

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

Howe, J. and Young, E. (1994). I Wish I Were a Butterfly. Voyager Books.

Kelen, L.G, & Stone, E.H. (2000). Missing Stories: An Oral History of Ethnic Minority Groups in Utah. Utah State University Press. Logan, UT.

Monk, I. and Porter, J.L. (2005). Family. Carolrhoda Books.

Whitcomb, M. and King, T.C. (1998). Odd Velvet. Chronicle Books.

Authors

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