

WORLD CULTURE TOUR GUIDE #2

(Time Middle)

"Consider Moving to My Country Because . . ."

Persuading with Appeals to Emotion

Lesson Sketch

Skills: Students *read* articles on countries around the world; *select key aspects* of culture, scenery, etc. from readings to *appeal to the emotions of a particular audience*; *compose* short articles to persuade their readers to move to their chosen countries; *anticipate* reader objections and *offer counterarguments*; *present* their arguments to classmates; and *reflect* in writing about which countries around the world they would consider moving to themselves, and why.

Grades: 11

Time: Two 90-minute classes

Featured Resources: AtoZWorldCulture.com or AtoZtheWorld.com articles Country Snapshot, Cultural Overview, Maps, Climate and Geography, Cuisine, Points of Interest, Life Cycle, Language, Religion, The People, Demographics

Inspirations

"Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime." ~Mark Twain

"Voyagers discover that the world can never be larger than the person that is in the world; but it is impossible to foresee this, it is impossible to be warned." ~James Baldwin

Lesson Overview

In the US, immigration conversations often revolve around keeping immigration numbers down. Yet some countries, such as Canada, actively recruit skilled workers and professionals--especially those who work in certain fields--from around the world to relocate. With this approach in mind, students choose a country of interest, and imagine they are playing the recruiter's role for that nation. Students review articles and regarding the country's culture and lifestyle, then imagine what sort of person would find relocation to the country appealing. With this readership in mind, students select key information about the country, and compose a short recruitment article, anticipating and addressing reader objections with solid counterarguments. Students verbally present their cases to their classmates, then reflect in writing regarding which countries they would consider moving to, and why.

Lesson Steps

Students make a list of countries they are curious about. Students briefly skim articles on those countries to narrow down the list, and choose one country to focus on. Students read a series of articles about a country of interest, and identify what sort of person—in terms of profession and personality factors—might be interested in relocating to this country. Students compose a tightly

crafted three-paragraph essay with a hook, introduction, body text presenting evidence for the introduction's claims, and then wrap up the article with a strong call to action. Students develop their short articles into presentations to their classmates—using notes as necessary, but not merely reading from the page. After viewing all presentations, students reflect in writing about which countries they would consider moving to, and which factors influence that decision, whether culture, cuisine, scenery, language, religion, or other.

Standards Met

1. **Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects: College and Career Readiness Anchors for Reading**
 - a. Key Ideas and Details 1, 2
 - b. Integration of Knowledge and Ideas 7
 - c. Range of Reading and Level of Text Complexity 10
2. **Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects: College and Career Readiness Anchors for Writing**
 - a. Text Types and Purposes 1, 2, 3
 - b. Production and Distribution of Writing 4, 5, 6
 - c. Research to Build and Present Knowledge 7,8,9
 - d. Range of Writing 10
3. **Common Core State Standards for English Language Arts: College and Career Readiness Anchors for Reading**
 - a. Key Ideas and Details 1, 2
 - b. Integration of Knowledge and Ideas 7
 - c. Range of Reading and Level of Text Complexity 10
4. **Common Core State Standards for English Language Arts: College and Career Readiness Anchors for Writing**
 - a. Text Types and Purposes 1, 2, 3
 - b. Production and Distribution of Writing 4, 5, 6
 - c. Research to Build and Present Knowledge 7,8,9
 - d. Range of Writing 10
5. **Common Core State Standards for English Language Arts: College and Career Readiness Anchors for Speaking and Listening**
 - a. Comprehension and Collaboration 1, 2
 - b. Presentation of Knowledge and Ideas 4, 5, 6
6. **Common Core State Standards for English Language Arts: College and Career Readiness Anchors for Language**
 - a. Conventions of Standard English 1, 2
 - b. Knowledge of Language 3
 - c. Vocabulary Acquisition and Use 4, 6
7. **National Council of Teachers of English (NCTE) Standards for the English Language Arts**
 - a. 1, 3, 4, 5, 6, 7, 8
8. **National Council for the Social Studies (NCSS) National Curriculum Standards for Social Studies**
 - a. 1, 3, 4, 5, 6, 7, 8, 9

Supplies

- Access to AtoZWorldCulture.com or AtoZtheWorld.com.

- Dictionaries
- Notebooks, pens, pencils, etc.
- Index cards for presentation flashcard notes
- Access to Microsoft Word and printer

Instructional Plan

Student Objectives

Students will:

- Improve reading comprehension, research skills, writing skills, and speaking skills.
- Select and synthesize facts from multiple sources into coherent prose arguments.
- Increase awareness of global issues by learning about countries around the world.
- Increase awareness of rhetorical strategy through composing arguments and critiquing peer arguments.
- Become more sophisticated global citizens.

Session One

Teacher Introduction

- Introduce students to the idea of persuading with emotion via selecting evidence facts to impress a particular audience.
- Let students know that small class activities will culminate in a presentation and final writing assignment—those who participate in small preparatory steps along the way will find the culminating assignments much easier.
- Establish expectations for prewriting and preparatory steps toward the final writing assignment: prewriting is to be taken seriously as a time to generate ideas, but it is not the time to agonize over perfect word choice or perfect spelling. Prewriting is a time to generate, not revise—revision will come later.
- Direct students to move to computer work stations.

Student Directions

Which country would you like to visit? Select a country

- Go to AtoZWorldCulture.com or AtoZtheWorld.com.
- Peruse list of countries.
- Identify three countries you are curious about. Skim materials for these countries: get a quick sense of where the country is, who lives there, and whether you are curious about the place.
- Choose one country to mentally visit for this exercise.

Learn about your chosen country: Read & take preliminary notes

- Go to Maps—understand where country is.

- Read Country Snapshot, Cultural Overview, Maps, Climate and Geography, Cuisine, Points of Interest, Life Cycle, Language, Religion, The People, Demographics.
- As you read, take notes regarding possible key points for recruitment. Questions your notes should address include:
 - Where is this country?
 - What sorts of people live there? (in terms of ethnicities, ages, religion/s, language/s)
 - What languages do people speak? Do people speak different languages in different parts of the country? What other nations/groups in the world speak these same languages?
 - What are the country's major regions? Are those regions defined by landscape differences, or cultural differences, both, or by other factors?
 - What kinds of religions do people practice? Do the different religious groups intermingle, or live mostly separately?
 - What are the major natural wonders/landscape attractions of the country?
 - Which of the Points of Interest seems most intriguing to you?
 - What are the country's best seasons?
 - What advantages are offered by the country's location? Warm weather year-round? Easy access to several of the world's major cities?
 - What do you think that people in this country think is important?
 - What kinds of things do people do for work? Are people's occupations different region by region?
 - What do people eat? Does the cuisine vary by region? Do elements of the cuisine seem familiar from cuisines you've encountered in the US?
 - Overall, how would you characterize the culture? How would you describe it to someone who had never heard of the country before?
 - In what ways do people in this country have it made?
 - What are their struggles?

Teacher Introduction

- Direct students to form groups of 4.
- Remind students that during discussion, they should be taking notes—these notes form the basis of presentations and essays.
- Monitor groups' progress and try to keep groups moving roughly on pace so that students transition from discussion to reflective writing at roughly the same time.

Student Directions

Gaining Perspective: Compare Notes with a Group:

- Form groups of 4.
- Each group member shares the highlights of his/her country choice so far.
- What similarities and differences do you notice between the countries?

Character sketch notes: Who is your audience?

It's time to figure out what sort of person would be most likely to be interested in moving to your chosen country. These people will be the readers of your recruitment piece, and you need to figure

out what they will find appealing. You don't know everything about this country yet, but you've probably developed a feel for it. So make some notes about your ideal readers in terms of:

Demographics

Age: What age are those that move to your country likely to be?

Ethnicity/Ethnicities: If your country is very ethnically diverse, then you can recruit people from anywhere. On the other hand, if your country is very ethnically homogeneous, then you are likely to have success with a) people who belong to the country's predominant ethnic group, or b) adventurous souls who don't mind standing out in a crowd.

Language/s Spoken: What languages are spoken in your country? Where else can you find people who speak those languages?

Religion/s: People might be more comfortable moving to a country where their own religion is the predominant one. Alternately, sometimes nonreligious people are curious about living within a culture different from their own. What leads does the country's religious landscape give you regarding whom to recruit?

Family Status: Does this seem like a more appealing move for: Singles? Couples? People with kids? People without kids?

Gender and Sexual Orientation: Is this a country in which both women and men can move freely? Or a country in which women's rights and movements are restricted? Is this a country in which same-sex couples will be in danger, or a country in which they will be physically safe? Is this a country in which same-sex couples will have marriage rights? Consider how—if at all—gender could impact the logistics of the move for a single woman, married woman, single man, married man, same-sex couple, opposite-sex couple.

Education Level, Types of Skills, and Need to Work: If people need to work once they move (vs. being independently wealthy or already retired), is this a nation where immigrants of relatively little formal education could do well for themselves and enjoy life? Is this a country where skills in the building trades are highly valued? Is this country only a good bet for immigrants with graduate degrees? Any particular skills you know this country needs?

Income Level: To people of what income levels is life in this country accessible? Appealing?

Interests

- If your country is famed for its cuisine, consider recruiting foodies.
- If its mountain scenery is the country's claim to fame, recruit backpackers.
- If its architectural wonders go back thousands of years, recruit history buffs.
- If its ecological diversity is unparalleled, recruit ecology buffs and naturalists.
- If its museums are treasured by the world, recruit art buffs.

And so on. Based on what you know about your country so far, what sorts of hobbyists and interest groups might you appeal to?

Personalities

Are the people who move to this country likelier to be:

- Extroverts or introverts? (Is your country more crowded or spacious? Is the culture more sociable or reserved? Are most places loud or quiet?)
- Daredevils or Play-it-safes? (Does your country have isolated rural areas that are hard to navigate, plus natural wonders, a combination appealing to active daredevils? Or is it a country that's easy to navigate, plus cultural attractions, thus appealing to more cautious souls?)

Character sketch: Who is your audience?

In one paragraph, describe your ideal reader.

E n d o f S e s s i o n O n e a n d H o m e w o r k

Teacher Introduction

- Review the article prompt and assignment together.
- Remind students that they can and should draw on their notes and prewriting from prior classes for drafting their articles. If students get stuck, they should refer to their own prior notes.

Student Directions

Compose Your Pitch

Write a three-paragraph article for readers considering moving to your country. *Somewhere within the article, remember to anticipate a reader concern about or objection to your article, and address that concern.* For example, readers might worry that they don't speak the official language, and you can assure them that there are two other languages that are actually more commonly spoken by the country's residents.

Article structure:

Paragraph One

Hook: Catch the reader's attention with something distinct and intriguing about your country. Your hook is probably the first sentence or two of your article. For example: "Where can you eat Indian curry while speaking Dutch and listening to Afro-Caribbean music on the beach? The beautiful South American nation of Suriname."

Introduction: Lay out the purpose of your article and the basics of your case. Answer the questions: Who should relocate to your country? What are the benefits of doing so? If highly educated, middle-income, art loving, Buddhism-friendly families will enjoy life in Cambodia, say so, and explain how they will benefit.

Paragraph Two

Body of Evidence: Your second paragraph is your opportunity to back up the claims you made in your introduction. Now you can explain in more detail what you outlined in the introduction: what is so great about your country, and who will most enjoy it. Let your notes be your guide. Support your introduction's claims with appeals to the reader's emotions: wax poetic about the country's

spectacular beaches and SCUBA diving, its world-renowned museums, its people's famous openness to those from other cultures, its fascinating cultural diversity, its easy weather year-round, or other aspects of the place as appropriate.

Paragraph Three

Big Finish: Your conclusion should do more than summarize what you've already said. Your conclusion should bring the previous paragraphs to a sense of closure, but should also share one final appealing fact and a strong call to action: "After all, Fiji's national flower, tagimaucia, is known as the 'flower of love'—don't wait to claim your share of South Pacific romance!"

S e s s i o n T w o

Teacher Introduction

- Set expectations for presentations in terms of content, time, and methods.
- Remind students to lean on their notes and their articles if they get stuck.

Student Directions

Prepare Your Presentation

Convert your three-paragraph article into a verbal presentation. Imagine that your classmates are a group of people from around the world who are considering relocating. Your goal is a presentation that is well prepared and polished, yet conversational. In other words, you must ask yourself: How can I convey all that is in my short article without simply reading it from the page? (Boring!) Using index cards—or other materials, if you prefer—make yourself notes from which to speak to the class.

Teacher Introduction

- Remind students to take notes during presentations—they'll need those notes for the final reflective writing exercise.
- Students should keep track of where they would and would not be willing to move, and why.

Student Directions

Present

Students take it in turn to present their countries to the class.

E n d o f S e s s i o n T w o a n d H o m e w o r k

Reflect

Now that you have heard everyone's presentation, where, if anywhere that you heard about, would you be willing to move? And why? What have you learned along the way about your personal priorities for places to live? Do you value adventure, religious tolerance, scenery, cuisine?