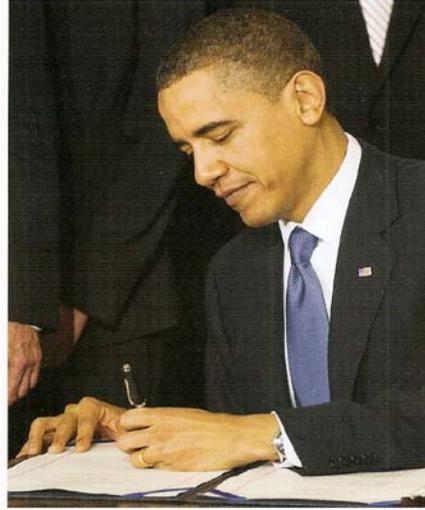
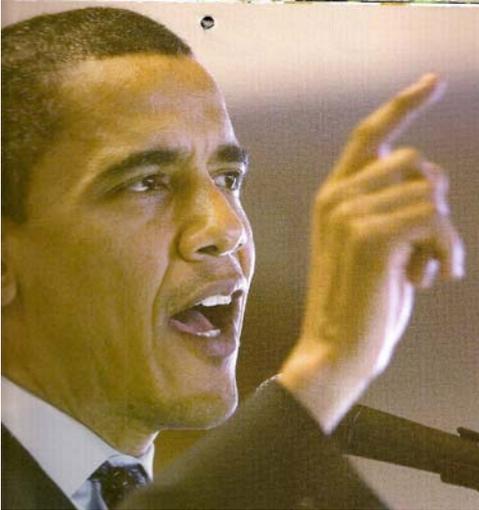
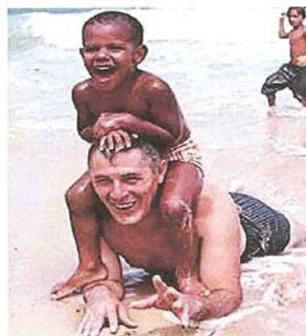




*Write like Obama,  
Speak like Obama*



Practice and enrich ELA skills through models of  
American *ART*, *Culture* and *History*.



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Port Chester, N.Y. 10573  
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UNIT IX



This curriculum unit is a result of two years of extensive reading, listening to and teaching the words of president Barack Obama. For the first time in our history we have a new president's autobiography available for all to read and enjoy:

**Dreams from My Father.** It is the heart of this curriculum, one I continue to work on daily. The selections I have chosen are suitable for students of all ages. The activities I have designed are based on my teaching technique (***Model, Practice, Enrich***) and a multi-layered, interdisciplinary approach involving language arts, cultural history and the arts. Obama uses a similar multi-layered style in his autobiography which in itself is a chronicle of mid-20<sup>th</sup> century America.

This unit also provides activities in the following ELA disciplines:

1. Guided Reading:
  - a. Students listen to teacher read.
  - b. Students listen to teacher read and follow the text.
  - c. Students read assigned paragraphs (sections) aloud.
  - d. Students answer comprehension questions at each level.
2. Vocabulary Development:
  - a. Students identify and define unfamiliar words.
  - b. Students identify each word's part of speech and how that drives usage.
3. Journal Writing:
  - a. Students write about Obama's experiences comparing them to their own.
  - b. Teacher corrects student writings.
  - c. Students do re-writes including teacher corrections.
  - d. Students read their writings aloud in class.
4. Speech Making:
  - a. Students listen to teacher read sections from Obama's/King's speeches
  - b. Teacher and students define unfamiliar words.
  - c. Students practice reading speeches with standard pronunciation.
  - d. Students read their speeches with dramatic emphasis.
  - e. Students read their speeches in front of an audience.
5. Improvisations:
  - a. Students read Obama's stories and create scenes through improvisation, acting out the different characters.
  - b. Students look at pictures from Obama's life, choose a character to act, create dialogue and act out scenes through improvisation.

### BARACK OBAMA'S PARENTS

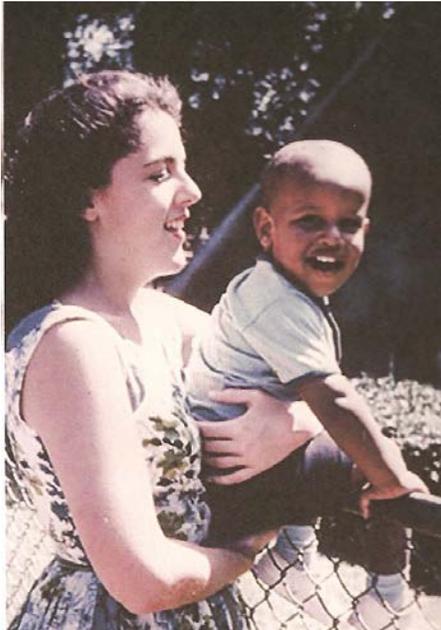
**MODEL: WRITE.** Literal or Interpretive  
Look at the picture of Barack Obama with his father. This picture was taken when his father visited him for a month when he was nine years old. Write down what you see in the picture, just what you see. This is a literal description.

I see \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now write down what you think is happening in the picture. This is an interpretation of what you see. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**PRACTICE: WRITE.** Literal/Interpretive. Look at the picture of Barack Obama with his mother. It was taken when he was two years old. Her name was Stanley Dunham. People called her Ann or Anna. Write down what you see in the picture.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now write down what you think is happening in the picture.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### ENRICH: READ. SPEAK. LISTEN.

Choose one of the writings you completed about Obama's father or mother. Read it aloud to your classmates. Listen to their writings. Discuss the similarities and the differences in interpretations.

**BARACK OBAMA as a child**  
**MODEL: SPEAK. LISTEN.**  
**WRITE.**

Look at each picture of Barack Obama as a child.  
Brainstorm words that **describe** each picture:  
**adjectives, nouns and verbs.** List on board.

**PRACTICE: WRITE. READ.** Look at each picture  
again. Write down words that  
**interpret** what you see.  
Picture at right:



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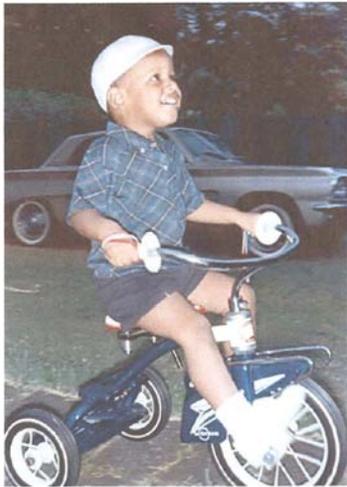
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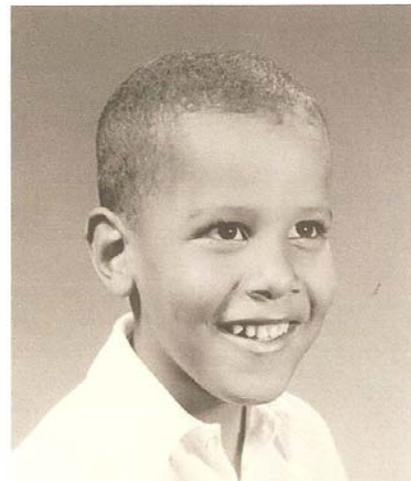


Picture above:

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Picture above:

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**PRACTICE: READ. WRITE. SPEAK. LISTEN.** Read the words you used to  
**interpret** the childhood pictures of Obama. Circle the ones that are used more than  
once. List those words according to their part of speech below.

*Adjectives*

*Nouns*

*Verbs*

**BARACK OBAMA as a child.**

**HAIKU POETRY**

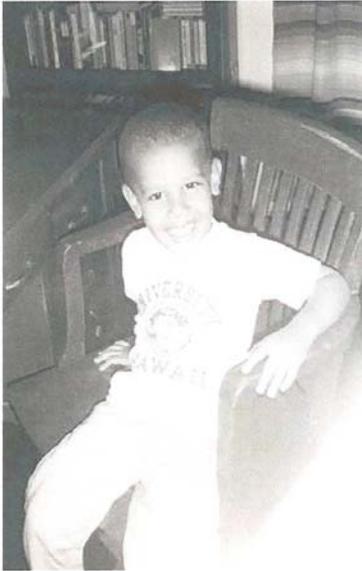
**ENRICH: READ. WRITE. SPEAK. LISTEN** Use the words from the previous exercises and write haiku poems for each

childhood picture of Barack Obama. The first line is already written for you.

All Haiku poems follow this formula Line one: 5 syllables... *In every picture*

Line two: 7 syllables... *a smiling, happy, sweet child,*

Line three: 5 syllables... *Barack Obama.*



Seated in a chair

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On a lifeguard's stand

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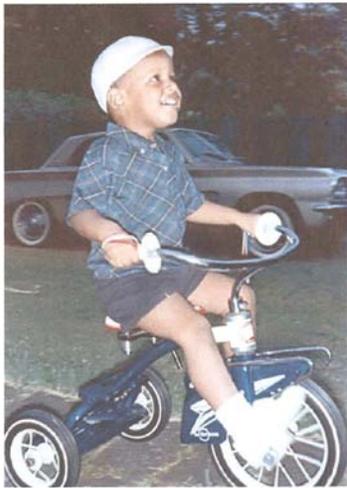
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**READ YOUR FAVORITE HAIKU TO YOUR CLASSMATES.**

**LISTEN TO THEM READ THEIRS.**



On his tricycle

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His first school picture

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## *Dreams from my Father*

### **MODEL: READ. LISTEN. SPEAK.**

Listen to the instructor read the following selection.

On the second reading follow the text. For the third reading, everyone read a part of the text.

### **“Barack is such a beautiful name.”**

We sat at a table with four other children and Miss Hefty, an energetic middle-aged woman with short gray hair, took attendance. When she read my full name Barack Obama, I heard **titters break out** across the room. Frederick leaned over to me. “I thought your name was Barry”

“Would you prefer if we called you Barry?” Miss Hefty asked. “Barack is such a beautiful name. Your grandfather tells me your father is Kenyan. I used to live in Kenya, you know. Teaching children just your age. It’s such a magnificent country. Do you know what tribe your father is from?”

Her question brought on more **giggles** and I remained **speechless** for a moment. When I finally said, “Luo”, a sandy-haired boy behind me repeated the word in a loud hoot, like the sound of a monkey. The children could no longer **contain** themselves, and it took a **stern reprimand** from Miss Hefty before the class would **settle down** and we could **mercifully** move on to the next person on the list. I spent the rest of the day in a **daze**.

A **redheaded** girl asked to touch my hair and seemed hurt when I refused. A **ruddy-faced boy** asked me if my father ate people. ...When I got home Gramps was in the middle of preparing dinner.

“So how was it? Isn’t it terrific that Miss Hefty used to live in Kenya. Makes the first day a little easier, **I’ll bet.**”

I went into my room and closed the door.

**PRACTICE: READ. WRITE.** Define each word. List part of speech as used in story.

- |                       |                      |
|-----------------------|----------------------|
| 1. titters _____      | Part of speech _____ |
| 2. break out _____    | Part of speech _____ |
| 3. giggles _____      | Part of speech _____ |
| 4. speechless _____   | Part of speech _____ |
| 5. contain _____      | Part of speech _____ |
| 6. stern _____        | Part of speech _____ |
| 7. reprimand _____    | Part of speech _____ |
| 8. settle down _____  | Part of speech _____ |
| 9. mercifully _____   | Part of speech _____ |
| 10. redheaded _____   | Part of speech _____ |
| 11. ruddy-faced _____ | Part of speech _____ |
| 12. I'll bet _____    | Part of speech _____ |

List 2 two word verbs \_\_\_\_\_

Are these verbs antonyms? \_\_\_\_\_ Why? Why not? \_\_\_\_\_

List 2 verbs that are synonyms \_\_\_\_\_

**PRACTICE: READ. WRITE. SPEAK. LISTEN:** Write 5 questions about this story. Use the five question words: Who? When? Where? What? Why?

Ask a classmate one of the questions. Listen to the answer.

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

**ENRICH: READ. WRITE. SPEAK. LISTEN.                      DRAW A COMIC STRIP**

Create a comic strip or a story board of this story. Plan out each picture of the panel so that it shows the most important moments.

**IMPROVISATION:** Choose students to be the different characters from the story. Act out the story using improvisation (dialogue/action that is not planned ahead of time) to dramatize the same story Obama has told in narrative form.

**Improvise/ Write a scene for a “movie” based on the story.**

**MODEL: LISTEN:** Listen to the instructor/artist read “*Barack is such a Beautiful Name*” with dramatic emphasis. Define unfamiliar words.

**PRACTICE: READ. WRITE**

**Characterization**

1. Define: **characterization, setting, scenario, improvisation.**
2. List all the characters who are in the story on the board.
3. (a) Write 1, 2 adjectives to describe each character.  
These are “character words” that will help create the character.  
(b) Write a verb for each character = what he/she wants.  
These verbs show the character’s intention in the scene.
4. Practice using different voices for each character.
5. Choose a character and analyze: My character is \_\_\_\_\_(adjective) and he/she is \_\_\_\_\_(another adjective). His intention in this scene is to \_\_\_\_\_(verb)

**PRACTICE: READ. WRITE.**

**Setting & Scenario**

1. What is the setting for this story?  
Time: \_\_\_\_\_ Place: \_\_\_\_\_
2. How is the setting the same/ different from our class?  
*Look at the picture of Obama’s 4<sup>th</sup>/5<sup>th</sup> grade class that illustrates ‘Coretta’ story.*
3. Define word: scenario? \_\_\_\_\_
4. Work with a partner and write a movie scenario for this story.

**ENRICH: SPEAK. LISTEN.**

**Improvisation-Performance**

1. Instructor/artist explains what a movie director does, uses commands: “quiet on the set”, “action”, “cut”. Controls the scene.  
Students respond to director’s directions...
2. Students use their character words, intentions to act their parts.
3. Students take turns being director, camera person and actors.
4. Students evaluate each scene improvised:
  - (a) Did every actor pick up his/her cues?
  - (b) Was every actor able to be heard?
  - (c) Did each character show his/her intention?
  - (d) Did director have control of the scene?
5. Scene is improvised until everyone is satisfied with the improvised performance.

**MODEL: READ.** Follow guided reading procedures and read this story several times.

### *My Name by Sandra Cisneros*

In English my name means hope. In Spanish it means too many letters. It means **sadness**, it means waiting. It is like the number nine. It is the Mexican records my father plays on Sunday morning when he is shaving, songs like **sobbing**.

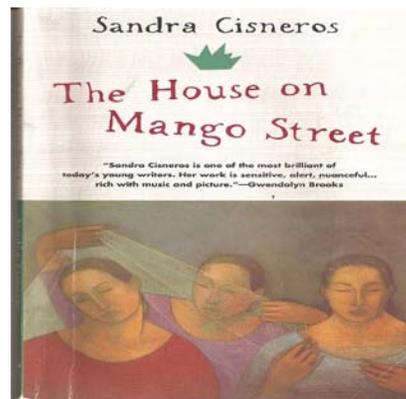
It was my great-grandmother's name and now it is mine. She was a horse woman too, born, like me in the Chinese year of the horse – which is supposed to be bad luck if you're born female. But I think this is a Chinese lie because the Chinese, like the Mexicans, don't like their women strong.

My great-grandmother. I would've liked to have known her, a wild horse of a woman, so wild she wouldn't marry. Until my great-grandfather **threw** a **sack** over her head and carried her off. Just like that, as if she were a fancy **chandelier**. That's the way he did it.

And the story goes, she never **forgave** him. She looked out the window her whole life, the way so many women sit their **sadness** on an **elbow**. I wonder if she made the best with what she got or was she sorry because she couldn't be all the things she wanted to be. Esperanza. I have **inherited** her name, but I don't want to **inherit** her place by the window.

At school they say my name funny as if the **syllables** were made out of **tin** and hurt the roof of your mouth. But in Spanish my name is made out of softer something, like silver, not quite as thick as my sister's name – Magdalena – which is uglier than mine. Magdalena who can at least come home and be Nenny. But I am always Esperanza.

I would like to **baptize** myself under a new name, a name more like the real me, the one nobody sees...Lisandra or Maritza or Zeze the X. Yes. Something like Zeze the X will do.





*My Name by Sandra Cisneros*

**PRACTICE: READ. WRITE.** Define each word. List part of speech as used in story.

- 1. sobbing \_\_\_\_\_ part of speech \_\_\_\_\_
- 2. sadness \_\_\_\_\_ part of speech \_\_\_\_\_
- 3. sack \_\_\_\_\_ part of speech \_\_\_\_\_
- 4. chandelier \_\_\_\_\_ part of speech \_\_\_\_\_
- 5. forgave \_\_\_\_\_ part of speech \_\_\_\_\_
- 6. inherited \_\_\_\_\_ part of speech \_\_\_\_\_
- 7. threw \_\_\_\_\_ part of speech \_\_\_\_\_
- 8. elbow \_\_\_\_\_ part of speech \_\_\_\_\_
- 9. syllables \_\_\_\_\_ part of speech \_\_\_\_\_
- 10. tin \_\_\_\_\_ part of speech \_\_\_\_\_
- 11. baptize \_\_\_\_\_ part of speech \_\_\_\_\_

List 2 irregular verbs in the past tense \_\_\_\_\_

List the present form of the two verbs \_\_\_\_\_

List 2 regular verbs \_\_\_\_\_ Which one is in the past? \_\_\_\_\_

**PRACTICE: READ. WRITE. SPEAK. LISTEN:** Write 5 questions about this story. Use the five question words: Who? When? Where? What? Why?

Ask a classmate one of the questions. Listen to the answer.

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

**ENRICH: SPEAK. LISTEN**

**DISCUSSION**

Speak about your name: What do you like about it? What don't you like about it? What name would you like if you could change your name? Why?

**DRAW AN ARTISTIC VERSION OF YOUR NAME... *ESPERANZA***

## *Dreams from My Father*



**MODEL: READ.** Follow guided reading procedures and read this story several times.



### *Coretta by Barack Obama*

There was one other child in my class, though, who reminded me of a different sort of pain. Her name was Coretta and before my arrival she had been the only black person in our grade. She was **plump** and dark and didn't seem to have many friends. From the first day, we **avoided** each other but watched from a distance, as if direct contact would only remind us more of our isolation.

Finally, during recess one hot, **cloudless** day, we found ourselves occupying the same corner of the playground. I don't remember what we said to each other, but I remember that suddenly she was chasing me around the **jungle gyms** and **swings**. She was laughing brightly and I teased her and **dodged** this way and that, until she finally caught up with me and we fell to the ground **breathless**. When I looked up, I saw a group of children, **faceless** before the **glare** of the sun, pointing down at us.

“Coretta has a boyfriend! Coretta has a boyfriend!”

The **chants** grew louder as a few more kids circled us.

“She's not my g-girlfriend,” I **stammered**. I looked to Coretta for some assistance, but she just stood there looking down at the ground.

“Coretta's got a boyfriend! Why don't you kiss her, mister boyfriend?”

“I'm not her boyfriend!” I shouted. I ran up to Coretta and gave her a slight **shove**; she **staggered** back and looked up at me, but still said nothing. “Leave me alone,” I shouted again. And suddenly Coretta was running, faster and faster,

until she disappeared from sight. Appreciative laughs rose around me. Then the bell rang and teachers appeared to round us back into class.

For the rest of the afternoon, I was **haunted** by the look on Coretta's face just before she had started to run: her disappointment and the **accusation**. I wanted to explain to her somehow that it had been nothing personal; I'd just never had a girlfriend before and saw no particular need to have one now. But I didn't even know if that was true. I knew only that it was too late for explanations, that somehow I'd been tested and **found wanting**; and whenever I **snuck a glance** at Coretta's desk, I would see her with her head bent over her work, appearing as if nothing had happened, pulled into herself and asking no favors.

**PRACTICE: READ.WRITE.** Define each word. List part of speech as used in story.

1. plump \_\_\_\_\_ part of speech \_\_\_\_\_
2. avoided \_\_\_\_\_ part of speech \_\_\_\_\_
3. keenly \_\_\_\_\_ part of speech \_\_\_\_\_
4. jungle gyms \_\_\_\_\_ part of speech \_\_\_\_\_
5. swings \_\_\_\_\_ part of speech \_\_\_\_\_
6. dodged \_\_\_\_\_ part of speech \_\_\_\_\_
7. cloudless, breathless, faceless \_\_\_\_\_ part of speech \_\_\_\_\_
8. glare \_\_\_\_\_ part of speech \_\_\_\_\_
9. stammered \_\_\_\_\_ part of speech \_\_\_\_\_
10. shove \_\_\_\_\_ part of speech \_\_\_\_\_
11. staggered \_\_\_\_\_ part of speech \_\_\_\_\_
12. haunted \_\_\_\_\_ part of speech \_\_\_\_\_
13. snuck \_\_\_\_\_ part of speech \_\_\_\_\_

Write the present tense of "snuck"? \_\_\_\_\_

14. chants \_\_\_\_\_ part of speech \_\_\_\_\_
15. accusation \_\_\_\_\_ part of speech \_\_\_\_\_
16. glance \_\_\_\_\_ part of speech \_\_\_\_\_
17. found wanting \_\_\_\_\_ part of speech \_\_\_\_\_

List 5 of the regular verbs in the past tense

\_\_\_\_\_

What do the 3 adjectives in #7 have in common?

Use all 3 adjectives in one sentence: \_\_\_\_\_





**MODEL: READ. LISTEN.**

Follow guided reading procedures and read this story

**Corroded Margaret**

**by Lou Del Bianco**



Once there was a girl I knew named Margaret. Now Margaret wasn't cool like the other kids. I mean, she didn't play sports or wear lip gloss. She even did her homework on Friday nights. Margaret was very quiet and shy so to all of "the boys" that made her

"corroded!" So "the boys" didn't call her Margaret, they called her "Corroded Margaret. Do you know what those same boys called me? Doufus! Ha, ha, ha, Doufus!

I was tall and skinny. I couldn't hit the baseball. I was always walking into things and I cried every time someone looked at me funny. I guess you could say Margaret and I had a lot in common. But I hung around with "the boys" just so they wouldn't call me names.

One day, I was all alone minding my own business when as usual, I walked into something. It was Margaret. There she was, wearing an un-cool dress and very un-cool plastic frame glasses. "Why do you hang around with them?" she asked in her squeaky little voice.

"Cause they're cool! Uh, 'cause they're nice? Alright, so they won't call me Doufus." That's when Margaret laughed. I mean, really laughed. I didn't mind because I knew she understood. We did have a lot in common and since "the boys" weren't around, Margaret and I decided to hang out for the afternoon.

We went to the movies. We ate too much ice cream. We even made believe we were cool. We had such a good time that I decided to walk her home. There we were, "Doufus" and the "corroded one", walking hand in hand, feeling good, talking, laughing, rounding the corner and bam, we walked smack into "the boys".

"Hey, what are you doing with Corroded Margaret, Doufus?"

Oh no, what do I do? I looked at "the boys". Then I looked at Margaret. She was looking right at me and I couldn't help it, it just came out,

"Ew, I'm not with her! Corroded Margaret! Give me a cootie shot!"

I ran away with "the boys" I didn't even look back to see if Margaret was still there. Then one of them grabbed my arm, "Who said you could come with us? Get outa here, you big Doufus!! Yeah, get out!!"

They pushed me away and told me to run, so I did. Man, did I feel like a Doufus! I ran and ran until “the boys” were completely out of sight. And as usual, I ran smack into something. Bam! It was Margaret again!

“Uh, hi,” I said stupidly because I didn’t know what to say. Margaret looked up at me long and hard. She made me feel about the size of a flea. Then she turned and ran away and I could hear her choking back the tears.

Soon after that Margaret moved away. I never saw her again. But ever since that day, whenever I was about to call someone “pizza face” or “fatso” or even “Doufus” I thought of Margaret’s face looking up at me long and hard and choking back tears and it always made me think twice...always.

**PRACTICE: READ. WRITE.** Answer the following questions about Lou Del Bianco’s story.

1. Who did Lou put in the “category of misfits”? (1) \_\_\_\_\_  
(2) \_\_\_\_\_
2. When did Lou’s run into “the boys”? \_\_\_\_\_
3. Where did Lou’s story take place? \_\_\_\_\_
4. What did “the boys” do to Lou that made him treat Margaret the way he did?  
\_\_\_\_\_
5. Why did Lou always think twice when he thought of Margaret’s face?  
\_\_\_\_\_
6. If you were Lou, what would you have done in this situation?  
\_\_\_\_\_

**PRACTICE: WRITE, SPEAK. LISTEN.**

List the similarities and differences between Barack’s “Coretta” story and Lou’s “Corroded Margaret” story.

Similarities: \_\_\_\_\_

Differences: \_\_\_\_\_

Discuss: Do the stories have the same basic idea? \_\_\_\_\_

What do you think that idea is? \_\_\_\_\_

**LISTEN. SPEAK.** Listen to the story of “Corroded Margaret” on Lou Del Bianco’s “When I Was a Kid” CD. Listen to the story of “Coretta” on Barack Obama’s “Dreams from My Father” CD. Compare the two different styles of recordings: one is storytelling, the other reading. Discuss the effect each style has on the listener.

**READ. WRITE. SPEAK. LISTEN.**

**DRAW A COMIC STRIP**

Create a comic strip or a story board of this story. Plan out each picture of the panel so that it shows the most important moments

**MODEL: READ.** Read the following paragraph that describes Barack Obama’s **first day** in Indonesia. He was a child of seven traveling with his mother who had married an Indonesian man. This is from Chapter 2, page 28, of his autobiography *Dreams from My Father*.

The road to the embassy was **choked** with traffic: cars, motorcycles, tricycles, rickshaws, buses and jitneys filled to twice their capacity, a procession of wheels and limbs all fighting for space in the mid afternoon heat. We **nudged** forward a few feet, stopped, found an opening, stopped again. Our taxi driver **shooed** away a group of boys who were **hawking** gum and loose cigarettes, then barely avoided a motor scooter carrying an entire family on its back – father, mother, son and daughter, all leaning as one into a turn, their mouths wrapped with handkerchiefs to **blunt** the **exhaust**, a family of bandits. Along the side of the road, wizened brown women in faded brown sarongs stacked straw baskets high with ripening fruit, and a pair of mechanics squatted before their open-air garage, lazily brushing away flies as they took an engine apart. Behind them, the brown earth dipped into a smoldering dump where a pair of round-headed **tots** frantically chased a scrawny black hen. The children slipped in the mud and corn husks and banana leaves, squealing with pleasure, until they disappeared down the dirt road beyond.

**PRACTICE: READ:** Read the definitions of the **bold** words before you answer the questions that follow.

1. **choked** – crowded, unable to move freely
2. **nudged** – went slowly
3. **shooed** – chased away
4. **hawking** – selling on the street
5. **blunt** – stop, prevent
6. **exhaust** – smoke from the engine
7. **tots** – children

**PRACTICE: READ.** Read the above paragraph a second time for better comprehension. Review the new words as they appear in the narrative.

*Childhood in Indonesia*

**PRACTICE: READ. WRITE:** Write the answers to the following questions on the lines below.

1. Where were Obama and his mother going? What place were they on the road to?

\_\_\_\_\_

2. What kind of a vehicle was Obama traveling in? \_\_\_\_\_

3. When (time of day) did this happen? \_\_\_\_\_

4. What other vehicles were “choked” in traffic? Name three you recognize.

\_\_\_\_\_

5. Who was on the motor scooter?

\_\_\_\_\_

6. Why were “their mouths wrapped in handkerchiefs”?

\_\_\_\_\_

7. Where were the “wizened brown women” with their fruit baskets?

\_\_\_\_\_

8. What were the mechanics doing to an engine?

\_\_\_\_\_

9. Where were the “round-headed tots” playing?

\_\_\_\_\_

10. Who “slipped in the mud, squealing with pleasure?”

\_\_\_\_\_

**ENRICH: WRITE:** Describe a time when you were *traveling in a strange country for the first time*. Re-live the time; write in the first person in the present tense. Example “I’ve never seen so many buildings so close together; it’s a little scary.”

\_\_\_\_\_

\_\_\_\_\_

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*Dreams from My Father: Adolescence*

**MODEL: READ. WRITE.** Read this selection from *Dreams from My Father* about Obama’s view of himself as a black male adolescent.

*I was living out a caricature of black male adolescence, itself a caricature of swaggering American adolescence. Yet at a time when boys aren’t supposed to want to follow their fathers’ tired footsteps...the principal differences between me and most of the man-boys around me – the surfers, the football players, the would-be rock and roll guitarists – resided in the limited number of options at my disposal. Each of us chose a costume, armor against uncertainty. At least on the basketball court I could find a community of sorts, with an inner life all its own. It was there that I would meet Ray and the other blacks close to my age who had begun to trickle into the islands, the teenagers whose confusion and anger would help shape my own.*

**PRACTICE: READ. WRITE.** Define the following words and list each word’s part of speech. Choose five and use in new sentences.

- 1. caricature \_\_\_\_\_ part of speech
- 2. swaggering \_\_\_\_\_ part of speech
- 3. footsteps \_\_\_\_\_ part of speech
- 4. surfers \_\_\_\_\_ part of speech
- 5. would-be \_\_\_\_\_ part of speech
- 6. resided \_\_\_\_\_ part of speech
- 7. options \_\_\_\_\_ part of speech
- 8. disposal \_\_\_\_\_ part of speech
- 9. armor \_\_\_\_\_ part of speech
- 10. trickle \_\_\_\_\_ part of speech

Sentences:

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

**PRACTICE: READ. WRITE. SPEAK. LISTEN      GRAMMAR CHECK:**

**PRONOUNS** Review what you know about pronouns.

What is a pronoun? \_\_\_\_\_

Name 3 things that pronouns do in sentences.

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

*Dreams from My Father: Adolescence*

**PRACTICE: READ. WRITE:** List 6 different pronouns *and* indicate what kind of pronoun each is. (a) Subject (b) Object or (c) Possessive (d) Relative

Then use in new sentences. *Example: It was there that I would meet my new friends.*

*It (subject pronoun) I (subject pronoun) my (possessive pronoun) I said it's my life.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

List the pronouns that belong in each category. Make a class list on board.

- (a) subject \_\_\_\_\_
- (b) object \_\_\_\_\_
- (c) possessive \_\_\_\_\_
- (d) relative \_\_\_\_\_

**ENRICH: SPEAK. LISTEN:** Obama says during his teen years, he was “living out a **caricature** of black male adolescence”. Define what the words mean and discuss how many teens live out **caricatures** of themselves.

**WRITE.** Compare your own adolescence to Obama’s. Complete the following thought in a personal experience paragraph. *“I was living out a caricature of a male/female adolescence when I*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



*Barack playing high school basketball*



**MODEL: READ. SPEAK. LISTEN.** Barack Obama referred to this incident which involved his grandmother Toot in his speech on race in March, 2008. You can read Obama’s complete account of this incident in *Dreams from My Father* written in 1995. It happened when Barack (Barry) was a teenager – sometime in the late 1970’s. Toot speaks first.

*“A man asked me for money yesterday. While I was waiting for the bus.”*

*“That’s all?”*

*Her (Toot’s) lips pursed with irritation. “He was very aggressive, Barry. Very aggressive. I gave him a dollar and he kept asking. If the bus hadn’t come, I think he might have hit me over the head.”*

*I returned to the kitchen. Gramps was rinsing his cup, his back turned to me. “Listen,” I said, “why don’t you just let me give her a ride? She seems pretty upset.”*

*“By a pan handler?”*

*“Yeah, I know – but it’s probably a little scary for her, seeing some big man block her way. It’s really no big deal.”*

*He (Gramps) turned around and I saw now that he was shaking. “It is a big deal. It’s a big deal to me. She’s been bothered by men before. You know why she’s so scared this time? I’ll tell you why. Before you came in, she told me the fella was black.” He whispered the word. “That’s the real reason why she’s bothered. And I just don’t think that’s right.”*

*The words were like a fist in my stomach and I wobbled to regain my composure. In my steadiest voice I told him that such an attitude bothered me too, but assured him that Toot’s fears would pass and that we should give her a ride in the meantime. Gramps slumped into a chair in the living room and said he was sorry he had told me. Before my eyes, he grew small and old and very sad. I put my hand on his shoulder and told him that it was all right, I understood.*

- Discuss:**
1. Why didn’t Toot tell Barry the panhandler (beggar) was black?
  2. Why did Gramps tell Barry the man was black?
  3. What would you have done if you were Toot? Gramps?
  4. Why did Barry (Barack) feel like someone punched him in the stomach?

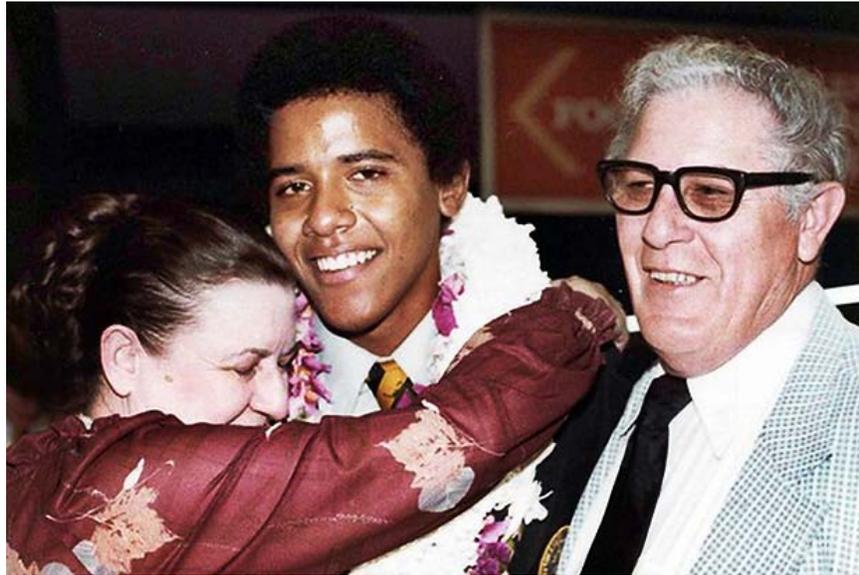
**PRACTICE: READ. WRITE. SPEAK LISTEN**                      **INTERNET RESEARCH**  
**GOOGLE: Obama Speech March 2008**

Look up Obama’s March 2008 speech on the Internet and locate the reference to this incident which had such an impact on the youthful Barry. Write the reference here and discuss the differences/similarities between the two interpretations.



**ENRICH: WRITE. READ. SPEAK. LISTEN.**

Look at the picture of Toot, Barack and Gramps taken on Barack’s graduation from high school. Write the thoughts of each **person** at this important moment in their lives.



Toot: \_\_\_\_\_  
\_\_\_\_\_

Barack: \_\_\_\_\_  
\_\_\_\_\_

Gramps: \_\_\_\_\_  
\_\_\_\_\_

**PRACTICE: SPEAK. LISTEN.** Use improvisation skills to make this picture come alive. Work with classmates and create different scenes with someone playing each person in the picture.

**ENRICH: SPEAK. LISTEN. IMPROVISATION OR SCENE WRITING**

Create additional scenes that might have occurred **before** and/or **after** this picture was taken. Improvise different scenes.

*Example: Gramps can’t find a clean shirt to wear to the graduation.*

*Add new conflict and the character who is taking the picture? It was probably Barack’s mother. Include her in the scene.*

*Dreams from My Father: Poetic images*



**MODEL: READ. WRITE.** Read this paragraph that brings the reader into the world of Barack Obama when he was a student at Columbia in New York City. List the sense images Obama uses to describe his surroundings in the lines below.

*Three o'clock in the morning. The moon-washed streets empty, the growl of a car picking up speed down a distant road. The revelers would be tucked away by now, paired off or alone, in deep, beer-heavy sleep, Hasan at his new lady's place – don't stay up, he had said with a wink. And now, just the two of us to wait for the sunrise, me and Billie Holliday, her voice warbling through the darkened room, reaching toward me like a lover. "I'm a fool... to want you. Such a fool... to want you." I poured myself a drink and let my eyes skip across the room: bowls of pretzel crumbs, overflowing ashtrays, empty bottles like a skyline against the wall. Great party. That's what everyone had said.*

- 1. visual \_\_\_\_\_
- 2. auditory \_\_\_\_\_
- 3. tactile(touch) \_\_\_\_\_
- 4. taste \_\_\_\_\_
- 5. smell \_\_\_\_\_

**PRACTICE: WRITE. SPEAK. LISTEN.**

**HAIKU POETRY**

Use the following new words in a Haiku poems that describes the same scene.

- 1. moon-washed
- 2. growl of a car
- 3. car picking up speed
- 4. tucked away
- 5. beer-heavy sleep
- 6. paired off
- 7. Three o'clock in the morning
- 8. darkened room
- 9. streets empty
- 10. voice warbling

Remember Haiku poetry uses the following formula –  
5 syllables+7 syllables+ 5 syllables

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**ENRICH: LISTEN. SPEAK. WRITE.**

**BILLIE HOLIDAY'S MUSIC**

Listen to a recording of the song Barack was listening to: Billie Holiday's "*I'm a Fool to Want You*". Write down the images and ideas that come to mind the second time you listen to it. \_\_\_\_\_

Discuss Billie Holiday's voice and why it might have appealed to Barack Obama at this time in his life. Research the singer on the Internet and tell your classmates what you learned about her.



**MODEL: READ. SPEAK. LISTEN.** Read the following adult ESL students' 2008 interpretations of Barack Obama's words about "*The American Dream*." These writings were done in the spring of 2008 before his election as president.

**Discuss** 1. Whether or not you agree with their views and 2. How are our views of Obama the president differ from those of Obama the candidate.

**Obama's words:** "This country remains the greatest on earth, not because of the size of our military or the size of our economy, but because every child can actually achieve as much as they can dream."

*Julio agrees: "I agree with him, but not every social part has the same economic resources. Then not everybody has the same opportunity. You have to make an effort to reach your goals. This country needs equality to be the greatest on the earth."*

*So does Jose: "I agree with him completely because I think neither the military nor the economy are the most important aspects in any nation in the world. The most important for me is to give a good education for every child and this country does have a really good education. I can say this because I have kids in school and in college and they are achieving their dreams and mine too."*

*Martin is not so sure: "In my personal opinion it should be the truth and I agree with him, but at this time the reality is very different. This country is focused on other things like getting in control of the whole world. We are forgetting what Obama said. That's why he is different and we hope he can reach our children's dream."*

*Rie has the last word: "I agree with him because the words 'The American Dream' still seem to have a power of making people believe that their dreams can come true. However, I doubt it's true because everything in this country is getting worse – economy, education, health care and so on. I'm suspicious that this country still has a power of giving people dreams under this situation. Japan has the same situation, and people, especially young people, cannot have their hopes. Nevertheless, why do I agree with Obama? I think it's maybe because I am also one of the people who believe in 'The American Dream' and I want to believe Obama too."*

**ENRICH: RESEARCH, READ, WRITE, SPEAK. LISTEN.**

Look at the political cartoon that appeared after Barack Obama was elected president.

**GOOGLE: Jackie Robinson.**

Answer the following questions based on what your research.

Who was Jackie Robinson? \_\_\_\_\_

\_\_\_\_\_

What was he the first to do? \_\_\_\_\_

\_\_\_\_\_

Where was the National League team he played for located?

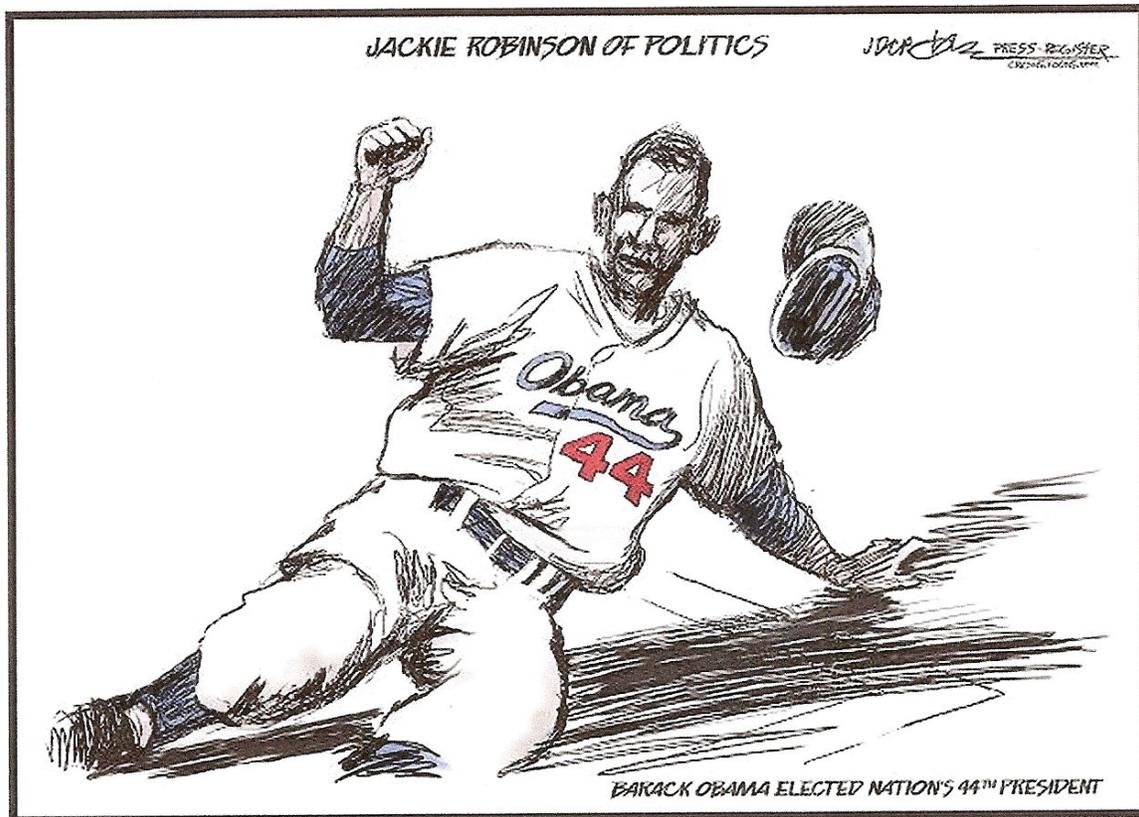
\_\_\_\_\_

When was he chosen for that team? \_\_\_\_\_

Why did the cartoonist choose to compare Robinson to Obama?

\_\_\_\_\_

\_\_\_\_\_



**MODEL, PRACTICE.: READ. SPEAK. LISTEN.**

Read the following words that have been spoken publicly by Barack Obama .  
Define all unfamiliar words. Choose one of the topics and practice speaking with clear pronunciation and dramatic emphasis. Make a presentation to an audience.

**On His Children**

*When I sit down with my six year old and my three year old at night and I'm reading a book to them and then I tuck them in to go to sleep, that's a little piece of heaven that I hang onto.*

**On Diversity**

*I'm well situated to help the country understand how we can both celebrate our diversity in all its complexity and still affirm our common bonds. Maybe I can help with that because I've got so many different pieces in me.*

**On Education**

*We have an obligation and a responsibility to be investing in our students and our schools. We must make sure that people who have the grades, desire and the will, but not the money, can still get the best education possible.*

**On Immigration**

*Today's immigrants seek to follow in the same tradition of immigration that has built this country. We do ourselves and them a disservice if we do not recognize the contributions of these individuals. And we fail to protect our nation if we do not regain control over our immigration policy immediately.*

**On the Presidency**

*My attitude about something like the presidency is that you don't want to just be the president. You want to change the country. You want to make a unique contribution. You want to be a great president.*

**PRACTICE: READ. WRITE:** Identify unfamiliar words and define. List here.

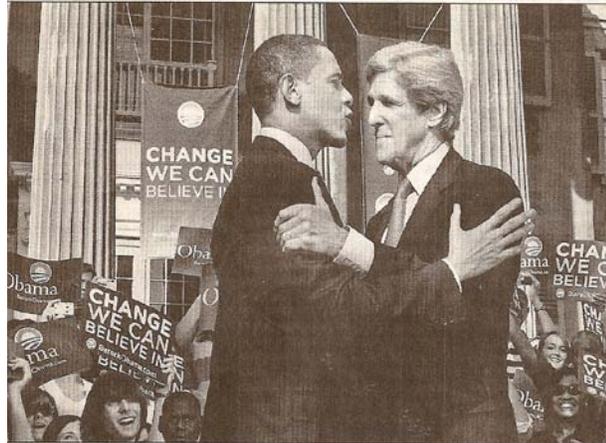
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**ENRICH: READ. SPEAK. LISTEN.** After practicing 3-4 times, choose a specific emotion and speak the words again using that emotion to draw in your audience. Discuss how it felt with emotion.

**MODEL, PRACTICE: READ. SPEAK. LISTEN** July 27<sup>th</sup> 2004 Boston, Mass.

Read the following excerpts from the speech that made Barack Obama a household word in the United States. The words are taken from the Keynote Address Obama was asked to deliver at the 2004 Democratic National Convention. John Kerry, pictured at right with Obama, is the one who asked the junior senator from Illinois to speak. They are pictured here on the day Obama announced his own presidential campaign just 3 years later.



**Excerpt One:**

**It is that fundamental belief: I am my brother's keeper. I am my sister's keeper that makes this country work. It's what allows us to pursue our individual dreams and yet still come together as one American family.**

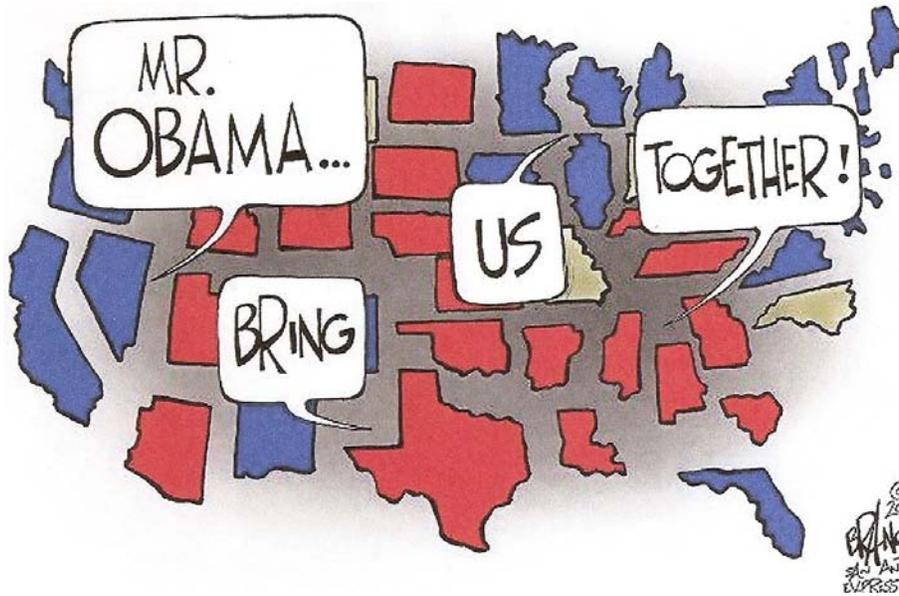
**E pluribus unum: "Out of many, one."**

**Now even as we speak, there are those planning to divide us – the spin masters, the negative ad peddlers who embrace the politics of "anything goes". Well I say to them tonight, there is not a liberal America and a conservative America – there is the United States of America. There is not a Black America and a White America and a Latino America and Asian America – there's the United States of America."**

**Excerpt Two:**

**The pundits\*, the pundits like to slice and dice our country into Red States and Blue States. Red States for Republicans, Blue States for Democrats. But I've got news for them, too. We worship an "awesome God" in the Blue States and we don't like federal agents poking around in our libraries in the Red States. We coach Little League in the Blue States, and yes, we've got gay friends in the Red States. There are patriots who opposed the war in Iraq and there are patriots who supported the war in Iraq. We are one people, all of us pledging allegiance to the stars and stripes, all of us defending the United States of America.**

*\*pundits= media commentators*



**ENRICH: SPEAK. LISTEN.**

**THE TALKING CIRCLE**

The 2004 speech brought Barack Obama to the attention of the American people. Study this political cartoon that appeared after he was elected president **four years later**. Use the **talking circle** format to express your ideas as to “*how Obama as president can bring us together*”:

**The talking circle** is a Native American tradition that is still used in more modern form in the United States Senate. I was taught this technique by Mohawk elderwoman Lorraine Canoe and it is a wonderful way to have a meaningful public forum of ideas in a cool, calm, collected way (the opposite of tv talk shows). This is how it works:

1. Everyone sits in a circle. This is so you can see the facial expressions and read the body language of the person talking.
2. The leader chooses an object which each person will hold in his/her hand while talking. When he/she has finished what he/she has to say, the object is passed to the next person.
3. One person at a time talks until he/she says everything he/she wants to say on the subject. **No interruptions. No questions.**
4. After listening to each person talk, the group comes to a *consensus* (*agreement of the majority*) on the subject and makes a statement about the subject under discussion based on that *consensus*.
5. Everyone is entitled to the respect of the others. No one’s opinion is considered more important than another’s. All are equal.

**MODEL: READ. SPEAK. LISTEN**

**August 28, 1963. Washington**

Read the words of Martin Luther King, Jr. from his *I Have a Dream* speech which he gave in Washington, D.C. on August 28, 1963 when Barack Obama who was only two years old. Barack Obama, like everyone in his generation, has been inspired by these words. First define all unfamiliar words, then go to You Tube and find a video of King speaking the words. Finally, practice speaking as King or Obama would.

**“In a sense we have come to our nation’s Capital to *cash a check*. When the architects of our *republic* wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a *promissory note* to which American was to *fall heir*.”**

**This note was a promise that all men would be guaranteed the *unalienable* rights of life, liberty and the pursuit of happiness...**

**I have a dream that one day this nation will rise up and live out the true meaning of its *creed*: ‘We hold these truths to be self-evident; that all men are created equal.’**

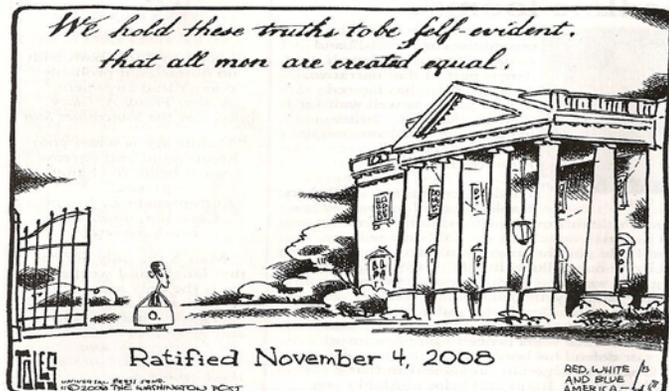
**I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the *content* of their character.”**

**PRACTICE: READ. WRITE.** Identify unfamiliar words and define them.

1. republic \_\_\_\_\_
2. promissory note \_\_\_\_\_
3. to fall heir \_\_\_\_\_
4. unalienable \_\_\_\_\_
5. creed \_\_\_\_\_
6. content \_\_\_\_\_

**ENRICH:  
SPEAK  
LISTEN.**

Study this cartoon and explain how it relates to King’s speech and Obama’s election.



**MODEL: READ. SPEAK. LISTEN**      January 20, 2009, Washington, D.C.

Listen to the instructor read the two excerpts from Barack Obama's first inaugural address. Identify all unfamiliar words and define them. Read and listen to your classmates read for greater emphasis and understanding.



**Excerpt One:**

Today I say to you that the challenges we face are real. They are serious and they are many. They will not be met easily or in a short span of time. But, know this, America, they will be met.

On this day we gather because we have chosen hope over fear, unity of purpose over conflict and discord.

On this day we come to proclaim an end to petty grievances and false promises, the recriminations and worn-out dogmas, that for far too long have strangled our politics.

**Excerpt Two:**

So let us mark this day with remembrance, of who we are and how far we have traveled. In the year of America's birth, in the coldest of months, a small band of patriots huddled by dying campfires on the shores of an icy river...The father of our nation ordered these words to be read to the people:

*"Let it be told to the future world...that in the depth of winter, when nothing but hope and virtue could survive...that the city and the country, alarmed at one common danger, came forth to meet it."*

America...in this winter of hardship, let us remember these timeless words...Let it be said by our children's children that when we were tested we refused to let this journey end, that we did not turn back nor did we falter; and with eyes fixed on the horizon and God's grace upon us, we carried forth that great gift of freedom and delivered it safely to future generations.

**PRACTICE: READ. WRITE. SPEAK. LISTEN**

Define each of the following words as used in Obama’s inaugural address. Practice standard pronunciation by listening and repeating your instructor’s speech.

- |                   |                   |
|-------------------|-------------------|
| 1. span           | 11. depth         |
| 2. discord        | 12. alarmed       |
| 3. petty          | 14. came forth    |
| 4. grievances     | 14. hardship      |
| 5. recriminations | 15. falter        |
| 6. worn-out       | 16. carried forth |
| 7. dogmas         | 17. inaugural     |
| 8. strangled      | 18. address       |
| 9. huddled        |                   |
| 10. campfires     |                   |

**PRACTICE: READ. WRITE. SPEAK. LISTEN.** Read the excerpts from Obama’s inaugural address again and answer the following questions. Read your answers to the class and compare your answers to those of your classmates.

1. In the first excerpt Obama uses ideas and their opposites to make his message more powerful. For each idea, write the opposite.

- a. hope ---
- b. unity ---
- c. unity ---

2. In the first excerpt Obama names four things that have “strangled our politics” list them here:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

3. In the second excerpt Obama refers to an historic event that happened a long time ago. He doesn’t specifically name the year or the person. What does he mean by?

- a. “in the year of our nation’s birth”? \_\_\_\_\_
- b. “the father of our nation”? \_\_\_\_\_

4. What season of the year does Obama mention twice? \_\_\_\_\_

5. List 2-3 images from excerpt two that relate to that season:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ENRICH: READ. SPEAK. LISTEN:****INAUGURAL POEM**

President Barack Obama asked poet Elizabeth Alexander to write a poem in honor of his inauguration. It is reproduced here. Read the poem several times. Discuss

*Praise song for the day*

*Each day we go about our business, walking past each other, catching each other's eyes or not, about to speak or speaking. All about us is noise. All about us is noise and bramble, thorn and din, each one of our ancestors on our tongues. Someone is stitching up a hem, darning a hole in a uniform, patching a tire, repairing the things in need of repair.*

*Someone is trying to make music somewhere with a pair of wooden spoons on an oil drum with cello, boom box, harmonica, voice.*

*A woman and her son wait for the bus.*

*A farmer considers the changing sky: A teacher says: "Take out your pencils. Begin."*

*We encounter each other in words, words spiny or smooth, whispered or declaimed; words to consider, reconsider.*

*We cross dirt roads and highways that mark the will of someone and then others who said, "I need to see what's on the other side; I know there's something better down the road."*

*We need to find a place where we are safe; We walk into that which we cannot yet see.*

*Say it plain, that many have died for this day. Sing the names of the dead who brought us here, who laid the train tracks, raised the bridges, picked the cotton and the lettuce, built brick by brick the glittering edifices they would then keep clean and work inside.*

*Praise song for struggle; praise song for the day. Praise song for every hand-lettered sign; The figuring nit out at kitchen tables.*

*Some live by "Love thy neighbor as thyself."*

*Others by first do no harm, or take no more than you need.*

*What if the mightiest word is love, love beyond marital, filial, national. Love that casts a widening pool of light. Love with no need to prompt grievance.*

*In today's sharp sparkle, this winter air, anything can be made, any sentence begun.*

*On the brink, on the brim, on the cusp – praise song for walking forward in that light.*

*Elizabeth Alexander. Washington D.C. January 20, 2009*

**MODEL: READ. SPEAK. LISTEN.** Read the following paragraph about the media who prematurely *judged* President Barack Obama’s first 100 days in office. Discuss why ESL student-writer Felix Moran thinks we should be cautiously *judgmental* rather than make quick *judgments* about Obama’s new presidency.

**A Hundred Days by Felix Moran**

*Hundred days is only a hundred days, it’s not a hundred months. What can he do in a hundred days? Wake up, people, he is a person like me, like you, like everybody else. He is not a magician. He is not a God to solve the problems in a few days. Plus each day he has to confront a new problem, a new case, like now with the flu. Probably you have heard this, “Give time to the time.” But do not sit and wait because you will be like a mummy. Just work together and we will see what can happen.*

**PRACTICE: READ. WRITE.** Answer the following questions about the writing.

1. There are three forms of the word “**judge**” in the **MODEL** directions:
  - a. Which one is a verb? \_\_\_\_\_ How do you know? \_\_\_\_\_  
What verb tense is it? \_\_\_\_\_
  - b. Which one is a noun? \_\_\_\_\_ How do you know? \_\_\_\_\_  
Is it a singular or plural noun? \_\_\_\_\_
  - c. Which one is an adjective? \_\_\_\_\_ How do you know? \_\_\_\_\_  
Write another adjective you know that has the same suffix \_\_\_\_\_
2. Read Felix’s writing again and locate the following:
  - a. Two **nouns** that follow the article “a” (1) \_\_\_\_\_ (2) \_\_\_\_\_
  - b. Four **adjectives** that follow the article “a” and describe (1) days \_\_\_\_\_  
(2) months \_\_\_\_\_ (3) problem \_\_\_\_\_ (4) case \_\_\_\_\_

**ENRICH: WRITE. SPEAK. LISTEN.**

Look at this political cartoon of Barack Obama published during his first few weeks in office. Write a monologue from Obama’s point of view telling how he felt with so many “Things to Do”.

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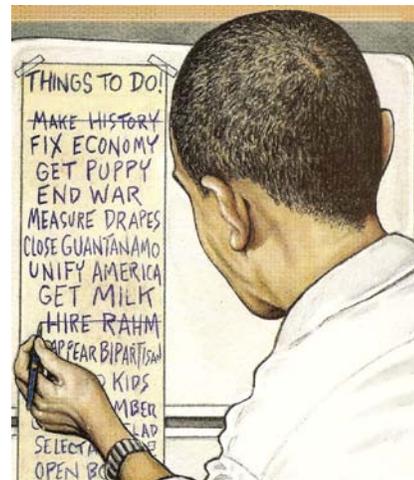
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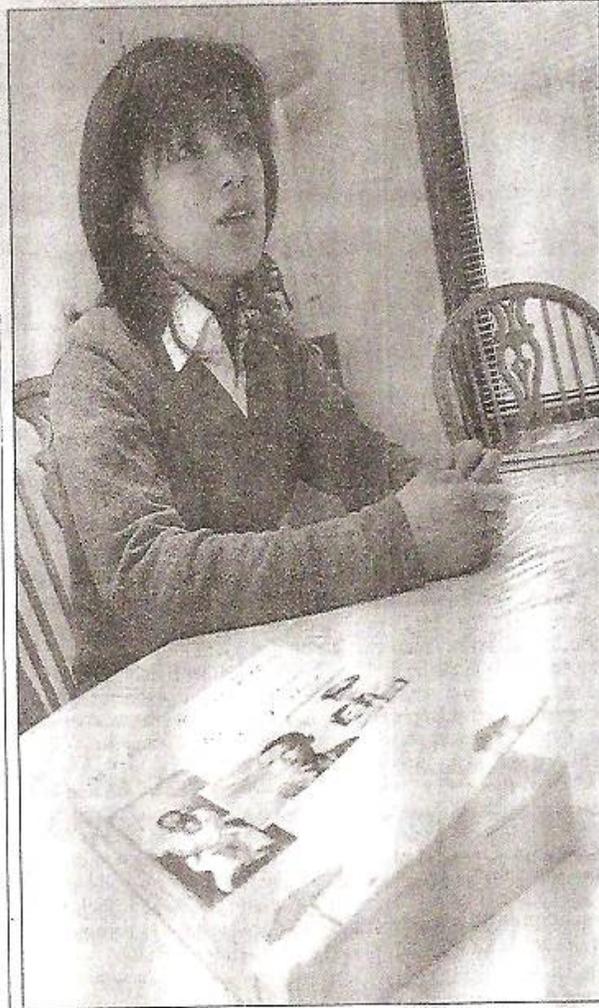
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*Read your monologue to the class. Listen to others.*

**MODEL: READ. LISTEN. SPEAK.** Read the following article out loud several times. It appeared in January 2009 in the Journal News, LoHud edition.

## Obama's struggle inspires class in English



Stuart Bayer/The Journal News

Rie Shibata talks about passages from Barack Obama's book "Dreams From My Father" at her Harrison home. Students in her class in English as a second language are dissecting and writing about the president-elect's memoir.

### Immigrants identify with president-elect's sense of dual identity

Leah Rae  
The Journal News

PORT CHESTER — The reading material in Camille Linen's English class is no small challenge for her immigrant students, who have puzzled over terms like "lanky," "off-color jokes," and one that really threw them, "miscegenation."

Barack Obama's memoir "Dreams From My Father" is the class textbook, and it can be rough going for a non-native speaker of English. But it has turned out to be a rewarding history lesson and vocabulary drill for the multinational collection of adults who attend her advanced class. On weekday mornings at the Carver Center, her students take turns reading the book aloud and writing essays in response.

The class, apparently without any partisan discord, has embraced the book and delved into its subtext of race, class and ethnicity in America.

"It was not until I read about his parent's marriage to know that interracial marriage was prohibited in many parts of the South even in 1960s," wrote Rie Shibata, a 39-year-old student from Japan.

In another essay addressed to the president-elect, Shibata borrowed the adjective "thunderous," which Obama used to describe the waves off Hawaii's North Shore. To Shibata it portended the turmoil of the presidency.

"It seems like you are going to sail a boat in the thunderous sea, without seeing the place you reach," Shibata wrote. "Many people, of course including me, got a positive power from you, and we believe in you strongly."

The students identify closely with the sense of dual identity that Obama expresses throughout his book — a feeling of never being settled in just one place, Linen said. "Dreams from My Father," published in 1995, explores Obama's heritage as the son of a black Kenyan father and a white American mother. The first section is titled "Origins."

"Obama, not being an immigrant, to me is like an immigrant," Linen said. "Because he didn't know where he belonged."

A self-described "Obama freak," she tried to contain her enthusiasm for Obama during the campaign, and waited until after the election to introduce his memoir in class.

"His ability with language is extraordinary, which we've all discovered with his speeches. But he's a poet," she said.

Her class, offered by the Southern Westchester Board of Cooperative Educational Services, brings together a diverse group. Shibata came to the United States with her husband when he was transferred by his Japanese trading company to a five-year assignment in New York. The other students include a restaurant cook from Honduras, a manicurist from Peru and a dance teacher from Colombia.

Students said in interviews that many of the book's scenes resonated with them. Susana Aguilar,

Please see ENGLISH, 2B

### Unfamiliar words

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# Obama's book inspires adults learning English

ENGLISH, from 1B

46, said she admired the way Obama dealt with comments about his color and his "funny name."

"He is very proud, because he never hide his origins, and his genes. He can't," she said.

They recalled a number of episodes about Obama or his father being singled out because of their race.

"I know how he feels when people reject you because you are another color or (from) another country," said Blanca Bayona, an immigrant from Colombia who works for the Port Chester Council for the Arts. "But sometimes you have to ignore people, you know?"

She described one of her own experiences in a local store when she swiped her credit card as a man grew impatient behind her.

"He started being very rude, telling me that if you don't know how to use that, go to your country, you don't have nothing to do here," she said. "He has an accent, too. And I say, 'Excuse me? You are an immigrant too.'"

She opened her notebook to a

long list of vocabulary words, all drawn from the "Dreams" book.

To Wilmer Osorio, a 29-year-old cook, Obama's entire story reminds him to work toward his goals — starting with learning enough English to work with customers.

"Step by step," Osorio said. "If I start to dream something and I realize that dream, I'm going to start to dream more high."

Another discussion topic was Obama's stance on how to reform the immigration laws, an issue that received little attention during the campaign.

"They're a little disappointed right now that they haven't heard anything coming from Obama's plans about how they're going to fix this problem," Linen said. "I think the jury's still out on how he will affect their lives. But I think he's more than that. He's a model personally for what you can achieve. I don't think the political thing is important right now."

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Unfamiliar words \_\_\_\_\_

**PRACTICE: READ. WRITE.** Answer the following questions about the newspaper article about Camille Linen's students who read Obama's book *Dreams from My Father* as part of their ESL curriculum.

1. Who are the students in this class? \_\_\_\_\_

2. Where and When is this class held? \_\_\_\_\_

3. Why does the teacher want her students to read this book? \_\_\_\_\_

4. How do these students feel about reading *Dreams from My Father*?

a. Rie \_\_\_\_\_

b. Susana \_\_\_\_\_

c. Blanca \_\_\_\_\_

d. Wilmer \_\_\_\_\_



**WRITE LIKE OBAMA  
SPEAK LIKE OBAMA**

**ENRICH: READ. SPEAK. LISTEN.**

**AN APPRECIATION**

Read the following paragraphs written by four ESL 4-5 students. It gives an idea of how they felt reading the first part of *Dreams from My Father*. The average reading level in this group was sixth grade. Since Obama's text is rich in imagery, historic, cultural references and powerful vocabulary, the students had to go the "extra mile" to truly understand it.

*Reading Obama's book I learned the story of the life of one very smart man who is now our president. I'm very happy to read this book. I learned new words, how to use them, speaking, reading. It improved my vocabulary and writing. Thank you my teacher for choosing this book. Estefa*

**I learned a lot of new words, also how his life was growing up., in different parts of his life as a child, teenager and as an adult. I could understand how it was living in this country a long time ago. Hermogenes.**

*I learned that the life of President Obama wasn't easy. He didn't live with his father, and lived with his grandparents knowing that there existed differences with black people. Clara*

**I learned a lot from *Dreams from My Father*. I learned about Obama himself, the history of America and other countries, racism and humanity and so on. This book reminds me of my school days and my conflicts in myself. Now I like Obama more than before because of this book and I'm going to keep reading it this summer. Rie**

**INTERNET RESEARCH. READ. This Unit includes selections from:**

*Dreams from my Father* by Barack Obama

*Corroded Margaret from When I Was a Kid* cd by Lou Del Bianco

*My Name from The House on Mango Street* by Sandra Cisneros

*I Have a Dream* speech Martin Luther King, Jr

July 27, 2004, January 20, 2009 speeches of Barack Obama

"Praise Song for the Day" Inaugural poem by Elizabeth Alexander

**Google the authors and works mentioned for additional inspiration.**



**WRITE LIKE OBAMA  
SPEAK LIKE OBAMA**

**VOCABULARY LIST.**

**ADJECTIVES:**

speechless  
stern  
redheaded  
ruddy-faced  
plump  
cloudless  
breathless  
faceless  
haunted (also verb)  
corroded (also verb)  
choked (also verb)  
swaggering (also verb)  
would-be  
steadiest  
moon-washed  
literal  
interpretive

**NOUNS**

titters (also verb)  
giggles (also verb)  
reprimand (also verb)  
daze (also verb)  
characterization  
setting  
scenario  
improvisation  
sadness  
sack (also verb)  
chandelier  
elbow  
syllables  
tin  
jungle gyms  
swings  
glare (also verb)  
chants (also verb)  
shove (also verb)  
accusation  
glance (also verb)  
exhaust (also verb)  
tots  
cariacature  
footsteps  
growl (also verb)  
revelers  
pan-handlers  
interpretation

**VERBS**

break out  
contain(oneself)  
settle down  
sobbing (also verb)  
threw\*  
forgave\*  
inherited  
baptize  
avoided  
dodged  
stammered  
staggered  
snuck\*  
shooed away  
nudged  
hawking  
blunt (also adj)  
resided  
trickle  
wobbled  
slumped  
warbling (also adj)  
tucked away  
affirm  
fall heir to

**MODEL: READ. SPEAK. LISTEN.** Listen to instructor read each word aloud and repeat what you hear. Focus on which part of the word is emphasized and put an accent mark on that part of the word. *Example: **speechless**...put accent on **speech**.*



**PRACTICE: READ. WRITE.** Choose the words from the Vocabulary List that best answer the following questions:

- List four adjectives that have negative suffixes (1) \_\_\_\_\_  
(2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_
- List four **nouns** that have the same suffix (1) \_\_\_\_\_  
(2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_
- List four two word verbs: (1) \_\_\_\_\_ (2) \_\_\_\_\_  
(3) \_\_\_\_\_ (4) \_\_\_\_\_
- Write the present tense form of the three starred irregular verbs: (1) \_\_\_\_\_  
(2) \_\_\_\_\_ (3) \_\_\_\_\_
- Choose six words and use them as nouns and verbs in the same sentence.

Example: A baby's **giggle** always makes me **giggle** too.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**PRACTICE: READ. WRITE.** Think of *new words* to answer these questions:

- An adjective that means – (1) without hope \_\_\_\_\_  
(2) without fear \_\_\_\_\_ (3) without life \_\_\_\_\_
- A noun that means – (1) the act of immigrating \_\_\_\_\_  
(2) the act of revealing \_\_\_\_\_ (3) the act of determining \_\_\_\_\_
- Write a two word verb that is a synonym for (1) I must \_\_\_\_\_  
(2) I should \_\_\_\_\_ (3) I returned \_\_\_\_\_
- Choose two nouns from the list that are synonyms: \_\_\_\_\_
- Choose two verbs from the list that are antonyms: \_\_\_\_\_
- Choose three adjectives from the list that were used to describe Obama's classmates in school: \_\_\_\_\_

**ENRICH: WRITE. READ. SPEAK. LISTEN:** Use words from the vocabulary list to write a haiku poem about a time in Obama's life. Read it aloud to your classmates. Don't forget that haiku requires the following syllables in 3 lines: 5/7/5

OBAMA HAIKU \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_