Appreciating Diversity--In Ourselves and Others

Summary
This lesson plan is designed for a classroom of English as a second language (ESL) students. The lesson integrates language arts objectives (language acquisition) with issues of diversity and multicultural identity.

Time Frame
6 class periods of 45 minutes each

Group Size
Small Groups

Life Skills
Thinking & Reasoning, Communication, Social & Civic Responsibility

Materials
Lessons One and Two
- Blank butterfly handout/worksheet
- I Wish I Were a Butterfly
  Gordon Su's story, Missing Stories, pg. 239-240.
Lessons Three and Four
  Paper
  Colored Pencils/Crayons
- Odd Velvet
  Helen Kurumada's story, Missing Stories, pg. 233-234.
Lessons Five and Six
  Paper
  Colored Pencils/Crayons
  John Florez's story, Missing Stories, pg. 453.

Background for Teachers
Teachers should have an understanding of how to effectively work with students who are "language learners." Teachers should know how to effectively increase students vocabulary and written and spoken verbal skills. Teachers also need to have a sensitivity for and understanding of the experience of being a minority among a peer group (awareness of the physical and psychological aspects of diversity).

Student Prior Knowledge
To actively participate in this lesson plan, students should have a minimum level of proficiency in English.

Intended Learning Outcomes
Students will expand their vocabulary
Students will learn language acquisition skills
Students will learn to integrate new vocabulary into written and oral assignments
Students will gain a better understanding of and pride in their own identity
Students will learn to value the differences and similarities in identity (theirs and their classmates/others)

Instructional Procedures

Strategies for Diverse Learners

- Vocabulary words can be changed for students with larger/smaller vocabularies.
- Reading assignments can be modified between reading silently to reading out loud (in groups or as a class).

Extensions

Ending the lessons for day six (or adding a 7th day) with a "traditional food celebration" would be a fitting way to tie together all of the lessons in this plan. This could even be done on a seventh day. This would also be a good way to bring into the classroom some of the parents who might not usually come into the classroom/school. Students could also use this opportunity to show their parents/the parents who could come in, their work. This would be an additional opportunity for the students to take pride in and show off their cultural heritage to the other students.

Bibliography


Authors

Mary Gould