

**Lesson Plan**

[Week 4] Wed, Sep 13/ Mon, Sep 18

**\*\*Need: Poster paper, markers, index cards**

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| <b>8:30-8:50</b>   | Video “waiting on DACA” (2013) (7 min.)  |
| <b>(20 min.)</b>   | Discussion about DACA (10 min.)  |
|                    | <ul style="list-style-type: none"> <li>- Why is this important?</li> <li>- How does this matter to educators?</li> </ul>                   |
| <b>8:50-9:35</b>   | Venn Diagram activity  |
| <b>(40-45min.)</b> | 5 groups (4-5 people)  |
|                    | <ul style="list-style-type: none"> <li>- Discuss and create Venn Diagram based on reading (10-15 min)</li> <li>- Share (10 min)</li> </ul> |
|                    | Why is it important to understand these immigrant issues, especially in U.S. public school system? (10 min)                                |
|                    | <ul style="list-style-type: none"> <li>- Connect back to DACA as well</li> </ul>   |
|                    | -Explanations (10 min)   |

**Break**

**9:35-9:50 (15 min.)**

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| <b>9:50-10:15</b>  | What is culture? (Quick brainstorm) (1 min)   |
| <b>(25 min)</b>    | Culture quiz: group & discuss (7 min)   |
|                    | <ul style="list-style-type: none"> <li>&gt; What would you do as a teacher of this student?</li> <li>&gt; Considering the given situation, what might be challenging for teachers of ELLs?</li> <li>&gt; What does this have to do with culture?</li> </ul> |
|                    | Share (15 min)  |
| <b>10:15-11:05</b> | Surface vs. Deep culture (10 min)   |
| <b>(50 min)</b>    | Going back to your culture case (10-15 min)   |
|                    | <ul style="list-style-type: none"> <li>- Is it about surface culture or deep culture?</li> <li>- Try KWLH (Know/Want/Learn/How)</li> </ul>  |
|                    | Share (15 min)  |
|                    | Summary of value and intercultural communication (10 min)   |

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| <b>11:05-11:15</b> | Announcement; assignment for next class          |
| <b>(10 min.)</b>   | About field experience; discuss about class time |
|                    | Wrap-up  |

[Syrian]

You have a new boy in your class from Syria. He speaks very little English. He is having a problem getting along with the other students. He has fights on the playground every day which he seems to provoke by constantly touching the other boys.

[Korean]

You have a new Korean girl in your class. The other students in your class don't want to sit next to her because they say she smells funny. You have a bad allergy and can't tell. She appears to be a clean, well-dressed child and you don't understand your students' objections.

[Brazilian]

You signal "O.K." by making a "O" with your thumb and forefinger to a student who has done a good job. Your 8<sup>th</sup> grade newcomer from Brazil looks very shocked.

[Argentinean]

Guadeloupe is a smiling 3<sup>rd</sup> grader from Argentina. She seems well-mannered and eager to please. However, when you speak to her she refuses to look at you. .

[Muslim]

You are a 3<sup>rd</sup> grade teacher and you often pass along worksheets from the right side to the left side of the classroom. You notice that a Muslim child in your classroom refuses to take a sheet of paper from a classmate. This isn't the first time this has occurred.

[Russian]

A Russian student, who has learned English and is able to do much of the work in your classroom, copies work from other students during tests. When you talk to him about this, he doesn't seem at all contrite. His parents act like you're making a big deal about nothing.

[Thai]

Thu is a 6<sup>th</sup> grade girl from Thailand. She becomes hysterical when the other girls tease her by playfully mussing up her hair. Her parents have to come to school and take her home. While you understand her need to look tidy, you think she has over-reacted.

[Mexican]

Maria is a Mexican student whose attendance in your 6<sup>th</sup> grade class is very poor. It is affecting her academic performance. After an absence of several days, you ask her why she was out and she explains that her aunt was sick and her family went to help her. Although you explain the importance of good attendance in school, the same thing happens a few weeks later. You wonder if Maria's family considers education important.

[Colombian]

Pablo is a well-mannered boy from Colombia. He insists on calling you “Teacher” instead of your name, which you are sure he knows.

## Culture KWLH: Know & Learn about Culture

Using the cultural case scenario you have, try to know & learn more about the culture.

| <p><b>What do you KNOW?</b></p> <p><i>Describe what you already know about this culture. Include surface and deep culture – everything you know!</i></p> | <p><b>What do you WANT to know?</b></p> <p><i>What do you want to know more about this culture? Include elements you find necessary to know because of the case scenario as well as personal interests.</i></p> | <p><b>What did you LEARN?</b></p> <p><i>Find out the answers about the culture. Use internet, friends, or any other resources available to you.</i></p> | <p><b>HOW do you learn more about this topic?</b></p> <p><i>If you or someone else wanted to know more about this culture, what would be a good way to learn?</i></p> |
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