

School of the Americas

Unit: Civics-Rights and Responsibilities

Theme: Freedom of Expression

Level: ESL 1-4

Objectives: Discuss the main point and the information that justifies the main point.

Length of Session: 1 Hour 40 minutes

Topic: Closing the School of the Americas

EFF Standards: Listen actively, Observe critically, Convey ideas in writing

Language Arts Standards: S-1 Provide details and supporting information that clarify main ideas; M-1 understands that media messages have economic, political, social and aesthetic purposes **NAEP objective(s)** : Understand the principles of American democracy; Evaluate, take, and defend positions on public issues.

Vocabulary Introduced: Freedom of speech, Freedom of religion, human rights abuses, arrested

SCANS/ EFF Common Activities	INTO	MATERIALS
<p>SCANS: Reading skills</p> <p>EFF: Gather information</p>	<ul style="list-style-type: none"> • WARM-UP/REVIEW Teacher: We've been talking about the Bill of Rights. What are two of the freedom granted us in the Bill of Rights? Yes, freedom of religion and freedom of speech. • ASSESSMENT: What is freedom of speech? What is freedom of religion? • Introduction Have students read article, "Sibling nuns go to prison for protest." Question: Should these nuns be imprisoned? Did they do the right thing? 	<ul style="list-style-type: none"> • Copies of the newspaper article "Sibling nuns go to prison for protest" • Picture of the 6 who were arrested in the protest from http://www.soaw.org/. • Video "School of Assassins" email Maria @ nicaroses@yahoo.com

	THROUGH	EVALUATION
	<ul style="list-style-type: none"> • PRESENTATION: 25 minutes Show "School of Americas" video. Ask students <ol style="list-style-type: none"> 1. What is the School of Americas? 2. What have the graduates of this school done after they return their countries? 3. Should the United States government continues this school? 4. What can be done to close the school? • GUIDED PRACTICE: 30 minutes Divide into four groups of 5. Cut the 10 statements into strips and have each group divide the statements into two categories: <ol style="list-style-type: none"> 1. Those said by the protestors. 2. Those said by the people who support the "School of the Americas." Mark each group's strips with a color to designate the term (i.e. blue team, red team, etc) <p>Put two big envelopes on the classroom wall identified as "Protestors" envelopes to further identify it. Students identify "who said it" and place the strips in the appropriate envelope. The first group to place all their strips in the envelopes is the winner. Empty the envelopes and have the class verify that each strip is in the correct envelopes.</p>	<p>As teacher and class review contents of envelopes, the teacher can determine who said the statements.</p>
	BEYOND	
<p>EFF Exercise rights and responsibilities</p>	<p>CLOSURE: 10 minutes Ask students: What did you learn? What did you like? What didn't you like? What would you change?</p> <ul style="list-style-type: none"> • APPLICATION: Take a secret ballot vote. Should we close the School of the Americas? Have students "yes" or "no" on a piece of paper and put in a large common envelope. Count ballots and report the result. • Homework: Finish these purpose of the newspaper was... The purpose of the video was... 	<p>Write their responses on the board.</p>

	<ul style="list-style-type: none"> • Early finishers: Distribute a sample letter to Congresswoman Nancy Pelosi, 450 Golden Gate Ave, Ste 145380, San Francisco, CA 94102 requesting her support of HRI1810 to close the school of the Americas. <p>Special Needs: make sure small groups have a good mix of advanced and slower learners.</p> <p>Remediation: explain "favor of" and "against" with regards to open entry classes.</p> <p>Enrichment: Have examples of letters to Dorothy and Gwen Hennessey to read and examine.</p>	
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