

**ISTE (International Society for Technology in Education) submission
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Carole Fredericks: music is only the beginning

"Carole's story is a wonderful example of cultural assimilation and human achievement. From humble beginnings in Western Massachusetts, Carole evolved into a consummate artist, humanitarian and citizen of the world."

Connie Fredericks-Malone

Unit Objectives

Students will be able to:

- **listen to and understand authentic musical videos of the late Carole Fredericks**
- **listen to and interpret audio CDs**
- **read the French press both online and in hard copy and evaluate the life of Carole Fredericks**
- **interview each other on music in general**
- **use software and telecommunications to introduce Carole to others; in class, in the school and in the extended school community**

Foreign Language Standards Addressed

Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature.

Standard 1.1. Interpersonal Communication

Standard 1.2. Interpretive Communication

Standard 1.3 Presentational Communication

Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

Standard 2.1 Practices of Culture

Learning languages provides *connections* to additional bodies of knowledge that may be unavailable to the monolingual English speaker.

Standard 3.1. Making Connections

Standard 3.2 Acquiring Information

Through *comparisons* and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.

Standard 4.1 Language Comparisons

Standard 4.2 Cultural Comparisons

Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways.

Standard 5.1 School and Community

Standard 5.2 Lifelong Learning

NETs Standards Addressed

3. Technology Productivity Tools

- **Students use technology tools to enhance learning, increase productivity, and promote creativity**
- **Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.**

4. Technology Communication Tools

- **Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.**
- **Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.**

5. Technology research tools

- **Students use technology to locate, evaluate, and collect information from a variety of sources.**
- **Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.**

Unit Tools

Connections to other disciplines

U.S. and World History: music selections in this Unit include themes of apartheid, genocide and equal rights for all. More precisely, one song discusses choices one might make during the Holocaust, joining the terrorist I.R.A. movement, or living in South Africa during apartheid. Themes of hunger, children and women's rights and the plight of the less fortunate in today's society, internationally, are addressed.

Arts and Music: because of the visual acuity of both the DVD and VHS format of the musical videos, the artists' love of their instruments is often highlighted. Interviews with Carole Fredericks, as reported in the French press, also

discuss musical themes and choices of settings for the actual musical videos.

Spotlight on Technology

Internet Research: Students will read and interpret on-line interviews with Carole Fredericks and her fellow musicians as reported in numerous target language newspapers... They will also study the official websites, USA and abroad, dedicated to Carole.

Furthermore, they will investigate the *Wolof* language online, because one selection is done bilingually in English and in Wolof.

Word processing: Students will create reports on the music and life of Carole Fredericks, and use Microsoft *Publisher*, and *Power Point* to create presentational projects to the wider community of learners.

Technology Resources Needed

Hardware: computers with Internet access

Software: Internet browsing software, word processing software, including Power Point and Publisher, if possible.

DVD or VHS players for the musical videos.

CD Player for some musical selections, not available in video formats.

Web Resources

Web Resources

Carole Denise Fredericks Music Legacy LLC
<http://www.cdfmusiclegacy.com>

Carole Frederick's official France website
<http://www.carolefredericks.net>

Another France website dedicated to Carole
<http://www.shine.fr.st/>

Respire download available on
<http://www.npr.org>

Respire video
<http://www.cdfmusiclegacy.com>
<http://frenchteachers.org>

Couleurs et Parfums available:
<http://cdbaby.com>

Interview with Carole and *Poetic Lover*
<http://www.parler-de-sa-vie.net/index2.html>

Newspaper (L'Humanité) on-line report
<http://www.humanite.presse.fr/journal/2001-06-11/2001-06-11-245607>

Homage to Carole from Lyon, France
<http://www.lyonpeople.com/news/plfrederiks.html>

Humanitarian efforts of Carole Fredericks

<http://www.restosducoeur.org/>

Les Enfoires and the presence of Carole Fredericks

<http://ericouaibe.ifrance.com/ericouaibe/enfoires/historique.htm>

La chaîne de l'espoir

<http://www.chaine-espoir.asso.fr/>

Jean Jacques Goldman/Carole Fredericks

<http://www.parler-de-sa-vie.net/>

Wolof on-line

<http://www.wolofonline.com/>

Assessment Strategies, Teaching Foreign Languages

K – 12, Annenberg/CPB; **musical video on-line**, A

Nos Actes Manqués

<http://learner.org>

DAYS 1-2

Students will research on-line information about Carole Fredericks, both in English and in French. The class will study both the USA and the French official websites, to understand her life.

The English web site:

<http://www.cdfmusiclegacy.com>

The French web site:

<http://www.carolefredericks.net>

Depending on the level of the French class, discussion will center around the importance of her life, her journey abroad, her impact on the world, and her untimely death in 2001.

DAY 3

Work will center on *Respire*, 1999 *Couleurs et Parfums CD*

Students will examine the lyrics to one song, *Respire*.

<http://www.paroles.net/chansons/21131.htm>

The song is also available for downloading on:

<http://www.npr.org>

The class, working in pairs, will listen to the song and identify lyrical rhymes. The pairs will look for cognates to help in the translation of the song, to grasp the meaning of the musical selection. Students will also begin to study on-line articles related to Carole's humanitarian work in her life.

Day 4

Students will present their interpretations of the song to the class, and arrive at a consensus as to the major themes present. The class will then view the musical video, filmed in Iceland, for the first time. Students will begin to select their choice of a presentation format to introduce Carole Fredericks to another group of students in the school and/or school community.

Day 5-6

Students will analyze the rubrics for both the oral presentation and the technology projects required. Students will begin, in pairs, their Power Point or Publisher projects based on the song *Respire*, and the musical video. Because the students are familiar with these applications, the process should be completed within this time frame.

Day 7

The class will share its presentations using either the TV presentational mode or an in focus machine. Students will peer evaluate the projects anonymously, based on the original rubrics presented to the class.

Extension

Students will present their work to another French class in the school, and possibly to an elementary or middle school in the city. Student presentations may also be video recorded for sharing beyond the actual school setting.

Students may contact by email members of the Fredericks family, including Carole's sister Connie Fredericks-Malone, <http://www.cdfmusiclegacy.com> brother Henry (Taj Mahal) <http://tajblues.com> or other family members.