



Dear Colleague:

Happy Women's History Month! We all, men and women, have come a long way in the past two generations. And there is still more to go. Both political parties have had female contenders for president, and many of the candidates have brought up the issues of equal pay for equal work, educational opportunities in science, technology, engineering, and math (STEM) fields for girls and women, guaranteed maternity and paternity leave, women's health care topics, and more. March is a great opportunity to draw attention to the women who helped change our country (like Marian Anderson) and to those who will shape our future.

Adelaide Coles, Associate Editor

Ideas about government (pages 1, 10, and 11)

Objectives: Students will be able to state ten political issues for which there are different views, and tell the views of conservatives and liberals. They will be able to tell that Republicans generally are conservative and Democrats liberal.

Procedure: Draw a long line on the board, and label the left side "LEFT" and "Liberal" Label the right side "RIGHT" and Conservative. Label the center "Moderate." (The terms *left* and *right* came into use in France, and showed where different groups sat in their government's meeting place.) Have students read each opinion, and discuss it. If appropriate, supply more information about each idea, being careful to be fair to each side. For high school and older students, ask what political parties are in their home countries, and how the parties are different.

How to hold on to your job (pages 1 and 9)

Objectives: Students will be able to give ten "Do's" and eight "Don'ts" to help a person keep a job. They will be able to tell two things to do and one not to do if they don't like their job.

Procedure: Elicit from students who have or had jobs how long they have (had) been there, and what they do (did) to keep

their job. Have them tell about people who have lost their jobs and why. Discuss the needs of a business owner, and how employees help fill those needs. Then read the article, point by point, and clarify the meanings. Point out that in unionized jobs, it is harder for an employer to fire a worker without a good reason. But without a union, an employer does not need a reason to let an employee go.

Events in March (pages 2 and 3)

Calendar Elicit from your students any special days celebrated in their countries in March. Also, ask who has a birthday, anniversary, or other celebration in March. What school events will take place in March? Have students write these directly on the calendar.

Women's History Month Objectives: Students will be able to tell the purpose of the second Women's Rights Movement and the purpose of an Equal Rights Amendment. They will be able to tell how many women are on the Supreme Court, how many women are state governors, and how many women are in the U.S. Congress. For more, see "Can you name these famous American women?" on page 9.

Procedure: Ask students to tell what surprised them about customs and rights of women and men in the United States. Have them explain any rights, privileges, roles, or customs of women and men in their home countries that are different from those in the U.S. *How do the people in your family feel about these differences?*

Have students interview American women and men over age 65 to talk about the changes that have occurred since 1960. Examples: Schools required girls and female teachers to wear dresses. Top colleges and military academies were for men only. Women were not elected to the Senate. A man would not be a nurse or an elementary school teacher, or a stay-at-home caretaker. The husband worked to support the family and the wife cared for the home and children.

Explain the process for amending the Constitution. (A 2/3rds vote in both the Senate and the House of Representatives is needed to propose an amendment. Then 3/4ths of the state legislatures must approve it.)

Read Across America Discuss: *Why is it important to read? How much time do you spend reading in any language, other than homework? How much time do you spend watching TV? Surfing the Internet? Playing video games? Playing in active sports or games? Hanging out with friends?* Point out that it wasn't long ago when reading books was a principle pastime for young people. *What are the advantages of reading over watching TV?* (Stimulates different parts of the brain, causes more thinking, inspires, builds experiences, opens minds, builds vocabulary, can be reviewed, gives students an advantage when they take standardized tests.) What can they plan to do in class or at home to celebrate reading?

Saint Patrick's Day Talk about the way immigrants bring their customs and holidays with them to a new country. Ask questions such as: *What native customs and holidays do you still celebrate in the U.S.? Do you share your holiday with others?* The Irish invite everyone to "be Irish for a day" to celebrate their St. Patrick's Day. Point out that Halloween was also brought to the U.S. from old Irish customs.

Explain some of the symbols students might see on St. Patrick's Day: Leprechauns, shamrocks, pots of gold, the color green, etc. Invite them to be Irish for the day and wear green on March 17. If there is a custom of children pinching others for not wearing green in your area, explain that.

Easter Have any Christian students in your class (or invite one in) tell the story of Jesus' crucifixion, if appropriate, being sure again, to preface statements with "Christians believe" or "The story in the Bible says...." Tell of the "Golden Rule" ascribed to Jesus' teachings that seems universal in all religions: "*Do to others the things you would want others to do to you,*" or "*Treat others the way you want to be treated.*" Have students tell the version of it in their own culture.

Provide instructions so students can color eggs at home. Be sure that students understand that they need white eggs and have to gently hard boil the eggs (14 minutes) first. Medium-sized eggs are best and cheaper. Store colored eggs in

the refrigerator until eaten. For additional activities for Easter, see <http://www.eslkidstuff.com/EasterGames.htm>

Daylight Saving Time Discuss: *How does changing the hours "save daylight?" Does it save daylight for everyone?* (No, farmers, retired people, and outdoor workers, may not care. People commuting to work or school in the dark lose daylight in the morning, but gain it in the evening.)

Spring Elicit from students: *What are some signs of spring?* Have students keep a journal or a class posting on a bulletin board in the classroom to describe the changes that warming weather brings to your area of the country.

Primary Elections Students will be able to tell what primaries and caucuses are. They will be able to tell what Super Tuesday is and its date. They will be able to tell the winners of the Iowa caucuses and New Hampshire primaries, and tell which candidates remain in the Republican party and in the Democratic party. **Procedure:** Our information is current to February 12, our press date. Before class, research which candidates are still in the race and how they have done in the Nevada and South Carolina primaries. Elicit from students what they know about the remaining candidates.

This is your page (page 4)

Procedure: Read the stories and have students relate similar stories from their own lives. Which story did they like the best? What stories would they want to share with other newcomers to the U.S.? Use the *Let's Talk About It* questions on page 11 for discussion starters.

Ask Elizabeth: Body language (page 5)

Objectives: Students will be able to describe three observations about American body language (distance apart when standing, eye contact, and touching). **Procedure:** Ask students to compare body language they have seen in the U.S. to that of their home countries. Suggestions: the three mentioned in the article, plus posture, when to stand and when to sit, body language between men and women, between friends, between older and younger people, when eating, etc.

Your Health: A good night's sleep (page 5)

Nearly everyone has had difficulty falling asleep. With computers, smart phones, and constant connectivity, it is even harder to disconnect at bedtime. But it is important that all of us find ways that help us fall asleep and become well-rested

for the day ahead. **Objectives:** Students will be able to tell six benefits of sleep, and six things that can make it difficult to sleep. They will be able to tell five ways to help one fall asleep.

Income taxes: the W-2 Form (page 6)

Objectives: Students will be able to tell the purpose of an income tax return and a W-2 form. They will be able to tell what withholding means, and the purpose and benefits of filing an income tax return even if they earn less than the amount at which a person is required to file a tax return (To get a refund or a tax credit.) They will be able to tell where a person can get help with their taxes, and explain various terms and parts of a W-2 form.

Procedure: Pick up some 1040 EZ Forms from your local post office or library, or print them out from IRS.gov, so your students can practice filling them out using the name and information given on the W-2 Form on page 6. Clarify terms such as *return* and *refund* so students don't think they are asking for a *refund* when they are filling out a *return*.

Elicit from students the purposes for taxes at the federal, state, and local levels. *What does the federal government do with the tax money?* (Some expenses are: national defense salaries, weapons, equipment, travel, and medical care; salaries for Congress, the President, and government workers; caring for public buildings: the capitol, the White House, the courts, national museums, and federal prisons; subsidies for low income people to purchase health insurance; agencies that govern the environment, transportation, commerce, housing, health, treasury, etc.; aid to education; border guards; IRS, FBI, and CIA; passport and immigration services; classes for citizens; and aid to states and local areas.) *What does the state government do with tax money?* (Pays for education, state highways, state police, regulating air quality, water quality, employment and businesses in the state, unemployment insurance and services, state prisons.) **Local** taxes pay for water, garbage pick-up, street cleaning, police, fire department, jail, street repairs, street lighting, city worker's salaries, etc.

Heroes and History: Marian Anderson (page 7)

Objectives: Students will be able to tell who Marian Anderson was and four ways segregation and prejudice affected her life. They will be able to tell four examples of segregation of white and black people in the southern states. They will be able to explain why Anderson was not allowed to

sing at Constitution Hall. Students will be able to describe the concert on April 9, 1939.

Procedure: Share videos of Anderson's singing with the class. Two excellent songs for an ESL class are the patriotic song, "My Country, 'Tis of Thee," and the spiritual, "Sometimes I Feel Like a Motherless Child." (Search on Youtube.com for: *Marian Anderson Lincoln Memorial* and *Sometimes I feel like a motherless child*.) Print out the lyrics for the songs and read them with the class, stopping to define troublesome words or phrases. Then play the videos. Anderson was a humble person. She changed a lyric in "My Country, 'Tis of Thee" from "*of thee I sing*" to "*to thee we sing*." She sang for all Americans in the Lincoln Memorial concert. The spiritual demonstrates Anderson's rich contralto voice and her ability to convey deep emotion.

Can you name these famous American women? (page 9)

Objectives: Students will be able to tell the names of 16 famous American lawmakers, political figures, authors, actresses, and entertainers. **Procedures:** Ask questions such as: *Have you seen any of these women on TV, online, or in the newspaper? Which ones? What do you know about them? How many of these women are on the Supreme Court? Name them. Who are the First Ladies? Who are the authors? Who are the entertainers or actresses? Can you name any other famous American women?*

ANSWERS

- | | |
|-------------------------------|---------------------|
| 1. c | 16. T |
| 2. b | 17. F (W-2) |
| 3. d | 18. F (spring) |
| 4. a | 19. T |
| 5. a | 20. T |
| 6. d | 21. F (flexible) |
| 7. c | 22. E (deaf) |
| 8. c | 23. C (stage) |
| 9. b | 24. I (retire) |
| 10. a | 25. B (regulations) |
| 11. T | 26. D (volunteer) |
| 12. F (St. Patrick's Day) | 27. H (gossip) |
| 13. F (harder/more difficult) | 28. J (tease) |
| 14. T | 29. A (major) |
| 15. T | 30. G (territory) |

March 2016 Quiz I

Choose the best answer. Write its letter on the line in front of the number.

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| <p>_____ 1. These ideas are _____ :
Taxes should be low; the federal government should be small; there should be fewer regulations on business.</p> <p>a) liberal
b) Democratic
c) conservative
d) federal</p> <p>_____ 2. People in the Democratic party have many _____ ideas.</p> <p>a) Republican
b) liberal
c) conservative
d) strict</p> <p>_____ 3. One liberal idea is that</p> <p>a) children should be allowed to pray in school.
b) everyone has the right to buy and keep any kind of gun.
c) abortion should be illegal.
d) there should be stricter gun control.</p> <p>_____ 4. One conservative idea is that Congress should</p> <p>a) balance the budget.
b) spend more money.
c) make more regulations.
d) bankrupt the country.</p> <p>_____ 5. Liberals and Democrats are often called</p> <p>a) the Left Wing.
b) a living document.
c) the Right Wing
d) endangered species.</p> | <p>_____ 6. Generally, the people who keep their jobs the longest are those who</p> <p>a) complain the most.
b) take long breaks.
c) arrive late to work.
d) help the business to make money.</p> <p>_____ 7. A worker is part of a team. He or she should</p> <p>a) compete with co-workers.
b) complain about co-workers.
c) cooperate with co-workers.
d) gossip about co-workers.</p> <p>_____ 8. At work, if you say you'll do something by a certain time, but you can't do it,</p> <p>a) blame a co-worker.
b) keep it a secret.
c) let the boss know.
d) take a long break.</p> <p>_____ 9. A tax return is a document that</p> <p>a) an employer gives to a worker.
b) a taxpayer sends to the government.
c) a worker gives to an employer.
d) returns money to a taxpayer.</p> <p>_____ 10. You can only get a refund on taxes you overpaid if you</p> <p>a) file an income tax return.
b) earned interest at a bank.
c) get help preparing your tax return.
d) ask for it at any post office.</p> |
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II. Events in March

True or False? Write “T” for true, and “F” for false. If the sentence is *false*, write a word to replace the underlined word to make the sentence true.

- _____ 11. March is Women’s History Month.

- _____ 12. Shamrocks, pots of gold, and leprechauns are symbols of Easter.

- _____ 13. Stress and anxiety can make it easier to fall asleep. _____
- _____ 14. On Sunday, March 13, Americans turn their clocks ahead one hour for Daylight Saving Time.

- _____ 15. On April 9, 1939, Marian Anderson sang in front of the Lincoln Memorial.

- _____ 16. Loretta Lynch is the United States Attorney General.

- _____ 17. Employers must send every employee a Form 1040 saying how much money he or she earned during the year.

- _____ 18. Insects hatch and many animals come out of hibernation in the winter.

- _____ 19. People from China, Japan, and Korea generally stand farther apart from each other than Americans do when they talk.

- _____ 20. Michelle Obama is the First Lady of the United States.

III. Building Vocabulary

Write the letter of the best word for each sentence.

Word List

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|----------------|--------------|
| A. major | F. flexible |
| B. regulations | G. territory |
| C. stage | H. gossip |
| D. volunteer | I. retire |
| E. deaf | J. tease |

- _____ 21. A person who is _____ is able to change when needed.
- _____ 22. A _____ person cannot hear sounds.
- _____ 23. The singer stood on the _____ in front of hundreds of people.
- _____ 24. When I _____ from work, I want to travel around the world.
- _____ 25. Government rules about ways of doing business are called _____.
- _____ 26. A person who works willingly for no pay is a _____.
- _____ 27. Talking about other people when they are not present is _____.
- _____ 28. It can hurt a person’s feelings if you _____ them about their weight.
- _____ 29. A student’s _____ is the main subject he or she studies in college.
- _____ 30. Puerto Rico is a _____ of the United States, but it is not a state.