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English Language Learning at National Historic Sites in the San Francisco Bay Area

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University of San Francisco

**English Language Learning
at National Historic Sites
in the San Francisco Bay Area**

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

By
Elizabeth Bognar
May 2018

**English Language Learning
at National Historic Sites
in the San Francisco Bay Area**

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by
Elizabeth Bogner
May 2018

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

Approved:


Luz Navarrette García
Instructor/Chairperson

May 16, 2018

Date

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ABSTRACT

English as a Second Language (ESL) teaching materials usually focus on activities completed during scheduled classroom time and out-of-classroom homework activities. Some instructors attempt to incorporate field trip activities to break up the monotony of regularly scheduled classroom activities, thereby helping students to decrease their learning anxiety. Nonetheless, English language instructors often do not have the option to include outside-classroom activities in their curriculum and research has shown that ESL teaching materials lack curricula that focus on teaching English to adult learners in the outdoors. This project focuses on the lowering of the language learner's affective filter by exposing them to the English language in the outdoors through visiting national parks in the San Francisco Bay Area. The goal of visiting the national park sites is to remove the English language learners from a potentially stressful classroom learning environment and help them acquire the English language by experiencing natural beauty and meeting native English-speaking individuals in authentic environment where, according to research, learners' affective filter naturally decreases. The purpose of this project is to provide a supplemental handbook for English language classrooms that include non-classroom language learning activities.

The specific locations selected for this project are National Park System locations in the San Francisco Bay Area; however, the lesson plans are designed to be adapted for park locations in other regions of the United States. The project aims to demonstrate how visiting national park locations can be integrated into English language teaching. In addition, the project aspires to motivate language instructors and language learners alike to take a step into the outdoors and discover the language learning opportunities the National Park System may provide.

The project concentrates on four specific National Park System locations in the San Francisco Bay Area: The *John Muir National Historic Site*, the *Tilden Regional Park* located on the *Juan Bautista de Anza National Historic Trail*, the *Rosie the Riveter National Historic Site* and the *Eugene O'Neill National Historic Site*.

The handbook includes five chapters. Chapters 2 through 5 are structured around three groups of activities: 1) pre-visit activities, 2) on-location activities, and 3) after-visit activities. The pre-visit activities include an introductory discussion, preparation activities, and specific life skills activities that aim to prepare students for the actual park visit. The introductory discussion familiarizes students with the National Park System site and aims to activate students' schemata related to the outdoors. The on-location activities are adapted to focus on the specific National Park System location that each chapter focuses on. The after-visit activities comprise of a writing activity (focus on experience), and closing activities that include class discussions and student presentations. All these activities aim to utilize the communicative approach of language learning methodology. This project emphasizes the validity of out-of-classroom activities and highlights the benefits of learning the English language in the outdoors that promote lowering students' affective filter thereby reducing their anxiety.

CHAPTER I INTRODUCTION

Statement of the Problem

In 2016, per the U.S. Census Bureau statistics, 44.6% of the population in California did not speak English at home (USCB, 2017). California leads the Nation's highest non-English native English speakers in terms of proportion to its total population (USCB, 2017). Specifically, in the 2016-17 school year there were approximately 1.332 million English language learners in California public schools (California Department of Education, 2017). The English language learners' population constitutes 21.4 percent of the total enrollment in California public school. In addition, 42.6 percent of the state's public school population (2,656,242 students) speak a language other than English at home (California Department of Education, 2017).

The most recent statistics on adult education learner distribution is only available through school year 2008-09, since after this school year specific data has not been collected due to the flexed Adult Education funding initiative enacted by the California Legislature in 2009. This new school finance system was a response to the budget crisis by the State and it allowed for relaxed spending restrictions on more than 40 programs, including adult education programs. Under the umbrella of this funding program, school districts can spend the general funds on any purpose they desire (Public Policy Institute of California, 2011). During the 2008-09 enrollment period 444,892 learners participated in English as a Second Language (ESL) program which is 36.7% of the total number of adult learners (1,212,068 persons) as provided by the California Department of Education website (California Department of Education, 2017).

Most of these individuals want to learn English to be able to function in society and to advance their lives. Acquiring a second language is a difficult and time-consuming process for

learners and second language acquisition has been a research topic for linguists for decades. Learning a second language as an adult is stressful and it is a source of anxiety among second language learners that increases of their affective filter. In the field of language acquisition, 'affective is filter' is defined as a condition of low anxiety and non-defensiveness that permits one to acquire language (Brown, 2007). The 'affect' in this instance refers to emotion and feeling and the affective domain is the emotional side of human behavior (Brown, 2007).

The relationship between anxiety and second language acquisition has been studied for decades and it has been established that language learning is stressful (Perez-Firmat, 2003). Anxiety has been identified as one of the most important predictors of language performance and the success of language learning (Zhang and Zhong 2012). Zhang and Zhong identify four different types of causes for language anxiety: 1) learner-induced anxiety, 2) classroom-related anxiety, 3) skill-specific anxiety, and 4) society-imposed anxiety. One study by Cheng and Erben, published in 2012, examined Chinese graduate students' language anxiety at U.S. higher institutions and showed that anxiety existed among these students and it was influenced by gender and acculturation (Zhang and Zhong, 2012). Another study conducted among graduate students at universities in the United States, who have not completed their required TOEFL test, indicated that they experienced anxiety and depression related to English language learning (Alpaslan, Yalvac, 2017). A recently published research by Mahmood and Burke demonstrated that international students at universities in the south-central United States experienced language learning related stress that was related to acculturation and sociocultural adaptation (Mahmood & Burke, 2018).

Ernest Hilgard studied human learning and cognition (Brown, 2007) and Zoltan Dornyei continued Hilgard's studies and examined how personality factors influenced second language

acquisition (Dornyei & Skehan 2003). This field project focuses on anxiety which is one of the affective filter factors in second language acquisition.

Purpose of the Project

This project focuses on lowering the language learner's affective filter by facilitating English language acquisition via visiting parks in the San Francisco Bay Area. Through outdoor activities learners are removed from a potentially stressful classroom learning environment. This helps them to acquire the English language by experiencing natural beauty in the outdoors where the learners' affective domain naturally decreases. In addition, learners are exposed to authentic English-speaking individuals.

The purpose of this project is to increase the effectiveness of English language teaching by lowering the language learners' affective filter through learning English by removing the language learners from the traditional classroom environment and conducting English language classes in the natural environment whereby facilitating language learning in a potentially less stressful environment through experiencing nature's beauty. Generally, outdoor education is associated with STEM subjects and it has been a trend in education to promote sustainable development concepts in the K-12 system (Selby, 2017). Outdoor education sprang from place-based education that has been advocated by educators, among them was John Dewey, for over a century, (Dewey, 1915). According to Dewey, "Outside the classroom experience has its geographical aspect, its artistic and its literary, its scientific and its historical sides".

The additional goal of this project is to provide a supplemental curriculum for English language classrooms to include outside-classroom language learning activities that foster language learning in the outdoors by facilitating lowering the affective filter of students.

The theme of the curriculum is visiting and learning English in four units of the National Park System in the San Francisco Bay Area. The identified locations for this project are: 1) The *John Muir National Historic Site*, 2) the *Tilden Regional Park located on the Juan Bautista de Anza National Historic Trail*, 3) the *Rosie the Riveter National Historic Site* and 4) the *Eugene O'Neill National Historic Site*.

The curriculum is intended for high-beginning level adult English language learners. The assumption is that learners have already developed some familiarity with the Bay Area region, therefore traveling to the park locations will not pose additional anxiety for them and they can focus on learning English. This curriculum will serve to lower language learners' affective filter and make the English learning experience easier and fun (Krashen, 1982). The curriculum may be used by English language instructors in public schools, private schools, and other language teaching institutions as a supplemental teaching material.

Theoretical Framework

The field project is influenced by Dr. Stephen Krashen's second language acquisition (SLA) theory developed in the 1982 (Krashen, 1982). A theory is an extended definition of language acquisition, and Dr. Krashen's theory builds on previously developed and researched ideas and concepts related to second language acquisition (Brown, 2007). The second language acquisition theory builds on the relationship between second language teaching practice and the process of second language acquisition and is based on the five following hypotheses:

1) acquisition-learning distinction, 2) natural order hypothesis, 3) monitor hypothesis, 4) input hypothesis and 5) affective filter variables in relationship to second language acquisition. Based

on Krashen's publication in 1982 titled "Principles and Practice of Second Language Acquisition". These five hypotheses are outlined below.

Acquisition-Learning Distinction

The foundation of the SLA theory is the acquisition-learning hypothesis. According to this hypothesis, adults develop competence in a second language by two different ways, either by acquiring a language or by learning a language. However, acquiring a language and learning a language are two distinct processes posited by learning theory. Acquiring a language is a subconscious process and we are not always aware of it happening, while learning a language is a conscious process whereby we intentionally 'learn' the language via learning grammar and vocabulary. Moreover, acquiring a language is below the learner's awareness level, as the subconscious process implies; however, although once a learner finishes acquiring a language, the learner may not be aware of the process, but at the same time he has a feeling for 'correctness'.

As Dr. Krashen reviewed research and literature on language acquisition and based on this research he found that acquisition is far more important than learning a language. Krashen's reasoning is that first we say something in a foreign language after which learning may act as a monitor. Therefore, acquisition provides language fluency and learning contributes to monitoring language use. Since acquisition is more important than learning and it does not happen through learning grammar and memorizing vocabulary lists, we want 'acquisition' to take place in language classrooms (Krashen, 1982). We all acquire language the same way, even though there have been concerns about individual variations (Chomsky, 1965). We acquire a language when we understand messages, either verbal or via reading; therefore, language

acquisition is necessary and unavoidable. The message that humans understand is called ‘comprehensible input’. When we understand a message, the language acquisition device (LAD) is in operation. LAD is a subconscious, automatic and inevitable process according to Chomsky (Chomsky, 1965).

Natural Order Hypothesis

The second hypothesis of SLA is the natural order hypothesis which maintains that the acquisition of grammatical structures proceeds in a predictable order and it is similar among language learners. There were two important initial studies in this subject one by Brown (Brown, 1973) and de Villiers (de Villiers, 1973), followed by another study by Dulay and Burt (1974, 1975). The practical implication of these studies was to develop language curricula structured around the natural order hypothesis. Dr. Krashen rejects this approach and he suggests to provide an input-rich environment for second language learners where they naturally discover and acquire the grammatical structures.

Monitor Hypothesis

The monitor hypothesis is the third hypothesis of SLA. It suggests that the acquisition and learning are utilized in specific ways by language learners. It is accepted that language acquisition and language learning are two different processes that learners utilize in second language learning; however, we do not understand how they are used in second language performance. Generally, acquisition ‘initiates’ the utterances, and it is responsible for fluency of language use, while learning has the ‘Monitor’ function. Monitoring may take place before we

speak or write, or after saying something which is called self-correction. Accordingly, conscious learning only plays an incomplete role in SLA.

Second language speakers use conscious grammar under three conditions: 1) time (language speaker must have sufficient time to correct), 2) focus on form (thinking about the correctness), and 3) know the rule (formidable requirement to know the complex rules of a language). As Krashen affirms in his seminal book on SLA, the original studies and research on the natural order hypothesis were conducted by Ellen Bialystok and Maria Frohlich in the 1970s (Bialystok and Frohlich, 1977). These studies are consistent with Krashen's generalization of this hypothesis. Furthermore, when learners are in a language situation where these three conditions (having time, focusing on form, and knowing the rule) are present, the error pattern changes supporting the presence of conscious grammar knowledge.

In certain instances, unnatural order of language acquisition happens in learners that is connected to late-acquired morphemes. Therefore, a conscious monitor acts the same way, as if learners have been taught items but not yet acquired, according to studies reviewed by Dr. Krashen. The natural order of acquiring grammatical structures may have a disturbance effect on the natural order. For this reason, the individual variation in monitor use is also evaluated.

There are three types of monitor users: 1) monitor over-user, 2) monitor under-user, and 3) optimal monitor user. A monitor over-user constantly checks for language performance. The cause of this is that the language user was taught via grammar-only type of instruction and may only depend on this type of language learning and has not acquired the language yet. A monitor under-user has not learned or prefers not to use conscious knowledge of the language rules. An optimal monitor user utilizes monitor when it is appropriate (in writing or preparing for a planned speech) while this 'activity' (monitoring) does not interfere with communication.

Input Hypothesis

The essence of the Input Hypothesis (the fourth hypothesis) answers the question of “How do we acquire language?” According to Krashen, this question is crucial since the goal of the language teaching pedagogy should be to encourage language acquisition. Furthermore, the input hypothesis can also be viewed as a channel to how language learners progress to a higher-level stage of language acquisition. The input hypothesis argues for a necessary condition to move from one stage of knowledge to the next and it is expressed by ‘i+1’ (i plus one), where “i” stands for the learner’s current stage of language competence and ‘1’ represents the next stage. The question is though how we bridge the competence between these two different stages. The answer is that we move from stage 1 to stage 2 when the language acquirer focuses on the meaning of the language and not the form of the message. This focus is called “understanding”.

The original input hypothesis model was developed by Hatch in the 1970s (Hatch, 1978). The initial assumption was that we first learn the structures of a language then practice them in communication. This concept was superseded by evidence from first language acquisition in children, as Krashen refers to Clark and Clark’s research on caretaker speech and children when the caretaker often modifies his speech to help the child’s comprehension (Clark and Clark, 1977). Additionally, there is evidence from second language acquisition studies supporting that similar language use helps learners acquire the second language in a similar fashion as a child acquires the first language (Gross, 1977). These language codes in SLA, like caretaker speech, are called foreigner-talk, teacher-talk and interlanguage talk and their purpose in communication is to help the second language learner understand what is being said. They are also roughly-tuned to the level of the acquirer.

Affective Filter Hypothesis

The last hypothesis, the affective filter hypothesis, is central for this project, since the goal of the curriculum design is to aid lowering the language learners' anxiety and making the learning process enjoyable. The affective filter hypothesis describes how the affective factors relate to the process of second language acquisition. Originally, Dulay and Burt (1974, 1975) proposed this concept and it appears to be consistent with the theoretical work completed among the affective variables concept and second language acquisition. Krashen reviewed this research and validated that a variety of affective variables relate to the success of second language acquisition. The three main categories are: 1) motivation, 2) self-confidence, and 3) anxiety. Consistent with research, low level anxiety is beneficial to language learners in the second language acquisition process (Dulay and Burt 1977).

It is established that highly motivated and self-confident learners do better in second language acquisition, along with learners who experience low anxiety on the personal or classroom levels. These three factors directly relate to the language acquisition process and not the actual language learning, according to Dr. Krashen (Krashen, 1982).

In summary, the affective filter hypothesis encapsulates the relationship between the affective variables and the process of second language acquisition by claiming that language acquisition takes place in relation to the level of the learner's affective filter. The affective filter hypothesis maintains that input is the primary variable in second language acquisition and the affective variables, such as motivation, self-confidence and anxiety, will support or impede the second language acquisition. The second language acquisition theory illuminates that 'acquisition' is more important than 'learning'. Correspondingly, to acquire a language, two conditions need to occur: first, the comprehensible input should be beyond the language learner's

current level (expressed by $i+1$), and the affective filter variables (motivation, self-confidence and anxiety) need to be at a low or weak level. Therefore, this concept indicates that the comprehensible input and the strength of the filter are the causes of second language acquisition. This English language learning curriculum (Supplemental ESL Handbook), adheres to these concepts and the activity have been designed to help to decrease language learners affective filter and to assist learners to lower their anxiety level to increase the effectiveness of the learning process.

Significance of the Project

This project provides important benefits for language teachers as well as language learners alike. The project has five major benefits for language instructors. First, the project is a fully developed supplemental ESL handbook that can be utilized in a classroom immediately. Recommended lesson plans are also incorporated into the curriculum design. Second, the material can be adapted to visit other National Park sites, regional parks and state parks since the outline of the curriculum chapters follow a uniform pattern. This curriculum design model eliminates the need to reinvent the concept and provides a practical blueprint for adaptation. Third, the material only utilizes authentic language and it is anticipated that learners will find the material interesting and useful. Using authentic text is invaluable for students to acquire language (Hunston, 2002; Sinclair 2004). There are advantages and disadvantages to authentic text use (Gilmore, 2007). Four, the teachers have opportunities to spend time with their students in out-of-classroom situations which may help to lower the students' affective filter, thereby their anxiety. Lastly, the material utilizes computer-assisted language learning (CALL). Incorporating CALL into this curriculum was challenging but fundamentally important (Chapelle 2001), since

the information needed to carry out many of the pre-visit tasks is only available over the Internet. Technology-related tasks decrease the instructors' preparation time and provides for increased learning opportunity for the students.

This project provides for four significant benefits to the students as well, some of them coincide with the benefits it provides for teachers. One overlapping benefit of this project is the utilization of technology which is highly beneficial for the learners since using technology is imperative in the modern world. CALL materials include websites, tasks, software, courses accessed through the technology platform (Levy & Stockwell, 2006). This project employs the extensive use of websites and information research tasks throughout the activities. The next overlapping benefit is that students and teachers and students and their peers spend more time together in an outdoor setting. Another benefit for students is that the material used in this project is connected to the local environment of the San Francisco Bay area. This offers meaningful context for learners and relates to the students' lives (Rossner, 1988). The third benefit to students is that they have better control over their learning and have many opportunities to collaborate with their peers through pair-work, group activities and class discussions. Besides these group activities, students also have a chance to carry out individual performances which include written exercises and presentations. The last benefit for students is that they learn about their local environment and the country's natural and cultural heritage. Learning about the National Park System broadens their worldview and knowledge.

Definition of Terms

Acquisition-learning distinction: It states that adults have two distinct and independent ways of developing competence in a second language (Krashen, 1982). Acquisition refers to natural,

unconscious processes that children go through as they acquire their first language. Learning refers to consciously learning the rules and patterns of the language (Parris, 2004).

Affect: Emotion of feeling (Brown, 2007).

Affective filter: A condition of low anxiety and non-defensiveness that permits one to acquire a language, an emotional barrier such as high stress or embarrassment, to learning (Brown, 2007), (Parrish, 2004).

Anxiety: The subjective feeling of tension, apprehension, and nervousness connected to an arousal of the autonomic nervous system, and associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry (Brown, 2007).

CALL (Computer-Assisted Language Learning): CALL is any means of enhancing instruction using computer-based activities including software, the Internet, e-mail, or basic word processing (Parrish, 2004).

EFL (English as a Foreign Language): Generic term for English learned as a foreign language in a country or context in which English is not commonly used a language of education, business, or government (Krashen, 1982).

ESL (English as a Second Language): Generic term for English learned as a foreign language within the culture of an English-speaking country (Brown, 2007)

Input hypothesis: The input hypothesis answers the questions “How do we acquire language?” (Krashen, 1982).

i + 1: The term for input that is just beyond a learners’ current level. This kind of input challenges yet is accessible to learners (Parrish, 2004). We acquire by understanding language that contains structure beyond our current level of competence (Krashen, 1982).

Language anxiety: A feeling of worry experienced in relation to a foreign language, either trait or state in nature (Brown, 2007).

Monitor hypotheses: It theorizes that acquisition and learning are used in very specific ways. Acquisition initiates utterances and is responsible for language fluency. Conversely, learning has one function that is to monitor or to edit our utterances after it has been produced (Krashen, 1982).

Motivation: The anticipation of reward, whether internally or externally administered; choices made about goals to pursue and the effort exerted in their completion (Brown, 2007).

Native speaker: One who uses the language as a first language (Brown, 2007).

Natural order hypotheses: The acquisition of grammatical structures proceeds in a predictable order. Acquirers of a given language tend to acquire certain grammatical structures early, and others later (Krashen, 1982).

Nonnative speaker: One who uses the language as a second or foreign language (Brown, 2007).

Outdoor education: Organized education that takes place in the outdoors; it is experiential learning in, for, or about the outdoors. A method of learning that occurs in the outdoors, requires the use of all senses and domains, is based on interdisciplinary curriculum matter, and is based on the relationships involving people and natural resources (Priest, 1986).

Place-based education: An educational philosophy that envisions a role for achieving local ecological and cultural sustainability. It usually includes conventional outdoor education methodologies advocated by John Dewey to help students connect with their own region of the world (Dewey, 1915), (Knapp, 2000).

Second Language Acquisition: Language acquisition process of acquiring a second language (Krashen, 1982).

Schemata: Background knowledge, cultural or world knowledge (Brown, 2010).

STEM: Abbreviation for 'science, technology, engineering, and mathematics' education.

CHAPTER II REVIEW OF THE LITERATURE

Introduction

Research indicates that there is a lack of English teaching material for adult learners that utilize the advantages of outdoor learning environment. One of the main impacts of learning in the outdoors is that the outdoor learning environment provides for conditions that lower learners' anxiety in language learning by reducing their affective filter. The relationship between anxiety and second language acquisition has been established and research substantiates that lowering students' affective filter, thereby reducing their anxiety, increases their ability to acquire a second language. The literature provides evidence that English language learners' feelings of apprehension and anxiety influence their ability to acquire the language.

The literature review examines three themes in relationship to second language acquisitions and learning in the outdoor environment. First, the review explores the affective factors and language acquisition. Then, it examines the benefits of outdoor education. Lastly, it surveys the curriculum design related to the outdoor and English language learning.

Affective Factors and Language Acquisition

The relationship between anxiety reduction in learning a second language and the benefits of outdoor education has been established in literature. In second language learning, anxiety reduction is essential to acquire a language. The second language acquisition theory developed by Dr. Stephen Krashen is based on the following five hypotheses: 1) acquisition-learning hypothesis, 2) the natural order hypothesis, 3) the input hypothesis, 4) monitor

hypothesis, and 5) the affective filter hypothesis. Krashen's work on SLA theory was a culmination of years of studies and research produced by other experts on second language acquisition (Krashen, 1982).

The Affective Filter Hypothesis

For this project, the affective filter hypothesis is of central importance and is explored in the literature review. Originally, the affective filter concept was developed by Heidi Dulay and Mauna Burt in 1977 (Krashen, 1982) and they demonstrated in their research study the learners' emotional factors influence their foreign language acquisition process. These affective variables are placed in three main categories although they are closely related: 1) motivation, 2) self-confidence, and 3) anxiety (Krashen, 1982).

Anxiety among Language Learners

In educational research, anxiety is classified as a state or trait of the learners and is regarded as a stable personality state (Spielberger, Anton & Bedell, 1976). Evidence shows that language learning anxiety is dissimilar from other types of anxiety (Woodrow, 2006).

As cited by Brown, additional research carried out by MacIntyre and Gardner in 1989 and 1991 found that language learners' anxiety may be influenced by whether the learners lives in the environment where the language is spoken or whether the learners is learning the language as a foreign language (Brown, 2007).

The late education expert Earl Wilson Stevick advocated for maintaining a classroom learning environment where low filters are present, therefore students' affective filters are low and they feel less or no anxiety to prevent them from learning (Stevick, 1996). In his analysis,

Stevick investigates the condition of fear which is different from anxiety since fear is caused by external threats, whereas anxiety originates from inner conditions.

Interestingly, Stevick in his seminal book on language teaching titled “Memory, Meaning & Method” also references the anxiety of teachers, as well as the anxiety’s effects on teaching methodology in addition to its influence on students. Stevick cites Arthur Jersild’s observation that distinctly demonstrates that anxiety (exhibit by teachers and students) has detrimental implications on learners (Stevick, 1996). This project focuses on anxiety of language learners but it is important to note that anxiety also affects teachers and teacher anxiety can influence learners’ level of anxiety (Stevick, 1996).

In the field of education, the definition of anxiety is two-fold, it’s either called ‘trait anxiety’ or ‘state anxiety’. State anxiety is defined as a “relatively temporary feeling of worry experienced in relation to some particular event or act”, whereas trait anxiety is a “relatively permanent predisposition to be anxious about several things” (Brown, 2007).

Selected Recent Studies on Anxiety and Language Learning

In this portion of the literature review, three recent research studies are presented on the relationship between anxiety and language learning conducted by experts outside of the United States.

In 2015, another study was published that investigated postgraduate level students’ writing anxiety at the National University of Malaysia (UKM) (Hussin, Abdullah, Ismail, and Yoke, 2015). In this descriptive study, researchers examined the effects of computer-mediated communications (CMS) on ESL/EFL students’ writing anxiety where both quantitative and qualitative methods were utilized. Three instruments were employed: 1) Second Language

Writing Anxiety Inventory (SLWAI), 2) semi-structured interview, and 3) observation of documents. The study's sample size was twenty-eight post-graduate ESL/EFL students enrolled in an elective course, Computer Application ESOL, at the Faculty of Social Sciences and Humanities, School of English Language Studies at UKM. Out of the 28 students 4 were randomly selected for a specific interview. The goal of this research study was to investigate the impact of the CMC applications on the anxiety of ESL/EFL writers as well as the social aspects of constructivism, social interaction and how and why collaborative learning play an important role (Brown, 2007).

The study revealed that students perceived that using CMC was useful in enhancing their language learning and helped them feel more comfortable and confident. They also found that many learners felt positively about working in groups and reported future collaboration intension with other students. Learners' writing performance was also positively affected by the various CMC applications used and they expressed comfortable attitudes and self-confidence when completing their writing tasks. The last finding related to anxiety is most significant since the Paired t-tests (comparison of pre-scores and post-scores) indicated a significant variation (p -value = 0.009) which implied that students' tendency to suffer anxiety decreased. The conclusion of this study uncovered that the reductions of students' anxiety contributed to a better language learning experience where they could practice more and increase their confidence (Hussin, Abdullah, Ismail and Yoke, 2015).

Said Muhammed Khan published his research study in 2015 that measured the anxiety of ESL/EFL language learners at the HITEC University in Taxila, Pakistan. The findings of this study concluded that English language learners became highly anxious in situations where they were required to speak the language (Khan, 2015). This study was conducted among

approximately 200 students who enrolled in a communication skills class during the 2011 Fall semester. Out of the 200 students, 10 (5 high anxious and 5 low anxious students based on the initial questionnaire) were selected for in-depth interview to gather qualitative data on their anxiety. Researchers considered pedagogical factors, educational and economic background, psychological factors and social factors in the questionnaire as well as in the interview.

Khan's study cited the work done by Horwitz and Cope in 1986 that suggested that language anxiety fundamentally has three components: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluations (Horwitz and Cope, 1986). In addition to this study, Horwitz further researched the concept of language anxiety and in a study, he published in 2001 concluded that anxiety perceived by language learners negatively influences the language learning process. Horwitz notes that anxiety has been examined the most among the other affective variables in education (Horwitz, 2001).

In addition, Khan's study distinctly concluded that anxiety and apprehension is a significant problem for English language learners and high levels of anxiety obstructs learners' communicative competence. Furthermore, the study brought to light that the lack of communicative skills leads to avoidance behavior where the learner does not want to perform activities, in this study it was speech activities. The other affective factors examined in this study also contributed to increased learner anxiety in addition to other variables, such as the teachers' communicative competence and training, as well as the teaching methodology. (Khan, 2013)

The third research study lead by Dr. Barly Mak surveyed Asian ESL students in their first year at the Hong Kong University in 2013. It inspected various elements identified by factor analysis causing anxiety among 313 students. The factors identified were: speech anxiety and fear of negative evaluations, uncomfortableness when speaking with native speakers; negative

attitudes towards the English classroom; negative self-evaluation; and fear of failing the class / consequences of personal failure (Mak, 2013).

Even though, the study participants were Chinese ESL students, the conclusions and implications of the study can be applied to Chinese learners of English as well as for non-Chinese learners of English. This study confirmed similar findings of previous research studies by Horwitz, Liue and Jackson) that suggested that students' negative attitude towards a language class can contribute to anxiety experienced in language classes (Horwitz, 1986, Liue and Jackson, 2008). The data of Mak's study clearly indicated that negative self-evaluation is a major contributing factor towards language learning anxiety. Furthermore, negative attitudes affect oral performance in compulsory requirements to speak. Dr. Mak recommends that all language teachers should mitigate the effects of anxiety in the classroom. The major implications of this study are that language instructors need to be responsive to the learners' linguistic needs as well as affective needs by providing a comforting learning environment that is free from fear of speaking.

Based on the research presented on affective factors and their relationship to language acquisition, it is shown that anxiety effects student learning negatively and that anxiety is a significant problem for English language learners especially when they need to speak the language.

Benefits of Outdoor Education on Learning

Outdoor learning is not a new concept and philosophers, scholars, artists, writers have advocated the benefits of the outdoors and outdoor learning throughout the ages. Some of these prominent figures included Aristotle, Rousseau, Pestalozzi, Froebel, Steiner, Isaccs, Monet,

Emerson, John Muir (Davies and Hamilton, 2018). In the United States, outdoor academic education programs began in the 1970s which sprang out of the Outward Bound movement (MacArthur, 1979, Outward Bound, 1968). Since the inaugural conference that took place at the Appalachian State University in 1974 (Smathers, 1974), approximately 100 outdoor academic programs emerged in the United States. These programs offer bachelor degrees in outdoor recreation and outdoor experiential education. It's been shown in studies that the outdoor environment, as cited by Davies and Hamilton, promotes children's cognitive and physical development (Davies and Hamilton, 2018).

Recent Research in Outdoor Education

The research presented in this section reveal positive qualities of outdoor education, such as how it promotes better relationship between teachers and students, fosters communication and it improves learners' English skills even if the goal is environmental education.

The first study conducted in 2018 by Jim Sibthorp evaluated English language acquisition and outdoor education in a Hong Kong-based school. This study examined cultural integration and experiential learning among students. The outcome of the study demonstrated the importance of outdoor education since it created a less structured environment and fostered maintaining a better relationship between teachers and students and fostered a more collaborative learning environment which lowered student anxiety and facilitated a more efficient English language learning (Sibthorp, 2018).

The next study was also conducted in Asia (Indonesia) among 20 high school students in YPI Darussalam Cerme Gresik, to measure the EFL learners' perception of an outdoor learning program called English Scout Organization (ESO) in which students learn English in a fun and

relaxed environment. It is essential to note that the authors underscore the reality of English language learning in Indonesia. Specifically, there is a great deal of pressure on students to learn English since it is one of the subjects on the National Exam and knowing English is crucial to secure a young person's future career. The study concluded that students expressed interest in the ESO program because it appeared to serve their learning needs. The outdoor learning program allows for time to study English freely, compared to formal classes, and it provides for more interaction, physical activities, games, and problem solving. Finally, this research demonstrated that these types of learning activities are beneficial for increasing interaction among students and experience language authenticity, thereby better English knowledge outcome (Asmara, Anwar, Muhammad, 2016).

The last two studies included were carried out in the 2012-2013 academic year. One of the studies conducted by Inda Fajari investigated the effectiveness of an outdoor EFL class that consisted of 20 students at the High School of Foreign Language Teknotrat Lampung, Indonesia. The foundation of the study was the fact that English is used as a communication tool in our globalized world and many people from various countries are eager to learn it. The goal of the study was to identify the benefit of an outdoor class project. The study's results were analyzed both qualitatively and quantitatively. The conclusion determined that EFL students' English proficiency can be enhanced through participatory outdoor class activities (Fajaria, 2013).

The other study was a similar language study conducted in a Kazan high school with the aim to study the effectiveness of environmental education through foreign language teaching. The participating of this study comprised of 215 children. The conceptual foundations of the study included the recognition of the general environmental degradation of Earth and the role educational institutions play to help solve this tremendous problem facing humanity. Language

teachers are in a unique situation when it comes to environmental education and their influence is significant to promote awareness and to contribute to the international communication on solving this problem (Sadykova, 2014). The methods utilized for this study included conversations, creating special situations, organization of environment-related activities as well as using authentic English language materials on the environment. The study confirmed that exposing students to the English language, even if the primary goal (as it is the case in this study) is environmental education and awareness raising, students' English language skills improve. Even though the study's goal was to test the effectiveness of pedagogical conditions utilized in environmental education through foreign language (Sadykova, 2014).

The benefits of outdoor education on learning have been demonstrated in research. The outdoor environment is a less structured environment therefore fosters better relationship between teachers and students and among students as well and promotes communication. Studies show that learning in the outdoor environment improves English language skills even if the focus of the lesson is environmental education.

Curriculum Design Related to Outdoor Education and English Learning

As described above, outdoor academic education programs began during the 1970s and has played an important role in curriculum design. The development of outdoor education curriculum in the United States has focused on environmental education and science subjects for the K-12 school system (MacArthur, 1979, Outward Bound, 1968). Also, as presented in the previous section, research on English language acquisition has been mostly conducted abroad.

Research infers evidence that outdoor and experiential education curricula provide classroom experience to learners that is not accessible in a traditional classroom environment (Blenkinsop, Telford & Morse, 2016). The Blenkinsop study on outdoor education curriculum design was conducted in the environmental science field and not English language acquisition; however, the inferred benefits of outdoor education may apply to English language learners. Furthermore, outdoor and experiential education tends to incorporate personal reflection and collaborative discussion in its teaching tools (Breunig, 2008). These types of teaching techniques are integrated into this project so they provide language learners with time for individual reflection and group discussions.

Edwards-Jones, Sue Waite & Rowena Passy published a study in 2018 about school strategies on Learning in the Natural Environment (LINE). The study confirmed that many of the proven benefits of outdoor learning are being integrated into school curricula (Edwards-Jones, Waite & Passy, 2018).

Miriam Westervelt provides concepts and strategies to help English language learners students to learn sciences in her publication titled “School Yard Inquiry in English Language Learners” (Westervelt, 2007). She refers to Woodhouse and Knapp’s place-based education that is founded on these four concepts: 1) experiential, 2) provide content that specific to the dynamics of the place, 3) multidisciplinary, and 4) connect place with self and community (Woodhouse & Knapp, 1996). The development of this project seeks to embraces these concepts.

During the research for this project, I found several websites (blogs) that focus on the combination of outdoor education and adult English language learning curriculum design, for example, FluentU blog, Busy Teacher Blog and One Stop English. These websites focus on

individual lesson plans that take learners out of the class-room environment. The reason for providing these individual lessons plans stems from the assumed characteristics of adult learners (Kerns & Knight-Mendelson, 2004). The “ESL New Teacher Resource Guide” published in 2004 lists several characteristics of adult learners that impede the implementation of outdoor curriculum. Some of these adult learner characteristics include learners from a wide range of educational backgrounds, learners who bring different skills, interests, background and life experiences to the classroom, and learners with different learning styles. Additional research is needed how these assumed learner characteristics could influence the use of outdoor education concepts in ESL classes.

The research on curriculum design conducted for this project indicates that there is a need for curriculum design for the adult ESL classrooms environment that combines the benefits of outdoor education with more effective English language acquisition.

Summary

The literature review focuses on the possible relationship between anxiety, which is one of the affective factors of learning, and the benefits of outdoor education. The themes surveyed in this literature review address the concept of affective factors and language acquisition, the benefits of outdoor education and curriculum design related to combining the outdoor education ideas with language learning and acquisition.

Based on the research presented on affective factors and their relationship to language acquisition, it is shown that anxiety effects student learning negatively and that anxiety is a significant problem for English language learners especially when they need to speak the English language. It appears that anxiety is a significant problem for English learners. At the same time,

it has been found that providing a comforting learning environment is important in the learning process.

The second theme of the literature review explored the benefits of outdoor education on learning. Since the outdoors is a less structured environment therefore it fosters better relationship between teachers and students and among students as well and promotes communication. Studies show that learning in the outdoor environment improves English language skills even if the focus of the lesson is environmental education. Learning also allows for free study time which increases the effectiveness of learning and helps reducing anxiety.

The last theme presented research on curriculum design related to learning English. The research indicates that there is a need for curriculum design for the adult ESL classrooms environment that combines the benefits of outdoor education with more effective English language acquisition. It appears that the outdoor education curriculum mostly focuses on environmental education and science subjects. However, lesson plans for English language teaching can be found on-line but they usually focus on one particular lesson.

In conclusion, this project strives to expand the notion of combining English language learning and the benefits of outdoor education. The handbook provides a supplemental curriculum that takes language instructors and English language learners out into the natural environment. The four specific National Park System locations in the San Francisco Bay Area selected for this project are 1) the *John Muir National Historic Site*, 2) the *Tilden Regional Park located on the Juan Bautista de Anza National Historic Trail*, 3) the *Rosie the Riveter National Historic Site* and 4) the *Eugene O'Neill National Historic Site*. Language learners are invited to experience the outdoor learning environment through the unique activities designed for this ESL Supplemental Handbook.

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Description of the Project

English as a second language (ESL) teaching material design and content usually focuses on activities completed during the scheduled classroom time and as homework outside of the classroom. Some instructors attempt to incorporate field trip activities to break up the monotony of regularly scheduled classroom activities thereby helping students to decrease their learning anxiety. However, oftentimes language instructors and teachers often do not have the time and the option to include outside-classroom activities in their curriculum. The purpose of this project is to provide a supplemental curriculum for English language classrooms to include outside-classroom language learning activities that fosters language learning in the outdoors to facilitate lowering the affective filter of students. By discovering these important historic sites, language learners will acquire life skills related to the use of technology, outdoors safety and connecting to neighbors and residents.

The project consists of five parts (Chapters). The first chapter introduces the “concept of the National Parks” followed by four chapters, each focusing on a selected National Historic Site and a Regional Park (located along a National Historic Trail) in the San Francisco Bay Area. The National Historic Sites selected include the *John Muir National Historic Site*, the *Tilden Regional Park located on the Juan Bautista de Anza National Historic Trail*, the *Rosie the Riveter National Historic Site* and the *Eugene O’Neill National Historic Site*.

The general outline of the chapters follow a consistent format. A later segment of this chapter describes how this general outline may be applied to other regions of California and the

United States, there are opportunities to visit national parks or state parks and learn the English language in the outdoors.

The chapters begin with clearly defined ‘learning objectives’ followed by a ‘theme’ and a ‘quote to ponder’ that set the tone for the activities and provide an insight into the subject areas the chapters aim to concentrate on. The principal focus of each chapter is the specific historic site students will visit after carrying out essential preparation activities and learning about life skills associated with the ‘On Location’ (on-site) activities. The after-visit activities include a writing activity called “Focus on Experience” and “Closing Activities”. The closing activities comprise of two parts, first students discuss what they learned during the historic site visits, then there is a presentation by students. As discussed in the literature review, outdoor and experiential education inclines towards including personal reflection and collaborative discussion in its teaching tools (Breunig, 2008); therefore, these types of activities are incorporated into the activities in every section to promote learners’ individual reflection and group discussions.

In contrast, the introductory chapter (Chapter 1) involves only in-class activities since it is designed to familiarize students with the National Parks System of the United States. The main activity is watching a 30-minute summary video about the renowned PBS series on National Parks written by Ken Burns which is designed to introduce students to the American National Park System and to provide some background information for visiting the four National Historic Sites in the San Francisco Bay Area. This introductory chapter, just as the other four chapters, begins with describing the ‘Learning Objectives,’ followed by the chapter’s “Theme.” The “Quote to Ponder” and the “Introductory Discussion” of the chapters aim at activating the learners’ schemata about what they may already know about the National Parks.

The following table is a blank template for each of the lessons found in the handbook.

This can provide an outline for teachers who would like to create their own lessons.

Activity Types	Notes
Title (Name of Park)	
Theme	
Introductory Discussion	
Pre-Visit Activity	
Life Skills	
Vocabulary	
On Location	
Focus on Experience	
Grammar	
Closing Activity	

Table 1: Lesson Planning Template

The following table (Table 2) provides a summary of the chapters' activities.

	Chapter 1	Chapters 2 through 5
Title	Introduction to National Parks	Name of each location.
Theme	Geography / Parks	Environment / Historic Figures. Gardening / Plants.

	Chapter 1	Chapters 2 through 5
		History / Local History. Literature / Theatre.
Introductory Discussion	Pair / Group discussion	Pair / Group discussion.
Main activity	Watching the 30-minute video.	N/A
Pre-Visit Activity	N/A	Information gathering, planning and making a concrete plan to visit the park.
Life Skills	Internet search / share experience	Safety, warning signs. Prepare a first-aid kit to visit a park. Bay Area Trail Map. Volunteering, how to get involved with your community.
Vocabulary	Related to film.	Self-directed.
On Location	N/A	Visit each park.
Focus on Experience	Writing Activity.	Writing Activity.
Grammar	N/A	Chapter 3 (only): Transitional expressions – compare and contrast.
Closing	Class discussion, presentation.	Class discussion, presentation.

	Chapter 1	Chapters 2 through 5
Activity		

Table 2: Chapter Outline Summary

The standard for acceptable performance for the activities is participation in all activities. Since the goal of this supplemental material is to reduce student anxiety and stress, a percentage is not established for various activities; however, instructors are expected to continuously assess student participation that's appropriate to the class.

Preparation for Instructors

As described in the previous segments of the chapter, the essence of this supplemental ESL material heavily relies on outdoor activities conducted and carried out in various park sites in the San Francisco Bay Area. For this reason, the language instructors are obliged to carry additional duties to prepare for the out-of-classroom activities and make appropriate arrangements that concur with the rules of the school district and its governing organization. Language instructors need to acquire the support of the school administrators and follow the appropriate protocol for conducting classroom activities in an outdoor setting. It is important that instructors discuss the class plans with their supervisor and receive permission to carry out field trips from school administration. In addition, the instructor needs to find out if the school district provides funds for transportation or perhaps the school district may provide the transportation for the students to the sites. Finally, instructor is responsible for informing the students to wear appropriate clothing when visiting the sites.

The following lesson plans have been prepared for each of the five Chapters.

Chapter 1 – Introduction to America’s National Parks

Chapter Objective

After completing this chapter, students will be able to define what the National Park System (NPS) of the United States is and they will be able to navigate its website and find information about a national park of their choice.

Evaluation / Assessment

The exercises incorporated into the chapter activities serve as assessment for instructors. No specific testing has been planned.

Planning Time

30 minutes

Activities	Activity Time	Activity Format
Introductory Discussion	45 minutes	Teacher (T) shows photos of National Parks, focuses students (Ss) attention on nature and the environment. T asks Ss to read the introductory discussion questions individually. Introductory discussion questions can be discussed as a pair activity/ larger group activity or as an entire class.
Main Activity	40 minutes	Watch the video on America’s National Parks on YouTube. The video is a 35-minute introductory (preview) video of Ken Burn’s 6-part series on the National Parks of the United States. Before watching the film, T brings Ss attention to the table on page 6 where they will be taking notes. The table is organized

Activities	Activity Time	Activity Format
	20 minutes	<p>around 3 groups of ideas: 1) notes and observations, 2) names of National Parks, 3) names of individuals. (The table is to help Ss to organize the ideas presented in the video.)</p> <p>After the video, T leads a discussion of the video based on the 3 groups of ideas.</p> <p>T asks Ss to compare their notes with a partner before class discussion.</p> <p>Class discussion.</p> <p><u>List of National Parks in the movie include:</u> Yellowstone National Park (NP), Grand Teton NP, Yosemite NP, Shenandoah NP, Everglades NP, Arcadia NP, Rocky Mountains NP, Grand Canyon, The Great Smokey NP, Glaciers NP, Denali NP, Crater Lake NP, Hawaii Volcanic NP, Chaco Canyon,</p> <p><u>List of Individuals in the movie:</u> John Muir, Theodore Roosevelt, Franklin Delano Roosevelt, Abraham Lincoln, Horace Albright, Rockefeller, Marjorie Stoneman Douglas, George Ballinger Wright, Chiura Obata, Shelton Johnson, Gerard Parker, Juanita Greene.</p> <p><u>Ideas presented in the video:</u> Yellowstone NP as first national park, “America’s Best Idea”, Symbol of democracy – essential to democracy, national heritage, ordinary people made it happen,</p>

Activities	Activity Time	Activity Format
		amazingly beautiful country, 1864-Abraham Lincoln,
Vocabulary	Ongoing	The vocabulary table is included for Ss to use and write down words that they are not yet familiar with.
Life Skills	20 minutes	<p>T makes sure Ss are familiar with the Internet and can find websites.</p> <p>Ss to find the websites for the National Park Service and PBS’s ‘national parks’ pages (both websites are provided in the handbook).</p> <p>The Facebook activity is optional – some Ss may not have Facebook accounts and / or they are not comfortable with sharing their stories.</p> <p>T encourages Ss to navigate the websites and find out information about their favorite NP.</p>
Focus on Experience	40 minutes	<p>This can be a take-home writing exercise.</p> <p>SS to write about their national park experience. For those Ss who have not visited a NP, they can write about which NP they would like to visit and why. They may base their writing on the YouTube video or the website information.</p>
Closing Activity	40 minutes	<p>2 types of activity:</p> <ol style="list-style-type: none"> 1. Discussion.

Activities	Activity Time	Activity Format
	30-40 minutes (depending on class size)	2. Presentation. Ss to read the questions individually. Discussions can take place with student partner, then as a group or class. The presentation preparation can be a take-home activity with a partner. Ss to choose one of the questions to prepare a presentation on with a partner.

Table 3: Lesson Plan for Chapter 1

Chapter 2 – John Muir National Historic Site

Chapter Objective

After completing this chapter, students will be able to describe aspects of John Muir’s life and they will be able to prepare a plan to visit the John Muir National Historic Site in Martinez, California and will be able to list some of the safety measures when visiting this place.

Evaluation / Assessment

The exercises incorporated into the chapter activities serve as assessment for instructors. No specific testing has been planned.

Planning Time

45 minutes

Activities	Activity time	Activity Format
Introductory Discussion	45 minutes	<p>Teacher (T) shows photos of John Muir, Abraham Lincoln, Theodore Roosevelt. T refers to the video and class discussion in Chapter 1, focuses students (Ss) attention on important individuals, the environmental movement.</p> <p>T asks Ss to read the introductory discussion questions individually.</p> <p>Introductory discussion questions discussed as pair activity/ larger group activity or as an entire class.</p>
Pre-Visit Activity	<p>40 minutes</p> <p>20 minutes</p> <p>40 minutes</p>	<p>T and Ss review what Ss learned about the Internet in previous classes and search for the John Muir National Historic Site's website.</p> <p>Ss spend time on exploring the information on the website and begin to prepare for their visit to the John Muir National Historic Site. Ss do this activity individually or with a partner.</p> <p>T introduces and discusses the tables presented in the Supplemental Handbook on pages 13 and 14 and provides a framework for the preparation activities.</p> <p>T asks Ss to fill out the table with relevant information.</p> <p>T leads class discussion and planning activities for the visit to the park.</p> <p>T makes sure that there is a clear plan of the group visit, and</p>

Activities	Activity time	Activity Format
		<p>each S has an assigned role.</p> <p>Ss are able to define and perform the assigned tasks.</p>
Life Skills	40 minutes	<p>T and Ss review how to perform an Internet search.</p> <p>Ss review the John Muir Historic Site’s website for safety information for visiting the park.</p> <p>T and Ss discuss the table on page 15 of the supplemental manual.</p> <p>Ss identify and write the items in both categories of safety measures.</p> <p>Class discussion of safety measures.</p>
Vocabulary	Ongoing	The vocabulary table is included for Ss to use and write down words that they are not yet familiar with.
On Location	2-4 hours, (travel time not included)	<p>T and Ss visit the John Muir National Historic Site in Martinez according to their plan.</p> <p>Ss perform ‘Adventure Activities’ found on page 17.</p>
Focus on Experience	40-60 minutes	<p>This can be a take-home writing exercise.</p> <p>Ss to write about their experience at the John Muir National Historic Site.</p> <p>The length of the essay may be longer or shorter than defined on page 18.</p>

Activities	Activity time	Activity Format
Closing Activity	40 minutes 30-40 minutes (depending on class size)	2 types of activity: 1. Discussion. 2. Presentation. Ss to read the questions individually. Discussions can take place with student partner, then as a group or class to summarize what they learned in this chapter. The presentation preparation can be a take-home activity with a partner. Ss to choose one of the questions to prepare a presentation on with a partner.

Table 4: Lesson Plan for Chapter 2

Chapter 3 – Juan Bautista de Anza National Historic Trail – Tilden Regional Park

Chapter Objective

After completing this chapter, students will be able to describe aspects of the botanical garden in the Tilden Regional Park and they will be able to assemble a first-aid kit to use while traveling.

Evaluation / Assessment

The exercises incorporated into the chapter activities serve as assessment for instructors. No specific testing has been planned.

Planning Time

45 minutes

Activities	Activity time	Activity Format
Introductory Discussion	45 minutes	<p>Teacher (T) presents photos of native plants of California and photos of Tilden Park.</p> <p>T asks Ss to read the introductory discussion questions individually.</p> <p>Introductory discussion questions discussed as pair activity, or as a group activity, then as the entire class.</p>
Pre-Visit Activity	<p>10 minutes</p> <p>30 minutes</p> <p>40 minutes</p> <p>45 minutes</p>	<p>T and Ss review how to search the Internet and search for Tilden Regional Park's website.</p> <p>T explains to Ss that the Tilden Regional Park is located along the Juan Bautista de Anza National Historic Trail and it belongs to the East Bay Municipal District.</p> <p>Ss spend time on exploring the information on the website and begin to prepare for their visit to the Tilden Regional Park.</p> <p>Ss do this activity individually or with a partner.</p> <p>T introduces and discusses the tables presented in the Supplemental Handbook on pages 21 and 22 and provides a framework for the preparation activities. T gives special attention to how to find out about the docent tour at the botanical garden.</p> <p>T asks Ss to fill out the table with relevant information.</p>

Activities	Activity time	Activity Format
Vocabulary	Ongoing	The vocabulary table is included for Ss to use and write down words that they are not yet familiar with.
On Location	2-4 hours, (travel time not included)	T and Ss visit the botanical garden in Tilden Park in Berkeley according to the plan they developed in class. Ss perform ‘Adventure Activities’ found on page 27. Focus: native plants of California.
Focus on Experience	40-60 minutes	This can be a take-home writing exercise. Ss to write about their experience at the Tilden Park. The length of the essay may be longer or shorter than defined on page 28.
Closing Activity	40 minutes 30-40 minutes (depending on class size)	2 types of activity: 1. Discussion. 2. Presentation. Ss to read the questions individually. Discussions can take place with student partner, then as a group or class to summarize what they learned in this chapter. The presentation preparation can be a take-home activity with a partner. Ss to choose one of the questions to prepare a presentation on with a partner.

Table 5: Lesson Plans for Chapter 3

Chapter 4 – Rosie the Riveter National Historic Site

Chapter Objective

After completing this chapter, students will be able to explain who ‘Rosie the Riveter’ was and will be able to navigate the Bay Area Trail map.

Evaluation / Assessment

The exercises incorporated into the chapter activities serve as assessment for instructors. No specific testing has been planned.

Planning Time

45 minutes

Activities	Activity time	Activity Format
Introductory Discussion	45 minutes	Teacher (T) plays the ‘Rosie the Riveter’ song from YouTube. (2min 30 sec); Note: (James Kern ‘Key’ Keiser created the song, Norman Rockwell painted the image of the women for a poster) https://www.youtube.com/watch?v=AE2z_N1fM5E Use Handout found below. T asks Ss to read the introductory discussion questions individually. Introductory discussion questions discussed as pair activity, or as a group activity, then as the entire class.

Activities	Activity time	Activity Format
Pre-Visit Activity	<p>10 minutes</p> <p>30 minutes</p> <p>45 minutes</p>	<p>T and Ss review how to search the Internet and search for Rosie the Riveter National Historic Park’s website.</p> <p>Ss spend time on exploring the information on the website and begin to prepare for their visit to the Rosie the Riveter National Historic Site.</p> <p>Ss do this activity individually or with a partner.</p> <p>T introduces and discusses the tables presented in the Supplemental Handbook on pages 31 and 32 and provides a framework for the preparation activities.</p> <p>T gives special attention to how to find out about the short historic films shown at the museum.</p> <p>T asks Ss to fill out the table with relevant information.</p> <p>T leads class discussion and planning activities for the visit to the park.</p> <p>T makes sure that there is a clear plan of the group visit, and each S has an assigned role.</p> <p>Ss are able to define and ready to perform the assigned tasks to visit the park.</p>
Life Skills	40 minutes	Ss study the map presented on page 34 (portion of Bay Trail map located near the Rosie the Riveter Historical Site).

Activities	Activity time	Activity Format
	20 minutes	<p>Ss also search for the Bay Trail map website and discover its content.</p> <p>Ss describe and discuss the information they find on the website with a partner or in a small group.</p> <p>T leads class discussion about the purpose of the Bay Area Trail map along with the information we can find there.</p>
On Location	2-4 hours, (travel time not included)	<p>T and Ss visit the Rosie the Riveter Historical Site in Richmond according to the plan they developed in class.</p> <p>Ss perform ‘Adventure Activities’ found on page 36.</p> <p>Focus on the museum and the short films.</p> <p>Ss spend time outside the museum and discover portion of the Bay Area Trail.</p>
Vocabulary	Ongoing	The vocabulary table is included for Ss to use and write down words that they are not yet familiar with.
Focus on Experience	15 minutes 40-60 minutes	<p>T and Ss review the transitional expressions on page 39 to use in the writing exercise.</p> <p>This can be a take-home writing exercise.</p> <p>Ss to write about their experience at the Rosie the Riveter National Historic Site.</p> <p>The length of the essay may be longer or shorter than defined on page 37.</p>

Activities	Activity time	Activity Format
Closing Activity	40 minutes 30-40 minutes (depending on class size)	2 types of activity: 1. Discussion. 2. Presentation. Ss to read the questions individually. Discussions can take place with student partner, then as a group or class to summarize what they learned in this chapter. The presentation preparation can be a take-home activity with a partner. Ss to choose one of the questions to prepare a presentation on with a partner.

Table 6: Lesson Plans for Chapter 4

Chapter 5 – Eugene O’Neill National Historic Site

Chapter Objective

After completing this chapter, students will be able to discuss aspects of Eugene O’Neill’s life and will be able to prepare a plan to sign up for volunteering at an organization.

Evaluation / Assessment

The exercises incorporated into the chapter activities serve as assessment for instructors. No specific testing has been planned.

Planning Time

45 minutes

Activities	Activity time	Activity Format
Introductory Discussion	45 minutes	<p>Teacher (T) shows photos of Eugene O’Neill, Charlie Chaplin, Oona O’Neill, and different theatres.</p> <p>T asks Ss to read the introductory discussion questions individually.</p> <p>Introductory discussion questions discussed as pair activity, or as a group activity, then as the entire class.</p>
Pre-Visit Activity	<p>10 minutes</p> <p>30 minutes</p> <p>45 minutes</p>	<p>T and Ss review how to search the Internet and search for Eugene O’Neill National Historic Park’s website.</p> <p>Ss spend time on exploring the information on the website and begin to prepare for their visit to the Eugene O’Neill National Historic Site.</p> <p>Ss do pre-visit activity individually or with a partner.</p> <p>T introduces and discusses the tables presented in the on page 44 and provides a framework for the preparation activities.</p> <p>T focuses on how to find out about the special visitation schedule and bus schedule to the site.</p> <p>T asks Ss to fill out the table with relevant information.</p> <p>T leads class discussion and planning activities for the visit to the park.</p> <p>T makes sure that there is a clear plan of the group visit, and</p>

Activities	Activity time	Activity Format
		<p>each S has an assigned role.</p> <p>Ss are able to define and ready to perform the assigned tasks to visit the park.</p> <p>Visiting the Eugene O’Neill Historical Site is complex.</p> <p>Ss must develop a clear plan to visit.</p>
Life Skills	60 minutes	<p>Ss continue exploring the website of the Eugene O’Neill National Historic Park and fine out about volunteering opportunities.</p> <p>Ss work with a partner to learn about each other’s volunteer interests, then they share in class what their partner is interested in.</p>
Vocabulary	Ongoing	The vocabulary table is included for Ss to use and write down words that they are not yet familiar with.
On Location	2-4 hours, (travel time not included)	<p>T and Ss visit the Eugene O’Neill Historical Site in Danville according to the plan they developed in class.</p> <p>Ss perform ‘Adventure Activities’ found on page 48.</p> <p>Focus of the visit is the Museum and Barn Theatre.</p>
Focus on Experience	15 minutes 40-60 minutes	<p>T and Ss review the transitional expressions on page 49 to use in the writing exercise.</p> <p>This can be a take-home writing exercise.</p> <p>Ss to write about their experience at the Eugene O’Neill</p>

Activities	Activity time	Activity Format
		National Historic Site. The length of the essay may be longer or shorter than defined on page 49.
Closing Activity	40 minutes 30-40 minutes (depending on class size)	2 types of activity: 1. Discussion. 2. Presentation. Ss to read the questions individually. Discussions can take place with student partner, then as a group or class to summarize what they learned in this chapter. The presentation preparation can be a take-home activity with a partner. Ss to choose one of the questions to prepare a presentation on with a partner.

Table 7: Lesson Plans for Chapter 5

Development of the Project

The main purpose of this project is to facilitate English language learning by lowering students' actual and perceived anxiety about learning the language through studying and practicing English in an outdoor environment. I specifically chose this approach and developed this handbook resulting from my personal English language learning experience. Since I learned English as a second language myself, I personally experienced the difficulties of learning English while also learning the cultural and social norms of the United States and I am entirely aware of

the various anxieties and stresses that arise from this language learning experience. In addition to learning languages, I have always been interested in the outdoors, I am an avid hiker, and found over the years that visiting national parks, national historic sites, and state parks provided a distinctive opportunity to be exposed to the English language and learn about the history, geography and culture of the United States. The United States has approximately 83.3 million acres of public land and water (Guide to the National Parks of the United States, 2003) that is accessible to citizens and visitors alike. These public lands are in every state and they provide a uniquely qualifying language learning environment. This is an amazing opportunity for experiencing the beautiful outdoors, learning the language and connecting with American people.

I wholeheartedly agree with Ken Burns that America's best idea is the "National Parks." The well-organized system of the National Park System can provide an educational and inspiring design to learn English in safe and incredibly beautiful and fascinating ecosystems. I believe we need to utilize this unique aspect of the American natural environment and National Park System to facilitate newcomers' English language learning experience. As I was developing this project, I realized the extent of this educational opportunity and I will devote time to expand this project in the coming years.

Application of the Project

This supplemental ESL handbook is designed to be a complementary English language teaching material for English language learners and instructors. This project can be used a supplemental material to augment classroom instruction and to help students become more interested in learning the English language and to learn about their own surrounding. This

material includes pre-visit activities, on-site activities, and post-visit activities and utilizes the four language modalities: listening, speaking, reading and writing.

The Project

The project titled “Supplemental ESL Handbook – English Language Learning at National Historic Sites in the San Francisco Bay Area” in its entirety can be found in the appendix.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

English as a Second Language (ESL) teaching materials usually focus on activities completed during the scheduled classroom time and as homework outside of the classroom. Some instructors attempt to incorporate field trip activities to break up the monotony of regularly scheduled classroom activities thereby helping students to decrease their learning anxiety. However, oftentimes language instructors and teachers often do not have the time and the option to include outside-classroom activities in their curriculum. The purpose of this project is to provide a supplemental handbook for English language classrooms to include outside-classroom language learning activities that fosters language learning in the outdoors to facilitate lowering the affective filter of students.

The effort to help students' English language acquisition process and provide anxiety and stress free educational environment is an ongoing challenge for teachers, instructors, administrators and language book writers alike. Since there are many established and beautiful national parks, national historic sites and state parks all over the United States, it is sensible to utilize them as class-room environment to conduct English language classes where students may acquire the language in an anxiety-free, low-stress and supportive learning environment.

As presented in Chapter II, in curriculum design the outdoor environment is usually a place for environmental studies and science education. This handbook is a step to change this position.

Recommendations

This supplemental handbook seeks to support language students' English language acquisition process in a low-anxiety, stress-free environment so they persist in their goal to acquire the language in an inspiring and beautiful setting that is beneficial for language acquisition.

The concept of this project emerged from personal experience and from Dr. Stephen Krashen's second language acquisition theory and its 5 hypotheses (Krashen, 1982). Among the five hypotheses, the affective filter hypothesis, originally proposed by Dulay and Burt in 1974 (Dulay and Burt, 1974), proved to be the most influential concept in the development of this project. A mixture of affective variables relates to language acquisition, among them being anxiety when it is the lowest possible in the learning process.

The goal of this project is to lower learners' affective filter, therefore reduce their anxiety so language acquisition can take place. Removing students from the classroom environment and providing them with outdoor learning opportunities strives to contribute lowering the language learners' affective filter.

As seen in studies and found in research among children and the outdoor learning experience, nature enhances children's cognitive development and promotes language acquisition among bilingual learners (Arreguin-Anderson, 2016). Miriam Westervel showed in her 2017 study of English language learner high school students that outdoor activities contribute to improved language skills as well as science-inquiry skills (Westervel, 2007). The benefits of outdoor education on lowering students' affective filter have been incorporated into the development of this supplemental material in several ways.

First, the focus of each chapter is a historical site location (national park) and the pre-visit activities are determined based on the target location. Second, the life skill activities also focus on the park (site) and they relate to the ‘on location’ activities and prepare students to be able to enjoy and open to the on-site experience. Third, the pre-activities are similar in each chapter which provide a form of pattern to follow which allows for better understanding and language practice when visiting the locations. To make the preparation process easier, I selected the John Muir National Historic Site as the first location to visit since I find this place to be the easiest to find and access. It is more difficult to find out information and coordinate the visitation of the other parks as well as organizing for the activities at those parks. Fourth, I did not include tests in the chapters so students do not feel stressed out about being tested. Although, the language instructors may view the group discussions, group work and pair/individual presentation activities, as well as the writing activities as on-going assessment opportunities. Lastly, the design of the activities is structured in a way to encourage students to do collaborative work with their peers. This facilitates interaction among students and supports teamwork, therefore lowering anxiety among the individual students.

This handbook can be modified in various ways depending on the language level of the student body and the instructor’s time availability to conduct additional research about the four historic park sites. One way to improve the handbook is to add reading activities. Originally, I planned to include reading assignments that relate to each chapter’s theme, but because of lack of time I held back the reading assignments. Another way the handbook can be modified is to utilize a different National Park System unit instead of the four I included.

Enjoy the parks and have a valuable learning and teaching experience!

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APPENDIX

Supplemental ESL Handbook
English Language Learning
at National Historic Sites
in the San Francisco Bay Area

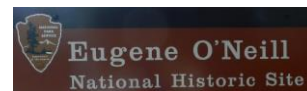
SUPPLEMENTAL ESL HANDBOOK

English Language Learning at National Historic Sites in the San Francisco Bay Area

Elizabeth Bognar
2018



Rosie the Riveter/World War II
National Historical Park
Established 2000





View of Mt. Diablo from the Eugene O’Neill National Historic Site, Danville

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INTRODUCTION

This supplemental ESL (English as a Second Language) Handbook is designed to teach English to language learners using authentic materials and resources related to the National Park System of the United States and to introduce learners to four (4) national historic locations in the San Francisco Bay Area. By discovering these historic sites, language learners will also learn about life skills connected to the use of technology, outdoor safety and ways of connecting to local people. (Note: The photos included in this material are the author’s photography.)

GOALS AND OBJECTIVES

The goal of this supplemental handbook is to teach students about the National Park System and to connect them to aspects of local history and the natural world through learning the English language. The broad notion of the activities presented in this handbook supports English language learning using authentic materials in a low-anxiety learning environment.

At the end of the supplemental material, students will be able to:

- ✚ describe “America’s best idea”
- ✚ converse about National Parks in the United States
- ✚ communicate about the four (4) park locations visited in the East Bay
- ✚ utilize the Internet to find out information about the National Park System of the United States
- ✚ appreciate the safety rules when visiting a park
- ✚ prepare a first-aid kit to visit the outdoors
- ✚ use the Bay Area Trail Map system
- ✚ register with an organization to do volunteer activities of their interest

INTENDED AUDIENCE

This supplemental handbook is designed for use with ESL students in the High Beginner/Low Intermediate range at California Adult Schools, Community Colleges, Language Schools, and Community Based Organizations.

LESSON PLANS

Lessons plans are incorporated into this supplemental material and they can be found after Chapter 5 on page 51.

CHAPTER 1

Introduction to America's National Parks

LEARNING OBJECTIVES:

In this chapter, you will learn:

- ✚ What “America’s Best Idea” is
- ✚ How to find a National Park in your region through the Internet
- ✚ The activities you can do in a national park

THEME:

Geography / National Parks in the U.S.

QUOTE TO PONDER:

“America’s Best Idea” – Ken Burns

INTRODUCTORY DISCUSSION:

Think about these questions and discuss them with a group or a partner.

- ✚ Which National Parks, National Historic Sites have you heard of through your friends, TV, radio, Internet?
- ✚ Where are the National Parks in California?
- ✚ Have you been to a National Park in the United States?
- ✚ Tell us about your experience during your visit to a national park.
- ✚ Is there a national park you would like to visit? Why?



Crater Lake National Park, Oregon



Redwoods National Park, California

MAIN ACTIVITY:

We are going to watch a video on America's National Parks.

<https://www.youtube.com/watch?v=mx8WbZIWCSM>

While watching the program, write down your notes in the following table:

Your Notes, Observations	Names of National Parks	Names of Individuals



Grand Canyon National Park, Arizona

Vocabulary

Use the following space to write down new words you learned during the video:



Yellowstone National Park, Wyoming, Montana

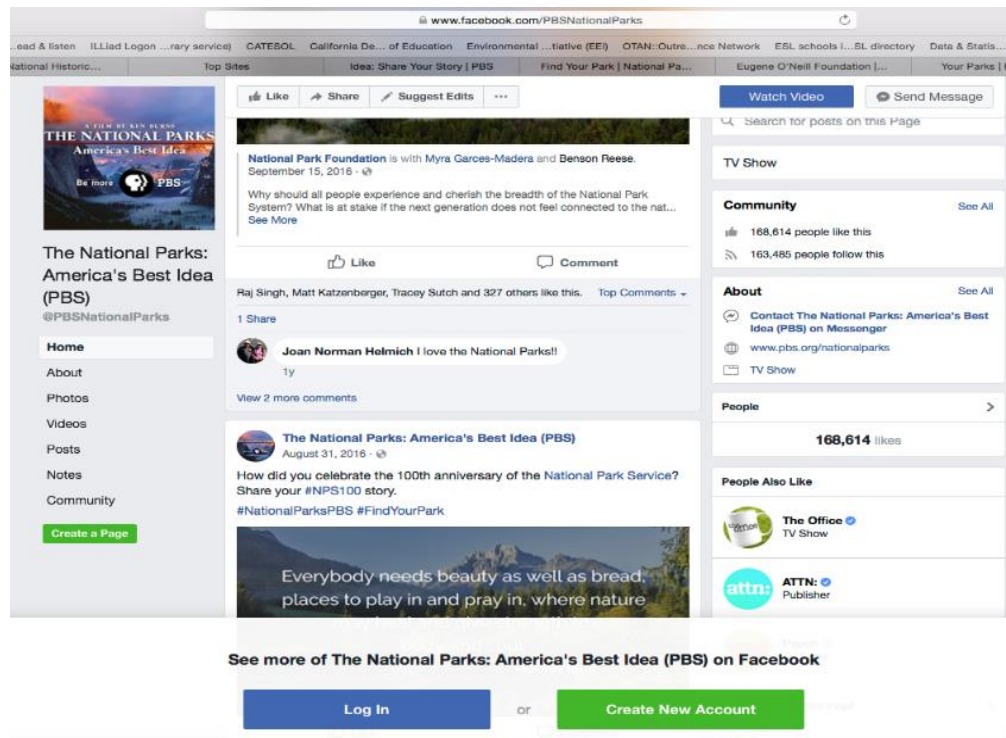
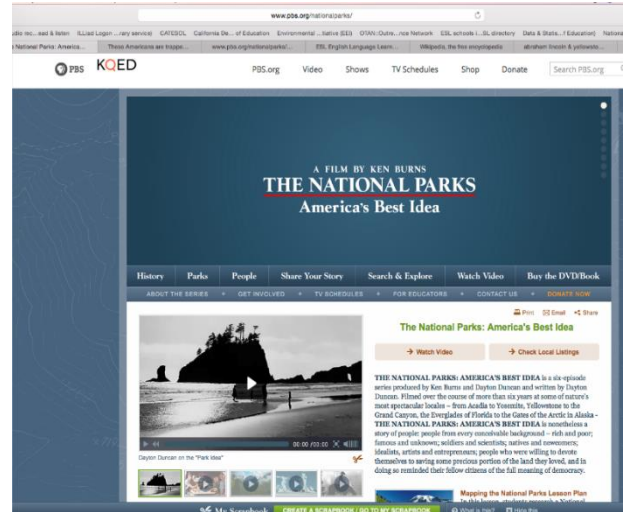


Yosemite National Park, California

LIFE SKILLS:

Technology - Internet Search

1. How do you find information about a national park in America?
2. Website of the National Parks Service.
<https://www.nps.gov>
3. Website of PBS – The National Parks page.
<http://www.pbs.org/nationalparks/>
4. Share your story on Facebook, if you have a Facebook account.



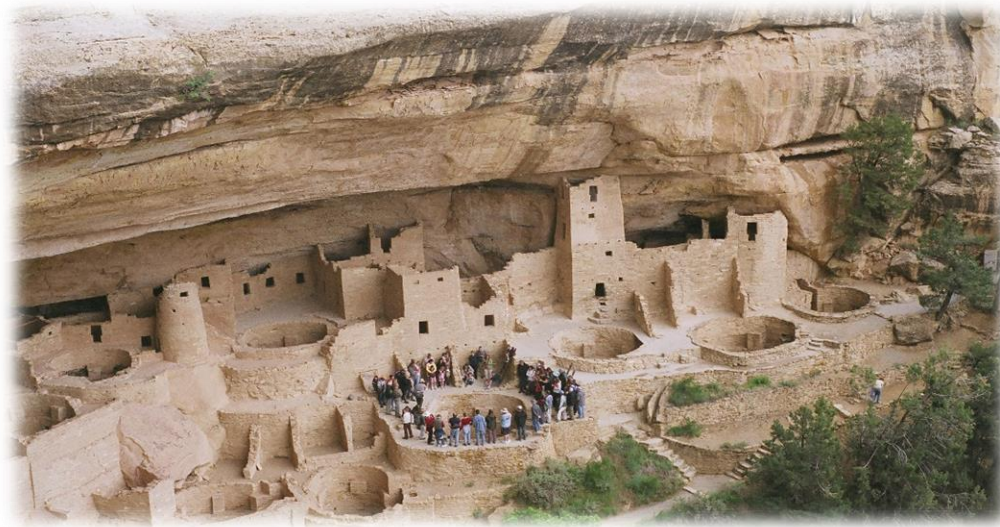
CLOSING ACTIVITY:

A. Class discussion about America's National Parks.

- ✚ What is “America’s best idea”?
- ✚ Which National Parks have you visited?
- ✚ Are there national parks, nature preserves, historic sites in other countries?
- ✚ Why is environmental preservation important?
- ✚ Why do we need to preserve our natural and historic past?
- ✚ What do you plan to do to preserve the natural environment in your own neighborhood?

B. Class presentation about National Parks based on information you find on the National Park Service’ website or the PBS/National Park’s website:

- ✚ How would you like to get involved with a National Park in your region?
- ✚ Select a National Park in your region and describe the activities you can do there.



Mesa Verde National Park, Colorado

CHAPTER 2

John Muir National Historic Site

LEARNING OBJECTIVES:

In this chapter, you will learn:

- ✚ About John Muir and Juan Bautista de Anza
- ✚ How to prepare to visit a place you have not been before
- ✚ The safety rules and warnings when you visit the outdoors

THEME:

Environment / Historic Figures

QUOTE TO PONDER:

“The battle for conservation must go on endlessly. It is part of the universal warfare between right and wrong” – John Muir

INTRODUCTORY DISCUSSION:

Think about these questions and discuss them with a group or a partner.

- ✚ Have you heard of John Muir? What do you know about him?
- ✚ Did you know he lived in Martinez during the final 25 years of his life?
- ✚ How do you prepare for visiting a place in the outdoors?
- ✚ What do you need to watch for when you are in the outdoors?



John Muir and his family, Martinez, California

PRE-VISIT ACTIVITY:

You are going to prepare a pre-visit informational sheet for visiting the John Muir National Historic Site in Martinez.



John Muir National Historic Site, Martinez, California

Visit the following website for more information:

<https://www.nps.gov/jomu/index.htm>

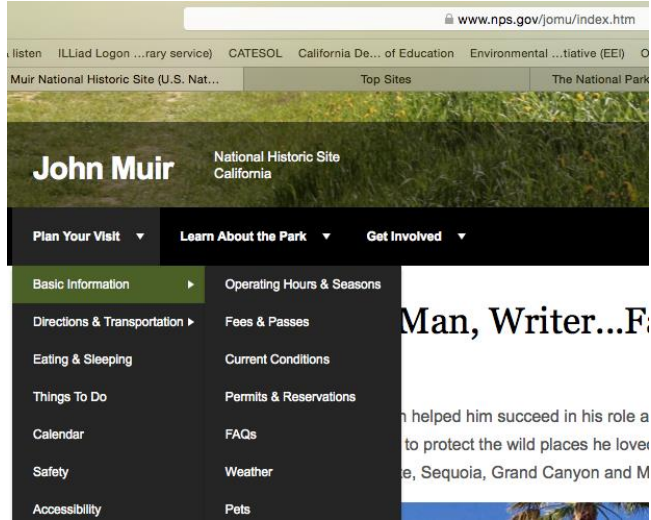
John Muir
National Historic Site
California

Plan Your Visit | Learn About the Park | Get Involved | INFO | ALERTS | MAPS | CALENDAR | RESERVE

Fruit Rancher, Family Man, Writer...Father of the National Park Service!

John Muir played many roles in his life, all of which helped him succeed in his role as an advocate for Nature. As America's most famous naturalist and conservationist, Muir fought to protect the wild places he loved, places we can still visit today. Muir's writings convinced the U.S. government to protect Yosemite, Sequoia, Grand Canyon and Mt. Rainier as national parks.

Fill out the following table based on the information you found on the John Muir Historic Site's website.



<p>Address and phone number.</p>	<hr/> <hr/> <hr/> <hr/>
<p>Hours of operation.</p>	<hr/> <hr/> <hr/> <hr/>
<p>Find out the directions to the location.</p>	<hr/> <hr/> <hr/> <hr/>



John Muir National Historic Site, Martinez – Garden

Continue filling out the table based on the information you found on the website:

Is public transportation available?	<hr/> <hr/> <hr/> <hr/>
List 3-4 activities you can do at the site.	<hr/> <hr/> <hr/> <hr/> <hr/>

Preparation for the Visit – Discussion & Planning:

As a class, prepare a plan for your class visit and write down your responsibilities in the table below:

1.
2.
3.
4.
5.
6.
7.

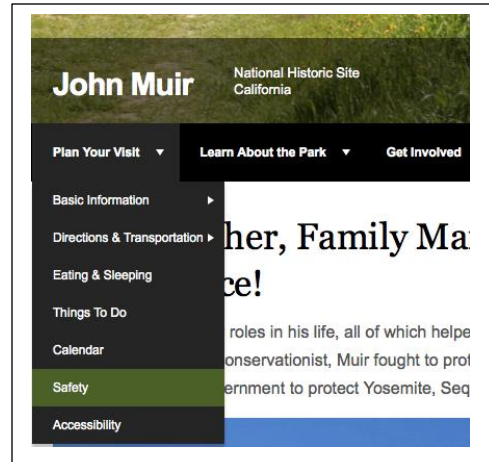
LIFE SKILLS:

Safety measures - What do we watch out for while visiting an outdoor location?

1. Review the website information for safety information.

<https://www.nps.gov/jomu/planyourvisit/safety.htm>)

2. What are the safety measures posted on the website?



In the table below write down a 2-3 items for both categories. Discuss the information as a class activity.

Personal / Property Care	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Natural Surroundings	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Vocabulary

Use the following space to write down new words you learned:



John Muir National Historic Site, Martinez – Vicente Martinez Adobe

ON LOCATION:

You are at the John Muir National Historic Site.



John Muir National Historic Site, Martinez – Entrance to the visitor center.

Adventure Activities

- ✚ Enter the site through the Visitor Center.
- ✚ Explore the John Muir House and ask for docent explanations.
- ✚ Visit the garden and discover the various plants.
- ✚ Visit the Vicente Martinez Adobe, look for Juan Bautista de Anza's name.
- ✚ Rest in the garden.
- ✚ If you planned for a special activity, don't forget about it!



John Muir National Historic Site, Martinez – Garden view

CLOSING ACTIVITY:

A. Class discussion about the John Muir National Historic Site.

- ✚ How did you like your visit to the John Muir National Historic Site?
- ✚ What did you find most interesting about the place?
- ✚ Did you notice anything unusual about the place?
- ✚ How useful was it to plan and prepare for the visit?
- ✚ Did you find the website information beneficial?
- ✚ What did you learn about John Muir?
- ✚ What did you learn about Juan Bautista de Anza?

B. Class presentation about the John Muir National Historic Site:

- ✚ Prepare a 5-minute presentation about your experience at the park.
- ✚ Include your favorite part of the visit. Show photos, if you have any.



John Muir National Historic Site, Martinez – The Anza Expedition Exhibit

CHAPTER 3

Juan Bautista de Anza National Historic Trail – Tilden Regional Park

LEARNING OBJECTIVES:

In this chapter, you will learn:

- ✚ About Tilden Regional Park and native plants of California
- ✚ How to arrange for a docent presentation
- ✚ How to prepare a first-aid kit to use while traveling

THEME:

Gardening / Plants

QUOTE TO PONDER:

“We won't have a society if we destroy the environment.” - Margaret Mead

INTRODUCTORY DISCUSSION:

Think about these questions and discuss them with a group or a partner.

- ✚ Have you visited any of the parks in the East Bay? Which ones? What did you do there? Who did you go with?
- ✚ Which botanical garden have you been to before?
- ✚ Do you have a first-aid kit at home, at work, or in your car? What's in it?



Tilden Regional Park, Berkeley – View of the East Bay from Tilden Park in the spring

PRE-VISIT ACTIVITY:

You are going to prepare a pre-visit informational sheet for visiting the Botanical Garden located in Tilden Regional Park in Berkeley.



Tilden Regional Park, Berkeley, California – Display map of the park

Visit the following website for more information about the Botanical Garden:

<http://www.visitcalifornia.com/attraction/hidden-gem-berkeleys-tilden-park>

Fill out the following table based on the information you found on the website.

Address and phone number.	<hr/> <hr/> <hr/> <hr/>
Hours of operation.	<hr/> <hr/> <hr/> <hr/>
Find out the directions to the location.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Continue filling out the following table based on the information you found:

Is public transportation available to the park?	<hr/> <hr/> <hr/>
List 3-4 activities you can do at the site.	<hr/> <hr/> <hr/> <hr/>
Find out about the docent tour and how to arrange for it.	<hr/> <hr/> <hr/> <hr/>



Tilden Regional Park, Berkeley – Botanical Garden

Preparation for the Visit – Discussion & Planning:

As a class, prepare a plan for your class visit and write down your responsibilities in the table below. Make sure the docent tour is included:

1.
2.
3.
4.
5.
6.
7.



Tilden Regional Park, Berkeley – Botanical Garden

LIFE SKILLS:

First Aid Kit Preparation

1. Study the warning signs presented below:



Tilden Regional Park, Berkeley – Warning Signs and Safety Rules on the display board at the entrance.

WARNING



The Death Cap Mushroom

Amanita phalloides is the #1 cause of fatal mushroom poisonings worldwide.

- Poisonous mushrooms have been seen in this area
- Mushrooms can be **FATAL** to humans and pets
- Avoid mushrooms when you walk or run your dogs

East Bay
Regional Park District
www.ebparks.org

2. What do you notice about these dangers? What can you do to avoid getting hurt?

- Study the picture below and notice the various items.
Work in a group to name the first-aid kit items.



Source: Open Source Image

- Prepare a list of items to include in a first-aid kit that you and your classmates can take with you when visiting Tilden Regional Park.
Write your list in this table:

1.
2.
3.
4.
5.
6.
7.
8.
9.

Vocabulary

Use the following space to write down new words you are learning in this chapter:



Tilden Regional Park, Berkeley – Botanical Garden

ON LOCATION:

You are at the Botanical Garden in the Tilden Regional Park.



Tilden Regional Park, Berkeley – Botanical Garden

Adventure Activities

- ✚ Find the James B. Roof Visitor Center.
- ✚ Participate in the docent-led tour of the botanical garden – take notes and take photos if you can.
- ✚ Explore the visitor center exhibits.
- ✚ Find a quiet place in the garden and rest and talk about the plants you see in the botanical garden. Discuss: Do you have similar plants at home and in your neighborhood?
- ✚ Stop at ‘Inspiration Point’ to enjoy the view of the East Bay hillsides.

CLOSING ACTIVITY:

A. *Class discussion about the Botanical Garden in the Tilden Regional Park.*

- ✚ What did you learn about Tilden Park during your visit?
- ✚ How does Juan Bautista de Anza relate to Tilden Park?
- ✚ What did you learn about the Botanical Garden during your visit?
- ✚ Did you enjoy your visit? Why?
- ✚ Describe some of the plants on display in the botanical garden. Which ones were your favorite and why?

B. *Class presentation about the Botanical Garden based on information you found on-line and what you learnt during your visit.*

- ✚ What did you enjoy most about your visit to the Botanical Garden?
- ✚ Include pictures of plants you saw in the Botanical Garden in your presentation.



Tilden Regional Park, Berkeley – In the spring

CHAPTER 4

Rosie the Riveter National Historic Site

LEARNING OBJECTIVES:

In this chapter, you will learn:

- ✚ Who ‘Rosie the Riveter’ was
- ✚ How WWII affected the economy of Richmond and Bay Area
- ✚ How to navigate the Bay Area Trail map and plan an outing on a bicycle

THEME:

History / Local History

QUOTE TO PONDER:

“A people without the knowledge of their past history, origin and culture is like a tree without roots.” – Marcus Garvey

INTRODUCTORY DISCUSSION:

Think about these questions and discuss them with a group or a partner.

- ✚ Have you heard of Rosie the Riveter? Who did she represent?
- ✚ Did you know Richmond was an industrial city in the 1940s and 1950s?
- ✚ Have you ever biked or hiked on a section of the Bay Area Trail?



Rosie the Riveter National Historic Site, Richmond, California – 1940s group photo

PRE-VISIT ACTIVITY:

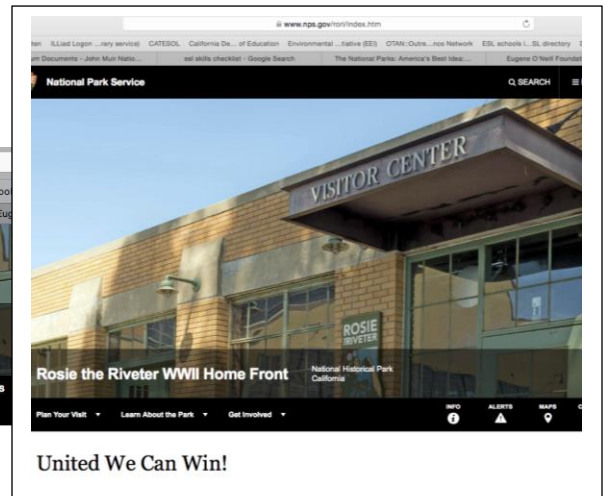
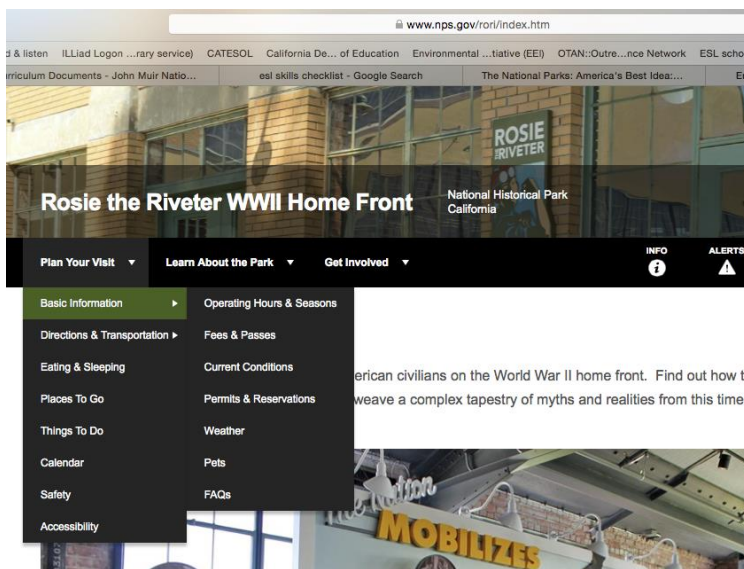
You are going to prepare a pre-visit informational sheet for visiting the Rosie the Riveter National Historic Site located in Richmond.



Rosie the Riveter National Historic Site, Richmond, California

Visit the following website for more information about the Rosie the Riveter National Historic Site:

www.nps.gov/rori.index.htm



Fill out the following table based on the information you found on the website.

Address and phone number.	<hr/> <hr/> <hr/> <hr/>
Hours of operation.	<hr/> <hr/> <hr/>
Find out the directions to the location.	<hr/> <hr/> <hr/> <hr/>
Is public transportation available?	<hr/> <hr/> <hr/>
List 3-4 activities you can do at the site.	<hr/> <hr/> <hr/> <hr/> <hr/>
Find out about the schedule of the movies they show at the museum?	<hr/> <hr/> <hr/> <hr/> <hr/>

Preparation for the Visit – Discussion & Planning:

As a class, prepare a plan for your class visit and write down your responsibilities in the table below. Make sure the docent tour is included:

1.
2.
3.
4.
5.
6.
7.

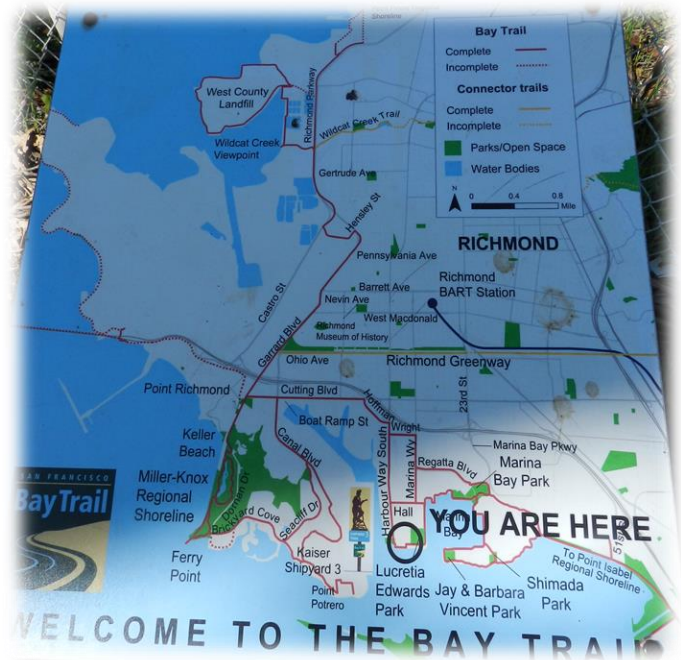


Rosie the Riveter National Historic Site, Richmond, California – View of the San Francisco Bay

LIFE SKILLS

San Francisco Bay Trail (Bay Trail)

1. Study the map on the right.
2. Discuss with your partner what you see on the map.
3. What is the San Francisco Bay Trail?
4. Search this website for additional information:
<http://www.baytrail.org>
5. Discuss with your partner or in a group what you found out about the Bay Trail.



Bay Trail display at the Rosie the Riveter National Historic Site



View of portion of the San Francisco Bay Trail near the Rosie the Riveter National Historic Site

Vocabulary Discussion

Use the following space to write down new words you learned during the video:



View of Richmond and the San Francisco Bay Trail near the Rosie the Riveter National Historic Site

ON LOCATION:

You are at the Rosie the Riveter National Historic Site.



Rosie the Riveter National Historic Site, Richmond, California – View of the San Francisco Bay

Adventure Activities

- ✚ Find the Visitor Center.
- ✚ Before viewing the exhibits find out the times of the informational movies shown in the movie theatre.
- ✚ Plan your exhibit viewing according to the show times of the movies.
- ✚ Listen to the “Rosie the Riveter” song at one of the exhibits.
- ✚ After your museum visit, take some time to walk on the trail and discuss with your classmates what you see.
- ✚ Check out the Bay Area Trail map.

FOCUS ON EXPERIENCE:

Based on what you learned about life of Richmond residents in the 1940s and 1950s, compare people’s lives in Richmond in the 1940s and today. Below is a photograph of one of the museum exhibits to help you remember.



Rosie the Riveter National Historic Site, Richmond, California

Before you begin, review the list of conjunctions in the “Compare and Contrast” section below. Use the space below to write your essay.

Essay Writing – Review of Transitional Expressions

Transition devices are the signal words, phrases, and clauses that show the relationships among the ideas.

The following table includes conjunctions and the logical relationships they indicate.

Conjunctions	Meaning
not only.... but (also) both... and and, also, in addition, additionally, first, second, third, besides, moreover, similarly, furthermore, likewise, again	Addition
but, yet, however, on the other hand, instead, still, on the contrary, otherwise, all the same, nevertheless	Contrast
for, so, therefore, accordingly, as a result, hence, as a consequence, thus, consequently, for this purpose	Cause/effect
or either..... or	Alternations (positive):
nor neither..... nor	Alternations (negative)
as shown above, in short, in conclusion, to sum up, in brief, in summary, in other words	Summary

CLOSING ACTIVITY:

A. *Class discussion about the “Rosie the Riveter” museum.*

- ✚ Who is “Rosie the Riveter”?
- ✚ What did you learn about Richmond’s history?
- ✚ Who is Henry Kaiser? What is his significance in the development of Richmond?
- ✚ How did women’s lives change during the 1940s in Richmond?
- ✚ What are other important historical locations in Richmond? Where are they? Are they located on the San Francisco Bay Trail?

B. *Class presentation about the ‘Rosie the Riveter’ National Historic Site based on your visit:*

- ✚ Prepare a presentation about the ‘Rosie the Riveter’ National Historic Site and describe two (2) highlights you learned there about history.
- ✚ Find a location along the San Francisco Bay Trail that you would like to visit and prepare a 5-minute presentation about it.

CHAPTER 5

Eugene O’Neill National Historic Site

LEARNING OBJECTIVES:

In this chapter, you will learn:

- ✚ Who Eugene O’Neill was and what his significance in literature is
- ✚ About the appreciation of American literature and theatre
- ✚ How to get involved in your community by volunteering

THEME:

Literature / Theatre

QUOTE TO PONDER:

“It’s a great game - the pursuit of happiness.” – Eugene O’Neill

INTRODUCTORY DISCUSSION:

Think about these questions and discuss them with a group or a partner.

- ✚ Have you heard of Eugene O’Neill? What do you know about him?
- ✚ Did you know that he received the Nobel prize in literature?
- ✚ Do you like theatre? Have you seen a play recently?



Eugene O’Neill National Historic Site, Danville, California

PRE-VISIT ACTIVITY:

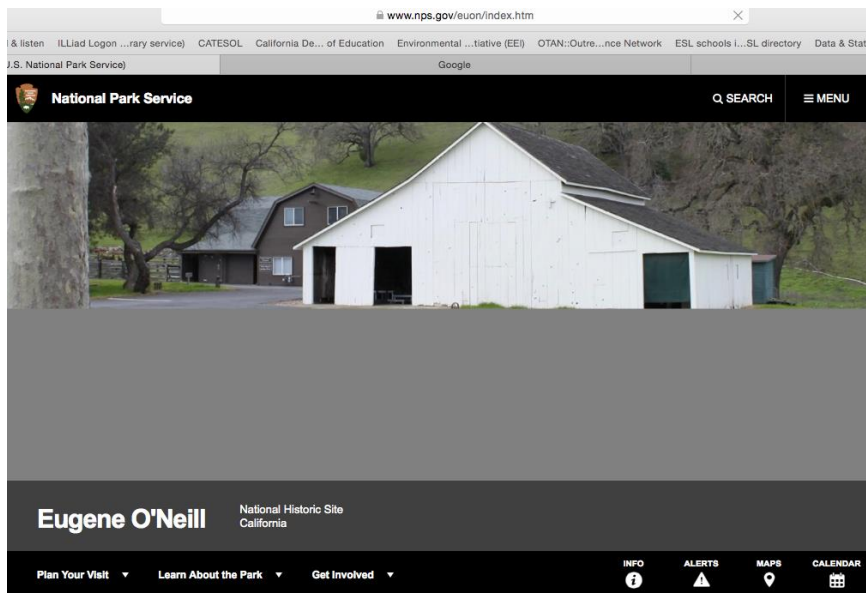
You are going to prepare a pre-visit informational sheet for visiting the Eugene O'Neill National Historic Site located in Danville.



Eugene O'Neill National Historic Site, Danville, California – View of garden from the house

Visit the following website for more information about the Eugene O'Neill National Historic Site:

<https://www.nps.gov/euon/index.htm>

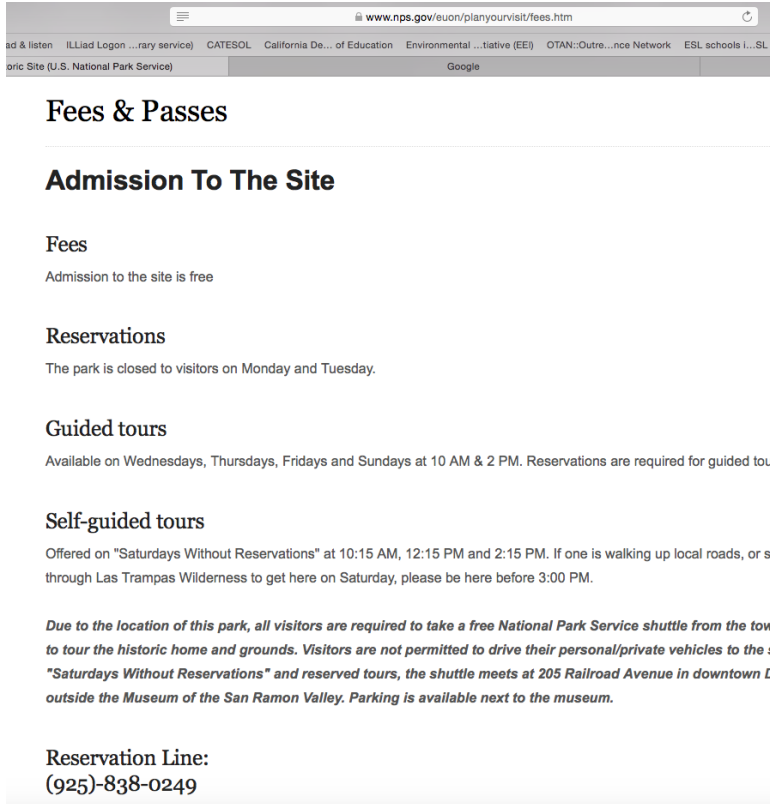


The Beautiful Home and Engaging Story Of O'Neill

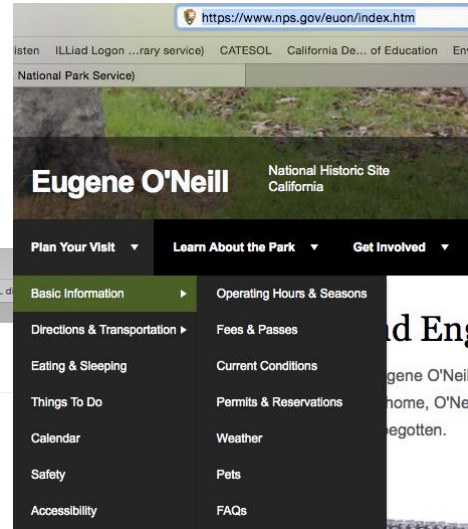
America's only Nobel Prize winning playwright, Eugene O'Neill, chose to live in Northern California at the height of his writing career. Isolated from the world and within the walls of his home, O'Neill wrote his final and most memorable plays; *The Iceman Cometh*, *Long Day's Journey Into Night*, and *A Moon for the Misbegotten*.

Pay close attention to the special admission schedule.

You must verify the information shown in the table below:



The screenshot shows the 'Fees & Passes' section of the NPS website. The main heading is 'Fees & Passes', followed by a sub-heading 'Admission To The Site'. Under this, there are sections for 'Fees' (stating admission is free), 'Reservations' (stating the park is closed on Monday and Tuesday), 'Guided tours' (available on Wednesdays, Thursdays, Fridays, and Sundays), and 'Self-guided tours' (offered on Saturdays without reservations). A note mentions a free shuttle service from Danville. A reservation line number is provided at the bottom: (925)-838-0249.



The screenshot shows the 'Eugene O'Neill National Historic Site' page on the NPS website. The page features a navigation menu with options like 'Plan Your Visit', 'Learn About the Park', and 'Get Involved'. A dropdown menu is open, showing various categories such as 'Basic Information', 'Directions & Transportation', 'Eating & Sleeping', 'Things To Do', 'Calendar', 'Safety', 'Accessibility', 'Operating Hours & Seasons', 'Fees & Passes', 'Current Conditions', 'Permits & Reservations', 'Weather', 'Pets', and 'FAQs'.



Eugene O'Neill National Historic Site, Danville, California

Based on the information you find on the website, fill out the following table based on the information you found on the website.

Address and phone number.	<hr/> <hr/> <hr/>
Hours of operation.	<hr/> <hr/>
Find out the directions to the location.	<hr/> <hr/> <hr/>
Is public transportation available?	<hr/> <hr/>
List 3-4 activities you can do at the site.	<hr/> <hr/> <hr/> <hr/>
Find out about the special visiting schedule and transportation.	<hr/> <hr/> <hr/> <hr/>

Preparation for the Visit – Discussion & Planning:

As a class, prepare a plan for your class visit and write down your responsibilities in the table below. Make sure the docent tour is included:

1.
2.
3.
4.
5.
6.
7.



*Eugene O’Neill – “Father of American Drama” Statue by Jon D. Hair
Eugene O’Neill National Historic Site, Danville, California*

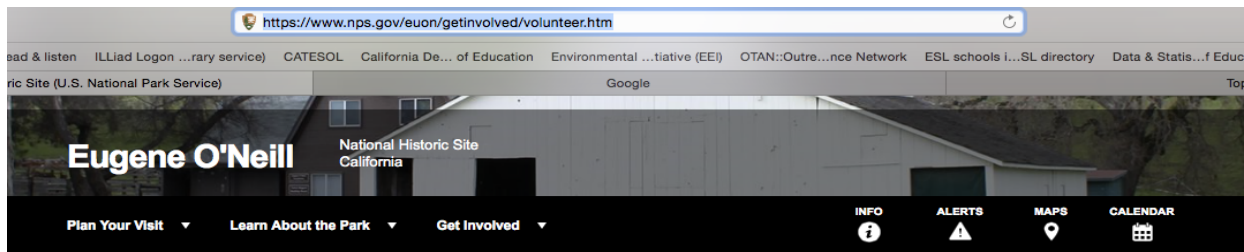
LIFE SKILLS:

Volunteering - Getting Involved in Your Community

1. In America, many people volunteer their services to help a special cause or because they want to support an organization that provides services to the public where governmental or private organizations do not have the means to do so.
2. Review the website of the Eugene O’Neill National Historic Site and find out what kind of volunteers they are looking for.

<https://www.nps.gov/euon/getinvolved/volunteer.htm>

The reading below contains the information about the volunteer opportunities at the Eugene O’Neill National Historic Site.



NPS.gov / Park Home / Get Involved / Volunteer

Volunteer

Volunteering For the Eugene O'Neill National Historic Site

The park has a variety of volunteer opportunities including tour guides for Tao House, gardeners for the Taoist courtyard, museum curator assistants, and group community service projects on the property. Minimum requirements are needed and training is provided. Volunteer field trips and events are offered throughout the year. Come join us in preserving a part of America's heritage.

We request that applicants for these volunteer positions commit to a minimum 1 year agreement due to the amount of training involved. Community service applicants are NOT eligible for these volunteer positions.

Maintenance volunteers will perform manual labor in the park's walnut orchards and other park areas. These duties will include picking up trash, pulling weeds and removal of alien plant species, mowing lawns, picking ripe fruits/nuts, hauling plants, trees limbs etc from the pruning site to the composting area. As well as other duties as needed and determined by the maintenance supervisor. All volunteers, including community service applicants, may apply and there is no minimum commitment requirement. Volunteers with back, heart, allergies or other medical conditions are advised that this is physically demanding work in the outdoors.

These positions are ongoing opportunities in the park. Please call us Wednesday through Sunday from 9AM to 4 PM (PT) at: 925-838-0249 for more information.

Last updated: May 9, 2017

3. Discuss with a partner the information about volunteering. Find out what kind of volunteer work your partner is interested in. Does he/she already volunteer at an organization? What is it? Why did he/she choose to volunteer?
4. Share your finding with the rest of the class. Everyone reports on his/her partner's volunteer interest.

Vocabulary Discussion

Use the following space to write down new words you learned during the video:

ON LOCATION:

You are at the Eugene O’Neill National Historic Site.



Eugene O’Neill National Historic Site, Danville, California – O’Neill’s study

Adventure Activities

- ✚ Visit the Tao House.
- ✚ Spend some time in the garden and by the swimming pool and enjoy the view of Mt. Diablo and the surrounding natural environment.
- ✚ Visit the Barn and imagine a theatre production there.
- ✚ Group discussion under the trees about Eugene O’Neill’s life, his contribution to literature.

CLOSING ACTIVITY:

A. *Class discussion about Eugene O’Neill’s National Historic Site.*

- ✚ Who is Eugene O’Neill? What is his significance?
- ✚ What was Eugene O’Neill’s greatest literary award?
- ✚ What do you think about the playhouse at the Eugene O’Neill’s Historic Site?
- ✚ Would you volunteer at the Eugene O’Neill’s National Historic Site? Why?
- ✚ Do you think it is a different experience to watch a play in a barn-like playhouse or in a ‘traditional’ theatre? Study the photos below to help you answer the question.



*Eugene O’Neill National Historic Site,
Danville, California – Barn Playhouse*



Traditional Theatre.

B. *Class presentation about National Parks based on information you find on the National Park Service’ website or the PBS/National Park’s website:*

- ✚ Prepare a 5-minute presentation about Eugene O’Neill’s life and work.
- ✚ Prepare a 5-minute presentation about an organization where you would like volunteer? Why did you choose this organization?

LESSON PLANS

Chapter 1 – Introduction to America’s National Parks

CHAPTER OBJECTIVE

After completing this chapter, students will be able to define what the National Park System (NPS) of the United States is and they will be able to navigate its website and find information about a national park of their choice.

EVALUATION / ASSESSMENT

The exercises incorporated into the chapter activities serve as assessment for instructors. No specific testing has been planned.

PLANNING TIME

30 minutes

CHAPTER ACTIVITIES

Activities	Activity Time	Activity Format
Introductory Discussion	45 minutes	Teacher (T) shows photos of National Parks, focuses students (Ss) attention on nature and the environment. T asks Ss to read the introductory discussion questions individually. Ss discuss introductory discussion questions as a pair activity, or as a group activity, then as a class activity.
Main Activity	40 minutes 20 minutes	Watch the video on America’s National Parks on YouTube. The video is a 35-minute introductory (preview) video of Ken Burn’s 6-part series on the National Parks of the United States. Before watching the film, T brings Ss attention to the table on page 6 where they will be taking notes. The table is organized around 3 groups of ideas: 1) notes and observations, 2) names of National Parks, 3) names of individuals. (The table is to help Ss to organize the ideas presented in the video.) After the video, T leads a discussion of the video based on the 3 groups of ideas. T asks Ss to compare their notes with a partner before class discussion. Class discussion. <u>List of National Parks in the movie include:</u> Yellowstone National Park (NP), Grand Teton NP, Yosemite NP, Shenandoah NP, Everglades NP, Arcadia NP, Rocky Mountains NP, Grand Canyon, The Great Smokey NP, Glaciers NP, Denali NP, Crater Lake NP, Hawaii Volcanic NP, Chaco Canyon,

Activities	Activity Time	Activity Format
		<p><u>List of Individuals in the movie:</u> John Muir, Theodore Roosevelt, Franklin Delano Roosevelt, Abraham Lincoln, Horace Albright, Rockefeller, Marjorie Stoneman Douglas, George Ballinger Wright, Chiura Obata, Shelton Johnson, Gerard Parker, Juanita Greene.</p> <p><u>Ideas presented in the video:</u> Yellowstone NP as first national park, “America’s Best Idea”, Symbol of democracy – essential to democracy, national heritage, ordinary people made it happen, amazingly beautiful country, 1864-Abraham Lincoln,</p>
Vocabulary	Ongoing	The vocabulary table is included for Ss to use and write down words that they may not be familiar with.
Life Skills	20 minutes	<p>T makes sure Ss are familiar with the Internet and are able to find websites.</p> <p>Ss to find the websites for the National Park Service and PBS’s ‘national parks’ pages (both websites are provided in the material).</p> <p>The Facebook activity is optional – some Ss may not have Facebook accounts and / or they are not comfortable with sharing their stories.</p> <p>T encourages Ss to navigate the websites and find out information about their favorite NP.</p>
Focus on Experience	40 minutes	<p>This can be a take-home writing exercise.</p> <p>SS to write about their national park experience. For those Ss who have not visited a NP, they can write about which NP they would like to visit and why. They may base their writing on the YouTube video or the website information.</p>
Closing Activity	40 minutes 30-40 minutes (depending on class size)	<p>2 types of activity:</p> <ol style="list-style-type: none"> 1. Discussion. 2. Presentation. <p>Ss to read the questions individually.</p> <p>Discussions can take place with student partner, then as a group or class.</p> <p>The presentation preparation can be a take-home activity with a partner. Ss to choose one of the questions to prepare a presentation on with a partner.</p>

Chapter 2 – John Muir National Historic Site

CHAPTER OBJECTIVE

After completing this chapter, students will be able to describe aspects of John Muir’s life and they will be able to prepare a plan to visit the John Muir National Historic Site in Martinez, California and will be able to list some of the safety measures when visiting this place.

EVALUATION / ASSESSMENT

The exercises incorporated into the chapter activities serve as assessment for instructors. No specific testing has been planned.

PLANNING TIME

45 minutes

CHAPTER ACTIVITIES

Activities	Activity time	Activity Format
Introductory Discussion	45 minutes	Teacher (T) shows photos of John Muir, Abraham Lincoln, Theodore Roosevelt. T refers to the video and class discussion in Chapter 1, focuses students (Ss) attention on important individuals, the environmental movement. T asks Ss to read the introductory discussion questions individually. Ss discuss introductory discussion questions as a pair activity, or as a group activity, then as a class activity.
Pre-Visit Activity	40 minutes 20 minutes 40 minutes	T and Ss review what Ss learned about the Internet in previous classes and search for the John Muir National Historic Site’s website. Ss spend time on exploring the information on the website and begin to prepare for their visit to the John Muir National Historic Site. Ss do this activity individually or with a partner. T introduces and discusses the tables presented in the Supplemental Material on pages 13 and 14 and provides a framework for the preparation activities. T asks Ss to fill out the table with relevant information. T leads class discussion and planning activities for the visit to the park. T makes sure that there is a clear plan of the group visit, and each S has an assigned role. Ss are able to define and perform the assigned tasks.
Life Skills	40 minutes	T and Ss review how to perform an Internet search.

Activities	Activity time	Activity Format
		<p>Ss review the John Muir Historic Site’s website for safety information for visiting the park.</p> <p>T and Ss discuss the table on page 15 of the supplemental manual.</p> <p>Ss identify and write the items in both categories of safety measures.</p> <p>Class discussion of safety measures.</p>
Vocabulary	Ongoing	The vocabulary table is included for Ss to use and write down words that they are not yet familiar with.
On Location	2-4 hours, (travel time not included)	<p>T and Ss visit the John Muir National Historic Site in Martinez according to their plan.</p> <p>Ss perform ‘Adventure Activities’ found on page 17.</p>
Focus on Experience	40-60 minutes	<p>This can be a take-home writing exercise.</p> <p>Ss to write about their experience at the John Muir National Historic Site.</p> <p>The length of the essay may be longer or shorter than defined on page 18.</p>
Closing Activity	40 minutes 30-40 minutes (depending on class size)	<p>2 types of activity:</p> <ol style="list-style-type: none"> 1. Discussion. 2. Presentation. <p>Ss to read the questions individually.</p> <p>Discussions can take place with student partner, then as a group or class to summarize what they learned in this chapter.</p> <p>The presentation preparation can be a take-home activity with a partner. Ss to choose one of the questions to prepare a presentation on with a partner.</p>

Chapter 3 – Juan Bautista de Anza National Historic Trail – Tilden Regional Park

CHAPTER OBJECTIVE

After completing this chapter, students will be able to describe aspects of the botanical garden in the Tilden Regional Park and they will be able to assemble a first-aid kit to use while traveling.

EVALUATION / ASSESSMENT

The exercises incorporated into the chapter activities serve as assessment for instructors. No specific testing has been planned.

PLANNING TIME

45 minutes

CHAPTER ACTIVITIES

Activities	Activity time	Activity Format
Introductory Discussion	45 minutes	Teacher (T) presents photos of native plants of California and photos of Tilden Park. T asks Ss to read the introductory discussion questions individually. Ss discuss introductory discussion questions as a pair activity, or as a group activity, then as a class activity.
Pre-Visit Activity	10 minutes 30 minutes 40 minutes 45 minutes	T and Ss review how to search the Internet and search for Tilden Regional Park’s website. T explains to Ss that the Tilden Regional Park is located along the Juan Bautista de Anza National Historic Trail and it belongs to the East Bay Municipal District. Ss spend time on exploring the information on the website and begin to prepare for their visit to the Tilden Regional Park. Ss do this activity individually or with a partner. T introduces and discusses the tables presented in the Supplemental Material on pages 21 and 22 and provides a framework for the preparation activities. T gives special attention to how to find out about the docent tour at the botanical garden. T asks Ss to fill out the table with relevant information. T leads class discussion and planning activities for the visit to the park. T makes sure that there is a clear plan of the group visit, and each S has an assigned role. Ss are able to define and ready to perform the assigned tasks to visit the park.

Activities	Activity time	Activity Format
Life Skills	40 minutes 40 minutes	Ss study the images presented on page 24. Ss describe and discuss the content of the images with a partner or in a small group. T leads class discussion about the dangers and what people can do to avoid getting hurt. T asks Ss to examine the image on page 25 that includes items of a first-aid kit. <u>First-aid kit vocabulary (suggested):</u> antiseptic wipes, antibacterial ointment, bandage, gauze, pads, painkillers, safety pin, elastic wrap, hand sanitizer, medication (prescription, antibiotics), small knife, pair of scissors, medical gloves, duct tape, bags, whistle, toothbrush, toothpaste, chap stick, needles and thread, splinter, dressing. Ss prepare a list of items to include in their first-aid kit they will take to the Tilden Park.
Vocabulary	Ongoing	The vocabulary table is included for Ss to use and write down words that they are not yet familiar with.
On Location	2-4 hours, (travel time not included)	T and Ss visit the botanical garden in Tilden Park in Berkeley according to the plan they developed in class. Ss perform ‘Adventure Activities’ found on page 27. Focus: native plants of California.
Focus on Experience	40-60 minutes	This can be a take-home writing exercise. Ss to write about their experience at the Tilden Park. The length of the essay may be longer or shorter than defined on page 28.
Closing Activity	40 minutes 30-40 minutes (depending on class size)	2 types of activity: 1. Discussion. 2. Presentation. Ss to read the questions individually. Discussions can take place with student partner, then as a group or class to summarize what they learned in this chapter. The presentation preparation can be a take-home activity with a partner. Ss to choose one of the questions to prepare a presentation on with a partner.

Chapter 4 – Rosie the Riveter National Historic Site

CHAPTER OBJECTIVE

After completing this chapter, students will be able to explain who ‘Rosie the Riveter’ was and will be able to navigate the Bay Area Trail map.

EVALUATION / ASSESSMENT

The exercises incorporated into the chapter activities serve as assessment for instructors. No specific testing has been planned.

PLANNING TIME

45 minutes

CHAPTER ACTIVITIES

Activities	Activity time	Activity Format
Introductory Discussion	45 minutes	<p>Teacher (T) plays the ‘Rosie the Riveter’ song from YouTube. (2min 30 sec); Note: (James Kern ‘Key’ Keiser created the song, Norman Rockwell painted the image of the women for a poster) https://www.youtube.com/watch?v=AE2z_N1fM5E</p> <p>Use Handout found below.</p> <p>T asks Ss to read the introductory discussion questions individually.</p> <p>Ss discuss introductory discussion questions as a pair activity, or as a group activity, then as a class activity.</p>
Pre-Visit Activity	<p>10 minutes</p> <p>30 minutes</p> <p>45 minutes</p>	<p>T and Ss review how to search the Internet and search for Rosie the Riveter National Historic Park’s website.</p> <p>Ss spend time on exploring the information on the website and begin to prepare for their visit to the Rosie the Riveter National Historic Site.</p> <p>Ss do this activity individually or with a partner.</p> <p>T introduces and discusses the tables presented in the Supplemental Material on pages 31 and 32 and provides a framework for the preparation activities.</p> <p>T gives special attention to how to find out about the short historic films shown at the museum.</p> <p>T asks Ss to fill out the table with relevant information.</p> <p>T leads class discussion and planning activities for the visit to the park.</p> <p>T makes sure that there is a clear plan of the group visit, and each S has an assigned role.</p> <p>Ss are able to define and ready to perform the assigned tasks to visit the park.</p>

Activities	Activity time	Activity Format
Life Skills	40 minutes 20 minutes	Ss study the map presented on page 34 (portion of Bay Trail map located near the Rosie the Riveter Historical Site). Ss also search for the Bay Trail map website and discover its content. Ss describe and discuss the information they find on the website with a partner or in a small group. T leads class discussion about the purpose of the Bay Area Trail map along with the information we can find there.
On Location	2-4 hours, (travel time not included)	T and Ss visit the Rosie the Riveter Historical Site in Richmond according to the plan they developed in class. Ss perform ‘Adventure Activities’ found on page 36. Focus on the museum and the short films. Ss spend time outside the museum and discover portion of the Bay Area Trail.
Vocabulary	Ongoing	The vocabulary table is included for Ss to use and write down words that they are not yet familiar with.
Focus on Experience	15 minutes 40-60 minutes	T and Ss review the transitional expressions on page 39 to use in the writing exercise. This can be a take-home writing exercise. Ss to write about their experience at the Rosie the Riveter National Historic Site. The length of the essay may be longer or shorter than defined on page 37.
Closing Activity	40 minutes 30-40 minutes (depending on class size)	2 types of activity: 1. Discussion. 2. Presentation. Ss to read the questions individually. Discussions can take place with student partner, then as a group or class to summarize what they learned in this chapter. The presentation preparation can be a take-home activity with a partner. Ss to choose one of the questions to prepare a presentation on with a partner.

CHAPTER 4 - HANDOUT

Song: **Rosie the Riveter**

Lyrics: Redd Evans and John Jacob Loeb

Music: Redd Evans and John Jacob Loeb

Year: 1942

While other girls attend their fav'rite
cocktail bar,
Sipping dry Martinis, munching caviar,
There's a girl who's really putting them to
shame,
Rosie is her name...
All the day long, whether rain or shine,
She's a part of the assembly line.
She's making history,
Working for victory,
Rosie (Brrr)* the Riveter.
Keeps a sharp lookout for sabotage,
Sitting up there on the fuselage.
That little frail can do,
More than a male can do,
Rosie (Brrr)* the riveter.
Rosie's got a boyfriend, Charlie.
Charlie, he's a Marine.
Rosie is protecting Charlie,
Working overtime,
On the riveting machine.

When they gave her a production "E",
She was as proud as a girl could be.
There's something true, about red, white and
blue

About Rosie (Brrr)* the Riveter.
About Rosie (Brrr)* the Riveter.
Ev'ry one stops to admire the scene,
Rosie at work on the B-Nineteen,
She's never twittery,
nervous or jittery,
Rosie (Brrr)* the riveter.
What if she's smeared full of oil and grease,
Doing her bit for the old Lend-lease,
She keeps the gang around,
They love to hang around,
Rosie (Brrr)* the riveter.

Rosie's buys a lot of war bonds,
The girl really has sense,
Wishes she could purchase more bonds,
Putting all her cash,
Into national defense.
Senator Jones, who is "in the know",
Shouted these words on the radio,
Berlin will hear about,
Moscow will cheer about,
Rosie (Brrr)* the riveter.
Rosie (Brrr)* the riveter.

Chapter 5 – Eugene O’Neill National Historic Site

CHAPTER OBJECTIVE

After completing this chapter, students will be able to discuss aspects of Eugene O’Neill’s life and will be able to prepare a plan to sign up for volunteering at an organization.

EVALUATION / ASSESSMENT

The exercises incorporated into the chapter activities serve as assessment for instructors. No specific testing has been planned.

PLANNING TIME

45 minutes

CHAPTER ACTIVITIES

Activities	Activity time	Activity Format
Introductory Discussion	45 minutes	Teacher (T) shows photos of Eugene O’Neill, Charlie Chaplin, Oona O’Neill, and different theatres. T asks Ss to read the introductory discussion questions individually. Ss discuss introductory discussion questions as a pair activity, or as a group activity, then as a class activity.
Pre-Visit Activity	10 minutes 30 minutes 45 minutes	T and Ss review how to search the Internet and search for Eugene O’Neill National Historic Park’s website. Ss spend time on exploring the information on the website and begin to prepare for their visit to the Eugene O’Neill National Historic Site. Ss do pre-visit activity individually or with a partner. T introduces and discusses the tables presented in the on page 44 and provides a framework for the preparation activities. T focuses on how to find out about the special visitation schedule and bus schedule to the site. T asks Ss to fill out the table with relevant information. T leads class discussion and planning activities for the visit to the park. T makes sure that there is a clear plan of the group visit, and each S has an assigned role. Ss are able to define and ready to perform the assigned tasks to visit the park. Visiting the Eugene O’Neill Historical Site is complex. Ss must develop a clear plan to visit.

Activities	Activity time	Activity Format
Life Skills	60 minutes	Ss continue exploring the website of the Eugene O’Neill National Historic Park and fine out about volunteering opportunities. Ss work with a partner to learn about each other’s volunteer interests, then they share in class what their partner is interested in.
Vocabulary	Ongoing	The vocabulary table is included for Ss to use and write down words that they are not yet familiar with.
On Location	2-4 hours, (travel time not included)	T and Ss visit the Eugene O’Neill Historical Site in Danville according to the plan they developed in class. Ss perform ‘Adventure Activities’ found on page 48. Focus of the visit is the Museum and Barn Theatre.
Focus on Experience	15 minutes 40-60 minutes	T and Ss review the transitional expressions on page 49 to use in the writing exercise. This can be a take-home writing exercise. Ss to write about their experience at the Eugene O’Neill National Historic Site. The length of the essay may be longer or shorter than defined on page 49.
Closing Activity	40 minutes 30-40 minutes (depending on class size)	2 types of activity: 1. Discussion. 2. Presentation. Ss to read the questions individually. Discussions can take place with student partner, then as a group or class to summarize what they learned in this chapter. The presentation preparation can be a take-home activity with a partner. Ss to choose one of the questions to prepare a presentation on with a partner.