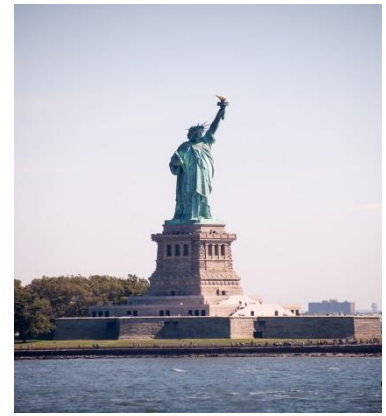


Séquence 1

## Welcome to America

Lesson Plan:



(pexels.com)

Resources:

[Poetry Writing Lessons for Kids – Kenn Nesbitt's Poetry4kids.com](#)

[Teach This Poem: "The New Colossus" by Emma Lazarus | poets.org](#)

[Teaching The New Colossus: Poetry, Student Voice, And American Identity - Re-imagining Migration \(reimaginingmigration.org\)](#)

Rhyming online dictionary for kids :

[Rhyming Dictionary – Kenn Nesbitt's Poetry4kids.com](#)

Rhyme scheme lesson plan and exercises :

[Rhyme Schemes – A Poetry Lesson Plan – Kenn Nesbitt's Poetry4kids.com](#)

Music video on YouTube TOUR THE STATES by Renald Francoeur :

[Tour the States - Official Music Video - YouTube](#)

karaoke version :

[Tour the States Karaoke WITH LYRICS on screen - YouTube](#)

Lyrics+ map of the video :

[Microsoft Word - Tour of the States lyrics.docx \(weebly.com\)](#)

Browse Google Royalty-free images of :

- The Statue of Liberty/Empty map of the USA with States
- The Colossus of Rhodes
- The Statue of Liberty
- The Statue of the Liberty outline
- Printed mind map made from students ideas

[What is a semantic field? | MyTutor](#)

[What is Personification — Definition and Examples for Writers \(studiobinder.com\)](#)

[Comic Strip Ellis Island Storyboard by 1897bb0b \(storyboardthat.com\)](#)

[American Dream Facts for Kids \(kiddle.co\)](#)

[3-year-old blows away audience with poem for Black History Month! - YouTube](#)

Duration/6 weeks (4 hours per week)

### OBJECTIVES :

- Although very young, students are introduced to poetry, rhyme and rhythm in a fun way through multiple media which will allow them to explore and learn more about this literary genre.
- Cultural immersion is at the center of this sequence with the famous poem THE NEW COLOSSUS by Emma Lazarus.
- Themes like immigration in the USA, the American dream and the geography of the country are an introduction to the rest of the school year American civilization and literature discovery.

### Skills, language and communication activities :

- Listening : Listen to the song/watch videos
- Speaking : express yourself alone or through interaction/sing a song/say a poem
- Reading : read a poem/a song's lyrics
- Writing : write your own poem in rhymes
- Grammar : give orders/3rd person present tense/past tense
- Vocabulary : Name of States/poetry vocabulary/speech figures
- Literature : poetry as the first genre we will study this year

[The Colossus of Rhodes: Ancient Greek Mega Statue | Ancient Origins \(ancient-origins.net\)](#)



## **WEEK 1:**

### **FIRST CLASS 2HRS**

#### **ANTICIPATING :**

- Build an empty mind map on the board with key words in the middle TITLE OF THE SEQUENCE: WELCOME TO THE USA. Ask Students to come to the board and write everything that comes to their mind (single words or expressions, NO SENTENCES) when they read that caption.
- CORRECT TOGETHER (spelling) /make a selection of more relevant expressions or words by erasing what you don't want to keep
- With this have students GUESS what we will be studying in the sequence: THE USA... but what topic? Make suppositions and don't give answers leave suspense...
- Give students time to copy the mind map on their notebooks
- **HOMEWORK :Announce TEST for the next class : Students must memorize words of the mind map.**

#### **Activity 2 :**

Introducing **lexical field or semantic field or family of words**= give simple definition

- « *Semantic (or sometimes called lexical) fields are a technique often used by writers to keep a certain image persistent in their readers' mind. They are a collection of words which are related to one another could it be through their similar meanings, or through a more abstract relation.*
- *For example, if a writer is writing a poem or a novel about a ship, they will surely use words such as ocean, waves, sea, tide, blue, storm, wind, sails, etc... Again, it is a collection of words which relate to each other in a **semantic** (which means meaning) or abstract way. »*

**[What is a semantic field? | MyTutor](#)**

- Start activity in class in groups of 2 : put words of the mind map together if you feel like they belong to the same **semantic field** **HOMEWORK : finish the activity at home**

### **NEXT CLASS 2HRS:**

- GIVE TEST: give an empty mind map and ask to fill with 10 words or expressions they remember: mark on 10. //ORAL CORRECTION TO RESHUFFLE and distribute printed mind map to glue on notebook.
- Correct homework on semantic fields.

### ACTIVITY 1 :

TEAM WORK= Split class in 5 groups of 4 to 5 students. Distribute cut strips of EMMA LAZARUS poem THE NEW COLOSSUS (PRINT THE POEM 5 times and cut each verse into strips /tie with elastic band : each group has a little bundle)

- Write the first verse of each stanzas on the board and ask students to communicate together to rebuild the poem.
- Correct with them by writing their right proposal on the board/create competition between groups ! MORE FUN FOR THEM !
- Pick back bundles and give students time to copy the poem on their notebook.
- When done distribute printed version of the poem (why make them copy first and then give printed version ? writing improves memory+ it's a good way to chill out and refocus after excitement of previous activity)
- READ POEM ALOUD TOGETHER (each student reads a line)
- Ask students to pick 4 colors neon markers and focus on the end sound of each verse: underline the same sound with the same color. WORK IN PAIR WITH NEIGHBOR
- Correct together and introduce the RHYME definition  
Use [Rhyme Schemes – A Poetry Lesson Plan – Kenn Nesbitt's Poetry4kids.com](https://www.poetry4kids.com/lesson-plans/rhyme-schemes-a-poetry-lesson-plan-kenn-nesbitts-poetry4kids.com) and write lesson on the board
- Give students time to copy the lesson on their notebook

**HOMEWORK: LEARN THE LESSON and the different RHYME SCHEMES**

### ACTIVITY 2 :

Distribute exercise sheet going with lesson plan :

*Explain instructions:*

*Read the following poems by Kenn Nesbitt.*

*For each poem, identify the rhyme scheme and write it below the poem.*

Let students work alone this time: ask them to do the first one then : **HOMEWORK : FINISH THE EXERCISE SHEET AT HOME**

**-ask students to bring along french/english dictionary from home for next class for those who have it/Else you'll use the library's.**

## **WEEK 2 :**

### **FIRST CLASS 2HRS**

- Give back tests
- Reshuffle lesson on rhyme schemes
- Correct exercise sheet of Rhyme schemes

#### **ACTIVITY 1 :**

- Back to the Lazarus Poem: ask students to identify the rhyme scheme of THE NEW COLOSSUS bases on what they underlined and the lesson.
- Write lesson on the board to define a Sonnet and a Sestet
- Give students time to copy the lesson on their notebook.

-HOMEWORK= learn the lesson on THE NEW COLOSSUS RHYME SCHEME

-Using the exercise sheet write your own 4 verse poem following the rhyme scheme of your choice: theme : everyday life/pets/family/school. Keep it simple !

#### **ACTIVITY 2 :**

##### **READING : GLOBAL UNDERSTANDING :**

-Ask students to read the poem again and make suppositions about what it talks about: write suppositions in a corner of the board to come back to them later  
Use MAYBE...

##### **READING : DETAILED UNDERSTANDING :**

-Build a mind map on the board and ask students to : circle with a pencil the words they know and they can explain on the printed version/ Tell you so you fill in the mind map on the board with these words/copy the mind map on their notebook.

-Now pick remaining words that they don't understand.

-DICTIONNARY SEARCH: METHODOLOGY OF THE USE OF THE FRENCH/ENGLISH dictionary

-Resolving unknown vocabulary.

- Now that vocabulary has been explained, regroup the words into lexical fields. PAIRWORK and correct with them on the board.
- Give students time to copy the correction

**These lists of words are important because they will help students with writing their own poem later !**

### Activity 3 :

-Project the picture of the Greek Giant on the board: Have students say what they see and link to the poem verses. Some will say it makes them think of the Statue of Liberty or ask if it's the statue of liberty. Don't answer.

-Draw their attention on the first verse of the Poem: « NOT LIKE THE BRAZEN GIANT... » and draw attention on the difference the poet is making between the Giant and « A MIGHTY WOMAN » Who can this woman be? Is it a real woman? Most will say no, some will say it's the Statue of Liberty.

-Project the two pictures next to each other and compare using the poem verses. It makes sense now!

-Write a lesson on the board to explain the poem while you play a questions and answer game with your students to teach them to write and participate at the same time including the suppositions they made previously (this lesson is important as it will be the base of your next MCQ test)/add few facts about Emma Lazarus and important dates.

-Give students time to copy the lesson on notebook.

-**HOMEWORK:** Learn the questions and answers for the MCQ TEST next class!

-Print a picture (or draw if no printer at home) of the Statue of Liberty and label the drawing with « body parts » mentioned in the poem.

-Report underlined vocabulary in margin on the notebook

### NEXT CLASS 2HRS:

-MCQ TEST/oral correction straight away

-Reshuffle the lesson on the RHYMES SCHEMES and oral correction of the 4 verses poems each student had to write : work on pronunciation /rhythm/tone of voice and accent.

- correct the labeled picture and introduce the concept of PERSONIFICATION = give simple definition

#### ***What is personification?***

***Personification*** is a literary device that gives human characteristics to nonhuman things or inanimate objects. The nonhuman things can be animals, objects, or even a concept. The human characteristics given to these things can be emotions, behaviors, or actions that bring nonhuman things to life.

[What is Personification — Definition and Examples for Writers \(studiobinder.com\)](https://www.studiobinder.com/what-is-personification/)

### Activity 1 :

Project this photo on the board but with no caption

- "Immigrant family looking for lost baggage, Ellis Island," Lewis Wickes Hine (1874-1940)

[Teach This Poem: "The New Colossus" by Emma Lazarus | poets.org](#)

- Have students say what they see and make suppositions.
- Link photo with the poem. « Give me your poor... »
- Ellis Island short comic strip projected on board : read and discuss : [Comic Strip Ellis Island Storyboard by 1897bb0b \(storyboardthat.com\)](#)
- Link with poem and interpret the mission of the Statue of Liberty according to Emma Lazarus.
- Open on the American Dream : use this page to give students a short definition [American Dream Facts for Kids \(kiddle.co\)](#)
- Write resume on the board
- Give students time to copy the lesson on their notebook.

### Activity 2 :

**TEAM WORK : split the class in Five groups of 4/5 students FINAL TASK**

**If you could write a poem for the Statue of Liberty today what would it say ?**

- THE NEW GENERATION COLOSSUS is the title of the poem they will have to write in groups!
- Instructions: to write this poem you will have to use everything we have been discussing so far in class: your notebook with documents and lessons is your best friend.
- Respect the same rhyme scheme of THE NEW COLOSSUS ABBA/ABBA/CDCDCD
- Your poem MUST RHYME
- You are the new generation, give people hope or tell a story of hope
- Use vocabulary that is linked to the USA (first mind map/2<sup>nd</sup> mind map with words from the poem)
- Be creative and have fun!
- Help students by introducing the Rhyme dictionary and write lists of words that rhyme together as vocabulary bank [Rhyming Dictionary – Kenn Nesbitt's Poetry4kids.com](#)
- HOMEWORK : the vocabulary you reported in margin on the notebook, learn it for a vocabulary TEST for next class



## **WEEK 3 :**

### **FIRST CLASS 2HRS**

- Vocabulary text
- poem writing in groups

### **NEXT CLASS 2HRS**

- Poem writing in groups

#### **Week 4 :**

### **FIRST CLASS 2HRS : finishing the writing and last review of the final production**

**HOMEWORK** ask students to bring along for next class transparent paper/drawing paper/crayons/eraser/black marker/color markers and crayons

### **NEXT CLASS 2HRS**

- Distribute outline of the statue. Ask students to use transparent paper to transfer outline on drawing paper and write their poem in an artistic way/inside or outside the outline so that the shape of the statue is visible and add colors.
- Project extract from video of a young girl saying a poem in front of an audience on the board and analyze tone/gesture/self-confidence [3-year-old blows away audience with poem for Black History Month! - YouTube](#)
- **HOMEWORK:** Ask students to finish their « poem poster » and be ready to handle it back on next class + **LEARN** their poem by heart and be ready to perform it in front of the class. Both drawing and performance will be marked!!!



## **WEEK 5 :**

### **FIRST CLASS 2HRS**

- Pick up poems to be marked

#### **ACTIVITY 1 :**

- Students performances marked /correction and advice

#### **ACTIVITY 2 :** -Listen to a song « Tour the States (no video yet) [Tour the States - Official Music Video - YouTube](#)

- Distribute the paper lyrics with blanks spaces to fill in
- Make students listen several times and ask them to fill in the blanks.
- Correct together with song that you pause.
- Practice Chorus with students
- **HOMEWORK :** ask students to learn chorus/give the YouTube link to the video and tell students to watch and listen several times

### **NEXT CLASS 2HRS**

-Reshuffle the song and check that students know chorus by heart.

#### **ACTIVITY 1 :**

- Distribute empty map of the USA and play TOUR THE STATE **video** this time
- Ask students to fill in empty map thanks to video (play video multiple times because it's fast)

#### **ACTIVITY 2 :**

- Split song so that each student has a part to say and practice with them (a lot! it's a rap song!) Pronunciation/Rhythm/name of States/musicality and melody
- 
- Use Karaoke version to make them practice their part and correct if necessary :  
[Tour the States Karaoke WITH LYRICS on screen - YouTube](#)

**HOMEWORK:** ask students to learn their part: song performance MARKED next week with karaoke version. Use video at home to practice.  
**Learn map of the USA: TEST!**

**WEEK 6:**

FIRST CLASS 2HRS

Give back poems and give marks for performances

NEXT CLASS 2HRS

Test on map/song performance MARKED!!!

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Students answers to first mind map :



English Test MCQ+ Questions

Name:

Class:

Date:

**Activity 1 : Circle the right answers :**

/10

<p><b>1) Who is the brazen Giant?</b> A) a real man who lived in Greece B) the representation of a Greek god C) a Wonder of the Ancient world</p> <p><b>2) Where was it :</b> A) in Athens B) In Rhodes C) Helios</p> <p><b>3) What is the name of the woman in the poem?</b> A) the Mother of the poor B) the Statue of Liberty C) the Mother of Exiles</p> <p><b>4) What are the similarities between the two Giants?</b> A) they are tall B) they are made to impress C) they are wearing a crown</p>	<p><b>5) What is the Statue of Liberty is holding in her hands ?</b> A) a torch with a lamp inside B) lightening C) a bowl of fire</p> <p><b>6) Who were the newcomers?</b> A) people who were rich enough to travel B) People from Africa C) poor people</p> <p><b>7) Where did the immigrants arrive ?</b> A) Liberty Island B) Ellis Island C) the British Isles</p> <p><b>8) When was the brazen Giant a famous monument?</b> A) twelve thousand years ago B) two thousand years ago C) five thousand years ago</p>
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**Activity 2: Answer the questions :**

/10

1) Give the definition of a sonnet : 3pts

.....  
.....  
.....

2) Give the scheme/pattern of a sonnet : 2pts

.....

3) Who wrote the New Colossus? 1pt

.....

4) Where can we find this poem today? 1pt

.....

5) In the poem, what is the mission of the Statue of Liberty? 2pts

.....  
.....

6) Give one adjective other than « tall » to describe both statues 1pt

.....

Checklist of Teacher assessment of Student performance skills : (for oral performance of poem)				
Date :				
Name :				
Group :				
	Excellent	Good	Adequate	Poor
Speaker articulated clearly 2	2	1.5	1	0.5
Speaker used suitable volume and voice variation 2	2	1.5	1	0.5
Appropriate eye contact was maintained 1,5	1.5	1	0.5	0
Speaker used suitable gesture and body movements 1,5	1.5	1	0.5	0
Speaker knew his part of assessment 2	2	1.5	1	0.5
Speaker interacted with group in due time and participated in group dynamic 1,5	1.5	1	0.5	0
Rhythm and Rhymes were respected 4	4	3	2	1
Theme of the assignment was respected 2	2	1.5	1	0.5
Speaker made proper use of grammar and vocabulary 2	2	1.5	1	0.5
Originality and artistic bonus 1,5	1.5	1	0.5	0
Total :				
Grand Total + comments				

Checklist of Teacher assessment of Students ARTISTIC skills : (for poem poster)				
Date :				
Group :				
	Excellent	Good	Adequate	Poor
Students gave back work on time 2	2	1.5	1	0.5
Instructions and technique were respected 4	4	3	2	1
Students interacted and participated in group dynamic during activity in class 2	2	1.5	1	0.5
Theme of the assignment was respected 2	2	1.5	1	0.5
Speaker made proper use of grammar and vocabulary in the writing 2	2	1.5	1	0.5
Work looks finished and complete 3	3	2	1	0
Originality and artistic bonus 5	5	4	3	2
Total :				
Grand Total + comments				



Students' productions



## The New Colossus

### (Questions and answers lesson)

Objective : Read and explain the general meaning of the poem

#### Let's start by making suppositions : (based on student's opinion)

Maybe.....

Maybe the poem is talking about a lady who's tired and sad because her children died?

Maybe the lady was exiled?

Maybe there is a giant and a woman just like in Shrek movie?

Maybe the woman we read about was exiled from her family who was poor but she managed to conquer the world and she finds an ancient land?

Maybe she was moving with her family to another city and she was sad?

Now let's ask questions about the woman of the poem to find out the real answers !

**1) What's her name ?**

Her name is The Mother of Exiles

**2) What information do you have about her ?**

She is mighty.

**3) If you add the words [She is] before the first verse we read : « [She is] not like the Brazen Giant of Greek fame » Who is this giant ?**

He is the representation of the Greek God Helios that once stood at the harbor on Rhodes, Greece over 2 thousand years ago. He was one of the 7th Wonders of the Ancient World.

**4) Why does the poem oppose these 2 characters ?**

Because the woman is in fact a statue as well.

**5) What is the difference between the two?**

The Ancient Colossus was made to impress and scare those who reached Greece's shores. The New Colossus was made to welcome people. The text says that she welcomes the poor, the homeless, the exiles, the tired.

**6) Look at the picture of the Ancient Colossus, does it remind you of something?**

Yes it does! It looks like the Statue of Liberty!

**7) What are their common points ?**

They are both wearing a crown, they are both tall and mighty, both of them hold something in their lifted hand, both of them are surrounded by water.

**8) Are they holding the same thing ?**

No they are not! The Statue is holding a torch with a lamp inside in her right hand. She is using it to light the way of the newcomers. She has a book in the left hand. The Colossus has a light in his right hand and a spear in his left hand. A spear is a pointed weapon.

**9) Who are those newcomers ?**

They are the immigrants who used to arrive by boat in New York harbor through Ellis Island immigration center back in the days. They were leaving their poor countries to find a better life in America.

**10) Who wrote this poem and when?**

This poem is by Emma Lazarus she wrote it in 1883 but it was engraved on the statue's pedestal in 1903 but she never knew it because she died in 1887. She was no immigrant herself but she felt concerned about the situation.

**Sample of one group's poem: [only rule was to respect the rhyme scheme: final sounds  
ABBA/ABBA/CDCDCD]**

"Welcome to America

In Beverly Hills

There are dollar bills

And amazing food in Louisiana!

In beautiful California

People have the skills,

There are better deals,

More adventure than in the savanna!

Even without money

No pains no gains

You are still happy

Despite your stress and your strains

You are almighty!

You can beat all brains!"

Aaliyah, Akanaya, Jeanae, Malaïka

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