Lesson Plan: School of the Americas

Unit: Civics-Rights and Responsibilities

Theme: Freedom of Expression

Level: ESL 1-4

Lesson Plan: School of the Americas

Objectives:
- Discuss the main point and the information that justifies the main point.
- Understand the principles of American democracy; Evaluate, take, and defend positions on public issues.

Language Arts Standards:
- S-1: Provide details and supporting information that clarify main ideas. Writing: Convey ideas in writing.

EFF Standards:
- Listen actively, Observe critically, Convey ideas in writing
- Listen attentively, Observe critically, Convey ideas in writing
- Produce clear and coherent writing in which ideas are development.

NAEP Objectives:
- Understand the principles of American democracy; Evaluate, take, and defend positions on public issues.

Materials:
- Copies of the newspaper article
- Picture of the 6 who were arrested
- Video "School of Assassins"
- "Closing the School of the Americas"

Warm Up/Review:
- Teacher: We've been talking about the Bill of Rights. What are two of the freedoms granted in the Bill of Rights? Yes, freedom of religion and freedom of speech.

Assessment:
- Teacher: We've been talking about the Bill of Rights. Why are two of the freedoms granted in the Bill of Rights?
- What is freedom of speech?
- What is freedom of religion?

Evaluation:
- Have students read article, "Closing the School of the Americas.
- Discuss the main point and the information that justifies the main point.

Vocabulary Introduced:
- Freedom of speech, Freedom of religion, Human rights abuses, arrested
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 they return 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 into four groups of 5. Cut the 10 statements into strips and have each group:
  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 statements.
- Place the strips in a large common envelope.
- Take a secret ballot vote: Should we close the School of the Americas? Have each group divide the statements into two categories:
  1. Those said by the protestors.
  2. Those said by the people who support the "School of the Americas.
- Place the statements into two separate envelopes.
- Write their responses on the board.
- Count the ballots and report the results.
- Ask students:
  1. What did you learn? What did you like? What didn’t you like? What would you change?

APPLICATION: 10 minutes
- 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.
- Empty the envelopes and have the class verify that each strip is in the correct envelope.
- As teacher and class review contents of envelopes, the teacher can determine who said the statements.

BEYOND

CLOSURE: 10 minutes
- Homework: Finish these paragraphs:
  - The purpose of the video was...
  - The purpose of the newspaper was...
  - Count ballots and report the result.
  - 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.
- Early finishers: Distribute a sample letter to Congresswoman Nancy Pelosi, 450
  - The purpose of the video was...
  - Count ballots and report the result.
  - Ask students:
    - What did you learn? What did you like? What didn’t you like? What would you change?

CLOSURE: 10 minutes
- Homework: Finish these paragraphs:
  - The purpose of the video was...
  - The purpose of the newspaper was...
  - Count ballots and report the result.
  - Ask students:
    - What did you learn? What did you like? What didn’t you like? What would you change?
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<thead>
<tr>
<th>Special Needs:</th>
<th>Remediation: Explain favor of and against with regards to open entry classes.</th>
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<tr>
<td>make sure small groups have a good mix of advanced and slower learners.</td>
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<td>Golden Gate Ave. SE 145380, San Francisco, CA 94102 Regulating her support</td>
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