

Side by Side EL/Civics User's Guide

Resources for coordinating components of the
SIDE BY SIDE EL/CIVICS PACKAGE

VOICES OF FREEDOM

SIDE BY SIDE STUDENT BOOK 1

SIDE BY SIDE ACTIVITY & TEST PREP WORKBOOK 1

and supplementary materials

WORD BY WORD PICTURE DICTIONARY

WORD BY WORD BEGINNING WORKBOOK

SIDE BY SIDE INTERACTIVE CD-ROMs

SIDE BY SIDE TV VIDEOS

Steven J. Molinsky • Bill Bliss

The **SIDE BY SIDE EL/CIVICS USER'S GUIDE** offers resources for coordinating the components of the **SIDE BY SIDE EL/CIVICS PACKAGE**, a set of all-skills instructional materials that focuses on the skills students need to participate actively in the life of their communities:

- **VOICES OF FREEDOM**, a content-based citizenship text covering topics in U.S. history and government and integrating civic participation activities
- **SIDE BY SIDE STUDENT BOOK 1**, a comprehensive all-skills text designed to help beginning-level students develop communication, reading, writing, and listening skills
- **SIDE BY SIDE ACTIVITY & TEST PREP WORKBOOK 1**, an all-skills workbook featuring lifeskills content and innovative test preparation activities
- **WORD BY WORD PICTURE DICTIONARY** and **BEGINNING WORKBOOK**, a communicative vocabulary learning program for everyday language and survival needs
- **SIDE BY SIDE INTERACTIVE CD-ROMs**, **SIDE BY SIDE TV VIDEOS**, and accompanying **ACTIVITY WORKBOOKS**, self-instructional multimedia resources for use in the classroom, in the language/technology lab, or in distance-learning programs

This User's Guide provides **thematic unit checklists** that integrate English literacy and civics competencies and offer **civic participation activities, projects, and community issue discussions** specifically designed to meet the instructional goals of EL/Civics programs.



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Side by Side EL/Civics User's Guide

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Name _____ ID# _____ Date _____

UNIT A

Personal Information • Identification Cards • Alphabet • Numbers • Meeting People • Classroom Objects
• Rooms in the Home • Cities and Nationalities • Places Around Town

VOICES OF FREEDOM Chapter A

pages 1–18

I can . . .

- respond to personal information questions about
 - name (first, last, middle, full name)
 - address
 - telephone number
 - immigration/permanent residence status
 - alien registration number
 - social security number
- write dictated sentences involving personal information

SIDE BY SIDE BOOK 1 Chapters 1, 2, 3

Student Book pages 1–26

Activity & Test Prep Workbook pages 2–20, T1–T10

I can . . .

- give personal information (name, address, telephone number, license number)
- introduce myself
- greet people
- spell my name aloud
- check understanding
- identify common abbreviations in addresses
- fill out a form
- address an envelope
- identify and locate classroom objects
- respond to simple classroom commands
- identify school personnel and locations
- identify rooms in a residence
- identify places in the community
- identify common classroom and home activities



Vocabulary Expansion: Personal Information, The Classroom, Classroom Actions, Numbers

Word by Word Picture Dictionary: pages 1, 10, 11, 30

Word by Word Beginning Workbook: pages 1, 9, 10, 30



Discuss: A permanent resident card and a social security card are forms of personal identification. What's another form of personal identification? Which do you have? Why are forms of personal identification important? Where do you get them?



Make a list of emergency telephone numbers for your community: Police, Fire, Ambulance, Poison Control Center. Make copies, and put a list next to each telephone where you live.



Discuss: Is it difficult to use emergency services in your community? Why?



Side by Side Interactive CD-ROM / Side by Side TV Video

Level 1A: Segments 1–4

Activity Workbook 1A: pages 1–36

Name _____ ID# _____ Date _____

UNIT B

Personal Information • Months of the Year • Dates • Everyday Activities • Describing People and Things • Weather • Family Members • Describing Activities and Events

VOICES OF FREEDOM Chapter B
 pages 19–34

I can . . .

- respond to personal information questions about
 - name (first, last, middle, full name)
 - current address
 - telephone number
 - immigration/permanent residence status
 - citizenship/nationality
 - place and date of birth
 - parents
 - change of address
 - social security number
- verbally verify personal information on a form (e.g., INS Form N-400)
- write dictated sentences involving personal information

SIDE BY SIDE BOOK 1 Chapters 4, 5, 6
 Student Book pages 27–54
 Activity & Test Prep Workbook pages 21–40, T11–T18

I can . . .

- identify common classroom and home activities
- describe people and things
- describe the weather
- interpret a thermometer
- understand a weather report
- identify family members
- use the telephone
- attract someone’s attention
- introduce people
- fill out a form
- alphabetize
- categorize



Vocabulary Expansion: Family Members, The Calendar
Word by Word Picture Dictionary: pages 2–3, 33
Word by Word Beginning Workbook: pages 2–4, 34



Civic Participation: As a class, go around your school and introduce yourselves to the people in the office, the library, or other places. Tell your name, your nationality, where you were born, when you came to the United States, and other information.



Bulletin Board Project: Bring in a real map of your native country, or draw a map. Write a paragraph about yourself. Tell your name, your nationality, your country of birth, and the city or town where you were born. As a class, make a bulletin board display of student maps and paragraphs. Use string to connect students’ places of birth on the maps to the paragraphs.



Calendar Project: As a class, make a calendar of all the months you will study together. On the calendar, write student birthdays, U.S. holidays, native country holidays, and other special dates. Hang the calendar on a wall or bulletin board.



Side by Side Interactive CD-ROM / Side by Side TV Video
Level 1A: Segments 5–8
Activity Workbook 1A: pages 37–80

Name _____ ID# _____ Date _____

UNIT 1

Maps • Geography • Cities, States, and Capitals • Beliefs • Languages and Nationalities • Everyday Activities • Habitual Actions • People’s Interests and Activities

VOICES OF FREEDOM Chapter 1
pages 35–48

I can . . .

- interpret a map of the United States
- identify Canada and Mexico as the countries to the north and to the south of the United States
- identify the Atlantic and Pacific oceans
- name the capital of the United States and locate it on a map
- name my state and state capital and locate them on a map
- draw a map of my native country, showing the capital, my city or town, and what is north, south, east, and west
- state my belief in the United States, the U.S. government, and the U.S. Constitution
- answer Yes/No questions about my belief in the United States, the U.S. government, and the U.S. Constitution
- discuss the meaning of the words *freedom* and *democracy*
- write dictated sentences about the United States and my beliefs

SIDE BY SIDE BOOK 1 Chapters 9, 10
Student Book pages 79–98
Activity & Test Prep Workbook pages 62–75, T29–T34

I can . . .

- identify languages and nationalities
- describe common activities
- describe work activities
- name the days of the week
- describe myself
- start a conversation
- talk about my interests
- talk about my favorite movies, books, TV programs, music, and sports
- order in a fast-food restaurant



Vocabulary Expansion: North America, The World, Everyday Activities
Word by Word Picture Dictionary: pages 4–9
Word by Word Beginning Workbook: pages 5–8



Look at a local street map of your community. What kind of information do you see on the map? Find your school on the map. Find where you and other students live. Look for other kinds of maps of your community (such as a bus route map, a subway map, a map of parks, a map for bicycle riders). Bring the maps to class. Discuss what kinds of information you see on the maps.



Make a big tourist map for visitors to your community! On your map, draw all the important places to visit and show where they are. Try to show all the important streets. Also show any bus or train routes tourists can use to visit the places on your map.



Discuss with other students: Is your neighborhood in a good location or a bad location? Is your school in a good location or a bad location? Is it difficult to get from your neighborhood to your school? Is it difficult to get from your neighborhood to other important places in your community? What kind of transportation is there in your community? Do students have any problems with transportation?



Side by Side Interactive CD-ROM / Side by Side TV Video
Level 1A: Segment 13; *Level 1B:* Segments 14, 15
Activity Workbook 1A: pages 123–132; *Activity Workbook 1B:* pages 1–28

Name _____ ID# _____ Date _____

UNIT 2

The Flag • Places Around Town • Locating Places • Describing Neighborhoods • Describing Apartments • Clothing • Colors • Shopping for Clothing

VOICES OF FREEDOM Chapter 2
 pages 49–58

I can . . .

- identify the colors and design of the U.S. flag
- identify the number of stars and stripes on the U.S. flag
- describe the meaning of the stars and stripes on the U.S. flag
- identify the number of states in the United States
- ask for repetition of a question
- recite the Pledge of Allegiance
- write dictated sentences about the United States and the flag

SIDE BY SIDE BOOK 1 Chapters 7, 8
 Student Book pages 55–76
 Activity & Test Prep Workbook pages 41–61, T19–T28

I can . . .

- identify and locate places in the community
- describe neighborhoods
- describe apartments
- identify rooms, furniture, and fixtures in a residence
- inquire about residences, rentals, and neighborhoods
- identify clothing
- ask for location of clothing in a store
- ask for help
- express clothing needs to a salesperson in a store
- use money (coins and bills)
- interpret clothing labels (sizes, prices, colors)
- interpret clothing ads (regular prices, sale prices, sizes)



Vocabulary Expansion: Housing, Colors, Clothing, Places Around Town, The City
Word by Word Picture Dictionary: pages 13–18, 25–27, 34–39, 56–61
Word by Word Beginning Workbook: pages 12–17, 24–27, 35–37, 52–57



Discuss: Where do you see the flag of the United States in your community? What other flags do you see? What’s on the flag of your state? What are the colors of your state flag?



Bulletin Board “Flags of the World” Project: On a large piece of paper, draw a color picture of the flag of your native country. Write some sentences about the flag. As a class, make a bulletin board display of all the flags and information. (You can also put photographs and names of students next to their flags.)



Internet Research: Go to www.yahoo.com or another search engine on the Internet. Type in the keywords “American flag.” Look for information to answer these questions: When does the flag fly at half-mast (in the middle of the flagpole, not at the top)? If you want to fly the flag at night, what must you do? When does the flag fly in front of the White House in Washington, D.C.?



Side by Side Interactive CD-ROM / Side by Side TV Video
Level 1A: Segments 9–12
Activity Workbook 1A: pages 81–122

Name _____ ID# _____ Date _____

UNIT 3

Branches of Government • Describing Frequency of Actions • Describing People

VOICES OF FREEDOM Chapter 3
pages 59–70

I can . . .

- identify and describe the three branches of government: legislative, executive, and judicial
- identify who works in the legislative branch: senators and representatives
- identify who works in the executive branch: the President and the Vice President
- identify who works in the judicial branch: the Supreme Court justices
- identify who works in the Capitol building: senators and representatives
- identify who works in the White House: the President and the Vice President
- identify who works in the Supreme Court: the Supreme Court justices
- identify the major duty of the legislative branch: to make the laws
- identify the major duty of the executive branch: to enforce the laws
- identify the major duty of the judicial branch: to explain the laws
- describe the government in my native country
- write dictated sentences about the U.S. government

SIDE BY SIDE BOOK 1
Chapter 11

Student Book pages 99–106
Activity & Test Prep Workbook pages 76–82, T35–T36

I can . . .

- describe frequency of actions
- describe common activities
- describe people
- describe myself
- compare myself with another person
- identify family relations
- tell about close friends
- react to information



Vocabulary Expansion: Describing People and Things
Word by Word Picture Dictionary: pages 40–41
Word by Word Beginning Workbook: pages 38–39



Field Trip Preparation: Prepare for a visit to the local office of your representative in the U.S. Congress. Practice conversations with other students so you are ready for the meeting: introduce yourselves, tell where you are from, tell about when and why you came to the United States, describe what you are learning in school, and tell about your plans for the future.



Discuss with other students: What problems or issues are important to you? What do you want to talk about when you visit your representative? What opinions do you want to share?



Visit your representative online! Go to www.house.gov/house/MemberWWW.html—a list of all members of the U.S. House of Representatives with links to their websites. Visit your representative’s website. What kind of information does it have?



Side by Side Interactive CD-ROM / Side by Side TV Video
Level 1B: Segments 16, 17
Activity Workbook 1B: pages 29–46

Name _____ ID# _____ Date _____

UNIT 4

The Congress • The President • The Supreme Court • Feelings and Emotions • Describing Usual and Unusual Activities

VOICES OF FREEDOM Chapter 4
pages 71–84

I can . . .

- identify the two houses of Congress: the Senate and the House of Representatives
- identify the number of senators (100)
- identify the number of senators from each state (2)
- identify the length of a senator’s term (6 years)
- identify the number of representatives (435)
- identify the length of a representative’s term (2 years)
- identify the President as the chief executive of the United States and Commander-in-Chief of the armed forces
- identify the length of the President’s term (4 years)
- identify the number of terms the President can serve (2)
- explain who becomes President if the President dies (the Vice President)
- identify the Supreme Court as the highest court in the land
- identify the number of justices on the Supreme Court (9)
- identify how the Supreme Court justices are selected
- identify how long the Supreme Court justices serve (for life)
- name the Chief Justice of the United States
- name the President and Vice President of the United States
- name my representative in the U.S. Congress
- name the two senators from my state
- write dictated sentences about the branches of government

SIDE BY SIDE BOOK 1
Chapter 12
Student Book pages 107–116
Activity & Test Prep Workbook
pages 83–91, T37–T38

I can . . .

- describe feelings and emotions
- describe usual and unusual activities
- react to bad news
- describe a typical day in my city or town
- ask about home activities



Vocabulary Expansion: Time, Work Activities
Word by Word Picture Dictionary: pages 32, 84–85
Word by Word Beginning Workbook: pages 33, 82–83



Field Trip or Classroom Visitor: Visit the local office of your representative in the U.S. Congress, or invite your representative to visit your class.



Online Field Trip to the U.S. Capitol: Go to www.house.gov—the website of the U.S. House of Representatives. Click on “Visiting the Nation’s Capital.” Then click on “Virtual Tour of Capitol.” Go on the tour. What do you see?



Visit the White House online! Go to www.whitehouse.gov—the website of the President. Click on “Your Government.” Read about the President’s Cabinet. Read about the branches of government. In the News and Features section, click on “Photo Essays.” Look at the photographs and read the captions. What do you see?



Side by Side Interactive CD-ROM / Side by Side TV Video
Level 1B: Segments 18, 19
Activity Workbook 1B: pages 47–64

Name _____ ID# _____ Date _____

UNIT 5

- Types of Government • State and Local Government • Public Officials • The Constitution • The Bill of Rights • Expressing Ability • Occupations • Looking for a Job • Describing Future Plans and Intentions • Telling Time**

VOICES OF FREEDOM Chapter 5
pages 85–98

I can . . .

- identify the form of government of the United States (democratic, representative)
- identify the three levels of government in the United States: federal, state, and local
- identify the major duties of the state legislature, the state courts, and the governor
- identify different kinds of local government: cities, towns, counties
- identify the head of local government in cities or towns: the mayor or city manager
- name the governor of our state
- name the head of our local government
- name the county we live in
- identify which level of government (federal, state, or local) is concerned with driver’s licenses, garbage collection, immigration, public schools, Social Security taxes, permission to build a house, sales taxes, parking regulations
- identify the Constitution as the supreme law of the land
- identify an amendment as a change to the Constitution
- identify the Bill of Rights as the first ten amendments to the Constitution
- describe the Bill of Rights and state some rights granted under the first amendment
- write dictated sentences about the U.S. Constitution

SIDE BY SIDE BOOK 1
Chapters 13, 14
Student Book pages 117–140
Activity & Test Prep Workbook
pages 92–113, T39–T46

I can . . .

- identify occupations
- describe abilities and skills
- request permission to leave work
- call to explain absence
- read and understand “Help Wanted” signs
- read and understand classified ads
- fill out a job application form
- identify police/safety commands and signs
- describe future plans and intentions
- express wants
- understand weather forecasts
- ask and tell the time
- identify national holidays
- name the months of the year
- use a calendar
- apologize



Vocabulary Expansion: Occupations, Work Activities, The Weather and Seasons
Word by Word Picture Dictionary: pages 80–85, 98
Word by Word Beginning Workbook: pages 78–83, 97



Discuss: Why is it important to vote in elections? What are the “rights” of voters? What are the “responsibilities” of voters?



Field Trip: Visit your city hall or town government office. Meet with a local official. Take a tour of the building and learn about the services available in the different departments. Or visit your local government’s website. What kind of information does it have?



Side by Side Interactive CD-ROM / Side by Side TV Video
Level 1B: Segments 20–23
Activity Workbook 1B: pages 65–118



“Class Election Day”: Have an election in class. Run for class president or vice president. Give a campaign speech and tell students why they should vote for you. Or serve on the Board of Elections. Watch students vote. Count the ballots. Or be a TV news reporter! Interview the candidates and the voters, and report the election results.

Name _____ ID# _____ Date _____

UNIT 6

- Discovery • Colonization • Past Actions and Activities • Ailments • Describing an Event
• Making a Doctor’s Appointment**

VOICES OF FREEDOM Chapter 6
pages 99–116

I can . . .

- describe the events of 1492 and the voyage of Columbus to America
- identify as Native Americans the people who already lived in this land before the time of Columbus
- identify the first English settlements at Jamestown and Plymouth
- discuss the Pilgrims, their ship (the *Mayflower*), and how they came to America for religious freedom
- describe the first Thanksgiving
- identify the Native Americans’ role in helping the Pilgrims
- describe how people celebrate Thanksgiving today
- name the original thirteen states (colonies)
- give partial answers to difficult questions about U.S. history during an INS interview
- write dictated sentences about early U.S. history

SIDE BY SIDE BOOK 1 Chapter 15
Student Book pages 141–148
Activity & Test Prep Workbook pages 114–121, T47–T50

I can . . .

- describe ailments
- say how I feel
- describe past actions and activities
- make a doctor’s appointment
- call for emergency assistance
- identify over-the-counter medications
- read and understand drug labels and dosages
- fill and refill prescriptions
- interpret a Fahrenheit thermometer
- interpret a dosage cup



Vocabulary Expansion: The Body, Health, Medicine
Word by Word Picture Dictionary: pages 68–74
Word by Word Beginning Workbook: pages 66–72



Field Trip: Visit a local supermarket. Talk with people there about the products they sell in the store. Look at the information on the shelves. Learn about unit prices and how to compare prices of products (or different sizes of the same product). Are there foods you like that the supermarket doesn’t have? Tell the manager about these foods. Tell about any problems you and other students have when you use the supermarket.



Have a Thanksgiving celebration in your classroom! At home, cook some dishes with Thanksgiving foods such as turkey, potatoes, corn, squash, or cranberries. Use or adapt recipes from your native country, or use recipes for typical American Thanksgiving dishes. Bring the dishes to school, and have a holiday meal. During the meal, share your recipe instructions with the class.



Visit a colonial village online! Go to www.plimoth.org—the website of Plimoth Plantation in Massachusetts. Take the virtual tour. What do you see?



Side by Side Interactive CD-ROM / Side by Side TV Video
Level 1B: Segment 24
Activity Workbook 1B: pages 119–130

Name _____ ID# _____ Date _____

UNIT 7

The Revolutionary War • The Declaration of Independence • Reporting Past Actions and Activities

VOICES OF FREEDOM Chapter 7
 pages 117–134

I can . . .

- identify England as the country the colonists fought against in the Revolutionary War
- give some reasons for the Revolutionary War
- describe the Boston Tea Party
- identify Patrick Henry as the colonial leader who said, “Give me liberty or give me death.”
- identify George Washington as the commander of the colonial army
- identify the date, significance, and main idea of the Declaration of Independence
- identify Thomas Jefferson as the author of the Declaration of Independence
- identify Independence Hall in Philadelphia as the place where the Declaration of Independence was signed
- describe the Independence Day holiday (the Fourth of July)
- ask for repetition or clarification of a question
- write dictated sentences about the Revolutionary War and the Declaration of Independence

SIDE BY SIDE BOOK 1 Chapter 16
 Student Book pages 149–156
 Activity & Test Prep Workbook pages 122–128, T51–T54

I can . . .

- talk about common activities in the past
- report past actions and activities
- give an excuse
- apologize for lateness at work
- distinguish between good excuses and bad excuses
- identify safety procedures



Vocabulary Expansion: Money, The Bank
Word by Word Picture Dictionary: pages 66–67
Word by Word Beginning Workbook: pages 62–65



What kinds of taxes do people pay to your local government? What does the local government do with this money? Get information from your city hall, town hall, or other government office. As a class, make a chart showing local government services and how much they cost.



Time Line Bulletin Board Project: As a class, make a large time line on a bulletin board. On the time line, show events that happened in the history of students' countries. Also show the events in U.S. history that you studied in this chapter. Draw pictures of the events and write paragraphs about them.



Visit historic Philadelphia online! Go to www.ushistory.org/tour/index.html—the website of the Independence Hall Association. Take the virtual tour, or click on these places in the Index: Betsy Ross House, First Bank of the United States, Independence Hall, Liberty Bell. What do you see? Why are these places important in U.S. history?



Side by Side Interactive CD-ROM / Side by Side TV Video
 Level 1B: Segment 25
 Activity Workbook 1B: pages 131–146

Name _____ ID# _____ Date _____

UNIT 8

The Constitution • Branches of Government • The Bill of Rights • George Washington • Describing Physical States and Emotions • Telling About the Past • Biographies and Autobiographies

VOICES OF FREEDOM Chapter 8

pages 135–152

- I can . . .
- describe the Constitution
 - identify the year the Constitution was written (1787)
 - identify the Constitution as the “supreme law of the land”
 - identify the three branches of government established by the Constitution
 - identify who serves in each branch of the government
 - identify the major duties of each branch of the government
 - identify the length of terms of officials in each branch of the government
 - identify the responsibilities of the President
 - describe the major duty of the Cabinet
 - describe the requirements for the office of President
 - identify the months of the presidential election and inauguration
 - explain who becomes President if the President dies (the Vice President), and who follows the Vice President in the line of succession (the Speaker of the House of Representatives)
 - identify an amendment as a change to the Constitution
 - identify the Bill of Rights as the first ten amendments to the Constitution
 - describe the Bill of Rights and state some rights granted under the first amendment
 - state some rights guaranteed by other amendments in the Bill of Rights
 - recite the preamble to the Constitution
 - identify George Washington as the leader of the colonial army, the leader of the Constitutional Convention in Philadelphia, the first President of the United States, and “the father of our country”
 - hesitate while I think of an answer to a question
 - write dictated sentences about the Constitution and George Washington

SIDE BY SIDE BOOK 1

Chapter 17

Student Book pages 157–166
Activity & Test Prep Workbook pages 129–137, T55–T58

- I can . . .
- describe physical states and emotions
 - tell about the past
 - identify basic foods and common containers
 - use the system of weights using ounces and pounds
 - read and understand food ads
 - recommend products
 - read and understand a simple biography
 - write a simple autobiography
 - ask and answer questions about childhood
 - categorize



Vocabulary Expansion: Describing Physical States and Emotions

Word by Word Picture Dictionary: pages 42–43
Word by Word Beginning Workbook: page 40



As a class, discuss how people in your community exercise their rights guaranteed by the 1st Amendment. What are examples of freedom of speech, freedom of the press, freedom of religion, and freedom of assembly?



1st Amendment Bulletin Board Project: As a class, make a bulletin board display about rights guaranteed by the 1st Amendment—freedom of speech, freedom of the press, freedom of religion, and freedom of assembly.

Cut out newspaper headlines and photographs that are examples of these rights and display them on the bulletin board.



Discuss with other students: Sometimes there are limits on the rights guaranteed by the 1st Amendment. (For example: a person can’t shout “Fire!” in a movie theater; in some cities young people can’t get together in large groups in public places.) What are some limits on the rights guaranteed by the 1st Amendment? What’s your opinion about these limits?



Side by Side Interactive CD-ROM / Side by Side TV Video Level 1B: Segment 26
Activity Workbook 1B: pages 147–156

Name _____ ID# _____ Date _____

UNIT 9

The National Anthem • Expansion • The Civil War • Abraham Lincoln • Amendments
• Describing Past, Present, and Future Actions • Food

VOICES OF FREEDOM Chapter 9

pages 153–170

- I can . . .
- identify the “Star-Spangled Banner” as the national anthem
 - identify Francis Scott Key as the composer of the national anthem
 - recite or sing the national anthem
 - describe American expansion in the 1800s
 - name the 49th and 50th states of the Union
 - identify the two sides and the dates of the Civil War
 - discuss some causes of the Civil War
 - identify Abraham Lincoln as the president during the Civil War and signer of the Emancipation Proclamation
 - describe the importance of the Emancipation Proclamation
 - recite important parts of Lincoln’s Gettysburg Address
 - describe the importance of amendments to the Constitution other than the Bill of Rights:
 - 13th: ended slavery
 - 14th: made all Blacks citizens
 - 15th: gave Blacks the right to vote
 - 16th: established income taxes
 - 19th: gave women the right to vote
 - 26th: changed voting age to 18
 - ask for repetition of a question
 - write dictated sentences about U.S. history

SIDE BY SIDE BOOK 2

Chapters 1, 2, 3

Student Book pages 1–28

Activity Workbook 2 pages 2–29

- I can . . .
- describe things I like to do
 - talk about likes and dislikes
 - describe present, past, and future actions
 - read a date
 - identify and locate food items
 - identify ingredients in foods
 - compliment about food
 - talk about food preferences
 - identify food containers and quantities
 - make a shopping list
 - talk about prices of food items
 - ask for information in the supermarket
 - order food in a restaurant
 - read and understand a recipe
 - write a recipe



Vocabulary Expansion: Fruits, Vegetables, The Supermarket
Word by Word Picture Dictionary: pages 44–49
Word by Word Beginning Workbook: pages 41–45



Side by Side Interactive CD-ROM / Side by Side TV Video
 Level 2A: Segments 27–32
Activity Workbook 2A: pages 1–58



Work with a small group of students. Look at a copy of the U.S. Constitution. Find the amendments that you studied in this chapter. Then discuss ideas for a new amendment to the Constitution. As a group, propose one new amendment to the class. Give reasons why you think this new amendment is important.



Debate Activity: Have a classroom debate about the voting age in the United States. Divide into two teams. Each team should take one of these positions: a) The minimum voting age in the United States should be eighteen, as it is now. b) The minimum voting age should be twenty-one.



Visit online some of the historic places you learned about in this unit. Take the virtual tours and look for other information about these places. Go to: www.bcpl.net/~etowner/patriots.html—a website about the national anthem and the Fort McHenry National Monument in Baltimore, Maryland; www.nps.gov/gett/home/htm—the website of the Gettysburg National Military Park in Pennsylvania; www.nps.gov/linc/—the National Park Service website about the Lincoln Memorial in Washington, D.C. (You can click on the names of other memorials to learn about these places in the nation’s capital.)

Name _____ ID# _____ Date _____

UNIT 10

Industrial Revolution • Labor Movement • Immigration • 20th-Century History • Civil Rights Movement • Citizens' Rights and Responsibilities • Presidents: 1961 – Present • September 11, 2001 • Telling About the Future • Making Comparisons • Expressing Opinions

VOICES OF FREEDOM Chapter 10

pages 171–196

- I can . . .
- describe the Industrial Revolution, inventions, and how cities grew as factories opened
 - explain reasons for the beginning of the labor movement and unions
 - give the reason for and the time of the Labor Day holiday
 - describe immigration beginning in the 1800s, in the 1900s, through today
 - identify major events in 20th-century U.S. history:
 - World War I: identify dates and opposing forces
 - the Great Depression: identify dates, causes, and effects
 - the New Deal: explain the government program and the role of President Franklin D. Roosevelt
 - World War II: identify dates and opposing forces
 - the United Nations: explain the activity of the UN
 - the Cold War, the Korean War, and the Vietnam War: identify reasons, dates, and opposing forces
 - describe the civil rights movement of the 1950s and 1960s
 - identify Martin Luther King, Jr., and the civil rights laws of the 1960s
 - recite portions of Martin Luther King, Jr.'s "I Have a Dream" speech
 - identify major rights and responsibilities of U.S. citizenship
 - name some recent presidents, including the current president and vice president
 - ask for clarification of a question
 - write dictated sentences about U.S. history

SIDE BY SIDE BOOK 2 Chapters 4, 5

Student Book pages 29–48
Activity Workbook 2 pages 30–50

- I can . . .
- tell about the future
 - use time expressions
 - talk about the probability of events
 - talk about my favorite season
 - talk about the possibility of events
 - give warnings at work
 - ask for repetition
 - make, accept, and decline invitations
 - express fear
 - call school to report a child's illness
 - write a note to a child's teacher to explain absence
 - make comparisons
 - give advice
 - agree and disagree



Vocabulary Expansion: The Post Office, The Library, The School
Word by Word Picture Dictionary: pages 75–79
Word by Word Beginning Workbook: pages 73–77



Where do people in your community vote on Election Day? What happens at the polling places? What do the voting machines look like? What local officials do people vote for in your community? How do people register to vote? Get information from your local Board of Elections. As a class, visit a polling place on Election Day.



Biography Project: Write a short biography about a famous American—an inventor, a president, or someone else. Use your school library or local library to find information. Give a short presentation to the class.



Discuss: What are the rights and responsibilities of all people in their communities and in the nation? How are these rights and responsibilities different for citizens and non-citizens?



Side by Side Interactive CD-ROM / Side by Side TV Video
Level 2A: Segments 33–36
Activity Workbook 2A: pages 59–106

Additional EL/Civics Enrichment Activities

(Class projects, field trips, issue discussions, and other activities to promote students' civic participation. Choose and adapt these suggestions based on students' needs and interests.)

Housing

Think about problems people have in their apartments (for example, a landlord won't fix something, or there is no hot water for a long time). Which office in your local government helps people with these problems? Call this office and ask about the rights of tenants (people who rent apartments) in your community. Find out what tenants can do when they have problems.

Bring to school classified ads for apartments. As a class, make a poster of all the abbreviations (such as rm, bath, flr) and their meanings. Compare the costs of apartments in different parts of your community. If any students in your class are looking for a new place to live, work as a class and look in the classified ads for places for these students.

Discuss with other students: Is it difficult to find a place to live in your community? Why is it difficult? Is the cost of housing a problem? Is it difficult for immigrants to find housing in certain neighborhoods? Is discrimination a problem? What can students do to make it easier to find good housing in the community?

Safety, Crime, and the Police

Discuss with other students: Is crime a problem in your neighborhood? What kinds of crime? Do you and your neighbors call the police when you have a problem? If you do, what happens? If you don't, why not? How can you and your neighbors make your neighborhood safer? (Ask if your community has a "Neighborhood Watch" program. Can your neighborhood be part of this program? Get information from the police department.)

Discuss with other students: Is traffic a problem in your neighborhood? Are there too many cars? Do cars go too fast? Are people concerned about the safety of children on the streets and sidewalks in your neighborhood? Discuss how you and your neighbors can make traffic in your neighborhood safer. Can you ask the city government to put up a "Slow—Children Playing" sign or put speed bumps in the road to slow down cars? Can you think of other things to do?

Classroom Visitor: Invite a local police officer to visit your classroom. Talk with the police officer about how the police help the community. Tell about things in your neighborhood that make you nervous, upset, or angry. Talk about problems of crime and safety. Tell about the police in your native country. Talk about any differences between the police in your community and in your native country. Talk about ways the police and people in the neighborhoods can work more closely.

"Classroom Without Walls" Field Trip: Visit your community's emergency telephone system office. When you dial "9-1-1" or another emergency number, who answers the call? What happens next? Talk with people at this office about any problems

you and your neighbors have with the community's emergency telephone system. Are there language problems? Do people sometimes use the emergency number for the wrong reasons? Do emergency workers arrive quickly or slowly? Ask about ways you can help make emergency services better for you and your neighbors.

Community Resources

Supermarkets

Discuss with other students: In many cities and towns, there are no large supermarkets in neighborhoods where immigrants live. People must shop in small grocery stores, and the prices in these stores are sometimes high. Is this a problem where you live? What can you do about this problem? How can local government officials or leaders in your community help with this problem?

Banks

"Classroom Without Walls" Field Trip: Visit a local bank. Talk with people there about the services available. Get information about things that are important to you and other students (for example, how to open a bank account, how to apply for a loan). Tell the people at the bank about any problems you and other students have when you try to use their services.

As a class, compare banks in your community. Get account application forms, deposit and withdrawal slips, and other forms from different banks. Ask for information about different types of savings accounts and checking accounts. Find out about interest rates, account fees, and ATM cards. Do any bank employees speak students' languages? Decide as a class which banks are best.

Discuss with other students: Many immigrants are afraid to use banks in this country. Some people are afraid that banks aren't safe. Some people don't have social security numbers. How do you and your classmates feel about banks in this country? Do you use banks? What problems happen if you don't use banks? Which banks have good services for immigrants (for example, employees who speak other languages)?

Health Services

As a class, make a Community Health Resource Guide. Find information about local drug stores, clinics, hospitals, vision centers, and other medical resources in your community. Write a page about each place. Describe its services, the hours it is open, its address and telephone number. Make copies of the Resource Guide for all students and for other classes in your school.

Discuss with other students: Is it difficult to use health services or emergency services in your community? Why? What can you do about this problem? How can local government officials or leaders in your community help with this problem?

Library

Discuss with other students: Does the library in your community have books for children and adults in their native languages? Do schools have people in the office who can speak the languages of parents from different countries? How can the library and the schools do a better job for you and your family and neighbors?

Resource Guide Project

As a class, make a Community Services Resource Guide. Find information at city hall, the public library, or on your community's website on the Internet. Find out about the services and activities of different departments: parks, police, fire, public works, libraries, schools, and others. Write a page about each department. Describe its services and give its address and telephone number. Make copies of the Resource Guide for all students and for other classes in your school.

Community Workers

Community Service Shadowing Project: Spend a day at work with a police officer, firefighter, animal control officer, or other public safety official. Watch carefully as the person works, and talk with the person about the job. Write a report about what you see and learn. Answer these questions: What does the person do in this job? What kinds of skills does a person need for this job? What kind of education or training does a person need? What are some interesting things about this job? What are some difficult things about this job? Share your report with other students.

Opinion Survey

School Opinion Survey: Work with other students to make a questionnaire (a list of questions) about life at your school. Ask questions about things at school that make students happy, nervous, or upset. Ask other questions to get students' opinions about problems and issues. Each student in your class can use the questionnaire to interview some students in the school. Put all the answers together and write a report about the information. If you can, make charts or graphs to show the information. Share your report with the principal or director of your school.

Community Service

"Classroom Without Walls" Community Service Project: As a class, "adopt" a section of a local park, river, road, or other area. Have clean-up days in this location. Pick up trash, recycle bottles and cans, and remove graffiti. (You should tell a city department or highway department about your project. Some communities will put up a sign at a location to show that your class is taking care of it.)

School Recycling Project: Does your school recycle cans? bottles? paper? newspapers? plastic? other materials? Begin a recycling program at your school, or make your school's recycling program better. Collect recyclable materials and take them to the recycling center in your community. Find out where the recycled materials go.

Discuss with other students: Is trash or litter a problem in your neighborhood? What are the reasons for this problem? How can people in the neighborhood work to solve this problem? How can your local government help with this problem?

Visit an elementary school or a pre-school in your community. Read a story to children in your native language, tell about a holiday or custom in your culture, or volunteer to help as a teacher's aide. Or visit your local library. Learn how to use the catalog, how to find books, newspapers, magazines, and audio and video materials, and how to check out materials. Find out what kinds of activities happen at the library.

Workforce Preparation / Occupational Exploration

Discuss with other students: 1) What kinds of jobs do students in your class have now? What kinds of problems do they have in these jobs? What can they do about these problems? 2) What kinds of jobs do students in your class want to have some day? What kinds of training and work experience do they need for these jobs? How can they get this training and work experience? What are some problems students might have as they try to get this training and work experience?

“Classroom Without Walls” Field Trip: As a class, visit a job training center in your community — a public program in a vocational school, a private training program, or an on-the-job training program at a workplace. Visit some classes. Talk with teachers and students there about the courses in the program, the job skills students learn, and the kinds of jobs students get after the program.

Job Shadowing Project: Spend a day at work with someone in a job that interests you. Watch carefully as the person works, and talk with the person about the job. Write a report about what you see and learn. Answer these questions: What does the person do in this job? What kinds of skills does a person need for this job? What tools or equipment does a person use in this job? What kind of education or training does a person need for this job? What are good things and bad things about this job? Share your report with other students.

Civic Participation

“Classroom Without Walls” Field Trip: Visit a local courthouse. Take a tour of the building. If you can, sit and watch part of a court session. Talk with a judge about the kinds of trials at the court. Learn about jury duty. In class, talk about differences between courts in the United States and in students’ native countries.

“Classroom Without Walls” Field Trip: With other students, go to a meeting of your local school board or city council. How do the people discuss things and how do they vote? What do people from the community do at the meeting? (Do they watch? Do they speak? If they speak, what do they talk about? For how long?) In class, talk about what you see and learn at the meeting.

Media Project: Make a video about your class. In the video, students can tell about where they are from, and how, when, and why they came to the United States. Show the neighborhoods and homes where students live. Show your classroom and school. Interview each other and tell about what you hope to do in the future. Play the video for other classes in your school. Give the video to your local television stations or cable system, or make a radio program and give it to your local radio stations.

Speak at a meeting of your local school board or city council! Discuss with other students: What problems or issues do we want to talk about? What do we want to tell people about our lives, our families, our neighborhoods, and our hopes for the future? Practice short speeches. (Find out how long people usually speak at these meetings.) You might also show part of the video you made for your Media Project. Be ready to answer questions at the meeting.

Correlation Key

Side by Side EL/Civics Package

VOICES OF FREEDOM	SIDE BY SIDE STUDENT BOOK	SIDE BY SIDE ACTIVITY & TEST PREP WORKBOOK
Chapter A	Book 1: Chapters 1, 2, 3	Workbook 1: pp. 2–20, T1–T10
Chapter B	Book 1: Chapters 4, 5, 6	Workbook 1: pp. 21–40, T11–T18
Chapter 1	Book 1: Chapters 9, 10	Workbook 1: pp. 62–75, T29–T34
Chapter 2	Book 1: Chapters 7, 8	Workbook 1: pp. 41–61, T19–T28
Chapter 3	Book 1: Chapter 11	Workbook 1: pp. 76–82, T35–T36
Chapter 4	Book 1: Chapter 12	Workbook 1: pp. 83–91, T37–T38
Chapter 5	Book 1: Chapters 13, 14	Workbook 1: pp. 92–113, T39–T46
Chapter 6	Book 1: Chapter 15	Workbook 1: pp. 114–121, T47–T50
Chapter 7	Book 1: Chapter 16	Workbook 1: pp. 122–128, T51–T54
Chapter 8	Book 1: Chapter 17	Workbook 1: pp. 129–137, T55–T58
Chapter 9	Book 2: Chapters 1, 2, 3	Workbook 2: pp. 2–29
Chapter 10	Book 2: Chapters 4, 5	Workbook 2: pp. 30–50

Vocabulary and Technology/Distance-Learning components:

WORD BY WORD PICTURE DICTIONARY and BEGINNING WORKBOOK provide vocabulary enrichment related to the topics in the EL/Civics curriculum.

SIDE BY SIDE INTERACTIVE CD-ROMs, SIDE BY SIDE TV VIDEOS, and accompanying ACTIVITY WORKBOOKS provide self-instructional multimedia resources for use in the classroom, in the language/technology lab, or in distance-learning programs.

The USER'S GUIDE suggests how to correlate these vocabulary and technology/distance-learning components with the EL/Civics curriculum.