

WORLD CULTURE TOUR GUIDE #3

(Time Maximum)

"Consider Moving to My Country Because . . ." Persuading with Text, Images, and Design

Lesson Sketch

Skills: Students *read* articles on countries around the world; *identify* an audience to address; *select* key facts and culture aspects of a country to share with that audience; *compose* short articles and other texts to persuade readers to move to the chosen country; *persuade* with logic and emotion in short essays, lists, and other text forms; *anticipate* reader objections and *persuade* with counterarguments; *arrange* and *design* articles in *newsletter* form, considering how design elements contribute to persuasive power; submit newsletter drafts for *peer review* and *revise* newsletters accordingly; *present* arguments to classmates; and *reflect* in writing about which countries around the world they would consider moving to themselves, and why.

Grades: 12

Time: Five 90-minute classes

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

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 regarding the country's economy, demographics, culture, climate, 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 to share with readers. Students design and compose a recruitment newsletter utilizing short articles, lists, and other text formats, as well as photos and other design elements. Throughout the newsletters, students persuade with both logic and emotion, anticipating and addressing reader objections with solid counterarguments. Students critique each other's drafts and revise based on peer feedback. 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, take notes on key facts, and identify what sort of person—in terms of profession, personality, interests, family status, income level, and other factors—might be interested in relocating to this country. Students select a newsletter template to use when writing to their readers. Students compose text elements for their newsletters including: a tightly crafted three-paragraph essay with a hook, introduction, body text presenting evidence for the introduction's claims, and concluding with a strong call to action; a frequently-asked-questions section; a bulleted list of crucial country facts; and assorted other elements according to the newsletter's design, the reader's needs, and the writer's vision. Students read and critique each other's newsletter drafts in small groups, then revise based on peer feedback. Students develop their newsletters into 30-second presentations to their classmates. After viewing all presentations, students reflect in writing about which countries they would consider moving to, and which factors most 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.
- Access to Microsoft Word and color printer
- Access to downloading free Microsoft Word newsletter templates

Instructional Plan

Student Objectives

Students will:

- Read, research, synthesize information, write to persuade, design to persuade, collaborate with peers (gracefully giving and receiving feedback on work in progress), and give presentations to peers that support, but do not repeat, their written and designed work.
- Select and synthesize facts from multiple sources into coherent arguments directed at specific readers using prose, lists, and design elements.
- Increase awareness of global issues by learning about countries around the world.
- Increase awareness of rhetorical strategy through composing arguments using logic and emotion, and critiquing peer arguments.
- Become more sophisticated global citizens.

Session One

Teacher Introduction

- Introduce students to the idea of persuading with text, images, and design via making choices 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.
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Learn about your chosen country: Read & take preliminary notes

- Go to Maps—understand where country is.
- Read AtoZWorldCulture.com or AtoZtheWorld.com articles Country Snapshot, Cultural Overview, Maps, Climate and Geography, The People, Demographics, Government (top few sections only, just to learn government type), Education, Cuisine, Points of Interest, Life Cycle, Women in Culture, Language (just learn a few key words to get a feel for it), and Religion.
- 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? (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 sectors of the labor market are largest now and/or predicted to grow?
 - How is the economy doing? How is it predicted to do in the coming years?
 - What kind of environmental pressures is the country experiencing? What kinds of economic pressures is the country experiencing? How are the two pressures interacting? (For example, in Cambodia, the growth of the logging industry has led to deforestation, which has led to soil erosion, which has led to declining river water quality, which has impacted the nation's fisheries—a big deal in a country famous for its freshwater fish, and where fish is the main source of protein for most citizens.)
 - How is the nation's education system? Is it free, or do families pay for children's education? What portion of the population has access to schooling? How long to people typically stay in school?
 - What is the country's literacy rate? Is it different for men and for women?
 - What is the life expectancy in the country?

- What's your impression of people's access to healthcare?
- What's your impression of the overall wealth and prosperity level of the country? How is that wealth distributed?
- What's your impression of the level of civil rights protection in the country? Are some people treated differently than others under the country's laws? Who is treated differently?
- 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?

S e s s i o n T w o

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?
- Pay attention to differences in areas such as life expectancy, education, literacy rates, distribution of wealth, gender equity, religion/s, language/s, major industries and sources of employment, cultural values, and climates.

Reflective writing pit-stop #1:

So far, what stands out to you about your country in comparison to others? What are its most appealing and least appealing points to you personally? Compose a paragraph answering these questions regarding what you've learned so far.

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 newsletter, 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? Remember that age is correlated to many other factors that will impact a person's decision regarding an international move, including income level, interests, and physical vitality.
- Ethnicity/Ethnicities: If your country is very ethnically diverse, then you can easily 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.

Teacher Introduction

- Direct students in transitioning to computer work stations to begin assessing design choices.
- Review with students the criteria for choosing a newsletter template.

Student Directions

Find Your Design: Choosing a Newsletter Template

Go to www.office.microsoft.com. Go to Templates, then look at Newsletter templates. Select a template to work with that a) suits what you believe to be the tastes of your readers, and b) has a format compatible with including the following elements:

- three-paragraph essay
- frequently-asked-questions section
- bulleted list of vital country facts
- photos and captions
- other features as you see fit to recruit your audience

End of Session Two and Homework

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. Offer appeals to both logic and emotion.

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 logic and to the reader's emotions: mention the nation's high per-capita GDP, long life expectancy, and great education system, then wax poetic about the country's spectacular beaches and SCUBA diving, its world-renowned museums, its fascinating cultural diversity, 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!"

Print copies for your peer review group: at least 3.

S e s s i o n T h r e e

Teacher Introduction

- Set expectations for peer review by discussing the elements of constructive criticism.
- Discuss revision strategies such as deciding what to change when reader feedback conflicts, and how to address large issues (transition sentences) first, and small issues (punctuation and spelling) second.
- Direct students to reconvene their groups of 4.
- Remind students to take notes during discussion so that they will have these notes to use when revising.
- Monitor groups and adjust pace so that all groups, hopefully, transition from peer review to new content at roughly the same time.
- Review the options for other newsletter content beyond the article, either now or at a transition moment.

Student Directions

Peer Review 1

Returning to your group of 4, take turns reading and commenting on each other's work. In writing and in conversation, address the following questions:

- What is the most appealing thing so far about this country to you, personally?
- Who is the writer's target audience? Can you tell?
- Is it clear what the writer is suggesting to the target audience? If not, how could the article's purpose be clarified?
- What do you guess is the most appealing thing in the article to the target audience?

- Is the article's hook exciting and intriguing? If not, do you see information later in the article that could be converted into a more exciting hook?
- How does the evidence offered support the introduction's claims? If it doesn't, what changes do you suggest? More evidence? Clearer connections between the evidence and the claims? Other strategies?
- Does the article appeal to both logic and emotion? If something's missing, let the writer know.
- Does the article anticipate and address a reader concern or objection?
- How convincing is the article's final call to action?
- How convincing is the article overall to you? How convincing do you think it is to the target reader? How could it be more convincing to the target reader?

Outlining Other Content

In addition to your three-paragraph recruitment article, you'll include several other components in your newsletter. They will include an FAQ section, a bulleted list of essential facts, and whatever other sections you decide your readers need—let your audience and your imagination be your guides.

Frequently Asked Questions

What if I don't speak Arabic? Can I get by on French? What if I only understand a little Dutch—can I get by on my German? Will I be able to openly practice my religion? How's the food? How's the weather? Where will my kids go to school? Will I have to live in a big city, or can I live in the countryside? These are the types of questions that run through the mind of someone dreaming of an international move. Make a list of 5–10 questions (as the room in your newsletter template allows) that would occur to your readers about your country, and answer them based on your research. Appeal to both logic and emotion.

Essential Country Facts

Location, climate/scenery, official language/s, official religion/s (if any), major cities . . . what else do your readers need to know? Make a list of 5–10 essential country facts based on your research, and create a bulleted list in which each fact is described with as much appeal as possible. Include some facts aiming to appeal to logic (good healthcare/education), and some facts aiming to appeal to emotion (world-renowned for architecture).

Other Sections

Knowing how the newsletter template you've chosen is arranged, create other items for your readers. Options include a Points of Interest section in which you share the highlights from the Points of Interest article you read in your own words, or invent a small game such as a word scramble or trivia quiz (with answers at the bottom or elsewhere in the newsletter). You're the writer, so use your best judgment and decide what to include. Whatever you choose, make an effort to appeal to both logic and emotion in these additional newsletter elements, just as you have elsewhere.

Homework

Student Directions

Revise

Revise your article based on your group's suggestions. Where readers offered conflicting advice, use your own best judgment—but know that when different readers are drawn to offer you advice about the same place in a piece, there is probably some kind of change needed there, even if it isn't the change those readers suggested.

Finish

Any portions of your FAQ section, bulleted list of Essential Country Facts, and/or other sections still in progress.

Session Four

Teacher Introduction

- According to classroom logistics, direct students regarding access to computer work stations.
- Review basic design elements such as hierarchy of information and effective titles.

Student Directions

Add Text and Photos

Using the texts you've created so far, and photos pulled from AtoZWorldCulture.com or AtoZtheWorld.com, assemble your newsletter.

Address:

- **Hierarchy of Information:** The newsletter's design, including elements like titles, subtitles, photos, and photo captions, should draw your eye first to the information that is most important. For example, if the first thing you see when you look at the newsletter is a list of the country's major markets for pomegranate export, that's a problem—unless the newsletter is aimed at would-be pomegranate exporters. When your readers first pick up the newsletter, what do they see?
- **Effectiveness of Titles:** Some titles, for clarity purposes, should function as labels: "Frequently Asked Questions." Other titles should intrigue the reader and invite him/her to be curious about the article: "How big is the largest freshwater fish in the world?" Consider which titles should serve what purpose in this particular newsletter, and make changes accordingly.
- **Relationship between Photos and Text:** Sometimes photos illustrate a text directly—the pictures you see in a dictionary are one familiar example of this approach. Sometimes photos aren't directly related to a text, but offer flavor missing in the text alone—a scenic shot of a beautiful mountain landscape, for example, might accompany an article about how to choose boots for hiking in Innsbruck, Austria. How should the photos you select relate to their respective texts? What's most effective in persuading your readers?

Teacher Introduction

- Set expectations for peer review by reviewing the elements of constructive criticism.
- Review revision strategies such as deciding what to change when reader feedback conflicts, and how to address large issues (transition sentences) first, and small issues (punctuation and spelling) second.
- Direct students to reconvene their groups of 4.
- Remind students to take notes during discussion so that they will have these notes to use when revising.

Student Directions

Peer Review 2

Returning to your group of 4, take turns reading and commenting on each other's work. In writing and in conversation, address the following questions:

- Personal reader response: Does moving to this country appeal to you after what you've read here? Why or why not?
- Target audience's reader response: Do you anticipate that moving to this country will appeal to the writer's target audience? Why or why not? For places in the text that are less effective, what changes do you recommend to bring them up to the level of the newsletter's better moments?
- Hierarchy of Information: When you first pick up the newsletter, what do you see? What's in large title-font vs. the smaller fonts of the article text? What changes do you recommend to the newsletter's layout so that the things you see first display the most important information?
- Effectiveness of Titles: Considering that titles can serve as labels or invitations, notice which titles should serve what purpose in this particular newsletter, and suggest changes as necessary.
- Relationship between Photos and Text: How do the photos currently in the newsletter relate to their respective texts? What's the effect on you as a reader? What, if any, changes do you recommend—to text, photo, or caption—to make the newsletter more readable at a glance, and more enticing?

S e s s i o n F i v e

Teacher Introduction

- Direct students to revise according to previously discussed strategies and peer feedback.

Student Directions

Revision:

Make changes as suggested by your group's response and your own best judgment.

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

Presentation Preparation

Let's say that you and your classmates are at a conference attended by professionals from around the world. You are each given 30 seconds to address those assembled, and to pitch the idea of moving to your country. How do you use your 30 seconds? That's up to you. You can show pictures of your country, share impressive facts, or invite your audience to play a trivia game about your country.

Do: Include an appeal to logic, an appeal to emotion, and anticipate and address an audience objection

Do not: Read your newsletter text aloud.

Beyond that, how you use your time is up to you. Your goal is to recruit people to move to your country—put your best persuasive energy into deciding what information and strategies are *crucial* to share when you have just 30 seconds.

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

There's no business like show business.

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

Student Directions

Reflect

Now that you have read several newsletters and 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 most value adventure, religious tolerance, scenery, cuisine? Write at least three paragraphs mulling over this experience, and what you've learned about your own preferences with regard to place.