

# Diversity in America Lesson Plan

LEVEL	NUMBER OF STUDENTS	LESSON LENGTH
Pre-Intermediate		40 minutes
NAME		

AIM(S)–By the end of the lesson students will have had practice scanning a text for specific information, and begun to understand the correct usage of vocabulary for this and subsequent lessons.

HOW WILL I KNOW MY AIMS HAVE BEEN MET?–Students’ success in reading tasks and post-reading discussions.

ASSUMPTIONS–Students have already studied the names of countries, nationalities and languages in English, or have access to a dictionary to look them up. Students have some understanding/interest in what it would be like to study in a foreign country.

ANTICIPATED PROBLEMS AND SOLUTIONS–None

MATERIALS–“Diversity in the United States” in *World Regions and Cultures: North America* handout; blackboard and chalk; vocabulary/discussion worksheet (teacher made)

PERSONAL AIMS–Don’t help the students too much; let them help each other.

## FORMAL LESSON PLAN

STAGE, TIME & FOCUS	TEACHER WILL	STUDENTS WILL
<p><u>Lead-in</u> Time: 5 minutes Focus: Teacher to whole class</p>	<p>Hold up picture of high school students on the hand-out. Say, “Does this look like a typical high school class in America?” “Why/Why not?” Elicit their assumptions about the composition of American society. If they use vocabulary from the reading (immigration, etc.), so much the better.</p> <p>Ask, “Based on what you’ve just told me, what do you think the word <i>diversity</i> in the title of this article means?” Allow any answer supported by the picture.</p>	<p>Look at picture and discuss</p> <p>Explain what the term <i>diversity</i> means</p>

STAGE, TIME & FOCUS	TEACHER WILL	STUDENTS WILL
<p><u>Pre-Reading</u> Time: 7 minutes Focus: Pair work</p> <p>Time: 3 minutes Focus: Teacher to whole class</p>	<p>Pair students; tell them the chart under Before You Read, Exercise 1 on their worksheet lists the different countries, nationalities and languages represented by the students in the picture you've been talking about. Have them complete the chart, using their dictionaries if necessary.</p> <p>Check answers with students. Be sure that students have a general idea of where the countries are located (Asia, South America, etc.).</p>	<p>Complete the chart by matching countries, nationalities, and languages</p> <p>Say which countries, nationalities, and languages go together</p>
<p><u>Pre-Teach Vocabulary</u> Time: 13 minutes Focus: Individual</p> <p>Time: 5 minutes Focus: Pair work/ Teacher to whole class</p>	<p>Tell the students to complete the sentences under Before You Read, Exercise 2 (a-l) on their worksheet using the words and phrases given. Let them proceed for a moment on their own. Then explain that if they do this in the usual way it will take them a lot of time, but if they use a simple trick the exercise can be done in just a few minutes. The "trick" is that the words and phrases provided are actually the footnoted vocabulary words shown in the glossary at the bottom of each page—they can simply scan the text for footnotes until they find the words or sentence patterns matching those of the exercise.</p> <p>Have students check answers with a partner when they're finished. Then check answers in class.</p>	<p>Scan text for specific words and phrases</p> <p>Compare answers; Read their answers out loud in class</p>

STAGE, TIME & FOCUS	TEACHER WILL	STUDENTS WILL
<p><u>Homework Assignment</u>  Time: 5 minutes  Focus: Teacher to whole class</p>	<p>Call students' attention to While You Read on their worksheet. Tell them that they are going to read the article as homework. While reading, they need to write down anything they find that they think might help them to answer the questions under While You Read. Go over the two questions and make sure they understand the assignment.</p>	<p>Write down homework assignment</p>
<p><u>Wrap-up</u>  Time: 2 minutes  Focus: Teacher to whole class</p>	<p>Remind the students to bring the handout and the worksheet, together with their notes on the reading, with them to the next class because they will need it to do After You Read on their worksheet. Explain that they are going to work in groups to organize their notes into a logical framework, which will help them to complete the exercises under After You Read.</p>	<p>Listen for specific details</p>
<p><u>Contingency Plan</u></p>	<p>Choose words and phrases at random from the vocabulary exercise under Before You Read and check if students can explain what they mean or use them in a sentence.</p>	<p>Say what words mean;  Use words in a sentence</p>

# Diversity in America Worksheet Answers

## A. Before You Read

1. Fill in the chart below by writing the correct form of the words for the country, nationality, or language. Use your dictionary if necessary.

Country	Nationality	Language
United States	American	English
Vietnam	Vietnamese	Vietnamese
Korea	Korean	Korean
Iran	Iranian	Persian (Farsi)
India	Indian	Hindi
Portugal	Portuguese	Portuguese
Tanzania	Tanzanian	Swahili
Egypt	Egyptian	Arabic

2. Use the words below to complete the sentences that follow. You may scan the text for answers.

immigrants reflects Latin America  
 beliefs opportunity communicate coun-  
 selors lack tolerance occasions cele-  
 brating religions fading away heritage  
 conflict

- a. The change in J.E.B. Stuart High School's population reflects the change in the population of the entire United States.
- b. Before 1965 most immigrants to the United States came from Europe.
- c. Today, 60 percent of immigrants come from Asia, Africa, the Caribbean, and Latin America.
- d. When immigrants arrive, they often must work lower-paying jobs because they lack training and higher education or because they do not speak English.
- e. For one high school student, originally from the Asian country of Vietnam, moving to the United States offered a lot of opportunity.
- f. Special counselors who speak a variety of languages are also available to help students communicate with teachers.
- g. Beliefs and ways of doing almost everything—eating, communicating, celebrating special occasions—vary among countries.
- h. Sometimes this lack of understanding makes people stay only with people just like themselves. Sometimes it leads to conflict.

- i. Students at J.E.B. Stuart learn a lot about tolerance.
- j. Tolerance is the ability to get along with people who have different cultures, religions, values, and opinions.
- k. Coming from rich cultures, many of the students from other countries appreciate the heritage of their cultures and want to keep their traditions.
- l. "I'm forgetting Arabic. I can feel it fading away," she says.

## B. While You Read

Read "Diversity in the United States," about students at J.E.B. Stuart High School in Falls Church, Virginia (U.S.A.).\* Write down as many answers as you can find in the article for:

- What difficulties do immigrants face when they go to the United States?
- What can be done to make the adjustment to life in America easier?

## C. After You Read

1. Compare your notes for Part B with a partner. Make a chart like the one below matching the problems immigrants face with the help they receive.

Problems	Solutions
Cannot speak English	ESL classes offered

2. Ask, answer and discuss the following questions with your partner or group.

- a. Do you believe enough is being done to assist immigrants with their adjustment to life in the United States? Why or why not?
- b. Do you think most immigrants recognize the range of problems they will face in going to the United States, or are they chasing a dream? Why?
- c. Can you think of any reasons why some native-born Americans are against allowing a lot of immigrants into America? What might they be?

\* From Steve Sheinkin and Minnie Ashcroft, *World Regions and Cultures: North America* (Beijing: Foreign Language Teaching and Research Press, 2006), 66-71.