

LESSON PLAN

U.S. History Since 1900

Level: Low Intermediate, Intermediate

Suggested Length: 2 class periods

Civics Test Questions

- #11—What is the economic system in the United States?
- #78—Name one war fought by the United States in the 1900s.
- #79—Who was President during World War I?
- #80—Who was President during the Great Depression and World War II?
- #81—Who did the United States fight in World War II?
- #82—Before he was President, Eisenhower was a general. What war was he in?
- #83—During the Cold War, what was the main concern of the United States?
- #86—What major event happened on September 11, 2001, in the United States?

Key Vocabulary

- World War I, World War II, Korean War, Vietnam War, Persian Gulf War
- Woodrow Wilson, stock market, Great Depression, struggle, Franklin D. Roosevelt, naval ships, Pearl Harbor, surrender, Dwight D. Eisenhower
- Cold War, communism, concern, property, capitalism, allies, spread, support, conflict, invade
- oil reserve, terrorist, attack, extremist, passenger airplane, hit, crash, victim

Objectives:

Students will:

- identify the U.S. wars fought since 1900
- identify the countries that the United States fought during World War II
- explain the roles of Woodrow Wilson, Franklin D. Roosevelt, and Dwight D. Eisenhower in U.S. history
- explain communism and its role in the Cold War
- explain capitalism and the market economy in the United States
- explain the events of September 11, 2001

Materials:

Maps of the United States and the world, globe

Handouts: **U.S. Wars of the 1900s**, **U.S. History from 1900 to 1945**, **America's Fight Against Communism**, **U.S. History in Modern Times**, **Review—U.S. History Since 1900**, **Civics Test Questions—U.S. History Since 1900**

8.5" x 11" visuals

Intermediate Level U.S. History Since 1900 Lesson Answer Key



Lesson Overview and Notes to Teacher:

This lesson covers the history of the United States since 1900, highlighting the five wars fought by the United States as well as key presidents and other important events of that period. The lesson includes 8.5” x 11” images to display in class. Instructions for each handout are described below. The **Key Vocabulary** on the first page of the lesson plan is generally more advanced than the words in the vocabulary lists for the reading and writing portion of the test. However, learning these words will help the students develop a deeper understanding of the concepts in the lesson. Consider teaching these key words as part of your introduction to this lesson.

U.S. Wars of the 1900s: Before distributing this handout, ask the students to list the wars that the United States fought during the 1900s. List the wars on the board and model the pronunciation of each one for the students to practice and repeat. Distribute the handout and have the students form small groups. Ask them to brainstorm as many facts as they can about each war, including the causes, enemy countries, dates, leaders, and so on. Tell the students that they can look back at this handout and check their information once they have read the following pages describing each war. If computers are available, you may wish to have the students spend time doing research about each war.

Note on requests for clarification: Because applicants are often nervous during their interview, they can sometimes confuse similar test items, such as the wars in the 1800s and 1900s. In addition, they may be uncomfortable asking the USCIS Officer to repeat or clarify a question when they do not understand.

To help your students with the items on U.S. wars, point out that these dates are pronounced “eighteen hundreds” and “nineteen hundreds,” differing by only

U.S. History from 1900 to 1945: Display maps of the United States and the world. Draw a timeline dated from 1900 to present on the board. Write the names of the five U.S. wars that the students discussed in their brainstorm activity. As you review the handout, add the dates of each event on the timeline. Referring to the maps, ask the students to show you the location of key countries involved in World Wars I and II. As you continue through the paragraphs, refer to the 8.5” x 11” images of the wars, U.S. presidents, and other historical events.

To begin the reading, have the students read the paragraphs on the handout silently. Tell them to

Throughout the lesson, there are readings to provide background on the various topics. Use the same process for reading each handout with your students. This process is described below in the instructions for the handout **U.S. History from 1900 to 1945**. At the end of each reading, students can practice the specific test items covered in that handout. There is a small-group activity to brainstorm information on the various wars covered in the lesson. For review, students can complete an ordering activity and crossword puzzle. The final handout is a summary of all the Civics Test items covered in the lesson.

one syllable. Remind the students that, during their interview, they are allowed to ask the Officer to repeat any item. Encourage the students to ask for clarification by practicing this specific conversational skill in class.

Consider trying this strategy: Write this clarification question on the board: **Did you say EIGHTeen hundreds or NINEteen hundreds?** Model it several times, with the students repeating after you. Then, without emphasizing any words in the test item, ask one student, **Name one war fought by the United States in the 1800s.** Point to the clarification question and have the student ask you this question before trying to answer. You should answer **1800s**, and the student can then name one war from that period. The point of this exercise is to have students practice asking for clarification before offering an answer. Then, in pairs, have the students role-play the USCIS Officer and the applicant. Explain that the Officer should ask the test item and the applicant should request clarification before providing an answer. Encourage the students to practice using different test items and other requests for clarification, such as “Could you repeat that?” and “Could you speak more slowly?”

underline any new words while they read. When they finish, read the paragraphs aloud while the students listen silently. As you read each phrase or sentence, pause to ask if there are any words they do not know. Read the paragraphs aloud again, this time without stopping. As a final step, go back to the beginning of the reading and model each sentence one at a time with the students repeating after you. If you wish, call on volunteers to take turns reading each sentence aloud. Then have the students fill in the answers to the Civics Test items at the bottom of the handout. Review the items together, modeling the pronunciation of the question and answer.

America's Fight Against Communism: Write **communism** and **capitalism** on the board and ask the students to explain the differences between the two systems. Discuss the 8.5" x 11" images and the handout photos as the class studies the reading. Refer back to the

U.S. and world maps to help students better understand the circumstances of each war and event. Add the dates of each event to the timeline. Review the reading as previously described in the instructions for the handout **U.S. History from 1900 to 1945**.

U.S. History in Modern Times: Refer to the U.S. and world maps and ask the students to identify the countries highlighted in this handout. Discuss the handout photos and the 8.5" x 11" images with the class. Review the reading as previously described in the instructions for the handout **U.S. History from 1900 to 1945**, adding the dates of each event to the timeline as you review the paragraphs.

Important: Filling in the dates on the timeline throughout this lesson helps reinforce the context of each historical event. However, point out to your class that applicants will not be asked about the specific dates of these events at the interview.

Review—U.S. History Since 1900: To review, the students can test their knowledge by rewriting the events in the correct order in the right-hand column. Explain

the instructions for completing the crossword puzzle and have the students fill in the answers.

Civics Test Questions—U.S. History Since 1900: The eight Civics Test items in this lesson are listed on this handout. This exercise can be used for pair work where

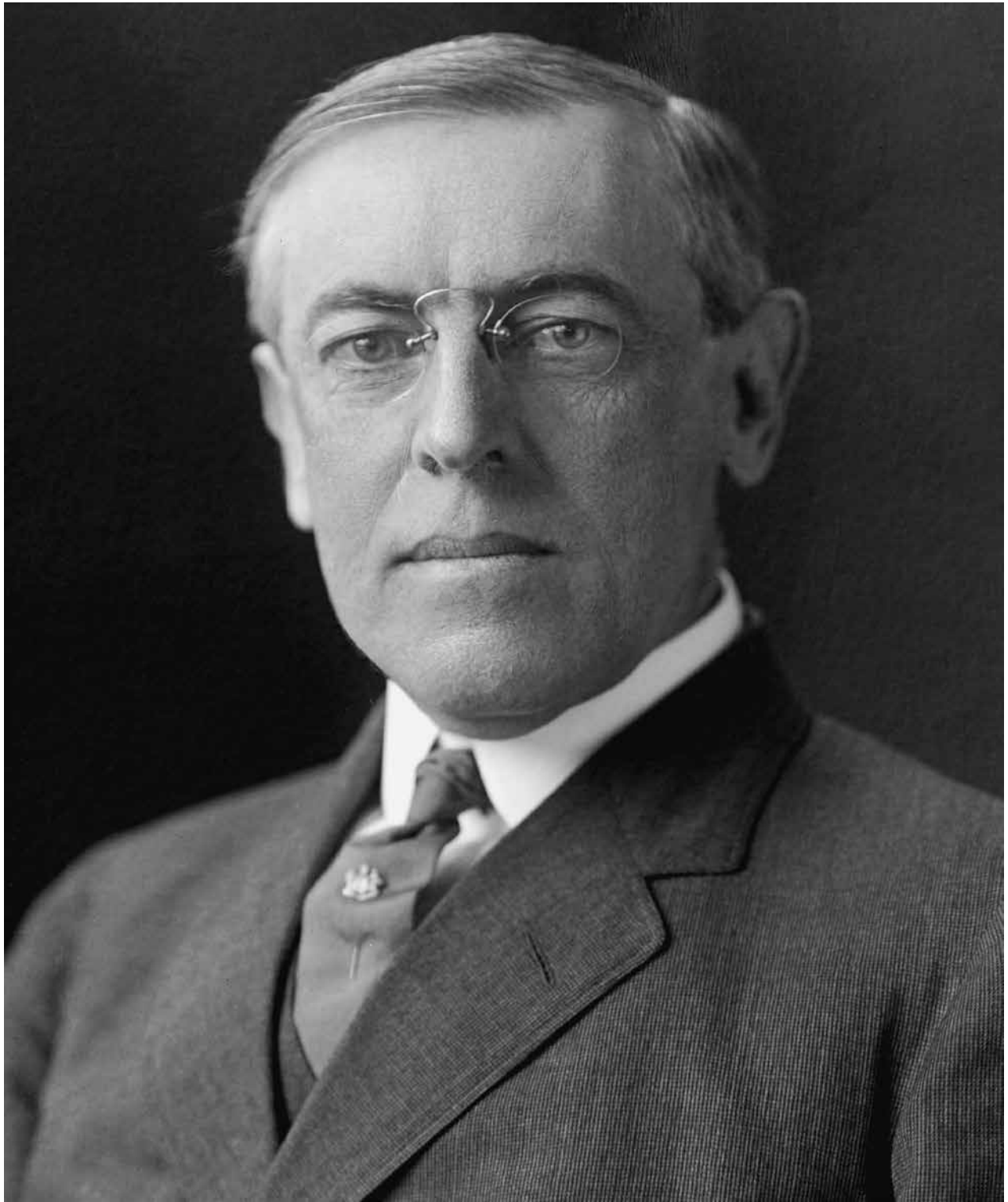
the students take turns interviewing each other, or it can be assigned for homework.

American Troops in World War I



*American troops going to the battle line in the Forest of the Argonne, France, September 26, 1918.
Courtesy of the Army Historical Foundation, NARA #111-SC-22334.*

President Woodrow Wilson



*President Woodrow Wilson.
Courtesy of the Library of Congress, LC-DIG-hec-16853.*

Depression Era Family



*Unemployed family from the Rio Grande Valley, Texas, camped on a river bottom near Holtville, California.
Courtesy of the Library of Congress, LC-USF34-T01-016335-C.*

President Franklin D. Roosevelt



*President Franklin D. Roosevelt.
Courtesy of the Library of Congress, LC-USZ62-117121.*

The USS Shaw in Pearl Harbor



*The USS Shaw exploding during the Japanese raid on Pearl Harbor on December 7, 1941.
Courtesy of the National Archives, NARA #80-G-16871.*

President Dwight D. Eisenhower



*President Dwight D. Eisenhower.
Courtesy of the Dwight D. Eisenhower Presidential Library and Museum.*

The Korean War



Mission from Taegu by Gil Cohen.
Courtesy of the National Guard Heritage Paintings.

The Vietnam War



Indiana Rangers: The Army in Vietnam by Mort Kunstler.
Courtesy of the National Guard Heritage Paintings.

The Gulf War



*"Steel Rain," The Army National Guard in Desert Storm, 1990.
Courtesy of the National Guard Heritage Paintings.*

September 11, 2001



Firefighters unfurl a large American flag over the scarred stone of the Pentagon on September 12, 2001.

White House photo by Paul Morse.