

REEP ESL Curriculum for Adults

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Unit notes: The U.S. History and Government units are presented here together to reflect the many overlapping themes. In both units, because of the large amount of material, it is essential that students narrow the focus by selecting learning goals at the beginning of the unit (see Objective 1). It is not intended for all objectives or all historical periods to be covered.

Unless otherwise noted, the performance objectives are the same for Levels 300, 350, and 450. The sample language is basic to the objective, but 450 level students can be encouraged to use higher level language. As appropriate, the resources have been divided by levels.

U.S. HISTORY UNIT PERFORMANCE OBJECTIVES LEVELS: 300, 350, AND 450

UNIT GOAL: Students will demonstrate their ability to use level appropriate language skills to describe historical events, issues, and individuals in U.S. History.

HISTORY LIFESKILLS PERFORMANCE OBJECTIVES (Summary):

1. Set class learning goals, i.e. lifeskills objectives to be covered in this unit.
2. Identify and locate the 50 states, their capitals, and all U.S. Territories.
3. Compare and contrast immigration patterns from the early 1900's and today.
4. Describe major events, issues, and/or individuals in historic period of choice.
5. State cause and effect of major events that occurred during a historic period.
6. Give a presentation about historical event and/or individual (Level 450 only).

*For objectives 4-6, have students select a historical period to study. Time permitting, additional periods may be selected.

Suggested historical periods for study

[Instructional resources suggested history periods for study \(print and online\).](#)

Exploration and Early Colonies

[Instructional Resources](#)

- The First Americans
- Christopher Columbus and his explorations. Other major explorers
- The first settlers and why they came

Americans Fight For Freedom

[Instructional Resources](#)

- The 13 colonies and their early forms of government
- Problems between the colonies and England
- The Revolutionary War
- The author and purpose of the Declaration of Independence and two basic principles underlying "all men are created equal"

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	<ul style="list-style-type: none"> The Articles of Confederation and the Constitution
<p>The Nation Grows Instructional Resources</p> <ul style="list-style-type: none"> The territories added in the 19th century Lewis and Clark: explorers of the Northwest Reasons for westward expansion 	<p>The Civil War Instructional Resources</p> <ul style="list-style-type: none"> Causes of the Civil War Slavery and The Underground Railroad The Union and Confederate States Abraham Lincoln and his importance to U.S. History Changes after the Civil War
<p>The Industrial Age and Early Immigration Instructional Resources</p> <ul style="list-style-type: none"> The Industrial Age and important inventions. Major ethnic groups that have come to the U.S. Why they came and where they settled. 	<p>World War I Instructional Resources</p> <ul style="list-style-type: none"> The reasons the U.S. fought in World War I The results of World War I
<p>The Roaring 20s and the Great Depression Instructional Resources</p> <ul style="list-style-type: none"> Post World War I Prosperity Causes of the Depression Ways the government helped the people 	<p>World War II Instructional Resources</p> <ul style="list-style-type: none"> The reasons the U.S. fought in World War II Major events of World War II Recovery from World War II and U.S. involvement
<p>After World War II: 1950s, 60s, and 70s Instructional Resources</p> <p>The Cold War</p> <ul style="list-style-type: none"> John F. Kennedy Space Exploration The Civil Rights Movement Martin Luther King, Jr. U.S. Involvement in the Vietnam War U.S. Counter Culture Watergate 	<p>Turn of the Millennium Instructional Resources</p> <ul style="list-style-type: none"> HIV/AIDS Personal Computers/Internet/Y2K Operation Desert Storm September 11th and the War on Terrorism
<p>Other Topics in U.S. History Instructional Resources</p> <ul style="list-style-type: none"> Native Americans in U.S. History African Americans in U.S. History Women in U.S. History Music, Art, and Popular Culture in U.S. History 	

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PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Set class learning goals, i.e. lifeskills objectives to be covered in this unit. Select one historical period to study.	Express needs: I want to study U.S. History because.... Do you know how many states there are in the U.S.?	Learner Needs Assessment See suggested historical periods for study chart above.	Structures: Simple present tense Relative clauses
2. Identify and locate the 50 states, their capitals, and all U.S. Territories.	Report/gather information: How many states are there? How many territories are there? What are they? Richmond is the Capital of Virginia. Where is Richmond located? Do you know where Richmond is located? When did Virginia first become a state? What was the first state?	All Levels <i>Content Area ESL: Social Studies</i> , p. 1-5 <i>Handbook for Citizenship</i> , p. 7 and Appendix <i>The Way to U.S. Citizenship</i> , Appendix 2 300 <i>Stand Out 3</i> , p. 141-142 <i>Voices of Freedom: English and Civics</i> , p. 35-41 <i>Introducing the U.S.A.</i> , Unit 1 350/450 <i>Stand Out 3</i> , p. 141-142 <i>Rethinking America 1</i> , Almanac, p. 208-211, 214-215 (includes statistical information-- ethnic background, population, wealth and poverty by state) The 50 States: www.50states.com/	Structures: Prepositions Wh- embedded questions Extension: Create maps of the U.S. and native country. Review or create travel brochures.
3. Compare and contrast immigration patterns from the early 1900's and today.	Report/gather information: In 1920, more than 1 million immigrants came from Europe to the U.S.A. Less than 5% of the immigrants came from Latin America. I was living in Bolivia before I came to the U.S.A. I came to the USA because..	See Instructional Resources for See suggested historical periods for study chart above: The Industrial Age, Early Immigration, and the Final Frontier (above)	Structures: Comparatives: More than/less than Past tense of regular and irregular verbs Past and future continuous tenses Extension: Describe own immigration experience & future goals Create personal timelines

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<p>4. Given selected historical period, describe major events, issues, and/or individuals.</p>	<p>Report info.: chronological, descriptive: The Civil War began in 1861. Abraham Lincoln signed the Emancipation Proclamation. Lincoln was a President who..... He has.....</p>	<p>Go to Instructional resources suggested history periods for study.</p> <p>REEP Lesson Plan</p> <p><i>Rethinking America 1</i>, p 212--a simple timeline of major events in U.S. history</p>	<p>Structures: Simple past tense Present perfect tense Verbs with infinitive gerunds</p> <p>Extension: See Holidays and Special Occasions Local and State History</p>
<p>5. State cause and effect of major events that occurred during the selected historic period.</p>	<p>Report info.: cause/effect: When did the Civil War begin? The colonists were unhappy because they didn't have representation in the government.</p>	<p>Go to Instructional resources suggested history periods for study.</p>	<p>Structures: Wh-questions Simple past Compound sentences</p> <p>Extension: Discuss political cartoons.</p>
<p>6. Give a presentation about historical event or person from selected historic period.</p>	<p>Report information about a historical event/figure: Marilyn Monroe was a movie star. She acted in many movies. Her life ended early. She died because she took too much medicine. She said...</p>	<p>Go to Instructional resources suggested history periods for study.</p> <p>Presentations and Public Speaking in</p> <p>Researching famous people by state.</p>	<p>Structures: Simple past, present, and future Possessive adjectives Subject pronouns Compound and complex sentences Reported speech</p> <p>Extension: Prepare and give a presentation about an historical period/event/period from the student's native country. Share presentations with other classes or video tape presentations for students to review.</p>

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