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**HOW THE PARTICIPATION OF THE US IN WW2 CONTRIBUTED TO
MODELING THE WORLD AS WE KNOW IT TODAY: A WORKSHOPS FOR
FRESHMEN STUDENTS.**

**Trabajo de Titulación para optar al Grado de Licenciado en Educación y al
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INTRODUCTION

Defining Culture

Defining “culture” is not an easy task. Since “culture” is such a broad concept, any definition of it may have something missing or something not necessarily accurate. Most people, and of course teachers, think of culture as a set of elements such as customs, traditions, history, daily life, food, or even a group of people who have something in common; which is correct, but that conception of culture may lack some important features.

Despite the lack mentioned, these elements are important components to consider when defining culture. In fact, they are commonly used as a means of teaching a language, which means that if teachers use features of a culture as a means to teach language, learning a language implies learning about a culture as well.

In this particular case, Moran’s (2001, P.24) definition of Culture fits that situation: “Culture is the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products (tangible or intangible), based upon a shared set of perspectives (perceptions, beliefs, values, and attitudes) on the world, and set within specific social contexts.”

In other words, culture is the enormous set of interactions between the members of a community which are facilitated by different means of communication resulting in the different beliefs, values and/or attitude that represent that specific community. Culture is not only a set of features, is also a matter of socialization.

Why should culture be taught?

For a successful teaching-learning process of a foreign language, both teachers and students need to know what “culture” means. This having being said, and taking into account the definition previously provided, an aspect about culture that no one can deny is that it involves the development of the communities which are part of it. These communities are constituted by individuals who, through the many experiences that living in a community implies, interact with each other and change in time: they change their values, they change their practices, they change their relationships, and consequently the communities change.

It is impossible to deny that the world changes every day. Small or big actions are the ones that define our world, our society, and our lives. Would we be the same if our parents had made different decisions? Would the world be the same if some historic events had not taken place? Of course the answer is no. As individuals, we must be aware of the fact that we are part of a society including other individuals whose lives may be affected by our actions, and vice versa. This is the main reason we cannot ignore what is happening around us and how these social interactions affect us.

Great changes the world experienced in the past have also determine our lives, as they have modeled the world as it is today. For example, nearly 70 years ago, the world stopped and one man tried to rule it all; Hitler and the World War Two definitely established a new era. However, Hitler and the Nazis were defeated thanks to an unprecedented alliance of armed and political forces led by the US, which entered the war in 1941 after the Pearl Harbor attack. The American irruption is an event that changed the world forever, a moment in history that cannot be ignored.

Why teach the participation of the US in World War Two?

Simply because the participation of the US in WW2 is the starting point of the evolution this country, and the world, has experienced in the last 70 years. After WW2, the US became one of the most powerful countries in economic and military terms. Regarding US's economy, WW2 brought an immense number of benefits to the American industry:

“In 1945, when federal expenditures reached \$98 billion, unemployment practically vanished, and the country seemed to reach new levels of production and prosperity. (...) High wages and farm prices, together with war taxes, produced greater measure of economic equality than ever before” (May, McMillen, and Sellers, 1985, P.363).

As for American military power, “the size, political influence, and economic importance of the armed forces in the United States had been enormously and permanently expanded, although few Americans suspected this and that demilitarization would not come with peace” (May, McMillen, and Sellers, 1985, p. 364).

Pride and pursuit of justice are values of the American culture that became stronger and more alienated than they used to be. Newspapers, politicians, businessmen, everyone

was talking about the US and their role in the world. But, what was that role? Becoming the most powerful country in the world: “Indeed, the world in which he [President Truman] was unexpectedly asked to play a leading role was turbulent and perilous. The only nation to emerge from the war with its military and economic strength enhanced, the United States was the sole remaining global power” (May, McMillen and Sellers, 1985).

Why teach the participation of the US in World War Two to Chilean freshmen students?

Apparently, the US was the only country involved in the war that perceived an incredible number of benefits, but this should not be surprising. The US had the fortune that the WW2 did not take place within its borders; thanks to that, the country did not have to spend large amounts of money in reconstruction. Plus, before it entered the war, the United States was able to save incomes from trades with the countries involved in the war, because they bought military equipment from the US. It seemed like destiny was all in favor of America: the country was able to save a lot of money during the war and did not have to spend it on reconstruction as the European countries.

After the Allied forces lead by the US Army won the war, Americans seem to be trying to prove the world that they are capable of doing anything: rule any kind of business, bring peace to every corner, control any country's policies and enterprises, etc. Directly or indirectly, Chile is not free from the above mentioned American control: some examples are as simple as the trend of the clothes Chileans wear or the websites they most commonly visit; others are more complex, such as the enterprises that control Chile's economy or some people's lifelong dream of going to the US and stay there for the rest of their lives.

But why is it important to be aware of the American irruption? Why should Chileans, so far away, be aware of the American irruption? As the ones previously mentioned, there are many other examples that prove that the US is present in our lives. Therefore, every society, including the Chilean society, should reflect on up to what point the penetration of the US into businesses, national policies, clothing or even food (McDonald's, Burger King, etc.) should be permitted.

Interdisciplinary Teaching

These critical reflections can be the starting point to come up with a strategy to solve two pedagogical gaps detected in the National Curriculum: 1) Connection of English to other subjects (in this case, History and Social Sciences) and 2) learning about the American culture involves more than traditions, customs and food.

How are these gaps going to be addressed? Gap number one (Connection of English to other subjects) is going to be solved through Interdisciplinary Teaching (IT), which is defined as “a knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience” (Jacobs, 1989). Two disciplines are going to be combined, English and History; therefore, this workshop includes both learning a foreign language and learning about US history. How is this possible? Because the MINEDUC’s History program for freshmen includes the World War Two as a content to be covered during the year (2011, P.35), so IT is going to be achieved by bringing contents from the History lessons into the English lessons.

To bridge these gaps will help reaching the main objective of this workshop, which is **to evaluate the US’s participation in WW2 as a turning point for its own development and for the construction of the modern world.**

Benefits from Interdisciplinary Teaching

Interdisciplinary Teaching will make content more interesting to the students in the sense that it will “provide authentic experiences in more than one content area, offer a range of learning experiences for students, and give students choices in the projects they pursue and the ways they demonstrate their learning” (Barton & Smith, 2000). In other words, IT will give the students the chance to study more than one subject at the same time (History and English), to go through different learning experiences (ones to learn History, others to learn English), and to choose by themselves what the learning experiences are going to be. It does not mean that the students will be able to choose which activities to do

and which ones not to do; it means they will be able to control the process of doing those activities. For example, during a lesson, there will be many instances where length and topic will be controlled by the students (according to their interests and relevance of the topic being discussed), and the teacher will act only as a guide or moderator of the discussion. In other words, IT allows the teacher to develop learner-centered lessons, making the students, not the teacher, the main element of the learning process.

As for teachers, IT will “enable them to use classroom time more efficiently and address content in depth, while giving students the opportunity to see the relationship between content areas and engage in authentic tasks” (Barton & Smith, 2000). Teachers will be able to use classroom more efficiently since their teaching will be focused on more than one subject, providing them with a broader field of subtopics, activities and materials to cover the contents.

Culture is more than a set of features

The MINEDUC’s English program presents a unit called *Explorando Otras Culturas*, in which the students are to learn about folklore, traditions, holidays, legends, and handcraft. However, learning a language involves learning about a culture and learning about a culture is a lot more than knowing important dates, holidays, etc. (as mentioned in Defining Culture). In consequence, gap number two (culture is more than a set of elements) is going to be bridged by learning about one big event in the American history and its consequences in the US role in the modern world. By learning about the participation of the US in WW2, students will be able to know a bit more about History. Besides, they will be able to develop a critical way of thinking which will lead them to successfully express their personal opinion on how the US role influences the Chilean society.

Other objectives

However, before expressing themselves the students will need to reach other objectives related to English and History subjects during the process of the workshop:

- **To identify specific historic events and social features to prove whether the US has influenced or not the world and the Chilean Society.**

When students are asked to postulate if the US has influenced societies since its participation in WW2, they will need to know and understand the historical background of the US and the possibly affected cultures.

- **To select and analyze authentic written, oral or audiovisual material, such as journals, letters, speeches and videos.**

Students need to be able to select the right material since it is a key process to prove the position they will take.

- **To express opinions using persuasive language in oral or written argumentative texts.**

In this workshop students will be asked to declare more than what their opinion is, they will need to do research for backing up arguments in order to both show that their point of view is valid, and to convince the audience.

- **To predict future events considering historical background.**

After expressing their viewpoint, students will be asked to predict how the world is going to be like in a near or distant future.

From what has been exposed in the objectives, it is possible to conclude that English and history are equally important for the purposes of this workshop. However, it is important to keep in mind that the main objective is learning about a culture and its influence in the world rather than to learn the language itself. Therefore, the type of syllabus that fits best is a Content-Based one, where

“The primary purpose of instruction is to teach some content or information using the language that the students are also learning. The students are simultaneously language students and students of whatever content is being taught. The subject matter is primary, and language learning occurs incidentally to the content learning. The content teaching is not organized around the language teaching, but vice-versa. Content-based language teaching is concerned with information, while task-based language teaching is concerned with communicative and cognitive processes. An example of content-based language teaching is a science class taught in the language the students need or want to learn, possibly with linguistic adjustment to make the science more comprehensible” (Reilly, 1988).

Since the main aim of the workshop is that students are capable of expressing their points of view on a specific subject matter, English is going to be learned as a tool and not as the main content, which means that the historical process and importance of the incorporation the US in WW2 is the greater focus of this workshop. The course is going to be taught through the usage of authentic material in English. However, the workshop must not become a history course. Clearly, the workshop is focused on a historical perspective, but it is not intended to transform students into experts in the subject; it attempts to give students as many tools as possible for expressing themselves critically with the aid of historical background in support of their opinion.

TARGET AUDIENCE'S NEEDS

With the purpose of getting to know the target audience's knowledge on the topic of the workshop, 38 students in Junior Year from the semi-private school Colegio Salesiano de Valparaíso were asked to complete a questionnaire (See Appendix). In order to obtain completely honest results, the students answered the questionnaire anonymously.

Questions organization

The 17 questions were randomly ordered but organized in 6 groups: the first one is Skills, which gathers two questions to know the worst and best skills as English students (speaking, writing, listening or reading); the second one is English at School, containing three questions to know how much English the students use at school, either in English or in other lessons; the third group is called World War Two, with four questions to know if the students were acquainted with the basic contents about World War Two and with the participation of the United States in it as a turning point of its development; the fourth group called English Outside the Classroom is formed by three questions to know in what non-academic activities the students use English; the fifth group is Culture, which has three questions to know what the students think culture is; the final group is History, with two questions to know what topics from the History lessons are interesting for the students.

Results

The results obtained are organized into the categories described previously. In Skills, the results show that the students marked reading and writing as their best skill, each with 31.5% of the preferences, whereas their worst skills are listening and speaking with 39% and 36% respectively. Since the students have a basic level of English, it is no surprise that their worst skills are speaking and listening, which demand a fast yet elaborated response; on the other hand, skills such as reading and writing may be easier for them since those skills allow them to spend longer periods of time to complete the tasks.

The result obtained from the English at School category demonstrate that despite the student's basic level of English, they are familiar with the language as 60% of the students has had English lessons at school for more than two years. What is more relevant is that in those two or more years, they have never used English in a different subject. However, 35.5 % of the students mentioned they would like to use English in Art lessons, and 31.5% in History lessons.

As for the question in the World War Two group, in general, the students know what the World War Two was. In relation to the conflict, 86.7% of the students know the years in which WW2 took place, 100% of the students identify the United States as a member of the alliance who won the war. Regarding the consequences of WW2, 76% of the students consider WW2 as a turning point in the development of the USA as a powerful country, and 92% of them see the United States as the most powerful country nowadays.

In regard to the group of questions called English Outside the Classroom, 73% of the students claim to not like reading pieces of news or articles in English. From the ones who do, 42% reads pieces of news or articles about sports, 25% about war, 17% about videogames, and 14% about technology. However, listening to music is the non-academic activity in which the students use English the most (34%), followed by playing videogames (27%), watching TV (22%) and using the Internet (14%).

About the Culture questions, 21.9% of the students mentioned they would include customs to define a "culture", 13% would include historical events, and 10.5% would include holydays and language. As to the American culture, 73.6% agrees on that learning American History would be helpful to understand the current American society. Finally,

being five the highest and one the lowest, 55% of the students chose five as the level of American influence in the Chilean culture.

In answering the History questions, 52.6% of the students like studying history. Additionally, the students' favorite topic in History lessons is Middle Age and World Wars (23.6% each).

The results of the Needs Analysis were taken into account at the moment of designing the activities to be applied during the workshop.

As for the skills to be used by the students, the activities are focused mainly on Speaking and Listening in order to develop the students' performance in those skills, which were described as the weakest ones.

Most of the students have been in contact with the English language for two years or more, however, they have never had the opportunity to use it in a different subject. Therefore, combining English and History will allow them to experience a new learning process: Interdisciplinary learning.

Finally, a large number of students considers that learning American History would help them to understand the current American society better. In conclusion, learning about World War Two and the effects of it on the development of the United States is important to have them think on the influence of the American society in the rest of the world, especially here in Chile.

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SYLLABUS

Rationale

“How the participation of the US in WW2 contributed to modeling the world as we know it today” is a workshop for freshmen students who, by the end of the workshop, will be able to argue whether the influence of the United States in many other countries all around the world is or is not a consequence of its involvement in WW2 by providing strong and clear arguments supported by real and accurate evidence.

The workshop consists of four units from which the students are going to learn about World War Two, the role of the United States in the conflict, and how it affected the development of the US as a powerful country. The students will have the opportunity to experience an Interdisciplinary learning process in which they will learn about an important moment in the American History and the English language at the same time.

General objective

The purpose of the workshop is that by the end of it, the students will be able to evaluate the US's participation in WW2 as a turning point for both its own development and the construction of the modern world.

Specific objectives

By the end of the workshop, the students will also be able to

- Explain how the WW2 affected the US, positively or negatively, before its involvement.
- Explain the process of American involvement in the WW2.
- Analyze the development of the US as a global power (American Spirit).
- Conclude how much and in what aspects the American society has influenced the rest of the world.

Language Objectives

As for the use of the English language, by the end of the workshop the student will be able to

- Use persuasive or dissuasive language.
- Use descriptive and objective language when describing historical events.
- Reflect on and describe hypothetical experiences when describing the life in the US during a specific period of time.

Units outline

Unit 1: Pre-World War Two Specific objective(s): By the end of the unit, students will be able to: <ol style="list-style-type: none"> Identify and describe economic, political, and social features of the US before 1941. Recognize and list the causes of World War Two. List important battles in the development of World War Two. Explain how the WW2 affected the US, positively or negatively, before its involvement in the conflict. 	
ACTIVITIES:	
1.1.The US before World War Two	<p>Warm Up:</p> <ul style="list-style-type: none"> - What are your expectations for the workshop? - What do you know about World War Two? <p>Before Reading:</p> <ol style="list-style-type: none"> Individually, look at the pictures and imagine what the US before 1939 was like. In groups of four, share your previous answers and discuss. <p>While Reading:</p> <ol style="list-style-type: none"> Read an extract from <i>A synopsis of American History. Chapter 26: The Reversal of Foreign Policy, 1931 – 1941</i>, and underline information that describes the life in the US. With your partners, compare the information found with your answers from the Before Reading Exercise With your partners answer the questions: Was there any kind of international crisis? Was the US going through the same problems? Explain. <p>After Reading:</p> <ol style="list-style-type: none"> In the same groups, make a list of economic, political and

	<p>social features of the US before 1939. Complete the chart with the information.</p> <p>2) Share your information in a plenary.</p>
1.2. What was World War Two	<p>Warm Up:</p> <ol style="list-style-type: none"> 1) Brainstorm contents of what we studied last class. <p>Before Watching:</p> <ol style="list-style-type: none"> 1) Individually, list all the important events you know about World War Two. 2) Share with the class. <p>While Watching:</p> <ol style="list-style-type: none"> 1) Watch the videos and try to guess where the battles shown in the videos took place. 2) Take notes to describe how the battles were (difficult, short, cruel, etc.) <p>After Watching:</p> <ol style="list-style-type: none"> 1) In groups of three, select an important battle from World War Two (Normandy, Berlin, Stalingrad, etc). 2) Create a poster representing the battle you selected by using drawings only. 3) Present the drawings to the class describing what battle it represents and what important features of WW2 are in it. <p>https://www.youtube.com/watch?v=Y5PGEMDM_QI (Lego Battle of Normandy)</p> <p>https://www.youtube.com/watch?v=qtK8rSH0oI4 (Lego ww2 The Battle of Guadalcanal)</p>
1.3. Causes of World War Two	<p>Warm Up:</p> <ol style="list-style-type: none"> 1) What important World War Two battles do you remember? 2) Do you know why World War Two started? 3) Think and discuss with a partner.

	<p>Before Watching:</p> <ol style="list-style-type: none"> 1) In a plenary, brainstorm possible causes of the WW2. <p>While Watching:</p> <ol style="list-style-type: none"> 1) Watch the video and take notes of the causes of World War Two mentioned in the video. <p>After Watching:</p> <ol style="list-style-type: none"> 1) Do your answers from the Before Watching exercise match the ones identified in the video? 2) Complete the chart with short-term and long-term causes of World War Two. 3) Compare your answer with a partner. 4) Check the information on a plenary. <p>https://www.youtube.com/watch?v=NZwCFhrRse0 (Causes of WW2)</p>
1.4. WW2 affects the US	<p>Warm Up:</p> <ol style="list-style-type: none"> 4) What were the causes of World War Two? What was the initial role of the US? <p>Before Reading:</p> <ol style="list-style-type: none"> 1) How do you think World War Two affected the US before its involvement in the conflict? <p>While Reading:</p> <ol style="list-style-type: none"> 1) Read an extract from <i>A synopsis of American History. Chapter 26: The Reversal of Foreign Policy, 1931 – 1941</i>, and underline information that describes how World War Two was affecting the US before 1941. 2) Compare the information underlined with a partner. <p>After reading</p> <ol style="list-style-type: none"> 1) In pairs, create a dialogue in which one of you plays the role of an American grandfather who describes the life between 1939 and 1941 to his grandson.

	<p>2) Present the dialogue in front of the class.</p> <p>Closing:</p> <p>5) In a plenary answer the question: “What did I learn in this unit?”</p>
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<p>Unit 2: US in World War Two</p> <p>Specific objective(s): By the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> a) List and label (as political or economic) the reasons why the US entered WW2. b) Explain the process of American involvement in WW2. c) Identify pros and cons that participating in WW2 had for the US. d) Recognize the importance of the movies industry in preserving History. 	
<p>ACTIVITIES:</p>	
<p>2.1. The US under attack</p>	<p>Warm Up:</p> <ul style="list-style-type: none"> 1) With a partner discuss what reasons you know why the US entered World War Two. 2) Share your thoughts with the class. <p>Pre Watching:</p> <ul style="list-style-type: none"> 1) Do you know what Pearl Harbor is? Why is it important for the American history? 2) Share your answers with the class. <p>While Watching:</p> <ul style="list-style-type: none"> 1) Take notes to describe what you see on the videos. 2) What are the videos about? 3) Do the videos show the same event? From what points of view? <p>After Watching</p> <ul style="list-style-type: none"> 1) Americans and Japanese do not have the same perspective

	<p>of the Pearl Harbor incident. Describe each one giving examples from the videos.</p> <p>2) Share your answer with the class and discuss if those perspective still exist.</p> <p>https://www.youtube.com/watch?v=jbF0cjl8yB8 (1941 Attack on Pearl Harbor – New Amateur film)</p> <p>https://www.youtube.com/watch?v=5XWpFwY6q8c (1941 Pearl Harbor – New Japanese Footage! HD)</p>
2.2. The US enters the war.	<p>Warm Up:</p> <p>1) List the reasons you know why did the US enter World War Two?</p> <p>Before Watching:</p> <p>1) Discuss the following questions with your partner: Do you know who the man in the picture is? Why is he important for the American history?</p> <p>2) Share your answers with the class.</p> <p>While Watching:</p> <p>1) Watch and listen the video again. Follow the audio as you read the script of the speech.</p> <p>2) Underline the information you consider to be relevant.</p> <p>After watching:</p> <p>1) Were your questions in the Before Watching exercise accurate?</p> <p>2) Do you think that Franklin D. Roosevelt made a good decision?</p> <p>3) To answer the questions, imagine you were President Roosevelt and create a speech to convince the American Congress to declare the war on Japan.</p>

	<p>4) Use the script of Roosevelt’s speech as an example, and consider the elements mentioned in the rubric.</p> <p>https://www.youtube.com/watch?v=lK8gYGg0dkE (America Declares War on Japan – President Roosevelt Speech)</p> <p>http://www.let.rug.nl/usa/presidents/franklin-delano-roosevelt/pearl-harbor-speech-december-8-1941.php (Script of the Speech)</p>
2.3 US during the war	<p>Warm Up:</p> <ol style="list-style-type: none"> 1) What was the main reason the US entered the World War Two? <p>Before Reading:</p> <ol style="list-style-type: none"> 1) Discuss with a partner what changes you think the American society experienced because of WW2. <p>While Reading:</p> <ol style="list-style-type: none"> 1) Read the text “Home Front” and answer the following questions. 2) What was the role of the Americans back home? 3) Was their role relevant to perform well at war? Give reasons from the text. <p>After Reading:</p> <ol style="list-style-type: none"> 1) In pairs, create a poster in which you represent the changes the American society had to do during the World War Two. 2) Present it to the class describing the changes represented in it.

2.4. WW2 in movies.	<p>Warm Up:</p> <ol style="list-style-type: none"> 1) Is the movie industry relevant in the task of preserving American History? Are movies accurate enough? Think and discuss with a partner. <p>Before Watching:</p> <ol style="list-style-type: none"> 1) Tell your partner if you have a favorite movie or series about WW2. 2) What is its plot? Are the facts shown in it accurate? Discuss and share with the class. <p>While watching:</p> <p>First Time</p> <ol style="list-style-type: none"> 1) Watch the trailers of <i>Band of Brothers</i> and <i>Saving Private Ryan</i>. https://www.youtube.com/watch?v=kyDkHvi9yeI (Band of Brothers Trailer) https://www.youtube.com/watch?v=8EsVtn2GvBo (Saving Private Ryan Trailer) 2) What are the series and the movie about respectively? <p>After watching:</p> <ol style="list-style-type: none"> 1) Read a review about the series <i>Band of Brothers</i>. http://www.theguardian.com/film/2001/may/14/features.stevenspielberg 2) Choose a movie or series and write a review of it. Try to prove its historical accuracy by comparing the facts shown in it with the information studied in previous classes. Use review about the series <i>Band of Brothers</i> as an example. <p>Closing:</p> <ol style="list-style-type: none"> 1) In a plenary answer the question: “What did I learn in this unit?”

Unit 3: Post-World War Two US

Specific objective(s): By the end of the unit, students will be able to:

- a) Recognize the effects WW2 had on the US.
- b) Analyze the development of the US as a global power (American Spirit).
- c) Describe the life of regular people and soldiers after WW2.
- d) Compare the Pre-war and Post-war US (in social, economic and political terms).

ACTIVITIES:

3.1. War ends

Warm Up:

- 1) How do you think soldiers lived after World War Two? Were they happy or sad? Did they remember WW2 as a good or bad experience?
- 2) Share your answers with the class.

Before Watching:

- 1) Individually, think what the soldiers felt once the war was over.
- 2) Share your answers with the class.

While Watching:

- 1) What does Lieutenant Winters speak about?
- 2) What emotions can you distinguish?
- 3) Do you think the rest of the soldiers had the same feelings? Why?

After watching:

- 1) On a plenary, reflect and share your ideas on what would you have done to endure the experiences that being at war demands and its consequences.

<https://www.youtube.com/watch?v=Jr86eegSeFM> (Band of Brothers: Veteran Dick Winters Final Speech)

3.2. American Spirit	<p>Warm Up:</p> <ol style="list-style-type: none"> 3) Brainstorm contents covered last class. <p>Before Watching:</p> <ol style="list-style-type: none"> 1) Do you think World War Two influenced the development of the “American Spirit”? 2) Discuss with a partner and share with the class. <p>While Watching:</p> <ol style="list-style-type: none"> 1) What is the video about? 2) Does the protagonist feel proud of being a Nazi? Give reasons. 3) What do you think the author tried to express at the end of the video? <p>After watching:</p> <ol style="list-style-type: none"> 1) In groups of three, prepare a Power Point Presentation as Post-War propaganda. Consider the images and pictures from the video as examples. <p>https://www.youtube.com/watch?v=PL8FxDhsfhs (World War 2 in Cartoon: Donald Duck Der Fuehrer’s Face)</p>
3.3. Life After War	<p>Warm Up:</p> <ol style="list-style-type: none"> 1) Considering the video watched last class, how do you think the American society felt about their country? Did they feel proud or disappointed? Give reasons. 2) Share your answer with the class. <p>Before Watching:</p> <ol style="list-style-type: none"> 1) How do you think soldiers and regular people lived after World War Two? 2) Discuss your answers with a partner. <p>While Watching:</p> <ol style="list-style-type: none"> 1) How did American people live after World War Two?

	<p>2) What was their feeling toward their nation?</p> <p>3) What did soldiers do once they returned their homes?</p> <p>After Watching:</p> <p>1) Form groups of three and discuss: if you had been an American soldier in World War Two, what would you have done after the war? Give reasons for your choices.</p> <p>2) Share your thoughts in a plenary.</p> <p>https://www.youtube.com/watch?v=HJeCeEHxdfs (Life in Post World War II America)</p> <p>https://www.youtube.com/watch?v=5WcfDNpmmpw (End of Band of Brothers)</p>
3.4. Life After War	<p>Warm Up:</p> <p>3) How was life in the US before World War Two?</p> <p>Activity</p> <p>1) How was life in the US after World War Two?</p> <p>2) In pairs, complete a chart with the differences between Pre-War and Post-War life in the US.</p> <p>3) Create a Power Point Presentation with your information.</p> <p>4) Present to the class.</p> <p>Closing:</p> <p>1) In a plenary answer the question: “What did I learn in this unit?”</p>

Unit 4: US, the world, and Chile.

Specific objective(s): By the end of the unit students will be able to:

- Argue if World War Two affected the US positively or negatively.
- Conclude how much and in what aspects the American society has influenced the rest of the world.

c) Identify aspect of the American influence in the Chilean society.	
ACTIVITIES:	
4.1. Effects of the World War Two on the US.	<p>Warm Up:</p> <ol style="list-style-type: none"> 1) Do you think World War Two affected the US positively or negatively? Why? 2) Share your answer with the class. <p>Before Reading</p> <ol style="list-style-type: none"> 1) On a plenary, discuss if World War Two was or wasn't a turning point in the development of the US a powerful country. <p>While reading:</p> <ol style="list-style-type: none"> 1) Read the article <i>How the World Was Won: The Americanization of Everywhere</i> review- a brilliant essay. 2) Does the author consider that the world is being "Americanized"? 3) What examples from the text can prove your previous answer? <p>After Reading</p> <ol style="list-style-type: none"> 1) Write a reaction paper on the review. Show if you agree or disagree on the views shown in the text. 2) Use the structure and persuasive/dissuasive language from the review.
4.2. America expands.	<p>Warm Up:</p> <ol style="list-style-type: none"> 1) Do you think the American culture has influenced the rest of the world? Why? 2) Share your answers with the class. <p>Before watching</p> <ol style="list-style-type: none"> 1) Think of examples of the American influence in your life.

	<p>2) Share the examples with the class.</p> <p>While Watching</p> <ol style="list-style-type: none"> 1) Watch the chapter 9 from the video <i>History of English in Ten Minutes</i>. 2) What examples of the American influence does the video show? Do you agree or disagree? 3) Can you give more examples that occur nowadays? <p>After watching</p> <ol style="list-style-type: none"> 1) In groups of three, prepare a written report titled <i>The American Influence in the Rest of the World and the Chilean Society</i>. 2) Prepare an oral presentation of your written report for next class. <p>https://www.youtube.com/watch?v=OPltpdu9KGM (History of English)</p>
4.3. The US and Chile.	<p>Warm Up:</p> <ol style="list-style-type: none"> 3) Are the world and the Chilean society influenced by the American society? <p>Activity:</p> <ol style="list-style-type: none"> 1) Listen carefully and take notes of what your partners say in their presentations. 2) Ask questions at the end of each presentation. 3) On a plenary, share final comment on the topic of the presentations. <p>Closing:</p> <ol style="list-style-type: none"> 1) In a plenary answer the question: “What did I learn in this unit/workshop?”



WARM UP!

What are your expectations for the workshop?
What do you know about World War Two?

- Before Reading:

- 🔑 Individually, look at the pictures, think, and describe how you imagine the life in the US was before 1939.
- 🔑 In groups of four, share your previous answers and discuss.



- While Reading:

- Read an extract from *A synopsis of American History. Chapter 26: The Reversal of Foreign Policy, 1931 – 1941* on the next page.
- Underline the information that describes the life in the US before World War Two.
- Was there any kind of international crisis? Was the US having the same problems? Explain.



Why did the New Deal lose momentum in 1938? The most obvious reason is that foreign crisis began to draw the country's attention away from domestic reform. But many have blamed the slowdown partly on the program's own shortcomings – particularly its shifting approach to economic problem, its effort to combine incompatible groups of supporters, and its dependence on

Roosevelt's personal leadership. Conservatives and radicals heatedly disagree as to whether the New Deal attempted too much or too little. Whatever the reasons for the New Deal's decline, this much is certain: there were still 10 million unemployed persons in 1938. Not until the United States mobilized for World War Two would it emerge from the Depression. Though the Roosevelt administration did not fully solve the problems of modern industrial society, it was not alone. No other nation completely succeeded, and several, including Germany and Italy, abandoned their liberties in the process of trying.



• After Reading:



- ✎ In the same groups, try to list economic, political and social features of the US before 1939.
- ✎ Share your information in a plenary.
- ✎ What did I learn today?



UNIT 2: US DURING WORLD WAR TWO

LESSON 2: THE UNITED STATES ENTER THE WAR

WARM UP!

What did we study last class?

- Before Watching:

- Do you know who the man in the picture is?
- If not, does the name Franklin D. Roosevelt sound familiar to you?
- Why is he important for the American history?



- While Watching:

- Watch and listen to the video.
- Watch and listen to the video again. This time, follow the audio as you read the script of the speech on the next page.

Yesterday, Dec. 7, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific.



The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. Very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

As commander in chief of the Army and Navy, I have directed that all measures be taken for our defense.

Always will our whole nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost, but will make very certain that this form of treachery shall never again endanger us. Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger. With confidence in our armed forces - with the unbounding determination of our people - we will gain the inevitable triumph - so help us God. I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, Dec. 7, 1941, a state of war has existed between the United States and the Japanese Empire.

A World War II poster featuring Uncle Sam, the personification of the United States, holding a large pitchfork. He is wearing his traditional top hat and striped pants. The text "JAP... You're Next!" is written in a stylized, bold font at the top. At the bottom, a black banner with white text reads "We'll Finish the Job!". The poster is signed "U.S. GOVERNMENT PRINTING OFFICE" in the bottom left corner.

Taken from www.let.rug.nl

- After watching:



- Do you think that Franklin D. Roosevelt made the right decision? Share your thoughts with the class.
- Imagine you were President Roosevelt. Create a speech to persuade or dissuade the American Congress from declaring the war on Japan. Use between 100 and 150 words.
- Use the script of Roosevelt's speech as an example, and consider the elements mentioned in the rubric.

DON'T FORGET!

⚡ **CLEAR AND STRONG
ARGUMENTS**

⚡ **ADDRESS THE AUDIENCE**

RUBRIC FOR SPEECH

Unit Two, Lesson Two

	4 pts	3 pts	2 pts	1 pt
Grammar	The text contains 0-2 grammar mistakes	The text contains 3-5 grammar mistakes	The text contains 6-7 grammar mistakes	The text contains 7 or more grammar mistakes
Persuasion	The speech includes all of the following elements: persuasive language, rhetorical questions, and appeals to the emotions of the audience.	The speech includes two of the following elements: persuasive language, rhetorical questions, or appeals to the emotions of the audience.	The speech includes only one of the following elements: persuasive language, rhetorical questions, or appeals to the emotions of the audience	The speech does not include the following elements: persuasive language, with rhetorical questions, or appeals to the emotions of the audience
Arguments	The speech includes at least three clearly stated arguments with strong support.	The speech includes three arguments but they are not clearly stated and support is weak.	The speech includes less than three arguments. They are not clearly stated and the support is weak.	The speech does not include any arguments.
Length	The length of the text is 150 words or more.	The length of the text is between 149 and 125 words.	The length of the text is between 124 and 100 words.	The length of the text is less than 100 words.
Punctuation and spelling	The text contains 0-2 spelling mistakes	The text contains 3-5 spelling mistakes	The text contains 6-7 spelling mistakes	The text contains more than 7 spelling mistakes



WARM UP!

- Do you think the American culture has influenced the rest of the world? Why?
- Share your answers with the class.

• **Before Watching:**

- Think of examples of the American influence in your life
- Share the examples with the class



• **While Watching:**

- ✓ Watch the chapter 9 from the video *History of English in Ten Minutes*.
- ✓ What examples of the American influence does the video show? Do you think they are accurate? Explain.
- ✓ Can you give more examples of American influence that occur nowadays?

- After Watching:

- In groups of three, prepare a written report titled *The American Influence in the Rest of the World and the Chilean Society*. It is due next class.
- Prepare and oral presentation of your written report for next class.



RUBRIC FOR WRITTEN REPORT

Unit 4, lesson 2

	4 pts	3 pts	2 pts	1 pt
Grammar	The text contains 0-2 grammar mistakes	The text contains 3-5 grammar mistakes	The text contains 6-7 grammar mistakes	The text contains 7 or more grammar mistakes
Structure	The written report has all of the following items: introduction, arguments (1, 2 and 3), and conclusion.	The written report has two of the following items: introduction, arguments, and conclusion.	The written report has one of the following items: introduction, arguments, and conclusion.	The written report has none of the following items: introduction, arguments, and conclusion.
Argumentation	The written report presents a clearly stated point of view supported by at least three strong and concrete arguments.	The point of view is clearly stated in the report but the arguments are weak.	The point of view is not clearly stated in the report and the arguments are weak.	The written report does not present a point of view support or concrete arguments.
Arguments	The three arguments presented are real and relevant to the topic.	Two of the arguments presented are real but not relevant to the topic.	One of the arguments presented are real but not relevant to the topic.	None of the arguments presented are real but not relevant to the topic.
Punctuation and spelling	The text contains 0-2 punctuation or spelling mistakes.	The text contains 3-5 punctuation or spelling mistakes.	The text contains 5-7 punctuation or spelling mistakes.	The text contains 7 or more punctuation or spelling mistakes

RUBRIC FOR ORAL PRESENTATION

	4 pts	3 pts	2 pts	1 pt
Discourse	The student speaks fluently without struggling or staying quiet.	The student struggles but does not lose the flow of the speech.	The student struggles losing the flow of the speech.	The student struggles and there are many spaces of silence, losing the flow of the speech.
Body Language	The student shows all of the following characteristics: straight posture, kinesthetic language, and eye contact.	The student shows two of the following characteristics: straight posture, kinesthetic language, or eye contact.	The student shows one of the following characteristics: straight posture, kinesthetic language, or eye contact.	The student shows none of the following characteristics: straight posture, kinesthetic language, or eye contact.
Argumentation	The presentation includes a clearly stated point of view and all the arguments mentioned in the written report.	The presentation includes a clearly stated point of view but some arguments from the report are not included.	The presentation includes a poorly stated point of view and only some of the arguments mentioned in the written report.	The presentation does not include a clearly stated point of view or the arguments mentioned in the written report.
Persuasion	The speech includes all of the following elements: language, rhetorical questions, and appeals to the emotions of the audience.	The speech includes two of the following elements: persuasive language, rhetorical questions, or appeals to the emotions of the audience.	The speech includes one of the following elements: persuasive language, rhetorical questions, or appeals to the emotions of the audience.	The speech does not include the following elements: persuasive language, rhetorical questions, or appeals to the emotions of the audience.

APPENDIX

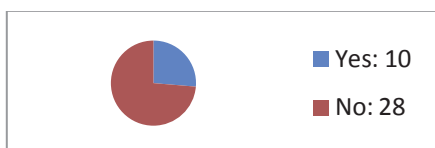
NEEDS ANALYSIS

Dear student:

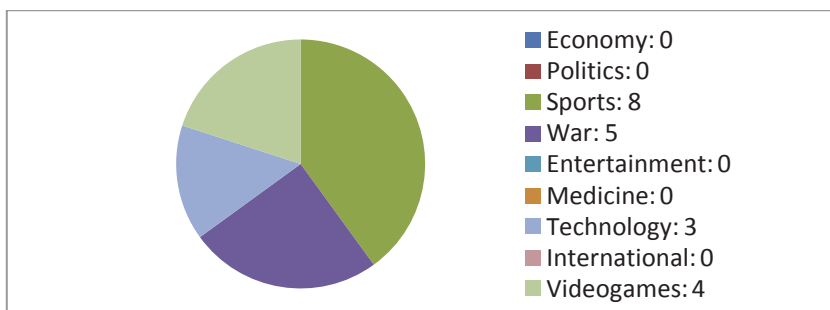
The results of the following anonymous survey will be used as basis for the creation of a workshop for freshmen students. Please answer the questions as honestly as possible.

Thank you.

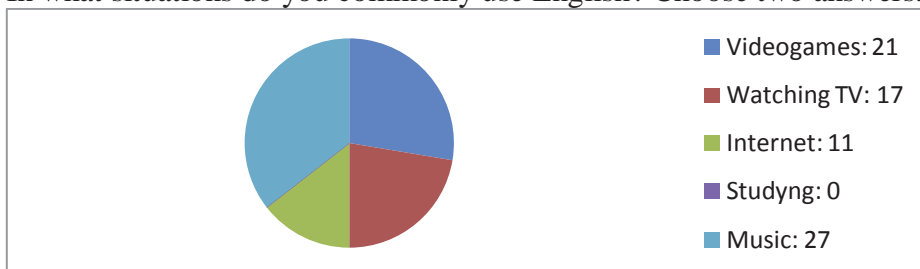
- 1) Do you like reading pieces of news/articles (in English)? If your answer is NO, go to question N°3.



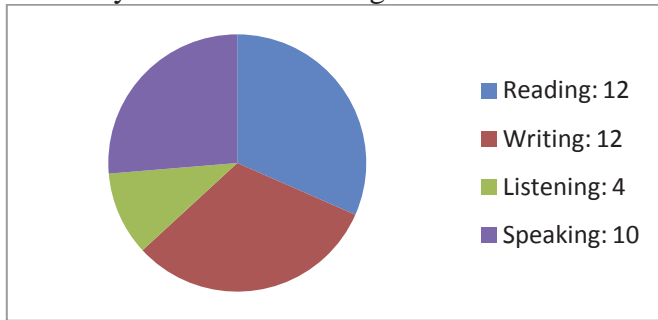
- 2) What kind of news? Choose two answers.



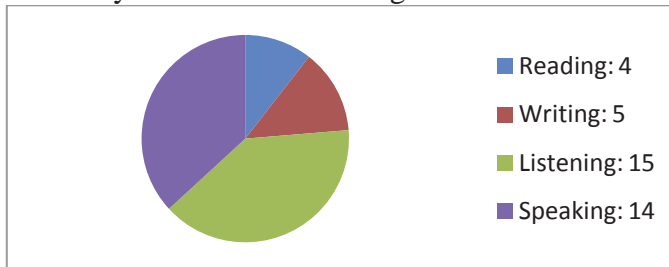
- 3) In what situations do you commonly use English? Choose two answers.



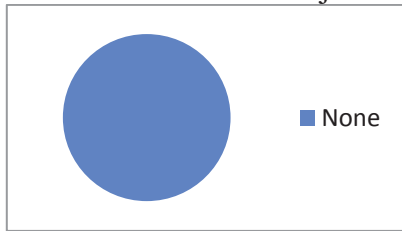
4) What is your best skill in English?



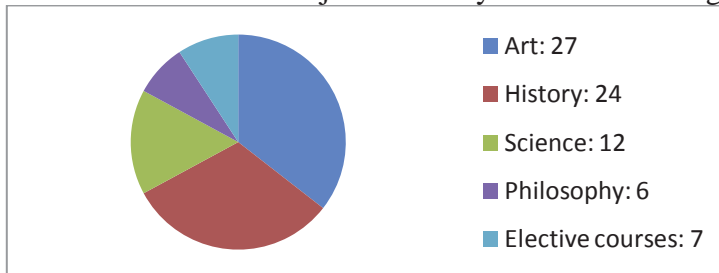
5) What is your worst skill in English?



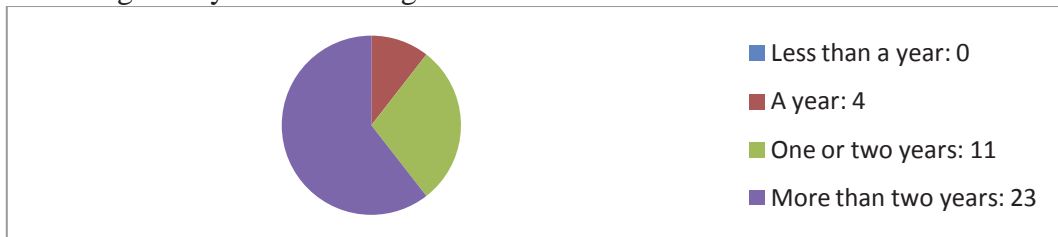
6) In what other school subjects have you used English? Write two.



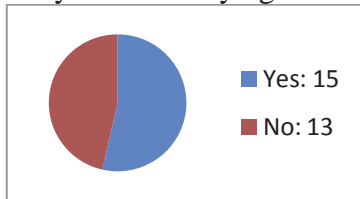
7) In what other school subjects would you like to use English? Write two.



8) How long have you studied English?

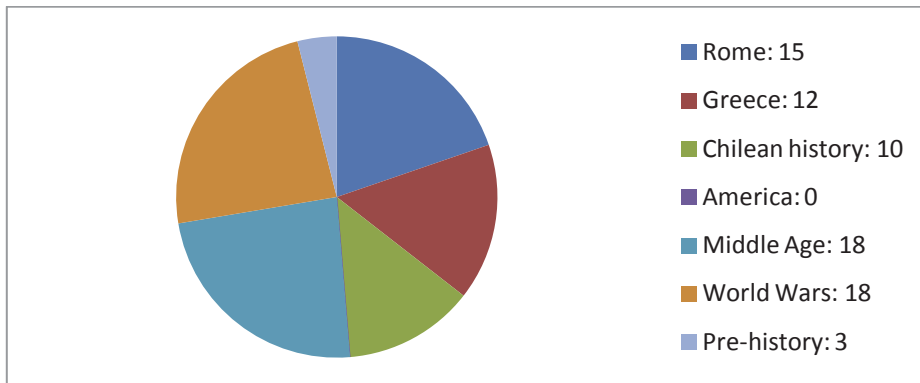


9) Do you like studying History?

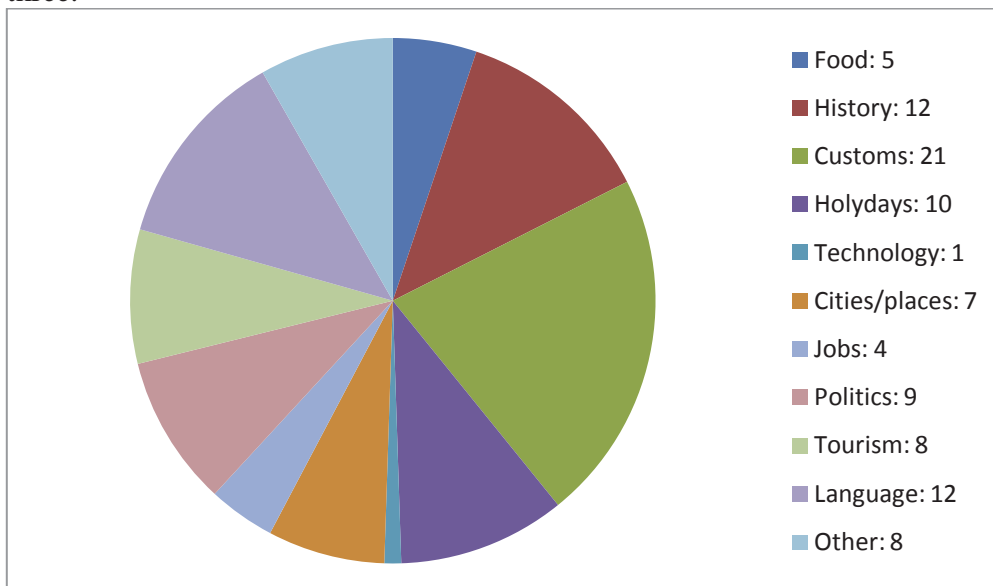


10) Regarding History lessons, what of the following subtopics do you like the most?

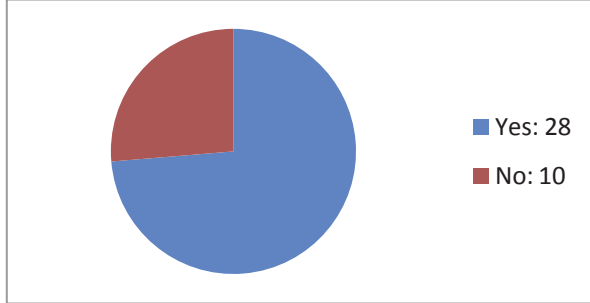
Choose two.



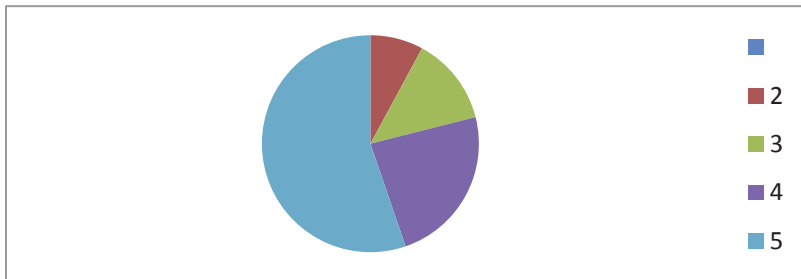
11) What of the following elements would you consider to define “culture”? Choose three.



12) Do you think learning American History is helpful to understand the current American Culture?

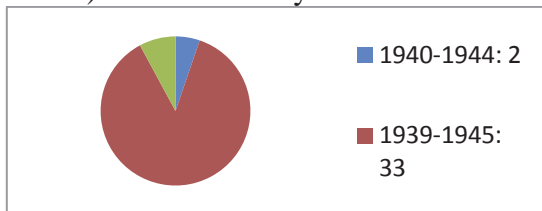


13) From one to five, how much do you think our Chilean culture is influenced by the American culture?

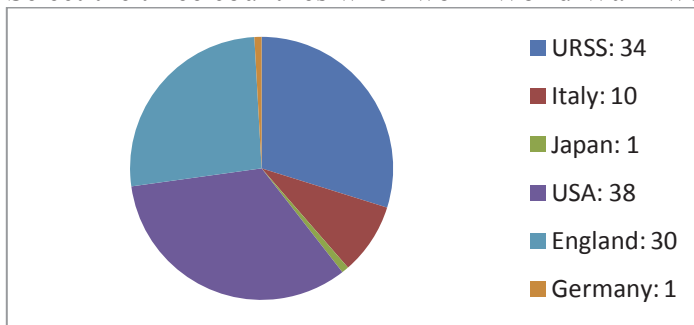


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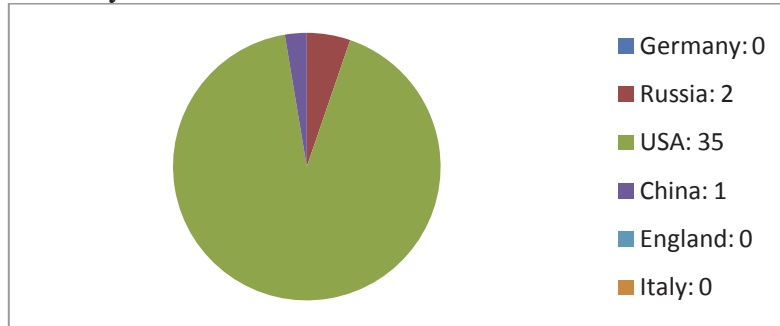
14) Between what years did the World War Two occur?



15) Select the three countries who “won” World War Two.



16) What of the following countries do you consider to be the most powerful nowadays?



17) Would you consider World War Two as a turning point in the development of the USA as a powerful country?

