

# Lesson Plan: Coming to a New World

## LESSON BASIS

**Historical Turning Point:**

Arrival of Settlers in the New World

**Lesson Topic:**

Reasons for coming to a new country

**NRS Level:**

Low Intermediate ESL

**Lesson Goal:**

Gain an understanding and appreciation of the goals, values, and struggles of the early colonists

**Student Outcomes:**

Use vocabulary specific to this topic in history. Use new ESL vocabulary relevant both to daily needs and historical information. Apply the past tense correctly. Illustrate understanding of the settler's journeys to the colonies by describing a particular settler

**Vocabulary Focus:**

immigration, early settlers, conflict, opportunity, religion, family, expect, find

## Engagement

**Materials:****Outline:**

- Lead a whole-class discussion on why students came to the U.S.
- Ask students why they came and decide as a group if everyone came for a different reason or if some reasons were similar.
- Decide on some categories of why people came.

## Presentation: Reasons for Immigration

**Materials:**

- Overhead transparency of Handout #1

**Outline:**

- Show picture of Reasons for Immigration
- Teach and practice the vocabulary contained in the picture using pictures, examples, and definitions.
- Have students compare their reasons for immigrating with these.
- Brainstorm a list of additional reasons. Save a copy of the list for future classes.

### **Practice: Why People Come to a New Country**

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#### **Materials:**

- Handout #1

#### **Outline:**

- Give students the handout.  
Have students fill out the chart in small groups.

### **Application: Why I came to the United States**

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#### **Materials:**

- Handout #2

#### **Outline:**

- Fill out chart on board as a model.
- Have students complete the handout and then share with a partner.
- Then have two pairs make groups of four. Have each person tell the reasons their partner came to the U.S. to the group. Encourage the students to ask follow-up questions.
- Ask for volunteers to share something about themselves or something interesting they learned about a classmate.

### **Presentation: Early Settlers Vocabulary**

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#### **Materials:**

- Handout #3

#### **Outline:**

- Teach the Early Settlers Vocabulary using pictures, examples, and definitions.
- Have students do the vocabulary activities on the handout and then debrief with them.

### **Practice: Early Settlers – Reading**

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#### **Materials:**

- Handout #4:
- Historical world map  
and/or Current world map

#### **Outline:**

- Read about the early settlers with your students. Use a current and/or historical map to demonstrate where they came from and ended up.
- Have students complete the sentences about the early settlers.
- Review simple past tense (he was, she traveled, etc.) Put students in groups and have them find a similarity about two of the early settlers and make a sentence about it. Then have them find a difference.

#### **Optional Extension:**

- Have more advanced students do Internet research on these early settlers.

## **Presentation: Expect and Find**

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### **Materials:**

- Overhead transparency of Handout #5

### **Outline:**

- Teach the new vocabulary *expect* and *find*. Make a transparency of the picture of the log cabin and cover half of it and ask the student what they expect to see in the other half.
- If necessary, use some everyday examples illustrate the point. Ask students questions such as “What do you expect when you go to a restaurant?” “What do you expect when you go to the library?” “Did you ever find something different than you expected?”

## **Practice: Jorge’s Story**

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### **Materials:**

- Audio files of Jorge’s Story
- Handout #6

### **Outline:**

- Play Jorge’s story several times for students.
- Have the students answer the questions about Jorge individually or in pairs.
- Have students make sentences about their expectations and what they found. Have a few students share how what they found was different than what they expected. Ask other students if they had similar experiences.

## **Application: Expectations and Findings of Early Settlers**

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### **Materials:**

- Handout #7:
- Handout #8:

### **Outline:**

- Before starting the application activity, review the vocabulary words *expect* and *find* and remind students of the past tense forms.
- Put students in groups and assign each group one of the early settlers. Have each group make sentences using *expect* and *find* about that early settler. If the reading level is high enough, give the groups the Extended Profiles of the four featured early settlers or let them look up the person online.
- Form new groups containing at least one person who has studied each early settler. Have the students ask each other questions so that they can fill out the chart.

## Optional Extension Activities

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### Materials:

- Handout #9
- Handout #10

### Outline:

- Use the Extended Profile of the Palatines and do similar activities as above. Emphasize the grammar point of using *were* instead of *was*. Talk about how they were driven out because of conflict and brainstorm other examples.
- Have students think of questions they'd ask one of the four early settlers if they could. Then choose a student to role play an early settler in front of class and have other students question them. A profile of an additional early settler, Lady Charlotte, can also be used.
- Have students discuss their own expectations about their future (such as the next job they want or what will happen once their child begins school.) Then lead a discussion about what people do when their expectations don't match reality.
- Invite outside speakers who have been through a transition to come and talk about what they expected and what they found. One example would be a student who has left the ESL class for a university class.