Instructor's Manual to accompany

What Makes America Tick?

ROBYN BRINKS LOCKWOOD
Text Objectives

• Improve reading skills by engaging learners in intermediate-level texts providing an overview of important events in modern U.S. history
• Increase learner proficiency in high-frequency vocabulary words and improve skills in defining and using word derivatives
• Improve formal and informal writing skills via personal responses to events portrayed in the text and practice activities
• Improve formal presentation, informal discussion, and speaking skills via both in-class discussions and more structured peer interview situations
• Enhance listening skills via peer and instructor interaction
• Introduce students to academic concepts such as footnotes and summarizing by incorporating them throughout the text
• Expose learners to and provide practice opportunities for sociolinguistically appropriate usages of U.S. American English
• Provide interaction with authentic cultural artifacts from the 20th century, including literature, poetry, artwork, sculpture, photography, speeches, etc., and make explicit their contextual importance
• Create opportunities for learning and putting into practice a working knowledge of significant and relevant historical events, as well as understanding their relationships to current U.S. American institutions, politics, attitudes, and values

Overview of Text

by Wendy Ashby

The title What Makes America Tick? is an interesting discussion feature since it plays on an idiomatic expression. Students should be familiar with the expression “to find out what makes somebody tick” before they begin to work with the textbook materials because it is an important part of the underlying premise of the entire curriculum. In addition to learning language skills, students can expect to learn a bit more about what drives native speakers of U.S. American English. Such a pre-discussion will likely generate interest and curiosity. Students can preview the unit titles and look through the book to build expectations and try to formulate an initial answer to the overriding question of the course of study: What are the shared values and assumptions that spring from the historical, collective cultural consciousness of U.S. Americans that make them act and think the way they do?

In this vein, students should know that the phrase is an idiom and does not refer in any official capacity to the study of American culture, economics, politics, etc. I was made aware of this misconception by a colleague whose students had written journal entries about how much fun they were having in “Americatics” (America + ticks). It should be made clear to students that the
course of study outlined in the book is primarily language practice in the four skills and that this is accomplished within the context of American cultural studies. EFL teachers especially need to make their students aware of the constraints of such an approach since it is based heavily in popular culture and cultural artifacts that are part of the collective consciousness of many U.S. Americans. ESL students will have the extra advantage of encountering these cultural products and practices more readily in their daily lives while interacting with individuals from the target culture.

Because of its nature, What Makes America Tick? can serve as a fairly comprehensive representation of some major historical events and cultural trends in the United States, but it in no way can serve as a sum total of every historical and cultural relationship. Students must be reminded that U.S. history and culture is much more complex than that which a textbook of this scope can adequately cover. Reading topics are necessarily designed to give the most basic overview considering the target reading level and the text length. Therefore, they cannot go into the type of nuance and detail that instructors can choose to provide according to student interest, ability, and need. Because the readings are general, an in-depth knowledge of history is not needed to teach from this textbook.

The text is based on language activities and the skills needed to complete them within the American Council on the Teaching of Foreign Languages (ACTFL) intermediate-level guidelines. Because the text includes cultural artifacts, some material may be advanced. However, the activities that learners are asked to engage in with the texts are intermediate per ACTFL guidelines. Such activities include: asking and answering questions; initiating, sustaining, and closing conversations; comprehending connected discourse; combining and recombining given elements; and writing narratives, autobiographies, summaries, and paraphrases. Unit activities progress from primarily narrative/descriptive responses and question answering requiring simple recombination of learned elements to slightly more complex observation or hypothesis statements and opinion support activities as the units progress. This brush with limited ACTFL advanced-level indicators was factored into the book as a conscious push toward lower-end advanced language use and should not be taken as an indicator of initial design for advanced-level students.

**Overview of Features**

**by Wendy Ashby**

**Unit Introductions**

Opening pages provide an introduction to the unit, visual stimulation for learners, and schemata-building of prior and/or related knowledge on the topic. The activities are also designed to encourage intermediate speakers to speculate, formulate, and articulate simple hypotheses or express opinions within a scaffolded context without the need for supporting those opinions or using advanced indicators such as subjunctive case. This serves to prepare
intermediate students for more systematic advanced usage without overwhelming them. The photo on each unit title page is intended to be used for schemata-building, brainstorming, discussion, and participation in information-gap activities and communicative work.

**Net Surfers, Presidential Suite, On TV, Music Box, At the Movies**

Net Surfers is comprised of a list of pretested Internet search terms that lead to websites related to the content of each unit. Search terms are provided because URLs change so rapidly, and this provides students with tools for fruitful keyword searching rather than potentially frustrating them with broken links. The Presidential Suite lists who was serving as president of the United States during the time that the unit events were taking place. On TV, Music Box, and At the Movies all provide a few suggestions for authentic audiovisual media related to the topics or eras covered in the unit that learners can watch or listen to in their free time or that can be incorporated as class activities or extra credit. The lists are not exhaustive; rather, they are intended as potential classroom resources, since permissions and copyright issues prevented many of these materials from being included more systematically in the curriculum. These lists are also useful for class preparation if teachers would like a “refresher” or more information about the main topics before teaching the unit.

**Preparing to Read about . . .**

This brief overview of each unit seeks to provide learners with chronological foreshadowing that provides both a content summary and context for understanding the unit as it relates to preceding and following units. Students are asked to complete a self-reflective or interview activity based on the major concepts that will appear later. This serves both schemata-building and information-gap functions. Since students are asked to relate main concepts to themselves and their own experiences, personal information may be discussed in this setting. Due to the sensitive nature of some topics, group discussion may not always be ideal. Be respectful of students’ feelings and concerns.

**Learning New Vocabulary about . . .**

While some of the vocabulary items are specific to the historical events and ideologies depicted in each unit, most are high-frequency words and derivatives taken from Bauman and Culligan’s 1995 frequency-adapted General Service List. The 2,284-word list is derived from West’s (1953) General Service List, Bauer and Nation’s (1995) headword concept, and frequency numbers from the Brown Corpus (Frances and Kucera, 1982). Whether vocabulary is pre-taught, taught in conjunction with, or even after the reading is left to the individual teacher. Research supports both approaches at the intermediate level, and the best approach may vary from class to class and even from student to student. In any case, vocabulary is a major component of the concept of the book.
and should be accorded a proportionate amount of time. Difficult vocabulary from cultural artifacts, such as novels, is glossed. Vocabulary activities and in-class reading should encourage learners to guess at unfamiliar words in context and to read for holistic comprehension.

**Talking about New Words and Ideas**

This section gives learners the opportunity to relate new keywords/concepts to their own personal lives and to create personal vocabulary logs for items. The learner is provided with information as to why the concept is important in the United States. Then the learner focuses on his/her own interactions with the concept by reflecting about how (whether) these concepts operate in their communities of origin and how (whether) they operate in students’ own personal frameworks. Such discussion is genuine, authentic, and communicative. It also serves as a further schemata-building activity for the reading. Again, the activity can be done after the reading if the class/teacher prefers, but it is suggested that it come before the reading for full impact.

**Before Reading**

Each unit contains pre-reading activities designed to foster skill development and provide cognitive frameworks for organizing incoming textual information. This includes teaching students to use graphic organizers, define how they conceptualize key terms, engage in identifying existing knowledge and potential questions, make predictions, and use other framing activities. Related activities progress through sharing, discussing, comparing notes, and increasing negotiation demands as materials become slightly more abstract in later units.

**Reading**

The reading passages are designed to be challenging and will need to be given adequate time in the classroom or assigned as homework. The textbook content is tailored to the needs and abilities of intermediate learners, but the vocabulary and sentence structures in the history reading texts will require students to challenge themselves. While the resulting materials may seem intimidating at first, ACTFL reading guidelines for intermediate abilities were adhered to closely during the writing and revision stages of the text, especially those regarding the use of grammatical forms related to advanced use, such as subjunctives and hypothetical theses.

Intermediate-mid and intermediate-high ACTFL guidelines in reading state that the student can understand and respond to texts in which the main ideas are presented via description and narration. They can also deal effectively with texts that activate schemata. While the sentence structure in the readings becomes more complex and varied as the units progress, there is nothing represented in the reading passages that cannot be processed cognitively by the intermediate adult learner. With special attention to key vocabulary and a “can do” attitude on the part of the learner and teacher, the reading activities should prove to be one of the main components in helping the learner along the path from intermediate to more advanced usage.
Responding to Information about . . .

This section gives learners the opportunity to interact with the text and make connections before being asked to demonstrate discrete point comprehension. It is based on classroom action research that inquires into the reading processes of L1 learners. Research shows that students who are asked to make connections between texts and themselves, texts and other texts, and texts and the world and to deal with inferences, imagery, conclusions, predictions, and synthesis learn to become more competent readers than students who are asked to merely respond to comprehension checks.

Understanding the Reading: Comprehension Check

This section serves a dual purpose: (1) to make sure that learners understand the key points of the readings, as they are necessary to understanding information from the rest of the unit, and (2) to introduce students to various evaluation techniques that are likely to be encountered in the U.S. academic setting.

Authentic Cultural Material Activity

These activities vary from unit to unit but have the common goal of exposing the learner to an original cultural artifact—such as an excerpt from a famous speech or novel, a piece of artwork, or an advertisement—with emphasis on one or more of the language skills. In addition to serving as a tangible, representative cultural product of the historical and factual materials presented in the readings, these artifacts are also used as a springboard to linguistic exercises that focus on the way in which language is used by native speakers to achieve communicative goals and talk to a larger audience.

“About Our Own Experience” Activities

These activities give intermediate-level language users an opportunity to express themselves meaningfully and to use recombination and personal narration to create language at their level of linguistic ability. Although this section generally focuses on a specific linguistic structure it is not a grammar/structure section per se. Highlighted forms are taken from the cultural artifact and linked to pragmatic awareness. Sociolinguistic awareness is the main goal of this section. Instructors should create opportunities for students to “publish” the work created during these activities. For example, in Unit 4, a speech day can be held in class. As the students listen to a recording of Martin Luther King, Jr.’s “I Have a Dream” speech, they can focus on the strength and conviction in his voice and note his manner of delivery. Students can then give their own dream speeches, focusing on speaking strongly (volume), clearly (pronunciation), and convincingly (body language and eye contact).
**Language Focus Boxes**

The boxes address strategies to help advance speakers to a higher proficiency level. In some cases, the boxes also include specific phrases that learners can incorporate into class discussions and conversations with native speakers in a variety of settings. The activities in these sections provide focused exercises for ample practice to ease comfort levels and encourage use in future discussions.

**Link to Today**

This feature draws an explicit connection among cultural artifacts, historical events, and current values of U.S. Americans. It consists of a brief explanation of the current situation and its relationship to the historical one. Short excerpts and fast facts featuring academic studies and government statistics are presented along with various opinions and activities that are offshoots of the original historical event discussed. Footnoting is modeled as preparation for more advanced and academic reading and writing, but there are no formal activities linked with this section. It is to be used in whatever manner is most useful to the learners, either as an informational activity, an impetus for discussion, or the basis for further projects.

Link to Today topics were consciously written to broaden appeal in terms of age and educational context. Despite a departure from activities and concerns of traditional, residential undergraduates, topics are still likely to fall outside of the norms of what may be addressed in the home cultures of many students. It is extremely important to both introduce and reinforce to students that the U.S. is a very heterogeneous society with many opinions and viewpoints represented. The excerpts chosen for this section replicate this multiplicity and the issues that resonate with modern Americans. Every effort was made to give voice to varying opinions about the issue.

It may help to explain that U.S. Americans are generally educated and socialized from an early age to respect the opinions, viewpoints, and practices of others while being proud of and strong in their own. It may also help to validate the possibility that the viewpoints expressed by U.S. Americans may not be representative of the ones held by the students. *It should also be made clear that the information is given only to help in the process of understanding the variety of current values and beliefs,* not to force students to take sides on any issue presented. In addition, it may be a good idea to inform the students that teachers in U.S. American educational institutions are discouraged from and generally don’t give personal opinions in the classroom as part of the practice of encouraging individual students to formulate their own opinions.

**Putting It All Together**

This section provides a capstone to the activities presented throughout the unit and is designed to allow learners to process the information in its entirety and to reflect upon how they understand it. It provides learners with the opportunity to reflect on how the knowledge gained...
through study will be used upon return to their home culture or upon further integration into the target culture. Detailed, factual information becomes more accessible when integrated with personal experience and understanding. Therefore, along with a leading question that asks students to explain the factual events of the unit in as much detail as possible, any or all of the questions in this section could be used for short answer or essay exams.
Unit 1 (page 1–26)

The U.S. at the Beginning of the 20th Century: Immigration, Industry, and Social Reform

Objectives

- read about the rise of large industry and social reform
- expand vocabulary about the U.S. at the beginning of the 20th century
- talk about new words and concepts
- make predictions before reading
- make text-to-self connections
- check reading comprehension
- read excerpts from a well-known American novel
- use descriptive language
- discuss culture shock
- use suggestion phrases
- link information from the past to the present
- find relevant secondary sources to support ideas
- combine information from the unit with original ideas

Unit Opening (page 1)

Draw attention to the photograph. Ask students if they are familiar with Ellis Island. If students are immigrants, solicit volunteers to share stories about the first thing they saw when they arrived in their new city.

Net Surfers, Presidential Suite, At the Movies (page 2)

Explain that this is a list of Internet search terms, presidents (as well as their political affiliation and years served), and movies that are relevant to the topics covered in this unit. Schedule time for students to conduct searches for the terms, presidents, or movies in the classroom or the school’s computer lab. If wireless capabilities or a computer lab are not available, students can conduct these searches as homework at a public library or at home. Explain that searches like this will activate their knowledge about the topic and make reading and speaking easier. These lists are also useful for teacher preparation.

Preparing to Read about the Rise of Large Industry and a Cry for Social Reform (pages 3–4)

Generate a discussion about large industries. Allow students to name specific companies if that is easier and to discuss industries in their home countries or in another country they are familiar with. Present the short paragraph before the questions that explains the rationale for the
questions. Explain that everyone has different ideas and that these differences allow for hypothesis formation, which is a foundation of English usage. Foster a sense of community by encouraging students to share their opinions and respect others who have different opinions. Note that some of these topics may be private or socially and culturally sensitive. It is up to the instructor to decide if answers should be discussed aloud.

**Learning New Vocabulary about the U.S. at the Beginning of the 20th Century (pages 4–5)**

Explain that the words in this section (in every unit of the text) are organized alphabetically and by part of speech: nouns, verbs, and adjectives. Ask students in what other contexts they’ve heard or seen these words being used. Write common collocations on the board and encourage students to keep a notebook.

**Talking about New Words and Concepts (pages 5–6)**

Pair students and allow them enough time to discuss the questions. Mention that some of the topics may be new to them: constitutional amendments, voicing opinions, urbanization, and muckrakers. Circulate to answer questions as needed. Remind students to use the words from pages 4–5 in their discussions. If time allows, ask pairs to join another pair to share their ideas.

**Before Reading: Making Predictions (page 7)**

Students are likely familiar with the predicting reading strategy. Review the benefits of making predictions. Students might claim they know nothing about the topic and are unable to make predictions. Let them know that everyone can predict and there are some clues to help even if the reading is about a brand new topic. Explain students can read the title and look at illustrations for clues. Remind them that it is not important if their predictions are correct; it is more important that they spent time thinking about the topic. Ask them to write their predictions on the lines. Encourage them to revisit these predictions AFTER the reading to see how many were covered in the reading or related indirectly to the topic (even if the prediction was wrong).

**Reading: The U.S. at the Beginning of the 20th Century (pages 8–10)**

Depending on the class schedule, give students time to read in class or assign the passage as homework. Be prepared to answer vocabulary or content questions.

**Responding to Information about the Rise of Large Industry and a Cry for Social Reform (page 11)**

Discuss the concept of text-to-self connections. Explain that native speakers are able to relate information from readings to their own lives. Give students time to write their paragraphs.
Consider collecting this for an evaluative grade. Use a rubric that includes both content and grammatical topics that are relevant to the class and are appropriate for student level.

Understanding the Reading: Comprehension Check (page 12)

Present the matching activity and give students a few minutes to complete it. Remind them that the answers aren't necessarily “traditional;” rather, they are based on connections most readers would make. Go over the answers.

Answers

The intended concept matches are given. However, note that students may make other connections. Those that can be justified are acceptable alternatives.

- immigration → growing cities
- bribery → factory owners
- agriculture → farmers
- Mother Jones → child laborers
- muckraking → newspaper reporters
- Prohibition → alcohol drinkers
- suffrage → women

Talking about Immigration and Employment (page 12)

Give a brief overview of Upton Sinclair and the novel *The Jungle*. A few simple facts, such as publication date, or notes about Sinclair’s life can easily be found online. Review the making predictions strategy and give students some time to make predictions about the novel. Allow time for students to interview each other. If desired, ask students to present their partner in a formal presentation. Create a rubric that includes both content (introduction, body, and conclusion) and oral presentation components (eye contact, volume, intonation, and facial expressions).

Looking at a Novel: *The Jungle* by Upton Sinclair (pages 13–15)

Make sure students read the brief introductory paragraph about the novel before reading each of the three excerpts. Point out that some of the words may be unfamiliar and several are explained in brackets within the text. Remind them to not get frustrated if there are other words they don’t know. Answer vocabulary questions as needed.

Language Focus: Using Descriptive Language (pages 16–17)

Ask students how many of them like to read novels. Extend the discussion by asking what their favorite novels are and if the authors described the characters and settings well. Mention that
descriptive language is common in written language. Present the information in the box and give students time to complete the activities. Students may find writing the poem a challenge and even the idea may seem daunting. Consider making this a homework assignment. Remind them the objective is to practice describing and they will not be judged on their poem. If an evaluative grade is desired, ask students to rewrite their answer to Question 2 or 3.

**Speaking about Your Own Life Changes: Culture Shock (page 18)**

Mention that descriptive language is also common in spoken language and ask them if they have noticed its use by native speakers. Ask students to read the information as homework or give them time in class. Then give them time to discuss the questions.

**Language Focus: Using Suggestion Phrases (pages 19–20)**

Begin a discussion about suggestions by asking students when they offer suggestions and when they ask for them. Explain that native speakers sometimes preface their suggestions with certain phrases. Go over the information in the box. Challenge students to list the phrases in order from weakest to strongest and to add other phrases. Present the note about sociolinguistics and appropriate English. Give students time to use suggestion phrases by talking about the items in the bulleted list and by talking about personal situations.

**Answers**

Answers may vary, but one possible answer is:

- *It's a good idea to*
- *You could*
- *Why don’t you*
- *Let’s*
- *You might want to*
- *You should*
- *You ought to*

**Link to Today: Fast Food—Eating on the Go (pages 21–23)**

Poll students to see how many of them eat at fast food establishments. Ask them to share their favorites and the reasons why they eat fast food. Then present the information in the book or assign the reading as homework. Tell students to notice the use of footnotes for the Fast Facts section and remind them that footnotes are necessary when information was collected from secondary sources.

Assign a due date for the students to submit their paragraph. Require them to include footnotes for their sources.
Putting It All Together (pages 24–25)

Explain the importance of synthesizing information in academic study and how compiling information from several sources makes conversations and writing more interesting. Give students time to answer the questions. Schedule a time for students to share their answers if desired.

Expansion Activities

1. Assign students one item from the Net Surfers box on page 2. Schedule time in the school’s computer lab or give students time to conduct research outside of class. Ask each student to prepare a short presentation on their assigned item.

2. Ask students to read the Bill of Rights (or all 27 amendments). Ask them to choose one amendment and conduct some secondary research. Require them to submit a short paragraph about the amendment, its date, and any interesting facts they can find about it.

3. Show students samples of newspaper articles that expose crime or other problems (similar to what a muckrakers used to do at the turn of the century). Give students time to read about a current issue. Challenge them to imagine they are reporters and assign them to write a front-page newspaper article about the issue.

4. Ask students to read a chapter from The Jungle (or a chapter from another novel from the same time period) and write a descriptive essay about one of the characters. Encourage them to use descriptive language.
Unit 2 (pages 27–48)

The U.S. between World Wars: The Roaring Twenties, Black Tuesday, and Beyond

Objectives

- read about the Roaring Twenties, Black Tuesday, and other relevant concepts
- expand vocabulary about the U.S. between World Wars
- talk about new words and concepts
- make predictions before reading
- respond to information in the reading
- check reading comprehension
- discuss WPA photography
- use backchanneling strategies to show interest in speaker narratives
- read about the New York Stock Exchange
- draw conclusions and form opinions about privatized stock or tax-funded pensions
- find relevant secondary sources to support ideas
- combine information from the unit with original ideas

Unit Opening (page 27)

Ask students if they know what the women in the photograph are doing. Note that sometimes reading the caption won’t help students answer that question. Many students will not be familiar with the Charleston. Also ask students why the representative from South Carolina is pictured with the women and if they recognize where the photo was taken.

Net Surfers, Presidential Suite, Music Box, On TV, and At the Movies (pages 28–29)

Point out the extensive lists for this unit about the first twenty years of the 20th century. Despite most of the changes being positive, most of this unit focuses on how liberation and growth led to a financial crisis. If desired, assign a term, president, and/or song to each student or to small groups. Ask them to research their item and prepare a presentation to be given at the end of the unit.

Preparing to Read about the Roaring Twenties, Black Tuesday, and Beyond (page 29)

Give students time to write answers. Some students might not know much about investing in the stock market, so let them know it is okay to guess at what they think the best and worst stocks are. Ask students to talk in small groups to share their answers. Consider holding a large group discussion with the whole class. Be prepared that the war and wealth and poverty topics may be sensitive, so decide if soliciting volunteers is better than requiring all students to participate in a class discussion.
Learning New Vocabulary about the U.S. between World Wars (page 30)

This list is longer than that in Unit 1, so prepare ample time to answer questions. Consider asking students to use some of the words in sentences before moving to the next activity.

Talking about New Words and Concepts (pages 31–32)

Depending on time constraints, encourage groups to discuss different questions and then summarize their discussion for the others. Remind students that one objective is to use the vocabulary from the box on page 30 as they discuss the concepts of conservationism, isolationism, urban renaissances, advocacy, and leadership. Challenge group members to use as many of the words as they can in their summaries.

Before Reading: Making Predictions (page 33)

Review the reading strategy as discussed in Unit 1. Explain that the discussions students participate in are also useful when making predictions and focusing on topics. Remind students about the discussions about investing, war, and poverty. Also alert them that using the vocabulary is a good way to make predictions. Challenge them to write five predictions about the next reading passage.

Allow time for students to compare their list with those of two classmates. Give them time to analyze the similarities and differences. Ask questions such as Do the differences mean someone is wrong? Do the similarities always indicate a correct prediction? What is good about the similarities? What is good about the differences? Write a master list of predictions on the board to revisit after the reading. Ask this question: How did predicting help you with this passage?

Reading: The U.S. between World Wars (pages 34–37)

This is a long reading, which might be better suited as homework. Challenge students to mark in the margins or write notes on post-it notes where they see content similar to the content of their predictions. Be prepared to address content and vocabulary questions on the day the reading passage is due. Assign a date and warn students that the reading must be completed in order to participate in the activities after the passage.

Responding to Information about the Roaring Twenties, Black Tuesday, and Beyond (pages 38–39)

Discuss the importance of graphic organizers and show examples, for instance, T-charts, Venn diagrams, or spider charts. Then review text-to-self connections from Unit 1. Draw attention to page 38 and point out that a main idea table is one type of graphic organizer. Explain that another type of strategy for readers to make is text-to-world connections. Readers need to be able to take information from the reading and determine how it is relevant to the “bigger pic-
ture.” Focus on the second column and remind students that there aren’t necessarily any wrong answers when making connections; different people make different connections. Give students time to complete the table and encourage them to work alone since answers will vary. When the table is complete, ask students to work on the second question. The paragraph they write can be collected for an evaluative grade if desired.

**Understanding the Reading: Comprehension Check (page 39)**

Challenge students to choose the best answers without reviewing the reading. Encourage them to use the connections they made to determine the answers. After sufficient time, let students compare answers and then give them the correct answers. Allow time for students to read the text again in an effort to understand any incorrect answers.

**Answers**

- passenger
- itself
- wild
- fun
- dances and movies
- progressive
- rejected
- panicked
- ruined
- unemployment and homelessness
- help Americans
- jobs and hopes

**Viewing WPA Photography (pages 40–41)**

Present the information in the book and the excerpt in which Depression-era photographer Dorothea Lange describes her famous photo of a migrant mother. Take an opportunity to review descriptive language from Unit 1 and encourage students use it for the next activity. Then direct students to the pictures on page 41.

**Talking about the Photographs (page 42)**

Explain that a table like this is another type of graphic organizer that allows students to collect their answers to the questions. It could be useful when comparing and contrasting and different forms of this table can be used when taking notes. Give students time to complete the table. Students should work individually because answers will vary.
After the tables are complete, ask students to write a story about the people in the photos. They can use the photos in any sequence, but require students to include all three in their stories. Consider staging a storytelling event reading in which students share their creative endeavors.

**Language Focus: Using Backchanneling Strategies to Show Interest in Student Narratives (pages 43–44)**

Inform students that discussions are not just about speaking; they also require listening. The listener has certain responsibilities to make sure the conversation goes smoothly and progresses. Present the information in the book and make sure students understand the definition of backchanneling. Spend time looking at the list of words and phrases and their functions. Ask students if they can think of any others to add to the box. Lead a discussion about which strategies they’ve used or noticed native speakers using.

Focus discussion on the fact that backchanneling can also be non-verbal. Ask students to answer the first question on page 44. As they discuss their various answers, request they “act out” the non-verbal cues.

Then give students time to complete the storytelling activity. Allow time for students to discuss the activity. Ask questions such as *Which role was the most challenging? What were the challenges for each role? Was there anything easy about each of the three roles? Did any backchanneling strategies work more effectively than others? Why do you think so?*

**Bear Market/Bull Market—The New York Stock Exchange (pages 44–45)**

Although this information might be challenging, students are often interested in learning about the stock market. Present the information in the book. Show pictures of the “Bowling Green” bull (photographs are readily available online). Initiate a discussion about the stock market and ask students if they would ever invest in Wall Street.

**Link to Today: Paying for Retirement—Privatized Stocks or Tax-Funded Pensions (pages 45–47)**

Reinforce the importance of secondary research and offering and supporting opinions. Present the information in the box, but note that this topic might not be as accessible as the fast food topic in Unit 1. Give students time to conduct their own secondary research and draw their own conclusions. Assign a due date.

**Putting It All Together (pages 47–48)**

This section again allows students to support their opinion and to synthesize it with information they learned in this unit. Give them time to write their answers individually before assigning them to groups to share their thoughts.
Expansion Activities

1. Take one of the songs from the Music Box section on page 28 and create a cloze exercise from the lyrics that leaves out every 7th word (the number of words or their pattern can be changed to meet the needs and skills of the students). Cloze exercises will help in vocabulary expansion but are also good practice for pronunciation and listening. Extend this activity by asking students if they liked the lyrics or the music. Also ask them how the lyrics are important to the times.

2. Bring copies of the stock reports from a newspaper or show them online. Let students see how some are up and some are down. Ask students to create their own stock market portfolio of five stocks they’d like to invest in and explain their choices. If time allows, give them time to do the research outside of class for a more thorough analysis or let them follow the stock prices for an extended period of time and then present the results.

3. Watch Ken Burns’ series The National Parks: America’s Best Idea (check local PBS listings). Clips are available at www.pbs.org/national parks/. Ask students to choose one national park to research and create a brochure about it for their classmates.

4. Assign an excerpt from The Grapes of Wrath or Of Mice and Men to each student. Ask students to explain their excerpt to two other students. Encourage the speaker to be descriptive (review Unit 1) and the listeners to employ backchanneling strategies.
Unit 3 (pages 49–66)

The U.S. and World War II: Post-War Consumer Culture, Suburbia, and the Entertainment Industry

Objectives

• read about consumer culture, suburbs, and the entertainment industry
• expand vocabulary about the U.S. and World War II
• talk about new words and concepts
• use a KWL chart
• respond to information in the reading
• check reading comprehension
• look at examples of and study pop art
• use hedging techniques to express critical observations
• draw conclusions and form opinions about credit cards
• find relevant secondary sources to support ideas
• combine information from the unit with original ideas

Unit Opening (page 49)

Draw attention to the photograph on page 49. Point out that this photograph is from 1953. Ask students if they know any rock 'n' roll dances from the 1950s. Ask students to think about the present. Lead them in a discussion about current dance crazes, well-known singers and bands, and popular types of music. Encourage them to talk to their elders about the same topics from when they were growing up and to bring their notes to class.

Net Surfers, Presidential Suite, On TV, Music Box, At the Movies (page 50)

Before drawing attention to these features, make sure students read the short text above the Net Surfers box.

It might be interesting to point out that Franklin Delano Roosevelt, the 32nd president, served 12 years between 1933 and 1945, which is far longer than the four or eight years that presidents now serve. He was the only U.S. president to be elected more than two times. An amendment to the Constitution prohibits serving more than 8 years. Ask students to find out which amendment this was and the motivation for it.

Preparing to Read about Consumer Culture, Suburbia, and the Entertainment Industry (page 51)

Define consumer and suburbia if necessary and open a discussion about what consumer culture is. Also let students talk about urban living and suburban living. Poll the class to see where most of them live and which they prefer. Review earlier discussions about graphic organizers and
draw a T-chart or Venn diagram on the board and use it to compare and contrast urban and suburban living. Give students time to answer the questions individually before grouping students to share their answers.

**Learning New Vocabulary about the U.S. and World War II (page 52)**

Note that this vocabulary box is shorter than those in the previous units, but the words are actually just as challenging, if not more so. Consider having students write their own sentences using the words. Solicit volunteers to write their sentences on the board, leaving a blank for the vocabulary word. Other students can then guess the missing word based on the context.

**Talking about New Words and Concepts (pages 53–54)**

Due to the sensitive nature of some of the questions, consider soliciting volunteers to share answers or selectively choose which questions are best for an open discussion for the class population.

**Before Reading: Using a KWL Chart (page 55)**

Continue the discussion about graphic organizers and reading strategies. Draw a sample KWL chart on the board. Sample KWL charts are available online. Show samples and then encourage students to create their own on a separate piece of paper. Ask them to complete the first two columns before letting students read in class or assigning the passage as homework.

**Reading: The U.S. in World War II and the Consumer Culture (pages 55–58)**

Point out the gloss on page 56. Discuss the different types of footnotes and glosses. Answer any vocabulary or content questions as needed.

**Responding to Information about Consumer Culture, Suburbia, and the Entertainment Industry (page 58)**

Ask students to close their eyes and create an image of what the United States looked like in the 1950s. Explain that a lot of readers form pictures or images as they read. Revisiting those images in discussions or in writing help people remember what they’ve read. Give students time to complete the activities. Collect the KWL charts if desired.
Understanding the Reading: Comprehension Check (page 59)

Tell students this is a traditional true/false activity that can easily indicate if they’ve comprehended the content. Let them know that they are to take this a step further and they should be able to explain why the statement is true or false.

Answers

1. True. The production needs for fighting the war overseas created factory jobs at home.
2. False. The United States was more concerned with issues at home and did not want to become involved in other countries’ issues at that time.
3. False. More than 50 countries were involved in World War II by the time it ended in 1945.
4. False. The entire structure of U.S. society changed after World War II with a huge population shift to the suburbs and the growth of the middle class.
5. True. Homes, large-ticket items for new homes (such as appliances), and automobiles were common purchases.
6. False. The middle class grew drastically—partly due to returning war veterans buying homes and starting families.
7. True. Most of the new products and innovations of post-war America were strongly linked to and served a suburban and mobile culture.
8. False. Many people of the older generation did not like Presley’s music. They considered him to be immoral and a threat to ordered society.
9. True. The acceptance of new musical forms by younger generations was an early sign of loosening values and of more liberal social structures in the United States.

Looking at Consumer Culture: Andy Warhol’s Pop Art (page 60)

Ask students to list any painters they are familiar with. Make a list on the board. Show pictures by some well-known American painters, such as Georgia O’Keeffe or Norman Rockwell. Start a discussion about what students like or dislike about each sample. Then ask them to read the information about Andy Warhol in the text.
Talking about Art (page 61)

Focus attention on museums. Ask students about museums they are familiar with. Read the information about the Andy Warhol Museum in the textbook and ask students to complete the activity about an Andy Warhol painting of their choice. If desired, students can present their answers to the class or in small groups. It is usually interesting to compare and contrast answers when students choose the same piece.

Answers

These questions were designed to elicit student observation and opinion about a chosen painting. Answers will vary, but should address these ideas at some level.

1. Most of Warhol’s work was a criticism of mass production and was intended to be ironic. By producing repetitions of common objects and famous people, his aim was to satirize that mass production process and poke fun at the media and modern American life.

2. Most of the criticism centers around dehumanization through consumption and capitalism.

3. This is open to interpretation and debate, however, many believe that the repetition points toward a harshness that is part of the message.

Language Focus: Using Hedging Techniques to Express Your Own Critical Observations (pages 62–63)

Define hedging and go over the information in the box. Add any other words or phrases that students are familiar with to the list. Make sure students can see the difference among the three examples. Refer them to the Andy Warhol piece they used for the previous activity. Give them time to answer the questions. Collect their answers if desired.

Link to Today: Credit Card Nation in Crisis—How Much Is Too Much? (pages 64–65)

Begin by asking students questions such as Do you have a credit card? What are the benefits to owning one? What are the drawbacks? Do you know your credit score? Ask students to read the information and fast facts in the book. Again draw their attention to the footnotes. Assign a due date for their secondary research and personal conclusions.

Putting It All Together (page 66)

Students should complete the questions individually before they discuss their thoughts in groups. Remind them that everyone will have different answers.
Expansion Activities

1. Ask students to write a report or create a presentation about their favorite artist or museum.

2. Group students and tell them to imagine they are a team of suburban developers commissioned to design a suburb outside the nearest city. Prepare them to present their design and the suburb features to the rest of the class.

3. Franklin Delano Roosevelt is considered by many to be one of the greatest presidents. Ask students to research his political career and create a timeline of events and decisions that helped shape his presidency. If desired, students can choose other presidents.

4. Bring in sample credit card offers. Ask students to choose one to analyze and write about the pros and cons to the offer.
Unit 4 (pages 67–86)

The U.S. at Midcentury: Desegregation and the Demand for Equality and Civil Rights

Objectives

• read about desegregation and the demand for equality and civil rights
• expand vocabulary about the U.S. at midcentury
• talk about new words and concepts
• use mind mapping
• respond to information in the reading
• check reading comprehension
• read Martin Luther King Jr.’s I Have a Dream speech
• use parallelism
• conduct primary research using a survey
• draw conclusions and form opinions about affirmative action
• find relevant secondary sources to support ideas
• combine information from the unit with original ideas

Unit Opening (page 67)

Direct attention to the photograph of Martin Luther King, Jr. Ask students what they know about him or the time in which he lived. Discuss the fact that World War II was drawing to a close with a victory for the U.S. but that there were domestic conflicts and issues that existed and needed attention.

Net Surfers, Presidential Suite, On TV, Music Box, At the Movies (page 68)

Scan this list with students. Draw attention to Abraham Lincoln’s name in the list and see if students know why he might be referenced so long after his years in office. If possible, schedule time for the students in the computer lab or in class if wireless capabilities are available to conduct some of the searches suggested. Ask them to share what they learned.

Preparing to Read about Desegregation and the Demand for Equality and Civil Rights (page 69)

Ask students to write their thoughts individually. Due to the sensitive nature of some of the topics, it might be best to solicit volunteers rather than requiring students to participate in a group discussion.
Learning New Vocabulary about the U.S. at Midcentury (page 70)

Many of the words in the list have more than one form. Consider creating a part of speech table in which students change the words into other forms. A sample table is given. Delete as many words as desired before giving it to students for completion.

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Talking about New Words and Concepts (pages 71–73)

Allow plenty of time for students to discuss answers. Note that any of these five questions can be converted into a presentation or writing activity.

Before Reading: Mind Mapping (page 73)

Revisit the concept of graphic organizers and creating a picture of an image as you read. Discuss mind mapping and show the example in the book. Create a mind map on the board and label the middle circle *English Class*. Fill in the other circles as a group. Challenge students to think broadly. Then ask them to each complete the mind map for *discrimination* and *segregation*. Remind them that there is no one right answer and it doesn’t matter if their mind map doesn’t accurately portray the content of the reading.

Reading: The United States at Midcentury (pages 74–77)

Let students read in class or assign the reading as homework. Make sure they are all finished on the same day in order to participate in the activities after the passage. Circulate as they read to answer content or vocabulary questions as needed.
Responding to Information about Desegregation and the Demand for Equality and Civil Rights (page 77)

Review the concept of text-to-world connections and give students time to answer the question and prepare their writing. It is also a good time for students to create a mind map before they write. Ask them to submit their mind map with their final writing.

Understanding the Reading: Comprehension Check (pages 78–80)

Point out that these questions are designed to mimic multiple choice questions that are common for some courses. Discuss the format of a multiple choice question and strategies to eliminate the distractors one by one. Then give students time to answer the questions.

Answers

1. b. A Jim Crow law is a law forcing racial segregation in public.
2. c. African-American children living in the southern U.S. in the early 1950s were not allowed to go to school with white children.
3. a. Different public places for black and white citizens were constitutional if the quality was similar.
4. b. The bus company in Montgomery, Alabama, began allowing African Americans to sit wherever they wanted to on their buses because they lost so much money when African Americans stopped riding the buses. (Eventually, they were forced to do so by a Supreme Court decision, but this was after the company changed its own policies for economic reasons.)
5. a. The desegregation laws resulted in protests by whites.
6. c. The first school in the United States to be desegregated was in Little Rock, Arkansas.
7. d. The governor of Arkansas tried to prevent nine black children from attending school by bringing in Arkansas National Guard soldiers to block the doorway.
8. a. In order to make sure that black children were allowed into white schools, President Eisenhower sent federal troops to accompany the students to class.
9. d. Black students were allowed to study at the University of Alabama in 1963.
10. c. Racial attitudes can be best described as confused but progressive after World War II.

Learning More about Martin Luther King, Jr.'s “I Have a Dream” Speech (page 81)

Read the brief introduction in the text.
Talking about King’s Dream (page 81)

Due to copyright issues, a copy of the speech isn’t included in the book. Find a copy to show students online and draw their attention to the excerpt beginning with *I have a dream that one day this nation will rise up* . . . . Then ask students to answer the questions. For Question 3, students can read and listen to the speech at American Rhetoric (http://www.americanrhetoric.com/speeches/mlkihaveadream.htm) or view part of the speech at History.com (http://www.history.com/videos/martin-luther-king-jr-i-have-a-dream#martin-luther-king-jr-i-have-a-dream). Other information about King and his papers and speeches can be found at the Martin Luther King, Jr. Research and Education Institute at Stanford University (http://mlk-kpp01.stanford.edu/).

Answers

These questions were designed to get students to think about the speech and to interpret it for themselves. Answers will vary, but ideally would include some of these ideas.

1. King’s speech is a speech of hope and promise. It is his portrait of an America that he believed could be a reality someday if people lived up to the ideals of the founders of the country. To this effect, he quoted from the *Declaration of Independence*: *We hold these truths to be self evident—that all men are created equal*. . . . He also refers to an unmet promise made in Lincoln’s *Gettysburg Address* for slavery to end after the Civil War. His speech is meant to encourage people to stand up and peacefully demand the equality that was promised so long ago.

2. Answers will be based on student observations. There are many examples of successful attempts to eliminate racial barriers—especially through affirmative action and other civil laws. However, much evidence exists to the contrary, including disparities in income, graduation rates, test scores, etc.

3. Reverend King was a Baptist preacher and his sermonizing style of speech is typical of the “call and response” type of oratory common to the pulpit in African-American churches. He uses rising and falling intonation and pauses effectively to drive his points home. This keeps listeners attuned and engaged.

Language Focus: Using Parallelism (page 82)

Define parallelism and present the information in the box. Hold a class discussion about what makes a good speech. Create a rubric with the items students agree on to use for feedback or formal evaluation. Give students time to write their own speeches. Schedule a presentation day and record the speeches so students can watch and learn from their performances.
Conducting a Survey (page 83)

Students have had the chance to conduct some secondary research throughout the first three units of the text. Ask them if they know what primary research is and discuss the types. Give examples, such as interviews or surveys. Ask them what advantages primary research has over secondary research. Present the information in the textbook and the sample survey. Let students practice by asking each other the survey questions. Then ask them to conduct the survey outside of class. Schedule a day for them to bring their results to class.

Link to Today: Affirmative Action and American Public Life—Who Should Benefit? (pages 84–85)

See how many students are familiar with affirmative action. Present the information and the fast facts in the text. Let students conduct their own research and write their personal conclusions. Ask students to submit these or be prepared to discuss them in class as desired.

Putting It All Together (page 86)

Ask students to write answers individually and then hold small group discussions for them to share answers. Remind them to use information from the reading, research, and discussions to answer the questions.

Expansion Activities

1. Challenge students to visit the American Rhetoric website (www.americanrhetoric.com/speechbank) and find a speech to write about. Ask them to write a paragraph about the speaker’s main message, a description of the speaker’s delivery (review descriptive language from Unit 1), and what they thought was good and bad about the speech. Consider having them use the rubric they designed earlier in this unit. To extend this further, ask students to give the speech to the class.

2. Read or watch To Kill a Mockingbird. Students can then write a book report or discuss why this novel/film has had such a lasting impact on the United States.

3. Ask students to visit the Civil Rights Museum website (www.civilrightsmuseum.org) and click on Student Resources. Challenge them to take the Privilege Aptitude Test and be prepared to discuss it in class. Ask them to conduct their own primary research and give the test to people outside of class. Encourage them to draw conclusions about what they learned from the research.

4. Find a court case about an affirmative action lawsuit. Summarize the details and present both sides to the class without giving the final verdict. Give students time to act as the jury before revealing the verdict.
Unit 5 (pages 87–106)

The U.S. Counterrevolution of the Sixties: The Generation of Flower Power, Universal Love, and Woodstock

Objectives

- read about the generation of flower power, universal love, and Woodstock
- expand vocabulary about the U.S. counterrevolution of the sixties
- talk about new words and concepts
- create rankings
- respond to information in the reading
- check reading comprehension
- read an excerpt from Jack Kerouac’s novel *On the Road*
- apply knowledge using a map and make connections to other secondary research
- use discourse markers in paragraph-level description and narration
- draw conclusions and form opinions about environmentalism
- find relevant secondary sources to support ideas
- combine information from the unit with original ideas

Unit Opening (page 87)

Focus attention on the Woodstock poster. Ask students if they are familiar with Woodstock. Continue the discussion by asking them if they’ve attended any music or art festivals and if they remember the posters for it. Show samples of posters from local or national events (or find some online). Ask students what they like (or dislike) about each one and survey them to see if they think the poster is representative of the festival. After reading about Woodstock, revisit this illustration and see if students feel it represents Woodstock.

Net Surfers, Presidential Suite, On TV, Music Box (page 88)

Review the names, titles, and terms in the boxes to familiarize students with the topic.

It might be interesting for them to notice that Richard Nixon served five years. For students who are interested in politics, a discussion about Watergate could be an interesting way to expand this unit.

Preparing to Read about the Generation of Flower Power, Universal Love, and Woodstock (page 89)

Prepare students by discussing the definitions for *rebels*, the *norm, authority figures*, and *self-expression*. Make sure students understand these terms and then let them work individually to answer the questions. After adequate time, group students to share their thoughts and get new ideas from their classmates.
Learning New Vocabulary about the U.S. Counterrevolution of the Sixties (pages 90–91)

This is one of the longer vocabulary lists in the text. It might be worth the time to have students practice by writing a story or paragraph using 5–7 of the words in context. This will help them remember the words and make better use of them during the next activity.

Talking about New Words and Concepts (pages 91–93)

As students work, encourage them to use the vocabulary words in their discussions. Circulate to help students with content and vocabulary and to offer input. This unit has six questions, so pick and choose if time doesn’t allow for students to discuss all of them. Or, divide students into six groups and assign one section to each group. Tell them to be prepared to summarize their discussion for the other groups.

Before Reading: Ranking (page 94)

Present another common pre-reading strategy: ranking. Mention that it is likely they use ranking more than they think they do. Ask questions such as On a scale of 1–10, how interested are you in [a movie, a class, a sport, an actor]. Ask several questions and write the results on the board. Tell students to notice that some people might be very interested in one thing and not others, so there are no wrong answers when ranking. Ranking, as a pre-reading strategy, is used to become familiar with the topic and not to determine how much they already know. Items that score low in the rankings might be topics that should be read more carefully or researched a little before reading. Give students time to rank the three topics in the book. Encourage them to have reasons for their rankings.

Reading: The U.S. Counterrevolution of the Sixties (pages 95–96)

Despite this reading being one of the shorter ones in the text, some of the vocabulary and content can be challenging. Allow ample time in class or assign the reading as homework. Be prepared to address any questions.

Responding to Information about the Generation of Flower Power, Universal Love, and Woodstock (page 97)

Review the strategies of text-to-self and text-to-world connections. Point out the usefulness of relating readings to other materials, which are known as text-to-text connections. It is also helpful to relate readings to other sources, such as literature, music, movies, or even cartoons. Present the activity in the book and give students time to work. Schedule a time for presentations.
Understanding the Reading: Comprehension Check (page 97)

Ask students to read the summary of the reading and complete the blanks. Remind them that they don't need an exact word to make the summary correct. In other words, there are several words that can be used. The goal is to demonstrate their understanding of the text. They should note the part of speech that is required and make sure their answer is grammatically correct.

Answers

Students may use any word that demonstrates understanding of the text, as long as it conforms to the part of speech indicated in the blank. Some possible answers are listed.

1. (n) conformity, conservatism
2. (adj) unfair, shallow, old-fashioned
3. (adj) resentful, rebellious
4. (n) freedoms, values, social norms
5. (v) traveled, moved, roamed, hitchhiked, drifted
6. (adj) romantic, idealistic, carefree
7. (n) violence, unrest, injuries
8. (v) evaporate, dissolve, crumble, fade away
9. (v) altered, changed, revised

Looking at a Novel: On the Road by Jack Kerouac (pages 98–99)

Discuss the fact that the other novels mentioned in this text are older. Talk about Jack Kerouac and the “beat” generation and how it is much more modern than some of the other works mentioned. Present the brief introduction on page 98. Ask students to rank their interest in the author, novel, and/or theme of the book. Give students time to read the short excerpt and answer the questions on page 99.

Answers

1. Adjectives that describe the mood of the people in this excerpt include but are not limited to: excited, restless, happy, noble, focused, in their element. Some words from the text include: delighted and groovy.

2. They are probably somewhat like many Americans today, as many seem to enjoy taking road trips and using their cars as a means of transportation. Americans tend to move a lot, displaying the type of restlessness that is depicted in this paragraph.
3. It is hard to say whether he is prepared, but he is definitely excited and feeling in charge of the pending trip. Mentally, he feels they are focused (they are leaving confusion and nonsense behind).

4. For this group, the meaning of their generation is movement—this trip allows them to take part in the only thing that makes sense to them as their generation drifts through the reality of post-war society.

Applying What You’ve Learned from *On the Road*: Traveling Route 66 (pages 100–101)

Present the information in the book and then direct students to the map and urge them to figure out the 10 major U.S. cities and their states that someone following Route 66 would drive through.

**Answers**

From East to West, Route 66 passes through these major cities and states:

1. Chicago, Illinois
2. Springfield, Illinois
3. St. Louis, Missouri
4. Tulsa, Oklahoma
5. Oklahoma City, Oklahoma
6. Amarillo, Texas
7. Sante Fe, New Mexico
8. Albuquerque, New Mexico
9. Flagstaff, Arizona
10. Los Angeles, California

Students should then do some secondary research to answer the questions on page 101. If time is an issue, assign pairs or groups one city along Route 66 and have them present their answers in class. Allow time for students to draw conclusions about major changes in population and topography that can be found along Route 66.
Language Focus: Using Discourse Markers in Paragraph-Level Description andNarration (page 102)

Mention that intermediate and advanced speakers move beyond sentence-level discourse and speak in paragraphs. This is especially noticeable in description and narration. Review description (Unit 1) and narration (Unit 2). A good way to practice is using travel as a topic and it is usually a topic that students find easy to practice with (even if they haven’t done much traveling themselves). Present the information about travel literature, the “historical present,” and discourse markers. Spend time with the particles and connectives that are used commonly to convert sentence-level discourse into paragraph-level discourse. Then give students time to prepare a story for the class using the steps at the end of the box on page 102.

Link to Today: Earth Day and Environmentalism—Reduce, Reuse, Recycle (pages 103–104)

Open a discussion about Earth Day and ask students what they do to be environmentally friendly. Give students time to read the information and the fast facts presented in the box. Assign a due date for the secondary research and their own conclusions to be completed. Collect the assignments for formal evaluation if desired.

Putting It All Together (page 105)

Close this unit by again encouraging students to synthesize information from a variety of sources to answer the questions. Allow time for students to share their answers in pairs or in small groups.

Expansion Activities

1. Tell students to imagine they have enough money to make a road trip over summer break. Encourage them schedule their route with stops in 10 cities. Ask them to complete the questions on 101 for each city on their route and create a PowerPoint presentation about their trip.

2. Group students and ask them to compile a list of ways the campus can conserve or otherwise help the environment. Challenge them to create a brochure that could be distributed to students on campus.

3. Show the movie An Inconvenient Truth and ask students to discuss if they agree or disagree with the effects of global warming. Find study questions online if desired.

4. Ask students to bring a copy of a festival, concert, party, or event poster to class. Ask students to summarize what event the poster was for and let students discuss if it fit the image for that event. Then encourage them to design their own poster for an upcoming event on campus.
Unit 6 (pages 107–128)

The U.S. in the Cold War Era: Defending Democracy from McCarthy to Vietnam

Objectives

• read about defending democracy, McCarthy, and Vietnam
• expand vocabulary about the U.S. in the Cold War Era
• talk about new words and concepts
• use a concept graphic organizer
• respond to information in the reading
• check reading comprehension
• learn about The Vietnam Graffiti Project
• read an excerpt from Tim O’Brien’s novel *The Things They Carried*
• use parallelism for cohesion in paragraph-length description
• draw conclusions and form opinions about the U.S. military
• find relevant secondary sources to support ideas
• combine information from the unit with original ideas

Unit Opening (page 107)

Draw attention to the photo of President Johnson greeting U.S. troops in Vietnam in 1966. Ask students if they are familiar with the Vietnam War and/or President Johnson. Mention that the events in this unit focus on foreign policy and democracy between the 1950s and 1970s. Challenge students to brainstorm a list of predictions for the content of this unit.

Net Surfers, Presidential Suite, On TV, Music Box, At the Movies (pages 108–109)

Encourage students to spend time conducting online searches for information about items presented in these lists. Spend some time scanning the list of movies as many of these are more recent than those listed in other units. Ask students if they’ve seen any or are interested in any of them. Review ranking and tell students to rank the ones they are most interested in. Collect the responses. Schedule a movie day if time allows for the winning film.

Preparing to Read about Defending Democracy from McCarthy to Vietnam (pages 109–110)

The topics, communism, socialism, democracy, and ideological stances, are sometimes challenging for students to discuss in their second language. Allow adequate time for students to prepare their thoughts before grouping them for sharing ideas. Due to the sensitive nature, consider groupings carefully.
Learning New Vocabulary about the U.S. in the Cold War Era (page 111)

Let students know that while the vocabulary is helpful to understanding the reading, it is also useful in academic discussions and in writing. Ask students to think of a real-life example for the words. For example, they might know someone who is a veteran of a war or can state a country with a democratic or communist government.

Talking about New Words and Concepts (pages 112–113)

Remind students that the questions offer ample opportunity to use the vocabulary words from page 111 as well as others from previous units. Give students time to work individually before assigning partners to share answers.

Before Reading: Using a Graphic Organizer (page 114)

Present the idea of a concept or idea graphic organizer that is used to analyze an idea that is central to a reading passage. Remind students that graphic organizers are for individual use before reading, so it is likely that no two will be exactly alike. Some students find it helpful to share concept graphic organizers and add ideas to their own charts. Allow time for this if desired. Focus attention on the graphic organizer in the text and give students time to complete it. This may be scheduled as homework if students need additional time or wish to complete some online research.

Reading: The U.S. in the Cold War Era (pages 115–118)

Give students time to complete the reading in class or as homework. Consider showing pictures of the Vietnam Women’s Memorial in Washington, DC, and other war memorials in the U.S., such as the Liberty Memorial (World War I) in Kansas City, Missouri, and the Tomb of the Unknown Soldiers in Washington, DC. Ask students if there are war memorials in their countries of origin and show pictures of those. Some examples are the Shrine of Remembrance in Melbourne, Australia; the Monument to the People’s Heroes in Beijing, China; or Yasukuni Shrine in Tokyo, Japan.

Responding to Information about Defending Democracy from McCarthy to Vietnam (page 119)

Review the different types of connections readers make and remind students that text-to-world connections need not be world events. They can also be national or local events. Give students time to complete the activities and write a paragraph. The paragraph can be submitted for a participation or evaluative grade.
Understanding the Reading: Comprehension Check (page 120)

Explain that another common question type on tests is short answer. This exercise will give students practice writing short answers. Require them to use complete sentences as would likely be expected in a test setting.

Answers

1. The U.S. and the Soviet Union were competing in an arms race, the space race, and the ideological conflict between communism and democracy.

2. Americans believed that like a disease, communism was contagious and would spread.

3. The U.S. invested monetary aid in countries threatened by communism, such as West Germany and South Vietnam.

4. The domino effect states that if one country becomes communist, so will the countries surrounding it.

5. President Kennedy sent military advisors and tried to maintain stability; President Johnson intensified the war effort but continued to deny that the U.S. was involved in war.

Applying Your Understanding to Put Events in Historical Order (page 121)

Mention that a lot of academic texts and lectures, in history and in other fields, often present information in chronological order. It’s also a good way to test reading comprehension. Give students time to complete the activity and then go over the answers.

Answers


6. Congress passes the Tonkin Gulf Resolution, allowing President Johnson to officially order bombing raids against North Vietnam.

12. Vietnam veterans are scorned and disrespected when they return from the war.

11. Protesting at Kent State University in Ohio leaves four students dead and nine wounded.

9. Richard M. Nixon is elected President of the United States.

1. World War II ends, leaving two superpowers in the world with opposing economic systems and ideologies.

13. The Vietnam Veterans Memorial is built and dedicated.

8. The draft threatens many young men, and some leave the U.S. for Canada.
10. 100,000 people march in Washington, DC, to show the government what they think about the Vietnam conflict.

2. The United States sends money and military aid to areas threatened by communism.

5. John F. Kennedy is assassinated. Vice President Lyndon B. Johnson is sworn in as president.

On Board the General Nelson M. Walker—The Vietnam Graffiti Project (page 122)

Briefly address the short introduction to the Vietnam Graffiti project.

Looking at A Novel (Collection): The Things They Carried by Tim O’Brien (page 122)

Present the brief introduction to the excerpt. Extend the discussion by asking students if they have heard someone say Writers write what they know and ask if they think a novel like this is more truth than fiction. Also consider asking what items they would carry with them (or did carry with them when they left their native city or country). Read the passage. Let students share their opinions.

Language Focus: Using Parallelism for Cohesion in Paragraph-Length Discourse (page 123)

Remind students that one objective of this text is to move them from sentence-level discourse to more advanced paragraph-level discourse. Students should then work their way through the activities in the box. Remind them that O’Brien doesn’t use many adjectives in his description, so they need to interpret what they think he means and find the best adjectives to describe the physical and emotional traits of the soldiers. As a result, their answers may not match their classmates’ answers. Consider assigning the last part of the activity as homework. Collect the chart with students’ final paragraphs.

Answers

Answers will vary. Possible adjectives are suggested, but are not limited to these words.

Physically: in danger (men who might die—advanced under fire), dirty (crawled into tunnels), hurting (walked point—wound up muscles), tired (made their legs move—kept humping), strong (perfect balance and perfect posture under burden)

Emotionally: burdened (emotional baggage), fearful, ashamed, concerned for reputations, masculine (fear of blushing), duty bound (embarrassed not to die—avoiding of dishonor), determined (endured)
**Link to Today: The U.S. Military Today—Who Wears the Uniform (pages 124–126)**

Consider asking students to share information about the military in their home countries or in other places they are familiar with. Then focus attention on the U.S. and present the information in the box. Note the use of a graph and discuss how visual aids are used often in academic writing. Make sure students understand the concepts presented before they embark on their own secondary research and write about their personal conclusions.

**Putting It All Together (page 127)**

Give students time to reflect on all the material from the unit as well as their own personal knowledge and experiences. Allow them to work individually before grouping them for small-group discussions.

**Expansion Activities**

1. Revisit the information about The Vietnam Graffiti Project on page 122 of the text. Go to the website. Divide students into groups and assign one story to each group. Ask them to read the story and develop a paragraph using parallelism for cohesion. The activity can be repeated or extended by including voyages as well as stories.

2. Graffiti is often much debated as to whether it is art or a crime. Divide the class into two teams: “Graffiti as Art” and “Graffiti as Crime” and allow them to do some research supporting their side. Stage a debate.

3. Extend the discussion about witch hunts and ask students to research the Salem Witch Trials. Students can also read excerpts from *The Crucible* or the movie version can be shown in class.

4. Ask students to prepare an essay on the things they carry on a daily basis (or carried when they move). Require them to describe the items in the same fashion as Tim O’Brien. They can use a similar chart to describe the physical and emotional traits. This can also be done as an oral presentation if preferable.
Unit 7 (pages 129–146)

The U.S. Value Wars: Equal Rights, Civil Liberties, and the Moral Majority

Objectives

- read about the U.S. value wars
- expand vocabulary about the U.S. value wars
- talk about new words and concepts
- review making predictions
- respond to information in the reading
- check reading comprehension
- write a short letter
- use an equality assessment to conduct primary research
- read an excerpt from the autobiography Billie Jean by Billie Jean King
- write an autobiography using reported speech
- practice summarizing
- draw conclusions and form opinions about high-tech opportunities for all students
- find relevant secondary sources to support ideas
- combine information from the unit with original ideas

Unit Opening (page 129)

Draw attention to the photograph. Poll the students to see how many are familiar with John Lennon, the Beatles, or other singers and groups from the time period. Point out that some of the words are from a well-known song. Solicit volunteers to share lyrics from a song that means something to them or is important to the time when the song was written.

Net Surfers, Presidential Suite, on TV, Music Box, At the Movies (pages 130–131)

Explain that this unit is about the 1960s in the U.S., which was a time that involved civil rights and war and created feelings that extended through the 1980s. Present the brief introduction at the top of page 130 and then scan the lists with students to see what they are familiar with. Give them time to search online if desired.

Preparing to Read about the U.S. Value Wars (pages 131–132)

Generate a discussion about values and what students think values are. If they have trouble getting started, suggest a few values (money, children, laws) that people generally share. Remind students that everyone has different values and even people with the same values might value them differently by feeling more or less strongly about them. Give students time to write their initial thoughts about the questions and then group them for discussion.
Learning New Vocabulary about the U.S. Value Wars (page 133)

As the words are presented in class, take a survey. Ask students if they already know the word and if they think the word is used more in reading, writing, or speaking. Make sure students understand the words before they read.

Talking about New Words and Concepts (pages 134–135)

Remind students that this activity is an ideal way to practice the vocabulary from page 133 and incorporate it into their discussions. Provide ample time for discussions and ask groups to summarize their discussions for the rest of the class.

Before Reading: Making Predictions (page 136)

Review the making predictions strategy practiced in earlier units. Mention that this is an expansion of that strategy. Discuss how adding a reason for the predictions is a good idea because it adds a level of detail which makes readers think more about the topic. This activity requires making hypotheses/reasonable guesses and adding supporting opinions/evidence, which are good practice for speakers who are trying to achieve paragraph-length discourse and other more advanced speaking qualities. Give students time to complete the exercise. If desired, students can share answers.

Reading: The U.S. Value Wars (pages 137–139)

Assign the reading to the students. Remind them to read the footnotes as these contain some extra details and information. After reading, ask students if they can think of other details to update the reading; for example, focus on the photographs and ask students to name other first ladies or more recently women appointed to the Supreme Court. Answer content and vocabulary questions as needed.

Responding to Information about the U.S. Value Wars (page 140)

Reiterate the importance of expressing opinions and adding support. Read the example and solicit volunteers to change it and share their answers. Then give students time to complete the sentences. Students should share their answers in small groups. Remind them that there are no wrong answers.

Understanding the Reading: Comprehension Check (page 140)

Go over the instructions. Ask students to follow the directions. Provide an explanation about the format of letters and encourage students to use the different parts (date, address, salutation, body, closing, signature). Also discuss plagiarism and paraphrasing and require students use their own words to express the main ideas. Collect the assignments if desired.
Answers

Answers will vary. Check that the main ideas of the reading are rewritten in students’ own words. Key ideas that students should address in their letter to a friend include:

- lingering domestic effects of recent conflicts revolving around civil rights, the conflict in Vietnam, and the energy crisis
- the growing women’s movement and women’s stances toward issues such as equal pay and the right to make decisions about childbearing
- the victory of Billie Jean King and the effect of Title IX on women’s educational opportunities as well as the resulting backlashes
- the emerging value clashes and the liberal to conservative shift in public values

Applying What You Know: An Equality Assessment (page 141)

Revisit earlier discussions about primary research and surveys. Discuss the difference between open and closed questions. Show sample surveys and point out the ranking questions. Give students time to read the survey in the book and give it to two classmates. If time allows or if desired, ask students to conduct the survey with people outside of class. Plan a day for them to share their results and draw conclusions based on the results of the whole class.

Looking at an Autobiography: Billie Jean by Billie Jean King (page 142)

Talk about Billie Jean King and ask students what they know about tennis, other tennis players, or how to play the game. Read the passage and answer questions. Continue the discussion by asking students how they would feel if they had been Billie Jean King.

Writing Your Own Brief Autobiography (page 143)

Present the information in the book. Ask students to write a short summary of their life. Warn them that they will be sharing this information with a classmate, so they should write about something that they are willing to share with others.

Language Focus: Using Quoted versus Reported Speech (page 143)

Begin by asking students where they see direct quotations. Elicit answers such as novels or newspaper articles. Then contrast that with reported speech that is often seen in biographies or in summaries of other peoples’ work. Go over the information and examples in the box. Students should give a partner their brief autobiography to use to complete the second chart in the box. Circulate to help students with any grammar issues. Consider having students share one interesting statement from their partner’s autobiography.
Summarizing (page 144)

Revisit the discussion about plagiarism and paraphrasing. Mention that summarizing is another way to avoid plagiarism and is frequently used in academic work. Read the text and example. Challenge students to summarize their partner’s autobiography using reported speech.

Link to Today: Creating High-Tech Opportunities for All Students (pages 144–145)

See if any students are aware of the National Science Foundation (NSF). Give students time to read the information in the box. Schedule time for them to conduct their own secondary research and to draw conclusions about the topic.

Putting It All Together (page 146)

Let students work individually and then schedule time for them to share their ideas. Consider letting students develop one of the questions into a formal piece of writing.

Expansion Activities

1. *The Mary Tyler Moore Show*, which is mentioned in the On TV box on page 130 has many episodes available online at www.hulu.com. Show an episode and ask students how the characters were typical of the times and/or compare and contrast the time to present day.

2. Bring copies of the school or program’s plagiarism policy for discussion. Formally teach strategies for paraphrasing and summarizing so students can avoid plagiarizing. Then ask students to read a biography about a person they are interested in. Many are available at www.biography.com. Challenge students to write a summary of it to share with the class.

3. Discuss the role of women in sports. Watch the film *A League of Their Own* and ask students to research how women in major league sports has changed over the years.

4. Watch excerpts from *The Supreme Court*, available from PBS, and ask students to choose one Supreme Court Justice (past or present) to research. Ask them to prepare a short paper or presentation on a landmark decision the judge made and how it impacted the United States.

5. Discuss the impact of Title IX on women in the U.S. The 40th anniversary of this legislation was in 2012, which led to a special issue of *Sports Illustrated* and many other commentaries, available online. Ask students to read and discuss in light of recent athletic achievement by U.S. women, including the 2012 Olympic Games in London.
Unit 8 (pages 147–169)

The U.S. Enters the 21st Century: Diversity versus Unity in a Rapidly Shifting World

Objectives

- read about diversity versus unity in a rapidly changing world
- expand vocabulary about the U.S. as it enters the 21st century
- talk about new words and concepts
- relate concepts to each other before reading
- respond to information in the reading
- check reading comprehension
- retell information from a reading
- use a diversity sensitivity assessment to conduct primary research
- read about monuments in Washington, DC
- using compare and contrast transition words
- express and support opinions
- practice agreeing and disagreeing
- draw conclusions and form opinions about Ground Zero and the Freedom Tower
- find relevant secondary sources to support ideas
- combine information from the unit with original ideas

Note that some users of this textbook find it useful to present this unit to students before they do Unit 1. They like to present more recent history to students as a way to increase interest in history. Teachers should be aware, though, that the material was written to be used chronologically.

Unit Opening (page 147)

Draw attention the photograph. If students aren’t aware of it, give a brief history of the American flag and explain what the stars and stripes represent. Ask students to talk about their home country’s flag and what it means. If time allows, ask them to bring a picture and schedule more formal presentations.

Net Surfers, Presidential Suite, At the Movies, Music Box (pages 148–149)

Tell students this unit is about the U.S. in more modern times and focuses on two different concepts: diversity and unity. Scan the information in the lists and answer questions or allow time for students to conduct some research about the information.
Preparing to Read about Diversity vs. Unity in a Rapidly Changing World (pages 149–150)

Present the three general topics: hate crimes, diversity and public life, and national unity. Make sure students have a general understanding of the topics. Let them work individually before they participate in small-group discussions. Some topics might be more sensitive, so consider soliciting volunteers if preferred.

Learning New Vocabulary about the U.S. as It Enters the 21st Century (page 151)

Despite this list being a little shorter than others, the words are sometimes more challenging since many are academic. Also consider giving a vocabulary quiz using a variety of vocabulary words from all the units. Tests can be multiple choice, true/false, and short answer so students can review the different test question types discussed throughout this book.

Talking about New Words and Concepts (pages 152–153)

Remind students that one of the book’s objectives is to make them more advanced speakers. Encourage them to use the discourse tools, words and phrases, and vocabulary to talk about each topic presented. Solicit group members to summarize the discussions for the other groups. Groups of three work nicely for this so that each person has the chance to summarize one topic for the rest of the class.

Before Reading: Relating Concepts (page 153)

Bring samples of different graphic organizers that may work well for relating concepts, such as a concept map, a comparison matrix, or a flow chart. Tell students the reading is about three concepts: equality, diversity, and inclusion. Ask them if they are related to each other, affect each other, or have a lot of differences. Encourage them to choose a way to relate the concepts and draw it in the book or on a separate piece of paper. Solicit volunteers to share their answers.

Reading: The U.S. Enters the 21st Century (pages 154–156)

This reading may be easier for students depending on their ages and interest in current events. After the reading, ask students which events they already knew about and which events were new for them. Discuss any vocabulary or content questions.

Responding to Information about the U.S. Entering the 21st Century (page 157)

Discuss how Americans offer opinions and support them and that this is an indication of a fluent or advanced speaker. Give students time to make predictions and complete the sentences. Also remind students that these are guesses and hypothesizing is another advanced-level skill. Encourage students to share their ideas.
Understanding the Reading: Comprehension Check (page 158)

Review the importance of retelling information and review information from Unit 7 if necessary or desired. Give students time to recall and retell information from the reading and require them to use their own words. Do not let them review the reading.

Answers

Answers will vary. Check that the main ideas of the reading are rewritten in students’ own words. Students’ verbal summaries should address these topics:

- effects of the information age on the U.S. both domestically and internationally
- the effect of technology on workplace, disability accommodation, media, etc.
- the effect of media on private vs. public life
- increased social polarization
- social effects of World Trade Center attacks on September 11, 2001

Applying What You Know: Taking a Diversity Sensitivity Assessment (page 159)

Repeat the directions from Unit 7 and encourage use of this assessment outside the classroom. Consider requiring students to survey five people outside the classroom and then compiling their results with three other students (20 total responses). Ask them to draw some conclusions based on the results and to summarize those for the rest of the class.

Memorializing a Nation: Looking at Monuments in Washington, DC (pages 160–161)

Review information about the memorials studied in Unit 6. Focus attention on U.S. monuments in the nation’s capital. Present the information in the book and let students read about the monuments and memorials in Washington, DC. Ask students which ones they would like to visit and ask them to support their answer with a reason. Show pictures of the places (readily available online).

Language Focus: Using Compare-and-Contrast Transition Words (pages 162–163)

Comparing and contrasting are more advanced skills for speakers, so encourage students to practice to become more proficient speakers. Ask students to choose two of the memorials to use for this activity. Give them time to conduct some research outside of class if wireless capabilities are not available in the classroom or time is limited. Present the common transition words and read the examples. After students complete the activity, prepare them to share their sentences about (and pictures of) the memorials they compared.
Expressing and Supporting Your Own Opinions about Public Representation via Memorials (page 164)

Native speakers often begin their own opinions with words that let the listeners know they are about to hear an opinion. Present the sentence frames and ask students to write sentences using these frames. They can write about the same memorials they used for the previous activity.

Language Focus: Agreeing and Disagreeing (pages 164–165)

Agreeing and disagreeing is a regular part of discussions in the United States. Present the phrases in the book and read the examples about the FDR Memorial. Partner students to practice using the memorial pictures and statements they used previously.

Link to Today: Ground Zero and the Freedom Tower (pages 166–168)

Students are usually familiar with Ground Zero and the Freedom Tower. Ask students to read the information in the book and the fast facts in class before students conduct their own secondary research and form their own personal opinions and conclusions.

Putting It All Together (page 169)

Since this is the last activity, encourage students to put extra thought into their answers and consider asking students to convert their ideas into a formal presentation.

Expansion Activities

1. Introduce students to the Michigan Corpus of Academic Spoken English (MICASE) (www.elicorpora.info/) or another corpus that works well. Ask students to search for the compare-and-contrast transitions used in the book to find out their frequency and in which contexts and settings they are most common. Challenge them to find other ways that speakers compare and contrast as well. This activity can also be done with expressing opinion phrases and agreeing and disagreeing phrases.

2. The content of the book ends with information from 2001. Ask students to write a reading for the next chapter. Give them time to research what they think are relevant events since 2001. A less formal activity is to require students to create a timeline for the years since 2001. Schedule time for students to share what events they chose and support them with reasons for their selection.

3. Ask students to visit the website cited in the footnote on page 166, www.skyscraper.com. Students should choose one skyscraper to research and ask them to prepare a short description of their building to share with the rest of the class.

4. Revisit the information about the space programs in the reading. Ask students to research the space shuttle program and describe its history and its highs and lows.