

## La Musique et Les Questions

In this unit, students will gain an understanding of questions in the French language. This is a crucial skill for novice language learners as it allows the ability to ask for and receive wanted information in the target language by using the target language. Students will learn the foundational elements for forming questions in French. The standards address asking and answering questions related to a variety of topics, but students have to learn the parts of a question before being able to ask and answer them. This set of lessons introduces the basic question words as well as the three different question structures used in the French language to give students an opportunity to interact with the questions before adding additional vocab and grammar.

I incorporated music genres and artists into these lessons so students may find it more interesting and fun. It will also introduce them to French artists that they may want to listen to outside of class. Stromae is a young French musician who is extremely dynamic and makes fun music. He also explores contemporary issues in society and collaborates with Kayne West, who is an American rapper that some students may know. I also have students create a classroom pie chart of their own musical tastes and answer questions about it. Hopefully, through the topic of music, students will gain a basic understanding of questions in French. Throughout the year, we will continue to use this skill in other units and work on forming questions that revolve around different topics.

Student will learn the three different forms a question can have in the French language; first, *est-ce-que* can be added to the phrase. Second, the subject and verb can be inverted and the structure of the phrase changes. Lastly, the structure of a phrase can stay the same with the intonation of the speaker's voice rising at the end of the question. In all forms, intonation must rise at the end of the question and the question ends with a question mark. In addition to question forms, students will learn the words for who, what, where, when, why, and how in French (*qui, quel(le)(s), quoi, où, quand, pourquoi, et comment*). These words can be added to any of the question forms to make questions more specific or to flush out additional information.

### Standards

1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/ internet, poetry or stories

2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)

3.1.N.a Reinforce previously learned content knowledge through the target language

4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)

4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target

4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language

5.2.N.a Willingly use the target language within the classroom setting

5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment

# LESSON I, Les Termes de Questions

<p><b>Standards</b></p> <p>1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/ internet, poetry or stories</p> <p>4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)</p> <p>4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language</p>	<p><b>Lesson Objectives</b></p> <p>Content: I can identify and define question words in French.</p> <p>Language: I can look up words in a dictionary. I can use context clues and a translator to help understand the definition of French words. I can create a word to put on the word wall.</p> <p>Social: I can work individually and in a small group.</p>
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>-French dictionary</li> <li>-Translator app/phone or French/English dictionary</li> <li>-Strip of paper</li> <li>-Colored marker/pencils/crayons</li> <li>-Notebook paper</li> </ul>	<p><b>Reading Strategy</b></p> <p>We will create word slips for a word wall that students can reference throughout the year. This will encourage students to use the target language in class because they will always be able to see their vocab words and have visual reference as to what that word means. Then, they don’t have to generate the word they want completely on their own, because they can use the word wall for support.</p>

Terms to learn: *Question, Qui, Quel(le/s), Quoi, Où, Quand, Pourquoi, et Comment*

## I. Lesson Layout

### *Warm-up*

1 min. Students will be asked to download the Reverso translation app on their phone. This is free and they can delete it at the end of class.

3-5 min. While the app is downloading, students will be asked to answer on their notebook paper what the layout of a dictionary is and how to use one. They will also write down the different types of information found in a dictionary.

5 min. Learning objectives will be reviewed and students will be randomly selected by notecards to share their answers to the warm-up.

### *Activity*

5-7 min. Each table will be given a French dictionary and one of the question words to look up. They will have to find the word in the French dictionary and write down

the definition of the word. I will model how to look up a word in the dictionary using the word *question*.

5-7 min. Using a translation app on a phone, students will translate the definition of the question word and copy it down onto their notebook paper next to the definition in French. They will be asked to guess what the English equivalent is of their group's word. I will model this activity with my word.

5-7 min. One volunteer from each group will say their French word and the English equivalent so that the whole class gets the definition of each of the question words. I will write each word down on the board so everyone has a chance to copy down the correct information. The class will repeat the pronunciation of each word.

15-20 min. Students will be asked to pick a question word to write down on their word slip. They will put the definition on the back of the word as well as their name. Students will be asked to decorate the slip with visuals that illustrate the definition of that word. Each student will make one. When they are finished, one word will be chosen to put up on the wall and the students whose words are chosen will get extra credit. In order for a word to be chosen, the word must be spelled correctly with no English on the front. The word slips must be completed by the following day.

#### *Exit Slip*

7-10 min. Students will answer the following questions on their notecard and then turn it in: If you see the word *quand*, what is the question asking you about? If you see the word *pourquoi*, what is the question asking for? Write down one similarity between all the question words in French. How accurate was the translation that the Reverso app gave you? What does this tell you about translations? What does the word *qui* mean? Is the word *question* a French-English cognate? Do any of the French question words resemble the English question words?

## **II. Reflection**

## **III. Handouts (if any)**



## Lesson II, Stromae

<p><b>Standards</b></p> <p>1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/ internet, poetry or stories</p> <p>2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)</p> <p>4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target</p> <p>4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language</p> <p>5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment</p>	<p><b>Lesson Objectives</b></p> <p>Content: I can identify a French icon and answer questions about him.</p> <p>Language: I can read and annotate a biography of a musician. I can answer questions on a biography.</p> <p>Social: I can work individually and participate in whole group discussion.</p>
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>-Stromae reading</li> <li>-Question handouts</li> <li>-Pencil</li> <li>-Projector</li> </ul>	<p><b>Reading Strategy</b></p> <p>We will use the reading aloud strategy since the text will be in French. Some students may find it helpful to hear the words while seeing them in print. Additionally we will annotate the text as we read.</p>

### I. Lesson Layout

#### *Warm-Up*

5-7 min. Students will be asked what they know about Kanye West (an American rapper). They will be given a handout with *qui, quoi, quand, où, et pourquoi* (who, what, where, when, and why) on it and they will have to answer each question. They will be allowed to use their phones to look for information if they needed.

5 min. Learning objectives will be reviewed and students will be asked about what they wrote down.

### *Activity*

5 min. I will show students the song *Alors en danse* by Stromae and Kayne West. I will ask students what kind of song this might be and who Stromae might be based off the knowledge we have about Kayne West.

3 min. Students will be given a short biography of Stromae in French. I will tell them we are going to read it and annotate it together because I know it can be overwhelming not to recognize many of the words on the page. However, using cognates and the words that we do know, we can understand what this text is telling us. Students will be told to number each paragraph.

5-7 min. I will read aloud the first paragraph. Before I read, I will tell students to circle the cognates that they see or hear as I read. I will do the same as I read. After I finish, I will explain to the class why I circled the words that I did. Then, we will go through and decide what each sentence is talking about. After we reach the end of the first paragraph, I will label what information is in that paragraph and tell my students why I labeled it

5 min. I will read the second paragraph aloud and have students circle the cognates as I read. I will circle them as I go. However, I will not show students what words I am circling as I go. At the end I will ask students which words they circled and why and then we will go through and decide what the paragraph is telling us. (5 minutes)

17-20 min. I will continue the same process outlined in 4 and 5, each time giving students more independence and responsibility. The second to last paragraph, I will read aloud but have each table discuss together and the last paragraph, I will have students try and complete independently. After each paragraph, I will ask students what the main idea is and write it down next to the number on my page.

### *Exit Slip*

10 min. Students will be given the same worksheet they had for Kayne West and will have to fill it out based off the information in the reading about Stromae. They will be given the remainder of class to complete the chart.

## **II. Reflection**

## **III. Handouts (if any)**

PRÉNOM: \_\_\_\_\_ DATE: \_\_\_\_\_

### **L'Information de Kayne West**

QUI	
QUOI	
Où	
Quand	
Pourquoi	

PRÉNOM: \_\_\_\_\_ DATE: \_\_\_\_\_

### **L'Information de Stromae**

QUI	
QUOI	
Où	
Quand	
Pourquoi	

## Biographie de Stromae

Le phénomène belge Stromae – anagramme de maestro – est né Paul Van Haver à Bruxelles le 12 mars 1985. Celui que l'on compare parfois à Jacques Brel pour sa qualité d'interprétation a grandi avec sa mère, flamande, sa sœur et ses trois frères. Son père, un architecte rwandais, part peu après sa naissance et il ne le reverra que de rares fois avant sa mort, lors du génocide au Rwanda, en 1994.



Vers 10 ans, le jeune Paul se prend de passion pour la batterie et les percussions. En 2000 il se lance dans le rap et choisit Stromae comme pseudonyme. Trois ans plus tard il monte le groupe Suspicion avec le rappeur J.E.D.I, mais le duo se sépare et Stromae continue sa carrière en solo.

Le rappeur belge participe alors à de nombreux projets et compilations. Il diffuse sur Internet "*Les leçons de Stromae*", séquences filmées dans lesquelles il explique comment construire un morceau. Tandis que ses vidéos font le buzz, il fait paraître en septembre 2009 le single "*Alors*

*on danse*". Le mélange entre paroles graves et musique électro entraînante fait un carton. Le titre se classe en tête des charts en France, Allemagne et Belgique et se vend à près de 3 millions d'exemplaires dans le monde.

Il se produit alors dans de nombreux clubs en Europe. Son album, "*Cheese*", sort en juin 2010 et remporte, en 2011, une Victoire de la musique dans la catégorie album de musiques électroniques ou dance de l'année.

Le hit "*Alors on danse*" est également remarqué par le rappeur américain Kanye West qui en fait un remix. Ce qui permet à Stromae de mettre un pied sur le continent américain.

## Lesson III, Le Structure des Questions

<p><b>Standards</b></p> <p>1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/ internet, poetry or stories</p> <p>3.1.N.a Reinforce previously learned content knowledge through the target language</p> <p>4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target</p> <p>4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language</p> <p>5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment</p>	<p><b>Lesson Objectives</b></p> <p>Content: I can identify questions in French.</p> <p>Language: I can take notes on a video. I can summarize the main idea of a song. I can compare French question structure to English question structure. I can create French questions about an artist and his song.</p> <p>Social: I can work individually and participate in whole group discussion. I can actively listen to a song.</p>
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>-Papaoutai music video</li> <li>-Papaoutai lyrics</li> <li>-Notebook paper (2 pieces)</li> </ul>	<p><b>Reading Strategy</b></p> <p>We will use front-loading with images in order for students to focus on what the song we are going to read and hear explores. The song is in French so images will help students to think about themes in the song before reading or hearing the lyrics.</p>

### I. Lesson Layout

#### *Warm-up*

5 min. I will do a google search of *Papoutai* and project those images on to the screen for students to see. Students will be asked to write down what they think of when they see all of these images up on the screen. Students will also be asked to look at the word I searched and try to connect it to learning about Stromae.

5 min. Learning objectives will be read and students will be asked to share their ideas with the class. I will also ask for any guesses on a connection between *Papoutai* and Stromae.

### *Activity*

3 min. Students will be shown the title of the song and asked to identify words that they know in the title.

10 min. I will play the music video twice for students as to help them understand what the song is addressing. The first time there will be no sound and the second time, I will play it with sound. Students will have a piece of notebook paper and I will ask them to write down notes about themes, words, or facial expressions that they observe in the video.

5 min. After the video students will be asked to share their thoughts about what the song is about. I will also ask students if they thought his voice went up or down during the chorus.

3 min. I will pass out the song lyrics to the class and draw their attention to the chorus. Students will circle words that they recognize. I will ask students to tell me what words they found and circle them on my set of lyrics as well.

5-7 min. Students will be told to look at the chorus of the song. I will tell the class that this is one way that the French form questions. In order to ensure that people know you are asking a question when using this structure, voice intonation must go up at the end of the question like we heard in the song. Then I will ask if we do the same thing in English. I will explain how to add in the question words learned the previous day.

10 min. Next, I will introduce a second question structure where the verb and the subject are inverted so that the verb comes first. We will take the question in the song and transform it into this question structure

### *Exit Slip*

6. Students will be asked to create 6 questions about the song or the artist. Three of these questions must be done using the first question structure and the other three must be done using the second question structure. I will demonstrate for the class and they will turn these questions in before leaving class. They will be able to use their phones or a dictionary to find additional words they made need. They may also use this time to complete the question chart of the activity the previous day. (10 minutes)

## **II. Reflection**

## **III. Handouts (if any)**



## Papaoutai, Stromae

Dites-moi d'où il vient  
Enfin je serais où je vais  
Maman dis que lorsqu'on cherche bien  
On finit toujours par trouver

Elle dit qu'il n'est jamais très loin  
Qu'il part très souvent travailler  
Maman dit travailler c'est bien  
Bien mieux qu'être mal accompagné  
Pas vrai?

Où est ton papa?  
Dis moi où est ton papa!  
Sans même devoir lui parler,  
Il sait ce qu'il ne va pas.  
Hein sacré papa!  
Dis moi où es-tu caché!  
Ça doit...  
Faire au moins mille fois que j'ai  
Compté mes doigts  
Hé!

[Chorus]  
Où t'es? Papaoutai?  
Où t'es? Papaoutai?  
Où t'es? Papaoutai?  
Outai outai où papaoutai?

Où t'es? Papaoutai?  
Où t'es? Papaoutai?  
Où t'es? Papaoutai?  
Outai outai où papaoutai?

Quoi, qu'on y croit ou pas  
Y aura bien un jour où on y croira plus  
Un jour où l'autre on sera tous papa  
Et d'un jour à l'autre on aura disparu

Serons-nous détestable?  
Serons-nous admirable?  
Des géniteurs ou des génies?  
Dites nous qui donnait  
Sans soucis responsable!

Ah dites nous qui diar  
Tout le monde sait  
Comment on fait des bébés  
Mais personne sait  
Comment on fait des papas  
Monsieur j'sais tout  
On aurait hérité, c'est ça.

Trop d'sucer d'son pouce ou quoi?  
Dites nous où s'est caché,  
Ça doit...  
Faire au moins mille fois qu'on a  
Bouffé nos doigts  
Hé!

[Chorus]

Où est ton papa?  
Dis moi où est ton papa!  
Sans même devoir lui parler,  
Il sait ce qu'il ne va pas.  
Hein sacré papa!  
Dis moi où es-tu caché!  
Ça doit...  
Faire au moins mille fois que j'ai  
Compté mes doigts  
Hé!

Où est ton papa?  
Dis moi où est ton papa!  
Sans même devoir lui parler,  
Il sait ce qu'il ne va pas.  
Hein sacré papa!  
Dis moi où es-tu caché!  
Ça doit...  
Faire au moins mille fois que j'ai  
Compté mes doigts  
Hé!

[Chorus]

## Lesson IV, Nos Préférences de la Musique

<p><b>Standards</b></p> <p>4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target</p> <p>3.1.N.a Reinforce previously learned content knowledge through the target language</p> <p>4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language</p> <p>5.2.N.a Willingly use the target language within the classroom setting</p>	<p><b>Lesson Objectives</b></p> <p>Content: I can identify questions in French.</p> <p>Language: I can define <i>est-ce que</i> and create questions using <i>est-ce que</i>. I can answer questions about music I like. I can create a pie chart.</p> <p>Social: I can work in with a partner, individually, and participate in whole group discussion.</p>
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>-Student questions from the previous day</li> <li>-Graph handout</li> <li>-Pictures and words of music genres</li> <li>-Blank poster to hang up on the wall.</li> <li>-Pencil</li> <li>-Colored markers, pencils, or crayons</li> <li>-Notecard</li> <li>-Small whiteboard, marker, and eraser</li> </ul>	<p><b>Reading Strategy</b></p> <p>Students will use carousel brainstorming to answer questions about what types of music they like. Students will come up with the question for each sheet and then they will put a tally for yes or no on the sheet. This information will be used to make a pie chart and answer questions about that chart. This will get students out of their seat and moving as well as allow students to become more active while interacting with content.</p>

### I. Lesson Layout

#### *Warm-up*

5-7 min. Students will pick up a sheet of paper with the questions that their classmates made the previous day in relation to Stromae and *Papaoutai*. Each sheet will have different questions and students will have to answer them in French. They will be allowed to use a dictionary and the Reverso app if they would like.

3 min. Learning objectives will be gone over and the warm-up will be turned in.

#### *Activity*

3 min. Students will be introduced to the third type of question structure in French, which uses *est-ce que*. Students will be given a small whiteboard and marker. They will figure out the literal translation of *est-ce que* using the background knowledge, a dictionary, or translation app. They can work in pairs or as a table to accomplish this task. Once they figure out, they are to write it out on their small whiteboard and hold it up for me to see.

5 min. I will demonstrate how to form a question using *est-ce que* and where the questions words we learned previously go in this type of question.

5-7 min. Students will practice forming questions in all three ways that we have learned using the same basic words and reordering them to fit the three different structures.

3 min. A list of music vocabulary will be projected onto the board along with an image so students know what each word means. Each student will make a question asking if they like a particular food on a notecard.

5 min. I will collect the notecards, shuffle them and randomly pick 6. These 6 will go on the walls by the blank poster. On this poster, there will be a *oui* heading and a *non* heading. Students will be asked to go around the room and mark their answer to the question.

1 min. The next 6 people in my notecard pile will stand by a poster and tally the number under *oui* and *non*.

20 min. Students will take out their graph sheet of paper and make a pie chart. I will demonstrate drawing a circle and adding a title as well as converting the numbers into percentages so they fit in the circle.

#### *Exit Slip*

5 min. Students will answer 5 French questions using their pie chart. These questions will revolve around analyzing the pie chart the class made. They will have to compare contrast the different genres that are popular but the questions will be different for each class since the chart will be different every hour.

## **II. Reflection**

## **III. Handouts (if any)**

## **La Musique**

Le rock

Le rap

Le jazz

La musique country

Le pop

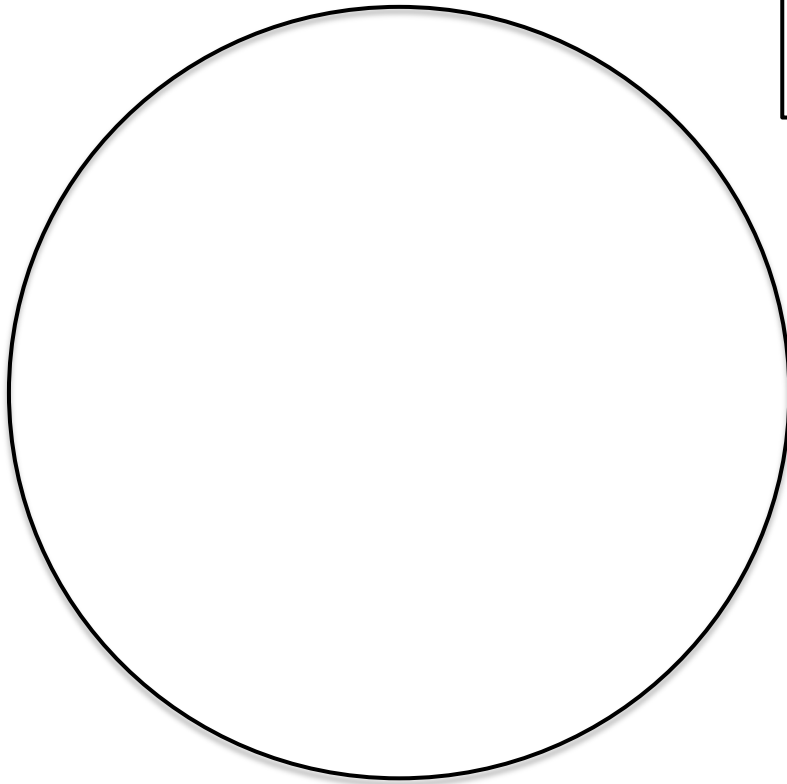
La musique classique

La techno

PRÉNOM: \_\_\_\_\_ DATE: \_\_\_\_\_

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_____ Key _____
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# Lesson V, Les Artistes Françaises

<p><b>Standards</b></p> <p>4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target</p> <p>2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)</p> <p>3.1.N.a Reinforce previously learned content knowledge through the target language</p> <p>4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language</p> <p>5.2.N.a Willingly use the target language within the classroom setting</p>	<p><b>Lesson Objectives</b></p> <p>Content: I can create questions in French.</p> <p>Language: I can ask and answer yes or no questions in French. I can identify different French musicians. I can play <i>Guess Who</i> in French.</p> <p>Social: I can work individually, with my table, and participate in a class discussion.</p>
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>-Pictures of French musicians</li> <li>-List of physical traits</li> <li>-Question handout</li> <li>-Notebook paper</li> <li>-Slips of paper with names of musicians</li> </ul>	<p><b>Reading Strategy</b></p> <p>Students will use the tweet-the-text strategy in their exit slip for the day. This will help them learn how to synthesize information in a concise manner and reinforce the information learned in regards to different French musicians.</p>

## I. Lesson Layout

### *Warm-Up*

5-7 min. Each table will be given one French musician to search on the Internet. They will have to fill out a chart with the questions *qui, quoi, où, quand, et pourquoi*. Students will be told to only fill out ONE chart.

7-10 min. Learning objectives will be reviewed and each table will share the information they found with the class. During this time, the other tables will fill out one of their blank charts with the information being shared.

### *Activity*

5-7 min. Students will be given a vocab list that contains words to describe the different musicians in French as I go around and collect the charts from the warm-up. I will ask each student to create 5 yes/no questions using the vocab words they have been given. I will give the class an example after I explain the directions.

5 min. Students will be shown pictures of the different French musicians we researched at the beginning of class as well as Stromae. I will explain that we are

going to play *Guess Who* using the yes/no questions that each person just created in groups of 3-4. These questions are just to start and other questions can be made if the artist still cannot be guessed. Whoever goes first will ask a question. If the person they are asking answers yes, that player can ask another question. If the answer is no, then the turn is over and the next person in the group gets to ask someone a question. Whoever guesses the most French musicians wins the game.

1 min. Students will get into groups of 3-4

10-15 min. Slips of paper with the different musicians on them will be passed out to each table. Students will each draw one name. The game will go until all of the names have been used and are out of the middle.

*Exit Slip*

2 min. Students will be told to return to their seats and find a blank piece of notebook paper.

5-7 min. I will hand back the charts from the warm-up and students will be asked to do write a one-sentence summary of each musician we learned about today using the charts that we filled out before the *Guess Who* game.

**II. Reflection**

**III. Handouts (if any)**

PRÉNOM: \_\_\_\_\_ DATE: \_\_\_\_\_

**L'Information de \_\_\_\_\_**

QUI	
QUOI	
Où	
Quand	
Pourquoi	



## Vocab for *Guess Who*

Est-ce qu'il a/Est-ce qu'elle a	Does he/she have...
Est-ce qu'il/Est-ce qu'elle est	Is he/she a...
Est-ce qu'il/Est-ce qu'elle joue	Does he/she play...
Un homme	a man
Une femme	a woman
Les cheveux blonds	blond hair
Les cheveux roux	red hair
Les cheveux bruns	brown hair
Les cheveux noirs	black hair
Les cheveux longs	long hair
Les cheveux courts	short hair
Les cheveux laids	straight hair
Les cheveux boucles	curly hair
Les yeux marron	brown eyes
Les yeux bleus	blue eyes
Les yeux verts	green eyes
fort(e)	strong
faible	weak
jeune	young
âgé(e)	old
grand(e)	tall
petit(e)	short
gros/grosse	fat
mince	skinny
le rock	rock music
le jazz	jazz music
le rap	rap music
le techno	techno music
le pop	pop music
la musique country	country music
la musique classique	classical music

French Musicians

Stromae



Camille



Indila



Jordy



Black M



Kendji Girac



Coeur de Pirate



Zaz



Aaron



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