### School of the Americas

**Unit:** CIVICS-RIGHTS AND RESPONSIBILITIES

**Theme:** FREEDOM OF EXPRESSION

**Level:** ESL 1-4

**Length of Session:** 1 Hour 40 minutes

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>INTO</th>
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<td>NAEP Objective(s): Understand the principle of American democracy: Evaluate, take and defend positions on public issues. Social and aesthetic purposes of media objectives: language arts standards: Provide details and supporting information that clarify main ideas. Efficiently Convey ideas, Theme: Freedom of Expression</td>
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<td>Project VOICE: Voice, Opportunity, Independence and Civic Engagement</td>
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**Objectives:** Discuss the main point and the information that justifies the main point.

**Materials:** Video "School of Assassins" email Maria @nicaroses@yahoo.com

**WARM-UP/REVIEW**

Teacher: We've been talking about the Bill of Rights. What are two of the freedom in the Bill of Rights? Yes, freedom of religion and freedom of speech. What is freedom of speech? What is freedom of religion?

**ASSESSMENT:**

Teacher: We've been talking about the Bill of Rights. What are two of the freedom in the Bill of Rights? Yes, freedom of religion and freedom of speech. What is freedom of speech? What is freedom of religion?

**Introduction**

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/ [Copies of the newspaper article]  "Sibling nuns go to prison for protest."

**Vocabulary Introduced:** Freedom of speech, Freedom of religion, Human rights abuses, arrested

**Class Information:** EFF: Gather information

**SCANS:** Reading Skills

**Activities:**
THROUGH EVALUATION

PRESENTATION: 25 minutes
Show “School of Americas” video. Ask students:
1. What is the School of Americas?
2. What have the graduates of this school done after returning to their counties?
3. Should the United States government continue this school?
4. What can be done to close the school?

GUIDED PRACTICE: 30 minutes
Divide the statements into two categories: those said by the protestors and those said by the people who support the “School of the Americas.” Mark each group’s strips with a color to designate the team (e.g., blue team, red team).

1. Those said by the protestors.
2. Those said by the supporters.

Count ballots and report the result.
Students, “yes” or “no” on a piece of paper and put in a large common envelope.
Take a secret ballot vote. Should we close the School of the Americas? Have either the teacher or class review contents of envelopes will identify as “Professor’s envelopes” to determine who said the statements.

BEYOND

CLOSURE: 10 minutes
Ask students: What did you learn? What did you like? What didn’t you like? What would you change?

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...

EVALUATION

Write their responses on the board.

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EXERCISE RIGHTS AND RESPONSIBILITIES

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Take a secret ballot vote. Should we close the School of the Americas? Have either the teacher or class review contents of envelopes will identify as “Professor’s envelopes” to determine who said the statements.
| Special Needs: | 
|---|---|
| Early finishers: Distribute a sample letter to Congresswoman Nancy Pelosi, 450 Golden Gate Ave, Ste 145380, San Francisco, CA 94102 requesting her support of HR1810 to close the school of the Americas. |  
| Remediation: Explain favor of and against with regards to open entry classes. |  
| Enrichment: Have examples of letters to Dorothy and Gwen Hennessey to read. |  
| Core: Make sure small groups have a good mix of advanced and slower. |  
| Author: Lawrence Edwardson, Mission Campus |  
| Enrichment: Explain favor of and against with regards to open entry classes. |  
| Remediation: Explain favor of and against with regards to open entry classes. |  
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