

**Anjana Radhakrishnan - Lesson Week 4 - ESL 23 - Aug. 14<sup>th</sup>, 2019**

<b>Lesson Plan:</b>	<i>Ramy</i> : Being an Arab American Muslim in the US
<b>Duration:</b>	2 Hours 20 Minute Lesson
<b>Previous Week:</b>	Viewed <i>Jane the Virgin</i> , discussed the telenovela/soap opera genre, contextualized undocumented Latinx experiences in the US
<b>Objective:</b>	Students will learn about the historical, socio-cultural, and political contexts that shape Arab American Muslim experiences in the United States. After a brief overview of key characters and television genre, we will identify new vocabulary and idiomatic phrases before discussing key themes presented in the material.
<b>Previous Week:</b>	Vocabulary and idiomatic phrases related to discussions of the telenovela/soap opera genre, undocumented Latinx experiences, citizenship and belonging, fear of government institutions, secrecy, friendship, and sexuality
<b>Subsequent Week:</b>	Mid-term panel presentation workshop session; field trip to international student resources

N.	Task	Min	Description	Use
1	Ice Breaker	10M	<p>Collect Blue Books from students.</p> <p>Draw 2-3 new students to lead the ice breaker activity, Sentence Starters. The student leads will instruct each student to write down the beginning of a sentence on a slip of paper. Each student will randomly draw a slip of paper. They will have to read out loud the beginning of the sentence, then improvise an ending to the sentence that makes sense.</p> <p>While students are engaged with the ice breaker activity, I will be reviewing the Blue Book reflections and incorporating student thoughts into the discussion.</p>	<p>Warm up</p> <p>Community building</p> <p>Undertaking leadership roles in the classroom</p>
2	TV Show Background & Thematic Context	15M	<p>Students will be given a worksheet to fill out with information covered in the presentation.</p> <p>The instructor will present background on the television show including:</p> <ul style="list-style-type: none"> <li>• Showrunner overview               <ul style="list-style-type: none"> <li>○ Personal background - <a href="#">interview with Entertainment Weekly</a></li> <li>○ Previous work - <a href="#">stand-up guest on The Colbert Report</a></li> <li>○ Critical reception of television show - <a href="#">Rolling Stone review of Ramy</a></li> </ul> </li> <li>• Genre overview               <ul style="list-style-type: none"> <li>○ Short story format – complicates our understandings of secondary characters, traces character development over a constrained amount of time (an hour, a day, a week), often follows traditional three- or five-act structures</li> </ul> </li> <li>• Major characters, relationships, and plot points students need to know before they watch this episode               <ul style="list-style-type: none"> <li>○ Maysa Hassan – the central character of the episode, a middle-aged, first-generation, Egyptian, Muslim, female immigrant to the United States, highly educated, speaks Arabic, English, and French, primary occupation – homemaker, married to Farouk Hassan, mother to Ramy Hassan and Dina Hassan</li> <li>○ Farouk Hassan – Maysa Hassan’s husband, a middle-aged,</li> </ul> </li> </ul>	<p>Teach Information</p> <p>Prepare students to engage with core text</p>

			<p>first-generation, Egyptian, Muslim, female immigrant to the United States, speaks Arabic and English, primary occupation – office job, father to Ramy and Dina</p> <ul style="list-style-type: none"> <li>○ Ramy – the primary protagonist of the show, plays a secondary role in this episode, a young adult, second-generation, Egyptian, Muslim male who grew up in northern New Jersey</li> </ul>	
3	Pre-Screening Free Write Activity	5M	<p>Each episode will be accompanied by an episode analysis handout that includes sections for pre-screening free write, guided viewing, and post-screening partner discussion.</p> <p>During the pre-screening free write, students will jot down any thoughts, questions, reactions to the background information presented. Students will then discuss their free write with a partner.</p>	Reflect
4	Screening	25M	<p>View <i>Ramy</i>, S1 E7, “Ne Me Quitte Pas”</p> <ul style="list-style-type: none"> <li>• <a href="#">IMDB episode page</a></li> </ul> <p>During the screening, students will fill out the guided viewing section of the episode analysis handout. This section will consist of fill in the blank, matching, and short answer response questions that guide students through the plot, key vocabulary, and core themes.</p>	Engage
5	Post-Screening Partner Discussion	5M	<p>With a partner, students will discuss the guided viewing section and jot down any thoughts, questions, reactions to the episode presented, as well as any new vocabulary words or concepts encountered during the screening.</p>	Reflect
4	Break	20M	<p>Break between information segment and the group activities to come.</p>	BREAK
5	Whole Class Discussion	5M	<p>Get everyone settled in. Follow this with a collaborative review of the episode presented. Discuss initial thoughts, questions, and reactions as well as any new vocabulary and concepts encountered in the material. This gives the students a chance to recall after a short absence, while pulling the information back into sight to use in the next activity</p> <ul style="list-style-type: none"> <li>• Be sure to elicit important information. Do not rehash what was just provided to them. This will help to ensure that they are processing the material in a meaningful way.</li> </ul>	Content Review
6	Group Activity	20M	<p>Break students into groups of three to discuss the episode in more depth. Each group will generate a list of cultural themes/aspects explored in the material and select a cultural theme/aspect they’re interested in focusing on. The group will then come up with a description of this theme that doesn’t use the word or phrase itself. One person in each group will present this description.</p>	<p>Activate</p> <p>Students Generate Synthesis Activity for Lesson</p> <p>Present</p>
7	Common Conversational Phrases	5M	<p>During the ride shares in this episode, Maysa and her passengers use common conversational phrases while they engage in small talk. Using a handout, we will discuss the meaning and use of the following phrases:</p> <ul style="list-style-type: none"> <li>• “Help yourself.”</li> </ul>	Expansion

			<ul style="list-style-type: none"> <li>• “Here’s good.”</li> </ul>	
8	Cultural Themes/ Aspects Activity	25M	<p>Tables will be set up to be stations for each major cultural theme/aspect explored in the episode. Students will select which theme they are interested in learning more about. At each station, there will be materials that provides context to a specific theme/aspect of American culture. Students will engage with materials in their small group, discuss it, then share it with the rest of the class.</p> <p>For this episode, the themes/aspects and related materials will include:</p> <ul style="list-style-type: none"> <li>• first-generation immigrant experiences – listen to podcast clips from <a href="#">Code Switch, “Immigration Nation”</a></li> <li>• depression – read academic article abstract from <a href="#">Current Opinion in Psychiatry, “Postpartum depression among immigrant women”</a></li> <li>• loneliness – read excerpts from <a href="#">Jhumpa Lahiri’s 2013 novel The Lowland</a></li> <li>• motherhood – read about the history of the term ‘mom’ in America in <a href="#">a news article for The Boston Globe.</a></li> <li>• long-term romantic relationships – listen to <a href="#">“The Story” by Brandi Carlile</a> and <a href="#">“You’re The Best Thing That Ever Happened to Me” by Gladys Knight</a></li> </ul>	<p>Activate</p> <p>Students Generate Synthesis Activity for Lesson</p> <p>Present</p>
9	Mid-Term Panel Presentation Check-In, Q&A	5M	Remind students to be prepared to workshop their panel presentations during the next class session. Answer any student questions.	<p>Reminder</p> <p>Assignment Clarification</p> <p>Question segment</p>
10	Contingency Plan 10 MINUTES		If time permits, have one student volunteer his or her idea for their panel presentation that is coming up in the course. Use this example to provide tips and strategies on how one might develop the idea.	