

Unit 4: Understanding the U.S. School System

Teachers' Guide

Lesson 2: Looking Inside a School

Time: 2 hours

Content Objectives

Ef Studentsdescribe and discustheir understanding of what a teacher lookslike.

Ef Studentsfamiliarize themselves with and analyze the structures of elementary, middle, and high school class rooms in the United States.

Rights Objectives

Ef Studentsunderstand and interrogate what the universal right to education looks like in classrooms in the United States.

Language Objectives

Ef Studentscontinue to build their language skillsaround rights

Ef Studentspractice reading, writing, and speakingin English.

Materials Needed:

Ef Student lessonplan

Ef Large paper and markers

KEYVOCABULARY:

	To teach	
Desk	To sit	
Table	To learn	
Classroom	To go (from classto class)	
Elementary School	To stay (in one room)	
Middle School	To notice (a detail)	

High School

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LESSONACTIVITIES PARTA) Describing a Teacher

Draw a picture of a teacher, whatever a teacher looks like for you. You do not have to draw a classroom teacher, although you can.

- What details do you notice about your picture? Write down two or three things you notice on your paper.
- o In a small group, share what is different or the same about your drawing and the drawings of other people in your group. Write down one or two of the differences you notice on your paper.

Theselessonscontain some basic information about U.S. law. This information is <u>not legal advice</u> and is not a replacementor legal advice from a trained attorney. All information is current as of the dateit was produced (April 2016).

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- Describea detail you notice about the photograph(Examples: "There are many colorful papers on the wall," or "The studentssit at tables, not desks."). Write what younotice down on a white board or pieceof paper everyonecansee.
- Share what is different or the same about this classroom and classrooms in your home country.
- o In elementary classrooms in the United States (usually ages 5-12), students generally have one teacher allday and arein a classroom with 20-25 other students. Students are grouped by age, not by ability. What do you think is good about this model of elementary education? What do you think is bad?

Look closely at the following picture of an American high school classroomand discussthe	following
questions:	_

Source: http://www.theatlantic.com/education/archive/2013/10/why -do-teachers-quit/280699/

o Describea detail you notice about the photograph(Examples: "There are many colorful papers on the wall," or "The students face each of the right (W)/Tite vp/861 6/(1977) (1:9076 (3) 29) (1094 To) (1094 To

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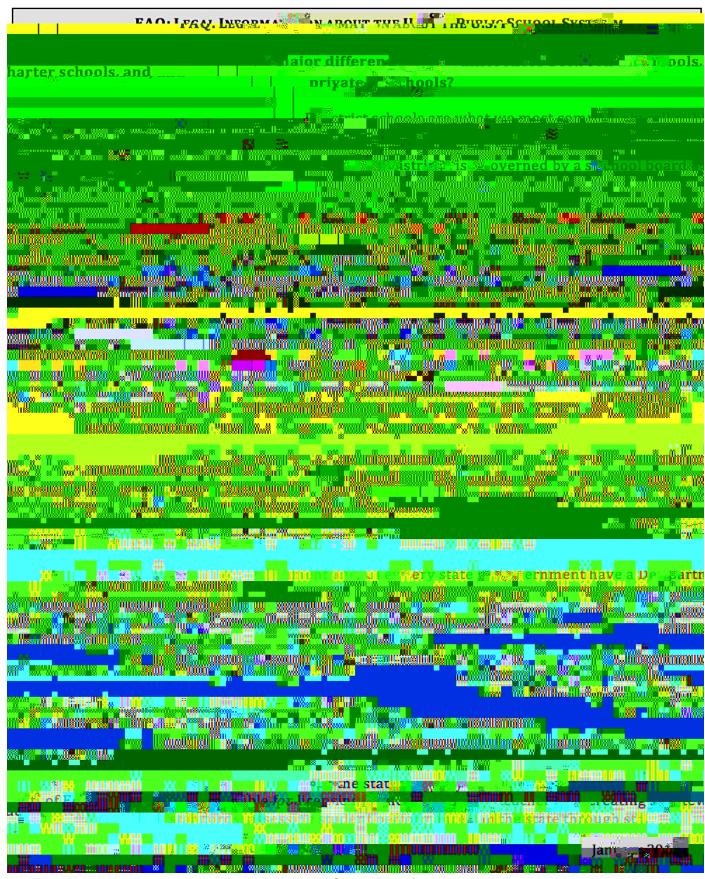
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<u>ENDOFLESSONREFLECTIONS</u>The teacher asks students at the end of each lesson what they learned and how they felt doing these activities. The teacher may want to take notes based on what students share to help in preparing the lesson for the following week. Guiding questions for instructors to pose to students include the following:

- What new ideas/content did you learn?
- What new vocabulary did you learn?
- What new rights did you lear nowwiengew/s228(\(\mathbb{V}\mathbb{D}\)) rae007811(a 0 d ()Tj 0.004 Tc)-o1 0 \(\frac{1}{2}\)50r

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