

A Conversational Handbook for Teaching University English

This is a book of lesson plans to develop the critical thinking skills and English language of university level students. It is primarily written for as a supplement to the university curriculum of Uzbekistan, but it is applicable to other classrooms. The handbook contains approximately 35 lesson plans organized along the following topics:

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Beginnings

This unit offers a basic understanding of the history and geography of the United States and challenges students to connect the themes and ideas presented through history with their own lives and heritage. Rather than spanning the scope of US history, the lessons center on important time periods and focus on issues that are familiar to students. Lessons begin with short lectures or readings that introduce the topic and then progress to analysis and synthesis activities.

Readings are included to introduce the historic topics. Teachers should use these readings as they wish; adapting them is encouraged. Vocabulary lists have not been included with these lessons, but teachers may find introducing new words to be beneficial.

United States Regional Geography

Objectives:

- Students will learn about landforms, climate, raw material and industrial economic zones of the US.
- Practice following written directions.
- Speak English in groups and present their work as individuals to a group.
- Synthesize facts from reading and presentations to answer questions.

Materials:

- A large US wall map (a laminated map or a map covered with Contac paper is useful because it can be written on and erased). A map can also be drawn on the blackboard.
- Individual US maps for each student with national and state borders and states labeled with abbreviations.
- Crayons, colored pencils or markers for students to use.
- 4 different readings, each group needs a minimum of 1 total.
- List of states and their 2-letter abbreviations.

Introduction:

Brainstorm geographic places in the US. Concentrate on political features such as cities and states and other points of interest. Do this in whatever way works best for you and your students (Students may call out place names or features, each student could write a list of five place names, etc...). If the big map is erasable, circle or put points on the features mentioned to demonstrate labelling features to students.

Activity:

1. Break the students into four groups and pass out maps to each student and readings to each group. Each group will now concentrate on one subject - landforms, climate, raw materials, or industry. Have students read the article in groups. Students will draw in the features as directed by the reading. Let students know that they will be using this map to teach their classmates later.
2. Collect the readings and then mix the groups. Students will now use their personal map to teach the students in their new group.
3. Groups will answer the following questions to test their ability to synthesize the information from presentations.

Questions:

- 1) What inputs, climate and landscape are necessary to produce certain agricultural products or raw materials? Explain the locations of three agricultural products or raw materials regions in the US through your knowledge of landscape and climate.
- 2) Choose two industries in the US and explain their location.
- 3) Think of two agricultural products in your own country and explain the landscape and climate that they are grown in? What inputs are needed to raise these crops?

Suggested homework:

Write three paragraphs about what part of the US you would like to visit. What features of this place attract you?

State 2-Letter Abbreviations:

AL	Alabama	LA	Louisiana	OH	Ohio
AK	Alaska	MD	Maryland	OK	Oklahoma
AZ	Arizona	ME	Maine	OR	Oregon
AR	Arkansas	MA	Massachusetts	PA	Pennsylvania
CA	California	MI	Michigan	RI	Rhode Island
CO	Colorado	MN	Minnesota	SC	South Carolina
CT	Connecticut	MS	Mississippi	SD	South Dakota
DE	Delaware	MO	Missouri	TN	Tennessee
FL	Florida	MT	Montana	TX	Texas
GA	Georgia	NE	Nebraska	UT	Utah
HI	Hawaii	NV	Nevada	VT	Vermont
ID	Idaho	NH	New Hampshire	VA	Virginia
IL	Illinois	NJ	New Jersey	WA	Washington
IN	Indiana	NM	New Mexico	WV	West Virginia
IO	Iowa	NY	New York	WI	Wisconsin
KS	Kansas	NC	North Carolina	WY	Wyoming
KY	Kentucky	ND	North Dakota		

Readings:A. US Landforms

The Continental United States, the 48 states out of the 50 that are the center of the US, touch two oceans, the Atlantic to the east and the Pacific to the West. *Label these two oceans on your map.* To the south the US borders on two Mexico's, the nation of Mexico to the southwest and the Gulf of Mexico to the southeast. *Label Mexico and the Gulf of Mexico on your map.* The US shares its northern border with Canada. This is the longest undefended border on earth. *Label Canada on your map.* The five Great Lakes form the border between the eastern regions of Canada and the US. *Label the Great Lakes on your map.*

We will label three major rivers in the US. The Mississippi, the longest river in the US, runs into the Gulf of Mexico through the state LA. The Mississippi forms the borders of many states with the states MS, TN, KY, IL and WI to its east and AR, MO and IA on its west before it disappears into MN. *Trace these borders in blue and label the Mississippi River.* The Ohio and the Missouri Rivers both flow into the Mississippi. To find the Ohio River find the border between KY and IL. *Start here and trace along KY's borders with IN and OH. Continue tracing along the border of WV and OH.* While the Ohio flows into the Mississippi from the east, the Missouri River comes from the west. To find it locate the border between IA and NE. Notice how this border curves.

This curve continues to the northwest along the border of NE and SD and to the southeast along the KS and MO border. This is the middle section of the Missouri River. *Trace and label it with a blue pen. Continue tracing through the center of MO to the Mississippi River. Continue tracing the river at the north end along the SD - NE border, through SD and into ND and then into MT.*

There are three major mountain ranges in the Continental US, the Appalachian Range, the Rocky Range, and the Sierra Nevada and Cascade Ranges. The Appalachians are the easternmost. *You can draw them beginning in GA and continuing north-northeast along the borders of TN and NC, along the borders of KY and WV with VA, northeast through PA and NY into MA, VT, NH and ME.* The mountains continue all the way into Canada. They are not very high, just over 2000 meters at the highest places, but they are one of the oldest mountain ranges on earth.

Though the Appalachians used to be very high, the Rockies are now much taller. The highest peaks in the Rockies, many over 4000 meters, are in CO. The Rockies are a wide range, stretching from the center of CO westward to the middle of UT. They run north from here through WY, ID and western MT into Canada and south through eastern AZ and western NM into Mexico. *Draw a circle around this large area to show the Rockies.*

Even though they are separated by name, the Sierra Nevada and Cascade Ranges flow into each other. The Sierra Nevada run along the border of CA and NV and the Cascades run north to south through the center of OR and WA. *Trace these mountain ranges.* The Sierra Nevada Range has the highest mountain in the Continental US, Mount Whitney, 4,418m. The Cascade Range has many volcanoes, the highest of which is 4,392m Mt. Rainier in WA.

In the center of California there is a huge valley formed by the Sierra Nevada to the east and small mountains called the Coast Range to the west. This is the Central Valley of California and it runs almost 700km from north to south. *Trace the Central Valley and label it.* This area is close to sea level and very flat.

Centered in Nevada and extending into OR, ID and UT between the Rockies and the Sierra Nevada and Cascades is an area called the Great Basin. *Draw a circle around this area and label it.* This dry area is filled with plains and mountains.

Just to the east of the Rockies is an area called the Great Plains. This region extends from the mountains eastward to the far eastern edge of ND, SD, NE, KS, OK and TX. *Label this region.* This area is filled with huge plains that are low in the east and climb to meet the mountains.

The states MN, WI, IO, MO, MI, IL, IN and OH are known as the Mid-West. *Label this region.* This region is close to sea level and fairly flat.

The Gulf Coastal Plain runs along the coast of the Gulf of Mexico in TX, LA, MS and AL. *Label this region.* This region is very flat and right at sea level.

The Atlantic Coastal Plain is very low and flat like the Gulf Coastal Plain, but it is larger. *Trace and label it through NJ, DE, eastern MD, and the coastal states down through GA and all of Florida.*

B. US Climate

The Continental United States, the 48 states out of the 50 that are the center of the US, is a large area with a diversity of climate regions.

The northwest and the southeast of the US are both areas with a lot of rainfall. The coastal areas, those regions close to the ocean in WA, OR and northern CA are very moist. The southern half of FL is also very moist. *Label both of these regions on your map.*

The coastal areas of southern CA are dry and warm year round. *Label this region.*

The interior, the regions away from the ocean in CA, southern NV, AR and NM are dry and warm in winter and hot in summer. *Label this region.*

The interior of OR and WA, along with northern NV, ID, MT, WY, UT, CO are dry and hot in summer and cold snowy in winter. *Label this region.* Much of all of these regions are desert. There are also many mountains in these regions where the weather is very variable, it can change very quickly from rain or snow to sunshine.

The middle of the country, the area that includes eastern MT, WY, CO and NM, all of OK, KS, NE, SD, and ND, and the interior of TX, is dry with very hot summers and cold winters. *Label this region.* There are often heavy winds in this area including occasional tornadoes.

The states MN, IA, IL, IN, OH, WV, MI, and WI are very humid with cold, snowy winters and hot, sticky summers. *Label this region.*

The states MO, AR, KY, and TN are cool in the winter and very hot and humid in the summer. *Label this region.*

The states LA, MS, and AL, along with northern FL, GA, SC, and NC, are warm in winter and very hot and humid in summer. The coastal areas are an exception to this, cooler than the interior regions in summer. *Label this region.*

The states VA, DE, MD, PA, NJ, NY, VT, NH, MA and ME are humid. The more northern states in this region are cold and snowy in winter and warm in summer. The more southern states are cool in winter and hot in the summer. *Label this region.*

C. US Agriculture and Raw Materials

The Continental United States, the 48 states out of the 50 that are the center of the US, produces many agricultural products and other raw materials. The US is a major producer of wheat, corn, potatoes, cotton, vegetables and fruit; dairy, beef, chicken, and pork; and lumber, coal, and metals.

FL and CA are the major fruit and vegetable producing states. Southern FL produces a lot of citrus - oranges, lemons, grapefruits, etc... In central CA a long strip of land called the Central Valley runs about 700 km north to south. This region is the major fruit and vegetable producing area in the US. It is especially famous for its grapes and wines. *Label these industries.*

WA, OR and northern CA are the states with the biggest trees and the largest lumber industries. *Label this industry.*

ID is famous for its potatoes. *Label this industry.*

ID, MT, WY, UT and CO are important for ranching, the raising of livestock, and coal and metal mining. *Label these industries.*

AR, NM and TX are important for irrigated cotton production. *Label this industry.*

OK, KS, SD and ND are important for wheat and sunflower oil production, two crops that aren't irrigated. *Label this industry.*

WI, VT and eastern PA are both famous dairy states. VT and WI are known for cheese and PA has America's largest chocolate factory.

MN, IA, MO, IL, IN, and OH are famous corn growing regions. The corn is used to feed animals and to produce sugars and starches for other foods and products. *Label this industry.*

KY and TN grow a lot of tobacco for cigarettes. *Label this industry.*

LA is famous for growing hot peppers and for its sugarcane. *Label these industries.*

GA is famous for peaches and pecans, a kind of nut. *Label these industries.*

NC has a lot of pig farms. *Label this industry.*

MD and DE have many chicken farms. *Label this industry.*

WV and western PA have many coalmines. *Label this industry.*

NY has many apple orchards and many vineyards. *Label these industries.*

ME and MA are famous for their fishing fleets. *Label these industries.*

D. US Industries

The Continental United States, the 48 states out of the 50 that are the center of the US, has many industrial regions. While many of these industries have changed locations, these are the traditional industrial centers.

The automobile industry is centered in southeastern MI near the Great Lakes. This is an ideal site because of the plentiful labor and the easy transport of new cars to the rest of the world on ships through the lakes or the plentiful railroad lines of the Midwest. *Label this industry.*

The steel industry began in PA. This was an ideal location because both coal and iron were produced nearby. *Label this industry.*

Even though few computers are made in the US, the center of many computer companies and software makers is in CA, in the area around San Francisco. *Label this industry.*

The area around Seattle, WA, is the center of airplane manufacture in the US. *Label this industry.*

The pharmaceuticals industry has traditionally been centered on the east coast of the US in the states MA, CT, NY, and NJ. *Label this industry.*

The oil industry is centered in TX where there are both many oil wells and oil companies that operate all over the world. *Label this industry.*

The film industry is centered in Hollywood, CA, a section of Los Angeles. *Label this industry.*

The television industry is centered in NY and CA. The Latin American television industry is centered in Miami, FL. *Label these industries.*

Stock trading is centered in NY with other important centers in Chicago, IL and San Francisco, CA. *Label this industry.*

The History behind the Bill of Rights

Objective:

Students will learn about the Bill of Rights (the first ten amendments to the American Constitution), and the laws the Government of Great Britain passed in order to restrict colonial American life in the years leading up to the American Revolution.

Materials:

Several copies of the attached Intolerable Acts and The Bill of Rights.

Introduction:

Place individual copies of particular *Intolerable Acts* and *The Bill of Rights* around the room. Explain briefly to students about the history of the American Revolution and the Colonial Government of the North American Colonies by Great Britain. Explain what the intolerable acts and the Bill of rights were. A sample explanation follows:

The people of the 13 colonies of North America felt that they were being taxed and used by the government of Great Britain without any representation of their own in the government's decisions. Many protests took place where colonials demanded more freedom, self-rule, and greater power in the colonial relationship. Riots took place and many colonials were killed in fights with British soldiers. In an effort to suppress colonial discontent, the government of Great Britain, in London, and under the rule of King George III, passed several Acts (or laws) to control the activities of their rebellious North American Colonies. These acts were called the Intolerable Acts by the colonials and added to their anger with King George III and his government.

After a devastating and bloody 7 year war with Great Britain, the colonies gained their independence and wrote a Constitution which would unite all the colonies, now states, together as one nation. The Constitution would be the highest law of the land. The first ten Amendments (changes or additions) to the constitution, called The Bill of Rights, dealt mostly with personal freedoms and protection of citizens and states from the power of the new government of the United States. In many cases they protect citizens and states from exactly the type of suppression one sees in the Intolerable Acts.

Activity:

Once students understand the material, have them walk around the classroom and try to match each Intolerable Act with an Amendment that relates to it. Once they have done this ask students to present why they think each intolerable act relates to one or more Amendments. Have a discussion about why certain actions, or laws, cause grievances and the creation of new laws to protect people from such situations arising again.

In groups have students write about grievances they have with their University, city, country, etc, and what laws they would write to rectify the situation.

Suggested Homework:

Students can write about their personal experiences with unfair laws or situations that have affected them and how they would rectify such problems.

The Intolerable Acts

Passed by the Government of Great Britain with the intention of suppressing the North American colonies' expressions for more rights, representation and self-rule

The Quartering Act of 1774

The government of Great Britain orders the citizens of the colonies in North America to open up their homes to any British soldier who wishes to stay there. The soldiers are also not required to pay for the privilege of living in any colonials' house. (Amendment 3)

Administration of Justice Act

The government of Great Britain authorized accused persons in the colonies to be tried in colonies in which their crimes did not occur, and in which they did not live; and would effectively be deprived of due process of the law. A person accused of a crime would also be required to give evidence against himself. Furthermore, public disagreement with the government of Great Britain and the exercise of free speech and assembly were severely restricted (Amendment 1, 5 and 6)

Massachusetts Government Act

The government of Great Britain effectively deprives the limited self-government of the colonies (later states) to govern themselves on any matter without the consent of the government of Great Britain's express consent. This took away the rights of the citizens of Massachusetts colony (later state). (Amendment 9 and 10)

The Quebec Act

The government of Great Britain declared protestant Christianity to be the supreme religion of the British Empire. And while they provided for the free exercise of Catholic Christianity, they also made it legal government officers to "encourage" citizens of Quebec and other colonies to become Protestant. (Amendment 1)

The Bill of Rights

The following text is a transcription of the first ten amendments to the Constitution in their original form. These amendments were ratified December 15, 1791, and form what is known as the "Bill of Rights."

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

The Civil War

Objectives:

- Students will have an understanding of the basic issues underlying the Civil War and events leading up to the war.
- Learn about Abraham Lincoln.
- Participate in a debate “For the good of all or for the good of the nation?”

Materials:

- Large US wall map
- Timeline: Events leading up to and including the Civil War
- Reading: Abraham Lincoln

Introduction:

Using the map, review the geography and the economies of the northeast and southeast. Lead the students in a discussion of the differences in life-style and economics in the more rural, agricultural south versus the more urban, industrial north.

Activity:

1. Using the map, trace the events leading up to the Civil War. Go into whatever depth desired. The beginning of slavery in the New World, the Missouri Compromise or Lincoln’s election are all be good places to begin.
2. Pass out the reading on Lincoln and briefly discuss him and the difficult choice he made to send his country into war.

Questions to ask about Lincoln:

1. What were some of the jobs Lincoln held before becoming a lawyer?
 2. Before he was president, what state did Lincoln work in?
 3. What was Lincoln's primary goal as president?
 4. What document written by Lincoln freed the slaves?
3. A formal debate. Split the students into two groups and hold a formal debate.
Topic: For the good of all or for the good of the nation?

All cotton pickers should be contracted and paid fair wages versus the cotton harvest should remain as it is now, with conscripted labor, for the good of the nation.

Suggested homework:

After taking part in the debate, imagine that you are the president. Write an essay on the choice that you would make for the good of your country.

Timeline: Events leading up to and including the Civil War

1793. Eli Whitney invents the cotton gin, a device that removed the seeds from cotton and revolutionized the cotton industry. The southern states become the principle cotton growing region for the world and the number of slaves rises from 700,000 in 1790 to two million in 1830 and four million in 1860, the eve of the Civil War.

1850. Lawmakers of the California Territory ask to be admitted into the US as a state. Congress, roughly divided between members from northern and southern states, must decide if California will enter the union as a slave state or a free state. Congress compromises and admits California as a free state, but passes the Fugitive Slave Act at the same time. This act requires all citizens to assist in capturing and returning escaped slaves to their owners.

The passage of the Fugitive Slave Act strengthens the resolve of many abolitionists, people who wanted to end slavery, and improved the Underground Railroad, a secret network of safe houses and guides that assisted runaway slaves on their passage from the south to Canada where there was no slavery.

1852. Harriet Beecher Stowe publishes Uncle Tom's Cabin, or Life Among the Lowly. This enormously popular novel tells the story of a group of slaves and their life under a cruel overseer. It widened the divide between north and south, turning many northerners into abolitionists and outraged many southerners who claimed that Stowe had no knowledge of slavery.

1859. John Brown, a radical abolitionist, led a band of twenty-one men in a raid on a federal government arsenal (a place where guns and weapons are stored) in Virginia, a slave state. He hoped that his raid would start a slave uprising all over the south that he could supply with guns captured from the arsenal. Brown was taken prisoner, sentenced and executed by the state of Virginia. Brown's raid made it clear to both north and south that a peaceful solution to their differences would not be found.

- 1860. On November 6, Abraham Lincoln, who had declared "Government cannot endure permanently half slave, half free..." is elected president.

On December 20, South Carolina secedes from the Union, followed within two months by Mississippi, Florida, Alabama, Georgia, Louisiana and Texas.

- 1861. On February 9, the Confederate States of America is formed with Jefferson Davis, a West Point graduate and former U.S. Army officer, as president.

On March 4, Abraham Lincoln is sworn in as 16th President of the United States of America.

At 4:30 a.m. on April 12, Confederates fire upon Fort Sumter in Charleston, South Carolina. The Civil War begins.

- 1863. On January 1, President Lincoln issues the final Emancipation Proclamation freeing all slaves in territories held by Confederates and emphasizes the enlisting of black soldiers into the Union Army. The war to preserve the Union now becomes a revolutionary struggle for the abolition of slavery.

From July 1 – 3, the tide of war turns against the South as the Confederates are defeated at the Battle of Gettysburg, Pennsylvania.

On November 19, President Lincoln delivers the two minute long Gettysburg Address at a ceremony dedicating the Battlefield as a National Cemetery. This is one of the greatest and most important speeches in American history because of its clear statement of equality and democracy, treasured national values.

- 1865. On April 9 the Confederate army surrenders, effectively ending the Civil War.

On April 14 President Lincoln is shot while attending a play. He dies the next morning. The assassin is an actor sympathetic to the Confederate cause.

Reading: Abraham Lincoln

Abraham Lincoln is remembered as the president who freed the slaves. Though his personal beliefs were always on the side of abolition, as a leader he wasn't always committed to freeing slaves. As president, his first priority was to keep the nation together. As he wrote in a letter to the *New York Tribune* (a newspaper), on August 22, 1862, "If I could save the union without freeing any slave I would do it, and if I could do it by freeing all the slaves I would do it; and if I could save it by freeing some and leaving others alone than I would also do that."

One month later, on September 23, 1862, Lincoln issued the first version of the Emancipation Proclamation. This is the document that legally freed all slaves, though many would not be free till the war's end. To this point the northern or Union side had been weaker than the south and had lost most battles. Lincoln sensed that his proclamation would strengthen the northern side and waited to release it until the north had won a major battle. In freeing slaves, it deprived the south of their laborers and increased the number of freed slaves working for the Union.

Though Lincoln's motivation for freeing the slaves is still questioned, free them he did while he led the United States through its worst crisis. His tragic death by assassination six days after the end of the war cemented his place as a national hero. Unlike the other famous presidents such as George Washington and Thomas Jefferson who were slave owners, Lincoln was raised by a poor family on the frontier in Kentucky

and Illinois. His parents could not read and he was only able to go to school for a few weeks or months at a time.

Lincoln worked hard to educate himself while farming, splitting logs for fences, managing a store and working as a captain in the military. He studied law and became a lawyer and a politician in Illinois, working in the state legislature and in the courts. In 1858 Lincoln campaigned for the senate against Stephen Douglas. Though Lincoln lost the election, he became famous nationwide for the strong abolitionist beliefs he expressed in debates against Douglas. In 1860 he was elected president, in large part because of his abolitionist beliefs and his humble upbringing.

Native Americans

Objectives:

- Students will have a basic understanding of Native American history from the crossing of the Bering land bridge till the present day.
- Students will discuss the reading Assimilation or Resistance that relates to Native American heritage and lives.
- Students will write about their own heritage and how it relates to the discussion.

Materials:

- A World and US map will be helpful.
- Presentation: Native American History
- Reading: Assimilation or Resistance

Introduction:

A presentation on the history of Native Americans is given by the teacher. This should include a general history, the diversity of groups, their accomplishments and the lifestyles and beliefs of a few specific tribes. Alternately, this can be presented as a reading.

After reading, ask these questions:

1. From what continent do scientists believe the Native Americans entered America?
2. Name two groups of Indians and talk about their lifestyles.
3. What were some of the food crops that Native Americans relied upon?
4. What were some of the diseases brought to the Americas by Europeans?
5. To what places were the Native Americans forced to move? Hint - Many still live there today.

Activity:

1. Distribute the reading Assimilation vs. Resistance.
2. Lead a group discussion of the article and how it relates to the lives of minorities. Is it better to assimilate with the majority or resist them?
3. Talk with students about their family histories. If they are Uzbek talk about how their families assimilated into the Soviet Union, how were they Russified. If they are from another ethnic group talk about how and why their families came to Uzbekistan, how much their families assimilate with other ethnic groups and how much they maintain their own ethnic traditions.
4. Invite students to share a story about their family history as it relates to step 3.

Suggested homework:

Write an essay based on one of the choices below.

- A. Write an anecdote or piece of your family history as it relates to the discussion.
- B. Choose either Assimilation or Resistance and defend it as the right choice for a threatened minority.

Lecture notes:

Though no one is certain how Native Americans arrived in America, many scientists theorize that they were Asian nomads who crossed a land bridge over the Bering Strait which divides Alaska and Russia. During ice ages this could have been land, not an open seas gap as it is today. Another popular theory is that ancient peoples traveled to America by boat, staying close to shorelines as they sailed. Both of these theories are possible. Also uncertain is the number of groups to enter America before the European explorers. Were there many migrations of Asian peoples or just one? What is more certain is the great length of time that the Americas have been settled, at least 12,000 years.

Before Europeans arrived in America, there were hundreds of groups or tribes of Native Americans. These groups were often divided further into clans that lived together and shared resources. These tribes could also be grouped into large regions because of similar language and lifestyles. For example the Kiowa, Sioux and Mandan were among the groups known as the Plains Peoples because they lived on the Great Plains and survived in large part from hunting buffalo. In the Northwest of the US many coastal tribes relied on salmon as their principle food. Both of these groups would hunt or harvest meat in the right season and preserve it by drying or salting it for the rest of the year.

Other native groups practiced agriculture as well as hunting. Peoples along the Atlantic coast grew corn, beans and other crops and also hunted. Other groups relied even more on agriculture. Some of these groups conquered other tribes and created large empires. The Maya and Aztec in Central America and the Inca in South America were great empires that depended on agriculture, especially corn and potatoes. These crops could be transported and stored for several years, perfect food for marching soldiers. The Aztec Empire covered most of southern Mexico and Central America. Many huge pyramids remain today from the Aztec Empire. The Inca Empire in South America was connected by a road system that was over 4000 km from one end to the other.

Though the first people of America led lifestyles well-adapted to their landscapes, they were not prepared for the diseases brought by Europeans. European explorers brought smallpox, measles and other deadly viruses with them. When the first European settlers arrived in America shortly after the explorers, they found that most tribes had been weakened by the deaths of many members.

Another important difference prevented the Native Americans and Europeans from integrating. All tribes held land in common. No piece of land was owned by any individual, all land was shared for the tribe's needs. European settlers had a different ideology than the natives. They arrived in America ready to buy and settle land. Europeans, believing that they owned land, would defend it against natives. These natives believed that they shared it with the Europeans. This created a cycle of violence that culminated with treaties, the documents that sought to make peace between natives and settlers in exchange for land.

A treaty was an agreement between the US government and a group of Indians that established boundaries for land ownership. Unfortunately, the US government and its people did not honor the treaties. When settlers needed land they would move onto Native American territory. If a war started because of this, the military would fight for the settlers. After many years all of the land had been settled by the European

Americans. Little land was left for the Native Americans who were moved onto reservations. These reservations were often on poor land. To this day reservations have health conditions, unemployment, and quality of education well below the American standard.

Reading: Assimilation or Resistance

The arrival of Europeans in America and their spread across the continent caused many difficult choices for Native Americans. The choice to welcome the newcomers and assimilate into their culture or fight against them and resist their ways was a difficult one to make. Below are stories of two leaders, one from Sequoyah, a leader advocating assimilation and another from Tecumseh, a leader who thinks that the Europeans should be met with resistance.

Sequoyah was a Cherokee Indian born in the Southern Appalachian Mountains in the state of Georgia or North Carolina. He was a scholar who created an alphabet for his native Cherokee language. Sequoyah believed that the alphabet, reading and writing, all brought to America by European immigrants, could be beneficial for his people. Sequoyah said, "When a writing was made for the Cherokee, then...the Cherokee would be of equal understanding with the white man." The Cherokee even had a government modeled after the US Constitution.

Being able to read and write did not save the Cherokee from the US government. In 1838 the Cherokee were forced to move from their home in Georgia to an Indian reservation in Oklahoma on a long trip called the Trail of Tears. As many as one quarter of the Cherokee people died during the trip. Sequoyah's fate was not so bad. The US government awarded him the only literary pension in history.

Tecumseh, an advocate of violent resistance against the European invaders of his people's lands, was not as lucky as Sequoyah. He formed a coalition of native groups to fight the US government because the settlers were taking land away from the natives. Many native peoples had signed treaties with the government to protect their lands, however these treaties were not honored and the native peoples often lost their homelands. Though his coalition was sometimes successful against the US army, they eventually lost and Tecumseh died in battle in 1813. The following are excerpts from a letter he wrote to William Henry Harrison, Governor of the Northwest Territories and later US president, on August 12, 1810.

The being within, communing with past ages, tells me that ... there was no white man on this continent; that it then all belonged to red men, children of the same parents, placed on it by the Great Spirit that made them, to keep it, to traverse it, to enjoy its productions, and to fill it with the same race, once a happy race, since made miserable by the white people, who are never contented but always encroaching. The way, and the only way, to check and to stop this evil, is for all the red men to unite in claiming a common and equal right in the land...

The white people have no right to take the land from the Indians, because they had it first; it is theirs.

http://www.cr.nps.gov/history/online_books/popular/6/ps6-1.htm

American Expansion

Objectives:

- Students will create a timeline of the westward expansion of the US.
- Students will learn about the events, laws and technology that lead Americans to move westward.
- Students will practice distilling paragraphs into sentences to make the timeline.
- Students will use the timeline to write an essay on a topic given to them.

Materials:

- Categorized cards (land, technology, motivation) for each of the changes that spurred westward settlement.
- Every student needs a blank sheet of paper or a clean notebook page.

Introduction:

Introduce the idea of a timeline and draw a short segment of one on the blackboard. Explain how to read it and go into the same amount of detail that you want the students to go into. Incorporate writing paragraph summaries into the introduction of timelines.

Activity:

1. Cards will be placed in stations around the room. Groups of students will use these cards to construct a timeline of westward expansion (even though they work in groups, make sure that every student draws a timeline). At the very least students will include the year and a short description of the event on their timeline. More elaborate timelines may include a map showing territorial acquisition or a more in depth description of the events.
2. Mix the groups so that each student may show their timeline to students from other groups.
3. Give each of these new groups the questions to answer as a group.

Questions:

- What role did immigrants play in The Westward Expansion? What do you think their life was like on the frontier?
- How was the United States able to take advantage of war to gain more territory?
- Which one of the technological improvements was the most surprising to you? Why?
- Of the five territorial acquisitions discussed here, which one do you think is most important to America's economy today? Why?

Suggested Homework:

Students should talk with their parents or grandparents about the settlement of the area that they live in. What do their older relatives know about the first human settlements in the area, the first governments or what people did when they first arrived in the area? Do they know any of the region's folklore? Students should summarize any facts or stories their relatives might know.

Westward Expansion Cards:

Land Acquisition: 1803, The Louisiana Purchase

On May 2, 1803, US President Thomas Jefferson bought from Napoleon Bonaparte all of the French land holdings west of the Mississippi River. Bonaparte needed money to bankroll his wars in France. The treaty became known as the Louisiana Purchase and is still the most important land deal in history. For about fifteen million dollars the US received over 2,000,000 square kilometers of land. This was about \$7.50 per square kilometer for what would become the agricultural heart of America.

Land Acquisition: 1819, Florida

Spain, former master of over half of the Americas, ceded the Florida Territory to the United States. At the time Florida was thinly populated and its swampy, sub-tropical landscapes were poor for settlement. Over time it has become a major agricultural and vacation region of the US.

Land Acquisition: 1845, Texas

The Republic of Texas became a state of the United States when its congress votes to enter the union on June 23. The annexation had already been approved by the US. Before joining the US, Texas had been a sovereign country for nine years after predominantly American settlers had fought for and won independence from Mexico in 1836. The climate of Texas favored cotton farming and cattle grazing. While the addition of Texas to the union was tremendous for the US economy and land-hungry Americans, it also started a war for territory with Mexico that began the following year.

Land Acquisition: 1846, The Oregon Country

By treaty Great Britain ceded all of its North American territory west of the Great Lakes and south of 49° N latitude to the US. In return, the US ceded all of its territory north of 49° N to Great Britain. The territory gained by the US includes the present day states of Oregon, Washington and parts of Idaho. Especially important was the acquisition of the Columbia River's mouth to the Pacific Ocean, opening navigation into the continent. Today, this land is important for logging, farming, mining and hydro-electric power production.

Land Acquisition: 1848, Mexican Territories

Following two years of war between the US and Mexico, the victorious US bought from Mexico most of the territory that will become the states of Colorado, New Mexico, Utah, Arizona, Nevada and California. The war was essentially one of territory, who would control the great lands of Northern Mexico, the Mexican government or the huge numbers of American settlers moving onto them. The Americans won and claimed the huge tracts of land that would become important for mining, cattle grazing, hydro-electric power and, in California, agriculture.

Technological Advance: 1807, The Steamship Clermont

On August 8, 1807, Robert Fulton launched the first commercially successful steamship on the Hudson River in New York. The ship could travel at an average speed of eight km/h, much faster than the sailing ships and barges that had been used for navigating waterways and hauling cargo. Steamships will later ply the Mississippi, Missouri and Ohio Rivers, opening up the nation's interior by carrying settlers and technology to the frontiers and agricultural goods back to market.

Technological Advance: 1834, The Reaper and the Steel Plow

In June of 1834 Cyrus McCormick patents a mechanical, horse-drawn reaper that revolutionized wheat harvesting. Prior to his invention it took about 50 hours to harvest one hectare of wheat. With McCormick's fully-perfected reaper a farmer could harvest a hectare in less than two hours. In the same year John Deere, a blacksmith, began experimenting with the design of a steel plow, one strong enough to break through the stubborn roots of prairie soil. Without it, agriculture would have been impossible on the huge grasslands to the west of the Mississippi. Together, these two inventions made farming huge tracts of land possible at a time when thousands of hectares of western land were available for settlers to farm.

Technological Advance: 1844, The Telegraph

In the year 1844 Samuel Morse transmitted the first message across a telegraph line connecting Washington, DC and Baltimore, Maryland. Within several years the nation was covered with thousands of kilometers of electric cable that transmitted messages almost instantly. Morse's invention allowed rapid communication across the huge territories of the US, doing in seconds what had previously taken weeks and months.

Technological Advance: 1869, The Transcontinental Railroad

On May 10, 1869, the final spike was driven to complete the transcontinental railroad at Promontory Point, Utah. Construction of the railroad, which ran from Chicago to San Francisco, had begun many years earlier, but was slowed down by the Civil War. Two lines were constructed, one beginning in San Francisco and moving eastward, the other at Chicago and going westward. Both were built with mostly immigrant laborers, the former mostly Chinese and the latter predominantly Irish. The completion of the first of many transcontinental railroads made the transit of people and goods across the country remarkably easy and cheap compared to previous methods.

Technological Advance: 1873, Barbed Wire

On October 27, 1873, Joseph Glidden applied for a patent for his improved version of barbed wire. The wire was used to make fences and its barbs would prevent animals from knocking the fences down. Prior to its spread across the west, all land was open. Many people did not want to develop or farm land, or dig wells, because any animals could come onto the land and spoil crops or drink from the expensive wells. Barbed wire improved the profits from crops and improved the breeding of livestock. As farmers and ranchers became wealthier, more people moved west.

Motivation to Move Westward: 1787, The Northwest Ordinance

On July 13, 1787, Congress passed the Northwest Ordinance of the Articles of Confederation. The ordinance was important for two reasons, it specified how territories could become states and it called for the surveying, dividing, and sale of the new land by territorial governments. The writers of the ordinance, who themselves had rebelled because of their second-class status, made certain that all territories could eventually become states, full-fledged members of the nation. They also ensured that land was divided into simple square plots and available to the country's citizens.

Motivation to Move Westward: 1804, Lewis and Clark's Expedition

In 1804 President Thomas Jefferson chose his secretary Meriwether Lewis and Lewis' former comrade-in-arms William Clark to explore the recently acquired territory of the Louisiana Purchase. Their party for the expedition numbered as many as thirty-one people including one woman, a Native American named Sacajewea who served as their interpreter. During the two year, 13,000 km trip along the Missouri and Columbia Rivers to the Pacific and back, they discovered many new plants and animals, made contact with over fifty tribes of Native Americans and found rivers teeming with fish and plains filled with herds of buffalo, elk and antelope.

Motivation to Move Westward: 1843, The Oregon Trail

In 1843 missionary Marcus Whitman led the first great migration from Missouri to Oregon. The group of 200 families travelling on 120 wagons moved westward on what became known as the Oregon Trail, a route from the Mississippi River to the rich agricultural lands of Oregon pioneered by trappers thirty years earlier. Though settlers along the trail faced danger from weather, animals, hostile tribes, river crossings and internal disputes, Whitman's migration was successful and thousands more would move along the trail until 1869, the year the transcontinental railroad was completed.

Motivation to Move Westward: 1849, The California Gold Rush

On January 24, 1848, James Marshall, a worker at Jacob Sutter's flourmill in Northern California discovered gold in the watercourse by the mill. Soon, the nearby city of San Francisco was empty, everyone had gone to Sutter's Mill. At this time California was still thinly populated, it had just become part of the United States following the Mexican War. It took a full year, until 1849, for hundreds of thousands of people to travel to California in the hopes of finding gold. They came by foot from Mexico, by ship from South America and the eastern United States, overland by wagons and on horseback. While few of these 49ers became rich, many of them settled and made California their home. Those who did become rich, usually not from gold, but from selling goods to gold miners. These wealthy men would later finance the railroads, mines and agricultural deals that would turn California into the richest state.

Motivation to Move Westward: 1862, The Homestead Act

Needing to strengthen the Union during the Civil War, Abraham Lincoln hoped that rapid westward settlement would create an unbroken link of humanity across the prairie. To create this he signed The Homestead Act which made 160 acres (approximately 65 hectares) of unsettled prairie land free to any family who was willing to farm, build a house on and live on their claim for at least five years. After five years they would own the land. The settlers of The Homestead Act became known as "Sodbusters" after the tough soil from which they built their dirt homes. The act opened up the west to millions who could not afford to buy land, many of them recent immigrants.

Motivation to Move Westward: 1893, The Closing of the Frontier

Speaking on July 12, 1893 at The World Columbian Exhibition, later known as The World's Fair, history professor Frederick Jackson Turner delivered his famous speech in which he declares the frontier closed. In his speech he cited statistics from the 1890 census stating that the frontier can no longer be determined by population, meaning that all of the land of the US has been well-populated. Turner talks about the frontier spirit of Americans and declares that after one hundred years of Americans looking inward to settle their own country, they will now look outward and be active in the entire world.

The Columbian Exchange

A tasty lesson especially good for Thanksgiving, but one best followed through to cooking.

Objectives:

1. Learning about Thanksgiving (if desired).
2. Learning about the Columbian Exchange, the transfer of plants, animals and disease between the Old and New Worlds.
3. Learning how to read and write recipes.
4. Create a menu for a Thanksgiving meal using only Old or New World ingredients.

Materials:

1. Reading: The Columbian Exchange
2. Table: Biological Life Exchanged between Old and New World
3. Example recipe
4. Food and cooking facilities if desired.

Introduction:

Teacher will introduce Thanksgiving emphasizing the traditional story of its beginnings as a harvest holiday that was shared by the Pilgrims and Native Americans. Talk about foods the Pilgrims and Native Americans might have prepared.

Activity:

1. Teacher will introduce the idea of the Columbian Exchange and distribute the reading. After reading, discuss the consequences of this transferal in groups or as a class. These include massive die-offs among Native Americans, the introduction of the tomato, potato, pepper (hot and bell varieties) to the Old World and the Irish Potato Famine.
2. Discuss what our diets would be like without these and other New World plants.
3. Introduce and show an example recipe card. Describe how to use it.
4. Have students break into groups with one (or some) groups designing recipes and menus with only New World ingredients and others with only Old World ingredients.
5. Choose several dishes from each menu and make them for the feast.

Reading: The Columbian Exchange

When Christopher Columbus sailed from Spain to the West Indies in 1492 he and his men were not traveling alone. They had Old World (Africa, Asia, Europe and Oceania) diseases, animals and plants with them that were unknown in the New World (North and South America). When they arrived back in Europe they carried biological life with them that no one in the Old World had ever seen. This transfer of life is now called the Columbian Exchange, named after the captain who initiated the fateful era of trade between New and Old Worlds. The plants, animals and diseases exchanged caused the death of millions of people and the prosperity of millions more.

Consequences in the New World were felt very shortly after Columbus's arrival. Smallpox, measles, and chicken pox, among others, began to spread, eventually taking the lives of uncounted millions of Native Americans. While these diseases were

devastating, other life brought from Europe was very beneficial for native inhabitants. The horse became integral to the life of many native groups. Sugarcane and coffee, other Old World imports, became mainstays of the New World economy.

In the Old World, crops such as corn, potatoes and tomatoes became a major part of the diet in many countries. While these foods are both nutritious and easy to grow, they caused massive famines. In Ireland, the potato quickly became the staple food. The potato blight, a kind of fungus, ruined the potato harvest from 1845-1850 and caused death through both starvation and disease. Many Irish who did not die immigrated to other countries. The famine reduced the population of Ireland to five million people, a loss of three million in five years. Problems similar to this, though not usually so devastating, occurred all over the Old World as a result of the Columbian Exchange.

Despite the many tragedies caused by the exchange, the changes it brought about were monumental. Almost everywhere we go the products of the Columbian Exchange confront us. Novocain, from the South American coca leaf, is used today to kill the pain we feel as the dentist drills our teeth. The rubber used to make car tires used to come from a variety of South American tree. Almost every meal we eat has foods from both Old and New Worlds.

Look at the table below and think of all of the foods that we would never be able to have without the Columbian exchange.

Recipe: Skillet Corn Bread *Still looking for a recipe with metricly measured ingredients. Want to do corn bread because of its Americanness. Consider this the lesson acting recipe. <http://www.cooks.com/rec/doc/0,171,146163-243206,00.html>*

SKILLET CORN BREAD

1 (12 OZ.) CAN VACUUM PACKED GOLDEN KERNEL CORN WITH SWEET PEPPERS.
 4 TBSP. BUTTER (1/2 STICK) 2/3 C. MILK 1 EGG 1 1/4 C. OF YELLOW CORNMEAL
 3/4 C. ALL PURPOSE FLOUR 1/4 C. SUGAR 2 1/2 TSP. BAKING POWDER 3/4 TSP.
 SALT Reserve 1/2 cup corn, set aside. In 10 inch skillet over low heat,
 melt butter. Spoon 2 tablespoons melted butter (1/4 stick) into medium
 bowl. With fork, stir in milk, egg and remaining corn with its liquid. In
 large bowl, mix cornmeal, flour, sugar, baking powder and salt. Stir milk
 mixture into cornmeal mixture just until cornmeal mixture is moistened.
 Into remaining butter in skillet, evenly spoon batter; sprinkle reserved
 corn on top. Cover skillet and cook over low heat 25 to 30 minutes until
 toothpick inserted in center of bread comes out clean. Makes 8
 accompaniment servings.

Table: Biological Life Exchanged between Old and New World

	<u>Old World to New World</u>	<u>New World to Old World</u>
Plants:	Rice	Corn
	Wheat	Potatoes
	Barley	Beans (green, kidney and lima)
	Oats	Tobacco
	Coffee	Peanuts
	Sugarcane	Squash
	Bananas	Peppers
	Melons	Tomatoes
	Olives	Pumpkins
	Clover	Pineapples
	Kentucky Bluegrass	Cacao (chocolate)
	Ragweed	Chicle (chewing gum)
	Marijuana	Papayas
	Poppy (opium, heroin)	Manioc (tapioca, flour)
		Guavas
		Avocados
		Coca (cocaine, Novocain)
		Rubber
Animals:	Horses	Turkeys
	Cattle	Llamas
	Pigs	Alpacas
	Sheep	Guinea Pigs
	Goats	
	Chickens	
Diseases:	Smallpox	Syphilis
	Measles	
	Chicken Pox	
	Malaria	
	Yellow Fever	
	Influenza	
	The Common Cold	

Equality

Equality - Is there a principle more entrenched in the story of mankind? Immigration, imprisonment, riots, war - they have all been in the name of equality. The battles take place on various fields; at schools, in newspapers, on buses, in courtrooms, on the internet. And people of every age, gender, race, and sexual orientation have been soldiers. This unit seeks to engage students in humanity's struggle for equality and human rights. Through speaking, listening, reading, and writing students will be challenged to form and express their personal opinions and maybe even expand their current definition of human rights and equality.

Human Rights

Objectives:

- Students will understand and be able to discuss the concepts of human rights, equality, justice, opportunity, and discrimination.
- Student will develop summarization skills.

Materials: None

Introduction: Summary Development Through Questions

In my opinion President Bush should have waited for support from the United Nations before entering into a war with Iraq. As stated in their Charter, the purposes of the United Nations are to maintain international peace, develop friendly relations among nations, to cooperate in solving international economic, social, and humanitarian problems and to promote respect for human rights and fundamental freedoms. By entering Iraq without their support, President Bush showed his disrespect for the most powerful international organization in the world and offended and angered many of the member countries. We all share this planet together and we need to put our trust in the United Nations to secure peace and stability in our world.

- Students think of two relevant questions about the text
- Discuss questions and lead class in developing a collaborative summary of the paragraph using their questions as a basis.

Vocabulary:

Give the following terms in the local language and have the students race to see who can find the correct English translation first. Discuss the nuances between the different translations.

Justice	Discrimination
Opportunity	Equality
Dignity	Human Rights

Guess Who?

In 1948 the United Nations adopted the Universal Declaration of Human Rights. The chairman of the Commission that wrote the Declaration also wrote the following paragraph.

“Where, after all, do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

- Students write a summary of the main idea of this paragraph.
- Give students an opportunity speak and relate their own experiences with the following class discussion questions:
 - 1) Have you ever been discriminated against? What was the cause of it? What was your reaction? If you personally were not discriminated against, have you ever witnessed someone who was the victim of discrimination?
 - 2) Do you feel you have equal opportunity in your society today? Why or why not?
 - 3) Who do you think wrote this paragraph? Describe their age, race, gender, social status, personality, etc...

Eleanor Roosevelt:

Tell them that the person who wrote that paragraph, who was also the chairman of the Commission for the United Nations' Declaration of Human Rights, was Eleanor Roosevelt. Did it surprise your students that the author was a woman? Ask for their reactions. What do they already know about her?

Suggested Homework:

Research five facts about Eleanor Roosevelt's life.

Women Leadership

Objective:

- Students will discuss their opinions on women's right and abilities.
- Students will learn and synthesize facts about Eleanor Roosevelt's life and work.

Materials: None

Introduction:

- Write the following question on one section of the board: If you were a man, list three goals you would have for your life.
- Give them time to individually write their answers and write the most popular answers on the board.
- Now write the following question on the opposite side of the board: If you were a woman, list three goals you would have for your life.
- Again, give them time to individually write their answers and write the most popular answers on the board.
- Categorize the answers, which goals are about career, which goals focus on family, etc...
- Discuss how the answers to the first and second questions are similar and different.

Roosevelt Pre-Quiz

Make the students guess true or false to the following statements about Eleanor Roosevelt.

- 1) Eleanor Roosevelt is alive today.
- 2) She was the chairman of the United Nations' Commission that wrote the Declaration of Human Rights in 1948.
- 3) Eleanor Roosevelt never had time to marry.
- 4) Eleanor Roosevelt had six children.
- 5) She was a graduate of Cambridge University.

Bibliographical Text

- 1) Divide the students into five groups and assign each a section of text. Have them list the most important facts from their text.
- 2) Students write three questions pertaining to their section.
- 3) Students regroup so that each new group has a representative from the former groups.
- 4) All students read the entire text. The student who studied and wrote questions for that text acts as an expert and ask the prepared questions to their classmates.

Childhood

Anna Eleanor Roosevelt was born on October 11, 1884 in New York City. Her mother, Anna Hall Roosevelt, died when Eleanor was eight years old. Her father, Elliot Roosevelt, was an alcoholic and died when she was 10 years old. Her uncle was powerful and famous, President Theodore Roosevelt. After the death of her parents, she lived with her grandmother Hall.

At 15, her grandmother sent her away to Allenswood, a private school for girls in England. At first shy and awkward, at Allenswood Eleanor became a prominent student and developed her leadership skills. When she returned to New York in 1902, her family expected her to become part of the elite upper society but Eleanor didn't want that kind of life. She joined the Junior League, a service organization, and started working with the city's poor.

Married Life

On March 17, 1905, Eleanor married a distant cousin, Franklin D. Roosevelt. During the next 11 years she gave birth to six children, one of whom died during infancy. At this time, her husband's political career was steadily advancing. He was elected to the New York state Senate in 1910 and appointed the Assistant Secretary of the Navy during World War I. Even though she had a very busy family life, Eleanor became active with the American Red Cross and volunteered to do work at Navy hospitals.

Independence

In 1921, Franklin became sick with polio and Eleanor decided that she herself would keep her husband's political career alive while he was recuperating and thus became an important political figure in her own right. She participated in the League of Women Voters, Women's Trade Union League, and the Women's Division of the New York State Democratic Committee. To help the increasing number of unemployed workers, she helped to found a furniture factory in Hyde Park. She also became part owner, vice principal, and teacher of a private girls' school in New York City, the Todhunter School.

First Lady

After first being elected governor of New York in 1928, in 1933 Franklin D. Roosevelt became the president of the United States. When she moved to the White House Eleanor feared she would have to give up her independence and political involvements to attend to her husband. But instead she became an exceedingly active first lady and broke many precedents. She traveled all over America, seeing and hearing what her husband, now physically disabled because of polio, could not. She became an advocate for the poor and minorities. She held press conferences, gave lectures, had her own radio program, and also wrote a newspaper column.

After the White House

Her husband died in 1945 but that wasn't the end of Eleanor's story. President Truman elected her to serve on the U.S. delegation to the United Nations and she went on to become chairman of the Commission on Human Rights. Even though she resigned from the United Nations in 1952, President Kennedy reappointed her in 1961. She wrote three books during her lifetime, *This Is My Story* (1937), *This I Remember* (1949), and *On My Own* (1958). She remained active in the Democratic Party and maintained busy life until her death in 1962.

Roosevelt Pre-Quiz Revisited

Go back to the questions and answer and discuss them again now that the students have read the text.

Class Discussion

- 1) It was 1902 when Eleanor returned to New York as a young woman. What do you think was expected of a young woman during that time period?
- 2) How did her husband's illness change her life?
- 3) Had she not been the niece of one president and the wife of another, do you think she would have had the same power? The same life goals?

Suggested Homework – Essay

If you had the same power as Eleanor Roosevelt did, what cause would you fight for?

Freedom of Speech

Objectives:

- Students will accurately survey, record, and analyze their classmates' opinions.
- Students will read and conclude individual opinions from text.

Materials:

Values Continuum Worksheets #1 and #2

Values Continuum #1

- 1) Distribute Values Continuum Worksheet #1.
- 2) Students mark their choices by placing an X in the column of their choice.
- 3) Students interview their classmates and mark with a check their classmates' answers.
- 4) Students report class totals for each statement and discuss their choices.

- People can be changed by education and experience.
- Freedom of speech is an inherent human right.
- Never fight against things you cannot change by yourself.
- It is wrong to question political leaders.
- Political leaders have the right to do what they think is best for their country regardless of the law.

Vocabulary:

- 1) Students look up the following words in a dictionary: accusation, allegation, corruption, and investigate.
- 2) Students write the appropriate vocabulary word in the blank.

After the store was robbed, police came to _____.

The storeowners made _____ against two men who had entered their store the day of the crime and looked suspicious.

The police researched the two men, found they had committed crimes in the past, and they were arrested on _____ of robbery.

The two men accused the police of _____ saying they were innocent and the storeowners paid the police to arrest them.

Text – Sergei Duvanov

Sergei Duvanov lives in Kazakhstan where he is an independent journalist. In 2002 the United States and Switzerland began to investigate Sultanbai Nazarbaev, the president of Kazakhstan, and his family on allegations that they had secret illegal bank accounts in Switzerland. Duvanov reported on these investigations and other accusations of corruption in the Kazak government. On July 9, 2002 he was arrested for “insulting the honor and dignity of the President” but released later that same day.

On August 28, 2002 Duvanov received his official invitation to travel to Warsaw and speak to OSCE (Organization for Security and Cooperation in Europe) about human rights abuses in Kazakhstan. Also on that day “Dat”, an independent radio station, broadcast Duvanov’s analysis of the political situation in Kazakhstan which included a

look at the possibilities for a change in the leadership of the country. Later that same day Duvanov was attacked outside of his home and severely beaten. The attackers reportedly said, “you know why we’re doing this” and “next time we’ll make you a cripple.”

On October 29, 2002 Duvanov was scheduled to depart to the United States to give a set of lectures on the state of human rights and media freedom in Kazakhstan. On October 28, 2002 Duvanov was arrested on allegations that he raped a 13-year-old girl. Although his trial did not begin until December 24th, on November 29th at a press conference in Brussels President Nazarbaev said “Duvanov’s guilt has been proven.”

On March 11, 2003 Duvanov was sentenced to three and a half years in prison for the alleged rape of a minor. International observers were not allowed to attend the hearing and Duvanov’s lawyers claim that as many as 85 laws and procedures were violated during the trial. Duvanov claims that he was offered a deal by the government: recant his accusations of corruption against President Nazarbaev and the government and he would be set free. His answer, “If I had retreated, had agreed to betray my associates or had compromised, it would have been a defeat, an acknowledgement of failure.”

Values Continuum #2

Same procedure as for #1

- It is a journalist’s duty to report what he thinks is the truth.
- It is a president’s duty to keep his country calm and stable.
- Political stability is more important than freedom of speech.
- Duvanov is in prison because of he raped a 13-year-old girl.
- Duvanov should take the deal and gain his freedom because one person cannot change an entire system.

Suggested Homework:

Take one of the statements from either Values Continuum #1 or #2 and write a one paragraph argument for why you agree or disagree. The paragraph should include a topic sentence, two or three supportive statements, and a conclusion.

Political Freedom

Objectives:

Students will debate.

Materials: None

Introduction:

C		
S	I	G
N	A	T
U	R	E
		<u>Down</u>
T		E
		1. A person who is a member of a country or state.
Z		E
		3. The filling of an office by voting.
D	E	M
O	C	R
A	C	Y
		5. A person who seeks a position.
N	A	T
		6. Full of people; having many people in one area
	N	I
		8. The formal expression of a choice.
	D	O
	I	N
		<u>Across</u>
	D	
		2. The name of a person written by his or her own hand.
	A	
		4. A type of government that is rule by the people who live
P	T	V
		under it.
G	O	V
E	R	N
O	R	
		7. The elected person serving as the head of a state
P		T
		government in the United States.
U		E
L		
O		
U		
S		

The Situation:

- 1) Divide the students into five groups and assign each a section of text. Have them list the most important facts from their text.
- 2) Students write three questions pertaining to their section. (Sample questions are included in case they need ideas.)
- 3) Students regroup so that each new group has a representative from the former groups.
- 4) All students read the entire text. The student who studied and wrote questions for that text acts as an expert and ask the prepared questions to their classmates.

California

California is the most populous state in the United States of America. It's economy is a large part of nation's economy and over the past several years there have been a lot of economic problems in California. California is also in the middle of an energy crisis, which means there isn't enough electricity to meet the needs of the people so many people have had to live with limited electricity. People became angry about the economic problems and the energy crisis and they began to blame their governor, Gray Davis. Unhappy with their current leader, the citizens of California joined together and found a way to change their leadership situation.

- 1) Why is California an important state?
- 2) What are two problems that face California today?
- 3) Who do Californians blame for the problems of their state?

The Recall

Eighteen of the fifty states in America have a recall law. California is one of them. In a recall, citizens can remove an elected leader from office and vote for a new leader. In order for there to be a recall election, citizens first have to collect signatures from registered voters stating they want the election. In the case of California, they needed 897,158 signatures. They collected 1.6 million, almost double the required amount. The cost of this recall election was estimated at 55 million dollars.

- 1) Do all fifty states have a recall law?
- 2) What is a recall election?
- 3) What did the citizens of California have to do first in order to have a recall election?

Arnold Schwarzenegger

Arnold Schwarzenegger is 56 years old. He was born in Austria and moved to America when he was 21. When he first came to the United States he could not speak English very well. In 1983 he became a United States citizen. In America it is possible for immigrants to become governors and congressmen but not the president – the president must be born in the United States. Arnold first became famous for bodybuilding. Then he began an acting career and starred in popular movies such as “Total Recall” and “The Terminator.” His wife, Maria Shriver, is the late President Kennedy's niece.

- 1) Where was Arnold Schwarzenegger born? Is he a US citizen?
- 2) Do you think it is fair that immigrants cannot become the president of the United States? What reason might the writers of the US Constitution have had for making such a law?
- 3) Do you think Arnold's election is at all related to his wife's relation to the late President Kennedy?

The Election

There were 135 candidates for the position of governor. There were three requirements to be a candidate. First, you needed 65 signatures of support from your political party. Next, you had to pay either a \$3500 registration fee or collect an additional 10,000 signatures. And finally you had to file your paperwork 59 days before the election date. The recall election was held on October 7th, 2003. Arnold Schwarzenegger won 48% of the vote, which was a very large percent considering there were 135 candidates. He has had no previous experience as an elected leader.

- 1) How many people wanted to be the new governor?
- 2) What percent of the voters in California wanted Arnold to be their new governor?
- 3) Do you think it is important for leaders to have had previous political experience?

Debate:

Direct versus representative democracy

Explain the concepts of direct and representative democracies. Choose one of the following topics to debate.

- Are recall laws appropriate in a representative democracy?
- Does the direct democracy system inhibit leaders too much?
- Which system would work the best in your country today?

Religious Liberty

Objective:

Students will begin to develop awareness of religion and the role it plays in our lives.

Materials: None

Introduction:

- 1) Based on your students' current knowledge of world history, have them list the five greatest human conflicts in the history of humanity. Tell them this is not about having the "right" answers, but is just to get them thinking about wars and other conflicts.
- 2) After writing their answers on the board, ask them how many of these conflicts have a religious basis.
- 3) Why do you think there have been so many wars that involve religion?

Your Definition:

Students write and share THEIR OWN definition of religion, NO dictionaries allowed.

Multiple Viewpoints:

- Pre-reading discussion question:
Is your religion more important than your health?
- Students read the viewpoint and discuss this man's situation.

Man's Viewpoint:

I am an American Muslim man. I had a great job at a major airline but was demoted after 9/11. I thought my employer was discriminating against me because I am a Muslim so I quit my job in protest. Now I am unemployed. I'm married to a wonderful woman. At least some times she is wonderful. Sometimes she makes me very angry. She doesn't understand me. I am the husband and I provide for the family. She has started working outside the home as a secretary. Yes, she's pregnant and we need the money but she is my wife and it is her duty to obey me. I command it. It is a shame for me to have my wife working. She must stop it.

-Students read the woman's viewpoint and discuss her situation.

Woman's Viewpoint:

I am an American Muslim woman. I am married to a wonderful man. At least some times he is wonderful. He lost his job and we had no money so I started working as a secretary. He gets very angry with me for working. Often he gets so angry he hits me. I know he is only sad about not being able to provide for his family. And we are going to be a family soon as I'm pregnant. I don't know what to do. If I don't work we have no money and no insurance and there will be no way to provide for the baby. If I do work

my husband feels ashamed and I'm afraid he'll hurt my unborn child. My parents know about the situation but say I should stay with my husband. Women are not allowed to leave their husbands. It is my duty to stay with him. There is a shelter in town that could help me but that would bring shame to my family. What should I do?

General Discussion:

What you would do in the man/woman's situation?

Theocracy versus Separation of Religion and State:

A theocracy is system of government where religious leaders are also government leaders and religious ideologies are inseparable from government law. In a government where there is separation of religion and state the religious leaders are not also government leaders and the government run independent of any specific religious ideologies.

Students must choose which institution they support and prepare a debate.

Students selecting theocracy must prepare arguments for the following questions:

- In a theocracy, what becomes of the people who are not of the majority religion? Should they be forced to convert to the majority religion? Will it be legal to discriminate against them? Should they be forced to emigrate from the country they have lived in all their lives?
- How will a theocracy be viewed in world politics? Will it be a respected member in the community of nations? How will a theocracy deal with other nations that are not of the same religious beliefs? Will this effect trade, peace treaties, and other international matters?

Students selecting separation of religion and state must prepare arguments for the following questions:

- What if the secular government allows things that offend a citizen's religious beliefs?
- What recourse should that citizen have? Where is the line between religious liberty and a citizen's human rights?
- Historically, people have been united by religion. How can a government unite its citizens without a common religion?

Suggested Homework:

Write an essay explaining the role of religion and its relationship to the government in a country of your choice.

Racial Prejudice

Objectives:

- Students will become acquainted with the fight for civil rights in the United States during the 1950's and 1960's and learn basic facts about the lives of Martin Luther King, Jr., and Malcolm X.
- Students will evaluate, compare and contrast two different solutions to the same problem via text analysis.

Materials:

- Excerpts from "The Ballot of the Bullet" by Malcolm X and
- Excerpt from "Letter from Birmingham Jail" by Martin Luther King, Jr.

Introduction:

All problems have many different solutions. The struggle to end racial discrimination in the United States was no different. Two prominent African American leaders, Malcolm X and Martin Luther King, Jr., had two very different solutions to this problem. Today you will read a letter from Martin Luther King, Jr. and a speech made by Malcolm X. You will analyze how these two men were similar or different, how their ideologies developed, what their solutions were, and who supported them.

Bibliographical Facts:

Write the facts on slips of paper and have the students, in groups, decide which facts correspond with which man.

Malcolm X

- 1) His father was a minister.
- 2) He grew up in the north.
- 3) His house was burned down when he was a child by a white supremacist organization.
- 4) His father was killed by white supremacists.
- 5) After his father's death, his mother had an emotional breakdown and was committed to a mental institution.
- 6) He grew up in various foster homes and orphanages.
- 7) He never went to high school or college.
- 8) He was a Muslim. During a seven-year stay in jail for burglary, he studied the teaching of Nation of Islam leader Elijah Muhammad and converted to Islam.
- 9) He was assassinated by three Muslim men who were all members of the Nation of Islam.

Martin Luther King, Jr.

- 1) His father was a minister.
- 2) He grew up in the south.
- 3) He, his father, and his grandfather all went to college.
- 4) He received advanced degrees from Crozer Theological Seminary and Boston University.

- 6) He was Christian.
- 7) He studied Gandhi and believed that nonviolence resistance would bring equality to black men.
- 8) He received the Noble Peace Prize at the age of 35.
- 9) He was assassinated.

Reading I – Excerpts from “The Ballot or the Bullet”

Please adapt the excerpts to accommodate the level of your students. A vocabulary exercise has purposely not been included to allow freedom in text adaptation. Divide students into three groups. All groups will read the excerpt but focus on a different analysis question.

- 1) What is Malcolm X’s solution for ending racial discrimination? What attracted people to his solution?
- 2) How do you think Malcolm X’s childhood affected his solution?
- 3) What do you think the average middle-class white person thought of Malcolm X? What do you think the average middle-class black person thought of Malcolm X?

Reading II – Excerpt from “Letter from a Birmingham Jail”

Divide students into three groups. All groups will read the excerpt but focus on a different analysis question.

- 1) What is Martin Luther King, Jr.’s solution for ending racial discrimination? What attracted people to his solution?
- 2) How do you think Martin Luther King, Jr.’s childhood effected his solution?
- 3) What do you think the average middle-class white person thought of Martin Luther King, Jr.? What do you think the average middle-class black person thought of Martin Luther King, Jr.?

Class Discussion:

Discuss the readings and the analysis questions as a class.

Suggested Homework:

Essay – “If you were alive in 1964 which leader, Malcolm X or Martin Luther King, Jr., would you have supported and why?”

**Excerpts from “The Ballot or the Bullet”
By Malcolm X**

“Mr. Moderator, Brother Lomax, brothers and sisters, friends and enemies; I just can’t believe everyone in here is a friend and I don’t want to leave anybody out. The question tonight, as I understand it, is “The Negro Revolt and Where Do We Go From Here?” or “What Next?” In my little humble way of understanding it, it points to either the ballot or the bullet.”

“If we don’t do something real soon, I think you’ll have to agree that we’re going to be forced either to use the ballot or the bullet. It’s one or the other in 1964. It isn’t that time is running out – time has run out! 1964 threatens to be the most explosive year America has ever witnessed. The most explosive year. Why?” It’s also a political year. It’s the year when all of the white politicians will be back in the so-called Negro community jiving you and me for some votes. The year when all of the white political crooks will be right back in your and my community with their false promises, building up our hopes for a letdown, with their trickery and their treachery, with their false promises which they don’t intend to keep. As they nourish these dissatisfactions, it can only lead to one thing, an explosion; and now we have they type of black man on the scene in America today – I’m sorry, Brother Lomax, who just doesn’t intend to turn the other cheek any longer.”

“If you don’t take this kind of stand, your little children will grow up and look at you and think “shame.” If you don’t take an uncompromising stand – I don’t mean go out and get violent; but at the same time you should never be nonviolent unless you run into some nonviolence. I’m nonviolent with those who are nonviolent with me. But when you drop that violence on me, then you’ve made me go insane and I’m not responsible for what I do. And that’s the way every Negro should get. Any time you know you’re within the law, within your legal rights, within your moral rights, in accord with justice, then die for what you believe in.”

“When we begin to get in this area, we need new friends, we need new allies. We need to expand the civil rights struggle to a higher level – to the level of human rights.” “The United Nations has what’s known as the charter of human rights, it has a committee that deals in human rights. You may wonder why all of the atrocities that have been committed in Africa and in Hungry and in Asia and in Latin America are brought before the UN, and the Negro problem is never brought before the UN. This is part of the conspiracy.” “Uncle Sam’s hands are dripping with blood, dripping with the blood of the black man in this country. He’s the earth’s number one hypocrite. He has the audacity – yes, he has – imagine him posing as the leader of the free world. The free world!” “Expand the civil rights struggle to the level of human rights, take it into the United Nations, where our African brothers can throw their weight on our side, where our Asian brothers can throw their weight on our side, where our Latin American brother can throw their weight on our side, and where 800 million Chinamen are sitting there waiting to throw their weight on our side.”

“Last but not least, I must say this concerning the great controversy over rifles and shotguns. The only thing I have ever said is that in areas where the government has proven itself either unwilling or unable to defend the lives and the property of Negroes, it’s time for the Negroes to defend themselves. Article number two of the constitutional

amendments provides you and me the right to own a rifle or a shotgun. It is constitutionally legal to own a shotgun or a rifle. This doesn't mean you're going to get a rifle and form battalions and go out looking for white folks, although you'd be within your rights – I mean, you'd be justified; but that would be illegal and we don't do anything illegal. If the white man doesn't want the black man buying rifles and shotguns, then let the government do its job. That's all." "So, this doesn't mean forming rifle clubs and going out looking for people but it is time, in 1964, if you are a man, to let that man know. If he's not going to do his job in running the government and providing you and me with the protection that our taxes are suppose to be for, since he spend all those billions for his defense budget, he certainly can't begrudge you and me spending \$12 or \$15 for a single-shot or double action."

**Excerpt from “Letter from Birmingham Jail”
By Martin Luther King, Jr.**

“You speak of our activity in Birmingham as extreme. At first I was rather disappointed that fellow clergymen would see my non-violent efforts as those of an extremists. I began thinking about the fact that I stand in the middle of two opposing forces in the Negro community. One is a force of complacency, made up in part of Negroes who, as a result of long years of oppression, are so drained of self-respect and a sense of “somebodiness” that they have adjusted to segregation; and in part of a few middle class Negroes who, because of a degree of academic and economic security and because in some ways they profit from segregation, have become insensitive to the problems of the masses. The other force is one of bitterness and hatred, and it comes perilously close to advocating violence. It is expressed in the various black nationalist groups that are springing up across the nation, the largest and best-known being Elijah Muhammad’s Muslim movement. Nourished by the Negro’s frustration over the continued existence of racial discrimination, this movement is made up of people who have lost faith in America, who have absolutely repudiated Christianity, and who have concluded that the white man is an incorrigible “devil.”

I have tried to stand between these two forces, saying that we need emulate neither the “do-nothingism” of the complacent nor the hatred and despair of the black nationalist. For there is the more excellent way of love and nonviolent protest. I am grateful to God that, through the influence of the Negro church, the way of nonviolence became an integral part of our struggle.

If this philosophy had not emerged, by now many of the streets of the South would, I am convinced, be flowing with blood. And I am further convinced that if our white brothers dismiss as “rabble-rousers” and “outside agitators” those of us who employ nonviolent direct action, and if they refuse to support our nonviolent efforts millions of Negroes will, out of frustration and despair, seek solace and security in black nationalist ideologies, a development that would inevitably lead to a frightening racial nightmare.

Oppressed people cannot remain oppressed forever. The yearning for freedom eventually manifests itself, and that is what has happened to the American Negro. Something within has reminded him of his birthright or freedom, and something without has reminded him that it can be gained. Consciously or unconsciously, he has been caught up by the zeitgeist, and with his black brothers of Africa and his brown and yellow brothers of Asia, South America, and the Caribbean, the United States Negro is moving with a sense of great urgency toward the promised land of racial justice. If one recognizes this vital urge that has engulfed the Negro community, one should readily understand why public demonstrations are taking place. The Negro has many pent-up resentments and latent frustrations, and he must release them. So let him march; let him make prayer pilgrimages to the city hall; let him go on freedom rides and try to understand why he must do so. If his repressed emotions are not released in nonviolent ways, they will seek expression through violence; this is not a threat but a fact of history. So I have not said to my people, “Get rid of your discontent.” Rather I have tried to say that this normal and healthy discontent can be channeled into the creative outlet of nonviolent direct action. And now this approach is being termed extreme.”

Sexual Emancipation

Objectives:

- Students will write a four-line poem on a specific theme.
- Students will be able to discuss current gay issues and rights in the international community.
- Students will write a single paragraph statement supporting their opinion on survivor benefits for gay spouses.

Materials: None

Introduction:

- 1) Students brainstorm what a hero is.
- 2) Poem starter: "Being a hero is..."
- 3) Students write a short, four-line poem on the characteristics of a hero. Write the following poem on the board as an example.

Being a gentlemen is being polite.
 Being a gentlemen is respecting women.
 Being a gentlemen is doing honest work for honest pay.
 Being a gentlemen is being is treating all people fairly.

Listening:

Read the following text to your students.

"On September 11, 2001 four planes were high jacked by terrorists in the United States. Two planes crashed into the towers of the World Trade Center in New York City, one plane crashed into the Pentagon in Washington D.C., and one plane never made it to it's target and went down in a field in western Pennsylvania. The reason the last plane crashed into an empty field, instead of an important building which would have resulted in the loss of hundreds of more lives, is because a group of brave passengers on the plane attacked the terrorists, entered the cockpit and somehow forced the crashing of the plane in a field. We know this because the passengers used their mobile phones to called their families and told them about their plans to attack the terrorists. Are these people heroes?"

Students voice their opinions.

"One of the passengers was Mark Bingham. He was one of the men who entered the cockpit and forced the plane to crash in an empty field, saving hundreds of lives. Is he a hero?"

Students voice their opinions.

"Mark Bingham was gay. Is he still a hero?
Students voice their opinions.

Discussion:

True or False – “ It is illegal worldwide for gay couples to be married.” False – Denmark, as well as most of Scandinavia have had some sort of gay marriage since the 1980’s and Canada just had it’s first gay couple be legally married in 2003.

Why do you think gay couples want to be allowed the right to marry? What are your personal opinions on the subject?

Reading:

Students read the following text.

If you are employed in the United States of America there is a system in place that insures financial security for your family if you die. When you die, your spouse and children can receive money from the national and state governments, such as Social Security and workers compensation, as well as benefits that your employer might provide, such as health care, death benefits, and pensions. For people who lost their spouses and parents on September 11th there are also several organizations that provide money for those families to be able to start their lives again.

It sounds like a great system, right? But what if your spouse or mother or father was gay? Because gay marriage is illegal in the United States of America people who lost their homosexual partners are not eligible for the same money that people who lost their heterosexual partners are. A few organizations such as the American Red Cross have recognized families and unions both heterosexual and homosexual but many organizations have not.

Is it fair that Mark Bingham’s spouse did not receive the same money that others did simply because he was gay?

Writing:

- 1) Students write five controversial statements on five individual pieces of paper.
- 2) Designate one side of the room as “Agree” and the other as “Disagree.”
- 3) Collect students’ statements and randomly select and read them to the class.
- 4) Students move to one side of the room or the other based on their opinion of the subject.
- 5) Students discuss their choices.

Suggested Homework:

Research the rights of homosexual people in Uzbekistan.

Immigration

Objectives:

- Students will define immigration and discuss motives behind emigration.
- Students will give a brief synopsis of the positive and negative effects of immigration and emigration for both countries involved.
- Students will debate the necessity and fairness of immigration laws.

Introduction:

- 1) In each of the corners of the room place signs that say “strongly agree, agree somewhat, disagree somewhat, strongly disagree.”
- 2) After writing the following statements on the board, give students an opportunity to think about them and look up any unfamiliar words.
- 3) As you read each statement, have the students get up and walk to the corner that has the sign that matches their personal opinions of those statements. Stress that this exercise is not about being “right or wrong” but about expressing their individual opinions.
- 4) Ask students to explain why they did or didn’t agree with the statements.

Statements

- 1) Most people emigrate because they like adventure.
- 2) It is too difficult to immigrate to the United States.
- 3) Immigration has helped the United States
- 4) All immigrants to the United States should be required to speak fluent English.
- 5) All immigrants to the Republic of Uzbekistan should be required to speak fluent Uzbek.
- 6) Having different languages and cultures in a country benefits everyone.

Text and Vocabulary:

Have the students pair up and partner read the following passage. Students must write definitions for the underlined vocabulary words and use those words in a sentence. Post the following questions on the board before the students read so they know what to read for. Once they have concluded the reading, discuss the vocabulary words and questions as a whole class

Discussion Questions

- 1) Why do people immigrate?
- 2) How could emigration help a country? Hurt a country?
- 3) How could immigration help a country? Hurt a country?
- 4) Hypothesize why countries have immigration laws?

Immigration is the act of *coming* to a foreign country to live. Emigration is the act of *leaving* one’s country to settle in another. For example, “I want to emigrate *from* Mexico to find a better job.” And “I want to immigrant *to* Canada to find a better job.”

Although there are many reasons why people choose to immigrate, the main reason has always been economic opportunity. People want a higher standard of living and better conditions for themselves and their children. Other reasons for immigration include family ties, political or religious persecution, or simply adventure.

Emigration can have positive effects on a country. It can relieve overcrowding and draining of natural resources. Many people who have emigrated find good work and continue to support family and relatives in their homeland. Oftentimes business contacts are made between the two countries and both benefit. And sometimes people who have emigrated return to their homeland for retirement and invest in the economy.

There are also negative effects of mass emigration from a country. A scenario known as “brain drain” occurs when many when professionals, such as doctors, professors, engineers, and scientists, decide to emigrate at relatively the same time. This mass movement of intellectual ability leaves already struggling nations at a loss for the exact brainpower that they need to help them out of a crises. This “brain drain” can also have a negative effect on the moral of the remaining citizens.

Immigration also has positive and negative effects on the country receiving new people. Immigrants can bring great things into their new homeland, such as new skills or ideas, but they also can bring not-so-great things, such as diseases. The country receiving immigrants may gain a new, big work force, but it may have trouble finding everyone work and providing even basic necessities such as housing. Immigrants who cannot find work may have to go on government welfare, an added expense that citizens do not want to pay for. Some citizens also get angry when recent immigrants find jobs when they are still unemployed.

Debate:

Divide the students into two groups. Have one group brainstorm ideas as to why immigration laws are beneficial and necessary. Have the second group brainstorm reasons why immigration laws are unfair and that people should be able to live in whichever country they want. Each group should then choose one person to represent their opinion and debate.

Suggested Homework:

Write an essay detailing the effects of emigration from Uzbekistan.

NOW

These lesson plans were designed as a loose structure for teachers to use in adapting specific lessons to their students needs, interests and abilities. They were written with the understanding that HCNHs and PCVs are short of materials, but it is assumed that you should at the very minimum have copies of Newsweek. Also it is critical for you and your students to watch the news every night at home. Test them on this if possible, for without knowledge on the events shaping our world there is little chance that Current Events lesson plans will have much success. Try to impress upon your students how any current event you study is related to the world community and affects their lives either directly or otherwise. Instilling the relevance of world politics to students' lives will go along way in encouraging their interest and enthusiasm.

Understanding the Problem

Objective:

Students will be introduced to interrogating a current event by empathizing with the motives of an involved party, and will in turn gain further insight into the issue at hand.

Materials Needed: None

Introduction:

Pick an issue relevant to students' lives. In my case I have chosen the Aral Sea, because I work in Karakalpakstan. Guide the discussion of the issue with the following questions: Who is at fault? Who is being hurt? Who can solve the problem? How can the problem be solved? Who are the main parties involved?

Establishing the parties involved:

Depending on the size of the class, pick three to four groups involved with your issue. For my lesson it is the Government, the Farmers using water from the Amu Darya to irrigate their fields, and the People of Karakalpakstan who are suffering from the loss of the sea. Assign groups of students to represent each of these three or four players involved in the issue: Government, Farmers, People.

Knowing your Group:

Each group will spend 10 minutes defining who their group is and what they want. For example: The Government wants revenue and wants to keep the people happy, farmers want water for their crops, the people want their sea back, etc

Discussing the problem in mixed groups:

Mix the groups into three or four groups with reps from each other group: Government, farmers and people. Each person should present their issue in turn, and discuss who's at fault and what can be done about the situation.

Conferring with your original group:

Students return to their original groups and are told to examine their position and decide where they can compromise to solve the problem

Compromise:

Students return to mixed groups and present where each of them can compromise. Then they attempt to come to a conclusion beneficial to all parties.

Discussing the process/assigning homework:

Talk to the students about the process, any conclusions they may have come to, what was interesting/boring, easy/difficult, etc.

Suggested Homework:

Assign an individual writing topic such as: What is the fairest solution to this problem? What is the most beneficial solution for your group? Which group is most at fault and why? How did hearing other groups motives change your mind about your own?

Cost-Benefit Analysis (CBA)

Objective:

Students will be introduced to interrogating a current event through cost benefit analysis.

Materials Needed: None

Introduction:

Pick an issue that is controversial and well known to your students. For this lesson I used the war in Iraq. Get students feelings in general about the war and give a brief (objective) synopsis of the problem at hand, the players involved, the history, the possible outcomes etc. Establish the question *to go or not to go to war*.

Explaining the cost-benefit analysis:

Explain the process by which one makes a decision using the *CBA*, *pro's and con's* of each option and the *opportunity cost* (the cost of choosing the benefits of one option is the loss of the other and it's benefits) inherent to any decision. Use examples close to students' interests at first: Should I study for the test and miss my favorite TV program? Should I buy that expensive dress if it will dry up my savings?

Applying the CBA to Iraq:

Leading the class, apply the CBA to both options: to go to war – or not to go to war. Make a simple chart on the board with cost on one side and benefit on the other, divided by a line. Highlight the opportunity costs of both choices. Fill in the gaps when students lack info about the situation and clarify any fallacies, gossip, or misinformation they have heard about the issue. Ask individuals to choose what they would do were they in power? Ask them how they define whether the cost outweighs the benefit or visa versa.

Assigning topics for Student CBA:

Assign issues for students to analyze with CBA. Those you will have to think of for yourself if you really want to keep students 100% interested. Here are a few generic suggestions: To cheat or not to cheat on a test (and not get caught)? Infidelity – tell or not to tell (if it has only happened once – so far)? Marrying a poor person for love, marrying a less desirable person for money? (My students are always excited to talk about marriage and the issues surrounding it).

Presenting Student CBAs:

Each group gets 5 minutes to present their CBA to the class and the choice they would make. Hopefully the students listening will ask questions – if not prompt them with questions of your own.

Wrap-up/Homework:

Sum-up the exercise, field student questions and concerns. Assign homework

Homework Suggestions:

Assign an individual writing topic presenting a situation where the costs of either choice are dire. This will give you interesting insight into student decision making and cultural values. Next class you can compare American values in a CBA with theirs.

Controversy and Argument

Objective:

Students will be introduced to defending opinions in English in a constrained period of time.

Materials Needed:

Newsweek Magazine Article(s)

Introduction:

Write a controversial statement on the board, for example “Men are smarter than women”. Have students stand on either the “agree” or “disagree” side of the room. Pick a few students from each side to justify briefly why they agree or disagree with the statement. Try this a few times with different statements.

Explaining Argument and Debate:

Give an example of a popular current event and write a statement about it on the board. For our example we will use again the recent war in Iraq. Make a statement such as, “America was right to go to war in Iraq”. Now on the board, create an “agree” and “disagree section”, and solicit student input to support both points. If students all agree or disagree, introduce the idea of the “Devil’s advocate”, making sure to explain that it often helps better understand our own opinions by thoroughly questioning them. Differentiate clearly between arguing with emotion and arguments supported by facts. Give examples such as:

America was right to go to war in Iraq, because it will:

- A. Eliminate the threat of Iraq’s weapons of mass destruction.*
- B. Make other dictators think twice about the consequence of their actions towards America.*
- C. Create a Democracy in the troubled Middle East.*

Researching Your Position:

Divide students into two (or depending on class size four) groups. Ahead of time you will have selected facts and information, cut out or reprinted from Newsweek or other magazines, agreeing or disagreeing with the statement. Be sure to translate key words, and make the selections as short as possible – but not too blatant. Give the students fifteen minutes, to look through the info, and organize the important points to support their position.

Presenting Your Position with Facts:

Each group should be allowed, through an appointed speaker to present their case for five minutes. Before doing this however, make sure to give examples with other issues and review exactly how one should present their position supported with this information. Also, make sure each group has a note-taker who records the information presented by the other groups. Make it clear to students with examples, that sometimes the information presented by a group may make your argument vulnerable, therefore forcing you to reassess your own position.

Reassessing Your Position:

Point out to both groups, if it is not clear, where the points of the opposing side have weakened their arguments. Give examples on how to “spin” these deficiencies. Also encourage them to interrogate the info from other groups to look for weaknesses.

Restating Your Position/Wrap-up:

Offer each group a minute or two “spin” their arguments and attack the other groups. Wrap –up the lesson soliciting student feedback

Homework Suggestions:

Assign individuals to write agree/disagree charts or short essays about specified-local, national, or international topics.

The Story Behind the Picture

Objective:

Students will be introduced to new vocabulary and will use these new words to create their own stories.

Materials Needed:

Several pictures cut out from news magazines

Introduction:

Cut out several pictures from Newsweek magazine which evoke emotion and portray current events. Attach to the back of each picture 4 – 6 new vocabulary words dealing with emotions related to the characters in the pictures. For example, if you have a picture of a refugee, you might attach words like, abandonment, despair, strife, longing, heartache, and helplessness. Take a sample picture and introduce this picture to the whole class. Ask them to take five minutes to write down words that symbolize what is happening in the picture.

New Words:

Prepare a master list of all the words that will be introduced in this activity. Translate them into the local language if necessary, but make sure students have copied down and understand the meaning of each one.

Assigning Pictures:

Have the students make groups of three to five persons. Assign each a photo with words attached to the back and explain the activity. Students will write a “journal entry” for the main character in their photo. It should be from five to ten sentences and should include the new vocabulary words. Give an example if necessary.

Students write their Journal Entry:

Give students 10 – 15 minutes to write their entries as a group. Walk around to each group to make sure they are all on track.

Presenting Journal Entries:

Each group gets 5 minutes to present their journal entry to the class. Hopefully the students listening will ask questions – if not prompt them with questions of your own. The presenting students should answer all questions in character.

Wrap-up/Homework:

Sum-up the exercise, field student questions and concerns. Assign homework

Homework Suggestions:

Assign sample situations or persons for whom students should write journal entries. Next class you can try to get students to write entire stories behind the picture if they enjoy this activity.

Competitive Current Events

Objective:

Students will study Newsweek articles, and will answer questions about them in a trivia-like competitive atmosphere.

Materials Needed:

Several copies of 2-4 news articles.

Introduction:

Split students into 2-4 groups. Tell students a detailed story that requires them to listen very carefully to what is taking place. Once you have finished, ask them prepared questions escalating in difficulty as you go along. Try rewarding correct answers with prizes to increase their interest.

Researching Articles:

Assign each group several copies of the same 2 – 4 articles (or pieces of articles). Explain that they should study these articles and will be quizzed on them as a group and in competition with the other group(s). Allow ten minutes for students to study each piece. While they are studying create a display on the board of questions ranging in difficulty (see example below).

Play the Game:

After removing the articles from each group, play the game keeping track of each group's score. Award a scholastic prize (notebooks, pens, or pencils to the winners).

Wrap-up/Homework:

Wrap up the activity and assign homework

Homework Suggestions:

Assign copies of entire articles, or topics (current and popular in the news) for students to research, and play again next class.

SAMPLE QUESTION CHART

100 \$ (Easy)	100 \$	100 \$	100 \$
200 \$	200 \$	200 \$	200 \$
300 \$	300 \$	300 \$	300 \$
400 \$	400 \$	400 \$	400 \$
500 \$(Difficult)	500 \$	500 \$	500 \$

Grading the Advertisements

Objectives:

Students will analyze and compare advertisements for a variety of products in a variety of styles paying close attention to words, the visual focus and the background.

Materials:

Many fullpage, color advertisements, especially those for cars and automotive products; watches; technology such as cell phones, computers, cameras and VCRs; cigarettes; alcohol; airlines; vacation destinations or sports products.

Introduction:

Present an advertisement to the class and then deconstruct it with them. Ask these questions:

- What's the focus of the advertisement?
- How is the focus presented? Pick individual words to describe the picture. Sophisticated? Sexy? Gleaming? Simple? Manly? Triumphant?
- What are the words saying? Are they important to comprehending the product or do they clarify the message that sells the product?
- What visuals are in the background of the ad? Why are these background visuals part of the ad?
- What emotions do the creators of the ad want to make you feel?
- What idea are the ad's creators using to sell their product?
- Is this a product that you want? That you need?
- What would you change about this advertisement?

Activity:

1. Divide students into groups of three or four and give each group one advertisement per person.
2. As individuals each student will analyze every ad using the same method as in the introduction. This will take 5-10 minutes per ad.
3. When each ad has been viewed by everyone in the group assign each one a grade from 1-10 (10 is best) based on the image created for the product and the need the viewer feels for the product.
4. In groups the students will pick a product and construct an advertisement for it. They should begin with a product, then progress to an idea that they think will sell the product. Encourage students to sketch their ideas.

Suggested Homework:

- A. Students can finish their advertisements at home.
- B. Have students analyze and describe a television commercial using the same method.

Voices

Slang and the Movies

What is the difference between the English spoken on the street and the English that you encounter in books? This series of lesson plans uses interviews given by actors and directors to explore not only what colloquial phrases mean, but also when it is appropriate to use colloquial English. In addition, to learning about colloquial speech, students will participate in discussions, debate games, roleplays, write a movie review and select the Movie of the Year.

Using Colloquial Speech

Objective:

Students will use selected words and phrases from American colloquial speech in a skit.

Note:

Before the lesson, give the students the vocabulary words to look up at home. If you do not give your students homework, choose only a section of the following interviews. If you are using only sections of the interviews, choose only the vocabulary words related to those sections.

Materials:

Slips of paper with sentences and vocabulary words on them (see review the meaning of vocabulary section.)

Introduction:

Have the students poll each other about their favorite actors, movies and why they like them. Have a few share the most interesting results with the rest of the class.

Review the meaning of vocabulary: Ask the students if they have any questions about the new vocabulary. Put the students in small groups. Give each group an envelope. Inside each envelope is 5-6 of the vocabulary words on separate small slips of paper. There are also sentences that use one of the 5-6 new vocabulary words on separate slips. For example, one slip of paper will have "My sister is always doing something crazy and funny. She's generally ___." Another slip will read, "wacky." Ask the students to match the words to the appropriate sentence. When the groups are generally finished, have them rotate to another group's spot. The new group checks the work of the previous group. Continue to rotate the groups until each group has seen the words from every envelope. Have the students read the sentences out loud. Correct any mistakes.

Explain the meaning and use of the words: Spend some time making sure that the students understand their mistakes on the previous exercise. Make sure they understand the difference between words that have more than one meaning, for example, "to shoot". Other words with a double meaning are "to heat up," "loaded," "like," "to be able to handle something," "about to drop," "to cover up smth," "with a twist," and "well." Make sure they realize that "ain't" is considered uneducated.

Understand non-colloquial meaning: Have the students paraphrase the colloquial phrases in the sentences from the interview with more formal.

Make a skit:

In pairs or small groups, make up and act a short skit using 5 new vocabulary words.

Suggested Homework:

Read the interview "Actors tell it like it is." Give the students some easy comprehension questions, such as "Who uses the most off-color speech?" "What are the disadvantages of being an actor?" If your students don't do homework, use only a portion of the interview in class.

New Vocabulary for “Actors tell it like it is” and “A Director Defends his Art.”

Note: It is not necessary to teach all of these words, only the ones most difficult for your students.

Colloquial	Jargon	Off-color (slightly)	Non- colloquial	Filler
-cutting-edge -skin-deep -to get down to business -awesome -following in the footsteps of others -best (...) ever -with a twist -got something -over the top of everyone’s head -serve smth up on a silver platter -hip -deep -to break down -to get high -idiot -punk -top -poke fun at -heats up -wacky -a bunch of -a bit -guy -ad -overkill -stuff -thinking in the back of my mind -tough -sick and tired of -fueling smth. -get loaded -limo -freaking -takes a dump -yeah	-action movie -character actor -leading lady (man) -supporting actor -Oscar -the industry -a (press) junket -a working actor -tabloids -techs -to shoot -wardrobe lady (guy) -gig -the look	-damnit -screw -hot damn -crap -hell -kick your own ass -christ’s sake -jackass -bimbo -bull	-uninhibited -genre -to set out -overwhelm -odds -tracks down -for a living -surrogate -blunt -to illuminate -camaraderie -stylized -to bash	-uhm -uh -like -you know -well -man -for sure -God -and what not -right -now -kind of like -ooh -let me just say

<ul style="list-style-type: none">-OK-honey-come down to earth-to get away clean-to cover up smth-to sweat blood-to let our hair down-weird-to hang out-about to drop-ain't-God forbid-couldn't handle				
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Discussing colloquial speech and acting

Objective:

Students will show that they understand the information in the article by discussing one or several of the following topics: acting, movies, fame and colloquial speech.

Materials: None

Introduction:

Ask the students what they would say to their favorite actors if they met them.

Homework check:

Discuss the questions you assigned as homework.

Discussion:

Discussions can be more fruitful and involve more people if the students have a chance to talk about the questions in their native language in small groups before they discuss them in English with the whole class.

Possible discussion questions:

Students' general opinion of the article and why.

What is the difference between American and British colloquial speech or between American and Uzbek or Russian colloquial speech? Which actors were more likely to use off-color speech or filler words? Is it surprising that some of the older actors or female actors use more off-color speech than the others? Which off-color terms are stronger? What kind of assumptions do you form about people that use many colloquialisms, off-color speech, or filler words? Would you use off-color terms or filler words when you speak English? Why or why not? When would you use them?

Do any of the students enjoy acting or want to be an actor? What does the business of acting entail besides just acting? What is the difference between a profession, job and "an industry" ("industry" as it is used in the article)? What did you learn about how movies are made? What are the downsides of acting? Why would someone want to be just a working actor and not a star? Does this surprise you? How do the actors feel about fame? Who are De Niro, Pacino? How would their lives be different from ours because they are famous? Would Scorsese's life, as a director, be different from the others' lives? Many people say that stars are larger-than-life and that we (ordinary people) need larger-than-life people. Do you agree? Would you want to be famous? How would you deal with the difficulties of fame? Do you even consider them difficulties? Which would you want the most: fame, wealth, respect, close family, etc.? Has this article changed any of your ideas about being famous or about celebrities?

Are movies fine art, popular art or both? What is the difference between a fine art movie and a popular movie? Can popular art become fine art or vice versa? How might movies "illuminate life"? Why must actors "sweat blood" to illuminate life? What is your

opinion of American, Russian, European, Indian, etc. movies? Some people say that American and Indian movies are popular art and European movies and fine art. Do you agree? Why is that? What kind of movies do you prefer? Why do you watch movies?

Pre-Reading activities for the interview with a director:

Make sure the students understand the basic positions of Tarantino and the author. Go over any vocabulary words that the students couldn't get the idea of from the text.

Vocabulary review:

Play Behind the Back. Divide the class into 2 teams. Each team sends a representative to the front of the room. The representatives stand with their back to the blackboard. The teacher writes one of the vocabulary words on the board. The students must give their representatives clues so that the representative is able to guess the word on the board. The other students cannot say the word on the board or one of its derivatives. It doesn't matter how a representative can hear the clues from the other team. The team of the representative that guesses first gets a point. If the teams use any language other than English, points are deducted.

Suggested Homework:

Read the interview with a director. Give the students some easy, comprehension questions to answer, such as "What is Karakhan's new movie about? What did the interviewer and Karakhan disagree about? If your students don't do homework, use only a portion of the interview in class.

Discussing colloquial speech and movies from a director's perspective

Objective:

Students will show that they can apply the information in the article by comparing to the previous article in a discussion about colloquial speech, the director's role in making movies and other topics.

Materials: None

Introduction:

Ask who are the students' favorite directors. Ask them what is their opinion of some famous American directors: James Cameron (Titanic, Terminator), Steven Spielberg (Schindler's List, Indiana Jones), Martin Scorsese (Godfather), Quentin Tarentino (Pulp Fiction), etc.

Homework check:

Discuss the questions you assigned as homework. Ask the students if there was anything they didn't understand.

Discussion:

Discussion can be more fruitful and involve more people if the students have a chance to talk about the questions in their native language in small groups before they discuss them in English with the whole class.

Possible discussion questions:

Students' general opinion of the article. Is it more or less interesting than the previous one?

Is the colloquial and off-color speech in the Karakhan interview used in the same way as the actors' interview? Why is it that the authors don't use off-color speech? Are there certain colloquialisms and off-color terms that are more typically used by men or women? Why is this? What two words were combined for "superhero." What colloquial or jargon words also have a non-colloquial meaning? What does this tell you about how English speakers create new words? How are new words created in the students' native language? How can this help language students understand new vocabulary terms? A lot of slang and off-color terms refer to sex, crime, and drugs/alcohol. (Perhaps give a few examples besides the ones in the article.) Why is this?

What is the "unique point of view" of Karakhan based on the information in this article? Is it possible to know the name of the director just by seeing one of his or her movies? What directors can the students recognize just by their look? Describe their look. Do movies have a national character (i.e. French vs. Russian vs. American, etc.)?

What is the director's role in filmmaking compared to the actor's? What kind of influence does the producer have over a movie? In film theory, the director is considered

the driving force behind a film in much the same way an author is the driving force behind a book. However, most people are more familiar with actors than with directors. Many people go see a particular movie because of the actors in it rather than the director behind the camera. A producer also provides most of the funding for a movie. It is also true that the people with the money are also the ones making the major decisions. Therefore, one could argue that a director is not really the “author” of a film because a director has less control over the final product than an author. In the students’ opinions, is the director the one ultimately responsible for the final product or are others? Why?

Is it interesting to see only “the good parts” of something (Karakhan’s opinion) or would you rather see the good parts in context, in a story (interviewer’s opinion)? Why?

The interviewer says that Karakhan’s movies are the “same old story” seen before. Karakhan half-agrees when he says that his movies are “with a twist.” Do most movies re-tell the same old story? Is this bad? Are people able to break free of their history, nationality and traditions to tell an original story? Give an example of someone who created something unique. Who are some of the most unique artists that you know?

Are movies too violent? Karakhan says that most of the violence in *Zed’s Dead* is for a comic effect. This is one of the few times the interviewer agrees with him. How can violence be comic? What is an example of this? Some people argue that violent movies have a detrimental effect on society. They say that viewing violence numbs a person making it is easier to commit violent acts or ignore violent acts done to someone else. Is this true? Why?

What makes a great action movie? The interviewer thinks that the viewer has to have an emotional connection with the main character. Many think that action scenes must look realistic with few cuts or stunt doubles. What makes a great drama or comedy?

Is passion like being addicted? Do creative people (writers, directors, composers, etc.) feel a need to create the way an addict feels a need to get high? What other comparisons would also describe the creative process?

Conclusion:

Sum up or ask the students to summarize the main points of the discussion of both articles.

Suggested Homework:

Students write how they would add their own twist to the basic action movie plot.

Writing a Movie Review

Objective:

Students will write a movie review in pairs.

Materials: None

Warm up:

Ask the students what is their favorite piece of celebrity gossip.

Introduction:

Ask the students how they become interested in a movie. Do they go because of the director, actors, recommendations from their friends, commercials, etc.? Brainstorm on the board about what makes a movie good and what makes people go see it.

Brainstorm in preparation for writing: Put the students into pairs. First, have them decide together whether they want to write about a movie they really like or really hate. Then, they must choose a specific movie. Finally, they will write down together everything that they liked and disliked about the movie.

Explain the structure of the movie review: Explain to the students that they will write a 3-paragraph movie review. The first paragraph will be the introduction, which will get the reader interested in movie, tell him all necessary information and the writers' opinion of the movie. The second paragraph will give reasons for the opinion. The final paragraph sums up the main point of the review (the opinion) and leaves the reader with something interesting to think about.

Write the first paragraph: Ask the students to list what kind of necessary information should be in the introduction. Be sure they mention the title of the movie, name of the director/actors and a short plot summary. Tell the students to avoid beginning their essay with very obvious, general or exaggerated sentences, such as "*The Lovers' Kiss* is a love story," "*Kill Bill* is Quentin Tarantino's fourth movie," or "*Titanic* is the best movie you will ever see in your entire life!" A better beginning would be "The plot of *Zed's Dead* is one of the oldest ones in action movies, but it seems fresh and original." Sum up or write on the board that the first paragraph should have 1) an interesting beginning, 2) all necessary information, and 3) your opinion. Give the students about 10 minutes to write the first paragraph. Walk around and correct any errors that you see.

Check their writing and write the middle paragraph: Have each group read their first sentences. Correct any mistakes and praise the ones with particularly interesting first sentences. Have the students start writing the middle paragraph. They should have at least three reasons to support their opinion. Again walk around to check their work.

Write the final paragraph: Remind the students that the final paragraph will sum up their opinion (in different words) and give the reader something to think about. Some ideas:

Relate to other movies – *Zed's Dead* expands the action movie genre by introducing us to an entirely new action hero.

Tell a personal anecdote – *Zed's Dead* gave me so much to think about that I had to turn around and see it again immediately.

Make a prediction – *Zed's Dead* is sure to win Karakhan his first Oscar.

Describe an interesting image – At the end of the terrible *Zed's Dead*, the hero screams into the camera, "I'll never forget the wrong you did me!" Unfortunately, I also will never forget the tired story, wooden acting and uninspired direction of this movie.

Give the students about 10 minutes to write the final paragraph of their review. As they work, walk around checking for errors.

Conclusion:

Have each group state what movie they reviewed, their opinion of it and their most interesting sentence. The students hand in their work for marks.

Suggested Homework:

Have the students read one of the local newspapers, choose an interesting beginning sentence and translate it into English. They should also write a few sentences about why they chose this sentence.

Expressing Agreement and Disagreement

Objective:

Students will use common phrases to agree and disagree with each other about movies in short dialogues.

Materials:

Different situations on cards

Introduction:

Review the vocabulary words from the previous lessons by playing Behind Your Back (see lesson #2).

Homework check:

Have the students read some of the sentences they found in the newspaper.

Explain pronunciation and meaning:

Demonstrate proper intonation especially with the exclamations. Call out a phrase and have the students determine if it is strong or weak. Have the students give examples of when they would use the colloquial or non-colloquial phrases.

Practice:

Play Agree and Disagree. Put up on the board phrases, such as “Violence in movies leads to more violent crime in society” or “*Titanic* didn’t deserve to win an Oscar because it is sentimental garbage”. Have the students line up across the room from Strongly Agree to Neutral to Strongly Disagree. Have the students use the phrases to express their agreement and disagreement. Have students contribute some statements of their own.

Roleplay:

Give the students situations on cards, such as “You and your date want to see a movie. You would prefer to use the Oscar contending drama about the Holocaust. Your date would prefer to see a comedy about the life and problems of university students. Decide which movie you will see.” In pairs, the students create a dialogue to fit their situation card using some of the above phrases.

Suggested Homework:

Watch 2 movies that are contenders for The Movie of the Year. It is best to choose two high-quality movies from different genres.

Colloquial Phrases:

Disagreement	Agreement
-You're kidding! You don't really... -No way! -That is such bull. -Uhn-uh -Hell no! -Puhleeze! (please) -Say whaaat!	-Hell yeah! -Yeah, yeah, yeah! -Rock on. -You are so right. -You go girl! (does not work with "guy" or "boy")

Non-Colloquial Phrases:

Disagreement	Agreement
-I beg to differ... -I'm afraid that I don't share your opinion. -Don't you think it is rather... -I didn't really care for... -Well, it didn't strike me as that... -I didn't enjoy it as much as you. -It's (terribly) phony/ old-fashioned/ pointless/ mediocre. -It lacks soul/ wit/ humor. -But don't you think... -I don't agree. -I don't think so. -Well, to be honest, I didn't really like...	-That's exactly what I think. -That's how I feel too. -It's (so) wonderful/ eye-opening/ heart- warming. -Exactly. -I fully agree with you. -Wouldn't you agree that... -It's such an intelligent comedy/ an inspiring story/ a thrilling adventure.

Selecting The Movie of the Year and Final Exam

Objective:

The students will be able to review the new vocabulary and phrases of agreement and disagreement as they work together to decide on which movie gets the prize.

Introduction:

Ask the students if they would rather be a director, actor or another position on a movie set.

Materials:

2 movies on video. If you don't have any videos or a VCR, determine which movies (already seen by the majority of the class) you will discuss. Cards with different questions relating to colloquial speech and movies.

Discussion:

Divide the students into groups of about 5. Tell them that they are judges of a prominent annual cinema contest and they must decide which movie to award The Best of the Year. They will also have to say why they picked the winning movie. If they tend to all agree, you might want to assign them roles to play. Afterwards, discuss as a class the different reasons for choosing the winning movie.

Evaluation:

For the last 45 minutes of the class, the students must write a movie review in class. The review should use some of the new vocabulary words, a summary and their opinion of the movie. At some point during the writing session they come to the teacher one-by-one, select a card with a question on it relating to movies and talk to the teacher about it for 3 minutes. The teacher gives them a rating based on the oral and written work.

ACTORS TELL IT LIKE IT IS

The Cast:

Nate Griffin

A 50-year-old character actor who plays roles ranging from ordinary, middle-class husbands to gangsters and criminals.

Catherine Day Smith

A 35-year-old actress who is one of Hollywood's top leading ladies. Her most recent role was a supporting one. She played a nightclub star who commits murder in 1920s Chicago.

John Wills

A 40-year-old character actor noted for playing serious, mysterious men, especially assassins, psychopaths and scientists.

Carol King

A 60-year-old actress noted for playing older, uninhibited women.

Lewis Hall

A 40-year-old actor who was a leading man in his 20s and early 30s and was known for wild behavior. His most recent role was a 1960s era husband hiding a dangerous secret from his wife and family.

As the Oscar race heats up, all of the nominated supporting actors and actresses gather for an honest discussion of acting and the movies.

John, last week you won The Editors' Award, how did it feel to be honored?

WILLS: People always think that actors are wacky people with a bunch of interesting anecdotes saved up in their heads. But I'm actually a bit shy and terrified of making acceptance speeches. I'm the type of guy who never feels comfortable speaking in public without a script.

GRIFFIN: I feel the same as you. I don't know who exactly I'm supposed to be if there's no director telling me who I am. I made one of the worst toasts ever at my best friend's wedding. They were all like, "Nate, get on up there!" So I get up - I didn't even get everyone's attention - half of the people were still chatting. I just smile and say, "It's terrific that these two great people are getting married, uhm, I can't imagine two people who make a better couple, and uh, God bless." My friend was like, "Thanks - thanks for ruining my wedding."

LEWIS: The industry has changed. Actors have to do much more public speaking. We are ad people rather than just actors. You would have never seen De Niro or Pacino do a press junket in the past. Now even the greats got to get on the talk shows, in the magazines and papers and talk up the movie to sell it.

DAY-SMITH: The public thinks they know all about you, as well.

LEWIS: Or think they do.

DAY-SMITH: The days of actors having some privacy are over. People know, and feel that they have the right to know, who you sleep with, when you go to bed, what brand of toilet paper you buy. It's all such overkill.

GRIFFIN: I'm really glad to hear you guys say this stuff that I've been thinking in the back of my mind. It didn't even occur to me when I got into this business that part of the job was being a salesman, you know? When you say you don't do press, they're like, "Well, do you want to work again?"

But you've been in so many great movies. Don't you want people to know about them?

GRIFFIN: But it's tough when the movie didn't turn out the way you expected. Then I have to tell myself, "Find something nice to say. Try not to say a deliberate lie."

KING: Remember that we're actors. We lie for a living - why should we tell the truth in an interview? Present interview excepted, of course. [Laughter]

Nate, has your job become easier now that you have been getting more prominent roles, or has it been a struggle?

GRIFFIN: It's only been very recently that the people in the industry have been appreciative. You get sick and tired of fighting for, like, basic pay. You're like, "Damnit, I just want to get a bit easier." I got two kids, you know.

HALL: All the money is put into the star and there's a take-it-or-leave-it attitude with the supporting actors.

KING: We're all like dogs around a small bowl of food.

Lewis, by the time you were 25, you were so famous that fans were following you everywhere.

HALL: When I started out, I just wanted to be a working actor because I loved acting. All the attention was too much - I wasn't prepared and I was fueling it by getting loaded a lot. I remember one time asking God to make it all go away - and, you know, he did for a while.

John, how would you tell with this kind of intense attention?

WILLS: I couldn't handle it. I mean, what recognition I get now is enough. Plenty.

KING: Right after winning an Academy Award five years ago, I was in Denver doing a small part. The part was tiny, but they were saying, "We'll send a limo for you, screw the car." Every little thing was increased a little bit. I had my dog with me and I wanted to take him out for a walk at 2 am. Everyone said that I couldn't go by myself. "You'd better have a bodyguard with you." I thought, "Hot damn, man, I'm going to be like freaking Madonna!" So anyway, I'm walking my dog and he takes a dump in the middle of nowhere. I think, "Crap, I don't have anything to pick it up with. If I just leave it here, it'll be

in the tabloids. The bodyguard will run and tell for sure.” So I pick up this piece of paper - and it had my autograph on it.”

HALL: Did you use it?

KING: Hell yeah! Might as well be used for something. But it was sort of like God saying, “OK honey, come down to earth.”

Movie sets are famous for being boring because of all the waiting around.

KING: Ain’t that the truth!

DAY-SMITH: That’s why I started playing golf.

GRIFFIN: God forbid your wife comes for a visit. Everyone comments how long the trailer is rocking.

DAY-SMITH: And when you go to the bathroom, you’ve got a bunch of techs talking about it on walkie-talkies! [Laughter] “Uh yeah, she’s going ... No, she hasn’t come out yet.”

So, the people on the set become sort of like a surrogate family?

HALL: Definitely. You’re in one place with 100 people, working intensely, for months. The outside world just disappears, so to speak.

WILLS: People help each other out. On big movies, somebody in an office forgets to send you the changes to the scene you’re shooting the day after tomorrow.

DAY-SMITH: The wardrobe lady will say, “And this is for your scene with ...” And I’ll say, “I didn’t know I *had* a scene with ... Can I look at your script?”

What is the relationship between actors and directors like? Are directors blunt with their criticism? Catherine, what was the director like on the set of your last movie?

DAY-SMITH: He was very honest, and I completely trusted him. One time I was on a table dancing, kicking my legs higher and higher into the air. He said, “It doesn’t look like you can kick.” At this point, I was about to drop. It was 3 in the morning.

GRIFFIN: I think you got to kick your own ass. I mean, it’s great if it’s all fun and what not - but it’s not a golf outing for christ’s sake. You’re out there to make art. It’s going to illuminate life and sometimes you got to sweat blood to pull it off.

Before we let you guys go, is there anything we should have asked you?

KING: We really had a chance to let our hair down, which was great. It’s weird, but you often don’t get to hang out with people on the set and talk.

DAY-SMITH: True, I hardly know any actresses of my own generation. I miss that camaraderie.

KING: What I really want to say is that I love what I do and it's not because of the success, because I was out of work nine months last year.

WILLS: Acting is the greatest gig in the world.

Wait a minute, you were out of work for nine months?

KING: Oh man, I could have got away clean! [To the reporter] Sorry, I've got to go to the bathroom. [Pretends to get up and leave] In all honesty, that's the other side of acting. I love the success that my current movie is getting, but no one would even talk to me last year.

GRIFFIN: Sometimes when actors speak to the press, all they say is "Oh, it was great!" Sometimes they are covering up a bad experience, but most of the time it is great.

WILLS: I don't care if I sound naïve. But, from my first film to now, I have only met one true jackass in this business.

KING: Will you tell us his name?

WILLS: Well ... no.

This interview is based on one that appeared in Newsweek magazine.
Giles, J. & Jefferson, D.J. "Good as Gold." Newsweek. Feb. 3, 2003. p. 48-52.

A DIRECTOR DEFENDS HIS ART

Ben King, reporter for CineScene magazine, thinks the movies of director Rafael Karakhan are cutting edge, but only skin-deep. Karakhan defends his work.

BEN KING: All right. Let's get right down to business. Your films are widely praised for recreating the action movie genre. But, if you look at them closely, it is the same old story that we have seen a million times before.

RAFAEL KARAKHAN: Which is? Basically, while the hero is away from home for some reason, he loses almost everyone and everything he has ever cared about in a horribly tragic way. When he finds out about what happened, he sets out to take revenge. The hero is outnumbered and outgunned. Against these overwhelming odds, the hero tracks down his enemy, gives an awesome fight and kills him. If the movie is pessimistic, it ends here. If it's optimistic, it shows the hero starting a new life. Mel Gibson played this role in *Mad Max*, *Braveheart* and *The Patriot*. Schwarzenegger played it in *Terminator*. Crowe in *Gladiator*. Al Pacino in *Godfather I*. Clint Eastwood played it in almost all of his movies. Need I go on?

OK, OK, [laughs]. I guess I am following in the footsteps of others, but look at who those others are! You just mentioned movies with some of the best action scenes ever! I'm not sorry to have my movies in the same category. Like you said, my movies have "recreated" the action movie genre. It's the same material but with a twist. You get my point of view – which has never been seen before, right? Now, I'm not saying I'm better than any of those guys.

I'm just saying that my movies got something unique.

So what makes a movie unmistakably yours?

Two things. The audience has to give something of their own to understand what's happening in my movies. I'm not going to make a movie that's over the top of everyone's head, but I'm also not going to serve it up on a silver platter and say, "Help yourself." That's why I divide my movies into chapters and jump them back and forth in time. You have to put the pieces together in your head. I'm not going to do it for you.

The second thing is the look. It's the director's voice, the director's personality that makes the movie complete. I take that standard action script and poke a little fun at it. In my latest movie, *Zed's Dead*, the hero's a woman. She has one enemy who has become a suburban housewife and the fight between her and the hero takes place in the frozen food aisle of a grocery store. Another is a Japanese knife-thrower, dressed as an English schoolgirl, with the name of a bimbo.

Speaking of *Zed's Dead*, one of the problems I had with the movie is that there's not much to the story. The action's great but the movie's all action. How are we supposed to care about what happens to the characters if we don't know much about them?

No, no, no. In most movies, the audience is given all these psychological reasons about why the hero or the enemy is doing this or that. I'm cutting out all of that bull.

It's kind of like when you're a kid and you say, "Just give me the good parts."

Oh, yeah, yeah, exactly what I'm getting at. I'm going to give you the essential, the true action cinema!

But isn't that a step backwards?

Your last movie was about a woman police detective. That movie had some amazing action scenes and it also had a warm, tender side because you took your time and explored character.

What I missed in *Zed's Dead* is the human touch. The characters in *Zed* are like characters in a cartoon.

Yeah, they're hip rather than deep.

The hero of *Zed's Dead* never becomes anything beyond a cartoon superhero.

It would have been more interesting to have the hero be a real woman who could be afraid or weak.

I disagree. When the hero finds out that her child is dead, she breaks down and cries. She shows that she can be wounded. But you aren't supposed to pity her. She's angry. She's scary. No one is going to stop her from getting her revenge. You admire her.

OK then, let's talk about the violence.

At one point one of the enemies gets his arm cut off and the whole room's covered in blood. In general, there's a lot of blood in this movie, but the violence was so stylized that it didn't bother me.

Yeah, I wanted that stuff to be so extreme that it was comic rather than scary.

Although there was one scene that I could barely watch. A street punk pretends the hero's child is alive and that he will return the child if she sleeps with him. When she realizes he is tricking her, she bashes him repeatedly on the head with an iron pan.

Yeah, because that's more violent.

Because you can imagine yourself doing it if you were in a similar situation. I have a theory that a beheading won't even make people gasp. But if someone gets a little burn from a teapot, everyone will go, "Ooh!"

On the one hand, *Zed's Dead* feels like many of your other movies. It shows your enthusiasm for comics, cartoons and your sense of humor. On the other hand, it feels very dispassionate because it is so much like a cartoon.

I have to disagree with you, all right, because to me this movie is all about passion.

What do you mean by "passion?"

All the creative passion in life.

Everything I create reveals a part of me that's usually hidden. It's not sitting there on the surface for any idiot to see, but it's the bones of this and every movie I make. Let me just say, that if I went and saw *Zed's Dead*, I wouldn't even be able to think about seeing another movie until I saw *Zed's Dead* again. It's like sex with the most beautiful woman you've ever seen. The world is nothing until you have that woman again. Or, you know, how an addict thinks about drugs. You think, "What do I have to do to get high again as soon as possible?"

This interview is based on one that appeared in Newsweek.

Ansen, D. "Pulp Friction." Newsweek. October 20, 2003. p. 72-4.

EXPRESSION

Descriptive and Cause and Effect Writing

Most English language students do not and will not live near many English-speaking people. Because of this, most students will primarily use English in its written form rather than its oral form. This unit develops students' writing skills by showing them the fundamentals of two of writing styles: descriptive and cause and effect. Because these lessons rely on showing the students examples of these types of writing, they also include some ideas for discussing literature.

The common university-level textbook in Uzbekistan, Arakin (see citation below), has many examples of both descriptive writing. However, Arakin contains mostly British literature from the early 20th century. It is recommended that teachers supplement these examples with some excerpts from current British and non-British writers so that students become familiar with how English is used in the present day and with different varieties of English. For examples of cause and effect, I used magazine and newspaper articles about the Aral Sea. Many articles about environmental problems contain good examples of cause and effect. You can find similar articles on the internet if you do not have any English periodicals. Each lesson will have some suggested excerpts that the author has successfully used in the classroom, but please feel free to use others if you cannot find them. Look around your community. Many universities and English clubs have libraries that contain magazines, reading and writing textbooks and/or anthologies with excerpts from fiction, non-fiction, poetry and drama. The McGraw-Hill collections have been very useful. These lessons were partly inspired by the writing exercises in *The Writer's Resource*.

Arakin, V.D., Practical Course of the English Language. Moscow, Vlados, 1999.

Day, Susan and McMahan, Elizabeth, ed. The Writer's Resource. 3rd ed. New York, McGraw-Hill, 1991.

Muller, Gilbert H., and Williams, John A. ed. Introduction to Literature. 2nd ed. New York, McGraw-Hill, 1995.

Description I: Discussing How Authors Describe Character

Objective:

Students will describe the characters in the excerpt in their own words using examples from the text.

Materials:

A short fictional excerpt that focuses on character description. I used “Girlhood of Anna Brangwen” from The Rainbow by D.H. Lawrence. It can be found in Arakin 3rd Course p. 237-8.

Introduction:

Poll the students’ opinion of the excerpt

Explain the background of the author:

This is especially important with excerpts from Arakin because the information provided about the author is skewed toward Soviet ideology. I generally use the encyclopedia or the Internet for my information. As an example, I gave the following information about Lawrence.

British author who lived from 1885-1930

- Controversial because he wrote frankly about sexual passion. Several of his books were banned in the U.S.
- Wrote primarily about relationships between men and women. Also wrote about how people need two opposing things: the love and acceptance of others and, at the same time, independence
- Criticizes hypocrisy and self-deception, especially in social attitudes
- Believes people should follow their instincts

Homework Check:

Ask the students basic questions about the text to make sure they read and understood it. Find out if they have any questions. Example questions for “Anna Brangwen:”

- Did Anna have a good relationship with her schoolmates, teachers, or parents? Why?
- From the context, are “slinking” and “carping” negative or positive words?

Small Group Discussion:

On the board, write questions that encourage the students

- To make conclusions about what they read, not repeat it
- Relate what they read to their own lives
- Figure out the author’s purpose for doing something a particular way
- To have different opinions that they must support

In their small groups allow the students to use their native language. Afterwards, encourage them to use only English to discuss their answers as an entire class. Example questions for “Anna Brangwen:”

- How does Anna desire independence? Love and acceptance from others?
- Does Anna show maturity or naivety in choosing her ideal? Is she deceiving herself?

- Does Lawrence sympathize with Anna? Is there anything hypocritical about being “a lady?”
- Do you see any similarities between Anna and yourself or people you know?

Explain how authors create character:

- Unlike meeting people in real life, authors show readers both the outward and inward qualities of their characters. Outward qualities are those you can see, hear, smell, touch or maybe even taste, such as appearance, manner of speaking, etc. Inward qualities are those you can't, such as thoughts or emotions. Ask the students what are the outward and inward qualities of the characters they read.
- The second way to describe a character is directly or indirectly. Direct characterization is when the author literally tells what a character is like. For example, Anna is angry/is a student/has brown hair. This is more common in 18th and 19th century writing. In indirect characterization, authors show what the character is like rather than telling. They do this by giving “clues” when they describe the character’s dress, appearance, speech, actions, thoughts, opinions, etc. The readers then have to interpret the “clues.” Ask the students to give you examples of direct and indirect characterization from the excerpt.
- The third way to describe character is flat vs. rounded/dynamic/multi-dimensional. Flat characters show one trait to the exclusion of everything else. A lot of characters in fairy tales, satires and parodies are flat. For example, the beautiful innocent princess is trapped in the tower by the evil old witch until rescued by the brave handsome prince. Rounded characters are more realistic, with different traits dominant in different situations and more likely to change. Since flatness and roundness is more of a sliding scale than either/or, draw a line on the board with “flat” on one end and “round” on the other. Have students rate characters from literature or movies on the scale.

Suggested homework:

Have the students describe a famous character from literature or movies outwardly, inwardly, directly and indirectly. They can read them out loud at the next lesson and the other students will guess what character it is.

Description II: Choosing Words Precisely

Objective:

Students will write an indirect character description while trying to avoid using vague or generalized language.

Materials:

Several dictionaries either, English-English, Russian-English, English-Uzbek, etc. Thesaurus if you have one.

Introduction:

Have students read the descriptions they wrote or give them some descriptions of famous literary characters and have the students guess who it is.

Practice indirect characterization: Have the students orally give you an indirect characterization of someone who is: motherly, shy, nervous, fussy (or review previous vocabulary words.) Encourage them to use all the senses, not just sight.

Explain about descriptive writing:

- Why is descriptive writing important? It produces emotion. For example, the warm, fuzzy feeling of a romance, the creepy feeling in a detective story, the adrenalin rush in an adventure story. It generally makes what you write life-like and therefore, more believable.
- In fiction it tells the reader who is in the story and when and where it is. In non-fiction, it adds liveliness, interest as well as, preventing abstractness and generalities.
- What is descriptive writing?
 - Choosing precisely the right word
 - Creating atmosphere through repetition, sentence structure, and using all 5 senses
 - Creating imagery through metaphor and simile

Explain choosing precisely the right word: Ask the students to give you synonyms of the word “terrible.” Explain that “terrible” is a vague word because it can mean anything from scary to ill to extreme (he’s a terrible bore) to sorry. If you say, “It’s terrible,” no one really knows exactly you mean. With many words, there are also different degrees. Is it relaxed, tired, exhausted, limp or brain-dead? Glad, happy, joyful, or ecstatic? Show how a dictionary or thesaurus can help you find the right word.

Practice choosing the right word: Put the students in small groups. Make sure that each group has at least one dictionary. On the board write: I feel terrible.

1. After causing a car accident.
2. When all the students in the room are laughing at me.
3. When there was blood everywhere. My stomach felt as if it would come up through my mouth.
4. When my pet dog has died.
5. When I must tell my parents that I borrowed and badly damaged the car.

Make sure the students understand each of the examples. Tell that “terrible” could fit each of these situations. Ask them to find a better word. As they work, walk around and give feedback. For example, “sorry” is a little weak for example 1. Each example must have a different word. When they are finished, have each group share the words they found.

Explain the homework: Tell the students to write a description of someone feeling a particular emotion. Use dictionaries to find the exact word. Use only indirect characterization. Start from the outward description and narrow down to the inward thoughts and feelings. Give an example of someone who is grieving. Wears black, looks down, shoulders droop, rarely smiles, has red eyes, others offer their condolences, thinks about death, etc.

Prepare for the next reading assignment: Read the title, first few sentences, talk about the author, show some pictures, have the students make some guesses about what the next excerpt will be about—anything to generate their interest. Also pre-teach any difficult vocabulary and give them some questions to prepare for the next lesson. Focus your questions on how the author appeals to each of the senses, whether the excerpt has a relaxed or excited feeling to it and how the author creates that feeling.

Description III: Creating Atmosphere

Objective:

Students will analyze how an author creates atmosphere by appealing to the senses, using repetition and varying sentence length.

Materials:

A short descriptive passage that appeals to all 5 senses, uses repetition and has either longer or shorter sentences than usual. (The average sentence length in English is about 20-25 words.) I use Mark Twain's *Boyhood Remembered*. Other suitable authors include Ernest Hemingway, Edgar Allen Poe or William Faulkner. Subjects such as descriptions of places or memories also have these features.

Introduction:

Find the students' opinion of the excerpt. Do they like it more or less than *Anna Brangwen*?

Homework Check:

Ask the students basic questions about the text to make sure they read and understood it. Find out if they have any questions. Example questions:

- What is Twain's excerpt about?
- What kind of things does he remember from his childhood?
- With what kinds of emotion does he remember his childhood?
- What kinds of emotions does it generate in you?

Also answer the pre-reading questions. You may also want to review some terms from the previous lessons, such as direct and indirect characterization.

Small group discussion:

Assign each group a section of the text. Have them list repeated or similar phrases or grammatical phrases. Also have them count the number of words in the shortest and longest sentence in their section. Next, ask the students to re-write a few of the sentences so that they are shorter and without repetition. Read the original and the re-written versions aloud. Do the different versions stimulate different emotions? Why? discuss their answers as a class.

Explain how authors create atmosphere: Atmosphere can be defined as the emotion generated in the reader by a piece of writing. Writers create atmosphere a variety of ways. The first is by appealing to more senses than just sight. Writers want the reader to enter the world they created. To do this, the reader's entire "body" must be involved. Many novice writers describe things only visually. You can give an analogy of looking at a beautiful view through binoculars. With the binoculars you can see one thing very well, but you won't get the full effect. Repetition combined with long sentences creates a relaxed, hypnotic atmosphere. Repetition combined with short sentences creates tension or perhaps frustration. You might want to give an example such as, "I know he's going to come and kill me. Probably tonight. What am I going to do? [gasp] What's that? Just

a window banging in the wind. Oh man, what to do? What to do?” Short sentences also add speed and excitement to writing. In general, long sentences give a reader room to stretch out and relax. Short sentences constrain the reader like a sprinter before a race or a man in a very small prison cell. The fourth element of atmosphere is imagery, but that is for the next lesson.

Practice creating atmosphere: Tell the students to think of a place they know well. Write a paragraph about it that involves at least 3 senses and conveys the type of emotion you associate with that place.

Suggested homework:

Assign the students several poems that show similarities between two things that are really very different. For example, in “In a Station of the Metro” Ezra Pound compared faces in a crowd to petals on a wet tree branch. Pre-teach difficult vocabulary and assign some questions. The questions should focus on what things the poet is comparing? Are the comparisons appropriate or inappropriate? What kind of atmosphere is the poet trying to create?

Description IV: Imagery — Using Metaphor and Simile

Objective:

Students will make their own metaphors about a crowd.

Materials:

Poems that show both simile and metaphor. I use D.H. Lawrence's *Baby Running Barefoot*, Ezra Pound's *In a Station of the Metro* and Karl Shapiro's *Auto Wreck*. Arakin 3rd course does have several poems from British Romantic poets on pages 347-355.

Introduction:

Have the students rate all the works you have read so far on a scale of 1 to 10.

Example homework questions:

1. What does Lawrence compare a baby to?
2. What does Pound compare the people to?
3. What does Shapiro compare the people and ambulance to?
4. Are these comparisons appropriate? What would be inappropriate?

Discuss as a group. Make sure there are no other questions.

Small Group Analysis:

Students may use their native language in the small groups, but when we discuss their answers as a class, they should try to use only English.

1. How does each of the poems make you feel?
2. What senses are appealed to in the poems?
3. Which poem affects you the most powerfully? Why?

Explain metaphor and simile:

Both metaphors and similes show the similarities between two things or between dissimilar things and actions, but similes show the comparison directly by using phrases such as, "as" or "like." For example, Lawrence uses a simile when he writes in line 6 that the sight of the baby's feet playing "Is as winsome as a robin's song." Ask the students to find or create some more similes.

Metaphors link dissimilar things with punctuation, linking verbs (to be, to become, etc.), by using unlikely verbs with a noun or using an unlikely phrase with a word. Pound uses punctuation between the two lines of his poem: "The apparition of these faces in the crowd;/ Petals on a wet, black bough." I used the verb "to be" to describe the effects of growing cotton in a desert with the sentence, "Cotton is the shroud covering the face of Central Asia." Shapiro uses an unlikely verb when he writes in line 3 of the ambulance "pulsing out red light."

Metaphors and similes are used to connect a word with a particular image. In Lawrence's poem, a baby is associated with things that are charming, pleasant and spring-like. Pound shows the fragility of individuals in a crowd by comparing their faces to petals. Shapiro

shows the traumatic aftereffects of an auto wreck by comparing the light of an ambulance to blood.

Write on one side of the board “Light,” on the other write “dancing,” “stood still,” “staring down at me,” and “piercing.” Ask the students which verb they would use to create an image of happiness, shock, fear or pain. Ask the students to find other metaphors in the poems.

Practice:

Tell the students to imagine different crowd scenes as you describe them. Use as many details as possible so that the students can form a clear picture. After each one, have the students give some possible similes or metaphors to describe what they imagine. For some of the crowd scenes, you might to tell the students they are in the crowd rather than observing it.

- A double door. Some people are trying to leave while others are trying to enter. The door is only half open.
- A crowd cheering, stamping and yelling as one at a sports game.
- A mob fighting in the street, turning over cars, breaking windows
- A rock singer crowd surfing at a rock concert.
- A crowd singing and dancing in unison at a concert.
- A crowd of runners at the start of a marathon.
- A crowd passing through a metro station.

Suggested homework:

Write a poem about a crowd. Keep the poem as short as possible. Use several different descriptive writing techniques.

Cause and Effect I: Primary and Secondary Effects

Objective:

Student will use Cost Benefit Analysis to state both the primary and secondary effects of a given situation.

Materials: None

Warm up:

Ask the students what words they associate with the word “nature.” Tell them that many different cultures have different conceptions of nature. Most Americans think of mountains, forests etc. that are in national parks. Wild places that have no domestic animals and very few, if any, people. In Japan and England, nature includes farm and pasture land with many domestic animals and quite a few people.

Introduction:

Use a shortened version of lesson #2 in the Now section. Pick an issue that the students are familiar with. Briefly discuss the characteristics of the problem: its history, who is involved, possible solutions and their outcomes. In Navoi, we discussed the main environmental problem of the area: factories that pollute the air, earth and water. Pick one of the possible solutions to the problem and pose it as an either/or question. For example, should Navoi’s factories be closed to install more environmentally safe equipment or not?

Analyze the problem:

Divide the chalkboard into 4 sections. With the students, list the pluses and minuses of each option. A minus is a “cost” and a plus is a “benefit.” Also explain to them the “opportunity cost” (choosing the benefits of closing the factories is losing the benefits of not closing the factories.) An example is below:

To close Navoi’s factories		Not to close Navoi’s factories	
Cost	Benefit	Cost	Benefit
-workers lose jobs	-healthier people	-more lung diseases	-government gets more tax money
-	-	-	-
-	-	-	-

Correct any false information that the students offer. Ask questions to elicit more information from the students, such as, “What will happen to the shops if workers lose their jobs?” At the end, ask the students which option they would chose if they were in power. Ask them why the benefits outweigh the costs of the option they chose. It is also interesting to ask how they will try to lessen the costs of the chosen option.

Explain primary and secondary effect:

Ask the students to give you an example of a cause (air pollution causes more lung diseases) and effect (The effects of more lung disease is higher health care costs.) Give

the students a general definition of both cause and effect. Then, ask the students what are the primary effects of closing the factories. Possible answers might be that workers lose jobs and air pollution is less. Then ask the students what are the secondary effects of closing the factories. Secondary effects are the ones that don't appear immediately or are the effects of the primary effects. For example, other shops and business in Navoi will go bankrupt if workers lose their jobs. Give students a general definition of primary and secondary effects. Ask the students to give examples of primary and secondary causes as well. For example, a primary cause of lung disease in Navoi is air pollution. Secondary causes are car exhaust and cigarette smoking.

Discussion:

In small groups, have the students list as many environmental problems as they can. The students then determine the 5 most serious environmental problems. For each of those problems, they list the primary and secondary causes. Each group presents their analyses when finished. Give the students feedback on their work and correct any mistakes.

Suggested Homework:

Students research a local environmental problem and list the primary and secondary causes, as well as the primary and secondary effects. I used the following articles, which have excellent information about the Aral Sea.

Conant, Eve. "A Sea of Misery." Newsweek 2 September 2002: 44.

Pala, Christopher. "\$85 Million Project Begins for Revival of the Aral Sea." New York Times 5 August 2003: F5.

Cause and Effect II: Making Outlines

Objective:

Students will make an outline for a paper on the possible effects of a solution for the Aral Sea problem. This lesson is partially based on lesson #1 in the Now chapter.

Materials: None

Introduction:

Ask the students to tell you about the causes of the shrinking of the Aral Sea. They will also describe the effects of the shrinking of the Aral Sea and the possible effects of any solutions. Discuss who is involved in the problem of the Aral Sea (government, farmers, fishermen, international organizations, the Karakalpak people.) For each group, talk about how they contribute to the problem, how they are hurt and how they can help solve the problem.

Small group discussion:

Divide the students into small groups. Each group represents one of the players involved in the problem (government group, farmers group, etc.) Each group spends 5-10 minutes discussing what they need and want. For example, international organizations want to lessen problems such as tuberculosis that affect people internationally. They also want a good result for their money (i.e. they don't want it wasted or used somewhere else.)

Mixed group discussion:

Make new groups with one representative from each of the previous groups (one government representative, one farmer, one fisherman, etc.) Each representative presents what his or her group wants and needs. Representatives also discuss who is at fault and what are the possible solutions.

Original group re-assessment:

Students return to their original groups and discuss how they can compromise to solve the problem.

Compromise in mixed groups:

In mixed groups, the students figure out a solution to the Aral Sea problem by compromising with each other.

Discussion of the results:

As a class, discuss the different solutions to the problem as well as, whether it was easy/difficult and the possible effects of these solutions.

Explanation of outlines:

While the students have been discussing, write on the chalkboard one of the cost benefits analyses from the previous lesson. For example,

To not close the factories of Navoi

Costs	Benefits
-air pollution worse -shorter life spans -more lung diseases -Navoi has bad reputation -higher health care costs	-graduates of Institute get jobs -other factories may come with more jobs -government gets lots of tax money from factory -company sponsorship of sport, libraries, concerts, etc. is high

I. Introduction

II. Money

- a. Taxes from factory
- b. Taxes from current workers
- c. Taxes from new workers
- d. Need to pay for higher health costs

III. Health

- a. More air pollution
- b. More lung disease
- c. Shorter life spans

IV. Navoi's reputation

- a. Bad: Navoi has a bad ecological environment.
- b. Good: Navoi has a good business environment.

V. Conclusion

Tell the students that people in business, government, and other institutions are often asked to write reports analyzing the causes and effects of different choices. It is important that these reports are clear or people may not understand the possible effects of their decisions. In a worst case scenario, not understanding the effects of decisions can lead to disasters, such as the present day Aral Sea. Tell the students to imagine they are the assistants to the Navoi Hakim and they must write a report analyzing the effects of not closing the city's factories. A good way to achieve clarity is to make an outline. Discuss with the students whether the outline on the board is a good way to organize the information in the Cost Benefit Analysis chart. Ask them if there are other ways to organize the information. For instance, maybe you will want to talk about all the costs first and then the benefits. Also discuss why you would write the report one way or another.

Homework Suggestions: Each student writes an outline for a paper about the primary and secondary effects of one of the solutions to the Aral Sea problem.

Cause and Effect III: Using Transitions

Objective:

Students will be able to learn how to use transitions in a class debate (in preparation for using transitions in writing.)

Materials:

30 slips of paper with different topics on them such as, space rockets, zippers, opera, ice cream, history books, travel, plastic bags, etc.

Introduction:

Play Agree and Disagree. Designate on side of the room “Agree” and the opposite side “Disagree.” On the board write a controversial statement such as, “Women are more kind than men” or “War does not have any good results.” Students stand either on the “Agree” side, the “Disagree” side or somewhere in between. Ask a few students to justify their opinions.

Presentation about transitions:

Probably the students have been using many transitions (some call these words conjunctions) when they justify their answers in Agree and Disagree such as, “because,” “and,” “but,” etc. Explain to the students that these words can be overused, especially in writing analyses. Pass out or write on the board the list of transitions on the next page. Give the students an example sentence of each type.

Practice:

Have the students in pairs write a short paragraph about the causes and effects of the Aral Sea problem using at least 5 of the transitions. As they write, walk around and check their work. Offer feedback if necessary. Have the students share their paragraphs with the rest of the class.

Explaining the debate game:

Write on the board, “What gives humankind the greatest happiness?” Underneath it write “tea” and “dogs.” Also write “Tea gives humankind the greatest happiness because...” and “Dogs don’t give humankind the greatest happiness because...” Tell the students that they will be on two teams and they will debate each other about which offers humankind the greatest happiness: tea or dogs. (Basically they are debating about cause.) Tell students that they must support their own case and also contradict their opponent. For example, the representative of the “tea” side could say, “Tea offers humankind the greatest happiness because it improves our health. In fact, many studies show that tea drinkers have fewer cases of cancer. On the other hand, dogs do not offer humankind the greatest happiness because they are very messy and dirty. Therefore, tea makes us happier than dogs.” The representative for the “dogs” side then follows. “Although tea helps prevent cancer, dogs help our emotional health. For example, dogs are very lovable, happy creatures. When we see them our hearts feel glad. In short, dogs make us happier than tea.” After both sides have presented their initial arguments, “tea’s” representative can make a one-sentence rebuttal. For instance, “Dogs may help our

emotional health, but we will not be happy when they get our clothes and hands dirty.” The “dogs” representative also gives a one sentence concluding remark. Point out to the students how many transitions you used in the examples. Tell that they must use at least one new transition each time they speak. “Because,” “and,” “but,” “so,” and “also” do not count.

Debate:

Divide the students into two teams. One student from each team comes forward and draws a slip of paper with a topic on it from an envelope. See above for possible topics. Each announces it to the class. It often helps to write each topic on the board. Each representative gets 3-5 minutes with their team to think of ideas for the debate. After brainstorming, the representatives can make their first argument for 2-3 minutes. The final argument is about 1 minute. Correct any mistakes with transitions at the end. Continue with a new representative.

Suggested homework: Each student will write a paper about the causes and effects of the shrinking of the Aral Sea using transitions and the outline that they made from the previous lesson.

Transitions

To list:

again, also, as well, finally, furthermore, first, second, third, in addition, last, moreover, next, too.

To generalize:

commonly, in general, for the most part, on the whole, usually, typically

To offer an example:

for example, for instance, indeed, in fact, of course, specifically, such as, the following

To situate in time:

after a month/day/etc., afterward, as long as, as soon as, at the moment, at present, at that time, before, earlier, followed by, in the meantime, in the past, lately, later, meanwhile, now, proceeded by, presently, since then, so far, soon, subsequently, suddenly, then, this year, today, until, when, while

To situate in place:

above, below, beyond, close to, elsewhere, far from, following, here, near, next to, there

To conclude:

as a result, hence, in conclusion, in short, on the whole, therefore, thus, as I have said, as we have seen, as mentioned before, in conclusion, in other words, in sum,

To contrast:

although, but, even though, however, in contrast, conversely, in spite of, instead, nevertheless, nonetheless, on one hand, on the contrary, on the other hand, still, though, yet

To compare:

again, also, in the same way, likewise, similarly

To signal cause and effect:

as a result, because, consequently, for this reason, hence, if, so, then, therefore, thus

To concede a point:

certainly, even though, although, granted, in fairness, in truth, naturally, of course, to be fair, while it is true

Resume Lesson

Objective:

Students will be introduced to resume writing and will craft one for themselves.

Materials:

Copies of the attached sample resume

Introduction:

Introduce first what a resume is used for. Hand out copies of the attached resume to students. Explain in detail each section of the resume and what they pertain to:

Objective: What sort of position you are looking for
Education: Education experience
Experience: Where you have worked
Activities: Special activities that show community involvement, extra-curricular work, etc...
Languages: What languages you speak
Computer Skills: How well you know computers

Activity:

Assign characters to pairs of students and have them write a fake or funny resume for them. Sample characters could include: George Bush, Yourself (the teacher), Julia Roberts, Brad Pitt, Mickey Mouse, Gorbachev, etc.

Students should then present their short resumes to the class. Analyze with the class how well each resume meets its criteria.

Have students individually pick a job and craft a personal resume. If there isn't enough time in class assign it for homework.

Suggested homework:

Have students trade resumes and edit each other's resumes for next class.

Raihon Izimbetova

Nukus, Uzbekistan
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742000

(61) 223-1111

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Objective: Community Affairs/Relations Position with International Development Agency

Education: **Bachelor's Degree in Business Administration, May 2003**
Progress Business School, Nukus

Courses taken included:

Marketing	Business Management
Finance	Economic Theory
Political Theory	International Relations
Computer Applications	Current Events

Experience: **Finance Assistant Intern, June to September, 2003**

UNDP Micro-Finance Training Center

- Responsible for maintaining a complex computer Database
- Worked with others to create Micro-finance training sessions
- Trained local community on business practices
- Solicited and reported on community feedback

English Instructor, Fall 2000 to Summer 2003

Progress Language Learning Center

- Created interactive lesson plans for school children
- Helped to organize center-wide festivals and activities
- Advised parents on student's academic progress

Activities: **Peer Counselor, Fall 2002 to Summer 2003**

Progress Educational and Development Center

- Advised younger students on academic and social issues
- Served as a Mentor for academically or otherwise troubled students
- Filed reports on students' academic/social difficulties

Languages: Fluent in Russian, English, Karakalpak and Uzbek

Computer Skills: Proficient in MS Office, Excel, Access and Internet research

References available upon request

Cover Letter Lesson

Objective:

Students will be introduced to cover letter writing and will craft one of their own for a fictitious job.

Materials:

Copies of the attached sample cover letter. Copies of the attached cover letter notes are optional.

Introduction:

Read the letter aloud to students and get their general thoughts. Next give them 5 or 6 minutes to read over it individually. When they have finished, and using the following cover letter suggestions, take them through the letter section by section. Give specific examples for the text of the cover letter:

Cover Letter Suggestions

1. Research before you write!

Look carefully at how the job is advertised. The more you know about an employer's specific needs – the better you can tailor your cover letter to meet those needs.

2. Determine why you are unique.

What special skills do you have? How can you help the company achieve its goals? Before writing your cover letter make a list the top 5 reasons why you're an excellent candidate. Work from that list when you write your cover letter.

3. Always try to address the letter to a specific person

Contact the company to get that person's name. If that's not possible, try using the greeting, "Dear Sir or Madame", or "To Whom it May Concern".

4. Opening Paragraph:

Your opening paragraph should clearly state: the job you are applying for, and a brief synopsis of why you are the best candidate for the job. It should be no longer than 3 or 4 sentences.

5. The main body of your letter: This is your chance to list the reasons why you are the best candidate for the job. Remember – don't tell them your life story – tell them what you can do for them. Describe how your skills, experience and motivation would benefit their organization. Write about how your achievements and skills have benefited organizations you have worked for in the past. Keep your letter positive and up-beat. Ask yourself the following question: "If I read this cover letter – would I call myself in for an interview?"

6. *Closing Paragraph:* Close with a strong finish. Express your sincere desire for an interview and state that you will follow up soon to confirm your resume was received and discuss the possibility of meeting face-to-face.

7. *Close with one of the following examples:*

“Best Regards”, “Respectfully Yours”, or “Sincerely”. These are the most common and professional ways to end your letter.

8. *Check your spelling and revise!*

Send your cover letter only if you are completely satisfied with it. Have one of your friends read it over to hear their suggestions and identify any mistakes you may have missed.

9. *Don't use the same cover letter for every job!*

It may be a pain to write a different letter for each position, but it's necessary. As mentioned above each letter should be tailored to suit the organization you are writing to. Therefore, every time you apply for a job, your resume and cover letter should be written with the specific needs of the advertised job in mind.

Activity: (This can be a continuation of the resume lesson). Have students individually craft a cover letter for themselves for a fictitious job they would like to have. If you have previously done the resume lesson – have students continue with the same lesson.

If you have time after they have done this, have your students make pairs, exchange letters and critique one another's work.

Suggested homework:

Students can take home either their partner's or their own cover letters for a final edit.

ACCELS Cover Letter

January 23rd, 2004

Re: PDO Teacher Position

Dear Mr. Corbin:

Having worked with local university students in Uzbekistan as a Peace Corps volunteer for the past year, and considering my extensive overseas experience working in business, education, and as a student, I believe I would be a strong addition to your ACCELS training program. There is much I can relate to students traveling to the United States on the challenges of living in a foreign society, and strategies by which those difficulties can be overcome. Furthermore, as an out-going and innovative team player, I look forward to developing sessions with host-country community members that specifically address student needs, and will prepare them as well as possible to make the most of the opportunity that lies ahead of them.

During the course of the past year, my primary Peace Corps assignment has been as a teacher of English and Economics at Karakalpak State University in Nukus. My classes have been a success because of the importance I place on students as stakeholders in the learning process. By soliciting student input on what they are interested in learning and by applying a variety of methodologies in the classroom, I feel my courses offer a dynamic and involved atmosphere not often found in Uzbek Universities.

As a secondary project, I co-founded together with ACCELS Alumni Raihon Izembetova, *The Resource Development Center of Nukus*, an NGO dedicated to assisting the people of Karakalpakstan in attaining the tools and know-how necessary to increase their opportunities and improve their standard of living. Working with Raihon gave me the opportunity to understand development issues from the point of view of the developing society, and to tackle the myriad of challenges inherent to this project with the spirit of teamwork and compromise grassroots projects require. Our first initiative was a handbook we wrote together teaching interested persons how to write resumes, how to succeed in job interviews, and how to apply for and implement small grant projects.

I earned my bachelor's degree from Richmond American International University in London, England. During that time I also studied in France and Israel. I have lived with host-families, studied in schools where the language and cultural differences presented barriers to my acclimation, and have an in-depth understanding of some of the challenges that face foreign students studying overseas. My work in Japan taught me invaluable lessons on how to adapt to the society one lives in without abandoning the culture one comes from. Exchange is a two-way process, something all ACCELS students should be made aware of before they embark for the US.

With the accumulation of my talents and experience, I believe there is much I can offer your program. I look forward to the opportunity to cooperate with you on your training initiative which will be vital to the success of ACCELS students in the US. I hope you will consider my application favorably, and I thank you for your time and attention.

If there is anything else I can provide you with, please don't hesitate to contact me at chrisnukus@yahoo.com

Sincerely,

Christopher W. Smith

The Job Interview

Objectives:

Students will gain confidence with and improve their interviewing skills.

Materials: None

Introduction:

In most cases, the interview stage is the most important in the job application process. Companies will have narrowed down the list of candidates for a job by looking at their resumes and cover letters. The focus of today's class is improving your interviewing skills.

Have any of you ever had an interview? For what position? How did it go?

After you graduate, what types of positions do you see yourself interviewing for?

General Questions:

As a class, brainstorm a list of general questions that might be asked at any interview. Example: "Tell us about yourself." or "Describe your educational background."

Students prepare answers for those general questions.

Skill List:

Students write a list of their skills and traits that employers might be interested in. Remind students that even if they have very little experience they should stress traits such as their work ethic or being a quick learner.

Eight Interviewing Etiquette Tips:

Lists on the board:

- Make eye contact.
- Nod your head and appear interested.
- Sit up in your chair.
- Never interrupt when the interviewer is speaking.
- Wait for the interviewer to bring up the topic of salary.
- Ask questions too – it's a great opportunity to show how intelligent you are.
- Be positive.
- Focus on the future – Help them picture you in the position by discussing what you would do on the job.

Peer Interview:

- As a class, decide upon a position for which to interview.
- In pairs, have students interview each other and rate their partner on a 1 to 5 scale for each of the above etiquette tips.

Teacher Interview:

Select two or three students to be interviewed by you. Have the entire class rate them on a 1 to 5 scale for each etiquette tip. Discuss what each interviewee did well and what could be improved upon.

Suggested Homework:

Write a dialogue of an interview between yourself and a potential employer.

Statement of Purpose Essay

Objective:

Students will learn about basic essay structure and improve their essay composition.

Materials:

Exploration posters

Introduction:

- How many of you want to study in another country? How many of you have friends that want to or are studying in another country?
- Why do people want to study in other countries?
- How can one get the opportunity to study abroad? (ACCELS, IREX, Muskie, or FLEX)
- How many of you know people who were really well qualified but still did not receive a scholarship?
- What does one need to win one of these scholarships?

Tell students that for the FLEX/FSA program 5000 pupils in Uzbekistan applied to study at an American high school. Only 150 pupils won a spot. Programs for students and professionals are even more difficult to win. The people who win scholarships don't pay money and don't always have great English. This is especially true for pupils and students, like FLEX. The important thing is to show that you have the character the judges want. The best place to show your character in the application is the essay question.

The essay question most applications require is a Statement of Purpose essay. A Statement of Purpose essay is about your goals, motivation and should distinguish you from the rest of the applicants. It costs the American government \$10,000 for one pupil to study in an American high school for 9 months. For people studying in universities it is even more expensive.

Why would the government spend so much? (To improve life in Uzbekistan, to foster good relations with other countries, etc...)

What kind of character or personality qualities would the American government be looking for? (Responsibility, maturity, intelligence, adaptability, leadership potential, and a desire to help others)

Exploration:

Place the following sentences on posters around the room. Have students walk around the room and answer the following questions:

- Which are best and why?
 - Which show the character of a responsible, mature, intelligent, etc... person?
 - How would you improve or develop these sentences?
- 1) I attended School #7, got almost all 5's, was president of the ecology club, and worked on a UNDP project.
 - 2) I have a lot of experience in civil society, performing all tasks at many organizations.
 - 3) Uzbekistan is facing many difficulties since its independence in 1991 such as poverty, corruption, and economic crises.
 - 4) By studying in the United States, I will be able to combine experiences from both the American and Uzbek educational systems. Because it is a developing country, my country needs good specialists in economics and, after getting an education in America, I will be able to come back to this country and help.
 - 5) My involvement with the orphanage began when I came across several of the neighborhood's boys begging at an underpass. I immediately felt that this was a problem that I could not ignore.
 - 6) I have been a student at _____. I have studied English deeply. I love English and would like to speak it communicatively. Later I would like to become a diplomat. Living in the U.S. would give me many opportunities to learn about politics and culture. It is my dream!

- 7) When I come back to Uzbekistan, I will be an expert on American language, politics and culture. I have learned a lot about America from TV shows. I do not think that it will be difficult for me to live in the U.S. Also, I will invite the friends that I make in the U.S. to Uzbekistan, and we'll have our delicious national dish, osh!
- 8) Many historical Uzbek people have contributed many things to the world, such as: Ulugbek, Ibn-Sino, Al Khorezmiy, Amir Temur, Beruniy, and so on. As a diplomat, I also want to contribute something to the world like the great people from Uzbek history.
- 9) In America I will be able to learn about the American economic system which is the best in the world.
- 10) I live in Bukhara. Most people think I am a good person. My family is quite close. My father is a lawyer and my mother works in a theater. I am also a good student.

When students have returned to their seats, begin discussing their evaluation of each poster and try to elicit the following five critiques:

- Be specific Why are you a good student? Love English?
- Be original Everyone says they will make friends, learn about English and culture, and that it is their Dream!
- Don't flatter Is the American economic system really the best in the world?
- Be relevant What does Uzbek history have to do with you?
- Be honest Will you be an expert after only one year?

Practice:

In pairs, students choose one of the ten statements and one of the five critiques and re-writes that statement.

Free-writing

Students who are trying to write Statement of Purpose essays often complain but I don't know what to write. Have students choose one of the following topics and free-write a response. Tell them not to worry about spelling or grammar but just to generate ideas.

- Are there any famous family stories that show your character?
- If you had five minutes to tell someone the most important things about you, what would you say?
- What are the five most important events that happened in your life?
- What have you done that an international organization should know about?
- What do you want to learn at a U.S. school or university?
- How are you a leader?
- How have you helped people?
- How are you different from all the other people applying?

Evaluation/Re-write:

Students take the five critiques (Be specific, be original, etc...) and use them to critique their own free writing. Re-write response.

Structure

- Draw a triangle on the board with the point down followed by three squares and a triangle with the point up. Explain that this represents the standard format for essays.
- The first triangle represents the introduction. The introduction should grab the reader's attention. It can start broadly with a story like statement #5 but narrow to the main point of the essay – why you should go to the U.S.?
- The three squares represent the body of the essay. Each square should develop one idea completely. Take some examples from students re-writes and discuss how to further develop them.
- The last triangle represents the conclusion. The conclusion should explain why all of the reasons listed in the body paragraphs add up to you going to America. The conclusion shouldn't have any new ideas but review the main ideas of what you have already said in a different persuasive way. Remember that the last paragraph is going to be the last impression the judge has of you. Each paragraph should be three to five sentences.

Practice Introductions:

Judges for scholarship programs read thousands of essays. If you want them to remember yours, you need to have an interesting introduction. Try to create a picture in your reader's head. Introductions can be stories about your past, descriptions of your future workday, description of what has influenced you, anything that captures your reader's attention. Students use their free-write/re-write paragraphs and develop an introduction. Students evaluate each other's work in pairs.

Suggested Homework:

- Have students select a topic (it doesn't always have to be about going to America)
- Write a Statement of Purpose Essay.