

Try Something New for 30 Days		Matt Cutts	TED talk
Discussion	"Is there something you've always wanted to do, but just haven't?"	5-10 minutes	
Listening	Comprehension Check Questions: a. Why did Matt Cutts decide to try something new for 30 days? b. What did Matt Cutts first decide to do for 30 days? How did he feel after that? c. What did he do next? d. Did Matt try to write a blog or a novel? e. What did this experiment teach him?	5-10 minutes  **we watched at least twice in our class	<a href="http://ed.ted.com/lessons/try-something-new-for-30-days-matt-cutts">http://ed.ted.com/lessons/try-something-new-for-30-days-matt-cutts</a>
5 Minuted Timed Writing	Students should write on one of the three questions Timed Writing: a. grammar doesn't matter b. spelling doesn't matter c. write continuously d. goals: 1. practice getting writing onto your page and 2. allow your brain to spew ideas	5 minutes	Questions: 1. Think of a goal you have. How do you achieve your goals? your future plans? 2. Think of a goal you have. What things impact your goal in a positive way? in a negative way? 3. Would you like to try a 30-day challenge? What would you do? What are some of your unique talents?
3-2-1 Activity (aka 4-2-1)	3-2-1 activity: • Each person gets a question with a letter and a number. • Find a group where you have numbers 1, 2, 3. • This first time, you will each get 3 minutes to speak. • You will talk about your question. • As the listeners, you are encouraged to ask clarification questions. • I will start the timer. • When the timer has gone off, switch the groups so everyone has new groups. • This will repeat where each student gets two minutes to talk then one minute to talk.	20-25 minutes	Same Questions you wrote about:  Questions: 1. Think of a goal you have. How do you achieve your goals? your future plans? 2. Think of a goal you have. What things impact your goal in a positive way? in a negative way? 3. Would you like to try a 30-day challenge? What would you do? What are some of your unique talents?
Expansion Idea	Write an essay, a paragraph, or a journal entry on the topic		
<b>Individual News Pieces</b>			<b>VOA News</b>
Listen	Split into small groups Each group will listen to their own news piece		10 minutes

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Present	Switch groups so nobody in each group has heard the same story Present the story to your new group Listeners are encouraged to ask follow up questions		10 minutes

If We Left, They Wouldn't Have Nobody			NPR StoryCorps
Read the Introduction Paragraph	Discuss any new vocabulary or content	3-5 minutes	
Listen to the Radio Cast		4-5 minutes	<a href="http://storycorps.org/listen/maurice-rowland-and-miguel-alvarez/">http://storycorps.org/listen/maurice-rowland-and-miguel-alvarez/</a>
Complete the Cloze Activity	<ul style="list-style-type: none"> <li>• working on <i>could</i> and <i>would</i></li> <li>• transcript available online</li> </ul>	10 minutes *probably twice more	transcript with blanks
Discussion	Group 1: Can you think of a time when you or someone you know has given up time/money/energy to help out? Group 2: What happens to the elderly in your hometown? in your family? Report back to larger group	10 minutes	
Expansion	Create your own StoryCorps submission		<a href="http://storycorps.org/great-questions/">http://storycorps.org/great-questions/</a>

Women on 20s			Public Radio International
Who's in your wallet?	Information on US Currency <ol style="list-style-type: none"> <li>1. Who's in Your Wallet from Womenon20s.org</li> <li>2. What Gives a Dollar Bill its Value? Doug Levinson on Ed Ted</li> </ol>	2 minutes 4 minutes	<a href="http://www.womenon20s.org">http://www.womenon20s.org</a> <a href="http://ed.ted.com/lessons/what-gives-a-dollar-bill-its-value-doug-levinson">http://ed.ted.com/lessons/what-gives-a-dollar-bill-its-value-doug-levinson</a>
Listen		10 minutes	<a href="http://www.pri.org/stories/2015-03-18/fighting-put-woman-20-bill">http://www.pri.org/stories/2015-03-18/fighting-put-woman-20-bill</a>
Who in the pictures can you name?	turn to your partner - can you name any of the women?	3 minutes	
Reading	Each person will get an article about a different woman candidate	5-7 minutes	

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Interviewing & Note-taking	<p>You will get in groups of 3-4. One person will be the interviewee, one the interviewer, and one or two will be note takers.</p> <p>Each person should have the chance to be the interviewer and the interviewee</p>	10-15 minutes	<p>Who is this woman?            When did she live?            Where did she live?            What is her story?            What is the main topic of the essay?            Why is she so important?            Why would you vote for her?            What did she do that impacted your life?</p>
Expansion Ideas	<ul style="list-style-type: none"> <li>• debates</li> <li>• presentations</li> </ul>		



**“If we left, they wouldn't have nobody.”**

In 2013, Maurice Rowland (R) was working as a cook at Valley Springs Manor, an assisted living home for elderly residents in California. He got his friend Miguel Alvarez (L) a job there as a janitor last fall. But in October of that year the company that managed the home suddenly shut it down, leaving many of the elderly residents with nowhere to go. The staff stopped being paid so they all left, except for Maurice and Miguel. At StoryCorps they remembered caring for abandoned residents until the fire department and sheriff took over three days later.

**TRANSCRIPT**

Maurice Rowland (MR): There was about 16 residents left behind and we had a conversation in the kitchen, "What are we going to do?"

Miguel Alvarez (MA): If we left, they \_\_\_\_\_ have nobody. We were just the cook and the janitor but I was cleaning people up, help them take a bath.

MR: I was passing out meds. My original position was the cook but we had people that had, like, dementia. I just \_\_\_\_\_ see myself going home, next thing you know they're in the kitchen trying to cook their own food and burn the place down. You know what I mean?

MA: I \_\_\_\_\_ only go home for one hour, take a shower, get dressed then be there for 24 hour days.

MR: There's people up three in the morning, walking around, and...

MA: Yeah, you \_\_\_\_\_ go to sleep. I'd bring movies from my house, let's just watch this to three, four in the morning, then they'd go to sleep.

MR: Even though they wasn't our family, they were kind of like our family for this short period of time.

MA: You know, you feel sad but you \_\_\_\_\_ want to show them you're feeling like that, you know. My parents, when they were younger, they left me abandoned and, knowing how they are going to feel, I didn't want them to go through that.

MR: I think you're pretty strong for sticking in there.

MA: You too, Maurice.

MR: If I would've left, I think that \_\_\_\_\_ have been on my conscience for a very long time.

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