

**Lesson 10.1**

**VENN DIAGRAM: MAINE AND THE U.S.**

**Objective:** Students will compare and contrast both the U.S. and Maine's role in and reaction to national events including World War I, Prohibition, consumer culture in the 1920s, the KKK, the Great Depression, the New Deal, and World War II.

**\*Note:** This lesson can serve as a good review of the chapter before a test or before doing some kind of extension activity. The Venn diagram is a good tool for students to become accustomed to using, and can be used to organize many other topics under different headings.

**Materials:**

- **Sheet 10.1A:** Multiple copies of Venn Diagram blank per student
- **Sheet 10.1B:** Model Venn Diagram
- Pens and/or pencils

**Timing:** One-Two class periods

**Background Reading:** Chapter Ten

**Procedure:**

1. After students have read and discussed Chapter Ten as a class, use this lesson as a way to review the chapter. Provide students with a list of topics that you want them to review. Suggested topics are: World War I, Prohibition, the Great Depression, consumer culture in the 1920s, the KKK, the Great Depression, the New Deal, and World War II.
2. Demonstrate how to fill in a Venn diagram. Draw the diagram (the overlapping circles) on the board, and choose a topic, i.e. World War I. Above the first circle write Maine. Above the second circle, write the U.S. Ask students what they know about how World War I affected Maine and/or the U.S. List any suggestions that are relevant to Maine only in the first circle. List any that are relevant to the U.S. only in the second circle. Any suggestions that are relevant to both the U.S. and Maine, list in the space made by the two overlapping circles.
3. Ask students to fill in a Venn diagram worksheet for each review topic. They may work in pairs, or on their own. Encourage them to use their books and to dig deep. Show students the model Venn diagram.

**\*\*Tip:** You may want students to turn to a U.S. history textbook to find more information on how these events affected the country as a whole.

4. When students have completed their diagrams, choose a few of the topics to go over with the whole class. Students will have more to contribute once they have completed their own diagrams. Collect student diagrams.

**Evaluation:** Grade students based on thoroughness and accuracy.

**Follow-up Activity:**

- Have students create their own visual organizer as a section or chapter review. Encourage them to be creative, but to make sure they represent the important information in a clear and accurate way. Brainstorm some ideas together as a class first (i.e. a grid, a web, a flowchart, a graph, etc.).

**Alignment with the Learning Results:**

Grade Level: **6<sup>th</sup>-8<sup>th</sup>**

Content Area: Social Studies: **HISTORY**

Standard: **Historical Knowledge, Concepts, Themes, and Patterns**

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.

Descriptor **E1b:** Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and the future.

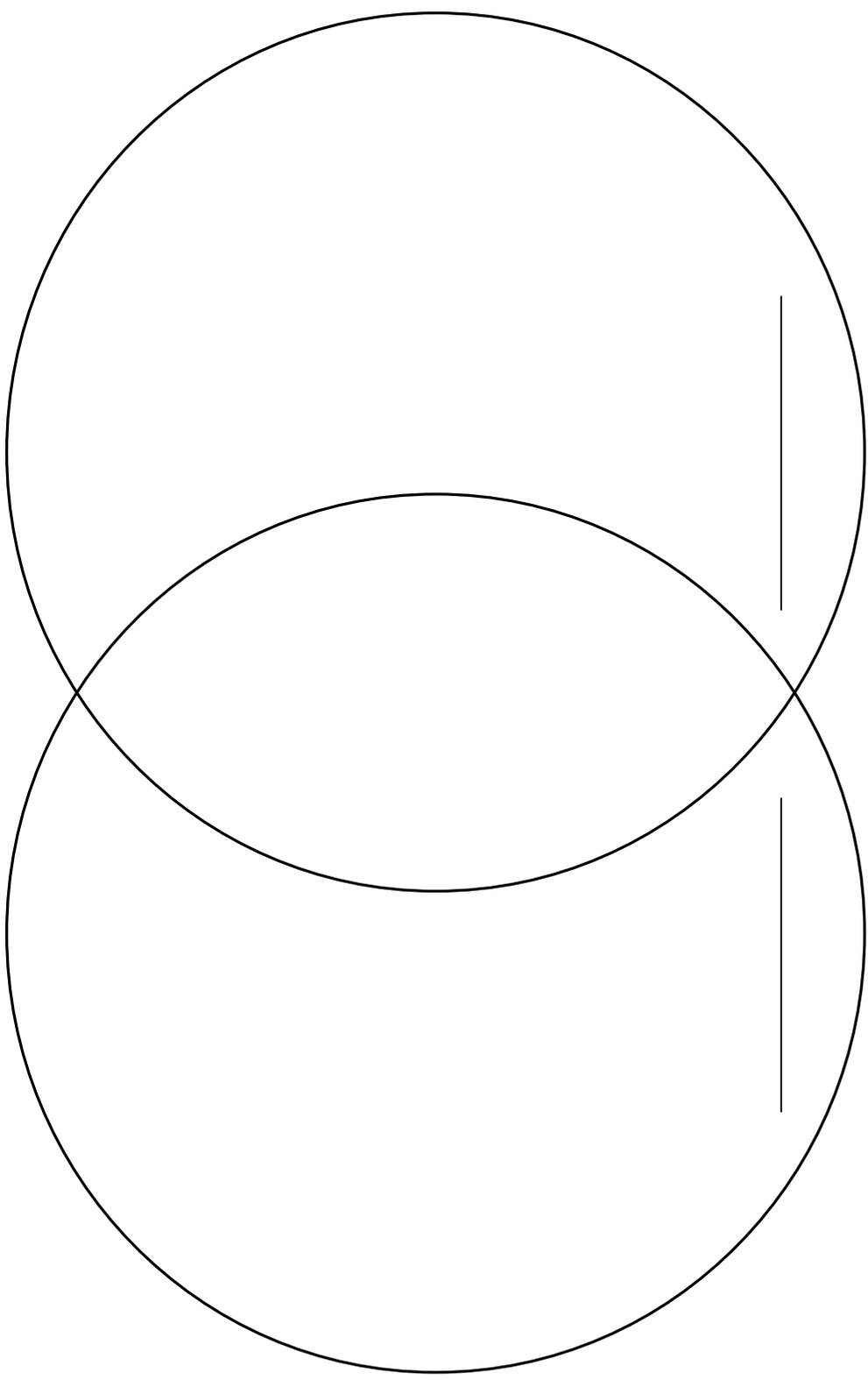
Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Sheet 10.1A**

**VENN DIAGRAM**

Topic: \_\_\_\_\_



Name: Venn Diagrammer Extraordinaire

Sheet 10.1B  
Date: Today

VENN DIAGRAM: *MODEL*

Topic: World War I

