**LEVEL 3-6**

**Election Day**

**Length of Activity: 2 to 3 hours**

**What will students do?**
- Be presented with vocabulary pertaining to elections in the U.S.
- Read information about the election process in the U.S.
- Interact with each other and with teacher using vocabulary and information about the topic.

**What will teachers do?**
- Guide presentation of relevant vocabulary items using the texts listed in the activity section.
- Respond to questions.
- Establish small groups for cooperative learning efforts.
- Provide direct instruction on idioms at the close of the lesson.

**Activities used to implement this learning plan.**
- As a whole class activity, go over the article from *Holidays in the USA* (Scott-Foresman) on “Election Day.” Have individual students read paragraphs aloud. Respond to any questions from students on content or vocabulary.
- From page 120 of the text, give students time to match the sentences using “because” about elections. Go over their responses together.
- Form small (3-4 participants) groups. Have the students discuss the issues on page 121, and, in their groups, come to consensus about each issue. When complete, the whole class comes together again and shares their conclusions about each issue.
- From page 63 in *ESL Teacher’s Activities Kit*, (The Center for Applied Research in Education) “Let’s Talk About Election Day,” generate responses to questions in small groups, then report to the whole class.
- Using the text *Holiday Activities for ESL* go over vocabulary on page 62 “Election Day,” then have individual students go over exercise items #1-5.
- Once questions have been addressed, have students prepare for a dictation exercise. As text, use page 123 from the Election Day lesson in *Holidays in the USA* (Scott-Foresman).
- If a tape of “For He’s a Jolly Good Fellow” is available, allow students to listen to it and follow the words on paper. Then try singing it together a time or two.
- As transition to the next activity, teacher can say: “We get lots of our information about candidates and the important issues from reading and TV. Let’s look at some vocabulary from those activities.”

**EFF Standard(s) Used in This Learning Plan**
- 1. Read With Understanding
- 2. Convey Ideas in Writing
- 3. Speak So Others Can Understand
- 4. Listen Actively
- 5. Observe Critically
- 6. Use Mathematics in Problem Solving and Communication
- 7. Solve Problems and Make Decisions
- 8. Plan
- 9. Cooperate With Others
- 10. Advocate and Influence
- 11. Resolve Conflict and Negotiate
- 12. Guide Others
- 13. Take Responsibility for Learning
- 14. Reflect and Evaluate
- 15. Learn Through Research
- 16. Use Information and Communications Technology

**SUBMITTED BY:**
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**COUNTY/PROGRAM:**
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**TENNESSEE ADULT ESOL CURRICULUM RESOURCE BOOK 255**
• Use *English for Everyday* (Delta Systems Co., Inc.) to discuss Reading (p. 42) and Watching TV (p. 43). Teacher patterns by reading each part and students read chorally after him/her. Teacher should demonstrate parts of a book by using a book and should be sure to go over the items in the blue boxes to make sure students have full understanding of the vocabulary for these processes.

Related idioms to present at the conclusion of this lesson:

- *closed book* – not known, secret
- *close the books* – stop taking orders
- *hit the books* – study, especially for exams
- *keep books* – keep records of money, accounting
- *have one’s nose in a book* – someone who reads often and a lot
- *one for the books* – very unusual
- *I can read you like a book* – what you are thinking is very clear to me
- *talking book* – recorded book for blind people
- *throw the book at someone* – strictly apply the rules
- *vote down* – veto, defeat by voting against

What evidence will you look for to know that learners are developing this learning skill?

• Oral responses to questions.
• Written responses to exercises and dictation.
• Oral communication of information learned and used in small groups.
• Student response to written exercise on the topic of elections during the following class (teacher can give each student a copy of the Election Day crossword puzzle from *Hands On English* (New Reader’s Press)).

How will you collect this evidence?

• Teacher observation.
• Listening during group exercises and class discussion.
• Looking at/correcting written exercises.
LEVELS 4, 5, 6
INS Citizenship Questions: Read, Recite, Review

Length of Activity: Two 1-1/2 hour classes

What will students do?
The students have previously been given the 100 Citizenship Questions with translations in their own language (in this case, Vietnamese). We used a Vietnamese to translate the questions. They will study ten questions (grouped by teacher according to topic) at home before each class session. During class they will read from the board, listen to questions and answer orally, and participate in a group game.

What will teachers do?
• Select the questions for each class session.
• Choose relevant material for home study.
• Demonstrate proper English pronunciation of each question.
• Guide students in constructing sentences to answer the questions.
• Facilitate group interaction and games.
*Homework assignments, which are reviewed and discussed in class, are taken from Entry into Citizenship, by Becker & Siegel, published by Contemporary Books.*

Activities used to implement this learning plan.
Students have previously read the ten questions to be covered during the class. The teacher writes the questions, one at a time, on the board. Without consulting the translation in his/her notebook, each student has an opportunity to read the question on the board. The teacher helps with pronunciation, if necessary. Students are encouraged, but not required, to read aloud. After the question is read, students are invited to give the answer. The teacher demonstrates how to answer in the form of a sentence, rather than a phrase, if appropriate. After all ten sentences have been reviewed, the homework assignment is reviewed and discussed as a group. Students are encouraged to read aloud and ask each other questions. As an extension, students draw questions “out of a hat,” and read them aloud, either giving the answers themselves, or asking other students to answer.

A further extension to the lesson is to play a version of “Hangman” on the board using words from the lessons for students to guess.

Example: A M E R I C A N
This is a good way to practice spelling and pronunciation. I have also asked the person who identifies the word to use it in a sentence.

This has been a very successful activity. Even shy students who nor-

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  10. Advocate and Influence
  11. Resolve Conflict and Negotiate
  12. Guide Others
✓ 13. Take Responsibility for Learning
  14. Reflect and Evaluate
  15. Learn Through Research
  16. Use Information and Communications Technology

SUBMITTED BY:
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COUNTY/PROGRAM:
Cansler Adult Education Center/
Knox County Adult Education
mally do not volunteer to participate will begin to call out letters and try to
guess the work.

It is not necessary (and perhaps not even advisable) to draw the hang-
man figure to play a version of this game.

What evidence will you look for to know that learners are
developing this learning skill?
To show that they have learned the answers to the citizenship questions,
students will respond in class to questions written on the board. They will
demonstrate the ability to pronounce English words by reading aloud in
class and by answering verbal questions. They will demonstrate the ability
to listen and understand.

How will you collect this evidence?
• Teacher observation of class participation.
• Homework papers.
• Written multiple-choice quizzes.

Instructor Comments and Reflections
The students I have been working with are highly motivated and eager to
learn the material. They seem to have benefitted from having the citizen-
ship questions written in both English and Vietnamese and come to class
prepared to answer questions in English. They enjoy game situations, espe-
cially the “Hangman” activity.
LEVELS 4, 5, 6
The American Flag: The Stars and Stripes, Lesson 1

Length of Activity: 1-1/2 hour class session

What will students do?
• Describe the colors and patterns of the U.S. flag.
• Identify the symbolic meaning of the stars and stripes.
• Read and write and pronounce the names of the 13 original colonies.
• Locate the 13 original states on a map.

What will teachers do?
• Provide each student with a small American flag and U.S. map.
• Write state names on the board and assist in pronunciation.
• Provide practice for reading questions and answers related to the flag from a list of 100 INS citizenship questions.

Related pages from Entry into Citizenship, by Becker & Siegel, published by Contemporary Books, will be given for homework assignment.

Activities used to implement this learning plan.
Students have previously been assigned a review of the relevant questions from the INS list. (My Vietnamese class had been given this list with questions and answers translated into Vietnamese for study at home). After writing the questions on the board, the teacher will ask students to volunteer to read them and give answers orally. Using their flags as models, students will point to the stars and stripes, give their colors and numbers, and state the symbolic meanings. They will name as many of the 13 original states as they can, and the teacher will write them on the board. Students will copy them onto paper and practice pronunciation of each one, with teacher guidance. Using their maps, students will point to the location of each of the 13 original states and again say the name of each one.

What evidence will you look for to know that learners are developing this learning skill?
• Verbal responses to questions.
• Demonstrations of accurate pronunciation.
• Demonstration of ability to identify places on a map.

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✓ 4. Listen Actively
✓ 5. Observe Critically
✓ 6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
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11. Resolve Conflict and Negotiate
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14. Reflect and Evaluate
15. Learn Through Research
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SUBMITTED BY:
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COUNTY/PROGRAM:
Cansler Adult Education Center/Knox County Adult Education
The American Flag: The Stars and Stripes, Lesson 1, continued

How will you collect this evidence?
• Teacher observation of class participation.
• Review of homework.
• At next class session, students will identify states on a blank map.

Instructor Comments and Reflections
This is a high-interest activity. Students benefit from having translated materials to study in advance.

Creating a Five-Point Star

George Washington’s original pencil sketch for the flag indicated 6-point stars, a form he apparently preferred.

Betsy Ross, however, recommended a 5-point star. When the committee protested that it was too difficult to make, she took a piece of paper, folded it deftly, and with a single snip of her scissors, produced a symmetrical five-point star. This seeming feat of magic so impressed her audience that they readily agreed to her suggestion.

To you we pass along the secret…
Take a thin piece of paper 8-1/2” x 10” (or an exact proportion thereof), fold it as indicated and cut yourself a perfect 5-point star. Thanks to the Betsy Ross House for providing these instructions.

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http://www.ushistory.org/betsy/flagstar.html

Step 1. Fold an 8-1/2” x 10” piece of paper in half.

Step 2. Fold and unfold in half both ways to form creased center lines. (Note: be sure paper is still folded in half.)

Step 3. Bring corner (1) right to meet the center line. Be sure to fold from the vertical crease line.

Step 4. Bring corner (1) left till edges coincide, then make the fold.

Step 5. Bring corner (2) left and fold.

Step 6. Bring corner (2) right until edges coincide. Then fold.

Step 7. Cut on the angle as shown in the picture.* Then unfold the small piece.

Step 8. Marvel at your perfect (we hope!) 5-point star! If your star is not perfect, take a fresh piece of paper (8-1/2” x 10”—not 8-1/2” x 11”) and return to step 1.

*See internet site: http://www.ushistory.org/betsy/flagstar.html
LEVELS 4, 5, 6

The American Flag: The Stars and Stripes, Lesson 2

Length of Activity: 1-1/2 hour class

What will students do?
• Follow teacher’s directions to cut paper stars to represent the states.*
• Label each star with a state name (50 stars).
• Locate states on a map.
• Construct a bulletin board-sized flag.
• Recite the Pledge of Allegiance.
• Listen to the national anthem.

What will teachers do?
• Provide materials for activity and demonstrate steps for cutting stars.
• Facilitate construction of bulletin board.

Activities used to implement this learning plan.
• Review with students the meaning of the stars and stripes on the flag. Demonstrate how to cut stars and facilitate group activity. Give each student a list of state names so that each star can be labeled. Provide materials necessary for construction of bulletin board flag. Students will work together on this with minimal teacher participation.
• Teacher recites Pledge of Allegiance, and then students practice reciting with teacher as a group.
• Students listen to the national anthem, reading a paper copy as they listen. Review INS questions on the Stars and Stripes and Francis Scott Key.
• Students will take home U.S. maps—with and without state names. They will write names of states on the blank maps, using labeled maps as guides.

What evidence will you look for to know that learners are developing this learning skill?
• Observation of student behavior during group project.
• Completion of assigned tasks.
• Maps that show recognition of state names.

How will you collect this evidence?
• Construct bulletin board flag.
• Labeled maps brought to next class session.

Instructor Comments and Reflections
This is a fun activity but may take much longer to complete than two class sessions. Teacher may want to have some stars made in advance.

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12. Guide Others
✓13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

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