

US History Activities for English Language Learners

Age of Exploration
to the 21st Century

Richard Di Giacomo

Third Edition



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Welcome to **US History Activities for English Language Learners**

It is difficult to make history relevant and interesting to students with limited English proficiency and little experience with common American cultural and governmental traditions. The activities in this book are a blend of course content in US history and the language component that is necessary both for comprehension of the subject matter and for general English fluency. Some of the activities are role-playing simulations; others are creative writing activities or involve total physical response. Some teach note-taking or other study skills. Finally, some activities involve creative activities such as writing a cartoon or newspaper. Most of the activities can be completed in a single class period.

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Standards Correlation Chart

Activity	Language skills emphasized	Common Core Standards Number	National Standards Number
Locate the Tribe	Capitalization	CCSS.ELA-Literacy.RH.6-8.7	K-4th grade standards: Topics 1-3
Age of Exploration	Past tense	CCSS.ELA-Literacy.RI.5.3	5-12th grade standards: Era 1 Standard 2
Explorers Grammar	Proofreading	CCSS.ELA-Literacy.RI.5.3	5-12th grade standards: Era 1 Standard 2
Colonial Times	Subject-verb agreement	CCSS.ELA-Literacy.W.5.2.c	Era 2 Standards 1-3
"Dear King George ..."	Present tense, Dialogue	CCSS.ELA-Literacy.W.5.3.b	Era 3 Standards 1-2
War of 1812	Adverbs	CCSS.ELA-Literacy.L.5.3	Era 4 Standard 1
American Expansion	Articles	CCSS.ELA-Literacy.L.5.1	Era 4 Standard 1
The Gold Rush	Commonly misspelled words	CCSS.ELA-Literacy.L.5.2	Era 4 Standard 1
The Conflict over Slavery	Pronouns	CCSS.ELA-Literacy.W.8.2	Era 4 Standard 2 Era 5 Standard 1
The Civil War	Punctuation	CCSS.ELA-Literacy.L.5.2	Era 5 Standards 1-2
Reconstruction	Future tense, Dialogue	CCSS.ELA-Literacy.W.8.3.b	Era 5 Standard 3
The Indian Wars	Complete sentences	CCSS.ELA-Literacy.SL.8.6	Era 6 Standard 4
The Industrial Revolution	Interrogative pronouns and adverbs	CCSS.ELA-Literacy.SL.8.5	Era 6 Standard 1
The Progressive Era	Writing a book	CCSS.ELA-Literacy. WHST.11-12.5	Era 7 Standard 1
American Imperialism	Homonyms	CCSS.ELA-Literacy.L.11-12.4	Era 7 Standard 2
Taking Colonies	Role-playing essay	CCSS.ELA-Literacy.SL.11-12.1.d	Era 7 Standard 2
World War I	Part of speech	CCSS.ELA-Literacy.L.11-12.4.b	Era 7 Standard 2
The Great Depression	Dialogue	CCSS.ELA-Literacy.W.11-12.3.b	Era 8 Standard 1
World War II Battles	Vocabulary context clues	CCSS.ELA-Literacy.RI.11-12.1	Era 8 Standard 3
Origins of the Cold War	Possessive pronouns	CCSS.ELA-Literacy.SL.11-12.1.a	Era 9 Standard 2
Korean War Decisions	Adjectives	CCSS.ELA-Literacy.SL.11-12.1.a	Era 9 Standard 2
Civil Rights	Topic sentences	CCSS.ELA-Literacy.W.11-12.2.a	Era 9 Standard 4
The Space Race	Summarizing	CCSS.ELA-Literacy.W.11-12.1.e	Era 9 Standard 2
The Vietnam War	Reflexive pronouns	CCSS.ELA-Literacy.SL.11-12.1.a	Era 9 Standard 2
1960s Social Movements	Prepositions	CCSS.ELA-Literacy.SL.11-12.1.c	Era 9 Standard 3
Hippie Day	Collective nouns	CCSS.ELA-Literacy.SL.11-12.1.a	Era 9 Standard 3
Nixon's Watergate Speech	Speech-writing skills	CCSS.ELA-Literacy.W.11-12.4	Era 9 Standard 3
Mind Mapping the Reagan Era	Note taking	CCSS.ELA-Literacy.RH.11-12.2	Era 10 Standards 1-2
The First Persian Gulf War	Irregular verbs	CCSS.ELA-Literacy.L.11-12.1	Era 10 Standard 1
The End of the Cold War	Proper nouns	CCSS.ELA-Literacy.W.11-12.7	Era 9 Standard 1
George W. Bush and the War on Terror	Note-taking abbreviations	CCSS.ELA-Literacy.W.11-12.2	Era 10 Standard 1
History of the English Language	Idioms and slang usage	CCSS.ELA-Literacy.RH.11-12.4	Eras 7-10

Introduction

This book is going to fill a need that many teachers have had for a long time. As you probably know, it has been just about impossible to find quality materials to help in sheltered- or limited-English US History classes. This book was written by an experienced teacher who has faced some of the same difficulties that you have. The lessons in this book have two key components that will make your job a lot easier.

1. Hands-on, sheltered classroom activities that take advantage of multiple learning styles and differing language acquisition levels. These are often very active and engaging.
2. Grammar exercises based on the vocabulary of the lesson that reinforce both grammar skills and content area goals. These exercises will help build stronger readers and writers while reinforcing the main ideas of the course content in US history.

Each lesson contains learning objectives and teacher recommendations that provide helpful tips on how to implement the lesson. You may contact the author directly if you need any further clarifications on how to use these lesson plans, or have comments, questions, or feedback on them. I get suggestions and questions from enthusiastic readers, which often make it into the very next printing of the book. Just email krinibar@aol.com, and you will get a rapid response.



Locate the Tribe

30 minutes

OBJECTIVE

- » To review the original locations of Native American tribes while practicing mapping skills

LANGUAGE COMPONENT

- » Capitalization
- » Spelling

MATERIALS

- » Historical maps from a textbook or historical atlas
- » Blank outline-map handouts that you have duplicated for each student

PROCEDURE

1. Review capitalization rules with the class.
2. Distribute one historical map per student.
3. Distribute one blank outline map per student.
4. Tell the students to label their blank maps with the name of the tribe that lived nearest to their current home.
5. Tell the students to label their blank map with the name of other famous tribes who lived in other areas that you choose. Explain that these tribes will be discussed later in the textbook and/or in class.
6. Collect the maps and grade them.

TEACHER RECOMMENDATIONS

1. Check for proper capitalization and spelling of each tribe's name. Be very gentle on correcting the students' pronunciation and grammar since English is not their first language. Model the correct way to say it, and then have them repeat it alone. If they have continued difficulty say, "That's okay, let's say it together."
2. Follow up the exercise by asking students if they know of any other tribes they would like to add to their maps.
3. If you like, have each student say the name and location of one tribe aloud.

EVALUATION

Follow up with an oral or written quiz, or hold a class discussion about where the tribes lived and why.

Age of Exploration

30 minutes

OBJECTIVE

- » To actively review the explorers and the countries that they discovered

LANGUAGE COMPONENT

- » Past tense

PROCEDURE

1. On 3" x 5" note cards, write an explorer's name on one side and the area that he explored on the other. On sticky notes, again write all the explorers' names and attach the sticky notes to the "name" side of their corresponding note cards. Refer to the **Explorer Chart** handout for help in preparing the cards.
2. Hang as many world maps as you can around the classroom. Continental close-up maps are even better. If you do not have wall maps, use fold out maps or even blank outline maps that you have duplicated.
3. Count the cards carefully to make sure that you have the same number of cards as you have students. Set any leftovers aside.
4. Shuffle the cards and distribute one card per student.
5. Tell the students to go to any map in the room and post their sticky note on the map near the area that the explorer discovered. Make sure that the side with the explorer's name is facing out. The student then stands near their explorer until called upon.
6. Quickly check around the room to see that all the explorers made it to the right place to save someone embarrassment later.
7. Tell the students to rehearse the following phrase a few times and then recite it to the class:
 - › My name is . . .
 - › My explorer is . . .
 - › He sailed for the country of . . .
 - › He discovered the land of . . .
8. Call on each student to recite his or her part.
9. Collect the cards, reshuffle the deck, and repeat the exercise once or twice.

TEACHER RECOMMENDATIONS

1. You may distribute the **Explorers Chart** handout to students at the beginning or end of this exercise to use as a reference.
2. Be very gentle on correcting the students' pronunciation and grammar if English is not their first language. Model the correct way to say it, and then have them repeat it alone. If they have continued difficulty say, "That's okay, let's say it together."
3. Follow up the exercise by asking students if they know of any other explorers they could add to this game.
4. Ask the students to help you create generalizations about which countries explored the most, what areas they did and didn't explore, and when most of the explorations took place.

EVALUATION

Follow up with an oral or written quiz, class discussion, or creative writing assignment in which students have to pretend that they are an explorer reporting back home about what they have found.

EXPLORERS CHART

Explorer	Sponsor	Land Explored
Juan Ponce de León	Spain	Florida
Bartolomeu Dias	Portugal	Cape of Good Hope
Francisco de Orellana	Spain	Amazon River
Marco Polo	Venice	China
Vasco da Gama	Portugal	India
Ferdinand Magellan	Spain	Straits of Magellan
Pedro Álvarez Cabral	Portugal	South America
Christopher Columbus	Spain	Caribbean
Leif Ericson	Vikings	Vinland
Saint Brendan	Ireland	North America
Erik the Red	Vikings	Iceland
Hernán Cortéz	Spain	Mexico
John & Sebastian Cabot	England	Canada
James Cook	England	Hawaii
Hernando de Soto	Spain	Southern United States
Robert de La Salle	France	Mississippi River
Francisco Vásquez de Coronado	Spain	Southwestern United States
Sebastian Vizcaino	Spain	California
Sir Francis Drake	England	California
Amerigo Vespucci	Portugal, Spain	South America
Álvar Núñez de Cabeza de Vaca	Spain	Southern United States
Francisco Pizarro	Spain	Peru, Ecuador
Vasco de Balboa	Spain	Panama
Giovanni da Verrazzano	France	Eastern United States
Henry Hudson	England	Hudson Bay
Vitus Bering	Russia	Alaska
Samuel de Champlain	France	Canada
Abel Tasman	Netherlands	Tasmania
Manuel Godinho de Erédia	Portugal	Australia
Juan Rodríguez Cabrillo	Spain	California

Explorers Grammar

10 minutes

OBJECTIVE

» To review the accomplishments of the explorers

LANGUAGE COMPONENT

» Past perfect tense

MATERIALS

» One copy of the **Explorers Grammar Exercise** handout per student

PROCEDURE

1. Review the proper use of the past perfect tense.
2. Have students read the directions and complete the **Explorers Grammar Exercise**.

TEACHER RECOMMENDATIONS

1. Give examples from a grammar book or textbook of proper use of the past perfect tense.
2. Go over the examples at the top of the **Explorers Grammar Exercise**.
3. Have students complete the **Explorers Grammar Exercise** alone or in mixed ability pairs.
4. Students love this exercise because it pretends to put the onus of making a mistake on the teacher. You may reuse it with any grammar lesson.

EVALUATION

Correct the **Explorers Grammar Exercise** individually or as a class. Follow up by having the students suggest their own errors to be corrected. Write the errors on the board and correct them together. Students enjoy this activity immensely and will want to do it again and again.

EXPLORERS GRAMMAR EXERCISE

Grammar skill

The past perfect tense

Usage

To explain something that happened a very long time ago

Example

Past perfect:

"Abraham Lincoln died in 1865."

Compare to:

Recent past:

"My grandfather has died recently."

Simple past:

"The wounded soldier died yesterday."

Present tense:

"The patient is dying, doctor."

Future tense:

"Someday we all will die."

Directions

The teacher is having a very bad day. It seems he is very tired and has made a lot of mistakes in the notes for today's class. Can you help him fix the mistakes so that he does not look bad in front of his students? Discuss this with a partner and change anything you see wrong with his spelling or grammar.

Famous Explorer's

Christopher Columbus finded America in 1492.

He is looking for Asia not the America.

Columbus didn't know where he at.

The Native American did not knew about anyone else in the world besides theyselves.

The first explorer was the Portuguese. They travels around Africa to got to India. Vasco de Gama reaches India first.

The China also sail to Africa, but never goed as far as Europe.

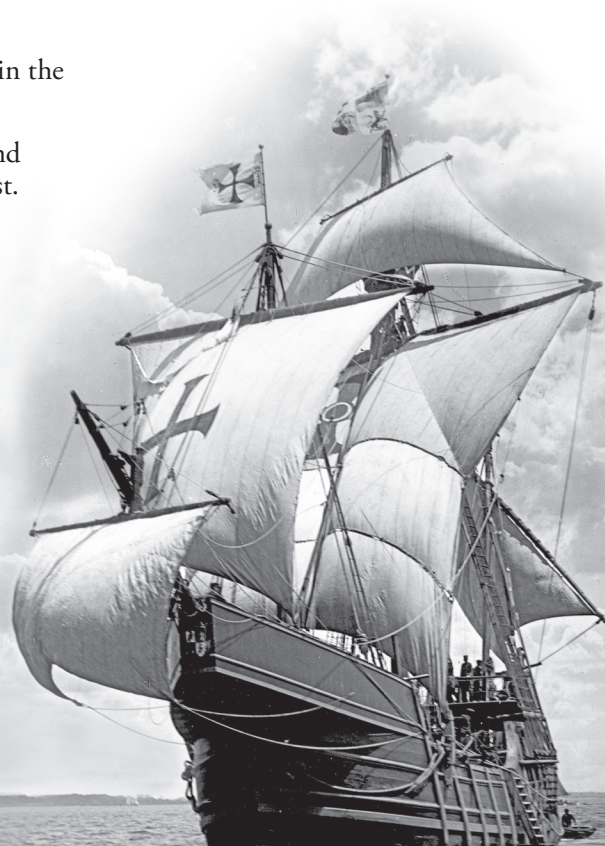
Columbus will find a better route to Asia by sail west instead of east.

Amerigo Vespucci is the first explorer to realizes that he is discovering a new world.

Ferdinand Magellan is trying to be the first explorer to sails around the world, but he had die in the Philippines.

Balboa gots lotsa men when he find the Pacific Ocean for the first time.

James Cook sailed around the world three time.



Colonial Times

1 hour

OBJECTIVE

- » To review the three types of colonies that developed in America

LANGUAGE COMPONENT

- » Generalizations
- » Subject-verb agreement

MATERIALS

- » Historical maps from the textbook or a historical atlas
- » One **Comparison of American Colonies** chart for each student

PROCEDURE

1. Review subject-verb agreement grammatical rules with the class.
2. Review what is and is not a good generalization.
3. Distribute one map per student.
4. Distribute one **Comparison of American Colonies** chart per student.
5. Divide the class into three groups, one for each colonial region.
6. Have the students review the information about the three colonial regions from a textbook or historical atlas and fill in a portion of the chart for their region.
7. Students then come up with generalizations that are phrased in the following form:

“The colony of Georgia is ...”

“The Middle Colonies are...” etc.

8. Review the groups’ work and make corrections before they present it to the rest of class.
9. Have the group choose one or two spokespersons to share their generalizations with the class.
10. The rest of the class listens and records all of the groups’ generalizations in the blank spots of their **Comparison of American Colonies** chart.

TEACHER RECOMMENDATIONS

1. Be very gentle on correcting the students’ pronunciation and grammar since English is not their first language. Model the correct way to say it, then have them repeat it alone. If they have continued difficulty say, “That’s okay, let’s say it together.”
2. Reproduce a copy of the **Comparison of American Colonies** chart to display on the board or a poster. Have each group write down their generalizations as they present them.
3. Follow up the exercise by asking students if they know of any other generalizations they would like to add to their chart.

EVALUATION

Follow up with an oral or written quiz about the similarities and differences between the Southern, Middle, and New England Colonies. This may be done as a traditional written quiz using the blank **Comparison of American Colonies** chart or by having the groups construct a poster or collage about their region.

COMPARISON OF AMERICAN COLONIES

Characteristics	New England Colonies	Middle Colonies	Southern Colonies
Names of colonies			
Types of government			
Population density			
Typical climate			
Types of economic activities			
Types of farms			
Industrial development			

“Dear King George . . .”

1 hour

OBJECTIVE

- » To understand the grievances of the American colonist that led up to the American Revolution

LANGUAGE COMPONENT

- » Present tense
- » Dialogue
- » Peer review

MATERIALS

- » A copy of the Declaration of Independence or similar documents from the Continental Congress, paraphrased into modern English, for each student
- » Index cards
- » A copy of the **American Revolution Language Lesson** for each student (optional)

PROCEDURE

1. Each student will choose one grievance of the Continental Congress and rephrase it in the form of a single sentence beginning with “Dear King George” and ending with a specific complaint. For example, “Dear King George, your taxes are too high.”
2. Each student will write his or her sentence on an index card and pass it to a neighbor for peer editing.
3. After the partner returns the card with edits, the student rewrites the sentence if necessary.
4. The pair comes to the front of the classroom together. One will be seated as King George, and the other will kneel as a royal petitioner.
5. The petitioner reads his “Dear King George” sentence aloud.
6. The student playing the role of the king replies with an excuse as to why he won’t listen to their complaint. For example, if the petitioner says, “Your taxes are too high,” the king might say, “It is only fair that you pay for your own protection from the French and Indians.”
7. The king dismisses the petitioner and thanks them for their time. The students return to their seats.
8. Each new pair of students does the same until all are done.

TEACHER RECOMMENDATIONS

1. If the students are having difficulty understanding the complaints of the colonists, provide help as necessary.
2. Keep the grievances simple. Limit them to one sentence, if possible.
3. You may want to provide some props to make the simulation more fun, such as a royal robe and/or crown, a scroll, and so forth.

EVALUATION

Follow up with a class discussion that summarizes the grievances of the colonists. Discuss why the king was so unwilling to listen. Discuss why this led to war. You may want to conclude with a written quiz on this material.

Directions



War of 1812

30 minutes

OBJECTIVE

- » To review the facts about the War of 1812

LANGUAGE COMPONENT

- » Adverbs

MATERIALS

- » Note cards
- » A board

PROCEDURE

1. Review the grammatical rules for adverbs with the class.
2. Write the following sentences on the board or use another means to display them.
 1. Many Americans found it real unfair that the British were taking US citizens captive to fight in their navy.
 2. This act, known as impressment, was mere one of the causes of the war.
 3. Some historians actual call it the Second War for Independence because the British tried to take back their colonies once again.
 4. The War of 1812 was most fought by the United States and Great Britain in America.
 5. The War of 1812 was actual part of a bigger war being fought in Europe at the time.
 6. The United States was complete unprepared for this war.
 7. The United States had fought against British and French ships for a long time before the war started and near went to war with both countries.
 8. The British easil captured Washington, DC during the war.
 9. The Americans were a lot surprise when the British burned down the capitol building in Washington, DC.
 10. Only a major storm prevented the British army from total overrunning the US forces defending the government.
 11. The First Lady, Dolly Madison, saved a portrait of George Washington from being burned by careful hiding it from the British soldiers.
 12. Native Americans actual fought both for and against the British in the war, but most fought for the British.
 13. The US Navy, although small, fought the British good.
 14. Important, they won major battles on the Great Lakes and in the Gulf of Mexico.
 15. Many people found James Lawrence's famous words, "Don't give up the ship," to be real inspiring when the US Navy fought the British on the Great Lakes.
 16. The United States tried to invade Canada again, but the campaign did not go so good.
 17. Andrew Jackson real became a hero because of his brave battles in the war.
 18. He eventual got elected president because he became so famous in the war.
 19. General William Henry Harrison also became president later because he fought so brave in the War of 1812.
 20. "The Star Spangled Banner," the US national anthem, was written by Francis Scott Key after the battle over Fort McHenry was over for good.
 21. The Americans decisive won the Battle of New Orleans even though the war had already been declared over in Europe.
 22. The news of the treaty did not arrive to the more farer away places in time.
 23. Even though it is called the War of 1812, it lasted until 1815 for real.
 24. The treaty that ended the war was called the Treaty of Ghent because it actual was negotiated in Belgium.
 25. Even though the United States lost most of the battles of the war, it didn't do too bad in its outcome.

3. Hand out cards with an adjective that was used incorrectly in the sentences. As each sentence is read to the class, the student with the corresponding card stands up and replaces it with the correct adverbial form. He or she says the new word in the sentence correctly and then hands the card to the teacher.
4. This continues until all of the cards have been collected.

TEACHER RECOMMENDATIONS

1. Be very gentle on correcting the students' pronunciation and grammar since English is not their first language. Model the correct way to say it, and then have them repeat it alone. If they have continued difficulty say, "That's okay, let's say it together."
2. If desired, have the students write down the corrected sentences for reinforcement.
3. Follow up the exercise by asking students if they know of any other commonly misused adverbs.
4. Add or take away sentences depending upon the number of students in your class.

EVALUATION

A grammatical or historical quiz may be given following this activity, if desired.

American Expansion

30 minutes

OBJECTIVE

- » To review the period of Manifest Destiny in American history

LANGUAGE COMPONENT

- » Articles

MATERIALS

- » Bingo cards
- » Playing pieces
- » A copy of the **Manifest Destiny Word List** handout per student (optional)

PROCEDURE

1. Create enough bingo cards for your class size. The cards should contain a random mixture of the articles *a*, *an*, and *the* with vocabulary terms from the period of Manifest Destiny. Vary the amount of terms you place on each card from the **Manifest Destiny Word List** based on the experience level of your students.
2. Review the grammatical rules for articles with the class.
3. Distribute the bingo cards to each player or team.
4. Have the students place a chip or marker on the appropriate space on their card when the student or group hears the correct usage of an article matched with a vocabulary term.
5. This continues until someone has gotten five words in a row and calls “bingo!”

TEACHER RECOMMENDATIONS

1. You may distribute the **Manifest Destiny Word List** handout to students at the beginning or end of this exercise to use as a reference.
2. This is best done as a culminating activity after the class has already been introduced to the concepts and events of the period of Manifest Destiny.
3. You may wish to pair more advanced students with beginners of the same language group to create small teams.
4. If desired, have the students write down correctly the articles and vocabulary term pairs for reinforcement.
5. Repeat the game after redistributing the cards or play the “black out” variant of bingo if your students need more reinforcement.
6. If desired, continue the exercise by asking students if they know of any other vocabulary terms from this unit that should be added to the word list.
7. To challenge the class, you may wish to throw in an occasional incorrect article and vocabulary term pair to see if the students have mastered the concept. These responses would not count on their bingo cards, of course.

EVALUATION

A grammatical or historical quiz may be given following this activity, if desired.

MANIFEST DESTINY WORD LIST



The Mormons	A covered wagon
The Texas border	The Willamette Valley
An American	The Great American Desert
The Rio Grande	An Oregonian
The Alamo	An annexation of Texas
The Spanish missions	The belief in Manifest Destiny
A Missouri mule	The explorer John C. Fremont
The Red River	The Americans in California
An African American slave	The Californios
The Nueces River	The Bear Flag Revolt
The Battle of Goliad	The Mexican War
The Battle of San Jacinto	The Battle of Vera Cruz
Steven Austin, an American settler in Texas	The Battle of Cerro Gordo
Sam Houston, an American leader in Texas	The Battle of Chapultepec
The Mexican general Santa Anna	The Battle of San Pasqual
Davy Crockett, a frontiersman	The Battle of San Gabriel
Jim Bowie, a frontiersman	The Treaty of Guadalupe-Hidalgo
The Tejanos	The Gadsden Purchase
The Republic of Texas	The Wilmot Proviso
A mountain man	The Republic of Deseret
The Oregon Trail	The Mormon leader Brigham Young
The California Trail	John Sutter, an immigrant from Switzerland
The Mormon Trail	The discovery of gold at Sutter's Mill
The Santa Fe Trail	The California Gold Rush
A pioneer	The admission of California to the Union in 1851

Gold Rush

30 minutes

OBJECTIVE

- » To learn about the conditions faced by many miners in the California Gold Rush

LANGUAGE COMPONENT

- » Proofreading for spelling errors

MATERIALS

- » A copy of the **Imaginary 49er Letter** for each student
- » A dictionary for each group
- » A list of commonly misspelled words, or a grammar book (optional)

PROCEDURE

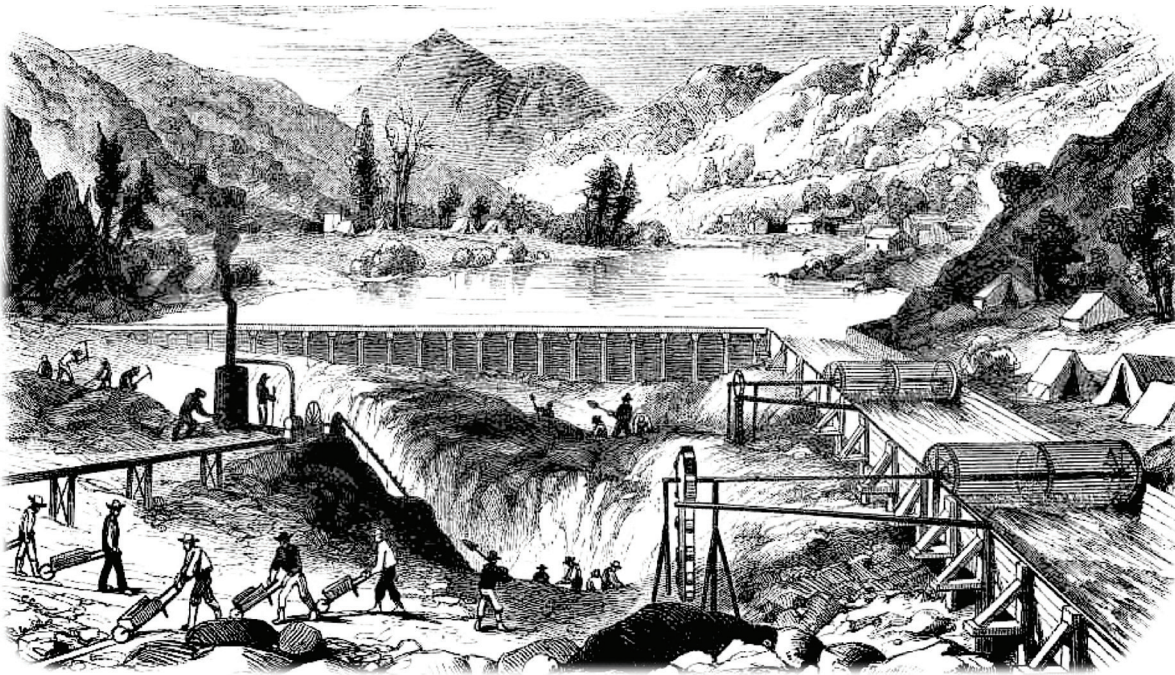
1. Review spelling rules with the class. If possible, give students a list of commonly misspelled words.
2. Distribute one **Imaginary 49er Letter** per student.
3. Divide the class into pairs or small groups.
4. Have the students proofread the letter for spelling errors and record their corrections.
5. Have each pair pass their corrections on to another pair of students for comparison. Discuss any further changes to be made to the letter.
6. Repeat this procedure until the letter has made it through the whole class.
7. Go over the results on the board with the whole class.

TEACHER RECOMMENDATIONS

1. Discuss the reason for spelling rules and why they are important.
2. Make suggestions for avoiding spelling mistakes.
3. Explain why spelling mistakes were more common when letters were still mostly handwritten.
4. Discuss the advantages and disadvantages of modern, computerized spell checkers.
5. Follow up the exercise by asking students if they know of any other commonly misspelled words they would like to add to their charts.

EVALUATION

Follow up with a spelling quiz or a brief paragraph describing conditions in the mining camps.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The Conflict over Slavery

4–5 hours

OBJECTIVE

- » To understand the issue that led to the war and the role of bias in historical perspective

LANGUAGE COMPONENT

- » Pronouns and antecedents

MATERIALS

- » One copy each of the **Antebellum Newspaper** and **Sample Articles** handouts per student
- » A collection of books about the Civil War
- » Paper, writing materials, scissors, glue, and other layout tools

PROCEDURE

1. Review the rules for proper use of pronouns and their antecedents with the class. If possible, also give students a list of common mistakes with the use of pronouns. Put a special emphasis on these skills when writing the articles for the newspaper.
2. Distribute one **Antebellum Newspaper** assignment sheet per student.
3. Divide the class into two groups. One will produce a pro-Northern paper and the other will produce a pro-Southern paper.
4. Students will write and lay out the newspaper according to the instructions on the **Antebellum Newspaper** assignment sheet.
5. Have the students carefully proofread and edit their newspapers with your help.
6. Have each pair pass their rough drafts on to the other group of students for further proofreading and editing.
7. If possible, share the final projects with other limited-English classes or with lower grades.

TEACHER RECOMMENDATIONS

1. Discuss the reason for pronoun rules and why they are important.
2. Make suggestions for avoiding pronoun mistakes.
3. Explain the term "anachronism." Make sure the students' stories do not contain anything that the people of the 1850s would not have known about.
4. Explain to the students that they are writing the stories from a particular bias or historical perspective. They are to keep to the role they are playing whether they personally agree with their positions or not. For example, the students writing the pro-Southern paper will endorse slavery. That doesn't mean we approve of it today; we are just trying to understand the way that most Southerners thought at the time.
5. Keep the stories relatively short to avoid making the assignment too difficult or time consuming.
6. Make sure the stories contain enough factual information to make sense. Incomplete stories should be graded down considerably.
7. Do not grade too harshly on the appearance of the paper, but on content only.

EVALUATION

Follow up with a quiz on the proper use of pronouns and their antecedents or on the antebellum period.

ANTEBELLUM NEWSPAPER

Your task

To create a newspaper about events of the antebellum period as if they were appearing in the news for the first time. You will write five articles from any of the following areas of the antebellum period:

- a. **Politics:** a political or religious event, treaty, famous leader, or new law.
- b. **Economics:** something to do with money, banking, business, taxes, or a new trade product or trade regulation.
- c. **Science:** a new scientist, theory, or invention.
- d. **The arts:** literature, art, fashion, drama, or music.
- e. **Westward expansion:** a new state that has just joined the Union, or some new territory that was just settled.

Kinds of articles

The five articles may be written in the format of any kind of article that you would find in a modern newspaper: editorials, interviews, eyewitness accounts, obituaries, gossip columns, business reports, cartoons, crossword puzzles, word searches, advertisements, advice columns, want ads, sports articles, fashion, and so forth.

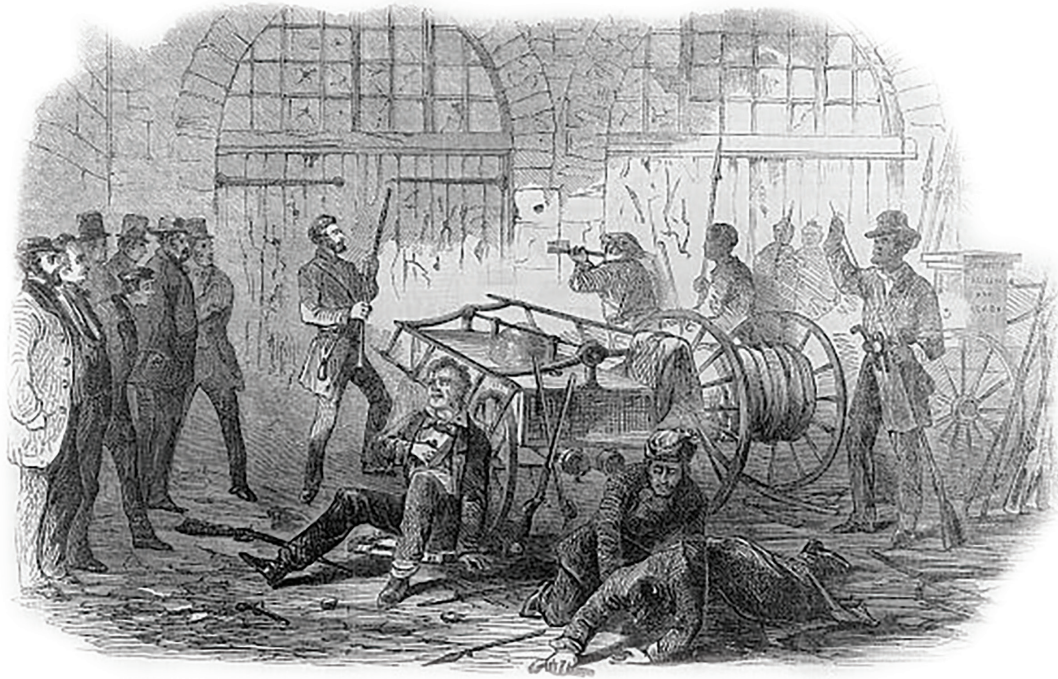
What to worry about

1. Every good article contains what reporters call the five *Ws*:
 - a. **Who:** Who did it? Who saw it? Who said it? Who made it? etc.
 - b. **What:** What is it? What happened? What does it mean? etc.
 - c. **Where:** Where did it happen? Where did they go? Where is it now? etc.
 - d. **When:** When did it happen? What happened first? What happened last?
 - e. **Why:** Why did it happen? Why is it important? Why bother to mention it?
2. As you can guess these can lead to many other questions, and that is the making of a good story.
3. Stay in the time period (about 1850–1860). Don't make your stories too modern or early. What did they know about? What didn't they know about? What would they be interested in?
4. Get your facts straight. Be accurate in spelling and content; the world is depending on you for the truth. Include a title and byline with each article.
5. Make it interesting. Find a new angle on how to tell the same old information. This is why you get raises and the other reporters don't!
6. **DON'T JUST COPY.** Anyone can go to a copy machine and copy an encyclopedia article, but that would be boring and unoriginal. Retelling the story in your own words is what sells newspapers (and improves grades).

What not to worry about

1. Being a good artist. Copy machines, computers, or a dark pen can do wonders. Just make the picture fit the article and provide a caption telling what it is. You must have at least one picture with a caption explaining it somewhere in the newspaper. The picture should be clearly related to one of your articles.
2. You don't have to make all the articles occur on the same day or year. News traveled slowly in those days, and newspapers didn't always come out regularly.
3. Making your newspaper in columns. Don't worry if you can't make it look exactly like today's newspapers; they didn't always look that way in those days either. One article per page is fine.
4. Being an expert on all those subjects. That's why you look it up, right?

Sample Articles



Harper's Ferry insurrection issue of *Harper's Weekly*

Southern perspective

John Brown's Doomed Rebellion Fails

November 2, 1859. Harper's Ferry, Virginia

The crazed fanatic John Brown came to a well-deserved death today just as his sons and a few desperate Negro followers did a few weeks earlier. This rebellion, which was doomed to failure from the start, hoped to inspire all slaves to rise up in rebellion against their rightful masters. It is obvious that God did not wish such a terrible event to come to pass, because the rebellion was quickly crushed by the heroic Robert E. Lee, a Virginian patriot with great promise as a military leader.

Northern perspective

Martyr, John Brown Dies a Hero's Death

November 2, 1859. Harper's Ferry, Virginia

The godly preacher John Brown came to an early death today just as his sons and a few brave Negro followers who sought to break the unholy chains of slavery did a few weeks earlier. The divinely inspired Brown hoped to motivate all slaves to rise up in rebellion against their sinful masters. Although this rebellion failed, it will no doubt inspire many others to join the righteous crusade to abolish the evil practice of slavery once and for all.

The Civil War

30 minutes

OBJECTIVE

- » To learn about the Civil War

LANGUAGE COMPONENT

- » Pronouns for punctuation errors

MATERIALS

- » One copy of the **Civil War Quotations** handout for each student
- » A grammar book
- » A list of common punctuation errors (optional)

PROCEDURE

1. Review punctuation rules with the class. If possible, give students a list of common punctuation errors also.
2. Distribute one **Civil War Quotations** handout per student.
3. Divide the class into pairs or small groups.
4. Have the students proofread the **Civil War Quotations** for punctuation errors and record their corrections.
5. Have each pair pass their corrections on to another pair of students for comparison. Discuss any further changes to be made to the quotations.
6. Repeat this procedure until the quotations have made it through the whole class.
7. Go over the results on the board with the whole class.

TEACHER RECOMMENDATIONS

1. Discuss the reason for punctuation rules and why they are important.
2. Make suggestions for avoiding punctuation mistakes.
3. Discuss the advantages and disadvantages of modern, computerized spell checkers for use with punctuation.
4. Discuss the importance of the quotations. How would their meanings be changed with different punctuation?
5. Follow up the exercise by asking students if they know of any other common punctuation errors they would like to add to their lists.

EVALUATION

Follow up with a quiz on punctuation errors or with a brief paragraph describing the importance of other famous quotations in history.

ANSWER KEY

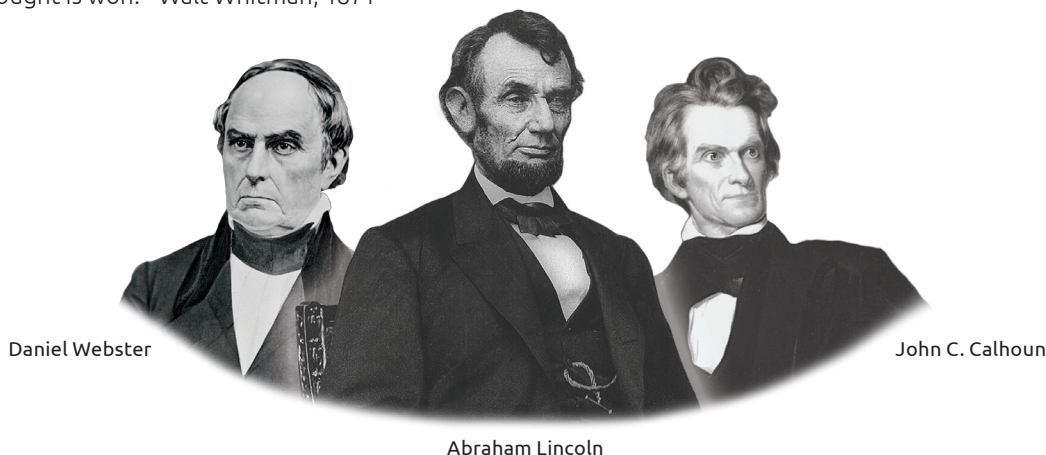
1. "I have heard something said about allegiance to the South. I know no South, no North, no East, no West, to which I owe allegiance ... The Union, sir, is my country," Henry Clay, 1848
2. "The surrender of life is nothing to sinking down into acknowledgement of inferiority," John C. Calhoun, 1847
3. "Liberty, and Union, now and for ever, one and inseparable!" Daniel Webster, 1831
4. "When my eyes shall be turned to behold for the last time the sun in heaven, may I not see him shining on the broken and dishonored fragments of a once glorious Union, on States dissevered, discordant, belligerent, on a land rent with civil feuds, or drenched, it may be, in fraternal blood!" Daniel Webster, 1831

5. "Say to the seceded States, 'Wayward sisters, depart in peace!'" Winfield Scott, 1861
6. "Now if it is deemed necessary that I should forfeit my life for the furtherance of the ends of justice, and mingle my blood further with the blood of my children and with the blood of millions in this slave country whose rights are disregarded by wicked, cruel, and unjust enactments, I submit; so let it be done!" John Brown, 1859
7. "Damn the torpedoes, full speed ahead!" David Glasgow Farragut, 1864
8. "Let Southern oppressors tremble—let their secret abettors tremble—let their Northern apologists tremble—let all the enemies of the persecuted blacks tremble!" William Lloyd Garrison, 1831
9. "It is well that war is so terrible, or we should grow too fond of it." Robert E. Lee, 1862
10. "A house divided against itself cannot stand. I believe this government cannot endure, permanently, half slave and half free." Abraham Lincoln, 1858
11. "My paramount object in this struggle is to save the Union, and is not either to save or to destroy slavery. If I could save the Union without freeing any slave I would do it, and if I could save it by freeing all of the slaves I would do it; and if I could do it by freeing some and leaving others alone I would also do that." Abraham Lincoln, 1862
12. "That we here highly resolve that these dead shall not have died in vain—that this, nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth." Abraham Lincoln, 1863
13. "With malice towards none, with charity for all, with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds." Abraham Lincoln, 1865
14. "Captain! My Captain! Our fearful trip is done! The ship has weather'd every rack, the prize we sought is won." Walt Whitman, 1871

CIVIL WAR QUOTATIONS

Quotes

1. "I have heard something said about allegiance to the South, I know no South no North no East no West, to which I owe allegiance. The union; sir is my country?" Henry Clay, 1848
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Portrait of Abraham Lincoln. By Anthony Berger, 1864, Library of Congress, Prints and Photographs Division, Washington, DC, LC-DIG-ppmsca-19305
Portrait of John C. Calhoun. By George Peter Alexander Healy, circa 1845, National Portrait Gallery, Smithsonian Institution, Washington, DC, NPG.90.52
Image source:

Reconstruction

30–60 minutes

OBJECTIVE

- » To create imaginary political cartoons that depict the issues and concerns of the Reconstruction era

LANGUAGE COMPONENT

- » Future tense

MATERIALS

- » A textbook and other books about Reconstruction
- » Paper, writing materials, scissors, glue, and other layout tools

PROCEDURE

1. Review rules for the future tense with the class. Explain the ways in which future tense is often used incorrectly in slang.
2. Distribute paper and writing materials to the students.
3. Show examples of political cartoons from the Reconstruction era. These may be found in textbooks or online.
4. Divide the class into pairs or small groups.
5. Have the students decide which postwar issues their cartoons will address.
6. Have each pair or group create characters and dialog that express these issues. Provide assistance where needed.
7. The students then draw a rough sketch to provide a storyboard for their cartoons.
8. The students proofread their cartoons and draw the final versions of them.
9. The students share their final versions of their cartoons with the whole class.

TEACHER RECOMMENDATIONS

1. Cartoon strip templates and many other useful tools and tips for using cartoons in the classroom may be found online.
2. Keep the cartoons relatively short to avoid making the assignment too difficult or time consuming.
3. Explain to the students that they are writing the cartoons from a particular bias or historical perspective. They are to embody the role they are playing whether they agree with their positions or not. For example, the students writing in a pro-Southern paper will be angry about the end of slavery. That doesn't mean we approve of it today, we are just trying to understand the way that most Southerners thought at the time.
4. Explain the term "anachronism." Make sure the students' cartoons do not contain anything that the people of the Reconstruction era would not have known about.
5. Explain to the students that the cartoons need not be funny to make a point. Also, bear in mind that visual humor is sometimes more difficult to translate because it depends on understanding irony. Provide real-life examples to illustrate these facts.
6. Make sure the cartoons contain enough factual information to make sense. Incomplete cartoons should be graded down considerably.
7. Do not grade too harshly on the appearance of the cartoons, only their content.

EVALUATION

Follow up with a quiz on the future tense or with a brief paragraph analyzing contemporary political cartoons. Discuss the ways they are the same and different.

The Indian Wars

1 hour

OBJECTIVE

- » To make value judgments about America's historical treatment of Native Americans

LANGUAGE COMPONENT

- » Complete sentences

MATERIALS

- » Four large poster boards or sheets of butcher paper
- » Tape
- » Plenty of marking pens

PROCEDURE

1. Explain to students the difficulty the United States government had in coming up with a consistent policy regarding Native American tribes during the latter half of the nineteenth century.
2. Place one large sheet at each corner of the room. Label one "Settle on reservations," one "Full US citizenship," one "Leave reservations and mix with the rest of the population," and the last "Return of tribal lands."
3. Ask students to go to the poster that they think presents the best way to treat the Native Americans, and write a phrase giving at least one reason why. Students do not need to write in complete sentences.
4. Review the rules for making complete sentences.
5. Have a student from each group go to the poster of another group and change one of the fragments into a complete sentence on the board.
6. After turning one of the phrases into a complete sentence, each student tells the class why he or she disagrees with this policy. Students are to stay near the poster they chose unless they are working on a sentence fragment of another group.
7. Repeat the process until all of the fragments have been turned into complete sentences.
8. Summarize how the policy changed over time with reference to pieces of legislation such as the Dawes Act and other laws related to Native Americans.
9. Give students the option of moving to another poster if they have changed their minds about the best way to treat the Native Americans after today's exercise.

TEACHER RECOMMENDATIONS

1. This lesson is best used as a culminating activity after you have already taught your students about the Indian Wars.
2. Explain that there is not necessarily one right answer, and that every policy had its advantages and disadvantages.
3. Be prepared to provide help in converting fragments into complete sentences when necessary.
4. It is not necessary to correct the student's grammar when they are telling the class why they disagree with a particular policy.
5. Ask students how the United States could have treated the Native Americans better from the time of Americans' first interaction with them until today.
6. Ask students what they would do if they were in charge of the Bureau of Indian Affairs today.

EVALUATION

Give a quiz on the Indian Wars and/or on the correct construction of complete sentences.

The Industrial Revolution

20–30 minutes

OBJECTIVE

- » To learn about American inventions during the Industrial Revolution

LANGUAGE COMPONENT

- » Interrogative pronouns and adverbs

MATERIALS

- » Plenty of scratch paper for each student
- » A grammar book
- » A list of American inventions (optional)

PROCEDURE

1. Explain the correct forms of interrogative sentences to the class. Model a few types of questions that could be used in the game such as “Is that a ...?” or “Was that used for...?”
2. If possible, give students a list of American inventions from an encyclopedia or Web page.
3. Distribute several sheets of scratch paper to each student.
4. Divide the students into pairs of mixed language ability.
5. The first student chooses an invention from the list and draws it. The second student asks a series of questions until he or she guesses which invention it is.
6. The students reverse roles and play the game again.

TEACHER RECOMMENDATIONS

1. This activity is best done after the teacher has already explained the nature and importance of the inventions in the Industrial Revolution.
2. Provide pictures of the inventions if at all possible. These can be found in textbooks, from library books, or online.
3. Actively monitor the pairs to hear if the questions are being formed correctly.
4. Offer gentle corrections when necessary.
5. Follow up the exercise by reviewing some of the most commonly used questions used in the game.
6. Discuss other ways that the questions might have been phrased.

EVALUATION

Conduct a class discussion on how the inventions have changed over time. For example, contemporary telephones look very different from the earliest models, and their uses are much more varied. Questions might include:

- » Is the Industrial Revolution still going on today?
- » How are today's inventions different from those of the 1800s?
- » How has the pace and method of development of inventions changed?

The Progressive Era

A few hours of homework and class time

OBJECTIVE

- » To create a book for younger children that will explain a reform movement from the Progressive Era

LANGUAGE COMPONENT

- » Expository writing

MATERIALS

- » A textbook or reference books
- » Paper, pens, drawing tools, and inexpensive bookbinding materials

PROCEDURE

1. Explain to students the problems that grew out of the Industrial Revolution and the reform movements that grew in response to them.
2. Assign students to teams of four composed of mixed-language and ability levels.
3. Ask students to choose a reform movement as the theme of their book.
4. Ask students to choose an appropriate grade level for their book. Look at examples of children's books at that level to get ideas.
5. Have students research their topic at the library.
6. The teams then meet and decide the type of book they will make: fiction, nonfiction, reference, etc. What would make the subject most appealing to younger children? What will help them understand the reform movement best?
7. The teams develop storyboards that show what the book will look like in rough draft form. Include narrative or dialog texts and sketches of the illustrations. They may wish to use a simple four-panel storyboard or use other types of storyboard templates available online.
8. The teams make revisions as necessary. Check the readability level of the text and make adjustments as needed.
9. The teams produce the final editions of the pages of the book with typed lettering and hand-drawn or computer-produced artwork. Use durable materials and good quality paper so that the book holds up to the wear and tear of young readers. Be sure to allow the proper page order for binding of the book. Look at the binding of a real book to see how this is done.
10. The teams bind the book and finish the cover art.
11. Choose a nearby feeder school or library where your students can donate their book if possible.

TEACHER RECOMMENDATIONS

1. This lesson is best done as a culminating activity after you have already taught your students about the Progressive Era. Do not try to do this activity too early in the year if your students are not yet comfortable with working in groups or do not yet have the language level to handle it. Modify the requirements as necessary to fit your students.
2. Leave plenty of time for this activity. Have students arrange to meet off campus to work on it if necessary.

3. Keep the book to fewer than 20 pages to simplify the project and to keep the target readers interested.
4. Assign roles to the team members based on their talents such as writer, illustrator, layout artist, and editor.
5. Explain to your students the usual parts of a book such as title page, table of contents, dedication, introduction, body, index, glossary, etc., and decide which parts will be necessary for their book.
6. Demonstrate to your students how to bind a book inexpensively with methods such as spiral binding, binding strips, and hand sewing. There are some good websites and videos that explain these methods. You could also have a professional bookbinder visit your class.
7. If possible, have a dedication ceremony at a local elementary school and formally donate your book. Have the elementary school librarian add it to his or her collection or give it to a teacher of the appropriate grade level. This is especially nice if your students have younger siblings who attend the school.

EVALUATION

Have a grading system that incorporates both individual and team effort in case someone in a group does not do their fair share. Weigh this activity heavily due to its difficulty level.

American Imperialism

20 minutes

OBJECTIVE

- » To learn about American imperialism

LANGUAGE COMPONENT

- » Homonyms

MATERIALS

- » A copy of the **Homonym Activity** handout for each student
- » A grammar book
- » A list of common homonyms (optional)

PROCEDURE

1. Explain what homonyms are to the class. If possible, give students a list of common homonyms.
2. Distribute one **Homonym Activity** handout per student.
3. Have the students read the **Homonym Activity** handout and record their corrections.
4. Discuss any other words that might make sense in the context of the sentences.
5. Go over the results on the board with the whole class.

TEACHER RECOMMENDATIONS

1. Discuss the reason for homonyms and why they are easily confused.
2. Make suggestions for avoiding the use of the wrong word.
3. Discuss the advantages and disadvantages of modern, computerized spell checkers for use with homonyms.
4. Follow up the exercise by asking students if they know of any other common homonyms they would like to add to their lists.

EVALUATION

This is best used as a worksheet that is graded for points, but it could also be used as a way to prepare for a quiz on common homonyms.

HOMONYM ACTIVITY

Directions

Cross out the incorrect word and write the correct word above it. Use words from the word bank below for your answers.

The United States was one of the last countries to gain colonies. By the time the US got interested in obtaining colonies of its own, all of the best colonies were already gone. The Europeans had ahead start in gaining colonies in Africa, the Middle East, and East Asia. The main areas remaining for the Americans to colonize were the islands of the Caribbean Sea and the South Pacific. Their first colonies were won in the Spanish-American War of 1898. Spain was an old and weak empire and the Americans easily captured Cuba, Puerto Rico, Guam and the Philippines from the Spanish throne. Another type of imperialism could be seen in the form of economic imperialism, or indirect influence over a country done by dominating its economy. Due to our long-standing trade relations with East Asia and Latin America, we were able to establish a sphere of influence, or zone of economic dominance, over some areas, but we were never able to make colonies on the mainland. Instead of simply conquering an area, we would merely try to play a dominant role in the country's economy by investing heavily in its businesses, lending them money and attempting to become their sole trading partner. The United States would sometimes interfere with elections or send troops to these countries to make sure that American businesses were being treated right. This led to resentment against the United States because the countries felt like the Americans had pride in their internal affairs and should leave them alone.

Word Bank

do	role
seen	sea
some	a head
alone	sole
right	all
to	main
wholly	pried
by	won
our	throne
weak	would

Taking Colonies

1 hour

OBJECTIVE

» To assume the role of an America person in 1895

LANGUAGE COMPONENT

» Point of view

MATERIALS

» One copy of the **Taking Colonies: A US History Writing Assignment** handout per student

PROCEDURE

Discuss with students what the backgrounds of some of the people listed below might be. Let them choose which person they will write about. If necessary, model an essay for them.

TEACHER RECOMMENDATIONS

1. Remind students to stay within the proper time period and to avoid anachronisms.
2. Point out that the person they chose might have had mixed feelings about taking colonies. They might have liked it for some reasons and not liked it for others. They also might have felt like the United States taking colonies didn't matter to them one way or another.
3. Tell your students that the most important thing is that they should be honest and write as that person would have felt, not as a modern person would feel.
4. Some students may not have an adequate historical perspective of what life might have been like for individuals in 1895. You may need to give some students suggestions of a couple of possible perspectives on colonialism from their fictional historical person's point of view to get them started writing.

EVALUATION

This may be graded as a traditional essay or be peer edited depending upon the level and ability of your students.

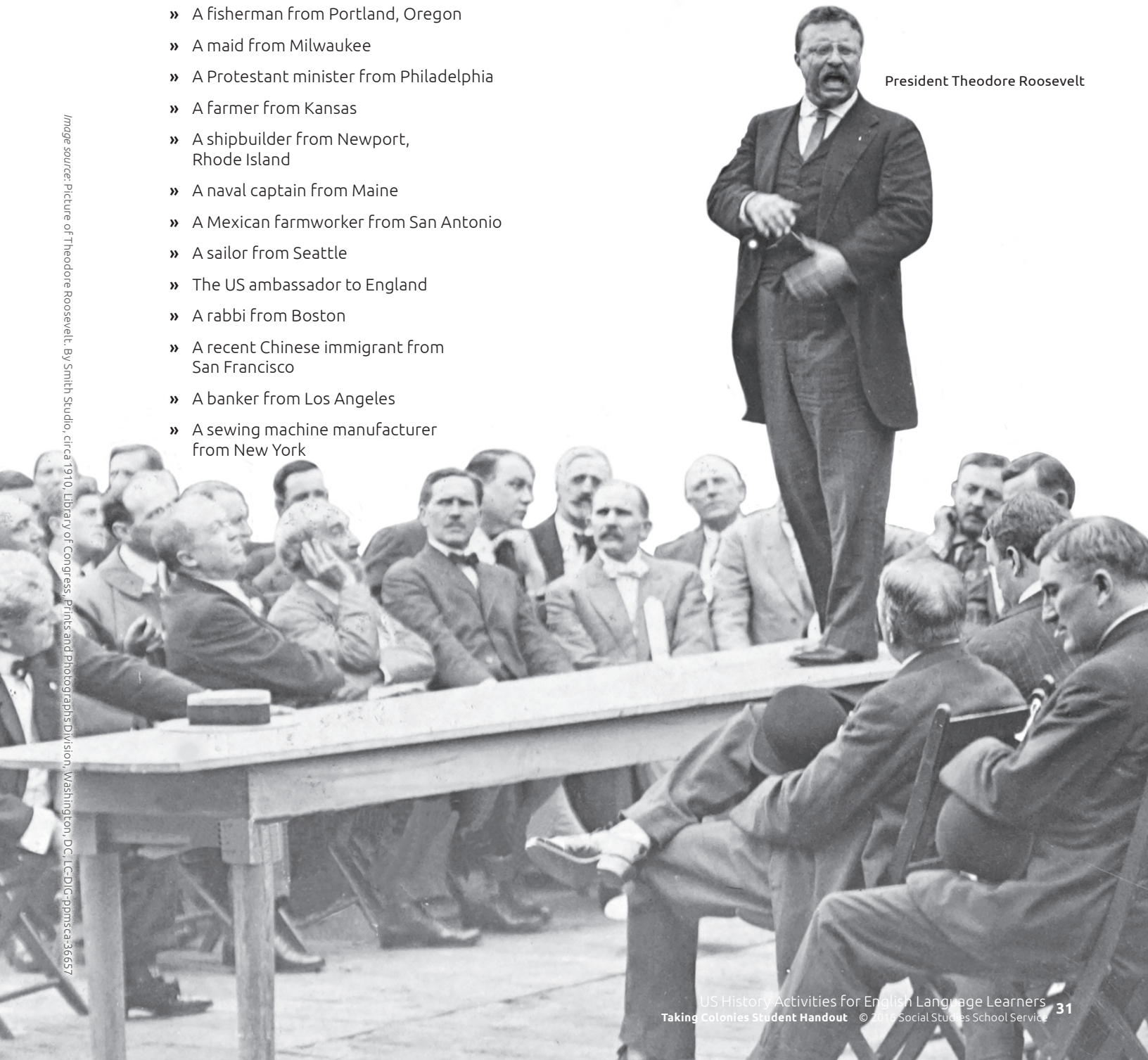
TAKING COLONIES: A US HISTORY WRITING ASSIGNMENT

Description: The year is 1895. The United States does not yet have colonies or overseas possessions. You hear a politician give a speech saying that it is time that America joins other great countries in taking overseas lands to rule as their own. He says that this would bring the United States wealth through new trade opportunities, new jobs, and a source for goods not found in the United States. He says that colonies would make us appear more powerful to other countries and give us the chance to civilize and Christianize the natives of distant lands.

Assignment: Choose one of the people from the list below. Imagine that you are that person. How would they feel about taking colonies? How would it affect them where they live? Is there any special reason why they would think that colonies would benefit either America or them personally, or would they be against it? Perhaps they have mixed feelings or feel that it wouldn't make any difference to them personally. Use your imagination and write as they would think.

- » A housewife from Chicago
- » A fisherman from Portland, Oregon
- » A maid from Milwaukee
- » A Protestant minister from Philadelphia
- » A farmer from Kansas
- » A shipbuilder from Newport, Rhode Island
- » A naval captain from Maine
- » A Mexican farmworker from San Antonio
- » A sailor from Seattle
- » The US ambassador to England
- » A rabbi from Boston
- » A recent Chinese immigrant from San Francisco
- » A banker from Los Angeles
- » A sewing machine manufacturer from New York

President Theodore Roosevelt



World War I

1 hour

OBJECTIVE

- » To review key facts about America's involvement in World War I (WWI)

LANGUAGE COMPONENT

- » Parts of speech

MATERIALS

- » The chalkboard or whiteboard
- » Markers or chalk
- » Student notebooks

PROCEDURE

1. Review the parts of speech and give examples of how to change one to another such as changing *ease* to *easy* or *die* to *dead*.
2. Divide the students into groups of mixed-ability and language levels.
3. The teacher makes a factual statement regarding WWI such as, "The United States only fought in the war for a short time at the end of the war."
4. The teacher writes the sentence on the board and then calls on a group to examine the sentence and figure out a way to change the part of speech of at least one word in the sentence. For example, "The period of fighting in WWI was very short for the United States."
5. A student from the group writes the new, complete sentence on the board.
6. The class discusses their choice and makes suggestions for other possible changes.
7. All of the students in the class write the new, complete sentence in their notebooks.
8. Repeat the process until all of the key facts about WWI that the teacher wishes to review have been turned into new sentences.
9. Summarize America's involvement in WWI.

TEACHER RECOMMENDATIONS

1. This exercise is best used as a culminating activity after you have already taught your students about America's involvement in WWI.
2. Explain that there is not necessarily one right answer and that there are many ways to change a part of speech.
3. Provide help in changing a part of speech when necessary. This is a relatively advanced skill, so it may take students a while to master it since changing the part of speech of one word in a sentence often makes it necessary to restructure the entire sentence.
4. Ask students how learning to change a part of speech might be useful in other assignments or types of writing.

EVALUATION

Give a quiz on WWI and/or changing the parts of speech.

The Great Depression

1 or 2 hours

OBJECTIVE

- » To create a cartoon strip that depicts people who were affected by the Great Depression

LANGUAGE COMPONENT

- » Dialogue

MATERIALS

- » A textbook or reference books about the era
- » A dictionary
- » A grammar book
- » Paper, pens, and drawing tools

PROCEDURE

1. Briefly explain to students the social and economic problems that grew out of the Great Depression.
2. Review the proper format of written dialogue with your students.
3. Assign students to pairs composed of mixed-language and ability levels.
4. Ask students to choose a particular impact of the Great Depression as the topic of their cartoon such as the Dust Bowl, soup lines, the Bonus army, and hobos.
5. Ask students to choose an appropriate reading level for the target audience of their cartoon. Look at examples of cartoons from the Great Depression to get ideas for topics.
6. Have students research their topic at the library or by using reference books or computers in your room.
7. Both partners develop storyboards that show what the cartoon will look like in rough draft form. Have students include captions and/or dialogue balloons and sketches of the illustrations.
8. Both partners make revisions and edits as necessary.
9. Both partners produce the final editions of the cartoon strip and display them in the room.

TEACHER RECOMMENDATIONS

1. This lesson is best done as a culminating activity after you have already taught your students about the Great Depression.
2. Remind your students that cartoons need not be funny to make their point. Show your students examples of Great Depression cartoons that were satirical, shocking, or full of ridicule to get their point across. These cartoons may be found in textbooks or online.
3. Keep the cartoons to fewer than 10 frames to simplify the project and keep the target readers interested.
4. Compare the cartoons the students make to cartoons from today. Discuss the ways they are the same and different.
5. Cartoon strip templates and many other useful tools and tips for using cartoons in the classroom may be found online.
6. Make sure the cartoons contain enough factual information to make sense. Incomplete cartoons should be graded down considerably.
7. Do not grade too harshly on the appearance of the cartoons, only their content. For some students, stick figures may be the best that they can do, and that is acceptable.

EVALUATION

Grade the cartoons for both historical and grammatical accuracy.

World War II Battles

2 hours

OBJECTIVE

- » To gain expertise on a specific battle of World War II (WWII)

LANGUAGE COMPONENT

- » Vocabulary and context clues

MATERIALS

- » A textbook or reference books
- » Paper and pens

PROCEDURE

1. Summarize the general course of the war through a series of brief lectures before this activity.
2. Explain to students how context clues help us learn new words. Show examples from the textbook or other books.
3. Assign students to teams of two to four composed of mixed-language and ability levels.
4. Provide a list of major battles of WWII and ask students to choose a battle on which they will become experts.
5. To get their ideas, have students look at examples of encyclopedia articles that summarize battles.
6. Instruct students' groups to research their topics at the library or by using classroom reference books.
7. Have the teams meet to summarize the key points of their battles in writing. Whenever they come across an unfamiliar vocabulary word that they feel the class needs to know, teams should include a context clue for that word in a nearby sentence.
8. As each team summarizes their report, they write the sentences with the context clues on the board. The teacher should keep a running list of new vocabulary words on the board as each group gives its summary. Have the class copy the words in their notebooks.
9. Continue the process until all the teams have had a chance to report.
10. Review the list of new vocabulary words with the class.

TEACHER RECOMMENDATIONS

1. This exercise is best used as a culminating activity after you have already taught your students about the general course of the fighting in WWII. Do not try to do this activity too early in the year if your students are not yet comfortable with working in groups or do not yet have the language level to handle it. Modify the requirements as necessary to fit the needs of your students.
2. Leave plenty of time for this activity. Have students arrange to meet off campus to work on it if necessary.
3. Keep the reports to one or two pages to simplify the project and to keep the target audience interested.
4. Help students with their writing and summarizing skills as needed.

EVALUATION

Give a quiz on the new vocabulary words.

Origins of the Cold War

1 or 2 hours

OBJECTIVE

- » To form opinions on which country was mostly to blame for the start of the Cold War

LANGUAGE COMPONENT

- » Possessive pronouns

MATERIALS

- » A textbook, reference books, and a grammar book

PROCEDURE

1. Summarize the origins of the Cold War through a series of brief lectures before this activity.
2. Explain to your students how to use possessive pronouns correctly. Show examples from your grammar book or other books.
3. Assign students to teams of two to four composed of mixed-language and ability levels.
4. Ask students to interview one another on the origins of the Cold War. The first student will come up with a list of actions that the United States did to contribute to the start of the Cold War, and the second will list the actions of the Soviets. Phrase the questions using possessive pronouns such as "When the Soviets aided the invasion of South Korea, was their idea a good one?" or "When America ended the Lend Lease program, did it show that their aid to the USSR was no longer needed?"
5. Repeat this until every member of the team has interviewed every other member.
6. The teams then summarize their list of causes for the Cold War to the rest of the class. Whenever they come across a new possessive pronoun, write the word on the board and have the class copy that word in their notebooks.
7. Continue the process until all the teams have had a chance to report.
8. Review the list of possessive pronouns with the class.

TEACHER RECOMMENDATIONS

1. This lesson is best done as a culminating activity after you have already taught your students about the origins of the Cold War. Do not try to do this activity too early in the year if your students are not yet comfortable with working in groups or do not yet have the language level to handle it. Modify the requirements as necessary to fit your students.
2. Help students with their writing and summarizing skills, as needed.

EVALUATION

Give a quiz on the use of possessive pronouns and/or on the origins of the Cold War.

Korean War Decisions

1 hour

OBJECTIVE

- » To inform opinions on decisions made during the course of the Korean War

LANGUAGE COMPONENT

- » Adjectives

MATERIALS

- » A textbook, reference books, and a grammar book

PROCEDURE

1. Summarize America's involvement in the Korean War through a series of brief lectures before this activity.
2. Explain to your students how to use adjectives correctly. Show examples from your grammar book or other books.
3. Assign students to teams of two to four composed of mixed-language and ability levels.
4. Ask students a series of questions involving value judgments related to the Korean War. Make sure that each question contains the use of an adjective. Some possible questions might include:
 - a. "Was it a good idea for the Soviet Union to help in planning and staging the invasion of South Korea?"
 - b. "Did the United States do the right thing in fighting the war in the name of the United Nations or were we better off fighting the war alone?"
 - c. "Was it necessary for the United Nations to invade North Korea to win the war?"
 - d. "Should the United States have expanded the war to Red China after they began sending troops to aid North Korea?"
 - e. "Did President Truman do the right thing by firing General Douglas MacArthur?"
5. After the teacher asks each question, the teams discuss the question and write sentences that state their opinions.
6. The teams then summarize their opinions to the rest of the class. Whenever they come across an adjective, write the word on the board and have students copy that word in their notebooks.
7. Continue the process until all the teams have had a chance to report.
8. Repeat this process for each question the teacher asks.
9. Review the list of adjectives with the class.

TEACHER RECOMMENDATIONS

1. This lesson is best done as a culminating activity after you have already taught your students about the Korean War. Do not try to do this activity too early in the year if your students are not yet comfortable with working in groups or do not yet have the language level to handle it. Modify the requirements as necessary to fit your students.
2. Help students with their writing and summarizing skills, as needed.

EVALUATION

Give a quiz on the use of adjectives and/or on the major decisions of the Korean War.

Civil Rights

1 or 2 hours

OBJECTIVE

- » To form opinions on controversial issues related to the civil rights movement

LANGUAGE COMPONENT

- » Topic sentences

MATERIALS

- » A textbook, reference books, and a grammar book

PROCEDURE

1. Summarize America's involvement in the civil rights movement through a series of brief lectures before this activity.
2. Explain to your students how to form topic sentences correctly. Show examples from your grammar book or other books and essays.
3. Assign students to teams of two to four composed of mixed-language and ability levels.
4. Ask students a series of questions involving value judgments related to the civil rights movement that could include any of the following questions or others that you would like to include in the lesson:
 - a. Who was the most important civil rights leader and why?
 - b. What kind of protest strategies worked the best?
 - c. Why was society so slow to give minorities the rights that they deserved?
 - d. What would your school or the country as a whole be like today if the civil rights movement had never occurred?
 - e. Is affirmative action still necessary today?
 - f. What should be the focus of today's civil rights movement?
5. After the teacher asks each question, the teams discuss the question and write sentences that state their opinions.
6. The teams then summarize their opinions to the rest of the class. When they come to an agreement on one or more topic sentences, write these sentences on the board and have the class copy them in their notebooks.
7. Continue the process until all the teams have had a chance to report.
8. Repeat this process for each question the teacher asks.
9. Review the list of topic sentences with the class.

TEACHER RECOMMENDATIONS

1. This lesson is best done as a culminating activity after you have already taught your students about the civil rights movement. Do not try to do this activity too early in the year if your students are not yet comfortable with working in groups or do not yet have the language level to handle it. Modify the requirements as necessary to fit your students.
2. In order to make sure that each student gets a chance to talk in each group, use a system where there are tokens placed on the table and each student must draw one before speaking. That student may not speak again until each student in the group has spoken and returned his or her token to the pile.
3. Help students with their writing and summarizing skills, as needed.

EVALUATION

Assign an essay on the civil rights movement.

The Space Race

1 hour

OBJECTIVE

- » To experience the excitement of the first moon landing

LANGUAGE COMPONENT

- » Summarizing

MATERIALS

- » Props such as a microphone and newsroom set. (If desired, you may wish to make more elaborate 1960s civilian and astronaut costumes and a moonscape set. Otherwise, a picture on the blackboard of the moonscape and the teacher's desk doubling as a news desk would be fine.)

PROCEDURE

1. Explain to students the importance of the space race, in particular how exciting the first person on the moon was to the whole world in 1969. Show a short film to summarize these events, if possible.
2. Assign students to play the roles of a newscaster, field reporter, astronaut, and subjects for various "person on the street" interviews from around the world. In order to get all of the students involved, these roles can be rotated.
3. Have your astronaut actors create a tableau scene of the moon landing at the front of the classroom. This is done by having students pose in positions similar to those in famous photographs of the moon landing.
4. Have the news-desk anchors summarize what they see happening.
5. Have the field reporters ask questions about how people from around the world are reacting to seeing the first person on the moon. The field reporters should then summarize what the interviewees say.
6. Conclude by having the anchors summarize the entire event in a mock news broadcast.

TEACHER RECOMMENDATIONS

1. This exercise is best used as a culminating activity after you have already taught your students about the space race and the moon landing. Explain why people were so excited about the first person on the moon at the time.
2. After this activity, discuss the many technological and economic advancements that came about as a result of the space program.
3. Discuss how interest in the space program has waned over time. Explain why some people criticize the space program today.
4. Discuss the future of the space program. Will the United States return to the moon? Will the United States go to Mars and other planets? What would be gained from it? Is it worth the potential cost?

EVALUATION

Review summarizing skills and quiz each student orally on a summarization, if desired.

The Vietnam War

1 hour

OBJECTIVE

- » To form opinions on decisions made during the course of the Vietnam War

LANGUAGE COMPONENT

- » Reflexive pronouns

MATERIALS

- » A textbook, reference books, and a grammar book

PROCEDURE

1. Summarize America's involvement in the Vietnam War through a series of brief lectures in the lessons before this activity.
2. Explain to your students how to use reflexive pronouns correctly. Show examples from your grammar book or other books.
3. Assign students to teams of two to four composed of mixed-language and ability levels.
4. Ask students a series of questions involving value judgments related to the Vietnam War. Make sure that each question contains the use of a reflexive pronoun. Some possible questions might include:
 - a. Did President Kennedy start the war by himself?
 - b. Was President Johnson himself responsible for the failure to win the war?
 - c. Should the defense of South Vietnam have been left to the South Vietnamese themselves?
 - d. Was the media itself responsible for turning Americans against the war?
 - e. Did the hippies feel like they themselves could bring about an end to the war?
 - f. Did President Nixon and Henry Kissinger bring about the end of the war themselves?
 - g. Do we as a nation still not trust ourselves to do the right thing when we get involved in a war to overthrow the government of another country?
5. After the teacher asks each question, the teams discuss the question with the other members of the group. Each person summarizes the opinions of the person next to them in their group before stating their own opinion. Use reflexive pronouns whenever possible. For example, a student might say, "He says he thinks America was wrong to get involved in the Vietnam War. As for myself, I believe it was right."
6. As each student on the team summarizes his or her opinion to the rest of the class, make a list on the board of any reflexive pronouns that are used. Have the class copy the list of reflexive pronouns in their notebooks.
7. Continue the process until all the teams have had a chance to report.
8. Repeat this process for each question the teacher asks.
9. Review the list of reflexive pronouns with the class.

TEACHER RECOMMENDATIONS

1. This lesson is best used as a culminating activity after you have already taught your students about the Vietnam War. Do not try to do this activity too early in the year if your students are not yet comfortable with working in groups or do not yet have the language level to handle it. Modify the requirements as necessary to fit the needs of your students.
2. Help students with their writing and summarizing skills, as needed.
3. Remind students that the Vietnam War was very controversial at the time. There is sometimes no single, right answer about these questions and issues. America is still debating the meaning and lessons of the Vietnam War years later.

EVALUATION

Give a quiz on the use of reflexive pronouns and/or on the major decisions of the Vietnam War.

1960s Social Movements

1 hour

OBJECTIVE

- » To take a stand on controversial social reform movements of the 1960s

LANGUAGE COMPONENT

- » Prepositions

MATERIALS

- » A textbook, reference books, and a grammar book

PROCEDURE

1. Summarize America's involvement in the social reform movements of the 1960s through a series of brief lectures before this activity.
2. Explain to your students how to use prepositions correctly. Show examples from your grammar book or other books.
3. Give students a series of statements involving value judgments related to the social reform movements of the 1960s. Make sure that each statement contains the use of prepositions. Some possible statements might include:
 - a. The work of the social protestors is far from finished. We have far to go to achieve social justice in this country.
 - b. While some of their causes were good, the hippies went too far in their methods of protest.
 - c. The environmental movement was long overdue for this country.
 - d. The Brown Power, Red Power, and other minority movements were a natural outgrowth of the Black Power Movement.
 - e. Women have achieved full equality with men.
4. After the teacher makes each statement, each student finds a place at the board that best matches his or her own opinion. The board should be labeled with a range of opinions from strongly agree to strongly disagree. Use prepositions whenever possible through sayings such as, "I am not a supporter of the gay rights movement" or "I agree with the environmentalists."
5. As the students summarize their opinions to the rest of the class, and someone uses a preposition, write the word on the board and have the class copy those words in their notebooks.
6. Continue the process until all the students have had a chance to report.
7. Repeat this process for each statement the teacher makes.
8. Review the list of prepositions with the class.

TEACHER RECOMMENDATIONS

1. This lesson is best done as a culminating activity after you have already taught your students about the social reform movements of the 1960s. Do not try to do this activity too early in the year if your students are not yet comfortable with working in groups or do not yet have the language level to handle it. Modify the requirements as necessary to fit your students.
2. If you have too many students to fit everyone in a line along the board, you may put a banner along a wall or make posters for different corners of the room.

3. Help students with their statements of support, as needed. Model the correct way to phrase the statements of agreement or disagreement.
4. Remind students that the social reform movements of the 1960s were very controversial at the time and that there is sometimes no right answer about these things. America is still debating the meaning and lessons of the social reform movements of the 1960s years later.

EVALUATION

Give a quiz on the use of prepositions and/or on the social reform movements of the 1960s.

Hippie Day

1 hour

OBJECTIVE

» To get a feel for what life was like in the 1960s

LANGUAGE COMPONENT

» Collective nouns

MATERIALS

» Realia from the 1960s including clothing, posters, artwork, news clips, music, and pop culture items

PROCEDURE

1. Preparation: Announce to the students a week in advance that there will be an annual Hippie Day for the class. Create a display area in your classroom on the pop culture of the 1960s. You may want to offer extra credit to students who bring in items as well. You may acquire these items from your own collection, thrift stores, and theater departments. You don't need to spend a lot of money. Don't bring anything too valuable that may be lost or stolen.
2. Come early to school on Hippie Day and decorate the room with appropriate 1960s posters, slogans, etc. These may be readily found on the Internet or in library books.
3. You may wish to play a documentary film with scenes from the 1960s with the sound turned down, or show pictures in a digital slide show. Provide your own narration, reflections, and/or personal remembrances, if possible. Play 1960s music and discuss how much impact music had on the youth culture. Discuss slang words that were used in the 1960s.
4. Review with your students the rules for proper use of collective plurals.
5. As you review the pop culture of the 1960s, point to each object and say, "Who might have used these?" Answers will be things like hippies, The Beatles, rock musicians, and so forth.
6. Stop and write these answers on the board or a piece of paper near the item.

TEACHER RECOMMENDATIONS

1. If you are planning to have students bring in some of the items, explain what is required in advance. Check each item at the door to make sure that it is appropriate before putting it on display.
2. Keep an eye out for security as sometimes items may get lost or stolen. Advise students not to bring anything valuable or irreplaceable.
3. Check student responses for errors. Make corrections as a whole, not individually, if possible.
4. Inevitably this activity will lead to some jokes about the drug culture. Do not be alarmed. Explain that drugs are definitely not okay, and that different people expressed their nonconformity in different ways in the 1960s. Many people, even older ones, expressed sympathy for the ideals of the 1960s, but did not take part in the wild extremes of the movement like drugs, nudist camps, and radical politics. Many middle class youth remained "fashion hippies" or "Jesus people" who challenged society's injustices in milder ways.

EVALUATION

Give students several examples of singular nouns and have them turn them into collective nouns.

Nixon's Watergate Speech

1 hour

OBJECTIVE

- » To understand the decision-making process Richard Nixon used to determine whether or not he was going to resign

LANGUAGE COMPONENT

- » Speech writing

MATERIALS

- » Binder paper or writing notebooks for each student
- » Dictionary or thesaurus
- » Textbook or other reference books

PROCEDURE

1. After explaining to your students what the Watergate scandal was and why Nixon was nearly impeached, present Nixon's dilemma in deciding whether or not to resign.
2. Listen to or read the text of Nixon's actual resignation speech. This may be found online.
3. Tell the students that they are to role-play Nixon on the day that he sat down to write his resignation speech. Explain how difficult this was for a man who had said publicly, "I am not a quitter."
4. Remind the students to make sure that the speech includes Nixon's sense of personal regret and reluctance, his reasons for thinking that the decision to resign was in the best interest of the country, and his attempt to assure the American people that the government would go on without him in order to give them some hope for the future.
5. Have the students peer edit the speeches, if necessary.

TEACHER RECOMMENDATIONS

1. This exercise is best used as a culminating activity after you have already taught your students about Nixon and Watergate. Explain why many people were so angry with Nixon, and that some demanded his resignation or impeachment.
2. Discuss the positive accomplishments of the Nixon administration as well, such as the economy, the space race, and his efforts towards peace with the Soviets, China, Vietnam, and the Middle East. Explain why many were shocked to hear of his resignation.
3. Discuss what Nixon did not say in the speech. What kinds of things were hidden between the lines, so to speak? What did people not hear that they wanted to hear?
4. Discuss the impact that this resignation had on America. How have other presidents such as Reagan, Clinton, Bush, and Obama reacted when faced with scandals and calls for their resignation?

EVALUATION

Grade the speeches for content, not grammar. The speeches may be used as an essay exam for this unit. You may wish to read some of the better speeches aloud or post some or all of them on your bulletin board or classroom wall.

Mind Mapping the Reagan Era

A few hours' homework time for the textbook reading | 1 hour in class for the mind mapping exercise

OBJECTIVE

- » To gain a better understanding of Ronald Reagan's accomplishments

LANGUAGE COMPONENT

- » Note taking

MATERIALS

- » A textbook
- » An overhead projector
- » One **Reagan's Accomplishments Idea Map** handout for each student

PROCEDURE

1. Distribute one **Reagan's Accomplishments Idea Map** form to each student.
2. Explain how an idea map works and provide a few note-taking examples on an overhead.
3. Explain to students the importance of the Reagan administration in the end of the Cold War, the nuclear arms reduction movement, and economic reforms. This may be done with a textbook reading or short lecture.
4. Ask students to complete the **Reagan's Accomplishments Idea Map** form.
5. Conclude by having the students summarize their idea maps in class.
6. Suggest other notes that could be included in their idea maps.

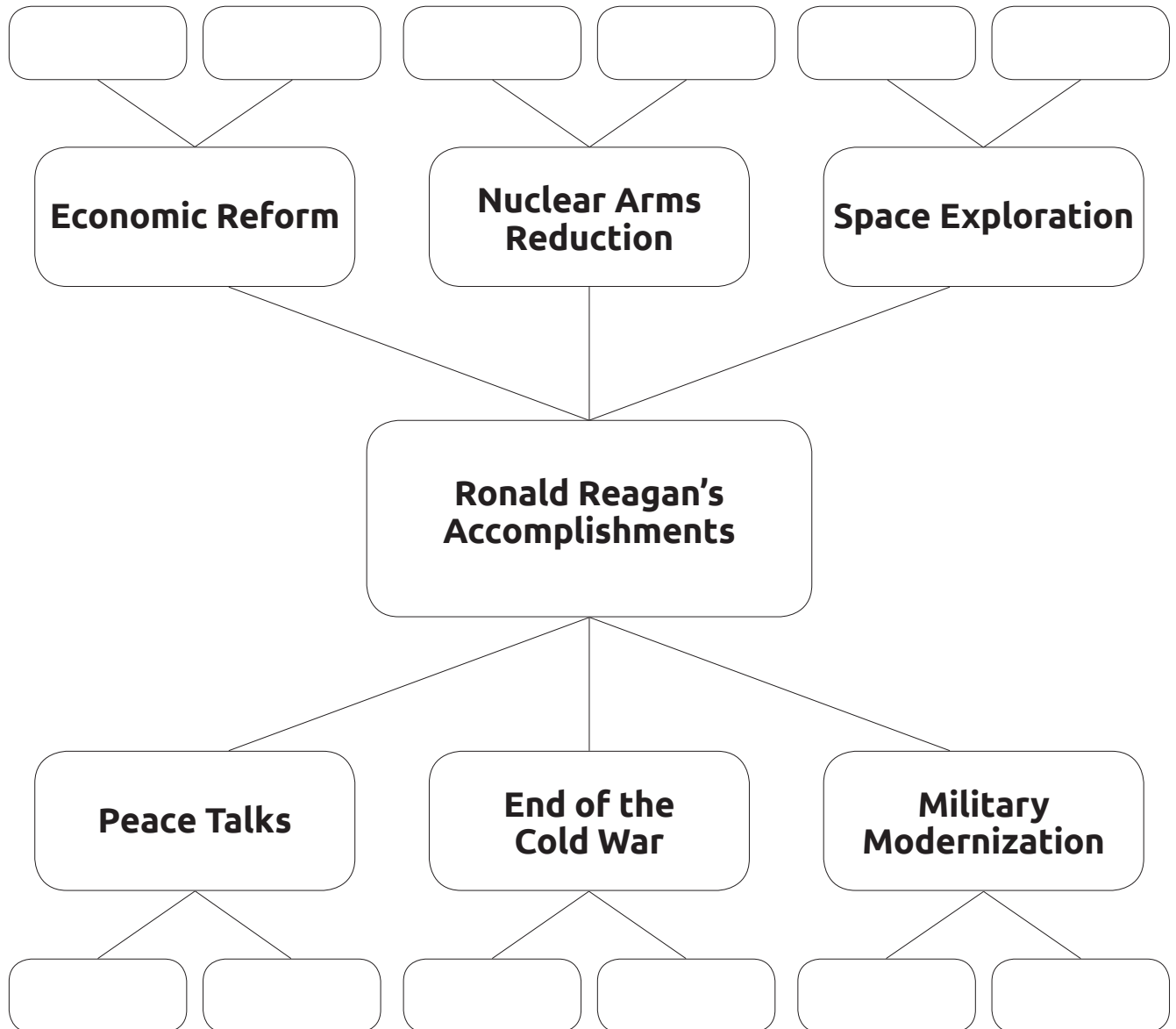
TEACHER RECOMMENDATIONS

1. This exercise is best used when you have already taught your students about other forms of note taking.
2. Explain that the notes are only a summary. Instruct students to only record the main ideas of the chapter or lecture, not every detail.
3. Remind students that they do not have to write in full sentences or worry excessively about spelling or grammar in their notes.
4. You may wish to follow up this activity with a similar idea map on Reagan's shortcomings, such as the rise in the national deficit and the Iran-Contra scandal.

EVALUATION

Give a quiz on the Reagan era and grade the idea maps.

REAGAN'S ACCOMPLISHMENTS IDEA MAP



The First Persian Gulf War

30 minutes

OBJECTIVE

- » To learn about the First Gulf War

LANGUAGE COMPONENT

- » Irregular verbs

MATERIALS

- » A copy of the **Gulf War Passage** for each student
- » A grammar book
- » A list of common irregular verbs (optional)

PROCEDURE

1. Review the use of irregular verbs with the class. If possible, give students a list of common irregular verbs.
2. Distribute one **Gulf War Passage** per student.
3. Students may work in pairs or individually.
4. Students complete the worksheet by underlining the incorrect verbs and changing the verbs in the reading to the proper irregular verbs. They write the correct proper irregular verbs above the underlined words in the reading.
5. Go over the results on the board with the whole class.

TEACHER RECOMMENDATIONS

1. Discuss the reason for irregular verbs and why it is important to learn the exceptions to common past-tense forms.
2. Make suggestions for avoiding verb tense mistakes.
3. Follow up the exercise by asking students if they know of any other common irregular verbs they would like to add to the class list.

EVALUATION

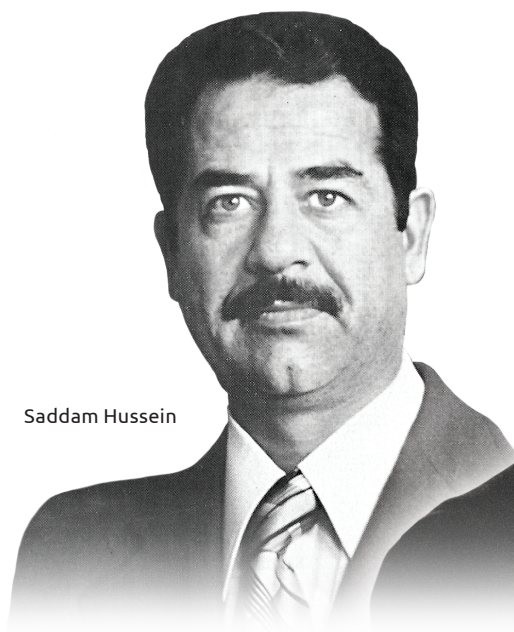
Conclude the lesson with a quiz on irregular verbs or on the First Gulf War.

GULF WAR PASSAGE

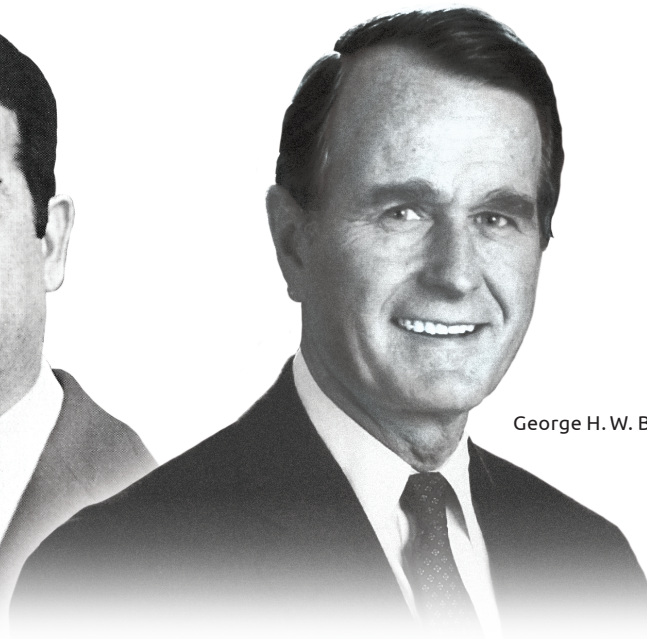
Directions: Change the verb tenses in the reading below to the proper irregular verbs. Write the correct word above the underlined words in the reading below:

The Gulf War has been knowned by many names. Some call it the Persian Gulf War, the Iraqi War, or the First Gulf War. The war arised because the United States had promised to protect the free flow of oil through the Persian Gulf. As early as when Jimmy Carter was president, the United States had flyed American flags on oil tankers from Kuwait to show that we planned to protect them if necessary. The conflict beginnend in 1991 when Iraqi president Saddam Hussein taked over Kuwait because he claimed that the land had once belonged to Iraq. What really happened was that there was a large amount of oil to be getted along the border of the two countries and that Hussein wanted it all for himself. The United States gived a warning to Hussein not to invade, but his army stealed the oil when they invaded the tiny country anyway. The United States then decided to free Kuwait by taking it back from Iraq. In order to do this the United States drowed upon help from many of Iraq's neighbors who were also afraid of being took over by Iraq. Although Hussein said the defense of Iraq would be "The mother of all battles," the United States beated Iraq's army easily.

President George H. W. Bush choosed not to try to capture the capital of Iraq, Baghdad. He feeled that it would be too difficult for the United States to occupy Iraq for a long period of time. He thinked that all that was necessary to win the war was to stop Hussein from invading Saudi Arabia or other neighboring countries. He sayed that as long as we freed Kuwait, that was enough. He sayed a longer war to take over all of Iraq would not be a good idea for America because it would take too long and be difficult to govern once we winned it. It would be leaved to George Bush's son George W. Bush to overthrow Hussein and occupy all of Iraq in an attempt to build a new democratic government there.



Saddam Hussein



George H. W. Bush

The End of the Cold War

A few hours of homework time and one class period

OBJECTIVE

- » To make a home culture bridge and personal connection to the events at the end of the Cold War

LANGUAGE COMPONENT

- » Proper nouns

MATERIALS

- » A grammar book
- » One **How We Came to the United States** report form per student

PROCEDURE

1. Explain to students the importance of the end of the Cold War, particularly how it affected people in developing countries. Many people migrated from their homelands to developed countries as a result of economic and political changes that occurred at the end of the Cold War.
2. Distribute the **How We Came to the United States** report forms to each student.
3. Ask students to interview their family members and to complete the form.
4. Review the rules for usage and capitalization of proper nouns.
5. Have the students write each proper noun they use in red ink.
6. Conclude by having the students summarize their immigration stories in class. Have them write the proper nouns they used on the board as each student presents.

TEACHER RECOMMENDATIONS

1. This lesson is best done as a culminating activity after you have already taught your students about the end of the Cold War.
2. Explain that everyone has an important story to tell whether they were famous or not.
3. Help students identify which family member would be best to interview for this report.
4. Inform students that it is acceptable to conduct the interview in their home language and then write the report in English.
5. Give students some tips for conducting a good oral-history interview. There are many websites available that can help with this.

EVALUATION

Give a quiz on the usage and capitalization of proper nouns and grade the reports.

HOW WE CAME TO THE UNITED STATES

Name of the person you interviewed _____

Date of the interview _____ Place of the interview _____

Country that they came from _____

Year that they were born _____ Year that they left their home country _____

1. Reasons for leaving their home country _____

2. Was their home country ever ruled by communists? _____

3. Was there any war in their home country over communism? _____

If so, who won? _____

4. If not, were there any other wars or economic problems? _____

5. Was their home country affected by the Cold War in any other ways? _____

6. What do they think about communism today? _____

7. What did they think about America when they still lived in their home country? _____

8. What do they think about America today? _____

9. Would they ever return to their home country? Why or why not? _____

George W. Bush and the War on Terror

20–30 minutes

OBJECTIVE

- » To learn about the War on Terror

LANGUAGE COMPONENT

- » Note taking
- » Abbreviations

MATERIALS

- » Student's notebooks
- » A list of common social studies abbreviations (such as *gov.* for *government*, *US* for *United States*, or *ME* for *Middle East*)

PROCEDURE

1. Distribute one **War on Terror Graphic Organizer** per student.
2. Model a few types of notes that could be used in the chart, such as, "Created Dept. of Homeland Security" or "Fought 2 wars in ME."
3. Conduct a short lecture on the role George W. Bush played in the War on Terror.
4. Ask the students to fill out the remainder of the chart while listening to the lecture.
5. Review the results in class. Filling out an overhead together would be a good way to do this.
6. Ask the students to add anything to their notes they learned from the rest of the class.

TEACHER RECOMMENDATIONS

1. This activity is best done in addition to other note-taking techniques that the teacher has taught the students.
2. You may wish to have the students work in pairs of mixed ability so that those who are stronger in language or note-taking skills may assist others.
3. Actively monitor the note taking to make sure everyone is keeping up with the pace of the teacher as he or she fills out the examples on the overhead.
4. Offer gentle corrections when necessary.
5. Follow up the exercise by asking the students if they have any useful abbreviations of their own.
6. Stress that with note taking there is not always a right answer. Each student should write down what is important to him or her. It's okay to add more information without feeling that your answers were wrong. The most important thing is that a student's notes help him or her remember the information later. If a person cannot read his or her own notes later, the notes are useless.

EVALUATION

The chart can be graded for completion, used as a prewriting plan, or used as a quiz itself.

WAR ON TERROR GRAPHIC ORGANIZER

Directions: In the first column, write down what you knew about when you were younger or what you knew about the War on Terror before coming to the United States or since studying it in school. In the second column, write down what you have learned about the War on Terror since coming to the United States or since studying it in school. In the third column, write down what you would still like to learn about the War on Terror.

What I used to know	What I know now	What I would like to know

History of the English Language

1 hour

OBJECTIVE

- » To learn how language changes over time

LANGUAGE COMPONENT

- » Idioms
- » Slang usage

MATERIALS

- » Hand out a copy of the **Twentieth-Century Slang** handout and **Twentieth-Century Slang Answer Sheet** to everyone.

PROCEDURE

1. Choose partners for the students or let them pick their own.
2. The teacher should define "slang," then read aloud the words for each decade to model the pronunciation and intonation of the terms.
3. The students look over the list of words and fill in the appropriate words for each decade on the **Answer Sheet**.
4. At the end of the period, debrief the class for a few minutes with the questions in the debriefing section below.

TEACHER RECOMMENDATIONS

1. While this is a fun activity, a word of caution should be given to students about resorting to vulgar terms when completing this activity. Because of the role of slang as a kind of code for the "inside" group, it often contains vulgarity, but try to keep it under control.
2. For further resources on historical slang consult such books as *I Hear America Talking, Listening to America* by Stuart Berg Flexner or *The Oxford Dictionary of Slang* by John Avto. Most other slang dictionaries only give you the definition of current slang words, assuming that you already know the word. If you don't know the word, these books are the best for researching what the slang word was in the past.
3. There are also several websites available that will help you find the meaning of current slang words and phrases. Be forewarned that some of today's slang is explicit and not appropriate for classroom use. Use your best judgment as to what you will allow. Explain your guidelines to your students in advance.

DEBRIEFING QUESTIONS

1. Why do people use so many different ways to say the same thing? Why does slang change so often?
2. What words do you use today that are actually just old slang that has made a comeback? Were you surprised at how far back any of these terms go?
3. Where does slang come from? How do new words get started? How do they become popular? What purpose does slang serve?
4. What forces influence slang words? What do you think the slang will be like in the future?

TWENTIETH-CENTURY SLANG

Directions: Working with a partner, look at the following sample paragraph and substitute the underlined word with the appropriate word from each decade's word list below. Feel free to change the punctuation or the form of the words, or add words to make the sentences work grammatically.

Sample paragraph

Hello, my name is John. I have been told that I am a fairly attractive man, but I have been unable to get a date because I don't have enough money. I know a very beautiful girl from my neighborhood, but she doesn't seem to be interested in me.

Phrase	Hello	Good-looking man	Getting a date	Money	Good-looking woman	Doesn't seem to be interested
1900s	What's up	He-man	Go courting	Greens	Peach, a real looker	I'm in bad with her
1910s	How's tricks	Daddy	To get a date	Scratch	Cutie	Doesn't have time for me
1920s	Hiya kiddo	Sheik; Jazz bo; Tall, dark, and handsome	Go cut a rag	Lettuce	An "it" girl	Told me "nerts"!
1930s	Hello Joe, what a ya know?	Smooth apple; Boy-next-door	Make time with girls	Potatoes	Dream; a real dish	I'm not her cup of tea
1940s	What's cooking	Mr. Right; Glamour boy	Do/paint the town	Dough	Dollface; Sweater girl; Poster girl	Couldn't care less
1950s	Been a while crocodile	Neat; Peachy keen; Dream boat	Go cruising with	Clams	Sex Symbol; Knockout	Doesn't think I'm keen
1960s	What's happenin' man?	Cool dude; Boss	Take someone out	Bread	Groovy Chick; Really Fab	Doesn't dig me
1970s	Hey man, peace!	Hunk; Stud; Fox	Get down with someone	Buck	Foxy Mama; Fine	Just isn't into me
1980s	Dude	Babe	Get some action	Denaro	Fresh babe	Doesn't have a thing for me
1990s	Whazzup?	Prince	Get hooked up with	Bank	Girl dat's da bomb; Phat chick	Doesn't think I'm all that

TWENTIETH-CENTURY SLANG ANSWER SHEET**1900s**

_____, my name is John. I have been told that I am a
_____, but I have been unable to _____
_____ because I don't have _____. I know a _____
_____ from my neighborhood, but she _____.

1910s

_____, my name is John. I have been told that I am a
_____, but I have been unable to _____
_____ because I don't have _____. I know a _____
_____ from my neighborhood, but she _____.

1920s

_____, my name is John. I have been told that I am a
_____, but I have been unable to _____
_____ because I don't have _____. I know a _____
_____ from my neighborhood, but she _____.

1930s

_____, my name is John. I have been told that I am a
_____, but I have been unable to _____
_____ because I don't have _____. I know a _____
_____ from my neighborhood, but she _____.

1940s

_____, my name is John. I have been told that I am a
_____, but I have been unable to _____
_____ because I don't have _____. I know a _____
_____ from my neighborhood, but she _____.

1950s

_____, my name is John. I have been told that I am a
 _____, but I have been unable to _____
 _____ because I don't have _____. I know a _____
 _____ from my neighborhood, but she _____.

1960s

_____, my name is John. I have been told that I am a
 _____, but I have been unable to _____
 _____ because I don't have _____. I know a _____
 _____ from my neighborhood, but she _____.

1970s

_____, my name is John. I have been told that I am a
 _____, but I have been unable to _____
 _____ because I don't have _____. I know a _____
 _____ from my neighborhood, but she _____.

1980s

_____, my name is John. I have been told that I am a
 _____, but I have been unable to _____
 _____ because I don't have _____. I know a _____
 _____ from my neighborhood, but she _____.

1990s

_____, my name is John. I have been told that I am a
 _____, but I have been unable to _____
 _____ because I don't have _____. I know a _____
 _____ from my neighborhood, but she _____.

Today

_____, my name is John. I have been told that I am a
 _____, but I have been unable to _____
 _____ because I don't have _____. I know a _____
 _____ from my neighborhood, but she _____.