Discussion Questions for Intermediate and Advanced Students

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| **Unit 1B Key Words** | **Discussion Question** | **Structures** |
| **Lessons 7**  **•** [**immigrant**](http://www.ldoceonline.com/dictionary/immigrant)**, p. 54**  **•** [**opportunities**](http://www.ldoceonline.com/dictionary/opportunity)**, p. 54**  **•** [**harassed**](http://www.ldoceonline.com/dictionary/harass)**, p. 54**  **•** [**independent**](http://www.ldoceonline.com/dictionary/independent)**, p. 56**  Multiple meaning words:   * [**Union**](http://www.ldoceonline.com/dictionary/union) * [**Strike**](http://www.ldoceonline.com/dictionary/strike_2) | 1. What made African Americans want to leave the South? What made them want to stay?   ---------------------------   1. Why did some African American workers work during strikes? | **Historically,/ As we’ve seen,/ The evidence clearly shows how** \_\_\_\_\_\_\_\_\_\_ were treated \_\_\_\_\_\_\_\_\_\_\_ in the South.  **Yet still, /But surprisingly,/ Paradoxically,** many \_\_\_\_\_\_\_\_\_\_\_ decided to \_\_\_\_\_\_\_\_. There are multiple reasons. ( facts)  **When \_\_\_\_\_\_\_\_\_\_\_ happened/began/occurred**, it **caused/triggered/ was a catalyst** for a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of **millions/ massive numbers**/ of black people to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ cities like…  Why did they go? To...  --------------------------------------------------  **2. African American/ Black** workers work\_\_ during the strike even though many other workers didn’t. |
| **Lessons 8**  **•** [**dreadful**](http://www.ldoceonline.com/dictionary/dreadful)**, p. 63**  **•** [**combination**](http://www.ldoceonline.com/dictionary/combination)**, p. 63**  **•** [**mission**](http://www.ldoceonline.com/dictionary/mission)**, p. 65** | • What is the worst or most unfair thing that is described in Chapter 8?  Why? What is the best or most hopeful thing? Why?  • Was there anything good that came out of the bad things? What? | **Of all the things that happened (event) was the \_\_\_\_adj\_\_\_\_\_ / By far the most \_\_\_adj\_\_\_\_event to transpire was (event)/ The most \_\_\_adj\_\_\_\_ thing to happen was...**  -------------------------------------------------- **One could make the argument that...was actually a good thing./There was a silver lining though (figurative language)/ \_\_(plant)\_\_\_\_ grow out of (synonym for dirt). (describe good things)**  [**(Mulitple effects from one cause GO)**](http://my.hrw.com/nsmedia/intgos/html/PDFs/Cause_and_Effect_Chart.pdf) |
| **Lessons 9**  **•** [**economic**](http://www.ldoceonline.com/dictionary/economic)**, p. 72**  **•** [**abandon**](http://www.ldoceonline.com/dictionary/abandon_1)**, p. 72**  **•** [**invaded**](http://www.ldoceonline.com/dictionary/invade)**, p. 77** | • How did the war begin? How did the United States become involved in  the war?  • How were African Americans soldiers involved in the war? How did they feel about their role? | The war was **a result of…(cause)./ The (cause) of (effect) was…(cause) /(cause) triggered (effect).**  The United States became **caught up /involved/tangled up** with \_\_\_\_\_\_\_\_\_\_\_ too. This was  **because of…**  **--------------------------------------------------** |
| **Lesson 10**  **•** [**innovation**](http://www.ldoceonline.com/dictionary/innovation)**, p. 79**  **•** [**protest**](http://www.ldoceonline.com/dictionary/protest_1)**, p. 80**  **•** [**integrating**](http://www.ldoceonline.com/dictionary/integrate)**, p. 85** | Reread the list of inventions on page 80 in the paragraph beginning with, “One of our finest inventors . . .”  Which invention listed do you think was most important to the world? Why? | There were **many/a slew/ tons/ was an army/ a multitude**/ of black Americans whose **inventions/ innovations/ inventiveness** contributed to our way of life.  -------------------------------------------------------  There was \_\_\_\_\_\_\_\_\_\_\_\_, inventor of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Another was \_\_\_\_\_\_\_\_\_\_\_\_\_ who …. Last, and maybe most importantly was …. She/he … |
| **Lesson 11**   * [**Preacher**](http://www.ldoceonline.com/dictionary/preacher) **pg. 89** * [**Rallied**](http://www.ldoceonline.com/dictionary/rally_2) **pg. 89** * [**boycott pg. 89**](http://www.ldoceonline.com/dictionary/boycott_1) | * What did people in Montgomery do to protest unequal treatment on the buses? * Was the protest violent,   peaceful, or a mix of both? Why? | To protest unequal treatment on the busses, citizens/people/protestors decided to…. When this happened, **(effect). That lead to (effect)…** |
| **Lesson 12**  [**justice**](http://www.ldoceonline.com/dictionary/justice)**, p. 92**  **•** [**promote**](http://www.ldoceonline.com/dictionary/promote)**, p. 95**  **•** [**guarantee**](http://www.ldoceonline.com/dictionary/guarantee_1)**, p. 95**  **•** [**nomination**](http://www.ldoceonline.com/dictionary/nomination)**, p. 99** | • What was the March on Washington like for participants?   * What feelings did they have? Why?   • What kinds of things did Dr. King say at the Lincoln Memorial? How did  the crowd react? |  |