

Teacher Work Sample

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United We Stand- Celebrating Diversity in America

Unit Rationale

The purpose of this unit is to explore diversity in America. I want students to praise differences and avoid using stereotypes or prejudices. Students will share their ethnic backgrounds with peers and form a closer bond as they get to know one another. They will learn about education systems and class levels across the globe. Across five weeks, students will be able to form their own views on diversity and struggles for equality in America.

I created this unit plan for an 8th grade class on a regular reading level. I intend on working with English Language Learners in the future, so I assumed that this class would have several, and worked in activities that would make new students feel less alienated. All lessons have a Reader Response Theory backbone, guiding students to dig below the surface area of the content to form a personal connection. I want to use culturally responsive pedagogy as I combine a variety of strategies to make all students inclusive and engaged in my lesson plans.

In order to include all ethnic backgrounds, I will have the class create a family crest. The crest will be a visual representation of the heritage of the families of each student. In addition, I will have students create two stars, another visual representation of their culture, and glue them to a class flag. These visuals will be kept in the front of the classroom, reminding students that we are a community.

To explore ethnicities and cultures outside of our classroom, students will choose one country to research. They will create a visual representation of their research and present findings to peers. Everyone in the class will create a passport and as each student presents, they

will write the name of the country in their passport. Education systems, poverty, class systems, and government will be explored through the individual presentations.

In addition, students will be required to choose one book to read from a list of four multicultural texts. The books include: *The Absolute True Diary of a Part Time Indian*, by Sherman Alexie, *Tomorrow, Maybe*, by Brian James, *The Crossing*, by Taylor and Lawrence Joseph, and *Oroonoko*, by Aphra Behn. I chose these four texts because I feel as though they all include a multicultural background. Each has a main character that is easy to relate to as they bring the reader into their natural habitat. Students will have twenty minutes per class period for an entire week to dive into their novels. They will have an additional week to finish reading the book at home.

For homework, to prove comprehension and get students thinking critically, students will respond to given prompts on our classroom Ning. They will provide detailed descriptions of the characters, setting, culture, and storyline while including personal connections. In addition to forming an individual connection with their novel, students will collaborate with peers to create a Reader Response based presentation. They will be able to create a video, perform a skit, create a commercial, make a poster board, create a PowerPoint presentation, discuss a summary of the story, research the author, or use any other approved Reader Response based presentation tool. Students will have about ten minutes per day for an entire week to work on their group projects. I will walk around and make sure groups are on task during this time. As groups present, students will peer evaluate one another. They will grade the group projects on a scale of 1-5 and write a few comments about the presentation.

After the presentations, students will be introduced to the variety of dialects across our country. We will review code switching, and the procedure of attempting to become an

American citizen. In groups, students will complete a small skit representative of code switching. Students will have the ability to listen to accents, learn new slang words, and view different cultures in our own country.

In order to bring this activity to life, I planned a class trip to a local international ministry. One week before going on the trip, students will write a letter to the international students, welcoming them to our country and introducing themselves. The international students will prepare family recipes from their native lands to share with my students. As the students arrive, they will greet the international students and have the ability to talk face to face with the student they wrote the letter to. They will also prepare one idiom to teach the international student they speak with. This will connect all activities by bringing the experience to life. International students and my class will learn from one another as they share their cultures. After the visit, I will create a small cookbook including all recipes from international students for my class, and a booklet of idioms created by my class for the international students. I hope to leave a lasting impression on all parties.

As a cumulating activity, I am going to end the unit by having students write a reflective essay. They will spend a class period analyzing what they have learned and reflecting on the experience as a whole. Students will include things from their novel, newspaper articles, documentaries, individual projects, group projects, and any activity that discussed diversity. Students will think critically as they respond to the guiding questions for the essay. I hope to leave a lasting impression on each student individually through this unit based on diversity in America.

Unit Goals

- Explore a variety of cultures across the world.
- Get to know one another better by sharing personal backgrounds.
- Form a personal connection with an international student.
- Create literary community through group projects, collaboration, and a book club.
- Read a novel and dig below the surface area, truly forming a connection with the characters.
- Respond to given prompts by writing 100 word responses on the Ning. Also, respond to what peers wrote and reflecting on the experience of using the Ning for homework as a whole.
- Reflect on experience of unit as a whole: watching documentaries, reading newspaper articles, looking at real missing children on milk cartons, viewing struggling children their age from other countries, learning about class systems, participating in a code switching activity.

Unit Objectives

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| • Respond to culture shock activity. | • Construct a classroom flag that includes the backgrounds of everyone in the class. | • Create a personal passport. |
| • Create visual representation of culture shock. | • Create two stars each to place on classroom flag that represents personal background. | • Explore a variety of cultures through individual presentations. |
| • Respond to having a border in the classroom by writing a reflection. | • Provide a personal definition of what it is like to be an American citizen. | • Read a novel. |

- Define stereotype and have the ability to list a variety of stereotypes from different cultures.
- Compare rights of education in The United States to foreign countries.
- Complete/present a Reader Response project with peers that read the same novel.
- Work in groups to produce a visual representation of stereotypes that apply to their cultures directly.
- Explore life at a lower class level.
- Participate in classroom Ning.
- Select a newspaper article of interest that focuses on discrimination or stereotypes in America.
- Compare and contrast goals for the future.
- Respond to peers on classroom Ning.
- Reflect and summarize selected article, pointing out discrimination or stereotypes.
- Collaborate with peers to examine struggles foreigners go through in the USA.
- Reflect experience from writing and responding on the classroom Ning.
- Interview family to find out true heritage and history of their family tree.
- Describe the differences in education across a variety of continents.
- Peer evaluate group presentations.
- Explore diversity amongst peers through sharing personal backgrounds.
- Donate something to help a less fortunate student in another country.
- Respond to documentary about child slavery and young soldiers.

- Construct a family crest/visual representation of ethnic background.
- Select a country to research. Present research of selected country.
- Write a letter to a local international student. Talk with the student when we go on our field trip.
- Explore a variety of dialects across the USA.
- Participate in a code switching activity.
- Aid in rebuilding education in Mexico.
- Compare regular routine with other students in a video about struggles for equality in America.
- Attend field trip to visit international students.
- Sample food from a variety of cultures.
- Teach an international student an idiom.
- Read and respond to a Time magazine article describing homelessness in America.
- Write a letter to congress, explaining the topics reviewed in class.
- Compare different class systems across the globe.
- Learn more about peers.
- Complete a final assessment by writing a reflection paper, describing diversity in America.

Lesson Plans: All lessons are designed for 50 minute class periods. Each week has a brief overview to summarize the activities. All references are organized in the time column for easier access.

Week 1- Explore multiculturalism and diversity in America. Introduce a variety cultures and observe present day struggles for equality. Review stereotypes, compare ethnic backgrounds, create family crest and class flag.

Monday (Day 1)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3 minutes	Take attendance. Ask everyone how their weekend went, and tell the class we are going to begin a new unit. Have each student take out a sheet of paper and a writing utensil.
10 minutes	Introductory activity. Begin going over the daily agenda in Spanish. Do not answer any questions in English. Call on students at random to answer questions in Spanish. Continue to review the agenda, asking students to clarify the expectations. Explain the homework and follow up activities for the remainder of the week. When the class becomes confused or frustrated, ask them why they think you've done this?
20 minutes	Ask the class how they felt while attempting to understand the agenda. Have each student write 1-2 sentences, explaining how they felt during the culture shock warm up activity. Allow each student to write their response on the blackboard, creating a visual of the interpretation of the culture shock. Tell the class this activity was created to make them feel a sense of culture shock. Explain that this is how many of our English language learners feel when thrown into a mainstream classroom. Review student responses and point out how frustrating it could be if you were unable to fully understand your instructor.
10 minutes	While students write their responses on the black board, type them into a word document.

	After saving the document, copy and paste it into a wordle cloud, creating another visual representation. Bring the Wordle cloud up on the overhead, showing students the combination of their responses. Point out larger words that were used repeatedly, for example, if "frustrated" was used several times, the word would appear larger.
7 minutes	To wrap up the activity, end with a class discussion. Talk about how all students new to the United States face similar struggles on a daily basis. Ask the class if they know any international students, or if anyone in their family has come to America in recent years. Mention a number of ethnicities, explaining the diversity in public school systems.

Tuesday (Day 2)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3 minutes	Attendance. Drop a line of string across the classroom, creating a divider.
5 minutes	Randomly, situate students on either side of the string. Tell them this is now the border, and they will be unable to cross unless they follow strict instructions. Tell students they have lost all privileges and must fend for themselves.
5 minutes	Have students free write for five minutes. Tell them to reflect on the experience of the string, emphasizing which side they were placed on.
5 minutes	Reflect and compare free writes. Explain that this frustration they may have felt is similar to those trying to get into our country in hopes of a better life.
15 minutes	Introduce stereotypes. Write the definition on the board and provide several personal examples. For example, I am 100% Irish, but I do not have red hair and I am not an alcoholic, both usually stereotypes of the Irish. Allow students 5-7 minutes to think of a stereotype that applies to them. Tell them to think about their ethnic backgrounds and silly things people say about them that are usually not true. Also, have them write how this makes them feel.
10 minutes	In groups of 4-5, have students discuss their

	stereotypes. It is important to break the class into diverse groups. Have each group create a chart, labeling each member with the stereotype they thought up. One member from each group will stand and explain the chart to the rest of the class.
7 minutes	One member from each group will share the chart of stereotypes. Each chart will be hung around the room to refer to across the unit. A brief classroom discussion will end the activity. Students will discuss the stereotypes and how judgmental people in America can be.

Wednesday (Day 3)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3 minutes	Attendance. Refresh the previous activity by mentioning stereotypes and a few of the ones mentioned by the students.
5 minutes	Explain the agenda for the day. As a class, the group will work in the media center for the day. Each student will choose a newspaper article that shows prejudice or a stereotype. The article can be present day, or from a time period of their choice.
22 minutes	Students will locate, select, and print one newspaper article that shows either prejudice or a stereotype. It is important for the teacher to model an acceptable example and monitor selections made by students.
10 minutes	Students will highlight main points in the article and write a one paragraph summary. In addition, students will write a one page reflection for homework.
10 minutes	Head back to class. After everyone is seated, explain the homework for the night. Students are expected to bring their articles home and write a one page reflection. In addition, they must interview their parents or grandparents to find their true heritage. If their family has recent immigrants, they are to show the article to them and gain their perspective, including it in the reflection.

Thursday (Day 4)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3 minutes	Attendance. Ask students how their homework went and ask for 1-2 volunteers to share their reflections.
10 minutes	Go around the room and allow each student to mention their ethnicity. Praise diversity and explain that everyone in this room has roots from another country. Point out that although we are all different, we are similar in many ways.
10 minutes	Group students according to similar ethnic groups. Have groups discuss their roots and how their families are. Things that could be mentioned are music, favorite family recipes, family reunions, occupations, and current residential locations in our country.
2 minutes	Use Google to find a variety of family crests. Allow students to use their last name to look a few up and compare. Leave at least one up on the overhead as an example.
20 minutes	Individually, allow students to create a family crest. Provide markers, colored pencils, crayons, glitter, colored paper, glue, stencils, and other creative accessories. Encourage creativity and be sure to leave the model on the overhead projector for them to reference. Tell students to include things talked about in their groups.
5 minutes	Allow volunteers to share their family crests. Encourage everyone to explain their color scheme, things included that were mentioned in groups and overall structure.

Friday (Day 5)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3 minutes	Attendance. Have each student get out their family crest.
7 minutes	Discuss similarities and differences amongst everyone in the class. Explain that for the remainder of the class, we are going to combine our diversities and create a flag, representative of everyone's backgrounds.
20 minutes	Have each student take two ideas from either their crest or the group discussion from the previous day. Cut out two stars and construct a

	visual representation of this idea. For example, if basketball and religion were important in one family, the student may construct an image of a net on one star and a cross on another.
15 minutes	As students finish up with their stars, have them glue the stars to a blank American flag located at the front of the classroom. Individually, have students present their crest and two stars to their peers, explaining the heritage and culture behind the choices they made. After providing an explanation, have the student glue the stars to the flag. Once all students have placed their stars on the flag, hang it in the front of the classroom. Place all family crests on a string and hang this around the flag.
5 minutes	As a closing activity, review the similarities and differences across the stars created by the students. Point out diversity and praise differences amongst classmates. For homework over the weekend, have students write a 300 word response to the activity. In addition, have students write 2-3 solid sentences explaining what it is like to be an American.

Week 2: Create collaborative poem representing life as an American student. Explore a variety of schools in other cultures. Compare basic educational tools, the workforce, and class systems to other, less fortunate countries. Select a country to research. Create a passport.

Monday (Day 6)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3 minutes	Attendance. Have students take out the responses that were expected to be completed for homework over the weekend.
10 minutes	Have each student read a phrase or sentence from their response, what it is like to be an American. Write all responses on the blackboard. As a class, create a collaborative poem. Make sure to write this down or type it up to show students at the end of the unit.

7 minutes	Have students brainstorm and think of what they want to be when they grow up. Have them write down their dream college and hopeful future career.
10 minutes	Drop the string that represents the "border" in the classroom across the center of the room. Distribute cards at random that tell the students their origin and education level. Cards will vary from immigrant with a student visa to an illegal alien with little to no education.
5 minutes	In pairs, have students compare their cards. Allow students to discuss their personal future goals and how hard they think they would be to obtain with the description on the card.
10 minutes	Students must write one paragraph explaining their individual goals for the future. They should include their dream college and hopeful career in addition to financial needs. Then, they must write what they think they would have to do to complete the same thing, if they were the person on the card.
5 minutes	Discuss differences amongst cards and individual expectations for the future. Explain homework as followed: Research your card further. Look up a college application and see the differences between yourself and the person on the card. Review rights for citizens and non-citizens. Write a one paragraph summary of your findings. Make sure to cite your sources appropriately.

Tuesday (Day 7)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3 minutes	Attendance. Ask students to get out homework from the previous night.
5 minutes	In groups of 4, have students compare findings. Students should discuss struggles that foreigners must go through in order to obtain higher education levels and long time careers.
15 minutes	As a class, read an article that

<p>www.nytimes.com</p>	<p>focuses on the education system in Afghanistan. Write significant numbers on the board. For example, the number of schools that have been shut down, and the number of women unable to attend schools.</p>
<p>10 minutes http://www.slashdoc.com/documents/69358</p>	<p>Compare the reading to an article found online comparing schools in American to those in Asia. Also write significant numbers on the board. For example, the graduation rate, literacy level, and time spent in the classroom.</p>
<p>5 minutes http://www.npr.org/templates/story/story.php?storyId=17645287</p>	<p>As a class, read another article explaining a typical day in the life of a Native American student.</p>
<p>2 minutes http://www.youtube.com/watch?v=YAjzEqY3S18</p>	<p>Show the class a YouTube clip, showing damages from a hurricane to a Mexican school off the Baja Peninsula.</p>
<p>3-5 minutes</p>	<p>Begin a classroom discussion by asking. What makes each country so different? Why does education vary from country to country?</p>
<p>5 minutes http://www.mexicanschoolsproject.com</p>	<p>Wrap up the discussion by introducing the Mexican Schools Project. Tell students that instead of the typical canned food drive, we are going to donate a number of school supplies to less fortunate schools. For homework, find something to donate. It could be a simple object like a pen or pencil or something more complex like an art kit.</p>

Wednesday (Day 8)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3 minutes	Attendance. Prepare students for a video called, "A Place at the Table" that discusses struggles for equality in America. Tell students to take out a pencil and paper. While watching the video, students are expected to take notes. They should choose one character that closely relates to them and another to compare him/her to. As a closing activity, students will use their notes taken during the video to write a reflection.
40 minutes	Watch video. Take notes. Pause at important/crucial parts to emphasize. Ask comprehension questions as the video continues such as, How does this compare to the exercise we did last week? What types of struggles do these students face?
7-10 minutes	Have students write one paragraph explaining the significance of the video. They should include a few sentences about the character they related to, and compare this character to another one in the video. Wrap up the class by asking what some of their favorite parts of the video were.

Thursday (Day 9)

Time: 50 minutes	Procedure: Teacher will be/Students will be
5 minutes	Attendance. Prepare students for another day in the Media Center. Today, we are going to select a country to research. From there, we are going to find out their education systems, poverty levels, and difficulties that may arise when attempting to cross American borders. After students are finished researching, everyone is expected to prepare a presentation. For example, students can make a poster, collage, video, or perform a skit that is representative to their findings. Presentations should be from 3-5 minutes. Five students will present each day M-F of the following week.
40 minutes	Computer time. Monitor students as they select a county to research. Make sure there are a variety of selections and not a number of repeated selections.

	<p>Place on overhead as reminder:</p> <ol style="list-style-type: none"> 1-Education systems 2-poverty levels/class systems 3-Struggles to become an American <p>Projects will be completed for homework over the weekend and will begin presentations on Monday.</p>
5 minutes	To wrap up, allow a few volunteers to tell the class which country they chose. For homework, tell students to bring in arts and crafts supplies for tomorrow's class, along with one wallet sized picture.

Friday (Day 10)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3 minutes	Attendance. Tell students to take out all arts and craft supplies along with their wallet sized pictures.
5 minutes	Explain directions. Students are going to create a passport for themselves. As each peer presents, they will place a sticker in their passport, representing the country that was presented on. By the end of the unit plan, each student will have a diverse collection of countries in their passport.
30 minutes	Construct passport. Make sure to glue/insert wallet sized picture in passport.
5 minutes	Pass around a signup sheet for presentations. Start at one end of the room, and tell students for the next round of presentations, the signup sheet will begin at the other side of the room.
7 minutes	As an exit slip, have students complete an interest survey to see which book they will be reading. The selections are: The True Diary of a Part Time Indian, Tomorrow Maybe, Oroonoko, and The Crossing. From the answers, I will line students up with the correct novel. Lower level readers and ELL's will read Oroonoko, since it is shorter and uses lower level vocabulary. If students already know which book they would like to read, allow them to select it.

	<p>The interest survey will consist of five questions: Are you interested in Native Americans? What do you know about slave narratives? Have you ever read a book about being homeless? Do you know anyone that has moved to America recently? What are your favorite types of books to read?</p>
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Week 3: Presentations. Peer evaluations. Completing passports as peers present. Begin reading novels. Discuss options for upcoming group Reader Response project.

Monday (Day 11)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3 minutes	Attendance. Tell students to take out a sheet of paper and a pen to evaluate their peers. They will give a grade of 1-5 and explain why they deserve this grade.
25 minutes	Five students will present on their chosen country. The remainder of the class will complete a peer evaluation form. All students will place a sticker in their passport and write the names of the countries presented.
15 minutes	Pass around the four selected young adult novels for students to view. Explain that according to the interest survey and preferences, students will be reading one of the four books. Place a list on the overhead containing four columns of names, one column for each book. Allow students to hold the books, look at the images on the front cover and read the summaries on the back.
7 minutes	Give a brief description of all four of the young adult novels. Allow students to ask questions, but do not give too much away. We want them to dig below the surface area in each of these texts and form a true connection with the characters.

Tuesday (Day 12)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3 minutes	Attendance. Explain to the class that today, after the presentations, students will have a chance to begin their novels.
25 minutes	Five students will present on their chosen country. The remainder of the class will complete a peer evaluation form. All students will place a sticker in their passport and write the names of the countries presented.
20 minutes	Students will read silently for twenty minutes. This is to get them engaged in the storyline and wanting more. Instead of starting the book at home, they will have class time to read the first few chapters.
2-3 minutes	Explain that for homework, students are required to accept an email invitation to the Ning created for our classroom book club. They will complete the simple registration and click on link that has the title of the book they are reading and write a 100 word response. They can be guided with questions like: What did you think of the opening? Could you relate to the main character? Why or Why not? What is your favorite thing about the book so far? What do you think will happen next?

Wednesday (Day 13)

Time: 50 minutes	Procedure: Teacher will be/Students will be
5-7 minutes	Attendance. Make sure all students were able to post a response to the Ning. If anyone was confused, or could not find the link, pull it up on the overhead and model how to properly post a response. Ask how students like their novels thus far, and answer any questions that may arise.
25 minutes	Five students will present on their chosen country. The remainder of the class will complete a peer evaluation form. All students will place a sticker in their passport and write the names of the countries presented.
15 minutes	Allow students to read a few more chapters silently. Encourage them to take notes on the side of their favorite parts, because they will be completing a group project the following week.

5 minutes	Explain that for homework, students are to reply to a given prompt on the Ning. For example, they could discuss the main character in detail. Then, they must reply to at least one other response for a full homework grade.
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Thursday (Day 14)

Time: 50 minutes	Procedure: Teacher will be/Students will be
5-10 minutes	Attendance. Ask students how their books are going and remind them that they will be completing a Reader Response project in groups. Give students a handout, explaining the variety of options they have to choose from for their group projects. Tell them, after the presentations, they will be allowed to get into their groups and discuss the possibilities for their project. They will present in two weeks.
25 minutes	Five students will present on their chosen country. The remainder of the class will complete a peer evaluation form. All students will place a sticker in their passport and write the names of the countries presented.
10 minutes	The class will break up into groups, according to the book they are reading. Since the class has 25 students, the groups will consist of 5-6 students. They will collaborate as they discuss the options and tie them into the storyline of the book they are reading.
3-5 minutes	Again, students will complete a response on the Ning for homework. This time, they are required to answer the given prompt and reply to two other responses.

Friday (Day 15)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3 minutes	Attendance. Since the group presentations are going to be in two weeks, encourage students to read over the weekend. They will be required to read during the week for homework and respond to the Ning daily. In order to keep up, reading over the weekend would be in their favor.
25 minutes	Five students will present on their chosen country. The remainder of the class will

	complete a peer evaluation form. All students will place a sticker in their passport and write the names of the countries presented.
20 minutes	Students will read silently at their desks.
2 minutes	Explain again the importance of reading over the weekend. Do not give a page number assignment, but tell students that they must finish the books by the following Friday. Daily reading and responses to the Ning will be required next week as well. By Sunday, post a response, explaining how far along in the book you are and your likes/dislikes thus far. Respond to two other people.

Week 4: Explore homelessness, poverty, and inequalities in America. Watch some of the documentary, *The Invisible Children*. Continue reading novels and posting responses to the Ning for homework. Collaborate in groups to discuss upcoming group project.

Monday (Day 16)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3 minutes	Attendance. Introduce the new topic of homelessness and poverty by asking a few students that are reading <i>Tomorrow, Maybe</i> to give a summary of their novel thus far. Ask students what they know about slaves.
2 minutes	Since the majority of the class will probably mention slaves in the time of the Civil War, I will gear the conversation towards present day slaves. I will informally assess students as they describe what they know about present day slaves.
30 minutes http://video.google.com/videoplay?docid=3166797753930210643#	Watch the first 30 minutes of <i>The Invisible Children</i> Documentary.

10 minutes	Take out a world map and point to Uganda. Prompt a classroom discussion by asking students their gut reaction to this documentary. Ask students if they could imagine living like this, or giving up their time to volunteer to help those in dire need. Remind students to be thankful for what they have in America, although our economy may seem like things are tough. Also, encourage students to welcome those of other ethnicities and praise diversity in our country.
5 minutes	Explain that for homework, students are expected to complete their novels by the end of the week. They should be about half way finished their book by this point, so it is up to them the pace they would like to read.

Tuesday (Day 17)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3 minutes	Attendance. Tell students to take out a pencil and paper.
30 minutes http://www.time.com/time/nation/article/0,8599,1883966,00.html?xid=rss-topstories	Review Time magazine article describing homelessness in America. Allow students to read individually and write a response. Students should compare this to the video viewed in class the previous day. What does equality mean in Africa? How does their government work? How does the government in the United States compare?
10-15 minutes	Allow groups to meet to work on their group project. They will have a small amount of class time each day of this week to prepare for

	the presentations.
2 minutes	Remind students to keep reading for homework! All students should post a 100 word summary of their book thus far on the Ning.

Wednesday (Day 18)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3 minutes	Attendance. Explain to students that today, we will review the average wait to cross the border and problems people face going through customs.
10 minutes http://www.uscis.gov/portal/site/uscis/menuitem.5af9bb95919f35e66f614176543f6d1a/?vgnextoid=6f547db185e43110VgnVCM1000004718190aRCRD&vgnnextchannel=11616c854523d010VgnVCM10000048f3d6a1RCRD	Explore a citizenship examination example. Discuss how difficult this would be for someone that does not speak the language to complete.
10 minutes http://www.oprah.com	Show the class a few clips from the most recent Oprah episode, focusing on Women across seas. Explore the difficulties they go through with inequality, poverty, starvation and their hopes for coming to America for a better life.
5-10 minutes	Write a response, comparing your life to those shown in the video. Include things you are thankful for, rights you have that others do not, and things that stood out to you. Mention the differences in how women are treated and explain how your life may be if you lived in their shoes.
10 minutes	Allow groups to meet to work on their group project.
2 minutes	Remind students their books should be close to finished for homework. Post a 100 word response about the diversity in your novel.

Thursday (Day 19)

Time: 50 minutes	Procedure: Teacher will be/Students will be
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3 minutes	Attendance. Remind students that group projects will be presented M-F of the following week.
10 minutes	Pass around milk cartons with missing children reports, enough for each student to have one in their hands. Tell students to look at the picture, and read the description, noting how long it has been since the child disappeared. Tell students to close their eyes and imagine this happening to a loved one.
20-25 minutes	Write a letter to congress, explaining the topics over the past few weeks. Choose one problem area such as immigration, education, homelessness, or poverty levels and write a formal letter.
10 minutes	Allow groups to meet to work on their group project. Make sure each group is close to finishing their project.
2 minutes	Remind students to finish their novels for homework. All students should post a 100 word response on the Ning regarding the setting of their novel from beginning to end. Did it change? How were the characters affected by the setting? If the story was set somewhere else, would it be different? How?

Friday (Day 20)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3-5 minutes	Attendance. Explain that in one week, we are going to take a field trip to visit some international students. Pass out a form for parents to sign and return.
30-35 minutes	Explain recent volunteer work with the local Baptist Church International Ministry. Tell students about the teaching experience and diversity across the countries. Mention that there are over 300 students enrolled, attempting to learn English and gain citizenship. Have each student write a letter to one of the students enrolled in the TOEFL course. Students should welcome them to our country and introduce themselves. Letters will be delivered by the end of the day to prepare

	the students for our visit.
10 minutes	Allow groups to meet to work on their group project. They should be putting the finishing touches on the project and prepared to present by Monday.
5-7 minutes	Pass around a signup sheet for the presentations. As stated before, this time, the signup sheet will begin at the opposite side of the class from the first signup sheet. All presentations should last 5 minutes, so there will be two groups presenting on Monday and Tuesday, and three on Thursday. Also, explain that for homework, students are to re-read each response from the Ning. They are to think deeply about the novel they read, and how it impacted their outlook for the future. Each student should post a 100 word reflection on the experience. Things that should be included are: How did you connect to the character? Did writing a blog post afterwards help you understand better? Could you relate to the setting? Was the plot easy to follow? Would you suggest this to a friend? Would you read another novel by this author?

Week 5: Return to multiculturalism in America. Introduce a variety of dialects by watching sections of Do You Speak American. On Monday, tie in an activity with code switching. On Tuesday, have the class break into groups and present a short skit, representing code switching. Two groups will present on Monday and Tuesday, and three will present on Wednesday. Thursday students will write a five paragraph essay in class about diversity in America. On Friday, the class will take a trip to visit international students at the first Baptist Church International Ministry.

Monday (Day 21)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3 minutes	Attendance. Make sure everyone was able to post a reflection to the Ning. Ask how everyone enjoyed responding to one another,

	and if they would like to do this again as a homework assignment. Allow groups to set up for their presentations.
10-15 minutes	Two groups will present their Reader Response group project. All students not presenting will fill out a peer evaluation sheet, grading the performance on a scale of 1-5.
3-5 minutes http://www.ncte.org/positions/statements/righttoownlanguage	Show the class NCTE's statement on students speaking in the dialect of their choice. Ask the class if they have heard of this before, and explain what a dialect is and how it varies across our country. Ask students if they have family in another part of the country and have them explain how they sound differently when they speak.
20 minutes	Show the class the first 20 minutes of the documentary "Do You Speak American" by PBS.
5-7 minutes	As a closing activity, have the students write about something new to them. They should mention a part of the country they have never been to before, slang they have never heard, or dialect they've never witnessed. Tell students to compare this to their normal tongue.

Tuesday (Day 22)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3 minutes	Attendance. Allow groups to prepare for their presentations and tell the class we are going to continue watching DYSA and discussing code switching.
10-15 minutes	Two groups will present their Reader Response group project. All students not presenting will fill out a peer evaluation sheet, grading the performance on a scale of 1-5.
20 minutes	Show the next 20 minutes of DYSA.
5 minutes http://www.learnnc.org/lp/pages/4558	Write the definition of code switching on the board. "Code-switching is the practice of moving between variations of languages in different contexts. Everyone who speaks has learned to code-switch depending on the situation and setting. In an educational context, code-switching is defined as the practice of switching between a primary and a secondary

	language or discourse." Explain the difference between text language and proper English, in addition to Spanglish and switching between languages. Allow students to break into groups of five.
10 minutes	As a closing activity, have students perform a skit, representing code switching. The skit should only last about 1-2 minutes, but it should clearly show an understanding for what code switching is. For example, one group could do text language vs. formal English and another can switch between two languages amongst friends or family.

Wednesday (Day 23)

Time: 50 minutes	Procedure: Teacher will be/Students will be
3 minutes	Attendance. Tell groups they did a great job representing code switching and ask them if they ever catch themselves doing this outside of the classroom. Allow the 3 remaining groups to set up for their presentations.
15-20 minutes	Three groups will present their Reader Response group project. All students not presenting will fill out a peer evaluation sheet, grading the performance on a scale of 1-5.
20 minutes	Show the next 20 minutes of DYSA.
3-5 minutes	Read book to class, while holding it up showing the pictures. This is the Dream by Jessica Alexander.
5 minutes	Make sure all students have submitted a parent signed permission slip in order to go on the field trip on Friday afternoon. Tell students that tomorrow, in class, they are going to have a final assessment on the unit. Students are expected to produce an essay (minimum of five paragraphs) explaining their views of diversity in America. Tell students for homework, they should review their notes and make an outline for their essay. Outlines will be allowed during the essay examination.

Thursday (Day 24)

Time: 50 minutes	Procedure: Teacher will be/Students will be
5-7 minutes	Attendance. Allow students to get out the outlines they made for homework as a guideline through their final essay. Place the rubric on the overhead and review expectations for an A with the class. Leave on overhead for students to refer to while writing.
40 minutes	Final assessment: Reflect: What is diversity? Stereotypes? Diversity in America? What can we do to help? 5 paragraph minimum essay. Tell students to include personal experience, and their views across the past five weeks. Encourage students to include things we reviewed as a class and activities performed in groups. Their novel should tie into the essay, proving they have read it and comprehended the diversity/struggles the characters were faced with.
3 minutes	Collect essays and outlines. Remind students to be on their best behavior tomorrow during the field trip.

Friday (Day 25)

Time: 50 minutes	Procedure: Teacher will be/Students will be
50 minutes	The class will be held at the Baptist Church International Ministry Today. Students will be introduced to the international students and will have the ability to talk with the person they wrote their letter to. The international students will bring a dish from their native land for the students to sample. All students will bring one or two idioms to teach the international students. I will collect the recipes from the international students and idioms from my students. For closure to the unit, I will create an international recipe book for my students and a book of idioms for the international students. Hopefully, we can keep in touch over the remainder of the school year through letter writing activities. Over the weekend, I will assess the student essays by using the rubric provided while students wrote them. Essays will be returned on Monday with the recipe books.

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Appendix - Unit Materials

Big Assignments: 25 points each: 10 points for completion, 10 points for appropriateness 5 points for organization/handing it in on time

1. Newspaper article- Locate & select appropriate newspaper article that mentions prejudice or stereotypes. Highlight main points and write summary & reflection for homework.
2. Research inequalities for no-citizens in the education system for homework. Write a one paragraph summary of your findings, citing sources appropriately.
3. Select a country of your choice to research. Research education systems, poverty/class systems, and struggles they face to become an American. Produce visual representation and present to peers.
4. Read selected novel. Work in groups to produce a Reader Response presentation.
5. Write letter to congress, addressing one of the issues that we have discussed during this unit.
6. Write letter to international student, welcoming them to your country and introducing yourself. Bring one idiom to teach them.

Ning Prompts: 10 points each/100 words each 5 points for completion, 5 for length

1- What do you think of the opening? Can you relate to the main character? Why or Why not? What is your favorite thing about the book so far? What do you think will happen next?

2- Discuss your main character in detail.

3- What is the hardest thing the main character is faced with so far? Can you relate to them? How would you help them if you were their friend?

4- How far along in the book are you so far? Explain some of your likes/dislikes in depth.

5- Describe the culture in your novel. Does it compare do your daily routine? How do they vary?

6- What types of diversity are shown throughout your novel? Is everyone the same? Are there families of different ethnic backgrounds? Describe the similarities and differences amongst characters in your novel.

7- Complete summary. Summarize your novel from beginning to end. How did the characters change? If the story was set somewhere else, would it be different? How? Did the setting change? What were your favorite scenes/chapters? Why?

Ning Reflection: 25 points

Reflect on novel and experience of posting responses on the Ning for homework. How did you connect with the character? Did writing a response afterwards help you understand? Was it easy? Difficult? Could you relate to the setting? Would you suggest this to a friend? Would you read another novel by this author?

Final Project:

100 Points 50/completion (minimum 5 paragraphs)

25/addressed problems with equality in America/mentioned lessons about diversity

15/Included information about novel

10/personal experience included

Projects: 10 points each/ completion

1. Create passport. Make sure to stamp each country as peers present.
2. Create family crest, representative of culture.
3. Create two stars, representative of personal ethnic background.
4. Bring in one thing that will help a student in need. For example, a notebook, tissues, pencils, etc.
5. Attend field trip to the international ministry.

Assignment	Maximum number of points
Big Assignments	150
Ning responses	70
Ning reflection	25
Projects	50
Participation - group work, individual work, activities, skits, peer evaluation forms, professionalism, attendance	100
Final paper	100
Extra Credit- Community Service Options: Volunteer 1 hour at Homeless Shelter, or cook 1 meal for soup kitchen	5
Total	500