

*Estamos Unidos*

Embajada de los Estados Unidos de América

***Fluency, Accuracy and  
Confidence in English  
(FACE) Camp***

*Granada, Nicaragua  
January 8-13, 2012*

## **Welcome to FACE!**

Welcome to the "Fluency, Accuracy and Confidence in English" (FACE) Camp! This camp is a continuing initiative sponsored by the U.S. Embassy in Nicaragua. For six days, we invite you, committed and dedicated secondary school English teachers in Nicaragua, to share in exploration, adventure and learning in English.

The camp will provide you with an intensive English language immersion experience that will strengthen your linguistic skills, deepen your knowledge of U.S. culture and offer opportunities for in-depth practice in the spoken language through interactive activities. This experience will also give you the opportunity to make new friends and network with colleagues from around the country.

Your camp staff includes Nicaraguan and American counselors who are here to offer instruction, guidance and support. The Nicaraguan instructors are alumni from English language programs sponsored by the U.S. Embassy in Nicaragua and the American instructors are in-service Peace Corps Volunteers.

In addition, your training includes a series of workshops conduct by Brenda Bernaldez, a Cultural Assistant in the Office of English Language Programs for Mexico and Central America at the U.S. Embassy in Mexico and Dr. Armeda Reitzel, professor at Humboldt State University in California.

We would like to thank Marlon Gutierrez, Megan McCann, Rachael Ropkey, Monica Schneiderman, Christa Strain, and David Webber for their contribution of materials to this book.

We are excited to have you in this camp and hope it will be an unforgettable experience that you will share with your friends, family and students. Have a great time!

Yours truly,

Leda Chavarria and Samantha Parkes  
Camp Coordinators

# TABLE OF CONTENTS

## FACE Camp

The Star Spangled Banner.....	4
Camp Rules.....	5
Schedule.....	6
Chapter 1: Environmental Problems.....	7
Chapter 2: Gender Roles and Relationships.....	19
Chapter 3: Immigrant Culture in the USA.....	33
Chapter 4: Materials Design.....	56
Chapter 5: Drama.....	66
Chapter 6: Music.....	73
Chapter 7: Workshops.....	76
Campfire Songs.....	85
Dedications.....	86

## **The Star-Spangled Banner**

By Francis Scott Key

*Written on September 20, 1814*

O say can you see, by the dawn's early light,  
What so proudly we hail'd at the twilight's last gleaming,  
Whose broad stripes and bright stars through the perilous fight  
O'er the ramparts we watch'd were so gallantly streaming?  
And the rocket's red glare, the bombs bursting in air,  
Gave proof through the night that our flag was still there,  
O say does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave?



## CAMP RULES

I understand the rules stated below and will follow them during this camp:

1. SPEAK ENGLISH at all times.
2. Be respectful of all camp participants.
3. Attend all camp activities and arrive on time.
4. Keep your name tag on at all times.
5. Do not go into a room that is not yours.
6. Use cell phones only during free time (see schedule).
7. Be in your own room at 9:00 p.m.
8. Turn lights off at 10:00 p.m.
9. Stay at the camp site at all times (talk to camp coordinator if you need to leave).
10. Take care of the facilities and items that belong to others.
11. Keep your room clean and do not litter.

There will be consequences if rules are violated.

Let's all enjoy, share, and learn!!!



## Schedule: FACE Camp 2012

Time	Sunday 1/8	Monday 1/9	Tuesday 1/10	Wednesday 1/11	Thursday 1/12	Friday 1/13
6:00-7:00		Wake up				
7:00-8:00		Breakfast				
8:00-9:15		Required Class				Packing/Evaluation
9:15-9:25		Switch Classroom				Closing Ceremony (9-10)
9:25-10:40		Required Class				
10:40-10:50		Switch Classroom				Depart Tepeyac & Arrive at Embassy
10:50-12:05		Required Class				
12:05-1:00		Lunch				
1:00-2:15	Arrive at Embassy	Elective		Briefing	Elective	
2:15-2:25	Depart Managua	Break				
2:25-3:45		Elective		Armeda	Elective	
3:45-4:15	(3:30) Arrive Tepeyac / Settle In	Coffee Break				
4:15-5:15	(4-4:30) Grounds Tour	Brenda	Brenda	Armeda	Jeopardy	
5:15-5:25	(4:30-6:30) Ice breakers, Games, Songs/Dance	Switch Classroom				
5:25-6:25		Reading Club				
6:30-7:30		Dinner				
7:30-9:00	Opening Ceremony	Movie	Teaching Reality & S'mores	Rehearsal	Talent Show	
9:00-9:30		Quiet Time				
10:00		Lights out				

# Chapter 1

## Environmental Problems



Source: [acafeccbenglihs.blogspot.com](http://acafeccbenglihs.blogspot.com)

### CLIMATE CHANGE VS. GLOBAL WARMING

#### **What is climate change?**

To understand climate change, it's important to recognize the difference between weather and climate. Weather is the temperature, precipitation (rain, hail, sleet, and snow) and wind, which change hour by hour and day by day. Climate is the average weather and the nature of its variations that we experience over time.

The greenhouse effect is the natural process of the atmosphere letting in some of the energy we receive from the sun (ultraviolet and visible light) and stopping it being transmitted back out into space (infrared radiation or heat). This makes the Earth warm enough for life.

For years the atmosphere has been delicately balanced, with levels of greenhouse gases relatively stable. Human influence has now upset that balance and, as a result, we are seeing climate change.

#### **How are we causing climate change?**

Human activities, like travelling by car, eating hamburgers or heating water in the home have led to an increase in greenhouse gases in the atmosphere, causing an enhanced greenhouse effect and extra warming.

As a result, over the past century there has been an underlying increase in average temperatures which is continuing. Globally, the ten hottest years on record have all been since 1997.

#### **What will happen if we don't reduce emissions?**

If emissions continue to grow at present rates, CO<sub>2</sub> concentration in the atmosphere is likely to reach twice pre-industrial levels by around 2050. Unless we limit emissions, global temperatures could rise as much as 7°C above pre-industrial temperatures by the end of the century and push many of the world's great ecosystems (such as coral reefs and rainforests) to irreversible decline. Even if global temperatures rise by only 2°C, 20–30% of species could face extinction. We can expect to see serious effects on our environment, food and water supplies, and health.

### **Do climate scientists really agree about climate change?**

Yes. The overwhelming majority of climate scientists agree on the fundamentals of climate change — that climate change is happening and has recently been caused by increased greenhouse gases from human activities.

The core climate science from the Intergovernmental Panel on Climate Change (IPCC) was written by 152 scientists from more than 30 countries and reviewed by more than 600 experts. It concluded that most of the observed increase in global average temperatures since the mid-20th century is very likely due to the observed increase in man-made greenhouse gas concentrations.

### **Are you sure there's a link between temperature rise and CO<sub>2</sub>?**

Yes. Temperature and CO<sub>2</sub> are linked. Studies of polar-ice layers show that in the past, rises in temperature have been followed by an increase in CO<sub>2</sub>. Now, it is a rise in CO<sub>2</sub> that is causing the temperature to rise.

Concentrations of CO<sub>2</sub> have increased by more than 35% since industrialization began, and they are now at their highest levels in at least 800,000 years.

When natural factors alone are considered, computer models do not reproduce the climate warming we have observed. Only when man-made greenhouse gases are included do they accurately recreate what has happened in the real world.

### **Has global warming stopped?**

No. The rise in global surface temperature has averaged more than 0.15°C per decade since the mid-1970s. The 10 warmest years on record have occurred since 1997. Global warming does not mean that each year will necessarily be warmer than the last because of natural variability, but the long-term trend is for rising temperatures. The warmth of the last half century is unprecedented in, at least, the previous 1,300 years.

### **How can I help?**

Over 40% of current CO<sub>2</sub> emissions are caused by the choices we make as individuals. Simple actions can save money and energy; and there are many things you can do to reduce your CO<sub>2</sub> emissions. Examples include switching off electrical appliances when they are not being used, insulating your home properly, walking instead of driving one short trip a week, taking public transportation, and using energy-saving light bulbs in your home.

### **Exercise**

*Match the words from the texts to the definitions below.*

climate change  
greenhouse gases  
electrical appliances  
carbon dioxide

extinction  
rise  
atmosphere  
ecosystems

emissions  
global warming  
greenhouse effect

1. The process in which gases in the atmosphere trap the sun's heat.
2. The types of gases that trap the sun's warmth in the atmosphere.

3. A greenhouse gas with the chemical name CO<sub>2</sub>.
4. A change in the earth's climate over a period of time.
5. When the average temperature on Earth is getting hotter.
6. A verb or noun which is a synonym of increase.
7. The scientific word for 'air.'
8. Greenhouse gases caused by human activity.
9. A system of plants and animals living together.
10. When a type of plant or animal disappears completely.
11. Televisions, fridges and other electrical goods.

## **ENDANGERED SPECIES**

When discussing the causes of endangerment, it is important to understand that individual species are not the only factors involved in this dilemma. Endangerment is a broad issue, one that involves the habitats and environments where species live and interact with one another. Although some measures are being taken to help specific cases of endangerment, the universal problem cannot be solved until humans protect the natural environments where endangered species dwell.

There are many reasons why a particular species may become endangered. Although these factors can be analyzed and grouped, there are many causes that appear repeatedly. Below are several factors leading to endangerment.

### **Habitat Destruction**

Our planet is continually changing, causing habitats to be altered and modified. Natural changes tend to occur at a gradual pace, usually causing only a slight impact on individual species. However, when changes occur at a fast pace, there is little or no time for individual species to react and adjust to new circumstances. This can create disastrous results, and for this reason, rapid habitat loss is the primary cause of species endangerment. The strongest forces in rapid habitat loss are human beings. Nearly every region of the earth has been affected by human activity, particularly during this past century. The loss of microbes in soils that formerly supported tropical forests, the extinction of fish and various aquatic species in polluted habitats, and changes in global climate brought about by the release of greenhouse gases are all results of human activity. It can be difficult for an individual to recognize the effects that humans have had on specific species. It is hard to identify or predict human effects on individual species and habitats, especially during a human lifetime. But it is quite apparent that human activity has greatly contributed to species endangerment. For example, although tropical forests may look as though they are lush, they are actually highly susceptible to destruction. This is because the soils in which they grow are lacking in nutrients. It may take centuries to re-grow a forest that was cut down by humans or destroyed by fire, and many of the world's severely threatened animals and plants live in these forests. If the current rate of forest loss continues, huge quantities of plant and animal species will disappear.

## **Introduction of Exotic Species**

Native species are those plants and animals that are part of a specific geographic area, and have ordinarily been a part of that particular biological landscape for a lengthy period of time. They are well adapted to their local environment and are accustomed to the presence of other native species within the same general habitat. Exotic species, however, are interlopers. These species are introduced into new environments by way of human activities, either intentionally or accidentally. These interlopers are viewed by the native species as foreign elements. They may cause no obvious problems and may eventually be considered as natural as any native species in the habitat. However, exotic species may also seriously disrupt delicate ecological balances and may produce a plethora of unintended yet harmful consequences.

The worst of these unintended yet harmful consequences arise when introduced exotic species put native species in jeopardy by preying on them. This can alter the natural habitat and can cause a greater competition for food. Species have been biologically introduced to environments all over the world, and the most destructive effects have occurred on islands. Introduced insects, rats, pigs, cats, and other foreign species have actually caused the endangerment and extinction of hundreds of species during the past five centuries. Exotic species are certainly a factor leading to endangerment.

## **Overexploitation**

A species that faces overexploitation is one that may become severely endangered or even extinct due to the rate in which the species is being used. Unrestricted whaling during the 20<sup>th</sup> century is an example of overexploitation, and the whaling industry brought many species of whales to extremely low population sizes. When several whale species were nearly extinct, a number of nations (including the United States) agreed to abide by an international moratorium on whaling. Due to this moratorium, some whale species, such as the grey whale, have made remarkable comebacks, while others remain threatened or endangered.

Due to the trade in animal parts, many species continue to suffer high rates of exploitation. Even today, there are demands for items such as rhino horns and tiger bones in several areas of Asia. It is here that there exists a strong market for traditional medicines made from these animal parts.

## **More Factors**

Disease, pollution, and limited distribution are more factors that threaten various plant and animal species. If a species does not have the natural genetic protection against particular pathogens, an introduced disease can have severe effects on that species. For example, rabies and canine distemper viruses are presently destroying carnivore populations in East Africa. Domestic animals often transmit the diseases that affect wild populations, demonstrating again how human activities lie at the root of most causes of endangerment. Pollution has seriously affected multiple terrestrial and aquatic species, and limited distributions are frequently a consequence of other threats; populations confined to a few small areas due to a loss of habitat, for example, may be disastrously affected by random factors.

Source: [http://www.endangeredspecie.com/causes\\_of\\_endangerment.htm](http://www.endangeredspecie.com/causes_of_endangerment.htm)

# NICARAGUA: ENVIRONMENTAL PROBLEMS AND SOLUTIONS



Source: [globalwarming2009.blogspot.com](http://globalwarming2009.blogspot.com)

## Deforestation

Nicaragua has some of the most extensive rainforests in Central America, even though most of the forests have been cleared for agriculture, cattle grazing, and commercial logging, and by forest fires. The restructuring of the economy to repay foreign debts is said to be contributing to the destruction of the countries' natural resources. Overall, Nicaragua lost 21 percent of its forest cover between 1990 and 2005, though its deforestation rate has fallen 17 percent since the close of the 1990s. By 1998 the loss of forest was substantial enough for Nicaragua's president to issue a decree banning the logging of cedar, mahogany, and bombox trees for a five-year period. The decree canceled existing logging permits for these timber species. Nevertheless, Nicaragua's forests continue to suffer from illegal logging operations. Today, by one estimate, illegal logging constitutes about half of total timber production. Nicaragua's government has encouraged the development of forest plantations, which have expanded from 4,000 hectares in 1990 to more than 50,000 hectares by 2005. About 6 percent of the country is under some form of protection.

Source: <http://rainforests.mongabay.com/20nicaragua.htm>

## Land Use and Agriculture

It is estimated that 10,000 square miles of forested land has been converted to other uses. There is almost twice as much land in pasture for beef and dairy cattle as is appropriate for that use (17,000 and 9,000 square miles, respectively). Annual crops grown on formerly forested land will not produce adequately. The cities that have grown up disproportionately in the Pacific have sprawled onto the prime agricultural land that could otherwise be used to support the urban population with food crops.

The lack of conservation practices in ranching and agriculture also promotes soil degradation. Cattle compact the soil and prevent rainwater absorption, increasing the volume of destructive runoff, while overgrazing increases erosion and decreases soil fertility. Vast expanses of a single crop such as cotton are particularly vulnerable to pests and erosion. Increased pesticide use further depletes natural fertility. Leaving cropland idle and bare between planting seasons invites wind and water erosion, as does planting on slopes without terraces or attention to contour lines. Inappropriate practices uphill make everyone downhill more vulnerable.

Source: <http://www.envio.org.ni/articulo/2852>

## Littering

Finally, Nicaragua is deeply affected by a bad habit of people throwing trash in the streets or wherever. Everywhere you go you can see trash in the street or on the ground. Litter is a huge problem in Nicaragua. While the country is starting to change the habit with different campaigns for example, "Masaya Limpia, Salud y Turismo," there is a lot of work left to do.

Source: Vigden, Lucas. *Lonely Planet Nicaragua*. Oakland, CA: Lonely Planet. 2009. Priv.

## WHAT CAN YOU DO?

While global warming and pollution are big problems, they could be solved if every person made small changes to the way he or she lives. You can choose to stop doing harmful activities like using more energy than you need, throwing your trash in the streets, or burning your trash. You can also choose to be proactive by planting trees, working in your community to keep the neighborhoods clean, using reusable bottles whenever you can, buying goods made in Nicaragua, voting for leaders that want to use renewable energy, protecting endangered species to maintain ecosystems, or buying more natural food.



Source: [makefive.com](http://makefive.com)

### **Plant a Tree**

Trees are nature's defense against having too many greenhouse gases in our atmosphere. Unfortunately, due to deforestation across the world, there are not enough trees to absorb all the carbon dioxide modern humans produce. The process of photosynthesis in trees (how trees create energy from sunlight and water) requires carbon dioxide. When trees "breathe," they breathe in carbon dioxide and blow out oxygen. That means the more trees in the world, the less carbon. Trees are also an easy way to make your home or community more beautiful.

### **Don't Litter/Pick up Litter**

Probably the most basic and obvious way you can help the environment is to not litter. Keeping your community clean should be a priority! Throwing your trash in the street or in the grass is a serious sign of disrespect for your country and the environment. A clean environment is better for your health and will help attract more tourism and business to your community. Also, burning garbage is not a good solution—it releases harmful chemicals and gases into the air that contribute to global warming and are unhealthy for people to breathe.

### **Join a Local Environmental Group or Organization**

Nicaragua has many organizations that are looking for volunteers to help the environment, including the Masaya Without Borders Association (MASINFA)!! Ask someone in administration at MASINFA how you can get involved in helping the environment in Masaya. Even if you can only give time once a month, every minute makes a difference.

### **Find Alternatives to Plastic**

It seems like everything we buy these days comes in a plastic bag. Plastic takes a long time to break down in a landfill and is not efficient to produce. Next time try bringing reusable bags to the market. Also, try to buy food that is natural and doesn't come in many small plastic or foil packets. For example, buy a loaf of bread, instead of a bag of chips that comes in foil. Also, try to reuse bags whenever possible and use a refillable non-plastic bottle for drinks.

### **Buy Clothes or Goods Made in Nicaragua**

Whenever you are buying something at the market or from a store, check and see where it was made! An enormous problem in the modern economy is that we can now find our goods made from all over the world in a local store. For example, many of the toys you see at the market, and some of the clothes and other things as well, were made in China or somewhere in Asia. Buying goods from Central America or Nicaragua uses less energy because the goods didn't have to travel across the world to be purchased. Also, buying goods made locally is a good way to support the local economy!

### **Use Your Political Rights**

It is important that people stand up to politicians and tell them that protecting the environment is important. You should start by voting for candidates that have a plan to improve the environment, but you can do more by getting involved in a particular campaign.



*Source: [therubybelle.blogspot.com](http://therubybelle.blogspot.com)*

### **Lights Out**

Always turn off your lights and other electrical appliances after using them. Also remember to use daylight instead of artificial lights whenever possible. If your house or community has the ability, choose renewable energy sources such as solar, wind, geothermal, etc.

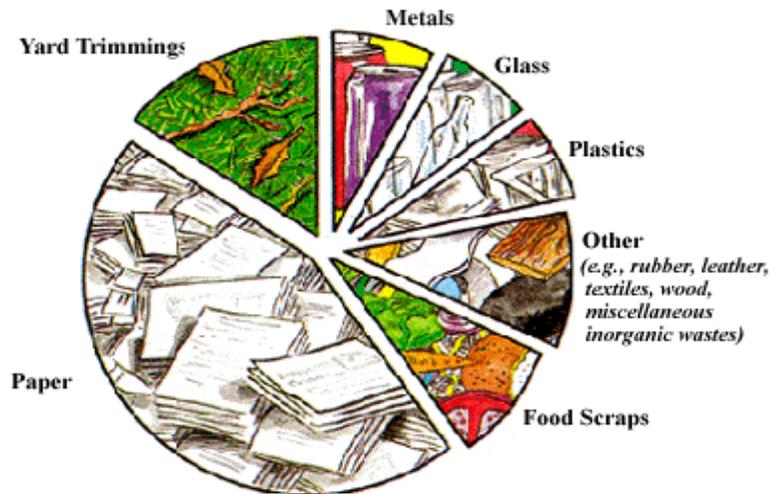
### **Exercise**

Try to walk, bike, ride a horse, or use public transportation to get from one place to the other. Remember the use of fossil fuels is one of the biggest causes of global warming and pollution. Keep in shape and help Mother Earth.

## AMERICA: TRASH AND RECYCLING

### Overview of What's in America's Trash

Trash, or municipal solid waste (MSW), is made up of the things we commonly use and then throw away. These materials include items such as packaging, food scraps, grass clippings, sofas, computers, tires, and refrigerators. MSW does not include industrial, hazardous, or construction waste.



**Table of Trash Types and Percentages**

Trash Type	Percentage	Tonnage
paper	40.4%	71.6 million tons
yard trimmings	17.6%	31.6 million tons
metals	8.5%	15.3 million tons
plastics	8.0%	14.4 million tons
food scraps	7.4%	13.2 million tons
glass	7.0%	12.5 million tons
other	11.6%	20.8 million tons (e.g., rubber, leather, textiles, wood, miscellaneous inorganic wastes)

Source: US Forest Service

## Biodegradation Rates of Common Litter

Material	Time Required to Biodegrade
Paper Towels	2-4 weeks
Apple Core /Orange Peel	2-4 weeks
Newspaper	2-4 weeks
Plain Cardboard (unwaxed)	3 months
Cotton cloth	3-6 months
Rope	1 year
Waxed Milk Carton	5 years
Cigarette	1-5 years
Disposable Diaper	10-20 years
Steel Can	80-100 years
Aluminum Can	200-400 years
Ziploc™ Bag	300 years
6-pack Ring	400 years
Plastic Bottle	450 years
Monofilament Fishing Line	600 years
Glass Bottle	Thousands to millions of years
Styrofoam™	?????

### Decomposition Vs. Biodegradation

We generally use the words decompose and biodegrade interchangeably to mean “rot” in our society. Decomposition can also be used as the following: to break down into smaller pieces (physically). This is VERY different from rotting, and any claims of decomposition times by various industries should be researched carefully to understand how the word is being used.

### Why Do We Care?

Nature recycles by breaking down organic (once living) material into nutrients to be used again by new plants. Humans interrupt this cycle when they use and discard non-biodegradable materials.

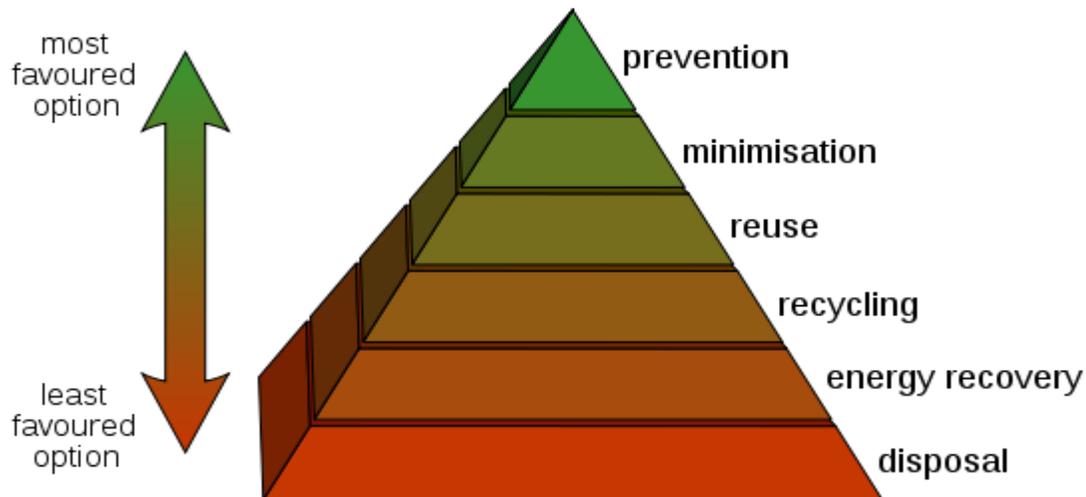
Recycling has environmental benefits at every stage in the life cycle of a consumer product—from the raw material with which it’s made to its final method of disposal. Aside from reducing greenhouse gas emissions, which contribute to global warming, recycling also reduces air and water pollution associated with making new products from raw materials. By utilizing used, unwanted, or obsolete materials as industrial feedstocks or for new materials or products, we can each do our part to make recycling work. Recycling also provides significant economic and job creation impacts.

In 2010, nationally, America recycled and composted nearly 85 million tons of MSW. This provides an annual benefit of more than 186 million metric tons of carbon dioxide equivalent emissions reduced, comparable to removing the emissions from over 36 million passenger vehicles. But the ultimate benefits from recycling are cleaner land, air, and water, overall better health, and a more sustainable economy.

Source: <http://www.epa.gov>

## The Waste Hierarchy

The waste hierarchy refers to the "3 Rs," reduce, reuse and recycle, which classify waste management strategies according to their desirability in terms of waste minimization. The waste hierarchy remains the cornerstone of most waste minimization strategies. The aim of the waste hierarchy is to extract the maximum practical benefits from products and to generate the minimum amount of waste



Source: [http://en.wikipedia.org/wiki/Waste\\_management](http://en.wikipedia.org/wiki/Waste_management)

Organic waste often forms as much as 75% of household waste generated in developing countries, compared with just 30% in industrialized countries. In many cities in developing countries, per capita waste generation rates are in the order of 500g/day, some 300g of which may be organic. Thus a city population of 1 million may produce 300 tons of organic waste daily. Organic waste is a major issue!

Source: [http://practicalaction.org/practicalanswers/product\\_info.php?products\\_id=181](http://practicalaction.org/practicalanswers/product_info.php?products_id=181)

## What Is Being Done?

Over the last few decades, the generation, recycling, composting, and disposal of MSW have changed substantially. While solid waste generation in America has increased from 3.66 to 4.43 pounds per person per day between 1980 and 2010, the recycling rate has also increased—from less than 10 percent of MSW generated in 1980 to 34 percent in 2010.

Other facts from 2010:

- Disposal of waste to a landfill decreased from 89 percent of the amount generated in 1980 to about 54 percent of MSW in 2010.
- Americans recovered almost 65 million tons of MSW (excluding composting) through recycling.
- Composting recovered over 20 million tons of waste.

- Newspaper/mechanical papers recovery was about 72 percent (7 million tons).
- About 58 percent of yard trimmings were recovered.
- Metals were recycled at a rate of about 35 percent.
- By recycling almost 8 million tons of metals (aluminum, steel, and mixed metals), Americans eliminated greenhouse gas emissions equivalent to removing more than 5 million cars from the road for one year.

Source: [http://www.epa.gov/epawaste/nonhaz/municipal/pubs/msw\\_2010\\_factsheet.pdf](http://www.epa.gov/epawaste/nonhaz/municipal/pubs/msw_2010_factsheet.pdf)

### Some Examples of Recycling

- Turning used paper back into **pulp** and then making new paper from that pulp;
- **Shredding** old automobile **tires** and adding the pieces to **asphalt**;
- Melting aluminum cans, turning the metal into **sheets**, and using the sheets to make new cans;
- Melting discarded plastic items and using the plastic to make new furniture, toys, and videocassettes;
- **Crushing** glass bottles and jars into small pieces and melting them down to make new glass;
- Crushing and melting old automobiles and using the **steel** to make new cars.

Source: <http://exchanges.state.gov/media/oelp/pdfs/e-journals/environmental-education-ejournal.pdf>

### Survey

Do you buy products in returnable bottles, and return them?

Do you use cloth napkins instead of paper ones?

Do you write on the back of a sheet of notebook paper, not just on the front?

Do you select non-plastic products whenever possible?

Do you rinse out and reuse plastic bags?

Do you save and reuse cardboard boxes?

Do you compost at home?

## CRAFTS WITH TRASH

The starburst chain (traditionally with starburst wrappers but can be made with ranchita bags as well)

1. Fold the wrapper in thirds lengthwise. I've found this width works best for the starburst wrapper, but you might need to adjust for gum wrappers or paper.
2. Fold the wrapper in half lengthwise. You will end up with a long skinny wrapper with no raw edges or insides showing.
3. Fold each end (width-wise) in to meet in the middle. It helps if you fold it in half first to mark where the middle is.
4. Fold in half where you might have folded it in step 3.
5. Repeat for each wrapper. It will all make more sense when you try to put them together and then you can adjust your folds as necessary.

Can be used to make:

- Bracelets
- Picture frames
- Coin bags
- Purses
- Belts
- Tablecloths



Source: [www.examiner.com/.../2608708227\\_c226056c36.jpg](http://www.examiner.com/.../2608708227_c226056c36.jpg)

Source: <http://www.instructables.com/id/How-to-make-a-starburst-or-bubble-gum-wrapper-ch/step2/Fold-em-up>

# Chapter 2

## Gender Roles and Relationships

### Definition of Sex Vs. Gender

Sex refers to the biological distinction between males and females; by contrast, gender concerns the social differences between males and females. Research in sociology focuses on gender rather than sex; sociologists distinguish between sex and gender to study differences between human males and females with greater precision.

Whereas sex is based on physical differences, *gender* is based on social factors such as values, perceptions, beliefs, and attitudes. For example, men and women have different genitalia; this is a difference of sex. Men and women also face different social expectations, as when women are expected to be more nurturing than men; this is a difference of gender. Gender varies across time and culture, as different groups have different beliefs about appropriate behavior for males and females.

### Gender Roles

Gender roles are the roles that society assigns to men and women based on their gender. They especially influence relationships between men and women.

Gender roles have been changing in Western society in recent decades, and generally have become more flexible. For example, it used to be that women were supposed to get married and stay home to raise a family. The man was expected to go out to work to support his family. If the woman chose to have a career, she was considered "barren" or "lacking in maternal instinct," and her partner was often considered inadequate, as it was assumed he was not a "good provider."



While traditional gender roles still have some influence, things have changed to some degree. Today there is more sharing of family and household responsibilities, and both males and females are working in less traditional careers, e.g. there are now male and female nurses, firefighters, engineers, and dentists.

Source: [www.cyberparents.com](http://www.cyberparents.com)

### Exercise

Match the term with the correct definition.

- |                     |  |
|---------------------|--|
| 1) ___ feminine     | a) having qualities that a given society associates with men                                       |
| 2) ___ gender roles | b) pertaining to biological distinctions between males and females                                 |
| 3) ___ masculine    | c) the behaviors of men and women in society according to established codes or patterns of society |
| 4) ___ sex          | e) having qualities that a given society associates with women                                     |

## Relationships



Relationships are probably the most complex things we deal with in our lives as human beings. Our relationships with parents, siblings, extended family, friends, teachers, and bosses can all be very complicated.

Relationships have a powerful effect on our well-being. If, for example, we're in a close, respectful, loving relationship, we'll feel and act very differently than if we're in an abusive relationship.

There is no such thing as a perfect relationship. However, the following greatly increases the chances of having a good relationship if both people:

- have good self-esteem
- have important values and interests in common
- have positive body image
- have well-developed personalities
- agree on appropriate gender roles
- communicate honestly and effectively
- agree on the activities they want to explore

If any of these qualities are missing, developing a healthy, satisfying relationship will be more difficult.

Someone once said that having a great relationship isn't a matter of finding the right partner; it's a matter of *being* the right partner. If you are in a relationship or are looking for a relationship, you can start by becoming a good partner, working on the things that are within your power to change.

Consider the things you'd like to work on to become a good partner:

- developing better self esteem
- clarifying my own values
- developing a more positive body image
- developing my personality
- clarifying how I feel about gender roles
- developing effective communication skills
- thinking about the activity options I want to explore

Source: [www.cyberparents.com](http://www.cyberparents.com)

## Perceptions Survey

Who...

- 1) usually makes important decisions?
- 2) has more worries and concerns for others?
- 3) is a better driver?
- 4) is more sensible?
- 5) is more talkative?
- 6) is better organized?
- 7) is more preoccupied with sex?
- 8) is a better parent?
- 9) is more preoccupied with their work?
- 10) is more concerned with appearance?
- 11) is responsible for the family's money?
- 12) more easily expresses their emotions?
- 13) has a better grade in Mathematics?
- 14) is more exposed to failure?
- 15) is more politically active?

## X: A FABULOUS CHILD'S STORY

By Lois Gould

Lois Gould's fable "X: A Fabulous Child's Story," which first appeared as a "Story for Free Children" in the December 1972 issue of *Ms.* magazine, explores how gender shapes our self-identities from the time we are born. In the story, X is raised as neither boy nor girl, frustrating parents who demand that boys have typical "boy" characteristics (husky biceps) and girls have typical "girl" characteristics (dimples). What does this say about society's gender-based expectations? Would children be better off without these expectations? Who makes the rules that require girls and boys to look, dress, and act differently? What if someone breaks all the rules, as X does? In this clever exploration of how society shapes our gender role, Gould provides some surprising answers to these questions.

Source: *Mirror on America 2<sup>nd</sup> Edition*. Joan T. Mims and Elizabeth M. Nollen. Eds. Bedford / St. Martin's, Boston: 1999.

### THINKING AHEAD

Is it possible to think of children as genderless? What would be the advantages of this mindset? What problems could arise?

### INCREASING VOCABULARY

### INCREASING VOCABULARY

husky (adj.)

biceps (n.)

fret (v.)

dainty (adj.)

huffily (adv.)

snarl (v.)

retrieving (v.)

disruptive (adj.)

spooky (adj.)

bewildered (adj.)

mischievous (adj.)

Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl. Its parents could tell, of course, but they couldn't tell anybody else. They couldn't even tell Baby X, at first.

You see, it was all part of a very important Secret Scientifix Xperiment, known officially as Project Baby X. The smartest scientists had set up this Xperiment at a cost of Xactly 23 billion dollars and 72 cents, which might seem like a lot for just one baby, even a very important Xperimental baby. But when you remember the prices of things like strained carrots and stuffed bunnies, and popcorn for the movies and booster shots<sup>1</sup> for camp, let alone twenty-eight shiny quarters from the tooth fairy,<sup>2</sup> you begin to see how it adds up.

<sup>1</sup> **booster shots:** Injections children receive to inoculate them against illness.

<sup>2</sup> **tooth fairy:** A fictional fairy that leaves money under children's pillows when they lose their teeth.

Also, long before Baby X was born, all those scientists had to be paid to work out the details of the Xperiment, and to write the *Official Instruction Manual* for Baby X's parents and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully. Thousands of volunteers had to take thousands of tests and answer thousands of tricky questions. Almost everybody failed because, it turned out, and almost everybody really wanted either a baby boy or a baby girl, and not Baby X at all. Also, almost everybody was afraid that a Baby X would be a lot more trouble than a boy or a girl. (They were probably right, the scientists admitted, but Baby X needed parents who wouldn't *mind* the Xtra trouble).

There were families with grandparents named Milton and Agatha, who didn't see why the baby couldn't be named Milton or Agatha instead of X, even if it was an X. There were families with aunts who insisted on knitting tiny dresses and uncles who insisted on sending tiny baseball mitts. Worst of all, there were families that already had other children who couldn't be trusted to keep the secret. Certainly not if they knew the secret was worth 23 billion dollars and 72 cents – and all you had to do was take one little peek at Baby X in the bathtub to know if it was a boy or a girl.

But, finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby – no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies. And they had to promise never to hire any baby-sitters. The government scientists knew perfectly well that a baby-sitter would probably peek at X in the bathtub, too.

The day the Joneses brought their baby home, lots of friends and relatives came over to see it. None of them knew about the secret Xperiment, though. So the first thing they asked was what kind of baby X was. When the Joneses smiled and said, "It's an X!" nobody knew what to say. They couldn't say, "Look at her cute little dimples!" And they couldn't say, "Look at his husky little biceps!" And they couldn't even say just plain "kitchy-coo." In fact, they all thought the Joneses were playing some kind of rude joke.

But, of course, the Joneses were not joking. "It's an X" was absolutely all they would say. And that made the friends and relatives very angry. The relatives all felt embarrassed about having an X in the family. "People will think there's something wrong with it!" some of them whispered. "There *is* something wrong with it!" others whispered back.

"Nonsense!" the Joneses told them all cheerfully. "What could possibly be wrong with this perfectly adorable X?"

Nobody could answer that, except Baby X, who had just finished its bottle. Baby X's answer was a loud, satisfied burp.

Clearly, nothing at all was wrong. Nevertheless, none of the relatives felt comfortable about buying a present for a Baby X. The cousins who sent the baby a tiny football helmet would not

come and visit any more. And the neighbors who sent a pink-flowered romper suit<sup>3</sup> pulled their shades down when the Joneses passed their house.

The *Official Instruction Manual* had warned the new parents that this would happen, so they didn't fret about it. Besides, they were too busy with Baby X and the hundreds of different Xercises for treating it properly.

Ms. and Mr. Jones had to be Xtra careful about how they played with little X. They knew if they kept bouncing it up in the air and saying how *strong* and *active* it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how *sweet* and *dainty* it was, they'd be treating it more like a girl than an X.

On page 1,654 of the *Official Instruction Manual*, the scientists prescribed: "plenty of bouncing and plenty of cuddling, *both*. X ought to be strong and sweet and active. Forget about *dainty* altogether."

Meanwhile, the Joneses were worrying about other problems. Toys, for instance. And clothes. On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, is it a boy or a girl?" "It's an X," Mr. Jones said, smiling back. But the clerk got all red in the face and said huffily, "In *that* case, I'm afraid I can't help you, sir." So Mr. Jones wandered helplessly up and down the aisles trying to find what X needed. But everything in the store was piled up in sections marked "Boys" or "Girls." There were "Boys' Pajamas" and "Girls' Underwear" and "Boys' Fire Engines" and "Girls' Housekeeping Sets." Mr. Jones went home without buying anything for X. That night he and Ms. Jones consulted page 2,326 of the *Official Instruction Manual*. "Buy plenty of everything!" it said firmly.

So they bought plenty of sturdy blue pajamas in the Boys' Department and cheerful flowered underwear in the Girls' Department. And they bought all kinds of toys. A boy doll that made pee-pee and cried, "Pa-pa." And a girl doll that talked in three languages and said, "I am the President of Gen-er-al Mo-tors." They also bought a storybook about a brave princess who rescued a handsome prince from his ivory tower, and another one about a sister and a brother who grew up to be a baseball star and a ballet star, and you had to guess which was which.

The head scientists of Project Baby X checked all their purchases and told them to keep up the good work. They also reminded the Joneses to see page 4,629 of the *Manual* where it said, "Never make Baby X feel *embarrassed* or *ashamed* about what it wants to play with. And if X gets dirty climbing rocks, never say 'Nice little Xes don't get dirty climbing rocks.'"

Likewise, it said, "If X falls down and cries, never say 'Brave little Xes don't cry.' Because, of course, nice little Xes *do* get dirty, and brave little Xes *do* cry. No matter how dirty X gets, or how hard it cries, don't worry. It's all part of the Xperiment."

Whenever the Joneses pushed Baby X's stroller in the park, smiling strangers would come over and coo: "Is that a boy or a girl?" The Joneses would smile back and say, "It's an X." The strangers would stop smiling then, and often snarl something nasty – as if the Joneses had snarled at *them*.

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<sup>3</sup> **romper suit:** A baby's outfit worn during playtime.

By the time X grew big enough to play with other children, the Joneses' troubles had grown bigger, too. Once a little girl grabbed X's shovel in the sandbox, and zonked<sup>4</sup> X on the head with it. "Now, now, Tracy," the little girl's mother began to scold, "little girls mustn't hit little..." and she turned to ask X, "Are you a little boy or a little girl, dear?"

Mr. Jones, who was sitting near the sandbox, held his breath and crossed his fingers. X smiled politely at the lady, even though X's head had never been zonked so hard in its life. "I'm a little X," X replied.

"You're a *what?*" the lady exclaimed angrily. "You're a little b-r-a-t, you mean!"

"But little girls mustn't hit little Xes, either!" said X, retrieving the shovel with another polite smile. "What good does hitting do, anyway?"

X's father, who was still holding his breath, finally let it out, uncrossed his fingers, and grinned back at X.

And at their next secret Project Baby X meeting, the scientists grinned, too. Baby X was doing fine.

But then it was time for X to start school. The Joneses were really worried about this, because school was even fuller of rules for boys and girls, and there were no rules for Xes. The teacher would tell boys to form one line, and the girls to form another line. There would be boys' games and girls' games, and boys' secrets and girls' secrets. The school library would have a list of recommended books for girls, and a different list of recommended books for boys. There would even be a bathroom marked BOYS and another one marked GIRLS. Pretty soon boys and girls would hardly talk to each other. What would happen to poor little X?

The Joneses spent weeks consulting their *Instruction Manual* (there were 249½ pages of advice under "First Day of School"), and attending urgent special conferences with the smart scientists of Project Baby X.

The scientists had to make sure that X's mother had taught X how to throw and catch a ball properly, and that X's father had been sure to teach X what to serve at a doll's tea party. X had to know how to shoot marbles and how to jump rope and, most of all, what to say when the Other Children asked whether X was a Boy or a Girl.

Finally, X was ready. The Joneses helped X button on a nice new pair of red-and-white checkered overalls,<sup>5</sup> and sharpened six pencils for X's nice new pencil box, and marked X's name clearly on all the books in its nice new book bag. X brushed its teeth and combed its hair, which just about covered its ears, and remembered to put a napkin in its lunchbox.

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<sup>4</sup> **zonked:** Hit

<sup>5</sup> **overalls:** Pants that include suspender straps and a front bib panel.

The Joneses had asked X's teacher if the class could line up alphabetically, instead of forming separate lines for boys and girls. And they had asked if X could use the principal's bathroom, because it wasn't marked anything except BATHROOM. X's teacher promised to take care of all those problems. But nobody could help X with the biggest problem of all – Other Children.

Nobody in X's class had ever known an X before. What would they think? How would X make friends?

You couldn't tell what X was by studying its clothes – overalls don't even button right-to-left, like girls' clothes, or left-to-right, like boys' clothes. And you couldn't guess whether X had a girl's short haircut or a boy's long haircut. And it was very hard to tell by the games X liked to play. Either X played ball very well for a girl, or else X played house very well for a boy.

Some of the children tried to find out by asking X tricky questions, like "Who's your favorite sports star?" That was easy. X had two favorite sports stars: a girl jockey named Robyn Smith and a boy archery champion named Robin Hood. Then they asked, "What's your favorite TV program?" And that was even easier. X's favorite TV program was "Lassie," which stars a girl dog played by a boy dog.

When X said that its favorite toy was a doll, everyone decided that X must be a girl. But then X said that the doll was really a robot, and that X had computerized it, and that it was programmed to bake fudge brownies and then clean up the kitchen. After X told them that, the other children gave up guessing what X was. All they knew was they'd sure like to see X's doll.

After school, X wanted to play with the other children. "How about shooting some baskets in the gym?" X asked the girls. But all they did was make faces and giggle behind X's back.

"How about weaving some baskets in the arts and crafts room?" X asked the boys. But they all made faces and giggled behind X's back too.

That night, Ms. and Mr. Jones asked X how things had gone at school. X told them sadly that the lessons were okay, but otherwise school was a terrible place for an X. It seemed as if Other Children would never want an X for a friend.

Once more, the Joneses reached for their *Instruction Manual*. Under "Other Children," they found the following message: "What did you Xpect? *Other Children* have to obey all the silly boy-girl rules, because their parents taught them to. Lucky X – you don't have to stick to the rules at all! All you have to do is be yourself. P.S.<sup>6</sup> We're not saying it'll be easy."

X liked being itself. But X cried a lot that night, partly because it felt afraid. So X's father held X tight, and cuddled it, and couldn't help crying a little, too. And X's mother cheered them both up by reading an Xciting story about an enchanted prince called Sleeping Handsome, who woke up when Princess Charming kissed him.

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<sup>6</sup> **P.S.:** Abbreviation for postscript; an addition, usually to a letter.

The next morning, they all felt much better and little X went back to school with a brave smile and a clean pair of red-and-white checked overalls.

There was a seven-letter-word spelling bee<sup>7</sup> in class that day. And a seven-lap boys' relay race in the gym. And a seven-layer-cake baking contest in the girls' kitchen corner. X won the spelling bee. X also won the relay race. And X almost won the baking contest, except it forgot to light the oven, which only proves that nobody's perfect.

One of the Other Children noticed something else, too. He said, "Winning or losing doesn't seem to count to X. X seems to have fun being good at boys' skills *and* girls' skills. "

"Come to think of it," said another one of the Other Children, "maybe X is having twice as much fun as we are!"

So after school that day, the girl who beat X at the baking contest gave X a big slice of her prizewinning cake. And the boy X beat in the relay race asked X to race him home.

From then on, some really funny things began to happen. Susie, who sat next to X in class, suddenly refused to wear pink dresses to school any more. She insisted on wearing red-and-white checked overalls – just like X's. Overalls, she told her parents, were much better for climbing monkey bars.<sup>8</sup>

Then Jim, the class football nut, started wheeling his little sister's doll carriage around the football field. He'd put on his entire football uniform, except for the helmet. Then he'd put the helmet *in* the carriage, lovingly tucked under an old set of shoulder pads. Then he'd start jogging around the field, pushing the carriage and singing "Rock-a-bye Baby" to his football helmet. He told his family that X did the same thing, so it must be okay. After all X was now the team's star quarterback.

Susie's parents were horrified by her behavior, and Jim's parents were worried sick about his. But the worst came when the twins, Joe and Peggy, decided to share everything with each other. Peggy used Joe's hockey skates, and his microscope, and took half his newspaper route. Joe used Peggy's needlepoint kit, and her cookbooks, and took two of her three baby-sitting jobs. Peggy started running the lawn mower, and Joe started running the vacuum cleaner.

Their parents weren't one bit pleased with Peggy's wonderful biology experiments, or with Joe's terrific needlepoint pillows. They didn't care that Peggy mowed the lawn better, and that Joe vacuumed the carpet better. In fact, they were furious. It's that little X's entire fault, they agreed. Just because X doesn't know what it is, or what it's supposed to be, it wants to get everybody *e/*se mixed up, too!

Peggy and Joe were forbidden to play with X anymore. So was Susie, and then Jim, and then *all* the Other Children. But it was too late; the Other Children stayed mixed up and happy and free, and refused to go back to the way they'd been before X.

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<sup>7</sup> **spelling bee:** A spelling contest.

<sup>8</sup> **monkey bars:** Children's climbing apparatus on a playground.

Finally, Joe and Peggy's parents decided to call an emergency meeting of the school's Parents' Association, to discuss "The X Problem." They sent a report to the principal stating that X was a "disruptive influence." They demanded immediate action. The Joneses, they said, should be *forced* to tell whether X was a boy or a girl. And then X should be *forced* to behave like whichever it was. If the Joneses refused to tell, the Parents' Association said, then X must take an Xamination. The school psychiatrist must Xamine it physically and mentally, and issue a full report. If X's test showed it was a boy, it would have to obey all the boys' rules. If it proved to be a girl, X would have to obey all the girls' rules.

And if X turned out to be some kind of mixed-up misfit, then X should be Xpelled from the school. Immediately!

The principal was very upset. Disruptive influence? Mixed-up misfit? But X was an Xcellent student. All the teachers said it was a delight to have X in their classes. X was president of the student council. X had won first prize in the talent show, and second prize in the art show, and honorable mention in the science fair, and six athletic events on field day, including the potato race.

*Nevertheless*, insisted the Parents' Association, X is a Problem Child. X is the Biggest Problem Child we have ever seen!

So the principal reluctantly notified X's parents that numerous complaints about X's behavior had come to the school's attention. And that after the psychiatrist's Xamination, the school would decide what to do about X.

The Joneses reported this at once to the scientists, who referred them to page 85,759 of the *Instruction Manual*. "Sooner or later," it said, "X will have to be Xamined by a psychiatrist. This may be the only way any of us will know for sure whether X is mixed up – or whether everyone else is."

The night before X was to be Xamined, the Joneses tried not to let X see how worried they were. "What if...?" Mr. Jones would say. And Ms. Jones would reply, "No use worrying." Then a few minutes later, Ms. Jones would say, "What if...?" and Mr. Jones would reply, "No use worrying." X just smiled at them both, and hugged them hard and didn't say much of anything. X was thinking. What if...? And then X thought: "No use worrying."

At Xactly nine o'clock that next day, X reported to the school psychiatrist's office. The principal, along with a committee from the Parents' Association, X's teacher, X's classmates, and Ms. and Mr. Jones, waited in the hall outside. Nobody knew the details of the tests X was to be given, but everybody knew they'd be *very* hard, and that they'd reveal Xactly what everyone wanted to know about X, but were afraid to ask.

It was terribly quiet in the hall. Almost spooky. Once in a while, they would hear a strange noise inside the room. There were buzzes. And a beep or two. And several bells. An occasional light would flash under the door. The Joneses thought it was a white light, but the principal thought it

was blue. Two or three children swore it was either yellow or green. And the Parents' Committee missed it completely.

Through it all, you could hear the psychiatrist's low voice, asking hundreds of questions, and X's higher voice, answering hundreds of answers.

The whole thing took so long that everyone knew it must be the most complete Examination anyone had ever had to take. Poor X, the Joneses thought. Serves X right, the Parents' Committee thought. I wouldn't like to be in X's overalls right now, the children thought.

At last, the door opened. Everyone crowded around to hear the results. X didn't look any different; in fact, X was smiling. But the psychiatrist looked terrible. He looked as if he was crying! "What happened?" everyone began shouting. Had X done something disgraceful? "I wouldn't be a bit surprised!" muttered Peggy and Joe's parents. "Did X flunk the *whole* test?" cried Susie's parents.

"Or just the most important part?" yelled Jim's parents.

"Oh, dear," sighed Mr. Jones.

"Oh, dear," sighed Ms. Jones.

"Sssh," ssshed the principal. "The psychiatrist is trying to speak."

Wiping his eyes and clearing his throat, the psychiatrist began, in a hoarse whisper. "In my opinion," he whispered – you could tell he must be very upset – "in my opinion, young X here..."

"Yes? Yes?" shouted a parent impatiently.

"Sssh!" ssshed the principal.

"Young Sssh here, I mean young X," said the doctor, frowning, "is just about..."

"Just about *what*? Let's have it!" shouted another parent.

"...just about the *least* mixed-up child I've ever Examined!" said the psychiatrist.

"Yay for X!" yelled one of the children. And then the others began yelling, too.

Clapping and cheering and jumping up and down.

"SSSH!" SSShed the principal, but nobody did.

The Parents' Committee was angry and bewildered. How *could* X have passed the whole Examination? Didn't X have an *identity* problem? Wasn't X mixed up at *all*? Wasn't X *any* kind of a misfit? How could it *not* be, when it didn't even *know* what it was? And why was the psychiatrist crying.

Actually, he had stopped crying and was smiling politely through his tears. "Don't you see?" he said, "I'm crying because it's wonderful! X has absolutely no identity problem! X isn't one bit mixed up! As for being a misfit – ridiculous! X knows perfectly well what it is! Don't you, X?" The doctor winked, X winked back.

"But what *is* X?" shrieked Peggy and Joe's parents. "We still want to know what it is!"

“Ah, yes,” said the doctor, winking again. “Well, don’t worry. You’ll all know one of these days. And you won’t need me to tell you.”

“What? What does he mean?” some of the parents grumbled suspiciously.

Susie and Peggy and Joe all answered at once. “He means that by the time X’s sex matters, it won’t be a secret anymore!”

With that, the doctor began to push through the crowd toward X’s parents. “How do you do,” he said, somewhat stiffly. And then he reached out to hug them both. “If I ever have an X of my own,” he whispered, “I sure hope you’ll lend me your instruction manual.”

Needless to say, the Joneses were very happy. The Project Baby X scientists were rather pleased, too. So were Susie, Jim, Peggy, Joe, and all the Other Children. The Parents’ Association wasn’t, but they had promised to accept the psychiatrist’s report, and not make any more trouble. They even invited Ms. and Mr. Jones to become honorary members, which they did.

Later that day, all X’s friends put on their red-and-white checked overalls and went over to see X. They found X in the back yard, playing with a very tiny baby that none of them had ever seen before. The baby was wearing very tiny red-and-white checked overalls.

“How do you like our new baby?” X asked the Other Children proudly.

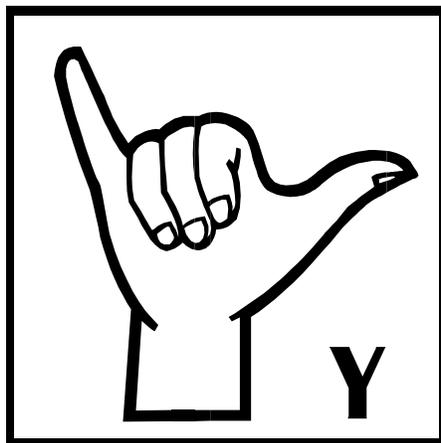
“It’s got cute dimples,” said Jim.

“It’s got husky biceps, too,” said Susie.

“What kind of baby is it?” asked Joe and Peggy.

X frowned at them. “Can’t you tell?” Then X broke into a big, mischievous grin.

*“It’s a Y!”*



## **REFLECTION QUESTIONS FOR “X” STORY**

What did you think of the story?

Would it be possible to have an X as a child?

Do you think this is a good or bad idea? Why?

What are some other challenges X might have in life?

How do you think your society/community would react to X?

## EVALUATING A RELATIONSHIP

- Do you feel that the other person in this relationship does not understand you? YES / NO
- Are you able to speak freely to him or her about things that bother you? YES / NO
- Do you take a genuine interest in each other's lives? YES / NO
- Do both of you pursue individual interests? YES / NO
- Is this relationship the only important relationship in your life? YES / NO
- Do you believe that you are a worthwhile person outside of this relationship? YES / NO
- Do you expect this person to meet all of your emotional or physical needs? YES / NO
- Is your relationship often threatened by others? YES / NO
- Can you be yourself in this relationship? YES / NO
- Are you uncomfortable sharing your feelings with this person? YES / NO
- Do you both work to improve the relationship? YES / NO
- Do you feel good about yourself? YES / NO
- Do you feel you have become a better person because of this relationship? YES / NO
- Can you both accept changes in roles and feelings within the relationship? YES / NO

## Chapter 3

# Immigrant Culture in the USA



Source: <http://www.21stcenturyschools.com/Spring.htm>

### THEME DESCRIPTION

People from around the world commonly mistake that the United States is a homogenous group of people – tall, white, blond hair, and blue eyes. The reality of the situation, however, is that the USA is a land of immigrants, each with their own ‘look,’ culture, language, and traditions. This unique mixture of people has been both challenging and rewarding. Unfortunately it has caused racism and discrimination, debates over language learning, anti-immigrant sentiments, and various stereotypes. But it has also boosted our economy, brought new ideas and ways of thinking, taught diversity, and widespread the idea of tolerance. In this theme course, we will discuss “the good, the bad, and the ugly” of U.S. immigration.

## A LAND OF IMMIGRANTS

Uniqueness of USA as a land of immigrants

### Lyrics:

My grandmother came from Russia  
A satchel on her knee,  
My grandfather had his father's cap  
He brought from Italy.  
They'd heard about a country  
Where life might let them win,  
They paid the fare to America  
And there they melted in.  
Lovely Lady Liberty  
With her book of recipes  
And the finest one she's got  
Is the great American melting pot.  
The great American melting pot.

America was founded by the English,  
But also by the Germans, Dutch, and French.  
The principle still sticks;  
Our heritage is mixed.  
So any kid could be the president.

You simply melt right in,  
It doesn't matter what your skin.  
It doesn't matter where you're from,  
Or your religion, you jump right in  
To the great American melting pot.  
The great American melting pot.  
Ooh, what a stew, red, white, and blue.

America was the New World  
And Europe was the Old.  
America was the land of hope,

Or so the legend told.  
On steamboats by the millions,  
In search of honest pay,  
Those 19th-century immigrants sailed  
To reach the U.S.A.

Lovely Lady Liberty  
With her book of recipes  
And the finest one she's got  
Is the great American melting pot  
The great American melting pot.  
What good ingredients,  
Liberty and immigrants.  
They brought the country's customs,  
Their language and their ways.  
They filled the factories, tilled the soil,  
Helped build the U.S.A.  
Go on and ask your grandma,  
Hear what she has to tell  
How great to be an American  
And something else as well.

Lovely Lady Liberty  
With her book of recipes  
And the finest one she's got  
Is the great American melting pot  
The great American melting pot.

The great American melting pot.  
The great American melting pot.

Source: "School House Rock - Melting Pot" - <http://www.youtube.com/watch?v=QpggZ9hDxC4>

# IMMIGRATION AS A TWO-WAY STREET: BEYOND THE MELTING POT

By Mark A. Grey

## VOCABULARY DEFINITIONS

- **accommodation:** the give-and-take process that takes place among immigrants and native residents of American communities
- **ascribe:** attribute
- **assimilation:** the process in which one group takes on the cultural and other traits of a larger group. SYN integration
- **enact:** to pass a law
- **enclave:** an area of a country or city where the people have a different religion, culture or nationality from those who live in the country or city that surrounds it
- **melting pot:** a place where people of different ethnic groups are brought together and can assimilate, especially a country that takes immigrants from many different ethnic backgrounds and merge together into a single homogeneous culture
- **rancor:** a bitter, deeply held, and long-lasting ill will or resentment. SYN resentment
- **salad bowl:** the integration of the many different cultures of United States residents combined like a salad, as opposed to the more traditional notion of a cultural melting pot, each culture keeps its own distinct qualities

*Sources: Encarta® World English Dictionary © & (P) 1998-2005 Microsoft Corporation; eJournal USA; Oxford English Advanced Learners Dictionary 2010, 8<sup>th</sup> Edition. Wikipedia*

Millions of immigrants begin their new American lives in cities. Since the 19<sup>th</sup> century, immigrants have propelled the rapid growth both of American coastal cities like Boston, New York, and San Francisco, and their interior counterparts, including Chicago, Cleveland, and Kansas City. For most immigrants, settling in large cities allows them to build enclaves with fellow newcomers who speak the same language, enjoy similar customs, and practice the same religion. These enclaves have often been located near jobs that attracted immigrants. For example, large neighborhoods of Poles, Czechs, and other Eastern Europeans grew around the great meat packing factories of Chicago and Kansas City. The urban nature of American immigration is still felt in many cities where one can visit legacy ethnic neighborhoods with names like “Chinatown” or “Little Italy.”

Although immigrants by the thousands still settle in large cities like Los Angeles, a growing number of immigrants instead choose smaller U.S. cities, suburbs, and rural communities. In general, these new settlement patterns reflect the availability of jobs, but they also reflect the availability of affordable housing and good schools. Growing immigrant populations are often found where older Americans are retiring from the workforce and younger ones are departing, often for large coastal cities.

Immigration to smaller U.S. cities and rural areas is bringing new population and economic and cultural renewal to many regions of the country. But it also brings challenges for both the newcomers and established residents. One metaphor that is often used to describe the United States is the “Great Melting Pot.” This refers to the fusion of many different cultures, languages, and religions to form one national identity. However, the “melting pot” notion is too simple. The process of transforming a country of many immigrants into a nation has often been slow and complex. Indeed, many American immigrant communities worked, lived, and married exclusively among their fellow immigrants for decades. Most immigrant enclaves have eventually faded as distinguishable ethnic neighborhoods only through changes in the economy, increased usage of the English language, and a growing number of marriages outside the ethnic enclave.

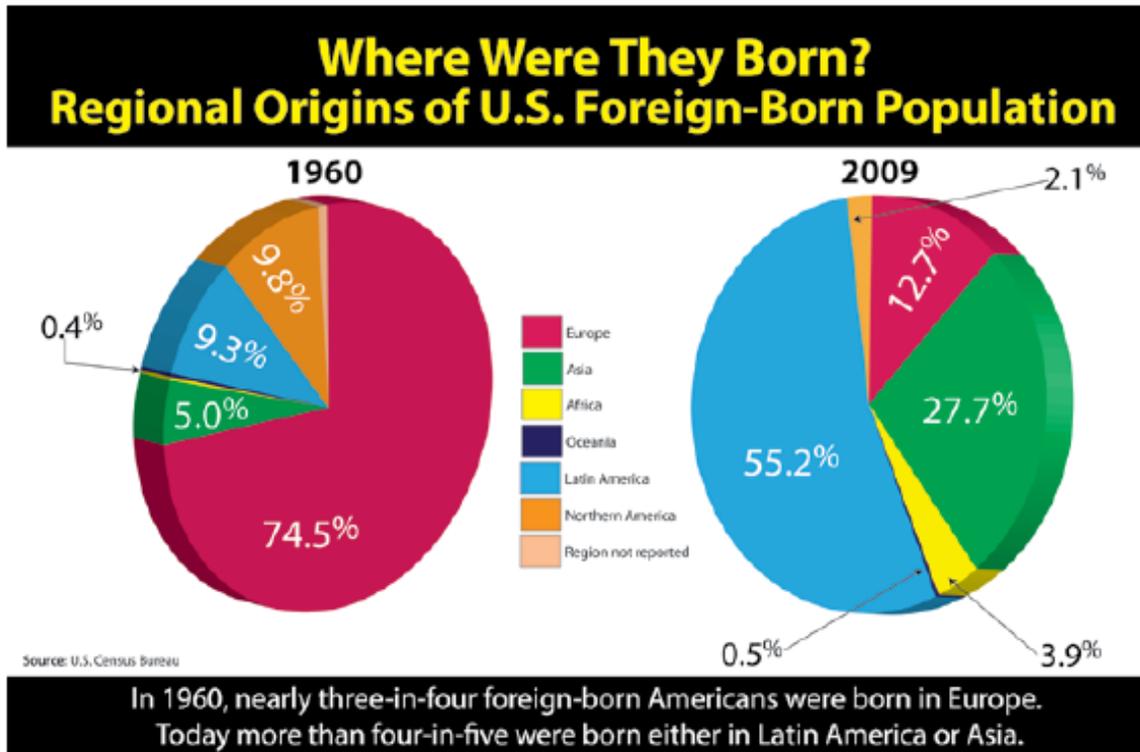
When many people talk about immigration they use the word “assimilation” to describe how previous generations of newcomers became part of American society and thus played their part in the “melting pot.” But the term “assimilation” often misleads. First, it assumes that many of our immigrant ancestors quickly and willingly changed their cultural practices and spoke English. In fact history shows us that many immigrant communities remained distinct for generations. Secondly, insisting on the assimilation of newcomers assumes that their integration is a one-way process in which the newcomers make changes in lifestyle, cultural practices, and language. Nothing could be further from the truth.

Integration of immigrants to the United States is a vibrant, dynamic process that involves not just immigrants but also receiving communities, public institutions, and private organizations. It is true that newcomers must learn English and come to understand American lifestyles and cultural practices and must find jobs. These adjustments can be very difficult and can take several years, if not decades, particularly for those who lack job skills readily transferred to U.S. workplaces and for whom learning English is difficult. These newcomers often find themselves with less desirable jobs earning relatively low wages.

Established residents and their institutions also are responsible for integrating immigrants. “Accommodation” is probably the best way to describe the give-and-take. Schools, for example, provide interpreters to communicate with newcomer parents. Hospitals and clinics provide signage that reflects lower literacy rates among newcomers as well as interpretation services. Law enforcement officials learn about newcomer populations through cultural competency training. Individual citizens also help by tutoring newcomers in English and orientating them to local resources. A growing number of U.S. workplaces make reasonable accommodation for newcomers’ religious needs as long as safety is not compromised. One example is allowing Muslim women to wear head coverings in factories, as long as the head coverings fit underneath her hardhat and other protective gear.

Recognizing and managing expectations on the part of newcomers and citizens alike also are important. Immigrants soon learn the streets are not “paved with gold.” Learning to live and work in the United States requires a great deal of persistence. Patience is also required of American citizens. Immigrant newcomers cannot be expected to learn English overnight or “assimilate” and adopt American customs and lifestyles in a few short weeks. Immigrants are certainly transformed by settling in the United States, but their new communities are transformed as well.

Debates and social tension about immigration in the United States often reflect unrealistic expectations that newcomers will swiftly learn and speak English. These expectations often underestimate how long it takes to learn English, especially for adults. Anti-immigrant sentiment is often expressed with complaints about immigrants who “refuse to learn English” or about bilingual signs in stores and hospitals. These frustrations sometimes lead to the adoption of laws making English the official language of some communities and states. This debate has come and gone for generations.



More recent controversies focus on the presence of illegal immigrants. Estimates vary, but the general consensus is that about 10 million immigrants living in the United States today either entered illegally or overstayed the ascribed length of time for their visas. Anger over illegal immigration is often associated with U.S. citizens’ perception that immigrants compete for jobs needed by Americans, contribute to rising crime rates, and use limited public services like schools and hospitals. Research on these topics is often inconclusive, but when many Americans believe illegal immigrants are responsible for declines in the quality of life or that immigrants take more than they give, the frustration expresses itself in a variety of ways. Many Americans are frustrated that Congress has not passed comprehensive immigration laws to address illegal immigration.

Absent congressional action to address illegal immigration, a growing number of state and cities are enacting their own laws. For example, some communities have made it illegal to rent houses and apartments to immigrants who lack formal proof of their legal immigration status. Some states have made it impossible for an illegal immigrant to get a driver’s license. Some places even ban publically funded health care for illegal immigrants and their children except in emergencies.

Recently, the state of Arizona required law enforcement officials to verify the immigration status of anyone they suspect might be in the United States illegally. A U.S. Federal court struck down one provision of this law. Litigation continues, as does the national debate about immigration.

Despite these social and political tensions, debate – and rancor – about immigration are neither new nor impossible to work through. Similar debates have come and gone throughout U.S. history. They usually reflected broad changes in the economy and job markets. At times descendants of earlier immigrants sought to restrict immigration of new populations. For example, laws that restricted immigration from China and Ireland were often instigated at the federal and local level by “natives” who themselves were the children or grandchildren of immigrants. This so-called “nativist” sentiment has crested several times in U.S. history, and yet integration prevailed in the end – although the process was often challenging for newcomers and natives alike.

Over the course of U.S. history, immigrants’ countries of origin have changed along with the languages, customs, and culture they bring. Today’s immigrants face the same challenges as earlier newcomers in adapting to U.S. society and culture. And some U.S. citizens demonstrate the same negative attitudes toward immigrants that their own immigrant ancestors encountered. Yet, despite the reciprocal challenges of adaption and integration, immigrants continue to seek better lives in the United States, and U.S society continues to be transformed.

*Source: Grey, Mark A. “Immigration As a Two-Way Street: Beyond the Melting Pot.” pp 9-14 of Becoming American: Beyond the Melting Pot. Found in eJournalUSA (15:9): U.S. Department of State – Bureau of International Information Programs.*

# ANTI-IMMIGRANT SENTIMENTS

## What is racism?

**rac-ism** [rey-siz-uh m]

(Source: Dictionary.com)

noun – a belief that inherent differences among the various human races determine cultural or individual achievement, usually involving the idea that one's own race is superior and has the right to rule others

**racism**

(Source: Collins English Dictionary)

n – the belief that races have distinctive cultural characteristics determined by hereditary factors and that this endows some races with an intrinsic superiority over others

## What is discrimination?

**dis-crim-i-na-tion** [dih-skrim-uh-ney-shuh n]

(Source: Dictionary.com)

noun – treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit

**discrimination**

(Source: Collins English Dictionary)

n – unfair treatment of a person, racial group, minority, etc; action based on prejudice

## What is the difference?

The difference is that...

- RACISM is a belief that some races are superior/inferior
- DISCRIMINATION is an action taken on that belief



Source: <http://mamrecords.com/download/mam021-the-belief-action-nexus-the-deed-retribution-dynamic/>

## DEBATE: SHOULD ENGLISH BE THE OFFICIAL LANGUAGE OF THE USA?

	Integration or Discrimination?	English Language a threat?	Bilingual Education?	Practical?	Other Countries?
<b>Pro “in favor”</b>	<ul style="list-style-type: none"> <li>- aids in assimilation</li> <li>- 1 language unites people, makes life easier</li> <li>- doesn't mean English Only</li> <li>- All races <i>can</i> learn English</li> <li>- too many other languages</li> </ul>	<p>yes – other languages increase, English decreases</p>	<p>no –</p> <ul style="list-style-type: none"> <li>- costly</li> <li>- doesn't encourage English</li> <li>- immersion = best</li> <li>- parents' responsibility</li> </ul>	<p>yes –</p> <ul style="list-style-type: none"> <li>- other is too expensive!</li> <li>- limits gov't only, not private or personal</li> <li>- already widely spoken</li> <li>- used in US historically</li> <li>- 30+ states have laws in place</li> </ul>	<p>USA = different ----- 85% of countries in the world have an official language</p>
<b>Con “against”</b>	<ul style="list-style-type: none"> <li>- unity = ideals, not lang.</li> <li>- imposing language → division of people</li> <li>- Civil Rights Law</li> <li>- 1<sup>st</sup> Amendment</li> <li>- goes against diversity</li> <li>- degrades other cultures/languages</li> <li>- puts people in danger</li> </ul>	<p>no – 94% speak English; inherent advantages</p>	<p>yes –</p> <ul style="list-style-type: none"> <li>- Ss not at a disadvantage</li> <li>- Ss retain 1<sup>st</sup> language</li> <li>- respects diversity</li> <li>- lower dropout rates</li> </ul>	<p>no –</p> <ul style="list-style-type: none"> <li>- unnecessary: doing just fine</li> <li>- it's been 235 yrs!</li> <li>- let individual states decide for themselves</li> <li>- just symbolic</li> </ul>	<p>USA = unique ----- never followed the norm. throughout history fought to be itself, not ruled by any one internationally</p>

**States with “English Only” laws:** Arizona, Arkansas, California, Colorado, Florida, Georgia, Illinois, Indiana, Kentucky Mississippi, Nebraska, North Carolina, North Dakota, South Carolina, Tennessee, and Virginia.

Source: [http://debatepedia.idebate.org/en/index.php/Debate:\\_English\\_as\\_US\\_official\\_language](http://debatepedia.idebate.org/en/index.php/Debate:_English_as_US_official_language)

## **INTEGRATION OR DISCRIMINATION: Does official English advance the former or later?**

### **Integration**

- Official English aids American assimilation. President Theodore Roosevelt once said: "We have one language here, and that is the English language, and we intend to see that the [assimilation] crucible turns our people out as Americans."
- Official English unites Americans around a common language. Official English unites Americans, who speak more than 322 languages (2000, U.S. Census), by providing a common means of communication.
- All US citizens should be able to speak English. This is a common provision in many countries abroad, and a reasonable request by a government and nation that has always conducted its official governing in English.
- "Official English" does not mean "English only." None of the 30 states with official English laws prohibit government agencies from using another languages when there is a compelling public interest for doing so. These include: protecting public health and safety, assuring equality before the law, promoting tourism, teaching foreign languages, providing for national defense, and many other legitimate, common sense needs. But, it is another thing entirely for a citizen to demand these services as a right.
- Official English has nothing to do with discrimination. This isn't about race. People from every race come to the US and learn to understand the American dialect of English.
- Suggesting learning English is too hard for immigrants is a racist comment. Suggesting that learning English is easy for some races and difficult for other races is, itself, racist. Anybody can learn English. It is not too high of a burden to ask them to do so in order to live in the United States.
- Choice exists to learn a language. Official English is not discrimination. Real forms of discrimination aim at the inherent characteristics of an individual that they cannot change (such as their skin color or national origin). But, language is different, as an individual can choose to learn English. If they feel disadvantaged because they are not able to read government documents, ballots, or defend themselves in court, it is fully their choice to change this by learning English.
- There are too many languages to provide all governments services in every language. There are over three hundred languages spoken in the United States. And, there are roughly 15 million American citizens (about 5% of the total population of 300 million) who do not speak English. Giving all of those individuals, in all of those different languages, the right to demand government services in their own language is preposterous; there would surely be one language missed. And it adds billions of dollars in extra costs for the U.S. government and taxpayers.

## Discrimination

- American unity never rested on unity of language. American unity rests on common political and social ideals.
- Imposing an official language often undermines national unity. History shows that a common language cannot be imposed by force of law, and that attempts to do so usually create divisiveness and disunity. This has been the effect, for example, of the efforts of the English to impose the English language in Ireland, of Soviet efforts to impose the Russian language on non-Russian nationalities, and of Franco's efforts to impose Spanish on the Basques and Catalans.
- Some countries do very well with many official languages. Switzerland has four official languages: French, German, Italian, and Romansh. All four languages have equal status and children are educated in the language spoken in the region where they live. And, Switzerland is a country that has very strong unity and economic functionality.
- Official English discriminates against non-English speakers. Language Rights Are Protected Under Civil Rights Law. Congress passed the Civil Rights Act of 1964, which prohibits discrimination based on race, ancestry, national origin or ethnicity in "any program or activity receiving Federal financial assistance."
- Official English is driven by anti-immigrant and racist sentiments. Individuals involved in the official English movement are very often driven by anti-immigrant feelings, or pure racism. For example, John Tanton, the founder of the main political lobbying organization in this movement called U.S. English, had to resign in 1986 after making derogatory remarks about Hispanics.
- Official English offends the idea of American diversity. America is a very diverse country that has been culturally enriched by immigrants from around the world. As a sign of respect to all these people it should not limit its citizens by introducing English as the only official language.
- Official English degrades the image of other languages. It gives the impression that English is more important than other languages, thereby devaluing them.
- Official English violates the U.S. first amendment – Freedom of speech, the right to communicate with or petition the government, and the right to equality.
- Official English violates equal protection in court. If the government is not required to provide a defendant with appropriate language services, this may significantly undermine their ability to defend themselves, thus undermining equal protection in court.

## Is English under threat? Will English eventually disappear?

### Yes

- **There are record numbers of non-English speaking immigrants entering the United States every year**; each with his/her own language. More people speaking other languages = lower percentage of people speaking English.

### No

- All evidence suggests that **recent immigrants are overwhelmingly aware of the social and economic advantages of becoming proficient in English**, and require no additional compulsion to learn the language. Indeed, roughly 94% of Americans already speak English.

## In education: Are English-only education policies effective?

### Yes

- **Bilingual initiatives are costly**; official English is cheaper. Bilingual initiatives can be very costly. They require hiring bilingual teachers, creating bilingual curriculum, creating tests in the foreign language, and buying different text books for these students. All of this adds expenses to schools whose budgets are already stretched thin.
- **Bilingual programs allow students to get by without learning English.**
- **English-only in schools is effective language immersion.** Immersion is a very effective strategy to learn because immersion forces an individual, under high pressure, to learn the language quickly. English-only policies in schools follow this logic, teach kids English more quickly, and subsequently benefit their lives in the long-run.
- **Parents are responsible for a child's language acquisition/retention.** Too much responsibility is often placed on schools to accommodate children. It is the parent's responsibility to help their child learn English or to make sure that they are retaining their native language at the same time as they learn English.

### No

- **English-only policies do not help teach English.** English language learners who want to learn English are not necessarily taught the English language, but rather taught *in* English. Research shows that these students are often left behind in all their school subjects.
- **English-only in schools disadvantages non-native students.** In the 1974 case of *Lau v. Nichols*, the Supreme Court ruled that: "there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education" (U.S. Supreme Court, 414 U.S. 563)
- **Official English impairs retention of first language.** If young individuals are immersed in English at a young age, there is a significant risk that they will lose, or diminish, their first language.
- **English-only policies increase non-native dropout rates.** In one of the most striking findings, the study found that the high school dropout rate nearly doubled for students still learning to speak and write in English, according to the report by the Mauricio

Gastón Institute for Latino Community Development and Public Policy at the University of Massachusetts at Boston and the Center for Collaborative Education.

### **Practicality: Is official English practical?**

#### **Yes**

- **It is impractical/expensive for government to cater to multiple languages.** The designation of official English will eliminate the needless duplication of government services in multiple languages. It is not the responsibility of the government to provide services in the 322 different languages spoken in the United States. It is the responsibility of each individual to either learn English or to find a friend or family member to translate. The money formerly spent on multi-lingual services can instead provide immigrants with the assistance they really need – classes to teach them English.
- **Official English only limits government, not private, language use.** It does not affect the languages spoken in private businesses, religious services, or private conversations.
- **Official English only limits federal government, not others.** Official English only limits requirements on the *federal* government documents to provide documents in services in languages other than English. It would not limit states, private businesses, communities, nor families.
- **English is the most widely spoken language in the U.S.** An overwhelming majority of U.S. citizens already speaks English. For a major part of them English is a mother tongue. So, if there is to be one official language, English is clearly the most natural and logical choice.
- **English has been used officially in U.S. historically.** The U.S. was founded by 13 British colonies. Both the U.S. declaration of independence and U.S. constitution are written in English. This itself makes English the "de facto" official language of the United States.
- **English is the official language of over 30 U.S. States,** a vast majority of 60%. There have been no problems in adopting the provision in these states. Therefore, there should be no problems adopting it nationally.

#### **No**

- **U.S. language policy is working fine;** why create an official language? The U.S. and 20 of its constituent states (Alaska, Connecticut, Delaware, Louisiana, Maine, Maryland, Michigan, Minnesota, Nevada, New Mexico, New York, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, Texas, Vermont, Washington, and West Virginia) seem to have muddled along so far without any official national language.
- **Language policies should be state-by-state, not national.** There should be no official national language. One of the great strengths of the United States is that it can experiment on a state-by-state basis. When one state does things one way, and a neighboring state does things the other way, it is much easier to see the advantages of doing things one way or the other. This allows each state to choose one way or the other based on objective evidence and results.

- **An official language probably won't change any policies.** Official English is just symbolic. Why bother?

### Other countries: Do other countries have official languages?

#### Yes

- **Most countries have an official language.** According to some sources, over 85 percent of the world's countries have at least one official language. Therefore, the United States is at odds with international norms in not having an official language.

#### Yes, but...

- **No official language makes the U.S. unique internationally.** Many people today believe that the U.S. is the "#1" country in the world in several important ways; perhaps being \*different\* from countries with an official national language is one of the advantages. It certainly fits with America's inclusive history and culture. The United States has never been known to follow. Why should it do so by adopting English as its official language?

Source: [http://debatepedia.idebate.org/en/index.php/Debate:\\_English\\_as\\_US\\_official\\_language](http://debatepedia.idebate.org/en/index.php/Debate:_English_as_US_official_language)



Source: [http://1.bp.blogspot.com/-aN9z3o0PpT0/Tl6vIkdyi1/AAAAAAAAAPY/hKMtVVNB1DA/s320/world\\_flags\\_globe.gif](http://1.bp.blogspot.com/-aN9z3o0PpT0/Tl6vIkdyi1/AAAAAAAAAPY/hKMtVVNB1DA/s320/world_flags_globe.gif)

## ENGLISH AS A SECOND LANGUAGE (ESL) IN THE USA

### Learning English – affecting factors

- **L1: a person's first language, the language they learned as a child, spoken before English**
  - o Does a person's L1 make learning English easier or harder?
  - o What languages (if any) put someone at an "advantage"? A "disadvantage"?
- **Age: the age in which a person begins learning English**
  - o Is there an "ideal" age to learn English? Can you ever be too young or too old?
  - o Does one learn easier or faster at one age versus another?
- **Motivation: the things that encourage or discourage someone from learning English**
  - o What motivates someone to learn a language?
  - o What discourages someone from learning a language?
  - o How does a person's motivation to do something affect the final result?
- **Necessity: something that *must* be done**
  - o How does someone's view of English as a 'necessity' versus an 'advantage' affect how well or maybe how fast they learn English?
  - o Does someone have to view English as a necessity to *fully learn* English?
- **Cultural Identity: a person's perception of who they are and where they come from**
  - o Does learning English change someone's cultural identity?
  - o Do you have to give up your identity when learning English? Or... Is it possible to have two separate identities (before and after learning English)?
- **Bilingualism: being able to speak more than one language**
  - o Is being bilingual an advantage or disadvantage?
  - o When could bilingualism be viewed as a positive thing? A negative thing?
- **Assimilation: to become more like something else**
  - o Does learning English help someone become a better American?
  - o Must we always assimilate to our surroundings?



Source: [derbyschools.com](http://derbyschools.com)

# SPANGLISH: SPEAKING LA LENGUA LOCA

By Ilan Stavans

## VOCABULARY DEFINITIONS

- **Juncture:** a point of time, especially one made critical or important by the circumstances
- **Forge:** to form or make, by concentrated effort
- **Imprint:** to leave a mark on something
- **Aboriginal:** original or earliest known; native; indigenous
- **Controversial /Polemical:** something with prolonged public dispute, debate, or contention due to different opinions.
- **Inventiveness:** ability to create something with one's imagination.
- **Cumulatively:** all together; the combination of various parts
- **Fade:** to disappear or die gradually
- **Momentum:** force or speed of movement in one direction
- **Flux:** change

*Sources: Dictionary.com; American Heritage Dictionary online 2002; Collins English Dictionary - Complete & Unabridged 10th Edition 2009.*

The growth of the Latino minority in the United States, some 43 million strong according to 2005 data from the U.S. Census Bureau, is at a juncture, forging a unique identity. Spanglish, the mixing of Spanish and English, used indistinctly on the street, in classrooms, among politicians, in the religious pulpit, and, of course, on radio, television, and the Internet, is the most distilled manifestation of that identity.

Historically, the roots of Spanglish date back to the American colonial period, during which Iberian civilization left its imprint in Florida and the Southwest. Up until 1848, when Mexico sold almost two-thirds of its territory (Colorado, Arizona, New Mexico, California, Utah) to its neighbor, Spanish was the tongue of business and education. It interacted with aboriginal languages. With the arrival of Anglos, Spanish and English began a process of hybridization. This process was reinforced at the end of the 19th century with the advent of the Spanish-American War. Americans arrived in the Caribbean Basin, bringing English along with them.

Whereas Spanglish is also heard in various parts of the Hispanic world, from Catalonia in Spain to the Pampas in Argentina, it is in the United States where it thrived. One is likely to hear it in rural areas, but it is in the major urban centers where Hispanics have settled — such as Los Angeles, California; San Antonio and Houston, Texas; Chicago, Illinois; Miami, Florida; and New York City — where its strongest influence is felt. However, there isn't one single Spanglish but different types: Chicano, Cuban, Puerto Rican, Dominican, etc. Its usage varies from one place to another and from generation to generation. A recent immigrant from Mexico in nearby El Paso, Texas, for instance, is likely to use certain elements that distinguish her from a second-generation Colombian-American in the northeastern state of New Jersey.

In general, there are three strategies all Spanglish speakers employ at some point: code-switching, whereby the alternating of elements from Spanish and English take place within the same sentence; simultaneous translation; and the coining of new terms that aren't found in either the Oxford English Dictionary or the Diccionario de la Lengua Española. For instance, "Wáchale!" for "Watch out!" and "rufo" for "roof."

There's a myriad of "border" languages around the globe, among them Franglais (French and English), Portuñol (Spanish and Portuguese), and Hibriya (Hebrew and Arabic). The fact that they are all controversial isn't surprising. Some see them as half-cooked verbal efforts, neither here nor there; others applaud their inventiveness. Spanglish, too, is polemical. It is proof, its critics argue, that Latinos aren't integrating into American culture the way previous immigrants did. I have a different perspective. Latinos already are the largest minority. Their immigration pattern isn't identical to that of other groups. For one thing, their place of origin is just next door. Their arrival is continuous, unlike other groups, of whom the majority arrived during a particular period. And a significant portion of the territory that constitutes the United States today used Spanish for centuries.

Plus, one needs to consider the impact of bilingual education, a federally funded program that spread nationwide in the 1980s. Hispanic schoolchildren who have gone through the program have a connection, however tenuous, with both Spanish and English. Cumulatively, these aspects explain why Spanish, unlike other immigrant languages, hasn't faded away. On the contrary, its presence in the United States is gaining momentum. But it doesn't exist in a pure, unadulterated state. Instead, it is in constant flux, adapting to new challenges.



Source: <http://www.mundohispanico.com>

I've been recording Spanglish terms for a decade — and have fallen in love with the phenomenon. In 2003 I published a lexicon of approximately 6,000 words and translated the first chapter of Cervantes' *Don Quixote of La Mancha* into Spanglish. I've continued translating and have now completed the first half of the novel.

Curiosity about Spanglish is abundant. Is it a dialect? Should it be compared with Creole? What are the similarities with black English? Will it become a full-fledged, self-sufficient language with its recognizable syntax? Linguists seem to have different responses to these questions. Personally, I answer to the latter question with a quote from linguist Max Weinreich, who wrote a multivolume history of Yiddish. Weinreich said that the difference between a language and a dialect is that the language has an army and a navy behind it. I also often call attention to the fact that in the last couple of decades, an effort to write in Spanglish has taken place in numerous circles, which means the form of communication is ceasing to exist at a strictly oral level. There are novels, stories, and poems in it already, as well as movies, songs, and endless Internet sites. With a smile on his face, a student of mine calls Spanglish "la lengua loca."

Source: Stavans, Ilans. "Spanglish: Speaking la Lengua Loca". pp 22-24 of *Dynamic English*. Found in *eJournalUSA* (12:8): U.S. Department of State – Bureau of International Information Programs.

# TEACHING DIVERSITY

## Pros & Cons of Immigration

Pros (advantages)	Cons (disadvantages)
New people	Racism
New Cultures	Discrimination
New Languages	Economic Divide
New Ideas	Language Confusion
Labor Force	Culture/Identity
Diversity!!!	

## The “Up-Side” of Immigration

There are three ways in which diverse societies differ from homogeneous societies:

1. **Diversity leads to complexity** which can be unpredictable and contentious. For example, the current U.S. “border battle” with Mexico versus the “Bracero Program” during WWII in which the U.S. *asked* Latinos to come to the U.S. to work.

"And the local men are lazy,  
and they make too much a'trouble.  
'Sides, we'd have to pay them double, bracero.

"Ah, but if you feel you're falling,  
if you find the pace is killing,  
there are others who are willing, bracero."

-- Phil Ochs, 1965

*Source: <http://www.elyrics.net/read/p/phil-ochs-lyrics/bracero-lyrics.html>*

2. **Diversity leads to different ways of thinking and seeing things** which requires patience and tolerance; a need to accept differences and believe that others can have the answer. For example, the current U.S. president Barack Obama is from African-American decent, but before the Civil War black men were only good as slaves.
3. **Diversity leads to different ideals and goals** which can cause problems at the basic level of problem solving; common goals and values are needed. For example, what should the U.S. do with “Ground Zero” (NY - where the Twin Towers fell in 2001)? Some people would like to make it a sacred zone and place a monument, others would like to treat it like any other place in the world, and still others want to build a mosque / temple there. Another example is whether or not genetic cloning / alteration is ethical and moral.

## **NEW WAYS OF SEEING AND THINKING**

By Scott E. Page

The immigration policies of the United States result in a diverse nation. That diversity — differences in culture, nationality, ethnicity, and religion — contributes to the robustness and productivity of the U.S. economy. More directly, that diversity partly explains why the United States leads the world in innovation and scientific achievement.

Immigrants prove more likely to be entrepreneurs. From 1995 to 2005, more than one-fourth of all high-tech startups included an immigrant as part of their leadership teams. In 2005 those firms employed nearly a half million workers and generated more than \$50 billion in revenue. Among them are Intel, Google, Yahoo!, Sun, and eBay.

The impact of immigrants on science is similar. More than a third of American Nobel laureates in science are immigrants. These include the 2007 Nobel Prize winners in medicine, Mario Capecchi and Oliver Smithies, who both teach at public universities.

As much ability as immigrants possess, they owe part of their success to simply bringing different skills, new ways of seeing, and new ways of thinking. When immigrants arrive in the United States, they bring with them diverse histories, narratives, cultures, and religions. They also bring a determination to succeed. Those two characteristics — cognitive diversity and desire — enable immigrants to make such substantial contributions.

Data showing the benefits of cognitive diversity are unequivocal. These benefits exist in the economy: Workers in larger cities with more immigrants are the most productive in the U.S. economy, partly due to spillovers of diverse ideas. They exist in the academy: research produced by teams of researchers from diverse backgrounds has greater impact than that of solitary scholars. And they exist in the artistic and cultural worlds: achievements in these areas depend critically on the influx of new ideas brought by immigrants.

### **Different Perspectives**

Economists, sociologists, and psychologists have begun to unpack the mechanisms through which diversity operates. Why does a diverse citizenry produce more innovations, more scientific breakthroughs, and more interesting art? The short answer is that cultural and ethnic diversity translates into more ways of seeing and thinking. Social scientists refer to these as perspectives and heuristics.

“The wave of the future is not the conquest of the world by a single dogmatic creed but the liberation of the diverse energies of free nations and free men,” President John F. Kennedy said.

Diverse perspectives enable people to reframe a difficult problem and turn it into an easy one. New products, scientific breakthroughs, and new forms of art all arise from diverse perspectives. After seeing a plowed field, inventor Philo Farnsworth realized how to transmit images through air, an insight that led to television. We can never anticipate which perspective will lead to a breakthrough, but we can encourage diverse ways of seeing so that breakthroughs naturally occur.

Diverse ways of thinking produce smaller, more routine improvements than the bigger breakthroughs that can come from diverse perspectives. The members of any society bring and acquire an enormous collection of formal problem solving techniques and informal rules of thumb learned from experience, education, and families. These diverse ways of thinking enable a society to make consistent, small innovations, be these in the laboratory or on the assembly line floor.

Economic growth and scientific progress depend on combining breakthroughs with sustained innovation. First, someone brings a new perspective and comes up with the idea of the bicycle, the personal computer, or the business that will allow people to run auctions on the Internet. Then others spend decades refining and improving the idea by applying different ways of thinking. Immigration provides a steady inflow of new ways of seeing and new ways of thinking — hence the great success of immigrants in business start-ups, science, and the arts.



Source: <http://www.brainleadersandleaders.com/wp-content/uploads/2010/10/diversity-in-DNA.gif>

### **Leveraging Diversity**

The economic, scientific, and cultural benefits of immigration do not arise without the proper political, social, and economic infrastructure. Diverse societies differ from homogeneous societies in three important ways. First, diversity increases complexity. Managing complexity is never easy. This is true in economies, societies, and teams. Interactions within diverse groups and communities can at times be contentious and unpredictable.

Second, communicating different ways of seeing and thinking requires patience and tolerance. Success requires accepting difference. It requires looking beyond the color of someone's skin and hearing ideas, not accents. Most of all, success demands accepting that someone else, someone different, might have a better answer.

Third, diverse groups of people differ not only in how they think and see but also in their goals and ideals. If people disagree in their fundamental preferences — for example, if they pursue distinct national goals — then problems can arise. Diverse people cannot come together to solve a problem if they do not agree on what the problem is. People must agree on their fundamental goals and values. As strong as the evidence may be that diverse ways of seeing and thinking create enormous benefits, equally strong evidence suggests that diverse core values can create large problems.

## **Proper Environment**

In light of these three characteristics, the benefits of the diversity produced through immigration cannot accrue without the proper environment. This environment must include appropriate informal societal norms — a willingness to listen and to tolerate difference — as well as formal laws, such as those that prohibit discrimination based on identity. The hoped-for result is a national culture that, while encouraging people to think differently, also achieves broad agreement on core national goals and principles.

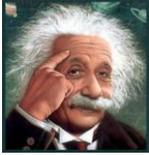
For example, in a healthy political system, people often disagree over how to respond to challenges. We see that in the United States in debates about how to fund public schools and how to write environmental policies. But those same people should broadly agree over the ends: the importance of education and a clean environment.

To be sure, open immigration policies create cultural, ethnic, and religious diversity. But they also produce cognitive diversity. In that cognitive diversity resides the economic, scientific, and cultural value of immigrants. New ways of seeing result in breakthroughs. A Taiwanese immigrant, David Ho, was the first to realize that while no one antiviral drug could stop AIDS, a diverse cocktail of such drugs might do it. Following through on that logic resulted in new AIDS drugs and his selection as Time magazine's Man of the Year in 1996. He saved millions of lives.

An extension of Ho's logic explains the value of immigration. People from different cultures bring diverse ways of seeing and thinking about the challenges and opportunities that a nation confronts. No one person can meet every challenge, but the constant influx of new and diverse ways of seeing and thinking produced by open immigration ensures that collectively we can.

*Source: Page, Scott E. "New Ways of Seeing and Thinking". pp 13-15 of Immigrants. Found in eJournalUSA (13:2): U.S. Department of State – Bureau of International Information Programs.*

## FAMOUS AMERICAN IMMIGRANTS



**Albert Einstein (Ulm, Germany):** Greatest physicist of the twentieth century. In 1916 he published his “General Theory of Relativity,” a concept of a curved universe and its affect on light. In 1922, he won the Nobel Prize for Physics.

**Leoh Ming Pei (Canton, China):** One of America’s most famous architects. Among Pei’s many building designs are the East Wing of the National Gallery of Art in Washington, D.C., the John F. Kennedy Memorial Library in Boston, the Rock and Roll Hall of Fame in Cleveland, and updating the Louvre in Paris.



**Madeleine Albright (Prague, Czechoslovakia):** Former U.S. Secretary of State. She was the first female Secretary of State and highest-ranking woman in the U.S. government at that time.

**John Muir (Dunbar, Scotland):** A world-famous naturalist whose observations of nature have led to the creation of many of the national parks in the U.S. - Yosemite National Park, the Grand Canyon, Sequoia National Park, the Petrified Forest, and Mount Rainier National Park. He is the Father of the U.S. National Park System.



**Joseph Pulitzer (Makó, Hungary):** A journalist whose publications led to the annual series of journalistic awards, the Pulitzer Prizes.

**Hakeem Olajuwon (Lagos, Nigeria):** Professional basketball player considered by some to be the most famous continental African to have played in any sport in the entire American continent.



**Irving Berlin (Tiumén, Russia):** The composer of more than 800 songs, the most popular being “White Christmas,” “Easter Parade,” and “God Bless America.” Among his stage productions are: There’s No Business Like Show Business, Top Hat, and Annie Get Your Gun.

**Rita M. Rodriguez (Oriente, Cuba):** Former Director of the Export-Import Bank, she became the first female hired to teach at the Harvard Business School.



**David Ho (Taichung, Taiwan):** A well known AIDS research pioneer who discovered the first known cases of AIDS. His pioneering work with “cocktails” of protease inhibitors and other antiviral drugs brought about remarkable recoveries, and raised hope that the virus may someday be eliminated.

**Indra Nooyi (Chennai, India):** CEO of PepsiCo and one of the world’s most influential women.

**Pierce Brosnan (Drogheda, Ireland):** A famous actor (James Bond) and U.S. political activist.



**Rick Sanchez (Guanabacoa, Cuba):** Popular TV anchorman for MSNBC and CNN Español.

**Arnold Schwarzenegger (Thal, Austria):** A 7-time winner of the Mr. Olympia bodybuilding competition, a 2-time Golden Globe nominee for “The Terminator,” and successful businessman and investor, who was the most recent Governor of California.



**Andrew Grove (Budapest, Hungary):** Fled from the Nazis during the Second World War and is now the CEO of the Intel Corporations, a well known processor / computer company.

**Isaac Larian (Kashan, Iran):** The Chief Executive Officer of MGA Entertainment, the world’s largest privately owned toy company. He has recently been named “Entrepreneur of the Year.”



**Sergey Brin (Moscow, Russia):** Co-created the search engine Google with a classmate from Stanford University.

**Levi Strauss (Brussels, Belgium):** Searching for durable, comfortable denim workpants for miners during the California gold rush in 1848, he designed Levi’s Jeans.

*Sources: “Immigrants Who Made Real Good.” pp 28-29 of Immigrants Joining the Mainstream. Found in eJournalUSA (13:2): U.S. Department of State – Bureau of International Information Programs; <http://immigrationupdate.wordpress.com/famous-american-immigrants/>; [http://immigration.about.com/od/successfulimmigrants/Profiles\\_of\\_the\\_Nations\\_Successful\\_Immigrants.htm](http://immigration.about.com/od/successfulimmigrants/Profiles_of_the_Nations_Successful_Immigrants.htm); Wikipedia people search; Google Images*



**YOU, WHOEVER YOU ARE**  
By Walt Whitman

You, whoever you are!

All you continentals of Asia, Africa, Europe, Australia, indifferent of place!

All you on the numberless islands of the archipelagoes of the sea!

All you of centuries hence when you listen to me!

All you each and everywhere whom I specify not, but include just the same!

Health to you! Good will to you all, from me and America sent!

Each of us is inevitable,

Each of us is limitless—each of us with his or her right upon the earth,

Each of us allow'd the eternal purports of the earth,

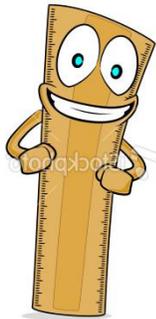
Each of us here as divinely as any is here.

**Reflection Questions**

1. What do you think Whitman meant when he wrote this poem?
2. Why does Whitman say “Each of us here as divinely as any is here?”
3. How does this poem relate to our theme “Immigrant Culture”?
4. What could be learned from this poem?

## Chapter 4

# Materials Design



The idea of this workshop is to provide teachers with ideas to make inexpensive materials for their classroom that can be used many times for a variety of activities. The following is a list of ideas with detailed instructions on how to make fun and creative materials for the English classroom. Many of these ideas can easily be made in the classroom with students to increase participation and to encourage students to invest in their education. Many things can be recycled and reused to create unique materials for classroom use—start collecting things today and ask for students to bring in any items to help.

### 1. Magazine/Newspaper Pictures

Pictures cut out from magazines and newspapers can be used for many things in the classroom such as physical characteristics of people, colors, clothing, introductions, occupations, pronouns, seasons, animals, etc. Ask students to bring items from home (magazines, catalogs, newspapers, etc.).

Materials needed:

- Magazines/newspapers/ catalogs
- Scissors
- Clear packing tape/clear contact paper
- Glue sticks
- Cereal/pancake boxes or cardboard
- Optional: markers, white paper

Instructions:

Take a magazine or newspaper and cut out pictures that are relevant to your unit to practice vocabulary and/or verbs. Pictures can be taped to the board and used in class, or if you want to use them for more lessons, laminate them! Use cardboard to make them stronger. Cut your picture to the size you want it. Then, take a piece of cardboard and glue (use a glue stick) your picture to the cardboard. If your cardboard has writing or other pictures on it, cover that side with your magazine picture so it doesn't distract students. Cut the cardboard so it is the same size as your picture. Use clear tape (or contact paper) to cover the picture and cardboard. Now you have a strong picture to use in the classroom and even let students use too.

Use pictures of people to describe their physical characteristics, what clothing they are wearing, what colors their clothes are, what actions they are doing (dancing, eating, walking, talking, etc.). Talk about their occupations, daily activities, use pronouns, make introductions with two pictures of people. Ex: *Hi, Carlos, this is Jenny. She is my friend and we are in the same class. Jenny, this is my friend Carlos. We work together.* Also, use pictures of animals to describe their physical characteristics, actions, etc. and pictures of landscapes to talk about seasons, describe the city, farm, etc.

## 2. Fill-In-The-Blank Sentence Pictures

Fill-in-the-blanks can be used for many different activities and provide a lot of practice for different verb tenses. Students can make their own in class with pictures and/or drawings. These can be used to practice in small groups or with the whole class.

Materials needed:

- Magazine/newspaper pictures
- White paper
- Markers/colored pencils/crayons
- Clear packing tape/clear contact paper
- Scissors
- Glue stick
- Dry-erase markers

Instructions:

First write your sentence at the bottom of the paper leaving a blank space for the verb—make it big enough that it can be changed (brushes/is brushing/was brushing/brushed). Put a piece of clear tape/contact paper where the verb should go. Cut out magazine pictures that relate to the sentence and glue on the paper. Or, draw pictures related to the sentence.

Use these as a whole class activity by taping them to the board and asking students what the present tense form of this sentence would be and have a student write it in with a dry-erase marker. Students can work individually and create their own sentences and share with partners, small groups, or the whole class.

## 3. Flashcards

Making flashcards does not have to take a lot of time for teachers—have your students help!! Use pictures from the internet or magazines, or draw your own pictures. Students can use flashcards to practice vocabulary and play a game at the same time\*.

Materials needed:

- Pictures or blank pieces of paper to make your own drawings
- Markers/colored pencils/crayons
- Scissors
- Clear packing tape/clear contact paper
- Glue stick (if using pictures from book/magazine/newspaper)

Instructions:

Have students make their own flashcards in class—saves your money and time! Tell students that they will be using these for some activities, so make them nice. Cut pieces of paper into small squares/rectangles so that you have enough for all your vocabulary words for this unit. Draw or paste a picture onto one side of the card and write the vocabulary word on the other side of the card. Students can use the flashcards to practice by themselves or quiz a friend.

Teachers can also make larger flashcards ( $\frac{1}{2}$  of a notebook size paper) to introduce vocabulary with the word written at the bottom of the picture. To quiz students, fold the bottom so you can't see the word and hold up the picture.

\*Memory game: Make a set of flashcards that is one-sided (a picture or a word but just on one side of the card—the other side is blank). Students place all the cards with the picture/word down to the table so they cannot see what any card has on it. One student begins by flipping over a card and saying what is on the card. They must then find the match for that word or picture. They have one chance to select another card. If it matches, they get to keep the pair of cards. If it doesn't match, they have to put the cards back and the other player takes a turn. For example: If a student flips over a card that says "apple", they have to find a card that has a picture of an apple on it. The game is called memory because they have to remember where the cards were in order to make matches. The cards are all face down (you can't see the pictures/words unless it is your turn and you can select only 2 cards).

\*Flyswatter game: Use 5-10 large flashcards ( $\frac{1}{2}$  or  $\frac{1}{4}$  size of a piece of notebook paper) that have drawings/pictures on them. Tape them to the board close together. Split the class into two teams. Each team will send one member up to the board at a time to play (2 students at the board—1 from each team). Give the two students a flyswatter or a paper towel tube. Write on the board: "Team 1" and "Team 2" to keep track of points. Have the 2 students face the rest of the class (backs to the board) and when they are ready, say a vocabulary word. The two students turn around to look at the board and they have to touch the correct picture. Whichever student touches the correct picture first, wins a point for his/her team. Then, the team selects another student to come to the board to participate. The first team to 10 wins, or you can make it so all students have to participate at least once.

#### **4. Mini Whiteboards**

Use mini whiteboards for individual students, small group work, or to practice vocabulary if you don't have a whiteboard. You will need a dry-erase marker for each small group (ask students to bring one from home if possible).

Materials needed:

- White paper
- Clear packing tape/clear contact paper
- Cereal/pancake boxes
- Scissors
- Glue/glue stick
- Dry-erase markers

Instructions:

Use a piece of white paper (notebook paper size). Cut the piece of paper in half. Glue one piece of paper to one side of cardboard and cut the cardboard to the same size of the paper. Glue the other piece of paper to the back of the cardboard. Use clear tape (or

contact paper) to cover the paper and cardboard. Now you have a mini whiteboard to use in your class.

If you want students to work in small groups and answer a question as a group without yelling, have the group work on the answer together, write it on the mini whiteboard, and hold it up when they are finished. You can check the answers by looking at their boards and giving a thumbs-up if their answer is correct or a thumbs-down if it is incorrect. This makes the classroom less noisy and encourages group work. Have students take turns being the writer so that all students in each group participate. You can have each student make a mini whiteboard for individual practice as well.

## **5. Mini Books and Big Books**

Students can make mini books to practice vocabulary, tell a story, or show their learning. Mini books are a good way to have a visual representation of what your students learned.

Materials needed:

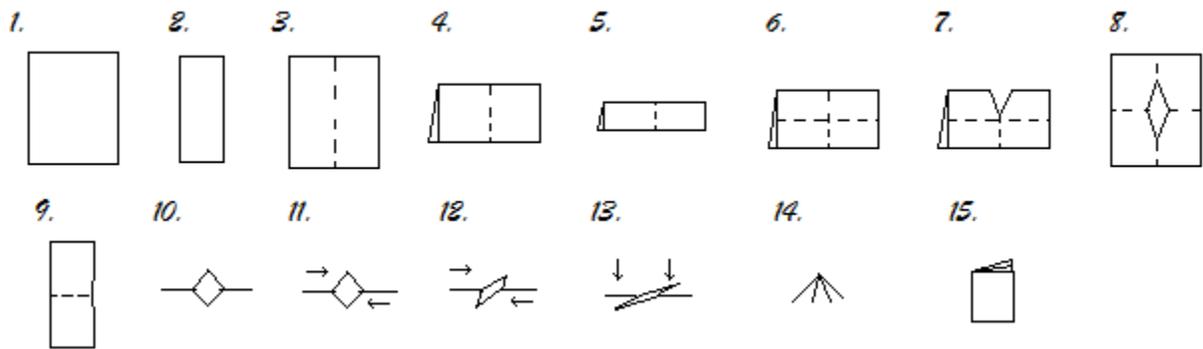
- White paper/notebook paper
- Markers/colored pencils/crayons
- Optional: magazine/newspaper pictures
- \*Scissors are not necessary

Instructions:

\*See visual guide on next page.

1. Use a piece of notebook paper or white paper (students will most likely have notebook paper and that works fine).
2. Fold the paper in half lengthwise.
3. Unfold the paper.
4. Fold the paper in half widthwise.
5. Fold in half widthwise again.
6. Unfold once.
7. Rip the paper from the folded top down to the middle (not from the open side of the paper).
8. Open the paper to see the hole in the middle.
9. Fold the paper in half lengthwise.
10. Push the ends together and look for the diamond.
11. Push the ends toward the middle more, making the diamond smaller.
12. Push the diamond parts to make the folds flat.
13. Push all of the folds together like you are closing a book.
14. You will need to push the pages and crease the edges.
15. Now you have your mini book!

\*Visual guide to make a mini book:



Make a bigger version of your mini book to show as an example for students. Instead of using a piece of notebook paper, use a large white paper (or half the paper). Make the big book before class and draw your pictures and vocabulary words to show students what they should put inside and make sure to include a title page on the front of the book (title, name, and section).

## 6. Sentence Strips

Use sentence strips in small groups or for whole-class activities. This is a way to increase student participation and practice sentence formation.

Materials needed:

- White paper
- Markers
- Optional: clear packing tape/clear contact paper to laminate

Instructions:

Write sentences that you want to use in class on the white paper (focusing on different verb conjugations, new vocabulary, etc.). Make your writing big enough to be seen by the whole class (how you usually write on the dry-erase board, or maybe a little bigger). Then, cut the sentences into pieces by words or phrases. Ex: They go to the store. Separate by: They – go – to – the store. Here you can change out the last part if you want it to say “school” or “the market”, etc. Also, you can change out the noun (I/he/she/it/we), the verb form (go/goes), and the verb tense (went, is going, etc.). You can also keep “go to” or “goes to” together to show that it is necessary to keep these together in a sentence.

Making a question: Take a present/past progressive sentence strip and change it into a question. Ex: She was eating pizza. → *Was she* eating pizza? If you are doing this, make sure you emphasize which letters are supposed to be capitalized and what punctuation mark is appropriate.

## 7. Dry-Erase Maps

Use large class maps to demonstrate giving/receiving directions and identifying places in the community with the whole class. This increases student participation and provides a good visual for students.

Materials needed:

- White paper
- Vocabulary list of community places
- Ruler
- Markers
- Dry-erase marker

Instructions:

Draw a map of a community on the white paper—you can include names of buildings or not. Consider using street names—this might be a fun way to show a difference in giving directions in another country. Once you have drawn your community map, use clear tape (or contact paper) to cover the entire map. Now your map is ready to write on with a dry-erase marker in class.



To model, say directions out loud, write them on the board, and draw the direction on the map. Practice this a few times before asking students to come to the board. Give a direction, write it on the board, and ask a student to draw on the map. Start giving oral directions (without writing on the board) to test students' listening skills. After students feel comfortable with the map and directions, ask students to give directions and other students to draw on the map, making it more of a student-led activity and the teacher is facilitating and observing.

## 8. Dry-Erase House

This is a great resource when teaching/talking about the home (rooms, furniture, what we do in our home, etc.). It is very similar to the dry-erase map in that it can be used many times for various lessons. This provides for very interactive and participatory lessons.

Materials needed:

- White paper
- Clear packing tape/clear contact paper
- Vocabulary list of furniture
- Ruler
- Scissors
- Markers/colored pencils/crayons

- Clear scotch tape/masking tape
- Optional: Dry-erase marker

**Instructions:**

Use a ruler to draw a large rectangle on the white paper. Use a ruler to draw rooms (don't forget bathrooms) in the "house." Label each room in the house with a different color marker. Cover the white paper with clear packing tape or contact paper (only one side—back not necessary). Draw furniture on different white paper, cut them out, and cover with clear packing tape (both sides). Put tape on the back of the furniture cards to stick to the house.

This house can be used for introducing house vocabulary and reviewing. Ask students what rooms are in a house, what we do in each room, and then what kind of furniture is in each room. As students name furniture items, hand out the furniture cards and have students put the furniture in the correct rooms. This encourages participation and is a low-pressure activity for students (easy to earn participation points too).

**9. Paper People**

A large visual representation of a person with interchangeable clothing is a good way to practice clothing names, colors, and prices.

**Materials needed:**

- White paper
- Markers, colored pencils/crayons
- Scissors
- Clear packing tape/clear contact paper
- List of clothing vocabulary
- Optional: Dry-erase markers



**Instructions:**

Draw a person on a large white paper with a tank top and underwear (use one paper to make a boy and one for a girl, or half of a paper for each). Take another white paper to trace clothing to fit the person (shirt, blouse, sweater, jacket, shorts, pants, shoes, sandals, dress, skirt, hat, glasses, etc.). Color and cut out the clothing. Now you have clothes to "put on" the person during a lesson. Consider covering the person paper and the clothing pieces with clear tape (or contact paper) so that they do not rip. These will last much longer if they are laminated.

Talk to students about clothing and ask students to put the appropriate clothing on the people. Ask about the colors and write sentences/questions about these. Ex: *She is wearing a blue skirt. What is he wearing?* Also, use these for the section on asking for/giving prices. Ex: *How much is that blouse? These pants are \$10.*

## 10. Clocks

Students can each make a clock to practice time in the classroom and take them home for more practice. Clocks are a great way to talk about time and quiz students on their telling time skills.

Materials needed:

- Cereal/pancake boxes or cardboard
- Construction paper or poster board paper
- Scissors
- Markers
- Metal brads/twist ties
- Plate or round item to trace clock
- Pencil



Instructions:

Take a piece of cardboard (or old cereal box) and trace a large circle on the picture/colored side (if there is one). Cut out the circle with scissors. Flip the circle over so that it is on the blank side. Write numbers and marks for clock design. Take a piece of construction paper or poster board paper and cut out two hands (arrows) for the clock—one is about half the size of the other. Punch a hole through the two hands with a metal brad (or a pencil) at the flat end and punch through the middle of the clock. Open the metal brad legs behind the clock to secure the pieces. Have students write their name and section on the back of the clock.

Write a time on the board and have students move their clock hands to match the time. Or, do this activity by saying a time out loud to practice listening skills. Students can quiz each other, work in small groups, or use the clocks for whole class review and practice.

## 11. Situation Cards/Pictionary

These can be used to engage more visual learners and practice without telling students, but instead showing them. Making these cards once and laminating them means that you won't have to draw them again in other classes!

Materials needed:

- White paper
- Markers/colored pencils/crayons
- Scissors
- Clear packing tape/clear contact paper



Instructions:

Cut out equal size pieces of paper from a large white paper, or use smaller pieces of white paper. Draw pictures (or have students draw) to represent vocabulary (greetings, daily routines, sports, etc.). Cover these cards with clear packing tape on both sides.

Situation cards can be used to introduce vocabulary. Instead of translating new vocabulary, hold up a situation card and ask what the person is doing in the picture. Students may respond in Spanish, but you can write the vocabulary in English on the board and now the students have a picture to match the word.

For greetings, draw pictures that represent different times of the day. Tape the pictures on the board and number them. Ask students to list the appropriate greetings for each picture. There usually will be more than one for each—make sure to distinguish between “good evening” (welcome/entering a home) and “goodnight” (goodbye/leaving a home).

## 12. Participation Tools

Use simple items to manage your classroom and increase student participation.

Materials needed:

- Note cards
- Scissors
- Pen
- List of students’ names
- Optional: Popsicle sticks

Instructions:

Use index cards (or pieces of white/notebook paper) and cut to a 2 inch by 2 inch size. Write each student’s name on each card and his/her year and section (Ex: Marisol, 7A). Tell students that you will be giving them a participation grade based on how much they participate in class and use English. In class during an activity, you will select a card, say that student’s name, and ask them to answer a question, come to the board, etc. If that student participates and uses English, they receive a point. If they do not participate, they get a zero. If that student is absent, mark the card with an “A”. Then, go to the next card and ask that student to participate in the lesson. Give the students a participation grade at the end of the month, or whatever time period you choose, but make sure that you take this seriously. The students will participate if you follow through with the grades. Instead of using cards, you can make a list of all the students’ names and keep a check list by each name to mark their points. Make sure to write where you stopped in one class so you start at the same point in the next class.

Another form of increasing participation is by using popsicle sticks to write each student’s name (one name on each stick) and selecting a stick from a cup to have a student participate. You can record grades with this, or just use the sticks to call on random students. Put the sticks you already selected into another cup or put a rubber band around them.

### 13. Pronunciation – Vowel Association Mini-Posters

Have problems teaching your students the different vowel sounds in English? Try using vowel association cards.

Materials needed:

- Blank paper (to draw or print)
- Scissors
- Color Markers or Crayons
- Clear packing tape
- Glue sticks
- Cardboard (cereal / pancakes)
- Optional: poster board



Instructions:

Using blank white paper (best if big enough to be seen across the room), draw or print out the given pictures representing the 15 English vowels. Color the pictures according to the list below using either crayons or markers. Below each picture, write the color and object from the list below as an association tool (i.e. students can associate each vowel sound with a color and an object in English!). Optional: write the Spanish closest equivalent pronunciation too. Laminate the pictures to protect them all year and to use them again next year. Then hang the pictures together in some part of the room (on a poster board if need be). Finally, teach your students the list of colors and words and practice them often! Then whenever students have difficulty with the pronunciation of a word, refer to its picture on the wall. “Remember the ‘red dress’? That sound.”

Source: *Peace Corps Volunteers, Nicaragua*

# Chapter 5

## Drama

### TONGUE TWISTERS

Actors use tongue twisters to “warm up” their vocal organs and to prepare to perform. They are also a great way to practice problematic English pronunciation. Teachers pronounce the tongue twisters, then students repeat.

1. A sailor went to sea to see what he could see  
But all he could see was sea, sea, sea.
2. Each Easter Eddie eats eighty Easter eggs.
3. Two tiny tigers take two taxis to town.
4. She sells seashells by the seashore.
5. I wish to wash my Irish wristwatch.
6. Peter Piper picked a peck of pickled peppers.  
A peck of pickled peppers Peter Piper picked.  
If Peter Piper picked a peck of pickled peppers,  
Where's the peck of pickled peppers Peter Piper picked?
7. The thirty-three thieves thought that they thrilled the throne throughout Thursday.
8. Can you can a can as a canner can can a can?
9. Six sleek swans swam swiftly southwards.
10. Near an ear, a nearer ear, a nearly eerie ear.
11. He threw three free throws.
12. Double bubble gum, bubbles double.
13. She said she should sit.
14. That that is is that that is not is not that it it is.

Source: <http://www.uebersetzung.at/twister/en.htm>

## BASIC DRAMATIC STRUCTURE

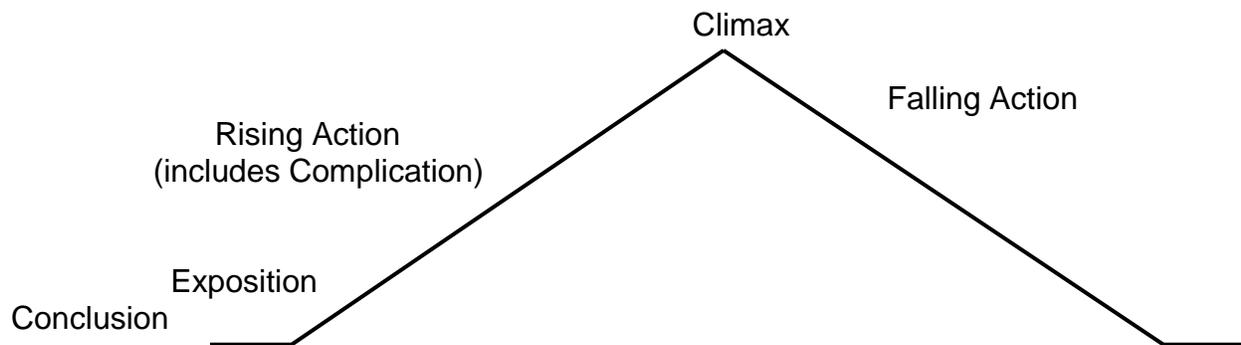
**Exposition**: The presentation of the basic elements of the play (characters, setting, etc). Through the interactions between the characters, a conflict is presented which must later be resolved.

**Complication**: Events in the dramatic work that accelerate the conflict, making it more obvious that this conflict must be resolved.

**Climax**: The moment with the most dramatic intensity. After this moment is reached, a change must occur in the plot (resolution).

**Falling Action**: Follows the crisis and is parallel to the rising action. The falling action increases the dramatic intensity of the action as it accelerates toward the catastrophe.

**Resolution**: The moment in which the conflict is resolved. A message is stated or suggested.



Source: <http://www.wvup.edu/mberdine/Shakespeare/ShakDramStruc.htm>

## CHARACTER

A. Direct Presentation – author tells us straight out, by exposition or analysis, or through another character.

B. Indirect Presentation – author shows us the character in action; the reader infers what a character is like from what she/he thinks, or says, or does. These are also called dramatized characters and they are generally consistent (in behavior), motivated (convincing), and plausible (lifelike).

### C. Character Types

- a Flat character is known by one or two traits;
- a Round character is complex and many-sided;
- a Stock character is a stereotyped character (a mad scientist, the absent-minded professor, the cruel mother-in-law);
- a Static character remains the same from the beginning of the plot to the end;
- a Dynamic (developing) character undergoes permanent change. This change must be a) within the possibilities of the character, b) sufficiently motivated, and c) allowed sufficient time for change;
- the Protagonist is the central character, sympathetic or unsympathetic.
- the Antagonists are the forces (persons, things, conventions of society, or traits of character) working against the Protagonist.

Source: <http://renierdrama.wordpress.com/category/types-of-drama-plays-comedy/>



Source:  
<http://www.caufields.com/productimages/Decor/Images/55152.jpg>

# IMPROVISATION

**Improv** takes many forms. It is best known as **improv** or **impro**, which is often comedic, and sometimes poignant or dramatic. In this popular, often topical art form improvisational actors/improvisers use improvisational acting techniques to perform spontaneously. Improvisers typically use audience suggestions to contribute to the content and direction of the performance as they create dialogue, setting, and plot extemporaneously. Many actors, who work with scripts on stage, film, or television, use improvisation in their rehearsal process. "Improv" techniques are often taught in standard acting classes. Some of the basic skills improvisation teaches actors are to listen and be aware of the other players, to have clarity in communication, and confidence to find choices instinctively and spontaneously. Knowing how to improvise off the script helps actors find life-like choices in rehearsal and to then keep the quality of discovery in the present moment in their performance, as well.

## Games

### 1) Name: **Emotion Party**

Materials: None

Instructions: Start with two actors. One is the host, the other is a guest. The host has a neutral mood. The guest enters, "knock- knock," with a charged emotion, such as excitement, fear, anger, jealousy, joy, sadness, etc. The host "catches" the emotion. Once both share the same emotion, another guest enters with another emotion and has to interact with the host and guest one so that they also "catch" the new emotion. New guests are continually introduced with different emotions that the other guests and hosts catch while interacting with each actor.

### 2) Name: **Categories**

Materials: None

Instructions: Actors are placed in a circle and begin a clapping rhythm. The instructor starts with "I am thinking of kinds of \_\_\_\_\_" and chooses a category such as fruits, and each actor must list an example without repeating.

### 3) Name: **Anything Fabric**

Materials: A yard of fabric

Instructions: Instructor asks actors, "What could this piece of fabric be?" Each actor must think of a creative answer without repeating.

### 4) Name: **Random Situations**

Materials: Random objects

Instructions: Each actor will be given a group of random objects and must create their own scene using the objects at hand.

### 5) Name: **Audience Shout-out**

Materials: None

Instructions: Each actor will pass on stage and will ask questions to the audience to form a scene. For example, "Where am I?" "What am I doing?" "How do I feel?" Actors must respond according to the audience answers.

Source: [www.creativedrama.com](http://www.creativedrama.com)

## THE GRASSHOPPER AND THE ANT

### **Characters:**

*Narrator, Grasshopper, Ant*

### **Script**

**NARRATOR:** One day, the Grasshopper meets the Ant on the Big Hill.

**GRASSHOPPER:** What a beautiful day! I love to jump and sing. He he he! Ho ho ho!

**ANT:** I carry wheat all day. I'm tired!

**GRASSHOPPER:** Why are you working? Sing with me! Play with me! Life is fun!

**ANT:** I have to do this. It's for the winter!

**GRASSHOPPER:** That's a lot of work for nothing! I'm going to continue singing and dancing and having fun.

**ANT:** Of course I would like to play and have fun. Working is very difficult. I can't decide what to do! I feel so conflicted!

**GRASSHOPPER:** Stop working! Come play with me!

**ANT:** No, I can't. Analyzing the situation and considering the consequences, I know I must work now.

**GRASSHOPPER:** You are so boring! Ok, I'm going to continue playing! Woohoo!

**NARRATOR:** When winter comes, the ant is happy.

**ANT:** I have enough wheat. I can relax and enjoy the fruits of the labors I did.

**GRASSHOPPER:** It's cold. Poor me! Nothing to eat, nothing to drink. Life is not so fun anymore!

**NARRATOR:** The moral of the story: He who prepares, lives. (Prepare for days of necessity.)

*Source: <http://www.play-script-and-song.com/the-ant-and-the-grasshopper.html>*



## THE BLIND MAN AND THE ELEPHANT



### **Characters:**

*Boy, Blind man 1, Blind man 2, Blind man 3, Blind man 4, Blind man 5, Blind man 6, Guide*

### **Script**

*(Setting: Somewhere in Asia where an elephant is passing by.)*

**Boy:** *(enters stage running and yelling).* An elephant! Everybody, come see it, it's coming, it's coming. Everybody come out, come and see the elephant... An elephant!

*(The blind men enter stage walking slowly with their canes).*

**Blind man 1:** I don't know how an elephant looks like.

**Blind man 2:** Me neither.

**Blind man 3, 4, 5, 6:** Me neither.

**Blind man 6:** We can never see an elephant, since we are blind, but we can touch it with our own hands. Our fingers are like our eyes.

**Guide:** *(enters with the elephant).* Excuse me, ladies and gentlemen, this big elephant needs to walk through here. Be careful.

**Blind man 1:** *(walking)* Good man, please let these poor blind men touch your elephant. We want to know how it looks like.

**Guide:** OK. He's not dangerous. Don't be afraid.

**Blind man 1:** *(touches the elephant's body).* Mmmm, I can see: The elephant is like a rough wall.

**Blind man 2:** *(touches the elephant's leg).* No, you are wrong. The elephant is like a tree.

**Blind man 3:** That's a lie, that's a lie! My hands tell me clearly that the elephant is like a spear.

**Blind man 4:** You are completely wrong. I also touched it and I am sure that it's like a hand fan, and my fingers don't lie to me.

**Blind man 5:** You're all wrong! The elephant looks like a snake.

**Blind man 6:** None of you knows what an elephant looks like! I think that the elephant looks like a rope.

**Blind man 1:** How do you dare to insult me? I am sure that it looks like a wall.

**Blind man 2:** I am telling you that it looks like a tree.

**Blind man 5:** No, it's like a snake.

**Blind man 3:** Snake? Not at all! I am sure it looks like a spear.

**Blind man 4:** It's a lie. It looks like a hand fan.

**Blind man 6:** It's a rope! It's a rope!

*(The blind men start fighting with each other. There's great confusion and everybody is talking at the same time).*

**Blind man 1, 2, 3, 4, 5, 6:** No one will say that I am wrong... Take this! Ouch, ouch... but I am right.... It's a rope... It's a wall... It's a spear... No, I am telling you that it's a hand fan... A tree, it's a tree... Who hit me? Ouch, my back!

**Guide:** Calm down, calm down! Be quiet! Listen... listen... I will explain everything.

*(There's silence on stage)*

**Blind Men 1, 2, 3, 4, 5, 6:** Why? ...Why?

**Guide:** *(gets onto the elephant)* Because each of you only touched a part of the elephant. The one who touched the body thought it was a wall. The one who touched the leg thought it was a tree. The one who touched the tusk imagined a spear. The one who felt the ear thought it was a hand fan. The one who touched the trunk remembered the snake, and the shortest one, that only could touch the tail, was sure that the elephant was like a rope.

**Blind man 5:** Now I understand. Yes, that's what happened and we all got angry.

**Guide:** You got so angry that you started fighting with each other.

**Blind man 1:** We behaved like fools.

**Blind man 2:** We were wrong.

**Blind man 3:** We got so furious.

**Guide:** Of course, to know the truth we have to know every part.

**Blind man 1:** We thank you, and the elephant too, for teaching us that it's better to agree with each other and try to know the truth. Now we know that reality is different depending on how we see it.

Source: <http://www.kidsinco.com/2008/07/the-blind-men-and-the-elephant/>

# Chapter 6 Music

## TYPES OF MUSIC



Music is a form of art. It expresses our feelings and emotions in a melodious and pleasant way. Is there anyone who does not like this form of art?

Different types of music help soothe the soul, increase concentration, and inspire us to live life to the fullest. There are varied genres of music, as people have different tastes. Regardless of genre, the objective remains the same: touch the core of the heart. Thus, music can be called an expression of the heart. To understand and learn more about different styles of music, let us have a look at the following genres.

### Genres of Music

**Bluegrass** music is a form of American roots music, and a sub-genre of country music. It has mixed roots in Scottish, English, Welsh and Irish traditional music. Bluegrass was inspired by the music of immigrants residing in Appalachia, and was influenced by the music of African-Americans through incorporation of jazz elements.

In bluegrass, as in some forms of jazz, one or more instruments each takes its turn playing the melody and improvising around it, while the others perform accompaniment; this is especially typified in tunes called breakdowns. This is in contrast to old-time music, in which all instruments play the melody together or one instrument carries the lead throughout while the others provide accompaniment. Breakdowns are often characterized by rapid tempos and unusual instrumental dexterity and sometimes by complex chord changes.

**Blues** is the name given to both a musical form and a music genre that originated in African-American communities of primarily the "Deep South" of the United States at the end of the 19th century from spirituals, work songs, field hollers, shouts and chants, and rhymed simple narrative ballads. The blues form, ubiquitous in jazz, rhythm and blues, and rock and roll is characterized by specific chord progressions, of which the twelve-bar blues chord progression is the most common. The blue notes that, for expressive purposes are sung or played flattened or gradually bent (minor 3rd to major 3rd) in relation to the pitch of the major scale, are also an important part of the sound.

Blues has several subgenres, the best known being the Delta, Piedmont, Jump, and Chicago blues styles. The term "the blues" refers to the "blue devils", meaning melancholy and sadness. In lyrics the phrase is often used to describe a depressed mood.

**Country** music is a popular American musical style that began in the rural southern United States in the 1920s. It takes its roots from Western cowboy and folk music. Country music often consists of ballads and dance tunes with generally simple forms and harmonies

accompanied by mostly string instruments such as banjos, electric and acoustic guitars, fiddles such as violins, and harmonicas.

The term country music gained popularity in the 1940s in preference to the earlier term hillbilly music. The term country music is used today to describe many styles and subgenres.

**Folk** music, a term encompassing both traditional and contemporary folk music, originated in the 19th century. Traditional folk music has been defined as: transmitted by mouth, of the lower classes, and with unknown composers. This music is also referred to as "roots music" in the U.S.



In the mid-20th century a new form of popular folk music evolved. This period is called the (second) folk revival and reached a zenith in the 1960s. This new form of music is commonly referred to as "folk music," but also "contemporary folk music" or "folk revival music" is used to make the distinction. This type of folk music includes fusion genres such as folk rock, electric folk, and others.

**Grunge** (sometimes referred to as the Seattle sound) is a subgenre of alternative rock that emerged during the mid-1980s in the American state of Washington, particularly in the Seattle area. Inspired by hardcore punk, heavy metal, and indie rock grunge is generally characterized by heavily distorted electric guitars, contrasting song dynamics, and apathetic or angst-filled lyrics. The grunge aesthetic is stripped-down compared to other forms of rock music, and many grunge musicians were noted for their unkempt appearances and rejection of theatrics. Although most grunge bands had disbanded or faded from view by the late 1990s, their influence continues to affect modern rock music.

**Hip hop** music is a genre consisting of a stylized rhythmic music that commonly accompanies rapping, a rhythmic and rhyming speech that is chanted. It developed as part of the hip hop culture, a subculture defined by four key stylistic elements: MCing/rapping, DJing/scratching, breaking/dancing, and graffiti writing. Other elements include sampling (or synthesis), and beatboxing.

While often used to refer to rapping, "hip hop" more properly denotes the practice of the entire subculture. The term hip-hop music is sometimes used synonymously with the term rap music, though rapping is not a required component of hip-hop music.

**Jazz** is a musical style that originated at the beginning of the 20th century in African American communities in the southern United States. It was born out of a mix of African and European music traditions. From its early development until the present, jazz has incorporated music from 19th and 20th century American popular music. Its West African pedigree is evident in its use of blue notes, improvisation, polyrhythms, syncopation, call-response, and the swung note.

Jazz has spawned a variety of subgenres: New Orleans Dixieland, big band-style swing, bebop, free jazz and a variety of Latin jazz fusions. As the music has spread around the world it has drawn on local, national, and regional musical cultures, its aesthetics being adapted to its varied environments and giving rise to many distinctive styles.

**Metal** music emerged after the Second World War. Here the melody of the song is heavily influenced by the structure of the songs. While in rock music, songwriting is based within a form; in metal music, the central melody decides the structure of the song. It is also known as "information music."

**Opera** music first emerged in Italy in the 1600s. This genre combines theatrical art and musical invention and is specifically played in the theaters. Opera music has greater appeal for its delightful orchestral accompaniment. The preludes and interludes of this music set the tone for the action on-stage.

**Pop** music (a term that originally derives from an abbreviation of "popular") is usually understood to be commercially recorded music, often oriented toward a youth market, usually consisting of relatively short, simple songs utilizing technological innovations to produce new variations on existing themes.



**Rock and roll** (often written as rock & roll or rock 'n' roll) is a genre of popular music that originated and evolved in the United States during the late 1940s and early 1950s, primarily from a combination of the blues, country, jazz, and gospel music. Though elements of rock and roll can be heard in country records of the 1930s and blues records from the 1920s, rock and roll did not acquire its name until the 1950s. An early form of rock and roll was rockabilly, which combined country and jazz with influences from traditional Appalachian folk music and gospel.

**Trance** music originated in the 20th century and is usually played in club houses and discotheques. It is characterized by fast tempo and repetitious beats of the percussion. and has a hypnotic effect on the listeners.

**Techno** music, also known as fusion music, became popular towards the middle part of the 1980s. This is a form of electronic dance music based on African-American music styles like funk, electro, and electric jazz featuring fast beats. This form of music was initiated by Juan Atkins, Kevin Saunderson, and Derrick May.

Sources: <http://en.wikipedia.org>; <http://www.comtemplator.com/america>

### Questions about Music

1. What kind of music do you like?
2. How does music make you feel?
3. Do you think your favorite music twenty years from now will be the same as it is today?
4. What do you think the world would be like without music?
5. Do you think that people from different cultures react to music in different ways?
6. Do you prefer listening to songs in your own language or in another language? Why?
7. What types of music do people listen to in your country? Is there any type of music that you can only hear in your country?

# Chapter 7

## Workshops

### TALKING TO TEENS AND GETTING TEENS TO TALK

By Dr. Armeda Reitzel

[Armeda.Reitzel@humboldt.edu](mailto:Armeda.Reitzel@humboldt.edu)

Lee and Gura define oral interpretation as "the art of communicating to an audience a work of literary art in its intellectual, emotional, and aesthetic entirety."

*Source: Lee, C, & Gura, T. (2005). Oral interpretation. Boston: Houghton Mifflin Co., p. 4.*

Dr. Reitzel defines oral interpretation as "the practiced reading of a text emphasizing meaning through appropriate facial expression, vocal delivery and phrasing."

- Phrasing: The use of emphasis and pauses are important.
- Vocal projection
- Vocal variety
- Pace
- Pronunciation/enunciation
- Eye contact
- Facial expression
- Posture

P\_\_\_\_\_, p\_\_\_\_\_, and p\_\_\_\_\_ with  
meaningful p\_\_\_\_\_.

## POEMS

### Friendships

By Sydney K., Holt, MI

Friendships are like a rollercoaster they go up and down but you never want it to stop.  
Friendships are like trees they grow and keep branching out.  
Friendships are like books you pick the one you want to read but with friends you pick the one  
you want to talk to.  
Friendships are like ferns oh so beautiful and strong!

Source: <http://www.teenink.com/poetry/all/article/18417/Friendships/>

### Friendship

By Ashley H., Webster, MA

Friendship is like a seed,  
That grows into a flower.  
With love and happiness,  
The flower keeps thriving.  
But, without these necessities,  
The flower wilts,  
And eventually dies.

Source: <http://www.teenink.com/poetry/all/article/19448/Friendship/>

### The Life of a Teenager

By ibkarlinsey, St. Louis, MO

I look out the window,  
From the top of my apartment.  
I see the valley, the mountains, the setting sun.  
Everything is so peaceful, so calm.  
I wish I could be like that too.  
Alas, the life of a teenager is far from calm.  
It's full of drama and gossip, betrayals and hurt.  
Yet in the life of a teenager,  
There is also friendship, happiness, success.  
The life of a teenager has ups and downs, and all-arounds.  
It is a never-ending roller coaster that's filled with flips and turns.  
Some say, you should enjoy the ride.  
Others, be careful not to fall.  
But, in the life of a teenager,  
You manage to do it all.

Source: [http://www.teenink.com/poetry/free\\_verse/article/396963/The-Life-of-a-Teenager/](http://www.teenink.com/poetry/free_verse/article/396963/The-Life-of-a-Teenager/)

## Friendship is a Miracle

By Catherine Shoemaker, Ormond Beach, FL

Friendship is a miracle,  
How can it not be?  
It is someone who can look into your eyes and see  
the person who you are destined to be.

Who says we have to spend our time with anyone?  
There are millions of people under the sun,  
but somehow we find someone like us,  
that we don't tired of after the day is done.

Friendships offer support and love,  
which we should take advantage of,  
because sometimes we need a hug.

Life is eternal,  
we have stopped for a moment to encounter each other,  
these miracles will come into our lives one after another.

Source: <http://www.teenink.com/poetry/all/article/399146/Friendship-is-a-Miracle/>

## Superhero Me

By EOTthat'sme Silver Lake, KS

I will be a super hero  
But only in my dreams  
Because when I am dreaming I can be  
anything  
I will fly, with the wind beneath my wings  
I am floating on what life has created for me  
My identity  
I am strong like superman but weak at the  
knees  
I have flaws that you just can't see  
I tend to let my cape cover all that I could  
be  
However I am a superhero and must be as  
strong as can be  
Because if I'm not society will tear down at  
me  
You must understand that I'm not always  
strong  
I can't always fly

And my ability to stand tall often fails me at  
times  
But this is my identity  
I have the strongest strength, for I have  
honesty  
It has built a force field around me  
It may change, but we all change  
Even a superhero can't stay the same  
My identity is powerful, yet very weak  
I care about the things that others think  
I will change myself, and will eventually  
become the truest and purest me  
I will become the voice of myself and a  
detailed portrait for all to see  
I will learn my identity  
Constantly changing, always free  
But for now, I will just be superhero me

Source: [http://www.teenink.com/poetry/free\\_verse/article/399672/Superhero-Me/](http://www.teenink.com/poetry/free_verse/article/399672/Superhero-Me/)

## Ice Cream

by Laura Hofsess



Source: <http://www.how-to-draw-funny-cartoons.com/image-files/cartoon-ice-cream-6.gif>

“With all the delicious flavors,  
I am expected to pick just one?”  
Memory of a deep, dark sweetness,  
With chunks of brittle bitterness,  
Returns to me  
And I hear myself say,  
“Chocolate Chunk.”  
I take a bite  
Into the memory,  
While my heat melts  
The flavor into

D

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down,

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down

The side of the cone.

For a memory of each moment,

I l i c k e v e r y l u s c i o u s d r o p ;

The last taste I swallow whole

And go on with life.

Source: *The Reading Performance: Understanding Fluency Through Oral Interpretation.*

<http://www.readwritethink.org/classroom-resources/lesson-plans/reading-performance-understanding-fluency-28.html?tab=4>

## The Pineapple

The pineapple is dark, hard, and elongated in shape. Its stiff dark green leaves stand silently on the table. The pineapple seems as if it wants to tell you something, but it doesn't want to tell you too much. When you pick the fruit up, the coarse skin scratches your hands. The scales form three sets of spirals. A set of five spirals goes gradually up to the right. A set of eight spirals goes very steeply up to the right. These are Fibonacci numbers. When you slice the pineapple open, it is as bright and yellow as the sun at noon. Put a slice in your mouth, and it tastes sweet and juicy. The fresh-cut pineapple fills any room with a refreshing smell. When you eat it with your hands (you shouldn't but I do), it feels as if you are touching liquid gold.

*Source: Anna Uhl Chamot John De Mado Sharroky Hollie. Longman Keystone. Teacher's edition. Pearson. P. 129.*

## Green Eggs and Ham Reader's Theater Script

**Characters:** Sam-I-am, Friend

**Reading Level:** 1st Grade, 2nd Grade, 3rd Grade

**Setting:** In a house, on a boat, in a car

**Suggested Props to Make:** green eggs, ham, a fox, a mouse, a box, a goat, a tree

**Challenge Vocabulary:** The book has exactly 50 words:

a, am, and, anywhere, are, be, boat, box, car, could, dark, do, eat, eggs, fox, goat, good, green, ham, here, house, I, if, in, let, like, may, me, mouse, not, on, or, rain, Sam, Sam-I-am, say, see, so, thank, that, them, there, they, train, tree, try, will, with, would, you

**\*\*\*\*Teacher Tip\*\*\*\***

- 1) Have the students highlight their parts for easy reading and better fluency!
- 2) Make sure students are reading with expression and feeling.

**Text:**

Sam-I-am: I am Sam. Sam-I-am.

Friend: That Sam-I-am! That Sam-I-am! I do not like that Sam-I-am!

Sam-I-am: Do you like green eggs and ham?

Friend: I do not like them, Sam-I-am. I do not like green eggs and ham.

Sam-I-am: Would you like them here or there?

Friend: I would not like them here or there. I would not like them anywhere. I do not like green eggs and ham. I do not like them Sam-I-am.

Sam-I-am: Would you like them in a house? Would you like them with a mouse?

Friend: I do not like them in a house. I do not like them with a mouse. I do not like them here or there. I do not like them anywhere. I do not like green eggs and ham. I do not like them, Sam-I-am.

Sam-I-am: Would you eat them in a box? Would you eat them with a fox?

Friend: Not in a box. Not with a fox. Not in a house. Not with a mouse. I would not eat them here or there. I would not eat them anywhere. I would not eat green eggs and ham. I do not like them, Sam-I-am.

Sam-I-am: Would you? Could you? In a car? Eat them! Eat them! Here they are.

Friend: I would not, could not, in a car.

Sam-I-am: You may like them. You will see. You may like them in a tree!

Friend: I would not, could not in a tree. Not in a car! You let me be. I do not like them in a box. I do not like them with a fox. I do not like them in a house. I do not like them with a mouse. I do not like them here or there. I do not like them anywhere. I do not like green eggs and ham. I do not like them, Sam-I-am.

Sam-I-am: A train! A train! A train! A train! Could you, would you, on a train?

Friend: Not on a train! Not in a tree! Not in a car! Sam! Let me be! I would not, could not, in a box. I could not, would not, with a fox. I will not eat them with a mouse. I will not eat them in a house. I will not eat them here or there. I will not eat them anywhere. I do not eat green eggs and ham. I do not like them, Sam-I-am.

Sam-I-am: Say! In the dark? Here in the dark! Would you, could you, in the dark?

Friend: I would not, could not, in the dark.

Sam-I-am: Would you, could you, in the rain?

Friend: I would not, could not, in the rain. Not in the dark. Not on a train. Not in a car. Not in a tree. I do not like them, Sam, you see. Not in a house. Not in a box. Not with a mouse. Not with a fox. I will not eat them here or there. I do not like them anywhere!

Sam-I-am: You do not like green eggs and ham?

Friend: I do not like them, Sam-I-am.

Sam-I-am: Could you, would you, with a goat?

Friend: I would not, could not, with a goat!

Sam-I-am: Would you, could you, on a boat?

Friend: I could not, would not, on a boat. I will not, will not, with a goat. I will not eat them in the rain. I will not eat them on a train. Not in the dark! Not in a tree! Not in a car! You let me be! I do not like them in a box. I do not like them with a fox. I will not eat them in a house. I do not like them with a mouse. I do not like them here or there. I do not like them ANYWHERE! I do not like green eggs and ham! I do not like them, Sam-I-am.

Sam-I-am: You do not like them. So you say. Try them! Try them! And you may. Try them and you may, I say.

Friend: Sam! If you will let me be, I will try them. You will see. (*Friend eats the green eggs and ham*) Say! I like green eggs and ham! I do! I like them, Sam-I-am! And I would eat them in a boat. And I would eat them with a goat...and I will eat them in the rain. And in the dark. And on a train. And in a car. And in a tree. They are so good, so good, you see! So I will eat them in a box. And I will eat them with a fox. And I will eat them in a house. And I will eat them with a mouse. And I will eat them here and there. Say! I will eat them ANYWHERE! I do so like green eggs and ham! Thank you! Thank you, Sam-I-am!

*Source: Green Eggs and Ham by Dr. Seuss*

## SPEECH EVALUATION FORM

Speaker \_\_\_\_\_

Topic \_\_\_\_\_

<i>Rate the speaker on each point:</i>	<i>E-excellent</i>	<i>G-good</i>	<i>A-average</i>	<i>F-fair</i>	<i>P-poor</i>
INTRODUCTION					
<b>Gained attention and interest</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>F</b>	<b>P</b>
<b>Introduced topic clearly</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>F</b>	<b>P</b>
<b>Related topic to audience</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>F</b>	<b>P</b>
<b>Established credibility</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>F</b>	<b>P</b>
<b>Previewed body of speech</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>F</b>	<b>P</b>
BODY					
<b>Main points clear</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>F</b>	<b>P</b>
<b>Main points fully supported</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>F</b>	<b>P</b>
<b>Organization well planned</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>F</b>	<b>P</b>
<b>Language accurate</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>F</b>	<b>P</b>
<b>Language clear</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>F</b>	<b>P</b>
<b>Language appropriate</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>F</b>	<b>P</b>
<b>Connectives effective</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>F</b>	<b>P</b>
CONCLUSION					
<b>Prepared audience for ending</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>F</b>	<b>P</b>
<b>Reinforced central idea</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>F</b>	<b>P</b>
<b>Vivid ending</b>	<b>E</b>	<b>G</b>	<b>A</b>	<b>F</b>	<b>P</b>

DELIVERY

**Began speech without rushing**      **E G A F P**

**Maintained strong eye contact**      **E G A F P**

**Avoided distracting mannerisms**      **E G A F P**

**Articulated words clearly**      **E G A F P**

**Used pauses effectively**      **E G A F P**

**Used vocal variety to add impact**      **E G A F P**

**Presented visual aids well**      **E G A F P**

**Communicated enthusiasm for topic**      **E G A F P**

**Departed from lectern without rushing**      **E G A F P**

OVERALL EVALUATION

**Met assignment**      **E G A F P**

**Topic challenging**      **E G A F P**

**Specific purpose well chosen**      **E G A F P**

**Message adapted to audience**      **E G A F P**

**Speech completed within time limit**      **E G A F P**

**Held interest of audience**      **E G A F P**

**WHAT DID THE SPEAKER DO MOST EFFECTIVELY?** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**What should the speaker pay special attention to next time?** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

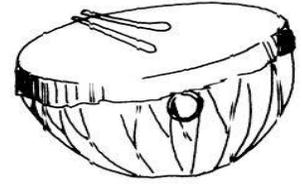
**General Comments:** \_\_\_\_\_  
 \_\_\_\_\_

# The Dozen Cooperative Learning Roles

 <p><b>Encourager</b> Encourage teammates to participate and do well.</p>	 <p><b>Praiser</b> Show appreciation for teammates' ideas and contributions.</p>	 <p><b>Cheerleader</b> Lead the team in celebrating individual or team accomplishments.</p>
 <p><b>Gatekeeper</b> Make sure everyone is participating about equally.</p>	 <p><b>Coach</b> Coach teammates on solving a problem.</p>	 <p><b>Question Commander</b> Check if any teammates have a question.</p>
 <p><b>Checker</b> Check to make sure everyone has learned the material.</p>	 <p><b>Focus Keeper</b> Keep the team focused on task.</p>	 <p><b>Recorder</b> Record the team's answers or ideas, or make sure they get recorded.</p>
 <p><b>Reflector</b> Lead the team in looking back on how well the team worked together.</p>	 <p><b>Quiet Captain</b> Keep the team's volume level down.</p>	 <p><b>Materials Monitor</b> Get and return team supplies. Leads the team clean-up. &gt;</p>



## Campfire Songs



### Mosquito

(Repeat after leader)

Mo

Mo squi

Mo squi to

Calamine!

Calamine, Calamine, Calamine lotion.

Give me some of that Calamine lotion.

Itchy, itchy, scratchy, scratchy, ou, I got one on my back-y.

Beat that big bad bug with the bug spray

Shhhhhhhhhhhhh...

### The Grand Old Duke of York

Oh, the grand old Duke of York,

He had ten-thousand men.

He marched them all right up the hill,

and marched them down again.

When you're up, you're up.

And when you're down, you're down.

But when you're only half way up,

you're neither up nor down.

### Welcome Song

Hello, hello, hello hello!

We are here to meet you,

We are here to greet you.

Hello, hello, hello, hello!

### Sally's Camel

Sally's camel has 10 humps (x3)

So go, Sally go!

Boom, boom, boom.

Sally's camel has 9 humps (x3)

So go, Sally go!

Boom, boom, boom,

(Sally's camel has 8,7,4,...1.)

Sally's camel has no humps (x3)

Because Sally's camel is a horse.

# Dedications



