

Education Professions Supplemental Curriculum Lesson Plan

Diversity

Title of Lesson: Sharing ELL Students' Stories

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Objective: The students will develop deeper understanding of immigrant students' challenges and personal victories by interviewing and publishing a collection of their stories and sharing their own reactions to these stories in journal or blog reflection.

Essential Question: How can teachers mitigate the additional challenges immigrant students face in American classrooms?

Activities:

1. Read Marco Torres' brief essay on why he teaches (<http://www.tolerance.org/magazine/number-34-fall-2008/why-i-teach>); the link includes a link to his video as well.
2. Collectively, list all the intrinsic reasons students want to teach. Focus particularly on those reasons that impact their students' lives.
3. Identify the various diverse groups that attend their school. Brainstorm what challenges they might face that differ from the average student's challenges.
4. Collect from your school's ELL teacher a list of the countries represented by the students who are assigned to the ELL classes. Pair up an Ed Professions student with an ELL student for an interview.
5. Brainstorm interview questions in class that will elicit personal stories of challenges these recent immigrants faced both in their journeys to the United States, in their countries before immigrating, and in their daily lives here. They may also want to ask questions about what the most difficult aspects of school are for them.
 - a. An additional activity could be to videotape some of the students sharing their stories.
6. Each Ed Professions student will write a narrative summary of the information they gathered in the interview, along with reflections on how these challenges have or may have affected these students' lives in school. Each student will make recommendations in their summary of how schools can make a positive difference in these students' lives or make their lives easier. Additionally, these summaries will reflect on how classroom teachers can do two things: one, how can they adjust their teaching to better meet the needs of these diverse learners; two, what enrichment can including these students in their classes bring to the experiences there.
7. Each student will share their summary with the students they interviewed in order to get their evaluation of the accuracy of their information.
8. Finally, celebrate the new relationships with food and games. Have both groups bring in favorite foods they've grown up with to share. Each group should also bring in a couple of games common/traditional to their background to teach and play with the other group.
9. Once all of the activities above are complete, Ed Professions students can write a journal entry explaining how their thinking about classrooms being more inclusive to incorporate diversity has changed over the course of time of this activity.

Technology Integration Ideas:

Have students write a reflection blog explaining how their thinking about classrooms being more inclusive to incorporate diversity has changed over the course of time of this activity (#9 under activities).

Materials:

<http://www.tolerance.org/magazine/number-34-fall-2008/why-i-teach> (Marco Torres' essay and video)
Internet access
List of countries represented by school's current ELL program (Developed by teacher and/or students)
Video camera and editing software (optional)

Assessment:

The narrative summary is the assessment for the interview. Use narrative rubric for scoring (#6 under activities).

The final reflection will be the affective assessment of the overall activity's impact of student's recognition of the challenges facing the increasing diversity of our population (#9 under activities).

Time: Approximately one week

Standard(s):**8.0 EXPLAIN THE ISSUES RELATING TO DIVERSITY AND ITS IMPACT ON TEACHING AND LEARNING**

- 8.1 Identify the characteristics, the challenges, and the opportunities for learning in a diverse classroom
- 8.2 Explain the role of teacher expectations on student performance and its impact on teaching and learning in a diverse classroom
- 8.3 Identify the needs of multiple-language learners
- 8.4 Describe how cultural and ethnic differences affect interpersonal interactions and communications within a group

11.0 IDENTIFY INSTRUCTIONAL METHODS FOR STUDENT LEARNING

- 11.3 Describe strategies for addressing the needs of unmotivated students and students from challenging environments

Arizona Educational Technology Standard

Strand 1: Concept 4: PO 2: Use digital collaborative tools to synthesize information, produce original works, and express ideas.

Sources:

<http://www.tolerance.org/magazine/number-34-fall-2008/why-i-teach>