This teacher's resource book for classroom environments provides suggestions for using the On Common Ground print and video materials effectively. The first section gives general procedural information on each of the unit components. It also provides ideas on how to incorporate activities into your classroom work with the materials. These ideas appear in shaded blocks within the general section. The second section includes specific notes and ideas for teaching each of the units. You will be referred back to the general procedures throughout the unit-specific notes.

The On Common Ground video and print materials are designed to be used in a variety of learning environments: citizenship preparation and Pre-GED/GED classes for adult students, as well as U.S. studies, civics, and history classes for secondary students. Non-native learners should be at a high intermediate level of English or above.

The 15 video episodes examine what it means to be a citizen of the U.S. Modern-day stories of real people grappling with issues important to their lives are portrayed along with vignettes from history. Together they provide the instructional framework for learners. If possible, the videos should be viewed in order because each builds on the content of previous ones, but they may be shown as many times as learners may wish to watch them, in whole or in part.

The On Common Ground student worktexts are multilevel. Minimally, all learners will participate in whole-class discussions, pair and group work, and level-one (one-bell) activities. Learners who do well on the level-one activities may also complete the level-two and/or level-three activities, which ask learners to infer and evaluate respectively. While teachers should feel free to assign specific levels to learners, encouraging them to decide for themselves which to complete is recommended.

Finally, On Common Ground is a content-oriented text that develops higher-level thinking skills. Activities in the worktexts move from concrete to abstract. Level-one activities prompt learners to talk about what they see in photographs from the videos. Learners answer who, what, and where questions. Level-two activities are inferential; learners discuss what people in the photos are thinking and feeling. They share personal experiences related to the video stories and themes, and focus on vocabulary development and sequencing. Level-three activities are the most abstract. Learners synthesize and evaluate information by answering questions such as "What could you have done?" They also complete and role-play conversations that might have taken place between characters in the video.

On Common Ground contains many of the essential skills for social studies detailed in the National Social Studies Standards. In particular, learners are asked to do tasks such as these:

- classify
- interpret
- analyze
- summarize
- synthesize
- evaluate
- use decision-making skills
- use metacognitive skills

The On Common Ground Worktext Framework on page 75 describes each unit component and details its purpose.
General Procedures for Using the Episode Components

The paragraphs that follow will give you general information and suggestions related to each of the episode components. You will be referred back to this section for procedures, when appropriate, in the specific notes for each unit. You will also be referred to the appropriate page in the student worktext for each unit's components.

Key Concept Questions

The unit-specific notes in this teacher resource book begin with key concept questions that provide you and your learners with a focus for the unit. You may want to write the questions on the chalkboard and have learners copy them in their notebooks. Tell learners that as they watch the video episode and do the activities in the unit, they will learn the answers to the questions. Then revisit the questions before learners complete Check Your Progress. Ask learners to reread the questions they wrote in their notebooks at the beginning of the unit and discuss the answers in pairs or groups.

Unit Opener Page

A thorough class discussion of this page will prepare learners for watching the video episode and doing the activities in the worktexts. By discussing the meaning of the title and talking about the photo or photos, learners are drawn into the unit content and issues and asked to relate these to their prior knowledge. In other words, this page is the "hook" which engages learners' attention. The two statements and the question below the photo provide the conceptual framework for the unit:

— The first statement is the key concept, or theme, of the unit.
— The second statement explains how the video episode relates to the key concept.

— The question prompts learners to begin thinking about how they may be personally affected by the issues dramatized in the video episode.

To discuss the meaning of the episode title, do the following:

1. Begin a whole-class discussion by asking learners to read the title silently.
2. Give learners a few minutes to think about the meaning of the title, and then ask them to share their ideas with the rest of the class.
3. Write the title on the board or on an overhead transparency.
4. Ask them to define the key words in the title.
5. Ask them, when appropriate, for examples of events or situations that relate to the title.
   — Read the examples, or anecdotes, provided in the unit-specific notes to learners, and have them explain how they relate to the title.
   — Advise learners that at the end of the unit they will be asked to explain the meaning of the title again in relation to what they have seen in the videos and read in the text.

To discuss the photo on the unit opener page, follow these steps:

1. Have a whole-class discussion with all levels of learners.
2. Ask learners to tell you about the people or situations in the photo.
3. Ask these general questions:
   — Who do you see? (Accept very general responses—for example, an "older man" and "two teenagers.")
— Where is this person?
— What is he or she doing?
— What do you think this photo has to do with the title?

4. Ask the additional questions in the unit-specific notes.

To discuss the statements and question under the photo, follow these steps:

1. Have the class silently read the two statements and the question below the photo.
2. Ask learners if there are words they don't understand or don't know how to pronounce.
3. Write the words on the board.
4. Ask them to guess the meaning of the words. Correct the guesses if necessary.
5. Read the statements aloud to the class.
6. Ask learners to paraphrase or restate the sentences in their own words.
7. Ask the final question and brainstorm learner responses on the board.
8. Have learners copy the information from the board in their notebooks so they can return to it at a later time.

Preview the Story

The activities on this page prepare learners for watching the video episode. The content of the video will be more meaningful if you take time to discuss the photographs with learners. This piques their interest in the story, helps them develop a framework for comprehension, and shows them on which people and events they should focus their attention. Talking about the photographs also allows you to introduce key vocabulary. After learners have viewed the video episode, have them continue their discussion of the photographs and confirm or revise their previous answers.

The unit-specific notes include additional questions for you to ask learners. You may want to use some of these questions to have learners predict what the story is about. The specific responses elicited by others make them more appropriate for use after learners have watched the video. Your direct experience with your learners' abilities should be your guide in determining which questions to ask them.

To discuss the photographs, follow these steps:

1. Have the class discuss the level-one questions.
2. Direct learners' attention to the first photo.
3. Ask learners to work with a partner or a small group to describe what they see.
4. Write these additional questions on the board to focus and structure discussion of the level-one questions.
   — Can you identify any people in the photo?
   — What are they doing?
   — Where are they?
5. Have each pair or group choose a recorder, who will make notes.
6. Have the pair or group choose a reporter, who will use the recorder's notes to report back to the class.
7. Give learners several minutes to discuss each picture. This activity should take no more than 15 minutes. If learners spend too much time talking about the pictures, they may lose interest.
8. Ask each pair or group to report to the class on its discussion.
9. Have the class check off any answers that are the same as their own as they listen, so that each new group will report only new information.

To discuss the level-two and level-three questions, follow these steps:

1. Based on their abilities, assign learners to pairs or groups to discuss the level-two and level-three questions.
2. Ask for volunteers from each group to answer the questions. The whole class can benefit from listening to the answers.
3. Another option is to have learners read the questions on their own, think about the pictures, write their answers in their notebooks, and review their individual answers after watching the episode.

**Preview Turning Points**

*Before you begin Preview Turning Points, follow these steps:*

For the first unit you teach, do the following.

1. Explain that the purpose of the Turning Points portion of the video episodes is to provide historical links for viewers.
2. Ask learners to define the term *turning point*.
3. Draw a short horizontal or vertical line on the board.
4. Deviate from the line by going up or down, left or right, and finally returning to the line, as in the example below.

5. Guide learners into talking about how the path, or course, of the line has changed.
6. Read one or both of the situations below to the class and ask the questions that follow.

**Situation #1**

John and Mary were married when they were 25. They both had good jobs and quickly saved enough money to buy a house. Mary quit her job when her first child was born. Soon after, John lost his job. John and Mary had to sell their house, and Mary went back to work.

1. *What was the turning point for Mary?* (Mary quit her job because of the birth of the baby.)
2. *What was the turning point for John?* (John lost his job.)

**Situation #2**

Tomas came to the United States about 20 years ago when he was a young teenager. He was a permanent resident, but he never became a citizen. As he grew older, he became very unhappy about decisions made by the city government officials in his town. He complained to his family and neighbors until one day his oldest child said to him, "Dad, why don't you stop complaining and do something?" Tomas applied for citizenship, and several years later, he was elected to the City Council.

— Ask what the turning point was for Tomas. (His child told him to do something or stop complaining.)
— As an extension activity, ask learners to tell the class about turning points in their own lives.
— For all subsequent units, follow the procedures described below.

**To discuss the quote in each Turning Points component, do the following:**

1. Ask learners to silently read the sentences in the box at the top of the page.
2. Ask for several volunteers to restate the sentences in their own words.
3. Discuss unfamiliar vocabulary, or have learners look up unfamiliar words in their dictionaries.

**To discuss the photographs or pictures, do the following:**

1. Have learners talk about the pictures in pairs, groups, or as a class.
2. Ask these questions about each picture.
   — *What do you see?*
   — *Who are the people?* (The answer will be general or specific depending on the individual units. Background information on historical photos is provided for you within the unit-specific notes.)
   — *What are they doing?*
   — *When does this take place?*
   — *How does this picture relate to the sentences at the top of the page?*
To discuss the questions, do the following:

1. Ask learners to read questions in the unit-specific notes silently.

2. Ask them to think about the answers to the questions at the bottom of the page, discuss them with another person, and report back to the class.

**Sides Activities**

An additional way to engage learners’ interest in the issues in the unit is to do a Sides Activity.

*Follow these steps:*

1. Designate one side of the room for yes answers and the other side for no answers.

2. Give learners time to think about their answers after you ask a question. Then ask them to move to the appropriate side of the room.

3. Give learners a few minutes to talk about the reasons for their answers.

4. Have each side choose several spokespeople to explain their ideas to the rest of the class.

*To discuss opinions about issues and concepts, follow these steps for doing a Sides Activity:*

1. Tape two large pieces of paper to opposing walls.

2. Write a sentence on one paper, such as *People in the United States should not have the right to buy and use guns.*

3. Write an opposing sentence on the other paper, such as *People in the United States should have the right to buy and use guns.*

4. Have learners move to the sentence that expresses their opinion.

5. Ask learners in each group to make a list of reasons to support their opinion.

6. Have a spokesperson from each group read the group’s list to the class.

7. After each group has read its list, tell learners that they can change their opinions and move if they’d like.

8. Ask the people who moved to tell the class their reason(s) for moving.

The unit-specific notes provide ideas for sentences to ask learners when a Sides Activity is suggested.

**Suggestions for playing the video:**

Having learners watch the video at least twice is highly suggested, and three or more viewings are preferred. Here are some options.

**Option 1**

Complete the Preview the Story activities. Play the video after Preview the Story. Stop it before Turning Points. Then complete Preview Turning Points in the book and play the Turning Points section of the video.

**Option 2**

After learners have completed both Preview pages, play the entire video.

**Option 3**

Play the video, pausing every five minutes or so to ask learners to summarize what they’ve seen so far and predict what they think will happen next.
**Remember the Story**

This section checks learner comprehension of the video episode.

*Level-one chart activity:*

1. Work as a class, in groups, or in pairs to discuss the pictures at the top of the page.
2. For each picture, ask learners these questions or write them on the board.
   
   — *Who is this person?*
   
   — *What did this person do in the episode?*
   
   — *Why is the person important?*
   
   — *What else do you know about this person?*
3. Ask learners to read the chart headings aloud.
4. Have them read the quotes silently.
5. Ask if there are any unfamiliar words. Ask for volunteers to explain the words. If there are no volunteers and dictionaries available, ask for volunteers to look up words and read definitions to the rest of the class.
6. Have learners rephrase sentences that are in the unit-specific notes to make sure they have understood them.
7. Have learners complete the chart individually.
8. Encourage them to share their responses from the chart with a partner or a small group.

If learners have difficulty filling in the chart, do these things for each quote.

1. Play the video again.
2. Have students tell you to pause the video when they hear the words in the What People Said column of the chart.
3. Give learners time to fill in the other two columns.

*Level-two sequencing activity:*

This activity summarizes the video story. Learners put events in order and use context clues to understand vocabulary. The unit-specific notes provide the structural or content clues in the paragraphs. They also highlight pronunciation and word forms. Non-native speakers of English may be more interested in the pronunciation and usage notes than native speakers.

*Helping Students Sequence the Paragraphs*

Some learners may find it easier to put the paragraphs in order if they can literally manipulate them. If learners in your class like hands-on activities, do the following.

1. Photocopy the paragraphs, preferably on card stock so they are durable enough to be used again. Make one set for each pair or group.
2. Cut out the paragraphs and put them in sets. Some teachers want learners to do the cutting, while others find it takes less class time if they prepare the sets themselves.
3. Clip a set of paragraphs together and distribute one set to each pair or group of learners.
4. Have learners read all the paragraphs silently.
5. Next have them physically arrange the paragraphs in order of occurrence in the video.
6. Remind learners that there are sequence clues in the paragraphs to help them determine the correct order of the paragraphs. Often the clues are transition words such as *then, next, after,* and *finally.* Other times, the clues relate to the content. If learners have difficulty finding these clues by themselves, have them work with a partner to locate and underline the clues.
7. Review the answers as a class or have learners check the answer key.

*Level-two vocabulary activity:*

To assist learners with the vocabulary activity, do the following.

1. Ask them to reread the paragraphs, paying attention to the underlined words.
2. Have them write the words they know on the lines.
3. Have learners put a check next to the paragraph number in the previous section each time they write a word. This will help them keep track of the words they have used.
4. Have learners check their answers with a partner before checking the answer key.
5. Check learners’ understanding of the words by having them use the words in new sentences, by paraphrasing definitions and having learners provide the words, or by giving examples and having them provide the words.

Approach vocabulary development in these ways:
1. Encourage learners to keep a personal dictionary of new words.

2. Have learners write a new word on one side of an index card and its definition on the other. Learners can work in pairs or groups to quiz each other after they have completed a unit.

After learners have completed the level-two vocabulary activity, have them work individually or in pairs to write sentences using vocabulary words. Circulate, check the learners’ sentences, and make any necessary corrections. Ask for volunteers to read their sentences to the class.

Level-three role-play activity:
The purpose of the role-play is to have learners use their knowledge of the characters and events in the video to create a conversation that two characters might have had. Do the following.

1. Ask questions like the following about the photographs to the left of the incomplete conversation:
   — Who are these people?
   — What did they do in the video story?
   — Why are they important?

2. Tell learners to think about their answers to the questions and use them to complete the role-play conversation.

3. Give learners several options for completing the role-plays: in writing, orally, or recorded on an audio- or videocassette.

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Journal Writing

The purpose of Graphic Organizers is to encourage learners to reflect on the video stories and make personal applications. Sometimes learners are asked how they would feel if they were a specific character. Other times they will be asked to give an opinion about an event. Encourage learners to use Graphic Organizers as a supplement to the activities in the worktexts. The unit-specific notes offer ideas for Graphic Organizers at various points, most commonly after Remember the Story and Making Connections. You can act on some or all of these suggestions according to your class’s needs and interests.

There are many ways to approach Graphic Organizers in the classroom. Here are some things to consider.

What should learners use for journals?
You may want to provide your learners with blue books in which to write. One advantage to blue books over spiral notebooks is they are small and easy to carry. Or you may want learners to purchase their own spiral notebooks. Still another option, especially if your students have access to a computer lab, is to have them keep their journals on disk.

Where should the journals be kept?
The answer to this question depends on whether learners will be writing in or out of class. If they write in class, it’s advantageous for you to keep the journals, thus maintaining the cycle of writing, reading, and writing.

Should errors be corrected?
Error correction is a highly controversial issue. You need to do what feels right for you and your learners, since some learners expect correction, but others are intimidated by it.

When should learners write in their journals?
You may decide to build in time for Graphic Organizers in every lesson. Another option is to assign Graphic Organizers as homework. And, of course, you can do both.
Remember Turning Points

This component checks comprehension and uses key vocabulary. The level-one activity checks learners' recall. The level-two activity requires learners to use a variety of Graphic Organizers to demonstrate their understanding of the concepts in the video. Learners use the information provided to fill in a three-column chart, a T-chart, a Venn Diagram (interlocking circles that show similarities and differences), a timeline, or an idea map. The level-three activity asks learners to synthesize information by giving examples or comparing different elements.

Graphic Organizers

Some learners may be unfamiliar with the graphic organizer used in a particular unit. You can follow these steps to prepare learners for using the graphic organizers.

1. Explain to learners that graphic organizers help to identify important concepts or key points, and that the content, or subject matter, determines which graphic organizer is most effective. For example, a timeline would not be as effective a way of showing the duties of the three branches of government, as a three-column chart would.

2. Explain that graphic organizers are used in many educational and work settings and appear frequently in newspaper and magazine articles.

3. Tell learners that graphic organizers help people structure their ideas logically, lead to clearer thinking, and can help them prepare for exams in any subject.

4. Whenever possible, go beyond the example in the text and have learners use the organizers to talk about or reflect on personal issues.

Idea Maps

Follow these steps for making Idea Maps:

1. Tell learners to draw a large circle in the middle of a piece of paper.
2. Ask them to write a boldfaced question from Find Out More: Reading in the middle of the circle.
3. Ask them to draw five lines around the circle and to draw smaller circles at the ends of the radiating lines.
4. Have learners write key points or ideas from the reading passage in the smaller circles.

Before learners complete the tasks for Turning Points:

Take time to review this portion of the video. You may want to replay this section several times for learners and do the following:

1. Do a round-robin recap of the video segment. Each learner says one thing about the segment while you write what the class says on the board.
2. Read the learners' statements and ask if they would like to make changes or corrections.
3. Show the video segment again while learners check the statements.
For the level-one True/False statements, do the following:

1. Have learners write their answers individually.
2. Ask them to work in pairs, sharing their responses and discussing any differences in their answers.
3. Have learners check their answers in the answer key.
4. Have the pairs rewrite the false statements to make them true.
5. Circulate to check learners' sentences and answer any questions they have.

For the level-two and level-three activities, do the following:

1. Have learners work individually to complete the activity.
2. Ask learners to share their answers with a partner and discuss any differences.
3. Have learners check their answers with the answer key.

Review the answers for the different levels with the class. Replay Turning Points if learners are having difficulty completing the written activities for the different levels.

Making Connections

This component uses the language and concepts presented in the Turning Points section of the video to interpret the story. Have learners work independently to read, think, and write about the quotes. You also may want to have them share their responses verbally with a partner, a group, or the class. Introduce each quote by following these steps:

1. Write the quote on the board and read it aloud to learners.
2. Give examples of what the quote means to make sure learners understand.
3. Have learners paraphrase the quote.
4. After learners have answered the level questions, have them provide more examples from their own experience.

To answer the questions for the different levels, follow these steps:

1. Give learners the option of discussing or writing their answers to the questions.
2. Have learners share their answers, orally or in writing, with a partner or group.
3. Divide the learners into groups according to which level question they answered. There may be several groups for each question depending on the number of learners.
4. Have the groups review their answers to the questions and choose a reporter to tell the rest of the class their answers.

Find Out More: Reading

The purpose of the reading component is to extend learners' knowledge of issues and themes that are the focus in the video. All ability levels read the same material.

Strategy for previewing or getting ready to read:

Have learners preview the material they will be reading as a whole class or individually.

Follow these steps for previewing when Find Out More: Reading begins with a quote:

1. Discuss the quote in the box.
2. Clarify unfamiliar words using the two-step approach to vocabulary development on page 7.
3. Ask for volunteers to tell what the quote means in their own words.

Follow these steps to use the photographs or illustrations for previewing:

1. Have learners study the pictures that appear in the readings.
2. Encourage them to talk about the pictures by asking questions like these:
   - Who are the people?
   - What are they doing?
   - Where are they?
— When did this take place? (for historical photos)
— Why is this important?

Follow these steps to use the boldfaced words and sentences to preview the content:
1. Ask learners to read the boldfaced questions before they move to the rest of the reading.
2. Remind them that the answers to the questions are in the reading.

3. Direct learners to reread a section if they can't answer a question about it.
4. Suggest that reading the material quickly several times is a good strategy.

Follow these steps to use the Find Out More: Key Ideas questions to preview the reading:
1. Have learners read these questions before reading Find Out More: Reading.
2. Remind them to think about these questions as they read.
3. Tell learners to use a pencil to check unfamiliar words as they read. If needed, discuss vocabulary before discussing content.

Follow these steps for reading:
1. Suggest to learners that they will increase their understanding of what they read by reading it several times. Tell them that they will be reading the information individually (silently), in groups (Jigsaw Reading), and as a class.
2. Have learners summarize information on one page by using a two-column note-taking format. Learners write questions in the left-hand column and key words, phrases, facts and ideas in the right-hand column.
3. Ask learners to summarize or paraphrase the information they read orally or in writing and then share their efforts with a partner or group.
4. Allow learners to listen to you while you read Find Out More: Reading aloud. Pause after each paragraph and either ask learners to identify the main idea and supporting details or ask questions about what you just read. Another option is to change words—substituting synonyms or antonyms—as you read aloud and have learners call out the correct words.
5. Use the Jigsaw Reading technique to have learners teach each other the concepts and ideas they read about when this is suggested in the unit-specific notes. See the box on the left for procedures.

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**Jigsaw Reading**

When the unit-specific notes recommend that you use the Jigsaw Reading technique, do the following:

1. Divide your class into “expert” groups. Decide how many expert groups you want to have (three or more depending on the length or complexity of the reading material). The learners in each expert group will be responsible for reading a portion of the whole reading, answering questions about it, and then “teaching” the information to their home team.

2. Divide learners into “home teams.” Each home team will include at least one, but no more than two members of each expert group. For example, if there are six members of a home team and three expert groups, two members of each home team will be part of each expert group.

3. Assign each expert group part of the reading and the corresponding questions.

4. Have the expert groups meet to read and discuss the questions.

5. Have the expert groups return to their home teams to share information. All learners will then have the information they need to understand the reading.

Home teams should be made up of learners from all ability groups so that higher-level learners can assist lower-level ones.
Find Out More: Key Ideas

This section checks learner comprehension of the reading. Follow these steps for the activities at the different levels.

**Level-one questions:**

1. Have learners read the first question, for which the answer has been provided as a model.
2. Refer them back to the reading and ask them to underline or highlight the answer.
3. Have them write the sentence from which the answer comes below the numbered item. Doing this requires learners to scan—to read quickly to find specific information.
4. Follow the procedures above for all the level-one questions. Remind learners that they don’t have to read the entire passage again, but only need look for the key words and phrases from the question.

**Level-two questions:**

1. Have learners use their own words to restate important ideas.
2. Ask them to scan the material to find the places where the information is discussed.

**Level-three questions:**

1. Have learners think about the questions and take notes on their ideas before they share with a partner.
2. Ask learners if they prefer to talk or write about their ideas.
3. Have learners work in pairs or small groups to talk about or read one another’s ideas.

After learners have completed the activities for the different levels in Find Out More: Key Ideas, they may enjoy playing an adapted version of Jeopardy! See the box at right for procedures.

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**Jeopardy! Game**

Play Jeopardy! to check learners’ reading comprehension and recall of content material. The unit-specific notes contain some suggestions for playing Jeopardy!, a popular TV game show on which contestants earn points and money for providing questions to answers in various categories. Follow these steps to adapt the game for the classroom:

1. Prepare a set of questions and answers about the reading content for the unit, or have each learner write a question and answer on an index card or small piece of paper.
2. Divide the class into three teams.
3. Give each team several pieces of blank paper and pens or pencils.
4. Read an answer to a question.
5. Give the teams time to write a question.
6. Award a point to the first team to turn in a correct question to you.
7. Do this until all of the answers have been read.

Some teachers like to give prizes to learners when they play classroom games. Prizes don’t need to be expensive; learners are usually quite happy to win pieces of candy!

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**Pick Your Project**

This component provides learners with opportunities to relate the ideas in the video and print material to their personal lives. It also lets them choose the kinds of projects that best suit their individual learning styles. Learners may choose one or more projects. Guide them to projects appropriate for their linguistic abilities, but also encourage them to take risks and stretch those abilities.
Community Matters: Interact! is designed for learners with stronger verbal skills and a natural preference for the oral mode. It also helps learners extend their knowledge of the unit content to their communities. The unit-specific notes offer suggestions for preparing and conducting the interview. Here are some general tips for helping learners with Community Matters: Interact!

1. Group together the learners who have selected the Community Matters: Interact option. Have them role-play telephone calls to make appointments to speak to someone.
2. Have learners role-play the actual interviews.
3. Have them decide what they should do if they are unsuccessful in their attempts to speak to someone.
4. Have learners practice note-taking to report back to the class about what happened when they spoke to someone in the community.

In the News: Get the Facts is designed for those who prefer to learn by reading and writing rather than by talking. Learners use library or Internet sources to collect news or magazine articles, stories, or essays related to the theme of the unit. As learners read, they improve their research abilities, vocabulary, and content knowledge. While they read, encourage them to highlight the main ideas and make a chart to report back their findings to the rest of the class. The unit-specific notes make suggestions for assisting learners in completing their projects. The unit-specific notes often suggest key words for learners to use when they are doing Internet searches.

Creative Works: React! is designed for learners who prefer to make creative responses to new information. Learners might draw a cartoon strip, write a story, draw a picture, or write a poem. You can help them by providing materials such as poster board, markers, or paints, as well as examples of genres such as the Diamante Poems modeled and explained in the box above on the right. Diamante Poems are so called because when completed they have a diamond shape. Gallery Walks, explained in the box to the right, also provide learners with a way to share their creative projects with the class.

Encourage learners to try different project options for variety. Some may be more comfort-

Creating a Diamante Poem

Follow these three steps:

1. Provide an example:
   victim
   afraid, wounded
   hiding, crying, dying
   crime, punishment, laws, protection
   running, seeking, hiding,
   lonely, afraid
   suspect

2. Provide a pattern:
   one noun
   two adjectives
   three participles
   two nouns/two nouns
   three participles
   two adjectives
   one noun

3. Whenever possible, share learners’ final efforts with classmates to inspire, motivate, or provoke them to express their reactions to the works. Often shy learners have talents of which their classmates are unaware. The creative projects in Creative Works: React are an excellent way for learners to find out more about their classmates and celebrate their talents.

Gallery Walks

Use Gallery Walks to share projects. To stage a Gallery Walk—a display and viewing of learners’ projects—do the following:

1. Ask learners for permission before displaying their projects.
2. Have the artists, or creators, stand or sit near their projects so they can answer questions or talk about them.
3. Have learners walk around, look at the projects, and talk to the artists about them.
4. Encourage learners to compliment one another on their efforts.
able trying a project with a partner or group. The important thing is for learners to broaden their knowledge base in an enjoyable, active way.

**Inside Information**

This component provides learners with opportunities to learn and practice information related, in part, to the 100 questions on the current INS citizenship test. Even learners who aren't preparing for the citizenship test will enjoy the challenging, game-like nature of this section.

**Check Your Progress**

This component asks learners to evaluate their own understanding of the content of the unit. You decide whether learners should complete the progress check in class or as a homework assignment. An answer key is provided in the text so that learners can correct their own answers. Whichever option you choose, learners will benefit from a whole-class discussion. One way to do this is to use the Mixer Review cooperative learning structure described at the right for the Check Your Memory section of Check Your Progress. Another way to help learners review is to play Jeopardy! (see page 11).

Both Check Your Progress and its answers are perforated pages, as are the answers to the Exercises. If you choose to, you can remove these pages from the worktexts and provide them to learners as you see fit throughout the course.

While the three level-specific sections of Check Your Progress provide a content-specific evaluation of learning, the last section of this component, Rate Yourself, is more global and summative in nature. Learners answer yes, some, or no to questions about their understanding of the unit content. The first three questions are related to the major themes of the unit. The fourth asks learners if they understood the unit in general, and the fifth asks them if they can use what they have learned. You can review learners' responses to determine how well they are doing before moving on to the next unit. If learners feel unsure about what they have learned, replay the video, discuss it again, and have them redo their personal evaluations.

**Mixer Review**

To do a Mixer Review, follow these steps:
1. Have learners line up in two lines, facing each other.
2. Ask the first Check Your Memory question.
3. Have each learner tell the answer to the person he or she is facing. Both people should share information and, if they have problems, check the answer in the answer key.
4. Ask the first person in one line to move to the back of the line.
5. Ask everyone in that line to move up one place. The second person in the first line is now the first person.
6. Ask the second question and again have the learners in the same line move up one place.
7. Do this until every question has been asked and answered.

Because learners will have completed the level two and level three portions of Check Your Progress only if they have received a score of four or more on the preceding sections, you may want to skip doing a whole-class discussion of these sections.

**Dictation Sentences**

Dictation sentences are provided in each set of unit-specific notes so that learners who are preparing to take the citizenship test can practice. The current dictation tests consist of two sentences that are either read aloud by a proctor or played from a cassette tape. To pass the dictation portion of the citizenship test, a candidate must write one of the two sentences correctly. Sentences are rarely more than seven words, and are read three times at a fairly slow pace. Because INS test procedures change frequently, it's a good idea to obtain updates to stay informed.

We hope the ideas in this Teacher Resource Book will energize your class and make the Constitution come alive for your students. Best wishes in using On Common Ground.
8 Rules of the Game

Key Concept Questions

1. What is due process of law?
2. What does the U.S. Constitution say about due process?
3. What happens when the rights of individuals conflict with the rights of society?

Page 1, Unit Opener

★ Discuss the meaning of the title. See page 2 for procedures. Ask these questions:
1. What is a rule? (a statement that tells what a person may or may not do)
2. Where do you find rules? (at work, at home, at school, in the community, for sports, board games, card games, and so on)
3. What is the purpose of rules? (to let people know what to expect or what to do)
4. What is a game? (a contest of some kind played according to rules)
5. What do games and government have in common? (There are rules to follow. Sometimes the rules are not followed, as in the story. But when the rules are broken, a system helps to right the wrong.)

★ Discuss the photographs. Ask these questions:

Picture #1
1. Where are the men?
2. What are they doing?
3. Have you ever used an ATM?

★ Discuss the sentences under the photographs. Follow the procedures on page 3.

★ Clarify the vocabulary. Ask these questions:
1. What is an amendment? (a statement added to a document—in this unit, the Constitution)
2. What does deprive mean? (to take something away)
3. What does it mean to be convicted of a crime? (found guilty by a court of law)
4. What is an ATM? (Automatic or Automated Teller Machine)
5. What does accuse mean? (to say a person did something wrong or against the law)

★ Follow the procedures on page 3 for discussing the question.

★ For future reference and discussion, ask learners to write the main ideas presented on this page in their notebooks.

Page 2, Preview the Story

★ Follow the procedures on page 3 for discussing the photographs.

Ask these questions for Mr. Khalil's Story:

Picture #1
Where is this action taking place?
Who is on the witness stand?
Who is talking to him?

Picture #2
Who are these women?
Where are they?
What are they doing?

Picture #3
Who are these people?
Where are they?
What are they doing?
Why is the man smiling?

Ask these questions for the Police Officers’ Story:

Picture #1
Who are these women?
What is their relationship?
What are they talking about?

Picture #2
Where are these people?
What is happening?

Picture #3
Who are these people?
What is happening?

Page 3, Preview Turning Points
★ Follow the procedures on page 4 for discussing the quote.

★ Follow the procedures on page 4 for discussing the photographs. Ask these questions about the photographs:

Picture #1
What are these people doing?
Who decides where people can live in the United States?
Who decides for people in other countries? Explain or give examples.

Picture #2
What is happening?
Who has rights in this picture?
What are the rights?
What will happen?
Has this happened to you or to anyone you know? Explain.

Picture #3
Where are these men?
What are they doing?
Can people do this in other countries?
Give examples of places where people can’t do this.

Picture #4
What does the sign say?
What kind of people go to a place like this?
Have you or anyone you know ever gone to a place like this? Why or why not?
Can people in other countries decide for themselves what kinds of work they will do? Give examples.

★ Before you discuss the level questions, ask the class this key question: What does the Constitution have to do with the activities in the pictures? (In all cases, it protects the rights of individuals.)

★ Follow the procedures on page 5 for asking the questions for the three levels.

★ Follow the procedures on page 5 for playing the video episode.

Pages 4 and 5, Remember Mr. Khalil’s Story
★ Follow the procedures on page 6 for discussing the level-one activity.

★ Before learners fill in the chart, clarify these vocabulary words:
— travesty of justice (a bad court ruling that makes the law look foolish)
— reveal information (tell something)
— close the case (solve the crime; find evidence to prove someone guilty or innocent)
Follow the procedures on page 6 for the level-two sequencing activity. Here are the clues in the paragraphs for sequencing the story:

a. Anwar Khalil testifies...

b. Barbara Weaver verifies...

c. 18 months ago

d. A... camera recorded the robbery

e. In her opening statement at the trial

Follow the procedures on pages 6–7 for the level-two vocabulary activity. For additional vocabulary practice, point out the following forms:

- evidence (noun); evident (adjective)
- corroborates (verb); corroboration (noun)
- acquits (verb); acquittal (noun)
- robbery (noun); robber (noun); rob (verb)
- conviction (noun); convict (verb)

Follow the procedures on page 7 for the level-three role-play activity.

Pages 6 and 7, Remember the Police Officers' Story

Follow the procedures on page 6 for discussing the level-one activity. Before learners complete the chart, follow the procedures for discussing vocabulary. Clarify the meaning of the following words:

- cover the areas (be in specific places; watch specific places)
- intent to sell (plan to sell)
- bend the rules (make exceptions; change the rules)

Follow the procedures on page 6 for the level-two sequencing activity. Here are the clues in the paragraphs for sequencing the story:

a. In court

b. Watch a car circling the high school

c. the case is dismissed

d. wants the charges dropped

e. the upcoming trial

f. suspicious of the car

For additional sequencing and summarizing practice, make a simple six-step flow chart of the story. Then have learners use the flow chart to retell the story in their own words. Steps should include the following:

Step 1: Detectives see suspicious car.

Step 2: Detectives question and arrest Frankie and Nick.

Step 3: Frankie and Nick charged with a crime.

Step 4: Detectives talk about trial.

Step 5: Trial held.

Step 6: Frankie and Nick acquitted and charges dropped.

Follow the procedures for the level-two vocabulary activity on page 6. After learners have completed the activity, point out the differences in pronunciation and meaning of the verb and noun suspect(s).

1. In the noun form, the primary stress is on sus.

2. In the verb form, the stress is on pects.

3. Ask learners if they can think of or find other examples of verbs and nouns that are spelled the same but pronounced differently (for example, affect, effect, record).

Follow the procedures on page 7 for the level-three role-play activity.

Follow the procedures on page 7 for Journal Writing. Ask learners to respond to this question: How would you feel if you were Frankie or Nick?

Pages 8 and 9, Remember Turning Points

Follow the procedures on page 8 for questions for the level activities.

After learners have completed the level-three chart activity, follow the procedures on page 12 for a Gallery Walk.
Page 9, Making Connections
★ Follow the procedures on page 9 for discussing the quote.
★ Follow the procedures on page 9 for asking the questions for the different levels.
★ Follow the procedures on page 7 for Journal Writing.

Pages 10 and 11, Find Out More: Reading
★ Follow the procedures on pages 9–10.

Page 12, Find Out More: Key Ideas
★ Follow the procedures on page 11.

Page 13, Pick Your Project
Community Matters: Interact!
1. Remind learners that they can only interview people who have seen the video episode, but this could include you, other teachers, students in other classrooms, or family members, co-workers, and friends.
2. Ask learners to make a chart for recording their interview notes, or provide a blank one for them.
3. Tell learners that they can direct quote or paraphrase the answers of the pair being interviewed. You may want to suggest different ways for different students.
4. Have learners tell the class the following: — who they decided to interview — why they chose these people — what problems, if any, they had — what interviewing tips they have for others who choose this kind of activity

In the News: Get the Facts!
Remind learners before they go to the library or use the Internet to look for information on Infotrac or in newspapers stored on CD ROMs.

Provide them with key words such as Supreme Court or suggest that they ask a reference librarian for help.

Creative Works: React!
To make the task of imagining life without due process easier for learners, have them do the following:
1. Brainstorm a list of things that could happen to them if there were no due process (have them imagine worst-case scenarios).
2. Make an Idea Map (see page 8 for procedures) using four or five of the most concrete scenarios.
3. Select the three that are easiest (most concrete) to draw.
4. Use symbols or simple objects to convey their ideas rather than creating detailed scenes.
5. For closure, have learners show their drawings to others. Ask the audience to explain what they think each drawing depicts.

Page 14, Inside Information
★ Ask learners to tell you what they think the title of this activity—Here Comes the Judge!—means or what they think it will be about. If you have time, you may want to have learners brainstorm as a class or in groups everything they know about the Supreme Court. After they have completed the Word Find, have them check how many of the words were on their lists.

Pages 142 and 143, Check Your Progress on Rules of the Game
★ Follow the procedures for Check Your Progress on page 13.

Dictation Sentences for Rules of the Game
1. The Supreme Court is the highest court.
2. The president appoints Supreme Court judges.
Skin Deep

Key Concept Questions
1. What economic powers does the Constitution give Congress?
2. What economic rights do people have in the United States?
3. How did economic opportunities influence immigration to the United States?

Page 75, Unit Opener
★ Discuss the meaning of the title. See page 2 for procedures. Explain that this title is part of an adage, or saying, and ask what the whole saying is. Native speakers of English may say beauty is only skin deep. Then do the following:
1. Write beauty is only skin deep on the board.
2. Ask learners to explain what the sentence means in their own words. (What's on the surface is not necessarily what's inside.)
3. Ask if non-native speakers of English have similar expressions in their languages. Write them on the board and have students explain.

★ Discuss the photograph. Ask these questions:
1. What does the sign in the tattoo parlor window say?
2. What is a tattoo?
3. Do you know anyone with a tattoo?
4. Why do people want tattoos?
5. Are there tattoo parlors in your community?
6. Why are there negative feelings about them?
7. What is in the windows of the dress shop?
8. What kind of people go to this store?
9. Are they different from the people who go to the tattoo parlor? Explain.
End the discussion of the photograph by asking how the two businesses relate to the title.

★ Discuss the two sentences below the photograph. Follow the procedures on page 3. Ask learners to think about immigrants to the United States that they know or have read or heard about. Ask them why they come to the United States and what kind of work they do.
1. Ask learners to define conflict (disagreement or argument).
2. Ask this question: What kind of problems do small business owners have with each other? Are there additional problems for immigrants?

Ask learners to discuss the question below the photograph in pairs or groups.
1. Have them brainstorm economic rights.
2. Have them list ways to protect these rights.
3. Refer learners back to these lists after they have watched the video episode.

★ For future reference and discussion, ask learners to write the main ideas presented on this page in their notebooks.

Page 76, Preview the Story
★ Follow the procedures on page 3 for discussing the photographs. Ask these questions:

Picture #1
What is the woman’s job?
Why is she talking to the police?

Picture #2
Where are the two men?
What job does each one have?

Picture #3
Where are the men?
Who is the business owner?
Who are the men in suits?
Picture #4
Where are these people?
What are their jobs?
What are they talking about?

Picture #5
What does the sign say?
Who are the men on the platform?
Why are people watching them?

Picture #6
Why do you think the man is staring into space?
Why are his arms crossed?

★ Follow the procedures on pages 3–4 for discussing the level-two and level-three questions.

Page 77, Preview Turning Points
★ Follow the procedures on page 4 for discussing the quote.
★ Follow the procedures on page 4 for discussing the photographs. Ask these questions:
   1. When were these photographs taken?
   2. From where are the people in each photo?
   3. Do you know people who do these jobs today?
   4. What problems did people with these jobs have?
   5. Have things changed? If so, how?
★ Follow the procedures on page 5 for discussing the questions for the different levels.
★ Follow the procedures on page 5 for playing the video episode.

Pages 78 and 79, Remember the Story
★ Follow the procedures on page 6 for the level-one activity.
★ Before learners complete the chart, clarify the unfamiliar vocabulary. Ask learners to rephrase sentences 1, 5, and 6 to make sure that they have understood the idiomatic expressions.
★ Follow the procedures on page 6 for the level-two sequencing activity. Here are the clues in the paragraphs for sequencing the story.
   a. The city has closed the tattoo parlor
   b. Next door to a tattoo parlor
   c. He wants the tattoo parlor out of his district
   d. The mayor doesn’t want a lawsuit
   e. People...threatening...a class-action lawsuit
★ Follow the procedures on pages 6–7 for the level-two vocabulary activity.
★ Follow the procedures on page 7 for the level-three role-play activity.
★ Follow the procedures on page 7 for Journal Writing. Ask learners this question: Was Grace Ardmore right or wrong in try to close down the tattoo parlor?

Pages 80 and 81, Remember Turning Points
★ Follow the procedures on page 9 for the level-one true/false statements.
★ After learners have completed the T-chart for the level-two activity, have them work with a partner to add one or more of their own ideas, including educational opportunities, health benefits, marriage, or adventure.
★ Follow the procedures on page 9 for the level-three activity.

Page 81, Making Connections
★ Follow the procedures on page 9.
★ Follow the procedures on page 7 for Journal Writing. Ask learners to respond to this question: Do you think Sam was treated fairly? Explain.

Pages 82 and 83, Find Out More: Reading
★ Follow the procedures on pages 9–10. After learners have read about economic rights, ask any immigrants in the class to talk about economic rights in their home countries.
Page 84, Find Out More: Key Ideas

★ Follow the procedures on page 11.

Page 85, Pick Your Project

Community Matters: Interact!

To help learners who chose this project, have the class brainstorm a list of people they know who own businesses. Then make a chart like this one on the board.

<table>
<thead>
<tr>
<th>CLASSMATE WHO KNOWS BUSINESS OWNERS</th>
<th>NAME OF BUSINESS OWNER</th>
<th>TYPE OF BUSINESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If learners don’t personally know any small-business owners, they can refer to the list when they do the project.

After the class has made its list, meet with learners who have chosen the interview project. Do a survey by asking these questions: Have any of you thought about having your own business? If so, what kind of business?

Suggest they interview people on the list who have the kind of business they are interested in starting. If the group’s list is too small, have the class add to it to increase possible “networking.”

In the News: Get the Facts!

Here are some key words for learners to use in their search for economic actions taken by the federal government: taxes (IRS), Federal Reserve, regulate, deregulation, antitrust, and monopoly.

If learners are more interested in business than government, suggest reading about U.S. business leaders such as Rockefeller, Morgan, Westinghouse, Du Pont, Pullman, or Gates.

Creative Works: React!

Before learners begin their projects, do the following:

1. Provide some guidelines about format and length (half or full-size pages, number of pages, use of color, and so on).

2. Provide, or direct learners to, resources for small businesses such as the U.S. Government Printing Office, the Chamber of Commerce, or the Internet.

3. Have several learners create a guide together.

4. Give a realistic due-date for completion of the guide. Periodically check with learners to keep them on track.

5. With permission, display the guides and ask the creators to answer class questions.

★ After learners have completed their projects, follow the procedures on page 7 for Journal Writing. Ask learners these questions:

1. What did I learn?
2. What more do I want to learn?
3. What was easy about the project? Difficult?

Page 86, Inside Information

★ After learners have completed the map activity, write this list on the board or use the learners’ and your own ideas: bio-tech, computers, banking, steel, cars, coal, manufacturing, meat-packing.

Do a class survey to find out how many learners are interested in jobs in those fields and how many would relocate for a job.

In pairs, learners determine the best places in the United States to get jobs in these industries.

Pages 154 and 155, Check Your Progress on Skin Deep

★ Follow the procedures for Check Your Progress on page 13.

Dictation Sentences for Skin Deep

1. Congress collects taxes, borrows money, and regulates business.

2. Many people come to the U.S. for economic reasons.