Instructor’s Manual for

Fireworks & Festivals

U.S. Holidays and Culture for English Language Learners

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Pre-Unit (pages 1–10)

An Overview of U.S. Holidays (p. 1)

Objectives:
• Get a general overview of U.S. holidays
• Analyze and practice using target vocabulary
• Give personal information
• Express opinions
• Read about where holidays come from
• Complete reading comprehension exercises
• Discuss issues and personal experiences related to the reading
• Write a paragraph related to holidays

Think about the Reading: U.S. Holidays (p. 1)

• Books closed: Ask students these questions and invite volunteers to answer:

  Do you think holidays are very important to most people?
  Do you think holidays are usually more stressful or more fun?
  Do you know the difference between a national holiday and religious holiday?
  Do you know any holiday that is both? (Christmas, possibly.)

• Point out that schools are closed on national holidays, and that some religious
schools are also closed on religious holidays. Government offices and many
other places are closed on national holidays, but many restaurants and retail
places—e.g., malls, shops, and supermarkets—do a lot of business on these
days.

• Direct students to open their books to page 1.

Practice New Vocabulary before You Read

Target Vocabulary

A. Learn the Words (pp. 2–3)

• Explain that each unit will have two sections. Each section will be based on one reading.
• Each section will open with Target Vocabulary. The words have been chosen for frequency and for importance.
• Tell students that they will work with each word several times in the unit, including work with word forms.
• The Target Vocabulary section will always begin with a list like the one on pages 2–3.
• Read the directions and look at the first entry together. Point out that the bold word is the vocabulary word and that the abbreviation in parentheses is the part of speech (a noun in this case).
• Point out the definition.
• Make sure students understand that the italicized sentence is an example.
• Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully.
• Go through the list together as a class.
• For each item, read the word, part of speech, and definition.
• Ask a student to read the example.

Expansions:
1. After each item, or when finished, ask these questions using the target words for further practice.
   - Where did your ancestors come from?
   - Is there a cemetery where the remains of most of your deceased family members are buried? Where is it? What is it like?
   - In your native country, is there an elected governing body similar to the U.S. Congress? If so, describe it.
   - Is there a culture other than your own that you are attracted to? What is it about this culture that appeals to you?
   - What are some gift-giving customs in your native country?
   - Have you ever had to pay federal income taxes? If so, what was the job that you had?
   - In your native country, how are people honored when they retire from work?
   - Does your family observe many religious holidays? If so, which ones?
   - What is the biggest parade that you have ever seen? What was it like?
   - What are some springtime traditions in your native country?

2. Ask students to write another example sentence for each word—copying from a dictionary entry, if necessary.
Paragraph Cloze (p. 4)
Read the directions out loud.
• Make sure students understand what changing the form of the word means.
• Tell them to look at the first word in the box. Explain that they might use the word *ancestor* in a blank, or they might have to change the form to the plural *ancestors*.
• Tell them to look at the second word in the box. Explain that they might use the word *culture* in a blank, or they might have to change it to the adjective form *cultural*, etc.
• Give students time to complete the cloze or assign it as homework.
• To check answers, ask for a volunteer to read the whole paragraph.
• Ask if any students got a different answer for any of the blanks.
• Explain and clarify as needed.

Sensible Sentences (p. 4)
• Read the directions and the example.
• Ask if anyone can explain why the first answer is no—why the sentence doesn’t make sense. Elicit the idea that the term *ancestors* commonly refers to family members who lived long ago, so they couldn’t be alive now or couldn’t have been alive last month.
• Give students 5–10 minutes to complete the exercise in class, or assign it as homework. Check answers as a class, eliciting reasons for each answer.

Scanning Box (p. 5)
• Ask if anyone can tell the class what scanning is. Elicit the idea that scanning means looking quickly for specific information in a text.
• Direct students to refer back to the target vocabulary words on pages 2–3.
• Tell them they are going to look quickly through the text on pages 7–8 for each word and circle it.
• Remind them they can circle a word more than once, and tell them they can circle more than one form of a word.
• Give students time to complete the exercise in class.
• Tell students to check their answers with a partner.
• After pairs are finished checking answers, invite individuals to read lines from the text where they found each of the words.

*Note:* Not all teachers or students will agree that it is good to mark up so many individual words in a text, especially before reading it. One option would be to have students work in pairs and simply point to the words. Another would be to have them do this very lightly, in pencil, and erase before the reading activities. A
third option is to do this as a class, randomly giving a word and asking students to raise their hands when they find it. Then call on a student to read the sentence where it is found.

B. Practice the Words

1. Rate Your Opinion (p. 5)
   • Read the directions out loud.
   • Put students in pairs or groups.
   • Give students time to complete the exercise individually.
   • Tell students to compare their opinions with their partner or group.
   • Spot check some answers from each group, asking, for example, if there were any items all members agreed on.

2. Complete the Sentences (p. 6)
   • Read the directions.
   • Go through the items orally, filling in the blanks yourself as an example.
   • Decide whether you will just check for meaning (recommended), or whether you want answers to be grammatically accurate. In the latter case, you may wish to ask students to do the exercise on notebook paper so you can collect it to check.
   • Give students time to complete the exercise in class, or assign it as homework.
   • To check, put students in pairs.
   • Give pairs time to compare their answers.
   • If there is enough interest, expand this into whole-class discussion and sharing.
   • If you wish to check for grammatical accuracy, collect papers from students.

3. Discuss the Questions (p. 6)
   • Read the directions.
   • Direct students to discuss the questions in pairs.

Expansions

1. Ask pairs to join with another pair and make this a small group discussion.
2. Tell students to choose one item to give a mini-presentation about one of the discussion topics.
   • Tell them they will speak for 2 minutes on that topic without stopping.
   • They will not be able to read a prepared speech, but they can use brief notes.
   • Give students 5 minutes to prepare. Then call on individuals to give 2-minute impromptu speeches.
   • Work on eye contact, posture, voice projection, speed of delivery, as desired.
Read about It

Where Did Holidays Come From? (pp. 7–8)
• Direct students’ attention to the title and the subtitle.
• Tell them to look at the photograph on page 8.
• Ask them if they can predict anything they might learn in the reading. (They have not learned prediction as a skill in this textbook, but many students will be familiar with it, and others will catch on.)
• Point out the glosses. Explain that these words are not vocabulary words and that their definitions are provided so that students don’t need to slow down to look them up.
• Give students time to read the text in class, or assign it as homework. Encourage them to read through once without a dictionary, getting what they can from the reading, and then go back and do a second, more thorough, reading.
• If desired, follow up with an oral reading in class, pausing after each paragraph to answer any questions.

Check Your Comprehension (p. 9)
• Read the directions.
• Give students time to complete the exercise in class, or assign it as homework.
• Check answers as a class. When checking, ask students to read the sentence or sentences from the text that support the correct answer.

Think and Discuss (p. 9)
• Read the directions and assign pairs or groups.
• Give students time to discuss the items.
• When pairs or groups have finished, invite individuals to share information from their discussions with the class.

Write (p. 10)
• Read the directions and the three prompts. Ask students to choose a topic they have not written about in previous classes. Explain that trying something new will help them to learn and improve and stretch. (Many students may have written previously, for example, about “My favorite holiday.”)
• Tell students whether or not they should expect to write more than one draft.
• Give them time to write in class or assign the writing as homework.
• As this is the first writing assignment, you might want to collect their work and note any problem areas before assigning a second draft. At this point, peer editing is not recommended.
Unit 1 (pages 11–25)

Labor Day and César Chavez (p. 11)

Objectives

• Learn about Labor Day in the U.S.
• Learn about César Chavez
• Analyze and practice using target vocabulary
• Scan a text for vocabulary words
• Give personal information
• Express ideas and opinions
• Complete reading comprehension exercises
• Discuss issues and personal experience related to the readings
• Write a paragraph related to labor, work, or labor unions
• Write a paper related to migrant workers, a current civil issue, or qualities of an influential person
• Interview someone about his or her job and report back

Think about the Reading: Labor Day (p. 11)

• Direct students’ attention to the photograph and ask what is happening. Elicit the idea that this is some kind of public holiday demonstration or parade.
• Remind students that the bulleted items refer to the reading text for the first section of the unit. The first reading will be about Labor Day.
• Ask for a volunteer to read each of the three bulleted questions out loud. After each question, invite different volunteers to answer.

Practice New Vocabulary before You Read

Target Vocabulary

A. Learn the Words (pp. 12–13)

• Read the directions and look at the first entry together.
• Point out that the bold word is the vocabulary word and that the abbreviation in parentheses is the part of speech (a noun in this case).
• Point out the definition, and make sure students understand that the italicized sentence is an example.
• Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully.
• Go through the list together as a class.
• For each item, read the word, allowing students to repeat it if desired.
• Point out the part of speech, and read the definition.
• Ask a student to read the example.
Paragraph Cloze (p. 13)

- Read the directions out loud.
- Make sure students understand that they are to use the words on the previous two pages and that they might have to change the forms of the words.
- Fill in the first blank together as an example, showing them that they need to use the plural *unions*.
- Give students time to complete the exercise, or assign it as homework.
- To check answers, invite a student volunteer to read the whole paragraph.
- Ask if any students got a different answer for any of the blanks.
- Explain and clarify as needed.

Scanning Box (p. 13)

- Direct students to refer back to the target vocabulary words on pages. 12–13.
- Tell them to look quickly through the text for each word and to circle it. Remind them they can circle a word more than once, and tell them they can circle more than one form of a word.
- After they compare answers with a partner, invite students to read lines aloud from the text where they found each of the words.

*Note:* Not all teachers or students will agree that it is good to mark up so many individual words in a text, especially before reading it. One option would be to ask students to work in pairs and simply point to the words. Another would be to have them do this very lightly, in pencil, and erase before the reading activities. A third option is to do this as a class, randomly giving a word and asking students to raise their hands when they find it. Then call on a student to read the sentence where it is found.

B. Practice the Words

1. Rate Your Opinion (p.14)
- Read the directions out loud.
- Put students in pairs or groups.
- Give students time to complete the exercise individually.
- Tell them to compare their opinions with their partner or group.
- Spot check some answers from each group, asking, for example, if there were any items all members agreed on.

2. Complete the Sentences (p.14)
- Read the directions.
- Give students time to complete the exercise.
- Tell them to compare answers with a partner.
- If there is time and interest, expand this into a whole-class discussion.
Option

• Direct students to do the exercise on notebook paper.
• Collect all the papers.
• Pull some of the papers at random and read the completed sentences.
• Invite the class to guess who the writer is.
• Then encourage other students to ask the writer questions about the completed sentences.

Read about It

Labor Day (pp. 15–16)

• Direct students’ attention to the title and subtitle.
• Ask students what they see in the illustration on page 16.
• Ask them what they think of when they think of the word labor.
• Point out the gloss on page 15 and explain that this word is not target vocabulary and that the definition is provided so that students do not have to slow down and look it up when they read. Direct them to find the asterisk in the text, and invite one student to read the sentence containing the glossed word.
• Give students time to read in class, or assign the reading as homework.

Option:

• Do a word association with the word labor.
• Students can simply brainstorm a list of related words, or you could use a web or other organizer if desired.

Check Your Comprehension (p. 17)

• Read the directions.
• Give students time to complete the exercise in class, or assign it as homework.

Option:

• Do this as a whole class activity, with different individuals volunteering to read and answer each item.
• Or ask for a volunteer to read each item, and after each, ask for a show of hands for T (true) and a show of hands for F (false).

Think and Discuss (p. 17)

• Read the directions.
• Put students into pairs or groups.
• Give pairs or groups time to discuss the items.
• When they have finished, invite individuals to share information from their discussions with the class.
Option

• Direct students to go online and list 3–5 accomplishments of labor unions (in general, or particular unions like Teamsters, teachers unions, etc.)

Write (p. 18)

• Read the directions.
• Remind students that a paragraph is not a list. It has a main idea, or a topic sentence, which the other sentences support.
• Give students time in class to write a first draft, or assign this as homework.
• When students have finished writing, or in the next class, encourage them to read their writing out loud to classmates in small groups and to give each other feedback on the content (questions about meaning or comments about the ideas) before writing a second draft.
• Do not encourage peer editing of language (e.g., finding grammatical and spelling mistakes) at this point.

Think about the Reading: César Chavez (p. 18)

• Read the questions, pausing after each to elicit responses from volunteers.

Expansions

1. Take students on a field trip to a local organic farm such as one that is involved in CSA shares and distribution. If possible, take them to visit one of the huge agribusiness plants as well.
2. Show the film Symphony of the Soil in class or encourage students to watch it on their own.
3. Show the film Fork over Knife in class or encourage students to watch it on their own.
4. Show the film Food Inc. in class or encourage students to watch it on their own.
5. Show the film Queen of the Sun: What Are the Bees Telling Us? in class or encourage students to watch it on their own.

Practice New Vocabulary before You Read

Target Vocabulary

A. Learn the Words (pp. 18–19)

• Read the directions and look at the first entry together.
• Point out that the bold word is the vocabulary word and that the abbreviation in parentheses is the part of speech (an adjective in this case).
• Point out the definition, and make sure students understand that the italicized sentence is an example.
• Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully.
• Go through the list together as a class.
• For each item, read the word, allowing students to repeat it if desired.
• Point out the part of speech, and read the definition.
• Ask a student to read the example.

Option
• Before doing the exercise, list the target vocabulary items in a single column on
the board.
• Ask if students know the meaning of the words. Invite volunteers to give exam-
ple sentences.
• When students can provide an example sentence for a word, write the sentence
on the board, gently correcting grammar as you do so.

Correct Part of Speech (p. 19)
• Read the directions and do the first item together as a class.
• Give students 5 minutes to complete the remaining items or assign them as
homework.
• Check answers as a class.

Option
Invite students to write sentences using the wrong answer to each item, either
individually, in pairs, or as a class.

Scanning Box (p. 20)
• Direct students to refer back to the target vocabulary words on pages 18–19.
• Tell them they are going to look quickly through the text for each word and to
circle it.
• Remind them they can circle a word more than once, and tell them they can cir-
cle more than one form of a word.
• After they compare answers with a partner, invite students to read lines from the
text where they found each of the words.

Note: Not all teachers or students will agree that it is good to mark up so many
individual words in a text, especially before otherwise reading it. One option
would be to ask students to work in pairs and simply point to the words. Another
would be to ask them do this very lightly, in pencil, and erase before the reading
activities. A third option is to do this as a class activity, randomly giving a word
and asking students to raise their hands when they find it. Then call on a student
to read the sentence where it is found.
B. Practice the Words

1. Agree or Disagree (p. 20)
   - Read the directions, and give students time in class to answer the questions individually.
   - Put students in groups and give them time to compare answers.

Expansion
Tell students to write a journal entry elaborating on their opinion about one of the items.

2. Discuss the Questions (p. 20)
   - Direct students to work in pairs to ask and answer the questions.
   - Give pairs time to complete the exercise.

Option
   - Do this as a whole-class activity.
   - Ask for a volunteer to answer the first question. Then let that student ask the second question to someone of his or her choice.
   - Continue in the same manner with the remaining three questions.

Read about It
Who Was César Chavez? (pp. 21–22)
   - Read the title. Ask if anyone knows the answer to this question. Welcome any information anyone can contribute about César Chavez.
   - Call students’ attention to the glosses at the bottom of page 21.
   - Tell them to find the sentences where the asterisks occur. Call on students to read these sentences.
   - Ask students to find the word *migrant* in the second paragraph. Ask if they understand why this word is in italics. In this case the italics indicate that the word is being defined. Tell them the definition is provided right here in the sentence, and ask for a volunteer to restate the definition in his or her own words.
   - Call students’ attention to the last line in the second paragraph.
   - Ask them to find the words in parentheses (where fruit grows). Point out that this is another way to provide a definition. Ask them what word the words in parentheses are defining (orchards).
   - Ask students to find the next italicized word in the text on page 22. Ask a volunteer to read the word and the definition provided in the text (*strike*; “A strike is when workers decide to not work until the management makes changes.”).
   - Call students’ attention to the quote at the bottom of the page.
• Point out that this “block” format is the correct style for giving a quotation that is more than a couple sentences long.
• Point out that the name of the person or source being quoted usually follows in parentheses—as it does in this case.
• Confirm that students understand that these are César Chavez’ own words, exactly the way he spoke or wrote them.
• Give students time to read the text in class, or assign it as homework.

Check Your Comprehension (p. 23)
• Read the directions and go over the example.
• Ask for a volunteer to read the sentence where the correct information is given in the text.
• Do the first item together as a class.
• Give students time to complete the exercise individually or assign it as homework.
• If desired, allow students to compare answers in pairs before checking as a class.

Think and Discuss (p. 23)
• Read the directions.
• Put students in pairs or groups.
• Give pairs or groups time to discuss the items.
• When they have finished, invite individuals to share information from their discussions with the class.

Expansion
• Encourage students to go online and watch videos or movies about César Chavez.
• If possible, direct them to watch the same movie or clip with several classmates.
• Then, as a group, they can either present the movie to the class, if equipment is available, or simply provide a summary and any critical comments.

Write (p. 24)
• Read the directions and the three topics.
• Tell students they are going to free-write a first draft.
• Explain that they should simply choose a topic and start writing down their thoughts about it, without worrying about organization, correct grammar, or spelling.
• Tell them they will use their freewriting to write a second draft of their paper.
• Give them about 10–15 minutes to freewrite.
• When students have finished the freewriting activity, tell them to look critically
at what they’ve written and to choose, organize, and add information to write a paragraph of 5–7 sentences.

- If you are giving students time to write in class, allow them to use dictionaries and to ask each other questions.
- Circulate and help as needed.
- Collect papers to check.
- Assign an additional draft after returning papers with your feedback, if desired.

Option

1. Assign a second draft as homework.
2. When students finish their second drafts, put them in groups with other students who wrote on the same topic.
   - Tell them to read their papers out loud, or to pass them around in their groups.
   - Give groups a chance to discuss all the papers and give each other suggestions.
   - Then let students write a third and final draft to be handed in.

Complete a Project

How’s Your Job? (p. 24)

- Read the directions and go over the form with the class.
- Encourage students to be sensitive. For example, it probably isn’t a good idea for them to interview other teachers, given some of the questions on the form. It would put them in a bad position if answering honestly might cause them to say negative things.
- Go over polite ways to ask someone if you can ask them a few questions. Example:

  *Excuse me. I have to interview someone about his job for my class.*

  *May I ask you a few questions?*

- Point out that there may not be enough room on the form to write the answers the person gives. Encourage students to save this form as a final report—something they transfer information to at the very end of their work. Encourage them to copy the questions in a list, and to number them. Then they can simply write the number of each question on a different sheet of notebook paper and take notes on the answer provided next to it.
- Point out that it’s good to ask questions to clarify and confirm answers. Provide some helpful language, for example, *So you mean,* and *You mean you . . .*
- Discourage students from talking with family members, close friends, or others who cannot provide them with much information they don’t already know.
Option

• For students who want to find out more about jobs, job projections, and labor practices in the United States, the *Occupational Outlook Handbook* is available, for free, online. Familiarize the class with the handbook by assigning an assignment for the computer lab. Direct students to look up information about specific jobs, specific fields, or about “fastest growing jobs.” You could also do this as an in-class group activity if you have access to a console or other equipment.

• Allow students to share their reports with their classmates, either in small groups or as a class.

Unit 2 (pages 27–40)

Columbus Day and Sacagawea (p. 27)

Objectives:

• Learn about Columbus Day in the U.S.
• Learn about Sacagawea
• Analyze and practice using target vocabulary
• Scan a text for vocabulary words
• Give personal information
• Express ideas and opinions
• Complete reading comprehension exercises
• Discuss issues and personal experience related to the readings
• Write a paragraph related to Columbus or other explorers
• Write a paper about why Sacagawea is an important hero or about another heroic woman in history or about an experience as a guide or interpreter
• Interview someone about his or her travel experience

Think about the Reading: Columbus Day (p. 27)

• Direct students’ attention to the photograph and ask what is happening. Tell students that this is a statue of Columbus.
• Ask how many students have ever seen a statue of Columbus. (Follow up by asking where and when, who they were with, etc.)
• Ask how many have ever seen a painting of Columbus.
• Ask how many have ever watched a TV show a movie about Columbus or have read a book about Columbus.
• Ask what things students know of that have been named after Columbus (e.g., streets, circles, squares, etc.).
• Invite individuals to tell more about their answers.
• Ask for a volunteer to read each of the three bulleted questions out loud. After each question, invite other volunteers to answer.

Practice New Vocabulary before You Read

Target Vocabulary

A. Learn the Words (p. 28)
• Read the directions and look at the first entry together.
• Point out that the bold word is the vocabulary word and that the abbreviation in parentheses is the part of speech (a verb in this case).
• Point out the definition.
• Make sure students understand that the italicized sentence is an example.
• Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully.
• Go through the list together as a class.
• For each item, read the word, part of speech, and definition.
• Ask a student to read the example.

Option

Before directing students to look at their books, write the words on the board and elicit as many meanings and examples as students can come up with.

Paragraph Cloze (p. 29)
• Read the directions out loud.
• Make sure students understand what changing the form of the word might mean.
• Give students time to complete the cloze or assign it as homework.
• To check answers, ask for a volunteer to read the whole paragraph.
• Ask if any students got different answers for any of the blanks.
• Explain and clarify as needed.

Scanning Box (p. 29)
• Direct students to refer back to the target vocabulary words on page 28.
• Tell them to look quickly through the text on pages 30–31 for each word and to circle it. Remind them they can circle a word more than once, and tell them they can circle more than one form of a word.
• After they compare answers with a partner, invite students to read lines from the text where they found each of the words.

Note: Not all teachers or students will agree that it is good to mark up so many individual words in a text, especially before otherwise reading it. One option would be to ask students to work in pairs and simply point to the words. Another
would be to ask them to do this very lightly, in pencil, and erase before the reading activities. A third option is to do this as a class activity, randomly giving a word and asking students to raise their hands when they find it. Then call on a student to read the sentence where it is found.

B. Practice the Words (p. 29)
1. Agree or disagree.
2. Complete the sentences.

Read about It
Columbus Day (pp. 30–31)
• Ask students what they know about Christopher Columbus. If it helps, ask Wh-questions:
  
  Who was he?
  Where was he from?
  Where did he travel?
  When?
  Why?
  What did he accomplish?
  Why is he controversial with some people?
• Don’t worry about confirming that answers are correct at this point. Encourage students to find out which answers are confirmed in the text.

Check Your Comprehension (p. 32)
• Read the directions.
• Give students time to complete the exercise in class or assign it as homework.

Options
1. Do this as a whole class activity, with different individuals volunteering to read and answer each item. Or ask for a volunteer to read each item, and after each, ask for a show of hands for T and a show of hands for F.
2. Ask students to say the sentence where they find the correct answer.
3. Direct students to correct the false sentences, individually or as a class before checking answers OR correct the false sentences as a class while going over answers.

Think and Discuss (p. 32)
• Read the directions.
• Put students in pairs or groups.
• Give pairs or groups time to discuss the items.
• When they have finished, invite individuals to share information from their discussions with the class.

Option
• Encourage students to elaborate on their responses to one of the questions in a journal entry.
• Encourage students to do some related Internet research and report back.
• Possible search terms: “European explorers,” “American settlers,” “Queen Isabella,” “Bahamas,” etc.

Write (p. 33)
• Read the directions.
• Give students time to write a first draft in class, or assign the writing as homework.
• When students are finished with first drafts, direct them to exchange papers with a partner.
• Tell students to simply make a question mark in the margin, in pencil, where anything is unclear to them.
• Tell them to return papers to their partners and to respond briefly to content—for example, telling what they found most interesting, or expressing something they disagree with.
• Discourage mechanical peer editing at this point.
• Give students time to write a second draft in class, if possible.
• Circulate and advise and help as needed.

Think about the Reading: Sacagawea (p. 33)

Option
• Bring in a U.S. map so students can locate the Mississippi River.
• Point out the headwaters, and point out that the river empties into the Gulf of Mexico.
• Ask if students are aware of the “dead zone” in the Gulf—roughly the size of New Jersey. Scientists believe the cause was primarily agricultural chemicals from huge agribusinesses.
• Ask students if they know of other bodies of water that are polluted in similar ways.
• Ask if anyone has ever taken action to clean up a waterway or body of water.
• Ask if anyone has ever written to a political representative to support legislation to keep water clean.
• Ask if anyone is aware of issues of water privatization.
Option

Let students research a major river and report their findings to the class.

Practice New Vocabulary before You Read

Target Vocabulary

A. Learn the Words (p. 34)

- Point out that this set of words is leading into the second reading—a reading about Sacagawea. Ask if anyone has heard of her.
- Tell students to look at the first three words on the list. Invite them to try to use the words to say something about Sacagawea.
- Read the directions and look at the first entry together.
- Point out that the bold word is the vocabulary word and that the abbreviation in parentheses is the part of speech (a noun in this case).
- Point out the definition, and make sure students understand that the italicized sentence is an example.
- Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully.
- Go through the list together as a class.
- For each item, read the word, allowing students to repeat it if desired.
- Point out the part of speech, and read the definition.
- Ask a student to read the example.

Sensible Sentences (p. 35)

- Read the directions and the example.
- Ask if anyone can explain why the first answer is no—why the sentence doesn’t make sense.
- Elicit the idea that big purchase refers to something that cost a lot of money, so it couldn’t be free.
- Give students 5–10 minutes to complete the exercise in class, or assign it as homework. Check answers as a class, eliciting reasons for each answer.

Scanning Box (p. 35)

- Remind students that scanning means looking quickly for specific information in a text.
- Direct students to refer back to the target vocabulary words on page 34.
- Tell them to look quickly through the text on pages 36–37 for each word and to circle it. Remind them they can circle a word more than once, and tell them they can circle more than one form of a word.
- After they compare answers with a partner, invite students to read lines aloud from the text where they found each of the words.
Note: Not all teachers or students will agree that it is good to mark up so many individual words in a text, especially before otherwise reading it. One option would be to ask students to work in pairs and simply point to the words. Another would be to ask them do this very lightly, in pencil, and erase before the reading activities. A third option is to do this as a class activity, randomly giving a word and asking students to raise their hands when they find it. Then call on a student to read the sentence where it is found.

B. Practice the Words (p. 35)

Agree or disagree.

Expansion:

- Ask students to choose the statement they most strongly agree with and the one they most strongly disagree with.
- Then ask them to give short (1-minute) speeches expressing their opinions.

2. Discuss the Questions (p. 36)

- Read the directions.
- Direct students to discuss the questions in pairs.

Option

- Tell students to write out the questions and write one-sentence answers on notebook paper, and then give the paper (with their answers) to their partners.
- Tell them to ask at least two questions about each item. For example, for item a, if a student answered no, the partner’s questions could be: Have you ever had a free guide, for example, at a museum, or on a school trip? Do you prefer exploring on your own to staying with groups? If the student answered yes, the questions might be: Where were you? Was your guide good?

Read about It

Who Was Sacagawea? (p. 36)

- Point out the title, the image of the coin, and the glosses.
- Give students time to read the text in class, or assign the reading as homework.

Option

- Once students know the pronunciation of Sacagawea, this isn’t so hard to read aloud, so this might be a good text to read together in class, having a different student take each paragraph.
- Don’t stop for questions during the first reading.
- Read the text a second time out loud, pausing to ask if there are any questions,
Check Your Comprehension (p. 38)
• Read the directions and go over the example with the class.
• Ask volunteers to read the lines in the text that support the correct answer.
• Give students time to complete the exercise individually, or assign it as homework.

Think and Discuss (p. 38)
• Read the directions.
• Put students in pairs or groups.
• Give pairs or groups time to discuss the items.
• When they have finished, invite individuals to share information from their discussions with the class.

Option
Encourage students to write a journal entry, expanding on their answer to one of the three questions.

Write (p. 39)
• Put students in pairs or small groups (of no more than four) and ask them to discuss each of the three questions. Give them up to ten minutes for this.
• Invite volunteers to share some of the discussion from their group with the class.
• Tell students to pick one of the three prompts to write about.
• Give students time to write a first draft in class, or assign the writing as homework.
• When students have completed first drafts, put them in groups of four.
• Direct students to read their paper to their group and to ask for feedback.
• Give students time to write second drafts in class, or assign this as homework.

Expansion
• Direct students to conduct Internet research on indigenous peoples from their native countries or other countries.
• Encourage them to write a summary or report about one tribe or ethnic group.

Complete a Project
Where Have You Traveled (pp. 39–40)
• Read the directions and go over the form with the class.
• Point out that there may not be enough room on the form to write the answers the person gives. Encourage students to save this form as a final report—some-
thing they transfer information to at the very end of their work. Encourage them to copy the questions in a list and to number them. Then they can simply write the number of each question on a different sheet of notebook paper and take notes on the answer provided next to it.

• Point out that the final section of the form will not be big enough for them to write their report on. Tell them to use notebook paper so that the reports can be collected.

• Invite students to share their completed reports with the class.

Unit 3 (pages 41–54)

Veterans Day and Jackie Cochran (p. 41)

Objectives:
• Learn about Veteran’s Day in the U.S.
• Learn about Jackie Cochran
• Analyze and practice using target vocabulary
• Scan a text for vocabulary words
• Give personal information
• Express ideas and opinions
• Complete reading comprehension exercises
• Discuss issues and personal experience related to the readings
• Write a paragraph related to veterans, Veteran’s Day, or war
• Write a paragraph related to pioneers, dreams, or male-female workplace equality
• Interview someone about his or her travel experience

Think about the Reading: Veteran’s Day (p. 41)

• Direct students’ attention to the photos and ask them what they see.
• Ask them if there is something like Veterans Day in their native countries.
• Read the title, and remind students that this refers to the two different readings in the unit.
• Remind students that the questions are about the first reading.
• Read the questions and invite volunteers to answer.

Option

Tell the students about anything that you do on Veterans Day, or about any family members who served in a war, or about any veterans you know.
Practice New Vocabulary before You Read

Target Vocabulary

A. Learn the Words (p. 42)

- Read the directions and look at the first entry together. Point out that the bold word is the vocabulary word and that the abbreviation in parentheses is the part of speech (a noun in this case).
- Point out the definition.
- Make sure students understand that the italicized sentence is an example.
- Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully.
- Go through the list together as a class. For each item, call on a student to read the word, the part of speech the definition, and the example.
- Consider calling on volunteers rather than simply going around the room if some of the students might have trouble with pronunciation.

Paragraph Cloze (p. 43)

- Read the directions out loud.
- Make sure students understand that they are to use the words on page 42 and that they might have to change the forms of the words.
- Do the first item together as an example, showing them that they need to use the plural *allies*.
- Give students time to complete the cloze, or assign it as homework.
- To check answers, invite a student volunteer to read the whole paragraph.
- Ask if any students got different a answer for any of the blanks.
- Explain and clarify as needed.

Scanning Box (p. 43)

- Direct students to refer back to the target vocabulary words on pages 42–43.
- Tell them to look quickly through the text for each word and to circle it. Remind them they can circle a word more than once, and tell them they can circle more than one form of a word.
- After they compare answers with a partner, invite students to read lines from the text where they found each of the words.

*Note:* Not all teachers or students will agree that it is good to mark up so many individual words in a text, especially before otherwise reading it. One option would be to ask students to work in pairs and simply point to the words. Another would be to ask them to do this very lightly, in pencil, and erase before the reading activities. A third option is to do this as a class activity, randomly giving a
word and asking students to raise their hands when they find it. Then call on a
student to read the sentence where it is found.

B. Practice the Words

1. Rate Your Opinion (p. 43)
   • Read the directions out loud.
   • Direct students to complete the exercise individually.
   • Put students in pairs or groups and tell them to compare their answers.
   • Spot check some answers from each group, asking, for example, if there were
   any items all members agreed on.

Expansion

Invite students to choose three items, and then think of examples/reasons to sup-
port their answer before they get into groups. Tell them to share these reasons as
they discuss their answers.

2. Complete the Sentences (p. 44)
   • Read the directions.
   • You might want to go through the items orally, filling in the blanks yourself, just
   as an example.
   • Decide whether you are just checking for meaning (recommended), or whether
   you want answers to be grammatically accurate. In the latter case, you may wish
   to ask students to do the exercise on notebook paper so you can collect it to
   check.
   • Give students time to compare their answers with a partner.
   • If there is enough interest, expand this into a whole-class discussion and shar-
   ing.

Read about It

Veteran’s Day (pp. 44–45)
   • Direct students’ attention to the title and photograph on page 44 and the bul-
   leted list on page 45.
   • Ask them what they think the reading will be about. (Elicit something along the
   lines of “U.S. involvement with wars” or “wars Americans fought in.”)
   • You may wish to point out that it is well-known that the U.S. has been involved
   in many wars, behind the scenes, but this text just deals with officially declared
   wars in which troops were involved.
   • Direct students’ attention to the glosses and remind them that these definitions
   are given so that students aren’t slowed down by looking up these words.
Expansion

• Ask students if any of them come from countries that fought in WWI and WWII and, if so and if they feel comfortable, to share information about these wars from their countries’ perspectives.
• Ask if any had relatives who fought in these wars.
• Encourage any related discussion if students feel comfortable.

Check Your Comprehension (p. 46)

• Read the directions out loud.
• Go over Item 1. Most people with an elementary school education in their own country will be able to answer this question without reading the text. To make it more meaningful, encourage students to develop their reading skills by finding support for their answer in the text. Call on a volunteer to read the line or lines that supports the answer false.
• Give students time to complete the exercise individually.
• Check answers as a class.

Think and Discuss (p. 46)

• Read the directions.
• Put students in pairs or groups.
• Give pairs or groups time to discuss the items.
• When pairs or groups have finished, invite individuals to share information from their discussions with the class.

Expansions

1. Give students no more than 5 minutes to prepare a short impromptu speech presenting their answer to one of the questions.
2. Journal writing: Let students choose one of these additional topics. (Or, simply hand out a list of these questions for another discussion.)

   • What happens to veterans who return from a war? What are some of their common problems and experiences?
   • What are some problems or issues within the military of the United States or within the military of your native country?
   • What do you know about trained militias and mercenary groups who are not the soldiers of a specific country? Do you know the names of any? Do you know where any are or what they are doing?
   • What are some differences between a military force and something like F.E.M.A./homeland security?
What is the National Reserve? Does your native country have anything like this? Have you served, or do you know about anyone who has served?

How are people recruited for the military?

What do you know about U.N. Peacekeeping forces?

What are some political actions that have been taken as an alternative to war, to end a conflict, or to put pressure on another country?

3. Invite a veteran in to speak.

4. If there are war memorials or veteran’s memorials in your town or city, ask students to visit them, research the related history, and write about what they see and learn.

5. Ask students to Google the Vietnam War Memorial or another famous war memorial. Then have them work in groups, combining their information, to write or present a short report. Encourage multimedia presentations, if possible.

6. Direct students to report on a peace monument, museum, group, or event. Ask students why they think countries seem to have such large militaries but we don’t know about real departments of peace or peace education.

Write (p. 47)

- Read the directions and the three prompts.
- Put students in pairs and ask them to discuss each one.
- After pairs finish, direct individuals to write a response to one of the prompts.

Option

Allow students to choose to write about any other topic that has come up for discussion or reflection in this section.

Think about the Reading: Jackie Cochran (p. 47)

- Read the heading and the bulleted questions out loud, pausing after each bullet to allow volunteers to answer.
- Encourage students to respond to each other, asking follow-up questions, and adding information.

Expansions

1. Ask students to research PTSD, suicide in the military, sexual assaults in the military, gay soldiers in the military, etc.

2. Ask students to write a journal entry about one of the following:

   Why do you think the military funds the development of some computer games? Do you think this is good use of tax payer money? Why or why not?
Have you or your spouse served in the military in any country? If so, what was it like?

Practice New Vocabulary before You Read

Target Vocabulary

A. Learn the Words (pp. 47–48)

• Point out that this set of words is leading into the second reading—a reading about Jackie Cochran. Ask if anyone has heard of her.
• Read the directions and look at the first entry together.
• Point out that the bold word is the vocabulary word and that the abbreviation in parentheses is the part of speech (a plural noun in this case).
• Point out the definition, and make sure students understand that the italicized sentence is an example.
• Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully.
• Go through the list together as a class. For each item, read the word, allowing students to repeat it if desired.
• Point out the part of speech, and read the definition.
• Ask a student to read the example.

Scanning Box (p. 49)

• Remind students that scanning means looking quickly for specific information in a text.
• Direct students to refer back to the target vocabulary words on pages 47–48.
• Tell them to look quickly through the text on pages 50–51 for each word and to circle it. Remind them they can circle a word more than once, and tell them they can circle more than one form of a word.
• After they compare answers with a partner, invite students to read lines aloud from the text where they found each of the words.

Note: Not all teachers or students will agree that it is good to mark up so many individual words in a text, especially before otherwise reading it. One option would be to ask students to work in pairs and simply point to the words. Another would be to ask them to do this very lightly, in pencil, and erase before the reading activities. A third option is to do this as a class activity, randomly giving a word and asking students to raise their hands when they find it. Then call on a student to read the sentence where it is found.

B. Practice the Words

1. Agree or Disagree (p. 49)

• Read the directions out loud.
• Make sure that students understand they can write X if they neither agree nor disagree.
• Give students time to complete the exercise in class.
• Check answers in class by calling on individuals to answer each item and asking them to explain their answer.

2. Discuss the questions (p. 49)
• Read the directions out loud.
• Give students a few minutes to individually read the questions and make a few notes. Then direct them to share their answers with a partner.
• Ask a few individuals to share their answers with the class.

Read about It
Who Was Jackie Cochran? (pp. 50–51)
• Point out the title and the photograph.
• Read the first paragraph.
• Read the quotation at the very end of the reading on page 51.
• Based on this, ask students to predict an answer to the question the title poses: Who Was Jackie Cochran?
• Direct them to read the text in class, or assign the reading as homework.

Check Your Comprehension (p. 52)
• Read the directions, and go over the example with the class. Ask students to find evidence in the text to support the corrected answer.
• Give individuals time to do the exercises in class, or assign it as homework.
• Check answers in class, asking students to provide evidence in the text to support their changes to the statements.

Think and Discuss (p. 52)
• Read the directions and assign pairs or groups.
• Give pairs or groups time to discuss the items.
• When they have finished, invite individuals to share information from their discussions with the class.

Write (p. 53)
• Put students in pairs or small groups (of no more than four) and ask them to discuss each of the three questions. Give them up to ten minutes for this.
• Invite volunteers to share some of the discussion from their group with the class.
• Tell students to pick one of the three prompts to write about.
• Give students time to write a first draft in class, or assign the writing as homework.
Complete a Project

What Is Your Dream? (pp. 53–54)

• Read the directions out loud.
• Encourage students to interview someone who is not a classmate or family member and who does not speak their native language.
• Go over the questions on the interview form.
• Point out that there may not be enough space in the textbook to write full answers. Encourage students to save this form as a final report—something they transfer information onto at the very end of their work. Then they can simply write the number of each question on a different sheet of notebook paper and take notes on the answer provided next to it.
• Point out that there probably isn’t enough space to write final reports on the form. Encourage students to use notebook paper so you can collect the forms to check them.
• When students have finished their interviews, encourage them to use the forms to report back in class.

Unit 4 (pages 55–68)

Thanksgiving and Squanto (p. 55)

Objectives:
• Learn about Thanksgiving in the U.S.
• Learn about Squanto
• Analyze and practice using target vocabulary
• Scan a text for vocabulary words
• Give personal information
• Express ideas and opinions
• Complete reading comprehension exercises
• Discuss issues and personal experience related to the readings
• Write a paragraph related to getting used to new places, loss of friendship between people, or two different climates
• Write a paragraph related to peace between groups of people, bad circumstances contributing to achievements, and perseverance in situations of suffering
• Interview someone about a life-changing surprise and report back
Think about the Reading: Thanksgiving (p. 55)
Read the bulleted items and discuss the answers to the questions as a class.

Expansions
1. Bring in some Thanksgiving recipes—e.g., cranberries, pumpkin pie, etc.—or do a Thanksgiving dinner as a class. Perhaps a local church or other organization would let you use a kitchen for this if no homes are available and your institution doesn’t have an available kitchen facility.
2. If you are studying this unit in the United States during the Thanksgiving or Christmas holiday season, arrange to take students to volunteer to help with the holiday dinner at a homeless shelter or domestic violence center or senior center.
3. If you are at an institution where a group is organizing a holiday food drive, encourage students to participate.

Practice New Vocabulary before You Read
Target Vocabulary
A. Learn the Words (p. 56)
• Read the directions and look at the first entry together. Point out that the bold word is the vocabulary word and that the abbreviation in parentheses is the part of speech (a noun in this case).
• Point out the definition.
• Make sure students understand that the italicized sentence is an example.
• Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully.
• Go through the list together as a class.
• For each item, read the word, part of speech, and definition.
• Call on a student to read the example.

Option
Before directing students to look at the Target Vocabulary list, write the words on the board and elicit as many meanings and examples as students know.

Expansion
• Put students in pairs or groups of 3–4.
• Tell them to choose four words from the list to use in a very short story or dialogue.
• Give pairs time to write their stories or dialogues in class.

Paragraph Cloze (p. 57)
• Read the directions out loud.
• Make sure students understand what changing the form of the word means.
• Give students time to complete the paragraph, or assign it as homework.
• To check answers, ask for a volunteer to read the whole paragraph.
• Ask if any students got a different answer for any of the blanks.
• Explain and clarify as needed.

Scanning Box (p. 57)
• Direct students to refer back to the target vocabulary words on page 56.
• Tell them to look quickly through the text on pages 58–59 for each word and to circle it. Remind them they can circle a word more than once, and tell them they can circle more than one form of a word.
• After they compare answers with a partner, invite students to read lines from the text where they found each of the words out loud.

B. Practice the Words
1. Rate Your Opinion (p. 57)
• Read the directions out loud.
• Put students in pairs or groups.
• Direct students to complete the exercise individually and then to compare their opinions with their classmate or group.
• Spot check some answers from each group, asking, for example, if there were any items all members agreed on.

Expansion
• Put students in groups of 5. Direct them to go around the group, with each person reading a statement, and then giving an answer.
• Group members then ask at least three yes-no questions before the next person gets a turn.
• In a group of 5, each student can answer two questions. You can adjust the size of the group based on the enrollment in your class.

2. Complete the Sentences (p. 58)
• Read the directions.
• You might want to go through the items orally, filling in the blanks yourself, as an example.
• Decide whether you are just checking for meaning (recommended), or whether you want answers to be grammatically accurate. In the latter case, you may wish to ask students to do the exercise on notebook paper so you can collect it to check it.
• Give students time to compare their answers with a partner, and if there is enough interest, expand this into a whole-class discussion and sharing.
Read about It
Thanksgiving (pp. 58–59)

- Read the title and direct students to look at the photograph on page 59.
- Ask them what they see.
- Ask students if they have parades with floats in their native countries.
- Ask if anyone has ever seen the Macy’s Thanksgiving’s Day Parade either in person or on TV.
- Remind students that definitions for glossed words are given at the bottom of the pages the words appear on.
- Give students time to read the text in class, or assign it as homework.

Expansion

- Tell students to think about holidays and how they encourage consumerism.
- Direct them to write a journal entry on this topic.

Check Your Comprehension (p. 60)

- Read the directions, and give students time to complete the exercise in class, or assign it as homework.
- Check answers as a class. When checking, if desired, ask students to read the sentence or sentences from the text that support the correct answer.

Think and Discuss (p. 60)

- Read the directions.
- Put students in pairs or groups.
- Give pairs or groups time to complete the discussion.
- When they have finished, invite individuals to share information from their discussions with the class.

Expansion

- Discuss the concept of religious freedom with the class. Ask:
  - *How important is religious freedom?*
  - *What do you know about other religious groups that have been persecuted in history?*
  - *Do you know of places in the world now where people are persecuted for their religious beliefs?*
  - *What do you know about religion’s contribution to wars and power abuse?*
  - *What do you know about religion’s contribution to peace, to civil and social advancement, to the arts, to medicine and social work?*
  - *How important do you think it is to protect freedom of thought and expression?*
What are some of the ways these are controlled? Think about media, education, family and cultural life, advertising, etc.

Option
Invite students to write a journal entry about one of the questions discussed.

Write (p. 61)
• Read the directions and the three prompts.
• Ask students to choose one prompt to write about.
• Put students in pairs.
• Tell them to explain to their partner why they chose their topic.
• Encourage them to share any initial thoughts about the topic and to ask each other questions.
• Tell students whether or not they should expect to write more than one draft.
• Give them time to write in class or assign the writing as homework.

Expansions
1. Ask students to look in a paper or online dictionary for the word *imperialism*.
   Then put them in groups to discuss examples of it.
2. Put students in groups to discuss these questions:
   - *How do corporations, industry, and business impact the lives of indigenous people?*
   - *What are some things people have learned from the indigenous people of your native country?*
   - *What are some indigenous beliefs that have moved into the larger culture?*

Expansions
1. Ask students to read a writing by a famous (authentic) Native American, such as one of Black Elk’s writings or speeches.
2. Direct students to research the Trail of Tears or the Battle at Wounded Knee.
3. Arrange a field trip to a reservation for an event such as a pow-wow.
4. Find out if there is a Native American reservation in your area. If so, contact the reservation to see if they offer any educational experiences, speakers, or public performances.

Think about the Reading: Squanto (p. 61)
• Read the two bulleted items and invite volunteers to answer.
• Encourage classmates to ask questions and to respond.
Practice New Vocabulary before You Read

A. Learn the Words (p. 62)

• Read the directions and look at the first entry together.
• Point out that the bold word is the vocabulary word and that the abbreviation in parentheses is the part of speech (a noun in this case).
• Point out the definition, and make sure students understand that the italicized sentence is an example.
• Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully.
• Go through the list together as a class.
• For each item, read the word, allowing students to repeat it if desired.
• Point out the part of speech, and read the definition.
• Ask a student to read the example.

Option

• Before doing the exercise, list the target vocabulary items in a single column on the board.
• Ask if students know the meaning of the words.
• Invite example sentences.
• When students can provide an example sentence for a word, write the sentence on the board, gently correcting grammar as you do so.

Complete the Sentences (p. 63)

• Read the directions.
• You might want to go through the items orally, filling in the blanks yourself, just as an example.
• Decide whether you are just checking for meaning (recommended), or whether you want answers to be grammatically accurate. In the latter case, you may wish to ask students to do the exercise on notebook paper so you can collect it to check it.
• Give students time to compare their answers with a partner, and if there is enough interest, expand this into whole-class discussion and sharing.

Scanning Box (p. 63)

• Direct students to refer back to the target vocabulary words on page 62.
• Tell them to look quickly through the text on pages 64–65 for each word and to circle it. Remind them they can circle a word more than once, and tell them they can circle more than one form of a word.
• After they compare answers with a partner, invite students to read lines from the text where they found each of the words out loud.
B. Practice the Words

1. Agree or Disagree (p. 63)
   • Read the directions and direct students to complete the exercise individually.
   • Put students into small groups and tell them to compare answers.
   • Call on a few students to share some information from their group discussion with the class.

2. Discuss the Questions (p. 64)
   • Direct students to answer the 5 questions with a partner.
   • Then work as a whole class. Invite one student to ask another student one of the questions.
   • Then let the second student ask a third student one of the questions, etc.

Read about It

Who Was Squanto? (pp. 64–65)
   • Read the title and direct students to look at the picture.
   • Ask them what they see.
   • Ask for a volunteer to try to answer the question posed by the title based simply on what they see in the picture.
   • Give students time to read the text in class or assign it as homework.

Expansions

1. Use a film to discuss stereotypes of Native Americans.
   • Go to the library and ask the librarian to recommend a classic Western DVD of a movie or episode from a TV western series.
   • Or look online for episodes of The Lone Ranger.
2. Ask students to pay attention to depictions of Native Americans and to critique them.
   • Ask also about any parallels in films from their native cultures.
3. Watch Bury My Heart at Wounded Knee or another documentary related to Native American experience.
4. Discuss the overlap of New Age and what is claimed to be Native American spirituality.
   • Touch on topics like drumming, sweat lodges, chanting, dream catchers, vision quests, and shamanism.
   • Discuss which of these things are common in other cultures or have parallels in other cultures.
   • Ask if some form of these beliefs and practices have made it into pop culture.
5. Watch Dances with Wolves and discuss it.
Option

Watch Avatar too. Talk about James Cameron’s admission that Avatar is “Dances with Wolves in Space.” Critically discuss both films.

Check Your Comprehension (p. 66)

- Read the directions, and go over the example item.
- Ask students to find the place in the text that supports the correction.
- Call on a student to read the sentence or sentences.
- Give students time to complete the exercise in class, or assign it as homework.
- Check answers as a class. When checking, if desired, ask students to read the sentence or sentences from the text that support the corrections.

Think and Discuss (p. 66)

- Read the directions.
- Put students in pairs or groups.
- Give pairs or groups time to discuss the items.
- When they have finished, invite individuals to share information from their discussions with the class.

Write (p. 67)

- Direct students to close their books.
- Read the first prompt.
- Invite students to volunteer answers to the question. Allow several students to share their ideas.
- Read the second prompt.
- Invite students to volunteer answers to the question. Allow several students to share their answers.
- Read the third prompt.
- Invite students to volunteer answers to the question. Allow several students to share their answers.
- Put students in groups of three.
- Tell them to discuss each of the three prompts.
- Then explain that one person in each group should take one of the three questions to write about. Each group member should take a different question. Each person can use ideas from other group members as well as his or her own ideas in the writing assignment.
- Allow students time in class to get started.
- Direct them to finish the assignment outside of class.
- Encourage students to research additional information if they are writing about a person in history.
• When students have finished, allow them to read their papers to the members of
their original group.

Complete a Project

How Has Life Surprised You? (p. 67)

• Read the directions and go over the form with the class.
• Remind students of polite ways to ask someone if you can ask them a few ques-
tions. Example:

Excuse me. I have to interview someone about his job for my class. May I ask you a
few questions?

• Go over the questions on the interview form.
• Point out that there may not be enough space in the textbook to write full
answers. Encourage students to save this form as a final report—something they
transfer information onto at the very end of their work. Then they can simply
write the number of each question on a different sheet of notebook paper and
take notes on the answer provided next to it.
• Point out that it’s good to ask questions to clarify and confirm answers. Provide
some helpful language, such as, So you mean . . . and You mean you . . .
• Tell students it is OK to talk with family members, close friends, or others, but
that they should ask for new information. They should not ask someone about
a surprise they already know about.

Unit 5 (pages 69–93)

New Year’s Day and Anthony Muñoz (p. 69)

Objectives:
• Learn about New Year’s Day in the U.S.
• Learn about Anthony Muñoz
• Analyze and practice using target vocabulary
• Scan a text for vocabulary words
• Give personal information
• Express ideas and opinions
• Complete reading comprehension exercises
• Discuss issues and personal experience related to the readings
• Write a paragraph related to New Year’s celebrations, new beginnings, or the
importance of old friendships.
• Write a paragraph related to whether Anthony Muñoz is a good role model for
kids and whether professional athletes in general are good role models for kids.
• Interview someone about a sport he or she likes and report back.

**Think about the Reading: New Year's Day (p. 69)**
• Ask students to look at the photograph, and ask them what they see.
• Ask them what is being celebrated.
• Read the bulleted questions and discuss each one with the class.

**Practice New Vocabulary before You Read**

**Target Vocabulary**

**A. Learn the Words (p. 70)**
• Read the directions and look at the first entry together.
• Point out that the bold word is the vocabulary word and that the abbreviation in parentheses is the part of speech (an adjective in this case).
• Point out the definition.
• Make sure students understand that the italicized sentence is an example.
• Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully.
• Go through the list together as a class.
• For each item, read the word, part of speech, and definition.
• Call on a student to read the example.

**Paragraph Cloze (p. 71)**
• Read the directions.
• Read the paragraph, saying “blank” in place of the blanked-out words.
• Then read the paragraph again together as a class, calling on volunteers to read each sentence in turn, supplying the missing word where needed.
• Call on a final volunteer to read the whole completed paragraph.
• Ask if students have any questions.

**Scanning Box (p. 71)**
• Ask for a volunteer to remind the class what scanning is.
• Direct students to refer back to the target vocabulary words on page 70.
• Tell them to look quickly through the text on pages 73–74 for each word and to circle it. Remind them they can circle a word more than once, and tell them they can circle more than one form of a word.
• After they compare answers with a partner, invite students to read lines from the text where they found each of the words out loud.

*Note:* Not all teachers or students will agree that it is good to mark up so many individual words in a text, especially before otherwise reading it. One option would be to ask students to work in pairs and simply point to the words. Another
would be to ask them to do this very lightly, in pencil, and erase before the reading activities. A third option is to do this as a class activity, randomly giving a word and asking students to raise their hands when they find it. Then call on a student to read the sentence where it is found.

B. Practice the Words

1. Rate Your Opinion (p. 72)
   - Read the directions out loud.
   - Put students in pairs or groups.
   - Direct students to complete the exercise individually and then to compare their opinions with their classmate or group.
   - Spot check some answers from each group, asking, for example, if there were any items all members agreed on.

2. Complete the Sentences (p. 72)
   - Read the directions.
   - Give students time to complete the exercise individually.
   - Decide whether you are just checking for meaning (recommended), or whether you want answers to be grammatically accurate. In the latter case, you may wish to ask students to do the exercise on notebook paper so you can collect it to check it.
   - Give students time to compare their answers with a partner.
   - If there is enough interest, expand this into a whole-class discussion and sharing.

Read about It

New Year’s Day (pp. 73–74)
   - Read the title, subtitle, and song title.
   - Direct students to look at the photograph. Ask them what they see.
   - Give students time to read the text in class or assign it as homework.

Check Your Comprehension (p. 75)
   - Read the directions and do the first item as a class.
   - Give students time to complete the exercise individually.
   - Check answers as a class.

Think and Discuss (p. 75)
   - Read the directions and assign pairs or groups.
   - Give pairs or groups time to discuss the items.
   - When pairs or groups have finished, invite individuals to share information from their discussions with the class.
Expansion

Ask these additional questions:

- What is a fiscal year?
- Do you know of any other calendars in use or being developed?
- Do you know what the farmer’s almanac is? Do people in your country follow cycles of the moon for planting? If not, did they ever?
- What is a solstice and what is an equinox? Do you know of any celebrations for a summer or winter solstice or equinox?

Write (p. 76)

- Read the directions and go over the prompts.

Prompt #1: Invite some students to tell the class about resolutions they made in the past. Encourage them to tell about resolutions they kept, but also ones they may have failed to keep. Ask them why sometimes we persevere and sometimes we don’t.

Prompt #2: Invite students to talk about new beginnings in their lives or in the lives of family members.

Prompt #3: Ask students how often they are in touch with old friends, and ask them what form of communication they generally use. Invite discussion about what makes friendship last.

- Give students time to write a first draft in class, or assign the writing as homework.
- When students are finished with first drafts, direct them to exchange papers with a partner.
- Tell them to write a question mark in the margin, in pencil, wherever anything is unclear.
- Direct students to return their partner’s paper and to respond briefly to content, for example, telling what they found most interesting, or expressing something they disagree with.
- Discourage mechanical peer editing at this point.

Think about the Reading: Anthony Muñoz (p. 76)

- Discuss the questions as a class.
Expansion

- Direct students to research a famous athlete. The athlete can be living or dead.
- Use this opportunity to work with students on narrowing down a topic. For example, if they have no particular athlete in mind, they can use these prompts to help them narrow their focus:
  - man or a woman?
  - living or dead?
  - kind of sport?
  - major athletic achievements?
  - hardships or difficulties?
  - social or moral achievement or influence?

Practice New Vocabulary before You Read

Target Vocabulary

A. Learn the Words (pp. 76–77)

- Read the directions and look at the first entry together.
- Point out that the bold word is the vocabulary word, the abbreviation in parentheses is the part of speech (a noun in this case).
- Point out the definition, and make sure students understand that the italicized sentence is an example.
- Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully.
- Go through the list together as a class.
- For each item, read the word, allowing students to repeat it if desired.
- Point out the part of speech, and read the definition.
- Call on a student to read the example.

Expansion

Ask questions that use or encourage use of the words:

- What are some big international charities?
- What are some famous landmarks in your country? City or town?
- How can people avoid common injuries that occur working in restaurants? Construction? Offices?
- At what age do you hope to retire? How would you like to spend your retirement?
- Do you prefer to work in teams or to work on your own? Why?
- Do you prefer team sports or sports in which people compete as single players? (Elicit some of each.)
Correct Part of Speech (p. 77)
- Read the directions and do the first item together as a class.
- Give students time to complete the remaining items or assign them as homework.
- Check answers as a class.

Option
Direct students to write sentences using the wrong answer to each item, either individually, in pairs, or as a class.

Scanning Box (p. 78)
- Ask for a volunteer to remind the class what scanning is.
- Direct students to refer back to the target vocabulary words on pages 76–77.
- Tell them to look quickly through the text on pages 79–80 for each word and to circle it. Remind them they can circle a word more than once, and tell them they can circle more than one form of a word.
- After they compare answers with a partner, invite students to read lines from the text where they found each of the words.

Note: Not all teachers or students will agree that it is good to mark up so many individual words in a text, especially before otherwise reading it. One option would be to ask students to work in pairs and simply point to the words. Another would be to ask them to do this very lightly, in pencil, and erase before the reading activities. A third option is to do this as a class activity, randomly giving a word and asking students to raise their hands when they find it. Then call on a student to read the sentence where it is found.

B. Practice the Words
Agree or Disagree (p. 78)
- Read the directions and do the first item together as a class.
- Give students time to complete the exercise individually.
- Put students in groups to discuss their answers.

Expansion
- Tell students to choose one of the items to use as a cue for an impromptu speech. Give everyone 5–10 minutes to take a few notes and to practice.
- Let students practice in pairs. Encourage them to work on pace, volume, pronunciation, and intonation as well as eye contact and body language.
- Tell students to find new partners and to repeat their speeches in their new pairs.
- Choose some students to give their speeches to the class.
2. Discuss the Questions (p. 78)
• Read the directions.
• Put students in pairs.
• Give pairs time to discuss the items.
• Invite individual students to share information from their discussion with the class.

Expansion
• Direct individual students to write one more question using each of the underlined words.
• Then tell them to work in pairs again to ask and answer the questions.

Read about It
Who is Anthony Muñoz? (pp. 79–80)
• Read the title, and direct students’ attention to the photographs.
• Ask what they see in the pictures.
• Ask these questions, and invite individual students to answer in detail:
  
  Have you ever been to an American football game?
  Have you ever played American football?
  Have you ever attended a professional athletic event?
  Do you know of any athletes who have founded charities or given money or time to good causes?
  Are you a fan of a particular team or player?
  Do you watch sports on TV?
  Have you ever been to a party to celebrate a sports event?

Check Your Comprehension (p. 81)
• Read the directions and go over the example item with the class.
• Give students time to complete the activity individually.
• Check answers as a class. If desired, ask students to read sentences from the text that support the correct answers.

Think and Discuss (p. 81)
• Read the directions.
• Put students in pairs or groups.
• Give pairs or groups up to ten minutes to discuss the questions.
• Invite a few individuals to share information from their discussion with the class.
Expansion

• Tell students to write an answer to one of the questions as a journal entry.

Write (p. 82)

• Read the directions to the class.
• As this is a good writing activity to work on paragraphs, provide a refresher on paragraph writing. Elicit the basics of a paragraph from students. (A topic sentence provides the main idea of the paragraph, supporting sentences that support the main idea of the topic sentence, and sometimes a final sentence concludes it.)
• Go over the three prompts, and elicit possible topic sentences for each.
• Take time to go over students’ ideas, offering advice for improvement. Write on the board, erasing, correcting, and changing as necessary.
• Examples of topic sentences:

Prompt #1:

• *Anthony Muñoz is a great American because* . . . (elicit two or three reasons)
• *There are (two) main reasons that we can call Anthony Muñoz a great American.*
• *Anthony Muñoz can be considered a great American for several reasons.*
• *Two things that make Anthony Muñoz a great American are: (1) __________ and (2) __________. [Note that this is a complex construction, and students may need help with it.]*

Point out that the above sentences make better topic sentences than the following. Explain that the prompt contains the word *why*, so the topic sentence should indicate that the paragraph will give reasons. Therefore, the sentences below are not great topic sentences.

• *I think Anthony Muñoz is a great American.*
• *I believe Anthony Muñoz is a great American.*
• *Anthony Muñoz is a great American.*

Prompt #2:

• *Sports can be a positive experience for players, but it can also be a negative experience.*
• *Sports can be a positive experience for players, but there can be some downsides as well.*
• *Sports can be both a positive and a negative experience for players.*
• *For athletes, there are both positive and negative aspects of sports.*
Point out that this prompt contains two questions. Often, students would be asked to write two paragraphs—one about positive experiences and one about negative experiences. Explain that it is a special challenge to address both questions in one paragraph. Show how the example topic sentences above do that. Explain that, if possible, the paragraph should provide at least two examples of positive experience and two examples of negative experience. Show students how to “contain” all the information by using “an example of a positive experience” and “an example of a negative experience” rather than trying to indicate all possible positive experiences and all possible negative experiences in one paragraph.

Prompt #3:

• When Muñoz says he has a “gift,” he is talking about _____________.

• Muñoz is talking about _______________ when he claims he has a gift.

Point out that this is a tricky prompt. First of all, it is long. Point out that the first sentences is simply a direction, so students can ignore it when they think about answering the question in their paragraph.

Tell students they are welcome to use one of the topic sentences the class generated or studied.

• Assign the writing as homework.
• In a later class, put students in groups.
• Tell them to pass their papers to the right. Then they should read the paper in their hands. After that, they should pass it to the right again, and read that paper.
• Tell them to continue until everyone has finished.
• Finally, invite students to comment on each other’s papers and offer suggestions for improvement.

Options

1. Put students in groups of classmates who chose the same prompt.
2. Encourage students to write a second draft before submitting it for grading. Often, giving the option encourages student responsibility. Innocently say, after the first papers are read in groups, “Anyone who would like to submit this paper for a grade may do so. If you would rather make revisions and submit your second draft, that’s OK, too. If you submit a paper now, that is the one that will be graded.” Most students will probably choose to submit a second draft. Tell them when second drafts will be collected.
Complete a Project

Which Sports Do You Like? (p. 82)

Read the directions and go over the form with the class.
• If desired, let students do a “practice interview” with a classmate.
• Encourage students to find someone athletic to interview.
• Tell students to copy the numbers of the questions onto notebook paper. This way, they can simply write answers next to the number of the appropriate question.
• Point out that there probably isn’t enough room on the student book page for the report. Encourage students to do this on notebook paper so that they can turn it in to be checked.
• Invite students to present the results of their interviews in small groups or to the whole class.

Unit 6 (pages 85–99)

Martin Luther King, Jr.’s Birthday and Rosa Parks (p. 85)

Objectives:
• Learn about Martin Luther King, Jr.
• Learn about Rosa Parks
• Analyze and practice using target vocabulary
• Scan a text for vocabulary words
• Give personal information
• Express ideas and opinions
• Complete reading comprehension exercises
• Discuss issues and personal experience related to the readings
• Write a paragraph related to the importance of different friends, a hero, volunteering, or dreams for children
• Write a paragraph related to Rosa Parks, participation in protests, or an activist
• Interview someone about his or her hero and report back

Think about the Reading: Martin Luther King, Jr.’s Birthday (p. 85)
• Direct students’ attention to the photograph and ask who is in the picture.
• Ask what they know about Dr. MLK.
• Ask if they know anything else about the civil rights movement in the United States or similar movements in other countries. Encourage discussion.
• Ask for a volunteer to read each of the three bulleted questions out loud. After each question, invite volunteers to answer.
Expansions

1. Show a movie about the civil rights movement, such as *Mississippi Burning*.
2. Play a song from that era with civil rights themes, such as “Those Three Are on My Mind” by Woodie Guthrie. Print out lyrics from the song so that students can read them and discuss them.
3. Direct students to listen to clips of MLK’s speeches on YouTube.
4. Ask students to search news websites and social media to find out about civil rights issues and concerns today.

**Practice New Vocabulary before You Read**

**Target Vocabulary**

**A. Learn the words (pp. 86–87)**

- Read the directions and look at the first entry together.
- Point out that the bold word is the vocabulary word and that the abbreviation in parentheses is the part of speech (a noun in this case).
- Point out the definition, and make sure students understand that the italicized sentence is an example.
- Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully.
- Encourage them to always ask if they have questions about anything in the Target Vocabulary section.
- Go through the list together as a class.
- For each item, read the word, allowing students to repeat it if desired.
- Point out the part of speech, and read the definition.
- Ask a student to read the example.

**Option**

- Try a “pretest.” Before students look at this page, give them a handout on which you have typed the example sentences but left blanks in place of the target words. Either include the list of target vocabulary on the worksheet, or simply write the words on the board when students do this cloze.
- Invite students to ask questions about usage or meaning before looking at the textbook presentation.
- Elicit other word forms that students know for each of the words.

**Paragraph Cloze (p. 87)**

- Read the directions out loud.
- Make sure students understand what changing the form of the word might mean.
- Do the first item together as a class so that students can see that although *legal*
is the bold word in the vocabulary list on page 86, the form illegal is the correct answer.

- Give students time to complete the cloze or assign it as homework.
- To check answers, ask for a volunteer to read the whole paragraph.
- Ask if any students got a different answer for any of the blanks.
- Explain and clarify as needed.

**Scanning Box (p. 87)**

- Ask for a volunteer to remind the class what scanning is.
- Direct students to refer back to the target vocabulary words on page 86.
- Tell them to look quickly through the text on pages 89–90 for each word and to circle it. Remind them they can circle a word more than once and that they can circle more than one form of a word.
- After they compare answers with a partner, invite students to read lines from the text where they found each of the words out loud.

*Note:* Not all teachers or students will agree that it is good to mark up so many individual words in a text, especially before otherwise reading it. One option would be to ask students to work in pairs and simply point to the words. Another would be to ask them to do this very lightly, in pencil, and erase before the reading activities. A third option is to do this as a class activity, randomly giving a word and asking students to raise their hands when they find it. Then call on a student to read the sentence where it is found.

**B. Practice the Words**

1. **Rate Your Opinion (p. 88)**
   - Read the directions out loud.
   - Direct students to complete the exercise individually first.
   - Put students into pairs or groups and tell them to compare their answers.
   - Spot check some answers from each group, asking, for example, if there were any items all members agreed on.

2. **Complete the Sentences (p. 88)**
   - Read the directions.
   - Give students time to complete the exercise individually.
   - Decide whether you are just checking for meaning (recommended), or whether you want answers to be grammatically accurate. In the latter case, you may wish to ask students to do the exercise on notebook paper so you can collect it to check it.
   - Give students time to compare their answers with a partner.
• If there is enough interest, expand this into a whole-class discussion and sharing.

Read about It

Martin Luther King, Jr.’s Birthday (pp. 89–90)
• Read the title and ask students to look at the picture of Ghandi on page 89.
• Direct their attention to the fact that the title indicates the reading is about Martin Luther King, Jr., but that the picture is of Ghandi.
• Ask students to predict how the reading might tie these two people together.
• Point out the heading on page 90, and make sure students understand that the last lines are a quote.
• Remind students to look for the definitions of glossed words at the bottom of each page of the reading.
• Elicit some Wh-questions about Martin Luther King, Jr.

Examples:

• Who was Martin Luther King, Jr.?
• Who influenced his life?
• What did he do?
• What did he believe?
• What is the name of a famous speech by MLK, Jr.?
• Where did he live?
• Where did he lead protests or marches?
• When was he born?
• When was the Civil Rights Movement?
• When did MLK, Jr., die?
• Why is he famous?
• Why was he killed?
• How did he try to change things?

Check Your Comprehension (p. 91)
• Read the directions out loud.
• If your students seem able, ask them to try to do the exercise first without looking back at the text.
• Tell students to read the text to confirm their answers.
• Check answers as a class.
• If desired, ask students to read the lines from the text that support their answers.
Option

• Ask students to correct the false sentences to make them true.

**Think and Discuss (p. 91)**

• Read the directions.
• Put students in pairs or groups.
• Give groups time to discuss the four questions.
• When groups have finished, ask a few individuals to share information from their discussions with the class.

Option

• Assign just one of the four discussion items to each group.
• After groups finish discussing their item, put two groups with different items together to share some of what they discussed.

**Write (p. 92)**

• Read the directions out loud.

Prompt #1: Read the first prompt to the class.

• Ask if students can identify the key question here—the one they should focus on in their paragraphs. 
  *(Do you think it's important to have friends in your life who are different from you?)*
• Explain that the sentences and question leading to this one are to encourage students to think about this.
• Point out that when we see *Why or why not?* it is a clue that the question that directly preceded it should be addressed. It's the one that requires an answer that should be explained in the writing assignment.
• Tell students that they do not have to address the question “Do you have friends who are different from you?” but that they may talk about a friend who is different in an effort to explain why different friends are important. In other words, they can use the friend as an example.
• If your class needs further work with organization, help them to come up with a topic sentence such as *Friendship with different types of people is important.* Or, *It is important to have friends who are different from you in some ways.*
• Then show how students can use their own friendship with someone as support, using sentences such as, *My friends from different countries have taught me that there are different ways to see things,* or *My good friend Liam and I have different religions. This has helped me to see that people can believe different things and still have good relationships.*
• Then explain that there should be a few supporting details for the supporting sentence. Elicit or provide some if desired.

Prompt #2: This is fairly straightforward, and students may not need so much help with organization if they choose this prompt.

Prompt #3: It may be desirable to help students identify the question they should primarily address—the last one. Again, with this prompt, the answers to the previous questions can be incorporated into support.

• Collect and mark papers, paying attention to paragraph organization for the first three prompts.

Prompt #4: You might encourage students to break with the paragraph format and write this as a speech.

• Point out that many speeches are written (sometimes by people other than the speaker), but that a good way to start a speech is to talk into a recording device and then to play it back and transcribe it.

• Then the transcription can be cleaned up. If students choose to try this, allow them to give their speeches in class.

Think about the Reading: Rosa Parks (p. 92)

• Tell students that in this section they will read about another person who was a famous figure in the Civil Rights movement in the United States.

• Unlike Martin Luther King, Jr., who planned and organized his actions, Rosa Parks is famous for her spontaneous response in one particular moment.

• Ask students to think of ordinary people who have had a moment of courage or truth. Encourage them to give details about any such people they can think of, famous or not.

Practice New Vocabulary before You Read

Target Vocabulary

A. Learn the Words (p. 93)

• Read the directions and look at the first entry together.

• Point out that the bold word is the vocabulary word and that the abbreviation in parentheses is the part of speech (a noun in this case, although the word can also be a verb).

• Point out the definition.

• Make sure students understand that the italicized sentence is an example.
• Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully.
• Go through the list together as a class.
• For each item, read the word, part of speech, and definition.
• Ask a student to read the example.

Expansions
1. Put students in pairs or groups.
• Give each pair or group a few photos from magazines.
• Direct them to use the vocabulary words to say things about what’s in the photos.
2. Give one photo to each pair or group, and tell them to use 4–5 words to write a story that is related to the picture or a dialogue that is related to the pictures.

Sensible Sentences (p. 94)
• Read the directions and the example.
• Ask if anyone can explain why the answer to the example is yes—why the sentence makes sense. Elicit the idea that refuse refers to not agreeing to something or not doing something someone else wants.
• Give students 5–10 minutes to complete the exercise in class, or assign it as homework. Check answers as a class, eliciting reasons for each answer.

Scanning Box (p. 94)
• Ask for a volunteer to remind the class what scanning is.
• Direct students to refer back to the target vocabulary words on page 93.
• Tell them to look quickly through the text on pages 95–96 for each word and to circle it. Remind them they can circle a word more than once, and tell them they can circle more than one form of a word.
• After they compare answers with a partner, invite students to read lines from the text where they found each of the words out loud.

Note: Not all teachers or students will agree that it is good to mark up so many individual words in a text, especially before otherwise reading it. One option would be to ask students to work in pairs and simply point to the words. Another would be to ask them to do this very lightly, in pencil, and erase before the reading activities. A third option is to do this as a class activity, randomly giving a word and asking students to raise their hands when they find it. Then call on a student to read the sentence where it is found.
B. Practice the Words

1. Agree or Disagree (p. 94)
   - Read the directions, and give students time in class to answer the questions individually.
   - Put students in groups and give them time to compare answers.

Expansion
Encourage the students to write a journal entry elaborating on their opinion about one of the items.

2. Discuss the Questions (p. 95)
   - Direct students to work in pairs to ask and answer the questions.
   - Give them about 10 minutes to complete the exercise.

Option
   - Do this as a whole-class activity.
   - Explain that you are going to use this activity to practice asking follow-up questions. Remind students that questions can begin with *Are* or *Do* or *Wh*-words.
   - Ask a student the first question. After the student answers, ask who has a follow-up question. (For example, if a student says that she refused to eat carrots, a follow-up question could be, *What did your parents do when you refused?* or *Do you eat carrots now?* or *Did you refuse them both raw and cooked?* or *What foods did you like?*) Then ask the first student to ask another student the second question, and repeat the procedure until all questions are answered.

Additional Option
   - Allow the students to ask each question more than once, so that more students have chances to answer.

Read about It
Who was Rosa Parks? (pp. 95–96)
   - Read the title out loud, and direct students’ attention to the photograph. Ask them what they see.
   - Point out that there is a quote at the end of the reading.
   - Remind students that definitions are given for glossed words.

Expansions
1. Invite students to research the NAACP.
2. Discuss:
   - *Do you know of any other boycotts?*
Do you think boycotts are effective ways to promote change?

When you buy things or use services, do you consider where they come from and who makes them and who profits from them?

3. Ask students to work in groups to brainstorm the names of people in history, or today, who have shown courage.
   - List the names on the board.
   - Discuss the people named.

Option
   - Watch movies or video clips about one or more of the people named.

Check Your Comprehension (p. 97)
   - Read the directions and go over the first item with the class.
   - Give students time to complete the exercise, or assign it as homework.
   - Check answers as a class. Direct students to read the lines in the text that support their answers.

Think and Discuss (p. 97)
   - Read the directions and put students into pairs or groups.
   - Give groups time to discuss the questions.
   - When groups have finished, ask individuals to share information from their discussion with the class.

Write (p. 98)
   - Read the directions.
   - Tell students they are going to do very fast free-writing about each topic.
   - Explain that students should not worry about correct grammar or spelling or organization. They should list all their ideas as quickly as possible.
   - Tell them they will have three minutes for each item.

Prompt #1: Read the first prompt. Tell students to start writing. Time them for three minutes. Do not do any follow-up at this point.

Prompt #2: Read the second prompt. Tell students to start writing. Time them for three minutes. Do not do any follow-up at this point.

Prompt #3: Read the third prompt. Tell students to start writing. Time them for three minutes. Do not do any follow-up at this point.
Prompt #4: Read the final prompt. Tell students to start writing. Time them for three minutes.

- Ask students if their free-writing helped them to identify which topic would be most interesting to write about or easiest to write about.
- Encourage them to choose a topic based on their free-writing.
- Direct them to write a real first draft either in class or as homework.
- In a following class, allow several students to read their papers to the class.
- Then collect the papers to check.

**Option**

Do the steps of the free-writing described as a pair fluency activity.

- Instead of writing, tell one student in each pair to talk for ten minutes about the four topics. Students can use the time to talk about a single topic, or about two, or three, or all four. Do not let the other student respond at this point.
- When the first student has finished, allow the second student ten minutes to repeat this. Then allow pairs to continue discussion before separating to write their first drafts.

**Complete a Project**

**Who Is Your Hero? (p. 98)**

- Read the directions and go over the interview form with the class.
- Point out that there may not be enough space in the textbook to write full answers. Encourage students to save this form as a final report—something they transfer information onto at the very end of their work. Then they can simply write the number of each question on a different sheet of notebook paper and take notes on the answer provided next to it.
- Point out that there probably isn’t enough space to write final reports on the form. Encourage students to use notebook paper so you can collect the forms to check them.
- When students have finished their interviews, encourage them to use the forms to report back in class
- This will allow you to observe their skill level as they conduct the interviews.
- Point out that the final report will probably not fit in the space on page 99.
- Direct students to write their final reports on paper to hand in.

**Option**

Ask a few volunteers to present their reports to the class.
Unit 7 (pages 101–117)

Saint Patrick’s Day and Anne Sullivan (p. 101)

Objectives:
• Learn about St. Patrick’s Day
• Learn about Anne Sullivan
• Analyze and practice using target vocabulary
• Scan a text for vocabulary words
• Give personal information
• Express ideas and opinions
• Complete reading comprehension exercises
• Discuss issues and personal experience related to the readings
• Write a paragraph related to the reality of visions people have, the spread of religious beliefs, or whether you might have a special mission in life
• Write a paragraph related to reasons people immigrate to other countries, your connections to your family’s native culture, something you’ve taught someone else to do, or how disabilities affect a person
• Interview someone about a disability and report back

Think about the Reading: Saint Patrick’s Day (p. 101)
• Read the unit title and tell students to look at the photograph.
• Ask when someone might wear the hat shown. (St. Patrick’s Day—in a parade, at a celebration, even to work.)
• Discuss the three bulleted questions as a class.

Practice New Vocabulary before You Read
Target Vocabulary
A. Learn the Words (p. 102)
• Read the directions and look at the first entry together.
• Point out that the bold word is the vocabulary word and that the abbreviation in parentheses is the part of speech (a verb in this case; the noun is spelled the same way but pronounced differently).
• Point out the definition, and make sure students understand that the italicized sentence is an example.
• Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully.
• Go through the list together as a class.
• For each item, read the word, allowing students to repeat it if desired.
• Point out the part of speech, and read the definition.
• Ask a student to read the example.
Expansion

• Write the first word on the board (associate).
• Ask students to think very quickly about other words they think of when they think of this word.
• Write them in a web on the board (e.g. business, connect, think of, link).

Paragraph Cloze (p. 103)

• Read the directions out loud.
• Make sure students understand what changing the form of the word might mean.
• Do the first item together as a class.
• Give students time to complete the cloze, or assign it as homework.
• To check answers, invite a student volunteer to read the whole paragraph.
• Ask if any students got a different answer for any of the blanks.
• Explain and clarify as needed.

Scanning Box (p. 103)

• Ask for a volunteer to remind the class what scanning is.
• Direct students to refer back to the target vocabulary words on page 102.
• Tell them to look quickly through the text on pages 105–106 for each word and to circle it. Remind them they can circle a word more than once, and tell them they can circle more than one form of a word.
• After they compare answers with a partner, invite students to read lines from the text where they found each of the words.

Note: Not all teachers or students will agree that it is good to mark up so many individual words in a text, especially before otherwise reading it. One option would be to ask students to work in pairs and simply point to the words. Another would be to ask them to do this very lightly, in pencil, and erase before the reading activities. A third option is to do this as a class activity, randomly giving a word and asking students to raise their hands when they find it. Then call on a student to read the sentence where it is found.

B. Practice the Words

1. Rate Your Opinion (p. 104)

• Read the directions out loud.
• Direct students to complete the exercise individually
• Put students in pairs or groups and tell them to compare their answers.
• Spot check some answers from each group, asking, for example, if there were any items all members agreed on.
2. Complete the Sentences (p. 104)

• Read the directions.
• You might want to go through the items orally, filling in the blanks yourself, just as an example.
• Decide whether you are just checking for meaning (recommended), or whether you want answers to be grammatically accurate. In the latter case, you may wish to ask students to do the exercise on notebook paper so you can collect it to check it.
• Give students time to compare their answers with a partner, and if there is enough interest, expand this into a whole-class discussion and sharing.

Expansion

Direct students to summarize a legend they know from their country/culture or another

Read about It

St. Patrick’s Day (pp. 105–106)

• Read the title and ask students what they see in the photograph.
• Ask if anyone knows its significance. (Make sure they don’t mistake the shamrock for a four-leaf-clover.)
• Ask students if they know what a saint is. Ask them if they can name any saints or tell any stories about any saints. Encourage discussion.
• Give students time to read the text in class or assign it as homework.

Expansions

1. Invite someone from a local Catholic church to come in and talk about saints and canonization.
2. Tell students to go to the website of any local church named after St. Patrick and to look at the website. Ask them to report on the information they find.
3. Copy out “The Deer’s Cry” (The Lorica of St. Patrick) to distribute and go over in class. Ask if they have seen prayers like this from other cultures. (There are several YouTube videos, including one of the inauguration of the president of Ireland in which “The Deer’s Cry” is sung.)
• “House Made of Dawn”—a Native American prayer/chant—has some similarities to “The Deer’s Cry.” Print it out too, and see if the students can compare the two texts and find the similarities.

Check Your Comprehension (p. 107)

• Read the directions and do the first item together as a class.
• Give students time to complete the exercise in class or assign it as homework.
• Check answers as a class.
• Ask students to read the lines from the text that support the correct answers.

Think and Discuss (p. 107)
• Put students in pairs or groups and give them time to discuss the questions.
• When groups have finished, invite a few individuals to share information from their discussion with the class.

Option
Direct students to write a journal entry about the item of their choice.

Write (p. 108)
• Read the directions and go over the three prompts with the class.
• Give students time to write a first draft in class, or assign the writing as homework.

Expansions
1. If the class and program are amenable, invite students to present the basic tenets of different religions or the teachings of specific, well-known spiritual leaders.
2. Class discussion questions:

   What are some religious issues of our time? Who are some religious leaders? What are some religious or spiritual movements?

   Have you ever attended / visited religious or spiritual organizations or services in town? If so, what was the experience like?

   Do you share the religious/spiritual beliefs of your parents?

   What roles does religion play in culture / the world?

   How important is religion?

Think about the Reading: Annie Sullivan (p. 108)
• Point out that Anne Sullivan is not a saint. Ask what she may have in common with St. Patrick. (Hint: Ask students if they know what kind of a name Sullivan is, where it comes from. Anne Sullivan’s family was from Ireland.)

Practice New Vocabulary before You Read
Target Vocabulary
A. Learn the Words (pp. 109–110)
• Read the directions and look at the first entry together.
• Point out that the bold word is the vocabulary word and that the abbreviation in parentheses is the part of speech (a noun in this case).
• Point out the definition, and make sure students understand that the italicized sentence is an example.
• Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully.
• Go through the list together as a class.
• For each item, read the word, allowing students to repeat it if desired.
• Point out the part of speech, and read the definition.
• Call on a student to read the example.

Correct Part of Speech (p. 110)
• Read the directions and give students time to complete the exercise individually.
• Check answers as a class.

Expansion
• Direct students to imagine that the correct statement is part of a conversation.
• Tell them to create a follow-up question related to the statement, using the word that was not the correct answer (e.g., item 1: How does she deal with her limitations?).

Scanning Box (p. 110)
• Ask for a volunteer to remind the class what scanning is.
• Direct students to refer back to the target vocabulary words on pages 109–110.
• Tell them to look quickly through the text on pages 112–113 for each word and to circle it. Remind them they can circle a word more than once, and tell them they can circle more than one form of a word.
• After they compare answers with a partner, invite students to read lines from the text where they found each of the words.

Note: Not all teachers or students will agree that it is good to mark up so many individual words in a text, especially before otherwise reading it. One option would be to ask students to work in pairs and simply point to the words. Another would be to ask them to do this very lightly, in pencil, and erase before the reading activities. A third option is to do this as a class activity, randomly giving a word and asking students to raise their hands when they find it. Then call on a student to read the sentence where it is found.

B. Practice the Words
1. Agree or Disagree (p. 111)
• Go over the directions with the class.
• Give students time to complete the exercise individually.
• Direct students to compare their answers in small groups.
2. Discuss the Questions (p. 111)

- Read the directions and put the students in pairs.
- Give pairs time to discuss the questions.
- When pairs have finished, ask volunteers to share some of the information from their discussion with the class.

Expansion

- Invite students to do a dramatic re-writing of this in the first person, as if Anne Sullivan is speaking (as in a one-act play).
- Invite a few students to perform theirs for the class.

Option

- Allow students to do this for any other reading in this textbook, to date, about an individual.
- Allow them to use outside research/information as needed

Read about It

Who Was Anne Sullivan? (pp. 112–113)

- Point out that when the title of a reading is a question, as it is here, usually the text will be a detailed answer to the question.
- Direct students' attention to the photograph. Point out the caption. Explain to students that captions are labels that go with photographs, graphics, and illustrations in texts. Emphasize the importance of reading captions, along with looking at photos.
- Invite volunteers to share anything they know about Helen Keller or Anne Sullivan.
- Give students time in class to read the text, or assign it as homework.
- Show students how to use a T-chart to take notes as they do a second reading.
- Draw a T-chart on the board, dividing it into two columns.
- At the top of one column, write Anne Sullivan. At the top of the other column, write Helen Keller.
- Tell students to make a similar chart and to take notes in the chart as they read. Explain that they should not write complete sentences, but rather words, phrases, and abbreviations to capture main ideas and important details.
- When students have finished, put them in pairs to compare the information in their T-charts and to make improvements to their notes.
- Tell students to close their books but to leave their T-charts out.
- Explain that one person in each pair should talk about Anne Sullivan, using the information in the T-chart.
• The other person should use the T-chart to talk about Helen Keller.
• Then partners should switch.

**Expansion**

Show the film, *The Miracle Worker*, or direct students to watch it outside of class, either online, checked out from the library, or from a service like Netflix.

**Check Your Comprehension (p. 114)**

• Read the directions and go over the example as a class.
• Ask for a volunteer to read the lines in the text that support the correction.

**Think and Discuss (p. 114)**

• Read the directions.
• Put students in pairs or groups.
• Give pairs or groups time to discuss the questions.
• When groups have finished, ask individuals to share some information from their discussions with the class.

**Option**

Answers to this may be fairly straightforward. Consider doing this discussion as a class.

**Write (p. 115)**

• Read the directions and go over the prompts with the class.

Prompt #1: Point out that a good strategy would be to brainstorm a list.

• Explain that brainstorming is simply writing down all the ideas you can think of as fast as you can. No ideas are considered good or bad in brainstorming.
• Most of the ideas will not be used. The point is to loosen up your thinking, so that in listing many ideas, you come up with some that would not have been the first or most obvious ones you might think of.
• Brainstorming is often done in groups. If desired, practice with at least one other topic, e.g. some reasons that people watch TV, some reasons people don’t go to the doctor for check-ups, some reasons people live with their parents, or some reasons people retire early.
• Encourage students who choose the first prompt to use this brainstorming technique to generate a list of reasons people immigrate to other countries.
Prompt #2: Point out that a web (word map) might work well.

- Do an example using your own life and the ethnic background of one of your parents. (Or both, if they share the same background.)
- Write the name of the native culture (probably a nationality, but possibly a tribe or race) in a big circle on the board.
- Think of connections you have to this culture, and write them, and draw circles around them, e.g., food, music, dance, crafts or skills, etc.
- Then think of examples of these connections and write them around the connections, drawing spokes from the connections to the examples.

For example:

![Web diagram showing connections and examples of Mexican culture]

Prompt #3: Tell students to try to organize their writing using Wh-questions.

- What did I teach?
- Who did I teach?
- When did I teach him / her?
- Where did I teach?
- Why did I teach?
- How did I teach?

Point out that not all questions have to be answered in the paragraph, and that the answers to some of the questions can be combined, or can be brief.
Example:

I taught my brother to drive when he was sixteen years old. I taught him in the school parking lot on a Sunday evening, when there were no other cars around. I taught him because my father is impatient and gets angry easily and because my mother is a little nervous about driving. I explained some basic ideas. Then I showed my brother how to adjust the mirrors, seat, seat belt, and steering wheel. I made sure he understood everything on the dashboard. I asked him to turn the lights on and off and to turn on the bright lights and the flashers. I told him to start the car. Then I showed him how to use the turn signals and windshield wipers and horn. Next, I told him to move his right foot back and forth between the brake and the accelerator, not pushing, just touching his foot to each. After that, I told him to gently step on the gas. Finally, I let him drive around the parking lot freely.

Prompt #4: Point out that the first question is just to get students thinking. The last two questions are what should be addressed in the writing assignment. Point out that one or two ways the disability affects the person may be enough for one paragraph.

Example paragraph outline:

My mother has become hard of hearing. She is almost deaf, and she doesn’t like to wear a hearing aid. [topic sentence] This affects her life in three serious ways. First, my father gets irritated when she can’t hear him. Sometimes he asks her a question, but she answers a different question. Or sometimes he tells her about something he is worried about and she doesn’t answer. This makes him angry. Second, I can’t really have good conversations with my mother on the phone. Because of this, I don’t like to call. Third, people do not realize that my mother cares about them. It seems like she doesn’t listen. For example, her friend may tell her that her husband is in the hospital. My mother may hear “hospital” and say, “That’s too bad.” She might not understand who is in the hospital—but she thinks she does. Later in the conversation, she might ask, “How is your husband?” Then her friend will think my mother doesn’t really listen.

• Give students time to write in class or assign the writing as homework.
• Collect papers to check when students are finished.
• If desired, read some of the better papers to the class.

Expansion

• BBC news reported the cause of the Irish potato famine in May, 2013.
• Direct students to research this and write a paragraph or two about it.
Complete a Project

What Do You Know about Disabilities? (p. 116)

• Read the directions and go over the form with students.
• Point out that this is a sensitive topic, and that not everyone may want to be interviewed about their disabilities or about the disabilities of people they know well. Encourage sensitivity in approaching people. Point out that some people don’t like the word disability. Handicap is considered even worse.
• As in previous units, direct students to do Part 2 on notebook paper to hand in.
• Invite a few students to share their reports with the class.

Expansion

Research other famous people with disabilities. (They can search for: “famous people with disabilities” or “motivational speakers with disabilities.)

Unit 8 (pages 119–133)

Memorial Day and Abraham Lincoln (p. 119)

Objectives:
• Learn about Memorial Day
• Learn about Abraham Lincoln
• Analyze and practice using target vocabulary
• Scan a text for vocabulary words
• Give personal information
• Express ideas and opinions
• Complete reading comprehension exercises
• Discuss issues and personal experience related to the readings
• Write a paragraph related to cemeteries, death, burial, or a car race
• Write a paragraph related to Abraham Lincoln or to something you have changed your mind about
• Interview someone about a time he or she fixed a broken relationship and report back

Think about the Reading: Memorial Day (p. 119)
• Direct students’ attention to the photograph and ask them what they see.
• Ask them if they know of any special cemeteries for war veterans in other countries.
• Discuss the bulleted items as a class.
Practice New Vocabulary before You Read
Target Vocabulary

A. Learn the Words (p. 120)
- Read the directions and look at the first entry together.
- Point out that the bold word is the vocabulary word and that the abbreviation in parentheses is the part of speech (a verb in this case).
- Point out the definition, and make sure students understand that the italicized sentence is an example.
- Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully.
- Go through the list together as a class.
- For each item, read the word, allowing students to repeat it if desired.
- Point out the part of speech, and read the definition.
- Call on a student to read the example.

Paragraph Cloze (p. 121)
- Read the directions and give students time to complete the exercise individually.
- Check answers as a class.

Expansions
1. If the class is mature enough, encourage them to watch the Japanese movie, *The Funeral* or another movie about death and burial and the ceremonies surrounding these in different cultures.
2. If your students can handle it, discuss some words for burials or similar customs from other cultures: *charnel house, funeral pyre, organ donation, burial at sea, and crematorium*. In some parts of the northern Philippines, bodies were placed in a fetal position in small coffins and then placed in caves, or sometimes even hung from trees. What other customs do students know about?
3. Discuss colloquial language and slang surrounding death: *kicked the bucket, keeled over dead, dropped dead, up and died, croaked, the Grim Reaper, passed away, the deceased, fatality*, etc.

Scanning Box (p. 121)
- Ask for a volunteer to remind the class what scanning is.
- Direct students to refer back to the target vocabulary words on page 120.
- Tell them to look quickly through the text on pages 123–124 for each word and to circle it. Remind them they can circle a word more than once, and tell them they can circle more than one form of a word.
- After they compare answers with a partner, invite students to read lines from the text where they found each of the words out loud.
Note: Not all teachers or students will agree that it is good to mark up so many individual words in a text, especially before otherwise reading it. One option would be to ask students to work in pairs and simply point to the words. Another would be to ask them to do this very lightly, in pencil, and erase before the reading activities. A third option is to do this as a class activity, randomly giving a word and asking students to raise their hands when they find it. Then call on a student to read the sentence where it is found.

B. Practice the Words

1. Rate Your Opinion (p. 122)
   • Read the directions and do the first item yourself as an example for the class.
   • Give students time to complete the exercise individually.
   • Then put students in pairs or groups to compare their answers.

2. Complete the Sentences (p. 122)
   Read the directions and give students time to complete the exercise individually. When students have finished, put them in pairs to compare their answers.

Read about It

Memorial Day (pp. 123–124)
   • Go over the title, subtitle, and photograph with the class.
   • Ask if anyone can predict anything they might read in the text. Call on volunteers to share their predictions.
   • Give students time to read the text in class or assign it as homework.

Check Your Comprehension (p. 125)
   • Read the directions and do the first item together as a class.
   • Ask students to identify the lines in the text that support the correct answer.
   • Give students time to complete the exercise in class, or assign it as homework.

Think and Discuss (p. 125)
   • Read the directions.
   • Put students in pairs or groups.
   • Give pairs or groups time to discuss the three questions.
   • When they have finished, call on individuals to share information from their discussions with the class.

Write (p. 126)
   • Read the directions and go over the prompts.
   • Give students time to write in class or assign the writing as homework.
• In a following class, put students in pairs and tell them to read and comment on each other’s papers.
• Give students a chance to write a second draft before collecting papers to check.

Think about the Reading: Abraham Lincoln (p. 126)
• Read the bulleted items and discuss them as a class.
• Ask what else students know about Lincoln.

Expansion
Show the Spielberg film, Lincoln, in class or tell students to watch it on their own.

Practice New Vocabulary before You Read
Target Vocabulary
A. Learn the Words (pp. 126–127)
• Read the directions and look at the first entry together.
• Point out that the bold word is the vocabulary word and that the abbreviation in parentheses is the part of speech (a verb in this case).
• Point out the definition, and make sure students understand that the italicized sentence is an example.
• Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully.
• Go through the list together as a class.
• For each item, read the word, allowing students to repeat it if desired.
• Point out the part of speech, and read the definition.
• Call on a student to read the example.

Sensible Sentences (p. 127)
• Read the directions and go over the example with the class.
• Give students time to complete the exercise individually.
• Check answers as a class.

Scanning Box (p. 128)
• Ask for a volunteer to remind the class what scanning is.
• Direct students to refer back to the target vocabulary words on pages 126–127.
• Tell them to look quickly through the text on pages 129–130 for each word and to circle it. Remind them they can circle a word more than once, and tell them they can circle more than one form of a word.
• After they compare answers with a partner, invite students to read lines from the text where they found each of the words.
B. Practice the Words

1. Agree or Disagree (p. 128)
   • Read the directions to the class.
   • Give students time to complete the exercise individually.
   • Put students in groups to compare answers.

Expansions

1. Assign a journal entry about one of the statements from the exercise.
2. Put students in pairs.
   • Direct them to write a dialogue incorporating one of the sentences from the exercise and three or more target vocabulary words (from pages 126–127).
3. Ask students to choose a statement and give an impromptu speech expressing their opinion about it.
   • Give students no more than five minutes to prepare.
   • Call on individuals to give their speeches to the class. Allow them to use notes if desired, but do not allow them to read their speeches.

2. Discuss the Questions (p. 128)
   • Read the directions.
   • Ask the first question and call on a volunteer to answer.
   • Put students in pairs to discuss the items.
   • When students have finished, call on individuals to share information from their discussion with the class.

Read about It

Who was Abraham Lincoln? (pp. 129–130)
   • Direct students’ attention to the title, the photograph, and the quote at the end of the text.
   • Give them time to read the text in class or assign it as homework.
   • Read through the text together a second time in class, calling on volunteers to read each paragraph and stopping after each to address student questions.

Check Your Comprehension (p. 131)
   • Read the directions and go over the example as a class.
   • Give students time in class to complete the exercise, or assign it as homework.
   • When checking, ask students to read the lines in the text that support the corrections.

Think and Discuss (p. 131)
   • Read the directions and put students in pairs or groups.
   • Give groups time to discuss the three items.
• Point out that the language in the quote by Lincoln is taken from the New Testament of the Christian Bible. He is referencing Jesus’ saying that a house divided against itself cannot stand. Explain to students that this should have been referenced, but some things are such common cultural knowledge that writers assume everyone knows the source. Or, sometimes, a saying has been used so much that people forget where it originally came from.

• When groups have finished, invite individuals to share information from their discussions with the class.

**Write (p. 132)**

• Read the directions and go over the prompts with the class.

• Give students time in class to work on a first draft, or assign it as homework.

• Collect papers, check them, and comment before returning them to students to write a second draft.

**Expansion**

Consider directing students to do a more concrete writing about Lincoln or an aspect of his life. Allow them to research and write a report individually, in pairs, or in groups. Topics might include: family life, political offices, famous speeches, the assassination, etc.

**Complete a Project**

**Have You Reunited with Someone? (p. 132)**

• Read the directions and go over the form with the class.

• Depending on the sensitivity level of your students, consider limiting this to in-class interviews, or interviews of classmates outside of the class period.

• Point out that the final report will not fit in the space on page 133 so students should write on notebook paper.

• When students have finished writing, give them time to present their reports to the class.

**Unit 9 (pages 135–149)**

**Independence Day and Benjamin Franklin (p. 135)**

**Objectives:**

• Learn about Independence Day

• Learn about Benjamin Franklin

• Analyze and practice using target vocabulary

• Scan a text for vocabulary words

• Give personal information
• Express ideas and opinions
• Complete reading comprehension exercises
• Discuss issues and personal experience related to the readings
• Write a paragraph related to Independence Day in your family’s native country, similarities and differences between the American Revolutionary War and the Civil War, or the rights of people.
• Write a paragraph related to inventions, a proverb, or the founding of your native country.
• Interview someone about living in an independent country.

Think about the Reading: Independence Day (p. 135)

• Direct students’ attention to the title of the first reading in the unit and to the picture. Ask them what they see.
• Discuss the bulleted questions as a class.

Practice New Vocabulary before You Read

Target Vocabulary

A. Learn the Words (p. 136)

• Read the directions and look at the first entry together.
• Point out that the bold word is the vocabulary word and that the abbreviation in parentheses is the part of speech (a verb in this case).
• Point out the definition, and make sure students understand that the italicized sentence is an example.
• Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully. Encourage them to always ask if they have questions about anything in the Target Vocabulary section.
• Go through the list together as a class. For each item, read the word, allowing students to repeat it if desired. Point out the part of speech, and read the definition. Ask a student to read the example.

Complete the Paragraph (p. 137)

• Read the directions and give students time to complete the exercise individually.
• Check answers as a class by calling on a volunteer to read the completed paragraph.
• Ask if students have any questions, and address any issues.

Scanning Box (p. 137)

• Ask for a volunteer to remind the class what scanning is.
• Direct students to refer back to the target vocabulary words on page 136.
• Tell them to look quickly through the text on pages 139–140 for each word
and to circle it. Remind them they can circle a word more than once, and tell them they can circle more than one form of a word.

• After they compare answers with a partner, invite students to read lines from the text where they found each of the words out loud.

B. Practice the Words

1. Rate Your Opinion (p. 138)

• Read the directions and give students time to complete the exercise individually.
• Put students in pairs or groups to compare answers.
• When pairs or groups have finished, ask volunteers to share some of their opinions with the class.

2. Complete the Sentences (p. 138)

• Read the directions, and do the first item out loud yourself as an example for the class.
• Give students time to complete the exercise individually.
• Put students in pairs to compare answers.
• Ask for volunteers to share their answers with the class.

Read about It

Independence Day (pp. 139–140)

• Read the title, and ask students what they think is in the photograph (a copy of the Declaration of Independence).
• Point out that again in this reading there is a subtitle for the last section, and again the last section ends with a quotation.
• Ask students, based on the subtitle, to predict what they will read in that section.
• Ask students, based on the same subtitle, to make an inference about what they will read in the previous section. (If they need help, tell them, “If the reading ends with a section about Independence Day today, what do you think might have come before this section?” Hopefully, students will guess something along the lines of “the history of Independence Day” or “Independence Day in the past.”)
• Remind students that definitions for glossed words can be found at the bottom of the pages.
• Give students time to read the text in class, or assign it as homework.
• Consider a second reading in class, pausing after each paragraph to clear up any questions or difficulties any students might have.

Check Your Comprehension (p. 141)

• Read the directions and do the first item as a class.
• Give students time to complete the exercise.
• If desired, ask students to correct the false sentences.
• Check answers as a class. When checking, ask students to read the lines of the text that support the correct answer.

Think and Discuss (p. 141)
• Read the directions and put students in pairs or groups.
• Give pairs or groups time to discuss the questions.
• When they have finished, call on a few individuals to share information from their discussions with the class.

Write (p. 142)
• Read the directions and go over the three prompts with the class.

Prompt #1:
• This prompt calls for a personal sort of description—one that doesn’t require much research or critical thinking.
• A typical opening would be along the lines of:
  
  In [country] __________, people celebrate independence from [country] __________ on [date] __________. Three common activities on Independence Day are [picnics], [street festivals], and [fireworks].

Prompt #2:
• This actually calls for research, because it is doubtful that students will be able to do a good job without it.
• The challenge will be in narrowing down the information found.
• Point out that when writing about similarities and differences, a T-chart is a good tool to use.
• Draw a model on the board, if desired. Under “similarities” write both wars were fought on American soil and explain that the meaning of soil if necessary. Under “differences,” write, the Revolutionary War was fought in the northern U.S. and the Civil War was fought in the southern U.S.
• Apart from research, this prompt is challenging because it requires students to put into a paragraph the amount of information that might be found in a four-paragraph essay (with one paragraph devoted to similarities and one to differences). Organization might be difficult for some students.
• Point out that they can limit their paragraph to two similarities and two differences, but they should be careful to choose important ones.
• They might choose to write about similarities first and differences second, as that is a common organization.
A model opening might be along the lines of:

_The Revolutionary War and the Civil War are the two biggest wars that have taken place in the United States. There were similarities in these wars, but there were also differences. One similarity is that both wars ___________. Another similarity is the both the Revolutionary War and the Civil War ___________. A major difference between the Revolutionary War and the Civil War is that ___________. Another major difference is that ___________. _

Prompt #3:

- This prompt is tricky because it has some academic elements that need to be addressed, but it asks for a personal opinion, so a personal writing style might be employed (featuring the use of _I_, for example).
- The third prompt is also tricky in that you could agree with some but not all of the questions. For example, a student might not believe in God, but may believe that all people deserve to be free and that everyone has the right to be happy.
- There are several possible organizational possibilities for this. One possibility is:

_The Declaration of Independence is a very important document even today because there are ideas in it that apply to all people at all times. While I do not agree with Jefferson that people are created by God, I do believe that all people should have basic human rights such as freedom and the right to try to be happy. The right to freedom is important because ___________. The right to try to live a happy life is important because ___________. _

**Think about the Reading: Benjamin Franklin (p. 142)**

- Read the bulleted items and discuss them with the class.

**Expansion**

Direct students to write a journal entry on one of the bulleted topics.

**Practice New Vocabulary before You Read**

**Target Vocabulary**

**A. Learn the Words (pp. 142–143)**

- Read the directions and look at the first entry together.
- Point out that the bold word is the vocabulary word and that the abbreviation in parentheses is the part of speech (a noun in this case).
- Point out the definition, and make sure students understand that the italicized sentence is an example.
• Make sure students understand that there is no task with this list. It is provided as information that students should read and study carefully.
• Go through the list together as a class.
• For each item, read the word, allowing students to repeat it if desired.
• Point out the part of speech, and read the definition.
• Ask a student to read the example.

Correct Part of Speech (p. 144)
• Read the directions and give students time to complete the exercise individually or assign it as homework.
• Check answers as a class.

Scanning Box (p. 144)
• Ask for a volunteer to remind the class what scanning is.
• Direct students to refer back to the target vocabulary words on pages 142–143.
• Tell them to look quickly through the text on pages 145–146 for each word and to circle it. Remind them they can circle a word more than once, and tell them they can circle more than one form of a word.
• After they compare answers with a partner, invite students to read lines from the text where they found each of the words out loud.

B. Practice the Words
1. Agree or Disagree (p. 144)
• Read the directions and give students time to complete the exercise individually.
• Put students in groups and give them time to discuss their answers.
• Call on a few individuals to share information from their groups with the class.
• Ask students to look at these statements and point out that although this kind of exercise may be very easy, thinking critically about these things can lead to consideration of serious issues and topics.
• Remind students that they are in an academic/intellectual world, and that while exchanging opinion is often part of fluency work, it’s important to think about historical and scientific facts, social trends, philosophical debates, etc. Encourage students to think about social conditioning.

For example:

• Who decides what moral topics we as a society are caught up in?
• Why are certain ones played up in the news?
• How do we teach anything like virtue? Does it require discipline and practice? If so, who provides a model for this, or training?
• Think about the great moral teachers in history. What gave them authority?
• How do we approach dialogue when we are on one side of an issue and someone close to us, say a family member, is on the other side?

• Who decides what is fashionable?

• What is the relationship between fashion and class?

• What are some influences, factors, or complexities that could make it difficult for a politician to be honest?

• In the Lincoln movie—and also in Batman—one of the themes was that a leader might lie or misrepresent, or do something that appeared the opposite of good in order to bring about a greater good. The leader is presented as a suffering, lonely figure. What do you think about this?

• Is it appropriate that only some, at the top, have information about some things? What kinds of things?

• How important is it to have a truly educated, informed population, even when issues are complicated?

• How important is a free press, one that is independent of the influences of government and business?

• How important is alternative media? How can it be protected?

2. Discuss the questions (p. 145)

• Read the directions and put students in pairs.

• Give pairs time to discuss the items.

• When pairs have finished, call on individuals to share information from their discussions with the class.

Read about It

Who Was Benjamin Franklin? (pp. 145–146)

• Read the title and direct students’ attention to the photograph of Benjamin Franklin.

• Ask students what they know about him.

• Give students time to read the text in class or assign the reading as homework.

• Before reading the text together in class, point out that this text includes many dates. Inform students that sometimes, although not always, you can take good notes on texts with a lot of dates in the form of a timeline.

• Vertical timelines are easier than horizontal ones for space reasons. Model one on the board, starting with the first date about Ben Franklin’s life given in the reading. Help students search for this because it is not actually the first date that appears in the text, which should not be included on the timeline. (The first date gives information about colonists generally.)
Direct students to scan for remaining dates, and write them on the timeline as they find them.

As students find each date, write the information that goes with it on the timeline. Leave ample space between each date.

Benjamin Franklin

1706 born

1749 went to U of Pennsylvania

1750s became a politician, went to live in England came home

1776 signed Declaration of Independence went to France and persuaded France to help colonists fight the British

1785 returned home

After this first scan, point out that the text gives other dates, but without specifically writing them out. Help students go back to find them, and add them to the timeline. For example, toward the beginning of the second paragraph, we find He moved to the city of Philadelphia at the age of 17. Point out that if he was born in 1706, readers can add 17 years to get this date to add to the timeline. (1723.) Show students that a few sentences later we see, Ten years later, . . . Make sure students understand that this is ten years after he moved to Philadelphia. Now that we know that he moved in 1723, we know that ten years later is 1733. Ask students what important thing he did in 1733. (He began to publish Poor Richard’s Almanac.) Add this date and event to the timeline.

The first paragraph on page 146 begins, For the next 10 years, . . . Point out that this would mean from about 1733 to about 1743. Help students figure out a way to mark this on the timeline, using shading or brackets or a note to the side. Write down what events were important during this time.

Point out that there is a change in occupation in the second paragraph. So we are finished with that 20-year timeline. Pay special attention to the line in this paragraph that begins, However, he is most famous for . . . Point out that this would be important information, but we are given no specific date for it. Show students that they can make a note somewhere on the timeline after 1743, but before the next date given, which is 1750. The note should not be connected to a specific year, and it should just indicate that after working in business, Franklin worked as a scientist. During this time, he found that lightning is made of electricity and he invented the lightning rod. This is what he is most famous for.
• Toward the end of the third paragraph, there is a line beginning, *Two years later*, . . . Make sure students understand that this is two years after his return home in 1785, so he signed the U.S. Constitution in 1787. The first line of the last paragraph says he died three years later. We can assume that this would be 1788, and this can be confirmed by a quick check online or in an encyclopedia or other reference book. Add the date of death to the timeline.

• When the class has finished the timeline, direct students to copy it onto notebook paper.

• Put students in pairs, and tell them to use their timelines to orally present information from the text to their partner.

• Each partner should take a turn.

• Read the text together again in class, pausing after each paragraph to ask students if there is important information that doesn’t go on a timeline but that should be noted for any quiz or test.

• Encourage students to take notes on this information on a page next to the timeline, or on the back of that page.

• Point out that these two pages should be enough to study from in the event of a quiz or test.

**Option**

• Put students in pairs.

• Direct them to use their notes to write a quiz of ten items to give to another pair.

• Then allow pairs to take each other’s quizzes, without using their notes.

• Hopefully, this will demonstrate that timelines are an effective study tool.

**Check Your Comprehension (p. 147)**

• Read the directions and go over the example with the class.

• Give students time to complete the exercise individually in class or assign it as homework.

• Check answers as a class. When checking, ask students to read lines from the text that support the correct answers.

**Think and Discuss (p. 147)**

• Read the directions and put students in pairs or groups.

• Give pairs or groups time to discuss the questions.

• Invite individuals to share information from their discussions with the class.

**Write (p. 148)**

• Read the directions and go over the prompts with the class.
• As these prompts are fairly straightforward, consider doing this as an in-class writing.
• Circulate and answer questions and offer help as students work.
• When students are finished, put them in pairs and direct them to read each other’s papers and ask questions about anything that isn’t clear.
• Give students a chance to write a second draft as homework before collecting the papers to check.

Complete a Project
What’s the Best Part of Independence? (p. 148)

• Read the directions and go over the form with the class.
• Discuss related issues such as the Patriot Act or other legislation that impacts the Bill of Rights in the United States—or similar legislation in other countries.
• Tell students to interview someone outside of class.
• Point out that the final report won’t fit in the space on page 149, so students should write it on notebook paper.
• When students have finished their reports, give them time to present them in class, either in groups or as a whole class.

Option
Direct students to conduct this interview in writing by emailing the questions on the form to someone and asking them to send a written answer. When they have finished, discuss how this process and result differed from the oral interviews of previous units.