

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Social Studies	Cognitive Skill Level - Evaluation	Correlation to Framework - 02.09, 02.10; 01.06	Lesson Number - 03
<p>Activity Title - Who Am I Anyway?</p> <p>Goal/Objective</p> <p>To read and interpret an informational article, which will be used as the basis for a persuasive essay.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Something new was added to the 2000 census and it has many minority groups very disturbed. For the first time, an individual was allowed to identify him/herself by more than one race. This has made some leaders worried, but others seem to like the idea because they say an individual needs to have a way to identify his/her true cultural background.</p> <p>Activity</p> <p>Using information from the United States Census Bureau and the 2000 Census Information, briefly discuss the idea of census identification. Provide each student with a handout on the informational article. Have the students read the article and then write a persuasive essay to convince others that his/her opinion about the use of multiracial identification is the correct one. Discuss that newspapers often use persuasive writing to get their view across to the reader and possible to change people's way of thinking.</p> <p>Debriefing/Evaluation Activity</p> <p>Have the students discuss how this new change affects them in their every day life. The students need to realize that some very important decisions are based on the ethnicity of an area. Discuss how Florida has been impacted by the new census. Funding issues at the local and state levels, additional seats in the House of Representatives, changes in state and local representation, etc. are some of the ways in which the census will impact our state.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout - Groups Struggle Paper, pencil, highlighter • Dictionary • Real-world forms • Computer/Internet access • Website - U.S. Census Bureau http://www.census.gov/dmd/www/2khome.htm
<p>Real-Life Connection</p> <p>How many of you know your ancestral background? Have you ever thought about your cultural make-up? Think about what you mark when asked to mark your race? Do you wish there was a true way to count your entire heritage fairly?</p> <p>Have students look at different types of forms that require one to identify his/her racial background. This may include such things as tax forms, voter registration, driver license, mail-in questionnaires, etc.</p>			<p>Extension Activity</p> <p>Ask twenty people outside of the classroom what they would mark their race to be on the census. How would you re-write the section on the census to show the race of the person filling it out? Using the information you gathered, create a way for people to identify themselves.</p> <p>ESE/ESOL Accommodations</p> <ul style="list-style-type: none"> • Provide graphic organizer with concepts listed. • Provide a peer helper for those students who need help in writing down their ideas. • Allow extra time for the writing. • Provide a summary of the lesson both orally and in writing.

GED 2002 Teachers' Handbook of Lesson Plans - Script

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Activity Title - Who Am I Anyway?

Introduction

Ask: What was the new addition that was made to the 2000 census? Answers should bring out the fact that people could identify themselves by more than one race. *Ask:* What was the purpose for this change? Discussion should include the fact that this gave people a better way of identifying themselves and their ethnicity.

Main Activity

Pass out the handout. *Say:* Each of you will read and interpret this article. Then you will write a persuasive essay. Often times, newspapers write in a persuasive manner. The writer wants others to agree with what his/her opinion is. *Ask:* Where else do you see persuasive writing in your daily life? Answers may include: advertisements in the newspaper, billboards, magazine articles, etc. *Say:* Your essay will try to convince your fellow classmate that your stance on the issue is the correct one. The purpose of your essay is to convince others that either multiracial identification or one race identification is the correct way to be identified.

Closure/Conclusion

Ask: Will being able to identify yourself as multicultural affect you in any way? Would you identify yourself differently now than you did before? Why or why not? How will the change in the census affect our state? Discuss the different types of funding, representation, etc. that are affected by the census.

Follow-Up Lessons/Activities

Poll the class as to who is for and who is against multi-racial identity. Then divide the essays that were written in class by their stand on the issue. Students will read their persuasive essays to the class in an effort to persuade the ones on the opposing side to change their position. End the lesson by taking another poll and see if any students were persuaded to the opposite side.