

Unit Synopsis

Tolerance as a Vehicle for Improving the Speaking Proficiency of ELLs

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This unit was developed as a 10-12 day curriculum for a Social Studies block of about one hour in length. It was designed for students with entry to low-intermediate levels of English language proficiency in a Sheltered Instruction Observation Protocol setting, but could be adapted for use with a pull-out group of ELL students. It guides students through an overview of the characteristics of each major world religion (Christianity, Islam, Buddhism, Judaism, and Hinduism, and Sikhism) using comprehensible input, and subsequently leads them through the concept of intolerance by incorporating SIOP model strategies effective for teaching English Language Learners. Lessons focus on the meaningful, engaging use of oral language to build students' confidence in an environment where the affective filter is low. The unit includes the supported study of texts chosen to best convey the abstract topics of religious beliefs, prejudice, and tolerance while simultaneously increasing English vocabulary. The culminating third section of the unit will use students' acquired knowledge about religious differences and intolerance to introduce what it means to practice tolerance in one's daily life. Students will conclude the unit with an understanding of how to interact with those different from themselves in a tolerant manner using English.