



Unit 1: Basic Human Rights

Teachers' Guide

Intermediate Level

LESSON 2 Reflections on Identity through Song and Poem

FORMOREINFORMATIONTOHELPLYOUANSWERQUESTIONS THAT MAY COMEUP DURINGTHIS LESSON, REFERTO THE FREQUENTLY ASKED QUESTIONS SHEET "HUMAN RIGHTS AND CIVIL RIGHTS" AT THE END OF THIS LESSON.



Content Objectives

- Students explore different forms of art including music and poetry that will encourage them to reflect on their identities.
- Students begin to think about who they are and where they come from.

Rights Literacy Objectives

- Students express which rights are important to them

Language Objectives

- Students learn vocabulary related to people's identities.
- Students practice writing skills by creating their own poems.

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KEY VOCABULARY:

Nouns	Verbs	Adjectives	Interrogatives
Woman/man	Have to	Friendly/Mean	Why?
Skills	To be	Favorite	What?
Places	To need	Happy/sad	Who?
Poem	To live	Worried	Where?
Education	To practice	Fluent	How old?
Race/ethnicity	Can	Older/younger	How long?

Immigrant

Should/Shall

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Lesson Activities:

PART A) Who I am

In pairs, ask questions to

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And I can unscrew the _____

I can be anything that I see,
I can be anything that I, anything that I _____
I am in love with a _____
Manufactured to destroy
So I shall unravel my _____
Like an old red woolen glove

I can do anything I want to
I can do _____ I want, anything my heart tells me to do

can do-ooo-ooo anything I want to I can be-ee-eeee
Anything that I see I can do-oooo-ooooooo anything I want to
I can _____ anything that I see anything that I see

PART C) Modal verbs & song "Lady in Spain"

Listen to the song "Lady in Spain" and underline all the modal verbs (can, must, should, have to, etc.) that appear in the lyrics. Now, write down where you are from and list three things that you can do: v e r b s

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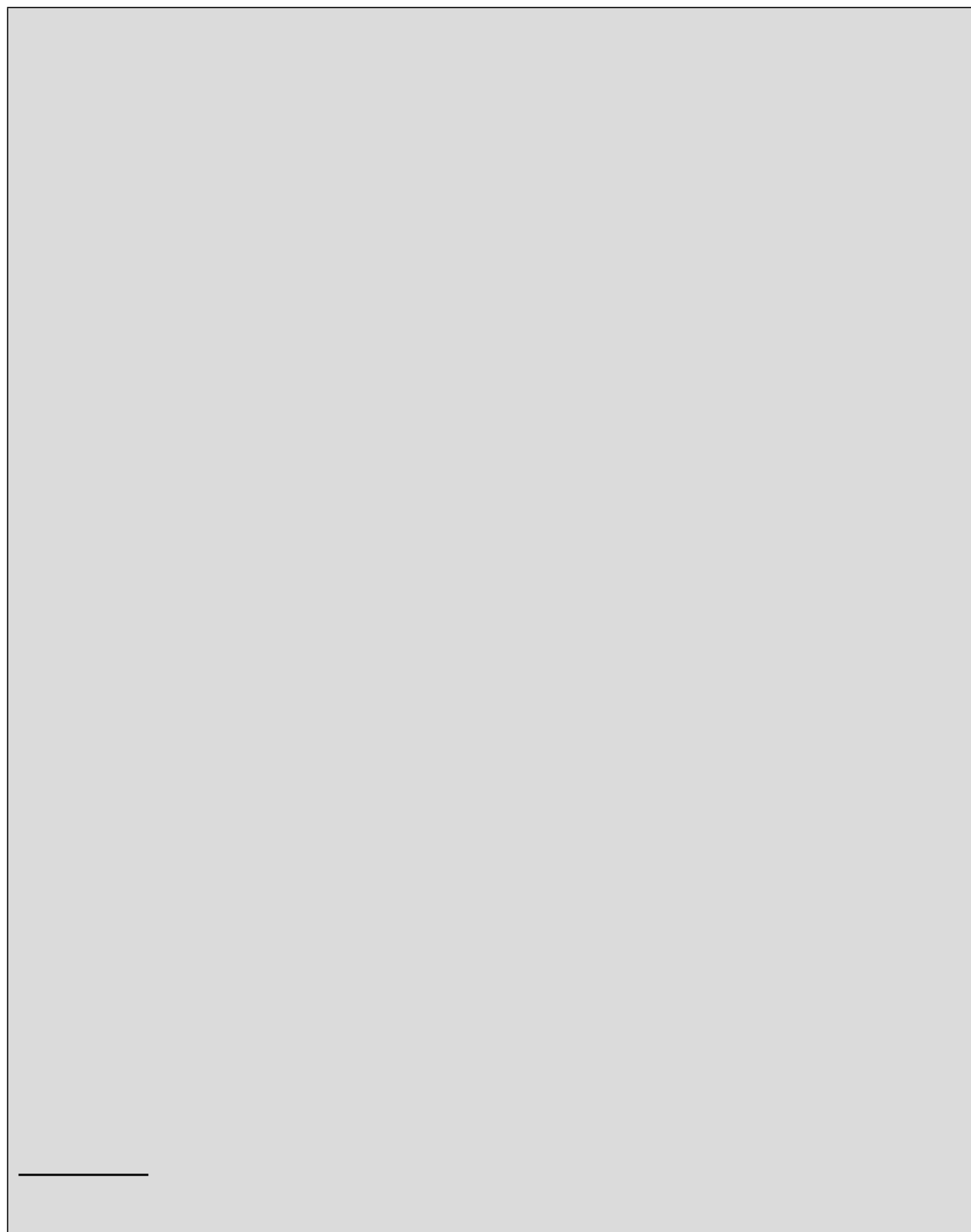


- What new ideas/content did you learn?
- What new vocabulary did you learn?
- What new rights did you learn?
- What was

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