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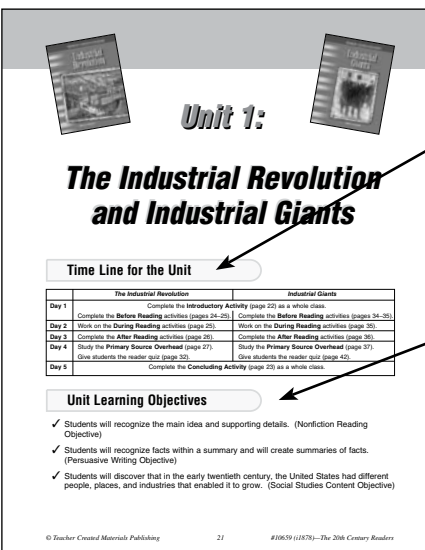
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How to Use This Product *(cont.)*



Unit 1:
The Industrial Revolution and Industrial Giants

Time Line for the Unit

	The Industrial Revolution	Industrial Giants
Day 1	Complete the Introductory Activity (page 22) as a whole class.	Complete the Introductory Activity (page 22) as a whole class.
Day 2	Work on the During Reading activities (pages 24–25).	Work on the During Reading activities (pages 24–25).
Day 3	Complete the After Reading activities (page 26).	Complete the After Reading activities (page 26).
Day 4	Study the Primary Source Overhead (page 27). Give students the reader (page 28).	Study the Primary Source Overhead (page 27). Give students the reader (page 28).
Day 5	Complete the Concluding Activity (page 29) as a whole class.	Complete the Concluding Activity (page 29) as a whole class.

Unit Learning Objectives

- ✓ Students will recognize the main idea and supporting details. (Nonfiction Reading Objective)
- ✓ Students will recognize facts within a summary and will create summaries of facts. (Persuasive Writing Objective)
- ✓ Students will discover that in the early twentieth century, the United States had different people, places, and industries that enabled it to grow. (Social Studies Content Objective)

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Time Line for the Unit

- This chart provides information to help you organize your scheduling of the unit. It estimates how long each part of each lesson plan will take to complete with your class.

Unit Learning Objectives

- Listed here are the social studies, reading, and writing objectives for the lesson plans. The reading and writing objectives are similar for each book in the pair. The social studies objectives differ depending on the content of each specific book.

Introductory Activity

- Each set of lessons has an introductory activity for the students. This activity introduces the reading and/or writing skills for the unit of study. This activity is completed as a whole class.

Using the Primary Source Transparencies

- Each lesson has a primary source overhead transparency. These transparencies can be used in small group lessons or for whole-class activities. The primary sources on the transparencies support the social studies content of the readers.

The Industrial Revolution and Industrial Giants Readers

Unit Overview

Introductory Activity

See page 12 for descriptions of the nonfiction literacy skills taught through this lesson. The following introductory activity will introduce these skills to your students.

- Display pictures or models of a car, an airplane, a lawnmower, and a washing machine as well as some everyday items such as a telephone, a calculator, a lamp, a computer, and articles of clothing. Items may vary but should reflect products derived from the Industrial Revolution.
- Ask the students what the items have in common. If necessary, prompt them to realize that they are all things that were invented by someone in order to make life easier.
- Initiate a discussion of what life may have been like without some of these inventions.
- Have each student make a list of items that he or she has used that day to make life easier. Use these lists to prompt a discussion of what their own lives might be like without modern conveniences.
- Finally, ask each student to think of something that he or she does on a daily basis that could be made easier if something were invented for that purpose. Have students sketch their ideas, give them names, and write brief descriptions of them.
- Have students share their sketches. Display sketches on a bulletin board.

Using the Readers

- Divide students by ability levels into reading groups. Students on or above a fifth-grade reading level should read *The Industrial Revolution* reader. Students who need a lower-level book should read *Industrial Giants* reader.
- Within these groups, complete the activities described in each lesson plan.
 - The Industrial Revolution* (pages 24–27)
 - Industrial Giants* (pages 34–37)
- At the end of the unit, bring the students back together as a group to complete the concluding activity on the next page.

Using the Primary Source Transparencies

- You have two primary source overheads to support this unit of study. Each can be used in a number of different ways. You can follow the specific lesson plans to analyze and discuss the primary sources within each of your reading groups. Or, you can give copies of the lessons and the overhead transparencies to a group of students and have those students teach the lesson to the rest of the class (or within their reading group only). You can also use the overheads for whole-class lessons.

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The Industrial Revolution Reader

Learning Objectives

- ✓ Students will discover that in the early twentieth century, the United States had different people, places, and industries that enabled it to grow. (Social Studies Content Objective)
- ✓ Students will recognize the main idea and supporting details. (Nonfiction Reading Objective)
- ✓ Students will recognize facts within a summary and will create summaries of facts. (Persuasive Writing Objective)

Resources

- *The Industrial Revolution* readers
- Copies of student reproducibles (pages 28–32)
- Meeting in the Square primary source overhead transparency

Before Reading

- Complete the **Introductory Activity** (page 22) with the whole class. Then, divide your students into ability-based reading groups. The students who read this book should be on or above the fifth-grade reading level. For additional resources to teach this lesson's objectives, see the appendix on pages 227–229.
- Social Studies Activity**—Display a map of the United States from the early twentieth century. Point out the major cities, agricultural areas, and natural landmarks such as mountains, oceans, lakes, and rivers. Talk about possible reasons why cities developed where they did and why people settled in the cities. Talk about how people from different locations gathered in the cities because of job opportunities and the hope for a better life.
- Writing Activity**—Have students work in groups of three to choose a major city from the map and write an advertisement inviting industry to develop in that city. The students should include details describing location and accessibility of resources in the advertisement. Have students share their advertisements.
- Ask the group to brainstorm topics that could be included in a book about industry and industrialization. Write their ideas on the board. Tell them to keep these topics in mind as they read.

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Learning Objectives

- Listed here are the social studies, reading, and writing objectives for the lesson. All the activities relate back to these objectives.

Before Reading

- This section begins the actual lesson plan for working with the students as they read the readers. This is the first page of the lesson plan. In total, there are three sections: Before Reading, During Reading, and After Reading. Many of the activities and questions can be used in any order that you would like. You don't need to follow the step-by-step directions to be successful with these activities.

How to Use This Product (cont.)

Historical Background Information

- Each overhead transparency lesson has a brief paragraph that gives some background information on the subject. You should use this information to extend your group discussion of the primary source.

Teaching Suggestions

- The teaching suggestions provide one way of studying the primary source with the students. There are two student reproducibles related to each overhead primary source. After a group discussion and/or activity, students will be asked to complete the activity sheets. Much of their analysis of the primary source takes place while they are working on the activity sheets.

The Industrial Revolution Reader (cont.)

Primary Source Overhead

Historical Background Information

Labor unions began in the nineteenth century in an effort to improve working conditions in small manufacturing businesses but had no legal recognition until 1935. Until 1935, union meetings often became heated as workers tried to make their needs known to management. On May 4, 1886, a union meeting was called to decide how to stop police interference in labor strikes. The handbill advertised a meeting of workers in Haymarket Square, Chicago. What started as an organized meeting became a deadly riot as a large crowd of people, including some local anarchists, gathered in the square and began to fight. More people came than were expected, and someone threw a bomb into the crowd. Police arrived and opened fire. More than 100 people were wounded and 11 people were killed. The labor union movement suffered a setback because of the riotous event.

Teaching Suggestions


- Place a copy of the Meeting in the Square transparency on the overhead. A copy of the handbill is also provided on the CD (filename: haymarket.pdf) if you would like to print copies or show students the document using a computer-presentation system.
- Give your students copies of the overhead. Tell them that these are copies of a handbill that was circulated to advertise the meeting at Haymarket Square. Give them a few minutes to read them carefully. Talk about what they see on the copies of the handbill. Point out the words *armed* and discuss what that implied. Point out that it was written in German as well as in English. Mention that there were probably many immigrants in the area who did not read English. Would they go to this meeting if they were workers? Why or why not?
- Have the students work in small groups to compose a "Workers' Bill of Rights." When all groups have finished, invite them to share their ideas.
- Divide the class into two groups. Assign one group to be workers and the other group to be managers. Have the groups role-play negotiations for better working conditions. Talk about nonviolent ways to solve problems.
- Give your students copies of *To Join or Not to Join* (page 30). Depending on your students, assign all the activities or just a few. Your above-grade-level students will benefit from the analysis, synthesis, and evaluation activities. Students who struggle with comprehension will benefit from the knowledge and comprehension activities. Suggested answers are given on page 33.
- After finishing the activity, students can complete the document-based assessment, *Speaking Out* (page 31). Possible answers to the questions are given on page 33.

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Using the Readers Student Reproducibles

Name _____

Guess Who



Source: The Library of Congress

Directions: Cartoons usually exaggerate situations. Look closely at this cartoon. What is being exaggerated in the cartoon? From the cartoon, try to figure out Rockefeller's. Who was he? What did others think of him and his business? On the back of this page, draw a cartoon of one of the other industrial giants. As you begin, think about what you want people to know about the person and/or his business in the cartoon. How will you show those things through your drawing?

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Primary Sources

- Most student reproducible pages have primary sources about the topics of the readers. These photographs, maps, charts, quotations, or letters are reproduced for the students to study.

Questions

- Students use a basic knowledge of the time period, the information they gained from reading the book, and the information provided in the primary source to answer questions about the topic. Suggested answers are provided for each student reproducible page.

Multiple-Choice Questions

- For each reader, a quiz is provided. These quizzes will help you evaluate student learning. They also serve as study guides for the end-of-unit assessment. Each quiz has five multiple-choice questions based on the content of the reader.

Short-Answer Question

- Also included in each quiz is one short-answer question. This question is meant to be answered in a paragraph or two by the students. Suggested answers are provided for the multiple choice and the short-answer questions.

Using the Readers Student Reproducibles

Name _____

Industrial Giants Quiz

Directions: Circle the best answer for the multiple-choice questions. More than one correct answer is possible. Write your response to the short-answer question on the back of this page or on another sheet of paper.

- Which of the following best describes a sweatshop?
 - a place where people go to work out
 - a store that sells workout clothes
 - a factory where the air conditioning is broken
 - a factory that is hot, dirty, and dangerous to work in
- Stock is best defined as _____.
 - a paper that represents ownership in a company
 - money
 - cows and horses
 - a supply of something
- Which of the following businesses were among those supported by J. P. Morgan?
 - banks
 - railroads
 - hotels
 - shipping
- Which of the following best defines interest?
 - the amount of money saved
 - a fee paid for money borrowed
 - the part of work that a person enjoys the most
 - something that a person enjoys learning about
- What was the Sherman Antitrust Act founded to protect against?
 - stealing
 - partnerships
 - monopolies
 - large companies

Short-Answer Question

6. With wealth comes power and responsibility. The industrialists included in the reader earned fortunes, made important decisions, and gave back to humanity through charitable gifts. Write a well-organized reflection that addresses the following: Why would you be a responsible millionaire? If you had a fortune, what would you do for the good of humanity? What would you want to be remembered for?

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How to Use This Product *(cont.)*

Assessment Suggestions

At the end of each lesson, there is a short quiz provided for you. These quizzes will help students review the contents of each book. Each book has a quiz with five multiple-choice questions and one essay-style question. These short assessments may be used as open book evaluations or as review quizzes where students study the content prior to taking the quiz.

The format for the multiple-choice questions includes a variety of questions. The items are designed to give students a variety of question styles (e.g., open-ended, true/false, fill-in-the-blank, what-happened-next) to read and analyze. To help students improve their essay-writing skills, it is suggested that you have students rewrite an essay that does not meet your standards.

When the quizzes have been graded, it is suggested that students keep them to review prior to taking the final unit exam (pages 212–223). The final test also has multiple-choice questions. Some of the items are identical to the quizzes and others are reworded. The final section of the unit test is a document-based question essay.

Reading Levels of the Readers

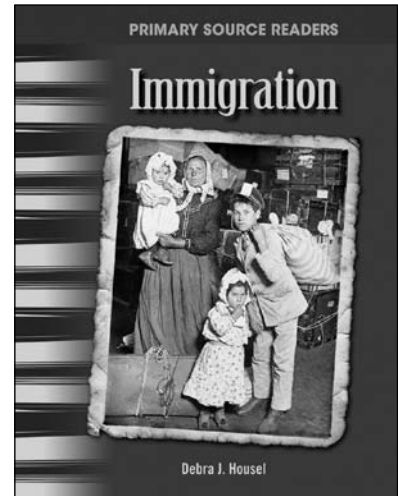
Below is a chart that lists each of the readers and its reading level. Since this program is not meant to be a guided reading program, these reading levels are meant to help guide you as you assign your students to these books. The text of each reader is provided in paragraph form as a *Microsoft Word* file on the Teacher Resource CD. These files can be used for fluency practice.

Reader Title	Reading Level
<i>Industrial Revolution</i>	5.3
<i>Industrial Giants</i>	4.3
<i>Immigration</i>	5.4
<i>Famous Immigrants</i>	4.0
<i>World War I</i>	5.6
<i>Woodrow Wilson</i>	4.7
<i>Between the Wars</i>	5.4
<i>Eleanor Roosevelt</i>	4.6
<i>World War II</i>	5.8
<i>Winston Churchill</i>	4.8
<i>The Civil Rights Movement</i>	5.6
<i>Martin Luther King Jr.</i>	4.5
<i>The Cold War</i>	5.6
<i>Cold War Leaders</i>	4.3
<i>Modern Middle East</i>	5.5
<i>Leaders of the Middle East</i>	4.7

Immigration Reader

Learning Objectives

- ✓ Students will understand the cultural diffusion, adaptation, and interaction that took place in America with the influx of immigrants in the early twentieth century. (Social Studies Content Objective)
- ✓ Students will actively question as they read. (Nonfiction Reading Objective)
- ✓ Students will summarize information using the first-person point of view with consistent voice. (Narrative Writing Objective)



Resources

- *Immigration* readers
- Copies of student reproducibles (pages 52–56)
- *Immigration Card* primary source overhead transparency
- *What You Know First* by Patricia MacLachlan

Before Reading

1. Complete the **Introductory Activity** (page 46) with the whole class. Then, divide your students into ability-based reading groups. The students who read this book should be on or above the fifth-grade reading level. For additional resources to teach this lesson's objectives, see appendix page 237.
2. **Reading Activity**—Read *What You Know First* by Patricia MacLachlan. Ask the students how many of them have moved and how they felt about it. If time allows, take a few minutes for students to share their stories. There might even be some students who have moved from other countries. Make a list of the things students mention on the board. Then, ask students to list the things that are difficult about moving in order from the most difficult to the least difficult. Some students might have different opinions on what they think is difficult about moving.
3. **Writing Activity**—Have the students do first-person narrative quick-writes summarizing moves and their feelings about the moves.
4. **Social Studies Activity**—Show the students a large world map. Point out the countries from which people immigrated between 1880 and 1925. Point out the United States and talk about how far immigrants traveled. Tell the group that as they read, they will learn about their journeys. Use the map key to estimate distances that immigrants traveled when they came to America.

Immigration Reader (cont.)

During Reading

5. Begin by reviewing the experience of moving to a new place. Invite several students to share their quick-writes. Then, have students read the reader silently for the first reading. Tell the students that as they read, they should look for examples of adjustments that the immigrants had to make as they began new lives in America, and make a list of those adjustments.
6. Put the students in pairs for the second reading. For the **Reading Activity**, have the students take turns reading to one another. Tell them that as they read, they should think of questions that they had or might have had if they were facing moves from their homes to new countries. Tell them to write their questions on strips of paper.
7. Display the *PowerPoint* slide show of the reader (filename: immigrat.ppt) and use it as an electronic big book to review the text and pictures together. Make a class list of the adjustments that the immigrants had to make as they began their new lives in America. Display the strips of paper with student questions written on them. Use the student questions and the list of adjustments to stimulate a discussion about the immigration experience.
8. **Writing Activity**—Have the students use what they have learned to write a journal entry from the point of view of an immigrant experiencing his or her first few days in America.
9. **Social Studies Activity**—Give each student a card with the name of a location written on it, such as Russia, China, Philippines, Mexico, and Europe. Tell the students that as they read, they will notice that immigrants came to America for a variety of reasons. As they read, have them note references to people from their assigned countries and information about why they immigrated. Give the students copies of *Voyages to America* (page 52) to complete.

Immigration Reader (cont.)

After Reading

- 10. Reading Activity**—Talk as a group about the pros and cons of immigrating to America. Have a class discussion debating whether or not the students would immigrate if given choices. Talk about how brave the immigrants were and what a strong vision they held as they traveled across the Atlantic Ocean. Tell the students to refer to the questions that they wrote on the previous day as they share. Give the students copies of *Following a Dream* (page 53) to help them focus their thoughts.
- 11.** For the **Writing Activity**, tell the students to write first-person narrative paragraphs as though they were immigrants either on their journeys or at their destinations. Tell the students to put themselves in the places of immigrants as they write and to be consistent with a first-person account.
- 12.** After the students have finished writing, group them according to the cards that they were given on the previous day for the **Social Studies Activity**. Have them compare stories and talk about why it was important for immigrants with the same nationalities to keep in touch in America.
- 13.** A short post-test, *Immigration Quiz* (page 56), is provided for your use if you want to assess student learning from the reader. A *Unit Document-Based Assessment* exam is also provided on pages 212–223 to help you further evaluate student learning.
- 14.** Finally, pull the students back into a whole group to have them complete the **Concluding Activity** on page 47.

Name _____

Following a Dream

Directions: Pretend that you are one of the immigrants pictured here and are contemplating a journey to America. It would not be an easy decision to leave everything for a new life. You would most likely debate the pros (reasons to go) and cons (reasons not to go) many times in your head before making the decision. You would also talk with family members. Make two lists below. Under the first heading, *Pros*, list what you think are the advantages to immigration. Under the second heading, *Cons*, list what you think are the disadvantages to immigration. Certainly, immigrants made similar lists.



Source: The Library of Congress

Pros (Reasons to Go)	Cons (Reasons Not to Go)

Name _____

Immigration Quiz

Directions: Circle the best answer for the multiple-choice questions. More than one correct answer is possible. Write your response to the short-answer question on the back of this page or on another sheet of paper.

1. For what reasons did people immigrate to America in the late nineteenth and early twentieth centuries?
 - a. They wanted to travel.
 - b. They wanted jobs and land.
 - c. They were harassed for their faith.
 - d. They wanted to escape wars.
2. What statement best describes Ellis Island?
 - a. a hospital for immigrants
 - b. the place where immigrants came when they arrived in America
 - c. part of the Statue of Liberty
 - d. a vacation destination
3. What statements best describe challenges met by immigrants in America.
 - a. the English language
 - b. making friends and being accepted
 - c. understanding the American culture
 - d. finding people with similar backgrounds
4. What was the purpose of the National Origins Act?
 - a. It required people to declare the place of their origins.
 - b. It limited the number of immigrants allowed to enter the United States each year.
 - c. It allowed war brides to become citizens.
 - d. It allowed people to pass immigration inspection in their own countries.
5. How did the San Francisco earthquake of 1906 help Chinese immigrants?
 - a. Chinese immigrants moved into destroyed neighborhoods.
 - b. They were not affected because they did not live in San Francisco.
 - c. It destroyed all records of citizenship.
 - d. Chinese immigrants helped rebuild the city and were given citizenship in return.

Short-Answer Question

6. Write a paragraph that explains what it means to be a “salad bowl” and why America has benefited from being one.

