

Responding to a growing demand for global curriculum, **Link TV** ([www.linktv.org](http://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](http://www.linktv.org/teachers)) or via DVD, and accompanied by standards-based, participatory learning guides. To contact us: [teachers@linktv.org](mailto:teachers@linktv.org)



## A LAND CALLED PARADISE

### Content Learning Objective:

Students will be able to explore reasons for immigration and analyze overgeneralizations and misconceptions of immigrants by evaluating the author's purpose, target audience, and the underlying assumptions of, *A Land Called Paradise*.

### Language Learning Objective:

Students will expand academic vocabulary by using prefixes and suffixes to change word meaning and usage.

**GRADES: 6-8**

**SUBJECTS: ELA, Social Studies, ESL/ESOL**  
(intermediate to advanced)

**TIME REQUIRED:** 120 minutes (2 class periods)

**MATERIALS:** Online media (<http://www.linktv.org/teachers>) computer with internet access, projector or SMARTboard, small poster boards, markers, dictionaries, copies of worksheets (video camera)

**Overview:** This 5 minute video, produced by Lena Khan, was the Grand Prize winner of the 2007 "One Nation, Many Voices" online film contest. In December 2007, over 2,000 American Muslims were asked what they would wish to say to the rest of the world. This is what they said. A music video for Kareem Salama's "A Land Called Paradise."

**Prerequisite Knowledge:** NONE

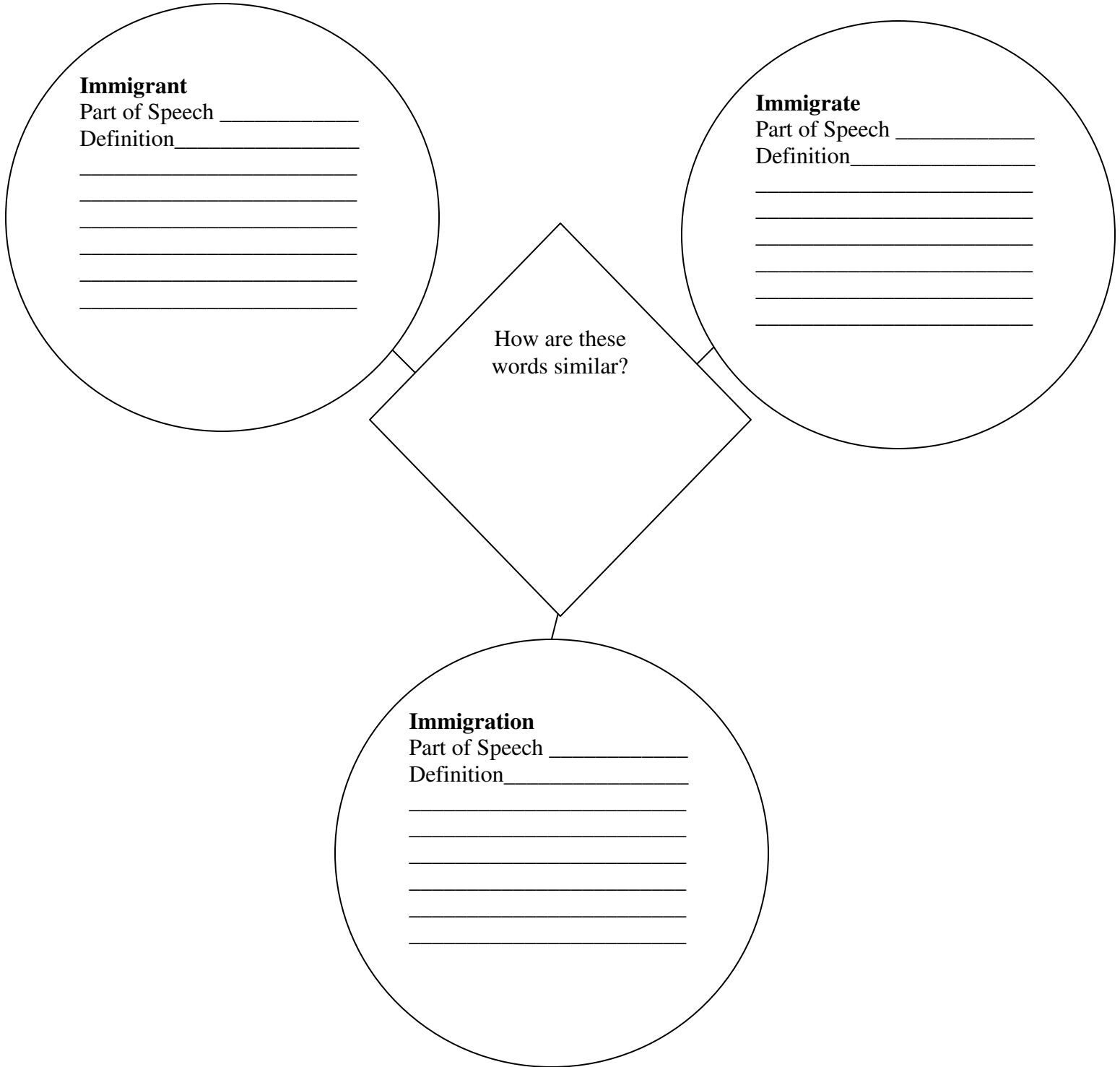
**THIS LESSON PLAN CREATED BY SHANNON GOURDIN, HARRIS ROAD MIDDLE SCHOOL,  
NORTH CAROLINA**

Think	<p><b>Frontload Vocabulary:</b> immigrant, immigration, immigrate, conceive, concept, misconception <i>*Use Vocabulary Worksheets I and II</i></p> <p><b>Activate prior knowledge:</b> Students break into small groups and brainstorm all the words that they associate with the word “Paradise.” The teacher can compile the students’ lists into a bubble map on the board.</p> <p><b>Motivate:</b> Students free write or discuss this prompt--Why do people call The United States of America “The Land of Paradise?”</p>	25min
Experience	<p><b>Watch</b> <i>A Land Called Paradise</i> from the One Nation film series featured on LinkTV.org</p>	5min
Explore	<p><b>Write:</b> The beginning of the film states that “In December 2007, over 2000 American Muslims were asked what they would wish to say to the rest of the world. This is what they said.” Ask the students what DID these American Muslims have to say? Have students jot down the top 2 or 3 signs that they remember most from the film.</p> <p><b>Discuss:</b> Use a Socratic Seminar or small group format to have students discuss their top 2 or 3 statements. Each student should tell why he/she thinks he/she remembered the statement and then interpret the meaning behind the statement. <i>*Teachers can differentiate by using the Explore the Film worksheet for this section of the lesson.</i></p> <p><b>Review:</b> Look back at the bubble map used to describe “Paradise.” Circle any words that appeared in the film. Point out the connections between the Muslim Americans represented in the film and their own descriptions of “Paradise” that were documented before viewing the film.</p>	30min
Extend	<p>Depending on the diversity of the class, teachers can implement this part of the lesson in one of two ways:</p> <ol style="list-style-type: none"> <li>1. Allow students to group themselves according to their own cultural identity. (For example, Mexican American, Chinese American, Cambodian American, Indian American, African American, Cuban American, European American, Native American, etc.)</li> </ol> <p style="text-align: center;">-OR-</p> <ol style="list-style-type: none"> <li>2. Group students of different backgrounds together under a predetermined cultural title. (For example: Native American, Mexican American, Asian American, African American, and European American. Then randomly place several students in each group.)</li> </ol>	50-60 min

	<p>Once students are grouped, they will work together to make small posters of what their cultural/immigrant group would wish to say to the rest of the world. What are some common misconceptions? Who are these immigrants; where are they from? When and why did they come to America? What are their religions or spiritual beliefs? How are Native Americans similar to or different from other cultural groups in the United States? etc.</p> <p>Students present their products to the class leaving time for questions and class discussions.</p> <p><i>*Teachers can differentiate by having students add their own music and actually videotape their performances.</i></p>	
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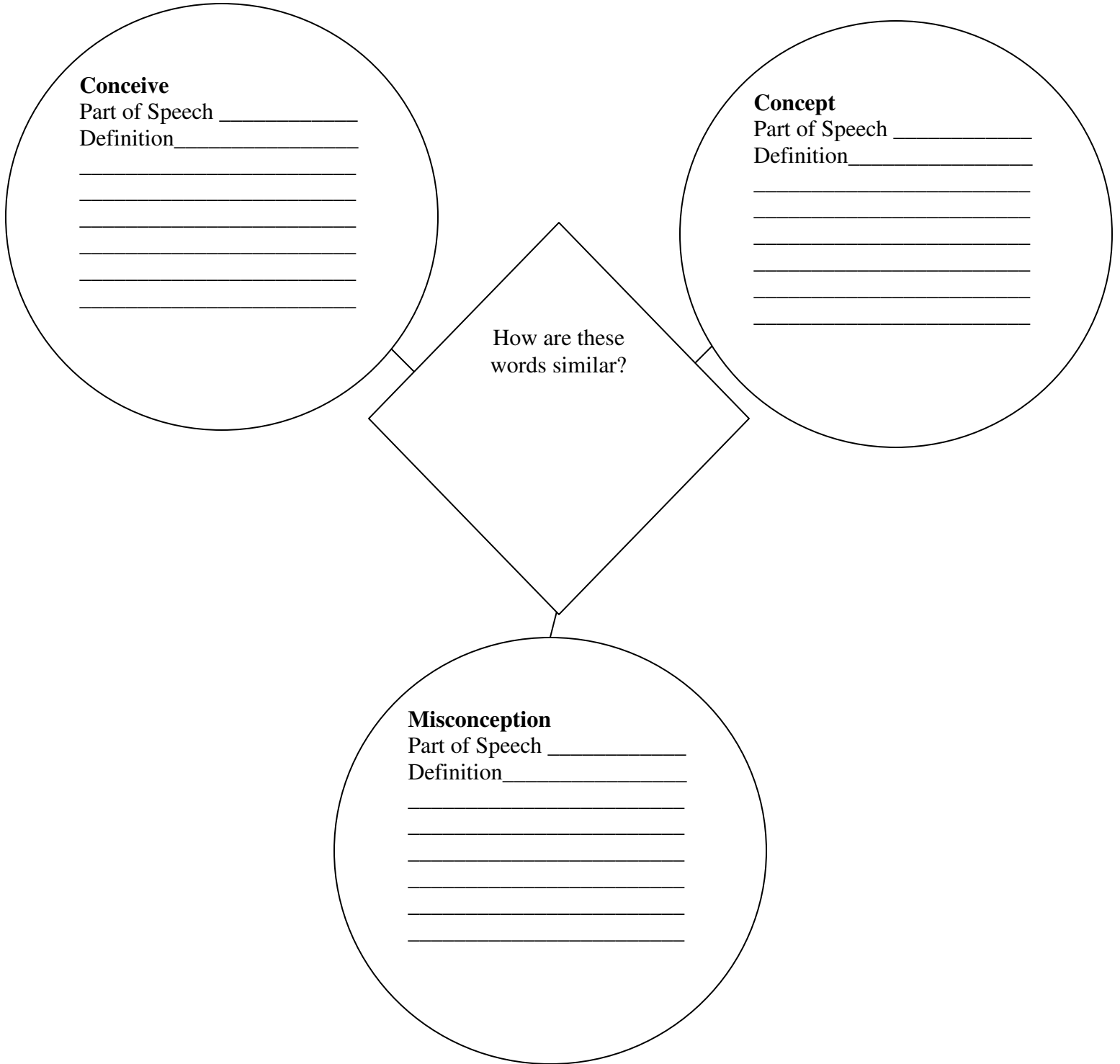
*Land of Paradise*  
Frontload Vocabulary I

Directions: Using a dictionary, fill out the following vocabulary web.



*Land of Paradise*  
Frontload Vocabulary II

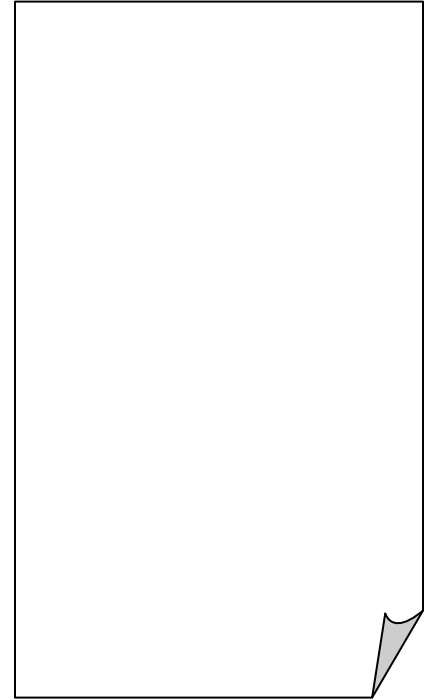
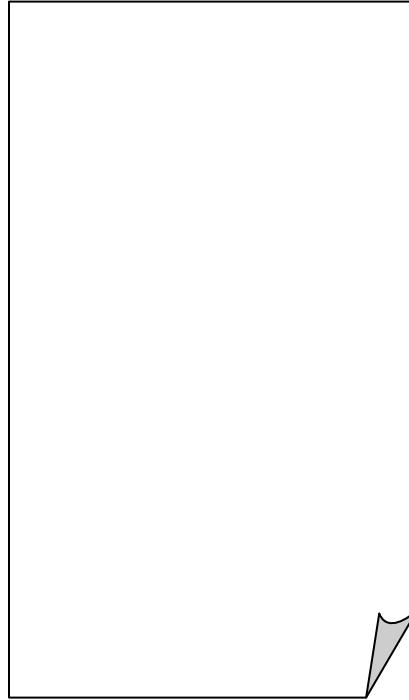
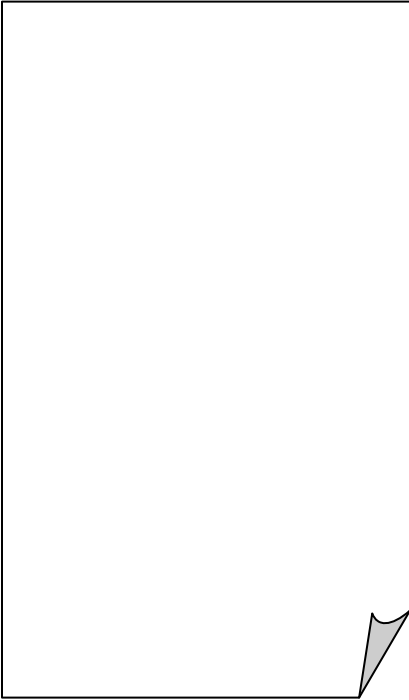
Directions: Using a dictionary, fill out the following vocabulary web.



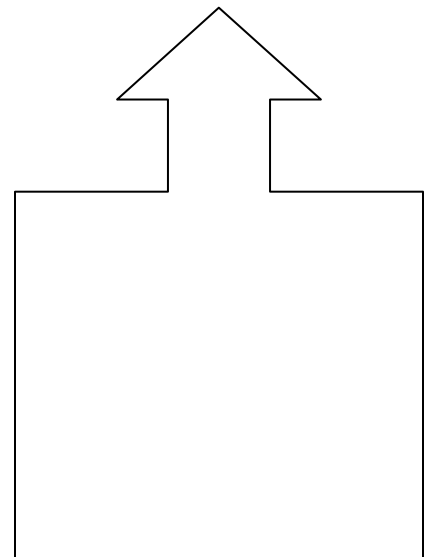
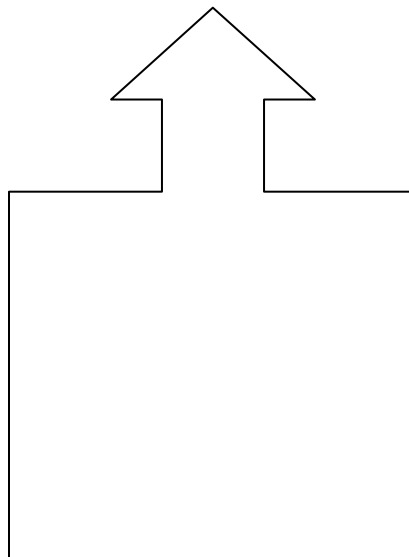
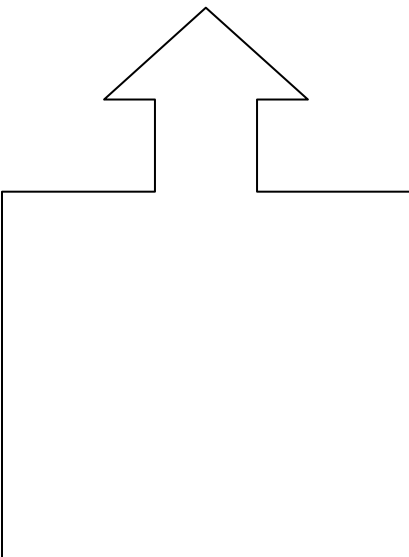
*Land of Paradise*  
Explore the Video

Directions: The beginning of the film states that “In December 2007, over 2000 American Muslims were asked what they would wish to say to the rest of the world. This is what they said.”

Write 2-3 of the signs that you remember most from the film.



Tell WHY you believe you remembered each one.



Discuss with your partner, group, or the class why the American Muslim in the film wanted you to remember his or her sign. What point was he/she trying to get across?

This lesson plan adheres to North Carolina standards for English Language Arts and Social Studies, 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>