

Activity sheet « Wunderkammer », a multimodal sequence

Teaching sequence	A multimodal sequence incorporating a multilingual and multicultural approach
Context	The sequence was implemented in a bilingual Franco-German 6 th class.
Levels	The sequence is aimed at pupils with an advanced language level (B1) because of the complexity of its theme and its cultural background. It could, however, be adapted for 1 st level classes in Germany and Austria, for example (3. and 4. Klasse), or for cycle 4 classes (LV1- 3 ^{ème}) in France.
Innovative aspects	<p>This sequence has been designed to enable pupils to mobilise and develop multilingual and multicultural skills. It enables pupils to acquire strategies for comprehension (working with the archive document as the starting point for the project), for thinking about language (working on the compound word "Wunderkammer") and for production (different opportunities to express themselves, to speak and to write).</p> <p>Its innovative character lies in the fact that it has also been designed to be implemented in a flexible space, since the second stage proposes work in stations that can be carried out in different areas of the classroom.</p> <p>Finally, it aims to promote multilingualism through a creative, performative approach. The classroom itself becomes the setting for a cabinet of curiosities, in which all the pupils' work is showcased and brought to life.</p> <p>The sequence will spark the imagination and raise questions: How could objects from Surinam end up in the Château de Ribeauvillé in the 18th century? In many ways, it refers to the world of the navy, of long-distance trade, of exoticism, of travel, at a time when it was truly an adventure.</p> <p>The pupils become aware that a region (theirs, since we are starting from Ribeauvillé) is open to the world and that it is enriched by constant exchanges with it.</p> <p>The sequence is constructed rather like an investigation in which they have to turn to different people to understand the document and the concept and go further in the adventure. It involves the students personally, as they will have to make an informed choice of objects for their own ethical and responsible cabinet of curiosities, which they will have to present to the class.</p>

<p>Pedagogical objectives</p>	<p>Cultural objectives :</p> <ul style="list-style-type: none"> ✓ Pupils will discover that, from the Renaissance to the 18th century, most cabinets of curiosities were concentrated in a north-south band that included the wider Germanic area. ✓ Using the example of the Sires de Ribeaupierre (owners of the cabinet of curiosities described in the document), pupils will discover that their region was at the heart of a very important intellectual and commercial network. ✓ They discover an era when intellectual and cultural exchanges largely followed trade routes, notably through the East India companies. ✓ Through the objects, they understand what image of the world or what knowledge of the world educated people (doctors, researchers, the nobility) had at the end of the 18th century. <p>Pragmatic objectives:</p> <ul style="list-style-type: none"> ✓ Work on comprehension strategies based on a historical document ✓ Learn to use your multilingual repertoire to understand a text (support document in several languages) / a website (here in English or French) ✓ Create links between subjects and make pupils aware that the cross-fertilisation of knowledge acquired in different subjects enables them to acquire new knowledge all the time. ✓ Identify a source of help and find the way to resources (Who can we ask for help? Where can we find information? Who can we check it with?) ✓ Learning to characterise, classify and organise ✓ Planning a production project collectively and individually ✓ Produce a variety of texts (written, oral) and use different media to record, research, illustrate, annotate, etc. ✓ Report on a group project (e.g. explain the class project to the librarian or history teacher) <p>Language objectives :</p> <ul style="list-style-type: none"> ✓ Enrich your vocabulary (lexical field of animals, history...). ✓ Enrich your strategies for accessing the meaning of the lexicon using a plurilingual approach. ✓ Become aware of the existence of different language families. ✓ Understand the concept and function of compound words in a comparative approach and be able to explain it to a third party. ✓ Working on indications of time and place (directive / locative / origin). ✓ Work on politeness (email to the archivist, questions to the history teacher, etc.). ✓ Justify, express cause and consequence.
<p>Competences</p>	<ul style="list-style-type: none"> ✓ Working in groups, collaborating, negotiating, conceding, taking a collective decision and sticking to it, mediating, all contribute to building democratic skills.

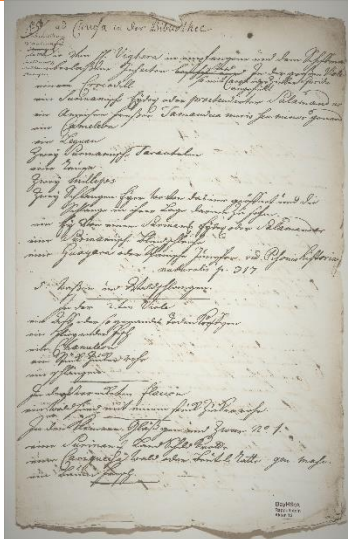
	<ul style="list-style-type: none"> ✓ Opening up to other cultures (discovery of a world largely unknown to the students). ✓ Opening up to interculturality (sharing each student's knowledge of the world for the benefit of the group). ✓ Educate people about sustainable development and encourage them to think about the ethical and responsible nature of a number of objects from today's world that could be included in a cabinet of curiosities representing it. ✓ Develop an interest in cultural heritage and its conservation. ✓ Discover careers (archivist-palaeographer, curator, librarian, researcher, geographer, etc.). ✓ Media literacy and documentary research. ✓ Take charge of solving a riddle and develop your autonomy, establish a relationship of trust, change the way you look at your teacher's attitude.
<p>Pluralistic approaches</p> <p>Frame of References of the European Centre of Modern Languages of the Council of Europe www.ecml.at</p>	<p>1-A commitment to values and principles in the use of plural approaches 1-j Have confidence in the benefits of the didactic approaches proposed by pluralistic approaches.</p> <p>4-Metalinguistic, metacommunicative and metacultural skills specific to plural approaches 4.a Ability to analyse multilingual situations and the status and uses of languages in their contexts. 4.b. Ability to analyse individuals' plurilingual communicative practices and their development. 4.c. Ability to analyse and compare languages and language varieties, even unfamiliar ones.</p> <p>5-Didactic and pedagogical skills for the use of plural approaches 5.1-b Ability to identify the relevance of using pluralistic approaches in one's own context. 5.1-e Ability to organise teaching as a multilingual space by offering plurilingual and intercultural experiences. 5.1-h Ability to organise teaching flexibly to accommodate learners' linguistic and intercultural experiences. 5.1-i Ability to select and/or produce a variety of resources and teaching materials appropriate to the implementation of pluralistic approaches.</p>
<p>Training modules</p>	<p><input type="checkbox"/> Discovering linguistic diversity</p> <p><input type="checkbox"/> Perceiving linguistic diversity</p> <p><input checked="" type="checkbox"/> Managing linguistic diversity</p> <p><input checked="" type="checkbox"/> Bringing linguistic diversity to life</p>
<p>Variations</p>	<p>The sequence can be adapted to different levels and the number of stations or documents used in the sequence can be limited, depending on the time available. For the final work, the "Wunderkammer" that the students will create can be individual or collective.</p>
<p>Working steps</p>	<p>There are 4 stages to the implementation process:</p> <ul style="list-style-type: none"> - Stage 1: Discovery of the archive document and hypotheses. Seek help in understanding the document, in particular the help of an archivist (a standard email is suggested). - Stage 2: Work in stations to understand the word and concept of "Wunderkammer". - Stage 3: The pupils ask themselves whether we could still have a cabinet of curiosities today - they discover documents on protected animal species, for example. - Stage 4: The students create their own ethical and responsible cabinet of curiosities.

Social form(s) of activity A wide variety of forms are proposed: individual work, pairs, groups, etc., and numerous mediation situations are offered.

Material and Media The worksheets can be downloaded from Lingua Creativa.

Examples

(see also the videos on the website)



Meine ethnische und nachhaltige Wunderkammer

- In der Kategorie „naturalia“ habe ich eine komische Pflanze gewählt. Wenn ich an die Kategorie Naturalia denke, ist das so-fort für mich eine Pflanze.
- In der Kategorie „exotica“ habe ich eine getrocknete Banane gewählt, weil die Banane nicht von hier kommt.
- In der Kategorie „scientifica“ habe ich eine Vergrößerungsglas gefunden. Ich fand die Vergrößerungsglas wunderbar, weil wir nur mit Glas größer sehen können und das ist wunderbar.
- In der Kategorie „artificialia“ habe ich eine kleine dunkelblaue Parfümflasche gewählt, weil ich die dunkelblaue Parfümflasche sehr schön gefunden habe.
- In der Kategorie „antiquitates“ habe ich etwas von Ägypten gewählt, weil Ägypten alt ist.
- In der Kategorie „mineralia“ habe ich einen Stein gefunden. Sie sind nicht besonders kostbar, aber das zeigt, dass die Natur sehr schön sein kann.