

Yale 2012 PIER Summer Institute Global Movement
Sponsored by the Yale Programs in International Educational Resources (PIER)

TITLE OF UNIT: “NO MAN IS AN ISLAND”

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School: *New Haven Adult Education*

Subject Area: *Origin and Kinship*

Grade Level(s): *Adult Education ESOL Beginner 2*

Time Frame to Allow for Unit: *2 to 4 lessons*

Introduction:

This lesson plan explores the geographical background of the students in an adult education ESOL class. Culture, customs and homeland are discussed and compared. Personal family photos are brought to class and shared to augment the discussion and bring the idea of “global citizenship” full circle.

Geographic Connections:

With the help of maps we explore our macro linear family and arrive at the micro linear world of our individual families and the common and diverse rituals, hierarchies and dynamics we encounter on our journey confirm the idea of us as global citizens.

Vocabulary:

Locations: National Geographic Maps representing the native countries of our students, who come from The Far East, The Middle East, Africa, The Balkans, South and Central America and Western Europe’

Assimilation Definition: Process of adjusting and absorbing the cultural traits of the new homeland.

Context: An acute and relevant experience of all students present.

To conquer Definition: To get by force, to win in war

Context: Background history of many students who have come as refugees or other “conquered people.”

Journey Definition: 1, a distance traveled 2, a process, a passage

Context: Students will discuss their geographical journey and their process or passage into the new culture with all its challenges

Relatives Definition: Family members

Context: Family photos are going to be shared, which is a true icebreaker as it allows students to step back in familiar and emotional territory and share this experience.

Homesick Definition: being depressed from longing for home and family.

Context: All students have left their homeland and experience profound feelings of longing and loss.

Stage 1 – Desired Results

Content Standard(s):

Casas Content Standards: Specific to ESOL Beginner 2 (some Beginner 1 and Intermediate 1)

- 0.2.1; 0.2.2; 3.5.7 Identification of family members. Family Tree. Description of family members
- 2.7.2 -2.7.6 Calendar and national holidays. Grammar: past/present. “Before/After
- 2.5.7; 4.1.2; 4.1.3 Names of common occupations. What do/did you do?
- 4.1.8; 4.2.1; 4.4.2 What does she /he do for a living? Etc.
- 4.8.7 Personal problem solving. Issues with family, friends and culture clash.
- 5.2.1 – 5.2.5 Interpret information about U.S. history, world geography and global issues

Understanding (s)/Goals:

Students will understand that:

They are part of a global citizenship.

Their cultural contribution is essential to the fabric of this society.

Open-mindedness and empathy allow us to collaborate with people from other parts of the world.

Essential Question(s) Related to Theme(s):

Who am I?

What is my Identity?

Student Objectives (Outcomes):

Students will be able to:

- Discuss in a group setting their geographical and familial stories. Identify and describe countries, family members and cultural norms. This can be accompanied by maps, magazine pictures, family photos and other regalia. Rudimentary grammar is to be incorporated.
- See themselves as global citizens whose cultural contributions matter and whose intellectual curiosity, open-mindedness and empathy will enrich not only their own lives but will also recognize bias and combat prejudice.
- Reflect on the essential questions and make attempts to formulate their thoughts and share them with the class.

Stage 2 – Assessment Evidence

Performance Task(s):

1. Students begin with drawing up a family tree
2. Students write a short biography, including a paragraph about their native country.
3. They will interview each other with pen and notebook, and ask questions like:
“What do you remember about your native country?” “When did you leave and why?”
“What do/don’t you like about life in the USA?”
4. Students might give an oral presentation, followed by a class discussion and question and answer period.

Other Evidence:

1. Students write a list of as many countries as they know with their corresponding nationalities
i.e. China – Chinese
Peru – Peruvian.
2. Question/ answer period follows:
Where are you from?
What are their nationalities? Etc.
3. Students practice preposition of place with the countries on the map.
i.e. Benin is between Nigeria and Togo.
Sudan is below Egypt, etc.

Stage 3 – Learning Plan

Learning Activities:

A weekly computer lab (1.5 hrs) gives opportunity to augment geographical knowledge, family history and grammar exercises.

Reading, writing, listening and speaking are the four essential tasks required from our ESOL students. Using stories, functional writing assessments (Casas), interactive computer sites and active class participation as part of our daily program these tasks will be addressed.

Real life situation learning is stressed with the help of job application forms, medical history forms, driver’s license application forms, library card application, etc.

The main source material for this lesson is the group sharing of large maps depicting the native countries of our students present. They can be hung on the walls or spread out on the tables in the classroom so that small groups can work together.

The second source material is the family photos the students will bring, not exceeding five photos per student. Like the maps, the photos can be shared in small groups or with the whole class.

TEACHER’S NOTE: Although this lesson plan is primarily geared to a Beginner 2 level it can easily be modified to a lower or higher competency level.

Resource List/Bibliography:

1. “No Man Is An Island” by John Donne

Websites:

Genographic: Mapping the Human Journey

<http://www.nationalgeographic.com/xpeditions/lessons/09/g912/genographic1.html>

Migration: Reasons to Move

<http://www.nationalgeographic.com/xpeditions/lessons/09/g35/Migrations.html>

Ancestry research:

www.Ancestry.com

Video Resources:

God Grew Tired of Us (2007)

Which Way Home (2011)

The Other Side of Immigration (2010)

Favorite ESL Sites:

Multicultural Academic Program (Activities Homepage)

<http://www.spot.pcc.edu/map/prev/>

Adele’s Corner

<http://www.members.iinet.net.au/~adelegc/index.html>

Learn to read at Starfall

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

ESL Blues

<http://ww2.collegeem.qc.ca/prof/epritchard/>

ELLO/Listening Games

<http://www.ello.org//months/weeks/games>