



**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 2 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 (1929-45): Monday, Week 2 of 2

### Money Matters

Lesson Objectives:	Materials
Students will be able to: 1. Articulate what they have learned. 2. Identify causes and effects in the reading. 3. Add new events to the timelines created last week.	<ul style="list-style-type: none"><li>• <b>KWL Chart</b> (see last 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>Money Matters</i> section. If the article is more than 3 pages, choose an excerpt.</li><li>• <b>Cause and effect 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 last 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 activities to identify cause and effect. For example:
  - Introduce the concept of cause and effect. As a class, identify an example cause and effect from the reading. Have ss use the graphic organizer below (choose the one that's most appropriate for your reading) to identify causes and effects in the reading.
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.

Is about ...

This ...

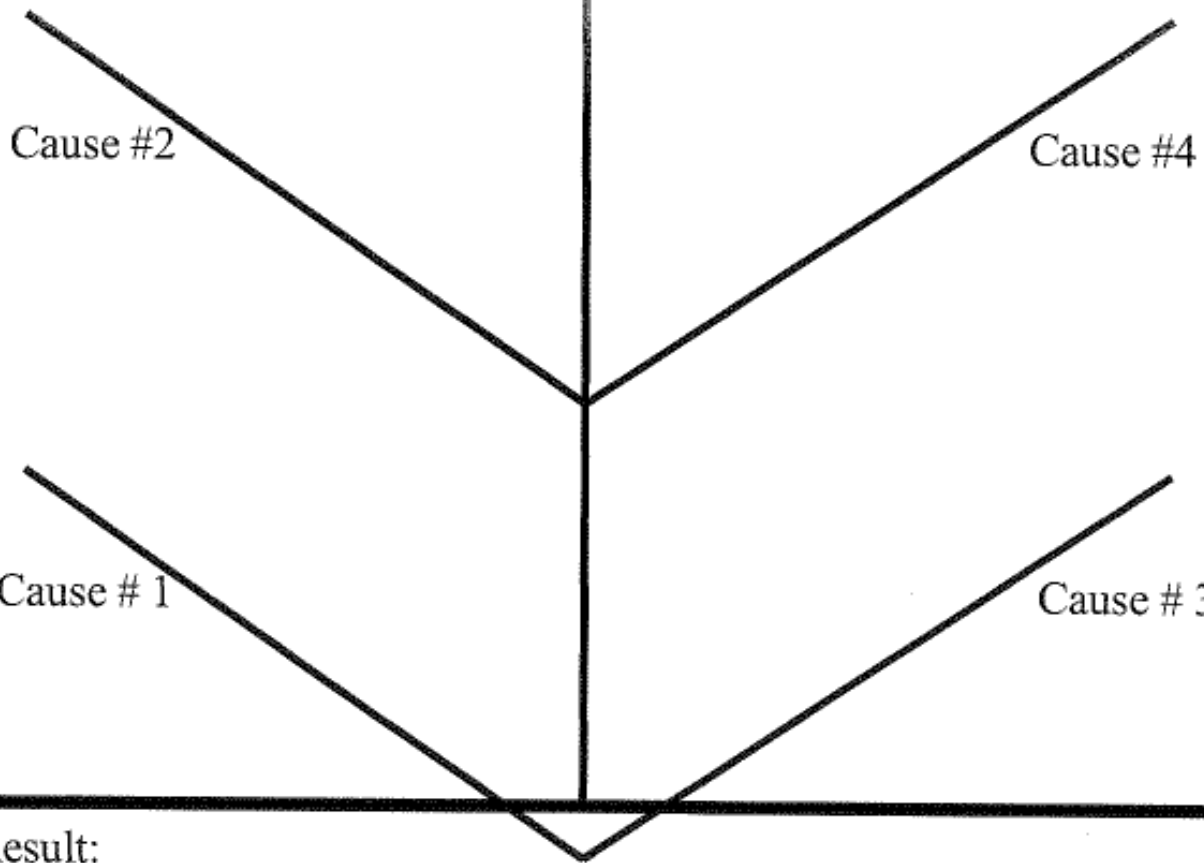
Caused this ...



So what? What is important to understand about this?

**TOPIC: \_\_\_\_\_**  
**FISHBONE MAP**

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



## U.S. History (1929-1945): Tuesday, Week 2 of 2

### Science and Technology

Lesson Objectives:	Materials
Students will be able to: 1. Articulate what they have learned. 2. Summarize what they read 3. Add new events to the timelines created last week.	<ul style="list-style-type: none"><li>• <b>KWL Chart</b> (see last 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>Science and Technology</i> section. If the article is more than 3 pages, choose an excerpt.</li><li>• <b>Summarizing graphic organizer</b> (see last Monday)</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 yesterday.
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 activities to practice summarizing. For example:
  - Create multiple choice questions similar to those in "Getting the Main Idea D".
  - Have ss choose a segment of the reading, and write a one-sentence summary.
  - Have ss use the graphic organizer from Monday to develop a thorough summary, incl main ideas.
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.

## U.S. History (1929-1945): Wednesday, Week 2 of 2

### Crime, Punishment, and the Law

Lesson Objectives:	Materials
Students will be able to: 1. Articulate what they have learned. 2. Analyze a historical figure from their reading. 3. Add new events to the timelines created last week.	<ul style="list-style-type: none"><li>• <b>KWL Chart</b> (see last 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>Science and Technology</i> section. If the article is more than 3 pages, choose an excerpt.</li><li>• <b>Historical figure graphic organizer</b> (see last Monday)</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 yesterday.
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 activities to analyze a historical figure from the reading. For example:
  - Have ss use the graphic organizer below to record information about someone from the reading. For fun, each student could present their findings, and the others could listen and guess who the person is.
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.

PERSON

is about someone who...

Ways to describe this person

Known for...

☐ Not known for...  
☐ Don't confuse with...

Impact on our world  
today

Somebody from today's  
world this person is  
like (not like)

because...

## U.S. History (1929-1945): Thursday, Week 2 of 2

Sports/Review

Lesson Objectives:	Materials
Students will be able to:  1. Articulate what they have learned. 2. Add new events to the timelines created last week. 3. Compare and contrast this time period with the present. 4. Review the information they learned throughout the unit.	<ul style="list-style-type: none"><li>• <b>KWL Chart</b> (see last 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 SHORT article from the <i>Sports</i> section.</li><li>• <b>Then and Now graphic organizer</b> (see below)</li><li>• <b>PowerPoint Jeopardy game template</b> (ask your coordinator)</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 yesterday.
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:

4. 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.
5. 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.

#### Unit Wrap Up:

- 1) Use the Then and Now graphic organizer (below) to talk about how US society is similar or different now from this time period.
- 2) Use the PowerPoint Jeopardy template (ask your coordinator for it) to create a review game testing knowledge of the events they learned about. Categories can mirror the sections of the book: "America and the World", "Lifestyles", "Arts and Entertainment", "Money Matters", "Science and Technology", "Crime, Punishment and the Law", and "Sports".



## THEN / NOW COMPARISON

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

**Title/Topic** \_\_\_\_\_

**THEN**

**NOW**