



**The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.**

# **MASTER**

## **U.S. History, 1929-1945: Week 1 of 2**

### **Unit Overview**

This 2-week unit is designed to give students a glimpse of life in the 20<sup>th</sup> century. It **is not** intended to cover all of the important events of this era. Students will practice identifying the main idea and supporting details. They will also get a glimpse into the style and difficulty of the GED test by doing a few practice items

#### **Unit Objectives:**

- Students will be able to list 3 things they know about U.S. history from 1929-1945.
- Students will identify the main idea and supporting details in a paragraph or article.
- Students will practice summarizing.
- Students will learn about strategies for note taking.
- Students will keep a timeline throughout the unit.

#### **Week 1:**

Monday: America and the World  
Tuesday: America and the World  
Wednesday: Lifestyles  
Thursday: Arts and Entertainment

#### **Week 2:**

Monday: Money Matters  
Tuesday: Science and Technology  
Wednesday: Crime, Punishment, and the Law  
Thursday: Sports/Review

### **MATERIALS**

#### **BOOKS**

Boning, Richard. Getting the Main Idea D. Baldwin: Barnell Loft, Ltd, 1982.  
Northcutt, Ellen, Ed. GED Social Studies Exercise Book. Austin: Steck-Vaughn, 2002. ISBN 0-7398-3605-6  
Northcutt, Ellen, Ed. GED Social Studies. Austin: Steck-Vaughn, 2002. ISBN 0-7398-2834-7  
Van Slyke, Caren, Ed. Contemporary's Amazing Century: 1975-1992. Northbrook: Contemporary Books, Inc., 1992. ISBN 0-8092-4015-7

**U.S. History (1929-1945): Monday, Week 1 of 2**  
America and the World

| Lesson Objectives:  | Materials   |
|---|---|
| <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Articulate their current knowledge of the subject matter; articulate their learning goals.</li> <li>2. Identify the main ideas in the selected reading.</li> <li>3. Create individual timelines and record events from the reading.</li> </ol> | <ul style="list-style-type: none"> <li>● <b>Our Amazing Century:</b> choose 1 article from <i>America and the World</i> section. If the article is more than 3 pages, choose an excerpt.</li> <li>● <b>Pictures, music and/or video</b> from the 1929-1945 time period.</li> <li>● <b>Getting the Main Idea D:</b> your choice</li> <li>● <b>KWL Chart</b> (see below)</li> <li>● <b>Summarizing graphic organizer</b> (see below)</li> <li>● <b>Timeline graphic organizer</b> (see below)</li> <li>● <b>Poster paper</b></li> </ul> |

| Activity Ideas:  |
|--|
| <p><b>Pre-reading:</b></p> <ol style="list-style-type: none"> <li>1. Create a context for this period in history: What do students know about their own country's history at this time? How old would a child born in the 1930s be now? Think of one family member who was alive at this time. Has he or she ever told you about his/her life?</li> <li>2. Show pictures from this time period in U.S. history. Bring in music or video samples from this era.</li> <li>3. Lead a KWL activity: 1) Allow ss to fill in the first 2 columns (K = what they KNOW about this time period; W = what they WANT to learn about this time period). 2) Have them share what they wrote with their partner. 3) As a class, make a large KWL chart on a piece of poster paper that can be added to throughout the unit.</li> <li>4. Facilitate an activity to pre-teach important/difficult vocabulary words.</li> <li>5. Introduce the article title. Look at the pictures first, calling on ss to read the captions.</li> </ol> <p><b>Reading:</b></p> <p>Read the article as many times as appropriate for thorough comprehension. Strategies may include:</p> <ol style="list-style-type: none"> <li>1. <i>T reads aloud while ss listen, and circle the words they don't know. Class discusses vocab.</i></li> <li>2. <i>T reads aloud while ss listen for pronunciation.</i></li> <li>3. <i>Ss read the story to a partner (alternating paragraphs)</i></li> <li>4. <i>Whole class reads round-robin style or "popcorn" style.</i></li> <li>5. <i>Ss read silently while T helps folks who are having trouble.</i></li> </ol> <p><b>Post-reading:</b></p> <ol style="list-style-type: none"> <li>1. Facilitate one or more comprehension-checking activities. For example: <ul style="list-style-type: none"> <li>● Ss take turns asking each other comprehension questions from the text.</li> <li>● T prepares a list of True/False questions, and passes the list around for individuals to read to the class. The other ss listen and raise a red card to answer True; green card to answer False.</li> <li>● T prepares a synonym matching activity using vocab &amp; phrases from the reading.</li> </ul> </li> <li>2. Facilitate one or more summarizing activities. For example: <ul style="list-style-type: none"> <li>● Create multiple choice questions similar to those in "Getting the Main Idea D".</li> <li>● Have ss choose a segment of the reading, and write a one-sentence summary.</li> <li>● Have ss use the graphic organizer below to develop a thorough summary, including main ideas.</li> </ul> </li> <li>3. Create a timeline of events for 1929-1945: 1) Introduce the concept of a timeline on a big piece of poster paper. Have the class establish the starting and ending dates of the timeline. 2) Ask the ss for a couple important events to add to the timeline. 3) After the examples, have ss work with a partner to write down a few events on their own personal timelines. *It might be helpful to assign certain students to a certain segment of the article.* 4) Regroup as a class, and ask for volunteers to add to the large poster-paper timeline.</li> </ol> |

Name \_\_\_\_\_ Date \_\_\_\_\_

## KWL Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

| Topic _____ |                     |                |
|-------------|---------------------|----------------|
| What I Know | What I Want to Know | What I Learned |
|             |                     |                |

Name

Date

GRAPHIC ORGANIZER

# Summarizing

Important Idea

Important Idea

Important Idea

Important Idea

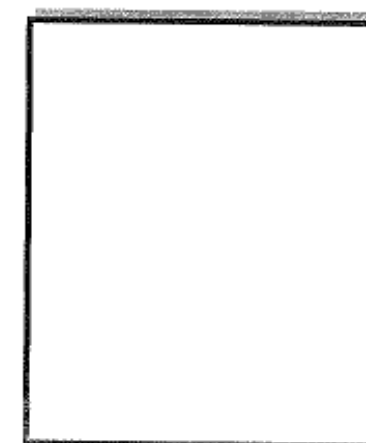
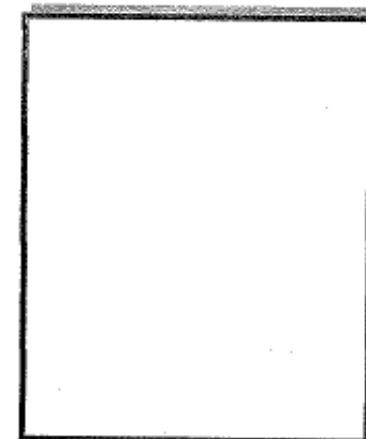
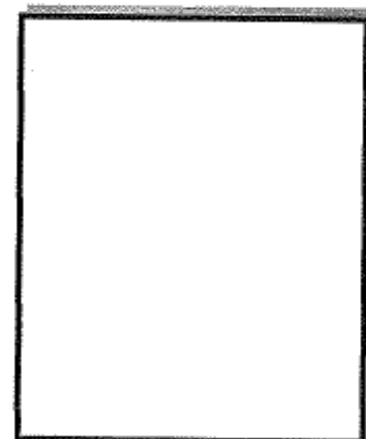
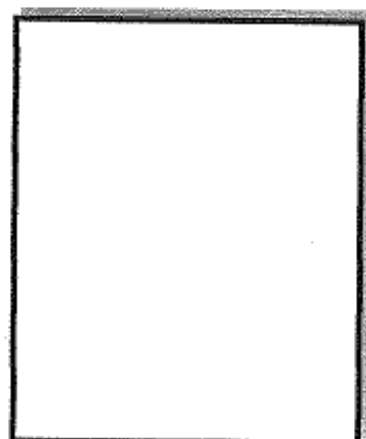
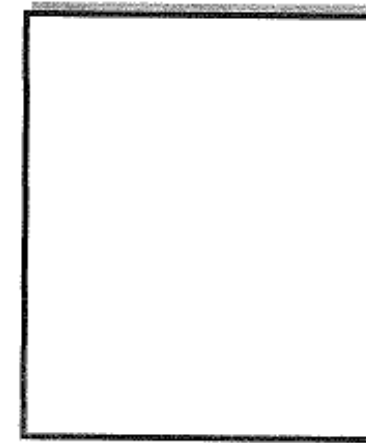
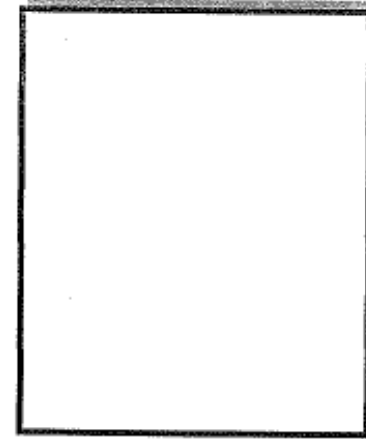
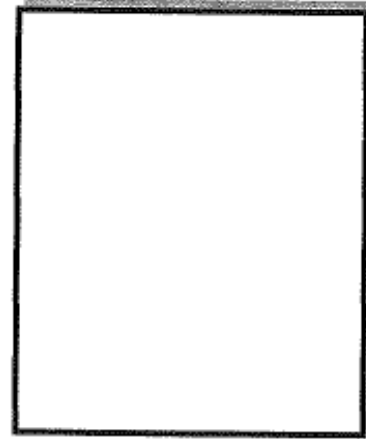
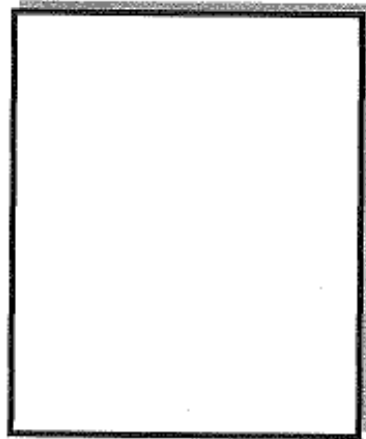
Summary

Copyright © Scholastic Inc. All rights reserved. This page may be photocopied for use with students.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Timeline

Topic: \_\_\_\_\_



**U.S. History (1929-1945): Tuesday, Week 1 of 2**  
America and the World

| Lesson Objectives:   | Materials   |
|--|---|
| <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Articulate what they have learned.</li> <li>2. Identify the main idea of the reading.</li> <li>3. Add new events to the timelines created yesterday.</li> </ol> | <ul style="list-style-type: none"> <li>• <b>KWL Chart</b> (see Monday's curriculum)</li> <li>• <b>Pictures, music and/or video</b> from the 1929-1945 time period.</li> <li>• <b>Our Amazing Century:</b> choose 1 article from <i>America and the World</i> section. If the article is more than 3 pages, choose an excerpt.</li> <li>• <b>Getting the Main Idea D:</b> your choice</li> <li>• <b>Summarizing graphic organizer</b> (see Monday)</li> <li>• <b>Timeline graphic organizer;</b></li> <li>• <b>Timeline on poster paper</b> (see Monday's curriculum)</li> </ul> |

| Activity Ideas:  |
|--|
| <p><b>Pre-reading:</b></p> <ol style="list-style-type: none"> <li>1. Show pictures from this time period in U.S. history. Bring in music or video samples from this era.</li> <li>2. Review the timeline they started yesterday.</li> <li>3. Review the KWL chart from yesterday: 1) Ask ss to think about what they learned yesterday and add it to the "L" column of the KWL. 2) Have them share what they learned with a partner. 3) Have partners report to the large group; and add that info to the large KWL on poster paper.</li> <li>4. Facilitate an activity to pre-teach important/difficult vocabulary words.</li> <li>5. Introduce the article title. Look at the pictures first, calling on ss to read the captions.</li> </ol> <p><b>Reading:</b></p> <p>Read the article as many times as appropriate for thorough comprehension. Strategies may include:</p> <ol style="list-style-type: none"> <li>1. <i>T reads aloud while ss listen, and circle the words they don't know. Class discusses vocab.</i></li> <li>2. <i>T reads aloud while ss listen for pronunciation.</i></li> <li>3. <i>Ss read the story to a partner (alternating paragraphs)</i></li> <li>4. <i>Whole class reads round-robin style or "popcorn" style.</i></li> <li>5. <i>Ss read silently while T helps folks who are having trouble.</i></li> </ol> <p><b>Post-reading:</b></p> <ol style="list-style-type: none"> <li>1. Facilitate one or more comprehension-checking activities. For example: <ul style="list-style-type: none"> <li>• Ss take turns asking each other comprehension questions from the text.</li> <li>• T prepares a list of True/False questions, and passes the list around for individuals to read to the class. The other ss listen and raise a red card to answer True; green card to answer False.</li> <li>• T prepares a synonym matching activity using vocab &amp; phrases from the reading.</li> </ul> </li> <li>2. Facilitate one or more summarizing activities. For example: <ul style="list-style-type: none"> <li>• Create multiple choice questions similar to those in "Getting the Main Idea D".</li> <li>• Have ss choose a segment of the reading, and write a one-sentence summary.</li> <li>• Have ss use the graphic organizer from Monday to develop a thorough summary, incl main ideas.</li> </ul> </li> <li>3. Add to the timeline of events for 1929-1945: 1) Review the the starting/ending dates. 2) Ask the ss for a couple important events to add to the timeline. 3) After the examples, have ss work with a partner to write down a few events on their own personal timelines. *It might be helpful to assign certain students to a certain segment of the article.* 4) Regroup as a class, and ask for volunteers to add to the large poster-paper timeline.</li> </ol> |

**U.S. History (1929-1945): Wednesday, Week 1 of 2**  
Lifestyles

| Lesson Objectives:  | Materials  |
|---|--|
| <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Articulate what they have learned.</li> <li>2. Practice taking notes on the reading.</li> <li>3. Add new events to the timelines.</li> </ol> | <ul style="list-style-type: none"> <li>• <b>KWL Chart</b> (see Monday's curriculum)</li> <li>• <b>Pictures, music and/or video</b> from the 1929-1945 time period.</li> <li>• <b>Our Amazing Century:</b> choose 1 article from the <i>Lifestyles</i> section. If the article is more than 3 pages, choose an excerpt.</li> <li>• <b>Note-taking graphic organizer</b> (see below)</li> <li>• <b>Timeline graphic organizer;</b></li> <li>• <b>Timeline on poster paper</b> (see Monday's curriculum)</li> </ul> |

**Activity Ideas:**

**Pre-reading:**

1. Show pictures from this time period in U.S. history. Bring in music or video samples from this era.
2. Review their timeline info from earlier this week.
3. Review the KWL chart from yesterday: 1) Ask ss to think about what they learned yesterday and add it to the "L" column of the KWL. 2) Have them share what they learned with a partner. 3) Have partners report to the large group; and add that info to the large KWL on poster paper.
4. Facilitate an activity to pre-teach important/difficult vocabulary words.
5. Introduce the article title. Look at the pictures first, calling on ss to read the captions.

**Reading:**

Read the article as many times as appropriate for thorough comprehension. Strategies may include:

1. *T reads aloud while ss listen, and circle the words they don't know. Class discusses vocab.*
2. *T reads aloud while ss listen for pronunciation.*
3. *Ss read the story to a partner (alternating paragraphs)*
4. *Whole class reads round-robin style or "popcorn" style.*
5. *Ss read silently while T helps folks who are having trouble.*

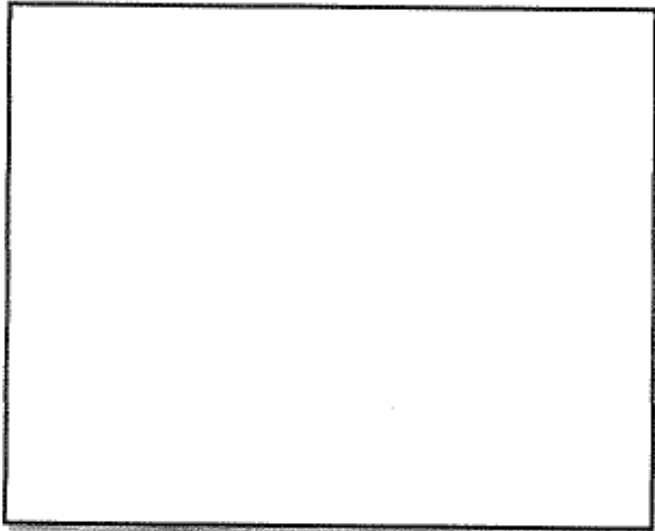
**Post-reading:**

1. Facilitate one or more comprehension-checking activities. For example:
  - Ss take turns asking each other comprehension questions from the text.
  - T prepares a list of True/False questions, and passes the list around for individuals to read to the class. The other ss listen and raise a red card to answer True; green card to answer False.
  - T prepares a synonym matching activity using vocab & phrases from the reading.
2. Facilitate one or more note-taking activities. For example:
  - Have ss highlight the most important words or sentences in the reading. Compare their highlighting with another student.
  - Have ss use the graphic organizer below to practice taking notes.
3. Review a timeline of events for 1929-1945: 1) Ask the ss for a couple important events to add to the timeline. 2) After the examples, have ss work with a partner to write down a few events on their own personal timelines. \*It might be helpful to assign certain students to a certain segment of the article.\* 3) Regroup as a class, and ask for volunteers to add to the large poster-paper timeline.

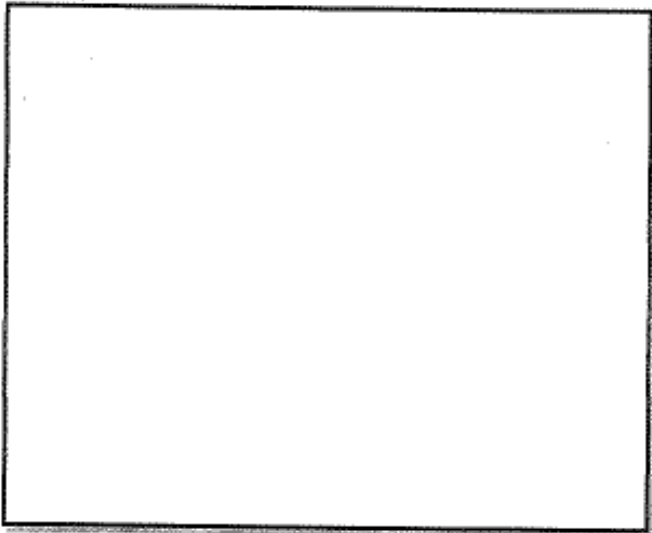
Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

**Note Taker :** Topic \_\_\_\_\_

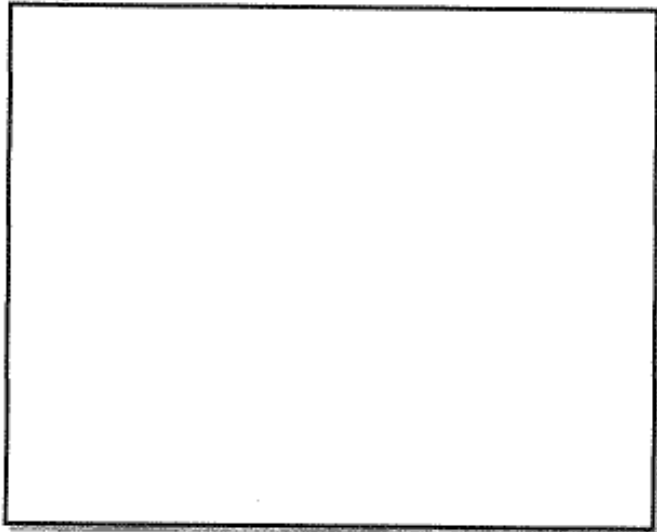
**Events**



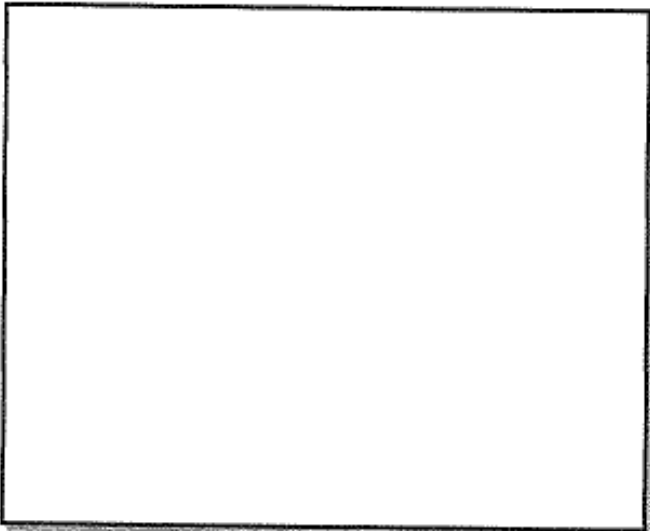
**People**



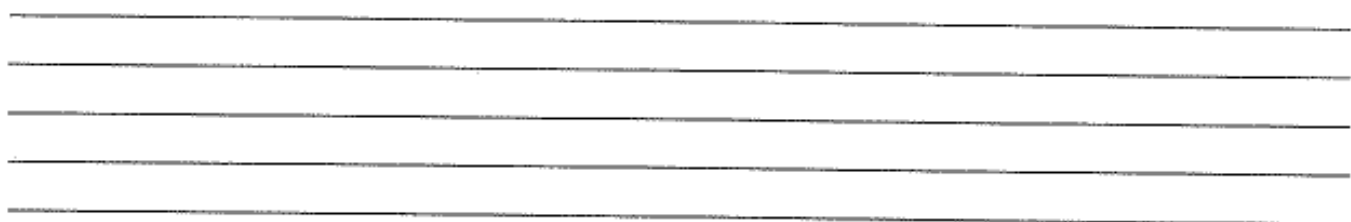
**Key Terms**



**Facts**



**Important Quotes** \_\_\_\_\_





**U.S. History (1929-1945): Thursday, Week 1 of 2**  
Arts and Entertainment

| <b>Lesson Objectives:</b>   | <b>Materials</b>   |
|---|--|
| Students will be able to:<br>1. Articulate what they have learned.<br>2. Practice taking notes on the reading.<br>3. Add new events to the timelines. | <ul style="list-style-type: none"><li>• <b>KWL Chart</b> (see Monday's curriculum)</li><li>• <b>Pictures, music and/or video</b> from the 1929-1945 time period.</li><li>• <b>Our Amazing Century:</b> choose 1 article from the <i>Arts &amp; Entertainment</i> section. If the article is more than 3 pages, choose an excerpt.</li><li>• <b>Note-taking graphic organizer</b> (see Weds)</li><li>• <b>Timeline graphic organizer;</b></li><li>• <b>Timeline on poster paper</b> (see Monday's curriculum)</li></ul> |

**Activity Ideas:**

**Pre-reading:**

1. Show pictures from this time period in U.S. history. Bring in music or video samples from this era.
2. Review their timeline info from earlier this week.
3. Review the KWL chart from yesterday: 1) Ask ss to think about what they learned yesterday and add it to the "L" column of the KWL. 2) Have them share what they learned with a partner. 3) Have partners report to the large group; and add that info to the large KWL on poster paper.
4. Facilitate an activity to pre-teach important/difficult vocabulary words.
5. Introduce the article title. Look at the pictures first, calling on ss to read the captions.

**Reading:**

Read the article as many times as appropriate for thorough comprehension. Strategies may include:

1. *T reads aloud while ss listen, and circle the words they don't know. Class discusses vocab.*
2. *T reads aloud while ss listen for pronunciation.*
3. *Ss read the story to a partner (alternating paragraphs)*
4. *Whole class reads round-robin style or "popcorn" style.*
5. *Ss read silently while T helps folks who are having trouble.*

**Post-reading:**

1. Facilitate one or more comprehension-checking activities. For example:
  - Ss take turns asking each other comprehension questions from the text.
  - T prepares a list of True/False questions, and passes the list around for individuals to read to the class. The other ss listen and raise a red card to answer True; green card to answer False.
  - T prepares a synonym matching activity using vocab & phrases from the reading.
2. Facilitate one or more note-taking activities. For example:
  - Have ss highlight the most important words or sentences in the reading. Compare their highlighting with another student.
  - Have ss use graphic organizer from Weds to practice taking notes.
3. Review a timeline of events for 1929-1945: 1) Ask the ss for a couple important events to add to the timeline. 2) After the examples, have ss work with a partner to write down a few events on their own personal timelines. \*It might be helpful to assign certain students to a certain segment of the article.\* 3) Regroup as a class, and ask for volunteers to add to the large poster-paper timeline.