Introduction

Moving to a new country involves acculturative stress. Migration may result in disorientation, stress, anxiety, and grief over the loss of cultural heritage. Cultural dislocation entails cultural conflicts, and loss of personal meaning. Consequently, studying in a foreign country can create additional cultural problems. They vary according to individual situations. Generally, however, the degree of acculturation is known as 4 degrees.

DEGREE OF ACCULTURATION

(To what degree are learners adapting to U.S. culture?)

(LANGUAGE AND CULTURE BULLETIN, Vol. 5, No. 6)
http://www.alliance.brown.edu/programs/eac/lncblt_v5-6.shtml

Bicultural: Individuals who have managed to embrace the values and practice of U.S and country of origin cultures equally are considered bicultural.

Assimilated: Individuals who have shed their cultural practices and have taken on U.S. culture are considered assimilated.

Traditional: Individuals who maintain their cultural practices while resisting those of U.S. culture are categorized as traditional.

Marginal: Individuals who have lost contact with their home culture and have not managed to acculturate to U.S. culture are considered marginal, i.e., not having successfully retained or adapted to any one culture.

Teachers should help ESL students’ transit cultural problems smoother in trying to relate the target language with the target culture. One of the most visible manifestations of culture is its celebration of holidays. Therefore the “Holiday” is one of the most appropriate topics for ESL students for learning English and culture as well. It also gives fun and enjoyable materials in the classroom.

Our units are on “Spring Holidays- Easter and Earth Day”.

Are you ready to enjoy a trip to the HOLIDAYS?

Our units are on “Spring Holidays- Easter and Earth Day”
Spring Holidays

Easter!!

Earth Day!!

T&L 815
Dr. Paul Garcia
May 4, 2004

Jeong, Doo Seop & Lim, Byung Sung
# SPRING HOLIDAYS: EASTER & EARTH DAY

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### Related Literature

- **Becoming a Cultural Insider: How Holidays Can Help ESL Students' Acculturation and Language Learning**
Lesson 1 – It is the Easter Day!

Subjects

Social Sciences

Instructional setting

ESL class

Grade level

3~4 grades

Level of English/Native Language Proficiency

Upper-Intermediate ESL/Normal Native Language Proficiency

Class Size

30 Students

Time required

40 minutes

Objectives

1. Students will get acquainted with the background of Easter and the customs.
2. The students will share their own experiences of native country with others.

National Standards

NSS-USH.K-4.4 THE HISTORY OF PEOPLES OF MANY CULTURES AROUND THE WORLD
Understands selected attributes and historical developments of societies in Africa, the Americas, Asia, and Europe

NL-ENG.K-12.1 READING FOR PERSPECTIVE
Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

NL-ENG.K-12.12 APPLYING LANGUAGE SKILLS
Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
**ESL Standards**

**Goal 2, Standard 1**
To use English to achieve academically in all content areas: Students will use English to interact in the classroom

**Goal 2, Standard 3**
To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

**Language Learning Strategies**

1. Direct strategies – Memory (creating mental linkage)
   Cognitive (creating structure for input and output)
2. Indirect strategies – Metacognitive (evaluating your learning)
   Social (Emphasizing with others)

**Multiple Intelligences**

Linguistic, Spatial, Kinesthetic, Interpersonal, and Intrapersonal

**Materials Needed**

1. VCR and the tape (#1)
2. Handout (#2, 3, 4)
3. Hard boiled eggs (as many as the number of students)
4. Colored tip markers

**Vocabulary**

Holiday, Easter, Christian, tradition, coloring, eggs, springtime, Good Friday, celebrate, customs, festival, gift, origin ....

**Procedure**

Part A (background)
1. Ask the class to name the words relating the Easter and write them on the board to activate them to pay attention to the topic.
2. Play the VCR (#1) about the Easter. The students will know the day more in detail.
3. The students will be given an article (#2) on the story of Easter and asked some questions such as :
   1) What does Easter commemorate?
   2) Where does the name "Easter" come from?
   3) What do colored Easter eggs represent?
   4) When is Easter observed?
   5) What day starts the period of Lent?
6) What does Holy Week begin with?
7) What does Palm Sunday get its name from?
8) What does Holy Thursday commemorate?
9) What is Good Friday?
10) What does Easter Sunday commemorate?

Part B (Easter customs)
1. The students will read the article (#3) on Easter customs.
2. Ask some questions based on the passage.
   1) What is the meaning of eggs? Life, hope, and resurrection
   2) On which tradition did a roistered egg served? Jewish
   3) What color did people in Greece dye the egg? Red
   4) What activities take place at the White House on the Monday after Easter (called Easter Monday)? Egg-rolling and egg hunting
   5) What is the symbol of the Easter rabbit? Birth and new life
   6) Sharing the students’ own cultures and customs.

Part C (Group Egg Decorating.)
(From http://www.geocities.com/athens/6478/spring.htm)
1. Pass out hard boiled eggs to everyone at the table.
2. Have each person draw a feature on the egg with felt tip markers.
3. Continue passing the eggs until each egg has a face (eyes, cheeks, nose, mouth, ears, moles, eyelashes, chin, freckles, etc.

Part D (homework #4)
Coloring and posting it on the wall in the classroom tomorrow.

Assessment
1. Teacher will check questions on each reading tasks.
2. Students will talk about their own cultures and traditions of Easter, and teacher will observe their explanations.
3. Teacher will observe students’ creativity to decorate eggs.
# 1. Holidays for children (video series)


For more information: The complete 16 volume series includes these:

Arbor Day,
Chinese New Year,
Christmas,
Cinco do Mayo,
Easter,
Election Day,
Halloween,
Hanukkah (Passover),
Independence Day,
Kwanza,
Pow Wow,
Ramadan,
Rosh Hashanah,
St. Patrick’s Day,
Thanksgiving,
Valentine’s Day
Easter is a time of springtime festivals. In Christian countries Easter is celebrated as the religious holiday commemorating the resurrection of Jesus Christ, the son of God. But the celebrations of Easter have many customs and legends that are pagan in origin and have nothing to do with Christianity.

Scholars, accepting the derivation proposed by the 8th-century English scholar St. Bede, believe the name Easter is thought to come from the Scandinavian “Ostra” and the Teutonic "Ostern" or “Eastre,” both Goddesses of mythology signifying spring and fertility whose festival was celebrated on the day of the vernal equinox.

Traditions associated with the festival survive in the Easter rabbit, a symbol of fertility, and in colored easter eggs, originally painted with bright colors to represent the sunlight of spring, and used in Easter-egg rolling contests or given as gifts.

The Christian celebration of Easter embodies a number of converging traditions with emphasis on the relation of Easter to the Jewish festival of Passover, or Pesach, from which is derived Pasch, another name used by Europeans for Easter. Passover is an important feast in the Jewish calendar which is celebrated for 8 days and commemorates the flight and freedom of the Israelites from slavery in Egypt.

The early Christians, many of whom were of Jewish origin, were brought up in the Hebrew tradition and regarded Easter as a new feature of the Passover festival, a commemoration of the advent of the Messiah as foretold by the prophets.

Easter is observed by the churches of the West on the first Sunday following the full moon that occurs on or following the spring equinox (March 21). So Easter became a "movable" feast which can occur as early as March 22 or as late as April 25. Christian churches in the East which were closer to the birthplace of the new religion and in which old traditions were strong, observe Easter according to the date of the Passover festival.

Easter is at the end of the Lenten season, which covers a forty-six-day period that begins on Ash Wednesday and ends with Easter. The Lenten season itself comprises forty days, as the six Sundays in Lent are not actually a part of Lent. Sundays are considered a commemoration of Easter Sunday and have always been excluded from the Lenten fast. The Lenten season is a period of penitence in preparation for the highest festival of the church year, Easter.

Holy Week, the last week of Lent, begins its with the observance of Palm Sunday. Palm Sunday takes its name from Jesus' triumphal entry into Jerusalem where the crowds laid palms at his feet. Holy Thursday commemorates the Last Supper, which was held the evening before the Crucifixion. Friday in Holy Week is the anniversary of the Crucifixion, the day that Christ was crucified and died on the cross.

Holy week and the Lenten season end with Easter Sunday, the day of resurrection of Jesus Christ.
# 3-1 Easter customs (for students)

# 3-2 Easter Around the World (for teachers only)

(from http://www.jeannepasero.com/easter5.html)

France

Church bells are silent from Good Friday until Easter in token of mourning for the crucified Christ. Mothers tell their children that "the bells have flown away to Rome." Early on Easter morning the children rush into the garden to watch the bells "Fly back from Rome." As the small folk scan the sky for a glimpse of the returning bells their elders hide chocolate eggs.

Italy

Agnellino, roasted baby lamb, is universally popular for the Easter dinner, especially when served with carciofi arrostiti, roasted artichokes, with pepper. One seasonal treat that the children in many places enjoy is a rich bread shaped like a crown and studded with colored Easter egg candies.

Germany

ready, however, the boys spank them with canes. Ouch!! :-)

The Netherlands

Throughout the country Easter is celebrated as a great spring holiday. In homes there are charmingly laid tables with decorations of colored eggs and early flowers. Paasbrood, a delicious sweet bread stuffed with raisins and currant, is one of many traditional feast day specialities.

Sweden

Throughout the country the egg, symbol of life and resurrection, is featured in all Easter food and Easter games. Every household has egg coloring parties. Egg rolling contests are the favorite Easter activity of younger boys and girls.
# 4. Homework (Coloring and posting it on the wall in the classroom tomorrow.)
(From http://www.abcteach.com/easter/design2.htm)
Lesson 2 – Easter with Poems!

Subjects

Language arts

Instructional setting

ESL class

Grade level

3~4 grades

Level of English/Native Language Proficiency

Upper- Intermediate ESL/ Normal Native Language Proficiency

Class Size

30 Students

Time required

40 minutes

Objectives

1. To acquaint the students with the words and expressions on Easter.
2. To express the feeling by writing a short poem.
3. To work together in co-op groups of four to find paper Easter eggs hidden in the classroom and learn preposition of location.

National Standards

NL-ENG.K-12.1 READING FOR PERSPECTIVE
Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

NL-ENG.K-12.12 APPLYING LANGUAGE SKILLS
Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
ESL Standards

Goal 1, Standard 2
To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Goal 3, Standard 1
To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

Language Learning Strategies

1. Direct Strategies – Memory (placing new words into a context / employing actions)
   Cognitive (receiving and sending messages)
2. Indirect Strategies – Affective (encouraging yourself)
   Social (cooperating others)

Multiple Intelligences

Linguistic, Spatial, Kinesthetic, Musical, Interpersonal, and Intrapersonal

Materials Needed

1. Poems (#1-1, 1-2)
2. Poem form (#2, 3)
3. Egg hunt materials (#4, 5, and 6)
4. Prize for egg hunt (chocolate)
5. Crossword puzzle (#7)

Vocabulary

Easter, poem, hunt, feel, prepositions (on, under, beside ….)

Procedure

Part A (Easter Poem)
1. Read aloud a Easter poem to students(#1-1) and ask how they feel about the poem.
2. Give them a handout of another poem(#1-2) and ask a volunteer to read aloud.
3. Share some ideas about the poem.
4. Write a poem using a form(#2 or #3) and share it.

Part B (Egg Hunting)
(from http://www.geocities.com/EnchantedForest/Fountain/2131/eggshunt.html)
1. Advanced Preparation:
· Print out one copy of the Easter eggs(#4) (many pages), preferrably on lightweight cardboard;
· Cut each egg out;
· Hide the eggs in the classroom in places students have easy access to. (I find this activity works best when the eggs are hidden in places where they can be spotted without rummaging: under the seat of a chair, but not in a closed drawer.)

2. Procedure:
   · If necessary, briefly review the prepositions of location and perhaps jot them on the board;
   · Explain the hunt to the class (see below);
   · Pass out one answer sheet(#5) per group or have the students answer on notebook paper.

3. Instructions:
   · Students must work quietly so as not to give away their answers to the other groups.
   · Only two students per team may be out of their seats at any one time.
   · These students (the searchers) go around the classroom looking for an Easter egg. When a searcher finds one, he/she does not touch it, but mentally notes its location.
   · He/She then returns to the group and explains the location of the egg to the two other members (the note takers).
   · Together they formulate a complete sentence describing the egg's location, and the note taker writes it on the answer sheet. This sentence should be as specific as possible. Example: number 17 is on the bottom of the flowerpot of the plant hanging in the back of the classroom.
   · The second note taker replaces the searcher, who then becomes a note taker.
   · While the searchers are searching, the note takers try to correct any mistakes they may have made.
   · Thus, the game continues, the roles always rotating, students taking turns, searching, writing, and correcting (equal participation).
   · At the end of the hunt, papers may be corrected together orally or picked up and marked, and students can fill out the group reflection sheet (#6). (Points: 3=yes; 2=so so; 1=no)
   · A real egg (chocolate!) could be awarded the winners and/or the group(s) who participated the best.

Part C (Sponge)

1. Crossword Puzzle game(#7)
2. Ask some questions relating the words such as;
   - What’s your favorite color?
   - Describe your eggs you want to get on Easter.
3. Ask a question to other classmates by using the words on the paper.
4. Answer the question and ask again by using the words on the paper.
Part D (Homework)

1. Explain the homework (#8) - Easter Jellybean coloring.
2. The colors are defined to red, yellow, orange, green, purple, black, and pink
3. It will be used for the next class (math).

Assessment

1. Teacher will observe students’ understanding when they share feeling of the poem with classmates.
2. Students will create their poems guided with poem forms.
3. Teacher will judge students’ speaking abilities when they report where the egg is located in the Egg Hunt activity.
4. The answer sheet is the criteria as to whether or not students perform the Egg Hunt task.
5. The crossword answer sheet will tell how students understand the word spelling and its meaning as well.
Easter Bunny Thought

Easter Bunny Thoughts
I was wondering late last night
When I was supposed to be in bed,
If the Easter Bunny has a name
And is it Sue or Fred?

And I was thinking in the bathtub,
When I was supposed to scrub and clean,
Is the Easter Bunny a girl or boy,
Does he dress up for Halloween?

I was thinking after supper,
When I was supposed to do my Math,
Does the Easter Bunny have a Mom
Who makes him take a bath?

I’d like to find the Easter Bunny,
Maybe if I tired,
I’d get all my questions answered,
And then I’d be satisfied!
# 1-2. Poem (for students)

**What is Easter?**
(From Bobbie Kalman, 1983, We Celebrate Easter, Crabtree Publishing Company. N.Y.)

Easter is a time to be happy.  
Easter is a time to celebrate spring  
By watching a beautiful sunrise.  
Easter is a time for singing and dancing,  
And a time for families to share.  

Easter is a time for flowers to bloom,  
For baby animals to be born,  
And for tiny chicks to hatch.  
Easter is a time for bunnies  
And lots and lots brightly-colored eggs.  

For Christians, Easter is  
A time of prayer and rejoicing.  
To celebrate Easter means  
To remember and celebrate  
The life of Jesus Christ.  

Easter is a religious holiday.  
Easter is a time to enjoy nature.  
Easter is a time of newness.  
Easter is a time for fun.  
Come celebrate Easter with us!
# 2. Poem form (for students)

(From http://www.abcteach.com/easter/easteris.htm)

Easter is ...

Easter is ____________________________
It tastes like ____________________________
It feels ____________________________
It looks like ____________________________
# 3. Poem form (for students)

**Easter Egg Poem**

(From [http://www.abcteach.com/easter/eggpoem.htm](http://www.abcteach.com/easter/eggpoem.htm))

The Easter Egg

by ____________________

________________________________________

________________________________________

________________________________________
# 4. Egg samples

(From http://www.geocities.com/EnchantedForest/Fountain/2131/eggs1.html)
The Easter Egg Hunt

Write a complete sentence describing the egg's location next to the corresponding number.

1. ........................................................................................................................................
2. ........................................................................................................................................
3. ........................................................................................................................................
4. ........................................................................................................................................
5. ........................................................................................................................................
6. ........................................................................................................................................
7. ........................................................................................................................................
8. ........................................................................................................................................
9. ........................................................................................................................................
10. ....................................................................................................................................... 
11. ........................................................................................................................................
12. ........................................................................................................................................
13. ........................................................................................................................................
14. ........................................................................................................................................
15. ........................................................................................................................................
# 6. Group reflection sheet (for students)

(From http://www.geocities.com/EnchantedForest/Fountain/2131/eggec.html)
# 7. Crossword puzzle (for students)

Easter eggs  
fun  
grass

bunny  
candy  
chick  
color
# 8. Easter Jellybean Coloring (for students)
(From http://www.youthonline.ca/coloringcorner/color/xjellybeanjar.htm)

Name __________________   Date _______________________

Only red, yellow, orange, green, purple, black, and pink colors should be painted at least once for the next class!!
Lesson 3 – Easter with Math!

**Subjects**

Mathematics

**Instructional setting**

ESL class

**Grade level**

3~4 grades

**Level of English/Native Language Proficiency**

Upper- Intermediate ESL/ Normal Native Language Proficiency

**Class Size**

30 Students

**Time required**

40 minutes

**Objectives**

1. Students will know basic counting and apply it to the four arithmetical operations
2. Students will follow directions and learn/reinforce a wide variety of math skills.
3. Students will understand the data and create the bar graph on the website.
4. Students will analyze the other student’s data when they explain.

**National Standards**

NM-NUM.3-5.1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems
NM-NUM.3-5.2: Understand meanings of operations and how they relate to one another
NM-DATA.3-5.1: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer
NM-DATA.3-5.2: Select and use appropriate statistical methods to analyze data
NM-DATA.3-5.4: Understand and apply basic concepts of probability

**ESL Standards**
Goal 2, Standard 1
To use English to achieve academically in all content areas: Students will use English to interact in the classroom

Goal 2, Standard 3
To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge

**Language Learning Strategies**

1. Direct Strategies – Cognitive (analyzing and reasoning / guessing intelligently)
2. Indirect Strategies – Affective (lowering anxiety)
   Metacognitive (centering your learning)

**Multiple Intelligences**

Linguistic, Logical, Kinesthetic, Interpersonal, and Intrapersonal

**Materials Needed**

1. Handout for simple counting (#1)
2. Handout for simple math (#2)
3. Handout for graph activities (#3,4)
4. Computers (internet accessible)

**Vocabulary**

Number, math, divide, add, bunny, basket, coloring, party, yard, hide, find

**Procedure**

Part A (Simple Counting)
1. This is a warming-up stage for the next step.
2. Each student will be given a handout for simple counting.
3. The students write answers on the paper and share the answers.
4. The teacher asks the meaning of the words such as; bunny, lily, coloring, and basket.

Part B (Simple Math)

1. Each student will be given a handout for simple counting.
2. The students write answers on the paper and share the answers.
3. A volunteer explains the correction answer by drawing pictures on the board.
   (The words are learned while s/he is drawing the picture)
Part C (Jellybean estimation, place value, graphing, and computation)
1. Homework (coloring jellybeans) will be exchanged one another.
2. Jellybean Bar Graph is completed with pairs (one bar graph for 2 jars).
3. A Pie Chart is completed on the website http://nces.ed.gov/nceskids/graphing/
4. The results are printed out for analysis.
5. The team leaders explain the results such as; total number, the most/least color(s).
6. Colors are learned while they are explaining.

Part D (Sponge – Multiplicative Numeral Song)
1. Sing a song of “one little, two little, three little Indians…”
2. Replace “Indians” with “Jellybeans” and sing a song again.
   “one little, two little, three little Jellybeans…..”
3. Now, multiplicative numerals should be sung,
   For example “1 little, 3 little, 6 little Jellybeans / 9 little, 12 little, 15 little
   Jellybeans…..”

Assessment
1. Teacher will observe the answer sheets for simple counting and basic four arithmetical operations
2. Students will understand the relation of numbers and create a bar graph on the paper and a pie chart on the website.
3. Students will demonstrate multiplicative numbers by sing a multiplicative numeral song.
1. BUNNY MATH (for students)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many bunnies do you see?</td>
<td>I see ___________.</td>
</tr>
<tr>
<td>2. How many Easter Baskets are here?</td>
<td>I see ___________.</td>
</tr>
<tr>
<td>3. How many children are coloring the egg?</td>
<td>I see ___________.</td>
</tr>
<tr>
<td>4. How many eggs are in the nest?</td>
<td>I see ___________.</td>
</tr>
<tr>
<td>5. How many Easter bunnies do you see?</td>
<td>I see ______________.</td>
</tr>
<tr>
<td>6. How many lilies do you see?</td>
<td>I see ______________.</td>
</tr>
</tbody>
</table>
# 2. EASTER MATH

(from http://www.abcteach.com/easter/EASTER%20MATH.pdf)

Name_________________ Date________________

READ EACH OF THE FOLLOWING WORD PROBLEMS. WORK EACH PROBLEM. PLEASE WRITE NEATLY.

1. Shelby Grace went to an Easter party at her friend’s house. She found 38 chocolate eggs during the egg hunt. She gave \( \frac{1}{2} \) of the eggs to her sister, Jenna. How many eggs did she give to her sister?

2. Bart won the jellybean estimation contest at his class Easter party. He won 28 Easter stickers. He gave 10 of the stickers to his friend, Rob. How many stickers did he have?

3. Josh colored 3 dozen Easter Eggs for his Sunday School egg hunt. What was the total number of eggs colored?  
   HINT: HOW MANY EGGS ARE IN ONE DOZEN?

4. Mrs. Lawson hid 365 eggs in her yard for the egg hunt. The children found 329 eggs. How many eggs did they NOT find?

5. The Gilbert Family had their picture taken on Easter Sunday morning. The photographer charged Mr. Gilbert $47.83 for the pictures. If Mr. Gilbert gave the photographer $50.00, what was his change?

6. The school store sold Easter pencils. They sold 116 pencils on Monday, 67 on Tuesday, and 135 on Wednesday. What is the total number of Easter pencils sold?
# 3. Jelly Bean Graph (for students)

http://www.abcteacher.com/coloring/jellybeangraph.jpg

Jelly Bean Graph

Teacher Note: Because jelly beans are a popular treat during the Easter season, children will enjoy using them as a math manipulative. Give each student some jelly beans. Sort the colors, count them, and complete the bar graph. They may wish to color the graph with the corresponding color.

<table>
<thead>
<tr>
<th>red</th>
<th>yellow</th>
<th>orange</th>
<th>green</th>
<th>purple</th>
<th>black</th>
<th>pink</th>
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</tbody>
</table>
# 4. Pie Chart Sample (for teachers only)

(from http://nces.ed.gov/nceskids/graphing/)

Dooseop & Byungsung’s Jellybeans!!

![Pie Chart](image-url)
Lesson 4-Celebrate Earth Day!

Earth Day is celebrated on April 22. This is obviously a topic for any time. Be good to the Earth. Students will listen to "The History of Earth Day" by Kim Moon and “Why We Celebrate Earth Day?” by Linda Owens. These may be used as an introduction to an Earth Day Project. We will discuss recycling, pollution, and ways to care for our planet.

Subjects

Language arts and Science

Instructional setting

ESL class

Grade level

3~4 grades

Level of English/Native Language Proficiency

Upper-Intermediate ESL/ Normal Native Language Proficiency

Class Size

30 Students

Time required

40 minutes

Objectives

1. Students will get acquainted with the background of Earth Day.
2. Students will listen to story and discuss present day environmental problems.
3. Students will make relevant, logical, coherent contributions to a discussion.
4. Students will discuss their ideas for the future.

National Standards

NL-ENG.K-12.1 READING FOR PERSPECTIVE
Students read a wide range of print and nonprinting texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
NL-ENG.K-12.12 APPLYING LANGUAGE SKILLS
Students use spoken, written, and visual language to accomplish their own purposes (e.g., for
learning, enjoyment, persuasion, and the exchange of information).

NS.K-4.6 PERSONAL AND SOCIAL PERSPECTIVES
Students should develop understanding of personal health, characteristics and changes in
populations, types of resources, changes in environments, and science and technology in local
challenges

ESL Standards

Goal 1, Standard 2
To use English to communicate in social settings: Students will interact in, through, and with
spoken and written English for personal expression and enjoyment

Goal 2, Standard 3
To use English to achieve academically in all content areas: Students will use appropriate
learning strategies to construct and apply academic knowledge

Goal 3, Standard 2
To use English in socially and culturally appropriate ways: Students will use nonverbal
communication appropriate to audience, purpose, and setting

Language Learning Strategies

1. Direct strategies – Memory (creating mental linkages, applying images and sounds)
   Cognitive (analyzing and reasoning, creating structure for input and output)
2. Indirect strategies – Metacognitive (centering your learning, evaluating your learning)
   Social (cooperating with others)

Multiple Intelligences
Verbal/Linguistic, Spatial, Kinesthetic, Interpersonal, and Intrapersonal

Materials/resources needed
1. "The History of Earth Day" by Kim Moon
2. “Why We Celebrate Earth Day?” by Linda Owens
3. Crossword Puzzle
4. Way to Help the Earth! (Group Activity)
5. Make a Poster!
6. Earth Day Everyday Award
7. Earth Day Postcard

Vocabulary
Earth Day, Pollution, Reduce, Recycle, Reuse, World, Planet, Save, Inform.

Activities
1. Students will listen to "The History of Earth Day" by Kim Moon and read “Why We
   Celebrate Earth Day?” by Linda Owens and answer the questions.
2. Students will fill out Crossword Puzzle.
3. As a Group Activity, students will discuss the ways to help the Earth. Students will use the Think-Pair-Share Strategy for discussion.
   THINK: Students will think individually for 2 - 3 minutes of solutions or possible answers to environmental situations they listened to in the story: (pollution of rivers, cutting down trees, etc.).
   PAIR: Students will discuss possible actions/solutions 2 - 4 minutes with a partner.
   SHARE: Students will share the thinking of the pair with the entire class.
4. Students will create a poster (or list) of the Environmental Slogans suggested by the students such as: Save Our Planet, Don't Litter, Recycle, We Care about the Earth, Don't Pollute, and Reduce-Recycle-Reuse.
5. Students will be awarded Earth Day Everyday Award.
6. As an assignment, students will be given Writing an Earth Day Postcard.

**Assessment**
1. Students will offer thoughtful solutions and answers to environmental issues relevant to their daily lives.
2. Teacher will review group activity and environmental slogans written by the students.

**Supplemental resources/information**
Additional Activities/Related Lessons
* Tie in with science unit on recycling and caring for the Earth
* Plant a tree or flowers around the school or park
* Have a trash pick up day at school
* Write and illustrate stories about the future
* Lesson: Read and discuss "Just a Dream" by Chris van Allsburg
* Lesson: Read and discuss “Dear Children of the Earth” by Schim Schimmel
The History of Earth Day
By Kim Moon

In 1963, former Senator Gaylord Nelson began to worry about our planet. (A senator is a person that the people of the United States have chosen to help make the laws.) Senator Nelson knew that our world was getting dirty and that many of our plants and animals were dying. He wondered why more people weren't trying to solve these problems. He talked to other lawmakers and to the President. They decided that the President would go around the country and tell people about these concerns. He did, but still not enough people were working on the problem.

Then, in 1969, Senator Nelson had another idea. He decided to have a special day to teach everyone about the things that needed changing in our environment. He wrote letters to all of the colleges and put a special article in Scholastic Magazine to tell them about the special day he had planned. (Most of the schools got this magazine and he knew that kids would help him.)

On April 22, 1970, the first Earth Day was held. People all over the country made promises to help the environment. Everyone got involved and since then, Earth Day has spread all over the planet. People all over the world know that there are problems we need to work on and this is our special day to look at the planet and see what needs changing. Isn't it great? One person had an idea and kept working until everyone began working together to solve it. See what happens when people care about our world?
Why We Celebrate Earth Day
By Linda Owens

The celebration of Earth Day began in the city of San Francisco and was started by their mayor at the request of John McConnell. The first Earth Day celebration was held on March 21, 1970, which was the first day of spring.

Earth Day is important because it reminds us to stop and look at the problems of our environment. We need to make plans to recycle materials that are recyclable and to clean up our rivers, streams, lakes, and oceans. Pollution is causing danger to the air we breathe, our soil, and our water sources. Industries, automobiles, and others are releasing dangerous smoke into our atmosphere and the air we breathe. This release can cause health problems to people living on Earth.

Each of us must do our part to recycle and reuse products instead of throwing them away. The trash we deliver to our landfills each week is taking up valuable land and space we need for homes and farms.

Earth Day is now celebrated each year on April 22nd. Schools around the world take part in making sure that our world is a cleaner place. Students volunteer to pick up trash at their schools, homes, and neighborhoods to do their part in helping our environment. Think about what you and your classmates can do to celebrate Earth Day this year. We can all do something.

Answer the questions:

1. Who request this celebration of our Earth?
   a. Joan Lennon  
   b. John McConnell  
   c. Johnny Carson  
   d. none of these

2. What is the author’s purpose of this writing?
   a. entertain  
   b. persuade  
   c. inform  
   d. none of these

3. What can we do to help keep trash out of our landfills?
   a. don’t eat too much  
   b. build homes  
   c. recycle materials  
   d. none of these

4. What does Earth Day help us to do?
   a. think of ways to recycle materials  
   b. pick up trash  
   c. clean up our water sources  
   d. all of these

5. What can students do to help celebrate Earth Day?
   a. Have a party for the Earth  
   b. sing songs  
   c. pick up trash in their community  
   d. none of these
CROSSWORD PUZZLE

Name_________________________________________________

Date_____________________

Across
  2. an important resource that all living things need.
  8. Trees and plants produce_______for us to breathe.
  9. Many people plant a _______on Earth Day.
  10. To use materials over again, sometime with a new purpose
  11. Celebrated on April 22nd, to make people aware of ecology issues and saving our earth.
  12. Laws help keep the air _________.

Down
  1. ________study Earth Day in schools.
  3. To use materials over again to make a new product
  4. To use less of something.
  5. Contaminates with harmful substances
  6. Earth Day is celebrated around the _________.
  7. ____________ must do their part to help keep the earth clean.

Way to Help the Earth! (Group Activity)

Earth Day helps people remember to help the Earth be a cleaner and healthier place. We must all do our part. With a partner or group, brainstorm ways that you can help keep your part of the Earth clean. Be ready to share with the rest of your classmates.

Group Members ______________________________________________

Ways we can help the Earth be a cleaner and healthier place to live.

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<td>6.</td>
<td>7.</td>
<td>8.</td>
<td>9.</td>
<td>10.</td>
</tr>
</tbody>
</table>

Which of these are you most likely to do? ________________
Which of these are you least likely to do? ________________
Which of these do you do already? ______________________


Make a poster!

Make a poster encouraging people to recycle. Brainstorm words to use and write them in the box.

PLANTPALS
A quick lesson in recycling!

The Planetpals have gathered many items that are easily recycled. Check your town to see what programs and facilities are available for you. Many towns collect items such as glass and cans. There are many other ways to dispose of these items. By recycling, we not only help keep the earth cleaner, we use things over again. Many interesting things can be made from recycled materials.

Remember
Reduction
Reuse
Recycle
Repair!
Earth Day Everyday Award

signed

for

awarded to

Date
H/W: Writing a Earth Day Postcard

Write a postcard to a friend encouraging him/her to do their part on Earth day.
Students will participate in the Earth Day Grocery Bag Project. The basic idea is this: the classroom teacher obtains large paper grocery bags from a local grocery store; students decorate the bags with colorful environmental messages; the bags are returned to the store and the store distributes them to shoppers (filled with their groceries) on Earth Day, April 22.

**Subjects**

Language arts, Science, and Mathematics

**Instructional setting**

ESL class

**Grade level**

3~4 grades

**Level of English/Native Language Proficiency**

Upper-Intermediate ESL/Normal Native Language Proficiency

**Class Size**

30 Students

**Time required**

40 minutes (1~2 Weeks)

**Objectives**

1. Students will discuss present day environmental problems
2. Students will make relevant, logical, coherent contributions to a discussion of environmental concerns
3. Students will decorate paper grocery bags with environmental messages
4. Students will discuss their ideas for helping the environment now and in the future
5. Students will review Earth Day Grocery Bag history and information on the web site [www.earthdaybags.org](http://www.earthdaybags.org)
6. Students will count completed bags on a daily basis and graph the numbers of bags completed each day

**NS Standards**

**NL-ENG.K-12.1 READING FOR PERSPECTIVE**
Students read a wide range of print and nonprinting texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

**NL-ENG.K-12.12 APPLYING LANGUAGE SKILLS**
Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**NM-NUM.3-5.1**
Students understand numbers, ways of representing numbers, relationships among numbers, and number systems

**ESL Standards**

Goal 1, Standard 2
To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment

Goal 2, Standard 3
To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge

Goal 3, Standard 2
To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting

**Language Learning Strategies**

1. Direct strategies – Memory (creating mental linkages, applying images and sounds)
   - Cognitive (analyzing and reasoning, creating structure for input and output)
   - Compensation (guessing intelligently)
2. Indirect strategies – Metacognitive (centering your learning, evaluating your learning)
   - Affective (encouraging yourself)
   - Social (cooperating with others)
Multiple Intelligences
Verbal/Linguistic, Math/ Logical, Spatial, Kinesthetic, Interpersonal, and Intrapersonal

Materials/resource needed

1. PowerPoint Presentation (http://www.earthdaybags.org/powerpoint.htm)
2. Eco-Shopper (song)
3. Earth Day Groceries Pictures (http://www.earthdaybags.org/pictures.htm)
4. Paper Grocery Bags (media coordinator must contact a local grocery store 1-2 weeks prior to the lesson to request to borrow grocery bags)
5. Crayons and markers
6. Newspaper or table paper to cover tables
7. Poster board

Vocabulary
Eco-Shopper, Planet, Reduce, Reuse, Recycle, Litter, Thermometer graph

Technology resources needed

Classroom computers or computer lab with Internet access

Pre-activities

1. Read and discuss a book about Earth Day or Environmental Awareness
   Dear Children of the Earth by Schim Schimmel
   Just a Dream by Chris van Allsburg
2. Listen to the conversation song (http://www.care2.com/near_home/near_home.html)

Activities

1. Review history and information about this Earth Day Grocery bag project on the web site http://www.earthdaybags.org/ powerpoint.htm
2. Watch the archived Earth Day Grocery bag picture on the web site http://www.earthdaybags.org/pictures.htm
3. Create a poster or list of environmental slogans suggested by the students such as: Ideas for what to write on Earth Day Grocery Bags (just a few - be creative!)

<table>
<thead>
<tr>
<th>Happy Earth Day, 2004!</th>
<th>(school name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Save Our Planet</td>
<td>We care about the Earth</td>
</tr>
<tr>
<td>Reduce, Reuse, Recycle</td>
<td>Save Our Earth</td>
</tr>
<tr>
<td>Reuse this bag!</td>
<td>We Love Our Planet</td>
</tr>
<tr>
<td>Happy Earth Day!</td>
<td>Don't Litter</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>I Love My Earth</td>
<td>Celebrate Earth Day</td>
</tr>
<tr>
<td>Keep Our Earth Clean</td>
<td>Happy Birthday, Earth!</td>
</tr>
</tbody>
</table>

4. All students will decorate paper bags with colorful pictures and environmental slogans
5. At the end of the day, students will count the bags by 2s, 5s, and/or 10s and add the 2 or 3 digit numbers
6. Students will complete a thermometer graph

**Assessment**
1. Students will offer thoughtful solutions and answers to environmental issues relevant to their daily lives
2. Teacher will review the environmental slogans and pictures on the grocery bags
3. Teacher will check counting and addition answers
4. Teacher will check graphs for accuracy

**Relevant websites**
- http://www.earthdaybags.org
- http://www.astc.org/info/exhibits/rotten/rthome.html
Eco-Shopper
(Original Score)
(From http://www.care2.com/near_home/near_home.html)

Chorus:
Be an eco-shopper, you can be one like me.
You can make a difference if you shop wisely.
Eco-shoppers watch what they buy.
Learn environmental shopping give it a try!

Choose items with minimal packaging choose the larger size.
Choose items that are refillable, with toxic substances, minimize!
Buy longer lasting batteries, buy items you can reuse.
Buy recycled products it’s easy for you to choose.

Chorus:
When you buy recycled products tell the store "Thank You."
Store owners like knowing it’s what you want them to do.
You can learn to shop wisely, and others you can teach.
But what’s most important, practice what you preach!

Chorus:
Eco-shop!

Credits (All songs arranged by Mark Dye Studios)
The Earth Day Groceries Project Power Point Contents
(From http://www.earthdaybags.org/powerpoint.htm)

Slide 1-Introduction
The Earth Day Groceries Project is a cost-free environmental awareness project where students decorate paper grocery bags with environmental messages for Earth Day. Earth Day is on April 22nd every year.

Slide 2-History
The Earth Day Groceries Project is one of the oldest and largest educational projects on the Internet. It began in 1994 with an invitation sent to two educational discussion lists. Forty-three schools sent in reports saying they had successfully participated!

Slide 3-Today:
Thousands of schools (and other groups) take part every year. Their inspirational reports, and pictures from hundreds of schools, are all on the web site.

Slide 4-Four Simple Steps --1
1. Borrow. Contact a local grocery store that uses large paper grocery bags. See if the manager will let you "borrow" enough bags so that each student in your school can decorate one. Grocers usually get these bags in "bundles" of 500.

Slide 5-Four Simple Steps – 2
2. Decorate. Have students at school decorate the bags with pictures of the earth, environmental messages, the name of your school, etc. Be creative! DO NOT allow students to write their last names on any bags.

Slide 6-Four Simple Steps – 3
3. Deliver. A couple of days before Earth Day you and/or your students return the decorated bags to the grocery store - with many thanks to the manager! The store then distributes these bags (full of groceries) to happy and amazed shoppers on Earth Day.

Slide 7-Four Simple Steps – 4
4. Report. Fill out the Report Form on the project web site with a count of how many bags your school made. All reports are posted on the project web site: www.earthdaybags.org

Slide 8-Registration?
You do not need to register.

Slide 9-Where to start?
www.earthdaybags.org
Happy Earth Day!
(April 22)

Slide 10-Questions?
The web site has answers to most.
Email contact:
Mark Ahlness, project coordinator
<mahlness@halcyon.com>
Picture from 2004
(From http://www.earthdaybags.org/pictures.htm)

Baltimore Public Works Museum in Baltimore, MD
Cowley County Conservation District in Winfield, KS

Assurant Satellite Learning Center in Miami, FL
World Templates
(From http://www.earthdaybags.org/gstemplates.htm)
-Print out the following world drawings
-Make patterns from them on tag board
-Students can then trace the patterns and color in the world on their bags.
-You may want to simplify the patterns a little by only using the largest landforms. This will make tracing and coloring in a lot easier, especially for younger students.
Lesson 6-The Recycle Game

You've heard of the Olympic Games. How about the Recycle Games? The Recycle Games provide great exercise as they teach about the importance of recycling.

**Subjects**

Language arts, Mathematics, and Physical education

**Instructional setting**

ESL class

**Grade level**

3~4 grades

**Level of English/Native Language Proficiency**

Upper- Intermediate ESL/ Normal Native Language Proficiency

**Class Size**

30 Students

**Time required**

40 minutes

**Objectives**
1. Students will get physical exercise as they learn about local recycling efforts.
2. Students will learn about the importance of recycling.
3. Students will learn how to sort trash for recycling.
4. Students will display good sportsmanship during all activities.

**National Standards**

**NL-ENG.K-12.12 APPLYING LANGUAGE SKILLS**
Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**NM-ALG.3-5.2**: Represent and analyze mathematical situations and structures using algebraic symbols

**NM-ALG.3-5.3**: Use mathematical models to represent and understand quantitative relationships

**NPH.K-12.3** Physical Activity: Exhibits a physically active lifestyle

**NPH.K-12.4** Physical Fitness: Achieves and maintains a health-enhancing level of physical fitness

**NPH.K-12.5** Responsible Behavior: Demonstrates responsible personal and social behavior in physical activity settings

**NPH.K-12.6** Respect for Others: Demonstrates understanding and respect for differences among people in physical activity settings

**ESL Standards**

Goal 1, Standard 2
To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment

Goal 2, Standard 2
To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form

Goal 3, Standard 3
To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence

**Language Learning Strategies**

1. Direct strategies – Memory (creating mental linkages)
   Cognitive (analyzing and reasoning, creating structure for input and output)

2. Indirect strategies – Metacognitive (centering your learning, evaluating your learning)
   Affective (encouraging yourself)
   Social (cooperating with others)

**Multiple Intelligences**
Linguistics, Math/Logical, Spatial, Kinesthetic, Interpersonal, and Intrapersonal
**Materials/resources needed**

1. Required materials depend on the races that comprise the Recycle Games. Most materials are common classroom, Physical Education, or recycling properties. See activity ideas below for specific materials.
2. Reusable Puzzles (Recycle Story)
3. Reduced to Code (Math Quiz)

**Vocabulary**

Exercise, Recycle, Physical education, Relay, Race, Olympics, Field day

**Pre-activities**

1. To remind the meaning of Recycle, students will read “Reusable Puzzles” story.
2. To find out one way of reducing the world’s waste problem, students will solve “Reduced to Code” quiz.

**Activities**

In this lesson, students will participate in relay races and games that make use of recycled materials and other "trash." Teacher should decide in advance which activities will be part of the Recycle Games and how to organize the games. Many of the activities can be adapted for use for individual or team fun and learning.

Teacher might record individual students’ times, arrange students into relay teams (the first student to complete the course taps the next team member in line; the race continues until all team members have run the course), or do the activities just for fun.

The activity instructions below are written with small-team competition in mind.

**Trash Can Relay**

Set up five classroom trash cans in an obstacle course. The first student on the team runs the course, weaving in and out around the cans. When the student reaches the last can, he or she turns around and weaves back to the team. The runner taps the next team member in line, who takes his/her turn running the course?

**Bottle Bowling**

Set up bowling pins made from 2-liter soda pop bottles, small bleach bottles, or tall dishwashing detergent bottles. Tip: Put about an inch of sand in the bottom of the bottles; the pins will still be easy to bowl down, but the bottles will not fall as easily as they would if there was no sand in them.

**Waste No Water**

Fill a clean open-topped non-breakable container (a plastic spaghetti sauce jar or a soup can work well) with water for each team; be sure the containers are the exact same size and filled to the brim with water. Set a start and finish point. At a signal, the first runner heads for the finish line, walks over the line, turns around and heads back to his or her team, and pass the container to the next person in line. At the end of the race, the team with the most water still in the container is the winner.
Newspaper Relay
Provide a stack of newspapers for each team and have team members divide the stack evenly among them. Set up a paper bag or recycle bin (or whatever container your community uses for recycling newspaper) at a finish line. At a signal, the first member of the team carries his or her stack of newspaper to the finish line, deposits it in the container, runs back to the team, and taps the next person in line.

Putt for Points
Paint five coffee cans with bright colors. Paint or draw a point value on each can. (Suggestions: Paint the number 5 on one can, the number 10 on another, 15 on a third, 20 on a fourth, and 50 on the fifth.) Set up the coffee cans in a row. Give students three golf balls and three chances to accumulate points for their team.

Tumbling Towers
This activity can be done one team at a time. Provide a recycle bin full of clean aluminum cans (for example, soda pop cans). At a signal, students have 2 minutes to stack the cans one atop another. Each student takes a turn at building a tower by stacking cans one atop the other. The student on each team who builds the tallest tower then represents his or her team in a final team-against-team stacking competition.

Assessment
1. Congratulate students on their good sportsmanship during the relay games.
Reusable Puzzles!

(From http://www.mcswmd.org/kids/rhebus.html)

(Mom) and (Tim) were putting a puzzle together. When they were finished, (three) (puzzle pieces) were missing.

(Mom) had an idea! "We can use the (puzzle pieces) to make a (present) for (Grandma) and (Grandpa)."

So (Mom) and (Tim) worked together using the (puzzle pieces) to decorate a piece of cardboard with (glue).

When they finished, they had a beautifully decorated (picture frame). (Tim) said, "Won't (Grandma) and (Grandpa) be surprised!" "Yes!" (Mom) said. "We only reused things that we would have thrown in the (trash can) and we've
made the (world) a brighter place for (Grandma) and (Grandpa)!
Reduced to Code!

(http://www.mceswmd.org/kids/code.html)

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____  _____  _____
231+111 125+125  2x4

_____  _____  _____  _____  _____  _____
8+4   23+22   1x6    488-372  152+280  163-92

_____  _____  _____  _____  _____  _____
975-967 40+20   500-250 255-250  844-784

_____  _____  _____  _____
87+29   30+20+10 263-251

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232-116 12+45   835-778 12-7

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3x3    83-26   40-35    346-96  875-851 19+38

_____  _____  _____  _____  _____
37+44   954-408 37+34    3+9   897-840

Here is the answer!

"Do not buy things you do not need. Reduce waste!"
Becoming a Cultural Insider: How Holidays Can Help ESL Students' Acculturation and Language Learning

Natasha Lvovich

nlvovich [at] kbcc.cuny.edu
Kingsborough Community College of the City University of New York (USA)

Introduction
I wrote this essay while teaching the lower ESL class of the Kingsborough Community College ESL Intensive Program, where students become part of the block curriculum, unified by the theme, Discovering the Self between Cultures. In this reading and writing class, students read and discussed authentic literature in relation to the topic (The House on Mango Street by Sandra Cisneros and Two years in the Melting Pot by Liu Zongren). They also wrote essays about their own immigrant inter-cultural and language learning experiences in connection with their readings and compiling autobiographical books out of their essays as their term project. One of the essay topics in this class, related to Liu Zongren's book, invited the students to think about their attitudes to American holidays as part of their acculturation process. Preparing the topic for my students and working on the pre-writing discussions, I realized that along with them, I had something important to say. Teaching writing as a process and guiding my students through multiple drafts, I followed my own feeling and thinking on paper, which led me to writing this essay. Writing this essay along with my students allowed me to articulate and discover an aspect of my own acculturation into the U.S. as well as to become a real example for my students. It is with a great deal of joy that we shared our immigrant and writing experiences.

Two Years Outside/Inside the Melting Pot
In his book, Two years in the Melting Pot, Liu Zongren, a Chinese journalist on a visit to the US, discusses, among other things, his struggle to acculturate to life in the U.S. Despite his strong motivation to learn the language and the culture, he finds himself in a situation of emotional torment and deep depression. He longs for home and for his family and often takes a defensive position about his own culture and country, sometimes demonstrating some sort of Chinese "cultural supremacy."
During his stay in the U.S., Liu was able to gain the knowledge of the American culture and to acquire fluency in English. Through his intellectual and social explorations, his sharp observations of the American society, and his ambition to return to China as a more educated man, Liu's goals to penetrate into American life have been achieved. Yet, part of him felt unfulfilled and emotionally drained. Yes, he won the intellectual battle, but lost the emotional battle. His book shows, from the first chapter to the last, that he has remained an outsider in his host country.
But did Liu Zongren really need to emotionally adjust to American culture and society? Did he need to develop an American identity? As a guest and an outsider, he did his best to take the new culture and language in, but this type of acculturation was more instrumental than integrative, more intellectual than affective.
One of the most visible manifestations of culture is its celebration of holidays. In his book, Liu describes his several attempts to relate to American traditions and holidays. He is appalled by the triumph of wealth and by the American abundance of goods, which he considers a
waste. He is appalled by the exaggerated generosity shared by all Americans at Christmas. At Christmas parties, he feels more alienated than ever, and more than ever he longs for the sweet and familiar rituals of the Chinese Spring Festival. His learning about real holidays and people has stopped at an emotional threshold.

But what would have happened if Liu Zongren had come to the United States for good, as thousands of other Chinese? How would his stance have changed if he had attempted to turn himself--emotionally, not intellectually--into a cultural insider? How would he have experienced American holidays and how would American holidays have helped him in this process?

When immigrants arrive in the US, they long for home and eventually look for a sense of belonging to their new country. This process of accepting and being accepted is often a struggle, resembling an emotional roller coaster. However, it needs to be completed for the sake of their emotional health. In order to do that, they need to build not only an intellectual, but an emotional connection to their new land. And, like Liu, they start with the intellectual one. Reading, learning and socializing marks the beginning of this process.

**Holidays: A Step to Acculturation**

Holidays are very important for us: they "glue" us to people around us by being a common experience, a socially meaningful historical event or a cultural/religious celebration. It is our common territory, the ground we all stand on. When we see people around us celebrating the same event, by shopping for their holiday dinner or for gifts, we feel secure and connected.

But what happens if we leave our history and cultural traditions behind before we acquire a set of new ones and we find ourselves in a cultural and social vacuum. When we immigrate to a new country, our body is physically transported, but how about our soul? It seems to be wandering in-between the worlds, looking for something to hook to. This hook, in my experience, can be a holiday--a cultural event that would make the click happen. A holiday can create the intellectual context for learning, and it is through this learning that the emotional integration might occur.

Striving for cultural and emotional meaning, for the sense of feeling connected in order to survive emotionally, to fill in the void brought about by landing in a different country, I tried to become part of this country by joining its holidays.

The first year in the United States, when Thanksgiving was approaching, I decided to buy a turkey and to celebrate like everybody else. It seemed to me that I would "feel" the connection to people and to this land "stomachally," by stuffing myself with turkey (a delicacy back in Russia). However, the turkey and the cranberry sauce shared with a couple of our Russian friends did not bring about a miracle. I left the table physically stuffed, yet strangely empty.

I was teaching "survival English" to new immigrants in a business school ESL program. My instinct as a teacher was to use the material close to the cultural reality both my students and I were trying to embrace. So I found some very simple reading about the history of Thanksgiving (perhaps in my daughter's textbook) and brought it to class with the intention of teaching it to my students. We learned about American culture that first year of my teaching in the U.S. as a distant, purely academic, "textbookish" content. We did some vocabulary exercises and exchanged a few turkey recipes. The words were barren of cultural and emotional meaning.

There is no better learning than teaching--and starting from that first year, I would enrich my teaching materials about Thanksgiving and expand the assignments to the students. Every year my students and I learned about the Pilgrims and the Indians, about Plymouth and New
England, examining the map, role-playing, and discussing European and American history. Gradually, the feast of corn, turkey, and cranberry acquired its historical, geographic, and socio-economic meaning. The etymology of the word "turkey" would become a cross-linguistic and cross-cultural adventure, a glance into my classroom languages and history, and an arena for anthropological and linguistic research. Sometimes my students would throw a multicultural Thanksgiving party, where, along with the traditional American turkey and vegetables, a variety of Eastern-European, Caribbean, and Asian dishes would be displayed and enjoyed.

Every year, along with my students or on my own, I discovered more and more about American history and of the history of native Americans. With my traveling around the country, my reading of American literature, meeting with real people, trying out real food, I was learning more and more about American history. Every year the Thanksgiving story helped me to better articulate the beautiful myth reflecting the historical reality.

With time and learning, I felt I belonged to that myth as well as other immigrants, following the Pilgrims. The more I learned about American Indians, the more I felt detached from the image I had formed of them back in Russia, reading Cooper. Gradually the image of brave but wild warriors got substituted by the image of the real masters of this land, who disappeared with their rich mysterious culture, only to give people like me their hospitality: turkey, corn and cranberries. As an outsider, I felt the story was an attempt to cover what really happened after the turkey had been eaten, but as an insider, I was grateful for the happy ending of the story, because this legend helped perpetuate the American hospitality and openness to newcomers, which I myself had benefited from. I also felt that the story and the celebration, despite its Hollywood-like plot, makes Americans feel proud about their historical beginning, which was paradoxically someone else's ending. I strangely felt American: simultaneously feeling both like the Pilgrims and the Indians.

I thought about the people whom I wanted to thank for the food in my mouth that I had not earned. I thought about the Jewish organizations and charity. I thought about the devoted immigrant activists who helped us during this transition. I thought about my parents' friends who had offered us hospitality during the first weeks in the country. I thought about the people who had trusted my potential and had given me work. I thought about the people who had helped with information and advice. Thank you Nick, Flora, Ezia, Paolo, Mario, Olga, Michael, Jeptha, Marc, Frank, Bob, Tara, and Paula. Thank you God.

Thanksgiving has become MY holiday in essence and meaning, just like what it means to most American families: the connection to the past, to the present, to the roots, and to each other. This is the connection we strive for. It makes us feel at home, in a familiar environment rather than an alien one, and which creates the feeling of security and of peace—an absolutely necessary emotional foundation of well-being. It is this sense of sitting at a dinner table with our loved ones, lighting the candles, cooking an apple pie, drinking tea and smelling the familiar kitchen smells that we had been brought to life with, raised with, which come along with the primary sense of being alive: our mothers' milk and our parents' bed.

I feel all this now, discovering how my intellectual knowledge about this country has integrated my being via emotional channels. Perhaps we always start with the intellectual: reading, reflecting, and communicating our reflections to other people. The cultural information, along with the motivation to survive emotionally, to get out of the immigrant crisis and of acculturation-related depression, of loneliness and of isolation, works through the mind to the heart and together with real food and food for the soul, becomes the source of release and relief. We feel in place and we share experiences. We have arrived. We are home.