

Unit 5: Cultural Awareness		<u>Lesson 3</u>	
Performance and Content Standards		Lesson Overview	
<p>Performance: 3c-III-1 Students respect and care for different ethnic groups, understand and appreciate multiculturalism.</p> <p>Content: Cc-III-1 The advantages and dilemmas of different ethnic groups. Cc-III-3 Experience and feelings of living in different cultures.</p>	<p>Classroom Set-up: six teams, tables in lines facing front, “ _____ thinks Taiwan’s _____ is/are good/bad.” “Taiwan’s _____ is (sometimes) good/bad.” and vocabulary words written on whiteboard, vocab cards for 5.2 and 5.3 hanging in the window facing the hallway.</p> <p>Introduction: Word Wall -Teacher reviews 5.2 vocab words in the hallway with students and introduces 5.3 words. -To enter, students must say a 5.2 or 5.3 vocab word/phrase.</p> <p>Presentation: Life in Taiwan -Teacher explains that students will meet three immigrants to Taiwan today. They will watch three different videos where the immigrants will be asked about their opinions on the safety, public transportation, quality of life, language barrier, and pollution in Taiwan. -Students must decide if that immigrant thinks Taiwan’s _____ is good or bad. However, the sentence frame this class is different from last class. Teacher highlights that we can add “ _____ thinks” to the front of our sentence from last week to know that particular person’s opinion. -Using the whiteboards (with differentiated guide sheets), students will take notes during the videos by writing down good or bad (low-level circles good or bad, high-level takes notes without guide sheet) next to the aspect of life.</p>	<p>Time</p> <p><u>5</u></p> <p><u>10</u></p> <p><u>25</u></p>	
Lesson Objectives			
<p>Content Goal: Students will understand the difficulties that immigrants who live in Taiwan face.</p> <p>Language Goal: Students will be able to express others’ likes and dislikes about a subject.</p>			
Sentence Patterns			
_____ thinks Taiwan’s _____ is/are good/bad.			
Key Vocabulary			
culture shock, immigration, immigrant, safety, public transportation, quality of life, language barrier, pollution		<p>Practice: Immigrants in Taiwan -Students explain what they have learned after each video on each of the aspects of life. -Teacher shows students where the immigrant originally lived before moving to Taiwan to give the students an idea of why that immigrant would respond in that way. (from the countryside will think pollution is bad, but from the city may think the pollution is good- or better than their home country.)</p>	
Differentiation			
Low- level students will have modified note-taking guide sheet.			

<p>Mid- level students will have the original note-taking guide sheet.</p> <p>High-level students will have a word bank.</p>		
	Summary and Closure	
	<p>If there is extra time, teacher will ask students to brainstorm how they could help the immigrants feel happier in Taiwan.</p>	
	Assessments	
	formative- observation	
<p>Materials: 5.3 PPT, computer, projector, 5.3 note taking guide sheets (27 in plastic sleeves to reuse), dry erase markers, 5.2 vocab cards for window word wall, immigrant videos (3)</p>		
<p>Reflection:</p>		