MULTI-LEVEL

The American Flag: The Stars and Stripes, Lesson 3 – Name the States

Length of Activity: 45 minutes

What will students do?
• Play a Bingo game to reinforce knowledge of state names.
• Play a Concentration game using copies of the Bingo game.

What will teachers do?
• Provide materials for activities.
• Facilitate activities.

Activities used to implement this learning plan.
• If students are unfamiliar with the game of Bingo, demonstrate how to play. USA Bingo has cards with state shapes and names on one side and various facts about the state on the back. If students are advanced, they can be asked to give information other than the state name, such as the capital city; otherwise, name recognition is the goal of this activity.
• For the Concentration game, copies of the Bingo cards can be cut up to show individual states. Cards (2 for each state) are arranged face down in a random arrangement. Each player tries to uncover a match.

What evidence will you look for to know that learners are developing this learning skill?
• Students can listen to state name and read it on the Bingo card.
• Students demonstrate memory skill by finding matching cards playing Concentration.

How will you collect this evidence?
Observations during activities.

Instructor Comments and Reflections
Lots of fun—perhaps too much for one class session!
MULTI-LEVEL

A Game: “Citizen-To-Be”

The student will identify and associate citizenship terminology and quotes as parts of speech.

Length of Activity: About 1 hour

What will students do?
By playing the game “Citizen-To-Be” students will identify the parts of speech and associate citizenship terminology and quotes with how the parts of speech are used in a sentence. Please see “game directions” for “Citizen-To-Be” from a game by Raelene Hudson called Gramopoly (LinguSystems, 1-800-PRO-IDEA).

What will teachers do?
Teacher will set up the game, introduce the game and demonstrate how to play the game by using examples provided in the “game directions.”

Activities used to implement this learning plan.
Students will play the game; please see directions.
• Vocabulary: noun, verb, article, conjunction, prepositional phrase, helping verb, adjective, adverb, interjection, pronoun
• Conversation: “Throw the dice,” “Your turn,” “Go,” “Move,” “Pay the money,” “Go to prison,” “I need help,” “Choose a card,” “Can you help me?” “Do you want to sell it?” “Do you want to buy it?” “How much?” “O.K., Yes or No,” and “Try again” etc.

Homework:
Students may take a “Sentence Sheet” and/or “Definition Card” home to practice identifying the parts of speech.

What evidence will you look for to know that learners are developing this learning skill?
Students use opportunities to speak, to answer correctly, self-correct, help others, mark their papers and interact appropriately.

How will you collect this evidence?
Teacher observation; adapting, testing, practicing or collecting homework with “Sentence Sheets” for desired purposes.

Instructor Comments and Reflections
Students love this game, learn a lot, and the teacher may be surprised how students quickly adapt in order to play the game.

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:
Rebecca Dotson
COUNTY/PROGRAM:
Blount County Adult Education
Game Directions for “Citizen-To-Be”

Players: 2 to 8, or teams can play

Object:
- To become the first player to buy all parts of the sentence.
- To reinforce learning of the parts of speech and how these parts work together in a sentence.
- To familiarize students with citizenship terminology, ideas and quotes

Materials: game board, 2 dice, 8 markers, play money, 50 Good Luck cards (25 green, 25 orange), 30 Deed cards, 8 Definition cards

Start the Game: Place the game board on a flat surface. After shuffling Good Luck cards place them in their squares on the board, face down. Players choose a token and put it on the White House.

Each player receives $135.00 divided as follows: three $20s, five $10s and five $5s. The rest of the money goes in the bank. (More difficult, longer sentences require more money.)

Each player chooses a different sentence, depending on the ability of the student. To be fair, each player’s sentence should have the same number of parts.

For example: “The President laughed.” has three words. The is an article, president is a noun and laughed is a verb.

For example: “Give me liberty or give me death.” has seven words. Give is a verb, me is a pronoun, liberty is a noun, or is a conjunction, give is a verb, me is a pronoun and death is a noun.

For example: “Congress is quickly given the power to enforce this law.” has 10 words. Congress is a noun, is is a verb, quickly is an adverb, given is a helping verb, the is an article, power is a noun and ‘to enforce this law’ is a prepositional phrase.

Students roll the dice to start the game. The student with the highest number rolled goes first.

Banker: Select a student to manage the money and deeds. If the student plays in the game, his/her money must be kept separate from the bank’s.

Definition cards: If definition cards are needed by the students, they may be purchased or not. Set the price from $5 and up as the teacher decides.

Playing the game: First player rolls the dice and moves the token the number of spaces indicated. If the player throws doubles, the player gets an extra turn until the player throws three doubles in a row. Then the player goes to “prison.” Two or more tokens may occupy the same space at the same time. Players holding a deed for the property landed on by other players at the same time will pay that player. According to the space a player lands on and what part of speech the player needs to complete the player’s sentence, the player will pay the banker and collect the deed. If the player does not want the part of speech, the player may sell it to others or place it in the “mush pot” in the center of the board, but the player, nonetheless, must purchase the speech part. The game continues.

Good Luck Cards: If the player lands on a “star” (★) space, the player chooses a card from the Good Luck deck matching the color of the “star” (★). The player must do as the card dictates. If the card says “Free (part of speech),” the player keeps the card, sells it or places it in the “mush pot.”

Prison: A player goes to prison if the player lands on the space marked “Go To Prison,” if the player throws three doubles in a row or if the player draws a Good Luck card that says “Go To Prison.” To get out of Prison, the player throws doubles, uses a Good Luck card that says “Get Out Of Prison,” or pays $10 to the “mush pot” before the player throws the dice. After the dice are thrown, the player moves forward as indicated. A player does not stay in prison after three turns. The player pays the “mush pot” $10 after the third turn and moves forward.

Congress: Players who land on this place “rest.” Players do not receive money or Good Luck cards.

The Winner: The first player to collect Deed or Good Luck cards for each part of the player’s sentence wins the game. The game continues for second and third place winner. Discussion follows.

Variations: Time limits can be set, player with the most cards wins. Free cards can be issued equally to all players before the game begins. Teachers may use the game to teach only one part of speech by issuing free cards for selected other speech parts, thereby placing emphasis on one part of speech. Sentences may be substituted and interchanged as needed by the teacher.
MULTI-LEVEL

Citizenship Test Preparation

Preparing for the INS test for citizenship.

Length of Activity: 1 class session

What will students do?
• Demonstrate knowledge of key events, momentous documents, and historic personages in United States history.
• Understand who the Pilgrims were, the symbolism of the first holiday the Pilgrims celebrated in the New World and key elements in American history.
• Prepare for the INS test.

What will teachers do?
The teacher will supply the 100 INS study questions and the 30 dictation questions (see following). The teacher will supply information about the INS interview process including what materials to take to the interview and what types of questions may be asked.

Activities used to implement this learning plan.
• The teacher will present the 100 questions to the class (see attached). Depending on the level of the students, the teacher will decide how many questions to work on during each class session.
• The 30 dictation questions will be studied in the same manner. Two or three a class session is usually appropriate. Dictate the sentences and then write the sentences on the board and let the students correct their own work.

What evidence will you look for to know that learners are developing this learning skill?
The students will be able to answer correctly all 100 questions and be able to write correctly all 30 dictation sentences.

How will you collect this evidence?
• The teacher will prepare a test of the 100 questions (without the answers).
• The teacher will dictate all 30 sentences to the students.

Instructor Comments and Reflections
The students felt that the “overlearning” in this Student Learning Plan was helpful.

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: Several teachers
COUNTY/PROGRAM: Tennessee
New Literacy Testing Guidelines

At the January 26 meeting of the Citizenship Educators Interest Group, Stacey Summers, an INS Supervisor, announced that a series of changes have just been released concerning the dictation and reading portions of INS naturalization testing. The changes include the following points:

- The key to determining that a dictated sentence is acceptable of passing will be the ability of a “reasonable person” to decipher the meaning of the sentence. This will permit phonetic spelling. Punctuation and capitalization will not disqualify a sentence as long as it does not affect its meaning.
- If an applicant is unable to write the sentence read by the adjudicator, a second sentence will be read for dictation. If the applicant is unable to write that sentence, a third and final sentence will be given. Only one correctly written sentence is necessary to pass.
- In order to reject all attempts made by an applicant to write the dictation sentence(s), a supervisor must review the writing and agree that they fail to accurately communicate their meaning.
- The reading portion of the test will also use the 30 sentences as its source.
- Applicants will be asked to read one of the 30 sentences. If they are unable to read the sentence given, a second sentence will be selected by the adjudicator. If the applicant is unable to read the second sentence, a third and final sentence will be designated.

INS 30 Dictation Sentences

1. The President lives in the White House.
2. The American flag is red, white, and blue.
3. Citizens have the right to vote.
4. The President has the power of veto.
5. There are fifty states in America.
6. The American flag has thirteen stripes.
7. The American flag has fifty stars.
8. The White House is in Washington, DC.
9. America is the land of the free.
10. America is the home of the brave.
11. The House and the Senate are parts of Congress.
12. There are three branches of government.
13. The President is elected every four years.
14. The President must be born in the United States.
15. Many people come to America for freedom.
16. The President signs bills into law.
17. The people have a voice in the government.
19. People in America have the right to freedom.
20. A Senator is elected every six years.
21. The American flag has stars and stripes.
22. Many people have died for freedom.
23. Congress meets in Washington, DC.
24. People vote for the President in November.
25. Only Congress can declare war.
26. Congress is a part of the American government.
27. The President lives in Washington, DC.
28. The stars of the American flag are white.
29. The President must be an American citizen.
30. The stripes of the American flag are red and white.

Immigration and Naturalization

Internet Sources
http://www.ins.usdoj.gov/graphics/aboutins/overview.html
www.thecenterweb.org

Texts and Other Resources
Steck-Vaughn
America’s Story
America’s History: Land of Liberty
Preparation for Citizenship
Preparing for United States Citizenship CD-ROM

Preparing for United States Citizenship CD-ROM
American Government: Freedom, Rights, Responsibilities

Pearson Education ESL
Voices of Freedom
Handbook for Citizenship

Contemporary Books
Entry Into Citizenship
Getting Your Citizenship
Citizenship Practice Cards
100 Citizenship Interview Questions

1. What are the colors of our flag? Red, White, and Blue
2. How many stars are there in our flag? 50
3. What color are the stars on our flag? White
4. What do the stars on the flag mean? One for each state in the Union.
5. How many stripes are there in the flag? 13
6. What color are the stripes? Red and White
7. What do the stripes on the flag mean? They represent the 13 original states.
8. How many states are there in the Union? 50
9. What is the 4th of July? Independence Day
10. What is the date of Independence Day? July 4th
11. Independence from whom? England
12. What country did we fight during the Revolutionary War? England
13. Who was the first President of the United States? George Washington
14. Who is the President of the United States today? George Bush, Jr. (or whoever is next)
15. Who is the vice-president of the United States today? Dick Cheney (or whoever is next)
16. Who elects the President of the United States? The electoral college
17. Who becomes President of the United States if the President should die? Vice-President
18. For how long do we elect the President? Four years
19. What is the Constitution? The supreme law of the land
20. Can the Constitution be challenged? Yes
21. What do we call a change to the Constitution? An amendment
22. How many changes or amendments are there to the Constitution? 27
23. How many branches are there in our government? 3
24. What are the three branches of our government? Legislative, Executive, and Judiciary
25. What is the legislative branch of our government? Congress
27. What is the Congress? The Senate and the House of Representatives
28. What are the duties of Congress? To make laws
29. Who elects the Congress? The people
30. How many Senators are there in Congress? 100
31. Can you name the two senators from your state? (insert local information)
32. For how long do we elect each senator? 6 years
33. How many representatives are there in Congress? 435
34. For how long do we elect the representatives? 2 years
35. What is the executive branch of our government? The President, vice president, cabinet, and departments under the cabinet members
36. What is the judiciary branch of our government? The Supreme Court
37. What are the duties of the Supreme Court? To interpret laws
38. What is the supreme law of the United States? The Constitution
Citizenship Test Preparation

100 Citizenship Interview Questions, continued

39. What is the Bill of Rights?
The first 10 amendments of the Constitution

40. What is the capital of your state?
(insert local information)

41. Who is the current governor of your state?
(insert local information)

42. Who becomes President of the United States if the President and the vice-president should die?
Speaker of the House of Representatives

43. Who is the Chief Justice of the Supreme Court?
William Rehnquist (or whoever is next)

44. Can you name thirteen original states?
Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island, and Maryland

45. Who said, “Give me liberty or give me death?”
Patrick Henry

46. Which countries were our enemies during World War II?
Germany, Italy, and Japan

47. What are the 49th and 50th states of the Union?
Hawaii and Alaska

48. How many terms can the President serve? 2

49. Who was Martin Luther King, Jr.?
A civil rights leader

50. Who is the head of your local government?
(insert local information)

51. According to the Constitution, a person must meet certain requirements in order to be eligible to become President. Name one of these requirements.
Must be a natural born citizen of the United States; must be at least 35 years old by the time he/she will serve; must have lived in the United States for at least 14 years

52. Why are there 100 Senators in the Senate?
Two (2) from each state

53. Who selects the Supreme Court justices?
Appointed by the President

54. How many Supreme Court justices are there?
Nine (9)

55. Why did the Pilgrims come to America?
For religious freedom

56. What is the head executive of a state government called?
Governor

57. What is the head executive of a city government called?
Mayor

58. What holiday was celebrated for the first time by the American colonists?
Thanksgiving

59. Who was the main writer of the Declaration of Independence?
Thomas Jefferson

60. When was the Declaration of Independence adopted?
July 4, 1776

61. What is the basic belief of the Declaration of Independence?
That all men are created equal

62. What is the national anthem of the United States?
The Star Spangled Banner

63. Who wrote the Star Spangled Banner?
Francis Scott Key

64. Where does the freedom of speech come from?
The Bill of Rights

65. What is the minimum voting age in the United States?
Eighteen (18)

66. Who signs bills into law?
The President

67. What is the highest court in the land?
The Supreme Court

68. Who was the President during the Civil War?
Abraham Lincoln
Citizenship Test Preparation

100 Citizenship Interview Questions, continued

69. What did the Emancipation Proclamation do?
   Freed many slaves

70. What special group advises the President?
   The Cabinet

71. Which President is called the “Father of our Country?”
   George Washington

72. What Immigration and Naturalization Service form is used to apply to become a naturalized citizen?
   Form N-400, Application to File Petition for Naturalization

73. Who helped the Pilgrims in America?
   The American Indians (Native Americans)

74. What is the name of the ship that brought the Pilgrims to America?
   The Mayflower

75. What are the 13 original states of the U.S. called?
   Colonies

76. Name three rights of freedom guaranteed by the Bill of Rights.
   1. The right of freedom of speech, press, religion, peaceable assembly, and requesting change of government.
   2. The right to bear arms (the right to have weapons or own a gun, though subject to certain regulations).
   3. The government may not quarter, or house, soldiers in the people’s homes during peacetime without the people’s consent.
   4. The government may not search of take a person’s property without a warrant.
   5. A person may not be tried twice for the same crime and does not have to testify against him/herself.
   6. A person charged with a crime still has some rights, such as the right to a trial and to have a lawyer.
   7. The right to trial by jury in most cases.
   8. Protects people against excessive or unreasonable fines or cruel and unusual punishment.
   9. The people have rights other than those mentioned in the Constitution.
   10. Any power not given to the federal government by the Constitution is a power of either the state or the people.

77. Who has the power to declare war?
   The Congress

78. What kind of government does the United States have?
   Republican

79. Which President freed the slaves?
   Abraham Lincoln

80. In what year was the Constitution written?
   1787

81. What are the first ten amendments to the Constitution called?
   The Bill of Rights

82. Name one purpose of the United Nations.
   For countries to discuss and try to resolve world problems, to provide economic aid to many countries

83. Where does Congress meet?
   In the Capitol in Washington, D.C.

84. Whose rights are guaranteed by the Constitution and the Bill of Rights?
   Everyone (citizens and non-citizens) living in U.S.

85. What is the introduction to the Constitution called?
   The Preamble

86. Name one benefit of being a citizen of the United States.
   Obtain federal government jobs, travel with U.S. passport, petition for close relatives to come to the U.S. to live, vote in elections.

87. What is the most important right granted to U.S. citizens?
   The right to vote

88. What is the United States Capitol?
   The place where Congress meets

89. What is the White House?
   The President’s official home

90. Where is the White House located?
   Washington, D.C. (1600 Pennsylvania Avenue, N.W.)

91. What is the name of the President’s official home?
   The White House
Citizenship Test Preparation

100 Citizenship Interview Questions, continued

92. Name the right guaranteed by the first amendment? Freedom of: speech, press, religion, peaceable assembly, and requesting a change of the government

93. Who is the Commander in Chief of the U.S. military? The President

94. Which President was the first Commander in Chief of the U.S. military? George Washington

95. In what month do we vote for the President? November

96. In what month is the new President inaugurated? January

97. How many times may a Senator be re-elected? There is no limit.

98. How many times may a Congressman be re-elected? There is no limit.

99. What are the two major political parties in the U.S. today? Democrat and Republican

100. How many states are there in the United States today? Fifty (50)
MULTI-LEVEL

Oral Citizenship Review

To measure the oral and aural English skills of adult learners and to familiarize students with format of INS Oral English Interview.

Length of Activity: Approximately 20 minutes per interview.
(Two – three instructors give interviews simultaneously in separate rooms.)

Instrument: CASAS ORAL CITIZENSHIP REVIEW
(25 citizenship questions; 5 workforce questions);
(used by permission from CASAS, Lise Wanagee, Representative)
(Copyrighted: only synopsis of interview: Attachment A)

What will students do?
Respond orally to scripted protocol of questions on CASAS Citizenship Interview Test.

What will teachers do?
• Train and be certified in administration of CASAS Test.
• Secure private room for interview.
• Administer questions privately.
• Score interview according to scale provided.
• Share privately with student at next class.
• Give overall indicators to class.
• Begin instructional curriculum development.

Activities used to implement this learning plan.
Administrators/Instructors:
1. Trained and approved as certified test administrators.
2. Secure field piloted tests from respective company.
3. Advertise class.
4. Enroll ESL students in class.
5. Secure private rooms for administering oral interviews.
6. Conduct interview, following scripted protocol.
7. Score per interview.
8. Share with student at later date.
9. Give overall indicators to class.
10. Take suggestions from class on topics for students’ writing journals.
11. Begin instructional curriculum development, including workforce training.

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:
Crockett County ESL Program
**Oral Citizenship Review, continued**

**Students:**

1. Enroll in ESOL classes
2. If qualified, NOT U.S. Citizen and/or need upgrading in English linguistic skills, participate in oral interview activity
3. Answer questions in English, if possible
4. Begins journals, writing in English at each class session
5. Academic assessment
6. Workplace technology skills training

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

- Scores: (1 – 30) and interviewer’s opinion if examinee prepared for INS oral English interview. (Scores cannot be transferred into scaled scores on Pilot Field Test.)
- Upgrading in individual’s English word development:
  - Phonetic development.
  - Oral-communicative skills: life skills: community/government, medical, family support systems, shops/stores, businesses, calendar events.
  - Journaling per class session: increase in written English words, not sentence structure.
  - Sight word recognition.
- Academic upgrade/GED preparation.

**How will you collect this evidence?**

- Documented oral English proficiency/basic demographic answers given in English.
- Foundation provided for curriculum development.
- Academic upgrade and/or GED preparation.

**Instructor Comments and Reflections**

When CASAS Citizenship Interview Test is formally published next year, test results will assist test administrators in determining:

- Examinee’s CASAS scaled score for oral skills.
- Competencies which examinee needs to master.
- Readiness for passing INS Oral Interview.
ATTACHMENT A:
Synopsis:
CASAS Citizenship Interview Practice Test

Oral assessment, administered one-on-one in controlled interview format. Designed to assist AE Program to determine whether learner ready for naturalization oral English interview.

Five sections: total 25 questions.
• Swearing in/screening.
• Basic communications skills.
• Intermediate communications skills.
• Advanced communications skills.
• Additional eligibility factors.

One supplemental section: 5 questions: linking items: workforce related.
• Questions focus on personal information and topics from N-400 Application for Naturalization.
• Screening instrument for communicative English proficiency.
• Designed for use with learners from any language background.
• Questions are scored: zero (0) if oral response not given in English. One (1) if answered in English.
• Interviewer records whether individual is prepared, almost prepared, or not prepared for INS Interview.
Decoding Citizenship Vocabulary the Easy Way

Identifying long and short vowel sounds/decoding words for pronunciation.

Length of Activity: 1 hour

What will students do?
• Learn to decode words (in order to pronounce them) by identifying long and short sounds of citizenship vocabulary.
• May work in pairs or in small groups to compare answers.
• Speak the sounds in order to learn and decipher long and short sounds.

What will teachers do?
The teacher will explain the long and short sounds and give examples of each. As the teacher presents the lesson, it is a good idea to encourage students to give examples of words with long and short sounds. Soon it will be clear that there are many words with spellings that do not fit this pattern. “Welcome to English,” I say. For now, stick to only those words that fit this simple long and short vowel sound system. The teacher points out to students that there are many spelling and sound examples in English that are irregular. Students can deal with these at another time. Today, the lesson must focus on words that fit this simple pattern. For long sounds, you must hear the letter in the word, for example: long a = hay; long e = eagle; long i = ice; long o = ocean; long u = uniform. For short sounds: short a = apple; short e = egg; short i = hit; short o = hot; short u = cut.

Activities used to implement this learning plan.
The teacher presents the long and short vowel presentation, inviting students to respond and give examples. The teacher answers questions, omits words that do not fit the pattern and writes the information on the board. The teacher writes a e i o u across the board in chart form and deciphers long and short sounds: “-“ for long and “u” for short, over the letter in the word. This is the traditional way. The difference in this lesson is that if the spelling does not fit the pattern, the teacher throws out the word. It is too confusing. The citizenship vocabulary was chosen because these words fit the pattern. Again, students can deal with irregulars at a later date.

Vocabulary
pledge, freedom, city, tax, judge, uniform, flag, states, people, oath, capitol, president, must, vote, job, united, holiday, parade, bill, vice (president), photo, rights, absentee, Ulysses (S. Grant), electoral, ballot, precinct, future,
alien, Grover (Cleveland), patriotic, register, civil, Polk (James K.), fireworks, eagle, trust, liberty, congress, suffragists, John (Adams), primary, due (process of law), Al (Gore), null (and void), capitalism, higher (law), Unitary (government), overriding (a veto), delegate, John (Adams), checks (and balances), justice, Mayflower (Compact), unconstitutional, Republican (party), diverse (community), dictatorship, monarch, Democratic (party), equal (representation), common (good), Independent (party), treason, protection

Conversation
“Students remember, you must hear the sound of the letter for a long sound.” “For example, Over…hear the o? Good, that is the long o.” “Welcome to English!” “Be consistent with the short sounds.” “No irregular sounds are allowed, our task is to establish a pattern that will work for us right now.”

Homework
Students may look up definitions in the dictionary. Tell students to choose the definitions that relate to civics. The teacher may want to clarify these terms at another class period from selected civics texts.

What evidence will you look for to know that learners are developing this learning skill?
• Students can orally give examples of all vowel sounds, long and short.
• Students can complete charts writing examples of all the vowel sounds of English, long and short.

How will you collect this evidence?
Written work of completed charts by students, teacher observation of brief oral interviews

Instructor Comments and Reflections
Teaching this simple system in comparison to teaching the new universal system of English pronunciation is much easier for students. If advanced students want to learn the universal system later, I provide it. My Asian students particularly love learning systems. They have said so many times, “Wow! Teacher, thank you! Now I understand!!!”
Decoding Citizenship
Vocabulary the Easy Way, continued

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<th>Short u</th>
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<td>suffragists</td>
<td>future</td>
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<td>parade</td>
<td>trust</td>
<td>Ulysses (S. Grant)</td>
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<td>freedom</td>
<td>Al (Gore)</td>
<td>Adams (John)</td>
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<tr>
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<td>fireworks</td>
<td>John (Adams)</td>
<td>Grover (Cleveland)</td>
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MULTI-LEVEL
Speaking Drill: The American Speak

Reading and Speaking

Length of Activity: 20 minutes or less

What will students do?
• Listen as the teacher speaks each lesson drill.
• Read and speak the lessons in unison with the teacher and other students. (“Speaking Lessons” follow this Student Learning Plan)

What will teachers do?
• Read and speak the practice lesson drills.
• Keep the momentum of the lesson from dragging. Some students will hesitate and pause, but the purpose of the lesson is to model “real-life” English or the superlatives of our language. Read and speak the lessons one at a time. Then have students repeat each lesson after the teacher. After developing a habit of devoting 20 minutes or so a lesson to speaking and reading these lessons, the teacher will notice students becoming familiar with the lessons. The practice lessons allow students opportunities to speak without embarrassment, because familiarity of English speaking patterns increases. In the beginning lessons, the teacher should “model” and refrain from correcting students. Just let students develop “an ear” for pronunciation. Corrections can come later, but not in the beginning stage.
• Read and speak with the students as needed in a loud voice. Encourage others to use a “loud” voice.
• Practice drill can be fun and energetic! Use them to open the class, change the mood of the class or to close a class.

Activities used to implement this learning plan.
The teacher passes out copies of speaking lessons to all students. The teacher reads one lesson. The students repeat the lesson after the teacher. (Teacher reads with students.) In the beginning there are too many new words for students; the teacher must “lead” with conviction in order for this lesson to be successful. It is the rise and fall of the sentence patterns, the inflections, the intonations, the sounds of English emphasis or explosives that make speaking lessons so valuable!

Vocabulary
There is a wealth of vocabulary in each lesson to apply or relate to other lessons.

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:
Rebecca Dotson

COUNTY/PROGRAM:
Blount County Adult Education
Speaking Drill, The American Way, continued

**Conversation**
“First, I will read the lesson; please listen carefully.” “Next, it is your turn, and I will help.” “Don’t try to be perfect, just keep it moving!” “Good job!” “Very good.” “Keep trying!” “Don’t worry about all the words. We will read them so many times you will learn them. Just relax, try the sounds and listen. If it helps, move your finger along with the words or use a strip of paper.”

**Homework**
Encourage students to take copies home and practice daily as little or as much as possible. The mouth has muscles that need to be exercised by speaking English words. My students told me, “My mouth is hurting!” This is normal.

**What evidence will you look for to know that learners are developing this learning skill?**
Within a few weeks the teacher will begin to realize an improvement through teacher observations.

**How will you collect this evidence?**
Teacher observation of student participation.

**Instructor Comments and Reflections**
This is possibly the most valuable type of lesson I use. By familiarizing themselves with or partially memorizing phrases, words and word chunks, the students often benefit in comprehending language in their own individual way. All it takes is 20 minutes of daily practice drill!
Speaking Drill, The American Way, continued

Speaking Lessons

Lesson One: My Country 'Tis of Thee: Thesaurus Musicus London
My country 'tis of thee, Sweet land of liberty, of thee I sing;  
Land where my fathers died, Land of the Pilgrim's pride,  
From every mountainside, let freedom ring.  
Our father's God, to thee, Author of liberty, to thee we sing;  
Long may our land be bright with freedom's holy light;  
Protect us by thy might, Great God our King.

Lesson Two: Article 1 of the Bill of Rights
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Lesson Three: Related Speech Excerpt: Abraham Lincoln
With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and orphans, to do all which may achieve and cherish a just and a lasting peace among ourselves and with all nations.

Lesson Four: O Beautiful for Spacious Skies: Samuel Augustus Ward
O beautiful for spacious skies, for amber waves of grain,  
For purple mountains majesties above the fruited plain!  
America! America! God shed His grace on thee,  
And crown thy good with brotherhood from sea to shining sea!  
O beautiful for pilgrim feet, whose stern, impassioned stress  
A thoroughfare for freedom beat across the wilderness!  
America! America! God mend thine every flaw,  
Confirm thy soul in self-control, thy liberty in law!  
O beautiful for heroes proved in liberating strife,  
Who more than self their country loved, and mercy more than life!  
America! America! May God thy gold refine  
Till all success be nobleness, and every gain divine!  
O beautiful for patriot dream that sees beyond the years  
Thine alabaster cities gleam, undimmed by human tears!  
America! America! God shed His grace on thee,  
And crown thy good with brotherhood from sea to shining sea!

Lesson Five: Article 14 Section 2: Citizenship defined; privileges of citizens
All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Lesson Six: The American's Creed: William Tyler Page
I believe in the United States of America as a Government of the people, by the people, for the people; whose just powers are derived from the consent of the Governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution: to obey its laws; to respect its flag; and to defend it against all enemies.
Speaking Drill, The American Way, continued

Lesson Seven: The Call To Arms: Patrick Henry (abridged)
Mr. President, it is natural to people to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth. Is this the part of wise people, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those, who, having eyes, see not, and having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.... Gentlefolk may cry “Peace, peace”—but there is no peace. Why stand we here idle. Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? I know not what course others may take; but as for me, give me liberty or give me death.

Lesson Eight: The Constitution of the U.S.A. (preamble)
We the people of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Lesson Nine: Gettysburg Address, Abraham Lincoln (abridged)
Fourscore and seven years ago, our forefathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all people are created equal. Now that we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated can long endure... We here highly resolve that these dead shall not have died in vain, that this nation, under God, shall have a new birth of freedom, and that this government of the people, and for the people shall not perish from the earth.

Lesson Ten: The Declaration of Independence: Thomas Jefferson (abridged)
We hold these truths to be self-evident, that all people are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among people, deriving their just powers from the consent of the governed. That whenever any form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

Lesson Eleven: The Declaration of Independence: Thomas Jefferson (abridged)
When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them, a decent respect to the opinion of peoplekind requires that they should declare the causes which impel them to the separation.

Lesson Twelve: The Star Spangled Banner: Francis Scott Key
Oh, say can you see by the dawn’s early light,
What so proudly we hailed at the twilight’s last gleaming,
Whose broad stripes and bright stars through the perilous fight
O’er the ramparts we watched were so gallantly streaming?
And the rockets red glare and bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say does that Star-Spangled Banner yet wave
O’er the land of the free and the home of the brave?
**MULTI-LEVEL**

**Expressing Pleasure When Receiving Gifts**

**Length of Activity:** 1 hour

**What will students do?**
- Role-play receiving a gift and expressing pleasure.
- Write thank-you notes.

**What will teachers do?**
- Talk about giving and receiving gifts (holidays, birthdays, etc.).
- Lead discussion of gifts that made students happy.
- Elicit vocabulary from students (big, small, flat, square).

**Activities used to implement this learning plan.**
- Teacher will talk about giving and receiving gifts (holidays, birthdays, etc.).
  Teacher will elicit gift ideas from students which made them happy or gifts that disappointed them or didn’t fit.
- Teacher will show the gift box to students and ask them to describe what could be in it. (The guesses will depend on the shape and size of the box). Adjectives such as big, small, flat, square should be elicited from students.
- Teacher models gift-giving vocabulary (“Happy Birthday, Aunt Jane!”). Teacher asks class for some other gift-giving occasions. (Merry Christmas, Happy Anniversary, Happy Mother’s Day).
- Teacher models vocabulary for receiving the gift. (“It’s lovely, thank you.”) Teacher asks class for some other vocabulary for saying thank you. (“I love it!”, “How nice!”, “What a beautiful color!”)
- Class can be split into small groups or pairs depending on the ability of the beginning students to role-play the occasion, the gift and the vocabulary for the giver as well as the recipient.
- Students can then write a thank-you note specific to the gift they used in the role-play.

**What evidence will you look for to know that learners are developing this learning skill?**
Students will understand new vocabulary and be able to write “thank you” notes.

**How will you collect this evidence?**
Collect “thank you” notes created by students.

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**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

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**SUBMITTED BY:**
Beth Christopher

**COUNTY/PROGRAM:**
Bedford County Adult Education Program
MULTI-LEVEL

Driver's License: Teaching Traffic Laws, Licensing Requirements, and Traffic Accident Procedures

Length of Activity: Several class periods, depending on needs and level of students.

What will students do?
- Learn basic traffic laws and regulations.
- Familiarize themselves with common road signs, and learn how to read and fill out a driver’s license application.
- Learn about laws regarding liability insurance, how to respond to police if stopped for a traffic violation, and the proper procedure in case of a traffic accident.

What will teachers do?
- Provide materials to review basic traffic laws and regulations. (Tennessee Driver’s Manuals should be made available to students who wish them. The manuals are available in Spanish.)
- Show and drill students on meanings of different traffic signs.
- Encourage students to bring in questions or examples of unusual signs they may see.
- Provide driver’s license forms for students to practice completing.
- Drill students on reading information from these forms.
- Help students answer questions about height and weight by bringing scale and tape measure to class and allowing students to measure their height and weight.
- Bring an auto insurance policy, declarations statement, and proof of insurance cards to class for demonstration.
- Explain appropriate behavior when stopped by police and lead the students in role-playing exercises for traffic stops and for accidents.
- Share and allow students to share personal experiences.

Activities used to implement this learning plan.
- The teacher will outline and discuss basic driving rules using Tennessee Driver’s Manual as a guide. This is not intended to be an exhaustive lesson, but should familiarize students with speed limits, signs, laws against drinking and driving, school zone and school bus laws, signaling, and accident procedures. This activity should take one to two class periods.
The teacher will discuss requirements for a Tennessee driver’s license: identification, including social security number, passing a written test, driving test, and eye test.

The teacher will provide blank applications for students to practice filling out. She will help students measure and weigh themselves.

Teacher and students with driver’s licenses may share them with the class, allowing others to answer questions based on information on the licenses, such as address, date of birth, height, etc.

Students will have the opportunity to see an automobile insurance policy. The teacher may also share proof-of-insurance cards, monthly insurance statements, declaration of coverage, etc., to familiarize students with these documents. *These activities should take one class period.*

The teacher will discuss with students traffic violations and traffic accidents and appropriate behavior in these circumstances. The teacher may play the police officer’s role in the situation of a traffic stop. Students will take turns role-playing their responses. The teacher will create a scenario of a traffic accident with and without injuries, allowing students to suggest appropriate responses. Students may want to share personal experiences with the class. *This activity should take one class period.*

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

- Students will be able to identify signs and fill out forms.
- Students will be able to respond to simple questions and requests during role-playing.

How will you collect this evidence?

Students’ license “applications” may be collected and kept in their folders. Some students will be able to document their success by acquiring a driver’s license or by obtaining auto insurance.

Instructor Comments and Reflections

This was a rather ambitious project. Since many students attend classes irregularly, any lesson that lasts more than one class period may seem disconnected if they miss a class. I have taken this into consideration and tried to make each lesson self-contained so that the student learns something valuable from any one class period even if (s)he doesn’t get to attend the entire series. This activity can be multi-level but may be difficult for very low level students. Remember that some very limited-English students drive on a regular basis (either legally or illegally). These students, above all,
need to have a basic understanding of traffic laws. Even more advanced students, or students who already have a driver’s license, can benefit from the extra practice and exposure to our driving laws.

**Suggested Materials**
- Paper or plastic road signs (available through ESOL catalogue or teacher’s supply store).
- Tape measure and weight scale.
- Driver’s license application form (you may be able to obtain these along with operator’s manuals from your Driver’s License Testing Center or local highway patrol. If not, any form that asks for name, address, birth date, height, weight, eye and hair color can be adapted for this purpose.

**Learning Styles Addressed**
Sharing samples of a driver’s license, insurance policies, etc., and drilling with road signs will aid tactile and visual learners.
MULTI-LEVEL

Civics Books of America: A Silent Sustained Reading (S.S.R.) Exercise

Reading (followed by speaking and/or writing assessment if the teacher chooses)

What will students do?

- Participate in a Silent Sustained Reading (S.S.R.) exercise for at least twenty minutes.
- Choose civics books to read on various subjects related to Americans and how they built their country. Students are free to change books as many times as they like. If a book seems interesting and later does not, the student may change books. The student keeps choosing books at will. After the twenty minutes, and the teacher decides to assess the activity, the student will summarize his/her reading experience for the teacher and/or class by speaking. The students may also write about their experiences in sentence, paragraph or essay form (depending on the level of the student).

What will teachers do?

- Give directions for the S.S.R. activity.
- Research her/his collection of books before hand and take them to class. The teacher may have to visit several libraries before finding enough books on this subject. Books on the beginning level are the most difficult to find, but are available. The teacher assumes responsibility for the books and therefore must tell students not to borrow them without permission or special arrangements. Repeat this activity each class meeting to encourage reading. According to research, this activity is the best way to improve reading and vocabulary scores. The teacher does not make corrections during speaking, unless asked. The teacher assists students one-on-one with writing as student self-corrects.

Activities used to implement this learning plan.

First: Start with S.S.R.

Second: Begin speaking activity for the group (or teacher if the speaking opportunity is for assessment).

EFF Standard(s) Used in This Learning Plan

- Read With Understanding
- Convey Ideas in Writing
- Speak So Others Can Understand
- Listen Actively
- Observe Critically
- Use Mathematics in Problem Solving and Communication
- Solve Problems and Make Decisions
- Plan
- Cooperate With Others
- Advocate and Influence
- Resolve Conflict and Negotiate
- Guide Others
- Take Responsibility for Learning
- Reflect and Evaluate
- Learn Through Research
- Use Information and Communications Technology

SUBMITTED BY:
Suzanne Elston

COUNTY/PROGRAM:
Bradley County Adult Education
Civics Books of America, continued

Third: Begin the writing activity and teacher-assisted self-correction for assessment, if appropriate.

Fourth: Students move to computers to type their work, if computers are available.

Vocabulary
Varies with each student.

Conversation
What books did you like best, least and why?

Cultural Differences
Teacher may find some students are unaccustomed to silent reading. Be patient, they will adapt.

What evidence will you look for to know that learners are developing this learning skill?
Students reading books with high interest.

How will you collect this evidence?
Teacher observations, speaking and writing samples for assessments, if desired by the teacher.

Instructor Comments and Reflections
This activity requires preparation and the constant changing of books by the teacher, but it is a high interest and valuable activity for improving vocabulary and reading scores. The student takes responsibility for his/her own learning. The teacher may find librarians that might prepare a collection of books for this activity and this would cut preparation time.
MULTI-LEVEL

Inauguration Day:
Teaching Fundamentals of
U.S. Government, Electoral Process,
Symbols and Traditions

Length of Activity: about 2 hours, depending on size and variety of origins in the class

What will students do?
• Communicate in English with the teacher and their classmates.
• Learn about American government, electoral process, symbols and traditions.
• Share information about their own country’s government, electoral processes, symbols and traditions with the class.
• Be encouraged to follow current events outside of class and further investigate related issues through media and Internet.

Suggested Materials:*

What will teachers do?
• Initiate discussion by creating or selecting a topical English passage for study and translation.
• Supply additional materials for classroom use.
• Lead discussion and ask questions of students about their own countries, encouraging students to listen and speak as well as draw and sing. (Teacher must be willing to lead the way with these activities.) The teacher will ask students to follow political events outside of class through media or Internet.

Activities used to implement this learning plan.
I begin this activity by writing a brief English passage on the board for students to copy. I usually create this passage using vocabulary I want to introduce and sentence structure I want to teach. I usually write about something topical, in this case, the Presidential Inauguration, or anything related to the subject I want to teach that day. The passage is already on the board prior to class so that students routinely enter class and begin to copy the passage and work independently at translating it. This time allows latecomers to get settled so that no one misses anything. When everyone has completed copying

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:
Suzanne Elston
COUNTY/PROGRAM:
Bradley County Adult Education

* The books used in this exercise are a suggestion only. Other resources are available that might be as useful in presenting the lesson. The main point is that the discussion and classroom interaction is the goal, not the completion of a set amount of written material.
the passage, I begin by reading it aloud, slowly and clearly. Then I repeat the passage, phrase by phrase, working at translation or understanding. I do not translate works but draw, act out, or otherwise explain. Students are encouraged to ask questions or suggest other works that they know that might help explain the passage. Even very low level students can usually understand the main point of a passage, if not every word.

After introducing the subject of government and election of new leaders with the translation passage, I used pages 4-17 of *Citizenship: Passing the Test* (New Reader’s Press) to extend the discussion. We worked through the section page by page, allowing individual students to read the brief passages aloud. Then I allowed time for individual students to address the classroom with their responses to the questions. For example, on page 4, students responded to “Which country are you from?” by naming their countries and locating them on the wall map for the class. Page 5 asks students to find their country’s flag in the drawing. I asked my students to draw their flag on the board for us and explain the colors and symbols. (I began by drawing and explaining the U.S. flag.) When we discussed national anthems on page 9, I sang a few lines of “The Star Spangled Banner,” then allowed students to share by singing their own anthems. (I didn’t force anyone to do this, but I was surprised by how many were quite willing and proud to sing theirs.) We compared election procedures and political parties and various other government institutions. Students were encouraged to share similarities and differences between their countries and the U.S.

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

Students are able to read and comprehend the passage with assistance. Students are able to discuss and share their knowledge with classmates.

How will you collect this evidence?

Classroom observation of students; collection of extra information or artwork that students may bring to class after lesson.

**Instructor Comments and Reflections**

This is sort of a free-wheeling exercise that gives students many opportunities to practice speaking and listening to the teacher and each other. I love this type of activity and so do my students. We all learned many interesting similarities between our countries (e.g. We learned that our special District of Columbia surrounding our capital is common throughout many countries. Mexico, Columbia, and even Honduras have a special district that incorporates their nation’s capital.) I also had one student come to class the next day with several pages of material she had taken from the Internet about her country’s flag and national anthem.
MULTI-LEVEL

Christmas Card

Length of Activity: One 2-hour class period with follow-up in a subsequent class

What will students do?
• Read and examine model Christmas cards in class.
• Select a Christmas card provided by the teacher, write a brief message to a friend or the teacher, address the envelope, and mail the card.
• Learn the locations of area post offices.
• Learn about purchasing stamps and mailing packages at the post office.

What will teachers do?
• Bring in several Christmas cards with brief messages so that students may examine them. The cards should include addressed envelopes so students can identify different elements required for posting a letter.
• Supply a variety of blank Christmas cards for the students to choose from. The teacher may supply supplemental texts or handouts for students to read and practice on.
• Use a county map to help students locate the main post office and branches in the area.

Suggested Texts and Materials
• City/county map. (Our Chamber of Commerce provides maps for our ESOL students free of charge.)

Activities used to implement this learning plan.
• Begin the activity by explaining the tradition of sending Christmas cards. Show students some Christmas cards that you have received, especially those with brief messages inside. Saved envelopes are also very helpful so students can identify the address, return address, stamp and postmark.
• Use handouts or workbook pages from one of the selected texts or other related material to discuss the post office, buying stamps, wrapping and mailing packages, different shipping rates, addressing an envelope, and mailing a letter. (Don’t forget to include instructions on how to mail a letter from your home mailbox.)

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: Suzanne Elston
COUNTY/PROGRAM: Bradley County Adult Education
Christmas Card, continued

• Use a classroom map of your county to help students locate the post office, including branches, and let them select the site most convenient for them.

• Have students select a blank Christmas card from your supply. (I buy these at the end of the season and keep them on hand.) Let them decide to whom they would like to send the card. (The recipient they choose should reside in the U.S.) If they don’t have the address, encourage them to send a card to you or to one of their classmates. They may want to practice writing a short message on plain paper before they commit it to the actual card.

• Circulate among the students and help with the message writing, offering suggestions where needed. Direct students to address the envelopes. You may want to supply postage and ask the students to mail the cards themselves (either at the post office or from a home or municipal mailbox), or you may want to suggest independent trips to the post office to buy stamps and to mail the cards.

• Ask students who receive a card in the mail from a classmate to bring it to class, and be sure to bring any cards that the students have sent to you so that they can see their accomplishment.

What evidence will you look for to know that learners are developing this learning skill?
Students will demonstrate their understanding of the skill by writing and addressing a Christmas card.

How will you collect this evidence?
Teacher will keep cards and envelopes received in the mail in the students’ folders. She will note in the senders’ folders any cards that classmates have received.

Instructor Comments and Reflections
This activity worked well in class, and students were delighted to mail a card to their teacher or friends. This activity could be adapted to other times of the year when cards are appropriate. The teacher might also keep a selection of all-purpose cards on hand and have the class as a whole mail get-well cards, sympathy cards, congratulation cards, etc. The students could write individual notes or just sign their names and have one student address the envelope, but the exercise can be used as a review for the entire class.
MULTI-LEVEL

Super Bowl

Length of Activity: 1 to 2 hours

What will students do?
• Read and learn about a popular American sports event, the Super Bowl.
• Play a game that reviews and teaches selected competencies using the framework of the Super Bowl.

What will teachers do?
• Write a brief translation passage on the board explaining the Super Bowl. (This game can be adapted for any timely sports event such as the World Series, the NBA playoffs, etc.)
• Develop a set of questions based on competency skills, divided into three levels of difficulty. Each question will be clearly written in bold marker on a 3x5 card. On the back of each card, a point value is assigned: Touchdown (6 points) for most difficult, Field Goal (3 points) for medium difficulty, and Extra Point (1 point) for easiest. The cards will be placed face down on the table in three stacks where students can reach them.
• Divide class into two teams, having advanced and lower level students evenly dispersed between the two teams. The teams will take the names of the Super Bowl opponents, i.e., the Baltimore Ravens and the New York Giants.

Sample translation passage
Today is Saturday, January 27, 2001. Tomorrow is Super Bowl Sunday. That is the day the National Football League (NFL) Championship game is played. The teams playing in this year’s Super Bowl are the Baltimore Ravens and the New York Giants. The game will be played in Tampa, Florida. Millions of people all across the United States will watch the game on television. Super Bowl parties have become a tradition for many football fans. They gather in homes and restaurants and bars to watch the most important professional football game of the season.

Sample quiz questions
• Extra point: Spell your first name. What time is it? What country are you from? Count to ten. Count the number of people in class today. What day of the week is it?
• Field goal: Name five things in this classroom. Name the months of the year. What coin is worth twenty-five cents? Name eight colors.
• Touchdown: Name six parts of the body. Give directions to the bathroom. Name five household appliances. You have $1 and you spend $.79 on a soda. How much money do you have left?

EFF Standard(s) Used in This Learning Plan
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✓ 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:
Suzanne Elston

COUNTY/PROGRAM:
Bradley County Adult Education
Super Bowl, continued

Activities used to implement this learning plan.

- Begin the activity by writing a brief translation passage about the Super Bowl or other competitive event on the board. Allow students several minutes to copy and work on their own at translating the passage. Begin by reading the entire passage aloud, then reading through sentence by sentence working at translation by explaining and acting out as you go.
- Allow some time for discussion of the Super Bowl, football, soccer, and sports in general. Students may want to compare our sports traditions with those in their own countries.
- Explain to the students that they are going to have their own Super Bowl today. Divide them into evenly matched teams and give the teams the names of the opponents in the Super Bowl or other event. Explain the scoring system and model one or two sample questions so students will understand how the game proceeds. A student from the first team selects the point value question he or she wishes to try to answer. A member of the opposing team reads the question aloud and the first player must answer the question. If the answer is correct, the first team wins the appropriate number of points. Play proceeds with a player from the other team answering a question in the same manner. Play alternates from one team to the next with each student getting a chance to select his own difficulty level. The game may end at an established time limit or at an established point value as the teacher sees fit.
- The teacher may want to set aside some time at the end of play to review.

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

- Students’ ability to read the questions.
- Students’ ability to answer the competency questions.
- Students’ ability to interact, cooperate with, and encourage team members.

How will you collect this evidence?

Observation of students during and after the activity.

Instructor Comments and Reflections

This was such fun! This is a variation on a lot of similar question/answer games, but borrows heavily on a suggestion from Sue Gill of Nashville Families First. My students really got into the Super Bowl theme and the competition. Several remarked that they had really enjoyed the class. They all tended to start out very conservatively with their point choices, but as the game heated up, they began to risk taking the more advanced questions for the higher point value. They all want to play again with even more difficult questions. I am thinking of adding a writing component to this activity by asking the students to write some of their own questions.

Several Learning Styles are addressed in this lesson. Tactile learners enjoy manipulating the question cards. Because the questions are read aloud as well as shown to the player, there is also an aural and visual component.
MULTI-LEVEL

Workplace Attitude

Length of Activity: 1 to 1-1/2 hours

What will students do?
• Listen to description on workplace attitudes.
• Role-play different attitudes.
• Write an essay concerning what they learned and what attitude seems to work best in the workplace.

What will teachers do?
• Study workplace attitude information.
• Set up classroom for overhead viewer and role-playing.
• Discuss with students different attitudes and show examples.
• Have students show different types of attitudes by role-playing.
• Have students write an essay on the different attitudes and what one they feel fits best in a work situation.
• Read essays and make any corrections. (Looking for appropriate use of the English language and understanding of subject matter.)
• Review subject matter.

Activities used to implement this learning plan.

The teacher will have:
• Reviewed information ahead of time and prepared room layout.
• Had previous discussions concerning work behavior.
• Implemented class lesson on workplace attitudes using transparencies.
• Students role-play each attitude.
• Implemented classroom discussion.
• Evaluated essays for use of English language and understanding of subject matter.

The students will:
• Listen to and discuss work place attitudes.
• Role-play different attitudes.
• Discuss as a group the different attitudes.
• Write an essay concerning the different attitudes and which one they feel is appropriate in the work place.

What evidence will you look for to know that learners are developing this learning skill?
• Communicating with others concerning subject.
• Ability to use words in a general conversation correctly and showing knowledge of information.

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
✓ 2. Convey Ideas in Writing
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✓ 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
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✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Crockett County ESL Program
Workplace Attitude, continued

- Ability to write and communicate thoughts on paper with no problems.
- Ability to develop an opinion, but handle in an appropriate manner.
- Better writing and English skills.

How will you collect this evidence?
Students will write an essay.

Instructor Comments and Reflections
The students have a better understanding of appropriate behavior in the workforce, an ability to handle conflict in the workplace, a better understanding of writing and the English language and a better development of written and oral communication skills.

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How Behavior and Work Ethics Go Hand-in-Hand: Four Types of Behavior

Role-Playing
- You are working the line, but there is one employee who is always bothering you.
- You don’t like the way this person is always in your way or the things this person is saying to you.
- How will you handle this situation?
- Do this situation in the aggressive, assertive, passive and indifferent manner.

<table>
<thead>
<tr>
<th>Aggressive</th>
<th>Assertive</th>
</tr>
</thead>
<tbody>
<tr>
<td>To undertake an attack; begin a quarrel. Disposed to vigorous activity.</td>
<td>Positive declaration without attempt at proof. Confident.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Passive</th>
<th>Indifferent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not working, acting or operating; inactive; acted upon, influenced, or affected by something external.</td>
<td>Having no marked feeling or preference; impartial; neither good nor bad.</td>
</tr>
</tbody>
</table>
MULTI-LEVEL

Community Vocabulary Charts

Create Community Vocabulary Chart using English words which network services offered in your county and surrounding area.

Length of Activity:  1 hour to research/develop/design
5-10 minutes for presentation
10-15 minutes feedback

Instrument/Materials
• Telephone books (Bell South and local telephone).
• County/city maps (provided through Chamber of Commerce).
• Paper, pencils/pens.
• Sample of Community Vocabulary Chart (Attachments: B and C).

What will students do?
• Identify orally major service areas/needs, such as government buildings, medical services, schools, churches, banks, shops, family services, etc.
• Write identified words in English.
• Categorize.
• Determine connecting services/buildings, etc., under each category (content-related vocabulary), writing words in English.
• Use maps/phone books for research (Instructor checks for student knowledge of English alphabet).
• Use sample chart as guide.
• Create, via group interactions, English vocabulary word “hooks” regarding community services, one category per group.
• Design/evaluate group charts.
• Work cooperatively with other groups to design overall Community Chart (Each group decides on 1-2 persons within their group to work together with other group designees in creating ONE chart).
• Present orally to class (Group assigns one (1) person to present).

What will teachers do?
• Design sample community vocabulary chart, one per group.
• Divide students into groups of 3-4.
• Assess/note student recognition of English alphabet for research purposes.
• Provide and familiarize students with research books.
• Monitor word recognition/writing words in English.
• Encourage expansion chart(s) into other areas: ask how charts may evolve into other area, oral responses to be given in English. Areas may

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✓ 15. Learn Through Research
✓ 16. Use Information and Communications Technology
Community Vocabulary Charts, continued

include: government buildings—courthouse offices—car license, taxes, Juvenile Court, etc.
• Evaluate.
• Give positive feedback.
• Post on wall.
• Provide copies for each individual at next class session.

Activities used to implement this learning plan.
• The students will create a vocabulary chart of words used to identify offices and businesses in students’ county.
• The class will divide into groups. Each group will be assigned vocabulary words to identify and place in the community chart.
• The teacher will circulate in the classroom to help students where needed.

What evidence will you look for to know that learners are developing this learning skill?
• Interchange/interaction of usage of English vocabulary.
• Recognition of English words.
• Correctly-written English words.
• Improved pronunciation of English vocabulary.
• Successful categorization of words.

How will you collect this evidence?
• Creation of Community Vocabulary Chart.
• Increased self-esteem/comfortability in group interactions and oral presentations.

Instructor Comments and Reflections
Charts can be created using any category pertinent to individual and/or respective city/community.
Community Vocabulary Charts, continued

ATTACHMENT B

Shops
- Grocery, Department Stores, Beauty Salons

Support Services
- DHS, Doctors' Offices, Health Department, Hospitals

City/County

Buildings/Offices
- Government Offices, City Hall, Courthouse, Post Office, Library

Schools
- Headstart, Migrant Headstart, Elementary, Middle and High Schools

Transportation
- Bus, Taxi, Rail, Air

ATTACHMENT C

Shops
- Scotty's Grocery, Piggly Wiggly, Johnny's Dollar General, Merle Norman, Worrell's Men's Wear, Alamo Florist, Jones Florist, Variations Barber/Beauty Shop, Dairy Queen, Olympic Steak House

Support Services
- Health Dept., DHS, Family Resource Center, Senior Citizens Center, NWTDC, Alamo Medical Clinic, Bells Medical Clinic, Jackson/Madison Co. General Hospital

Crockett County

Buildings/Offices
- Courthouse: Alamo City Hall, Bell City Hall/Fire Dept.; Post Offices: Alamo, Bells, Gadsden, Friendship, Maury City
- Election Office: FHA; Chamber of Commerce, Library

Schools
- Elementary/Middle/High: Alamo, Bells, MC, Friendship, Gadsden, CCMS, CCHS
- Adult Ed.: LPN, DSCC, JSCC, TCC (Ripley, Jackson)

Businesses
- Pictsweet, ABB, Jockey, Angelica, Advantage, Crockett Gin, Farmer's Gin, L&H Gin, Planter's Gin, Cairo Gin
United States History from 1492-1865

Length of Activity: 2 to 3 class sessions

What will students do?
• Read the three simplified versions of historical periods in the United States.
• Discuss these readings and write a synopsis of the readings.

What will teachers do?
The teacher will supply the readings, will help with the discussion and encourage students to act in a “one-act” play.

Activities used to implement this learning plan.
• The teacher will distribute copies of the history lesson to be read and ask some advanced level students to read it. A discussion will follow and a time line made of the readings.
• Students will divide into groups and write a paragraph about what they have read.
• Students will be encouraged to discuss the early history of their native country.
• Role-playing or a one-act play can be created.

What evidence will you look for to know that learners are developing this learning skill?
Teacher observation of preparation of one-act play and class discussions.

How will you collect this evidence?
• Observation of students’ interest in the lesson.
• Students’ activities during these sessions.
• Short quiz on information presented.

Instructor Comments and Reflections
This was an enjoyable activity. The students felt that they had learned much about United States history.
United States History from 1492 – 1865, continued

Reading I:
Colonies in the New World
In 1492, Christopher Columbus sailed to the New World under the flag of Spain. Columbus was originally from Italy. He made four voyages to the Americas.

During the 1500s, Spain was very powerful because of the colonies it had in the New World. The country became very rich because there was a lot of gold and silver in South America. Spain controlled almost all of South and Central America.

The first permanent colony in North America was in what is now called Florida. It was called St. Augustine. It was established in 1565 by the Spanish.

The first permanent English colony in North America was at Jamestown. It was founded in 1607. The colony was named for King James 1 of England. The King James Version of the Bible is also named after him. Jamestown is located in Virginia.

Another important English colony was founded in 1620. It was called Plymouth. The colony’s original settlers came to America on the Mayflower. Plymouth is in present day Massachusetts.

Reading II:
The American Revolution
The American colonies fought the British to become an independent country. England had controlled the American colonies for over 150 years. There were some events that made their relationship worsen and led up to a fight for independence.

The Stamp Act of 1765 angered the colonists because they felt it was taxation without representation. There were no American representatives in the British Parliament.

In 1770, an event called the Boston Massacre occurred when British troops fired into a crowd, killing five Americans. The soldiers may have been provoked by the crowd, but it caused more tension between the Americans and the British.

The Tea Act of 1773 placed a levy, or tax, on tea. The Colonists struck back with what is called the Boston Tea Party. Colonists in Boston boarded ships loaded with tea and dumped over 300 chests of tea into the harbor. After this, England’s King George III closed the Boston harbor to all commerce. They also placed Massachusetts under military rule and placed thousands of British soldiers in Boston.

In 1775, fighting broke out between the British soldiers, called “lobsterbacks” because of their red uniform coats, and the American Colonists, also called “minute-men” because they were supposed to be ready to fight on a moment’s notice. The first battles were at Lexington and Concord in Massachusetts. The battles have been called the “shots heard ’round the world.”

In 1776, the colonies formally declared their independence. Thomas Jefferson wrote the Declaration of Independence and it was signed on July 4, 1776.

General George Washington was the leader of the Continental Army, the Americans who fought the British. The Colonists fought the British until their commander, Lord Cornwallis, was surrounded and surrendered at Yorktown in 1781.

The Treaty of Paris formally ended the war for American independence. It was ratified by the American Congress in 1783. In this treaty, the British government officially recognized the United States as an independent nation, and George Washington was elected as the first president of the United States.

Reading III:
The Constitution
The Declaration of Independence was signed on July 4, 1776. This is the official beginning of the United States. The government of the United States as we know it today began later with the adoption of the Constitution.

The Articles of Confederation were the documents that defined the first government of the United States. Many people in the young country thought that the Articles of Confederation were ineffective. They thought that the Articles should be revised.

In the Summer of 1787, delegates from 12 of the 13 states met in Philadelphia for the purpose of revising the Articles of Confederation. George Washington was the chairman of the convention. The delegates decided to change the entire system. They worked together for three
months during the hot weather to write the Constitution. In the document, the government is divided into three main branches: the executive, the judicial, and the legislative. The executive branch carries out the laws and is headed by the President of the United States. The judicial branch interprets the laws and is headed by the Supreme Court. The legislative branch writes the laws and includes the House of Representatives and the Senate.

The Constitution also tells about the way the branches interact with each other. This is called a system of checks and balances. This system keeps any of the branches from gaining too much power.

The Constitution also defines the role of the federal government. It separates those areas that are the responsibility of the federal government and those that are the functions of state governments.

The Constitution of the United States was adopted in 1789 after 9 of the 13 states ratified, or approved, the document. The Constitution is often called “the supreme law of the land.”

The Constitution can be amended, or changed. It is hard to change the Constitution. There have been only 27 Amendments to the Constitution since it was adopted in 1789. The first ten amendments are called the Bill of Rights. The ability to amend the Constitution allows the document to be flexible and change as the country changes.

**Reading IV:**
**The American Civil War**
The American Civil War began in 1861 and ended in 1865. Many of the Southern states seceded, or withdrew, from the United States. The states that remained a part of the United States called themselves the Union. There were many things that helped cause the war. There were also many effects, or outcomes, that the war had on the United States.

A large part of the economy of the Southern states depended on slave labor. Their economy was based on agriculture. Large farms were called plantations. Many plantations across the South were operated using slave labor. Slaves were mainly black Africans. Slaves had very few rights and were not considered citizens of the United States.

There were some slaves in the North, but not nearly as many as in the South. The North had mostly small farms. There was little need for slave labor. The cities in the North had a lot of industry. A large portion of the immigrants coming to the United States went to the North in search of jobs in factories.

The United States in 1860 was clearly divided by sectional differences. The South wished to continue to expand slavery and their agricultural way of life. Many in the North wished to contain slavery. Some people in the North, called abolitionists, felt slavery was wrong and wished to make it illegal in the U.S.

In November of 1860, Abraham Lincoln was elected President of the United States. He was from Illinois. He wished to restrict the growth of slavery. People in the South viewed his election as a threat to their way of life and agriculture-based economy.

Before Lincoln took office, many of the Southern states had seceded and formed the Confederate States. They elected Jefferson Davis from Mississippi as their president. They began to prepare for war. The Confederates attacked Ft. Sumter in April of 1861. Lincoln demanded that troops from all the states still in the Union be called for active duty. Because of this, additional Southern states joined the Confederacy.

The Union and Confederacy fought the Civil War for four long years. It was fought mainly in the Southern states. The Union was better supplied and had many more troops. They eventually won the war. The South became a part of the United States again. 600,000 Americans died during the war. Abraham Lincoln was assassinated right after the war ended.

One of the most important outcomes of the Civil War was the ending of slavery in the United States. After the war ended, there were changes made to the Constitution that freed all the slaves, made former slaves citizens, and gave black men the right to vote in elections. These were the 13th, 14th, and 15th Amendments to the Constitution.
Groundhog Day

Length of Activity: Parts of this activity may be used as a simple warm-up at the beginning of class and limited to 1/2 hour or so, or it may be extended into a full-length class period depending on the interest of the class.

What will students do?
• Copy and translate a brief written passage about Groundhog Day from the board.
• Work independently at translating, then actively participate with questions and responses as the teacher reads aloud and helps them understand the passage.
• Share with the class any similar observances or customs they may have in their native countries.
• Learn and practice an English tongue twister.
• Read aloud several “groundhog” songs and will be encouraged to join in singing them to popular tunes.
• Read and answer some multiple-choice questions based on the information they have read and heard from the classroom discussion.
• Do outside research about a superstition or custom from their own country.

What will teachers do?
• Present information about Groundhog Day through written and spoken word.
• Supply additional materials in the form of rhymes, songs, tongue twister, and quizzes.
• Lead class discussion as well as speaking and/or singing activities.
• Encourage students to do outside research on their own traditions and return to share them with the class.

Activities used to implement this learning plan.
The teacher will write the translation passage on the board before class begins so that students can begin work as they enter class. After everyone has had some time to work on writing and translating the passage, the teacher will read it aloud and help students with difficult words, phrases, and concepts. She will try to answer any questions and will present additional information about the way we observe this old superstition. A newspaper picture with Punxsutawney Phil routinely appears on the front page of newspapers all over the country. A news clipping of this ritual would be interesting to share with the class. (I copied and enlarged a picture from Encarta to create

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  11. Resolve Conflict and Negotiate
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✓ 15. Learn Through Research
✓ 16. Use Information and Communications Technology

SUBMITTED BY: Suzanne Eston
COUNTY/PROGRAM: Bradley County Adult Education
Groundhog Day, continued

Sample Translation Passage:
Today is Saturday, February 3, 2001. Yesterday was Groundhog Day. Groundhog Day is celebrated on February 2 of each year, when, according to rural American tradition, the groundhog leaves his burrow where he has been hibernating to see if the cold winter weather will continue. The groundhog, or woodchuck, comes out of his hole to see if he can see his shadow. If the sun is shining, he will see his shadow and will return to his burrow for six more weeks of cold weather. If the day is cloudy and he does not see his shadow, that means spring will come early this year. What did the groundhog see yesterday? What does it mean?

Tongue Twister:
How much wood would a woodchuck chuck
If a woodchuck could chuck wood?
A woodchuck would chuck all the wood he could chuck
If a woodchuck could chuck wood.

What evidence will you look for to know that learners are developing this learning skill?
Students will:
• Read and comprehend the passage with assistance.
• Discuss and ask questions about the subject.
• Answer questions about the information presented.
• Improve pronunciation and rhythm through practice.
• Share research with the class.

How will you collect this evidence?
Classroom observation of students; teacher may collect quizzes for student files; student research may be noted in files.

Suggested Materials
• Groundhog Day Songs found at:
  http://ourworld.cs.com/_ht_a/DonaldRHalley/ghdsongs.htm
• Groundhog Day Quiz found at:
  http://www.aitech.ac.jp/~iteslj/quizzes/mc-lb-ghd.html
• Check Internet for additional materials: Search “Groundhog Day”

Instructor Comments and Reflections
This was a fun activity and students seemed charmed and amazed by the hoopla surrounding this old superstition.
MULTI-LEVEL

Christmas Parade

Length of Activity: Two class sessions

What will students do?
• Listen actively as teacher explains the details of upcoming local Christmas parade.
• Learn new vocabulary through context and visual clues.
• Read and translate a brief news release.
• Follow the route of the Christmas parade on a simple outline map and learn important local landmarks.
• Choose a possible site along the route to view the parade from and plan driving routes and parking options.
• Attend the parade if possible and discuss and write about their experience.

What will teachers do?
• Describe the upcoming Christmas parade (or other community cultural event) using vocabulary the students know or can learn from context. New words may be introduced with visual aids (drawings, pictures, or mime).
• Encourage students to ask questions and share knowledge. The specifics of the parade will be presented in handout as a written news brief for the students to read and work at translating.
• Produce this handout by editing news articles for appropriate length and vocabulary level or by writing one (example provided). The handout should include an outline map of the parade route such as might appear in the newspaper.
• Guide the students through the written passage, helping with difficult words or constructions. (Lower-level students may not understand the passage in its entirety, but should have a general understanding of meaning and full understanding of dates and times.)
• Teach map skills and English directional words as you guide students along the parade route and points out landmarks.
• Urge students to attend the parade.

Activities used to implement this learning plan.
• The teacher will begin the session by telling students about the American tradition of the Christmas parade. Describe the typical parade participants, introducing new vocabulary as you go.
• Students will be encouraged to ask questions during this monologue in order to clarify understanding.
• The teacher will hand out a reading passage about the parade, including a

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SUBMITTED BY: Suzanne Eston
COUNTY/PROGRAM: Bradley County Adult Education
map of the parade route and allow the students some time to try to read and translate the passage on their own. Then read it aloud and assist students with understanding.

- The teacher will guide the students as they trace the parade route on their maps and will identify important landmarks along the way. (Local sites may include schools, the Boys’ and Girls’ Club, the Driver’s License Testing Center, the county courthouse, library, monuments, and the Adult Education offices.)
- The teacher will encourage the students to attend the parade to observe and participate in this cultural tradition.
- The teacher will help the students select an observation site and plan how they will drive to the site and where they will park.
- As a follow-up lesson, students will be encouraged to describe the parade orally and/or write about it. They will discuss personal impressions and any difficulties they may have encountered.

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

Students will be able to:

- Demonstrate map skills and show plans for attending the parade.
- Point out important landmarks on a map.
- Discuss and write about their experience.

**How will you collect this evidence?**

Students’ written work will be collected in a portfolio. Students will create a classroom map on which they identify important community locations.

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**Instructor Comments and Reflections**

Students enjoyed sharing their own similar traditions with the class. Many were intrigued when I explained my own family tradition of riding our horses in the Christmas Parade. Several did attend the parade and were excited to see their teacher riding by as a participant.
MULTI-LEVEL

Calendar Activity

Length of Activity: 20 minutes

What will students do?
• Identify months, days, dates/numbers, and holidays.
• Discuss information by answering verbal questions.
• Determine meaning of terms “first” and “last” and “today” and “tomorrow.”
• Demonstrate writing skills by taking notes on basic facts – copy sentences from board.
• Answer written review questions.
• Create a large wall calendar.

What will teachers do?
• Prepare a lesson to introduce and review the concepts listed above.
• Ask questions to elicit specific information.
• Give information when needed to fill in missing pieces.
• Monitor written and verbal work for correctness.
• Supply materials.

Activities used to implement this learning plan.
Ask students the following questions: What day is today? What month is it today? What is the date today? (This activity was planned for January 31, so the following questions were also asked.) What day will it be tomorrow? What month will it be tomorrow? What will the date be tomorrow? (We reviewed that it was the last day of January and will be the first day of February.)

The more advanced English speakers volunteered to answer the oral questions. I then wrote the questions on the board and asked the lower level English speakers to tell me the answers since they had heard it previously. I prompted them with answers as needed.

All students wrote down the questions and answers.

They grasped the term “today” and “tomorrow,” but did not comprehend the terms “first” and “last” (last day of January and first day of February). I had them line up and then explained first and last in line. They then understood the meaning.

We used markers and a 24” x 36” calendar with blank squares to write in the month, dates and holidays. Each student had the opportunity to write and draw something to represent holidays.

We then discussed the holidays in February which allowed us to discuss

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:
Lynn Moore

COUNTY/PROGRAM:
Cansler Adult Education Program/Knox County
Calendar Activity, continued

the first president, George Washington, and Abraham Lincoln. Questions on these two men are on the citizenship test. From the board, they copied a sentence about each based on our class discussion.

What evidence will you look for to know that learners are developing this learning skill?
• Verbal answers during class giving each student the opportunity to respond.
• Observation of class participation.

How will you collect this evidence?
At the start of the next class give a written review quiz.
Review Questions:
1. What day is it?
2. What month is it?
3. What is the date today?
4. What does a farmer do?
5. What does a plumber do?

Instructor Comments and Reflections
The students and I enjoyed this lesson. Some of it was quite simple, so even the most basic English speaker could have success in answering. Other skills were reinforced so that all felt that they had accomplished something. The calendar is hanging out in the hall for all of our adult education students to see.
MULTI-LEVEL

Food and Containers

Length of Activity: 2 sessions of 45 minutes each

What will students do?
• Identify types of foods using the Oxford Picture Dictionary (Oxford University Press).
• Identify types of containers.
• Practice using money.
• Discuss information by answering verbal questions.
• Demonstrate writing skills by taking notes on basic facts; copy sentences from board.
• Answer written review questions.
• Practice buying groceries.

What will teachers do?
• Prepare lesson to introduce and review the concepts listed above.
• Ask questions to elicit specific information.
• Give information when needed to fill in missing pieces.
• Monitor written and verbal work for correctness.
• Supply materials.

Activities used to implement this learning plan.

Day 1
• Using play items and real items set up store sections on the class tables.
• Produce-Dairy, Produce-Fruit and Vegetables, Meats and Poultry, Baking Needs, Canned Goods, Snack Food.
• Give handout identifying types of containers: box, bag, carton, etc.
• Have students fill in blanks.
• Have students identify items in that container.
• Use dictionary to assist in naming grocery items.
• Have students tell if they eat specific items.

Day 2
• Continue to identify items.
• Now the items have prices on them.
• Give students money to spend and have them buy within that budget.
• Other students can act as cashier and tally purchases.

EFF Standard(s) Used in This Learning Plan
1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
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✓ 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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15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Lynn Moore

COUNTY/PROGRAM:
Cansler Adult Education Program/Knox County
Food and Containers, 
continued

What evidence will you look for to know that learners are 
developing this learning skill?
Verbal answers during class giving each student the opportunity to respond
Observation during class participation

How will you collect this evidence?
At the start of the next class give a written review quiz.

Instructor Comments and Reflections
I found that I could have used many more items than I had for our store. 
We only identified very basic items. Some they knew, but many they didn't.

<table>
<thead>
<tr>
<th>FRUITS</th>
<th>VEGETABLES</th>
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<tbody>
<tr>
<td>banana</td>
<td>corn</td>
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<tr>
<td>apple</td>
<td>beans</td>
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<tr>
<td>orange</td>
<td>cabbage</td>
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<tr>
<td>grapes</td>
<td>broccoli</td>
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<tr>
<td>pears</td>
<td>lettuce</td>
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<td>grapefruits</td>
<td>spinach</td>
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<td>lemons</td>
<td>garlic</td>
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<td>limes</td>
<td>tomato</td>
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<tr>
<td>plums</td>
<td>bell pepper</td>
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<tr>
<td>peaches</td>
<td>potato</td>
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<td>strawberries</td>
<td>onion</td>
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<td>cherries</td>
<td>carrot</td>
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<td>watermelon</td>
<td>mushroom</td>
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<td>peas</td>
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<td></td>
<td>mushroom</td>
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<tr>
<td></td>
<td>cucumber</td>
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</tbody>
</table>
MULTI-LEVEL
Colors/Maps/Businesses/Directions

Length of Activity: 2 sessions of 45 minutes each

What will students do?
• Discuss information by answering verbal questions.
• Determine meaning of terms right and left, north, south, east, west, and city block.
• Identify standard businesses by name.
• Identify colors.
• Demonstrate writing skills by taking notes; copy sentences from the board.
• Answer written review questions.
• Use a map to identify buildings and follow directions, coloring buildings different colors.
• Use dictionary.

What will teachers do?
• Prepare lesson to introduce and review the concepts listed above.
• Ask questions to elicit specific information.
• Give information when needed to fill in missing pieces.
• Monitor written and verbal work for correctness.
• Supply materials.

Activities used to implement this learning plan.

Day 1
• Supply students with a copy of a basic map with several buildings listed.
• Name a building, ask the students to find it on the map.
• Talk about what is done in each building; use picture dictionary to assist.
• Give each student a box of crayons; give them a specific color to color each building.
• After all the buildings are colored ask them which building is red, etc.

Day 2
• Explain right and left, holding up my hands. Also discuss words having the same meaning such as right as a direction and right as correct.
• Have the students locate a specific building on the map.
• Name the building next to it, ask if it is on the right or the left (repeat process several times).
• Use objects in the room to identify if they are right or left of something else.
• On the map, give directions for them to follow from a starting point hav-
Color/Maps/Businesses/Directions, continued

What evidence will you look for to know that learners are developing this learning skill?
• Verbal answers during class giving each student the opportunity to respond.
• Observation during class participation.

How will you collect this evidence?
At the start of the next class give a written review quiz.

Instructor Comments and Reflections
I believe it is very important for students to have an understanding of major businesses and how to follow directions. This was a basic start to helping them find specific places. I find that it helps to incorporate several activities in one lesson because some of the students get bored fairly quickly. It is challenging to keep the advanced learners moving while not going too fast for the beginning learners. I do ask more difficult verbal questions of the more advanced learners.

Look at the map and complete the questions.

1. List the names of the streets, roads or avenues on the map.
2. Is the park north, south, east or west of the hospital?
3. What street is your business on? X marks the entrance.
4. Is the school in the north or south area of this map?
5. Find Start Here on the map. Give directions from the start point to the movie theater.
   — What is the first street that you could take?
   — At the corner do you have to turn right or left?
   — Then what street do you take?
   — How many blocks do you go in all?
**MULTI-LEVEL**

**Workplace Language Bingo**

**Length of Activity:** Varies from 30 minutes to 1 hour, depending on the game and how much the students wish to play or the teacher wishes to spend time. It should last no longer the one hour.

**What will students do?**
- Listen to instructor as he/she calls out words.
- Try to match words to BINGO board.
- Write word/term down on paper in order to later find the definition.
- Continue to follow game this way till student has five words/terms in a row. The first to get five in a row shouts BINGO. After each game, research the words on the list and write a definition for them.

**What will teachers do?**
- Develop a list of workplace words/terms to be used in BINGO.
- Review word list with the students and give each one a copy of the list.
- Give each student a game board and game piece markers.
- Give each student a piece of paper and pen/pencil.
- Cut strips of paper and write one word or term on each strip from your word list.
- Place the strips of paper in a container.
- Mix up the strips of papers in the container.
- Pull out a strip and call out the word/term.
- Instruct students to write down each word/term on their blank piece of paper.
- Continue to pull strips out and have students write down each word until someone cries BINGO.
- Have each student research and write definitions for each word called out.
- Discuss these words and how they are used in the work place.

**Activities used to implement this learning plan.**

**The teacher will:**
- Review information ahead of time and plan.
- Have spent time discussing workplace terms/words used and what they mean.
- Have explained to students how to play BINGO.
- Have students use terms in an example to show understanding.
- Have students write down terms and definitions to develop English skills.

**The students will:**
- Listen to and discuss words and terms.

**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:**
Crockett County ESL Program
Workplace Language Bingo, continued

- Mark words with markers when found on game board.
- Write down words/terms as instructor calls them out.
- Call out BINGO if they win with 5 in a row.
- Write definitions to each word/term called out during game.

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

Students will:
- Use words correctly in a conversation.
- Write down words/terms and know their definitions.
- Show other students understanding of terms and help them.

How will you collect this evidence?
Classroom observation of students’ ability to use words in appropriate settings.

Workplace Language Bingo Work List

<table>
<thead>
<tr>
<th>time clock</th>
<th>shift work</th>
<th>operational management</th>
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<tbody>
<tr>
<td>production time</td>
<td>prep time</td>
<td>IR – irregular merchandise</td>
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<td>wages</td>
<td>deductions</td>
<td>auditing</td>
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<tr>
<td>production</td>
<td>sick days</td>
<td>sealer application</td>
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<tr>
<td>FICA</td>
<td>time off</td>
<td>cafeteria plan</td>
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<tr>
<td>social security</td>
<td>leave of absence</td>
<td>insurance package</td>
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<td>benefits</td>
<td>code of ethics</td>
<td>401K Plan</td>
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<td>break time</td>
<td>mission statement</td>
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<td>operations</td>
<td>call-ins</td>
<td>team work</td>
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<td>company meetings</td>
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<td>W2 Form</td>
<td>middleman</td>
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### Workplace Language Bingo, continued

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<td>Prep Time</td>
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<td>Shift</td>
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<td>Quality</td>
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<td>Manager</td>
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<td>Control</td>
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<td>Assessments</td>
<td><strong>FREE SPACE</strong></td>
<td>Pay Scale</td>
<td>Code of Ethics</td>
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<td>Spec’s</td>
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<td>Call Ins</td>
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Workplace Language Bingo, continued

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FREE SPACE
Comparing U.S. Money: Do You Save Money?

Students will compare and contrast their country’s money with U.S. money to equate the approximate value of a dollar, and to identify symbols printed on the money by discussing and writing in class.

Length of Activity: 1 to 3 class sessions

What will students do?

• Listen and understand the teacher’s explanation of U.S. money (dollar, quarter, dime, nickel, penny) and symbols.
• Speak to the group in order to compare and contrast their own country’s money and to equate an approximate value of the U.S. dollar, also identifying the symbols of their country’s money (if possible).
• Write sentences, one or two paragraphs or essays explaining their country’s money equivalency to a dollar and its symbols or American symbols. (Teacher assigns tasks according to the choice and level of student.)

What will teachers do?

• Give a brief explanation of U.S. money and the symbols that appear on the dollar.
• Make copies of the different money and record information of symbols and equivalencies to the U.S. dollar.
• Choose a site to display information.
• Assist students as needed.

Activities used to implement this learning plan.

• Short lecture by teacher.
• Speaking opportunities for students to share and discuss.
• Teacher summarizes student money equivalencies and symbols on the board as students respond, or teacher can prepare beforehand a copy of the money and record explanations on this paper as the students respond.
• After discussion, teacher and students will display information. Students write sentences, a paragraph or an essay comparing and contrasting money from different countries. Teacher assists as needed.

Vocabulary

Money: dollar, quarter, dime, nickel, penny, symbol, collection, bank, save.
Symbols: George Washington, Abraham Lincoln, Lincoln Memorial,
Student Learning Plan – Civics


Conversation
“Can you tell me about your country’s money, pictures on the money and relationship to the dollar?” “How many _____ equal one dollar?” “How many _____ will you give me for one American dollar?” “Who is this man on the money?” “Who are these women on the money?” “What does this mountain mean?” “Why are these birds on the money?” “What is this flower?” “What do these words mean?” “Do people ‘save’ or ‘collect’ money?” “Do people keep money collections in your country?”

What evidence will you look for to know that learners are developing this learning skill?
Student participation and discussion; ability to equate their rate of money as compared to the dollar; ability to tell about symbols of their countries.

How will you collect this evidence?
Teacher observations and teacher-recorded student responses, money equivalences as reported by students and information on symbols for display. Student oral and written reports on money and symbols.

Instructor Comments and Reflections
I found that teaching money was a lot easier when relating to that student’s money system. The students were actively involved and brought in samples of old money as well as new. This lesson generated lots of conversation and led to other activities on symbols. The Internet has lots of related research possibilities. Students knew the daily dollar equal rates better than I did.

Cultural Differences
Thailand—“bant”; Taiwan—“yen”; Laos—“gib”; Japan—“yen”; China—“yen”; Germany—“mark.” The “Father of the country” is printed on American and Chinese money. No other country (represented by these students) ‘collected’ money in money collections like the Americans. An example used in class was First State Quarters of the United States Collector’s Map (a picture of each state and a place for the quarter). Some students thought this was a very funny idea. “Why do you do that?” they said.
MULTI-LEVEL

Tennessee, The Volunteer State

Research Tennessee history, symbols of statehood, demographics, state and local government.

Length of Activity: 2 class session, 5 hours. Group, research, plan/prepare visuals. Write essay/give oral-visual presentation.

Instrument/Materials

• Tennessee worksheet (Ouachita Technical College, AR)
• *Tennessee Land, History, and Government* (Crawford, Charles; Steck-Vaughn, 1984)
• Website: www.state.tn.us/index/html
• Worksheets

What will students do?

• Research Tennessee history through:
  a. websites
  b. texts
  c. handouts
• Become familiar with computer research:
  a. log on to websites
  b. search engines
  c. print
• Read computer printouts for pertinent factual information.
• Study vocabulary words.
• Research charts/handouts for demographic information.
• Write, in English, answers to statements/questions.
• Complete word-search puzzle on Tennessee.
• Create descriptive visuals, using major facts:
  a. tri-folds
  b. overheads
  c. posters
• Summarize facts and write English essay gleaned from research (descriptive words, not grammar structure).
• Give 3-5 minute oral presentations, using visual.

What will teachers do?

• Research websites.
• Prepare teacher-made pre/post test on major facts about Tennessee (Attachment C-1).
• Pre-test (Attachment C-2).

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
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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

SUBMITTED BY:
Crockett County ESL Program
• Prepare vocabulary.
• Copy and distribute handouts.
• Group students (3-4 per group).
• Give verbal overview and assist with learning activity:
  a. computer research
  b. printouts/handouts
  c. visuals
• Evaluate.
• Encourage/solicit sharing of ideas from groups.
• Assist with preparation for oral/visual presentations.
• Post-test (Attachment C-2).

Activities used to implement this learning plan.
• The students will use the Internet and texts to research Tennessee history and then complete the teacher’s handouts.
• Working as a group, the students will prepare oral/visual presentations.

What evidence will you look for to know that learners are developing this learning skill?
The students will:
• Do research.
• Plan.
• Cooperate/observe.
• Demonstrate technological competencies.
• Summarize/write in English.
• Evaluating research.

How will you collect this evidence?
The students will:
• Create descriptive visuals.
• Present orally in English.
• Pre-post test.

Instructor Comments and Reflections
• Increased knowledge/factual information about state of Tennessee and student’s county.
• Expand information to U.S. History and Constitution for increased citizenship skills.
Tennessee, The Volunteer State, continued

ATTACHMENT C-1

Vocabulary: Tennessee Terms

Nashville 1796
Mockingbird David Crockett
Iris Crockett County
Tulip Poplar Bobwhite (Quail)
Firefly and Lady Bug Largemouth Bass
Tennessee River Channel Catfish
Tennessee River Pearl Honeybee
Limestone and Agate Tennessee Waltz (1965)
Raccoon Rocky Top (1982)
Passion Flower French (1753)
Tennessee Valley Authority Yuchi, Chickasaw, Cherokee, Shawnee
(TVA)
Volunteer Mississippi River
Great Smoky Mountains Battle of Shiloh (1862)
Reelfoot Lake Battle at Fort Pillow (1864)
State Seal House and Senate
Honorable Don Sunquist Governor
Agriculture Judges
Commerce Mayor
Three Grand Divisions County Executive
State of Franklin Crab Orchard Stone
Tennessee, The Volunteer State, continued

ATTACHMENT C-2

“Who Wants to be a Tennessean?”

DIRECTIONS: From your research on Tennessee, play the game; circle the correct answer.

1. The capital of Tennessee is:
   a. Jackson  
   b. Knoxville  
   c. Nashville  
   d. Chattanooga

2. The official state bird is:
   a. Bluejay  
   b. Mockingbird  
   c. Cardinal  
   d. Sparrow

3. The state flower is:
   a. Iris  
   b. Tulip  
   c. Carnation  
   d. Rose

4. A significant body of water that flows from south to north across the width of Tennessee is:
   a. Mississippi River  
   b. Tennessee River  
   c. Cumberland River  
   d. Rio Grande

5. Tennessee is known as the
   a. Bluegrass state  
   b. Peach state  
   c. Volunteer state  
   d. Show Me state

6. The Three Grand Divisions are:
   a. Mississippi Valley, TN Valley, Cumberland Mountains  
   b. East, Middle, West  
   c. Delta, Plateau, Cumberland  
   d. Delta Plains, Highland Rim, Blue Ridge

7. The current governor is:
   a. William Blount  
   b. Al Gore  
   c. Don Sunquist  
   d. ________________

8. Tennessee became a state in:
   a. 1865  
   b. 1862  
   c. 1903  
   d. 1796

9. One of the largest and most visited National Parks in the USA is in Tennessee. It is:
   a. Reelfoot Lake  
   b. Stone Mountain  
   c. Great Smoky Mountains  
   d. Yellowstone

10. Crockett County was founded in
    a. 1871  
    b. 1796  
    c. 1819  
    d. 1823

11. Crockett County was created from four counties. They were:
    a. Lauderdale, Haywood, Dyer Obion  
    b. Madison, Dyer, Lauderdale, Gibson  
    c. Haywood, Dyer, Madison, Gibson  
    d. Humboldt, Milan, Trenton, Dyersburg

12. Which of the following is the correct title for the Chief Elected Official of Crockett County?
    a. Mayor  
    b. County Executive  
    c. Board of Aldermen  
    d. County Commissioners

13. The official Tennessee wild animal is:
    a. Raccoon  
    b. Bobcat  
    c. Whitetail Deer  
    d. Rabbit
14. The official agricultural insect is
   a. Ladybug   b. Honeybee   c. Firefly   d. Dragonfly

15. The official game bird is:
   a. Quail   b. Turkey   c. Dove   d. Crow

16. In 1753, the Tennessee Territory was owned by:

17. Two major types of industries are written on the Official Seal of the State of Tennessee. They are:
   a. Agriculture and Commerce   b. Industry and Commerce
   c. Agriculture and Industry   d. Commerce and Rails

18. In April 1862, a major Civil War Battle was fought in West Tennessee at Pittsburg Landing (on the Tennessee River). The name of this famous battle was:
   a. Battle of Bull Run   b. Battle of Stone’s River
   c. Battle of Chattanooga.   d. Battle of Shiloh

19. The agency which provided electric power to Tennessee and surrounding states is the:
   a. New Deal   b. TVA   c. Great Lakes   d. TNN

20. The Office of Governor of each state and the Office of President of the U.S. are called:
   a. The Judicial Branch   b. The Legislative Branch
   c. The Supreme Court   d. The Executive Branch

21. The House and Senate of both the state and the U.S. Governments are the:
   a. Legislative Branch   b. Executive Branch
   c. Supreme Court   d. Judicial Branch

22. The process through which a bill becomes a law must begin with the introduction (origin) of that bill in the
   a. Governor’s Office   b. Judicial Branch of Government
   c. House or Senate   d. Mayor’s Office

23. In most U.S. cities and towns, the chief elected official is the:
   a. banker   b. Mayor   c. County Commissioner   d. Lawyer

24. The state songs of Tennessee are:
   a. The Tennessee Waltz and Ole’ Tennessee   b. The Tennessee Waltz and Rocky Top
   c. Rocky Top and Blue Suede Shoes   d. Jazz and Beale Street

25. Nashville is know as:
   a. Dollywood   b. Rock’n Roll City   c. Elvis Presley’s Hometown   d. Music City

Score yourself as discussed in class. After post-testing, compare your answers with those you submitted before researching the history of Tennessee.