



Dear Colleague:

This can be a great month to have students observe the workings of the government, so EEN is taking advantage. The rescue of the minors in Chile came too late to be included in the November paper. Let us know if you want this included in December's paper.

Lynn Corigliano

The elections and the economy (pages 1 and 9)

Objectives: Students will be able to tell the date for Election Day; tell when the polls are open in their state; and where the polling places are in their neighborhood. Students who are citizens and registered to vote will recognize their responsibility to understand the issues and to vote. Students will be able to tell, after the election, the names of the winning congressperson-elect from their district and any other officers elected. Students will be able to state the number of Republicans, Democrats and Independents who were elected and when they will take office. Students will be able to give some facts about the Tea Party and explain where it got its name.

Procedures: Introduce any new vocabulary. Discuss the picture: *What is the purpose of the sign?* Ask questions such as: *Have you seen any ads on TV for candidates? Have you seen any debates?* Read the article using any reading strategy appropriate to the level of your class. Bring in any photos, news items, video programs, ads, and a sample ballot if available. After the election bring in headlines and photos to extend conversation about the elections results.

The U.S. Legal System: Laws Part 2 (pages 1, 10, and 11)

Objectives: Students will be able to identify different levels of government and the parts ("houses") of Congress. They will be able to give three examples of areas that federal laws apply to. They will be able to tell five steps in a bill becoming a law, explain what a public hearing is, and tell what lobbyists do. (Point out that it is not illegal or wrong to lobby one's Congress person. It IS illegal to give a lawmaker gifts of money, vacations, trips, etc.)

Read the *Laws you need to know* on page 11 with students. Answer any questions they may have about them. Ask students to take the newspaper home and share these laws with parents, caretakers, and other family members.

Procedures: Pre-teach vocabulary before students read the article. After discussion and clarifications, allot time (several class periods) to go through some of the steps in passing a law. Have the class elect a temporary president. Divide the class into small groups and ask each group to propose a law they think will improve the ESL class. (Examples: more homework, more tests, fewer tests, less talking, more games--within guidelines set by the teacher, and within rules of the school, and possibly for a limited time.) Have each group choose a speaker and a recorder. The speakers will explain their group's proposed bill to the class. Have a class discussion for and against each "bill." Have the entire class vote on each bill. If there is a majority vote for a bill, send it to the president who can decide to sign or veto each of the bills. If the president vetoes a bill, he or she gives reasons and the class can vote again. If two thirds vote for it, then the bill is passed, and you can put the law into effect in your class.

Events in November (pages 2 and 3)

Elicit from students the important school events and other events in their lives that occur in November: birthdays, anniversaries, tests, etc. Ask what special days are celebrated in their countries during this month. Have students write the events directly on the calendar on page 2. Include the events written about in EEN.

All Saints' Day and All Souls' Day Invite an American Catholic to visit your class to talk about church and family traditions on these two days. Ask Catholic students from other countries to describe their traditions. Have students discuss the similarities and differences.

The Day of the Dead Ask students to tell about any special holiday for visiting the graves of the people in their family. Have any Mexican students tell about the way this holiday is celebrated in Mexico, and how they celebrate it here in the U.S.

Or invite someone in to talk about this holiday. Discuss the emotional needs that this day fills. (People feel safe to express sorrow and sadness about family members who have passed away and can also express their joy in celebrating the return of the spirit). In the U.S., Catholics have a day of prayer, and visit the cemetery.

Election Day Review with the class what they already know about state and local leaders. Explain that computerized voting machines are now being used in many states to speed up the counting of votes. When an election is close, votes must be counted again.

Native-American Heritage Month *Native American* is a term invented by non-Indians, with the intention of reducing prejudice. American Indians themselves do not mind being called Indians, and prefer to be called by their tribal names. Many newcomers to this country are fascinated by American Indians, but may think of them in terms of the Plains Indians of Western movie dramas. Check for Indian reservations in your state, and locate them on a map; if feasible invite an Indian to come in to talk to your class about their tribe, customs, history, etc.

Elicit what students already know about North American Indians. Bring in books, videos, music and crafts about the original inhabitants of your own state. On a map of the U.S. point out state names that are based on Indian words: Connecticut, Texas, Massachusetts, Minnesota, Mississippi, Alabama, Missouri, Alaska, Alabama, Arizona, Illinois, Iowa, Oregon, Michigan, New Mexico, Idaho, Wisconsin, Wyoming North and South Dakota, Kansas, Nebraska, Ohio, Tennessee, Kentucky, Oklahoma, Utah. Tell them of animal names from Indian words: *skunk, raccoon, woodchuck, moose, opossum, chipmunk, cougar, and jaguar; names of plants and foods: squash, avocado, tomato, tobacco, potato.* Other Indian words in English: *OK, blizzard, Yankee, canoe, toboggan, igloo, barbecue, hammock, tomahawk.*

Explain the reasons that a disease might affect Indians differently from the way it affected Europeans. (Exposure to a disease over centuries killed off weaker people, and allowed those who survived to pass on a stronger defense against a disease.) How

did disease make it easier for Europeans to settle in the New World?

Have students imagine what might have happened if Indians had not caught and died from smallpox, measles, and other European diseases? What might have happened if Indians had had some diseases that were mild for them, but were fatal to 90% of the Europeans?

After 1906, Indians who left reservations could become citizens and could vote. Congress passed a law in 1924 that gave citizenship to all Indians born in the U.S.. However, some states did not give full voting rights to Indians until the Voting Rights Act of 1965.

Veterans Day Prior to reading, ask such questions as: *Have you ever been in the military service in the U.S or in your home country? Do you have any family or friends who are or have been in the military? Must a person join the military in your home country when they are 18? Tell about it.* Call a local chapter of the Veterans of Foreign Wars (VFW) and invite a veteran to speak about his/her experience. Talk about a country's need for defense. Discuss the difference between a draft and a volunteer army. Point out that all young men, from age 18 to 25, both citizens and non-citizens must register with the Selective Service System at the local post office. This is not a draft, but lets the government know who is available in case of a national emergency. *An immigrant can lose the right to later citizenship if he does not register!* Check the local newspapers for Veterans Day parades or ceremonies. Encourage students to attend. Project: Search Google for an organization that sends letters to members of the Armed Forces stationed abroad, and have students who wish to do so write a letter to express their thanks or their service.

Thanksgiving Elicit from students what they already know about the Pilgrims, why they came to America and the first Thanksgiving feast. Ask questions such as: *Were you here last year at Thanksgiving time? What did you do? What are your plans for this Thanksgiving Day? What food will you have? What are you thankful for?*

If your class is small, you might bring in sliced turkey, Stove Top stuffing, cranberry sauce, and pumpkin pie for class to sample. If you have many classes, find out if your school cafeteria will be preparing a special meal for the last day before Thanksgiving.

Play the Thanks-giving game with the whole class, or in groups of 7-12, or in pairs. Check the local library for a video or DVD of the PBS series *Colonial House*.

Show small excerpts of it to give students a visual idea of life in the Pilgrim colony at Plymouth. More information about Pilgrims and Thanksgiving may be found at: www.holidays.net/thanksgiving/pilgrims.htm

This is your page (page 4)

Have students relate the readers' stories to their own lives. Ask questions such as: *Have you ever lost anything of value and then found it again. How are Laundromats different in you home country from those in the U.S.? Have you ever done something that you thought was harmless and it turned out to be dangerous?*

Ask Elizabeth about grammar (page 5)

Objectives: Students will recognize tag questions and the expected answers to these questions. They will be able to write tag questions to written statements and to write answers to the questions.

Procedures: Turn to this article after students have read the story on page 4 about *yes* and *no*. Have the students read the article silently or aloud. Have students read sentences 1-7 and give the expected answers. Discuss any problems, such as what to say when the person gives an *unexpected* answer. Have students write tag questions for the statements given at the end of the article. Have students pick out sentences from the article on Elections to write tag questions about. They can then ask the class for answers.

Your Health (page 5)

Objectives: Students will be able to explain what an antibiotic is and to tell an unwanted side effect (killing off the good bacteria in the intestine, so yeast and molds can grow. Students will be able to explain two things they can do to decrease the side effects of taking antibiotics (using them only for bacterial illness; eating yogurt; limiting sweets).

Procedure: Elicit some stories from students about illnesses and how antibiotics may have helped them or someone in their family. Ask questions such as: *What are other ways people get antibiotics? (from eating meat when farmers have given antibiotics to cows, chickens, pigs, etc.) What are the dangers of too many antibiotics? (The rise of antibiotic-resistant bacteria that cannot be killed with antibiotics). How can you avoid antibiotics in meat? (Eat less meat; eat wild caught fish, not farmed fish; eat organic meat.) Do you take vitamins or herbal supplements? Why or why not?*

America the Beautiful (page 6)

Objectives: Students will be able to locate Okefenokee Swamp on a U.S. or Georgia map, and tell how it got its name. Students will be able to name several types of animals that live there.

Procedures: Discuss the pictures: *What do you see? What dangers might be there? What interesting things? Why would so many different types of plants and birds live there? Have you ever visited a similar place?* After reading the article have students imagine taking a trip to the Okefenokee Swamp. *Would you want to go by canoe? Why or why not?*

Heroes and History (page 7)

Objectives: Students will be able to tell who the Pueblo Indians were and locate New Mexico on a map of the U.S. They will be able to tell when the Spaniards came to New Mexico, and why (To convert Indians to Christianity, start a new life, find silver) and how they treated the Pueblo Indians there. *What was the Spaniards' attitude toward the Pueblo religion? Who was Popé? Why was he punished? How was he punished? What was his plan? What resulted from the revolt?*

Procedures: Have students look at the statue of Popé and tell what they see. *What is in his hands? What do you think the knots could mean?* Have students read the article using any reading strategy appropriate for the level of your class.

ANSWERS

- | | |
|----------------------|---------------------|
| 1. b | 16. T |
| 2. a | 17. F (the U.S.) |
| 3. d | 18. T |
| 4. a | 19. F (antibiotics) |
| 5. d | 20. T |
| 6. c | 21. F (drought) |
| 7. b | 22. J (fatigue) |
| 8. a | 23. A (polls) |
| 9. b | 24. E (surrounded) |
| 10. c | 25. G (retreat) |
| 11. T | 26. B (majority) |
| 12. F (Veterans Day) | 27. I (exhibit) |
| 13. T | 28. C (epidemic) |
| 14. F (one hour) | 29. D (sacrifice) |
| 15. T | 30. H (debt) |

November 2010 Quiz I

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

- _____ 1. Election Day is
- a) the fourth Thursday in November.
 - b) Tuesday, November 2 this year.
 - c) November 1, every year.
 - d) January 3, 2011.
- _____ 2. The two parts of Congress are:
- a) the House of Representatives and the Senate.
 - b) the Democrats and the Republicans.
 - c) the Legislative and Executive.
 - d) the President and Vice-President.
- _____ 3. The election this year is **not** for:
- a) senators.
 - b) representatives.
 - c) governors.
 - d) the President.
- _____ 4. The new representatives and senators will begin their terms on
- a) January 3, 2011.
 - b) December 1, 2010.
 - c) Thanksgiving Day.
 - d) New Years Day.
- _____ 5. People who know they cannot get to the polls on Election Day may vote by
- a) writing to the polling place
 - b) credit card.
 - c) email.
 - d) absentee ballot.
- _____ 6. Federal laws are for
- a) American Indians
 - b) people in some states.
 - c) for the whole country.
 - d) for immigrants only
- _____ 7. When the majority of both houses of Congress pass a bill, it then
- a) becomes a law.
 - b) goes to the president for his signature.
 - c) goes to the state governors for their signatures.
 - d) goes to a political party for approval.
- _____ 8. If the president vetoes a bill, Congress can
- a) pass the bill over his veto with a two thirds majority vote by both houses.
 - b) vote to impeach the President.
 - c) call for an election.
 - d) ask the people for their votes.
- _____ 9. At a public hearing, a committee of Congress can
- a) vote for a bill.
 - b) get information from experts.
 - c) receive money from lobbyists.
 - d) veto a bill so it can't become a law.
- _____ 10. No law may conflict with
- a) the president.
 - b) a law made by a town council.
 - c) the Constitution.
 - d) the majority party.

II. From Here and There

True or False? Write “T” for true, and “F” for false. If the sentence is false, make it true. Write words to replace the underlined words.

- _____ 11. Native-American Heritage Month is November.
- _____ 12. All Saints’ Day honors men and women who have served in the Armed Forces.
- _____ 13. On All Souls’ Day many Catholics and other Christians visit cemeteries.
- _____ 14. Daylight Savings Time ends on Sunday, November 7. Clocks must go back two hours.
- _____ 15. Diseases and epidemics killed possibly 90% of American Indians.
- _____ 16. The name Okefenokee comes from a Spanish word meaning “trembling.”
- _____ 17. The Pueblo Indians have lived for centuries in the southwestern part of Spain.
- _____ 18. Popé, a Pueblo warrior, organized a revolt to drive out the Spaniards.
- _____ 19. Microbes can kill harmful bacteria.
- _____ 20. Antibiotics do not kill viruses.

III. Building Vocabulary

Write the best word to complete each sentence. Write the letter of that word on the line in front of the number.

Word List

- | | |
|---------------|------------|
| A. polls | F. drought |
| B. majority | G. retreat |
| C. epidemic | H. debt |
| D. sacrifice | I. exhibit |
| E. surrounded | J. fatigue |

- _____ 21. A _____ is when there is very little rain and the land is dry.
- _____ 22. When your cells don’t get enough oxygen or nutrition, it may cause _____.
- _____ 23. Voters go to the _____ to vote on Election Day.
- _____ 24. Pueblo warriors _____ the Spaniards at Santa Fe so they could not leave.
- _____ 25. To _____ means to turn back from an enemy.
- _____ 26. A _____ means more than half of the entire number.
- _____ 27. You can see art or science displays at an _____ in a museum.
- _____ 28. An _____ is when many people get a disease around the same time.
- _____ 29. A _____ is when a person gives up something valuable in hopes of getting something more valuable.
- _____ 30. The national _____ is \$13.4 trillion dollars.