

Lesson Plan (over two days : two 3-hour periods)

America, The Land of many Faces (Culture lesson)

- 1) An in-depth study into the dream(s) or vision (goal) of ESL adult students, the drive or challenge experienced.
- 2) review, and statement of progress toward goal(s) of the student.

Overview: These two lesson plans encourage the student to take a step back in time to just before he/she came to America, and to review his/her goal(s)/vision for coming to America, to think of the challenges that were faced and that likely are still present, to be able to state them in their own words, and to then evaluate progress from the initial goal(s) to where he/she is presently, in Level 5 ESL class. Finally, for instructor to allow the student to state in his/her own words how close he is to achieving the goals, and then to be able to state where he/she still falls short.

Class/student objectives for the two lessons:

- Student will be able to write down one or two goals/purpose for deciding to leave his/her native country, and actually traveling to America in the hopes of achieving the goal(s).
- The student will be able to brainstorm in small group (3-4 students) the kinds of challenges they faced preparing to commute to the U.S. or they faced upon arriving in the U.S. The student will later be able to briefly describe in writing some of these experiences he/she has shared earlier. Teacher will encourage student to write down positive experiences, as well.
- The student will consider/and write in his own words just how successful he/she was/has been in reaching these goals, including to be able to re-evaluate what progress has been made.
- Student will rewrite any closing statements that do not clearly state a clear evaluation of progress, whether reached or otherwise.

Class Aids and materials:

- Hand outs of earlier ESL student stories* relating their experiences prior to coming to American, and describing their goals/reasons for making the trip to America. Can include some of the experiences since arriving in the States. (*Taken from a variety of documented bibliographies)
- Handouts will include photos of individual students and groups who have written their stories, and later had them published.
- Overhead Projector: A listing in the form of an overhead that gives the reasons present students *in the class* have given for immigrating to America
- Collections of word phrases relating to student experiences given as handouts, that can be used as examples for future writing
- Collections of vocabulary suitable for use in writing student's story
- Exercises based on Grammar- primarily present perfect, past, and future tenses
- Digital Camera – To take pictures of students who have signed release forms, to be used with their writings
- Note paper and individual student folders (to keep drafts and original writings)

Lesson Plan #1 – Day 1

Steps to be taken:

During the first week of class students stated their goals for the class and handed them in to the Teacher. They already know the types of goals they want the ESL class. Now they will be exposed to stating what their goals for traveling to America are.

1. Teacher will write the warm-up assignment on the board for students as they come into the room. She will have **several examples of the assignment written** on the board. As students come into class they will be asked by their teacher to write down two reasons for why they came to the United States. They may only want to write down one reason. They will be asked to hold on to the goals they wrote down for later use in class.

*Allowed time: 10 - 15 minutes

2. Students will be given two **handouts to read aloud** in class, taking turns.

- a. Students will then be asked to underline all verbs in the sentences.

- b. Students will be asked to underline the goals they recognize

- “An Immigrant Family’s Success Story”¹

- “Peter Baraban’s Story”²; “More Stories From Virginia”²

- Then students will be asked to give **two or more reasons** for why the individuals in the stories came to America.

- Allow time for students to point out verbs, their tense, and with the teacher write sentences on the board using the less common verbs.

- Discuss as needed, any sections of the stories, reemphasizing the goals

*Allowed time: 30 minutes

3. Students will divide into groups of no more than 3-4 students in each, and **discuss the goals** they wrote down for themselves, when first entering class (the warm-up exercise). This will be followed by allowing them to share obstacles they had in preparing to come to America

*Allow approximately 20 minutes, possibly 25.

4. Students will remain in groups, but the teacher will ask them from their groups, to either go to the board or volunteer a **goal they discussed**, which the teacher will write **on the board**. They would be allowed to give only one goal each for this particular exercise. There would be a numbering on the board for the number of students in the class. All goals would be placed on the board, with no repeats. This would be followed by brief discussion on similarities or unusual differences (as shown on the board.)

*Allow approximately 20 minutes to list goals on the board. (examples could be: to get further education; join family; get money to start business, e.g.)

During Break time - Teacher or student will begin **taking pictures** of various students (provided they filled out a release form). (a legal “picture release form)

5. Following break: Students are given **handout** that gives suggested “support and encouragement” through stories related by several individuals who were pursuing their life’s dream or goal.

- Ask student to discuss what was a good encouragement, as noted from the stories of two students.³ The goal of this activity would be to consider/point out factors that helped the two writers to continue with their goal. (Handout)
(20 minutes)

6. **Practice conversation** using these phrases from the “situations”, above.

Examples:

- Save enough money to buy a house
Give it a little time
- Pass my GED
I know it’s been hard
- Pass my interview for citizenship
I know it hasn’t been a piece of cake
- Get into Wake Tech credit classes
Hang in there
(15 minutes)

7. *Students will now be given an opportunity to write down on a sheet of paper, who they are (first name only), the country they are from, and then to proceed to write a sentence listing their goals (2+) for coming to the U.S.,*

Then, for paragraph, 2 assist the student in writing out some of his challenges/difficulties he has experienced during the time since arriving in the U.S. Also, include some good experiences.

**Teacher will provide examples on one of her opportunities for living or of someone he/she knew personally who lived abroad:

- Why he/she went (several goals)
- What were some of the challenges?
- What was the final evaluation of the experience?
(35 minutes)

Teacher will collect all writing – to be reviewed, with suggested editing (to be returned the next class.

Lesson Plan #2 – Day 2

1. **Warm-up:** Students will be given 5-6 typical verbs that could be used in writing their stories (continued from Class Day #1)

Suggested verbs: wish, want, come, marry, work, hope, make (money)

– Place on board for students to reference

Assignment:

- Students will write a complete sentence for each verb at their desks.
 - Teacher will write a listing on board from #1-22 (if you have about 20 students seated). Allow the students to pick their best or favorite sentence and go to the board and write it down. Once all the students have placed sentences on the board, glance over to see if any verbs have weak representation, and if they do, add a couple as examples to reference.
 - Then allow students who wish, to go to the board and with another colored marker to make corrections to any sentences. Allow them to choose one sentence to correct. Then if there are more corrections to be made, go over each with the class to note changes, and give explanations, and further examples to clarify.
Allow 20 minutes
2. Activity: **(Handout) Reading aloud** article, “Fulfilling Their Dreams”⁴. Again, ask students to underline verbs. Ask students, “Do you think it is difficult or easy for immigrants to fulfill their “dreams” in the US? Discuss some dreams that a student or family might have. List on the board some immediate suggestions:
e.g. Fulfill dream of all the family being together.
Giving children a chance to get a good education
To buy a home for family
To get a better job than they ever had in their country
To be able to start own business
To get better education for themselves
To have a better life
15 minutes.

3. **(USE OVERHEAD PROJECTOR) Discuss a “time line”**. Illustrate a time line on the overhead. (Can easily be done without overhead.) Then ask students to look at the article, and tell what happened; show sequencing as illustration on the timeline. Note some obstacles. (Many timeline samples are available on the Web.)

- Use discussion: Did you as a student reach some of your goals?

What are some successes? (Write any comments you get on the board as sentences.)

Share ideas of how a student could say that he has succeeded.

-Examples: I’m still learning English, but I’ve reached Level 5.

I’ve gotten a better job.

I’ve been able to save money, or send money to my family.

I can buy things I need.

My children are getting a better education.

I got married to a nice person.

My family is together.

20 minutes.

4. Reading – from Carlos Santoyo ⁵
 - Examine the use of vocabulary in the writing. **List the words** in format, of noun, verb and adjective.
 - Follow by a series of questions based on the reading and the vocabulary listing.
20 minutes.

BREAK – Day 2

5. Handout & Activity: Students will **discuss how to use “Where” and “When”** as question words in a sentence. Practice with partner using handout⁶ as a guide, and with questions provided, and drill.

Where	did	I	work?
When		you	live?
		She	study?
		He	get married?
		We	have problems?
		They	learn?

Also, practice answering the questions, with answers such as:

Where did you work? I worked in a restaurant; I worked for 4 years.

Where did you live? I lived in Mexico, and came to the U.S. in 2004

Where did he get married? He got married in Poland last year.

Where did you study English? I studied English at Wake Tech.

Where did you have problems? Etc.

Allow 15 minutes, or less.

6. Students will be given their writings from Class #1.
They will be asked to write a final paragraph (encourage at least two sentences) to what has already been written (about goals, challenges/experiences) and encourage the students to rewrite the entire three paragraphs, if it will help them understand their edits and to understand the timeline they developed
 - At this point, if there are several students who have excelled in this written activity (high Level 5), ask them to help the students who need further help to finish the assignment. Take this time to help individual students with any questions, working from one student to another.Allow 40 minutes to finish up all written activities.

7. Finish the project with students checking their photos, with the writings. They will be able to review and questions, and order pictures.

- All writing will be placed in their student portfolio to be taken home at the end of the term.

The photos will be distributed during the following class.

Suggested follow-up evaluation:

Ask students to provide feedback on the activities to do with the project:

Student Questionnaire

Answer the following question?

1. Have you almost completed your goals for coming to the United States? Yes___ No___
2. If you still have a goal, or several goals, what are they now? _____

3. Do you think you can complete a goal this year? yes _____ no _____
4. Do you want to make a new goal? Yes _____ No _____
5. What activity did you enjoy most? _____
6. What activity did you enjoy least? _____

Bibliography:

¹ ‘An Immigrant Family’s Success Story’ - Amne Sejaan from South Lebanon. Page 48. From “Stories to Tell Our Children”, by Gail Weinstein-Shr. 1992. Heinle & Heinle.

² Collaborations, Page 43 –Peter Bacaban’s story– English in our Lives – Beginning 1 Student Book; More Stories from Virginia, pg. 74. Beginning 2 Student Book, Jann Huizenga, Gail Weinstein-Shr, 1996. Heinle & Heinle Publishers

³ From “All-Star Learner Persistence Kit, Shirley Velasco, Kristin Sherman, McGraw-Hill, 2008, pg. 25

⁴ Fulfilling Their Dream”. P. 28; Ventures 4-Multilevel Worksheets, Bittel, Johnson, Price, Ramirez, Savage and Ingrid Wisniewska, Cambridge University Press, 2009,

⁵ “Biographical Information” – information from Carlos Santoyo. Page 32. “Composition Practice, 3rd Edition, Book 3, by Linda Lonon BlantonThomson/Heinle, 2001

⁶ English in Action, Page 27, Barbara H. Foley; Elizabeth R. Neblett; Thomson-Heinle.