THE BILLY JOEL
"WE DIDN'T START THE FIRE" CHALLENGE

Developed by:
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PROJECT OVERVIEW

CURRICULUM AREA:

Social Studies 8-12

QUOTE:

"With so much emphasis on testing and isolated skill development in preparation for FCAT, it is refreshing to see that you were able to challenge your students to develop their research, writing, and higher level thinking skills through the content of United States history."

John R. Doyle, Administrative Director
Division of Social Sciences
Miami-Dade County Public Schools

TITLE OF PROJECT:

"We Didn't Start The Fire Scrapbook Challenge"

THE PROJECT:

Students are challenged to create a scrapbook with six complete chapters beginning with the year 1949-present. Each chapter must contain primary document research on every single subject mentioned within the singer, Billy Joel's 1989 song, "We Didn't Start the Fire". Should students be unable to locate specific primary sources, then students may re-word secondary sources to emulate a primary source. Student's are also challenged to create the last two chapters of the scrapbook beginning with the year 1990-present identifying four memorable national news events, one best selling novel for each decade, the most popular film of each decade, a popular music performer/band, as well as one memorable sporting event. In addition each student must write a five paragraph editorial in whole or in part with regard to the content of each chapter. At the end of the scrapbook students are to include a five paragraph essay analyzing what they believe Billy Joel meant to express with the phrase, "We didn't start the Fire." Student's benefit from this project by: learning about US history and current events between the

years 1949-Present, enhancing their analytical and critical thinking skills as well as their research and study skills. Teachers may elect to provide students with one hour on a weekly basis for students to scrapbook during class time, allowing students to work within groups to exchange ideas and resources.

STANDARDS:

National Council for the Social Studies - Curriculum Standards for Social Studies: I Culture, II Time Continuity and Change, V Individuals, Groups and Institutions, IX Global Connections; Florida Sunshine State Standards: SS.A.5.4.5, SS.A.5.4.6, SS.A.5.4.7, SS.B.1.4.4, SS.C.1.4.4, LA.A.2.4.6, LA.A.2.4.7, LA.A.2.4.8, LA.A.2.4.4; Miami-Dade County Public Schools – Curriculum Based Content: CBC.II.12.A.c, CBC.II.13.A.c, CBC II.15.A.c, CBC.II.1.C.a, CBC.IV.3.B.b, CBC.V.1, CBC.VI.1.A.c.

THE STUDENTS:

During the 2004-2005 school year approximately 100 Eighth grade students participated and during the 2005-2006 school year approximately 120 Ninth grade students from both regular and advanced classes participated in the, "We Didn't Start The Fire Scrapbook Challenge". Due to the hard work and efforts of the 2005-2006 class, they were pleasantly surprised and rewarded when the institution where they had conducted most of their primary document research, Florida International University, invited the students to display their scrapbooks at their own "We Didn't Start The Fire Exhibition" during May of 2006. This project may be adapted for Inclusion, Regular, Advanced and Honors students from grades 8-12, and may be adapted for both large and small groups.

THE STAFF:

I began teaching at the end of the 2003 school year and have taught Bilingual Curriculum Content students, Inclusion, Regular, Advanced, Honors and Gifted social studies. I was the 2004 Doral Middle School, Rookie Teacher of the Year, 2008 Doral Middle School Teacher of the Year and a 2007 Miami-Dade County Council for the Social Studies

Middle School Teacher of the Year finalist. I have also been recognized as a Who's Who Among America's Teachers for 2004-2006, and have also been honored as a Marquis Who's Who in America in 2007. There is no need for assistants to adapt this project although parent involvement is highly encouraged.

MATERIALS AND FACILITIES:

Students are encouraged to be as creative as possible in the creation of their scrapbooks. Therefore, students may use recycled materials such as magazine cut-outs or other recycled materials to create their books or they may also purchase scrap-booking supplies from their local scrapbook supply store. Teachers should grade each student using the scrapbook rubric provided in order to fairly grade each student based on content and creativity regardless of items purchased to enhance scrapbook appearance. The graded rubric will then provide a detailed record of the final grade which may then be filed within the student file. Teachers should also refer to the student instruction hand-out and detailed grading scale provided, as well as provide a copy to each student.

RESOURCES:

Teachers may plan a fieldtrip to introduce how students may use their media center our local public library. Students are encouraged to use internet resources while being instructed as to how to distinguish between historically reliable and unreliable websites, using the Internet Resource handout provided. In addition, teachers may seek supply contributions or discounts from local scrap-booking companies.

OVERALL VALUE:

This project uses music to challenge students to develop their analytical, critical thinking and writing skills while encouraging creative expression, and parental involvement. This project enhances student achievement as well as preparation for higher education. Teacher's will enjoy adapting this project which engages students with a popular tune while challenging them to study, research, create and reflect upon all of the information they have gathered. The final product will be an invaluable keepsake and historical text which student's may cherish for the rest of their lives.

MORE INFORMATION:

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LESSON PLAN

Title: We Didn't Start the Fire Challenge
By: Monica D. Rosales
Subject: Social Studies
Grade Level: 8-12

Objective: Students will be able to:

1. Identify continuity and change over the course of fifty years.
2. Comprehend complex concepts which impact historical events.
3. Synthesize the impact of various historical events as a whole.

Standards:

National Council for the Social Studies - Curriculum Standards for Social Studies: I Culture, II Time Continuity and Change, V Individuals, Groups and Institutions, IX Global Connections; Florida Sunshine State Standards: SS.A.5.4.5, SS.A.5.4.6, SS.A.5.4.7, SS.B.1.4.4, SS.C.1.4.4, LA.A.2.4.6, LA.A.2.4.7, LA.A.2.4.8, LA.A.2.4.4; Miami-Dade County Public Schools – Curriculum Based Content: CBC.II.12.A.c, CBC.II.13.A.c, CBC II.15.A.c, CBC.II.1.C.a, CBC.IV.3.B.b, CBC.V.1, CBC.VI.1.A.c.

Equipment and supplies needed:

1. We Didn't Start the Fire Lyrics/Video
2. Paper
3. Pencil/pen
4. LCD Projetor
5. DVD/VCR
6. Hand-outs

Anticipatory Set:

The anticipatory set for this lesson will begin by playing the "We Didn't Start the Fire" video with the use of DCV/VCR and LCD Projector.

Sequence of learning events:

1. Break students into groups.
2. Explain the difference between primary and secondary sources.
3. Groups have 10 minutes to discuss different ways to accent primary and secondary sources with creative scrap-booking techniques.
4. Make a list on board of all the different techniques mentioned.
5. Students will be given three months to create a scrapbook based on the instructions provided in the hand-outs.

Closure:

The lesson will close with the students having a "share your scrapbook day" in order to compare and contrast the information they individually found and discuss the conclusions they individually reached.

Student Name: **DATE SUBMITTED:** **Period:**

BILLY JOEL SCRAPBOOK RUBRIC

Points	**4**	**3**	**2**	**1**	**SCORE**
	Masterful	Proficient	Basic	Minimal	
Content	Information is complete and is enhanced by accurate and appropriate details	Main points are covered but lack some detail.	Some main points and details are missing.	Main points are not complete and are greatly lacking in detail.	
	Pictures, photo- graphs, drawings, diagrams, graphs, or other similar devices add to the overall effectiveness of the scrapbook; captions are relevant and explanatory.	Number and types of visuals are adequate as are captions.	More and better visuals could be used; captions only identify and label rather than explain.	Very little pictorial representation is present; captions are incomplete.	
	Space, shapes, textures, and colors provide information themselves and add to the overall effectiveness of the scrapbook.	Design elements and principles used are adequate.	Shows evidence of use of some design elements and principles.	There is no consideration of design elements and principles.	

Theme	There is wholeness about the scrapbook; the theme is consistent throughout. The cover clearly identifies the theme.	Most of the information relates to the theme of the scrapbook. The cover is relevant to the contents.	Only a portion of the information relates to the theme of the scrapbook. The cover is unclear in its message.	Confusing and/or inconsistent information.	
Overall Effectiveness	The requirements of the assignment have been exceeded. The scrapbook is very creative and interesting.	All the requirements of the assignment have been fulfilled. The scrapbook is neat and presentable.	Only some of the assignment requirements are fulfilled. Areas of the scrapbook lack neatness.	Few of the assignment requirements have been met. The presentation as a whole lacks neatness.	
250 Word Editorial	Editorials are well written with great detail, and site examples from each chapter exceeding assignment requirements	Editorials are well written and site examples from each chapter	Only some examples from each chapter used.	Few examples from each chapter used or missing editorials.	

FINAL ESSAY	The essay is well written and captures the theme of the song. Conventions of spelling, punctuation, and grammar are used with a high degree of accuracy.	Captures the theme of the song. Most conventions of spelling, punctuation, and grammar are used accurately.	Captures the theme of the song partially. Common conventions of language are used with some accuracy but there are some mistakes.	Does not capture the entire theme of the song. A significant number of errors are made in spelling, punctuation, and grammar or Not original work.	
CONTENT CHECKLIST **# Correct** **120-110 = 4** **109-99=3** **98-89=2** **88-0=1**	**Chapter 1: 1949-1959: ___** Harry Truman___ Doris Day___ Red China ___ Johnnie Ray ___ South Pacific___ Walter Winchell___ Joe DiMaggio___ Joe McCarthy___ Richard Nixon___	Prokofiev___ Rockefeller___ Campanella___ Communist Bloc___ Roy Cohn___ Juan Peron___ Toscanini___ Dacron___ Dien Bien Phu falls___ Rock Around the Clock___ Einstein___	Lebanon___ Charles de Gaulle___ California baseball___ Starkweather homicide___ Children of Thalidomide___ Buddy Holly___ Ben Hur___ Space Monkey___ Mafia___ Hula Hoops___ Castro___	Malcolm X___ British politician sex___ JFK blown away___ Birth Control___ Ho Chi-Minh___ Richard Nixon back again___ Moon shot___ Woodstock___ **Chapter 3: 1970-1979: ___** Watergate___ Punk Rock___ Begin___ **Chapter 4: 1980-1989___** Reagan___	

	Studebaker___ Television___ North Korea/South Korea___ Marilyn Monroe___ Rosenberg's___ H-bomb___ Sugar Ray___ Panmunjon___ Brando___ The King and I___	James Dean___ Brooklyn's got a winning team___ Davie Crockett___ Peter Pan___ Elvis Presley___ Disneyland___ Bardot___ Budapest___ Alabama___	Edsel is a no-go___ **Chapter 2:** **1960-1969: ___** U-2___ Syngman Rhee___ Payola___ Kennedy___ Chubby Checker ___ Psycho___ Belgians in the Congo___ Hemmingway___	Palestine___ Terror on the airlines___ Ayatollah's in Iran___ Russians in Afghanistan___ Wheel of Fortune___ Sally Ride___ Heavy metal suicide___ Foreign debts___ Homeless Vets___ AIDS___	
	The Catcher in the Rye___ Eisenhower___ Vaccine___ England's got a new Queen___ Marciano___ Libarace___ Santayana good-bye___ Joseph Stalin___ Malenkov___ Nasser___	Khrushchev___ Princess Grace___ Peyton Place___ Trouble in the Suez___ Little Rock___ Pasternak___ Mickey Mantle___ Kerouac___ Sputnik___ Chou En-Lai___ Bridge on the River Kwai___	Eichman___ Stranger in a Strange Land___ Dylan___ Berlin___ Bay of Pigs Invasion___ Lawrence of Arabia___ British Beatlemania___ Ole Miss___ John Glenn___ Liston beats Patterson___ Pope Paul___	Crack ___ Bernie Goetz___ Hypodermics on the shore___ China's Under Martial Law___ Rock and Roller Cola Wars___	

	Chapter 5: **1990-1999: ___** 1__2__3__ 4__5__6___7___ **Chapter 6:** **2000-Present: ___** 1__2__3__ 4__5__6___7___				
OVERALL GRADE	24-23 points= (5 A's)	20-19 points= (5 B's)	16-13 points= (5 D's)	12-0 points = (5 F's)	

Design/Content/Editorial

Chapter 1: ___/___/___
Chapter 2: ___/___/___
Chapter 3: ___/___/___
Chapter 4: ___/___/___
Chapter 5: ___/___/___
Chapter 6: ___/___/___

FINAL ESSAY: ___/___
OVERALL SCRAPBOOK: ___/___/___/___/___

EXTRA CREDIT:

March 12-15: A/A/A
March 16 & 19-20: A/A
March 21-22: A
MARCH 23: DUE DATE!!!!

LATE GRADE DROP:

March 26: B
March 27: C
March 28: D
March 29: F

25 GRADES!!

We experience difficulties, weakness, failures and sadness, but we also celebrate joys and successes - these are the things we express in music.

-Billy Joel

BILLY JOEL PROJECT – INSTRUCTIONS
TEACHER/STUDENT COPY

THIS IS A MAJOR ASSIGNMENT. THIS WILL WEIGH HEAVILY ON YOUR 4th 9 WEEKS GRADE. You will have days set aside during the week to work on this. DO NOT PROCRASTINATE!!

1) You will create a scrapbook. Sample is in class. It will have 6 chapters.

THESE CHAPTERS ARE FROM THE SONG:
1949-1959
1960-1969
1970-1979
1980-1989

INSTRUCTIONS FOR YOUR CHAPTERS:
These events are up to you. Billy Joel still hadn't experienced them. You will have to identify key events which have occurred during those years and add them to your scrapbook.

1990-1999
2000-Present

-4 national stories per chapter (any story which made a US national newspaper)
-1 sports
-1 entertainment
-1 book

ALL CHAPTERS:

a) 1 editorial per chapter (250 word minimum)
   -NO SUMMARIES!!
   -Your opinion about the chapter or something within the chapter
b) You will present the events as though you have kept a scrapbook throughout all those years.
c) THE LAST PAGE: It is important that you reflect upon the song. In an 5 paragraph essay you will explain what Billy Joel means by "We didn't start the Fire" and what it means in regard to future events.

BEST OF LUCK!!!!

TIMELINE

DO NOT PROCRASTINATE!!!!
USE THIS SCHEDULE SO YOU DO NOT FALL BEHIND!!!
(You will only submit the scrapbook when the scrapbook is completed.)

You may follow this schedule so that you do not fall behind. Do not leave things to the last minute!! You should have the following completed by the following dates.

You should have the following chapters and their editorials completed by:

Chapters and Chapter Editorial:

1949-1959 = Friday, December 15
1960-1969 = Friday, December 29
1970-1979 = Friday, January 12
1980-1989 = Friday, January 26
1990-1999 = Friday, February 9
2000-Present = Friday, February 23

Final Essay should be completed by = March 9

****TIP:** If you go to the library to find articles try and find all of the articles you need on one or two visits to the library and put them into a folder. Then you will have plenty of time to put your scrapbook together.

****TIP:** If you can not find an actual article you may search the internet and print articles from an online database of newspapers. See our links page on our class website!

****TIP:** If all you find are internet sites about the topic you may retype the article and re-word it so that it sounds as though the article was JUST published for example:

"1953 found Doris as pistol-packin' Calamity Jane in what has become one of Hollywood's most enduring musicals."

Re-word this to sound as though it just happened

"June 3, 1953: Doris Day's brand new musical, Calamity Jane will be out in movie theaters soon!"

****TIP:** Take advantage of Scrapbook Tuesday's in class! Bring your scrapbook materials to class and scrapbook during class time.

If you keep to this schedule you will be on time to submit your scrapbook
by March 23rd!!!

SAMPLE

GRADING:

3 Grades Per Chapter
2 Grades Final Essay
5 Grades Overall Scrapbook
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25 GRADES!!!

YOU MAY EARN THREE EXTRA A's FOR TURNING YOUR SCRAPBOOK IN EARLY!!!

If you turn your scrap book in by:

March 20-24 = 3 A's
March 25-28 = 2 A's
March 29-31 = 1 A

FINAL DUE DATE: MONDAY APRIL 3rd!!!

LETTER GRADE DROP FOR EACH LATE DAY:
Tuesday 4/4 = B
Wednesday 4/5 = C
Thursday 4/6 = D
Friday 4/7 = F

SAMPLE

We Didn't Start The Fire
Storm Front Released: 1989
Label: Columbia Legacy CAT

Harry Truman, Doris Day, Red China, Johnny Ray
South Pacific, Walter Winchell, Joe DiMaggio

Joe McCarthy, Richard Nixon, Studebaker, Television
North Korea, South Korea, Marilyn Monroe

Rosenbergs, H Bomb, Sugar Ray, Panmunjom
Brando, The King And I, and The Catcher In The Rye

Eisenhower, Vaccine, England's got a new queen
Maciano, Liberace, Santayana goodbye

We didn't start the fire
It was always burning
Since the world's been turning
We didn't start the fire
No we didn't light it
But we tried to fight it

Joseph Stalin, Malenkov, Nasser and Prokofiev
Rockefeller, Campanella, Communist Bloc

Roy Cohn, Juan Peron, Toscanini, Dancron
Dien Bien Phu Falls, Rock Around the Clock

Einstein, James Dean, Brooklyn's got a winning team
Davy Crockett, Peter Pan, Elvis Presley, Disneyland

Bardot, Budapest, Alabama, Khrushchev
Princess Grace, Peyton Place, Trouble in the Suez

We didn't start the fire
It was always burning
Since the world's been turning
We didn't start the fire
No we didn't light it
But we tried to fight it

Little Rock, Pasternak, Mickey Mantle, Kerouac
Sputnik, Chou En-Lai, Bridge On The River Kwai

Lebanon, Charles de Gaulle, California baseball
Starkwether, Homicide, Children of Thalidomide
Buddy Holly, Ben Hur, Space Monkey, Mafia
Hula Hoops, Castro, Edsel is a no-go

U2, Syngman Rhee, payola and Kennedy
Chubby Checker, Psycho, Belgians in the Congo

We didn't start the fire
It was always burning
Since the world's been turning
We didn't start the fire
No we didn't light it
But we tried to fight it

Hemingway, Eichman, Stranger in a Strange Land
Dylan, Berlin, Bay of Pigs invasion

Lawrence of Arabia, British Beatlemania
Ole Miss, John Glenn, Liston beats Patterson

Pope Paul, Malcolm X, British Politician sex
J.F.K. blown away, what else do I have to say

We didn't start the fire
It was always burning
Since the world's been turning
We didn't start the fire
No we didn't light it
But we tried to fight it

Birth control, Ho Chi Minh, Richard Nixon back again
Moonshot, Woodstock, Watergate, punk rock
Begin, Reagan, Palestine, Terror on the airline
Ayatollah's in Iran, Russians in Afghanistan

Wheel of Fortune, Sally Ride, heavy metal, suicide
Foreign debts, homeless Vets, AIDS, Crack, Bernie Goetz
Hypodermics on the shores, China's under martial law

Rock and Roller cola wars, I can't take it anymore
We didn't start the fire
It was always burning
Since the world's been turning
We didn't start the fire
No we didn't light it
But we tried to fight it

RELIABLE WEBSITE CHECKLIST

Site Title:_____**URL:**_____

What is the Site About?			
You knew right away what the website was about	Y	N	Don't know
You knew exactly who the target audience was.	Y	N	Don't Know
			TIP: Read the "about Us" or "Author Bio" sections.
Who wrote this?			
Author's name is clearly provided.	Y	N	Don't know
Author has a bio.	Y	N	Don't know
Author seems qualified to write about topic.	Y	N	Don't know
Website sponsor is clearly provided. (ex. School, University, Organization etc.)	Y	N	Don't know
Contact information is available in order to ask questions if needed.	Y	N	Don't know
			TIP: Look for other information written by the author on other websites or publications such as books, newspapers, etc.
Is this website a quality site?			
Is the article trying to influence your opinion?	Y	N	Don't know
Does advertising on site influence content? (ex. An advertisement to purchase a brand of soap which the article says is wonderful)	Y	N	Don't know
Spelling and grammar are correct.	Y	N	Don't know
Purpose of site is clear. (ex. Personal site, business site etc.)	Y	N	Don't know
Website is well organized and easy to understand.	Y	N	Don't know
Website is complete. (ex. Not "under construction")	Y	N	Don't know
			TIP: Authors may use great facts to get persuade you to think like them.
Is this site updated regularly?			
Date last revised present.	Y	N	Don't know
Content updated frequently.	Y	N	Don't know
Links to other sites current.	Y	N	Don't know
			TIP: Stay away from undated material.
TOTALS:			
	16-14 "Y's" = Great Site **13-10 "Y's" = Average Site** **Under 10 "Y's" = Poor Site**		**FINAL TIP: Make sure to verify information using primary or secondary sources.**

LETTER TO LOCAL SCRAPBOOK COMPANY
(USE YOUR SCHOOL LETTER HEAD)

September 25, 2006

<<First Name>><<Last Name>>
<<Company>>
<<Address 1>>
<<City>><<State>><<Postal Code>>

Dear Sir or Madam:

Our Social Studies classes are presently working on a very special project entitled the, "WE DIDN'T START THE FIRE CHALLENGE". The main objective of the project is for students to use primary and secondary sources to create a scrapbook detailing the events listed within performer Billy Joel's song, *We Didn't Start The Fire*. Students are also challenged to scrapbook the following two decades as well as analyze and reflect upon the events they research. Prizes will be awarded for the most outstanding scrapbooks as an incentive for students to strive for excellence.

I am writing to you in the hopes that <<Company>> will support this program by preparing for our project in advance by ordering supplies to prepare for our student purchases. In addition we hope you might consider donating gift certificates, or scrap-booking supplies. The following themes/supplies may be used to guide you in stocking-up for our scrapbook purchases:

Scrapbooks, Scrapbook pages, Scrapbook sleeves as well as the following themes; Disney, Science, Sports, Beaches, Mathematics, Books, Movies, Music, Princess/Royalty, 1950s-1980s and Military themes.

With your assistance we will be able to equip students with the relevant supplies they will need as well as offer exciting prizes that will motivate students to create quality scrapbooks. Any prizes <<Company>> donates will be greatly appreciated as well as any supplies you order in preparation for this project. Thank you in advance for considering our request.

Sincerely,

<<Your Name>>
<<Your Job Title>>

LETTER TO POTENTIAL DONOR
(USE YOUR SCHOOL LETTER HEAD)

September 25, 2006

<<First Name>><<Last Name>>
<<Company>>
<<Address 1>>
<<City>><<State>><<Postal Code>>

Dear Sir or Madam:

Our Social Studies classes are presently working on a very special project entitled the, "WE DIDN'T START THE FIRE CHALLENGE". The main objective of the project is for students to use primary and secondary sources to create a scrapbook detailing the events listed within performer Billy Joel's song, *We Didn't Start The Fire*. Students are also challenged to scrapbook the following two decades as well as analyze and reflect upon the events they research. Prizes will be awarded for the most outstanding scrapbooks as an incentive for students to strive for excellence.

I am writing to you in the hopes that <<Company>> will support this program by donating gift certificates, or cash prizes into our prize fund. With your assistance we will be able to offer exciting prizes that will motivate students to create quality scrapbooks. Any prizes <<Company>> donates will be greatly appreciated. Thank you in advance for considering our request.

Sincerely,

<<Your Name>>
<<Your Job Title>>

SAMPLE STUDENT WORK
9th Grade Honors
ESOL LEVEL 4

Editorial

Even though this was the longest chapter I believe it was one of the most important one; since it talked a lot about Harry Truman, one of our ex presidents. Their was also a very important reporter whose newspaper column and radio show could make or break a celebrity, Walter Winchell. As I was doing this chapter I got very overwhelmed because it was very hard to find information for all this really important people, or heroes. Even though when I did find something about them it was very interesting that this people had a life just like you and me, even though some were poor, others rich, some well known, and others just lived a hard life. One very important problem that I noticed in this chapter was when Korea was split into north and south after World War II.

I thank my mom for helping me, because I couldn't have done it without her. Now I actually understand what was the cause of all those problems we had back then. America wouldn't be the same now if all these people or problems have occurred or existed, or would it? From generation to generation our world has changed a lot, and each change has a significance. All those famous people back than had to work hard to be well known, they didn't just pop out of no were. Just as we kids need to work hard to have a good carrier when we grow up; and just like adults need to work hard to bring some money home. I really learned a lot from this chapter, and I hope you did too.

SAMPLE STUDENT WORK
9th Grade Honors
ESOL LEVEL 4

"We didn't start the fire"

If our world was in danger, wouldn't you try your best to save? Billy Joe wrote this song for a reason, in which many of us don't understand. Some people believe that what Billy Joe meant by this song is that our world has been kind of messed up for a while, and it will continue to be, but is this all? From generation to generation, our world has to change it's not always going to stay the same. The World's always been kind of messed up, it was messed up before I was born, it was messed up during the time I lived and it will probably be messed up after I'm gone. That doesn't mean you don't try the best you can and make this a better world.

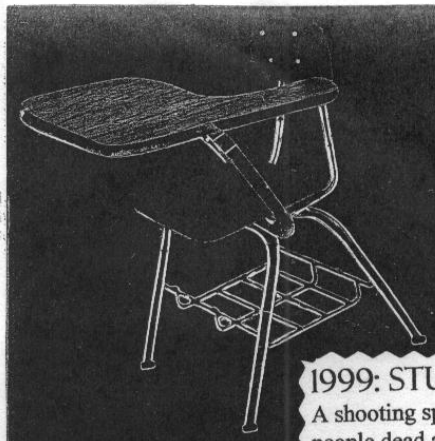
First of all imagine, how would our life's will be right now if none of this changes had occur? Life would be boring, and we probably wouldn't have any economic advances, or anything like that. How can teenagers be out in the streets without an I-pod? Without all this changes an I-pod would have probably never existed. Changes would continue to occur on and on, but if we try our best to make this a better world, than we'll have no problem.

Second of all without most of this changes how can we have an impact in this world? Most changes are so important that if we Americans don't work together to try to resist it, our world could go down. Just like Billy said "We didn't start the fire" no we didn't but lets try our best and make this world better. Lets invent new medicines, new scientific theories, and new war weapons. Lets build new buildings, come on show your power America.

Third of all why do we have to be the ones having economic problems, no lets try to fix that. We are all the same black or white, hello what's the difference were all humans! If we try to fix our world when ever we have a problem just like Billy Joel says than we can have a better not only economically world, but healthy, and save. While if we ignore it and don't care about it then how is our world suppose to prosper.

In conclusion, since our world will always be kind of messed, by trying the best we can we can make this a better world. Life is not always perfect, but hard work can make it kind of perfect. Lets not give up and make this a better world. "Let's not start another fire." Remember our hard work, can make a better tomorrow.

SAMPLE STUDENT WORK
9th Grade Honors
ESOL LEVEL 4



April 20, 1999

1999: STUDENTS 'KILL DOZENS' AT DENVER SCHOOL

A shooting spree by two American high school students is feared to have left up to 25 people dead and injured at least 15 others.

The students, wearing balaclavas and trench coats, rampaged through Columbine High School in Denver, Colorado, firing automatic weapons and throwing homemade bombs. The bodies of the two suspects, who had apparently shot themselves, were later found in the library.

Explosive devices are said to have been found on or near the suspects' bodies.

They have been named as Eric Harris, 18, and 17-year-old Dylan Klebold.

' TRENCH COAT MAFIA '

The pair are said to have belonged to a group known as the "trench coat mafia" who boasted about owning guns and were alienated from the other children. One girl told police she was in the library when one of the boys burst in and began firing shots.

"He said he would kill everyone who had been mean to him and his friends over the last year," she said.

Other witnesses said the gunmen were targeting students from ethnic minorities and popular athletes.

As FBI agents and specialist firearms teams made their way through the carnage, a bomb set on a time device exploded.

At least 12 other bombs were found throughout the school, said police.

Three people believed to be friends of the suspects were arrested and were led away in handcuffs.

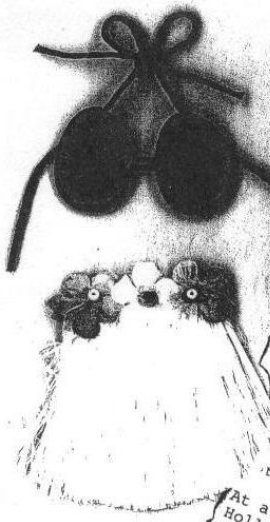
But a police spokeswoman said they were not thought to be directly involved in the shootings.

Columbine High School - which has 1,800 pupils - is situated in the middle-class suburb of Littleton.

US President Bill Clinton has sent his condolences to the town.

"The prayers of the American people are with you," he said

SAMPLE STUDENT WORK
9th Grade Honors
ESOL LEVEL 4



PREMIERE SOLD OUT! - Patricia Owens Hollywood actress, pastes "Sold Out" sign over poster for benefit premiere of "South Pacific" Thursday.
Deseret News, 31 July 1958, B1

Villa Sells Out For Benefit Premiere Of 'South Pacific'

By Eleanor Knowles
Deseret News Staff Writer
Deseret News, 31 July 1958 B1

The Villa Theater is completely sold out for Thursday evening's benefit premiere of "South Pacific."

The "standing room only" sign was hung out early Wednesday after a last minute ge of requests for tickets. Curtain time is 8:30 p.m. for the show, which is g sponsored by the Deseret News for the benefit of the Salt Lake County Assn. t Retarded Children.

At a brief program prior to the start of the Rodgers and Hammerstein musical, Hollywood star Patricia Owens will be introduced. Among special guests at the event will be Sidney Newman, advertising director of Magna Theater Corp., which owns the "South Pacific" film.

Orchids from Kauai, Hawaii, where "South Pacific" was filmed, will be presented to ladies in the audience. The orchids were flown to Salt Lake City via Western Airlines Thursday.

Entertaining in the lobby prior to curtain time will be a group of Hawaiian dancers.

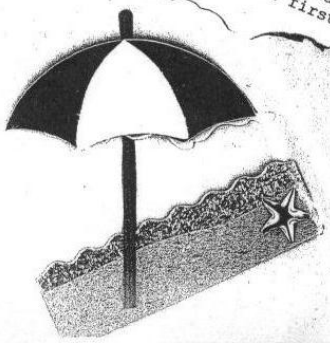
Premiere-goers will be the first in the Mountain West to view Rodgers and Hammerstein's "South Pacific" in TODD-AO, revolutionary wide-screen process that give startling depth and realism to the island scenes. The Villa Theater has just completed installation of $25,000 in new equipment to make the showing possible.

The Salt Lake County Assn. for Retarded Children will be recipient of all money donated for the special showing. The film was made available for the benefit by Magna Theater Crop., which is being represented at the premiere by Mr. Newman. Fox Wasatch Theaters donated use of the theater.

A check will be presented to Mrs. E. H. Dorland, president of the associa soon as all contributions have been tabulated. The money will be used to l association establish a sheltered workshop at the University of Utah for handicapped children and also to expand facilities at the Fairmont Park Tra School.

Miss Owens visited the school shortly after her arrival in Salt Lake City. Wednesday afternoon and paid tribute to the work that is being done there.

She also appeared on radio and television stations in the area and was guest at luncheon and inner events Born in Canada and reared in England, she commented th the visit to Salt Lake City is her first real chance to see anything of America.



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