

two true-false questions (from different parts of the segment) to ask the other members of his/her group. (This constitutes the "comprehension-check" of the reading activity.) Then the group writes a summary of their segment in French in their own words.

B. In chronological order, one student from each group gives a brief oral report of the summary of his/her segment so that the entire class understands what happened.

5. **Post-reading Activities.**

A. Pass out second batch of segments. Students write the *passé simple* equivalent for each *passé composé* verb, if your goal is that students should be able to produce *passé simple*. Or students write the *passé composé* for each *passé simple* verb, if your goal is that students just recognize *passé simple*. This activity may also be used as a quiz.

B. Either individually or as a group activity, students write a creative essay in the first person about d'Iberville (could be a homework assignment.) Tell students to imagine that they are d'Iberville writing an account of the expedition for the king. They should describe what he was thinking when he arrived on the Gulf Coast, what he saw, what he did, why he made his decisions, his reaction to the scenery, the Amerindians, etc. As d'Iberville, students should write to persuade Louis XIV that Louisiana is a beautiful place, that the king should start a colony there, send people, supplies.

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