

Pontificia Universidad Católica de Valparaíso

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**Outstanding African-American Women of the United States: from Rosa Parks
to Michelle Obama. A course for senior students**

TRABAJO DE TITULACIÓN

Para optar al Título de Profesor de Inglés

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Culture is the name for what people are interested in, their thoughts, their models, the books they read and the speeches they hear, their table-talk, gossip, controversies, historical sense and scientific training, the values they appreciate, the quality of life they admire. All communities have a culture. It is the climate of their civilization.

- Walter Lipman

When learning a foreign language, besides acquiring linguistic and communicative competences, it is also important to study the culture of the countries in which that language is spoken. That knowledge will provide the learners with plenty of opportunities to, eventually, succeed in those countries and to enrich their notions of their own culture and uniqueness. According to Kramsch (1998), language is essential within a culture as both elements are bounded up; she claims that language “expresses”, “embodies”, and “symbolizes” (p.3) culture reality; this means that language cannot be conceived without culture and vice versa.

One way of studying culture is through history. Thanks to history, we know facts about the past that help us to understand certain attitudes, traditions, and rituals that have shaped a country’s identity and people’s everyday life. Not only is history what some people tend to define as the different moments and processes of the past (such as the medieval times, the Renaissance, and so forth), it also provides people with a context of what the past is made of and what they can expect from the upcoming years giving the precedents humanity has been granted (Black & MacRaild, 2007).

Regarding the study of history and culture, Moran (2001) presents one method used in sociology and anthropology that can be helpful to get to know a country’s culture: studying the important people in the history of that country. The author mentions that, by knowing those “cultural heroes,” some hints might come into view about the past of the societies.

Nevertheless, in some schools guided by the curriculum proposed by the MINEDUC there are not enough instances for students to study the culture of other countries at a high level of understanding. As a matter of fact, in the 12th grade MINEDUC English student textbooks, the word *culture* appears only six times.

Concerning this issue, Glas (2013) analyzes one of the objectives stated by the Ministry of Education in which English language acquisition is seen as a tool. She points out that even though personal growth as spin-off of language learning is mentioned in the national curriculum, there is no direct reference to “other cultures” or culture diversity. The author adds that cultural learning goals seem to be often neglected in practice and that there is a possibility that this situation never changes in the English language classes.

Literature Review

African-American vs. Black

In this document, the reader will come across the term African-American to describe black, colored, or Afro-American people (as they are often addressed). This term was first coined by Dr. Johnny Duncan when he wrote a poem initially named “I can” and later on renamed “Afr-I-can Amer-I-can.” The author acknowledges that the “I can” formed by the last four letters of African and American remind the American children that they descended from the African Diaspora (The Internet Archive).

According to Caradin (1989), the term African-American is geopolitically correct because a person is reminded that s/he has African heritage and, at the same time, s/he is an American citizen. It is said that the colonists wanted to make the slaves feel different and inferior; that is why they called them “black.”

Racism, racial prejudice, and sexism

Racial prejudice, racism, and sexism are ways of segregation and/or discrimination that are covered throughout this paper. Racial prejudice is a hostile attitude toward people who seem or look different. This prejudice is based on their ethnicity or skin color. Racism takes place when those hostile behaviors are allowed by the laws of a country (Community Tool Box). Sexism is discrimination concerning gender. It happens when one group (male or female) is seen as inferior

by the other one. Just as racism, it can refer to thoughts of, beliefs in or attitudes toward someone.

Racism and sexism are subjects with which African-American women have had to deal for a long time. In the following paragraphs, the reader will find deep insights into what these women's past was like and how they have responded to dramatic events and adversities.

A brief history of African-American Women

African-American women's participation in the abolitionist movement can be thought of as the beginning of their history once they started helping slaves to escape from the masters and demanded the United States to recognize their freedom in 1830's.

During the next century, a movement different from abolitionism came to African-American women's lives: feminism. Throughout history, African-American women have had to deal with two discriminatory issues: race and gender. Guy-Sheftall (Ed., 1995) argues that black feminism is dynamic and that even though there are different perspectives of it among African-American women, there are five constant premises:

1. African-American women are familiar with different types of oppression: racist, sexist, and classist because of their dual identity issue, and the difficulties they have regarding economic resources.
2. The problems that African-American women have to deal with are different from white women's and African-American men's problems.
3. African-American have "to struggle for black liberation and gender equality" at the same time.
4. Eliminating different forms of discrimination in human society does not imply a natural contradiction.
5. African-American women's responsibility for both kinds of liberations has scared their lives.

The women presented below are the central topic of the course. These preeminent women were selected because they belong to different areas of

expertise so that students will have a global understanding of their histories and their impact on the current American society. One of the criteria for their selection is that they have lived from the 1950's to 2014.

Rosa Parks¹

Rosa Parks was born Rosa Louis McCauley on February 4th, 1913, in Tuskegee, Alabama. When she was a little girl, she lived with her mother and her grandparents, both former slaves. She attended a segregated school in Pine Level, and while white students were provided with bus transportation by the city of Pine Level, African-American students from first to sixth grade were forced to walk to the schoolhouse. Being a teenager, she had to drop out of school to look after her sick mother and grandmother.

At age 19, in 1932, Rosa got married to a member of the National Association for Advancement of Colored People (NAACP), Raymond Parks, who successfully encouraged her to finish school. Then, she became a member of the NAACP, working as both the secretary to the NAACP President and the leader of the chapter's youth.

Rosa Parks is internationally known for refusing to give up her seat to a white passenger on a bus, in 1955. At that time, segregated bus transportation was mandatory by the Montgomery City Code. African-American passengers got on the bus at the front to pay the fare, and then they had to get off and get on at the back door. She was taken to prison after not giving up her seat and was released on bail the same night. Her behavior was the detonator of a strong movement against segregation and racism.

¹ The biographies of the four women have been adapted from the A&E Television Networks website www.biography.com

Shirley Chisholm

Shirley Chisholm was born on November 30th, 1924, in Brooklyn, New York. She spent most of her childhood living in Barbados with her mother. In 1946, Shirley graduated from Brooklyn College. She started to work as a teacher and earned a master's degree in elementary education from Columbia University. From 1953 to 1959 she worked as director of the Hamilton-Madison Child Care Center. And from 1959 to 1964 she was an educational consultant for New York City's Bureau of Child Welfare.

The most important moments in her life came when she became the first African-American congresswoman, in 1968; and when she became the first major-party African-American candidate for the Presidency, in 1972. It is important to add that Shirley Chisholm served as a Representative of New York in the House of Representatives for seven terms.

Oprah Winfrey

Oprah Winfrey was born on January 29th, 1954, in Kosciusko, Mississippi. When she was a teenager and lived with her mother, Oprah was sexually abused. Because of that, she moved out to live with her father in Nashville. In 1976 she hosted a TV chat show called "People Are Talking" in Baltimore, where she was living by that time. Later on, she became a celebrity all over the country; Oprah was even nominated for the 1985 Academy Award for Best Supporting Actress for her performance in a Steven Spielberg's movie: *The Color Purple*. *The Oprah Winfrey Show*, launched in 1986, was a success and it has had twenty five seasons from 1986 to 2011.

She has been recognized as the richest African-American person of the 20th century by *Forbes* Magazine, and one of the most influential women in the USA. Oprah Winfrey participates in charity that helps abused children. As a result of her contribution to the United States, she was given the Presidential Medal of Freedom by President Barack Obama in 2013.

Michelle Obama

Michelle Obama was born on January 17th, 1964, in Chicago, Illinois. She was raised in Chicago and lived with her parents and her brother in a humble apartment. At school, Michelle took accelerated courses, since she was a gifted student. In fact, she learned French attending exceptional classes. In 1985 she graduated *cum laude* from Princeton University, and in 1988 she earned a degree from Harvard Law School. Working in Chicago for the firm Sidley Austin, she met Barack Obama whom she married on October 3rd, 1992. Barack Obama was an intern and Michelle was his adviser.

As America's First Lady, she has been working on current social issues. In 2006, *Essence* magazine named her as one of the "25 World's Most Inspiring Women." She will continue to be America's First Lady until 2017.

The course

Because of all the facts presented above, a pedagogic proposal has been created for senior students. This proposal is a course that comprises four units. Each of these units deals with one outstanding African-American woman as a central topic. The four women were selected considering the period of time (from 1950's to 2014), and the social roles that they play or have played. The first unit deals with Rosa Parks, the "mother of the freedom movement" (1950's); the second unit deals with Shirley Chisholm, the first African-American woman elected to Congress and the first African-American major party to run for presidency (1970's); the third unit deals with Oprah Winfrey, a success icon in American society, TV presenter, actress, producer, and philanthropist (1990's); finally the, fourth unit deals with Michelle Obama, a bright lawyer, writer and first African-American First Lady (2010's).

The syllabus

The course syllabus is a content-based one. The main reason for applying this type of syllabus is that content is learnt *with* language instead of learnt *through*

language. That is to say, language and content go hand in hand throughout the learning process (Nunan, 1988). In addition to that, the given topics (the four women) provide logic and coherence to the syllabus, as there is a historical thread to be followed: from 1950's to these days. Students will learn more about the histories of these well-known women and, at the same time, they will be learning a foreign language.

Audience

This course is designed for senior students. According to the History student textbooks provided by the MINEDUC, seniors are supposed to work on activities where they have to “recognize, debate, comprehend, analyze, value, evaluate, develop, apply, identify, reflect, and distinguish.” These activity verbs are used as guidance for what students at this level are capable of doing. Furthermore, in the last school year, *Universal History* has been already covered in History classes, so they should have at least some key ideas of what has happened around the world over the years.

Linguistics aspects

The main goal of the course is that students will analyze the importance of the role of outstanding African-American women in the history of the United States. Thus, the course is a complement to History and English classes because even though students learn about culture and *Universal History*, this is no particular matter in any of the school subjects. At some points in the course, students will have to deal with activities that appeal to understanding and critical thinking. Students will have to use integrated skills in classes, as they will be asked to read mini biographies, have debates, write newspaper articles, listen to the news, etc. All of these are activities that they are required to carry out in English classes by using the MINEDUC textbook. According to Brown (2001:233), one of the advantages of integrated skills courses is that students are given the “opportunity to diversify their effort in more meaningful tasks,” instead of just focusing on one skill. Additionally, he indicates that this methodology matches with the content-

based instruction, since it joins together the learning of the language with the learning of the content.

A needs analysis has been carried out to show the needs, lacks, and wants of a group of Chilean students in regard with the topics presented above. The needs analysis is the first step in designing a course and it gives the guidelines for selecting material, developing students' skills, and solving students' problems in learning (Seedhouse, 1995).

Needs Analysis

A questionnaire (see Appendix 1) was individually answered by 23 senior students of a state-subsidized private school in La Calera.

The results (see Appendix 2) culture-related answers can be thought of as remarkable. Only few students know important events in the United States' history such as the writing of Civil Rights Acts and the bus boycott. What is more, none of them has heard of or read about Rosa Parks, and Shirley Chisholm is known just by 2 (8.6 %) students. However, most of them know of 9/11, the election of Barack Obama as a President, and Neil Armstrong's walk on the moon; and have heard of or read about Neil Armstrong, Michelle Obama, Richard Nixon, and Franklin Roosevelt. It is likely that they have only studied historical events that have been important to Chilean history, and do not know those events that have had no influence in their lives. These results may suggest that they know the events that have happened during their lifetime thanks to the mass media.

Besides, 21 (91.3 %) out of 23 students said that they like learning about other countries' culture. Only 6 (26.0 %) said that they have enough instances to talk about culture at school, mentioning History classes, humanistic classes, and informal instances such as breaks and lunch time. Lastly, 18 (78.2 %) students see advantages of taking a course on culture; while the other 5 (21.7 %) said that they do not, giving the following reasons: "culture is not important in Chilean society," "culture is something we must learn by ourselves," "culture is boring," "I don't have time for that," "society introduces culture." It is possible that students might have

noticed along their school years that culture is not an important subject and that the fact of knowing about culture does not help them to improve academically.

Finally, the most frequent culture-related items were history, arts, and music. This might show that students are used to associating culture with more general aspects such as belonging to a country, a community, etc. And, tend to forget the elements that can be thought of as more personal or individual, for instance principles and beliefs.

The answers concerning discrimination seem astonishing, for none of them chose African-American people as the most successful group, yet 15 (65.2 %) of them believe that African-American people, white people, and others (Indians, Hispanics, Asians, etc) have the same opportunities to succeed; on top of that, 23 (100%) students think that men have more opportunities to succeed than do women. These answers seem to show a tendency to prejudice. Students may have had to deal with discrimination or have witnessed that kind of situations.

Finally, working and assessment answers suggest that most of these students like working in groups and pairs, they prefer visual, musical, and interpersonal activities. This might show a tendency to prefer less conventional activities, different from the ones that may be used to work on regular classes.

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The syllabus

Name of the course:	Outstanding African-American women of the United States: from Rosa Parks to Michelle Obama.
Type of workshop:	Elective
Audience:	Senior students
Duration:	14 weeks
Class hours:	2 pedagogical hours a week (90 minutes)
Teacher:	Miss Constanza Aguilera Lazo
E-mail:	c.aguileralazo@gmail.com

Rationale

This is a content-based syllabus designed for senior students. The main goal of the course is that students will be able to analyze the social role of outstanding African-American women in the history of the United States. This analysis will help them infer the importance of these women in society. The significance of the course lies in the fact that students will deal with information that will be eventually new to them, as neither English classes nor Universal History classes cover this topic. Students will be constantly learning the new content together with the foreign language. In addition to that, most of the activities aim at the development of students' critical thinking, making them link the foreign culture with their own.

Course organization

The course consists of four units, with three lessons of ninety minutes each. The first unit "The Lady on the Bus" is about Rosa Parks, and it covers discrimination, her life and legacy. The second unit "The Spokeswoman" deals with Shirley Chisholm's life, sexual discrimination, and sexist language. Then, the third unit "The Gentlewoman" covers Oprah Winfrey's life, her philanthropist work, and her TV show. Finally, the fourth unit, "The First Lady", is about Michelle Obama's life,

and her social role as America's First Lady. At the end of the course, there will be two more lessons; one to prepare a final project and another to present it.

Evaluation criteria

The evaluation criteria of the course will be based on the students' analysis of the role of the four African-American women. In the last class of each unit, students will be asked to write a reaction paragraph to what they would have learnt about the importance of each woman for the United States and, if possible, to the rest of the world. The reason for choosing this type of assessment is that students will need to analyze the information covered in every class, develop their ideas, and organize them into coherent and cohesive sentences. Even though this course is based on the integrated skills approach, 70% of the assessment instances will be devoted to developing, improving, and enhancing writing skills. Students will have the chance to receive meaningful feedback, which will help them correct their errors and mistakes, and be aware of their improvement in writing throughout the units. Furthermore, at the end of the course, students will have to prepare and present a mock-up interview with one of the four women. For this, they will work in groups of three or four people, where one of them will be the woman and the others the interviewers. The content and organization of the questions and answers will be assessed as a group, while oral performance will be assessed individually. In addition, students will assess themselves so that they will need to be aware of their performance and commitment to the course.

Grading plan

Reaction paragraph "Rosa Parks"	15%
Reaction paragraph "Shirley Chisholm"	15%
Reaction paragraph "Oprah Winfrey"	15%
Reaction paragraph "Michelle Obama"	15%
Self-assessment	10%
Final project	30 %
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Final grade	100%

Rubrics

Rubric for reaction paragraph

Aspect	STRONG 4 pts	PROFICIENT 3 pts	DEVELOPING 2 pts	BEGINNING 1 pts
Topic Sentence	Topic is clearly stated in a complete opening sentence.	Topic is stated in an opening sentence but sentence structure is not correct.	Topic is not clearly stated but sentence structure is correct.	Topic is not stated in an opening sentence.
Body	Student has written at least 3 supporting details, in a logical order & ideas are clearly explained.	Student has written at least 3 supporting details, in a logical order, but ideas need more explanation to make the meaning clear.	Student has written at least 3 supporting details, but the details are not in a logical order. So, ideas are not clearly stated.	Student has written less than 3 supporting details, and the details are not complete so the ideas are not fully explained.
Concluding Sentence	Effective concluding sentence ends the paragraph well.	Concluding sentence ends the paragraph.	Weak concluding sentence.	Concluding sentence missing.
Spelling	There are 0-2 spelling errors.	There are 3 spelling errors.	There are 4-5 spelling errors.	There are more than 6 spelling errors.
Sentence mechanics	Sentences are complete, maybe 1 error in punctuation, capitalization, or noun-verb agreement.	Sentences are complete, maybe 2-3 errors in punctuation, capitalization, noun-verb agreement, or a run-on or fragment.	Many sentences are complete, maybe has 4-5 errors in punctuation, capitalization, noun-verb agreement, or a few of run-ons or fragments.	Most sentences are not complete, more than 6 errors in punctuation, capitalization, noun-verb agreement, or a number of run-ons or fragments.

(Adapted from <http://www.rcampus.com/rubricshowc.cfm?code=G5922B&sp=true>)

Rubric for self-assessment

Key: 5-outstanding 4-above average 3-average 2-below average 1-unsatisfactory	Name: _____				
1. I participated in discussions.	1	2	3	4	5
2. My contributions were relevant.	1	2	3	4	5
3. I negotiated meaning.	1	2	3	4	5
4. I gave my opinion.	1	2	3	4	5
5. I invited contributions from others.	1	2	3	4	5
6. I was punctual and regularly attended classes.	1	2	3	4	5
7. I listened when others talked.	1	2	3	4	5
8. I was prepared for class with assignments and required class materials.	1	2	3	4	5
9. I displayed a non-disruptive behavior during class.	1	2	3	4	5

(Adapted from Nunan, 2004, p.156)

Rubric for final project (individual)

Aspect	Excellent 10 pts	Proficient 8 pts	Basic 6 pts	Below Basic 4 pts
Language	<ul style="list-style-type: none"> -Enhance the effectiveness of the presentation -Correct grammar 	<ul style="list-style-type: none"> -Support the effectiveness of the presentation -Correct grammar 	<ul style="list-style-type: none"> -Partially support the effectiveness of the presentation -Correct grammar 	<ul style="list-style-type: none"> -Unclear -Minimally support the effectiveness of the presentation -Occasional mistakes in grammar
Delivery	<ul style="list-style-type: none"> -Good posture -Eye contact with the audience most of the time -Appropriate gesture and expression -Deliverance with confidence 	<ul style="list-style-type: none"> -Good posture -Frequent eye contact with the audience -Appropriate gesture and expression 	<ul style="list-style-type: none"> -Intermittent good posture -Occasional eye contact with the audience -Appropriate gesture and expression 	<ul style="list-style-type: none"> -Poor posture -Seldom eye contact with the audience -Not enough or too much gesture and expression

(Adapted from <http://www.rcampus.com/rubricshowc.cfm?code=C94286&sp=yes&>)

Rubric for final project (group)

Aspect	Excellent 10 pts	Proficient 8 pts	Basic 6 pts	Below Basic 4 pts
Organization	<ul style="list-style-type: none"> -Specific introduction and conclusion -Sequenced material within the body -Cohesive presentation content 	<ul style="list-style-type: none"> -Specific introduction and conclusion -Sequenced material within the body -Cohesive presentation content 	<ul style="list-style-type: none"> -Specific introduction and conclusion -Sequenced material within the body is inconsistent 	<ul style="list-style-type: none"> -Specific introduction and conclusion -No sequence in material
Content	<ul style="list-style-type: none"> -Students discuss the subject in great details. -Student describes in detail about their findings -Student indicate what they have learnt 	<ul style="list-style-type: none"> -Students discuss the subject with some details. -Student outlines their finding -Student show what they have learnt 	<ul style="list-style-type: none"> -Students discuss the subject with a few details. -Student do not outline their finding -Student's misconceptions are still seen 	<ul style="list-style-type: none"> -Students discuss the subject with very minimal details. -Students do not outline what they have learnt -Students still sound confused on this topic

(Adapted from <http://www.rcampus.com/rubricshowc.cfm?code=C94286&sp=yes&>)

Table of contents

Lessons	Specific objectives	Skills	Vocabulary	Content
Unit 1: The Lady on the bus				
Discrimination and early life	-Recognize types of discriminations -Identify discrimination in Rosa's early life	Reading Writing	Abashed, act, intolerable, segregation, unbearable, discrimination, embarrassed, laws, sexism, racism	"I am not different" "Rosa's childhood"
The bus boycott	-Predict the dialogue between Rosa and the bus driver -Dramatize their dialogue (orally)	Reading Writing Listening Speaking	Ride a city bus, integrated bus system, demonstration against, segregated seating	"The Montgomery bus boycott" "When she said no"
Her legacy	-Compare discrimination in the US before and after Rosa. -Apply information into their life	Listening Speaking	Refuse to give, up, legacy, national memory, constitutional rights, equality	"Honoring the legacy of Rosa Parks"
Unit 2: The Spokeswoman				
Early life and politics	-Outline Shirley's early life -Write a political speech	Reading	Politics, politician, activist, to elect, to vote, campaign, candidate, ballot box/paper, to govern, government, budget.	"Shirley's beginnings" "Doing politics"
Sexism and sexist language	-Differentiate sexist expressions from the non-sexist ones. -Express ideas about a quote	Listening Reading	To be allowed to, to ban, to be prohibited, workforce, chairperson	"Sexism" "To be avoided/ to be preferred"

Her advice	-Discuss about Shirley's piece of advice -Design posters to avoid sexist language	Listening Writing Speaking	Dictate of conscience, hopeful, quarries, mediocrity, reward	"Advice to young African-American"
Unit 3: The Gentlewoman				
Hard beginning	-Infer how her early life marked her present one. -Compare Oprah's beliefs to her grandmother's expectation	Reading Listening Writing	Troubled adolescence, humanitarian, TV host, belief, white folks	"Oprah's adolescence" "Oprah's belief in herself"
Her TV show	-Distinguish chunks for asking questions -Create an interview	Listening Speaking Writing	"I heard that..." "How did you feel about?" "Is it true that...?" "I read that..."	"Johnny Depp on Oprah's"
Philanthropy	-Point out Oprah's contribution to the US -Plan a campaign to help people in need	Reading Writing Speaking	Charity, children abuser, donor, commonwealth, volunteer, benefit, beneficiary, nonprofit	"Charity work"
Unit 4: The First Lady				
Before being a first lady	-Distinguish important events in her life	Reading Writing Speaking	Gifted classes, accelerated classes, to raise, close-knit,	"Gifted child"
Michelle and her family	-Relate her success to her perseverance	Listening Speaking	Boundaries, college, schedule, parade, spouse,	"Michelle Obama opens up private life"
Current social issues	-Generate ideas for avoiding children's obesity -Value Michelle's importance in the White House	Reading Writing Speaking	Drop, turn the corner, long way to go, crime, obesity, dugs, pollution	"Combating obesity" "Social issues"
Final Project				
Preparation for final project				
Presentation of final project				

SAMPLE ACTIVITIES

**“Outstanding African-American Women of the United States: from Rosa
Parks to Michelle Obama”**

THE LADY ON THE BUS

UNIT 1

LESSON 1

PRE – READING

1. Look at the title of the text, what may the topic be about? Have you ever felt different from someone else? Discuss it with the whole class.

WHILE – READING

1. Read the text once. In pairs, talk about the author's attitude toward racism.
2. Circle the words that the author uses to describe discrimination.

POST – READING

1. Write the types of discrimination mentioned in the text:
 - a. _____
 - b. _____
 - c. _____
2. What is the author trying to explain when she says: "sexist people have sisters, mothers, wives, daughters"

I AM NOT DIFFERENT!

I don't understand discrimination. To me, it's **unbearable**. How can you not think that all people are the same? It doesn't matter what kind of **discrimination** it is, it's all cruel. People who discriminate because of other people's race, sex or age should be named and **embarrassed**. I think there should be really strong **laws** against all forms of discrimination. Racism is unfounded. What difference does it make what color your skin is? The thing that surprises me is that even in the most cosmopolitan cities, racism is everywhere. Sexual discrimination is also irrational. Sexist people have sisters, mothers, wives, daughters; but they still treat women as being less able. I wonder if we'll ever live in a world where we're all equal. (Adapted from <http://www.listenaminute.com/d/discrimination.html>)



VOCABULARY

1. In the text, look for the synonym of the following words.

Abashed	
Act	
Intolerable	
Segregation	

WRITING

1. Think of one example for each type of discrimination. Write your ideas down, and share them with your classmates.

1 _____

2 _____

3 _____

THE LADY ON THE BUS

UNIT 1

LESSON 1

Early life

On February 4, 1913, Rosa Louise McCauley was born in Alabama. Her father was employed as a carpenter and her mother as a teacher. In her younger years she was sick much of the time, and as a result, was a small child. Her parents separated and her mother took her and her brother and moved to Pine Level, a town next to Montgomery, Alabama. There Rosa spent the rest of her childhood on her grandparents' farm. Her childhood in Montgomery helped her to develop strong roots in the African Methodist Episcopal Church. Rosa did not attend a public school until the age of eleven. Before that, she was home schooled by her mother. At age eleven she attended the Industrial School for Girls in Montgomery, where she took various vocational and academic courses. She began laboratory school for her secondary education, but never completed it because she was forced to drop out to care for her ailing grandmother.

Rosa's childhood was greatly influenced by the Jim Crow laws of the South, which segregated white people from black people in almost every part of their daily lives. This included public restrooms, drinking fountains, education and transportation. For the children attending school, there was busing for the white children to their school, but the black children were required to walk to another school. Public transportation followed this line of segregation except that African-American people were allowed on the bus as long as they sat in the back, apart from the whites.

(Adapted from <http://www.rosaparksfacts.com/rosa-parks-early-life-childhood.php>)

Before you read...

I. Imagine you are a 10 year-old, how would you react to the following:

- Being discriminated against
- Being separated from one of your parents
- Not being allowed to take a bus
- Being homeschooled

Share your ideas with a classmate.

While you read...

I. Read the statements below, and decide if they are true (T) or false (F).

___ Rosa was a small child because her parents separated.

___ Before she was 11, she didn't attend public school.

___ She stopped attending school to look after her grandmother.

___ She was allowed to get on the bus to get to school.

After you read...

I. Answer the following questions.

1. Why was Rosa discriminated against?
2. In your opinion, did she have an easy childhood?

II. In pairs, think of reasons for not discriminating. Present your opinions to the whole class by using the expressions in the box:

As far as I am concerned... / I'd say that.../ What I mean is.../
In my opinion.../ Speaking for myself.../ I believe that...

THE LADY ON THE BUS

UNIT 1

LESSON 2

BEFORE YOU READ

- I. Look at the phrases in the box, and complete the sentences below with them.

Ride a city bus – Emerged as – Integrated bus system –
Demonstration against – Refuse to give up –
Segregating seating – The wake of – Civil rights

1. The students are organizing a _____ the educational system.
2. _____ is a way of discriminating people.
3. Successful people usually _____ their dreams.
4. All people should respect our _____.
5. Bernardo O’Higgins _____ Chile’s Founding Father, after the independence.
6. _____ is a result of the civil rights movement.
7. She has to _____ every morning to get to school.

- II. Read the text entitled “Montgomery Bus Boycott”

While you read...

1. Look for the expressions used to describe public bus system before and after the boycott.

2. Number the events as they happened in History.

- ___ Rosa Parks was arrested
- ___ Bus seating was segregated
- ___ Martin Luther King emerged as a leader of the movement.
- ___ bus system turned to integrated
- ___ Rosa Parks did not give up her

THE MONTGOMERY BUS BOYCOTT

The Montgomery bus boycott, in which African Americans refused to ride city buses in Montgomery, Alabama, to protest segregated seating, took place from December 5, 1955, to December 20, 1956, and is regarded as the first large-scale demonstration against segregation in the U.S. On December 1, 1955, four days before the boycott began, Rosa Parks, an African American woman, refused to yield her seat to a white man on a Montgomery bus. She was arrested and fined. The boycott of public buses by blacks in Montgomery began on the day of Parks’ court hearing and lasted 381 days. The U.S. Supreme Court ultimately ordered Montgomery to implement an integrated bus system, and one of the leaders of the boycott, a young pastor named Martin Luther King Jr. (1929-68), emerged as a prominent national leader of the American civil rights movement in the wake of the action.

(Adapted from <http://www.history.com/topics/black-history/montgomery-bus-boycott>)

After you read:

With a classmate, think of the probable conversation between Rosa Parks and the bus driver. Write a dialogue and perform it in front of the class

THE LADY ON THE BUS

UNIT 1

LESSON 2

PRE LISTENING

Look at the list of important events in the history of the United States. Check the ones you know and see if your classmates can give you information about the ones you don't know.

<input type="checkbox"/> Neils Armstrong's walking on the Moon	<input type="checkbox"/> The writing of the Civil Right Acts	<input type="checkbox"/> The election of Barack Obama as a president.
<input type="checkbox"/> September 11 th attacks	<input type="checkbox"/> The Bus Boycott	<input type="checkbox"/> The assassination of John F. Kennedy



LISTENING

I. Listen to the audio "When she said 'no'" and complete the text with the words from the box.

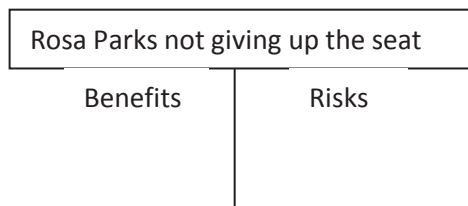
hero- white- boycott- colored- driver- newspapers- ride- neighborhoods- police- rights- jail-

On December 1st 1955 in Montgomery Alabama Rosa Parks said no to a _____ man. The white man was a bus _____, he asked Rosa Parks to move to the back of the bus because another white man wanted to sit down. Rosa Parks was a black woman, she had worked all day and she was tired, so when the bus driver told her to move, she decided to say no. The _____ came and took Rosa Parks to _____. Black people in Montgomery Alabama became angry about this, so they started a bus _____. The bus company lost a lot of money because black people in Montgomery wouldn't _____ the buses. The bus boycott lasted 381 days, it was in _____ all over America. Rosa Parks became a national _____. Rosa Parks had been working for a long time to help black people before the police put her in jail. She was a secretary for a black organization in America called the National Association for the Advancement of _____ People. She worked with black children in poor _____ too. She had been shouted out by white bus drivers before, but on December the first, when Rosa Parks said no to the white bus driver, the Civil _____ Movement in America began. Rosa Parks resided in Detroit until she died at the age of 92 on October 24, 2005.

(Adapted from <http://esl-library.com/blog/wp-content/uploads/Rosa-Parks.mp3>)

POST LISTENING

- **Mention the advantages and disadvantages of the of the Montgomery bus boycott for African-American people. Organize your ideas in a chart.**
- **Think of the benefits and risks of Rosa Parks not giving up her seat on a bus. Make a T-chart as the one shown below.**



THE SPOKESWOMAN

UNIT 2

LESSON 1

Pre – Reading

1. Discuss with your partner:

What do you know about politics? Are men more capable than women of doing politics? Would you like to be a politician? Why? Why not?

2. Look for the meanings of the words below.

Politics:.....

Politicians:

Political:

While – Reading

1. As you read, make a timeline of the important events in Shirley’s life.

*_____

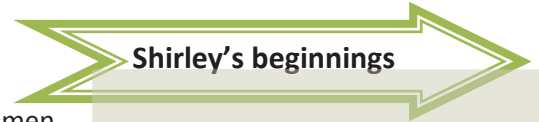
_____→

1. Answer true or false.

- ___ When Shirley grew old, she stop being an activist.
- ___ She worked for the Hamilton-Madison Child Care Center
- ___ She grew up surrounded by white people.
- ___ She never lived with her mother.

Post – Reading

1. Imagine you are Shirley.
 - a. Re-write the important events in the first person pronoun.
 - b. Predict what happened next and write a short paragraph about it.



Famed U.S. congresswoman and lifelong social activist Shirley Chisholm was born Shirley St. Hill on November 30, 1924, in a predominantly black neighborhood in Brooklyn, New York. Chisholm spent part of her childhood in Barbados with her grandmother. After graduating from Brooklyn College in 1946, she began her career as a teacher and went on to earn a master's degree in elementary education from Columbia University. Chisholm served as director of the Hamilton-Madison Child Care Center from 1953 to 1959, and as an educational consultant for New York City's Bureau of Child Welfare from 1959 to 1964.

(Taken from <http://www.biography.com/people/shirley-chisholm-9247015>)

Vocabulary

Look for the meaning of the following words. Then, write sentences using them.

To elect- to vote- to- campaign- candidate- - ballot box- ballot paper- budget- to govern- government.

THE SPOKESWOMAN

UNIT 2

LESSON 1

PRE READING

I. In pairs, look at the underlined words in the text. And complete the table, the first one is done for Word

	Part of speech	Definition
Become	Verb	to come to be/ to come into existence

Doing politics

In 1968, Shirley Chisholm made history by becoming the United States' first African-American congresswoman, beginning the first of seven terms in the House of Representatives. After initially being assigned to the House Forestry Committee, she shocked many by demanding reassignment. She was placed on the Veterans' Affairs Committee, eventually graduating to the Education and Labor Committee. In 1969, Chisholm became one of the **founding members** of the Congressional Black Caucus.

Chisholm went on to make history yet again, becoming the first major-party African-American candidate **to make a bid for** the U.S. presidency when she ran for the Democratic nomination in 1972. A champion of minority education and employment opportunities throughout her **tenure** in Congress, Chisholm was also a vocal opponent of the U.S. military draft. After leaving Congress in 1983, she taught at Mount Holyoke College and was popular on the lecture circuit.

(Taken from <http://www.biography.com/people/shirley-chisholm-9247015>)

WHILE READING

I. Read the text and answer the following questions.

- a. What did Shirley do after leaving Congress?
- b. What was her attitude toward U.S. military draft?

POST READING

I. Mention three important events in Shirley's career.

- a.....
- b.....
- c.....

II. Look up the meaning of the words in **bold** and write sentences with them.

THE SPOKESWOMAN

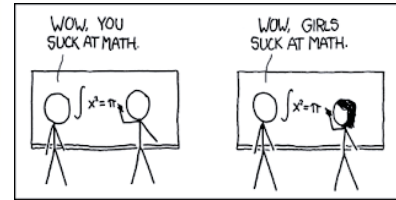
UNIT 2

LESSON 2

I. Look at the images. What do you think the lesson is about? Discuss with your classmates.



sexism
SEE IT. SAY IT. STOP IT.



VOCABULARY: The following chart shows alternatives to sexist language. Pick five expressions and write sentences with them.

<i>To be avoided</i>	<i>To be preferred</i>
mankind	humanity, human beings, human race, people, humans
man's achievements	human achievements, our achievements
man-made	artificial, synthetic, manufactured, constructed, of human origin, processed
manpower	workers, workforce, staff, labor, staffing, human resources
man	people, humankind, men and women, women and men, individuals, human beings, person, the individual
man the desk	staff the desk, be at the desk
manpower planning	labor market planning, workforce planning, staff planning, workload planning
chairman	chairperson, chair, convener
headmaster	head teacher, head, Principal
policeman, fireman	police officer, fire fighter

(Adapted from <http://www.putlearningfirst.com/language/23sexism/sexist.html>)

✓ Read the quote by Shirley Chisholm. Write a reaction paragraph.

“In the end anti-black, anti-female, and all forms of discrimination are equivalent to the same thing: anti-humanism.”

Pre-listening

I. Read the following laws that inhibit women's rights. Do you know other sexist laws? Share your ideas with your classmates.

- In Russia lace panties are prohibited.
- Indonesian women can't straddle motorbikes.
- Women in Switzerland are not allowed to wear miniskirts.
- South Arabia bans women from driving.



You will listen to a man talking about sexism.

(Taken from <http://www.listenaminute.com/s/sexism.mp3>)

I. Order the statements as they are mentioned in the audio.

_____ Men have been the leaders and doers for tens of thousands of years.

_____ There is no place for sexism in our world in the 21st century.

_____ It is really only in the past few decades that sexual equality is a serious issue.

_____ They even have to walk behind men.

_____ In the U.S.A. there are many women in leadership positions.

_____ There are female leaders in many countries.

Post-listening

I. In your own words, describe sexism.

II. Work in pairs. Answer the following questions.

1. Do you know any successful woman in your country who had dealt with discrimination?
2. What would have happened if Shirley had given up because she was discriminated against?

GRAMMAR

Create your own anti-sexism laws. Use the verbs from the box

Be allowed to – be prohibited from – banned from – to be permitted to.

THE GENTLEWOMAN

UNIT 3

LESSON 1

Pre Reading

Look at the pictures, and answer.

- Have you ever heard of Oprah Winfrey?
- Have you ever watched her TV show?



While Reading

OPRAH'S ADOLESCENCE

American television host, actress, producer, philanthropist and entrepreneur Oprah Winfrey was born on January 29, 1954, in Mississippi. After a troubled adolescence in a small farming community, where she was sexually abused by a number of male relatives and friends of her mother, Vernita, she moved to Nashville to live with her father, Vernon, a barber and businessman. She entered Tennessee State University in 1971 and began working in radio and television broadcasting in Nashville.

(Taken from <http://www.biography.com/people/oprah-winfrey-9534419#oprahs-beginnings>)

I. Answer true (T) or false (F). Justify your choice when false.

___ Oprah had a calm adolescence.

___ She moved from her father's house to her mother's farm.

___ Her mother was acquainted to the men who abused Oprah.

___ Nowadays, Oprah is a humanitarian.

After Reading

- a) Can you think of a Chilean celebrity who has had a harsh childhood or adolescence?
- b) Can you come up with an advantage of not having an easy beginning in life?

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Let's debate.

Read the following statement and team up.

→ Having a hard childhood makes the future challenging

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

THE GENTLEWOMAN

UNIT 3

LESSON 1

Pre listening

- I. Look for the meaning of the words “dream” and “belief.” Which is the difference between them?
- II. Discuss with a partner: Have you ever had a special dream? Do you have a belief for yourself?

While listening



Watch the video “Oprah’s belief in herself”.

(Taken from <https://www.youtube.com/watch?v=G1mPB5SJaEU>)

- I. in your notebook, answer the following questions.
 1. How were African-American people called when Oprah was a child?
 2. Who were the “good white folks”?
 3. What does Oprah say about instinct or intuition?

II. Fill in the blanks with the missing words

But because I sensed that and was _____ to that and I remember it was a very still moment it was quiet, and I was still, and I was watching her, and I can see her right now with cloth pens in her mouth, putting them on the line and see the breath because it was cold which was coming from her lips. And I knew that would not be my _____. I knew that I would not be hanging _____ on a line in a _____ in Mississippi, so I was either five or four. And that belief that it would not be my life is what I held on for the _____ of times. Just no matter what, believe that there was something _____, _____, more for me. I had no idea that it would take the form that it has taken, that I would become a person on television, that I would do all the things that I have done. Obviously when I was growing up there was nobody like me on TV. I just believe that there was something more and I was always _____ of what it was. And what you will find is that at different times in your life the _____ will be different.

Post listening

In the following chart, write the similarities and differences between Oprah’s belief and her grandmother’s belief.

	Oprah’s	Grandmother’s
Belief		
Opinion about white people		
Expectations		

THE GENTLEWOMAN

UNIT 3

LESSON 3

PRE READING

Work in pairs. What do the words “charity” and “philanthropy” mean?

Charity is: _____

Philanthropy is: _____

Do you help people when you have the chance? Is there a famous person who does charity or philanthropy in your country?

WHILE READING

Read the text

I. Write the verbs in the past simple tense.

Charity work

According to *Forbes* magazine, Oprah (be) _____ the richest African-American of the 20th century and the world's only black billionaire for three years running. *Life* magazine (hail) _____ her as the most influential woman of her generation. In 2005, Business Week (name) _____ her the greatest Black philanthropist in American history. Oprah's Angel Network has raised more than \$51,000,000 for charitable programs, including girls' education in South Africa and relief to the victims of Hurricane Katrina.

Winfrey is a dedicated activist for children's rights; in 1994, President Clinton (sign) _____ a bill into law that Winfrey had proposed to Congress, creating a nationwide database of convicted child abusers. She (found) _____ the Family for Better Lives foundation and also contributes to her alma mater, Tennessee State University. In September 2002, Oprah was named the first recipient of the Academy of Television Arts & Sciences' Bob Hope Humanitarian Award.

(Adapted from <http://www.biography.com/people/oprah-winfrey-9534419#activism-and-charity>)

II. Write true (T) or false (F).

____ Oprah was a proposer of the national database of convicted children abuser.

____ Oprah was a victim of Hurricane Katrina.

____ She was a student at Tennessee State University

POST READING

I. Reflect on the question below and write a short paragraph:

Do you see any relation between Oprah's childhood and her charity work? Why?

SPEAKING

II. Think of someone you know has had a difficult life but has succeeded. Present it to the class.

THE GENTLEWOMAN

UNIT 3

LESSON 3

Warm up!

- I. Look at the following words, and match with the correct meaning. In the box below, brainstorm more words that can be added to the list.

1. Nonprofit organization	() An advantage or profit gained from something.
2. Benefit	() The grantee receiving funds from a foundation or corporate giving program.
3. Commonwealth	() An action or way of behaving that is usual and traditional.
4. Beneficiary	() The shared good of the whole group of people.
5. Community	() A particular society that has its own beliefs.
	() An organization whose income is not used for the benefit or private gain of stockholders.
	() A group of people living in the same area and under the same government.

..... , , , ,
..... , ,

Get to work!

- I. Work in trios. Design a campaign to help people in need, use the words above.

The following questions are provided as a guide.

- Who the beneficiary will be?
- What the benefit will be?
- Are you going to need donors?
- Will you ask for volunteers?

- II. Design a poster for your campaign. Use appealing language and colorful images.



Speak up!

- I. Present your campaign to the rest of your classmates

THE FIRST LADY

UNIT 4

LESSON 1

Pre Reading

- I. Answer these questions:
- Is money necessary to succeed in life?
 - How can someone achieve success?

While Reading

I. Scan the text and find the words from the box. Infer the meaning from context. If needed, use a dictionary.

Pump – driven – gifted classes – encouraged – close-knit – accelerated courses – raise.

II. Answer the questions below

- a. What is “student government treasure”?
- b. According to Craig, does their family have an impact on what he and Michelle are?

Post Reading

I. Read the quotes and say if you agree or disagree with them. Give reason.

“Perseverance is failing 19 times and succeeding the 20th.” (Julie Andrews)

“Strength and growth come only through continuous effort and struggle.” (Napoleon Hill)

“Education is the most powerful weapon which you can use to change the world.” (Nelson Mandela)

GIFTED CHILD

Michelle was raised on Chicago's south side in a one-bedroom apartment. Her father, Fraser Robinson, was a city pump operator and a Democratic precinct captain. Her mother, Marian, was a Spiegel's secretary who later stayed home to raise Michelle and her brother, Craig. The family has been described as a close-knit one that shared family meals, read and play together. By sixth grade, Michelle was attending gifted classes, where she learnt French and took accelerated courses. She then went on to attend the city's first magnet high school for gifted children, where among other activities; she served as the student government treasure. “Without being immodest, we were always smart, we were always driven and we were always encouraged to do the best you can do, not just what's necessary,” her brother Craig, has said. “And when it came to going to school, we all wanted to go to the best school we could.”

(Taken from

<http://www.biography.com/people/michelle-obama-307592#early-life>)

PRE READING

I. What do you know about First Ladies? Write true (T) or false (F)

- ___ They have to take care of economy.
- ___ They don't have official duties.
- ___ Usually, they deal with social issues.
- ___ They don't have their own office in the White House.
- ___ They are the "hostess" of the White House.
- ___ They have their own staff to help her.

WHILE READING

I. Read the text and answer the questions using your own words:

- a. What does Michelle Obama say about small diet and life style?
- b. Is childhood obesity solved in the United States?
- c. What does Mrs. Obama think about the finding?

POST READING

I. Look at the sentences in bold in the text. Rephrase them using your own words. Looking for the meaning of the underlined expression may help you.

II. Reflect on the following questions. Use the chart below to organize your ideas.

What if Michelle Obama wouldn't care about children's health?

Should the families be the entity in charge of children's obesity?

Combating obesity

Michelle Obama says a sharp decline in obesity rates for some youngsters shows that small diet and lifestyle changes are making a difference.

A report Tuesday in the *Journal of the American Medical Association* found that **obesity among children ages 2 to 5 dropped to 8 percent from 14 percent a decade ago.**

The findings aren't enough to say the nation has turned the corner. But the first lady and others who are working to reduce childhood obesity see progress.

Mrs. Obama says in a statement Wednesday **that there's still a long way to go before the problem is solved.** But she adds that the findings make her more confident that today's children will have bright and healthy futures.

The first lady heads a nationwide campaign to combat childhood obesity.

(Adapted from http://www.huffingtonpost.com/2014/02/26/michelle-obama-childhood-obesity_n_4862663.html)

Family	Childhood obesity and health	Government

Pre Listening

1. Look at the following list of words. What are they about?

Crime, drugs, obesity, teen pregnancy, underage drinking, pollution, racism.



While Listening

1. Listen to a person talking about social issues.
 1. Fill in the blanks with the missing words.

There _____ many social issues these days. I'm sure the list of issues is ten times bigger than it was _____. I just Googled 'social issues' and found a list of 33 different issues. I suppose that's not a huge amount. One thing that surprised me looking at the list _____ are. Pretty much all of them appear on the news most days. _____ weren't really in the news when I was growing up. I can't remember hearing _____, pollution and immigration years ago. _____ number of social issues on this list _____ not up, although I suspect there will more problems in the future. I think there'll be problems about things we don't even _____.

(Taken from http://www.listenaminute.com/s/social_issues.html)

2. Answer the following questions.
 - a. What does the speaker say about the growth in social issues?
 - b. What does the speaker mean when saying "there'll be problems about things we don't even know about today"?

Post Listening

Imagine you are hired to help Michelle Obama with the campaign to combat child obesity and other social issues. Create ideas to help her out.

Appendixes

Appendix 1

Questionnaire

Please read the following questions and answer them.

1. Which of these events in the United States' history do you know? You can select as many as you know.

- 9/11
- Neil Armstrong's walk on the moon
- Barack Obama's election as a President
- The writing of Civil Rights Acts
- The bus boycott
- Missile crisis
- President J Kennedy's shooting

2. Which of the following people have you heard of or read about? You can select as many as you know.

- Michelle Obama
- Franklin Roosevelt
- Rosa Parks
- Richard Nixon
- Mae Jemison
- Oprah Winfrey
- Neil Armstrong
- Shirley Chisholm

3. Do you like learning about other countries' culture? Why? Why not?
Yes/ No because

4. Order the skills you are good at. (Assuming that 1 is the best)

- ___ Reading
- ___ Writing
- ___ Listening
- ___ Speaking
- ___ Grammar

5. Do you like learning English? Explain why you like learning English or why you don't like learning English.

- Yes
 - No
-
-

6. How do you like to work in classes? Select two items.

- Alone
- In pairs
- In a group
- When the whole class participates

7. What do you relate culture to? Select three items.

- Arts
- Music
- Beliefs
- Principles
- History
- People
- Ethnicity

8. In your opinion, which group of people is more successful?

- Black people
- White people
- Others (Indians, Hispanics, Asians)
- All of them

9. In your opinion, who has more opportunities to succeed?

- Men
- Women

Give at least one reason for your choice:

10. At school, do you have enough instances to talk about culture? If so, mention two of them.

- No
 - Yes:
-

11. What kind of activities do you prefer? You can select more than one.

- Visual activities
- Kinesthetic activities
- Musical activities
- Interpersonal activities
- Individual activities
- Linguistic activities
- Activities involving logics

12. How do you like to be assessed? You can select more than one.

- Debates
- Tests
- Homework
- Class work
- Oral presentations
- Dialogs

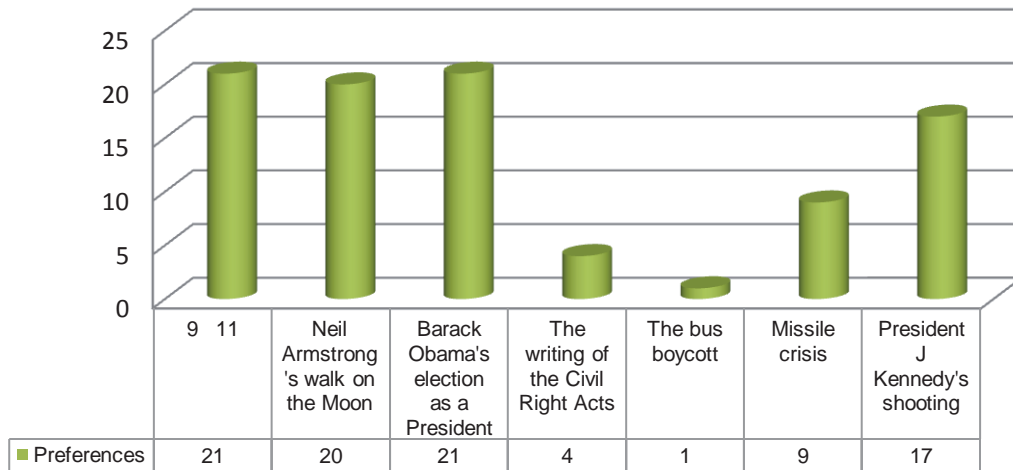
13. Do you see any advantages of taking a course on culture? Why? Why not?

Yes/ No because

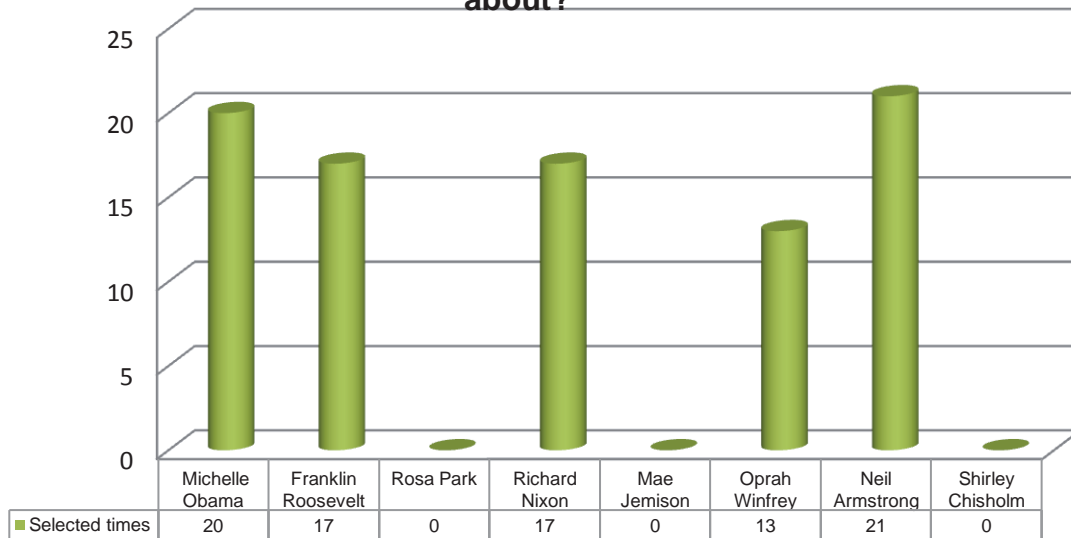
Thank you !

Appendix 2

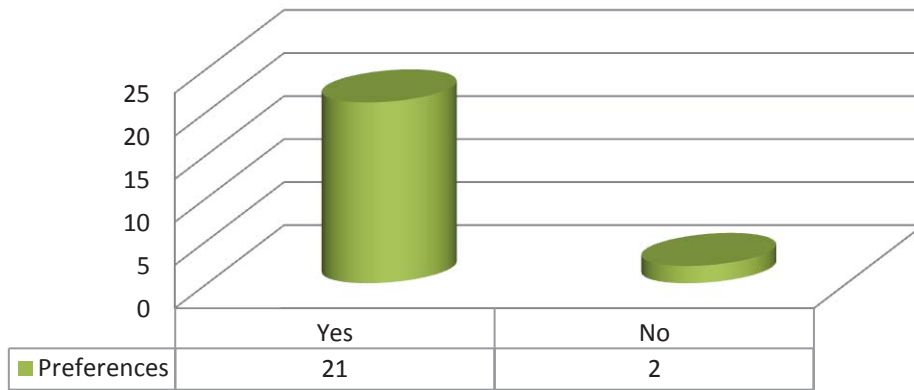
1. Which of these events in the United States' history do you know? You can select as many as you know.



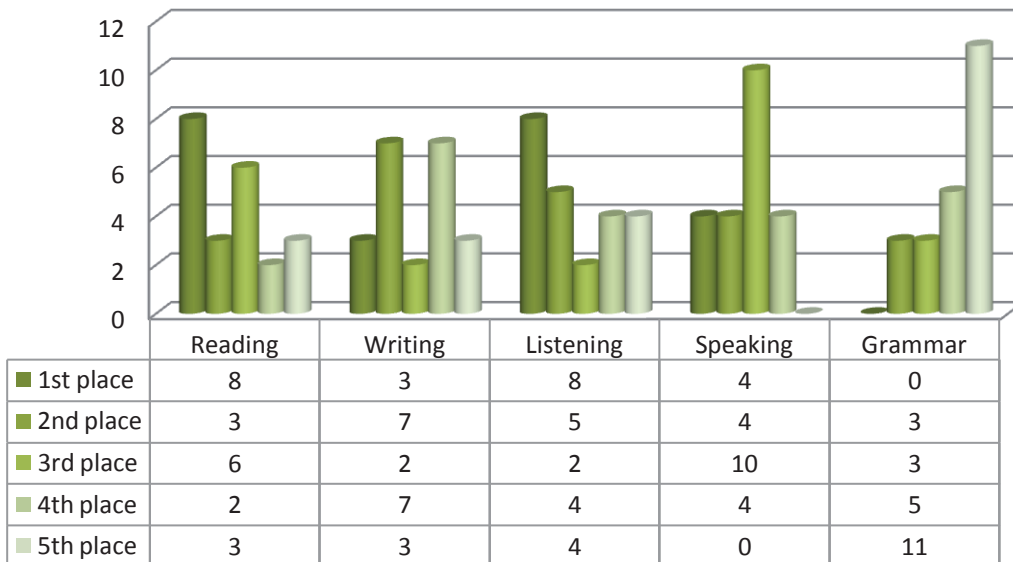
2. Which of the following people have you heard of or read about?



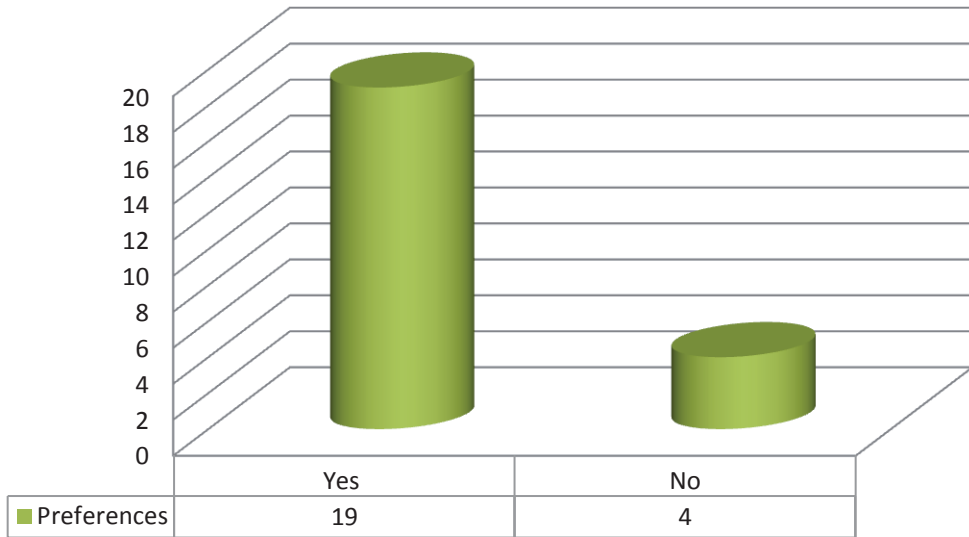
3. Do you like learning about other countries' culture?



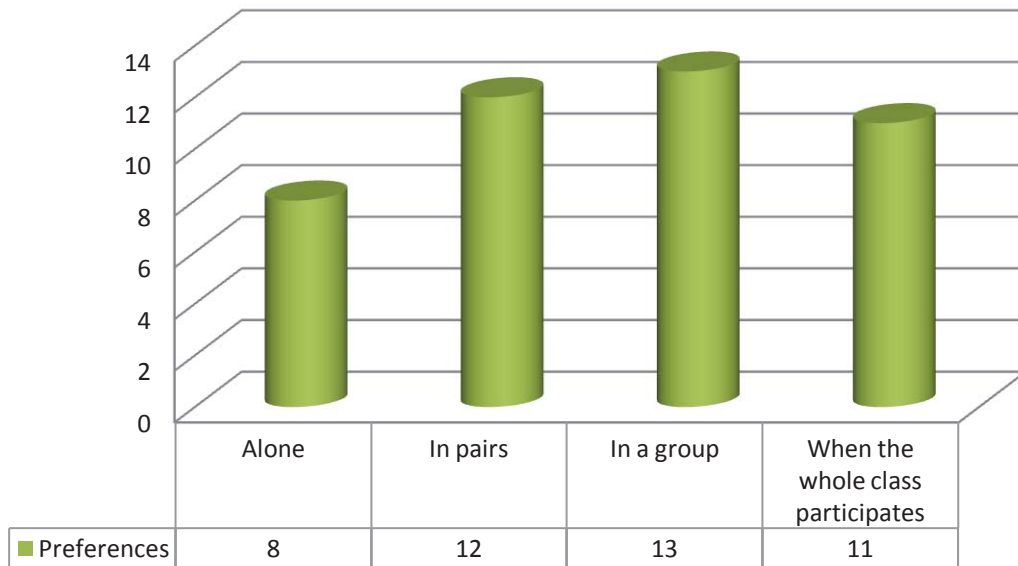
4. Order the skills you are good at.



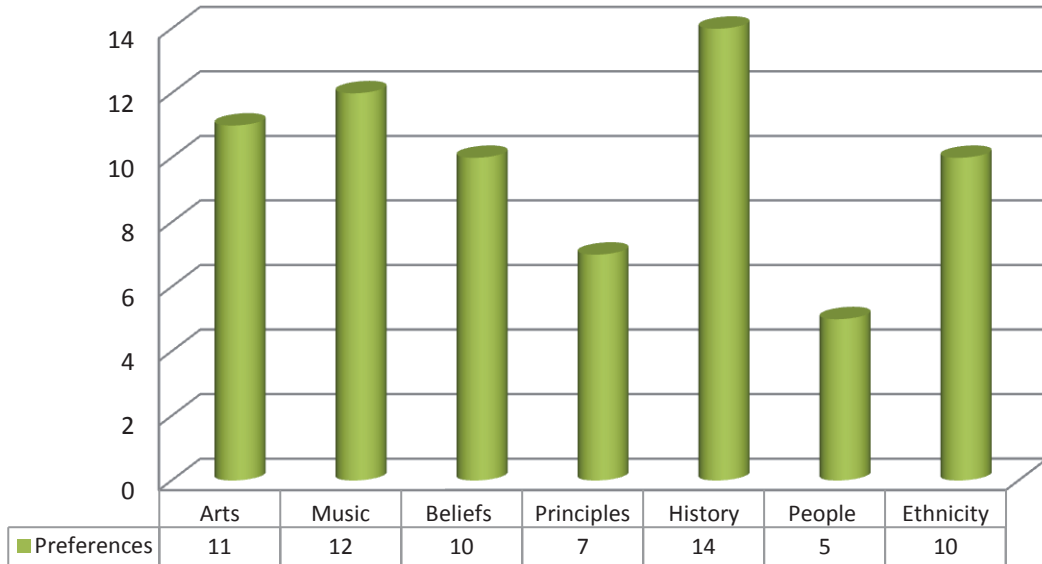
5. Do you like learning English?



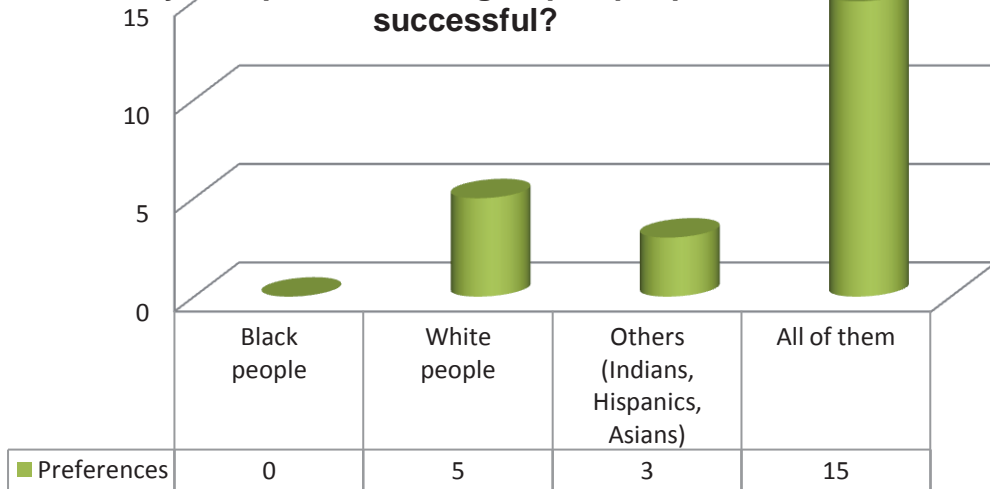
6. How do you like to work in classes?



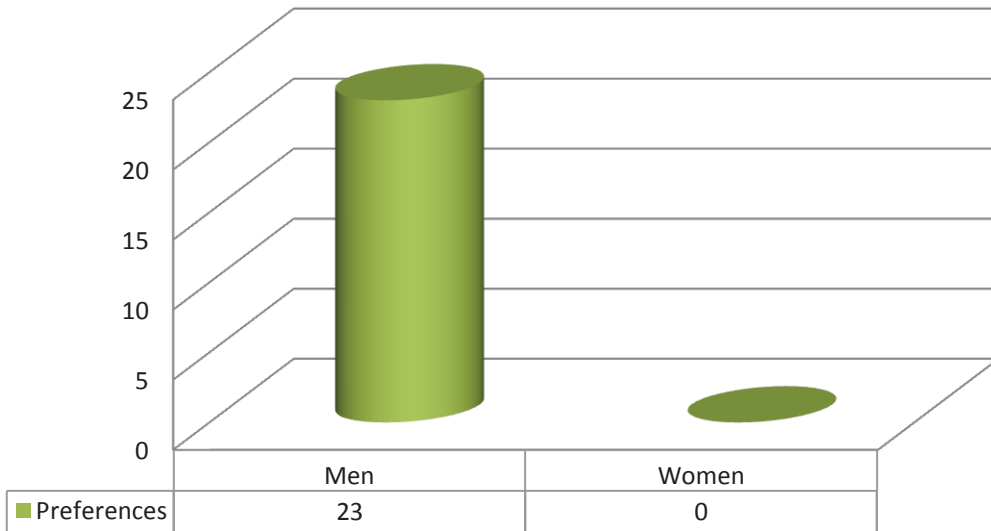
7. What do you relate culture to?



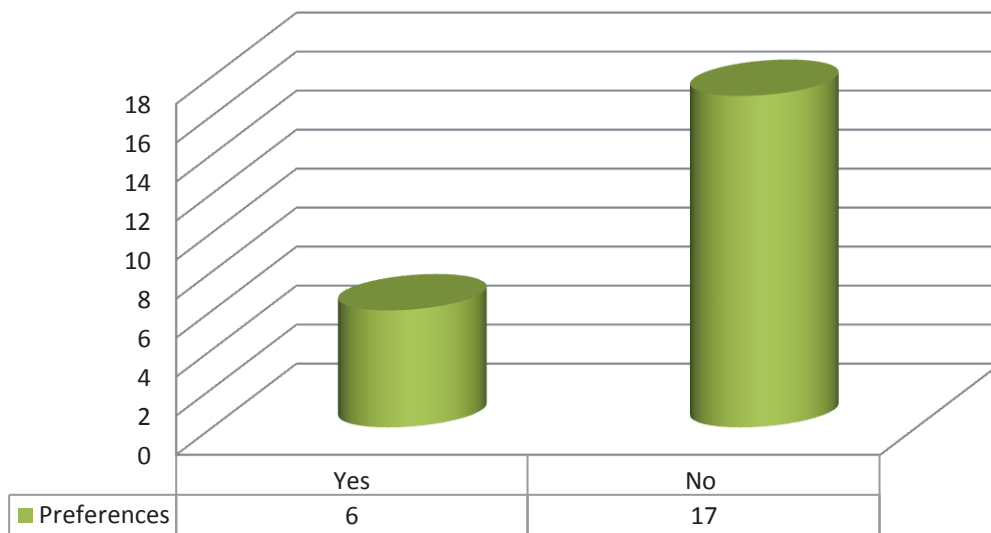
8. In your opinion, which group of people is more successful?



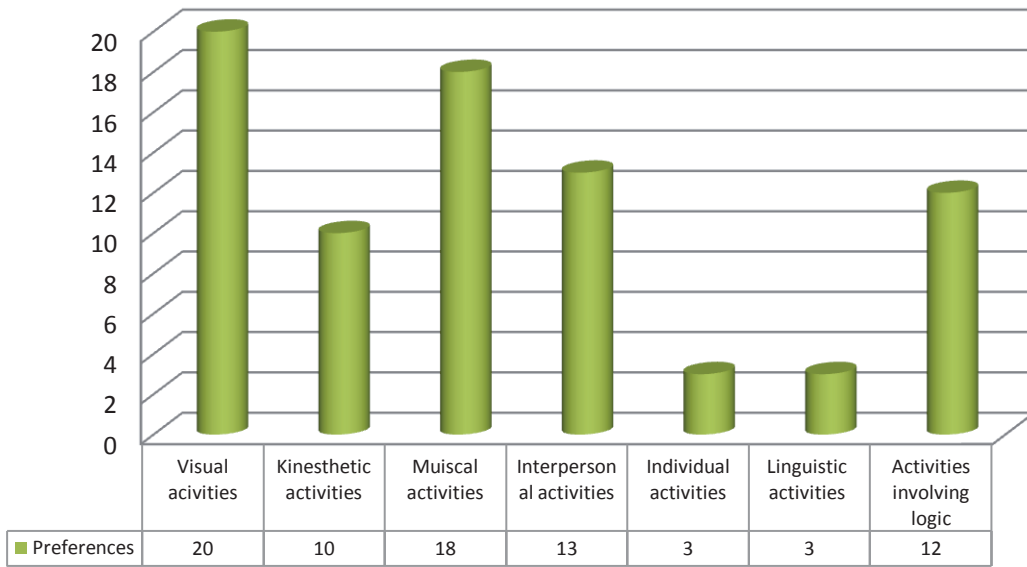
9. In your opinion, who has more opportunities to succeed?



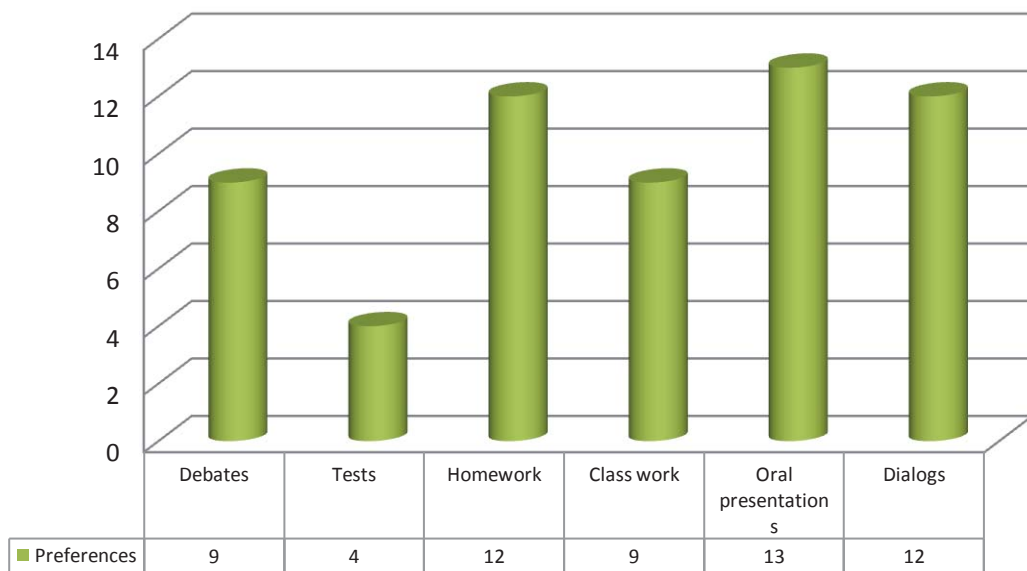
10. At school, do you have enough instances to talk about culture?



11. What kind of activities do you prefer?



12. How do you like to be assessed?



13. Do you see any advantages of taking a course on culture?

