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| □ Listening □ Speaking [x]  Reading □ Grammar □ Writing |
| **Topic: Understanding Different Culture** |
| Instructor:Sonya Kim | Students Competency LevelIntermediate | Number of Students:12 | Lesson Length:50 minutes |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)*** White Board and Markers
* Body Ritual Among The Nacirema
* Blank Paper
* Word Table
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| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**-Improve reading skills by reading the words on the board, and the text Body Ritual Among The Nacirema.-Improve writing skills by taking notes on the board, solving the questions on Question Sheet-Improve listening skills by listening to the teacher, discussing with peers.-Improve speaking skills by discussing with peers, responding to the teacher.-Improve interaction and communication by discussions. |
| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)*** Reading: **(Where did reading occur in the lesson?)**

Note taking, Body Ritual Among The Nacirema, Question Sheet* Listening: **(Where did listening occur in the lesson?)**

 Teacher talk, discussion* Speaking: **(Where did speaking occur in the lesson?)**

 Answering to teacher, discussion* Writing: **(Where did writing occur in the lesson?)**

 Note taking, Question Sheet |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)*** Phonology: **(sound)**

Teacher talk, discussions* Function: **(situation)**

 Expressing what they understand* Lexis: **(meaning)**

 Words related to describe different culture* Grammar:**(language structure)**

 Question and answer* Discourse: **(communication)**

Responding the teacher, discussions |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)*** All students understand there are differences between two different cultures.
* All students are willing to understand different culture.
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| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)*** If students do not have understand → Teacher do the demonstration, show it first.
* If students do not know words → Teacher allow students to search on their dictionary by keeping certain rules.
* If students still cannot understand words → Teacher write it down on the board and explain it all together later.
* If activity finished too short → Teacher ask students about the details.
* If activity takes too much time → Teacher briefly go on summary.
* If students are too shy → Teacher encourages students with asking simple questions and praising them.
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| References: Anonymous (n.d.). Who are the Nacirema. Facing the future. Retrieved from https://mrwinandsclass.wikispaces.com/file/view/Nacirema+Lesson.pdf |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**White Board and Markers |
| Time: | Classroom Set Up: | Student Activity and Goals: | Teacher Procedure & Instructions: |
| 1min | Whole | Students greet to the teacher | Greeting |
| 5min | Whole | Students listen to teacher | Tell teacher’s story about his or her experience understanding different culture |
| 4min | Whole | Students response to teacher | Elicit stories from students. By asking what culture they thought it was strange?<Transition>Let me introduce one strange culture. |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**White Board and Markers |
| Time: | Classroom Set Up: | Student Activity and Goals: | Teacher Procedure & Instructions: |
| 5min | Whole | Answer to the teacher | Teacher asks 3-4 Guiding questions to the students |
| 5min | Whole | Answer to the teacher, write several words down on their note | Teacher teach several words on the text, Body Ritual Among The Nacirema by explaining what it is about in English. |
| 1min | Whole | Listen to the instructions and get ready to read Body Ritual Among The Nacirema | Teacher tell the students instruction when reading the text, Body Ritual Among The Nacirema, that they can use dictionary to search words only 5 times. And They should draw what they think the text, Body Ritual Among The Nacirema describes on the Blank Paper. |

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| **Main Activity or Task Realization Part** **(Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**White Board and MarkersBody Ritual Among The NaciremaBlank Paper |
| Time: | Classroom Set Up: | Student Activity and Goals: | Teacher Procedure & Instructions: |
| 1min | Whole | Receive the text, Body Ritual Among The Nacirema, and Blank Paper | Teacher hand out the text, Body Ritual Among The Nacirema and Blank Papers. Demonstrates what to do with the paper. |
| 15min | Whole | Take time to read the text, Body Ritual Among The Nacirema, and draw on the Blank Paper | Let students take time to read the text, Body Ritual Among The Nacirema and draw on the Blank Paper, as does on started by teacher |
| 5min | In group of 3 | Share their drawings | Let students sit in a group of 3 and share what they have drawn on the Blank Paper and why.  |
| 3min | In group of 3 | One student from each group explain about his or her drawings | Randomly pick one student in each group and let him or her stand up and share his or her drawing to the whole class. |

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| **Post Activity or Post Task Part** **(Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**White Board and MarkersBody Ritual Among The NaciremaBlank PaperWord Table. |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 1min | Whole | Get shocked | Teacher rename the text title to Body Ritual Among The American. And hand out the Word Table. |
| 1min | Whole | Answer to the teacher | Ask questions about the text Body Ritual Among The Nacirema. 3 literal, 3 interpretive questions. |
| 3min | Whole | Answer and listen to the teacher | Ask if the culture is strange.Teach them how interpreting different culture can vary in different perspectives.Revise any words on the board. |
| 1min | Whole | Clap together | Acknowledge students’ participations. |

**Body Ritual Among The Nacirema**

The ritual of the Nacirema was first brought to the attention of anthropologists twenty years ago, but the culture of this people is still very poorly understood. Their territory is located between Canada and Mexico. Nacirema culture is characterized by a highly developed market economy, which has evolved in a rich natural environment.

A considerable portion of Nacireman people’s day time is spent in ritual activity. The focus of this activity is the human body, the appearance and health, as a major concern in the people’s belief. Its ceremonial aspects and associated philosophy are unique. The main belief underlying this ritual activity is that the human body is born with weakness and disease. The people in Nacrirema believe the only way to manage such aspect is the use of ritual and ceremony.

Every household has one or more shrines. The more powerful people in the society have more shrines in their houses. The focal point of the shrine is a box or chest, which is built on the wall. The chests are keeping many charms and magical potions without which nobody believes he or she could live. These charms and magical potions are obtained by several specialized practitioners. Under the charm-box is a small font. Each day every member of the family enters the shrine room, bows his or her head before the charm-box, splashes holy water on their face, and proceeds with a brief cleansing.

The Nacirema have an unrealistic horror of and fascination with the mouth, the condition of which is believed to have a supernatural influence on all social relationships. If they do not perform rituals of the mouth, they believe that their teeth would fall out, their gums bleed, their jaws shrink, and their friends desert them. They also believe that there is a strong relationship between oral and moral characteristics. For example, there is a ritual cleansing of the mouth for children, which is supposed to improve their moral character.

The daily body ritual includes a mouth-rite. It was reported to me that the ritual consists of putting a small bundle of hairs into the mouth, with certain magical pastes, and then moving the bundle in every corner of the mouth.

In addition, the people seek out a holy-mouth-man once or twice a year. These practitioners have an impressive set of tools, consisting of a variety of bolts, awls, and probes. The use of these items in removing the evils of the mouth involves almost unbelievable ritual torture of the client. The holy-mouth-man opens the client’s mouth and, using the tools, enlarges any holes which decay may have created in the teeth. Magical materials are put into these holes. In the Nacirema’s view, the purpose of these religious functions is to avoid decay and to make friends.

Our review of the ritual life of the Nacirema has certainly shown them to be a magical people. It is hard to understand how they have managed to exist so long under the burdens which they have imposed upon themselves.

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| **Word Table** |
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| **Shrines with a box or chest in the wall** | **Bathrooms with medicine cabinets** |
| **Medicine men** | **Doctors** |
| **Substantial Gift** | **High prices of prescriptions** |
| **Font** | **Sink** |
| **Holy water** | **Water** |
| **Holy Mouth Men** | **Dentists** |
| **Small bundle of hairs and certain magical paste** | **Toothbrush and toothpaste** |
| **Phrases in story** | **True Meaning** |

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