Do You Love Your Neighbor?

**ESL Objectives:**

*Pronunciation* - result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to the English standard of correctness or acceptability.

*Diction* - usually implies a high level of usage; it refers chiefly to the choice of words and their arrangement. This is encouraged when the students make substitutions, vary or create their own dialogue. We want to encourage the students to *use their English!*

*Vocabulary* - learning new words of a foreign language. This includes idiomatic expressions.

*Fluency* - able to speak smoothly, easily, gracefully, and readily. All ESL methods seek to increase fluency.

*Intonation* - the sound pattern of phrases and sentences produced by pitch variation in the voice which distinguishes kinds of sentences of different language cultures. Jazz chants are for the purpose of working on intonation.

*Confidence* – levels increase the more students speak in front of their classmates, when the students are encouraged to demonstrate the meaning of a parable through a skit.

**Objectives:**

1. The students will learn vocabulary related to the parable of the Good Samaritan.
2. The students will learn a jazz chant to enhance their intonation, phraseology, rhythm, pronunciation, and fluency.
3. The students will create a skit demonstrating moral of the Good Samaritan.
4. Students will build confidence and poise as they recite before the class.
5. Students will be encouraged to only use English

**Materials:**

- vocabulary flashcards (*1 per group*)
- idiom flashcards
- props for skits (*optional*)
- wipe board (*1 set per group*)
- dry erase markers (*1 per group*)
- eraser (*1 per group*)
- story visuals
First Hour

1. Sing Camp Song

2. Review selected material from the previous day such as songs and vocabulary.

3. Teach the meaning of parable. Introduce the days lesson.
   - A parable is a common story that most can relate to and understand, but it always has a hidden meaning. Most of the time the word 'parable' is used to talk about an 'earthly story with a heavenly meaning' as told by the wisest man ever, Jesus Christ.

4. Teach the vocabulary
   - Use flashcards to practice the vocabulary. Listen for pronunciation and make sure they understand the words they are saying. Drill, Drill, Drill
   - Have the students draw a card and use it in a sentence
   - Play Pictionary
     ➢ Have a student draw a card and try to illustrate the word.
     ➢ The group will try to guess.
     ➢ You can make this a game and award points for each correct guess.
     You may even give candy to the winner if you wish.

5. Teach the Idioms for the day
   - Review the definition of an idiom
   - Review idioms from previous lessons.
   - Introduce the new idioms
     ➢ Discuss the meaning
     ➢ Act it out
     ➢ Use it in a sentence
Second Hour

1. Review vocabulary as a class.

2. Tell the parable of the Good Samaritan
   - Tell the story once
   - Act out the story using the Americans
   - Tell the story once more

   "The wisest man who ever lived (Jesus) told this story. A man was walking down the highway toward the City of Jerusalem and was attacked by robbers. The robbers beat him up, took his money, and left him for dead on the side of the road. This was really "highway robbery."

   A rich man walked by and saw the poor, beaten man. He didn’t have time to help him. He didn’t want to. He turned away from the man, would not look at him, and walked on.

   Another man came along. He was a Samaritan. A Samaritan was a person many did not like because people thought Samaritans were not good enough. However, he feels sorry for the beaten man and helps him to an Inn. He is very generous. He pays for the doctor’s care, his stay at the Inn, and his food. This man had a ‘heart of gold.’"

Which man “loved his neighbor”?

3. Discuss the parable in small groups
   - Discuss the meaning of the parable
   - Ask Questions:
     - What city is the traveler going to?
     - What did the robbers do?
     - did he receive help from the first man?
     - How did the last man help him?
   - Students retell the story. The American begins the story (only one sentence). The next person in the group continues the story only saying one sentence. It continues around until the story is complete.

4. Teach the Jazz Chant
   - Model the entire chant, using the rhythmic beat.
   - Say each line slowly, having the students repeat after you in unison.
   - Say each line faster, having the students repeat increasing their speed.
   - Divide into sections. Have the groups alternate in saying the lines.
   - Practice the chant in the individual groups. (This will be noisy but is effective)
     - Each group should come up with motions for their chant.
Third Hour

1. Groups perform chant in front of the class.

2. Discuss the meaning *(moral of the story)* of the parable of the Good Samaritan.
   - Use the word prejudice in your discussion.

3. Small groups create a skit demonstrating the moral of the Good Samaritan.
   - Each group must come up with a skit that applies the moral of the parable in 2012.
   - Everyone must be in the skit and have a speaking part.

4. Skit performance: Each group will perform their skit in front of the class.

5. If time remains, play "Do You Love Your Neighbor"
   - Have all the students sit in a circle. Choose one person to be “IT”
   - The person who is “IT” will approach someone in the circle and ask the question “Do you love your neighbor?”
   - The person can answer in two ways,
     - “No, I do not love my neighbors.” *(The people sitting on both sides of him now stand up and try to change seats before the person who is it jumps into one of their chairs. Whoever is left standing is it and continues the game.)*
     - “Yes, I love my neighbors, who are _______” He fills in the blank with anything that refers to anyone in the group, like “who are wearing jeans” or “who like apples”. *(Those people the jump out of their chairs and must find a new seat. They cannot sit in a chair that is on either side of their original seat.)*
   - Whoever is left standing is it and continues the game.
parable, neighbor, Samaritan, Jerusalem, peace, care, robbers, donkey
An extremely kind, generous, humane, unselfish, and forgiving person.

Heart of Gold
An extremely high price or charge for something

Highway robbery

"Chief, I'd like to report a case of highway robbery."
Vocabulary:
parable  
neighbor  
Samaritan  
Jerusalem  
peace  
care  
robbers  
donkey  
friend  
rich man  
poor man  
generous  
humane  
forgiving  
considerate  
prejudice

Idioms:

“Heart of Gold”

Meaning:
would help anyone in need

“Highway robbery”

Meaning:
An extremely high price or charge for something
Jazz Chant:

The Good Samaritan

I'm going to Jerusalem, walkin' down the road. Peace in my heart, not a care in the world.

Walkin', walkin', walkin' down the road. Walkin', walkin', walkin' down the road.

Along came some robbers, beat me on the head. Took all my money, left me for dead.

Walkin', walkin', walkin' down the road. Walkin', walkin', walkin' down the road.

Along came a rich man, dressed so fine. Stuck his nose in the air, he didn't have the time.

Walkin', walkin', walkin' down the road. Walkin', walkin', walkin' down the road.

Along came a poor man with a heart so kind. He took one look at me and changed his mind.

Walkin', walkin', walkin' down the road. Walkin', walkin', walkin' down the road.

He put me on his donkey, took me into town. True friend, true friend, couldn't let me down.

Fade out: True friend, true friend, couldn't let me down. True friend, true friend, couldn't let me down. True friend, true friend, couldn't let me down. True friend, true friend, couldn't let me down.