

US History Activities for English Language Learners

Third Edition

Age of Exploration
to the 21st Century

Richard Di Giacomo

Samples are provided for evaluation purposes. Copying of the product or its parts
for resale is prohibited. Additional restrictions may be set by the publisher.



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.

CONTENTS

Standards Correlation Chart _____	vi
Introduction _____	vii
Locate the Tribe _____	1
Age of Exploration _____	2
Explorers Grammar _____	4
└ Explorers Grammar Exercise	
Colonial Times _____	6
└ Comparison of American Colonies	
“Dear King George . . .” _____	8
└ American Revolution Language Lesson	
War of 1812 _____	10
American Expansion _____	12
└ Manifest Destiny Word List	
Gold Rush _____	14
└ Imaginary 49^{ER} Letter	
The Conflict over Slavery _____	17
└ Antebellum Newspaper	
The Civil War _____	20
└ Civil War Quotations	
Reconstruction _____	23
The Indian Wars _____	24
The Industrial Revolution _____	25
The Progressive Era _____	26
American Imperialism _____	28
└ Homonym Activity	
Taking Colonies _____	30
└ Taking Colonies: A US History Writing Assignment	
World War I _____	32
The Great Depression _____	33
World War II Battles _____	34
Origins of the Cold War _____	35
Korean War Decisions _____	36
Civil Rights _____	37
The Space Race _____	38
The Vietnam War _____	39
1960s Social Movements _____	40
Hippie Day _____	42
Nixon’s Watergate Speech _____	43
Mind Mapping the Reagan Era _____	44
└ Reagan’s Accomplishments Idea Map	
The First Persian Gulf War _____	46
└ Gulf War Passage	
The End of the Cold War _____	48
└ How We Came to the United States	
George W. Bush and the War on Terror _____	51
└ War on Terror Graphic Organizer	
History of the English Language _____	53
└ Twentieth-Century Slang	
└ Twentieth-Century Slang Answer Sheet	

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.



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?