

## EDUC 8545A: Language Teaching for Social Justice

Oliver Block

### Social Class Lesson Plan

School/Institution: ESL context; Intensive English Program (IEP) associated with a US university; international students attend an IEP to improve their English before enrolling in a US university with English as a medium of instruction

Grade/Level: 18 -20-year-old Ss, upper-intermediate (B2) level

Language: English

Course: English for academic purposes (EAP) using all four skills; course is about aspects of American culture; 50-minute lesson which meets twice a week

### Rationale Statement

In a previous lesson social class was introduced to the Ss. Social class within the US is most often defined by income/wealth but there are many other social markers as well such as health, employment, homelessness, level of education, place of education, entertainment, and communication style to name a few. The debate about how easy or hard it is to change (upward mobility) your social class often begins and ends with the constraints and restraints of society. In a democracy, the most powerful tool a citizen has to change society is their vote. This lesson will focus on the US voting process. The main source of information is a short animation video discussing the basics of the US voting process. The video provides enough knowledge to the uninformed to build a 50-min lesson on without going in-depth on any stage of the process. It is timely as there is a national election this week but this topic is applicable at any time of the year. This is designed as an in-person class environment but can be easily adapted for an online environment.

### Objectives

| Content Objectives                                                                            | Language Objectives                                                                                                                              |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| (CO1) Understand the basics about the US voting process<br>(CO2) Understand a basic bar chart | (LO1) Identify voting vocabulary<br>(LO2) Interact spontaneously and in real time<br>(LO3) Convey ideas according to the stated form and purpose |
| Social Justice Objectives                                                                     |                                                                                                                                                  |
| (SJO1) Evaluate social class issues related to income and voting                              |                                                                                                                                                  |

## Materials

- <https://edpuzzle.com/media/5fad80f495b32b4086ba5c96>
- Appendix A: Vocabulary words
- Appendix B: Questions on the video
- Appendix C: Graphic organizer for in-class activity
- Appendix D: Sample BINGO card
- Appendix E: Source for homework activity

## Procedures

| Pre-Activities: Description                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Time Frame | Objective(s) Targeted |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------|
| *(HW) 1. Prior to watching the video review and look up missing voting vocabulary using the handout (Appendix A) which are words heard on the video then watch the video and answer the questions embedded using Edpuzzle (see Appendix B) about the US voting process (~5:30): <a href="https://edpuzzle.com/media/5fad80f495b32b4086ba5c96">https://edpuzzle.com/media/5fad80f495b32b4086ba5c96</a>                                                                                 | ~ 30 min   | CO1<br>LO1            |
| 2. In-class: T led discussion about what the significance of November 3rd is. Brief review of the voting process: who, when, where, how. Each S gets a different BINGO card (Appendix D) to mark off voting vocabulary that is mentioned by either the T or another S.                                                                                                                                                                                                                | ~10 min    | LO1<br>CO1            |
| During activities: Description                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Time Frame | Objective(s) Targeted |
| 1. In triads (T assigned) T provides instructions: Ss fill in the graphic organizer (Appendix C) identifying as many Pros and Cons about the system as possible (min 2 each). Ss will write at least 1 question that they have about any part of the process/system to be asked during the following discussion.                                                                                                                                                                      | ~15 min    | CO1; LO1;<br>LO2      |
| 2. T reviews groups Pros/Cons/Ques in class discussion asking for volunteers who will write their answers on the white board and later explain their group's answers. T and/or class will attempt to answer the questions. Unanswered questions will be extra credit as hw. Leads into the transition question: Guess the voting turnout in the last (2016) US national presidential election? Answer 58%. The next activity will have the Ss think about why this turnout is so low. | ~10 min    | CO1; LO1;             |
| 3. In pairs (T assigned) Ss read, understand, analyze, and discuss the chart on voter turnout (Appendix E). T introduces activity will a basic review of a chart layout (x and y-axis orientation) before introducing the essential question:                                                                                                                                                                                                                                         | ~10 min    | CO2; LO1;<br>LO2      |

|                                                                                                                                                                                                |            |                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------|
| - Why might incomes affect voter turnout (both at the high and low end)?                                                                                                                       |            |                         |
| <b>Post Activities:</b> Description                                                                                                                                                            | Time Frame | Objective(s) Targeted   |
| 1. T explains the hw assignment which involves writing about the essential question using information discussed in the previous group activity or other research.                              | ~5 min     | CO2; LO1; LO2           |
| 2. HW: write a 150-200-word short answer to the question: What are possible reasons that income affects voter turnout in the US? Justify your answers. Focus on the who, when, where, and how. | ~30 min    | LO1; LO2; LO3; CO1 SJO1 |

### Formative Assessment Strategy

I will use formative assessments throughout the lesson. The video questions will be automatically scored online for my observation. The vocabulary sheet will be filled out by the Ss as hw and the BINGO game sheets will be a fun means to have Ss listen for and use the vocabulary in class. During the class discussion I will evaluate the Ss responses and interactions to both my questions and the responses of the other Ss. During the two group work activities I will float and monitor the Ss ability to stick to the task, produce meaningful ideas using appropriate communication skills, and ability to provide a final product.

### Differentiation

The group activities will comprise different Ss for diversity of ideas and abilities. Additionally, the group activities are limited only by the Ss creativity and ability to critically analyze and think about the voting process. The hw assignment allows for agency as the Ss can research the topic or use answers from the class discussion in their short answer essay.

### Reflection

The content is interesting, current, and authentic (as an informative video). The lesson is flipped design which encourages Ss autonomy away from the class and interaction in the class. The lesson involves all four language skills: listening, speaking, reading (chart), and writing.

There might be Ss who know a lot about the US election process and others who know nothing about the process. The lesson is designed for a student who knows nothing about the process but causes all Ss to critically think about the process and its possible impact on different social classes.

A threat is that the lesson is US-centric and, although pertinent since the Ss are living and studying in the US, Ss may not be interested in the topic. The timing of the lesson during a voting time-period may help get disinterested Ss involved but regardless of the timing, the connection to a social justice issue should be of interest to all Ss.

## Appendix A

### Voting Vocabulary

register - (verb) to enroll formally on an official list

public assistance - (noun) government aid to needy, aged, or disabled persons and to dependent children

political party - (noun) \_\_\_\_\_

primary election - (noun) a process by which voters can indicate their preference for their party's candidate

candidate - (noun) a person who is nominated or qualified for a political job

debate - (noun) \_\_\_\_\_

biased - (adj) \_\_\_\_\_

status quo - (noun) the existing state of affairs

cast - (verb) \_\_\_\_\_

ballot - (noun) \_\_\_\_\_

precinct - (noun) the region immediately surrounding a place

secret ballot - (noun) a ballot that is marked in secret

## Appendix B

### Questions Embedded in Video

1. Every state requires voters to register in order to vote (true / false).
2. How did the National Voter Registration Act of 1993 make registration easier (multiple choice)?
3. In Pennsylvania a registered voter can vote in any political party's primary election (true / false).
4. What are some ways that a voter can learn about the candidates (multiple choice identify two)?
5. What are some common ways (from the video) to decide which candidate to support (multiple choice identify three)?
6. What detail about voting is NOT determined by each state (multiple choice)?
7. Where are polling places most likely to be located (multiple choice identify two)?
8. How long do most voters have to wait (multiple choice)?
9. What is the reason for a secret ballot (multiple choice)?
10. Who counts and certifies the winner of the election (multiple choice)?

## Appendix C

### Graphic Organizer for Voting Activity

|                                       | Pros | Cons | Questions |
|---------------------------------------|------|------|-----------|
| <b>Note 1:</b><br>Who gets to vote?   |      |      |           |
| <b>Note 2:</b><br>When do they vote?  |      |      |           |
| <b>Note 3:</b><br>Where do they vote? |      |      |           |
| <b>Note 4:</b> How do they vote?      |      |      |           |

Helpful

Questions:

**Note 1:** Do they have to register to vote? Who gets to register?

**Note 2:** How long do elections take? Is election day a holiday?

**Note 3:** Do they go to a physical building? Are the buildings special in any way?

**Note 4:** Can they vote electronically? Can they vote using paper ballots?

Appendix D  
Sample BINGO Card

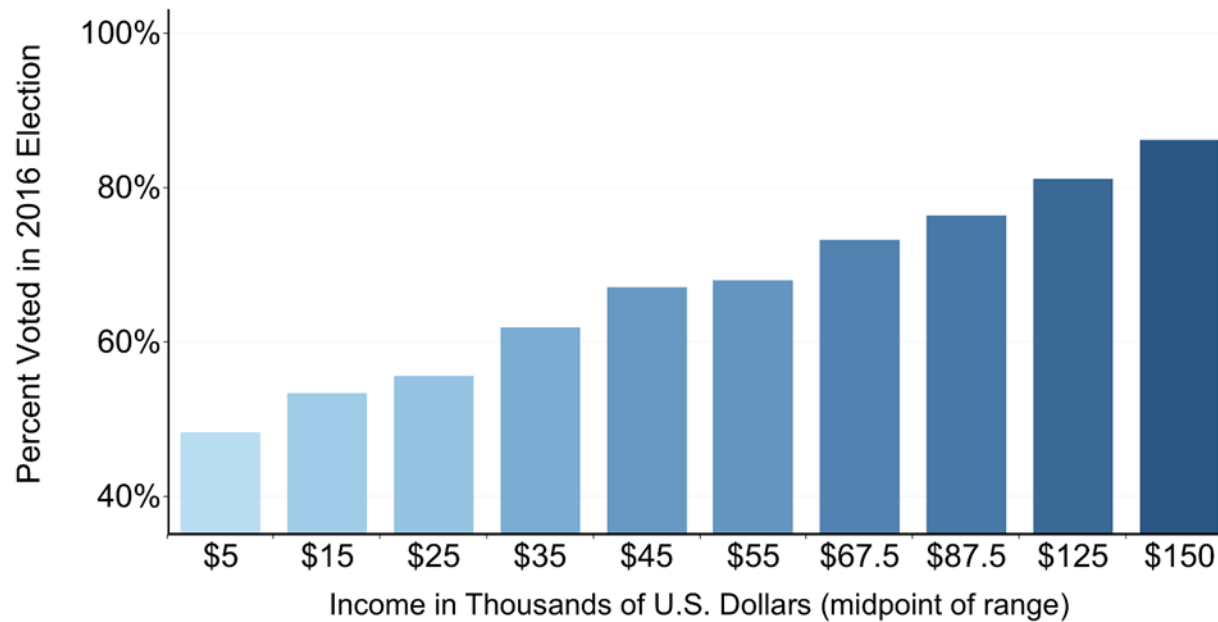
|                     |                    |                      |
|---------------------|--------------------|----------------------|
| candidate           | political<br>party | biased               |
| primary<br>election | FREE               | public<br>assistance |
| status quo          | debate             | ballot               |

Created using the Picture BINGO Card Maker @ [eslactivities.com](https://www.eslactivities.com) (This notice must remain on this card.)

Appendix E  
Graph

# Voter Turnout by Family Income

## 2016 Election



Source: Current Population Survey

EconoFact [econofact.org](http://econofact.org)