WebSource
For the Classroom
Gateway – Segment 2

Discussion Questions
1. How are Andrew's and Eric's experiences with drugs similar? How are they different?
2. Discuss in general how genetics influence human reactions to drugs.
3. According to Dr. John Mendelson (the addictive drug researcher from the video), what are some of the specific ways genetics can influence a person's reaction to drugs?

Activity
Poetic Gateways Part II
What is a Gateway?

PROJECT AND PURPOSE
In Part I, students learned two forms of poetry, the diamante and haiku, and created original versions. In Part II, students will define the term gateway, identify gateways in their own lives, discuss how passing through a gateway changes people, and create original poetry that expresses their views.

OBJECTIVES
Students will:
• Define and identify gateways.
• Determine ways gateways change a person.
• Relate their understanding of a gateway to the topic of “soft” drugs/“hard” drugs.

MATERIALS
• Black/whiteboard
• Samples of diamante poems (located in literature books and on the Internet)
• Resources with photographs and background information on the St. Louis Gateway Arch
• Paper and writing implements

PROCEDURE
1. Show the class a picture of the Gateway Arch of St. Louis and tell them about its historical significance. (It was built in the 1960s to honor the westward pioneers of America, paying particular homage to pioneers Lewis and Clark, who set out from St. Louis on their transcontinental journey of exploration.)

2. Many states have literal or figurative references to “gateways.” Write on the board a nickname for the state of Connecticut: “Gateway to New England.” What does that name mean? (Connecticut is located
halfway between New York and Boston; Connecticut tourism talk is that you have to go through the “gateway” of Connecticut to get to the rest of New England.)

3. Ask students: We have just talked about a physical gateway and an image of a gateway. So, what is a gateway? (Answer: A gateway brings you from one place or experience to a new place/experience, and once you go through it, you will always have the experience and knowledge from passing through it, for better or for worse.)

4. Ask, How does passing through a gateway change people?

5. Explain to your students: Let’s compare the image of a gateway to a closed door: You don’t know what is on the other side until you open it. Sometimes you can guess what will happen when you go through a door or gateway, but other times you will have no idea. A person must decide whether or not it is worth taking the risk of opening a door and going through it – whether you know the possible risks or not.

6. Pose the following possibility: What if you had X-ray vision and could see through a gateway or door to reveal what is on the other side? How would that help you decide whether or not to pass through the gateway?

7. To begin a more personal discussion, explain to students: As we grow up, we may encounter a lot of gateways in our lives. You pass through a gateway when you enter school for the first time. You pass through a gateway when you choose to go on your first date. Sometimes you are faced with decisions that represent gateways. The choice to break a rule, for example, could be a gateway to other risk-taking behaviors. What gateways have you encountered in your lives? How were these gateways presented to you? How did you decide whether or not to go through them? How do you keep yourself from walking through a big risk gateway? How do you close the door on a risky choice? Or do you?

8. Ask students to think about the CWK video they watched, Gateway, and discuss which drugs are considered gateway drugs and why they are given that name.

9. Explain: Using the format we learned in our earlier lesson, you will create a diamante poem about gateway drugs and how they change a person’s life.

Have students share their diamantes in class.