



Socially-based Curriculum Unit: Adapting to Canadian Culture

Unit Title: Adapting to Canadian Culture

Time Frame (number of lessons or days required): **5 lessons**

Unit Developer(s): Patricia Stockwell

Developed for Course Name and Course Code: English as a Second Language, Level 3 (ESLCO)

Strand(s) and Curriculum Learning Expectations Addressed:

Listening and Speaking Strand

CLSV.01 - demonstrate the ability to understand, interpret and evaluate spoken English for a variety of purposes;

CLSV.02 - use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;

CLSV.03 - use correctly the language structures appropriate for this level to communicate orally in English

Reading Strand

CREV.01 - read and demonstrate understanding of a variety of texts for different purposes;

CREV.02 - use a variety of reading strategies throughout the reading process to extract meaning from texts

CREV.03 - use a variety of strategies to build vocabulary

CREV.04 - locate and extract relevant information from written and graphic texts for a variety of purposes.

Writing Strand

CWRV.01 - write in a variety of forms for different purposes and audiences;

CWRV.02 - organize ideas coherently in writing

CWRV.03 - use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling and punctuation;

CWRV.04 - use the stages of the writing process

Socio-Cultural Competence Strand

CSCV.01 - use English and non-verbal communication strategies appropriately in a variety of social contexts.



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Desired Results

Unit Description:

This is an integrated, stand-alone unit which incorporates reading, writing and speaking activities. Students will explore, in groups and in individual writing assignments, the challenges and difficulties they faced when they first came to Canada. They will also discuss the positive rewards of living in Canada. They will explore the meaning of internal and external conflict and read dialogues of ESL students who faced these types of conflicts at school, home or in the community. In groups, they will write their own dialogues exploring their own conflicts and role play the dialogues to the whole class. The culminating activity is a short 3-paragraph essay about their personal problems and adjustments when first coming to Canada.

Enduring Understandings / Learning:

Students will realize from talking with each other that immigrating to Canada is a huge adjustment and challenge. They will also realize that they are not alone, that many immigrants share the same problems and difficulties adapting to a new culture. They will understand the concepts of internal and external conflict and realize that it is common for immigrant teenagers to experience problems at school, home and in their communities. They will also gain an appreciation of the many rewards and satisfactions of coming to Canada. They will have an opportunity to practise their reading, writing, speaking, listening and group work skills.

Assessment Tasks

Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired:

Students will be given an opportunity to work in groups to read and discuss a dialogue demonstrating internal and external conflict. Then, they will be asked in the same groups to write their own dialogues and present them to the class. Students will also be asked to write and read to the class a short three-paragraph essay about their own experiences and feelings adapting to the new culture of Canada.

Assessment Criteria:

Rubrics for group work skills, oral presentation skills and the written essay are attached.



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Unit Planning Notes

Prior Learning Necessary (if any):

Students will be expected to have speaking, listening, reading and writing skills at the intermediate ESL level. They will also be expected to understand and have practiced the structure of a three-paragraph essay (introduction, body, conclusion). They will also be expected to have prior understanding of the writing process (pre-writing, first draft, editing, final draft)

Preparation Notes (if any):

1. Large map of world and markers and stickers
2. ESL textbook: Porter, Jessie. Voices: Past and Present. Toronto: Wall & Emerson Inc., 2000
3. Handouts:
Appendix A – Pairs Interview;
Appendix B – Graphic Organizer for Essay
Appendix C – Editing Sheet
4. Evaluation sheets:
Appendix D– Group Work Evaluation;
Appendix E –Oral Presentation Skills
Appendix F – Essay Evaluation

Learning Plan

Lesson 1

1. Whole class – Locate on a world map with stickers all the countries that students in the class came from. Draw a line with magic marker to show the route each student took to come to Canada.
2. Whole class – Brainstorm and discuss the following questions with the class. List answers on board.
 - a) What kinds of things did you have to do when you first got to Canada? (find a home, register for school, get a telephone, buy groceries etc.)
 - b) What were the most surprising things about coming to Canada? (size of school, kinds and varieties of food in grocery store, types of clothing and fashion etc.)



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- c) What were the hardest things about coming to Canada? (making friends, learning the language, leaving my relatives etc.)
3. Pairs – Match students up with someone from a different country. Students will use the Pairs Interview Sheet to interview one another and record answers on the sheet. (Appendix A)
4. Presentations – Students will come to the front of the classroom and introduce their partner to the class using the answers they recorded on the Pairs Interview Sheet.

Lesson 2

1. Whole class – Have students find definitions of word “conflict” in the dictionary. Discuss the difference between “internal” conflict (a difficult decision with pros and cons, a dilemma with different outcomes, a struggle or problem) and “external” conflict (a difference of opinion, an argument or physical violence with another person or group of people) Have students brainstorm examples of each type of conflict.
2. Group work – Students read together, in groups of three or four, the dialogue they have been assigned. Each group works with a different dialogue. (Pg.234-238 Voices Past and Present) Students discuss and record answers to the following questions. (Write questions on board)
 - a) What is the type of conflict in the story (internal, external, or both?)
 - b) What is the actual problem(s)?
 - c) Was the problem resolved? If so, how was it resolved? If not, how could it be resolved?
3. Group presentations – Each group role plays the dialogue they have studied. (Each person takes a different part). Group members discuss the answers to the questions in #2 with the whole class. (Appendices D & E)

Lesson 3

1. Whole class: Review concepts of internal and external conflict
2. Small groups
Students work with same group as previous day. This time, they will be writing their own dialogue about a conflict or problem they have experienced in adapting to Canadian culture.
Students begin by answering the questions from #2 in Lesson 2. (Write questions on the board again.) Then together they write a dialogue about that problem. The dialogue should have enough characters for each member to play a part.



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3. Group presentations

Each group role plays the dialogue they have written.

Whole class discusses the questions from #2 in Lesson 2 for each dialogue. (Appendices D & E)

Lesson 4

1. Whole class

Review structure of 3 paragraph essay (introduction, body, conclusion)

Brainstorm ideas for topic sentences, introductions and conclusions on a personal essay about adapting to Canada.

Distribute graphic organizer and help students fill in information (Appendix B)

Students begin writing first draft (finish for tomorrow's lesson)

Lesson 5

1. Whole class – Go over editing sheet and explain need for both honesty and respect when editing someone else's writing (Appendix C)

2. Pairs – Using one essay at a time, students edit their partner's essay.

3. Presentations – Students read their edited essays to the class (Type essay to be handed in next day) (Appendices F)

Attachments

Handouts:

Appendix A – Pairs Interview

Appendix B – Graphic Organizer for Essay

Appendix C – Editing sheet for Essay

Evaluation Rubrics

Appendix D – Group Work Evaluation

Appendix E – Oral Presentation Evaluation

Appendix F – Essay Evaluation



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Other Possible Course Applications

ESLD (Level 4) The essay section (Lessons 4 and 5) could be expanded to a 4-5 paragraph essay including introduction, problems & disappointments, joys and satisfactions, conclusion. Alternatively, students could be asked to interview each other and write a news report about their partner (A New Immigrant Comes to Canada). This would help to prepare them to write one of the required writing assignments for the Literacy Test.