

Lesson Plan

English as a Second Language

Grades 6 - 12

Racism: Building Vocabulary through Inquiry

Learning Objective and Standards

Learning Objective: Students will discuss racism and what it means to them.

Goal 1, Standard 3 (as defined by TESOL – Teachers of English to Speakers of Other Languages) To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence

Progress Indicators

- defend or argue a position
- engage listener's attention verbally and non-verbally
- use written sources to discover or check information
- keep individual vocabulary journal for language learning
- test appropriate use of new vocabulary, phrases, and structures
- ask someone the meaning of a word
- imitate a classmate's response to a teacher's question or directions
- practice recently learned language by teaching a peer

Organizational Framework

Classroom: Whole group; small group

English Proficiency Level: Variety of levels

Language of Instruction: English

Materials

White Board/Chalkboard, Books, Video, Magazines, Pens, Markers, Poster Board

Lesson Design

As a whole group, the teacher reviews “prejudice” by generating a web of student ideas.

(Depending on time, teacher will introduce the theme with a short poem, story, current events article, or video that captures student interest for the topic.)

Students will hear, see, and create a an acrostic poem as a whole group.

Students will break out to work in small groups of 2-4 to create an acrostic poem using the word racism. If computers are available, then use the on-line tool listed below in [resources](#). It is an interactive tool designed to help students create an acrostic poem.

As an extension, students may design a poster using one of the graphic organizers introduced as a way to build vocabulary and communicate what they know about prejudice and racism.

All groups share their acrostic poems with the whole group.

Teacher leads whole class in practicing presentation skills

Next steps: Generate a list of what students want to know about the topic. Teach students more about the topic through various forms of literature and videos approved by your school to use with the grade level you teach. Then, have students repeat the exercise to show what they know. You may also consider having them fill-in an alphabet box activity to capture content vocabulary as a pre and post assessment.

Resources

- TESOL website of standards:
http://www.tesol.org/s_tesol/sec_document.asp?CID=113&DID=315
- Ideas for acrostic poem generator and support (printer friendly)
<http://www.readwritethink.org/files/resources/interactives/acrostic/>