TO THE TEACHER:

How to Use This Book

At first glance, this textbook appears to be a reader for a history class because it includes reading passages by well-known figures in American history such as Benjamin Franklin and Frederick Douglass. However, the real goal of this book is to develop the academic reading, writing, and research skills of students who are about to attend or are already attending American colleges and universities. The book is intended for students who have studied English grammar and basic essay form and who are ready to extend these skills into more authentic contexts in order to work comfortably and effectively in American college classes. The autobiographical reading passages by historical figures provide the context for practicing these skills. As students use this book, they’ll develop the writing and research skills to work independently in American college classes, and they’ll learn about some of the important people and events of American history at the same time. The book could also be used in an academic reading or reading-writing course.

The book has two parts: the first part of the book consists of six authentic reading passages taken from autobiographies by real-life figures in American history—Benjamin Franklin, Frederick Douglass, Black Elk, Nannie T. Alderson, Andrew Carnegie, and Jane Addams. These passages provide stories of human interest and topics for personal writing as well as actual names, places, and events for the research activities and writing. The passages are presented as originally written.

The second part of the book is the skills-building Yellow Pages, which include a review of paragraph and essay form and an introduction to research resources and writing skills.

The two parts of the book are meant to be used together: Students should begin by reading one of the autobiographical passages and completing some of the beginning exercises in the Yellow Pages, such as the review of paragraph and essay form and the use of reference sources to do the scanning exercise. References to these exercises are provided in each chapter. With the next reading passage, the students can continue on to the
use of quotations, paraphrases, and summaries and of other sources such as books, peri-
odicals, and the Internet. It’s not necessary to do all the exercises that accompany a read-
ing passage: Classes can review when necessary and then progress step-by-step through
the skills. A (short) research paper (three to five pages) should be assigned as a final
project after the students have completed the skills exercises and had a chance to explore
the various library and Internet sources. More on the research paper can be found in the
Yellow Pages.

PART I: THE AUTOBIOGRAPHICAL
READING PASSAGES

The reading passages are presented with few of the supporting materials that are usually
found in ESL textbooks, and teachers should avoid providing additional historical back-
ground to the students. The goal of this textbook is to engage the students in discovering
this information for themselves through their reading and research so that they will develop
and gain confidence in their own skills to move from the sheltered environment of ESL
classes into the less supportive mainstream classes.

The purposes of the individual exercises are as follows.

Introduction
The introduction provides background information about the time period and the au-
thor’s life. The amount of introductory material is minimal to give the students a more au-
thentic experience and to stimulate them to ask questions for the research activities.

Pre-Reading Questions
These questions ask students to relate what they already know and have experienced to the
content of the reading passage. These questions can be used as prompts for journal writing
or for personal essays.

Autobiographical Reading Passage
The passages are authentic pieces of writing, not simplified in any way, so students will
find many words and expressions that are not familiar. Although only excerpts are pro-
vided, teachers are encouraged, when and where possible, to introduce students to the full-
length book, particularly Franklin’s and Douglass’s, as they are readily available and often
required in college courses. Only the archaic and unusual vocabulary is glossed on each page;
teachers should reinforce the warning that students should not study or use these words in
their own writing. (The glossed meanings refer to the way the words were used in the
original and are not always current definitions.) You may want to point out some of the British or unusual spellings. Other new vocabulary in the passages may be useful to the students for their reading and writing, and students should be encouraged to keep a personal vocabulary log of words that they would like to learn to use. A selection of useful words for academic study has been chosen for inclusion in the Vocabulary Development section of each chapter.

The passages also include some explanatory notes for necessary background information. Each passage is divided into two parts for the convenience of making assignments.

Exercises

Comprehension Questions
These questions have two purposes—first to check that students understand the main ideas of the reading passage, and second to give students a chance to practice writing the basic paragraph form described in the Yellow Pages.

Vocabulary Development
This section provides a list of words taken from the reading passage, chosen for their value for students’ passive or active vocabulary. The words are grouped according to topic to provide a context for learning and using the words. Students should be encouraged also to keep a vocabulary log for any other words they find useful from the passages, being careful not to choose the archaic or unusual words that are glossed on the pages.

Quotations and Paraphrases
The purpose of these activities is to introduce the use of quotations and paraphrases in academic writing and give students practice using them. Sentences to use for the quotation and paraphrase exercises can be taken from the reading passages and from library and Internet source materials.

Writing Summaries
This activity introduces and provides practice in writing summaries—an important academic writing skill—based on a set of paragraphs from the reading passage, with appropriate introductory sentences and documentation. Again, students can also apply this activity to passages from other source materials.

Questions for Discussion and Writing
These topics can be used for various kinds of essay writing, including personal essays and essays using sources. A few of these questions refer to other reading passages in the book.
Scanning Exercises
Scanning for specific information is a necessary skill for research and other academic work. It can be a difficult skill to develop in a second language. These exercises provide an opportunity for students to practice their scanning skills and at the same time learn more about the time period and become aware of the kinds of information available in reference books. Suitable sources for this exercise include any standard encyclopedia as well as high school or college American history textbooks. Answers will vary slightly depending on the source used, but answers are provided.

Suggested Topics for Research and Writing
These topics are intended for use in the library and Internet search exercises in the Yellow Pages and can be used as research paper topics.

Expansion Activities
Expansion activities are provided to offer students opportunities for further exploration of the content of the passage and include music, art, maps, movies, websites, and additional readings.

PART II: THE YELLOW PAGES
The Yellow Pages include the academic writing and research skills that are the primary focus of this book. The pages begin with a review of paragraph and essay form based on the use of a generalization followed by supporting details. The Yellow Pages then introduce the sources most often used in college writing assignments—reference materials, books, periodicals, and the Internet—and the writing skills necessary to present researched information, such as documentation, quotations, paraphrases, summaries, and the research paper.

The Yellow Pages should not be assigned all at once. A class should work with one or two sections of the Yellow Pages at a time, reviewing and progressing according to the abilities and needs of the class. The exercises and examples in the Yellow Pages are based on the Benjamin Franklin reading passage in Chapter 1, so students should begin with this chapter. After that, a class can progress through each of the remaining five reading passages, completing a section or two of the Yellow Pages with each one.

The last section of the Yellow Pages introduces the research paper. Teachers may choose to assign the paper as a cooperative class project, with all the students writing on a single topic and using the same sources. For a more advanced class, the teacher may assign individual topics or have students choose their own topics related to the readings. Students
should be encouraged to see the research paper not as a formidable task but as a chance to explore their own interests and to become experts in some area of American history, learning more about a topic than the other students in the class and possibly more than the teacher.

Because this may be the first research paper assignment for many students, the teacher might want to put a limit on the number of sources and pages (two to three sources and three to five pages is a good start) and ask students to hand in working bibliographies, drafts in progress, and all source materials as they work on their papers. The teacher can plan several class “workshop” days for activities such as checking sources, working on paraphrases, and writing documentation to make sure that the papers turn out well.

**USING THE BOOK**

A 16-week syllabus using all six Autobiographical Reading Passages would include:

**Chapter 1: The Founding Fathers: Benjamin Franklin** (2 weeks)
- Yellow Pages—Paragraphs and Essays (pages 218–27)
- Writing Assignment—a personal essay related to Franklin’s autobiography

**Chapter 2: Slaves: Frederick Douglass** (2 weeks)
- Yellow Pages—Documentation, Quotations, and Paraphrases (pages 243–52)
- Writing Assignment—an essay based on a quotation from Douglass’s *Narrative*

**Chapter 3: Native Americans: Black Elk** (2 weeks)
- Yellow Pages—Reference Materials (pages 229–31); Summaries (pages 253–55)
- Writing Assignment—a summary of an article from a reference source related to the Sioux Indians

**Chapter 4: Homesteaders: Nannie T. Alderson** (2 weeks)
- Yellow Pages—Books (pages 231–35)
- Writing Assignment—an essay using information from a book source

**Chapter 5: Great Industrialists: Andrew Carnegie** (2 weeks)
- Yellow Pages—Periodicals (pages 235–37)
- Writing Assignment—an essay using information from a periodical source

**Chapter 6: Reformers: Jane Addams** (2 weeks)
- Yellow Pages—the Internet (pages 237–40)
- Writing Assignment—an essay using information from an Internet source, incorporating quotations, paraphrases, and summaries

**Research Paper**—combine all skills to write a 3- to 5-page research paper on a topic related to the reading passages, using at least one of each kind of source (4 weeks)
Two possible 16-week syllabi using four Autobiographical Reading Passages would include:

(1) **Chapter 1: Benjamin Franklin** (3 weeks)

*Yellow Pages*—Paragraphs and Essays (pages 218–27)

*Writing Assignment*—a personal essay related to Franklin's autobiography

**Chapter 2: Frederick Douglass** (3 weeks)

*Yellow Pages*—Reference materials (pages 229–31); Summaries (pages 253–55)

*Writing Assignment*—a summary of an article from a reference source related to Douglass's narrative.

**A Western Theme**

**Chapter 3: Black Elk** (3 weeks)

*Yellow Pages*—Reference Materials and Books (pages 229–35); Documentation, Quotations, and Paraphrases (pages 243–52)

*Writing Assignment*—an essay using information from a book source about the Sioux or Plains Indians, incorporating a quotation

**Chapter 4: Nannie T. Alderson** (3 weeks)

*Yellow Pages*—Periodical and Internet sources (pages 235–40); Summaries (pages 253–55)

*Writing Assignment*—a summary of an article from a periodical or Internet source about Western settlement

*Research Paper*—combine all skills to write a 3- to 5-page research paper on a topic related to the Native Americans or Western settlement (4 weeks)

Or

(2) **Chapters 1 and 2** (as shown above)

**An Industrialization and Reform Theme**

**Chapter 5: Andrew Carnegie** (3 weeks)

*Yellow Pages*—Books (pages 231–35); Documentation, Quotations, Paraphrases (pages 243–52)

*Writing Assignment*—an essay using information from a book source about Industrialization or Immigration, incorporating quotations

**Chapter 6: Jane Addams** (4 weeks)

*Yellow Pages*—Periodical and Internet sources (pages 235–40); Summaries (pages 254–56)

*Writing Assignment*—a summary of an article from a periodical or Internet source about reform
Research Paper—combine all skills to write a 3- to 5-page research paper on a topic related to Industrialization, Immigration, or reform (4 weeks)

Teachers may also want to take advantage of the rich opportunities to have students make connections between and among these historical figures. See page 291 for more ideas.