

Lesson Source:

Inspiration for this lesson came from National Institute for Literacy ESL Special Collection found at: <http://www.literacynet.org/esl/tt-a5.html> (Retrieved by Jean Bodman in October 2004).

Within that website, there is *Building Bridges: A Peace Corps Guide to Cross-Cultural Understanding* <http://www.peacecorps.gov/www/bridges/lesson2/index.html> (Retrieved by Jean Bodman in October 2004). The lesson attached adapts materials provided there.

In addition, reference is made to the following book:

Beals, M. P. (1994). *Warriors Don't Cry*. New York, NY: Washington Square Press Publication of Pocket Books, a division of Simon & Schuster Inc.

Lesson Plan:

I have designed the attached materials for the computer laboratory. They may also be used in the classroom. Students may work in pairs or in small groups of three or four.

Lesson length: 1 hour
Homework assignment: 30 minutes

1. Students open the lesson on the computer.
2. Students select one or two partners to work with.
3. Students read, discuss, and write responses. Teacher "patrols" the computer room to answer questions and encourage students.
4. (Optional) Student groups/pairs share their responses with others in the class.
5. (Optional) Based on classmates' and teacher's feedback, students edit their responses.
6. Students write a journal (1-2 pages long) for homework.
7. the teacher provides written feedback on the journal concerning the students' content and vocabulary use. Concerning content, the instructor should make comments that guide the student to write a clear generalizations supported by pertinent, descriptive examples. The instructor should also make sure that students do not over-generalize. Since this is a reading class, the instructor should give minimal attention to syntactic errors.
8. (Optional) Students discuss *Warriors Don't Cry*. The teacher asks them to find examples of racial, ethnic, gender, and class discrimination in the book. In order for the students to discuss these issues in detail, students may need to be made aware that English uses "discriminate against" (not "discriminate to") and that they may need to use various word forms—discrimination, discriminatory/discriminating, discriminate against). However, it is far more important to introduce the vocabulary that they may need to express themselves—diversity, bias, prejudice, rights, embarrass, humiliate, ridicule, etc.
9. Teacher invites students to share personal experiences with discrimination.
10. Teacher invites students to discuss various strategies for handling discrimination.