

Dr. Leon Palombo
Miami Dade College, North Campus
World Languages

EAP 0320

(READING LEVEL III)

CURRICULAR THEMES:

CELEBRATIONS AROUND THE WORLD

PRINCIPLES OF GLOBAL AWARENESS &

CULTURAL SENSITIVITY

Classroom Assessment Technique For Use in EAP 0320- Reading Level III

Global Awareness / Multicultural Diversity

Rationale: EAP 0320 (Reading Level III) is a class that focuses on the reading of texts on familiar and basic academic topics with an emphasis on vocabulary expansion and application of critical reading skills pertinent to this language level and established course competencies. These competencies place emphasis on:

- a. Communicating effectively using listening, speaking, reading, and writing skills (Learning Outcome #1).
- b. Solving problems using critical and creative thinking and scientific reasoning (Learning Outcome #3).
- c. Formulating strategies to locate, evaluate, and apply information (Learning Outcome #4).
- d. Demonstrating knowledge of diverse cultures, including global and historical perspectives (Learning Outcome #5).**
- e. Describing how natural systems function and recognize the impact of humans on the environment (Learning Outcome #10).

Scenario: After a discussion on different holiday traditions, the students will try to match festivals, such as Ramadan, Diwali, Chinese New Year, and Cinco de Mayo with their correct description / definition. This matching activity will allow them to identify some holiday traditions that they are already aware of or learn about them. This initiating activity will open the discussion of unique holiday traditions associated with different cultures and religions, and of acceptance and respect toward other groups. Afterwards, students will read a reading passage titled “Travel Diary: Yanshuei Fireworks Festival”.

Professor opens the discussion by asking students about the importance of being aware of holiday traditions or celebrations other than those practiced or celebrated by them. Students are then asked to think and reflect about the following topics before engaging in the reading activity:

- Exhibiting prejudice
- Dehumanization
- Stereotyping
- Cultural Sensitivity
- Otherness
- Having a worldview

- Being culturally aware
- Celebrations unique to their own culture

(For more questions and details, please see attached lesson plan)

Analysis: Students enjoy this lesson and it is an interesting way of integrating the topic of cultural sensitivity and awareness to the course’s curriculum. This lesson places an emphasis on important reading skills essential for level three students. These skills include but are not limited to: (a) **identifying the main idea**, (b) **identifying supporting details**, (c) **identifying meaning from context and main ideas within paragraphs**, and (d) **recognizing sequence of events**. Students will read a travel diary entry written by Michael Liu on his experience during the Yanshuei Fireworks Festival. All reading skills listed above will be practiced, but particular emphasis will be placed on the recognition of sequential events. In addition, students are introduced to the importance of being culturally sensitive and the topic of “global oneness” in general. Students learn about a cultural celebration unique to the Chinese culture, but at the same time, they explore the importance of living, learning, and working together to achieve common goals in a globally challenging world where people are subjected to cultural insensitivity and prejudice. The lesson creates an atmosphere where students learn to foster an appreciation, respect, and understanding for other cultures, traditions and religious beliefs.

This lesson plan forms part of two readings related to a unit on **Celebrations around the World** that Reading Level III professors can use to integrate the topics of global oneness, cultural sensitivity and multiculturalism related themes into their reading classes. The unit allows for an open discussion to several topics, such as: being aware of one’s own culturally-induced behavior(s), awareness of the culturally-induced behavior of others, and the ability to explain one’s own cultural standpoint. By engaging in discussions related to the above topics, cultural understanding is promoted in an educational setting, where the main goal is to prepare students to be sensitive to other cultures and live more harmoniously in their multicultural community. In addition, students will engage in democratic thinking, civic responsibility, and become cognizant of problems that affect our communities.

Limitations: This activity is to be presented as one of several units focusing on multicultural themes, global awareness and cultural sustainability that form part of the EAP 0320 curriculum. It is not intended to be covered in only one class session. Some of the co-curricular / high impact practices and activities that the professor may ask the students to do will take time for completion.

Outside Resources Needed: Supplementary handouts with additional information about developing cultural awareness and sensitivity not necessarily presented in the course textbook.

Sustainable Education: Celebrations around the World

I. Course: EAP 0320 (Reading Level III)
Topic: Global Oneness / Awareness / Cultural Sensitivity

II. **Instructional Objective:** After a discussion on different holiday traditions and customs in some parts of the world, specifically the Chinese culture, the student will answer short answer, true and false, and multiple choice type questions related to the reading passage titled “Travel Diary: Yanshuei Fireworks Festival”.

III. Content Outline:

- I. Introduction to the term cultural awareness / cultural sensitivity
- II. Discussion of different celebrations around the world (explored in their textbook)
 - A. Cinco de mayo
 - B. Ramadan
 - C. Diwali
 - D. Chinese New Year
- III. Developing cultural awareness
 - A. Global understanding
 - B. Cultural identity
 - C. Recognition of cultural identity in relation to other cultures- cultural misinformation
 - D. Cultural Conflicts-ethnocentrism, dehumanization, otherness
- IV. History of the Yanshuei Fireworks Festival
 - A. 17th century legend
 - B. Incurable plague
 - C. Evil spirits
 - D. God of war- Guan Yu
 - E. Polytheism
- V. Sequencing of events during the Yanshuei Fireworks Festival
 - A. Preparations for the festival-after sunset
 - B. Large walls (“beehives”) filled with fireworks
 - C. Essential clothes to wear for this particular festival
 - D. Arrival and worshipping of War God- Guan Yu
 - E. Gearing up with clothes, helmet, etc.
 - F. Special fireworks honoring Guan Yu begin
- VI. Summarizing / reevaluating cultural sensitivity
 - A. Having the capacity to function effectively in other cultures
 - B. Valuing and respecting diversity
 - C. Being sensitive to cultural diversity
 - D. Allowing for differences and different perspectives

IV. Instructional Strategies:

Lesson Initiating Behavior: The instructor will ask the students to give him or her different reasons why individuals may look down at other cultural celebrations, traditions or beliefs not necessarily forming part of their own. He/She will write these ideas on the board for further discussion throughout the lesson.

Body: Discussion / questioning following content outline. The instructor will also use supplementary information not found in the textbook.

1. The instructor will explain or introduce the terms cultural awareness and cultural sensitivity
2. Students will begin discussion and identification of some holidays/celebrations around the world

3. What are the concepts discussed associated with developing cultural awareness? (Knowledge)
 4. Define the word **legend** in your own words. The instructor will ask students to associate this word/concept in relation to the Yanshuei Fireworks Festival.
 5. The instructor will ask students to put in order the sequence of events during the Yanshuei Fireworks Festival. (Comprehension)
 6. In your own words, explain the **main idea of paragraph #1**? What are its **supporting details**? (Comprehension)
 7. The instructor will help students summarize and reevaluate the term cultural sensitivity.
 8. **Activity**: The students will get into small groups in order to think and explain about an example where they had to exhibit or practice cultural sensitivity and respect diversity.
 9. Students will continue reading about the Yanshuei Fireworks Festival in order to **identify the main ideas and supporting details of each paragraph**.
 10. The instructor will ask students to define the words “**drive away**”, “**in return**”, and “**worshipping**” **using context clues**. (Comprehension)
 11. Explain how ethnocentrism has caused some current world problems. (Analysis)
 12. **Activity**: The students will identify and prepare a mini oral report on a cultural celebration, tradition or custom unique to them.
 13. What other countries, such as the example given by the text about the Chinese celebration, use fireworks to celebrate in a similar way their gods / goddesses, patron saints, etc.? (Application)
 14. What kind of group would you form in the College in order to promote cultural sensitivity / awareness? (Synthesis)
- V. **Closure**: The teacher and students will review the topic of cultural awareness and analyze how Michael Liu in his travel diary about the Yanshuei Fireworks Festival exhibited cultural sensitivity and openness to other experiences.
- VI. **Assessment**: The students will answer short answer, true and false and multiple choice type questions related to the reading passage titled “Travel Diary: Yanshuei Fireworks Festival”.
- VII. **Materials**: The instructor will use supplementary handouts not found in the course textbook.
- VIII. **Homework Assignment**: The students will turn in the assessment questions listed above.
- IX. **Co-Curricular Activities**:
1. Students can attend a cultural celebration or event in their community that they have not

participated in before and then report to the class on the type of event and what they found different and similar to their own cultural celebrations and events.

2. Students can interview the members of one of the Campus' cultural specific or group specific organizations in order to see how they promote cultural sensitivity among other students at the campus.
3. Students can create a Power Point presentation on Multiculturalism, Global Awareness, Cultural Sensitivity or any of the topics explored in this unit with professor approval.

X. **References:**

Anderson, Neil J. *Active Skills for Reading 3*. 3d ed. New Jersey: Heinle, 2014. Print.

Ghorbani Shemshadsara, Zahra. "Developing Cultural Awareness in Foreign Language Teaching." *English Language Teaching* 5 (2012): n. pag. Web. 24 Nov. 2016

Hawken, Paul. "*Session 6: Now What? Co-creating Living Peace.*" *Seeing Systems: Peace, Justice & Sustainability*. Portland: Northwest Earth Institute, 2014.