

Responding to a growing demand for global curriculum, **Link TV** (www.linktv.org), an independent television channel dedicated to presenting diverse international perspectives, is proud to launch the **Global Link of World Educators (GLOWE)** pilot initiative. The **GLOWE** project uses **Link TV** programming to develop global cultural understanding and media literacy. All media is delivered **free of charge, online** (www.linktv.org/teachers) or via DVD, and accompanied by standards-based, participatory learning guides. To contact us: teachers@linktv.org



LADYLIKE

Content Learning Objective:

Students will explore short story elements and author's purpose by responding to the award winning short film, *LadyLike*.

Language Learning Objective:

Students will expand vocabulary and grammar by generating text for the award winning short film, *LadyLike*.

GRADES: 6-8 SUBJECTS: ESL/ESOL/ESAL, ELA

TIME REQUIRED: 1 class period or 60 minutes

MATERIALS: Online media (<http://www.linktv.org/teachers>) computer with internet access, projector or SMARTboard, large butcher paper, copies of worksheets, dictionary

Overview: This 5 minute video, produced by Safiya Songhai, won the "Two Faiths, One Film" prize in the 2008 "One Nation, Many Voices" online film contest. The film questions assumptions based on physical appearance.

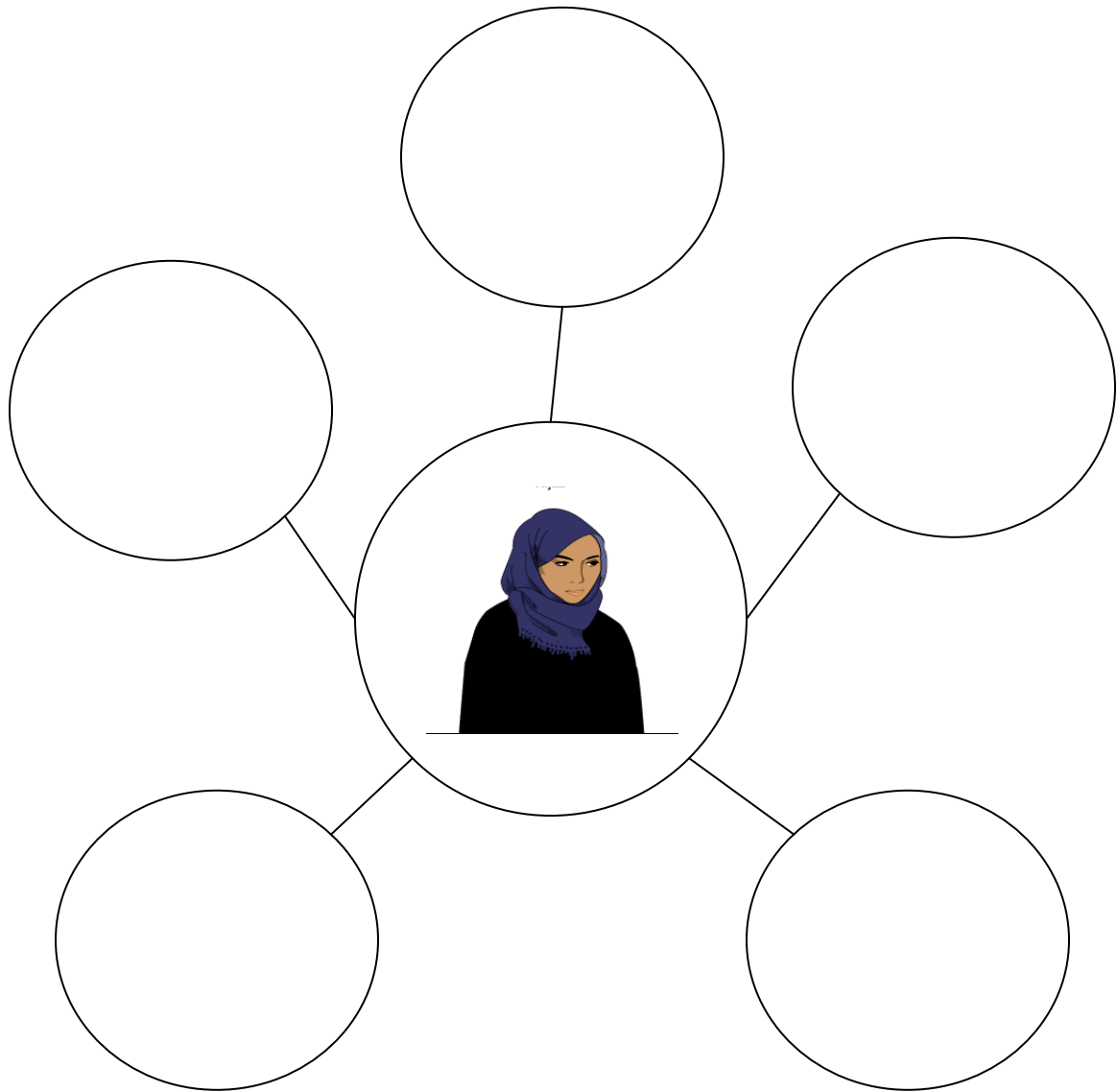
Prerequisite Knowledge: NONE

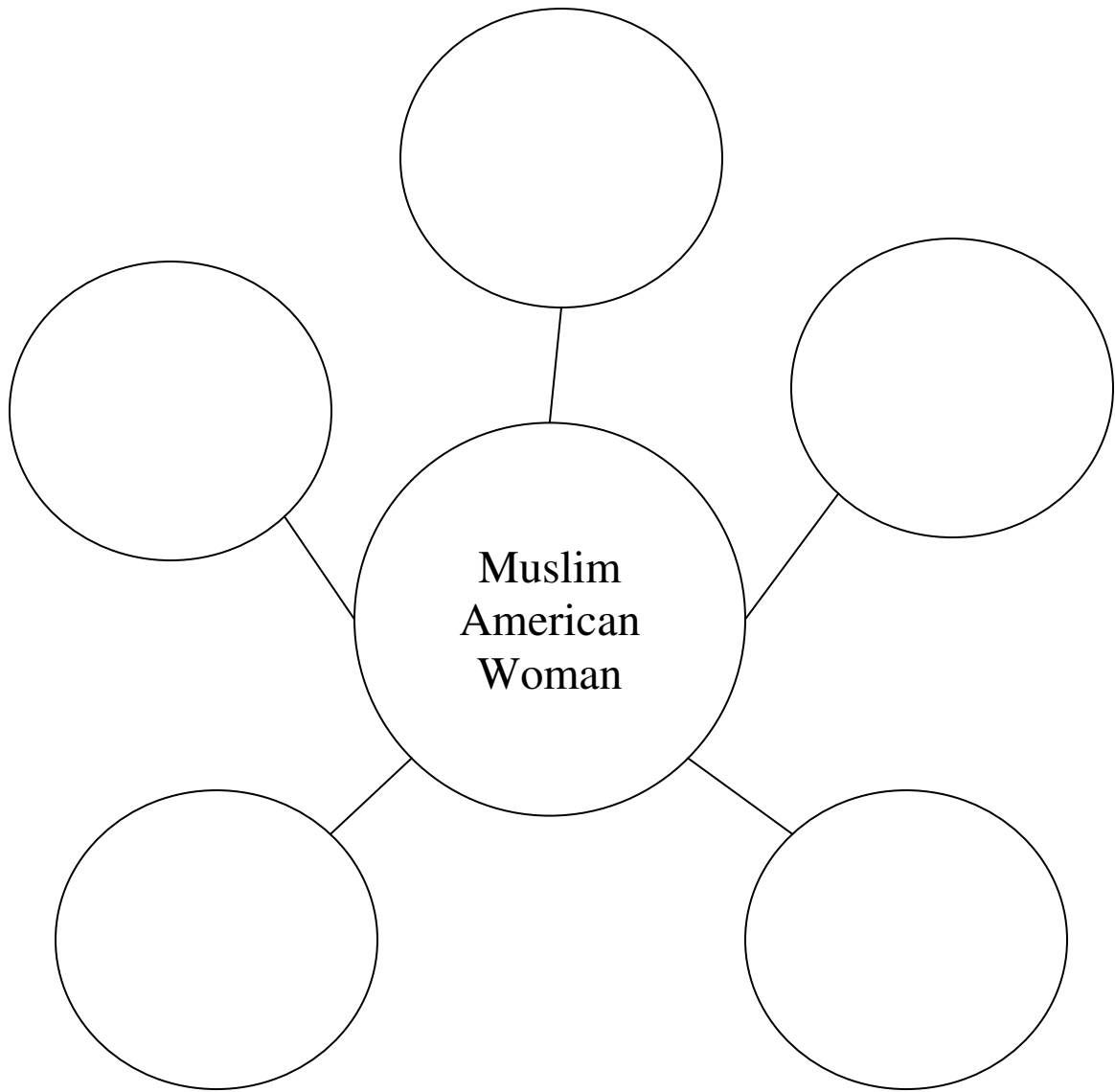
**THIS LESSON PLAN CREATED BY SHANNON GOURDIN, HARRIS ROAD MIDDLE SCHOOL,
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Think	<p>Novice~ Students complete a Bubble Map with words that describe the picture. (handout i.) <i>A picture or home language dictionary may be necessary for non English speakers to complete this exercise.</i></p> <p>Intermediate~ Students complete a bubble map with words that he/she associates with “Muslim American Woman.” (handout ii)</p> <p>Advanced~ Students will complete a Venn Diagram that compares and contrasts the similarities and differences of Muslim American women and Non-Muslim American women. (handout iii)</p> <p>*These activities can be used on a SMARTboard instead of using the paper-pencil handouts if there is access to SMARTboard technology in the classroom.</p>	10 min
Experience	Watch <i>LadyLike</i> from Link TV’s One Nation Film series	6 min
Explore	<p>Novice~ Class discusses the following frames of the film:</p> <ol style="list-style-type: none"> 1. (Pause film on 1:15 frame) What has happened to this girl? 2. (Pause film on 1:56 frame) Who is this boy and what is he doing? 3. (Pause film on 2:58 frame) What words describe what the girl is doing here? 4. (Pause film on 3:54 frame) What does her shirt say? Why do you think the filmmaker uses this shirt on this girl? <p>Intermediate~ Class discusses the following questions:</p> <ol style="list-style-type: none"> 1. What was on the woman’s t-shirt? Why is it important to the film? 2. What were they drinking? Why is it important to the film? 3. What was surprising about the characters in this film? 4. What do you think Safiya Songhai’s purpose was for creating this film? <p>Advanced~ Divide students into groups of 4-5 students. Have groups discuss the following questions:</p> <ol style="list-style-type: none"> 1. What was the significance of the “I love NY” T-shirt and the Jamaican ginger beer? 2. What do you think Safiya Songhai’s purpose was for creating this film? 3. What was surprising about the characters in this film? 4. Do you think both women were Muslim Americans? Why or why not? 	15 min
Extend	Novice~ Students create a story board of the film’s sequence of	25-

	<p>events using large butcher paper. The students work in groups to recreate the film's main events in 5-6 illustrated story frames. Then, the teacher writes captions as the class dictates what is happening in each frame. The teacher models spelling, vocabulary, and grammatical structure during this writing process. <i>A picture or home language dictionary may be necessary for non English speakers to complete this exercise.</i></p> <p>Intermediate~ Students create a story board of the film's sequence of events using large butcher paper. The students work in groups to recreate the film's main events in 5-6 illustrated story frames. Students write captions for each event. Then, the class discusses each group's story board. How are they alike? How are they different? <i>Grammar, spelling, and word choice can also be discussed during this time.</i></p> <p>Advanced~ Students work in groups to create the screenplay for this film by adding dialogue. What are the characters' names? What might they say to each other? What is the rising action, climax, falling action, and theme? <i>Make sure students use correct form of dialogue for a drama/screenplay as well stage directions.</i> Students can either read aloud screenplay as film runs or act it out.</p> <p>*These activities can be completed on a SMARTboard using a storyboard template or Microsoft Word if the teacher has access to SMARTboard technology in the classroom.</p>	<p>30 min</p>
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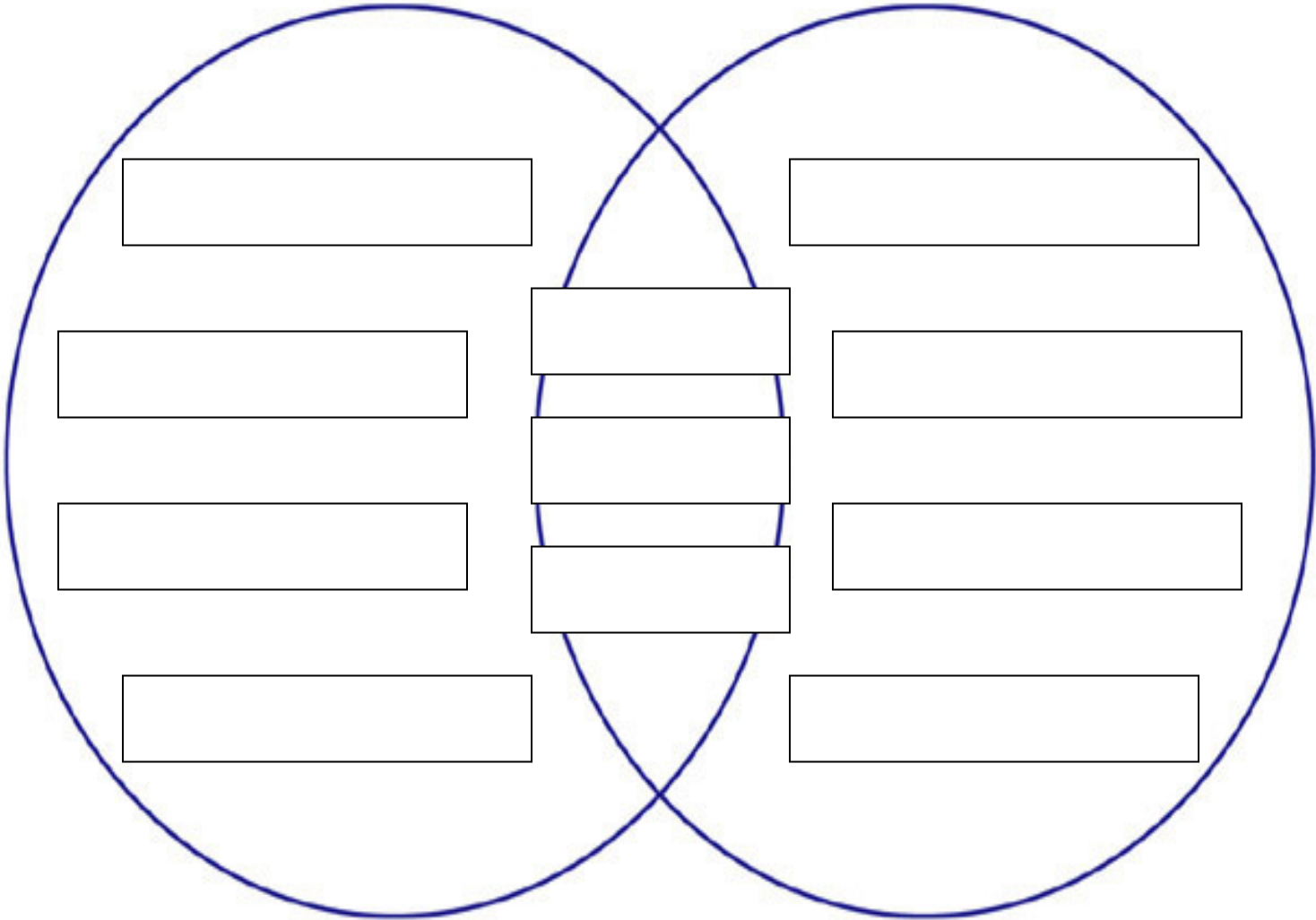
Bubble Map





Muslim American Women

Non-Muslim American Women



This lesson plan adheres to North Carolina standards for English Language Arts, grades 6-8. See standards at: <http://www.dpi.state.nc.us/curriculum/languagearts/scos/2004/>

This lesson plan adheres to WIDA standards for English Language Proficiency, grades 6-8. See standards at: <http://www.wida.us/standards/elp.aspx>