentence description about the difference shown.
7. Students can present their projects to the other students. Make two groups. Then partner each student together – one from group 1 and one from group 2.
8. The first group will present while the second group listens.
9. Group 2 will listen for 2 minutes and then switch to the person to their right.
10. The teacher will go around and listen and read their presentations. Teachers can use the AP Style [Speaking](#) and [Writing](#) Rubric for assessing students.
11. After the teacher has graded Group 1, Group 2 will then present with a partner from Group 1 listening.