Programa de Desenvolvimento Profissional para Professores de Lingua Inglesa nos EUA – PDPI

at

KANSAS STATE

English Language Program

January 23-March 3, 2023

KANSAS STATE UNIVERSITY

PDPI – Professional Development for Brazilian Public School English Teachers– Spring 2023

The activities listed in this schedule are **mandatory** unless indicated differently.

Sunday, Jan 22: arrival at Kansas City International Airport; optional campus tour and optional shopping shuttle depending on time of arrival

Sunday Jan 22	Week 1	Monday Jan 23	Tuesday Jan 24	Wednesday Jan 25	Thursday Jan 26	Friday Jan 27	Saturday Jan 28
	8:30-10:00 am	9:00 – Program	Methodology Level 1 and 2	Methodology Level 1 and 2	Methodology Level 1 and 2	Methodology Level 1 and 2	Service Learning (group of 10) <u>Habitat for</u> <u>Humanity</u> <u>Restore</u> 10:00 a.m noon Ice Skating 2:30 – 5:00
MCI 11:44 Lunch Walmart		Fairchild 203A	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	
3:15-5:15	11:45 – 1:15 pm	Lunch	Lunch	Lunch	lunch	Lunch	
5:30-7:30 pm: Welcome dinner	1:15 – 2:45 pm	1:30pm – 4:30pm IIE check-in	American Film and Culture	American Film and Culture	American Film and Culture	American Film and Culture	
Frith Center Jardine	3:00 - 5:00 pm	Fairchild 203A 4:15-3 to Wonder Workshop	Home Room Cultural Iceberg: Tim Peverill 7:15 REC TOUR	Home Room Tour of Hale Library and the Sunderland Innovation Lab 4:15 3 to WW	Home Room 6 TESOL principles & project intro: Ketty Reppert	Home Room Project work time and study time: Mentors	
	evening	Optional Activitie	es in the Union and ir	the Recreation cente KSU campus.	r, films, campus lect	ures, and plays on	

Sunday Jan 29	Week 2	Monday Jan 30	Tuesday Jan 31	Wednesday Feb 1	Thursday Feb 2	Friday Feb 3	Saturday Feb 4
	8:30-10:00 am	Methodology Level 1 and 2	Methodology Level 1 and 2	Methodology Level 1 and 2	Methodology Level 1 and 2	Rock Creek Middle and High Schools	Field trip to Kansas City:
	10:15- 11:45 am	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2		
	11:45 – 1:15 pm	Lunch	Lunch	Lunch	Lunch		Nelson-Atkins
3-6 pm Visit Downtown Manhattan, Manhattan	1:15 – 2:45 pm	American Film and Culture	American Film and Culture	American Film and Culture	American Film and Culture	Late Lunch	<u>Museum of</u> <u>Art, Legends</u> <u>Outlet Mall</u>
Town Center Mall, IMAX Theater	3:00 - 5:00 pm	Home Room Meeting with Mentors	Home Room Project Work Time and Study Time	Home Room Watching movie for Film & Culture Class	Overview of Public Education System Leena Chakrabarti	Home Room Study Time/ Exploring Manhattan	
	evening	Optional Activit	ties in the Union and lectures, and play				

Sunday Feb 5	Week 3	Monday Feb 6	Tuesday Feb 7	Wednesday Feb 8	Thursday Feb 9	Friday Feb 10	Saturday Feb 11
	8:30- 10:00 am	Methodology Level 1 and 2	Methodology Level 1 and 2	Methodology Level 1 and 2	Methodology Level 1 and 2	Methodology Level 1 and 2	
	10:15- 11:45 am	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	
Optional: 2-4 pm American	11:45 – 1:15 pm	Lunch	Lunch	Lunch	Lunch	Lunch	
games with students (Frith	1:15 – 2:45 pm	American Film and Culture	American Film and Culture	American Film and Culture	American Film and Culture	American Film and Culture	Free Weekend to Travel
Center)	3:00 - 5:00 pm	Home Room Meeting with Mentors	Home Room Watching a movie for Film & Culture Class	Home Room Presentation by Marcos Mendez and Jessica Lane "How to Manage Stress"	Home Room Make Valentine Cards for Senior Citizens	Home Room Study Time/ Exploring Manhattan	
	evening Optional Activities in the Union and in the Recreation center, films, campus lectures, and plays on KSU campus.						

Sunday Feb 12	Week 4	Monday Feb 13	Tuesday Feb 14	Wednesday Feb 15	Thursday Feb 16	Friday Feb 17	Saturday Feb 18
	8:30-10:00 am	Methodology Level 1 and 2	Methodology Level 1 and 2	Methodology Level 1 and 2	Methodology Level 1 and 2	Eisenhower Middle School Visit	
	10:15- 11:45 am	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2		Field trip to Topeka:
	11:45 – 1:15 pm	Lunch	Lunch	Lunch	Lunch	Lunch	State Capitol,
Free Weekend to Travel	1:15 – 2:45 pm	American Film and Culture	American Film and Culture	American Film and Culture	American Film and Culture	American Film and Culture	Brown vs Board of Education Historical Site
	3:00 - 5:00 pm	Home Room Meeting with Mentors	Home Room K-State Faculty Presentation (Anne Phillips via Zoom)	Home Room Watching a movie for Film & Culture class	Home Room Visiting Senior Citizens for Conversation and Activities	Home Room Service-Learning Reflection Study Time/ Exploring Manhattan	
	evening		in the Union and in the lectures, and plays or		Reception in Assistant Provost's Home	<u>Optional</u> <u>Activities</u>	

Sunday Feb 19	Week 5	Monday Feb 20	Tuesday Feb 21	Wednesday Feb 22	Thursday Feb 23	Friday Feb 24	Saturday Feb 25
	8:30- 10:00 am	Methodology Level 1 and 2	Methodology Level 1 and 2	Methodology Level 1 and 2	Methodology Level 1 and 2	Methodology Level 1 and 2	
Cultural	10:15- 11:45 am	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	
Bingo	11:45 – 1:15 pm	Lunch	Lunch	Lunch	Lunch	Lunch	
	1:15 – 2:45 pm	American Film and Culture	American Film and Culture	American Film and Culture	American Film and Culture	American Film and Culture	Free Weekend to Travel
	3:00 - 5:00 pm	Home Room Meeting with Mentors & Zoom with Public School Teacher Agnes Chikan	Home Room Dr. James Byland Intersections of Race, Gender and Sports in American Culture	Home Room Exploring Manhattan – KSU Insect Zoo & Dairy Bar for ice cream	Beach Art Museum Presentation	Home Room Watching a movie for Film & Culture class	
	evening	Optional Activities in the Union and in the Recreation center, films, campus lectures, and plays on KSU campus.		Optional: <u>Three</u> <u>Minute Thesis</u> <u>Competition Final</u> <u>Round</u> 5:30 p.m. K-State Alumni Center			

Sunday Feb 26	Week 6	Monday Feb 27	Tuesday Feb 28	Wednesday March 1	Thursday March 2	Friday March 3	Saturday March 4
	8:30-10:00 am	Methodology Level 1 and 2	Methodology Level 1 and 2	Methodology Level 1 and 2	Methodology Level 1 and 2	Presentations	
Free Weekend to Travel	10:15- 11:45 am	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	Fairchild Hall 2 nd floor	
	11:45 – 1:15 pm	Lunch	Lunch	Lunch	Lunch	Lunch	Departure
	1:15 – 2:45 pm	American Film and Culture	American Film and Culture	American Film and Culture	American Film and Culture	2:00-4:00 or	on Sunday, March 5
	3:00 - 5:00 pm	Home Room Meeting with Mentors	Home Room Movie Time for Film & Culture Class + Final Speaking Assessments	Home Room Program Evaluation & Work Time + Optional College of Education Info Session	Home Room Reflection Activity: Packing Your Mental Suitcase Cary Chappell	Begin Packing Checking out	
	evening	Optional activities in the Union and in the Recreation center, films, campus lectures, and plays on KSU campus					

KANSAS STATE

English Language Program

PDPI Daily Academic Calendar – Section I

Spring 2023

Time	Courses
8:30 - 10:00 a.m.	Methodology I Instructor: Ranae Peverill Location: Fairchild Hall 202
10:15 -11:45 a.m.	Oral Communication I Instructor: Smoky Kelly Location: Fairchild Hall 202
11:45 a.m. – 1:15 p.m.	Lunch
1:15 – 2:45 p.m.	American Film and Culture Instructor: Mary Wood Location: Fairchild 203A
3:00 - 5:00 p.m.	Home Room / Advisory Facilitators: Leena Chakrabarti, Tim Peverill, Ketty Reppert Location: Fairchild 203A

Books:

Methodology: Jeremy Harmer: *Practice of English Language Teaching* with DVD 5th edition, 2015, Pearson ISBN10: 1447980254

Oral Communication: Academic Encounters, Level 2, American Studies Student's Book Listening and Speaking w/ Digital Learning Cambridge University Press ISBN: 9781108638722

> *Well Said: Pronunciation for Clear Communication*, 4th ed. Linda Grant ISBN: 978-13056-41365 National Geographic ELT

KANSAS STATE

English Language Program

PDPI Daily Academic Calendar – Section II

Spring 2023

Time	Courses
8:30 - 10:00 a.m.	Methodology II Instructor: Greta Climenhaga Location: Fairchild Hall 203A
10:15 -11:45 a.m.	Oral Communication II Instructor: Cary Chappell Location: Fairchild Hall 203A
11:45 a.m. – 1:15 p.m.	Lunch
1:15 – 2:45 p.m.	American Film and Culture Instructor: Mary Wood Location: Fairchild 203A
3:00 - 5:00 p.m.	Home Room / Advisory Facilitators: Leena Chakrabarti, Tim Peverill, Ketty Reppert Location: Fairchild 203A

Books:

Methodology: Jeremy Harmer: *Practice of English Language Teaching* with DVD 5th edition, 2015, Pearson ISBN10: 1447980254

Oral Communication: Academic Encounters, Level 2, American Studies Student's Book Listening and Speaking w/ Digital Learning Cambridge University Press ISBN: 9781108638722

> *Well Said: Pronunciation for Clear Communication*, 4th ed. Linda Grant ISBN: 978-13056-41365 National Geographic ELT

PDPI Methodology I

Instructor: Ranae D. Peverill	Email: ranpev@ksu.edu	Office Location: Fairchild 308		
Office hours: Front Desk when I'm not in class				
Class Schedule: M-F 8:30-10:00	Class Location: Fairchild 2	02		

COURSE DESCRIPTION

This intensive course focuses on current methodology in TESL/TEFL and provides a foundation for further exploration of techniques used in the skill specific areas of communication. More specifically, this course examines (a) popular and alternative TESL/TEFL approaches; (b) specific techniques; (c) teaching methods and practices for all skills (d) current issues in language learning; and (e) current technological tools used in language teaching.

TEXTBOOKS

Required

• Harmer, Jeremy. 2015. *The Practice of English Language Teaching*, 5th edition. Pearson Longman.

Additional Materials at instructor's discretion.

Learning Outcomes: A participant who **Objectives Expected Class Activities** successfully completes this course will be able to: To examine and Explain and apply current Demonstration through role and alternative TESL/TEFL play and other peer teaching demonstrate current and activities alternative TESL/TEFL methods. methods. To discuss current ESL/ EFL Identify and provide Discussion learning issues and propose appropriate solutions to solutions to optimize participants ESL/EFL teaching and learning language learning. issues. To examine and reflect on Define their teaching Write a 6 word philosophy of teaching statement teaching and learning and philosophy appropriate implementation in the classroom To examine and Explain and apply current Group and individual demonstration of activities demonstrate current TESL/TEFL methods and for each skill area and TESL/TEFL techniques and practices when teaching refection of these practices when teaching listening in various specific skills environments

STUDENT LEARNING OUTCOMES

	Explain and apply current	
	TESL/TEFL methods and	
	practices when teaching	
	speaking and pronunciation	
	in various environments	
	Explain and apply current	
	TESL/TEFL methods and	
	practices when teaching	
	reading and vocabulary in	
	various environments	
	Explain and apply current	
	TESL/TEFL methods and	
	practices when teaching	
	writing and grammar in	
	various environments	
To introduce students to	Explain and construct	Discussion of validity and
innovative, appropriate and	appropriate and effective	reliability.
effective testing practices.	testing and evaluation	
	materials.	
To introduce students to	Integrate current	Use Canvas to download
current technological and	technology and online	and submit assignments and
online tools used in	teaching tools in ESL/EFL	submit an online portfolio.
TESL/TEFL.	teaching.	
	I	

CLASS EXPECTATIONS

Acquiring any skill is a cumulative process that requires daily study and practice. As such, students are expected to:

- 1. Come to class prepared with paper and pencils.
- 2. Come to class on time. Students are expected to be seated in the classroom with all required materials when class begins. If for some reason you are late and the class has started, enter the room quietly.
- 3. Pay attention and write down important information and homework assignments.
- 4. Do your homework completely and do it well. Hand it in on time with your name on the paper. Do your own work. You learn only if you practice by doing the work yourself.
- 5. If you are sick, call the ELP office (532-7324) or e-mail your teacher. When you come back to class, check on what homework you missed. If you miss class, it is your responsibility to find out what you missed while you were gone.
- 6. Late work will only be accepted if you have notified the teacher that you will miss class.
- 7. Cell phones, iPods or other electronic devices **<u>MUST BE PUT AWAY</u>** during class.
- 8. You must follow and respect the University policy on Academic Honesty that states:

"On my honor as a student I have neither given nor received unauthorized aid on this academic work."

GRADING:

A passing grade for this course will be based on the following:

Participation:

In order to fulfill the requirements of your program, you need to attend 180 total hours of class. We will track your attendance and report days missed to IIE.

Grades will be based on:				
Teaching Portfolio	50%	Passing Grade: 70%		
-5 Reading stud	dy guides	25pts		
-Lesson plans a	and Observations	120pts		
-6 Word Teach	ing Philosophy	25pts		
Teaching Demonstration	ons 20%			
-4 demonstrati	ions	100pts		
Final Project	30%			
-4 Milestones		100pts		
-Final project		50pts		

IMPORTANT NOTES

A. University Policy on Academic Dishonesty:

Plagiarism and cheating are serious offenses and may be punished by failure of the exam, paper or project; failure of the course; and/or expulsion from the university. For more information, check online at ksu.edu/honor. Kansas State University has an Honor & Integrity System based on personal integrity, which is presumed to be sufficient assurance in academic matters that one's work is performed honestly and without unauthorized assistance.

Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor & Integrity System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor & Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: **"On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."**

The default in this class is that ALL work will be accomplished individually, unless your instructor's permission is given in advance of an assignment. If you are in doubt, please ask. A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates that the reason is an Honor Pledge violation.

B. University Policy on Sexual Harassment:

KSU prohibits sexual harassment, defined as any behavior, which, through inappropriate sexual content or disparagement of members of either sex, interferes with an individual's work or learning environment. It will not be tolerated in any fashion in this course, nor will any other sort of discrimination based on race, national origin, disability or other grounds.

C. University Policy on physical or learning disability:

If you have any condition, such as a physical or learning disability, which makes it difficult for you to complete the work outlined on the syllabus or which requires academic accommodations, please notify your instructor at the <u>beginning</u> of the semester so those accommodations can be made.

D. Statement Defining Expectations for Classroom Conduct:

All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article V, Section 3, letter A. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

E. Do NOT

video record, photograph, or audio record this class or any part of this class without prior permission from your instructor.

F. Statement for Copyright Notification

Copyright ©2019 Ranae D. Peverill as to this syllabus and all lectures. During this course, students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.

You will find more information in the student handbook found on the ELP web page at www.ksu.edu/elp

PDPI: Methodology - Course Syllabus

Qualities of a Good Teacher

To Read:	Harmer. Ch. 6. "Being Teachers", pp. 113-135 AND
Objectives:	To discuss qualities of a good teacher.
	To enable teachers' professional development while teaching.
	To find solutions to common problems impeding the creation of a successful learning
	environment in the classroom.

Discussion, Activities

Discussion Topic: Chapter 6 study guide Questionnaire: The Qualities of a Good Teacher in Your Culture

Issues in Language Learning

To Read:Harmer. Ch. 3. "Issues in Language Learning", pp. 40-53.Objectives:To introduce students to the course.
To familiarize them with the textbook, its structure, referenced works, requirements.
To get an understanding of the main issues in language learning as well as an overview
of language learning methods and approaches.

Discussion

Discussion Topic: What issues have you encountered while teaching English? Chapter 3 Study Guide **Optional: DVD TEACHING LESSON:** "Using the L1 in the Classroom" (~12 minutes) NOTE: All DVD lessons are from the DVD accompanying Harmer's textbook.

Current Approaches and Methods

To Read: Harmer. Ch. 4. "Popular Methodology", pp. 54-79 Objectives: To explain the following key terms: approach, method, procedure, technique. To explain theoretically and give practical lesson examples of the following four approaches to language teaching:

(1) Communicative Language Teaching (CLT) (4.3. p. 57 in Harmer)

(2) Task-based learning (4.4., p. 60 in Harmer)

(3) **Lexical Approach** (4.5, p. 62 in Harmer)

(4) **Presentation, practice, and production** (PPT) (4.7, p. 65 in Harmer)

Discussion, Activities

Discussion Topic: Chapter 4 study guide Activity: Groups demonstrate lesson plans reflecting an/each approach Activity: Debate the pros and cons of each approach

Know Your Students **Class Size and Classroom Issues**

To Read:	Harmer. Ch. 5. "Being Learners", pp. 80-111 Harmer. Ch. 7. "Class Size", pp. 136-153 AND Harmer. Ch. 10. "Seating and Grouping Students", pp. 177-191
Objectives:	To better understand students based on age, individual learning styles and interests. To learn how to tailor language teaching to learners' individual characteristics. To teach language learners autonomy in learning a foreign language. To discuss teaching approaches most appropriate to different class sizes. To discuss working with special needs students. To elicit solutions to common classroom problems.
Discussion, Acti	·
,,	Discussion Topic: Chapter 5 study guide
	Discussion Topic: Chapter 7 and 10 study guide
	Activity: Understanding One's Learning Style: Give the Garner MI Test to each student. Create and demonstrate lesson plans for learning styles
Optional DVD Tapproaches	FEACHING LESSON : "Young Learners 1 (A2/Elementary" (~ 16 min) – Discuss used
	Philosophy of Teaching
Objectives:	To examine and reflect on teaching and learning and appropriate implementation in the classroom
	5

Discussion, Activities

Define and elaborate their teaching philosophy. Write a 6 word philosophy of teaching

Reflection Journal

Objectives: To examine and reflect on teaching and learning and appropriate implementation in the classroom

Discussion, Activities

Keep a weekly journal to reflect on what you have learned

Technology in the Classroom

Objectives: To understand and experience different types of technology and how to use them in the classroom

To adapt technology to analog or vice versa

Discussion, Activities

Discussion: What technology is available in your classroom? How do you use it? Use: Google Classroom as one example of online technology

Teaching Listening

1: Top-Down, Bottom-Up, Extensive Listening

To Read: Harmer. Ch. 19. "Listening", pp. 336-339.

Objectives:To explain listening skills and strategies, in general.To explain in particular top-down and bottom-up listening.(19.1)To explain extensive listening (19-2).To practice all of the above approaches.

Discussion, Activities

Discussion Topic: Which listening approach have you used and found most effective? Discuss academic vs. conversational listening and study guide

Optional DVD TEACHING LESSON: "Teenager 2 (B2/Intermediate)" – (~17 min) – *vocab, listen, speak...*

2: Live/Recorded Listening, Film, Video, Music

To Read: Harmer. Ch. 19. "Listening", pp.340-357.

Objectives: To examine and give practical examples of how to integrate live and recorded listening. To examine and practice the usage of film, video, and music in listening classes.

Discussion, Activities

Discussion Topic: Considering the age and language level of students, which listening approach would be most effective? Why?

Activity: Create and demonstrate a listening activity utilizing one of the discussed methods-write observations and then debrief as a class

Debate: Is listening active or passive?

Optional Activity: TED Lectures on Listening/Academic Guest Participants Watch a Listening Lesson from the DVD

Optional DVD TEACHING LESSON: "Adults 1 (B1/Intermediate" (~20 min) - speaking + listening

Teaching Reading and Vocabulary

- *To Read:* Harmer. Ch.18 "Teaching Reading", pp. 314-335. Harmer. ch.15. "Teaching Vocabulary", pp. 258-276
- Objectives:To discuss teaching methods and demonstrate specific activities that teachers can use in
reading classes.To discuss teaching methods and demonstrate specific activities that teachers can use
when teaching vocabulary.

Discussion, Activities

Discussion Topic: What issues have you encountered when teaching readings? Solutions? Discuss academic reading vs. extensive (pleasure) reading What issues have you encountered when teaching vocabulary? Solutions? Activity: Demonstrate a vocabulary activity/games(i.e. from Harmer's assigned chapter). Activity: Create and demonstrate a reading activity utilizing one of the discussed methods--

write observations and then debrief as a class

Debate: Is reading active or passive?

Optional Activity: Watch a Reading Lesson from the DVD

Optional DVD TEACHING LESSON: "Pre-university adults 2 (B2/upper-intermediate)" – (~10 min) "Teenager 1 (B1/Intermediate)" – (~40 min) – or parts of it...

Optional Activity: Watch a Vocabulary Lesson from the DVD

Teaching Speaking/Pronunciation

1: Teaching Speaking: Developing Fluency

To Read: Harmer. Ch. 21. "Speaking", pp. 384-387.

Objectives:To review conceptual factors underpinning language production.To examine the main challenges teachers encounter when teaching speaking.To define what second language fluency is and how to develop it.

Discussion, Activities

Discussion Topic: What issues have you encountered when teaching speaking? What is fluency?

Optional Activity: Watch a Listening Lesson from the DVD

Optional DVD TEACHING LESSON: "Pre-University Adults 1 (B1/Pre-intermediate)" (~9 min)

2: Speaking Activities

To Read: Harmer. Ch. 21. "Speaking", pp. 388-407.

Objectives: To discuss and demonstrate specific activities that teachers can use in speaking classes.

3: Pronunciation

To Read: Harmer. ch. 16. "Teaching Pronunciation", 283-295.

Objectives:To present solutions addressing previously outline pronunciation issues.To propose and practice activities that help to teach pronunciation.

Discussion, Activities

Activity: Practice and present a Reader's Theater

Optional Activity: Review of listening materials in the lab Watch a Lesson from the DVD Optional DVD TEACHING LESSON: any of the 3 video lessons NOT used "Adults 2 (B2/upper-intermediate) – (~26 min)

Teaching Writing and Grammar

To Read:Harmer. Ch. 20 "Writing", pp. 360-383Objectives:To discuss teaching methods and demonstrate specific activities that teachers can use
when teaching vocabulary.

To Read:Harmer. ch.14."Teaching Grammar", pp. 239-257.Objectives:To discuss teaching methods and demonstrate specific activities that teachers can use in
grammar classes.

Discussion, Activities: Discussion Topic: What issues have you encountered when teaching writing? Solutions?

Activity: Demonstrate a writing activity/games(i.e. from Harmer's assigned chapter). Discussion Topic: What issues have you encountered when teaching grammar? Solutions? How do you help students make the transition from guided grammar activities to independent production (i.e. writing).

Activity: Create and demonstrate a writing or grammar activity utilizing one of the discussed methods--write observations and then debrief as a class Debate: Should we teach grammar directly or indirectly?

Optional Activity: Watch a Grammar Lesson from the DVD

Teaching Integrated Skills

To Read: Harmer. Ch 17 "Teaching language skills" pp. 297-310

Objectives: To discuss and demonstrate specific activities that teachers can use in integrated skills courses.

Activities: Demonstrate an integrated lesson activity.

Testing and Evaluation

To Read: Harmer. ch.22: "Testing and Evaluation", pp. 408-422.

Objectives: To discuss what qualities of good testing and evaluation practices.

Lecture, Discussion, Activities

Discussion Topic: Which testing are you most familiar with? Issues? Solutions? What is validity? What is reliability?

COURSE SCHEDULE PDPI METHODOLOGY

DATE	ТОРІС	HOMEWORK	ASSESSMENT			
	WEEK 1					
Monday	Welcome and Check In	Read Harmer. Ch. 6. "Being Teachers", pp. 113-135				
January 23						
Tuesday January 24	Introductions	Chapter 3 "Issues in Language Learning" pp 40-53				
	Quick Overview of CourseIntro to Canvas	Study Guide – ungraded				
	Chapter 6 Study Guide-Group Discussion					
	Questionnaire: The Qualities of a Good					
	Teacher in Your Culture					
Wednesday	Question of the Day	Be prepared to discuss what tech you have and				
January 25	Small group discussion of Ch.3: theories of	how you use it in your classrooms				
	lg. teaching/learning					
	Class Pearson Activities					
Thursday	Question of the Day	Chapter 4 "Popular Methodology" pp. 54-79				
January 26		Study Guide-graded DUE MONDAY				
	Overview of Course: templates, rubrics etc.	Final Project: Milestone 1 due tomorrow (Friday)				
	Small group discussion of tech					
Friday	Question of the Day	Chapter 4 Study Guide due Monday				
January 27	Discuss 6 Principles	Final Project: Milestone 1 due Monday of Week 2				
	Discuss Final Project	That Hoject. Whestone I due wonday of week 2				
	Milestone 1 due in Canvas					
	Give 6-Word Philosophy of Teaching					
	Assignment-due Monday of Week 5					

DATE	ТОРІС	HOMEWORK	ASSESSMENT		
WEEK 2					
Monday	Question of the Day	Lesson Plan due Tuesday	Grade Chapter 4 Study Guide		
January 30	Small group discussion of Ch 4				
		Final Project: Milestone 2 due Friday			
	Pearson Activities				
	Assign groups for method demonstrations				
	Assign methods to each group				
	Time to Lesson Plan				
	Final Project: Milestone 1 due today				
Tuesday	Question of the Day		Grade Lesson Plans		
January 31					
	Practice demonstrations				
	Demonstrate Methods				
Wednesday	Question of the Day	Chapter 5 "Being Learners" pp. 80-111	Grade participant observations		
February 1		Chapter 7 "Class Size" pp. 136-153	Grade Demonstrations (see		
		Chapter 10 "Seating and Grouping Students" pp.	Rubric)		
	Methods Demonstrations	177-191 Study Guides –ungraded			
Thursday	Question of the Day	Chapter 19 "Listening" pp. 336-345 Study Guide			
February 2		graded			
	Small group discussion of Chapters 5, 7, 10				
	Multiple Intelligence quiz and discussion				
Friday	No Class?		Milestone 2 due today		
February 3					
	School Vicits				
	School Visits				

DATE	ТОРІС	HOMEWORK	ASSESSMENT			
	WEEK 3					
Monday February 6	Question of the Day Small groups discuss Ch. 19 Listening	Listening Lesson Plan due Tuesday Final Project: Milestone 3 due Friday	Grade Chapter 19 Study Guide			
	Pearson Class Activities					
	Assign groups for demonstration Lesson Planning time					
Tuesday	Question of the Day		Grade Lesson Plans			
February 7	Practice demonstrations					
	Listening Demonstrations					
Wednesday February 8	Question of the Day	Chapter 18 "Teaching Reading" pp. 3.4-335 Chapter 15 "Teaching Vocabulary" pp. 258-276 Study Guides – graded	Grade participant observations Grade demonstrations (see rubric)			
	Listening Demonstrations	,				
Thursday	Question of the Day		Grade Chapter 18 and 15 study			
February 9	Small groups discuss reading and vocabulary		guides			
	Viktoria lecture (30 minutes)					
	Assign groups for reading/vocab demonstrations					
	demonstrations					
	Lesson planning					
Friday	Question of the Day		Grade lesson plans			
February 10	Demonstration practice		Final Project: Milestone 3 due today			
	Reading/Vocabulary demonstrations					

	HOMEWORK	ASSESSMENT
	WEEK 4	·
on of the Day g/Vocabulary demonstrations	Philosophy of Teaching meme due next Monday Chapter 21 "Speaking" pp. 384-387 Chapter 16 "Teaching Pronunciation" pp. 283-295 Study guides – graded Final Project: Milestone 4 due Friday	Grade participant observations Grade demonstrations (see rubric)
on of the Day roups discuss speaking and ciation		Grade Chapter 21 and 16 study guides
ice Reader's Theater groups and readings		
on of the Day		
's Theater practice nes?		
on of the Day		
's Theater practice nes?		
s – School Visits		Final Project: Milestone 4 due today
S	– School Visits	– School Visits

DATE	ТОРІС	HOMEWORK	ASSESSMENT
		WEEK 5	
Monday February 20	Question of the Day Reader's Theater Presentations	Assign Chapter 20 "Writing" pp. 360-383 Chapter 14 "Teaching Grammar" pp. 239-257 Study Guides – graded DUE Wednesday Final Project: Milestone 5 (complete draft) due	Grade Reader's Theater presentation
	Philosophy of Teaching meme due today	Friday	
Tuesday February 21	Question of the Day		
	Reader's Theater Presentations		
Wednesday February 22	Question of the Day Small groups discussing writing and grammar		
	Assign groups for demonstration Lesson plan time		
Thursday February 23	Question of the Day Practice writing/grammar demonstration		Grade Lesson Plans
	Demonstrations		
Friday February 24	Question of the Day Writing/grammar demonstrations	Assign Chapter 17 "Teaching Language Skills" pp. 297-310 Study guide – ungraded	Grade participant observations Grade demonstrations (see rubric) Final Project: Milestone 5
	Final Project		(complete draft) due today

DATE	ТОРІС	HOMEWORK	ASSESSMENT			
	WEEK 6					
Monday February 27	Question of the Day Small groups discuss teaching integrated skills	Chapter 22 "Testing and Evaluation" pp. 408-422				
Tuesday February 28	Question of the Day Small group discuss testing					
Wednesday March 1	Question of the Day Final Project					
Thursday March 2	Question of the Day Final Project					
Friday March 3	No Class					

Teacher Presence

Name:_____

This exercise will help you think about the ways to demonstrate confidence and approachability as a teacher. Some of the items may be obvious and others may be less obvious.

Check all the items that you feel are correct for each section.

Teachers can show **openness** to students by:

- ______1. Looking occasionally into the eyes of students when speaking
- _____2. Frequently encouraging students to ask questions in class
- _____3. Always remaining at the front of the class
- _____4. Asking students to hold their questions for office hours or after class
- _____5. Using humor occasionally or laughing with the students
- _____6. Looking at the desk or floor or over the students' heads when speaking
- _____7. Maintaining a serious attitude
- _____8. Keeping their facial expressions neutral
- _____9. Occasionally walking close to the sudents
- _____10. Smiling occasionally

Teachers can show confidence by:

- _____1. Using a loud voice
- _____2. Coming to each class well prepared
- _____3. Standing straight
- _____4. Speaking just loud enough for students to hear
- _____5. Using expressive gestures and facial expressions
- _____6. Speaking quickly to make sure that all the material is covered
- _____7. Admitting they do not know the answer to a question but will find out
- _____8. Keeping their hands at their sides and avoiding changing facial expressions
- _____9. Standing in a relaxed position
- _____10. Providing students with a model of excellent scholarly ability
- _____11. Speaking slowly so that students can understand easily
- _____12. Demonstrating concern for student learning with a willingness to explain information simply and frequently

ELP – K State Adapted from: Smith, Meyers and Burkhalter *Communicate: Strategies for International Teaching Assistants*

- ____13. Inventing an answer based on their background in the field when they don't know the answer to a question
- _____14. Depending on their expertise to conduct the class without preparation

Teachers can show **concern** for students by:

- _____1. Making each class as interesting as possible
- _____2. Giving complex explanations to demonstrate their expertise in the field
- _____3. Requiring students to pay attention regardless of the interest level of the material
- _____4. Reacting to student questions as challenges to their authority
- _____5. Checking with students frequently to see if they have understood the material
- 6. Urging students to ask questions even if the questions show ignorance or lack of attention to the class material
- _____7. Answering every question with complete and detailed answer
- 8. Providing brief and direct answers before checking to see if students want more information
- _____9. Giving students the responsibility to keep up with the material in the course
- _____10. Making their explanations as simple and clear as possible

Teachers can show **interest** in the students by:

- _____1. Showing respect for their students through an awareness of cultural differences in the university-level classroom
- _____2. Demonstrating that they know exactly what the student's question is even before the student has finished speaking
- _____3. Speaking calmly and neutrally
- _____4. Maintaining a proper distance from the students
- _____5. Speaking energetically and enthusiastically
- _____6. Considering student needs before making decisions about the course
- _____7. Interacting and talking with the students frequently
- _____8. Thinking that teachers generally know what is best for their students
- 9. Requiring students to show respect for their teachers by conforming to teacher expectations for the course
- _____10. Listening carefully to student questions and trying to answer exactly what it is they want to know

Classroom Technology

What technology do you use in your classroom? Here is a list of some common classroom technology. Which ones do you use? Can you add to the list?

- 1. Video conferencing
- 2. Tablets
- 3. Smart boards
- 4. Augmented reality (3D)
- 5. Digital field trips
- 6. Multimedia lessons
 - a. Podcasts
 - b. Recorded lectures
 - c. Digital take-home lessons
- 7. Digital classroom calendars
- 8. Creating digital content –online projects
- 9. 3D printing
- 10. Gamified learning—Kahoot! PowerPoint games etc.
- 11. Student feedback (surveys)
- 12. Smart phones
- 13. Computers
- 14. _____
- 15. _____

Language Teaching through Critical Thinking and Self-Awareness

N RECENT YEARS LANGUAGE TEACHERS HAVE FOCUSED ON THE ROLE OF THE learner as an active participant in the teaching-learning process. Focusing on the learner is a natural outgrowth of a change in orientation from behaviorist to cognitive theories of learning. That change has highlighted what the learner does and how the learner processes information during the lesson rather than focusing on what the teacher does.

The outgrowth of the cognitive approach has been perceived in language teaching together with reflections about the relationship between thinking and language. Teachers who want to promote thinking should try to observe how students produce knowledge rather than how they merely reproduce knowledge. Producing knowledge requires the use of a number of thinking skills such as analytical, lateral, problem solving, critical, creative, and reflective thinking (Rose and Nicholl 1997). Although thinking skills can be learned by practicing, like playing tennis and swimming, they require more effort than many teachers realize. To emphasize thinking skills, a teacher must organize course objectives well and must be aware of his or her own values, perceptions, assumptions, and judgments as well as those of the learners as these are closely related to thinking (Heuer 1999).

Various definitions of critical thinking exist. All include many of the same concepts. Scriven and Paul (1996) define critical thinking as "the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action."

This article covers the rationale for critical thinking followed by sample activities for developing thinking skills. Critical thinking is one of the thinking skills that should be highlighted in designing and improving language curriculum because the world we live in is getting more complicated to understand, and how we process information has become more important than specific facts. Taking this idea into consideration, we language teachers can encourage our students to go beyond surface meaning and to discover the deeper meaning instead of merely using basic literacy skills (Van Duzer and Florez 1999).

How critical thinking can be improved in language classes

Critical thinking skills are not likely to develop spontaneously. On the contrary, teachers must take a directive role in initiating and guiding critical thinking. Language classes are particularly appropriate for teaching critical thinking owing to the richness of material and the interactive approaches used.

Of the many concepts related to acquisition and improvement of critical thinking, selfawareness is one of the most important. Through critical thinking and self-awareness, one can understand the relationship between thoughts and emotions. Although it is assumed that they are independent, the truth is that feelings are based on some level of thought, and thoughts generate from some level of feeling. Emotions play an important part in learning because learners may bring learned indifference, irrational fears, acquired hostility, and inflexible ideas into the classroom so their learning is limited to the surface (Paul and Elder 2002; Kurland 2000).

Language teachers can activate critical thinking in the classroom by highlighting selfawareness; that is, they can help the learners have and show understanding of themselves and their surroundings. By means of interactive approaches and materials, teachers can help students be aware of their perceptions, assumptions, prejudices, and values and can help students break old habits to construct a new point of view. It will take effort, but students will enjoy discovering themselves as they learn a language.

Perceptions

We hear, see, taste, or feel stimuli by means of our senses. This process occurs so spontaneously that we tend to think of perception as a passive process. However, perception is an active rather than a passive process. It enables us to construct, interpret, and make conclusions about information we receive, rather than simply to record "reality." Perception is a process of making inferences. Through inferences we construct our own version of reality. However, our version of reality may be distorted by our past experiences, education, cultural values, and role requirements (Heuer 1999).

To help the learner become aware of his or her own perceptions and how they may differ from those of others, language teachers can use optical illusions in class. Activity 1 will teach students different ways of seeing and help them realize that people can perceive the same things in different ways.

Activity 1

Begin by showing the pictures (*right*) one by one to your students and asking them what they see. Most of them will say that they see a picture of a woman (Picture A), some figures (Picture B), and an old man on a boat (Picture C). Be patient and wait for some students to perceive the pictures in a different way (vertically or upside down); give them time to discuss their perceptions with the other students. After a while, ask students what else they perceive. In all likelihood, some will say they see:

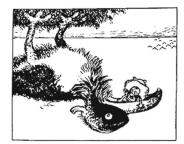
ACTIVITY 1 • ILLUSTRATIONS



Picture A



PICTURE B



PICTURE C

[•] The word Liar in Picture A (viewed diagonally).

- The word LIFE in Picture B (seen by focusing on the white spaces between the black spaces).
- A large bird with a man in its mouth in Picture C (when looking at the picture upside down).

This activity will help students appreciate that images can be perceived differently, not only in language class but in real life as well. Students enjoy the lesson, and they get an opportunity to discuss what they have seen, to learn vocabulary, and to practice structures such as present continuous tense (e.g., "What is the man in the boat doing?").

Assumptions

Assumptions are ideas that a speaker or a writer takes for granted, like axioms in mathematics. Ideas that ought to be examined are assumed to be true, so it is possible to build an argument that seems completely logical. However, if an initial premise is false, the result will be wrong. By focusing on critical thinking skills, language teachers can help students identify their assumptions, consider whether those assumptions are justifiable, and understand how they shape students' point of view. Since associating personal interest with collective interest (assuming that what is good for you is good for everyone) is a common trend, clarifying assumptions is one of the basic steps of critical thinking (Heuer 1999).

There are many techniques for revealing assumptions. One is to have students read a story and then explain their assumptions and give their rationale for those assumptions. The teacher must be careful not to label responses as right or wrong, or students will be reluctant to speak. The following joke can help make students aware of their assumptions.

ACTIVITY 2

One hot summer afternoon, a deliveryman drove up to a house, got out of his truck, and started up the walk when he noticed a little girl sitting on the steps. "Is your mother home?" he asked her. The little girl nodded and said, "Yes." So the deliveryman went back to his truck, slid out a large carton containing a mattress and box spring, and carried the heavy carton up the steps to the front door. Red-faced and sweating, he pushed the doorbell and waited. No one came to the door. He smiled at the little girl and rang the bell again. Still, no one answered. He waited and rang the bell a third time, and when there was still no sign of anyone in the house, he said to the girl, "I thought you said your mother was home."

"She is," the girl replied, "but I don't live here." (Boostrom 1994, 201)

After reading the joke, ask your students the following questions:

- What made the deliveryman assume that the house belonged to the little girl?
- Would you make the same assumption if you were that deliveryman?
- What would you do to ascertain that the house is the girl's house or that anyone is at home?
- Have you made any wrong assumptions lately? What were they? What was wrong with your assumptions?

Discuss with your students how difficult it is to avoid making assumptions, and how important it is, when thinking critically, to consider the assumptions we make. Only by doing so can we determine if an idea makes sense. Teachers can use the "AFAN" formula (Rose and Nicholl 1997) to help students analyze their assumptions. AFAN stands for: A=assumptions, F=For, A=Against, N=Now what? Each of the letters raises certain questions:

- A (Assumptions): What have I assumed? What have I taken for granted? Do I need more information? What are the facts?
- F (For): What is the evidence for my opinion? Is it good evidence? Is it a fact or belief? What are the reasons for my belief?
- A (Against): What are the alternatives to my point of view? Can I see this another way? What if my starting assumption is wrong?
- N (Now what?): This is a question posed to lead to a better assessment of the argument, one that may produce a better final decision.

The AFAN formula can be easily applied to most assumptions. Try the AFAN questions with the deliveryman joke above.

Prejudices

A major obstacle to critical thinking is prejudice. Everyone has some prejudices because we all have ideas about what is true, false, right, or wrong. Our prejudices related to patriotism, race, religion, class, ethnicity, or gender affect the way we think. To be a critical thinker does not mean that one has no opinions; rather, it means that one is alert to ideas that may change his or her opinions. We language teachers should be alert to data, information, and evidence used in our classes to question our prejudices (Boostrom 1994). Activity 3 provides a way to do this.

ACTIVITY 3

This activity can be structured or less formal, depending on the level of the students. To make students aware of their prejudices, give them concepts or certain words to consider or open-ended sentences to complete. For example, ask your students what feelings, ideas, or opinions occur to them when they hear the following words or phrases:

School	or	School is a place where I
		·
Women	or	Women should
Teachers	or	Teachers are always
Marriage	or	Marriage is never
Education	or	Education is

Students can be made aware of their prejudices and those of their classmates by discussing their responses.

Values

Critical thinkers are thinkers who are aware of the values on which they base their judgments. Learners should be shown ways to identify their values because how students judge what is said or written may depend on whether they share the values of the speaker or author.

ACTIVITY 4

Have students write or discuss their five most important values, and have them rank those values from most important to least important. First, act as a model for your students by stating what you value. Here are examples of some things you might say:

- I value family, friends, money, education, and career.
- Family is most valuable to me because my family has supported me throughout my life.

- My friends are valuable to me because, through them, I can share my happiness, unhappiness, and other important matters.
- Money is valuable to me because it enables me to live comfortably.
- Education is important to me because it excites me and makes me a more interesting person.
- My career is valuable to me because people respect me for what I do.

Ask your students to state what they value in order of importance. Make sure they give their reasons. This activity will help make students aware of their values and why they have certain ones. The exercise also gives them practice in speaking and listening to English.

Breaking habits

Habits can be quite useful, especially habits that we repeat regularly, such as when we eat our meals and how we go to school each day. Without habits we could spend much of our time deciding what to do next. On the other hand, when we need to think imaginatively or critically, we have to break habits. A good thinker does not get stuck in a rut. Good thinkers are imaginative; when one method does not work, they try a new one. Instead of seeing things only one way, they see many possibilities. When good thinkers make plans, they are also willing to break them to follow a better idea. They create "versions" instead of only one way (Boostrom 1994, 123).

To practice creating new thought patterns, have your students do the following activities. They may help students break habits of negative thinking.

ACTIVITY 5

Ask students to keep an appreciation journal in which they write about everything they appreciate about themselves, their lessons, or even their teachers. If they look puzzled, direct them by giving them the following sentences to complete:

- I like English lessons because _____.
- I appreciate my family because _____.
- I love the way my friend speaks with me because _____.
- I enjoy school because _____.

It could be an interesting experience to find at least one positive sentence even from students who say they hate school or learning a foreign language.

ACTIVITY 6

Shifting perspective is another way to break habitual negative thinking. The following activity requires students to use language that describes what they want. For example, instead of saying "I don't want to be sick anymore," they can say "I want to be healthy." (Note that the former focuses on sickness, while the latter focuses on health.) Likewise, "I don't want to fail in English class" may be changed to "I want to succeed in English class."

Ask your students to write or say as many sentences as they can that shift their negative opinions to positive ones. Also ask them to state why they want to transform negative habits into positive ones. As a follow-up activity, discuss the benefits that students receive from positive thinking.

A new point of view

We think that the way we see things is exactly the way things are because of the influence of egocentricity. Egocentricity is the inability or unwillingness to consider other points of view. It results in a refusal to accept new ideas, views, or facts. Trying to see a new point of view—or at least being open to seeing something differently—is an important strategy for critical thinking (Boostrom 1994, 39).

Considering a variety of possible viewpoints or perspectives, remaining open to alternative interpretations, accepting a new explanation, coming to a conclusion, and creating a new point of view are goals that can be achieved in language classes to activate critical thinking. Carefully chosen activities will help students identify their points of view, seek other points of view and identify strengths and weaknesses of those points of view, and strive to be fair-minded in evaluating all points of view (Paul and Elder 2002). Activity 7 can be used to practice a new point of view.

ACTIVITY 7

- 1. Divide your class into 3 groups (If your class is large, you can have more than 3 groups.)
- Give each group Form A, Form B, or Form C, each of which represents a philosophy. Instruct the group members to communicate with each other as if they believe in the philosophy represented on their form.

- Form A: You believe that human beings are fundamentally bad and brutal, have animal-like instincts, and always look for pleasure. The best way to control human beings is to threaten and punish them.
- Form B: You believe that human beings are fundamentally good and can realize their potential if they are not prevented from doing so. There is no need to control human beings. The only thing to do is to show them love and understanding.
- Form C: You believe that human beings are neither good nor bad. Society and the environment they live in determine whether they will be good or bad. The way to control human beings is to persuade and reward them.
- 3. Each group of students is a jury that will decide on a punishment for a suspect who is 25 years old, has lost his wife and his job, and has sole responsibility for the care of his 10-year-old son. Explain that the suspect was caught stealing food that costs \$40. Each group must judge the man's actions and decide his punishment according to the philosophy assigned to them (even if they do not believe that philosophy). They should not show their form to other groups.
- Give the students 10 to 15 minutes for discussion. Then ask each group leader to present the group's verdict to the entire class.
- 5. After each group gives its verdict, ask the group members how they felt having to support a view they don't believe in or listen to a point of view they don't share.
- 6. End the activity by asking the students which philosophy actually appeals to them and why.

Evaluation

Evaluation is an important element of critical thinking. Critical thinkers use evaluation to:

- become aware of their values and to understand why they are values.
- consider different points of view.
- recognize the difference between evidence and interpretation when exploring assumptions.
- check the limits of their knowledge.

• distinguish between prejudice and fact.

Because evaluation is an important part of critical thinking, teachers should focus their assessment efforts on important learning goals, not just those that are easily measurable. Evaluation should be related to valid, reliable, useful information (Gersten 1996).

During the process of evaluation, the number of questions to ask is limitless, but you can select questions according to the level of thinking you want your students to follow. Thorpe (1992) categorizes questions into four types: summary and definition, analysis, hypothesis, and evaluation. To promote critical thinking, teachers should ask their students analysis, hypothesis, and evaluative questions instead of summary and definition questions. In reading lessons especially, teachers have the opportunity to apply these categories. Activity 8 describes some possibilities.

ACTIVITY 8

Read the following narrative to your students:

Rain Forests

In the rain forests of the tropics, native peoples have been losing their land rapidly to development. Companies that invest in the rain forest have been taking over large areas of land for logging, agriculture, cattle raising, and mining. When the forest disappears, so does the indigenous way of life.

Foreign investment has been increasing the demand for forest products, but it hasn't brought the land itself back under native control. Corporations from industrialized nations have been inviting tribes to participate in the rain forest harvest, to gather nuts or copaiba oil. This cooperation with outside companies has been changing the native culture. More native people have been working for foreign bosses and have been selling products to foreign markets, rather than to traditional local markets. Companies that have been advertising rain forest products have been selling products such as hair conditioner and skin creams. Consumers are eager to support products that can benefit native people without harming the forest, and they are happy to hear that some profits return to the rain forest countries.

However, some native peoples are cautious. They feel that reliance on foreign markets weakens their independence. They ask why they need the foreign companies and what benefits come from foreign markets. They have been selling diverse forest products in their own local markets for years and have been conserving the forest at the same time. Native people have been asking for protection of the rain forest and preservation of their traditional lifestyle (adapted from Corry 1993).

Make sure that all students understand the reading, including key vocabulary. As a follow up activity, ask such questions as the following:

Analysis Questions:

- Why have native people been losing their land?
- What are the reasons for companies to invest in the rain forests?
- What are the reasons for some native peoples to be cautious?
- What is the main concern related to the foreign companies that have invested in rain forests?

Hypothesis Questions:

- What would happen if the foreign companies hadn't invested in rain forests?
- What will happen if foreign companies continue to invest in rain forests?

Evaluation Questions:

- Is it logical or illogical for native people to work for foreign bosses?
- Do the foreign companies make the forest and native ways of life disappear?
- What is your solution to the conflict?
- What are the advantages or disadvantages for native people working for foreign companies?

The questions above motivate students to think critically more than summary and definition questions, such as:

- Who has been losing the land rapidly to development?
- What are the big foreign companies doing on large areas of land in the rain forests?
- Who is concerned about the investment of foreign companies in rain forests?

Classroom climate contributes to critical thinking. In an open and democratic classroom, students feel free to express their opinions and feel confident doing so. In such class-\$15

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activate and develop critical thinking in their students, language teachers need to set up tasks and activities and adjust their teaching programs and materials to promote such thinking. Teaching language through critical thinking enables learners to recognize a wide range of subjective analyses, to develop selfawareness, and to see linkages and complexities they might otherwise miss.

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EVRIM ÜSTÜNLÜOĞLU is an assistant professor at the Faculty of Education, Educational Sciences Department at Balikesir University, Turkey.

Group:

Date:	Method/Skill:	Level:
Objectives:		
Materials:		
Approach/ Method/ Technique		
Demonstration Plan: Procedure Who does it (Why)		

Comments on today's lesson

Observation of Group Demonstration

Name:

Group members observed:

Learning Objectives	Method/Technique
ITEM	COMMENTS
Clear Lesson Plan	
Organization	
Clear Explanation of Lesson	
Eye contact and gestures	

Group members observed:

Learning Objectives	Method/Technique
ITEM	COMMENTS
Clear Lesson Plan	
Organization	
Clear Explanation of Lesson	
-	
Eye contact and gestures	

Group members observed:

Learning Objectives	Method/Technique
ITEM	COMMENTS
Clear Lesson Plan	
Organization	
Clear Explanation of Lesson	
Eye contact and gestures	

Group members observed:

Learning Objectives	Method/Technique
ITEM	COMMENTS
Clear Lesson Plan	
Organization	
Clear Explanation of Lesson	
Eye contact and gestures	

Activity/Skill/level observed:______

Group/Team members observed______

For each group activity, please fill out the charts below. Supply as many details as possible. Then complete the rubric on the back.

Activity(ies)/Objectives	Materials	Methods/Addressing Teaching and Learning Styles

Notes and Comments:

Methodology Workshops/Seminar
Delivery:

	Outstanding 5	Adequate 3	Needs improvement 1-2
Planning	_ There is an obvious plan _ Activity meets all targeted	_ There is a partial plan _ Activity meets some of the	_ The plan is unclear or incomplete _ Activity meets part of the objectives
Score:	class objectives _ Activity is very well adapted to level of class _ Activity is clearly related to current lesson and/or to previously learned material	targeted objectives _ Activity is adapted to level of class to a certain degree _ Activity is related to a certain degree to current lesson and/or to previously learned material	Activity is not quite adapted to level of class Choice of activity is not quite related to current lesson and/or to previously learned material.
Organization	There is a specific visible objective	_ There is an unarticulated objective	_ The objective is neither specific nor visible
Score:	_Sequence/activity is paced well _Timing of activity[(ies] is effective.	_Some effort in pacing sequence is observable _Timing of activity[(ies] somewhat effective.	Pacing of sequence is uncertain Timing of activity[(ies] is often ineffective.
Interaction/	_ There is an ample variety of	_ Some opportunities for	_ Limited opportunities for
Communication Score:	interaction opportunities (small group, whole class, etc Participants:	different types of interaction were offered (small group, whole class, etc.)	communication /interaction (small group, whole class, etc.) were offered Participants:
	had ample opportunity to speak were always called on in a varied manner	Participants: had occasional opportunities to speak were sometimes called on in a varied manner	-had rare opportunities to speak -were seldom called on in a varied manner
	_Communication patterns were varied and well thought through _Responses to errors are always appropriate	Communication patterns were varied to some degree Responses to errors are sometimes appropriate	Communication patterns were rarely varied Responses to errors are rarely appropriate
Clarity of explanation	Introduction of activity is effective and innovative	_ Introduction of activity is somewhat appropriate	_ Introduce activity
Score:	_Vocabulary/structures to be studied are continually modeled _Explanations are clear, short, pertinent, and comprehensible; the students understand them easily without any effort	_ Vocabulary/structures to be studied are modeled at times _Explanations are clear enough that the students can understand them	_ Vocabulary/structures to be studied are rarely modeled _Explanations are either too lengthy or not clear; the students need to make an effort to understand them
Non-verbal communication:	_ Eye contact	_ Eye contact	_ Eye contact
Score :	_ Voice level	_ Voice level	_ Voice level
Total Score :			
/25			
Commen			

Comments:



THE MULTIPLE INTELLIGENCE QUIZ

Estimated time required: 20 minutes

For each of the statements below, choose a number between 1 and 5 to rate how the statement describes you.

- 1 No, the statement is not at all like me 4 – The statement is a lot like me
- 2 The statement is a little like me
- 3 The statement is somewhat like me

Verbal/Linguistic

I can use lots of different words to express myself.

I feel comfortable working with language and words.

I enjoy crosswords and other word games like Scrabble.

I tend to remember things exactly as they are said to me.

I enjoy participating in debates and/or discussions.

I find it easy to explain things to others.

I enjoy keeping a written journal and/or writing stories and articles.

I like to read a lot.

Visual/Spatial

TOTAL

TOTAL	
I can picture scenes in my head when I remember things.	
I can anticipate the moves and consequences in a game plan (i.e., hockey sense, chess sense).	
I am observant. I often see things that others miss.	
I like to watch the scenes and activities in movies.	
I have a good sense of direction.	
I read charts and maps easily.	
l enjoy solving jigsaw, maze and/or other visual puzzles.	
I understand colour combinations and what colours work well together.	

Musical

I can remember pieces of music easily.	
I find it easy to engage in musical activities.	
l can hear an off-key note.	
I keep time when music is playing.	
l can pick out different instruments when I listen to a piece of music.	
It is easy for me to follow the beat of music.	
My mood changes when I listen to music.	
l often play music in my mind.	

- 5 Yes, the statement is definitely me

Logical/Mathematical

- I work best in an organised work area.
- I enjoy maths and using numbers.
- I keep a 'things to do' list.
- I enjoy playing brainteasers and logic puzzles.
- I like to ask 'why' questions.
- I work best when I have a day planner or timetable.
- I quickly grasp cause and effect relationships.
- I always do things one step at a time.

TOTAL

Interpersonal

I can sense the moods and feelings of others. I work best when interacting with people. I enjoy team sports rather than individual sports. I can sort out arguments between friends. I prefer group activities rather than ones I do alone. I enjoy learning about different cultures. I enjoy social events like parties. I enjoy sharing my ideas and feelings with others.

TOTAL

Naturalistic

Pollution makes me angry.	
I notice similarities and differences in trees, flowers and other things in nature.	
I feel very strongly about protecting the environment.	
l enjoy watching nature programs on television.	
I engage in 'clean-up days'.	
I like planting and caring for a garden.	
I enjoy fishing, bushwalking and bird-watching.	
When I leave school, I hope to work with plants and animals.	

TOTAL

Body/Kinesthetic	Intrapersonal	
I like to move, tap or fidget when sitting.	I know myself well.	
I enjoy participating in active sports.	I have a few close friends.	
I am curious as to how things feel and I tend to	I have strong opinions about controversial issues.	
touch objects and examine their texture.	I work best when the activity is self-paced.	
I am well co-ordinated.	I am not easily influenced by other people.	
I like working with my hands.	I have a good understanding of my feelings and	
I prefer to be physically involved rather than	how I will react to situations.	
sitting and watching.	l often raise questions concerning values and	
I understand best by doing (i.e. touching, moving and interacting).	beliefs.	
-	l enjoy working on my own.	
I like to think through problems while I walk or run.	TOTAL	
TOTAL		

	for					
	TOr	 		 	 	
40				 	 	
36			_			
32			_			
28						
24			_			
20						
16 —						
12						
8						
4 —				 	 	



How The Bear Lost Its Tail

A Native American Tale Adapted by Susan LaBella

NARRATOR 1:

Many years ago, Bear had a beautiful long tail. Bear was very proud of his tail and he spread it out behind him for everyone to see.

BEAR:

Isn't my tail awesome? Don't you think I look great?

NARRATOR 2:

Everyone thought Bear was too full of himself, but they didn't want to make him mad. After all, he *did* have really huge claws.

NARRATOR 3:

So, everyone told Bear his long black tail looked really cool.

NARRATOR 4:

One very cold winter day, Bear took a walk to the lake. When he got there, Fox was sitting on the ice with a pile of fish beside him.

BEAR:

Hey Fox! Where did you get all those fish?

NARRATOR 5:

Fox decided to play a little trick on Bear.

FOX: (Pointing to a hole in the ice) I caught them.

BEAR:

But you don't have anything to fish with.

FOX:

It was a snap. I used my tail.

NARRATOR 1:

Bear was amazed.

BEAR: (Shouting)

You used your tail?

FOX:

Sure. It's one of the best ways to catch fish. Do you want me to show you how?

NARRATOR 2:

Bear answered in his deep voice.

BEAR:

You bet, bro!

FOX:

Let's go to a part of the lake where there's sure to be lots of fish.

NARRATOR 3:

Fox laughed to himself as he led Bear to a shallow part of the lake. There, Bear used his claws to dig a hole in the ice.

FOX:

Now sit with your back to the hole and drop your tail into the water. When you feel a bite, pull out your tail, and -- presto -- a fish!

NARRATOR 4:

Bear was excited at the thought of catching fish so easily -- and he was hungry... So, he sat down and put his tail into the freezing water.

BEAR:

G-g-gee Fox, this water is really ch-ch-chilly.

FOX:

Bear, you have to sit very still and think about catching fish. Pretend the fish are biting, and count each fish you pretend to catch. The more pretend fish you count, the more real fish you'll catch.

BEAR:

This is great. This awesome tail of mine will catch tons of fish!

FOX:

Be sure to sit very still, Bear. I'll watch from the trees so I don't scare the fish away.

NARRATOR 5:

Fox trotted off to the trees, chuckling to himself.

NARRATOR 1:

Bear sat very still, counting the fish he pretended to catch.

NARRATOR 2:

But counting pretend fish was boring -- so boring that Bear soon fell sound asleep.

NARRATOR 3:

Bear slept so soundly that he didn't hear the other animals trying to warn him of Fox's sneaky trick.

BEAR:

1, 2, 3zzzz

NARRATOR 4:

As Bear slept, the weather turned colder and snow started to fall.

NARRATOR 5:

Soon, Fox took his fish and went home. He warmed himself by the fire and cooked a wonderful fish dinner.

NARRATOR 1:

After a few hours, Fox decided to go back to the lake to see what Bear was doing.

FOX:

Hee, hee, hee! I wonder what that fool Bear is doing.

NARRATOR 2:

At the lake, Fox found Bear still asleep. His black fur had turned white from the snow and ice had formed around his tail.

BEAR:

G-naugh, snort, snort. G-naugh ...

NARRATOR 3:

Fox laughed and laughed. He laughed so hard, he fell over backwards with his legs waving in the air.

FOX:

What a great trick I played on Bear! That'll teach him to strut around the forest showing off his magnificent tail!

NARRATOR 4:

Soon, Fox stopped laughing. He slowly snuck up on Bear. Then, he shouted as if the forest had caught fire...

FOX:

Bear! Bear! Wake up! Can't you feel that fish on your tail? Hurry or you'll lose it!

NARRATOR 5:

Bear was in a deep sleep -- so deep that he woke with a start. As he jumped off the ice in surprise, Bear suddenly felt a sharp pain -- and his frozen tail *snapped right off!*

NARRATOR 1:

All that was left was a small stump where Bear's long tail had been.

BEAR:

What happened to my tail? My wonderful tail! I'll get you, you sneaky character. I'll turn you into stew!

NARRATOR 2:

But the tricky fox ran off, laughing as hard as he could.

NARRATOR 3:

And that is why bears today have short, stumpy tails.



The Paper Bag Princess

Author: Robert Munch

Illustrated by Michael Martchenko

Characters	Student's Name
Narrator	
Narrator 2	
Dragon	
Princess Elizabeth (Elizabeth)	
Prince Ronald (Ronald)	

Narrator	Elizabeth was a beautiful princess. She lived in a castle and had expensive princess clothes. She was going to marry a prince named Ronald.
Narrator 2	Unfortunately, a dragon smashed her castle, burned all her clothes with his fiery breath, and carried off Prince Ronald.
Narrator 1	Elizabeth decided to chase the dragon and get Ronald back. She looked everywhere for something to wear, but the only thing she could find that was not burnt was a paper bag. So she put on the paper bag and followed the dragon. He was easy to follow, because he left a trail of burnt forest and horses' bones.
Narrator 2	Finally, Elizabeth came to a cave with a large door that had a huge knocker on it. She took hold of the knocker and banged on the door. The dragon stuck his nose out of the door and said,
Dragon	Well, a princess! I love to eat princesses, but I have already eaten a whole castle today. I am a very busy dragon. Come back tomorrow!
Narrator 1	He slammed the door so fast that Elizabeth almost got her nose caught.

Narrator 2	Elizabeth grabbed the knocker and banged on the
	door again.
Narrator 1	The dragon stuck his nose out of the door and said,
Dragon	Go away! I love to eat princesses, but I have already
y	eaten a whole castle today. I am a very busy dragon.
	Come back tomorrow!
Elizabeth	Wait! Is it true that you are the smartest and fiercest
	dragon in the whole world?
Dragon	Yes!
Narrator 2	said the dragon.
Elizabeth	Is it true that you can burn up ten forests with your fiery
	breath?
Dragon	Oh, yes!
Narrator 1	Said the dragon and he took a huge, deep breath
	and breathed out so much fire that he burnt up fifty
	forests.
Elizabeth	Fantastic!
Narrator 2	said Elizabeth and the dragon took another huge
	breath and breathed out so much fire that he burnt
	up one hundred forests.
Elizabeth	Magnificent!
Narrator 1	said Elizabeth and the dragon took another huge
	breath, but this time nothing came out. The dragon
	didn't even have enough fire left to cook a meatball.
Narrator 2	Then Elizabeth said,
Elizabeth	Dragon, is it true that you can fly around the world in
	just ten seconds?
Dragon	Why, yes.
Narrator 1	said the dragon, and he jumped up and flew all the
	way around the world in just ten seconds. He was very
	tired when he got back, but Elizabeth shouted,
Elizabeth	Fantastic, do it again!
Narrator 2	So the dragon jumped up and flew around the whole
	world in just twenty seconds. When he got back he
	was too tired to talk, and he lay down and went
	straight to sleep.
Narrator 1	Elizabeth whispered, very softly,

Elizabeth	Hey, dragon.
Narrator 2	The dragon didn't move at all. She lifted up the
	dragon's ear and put her head right inside. She
	shouted as loud as she could,
Elizabeth	Hey, dragon!
Narrator 1	The dragon was so tired he didn't even move.
Narrator 2	Elizabeth walked right over the dragon and opened
	the door to the cave.
Narrator 1	There was Prince Ronald. He looked at her and said,
Ronald	Elizabeth, you are a mess! You smell like ashes, your hair is all tangled and you are wearing a dirty old paper bag. Come back when you are dressed like a real princess.
Elizabeth	Ronald, your clothes are really pretty and your hair is very neat. You look like a real prince, but you are a bum.
Narrator 2	They didn't get married after all.
ALL	The END!

The Caterpillar's Voice Readers Theater ~ Play Scripts for Kids

CHARACTERS

- NARRATOR
- HARE another name for rabbit
- CATERPILLAR
- JACKAL
- LEOPARD
- RHINO
- ELEPHANT
- FROG

Scene 1 – Hare's cave

(this play has one scene)

[Stage set: Outside of and inside the HARE's cave. The set inside the cave has a chair. Outside the cave, students can create small trees, flowers, and bushes, or paint these onto a large butcher block paper for a backdrop.]

[When the play opens, HARE is sitting on the chair inside his cave (or her cave, if the actor playing HARE is a girl).]

NARRATOR: Hello, everyone. You are about to see a play called "A Caterpillar's Voice." It is a folktale from Kenya, that's a country in Africa.

Once upon a time in Africa, there was a Hare. He (*or she, depending on the actor*) lived in a nice cave.

HARE: What a nice day for a walk. I will leave my cave for a bit and get some exercise.

NARRATOR: What is this? It's a little caterpillar.

CATERPILLAR: This seems like a very good cave. Maybe I'll just go for a bit. (*sits on the chair*) Ah! I like it here. I could stay and be very happy. (*looks around*) Say, this cave has an echo. It makes my little voice sound big!

HARE:

It's good to be home. *(looks at the ground outside the cave*) Oh, my! I see footprints outside my cave! What's going on? Did someone go in there while I was out? (*calls out*) Hello there! Who is in my cave?

CATERPILLAR: (*in a big, loud voice*) It is I! I am the biggest and strongest of them all.

HARE: Oh dear! What a loud voice! What will I do?

HARE: Oh Jackal, I am glad to see you. I need help! JACKAL: Sure. What is it?

HARE: There is a big, mean animal in my cave! How will I get back inside?

JACKAL: That is a problem, but don't worry. (*calls out*) Hello! Who is in the cave of my friend, the Hare?

CATERPILLAR: (in a big, loud voice) It is I! I am the biggest and strongest of them all!

JACKAL:Oh, Hare. I don't think I can help you. It sounds like you have a giant animal in your cave. Probably bigger than me. I am just a jackal. I must go now! Goodbye!

HARE: Leopard, please help me!

LEOPARD: Sure. What's the problem?

HARE: There is a big, scary animal in my cave. Can you get it out?

LEOPARD:Most definitely. As you can see, I myself am big and strong. (*calls out*) You there! Who is in the cave of my friend, the Hare?

CATERPILLAR: (*in a big, loud voice*) It is I! I am the biggest and strongest of them all.

LEOPARD:Uh, oh! If that animal is the biggest and strongest, I'd hate to think what he could do to me! I'm sorry, Hare. I'm out of here!

HARE:Oh, Rhino. You are a very big animal! Please, you must help me!

RHINO: That is true. I am HUGE. What do you need?

HARE:Something big is in my cave. I'm scared. Can you help me?

RHINO:Of course. It's a good thing you came to me for help. Nothing scares ME. (*calls out*) Hello, in there! Who is in the cave of my friend, the Hare?

CATERPILLAR: (*in a big, loud voice*) It is I! I am the biggest and strongest of them all.

HARE:Oh Rhino, can you get it out?

RHINO:Hare, nothing scares me. Nothing, that is, except the big voice in that cave! You need an even bigger animal. Maybe an elephant?

ELEPHANT:Did I hear someone mention my name?

HARE:We were talking about how extremely big and strong you are.

ELEPHANT: Of course! That is what I am known for! What do you need?

HARE: There is something big and terrifying in my cave. Can you help get it out?

ELEPHANT: Is that all? (calls out) Hey! Who is in the cave of my friend, the Hare?

CATERPILLAR: (*in a big, loud voice*) It is I! I am the biggest and strongest of them all.

ELEPHANT and RHINO: (*scream*) AHHH!

HARE:NOW what I am going to do?

FROG:Hare, what is wrong?

HARE:Oh frog, what a day! I am trying to get back inside my cave. But there is something gigantic and loud in there. It says it's the biggest and strongest of them all. I don't know what to do!

FROG:Did you try calling out to the thing in your cave?

HARE: Oh yes. I did. And so did Jackal, Leopard, and Rhino. Even Elephant!

FROG:What happened?

HARE: All the other animals got scared and ran away.

FROG:I am not as big as Jackal, Leopard, Rhino, or Elephant. Still, can I try?

HARE: How would you be able to get the big voice out? You are just a frog.

FROG: That's true but still, can I try?

HARE:Why not? Good luck!

JACKAL:Did someone call my name?

LEOPARD: I heard someone say my name.

RHINO:Who wants me?

ELEPHANT:I am here, everyone.

HARE: Hello there. Frog is going to try to get the big thing out of my cave.

JACKAL: (points to Frog) That frog?

LEOPARD:That tiny thing?

RHINO:No way!

ELEPHANT:What a joke! [JACKAL, LEOPARD, RHINO and ELEPHANT all laugh.]

HARE:(*to Frog*) It's okay. Don't listen to them. Nothing else has worked, and I still need help.

FROG:(*steps up to the opening to the cave and calls out*) Who's in the cave of my friend, the Hare? You may be big and strong, but I am the biggest and strongest of ALL the animals. I insist that you come outside this cave. Right now!

CATERPILLAR:Oh dear! This one says it is the very biggest and strongest of all! And I am just me, a caterpillar, after all. I am coming out now. Please don't hurt me.

HARE:What? All that time it was just YOU in the cave?

CATERPILLAR:Oops.

JACKAL:A caterpillar? For real?

LEOPARD:But that voice!

CATERPILLAR: That cave had a great echo! It made me sound BIG!

RHINO: This must be a joke! You are anything but big!

CATERPILLAR:Well, now. Hi, fellows! I guess it's time now for me to be moving along. BYE!

ELEPHANT:Boy, he sure fooled us.

LEOPARD:Can you believe it? We were all bamboozled by that little caterpillar!

[All ANIMALS laugh, except HARE and FROG.]

HARE: All of us, that is, except one. (points to Frog)

FROG:I may be little, but my thinking is big.

Viktoria Gramp English Language Program February 14, 2023

COLLOCATIONS & CORPUS SEARCHING

Adapted from Effective Vocabulary Teaching Strategies talk presented at MIDTESOL 2019



Presentation Outline

I. Framework

• The Lexical Approach

II. Practical Application

- What's a collocation?
- Using a Corpus & online dictionaries
- Types of Collocations
- Teaching (with) Collocations

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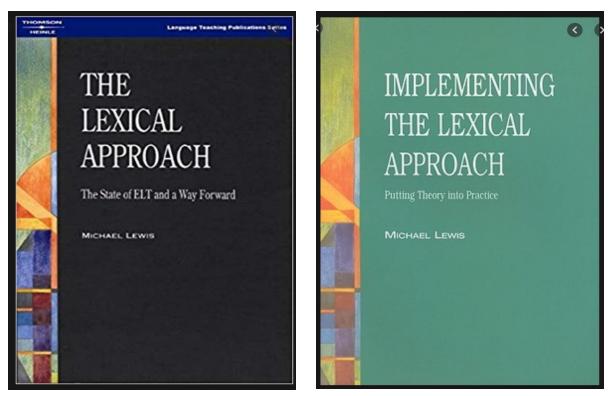


I. Framework



The Lexical Approach

Michael Lewis 1993 1997



not "traditional grammar and vocabulary but multi-word prefabricated chunks"



The Lexical Approach

Michael Lewis (1993, 1997)

 Vocabulary is increased through "suitable input not formal teaching"

Hugh Dellar and Andrew Walkley (2015)

 Words (& collocations or grammaticalized chunks) can be *learnt consciously*—and *very efficiently* (...and *in context*)

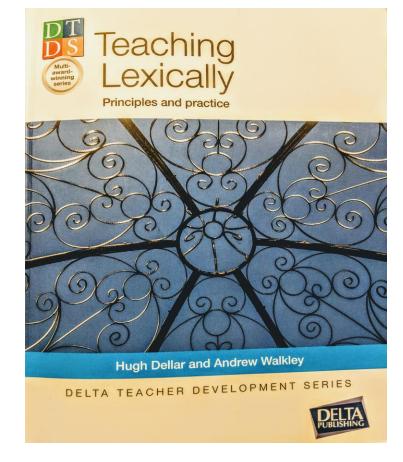




The Lexical Approach

Hugh Dellar & Andrew Walkley (2015)

teaching vocabulary lexically
teaching reading lexically





II. What is a Collocation?

Collocation – noun – the way in which some words are often used together, or a particular combination of words used in this way.

(from Longman Advanced American Dictionary)

Finish these phrases:

- College (+ noun)
 Raise (+ noun)
- Future _____ (+ noun)
- This depends (+ prep) your financial
 (+ noun)



II. Corpus Searching

• The Internet

- Use this string at the end of your search terms: site:.edu, .gov.
- Use Google Scholar: <u>www.scholar.google.com</u>
- Important: Use quotation marks when you search. Quotation marks tell Google to look for the words together.



II. Corpus Searching

- Task 1: Which is more frequently used "different from" or "different than"? (See the # of results)
 - "different from" site:.edu, .gov _____(# of results)
 - "different than" site:,edu, .gov _____ (# of results)
- Task 2: Is the phrase "a bunch of" common in academic writing? Search <u>www.scholar.google.com</u> What about "a lot of" and "a number of"?
 - "a bunch of" __
 - "a lot of" _____
 - "a number of" _____



II. Online Dictionaries

- Task 1: Use Longman Dictionary of Contemporary English (<u>https://www.ldoceonline.com/</u>) to find collocations with the word:
 - International
- **Task 2:** Use Longman Dictionary of Contemporary English (<u>https://www.ldoceonline.com/</u>) to find collocations with the word:
 - Effect



II. Types of Collocations: Prepositions

- They conducted research ______ the field of substance abuse (*field of study*)
- They conducted research ______ successful children (general topic)
- The research was conducted ______ the Centers for Disease Control and Prevention. (agent of research)
- Teachers should have a positive influence ______ their students.
- I do not agree _____ certain government actions.



II. Types of Collocations: Verb-Noun

Use a dictionary to complete these sentences:

- Strong connections to school exert a powerful in the lives of students.
- International students are less reluctant to seek
 _____ with problems.
- New air bag test rules are intended to minimize the of injury to small adults and children.
- The levels of chemicals do not ______ safety limits.
 + worksheet (if time permits)



II. Types of Collocations: Noun-Noun

• Very common!

Task: Simplify the noun phrases:

- Maps that show poverty \rightarrow ____poverty maps____
- Records of cellphones \rightarrow _____
- Data from satellites \rightarrow _____
- Makers of policy \rightarrow ____
- Department of Engineering \rightarrow _____
- Reputation of college \rightarrow _

II. TEACHING COLLOCATIONS



Vocabulary: Collocation Exercises *Developing both words & collocations



She has *long/big* eyelashes.

I just **took/ate/drank** medicine.



You need to **get/take** experience.



Vocabulary: Collocation Exercises *Developing both words & collocations

The weather: When the rain *(lets up, stops, turns off)*, I'll go outside again.

The weather: They are *(forecasting, foretelling, predicting)* 14 inches of snow for tomorrow!

• "rely on" "climate scientists"



Vocabulary: Sketching *From words to collocations & beyond Imagination & Creativity :





Vocabulary: Asking Questions *Questions that take you further

Create questions that would elicit the largest amount of connected language.

What are the effects of climate change?

What can one person (or one nation) do <u>on their</u> <u>own</u> to <u>slow and reverse</u> climate change?



Reading: Grammaticalized Chunks

First, the process of recycling causes more pollution in and of itself. The trucks that carry the recycled materials are burning more fossil fuels, and the factories that process the recycled products are contaminating the air. Paper recycling causes toxic chemicals from print and dyes to leach into the land and ultimately into the water supply. In addition, a type of "crosscontamination" can occur when recycling steel or aluminum products, where the toxics that were held in the original material get recycled into the new material and cause further damage. An additional problem occurs when recycling products such as glass because the process of recycling the glass is worse for the environment than the original process for creating new glass.



Reading: Before the Text *What language is there?

- Identify vocabulary chunks
- High proportion of unknown words more intensive language work
- Exercises that go with the text How many of your chunks are focused on them?
- Decide what chunks you might spend extra time on.



Reading: Mining Text for Language *Setting & checking noticing tasks

The current news is ful of stories about chaotic weather. There are wildfires, flooding, earthquakes, hurricanes, and drought happening all over the world. Many of these weather events are connected to climate change and global warming. We are all concerned citizens and wonder what we can do to help the environment. Many cities and countries have implemented recycling programs to help reduce waste and cut down on the release of CO2 into the atmosphere. But does recycling always work? Are we really helping the earth through our recycling? In fact, there are many negative consequences to some form of recycling, which we need to carefully consider.



Reading: Mining Text for Language *Setting & checking noticing tasks

- 1) Many of these weather events are connected____climate change. How can we cut ____ the release of CO2 ____ the atmosphere.
- 2) chaotic...current...global...negative....
- 3) Match these verbs with nouns...
- 4) Complete NEW sentences with phrases from the text.



Reading: Talking about Reading Texts *Encouraging & scaffolding natural responses

- 1. What surprised or shocked you in the article?
- 2. Can you think of any countries/places that are affected the most by the current changes in the weather?



Reading: Encouraging Further Responses

There are some reasons that People Choose different Places to live. For example, maybe they need some Change. They want to move because heavy Traffic. They want to move to cheaper Place. They have to move be cause of the bad heighbors. They wount to move to a better location. In addition, when I choose Place to live, I want make Sure that the Place has nice heishbor hood Also . It is close to gracery Stoke. I want the Place to be abse to my family house. It must has segood transportation because I don't have a car. It must be Also, it must has a big yard. I want to go to a Place were it deasing have much because I have the tain. In Conclusion, I hope to Find a place *Exploiting new vocabulary oseke it is good to my family. *Tie writing to it!

KANSAS STATE

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7 Calculated guess

Choose the noun from the box which collocates with each set of verbs (1-8).

Round 1: In the office

your computer	a letter	a phone call	a form
a computer file	a message	a report	your e-mail

- 1 You can make it. You can take it. You can receive it. You can return it. What is it? a phone call
- 2 You can crash it. You can shut it down. You can play on it. You can reboot it. What is it? your computer
- 3 You can complete it. You can draft it. You can file it. You can submit it. What is it? a report
- 4 You can get it. You can send it. You can address it. You can mail it. What is it? a letter
- 4 You can sign it. You can make a copy of it. You can send it off. You can fill it in. What is it? a form
- You can open it. You can delete it. You can create it. You can back it up. What is it? a computer file 6
- 7 You can send it. You can take it. You can leave it. You can listen to it. What is it? a message
- 8 You can reply to it. You can check it. You can go through it. You can delete it. What is it? your e-mail

Round 2: On the road

your flight an appointment your office a meeting a presentation an agreement lunch your hotel

- 1 You can go back to it. You can check into it. You can be dropped off at it. You can be picked up at it. What is it? your hotel
- 2 You can miss it. You can give it. You can attend it. You can take notes at it. What is it? a presentation
- **3** You can come to it. You can reach it. You can work it out. You can negotiate it. What is it? an agreement
- 4 You can enjoy it. You can change it. You can miss it. You can be booked on to it. What is it? your flight
- 5 You can fix it. You can cancel it. You can keep it. You can fail to turn up for it. What is it? an appointment
- You can skip it. You can grab it. You can go for it. You can pick up the bill for it. What is it? |unch 6
- 7 You can organise it. You can hold it. You can speak at it. You can lead it. What is it? a meeting
- 8 You can phone it. You can e-mail it. You can check with it. You can keep in touch with it. What is it? your office

Round 3: In a meeting

decisions problems ideas figures excuses your colleagues views proposals

- 1 You can address them. You can deal with them. You can foresee them. You can solve them. What are they? problems
- **2** You can develop them. You can share them. You can come up with them. You can brainstorm them. What are they? ideas
- 3 You can make them. You can consider them. You can put them forward. You can withdraw them. What are they? proposals
- 4 You can look at them. You can go through them. You can quote them. You can round them up. What are they? figures
- 5 You can make them. You can question them. You can reach them. You can put them off. What are they? decisions
- 6 You can support them. You can attack them. You can back them up. You can chat with them. What are they? your colleagues
- You can air them. You can share them. You can express them. You can exchange them. What are they? views 7
- 8 You can make them. You can look for them. You can invent them. You can refuse to accept them. What are they? excuses



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Collocations

Simply put, a collocation is a combination of words that is common. We say **write an e-mail** (NOT make an e-mail), **long eyelashes** (NOT big eyelashes), **get experience** (NOT take experience), **take medicine** (NOT eat medicine), **take a pill** (NOT eat a pill).

Knowing collocations will make your English better. Your speaking and writing will sound more natural. In addition, your reading and listening will improve because you can comprehend the whole phrase instead of trying to understand word by word.

Your dictionary has Collocations boxes with many useful examples of common combinations related to a range of different topics.

Collocation – noun – a combination of words in a language, which happens very often and more frequently than would happen by chance (from Oxford American Dictionary)

Collocation – noun – the way in which some words are often used together, or a particular combination of words used in this way (from Longman Advanced American Dictionary)

Task: Underline the TWO collocations that are possible in each of these sentences.

- 1. Diet and exercise I try to (go to, take off, work out at) the gym every day.
- 2. Diet and exercise I think I have (gained, made up, put on) a few pounds.
- 3. Driving Do you know what to do if you (have, get, take) a flat fire?
- 4. Driving Can you drive (a gas pedal, a manual, a stick shift)?
- 5. Jobs Do you think she will (find, get, let) a job at the bank?
- 6. Jobs Did you (exit, resign from, quit) your job?
- 7. Money He can't afford (to buy, to handle, to pay for) a new car.
- 8. Money We live on (a cash machine, **\$2,000 a month, a pension**).
- 9. **Restaurants** You can pay (at the counter, at the register, at the menu).
- 10. **Restaurants** Let's (cut, **divide up**, **split**) the check, OK?
- 11. Shopping Do you prefer to pay (in cash, with money, by card)?
- 12. Shopping Did she (ask for, get, take) a refund?
- 13. Television and movies Please (change, replace, switch) the channel.
- 14. Travel and tourism You must (check, collect, deliver) your luggage immediately.
- 15. Travel and tourism Did you (make, pack, unpack) your suitcase?
- 16. The weather When the rain (lets up, stops, turns off), I'll go outside again.
- 17. The weather They are (forecasting, foretelling, predicting) 14 inches of snow

for tomorrow!

PDPI Methodology II

Instructor: Greta Climenhaga	Email: gretac@ksu.edu	Office Location: Fairchild 308
Office hours: M-F 10:30 - 12:00 and by appointment		
Class Schedule: M-F 8:45-10:15	Class Location: Fairchild 203	

COURSE DESCRIPTION

This intensive course focuses on current methodology in TESL/TEFL and provides a foundation for further exploration of techniques used in the skill specific areas of communication. More specifically, this course examines (a) popular and alternative TESL/TEFL approaches; (b) specific techniques; (c) teaching methods and practices for all skills (d) current issues in language learning; and (e) current technological tools used in language teaching.

TEXTBOOKS

Required

• Harmer, Jeremy. 2015. *The Practice of English Language Teaching*, 5th edition. Pearson Longman.

Additional Materials at instructor's discretion.

STUDENT LEARNING OUTCOMES	
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Objectives	Learning Outcomes: A participant who successfully completes this course will be able to:	Expected Class Activities	Assessment
To examine and demonstrate current and alternative TESL/TEFL methods.	Explain and apply current and alternative TESL/TEFL methods.	Demonstration through role play and other peer teaching activities	Observation rubric and class discussion
To discuss current ESL/ EFL learning issues and propose solutions to optimize language learning.	Identify and provide appropriate solutions to participants ESL/EFL teaching and learning issues.	Discussion	
To examine and reflect on teaching and learning and appropriate implementation in the classroom	Define their teaching philosophy	Write a 6 word philosophy of teaching statement	Philosophy of Teaching statement
To examine and demonstrate current TESL/TEFL techniques and practices when teaching specific skills	Explain and apply current TESL/TEFL methods and practices when teaching listening in various environments	Group and individual demonstration of activities for each skill area and refection of these	Observation rubric and class discussion

	Explain and apply current TESL/TEFL methods and practices when teaching speaking and pronunciation in various environments Explain and apply current TESL/TEFL methods and practices when teaching reading and vocabulary in various environments Explain and apply current TESL/TEFL methods and practices when teaching writing and grammar in various environments		
To introduce students to innovative, appropriate and effective testing practices.	Explain and construct appropriate and effective testing and evaluation materials.	Discussion of validity and reliability.	Present an assessment tool.
To introduce students to current technological and online tools used in TESL/TEFL.	Integrate current technology and online teaching tools in ESL/EFL teaching. Use Google to compile online ESL/EFL teaching portfolio.	Use Google Classroom to download and submit assignments and submit an online portfolio.	Presentation rubrics

CLASS EXPECTATIONS

Acquiring any skill is a cumulative process that requires daily study and practice. As such, students are expected to:

- 1. Come to class prepared with paper and pencils.
- 2. Come to class on time. Students are expected to be seated in the classroom with all required materials when class begins. If for some reason you are late and the class has started, enter the room quietly.
- 3. Pay attention and write down important information and homework assignments.
- 4. Do your homework completely and do it well. Hand it in on time with your name on the paper. Do your own work. You learn only if you practice by doing the work yourself.
- 5. If you are sick, call the ELP office (532-7324) or e-mail your teacher. When you come back to class, check on what homework you missed. If you miss class, it is your responsibility to find out what you missed while you were gone.
- 6. Late work will only be accepted if you have notified the teacher that you will miss class.
- 7. Cell phones, iPods or other electronic devices **MUST BE PUT AWAY** during class.
- 8. You must follow and respect the University policy on Academic Honesty that states:

"On my honor as a student I have neither given nor received unauthorized aid on this academic work."

GRADING:

A passing grade for this course will be based on the following:

Participation:

In order to fulfill the requirements of your program, you need to attend 180 total hours of class. We will track your attendance and report days missed to IIE.

Grades will be based on:

Teaching Portfolio 50%

-Reading study guides	25pts
-Lesson plans and Observations	120pts
-6 Word Teaching Philosophy	25pts

Teaching Demonstrations 20%

-4 demonstrations	125pts
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Final Project

-4 Milestones100pts-Final project50pts

(Total Passing Grade = average of 70% in all areas)

30%

IMPORTANT NOTES

A. University Policy on Academic Dishonesty:

Plagiarism and cheating are serious offenses and may be punished by failure of the exam, paper or project; failure of the course; and/or expulsion from the university. For more information, check online at ksu.edu/honor. Kansas State University has an Honor & Integrity System based on personal integrity, which is presumed to be sufficient assurance in academic matters that one's work is performed honestly and without unauthorized assistance.

Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor & Integrity System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor & Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: **"On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."**

The default in this class is that ALL work will be accomplished individually, unless your instructor's permission is given in advance of an assignment. If you are in doubt, please ask. A grade of XF can result

from a breach of academic honesty. The F indicates failure in the course; the X indicates that the reason is an Honor Pledge violation.

B. University Policy on Sexual Harassment:

KSU prohibits sexual harassment, defined as any behavior, which, through inappropriate sexual content or disparagement of members of either sex, interferes with an individual's work or learning environment. It will not be tolerated in any fashion in this course, nor will any other sort of discrimination based on race, national origin, disability or other grounds.

C. University Policy on physical or learning disability:

If you have any condition, such as a physical or learning disability, which makes it difficult for you to complete the work outlined on the syllabus or which requires academic accommodations, please notify your instructor at the <u>beginning</u> of the semester so those accommodations can be made.

D. Statement Defining Expectations for Classroom Conduct:

All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article V, Section 3, letter A. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

E. Do NOT

video record, photograph, or audio record this class or any part of this class without prior permission from your instructor.

F. Statement for Copyright Notification

Copyright ©2019 Ranae D. Peverill as to this syllabus and all lectures. During this course, students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.

You will find more information in the student handbook found on the ELP web page at

www.ksu.edu/elp

PDPI: Methodology - Course Syllabus

Qualities of a Good Teacher

To Read:Harmer. Ch. 6. "Being Teachers", pp. 113-135 ANDObjectives:To discuss qualities of a good teacher.
To enable teachers' professional development while teaching.
To find solutions to common problems impeding the creation of a successful learning
environment in the classroom.

Discussion, Activities

Discussion Topic: Chapter 6 study guide Questionnaire: The Qualities of a Good Teacher in Your Culture

Issues in Language Learning

To Read: Harmer. Ch. 3. "Issues in Language Learning", pp. 40-53.

Objectives: To introduce students to the course.

To familiarize them with the textbook, its structure, referenced works, requirements. To get an understanding of the main issues in language learning as well as an overview of language learning methods and approaches.

Discussion

Discussion Topic: What issues have you encountered while teaching English? Chapter 3 Study Guide

Optional: DVD TEACHING LESSON: "Using the L1 in the Classroom" (~12 minutes) NOTE: All DVD lessons are from the DVD accompanying Harmer's textbook.

Current Approaches and Methods

To Read: Harmer. Ch. 4. "Popular Methodology", pp. 54-79

Objectives:

To explain the following key terms: approach, method, procedure, technique. To explain theoretically and give practical lesson examples of the following four

approaches to language teaching:

(1) Communicative Language Teaching (CLT) (4.3. p. 57 in Harmer)

(2) Task-based learning (4.4., p. 60 in Harmer)

(3) Post Method and Learning Culture(4.8.2, p. 69 in Harmer)

(4) Presentation, practice, and production (PPT) (4.7, p. 65 in Harmer)

Discussion, Activities

Discussion Topic: Chapter 4 study guide Activity: Groups demonstrate lesson plans reflecting an/each approach Activity: Debate the pros and cons of each approach

Know Your Students Class Size and Classroom Issues

To Read:	Harmer. Ch. 5. "Being Learners", pp. 80-111
	Harmer. Ch. 7. "Class Size", pp. 136-153 AND
	Harmer. Ch. 10. "Seating and Grouping Students", pp. 177-191
Objectives:	To better understand students based on age, individual learning styles and interests.
	To learn how to tailor language teaching to learners' individual characteristics.
	To teach language learners autonomy in learning a foreign language.
	To discuss teaching approaches most appropriate to different class sizes.
	To discuss working with special needs students.
	To elicit solutions to common classroom problems.
Discussion, A	ctivities
	Discussion Topic: Chapter 5 study guide
	Discussion Topic: Chapter 7 and 10 study guide
	Activity: Understanding One's Learning Style: Give the Garner MI Test to each student.
	E

Create and demonstrate lesson plans for learning styles

Optional DVD TEACHING LESSON: "Young Learners 1 (A2/Elementary" (~ 16 min) – Discuss used approaches

Philosophy of Teaching

Objectives: To examine and reflect on teaching and learning and appropriate implementation in the classroom

Discussion, Activities

Define and elaborate their teaching philosophy. Write a 6 word philosophy of teaching

Final Project Milestones

Each week there will be a check in of the final project.

Technology in the Classroom

Objectives: To understand and experience different types of technology and how to use them in the classroom

To adapt technology to analog or vice versa

Discussion, Activities

Discussion: What technology is available in your classroom? How do you use it? Use: Google Classroom as one example of online technology

Teaching Listening

1: Top-Down, Bottom-Up, Extensive Listening

- To Read: Harmer. Ch. 19. "Listening", pp. 336-339.
- Objectives:To explain listening skills and strategies, in general.To explain in particular top-down and bottom-up listening.(19.1)To explain extensive listening (19-2).To practice all of the above approaches.

Discussion, Activities

Discussion Topic: Which listening approach have you used and found most effective? Discuss academic vs. conversational listening and study guide

Optional DVD TEACHING LESSON: "Teenager 2 (B2/Intermediate)" – (~17 min) – *vocab, listen, speak...*

2: Live/Recorded Listening, Film, Video, Music

To Read: Harmer. Ch. 19. "Listening", pp.340-357.

Objectives:To examine and give practical examples of how to integrate live and recorded listening.To examine and practice the usage of film, video, and music in listening classes.

Discussion, Activities

Discussion Topic: Considering the age and language level of students, which listening approach would be most effective? Why?

Activity: Create and demonstrate a listening activity utilizing one of the discussed methods-write observations and then debrief as a class

Debate: Is listening active or passive?

Optional Activity: TED Lectures on Listening/Academic Guest Participants Watch a Listening Lesson from the DVD

Optional DVD TEACHING LESSON: "Adults 1 (B1/Intermediate" (~20 min) - speaking + listening

Teaching Reading and Vocabulary

To Read:Harmer. Ch.18 "Teaching Reading", pp. 314-335.Harmer. ch.15. "Teaching Vocabulary", pp. 258-276

Objectives:To discuss teaching methods and demonstrate specific activities that teachers can use in
reading classes.To discuss teaching methods and demonstrate specific activities that teachers can use
when teaching vocabulary.

Discussion, Activities

Discussion Topic: What issues have you encountered when teaching readings? Solutions? Discuss academic reading vs. extensive (pleasure) reading What issues have you encountered when teaching vocabulary? Solutions? Activity: Demonstrate a vocabulary activity/games(i.e. from Harmer's assigned chapter). Activity: Create and demonstrate a reading activity utilizing one of the discussed methods-write observations and then debrief as a class

Debate: Is reading active or passive?

Optional Activity: Watch a Reading Lesson from the DVD

Optional DVD TEACHING LESSON: "Pre-university adults 2 (B2/upper-intermediate)" – (~10 min) "Teenager 1 (B1/Intermediate)" – (~ 40 min) – or parts of it...

Optional Activity: Watch a Vocabulary Lesson from the DVD

Teaching Speaking/Pronunciation

1: Teaching Speaking: Developing Fluency

To Read: Harmer. Ch. 21. "Speaking", pp. 384-387.

Objectives: To review conceptual factors underpinning language production. To examine the main challenges teachers encounter when teaching speaking.

To define what second language fluency is and how to develop it.

Discussion, Activities

Discussion Topic: What issues have you encountered when teaching speaking? What is fluency?

Optional Activity: Watch a Listening Lesson from the DVD

Optional DVD TEACHING LESSON: "Pre-University Adults 1 (B1/Pre-intermediate)" (~9 min)

2: Speaking Activities

To Read: Harmer. Ch. 21. "Speaking", pp. 388-407.

Objectives: To discuss and demonstrate specific activities that teachers can use in speaking classes.

3: Pronunciation

To Read: Harmer. ch. 16. "Teaching Pronunciation", 283-295.

Objectives:To present solutions addressing previously outline pronunciation issues.To propose and practice activities that help to teach pronunciation.

Discussion, Activities

Activity: Practice and present a Reader's Theater

Optional Activity: Review of listening materials in the lab Watch a Lesson from the DVD Optional DVD TEACHING LESSON: any of the 3 video lessons NOT used "Adults 2 (B2/upper-intermediate) – (~26 min)

Teaching Writing and Grammar

To Read: Harmer. Ch. 20 "Writing", pp. 360-383 **Objectives**: To discuss teaching methods and demonstrate specific activities that teachers can use when teaching vocabulary. To Read: Harmer. ch.14."Teaching Grammar", pp. 239-257. **Objectives**: To discuss teaching methods and demonstrate specific activities that teachers can use in grammar classes. Discussion, Activities: Discussion Topic: What issues have you encountered when teaching writing? Solutions? Activity: Demonstrate a writing activity/games(i.e. from Harmer's assigned chapter). Discussion Topic: What issues have you encountered when teaching grammar? Solutions? How do you help students make the transition from guided grammar activities to independent production (i.e. writing).

Activity: Create and demonstrate a writing or grammar activity utilizing one of the discussed methods--write observations and then debrief as a class Debate: Should we teach grammar directly or indirectly?

Optional Activity: Watch a Grammar Lesson from the DVD

Teaching Integrated Skills

To Read: Harmer. Ch 17 "Teaching language skills" pp. 297-310

Objectives: To discuss and demonstrate specific activities that teachers can use in integrated skills courses.

Activities: Demonstrate an integrated lesson activity.

Testing and Evaluation

To Read: Harmer. ch.22: "Testing and Evaluation", pp. 408-422.

Objectives: To discuss what qualities of good testing and evaluation practices.

Lecture, Discussion, Activities

Discussion Topic: Which testing are you most familiar with? Issues? Solutions? What is validity? What is reliability?

COURSE SCHEDULE PDPI METHODOLOGY

DATE	ТОРІС	HOMEWORK	ASSESSMENT
	·	WEEK 1	
Monday	Welcome and Check In	Read Harmer. Ch. 6. "Being Teachers", pp. 113-135	
January 23			
Tuesday January 24	Introductions	Chapter 3 "Issues in Language Learning" pp 40-53	
	Quick Overview of CourseIntro to Canvas	Study Guide – ungraded	
	Chapter 6 Study Guide-Group Discussion		
	Questionnaire: The Qualities of a Good		
	Teacher in Your Culture		
Wednesday	Question of the Day	Be prepared to discuss what tech you have and	
January 25	Small group discussion of Ch.3: theories of	how you use it in your classrooms	
	lg. teaching/learning		
	Class Pearson Activities		
Thursday	Question of the Day	Chapter 4 "Popular Methodology" pp. 54-79	
January 26		Study Guide-graded DUE MONDAY	
	Overview of Course: templates, rubrics etc.	Final Project: Milestone 1 due tomorrow (Friday)	
	Small group discussion of tech		
Friday	Question of the Day	Chapter 4 Study Guide due Monday	
January 27	Discuss 6 Principles	Final Project: Milestone 1 due Monday of Week 2	
	Discuss Final Project	That Hoject. Whestone I due wonday of week 2	
	Milestone 1 due in Canvas		
	Give 6-Word Philosophy of Teaching		
	Assignment-due Monday of Week 5		

DATE	ТОРІС	HOMEWORK	ASSESSMENT
		WEEK 2	
Monday	Question of the Day	Lesson Plan due Tuesday	Grade Chapter 4 Study Guide
January 30	Small group discussion of Ch 4		
	Pearson Activities	Final Project: Milestone 2 due Friday	
	Assign groups for method demonstrations		
	Assign methods to each group		
	Time to Lesson Plan		
	Final Project: Milestone 1 due today		
Tuesday	Question of the Day		Grade Lesson Plans
January 31			
	Practice demonstrations		
	Demonstrate Methods		
Wednesday	Question of the Day	Chapter 5 "Being Learners" pp. 80-111	Grade participant observations
February 1		Chapter 7 "Class Size" pp. 136-153	Grade Demonstrations (see
		Chapter 10 "Seating and Grouping Students" pp. 177-191 Study Guides –ungraded	Rubric)
	Methods Demonstrations		
Thursday	Question of the Day	Chapter 19 "Listening" pp. 336-345 Study Guide	
February 2		graded	
	Small group discussion of Chapters 5, 7, 10		
	Multiple Intelligence quiz and discussion		
Friday	No Class?		Milestone 2 due today
February 3			
	School Visits		

DATE	ТОРІС	HOMEWORK	ASSESSMENT			
	WEEK 3					
Monday February 6	Question of the Day Small groups discuss Ch. 19 Listening	Listening Lesson Plan due Tuesday Final Project: Milestone 3 due Friday	Grade Chapter 19 Study Guide			
	Pearson Class Activities					
	Assign groups for demonstration Lesson Planning time					
Tuesday	Question of the Day		Grade Lesson Plans			
February 7	Practice demonstrations					
	Listening Demonstrations					
Wednesday February 8	Question of the Day	Chapter 18 "Teaching Reading" pp. 3.4-335 Chapter 15 "Teaching Vocabulary" pp. 258-276 Study Guides – graded	Grade participant observations Grade demonstrations (see rubric)			
	Listening Demonstrations	,				
Thursday	Question of the Day		Grade Chapter 18 and 15 study			
February 9	Small groups discuss reading and vocabulary		guides			
	Viktoria lecture (30 minutes)					
	Assign groups for reading/vocab					
	demonstrations					
	Lesson planning					
Friday	Question of the Day		Grade lesson plans			
February 10	Demonstration practice		Final Project: Milestone 3 due today			
	Reading/Vocabulary demonstrations					

DATE	ТОРІС	HOMEWORK	ASSESSMENT	
WEEK 4				
Monday February 13	Question of the Day Reading/Vocabulary demonstrations	Philosophy of Teaching meme due next Monday Chapter 21 "Speaking" pp. 384-387 Chapter 16 "Teaching Pronunciation" pp. 283-295 Study guides – graded	Grade participant observations Grade demonstrations (see rubric)	
		Final Project: Milestone 4 due Friday		
Tuesday February 14	Question of the Day Small groups discuss speaking and pronunciation		Grade Chapter 21 and 16 study guides	
	Introduce Reader's Theater Assign groups and readings			
Wednesday February 15	Question of the Day			
	Reader's Theater practice Costumes?			
Thursday February 16	Question of the Day			
	Reader's Theater practice Costumes?			
Friday February 17	No class – School Visits		Final Project: Milestone 4 due today	

DATE	ТОРІС	HOMEWORK	ASSESSMENT
		WEEK 5	
Monday February 20	Question of the Day Reader's Theater Presentations	Assign Chapter 20 "Writing" pp. 360-383 Chapter 14 "Teaching Grammar" pp. 239-257 Study Guides – graded DUE Wednesday Final Project: Milestone 5 (complete draft) due	Grade Reader's Theater presentation
	Philosophy of Teaching meme due today	Friday	
Tuesday February 21	Question of the Day		
	Reader's Theater Presentations		
Wednesday February 22	Question of the Day Small groups discussing writing and grammar		
	Assign groups for demonstration Lesson plan time		
Thursday February 23	Question of the Day Practice writing/grammar demonstration		Grade Lesson Plans
	Demonstrations		
Friday February 24	Question of the Day Writing/grammar demonstrations	Assign Chapter 17 "Teaching Language Skills" pp. 297-310 Study guide – ungraded	Grade participant observations Grade demonstrations (see rubric) Final Project: Milestone 5
	Final Project		(complete draft) due today

DATE	ТОРІС	HOMEWORK	ASSESSMENT	
	WEEK 6			
Monday February 27	Question of the Day Small groups discuss teaching integrated skills	Chapter 22 "Testing and Evaluation" pp. 408-422		
Tuesday February 28	Question of the Day Small group discuss testing			
Wednesday March 1	Question of the Day Final Project			
Thursday March 2	Question of the Day Final Project			
Friday March 3	No Class			

Cinderella and the Beanstalk

By: Hillary Robinson Scripted By: Makinsey Schlautman and Isabel Coleman

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Parts (8)	Step	s momJack sister 2 e Charming	Cinderella Old man Narrator	Step sister 1 Giant godmother	
Jack's mom	ר:	Jack! Jack! JAAAA	ACK!		
Narrator:		You see folks, a long long time ago, there was an ANGRY woman and she had a son named Jack. She also had two daughters that were very evil and a stepdaughter, Cinderella who did all the chores. This story is about what happened to poor Jack one day.			
Jack's mom:		Oh my gosh. We are soooo poor and hungry! JACK takes this cow and sells her for meat!			
Jack:		Yes ma'am			
Jack's morr	ר:	•	lla! Fix these dress We have to look p	es for me and erfect for the prince's	
Step sister	1:	Ya we have to loo	k perfect for the p	rince's ball tonight!	
Step sister 2	2:	HA HA HA and yo	ou don't even get to	o go!	
****STEP SISTERS GIVE AN EVIL LAUGH					
****CINDER	ELLA	START CRYING			
Circlereller					

- Cinderella: Why don't I ever get to go anywhere? Or wear a pretty dress? This is not fair!
- Narrator: These girls are just plain evil! While Cinderella slaved away sewing dresses, Jack was busy trying to sell the family cow.

****OLD MAN WALK TOWARDS JACK

Old man:	My oh my! What a beautiful cow
Jack:	Why, thank you! My mother sent me out to sell her because my family is poor and hungry.
Old man:	Well, I too am poor and hungry but I will offer you a trade! In exchange for your cow, I will give you magic bean.
Jack:	A magic bean?
Old man:	Oh yes, a magic bean. They will grow in your garden and change your life for the better!
Jack:	You have a deal!

****JACK MARCHES BACK HOME WITH HIS CHIN LIFTED HIGH

Jack: Mother, you will be so proud of me! I sold the family cow for a magic bean!

Jack's mom: JACK YOU BETTER BE JOKING!

Step sister 1: He did WHAT?!

Step sister 2: We are DOOMED!

****STEP SISTERS RUN AROUND ANGRY

****JACK RUNS AND HIDES

Narrator:	That was very awkward, but what happened next will
	shock you!

Cinderella: Jack! Jack come quick! The beanstalk has grown tall! Let's climb and see where it leads to!

Narrator: Jack and CInderella began to climb this humongous beanstalk curious to what they might find! When they reached the top, a giant fairy godmother spoke to the children.

Giant godmother: Fee, Fi, Fo. Off to the ball you go

****GIANT GODMOTHER START WAVING WAND AT CINDERELLA Cinderella: Wow! How did you do this?! The clouds are my carriage and the stars have become a beautiful ball gown!

Jack: I will drive the carriage and take us to the ball!

Giant godmother: Just remember Cinderella, when the clock strikes midnight, your dress will become rags again.

****CINDERELLA GIVES A THUMBS UP

Prince Charming: That must be the most beautiful girl I have ever seen. I must go dance with her!

Narrator: Cinderella and Prince Charming danced all night long, or at least til the clock struck midnight. Cinderella was out of sight! The only thing left was her shoe!

Prince Charming: I will not rest till I find the girl this shoe belongs to!

- Step sister 1: That is my shoe! Let me try it on.
- Narrator: Not even close!
- Step sister 2: If it isn't hers, it must be mine! Let me try it on.
- Narrator: Nope not the right fit either!

Prince Charming: I believe this is your shoe! AHA it fits perfectly!

- Step sister 1: How?! That cannot be right!
- Step sister 2: Let's climb the beanstalk!
- Narrator: The evil stepsisters did not have very good luck. Just as they began to climb the beanstalk, it tumbled down.

****STEPSISTERS TUMBLE TO THE GROUND

Narrator: Cinderella and Prince Charming, however, did have good luck! They got married the very next day and lived happily ever after with Jack as their palace chef!

The end.

The Paper Bag Princess

Author: Robert Munch

Illustrated by Michael Martchenko

Characters	Student's Name
Narrator	
Narrator 2	
Dragon	
Princess Elizabeth	
(Elizabeth)	
Prince Ronald (Ronald)	

Narrator Narrator 2	Elizabeth was a beautiful princess. She lived in a castle and had expensive princess clothes. She was going to marry a prince named Ronald. Unfortunately, a dragon smashed her castle, burned all her clothes with his fiery breath, and carried off Prince Ronald.
Narrator 1	Elizabeth decided to chase the dragon and get Ronald back. She looked everywhere for something to wear, but the only thing she could find that was not burnt was a paper bag. So she put on the paper bag and followed the dragon. He was easy to follow, because he left a trail of burnt forest and horses' bones.
Narrator 2	Finally, Elizabeth came to a cave with a large door that had a huge knocker on it. She took hold of the knocker and banged on the door. The dragon stuck his nose out of the door and said,
Dragon	Well, a princess! I love to eat princesses, but I have already eaten a whole castle today. I am a very busy dragon. Come back tomorrow!

Narrator 1	He slammed the door so fast that Elizabeth almost
	got her nose caught.
Narrator 2	Elizabeth grabbed the knocker and banged on the
	door again.
Narrator 1	The dragon stuck his nose out of the door and said,
Dragon	Go away! I love to eat princesses, but I have already
	eaten a whole castle today. I am a very busy
	dragon. Come back tomorrow!
Elizabeth	Wait! Is it true that you are the smartest and fiercest
_	dragon in the whole world?
Dragon	Yes!
Narrator 2	said the dragon.
Elizabeth	Is it true that you can burn up ten forests with your
Durana	fiery breath?
Dragon	Oh, yes!
Narrator 1	Said the dragon and he took a huge, deep breath
	and breathed out so much fire that he burnt up fifty
	forests.
Elizabeth	Fantastic!
Narrator 2	said Elizabeth and the dragon took another huge breath and breathed out so much fire that he burnt
	up one hundred forests.
Elizabeth	Magnificent!
Narrator 1	said Elizabeth and the dragon took another huge
	breath, but this time nothing came out. The dragon
	didn't even have enough fire left to cook a
	meatball.
Narrator 2	Then Elizabeth said,
Elizabeth	Dragon, is it true that you can fly around the world in
	just ten seconds?
Dragon	Why, yes.
Narrator 1	said the dragon, and he jumped up and flew all the
	way around the world in just ten seconds. He was
	very tired when he got back, but Elizabeth shouted,
Elizabeth	Fantastic, do it again!
Narrator 2	So the dragon jumped up and flew around the
	whole world in just twenty seconds. When he got

	back he was too tired to talk, and he lay down and
	went straight to sleep.
Narrator 1	Elizabeth whispered, very softly,
Elizabeth	Hey, dragon .
Narrator 2	The dragon didn't move at all. She lifted up the
	dragon's ear and put her head right inside. She
	shouted as loud as she could,
Elizabeth	Hey, dragon!
Narrator 1	The dragon was so tired he didn't even move.
Narrator 2	Elizabeth walked right over the dragon and opened
	the door to the cave.
Narrator 1	There was Prince Ronald. He looked at her and said,
Ronald	Elizabeth, you are a mess! You smell like ashes, your
	hair is all tangled and you are wearing a dirty old
	paper bag. Come back when you are dressed like a
	real princess.
Elizabeth	Ronald, your clothes are really pretty and your hair is
	very neat. You look like a real prince, but you are a
	bum.
Narrator 2	They didn't get married after all.
ALL	The END!

The Magic Flamingo

Parts (4): Narrator Girl Old Woman Old Man

Narrator : Once upon a time, there was an old man who lived in the country with his old wife. They had no children. One day while the old man was walking along the road beside a field he heard a strange sound.

(flutter paper for wing flapping sound)

Narrator : Following the sound, he discovered a beautiful flamingo caught in a trap.

Old Man: Oh, you poor creature! I will help you out of the trap.

Narrator: The old man set the flamingo free, and it flew away into the sky. After the old man got home he told his wife about the flamingo. Then there was a knock at the door.

(knock on table for knocking sound)

Girl: May I come in?

Narrator: The old woman opened the door. There she saw a small, pretty girl.

Girl: I am lost. Please let me stay in your home tonight.

Old Woman: Why, of course! We would love to have you stay with us.

Girl: You are so kind. I have no parents of my own.

Old man: Would you like to become our daughter and live with us?

Girl: Oh, yes, I would! I really would!

Narrator: One day after the girl had been there for a while, she went to her new parents and said something quite unusual.

Girl: I will weave some cloth for you on your weaving loom but you must promise

never to look at me while I work. Don't look--not even once.

Narrator: The old man and old woman could hear the loom every day. Each day the little girl gave them a beautiful piece of cloth.

Narrator: It was beautiful cloth! All the neighbors came to see it. The old woman became more and more curious.

Old Woman: How can this little girl weave such beautiful cloth? I'm going to look into her room while she is working to see how she does it.

Narrator: When the little old woman looked into the room, she saw a gorgeous pink flamingo! It was using its own lovely pink feathers to weave the cloth! When the old man came home that night, the little girl came out of the weaving room.

Girl: I am the flamingo that you saved. You were so kind to me that I wanted to repay your kindness, so I wove the cloth. Now, since you know my secret, I must leave.

Old Woman: (Crying) I'm so sorry that I broke my promise.

Old Man: (Sadly) I am sorry too. You have been such a sweet daughter.

Girl: I want you to understand. I really am a flamingo. The spell is broken now so

I must return to my home in the sky. Good bye, and good luck. I love you.

Old Man & Old Woman: Good bye, Good bye.

Narrator: Suddenly, the little girl changed into a beautiful pink flamingo. She rose easily into the air and dipped her wings in farewell. The old man and old woman never saw her again.

Who Was King

CHARACTERS: (5) NARRATOR 1 NARRATOR 2 WHALE ELEPHANT RABBIT

NARRATOR 1: A BIG WHALE LIVED IN THE WATER. HE WAS A VERY BIG WHALE.

WHALE: "I AM THE BIGGEST WHALE IN THE WATER. I AM THE BIGGEST WHALE IN THE WORLD. I AM KING OF ALL THE WORLD!"

NARRATOR 2: HE SAID.

NARRATOR 1: ONE DAY THE WHALE LOOKED OUT OF THE WATER. HE SAW A BIG ELEPHANT. THE WHALE LOOKED AT THE ELEPHANT. HE LOOKED AT THE ELEPHANT'S BIG HEAD. HE LOOKED AT THE ELEPHANT'S BIG FEET.

WHALE: "WHO ARE YOU?"

ELEPHANT: "I AM THE BIGGEST ELEPHANT IN THE WORLD. I AM THE KING OF THE WORLD!"

WHALE: "NO, NO! YOU ARE NOT THE KING OF THE WORLD. *I* AM THE KING OF THE WORLD!"

NARRATOR 2: SAID THE WHALE.

NARRATOR 1: A LITTLE RABBIT LIVED IN THE WOODS. HE HEARD WHAT THE WHALE SAID. HE ALSO HEARD WHAT THE ELEPHANT SAID. THE RABBIT SAID:

RABBIT: THE ELEPHANT IS THE KING OF ALL THE WORLD? THE WHALE IS THE KING OF ALL THE WORLD? I WILL FIND OUT WHO IS KING OF THE WORLD.

NARRATOR 2: THE NEXT DAY THE RABBIT SAID:

RABBIT: "I WILL SEE JUST WHO IS KING."

NARRATOR 1: HE RAN TO THE WATER WITH A BIG ROPE.

RABBIT: "WILL YOU HELP ME? MY COW FELL INTO THE MUD. I CANNOT PULL HER OUT."

NARRATOR 2: HE CALLED TO THE WHALE.

NARRATOR 1: THE WHALE SAID:

WHALE: "I AM THE BIGGEST WHALE IN THE WORLD. I AM THE KING OF THE WORLD! I CAN PULLYOUR COW OUT OF THE MUD."

NARRATOR 2: THE LITTLE RABBIT SAID:

RABBIT: "COME HERE . . . I WILL TIE ONE END OF THE ROPE TO YOUR TAIL. I WILL TIE THE OTHER END OF THE ROPE TO MY COW. YOU PULL THE ROPE WHEN YOU HEAR MY DRUM."

NARRATOR 1: AWAY RAN THE LITTLE RABBIT TO GET HIS DRUM.

NARRATOR 2: THE LITTLE RABBIT RAN TO THE ELEPHANT.

RABBIT: WILL YOU HELP ME? MY COW FELL INTO THE MUD. I CANNOT PULL HER OUT.

ELEPHANT: "I AM THE BIGGEST ELEPHANT IN THE WORLD. I AM THE KING OF THE WORLD! I CAN PULL YOUR COW OUT OF THE MUD."

NARRATOR 1: SAID THE ELEPHANT.

NARRATOR 2: THE LITTLE RABBIT SAID:

RABBIT: "I WILL TIE ONE END OF THE ROPE TO YOUR HEAD. I WILL TIE THE OTHER END OF THE ROPE TO MY COW. YOU PULL THE ROPE WHEN YOU HEAR MY DRUM."

NARRATOR 1: AWAY RAN THE RABBIT.

NARRATOR 2: THE ELEPHANT HEARD THE DRUM: HE PULLED AND PULLED THE ROPE.

NARRATOR 1: THE WHALE HEARD THE DRUM. HE PULLED AND PULLED THE ROPE.

NARRATOR 2: THE WHALE PUT HIS TAIL DOWN INTO THE WATER. HE PULLED AND PULLED.

NARRATOR 1: THE ELEPHANT PUT HIS HEAD DOWN. HE PULLED AND PULLED.

WHALE: "WHAT A BIG COW!"

NARRATOR 2: SAID THE WHALE. HE PULLED AND PULLED.

ELEPHANT: "WHAT A BIG COW!"

NARRATOR 1: SAID THE ELEPHANT. HE PULLED AND PULLED.

NARRATOR 2: THE BIG ROPE BROKE. OVER FELL THE ELEPHANT ON SOME LITTLE TREES. DOWN WENT THE WHALE INTO THE WATER.

NARRATOR 1: THE LITTLE RABBIT RAN AWAY. HE DID NOT FIND OUT WHO WAS THE KING OF THE WORLD.

NARRATORS 1 & 2: DO YOU KNOW WHO WAS KING OF THE WORLD?

Adjective Clauses Identifying Clauses



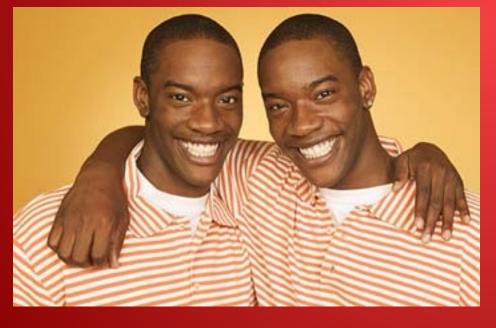
That's my boyfriend.

The **tall** one is my boyfriend.

Oh? Which one?

We can use adjectives t we saw in the last conv But what happens if one express enough informa





If we can't use a simple adjective, we can use an adjective clause.

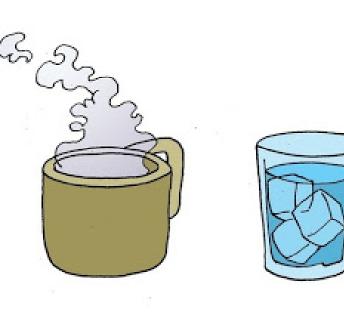
That girl is my student.

The girl who is wearing the red bandana is my student.





Oh? Which one?



EnglishWillEasy.com

Can you hand me my drink?

The drink which is hot is mine.

Which one is yours?



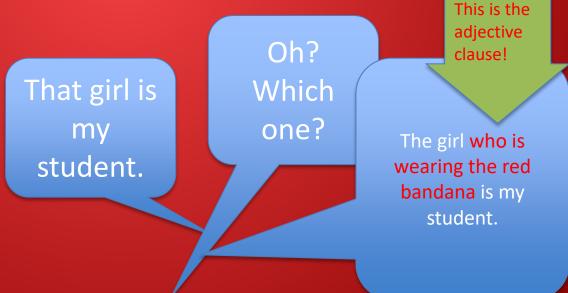
What is an adjective clause?

An adjective clause is a SUBJECT and a VERB. It may or may not contain an object.

An adjective clause is a dependent clause. By itself, it is NOT a complete sentence.

An adjective clause contains a relative pronoun like "who," "which," or "where"

An adjective clause describes a person or a thing. That's why it is called an ADJECTIVE clause.



"Who is wearing the red bandana" has a subject: WHO + a verb: IS WEARING. This WAS the adjectiv e clause!

We can also write this as two sentences: The girl is my student. She is wearing a red bandana.



Now, who or what are we identifying in this sentence? What word does TALL describe?

TALL describes the word MAN.

With a simple adjective, the word order is Adjective + Noun.

But, who or what are we identifying in this sentence? What word does "who is wearing a red bandana" describe?

"Who is wearing a red bandana describes "The girl".

With adjective clauses, word order is:

Noun + Adjective Clause

The tall man is my boyfriend.

The girl who is wearing the red bandana is my student.

But is word order important? YES! Let's look at this example:



The woman who is wearing a dress is walking the dog.

That's noun + adjective clause – WINNER!

So – Let's change it:

The woman is walking the dog who is wearing a dress. It's grammatically correct: Noun + adjective clause = WINNER?

It doesn't mean the same thing, does it?



Another thing about word order:

Remember that we are using adjective clauses to IDENTIFY people or things. Which clause helps me IDENTIFY a person better:

The woman is my sister.

Can you identify the correct woman with this sentence?

The woman is wearing a black and white shirt.

How about this sentence?



The second sentence helps us identify the correct woman much more easily. So, the correct sentence would be: "The woman who is wearing a black and white shirt is my sister." Let's try combining sentences to make a sentence with an adjective clause.

I talked to a woman. She knows my brother. I talked to a woman. The woman knows my brother.

Who are we describing?

How do I know? "The woman" or "she" is mentioned in both sentences.

Is the woman a *person* or a *thing*?

The drink

which is hot is mine.

The girl who is wearing the red bandana is my student. A woman is a person. When we describe a person, we use "who." When we describe a thing, we use "which." I talked to a woman. She knows my brother.

This will be the adjective clause in the sentence.

In the sentence, "She knows my brother," the word "She" is the *subject* of the sentence. This is important!

We will drop the word "she."

Now the sentence is "I talked to a woman _____ knows my brother."

We have a clause with a verb – but there is no subject! ALL CLAUSES HAVE A SUBJECT + A VERB!!!

In this sentence, the subject of the clause is "who."



I talked to a woman. My brother knows her.

Let's try something different!

This will be the adjective clause in the sentence.

In the sentence, "My brother knows her," the word "her" is the *object* of the sentence. This is important!

We will drop the word "her."

Now the sentence is "I talked to a woman _____ my brother knows."

The subject in the clause is "my brother." We don't need another subject. We can leave this sentence alone (if we want.)

Or: We can use a relative pronoun "whom". "Her" is the object pronoun of "a woman" And "whom" is the object of "who."

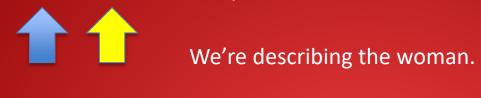
So we can also say: "I talked to a woman whom my brother knows."

Independent clause

Adjective clause

Let's recap:

I talked to a woman. She knows my brother. I talked to a woman. My brother knows her.



We are removing these words to combine the sentences.

I talked to a woman who knows my brother. I talked to a woman (whom) my brother knows.



Add relative pronouns.

You MUST add the relative pronoun if you are replacing a subject. You do NOT need to add the relative pronoun if you are replacing the object.

Now let's practice!

1. The man is a jerk. He stole my pet camel.

- a. Who are we describing? The man
- b. Are we using the subject or the object? The subject
- c. Now, combine the sentences. Use the second sentences as the adjective clause.

The man who stole my pet camel is a jerk.

- 2. My uncle is going to move to China. He speaks Mandarin.
- a. Who are we describing? My uncle
- b. Are we using the subject or the object? The subject
- c. Now, combine the sentences. Use the second sentences as the adjective clause. <u>My uncle who speaks Mandarin is going to move to China.</u>

1. The barista gave the latte to my boyfriend. I paid her.

- a. Who are we describing? The barista
- b. Are we using the subject or the object? _____ The object
- c. Now, combine the sentences. Use the second sentences as the adjective clause. <u>The barista whom I paid gave the latte to my boyfriend.</u>
- 2. The latte was not very hot. My boyfriend drank it quickly.
- a. What are we describing? _____ The latte
- b. Are we using the subject or the object? The object
- c. Now, combine the sentences. Use the second sentences as the adjective clause.

The latte which my boyfriend drank quickly was not very hot.

Why are we using "which"? A latte is a thing, not a person.

Now, use the second sentence as an adjective clause in a complex sentence:

1. The elephants quit. They refused to work for peanuts.

The elephants which refused to work for peanuts quit.

- The man had very long beard. He caught it on fire.
 The man had a very long beard (which) he caught on fire.
- 3. Some of the students went to Spain. They had saved up a lot of money for the trip.

Some of the students who had saved up a lot of money for the trip went to Spain.

4. The policeman helped the woman. She had fallen and couldn't get up.

The policeman helped the woman who had fallen and couldn't get up.

5. The clerk rang up our order. She was very quick.

The clerk who was very quick rang up our order.

- 6. The player was injured while playing soccer. Suarez bit him! The player (who) Suarez bit was injured while playing soccer.
- 7. The forward scored a goal seconds before the game ended. Bale assisted him. The forward who Bale assisted scored a goal seconds before the game ended.

Some Extra Information:

Instead of using "who" or "which," you can use "that" in an identifying adjective clause.

For example:

The elephants which refused to work for peanuts quit.

This can be changed to:

The elephants *that* refused to work for peanuts quit.

OR

The man who stole my cookie is a jerk

This can be changed to :

The man *that* stole my cookie is a jerk.

Also, most native speakers don't use "whom." Instead the y use "who" for both subjects and objects.

For example:

The man *whom* I met at the party is my cousin's friend.

This is usually used as:

The man who I met at the party is my cousin's friend.

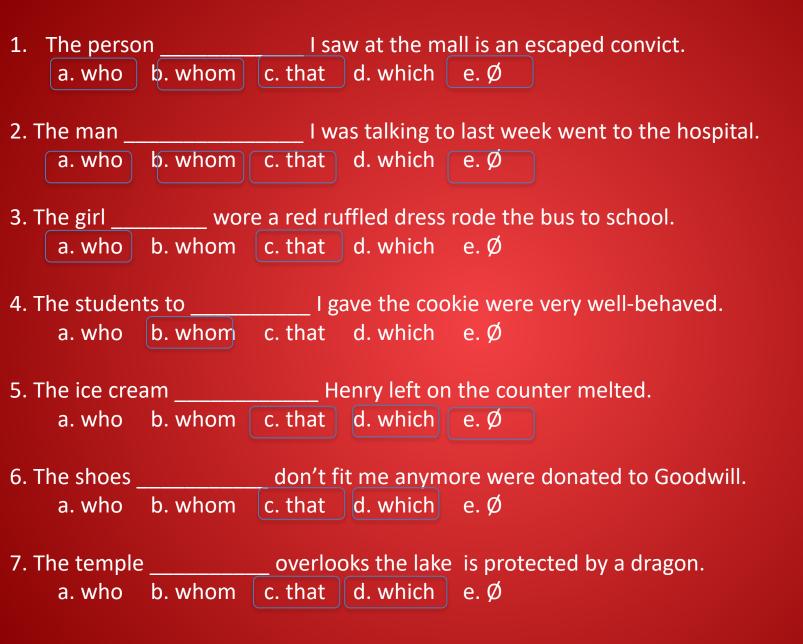
The only time we CAN'T do this, is when whom is the object of a preposition as in:

The person to whom I am writing is very busy.

We can write: The person *who* I am writing *to* is very busy.

But we CANNOT write: The person *to who* I am writing is very busy.

Practice: Choose ALL of the words that can be used in the blanks. \emptyset means nothing needed.



We can also use Adjective Clauses to identify people or things based on possession. For this, we use *whose*. For example, if you know something that belongs to something, or someone, you can identify it.

For example: The book is the boy's.



His book is on the table.

He is leaving.





We can combine these sentences:

First we drop *his*: The boy _____ book is on the table is leaving.

Because *his* is a possessive, we use *whose*.

Finally, we get:

The boy *whose* book is on the table is leaving.

Let's practice: Use who, whom, or whose. Combine the sentences. Use the second sentence as the adjective clause.

1. I saw a woman. Her daughter plays soccer for the school team.

I saw a woman whose daughter plays soccer for the school team.

2. I saw a woman. She plays soccer for the school team.

I saw a woman who plays for the school team.

3. I saw a woman. I play soccer with her on the school team.

I saw a woman whom I play soccer with on the school team.

4. I bought a new table. Its leg is wobbly.

I bought a new table whose leg is wobbly.

5. The man stole my seat. His son is in my class.

The man whose son is in my class stole my seat.

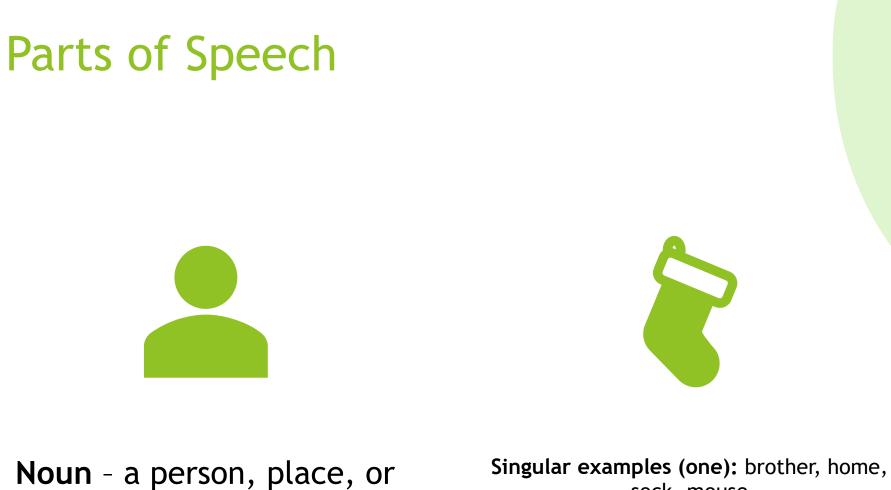
6. The children ate all the candy. Their mothers were not paying attention.

The children whose mothers were not paying attention ate all the candy.

Basic Sentence Patterns in English



A sentence is a group of words that are put together to make one complete thought.



loun - a person, place, thing sock, mouse Plural examples (one): brother, home Plural examples (more than one): brothers, homes, socks, mice

Verb-an action

Verb - an action

Examples: jump, sit, talk, have

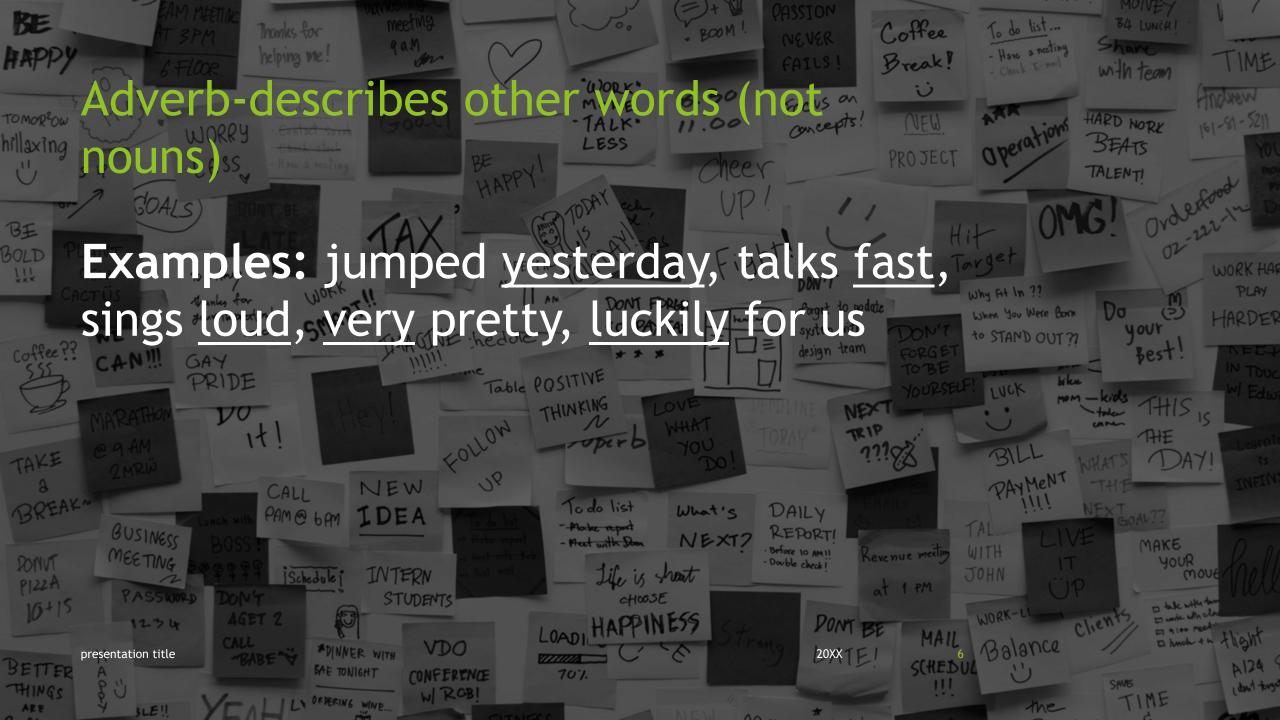
Adjective - describes a noun

Examples:

<u>colorful</u> shirt,

<u>funny</u> story,

tall boy



Parts of a Sentence: Subject

- Subject—the noun or nouns that perform the action
- **Example:** The <u>dog</u> jumped.

The subject of this sentence is the noun, dog, because it is performing the action of jumping.

Example: <u>Dogs and cats</u> sleep.

The subjects of this sentence are the nouns, dogs and cats. This is called a *compound subject* because there is more than one subject performing the same action.

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Parts of a Sentence: Object

Object—the noun or nouns that receive the action

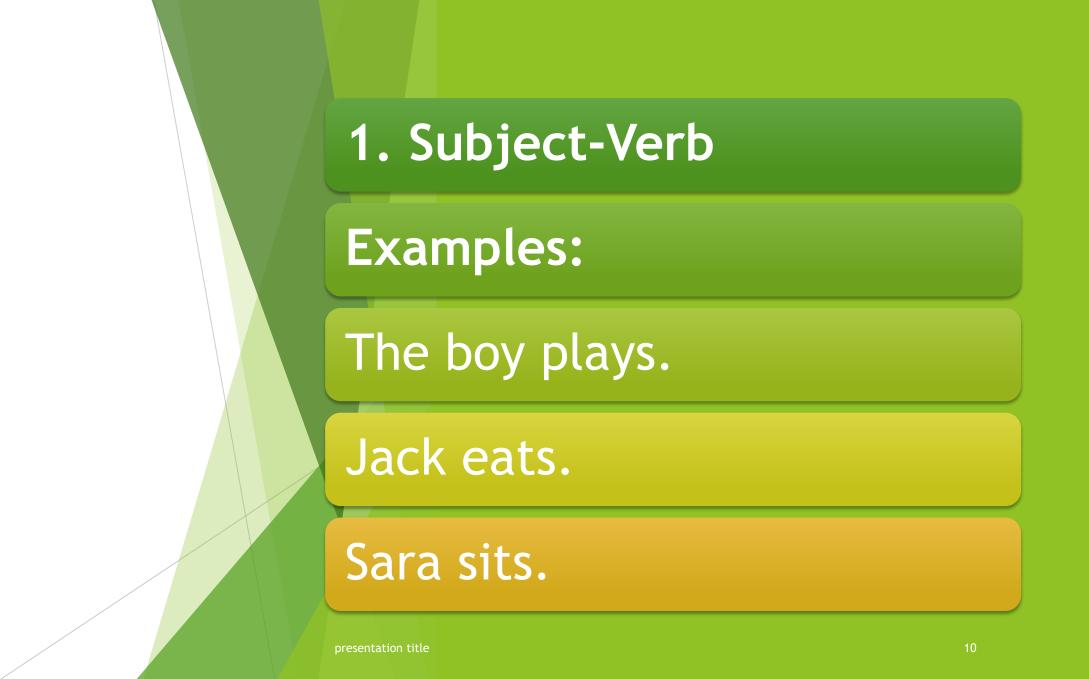
Example: The child drank milk.

The object of this sentence is the noun, milk, because the child is drinking the milk. The milk is receiving the action.

Example: She is eating <u>bread and cheese</u>.

The objects of this sentence are the nouns, bread and cheese. The subject is eating them both.

Five basic sentence structures



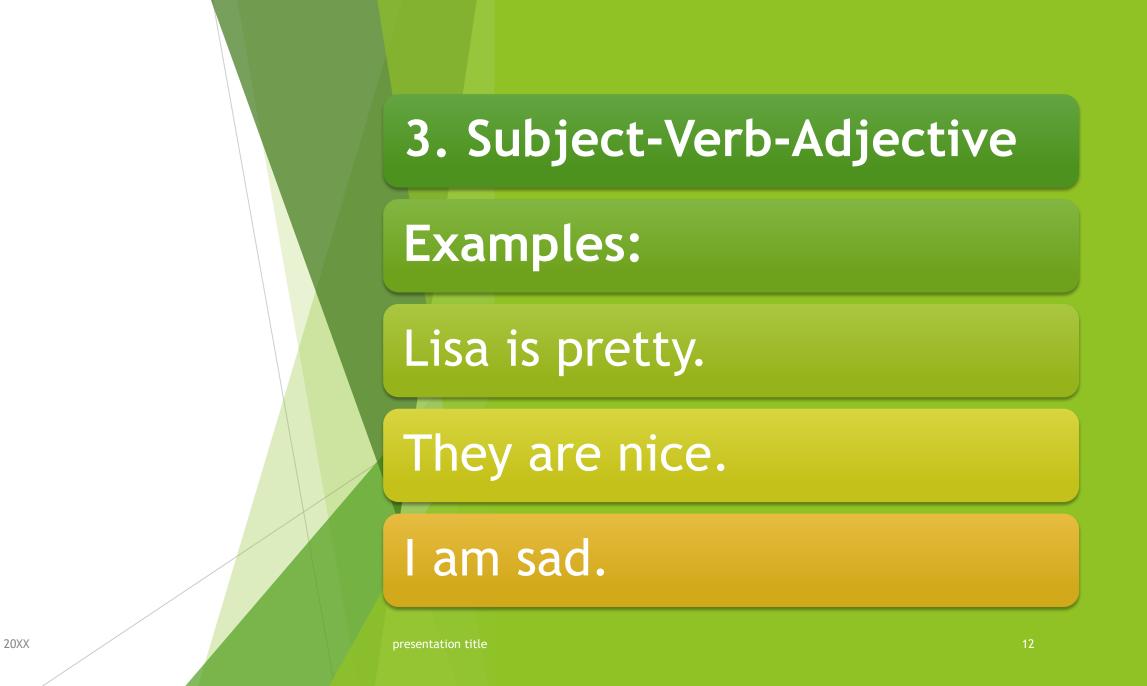
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2. Subject-Verb-Object

(Noun 1, Verb, Noun 2)

•Examples:

- •The girl pets the cat.
- •I love apples.
- •Bill kicks the ball.





20XX

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5. Subject-Verb-Noun

(Noun 1 = Noun 1)

•Examples:

- •I am the teacher.
- •Jon is a carpenter.
- •The boy is a student.

Expanding Sentences

3/1/2023

Basic sentences can be expanded, or lengthened, by adding adjectives, adverbs and objects.

▶1. Subject-Verb

► Jack eats. This is the basic subject-verb pattern.

Jack <u>quickly</u> eats. An adverb is added (quickly) to tell how Jack eats.

Jack quickly eats <u>carrots</u>. An object is added (carrots) to tell what Jack eats.

Jack quickly eats carrots <u>at home</u>. Another adverb is added (at home) to tell where Jack eats.

Jack quickly eats <u>fresh</u> carrots at home. An adjective is added (fresh) to tell what kind of carrots Jack eats.



20XX

2. Subject-Verb-Object

•Bill kicks the ball. This is a basic subject-verb-object pattern.

•Bill kicks the <u>red</u> ball. An adjective is added (red) to tell the color of the ball.

•Bill kicks the red ball <u>hard</u>. An adverb is added (hard) to tell how Bill kicks the ball.

•Bill kicks the red ball hard <u>every day</u>. Another adverb is added (every day) to tell when Bill kicks the ball



▶ 3. Subject-Verb-Adjective

She looks pretty. This is the basic subject-verbadjective pattern.

She looks pretty <u>tonight</u>.
An adverb is added (tonight) to tell when she looks pretty.

Lisa looks pretty tonight. The subject is identified with asmame (Lisa).

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4. Subject-Verb-Adverb

Apples are everywhere. This is the basic subject-verbadverb pattern.

► <u>Green</u> apples are everywhere. An adjective is added (green) to describe the apples.

 <u>Ripe, green</u> apples are everywhere.
 A series of adjectives are added (ripe and green) to describe the apples.

5. Subject-Verb-Noun

•The boy is a student. This is the basic subject-verb-noun sentence pattern.

•<u>Jon</u> is a student. The subject is identified with a name (Jon).

•Jon is a <u>smart</u> student. An adjective is added (smart) to tell what kind of student Jon is.

•Jon is a smart student <u>at school</u>. An adverb is added (at school) to tell where Jon is a smart student.

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Thank you!

Adapted from:

Basic sentence structures in the English language. Basic Sentence Structures in the English Language. (n.d.), Retrieved February 26, 2023, from https://www.reallykarn-english.com/sentence.structure.html

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PDPI 2023 Six-word Philosophy of Teaching

Kansas State University

Founded 1863

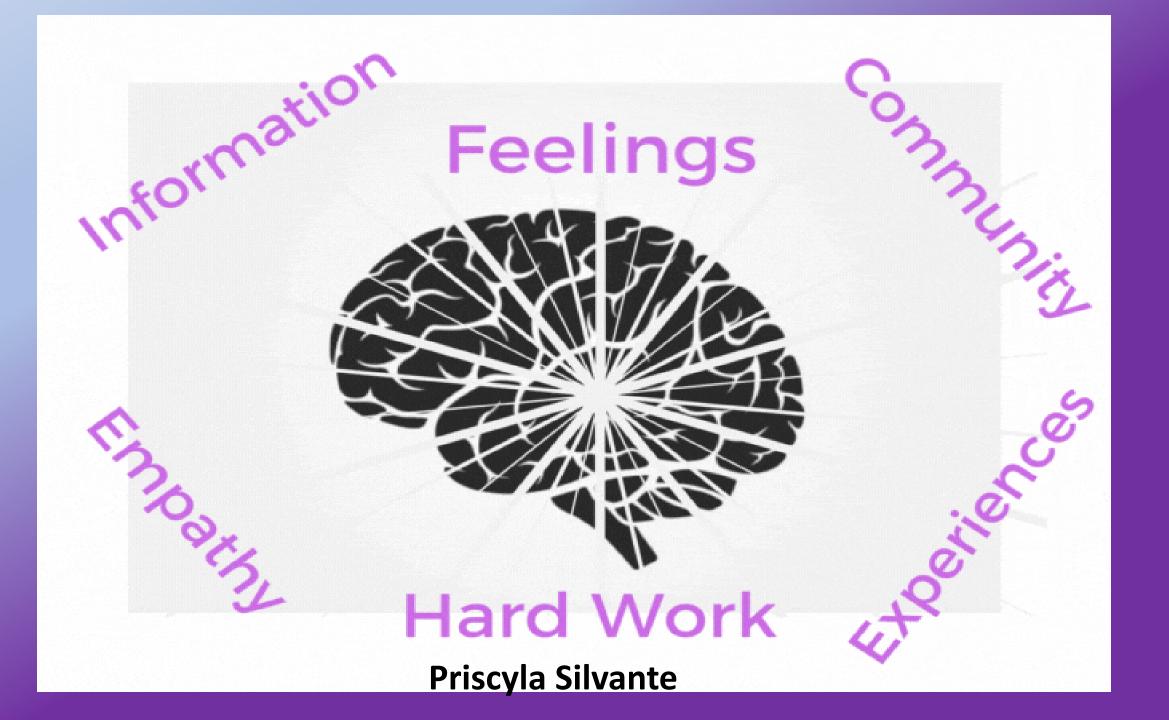
KANSAS STATE UNIVERSITY

English Language Program

LEARNING HAPPENS WHEN THERE IS

EMPATHY

Janaina Souza



Motivating children to build better world

Betina Lorensi

"CHILDREN LEARN BEST THROUGH SINCERE LOVE"

Philosophy Teaching by teacher Isabelle R



Quality Knowledge Kindness Teacher Patrícia Professionalism Dedication Empathy

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In Mandan Markan Markan

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Philosophy of Teaching

Organized Perceptible Helpful Respectful Empathic Comprehensive

Magda Stahlke

Always put yourself in other's shoes



Knowledge breaks walls and builds bridges

Celia Schneider







Rita Ravagnani



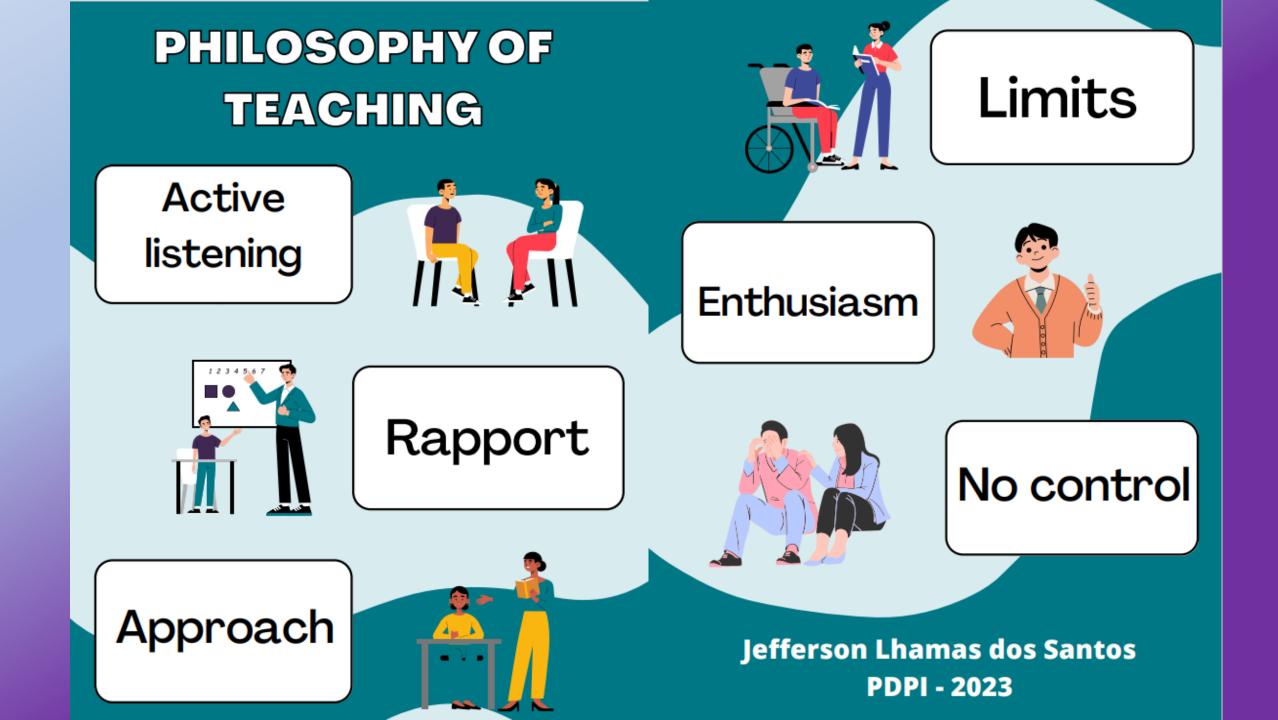
Be creative Be responsible Be inspiring

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Shoild Jizot Feb 2023

Make the best of your journey!

Marcelo Vieira Cruz



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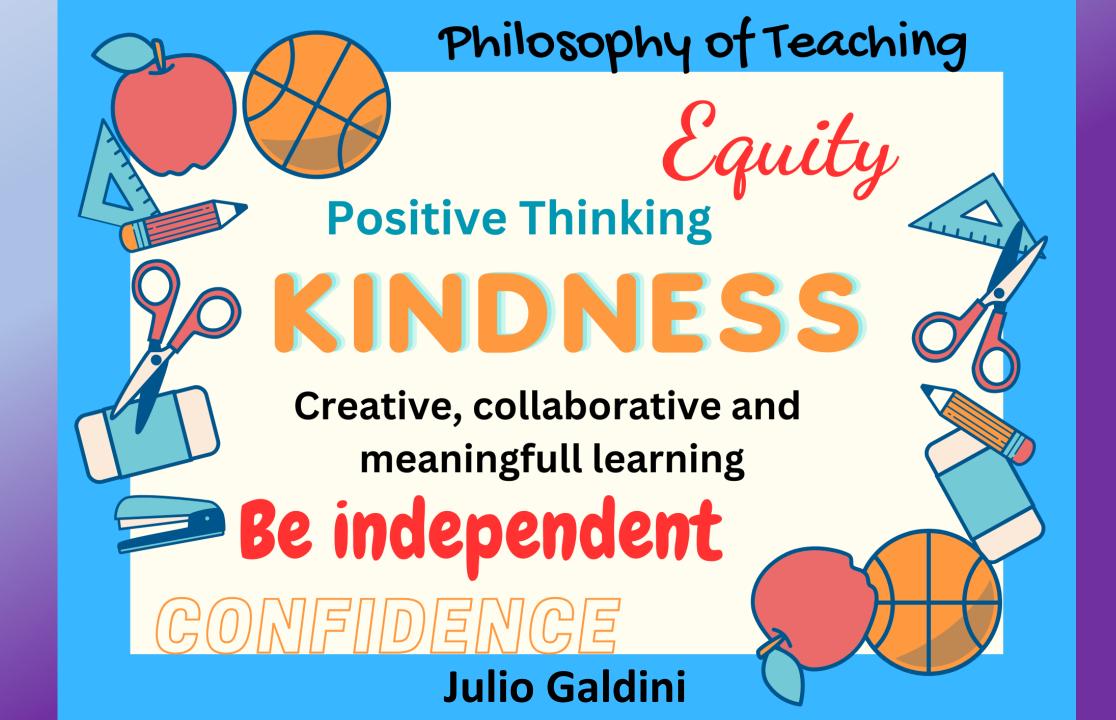




JULIANA BARELA

31

Fabio Fernandes



Margarida Liss - (EXPLANING THAT LEARNING ENGLISH IS IMPORTANT:

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Iandara Oliveira



Hey teachers, the kids are best!

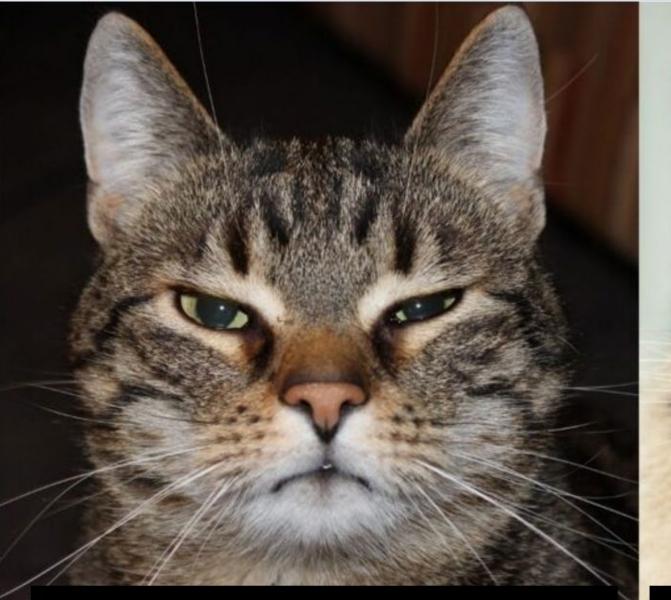








Giselle Souza



BEFORE STUDENTS' ENGAGEMENT

AFTER STUDENTS' ENGAGEMENT

Fernanda Vicenti

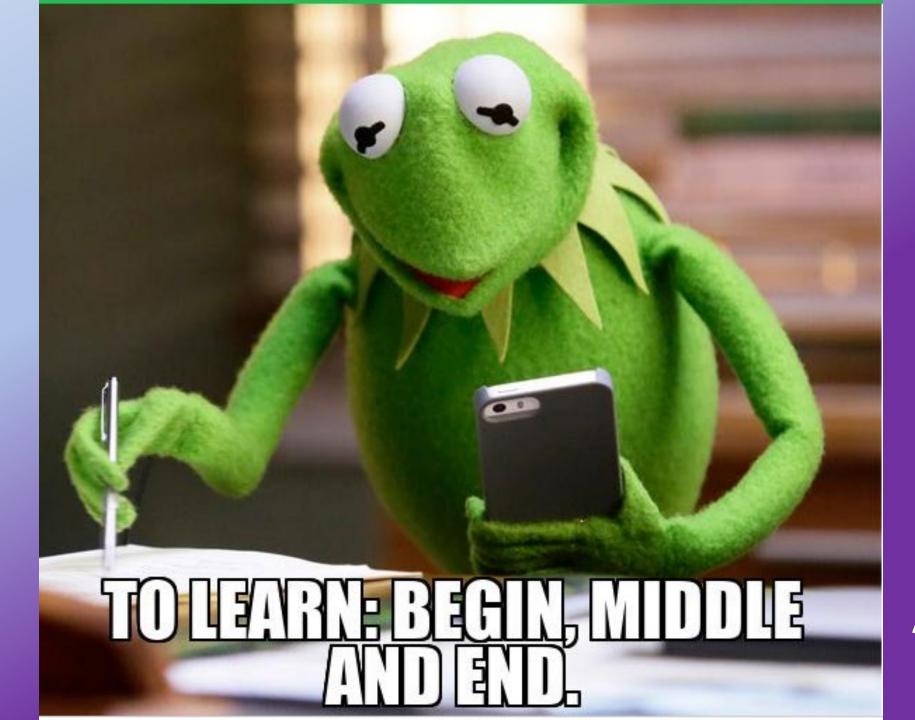
Education means freedom: fight for it!

Patricia Sant'Ana



The Little I Know Give Whole!

Rubia Pereira



Adriana Butka

SEHDOL: ooltcepts

POSSIBILITY TO REWRITE THE STARS

Pablo Biglia



It's possible! Dream! Engage! Do it!

Lilian Breda

Joao Oliveira

Together, we can do so **much**.

Hellen Keller

WORK HARD, BE KIND, THINGS HAPPEN. JOICE M. F. SANCHES DE OLIVEIRA





Education: path to overcome social inequality.

100111

Maysa Weigert

Ricardo Silva whatever comes see it face to face



Teach learning. Inspire. Diversify. Fly higher!

Heloisa Ribeiro











6-WORD PHILOSOPHY

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REACH MINDS BY REACHING HEARTS FIRST



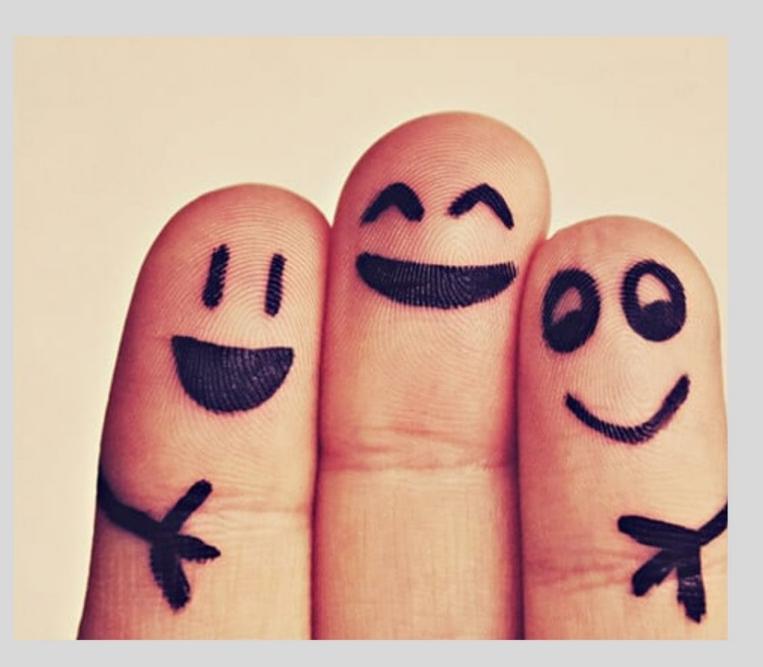
Francieli Agustinho



Raissa Kaminski

HAPPINESS AND EDUCATION MUST GO **TOGETHER**!

Adriana Novais



Adelita Rodriues



Gabriel Maurano Motivation and love lead to learning







A Wonderful Group of Teachers!

Language Teaching through Critical Thinking and Self-Awareness

N RECENT YEARS LANGUAGE TEACHERS HAVE FOCUSED ON THE ROLE OF THE learner as an active participant in the teaching-learning process. Focusing on the learner is a natural outgrowth of a change in orientation from behaviorist to cognitive theories of learning. That change has highlighted what the learner does and how the learner processes information during the lesson rather than focusing on what the teacher does.

The outgrowth of the cognitive approach has been perceived in language teaching together with reflections about the relationship between thinking and language. Teachers who want to promote thinking should try to observe how students produce knowledge rather than how they merely reproduce knowledge. Producing knowledge requires the use of a number of thinking skills such as analytical, lateral, problem solving, critical, creative, and reflective thinking (Rose and Nicholl 1997). Although thinking skills can be learned by practicing, like playing tennis and swimming, they require more effort than many teachers realize. To emphasize thinking skills, a teacher must organize course objectives well and must be aware of his or her own values, perceptions, assumptions, and judgments as well as those of the learners as these are closely related to thinking (Heuer 1999).

Various definitions of critical thinking exist. All include many of the same concepts. Scriven and Paul (1996) define critical thinking as "the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action."

This article covers the rationale for critical thinking followed by sample activities for developing thinking skills. Critical thinking is one of the thinking skills that should be highlighted in designing and improving language curriculum because the world we live in is getting more complicated to understand, and how we process information has become more important than specific facts. Taking this idea into consideration, we language teachers can encourage our students to go beyond surface meaning and to discover the deeper meaning instead of merely using basic literacy skills (Van Duzer and Florez 1999).

How critical thinking can be improved in language classes

Critical thinking skills are not likely to develop spontaneously. On the contrary, teachers must take a directive role in initiating and guiding critical thinking. Language classes are particularly appropriate for teaching critical thinking owing to the richness of material and the interactive approaches used.

Of the many concepts related to acquisition and improvement of critical thinking, selfawareness is one of the most important. Through critical thinking and self-awareness, one can understand the relationship between thoughts and emotions. Although it is assumed that they are independent, the truth is that feelings are based on some level of thought, and thoughts generate from some level of feeling. Emotions play an important part in learning because learners may bring learned indifference, irrational fears, acquired hostility, and inflexible ideas into the classroom so their learning is limited to the surface (Paul and Elder 2002; Kurland 2000).

Language teachers can activate critical thinking in the classroom by highlighting selfawareness; that is, they can help the learners have and show understanding of themselves and their surroundings. By means of interactive approaches and materials, teachers can help students be aware of their perceptions, assumptions, prejudices, and values and can help students break old habits to construct a new point of view. It will take effort, but students will enjoy discovering themselves as they learn a language.

Perceptions

We hear, see, taste, or feel stimuli by means of our senses. This process occurs so spontaneously that we tend to think of perception as a passive process. However, perception is an active rather than a passive process. It enables us to construct, interpret, and make conclusions about information we receive, rather than simply to record "reality." Perception is a process of making inferences. Through inferences we construct our own version of reality. However, our version of reality may be distorted by our past experiences, education, cultural values, and role requirements (Heuer 1999).

To help the learner become aware of his or her own perceptions and how they may differ from those of others, language teachers can use optical illusions in class. Activity 1 will teach students different ways of seeing and help them realize that people can perceive the same things in different ways.

Activity 1

Begin by showing the pictures (*right*) one by one to your students and asking them what they see. Most of them will say that they see a picture of a woman (Picture A), some figures (Picture B), and an old man on a boat (Picture C). Be patient and wait for some students to perceive the pictures in a different way (vertically or upside down); give them time to discuss their perceptions with the other students. After a while, ask students what else they perceive. In all likelihood, some will say they see:

• The word Liar in Picture A (viewed diagonally).

ACTIVITY 1 • ILLUSTRATIONS



PICTURE A



PICTURE B



PICTURE C

- The word LIFE in Picture B (seen by focusing on the white spaces between the black spaces).
- A large bird with a man in its mouth in Picture C (when looking at the picture upside down).

This activity will help students appreciate that images can be perceived differently, not only in language class but in real life as well. Students enjoy the lesson, and they get an opportunity to discuss what they have seen, to learn vocabulary, and to practice structures such as present continuous tense (e.g., "What is the man in the boat doing?").

Assumptions

Assumptions are ideas that a speaker or a writer takes for granted, like axioms in mathematics. Ideas that ought to be examined are assumed to be true, so it is possible to build an argument that seems completely logical. However, if an initial premise is false, the result will be wrong. By focusing on critical thinking skills, language teachers can help students identify their assumptions, consider whether those assumptions are justifiable, and understand how they shape students' point of view. Since associating personal interest with collective interest (assuming that what is good for you is good for everyone) is a common trend, clarifying assumptions is one of the basic steps of critical thinking (Heuer 1999).

There are many techniques for revealing assumptions. One is to have students read a story and then explain their assumptions and give their rationale for those assumptions. The teacher must be careful not to label responses as right or wrong, or students will be reluctant to speak. The following joke can help make students aware of their assumptions.

ACTIVITY 2

One hot summer afternoon, a deliveryman drove up to a house, got out of his truck, and started up the walk when he noticed a little girl sitting on the steps. "Is your mother home?" he asked her. The little girl nodded and said, "Yes." So the deliveryman went back to his truck, slid out a large carton containing a mattress and box spring, and carried the heavy carton up the steps to the front door. Red-faced and sweating, he pushed the doorbell and waited. No one came to the door. He smiled at the little girl and rang the bell again. Still, no one answered. He waited and rang the bell a third time, and when there was still no sign of anyone in the house, he said to the girl, "I thought you said your mother was home."

"She is," the girl replied, "but I don't live here." (Boostrom 1994, 201)

After reading the joke, ask your students the following questions:

- What made the deliveryman assume that the house belonged to the little girl?
- Would you make the same assumption if you were that deliveryman?
- What would you do to ascertain that the house is the girl's house or that anyone is at home?
- Have you made any wrong assumptions lately? What were they? What was wrong with your assumptions?

Discuss with your students how difficult it is to avoid making assumptions, and how important it is, when thinking critically, to consider the assumptions we make. Only by doing so can we determine if an idea makes sense. Teachers can use the "AFAN" formula (Rose and Nicholl 1997) to help students analyze their assumptions. AFAN stands for: A=assumptions, F=For, A=Against, N=Now what? Each of the letters raises certain questions:

- A (Assumptions): What have I assumed? What have I taken for granted? Do I need more information? What are the facts?
- F (For): What is the evidence for my opinion? Is it good evidence? Is it a fact or belief? What are the reasons for my belief?
- A (Against): What are the alternatives to my point of view? Can I see this another way? What if my starting assumption is wrong?
- N (Now what?): This is a question posed to lead to a better assessment of the argument, one that may produce a better final decision.

The AFAN formula can be easily applied to most assumptions. Try the AFAN questions with the deliveryman joke above.

Prejudices

A major obstacle to critical thinking is prejudice. Everyone has some prejudices because we all have ideas about what is true, false, right, or wrong. Our prejudices related to patriotism, race, religion, class, ethnicity, or gender affect the way we think. To be a critical thinker does not mean that one has no opinions; rather, it means that one is alert to ideas that may change his or her opinions. We language teachers should be alert to data, information, and evidence used in our classes to question our prejudices (Boostrom 1994). Activity 3 provides a way to do this.

ACTIVITY 3

This activity can be structured or less formal, depending on the level of the students. To make students aware of their prejudices, give them concepts or certain words to consider or open-ended sentences to complete. For example, ask your students what feelings, ideas, or opinions occur to them when they hear the following words or phrases:

School	or	School is a place where I
		·
Women	or	Women should
Teachers	or	Teachers are always
Marriage	or	Marriage is never
Education	or	Education is

Students can be made aware of their prejudices and those of their classmates by discussing their responses.

Values

Critical thinkers are thinkers who are aware of the values on which they base their judgments. Learners should be shown ways to identify their values because how students judge what is said or written may depend on whether they share the values of the speaker or author.

ACTIVITY 4

Have students write or discuss their five most important values, and have them rank those values from most important to least important. First, act as a model for your students by stating what you value. Here are examples of some things you might say:

- I value family, friends, money, education, and career.
- Family is most valuable to me because my family has supported me throughout my life.

- My friends are valuable to me because, through them, I can share my happiness, unhappiness, and other important matters.
- Money is valuable to me because it enables me to live comfortably.
- Education is important to me because it excites me and makes me a more interesting person.
- My career is valuable to me because people respect me for what I do.

Ask your students to state what they value in order of importance. Make sure they give their reasons. This activity will help make students aware of their values and why they have certain ones. The exercise also gives them practice in speaking and listening to English.

Breaking habits

Habits can be quite useful, especially habits that we repeat regularly, such as when we eat our meals and how we go to school each day. Without habits we could spend much of our time deciding what to do next. On the other hand, when we need to think imaginatively or critically, we have to break habits. A good thinker does not get stuck in a rut. Good thinkers are imaginative; when one method does not work, they try a new one. Instead of seeing things only one way, they see many possibilities. When good thinkers make plans, they are also willing to break them to follow a better idea. They create "versions" instead of only one way (Boostrom 1994, 123).

To practice creating new thought patterns, have your students do the following activities. They may help students break habits of negative thinking.

ACTIVITY 5

Ask students to keep an appreciation journal in which they write about everything they appreciate about themselves, their lessons, or even their teachers. If they look puzzled, direct them by giving them the following sentences to complete:

- I like English lessons because _____.
- I appreciate my family because _____.
- I love the way my friend speaks with me because _____.
- I enjoy school because _____.

It could be an interesting experience to find at least one positive sentence even from students who say they hate school or learning a foreign language.

ACTIVITY 6

Shifting perspective is another way to break habitual negative thinking. The following activity requires students to use language that describes what they want. For example, instead of saying "I don't want to be sick anymore," they can say "I want to be healthy." (Note that the former focuses on sickness, while the latter focuses on health.) Likewise, "I don't want to fail in English class" may be changed to "I want to succeed in English class."

Ask your students to write or say as many sentences as they can that shift their negative opinions to positive ones. Also ask them to state why they want to transform negative habits into positive ones. As a follow-up activity, discuss the benefits that students receive from positive thinking.

A new point of view

We think that the way we see things is exactly the way things are because of the influence of egocentricity. Egocentricity is the inability or unwillingness to consider other points of view. It results in a refusal to accept new ideas, views, or facts. Trying to see a new point of view—or at least being open to seeing something differently—is an important strategy for critical thinking (Boostrom 1994, 39).

Considering a variety of possible viewpoints or perspectives, remaining open to alternative interpretations, accepting a new explanation, coming to a conclusion, and creating a new point of view are goals that can be achieved in language classes to activate critical thinking. Carefully chosen activities will help students identify their points of view, seek other points of view and identify strengths and weaknesses of those points of view, and strive to be fair-minded in evaluating all points of view (Paul and Elder 2002). Activity 7 can be used to practice a new point of view.

ACTIVITY 7

- 1. Divide your class into 3 groups (If your class is large, you can have more than 3 groups.)
- Give each group Form A, Form B, or Form C, each of which represents a philosophy. Instruct the group members to communicate with each other as if they believe in the philosophy represented on their form.

- Form A: You believe that human beings are fundamentally bad and brutal, have animal-like instincts, and always look for pleasure. The best way to control human beings is to threaten and punish them.
- Form B: You believe that human beings are fundamentally good and can realize their potential if they are not prevented from doing so. There is no need to control human beings. The only thing to do is to show them love and understanding.
- Form C: You believe that human beings are neither good nor bad. Society and the environment they live in determine whether they will be good or bad. The way to control human beings is to persuade and reward them.
- 3. Each group of students is a jury that will decide on a punishment for a suspect who is 25 years old, has lost his wife and his job, and has sole responsibility for the care of his 10-year-old son. Explain that the suspect was caught stealing food that costs \$40. Each group must judge the man's actions and decide his punishment according to the philosophy assigned to them (even if they do not believe that philosophy). They should not show their form to other groups.
- Give the students 10 to 15 minutes for discussion. Then ask each group leader to present the group's verdict to the entire class.
- 5. After each group gives its verdict, ask the group members how they felt having to support a view they don't believe in or listen to a point of view they don't share.
- 6. End the activity by asking the students which philosophy actually appeals to them and why.

Evaluation

Evaluation is an important element of critical thinking. Critical thinkers use evaluation to:

- become aware of their values and to understand why they are values.
- consider different points of view.
- recognize the difference between evidence and interpretation when exploring assumptions.
- check the limits of their knowledge.

• distinguish between prejudice and fact.

Because evaluation is an important part of critical thinking, teachers should focus their assessment efforts on important learning goals, not just those that are easily measurable. Evaluation should be related to valid, reliable, useful information (Gersten 1996).

During the process of evaluation, the number of questions to ask is limitless, but you can select questions according to the level of thinking you want your students to follow. Thorpe (1992) categorizes questions into four types: summary and definition, analysis, hypothesis, and evaluation. To promote critical thinking, teachers should ask their students analysis, hypothesis, and evaluative questions instead of summary and definition questions. In reading lessons especially, teachers have the opportunity to apply these categories. Activity 8 describes some possibilities.

ACTIVITY 8

Read the following narrative to your students:

Rain Forests

In the rain forests of the tropics, native peoples have been losing their land rapidly to development. Companies that invest in the rain forest have been taking over large areas of land for logging, agriculture, cattle raising, and mining. When the forest disappears, so does the indigenous way of life.

Foreign investment has been increasing the demand for forest products, but it hasn't brought the land itself back under native control. Corporations from industrialized nations have been inviting tribes to participate in the rain forest harvest, to gather nuts or copaiba oil. This cooperation with outside companies has been changing the native culture. More native people have been working for foreign bosses and have been selling products to foreign markets, rather than to traditional local markets. Companies that have been advertising rain forest products have been selling products such as hair conditioner and skin creams. Consumers are eager to support products that can benefit native people without harming the forest, and they are happy to hear that some profits return to the rain forest countries.

However, some native peoples are cautious. They feel that reliance on foreign markets weakens their independence. They ask why they need the foreign companies and what benefits come from foreign markets. They have been selling diverse forest products in their own local markets for years and have been conserving the forest at the same time. Native people have been asking for protection of the rain forest and preservation of their traditional lifestyle (adapted from Corry 1993).

Make sure that all students understand the reading, including key vocabulary. As a follow up activity, ask such questions as the following:

Analysis Questions:

- Why have native people been losing their land?
- What are the reasons for companies to invest in the rain forests?
- What are the reasons for some native peoples to be cautious?
- What is the main concern related to the foreign companies that have invested in rain forests?

Hypothesis Questions:

- What would happen if the foreign companies hadn't invested in rain forests?
- What will happen if foreign companies continue to invest in rain forests?

Evaluation Questions:

- Is it logical or illogical for native people to work for foreign bosses?
- Do the foreign companies make the forest and native ways of life disappear?
- What is your solution to the conflict?
- What are the advantages or disadvantages for native people working for foreign companies?

The questions above motivate students to think critically more than summary and definition questions, such as:

- Who has been losing the land rapidly to development?
- What are the big foreign companies doing on large areas of land in the rain forests?
- Who is concerned about the investment of foreign companies in rain forests?

Classroom climate contributes to critical thinking. In an open and democratic classroom, students feel free to express their opinions and feel confident doing so. In such class-\$15

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activate and develop critical thinking in their students, language teachers need to set up tasks and activities and adjust their teaching programs and materials to promote such thinking. Teaching language through critical thinking enables learners to recognize a wide range of subjective analyses, to develop selfawareness, and to see linkages and complexities they might otherwise miss.

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EVRIM ÜSTÜNLÜOĞLU is an assistant professor at the Faculty of Education, Educational Sciences Department at Balikesir University, Turkey.

A new point of view

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ACTIVITY 7

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3. Each group of students is a jury that will decide on a punishment for a suspect who is 25 years old, has lost his wife and his job, and has sole responsibility for the care of his 5-year-old son. Explain that the suspect was caught stealing food that costs \$40. Each group must judge the man's actions and decide his punishment according to the philosophy assigned to them (even if they do not believe that philosophy). They should not show their form to other groups.

4. Give the students 10 to 15 minutes for discussion. Then ask each group leader to present the group's verdict to the entire class.

5. After each group gives its verdict, ask the group members how they felt having to support a view they don't believe in or listen to a point of view they don't share.

6. End the activity by asking the students which philosophy actually appeals to them and why.

Awareness of Values

Use this activity to help your students become aware of how their personal values (central beliefs that guide our actions in life) shape their judgments about the world. Critical thinkers are aware of their own values and understand that others may have different values.

VOCABULARY STUDY

Pre-teach the following vocabulary for talking about values, qualities, or beliefs. Note that the noun form for each term is given.

kindness	the quality of being caring, generous, and helpful with others
integrity	the quality of being honest and having high moral standards
honesty	the quality of being a person who tells the truth
humor	someone's ability to make people laugh or be amused
creativity	the ability to produce or use original and unusual ideas
tolerance	willingness to accept feelings, habits, or beliefs that are different from your own
teamwork	working together or cooperating with others to get to an end goal
education	the process of teaching or learning
faith	belief and trust in God
wealth	having a great amount of money or valuable things
freedom	the power or right to act, speak, or think as one wants without the control of others
respect	the feeling of admiration for someone or something that you believe has good ideas or qualities
compassion	the feeling of sympathy or pity for others and wanting to help them

Other commonly used terms like *love, family, friendship, work,* and *peace* should also be included in the list of value words for this activity.

Directions:

Have students make a list of their five most important values, ranking them from most important at number one, to least important at number five. For each value on the list, students should give their reasons or explain why this value is important to them.

Students can work in groups to discuss and clarify the meanings of the words and develop their lists. They can present their lists and reasons orally in small groups for listening and speaking practice, or they can do this as an individual activity in which they write sentences to explain their choices.

Breaking habits

Habits can be quite useful, especially habits that we repeat regularly, such as when we eat our meals and how we go to school each day. Without habits we could spend much of our time deciding what to do next. On the other hand, when we need to think imaginatively or critically, we have to break habits. A good thinker does not get stuck in a rut. Good thinkers are imaginative; when one method does not work, they try a new one. Instead of seeing things only one way, they see many possibilities. When good thinkers make plans, they are also willing to break them to follow a better idea. They create "versions" instead of only one way (Boostrom 1994, 123). To practice creating new thought patterns, have your students do the following activities. They may help students break habits of negative thinking.

ACTIVITY 5 Ask students to keep an appreciation journal in which they write about everything they appreciate about themselves, their lessons, or even their teachers. If they look puzzled, direct them by giving them the following sentences to complete:

- I like English lessons because _____.
- I appreciate my family because _____.
- I love the way my friend speaks with me because _____.
- I enjoy school because _____.

It could be an interesting experience to find at least one positive sentence even from students who say they hate school or learning a foreign language.

ACTIVITY 6 Shifting perspective is another way to break habitual negative thinking. The following activity requires students to use language that describes what they want. For example, instead of saying "I don't want to be sick anymore," they can say "I want to be healthy." (Note that the former focuses on sickness, while the latter focuses on health.) Likewise, "I don't want to fail in English class" may be changed to "I want to succeed in English class." Ask your students to write or say as many sentences as they can that shift their negative opinions to positive ones. Also ask them to state why they want to transform negative habits into positive ones. As a follow-up activity, discuss the benefits that students receive from positive thinking.

Identifying Assumptions

This activity is designed to help students understand how what we assume to be true can affect the way we view a situation. Sometimes, we make wrong assumptions. Students are challenged to think more critically by examining their assumptions.

Read the story below to students or print this page and have students read it. You may need to preteach and explain some vocabulary. Then have students answer the discussion questions.

THE STORY:

One day a nice grandfather was taking a walk in a park. He saw a man sitting on a bench, so he walked over to the bench to sit down and rest for a bit. There was a dog sitting on the ground next to the bench. The grandfather asked the man, "Does your dog bite?"

The man answered, "No, he doesn't bite."

The grandfather reached down to pet the dog, and the dog **growled fiercely** and **snapped** his teeth at the grandfather's hand. The grandfather pulled his hand back, barely avoiding a nasty bite. With his eyes open wide with fear, the grandfather said, "You told me your dog didn't bite!" The man calmly replied, "Well, that isn't my dog."

Discussion Questions:

- 1. What did the grandfather **assume** about the dog?
- 2. Why did the grandfather **assume** that the dog belonged to the man?
- 3. What was true about the dog?
- 4. What should the grandfather have done?
- 5. What should the man on the bench have done?
- 6. What would you do in a situation like this to avoid a nasty bite?

Extension Activities:

- Have students write sentences with modals to give advice to the grandfather and the man.
- Have students practice retelling the story to each other or acting out the story, making up their own dialogue.
- Have students write a similar story about a situation where somebody makes a wrong assumption. It can be a funny story or joke, or it can be a cautionary tale or scary story.

Optical Illusion Activity

Use this activity to help your students become aware of how their own perceptions—what they experience and understand with their senses—may differ from the perceptions of others. Even if two people are looking at the same thing, they can perceive it differently.

Make a photocopy of this document or show the pictures to students on a screen. Show the pictures one by one to students and ask what they see. Allow time for them to look carefully at the pictures and prompt them to perceive them in a different way. Start with the pictures that are simpler before moving on to the more complex pictures.

PICTURE 1



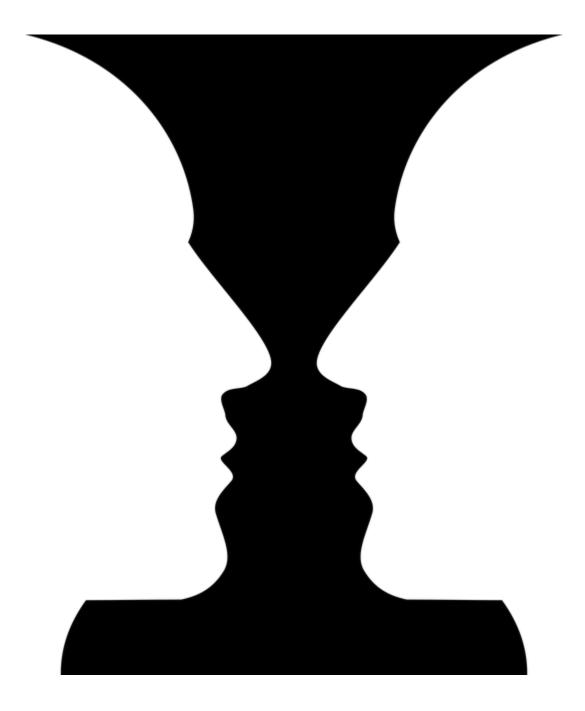
"Fairy Tale Fish" by CDD20 is licensed under the Pixabay License.

PICTURE 2



"<u>Angel, Devil</u>" by <u>OpenClipart-Vectors</u> is licensed under the <u>Pixabay License</u>.

PICTURE 3



"Head Optical Illusion" by Gordon Johnson is licensed under the Pixabay License.

PICTURE 4



"Burma" by Mote Oo Education is licensed under the Pixabay License.

Discussion Questions:

- 1. What is the first thing you notice when you look at this picture?
- 2. What other things do you notice when you look carefully?
- 3. How many different figures (people, animals) do you see in the picture?
- 4. How can you explain to someone else how to see all of the figures?

Rain Forests

In the rain forests of the tropics, native peoples have been losing their land rapidly to development. Companies that invest in the rain forest have been taking over large areas of land for logging, agriculture, cattle raising, and mining. When the forest disappears, so does the indigenous way of life. Foreign investment has been increasing the demand for forest products, but it hasn't brought the land itself back under native control. Corporations from industrialized nations have been inviting tribes to participate in the rain forest harvest, to gather nuts or copaiba oil. This cooperation with outside companies has been changing the native culture. More native people have been working for foreign bosses and have been selling products to foreign markets, rather than to traditional local markets. Companies that have been advertising rain forest products have been selling products such as hair conditioner and skin creams. Consumers are eager to support products that can benefit native people without harming the forest, and they are happy to hear that some profits return to the rain forest countries. However, some native peoples are cautious. They feel that reliance on foreign markets weakens their independence. They ask why they need the foreign companies and what benefits come from foreign markets. They have been selling diverse forest products in their own local markets for years and have been conserving the forest at the same time. Native people have been asking for protection of the rain forest and preservation of their traditional lifestyle (adapted from Corry 1993).

Make sure that all students understand the reading, including key vocabulary.

As a follow up activity, ask such questions as the following:

Analysis Questions: • Why have native people been losing their land? • What are the reasons for companies to invest in the rain forests? • What are the reasons for some native peoples to be cautious? • What is the main concern related to the foreign companies that have invested in rain forests?

Hypothesis Questions: • What would happen if the foreign companies hadn't invested in rain forests? • What will happen if foreign companies continue to invest in rain forests?

Evaluation Questions: • Is it logical or illogical for native people to work for foreign bosses? • Do the foreign companies make the forest and native ways of life disappear? • What is your solution to the conflict? • What are the advantages or disadvantages for native people working for foreign companies?

The questions above motivate students to think critically more than summary and definition questions, such as: • Who has been losing the land rapidly to development? • What are the big foreign companies doing on large areas of land in the rain forests? • Who is concerned about the investment of foreign companies in rain forests?

Classroom climate contributes to critical thinking. In an open and democratic classroom, students feel free to express their opinions and feel confident doing so.

PDPI Methodology

Harmer Chapter 3 "Issues in Language Learning" pp. 40-53. Study Guide

- 1. What is an *approach* to language learning?
- 2. Briefly explain each of the following approaches:
 - a. The mind is a computer
 - b. Implicit language learning / explicit language learning
 - c. Language is forming habits
 - d. Language is communication
 - e. Language is grammar / language is vocabulary
 - f. The role of the first language (translation)
 - g. Learning is about people
- 3. Explain "comprehensible input":
- 4. Do you use L1 in your teaching of English? How? How often? Are there benefits? Disadvantages?
- 5. Explain what this quote means to you:

" 'people are more central to the learning enterprise than methods or theories or research finding or systems of education' (Maley 2013: 157)"

6. What does successful language learning look like? Which approach fits your style of teaching?

PDPI – Methodology

Harmer. Ch. 4. "Popular Methodology", pp. 54-79 Study Guide

1. Define the following: (4.1)

Approach

Method

Procedure

Technique

2. Briefly explain: (4.2)

Grammar-translation

The direct method

Audiolingualism

- 3. Briefly explain each of the following methods:
 - a. Communicative language teaching (4.3) 'unplugged'/Dogme
 - b. Task-based learning (4.4)
 - c. The lexical approach (4.5)
 - d. A procedure (presentation, practice and production) (4.7)

- e. Post method and learning culture (4.8.2)
- f. Flipped classroom (4.10)
- 4. What are the pros and cons of coursebook use?
- 5. How do you use coursebooks?
- 6. What materials have you personally designed for your classes?

PDPI – Methodology

Harmer. Ch. 5. "Being Learners", pp. 80-111; Ch. 7. "Class Size", pp. 136-153 AND Ch. 10. "Seating and Grouping Students", pp. 177-191 Study Guide

Note the differences between young children, teenagers and adults in language learning:

Learning styles:

Motivation:

Are your students motivated?

What motivates language learners? Define each of these:

Extrinsic

Intrinsic

Instrumental

Integrative

Ideal L2 self

Ought-to L2 self

L2 learning experience

How do you motivate your students? What works?

Leveling students:

How are your students divided into levels? What are the concerns? What is effective?

1. What are the issues of large classes? (advantages?) disadvantages?)

What are some solutions?

2. What are the challenges of tutoring/one-on-one or very small classes?

What are some solutions?

What are some advantages?

3. What are some of the different abilities you have in your classroom?

What are some ways to teach and help students with different needs?

4. Classroom management

Seating: How do you seat students in your classes?

Groups and Pairs: How do you manage group and pair work?

5. What are some of the challenges you face in classroom management?

Brainstorm some solutions.

PDPI – Methodology

Harmer. Ch. 6. "Being Teachers", pp. 113-135 Study Guide

- 1. What are some roles a teacher has to fill in the lives of students?
- 2. What are some qualities of a good teacher?

-of a bad teacher?

- 3. Define rapport
- 4. Which teachers from your past do you consider "best" and "worst?" Why? How can we learn from those teachers?

5. Complete the questionnaire: Characteristics of a Good Teacher in your Culture

PDPI – Methodology

Harmer. ch.14."Teaching Grammar", pp. 239-257 Study Guide

Read over the 14 Grammar sample lessons in this chapter.

Which lessons do you prefer and why?

How do you incorporate grammar into your lessons?

What methods do you use (of the 4 we studied) for your grammar lessons?

Harmer. ch.15. "Teaching Vocabulary", pp. 258-276 Study Guide

Look over the 13 sample lessons (examples) in this chapter.

Which lessons do you prefer? Why?

How would you use or adapt these lesson for your classroom?

What methods/ways do you use to help your student build vocabulary?

Chapter 16, Harmer, pp 228-238

Study Guide

Teaching Pronunciation

- 1. Why should we teach pronunciation?
- 2. What are the characteristics of good pronunciation?
- 3. What problems can students encounter? What problems have your students encountered?
- 4. Discuss the differences between Goal 2 and Goal 3. (p 279)
- 5. When do you think you should you teach pronunciation? Why?
- 6. What do you think is the best way to teach sounds and spelling? Explain
- 7. In your opinion, what is fluency?

PDPI -- Methodology I

Harmer. ch. 17 "Teaching Language Skills", 297-313

- 1. Explain "input" and "output" or "receptive skills" and "productive skills."
- 2. Explain "top-down" and "bottom-up" processing of language. How does this inform your lesson planning?
- 3. What are some key ways to teach the receptive skills? What are the issues or difficulties?

4. What are some key ways to teach the productive skills? What are the issues or difficulties?

5. What are some projects that integrate skills that you have used in your classroom? Explain each.

Harmer. ch.18 "Teaching Reading", pp. 314-335 Study Guide

1. Intensive reading skills and activities

Vocabulary issues:

Analytical reading

- 2. Reading Aloud
- 3. Extensive Reading skills and activities

4. Reading Sequences (7 examples)

Harmer. Ch. 19. "Listening", pp. 336-357 Study Guide

1. Skills and strategies – Define and explain

Top down listening

Bottom up listening

- 2. Extensive listening
- 3. Live listening

Recorded listening – advantages and disadvantages

4. Film and Video techniques (8 examples)

5. Music – How do you use music for listening? How could you use music for listening?

Harmer. Ch. 20 "Writing", pp. 360-383 Study Guide

1. Define and Explain these different Approaches to student writing

Process and product

Genre

Creative writing

Writing as a collaborative activity

- 2. How can we build the writing habit in our students?
- 3. Explain writing-for-learning and writing-for-writing
- 4. What roles does a teacher have in the writing process.
- 5. Extra considerations: How important are spelling, punctuation, format etc. in students' writing?

Harmer. Ch. 21. "Speaking", pp. 384-407 Study Guide

1. Discuss how can we do to help our students understand how spoken English functions.

Discuss solutions to dealing with spoken grammar.

What conversational strategies can help students continue a conversation or give them time to think?

How can we help our students develop 'Listenership"?

- 2. Discuss ways to encourage students to speak in class.
- 3. What is the value of repetition? Describe ways to practice through repetition.
- 4. Explain the various types speaking activities. Give one or two examples of how you would implement two of them.
- 5. What is the advantage of group or pair work in speaking?
- 6. What is the teacher's role during the speaking activities you have described?

Harmer Chapter 22 "Testing and evaluation" p. 408-425 study guide

- 1. Explain summative assessment
- 2. Explain formative assessment
- 3. What are the qualities of a good test?
- 4. What are the different types of tests? (Include skill focused tests.) What types of tests do you use?
- 5. What is your opinion of "teaching for the test?"

Things to think about for discussion:

What is the purpose of assessment?

List out some of the ways you assess student progress.

How important is feedback?

What are ways you give feedback to your students?

Oral Communication (Section 1) Spring 2023

Instructor: Smoky Kelly	Email: slkelly@ksu.edu	Smoky's Office Location: Fairchild 210
Class Schedule : M-F 10:15 A.M. until 11:45 am	Class Location : Fairchild 202	2

Speaking, Reading, and Listening are integrated into this course with a special emphasis on developing effective Speaking skills. Student-instructor and student-student interaction in English is crucial for improving your fluency and accuracy. This class is conducted in English and students are expected to speak English and to participate actively.

Required Materials*:

- Grant, Linda. (2017). Well Said, 4th ed. Cengage Learning.
- Sanabria, Kim and Carlos. (2013). *Academic Encounters*. 2nd edition. Cambridge.

STUDENT LEARNING OUTCOMES ASSESSMENT A participant who has successfully completed this course should be able to: demonstrate improved ability in English pronunciation pronunciation diagnostic and final communicate with others in real life situations by asking Oral short surveys questions develop fluency in "teacher talk" to teach and engage students in oral presentations class discussions give formal and informal oral presentations related to U.S. oral presentations history, culture and values develop sufficient vocabulary to comprehend readings related to oral presentations U.S. culture, history and values quizzes discuss topics related to U.S. culture, history and values oral presentations class discussion demonstrate increased knowledge in areas of U.S. culture, history quizzes and values identify and discuss main ideas and supporting details from quizzes readings and lectures improve pronunciation homework, class involvement

Learning Outcomes:

Assignments and Activities:

- **Homework Assignments** You should expect regularly scheduled graded homework assignments (about one per week)
- Lab Assignments You will have opportunities in your Happy Hour time to work on pronunciation and oral assignments

Late work/make-up Policy:

There will be no make-up tests or quizzes for this course. Homework may be turned in late if you notify the teacher that you will not be in class.

Participation:

In order to fulfill the requirements of your program, you need to attend 180 hours of class total. We will track your attendance and report days missed to IIE.

Grading Policy: The final grade is determined as follows (check your progress in the K-State Online grade book):

Participation & Class Attendance	Regular attendance & Participation	15%
Homework	Discussion board recordings on <i>Well Said</i> topics	10%
Oral Presentation Quizzes	Three 3-to-5-minute presentations from <i>American Encounte</i> r topics (individual)	20%
Oral Assessments	Group Projects (choose one): A) A topic from Methodology class B) Teach a lesson from <i>Teaching</i> <i>Pronunciation</i> book C) Teach a lesson from <i>Well Said</i>	40%
Final Pronunciation Evaluations	Individual, in person or Zoom	15%

Grading Scale:

70% - 100%: Passing 69.5% - 0% Non-Passing

Classroom Expectations:

- 1. Come to class on time and be ready to actively participate.
- 2. Have a pencil or pend and a notebook or paper to take notes. Have a folder to keep handouts
- 3. If you are sick, e-mail us. Talk with a fellow attendee or email the instructor to find out what you missed.
- 4. Cell phones or other electronic devices **MUST BE ON SILENT** during class.
- 5. Participants may use cellphones, computers, or other electronic devices only WITH THE PERMISSION of the instructors.
- 6. All participants are expected to behave in a courteous and professional manner towards the instructors, other participants, and guests. Anybody who does not display professional conduct might be asked to leave the class.
- 7. Participants are not allowed to video record, photograph, or audio record this class without prior permission from the instructor and written permission of classmates.

- 8. If you are sick, e-mail your teacher or call the ELP office (532-7324). When you come back to class, check on what homework you missed. If you miss class, it is your responsibility to find out what you missed while you were gone.
- 9. Check your K-State Webmail account regularly. Your instructor and the ELP will communicate important information through K-State Webmail.
- 10. You are not allowed to video record, photograph, or audio record your ELP classes without prior permission from the instructor and written permission of classmates.
- 11. You must follow and respect the University policy on Academic Honesty: "On my honor as a student I have neither given nor received unauthorized aid on this academic work."
 - 1. This means that you do not copy another student's work, and you do not allow another student to copy your work.
 - 2. It also means that you do not copy from other sources on tests and homework assignments.

Attendance and Participation:

Regular attendance and constructive participation in all activities are required in this course. Every day, you will sign in. If you are 15 minutes late, you are considered absent.

Academic Honesty

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."

Students with Disabilities

Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact their instructor.

Expectations for Classroom Conduct

Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Statement for Copyright Notification

Copyright ©2023 Smoky Kelly as to this syllabus and all lectures. During this course, students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.

You will find more information in the student handbook found on the ELP web page at www.ksu.edu/elp

Advanced Oral Communication I

1.	т	
	1,	_

(first)

(last)

Date

have read and understood the above Course Policy and agree to abide by the rules and policies stated above.

Signature____

Oral Communication (section 2) Spring 2023

Instructor: Cary Chappell	Email: <u>caryc@ksu.edu</u>	Office Location: Fairchild 307/308
Class Schedule : 10:15 until 11:45 am	Class Location: Fair	child 203a

Speaking, reading, and listening are integrated into this course with a special emphasis on developing effective speaking skills. Student-instructor and student-student interaction in English is crucial for improving your fluency and accuracy. This class is conducted in English and students are expected to speak English and to participate actively.

Required Materials: (Participants will NOT need to purchase these separately. They are provided as part of the program.)

- Grant, Linda. (2017). *Well Said*, 4th edition. National Geographic Learning CENGAGE.
- Sanabria, Kim and Carlos. (2013). *Academic Encounters*. 2nd edition. Cambridge.

Supplemental Materials (Participants also should NOT purchase these. The instructor will make them available, as appropriate.)

• Celce-Murcia, Marianne; Brinton, Donna; Goodwin, Janet; Griner, Barry (2010). *Teaching Pronunciation*. 2nd edition. Cambridge.

STUDENT LEARNING OUTCOMES	ASSESSMENT
A participant who has successfully completed this course should be able to:	
demonstrate improved ability in English pronunciation	pronunciation diagnostic and final
communicate with others in real life situations	interview Americans, speaking log
develop fluency in "teacher talk" to teach and engage students in class discussions	oral presentations
give formal and informal oral presentations related to U.S. history, culture and values	oral presentations
develop sufficient vocabulary to comprehend readings related to U.S. culture, history and values	oral presentations quizzes
discuss topics related to U.S. culture, history and values	oral presentations class discussion
demonstrate increased knowledge in areas of U.S. culture, history and values	quizzes

Learning Outcomes:

identify and discuss main ideas and supporting details from readings and lectures	quizzes
improve pronunciation	homework, class involvement

Assignments and Activities:

- **Homework Assignments** You should expect regularly scheduled graded homework assignments (about one per week).
- **Lab Assignments** You will have opportunities in your Happy Hour time to work on pronunciation and oral assignments.

Late work/make-up Policy:

There will be no make-up tests or quizzes for this course. Homework may be turned in late if you notify the teacher that you will not be in class.

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 non-Passing

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- 2. Have a pencil or pend and a notebook or paper to take notes. Have a folder to keep handouts.
- 3. If you are sick, e-mail us. Talk with a fellow attendee or email the instructor to find out what you missed.
- 4. Cell phones or other electronic devices **<u>MUST BE ON SILENT</u>** during class.
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- 6. All participants are expected to behave in a courteous and professional manner towards the instructors, other participants, and guests. Anybody who does not display professional conduct might be asked to leave the class.
- 7. Participants are not allowed to video record, photograph, or audio record this class without prior permission from the instructor and written permission of classmates.
- 8. If you are sick, e-mail your teacher or call the ELP office (532-7324). When you come back to class, check on what homework you missed. If you miss class, it is your responsibility to find out what you missed while you were gone.
- 9. **Check your K-State Webmail account regularly.** Your instructor and the ELP will communicate important information through K-State Webmail.
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Special Information for Our Class

Like many American English teachers, I use a different type of classroom instruction than teachers might use in your country. In the U.S.A., university students are encouraged to think independently, and I will sometimes teach you by asking you a lot of questions. You must never be afraid of giving an incorrect answer. Your answers help me find out how much you understand, and our classroom is a "safe place" for you to make mistakes while you are learning. Disrespectful comments directed at others for making a mistake will not be tolerated. It is absolutely necessary that each student participate.

My cellular telephone number +1 785 317 7008 is provided for you to ask important questions about tests, quizzes, and homework by text message or WhatsApp. It is inappropriate to send text messages after midnight, before 6:00 A.M., or messages concerning private topics that are not related to your work in this class. I will not respond to any of these.

You are expected to login to Canvas each morning and review our plan for the class.

I speak more slowly than most English speakers, because this is our custom in my native region of the U.S.A. If my pace is still too fast for you to understand, you should raise your hand and say, "Please slow down."

It is against the education rules in Kansas for teachers to accept gifts having monetary (money) value from students.

For more information, please go to http://www.kstate.edu/provost/policies/course.htm

You will also find more information in the student handbook found on the ELP web page at <u>www.ksu.edu/elp</u>

PDPI Oral Communication 1 and 2, Course Outline Spring 2023

WEEK	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
1	Orientation Day – No Regular Class	Course introduction	Intro Activity	Into Activity	Intro Activity
	Activities			<i>Well Said</i> first activity	<i>Well Said</i> first activity
		-	Continue Unit 4, Chapter 7, p. 127 –	-	Begin Unit 4, Chapter 8, p. 144 –
			- · · -	136 in AC	153 [°] in <i>AC</i>
		Encounters		<i>Well Said</i> second activity	<i>Well Said</i> second activity
		,	Discussion: Culture and Values		Discussion: Culture and Values
		Discussion: Culture and Values			
		Values Worksheet			
		Well Said Activity			
		and Values		and Values	American Culture and Values
2			-	Intro Activity <i>Well Said</i> first	ROCK CREEK SCHOOL VISIT
				activity	SCHOOL VISH
	Continue Unit 4, Chapter 8, p. 144 – 153 in <i>AC</i>	Chapter 8, p. 144	Chapter 4, p.62 –	Continue Unit 2, Chapter 4, p.62 – 70 in <i>AC</i>	
				<i>Well Said</i> second activity	
				Discussion: Immigrant Experiences	
		American Culture		The Immigrant	
	and Values	and Values	Experience	Experience	

PDPI Oral Communication 1 and 2, Course Outline Spring 2023

2				Dogin Unit 1	Finish Unit 1
3	BOOK BREAK	BOOK BREAK			Finish Unit 1, Chapter 2, p. 19-
	Start Topical	Continue Topical		29 in AC	29 in AC
			Discussion: US	29 III AC	29 III AC
			Geography &		
	Culture		Culture		
	Culture	Culture	Culture		
	Well Said activities	Well Said activities	Well Said activities	Well Said activities	Well Said activities
	Introduce	Discussion Board	HOMEWORK:		Oral Presentation
			Create interview		Quiz 2 (Topics on
		U	about a location in		p. 81 in AC)
	05		the U.S. you have		F · · - · · · · · · · · · · · · · · · ·
	Oral Presentation		never visited but		Afternoon Session
			would like to. In		@2:30
	p. 164 in AC)	Board. In Cary's	Cary's section, this		Interview
		section, this will be			Opportunity to
			Pronunciation Log		prepare for
		Pronunciation Log	5.		Oral Presentation
		4.			Quiz 2 (Topics on
					p. 81 in <i>AC</i>)
		Well Said activities	Well Said activities		
	U.S. Cultural	U.S. Cultural	U.S. Cultural		
	Geography and	Geography and	Geography and		
	Language	Language	Language	Constitutional	Constitutional
				Issues in the U.S.	Issues in the U.S.
	Oral Presentation	Intro Activity	Intro Activity	Intro Activity	
	Quiz 2 (Topics on				EISENHOWER
		U U		Well Said first	SCHOOL VISIT
		from Unit 3, pages	activity	activity	
		86 and 103			Interview about
					dialect due
				Finish Unit 3,	
			Chapter 6, p. 104-		
		94	113	113	
		Well Said activity			
		Finish Unit 3,			
		Chapter 5, p. 87-			
		94			
	Struggle for	Struggle for	Struggle for	Struggle for	
	Equality			Equality	

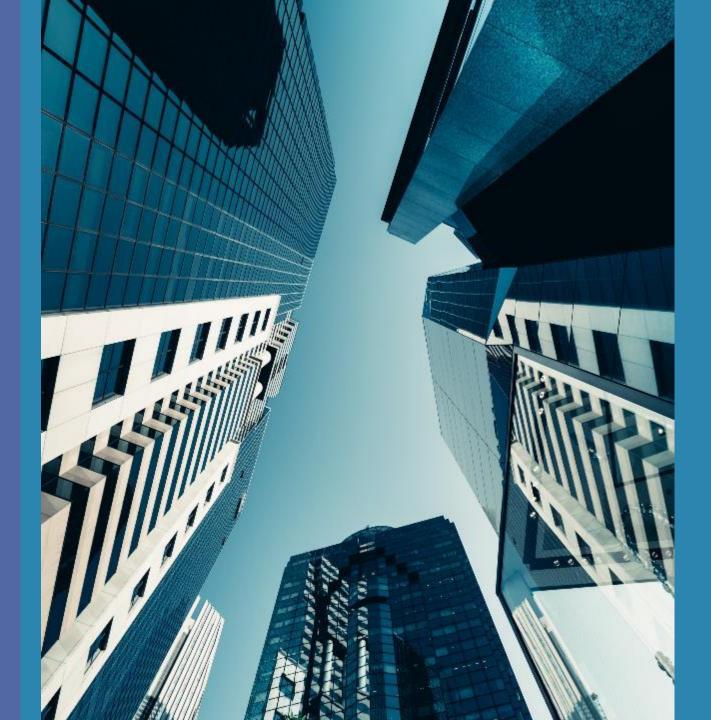
PDPI Oral Communication 1 and 2, Course Outline Spring 2023

5	Music of the U.S. Oral Presentation Quiz 1(Topics on p. 123 in AC)	Music of the U.S HOMEWORK: Create interview about music, post on Discussion Board	class time Mary's class during Oral Communication time English Language	Read: Should English Teachers Explore Cultural Topics English Language Education Today	Listening Lecture Activity from Dr. Walker Interview about geography due English Language Education Today
	PRESENTATIONS	PREPARE GROUP PRESENTATIONS Final Interviews	Groups A and B	Groups C and D	Course Wrap-up

Lesson Format - 1.5 hrs

Intro-phrase & Quote	2-3-minutes
Pronunciation Textbook Well	20 minutes
Said – Part 1	
Teaching Activity	10-minutes
Listening Textbook	20-minutes
5-minute break	5-minutes
Topical Discussion	15-minutes
Well Said	15-minutes
Wrap up & Review /HW	2-minutes
Reminders	

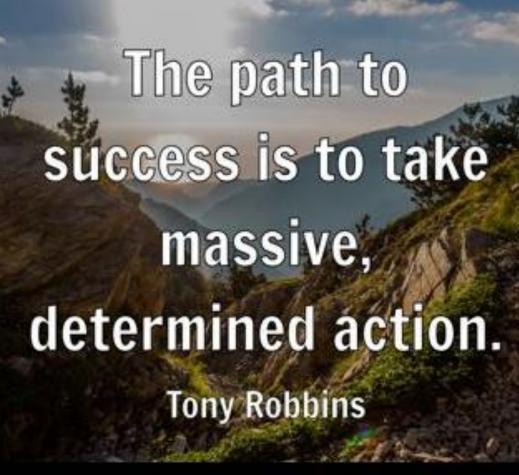
3 Oral Presentations: from the Academic Encounters 2 book



Welcome to Intensive Oral Communication

Course

Instructor: Smoky Kelly Tuesday, January 24th



BrainyQuote[®]

Today's Overview

- Course Introduction & Ice breaker Activity & Goal Cards
- Course Policies
- Well Said textbook
- Academic Encounters 2 textbook
- Discussion & Values Worksheet Complete & upload in Canvas
- Well Said Activity
- Review & Wrap up
- HW?



Ready? – "Listen for directions."

"Do you agree?"



- **B** Believe All behavior is believed-driven.
- **E** Exercise Get physical exercise.
- F Forget forget what you already know on the subject.
- A Active Learning is active, not passive.
- **S** State All learning is state dependent.
- T Teach Teach others what you learned.

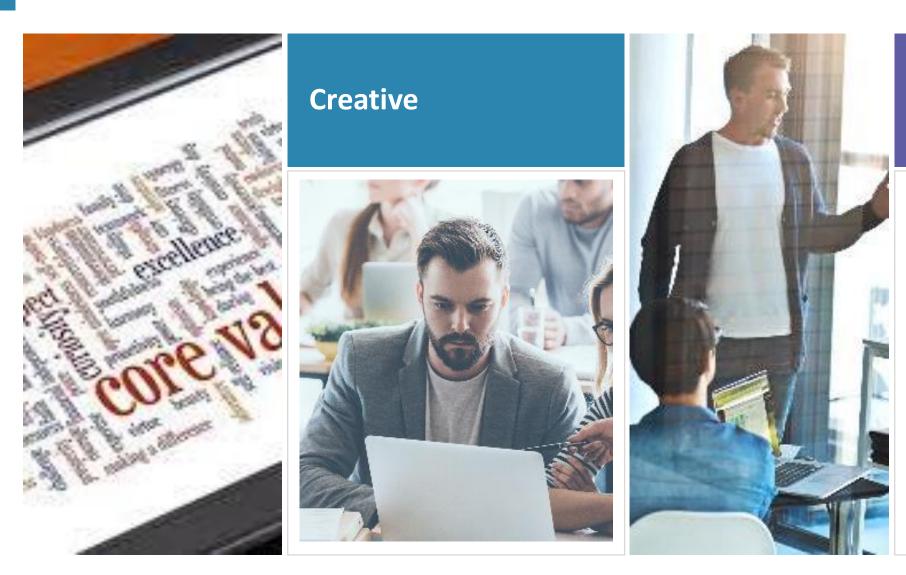


Jim Kwik, Founder of Kwik Brain Learning

- "Give a person an idea, and you enrich their day. Teach a person how to learn, and they can enrich their entire life."
 - Jim Kwik, Limitless



Personal Teacher/Values Statement



Thoughtful

- "I'm an enthusiastic teacher who creates a friendly and engaging learning environment for my students."
- "I'm driven by excellence, thoughtful instruction and a strong desire to help my students succeed and do well."
- "My success is seeing my students do well in my classes, growing and learning into talented individuals that will make a difference in the community and the workplace."

Let's Review

- Completed Course Introduction & Ice breaker Activity
- Reviewed Course Policies
- Started *Well Said* textbook
- Started *Academic Encounters 2* textbook
- Completed Discussion & Values Worksheet and uploaded in Canvas with phones?
- Completed Well Said Activity
- HW for tomorrow: HW # 1 & Pronunciation Diagnostic

If you fell down yesterday, stand up today. H. G. Wells

BrainyQuote*

What are class sessions will look like.



Intro-phrase & Quote	2-3-minutes
Pronunciation Textbook Well Said – Part 1	20 minutes
Teaching Activity	10-minutes
Listening Textbook	20-minutes
5-minute break	5-minutes
Topical Discussion	15-minutes
Well Said	15-minutes
Wrap up & Review /HW Reminders	2-minutes

"HAPPY COLD MONDAY" WEEK 2 - DAY 1 MONDAY, JANUARY 29TH

0

Teaching Approach: Teaching through story format

- 1. Kahoot & Article topic: Pronunciation
- 2. Well Said Chapter 4
- 3. American Encounters 2 Chapters 8
- 4. Recap & Review

Learning never exhausts the mind. Leonardo da Vinci

BrainyQuote*

0

American Encounters 2 Textbook

Chapter 8 PP. 144 - 153

- Reading & Discussion Questions – P. 144
- Sharing Knowledge p. 145
- Listening for specific info – p. 146
- Stressed Words p. 149
- Interview 2 150
- Share your opinion p. 151

Mohamadesh, Tehran, Iran.



Image Source: Pixabay.com

Well Said Textbook

Next Week - Chapter 4 – endings with -s / -es / -ed

- Exercise 1, P. 27
- Exercises 5 & 6 on p. 30
- Exercise 7 on p. 31
- Exercises 10 & 11 on p. 34
- Communicative Practice on p. 36



0

Image Source: Pixabay.com

What we can learn from Mohamadesh. •

Personal Values

- Hard work
- Determination
- "never-give-up attitude"
- Overcame personal and situational challenges
- Bravery took chances
- Kept practicing his English skills

Achievement



REVIEW & RECAP

- Friday No classes Going to Rock Creek Schools
- Mohamadesh, from Iran
- What did we learn about Mohamadesh?

PRESENTATION TITLE

0



Oral Communication – Week 2, Day 2

Tuesday, January 31st Instructor: Smoky Kelly



Today's Focus

Teaching Approach -Groupwork and Focus Groups

- Kahoot Listening Review Questions
- Communicative Practice on p. 36
- Well Said Chapter 5 Word Stress– pp. 39 – 55.
- Discussion Topic -
- American Encounters 2

 Chapter 8 –



Word Stress



EXAMPLES of Word Stress

1. Nouns and adjectives with two syllables Examples: table /TA-ble/ scissors /SCI-ssors/ pretty /PRE-tty/, clever /CLE-ver/ hotel /ho-TEL/ extreme /ex-TREME/ concise /con-CISE/

2. Verbs and prepositions with two syllables

The rule: When a verb (a word referring to an action, event or state of being)

present /pre-SENT/

export /ex-PORT/

aside /a-SIDE/

between /be-TWEEN/

Source: Fluentu.com

Word Stress



EXAMPLES of Word Stress

3. Words that are both a noun and a verb

The rule: Some words in English can be both a noun and a verb. In those cases, the noun has its word stress on the first syllable, and with the verb, the stress falls on the second syllable.

Examples:

present /PRE-sent/ (a gift) vs. present /pre-SENT/ (give something formally)

<u>export</u> /EX-port/ (the practice or business of selling goods to another country or an article that is exported) vs. <u>export</u> /ex-PORT/ (to sell goods to another country)

<u>suspect</u> /SU-spect/ (someone who the police believe may have committed a crime) vs <u>suspect</u> /su-SPECT/ (to believe that something is true, especially something bad)

4. Three syllable words ending in "er" and "ly"

The rule: Words that have three syllables and end in "-er" or "-ly" often have a stress on the first syllable.

Examples:

orderly /OR-der-ly/

quietly /QUI-et-ly/

manager /MA-na-ger/

Source:Fluentu.com



EXAMPLES of Word Stress

1. Nouns and adjectives with two syllables Examples: table /TA-ble/ scissors /SCI-ssors/ pretty /PRE-tty/, clever /CLE-ver/ hotel /ho-TEL/ extreme /ex-TREME/ concise /con-CISE/

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Source: Fluentu.com



EXAMPLES of Word Stress

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The rule: Words that have three syllables and end in "-er" or "-ly" often have a stress on the first syllable.

Examples:

orderly /OR-der-ly/

quietly /QUI-et-ly/

manager /MA-na-ger/

Source:Fluentu.com



EXAMPLES of Word Stress

5. Words ending in "ic," "sion" and "tion"

The rule: When a word ends in "ic," "sion" or "tion," the stress is usually on the second-to-last syllable. You count syllables backwards and put a stress on the second one from the end.

Examples:

creation /cre-A-tion/

commission /com-MI-ssion/

photographic /pho-to-GRA-phic/

6. Words ending in "cy," "ty," "phy," "gy" and "al"

The rule: When a word ends in "cy," "ty," "phy," "gy" and "al," the stress is often on the third to last syllable. Similarly, you count syllables backwards and put a stress on the third one from the end.

Examples:

democracy /de-MO-cra-cy/

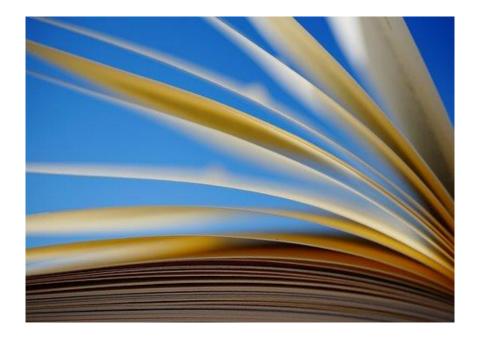
photography /pho-TO-gra-phy/

logical /LO-gi-cal/

commodity /com-MO-di-ty/

psychology /psy-CHO-lo-gy/

Source:Fluentu.com



EXAMPLES of Word Stress

7. Compound nouns

The rule: In most compound nouns (a noun made up of two or more existing words), the word stress is on the first noun.

Examples:

football /FOOT-ball/

keyboard /KEY-board/

8. Compound adjectives and verbs

The rule: In most compound adjectives (a single adjective made of more than one word and often linked with a hyphen) and compound verbs (a multi-word verb that functions as a single verb), the stress is on the second word.

Examples:

old-fashioned /old-FA-shioned/

understand /un-der-STAND/

Source: Fluentu.com



Group Roles



Manager or Facilitator: Manages the group by helping to ensure that the group stays on task, is focused, and that there is room for everyone in the conversation.

Recorder: Keeps a record of those who were in the group, and the roles that they play in the group. The recorder also records critical points from the small group's discussion along with findings or answers.

Spokesperson or Presenter: Presents the group's ideas to the rest of the class. The Spokesperson should rely on the recorder's notes to guide their report.

Reflector or Strategy Analyst: Observes team dynamics and guides the consensus-building process (helps group members come to a common conclusion).

TASK 1

Using Well Said – Chapter 5 – Stress words

Select 1 exercise to explain, demonstrate and teach on as a group.

Word Stress:

Primary Stress – In words with two or more syllables, one syllable is extra long.

Fi-nal / cof-fee / re-peat Cor-rect / A-lass-ka



TASK 2

In Groups: Conduct a survey (Create your own or use the one on p. 152/153

Learn about your colleagues!

"It's time to get curious!"



Oral Communication Week 2 Day 3

Wednesday, February 1, 2023

Instructor: Smoky Kelly



AGENDA "Discover the theme!"

- 1. Short Video for Laughs
- 2. Create your short Survey Questions (HW)
- 3. Well Said Chapter 6 Stress words with Suffixes
- 4. American Encounter P.
 148 Drawing Inferences then move to Chapter 2
- 5. Review & Recap



WELL SAID TEXTBOOK

Chapter 6 – Stress in Words with Suffixes

- Exercise 1 on p. 51
- Exercise 2 on p. 52
- Rules and Practice pp. 54 55
- Exercise 5 on p. 54
- Communicative Practice on p. 57



AMERICAN ENCOUNTERS 2 TEXTBOOK

Chapter 8 - Inferences

• Inference – educated guess

Chapter 2 – Constitutional Rights

- p. 19 Reading & Discussion
- P. 20 Numbers, Dates & Time Expressions

The Debate Question – Who makes a better teacher, a native English teacher or a non-native English teacher?

What are some advantages and disadvantages for the language learners? (native vs non<u>-native English teacher)</u>



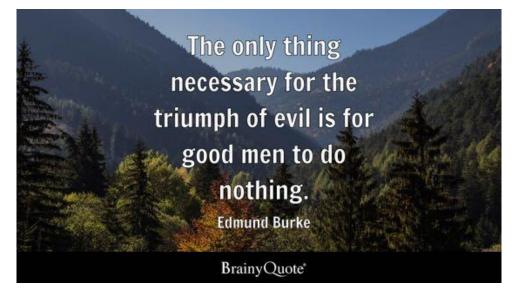






RECAP & REVIEW

What did we cover today? What's one takeaway?



SAMPLE

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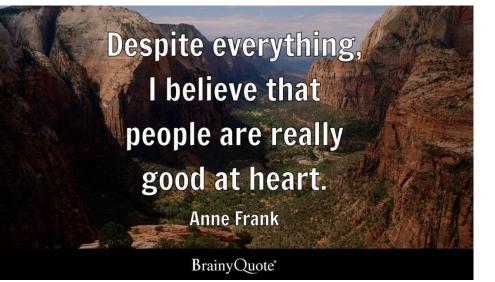
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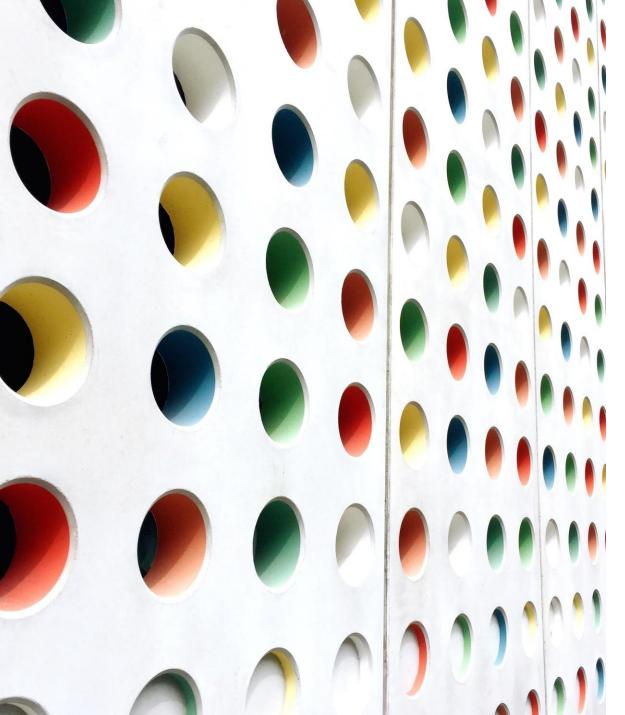
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THANK YOU

"Make it a great day!"



Oral Communication – Week 2 Day 4

THURSDAY, FEBRUARY 2, 2023

INSTRUCTOR: SMOKY KELLY

Agenda – 3 Areas of Focus Today!



FRIENDLY REMINDERS & WARM-UP ACTIVITY – HW: FEEDBACK SURVEY AMERICAN ENCOUNTERS 2 - CHAPTER 4 P. 62 - . FINALIZE SURVEY QUESTIONS, THEN GO SURVEY PEOPLE IN UNION

Pronunciation Areas – "Please repeat after me."

1. "cultural" – The program has a **cultural** component to it.

2. "effort" – The student changed his mind halfway through the semester and he started to put lots of **effort** in his studies.

3. "watched" – The large, fury cat with a long, striped tale **watched** birds outside the window.

4. "native" – Sometimes as a language learner you feel **native** speakers speak too fast.

5. "put" and "things" – The student was tired from the long walk, so she **put** all of your **things** on the desk.

6. "automatic" - Don't you wish learning a second or third language could be **automatic**?

7. "adults" – Adult language learners have more challenges in learning a language than children.

American Encounters 2 – p. 62

Complete the listening on p. 62/63 – Percentages and Fractions with immigration.



Discussion Question – Topic: Immigration

"Do you know of anyone who has immigrated to your country?" (Share your observation and experience)

- "What disadvantages do immigrants have when immigrating to another country?
- "What kind of challenges do they have to overcome that nonimmigrants would have?"
- "Would you ever immigrate to another country? Why or why not?"

ORAL COMMUNICATION – WEEK 4 DAY 1 FEBRUARY 13, 2023 INSTRUCTOR: SMOKY KELLY

WHAT'S HAPPENING THIS WEEK?

- "HOT SEAT" ACTIVITY -
- ORAL QUIZ PRESENTATION THURSDAY
- DISCUSSION BOARD ASSIGNMENT INSTEAD OF PRONUNCIATION LOG
- FRIDAY SCHOOL VISIT
- Continue in Well Said & American Encounters 2 Textbooks
- INTRODUCE NEW/DIFFERENT CLASSROOM ACTIVITIES

Positive thinking will et you do everything better than negative thinking will.

Zig Ziglar

BrainyQuote®

ON TODAY?" 1. HOT SEAT - THOSE WHO WENT TO N.Y. 2. American Encounters 2 -CHAPTER 5 **3. DISCUSSION GROUPS** 4. WELL SAID – CHAPTER 9

"WHAT DID WE FOCUS

ACADEMIC ENCOUNTERS 2 – CHAPTER 5 – "THE STRUGGLE BEGINS" (NOT: "THE STRUGGLE BEINGS" Pairs or Groups -Read and discuss short article on p. 86

> Listening – interview 1 on p. 89

> > Listening – interview 2 on p. 90

- * CONTENT WORDS P. 81 WELL SAID – FOCUS WORDS IN CHAPTER 9
- MULTISYLLABLE WORDS P. 83
- NEW INFORMATION P. 84
- CONTRASTING INFORMATION –
 P. 85
- EMPHASIZING AGREEMENT P.
 87
- CORRECTING INFORMATION P. 88

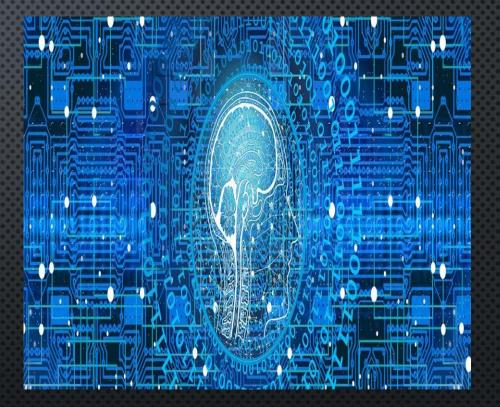
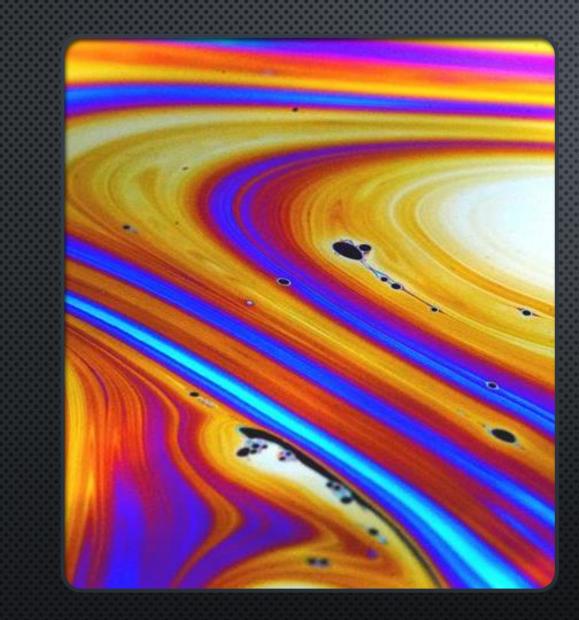
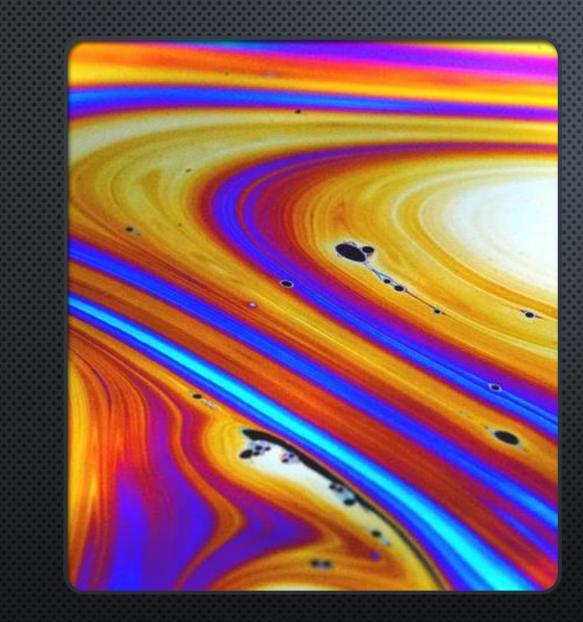


Image Source: Pixabay.com



TODAY'S TAKEAWAYS!

•1. HOT SEAT – LEARNED ABOUT COLLEAGUES' EXPERIENCES
•2. AMERICAN ENCOUNTERS 2 – CHAPTER 5
•3. DISCUSSION GROUPS
•4. WELL SAID – CHAPTER 9



"HAPPY TUESDAY!" FEB. 14TH •QUICK QUESTION •1. PAIR DIRECTION ACTIVITY •2. American Encounters 2 -CHAPTER 5 •3. DISCUSSION GROUPS •4. Well SAID – CONTINUE WITH CHAPTERS 9 & 10

QUICK QUESTION!

"DO YOU WANT A KISS OR A KAT?"

QUICK LISTENING ACTIVITY DIRECTIONS: !. SELECT A PARTNER AND A PIECE OF PAPER AND A PENCIL

- Take turns Each partner will face the same direction. The person behind the person will give directions on what to draw. The person in front will listen to what the partner says
- Key words to use: upper-right / upper-left / bottom-right / bottom-left / on the right / Left side of that you will draw ______ /
- VOCABULARY WORD FROM TEXT:
- PERSON 1: AWARE OF / RECONNECTED / HELPLESS
- Person 2: Realized / Incredible / Make Something of Myself

AMERICAN ENCOUNTERS 2 - LISTENING

• P. 96 – LISTENING FOR GUIDED QUESTIONS

• P. 97 - GUESSING VOCABULARY FROM CONTEXT

• P. 93-94 – BACKGROUND KNOWLEDGE ON TOPIC

PAIR / GROUP DISCUSSION QUESTIONS

- WHAT ARE SOME FACTORS THAT CONTRIBUTE TO INEQUALITY IN PEOPLE GROUPS?
- SHOULD ALL PEOPLE HAVE EQUAL RIGHTS?
- DO PEOPLE OF DIFFERENT SKIN COLOR HAVE THE SAME EXPERIENCES?
- What are some key factors that helped women get equal rights as men in the US?
- DO SOME COUNTRIES STILL HAVE UNEQUAL RIGHTS TO PEOPLE LIVING THERE?

- * CONTENT WORDS P. 81 WELL SAID – FOCUS WORDS IN CHAPTER 9 & 10
- MULTISYLLABLE WORDS P. 83
- NEW INFORMATION P. 84
- CONTRASTING INFORMATION –
 P. 85
- EMPHASIZING AGREEMENT P.
 87
- CORRECTING INFORMATION P. 88

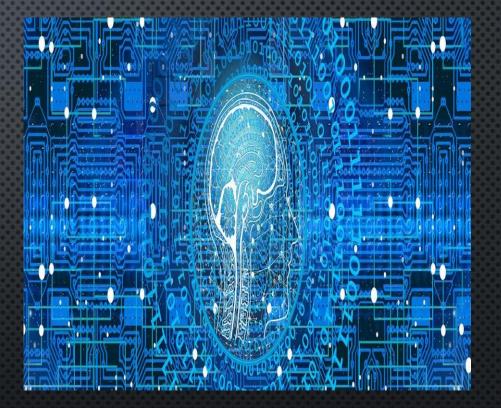


Image Source: Pixabay.com

Love the giver more than the gift. **Brigham Young**

BrainyQuote®

"WHAT DID WE FOCUS ON TODAY?"

 You got a kiss or a kat & Listening activity
 American Encounters 2 – Chapter 5
 Discussion Group Questions
 Completed Chapter 9

ORAL COMMUNICATION – WEEK 4 DAY 3 WEDNESDAY, FEBRUARY 15, 2023 INSTRUCTOR: SMOKY KELLY

TODAY'S FOCUS •1. OPEN ACTIVITY •2. WELL SAID -CHAPTER 10 •3. LISTENING PRACTICE - DICTATION & DISCUSSION •4. 20 – 30 WORK SESSION - YOU CHOOSE!

15

WELL SAID -FOCUS WORDS - CHAPTER 10

- FINAL INTONATION FOCUS
- EXERCISE 1 ON P. 93
- EXERCISE 3 ON P. 95
- EXERCISE 4 ON P. 96
- EXERCISES 5 & 6 ON P. 97
- EXERCISES 7 & 8 ON P. 98
- COMMUNICATION PRACTICE P. 100



She sells sea shells by the sea shore. The shells she sells are surely seashells. So if she sells shells on

IT BEFORE YOU GO!"

TONGUE TWISTER! - "SAY

THE SEASHORE, I'M SURE SHE SELLS SEASHORE SHELLS.

I have a dream that my four ttle children will one day liv in a nation where they will not be judged by the color of heir skin, but by the conten of their character. Martin Luther King, Jr.

BrainyQuote^{*}

•1. TELEPHONE RELAY ACTIVITY
•2. FINAL INTONATION IN PRONUNCIATION
•3. DICTATION – LISTENING PRACTICE
•4. WORK SESSION TO CATCH UP

"WHAT DID WE FOCUS

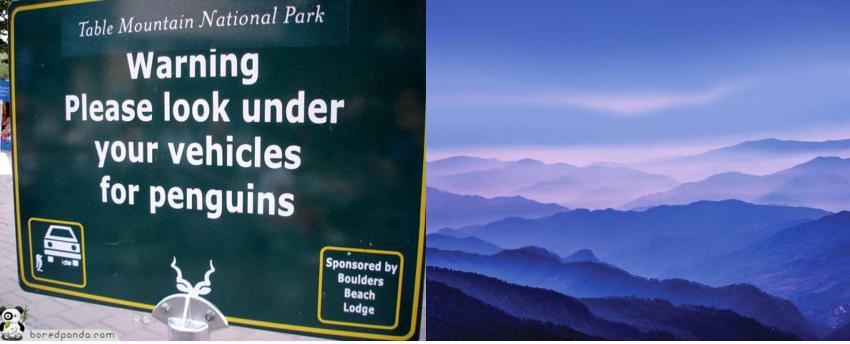
ON TODAY?"

Week 5 Oral Communication

Monday, February 20th Instructor: Smoky Kelly

Week 5 at a Glance

Funny Signs Around the World



- Oral Quiz 3 Friday
- American Music Styles & History
- Strengths Finders Interview-Social Assignment
- Wednesday, Leadership Studies & Film Class (No OC on Wednesday)
- Academic Encounters 2 Textbook
- Well Said Textbook

Today's Agenda

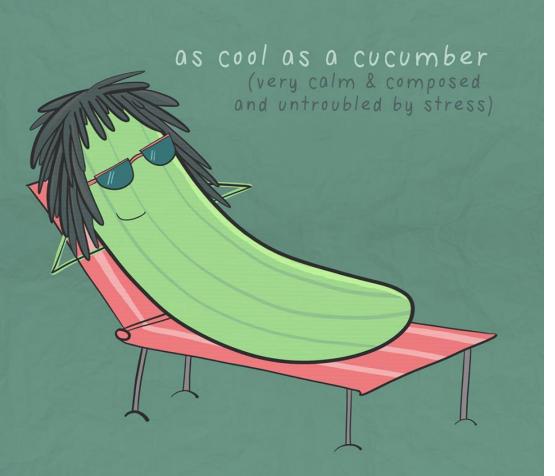
More Interesting Signs...

- 1-Minute Warm-up
- Assignments
- Listening
- Discussion
- Pronunciation





Well Said - lesson requests -Specific area in pronunciation



"Let me know what specific lessons (parts of pronunciation) you would like me to cover in the pronunciation textbook *Well Said*."

American Encounters 2 Textbook -Chapter 6 p. 102/103

Listening for Specific Information

• P. 104 - Dictation

Think Critically

• P. 105 - short discussion

Listen to Interviews

• P. 107 – Listen and fill in the chart



The way to get started is to quit talking and begin doing.

Walt Disney

Oral Communication

Tuesday, February 21st Instructor: Smoky Kelly

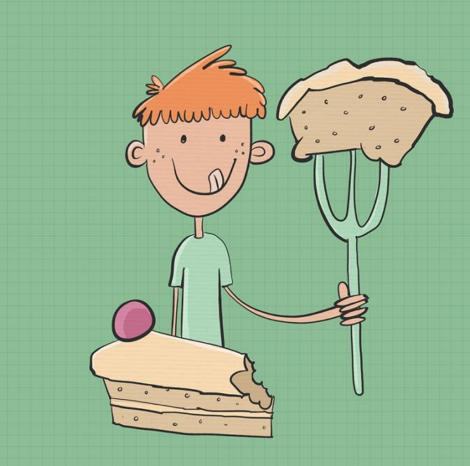
What's happening today? -Music in the US & Pop Quizzes

- Quick Pop Music Quiz
- General Quiz?
- Music History Dictation (Pairs)
- Check our Answers (Video)
- Guess the Dialect?
- 15 20 In-Class Work Session (Friday Oral Quiz Presentations



Well Said or - "Guess the Dialect?

"Are you ready?"



a piece of cake (something very easy to do)

What We Covered Today!

Quick Pop Music Quiz

Music Dictation (Pairs)

Checked our Answers (Video)

Guess the Dialect?

20 – 30 In-Class Work Session (Friday Oral Quiz Presentations

Ideas shape the course of history.

John Maynard Keynes

Oral Communication

Wednesday, February 22nd - No OC class due to Leadership Studies Session & American Culture Film Class.

Oral Communication If you can imagine it,

you can achieve it. If you can dream it, you can become it.

William Arthur Ward

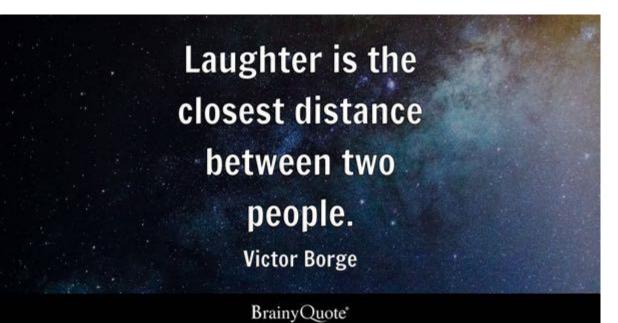
Thursday, February 23rd

Instructor: Smoky Kelly

BrainyQuote^{*}

Today's Focus

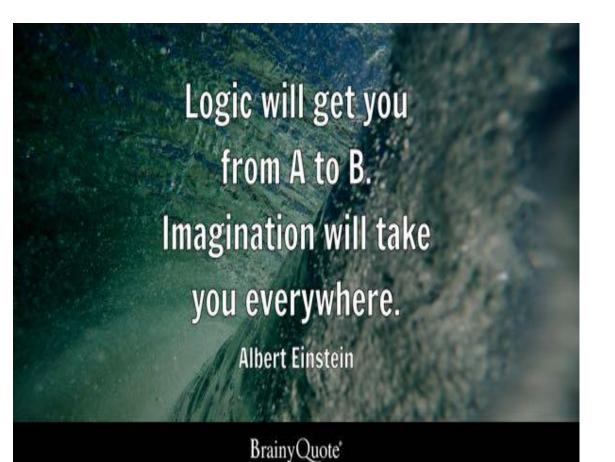
- Show & Tell Tech Tools for the Classroom
- Improv Groups
- Ted Talk Which one?
- Well Said Pronunciation textbook?
- 30 In-Class Work Session (for tomorrow's Oral Quiz Presentations



Improv Groups -Purpose: creativity & speaking fluency

Directions: In a group, you will pick a card, then use the card "place" throughout the impromptu. Each group member will have a 1 minute to continue the dialogue. Listen for further instructions **Critical thinking** and curiosity are the key to creativity. Amala Akkineni BrainyQuote*

"Do you remember what we covered today?"



- Show & Tell Tech Tools for the Classroom
- Improv Groups
- Ted Talk links (will share)
- 30 In-Class Work Session (for tomorrow's Oral Quiz Presentations)

Oral Communication

Friday, February 24th - Oral Presentation Day - No class slides.



Week 6 – Oral Communication

Instructor: Smoky Kelly February 27 – March 2, 2023

- Monday Finish Oral Presentations # 3 today & Groups
- Tuesday Work on Group Panel Presentation & Final Interviews
- Wednesday Group Panel Presentation
- Thursday Group Panel-Presentation & Celebration!
- Friday No regular classes

Always remember that you are absolutely unique. Just like everyone else. Margaret Mead

BrainyQuote*

Week 6 Overview

Final Communication Assessment

<u>Task/Comprehension</u> - Appropriate, clear, coherent and detailed speaking for academic situations <u>Fluency</u> - Interviewer/listener is not required to make any effort to connect parts of message <u>Use of Oral Grammar</u> - No obvious or significant errors Highly effective repair strategies

<u>Use of vocabulary</u> – A range of vocabulary used effectively

<u>Pronunciation</u> - No obvious or significant errors Interviewer/listener is not required to make any effort to understand speech

Tuesday, February 28 and Possibly Wednesday, March

One-one speaking interview – Demonstrate your ability to understand and communicate in English. Your instructor will ask a series of questions that you will respond to and demonstrate your English communicative ability.

> Take advantage of every opportunity to practice your communication skills so that when important occasions arise, you will have the gift, the style, the sharpness, the clarity, and the emotions to affect other people.

* In groups, you will share and speak about your experience here in the US. Each group will prepare a 15 -20-minute panel-presentation with Q & A.

* Each group – choose a panel theme

* Each group member will share 3 insights 3 – 5 minutes

* Each group – Opportunity for Q & A

Yesterday is not ours to recover, but tomorrow is ours to win or lose. Lyndon B. Johnson Choose One!

A) A topic from Methodology class or previous work

B) Group Panel Presentation-Discussion Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time. Thomas A. Edison

BrainyQuote^{*}

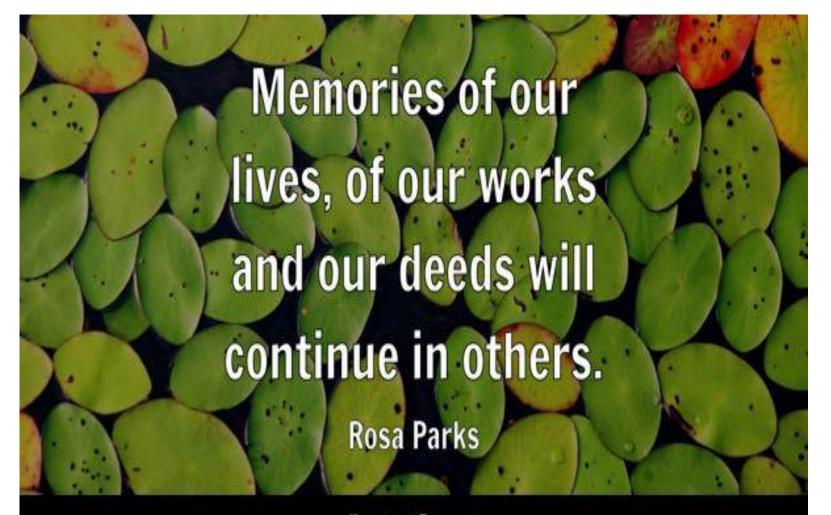
BrainyQuote*



Tuesday, Feb. 28 & Wednesday, March 1

• Focus: Class Work Time & Interview Speaking/Communication Assessments

Thursday, March 2 – Last Class • Focus: Final Group Presentation/Projects



BrainyQuote*

Kansas State University	
English Language Program	

PDPI Communication

Spring 2023

Name: ______

Date: _____

Values are important in life. Companies, organizations, institutions all have values. Families even have values. In this activity, you will explore your own personal values as well as your institution's values. Below is a list of common values.

P	Personal Values		Company / Institution / School Values	
 Honesty Trust Fairness Knowledge Balance Status Simplicity 	- Money - - Growth - - Family - - Courage - - Faith/Beliefs - - Fun - - Efficiency - - Change - 0	Compassion Integrity Empathy Health Structure Creativity Independence Recognition Consistency Determination	 Equity - Diversity - Integrity Community - Curiosity - Excellenc Achievement - Accepting - Collegialit Courage - Hospitality - Innovatio Humility - Open culture - Relations Resilience - Creativity - Responsit Learning - Honesty - Service 	y n hips

Directions:

Read through the list of the personal values, highlight or circle 10 values that describes you. Then write number the top 3 values that describe and/or motivate you most.

Next, read the list of company values. Highlight or circle 5 values that describes your school. Then number your top 3 school values.

Write your personal value statement:

Write your school values:

Name: _____

Date: _____

Listening – Dictation Practice - Directions: Listen to this powerful speech by Dr. Martin Luther King Jr. and complete the speech by filling in the missing words.

(I say to you today, my friends,) so even though we _____ the difficulties of _____ and _____, I still have a dream. It is a dream _____ rooted in the _____ dream.

I have a dream that one day this ______ will _____ and live out the ______ meaning of its creed: "We hold these truths to be self-evident: that all ______ are created ______."

I have a dream that one day on the red hills of ______the sons of former _____ and the sons of former slave ______will be able to ______together at the of brotherhood.

I have a dream that one day even the state of ______, a state sweltering with the heat of ______, will be into an oasis of and justice.

I have a dream that my ______little _____will one day live in a nation where they will not be ______by the _____of their ______but by the content of their character. I have a dream today.

I have a dream that one day, down in Alabama, with its vicious racists, with its ______ having his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to ______ with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the ______ places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of _______ a stone of hope. With this faith we will be able to ______ the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for ______, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from ______, let freedom ring."

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado!

Let freedom ring from the curvaceous slopes of California!

But not only that; let freedom ring from Stone Mountain of Georgia!

Let freedom ring from Lookout Mountain of Tennessee!

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

And when this ______, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to ______ and sing in the words of the old Negro spiritual, "Free at last! free at last! thank God Almighty, we are free at last!" My intention in teaching this course is to create a meaningful and resourceful course that will benefit your language learning and language teaching. I appreciate your honest feedback because it's my desire to make this a positive, fruitful and appliable course for your 6-weeks, which will motivate, benefit and support you during the duration of our time together.

- Smoky Kelly
- 1. So far, what classroom activities are helpful / beneficial to your learning and teaching?

- 2. What classroom activities, exercises, drills are not helpful to your learning and teaching?
- 3. What would you like to spend more time on in our class?

4. What would you like to spend less time on in our class?

5. What specific areas in English would you like the instructor to focus more on and/ include in lessons? (e.g. teacher-related discussion topics, _____ in pronunciation, Listening, team challenges, group discussions, specific textbook exercise, language drills, etc.)

K-State English Language Program

Name: _____ In-Class Assignment Date: _____

Objectives: To use your English skills to effectively communicate with others on campus who you don't know by asking some short survey questions to different people. You will learn and collect information from them as well as review and evaluate the results/findings, and share your experience, takeaways and findings in written or oral form (upload to Canvas)

Directions:

Step 1. Read the assignment - (instructor will GIVE YOU a printout to use for this assignment).

Step 2. Walk up to 10 + different people around Union and ask them your questions, then write down their answers.

Step 3. After you have asked 10 people and you have their answers, review the answers.

Step 4. Share your findings and what you learned from surveying people on K-State campus. Either write or audio/video record your findings. Written form should be about a 2-paragraph summary of your experience and your research findings. or Audio or video format, record 2 minutes and share your findings and experience.

Step 5. Upload your assignment in your Canvas class.

Brainstorming:

K-State English Language Program

		[
Any Details -	Q 1.	Q2.	Q3.	Q4.
demographics				
# of individuals				
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Name: _____

Date: _____

Directions:

Choose a partner. Then person A will Read Part 1 of the dictation. Person B will fill in the missing words. For Part 2, person B will read part 2 and person A will complete the missing words.

Part 1 (Person A Reads)

Broadcasting music created larger audiences for artists. Radio stations would create programs based on musical genres and ultimately creating entire station formats to serve these expanding niches. Minority groups were elevated, especially African American communities by showcasing their music and giving them a greater sense of identity. The development of rhythm and blues led to important labels like chess in Chicago and stacks in Memphis that saw the potential for a widespread market when it shook rattled and rolled into the mainstream by a great white hunk rockabilly producer. Sam Phillips was searching for a way to combine the various ethnic genres being recorded in a studio, but his big discovery was Elvis Presley. Transistors took radios out of living room furniture and onto the streets allowing youngsters to listen to what they wanted to hear and what they wanted to hear was rock and roll the combination of sensational disc jockeys and record labels targeting youth created a hysteria out of hero worship and teenage crushes eventually fueling a cultural revolution that expanded minds and substance abuse and amplified the call to make love not war the record industry was also making inroads through television promotion staging artists in a three-camera setup throwing some amazing dance parties or some solid gold choreography until the music video hit the mainstream selling images with the sound of new music and bringing old records into the mix sampling beats and loops paying homage and taking inspiration from their forerunners even the movies were selling records and so were teddy bears despite the technological changes in delivery. The record industry was thriving integrated and cross-platformed CD cells at century's end were at 15 billion until a new sound swept across the industry for all the revolutions spun up by the record industry.

Part 2 (Person B Reads)

The one they didn't see coming was the _______ one. CDs plus PCs spelled trouble for the industry making it easy to copy the audio files. _______ them to mp3s and share all your music files with the world naturally sales _______. Silicon Valley was to blame and they were also ready to save the day with legal options for downloading records single cells quickly adjusted but album sales were no longer _______ for labels or artists. The drop in income from album cells has kept artists busy on the road and is partly _______ for the number of reunion tours for bands that broke up or retired from rocking out decades ago. The give and take between music and _______ has brought us to a unique moment in history. It's a bit of a double-edged microphone. Hey man you wanna hear stairway to heaven? I've heard it. Classic musicianship is waning in popularity as

_____and rappers are focusing more and more on the other keyboard.

Yo check it out the tech to emulate the new ________ heroes. It's readily available to every kid with a laptop tablet or smartphone. Oh yeah girl it's a marketable artistic skill set but at what cost? I don't really know how to play an _______ or read music and the technology will _______ the need for talent and speaking of talent. Let's get out on that stage. Oh they're gonna make a lot of money and speaking of money the way artists are making it is changing in _______. The top heritage artist which is a polite way of saying old made more money overall than the top contemporary acts and when you break down how each of these artists made their money. _______ are still doing most of the heavy lifting on tour but the contemporary artists are connecting with their fans via streaming platforms in a much more lucrative way. Overall album sales have dropped over ______ percent in 2018 while audio and video music streams jumped more than 35 percent setting a record high of over _______ streams as these progresses and at 100 billion will not an official stack as it's likely to continue the heritage artists and their fans will need to adapt or be left behind. This video is ________ by our PBS series reconnecting roots visit reconnectingroots.com.

K-State English Language Program

Name: ____

Date: _____

Directions: Choose a partner. Then person A will Read Part 1 of the dictation. Person B will fill in the missing words. For Part 2, person B will read part 2 and person A will complete the missing words.

Part 2 (Person B Reads)

The one they didn't see coming was the digital one. CDs plus PCs spelled trouble for the industry making it easy to copy the audio files, compress them to mp3s, and share all your music files with the world. Naturally sales plummeted. Silicon Valley was to blame and they were also ready to save the day with legal options for downloading records. Single cells quickly adjusted but album sales were no longer profitable for labels or artists. The drop in income from album cells has kept artists busy on the road and is partly responsible for the number of reunion tours for bands that broke up or retired from rocking out decades ago. The give and take between music and technology has brought us to a unique moment in history. It's a bit of a double-edged microphone. "Hey man you wanna hear stairway to heaven?" "I've heard it." Classic musicianship is waning in popularity as contemporary pop stars and rappers are focusing more and more on another keyboard.

Yo check it out the tech to emulate the new musical heroes. It's readily available to every kid with a laptop tablet or smartphone. Oh yeah girl it's a marketable artistic skill set but at what cost. I don't really know how to play an instrument or read music and the technology will eliminate the need for talent and speaking of talent. Let's get out on that stage. Oh, they're gonna make a lot of money and speaking of money the way artists are making it is changing in 2018. The top heritage artist which is a polite way of saying old made more money overall than the top contemporary acts and when you break down how each of these artists made their money. Heritage artists are still doing most of the heavy lifting on tour, but the contemporary artists are connecting with their fans via streaming platforms in a much more lucrative way. Overall album sales have dropped over 18 percent in 2018 while audio and video music streams jumped more than 35 percent setting a record high of over 534 billion streams as these progresses and at 100 billion will not an official stack as it's likely to continue the heritage artists and their fans will need to adapt or be left behind. This video is inspired by our PBS series reconnecting roots visit reconnectingroots.com.

K-State

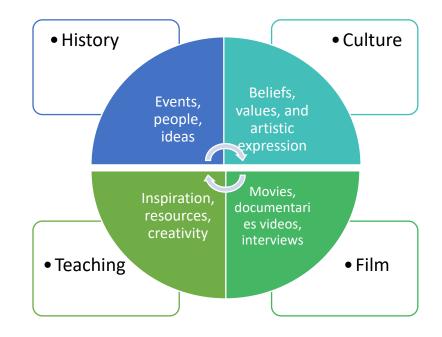
English Language Program

Part 1 (Person A Reads)

Broadcasting music created larger ______ for artists. Radio stations would create programs based on musical genres and ultimately creating entire ______ to serve these expanding niches. Minority groups were elevated especially ______ communities by showcasing their music and giving them a greater sense of identity. The ______ of rhythm and blues led to important labels like chess in Chicago and stacks in Memphis that saw the potential for a market when it shook rattled and rolled into the mainstream by a great white hunk rockabilly producer. Sam Phillips was searching for a way to combine the various being recorded in a studio, but his big discovery was Elvis Presley. Transistors took radios out of living room furniture and onto the streets allowing ______ to listen to what they wanted to hear and what they wanted to hear was rock and roll the combination of sensational disc jockeys and record labels targeting youth created a hysteria out of hero worship and teenage crushes eventually fueling a that expanded minds and substance abuse and amplified the call to make love not war. The ______ was also making inroads through television promotion staging artists in a three-camera setup throwing some amazing dance parties or some solid gold choreography until the music video hit the ______ selling images with the sound of new music and bringing old records into the mix sampling beats and loops paying homage and taking inspiration from their . Even the movies were selling records and so were Teddy Bears despite the ______ changes in delivery. The record industry was thriving integrated and cross-platformed CD cells at century's end were at ______ until a new sound swept across the industry for all the ______ spun up by the record industry.

U.S. History and Culture through Film Spring 2023

Instructor: Mary Wood	Email: mwood@ksu.edu
Office Location: Fairchild 307	Office hours: Mon -Fri 12:30-1:15, 2:45-3:30
Class Location: Fairchild 203	Class Schedule: Mon-Friday 1:15-2:45PM



Course Description:

In this course you will watch films, documentaries and videos related to different aspects of U.S. culture and set in different periods of U.S. history. The viewing experience will be supported with a short lecture on the period in history, vocabulary study, readings and videos on cultural and historical topics, classroom discussion, and reflection on how the historical and cultural content can be integrated into your own English classroom, and short written and oral assignments. In addition to the films, we will use a variety of resources available online at no cost. Throughout the course, you will consider which resources might be useful for your teaching context.

Course Materials:

Participants will need a pen or pencil for taking notes.

A binder or folder to keep handouts in

A computer (personal or from the ELP lab) for assignments

Expectations:

- 1. Come to class on time and be ready to actively participate (in English!)
- 2. If you are sick, e-mail us. Talk with a fellow attendee or email the instructor to find out what you missed.
- 3. Cell phones, iPods or other electronic devices <u>MUST BE ON SILENT</u> during class. They should be kept in your backpack or bag unless we are using them for class.
- 4. You are not allowed to video record, photograph, or audio record this class without prior permission from the instructor and written permission of classmates.

Learning Outcomes:

U.S. History and Culture through Film Student Learning Outcomes			
A participant who has successfully completed this course can	Assessments		
demonstrate knowledge of U.S. culture and history related to the	notes, homework, teaching reflection,		
topics of diversity, immigration, freedom and civil rights and the	cultural reflections, quizzes		
pioneer spirit.	_		
demonstrate an ability to identify key events in U.S. history.	homework, quizzes		
demonstrate an ability to express how events in U.S. history	notes, homework, teaching reflection,		
affect the current U.S. culture.	cultural reflections, quizzes		
explain events in U.S. history in informal discussion skills in	in-class discussions		
English			
demonstrate an ability to compare events in U.S. history and	cultural discussion		
culture to similar events in Brazilian history and culture			
demonstrate an ability to integrate their knowledge of U.S.	teaching reflection		
culture and history into their own English teaching.	-		

Grading formula:

- 30% Homework (pre-viewing vocabulary guides, vocabulary review.)
- 10% Teaching Reflections
- 20% Cultural Reflections
- 40% Weekly Quizzes

Grading Scale:

70% - 100%: Pass 0% - 69%: Fail

Participation:

In order to fulfill the requirements of your program, you need to attend 180 total hours of class. We will track your attendance and report days missed to IIE.

Classwork:

Class activities will not be graded directly. However, you will use the information in homework assignments, reflections, and quizzes. The in-class information will impact your grade.

Homework:

Homework will be assigned at the end of every class to prepare for the next day. The assignment and due date that will be given in class and posted on Canvas. Do the homework carefully and thoughtfully.

Assignments and Activities:

Task	Where / when	Required / optional	Assessment
Select videos, films etc.	In class	Required	quiz
History lectures / notes	In class	Required	quiz
Vocabulary Guides	Homework/in class	Required	ungraded
Vocabulary Review	Homework	Required	graded
Culture Reflections	Homework	Required	graded
Teaching Reflections	Homework	Required	graded
Additional readings / videos	Optional	Optional	ungraded

Lectures:

Lectures will give you a background to the historical and social events of the films and videos. Some of the lectures may contain short videos. During the lectures, you will get a handout of the PowerPoint for the lecture. You will use this handout to take notes on and use your notes for homework and quizzes.

Films, Videos and Documentaries:

These will show you in a dramatic way the events, values, and themes we will be discussing. All of the films and documentaries will be shown in class. You may be assigned a video for reflection assignments, which you would do at home. Themes, ideas, and information from the films, documentaries and videos will show up in the quizzes.

Vocabulary Guides:

Vocabulary guides will be given for each module we do. They will include the word forms, collocations, synonyms and connotations (when appropriate). You will be assigned a vocabulary guide for each module. You will give a definition for each word that you will find helpful in understanding the films, videos, lectures etc. that we do in class. These will not be graded. We will go over them in class for questions. If you want to collaborate on the Vocabulary guides that is OK.

Vocabulary Reviews:

Once we have discussed the Vocabulary Guides in class, you will get a vocabulary review, which you will do as homework. This will help you better learn and retain the vocabulary. These will be graded. These should be done on your own. They will show you how well you have learned the vocabulary and will let you know which words you might want to practice a little more

Teaching Reflections:

The teaching reflection is a way for you to think about how you might incorporate some of the ideas, themes, and activities from class in your own teaching. There will be 2 teaching reflections. The assignments and grading rubric will be discussed before being assigned. You will have a week to do the reflection.

Cultural Reflections:

You will have a total of 3 cultural reflections. The cultural reflections are a way to reflect on how the history/culture of the United States is similar or dissimilar to the history/culture of Brazil. The assignments will differ a little from one to the next. The assignments and grading rubric will be discussed before being assigned.

Quizzes:

You will take quizzes at the end of each module (about one quiz per week). The quizzes will cover the historic events that were discussed and the films / videos that we watched. You will be allowed to use any notes that you have taken on the quiz. No make-up quizzes will be allowed.

Late work and make-up policy:

- The date and time an assignment is due will be posted on Canvas.
- Late assignments will be accepted up to 24 hours after it is due, but you will lose half (1/2) of the points. If you are sick, homework will be accepted up to 24 hours after you return to class.
- If you miss a quiz, you will get a score of 0. There is no make-up.

Module 1 Task List (revised) Task		Grade	Assigned	Due Date
IdSK			-	Due Date
		Category	date	
Pre-test	1/24			
Course Syllabus	1/24			
Vocabulary Guide	1/24	Ungraded	1/24	1/25
Cultural Reflection 1 – Group Video Assignment	1/24	Graded	1/24	2/2
Notetaking (Optional) pp. 54-57 from Academic Encounters	1/24			
Lecture / notetaking on the Colonial Period	1/25	Quiz		
"Last of the Mohicans" (00-20)	1/26	Quiz		
"Last of the Mohicans (20-110)	1/27	Quiz		
Revolutionary War Lecture	1/30	Quiz		
"The Patriot" (0-20)	1/27	Quiz		
Vocabulary Review	1/27	Graded	1/27	1/30
"The Patriot" (20-1:20)	1/30	Quiz		
"The Patriot (1:20-1:65)	1/31	Quiz		
Declaration of Independence (video)	1/31	Quiz		
Constitution and the Bill of Rights (video)	1/31	Quiz		

History and Culture through Film PDPI January 2023

Colonization of America

Daily Plan

- Questions on the Course Policy
- Canvas and The Reflection Video List
- Review Vocabulary Guide
- Homework Vocabulary Review
 - Graded
 - Individual Work
 - Due 1/27
- Lecture on American Colonization / Notetaking practice
- "Last of the Mohicans" pt 1

Course Policy

• Main Points

Expectations

Course Materials:

- Participants will need a pen or pencil for taking notes.
- A binder or folder to keep handouts in
- A computer (personal or from the ELP lab) for assignments

Expectations:

- Come to class on time and be ready to actively participate (in English!)
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Grading formula:

- 30% Homework (pre-viewing vocabulary guides, vocabulary review.)
- 10% Teaching Reflections
- 20% Cultural Reflections
- 40% Weekly Quizzes

Grading Scale:

90% - 100%:	Α
80% - 89%:	В
70% - 79%:	С
60%-69%	D
0% - 59%:	F

Task	Where / when	Required / optional	Assessment
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Culture Reflections	Homework	Required	graded
Teaching Reflections	Homework	Required	graded
Additional readings / videos (including notetaking from	Optional	Optional	ungraded
Academic Encounters)			

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Assignments

- I will give handouts. However, I will give only one handout to each person . If you lose your handout, you can go to Canvas and print it out.
- Canvas

https://www.k-state.edu/elp/engagement/special-programs/PDPI-2023.html

History and Culture through Film PDPI January 2023

Colonization of America

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Teaching Reflections	Homework	Required	graded
Additional readings / videos (including notetaking from	Optional	Optional	ungraded
Academic Encounters)			

Late Homework and Make-up Policy

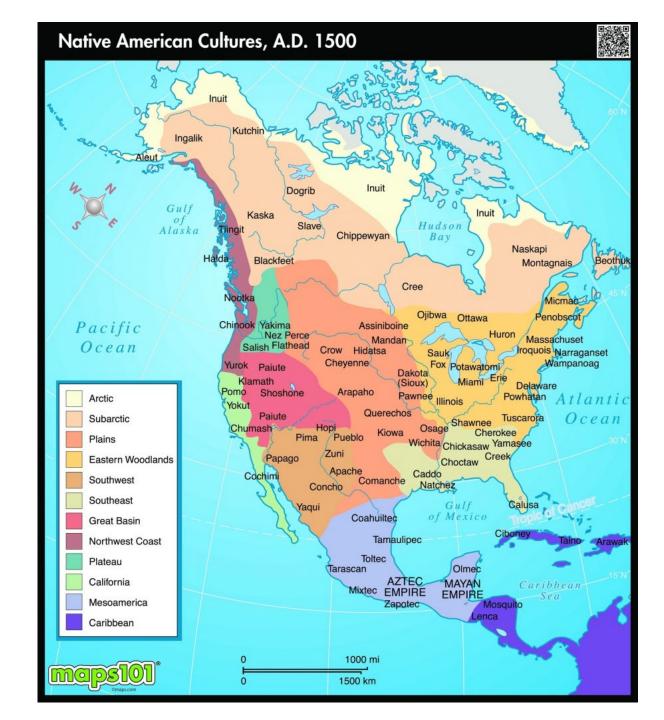
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Before the American Colonies



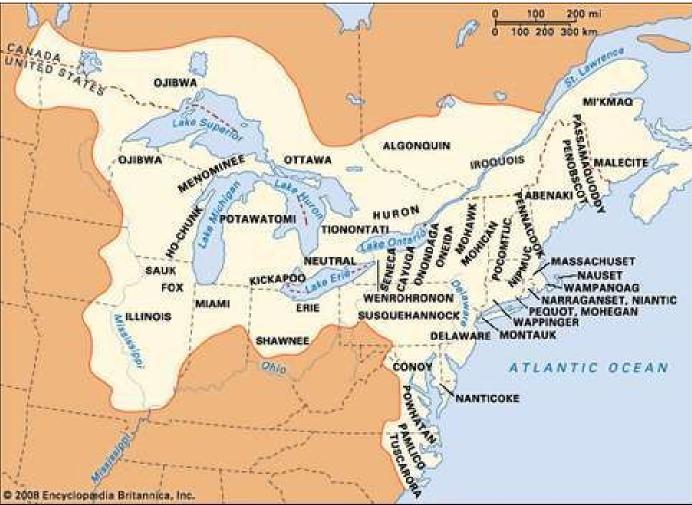
Indigenous People and the Europeans

- 1492
- 1492 1587
- 1687-1620
- 1622

Wampanoag (423) America Before the Pilgrims - YouTube (5:07)

Indigenous Groups that figure into our Films / lectures

Iroquois Nations Cayuga Mohawk Onondaga Oneida Seneca Tuscarora Enemies of the Iroquois Huron Algonquin Abenaki Ottawa Ojibwa



Iroquois Nation

• Mohawk, Cayuga, Onondaga, Oneida, Seneca, Tuscarora

• Status in the colonial period

• Influence on Colonies

European Colonization



First British Colonies

• Lost Colony of Roanoke

• Jamestown

• Plymouth

THE ORIGINAL 13 COLONIES

1620-1732 Immigrants and Settlers

1-VIRGINIA (1607) 2-MASSACHUSETTS (1620) 3- NEW HAMPSHIRE (1623) 4-NEW YORK (1625) (1664) 5-MARYLAND (1632) 6-CONNECTICUT (1636) 7-RHODE ISLAND (1636) 8-DELAWARE (1638) 9-NORTH CAROLINA (1663) 10-NEW JERSEY(1664) 11-SOUTH CAROLINA (1664) 12-PENNSYLVANIA (1681) 13-GEORGIA (1732)



Reasons for the Establishment of Colonies

- Maryland (Catholics), Pennsylvania (Quakers), Massachusetts and Connecticut (Puritans)
- New York and New Jersey
- Virginia, Plymouth Company in Maine
- New Hampshire
- South Carolina
- North Carolina from Virginia, Delaware from Pennsylvania
- Georgia

Reason People Came

- 1.
- 2.
- 3.
- 4.
- 5.

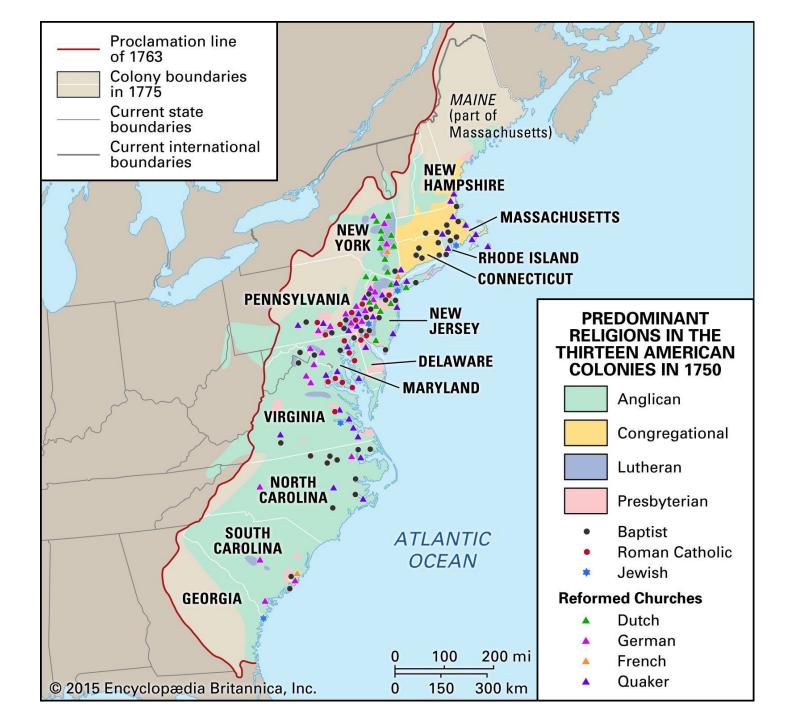
How People Came

- Free men:
- Criminals:
- Indentured Servants:
- Slaves

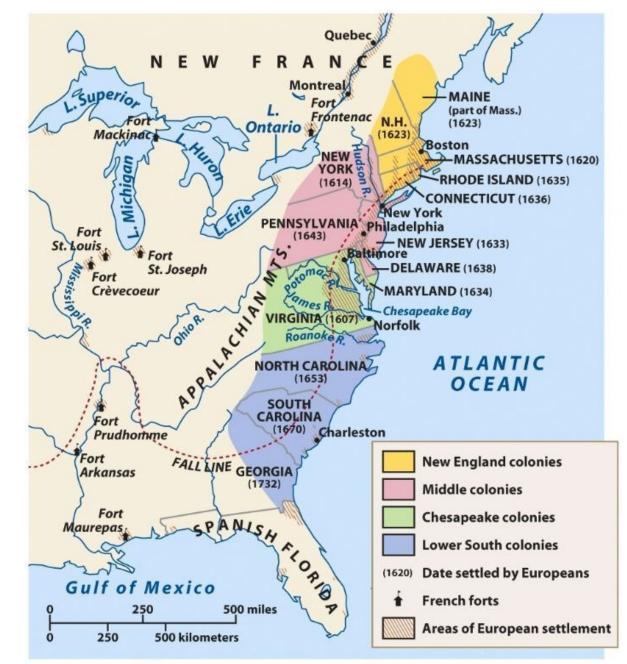
Patterns of Settlement



Predominant Religions



French and Indian War (the Seven Year War)





French and Indian War (Seven Year War) (backdrop for "The Last of the Mohicans"

- England and France
 - •
- Alliances
 - Iroquois Nations
 - Cherokee
 - Algonquin, Abenaki, Huron, Ottawa, Ojibwa
- Treaty of 1765

Proclamation of 1763



End of Lecture

Last of the Mohicans Preview

• Based on a novel by James Fennimore Cooper (in Resource List in Canvas)

Module 1 American Colonization and Birth of a Nation Resource list

- Themes you will hear
 - Taxation without representation
 - Indentured servants
 - French vs. English fight for territory
 - Colonists vs. English local vs English governments
 - Native Americans What relationship did the Native American have with
 - The English
 - The French
 - The colonials

Your Orders (amazon.com)

American History and Culture through Film Spring 2023

1763-1776 Events Leading to the American Revolution

Daily Plan

Canvas Film & Culture (instructure.com)

Announcement Resource List Uploaded lecture

- Vocabulary
- Break
- "Last of the Mohicans"
- Lecture
 - For more help pp.54-57 in Academic Encounters has some notetaking strategies

Last of the Mohicans Preview

• Based on a novel by James Fennimore Cooper (in Resource List in Canvas)

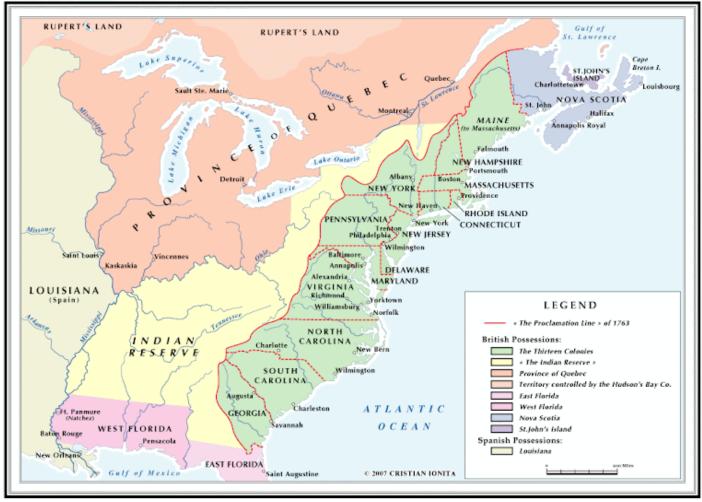
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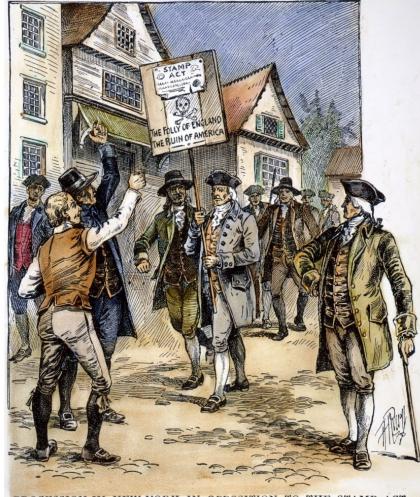
Your Orders (amazon.com)

Proclamation of 1763

THE THIRTEEN COLONIES IN 1775







PROCESSION IN NEW YORK IN OPPOSITION TO THE STAMP ACT.

1770 Boston Massacre

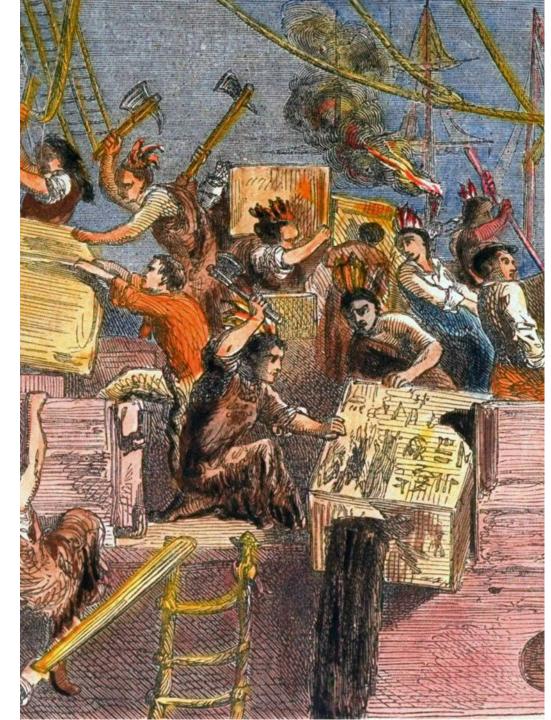


happyBoston! fee thy Sons deplore, - hallowd Walks beineard with guiltlefs Gore le faithlefs P-n and his favage Band h murdious Rancour ftretch their blook ce fierce Barbarians grinning oer their I

H fealding drops from Rage from AnguithWring But know Fare fummons to that awful Goo peecher's Sorrows lab'ring for a Tongue Where Justice finps the Mund'rer of his Sor a weeping World can ought appeale Should venalC-ts the fandal of the Lane plain twe Ghofts of Victims fuch as thefe: Snatch the relented Svillain from her Hand the Patriot's copious Tears for each are field. Keen Executions on this Plate inferibd 1 glorious Tribute which embalms the Dead . Shall reach a Junge who never can be bril

The unhigging . Inflorence one left - Sant GRAY Sant Maverick, JANIS CALDWELL CRISPUS ATTUCKS & Part Ca Rilled Ofer wounded two of them (CHRIST MONK & JOHNCLARK) Mortally

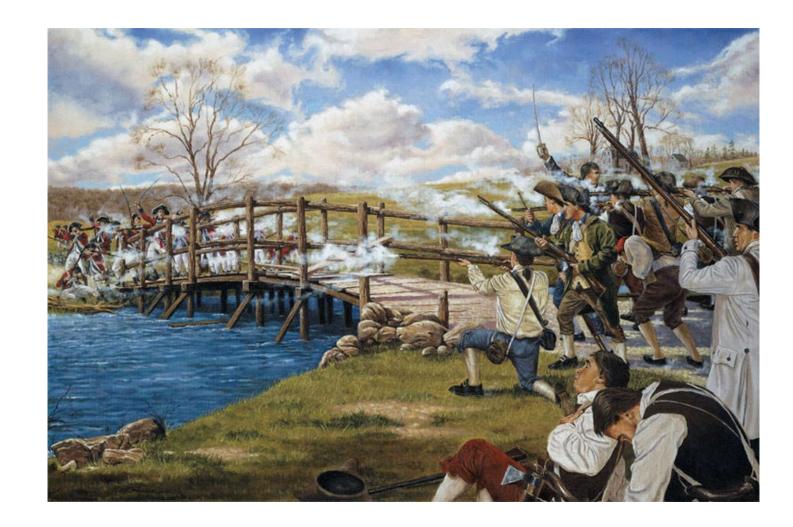
1773 Boston Tea Party



1774 Coercive Acts



1776 Lexington and Concord



1763-1776 Events leading to the American Revolution

1. Treaty of 1673

a.

2. Stamp Act 1765 –

a. Tax on

b.

_

c.

- d.
- e.
- 3. Townsend Acts 1767

a.

- b.
- 4. Boston Massacre 1770
 - a.
 - b.

 - c.
 - d.
- 1)
- 2)
- 5. Tea Act of 1773

a.

- b.
- c.
- 6. Coercive Acts 1774
 - a.
 - b.
 - c.
 - d.
 - е.
 - f.
- 7. Lexington and Concord 1775
 - a.
 - b.
 - .
 - 1)
 - 2)
 - с.
 - d.
 - J.
 - e.

			Vocabulary Chart for "Last of the N			
Noun	Verb	Adjective	Synonym	Your Definition	Connotation	Collocations / Idioms
Battle	Battle		Fight			The battle of Bunker Hill
						Go into battle
Blood		Blood				Blood brother, related by blood
						Blood feud / vengeance
Brutality		Brutal	Cruel			Brutality of war
						Brutal treatment of prisoners
Burial	Bury	Buried				Bury the dead
						Bury the hatchet
Cause			A belief or outcome that you			The cause of freedom
			believe in			Fight for a cause
Chauvinism / ist		Chauvinistic	Narrow-minded, prejudiced			Chauvinistic remark / view
Colony	Colonize	Colonized	Settler / Settlement			Colonial militia
Colonist		Colonial				Colonial settlements
						The English colonies
Commerce		Commercial	Business			Engage in commerce
						Commercial ventures
Crown	Crown		King			Supporters of the crown
			French / English fathers			
			His Majesty			
Dispatch	Dispatch	Dispatched	Send			Send a dispatch
						Dispatch documents
Federation		Federal				Federal government
Federacy						Iroquois Federation
Feud	Feud	Feuding	Personal fight			Blood feud
Freeman	Free	Freed				Slaves were freed by their
						masters
						A freeman was not a slave
Fort	Fortify	Fortified				Fort McHenry
Frontier		Frontier				Frontier settlements
Frontiersmen						Frontier forts
Hatchet			Axe			Bury the hatchet
			Weapon			Hatchet is bright / covered with
						blood
Indenture	Indenture	Indentured				Indentured servant
		Indigenous	Indians			Indigenous peoples
Levy	Levy					Military levy
,	,					Levy money / men for a purpose
Loyalty		Loyal				Loyal subjects
Loyalist		- , -	Supporter, Tory			Loyalist to the crown

Militia				Colonial militia / levy
				Militia service
Mohawk		Mohican		Last of the Mohicans
Rebellion	Rebel	Rebellious		A rebellious person
Rebel				A rebel cause
Principle		Principles	Values or beliefs	A man of principle
Reinforcements	Reinforce	Reinforced		Ask / send for reinforcements
Representative Representation	Represent			House of representatives
Scout	Scout		Guide	An army scout
Sedition			Treason	Commit treason
				Be guilty of sedition
				An act of sedition / treason
Service	Serve			Military / militia service
Servant				Serve the crown
				Indentured servant
Settler	Settle	Settled		A frontier settlement
Settlement				
Slave	Enslave	Enslaved		Slave trade
Slavery				
Subject	Subject			Subject of the crown
Tyrant	Tyrannize	Tyrannical	Dictator	Tyrannical king
Tyranny				
Tax	Тах	Taxed		Pay taxes
Taxation				Impose a tax on
				Taxation without representation
Uprising			Rebellion	
Vengeance			Revenge / punishment	Seek vengeance
War		Warring	Fight	War party

Words that refer to people from the following groups:

<u>English / British</u>	American Colonists supporting English	American Colonists Fighting England	Native Americans	African Americans
Redcoats	Loyalists	Rebels	red men (derogatory)	slaves
Regulars / Dragoons (soldiers)	Tories	Patriots	Indigenous people	Freemen
		Continentals (soldiers)	Indians	blacks or negroes (historic)
		Founding fathers		

Vocabulary Chart for "Last of the Mohicans" and "The Patriot"							
Noun	Verb	Adjective	Synonym	Your Definition	Connotation	Collocations / Idioms	
Battle	Battle		Fight	Something you win or lose,		The battle of Bunker Hill	
				war		Go into battle	
Blood		Blood		Liquid that runs in our		Blood brother, related by blood	
				veins, related to family		Blood feud / vengeance	
Brutality		Brutal	Cruel	Violent, aggressive,		Brutality of war	
				offensive,		Brutal treatment of prisoners	
Burial	Bury	Buried		Put in the ground		Bury the dead	
				_		Bury the hatchet	
Cause			A belief or outcome that you	A belief or goal you		The cause of freedom	
			believe in	support		Fight for a cause	
Chauvinism / ist		Chauvinistic	Narrow-minded, prejudiced	Bigoted,		Chauvinistic remark / view	
Colony	Colonize	Colonized	Settler / Settlement	A new place to live		Colonial militia	
Colonist		Colonial				Colonial settlements	
						The English colonies	
Commerce		Commercial	Business	trade		Engage in commerce	
						Commercial ventures	
Crown	Crown		King			Supporters of the crown	
			French / English fathers				
			His Majesty				
Dispatch	Dispatch	Dispatched	Send	Send people or messages		Send a dispatch	
						Dispatch documents	
Federation		Federal		Government composed of		Federal government	
Federacy				states or regions		Iroquois Federation	
Feud	Feud	Feuding	Personal fight	Fight between two people		Blood feud	
		_		or families, usually long			
Freeman	Free	Freed		Not a slave, or a former		Slaves were freed by their	
				slave		masters	
						A freeman was not a slave	
Fort	Fortify	Fortified		Fort or fortification –		Fort McHenry	
				strong place for protection			
Frontier		Frontier		New "wild" place, a place		Frontier settlements	
Frontiersmen				not settled		Frontier forts	
Hatchet			Axe			Bury the hatchet	
			Weapon			Hatchet is bright / covered with	
						blood	
Indenture	Indenture	Indentured		Under contract to serve		Indentured servant	
				for 7 years			
		Indigenous	Indians			Indigenous peoples	

Levy	Levy			Raise to collect but for a	Military levy
				purpose	Levy money / men for a purpose
Loyalty		Loyal		Faithful, support, opposed	Loyal subjects
Loyalist			Supporter, Tory	to a rebel	Loyalist to the crown
Militia				Army group of ordinary	Colonial militia / levy
				people, civilians	Militia service
Mohawk		Mohican			Last of the Mohicans
Rebellion	Rebel	Rebellious		Want to change the	A rebellious person
Rebel				"status quo"	A rebel cause
Principle		Principles	Values or beliefs	Strong belief, fundamental truth. Ideals	A man of principle
Reinforcements	Reinforce	Reinforced		To make stronger, to get more soldiers	Ask / send for reinforcements
Representative Representation	Represent			Spokesman, congressman	House of representatives
Scout	Scout		Guide	Tracker leader guide	An army scout
Sedition	Scoul			Tracker, leader, guide Cause rebellion	Commit treason
Sealtion			Treason	Cause rebellion	Be guilty of sedition
					An act of sedition / treason
Service	Serve			Servitude = slavery	Military / militia service
Servant	Serve			Servicule – slavery	Serve the crown
Servitude					Indentured servant
Settler	Settle	Settled			A frontier settlement
Settlement	Jettie	Settled			A nontier settlement
Slave	Enslave	Enslaved		Person "owned by another	Slave trade
Slavery					
Subject	Subject			Under the rule of,	Subject of the crown
				supporter	
Tyrant Tyranny	Tyrannize	Tyrannical	Dictator	Cruel ruler	Tyrannical king
Тах	Тах	Taxed		System of making people	Pay taxes
Taxation				pay taxes	Impose a tax on
Uprising			Rebellion	insurgence	Taxation without representation
Vengeance			Revenge / punishment	Make someone pay	Seek vengeance
War		Warring	Fight		War party
Words that refer	to people from		U U	I	
English / British			•	erican Colonists Fighting England Native Amer	icans African Americans
Redcoats		Loyalists	Ret		
Regulars / Dragoc	ons (soldiers)	Tories		riots Indigenous p	
Regulars / Dragoo	ons (solaiers)	iories	Pat	riots Indigenous p	eople Freemen

Continentals (soldiers)

Indians

blacks or negroes (historic)

History and Culture through Film PDPI January 2023

1776 The Declaration of Independence

1776-1783 American Revolution

1776 – Beginning of the American Revolution

Patriot and Loyalist Support for the American Revolution - History in Charts

Loyalists (wealthy, British and Anglican) fled during or just after the war changing the demographics of the U.S.

Loyalists, Fence-sitters, and Patriots [ushistory.org]

SUPPORT FOR THE AMERICAN REVOLUTION

40% Neutral

15-20% Loyalist

40-45% Support

HISTORYin**CHARTS**

The Declaration of Independence, the Constitution, and the Bill of Rights

Declaration of Independence (document)

The Declaration Of Independence, Read Aloud By NPR Staff : NPR (read aloud)

List of complaints against England as reasons for dissolving relationship

Constitution

Gave right to vote to white men who owned land

Left out women, indigenous people, people with no land, blacks (freed or slave) Did not resolve the question of slavery

Bill of Rights

First 10 amendments to the constitution

(14) Learn About the U.S. Constitution and the Bill of Rights - YouTube

Module 1 Colonialization and Birth of a Nation Take Home Quiz Cultural Reflection 2 Due Monday

- 1. Colonialization Patterns (3 pts)
 - a. Describe some of the reasons people came to the American colonies.

b. Did everyone have the same experience? Explain.

c. Describe one similarity between the colonization of the U.S. and Brazil.

- 2. Governance (3 pts.)
 - a. Describe how the colonies and England each felt about governance.

b. Describe how Native American culture influenced the U.S. government.

c. Choose either 2a or 2b and describe one similarity with Brazil.

3. The U.S. Constitution and the Declaration of Independence talks about how "all men are created equal." This is a strong positive value. Give an example of where the constitution did not follow this principle. (1 pt.)

Vocabulary Practice for "Last of the Mohicans" and "The Patriot"

Directions: In number 1, put the word(s) in the blanks that you think best complete the sentences. A couple can have two words. In questions 2 and 3, read the explanation and answer the questions as best you can.

1.	colonies colonists colonized There were 13 original	crown frontier indentured	loyal militia levy in America	settlers settled settlements . These were						
	(two possible words) b	etween 1607 and 1732.	Many of the ear	ly	(two possible					
	words) came as	words) came as servants. Once they served their time, they were given some								
	money, clothes and lan	d. Many times, the land	l was on the		because land along the					
	settled coastal areas ne	ear the sea was already o	owned or very ex	pensive. Thes	e colonies were subject to					
	the to the King of England. One									
	way that the colonists	supported the crown wa	s to serve in the		during times of fighting					
	or war. Each settlement had a levy or a number of men that they had to send to the militia.									

Directions: Think about the meaning of the following words and write what you think the word(s) mean.

2. In the movie "Last of the Mohicans", there is talk of "blood". If you are "related by blood" that means that you share the same mother / father or grandparents. In the movie, Nathanial and Uncas are "blood brothers". Chingachgook says both are his sons. However, we find out that Nathaniel's parents were killed when he was very young and Chingachgook raised him. What do you think a blood brother is?

In the Movie, Magua says that he has a blood feud / vengeance against Major Monroe and his family.

What does Magua want?

 In the movie, colors can refer to or describe people. Today this is not considered polite. However, in history, these phrases were used.
 Who do you think "a gray hair" is?

Who do you think "red men" refers to?

4. In The Last of the Mohicans, Magua speaks in symbolism. He says that he pulled his hatchet to make war on Munroe's family. But his hatchet is still bright. He wants his hatchet covered with blood.

What does Magua mean when he says that his hatchet is bright?

What does Magua want to do when he says that his hatchet should be covered with blood?

Directions: Find words from the Vocabulary Word List that best fit in the blanks. Be careful of the word form!

- 5. Most colonists were loyal to the Crown up until about 1765. After this time, many colonists became dissatisfied with the British. There are several reasons for this. First, after the French and Indian War (also known as the Seven Year War in Europe), England was in debt. Therefore, the Crown imposed a number of _______ on the colonists. The two most hated taxes were the Stamp Act (requiring the colonists pay a tax on all kinds of paperwork: legal documents, mail, newspapers etc.) The second was a _______ on tea. This led to an _______ in which _______ dressed up as Indians, went on to a ship and dumped all of the tea into the water (harbor). This was known as the Boston Tea Party. Many colonists continued to remain _______ to England but more and more colonists were angry about having to pay taxes without _______. Another factor was that colonist could not move west of the Appalachian Mountains because of the peace treaty with France from the French and Indian War. As the coastal areas became crowded and land was harder to find, people wanted to move west.
- 6. Most of the early American came from Europe, particularly Britain (England, Scotland, and Ireland). But people from other countries also came for religious or political freedom, to own land, or to start over in life. Many people did not have the money to come to America, so they agreed to work for seven years for a person or company if they would pay their way to America. They were _______ servants. At the end of seven years, they would get some money, clothing and 25 acres of land. However, as land became harder to get, they wanted to move west.
- 7. In the 1600s the first ships with people from Africa arrived in America. In the beginning, there was little distinction between ________ servants and slaves. Some of them won their _______ at the end of seven years of work. However, in 1621, an African indentured servant, John Casor, claimed his freedom at the end of seven years and went to work for another man. His first employer, Anthony Johnson was a former slave / indentured servant who had won his freedom. He owned land and indentured servants as a _______. Anthony Johnson took the case to court, saying that John Casor was his indentured servant and could have his freedom. The case found in his favor and from that time on, Africans were seen as slaves and not indentured servants. This means that they could never win their freedom and their descendants (children) would also be slaves. Some owners did free their slaves and they became _______. This lead to the distinction that indentured servants would be free after fulfilling their seven years of servitude. However, slaves (and their children), could never "work" their way to freedom. This court case established slavery in America and would lead to strife for the next 400 years.

Vocabulary Practice for "Last of the Mohicans" and "The Patriot"

Directions: In number 1, put the word(s) in the blanks that you think best complete the sentences. A couple can have two words. In questions 2 and 3, read the explanation and answer the questions as best you can.

colonies	crown	loyal	settlers
colonists	frontier	militia	settled
colonized	indentured	levy	settlements
			/ / /

 There were 13 original ____COLONIES ______ in America. These were __SETTLED / COLONIZED _____ (two possible words) between 1607 and 1732. Many of the early _SETTLERS / COLONISTS _____ (two possible words) came as _INDENTURED __ servants. Once they served their time, they were given some money, clothes and land. Many times, the land was on the __FRONTIER ___ because land along the settled coastal areas near the sea was already owned or very expensive. These colonies were subject to the __CROWN _____, meaning that the people were _LOYAL __ to the King of England. One way that the colonists supported the crown was to serve in the __MILITIA ___ during times of fighting or war. Each settlement had a levy or a number of men that they had to send to the militia.

Directions: Think about the meaning of the following words and write what you think the word(s) mean.

2. In the movie "Last of the Mohicans", there is talk of "blood". If you are "related by blood" that means that you share the same mother / father or grandparents. In the movie, Nathanial and Uncas are "blood brothers". Chingachgook says both are his sons. However, we find out that Nathaniel's parents were killed when he was very young and Chingachgook raised him. What do you think a blood brother is?

In the Movie, Magua says that he has a blood feud / vengeance against Major Monroe and his family.

What does Magua want? VENGANCE AGAINST MONROE'S FAMILY. HE WANTS TO KILL THEM

 In the movie, colors can refer to or describe people. Today this is not considered polite. However, in history, these phrases were used.
 Who do you think "a gray hair" is? COLONEL MONROE (HE HAS GRAY HAIR)

Who do you think "red men" refers to? INDIANS

4. In The Last of the Mohicans, Magua speaks in symbolism. He says that he pulled his hatchet to make war on Munroe's family. But his hatchet is still bright. He wants his hatchet covered with blood.

What does Magua mean when he says that his hatchet is bright? IT HAS NO BLOOD ON IT. HE DOES NOT HAVE HIS VENGANCE YET.

What does Magua want to do when he says that his hatchet should be covered with blood?

HE WANTS TO KILL MONROE'S FAMILY

Directions: Find words from the Vocabulary Word List that best fit in the blanks. Be careful of the word form!

- 5. Most colonists were loyal to the Crown up until about 1765. After this time, many colonists became dissatisfied with the British. There are several reasons for this. First, after the French and Indian War (also known as the Seven Year War in Europe), England was in debt. Therefore, the Crown imposed a number of __TAXES___ on the colonists. The two most hated taxes were the Stamp Act (requiring the colonists pay a tax on all kinds of paperwork: legal documents, mail, newspapers etc.) The second was a _TAX___ on tea. This led to an _UPRISING___ in which __COLONISTS / REBELS___ dressed up as Indians, went on to a ship and dumped all of the tea into the water (harbor). This was known as the Boston Tea Party. Many colonists continued to remain _LOYAL___ to England but more and more colonists were angry about having to pay taxes without _REPRESENTATION_. Another factor was that colonists could not move west of the Appalachian Mountains because of the peace treaty with France from the French and Indian War. As the coastal areas became crowded and land was harder to find, people wanted to move west.
- 6. Most of the early American came from Europe, particularly Britain (England, Scotland, and Ireland). But people from other countries also came for religious or political freedom, to own land, or to start over in life. Many people did not have the money to come to America, so they agreed to work for seven years for a person or company if they would pay their way to America. They were _INDENTURED____ servants. At the end of seven years, they would get some money, clothing and 25 acres of land. However, as land became harder to get, they wanted to move west.
- 7. In the 1600s the first ships with people from Africa arrived in America. In the beginning, there was little distinction between __INDENTURED___ servants and slaves. Some of them won their ____FREEDOM__ at the end of seven years of work. However, in 1621, an African indentured servant, John Casor, claimed his freedom at the end of seven years and went to work for another man. His first employer, Anthony Johnson was a former slave / indentured servant who had won his freedom. He owned land and indentured servants as a __FREEMAN___. Anthony Johnson took the case to court, saying that John Casor was his indentured servant and could have his freedom. The case found in his favor and from that time on, Africans were seen as slaves and not indentured servants. This means that they could never win their freedom and their descendants (children) would also be slaves. Some owners did free their slaves and they became _FREEMEN__. This lead to the distinction that indentured servants would be free after fulfilling their seven years of servitude. However, slaves (and their children), could never "work" their way to freedom. This court case established slavery in America and would lead to strife for the next 400 years.

History and Culture through Film PDPI January 2023

Revise, Breathe, Smile Adapting to your new schedules!

Daily Plan

- Grades and Homework revised
- Cultural Reflection Assignment Revised
- Cultural Shock
- Last of the Mohicans
- American Revolution Lecture
- The Patriot

Grades revised

- Last teacher who taught class used letter grades (A, B, C)
- She left her course policy
- This year changed
 - Pass / Fail
- What does this mean
 - Turn in the work and you get full credit
 - Don't turn in the work and get no credit

Reflection Assignment revised

- Still do the videos
- Still do in groups
- But no presentations
- Do simplified form
- Until Thursday, 2/2 to turn in

Notetaking revised

- Complete lecture notes in class
- Can practice notetaking or just listening. Your choice.
- Will still post the lecture on Canvas
- Will still give pages for notetaking practice from Academic Encounters

Breathe! Smile!

- Classes will be challenging; that is how we know we are learning.
- Everyone starts where THEY start. You each have your own journey.
- It is not a competition. There is no Gold, Silver, or Bronze medal
- You are (or will) experience Culture Shock.



				zation and Birth of a Nat	tion				
Movies in clas	S		t of the Mohica						
		The Pat	riot (entire mov		-	1			1
Topic	Video		Source	Article	Source	Мар	Source	Books	Important Names
Pre-colonial America	Wampanoag (423) America Before the Pilgrims - YouTube	Class	NBC News Learn			<u>Native American</u> <u>Nations Map</u> <u>Image Search</u> <u>Results</u> (yahoo.com)	motivasi.my. id		Wampanoag people
	(430) Pocahontas Official Trailer! - YouTube (430) Missing Matoaka - YouTube	Class							
Early Colonization	(14) Shocking History: William Ellison And Anthony Johnson Were Black Slave Owners - YouTube		Ethic Radio Archive Reels	What Happened to the 'Lost Colony' of Roanoke? - HISTORY	History. com	<u>Original 13</u> <u>colonies</u>	StudyLib.net		Christopher Columbus Taino people Enrique (Taino) Pocahontas Chief Powhatan John Smith
				Jamestown Colony - Facts, Founding, Pocahontas - HISTORY	History. com	Religious and National Patterns of Immigration for the 13 colonies	Redit.com		Mayflower Compact Massasoit Puritans (Pilgrims,
				<u>American Indian</u> <u>Wars: Timeline -</u> <u>Combatants, Battles</u> <u>& Outcomes -</u> <u>HISTORY</u>	History. com	Population Density of the 13 colonies	Awesomest ories.com		separatists) Tisquantum (Squanto) Anthony Johnson William Ellison John Casor Paul Revere George Washinton John Hancock Thomas Jefferson Benjamin Franklin
French and Indian War				Seven Years War	Wikipe dia	French and British Distribution	Pinterest.co. uk		
				<u>James Fennimore</u> <u>Cooper</u>	Wikipe dia	Proclamation of 1763	Pinterest.co. uk		

				Events leading to the American	History. com	<u>13 Colonies</u> (Spheres of	Latinameric anstudies.or	
				Revolution		Influence)	g	
				The Real Story of	Biograp	<u></u>		
				Paul Revere's Ride -	hy.com			
				Biography				
				Paul Revere's Ride	Poets.o			
				by Henry	rg			
				Wadsworth				
				Longfellow - Poems				
				poets.org				
				<u>War of</u>	History.			
				Independence /	com			
				<u>American</u>				
				Revolution				
	(14) Understanding	Class	U.S. Civics	Declaration of	Nationa			
	the Declaration of		Training	Independence	l Archive			
	Independence - 9				S			
	Key Concepts				Ŭ			
	Everyone Should							
	<u>Know - YouTube</u>							
	(14) Learn About	Class	Miacademy	The Declaration Of	Nationa			
	<u>the U.S.</u>		learning channel	Independence, Read	l Public Radio			
	Constitution and		charmer	Aloud By NPR Staff :	T Caulo			
	the Bill of Rights -			<u>NPR</u>				
	<u>YouTube</u>				Llisterni			
				Patriot and Loyalist	Historyi ncharts			
				Support for the	.com			
				American				
				Revolution - History				
				<u>in Charts</u>				
				Loyalists, Fence-	ushisto			
				sitters, and Patriots	ry.org			
				[ushistory.org				
	The first president	opt		Constitutional	History.			
	<u>me mat president</u>			Congresses	com			
Web sites	Over 100 of the Best	Books or	the American	Revolution – Revolution		ournal		<u> </u>
				ew York Times (nytimes		ound		
	The 20 Best TV Shows About Native Americans tvshowpilot.com							

TV Shows / Serials	TURN – Washington's Spies
	Jamestown
	The 1619 Project (TV Mini Series 2023–) - IMDb

History and Culture through Film PDPI January 2023

Expansion

Indian Removal

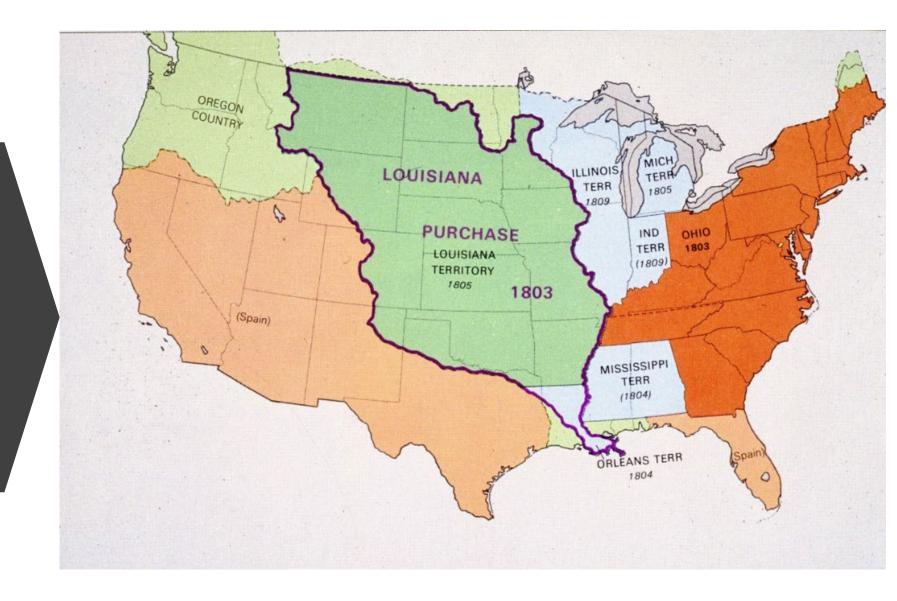
Slavery Debate

Civil War

Four Themes

- Expansion
- Indian Removal
- Slavery Debate
- Civil War

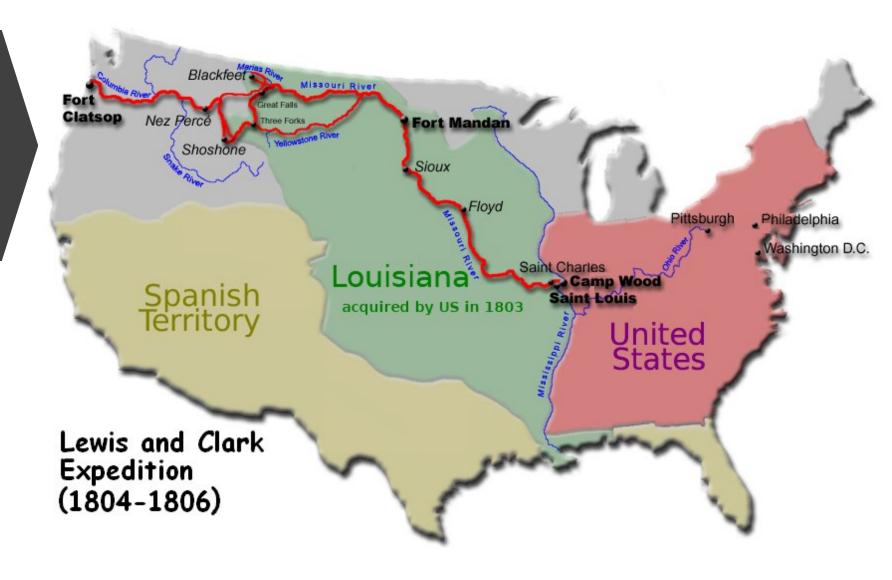
Louisiana Purchase 1803



Louisiana Purchase

- Under Thomas Jefferson
 - Better relations with other powers
 - Strengthen the young nation
- Sent an expedition
- Party helped by Indigenous Peoples along the way: Sioux, Nez Perce, Blackfeet, Shoshone (guide Sacagawea) and others

(11) Native Americans and the Lewis and Clark Expedition <u>– YouTube</u>



(11) The Otoes Meet Lewis and Clark - YouTube

New Orleans Territory 1804

- Already flourishing French and Spanish cultures
 - French 1718 1763
 - Spanish 1763 1800
 - French 1800-1803
 - U.S. 1803 –
- Creole culture vs. U.S.
 - Creole culture races / nationalities mixed socially as well as commercialy
 - U.S. culture segregated the races

<u>Creoles</u>

Philosophies

• Monroe Doctrine

(1) the United States would not interfere in the internal affairs of or the wars between European powers;

(2) the United States recognized and would not interfere with existing colonies and dependencies in the Western Hemisphere;

(3) the <u>Western Hemisphere</u> was closed to future colonization; and

(4) any attempt by a European power to oppress or control any nation in the Western Hemisphere would be viewed as a hostile act against the United States:

• Became the basis of U.S. foreign policy

Manifest Destiny

- Coined in 1845
- Said that the U.S. was 'destined by God' to spread capitalism and democracy across the entire North American continent
- Three consequences:

rapid expansion of the U.S. territory removal of the Native Americans intensification of the slavery debate

Events that played into Manifest Destiny

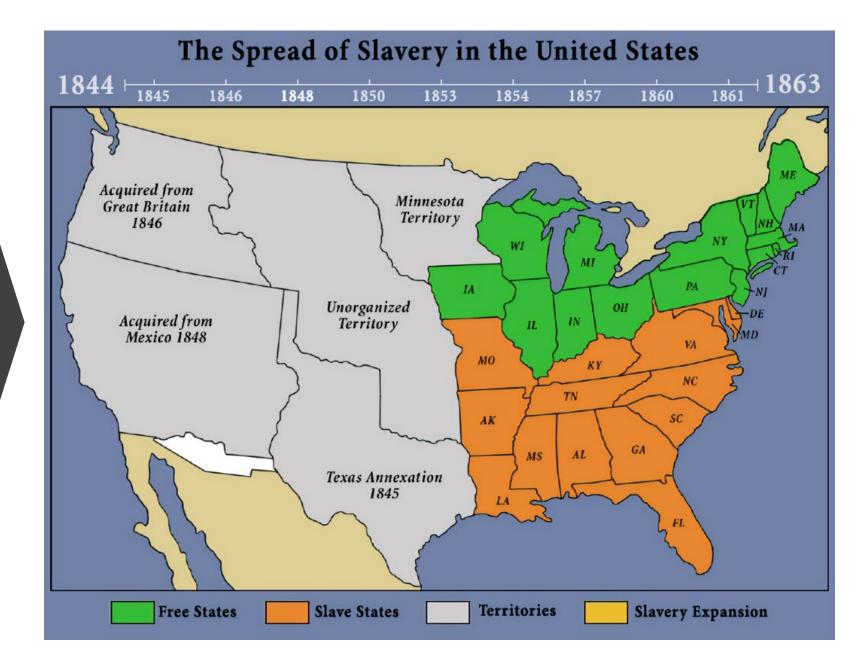
- Mexican American War
 - U.S. wanted to expand

Mexican American War

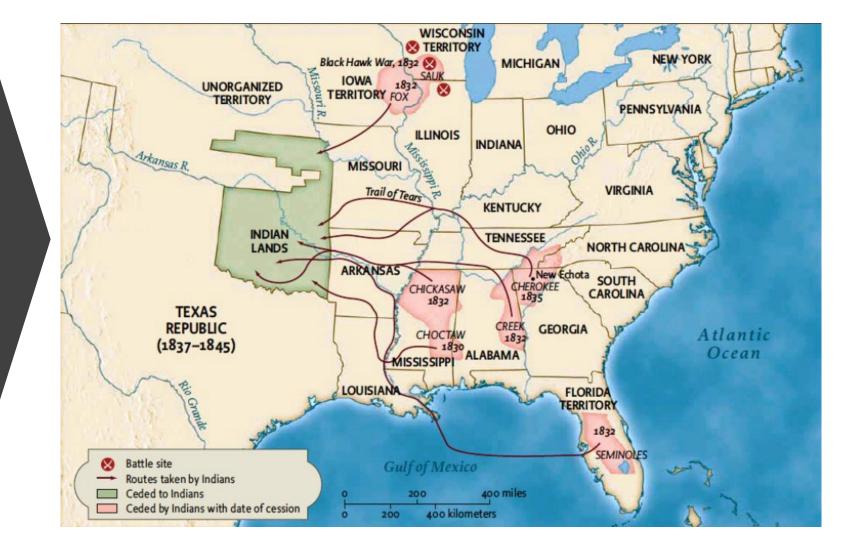
- California Gold Rush 1848
 - Gold discovered in 1848
 - People rushed there to get rich
 - Indigenous people and Spanish settlers already there

California Gold Rush

U.S. Map 1848



Indian Removal Acts 1830



Indian Removal Act 1830

- Fox and the Black Hawk War 1832
- Chickasaw 1832
- Creek 1832
- Seminole Wars

First Seminole War 1817-1818 Seminole and runaway slave rebellion <u>Seminoles and escaped slaves</u>
Second Seminole War 1835-1842 Indian removal Act
Third Seminole War 1855 – 1858 rounding-up remnants from the second war

Cherokee 1835 Trail of Tears
 <u>Trail of Tears</u>

(10) John Horse: Black Seminole Indian Leader Against Slavery – YouTube (10) John Ross, Father of the Cherokee Nation | Georgia Stories - YouTube

Continuing Debate on Slavery

- Constitution
 - Right to vote originally only to white, male land owners
 - Excluded women, Indigenous people, blacks freed or slaves
 - Not fully expanded until the 1960s
- Constitution and Slavery
 - Banned slave trade beginning 1808
 - Left it to states to regulate slavery
 - Counted slaves as 3/5 for taxation and representation purposes

Expansion's effects on the Slave debate

- Do new states come in as slave or free states?
- Changes the balance of power in the Senate where each state gets 2 senators

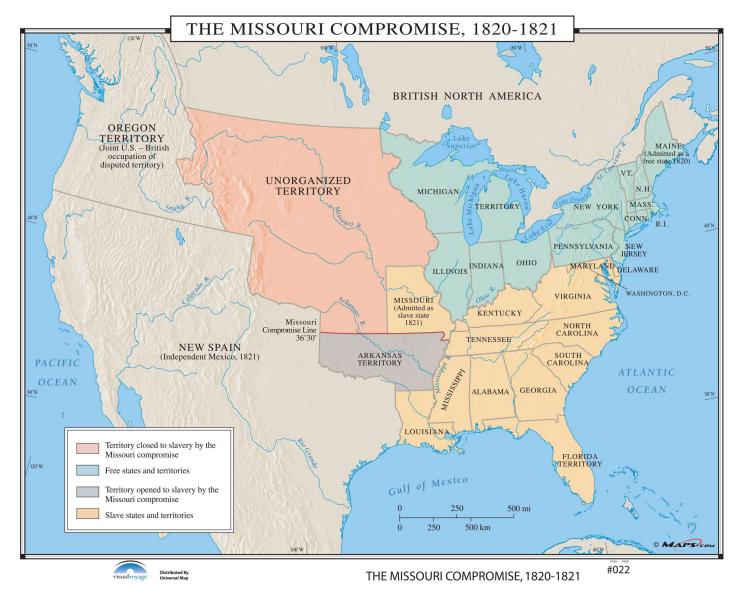
Missouri Compromise 1820

Missouri comes in as a slave state

Maine comes in as a free state

Author was Henry Clay

Missouri Compromise



Compromise of 1850

- California as a free state
- Utah and New Mexico to determine their own status
- Redefined the boundary between Texas and New Mexico
- Fugitive Slave Act
- Authors Henry Clay and Stephan Douglas

(10) The American System – YouTube Henry Clay

(10) This Place in History: Stephen A. Douglas – YouTube Stephan Douglas

The Compromise of 1850

(10) The Fugitive Slave Law - YouTube

The Underground Railroad and Harriet Tubman

- Series of people, places, and paths to lead slaves to freedom in the North
- Many of the directions through music

(10) CodedSpirituals PBS Learning Current – YouTube

(10) Eric Bibb - Follow The Drinking Gourd - YouTube (10) How The Underground Railroad Worked – YouTube

• Underground Railroad and Harriet Tubman

(11) The breathtaking courage of Harriet Tubman - Janell Hobson - YouTube

Court Cases

• Anthony Johnson vs. John Casor

Blacks are slaves not indentured servants

Amistad 1839

(11) The Amistad History – YouTube

• Dred Scott 1857

Freed slaves from a slave ship

claimed slaves not citizens of the U.S. Missouri compromise unconstitutional

(11) The Dred Scott Case - YouTube

Kansas – Nebraska Act 1854-1861 Bleeding Kansas

- Kansas and Nebraska as territories were given the right to decide to be a slave or a free state
- Abolitionists from New England and pro-slavery advocates from the south flooded Kansas in order to try to influence the decision
- Free and slave areas in Kansas
- Much blood shed
- John Brown a well-known abolitionist

Bleeding Kansas

Events Igniting the Civil War

• John Brown and the Raid on Harpers Ferry

(10) John Brown's Bloody End to Slavery - YouTube

• Lincoln elected president

(10) America the Story of Us: Lincoln | History - YouTube

• Firing on Fort Sumpter

John Stuart Curry and the Topeka Capitol

(10) Tragic Prelude Mural - YouTube

Two main themes to the Civil War

• Ending slavery

• Emancipation Proclamation

(10) The Emancipation Strategy | National Geographic – YouTube

(10) The Heroic First Black Regiment of the Civil War | Black Patriots: Heroes of the Civil War – YouTube (First Kansas) (10) How Black Union Soldiers Went from Slavery to Forever Free - YouTube

• States' rights vs. Federal Union

• Civil War 1861-1865

William Matthews(10) William Matthews, the first African-American combat officer during the Civil War – YouTubeFredrick Douglas(10) Frederick Douglass: First African American Nominated for Vice President | Biography - YouTubeRobert Gould Shaw(10) The Story of Robert Gould Shaw - YouTube

Topic	Video		Source	Article	Source	Мар	Important Names
Movies in clas		Glory			1		
Expansion	<u>The Louisiana</u> <u>Purchase</u>	Class	NBC News Learn	Era of U.S. Continental Expansion US House of Representatives: History, Art & Archives	U.S. House of Representative s	<u>1803-Louisiana-</u> <u>Purchase.jpg</u> (860×551) (mrodenberg.com)	(10) John Horse: Black Seminole Indian Leader Against Slavery – YouTube (10) John Ross, Father of the Cherokee Nation Georgia Stories - YouTube(10) The American System – YouTube (10) This Place in History: Stephen A. Douglas – YouTube Stephan
	Lewis and Clark Expedition	Opt	NBC News Learn	History of New Orleans Experience New Orleans!	Experience New Orleans.com	United States Map 1821 - Bing images	(11) The breathtaking courage of Harriet Tubman - Janell Hobson - YouTube
	(14) How America ERASED Louisiana Creoles - YouTube	Class	Louisiana French	Monroe Doctrine History, Summary, & Significance Britannica	Britannica	<u>Carte_Lewis-</u> <u>Clark_Expedition-</u> <u>en.png (849×530)</u> (wikimedia.org)	William Matthews (10) William Matthews, the first African-American combat officer during the Civil War – YouTube
	<u>California Gold</u> <u>Rush</u>	Class	History.com	Manifest Destiny - Definition, Facts & Significance - HISTORY	History.com	1848.gif (650×500) (mrlincolnandfreed om.org)	Fredrick Douglas (10) Frederick Douglass: First African American Nominated for Vice President Biography - YouTube Robert Gould Shaw (10) The Story of
	<u>Mexican American</u> War	Class	History.com				Robert Gould Shaw - YouTube
Indian Removal Act	Seminoles and escaped slaves	Class	Learn Liberty	Seminole Wars Definition, Summary, Dates, Significance, & Facts Britannica	Britannica	<u>31534.jpg</u> (1549×1244) (nationalgeographi c.org)	
	Black Hawk War	Opt	Taniafsoto				
	Trail of Tears	Class	National Park Service				
Slavery Debate	<u>Missouri</u> <u>Compromise</u>	Opt	History.com	<u>Compromise of</u> <u>1850 - Summary,</u> <u>Significance & Facts</u> <u>- HISTORY</u>	History.com		

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				<u>(nps.gov)</u>			
	The Compromise	Opt	NBC News				
	<u>of 1850</u>		Learn				
	Kansas Nebraska	Opt	NBC News				
	Act		Learn				
	Bleeding Kansas	Opt	History.com				
	Dred Scott	Opt	History.com				
	<u>Decision</u>						
	Harper's Ferry	Opt	Smithsonian				
	Quantrill's Raid	Opt	History.com				
	<u>Documentary</u>						
	(10) The Fugitive	Opt	NBC News				
	<u>Slave Law -</u>		Learn				
	<u>YouTube</u>						
	<u>(10)</u>	Class	PBS				
	CodedSpirituals		Learning				
	PBS Learning						
	<u>Current – YouTube</u>						
	(10) Eric Bibb -	Opt	Riddle films				
	Follow The						
	Drinking Gourd -						
	YouTube						
	(10) How The	Class	Secondhand				
	Underground		topics				
	Railroad Worked –						
	YouTube						
	(10) John Brown's		NBC News				
	Bloody End to		Learn				
	Slavery - YouTube						
	(10) Tragic Prelude		Kansas				
	Mural - YouTube		Historical				
			Society Education				
	<u>(10) The</u>	Opt	National				
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	<u>Geographic –</u>				
	<u>YouTube</u>				
	<u>(10) The Heroic</u>	Opt	History.com		
	First Black				
	Regiment of the				
	<u>Civil War Black</u>				
	Patriots: Heroes of				
	<u>the Civil War –</u>				
	<u>YouTube</u> (First				
	Kansas)				
	<u>(10) How Black</u>	Opt	Smithsonian		
	Union Soldiers				
	Went from Slavery				
	to Forever Free -				
	<u>YouTube</u>				
	<u>(10) The</u>	Opt	National		
	Emancipation		Geographic		
	Strategy National				
	<u>Geographic –</u>				
	<u>YouTube</u>				
Other Movies			ith the Wind		
		Amistad			
			ate of Jones		
		Gangs of	of New York		
		Gettysb	urg		
			/ears a Slave		
Mini-series			rth and South		
		Copper			
		Roots			

Noun	Verb	Adjective	Your Definition	Connotation	Collocations / Idioms
vvvffff	Be acquainted with	-	Related to		The laws acquainted with the return of runaway slaves
Abolitionist	Abolish		Get rid of		Abolish slavery
					The Abolitionist movement
Annexation	Annex		Add territory to a city,		The annexation of Texas
			county, state or country		
Anglo			English		Anglo American
Breaking point			Point at which nothing more		The secession of the southern states was the breaking
			can be done or endured		point that led to the Civil War
Border	Border	Bordering	Boundary		The bordering states
Compromise	Compromise		To reach an agreement		They compromised on how the states would enter the
			through negotiation		Union
Condemnation	Condemn		Say or determine that		Condemn slavery
			something is bad		
Creole			From mixed heritage		Creole culture / cooking / people
			involving culture, race and		
			nationality		
	Deem		Decide or decree		Deem something is necessary, deem it to be true
Denial	Deny		Say something is not true,		Deny the truth
			refuse to give		Deny a person his/her rights
Detachment	Detach		A smaller group that breaks		A detachment of people / soldiers
			off from a larger group		A group detached itself (from the main group)
Discrimination	Discriminate	Discriminatory	Treat someone differently		Laws discriminated against freed slaves
	against		based on race, religion,		
			nationality etc.		
Drought			Time of no rain or moisture		
Emancipation	Emancipate	Emancipated	Set someone free		Lincoln emancipated the slaves
Encroachment	encroach	Encroaching	Enter someone's territory		People encroach upon native wildlife's' habitat
					The settlers encroached on Native American lands
		Egalitarian	Treating people as equals		An egalitarian society
Exodus			Lots of people leaving or		The exodus of the Cherokee from their lands
			being forced to leave		The exodus of farmers from the Midwest during the
					Dust Bowl
Exploitation	Exploit	Exploitive	Use someone or something		Planation owners exploited the slaves
			for your own purposes		Factory owners might exploit their workers
Harbor	Harbor		Safe place, to over a safe		Harbor refugees / runaway slaves
			place		
Harassment	Harass	Harassed	Bother someone		Harass a person / animal
					Sexual harassment

Haven			Habor or safe place	
Immorality		Immoral	Against the beliefs of what is	Immoral laws / treatment / acts
			right and wrong	
Impoverishment	Impoverish	Impoverished	Become poor	Impoverished workers /
				The drought impoverished the farmers
Incentive	Incentivize		Motivation	The incentive for moving west was free land
Industry	Industrialize	Industrialized	To have factories	The industrialized north vs. the rural south
Injustice		Unjust	Not fair, not according to law	Unjust treatment / laws
Integration	Integrate	Integrated	Two races living together	Integrated schools
Jurisdiction		Jurisdictional	Area over which someone	The judge has jurisdiction over legal matters.
			has control or legal authority	Jurisdictional conflict
Lottery			Contest where you win	
			something	
Allure	Lure	Alluring	Make something attractive	Gold lured people west with the hopes of wealth
Mandate	Mandate	Mandated	Declare or decree usually by	The government decreed the Cherokee had to move
			rule or law	
Negotiation	Negotiate	Negotiated	Bargain or compromise	
Outrage		outrageous	Anger over something seen	The people were outraged over taxation without
			as unjust	representation
				His action were outrageous
Petition	Petition		To get legal signatures to ask	The petitioners wanted to recall the judge
			for a legal action	Sign a petition
				He petitioned the court for custody of his child
Plantations			Large farms in the south	
			usually with slaves	
Quarter			Area of a city	The French Quarter
Ratification	Ratify		To vote for something	Ratify a law
Relinquishment	Relinquish		To give up something,	Relinquish land / rights / property
			sometimes through force	
Resistance	Resist	Resisting	To not do something	Resist arrest / a person's attentions
				Armed resistance
Roundup	Round up		To collect or gather into a	Round up cattle / the kids / people
			group	
Resolution	Resolve	Resolute	Agree formally to something	Resolve to end slavery
				The resolution to end the slave trade passed
Runaway	Run away	Runaway	Escape / escapee	Runaway slaves / children
		Rural	Country or framing area	Rural areas / south
Sanction	Sanction	Sanctioned	To decide or decree officially	Sanctioned actions
	Scramble		To move quickly and in an	The scrambled to escape the fire
			unorganized manner	

Segregation	segregate	segregated	Separate, many times	Segregated schools / buses /	
			because of race, religion, etc.		
Secession	Secede		Leave a country	The states seceded	
Sovereignty Sovereign		Sovereign	Have legal control over	Sovereignty of their land	
Toll	Take a toll on		Cause a heavy burden	The cold weather took its toll on the marchers	
Territory		Territorial	Area that is under the control of a country or state but not officially part of it	The Nebraska / Kansas territory	
Tolerance	Tolerate	Tolerant	Allowing for differences	A tolerant attitude (not) tolerate people / behavior / actions	
Transformation	Transform	Transformational	Change something into something different	The railroad transformed the west into a land of law	
Treaty			Official agreement	Peace / land treaty	
Equivocation	Equivocate	Unequivocal	To be unclear or inaccurate	He equivocated when asked if he did it He unequivocally did it. I saw him do it.	
Violation	Violate	violated	Break or go against a rule or law	Violate someone's rights / law / property / privacy	
Phrases / concep	ots		Names used during the Civil War		
Manifest Destiny			North	South	
Monroe Doctrine	2		Union	Confederacy	
Gold Rush			Yankees (Yanks)	Confederates	
Jim Crow Laws		Union soldiers	Rebels (Rebs)		
Seismic shift			Blue	Gray	
Separate but equ	ial				
Strike it rich					
Thin ice					
Underground rail	road				

Vocabulary Review Modules 1 and 2 Answers

NOTES:

Here are some words that you can use to complete the sentences below. There may be other words from your list as well. Some can be used twice. Watch the grammar.

Abolitionist	Abolished	Emancipated
Enslaved	Harbored	Plantation
Ratification	Rebellion	Revolt
Runaway	Slavery	Secede
Uprising		

You abolish a practice or a law. You emancipate people.

Secede means to leave in a more official way with an announcement. Rebel or revolt has more the meaning of fight against. It can be with or without an announcement.

The practice of _slavery_is one of humankind's most deeply rooted institutions.

<u>Enslaved</u> Africans supplied the free labor that helped the colonies prosper. Before, during, and after the United States Revolutionary War, several of the original 13 British colonies <u>abolished</u> slavery. The agricultural-based <u>plantation</u> economy of Southern colonies like Virginia and the Carolinas required a large labor force, which was met via enslaving people of African descent.

The <u>Abolitionist</u> movement emerged in states like New York and Massachusetts. The leaders of the movement copied some of their strategies from British activists who had turned public opinion against the slave trade and slavery.

Abolitionists were a divided group. On one side were advocates like Garrison, who called for an immediate end to slavery. If that were impossible, it was thought, then the South (should – oops!) <u>secede</u> or leave the Union. Moderates believed that slavery should be phased out gradually, in order to ensure the economy of the Southern states would not collapse. On the more extreme side were figures like John Brown, who believed an armed <u>uprising</u>, revolt, rebellion of enslaved people in the South was the quickest route to end human <u>slavery</u> in the United States. Harriet Tubman was like Douglas, she too had been a <u>runaway (emancipated works</u>

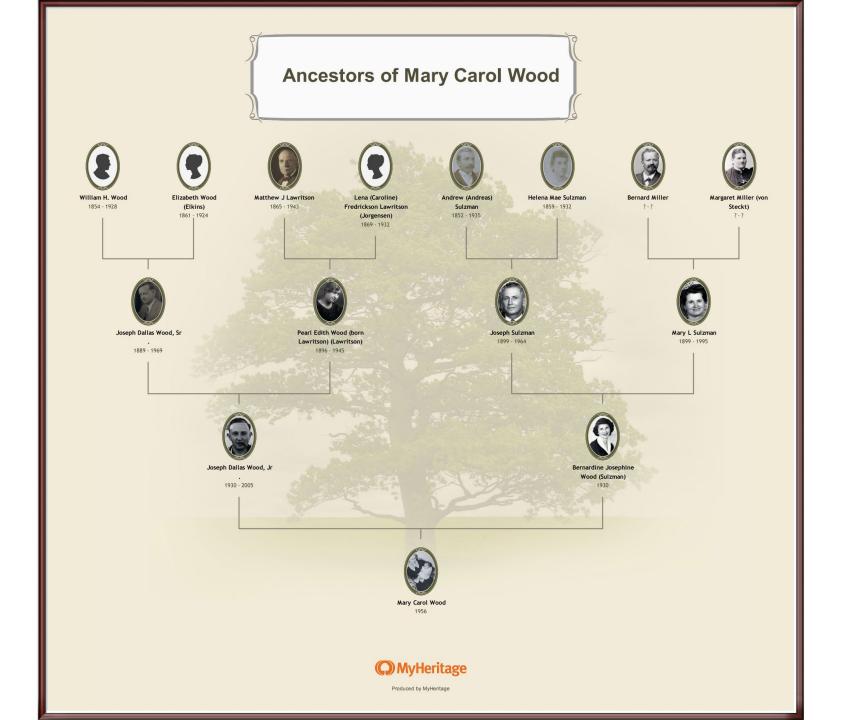
except the Emancipation Proclamation had not been issued yet) slave and became a

prominent abolitionist. She was active in the Underground Railroad, the network of safe houses and abolitionists that <u>harbored</u> escapees trying to reach freedom in the North. In the late 1850s, she assisted Brown in his planning for the <u>uprising, revolt, rebellion</u> on a federal arsenal in Harpers Ferry, Virginia.

The threat of an armed <u>uprising, revolt, rebellion</u> alarmed Americans on both sides of the debate over slavery. In the 1860 presidential election, voters chose Republican Party candidate Abraham Lincoln. The senator from Illinois opposed slavery but was cautious about supporting the abolitionists. Thirty-nine days after Lincoln's inauguration, the first shots were fired at Fort Sumter, South Carolina, which marked the onset of the U.S. Civil War. Southern states began to _secede_ one after the other. President Lincoln <u>emancipated</u> the slaves in 18 63. In 1865 the war ended and the <u>ratification</u> of the 13th Amendment formally <u>abolished</u> slavery in December 1865.

History and Culture through Film PDPI January 2023

Tapping Family Trees and Stories



Wood – Elkins Branch

- Came to America in the 1700s from England
- Always owned land
 - Virginia
 - Tennessee
 - Texas
 - Missouri
- Not rich but prosperous

Lawritson – Jorgenson Branch

- From Denmark
- Lawritson migrant farmers
 - No permanent home = no records
 - Each child was sent to America in the mid-late 1800s as soon as there was enough money
 - Youngest son and daughter arrived and then were left by brothers
- No records

Sulzman Branch

- From Germany
- Came in the late 1800s
- Settled in Kansas and Texas (for a short while)
- Few records in Europe

Miller (Mueller)

- Germany
- Mary Miller (my great grand mother) was remarkable
 - Brought children with her to America at the turn of the century (1900s)



- Mary Sulzman (my grandmother)
 - diner

Topic	Video		Source	Article	Source	Мар	Important Names
Series in class	5	1883, E	oisodes 2, 3, 4 a	and 7 (00-50)			· · ·
	(14) Schools tried	Class	PBS News	<u>Westward</u>	History.com	<u>trail west 1800s</u>	Check Cultural Reflection 3 (biography)
	to forcibly		Hour	Expansion -		Image Search	for extensive list of names
	<u>assimilate</u>			<u>Timeline, Events &</u>		<u>Results</u>	
	<u>Indigenous kids.</u>			Facts - HISTORY		<u>(yahoo.com)</u>	
	Can the U.S. make						
	<u>amends? -</u>						
	<u>YouTube</u>						
	<u>(17) Fanny: A Saga</u>	Home	BLM Oregon	Indian Wars:	History.com	map of immigrants	
	<u>of Women on the</u>	work	and Washington	Definition, Dates &		<u>to the west 1890s -</u>	
	<u>Oregon Trail -</u>		washington	Wounded Knee -		- Image Search	
	<u>YouTube</u> (20)			<u>HISTORY</u>		<u>Results</u>	
						<u>(yahoo.com)</u>	
	<u>(14) WOMEN OF</u>	Opt	Wild West	Before the Chinese	History.com	map of immigrants	
	THE WILD WEST -		History	Exclusion Act, This		<u>to the west 1890s -</u>	
	Annie Oakley,			Anti-Immigrant Law		- Image Search	
	<u>Calamity Jane,</u>			Targeted Asian		Results	
	Pearl Hart			Women - HISTORY		<u>(yahoo.com)</u>	
	(HISTORY						
	DOCUMENTARY) -						
	YouTube	Class	Create Lill-	The second second Alex	l lietem / eene	and the estimate	
	orphan trains	Class	Smoky Hills PBS	Homestead Act:	History.com	new immigration	
	<u>concordia kansas -</u>		1 00	<u>1862 Date &</u>		<u>1861 Image</u>	
	- Video Search			Definition - HISTORY		Search Results	
	Results			- HISTORY		<u>(yahoo.com)</u>	
Other movies	<u>(yahoo.com)</u>	For and	Διμοι				
		Far and Heaven'					
			Jnchained				

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Wizard of Oz as Allegory

Bimetallism

- Gold and silver both used as money from before the Civil War
- Ratios between the two metals was fixed
- After the Civil War silver was higher than the established ratio
- William Jennings Bryan wanted "free silver" The government would take silver and make the coins for free
- Loans then could be negotiated in gold (more expensive) but paid off in silver (cheaper)

Symbols

Scarecrow	farmer	no brains	but actually shrewd
Tim Woodman	working man (part of a heartless machine)	no heart	but very empathetic
Cowardly Lion	William Jennings Bryant	all bark no bite	but influential
Wizard of Oz	Federal government	required payment for services	"kill the wicked witch"
Dorothy	innocence, bravery		
Dorothy's shoes silver	silver standard		
Yellow brick road	gold standard		

Significance

- Iconic movie everyone knows it
- Judy Garland child actor, tragic ending, overworked
- "Somewhere over the Rainbow"
- First movie to use color
- Famous phrases:

"Toto, I don't think we are in Kansas anymore" "There's no place like home"

Noun	Verb	Adjective	Vocabulary Guide for 1883 Synonym / Definition	Collocations / Idioms			
Bandit	Verb	Aujective	Outlaw, someone who does not follow the law	A band of bandits			
		Roggy	Wet, covered with water or mud, easy to get stuck in a	Boggy riverbank			
Bog		Boggy					
Davish			bog	Boggy ground			
Brush			Weeds, small bushes	Brush along the river			
Cholera			Contagious disease	Die of cholera			
Contagion		Contagious	Easy to spread	Contagious disease			
				Be contagious			
Disease			Illness, sickness				
Dream		Dream	Imagine, beautiful,	A dream job			
				It seemed like a dream			
Fate		Fated	Meant to be, fortune, destiny	He is fated to be alone			
				My fate is to be alone			
Gypsy		Gypsy	Migrants, people who move around, usually not				
			treated well				
Guns			Men who protect with guns, guards	Hired guns,			
Hands			Men who work with cattle or animals, cowboys	Farm hands			
				Cow hands			
	Hook		Get wounded by an animals horn	The bull hooked the rider			
Irish			Rich or well provisioned migrants	The Irish have lots of supplies			
Nightmare		Nightmarish	Bad dream, terrible time or place	A nightmarish journey			
Plow	Plow	Plowed	Break the earth in order to plant, farming	Plow hand			
-				Plow driver			
Prairie			Grassland, like Kansas				
Ration	Ration	Rationed	To control the amount of food or water in order to	Ration the food / water			
			save	Daily ration of food			
Reservation			Places where Native Americans were required to live	Indian reservation			
				Off the reservation			
Stray	Stray	Stray	Off / lost from the group	Strayed from the group[
Suay	Suay	Stray		A stray cow			
	(un)Tame	(un)Tamed	Civilized or uncivilized	A stray cow An untamed land			
at a haa in way	. ,						
Set a bee in you	r bonnet	get upset					
0 0		become an adult					
lave second tho	-	question your decision					
Be a team player	ſ	work with your group					
Peachy		good, wonderful					
Vagon boss		person who is in	charge of the wagon train				

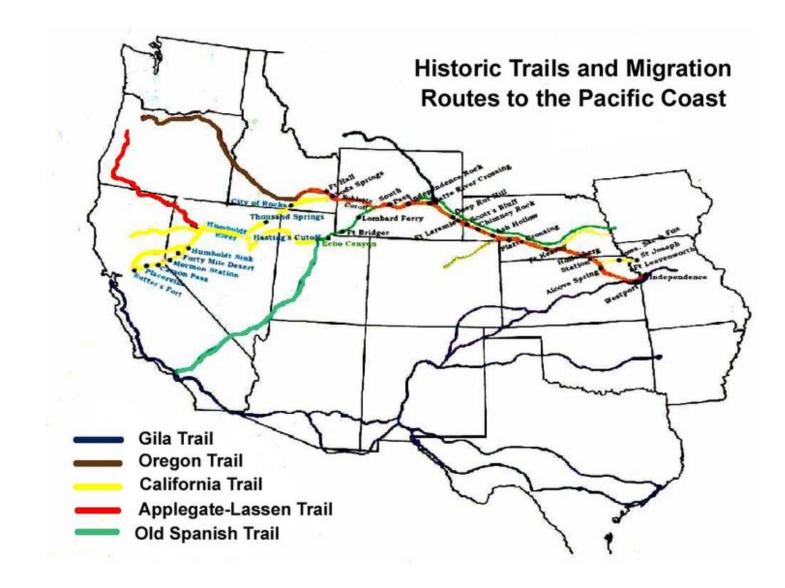
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Westward to the Pacific

Post Civil War Problems

- North occupied the South
 - Caused resentment
 - Rebels like Jesse James carried on the fight in forms of outlawry
- Influx of immigrants and the push to settle the West
 - More removal of Native American to reservations
 - Encroachment on the Native American lands and breaking of treaties
 - Fighting between the Native Americans and now the Federal government
- Linking the country by rail

Trails West



Overland Travel

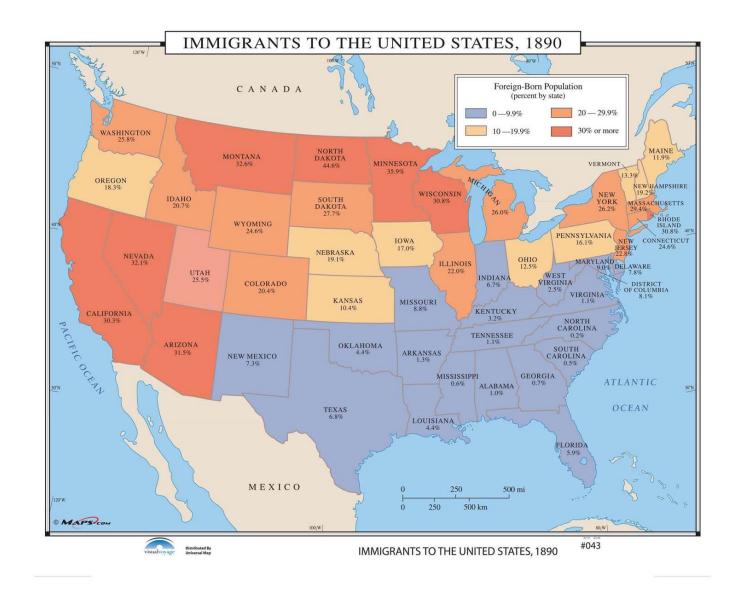
- Oregon Trail 1841-1884
- Santa Fe Trail 1821-1880
- Oklahoma Land Rush of 1889 (last bit of "free government land")

Most travel over land by covered wagon ended in the 1880s with the Transcontinental Railroad

Transcontinental Railroad

- 1862 1869
- Brought in large numbers of immigrants to work on it
 - Irish
 - Chinese
 - Others as well
- Telegraph followed

Patterns of Immigration

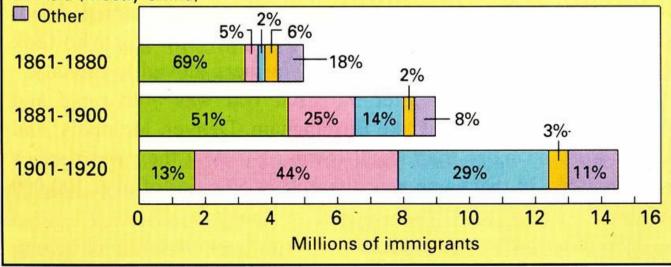


Immigrants by Nationality

THE NEW IMMIGRATION, 1861-1920

- Northwestern Europe (mostly Ireland, Germany, and England)
- Central and Eastern Europe (mostly Poland, Russia, and Hungary)
- Southern Europe (mostly Italy and Greece)

Asia (mostly China)



Source: Historical Statistics of the United States

1883 Characters

Wagon Bosses

Shea

Thomas

Dutton family James – father Claire – James' sister Margaret – James' wife Elsa – James' daughter Immigrants Josef – leader of the immigrants Naomi – gypsy widow with 2 kids

1883 Themes

- Aftermath of the Civil War
 - James
 - Shea
- Aftermath of slavery
 - Thomas
- Women's roles
 - Claire as a widow
 - Margaret following her husband
 - Elsa as a young woman coming of age in a situation which gives her freedom
 - Naomi as a gypsy widow and pioneer
- Indigenous People
 - Sam as a Comanche protecting the land that his tribe has managed to hold on to
- Freedom
 - immigrants

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Women's Suffrage

Suffrage (the right to vote)

- Constitution
 - White men of property
- 1820s-30s
 - Most states extended this to all white men regardless of property
 - But not women, indigenous people or slaves or freemen of color

Pre-Civil War Movements

- Abolitionist
- Temperance (no alcohol)
- Religious movements
- Social Reform
- Many women in these movements also supported women's rights
- Resisted the idea of

"Cult of True Womanhood": that is, the idea that the only "true" woman was a pious, submissive wife and mother concerned exclusively with home and family." <u>Women's Suffrage - The U.S. Movement, Leaders & 19th Amendment - HISTORY</u>

Seneca Falls New York convention 1848

- Lucretia Mott
- Elizabeth Cady Stanton
- Proclaimed that women had their own political identities

Civil War

- Women in nursing during the Civil War
 - Following in the footsteps of Florence Nightingale
 - Dorothea Dix was the champion for women as nurses
- Amendments to the constitution
 - 1868 14th amendment gave all men the right to vote
 - 1870 15th amendment gave black men the right to vote
 - 1965 Voting Rights Act of 1965

Remove barriers at the state and local levels that prevented African Americans from voting

Western States

- Widows with school age children allowed to vote in school elections
 - 1838 Kentucky
 - 1861 Kansas
 - 1869 Wyoming all women could vote
 - 1870 Wyoming had the first woman justice (judge)
 - 1890 Wyoming was told to get rid of the women's vote or not become a state. Wyoming said no deal. They came in as the 44ht state with Women's right to vote.
- By 1919 15 states had given women the right to vote, only two of which were east of the Mississippi River.
- <u>August 18, 1920</u>, the <u>19th Amendment gave all women the right to vote</u>.

(6) 100 Years of Women's Voting Rights | Citizen: Full-Length Documentary - YouTube

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1920s-1930s

The Dust Bowl

The Great Depression

1920s the Roaring Twenties

- Post war
- Very prosperous
- Lots of lending by banks
- Everyone invested in the stock market
- But by August 1929 the stock market was overpriced
 - Production had decreased
 - Unemployment was growing
- October 24 1929 Black Thursday
 - people started selling off stock
 - many stocks became worthless
- Great Depression lasted from 1929 to 1939

Bank Closings

4 waves of "runs" on banks

- People lost confidence in the banking system
- Tried to take their money out of the banks
- Runs on banks in 1930, 1931, 1932, and the last in 1933

Great Depression: Causes and Definition | HISTORY.com. - HISTORY

President Roosevelt (FDR)

- Inaugurated in 1933
- First 100 days in office
 - Passed legislation to stabilize industry and agriculture
 - Created jobs
 - Stimulated the economy
- Created
 - Federal Deposit Insurance Corporation (FDIC) to protect depositors' accounts
 - <u>Securities and Exchange Commission (SEC)</u> to regulate the stock market and prevent abuses of the kind that led to the 1929 crash.
 - WPA (Works Progress Administration (employed 8.5 million people)
 - Social Security System

African Americans and the Great Depression

- 1/5 of American receiving government aid were African American (mainly in the south)
- 2 major areas (farmwork and domestic work) not included in the Social Security Program so blacks were generally just paid less
- FDR had a black cabinet under Mary Mcleod Bethune
 - Every New Deal agency had a black advisor on it

The Dust Bowl – The Dirty Thirties

- 1930s drought
- From Texas to Nebraska
- Bad farming management
 - Plowing up the natural grasses and planting crops that needed irrigation or rain
 - Loss of topsoil
- Dust storms would blow aways topsoil and there would be "black blizzards" lasting for days
- By 1939 the rain returned but the economic hardships lasted much longer
- People fled to California

Dust Bowl: Causes, Definition & Years - HISTORY - HISTORY

Unionization Attempts of the Farm Workers

- presages the United American Farm Workers Association of the 1960s
- Cesar Chavez grew up during this period

Themes for Bound for Glory – Woody Guthrie

Guthrie, Woodrow Wilson | The Encyclopedia of Oklahoma History and Culture (okhistory.org)

- Dust Bowl
- Great Depression
- Mass migration from the plains to California
- Land owners / farmers vs. workers' rights (haves and have nots)
- Prelude to unionization of farmer workers in the 1960s
- Folk music
- Socialism / communism

Arlo Guthrie, Woody's son, was a folk / protest singer in the 1960s during the Civil Right movement.

	Idioms for Bou				
Idiom	Meaning	collocation			
To boot	As well, in addition to	He has a tennis court and a swimming pool to boot			
Fortune teller	Someone who tells the future				
Start in on someone	To complain or find fault	She started in on him as soon as he walked in the door.			
Dandy	Good (or not good)	That's just dandy. (can mean good or ironically not good)			
Pull up stakes	Move	He pulled up stakes and left for California			
Plop	Put	Plop a seed in the ground			
No two ways about it	Used to emphasize something	We have too much homework. There's no two ways about it			
Monkey business	Trouble, silly stuff, fooling around	The father soon put an end to the kids' monkey business			
Carrying on	Continue to do or complain or be angry about something	She carried on about the other woman's insult and would not stop.			
Be at you	Start in on someone, to complain	I hate to always be at you about cleaning up.			
Lollygag	Be lazy, not work	You will never get your homework done if you continue to lollygag!			
Give lip	Be sassy or talk back	You should not give your parents any lip.			
Newsreel	Films about the news, usually shown before movies in the theaters	They showed newsreels of WW2 in all of the theaters during the war.			
Riding the rails	Getting on a train and riding for free	During the depression it was common for people to jun a train and ride the rails			
Thumbing / hitching a ride	Getting someone to pick you up on the road and give you a ride	He hitched / thumbed a ride from here to California.			
Cantankerous	Grumpy, in a bad mood	He was a cantankerous old man. He never had anything nice to say.			
Vagrant	Person who does not have work or a place to live (homeless)	Many towns had laws against vagrants			
Act of charity	Do something nice for people with expectation or repayment	Many people opened soup kitchens to feed the vagrants as acts of charity			
Soup Kitchen / Aid society	Place to get free food	Without the soup kitchens, many people would have starved to death.			
WPA	Works Progress Administration	The government provided people with work through WPA projects, like building road or dams.			
Be on the dole	Accept government money because you have no job (like unemployment)	In the 30s many people did not want to go on the dole			
On the house	Free	The meal is on the house.			
Howdy	Hello	Howdy. How're you doing?			
Form a union / unionize	To create a union to protect workers' rights	The steel industry unionized early			
Go on strike	Not work to complain about wages or poor treatment, used for negotiation	The railroad workers went on strike for safer working conditions			
Pickers	People to pick fruit or vegetables in the fields	They are only hiring 30 pickers today.			
Hoedown	Dance with live music	He played fiddle at hoedowns around the area.			

Topic	Video		Source	Article	Source	Мар	Important Names
Movies Show	wn in Class		ved Angels or Glory				
	6) 100 Years of Women's Voting Rights Citizen: Full-Length Documentary - YouTube	Class	Twin Cities PBS	<u>Great Depression:</u> <u>Causes and</u> <u>Definition </u> <u>HISTORY.com</u> <u>HISTORY</u>	History.com		Check Cultural Reflection 3 (biography) for extensive list of names
				Dust Bowl: Causes, Definition & Years - HISTORY - HISTORY	History.com		
				<u>Guthrie, Woodrow</u> <u>Wilson The</u> <u>Encyclopedia of</u> <u>Oklahoma History</u> <u>and Culture</u> <u>(okhistory.org)</u>	OK History.org		
				Women's Suffrage - The U.S. Movement, Leaders & 19th Amendment - HISTORY	History.com		
Other movie	s	Grapes Great G	of Wrath atsby	1	1		

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A Short Summary of American Civil Rights

Important Background

- Constitution
 - Right to vote originally only to white, male land owners
 - Excluded women, Indigenous people, blacks freed or slaves
 - Not fully expanded until the 1960s
- Constitution and Slavery
 - Banned slave trade beginning 1808
 - Left it to states to regulate slavery
 - Counted slaves as 3/5 for taxation and representation purposes

Important Dates

- 1839 Slaves from a slave ship, the Amistad, declared free men not rebels
- 1850 Fugitive Slave Act required that salves who escaped to the north be returned to their "owners"
- 1857 Dred Scott case claimed slaves not citizens of the U.S.
- 1862-3 the Emancipation Proclamation frees all slaves in the South
- 1868 14th Amendment granted blacks equal protection under the law
- 1870 15th Amendment granted U.S. black men the right to vote

Jim Crow Laws – late 1900s

- Laws in the South passed to limit the freedom of blacks
 - Had to use separate facilities, go to separate schools and in some cases live in separate towns
 - Interracial marriage was illegal
 - Limited voting rights through requirements such as literacy tests
- Separate but Equal

(14) Homer Plessy, At Center Of 1896 'Separate But Equal' Case, Poised For Pardon - YouTube

(14) What was it like growing up in Alabama under Jim Crow? - YouTube

U.S. Representative John Lewis

- Ku Klux Klan
 - Secret society (group) that persecuted blacks, jews, and Catholics from the end of the Civil War
 - Still a group
- North did not pass Jim Crow laws, however,
 - Faced discrimination in jobs, education, home buying etc.

Prelude to Civil Rights

WWII

Blacks working for less money

Discouraged from joining the military

Thousands threatened to march on Washington for equal employment

1941

President Roosevelt opened national defense jobs to anyone regardless of race, creed or color or national origin

Tuskegee Airmen – first black aviators fought in WWII

1948

President Truman initiated a Civil Rights agenda Ended discrimination in the military (by decree)

Montgomery Bus Boycott (Long Walk Home)

1955 Rosa Parks refused to give up her seat on a city bus to a white man This began the Montgomery Bus Boycott It lasted 381 days Lead to the formation of the Montgomery Improvement Association with Martin Luther King
1056 Supreme Court ruled that corrected conting upper patient.

1956 Supreme Court ruled that segregated seating unconstitutional

Brown vs. Board (Topeka Board of Education)

- 1954 Supreme Court declared segregation in schools unconstitutional
- 1957 Little Rock Nine nine black students arrived at a white school in Little Rock Arkansas

met by Arkansas National Guards who would not let them in

President Eisenhower sent Federal troops to protect the students and they entered the school

President Eisenhower passed the Civil Rights Act

1961 Greensboro lunch counter

(31) Reflections on the Greensboro Lunch Counter - YouTube

1961 Freedom Riders

- 7 black and 6 white activists rode the bus throughout the south to test the Supreme court decision to desegregate bus transportation but terminals were segregated
- the Bus was bombed and the activists beaten
- President Kennedy with Martin Luther King negotiated a bus driver to resume the journey
- Once they arrived in Jackson Mississippi, they were thrown in jail for violating an "all whites facility"
- sentenced to 30 days in jail
- National Association for the Advancement of Colored People (NAACP) took the case to the Supreme Court who reversed the sentences

The Summer of Freedom 1964

- peaceful sit-ins and demonstrations in dozens of cities and helped launch the <u>Student Nonviolent Coordinating Committee</u>
- encouraged all students to get involved in the civil rights movement <u>Stokely Carmichael</u>
 - who joined the SNCC during the <u>Freedom Summer</u> of 1964 to register Black voters in Mississippi
 - In 1966, Carmichael became the chair of the SNCC, giving his famous speech in which he originated the phrase "Black power."

1963 March on Washington

- organized and attended by civil rights leaders such as <u>A. Philip</u> <u>Randolph</u>, <u>Bayard Rustin</u> and Martin Luther King Jr.
- 200,000 descended on Washington for a peaceful march
- Martin Luther's "I Have a Dream"

1964 the Civil Rights Act

- guaranteed equal employment for all
- limited the use of voter literacy tests
- allowed federal authorities to ensure public facilities were integrated

1965 Bloody Sunday

• Peaceful protest March in Selma Alabama

(31) Bloody Sunday | Rep. John Lewis remembers the fateful day in Selma – YouTube

• Caught on TV – country sees firsthand what was happening

1965 Voting Rights Act

- banned all voter literacy tests
- provided federal examiners in certain voting jurisdictions
- allowed the attorney general to contest state and local poll taxes. As a result, poll taxes were later declared unconstitutional in Harper v.
 Virginia State Board of Elections in 1966.

1968 Fair Housing Act

 Housing cannot be denied to people based on race, creed, color, nationality

1968 Assignation of Martin Luther King

• (31) Martin Luther King's Last Speech: I've Been to the Mountaintop -YouTube

Since the 1960s

- Reviewing old wrongs
 - Emmett Till

Emmett Till Is Murdered - HISTORY

• Medgar Evers

<u>White Supremacist Convicted of Medgar Evers Murder – HISTORY</u>

• Time to right the wrongs when possible

(31) The Little Rock Nine Come Face-To-Face With Their Tormentors | The Oprah Winfrey Show | OWN – YouTube

Continuing issues

- Racial Profiling
- Police violence
- Racism still today

(31) Inside the New Ku Klux Klan - YouTube

Civil Rights Today | American Experience | Official Site | PBS

Martin Luther King – I have a dream

• <u>(31) I Have a Dream speech by Martin Luther King .Jr HD (subtitled) -</u> <u>YouTube</u>

History and Culture through Film PDPI January 2023

Civil Rights and Social Movements into the 21st Century

Migrant Farm Workers

- Seasonal work
- Move from place to place
- No garuantee of rehire
- Difficult access to services like health education, housing etc.

Immigrants and Migrant Farm Workers (continued discussion from bound for Glory)

- Cesar Chavez and Dolores Huerta organized the National Farm Workers Association in 1962
- In 1966 the NFWA merged with an American Federation of Labor–Congress of Industrial Organizations (AFL-CIO) group to form the United Farm Workers (UFW) Organizing Committee.
- In 1971 this organization became the United Farm Workers (UFW).
- Teamsters Union (Transportation) tried to compete to unionize the farm workers.
- 1972 Agreement that the UFW would represent the farm workers.
- 1975 a law passed that allowed the farmer workers to unionize (37) Cesar Chavez interview (1992) – YouTube

Optional Video

(38) 'Message Of Opportunity': The Significance Of Cesar Chavez And His Legacy – YouTube

Grape Boycott of 1965

- Cesar Chavez supported the boycott
- Actually organizer was Larry Itliong, a Filipino farm worker called for the boycott
 - Filipino farm workers came as immigrants in the 1920s and 30s (between the World Wars
 - Interracial marriages were unlawful
 - By the 1960s, aging single male population was impatient for change and rights
 - Went on strike for a .15 raise
- Lasted until 1970
- In 1971 Itliong left the UFW

(38) The almost forgotten Filipino American history – YouTube

Article for more information

Grapes Of Wrath: The Forgotten Filipinos Who Led A Farmworker Revolution : The Salt : NPR

Current Immigration Issues

- Immigration quotas
- DACA

(38) Why hasn't DACA been made permanent 10 years later? | ABCNL – YouTube

Issues at the border

(38) Exploring how and why so many migrants are crossing the southern border -YouTube

Article for more information

Key facts about U.S. immigration policies and Biden's proposed changes | Pew Research Center

Women's Movement continued

- Equal right to work
- Equal pay
- Control over their own bodies (abortion rights in Roe vs. Wade was rescinded last year (2022). Now up to the states to control abortion.
- The Equal Rights Amendment passe the Senate in 1972. It had to be ratified by 2/3 of the states by 1979. It failed. It was revived in 2010 with the Me Too Movement.
- Me Too Movement

(38) Tarana Burke On How The #MeToo Movement Started And Where It's Headed – YouTube (37) #Metoo: how it's changing the world - YouTube

Articles for more information:

<u>1970s Feminism Timeline: Major Events in Women's History (thoughtco.com)</u>

<u>Equal Rights Amendment – Wikipedia</u>

Women's rights movement | Definition, Leaders, Overview, History, & Facts | Britannica

Gay Rights Movement

- Equal rights for same sex partners (health and hospital rights, pension, retirement rights, etc)
- 1970-1980 gays in government began to become more common and people "came out"
- Harvey Milk elected to San Francisco's Board of Supervisors. He was assassinated the next year by a conservative city employee
- Over the years the Gay Rights Movement has expanded to include other gender issues and is now considered to be the LGBTQIA
- Issues have expanded to gender identity and the right to change gender, gender and sports etc.
 - Biological genders (male and female) can complete only in the birth gender sports.
 - Gender change is restricted for minors

(37) What you need to know about the gay rights movement - YouTube (38) Yoruba Richen: What the gay rights movement learned from the civil rights movement - YouTube

Articles for more information:

Gay rights movement | Definition & History | Britannica

7 People Who Shaped LGBTQIA+ World History | Britannica

African Americans and the Continued Fight for Civil Rights

- Racism
- Representation in positions of authority
- Police Violence and racial profiling

(38) #LivingWhileBlack: How does racial bias lead to unnecessary calls to police? – YouTube

(37) 'Clearly, it was racial profiling': Comedian Eric André on airport stop lawsuit - YouTube

- "Karens" new term for a racist person.
- Article for more information: <u>Police Violence - Amnesty International</u>

On-going Issues

- Immigration
- Police violence
- Gender issues
- Health Care
- Climate
- Continuing racism, discrimination, and poverty
- 25 Major Social Problems (Examples) (2023) (helpfulprofessor.com)

History and Culture through Film PDPI January 2023

Native American Activism in the 1960s and 1970s

By 1960s

• Reservations

- Highest crime rates
- Highest poverty rates
- Highest mortality rates
- Lowest standard of living
- Most health problems

New Era of Native American Activism

- AIM American Indian Movement led or co-led a series of protests throughout the 1960s and 1970s
 - To bring attention to the plight of Native Americans
 - To get the government to open discussions on the broken treaties

Series of Occupations (sit-ins)

- 1969 1971
 - 89 Native Americans (IOAT Indians of All Tribes) occupied Alcatraz Island in California (abandoned prison) to highlight the right of Native Americans to the land under treaty
- 1970
 - AIM members occupied Mount Rushmore
- 1971
 - 30 Native Americans established a "community of occupation" in Chicago to protest inferior housing for Native Americans
- 1971
 - Occupied Nike Missile Site (abandoned) in California to claim ownership of land under treaty
- 1972
 - 300 AIM members occupied the BIA (Bureau of Indian Affairs) building in DC for 6 days for renegotiation of broken treaties

1973 Wounded Knee

• Historical event and site

(35) 29th December 1890: Lakota Sioux massacred at Wounded Knee – YouTube

- 1973
 - Occupation South Dakota

(35) Wounded Knee '73 | American Indian Movement - YouTube

Longest Walk

- February 11 July 15, 1978
 - 24 activists walked from Alcatraz Island in California to Washington DC
 - Dennis Banks one of the leading activists
 - Thousands gathered them for 2 weeks of peaceful protest outside of Congress and the White House
 - Did not get to meet with anyone
- Congress passed two acts shortly thereafter
 - American Indian Religious Freedom Act
 - Indian Child Welfare Act

Issues Today

- Impoverishment and Unemployment
- COVID-19 Pandemic After Effects
- Violence against Women and Children
- The Climate Crisis
- Less Educational Opportunities
- Inadequate Health and Mental Health Care
- Continued Issues with Voting Rights
- Native Languages are Being Threatened

(36) 6 Misconceptions About Native American People | Teen Vogue - YouTube

Native American Issues Today | Current Problems & Struggles 2022 - PowWows.com Native American Activism: 1960s to Present - Zinn Education Project (zinnedproject.org)

Topic	Video		Source	Article	Source	Important Names
Movies in Clas	SS					
	(<u>36) Craft in</u> <u>America:</u> <u>DEMOCRACY</u> <u>episode - YouTube</u>	Class	Craft in America	5 Indigenous And Native Activists Who Made An Impact In 2019 HuffPost Latest News	Huffington Post	See PowerPoints
	(<u>36) Craft in</u> <u>America:</u> <u>TEACHERS episode</u> <u>- YouTube</u>	Opt	Craft in America	<u>A history of Native</u> <u>Americans standing</u> <u>up to the U.S.</u> <u>government, in</u> <u>photos by Rian</u> <u>Dundon Timeline</u>	Personal site	
	(35) 29th December 1890: Lakota Sioux massacred at Wounded Knee - YouTube	Class		<u>Grapes Of Wrath:</u> <u>The Forgotten</u> <u>Filipinos Who Led A</u> <u>Farmworker</u> <u>Revolution : The</u> <u>Salt : NPR</u>	NPR	
	(35) Wounded Knee '73 American Indian Movement - YouTube	Class		Key facts about U.S. immigration policies and Biden's proposed changes Pew Research Center	Pew Research Center	
	<u>(37) Cesar Chavez</u> interview (1992) - YouTube	Class		<u>1970s Feminism</u> <u>Timeline: Major</u> <u>Events in Women's</u> <u>History</u> (thoughtco.com)	thoughtco.com	
	(38) 'Message Of Opportunity': The Significance Of Cesar Chavez And His Legacy – YouTube	Opt		<u>Equal Rights</u> <u>Amendment –</u> <u>Wikipedia</u>	Wikipedia	

	en's rights Britannica
and why so many move	ement
migrants are Defin	ition, Leaders,
crossing the Overv	view, History,
southern border - & Fac	ts Britannica
YouTube	
(38) Why hasn't Class Gay r	ights Britannica
	ment
	ition & History
	annica
ABCNL – YouTube	
	ple Who Britannica
<u></u>	ed LGBTQIA+
	d History
Movement Started Britan	
And Where It's	
Headed – YouTube	
	e Violence - Amnesty
it's changing the Amne	1
	national
(37) What you Class 25 Ma	ajor Social Personal site
need to know Probl	
	nples) (2023)
	fulprofessor.co
	Tuproressor.co
YouTube <u>m</u>)	
(38) Yoruba Class Emmo	ett Till Is History.com
<u>1007.0.000</u>	lered -
gay rights HISTC	
movement learned	
from the civil rights	
movement -	
YouTube	
	<u>e Supremacist</u> History.com
	icted of
	gar Evers
bias lead to Murd	er – HISTORY

	1			
to police? –				
<u>YouTube</u>				
(14) Homer Plessy,	Class	Civil Rights Today		
At Center Of 1896		American		
<u>'Separate But</u>		Experience Official		
Equal' Case, Poised		Site PBS		
For Pardon -				
YouTube				
(14) What was it	Class			
(14) What was it	01033			
like growing up in				
Alabama under Jim				
<u>Crow? - YouTube</u>				
(31) Reflections on	Class			
the Greensboro				
Lunch Counter -				
YouTube				
(31) Bloody Sunday	Class			
Rep. John Lewis				
remembers the				
fateful day in				
<u>Selma – YouTube</u>				
(31) Martin Luther	Class			
	01033			
King's Last Speech:				
<u>I've Been to the</u>				
<u>Mountaintop -</u>				
YouTube				
(31) The Little Rock	Class			
Nine Come Face-				
To-Face With Their				
Tormentors The				
Oprah Winfrey				
Show OWN –				
YouTube				
(31) Inside the	Class			
New Ku Klux Klan -				
YouTube				
<u>Civil Rights Today</u>	Class			
American	01033			
American		1		

Experience							
Official Site PBS							
	Class						
<u>(31) I Have a</u>							
Dream speech by							
Martin Luther King							
Jr HD (subtitled) -							
YouTube							
Other movies	Hidden Figures						
	Thunder Heart						
	Smoke Signals						
	What the Garcia Girls did This Summer						
	Lone Star						
	Malcolm X						
	Selma						
	King in the Wilderness						
	The Boy King						
	Boycott						
	Get Out Get Out						
	I am MLK						
	The Times of Harvey Milk						
	Angels in America						
	The Case against 8						
	The Celluloid Closet						
	How to Survive a Plague						
	Laurence Anyways						
	Paragraph 175						
	Philadelphia						
	Paris is Burning						
	Poison						
	On the Basis of Sex						
	Suffragette						
	The Death and Life of Marsha P Johnson						
	The Glorias						
	North Country						
	Minding the Gap						
	In the Family						
	Better Luck Tomorrow						
	Crazy Rich Asians						
	El Norte						
	La Bamba						
	Stand and Deliver						
	Real Women have Curves						

History and Culture through Film PDPI January 2023

The American Dream

Origin

- Alexis de Tocqueville
 - Visited the U.S. and then wrote a book on "American Democracy" in 1835
 - Some credit him with coining the phrase "American Dream"
- James Truslow Adams in 1931
 - Stemming from the Constitution and the Bill of Rights for rights to life, liberty and the pursuit of happiness.

De Tocqueville's Travels



What is the American Dream

National belief which includes the rights to:

- representative government with rights, liberty and equality
- the opportunity for the individual to have prosperity, success, and upward mobility
- not only for themselves but for their children
- these achieved through hard work

Has come to include the ideal of owning your own home / land

13 years ago

• <u>(38) National: Defining the American Dream | The New York Times -</u> YouTube

Topic	Video		Source	Article	Source	Мар		
Movies in Class		America's Heart and Soul						
		(36) Is the American Dream Dead? Dream On Documentary Central - YouTube						
	(<u>36) Is the</u> American Dream	class	Documentary central	<u>American Dream -</u>	Wikipedia	<u>de tocquevilles travels</u> <u>map Image Search</u>		
	<u>Dead? Dream On</u> <u> Documentary</u> <u>Central - YouTube</u>			<u>Wikipedia</u>		Results (yahoo.com)		
	(38) National: Defining the American Dream The New York Times - YouTube	Opt	The New York Times	Alexis de Tocqueville - Democracy in America, Summary & Beliefs - HISTORY	History.com			
Other movies		October	ner's Daughter					



January-March 2023



Welcome to Kansas State **University!**









Introductions

- Wendy Matthews
- Ketty Reppert
- Leena Chakrabarti



Methodology Group II: II Greta Climenhaga

Group I: Ranae Peverill







Oral Communication

Group I: Smoky Kelly

Group II: Cary Chappell







For Everyone Film & Culture: Home Room: Tim Peverill





Mary Wood

Student Ambassadors









Eddie

Pierce

Oluchi

Cici





PROGRAM OVERVIEW



- Improve the level of spoken English, including conversational fluency and pronunciation
- Issue a certificate including the number of program hours completed



- Introduce teaching methodologies that encourage classroom participation and practice with aural and oral skills
- Provide best practices in curriculum development, lesson design and classroom management as well as student assessment and evaluation



- Explore the use of technological tools and digital resources for teaching and learning in the English language classroom
- Present first-hand U.S. history and culture to serve as a core component teaching English



- Provide an overview of the local public education system
- Foster linkages with U.S. teachers and encourage ongoing teacher and student exchanges



- Provide local culture and enrichment activities during the evenings and weekends, including at least one service learning project
- Allow at least two free weekends to travel



Our Responsibilities in a Nutshell

Provide a program that meets the objectives



 Notify IIE of any adjustment challenges or emergencies



SCHEDULES AND CLASSES



Program Schedule

Sunday Jan 22	Week 1	Monday Jan 23	Tuesday Jan 24	Wednesday Jan 25	Thursday Jan 26	Friday Jan 27	Saturday Jan 28
MCI 11:44 Lunch Walmart 3:15-5:15 5:30-7:30 pm: Welcome dinner <u>Frith</u> <u>Center</u> Jardine	8:30-10:00 am	9:00 – Program and Class Orientation	Methodology Level 1 and 2	Methodology Level 1 and 2	Methodology Level 1 and 2	Methodology Level 1 and 2	Service Learning (group of 10) <u>Habitat for</u> <u>Humanity</u> <u>Restore</u> 10:00 a.m noon Ice Skating 2:30 – 5:00
	10:15- 11:45 am	Fairchild 203A	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	Oral Communication Level 1 and 2	
	11:45 – 1:15 pm	Lunch	Lunch	Lunch	lunch	Lunch	
	1:15 – 2:45 pm	1:30pm – 4:30pm IIE check-in	American Film and Culture	American Film and Culture	American Film and Culture	American Film and Culture	
	3:00 - 5:00 pm	Fairchild 203A 4:15-3 to Wonder Wkshp	Home Room Cultural Iceberg: Tim Peverill 7:15 REC TOUR	Home Room Tour of Hale Library and the Sunderland Innovation Lab 4:15 3 to WW	Home Room 6 TESOL principles & project intro: Ketty Reppert	Home Room Project work time and study time: Mentors	
	evening	Optional Activities in the Union and in the Recreation center, films, campus lectures, and plays on KSU campus.					



Classes

- Class Schedules and materials
- Home Room Time
- Final Project





ACTIVITIES



English Language Program Kansas State Scavenger Hunt

What is a Scavenger Hunt?

A game usually played outdoors. Players collect objects (or images of objects) on a list within a certain amount of time.

What are the rules?

Campus Scavenger Hunt

You can play this game on your own or with a friend over the first week of being at Kansas State University. This game will help you learn the Kansas State Campus and have fun memories to take back home with you! You may also find restaurants, coffee shops and other neat things as you search for the places on this map. There is no time limit, so feel free to pace yourself as you explore campus.







Recreation Center

Monday-Thursday: 5:30 am-11 pm Friday: 5:30 am-9:00 pm Saturday: 9 am-9 pm / Sunday: 12-11 pm









Google folder for photos

KANSAS STATE



Facebook Group

KANSAS STATE









Health Insurance

Provided through Cultural Insurance Services International (CISI)

Meets Exchange Visitor Requirements

Covers sickness or accidents incurred during program

Grantees should keep CISI information with them at all times

Does not include dental coverage



Medical Emergency

- In case of medical emergency, please call 9-1-1. You also have access to the CISI Emergency Assistance
- **Provider: AXA Assistance ("Team Assist")** below, available at all times. Please reference your policy
- number (**19 GLM N04849681 I**) in all communications.
- Emergency Assistance Provider: AXA Assistance ("Team Assist"):
 - Phone: (855) 327-1411 (calling toll-free from within the US) or (312) 935-1703 (calling outside the US, collect calls accepted)
 - E-mail: medassist-usa@axa-assistance.us
 - This information is also available on the back of your ID card and the CISI Insurance Mobile App.
- Please also notify your Campus Contact and IIE Advisor of any medical or security-related issue that prevent you from participating in your program.

KANSAS STATE

• Health Center

1105 Sunset Avenue Monday through Friday: 8 a.m. - 5 p.m. 785-532-6544

Counseling Services

1105 Sunset Ave, Room 101 8 a.m. - 5:00 p.m. 785-532-6927







Health Care Situations

Situation 1: It is Monday morning. Maria has had a high fever for a day. She feels dizzy, her throat hurts, and she cannot move. What should she do?

Situation 2: It is Monday afternoon. Peter coughs a little, but he has no fever. What should he do?

Situation 3: Marco feels dizzy. He feels that he will faint. He is out of breath and feels pain in his chest. What should he or the other people around him do?

Situation 4: It is Saturday noon. Eva has cut her finger with a big knife during lunch, and the bleeding does not want to stop. She needs to get some stiches. What should she do? Where should she go?





SERVICE LEARNING





your experiences with service learning

(discuss for 10 minutes with a partner/group)





- What do you think of as service learning?
- Have you used service learning in your own teaching?
- Have you been involved in service learning as a learner?



One definition: Service learning is "a method...

- 1. under which students or participants learn and develop through active participation in thoughtfully organized service that
 - is conducted in and meets the needs of a community;
 - is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and
 - helps foster civic responsibility; and
- 2. that
 - is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and
 - provides structured time for the students or participants to reflect on the service experience. <u>https://youth.gov/youth-topics/civic-engagement-and-volunteering/service-learning</u>



Service Learning at K-State

With HandsOn Kansas State

Throughout the year, we help coordinate these service opportunities for K-Staters:

- Mobile Food Distributions
- Martin Luther King Jr. Day of Service
- Earth Day of Service
- Furniture Amnesty Day
- Community Clean-Ups

With community organizations

Check out local opportunities, organized by service area, we can connect you with.

Animals	~
ood security	~
Senior citizens	~
Fhrift stores	~
/outh	~



Service Learning in this Program

- Wonder Workshop (today!)
- Habitat for Humanity ReStore
- Making Valentines Cards for senior citizens and visiting Stoneybrook Retirement Community



This afternoon

• 1:30 p.m. in this room

KANSAS STATE

- Bring your laptop if you have one
- Bring the password to the email account you used to register with IIE
- Scan of visa will be emailed to you



What questions do you have after this orientation session?







PDPI Logistics Orientation

Health

Lafene Health Center

On edge of campus Visit is free - medicine, x-ray, lab work will have a small cost Open Monday - Friday 8am - 5pm

Counseling Center

Same building as Lafene Health Center

URGENT CARE

8:00am - 8:00pm Located across the street from Walmart EMERGENCY ROOM other hours....COSTS A LOT

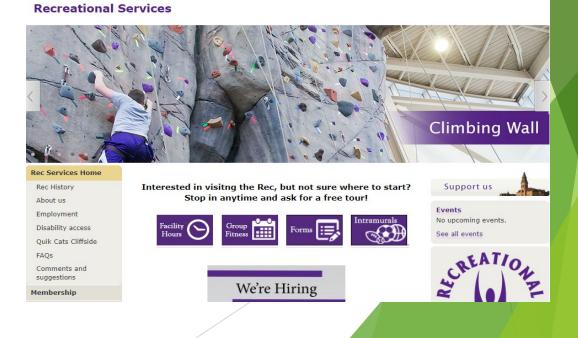
CISI Health Insurance

- Pay for your service, labs, x-rays, medicine
- ▶ Then file a claim with CISI insurance to get your money back.
- Instructions are in the manual IIE sent you.



Recreation Center

- Walking tracks
- Weigh rooms free weights and machines
- Sports volleyball, basketball, badminton, racketball, SOCCER
- Exercise / work out classes (some are free)
- Two admissions
- One month membership \$26.00



Prepaid card - AKIMBO \$660

- Must activate using an American phone
- > You can get cash back at ATMs Union ground floor by Bowling Alley door
- Use it as a CREDIT CARD (debit doesn't always work)
- OFFICES with landline phones
 - Fairchild room 205 office
 - Fairchild room 213 Wendy's office

HOUSING

- ► Tower staffed by student employees
 Be kind! ☺
- MAIL Mary at the Tower desk will have any mail you get. 8am 5pm
- Apartment living so, not hotel service
- Tower report damage, request for repair
- Resident Assistant ON DUTY WhatsApp +1-785-564-2409
- LOCK OUT contact Tower 8am-5pm or Staff on Duty ^
- First unlock, free, after that, \$10.00

NO SMOKING ON CAMPUS!

Anywhere.



No smoking It is against the law to smoke in these premises

Alcohol

Drinking only inside - no open containers outside the apartments



▶ Do not share with anyone under 21 - against the law

LAUNDRY

- \$2.00 to wash
- \$2.00 to dry
- \$12.00 is loaded onto your KSU Wildcat Visiting Scholar ID card
- Add money if needed go to K-State Union ID Center to give them money to add to the card



Apartment Doors

- Insert Key card and pull out quickly
- Orange light comes on
- Type in code
- Orange light flashes.... So be ASSERTIVE with that handle







- Americans are very Very Very aware of the time.
- "Time is money" "short on time" "Time waits for no one"
- "Time is the most valuable thing a man can spend"
- Showing up at or BEFORE the meeting starts is a sign of RESPECT
- Showing up AFTER a meeting starts is seen (felt) as DISRESPECT
- Buses and van drivers do not wait.

To help you be successful in this American Experience - PLEASE...be everywhere early or "on time".



Community Service -Wonder Workshop

- At 4:15 today
- Elevator to the basement B Floor

Meet EDDIE in the white car outside the door - Circle Driveway

*Adriana Butka Markoski

*Lillian

*Patricia Begnini

At 4:15 on Wednesday Come out of Hale Library to the circle drive and meet PIERCE in the white car waiting:

*Betina

*Maristela

*Patricia Feron

SIGNATURE PLEASE!

- Billing and Information Release form
 - > Allows us to work with IIE and your sponsor regarding you and the program fees.
- Photo permission
- Sometimes the ELP likes to post fun group photos on the PDPI Facebook group page -
- Sign the form to grant permission
- IF YOU DO NOT ALLOW your action shot to be posted Do not stand in any group pictures.

GET I-94 (entry document)

- ► I-94 Official website
- https://i94.cbp.dhs.gov/l94/#/home
- GET most recent I-94
 - Click I ACKNOWLEDGE AND AGREE
 - Enter your name exactly as it is on Passport
 - Enter birthdate
 - Enter PASSPORT number
 - Brazil
- DOWNLOAD the I-94

IIE Check IN

- Micah McCann-Moina sent you a check in email follow directions
- http://connect.iie.org
- FORGOT PASSWORD
- Enter email they send you a new password link
- Create new password
- Log in
- ▶ UPDATE ADDRESS 1948 Jardine Drive, L___ Manhattan, KS 66502
- DOCUMENTS: upload your I-94 VISA DS-2019
- Then use a phone to activate your Akimbo \$660 card
- Shuttle vans will drive from here to Walmart and back to KRAMER



EDUCATIONAL CULTURE

December 2022

SCHOOL CULTURE SURVEY



SCHOOL CULTURE SURVEY - DISCUSS

- Regarding your particular school situation, how typical is your school culture for Brazil?
- 2. What beliefs do students have that make learning difficult?
- 3. What beliefs do teachers and administrators have that make teaching difficult?

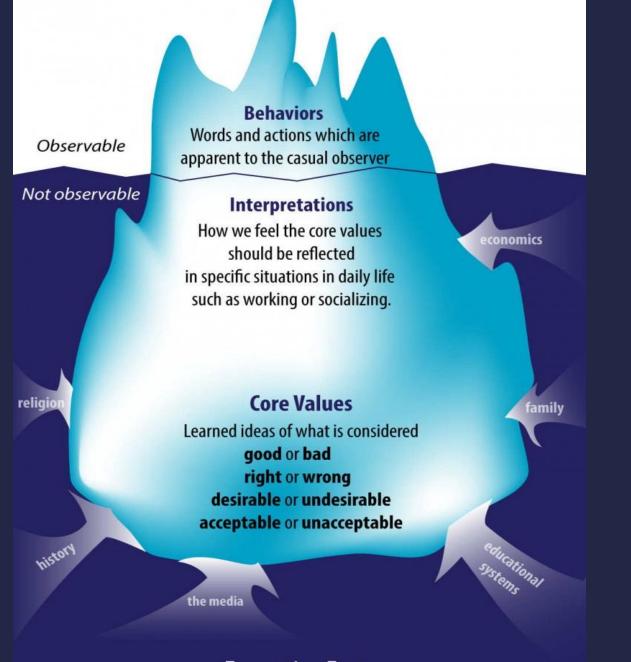


Schein's Cultural Triangle

Espoused Values

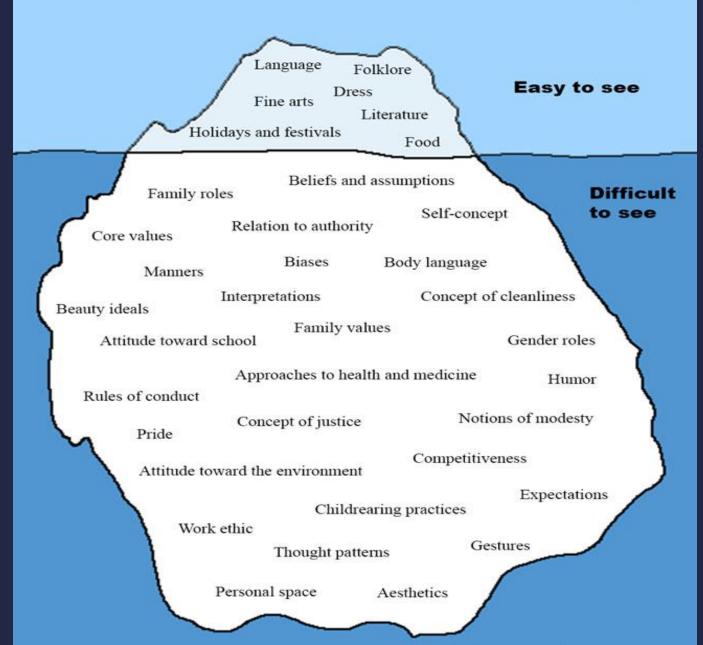
Arhifelets

Basic Underlying Assumptions



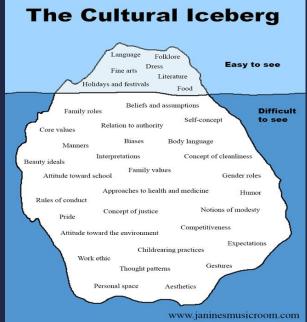
Formative Factors The forces which create, define, and mold a culture's core values

The Cultural Iceberg



CULTURAL ICEBERG — DIAGRAM & DISCUSS

As a group, draw your own cultural iceberg that shows Brazilian culture as it relates to education.



CULTURE VS. STEREOTYPE

It's a human ocean.

Culture describes the ocean.

Stereotyping attempts to classify the fish. But the ocean is made up of people their rules their history their stuff

their attitudes



They both swim in the same water; perhaps in opposite directions



React to the same history



Still share many assumptions and feelings



Use common terms and referents

- Language
- Shared experiences
- Common stories



CULTURE VS. STEREOTYPE

It's a human ocean.

Culture describes the ocean.

Stereotyping attempts to classify the fish. But the ocean is made up of people their rules their history their stuff

their attitudes



DISCUSS: Stereotype & culture

1. What stereotypes do people have about people in your school community?

2. Give an example of two people from the same culture who swim in opposite directions. Why do you think this happened? Did education play a part?

3. How do your own cultural assumptions affect how you make moral judgements about students and parents in your school?



EXTRA DISCUSSION QUESTION

Do you feel that cultural issues are **problems to be solved** or **tensions** to be managed?

How does this feeling affect how you deal with cultural conflict in your work situation?

REFERENCES

Images from:

Bing Search

https://pixabay.com/

https://www.languageandculture.com/cultural-iceberg

On this squirrel scale, how do you feel today?





Announcements

 Interest in meeting with Rafael from Recruiting & Admissions?

- Interest in learning about graduate programs in College of Education?
- Rodeo Club
- ISSS American Culture Workshop today



TESOL's 6 Principles of Exemplary Teaching of English Learners and Your Final Projects

January 26, 2023 PDPI Home Room



TESOL International Association

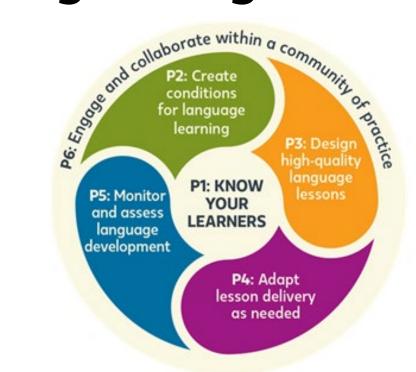
TESOL Mission Statement



TESOL International Association advances professional expertise in English language teaching to speakers of other languages in multilingual contexts worldwide through professional learning, research, standards, and advocacy.



The 6 Principles for Exemplary Teaching of English Learners



From: https://www.tesol.org/the-6-principles/the-6-principles



The 6 Principles for Exemplary Teaching of English Learners

Do any of these principles surprise you?

Which do you spend the most time and effort on?

- Which do you have the most training or support for?
- Which do you have the least training or support for?



From: https://www.tesol.org/the-6-principles/the-6-principles



TESOL 6 Principles & Final Project

You'll choose **one** of the 6 principles as the **theme** for your final project.

- You'll also choose a **scope**:
 - Classroom
 - School
 - City or region



Principle 1:





1: Know Your Learners

"Teachers learn basic information about their students' families, languages, cultures, and educational backgrounds to engage them in class and prepare and deliver lessons more effectively."



1: Know Your Learners

- How do you do this in your classes?
 How does this help you and your students?
- What has surprised you the most or what have you learned from putting this into practice?



Principle 2:





2: Create Conditions for Language Learning

"Teachers create a classroom culture so students feel comfortable. They make decisions regarding the physical environment, the materials, and the social integration of students to promote language learning."

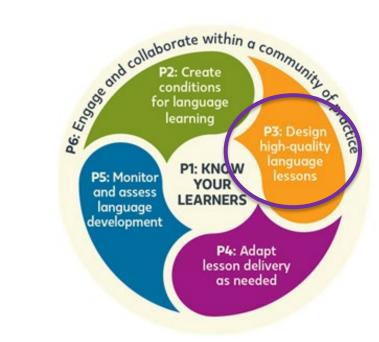


2: Create Conditions for Language Learning

- How do you create a classroom culture?
- What kind of decisions can we make about the physical environment and materials to create conditions for language learning?



Principle 3:





3: Design high-quality lessons for language development

"Teachers plan meaningful lessons" that promote language learning and help students develop learning strategies and critical thinking skills. These lessons evolve from the learning objectives."

3: Design high-quality lessons for language development

 How do you use the learning objectives in your lesson planning?

 How do you incorporate learning strategies and critical thinking in your lessons?

Principle 4:





4. Adapt Lesson Delivery as Needed

"Teachers continually assess as they teach—observing and reflecting on learners' responses to determine whether the students are reaching the learning objectives. If students struggle or are not challenged enough, teachers consider the possible reasons and adjust their lessons." ANGAS ST

4. Adapt Lesson Delivery as Needed

- How do you decide when lessons need to be adapted?
- What kind of adaptations do you make most frequently?
- What is most challenging about making these adaptations?



Principle 5:





5. Monitor and Assess Language Development

"Language learners learn at different rates, so teachers regularly monitor and assess their language development in order to advance their learning efficiently. Teachers also gather data to measure student language growth."

5. Monitor and Assess Language Development

How do you assess your students' learning?

• What kind of data do you gather?



Principle 6:





6. Engage and collaborate within a community of practice

"Teachers collaborate with others in the profession to provide the best support for their learners with respect to programming, instruction, and advocacy. They also continue their own professional learning."

6. Engage and collaborate within a community of practice

- What communities of practice do you belong to?
- How do you collaborate with others?
- How do you continue your own professional learning?



Meetings with Mentors

• **Tomorrow:** random groups; brainstorm and get to know each other

 Monday: Grouped by Theme (which of the 6 principles you plan to work with); discuss possible topics, format, and steps

Question 1

10 pts

10 pts

Which of the following themes have you chosen?

- 1. Know Your Learners
- 2. Create Conditions for Language Learning
- 3. Design high-quality Lessons for Language Development
- 4. Adapt Lesson Delivery as Needed
- 5. Monitor and Assess Student Language Development
- 6. Engage and Collaborate within a Community of Practice

Question 2

What will be the **scope** of your project?

1. classroom

2. school

3. city or region

Milestone 1

Due by midnight on Sunday (January 29)



Question 1

What will be the topic of your project?

Edit View Insert Format Tools Table

12pt \lor Paragraph \lor **B** $I \cup \underline{A} \lor \underline{\mathscr{A}} \lor T^2 \lor$

Question 25 ptsWhat format will you use for your project?Edit View Insert Format Tools Table $12pt \lor Paragraph \lor | B I \cup A \lor \mathscr{L} \lor T^2 \lor | :$

Milestone 2

5 pts

Due by midnight on Thursday, February 2

Graded by the mentors

KANSAS STATE

Question 3 10 pts What are **4 steps** you will take to complete your project? Milestone 2 Edit View Insert Format Tools Table 12pt \lor Paragraph \lor B I \bigcup A \lor \not \checkmark $\top^2 \lor$ \vdots Due by midnight on Thursday, February 2

Graded by the mentors



TESOL 6 Principles for Exemplary Teaching of English Learners – PDPI Spring 2023

Principle 1:		
How do I do this?	What challenges do I face? What questions do I have?	What ideas do I have? How could I improve?
Principle 2:		
How do I do this?	What challenges do I face? What questions do I have?	What ideas do I have? How could I improve?

	What challenges do I face?	What ideas do I have? How could
How do I do this?	What questions do I have?	improve?
ple 4:		
	What challenges do I face?	What ideas do I have? How could
How do I do this?	What questions do I have?	improve?

How do I do this?	What challenges do I face? What questions do I have?	What ideas do I have? How could i improve?
ple 6:		
ple 6: How do I do this?	What challenges do I face? What questions do I have?	What ideas do I have? How could improve?
	What challenges do I face? What questions do I have?	What ideas do I have? How could improve?
	What challenges do I face? What questions do I have?	
	What challenges do I face? What questions do I have?	
	What challenges do I face? What questions do I have?	
	What challenges do I face? What questions do I have?	
	What challenges do I face? What questions do I have?	

PDPI Final Project Assignment

Description and Goal:

You will design and create a project to take home and implement in your local teaching context. Each project will have a **theme** (one of TESOL's 6 Principles of Exemplary Teaching of English Learners) and a **scope** (your classroom, your school, or your city or region). You will use topics and information you learn in your classes and cultural experiences in this program to help design the project. Your project can take whatever format you'd like (a lesson plan, worksheets, a survey, a video, a PowerPoint, etc.). Be creative and think about what will work for your students or colleagues! Each week, you will meet with a mentor and group of fellow teachers to discuss progress on your projects, share ideas, and give each other feedback.

Week	Milestone	
1	Brainstorm ideas	
1	Identify the theme using one of TESOL International Association's <u>6 Principles of</u>	
1	Exemplary Teaching of English Learners	
	Identify the scope:	
1	• classroom level (something you or other individual teachers can use in a class)	
1	• school (something a group of teachers or your school can use)	
	• city or region (something that involves people at several schools)	
2	Decide on a topic related to your PDPI classes (a topic in the methodology class, an event	
L	in U.S. history, a speaking skill, a place you're visiting, etc.)	
2	Decide on a format (video, slide presentation, handout to print, digital document, etc.)	
2	Plan a schedule with four steps you will take to complete your project	
3	Share your progress with your mentor and colleagues	
4	Share your progress with your mentor and colleagues, revise your plans as needed	
5	Have a complete draft of the project ready so your mentor and colleagues can give feedback	
6	Present your project to colleagues	
Future	Implement the project in your school or community	

Milestones (Required Components):

Examples of possible projects:

Theme	Scope	Sample Project
Know Your Learners Classroom or School		Develop surveys to administer to students at the beginning of each term to identify student needs and interests.
Create Conditions for Language Learning	Classroom or School	Identify teachers from the U.S. with whom to establish video exchanges so that students in Brazil see the real-world impact of learning English and have increased motivation.
Design High-Quality Lessons for Language Development	Classroom	Based on experiences and studies in the U.S., develop a unit or series of lessons related to U.S. history and culture to add interest to the students' English studies.
Adapt Lesson Delivery as Needed	School	Design a training session to help colleagues identify gaps between class materials and student needs to scaffold teaching.
Monitor and Assess Student Language Development	Classroom or School	Design a series of reading activities to assess students' reading level and monitor skill development over time.
Engage and Collaborate within a Community of Practice	City or Region	Develop plans for a local networking system for English teachers in the city/region to encourage formal and informal sharing of ideas and expertise.

Brainstorming and Questions:

Scope:

Topic:

Theme:

Format:

Tool Kit 1.5

Reflect on and identify your <u>values</u> as a scholar. Check the values that you hold and carry into your work as a scholar. List additional values that may not be included in this list. *Adapted from Taproot.org and incorporated by Carnegie Mellon University Career Center.

- □ Abundance
- Acceptance
- □ Accountability
- □ Achievement
- Advancement
- □ Adventure
- □ Advocacy
- □ Agency
- □ Ambition
- □ Appreciation
- □ Attractiveness
- □ Attention to Detail
- □ Autonomy
- 🗆 Balance
- Being the Best
- □ Benevolence
- Boldness
- □ Brilliance
- Calmness
- □ Caring
- □ Challenge
- Charity
- □ Cheerfulness
- □ Cleverness
- Community
- Commitment
- □ Compassion
- □ Cooperation
- □ Collaboration
- □ Consistency
- □ Contribution
- Creativity
- □ Credibility
- □ Curiosity

- Excellence
- Expressiveness
- □ Fairness
- 🗆 Family
- □ Friendships
- □ Flexibility
- Freedom
- 🗆 Fun
- □ Generosity
- Grace
- Gratitude
- □ Growth
- Flexibility
- □ Happiness
- 🗆 Health
- □ Honesty
- □ Humility
- □ Humor
- □ Inclusiveness
- □ Independence
- □ Individuality
- □ Innovation
- □ Inspiration
- □ Intelligence
- □ Intuition
- □ lov
- □ Kindness
- □ Knowledge
- □ Leadership
- □ Learning
- □ Love
- 🗆 Loyalty

Welch, M. and Plaxton-Moore, S. A Tool Kit for Crafting Community Engagement

- □ Making a Difference
- □ Mindfulness

- Recognition
- Risk Taking
- Safety
- □ Security
- Sense of Place
- □ Service
- □ Spirituality
- □ Stability
- □ Peace
- □ Perfection
- □ Playfulness
- □ Popularity
- Power
- Preparedness
- Proactivity
- Professionalism
- Punctuality
- □ Reciprocity
- Recognition
- Relationships
- □ Reliability
- Resilience
- Resourcefulness
- □ Responsibility
- Responsiveness
- 🗆 Security
- Self-Control
- Selflessness
- □ Simplicity □ Stability

□ Success

□ Teamwork

□ Thoughtfulness

□ Traditionalism

Daring	Motivation	Trustworthiness
Decisiveness	Optimism	Understanding
Dedication	Open-Mindedness	Uniqueness
Dependability	Originality	Usefulness
Diversity	Parity	Versatility
Empathy	Passion	Vision
Empowerment	Performance	🗆 Warmth
Encouragement	Personal Development	🗆 Wealth
🗆 Enthusiasm	Proactive	Well-Being
🗇 Equity	Professionalism	🗆 Wisdom
Ethics	Quality	🗆 Zeal

Now reflect on and identify descriptive <u>roles</u> that define you as a scholar. Check the

descriptive roles that you hold and carry into your work as a scholar. List additional roles that may not be included in this list.

* Adapted from Price (2017)

Additional values:

🗆 Organizer

□ Translational

□ Practitioner

□ Servant

□ Community-based

□ Community-engaged

- □ Activist
- □ Administrator
- □ Artist
- □ Advocate
- □ Policy-wonk
- □ Leader

.

Additional roles:

□ Entrepreneur

□ Researcher

□ Intellectual

□ Scholar

D Public

□ Educator

Some possible combinations include:

Activist Researcher	Public Intellectual
Educational Organizer	Servant-Leader
Policy Maker	Applied Researcher

Practitioner-Scholar Scholar-Activist Scholar-Practitioner





https://www.lovedmeme.com/finally-friday-meme-3/

It's been a long week.





https://sunflowerstateofmind.com/2017/02/five-7/25-funny-friday-memes-8-friday-memes/



https://www.idlememe.com/friday-meme-236/

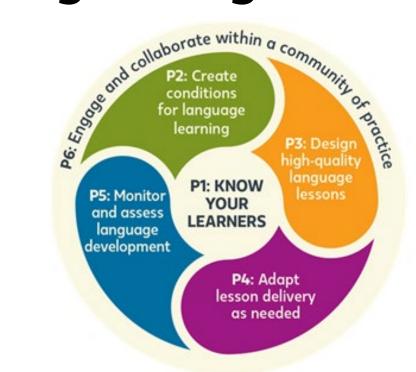


Meet the Mentors & Final Project Brainstorming

January 27, 2023 PDPI Home Room



The 6 Principles for Exemplary Teaching of English Learners



From: https://www.tesol.org/the-6-principles/the-6-principles



TESOL 6 Principles & Final Project

You'll choose **one** of the 6 principles as the **theme** for your final project.

- You'll also choose a **scope**:
 - Classroom
 - School
 - City or region



	Week	Milestone	Due Date
A	1	Brainstorm ideas	Now
OB	1	Identify the theme using one of TESOL International Association's <u>6 Principles of</u> Exemplary Teaching of English Learners	January 29 – midnight (Canvas assignment)
	1	 Identify the scope: classroom level (something you or other individual teachers can use in a class) school (something a group of teachers or your school can use) city or region (something that involves people at several schools) 	January 29 – midnight (Canvas assignment)
IBIN IBI	2	Decide on a topic related to your PDPI classes (a topic in the methodology class, an event in U.S. history, a speaking skill, a place you're visiting, etc.)	February 2 – midnight (Canvas assignment)
	2	Decide on a format (video, slide presentation, handout to print, digital document, etc.)	February 2 - midnight (Canvas assignment)
	2	Plan a schedule with four steps you will take to complete your project	February 2 – midnight (Canvas assignment)
	3	Share your progress with your mentor and colleagues	February 9 – midnight (Canvas discussion board)
	4	Share your progress with your mentor and colleagues, revise your plans as needed	February 16 – midnight (Canvas discussion board)
	5	Have a complete draft of the project ready so your mentor and colleagues can give feedback	February 23 – midnight (Canvas discussion board)
	6	Present your project to colleagues	March 3
	Future	Implement the project in your school or community	You decide!





• *We* affirm the inherent dignity and value of every person and strive to maintain an atmosphere of justice based on respect for each other.





• *We* ... promote open expression within a climate of courtesy, sensitivity, and mutual respect.





 We will each strive to contribute to a positive spirit that affirms learning and growth for all members of the community.



	Week	Milestone	Due Date
A	1	Brainstorm ideas	Now
OB	1	Identify the theme using one of TESOL International Association's <u>6 Principles of</u> Exemplary Teaching of English Learners	January 29 – midnight (Canvas assignment)
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	Future	Implement the project in your school or community	You decide!



Icebreaker

Take about 10 minutes to:

- Choose 5 *values* you hold as an educator
- Choose 2-3 *roles* you hold as an educator
- We'll break up into groups to discuss and then work on brainstorming for the projects



Mentor Match-up

- Cary: Orange 202
- Greta: Blue 203A
- Ketty: Red 203A
- Mary: Bright Green
 208A

- Ranae: Pink 205
- Smoky: Gold 202
- Tim: Dark Green 208
- Viktoria: Purple 214



Meeting with Mentors: Final Project Topic and Steps

January 30, 2023 PDPI Home Room



Week	Milestone	Due Date
1	Brainstorm ideas	Now
1	Identify the theme using one of TESOL International Association's <u>6 Principles of</u> <u>Exemplary Teaching of English Learners</u>	January 29 – midnight (Canvas assignment)
1	 Identify the scope: classroom level (something you or other individual teachers can use in a class) school (something a group of teachers or your school can use) city or region (something that involves people at several schools) 	January 29 – midnight (Canvas assignment)
2	Decide on a topic related to your PDPI classes (a topic in the methodology class, an event in U.S. history, a speaking skill, a place you're visiting, etc.)	February 2 – midnight (Canvas assignment)
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5	Have a complete draft of the project ready so your mentor and colleagues can give feedback	February 23 – midnight (Canvas discussion board)
6	Present your project to colleagues	March 3
Future	Implement the project in your school or community	You decide!



February 20 Home Room

ESL Teacher from California can Zoom with us to talk about schools in Kansas and California and how students learning English are served in classrooms in the U.S.

– Would you like to use part of our time for this?



Today's Meeting

Introductions

- Share ideas and questions that you have
- Talk about the topic, format, and steps you might take



Mentor: Cary – Fairchild 202

- Heloisa De Souza Martins Ribeiro
 Sheila Lizot
- Isabelle Riccetto Dos Santos
- Juliana Aparecida da Silva Barela



Mentor: Greta – Fairchild 203A

- Jozelia Jane Corrente Tanaca
- Rita de Cassia Barbosa Ravagnani
- Julio Cezar Galdini
- Adriana Butka Markoski
- Cleonice Dallastra



Mentor: Ketty – Fairchild 203A

JanainaRubia Pereira

- Pablo Agusto
- Priscyla Silvante Crosciati
- Raissa Gabriele Kaminski



Mentor: Leena – Fairchild 203A With Ketty's or Greta's group today

Margarida Liss

- landara
- Adriana Novais
- Joice Mara Filipe Sanches de Oliveira
- Danielly Ziroldo
- Adelita Francine Rodrigues



Mentor: Mary – Fairchild 208A

- Joao Antonio de Oliveira
 ClaudimirRibeiro
- Giselle Ferreira de Souza
- Pablo Ferreira Biglia
- Fabio Goncalves Fernandes



Mentor: Ranae – Fairchild 205 Jefferson Lhamas Dos Santos Patricia De Azevedo Sant ana Maysa Weigert Francieli Vieira da Silva Agustinho

• Lilian Franciele Pereira Breda



Mentor: Smoky – Fairchild 202

- Celia De Campos Schneider
 Maristela Donatti Postalli
- Ricardo Gomes da Silva
- Marcia Aparecida Martins Lucas



Mentor: Tim - Fairchild 208

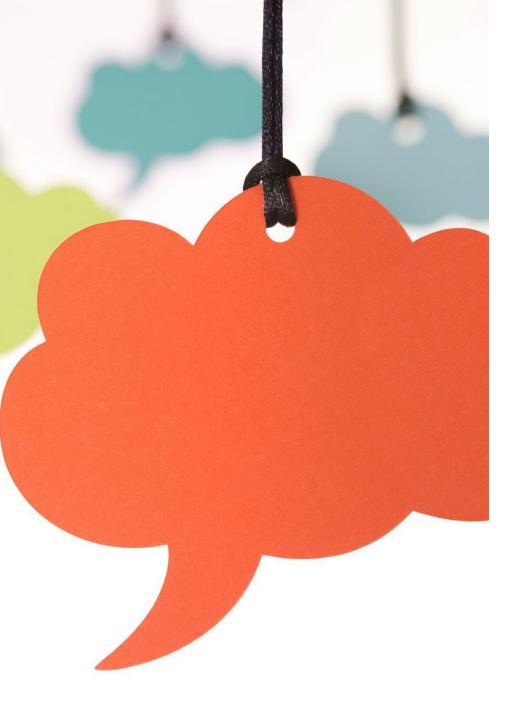
Marcelo Vieira Cruz
Gabriel Luiz Maurano

- Marco Antonio Rocha
- Fernanda Pedrita Vicenti



Mentor: Viktoria – Fairchild 214 Patricia Irene Feron Luiz Camargo Patricia Fatima Begnini Betina Lorensi Lopes Magda Zwiener Stahlke





Announcements

Wendy's Announcements



• Visit to Rock Creek Schools. Friday A.M.

• Saturday Trip Plans

Adjustment to U.S. Culture Workshop

TODAY @ 5:00 pm

In the International Student Center (ISC) – Multipurpose Room (MPR)







Coffee Hour – Vietnam

Friday, February 3 4:00-5:00 p.m. Multipurpose Room International Student Center

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Outline of today's presentation

How Education works here

- K-12 Education
 - Graduation Requirements
 - Extracurricular Activities, Sports, Clubs
- Higher Education

U.S. K-12 EDUCATION SYSTEM



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By Leena Chakrabarti

Adapted from presentations by Agnes Chikan

Organization of U.S. Public Education

Gall CLM= NH2 EIDE 2 H C=CH
$GaCL_{CLM} = NH_{2} NH_{2} GI = 2 H C = C H $
C Ra Gald our A =
$E = M = NH_{2}$ $CH_{2} \times 3 00_{2}H$ $H = C - 0H$
$M = nM \qquad H - C - OH$
H3C TCH3 N= J(x2-X)+(y-y) CH2OH x CT

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Financing and Regulating Education

- There is no federal education system, national curriculum, or national educational standard. The federal government DOES NOT operate public schools
- Each state has a Department of Education which determines policies and guidelines.
- Public schools receive funding from two main sources: from the state and from local property taxes. The federal government only finances certain programs and initiatives.
- Public colleges and universities also have two main sources of funds: the state and student tuition.

The School District



- The schools of a community are controlled by the school district. For example, all the schools of Manhattan and a nearby small town, Ogden belong to one school district, USD 383. Manhattan –Ogden School District. Tomorrow we will visit two schools in the Rock Creek School District.
- Each School district is governed by a school board. The local community elects the board members during regular elections. The school board sets general policies for the school district and ensures that the state guidelines are met. The board members are volunteers and do not receive a salary. They might receive a little fee for their time and services.

The Superintendent

 The leader or CEO of the school district is the superintendent. The superintendent is selected by the board with input of other community organizations and schools. The superintendent makes executive decisions about school programs, facilities, and staff.



USD 383 Superintendent Dr. Marvin Wade

The Education Center

 Each school district has central organizational units that control all the aspects of the schools: curriculum, assessment, special education, transportation, etc. These office are usually located in an education center.



<u>This Photo</u> by Unknown author is licensed under <u>CC</u> <u>BY-NC</u>.

Certifications and Licensure: How can I become a teacher?



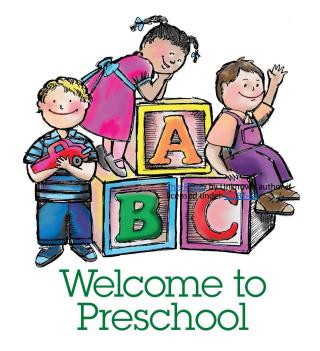
- Degree in education is not enough.
- You need to be certified in a state.
- Re-certification is needed if you move to another state
- Masters degree or continued education needed for pay raises and promotions

How is this similar/different from Brazil?

SHORT REVIEW OF AMERICAN SCHOOLS

Preschool -- 3 to 4 year olds

- This form of early childhood education is NOT mandatory, and it is mostly NOT subsidized by the state and government.
- Parents pay tuition. A few preschools are run by school districts. Most of them are private of run by churches.



Elementary School(grade 1-5 or 1-6) 6 to 11 or 12 year olds

- Usually the first year of mandatory schooling. In most cases, it is offered in an elementary school. It can be half day or full day.
- One classroom teacher teaches everything, and students usually stay in one classroom. Every subject is mandatory. Students are usually not kept back for bad performance but receive remedial help (enrichment courses) and tutoring.

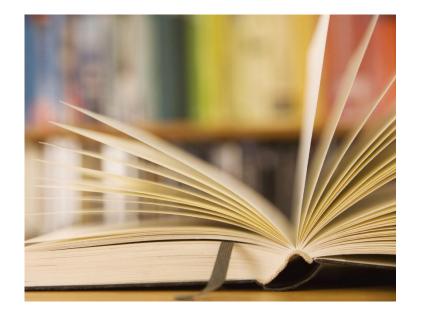
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Middle School (sometimes called Junior
High) (grade 7-8 or 6-8)
13-14 or 12-14
```

- The students have mandatory core subjects and a few electives. The core subjects (Math, English, Science, and Social Studies) usually have the same content.
- In each class, a student is with a different group. Students are usually not kept back for bad performance, but have to take remedial courses or extended learning time (tutoring).

High School -- 14-18 year olds

- The students have to meet the graduation requirements in order to graduate. The graduation requirements are different from college admission requirements.
- To meet the needs of each student, there are several versions of each basic core class. In each class, a student is with a different group of students. The students move between classrooms.
- The students usually take 7 subjects in each semester. If a student fails a subject mandatory for graduation, he/she needs to retake it.

COURSES AND GRADUATION REQUIREMENTS OF A US HIGH SCHOOL



- Based on Manhattan High School Kansas
- Adapted from presentation by Agnes Chikan

Graduation Requirements at MHS, Kansas

IMPORTANT! – As there is no national curriculum, the graduation requirements vary among states and among schools.

A student receives a credit if passes both semesters of a subject.

To Graduate, a student must have 24 credits:

- 4 English (literature and composition)
- 3 Mathematics: Algebra 1 and beyond
- 3 Science: 1 biology, 1 physical science, 1 additional
- 3 Social studies; 1 world history, 1 US history, 0.5 US government, 0.5 other
- 2 PE
- 8 electives

Following these guidelines, a student can choose among numerous options(See course book pdf).

Core Courses with Different Difficulty Level

The students attend the same school, but do NOT have the same core (mandatory) classes. Each student has an individual schedule based on aptitude, previous performance, and career goals.

English Core Courses

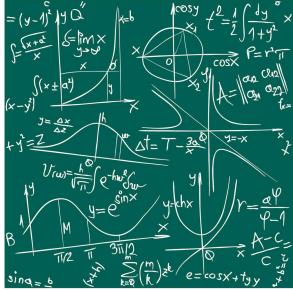
- There is a regular and an advanced English course in each year.
- The students can choose a course based on previous achievement and level of interest;

For example, a student interested in law will take difficult English classes but easier math classes.

Or an international student first takes ESOL in 9th grade, regular English in 10th grade, and advanced English in 11th grade.

• There are separate courses for students with special needs and for English language learners (ESOL)

Mathematics



This Photo by Unknown author is licensed under <u>CC</u><u>BY-NC-ND</u>.

- As mathematical skills develop upon each other, the students take their math courses in a given order from seventh grade
- However, depending on their aptitude, their progression can be accelerated.

Explanation:

- Here is the usual order of math courses from grade 7:
 - 7 Math7
 - 8 Math8
 - 9 Algebra 1
 - 10 Geometry
 - 11 Algebra 2
 - 12 Trigonometry and Pre-calculus
 - Higher courses are AP Calculus AB, AP Calculus BC, and AP Statistics
- If a student is great at math and learned a lot in elementary school can start Algebra 1 in 7th grade, so in 8th grade he/she studies geometry. This student will take Calculus courses for two years for college credit.

How does the high school help students prepare for a career?

- With the help of advisors and counselors, the students explore different careers
- Each student chooses a **career path** (that he/she can change any time)
- The student selects electives so maximize the preparation for the career path.

For example:

A student wants to be a nurse. Therefore, he/she will take Anatomy and Physiology, Chemistry, Nursing, etc. as electives.

A student wants to run a business. He/she will select Macroeconomics, but not the anatomy class.

Do you have any questions for me?

Do you have preschools in your country?

What language is used for instruction in Brazil?

Extracurricular Activities in US High Schools

- Based on the presentations of
- Mr. Eric Koppes, Principal of Rock Creek High School and
- Mr. Greg Hoyt, principal of Manhattan High School
- Created by Agnes Chikan, English Language Program, KSU

Sports

Team sports start in middle school, where most sports are not selective.

- To join a team, the students
- must have good academic standing (no failing grade)
- need to have a physical check-up
- sometimes need to be selected during tryouts

The **coaches** are usually teachers who get a small fee.

The **teams** practice after school, and regularly compete with other teams of the area

Fall Sports



Volleyball





Cross Country:

Long distance running in the countryside: 1 mile, 2 miles, 5 miles depending on age and gender

Winter Sports

Basketball

Swimming





Wrestling



Spring Sports

Tennis



Baseball – for boys Softball – for girls (ball is larger)





Spring Sports - Continued

Soccer

Track and Field Events



not offered everywhere, but is becoming very popular especially among girls



Clubs

- Some clubs prepare for competitions:

Debate (afternoon club and/or class)

- Every year, all the debate teams have to search one topic and prepare to argue both for and against it.
- During competitions, teams of two compete. They have to represent the side that is given to them, not what they personally believe.
- There are district, state and national competitions

Forensics (afternoon club and/or class)

• Mostly individuals compete in speaking, acting, and debate events (poetry, prose, original orations, public forum debate, etc.)

Scholar's Bowl

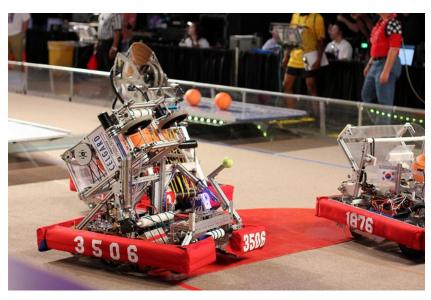


- Two teams compete against each other.
- They hear a question, and whichever team answers the questions faster scores a point. The members signal that they wish to answer by clicking on a button.
- The questions are from all subjects and present-day news.
- There are district, state, and national competitions.

• A fairly new competition and club

Robotics

- The national association gives all the teams in the nation the task to build a robot with specific parameters.
- All the teams of the nation are building their robots at the same time.
- During the competitions, the teams meet and test which robot is better.





Subject Related Clubs

The following clubs prepare members for subject related competitions:

- Science Olympiad
- FBLA Future Business Leaders of America
- FFA Future Farmers of America

Other clubs have a common goal or represent one group of the student community. These clubs can be the branches of national organizations.

- National Honor Society Members volunteer and do community service
- Gay/Straight Alliance

Drama, Visual Arts, and Performing Arts

Drama, Visual Arts, and Performing Arts all have extracurricular activities

- Thespian Troupe (drama)
- Several types of choirs
- Marching band
- Symphonic orchestra



Some interesting facts mentioned by the principals

- In Manhattan High School There are 66 clubs and 58 sport teams.
- In this area about 75% of the students participate in a form of extracurricular activity

Importance of clubs and extracurricular activities

Research indicates that participating in activities helps attendance, academic achievement, and future aspiration.

Do you have extracurricular activities in schools in Brazil?

U.S. Higher Education

TYPES OF HIGHER **EDUCATION** INSTITUTIONS IN THE UNITED STATES

There are over 3,000 postsecondary institutions in the U.S.

Research University

- Public or private. Faculty are expected to have both a robust research agenda (and publications) and a track record bringing in grant money.
- Faculty teach students at the bachelors, masters and Ph.D. levels & may have teaching and research assistants.

Comprehensive University

- Mostly public. Faculty are expected to produce scholarship and increasingly are being asked to bring in research money.
- Faculty mostly teach bachelor's degree and master's level students, although some comprehensive universities do have doctoral programs.

Liberal Arts College

- Mostly private. These institutions are known for their size (smaller) and their emphasis on rewarding faculty for their teaching accomplishments.
- Faculty mostly teach undergraduates, although some liberal arts colleges have a few masters programs.
- The institutions within this category are diverse – some have very high research expectations and value a faculty member's role in including undergraduates in their research programs (e.g., Hope College, Calvin College, Swarthmore College, Amherst College).

Community College

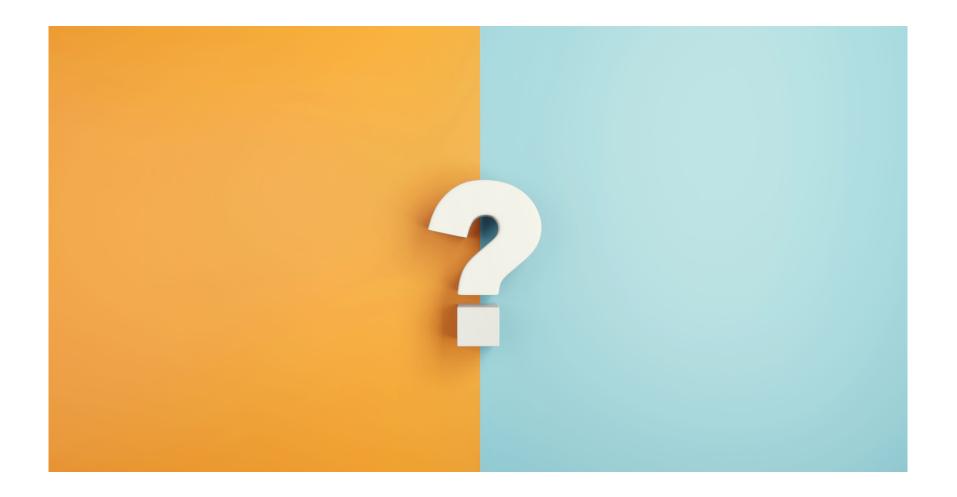
- Public and Private. These institutions are plentiful across the country and play an important role in providing access to higher education for large groups of people.
- Faculty mostly teach students in associate's degree and technical certificate programs (although many community colleges are now offering some bachelor's degrees).
- More and more students are entering community colleges to take courses that satisfy their general education requirements prior to transferring to four-year institutions. Career preparation is a large part of the community college mission (e.g., Lansing Community College, Mott Community College).

Minority-Serving Institution

- Minority-Serving Institutions (MSIs) were founded initially to provide education to underrepresented minority group members.
- There are a set of historically Black and Hispanic institutions, along with Tribal Colleges, that continue to play an important role in the U.S. education system.
- These institutions include research and comprehensive institutions, liberal arts colleges and community colleges (e.g., Howard University, Florida A&M University, California State – Fresno, Arizona Western College, Saginaw Chippewa Tribal College, College of the Muscogee Nation, Haskell Indian Nations University).

For-profit Institution

- There are an increasing numbers of forprofit institutions
- both traditional "brick and mortar" and on-line -offering an array of certificate and degree programs.
- Many faculty in these institutions work in industry and teach on a part-time basis (e.g., University of Phoenix, Strayer University, ITT Technical Institute, Manhattan Christian College, Bethany College).



Meeting with Mentors: Share Progress

February 6, 2023 PDPI Home Room



Week	Milestone	Due Date
1	Brainstorm ideas	Now
1	Identify the theme using one of TESOL International Association's <u>6 Principles of</u> <u>Exemplary Teaching of English Learners</u>	January 29 – midnight (Canvas assignment)
1	 Identify the scope: classroom level (something you or other individual teachers can use in a class) school (something a group of teachers or your school can use) city or region (something that involves people at several schools) 	January 29 – midnight (Canvas assignment)
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<mark>大</mark> 2	Decide on a format (video, slide presentation, handout to print, digital document, etc.)	February 2 - midnight (Canvas assignment)
2	Plan a schedule with four steps you will take to complete your project	February 2 – midnight (Canvas assignment)
3	Share your progress with your mentor and colleagues	February 9 – midnight (Canvas discussion board)
4	Share your progress with your mentor and colleagues, revise your plans as needed	February 16 – midnight (Canvas discussion board)
5	Have a complete draft of the project ready so your mentor and colleagues can give feedback	February 23 – midnight (Canvas discussion board)
6	Present your project to colleagues	March 3
Future	Implement the project in your school or community	You decide!



Today's Meeting

Share ideas and questions that you have

- Talk about the topic, format, and steps you might take
- Meeting can be as short or long as you like



Mentors and Rooms

- Cary: 202 Greta: 203A
- Ketty: 203A
- Leena: 208

• Mary: 208A

- Ranae: 205
- Smoky: 202
- Tim: 208
- Viktoria: 214



Mentor: Cary – Fairchild 202

- Heloisa De Souza Martins Ribeiro
 Sheila Lizot
- Isabelle Riccetto Dos Santos
- Juliana Aparecida da Silva Barela



Mentor: Greta – Fairchild 203A

- Jozelia Jane Corrente Tanaca
- Rita de Cassia Barbosa Ravagnani
- Julio Cezar Galdini
- Adriana Butka Markoski
- Cleonice Dallastra



Mentor: Ketty – Fairchild 203A

Janaina

Rubia Pereira

- Pablo Agusto
- Priscyla Silvante Crosciati
- Raissa Gabriele Kaminski



Mentor: Leena – Fairchild 208

Margarida Liss Iandara

- Adriana Novais
- Joice Mara Filipe Sanches de Oliveira
- Danielly Ziroldo
- Adelita Francine Rodrigues



Mentor: Mary – Fairchild 208A

- Joao Antonio de Oliveira
 ClaudimirRibeiro
- Giselle Ferreira de Souza
- Pablo Ferreira Biglia
- Fabio Goncalves Fernandes



Mentor: Ranae – Fairchild 205 Jefferson Lhamas Dos Santos Patricia De Azevedo Sant ana Maysa Weigert Francieli Vieira da Silva Agustinho

• Lilian Franciele Pereira Breda



Mentor: Smoky – Fairchild 202

- Celia De Campos Schneider
 Maristela Donatti Postalli
 - Ricardo Gomes da Silva
- Marcia Aparecida Martins Lucas



Mentor: Tim - Fairchild 208

Marcelo Vieira Cruz
Gabriel Luiz Maurano

- Marco Antonio Rocha
- Fernanda Pedrita Vicenti



Mentor: Viktoria – Fairchild 214 Patricia Irene Feron Luiz Camargo Patricia Fatima Begnini Betina Lorensi Lopes

Magda Zwiener Stahlke



Mental Health and Stress Management

Marcos Mendez, PhD. LCMFT 2/08/2023



Content

- Where I work
- Mental Health and Mental Illness
- Levels of stress
- How to recognize stressors
- How to cope with stressors



Where I work?

- Lafene Counseling and Psychological Services (CAPS)
- 9 full time psychotherapist, 2 practicum students, 1 case management practicum trainee, 1 full time medical record specialists, 1 accountant, and 2 certified therapy dogs.
- Confidential and "free" culturally-competent mental health resource for K-State students
- K-State students who paid student fees (with some exceptions).







Activity



What is Mental Health?



It's our emotional, psychological, and social well-being. (MentalHealth.gov, 2019).



The World Health Organization (WHO; 2004) also describes mental health as a state of well-being in which the individual realizes they have abilities, can cope with the normal stresses of life, can work productively and fruitfully, and can contribute to their community

But what about mental illness?

- Mental illnesses are <u>health conditions</u> involving changes in emotion, thinking, and behavior. (Parekh, 2018).
- Mental illnesses are associated with distress and problems functioning in social, work, or family activities.
- Mental illness is not uncommon. Each year:
 - nearly one in five (19%) U.S. adults experience some form of mental illness
 - one in 24 (4.%) has a serious mental illness
 - one in 12 (8.5%) has a diagnosable substance use disorder
- Mental illness is treatable. Many individuals with mental illness continue to function in their daily lives.



Mental Health in Kansas

- A recent study by Mental Health America ranks Kansas last in the nation when it comes to accessing mental health resources.
- The rate of suicide in Kansas increased by 70% between 2000 and 2018 and is the second leading cause of death among 15– 34-year olds in Kansas.



Mental Health in Brasil?

- The World Health Organization (WHO) in its latest report ranked <u>Brazil</u> alongside Ukraine, Australia and the US, as one of the nations with the highest population depression rate (5.9% out of total, or about 11.5 million people) globally.
- Sharp increase in depression and anxiety among Brazilian adults during the COVID-19 pandemic--Article published in 2020



Let's talk about stress

- Chronic high levels of stress are associated with mental and physical illness.
- Teachers' experiences can be stressful!
 - Demands on your time and energy.
 - Demands on your emotions and intellect.
 - Various obligations to juggle.
 - Adjustment to a new classroom environment each year.



Stress

Distress occurs when • Stress is a nonthe demands of our life specific response of the body to any exceed our ability to perceived demand cope Eustress v. distress **Eustress** Performance Calm Distress Level of Stress

Stress

- Why do we experience stress?
 - Evolutionary basis!
- How does our body respond?
 - Fight, flight, or freeze
 - Sympathetic nervous system
 - Cognitive, physical, and behavioral components
 - Stress can be additive



What are some potential sources of stress for you?



Common sources of stress for teachers

- Student's mental health
- Academic demands
- Work-related concerns- like lack of autonomy in the classroom
- Long hours
- Over-involvement

- Lack of work/life balance
- Interpersonal relationships
 - Family, friends,
 - Colleagues
 - Romantic
- Cultural experiences
 - Discrimination; "isms"
 - Marginalization



Symptoms of stress

- Thoughts and cognitions
 - Self-criticism; low self-esteem; fear of failure; difficulty making decisions
- Physical indicators
 - Headaches; sleep disturbances; weight change; fatigue; illness



Symptoms of stress

- Emotional indicators
 - Sadness; irritability; worry; moodiness
- Behavioral indicators
 - Withdrawing from others; working harder, but getting less done; impulsive behaviors; interpersonal conflict; decreased motivation
- Any other ways we experience stress you can think of?



Things to consider

- How do I deal with stress?
- Am I living a healthy lifestyle?
- Is my support system positive for me?
- How can I broaden my support network?



Facts about coping with stress

- F1 If you try to ignore it, it will **not** go away
- F2 Stress is **not** the same for everyone
- F3 Stress can be managed
- F4 You can be stressed without showing signs
- F5 It is helpful to manage symptoms of stress before they become major



What do you do to relax or recharge?



Stress Management Techniques

- Talk to someone who is supportive
- Deep breathing
- Exercise
- Listen to music
- Laugh
- Develop selfcompassion

- Manage your time set a schedule
- Get adequate rest
- Meditate or pray
- Help someone else
- Take a mental health day



Activity



Resources

- Self-compassion.org
- UCLA mindfulness
- <u>https://positivepsychology.com/</u>



How could you recognize if your student/peer is in distress?

- Marked changes in academic performance or behavior
- Uncharacteristically poor performance and preparation
- Excessive absences or tardiness
- Repeated requests for special consideration especially when this represents a change from previous functioning
- Avoiding or dominating discussions
- Excessively anxious when called upon
- Disruptive classroom behavior
- Intense emotion or inappropriate responses



How could you recognize if your student/peer is in distress?

- Behavioral or Interpersonal Problems
- Asking instructor for help with personal problems
- Complaints from other students
- Hyperactivity or very rapid speech
- Tearfulness
- Irritability or angry outbursts
- Problems with roommate or family
- Change in personal hygiene or dress
- Dramatic weight loss or gain
- Disjointed thoughts



How could you recognize if your student/colleague is in distress?

- References to Suicide, Homicide or Death
- Expressed thoughts of helplessness or hopelessness
- Overt references to suicide
- Isolation from friends or family
- References to suicide or homicide in verbal statements or writing
- You should seek emergency help immediately by calling 911 if a student is talking about direct harm to self or others or acting in a bizarre or disruptive manner.



QUESTIONS? COMMENTS?



Stress Management Plan

K-State Lafene CAPS

What are some potential sources of stress for you?

1.	
2.	
3.	

How do you know you are stressed? What are the emotional cues, thoughts, physical indicators, behaviors that let you know you are stressed?

1.	
2.	
3.	

To increase awareness ask yourself from time to time:

- 1. How am I dealing with stress?
- 2. Am I leaving a healthy/balanced lifestyle? If no, what do I need?
- 3. Is my support system positive for me? If not, how can I broaden my support system?

What do you do to relax or recharge?

1.	 		
2.	 	 	
3.	 	 	

What thoughts/affirmations can you say to yourself to lower stress? Make them your password!

1.	
2.	
3.	

What are the resources at your school/community?

1.	
2.	

Meeting with Mentors: Share Progress

February 13, 2023 PDPI Home Room



Remember to read the excerpts from Little House in the Big Woods, The Birch Bark House, and the article before Home Room tomorrow

Week 4: K-State Faculty Presentation (February 14)

On February 14, we will hear from <u>Dr. Anne Phillips</u> : She will talk about how the classic Little House in the Big Woods and more recently published The Birchbark House can help us learn about U.S. history and culture.

To prepare for the presentation by Dr. Phillps, you can read excerpts from both of these books and an article about elementary students' perceptions of Native Americans.

- Excerpt from Little House in the Big Woods by Laura Ingalls Wilder \downarrow (pdf)
- Excerpt from The Birchbark House by Louise Erdrich ↓ (pdf)
- The Development of Knowledge and Empathy by Jere Brophy $\underbrace{\downarrow}$ (pdf)

Week	Milestone	Due Date
A 1	Brainstorm ideas	Now
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Future	Implement the project in your school or community	You decide!



Final Presentations

Inviting MA TEFL students and teaching assistants from Modern Languages Department



Questions for Agnes Chikan

Next Monday during Home Room

- High school and middle school ESL teacher in Oregon and Kansas
- High school English literature and biology teacher in California



Today's Meeting

Share ideas and questions that you have

- Talk about the topic, format, and steps you might take
- Meeting can be as short or long as you like



Mentors and Rooms

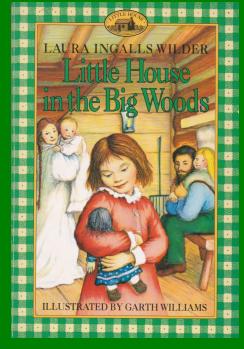
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- Greta: 203A
- Ketty: 203A
- Leena: 202

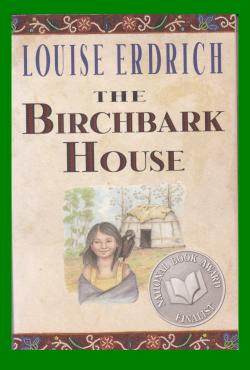
- Ranae: 205
- Smoky: 202
- Tim: 208A
- Viktoria: 214
- Mary: Join Leena in 202



Little Birchbark House in the Big Woods

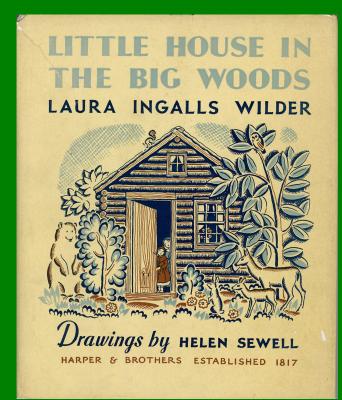


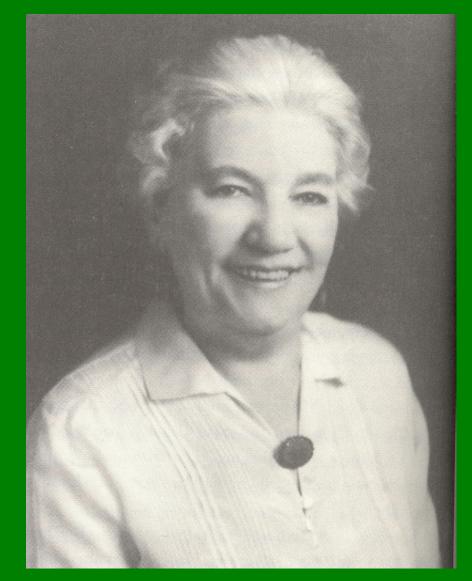
Anne Phillips February 2023

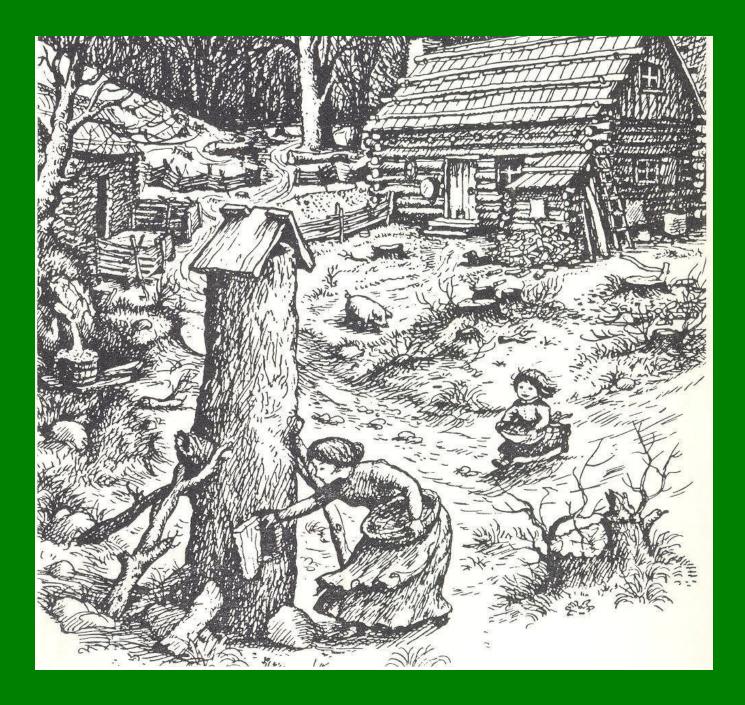


Laura Ingalls Wilder

Little House in the Big Woods (1932)



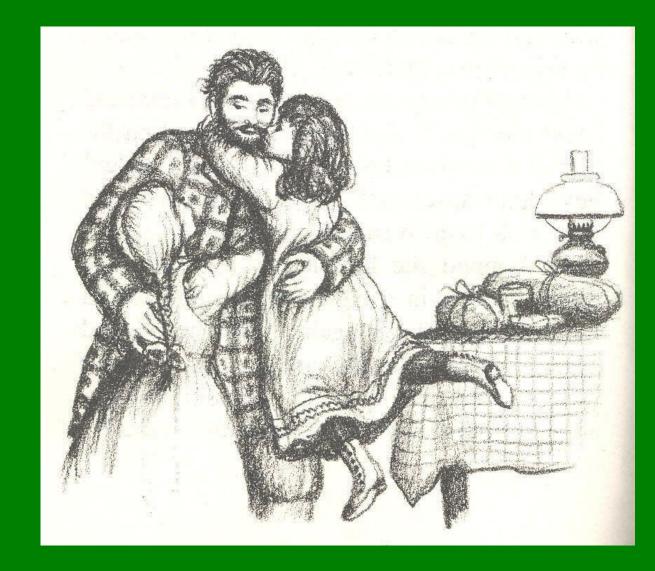




Helen Sewell



Garth Williams



"I began to think what a wonderful childhood I had had. How I had seen the whole frontier, the woods, the Indian country of the great plains, the frontier towns, the building of railroads in wild, unsettled country, homesteading and farmers coming in to take possession. I realized that I had seen and lived it all all the successive phases of the frontier . . . then the pioneer, then the farmers, and the towns. Then I understood that in my own life I represented a whole period of American History" ("Book Fair Speech" 217).

Issues with Wilder's Novels

• Authorship

Role of (daughter) Rose Wilder Lane?

• "Truth"

"Every story in this novel, all the circumstances, each incident are true. All I have told is true but it is not the whole truth" ("Book Fair Speech" 220). Becoming Baura Ingalls Wilder

The Woman behind the Legend



John &. Miller



"Remain for any one deviated to the Links Device Soulds and State Instance," WHILEAM AND ROOMS, and an of Links Academic Instance, Property

LIBERTARIANS on the PRAIRIE

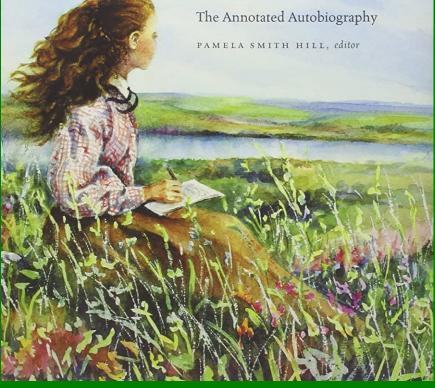
Laura Ingalls Wilder, Rose Wilder Lane, and the Making of the LITTLE HOUSE Books

CHRISTINE WOODSIDE

With a New Predace by the Author and New Foreighted by Berghen (Januer, Olling, POI/1983) Magazine

South Dakota Historical Society Press, Nancy Tystad Koupal, Series Editor

LAURA INGALLS WILDER Pioneer Girl





Brophy, "Development of . . . Empathy"

- "American children still enter school with cartoon stereotypes of Indians picked up through exposure to television and other media" (40).
- "empathy with Indians began to dwindle" (42).
- "the value of helping students to appreciate the Encounter in ways that do not romanticize or demonize either group" (42).

Sally Smith

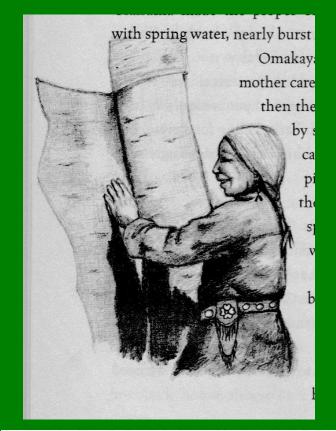
 "it is critical that students like those in my classes learn to teach and interact effectively with diverse student populations, gaining experience and knowledge about non-White culures, and an understanding of alternate perspectives in U.S. history" (57-8).

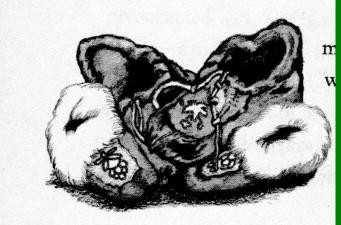
Similarities, LHBW/TBBH

- Both novels are structured to depict a complete year in the lives of their characters.
- Both stories are infused with the necessary tasks that keep the family alive throughout the year.
- Both are set in Wisconsin, albeit a twenty-year difference and island-life vs. more of a southern Wisconsin setting.
- Both have sugaring-off scenes with extended family.
- Both scenes have inset story-telling, albeit different kinds of stories for different kinds of purposes.

Omissions

 "as far as a man could go to the north in a day, or a week, or a whole month, there was nothing but woods. There were no houses. There were no roads. There were no people. There were only trees and the wild animals who had their home among them" (Wilder LHBW 1-2).





Louise Erdrich Turtle Mountain Ojibwa

"an enlargement of the view encompassed in Laura's world" ("Q and A" 3)



Student Responses

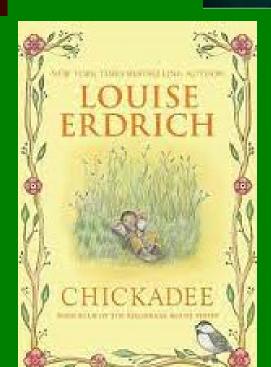
- Initial resistance (sadness, language, a "slow" plot;
- "great learning potential for children. So much to work with!"
- "felt very emotionally connected to the characters."
- How do elementary students respond to Erdrich's novel?

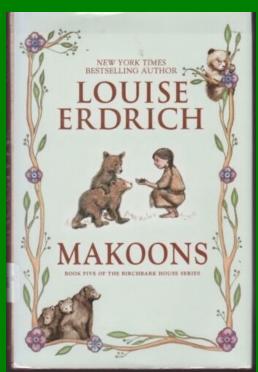
LOUISE ERDRICH

THE GAME OF SILENCE Sequel to The Birchbark House

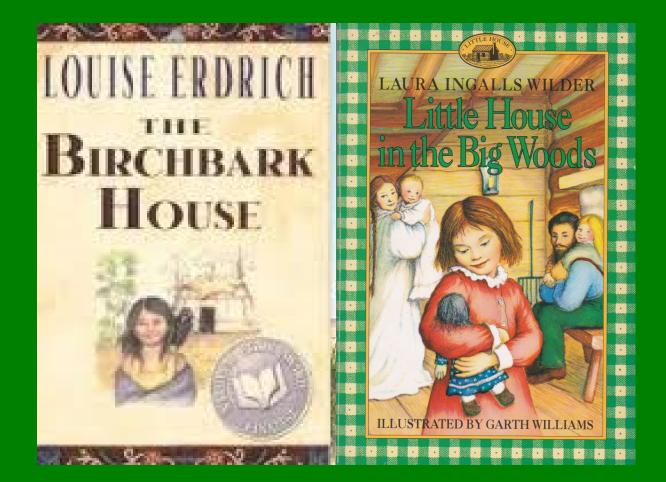


THE DRCUPIN VEAR Seguel to THE BIRCHARK HOUSE and THE GAVE OF SILLACE





Questions?



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Wilder, Laura Ingalls Wilder. Little House in the Big Woods. 1932, 1971,



Service-Learning Reflection



One definition: Service learning is "a method...

- 1. under which students or participants learn and develop through active participation in thoughtfully organized service that
 - is conducted in and meets the needs of a community;
 - is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and
 - helps foster civic responsibility; and
 - . that
 - is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and
 - provides structured time for the students or participants to reflect on the service experience. <u>https://youth.gov/youth-topics/civic-engagement-and-volunteering/service-learning</u>

KANSAS STATE

Reflection Questions

- What did you learn through this activity?
- What did you learn about yourself?
- How do you now think differently?
- What would you change if you did this activity again?

Adapted from: <u>https://www.edutopia.org/blog/what-heck-service-learning-heather-wolpert-gawron</u>







Teaching English Language in the USA

Agnes Chikan, former instructor at ELP, K-State

Agnes Chikan

Overview



1.Overview of teaching fields and required education



2.What does an ESOL/ESL teacher do?



3.Challenges (and Highlights) of teaching literature

Agnes Chikan

1.Groups of English Language Learners

1.International students who are planning to study in the USA -> Intensive Language Programs at colleges, universities, and community colleges

2. Adult learners who need English for life and work -> adult learning centers, and community colleges

3.Young language learners, children of immigrants and visitors –> K-12 public school system, or private schools

Who can teach English language learners?

Master's degree in TESOL, TEFL, Secondary Language Acquisition or related fields -> intensive language programs, community colleges, language schools, adult learning centers Teaching Licensure / Certification in ESOL (English to Speakers of Other Languages) or ELA (English Language Authorization) -> public schools

ESOL/EL licensure/certificate procedures differ from state to state

Complete	Complete	Take	Apply
a bachelor degree (only Pennsylvania offers ESL as a subject for teaching certificate)	a state approved ESL/EL preparation program	necessary tests (PRAXIS or CBEST in California)	for licensure at the state licensure office

Step 0. If your degree is NOT from the USA, you need to have it evaluated. Education Credential Evaluation Agencies:

- Educational Credential Evaluators (ECE)
- Josef Silny & Associates, Inc. (JS&A) ...
- Educated Choices, LLC.
- World Education Services (WES)
- American Education & Translation Services, Corp. (AET)

States differ in certification requirements

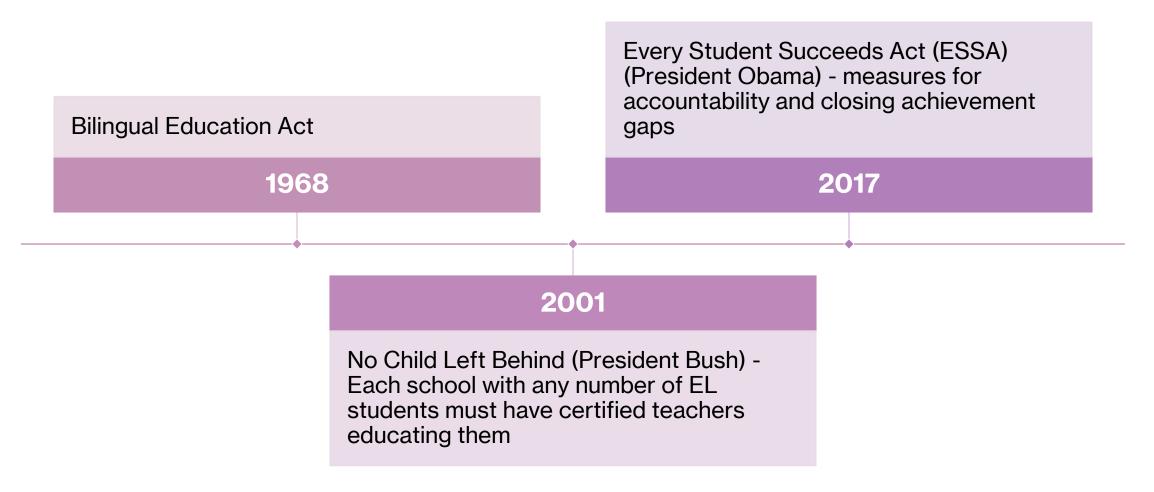
Example 1: Kansas:

- Teachers must be certified in a main subject.
- ESL is an additional endorsement for 15 credit hours or for a master's degree. (I am certified in Bio, so I could get certified in ESL)

Example 2: California:

- All teachers are required to obtain English Language Authorization to receive licensure in another subject
- There is a separate licensure for ESL Adult Education and for Community College Education

Federal Regulation of ESOL / EL in Public Schools



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What does and ESOL/EL teacher do in a public school? Head on table

calm



ESOL/EL Program

Identify	all potential EL students (home language survey)
Assess	all potential students
Provide	language assistance to each language learner
Provide	meaningful curricula
	Agnes Chikan

ESOL/EL Program

Provide	opportunities for extracurricular activities
Monitor	Progress with assessments and observations
Promote	Cultural understanding and inclusion
Liason	Between school and parents
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Language Assistance – Direct Language Instruction (Eisenhower Middle School) Newcomers Class: (newcomers, refugees, illiterate in L1)

From no English to grade 1

- Basic penmanship
- Phonics and basic literacy
- Survival English: everyday topics with vocabulary

Language Assistance – Direct Language Instruction 2 (Eisenhower Mid dle School)

ESOL 1 Class:

Reading level: grade 2-3

- Continued work on phonetics and reading fluency
- Continued work on everyday topics with more abstract ideas
- Introduction to literature (short stories, poems)
- Writing: from sentences to paragraphs
- Grammar: Perfect tenses, more complex sentences

Language Assistance – Direct Language Instruction 3 (Eisenhower Middle School)

ESOL 2:

Reading level: grade 3-5

- Reading: from short stories to short novels
- Fluency Practice
- Writing: from paragraphs to essays
- Grammar: Conditional, Passive, modals in the past
- Longer oral presentations

Connection between ESOL and Regular English (English Language Arts)

ESOL courses substitute regular English courses

- Literature and writing standards should be followed if possible
- Topics and themes discussed should be followed if possible

How?

- Some books have language learner supplementary materials
- Similar content should be found (Short stories)

Students can show up any time

Students advance at different space

Challenges

Students' academic background differ

As results, structure is fluid with constant rearrangement

No course book, but many resources

Resources:

- Ellii.com (Previously ESL library): <u>https://ellii.com/</u>
- ISLcollective: <u>https://en.islcollective.com/</u>
- Edpuzzle: <u>https://edpuzzle.com/</u>
- Twinkl: <u>https://www.twinkl.com/</u>
- Quizzes: <u>https://quizizz.com/?lng=en</u>
- Quizlet: <u>https://quizlet.com/</u>
- Spelling City: https://www.spellingcity.com/



Sources for California

 California English Literature Curriculum (free with reading aloud feature)

CommonLit

https://www.commonlit.org/en

- California Science Curriculum:
- <u>https://www.ck12.org/student/</u>

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Cooperation with other teachers

Students are mainstreamed in other subjects

Provide Meaningful Curricula – Other Subjects Instructional aides might provide help in classrooms

Modifying/simplifying texts and assignments

Using more visuals or graphic organizers

Focusing on main vocabulary

Provide Meaningful Curricula – ESOL Resource Classes

Separate class for each grade

- Assist students to catch up (math!!!!)
- Scaffold reading comprehension for other subjects
- Rephrasing assignments
- Simplifying texts
- Helping cultural understanding and assimilation

What about other schools?

Elementary – one teacher teaches all subjects and skills

 Each student has individual ESOL instruction for a limited time per week.

High School:

- Similar to middle school
- ESOL students can attend remedial courses to ensure graduation

Other Instructional Options – Newcomer Center

- larger migrant population
- Students attend a language school for a year for full time language instruction. Then they are mainstreamed
- California, Texas, Dodge City, KS



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Other Instructional Options – Sheltered Instruction Programs

- Offered in communities with larger minority groups
- Academic course is taught in a simplified more streamlined English
- Attempt at local high school

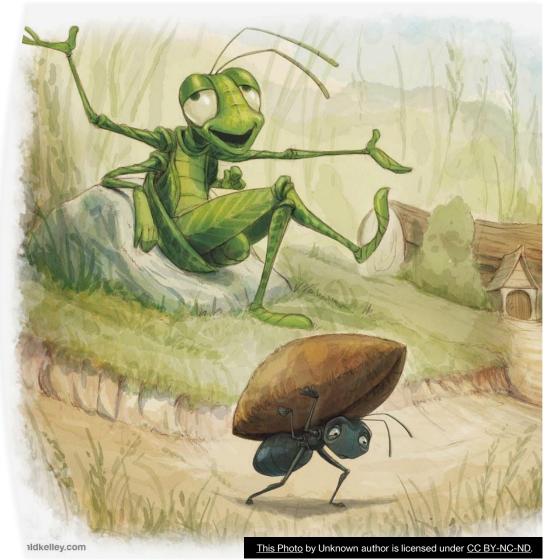
Other Instructional Options: - Bilingual / Dual Language Programs

- Students receive instruction both in L1 (Spanish) and in English
- Southern California, Texas



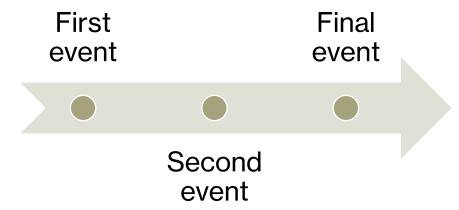
3. Incorporating Literature to English Teaching

- Literature as a tool for story telling
- Fables
- Biographies
- Short stories



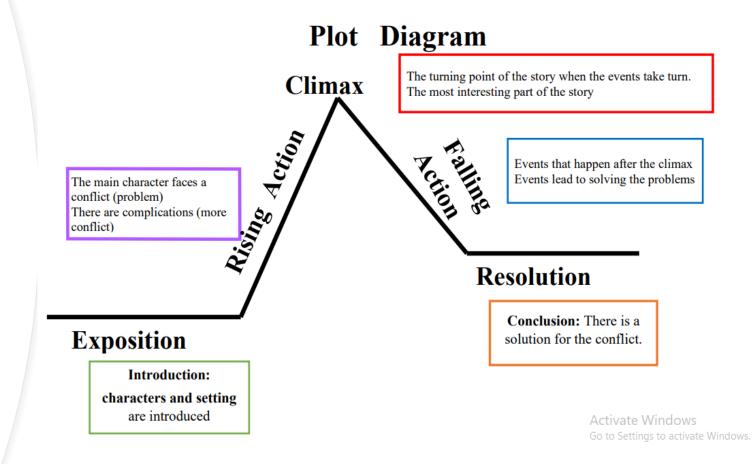
Activities

- **1.** Arrange the events in order
- 2. Create timeline (sequencing) (Tenses, time clues, adverb clauses)



3. Cause – Effect, Problem - Solution

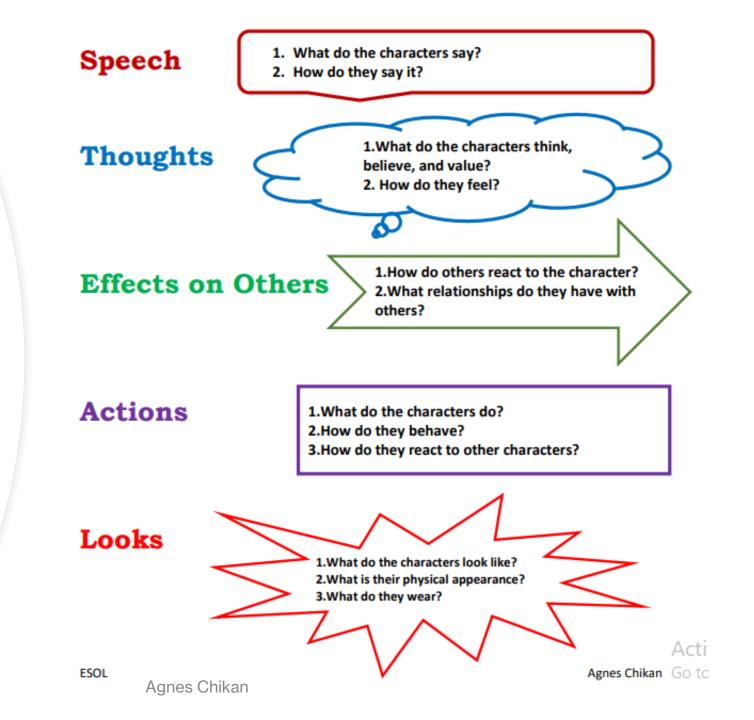
Switching to Literature: Plot Diagram



Characterization Chart

 Enhance recognition of feelings

- Develops empathy



Personal beliefs about literature

It opens the readers eyes to history and cultures (but it should not serve politics)

It helps conveying the importance of values and feelings

It helps develop emotional intelligence

Selecting good reading is essential

Educators should not give up trying

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Staley School of Leadership

THE INTERSECTION OF AND SPORT AND SPORT 21 February 2023



"SPORT IS A PRODUCT OF HUMAN CULTURE. AMERICA SEEMS TO NEED FOOTBALL AT THIS STATE OF OUR SOCIAL DEVELOPMENT. WHEN YOU GET NINETY MILLION PEOPLE WATCHING A SINGLE GAME ON TELEVISION, IT SHOWS YOU **THAT PEOPLE NEED SOMETHING TO IDENTIFY WITH.**"

-JOE PATERNO, HEAD FOOTBALL COACH AT PENN STATE UNIVERSITY

INTRODUCTION

Our Time Today...

Overview

The intersection of sport, race and gender both reflects and refutes existing power relations and social structures in American society

Context

To understand the intersection of sport, race and gender, we must see how sport has evolved in the United States, beginning as simple games and evolving into a cornerstone of our culture

Fact or Fiction

Sport, while providing pathways for advancement in the societal ladder for some, serves as a site of segregation and exclusion for historically marginalized populations

THE EMERGENCE OF SPORT factors leading to its early popularity

Conquering space and time

The rise of middle-class Victorian culture

"Rational" recreation and Muscular Christianity

Oppositional

culture

Sporting clubs and organizations

CULTURE

The Rise of the Middle-Class Victorian Culture

Shared Values, Attitudes and Behaviors of Western Culture

Farmers, merchants, professionals, independent artisans, craftsmen and small manufacturers

Expected better standards of living and lifted social status for themselves and children

Social Guidelines for Victorian Families

Practiced self-control, frugality, hard work and smaller family size

Pushed back against the impulsive behavior, such as loudly speaking, drinking and laughing uproariously

Strict Gender Roles Defined How People Acted

Women expected to cultivate compassion, gentleness, piety and benevolence while raising children morally

Men were visible leaders of community where manliness was defined through hard work, moral character and self-control versus virility, toughness or aggression 5

COUNTER CULTURE

Rational Recreation and Muscular Christianity

Organized Sport Challenged Victorian Culture

Need to strengthen one's body for serious duties (hard work)

Fraternal groups for men and church societies for women

Included vigorous physical exercise (for men) but not competitive sport...yet

Oppositional Culture Created Other Vehicles for Participation

Controlled conditions and amateurism was not enough to satisfy primal needs of lower classes

Sport was used as way to prove manhood, create a sense of belonging and personal excitement for young, single men in saloons, sporting halls and fire departments

Oppositional Culture Pushed Boundaries of Competition

Victorians shifted from hostility to support of many forms of competitive sports (when amateur and under controlled conditions)

Competition might aid development of good character, integrity, reliability, responsibility₆



Shift to Institutionalization of Games, Play and Sport

By the end of the 19th century, institutions began formally organizing sports for youth Societal Shifts Impacted Youth Well Being

Community Identity and Activity Through Sport

The breakdown of the household economy, among other reasons, fostered character concerns Secondary education used sport to build community and identity as well as building character INTERNATIONAL COMPETITION + RACE

ALL BOYS IN NEW YORK CITY NEEDED PHYSICAL BENEFITS, THE MORAL AND SOCIAL LESSONS AFFORDED BY | GAMES AND SPORT.

Founded in 1903 by Louis Gulick

Borne out of fear of immigrant cultures and the perceived demise of childhood morality destroying American values

Designed to "Americanize," ethnic youth and reduce juvenile delinquency Watchwords were Duty, Thoroughness, Patriotism, Honor and Obedience

FOOTBALL AND MAKING OF COLLEGE COMMUNITIES driving force bonding diverse groups into larger collectives

Late 19th century students make extracurricular activities the center of their college experience

1870s saw rise of student-led collegiate athletic associations College presidents and faculties saw power of football over undergrads and harnessed it for notoriety and recruiting Sport builds character, selfcontrol and selfsacrifice...traits desired by modern industrial society **D**

Football attracted fans and nurtured alumni relations and loyalties more than any other aspect

FOOTBALL AND THE STRENOUS LIFE

AMERICAN VICTORIAN MEN VIEWED AS WEAK AND PHYSICALLY UNFIT

Narrative of sporting ideology shifted to notion that nation's vitality depended upon heroic virtues

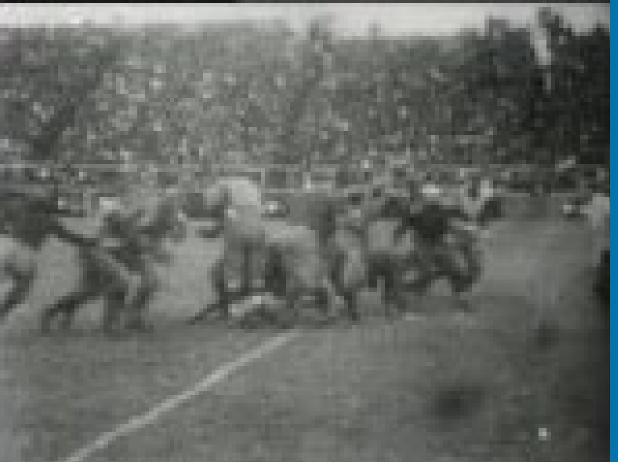
Darwinian idea of survival of fittest led to defending superiority of Anglo-Saxon heritage

Football became that embodiment at northeastern elite colleges, providing stark contrast between academic frailty and rugged masculine figures



"THE FEELING OF SOLIDARITY AND LOYALTY IN THE STUDENT BODY THAT INTERCOLLEGIATE CONTESTS DEVELOP IS A GOOD THING. IT OUTLASTS EVERY CONTEST AND IT CONTINUES IN THE HEART AND SOUL OF EVERY GRADUATE **AS LONG AS HE LIVES.**"

FOOTBALL BECOMES A SPORTING SPECTACLE



- Those seeking entry into upper-class communities could use college connection as a vehicle
- Revolution in newspaper industry during 1880s and 1890s contributed to transformation of college football into a major sporting spectacle not only for the upper-class
- Differentiating colors, mascots and nicknames contributed to distinctive identities among colleges
- The "Big Game" became a social event
- 1920s college football emerged as a full-fledged national sporting spectacle

CONSUMER CULTURE

BY 1920, SPORTS DREW SUPPORT FROM A NEW, FAST-GROWING MIDDLE CLASS FOCUSED ON MASS CONSUMPTION & LEISURE.

By the 1920s, industrial technology had transformed the US into consumers' paradise – cars, electric lamps, washing machines, refrigerators, toasters

Nature of work changed, real income rose, shorter work week and paid vacations allowed for leisure time and the ability to afford it

Americans became more interested in obtaining the immediate pleasures arising from devotion to fun, play and less inhibited behavior overall



By the early 20th century, the ideology of sport had been woven into the fabric of American culture, for good and for bad

Shaped juvenile literature and was core ingredient in programs designed to manage free time activities of youth Rising profession of physical education convinced school boards to implement physical training in schools Organized sport could be a powerful tool to build individual and community character

Sports and the lessons it taught could be easily and readily translated into successful strategies in the competitive business world

However, despite all of its promise, sport still had its pitfalls and its value (overstated or not) remained a focus of considerable debate



THE INTERSECTION OF SPORT, RACE, AND GENDER IS IMPORTANT TO STUDY BECAUSE IT SHEDS LIGHT ON **HOW POWER RELATIONS AND SOCIAL STRUCTURES AFFECT THE OPPORTUNITIES AND EXPERIENCES OF ATHLETES IN SPORTS**.

TBALL NOT TARGET.

VLY ITS BRUTALITY.

mbia May Take Up "Socker" ame-Morley Defends Sport.

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NINETEEN KILLED ON

FOOTBALL FRIENDS

THINK COLUMBIA

Morningside Heights Stud

sent Abolition of Gu

The local developments of the colquarties posterday indicated an inder a returned at New-York University of a action in calling a conference of the white which New-York University has relations, and to taking a position equ-

The Columbia undergraduates epiced approval of the harring of the gains in the Beignin faculty. It gain least

CLAFLIN UNIVERSITY FOOTBALL TEAM – 1899

RACE + INTERNATIONAL COMPETITION

VAN WAD

Sports were seen as protected spaces where African Americans could discover their agency and establish their identity



DR. MARTIN LUTHER KING, JR. AND JACKIE ROBINSON – 1962

CLEVELAND SUMMIT – 1967

WGAR

TOMMIE SMITH AND JOHN CARLOS – 1968

SPORT FASHION FOR WOMEN – 1920

FLAPPERS AND FEMALE ATHLETES

Women exercised newfound political and economic power Mass production and expanding media allowed access to new styles and activities Marriage, motherhood and domestic life remained main focus for most women, regardless of background 19th Amendment marked the end of intense and unified social activism 5

Newfound focus on sex and sexuality

WAR OVER TURF + PRINCIPLES

Despite initial gains made leading up to and during the conflicts of the 1940s, women's sports suffered setbacks due to cultural pushbacks following World War II

Postwar retrenchment Cold War ideology Changing ideas of womanhood

Declining influence of local institutions limited high school, collegiate and professional levels Female physical educators pushed back against women in competitive sport



Cheerleading

RAH, RAH, RAH

- Origin of cheerleading began as a male activity
- First women began to join in 1920s
- By 1930s, cheerleading more accepted in communities
- Post World War II era, cheerleading became haven for women pushed out of sporting opportunities





American female athletes took a roller coaster ride during the first half of 20th century. Women had to find their own niches in which to participate. Dedicated athletes had to walk a fine line between athleticism and femininity.

After World War II, national culture took a conservative turn and limited women's opportunities until the 1970s

EQUAL RIGHTS PROTESTS – 1971

1251

ELLIE MARQUARDT AND LIA THOMAS – 2022

THOMAS

Q + A TIME THANK YOU



Staley School of Leadership

Dr. James Byland | Staley School of Leadership

Discovering Gordon Parks



This weekly series explores the life and work of artist Gordon Parks, whose work is featured during the Marianna Kistler Beach Museum of Art's 25th Anniversary year. Gordon Roger Alexander Buchanan Parks was born in Fort Scott, Kansas in 1912, the last born of 15 children. After his mother's death when he was 15 years old, he moved to St. Paul, MN.

In 1937 he chose photography as a career. He worked for the Farm Security Administration and the Office of War Information during WWII. After working as a photographer for Standard Oil and shooting fashion photography for *Vogue*, he took a position at *Life* magazine in 1949.

A Renaissance man, Parks was a photographer, writer, film director, composer and painter. He died in 2006, an artist of note. Much of Parks photographic work addressed social injustice – he viewed his camera as a weapon to fight for a better world.

Flavio Da Silva

"Freedom's Fearful Foe: Poverty" was published in LIFE magazine in June 1961 as part of a series of essays on America's relationship with Latin America. The series supported J.F. Kennedy's proposed Alliance for Progress to improve economic cooperation in Latin America. Parks was assigned to choose an impoverished father of a large family in Rio de Janeiro, recording his life and work and his political leanings.

A Beaten Family in Rio Slum Freedom's Fearful Foe: Poverty

LATIN AMERICA: PART II

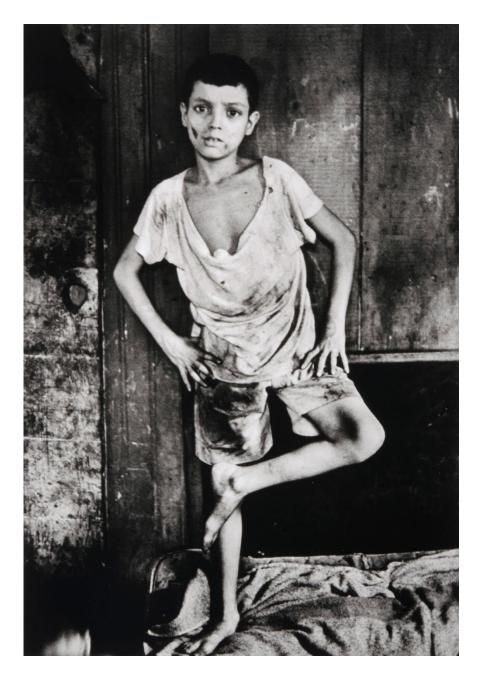
The anguish which poverty inflicts is cruel and varied—statistics cannot convey its accumulated torments and degradations. But poverty always has a human face. This week, to bring alive some brief fragment of the enormous misery poverty works on people today in Latin America, LiFE presents one family—the Da Silvas. They live in a *favela*, a sweating slum of the rich, elegant city of Rio de Janeiro. But their poverty can be found almost anywhere else in Latin America; in the cane lands of northeast Brazil, in Caracas, the capital of oil-rich Venezuela, in the high plains of Bolivia, and in Chile and Ecuador where hundreds of thousands of people exis, wasted by malnutrition and disease.

The plight of the Da Silvas, seen as individuals, evokes human ion. Viewed historically, their condition and that of other hopeless millions in Latin America, spell sharp danger-and an economic challenge to the free world. For the most part clustered in pockets (despite being two times the size of the U.S., Latin America has relatively little tillable land) largely in dislocated city slums, the teeming poor are a ripe field for Castroist and Com tical exploitation (LIFE, June 2). To counter that threat U.S. and Latin American leaders must face an unsettling set of facts. Under a free economic system in Latin America, in dustry has been growing solidly, the new middle class has been growing, democratic institutions are taking deeper roots. But aster than any of these, poverty has been growing too. The population of Latin America has doubled in the past 40 years, may more than treble again by the year 2000. The average yearly per capita income today is only \$289. And the ratio of increased income against population growth is among the worst in the worldworse even than Africa

This danger and this challenge will lend urgency next month when Western Hemisphere leaders meet in Uruguay to help President Kennedy's new 'alliance for progress' program get started. The free world offers liberty and free economic development as a way for backward lands to help themselves. If that system cannot be made to work, neither the system nor lib rty itself will last.

> Photographed for LIFE by GORDON PARKS

In the shadowy slum world into which she was born in Rio de Janeiro, 3-year-old Isabel da Silva cries to herself after vaihly seeking comfort from her exhausted father, José.



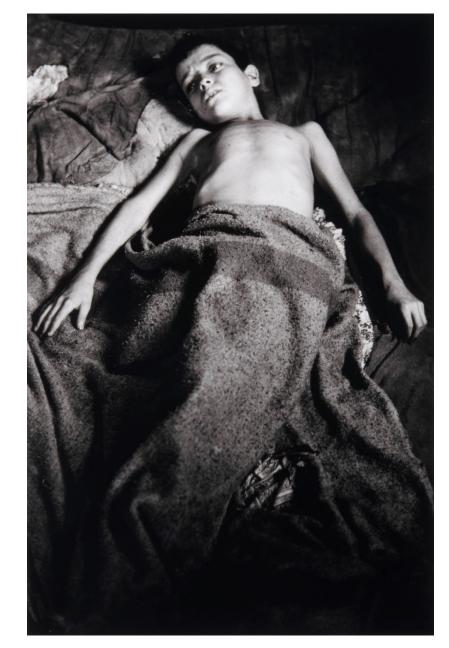
Once in Brazil, Parks side-stepped his assignment – he had encountered a twelve-year old boy carrying water in the favela (slum) of Catacumba. This was Flavio da Silva, who lived with his parents Jose and Nair (who was expecting another child) and his seven brothers and sisters. Flavio suffered from severe bronchial asthma, but was responsible for caring for his brothers and sisters, doing the cooking and cleaning, and scavenging for food and water, while his parents worked.



KSU, Beach Museum of Art gift of Gordon Parks and the Gordon Parks Foundation, 2017.406 and 2017.457



Sick and exhausted from week's care of the family, Flávio rests on Sunday when his mother is free to look after brothers and sisters. "I am not afraid of death," he explained earnestly to Parks. "But what will they do after?", from the series Freedom's Fearful Foe: Poverty, 1961, printed in 2017, gelatin silver print, KSU, Beach Museum of Art, gift of Gordon Parks and the Gordon Parks Foundation, 2017.413



Parks donation to K-State included seventeen photographs from this series. This was the largest of the photos, indicating that Parks felt it was one of the most important that he had taken. It was not used in the LIFE article.

Flávio amuses smaller brothers and sisters, from the series Freedom's Fearful Foe: Poverty, 1961, printed in 2013, gelatin silver print, 43 ¼ x 60 ¼ inches, KSU, Beach Museum of Art, gift of Gordon Parks and the Gordon Parks Foundation, 2013.208





Here is another image of Flavio taken at the same time. The magazine he is holding features St. Vincent de Paul, the patron saint of the poor. The effigy of bone covered by wax can be found in Paris.



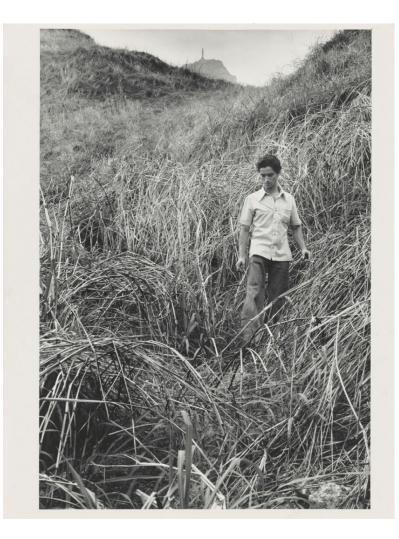
Flavio da Silva holding a scrap of magazine as brother Zacarias clings to his legs, Rio de Janeiro, 1961, The LIFE Magazine Collection, 2005, International Center of Photography, 1619.2005



LIFE readers were emotionally impacted by the story and raised \$30,000 by July, which was used to bring Flavio to the United States for two years of treatment for his asthma, rehouse his family, and to make improvements on the Catacumba favela. Parks took photographs for a subsequent article "The Compassion of Americans Brings a New Life for Flavio." Parks made return trips to Brazil to visit Flavio in 1976 and 1999. In 1984, Parks directed a film version of Flavio's story and the Gordon Parks Foundation/Steidl published a comprehensive book in 2018.



"Untitled (Flávio da Silva), Rio de Janeiro, Brazil," 1976 — an image taken by Gordon Parks when he returned to Brazil in the 1976 to check in with Da Silva, J. Paul Getty Museum / Gordon Parks Foundation



Flávio da Silva clings to Gordon Parks as they prepare to depart Rio de Janeiro for the U.S. in July 1961.(Estate of Paulo Muniz / IMS)

Meeting with Mentors: Draft Project & Virtual Visit from Agnes Chikan

February 20, 2023 PDPI Home Room



Week	Milestone	Due Date	
1	Brainstorm ideas	Now	
1	Identify the theme using one of TESOL International Association's <u>6 Principles of</u> Exemplary Teaching of English Learners	January 29 – midnight (Canvas assignment)	
大 1	 Identify the scope: classroom level (something you or other individual teachers can use in a class) school (something a group of teachers or your school can use) city or region (something that involves people at several schools) 	January 29 – midnight (Canvas assignment)	
<mark>大</mark> 2	Decide on a topic related to your PDPI classes (a topic in the methodology class, an event in U.S. history, a speaking skill, a place you're visiting, etc.)	February 2 – midnight (Canvas assignment)	
<mark>大</mark> 2	Decide on a format (video, slide presentation, handout to print, digital document, etc.)	February 2 - midnight (Canvas assignment)	
<mark>\</mark> 2	Plan a schedule with four steps you will take to complete your project	February 2 – midnight (Canvas assignment)	
<mark>\</mark> 3	Share your progress with your mentor and colleagues	February 9 – midnight (Canvas discussion board)	
🛨 4	Share your progress with your mentor and colleagues, revise your plans as needed	February 16 – midnight (Canvas discussion board)	
5	Have a complete draft of the project ready so your mentor and colleagues can give feedback	February 23 – midnight (Canvas discussion board)	
6	Present your project to colleagues	March 3	
Future	Implement the project in your school or community	You decide!	



Projects & Presentations

What to submit in the discussion board

Format of the presentation sessions



1214	Une of the 6	The project is appropriate for	5 pts The project is somewhat appropriate for the chosen theme	3 pts Project is incomplete but seems appropriate for the chosen theme.
	Classroom, School City or	The project is appropriate for	5 pts The project is somewhat appropriate for the chosen scope	3 pts Project is incomplete but seems appropriate for the chosen scope.
IBI, CIRI X	Format	10 pts The project has a well-organized format that is appropriate and easy to follow.	5 pts The project has a somewhat organized and appropriate format.	3 pts Project partially completed but format seems appropriate and organized.
	Implementation	The project is practical and will be easily implemented for the	The project is somewhat practical and can be implemented with	3 pts The project is incomplete but seems practical.
	English Language	The use of English is correct and natural with only a few errors in	5 pts The use of English is mostly correct with some errors in grammar and	3 pts The project is incomplete and/or contain many errors in grammar and syntax. KANSAS STATE
	TOTAL 50 points			UNIVERSITY

Closing Ceremony

Please continue to add photos

300

If you'd like to share something at this event, let us know.



Mentors and Rooms

- Cary: 208 Greta: 203A
- Ketty: 203A
- Leena: 202

• Mary: 208A

- Ranae: 205
- Smoky: 202
- Tim: 308
- Viktoria: 214



If you want, please take time to sign the thank-you card for Wendy that we'll pass around.



Meeting with Mentors and Practice for Final Presentations

February 27, 2023 PDPI Home Room



Home Room this Week Tuesday: Movie for Mary's class Wednesday: Work time or meeting with College of Education about graduate (Master's and PhD programs) Thursday: Reflection activity with Cary



Program Wrap-up

- Thursday is the last day of classes
 - Program Evaluation survey will come to your email
 - You will also get TEVAL surveys from your teachers
- Friday morning
 - Presentations 9:00-11:00 a.m. in Fairchild
- Friday at 2:00 p.m.
 - Closing Ceremony and Reception, Leadership Studies Town Hall





Presentations on Friday

Audience:

- Your PDPI colleagues
- ELP teachers and mentors
- Some guests from the Modern Languages
 Teaching English as a Foreign Language
 Master's Program



Presentations on Friday

Format:

- Poster session/science fair
- -2 sessions of 45 minutes each
 - Session A: 13 presentations (9:00-9:45 a.m.)
 - Session B: 13 presentations (10:00-10:45 a.m.)
- Audience will circulate among the rooms to visit different presentations







PDPI 2023 Final Presentations PDPI 2023 Final Presentations

3 March 2023

3 March 2023

Session A: 9:00-9:45

Session B: 10:00-10:45

Room	Group	Presentation Topic/Title
208	Mary 1	
208	Mary 2	
208	Mary 3	
208A	Mary 4	
214	Mary 5	
202	Leena	
202	Smoky 1	
202	Smoky 2	
202	Cary 1	
205	Cary 2	
203A	Cary 3	
203A	Cary 4	
203A	Greta	

Room	Group	Presentation Topic/Title
208	Ketty 1	
208	Ketty 2	
208	Ketty 3	
208A	Viktoria 1	
214	Viktoria 2	
202	Tim 1	
202	Tim 2	
202	Tim 3	
202	Tim 4	
205	Ranae 1	
203A	Ranae 2	
203A	Ranae 3	
203A	Ranae 4	



Plan for Today - 3:30-4:00

Session A (Mary, Leena, Smoky, Cary, and Greta's groups):

- Go to your presentation stations and try out the equipment.
- Decide who will bring a laptop/thumb drive.
- Practice the presentation if you want.



Plan for Today - 3:30-4:00

Session B (Ketty, Viktoria, Tim, and Ranae's groups):

- Stay in 203A or move to 202 and:
 - Discuss the feedback on your project.
 - Make sure your mentor has the names of your group members and the presentation topic/title.
 - Discuss other questions you have about KANSAS STATE Friday.

4:00 p.m. – SWITCH!



Plan for Today - 4:00-4:30

Session B (Ketty, Viktoria, Tim, and Ranae's groups):

- Go to your presentation stations and try out the equipment.
- Decide who will bring a laptop/thumb drive.
- Practice the presentation if you want.



Plan for Today - 4:00-4:30

Session A (Mary, Leena, Smoky, Cary, and Greta's groups):

- -Go to 203A or 202 and:
 - Discuss the feedback on your project.
 - Make sure your mentor has the names of your group members and the presentation topic/title.
 - Discuss other questions you have about KANSAS STATE Friday.





QUESTIONS?



When it comes to the English language as spoken and written in the central USA...

I brought:

I will take back:



Life on a state university campus in the central USA...

I brought:

I will take back:



When it comes to teachers and teaching on a state university campus in the central USA – both inside and outside the classroom...

I brought:

I will take back:



When it comes to American people and places (culture and society) ...

I brought:

I will take back:

PDPI - Brazil

January – February 2023

My Suitcase

minha mala

A reflective discussion on educational travel

One of the many strange things that the English language does...

- English likes to *appropriate* words and ideas from the physical world, and use them to describe the "interior" world – the things that happen inside our minds.
- The word "appropriate" with the accent on the last syllable is a verb that means "to take and use for one's own purposes."
- Our purpose in this exercise is to take the idea of "packing a suitcase" and use this idea to describe the process we go through in traveling to a new place especially as educators.
- We will imagine culture as our "mental suitcase."

Bring, Take Back, Leave Behind

- Just as the airlines impose restrictions and weight limits on what we can take in our physical suitcases, our mental suitcases also have limits.
- Assumptions that we had before an experience must be "left behind" because they no longer fit inside our mental suitcase.
- For example, when I went to Indonesia for the first time, I brought with me my knowledge of English and my belief that cultural exchange can help reduce misunderstandings that lead to conflict.
- I took back with me a knowledge of the culture and society of KalBar.
- I left behind my assumption that everyone in the world interacts with everyone else in the same ways (direct vs. indirect society).



THREE MINUTES TO DISCUSS EACH AREA...

- I invite you to complete each worksheet with the help of your colleagues.
- 3 minutes to discuss what you brought (ideas you had before), what you will take back (what you have learned), and what you will leave behind (things you have changed your mind about) in each area of discussion.
- At the end, we will share our conclusions.

FOUR AREAS FOR DISCUSSION...

- **1.** The English language as spoken and written in the central U.S.A.
- 2. Life on a state university campus in the central U.S.A.
- 3. American people and places (culture and society)
- 4. Teachers and teaching on a state university campus in the central U.S.A. both inside and outside the classroom

Congratulations, PDPI Brazil!

