

Exploring Paris: An Enchanting Culture and History

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Rather see the wonders of the world abroad than, living dully sluggardized at home, wear out thy youth with shapeless idleness.

- William Shakespeare

INTRODUCTION

I have been a traveler all of my life. Often times it was not for long distances, but in Texas it does not take many miles or hours to get a complete change of scenery or even step into a different culture. Home to most people is sacred and offers a place of security and rest. Mostly, I see home as a place to go when there is no place else to go. Exploring new places, finding out how other people live, discovering historical backgrounds, and experiencing a different culture have always held a mesmerizing fascination for me. My mother often told me when I was a small child, “Your middle name should have been Go,” her point being to point out my most avid interest. Even today I often comment to friends and family that I am only happy when I am in my car. Traveling has always intrigued me, and instead of being tiresome and causing “lag,” I find it inspiring, invigorating, and enlightening.

Throughout my life I have been able to travel a fair amount. Of course, there are many stones left unturned, but I am very grateful for my limited experiences. My first travels were confined to Texas. Being born in the Hill Country on my grandfather’s ranch near Lampasas, Texas, and reared on the Gulf Coast, I covered those areas pretty thoroughly for the first 20 years of my life. In time, I have visited all areas of Texas with the exception of the Panhandle. In following years, I traveled to Japan and lived there for three years. That was my first experience with a truly foreign culture, and it planted the notions that whetted my appetite for continued explorations. Between that experience and now, I have visited Guam, Okinawa, Hawaii, Mexico, Canada, England, Germany, Switzerland, Czechoslovakia, and France. I have just returned from my 10th trip to Paris, where I did some research for this curriculum unit.

Travel has so much to offer a person, as Shakespeare pointed out in the above quotation. It is extremely educational and provides multicultural events that broaden perspectives and shapes attitudes and outlooks on life. Seeing things in person and having the actual experience of traveling can never be replaced with a travel book or video. For instance, how can foods be tasted and enjoyed or how can one communicate with people by reading a book? How can height, depth, and breadth be experienced through text? To stand on the edge of the Grand Canyon or peer down from the top of the Eiffel Tower can only be appreciated and truly understood by being there. Comparing and contrasting this natural phenomenon with the man made extravagance lets you know the extent of what

marvels can be accomplished through education and hard work. The awesome sights, sounds, and smells of unknown places must be experienced first hand to truly understand their diversity and uniqueness. In Shakespeare's quote, I believe he is inferring that travel rounds out a person and adds something to their personality that makes them more complete. Also, it seems that the world has something to gain by counting such enlightened people as part of the population.

Do I feel enlightened or more of a complete person because of my trips to Europe? Yes, I must say the experiences have certainly given me a broader understanding of people and an education in world events outside my own realm of existence. Too, I have collected books and pictures that I will enjoy long after my traveling has ended. The experiences and learning will live on and I will have the satisfaction and enjoyment of knowing I truly lived and experienced the world.

PURPOSE

Because I truly believe that travel is a worthy master and experiences are the basic building blocks of our humanity, children need and deserve what we can share with them concerning other cultures and histories. As adults, we no longer live in an isolated environment with only domestic interests at heart. Instead, we live and work in a global community where boundaries have been smudged with the eraser of time and progress. This I know from my personal experiences in the business world where I spent 30 years before starting a teaching career.

Success in current times is guided by understanding, tolerance, and effective communication. Our students will operate in a world much more complex and diverse than even their parents understand. Technology has shrunk our world and created a new kind of citizen. These world players are multilingual communicators who have an educated understanding of their business constituents' habits and customs. In other words, success is enhanced by understanding cultures, knowing how to communicate with people, and striking agreements that are as close as possible to a win-win situation for all.

As teachers, we have a duty and a responsibility to prepare our students for the world in which they will become citizens. Augustine says, "The world is a great book, of which they who never stir from home read only a page." Students need an introduction to the world outside the fences of their neighborhood. If teachers can hook their interests, we can hope to foster a curiosity within them about other cultures and histories.

When I began to think about writing a curriculum unit for my students, I knew at once that I wanted it to be a unit of study that would hold their interest and offer them something of value that, perhaps, they had not experienced before. I also realized it would have to be presented to them in a way they could connect to and also contain tangible lesson parts. The developing theme will give my students a multicultural,

transatlantic introduction to France. Specifically, they will be introduced to the people and places of Paris, the capital of France.

France is a country whose history and culture is diverse and rich. Its capital, Paris, has been a center of learning, art, cuisine, etiquette, and architecture for hundreds of years. The City of Light, as it is known the world over, has been a magnet to intellectuals and vagabonds alike. Some of the world's greatest artists and writers were French and many have made their permanent mark on Paris for all of us to enjoy and to learn from. They have left behind the contents that fill countless museums that record the history and art of Paris and its environs. Students will find that Paris is intriguing and mysterious. However, upon closer look, I hope to show them some surprising similarities between that fabulous city and our city, Houston. In fact, on their own, students will learn some interesting likenesses between the country of France and our state. For instance, Texas and France are both geographically diverse with mountainous regions, flat lands, and sparkling beaches. Both have a background of war taking place on their soils and evolving into financial, industrial, and agricultural powerhouses. Houston and Paris, fundamentally as different as daylight and dark, are both culturally checkered, which adds to an intellectual and social balance. Both cities boast highly touted museums, are home to institutions of higher learning, contain respected scientific communities, and count world leaders among their citizens. However, it is the common man that is the backbone of both cities.

France, with 215,234 square miles, is the largest European country in terms of area and the third largest in terms of population. Even though it is smaller than Texas (267,277 square miles), France proudly claims to be a world leader with political, economic, and cultural clout. The French politics and role in world affairs directly affect the citizens of the United States and their influence in fashion, food, education, and finance is felt worldwide.

France is a founding member of the European Union (EU), which is an organization of countries that work closely for better trade and relationships among countries in Europe. Presently there are 25 members with the possibility of other countries joining. These nations are bound together in a common interest and, as a bloc, they are very powerful and influential. Originally, the EU was considered an economic necessity, but over time, it has become politically minded. It is in our interest, politically and culturally, to know and understand as much as possible about them.

The U.S. and France are good friends, but that friendship has not been a road without bumps. One recent ripple they experienced is their disagreement over the handling of the war in Iraq. Students need to know that our countries have not become enemies because the French refused to support our troops in the Iraqi invasion. The citizens of France still remember the atrocities of World Wars I and II with their inhuman invasions and great losses of life. Naturally, the people are extremely reluctant to join in solving world problems by force until the United Nations' efforts have been exhausted. Considering all

this, the traveler will not experience an anti-American sentiment in France because the French take great pride in judging a person for their individuality.

The river Seine, which runs east and west, divides Paris, the largest city in France. The north side of the river, known as the Right Bank (*Rive Droit*), became the business center with an array of markets and shops. The south side of the Seine is called the Left Bank (*Rive Gauche*). It became the learning and cultural center of the city. Paris is a metropolis that mixes the ancient with the new and yet delineates the lines very clearly. For instance, in the heart of Paris the great majority of the buildings are architectural giants that are quite old and have more of a Renaissance flair than one from more modern times. The tall, multistoried glass, modern structures are mostly on the outskirts and do not intrude on the historical preservation of the city.

Paris is a city of influences (food, fashion, and lifestyles), historical monuments, universities, architectural wonders, and great art. It is a conglomerate of independent villages with each one able to support itself with its various markets, doctors, banks, bakeries, cafes, entertainment, newsstands, shops, and a glorious metro system. I don't use the Houston city bus system because I do not understand where or how the busses travel, when to get off, or how to transfer. I personally find it frightening and much too challenging to risk. However, I have conquered the bus, subway, and rail systems in Paris and France, in general. The plans and schedules make sense even in French! Additionally, Paris is a city of neighborhoods that have become richly diverse. In the past few years the population has changed to include a large influx of Portuguese, Spanish, Tunisian, African, Indian, Oriental, Jewish, and even American. As a result, sprinkled amid the countless Catholic churches can be found mosques, Protestant churches, synagogues, and temples.

The success of this diversity has added color and strength, as well as a revival to many areas of Paris. One such example is the Marais district in the heart of medieval Paris where Orthodox Jewish men can be seen wearing their long, black coats and big black hats going about their business of attending one of their six synagogues. They are open, friendly, and very polite. Another example is the Sri Lankan settlement around the Gare du Nord train station. They have established their spice shops, sari stores, and Hindu temples. The Indians have settled in the same area and enriched the neighborhood with their 22 kt. Gold jewelry shops and numerous restaurants. This particular area resembles and smells like Bombay or Delhi. Like Houston, Paris has its own Asian influence where street signs are written in Chinese and Vietnamese. This sect has preserved their cultural identity with their many restaurants, religious icon shops, and Buddhist temples. All in all, Paris is a rich, diverse city that represents many cultures while holding dear the French culture as supreme.

UNIT BACKGROUND

This curriculum unit will incorporate learning objectives from the content areas of language arts, math, and history. The literary part will include several short stories from Guy de Maupassant and a modern version of Victor Hugo's *The Hunchback of Notre Dame*. Students will also see two videos and experience the richness of Paris, its monuments, museums, and world famous architecture. If available and approved by administration, I will show a video and give a brief historical background of Saint Joan of Arc. Additionally, books will be provided that illustrate the usual, everyday Parisian life, as well as, the lavish, historical, tangible chateaux that the French have continued to maintain and visit for centuries.

Before reading Victor Hugo's *The Hunchback of Notre Dame*, the students will research biographical information about the author on the Internet. After the search, in the computer lab, they will be responsible for answering pertinent questions about Hugo and organizing the research for future student project work. We will discuss the author's life and then I will give a short introduction to the novel to prepare them for reading.

Victor Hugo

Victor Hugo established himself as the greatest French Romantic writer of the nineteenth century. He was born in Besancon, France in February of 1802. His father was a general in Napoleon's citizen army; however, his mother, wanting to spare her three sons the rigors of army life, moved to Paris. Victor was an excellent student who did exceptionally well in mathematics, physics, philosophy, French literature, Latin and Greek. At seventeen he won a national poetry contest and attracted much attention. When his mother died, he refused to accept any financial assistance from his father and lived in poverty for a year. However, he soon won a pension from King Louis XVIII for his first volume of verse and became immensely popular with the common people, as well as with the heads of state.

Hugo played a major role in the political evolution from dictatorship to democracy. He finally married his teenage love and had five children. In 1830 he became a leader in the movement of trying to loosen the hold of classical literature in France to allow for a more realistic genre. His political leanings eventually found him fleeing France after leading an oppositional movement against Louis Napoleon. After the fall of Napoleon's empire he returned to Paris and became known as the leader of the new democratic spirit because of his belief in good over bad. When he died in 1885 he was buried in the Pantheon amid France's greatest men.

The Hunchback of Notre Dame is Victor Hugo's story of the archdeacon of Notre Dame, who became enamored with Esmeralda, a gypsy dancer. He hires Quasimodo, a deformed hunchback bell ringer, to kidnap her, but she is rescued by a captain of the Royal Archers. The archdeacon, Claude Frollo, murders the captain, and Esmeralda is

framed and sentenced to death for the misdeed. However, Quasimodo rescues her from the scaffold and hides her in the church. Frollo is again spurned by Esmeralda, and she eventually meets her fate on the gallows. Quasimodo also meets a sad end when he is tossed from the bell tower of Notre Dame by the archdeacon. Esmeralda's and Quasimodo's skeletons are found much later side by side in the vault, where criminals' bodies were locked away.

As the students read the novel, they will complete a web quest to be kept in a journal with the biographical information along with photos of Notre Dame downloaded from the Internet. The web quest is a series of questions the students must research and record that will promote reading comprehension.

Guy de Maupassant

Guy de Maupassant, born in 1850, is generally considered the greatest French short story writer. At age 19, he started to study law in Paris but at twenty he volunteered for service in the Franco-Prussian War. During the 1880s Maupassant wrote 300 short stories, six novels, three travel books, and a volume of verse. His stories most often embody everyday life. However, as his health declined from years of having a venereal disease, his writing involved horror stories that reflected his mental state. In 1892, Maupassant tried to commit suicide by cutting his throat. He was admitted to a private asylum and finally died on July 6, 1893, at the age of 43. He left behind a wide collection of short stories of which many are not appropriate for young readers.

The two stories I have chosen for students to read are "The False Gems" and "The Diamond Necklace." The plots of the stories are similar but the outcomes are opposite. "The False Gems" is a tale about a husband whose wife had an affinity for what he thought was cheap, costume jewelry. When his wife dies an untimely death, the husband finds himself broke because he always left the management of their finances up to her. He gets very desperate for money and forces himself to attempt to pawn the cheap jewelry. As it turns out, he discovers the jewelry is real and he suddenly finds himself wealthy. On the other hand, "The Diamond Necklace" is the story of an exquisite borrowed necklace that was accidentally lost and, after a long length of time and much hard work, it was replaced only to find out the original was just paste. The students will analyze characters, plots, and themes in the two stories. For their project they will design and create graphic organizers showing a comparison of these elements in both stories. They will include a biography, written in essay form, of Maupassant researched from the Internet or in the school library.

The language arts connection will also include learning some common French expressions and phonetic pronunciations. Some typical French phrases the students will learn are:

Bonjour – Good day
Parlez-vous anglais? – Do you speak English?

Au revoir - Goodbye
Oui/Non – Yes/No

S'il vous plait – Please

Desolé – I'm sorry

À quelle heure – At what time?

À gauche/à droite – left/right

Combien – How much?

Je comprends/Je ne comprends pas – I understand/I don't understand

Où sont les toilettes? – Where is the restroom?

Hommes/dames – men/women

Merci – Thank you

Pardon – Excuse me

Un moment – Just a moment

Tout droit – straight

C'est gratuite? – Is it free?

The last language arts activity will be a study of Impressionist art. Impressionism was a revolutionary movement in art that began in the late nineteenth-century. Artists began to paint in a shadowy and misty style that is seen by the eye as an impression as opposed to seeing a photograph. They used color and light to tease the viewer's eye and present, in their view, a more realistic scene. Impressionism was not readily accepted. In fact, many in the art world did not consider it as art at all and the Impressionist artists had a long, hard battle to find acceptance. But those like Monet, Manet, Degas, and Renoir outlasted their critics and gained respect as legitimate artists. Although the movement lasted only about 15 years, it left a rich legacy. Students will view examples of this art form and become painters themselves as they create and display their masterpieces.

In the history segment, which will be closely tied to the literature, students will learn about the history of Paris and the cultural growth of its people. They will view maps and become familiar with France and the European continent. A study of key figures and events will show how society has created a special flavor that is unique to Paris and to France in general.

Specifically, we will study the reign of Louis XIV, the Sun King. Students will be provided books, pictures, and the Internet to support their study. Louis XIV's rule, from 1643 to 1715, was instrumental in making France the most powerful country in Europe at that time. Louis was called the Sun King because he was thought to bring the sunshine that lit up France. He was a very involved monarch that made all the most important decisions and liked to control those around him. In an attempt to centralize his monarchy, he left the city of Paris and moved ten miles to the outskirts. There he built an enormous, lavish palace, Versailles, which became the seat of government for the next hundred years. No expense was spared and the palace became the cultural center of France ruled over by a true Renaissance man. Versailles is more than an exquisite chateaux; it is a monument and living history to that era of French dominance and, more importantly, to Louis XIV, the Sun King. He reigned for 72 years (1774-1792) as an absolute, revered monarch who summed up his reign with his famous quote, "L'etat, c'est moi!" ("The State, it's me!") The grandeur of the palaces, the typical lifestyle of this monarch, and the development of Paris under his direction is an amazing historical journey.

France had been ruled by the Franks, a Germanic tribe, the Vikings, known as the Normans, and the English who were finally driven out in the 16th century leaving the

French kings to rule for the next two centuries. The road to the present day Fifth Republic was not all that smooth. It was paved with prosperity on the one hand and with revolutions on the other. July 14, 1789, witnessed the beginning of the end of the French royal line. Royal excess, and other financial problems, led the French citizens to revolt against the monarchy in the storming of the Bastille. Within two years, the king and queen (Louis XVI and Marie Antoinette) were beheaded and the royal line effectively ended. Next came a succession of self-appointed emperors and kings who never gained the control and absolute power of the kings of the past. France struggled with democracy until after World War II when it began to get a new foothold and once more became a leading world power.

The math connection will include an introduction to the Euro, the currency of most of the fifteen EU members. Students will be challenged to change their dependence on the U.S. dollar system to the Euro. They will learn to convert monies, figure commissions, and handle a personal budget based on the Euros. They will also learn to tell time on the 24 hour clock and calculate time differences.

Students will benefit from these lessons for several obvious reasons. One of the most important ones is for the pleasure and diversity of learning. The unit will not be taught until after all TAKS testing is over in late April. At this time the stress and pressure of demanding tests has passed and students are ready for a change of pace. They will welcome something new and different on which to focus their learning.

Another important reason for this type of learning is that it gives students an opportunity to learn about another culture that seems so distant and unreachable. This thematic unit will fulfill the HISD Clear (the district's curriculum) requirement of the intense use of multiculturalism. I have found that most of my middle school students live in a very defined microcosm. Their life experiences are limited and many seldom travel outside the city limits. Their exposure to other cultures is mostly through textbooks, magazines, neighbors, movies and television. This unit will provide a classroom connection to a small part of the global community in which we now live.

A third important benefit of this thematic unit is the opportunity to use the HISD objective of viewing and representing. Students will be given opportunities for viewing in order to extend the texts. They will be able to interpret events and ideas from video segments and support with a writing project or a power point presentation. Finally, the unit is important because it reaches across the curriculum to include several content areas.

INSTRUCTIONAL STRATEGIES

This unit will be taught using each category of Bloom's Taxonomy. This is a schedule of competencies, or cognitive skills, that categorize questions to target levels of learning. The competencies are listed from lowest to highest: knowledge, comprehension, application, analysis, synthesis, and evaluation. Benjamin Bloom gives question stems,

starter verbs, and student expectations for each category. Gifted and Talented students will focus on activities that satisfy analysis, evaluation, and synthesis. Other students will work on knowledge, comprehension, application, and analysis. If possible, regular students will also reach for accomplishment at higher levels so long as frustration is avoided.

The unit will be project-based for evaluation. Projects will include mini-reports, an investigative journal, web searches, illustrations, graphs, charts, maps, ads, and essays. As a wrap-up to the unit, students may work cooperatively to create learning centers that organize the project and meld the curriculum to reflect and display what they have learned and enjoyed the most. These learning centers will focus on media presentations since my students belong to the Media and Communication Small Learning Community. It is important that students are creative and are able to express themselves.

Finally, I will attempt to change the environment of the classroom from the traditional setting to one that is more relaxed and socially interactive. Books, posters, and photos will be plentiful. We will plaster the classroom with student artwork of the Paris monuments and the Parisian scenes that appeal to them. The goal will be to transform the everyday classroom to a little corner of Paris.

Ideally, this multicultural thematic unit will provide students with an insight to another part of our tangible world while providing an opportunity to learn in a more relaxed, but structured way. While they will be held accountable for their learning, only authentic assessments will be used.

This year I teach sixth and eighth grades. The demographics are about an even split of black and Hispanic children. Occasionally, there will be one or two white and/or Asian students in one or two classes. The greatest majority of students are from a low economic status with many coming from one-parent families. Last year I taught sixth, seventh, and eighth grades. I am not sure what next year will bring, but presently, I am thinking that my unit will be offered to the eighth graders. If the sixth graders are interested and want to commit to the projects, I will customize the lesson plans for their grade level. Seventh graders can easily adapt to the eighth grade lessons. Once I get to know my students, I will know what can be expected of them and how successful the curriculum unit will be. The duration of the unit will extend from the end of TAKS testing (the last of April) until the close of the semester in May.

LESSON PLANS

Lesson Plan 1: An Introduction to Paris

Overview

Students will be introduced visually to the city of Paris and follow up with a discussion on their first impressions of the City of Light.

Objectives

- Students will view scenes of Paris and listen to a narration about the historic monuments and sites.
- Students will respond to a simple questionnaire in response to the presentations.
- Students will become familiar with the expectations and requirements of the unit.

Materials

PowerPoint presentation

LCD projector

Video screen

Travel video

TV

Teacher prepared questionnaire

Poster type list of unit expectations, requirements, assessment, and guidelines

Instruction

I will introduce the unit with a PowerPoint presentation of the historical monuments and sites of Paris. The PowerPoint slides will allow me to explain each scene and allow the students to ask questions. We can linger over the slides and discuss interesting points. After they have seen what Paris really looks like, I will follow with a video that is narrated and faster paced. The video will give a more in-depth professional presentation and explanation of Parisian life and history. (60 minutes)

Each student will be given a questionnaire to answer that will serve as feedback on things that impressed them, things they are curious about, and things they would like to know more about. The questionnaire should be short and simple in order to elicit good answers. (15 minutes)

We will hold an open class discussion to share responses. With the video, PowerPoint, and discussion, I hope to spark their interest in learning about the French people, country, and culture. (15 minutes)

During the last few minutes of class, I will give the students an oral and visual overview of the expectations and requirements for the unit of study. They will understand that the unit will be project based and the grades will be given both subjectively and objectively. The poster will list suggestions for projects but it is not inclusive. Creativity will be strongly encouraged. (10 minutes)

Lesson Plan 2: Getting to Know the Hunchback

Overview

This lesson plan will serve as an introduction to Victor Hugo and his masterpiece, *The Hunchback of Notre Dame*. It will last over several class periods.

Objectives

- The students will learn about the author of *The Hunchback of Notre Dame*, Victor Hugo.
- The students will read the novel and keep a journal as they read.
- The students will plan, design, and create an activity to infuse into a learning center at unit's end. (Bloom's levels 1, 2, 3, 4, and 5)

Materials

Web Quest questions

Computer lab with Internet connections

Student journals

Class set of novels (novel is also available on line)

Cindy Adam's website: *The Hunchback of Notre Dame, 1831*

Instruction

I will introduce Victor Hugo as the author of the novel, *The Hunchback of Notre Dame*, and explain that we will be compiling biographical information about Hugo using a web quest as well as reading his novel.

The students will then be taken to the computer lab to begin their quest. They will be working independently in the lab. The web quest questions will be downloaded from the Internet site and the information researched online and gathered in a journal for organization. This journal resource will be used later when creating a product for the learning center.

After they have learned about the author and recorded their findings, we will begin the novel. First, I will circulate books and photos of Notre Dame, the setting of the story, and give a brief history of the church and its architectural flavoring. In pairs, students will read the novel. After they have read for fifteen minutes, I will stop them to check for understanding. If they are having difficulty with the text, I will read aloud while they follow along. Since my students are middle school age, they will be encouraged to ask questions for clarification as they read. In either case, after they have read for approximately forty-five minutes, they will stop, record their stopping place (page number) inside the front cover of their journal, and continue to work on their web quest.

When students have finished the novel (over the period of several classes), students will work in groups of four to plan, organize, and create a product for a class learning center that will be due at the end of the unit. The assignments will be of their choosing as long as they follow the acceptable given guidelines, fully participate, and get teacher approval for ideas.

Lesson Plan 3: Impressionism for Expression

Overview

Students will be introduced to Impressionism as a revolutionary art form and try their hand at capturing the style. This will require at least two class periods.

Objectives

- Students will learn about the unique characteristics of Impressionism.
- Students will view Impressionistic art and learn about one of its most influential artists, Claude Monet.
- Students will try their hand at painting in the genre of Impressionism. (Bloom's levels 2, 5, and 6)

Materials

Computer lab with Internet connections
Research instructions listed on the board
3" x 5" note cards
Monet's art examples
Poster/butcher paper
Water color sets

Instruction

To learn about Impressionism, students will independently do a mini-research in the computer lab and in the school library to learn about the art form and the artist, Claude Monet. Their specific assignment will be to research and report on the characteristics of the art form, its historical beginnings, origin of the name, its powerful influences, participating artists, and two examples of pictures (downloaded from the Internet or from library books) for examples.

When they have completed their research (allow about an hour of class time), students will work in pairs to organize their findings on note cards and prepare a four minute oral presentation. Each student in every pair will be responsible for presenting a part of their research.

Next, I will introduce the artist, Claude Monet, show examples of his work, and discuss the characteristics of Impressionism. Students will examine a displayed art poster and discuss the elements of Impressionism they recognize in the piece such as vibrant color, bright light, obscurity, shadowy features, and an escape from photo-like qualities.

Following the discussion, students will use large pieces of poster or art paper and watercolor paints to become Impressionists. They will work independently to create their own picture or attempt to duplicate a Monet. They will sign their painting and display them in our "salon."

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Filmography

Louvre, the Visit (VHS). Montparnasse Productions/Home Vision Entertainment, 2002.

This film takes you on a guided tour of the former palace replete with world renowned masterpieces.

Paris (VHS). Kronos France Films, 1999.

The artistic and historical highlights of Paris are shown and narrated by day and by night.

Paris (VHS). Laguna Video, 1997.

This is a one hour overview of Paris including aerial views. The commentary gives historical and current information.