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LESSON PLAN TLE

Learning situation N°1: The world's a family

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SKILLS: LISTENING, READING, SPEAKING, WRITING

SUB-SKILLS: GRAMMAR, VOCABULARY, PRONUNCIATION, LANGUAGE FUNCTIONS, MORPHOLOGY, PUNCTUATION

If you fail to plan

You plan to fail

Dear colleague,

Thank you for purchasing the ready-made lesson plan. I'm confident it will be a valuable resource for your teaching. As you prepare to implement it in your classroom, I encourage you to consider how the lesson can be adapted to best suit the specific needs and context of your students. This will ensure that the material is even more relevant and engaging for them.

I also kindly ask that you refrain from sharing the lesson plan file freely with colleagues. Doing so can unfortunately hinder our efforts to continue developing high-quality teaching resources. By encouraging your colleagues to purchase their own copies, you're helping us sustain this project and support the entire community of EFL teachers in Benin.

Wishing you a smooth and successful school resumption!

Best regards,

Sika Donatien Manté

Teacher of English

Architect and manager of Benin Education Innovator project

Email address: yourenglishcoach.bj@gmail.com

WhatsApp: + 229 972 346 80

Lesson Plan

Level: Secondary 7 / SHS 3 School Name: Class size:.....

Title: "The World's a Family"

Starter situation

Duration: 55 Minutes

General Objectives :

- To foster an understanding of the importance of love, tolerance, and unity among different communities.
- To encourage students to reject any form of hatred or intolerance.
- To promote the idea that the world is a global family where everyone deserves respect, love, and compassion.

Specific Objectives :

By the end of the lesson, students will be able to :

- Explain the significance of love and tolerance in creating a peaceful society.
- Identify the harmful effects of hatred and intolerance on individuals and communities.
- Analyze visual materials to understand the contrast between conflict and compassion.
- Articulate ways in which they can promote peace and unity in their own lives and communities.

Materials Needed:

- Pictures (Black and white people fighting, Mother Teresa protecting an orphan)
- Research materials (e.g., books, internet access) for story sharing
- Paper, notebooks, and pens for reflection and note-taking

Reference books : The Study Programme of Tles, Go For English Tles, Internet sources

Lesson Structure:

1. Introduction and Warm-Up Activity (10 minutes)

- **Activity: Think-Pair-Share**

- **Student Activity:**

- Ask students to individually think about the phrase "The world is a family" and what it means to them.
- Then, pair up with a partner and share their thoughts. Encourage them to discuss how families typically treat each other and how this idea could apply to the world.
- Finally, each pair shares one key idea with the class.

- **Teacher's Role:** Guide the discussion by facilitating the sharing process, ensuring that each pair has a chance to contribute.

- **Transition:** The teacher introduces the theme of the lesson, emphasizing that today's activities will help them explore why love and tolerance are essential in making our world a better place.

2. Picture Analysis and Group Activity (15 minutes)

- **Activity: Student-Led Analysis of Visuals**

- **Student Activity:**

- Divide students into small groups, giving each group two pictures:

- 1. **Picture 1:** Black and white people fighting.

- 2. **Picture 2:** Mother Teresa protecting an orphan.

- In their groups, students analyze the images by discussing the following:

- 1. What do you see happening in each picture?

- 2. What emotions do these pictures evoke? Why?

- 3. What message do you think each picture is trying to convey?

- 4. How do these images relate to the theme "The world is a family"?

- Each group appoints a spokesperson to present their analysis to the class.

- **Teacher's Role:** Move around the classroom, offering support and asking guiding questions to help students delve deeper into their analysis. Ensure that each group stays on task and that discussions are productive.

SUGGESTED ANSWERS

Picture 1 : Black and white people fighting

1. What do you see happening in each picture?

The image shows conflict between black and white individuals, possibly representing racial tension or discrimination.

2. What emotions do these pictures evoke? Why?

The picture evokes feelings of anger, sadness, and division because it portrays violence and hostility between people of different races.

3. What message do you think the picture is trying to convey?

The image highlights the negative consequences of racism and conflict, emphasizing how division and hatred can tear people apart.

4. How do these images relate to the theme "The world is a family"?

This image serves as a contrast to the theme. While "The world is a family" suggests unity and peace, the image shows what happens when people fail to embrace these values and instead let differences divide them.

Picture 2: Mother Teresa protecting an orphan

1. What do you see happening in each picture?

The image shows Mother Teresa caring for an orphan, symbolizing compassion, kindness, and protection of the vulnerable.

2. What emotions do these pictures evoke? Why?

The image evokes emotions of love, warmth, and compassion because it shows someone providing care and support to a child in need.

3. What message do you think the picture is trying to convey?

The image conveys the importance of love, service, and helping those in need, highlighting the power of compassion in creating a better world.

4. How do these images relate to the theme "The world is a family"?

This image aligns with the theme, showing that we should treat everyone, especially those in need, as part of one global family. It suggests that the world becomes better when people act with kindness and care for each other, regardless of their differences.

3. Student-Led Story Sharing and Discussion (10 minutes)

- **Activity: Story Exploration through Peer Interaction**

- **Student Activity:**

- Students are tasked with researching or recalling stories of individuals who have shown love and tolerance in difficult situations (e.g., Mother Teresa, Gandhi, Martin Luther King Jr.).
- In small groups, students take turns sharing these stories with each other.
- As a group, they discuss:

1. What inspired these individuals to act with love and tolerance?

2. How did their actions impact the people around them and the wider world?
3. How can we apply similar principles in our own lives?
 - **Teacher's Role:** Provide initial guidance on where to find stories if students are unsure. During group discussions, listen in, ask probing questions to deepen understanding, and highlight any particularly insightful comments.

SUGGESTED ANSWERS

1. What inspired these individuals to act with love and tolerance?

- **Mother Teresa:** She was inspired by her deep faith and belief in serving the poorest of the poor. Her commitment to seeing Christ in everyone, particularly the suffering and marginalized, drove her to live a life of unconditional love and service.
- **Mahatma Gandhi:** Gandhi was inspired by his belief in *ahimsa* (non-violence) and *satya* (truth). His faith in humanity and commitment to justice, combined with a strong belief in the dignity of all people, led him to practice tolerance even in the face of violence and oppression.
- **Martin Luther King Jr.:** Dr. King was inspired by his Christian faith and the teachings of Jesus on love and forgiveness. He believed in non-violent resistance as a way to fight for civil rights and equality, while showing love and tolerance toward even those who opposed him.

2. How did their actions impact the people around them and the wider world?

- **Mother Teresa:** Her actions inspired countless others to serve the poor and to value every human life, regardless of status or condition. She established a global movement through the Missionaries of Charity, impacting millions of lives and raising awareness of the plight of the destitute and the dying.
- **Mahatma Gandhi:** Gandhi's actions helped lead India to independence from British colonial rule through non-violent civil disobedience. His philosophy of peaceful resistance influenced global movements for civil rights and freedom, inspiring leaders like Martin Luther King Jr. and Nelson Mandela.
- **Martin Luther King Jr.:** Dr. King's leadership in the civil rights movement led to the end of legal segregation in the United States, advancing racial equality and justice. His vision of a society built on love, equality, and tolerance continues to inspire global movements for social justice and non-violent protest.

3. How can we apply similar principles in our own lives?

- **Practicing empathy:** We can try to understand others' perspectives and treat them with kindness, even in difficult situations. This could involve resolving conflicts peacefully, listening without judgment, or helping those who are marginalized.
- **Non-violent communication:** In our everyday interactions, we can choose to respond to anger, criticism, or injustice with calmness and compassion rather than hostility.
- **Service to others:** Like Mother Teresa, we can find ways to help those in need in our communities, whether through volunteering or offering emotional support to those going through difficult times.
- **Standing up for justice:** By standing up against injustice or discrimination in non-violent ways, we can follow in the footsteps of Gandhi and Martin Luther King Jr., advocating for fairness and equality in our own societies.

4. Reflection and Creative Expression (10 minutes)

- **Activity: Personal Reflection and Creative Sharing**

- **Student Activity:**

- Students reflect individually on times when they have encountered or witnessed hatred and intolerance, as well as times when they have seen or practiced love and tolerance.
 - They can choose to express these reflections through writing a short paragraph, drawing a picture, or composing a poem.
 - After the reflection, students share their work in small groups or with a partner.

- **Teacher's Role:** Offer encouragement and support during the creative process. Ensure a safe and respectful environment for students to share their reflections.

5. Note-Taking and Peer Review (5 minutes)

- **Activity: Collaborative Note-Taking**

- **Student Activity:**

- In pairs, students review the main points discussed during the lesson and collaboratively create notes that summarize key concepts.

- These notes should include:
 1. The definition of love and tolerance.
 2. The impact of hatred and intolerance.
 3. Lessons from the pictures and stories discussed.
 4. Personal actions they can take to promote peace and unity.
- Students then exchange notes with another pair for peer review, offering suggestions or adding any important points that may have been missed.
- **Teacher's Role:** Provide a brief outline or prompts to guide note-taking. Observe the note-sharing process, offering feedback and ensuring that all key concepts are included.

6. Conclusion and Homework Assignment (5 minutes)

- **Activity:** Class Reflection and Setting Future Goals
 - **Student Activity:**
 - Students gather back as a whole class and discuss what they have learned from the lesson. Encourage them to share one action they will take this week to promote love and tolerance in their community.
 - Students then write down these actions in their journals or planners as a reminder.
 - **Teacher's Role:** Facilitate the class reflection, guiding students to think critically about how they can apply what they've learned. Assign the homework task: finding a quote or story about love and tolerance from a different culture or religion to share in the next class.

Assessment:

- Observation of participation in discussions and group activities.
- Evaluation of the creative reflection work and peer-reviewed notes.
- Understanding of key concepts through class participation, the quality of shared notes, and the completion of the homework assignment.

Lesson handout

Picture 1



Picture 2



Reading Comprehension

Topic: Genes and Race / Understanding Race Beyond Skin Color

General Objectives:

- To develop students' critical reading and comprehension skills through the exploration of a scientific and social text.
- To foster an understanding that race is not a genetic concept and that all humans belong to one race, regardless of skin color.
- To promote the rejection of racism and the appreciation of human diversity.

Specific Objectives:

By the end of the lesson, students will be able to:

- Identify and explain the key ideas in a text that discusses genes, race, and the non-genetic basis of racial classification.
- Analyze the text to understand how scientific facts challenge social misconceptions about race.
- Reflect on the implications of the text in promoting equality and rejecting racism.
- Articulate their understanding through group discussion and written reflection.

Duration : 55 minutes

Materials Needed:

- Copies of the reading text "Genes and Race: One Human Family"
- Highlighters or digital annotation tools
- Posters or digital tools for group work
- Notebooks and pencils / pens for note-taking and reflection

Suggested Reading Text:

Title: "Genes and Race: One Human Family"

"Scientists have studied human genes extensively and discovered that the concept of race has no basis in genetics. While people may look different on the outside—having various skin colors, hair types, or facial features—these differences are only skin deep. The human genome, which is the complete set of genetic material in humans, shows that we are 99.9% genetically identical. This means that no matter where a person comes from, our genes tell us that we all belong to a single human race."

"Despite these scientific findings, the idea of race has been used throughout history to divide people and justify inequality. The notion that certain races are superior or inferior is not supported by genetics. In fact, studies show that there is more genetic variation within so-called racial groups than between them. This debunks the myth that race determines abilities, behavior, or worth. The differences we see among people are simply the result of adaptations to different environments over thousands of years."

"Understanding that there is only one human race is crucial in promoting equality and combating racism. When we recognize that our differences are superficial and not rooted in our genetic code, it becomes clear that all people deserve the same respect and opportunities, regardless of skin color. By rejecting the false idea of genetically distinct races, we can work together to create a more just and inclusive world where everyone is valued for who they are as individuals, not for their appearance."

Lesson Structure:

1. Pre-Reading Stage (10 minutes)

- **Activity: Activating Prior Knowledge and Predicting Content**
 - **Student Activity:**
 - Begin with a **Think-Pair-Share** activity. Ask students to think about what they know about genes and race. Do they believe race is connected to our genetics? Why or why not?
 - Students pair up to share their thoughts and predictions about the upcoming reading text.
 - Each pair writes down their predictions or questions about the topic on a shared poster or digital board.
 - **Teacher's Role:** Guide the discussion by asking probing questions, encouraging students to think critically about their current understanding of race and genetics.
- **Transition:** The teacher introduces the reading text by saying, "Today, we'll read a short text that challenges the common misconceptions about race and genetics. Let's see if your predictions match what we learn."

SUGGESTED ANSWERS

Do students believe race is connected to our genetics? Why or why not?

- **Possible Student Response 1:** Some students may believe that race is connected to genetics because of visible physical differences, such as skin color, that are often associated with different races.
- **Possible Student Response 2:** Other students might express doubt, mentioning that they've heard of scientists debunking the idea that race has a genetic basis, but they may not be sure how this works.

2. While-Reading Stage (25 minutes)

- **Activity: Guided Reading and Group Analysis**
 - **Student Activity:**
 - Distribute the reading text "Genes and Race: One Human Family" to the students.
 - Students can read the text individually and silently, highlighting or underlining key points that challenge the idea of race as a genetic concept.

- After reading, students discuss in small groups:
 1. What is the main argument the text presents about the genetic basis of race?
 2. How does the text explain the differences among people, such as skin color?
 3. What evidence does the text provide to debunk the myth of race determining abilities or worth?
 4. How can this understanding help us combat racism?
- Each group summarizes their discussion on a poster or digital document for class sharing.
- **Teacher's Role:** Move around the room, offering support and asking guiding questions to help students delve deeper into their analysis. Ensure discussions stay on topic and are productive.

SUGGESTED ANSWERS

1. What is the main argument the text presents about the genetic basis of race?

- The text argues that race has no basis in genetics. Although people may look different externally, we are all 99.9% genetically identical, and the idea of distinct human races is a social construct, not a biological fact.

2. How does the text explain the differences among people, such as skin color?

- The text explains that differences such as skin color are adaptations to various environments over thousands of years. For example, skin color is related to how much sun exposure populations experienced, but these differences do not indicate any deeper genetic divergence.

3. What evidence does the text provide to debunk the myth of race determining abilities or worth?

- The text states that there is more genetic variation within so-called racial groups than between them, meaning that racial categories do not reflect any real biological differences in abilities, behavior, or worth. The myth that race determines these traits is scientifically baseless.

4. How can this understanding help us combat racism?

- Understanding that race has no genetic basis helps combat racism by showing that perceived racial differences are superficial. This promotes equality and emphasizes that all people deserve the same respect, opportunities, and treatment, regardless of their appearance.

3. Post-Reading Stage (15 minutes)

- **Activity: Class Discussion and Reflection**

- **Student Activity:**

- Groups present their summaries to the class, focusing on the main ideas they discussed.

- Engage in a whole-class discussion on the text's implications, using questions such as:
 1. How can understanding that race has no genetic basis help reduce racism?
 2. Why is it important to see all humans as part of one race?
- For individual reflection, students write a brief paragraph on: "How does understanding the genetic facts about race change my perspective on diversity and equality?"
- **Teacher's Role:** Guide the class discussion by asking probing questions, ensuring that all voices are heard, and helping students connect the text to broader social issues.

SUGGESTED ANSWERS

1. How can understanding that race has no genetic basis help reduce racism?

- This understanding reduces racism by dismantling the idea that people of different races are inherently different or unequal. It reinforces the fact that all humans are fundamentally the same and should not be judged or treated differently based on appearance.

2. Why is it important to see all humans as part of one race?

- Seeing all humans as part of one race fosters unity, promotes equality, and helps break down the barriers that divide people based on superficial traits. It encourages the recognition that we are all connected and part of a single human family.

Individual Reflection: "How does understanding the genetic facts about race change my perspective on diversity and equality?"

- **Possible Student Reflection:** Understanding that race has no genetic basis changes my perspective because it makes me realize that we are all far more alike than different. This helps me see diversity not as something that divides us but as something that enriches humanity. It strengthens my belief that everyone should be treated equally, regardless of their appearance.

4. Conclusion and Note-Taking (5 minutes)

- **Activity:** Summarizing Key Points
 - **Student Activity:**
 - Students take a few minutes to individually write down the key takeaways from the lesson in their notebooks. This should include:
 1. The genetic basis (or lack thereof) of race.
 2. The reasons why race should not determine how people are treated.
 3. How understanding these concepts can help combat racism.
 - Compare notes with a peer to ensure all important points are captured.
 - **Teacher's Role:** Offer a brief summary of the lesson's key points and encourage students to ask any remaining questions before ending the lesson.
 - **Homework Assignment:**
 - Students are asked to find a current event or historical example that relates to race and summarize how the ideas from today's lesson apply to that event.
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Assessment:

- Observation of participation in discussions and group activities.
- Evaluation of group summaries and presentations.
- Quality of individual written reflections and note-taking.
- Understanding of key concepts through class participation and homework assignments.

Lesson Plan

Project task 1: "Giving a Talk on the Topic: There Is No Biological Basis for Race"

Duration: 55 Minutes

General Objectives:

- To enhance students' understanding of the scientific perspective on race and genetics.
- To develop students' public speaking and presentation skills through the preparation and delivery of a talk.
- To encourage critical thinking and the ability to communicate complex ideas clearly and effectively.

Specific Objectives:

By the end of the lesson, students will be able to:

- Articulate the key scientific arguments that race has no biological basis.
- Organize and structure information effectively to give a clear and persuasive talk.
- Develop confidence in public speaking by presenting their ideas to the class.
- Reflect on how the concept of race affects society and how this understanding can promote equality.
- Take effective notes based on the best presentations and teacher feedback.

Materials Needed:

- Articles, textbooks, or summary handouts on the topic "There is no biological basis for race."
 - Paper, notebooks, and pens for note-taking and preparation.
 - Timer or stopwatch for presentations.
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Lesson Structure:

1. Introduction and Warm-Up (10 minutes)

- **Activity: Activating Prior Knowledge and Setting the Stage**
 - **Student Activity:**
 - Begin with a brief **Think-Pair-Share** activity where students reflect on what they know about the concept of race. Ask them to consider:
 1. What do they understand by the term "race"?
 2. Do they think race has a biological basis? Why or why not?
 - Students then pair up to discuss their thoughts. After a few minutes, some pairs share their ideas with the whole class.
 - **Teacher's Role:** Guide the discussion, helping students connect their prior knowledge to the topic of the lesson. Provide a brief overview of the scientific perspective on race, emphasizing that today's focus will be on preparing and delivering a talk to communicate these ideas effectively.
- **Transition:** Explain that the main activity today will involve preparing and giving a talk on the topic "There is no biological basis for race."

2. Group Work and Talk Preparation (20 minutes)

- **Activity: Collaborative Research and Talk Development**
 - **Student Activity:**

- Divide students into small groups (3-4 students per group). Each group is tasked with preparing a short talk (3-4 minutes) on the topic.
- Provide students with resources such as textbooks, articles, or summary points about the lack of biological basis for race, including:
 1. The genetic similarities among all humans.
 2. The historical misuse of race to justify inequality.
 3. The role of environmental adaptation in the physical differences among people.

NB. The first reading passage can support learners' reflection

- Each group discusses and organizes their talk, focusing on:
 1. Introduction: Clearly stating the topic and its importance.
 2. Main Points: Presenting the key arguments and evidence.
 3. Conclusion: Summarizing the talk and its implications.
- Students assign roles within their groups, such as the main speaker, researchers, and timekeeper, to ensure an organized presentation.
- **Teacher's Role:** Act as a facilitator by moving around the room, offering guidance and support. Help groups structure their talk, clarify complex points, and ensure they remain focused on the topic. Provide feedback and suggestions as needed.

3. Group Presentations (15 minutes)

- **Activity: Delivering the Talk**
- **Student Activity:**
 - Each group presents their talk to the class. The presentation should last 3-4 minutes per group.
 - After each presentation, the rest of the class is encouraged to ask questions or provide constructive feedback.
- **Teacher's Role:** Moderate the presentations, ensuring each group stays within the time limit. Encourage active listening and respectful feedback from the audience. Offer additional comments or clarifications after each talk to reinforce key points.

4. Note-Taking and Reflection (10 minutes)

- **Activity: Reflecting on Content and Copying the Best Production**
- **Student Activity:**
 - After the presentations, the class engages in a discussion to identify the strongest elements of each talk. This includes evaluating the clarity of arguments, the use of evidence, and the effectiveness of the presentation.
 - As a class, decide on the best talk or combination of elements from different talks.
 - Students then take time to copy the best production into their notebooks, including any improvements based on the teacher's feedback. They should focus on capturing the main points, supporting evidence, and conclusion.
 - Reflect individually on their performance during the presentation and note any areas for improvement.

- **Teacher's Role:** Guide the class discussion to ensure that the best points are highlighted and accurately reflected in students' notes. Offer additional feedback or corrections as necessary.

5. Conclusion and Class Discussion (5 minutes)

- **Activity:** Summarizing Key Takeaways
 - **Student Activity:**
 - Participate in a brief discussion to summarize the key takeaways from the lesson:
 1. Understanding that race has no biological basis.
 2. The importance of effectively communicating scientific concepts.
 3. How this understanding can promote equality in society.
 - Ask any remaining questions and clarify any points of confusion.
 - **Teacher's Role:** Summarize the lesson, reinforce the key points, and address any final questions from students. Encourage students to apply what they have learned in future discussions and presentations.
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Assessment:

- Observation of participation in group work and discussions.
- Evaluation of the content and delivery of the group presentations.
- Quality of the notes taken based on the best presentation and teacher feedback.
- Reflection on individual performance and understanding of the topic.

Lesson Plan

Reading Comprehension: Genocide in Rwanda

Duration: 55 Minutes

General Objectives:

- To develop students' reading comprehension skills through the analysis of a historical text.
- To enhance students' understanding of the causes and consequences of ethnic conflicts, focusing on the Rwandan Genocide.
- To promote awareness of behaviors and attitudes that can prevent ethnic conflicts and promote peace.

Specific Objectives:

By the end of the lesson, students will be able to:

- Identify key events and consequences of the Rwandan Genocide from a reading passage.
- Analyze the fundamental causes of the ethnic conflict between Tutsis and Hutus.
- Reflect on the importance of promoting behaviors that prevent ethnic conflicts.
- Accurately answer comprehension questions and true or false statements based on the reading passage.
- Take effective notes on the key points from the reading passage.
- Articulate their understanding of ethnic conflicts and propose ways to promote peace through a written assignment.

Materials Needed:

Copies of the reading passage "Genocide in Rwanda"

Comprehension questions and true or false statements

Notebooks and pens for note-taking

Vocabulary definitions and context clues

Reading Passage:

"The roots of the Rwandan Genocide can be traced back to the historical overlordship of the Tutsi minority over the Hutu majority. For centuries, the Tutsis, who were a minority, held power over the Hutus, often forcing them into a form of enslavement. These tensions were further intensified under colonial rule, as European colonizers exacerbated the divide by favoring the Tutsis for administrative roles. The conflict reached a boiling point in 1994, shortly after the first democratic elections in Rwanda. The sitting president, Juvenal Habyarimana, a Hutu, was killed in a plane crash, sparking a brutal campaign of mass murder by Hutu extremists against the Tutsi population. Over the course of 100 days, approximately 800,000 people, mostly Tutsis, were slaughtered."

"The genocide finally came to an end when the Tutsi-led Rwandan Patriotic Front (RPF) defeated the Hutu government forces. In the years that followed, Rwanda has worked hard to rebuild and heal from the devastating conflict. The government has promoted reconciliation, unity, and the rejection of ethnic divisions. Today, Rwandans are encouraged to identify as one people, with shared values and a common future. To prevent such atrocities from happening again, it is essential to promote behaviors like tolerance, respect for diversity, and peaceful dialogue."

Lesson Structure:

1. Pre-Reading Stage (15 minutes)

Activity 1: Activating Prior Knowledge and Predicting Content (5 minutes)

- **Activity: Think-Pair-Share**
 - **Student Activity:**
 - Discuss in pairs what they know about Rwanda and any historical conflicts they are aware of.
 - Predict what might be covered in a reading passage about the Rwandan Genocide.
 - **Teacher's Role:** Guide the discussion, helping students connect their prior knowledge to the topic. Provide a brief overview of Rwanda, focusing on the ethnic groups involved, without giving away passage details.

SUGGESTED ANSWER

Discussion in pairs:

- Students may discuss Rwanda as a country in East Africa, known for its tragic history of genocide.
- Some students may mention conflicts between ethnic groups like the Tutsis and Hutus.
- **Predictions:** Students might predict that the passage will discuss ethnic tensions, the genocide, and the aftermath.

Activity 2: Pre-Vocabulary (10 minutes)

- **Activity: Vocabulary Introduction**
 - **Student Activity:**
 - Review key vocabulary terms that will appear in the passage, such as "overlordship," "enslavement," "extremists," "reconciliation," and "ethnic divisions."
 - Work in pairs or small groups to use context clues or provided definitions to understand these terms.
 - Share their understanding of each term with the class.
 - **Teacher's Role:** Introduce the vocabulary, provide definitions, and facilitate activities that help students grasp the meanings. Ensure students understand how these terms will be used in the reading passage.
- **Transition:** Explain that students will read a passage about the Rwandan Genocide and focus on understanding the key events and ideas.

SUGGESTED ANSWERS

- **Key vocabulary terms:**
 - **Overlordship:** The dominance or control by one group over another.

- **Enslavement:** The act of making someone a slave.
- **Extremists:** Individuals who hold radical views and often advocate violence to achieve their goals.
- **Reconciliation:** The process of restoring friendly relations after a conflict.
- **Ethnic divisions:** Deep-seated differences or conflicts based on ethnicity.

Student Activity:

- Students work together to deduce the meaning of these terms using context or definitions provided.
- They share their understanding, ensuring a grasp of how these terms apply to the passage.

2. While-Reading Stage (25 minutes)

Activity 1: Reading the Passage (10 minutes)

- **Activity: First Reading for General Understanding**
 - **Student Activity:**
 - Read the passage "Genocide in Rwanda" individually and silently.
 - Focus on identifying the main ideas and key events.
 - **Teacher's Role:** Ensure students are reading attentively and offer support if needed. Observe and assist with any difficulties encountered during reading.

Activity 2: Answering Comprehension Questions (10 minutes)

- **Activity: Comprehension Check**
 - **Student Activity:**
 - Answer a set of comprehension questions based on the passage, such as:
 1. What was the fundamental cause of the ethnic conflict between the Tutsis and Hutus?
 2. How did colonial rule impact the conflict?
 3. What event triggered the start of the genocide in 1994?
 4. What were the immediate and long-term consequences of the genocide for Rwanda?
 5. What steps has Rwanda taken to address and heal from the conflict?
 - **Teacher's Role:** Provide the questions, circulate to offer assistance as needed, and facilitate a brief discussion to review answers.

SUGGESTED ANSWERS

Comprehension Questions:

1. **What was the fundamental cause of the ethnic conflict between the Tutsis and Hutus?**

The conflict stemmed from historical overlordship of the Tutsi minority over the Hutu majority, with further divisions deepened by colonial powers.

2. How did colonial rule impact the conflict?

Colonial rule intensified the conflict by favoring the Tutsis for administrative positions, creating more resentment between the Tutsis and Hutus.

3. What event triggered the start of the genocide in 1994?

The genocide was triggered by the death of Hutu President Juvenal Habyarimana in a plane crash.

4. What were the immediate and long-term consequences of the genocide for Rwanda?

Immediate consequences: Around 800,000 people, mostly Tutsis, were killed in 100 days.

Long-term consequences: Rwanda has worked on reconciliation, promoting unity, and preventing ethnic divisions.

5. What steps has Rwanda taken to address and heal from the conflict?

Rwanda has promoted reconciliation, unity, and the rejection of ethnic divisions. The government encourages all Rwandans to identify as one people with shared values

Activity 3: True or False Statements (5 minutes)

- **Activity:** Reading for Specific Information
- **Student Activity:**
 - Review true or false statements based on the passage, such as:
 1. The Tutsis were historically the majority in Rwanda. (False)
 2. The death of President Juvenal Habyarimana triggered the genocide. (True)
 3. The genocide lasted for over a year. (False)
 4. The Rwandan Patriotic Front ended the genocide. (True)
 5. Today, Rwanda promotes ethnic divisions. (False)
 - Indicate whether each statement is true or false based on their reading.
- **Teacher's Role:** Ensure the statements are clear, guide students through the activity, and provide clarification as needed.

3. Post-Reading Stage (15 minutes)

Activity 1: Class Discussion and Reflection (10 minutes)

- **Activity:** Reflecting on the Passage
 - **Student Activity:**
 - Participate in a class discussion about the passage, focusing on:
 1. The historical causes of the Rwandan Genocide.
 2. The impact of the genocide on Rwandan society.
 3. The importance of promoting reconciliation and unity to prevent ethnic conflicts.
 - Reflect individually or in small groups on how understanding the Rwandan Genocide can inform behaviors that promote peace.
 - **Teacher's Role:** Facilitate the discussion, prompting students to think critically about the content and its implications for preventing ethnic conflict.

Activity 2: Note-Taking (5 minutes)

- **Activity: Recording Key Points**
 - **Student Activity:**
 - Take notes on the main ideas, key events, and significant details from the passage and class discussion.
 - Copy the best production of their peers (based on class discussion) into their notebooks.
 - **Teacher's Role:** Guide students in organizing their notes, emphasizing key points from the passage and discussion. Provide feedback to ensure accuracy and completeness.

Homework Assignment:

Activity: Writing Reflection

- **Task:**

Students are asked to write a 200-word reflection on the following prompt:

 - "Based on what you learned from the reading about the Rwandan Genocide, how can promoting tolerance and understanding prevent future conflicts? Provide examples of how you can apply these lessons in your own life and community."
- **Purpose:**

The homework activity is designed to reinforce the lesson's themes and encourage students to apply their understanding of the importance of tolerance and reconciliation in real-world contexts.
- **Assessment:**

The teacher will assess the homework based on students' ability to articulate their understanding of the genocide, reflect on its lessons, and propose practical ways to foster peace and tolerance in their own lives.

Assessment:

- Observation of participation in pre-reading discussions and while-reading activities.
- Evaluation of answers to comprehension questions and true or false statements.
- Quality and completeness of notes taken based on the passage and discussion.
- Review of the written homework assignment, focusing on students' understanding and application of the lesson's themes

Lesson Plan

Pronunciation Focus - Word Stress

Duration: 55 Minutes

General Objectives:

1. To enhance students' pronunciation skills through focused practice on word stress patterns.
2. To help students accurately pronounce and use important vocabulary from a historical text.
3. To develop students' awareness of how word stress affects meaning and clarity in speech.

Specific Objectives:

By the end of the lesson, students will be able to:

- Identify and correctly pronounce 15 important vocabulary words using appropriate word stress patterns.
- Categorize these words into three different word stress patterns.
- Demonstrate improved pronunciation through individual and group practice.

Materials Needed:

List of vocabulary words with stress patterns.

Audio recording equipment (for homework).

Notebooks and pens for taking notes.

Vocabulary Words for Focus:

1. Genocide
 2. Rwandan
 3. Tutsi
 4. Hutu
 5. Colonial
 6. Conflict
 7. President
 8. Extremists
 9. Reconciliation
 10. Ethnic
 11. Unity
 12. Majority
 13. Minority
 14. Enslavement
 15. Trigger
-

Lesson Structure:

1. Introduction (10 minutes)

- **Activity: Introduction to Word Stress**
 - **Teacher's Role:** Explain the importance of word stress in pronunciation and how it affects clarity and meaning in speech.
 - **Discussion:** Briefly introduce the concept of word stress patterns and why they are important in English pronunciation.

2. Word Stress Categories (15 minutes)

- **Activity: Categorizing Words into Stress Patterns**

- **Teacher's Role:** Present the three word stress categories to the students and provide examples for each.

Category 1: Stress on the First Syllable

- **Examples:** Genocide, Tutsi, Hut , Conflict, President, Ethnic, Unity
- **Practice:**
 - Pronounce each word clearly and have students repeat after you.
 - Break down the stress pattern (e.g., GEN-o-cide, TUT-si, HUT-u, CON-flict, PRE-si-dent).
 - Students practice in pairs, taking turns to pronounce each word with the correct stress.

Category 2: Stress on the Second Syllable

- **Examples:** Extremists, Reconciliation, Enslavement, Majority, Minority, Trigger, Colonial
- **Practice:**
 - Pronounce each word clearly and have students repeat after you.
 - Break down the stress pattern (e.g., ex-TRE-mists, , en-SLAVE-ment, ma-JOR-i-ty, mi-NOR-i-ty, co-LO-nial).
 - Students practice in pairs, taking turns to pronounce each word with the correct stress.

Category 3: Stress on the Third Syllable

- **Examples:** Reconciliation, Enslavement
- **Practice:**
 - Pronounce each word clearly and have students repeat after you.
 - Break down the stress pattern (e.g., re-con-ci-li-A-tion).
 - Students practice in pairs, taking turns to pronounce each word with the correct stress.

3. Pronunciation Practice (20 minutes)

Activity 1: Individual Pronunciation Drills (10 minutes)

- **Activity:**
 - Students individually pronounce words from each category.
 - Teacher provides feedback and correction on pronunciation and stress patterns.
- **Teacher's Role:** Monitor and support individual practice, offering corrective feedback and ensuring students are using the correct stress patterns.

Activity 2: Group Practice (10 minutes)

- **Activity:**
 - Divide students into small groups and have each group practice a set of words from the three categories.
 - Each group will present their pronunciation of the words to the class.
 - Conduct a brief class discussion to address any common pronunciation issues and review correct stress patterns.
- **Teacher's Role:** Facilitate group practice, provide support, and guide the class discussion to reinforce correct pronunciation.

4. Conclusion and Review (5 minutes)

- **Activity:** Summary and Final Practice
 - **Teacher's Role:** Summarize key points of the lesson and review the importance of word stress patterns.
 - **Student Activity:** Students perform a final round of practice, pronouncing a few key words from each category in unison.

5. Homework Assignment:

- **Activity:** Pronunciation Practice
 - **Task:** Students are to record themselves reading a passage that includes at least 10 of the vocabulary words from the lesson. They should pay attention to stress patterns and pronunciation.
 - **Purpose:** To reinforce the lesson's focus on word stress and provide an opportunity for students to self-assess their pronunciation skills.
 - **Submission:** Submit the recording via a digital platform or bring it to the next class.

Assessment:

- Observation of students' participation in pronunciation drills and group practice.
- Feedback on students' pronunciation and use of stress patterns during individual and group activities.
- Review of homework recordings to assess students' ability to apply correct stress patterns independently.

Lesson Plan

Vocabulary : Words for Groups

Duration: 55 Minutes

General Objectives

- To enhance students' vocabulary by introducing and practicing words used to describe groups of people.
- To develop students' ability to use these group words accurately in sentences and discussions.

Specific Objectives

By the end of the lesson, students will be able to:

- Identify and understand the meaning of specific words used to describe groups (e.g., group, class, tribe, nation, a people/peoples, race, category, ethnic group, community, society).
- Use these group words correctly in context through sentences and discussions.
- Differentiate between the group words based on their usage and context.

Materials Needed

Flashcards with the group words and their definitions

Whiteboard and markers

Handouts with sentences containing blanks for group words

A short text or dialogue featuring group words

Homework assignment sheet

Lesson Procedure

1. Presentation Stage (15 minutes)

Activity 1: Introduction to Group Words (10 minutes)

- **Objective:** Introduce students to different words used to describe groups of people.
- **Procedure:**
 1. Write the ten group words on the board: group, class, tribe, nation, a people/peoples, race, category, ethnic group, community, society.
 2. Ask students if they are familiar with any of these words and what they think they mean.
 3. Provide a brief explanation for each word, giving examples:
 - **Group:** A collection of individuals or things.
Example: "A group of friends gathered for a picnic."
 - **Class:** A group of students who are taught together or a social grouping in society.
Example: "The class of 2023 will graduate in June."
 - **Tribe:** A social group made up of families or communities linked by social, economic, religious, or blood ties.
Example: "The Maasai tribe is known for its unique culture."
 - **Nation:** A large group of people united by common descent, history, culture, or language, inhabiting a particular country or territory.
Example: "The United Nations is an organization of nations around the world."

- **A People/Peoples:** A collective term referring to a community of individuals, often of a particular nationality or ethnic group.
Example: "The Indigenous peoples of North America have diverse cultures."
 - **Race:** A group of people identified as distinct based on physical characteristics, such as skin color.
Example: "People of all races live in harmony in this city."
 - **Category:** A group of people or things regarded as having particular shared characteristics.
Example: "This book falls into the category of historical fiction."
 - **Ethnic Group:** A community or population made up of people who share a common cultural background or descent.
Example: "The Basque ethnic group has its own language and traditions."
 - **Community:** A group of people living in the same place or having a particular characteristic in common.
Example: "The local community came together to clean the park."
 - **Society:** A large group of people living together in an organized way, often with shared laws, traditions, and values.
Example: "In modern society, technology plays a significant role."
4. Use the flashcards to reinforce the definitions, showing them one by one and asking students to match them with the correct word.

Activity 2: Word Association (5 minutes)

- **Objective:** Help students link the group words to real-world examples.
 - **Procedure:**
 1. Call out one of the group words, and ask students to provide an example or a situation where that word could be used.
 2. Write their examples on the board next to the corresponding word.
 - **Examples:**
 - **Group:** "A group of tourists visited the museum."
 - **Class:** "Our class meets every Monday morning."
 - **Tribe:** "The Zulu tribe has a rich history."
 - **Nation:** "Japan is a nation in East Asia."
 - **A People/Peoples:** "The Mayan peoples built magnificent pyramids."
 - **Race:** "The human race is incredibly diverse."
 - **Category:** "Fiction is a category in literature."
 - **Ethnic Group:** "The Yoruba ethnic group is predominant in Nigeria."
 - **Community:** "The farming community is very close-knit."
 - **Society:** "Our society values freedom of speech."
-

2. Practice Stage (20 minutes)

Activity 1: Sentence Completion (10 minutes)

- **Objective:** Reinforce the correct usage of group words in sentences.

- **Procedure:**

1. Hand out worksheets with sentences containing blanks where group words should be.
2. Students will work individually to fill in the blanks with the appropriate group word.
3. After completion, discuss the answers as a class, encouraging students to explain why they chose each word.

- **Worksheet Content:**

1. The _____ of students cheered when the teacher announced the trip. (*class*)
2. The Maasai _____ is known for its unique customs. (*tribe*)
3. Our _____ organized a festival to celebrate our culture. (*community*)
4. The United _____ is an organization that promotes peace and security. (*Nations*)
5. Each _____ has its own language and traditions. (*ethnic group*)
6. People from all _____ live in this multicultural city. (*races*)
7. She won first place in her _____ at the competition. (*category*)
8. The _____ of ancient Rome was advanced in many ways. (*society*)
9. The _____ of the world should work together to solve global issues. (*peoples*)
10. The _____ of volunteers helped clean up the beach. (*group*)

Activity 2: Group Word Matching (10 minutes)

- **Objective:** Deepen understanding by matching definitions to the group words.

- **Procedure:**

1. Provide students with a matching exercise. On one side of the handout, there will be definitions or descriptions; on the other side, the group words.
2. Students will work in pairs to match each definition with the correct group word.
3. After the activity, review the answers together as a class, allowing students to explain their reasoning.

- **Matching Exercise Content:**

1. A large group of people united by common descent, history, culture, or language. (*Nation*)
 2. A collection of individuals or things. (*Group*)
 3. A group of people living together in an organized way. (*Society*)
 4. A social group made up of families or communities linked by social, economic, religious, or blood ties. (*Tribe*)
 5. A group of students who are taught together. (*Class*)
 6. A community or population made up of people who share a common cultural background or descent. (*Ethnic Group*)
 7. A group of people or things regarded as having particular shared characteristics. (*Category*)
 8. A group of people identified as distinct based on physical characteristics. (*Race*)
 9. A collective term referring to a community of individuals, often of a particular nationality or ethnic group. (*A People/Peoples*)
 10. A group of people living in the same place or having a particular characteristic in common. (*Community*)
-

3. Production Stage (15 minutes)

Activity 1: Group Discussion (10 minutes)

- **Objective:** Encourage students to use group words in a discussion context.
- **Procedure:**
 1. Divide students into small groups.
 2. Assign each group a topic related to society, culture, or community. Topics could include:
 - "Discuss the role of different **communities** in society."
 - "How do different **ethnic groups** contribute to national identity?"
 - "What makes a **society** successful?"
 3. Instruct each group to use as many of the group words as possible during their discussion.
 4. After the discussion, have each group share a summary with the class, highlighting the group words they used.
 5. Encourage other groups to ask questions or add comments, fostering a class-wide discussion.

Activity 2: Note-Taking (5 minutes)

- **Objective:** Provide time for students to review and record what they've learned.
 - **Procedure:**
 1. Ask students to summarize the lesson by writing down the group words, their meanings, and examples in their notebooks.
 2. Encourage them to reflect on how these words are used in different contexts and to note any new insights from the group discussions.
-

Homework Assignment

- **Objective:** Reinforce the lesson and encourage independent practice.
- **Assignment:**
 1. Write a short paragraph describing a community, society, or group you belong to, using at least five of the group words from the lesson.
 2. Be prepared to share your paragraph with the class in the next lesson.

Lesson Plan

Grammar: Where-Clauses

Duration: 55 minutes

General Objective:

Students will understand and use where-clauses to add context and detail to sentences describing significant locations related to the Rwandan genocide.

Specific Objectives:

- Students will be able to identify and use where-clauses to provide additional information about historical locations.
- Students will create sentences using where-clauses to describe locations significant to the Rwandan genocide.
- Students will demonstrate an understanding of the historical context of these locations through accurate use of where-clauses.

Materials Needed:

Chalkboard and chalk / Whiteboard and markers

Short informational text about key locations related to the Rwandan genocide

Sentence starters and historical location list

Where-clauses worksheet with incomplete sentences

Note-taking materials

Handouts for peer review

LESSON STRUCTURE

1. Warm-Up Activity (10 minutes)

Activity: “Introduction to Historical Locations”

Procedure:

Begin with a brief discussion on the importance of understanding historical locations to gain context about significant events.

Introduce the concept of where-clauses as a tool to describe and provide details about places.

2. Introduction to Historical Locations (10 minutes)

Activity: “Reading and Understanding”

Text: Provide students with a short informational text about key locations related to the Rwandan genocide. For example:

Text Excerpt: "During the Rwandan genocide of 1994, several key locations played crucial roles in the events that unfolded. The Genocide Memorial Center in Kigali is a place where survivors and visitors come to remember and honor the victims. The church in Nyamata, where many people sought refuge, became a site of tragedy as hundreds were killed. The Kigali City Hall was used as a base by the militia forces during the conflict. The border crossing at Gatuna became a critical point for refugees fleeing to

neighboring countries. Finally, the Butare Memorial is dedicated to those who lost their lives and serves as a place of mourning and remembrance.

Procedure:

Read the text aloud to the class or have students read it individually.

Discuss the significance of each location mentioned in the text.

3. Introduction to Where-Clauses (10 minutes)

Activity: “Definition and Historical Examples”

Definition: Explain that where-clauses provide additional details about a location and typically follow a main clause in a sentence.

Examples: Write sentences on the board related to the text, underlining the where-clauses.

“The Genocide Memorial Center in Kigali is a place where survivors gather to remember the victims.”

“The church in Nyamata is a location where hundreds were tragically killed.”

“The Kigali City Hall was a location where militia forces operated.”

Discussion: Emphasize how where-clauses enhance understanding by providing more context about the locations described in the text.

Note-Taking: Students take notes on the definition and examples of where-clauses.

4. Guided Practice (15 minutes)

Activity: “Connecting Clauses with Where”

Preparation: Prepare pairs of clauses related to the locations from the text. Each pair of clauses should be able to be connected with a where-clause to form a complete sentence.

Procedure:

Divide students into pairs.

Provide each pair with two clauses to connect using "where."

Clause Pair 1: "The Genocide Memorial Center is a place." / "Many survivors come to honor the victims."

Clause Pair 2: "The church in Nyamata became a site of tragedy." / "Hundreds were killed there."

Clause Pair 3: "The Kigali City Hall was used as a base." / "Militia forces operated from it."

Clause Pair 4: "The border crossing at Gatuna became a critical point." / "Refugees fled to neighboring countries there."

Clause Pair 5: "The Butare Memorial is dedicated to the victims." / "It serves as a place of mourning."

Instruct students to combine each pair of clauses into a single sentence using "where."

Example: "The Genocide Memorial Center is a place where many survivors come to honor the victims."

Sharing: Have each pair share their sentences with the class. Provide feedback and correct any errors in where-clause usage.

SUGGESTED ANSWERS

Clause Pair 1: The Genocide Memorial Center is a place where many survivors come to honor the victims.

Clause Pair 2: The church in Nyamata became a site of tragedy where hundreds were killed.

Clause Pair 3: The Kigali City Hall was used as a base where militia forces operated from.

Clause Pair 4: The border crossing at Gatuna became a critical point where refugees fled to neighboring countries.

Clause Pair 5: The Butare Memorial is dedicated to the victims." / "It serves as a place of mourning." (Drop this sentence which can be complex for learners)

5. Independent Practice (10 minutes)

Activity: "Where-Clauses Worksheet on Historical Locations"

Preparation: Create a worksheet with incomplete sentences related to significant locations from the text.

Procedure:

Distribute the worksheet to students and allow 10 minutes for completion.

Monitor progress and offer assistance as needed.

6. Review and Reflection (10 minutes)

Activity: "Peer Review and Reflection"

Procedure:

Students exchange worksheets with a partner to review each other's work.

Discuss common errors and misunderstandings with the class, focusing on accurate historical representation.

Q&A: Open the floor for questions and clarify any remaining doubts about using where-clauses.

Exit Ticket: Have students write a sentence using a where-clause about a significant location related to the Rwandan genocide from the text and submit it as they leave.

Homework Assignment:

Activity: “Research and Describe”

Task: Research a location of historical significance related to the Rwandan genocide (e.g., a memorial, a major event site). Write a short paragraph (5-6 sentences) describing the location using at least two where-clauses.

Submission: Students should submit their paragraphs in the next class.

Lesson Plan

Listening Comprehension on Apartheid in South Africa

Duration: 55 minutes

General Objective:

Students will develop listening comprehension skills by engaging with a short passage about Apartheid in South Africa, focusing on Nelson Mandela's role and impact, using activities to enhance their understanding and retention of key historical information.

Specific Objectives:

- Students will understand and interpret a listening passage about Apartheid in South Africa, with a focus on Nelson Mandela's struggle.
- Students will accurately complete gap-filling and true/false activities based on the listening passage.
- Students will demonstrate comprehension through a matching activity connecting concepts and terms from the passage.

Materials Needed:

Audio recording of the listening passage

Transcript of the passage (for reference)

Worksheets with gap-filling and true/false activities

Matching activity handout

Chalkboard and chalk

Note-taking materials

Listening Passage:

Passage Excerpt: "During the era of Apartheid in South Africa, from 1948 to 1994, the government enforced a system of racial segregation and discrimination. Black South Africans faced severe restrictions and were segregated from white South Africans. Nelson Mandela became a prominent leader in the fight against Apartheid. In the early 1960s, Mandela led peaceful protests and co-founded the African National Congress (ANC) Youth League. In 1962, he was imprisoned for his activism and spent 27 years in prison, primarily on Robben Island. His imprisonment became a global symbol of resistance. Released in 1990, Mandela played a key role in negotiating the end of Apartheid. In 1994, he was elected as South Africa's first Black president. Mandela's leadership not only dismantled the Apartheid system but also initiated social and economic reforms, leaving a lasting legacy of peace and justice worldwide."

1. Pre-Listening (10 minutes)

Activity 1: Discussion (5 minutes)

Procedure:

Begin with a discussion about Apartheid in South Africa.

Use guiding questions such as "What do you know about Apartheid?" and "How do you think it affected South African society?"

Write key terms and ideas on the chalkboard to activate prior knowledge.

Activity 2: Pre-Vocabulary (5 minutes)

Procedure:

Introduce and explain key vocabulary from the passage:

Apartheid: A policy of racial segregation and discrimination in South Africa from 1948 to 1994.

Segregation: The enforced separation of different racial groups.

Discrimination: Unfair treatment based on race.

Nelson Mandela: Anti-Apartheid leader who was imprisoned for 27 years and later became South Africa's first Black president.

Robben Island: The prison where Mandela spent most of his imprisonment.

Activists: People who work towards social or political change.

Use the chalkboard to illustrate these terms and their relevance to the passage.

2. While-Listening (25 minutes)

Activity 1: Gap-Filling (10 minutes)

Procedure:

Preparation: Provide a gap-filling worksheet with the following passage, leaving blanks for key phrases: "During the era of Apartheid in South Africa (1 to 2), the government enforced a system of racial 3 and 4. Black South Africans faced harsh laws and were kept separate from white South Africans. Nelson Mandela, a key leader in the fight against Apartheid, was 5 in 1962 for his activism and spent 27 years in 6. After his release in 1990, he played a crucial role in ending Apartheid and was elected as South Africa's first 7 president in 1994. Mandela's leadership brought significant social and economic reforms and a lasting legacy of 8 and 9 worldwide."

SUGGESTED ANSWERS

1. **from 1948**
2. **to 1994**
3. **segregation**
4. **discrimination**
5. **imprisoned**
6. **prison**
7. **Black**
8. **Peace**
9. **justice**

Listening: Play the audio recording of the passage twice.

Filling Gaps: Students fill in the blanks while listening.

Review: After the second listening, review the answers as a class by writing them on the chalkboard and discussing their significance.

Activity 2: True/False (15 minutes)

Procedure:

Play the audio recording a third time.

Distribute a true/false worksheet with the following statements:

1. "Nelson Mandela was imprisoned on Robben Island for 27 years." (True)
2. "Mandela was released from prison in 1980." (False)
3. "Mandela became president before the end of Apartheid." (False)
4. "Mandela's leadership helped initiate social and economic reforms in South Africa." (True)

Students mark each statement as true or false based on the passage.

Review answers as a class, using the chalkboard to correct any misconceptions.

3. Post-Listening (10 minutes)

Activity: Matching (10 minutes)

Procedure:

Distribute a matching activity handout with terms and their definitions or descriptions from the passage.

Students match terms such as "Apartheid," "Nelson Mandela," "Robben Island," and "Segregation" with their correct definitions. Refer to the pre-vocabulary definitions

Discuss answers as a class, using the chalkboard to explain each term's relevance and context.

4. Homework Assignment:

Activity: "Research and Reflect"

Task: Write a short essay (5-6 sentences) about Nelson Mandela, focusing on his imprisonment, role in ending Apartheid, and his impact as South Africa's first Black president. Reflect on his legacy and influence in the world today.

Submission: Essays should be submitted in the next class.

Note-Taking Time:

Allocate 5 minutes at the beginning of each major activity (pre-listening, while-listening, and post-listening) for students to take notes on vocabulary, key points, and answers.

Assessment:

Participation: Observe engagement during discussions and activities.

Worksheets: Check the accuracy of gap-filling and true/false answers.

Matching Activity: Evaluate understanding of terms and concepts.

Homework: Assess the quality and detail of homework essays on Mandela's role and legacy.

Lesson Plan

Reading Comprehension – The Civil Rights Movement

Duration: 55 Minutes

Lesson Objectives

General Objective

To enhance students' reading comprehension skills through a historical text about the Civil Rights Movement, focusing on the roles of Rosa Parks and Martin Luther King Jr., and the impact of the movement on African Americans.

Specific Objectives

By the end of the lesson, students will be able to:

- Identify key events and figures in the Civil Rights Movement.
- Understand and analyze the impact of the Civil Rights Movement on African American rights.
- Answer comprehension questions and choose the correct answers based on the text.
- Summarize the main ideas of the text in their own words.

Materials Needed

Text titled "The Civil Rights Movement: The Stories of Rosa Parks and Martin Luther King Jr."

Whiteboard and markers / Chalkboard and chalk

Handouts with comprehension questions and multiple-choice activities

Homework assignment sheet

Lesson Procedure

1. Pre-Reading Stage (10 minutes)

Activity 1: Activating Prior Knowledge (5 minutes)

- **Objective:** Engage students and connect the topic to their existing knowledge.
- **Procedure:**
 1. Write the words "Civil Rights Movement," "Rosa Parks," and "Martin Luther King Jr." on the board.
 2. Ask students if they have heard of these terms or people before. Encourage them to share what they know.
 3. Briefly introduce the Civil Rights Movement, mentioning how it was a struggle for social justice, aiming to end racial discrimination against African Americans in the United States.
 4. Explain that today they will read about two important figures in the movement and the changes that came from their efforts.

Activity 2: Predicting Content (5 minutes)

- **Objective:** Encourage students to predict the content of the reading passage.
- **Procedure:**
 1. Provide students with the title of the text: "The Civil Rights Movement: The Stories of Rosa Parks and Martin Luther King Jr."
 2. Ask students to predict what events or topics might be discussed in the text.

3. Write down a few of their predictions on the board to revisit after reading.

2. While-Reading Stage (30 minutes)

Text: The Civil Rights Movement: The Stories of Rosa Parks and Martin Luther King Jr.

Rosa Parks, often called the "Mother of the Civil Rights Movement," made history on December 1, 1955, in Montgomery, Alabama. She refused to give up her seat to a white man on a segregated bus. Her arrest led to the Montgomery Bus Boycott, a pivotal event in the Civil Rights Movement. African Americans in Montgomery refused to ride the buses for over a year, leading to a Supreme Court decision that declared segregation on public buses unconstitutional.

Martin Luther King Jr., a young pastor at the time, emerged as a leader during the Montgomery Bus Boycott. His philosophy of nonviolent protest inspired millions and became the backbone of the Civil Rights Movement. King organized and led marches, including the famous 1963 March on Washington, where he delivered his "I Have a Dream" speech, calling for an end to racism.

The Civil Rights Movement resulted in significant gains for African Americans. The Civil Rights Act of 1964 outlawed discrimination based on race, color, religion, sex, or national origin, while the Voting Rights Act of 1965 eliminated many barriers to voting for African Americans. These victories were achieved through the courage and determination of individuals like Rosa Parks and Martin Luther King Jr., whose actions changed the course of American history.

Activity 1: Choosing the Right Answer (10 minutes)

- **Objective:** Assess students' understanding of the text by having them select the correct answers to specific questions.
- **Procedure:**
 1. Distribute a handout with multiple-choice questions related to the text.
 2. Instruct students to read each question carefully and choose the best answer based on the text.
 3. After completion, review the answers as a class.
- **Multiple-Choice Questions:**
 1. What event started the Montgomery Bus Boycott?
 - a) The March on Washington
 - b) Rosa Parks' refusal to give up her seat
 - c) The Civil Rights Act of 1964
 - d) Martin Luther King Jr.'s "I Have a Dream" speech*(Correct answer: b)*
 2. What was Martin Luther King Jr.'s approach to protesting racial injustice?
 - a) Violent protests

- b) Nonviolent protests
 - c) Political campaigning
 - d) Economic boycotts
 - (Correct answer: b)
3. What was one major result of the Civil Rights Movement?
- a) Segregation laws were strengthened
 - b) African Americans lost voting rights
 - c) The Civil Rights Act of 1964 was passed
 - d) The movement ended without any achievements
- (Correct answer: c)

Activity 2: Comprehension Questions (15 minutes)

- **Objective:** Deepen understanding by asking students to answer questions that require more detailed responses.
- **Procedure:**
 1. Provide students with a set of comprehension questions that they will answer individually.
 2. After students complete their answers, have a class discussion to go over the responses, encouraging students to elaborate on their answers.
- **Comprehension Questions:**
 1. Why was Rosa Parks' action on the bus significant in the Civil Rights Movement?
 - (Possible Answer: Rosa Parks' refusal to give up her seat challenged the laws of segregation, leading to the Montgomery Bus Boycott, which became a key event in the Civil Rights Movement.)
 2. How did Martin Luther King Jr.'s leadership impact the Civil Rights Movement?
 - (Possible Answer: Martin Luther King Jr.'s leadership brought attention to the Civil Rights Movement through his philosophy of nonviolent protest and powerful speeches, which inspired many to join the cause.)
 3. What were the two major legislative gains of the Civil Rights Movement mentioned in the text?
 - (Possible Answer: The Civil Rights Act of 1964, which outlawed discrimination, and the Voting Rights Act of 1965, which removed barriers to voting for African Americans.)

Activity 3: Note-Taking (5 minutes)

- **Objective:** Consolidate learning by summarizing key points from the text.
 - **Procedure:**
 1. Ask students to take notes on the key events, figures, and outcomes of the Civil Rights Movement as discussed in the text.
 2. Encourage them to write down any new vocabulary or phrases they learned during the lesson.
 3. Allow a few minutes for students to organize their notes and ask any final questions.
-

3. Post-Reading Stage (15 minutes)

Activity 1: Group Discussion and Reflection (10 minutes)

- **Objective:** Encourage students to reflect on the impact of the Civil Rights Movement and its relevance today.
- **Procedure:**
 1. Divide students into small groups.
 2. Ask each group to discuss the following questions:
 - How do you think the actions of Rosa Parks and Martin Luther King Jr. influenced the world we live in today?
 - What lessons can we learn from the Civil Rights Movement that are still applicable in today's society?
 3. After the discussion, have each group share their thoughts with the class.
 4. Facilitate a class discussion, linking the historical events to current social justice movements.

Activity 2: Summary Writing (5 minutes)

- **Objective:** Practice summarizing skills by writing a brief summary of the text.
 - **Procedure:**
 1. Ask students to write a short paragraph summarizing the main events and outcomes of the Civil Rights Movement as described in the text.
 2. Collect the summaries to assess their understanding and provide feedback in the next class.
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Homework Assignment

- **Objective:** Reinforce the lesson content and encourage independent research.
 - **Assignment:**
 1. Research and write a one-page report on another key figure in the Civil Rights Movement (e.g., Malcolm X, John Lewis, or Thurgood Marshall).
 2. The report should include the figure's contributions to the movement and how their actions influenced change.
 3. Be prepared to present your report in the next class.
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Conclusion

- **Wrap-Up (5 minutes):**
 1. Recap the key points from the lesson, highlighting the importance of the Civil Rights Movement.
 2. Answer any remaining questions and remind students of their homework assignment.

Project Task – Dramatizing a Scene of Conflict**Duration:** 90 Minutes**Lesson Focus:** Group Work, Speaking, Creative Expression, Historical Understanding**Lesson Objectives****General Objective**

To enhance students' speaking and collaborative skills through the dramatization of a historical conflict involving Rosa Parks, the bus driver, and a policeman, focusing on the Civil Rights Movement.

Specific Objectives

By the end of the lesson, students will be able to:

- Collaborate to create and perform a dramatized scene based on the historical event.
- Express ideas and emotions through dialogue and actions.
- Understand and articulate the significance of Rosa Parks' actions and the broader context of racial segregation.
- Reflect on the impact of historical conflicts on social change.

Materials Needed

Whiteboard and markers

Scriptwriting templates (see below for content)

Props (optional, e.g., bus seat, vintage clothing, police badge)

Space for performance

Handouts on the Rosa Parks incident

Lesson Procedure**1. Introduction (15 minutes)****Activity 1: Background and Context (7 minutes)**

- **Objective:** Provide students with historical context about Rosa Parks, the bus driver, and the policeman.
- **Procedure:**
 1. Briefly introduce the historical context of the Rosa Parks incident. Explain that on December 1, 1955, Rosa Parks refused to give up her seat on a segregated bus in Montgomery, Alabama. This act led to her arrest by a policeman and sparked the Montgomery Bus Boycott.
 2. Highlight the significance of this act in the Civil Rights Movement and the role of each character involved.

Activity 2: Explanation of the Project Task (8 minutes)

- **Objective:** Explain the task and what is expected from the students.
- **Procedure:**
 1. Inform students that they will work in groups to create and perform a dramatized scene of the conflict, including Rosa Parks, the bus driver, and the policeman.
 2. Discuss the key elements to include: the interaction between Rosa Parks and the bus driver, the involvement of the policeman, the response of other passengers, and the emotional and social impact of the conflict.

3. Outline the time frame for each stage of the lesson and distribute the scriptwriting templates.
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2. Group Work: Planning and Scriptwriting (35 minutes)

Activity 1: Group Formation and Role Assignment (7 minutes)

- **Objective:** Organize students into groups and assign roles for the dramatization.
- **Procedure:**
 1. Divide the class into small groups of 4-5 students.
 2. Assign roles within each group (e.g., Rosa Parks, bus driver, policeman, passengers).
 3. Encourage students to discuss their roles and the scene they will portray.

Activity 2: Script Development (20 minutes)

- **Objective:** Guide students in creating a script for their scene.
- **Procedure:**
 1. Distribute scriptwriting templates to each group. The templates should include:
 - **Title:** Dramatization of Rosa Parks' Bus Incident
 - **Characters:** Rosa Parks, Bus Driver, Policeman, Passengers
 - **Setting:** A segregated bus in Montgomery, Alabama, December 1, 1955

Script Template Content:

Scene: Inside the Bus

Characters:

- Rosa Parks (RP)
- Bus Driver (BD)
- Policeman (P)
- Passengers (P1, P2, P3)

[Rosa Parks is seated on the bus. The Bus Driver stops the bus and addresses Rosa Parks.]

BD: (Firmly) "Ma'am, you need to give up your seat. This section is reserved for white passengers only."

RP: (Calmly) "I'm not moving. I have the right to stay here."

BD: (Annoyed) "If you don't move, I'll have to call the police."

[Policeman arrives at the bus.]

P: (Authoritatively) "Ma'am, I need you to step off the bus."

RP: (Defiantly) "I am not leaving. This is my seat, and I am exercising my right to sit here."

P: (Sternly) "If you don't comply, I'll have to arrest you."

[Passengers react with murmurs and whispers.]

P1: (Whispering to another passenger) "This is wrong. She's just standing up for herself."

P2: (Nodding) "Yeah, but she's breaking the law."

[Rosa Parks is arrested and removed from the bus.]

BD: (To the remaining passengers) "The bus will continue now."

[Scene ends with the bus continuing its route, leaving Rosa Parks behind.]

Activity 3: Rehearsal (8 minutes)

- **Objective:** Allow groups to practice their scenes.
 - **Procedure:**
 1. Give groups time to rehearse their scenes.
 2. Encourage them to focus on clear articulation, expressive body language, and emotional delivery.
 3. Offer support and tips on performance techniques.
-

3. Performance and Reflection (30 minutes)

Activity 1: Performances (20 minutes)

- **Objective:** Facilitate the performance of the dramatized scenes.
- **Procedure:**
 1. Have each group perform their scene for the class.
 2. Ensure that all students are attentive and respectful during the performances.
 3. After each performance, allow a few moments for applause and brief feedback.

Activity 2: Reflection and Discussion (10 minutes)

- **Objective:** Reflect on the performances and discuss the historical significance.
- **Procedure:**
 1. Lead a class discussion by asking:
 - What were the main emotions and conflicts depicted in the scenes?

- How did the dramatizations help you understand the historical context of Rosa Parks' actions and the role of the policeman?
 - What impact did Rosa Parks' refusal to give up her seat have on the Civil Rights Movement?
2. Encourage students to share their thoughts and insights from the dramatizations.
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4. Note-Taking and Homework Assignment (10 minutes)

Activity 1: Note-Taking (5 minutes)

- **Objective:** Consolidate learning by summarizing key points.
- **Procedure:**
 1. Ask students to take notes on the main themes, conflicts, and historical significance discussed during the lesson.
 2. Allow students to jot down any new insights or reflections.

Activity 2: Homework Assignment (5 minutes)

- **Objective:** Reinforce the lesson content and encourage deeper research.
 - **Assignment:**
 1. Write a one-page reflection on the significance of Rosa Parks' actions in the context of the Civil Rights Movement.
 2. Discuss how her actions, the role of the bus driver, and the policeman's intervention contributed to social change.
 3. Be prepared to share your reflections in the next class.
-

Conclusion

- **Wrap-Up (5 minutes):**
 1. Recap the key points from the lesson and performances.
 2. Thank the students for their participation and emphasize the importance of understanding and appreciating historical conflicts and their resolutions.

Lesson Plan:

Project task : Writing a Letter to a Newspaper or School Newsletter

Duration: 55 Minutes

Lesson Objectives

General Objective

- To develop students' skills in writing a formal letter to report an ethnic conflict and suggest actions for resolution.

Specific Objectives

By the end of the lesson, students will be able to:

- Understand the structure and purpose of a formal letter to a newspaper or school newsletter.
- Write a letter reporting an ethnic conflict and suggesting actions for resolution.
- Use appropriate language and tone to address sensitive issues effectively.

Materials Needed

Whiteboard and markers/ Chalkboard and chalk

Handout with a sample letter (see below for content)

Paper and pens for writing

Projector (optional) for displaying the sample letter

Guidelines for formal letter writing

Lesson Procedure

1. Pre-Writing Stage (15 minutes)

Activity 1: Introduction to the Task (5 minutes)

- **Objective:** Introduce students to the task and its purpose.
- **Procedure:**
 1. Explain that students will write a letter to a newspaper or school newsletter reporting an ethnic conflict between herders and local farmers.
 2. Discuss the importance of clear and respectful reporting when addressing sensitive issues.

Activity 2: Study a Writing Sample (10 minutes)

- **Objective:** Analyze a sample letter to understand its structure and content.
- **Procedure:**
 1. Distribute the handout with the sample letter.
 2. Read the sample letter together and highlight the key components:
 - Introduction: Briefly introduce the issue.
 - Body: Describe the situation in detail, including the conflict and its impact.
 - Conclusion: State the unacceptable nature of the behavior and suggest actions for resolution.
 3. Discuss the language and tone used in the letter.

Sample Letter Content:

PoBox 097
Cobly / Atacora
10 October, 2024

The Editor
Daabaru News
PoBox 768
Parakou / Borgou

Subject: Urgent Appeal to Address Ethnic Conflict in Cobly

Dear Editor,

I am writing to express my deep concern about the recent ethnic conflict between the herders and local farmers in Cobly. This conflict erupted after the cattle of the herders strayed into the fields of local farmers, destroying their crops. In retaliation, the local farmers attacked the herding community, resulting in severe injuries and several fatalities.

This behavior is unacceptable and cannot be tolerated. Such violence only perpetuates a cycle of hatred and suffering. It is crucial that we take immediate steps to address this issue and prevent future conflicts. I urge local authorities to mediate between the two groups and establish clear guidelines to manage such disputes peacefully. Additionally, there should be community dialogue sessions to foster understanding and cooperation among all parties involved.

We must work together to ensure that such incidents do not happen again and that everyone in our community can live in harmony.

Yours faithfully,

Eric Sanhoueka
Secondary school student

2. While-Writing Stage (25 minutes)

Activity 1: Guided Writing (15 minutes)

- **Objective:** Write the letter with teacher support.
- **Procedure:**
 1. Divide students into small groups and have them brainstorm key points to include in their letters.
 2. Each group drafts their letter, following the structure and content discussed.
 3. Provide guidance and feedback as students write, ensuring they cover all necessary elements and use appropriate language.

Activity 2: Peer Review (10 minutes)

- **Objective:** Review and provide feedback on each other's letters.

- **Procedure:**

1. Have students exchange letters with a partner or group.
 2. Review each other's work, focusing on clarity, tone, and effectiveness in addressing the conflict.
 3. Provide constructive feedback and make revisions based on peer input.
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3. Post-Writing Stage (15 minutes)

Activity 1: Final Edits and Sharing (10 minutes)

- **Objective:** Finalize the letter and share with the class.
- **Procedure:**
 1. Allow time for students to make final edits to their letters based on feedback.
 2. Invite a few students to share their letters with the class.
 3. Discuss the different approaches and strategies used in the letters.

Activity 2: Reflection and Conclusion (5 minutes)

- **Objective:** Reflect on the writing process and the importance of addressing conflicts.
- **Procedure:**
 1. Lead a brief discussion on the challenges of writing about sensitive issues and the importance of constructive communication.
 2. Recap the key elements of a formal letter and encourage students to apply these skills in future writing tasks.

Homework Assignment:

- **Objective:** Reinforce the lesson content and encourage further practice.
- **Assignment:**
 1. Write a letter to the Editor of Le Matinal to report a case of religious conflict in your community. This letter should follow the same structure and tone as the letter written in class.

Your address is:

PoBox 770
Chaminade Catholic School
Peporiyakou / Natitingou

The Editor's address is:

Veridique Info
PoBox: 876
Toucountouna

Submit the letter by the next class for review.

Conclusion

- **Wrap-Up (5 minutes):**

1. Summarize the key points of the lesson and the importance of effective communication in reporting and resolving conflicts.
2. Thank the students for their participation and effort in the writing exercise.

Assessment and beyond

Feel free to monitor this activity

Dear colleague,

I wanted to take a moment to thank you for purchasing and implementing the ready-made lesson plan in your classroom. Your support means a lot, and I'm thrilled that you've chosen to use our materials.

Upon completion of the lesson plan's implementation, we would greatly appreciate your feedback. Your insights and experiences are invaluable to us, and they will help us improve and continue developing resources that meet the needs of teachers like you.

Thank you once again for your trust and support. I look forward to hearing about your experience.

Best regards,

Sika Donatien Manté

Teacher of English

Architect and manager of Benin Education Innovator project

Email address: yourenglishcoach.bj@gmail.com

WhatsApp: + 229 972 346 80