

UNIT

8

# Civic Responsibility

Tourists walk at dusk around the Martin Luther King, Jr. Memorial in Washington, DC.





### UNIT OUTCOMES

- Interpret civic responsibilities
- Apply for a driver's license and respond to a jury summons
- Communicate opinions about a community problem
- Interpret the electoral process
- Write and give a speech

Look at the photo and answer the questions.

1. What type of place is this?
2. Why do people visit?
3. What do you know about Martin Luther King, Jr.?

# LESSON 1 Solving problems


GOAL ■ Interpret civic responsibilities

A. **IDENTIFY** Why are these things important? Complete the sentences below.

**NOTICE  
for  
JURY DUTY**

You are hereby notified that you have been selected for jury service. You are ordered to appear at the court for the following days: \_\_\_\_\_ . Please read the attached instructions carefully. You must complete the enclosed form and return it to the court within 10 working days. Failure to comply with this summons may incur a fine of up to \$100.

**CALIFORNIA  
DRIVER'S LICENSE**



Catherine Johnson

**Catherine Johnson**  
123 Jersey Lane  
Middletown, CA 04166  
SEX F HAIR Br EYES Br  
HT 5'6" WT 115

**VIOLATION**  
V8764367864

DATE	TIME ISSUED	STATE	REGISTRATION
11/15/18	10:30 AM	CA	12345678
VEHICLE MAKE		CATERHAM	
PLATE NO.		ABC123	
VIOLATION DESCRIPTION			
LOC.	Downtown		
TYPE	SPEEDING		
OFFICER	BADGE NO.	12345	
[Signature]			

**MOTOR VEHICLE REGISTRATION**

M235MM 7643788 MM 88643893

4D	RT	RET	KIJHG	JKL
1	4	6	7	8

Signature \_\_\_\_\_ [Signature]

**YOUR GUIDE TO  
FILING  
YOUR  
TAXES**  
All You Need  
to Know

FORMS  
RULES  
NEW!

jury summons      driver's license      ticket      car registration      taxes

1. A \_\_\_\_\_ permits you to drive a car.
2. \_\_\_\_\_ help pay for government programs.
3. A \_\_\_\_\_ shows that you have paid to register your car with the state.
4. A \_\_\_\_\_ indicates that you have violated a traffic law.
5. A \_\_\_\_\_ notifies you that the court needs you to appear for jury selection.

**B. SUMMARIZE** A group of students from all over the country is attending a workshop about civic responsibility in the United States. Read their conversation and see if you can define *civic responsibility* with your teacher.

**Bitá:** I never realized how difficult it would be to get adjusted to life in the United States. There are so many things to do.

**Consuela:** I know. Getting a driver’s license and registering my car was very complicated.

**Ranjit:** In New York, we have good public transportation, so I don’t have to worry about a car. But I did get a jury summons the other day and I didn’t know what I was supposed to do with it.

**Ricardo:** I got one of those last year and I couldn’t understand it, so I threw it away.

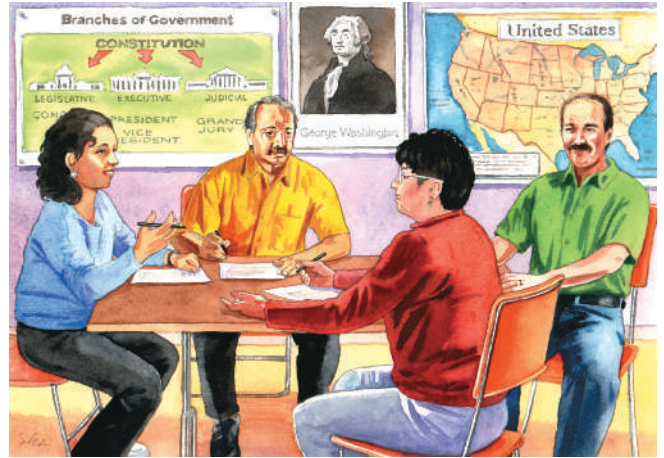
**Minh:** You threw it away? You can’t do that. You have to respond.

**Bitá:** What about tickets? The other day, I got a ticket for jaywalking. I want to fight it, but I don’t know where to go.

**Ranjit:** I think you have to go to court, don’t you?

**Minh:** The most confusing thing I’ve had to do is pay taxes. Can’t they make those forms easier to understand?

**Consuela:** I agree. Last year, we paid someone to do our taxes.



**C. What five situations do the students mention?**

1. *getting a driver’s license* \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**D. REFLECT** Can you think of other situations you have had to deal with in the United States that are related to civic responsibility? Write them on the lines below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



E. Do you have a driver's license? How did you get it? Share your experience with a group of students.



 F. Bita telephones Consuela to ask how to get a driver's license. Listen to the conversation.

G. **DEMONSTRATE UNDERSTANDING** With a partner, ask and answer the questions based on what you learned from the conversation.

1. If I already have my driver's license from another country, do I still have to take the test?
2. How do I prepare for the written test?
3. How many questions are on the test?
4. How many questions do I have to get correct?
5. What if I don't pass it the first time?
6. What do I need to know about the driving test?
7. How do I apply for the license?
8. Do I need to make an appointment to turn in my application?
9. What do I have to do when I turn in my application?
10. How much does it cost?

H. In groups, ask and answer questions about situations related to the civic responsibilities that you listed on page 187.

Student A: Have you ever gotten a ticket before?

Student B: Yes, I got one for rolling through a stop sign.

**GOAL** ■ Apply for a driver's license and respond to a jury summons

**A.** Bitu went to the DMV and got an application for a driver's license. Fill out the application.

DRIVER'S LICENSE APPLICATION			
<b>Name:</b>			
<b>Street/PO Box:</b>			
<b>City:</b>	<b>State:</b>	<b>Zip:</b>	
<b>Date of Birth:</b>	<b>Sex:</b> <input type="checkbox"/> Male <input type="checkbox"/> Female	<b>Height:</b>	<b>Weight:</b>
<b>License Number:</b>	<b>Social Security No:</b>		<b>Restricted Code</b>
<b>Eye Color:</b> <input type="checkbox"/> Blue <input type="checkbox"/> Brown <input type="checkbox"/> Black <input type="checkbox"/> Green <input type="checkbox"/> Gray <input type="checkbox"/> Violet <input type="checkbox"/> Hazel			
<b>Do you have any condition which might affect your ability to operate a motor vehicle, such as:</b>			
<input type="checkbox"/> Seizures or Unconsciousness	<input type="checkbox"/> Hearing or Vision Problem	<input type="checkbox"/> Driving Privileges Suspended	
<input type="checkbox"/> Mental Disability	<input type="checkbox"/> Alcohol or Drug Problem		
***If any of the above are checked, a letter of explanation must accompany this application. Failure to do so may delay your license.			
I certify that the above statements are true. Do you wish to be an organ donor? <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Signature:</b>		<b>Date:</b>	
<b>Please check one of the following:</b> <input type="checkbox"/> Regular Driver's License (Class E) <input type="checkbox"/> Out-of-State Transfer (Must surrender license from other state.) <input type="checkbox"/> Applicant Under Age of 18 *Must Provide School Enrollment Form *License Will Expire on 21st Birthday		<b>DUPLICATE LICENSE FEE: \$5.00</b> <input type="checkbox"/> Duplicate License <input type="checkbox"/> Duplicate Class D License <input type="checkbox"/> Address change: If you move, you must change your address on your driver's license within twenty days. <input type="checkbox"/> Name Change: _____ FORMER NAME _____ *You must attach a copy of your marriage certificate, divorce decree, court order, or birth certificate when changing your name.	
DEPARTMENT USE ONLY			
Your birth certificate must be shown to the examining officer as proof of your age. The applicant named in this application passed the examination conducted.			
At _____ detachment. This _____ day of _____ 20 ____			
Examiner _____		Unit Number _____	
Restrictions _____			

**B. ILLUSTRATE** With a group, make a chart that explains how to get a driver's license step-by-step. Compare your chart with another group's chart.



**C. Bita and Ranjit are chatting about jury duty in the United States. Read their conversation.**

**Bit:** Ranjit, I just got my new driver's license in the mail!

**Ranjit:** Congratulations, Bit! That's wonderful.

**Bit:** What are you looking at?

**Ranjit:** Oh, I just got a jury summons in the mail. Can you tell me what I'm supposed to do with it?

**Bit:** Sure. I've had at least three of them.

**Ranjit:** What are they about anyway?

**Bit:** Well, in the United States, anyone accused of a crime has the right to a fair trial, which means a judge and twelve people on a jury get to listen to the case and make a decision.

**Ranjit:** Oh, I get it. So, can anyone be on a jury?

**Bit:** No, you have to meet certain qualifications.

**Ranjit:** Like what?

**Bit:** First of all, you have to be a U.S. citizen and a resident of the county or city where the trial is taking place. Also, you have to be able to understand and speak enough English to participate in the jury selection and the trial.

**Ranjit:** Well, I think I can speak and understand enough English, but I'm not a citizen yet. Does that disqualify me?

**Bit:** I'm afraid so.

**Ranjit:** Darn. It sounds like fun to participate in a trial. So, what do I do with this form?

**Bit:** There should be a series of *yes/no* questions on it. Answer each of the questions truthfully. Then, explain at the bottom why you are not qualified to participate. Some people who are citizens can be excused for other reasons, like financial hardship, medical conditions, or being older than 65. So, just fill out the form and then send it back in within ten days.

**Ranjit:** That's it?

**Bit:** That's it. Easy, huh?

**D. INFER Discuss the following terms with your teacher. See if you can work out their meanings using the conversation above.**

fair trial

judge

accused of a crime

jury

jury selection

qualifications

**E. Read the jury summons with your teacher.**

<b>JURY SUMMONS</b>		
<b>Please bring this upper portion with you when you report for jury duty.</b>		
<b>JUROR</b>	<p>You are hereby notified that you have been selected for jury service in the State Trial Courts of _____ County. You are ordered to appear at the court for the following days: <i>May 3, 4, 5</i></p> <p>Your Group Number: 75 Your Juror Number: 567</p>	
<b>JUROR QUALIFICATION FORM</b>		
DETACH THIS HALF AND RETURN BY MAIL WITHIN 10 DAYS		
<b>Name:</b> _____		
<b>Address:</b> _____		
<b>City:</b> _____	<b>State:</b> _____	<b>Zip:</b> _____
<b>Home Phone:</b> _____	<b>Date of Birth:</b> _____	
<b>Employer:</b> _____	<b>Occupation:</b> _____	<b>Work Phone:</b> _____
<p><b>Answer each of the following questions under penalty of perjury.</b></p> <p>1. Are you a citizen of the United States? <span style="float: right;"><input type="checkbox"/> yes <input type="checkbox"/> no</span></p> <p>2. Are you currently a resident of _____ County? <span style="float: right;"><input type="checkbox"/> yes <input type="checkbox"/> no</span></p> <p>3. Are you 18 years of age or older? <span style="float: right;"><input type="checkbox"/> yes <input type="checkbox"/> no</span></p> <p>4. Do you read, write, speak, and understand the English language? (If another person filled out this form, please provide their name, address, and the reasons in the space provided below.) <span style="float: right;"><input type="checkbox"/> yes <input type="checkbox"/> no</span></p> <p>5. Have you ever been convicted or plead guilty to theft or any felony offense? <span style="float: right;"><input type="checkbox"/> yes <input type="checkbox"/> no</span></p> <p>6. Do you have a physical or mental disability that would interfere with or prevent you from serving as a juror? <span style="float: right;"><input type="checkbox"/> yes <input type="checkbox"/> no</span></p> <p>7. Are you 65 years of age or older? <span style="float: right;"><input type="checkbox"/> yes <input type="checkbox"/> no</span></p> <p><b>If you answered NO to questions 1, 2, 3, or 4, you are automatically excused from jury duty. Please write your reason below and send in the form.</b></p> <p>Reason I cannot serve on jury duty: _____</p> <p>_____</p> <p>_____</p>		

**F. Fill out this jury summons with your personal information. What should you do with this form when you have filled it out?**

Note: If the information is too personal, just think about the answer and don't write it in your book.



# LESSON **3** Problems in your community

GOAL ■ Communicate opinions about a community problem

**A.** Look at the photos below and identify what these community problems might be.



**B. SOLVE** List the problems below. Discuss some possible solutions for each with a partner. Write one solution for each problem.

Problem	Solution
1.	
2.	
3.	
4.	

**C.** Share your solutions with the class. Vote on the best solution for each problem.

**D. Imagine you are meeting with a government official in your community. Practice the conversation below.**

**Official:** So, what do you think one of the biggest problems in our community is?

**Resident:** I think the biggest problem is the number of homeless people who sleep on the street.

**Official:** Do you have any ideas about how to solve the problem?

**Resident:** Actually, our neighborhood came up with two ideas. One, we would like to spend our tax dollars to build a bigger homeless shelter. And two, we would like to put a community group together to tell the homeless people about the shelter and take them there if necessary.

**Official:** Those are two great ideas. I'll bring them up at our next town hall meeting.

**E. GENERATE and SUGGEST** What are some problems in your community? Work with a group to make a list. Then, come up with two possible solutions for each problem.

Problem	Solution
1.	1. 2.
2.	1. 2.
3.	1. 2.

**F. Work with a partner to practice the conversation in Exercise D again. This time, substitute the information you wrote in Exercise E for the underlined information.**



**G. BRAINSTORM** Prepare to write a formal business e-mail about a problem in your community. Choose one of the problems that you have discussed with your group or a different problem in your community. Before writing the e-mail, fill in the information below.

Date: \_\_\_\_\_

Your name and address: \_\_\_\_\_  
\_\_\_\_\_

Official's name and address: (Research this information.) \_\_\_\_\_  
\_\_\_\_\_

State the problem: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Facts or anecdotes about the problem: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggested solutions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Closing: \_\_\_\_\_

**H.** Now, write an e-mail to a local official about the community problem and your solution. Format it like a business e-mail.

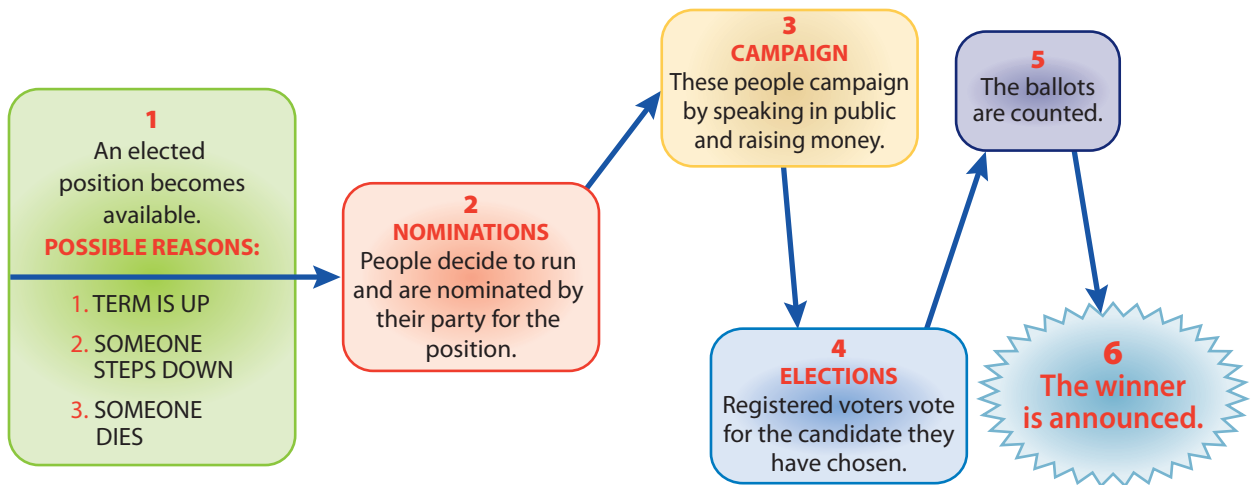
# LESSON 4 Elections

GOAL ■ Interpret the electoral process

**A. The students are chatting about local elections. Read their conversation. Do you agree with them? Why is it important to understand the electoral process?**

- Ranjit:** Elections for a new mayor are coming up here in New York. Have any of you participated in an election before?
- Bitá:** I haven't. I just became a U.S. citizen last year, so I will finally get to vote in this election.
- Ricardo:** So, if we're not citizens, we don't need to pay attention to the elections, do we?
- Bitá:** Oh, I disagree. Even when I wasn't a citizen, I participated in local town meetings and city council meetings.
- Consuela:** Why?
- Bitá:** Because I live in this community just like everyone else, and I want my voice to be heard.
- Ranjit:** I agree with you, Bitá. I think it's important that we voice our opinions on local issues in our community. I've been listening to the candidates' speeches to see whom I would vote for. But I don't really understand how the election process works.
- Bitá:** Let's look at the chart our teacher gave us.

**B. Read the flowchart and discuss it with your classmates and teacher.**



**C. CLARIFY** Work with a partner. One of you should explain the words in the box below. The other partner should then explain the electoral process using these words. Switch roles when you have finished.

elected	position	to step down	term
party	ballots	to announce	



**D. DEMONSTRATE UNDERSTANDING** Circle the best answer to each question about the electoral process.

1. When does an elected position become available?

- a. when someone's term is up
- b. when someone steps down
- c. when someone dies
- d. all of the above

2. Who nominates people to run for office?

- a. their friends and family
- b. their political party
- c. their teachers
- d. the previous elected official

3. What does it mean to campaign?

- a. vote
- b. make posters
- c. speak in public and raise money
- d. count the ballots

4. When is the winner announced?

- a. before the elections
- b. after the nominations
- c. after someone dies
- d. when all the ballots have been counted

**E. Are you eligible to vote in an election? Read the list of requirements and check (✓) the ones that apply to you.**

**Requirements**

U.S. citizen

I am a U.S. citizen.

Resident of the state you live in

I am a resident.

A person who is 18 years or older

I am 18 years or older.

A person who is not in jail or on parole

I am not in jail or on parole.

- F.** If you checked all of the boxes in Exercise E, you are eligible to vote! What’s the next step? You need to fill out a voter registration card. You can register to vote at these locations: a post office, a public library, the Department of Motor Vehicles (DMV), and other government offices.
- G.** Fill out the voter registration card.

## Official Voter Registration Card

1. NAME \_\_\_\_\_

2. RESIDENCE \_\_\_\_\_

3. MAILING ADDRESS (if different from residence) \_\_\_\_\_

4. TELEPHONE NUMBER ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

5. DATE OF BIRTH \_\_\_\_ / \_\_\_\_ / \_\_\_\_

6. BIRTHPLACE \_\_\_\_\_

7. OCCUPATION \_\_\_\_\_

8. PRIOR REGISTRATION \_\_\_\_\_

9. POLITICAL PARTY (CHECK ONE)

American Independent Party    
  Democratic Party    
  Libertarian Party  
 Peace And Freedom Party    
  Republican Party    
  Decline To State  
 Other (Specify) \_\_\_\_\_

**READ THIS STATEMENT BEFORE SIGNING:**

I am a citizen of the United States and will be at least 18 years of age at the time of the next election. I am not imprisoned or on parole for the conviction of a felony. I certify under penalty of perjury under the laws of the state of California that the information on this affidavit is true and correct.

\_\_\_\_\_

Signature
Date

- H. SUMMARIZE** Write a paragraph about the electoral process. Use some of these sequencing transitions in your paragraph.

After that,	In conclusion,	First of all,	At the next stage,
In summary,	Secondly,	Next,	Finally,
Thirdly,			

# LESSON 5 What's your platform?

GOAL Write and give a speech



**A.** Listen to the speeches from three people running for mayor of your city. For the first speech, put a checkmark (✓) next to everything the candidate promises to do for you. For the second two speeches, write down what they promise to do for you. You will hear each speech two times.

**Antonio Juliana promises to:**

- clean up the streets
- lower tuition fees
- improve public transportation
- decrease gang violence
- get kids off the streets
- help the homeless people
- increase environmental awareness



Antonio Juliana

**Gary Hurt promises to:**

1. clean up the beaches
2. \_\_\_\_\_
3. \_\_\_\_\_



Gary Hurt

**Kwan Tan promises to:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



Kwan Tan

**B. EVALUATE** Who would you vote for if you were interested in ...

- the environment? \_\_\_\_\_
- education? \_\_\_\_\_
- safe streets? \_\_\_\_\_



**C. Read Kwan Tan’s speech.**

Good evening and thank you for coming tonight! This community has given me so many opportunities and, in running for mayor, I hope to give something back to the city that welcomed me as an immigrant, educated me through my teen years, and supported me as I opened my first business.

First on my agenda is education. I will make sure your tax dollars are used to build more schools so our children won’t have to sit in overcrowded classrooms. I’ll lower the tuition at our community colleges so all of us will have a chance to continue and improve our education. I’ll implement standards to ensure that schools are teaching our kids what they need to know. I’ll start a parent-involvement program that encourages parents to participate actively in their kids’ schools. Our children are the future of our community and we should invest time and money in their success.

Vote for me on Election Day and you’ll have schools and a community to be proud of!

## Kwan Tan for Mayor



### Kwan Tan is:

- ◆ A local business owner
- ◆ A member of this community for over 25 years
- ◆ A parent of two school-age children

### A vote for Kwan will ensure for our community:

- ◆ More primary and secondary schools
- ◆ Improved standards of education
- ◆ More parent involvement in schools
- ◆ Lower community college tuition

**Vote for Kwan Tan**

**D. DEBATE** What changes would Kwan like to make? Do you think these are good ideas? Discuss your opinions with a partner.

**E. Study the chart with your teacher.**

Passive Modals				
Example sentence	Passive subject	Modal	Be	Past participle
More schools <i>should be</i> built.	schools	should	be	built
Taxes <i>need to be</i> increased.	taxes	need to	be	increased
Children <i>must be</i> protected.	children	must	be	protected
Parents <i>have to be</i> involved.	parents	have to	be	involved

**F. Write sentences to describe the issues Kwan Tan wants to change.**

1. Kwan Tan wants to build more schools.

She thinks that more schools should be built.

2. Kwan Tan wants to lower tuition fees at community colleges.

She says that \_\_\_\_\_.

3. Kwan Tan wants to implement standards in schools.

She thinks that \_\_\_\_\_.

4. Kwan Tan wants to encourage parents to participate in their kids' schools.

She believes that \_\_\_\_\_.

5. Kwan Tan wants to invest time and money in children.

She emphasizes that \_\_\_\_\_.

**G. IDENTIFY Think of three problems that you would like to solve in your community. Write sentences about them using passive modals.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**H. Kwan Tan's election speech has three parts. Look for each part in her speech.**

**Introduction:** She introduces herself and explains why she is running for office.

**Body:** She tells her audience what she plans to do if she is elected.

**Conclusion:** She reminds her audience to vote and tells them once again what changes she will make to the community.

**I. DRAFT A SPEECH Imagine that you are running for mayor of your community. How would you introduce yourself? What problems would you like to solve? Write a speech that you would give if you were running for mayor. Practice it a few times alone and then give your speech to the class.**



# This place looks like a garbage dump

## Before You Watch

A. Look at the picture. Complete each sentence.

1. Mateo, Naomi, and Hector are at the bus \_\_\_\_\_.
2. It has a lot of trash and \_\_\_\_\_.
3. You can tell the city \_\_\_\_\_ about problems in your community.



## While You Watch

B. Watch the video. Complete the dialog.

- Hector:** This place looks like a (1) garbage dump.
- Naomi:** What a (2) \_\_\_\_\_. It used to be nice and clean.
- Mateo:** Well, it's definitely *not* nice and clean (3) \_\_\_\_\_.
- Naomi:** How did it (4) \_\_\_\_\_ so bad?
- Hector:** It all changed after the local (5) \_\_\_\_\_. Remember?
- Mateo:** That's right. After this election, I noticed that this neighborhood started to get really (6) \_\_\_\_\_. And they stopped picking up the garbage like they used to.

## Check Your Understanding

C. Read the statements. Write T for *True* or F for *False*.

1. The bus stop started looking bad just before the local elections. F
2. Hector thinks that planting trees will improve the situation. \_\_\_\_\_
3. The city has been cleaning up the graffiti at the bus stop. \_\_\_\_\_
4. Naomi got 100 people to sign her letter to the city council. \_\_\_\_\_
5. Naomi, Hector, and Mateo got everything they wanted from the city. \_\_\_\_\_



**A. Without looking back in the unit, try to recall what you learned about each of these topics. Write notes.**

Topic	I learned ...
a jury summons	
a driver's license	
the electoral process	
voting	
giving a speech	

**B. Are the statements below true or false?**

	True	False
1. You have to be 18 to apply for a driver's license.	<input type="checkbox"/>	<input type="checkbox"/>
2. You must respond to a jury summons.	<input type="checkbox"/>	<input type="checkbox"/>
3. You have to be a U.S. citizen to serve on a jury.	<input type="checkbox"/>	<input type="checkbox"/>
4. You don't have to speak English to serve on a jury trial.	<input type="checkbox"/>	<input type="checkbox"/>
5. People who want to run for office must be nominated.	<input type="checkbox"/>	<input type="checkbox"/>
6. Anyone who lives in the United States can vote.	<input type="checkbox"/>	<input type="checkbox"/>
7. You can register to vote at the DMV.	<input type="checkbox"/>	<input type="checkbox"/>
8. Only U.S. citizens can get involved in the community.	<input type="checkbox"/>	<input type="checkbox"/>

**C. What are three problems in your community that you would like to solve? How would you solve them? Work with a small group to fill in the chart.**

Problem	Solution
1.	
2.	
3.	

**D. There are six steps in the electoral process. Number them in the correct order.**

- \_\_\_\_\_ Ballots are counted.
- \_\_\_\_\_ Elections are held.
- \_\_\_\_\_ Candidates campaign.
- \_\_\_\_\_ Candidates are nominated.
- \_\_\_\_\_ The winner is announced.
- \_\_\_\_\_ A position becomes available.

**E. What are the four requirements to be eligible to vote? List them below.**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**F. What are three places where you can register to vote? List them below.**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**G. Rewrite each sentence using a passive modal.**

- 1. We must protect the environment.  
\_\_\_\_\_
- 2. They should reduce our taxes.  
\_\_\_\_\_
- 3. They need to invest money in our education system.  
\_\_\_\_\_
- 4. They need to build more public transportation.  
\_\_\_\_\_
- 5. We should protect our children from gang violence.  
\_\_\_\_\_

Learner Log

I can interpret and explain the electoral process.

Yes  Maybe  No

I can write and give a speech.

Yes  Maybe  No

**H. Imagine that you are running for mayor. What are your solutions for the following problems?**

1. Problem: gang violence

Solution: \_\_\_\_\_  
\_\_\_\_\_

2. Problem: traffic

Solution: \_\_\_\_\_  
\_\_\_\_\_

3. Problem: residents not using public transportation

Solution: \_\_\_\_\_  
\_\_\_\_\_

4. Problem: homeless children

Solution: \_\_\_\_\_  
\_\_\_\_\_

**I. Go back through your book and make a list of all the vocabulary strategies you learned. Check (✓) the strategies that are the most useful to you.**

<i>Vocabulary Strategies I Have Learned</i>	



With a team, you will prepare a candidate for an election. As a class, you will conduct an election.

1. **COLLABORATE** Form a campaign committee with four or five students. Choose positions for each member of your team.

Position	Job description	Student name
Student 1: <b>Campaign Director</b>	Check that everyone speaks English and participates.	
Student 2: <b>Speech Writer</b>	Write candidate's speech.	
Student 3: <b>Candidate</b>	Give speech to class.	
Students 4/5: <b>Spokespeople</b>	Announce nomination. Introduce candidate. Create ballot.	

2. With your group, decide who will be running for school president. Announce the nomination to the class.
3. As a class, create a ballot with all the nominees' names on it. Make a ballot box for students to put their ballots in after they vote.
4. With your group, decide what issues are most important and write a campaign speech.
5. Candidates give speeches to the class.
6. Students all vote.
7. The teacher counts the ballots and announces the winner.





# Social Change and Storytelling



“Mainstream media has grown stagnant; today’s youth are thirsty for new, meaningful ideas.”  
—Josh Thome

**A. Read about some of the episodes in the 4REAL TV Series, Season 1. What do you think the purpose of this TV series is?**

1. Mos Def rolls into Rio’s infamous City Of God, where Brazil’s #1 rap artist, MV Bill, shows how his program empowers favela youth through the art of hip hop.
2. UK rapper/artist M.I.A. learns about the work of child rights leader Kimmie Weeks. They visit with Liberian President Ellen Johnson Sirleaf, fix a playground, and throw a block party in Monrovia.
3. Hip hop star K’naan travels to Kenya’s Kibera, the largest slum in East Africa. There, he connects with local hero, Salim Mohamed, who runs a medical clinic and a soccer program for over 4,000 kids.
4. In the hills of Haiti, Flea of Red Hot Chili Peppers and 4REAL host Sol Guy meet rural health aide Camseuze Moise, who provides medical care and health education to thousands of people.

**B. IDENTIFY** What are the social problems listed in the episodes above? Write a list in your notebook.

**EXAMPLE:** *young people getting into trouble*

**C. Read about the work that Sol Guy and Josh Thome do.**

Sol Guy and Josh Thome are storytellers, and they have important stories to tell. There is a group in South Africa who wrote a hit song and lowered the AIDS rate in their region. Someone left a baby in a box and that baby grew up to run a medical clinic in a slum in East Africa. There is a boy who was trained as a child soldier and survived civil war in Liberia and now builds orphanages and playgrounds for youth in his country. These are just three of the stories they have to tell.

Sol and Josh were childhood friends who went to school together in the Kootenay mountains of British Columbia. Their parents taught them how important it is to be socially responsible. They went their separate ways after high school, but reconnected after living two separate lives filled with experiences that deeply affected them. These experiences led them to eventually create 4REAL, a TV series that would tell the stories of social and economic progress around the world.

What makes their series unique is that they get TV, film, and music stars to be part of the documentary, traveling all over the world to help them tell the stories. Each episode goes on an adventure to a different part of the world and highlights a young leader who is doing extraordinary things. To show their appreciation, Sol and Josh donate 50% of the profits from the TV series back to the young leaders to continue the great work they are doing.

Sol and Josh want to show young people how they can positively affect change by being proactive in the world. "Youth have always been a key force in creating change. This generation has so much potential—we want to help them see that it's actually cool to care."

**D. SUPPOSE** Imagine you are going to create an episode for 4REAL. Think of a social problem in your community and someone who is doing something about it. Who would you highlight?

Person: \_\_\_\_\_

Social problem: \_\_\_\_\_

What this person is doing about it: \_\_\_\_\_

\_\_\_\_\_

**E. Reread the last quote in the reading. What are some ways you could show the youth in your community that it is "cool to care"? Make a list with a group.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_