




Title: My National Hero	
Course: ANGLAIS – Mise à niveau – 604-002-50	
Key Language Elements: Vocabulary strategies – prefix, suffix, root words, cognates; listening strategies; gender and pronouns; use of the past and present tense; writing strategies; descriptive paragraphs; giving constructive feedback; speaking strategies; oral presentation; intercultural education.	
Pedagogical Intentions: - Raise awareness and appreciation of similarities and differences among cultures in consideration of what makes a national hero, and how these heroes increasingly transcend national boundaries as global migration increases.	
Objectives: - Read/view texts regarding the origins, meaning and celebrations of St. Patrick’s Day. - Write about a festival that celebrates a national hero in students’ home country. - Familiarize students with the text type and features in writing about a national event/figure (origins, meaning and practices).	
Learning Task: Reading/viewing texts on St. Patrick’s Day and based on which students write about and present a national celebration based on a figure/hero in their home country.	
Form: Whole class and group work.	
Context: In class or online for distance learning. Preferably in a lab or a place where students will have access to computers and internet.	
Lesson 1	<p>Lesson Description: The goal of this lesson is for the students to learn specific vocabulary and grammar from a video about St. Patrick’s Day.</p> <p>Key Language Elements: Vocabulary strategies – prefix, suffix, root words, cognates; listening strategies; gender and pronouns.</p>

Time	Procedure	
5 min.	1. Begin class by passing around a paper cut out of a Shamrock (free printable template). Promote early discussion by asking students if they are familiar with the symbol and what holiday it is associated with. Invite students to share what they know about St. Patrick's Day.	
10 min.	2. Explain the lesson task: Students will be watching a short video on the history of St. Patrick's Day 3 times. 3. Distribute Student - National Hero Lesson 1 - Vocabulary worksheet : Introduce the key vocabulary words that will be viewed in the short video. Invite students to guess the meaning of the pre-selected words based on 1) their cognate similarity to another language; or 2) the prefixes, suffixes, or root words. <i>a. Holiday, Feast, Ireland & Irish, Patron Saint, Religion, Christian, Kidnapped, Parade</i> <i>b. Feast – fête</i> <i>c. Religion – religion, religieux</i>	 Use every opportunity to raise students' metalinguistic awareness of vocabulary, e.g., suffixes and prefixes, cognates, word families, etc. In this way, their vocabulary knowledge is expanded and deepened.
10 min.	4. Ask students if they know where Ireland is and how we call people there: <i>Ireland --> Irish</i> . Introduce the 2 nd task of Student - National Hero Lesson 1 - Vocabulary worksheet – ask students if they know the adjectives describing people coming from the different countries listed there. Invite them to add country names if theirs are not reflected. 5. Check the answers while highlighting the common suffixes to describe people from different country origins: <i>~ish; ~an; ~ese</i>	
15 min.	6. Explain that students will use the table in Student – National Hero – Hero Analysis with subheadings to fill out the corresponding information about St. Patrick's Day as they watch the video. 7. Collectively read through the subheadings and prompts to ensure understanding of the task. 8. While reading, pause and elaborate on the headings “ <i>Who are they?</i> ” And <i>How do we celebrate them?</i> ”. Begin by asking students why “they” is used to describe an individual. Have they seen this before? What could be the reasoning behind it? Ask students what pronouns could have been used instead.	 When reading/viewing a text, providing sub-headings will facilitate understanding of global meaning. The sub-headings also provide a structure for students to emulate their own. Such reading-writing connections support reading comprehension and writing.
20 min.	9. Read through the following APA style advice on use of gender-neutral pronouns. Invite students to share if the same practice is promoted in their home language(s). 10. Watch the 4-minute video on The History of St. Patrick's Day by the ESOLodyssey for the first time encouraging students to simply listen and understand the main context. At the end of the video, ask general content questions: Who	 The discussion on the use of gender-neutral pronouns helps raise sociolinguistic




is the video about? Who is he? What did they notice/see/hear?

11. View the video for a second time to locate information for the questions – ask students to jot down notes in the corresponding table for [Student – National Hero – Hero Analysis](#).
12. Ask some questions from the Hero Analysis orally to check how much information students understand and are able to note down.
13. For the last viewing, turn closed captioning on and listen to the specific section(s) that students may be struggling to comprehend, pausing to clarify and answer questions.
14. After the final viewing, review the information students marked on their tables by jotting down the main ideas on the board.




awareness of how language works in the construction of gender assumptions in different language communities.



When viewing or listening to a video/audio clip, always do it 2-3 times, asking students to focus on the overall message first before moving onto specific details. Giving a specific purpose for each viewing or listening scaffolds understanding.

<p>Lessons 2 & 3</p>	<p>Lesson Description: The goal of this lesson is for the students to write a descriptive paragraph on St. Patrick. Key Language Elements: Use of the past and present tense; writing strategies; descriptive paragraphs.</p>	
<p>Time 5 min. 10 min. 20 min. 20 min.</p>	<p>Procedure</p> <ol style="list-style-type: none"> Review the St. Patrick’s Day video. Ask students for their thoughts and invite them to share whether they celebrate St. Patrick’s Day and how they do so in their communities, families, etc. Have a brief review of present and past tenses and what they are used for, e.g., using past to describe St. Patrick’s Day’s origin; using present to describe how people celebrate the festival now. <i>Ex: Present tense – he/she/it +verb + ~s/es --> is, wears, understands, eats, dyes, gets, etc.</i> <i>Ex: Past tense – he/she/it +verb +ed --> celebrated; planted; double consonant +ed --> shopped; robbed; went, thought, etc.</i> Ask students to complete Student – National Hero Lessons 2&3- Present and Past Tense. Then review answers with them. Introduce the lesson task: Using their completed worksheet, students will complete two descriptive paragraphs on St. Patrick himself and the holiday: <i>Who is St. Patrick? And how is he celebrated?</i> When writing paragraphs, ask students what elements or characteristics make a strong paragraph in 1) their first language and 2) in other subjects. Write ideas on the board, synthesizing main ideas into a list of co-created writing guidelines for student use. Guidelines may include: <ul style="list-style-type: none"> ○ A clear topic sentence; ○ Ideas are supported by evidence, examples, illustrations, etc.; ○ A paragraph should be clear and easy to understand; ○ ... Introduce and explain the purpose of a topic sentence: “A <i>topic sentence is the first sentence in the paragraph. It introduces the main idea of the paragraph and expects as a preview for the tone and content to be covered in the following sentences</i>”. Brainstorm and write on the board 2-3 model topic sentences that would be appropriate to begin their paragraph on St. Patrick: 	<p> Explicit teaching of grammar and structures is important. Yet students need to see their contextualized use for a social purpose so learning becomes meaningful.</p> <p> Involving students in creating the criteria and rubric for assessment deepens their understanding of the purpose of the task and how they can do it well.</p> <p> Explicit teaching of paragraph elements allows for more effective writing.</p>

	<p><i>Ex: Nowadays, St. Patrick is well known by people all over the world, but who is he?</i></p> <p><i>Ex: Even though St. Patrick passed away centuries ago, we are still celebrating his day today.</i></p> <p><i>Ex: St. Patrick was and still is a well celebrated saint.</i></p> <p>9. While writing, encourage students to refer back to their completed Student – National Hero Lessons 2&3- Present and Past Tense.</p> <p>10. Using the tools/information at their disposal, students write their descriptive paragraphs.</p> <p>11. Once complete, ask students to underline their verbs. Exchange paper with a peer to review that the use of tenses is correct and offer constructive feedback on content with each other, based on the guidelines previously established as a class:</p> <ul style="list-style-type: none"> ○ Topic sentence addresses the main idea of the paragraph. ○ Verbs respect appropriate tenses. ○ Information is correct and relevant, and supports the main idea expressed in the topic sentence. <p>[Depending on students’ progress, they may need another lesson to finish their writing and peer review. Or students can complete it at home.]</p>	
<p>Lessons 4 & 5</p>	<p>Lesson Description: The goal of this lesson is for the students to write 2 descriptive paragraphs about their own national hero.</p> <p>Key Language Elements: Writing strategies; descriptive paragraphs.</p>	

<p>Time 5 min.</p> <p>55 min.</p>	<p>Procedure</p> <ol style="list-style-type: none"> 1. Explain to students that they are going to do independent research on their own national hero and use the St. Patrick day paragraph format as a steppingstone to write two paragraphs and deliver an oral presentation to class with visual support. 2. Reintroduce the table from Student – National Hero – Hero Analysis to prompt students what information for. 3. Every student should be selecting an individual whose history and legacy empowers them to be proud of their culture and country. 4. Allow time for independent research as they fill their table. 5. When completed, students will write the first draft of their paragraph. Encourage students to refer to Student – National Hero Lessons 2&3- Present and Past Tense and Student - National Hero Lesson 1 - Vocabulary worksheet to anchor their writing. 6. As students finish writing, repeat the peer-assessment task by having students offer constructive feedback based on the targeted guidelines: <ul style="list-style-type: none"> o Topic sentence addresses the main idea of the paragraph. o Verbs respect appropriate tenses. o Information present is correct and relevant, and supports the main idea expressed in the topic sentence. 7. An additional lesson block has been added to allow for ample working time within the classroom. 	<p> Depending on students' proficiency levels, students can choose to do the independent research in their dominant language but submit their work in English.</p> <p> Peer assessment deepens students' understanding of the task requirements and can students reflect on what effective writing looks like.</p>
<p>Lesson 6</p>	<p>Lesson Description: The goal of this lesson is for the students to learn how to present their national hero and how to give constructive feedback.</p> <p>Key Language Elements: Giving constructive feedback; speaking strategies.</p>	
<p>Time 10 min.</p>	<p>Procedure</p> <ol style="list-style-type: none"> 1. With writing mostly complete, introduce the remaining tasks: Based on their paragraph, students will orally present their national hero to the class with visual support such as a PowerPoint, poster, flyer, etc. 2. Prompt discussion by asking students “What qualifies a good public speaker?” and “What qualifies a good presentation?”. Ask students to share observations from their favorite presentations (TedTalks, YouTube videos, news story, etc.) and how those ideas may carry into the classroom: 	<p> Engaging students in creating the criteria promotes understanding of the learning goals and task requirements.</p>

10 min.	3. Using the headings from Student – National Hero - Support Sheet Oral Presentation to brainstorm expressions or phrases students can use to organize their presentation. Introduce the document as a resource that could be used in several subjects for all oral presentations.	
15 min.	4. Model the task by presenting St. Patrick in the same way students are expected to present their national hero. 5. Refer students to the final section of Student – National Hero - Support Sheet Oral Presentation and explain how to pose questions of clarification, elaboration as well as general commentaries using sentence stems provided. Explain that students will be expected to pose a comment/question on at least two separate peer presentations.	
25 min.	6. Ask students to use the remaining time to finalize their paragraphs, visual support, and/or script.	
Lesson 7	<p>Lesson Description: The goal of this lesson is for the students to each present their work to class and interact by giving constructive feedback to each other.</p> <p>Key Language Elements: Oral presentation; giving constructive feedback; speaking and listening strategies.</p>	

Time	Procedure	
5 min.	1. Before presentations, quickly review the Student – National Hero - Support Sheet Oral Presentation .	
40 min.	2. Remind students of the expectation that they question/comment on at least two separate presentations as an audience member. 3. The students will then present their national hero. a. To best facilitate discussion and promote multicultural connections at the end of the period, the teacher should be taking personal notes of similarities, differences, and main takeaways between each presentation.	
15 min.	4. Following the presentations, hold a debrief session for the remainder of the period. a. Encourage students to share what they learned from their peers’ presentations – <i>What is something new you learned today about your peers and their culture?</i> b. Invite students to share what they noticed across the presentations – <i>What makes someone a national hero? What qualities are shared among these heroes despite national and geographical differences? What are some of the values upheld across these different communities and cultures?</i> c. Discuss with students what they learned from each other’s presentations: main takeaways, similarities, differences, and any other connections students made during the presentation period – <i>What similarities and/or differences surprised you?</i> 5. Conclude the unit by again articulating the multicultural significance of student sharing; that every student be proud of their country and the legacy of their chosen national hero.	? Engaging students in identifying similarities and differences in cultural expectations about national heroes allows them to appreciate shared values among cultural communities despite certain differences.



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