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Level: Beginning High

Objective: Students will identify historically significant people, places, and documents in the United States.

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Lesson 3 George Washington

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Assessment Section

Lesson 1

United States Geography

Level: Beginning High

Lesson Objective

At the conclusion of the lesson the students will be able to answer some basic questions regarding United States geography.

Materials needed

1. Class set of States to Alphabetize (1a).
2. Class set of Word Bank Definitions Sheet (1b).
3. Overhead of Naked United States Map (1c).
4. Overhead of Physical United States Map Overlay (1d).
5. Overhead of Borders of the United States Map Overlay (1e).
6. ½ class set of Information Gap Map A, copied on yellow paper (1f).
7. ½ class set of Information Gap Map B, copied on green paper (1g).
8. Class set of United States Geography Quiz (1h) and teacher key (1i).
9. Overhead of Map of the United States (1j), and enough for each group if the class works in groups of four.
10. EL Civics Unit Tracking Sheet, in Assessment Section.

Language Skills Focus

Vocabulary.

Teaching Strategies Used

Pair work, whole group instruction and small group work.

Warm-Up/ Review

Pass out the States to Alphabetize (1a) to each student. They can work in pairs or alone to alphabetize the states on the list.

Introduction

1. Ask for student volunteers to write their home country's name on the board and also the name of the capital city of that country.
2. Go through the list on the board, asking generic questions about some of the countries. Depending on how many countries are in your class, you may not have time to ask about every country. In that case, choose about three or four countries to ask about. Some possible questions include:
 - a. Do any oceans touch your home country? Which one(s)?
 - b. How many other countries touch your home country? Which ones?
 - c. Name one spot that tourists like to visit when they come to your home country.
3. Tell students that this kind of information tells about the geography of their home country. Geography means the names of places and what the places look like. Today they will be learning a little bit about the geography of the United States.

Presentation

Word Bank

coast national border state border ocean state
north south east west mountain range
South Northwest East coast West coast river
Midwest Southwest New England geography

1. Write the word bank on the sideboard or butcher paper. *** A note about the word bank: leave this list up throughout the lesson, writing down each definition as you define it within the context of the lesson. Students can write definitions on their Word Bank Definitions Sheet (1b) throughout the lesson.**

- Put Naked United States Map (1c) on overhead. Use this map to explain to students the following vocabulary: *north, south, east, west, east coast and west coast, ocean, coast, lake*.
- Once students have an understanding of those words, place the Physical United States Map Overlay (1d) on top of the Naked Map and use it to explain *mountain range* and *rivers*. Be sure to tell students the names of the major mountain ranges and rivers.
- When students have grasped that vocabulary, place the Borders Map Overlay (1e) on top of the other transparencies. Explain *national borders, state, and state borders*. Use this time to point out states of special historical significance, such as the thirteen original colonies (Massachusetts, New York, New Hampshire, Connecticut, Rhode Island, Pennsylvania, New Jersey, Delaware, Virginia, North and South Carolina, Georgia and Maryland), where Washington, D.C. is, which states border California, etc. Students may also ask their own questions at this point. For example, if someone has heard of the state of Michigan, but has never been there or seen it on a map, they may ask where it is.
- Point out regions of the U.S., such as the Midwest, the South, New England, etc.
- Review all of this new information by working backwards. Start with the latest information on the Borders Map Overlay, asking questions regarding vocabulary and such and having students answer. Then take off that overlay and ask questions regarding the vocabulary for the Physical Map Overlay. Finally, ask students about the words related to the Naked Map.



Practice

1. Students work in pairs to complete the Information Gap Activity (1f and 1g). One student gets Map A (1f) and the other Map B (1g). They must get specific information from each other using oral clues only. They may not show each other their maps, but instead must ask and answer questions only. Model this for students, perhaps using the Naked Map and Border Map together and explaining to students where a certain state is located and then having students explain where a specific state is located. Encourage students to use their new vocabulary, especially north, south, east and west.
2. Once students have found all required information by talking, they can compare maps and see if they have correctly completed the task

Evaluation

1. Put the United States Map (1j) on the overhead.
2. Pass out the United States Geography Quiz (1h) to students.
3. Students use the map to answer the true/ false questions.
4. Correct the quiz as a class, then collect to see what needs further explanation. Record results on the EL Civics Unit Tracking Sheet.

Application

1. Students work in small groups to plot on a clean United States Map (1i) all the places they have been. Each group only needs one map. They should mark these places with a dot. Then they should each decide on one or two places that they would like to visit and they should plot these places by marking them with a star.
2. Once students have done this, have groups share a few of the places they've plotted on their map with the class. This may lead to some discussion about different places or sights. That's great. Encourage a sharing of information between students.

States to Alphabetize

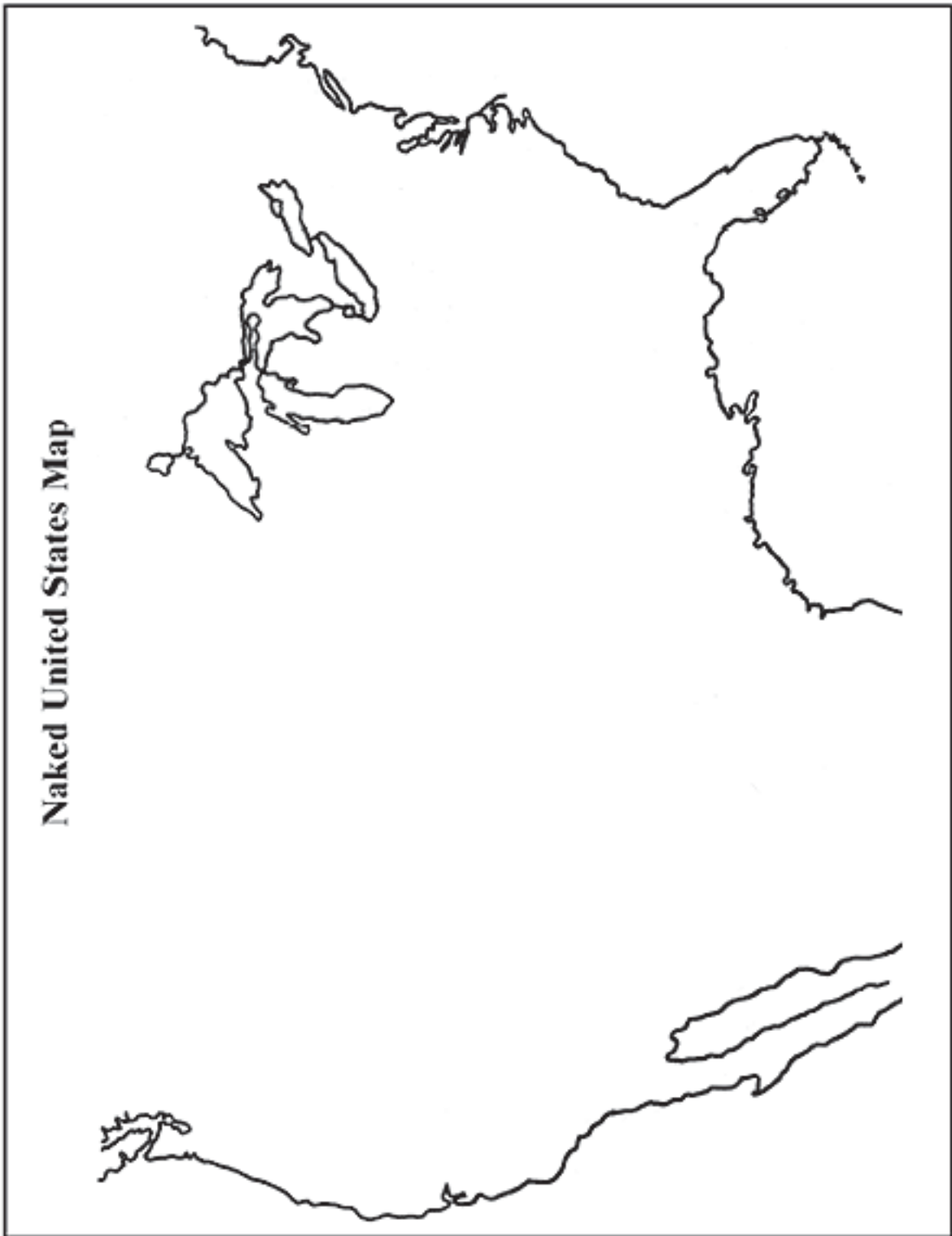
Put these states in alphabetical order.

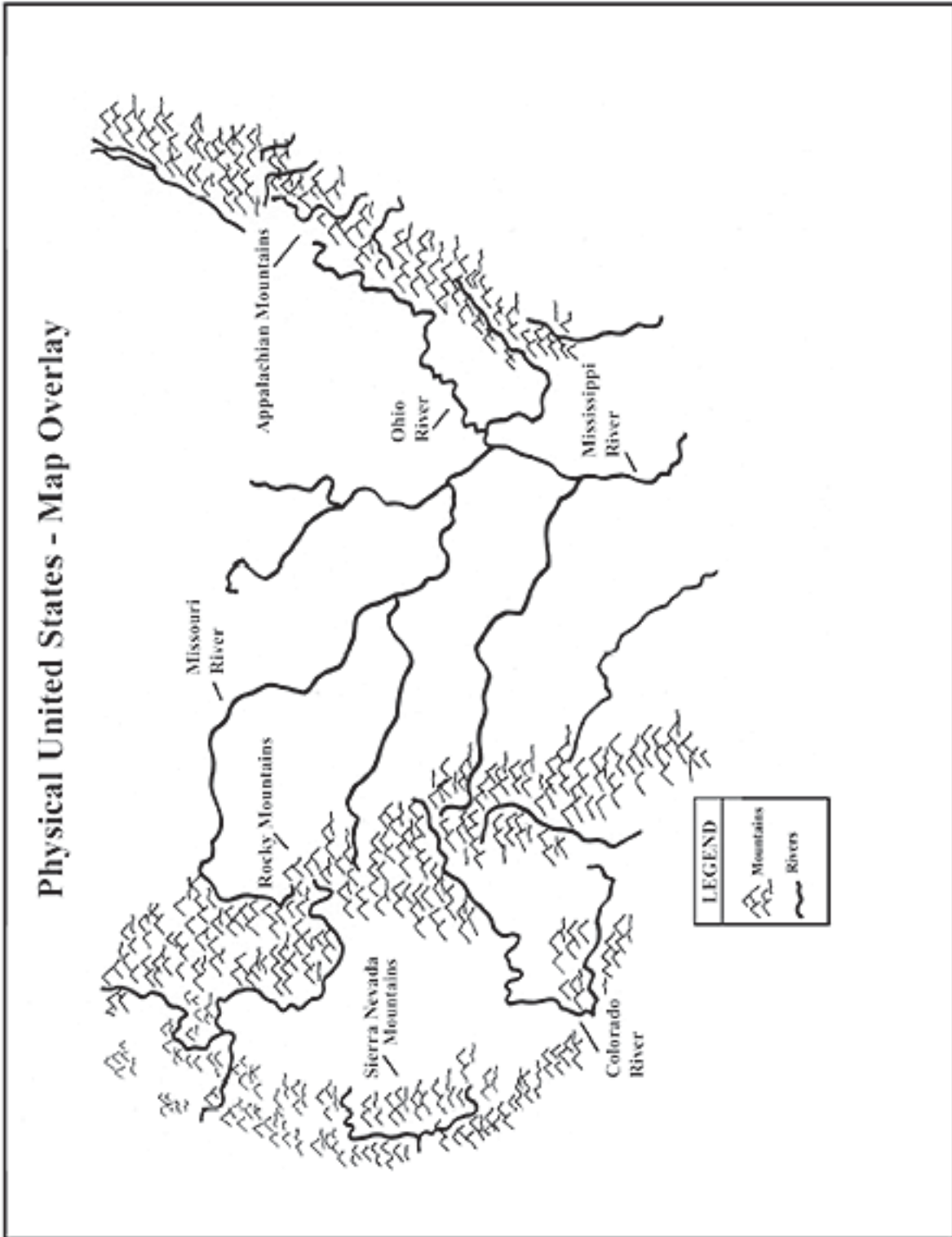
- | | | |
|----------------|-----|-------|
| Maryland | 1. | _____ |
| Georgia | 2. | _____ |
| Connecticut | 3. | _____ |
| Rhode Island | 4. | _____ |
| New Jersey | 5. | _____ |
| New York | 6. | _____ |
| Delaware | 7. | _____ |
| New Hampshire | 8. | _____ |
| Virginia | 9. | _____ |
| North Carolina | 10. | _____ |
| South Carolina | 11. | _____ |
| Pennsylvania | 12. | _____ |
| Massachusetts | 13. | _____ |
| California | 14. | _____ |
| Florida | 15. | _____ |

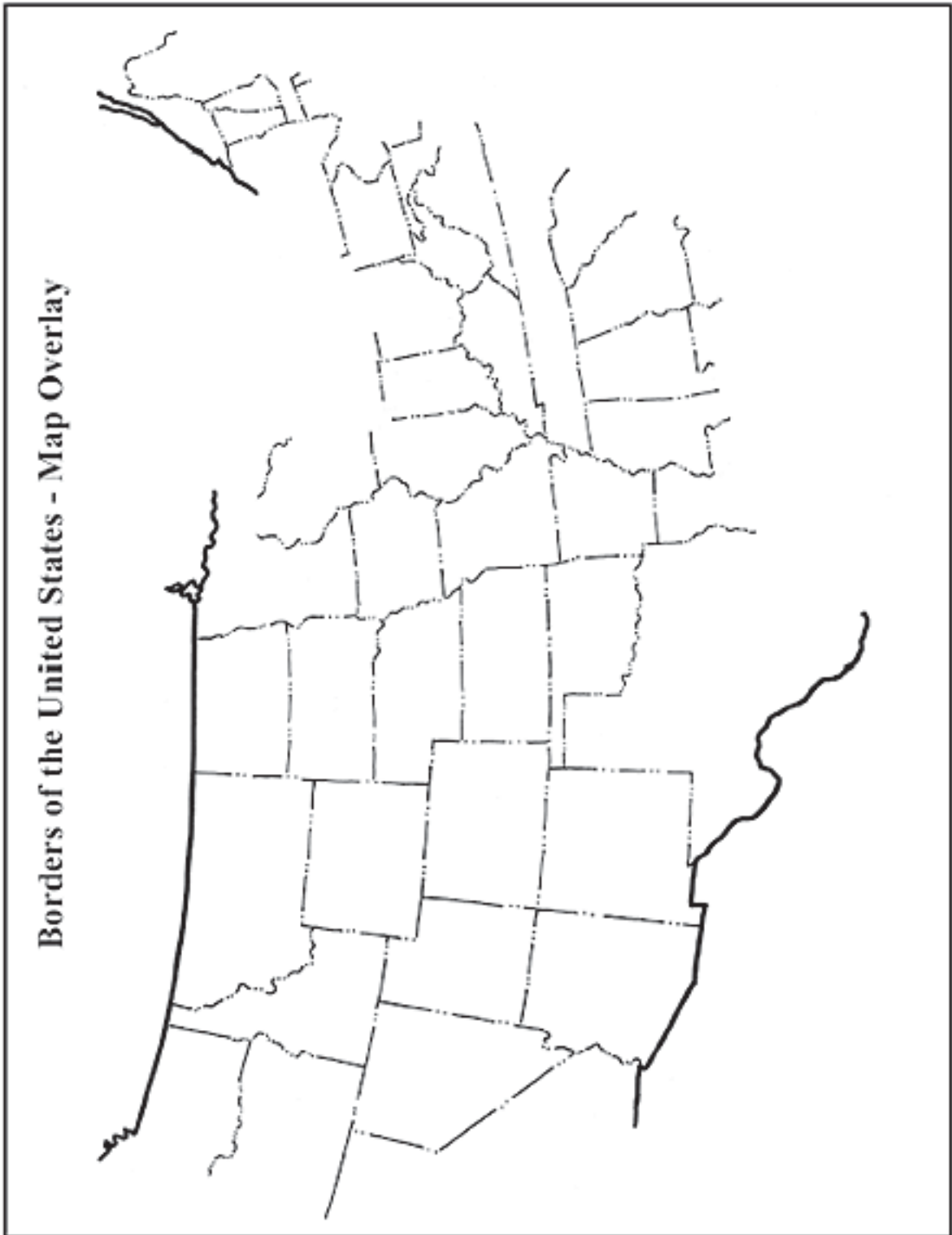
Word Bank Definitions

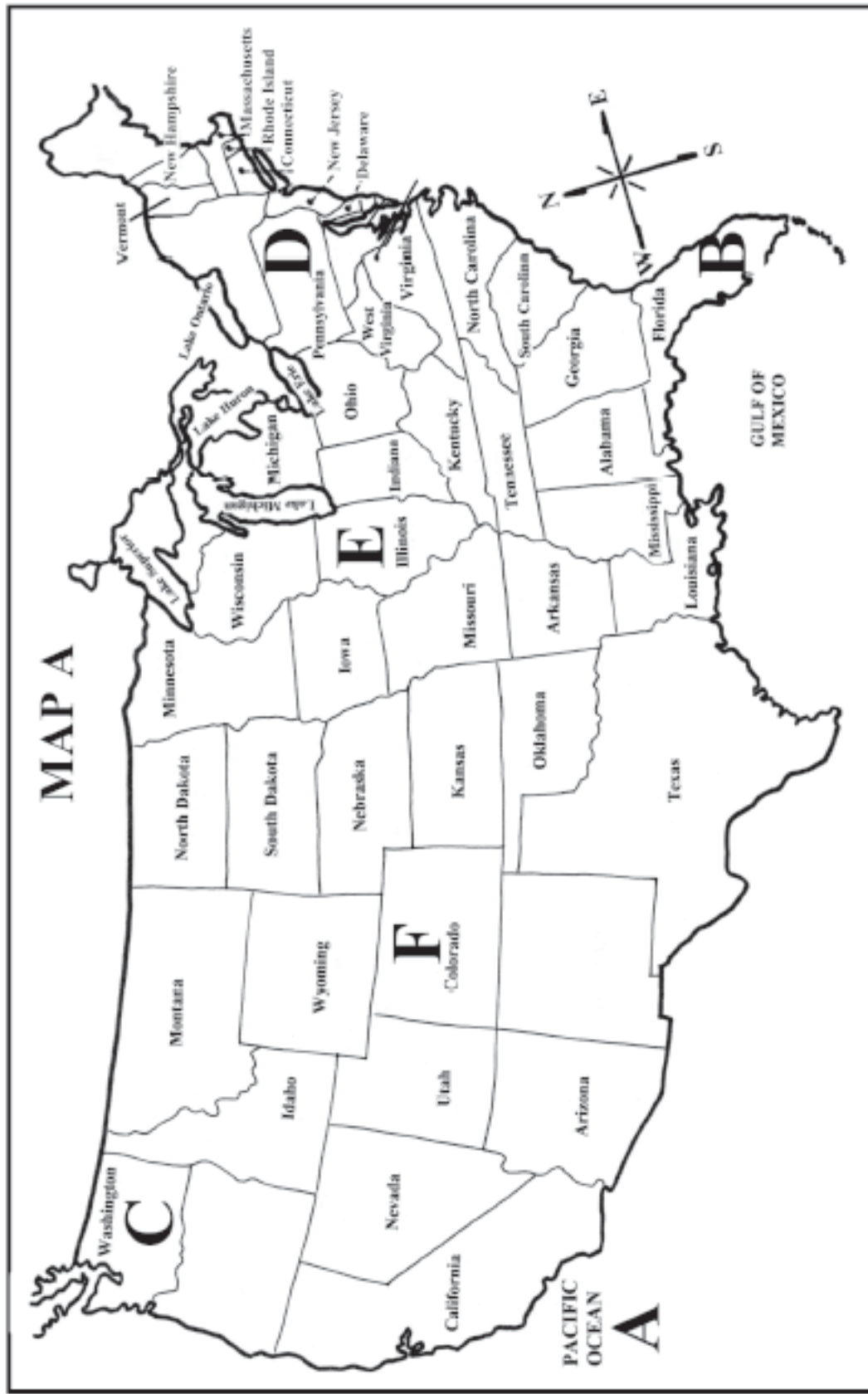
United States Geography

1. Geography
2. Coast (East Coast/ West Coast)
3. National border
4. State border
5. North, south, east, west
6. State
7. Ocean
8. River
9. Mountain range
10. Midwest
11. Southwest
12. Northwest
13. The South
14. New England









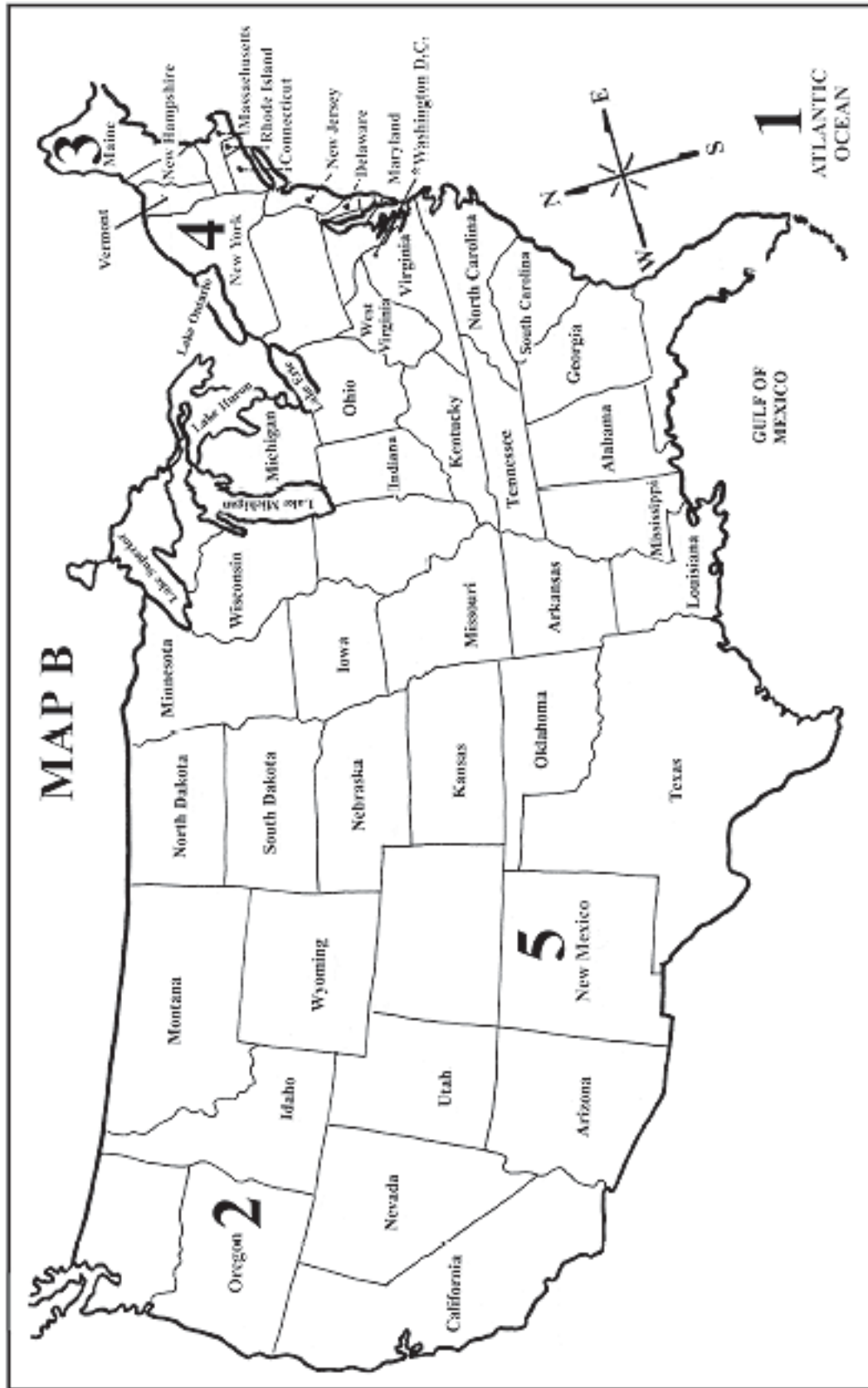
Map A: Study these locations. Be prepared to explain to your partner, using N, S, E, W where these places are.

- A. Pacific Ocean
- B. Florida
- C. Washington
- D. Pennsylvania
- E. Illinois
- F. Colorado

Ask your partner for the location of the following places.

Mark them on your map.

- 1. Atlantic Ocean
- 2. Oregon
- 3. Maine
- 4. New York
- 5. New Mexico
- 6. Washington D.C.



Map B: Study these locations. Be prepared to explain to your partner, using N, S, E, W where these places are.

1. Atlantic Ocean
2. Oregon
3. Maine
4. New York
5. New Mexico
6. Washington D.C.

Ask your partner for the location of the following places. Mark them on your map.

- A. Pacific Ocean
- B. Florida
- C. Washington
- D. Pennsylvania
- E. Illinois
- F. Colorado

United States Geography Quiz

Read the sentences below. Decide if they are true or false. Write "T" if the sentence is true. Write "F" if the sentence is false.

1. The United States has three national borders. _____
2. The Atlantic Ocean touches the states of Massachusetts, North Carolina, and Ohio. _____
3. The state of Utah is north of Arizona. _____
4. The Sierra Nevada Mountain Range goes through California.

5. The state of Florida is north of the state of Georgia. _____
6. The state of Washington is on the East Coast. _____
7. The Rocky Mountains go through West Virginia. _____
8. The ocean that touches the West Coast is the Pacific Ocean.

9. The Mississippi River does not go through Louisiana. _____
10. Lake Superior is part of the border between the United States and Canada. _____

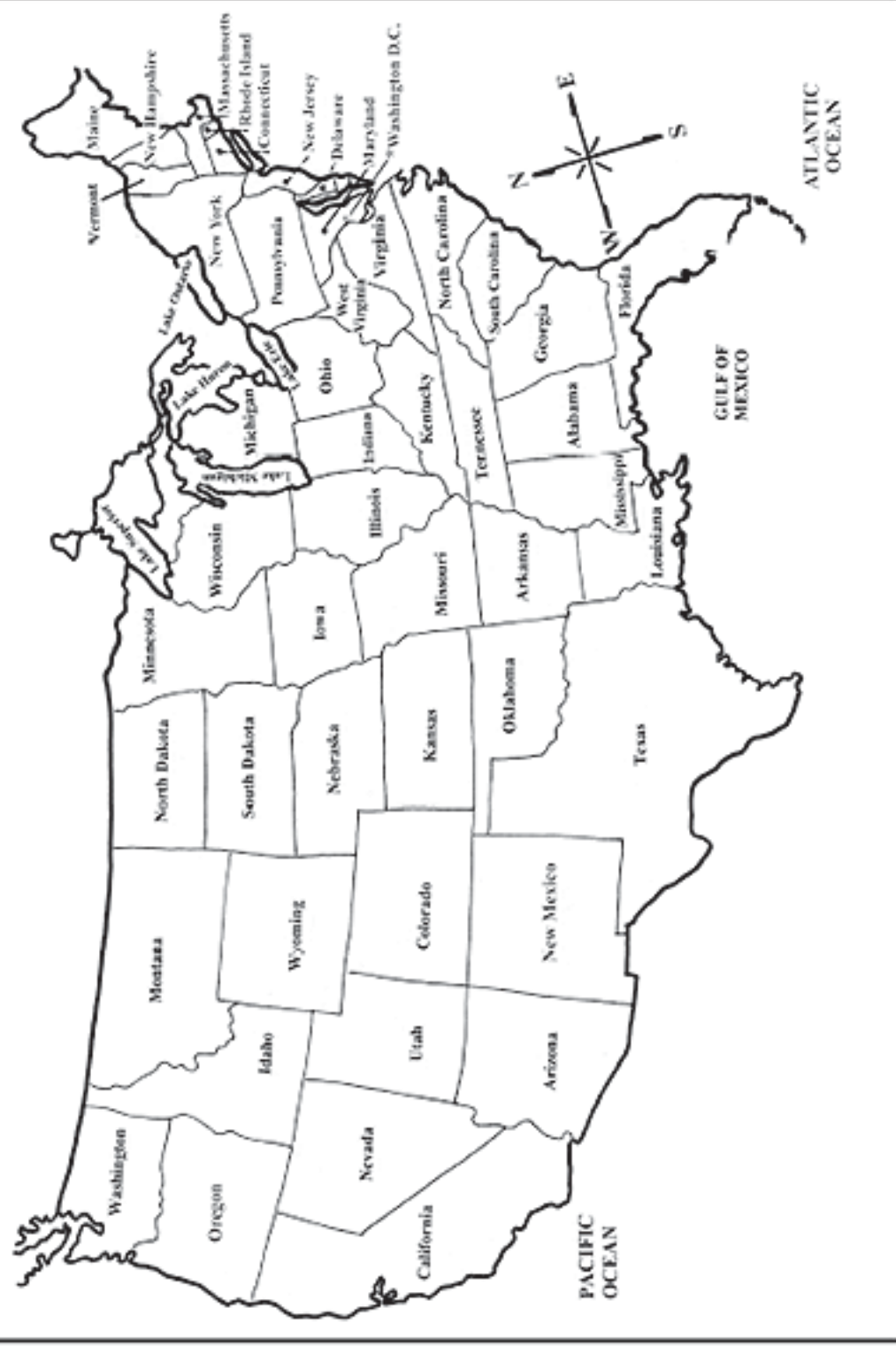
United States Geography Quiz

Teacher Key

Read the sentences below. Decide if they are true or false. Write “T” if the sentence is true. Write “F” if the sentence is false.

1. The United States has three national borders. _____ F (only 2).
2. The Atlantic Ocean touches the states of Massachusetts, North Carolina, and Ohio. _____ F (not Ohio).
3. The state of Utah is north of Arizona. _____ T
4. The Sierra Nevada Mountain Range goes through California. _____ T
5. The state of Florida is north of the state of Georgia. _____ F (It's south).
6. The state of Washington is on the East Coast. _____ F (It's on the West Coast).
7. The Rocky Mountains go through West Virginia. _____ F (The Appalachian Mountains do).
8. The ocean that touches the West Coast is the Pacific Ocean. _____ T
9. The Mississippi River does not go through Louisiana. _____ F (Yes, it does).
10. Lake Superior is part of the border between the United States and Canada.
_____ T

Map of the United States



Lesson 2

Places and documents in the U.S.

Level: Beginning High

Lesson Objective

At the conclusion of the lesson the students will be able to identify pictures of some important places and landmarks in the U.S. as well as give basic information about each one.

Materials needed

1. Overhead Map of the United States (1j).
2. Class set Word Bank Definitions Sheet (2a).
3. Significant Places and Documents in the United States Pictures (2b-2k).
4. Descriptions of Important Places and Documents in the United States (2l-2u).
5. Clean transparencies, enough for each group of four to have one (*not provided*).
6. Class set of Important Places and Documents in the United States Notes Sheet, copied back-to-back (2v).
7. Class set of Evaluation Matching Activity (2w) and Teacher Key (2x).
8. Important Place in the United States Survey (2y).
9. EL Civics Unit Tracking Sheet.

Suggestion: Have various books from the library available about these places for students to browse on their own during break time. The best books for this level would be those with a lot of pictures.

Language Skills Focus

Speaking, reading, and vocabulary.

Teaching Strategies Used

Whole group instruction and small group work.

Warm-Up/ Review

Using the overhead Map of the United States (1h), ask class questions reviewing the information they learned from the last lesson. The following are suggested questions, but add or subtract from the list as you like.

1. How many coasts does the United States have?
2. Which ocean is on the west coast?
3. How many national borders does the United States have?
4. Which country is to the north of the United States?
5. Which country is to the south of the United States?
6. Find Oklahoma on the map. Which state is directly to the south of Oklahoma?
7. How many original states were there in the United States? Which coast were they on?

Introduction

1. Before students arrive, post the various pictures of Significant Places and Documents in the United States (2b-2k) around the room.
2. At this point, write the numbers 1-10 on the board. Ask students to mill about the room and see if they recognize the places in the pictures. If they think they know, have them write the name of the place on the board under the appropriate number. You may want to show them an example by showing them the Statue of Liberty picture and writing "Statue of Liberty" under the appropriate number on the board.
3. After students have had time to do this, have them sit down and go over the list on the board, showing students the pictures as you go over the names.
4. Tell students that today they will learn a little bit about each of these places.

Presentation

Notes

Word Bank

document	national park	in honor of	colonies	rights
monument	memorial	amendment	represented	

1. Write Word Bank on a sideboard. Pass out Word Bank Definitions Sheet (2a). Go over vocabulary, having students repeat it after you.
2. Show students the picture of Yosemite Park. Read them the short Description of Yosemite (2p) first, having them listen only to the reading.
3. Put the reading up on the overhead and have students follow along as you read a second time, making sure to clarify any unfamiliar vocabulary, especially Word Bank words, along the way.
4. Lead the class through finding the answers to the 5W's, (in a slightly different order, since this is a place not a person).
 - a. What is this? = Yosemite National Park.
 - b. Where is this? = Central California, near Fresno.
 - c. When did this become a national park? = 1890.
 - d. Why is this important? = National parks are protected by the government so no one can build on them. They are places for wild animals and for people to enjoy.
 - e. Who was involved in this? = There is no information for this, however, in other readings there is, so students should be looking for this information as well.
5. Do the same thing for Mount Rushmore using the Description of Mount Rushmore (2m).

Practice

1. Break students into groups of four.
2. Give each group a picture and a description. Have them first read through the description first on their own, then take turns reading around the circle in their group. Circulate in order to answer vocabulary questions.
3. As a group they need to find the answers to the 5W's listed on their paper.
4. As groups finish their task, have them write their answers on a clean overhead transparency. Have them include on their transparency any Word Bank words that they encountered in their description.

Notes

5. At the end of their preparation time, give each student an Important Places and Documents in the United States Notes Sheet (2v).
6. Have each group choose a spokesperson to deliver their information to the class. Groups take turns giving their information to the class using the overhead projector.

Evaluation

1. Using their notes, students complete the Evaluation Matching Activity (2w).
2. Collect to check student comprehension and note taking.
3. Record results on EL Civics Unit Tracking Sheet.

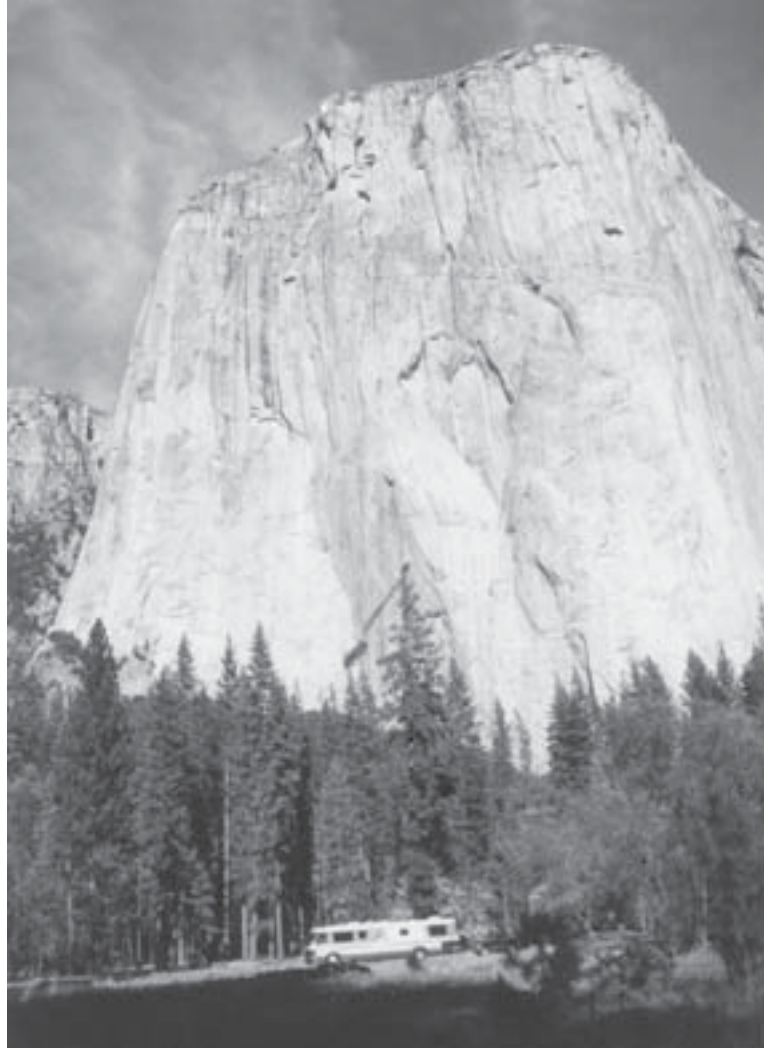
Application

1. Students need to “interview” ten people (in English) using the Important Places in the United States Survey (2y). They must ask people to choose two of the ten places listed that they want to visit someday. They can ask people at the school, family members or people they work with.
2. Give them a model such as, “Can you help me with my homework? Please read this list of important places in the United States. Then you tell me which two places you want to visit.” Model this for students by asking a couple of people in class and recording their answers. Let students know that some people may not know about these places. Students should be ready to answer basic questions (the 5W’s) for people taking the survey.
3. Students use their tallied responses for the Warm-Up in the next lesson.

Word Bank Definitions

Important Places and Documents

1. Document
2. National Park
3. In honor of
4. Monument
5. Memorial
6. Colonies
7. Represented
8. Amendment
9. Rights



What?
Where?
When?
Why?



What?
Where?
When?
Who?
Why?



What?
Where?
When?
Why?



What?
Where?
When?
Who?
Why?



What?
Where?
When?
Who?
Why?



What?
Where?
When?
Who?
Why?

We the People of the United States,
in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general
and our Posterity, do hereby convene and establish this Constitution for the United States of
Article I.

*Section 1. All legislative Power herein granted shall be vested in a Congress of
of Representatives.*

*Section 2. The House of Representatives shall be composed of Members chosen every
in each State shall have the Qualifications requisite for Electors of the most numerous Branch of
No Person shall be a Representative who shall not have attained to the Age of seven
and who shall not, when elected, be seven Years an Inhabitant of that State in which he shall be chosen.
Representatives and direct Taxes shall be apportioned among the several States which
Numbers, which shall be determined by adding to the whole Number of free Persons, including
not exceed, three fifths of all other Persons. The actual Enumeration shall be made within 3
and within every subsequent Term of ten Years, in such Manner as they shall by Law direct
thirty Thousand, but each State shall have at least one Representative; and until such one*

What?
Where?
When?
Who?
Why?

Congress OF THE United States
begin and held at the City of New York, on
Wednesday the fourth of March, one thousand seven hundred and eighty nine.

THE Convention of delegates from every State, holding at the close of their adoption of the Constitution, expressed a desire in order to
more, that further declaration and articles should be added, that on extending the ground of further confidence in the Government, will best secure the benefits
RESOLVED by the Senate and House of Representatives of the United States of America in Congress assembled, that
the following Articles be proposed to the Delegates of the several States, as amendments to the Constitution of the United States, all of which Articles when ratified
shall be valid to all Intents and purposes as part of the said Constitution: Viz^o
ARTICLES in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and
therein passed to the fifth Article of the original Constitution:
After the first Enumeration required by the first Article of the Constitution, there shall be one Representative for every thirty thousand, until the number shall amount
which the proportion shall be as regulated by Congress, that there shall be not less than one hundred Representatives, nor less than one Representative for
until the number of Representatives shall amount to two hundred, after which the proportion shall be as regulated by Congress, that there shall not be less than two
nor more than one Representative for every fifty thousand persons.

What?
Where?
When?
Who?
Why?



What?
Where?
When?
Why?

Yosemite National Park

Yosemite was made a national park in 1890. National parks are large areas of open land that are protected by the government. No one can build houses or office buildings on them. Yosemite is in central California, near Fresno. It has many beautiful sights, such as wildlife, large waterfalls and giant sequoia trees that are thousands of years old. There are also huge mountains, such as El Capitan, which is 3,604 feet high.

Mount Rushmore

Mount Rushmore is a mountain that is 6,000 feet high in Black Hills, South Dakota. It is famous because the faces of four great Presidents of the United States are carved into the side of the mountain. The four Presidents are George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. A man named Gutzon Borglum worked on the carving from 1927-1941.

Grand Canyon National Park

The Grand Canyon is in Arizona and the Colorado River flows through it. It is about 277 miles long. Fifty-six of those miles are in Grand Canyon National Park, which was created in 1919. Some places in the canyon are more than one mile deep. The Grand Canyon is so large that it can actually be seen from outer space.

Statue of Liberty

The Statue of Liberty is located in New York Harbor. It is on an island called Liberty Island. The statue was given to the United States by France in 1886 as a sign of the friendship between the two countries. A Frenchman named Bartholdi created it. The statue is 302 feet tall and is of a woman holding a tablet in one hand and a raised torch in the other. It was made a national monument in 1924.

Washington, D.C.

Washington, D.C. is the capital of the United States. It is between Maryland and Virginia. George Washington chose the site in 1790, hoping to please both the Northern and Southern states. There are many important buildings there, such as the White House, the Capitol Building, and the Library of Congress. There are over 300 memorials and statues there, such as the Washington Monument, the Lincoln Memorial, and the Vietnam Veterans Memorial. The building in the picture is the Capitol Building where Congress meets.

White House

The White House is the official home of the President of the United States. Every president since 1797 has lived in the White House. It wasn't called the White House at first, but was named that by President Theodore Roosevelt in 1902. The British burned the very first White House in 1814, but a new, bigger one was built after that. It is located in Washington, D.C. and it used to be visited by about 1.5 million people every year. It has been closed to public tours for security reasons since the terrorist attacks of September 11, 2001.

Declaration of Independence

The Declaration of Independence was signed on July 4, 1776. Thomas Jefferson, who would later become the third President of the United States, was the author of it. The Declaration of Independence says that the thirteen colonies of England were claiming their freedom from England. It says that all people are created equal and that everyone has the right to “life, liberty and the pursuit of happiness.” Fifty-six different representatives signed the Declaration of Independence. Many famous and respected men, such as John Adams (who would become the second President of the United States) and Benjamin Franklin, signed it.

Constitution

The Constitution is the basic law of the United States system of government. It is important also because it is the oldest written national constitution being used today. It was finished in 1787 by 55 men who met in Philadelphia. The men who wrote the Constitution wanted there to be a balance of power between the government and the rights of the people. The original Constitution has not changed, although it has been added to, with “amendments.” Twenty-seven amendments have been added to the Constitution since 1789. Three important amendments have been the 13th amendment (1865) to end slavery, the 15th amendment (1870) giving men the right to vote no matter what color they were, and the 19th amendment (1920) giving women the right to vote.

Bill of Rights

The Bill of Rights is the first ten amendments to the United States Constitution. They were added all at once in 1791. They guarantee individual rights and limit the power of the government. The first amendment is probably the best known. It gives people the right to freedom of religion, freedom of speech, and freedom of the press (newspapers, reporters, etc).

Philadelphia

Although Philadelphia is not the capital of the state of Pennsylvania, it is a very important city in United States history. It was the capital of Pennsylvania from 1683-1799, and was actually the capital of the U.S. from 1790 to 1800. The Declaration of Independence and the Constitution were created in Philadelphia. It was an important city in the fight against slavery. Philadelphia was the one of the largest and most important cities in the U.S. in the 1800s. The building in the picture is Independence Hall, where the Declaration of Independence was first read aloud to the people.

Significant Places and Documents in the United States Notes Sheet

- 1. What? _____
Where? _____
When? _____
Why? _____



- 2. What? _____
Where? _____
When? _____
Who? _____
Why? _____



- 3. What? _____
Where? _____
When? _____
Why? _____



- 4. What? _____
Where? _____
When? _____
Who? _____
Why? _____



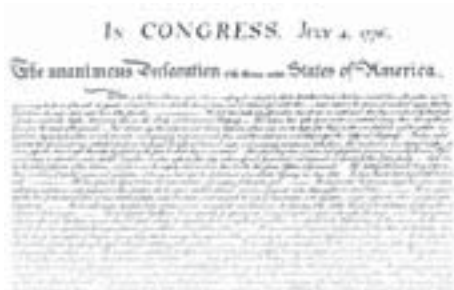
- 5. What? _____
Where? _____
When? _____
Who? _____
Why? _____



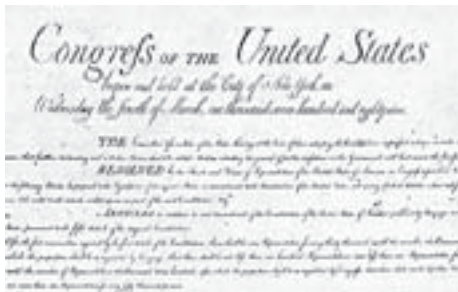
Significant Places and Documents in the United States Notes Sheet



6. What? _____
 Where? _____
 When? _____
 Who? _____
 Why? _____



7. What? _____
 Where? _____
 When? _____
 Who? _____
 Why? _____



8. What? _____
 Where? _____
 When? _____
 Who? _____
 Why? _____



9. What? _____
 Where? _____
 When? _____
 Who? _____
 Why? _____



10. What? _____
 Where? _____
 When? _____
 Why? _____

Evaluation Matching Activity

Read each sentence below. Decide what it describes. Write the letter of the correct place or document in the space next to the sentence.

1. Thomas Jefferson wrote this important document. _____
2. A huge and beautiful mountain named El Capitan is in this area. _____
3. This is the capital of the United States. _____
4. This is a group of ten amendments that were all added to the Constitution at the same time. _____
5. This was one of the most important cities in the United States in the 1800s. _____
6. This important place is in South Dakota. _____
7. This was given to the U.S. as a gift from France. _____
8. Every president has lived here since 1797. _____
9. This is the basic law of the United States system of government. _____
10. This guarantees individual rights and limits the power of the government. _____
11. This was an important city in the fight against slavery. _____
12. This beautiful place is so large it can be seen from outer space. _____
13. Four Presidents have their faces on this mountain. _____
14. This woman holds a tablet in one hand and a torch in the other. _____

- | | |
|-------------------------------|--------------------------------|
| a. Yosemite National Park | f. The White House |
| b. Statue of Liberty | g. The Constitution |
| c. Philadelphia | h. Mount Rushmore |
| d. Grand Canyon National Park | i. Declaration of Independence |
| e. Washington, D.C. | j. The Bill of Rights |

Evaluation Matching Activity

Teacher Key

Read each sentence below. Decide what it describes. Write the letter of the correct place or document in the space next to the sentence.

1. Thomas Jefferson authored this important document. i
2. A huge and beautiful mountain named El Capitan is in this area. a
3. This is the capital of the United States. e
4. This is a group of ten amendments that were all added to the Constitution at the same time. J
5. This was one of the most important cities in the United States in the 1800s. c
6. This important place is in South Dakota. h
7. This was given to the U.S. as a gift from France. b
8. Every president has lived here since 1797. f
9. This is the basic law of the United States system of government. g
10. This guarantees individual rights and limits the power of the government. J
11. This was an important city in the fight against slavery. c
12. This beautiful place is so large it can be seen from outer space. d
13. Four Presidents have their faces on this mountain. h
14. This woman holds a tablet in one hand and a torch in the other. b

- | | |
|-------------------------------|--------------------------------|
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| b. Statue of Liberty | g. The Constitution |
| c. Philadelphia | h. Mount Rushmore |
| d. Grand Canyon National Park | i. Declaration of Independence |
| e. Washington, D.C. | j. The Bill of Rights |

Important Places in the U.S. Survey

Directions to students: Ask ten different people to choose two places from the list below that they would most want to visit. Put a mark next to the two places each person chooses. After you interview all ten people, you can add up the marks next to each place to see which place is the most popular.

Yosemite National Park
Statue of Liberty
Mount Rushmore
Grand Canyon National Park
Washington D.C.
The White House
Philadelphia

Important Places in the U.S. Survey

Directions to students: Ask ten different people to choose two places from the list below that they would most want to visit. Put a mark next to the two places each person chooses. After you interview all ten people, you can add up the marks next to each place to see which place is the most popular.

Yosemite National Park
Statue of Liberty
Mount Rushmore
Grand Canyon National Park
Washington D.C.
The White House
Philadelphia

Lesson 3 George Washington

Level: Beginning High

Lesson Objective

At the conclusion of the lesson the students will be able to identify a picture of George Washington and explain some details about his importance in United States history.

Materials needed

1. Class set of United States Map (1j).
2. Class set of Word Bank Definitions Sheet (3a).
3. Picture of George Washington (3b).
4. Overhead and class set of George Washington Reading (3c).
5. Picture of Washington Monument (3d).
6. EL Civics Unit Tracking Sheet.

Suggestion: Have various books from the library available about George Washington and/ or the American Revolution for students to browse on their own during break time. The best books for this level would be those with a lot of pictures.

Language Skills Focus

Vocabulary, reading and writing.

Teaching Strategies Used

Whole group instruction, pair work, and small group work.

Warm-Up/ Review

1. Pass out clean United States Map (1j) to each student.
2. Have students work in pairs or groups of three to plot out the top five places people they interviewed wanted to go.
3. After they plot these out, ask for volunteers to share their group's results and teacher plots them out on the overhead.

Introduction

Explain to students that in their last lessons they learned how to talk about U.S. geography. In the next four lessons they will learn how to talk about some important people in U.S. history.

Presentation

Word Bank

plantation	independence	inherit	brave
countrymen	commander	elected	

1. Write Word Bank on a sideboard or butcher paper. Pass out Word Bank Definitions Sheet (3a). Go over vocabulary with students and have them repeat after you.
2. Show students a picture of George Washington (3b). Give students the opportunity to tell you what they already know about him, including answering the initial question of, "Who's this?" Write all information that students give on the board under a column marked, "Know."
3. Then ask students if they have any questions about this person. What do they want to know? Write all their responses on the board under a column marked, "Want to Know." ***During this whole know and want to know time, teacher should refrain from making any comments to confirm or refute anything students say.***
4. Leave all information on the board during the lesson.
5. Pass out the George Washington Reading (3c). Students first read the piece on their own. Teacher then reads it aloud, clarifying any

unfamiliar vocabulary, especially words included in the vocabulary bank. Then students volunteer to read aloud.

6. Be sure to show picture of the Washington Monument (3d), as it is referred to in the reading.

Practice

1. After reading, students work in small groups of three or four to go over the information that students came up with at the beginning of the class about George Washington. Was their information accurate? Did they learn what they wanted to know?
2. In groups, students record in sentence form three new pieces of information they learned in today's lesson. Remind them that they will most likely be using past tense in their sentences because Washington lived in the past.
3. Call class together and ask each group to share one of their sentences. Write it on the board or ask students to write their own sentence on the board.
4. As a class, go over the sentences together, checking for correct information and correct English.



Evaluation

1. Show students the picture of George Washington (3b) again. Have them answer in complete sentences the five “W” questions: who, what, where, when, why.
 - a. Who is this?
 - b. What is one important thing he did?
 - c. Where did he live? (state)
 - d. When did he live? (exact dates aren’t necessary, just general time period, perhaps even mentioning that he lived around the time of the Revolutionary War)
 - e. Why is he remembered today?
2. They only need to write one sentence when answering each of the above questions. But sentences should be proper sentences, not one-word answers or fragments. Students can use their notes, including the reading they did earlier in the lesson.
3. Show students the Washington Monument (3d). Have them write a complete sentence in answer to the following three questions?
 - a. What is this?
 - b. Who is it named after?
 - c. Where is it?
4. Teacher collects papers to check understanding and give students feedback on their sentences. Students can use this to help them study for the final assessment at the end of the unit.
5. Record results on EL Civics Unit Tracking Sheet.



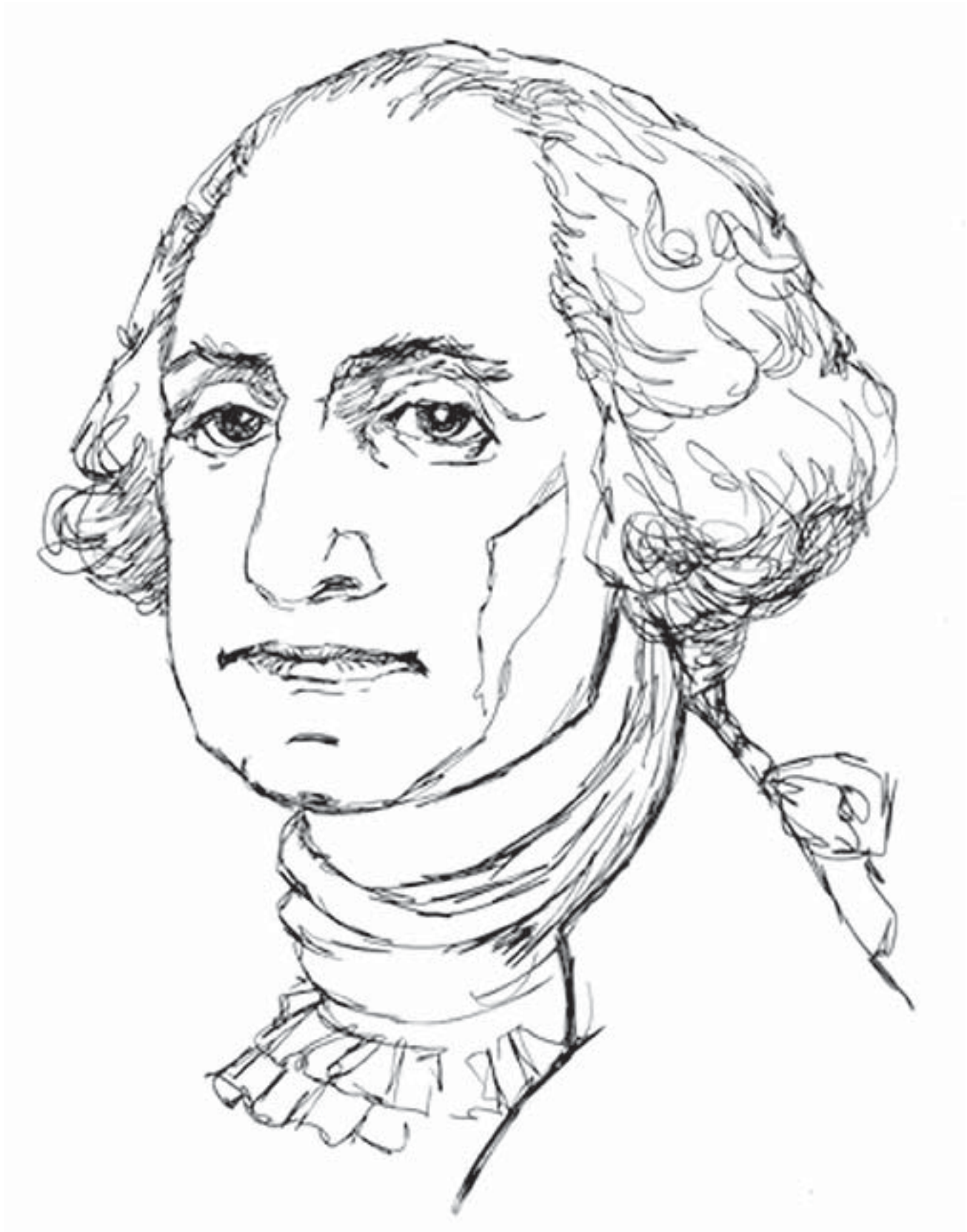
Application

There are two types of United States currency that have George Washington’s picture on them. What are they? Students must find out and bring the information to class. Encourage students who know this information already to keep it to themselves so others can discover it on their own.

Word Bank Definitions

George Washington

1. Plantation
2. Inherit
3. Brave
4. Elected
5. Independence
6. Commander
7. Countrymen



George Washington



George Washington was born on February 22, 1732. He was the first President of the United States. Americans know him as the “father of our country.”

George Washington grew up on the family plantation in Virginia. He learned about farming and managing the estate from his father. When his parents died, he inherited the plantation. He was a good farmer and a successful manager.

Washington joined the army during the French and Indian War. He was a strong and brave leader. After the war, he was elected to the Continental Congress, which was the political leadership in the colonies at the time.

At that time, the United States was not a country of its own. It wasn't called the United States. It was called “The Colonies of England.” Washington believed strongly in independence. He believed that the colonies should be free from England's rule. He was made commander for the Continental Army in 1775 in the Revolutionary War, which was also called the War of Independence, from 1775-1781.

Washington was a great commander in many important battles, including the Battle of Yorktown in 1781. That was the battle that ended the war.

Washington helped to write the United States Constitution for the new, free country. He was elected President of the United States in 1789. Washington State, Washington, D.C., and the Washington Monument in Washington, D.C. were all named after George Washington. Although the construction of the White House was started during Washington's lifetime, he is the only United States President who never lived there.

George Washington died of a throat infection in December 1799. Americans said that George Washington was “first in war, first in peace, and first in the hearts of his countrymen.”



Washington Monument



Lesson 4 Abraham Lincoln

Level: Beginning High

Lesson Objective

At the conclusion of the lesson the students will be able to identify a picture of Abraham Lincoln and briefly discuss his role in United States history.

Materials needed

1. Overhead of George Washington Quiz (4a).
2. Picture of George Washington (3a).
3. Class set of Word Bank Definitions Sheet (4b).
4. Picture of Abraham Lincoln (4c).
5. Overhead and class set of Abraham Lincoln Reading (4d).
6. Picture of Lincoln Memorial (4e).
7. Bingo Cards (4f-4j), enough for each student to have one, there are five different versions.
8. Washington Bingo Markers (4k), enough for all students to have some, copied on yellow paper.
9. Lincoln Bingo Markers (4l), enough for all students to have some, copied on blue paper.
10. President Facts List (4m), cut into pieces and put in a container.
11. EL Civics Unit Tracking Sheet.

Suggestion: Have various books from the library available about Abraham Lincoln and/ or the Civil War for students to browse on their own during break time. The best books for this level would be those with a lot of pictures.

Language Skills Focus

Vocabulary, listening, reading, and writing.

Teaching Strategies Used

Whole group instruction and small group work.

Warm-Up/ Review

1. Put the George Washington Quiz (4a) on the overhead. Have students answer true or false on their own paper.
2. Go over the quiz as a class.
3. Be sure to show the picture of George Washington (3a) again.

Introduction

Tell students that in the last lesson they learned about the first President of the United States. Today they will learn about another very well known and important President, Abraham Lincoln.

Presentation

Word Bank

log cabin	carpenter	candlelight	democracy
congressman	Emancipation Proclamation	slavery	

1. Write the Word Bank on a sideboard or butcher paper. Pass out Word Bank Definitions Sheet (4b) and go over vocabulary with class. Have students repeat after you.
2. Show students a picture of Abraham Lincoln (4c). Give students the opportunity to tell you what they already know about him, including answering the initial question of, "Who's this?" Write all information that students give on the board under a column marked, "Know."
3. Then ask students if they have any questions about this person. What do they want to know? Write all their responses on the board under a column marked, "What to Know." ***During this whole know and want to know time, teacher should refrain from making any comments to confirm or refute anything students say.***
4. Leave all information on the board during the lesson.
5. Pass out the Abraham Lincoln Reading (4d). Students first read the piece on their own. Teacher then reads it aloud, clarifying any unfamiliar vocabulary, especially words included in the Word Bank. Then students volunteer to read aloud.
6. Be sure to show the picture of the Lincoln Memorial (4e).

Practice

1. After reading, students work in small groups of three or four to go over the information that students came up with at the beginning of the class about Abraham Lincoln. Was their information accurate? Did they learn what they wanted to know?
2. In groups, students record in sentence form three new pieces of information they learned in today's lesson. Remind them that they will most likely be using past tense in their sentences because Lincoln lived in the past.
3. Call class together and ask each group to share one of their sentences, writing it on the board.
4. As a class, go over the sentences together, checking for correct information and correct English.

Evaluation

1. Show students the picture of Abraham Lincoln (4c) again. Have them answer in complete sentences the five "W" questions: who, what, where, when, why.
 - a. Who is this?
 - b. What is one important thing he did?
 - c. Where did he live? (state)
 - d. When did he live? (exact dates aren't necessary, just general time period, perhaps even mentioning that he lived around the time of the Civil War)
 - e. Why is he remembered today?
2. They only need to write one sentence when answering each of the above questions. But sentences should be proper sentences, not one-word answers or fragments. Students can use their notes, including the reading they did earlier in the lesson.
3. Show students the Lincoln Memorial (4e). Have them write a complete sentence in answer to the following three questions?
 - a. What is this?
 - b. Who is it named after?
 - c. Where is it?
4. Teacher collects papers to check understanding and give students feedback on their sentences. Students can use this to help them study for the final assessment at the end of the unit.
5. Record results on EL Civics Unit Tracking Sheet.

Practice 2 (bingo game)

1. Pass out Bingo Cards (4f-4j), one to each student. Try not to give the same card to students sitting next to each other. You may want to color-code the cards themselves to help with this.
2. Pass out Washington and Lincoln Bingo Markers (4k-4l), which are also color-coded.
3. Call out facts from the President Facts List (4m) and students cover the fact on their bingo sheet with the picture of the president that it describes. Students need only to have five squares in a row covered to have bingo. They do not need to be covered with the same president.
4. Students can trade cards with someone next to them and play the game again. This can be done as many times as the teacher feels is effective for learning.

Evaluation

After several rounds of bingo, evaluate students by reading a fact aloud. Students hold up one of their bingo markers to show who the fact describes. For example, if you say, "He was the first President of the United States," students would hold up one of their Washington Bingo Markers. Because these markers are color-coded, student responses can easily be checked for accuracy just by looking for the correct color. Record student accuracy of student responses on the EL Civics Unit Tracking Sheet.

Application

For homework, students write a small paragraph about a famous leader from their home country. The leader can be known for good or bad reasons, but be sure to tell students that they will share this writing with their classmates.

1. Have them concentrate on the five "W" questions as they did in the Washington lesson:
 - a. Who is this?
 - b. What is one important thing s/he did?
 - c. Where did s/he live? (state or province and country)
 - d. When did s/he live? (exact dates aren't necessary, just general time period)
 - e. Why is s/he remembered today?
2. Students use this in the next lesson for the Warm-Up section of the lesson. The teacher may choose to collect these to be sure students don't lose them before the next EL Civics lesson.

George Washington Quiz

Are these statements true or false? Write your answer next to the statement.

George Washington...

1. ... is often called the "father of our country" because he had a lot of children.

2. ... was a farmer before he became President. _____
3. ... believed the colonies should have independence from England. _____
4. ... helped to write the Constitution of the United States. _____
5. ... was a commander in the army during the Civil War. _____
6. ... was elected President of the United States in 1889. _____
7. ... was the first President of the United States. _____
8. ... is the man that Washington, D.C. was named for. _____
9. ... lived in the White House for many years. _____
10. ... is on the ten dollar bill. _____

Word Bank Definitions

Abraham Lincoln

1. Log cabin
2. Carpenter
3. Candlelight
4. Congressman
5. Slavery
6. Democracy
7. Emancipation Proclamation



Abraham Lincoln



Abraham Lincoln was born February 12, 1809 in Kentucky. He was the 16th President of the United States. He is one of the most famous and respected Presidents in U.S. history.

Abraham Lincoln was born in a log cabin and was very poor. His mother died when he was nine years old. His father was a farmer and a carpenter so Lincoln learned a lot about those occupations, but he wanted to learn more. He walked miles to borrow books, and he read them by candlelight. He taught himself what he wanted to know.

Lincoln studied and became a lawyer. He was a very good lawyer. As an adult he lived in Illinois. The people of Illinois elected him to be a United States Congressman. Lincoln became famous because he argued against slavery. He didn't think that it was right for people to own other people.

In 1860, Lincoln won the election for President of the United States. Soon after he was elected, the Civil War started. This was a war between the states in the southern part of the United States and the states in the northern part. The southern states didn't want to be part of the United States anymore. They wanted to be their own country and have slavery. Lincoln wanted to keep the country unified. He was a good leader during the war. The war lasted from 1861-1865 and the North won.

Lincoln signed the Emancipation Proclamation in 1862. This declaration freed the slaves. Lincoln tried hard to keep the country united, and to keep a democracy. He believed in a government "of the people, by the people and for the people."

Abraham Lincoln was re-elected in 1864, but was shot on April 14, 1865, while he was President. He died on April 15. The city of Lincoln, Nebraska and the Lincoln Memorial in Washington, D.C. were named after him. Americans remember him as a great man.



Lincoln Memorial



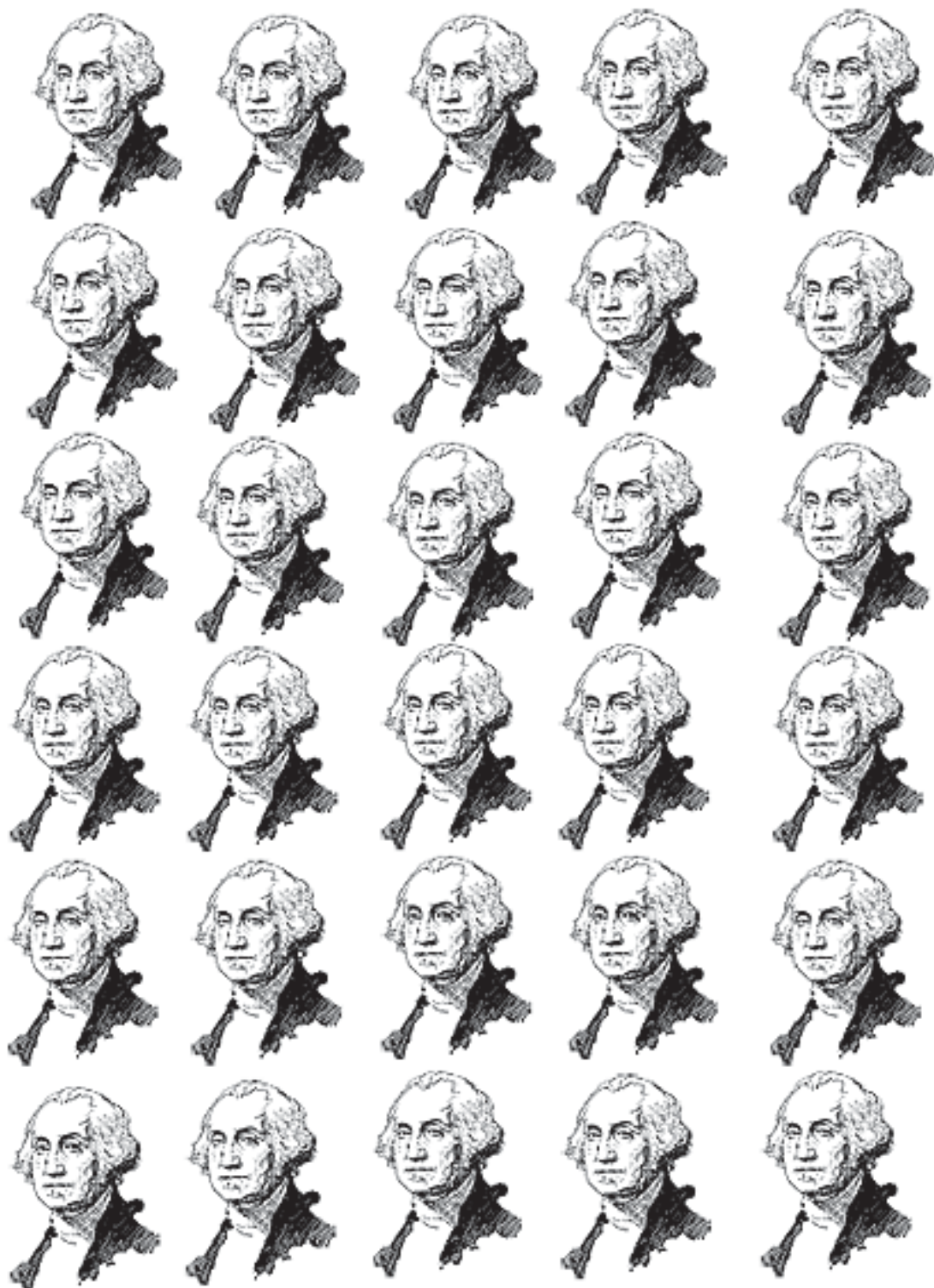
<p>He was the first President of the United States, elected in 1789.</p>	<p>He taught himself many things by reading books.</p>	<p>his President helped to keep the United States united as one country.</p>	<p>He signed the Emancipation Proclamation to free the slaves.</p>	<p>He believed in a government "of the people, by the people, and for the people."</p>
<p>He was President during the American Civil War, elected in 1860.</p>	<p>The Lincoln Memorial was made to honor him.</p>	<p>He was the sixteenth President of the United States.</p>	<p>He was shot and killed while he was still President.</p>	<p>He is called the "Father of our Country."</p>
<p>People said, "He was first in war, first in peace and first in the hearts of his countrymen."</p>	<p>He fought in the American Revolution, also called the War for Independence.</p>	<p>Washington, D.C. was named after him.</p>	<p>Before he was President, he was a lawyer.</p>	<p>He helped to write the United States Constitution.</p>
<p>He was a commander in many important battles, including the Battle of Yorktown, which ended the American Revolution.</p>	<p>He appears on the quarter and the dollar bill.</p>	<p>He died of old age.</p>	<p>He was born in a log cabin.</p>	<p>Before he was President, he was a farmer and a soldier.</p>

<p>This President helped the Colonies of England gain freedom and become the United States.</p>	<p>He signed the Emancipation Proclamation to free the slaves.</p>	<p>He was a commander in many important battles, including the Battle of Yorktown, which ended the American Revolution.</p>	<p>He believed in a government "of the people, by the people, and for the people."</p>	<p>This President helped to keep the United States together as one country.</p>
<p>Before he was President, he was a farmer and a soldier.</p>	<p>He was the sixteenth President of the United States.</p>	<p>He was the first President of the United States, elected in 1789.</p>	<p>Someone once said of him that, "He was first in war, first in peace and first in the hearts of his countrymen."</p>	<p>He was President during the American Civil War, elected in 1860.</p>
<p>Washington Monument (picture)</p>	<p>Washington, D.C. was named after him.</p>	<p>He walked miles to borrow books and then read them by candlelight.</p>	<p>He appears on the quarter and the dollar bill.</p>	<p>The Lincoln Memorial was made to honor him.</p>
<p>Americans call him the "Father of our Country."</p>	<p>He helped to write the United States Constitution.</p>	<p>He was born in a log cabin.</p>	<p>Lincoln Memorial (picture)</p>	<p>He was shot and killed while he was still President.</p>

He died of an infection.	He was shot and killed while he was President.	He believed in a government "of the people, by the people, and for the people."	Before he was President, he was a lawyer.	The Lincoln Memorial was made to honor him.
This President helped the Colonies of England gain freedom and become the United States.	He was born in a log cabin.	He fought in the American Revolution, also called the War for Independence.	He walked miles to borrow books and then read them by candlelight.	He was the first President of the United States, elected in 1789.
He appears on the quarter and the dollar bill.	Washington Monument (picture)	He taught himself many things by reading books.	People said, "He was first in war, first in peace and first in the hearts of his country-men."	Lincoln Memorial (picture)
He was a commander in many important battles, including the Battle of Yorktown, which ended the American Revolution.	He was the sixteenth President of the United States.	He is called the "Father of our Country."	He helped to write the United States Constitution.	This President helped to keep the United States united as one country.

<p>He believed in a government "of the people, by the people, and for the people."</p>	<p>He walked miles to borrow books and then read them by candlelight.</p>	<p>Before he was President, he was a lawyer.</p>	<p>He died of an infection.</p>	<p>He appears on the quarter and the dollar bill.</p>
<p>Washington, D.C. was named after him.</p>	<p>He was the sixteenth President of the United States.</p>	<p>He is called the "Father of our Country."</p>	<p>The Lincoln Memorial was made to honor him.</p>	<p>He fought in the American Revolution, also called the War for Independence.</p>
<p>He was a commander in many important battles, including the Battle of Yorktown, which ended the American Revolution.</p>	<p>He was born in a log cabin.</p>	<p>This President helped to keep the United States united as one country.</p>	<p>He signed the Emancipation Proclamation to free the slaves.</p>	<p>This President helped the Colonies of England gain freedom and become the United States.</p>
<p>He was President during the American Civil War, elected in 1860.</p>	<p>He was the first President of the United States, elected in 1789.</p>	<p>He taught himself many things by reading books</p>	<p>Before he was President, he was a farmer and a soldier.</p>	<p>He helped to write the United States Constitution.</p>

Washington, D.C. was named after him.	Lincoln Memorial (picture)	He was the first President of the United States, elected in 1789.	He was President during the American Civil War, elected in 1860.	This President helped the Colonies of England gain freedom and become the United States.
He died of an infection.	This President helped to keep the United States united as one country.	Washington Monument (picture)	He helped to write the United States Constitution.	He taught himself many things by reading books.
He walked miles to borrow books and then read them by candlelight.	Before he was President, he was a lawyer.	Before he was President, he was a farmer and a soldier.	The Lincoln Memorial was made to honor him.	He fought in the American Revolution, also called the War for Independence.
He was a commander in many important battles, including the Battle of Yorktown, which ended the American Revolution.	He signed the Emancipation Proclamation to free the slaves.	He was shot and killed while he was President.	He was the sixteenth President of the United States.	Someone once said of him that, "He was first in war, first in peace and first in the hearts of his countrymen."





President Facts List

George Washington

1. He was the first President of the United States, elected in 1789.
2. He fought in the American Revolution, also called the War for Independence.
3. He died of an infection.
4. Washington, D.C. was named after him.
5. Before he was President, he was a farmer and a soldier.
6. He appears on the quarter and the dollar bill.
7. He is called the "Father of our Country."
8. Someone once said of him that, "He was first in war, first in peace and first in the hearts of his countrymen."
9. He was a commander in many important battles, including the Battle of Yorktown, which ended the American Revolution.
10. He helped to write the United States Constitution.
11. This President helped the Colonies of England gain freedom and become the United States.
12. Washington Monument (show picture)

Abraham Lincoln

1. He was the sixteenth President of the United States.
2. Before he was President, he was a lawyer.
3. He taught himself many things by reading books.
4. He signed the Emancipation Proclamation to free the slaves.
5. He was President during the American Civil War, elected in 1860.
6. He was born in a log cabin.
7. He believed in a government "of the people, by the people, and for the people."
8. He was shot and killed while he was still President.
9. This President helped to keep the United States together as one country.
10. The Lincoln Memorial was made to honor him.
11. He walked miles to borrow books and then read them by candlelight.
12. Lincoln Memorial (show picture)

Lesson 5 Harriet Tubman

Level: Beginning High

Lesson Objective

At the conclusion of the lesson the students will be able to identify Harriet Tubman and briefly explain her significance in United States history.

Materials needed

1. Picture of Abraham Lincoln (4b).
2. Picture of Harriet Tubman (5a).
3. Class set of Word Bank Definitions Sheet (5b).
4. Overhead of Civil War Map (5c).
5. Biography about Harriet Tubman (not provided) at about a third to fifth grade reading level. Try to choose one with clear and interesting pictures. Some suggestions that should be available from your local library are:
 - a. A Picture Book of Harriet Tubman, by David A. Adler
 - b. Harriet Tubman by John Rowley
 - c. Harriet Tubman: A Photo-Illustrated Biography, by Margo McLoone
 - d. Harriet Tubman, by Judith Bentley
6. Overhead of Route to Freedom Map (5d).
7. Fill in the Blank Sentence Strip (5e), cut into strips, enough for each student to have one.
8. Class set of Questions about Harriet Tubman (5f).
9. EL Civics Unit Tracking Sheet.

Language Skills Focus

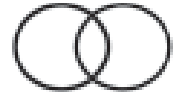
Listening and writing.

Teaching Strategies Used

Small group work and whole group instruction.

Warm-Up/ Review

1. Students form groups of four (preferably mixed country groups if possible) to share about the leader they chose to write about for their last EL Civics lesson homework. As a group, they need to decide on one famous leader from their group to tell the whole class about.
2. Call class back together and groups share information about their chosen famous leader with the class. Ask clarifying questions if necessary and encourage other students to ask questions or give further information if they have it.
3. As a class, choose one leader from another country and create a Venn diagram comparing that leader and Abraham Lincoln. This will serve as a review of the information they learned about Lincoln in the last lesson. Be sure to show class the picture of Abraham Lincoln (4b) again during this time.



Introduction

Tell students that another very important person lived at the same time as Abraham Lincoln. At the time, she wasn't as famous as Lincoln, but she has turned out to be almost as important when it came to freeing slaves. Her name was Harriet Tubman. Show students her picture (5a). Keep her picture displayed throughout the lesson.

Presentation

Word Bank

escape	abolitionist	freedom
whipped	Underground Railroad	slavery

1. Put Word Bank on the sideboard or butcher paper. * *Add to the list as needed, depending on the book you choose to read to your class. Try to keep the list to about ten words.* Pass out Word Bank Definitions Sheet (5b). Go over vocabulary with students, having them repeat after you.
2. Remind students of the information they learned about the Civil War when they learned about Abraham Lincoln. Ask some review questions, such as "Why was the Civil War fought?" or "Do you remember what years the Civil War was fought?" or "Who fought in the Civil War? What

were the two sides?" This should bring out slavery and the division it caused between the northern and southern states.

3. Put the Civil War Map (5c) on the overhead. Note to students which states were slave states and which were not. Leave the map up for much of the lesson, referring to it when necessary. Be sure to explain the term "abolitionist" at this point.
4. Tell students that even before the Civil War, Harriet Tubman was fighting to free slaves by secretly bringing small groups of slaves to freedom in the Northern States and Canada.
5. Read a biographical easy-reading book about Harriet Tubman to the students. Some book suggestions are made under the Materials section; however, use whichever book you prefer. There are many to choose from at your local library. As you read, be sure to stop and explain any unfamiliar vocabulary, especially those words that are in the Word Bank.
6. Show students the Routes to Freedom Map (5d) to help them visualize the possible route Harriet Tubman took.

Practice

1. Give each student a Fill in the Blank Sentence Strip (5e). Have students read their sentence and be sure they understand it. Multiple students will have the same strip. That's okay. Just try not to have two people with the same strip next to each other.
2. Read the story again and have the students listen for the specific information they need to complete their sentence. They should write the information in the blank on the strip. Tell them not to worry about spelling at this point. If this is very difficult for students, you may need to read the story or portions of the story more than once.
3. Pass out the Questions about Harriet Tubman (5f). Have students mill about to find the answers to the questions. They should have at least one answer (from their own sentence strip) and they should be able to get all the other answers from other students in the class. Make sure they understand that this is an speaking activity. They need to ask for and give

Notes

information orally, not just let people copy their answers.

4. Once students have had a chance to complete their Harriet Tubman sheet, go over the answers as a class.

Evaluation

Teacher writes the following on the board:

Harriet Tubman is an important person in United States history because

- 1.
- 2.

Students complete the above on their own paper. Teacher collects to check understanding. If students have a lot of trouble with this, you may need to help them with the first reason. Record results on the EL Civics Unit Tracking Sheet.

Application

Harriet Tubman was not a political or military leader. She was a regular person who was brave enough to fight against a situation that she thought was wrong. She helped a lot of people by doing so. Talk with students about this and have them think of a person from their home country who is/ was like Harriet Tubman in this way. They can think of someone from history, or someone from their own lives.

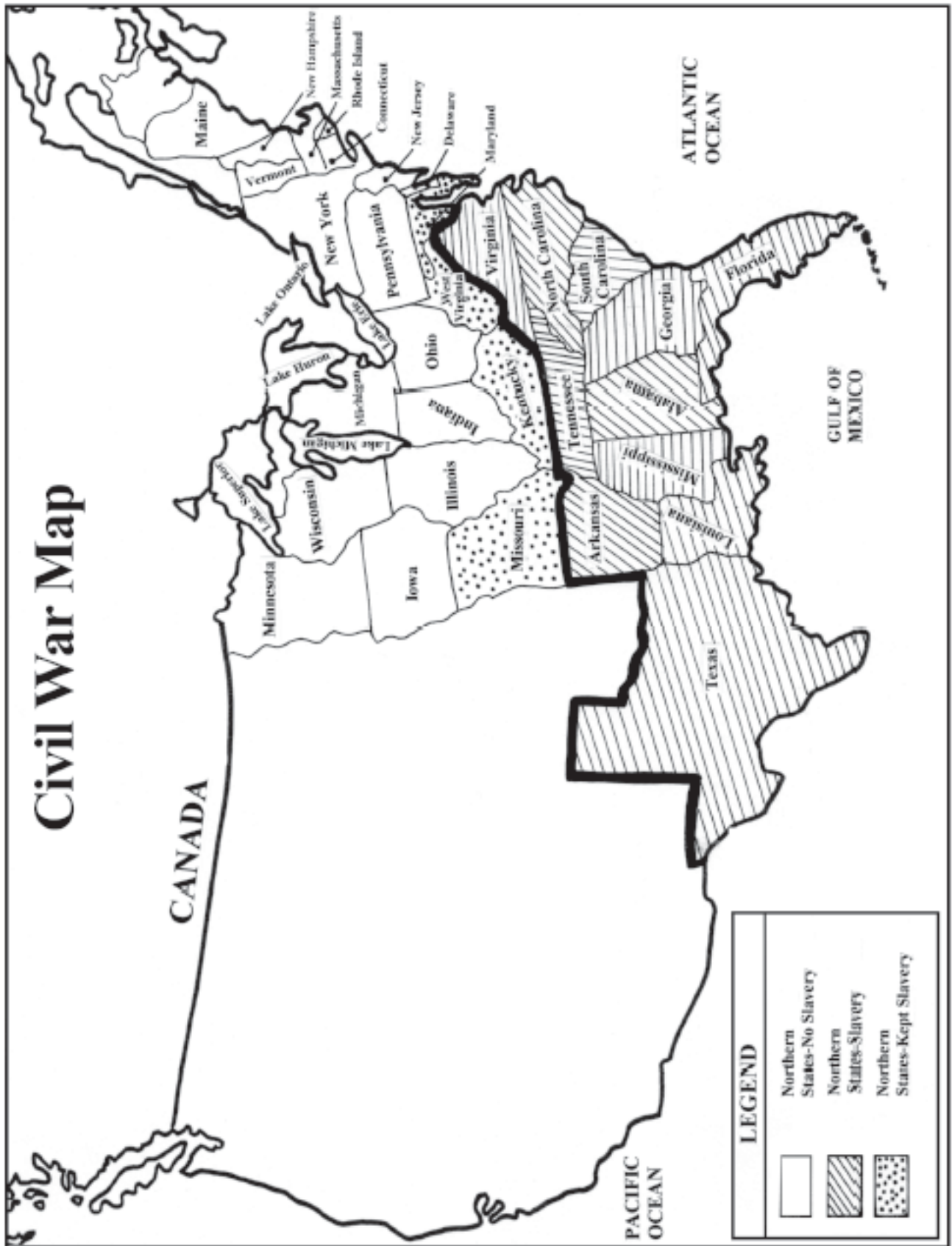
1. Have students write down the name of the person they are thinking of on their own paper.
2. Have them write a little about how this person is/ was like Harriet Tubman. Give them enough time to use a translation dictionary in order to find the correct vocabulary to talk about this person. At this point, students do not need to use complete sentences.
3. Break the class into groups of four and have students share with one another the person they wrote about and what makes this person like Harriet Tubman.
4. For homework, students need to write three to five proper sentences about their chosen person. These sentences should reflect the correct tense (probably past, even if the person is still living since they'll be talking about what the person did) and should include a brief explanation of how this person is like Harriet Tubman.
5. Collect homework from students, make corrections, then give them back in time for the Warm-up activity of the next EL Civics lesson.



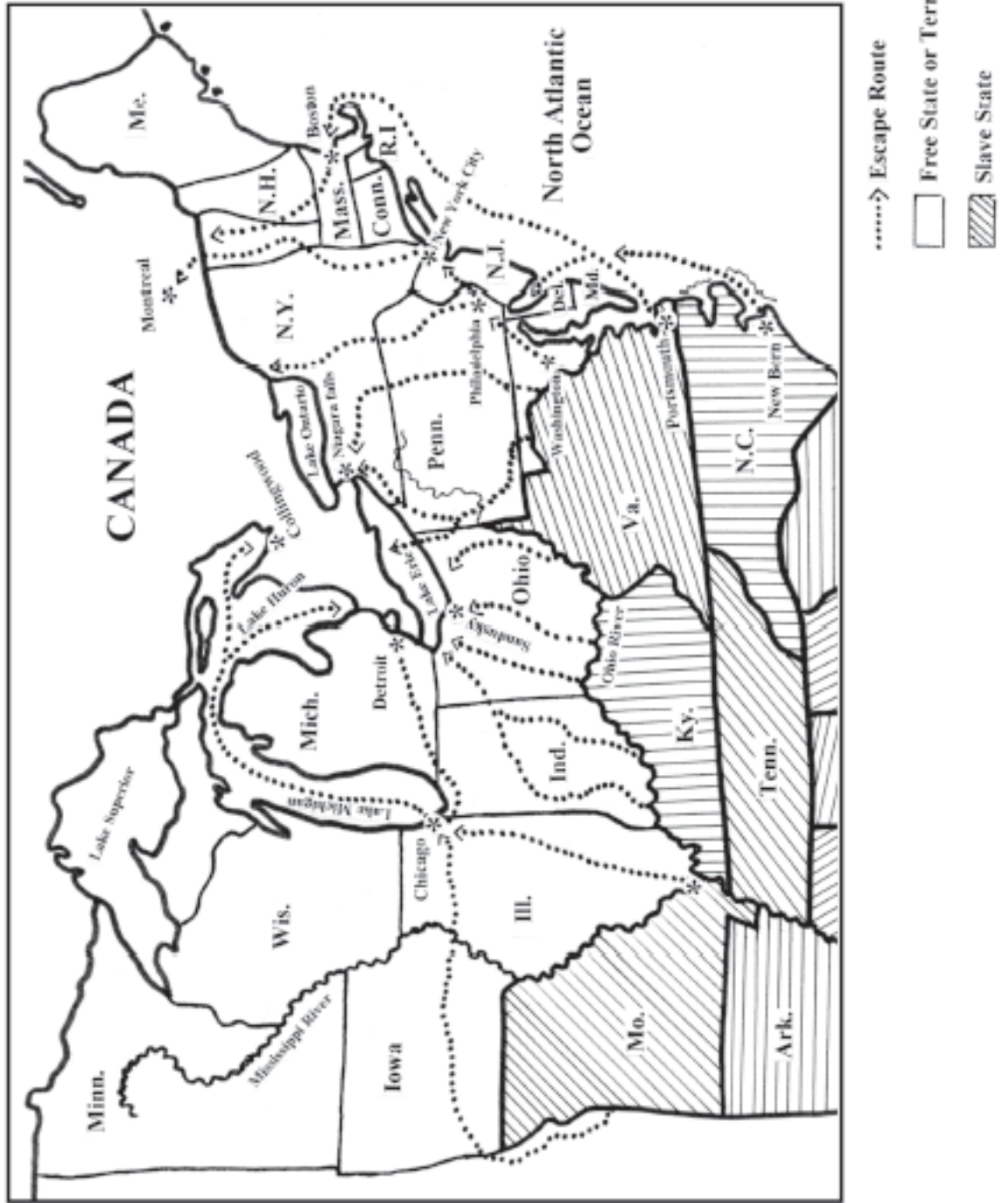
Word Bank Definitions

Harriet Tubman

1. Escape
2. Slavery
3. Abolitionist
4. Underground Railroad
5. Freedom
6. Whipped



Routes to Freedom Map



Fill in the Blank Sentence Strips

Cut out and give one strip to each student.

Harriet Tubman was born in the state of _____.

She lived on a _____ with her family.

Harriet and her family were all _____, owned by one man.

She never went to school, but worked in the _____ all day.

Once, when Harriet was trying to _____ another slave from being hurt, her owner threw something heavy at her and hit her in the head.

When she was twenty-eight years old, she _____ to a state where people didn't have slaves.

Harriet returned to Maryland _____ times.

She helped 300 slaves escape to freedom through the _____.

During the _____, from 1861-1865, Harriet helped the North (which was fighting to free slaves) by being a spy and a nurse.

Harriet died at the age of _____. Even though she never knew how to read and write, she told her story to Sarah Bradford who wrote Harriet's life story, called *Harriet Tubman, the _____ of Her People*.

Questions about Harriet Tubman

You have the answer to one of these questions already. Get the rest of the answers from other students in the class. **YOU MAY NOT JUST COPY. YOU NEED TO SPEAK!** For example, ask, “Do you have the answer for number one?” Use the Word Bank to make sure you spell answers correctly.

1. Harriet Tubman was born in the state of _____.
2. She lived on a _____ with her family.
3. Harriet and her family were all _____, owned by one man.
4. She never went to school, but worked in the _____ all day.
5. Once, when Harriet was trying to _____ another slave from being hurt, her owner threw something heavy at her and hit her in the head.
6. When she was twenty-eight years old, she _____ to a state where people didn't have slaves.
7. Harriet returned to Maryland _____ times.
8. She helped 300 slaves escape to freedom through the _____.
9. During the _____, from 1861-1865, Harriet helped the North (which was fighting to free slaves) by being a spy and a nurse.
10. Harriet died at the age of _____. Even though she never knew how to read and write, she told her story to Sarah Bradford who wrote Harriet's life story, called *Harriet Tubman, the _____ of Her People*.

Word Bank

fields	Civil War	Moses	plantation
escaped	Underground Railroad	Ninety-three	
protect	slaves	nineteen	Maryland

Lesson 6

Martin Luther King, Jr.

Level: Beginning High

Lesson Objective

At the conclusion of the lesson the students will be able to identify Martin Luther King, Jr. and briefly explain his significance in United States history.

Materials needed

1. Class set of Word Bank Definitions Sheet (6a).
2. Picture of Martin Luther King, Jr. (6b).
3. Overhead transparency of Segregated Drinking Fountain Picture (6c).
4. Vocabulary Check Matching Activity (6d), cut into strips.
5. Overhead of The Ideas of Martin Luther King, Jr. (6e).
6. Overhead and class set of Martin Luther King, Jr. Reading (6f).
7. Class set of Reading Questions (6g).
8. *Optional: A video of King's "I have a Dream" speech or an audiotape of the speech. (A video is preferred because of the visual and auditory aid it provides. A good resource for this is "In Remembrance of Martin," a PBS Video. It has most of the speech and should be available through the district resource office or the local library).*
9. EL Civics Unit Tracking Sheet.

Language Skills Focus

Listening, speaking, reading, and writing.

Teaching Strategies Used

Whole group instruction and small group work.

Warm-Up/ Review

1. Show students the picture of Harriet Tubman (5a). Ask them to tell you all they can remember about her from the last lesson. Write their answers on the board in complete sentences.
2. Pass out students' homework descriptions from the last EL Civics lesson of someone from their home country who is like Harriet Tubman.
3. Have them re-write their sentences, incorporating your corrections.
4. Students work in pairs, reading their sentences aloud to their partner.
5. Ask for student volunteers to share their sentences with the class.

Introduction

1. Write, "I have a dream..." on the board. Ask students what it means to "have a dream." Field student responses, write on board.
2. Explain that this is an expression we use when we have a wish or a hope for the future. For example, I have a dream that someday I will go to Italy. Or, I have a dream that someday all my family will live near me.
3. You may be able to make a tie-in to students' dreams when they came to the United States.
4. Tell students that today they will learn about an important man in the history of the United States. He also had a dream. *His dream was that someday people of every color would be treated equally.* Write this on the board so students can see it. Take time to explain words like "treated" and "equally."

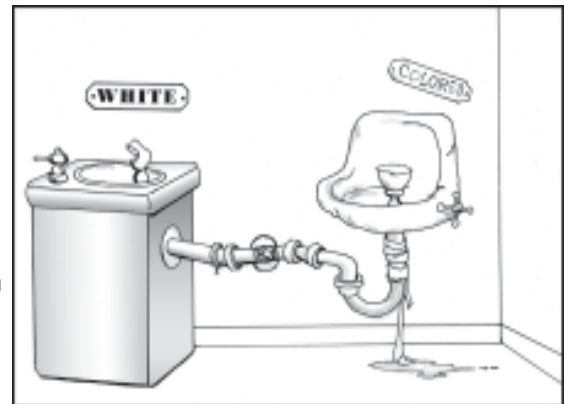
Presentation

Word Bank

segregation	discrimination	civil rights	protest	race
peaceful	"separate but equal"	boycott	non-violent	

1. Put the Word Bank on a sideboard or a piece of butcher paper. Pass out the Word Bank Definitions Sheets (6a). Go over vocabulary with students, having them repeat after you.
2. Show the Picture of Martin Luther King, Jr. (6b). Introduce him to the class, writing the important 5 W's on the board. Students should take notes on the following:

- a. Who is he? Martin Luther King, Jr.
 - b. What did he do that was important? He fought peacefully for all people to be treated equally, no matter what the color of their skin.
 - c. When did he do this? In the 1950s and 1960s.
 - d. Where did he do this? All over the United States, but mainly in the South.
 - e. Why do we remember him? He was only one person, but society changed a lot because of what he said and did.
3. Set the scene for students. Tell them it is 1950 (write this on the board). Divide the class in half, just by seating arrangement. Tell one half of the class that they are white and the other half of the class that they are non-white (African-American, Hispanic, Asian, anything but white, which they probably are).
 4. Explain that at this time in history, something called “separate but equal” was in effect. Write this on the board and explain that the phrase meant that it was okay to separate people by their race. The idea was that they would be separate, but their lives would be the same. This didn’t happen in reality.
 5. Put the Segregation of Drinking Fountain Pictures (6c) on the overhead. Cover the “colored” drinking fountain and tell the “whites” in your class that in 1950, they had their own drinking fountain, pointing to the nice clean fountain.
 6. Then tell the “non-whites” that they also have their own drinking fountain, and uncover the picture of their dilapidated fountain. Ask students, “This is separate. But is this equal? Is this the same?”
 7. Explain that separation of people based on color is called “segregation.” There were segregated schools, buses, stores, everything. And everything for non-whites was not as good as the things for white people. Give example of buses, where different races could ride on the same bus, but white people sat in front and everyone else sat in the back. Plus, if there weren’t enough seats and a white person needed a seat, a non-white person had to give up their seat for the white person. This is called “discrimination,” when people are not treated well because of their race or gender or religion.



Practice

1. Have students do the Vocabulary Check Matching Activity (6d), giving a word or definition to each student. More than one person will have the same word, but only one person will have the definition. Students must mill about the classroom, finding the people with the definition that matches their word.
2. Once students have had the chance to find the person with their definition, they should sit together. Remember, although only one person has a definition, multiple people will have the word, so you may end up with a group of four or five sitting together at the end of this activity. That's okay.
3. Ask the student with the definition to read the definition aloud. The other students in the group with the word need to say the word, in unison, if possible. Otherwise, have a volunteer from the group say the word.

Presentation

1. Now that students know the vocabulary to talk about the problems Martin Luther King, Jr. was fighting, they need to know what he did.
2. Display The Ideas of Martin Luther King, Jr. (6e) on the overhead, being sure to take time to explain each point and especially the Word Bank vocabulary.
 - a. All people should be equal, no matter what color they are.
 - b. Non-white people need to do something to help themselves have a better life.
 - c. They need to fight in a non-violent way through peaceful protests.
 - d. Equality for everyone will make the United States a stronger nation.
3. Take the time here to have students brainstorm ways to protest peacefully. Explain boycotts, giving the example of the Montgomery Bus Boycott that was sparked by Rosa Parks refusing to give up her seat for a white person in 1955.

Practice 2

1. Pass out Martin Luther King, Jr. Reading (6f).
2. First allow students to read it silently to themselves. Then have them follow along as you read it. Be sure to stop and explain any unfamiliar vocabulary, especially Word Bank words. Ask for volunteers to take turns reading it aloud a third time.
3. Optional: Have students watch the “I Have a Dream” speech and orally respond to it. What is their impression of King from watching that speech? What is their impression of those who supported King? Would he have inspired them to action as he did so many people of his day?

Evaluation

1. Students complete the Reading Questions (6g), using complete sentences. *Encourage students to use the Free Writing section to express ideas. Let them know that you will not be graded down on this section for incorrect grammar and spelling.*
2. Collect to check comprehension and record results on EL Civics Unit Tracking Sheet.

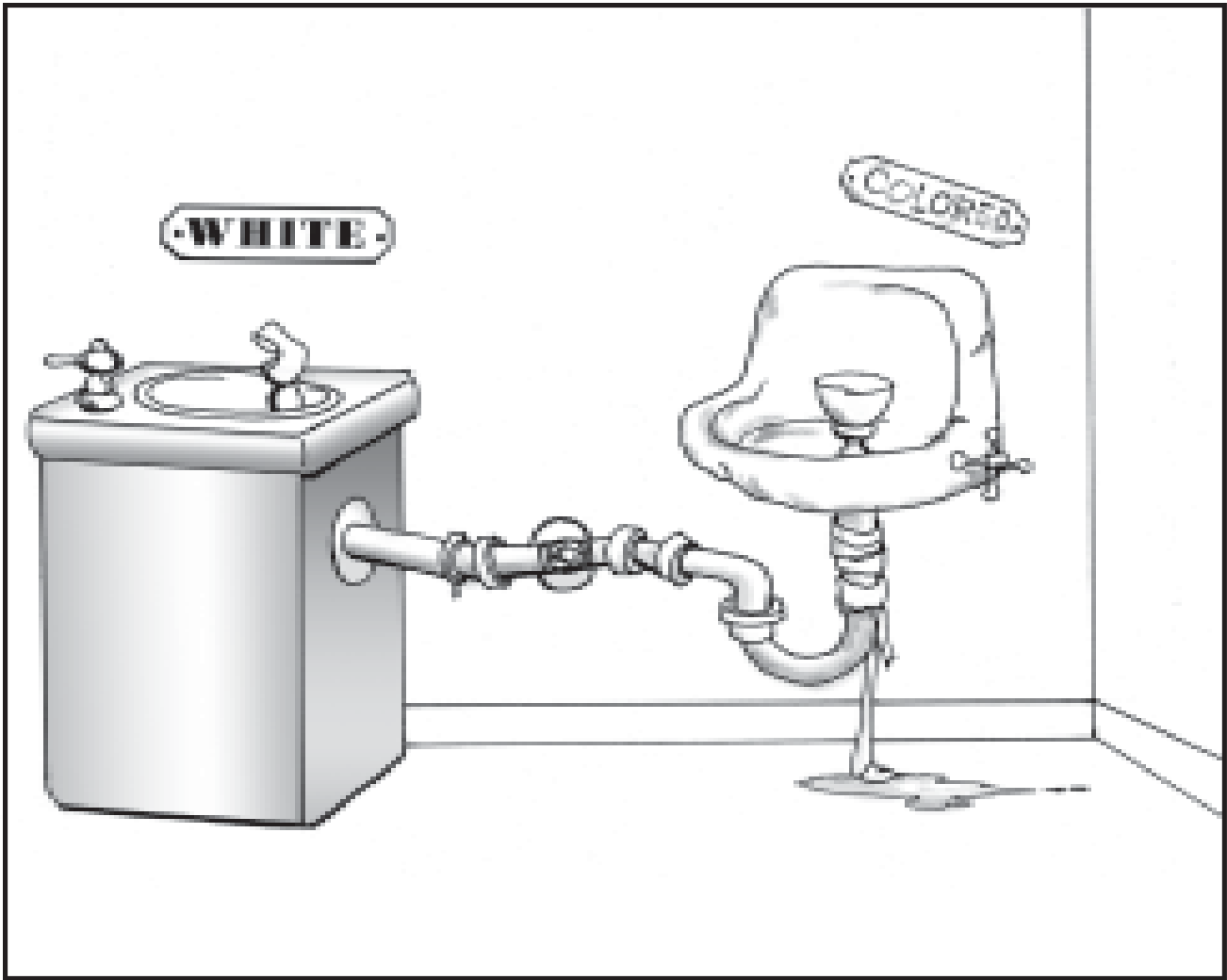
Application

As homework, students write a short explanation of what kinds of discrimination exist in their home country. Ask them to tell their feelings about this discrimination and if they ever experienced it. During the next lesson, give students the opportunity to share this information in pairs, then ask for volunteers to share with the class.

Word Bank Definitions
Martin Luther King Jr.

1. Segregation
2. “Separate but equal”
3. Discrimination
4. Civil Rights
5. Race
6. Peaceful
7. Non-violent
8. Protest
9. Boycott





Vocabulary Check Activity

Cut out definitions and vocabulary words. Many students will have the same vocabulary word. Only one student should have each definition.

Separating people based on their color.	“Separate but equal”
The practice of keeping people of different races separate. Their lifestyles should be the same.	Peaceful/ non-violent
	Discrimination
Not physically hurting people. Using words, protests, boycotts and marches to make people pay attention to your ideas.	Race
	Segregation
When people are not treated well because of their race or gender or religion.	“Separate but equal”
	Peaceful/ non-violent
A group that people belong to because of their skin color or family history.	Discrimination
	Race
Segregation	Race
“Separate but equal”	Segregation
Peaceful/ non-violent	“Separate but equal”
Discrimination	Peaceful/ non-violent
Race	Discrimination
Segregation	Race
“Separate but equal”	Segregation
Peaceful/ non-violent	“Separate but equal”
Discrimination	Peaceful/ non-violent
Race	Discrimination
Segregation	Race

Ideas of Martin Luther King, Jr.

- ★ All people should be equal, no matter what color they are.
- ★ Non-white people need to do something to help themselves have a better life.
- ★ They need to fight in a non-violent way through peaceful protests.
- ★ Equality for everyone will make the United States a stronger nation.

Martin Luther King, Jr. Reading



Martin Luther King, Jr. was the most important person in the Civil Rights Movement in the 1950s and 1960s. The Civil Rights Movement was an organized effort to gain equal rights (freedoms and opportunities) for people no matter what color they were.

Martin Luther King, Jr. was born in 1929 in Atlanta, Georgia. He went to university in Pennsylvania and got his PhD in 1953. He became the pastor of a Christian church in Montgomery, Alabama.

King was upset by how black people were treated, especially in the South. He hated segregation and discrimination, but he said that changes to a violent system could only be made in peaceful ways. Even though a lot of black people were angry about how they were treated, King encouraged people to look for creative, peaceful ways to make their feelings known.

One thing he encouraged people to do is to boycott certain businesses. A boycott is when people decide not to use a business so the business will lose money. In this way, the business will know that many of their customers want them to change. This happened with the buses in Montgomery, Alabama. The buses were segregated so that all the “colored” people had to sit in the back of the bus, while all the white people sat in the front of the bus. Also, if the bus was full and a white person needed a seat, a black person must give up their seat to the white person. King encouraged people to stop using the buses (they were a very important form of transportation in that city) in order to tell the city of Montgomery that the people didn’t like segregation on buses. It took almost a year, but finally the buses were desegregated because of the boycott.

Another thing King encouraged people to do was to take part in marches. A march is when a large group walks from one place to another, usually carrying signs and sometimes shouting their ideas, in order to get people to pay attention to their ideas. The largest march King organized ended on the steps of the Lincoln Memorial in Washington, D.C. in 1963. There King gave his most famous speech where he talked about his dream of equality among all people. One thing he said in this speech was, “I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.” The speech was on television and 250,000 participated in the march.

Although many people supported King, many others did not. Martin Luther King, Jr. was shot and killed on April 4, 1968. He was only 37 years old, but he will forever be remembered as a great man of peace.

Reading Questions

Answer the following questions in complete sentences, not one-word answers.

1. What was the Civil Rights Movement and when did it happen?
2. What was Martin Luther King's profession?
3. What is a "boycott?"
4. What special thing happened on the steps of the Lincoln Memorial?
When did it happen?
5. What do you think it means to "be judged by the content of your character?"

Free Writing Section

Martin Luther King, Jr. had a dream. His dream was for the United States to be a place of true freedom and equality for every person.

Take a moment to think about a dream that you have. It can be personal, just for yourself or your family, or it can be more general, something that you hope for a country or the world. Write a few sentences below explaining your dream.

Assessment Section

Unit Tracking Sheet

Beginning High

Unit 3

Use this sheet to keep track of individual student progress throughout the unit. For oral assessments, use a simple plus, check, minus system to record student performance.

Student Name	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Pass/ Fail Final Test

Assessment Section

Notes to Assessor

Beginning High

Unit 3

Assessment Description: Students will identify an assessor-selected picture of one historical person and one place or person and write a short paragraph on each.

Classroom Teacher

1. The classroom teacher can administer this assessment, but should not be the one to score it. Someone not connected to the class should do that.
2. The teacher should provide the person doing the correction with sample paragraphs, which include all the pertinent information students have learned in class. Include only the information that you expect students to know because you taught it to them.
3. You can choose which person and place or document to show students for the assessment. You may want to choose pictures that you feel your students know best to give them the greatest chance of success. If you spent a lot of time talking about the Grand Canyon, for example, and hardly any time on Philadelphia, choose the Grand Canyon. Stress to students the importance of spelling the name of the person, place or document correctly.
4. Once you show them the picture, you should not give them any other help on the assessment. No spelling help, no hints as to where/ what/ who this is, nothing. For this reason, try to give them as much practice answering these types of questions as possible. The lessons provide some of this, but if you feel your class could use more, incorporate more practice into your lessons.

Assessment Scorer

1. The teacher will provide a master. Use this as a guide. Obviously student paragraphs won't mirror the teacher's, but they should include much of the same basic information.
2. The correct spelling of the name of the person, place or document is important in regard to scoring the assessment. Other spelling errors can be noted, but not counted against students.
3. Mark off for only gross grammar errors, such as incorrect tense or subject – verb agreement problems.

Assessment Section

Unit Assessment

Beginning High

Unit 3

Your teacher will show you two pictures. One picture will be of a person you have learned about from class. The other picture will be of a place or a document you have learned about in class.

Write a paragraph below about the person in the picture your teacher shows you. In your paragraph, answer the following questions. **Who is this person? When did s/he live? Where did s/he live? What did s/he do? Why do we remember her/ him?** Make sure to spell the person's name correctly.

PERSON

Write one paragraph about the place or document shown to you. In your paragraph, be sure to answer the following questions. For a place, answer these questions: **What is the name of this place? Where is it? What do you know about it? Why is it important?** For a document, answer these questions: **What is the name of this document? What do you know about it? Why is it important? Who wrote (or helped to write) it?**

PLACE/ DOCUMENT

Assessment Section

Scoring Sheet

Beginning High

Unit 3

Person Paragraph

1. Accurate and relevant information about the person. /4
All questions addressed accurately = 4 points.
Questions addressed but lacking information = 3 points.
Not all questions addressed or a lot of errors in information = 2 points.
Information given isn't accurate or is very incomplete = 1 points.
2. Grammar. /3
Correct use of past tense, subject – verb agreement
Fewer than 8 errors = 3 points.
Fewer than 10 errors = 2 points.
Fewer than 12 errors = 1 points.
3. Correct identification of person. /2
4. Correct spelling of person's name. /1

Score: /10

Place or Document Paragraph

1. Accurate and relevant information about the person. /4
All questions addressed accurately = 4 points.
Questions addressed but lacking information = 3 points.
Not all questions addressed or a lot of errors in information = 2 points.
Information given isn't accurate or is very incomplete = 1 points.
2. Grammar. /3
Correct use of past tense, subject – verb agreement.
Fewer than 8 errors = 3 points.
Fewer than 10 errors = 2 points.
Fewer than 12 errors = 1 points.
3. Correct identification of place/ document. /2
4. Correct spelling of name of place/ document. /1

Score: /10

Final Score: /20