



LESSON PLAN FOR ENGLISH LANGUAGE ACQUISITION ONLINE CLASS

Created by Lia Conklin Olson

Ronald M. Hubbs Center for Lifelong Learning, • St. Paul, MN

Title of this lesson:

“Social Entrepreneurship: Solutions to Environmental Problems”

Unit:

Social Entrepreneurship

Brief description of how the lesson is to be used:

The lesson focuses on identifying societal and environmental problems and their solutions in three text formats: a website, a video, and an article. The lesson is divided into two parts. Throughout, learners will explore how individuals use problems to create opportunities in their communities through social entrepreneurship, which provides a springboard for learners’ social entrepreneurship ideas.

Intended instructional level of the lesson:

ELL C - Advanced ESL

Class Delivery: Online Class

Suggested time to spend on the lesson:

This lesson could be delivered in two 60-minute sessions or one two-hour session.

Learning goals of the lesson:

- Identify main idea and supporting details
- Identify problem-solution relationships in text
- Support text interpretation with text evidence
- Use context and word parts to interpret new vocabulary
- Define social entrepreneurship
- Explore entrepreneurial solutions to environmental problems



Targeted Academic Standards	
Targeted College and Career Readiness ELA/Literacy Standards	Corresponding English Language Proficiency Standards
CCR Reading 1D: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELP Standard 1: Construct meaning from informational text through level-appropriate viewing. ELP Standard 2: Participate in level-appropriate oral exchanges of information, ideas, and analyses. ELP Standard 8: Determine the meaning of words and phrases in oral presentations.
CCR Reading 2D: Determine a theme or central idea of a text and how it is conveyed through particular details.	
CCR Reading 3C: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CCR Speaking and Listening 1C: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.	
CCR Language 4B: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	



Part 1: Warm-Up and Background Knowledge

Learning Goals and Agenda: Slides 2–3 [Timestamp: 00:00:41:00]

Students volunteer to read the lesson goals and the agenda items.

Warm-up: Slides 4–5 [Timestamp: 00:02:48:00]

Introduce the warm-up and have students read through the questions. Elicit answers to the first question allowing students to “shout out” their ideas. Next, set up breakout rooms for 5 minutes, ensuring mixed-level (by verbal ability) and mixed home languages. Students answer the additional questions in breakout rooms and will return to share highlights from their groups.

Essential Vocabulary (Define Social Entrepreneurship): Slides 6–8 [Timestamp: 00:10:47:00]

Elicit from students a deconstruction and reconstruction of the term social entrepreneurship, as well as introduce the word forms entrepreneur and entrepreneurial.

Build Background Knowledge and Explore an Example of Social Entrepreneurship: Slides 9–13 [Timestamp: 00:17:37:00]

- Introduce the guiding question: What makes a business a social entrepreneurship?
- Preview the website <https://www.mitimeth.com> with students.
- Introduce essential vocabulary (slide 10).
- Scroll down on the home page and play the short video that describes the company.
- Introduce and explain the graphic organizer. Then, put the link to the website in the chat and instruct students to take 2 minutes to review it.
- Elicit from students’ answers to the questions on the graphic organizer and ask what evidence from the website they used to get that answer.
- Summarize the activity by eliciting the three elements of social entrepreneurship that answer the guiding question: What makes a business social entrepreneurship?



Part 2: Close Read of Mapuyo Text and Application

See below for a copy of the text, text complexity information, and essential vocabulary.

Revisit Goals of Close Reading: Slide 14

- **Prediction Activity: Slide 15**
Introduce the article by having students predict the topic using the image.
- **Essential Vocabulary: Slides 16–18**
Introduce the more complex vocabulary by providing a lesson on morphemes focusing on environmental and conservation. Pre-teach other vocabulary, through student elicitation, that will be helpful to promote understanding of the economic and environmental concepts in the article.
- **First Read of “Andrew Mupuya: Paper Bag King”: Slides 19–20**
Together, read the directions to the article close reading activity. Next, explain that students will participate in small groups to complete three rounds of reading to answer questions about the article. Then, direct them to the Jamboard in today’s Google Classroom lesson materials.

Create breakout groups with three to four students (mixed-level reading ability and mixed language groups) and then assign students to the three Jamboard pages they will work on: Group 1, pages 1–3, Group 2, pages 4–6, etc. Remind groups to assign a group leader (to facilitate the group), a timekeeper, and a group reporter. Make these four suggestions for group work. 1) Have one student share their screen, or make sure everyone is looking at their own Jamboard screen. 2) Take turns reading paragraphs. 3) Take turns writing the answers that you all agree to. 4) Take turns finding the line numbers where the text evidence is.

Before sending students to breakout rooms, explain that they will have 10 minutes to determine the main idea and purpose:

1. Which of the following best states the article’s main idea?
 - A. The steps Mupuya took to become a successful entrepreneur
 - B. Mupuya receiving a special award for his contribution to environmental conservation
 - C. Mupuya’s decision to make paper bags to improve the environment
 - D. Mupuya’s journey to becoming an entrepreneur who supports environmental conservation
2. What is the author’s purpose in writing this article?
 - A. To persuade others to use paper bags, not plastic bags, to help the environment
 - B. To give an example of how entrepreneurs can promote environmental conservation
 - C. To discourage people from starting their own businesses
 - D. To convince people to finish their education



During group work, float from breakout room to breakout room to facilitate learning as needed. Upon returning to the main room, have the reporter from each breakout group share the answer to one question. The reporter should also give the location of the text evidence.

Second Read of “Andrew Mupuya: Paper Bag King”: Slide 21

Preview Questions 1–7 and have students return to the breakout rooms to work on these questions.

1. What problem did the Ugandan government want to solve? [line(s): _____]
2. What solution did the Ugandan government propose? [line(s): _____]
3. Why did Mupuya see the government’s proposed solution “as an opportunity to launch a paper bag production company”? [line(s): _____]
4. What was Mupuya’s method for raising money to start his business? [line(s): _____]
5. What happened to Mupuya that helped him see he is “doing the right thing”? [line(s): _____]
6. Mupuya describes a paper bag as “eco-friendly.” How does he explain what he means?
7. What evidence in the text shows that Mupuya wants to become even more successful? [line(s): _____]

Students will have 20 minutes to complete this activity. Float to visit the groups. The whole group will come back together, and reporters will share out answers from their groups.

Third Read of “Andrew Mupuya: Paper Bag King”: Slide 22

Preview round 3 of the reading and have students return to the breakout rooms to work on the following question and timeline.

In paragraph 3, the author uses the word “inadvertently” to...

- A. show the government wanted to help Mupuya
- B. show that the government challenged Mupuya’s idea
- C. give an example of unplanned government help
- D. show that Mupuya did not have government permission

The article’s author describes Mupuya’s launching of his company as an “entrepreneurial journey.” Use the timeline below to list key events in Mupuya’s entrepreneurial journey.

2008: _____

Event 1: _____

Event 2: _____



2012: _____

Today: _____

Future: _____

Students will have 10 minutes for this final round. After that, the whole group will come back together, and reporters will share out answers from their groups.

Application (Individual Homework): Slides 23–24

Introduce the application activity. Students will access the following text-based writing assignment in the Google Classroom:

Write a paragraph to explain how Mupuya’s social entrepreneurial idea provides a solution to an environmental problem. In your paragraph, make sure to...

- describe the environmental problem presented in the article,
- describe how Mupuya’s company provides a solution to the problem, and
- give evidence from the article that shows Mupuya is successfully promoting environmental conservation.

Preview Upcoming Lesson: Slide 25

Explain the learning objectives for tomorrow’s lesson.

**Text: Andrew Mupuya: The Paper Bag King**

1 Award-winning entrepreneur Andrew Mupuya was just 16 years old when he decided to take on the world.

That was back in 2008, when both of Mupuya's parents had lost their jobs. They could only afford to cover his school fees. "I had to get to meet my basic needs by myself," remembers the Ugandan businessman. "I decided to face the world alone."

Inadvertently, the government of Uganda came to Mupuya's aid. At the time, officials in the country announced that they were considering a ban on plastic bags to curb environmental damage. Mupuya, who was still in secondary school, immediately saw this as an opportunity to launch a paper bag production company.

10 To start out his small operation, Mupuya figured out he needed a capital of 36,000 Ugandan shillings (\$14). He raised the first \$11 from selling 70 kilos of used plastic bottles he'd collected over one week. Mupuya then borrowed the remaining \$3 from his school teacher. Then he embarked on his entrepreneurial journey producing paper bags.

15 Today, at the age of 21, Mupuya is the owner of Youth Entrepreneurial Link Investments (YELI). YELI employs 16 people who produce up to 20,000 paper bags each week. His long list of clients includes multinational companies like Samsung.

20 "Right now, I have 72 clients," says Mupuya. "Ninety percent of our clients always come back."

In 2012, Mupuya was the winner of the \$30,000 Anzisha Prize. This is a major award given to young African entrepreneurial leaders who address critical needs in their communities.

25 "It shows to me how I am doing the right thing and it helps me define the impact I am creating."

Uganda has attempted to ban plastic bags to deal with its acute waste management problem and promote environmental conservation. Yet, they are still used in Kampala. They often block drainage systems or collect in heaps on the side of the road. Mupuya, however, believes Ugandans will eventually choose paper over plastic.

30 "A paper bag is eco-friendly, it can easily decompose," he says. "But plastic bags take too long, so that is the difference."



35 The YELI team cannot keep up with the increasing orders. Mupuya says one of the biggest challenges for his startup right now is supply and demand. “My next step is to get a machine [to help production] because I am only able to supply 5% of the demands I have.”

Yet Mupuya says that this is a problem that most clients understand. They push him to keep thinking big and press ahead with his plans to promote environmental conservation.

40 “My vision is to have a cleaner Africa by eradicating use of plastic bags and emphasis on paper recycling,” he says. “I dream of having a big plant where I am able to supply paper bags all over Africa,” adds Mupuya, “So I believe this is just the start.”

Adapted from CNN Article: “He started in his teens with \$14. Now he’s a 21-year-old paper bag king” Teo Kermeliotis and Jessica Ellis, CNN Updated 6:11 AM EST, Wed, December 24, 2014

<https://www.cnn.com/2014/01/23/business/paper-bag-empire-andrew-mupuya>



Article C: “Andrew Mupuya: The Paper Bag King?”

Moderately Complex: The purpose is to inform the audience of how an individual became a social entrepreneur by using a problem to create a business opportunity.

The tone is inspirational and presents the idea that financial independence and helping others can be intertwined through social entrepreneurship.

Moderately Complex: The connections between ideas are explicit and clear, and shorter paragraphs allow students to process categories of information more deliberately. However, the text is not entirely chronological, jumping from various topics.

MEANING/PURPOSE**STRUCTURE****LANGUAGE****KNOWLEDGE**

Moderately Complex: The language is explicit, literal, and straightforward.

However, some vocabulary is topic-specific, and students may benefit from a quick pre-teaching of 6 to 8 words. The text is primarily made up of simple and compound sentences, with some complex constructions.

Moderately Complex: The text relies on some knowledge of business, economics, and the environment. However, the information is practical and includes simple, concrete ideas for the most part.



Academic vocabulary words that demand attention and are related to the big ideas:

These words merit **less** time and attention.

(They are concrete and easy to explain, or they describe events, ideas, processes, concepts, or experiences that are familiar to your students.)

- ban
- curb
- launch
- embark
- client
- critical
- acute
- promote

These words merit **more** time and attention.

(They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes, concepts, or experiences that most of your students are unfamiliar with.)

- entrepreneur (entrepreneurship, entrepreneurial)
- environment (environmental, environmentally)
- conservation (conserve, conservative, conservation)
- eradicate



LESSON PLAN FOR HYFLEX ENGLISH LANGUAGE ACQUISITION CLASS

“Defining ‘Old’” by Lia Conklin Olson

Ronald M. Hubbs Center for Lifelong Learning, • St. Paul, MN

Title of this lesson:

“Social Entrepreneurship: Solutions to Environmental Problems”

Unit:

Aging

Brief description of how the lesson is to be used:

The lesson introduces a unit on Aging. Students will watch a video that features a 98-year-old woman and determine the point of view of its creator and featured subject, Evelyn. They will use evidence from the video to support their conclusions. Students will also share their own points of view about what it means to be “old.”

Later lessons in the unit will explore the topics of aging in different cultures, the implication of the growing elderly population in the U.S., and life expectancy rates worldwide. For a final project, students will create their own video. In it, they will interview an elderly person and showcase how their point of view on aging developed throughout the unit.

Intended instructional level of the lesson:

ELL C Advanced Communication

Class Delivery: HyFlex class

Suggested time to spend on the lesson¹:

One 60-minute session



Learning goals of the lesson:

- Identify the main idea and purpose of a video text
- Use word parts to interpret vocabulary
- Determine the point of view of the video creator and its subject
- Support text interpretation with evidence
- Consider the meaning of “old”
- Explore different viewpoints of what it means to be “old”
- Explain how people in your native country commonly view being “old”



Targeted Academic Standards	
Targeted College and Career Readiness ELA/Literacy Standards	Corresponding English Language Proficiency Standards
CCR Reading 1D: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELP Standard 1: Construct meaning from informational text through level-appropriate viewing. ELP Standard 2: Participate in level-appropriate oral exchanges of information, ideas, and analyses. ELP Standard 8: Determine the meaning of words and phrases in oral presentations.
CCR Reading 2D: Determine a theme or central idea of a text and how it is conveyed through particular details.	
CCR Reading 6C: Describe how a narrator's or speaker's point of view influences how events are described.	
CCR Speaking and Listening 1C: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.	
CCR Language 4B: Determine the meaning of a new word when a known prefix is added to a known word and use knowledge of the meaning of individual words to predict the meaning of compound words.	



Qualitative Text Complexity of “I Like Being 98” Video:

Moderately Complex: The purpose is to present a life experience of a 98-year-old woman to show that “old” is in the eye of the beholder. The content at face value is slightly complex, but understanding the video creator’s and interviewee’s points of view adds to the complexity.

Slightly Complex: The connections between ideas are explicit and clear, and the interview structure helps students process each question and answer more easily. In addition, the accompanying video images reinforces the content and message of the “text.”

MEANING/PURPOSE

STRUCTURE

LANGUAGE

KNOWLEDGE

Slightly Complex: The language is explicit, literal, and straightforward. However, some vocabulary is idiomatic and may require interpretation.

Slightly Complex: The text relies on basic knowledge of daily life and human relationships. Some knowledge of how the elderly live in the U.S. would be helpful but can easily be taught using examples in the video.



The suggested lesson sequence is as follows.

Learning Goals and Agenda: Slides 2–3 [Timestamp: 00:02:46:00]

Students volunteer to read the lesson goals and the agenda items.

Warm-up: Slides 4–5 [Timestamp: 00:03:49:00]

Introduce the warm-up. Students discuss the questions together as a whole class. (Alternatively, given additional time, students could discuss these in small groups.)

Point of View: Slides 6–11 [Timestamp: 00:05:05:00]

Use the graduation photo to model determining the point of view and supporting it with evidence. First, elicit the point of view (POV) of the person who posted the photo and the elderly graduate about being “old.” Next, review the POV chart to clarify POV, how to determine it, and how to use evidence to support that determination. Then elicit from students’ information to complete the chart on the next slide.

Watch “I Like Being 98” Video: Slides 12–13 [Timestamp: 00:14:47:00]

Show the two questions about the main idea and purpose.

- What is the main idea of the video?
- Why do you think this video was created? In other words, what is the purpose of this video? Hint: It may be one of the three text purposes (inform, persuade, entertain) or a combination of two.

Then together as a class, watch the video. Have students do a Think-Share, thinking for a minute about their answers and then sharing out with the whole class. Then, construct the correct answers together.

Vocabulary: Slide 14 [Timestamp: 00:24:11:00]

Elicit from the students any adjectives they may have heard in the video. Elicit from students the meanings of the following adjectives: heartbroken, useless, careful, and fearful. Guide them to break down the words into parts to help them with the meaning. Deconstruct each word and reconstruct to demonstrate how to use this strategy to help interpret new vocabulary.

Watch the “I Like Being 98” video: Slide 15 [Timestamp: 00:27:10:00]

Preview Questions 3–6.

3. How old is Evelyn?
4. Where does she live?



5. What happened that changed her situation?
6. Evelyn says, “When you make a promise, it’s important for me to keep that promise if it’s possible.” What is the promise Evelyn made?

Students watch the video for a second time. Then, divide students into small groups. (Small groups consist of three or four students of mixed ability and language groups. Online students will meet in breakout rooms, and in-person students will meet at tables.) Students orally answer the questions that require an understanding of supporting details.

Set up the Jigsaw activity and watch the “I Like Being 98” video: Slides 16–19 [Timestamp: 00:30:48:00]

Set up the Jigsaw POV activity. Explain that they will determine the POV of both the video creator and Evelyn, and then answer two questions.

Group A: Video Creator Questions

7. What is the video creator’s point of view about being old? What images does he include that support your choice?
8. Why does the video creator include their conversation after they stop the video? How does this further show his point of view?

Group B: Evelyn Questions

9. When Evelyn lost her license, she said, “It made me feel old.” How does this description show how Evelyn viewed herself compared to how others viewed her?
10. “I’m on the earth. I’m here. If I can contribute, I should.” What does this quote say about Evelyn’s point of view about being old?

Prepare the student groups, creating an even number of groups of three to four people. Assign half the groups to A: Video Creator and the other half to B: Evelyn. Assign each group a corresponding page in the Jamboard.

Watch the video again, and have students note on their assigned Jamboard chart any examples that support the POV side they choose.

Jigsaw Part 1: Slides 20–22 [Timestamp: 00:33:00:00]

Provide instructions for Jigsaw Part 1 and return students to their groups. Have students meet in groups (online in breakout rooms; in-person at tables). Ensure each group is on the correct Jamboard page and working on the correct POV. In their groups, students will discuss the notes they already have on the chart. They can also note additional observations about the POV of their assigned group. Together, they will write their answers to the POV questions on the Jamboard. Finally, students will prepare to share their work with a group that worked on the other POV.



Jigsaw Part 2: Slide 23 [Timestamp: 00:44:44:00]

Combine two Jigsaw groups, one Group A with one Group B. Group A shares their work with Group B. Group B shares their work with Group A.

The Stream: Slide 24 [Timestamp: 00:53:57:00]

Explain the homework assignment. Students complete a “Stream” post in Google Classroom for homework. They explain a POV many people in their native country have of what “old” means, providing examples to support it as a common POV.

Preview of Tomorrow’s Lesson [Timestamp: 00:55:13:00]

Explain the learning objectives for tomorrow’s lesson and give students a sneak peek into the culminating project of interviewing an elderly person. In the project, they will share that person’s POV on aging and their own POV through their creative choices.