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ESL/Foreign Languages
American Values – History of Proliferation of Cars in America

Overview:

This lesson will be a blended lesson in Angel for an advanced level reading class for EAP students. It is designed as a follow-up to a reading passage “The Open Road”, which gives a history of the proliferation of cars in America and how automobile marketing relies on American values (the theme of the unit). The overall goal is to raise awareness of sustainability and to engage students in extended reading for comprehension.

Objectives:

- 1) Given Internet links, students will show comprehension of the problem of traffic by viewing photographs and descriptions of the Top 10 traffic cities in the United States and the worst traffic jams in the world, posting and responding to classmates’ reactions on a discussion board and constructing a graph on one aspect assigned as a group task .
- 2) Given an Internet link to a 2009 government report, students will show application of information literacy by scanning the report to find graphic information on the causes of traffic congestion.
- 3) Given an Internet link to a large reference site, students will show knowledge of the concept of environmental sustainability by collaboratively searching and citing one source and restating the definition of “sustainability” according to the formula learned in the text for writing extended definitions (X=Y that Z).
- 4) Given an opportunity to choose one of the identified causes of traffic congestion, each student will show comprehension by reading one article on how the identified aspect of traffic congestion affects sustainability of the planet both now and in the future.
- 5) Given an assignment with a final due date, each team will show synthesis by uploading a 8-slide Power point summary of its findings and recommendations.
- 6) Given a rubric and an opportunity to review, students will show evaluation by reviewing and voting on other teams’ presentations according to stated criteria.

- 7) Given a structured assignment, each student will show evaluation by assessing what has been learned and reflecting on behavioral changes he/she may wish to make as a result of this experience.

Lesson Plan:

Step 1: Awareness

- a) View the 2010 Worst Traffic Cities..
<http://www.latimes.com/sns-worst-traffic-cities-pictures,0,648793.photogallery>
- b) View the World's Worst Traffic Jams http://www.oddee.com/item_97173.aspx
- c) Comment and respond to Discussion Board posts.
- d) In teams, prepare graph as first PowerPoint slide on assigned aspect.
- e) Scan the government report, copy the graphic on causes of traffic congestion as slide #2 and cite appropriately. <http://www.cbo.gov/doc.cfm?index=9750>
- f) Write a definition of "environmental sustainability" and cite source correctly. www.onelook.com (or www.Google.com) as slide #3.

Step 2: Research and Critical Thinking

- a) Be the first team to select one of the causes to research.
- b) Brainstorm ideas with team members about effects of this aspect of traffic, ways to measure its impact, and questions to be answered from reading.
- c) Locate and read one article per student regarding this aspect of traffic (and/or possible solutions or improvements).
- d) Work with team members to summarize the most important information from the four articles and how it affects/will affect sustainability as Slides 4-6
- e) Prepare a Bibliography or List of Citations or Sources as Slide 7.

Step 3: Assessment and Reflection

- a) Post completed Power point presentation by assigned due date.
- b) Review and vote for other teams' presentations using assigned rubric.
- c) Complete self-assessment and reflection.