



Reflection Title: Language in America

Learning Activity: An Appreciation of Language by Juliet Armerding

Subject Area: Language Arts

Focus Areas: language, language development, poetry, research, characterization, global citizenship

Grades: 9-12

Duration: 6 – 8 class periods, as well as homework (300-400 min)

Common Core State Standards: Writing: 2,4,7,9 Reading: 1,2,3,4,7,8,9 Speaking and Listening: 1, 4

Learning Activity Overview:

Students will deconstruct the term “global citizen” in order to develop a better understanding of the importance of this term, and how language plays a part in this. Additionally, students will read about notable people who could be considered global citizens to add to their understanding of this term. Following this, students will create an informational presentation to present to peers in order to communicate the necessity of being a well-informed global citizen.

Objectives: (LW – Learner Will)

- * LW define and identify key characteristics of a global citizen
- * LW listen to, read, and compose questions related to poems and written work from other languages
- * LW identify characteristics of global citizenship through biographies of notable global citizens
- * LW create an informational presentation (PSA) for peers of how to become a better informed global citizen in today’s world

Materials: copies of several poems, audio playing capability (computer or CD or mp3 player), chart paper, access to community members

Unit Resources:

Unit Resources promote student documentation of understanding the One World Reflection. These Unit Resources accompany each Learning Activity in the Unit.

Previewing the Reflection (Before students read the Reflection)

Understanding the Reflection (After students read the Reflection, either in class or for HW)

Reviewing the Reflection (After the Learning Activity is completed)

Reflection Response (For students to respond to the One World Student Ambassador)

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**Reflection Prompt:**

In the eighth paragraph of her Reflection, Rashida writes, “How can someone truly understand what it means to be a ‘global citizen’ if they can only speak English?”

Procedure:

Essential Question: What does it mean to be a global citizen? How does language enrich our understanding of the world? How can we become global citizens?

Step 1: Defining What it Means to be a Global Citizen (about 10-15 minutes)

Hand index cards out to students. One side should have the term “Global Citizen” written on it. The back side should be blank. Ask students to write the first things/ideas that come to mind when they see this term. Allow students 3-5 minutes to jot down their ideas, and then have them partner up to share. After 2-3 minutes of sharing, re-focus the class and ask for students to share out.

On chart paper or whiteboard, create a class “working definition” for what it means to be a global citizen. Extend student thinking by asking where these ideas come from: personal experience, TV, people they know, etc.

Step 2: The Role of Language in Global Citizenship (30-40 minutes)

Once students have a strong sense of this term, introduce Rashida’s reflection. As the reflection is read (popcorn style, small group, individually, etc) have students annotate the text for where they see examples of global citizenship.

Once the reflection has been read (perhaps twice), ask students to re-group and share their observations. Ask: how does language play a role in this ability to be a global citizen? Can someone be a global citizen speaking only one language? Why or why not? Ask students to journal for 5 minutes and reflect on the following questions: *Am I a global citizen? Why or why not? What do I possess, or what am I lacking, to be considered one?*

Step 3: Language Appreciation (1 class period or as needed/wanted)

Set up different stations in the classroom (about 6-10) through which students will rotate to read, listen to, and interact with poetry and music from different parts of the world in multiple languages. Provide each student with the “language appreciation” handout to complete as they cycle through each station.

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At the conclusion of this activity, ask students to reflect on the differences they noticed in just the sounds of each work. Ask: does interaction with works of art in different languages help one to become a global citizen? Why or why not? What role does language, and language appreciation play in becoming a global citizen? (This can be structured informally as a chalk talk or group discussion, or could be built to be a more significant activity such as a Socratic Seminar)

Resources to pull poems/writing/songs from: (be sure to preview to ensure appropriateness for grade level)

<http://www.goodreads.com/topic/show/17883-your-fave-foreign-language-poems>

Multilingual poems: http://poetry.about.com/od/multilingualpoems/Multilingual_Poetry_Translations.htm

Italian poetry: <http://www.tcm.phy.cam.ac.uk/~mdt26/poems/>

Farsi poetry: <http://www.angelfire.com/sd/urdumedia/love.html>

Swahili poetry (and audio): http://www.pbs.org/wonders/Episodes/Epi2/2_cult2a.htm

Uzbek music: <http://www.youtube.com/watch?v=3xLB2AbeGog&feature=fvwrel>

Russian: <http://www.youtube.com/watch?v=N3qIwH94Ejc>

Japanese: <http://www.youtube.com/watch?v=5Wn-UbE1fkQ>

Step 4: Who are Notable Global Citizens? (Homework or in class, at teacher's discretion)

Next, introduce the biography portion to students. Assign students (in groups, pairs, or individually) a person – or group - who is widely considered to be deserving of the term global citizen or promotes the ideas of global citizenship.

Examples of people to use:

Mother Theresa

Mahatma Ghandi

Wangari Maathai

Martti Ahtisaari

Shirin Ebadi

The Reverend Dr. Martin Luther King, Jr.

Malcolm X

Oprah Winfrey

Anderson Cooper

Princess Diana of Wales

Nelson Mandela

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Desmond Tutu
International Red Cross
Doctors Without Borders
Amnesty International
Human Rights Watch

Step 5: Notable Global Citizens & Response (20-30 minutes)

Have students read biographical information about their assigned global citizens. As students read, they will identify aspects of global citizenship in their chosen person/organization. What traits, qualities, and values do these people possess that make them qualify as global citizens? Once this is completed, students will bring a quick summary to class and briefly share in a class dialogue.

Step 6: A Socratic Response (15 minutes)

Socrates famously said, “*I am a citizen, not of Athens or Greece, but of the world*”. Reflect on this statement made by perhaps the first person to touch on the idea of global citizenship. Have students complete a short writing assignment where they reflect on the specific ways in which their “notable global citizen” reflects this principle promoted by Socrates.

Step 7: Class Dialogue (1 class period)

As students share their findings in small groups, have groups chart the similarities they see in the “global citizens.” Each group of 3-5 students should have a large piece of chart paper to record the similar characteristics. After roughly 20-25 minutes of collaboration, have students share out with the rest of the class. As a class, compile a list (on another piece of chart paper or whiteboard) the common/shared characteristics that they notice the global citizens have in common. Extend thinking by having students consider how their original definition of a global citizen has been altered, if at all, through the interview.

Step 8: Promoting Global Citizenship (2-3 classes and HW as needed)

As a culminating part of this unit, students will apply their understanding of global citizenship by promoting the idea through an informational presentation for their peers and community. Students will have the opportunity to share their thoughts on what it means to be a global citizen, as well as its importance and HOW someone can become a global citizen in today’s world. Students may choose to present this information in written form (essay, poem, brochure), a technological presentation (PowerPoint, website), or fine/performing arts.

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**Step 9: Share and Celebrate!** (1 class period)

Open your class up to other students, teachers, and community members to come and hear student presentations on global citizenship and its importance in the world today. Encourage students to bring food dishes that represent other cultures. Students can also perform poetry or songs in other languages as a part of the celebration.

Students Demonstrate Understanding By:

- * Completing the Review the Experience (Unit Resource)
- * Defining global citizenship
- * Identifying characteristics of global citizenship in a non-fiction source (Rashida's Reflection) as well as through the act of interviewing a community member
- * Successful compilation of ideas and presentation of the importance of global citizenship in today's world

Global Extension Activities:

- * Extend student learning by having students research a particular language and its history in the United States. Rashida focuses on Arabic in her Reflection, but what about other languages? Where are they mostly spoken in the States, when did it rise in prominence, what are the demographics for people who speak those languages, how has the world of literature/writing been impacted by that language's presence in America, etc.
- * Have students research an author or poet who is multi-lingual. Present a biographical sketch as well as excerpts from that writer's works.

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