

BERLIN: VILLE INDUSTRIELLE DU NORD

série: villes franco-américaines de la nouvelle angleterre



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série: villes franco-américaines de la nouvelle-angleterre

Production

du

**Centre National de Développement de Matériel
pour les langues française et portugaise**

Créatrice: Phyllis Hagel

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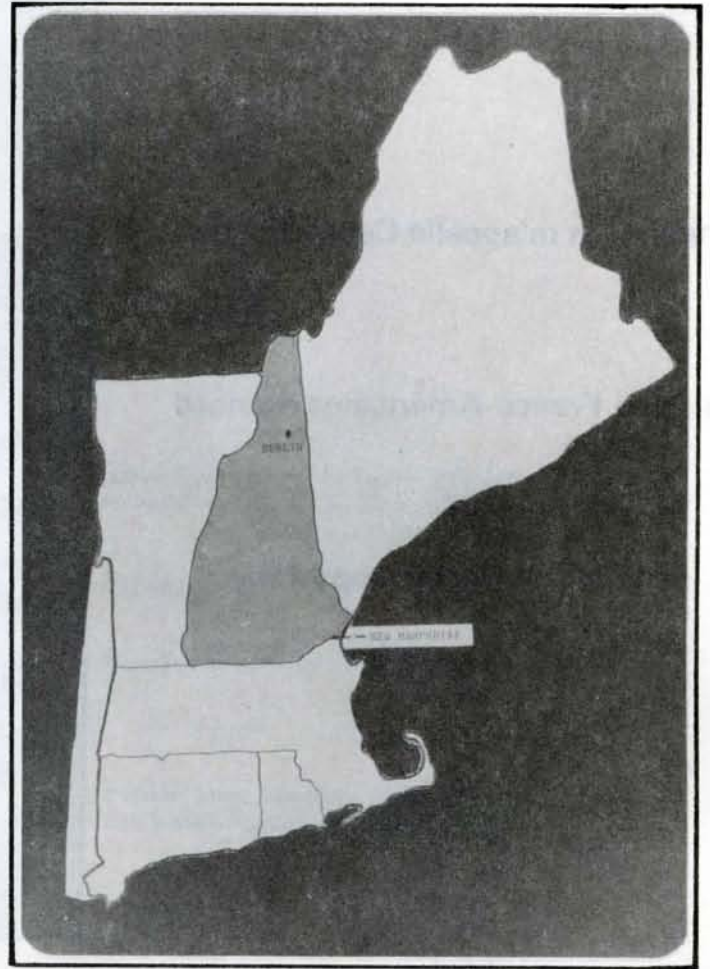
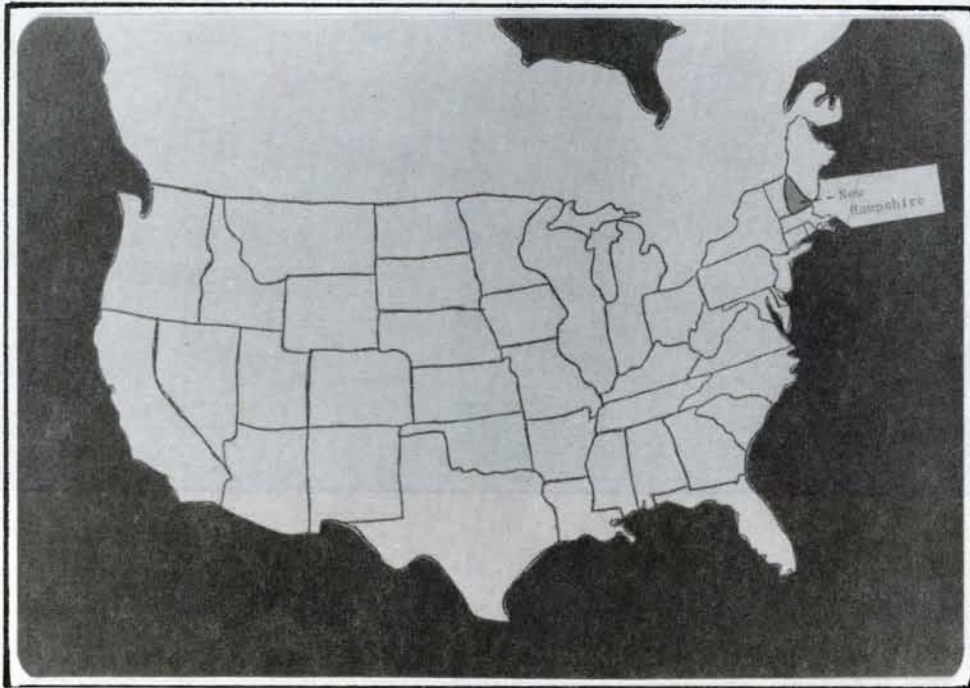
National Assessment and Dissemination Center ESEA, Title VII — Assessment: Lesley College, 9 Mellen Street, Cambridge, Mass. 02138 — Dissemination: 385 High Street, Fall River, Mass. 02720 — National Materials Development Center for French and Portuguese, 168 South River Road, Bedford, New Hampshire, 03102.

Bonjour! Je m'appelle Céline Fortier.

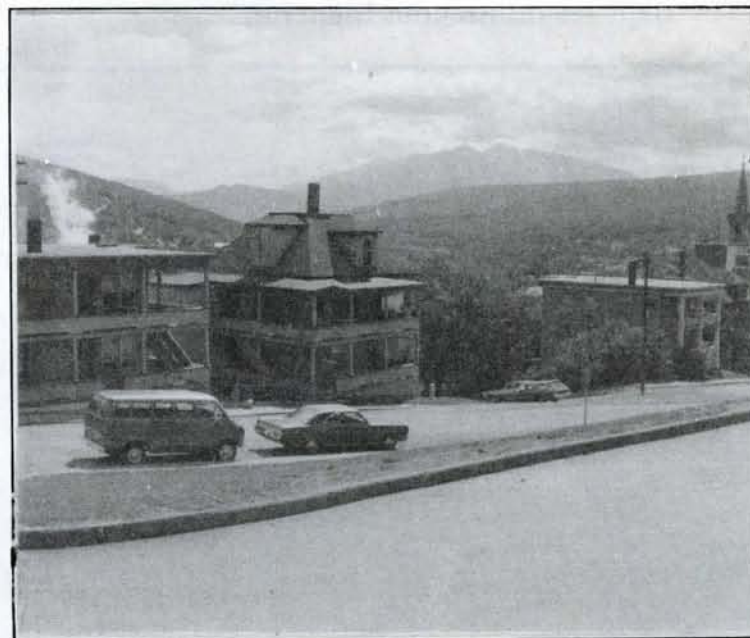
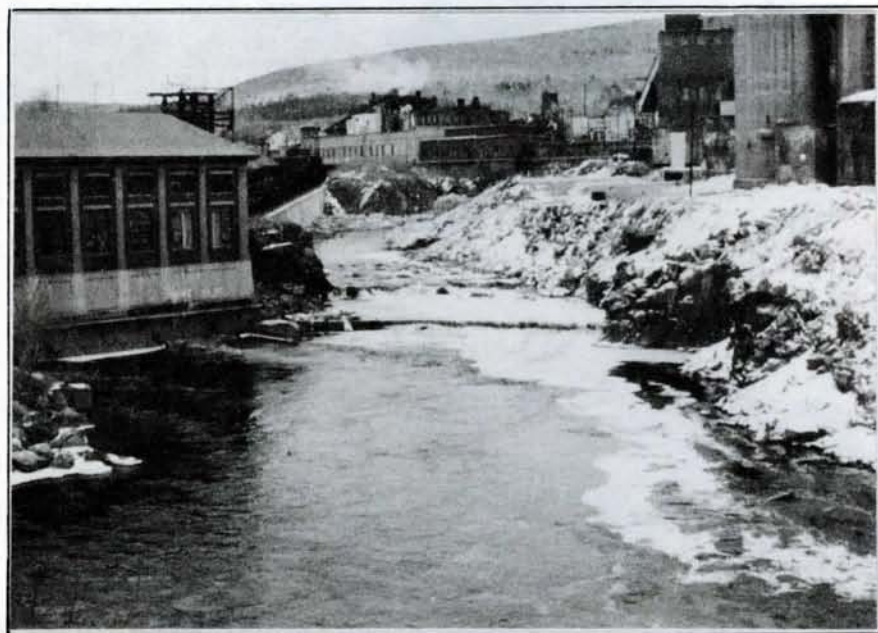
Je suis une Franco-Américaine du nord

de l'état de New Hampshire.





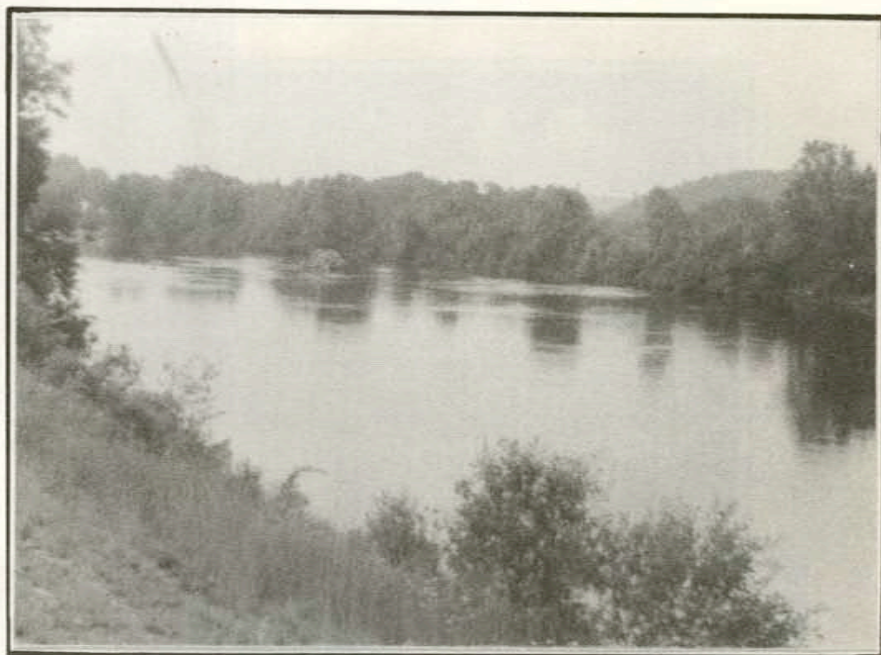
**J'habite la ville industrielle
de Berlin.**





Berlin se trouve

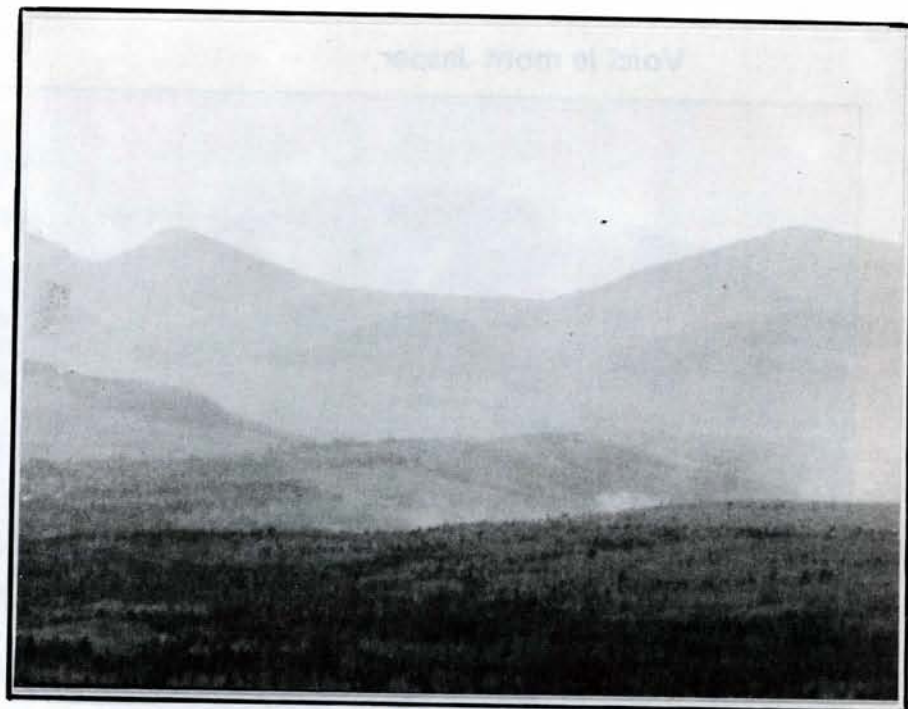
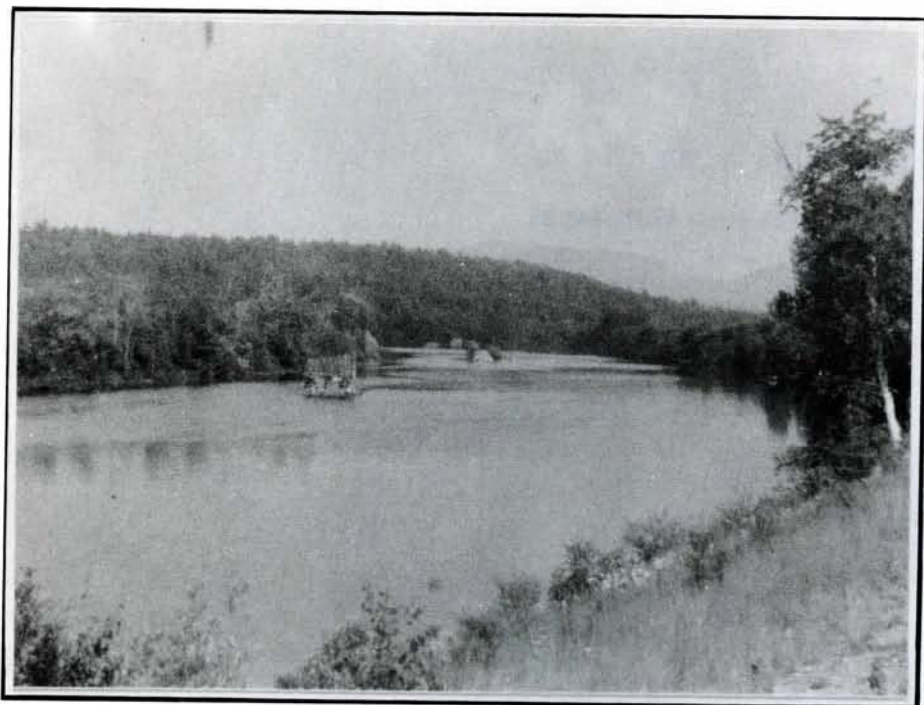
dans les montagnes blanches



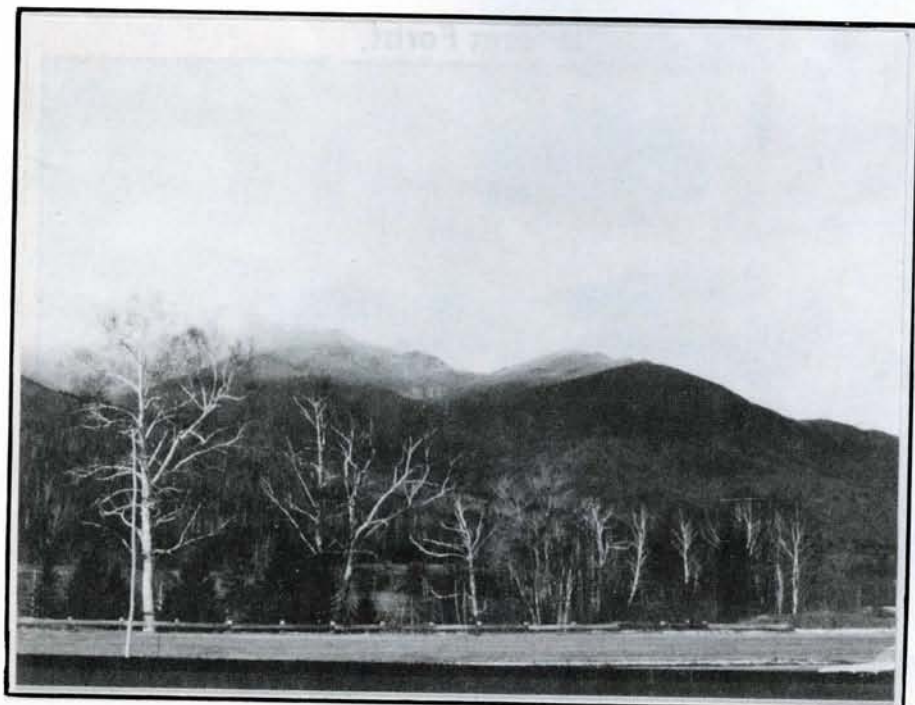
dans une vallée

au bord de la rivière Androscoggin.

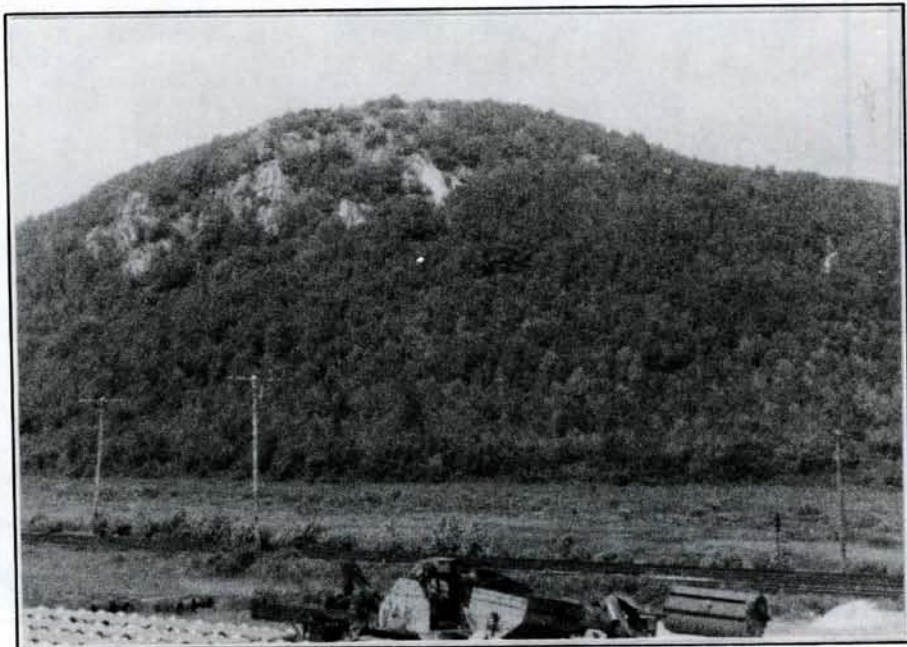




Le paysage autour de ma ville est spectaculaire.



Voici le mont Jasper,



le mont Forist,



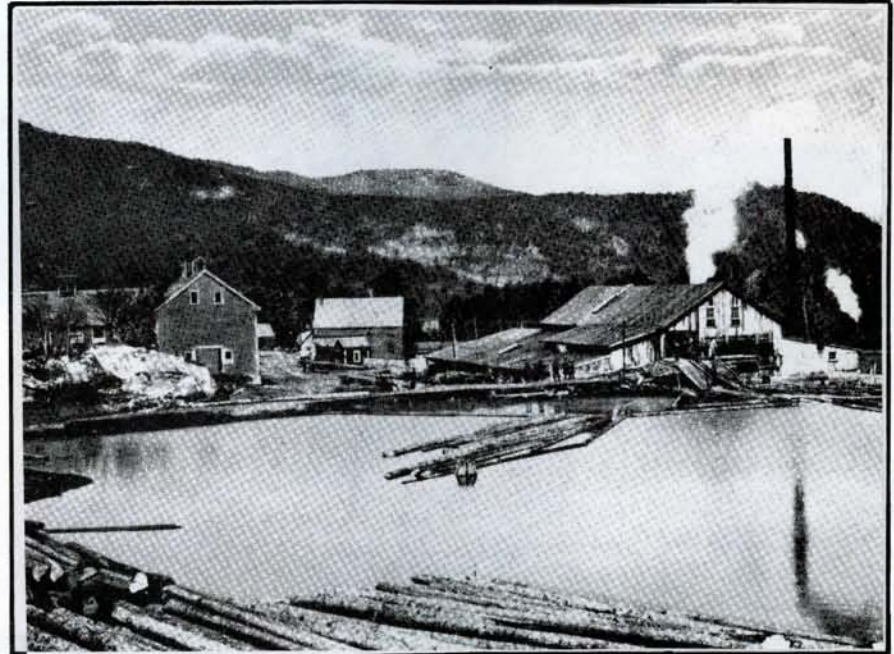
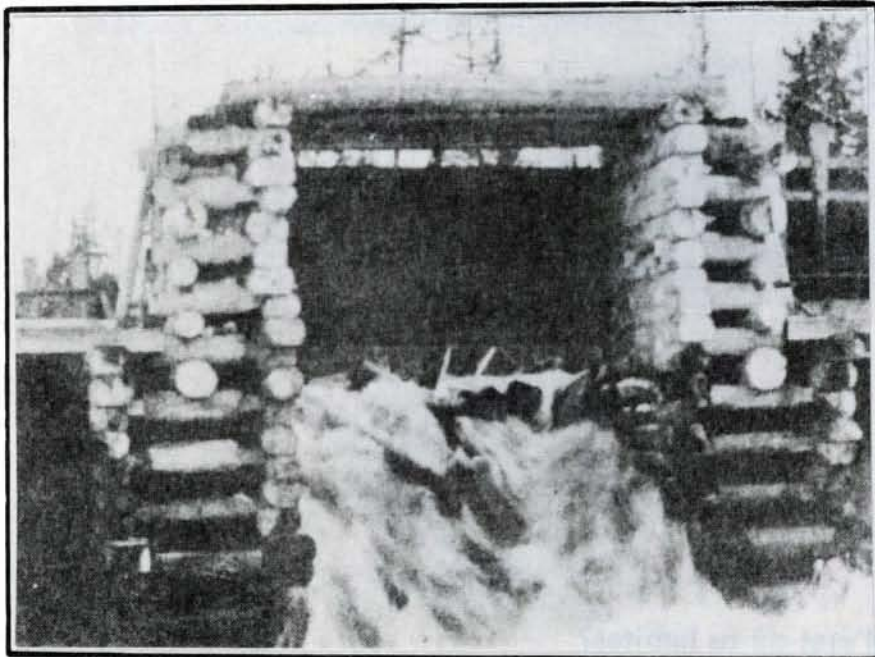
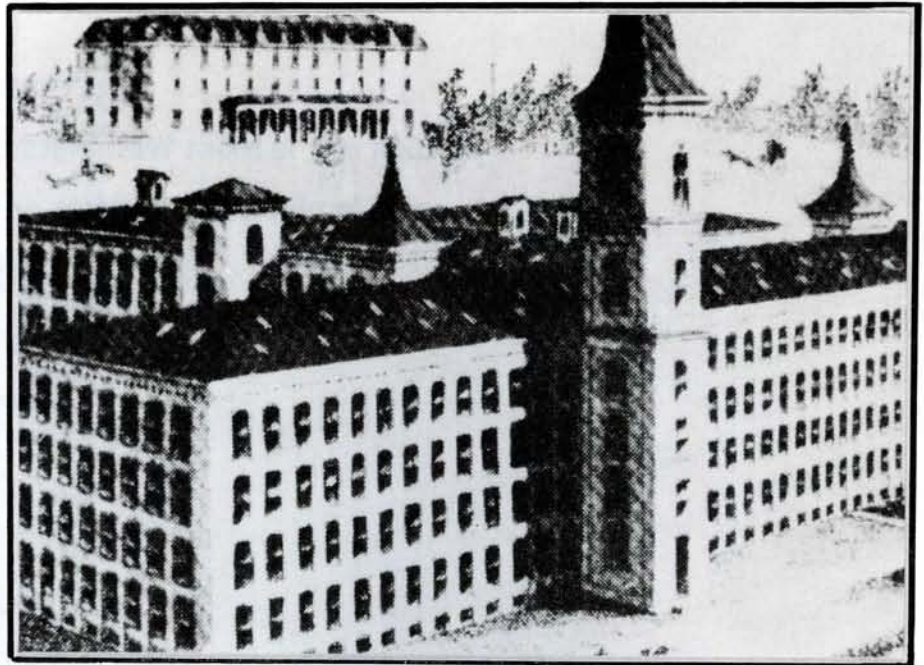
**et, bien sûr, le mont Washington,
le point le plus élevé de l'état de New Hampshire.**



Quel est le point le plus élevé de l'état où tu habites?

Autrefois, les gens sont venus ici du Canada

travailler sur les chantiers

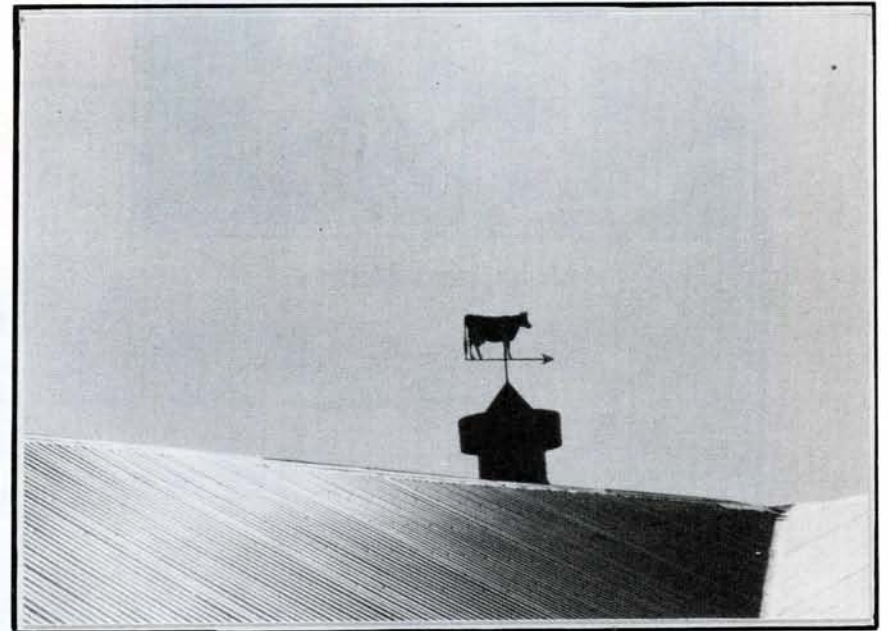


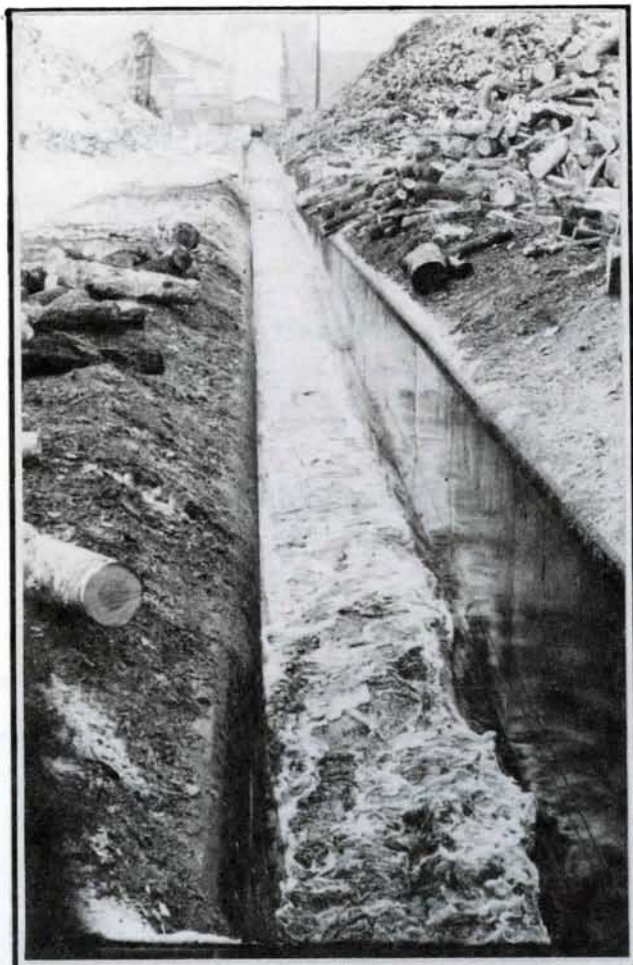
et dans les usines.



Beaucoup de gens

sont aussi devenus fermiers.





Voici, par exemple,

l'usine de papier,

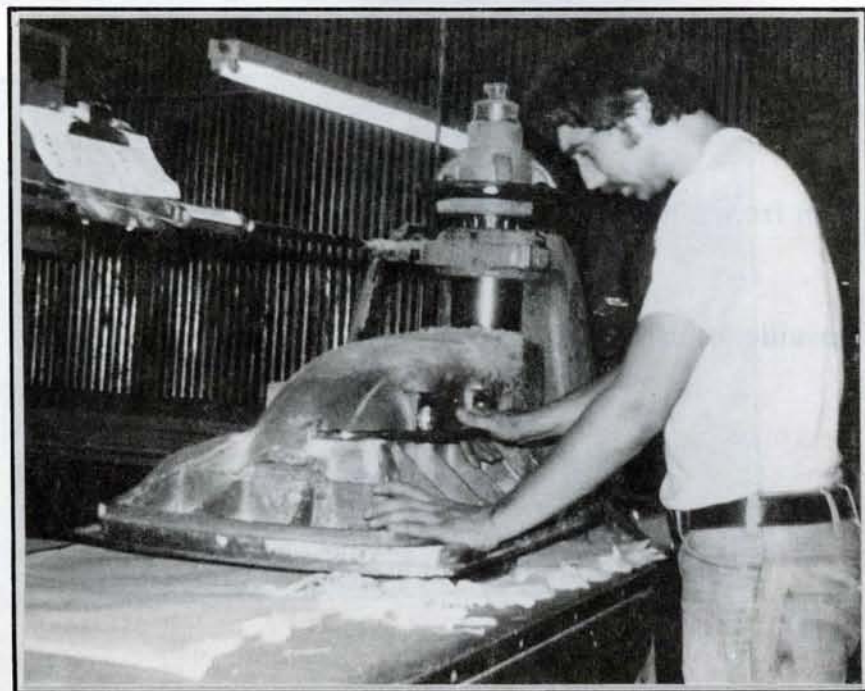


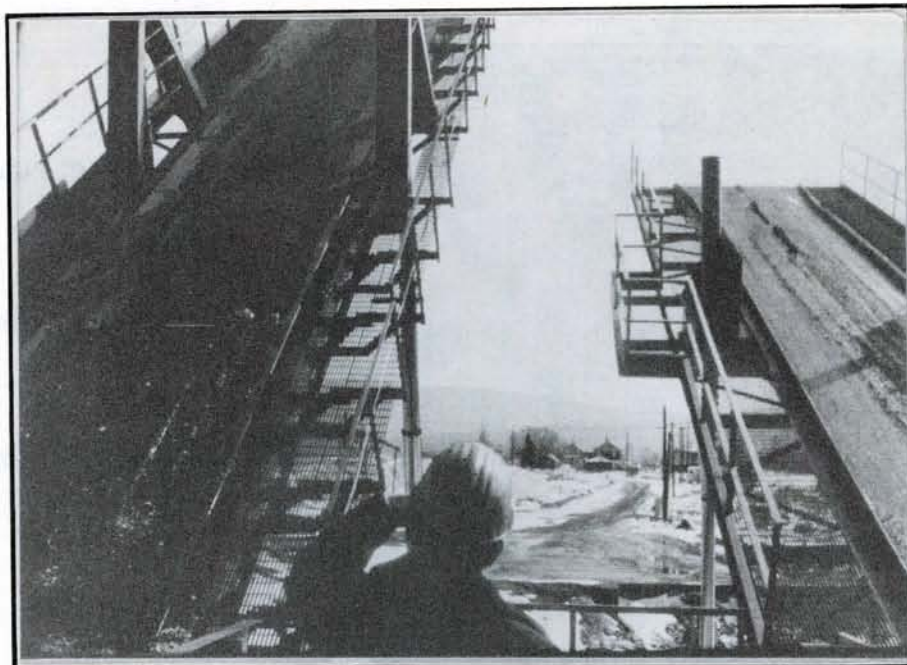
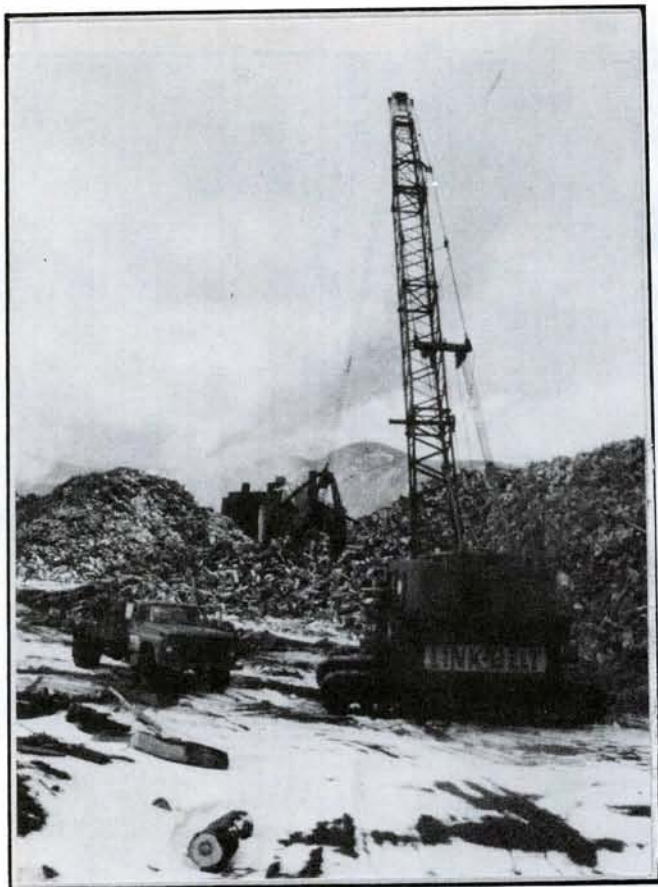


et l'usine
de produits
de caoutchouc



et la scierie.





**Mon père travaille dans l'industrie du bois - voici papa
sur le chantier.**



Mon frère aîné

travaille à l'usine.

Que fait ton père comme travail?



Ma mère travaille au centre-ville
dans une papeterie.



Toute ma famille peut parler français au travail,



car il y a beaucoup de Franco-Américains ici qui parlent encore le français.



Quand je vais au centre-ville après l'école,
je peux parler français avec les commerçants:

au magasin de tissus,



à la pharmacie,

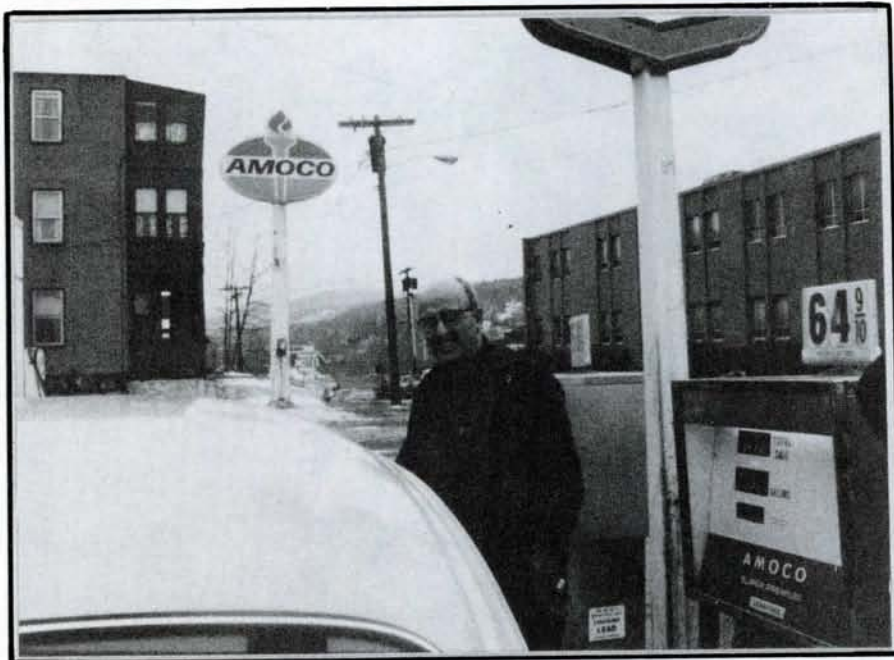


à la quincaillerie,

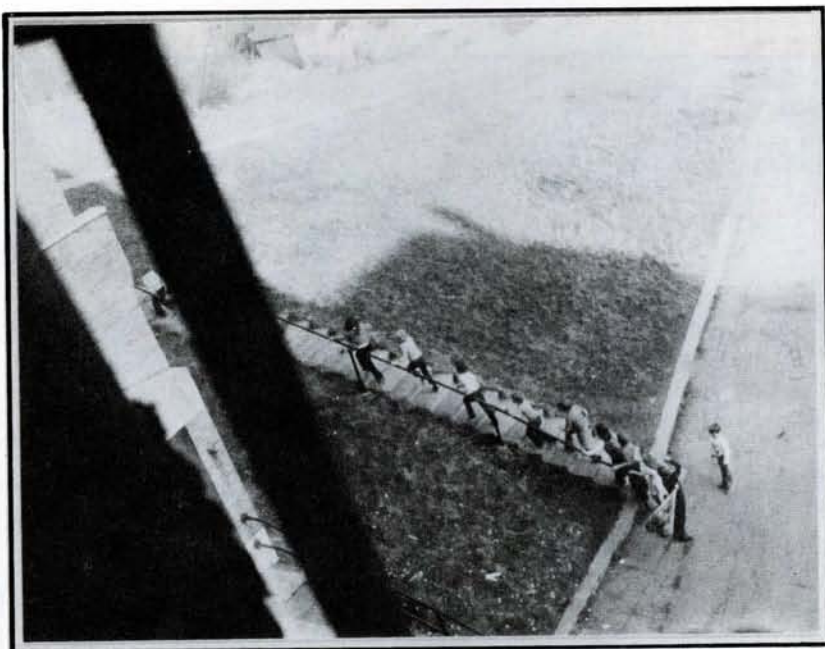


et, bien sûr,

avec maman.



Peux-tu parler français avec les commerçants de ta ville?



Je parle français aussi à l'école, qui s'appelle « Bartlett School ».

Mes amis et moi sommes dans une classe

du programme bilingue.





Il y a 25 élèves dans la classe.

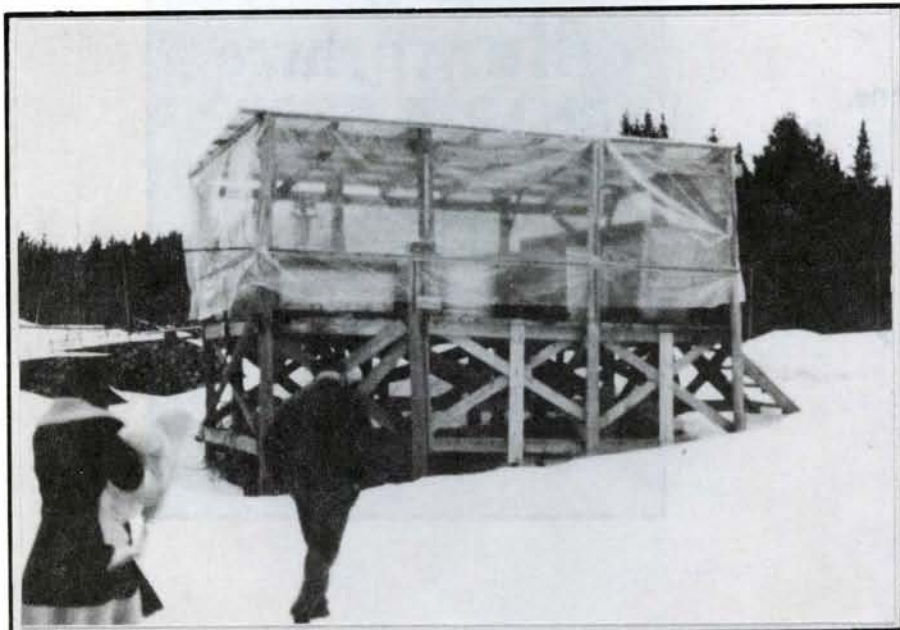


Nous avons une maîtresse sympathique.

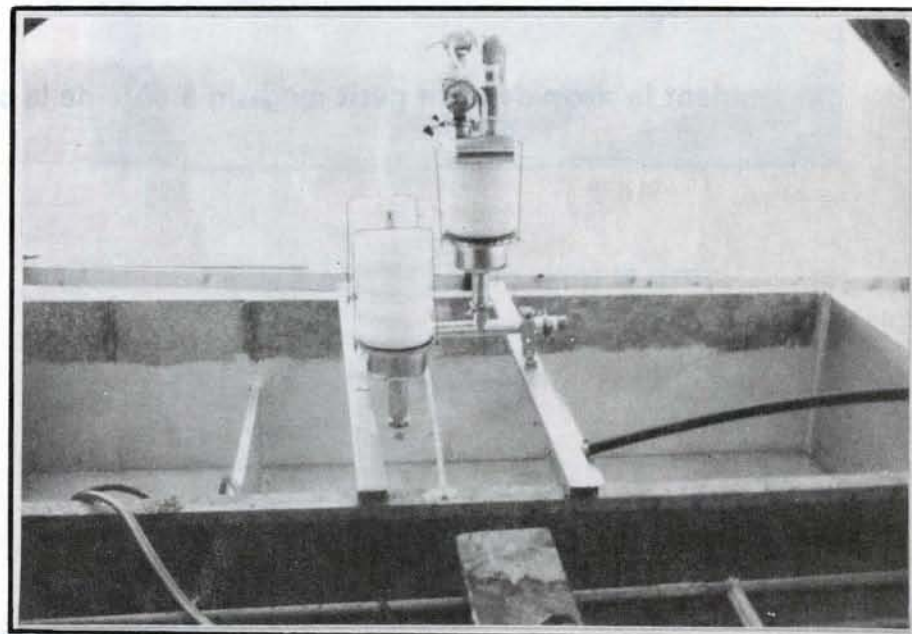


L'hiver dernier, nous avons visité une cabane à sucre.

La cabane se trouve dans le bois.



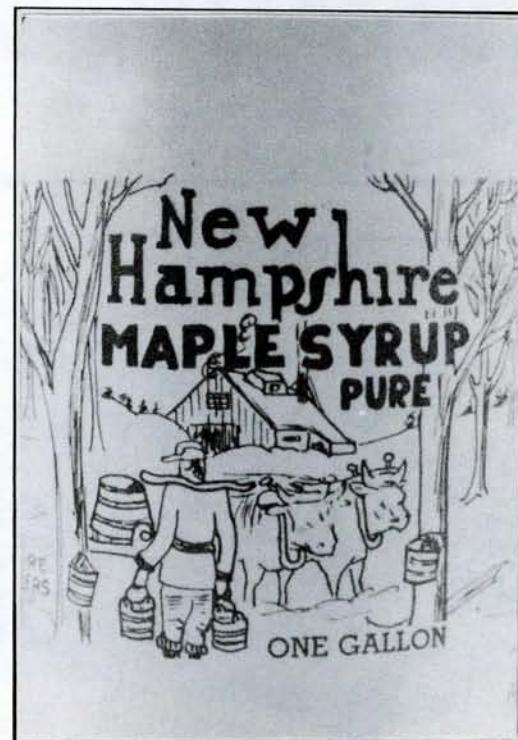
M. Beaulieu nous montre l'intérieur de la cabane.



Voici le sirop d'érable pur.

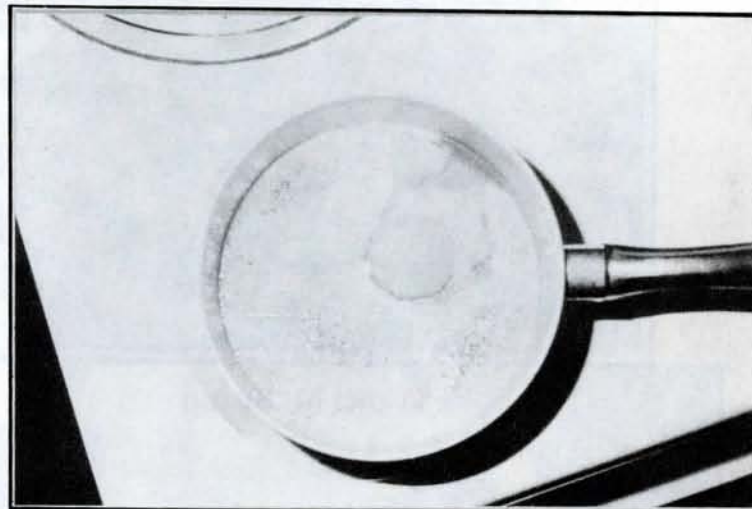


Il vendent le sirop dans un petit magasin à côté de la cabane.



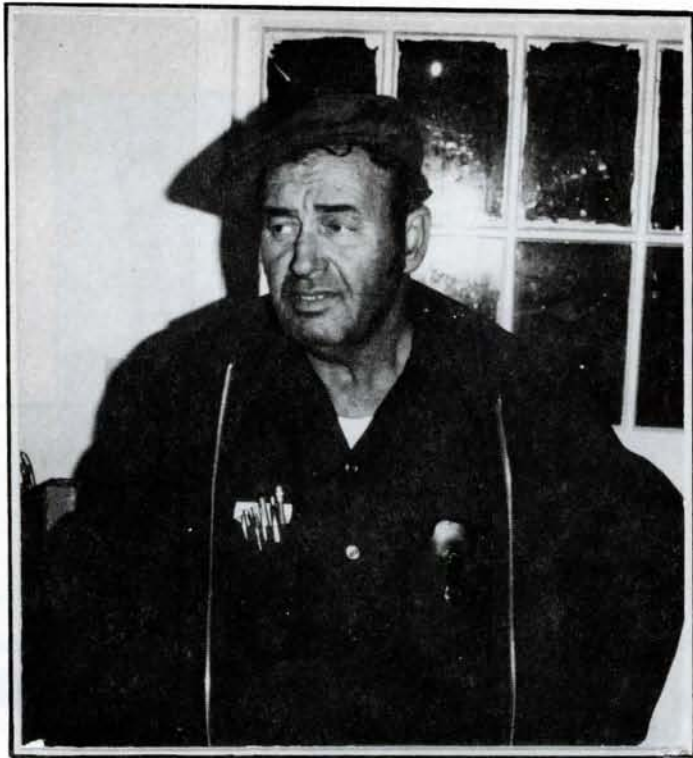


J'ai acheté du sirop pour maman.



Elle a cuit des oeufs dans le sirop.

As-tu goûté le sirop d'érable?



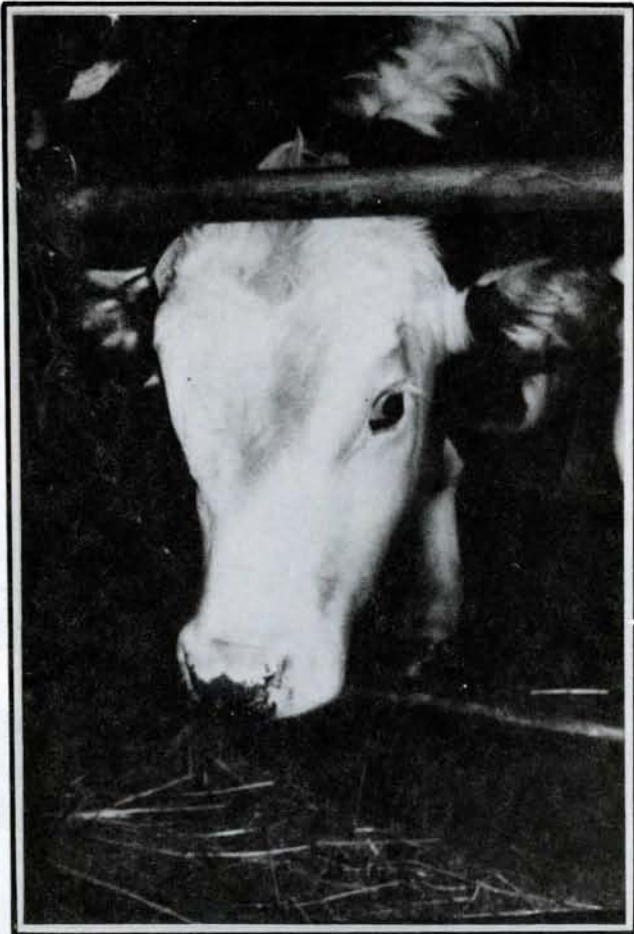
Voici M. Bisson

La semaine passé, nous avons visité

la grande ferme laitière de M. Bisson.

et ses vaches.

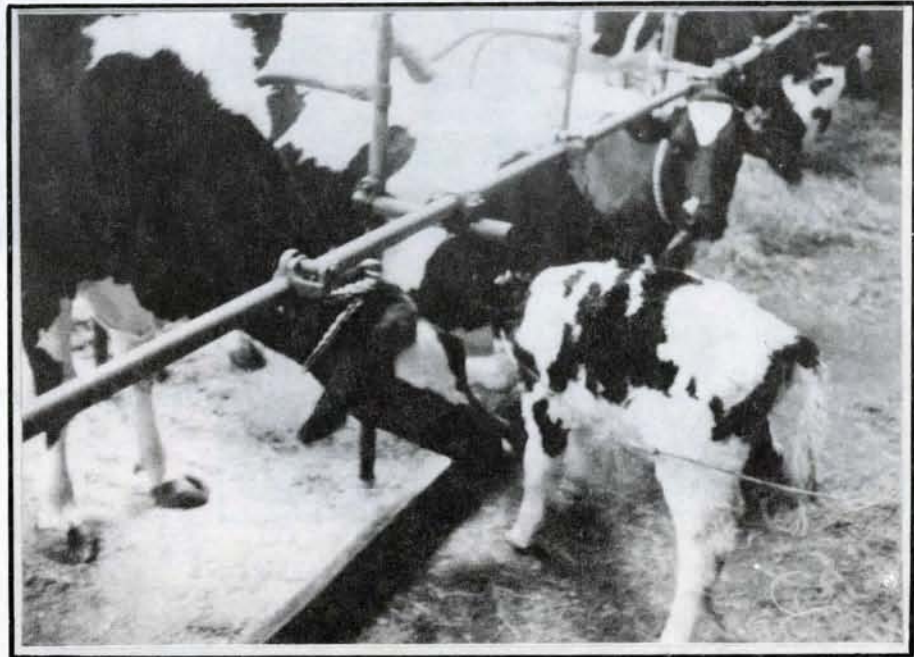




Cette vache-ci

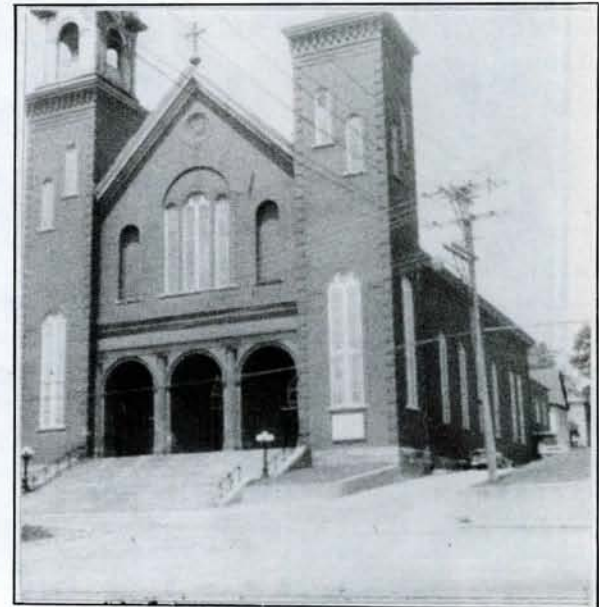
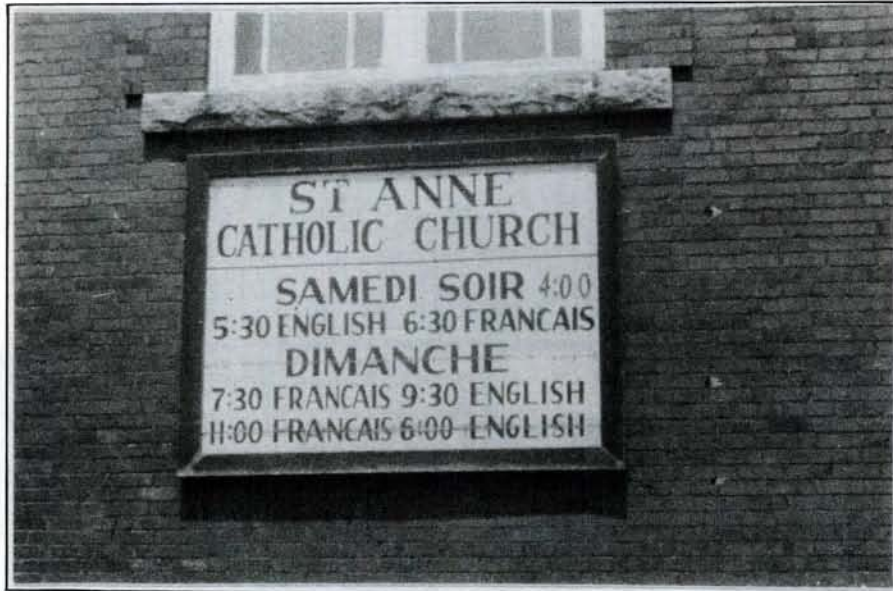
donne 32 litres de lait par jour.

Regarde le veau nouveau-né avec sa maman.



En classe, nous étudions les sites historiques de la ville de Berlin:

l'église Sainte-Anne,

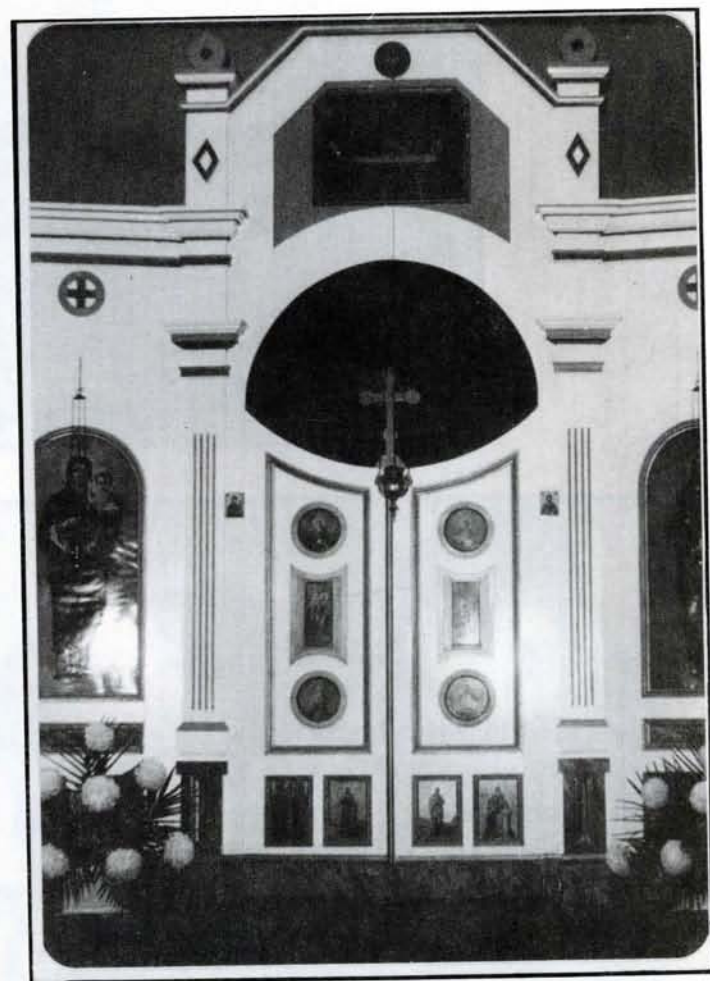


la première église franco-américaine de Berlin.

Cette église est déclarée «site historique national» par le gouvernement américain;



l'église russe



et le cimetière de Milan,

qui date de 1726.

Quels sont les sites historiques
près de chez toi?



Nous étudions aussi les sites touristiques autour de Berlin.



Le saut à ski «Nansen Ski Jump»





et le terrain de camping



«Dolly Copp».



Où fais-tu du camping?

Maintenant tu nous connais un peu.

Viens à Berlin nous rendre visite!



Je suis toujours ici

au centre-ville,

après l'école.

an **NADC** publication

For additional information write:

*National Assessment and Dissemination Center For Bilingual—Bicultural Education
ESEA, Title VII
385 High Street
Fall River, Massachusetts 02720*

INTRODUCTION

Abstract

Berlin, ville industrielle du nord, is the first in a series of materials dealing with cities in New England having a distinct Franco-American character. The text and supporting audio-visual materials present an overview of the city of Berlin, New Hampshire: its Franco-American character, principal industries, and historical/tourist attractions.

The primary objective of Berlin, ville industrielle du nord, is to provide an up-to-date, culturally valid Franco-American social studies material which is easily read by elementary grade students. Target students for this material are those presently at a minimum of third grade French reading ability (bilingual) , or those presently in seventh-eighth grade (FSL).

Format

Berlin, ville industrielle du nord, has three components: color slides, black-and-white photo-novel, and cassette recording of the text. This choice of format permits maximum flexibility for full classroom use, small-group instruction, or individual study.

The text has been divided into topical segments of approximately equal length to provide appropriate stopping points for further discussion and/or activities, or to conform to the time needs of a particular class. Discussion questions contained within the text itself can also serve to provide natural stopping points.

Objectives

This material has five main content objectives:

1) To provide sociological information on the situation of Franco-Americans in a semi-urban New Hampshire environment.

This objective is carried out through textual illustrations of Franco-Americans in various settings within the Berlin environment, as well as through questions embodied within the text to elicit comparisons of the student's own setting with those illustrated in the text;

2) To provide historical facts about the migration of French-Canadians to the United States.

This objective is carried out through the tracing of the migratory goals of Franco-Americans through their occupational patterns in and around Berlin;

3) To provide information on local New England industry supported by Franco-Americans.

This objective is carried out through the presentation in the text of sequential illustrations depicting local Berlin industries, and showing Franco-Americans at work therein, as well as through questions aimed at tracing the occupational history of the student's own family;

4) To illustrate the daily life activities of a Franco-American student.

This objective is carried out through the depiction of a Berlin student interacting with others at school and within the community;

5) To foster pride in being bilingual.

This objective is carried out in the text by showing the Berlin student taking pleasure in using the French language in daily life.

Topical Sequence

Within the text, the sequence of content supporting the objectives outlined above is as follows:

- a) introduction of the Franco-American student
- b) geographical locale of Berlin, New Hampshire
- c) the industrial nature of the city
- d) the physical surroundings of Berlin
- e) migration from Canada into the area
- f) local Franco-American industries and employment patterns
- g) the downtown Berlin area and its French-speaking atmosphere
- h) the local school and its bilingual program
- i) maple-sugaring
- j) local dairy industry
- k) historical sites
- l) tourist sites

For Further Information

Teachers desiring additional background and/or resource information on the Franco-American populations of New England are referred to:

A Resource Guide for New England Libraries: Bilingual/Bicultural Education/ Franco-American Studies

A Franco-American Overview

Both publications have been developed by the National Materials Development Center/French and Portuguese, and are available from the National Assessment and Dissemination Center, 385 High Street, Fall River, Massachusetts 02720.