

Teaching ABE & ASE Social Studies: Engaging Activities for Social Studies Lessons

This workshop will model three engaging activities to be used during social studies lessons to prepare students for responding and writing to social studies prompts on the HSEA. Enduring issues will be covered, example PowerPoints, resources, how-tos, hands-on-games, and computer-based options will be shared.

Geography, History, Math, Science, Technology

Presented by: Michael Matos
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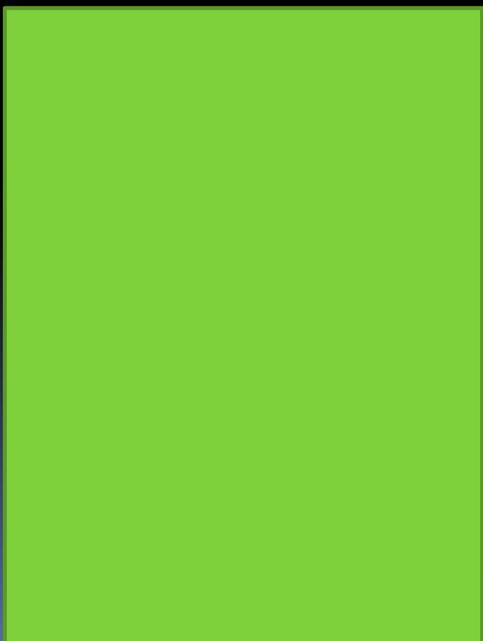
“ Ancient history, British history, World war, Historic figures, Family history, Hands on history, History for kids and History games.

6 6 social-studies 4/7/15

The 22nd and 24th presidents of the United States of America had the same parents but were not brothers. How can this be possible?



This tall handsome lady on Uncle Sam's porch stands still as a statue holding a torch.



Lanterns glowing just for me. Two lights warn: Attack by sea. Horseback riding through the night: Redcoats coming. Soon we'll fight. Who am I?



Social Studies

Higher Level Critical Thinking and Analyzing Skills

- **Application: Can you use this information to solve a problem?**
- **Analysis: Can you understand the implications of this information?**
- **Synthesis: Can you combine information from two prompts or two places in the prompt in order to solve a problem or understand an implication?**
 - **Evaluation: Can you reach a conclusion from the information in the prompt?**
- **Analytical skills used for problem solving beyond the question.**

Critical Thinking Skills

- **Understand Central Ideas and Supporting Information**
- **Summarize Ideas**
- **Make Inferences**
- **Make Generalizations Based on Evidence**
- **Follow a Sequence**
- **Interpret Cause and Effect**
- **Draw Conclusions**
- **Analyze Author's Point of View**
- **Compare and Contrast Ideas**
- **Differentiate Facts from Opinion and Speculation**
- **Evaluate Relevance and Sufficiency of Information**
- **Determine the Purpose of a Text**

Data and Graphic Skills

- Interpret Charts and Tables
- Use Bar Graphs to Make Comparisons
- See Trends in Line Graphs
- Relate Parts of a Whole in Circle Graphs
- Work with Data and Probability
- Figure Out Diagrams
- Interpret Maps for Meaning
- Analyze Editorial Cartoons

Math Skills

- Find Range, Mean, Median, Mode
- Determine the Probability of Single Event
- Determine the Probability of Dependent Events
- Use the Calculator with Data Problems

Writing Skills

- Analyze Arguments and Supporting Ideas
 - Counter arguments
- Develop an Idea or Argument
- Develop a Progression of Ideas
- Maintain Focus

Social Studies

Civics & Government Evaluate, take, and defend positions on issues regarding personal, economic and political rights.

The Great Conversation.....

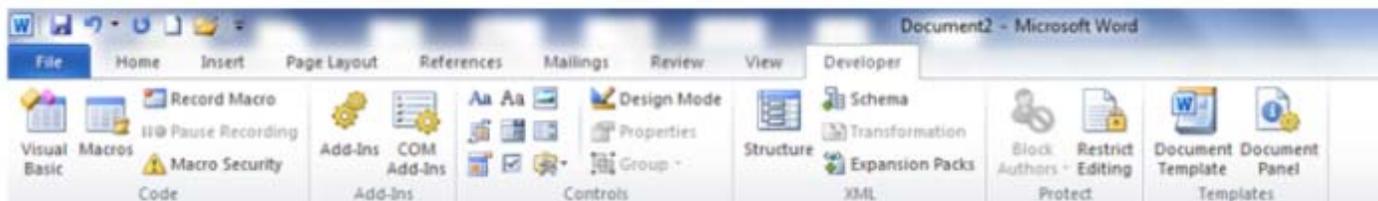
The Enduring Social Issues for the Social

Studies Extended Response fall under the category of Civics and Government. Knowing the major themes will provide you with a frame of reference for prompts that may arise. The themes of Civics and Government are: • An individual's rights versus the good of the community • Separation of powers • Checks and Balances • States' rights versus federal power.

Form Creation: Show the Developer tab

- Click the File tab.
- Click Options.
- Click Customize Ribbon.
- Under Customize the Ribbon and under Main Tabs, select the Developer check box.

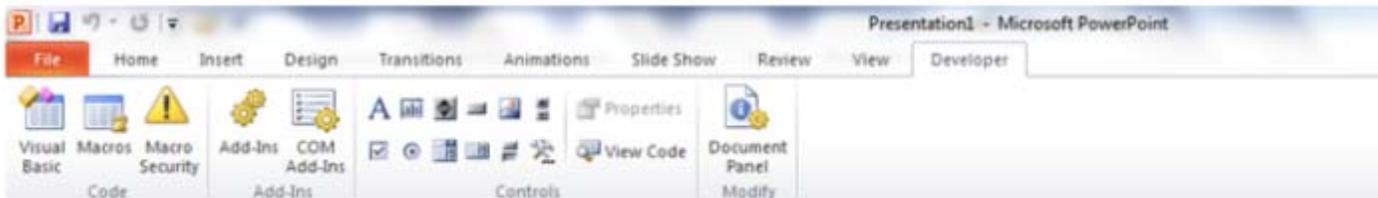
Word Developer Ribbon



Excel Developer Ribbon



PowerPoint Developer Ribbon



IALOGUE #1 - NEIGHBORHOOD PROBLEMS

Scene: A TV Reporter is standing in the street of a neighborhood that has seen a recent surge in urban renewal. She is interviewing a Man and a Woman who live in the neighborhood.

Reporter: *[talking into a microphone on television]* Hi, this is Mary Wu reporting from south State Street. This neighborhood will be our first experiment in urban renewal. Let's see if we can find someone on the street to ask a few questions. *[Looks around the street. The camera follows her.]* Let's see...*[holding the microphone out to a man passing by]* Sir, could you tell us your name, place?

Man: Sure, Ralph. My name is Ralph Fernandez.

Reporter: And do you live in this neighborhood, Mr. Fernandez?

Man: Yes, I've lived here all my life—for more than thirty years.

Reporter: Well, Mr. Fernandez, what can you tell our viewers about this neighborhood? Has it changed since you've lived here?

Man: Oh, yes. I've seen a lot of changes over the years. The neighborhood has really gotten run down over the years—lots of abandoned cars, boarded-up houses, gangs, and garbage in the streets and on the sidewalks.

Reporter: Wow! I guess you have seen a lot in this neighborhood. Do you know of anyone else who would like to talk to our viewers?

Man: Yes, my neighbor Lillian Mendez. *[looks around him and the reporter]* Oh, there she is right now. *[calls to Lillian, who is across the street]* Hey, Lillian. Come on over here. The TV reporter wants to ask some questions.

Woman: *[comes from across the street]* Yes, what do you wanna know?

Reporter: Could you tell our viewers your name and tell us a little bit about how the neighborhood has changed since you moved here?

Woman: Yes. Hello, my name is Lillian Mendez and I've lived in the neighborhood with my family for more than 20 years. I'm sorry to say so, but there haven't been many improvements to the neighborhood since I moved in. There's still graffiti all over the place and vagrants are still hanging out in the alleys. A lot of people are worried about their own safety and the safety of their children. My husband and I are thinking about moving our family to somewhere safer—the suburbs perhaps. This neighborhood has definitely gone down hill!

[over]

Reporter: *[talking to the camera]* Well, there you have it folks--two different views from longtime residents of this community. As you can see, this neighborhood is slowly getting better but still has a long way to come...Reporting live from the South State Street neighborhood, this is Mary Wu. Now back to you in the studio.

Small Group Discussion Questions – please type in results below

1. How would you describe the neighborhood that you live in? Has it gotten better or worse since you moved in?
2. What improvements do you think could be made to your neighborhood?
3. Has the city made any improvements to your neighborhood since you moved in? (for example, improvements to the streets, parks, schools, or more police)
4. Describe the neighborhood you lived in in your native country. What was it like? Were there any problems when you live there?



DIALOGUE #2 - CRIME IN THE NEWS
Adapted from A Conversation Book II, pp. 190-191

Keith is a student who is conducting a survey outside a local grocery store. He stops **Lisa** and **Kim** on their way out of the store to ask them his survey question.

Keith: Hi! I wonder if you two would mind answering a question for me. I'm conducting a survey for a school project that I'm doing.

Lisa: That all depends. What kind of a project is it?

Keith: It's a project for my political science class at the community college. My class is doing a survey on capital punishment.

Kim: The death penalty, eh? OK, What's the question?

Lisa: Yeah, exactly what do you want to know from us?

Keith: OK, we, in our class, our surveying people to find out what they think about the death penalty and capital punishment. As you know, this state has the death penalty, but not all states do. And right now the governor has issued a stay on the death penalty.

Kim: *(a little confused)* A what?

Keith: The governor has temporarily put a stop on the death penalty, but it is officially a law in this state.

Lisa: So what is that you would like to know again?

Keith: Do either of you approve of capital punishment?

Lisa: Well, that all depends.

Keith: You mean you're not sure? You can either answer "yes," "no," or "not sure."

Lisa: I'm definitely sure. It all depends on how severe the crime is. If someone does something really terrible, like kill another person, then yes, I do approve of capital punishment.

-Over-

Keith: Ok, ma'am. I'm going to put that as a "yes" for you. *(looking towards Kim)* And what do you think about the death penalty?

Kim: Well, I don't agree with her. I think that killing another person is always wrong—no matter the reason. So my answer to your question is "no."

Keith: Thank you both. Have a good day.

DISCUSSION AND ANSWER QUESTIONS

1. Do you have an opinion on capital punishment? If so, what do you think about it?
2. If you agree with the death penalty, what crimes do you think it should be reserved for as a punishment?
3. In your country, is the death penalty a form of punishment? If so, for what crimes is it used as a punishment for?
4. Do newscasters in your country report on crime? If so, what types of crime do they talk about?
5. There have been many famous court cases reported in the American news media in the past few years. Have there been any famous court cases in the news in your country?
6. There are many courtroom TV shows on American television such as "Judge Judy" and "The People's Court." Are there any shows like these on television in your country?
7. Have you, or anyone you know, ever been in court?
8. Do people in your country have to serve on jury duty? If so, how are jury members selected?

An Extract from 'I Have a Dream' by Martin Luther King

This famous American speech is from August 1963. Speaking about the injustice of racism, Martin Luther King imagined a future in which black people had the same rights as white people.

1 Let us not wallow in the valley of despair. I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.

2 I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal." I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at a table of brotherhood. I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice. 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. I have a dream today.

3 So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the snow-capped Rockies of Colorado! Let freedom ring from the curvaceous peaks of California! But not only that; let freedom ring from Stone Mountain of Georgia! Let freedom ring from Lookout Mountain of Tennessee! Let freedom ring from every hill and every molehill of Mississippi. From every mountainside, let freedom ring.

4 When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"



Martin Luther King, Jr.
"I Have a Dream"

"I Have a Dream"

➤ Can you find examples of:

Repetition <i>(clue: look in section 3)</i>	
Pronouns – to develop a close relationship between the speaker and the audience <i>(e.g. You, I , We)</i>	
Pattern of 3 <i>(clue: look in section 4)</i>	
Metaphors <i>(clue: look in section 1 or 2)</i>	
Lists	
Short, attention-grabbing sentences.	

"I Have a Dream"

MLK Activities

Review vocabulary for the following reading and answer the questions in **bold** below each one.

- 1) **Initial/Initiate/Initiative** — First, to begin something. Initially I couldn't figure out how to work the video for the activity we did in the lab, but eventually I figured out how. What are your initials—the initial letters of each of your names. **What were your initial impressions of this class?**
- 2) **Extricate** — To remove something or someone from something. When I saw that my presence was making the tension worse, I tried to extricate myself. **Do you think that the US should extricate itself from what is happening in Afghanistan?**
- 3) **Persist** — To continue to do something. In order to get your GED, you must be persistent. It is not enough to try for a week or a month and then give up. **Can persistence lead to success?**
- 4) **Counsel** — Counselors give counsel. I was having a hard time with a student, so I asked my supervisor for counsel. **Whom do you counsel when you have a problem?**
- 5) **Inevitable** — Cannot be denied, without a doubt. It is inevitable that if you work hard, you will eventually pass your GED.
- 6) **Cynical, cynicism** — when you don't believe that things can work out well if you are cynical about your ability to pass a test, it makes it that much harder. Too often cynicism can be crippling and make it hard to do anything. **Do you try to remain hopeful in the face of cynicism?**
- 7) **Compassion** — to feel what someone else feels. I had compassion for my friend who lost her job. **How can you show compassion for someone who has lost a relative or close friend? Who is the most compassionate person you know?**
- 8) **Atone** — To make up for misdeeds. In order to atone for forgetting my friend's birthday, I made her a nice present. **Can you ever atone for murder? How?**

MLK Activities

Type one more sentences for each of the 8 vocabulary words on the lines below.

I took the **initiative** to _____

One way to **atone** for a misdeed is to _____

I felt **compassion** when _____

An **inevitable** consequence of waking up late is _____

I tried to **extricate** myself from the argument when _____

I **counseled** my friend when _____

A **persistent** student _____

To keep from feeling **cynical**, I _____

Please read.

Remembering MLK: The Things We've Forgotten Would Guide Us

by [Barbara Sansky](#)

Friday, January 14 2011, 9:51 AM EST

Martin Luther King, Jr., would have been 82 this month, and his assassination occurred nearly 43 years ago. As we get further and further from that time, memories get fuzzy and a kind of collective amnesia sets in, as Vincent Harding has observed, some of it deliberately promoted amnesia. So, the question is how to remember King clearly and to see that amazing moment in history that he participated in through a sharp and focused lens? Three things come to mind.

First of all, King was a radical. Not the venomous kind that promotes reckless violence against innocent people; quite the opposite. King was a radical in his criticism of the root causes of injustice, and in his brilliantly imaginative vision of a different, more just and humane world. For example, King did not just urge protesters to be non-violent, he urged politicians and governments to be non-violent. In 1968 he took a **brave stance against the war in Vietnam**, in a speech in New York City's Riverside Church, that cost him some of his liberal supporters. He criticized the injustices of capitalism: persistent poverty, inadequate aid to workers and the poor, and growing wealth disparity. Let us remember he died demanding not simply integration, but labor rights for striking sanitation workers in Memphis.

Secondly, King was not a king. He was not a superhero who rushed in to singularly rescue black people from the evils of American racism. He acted in concert with others, many others, some of them with longer careers in social justice struggles than himself. There is a famous analogy in King's Nobel Prize acceptance speech, one he used many times, in which he compares his work to that of a pilot guiding a plane. The pilot is important, King concedes. However, that safe journey could not be achieved without the sometimes invisible work of a very skilled and committed ground crew. I might choose a slightly different analogy, but the point is an important one. As Ella Baker was fond of saying, "King didn't make the movement, the movement made King."

King understood this. We cannot build a movement for social justice by hanging our hopes on a single charismatic leader, no matter how articulate, committed, and brilliant he or she may be (not King and not Obama).

Individuals change their minds, and their loyalties. They get assassinated. Most fundamentally, individuals are only as strong as the collectives and communities that surround them, that keep them safe and honest and grounded and accountable. So, celebrations of King have to go hand in hand with celebrations of the maids and porters students and teachers who struggle tirelessly in what we now term the civil rights movement.

We have to also remember the folks like Ella Baker, who was an activist and strategist for over 50 years in groups fighting racism, poverty, and repression. And Fannie Lou Hamer, who had no formal education and lacked the credentials that King enjoyed, but who was one of the most courageous and revered leaders in the civil rights movement of the South. And, of course, there are white activists like Anne Braden, who dared to stand up for justice and freedom at the risk of being attacked and ostracized in her own southern community.

Finally, part of remembering King's legacy is remembering the dangers of political repression and vitriolic persecution. Recent events in Tucson come to mind. King lived under a constant fear of assassination because his visibility and outspokenness made him a target. But something else made him a target, too: The way in which his critics vilified him, attributed sinister motives to his actions, called him un-American and a danger to the traditional values of our nation.

Those folks are outliers now, but they were not outliers in King's time. They were politicians and editors, civic leaders and sheriffs. The violent rampage that left six people dead in Arizona last week and many others injured was carried out by one troubled man. However, he chose a political event and targeted a politician. And he did so in a climate where that same politician had been a literal bulls-eye on political hit list. When violent metaphors are used to "target" opponents we should not be surprised when one disturbed person takes the bait.

But here is a sad and troubling irony: Tea party organizers can bring guns to rallies and put their political rivals under bulls-eyes on websites and have that accepted as legitimate political activity, while non-violent activists who criticize government policy are under attack by the FBI. I refer here to the Supreme Court decision in June against the Humanitarian Law Project, which essentially criminalized their efforts to offer conflict resolution training to people immersed in violent conflicts around the world. This decision made it a crime to provide "material support" to any organization the government designates a terrorist group, but established a **ridiculously broad definition of support**. The ruling has been the basis of FBI raids on the homes of activists who support Palestinian rights and oppose the U.S. war in Afghanistan. The people the FBI is targeting do not advocate the use of guns or even own them; they advocate peace and justice.

King, too, was a peace activist who supported anti-colonial struggles and was under constant FBI surveillance. His phone was tapped, his mail was opened, he was followed and watched. People he trusted were enlisted to spy on him. Government agents plotted how to undermine his leadership, especially as he moved more toward the left.

So, let's remember three things this MLK Day: the honorable tradition of progressive democratic radicalism that looks deeply and widely at the causes of injustice and tries to root them out; the danger of investing all our hopes and dreams in a savior-type leader; and the persistent danger of witch hunts that seek to silence and intimidate dissidents and make everyone else afraid to come to their aid.

In King's words, "Change does not roll in on the wheels of inevitability, but comes through continuous struggle. And so we must straighten our backs and work for our freedom. A man can't ride you unless your back is bent." Instead of praising King for battles already fought, let's look around at the pervasive injustices that still exist, from the obscene disparity in wealth to the abandonment of our educational institutions. From the unchecked growth of prisons for the poor to the escalating oppression of the Palestinian people in Israel and Palestine. Let's pay tribute to King, and Baker and Hamer and all the others who fought the good fight by building a sustainable movement for a more just and humane world.

View PowerPoint created by students and watch video

Yesterday, was the day that we celebrate the birth of Dr. Martin Luther King Jr., a Civil Rights leader. Today, we are going to watch/listen to a speech he gave about the war in Vietnam. This speech is from 1967. When he talks about "Hanoi," he is talking about the leaders of North Vietnam who the US was fighting. When he talks about Diem, he is talking about a dictator that the US was supporting in South Vietnam.

Before you watch the video, write down 5 things you know about Martin Luther King Jr. or the Vietnam War. Also write down 3 questions that you have about Martin Luther King Jr. or the Vietnam War. Thinking about what you know and writing questions will help you understand more. As you watch the video, underline things that look important, circle words you don't understand, and write down any questions you have.

Open Internet Explorer. Go to: democracynow.org

Click on: Past Shows

Under 2010 click on January.

Under Monday, January 18, 2010, click on: [Dr. Martin Luther King, Jr., 1929-1968](#).

Play the video. Skip to 3:20. Stop when he finishes the speech about Vietnam.

Questions to Think About As You Watch/Read Along

-What do you notice about how he speaks? What makes him such a powerful speaker?

-Is there anything surprising about the speech to you?

-Why would a Civil Rights leader care about the war in Vietnam?

-Why was he against the war in Vietnam?

-What does he mean by a revolution of values?

-Is there anything in the speech you disagree with? What? Why?

-Do you think things are different today? Why?

When you are finished listening, write down 3-5 questions you have about his speech. We will spend some time in class talking about this period in history and your questions will help guide what we talk about.

Next, write down some of your thoughts about the speech and about the questions above.



Bill of Rights Activities



US History

Women in American History

Ellis Island



A Presidential Election Poll Week of September 15th

CNN's National Poll of Polls
Week of September 15th, 2008



Barack
Obama

45% 47%

John
McCain



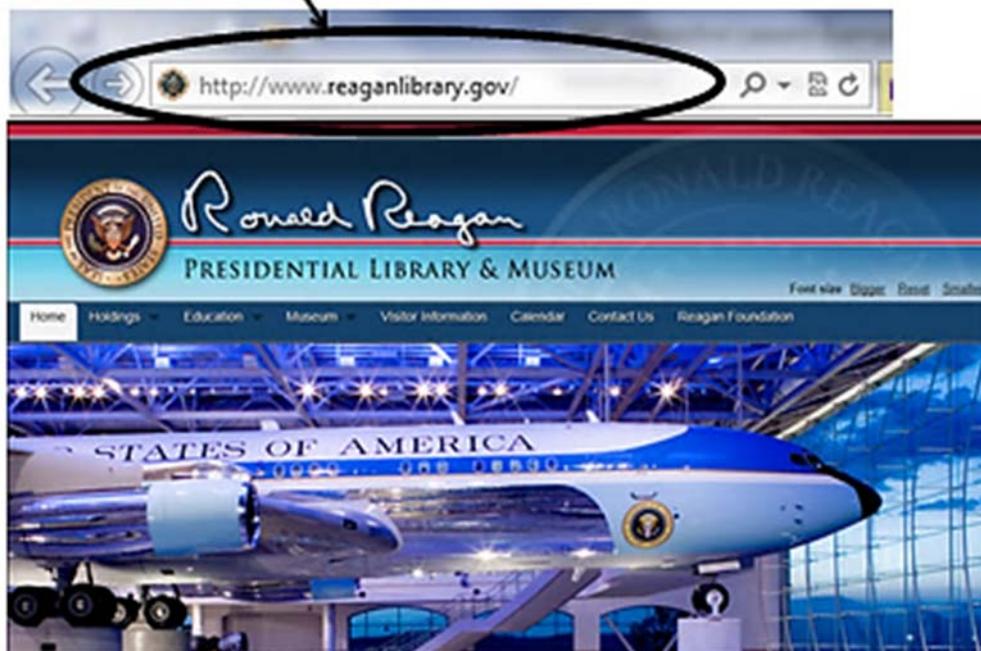
1. A political poll was taken to see how the two leading candidates for president were doing. John McCain got 47 percent, Barak Obama got 45 percent, and the rest of the people who responded were undecided. What percent were undecided? _____
2. Seventy-five percent ($\frac{3}{4}$) of the undecided voters were leaning toward Obama. _____ percent of all polled voters were undecided but leaning toward McCain.
3. If 200 people were polled, how many said they would vote for Obama? _____
4. Which statement is most likely true based on the above information?
 - a. McCain is going to win the election.
 - b. Obama is going to win the election.
 - c. If the election were held on the same day as the poll, and only those who were polled voted, McCain would win.
 - d. If the election were held on the same day as the poll, and only those who were polled voted, Obama would win.
 - e. If the election were held on the same day as the poll, and only those who were polled voted, McCain would probably win.
 - f. If the election were held on the same day as the poll, and only those who were polled voted, Obama would probably win.



Internet Explorer or Firefox: Exercise 1

1. Enter a URL: www.reaganlibrary.gov/

A URL is a Universal Resource Locator. It is simply an address. If you are looking for something on the Web, and you have the address for it, you go to the address box near the top of the screen.



Click in the box, type in the address, and hit enter.

1. Go to the United States White House website by entering www.whitehouse.gov in the address box. Who or what is in the photo on this page?

Answer: _____

2. Go to the CNN website by entering www.CNN.com in the address box. What is the title of the big news story today?

Answer: _____

3. Type www.historyplace.com/ in the address box. Name three main exhibits on this page.

Answer: _____



Could You Be President?

Article II, Section I, of the Constitution establishes certain requirements for the presidency. *No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of the President; neither shall any person be eligible to that Office who shall not have attained the Age of thirty five Years, and been fourteen Years a Resident within the United States.*

List the basic requirements for the office of the president of the United States:

1. _____
2. _____
3. _____

Based on this information, discuss and answer the following questions.

1. Do you think these are fair requirements for the office of president? Why or why not?

2. What additional requirements do you think should be added to this list? For example, should there be an educational requirement—college graduates only—or should anyone of any educational level be allowed to run?

3. What personal and social qualities should a person who is running for the presidency possess? Explain each of your choices.

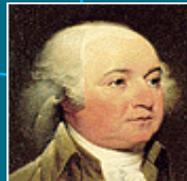
4. Would you want to be president? Why or why not? What do you think you could take to the presidency that is currently missing?



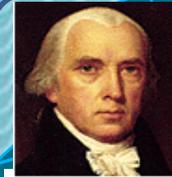
USA Presidential Timelines



George Washington



John Adams



James Madison



Thomas Jefferson

The Judiciary Act specified the number of Federal courts and judges.

U.S. capital relocated to Washington, D.C. from Philadelphia.

12th Amendment changed Presidential election rules.

City of Washington captured and burned by British

Post Office established by Congress as a separate entity.

Congress established Library of Congress.

Congress outlaws importing slaves from Africa.

Second Bank of the United States chartered, April 10.

Alaska

Hawaii

USA Presidential Timelines

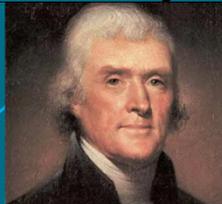


George Washington

Name at least two things about him

George Washington

1. He was the 1st President
2. He was a general who led the continental army during the Revolutionary War.



Thomas Jefferson

Name at least 3 things about him.

Thomas Jefferson

1. He was the 3rd president.
2. He drafted the Declaration of Independence
3. He purchased the Louisiana territory from France.
4. He sent the explorers Lewis and Clark to explore the Louisiana Purchase.



James Madison

Name at least 3 things about him.

James Madison

1. He was the 4th President.
2. He was president during the War of 1812 with Great Britain. Washington was burned.
3. He is known as the father of the Constitution.

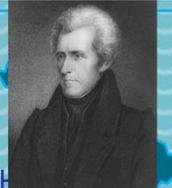


James Monroe

Name at least 2 things about him

James Monroe

1. He was the 5th President.
2. His foreign policy became known as the "Monroe Doctrine."



Andrew Jackson

Name at least 2 things about him.

Andrew Jackson

1. He was the 7th President
2. He was a general during the war of 1812.
3. He was a populist president. (He fought for the common people).

Alaska

Indian

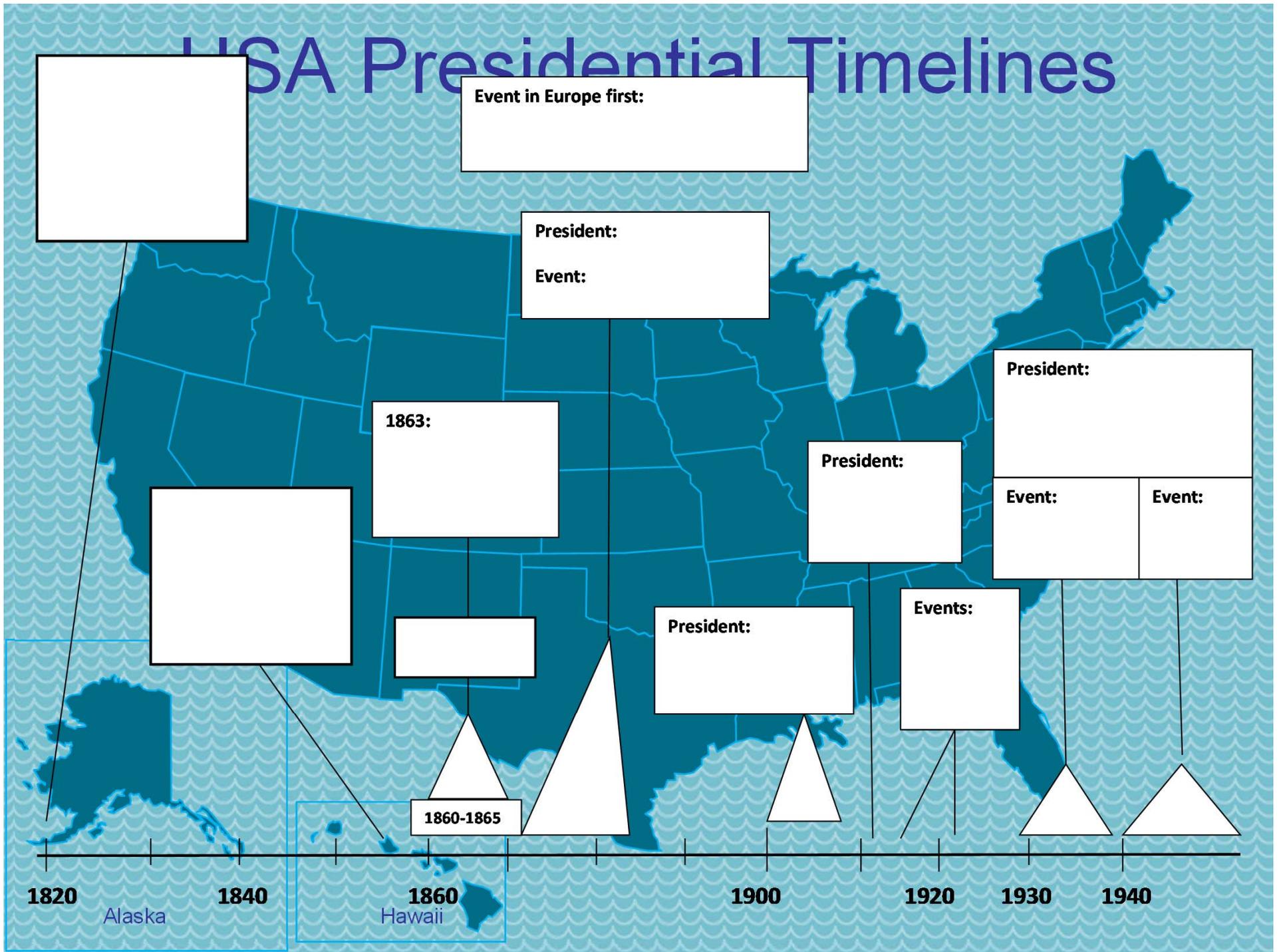


Fort

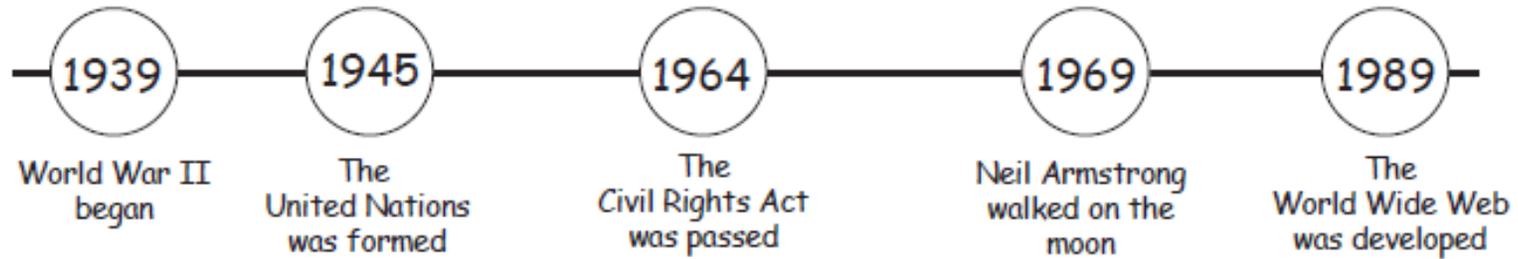
Missouri compromise
 Kansas Nebraska Act
 President Lincoln
 Civil War
 Gettysburg
 Gettysburg Address
 Lincoln assassinated.
 Andrew Johnson and Reconstruction
 Industrial Revolution
 Theodore Roosevelt
World War I.
 Woodrow Wilson
League of Nations.

<p>Missouri compromise A compromise in 1820 between pro-slavery and anti-slavery faction in congress. Missouri was accepted as a slave state and Maine was accepted as a free state.</p>		<p>Kansas Nebraska Act In 1854, it created the territories of Kansas and Nebraska. It repealed the Missouri compromise. Under popular sovereignty, these states voted whether to have slavery or not. It created tensions that led to the Civil War.</p>	
<p>The Battle of Gettysburg Fought on July 1-3 1863, General Lee led his confederate army into Pennsylvania to threaten Washington. However, his attack failed. It was the turning point in the Civil war. It was also one of the bloodiest battles fought in America.</p>		<p>Andrew Johnson and Reconstruction 17th President of the United States after Lincoln was assassinated. He tried to run Lincoln's Reconstruction of the South. 1st President to be impeached.</p>	
<p>Industrial Revolution</p>		<p>Theodore Roosevelt 26th President of the U.S. (1901-1909) Under him the Panama canal was completed and he brought an end to the Russo-Japanese war. He sent out the Naval fleet to show the world of U.S. power. He was big on conversation. Started the National parks.</p>	
<p>Woodrow Wilson 28th president of the U.S. (1913-1921). The only President to hold a PhD, he was President during World War 1. The League of Nations, which would later become the United Nations, was his idea. However, the U.S. people did not like it.</p>		<p>League of Nations</p>	

USA Presidential Timelines



Who Was President When...



RICHARD NIXON



FRANKLIN D. ROOSEVELT



RONALD REAGAN



HARRY TRUMAN



LYNDON B. JOHNSON

Draw a line from the president to his time in history.

PRESIDENTS WORKSHEET PART 1
From Washington to Lincoln

Directions: Write the names of the presidents below in the space for the appropriate event.

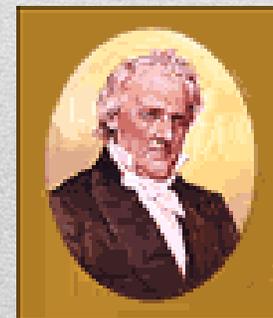
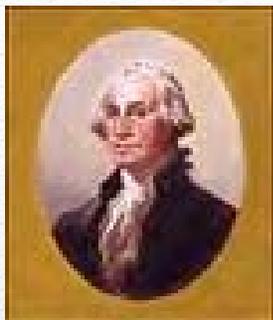
George Washington	Thomas Jefferson	James Madison
James Monroe	Andrew Jackson	Abraham Lincoln

+

_____	He purchased the Louisiana territory from France and Sent the explorers Lewis and Clark to see the land.
_____	He was the president during the war of 1812. England burned Washington D.C.
_____	He told the European countries that no more colonizing would take place in the Americas. "Stay out of the Americas!"
_____	While he was president, the Union of the United States was threatened when the southern states seceded.
_____	He was the first president and was a general of the army against the British during the Revolutionary war.
_____	He was an anti-federalist.
_____	He was a populist president who represented the interests of the common people.
_____	He wrote the Declaration of Independence.
_____	He is known as the Father of the Constitution.

Put the presidents in order:

1. _____	5. _____
2. John Adams	6. John Quincy Adams
3. _____	7. _____
4. _____	16. _____



PRESIDENTS WORKSHEET #2
From Lincoln to Truman



Directions: Write the names of the presidents below in the space for the appropriate event. Use

Abraham Lincoln Andrew Johnson	Theodore Roosevelt Woodrow Wilson	Franklin Roosevelt Harry Truman
-----------------------------------	--------------------------------------	------------------------------------

- _____ He was President during World War I.
- _____ He was president during the Civil War.
- _____ He was President during World War II.
- _____ He gave the order to drop the Atomic bombs on Japan, ending World War II.
- _____ He was the first President to be impeached
- _____ He issued the Emancipation Proclamation, which freed the slaves in the southern slave states.
- _____ He passed the 13th amendment in the U.S., abolishing slavery.
- _____ When North Korea invaded South Korea, he sent U.S. troops to help the South.
- _____ He was President during the progressive era, in which the government initiated reforms towards business.
- _____ He created the league of nations, the purpose of which was to end future warfare.
- _____ His government policies of the "New Deal" were to help people recover from the Great Depression.

Put the presidents in order:

16. _____	28. _____
17. _____	30. John Calvin Coolidge
18. Ulysses S. Grant	32. _____
26. _____	33. _____



PRESIDENTS WORKSHEET 3
From Truman to Reagan

Directions: Write the names of the presidents below in the space for the appropriate event. Discuss in groups and use the internet to search for information when needed.

Part 1

Harry Truman Lyndon B. Johnson	Dwight D. Eisenhower Richard Nixon Ronald Reagan	John F. Kennedy Jimmy Carter
---	---	---

- _____ He was President during the Korean conflict.
- _____ He was assassinated.
- _____ He is the only President to resign.
- _____ He signed a treaty which ended the Korean conflict.
- _____ He was criticized for escalating the war in Vietnam.
- _____ Many Americans see him successful for "staring down" that "evil Empire", The Soviet Union.
- _____ In spite of his peaceful and successful foreign policy, his presidency was marred due to the Iranian hostage crisis.
- _____ His vision of sending Americans to the moon one day established the space program (NASA).
- _____ He successfully passed legislation in Congress known as **The Civil Rights Act**.
- _____ During his presidency, some people were afraid that the Communists would take over. Senator McCarthy ruined many people's careers by calling them communists.
- _____ Some people were afraid to elect him as President because he was a Catholic.
- _____ He was the first President to visit Communist China.
- _____ During his Presidency, he was questioned regarding the Iran-Contra scandal.
- _____ His name will always be associated with Watergate.

Part 2

PRESIDENTIAL PROBLEMS: Match the President on the left with the problem on the right	
John F. Kennedy _____	a. Iran-Contra scandal.
Lyndon B. Johnson _____	b. Watergate
Richard Nixon _____	c. Assassinated
Jimmy Carter _____	d. American hostages in Iran.
Ronald Reagan _____	e. Vietnam War.
	f. Joseph McCarthy

Part 3.

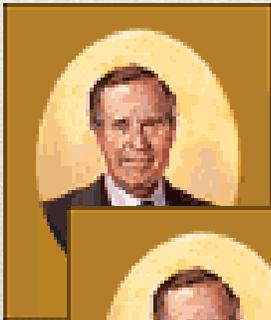
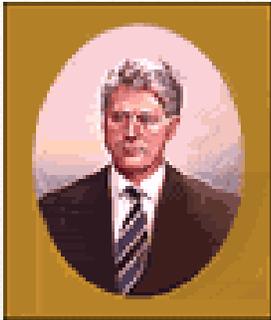
Put the Presidents in Order:

33. _____	37. _____
34. _____	38. Gerald Ford.
35. _____	39. _____
36. _____	40. _____



Know the Presidents

Use the [Presidents of the United States](#) chart to answer the following questions in complete sentences.



1. Who was the youngest president when taking office? Choose an item.

2. Who was the oldest president when taking office? Choose an item.

3. How many Democrats have served as president? Choose an item.

4. How many Republicans have served as president? Choose an item.

5. What 3 presidents were impeached by House of Representatives? Choose an item.

6. Who was the only president to resign? Choose an item.

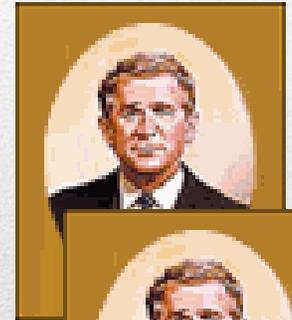
7. Who served two terms but not consecutively? Choose an item.

8. Who was president for the longest time period? Choose an item.

9. Who was president when the United States entered World War II? Choose an item.

10. Who was the last Whig president? Choose an item.

BONUS: Name the presidents in your lifetime. _____



Thomas Jefferson	James Madison	James Monroe
Abraham Lincoln	Andrew Johnson	Theodore Roosevelt
Woodrow Wilson	Franklin Roosevelt	Harry Truman
Dwight Eisenhower	John F. Kennedy	Lyndon Johnson
Richard Nixon	Jimmy Carter	Ronald Reagan
Hilary Clinton	Dr. Martin Luther King, Jr.	

History: The Presidents of the United States

Directions: First, you may work with a group and use the internet to find the answers. Then, quiz another student. You may give the student your word bank.

- Who was the President who sent the explorers Lewis and Clark? _____
- During his presidency, the USA was involved in World War II. _____
- In the war of 1812, The British burned Washington, and this President had to flee.

- Who was President during the Korean War? _____
- Who was President during the Civil War? _____
- During his Presidency, the Soviet Union launched Sputnik, first man made satellite.

- Who was the first President to be impeached? _____
- Who help America through the Great Depression? _____
- Which President was identified with Progressivism? _____
- Which President helped the USA through World War I? _____
- Who purchased the Louisiana Purchase from France? _____
- Which President ordered dropping the Atomic bombs leading to the Japanese surrender?

- Who was unable to stop the Iranian hostage crisis? _____
- Who is known as the "Father of the Constitution?" _____
- Who is identified with Watergate? _____
- Who was questioned for his role in the Iran-contra scandal? _____
- Who was President during the era of McCarthyism? _____
- Which President passed the 13th Amendment? _____
- Who proposed the League of Nations? _____
- Who was the first Catholic President? _____
- He said, "We will put the first man on the moon." _____
- He got America involved in the Vietnam War. _____
- He was the first president to visit communist China. _____
- Helped to broker peace between Egypt and Israel. _____

**History:
Presidents of the USA
Presidents and MLK
Bank Presidents will
be used more than once**



PRESIDENTIAL JEOPARDY

This pres. ordered the dropping of the atomic bombs on Japan, ending World War II.
Who is Harry Truman?

This pres. gave the Gettysburg address, which freed the slaves.
Who is Abraham Lincoln?

This pres. passed the 13th amendment, abolishing slavery.
Who is Andrew Johnson?

This pres. created the league of nations.
Who is Woodrow Wilson?

His government policies were known as the New Deal, which helped people during the Great Depression.
Who is Franklin Roosevelt?

This president passed the Civil Rights act and involved the U.S. in a war with Vietnam.
Who is Lyndon Johnson?

This president is known as the Father of the Constitution.
Who is James Madison?

This pres. wrote the Declaration of Independence.
Thomas Jefferson.

This pres. purchased the Louisiana territory from France.
Who is Thomas Jefferson?

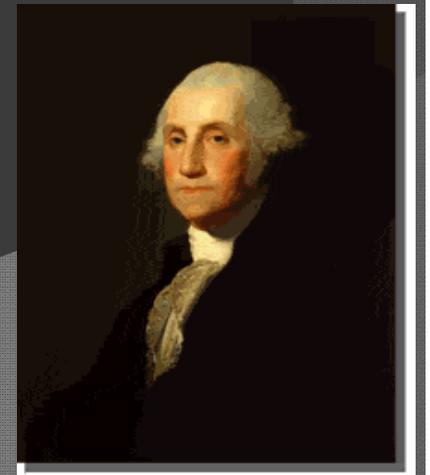
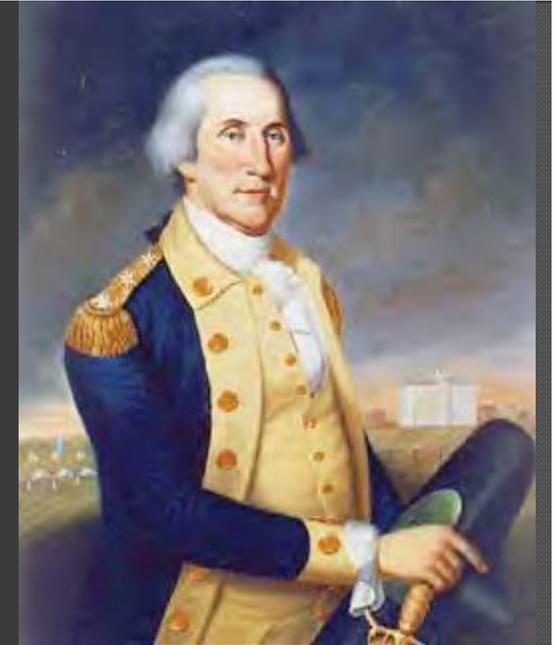
This pres.'s doctrine prevented European nations from interfering in the new countries of Central and South America.
Who is James Monroe?

This president lost a bid for reelection because of the Iranian hostage crisis.
Who is Jimmy Carter?

This president had to deal with the Iran-Contra scandal.
Who is Ronald Reagan?

This president was the first to visit Communist China.
Who is Richard Nixon?

This president almost faced a war with the Soviet Union and Cuba over the Cuban missile crisis.
Who is John F. Kennedy?



Overview of the Presidents: Basic Facts & Figures



Know the Presidents

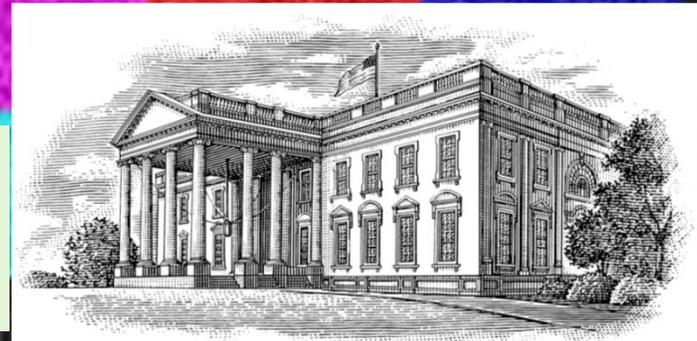


Presidents' Occupations

Wives and Children of the President



WHITE HOUSE HISTORY | *Timelines : Music*



*THE WHITE HOUSE
HISTORICAL ASSOCIATION*

3 Branches of the U.S. Government

Separation of powers under Articles I, II, and III

LEGISLATIVE makes laws	EXECUTIVE carries out laws	JUDICIAL explains laws
		
CONGRESS --must meet at least one time each year Senate --100 senators --2 senators from each state --term: 6 years Qualifications --at least 30 years old --citizen for 9 years Presiding officer --the Vice president, or --an elected <i>President pro tempore</i> House of Representatives --435 representatives --435 representatives are divided among the 50 states. States with larger population get more representatives. --term: 2 years Qualifications --at least 25 years old --citizen for 7 years Presiding officer Speaker of the House	President and Vice president --elected by the Electoral College who are elected by the people at the November general election --a person can be elected president only two times --term: 4 years Qualifications --at least 35 years old --a native-born citizen --lived in the U.S. for 14 years before the election Cabinet --14 cabinet departments --14 cabinet officers --appointed by the President but must be approved by the Senate --term: determined by President. Serve as long as the President wants them --meet whenever the President wants	Supreme Court -- 9 justices --serve for life unless impeached --appointed by the President but must be approved by the Senate Circuit Court of Appeals --12 courts throughout the U.S. --serve for life unless impeached --appointed by the President but must be approved by the Senate District Courts --91 trial courts throughout the U.S. --serve for life unless impeached --appointed by the President but must be approved by the Senate

Alaska

Political Parties in the United States

Political Parties in the United States

DEMOCRATIC PARTY (DNC) - After the 2006 elections, Democrats control several key governorships (including PA, NY, MI, IL, VA, OH, NJ, NC, CO, VA and WA) and many state legislatures. The Dems also recaptured congressional majority status inside the Beltway for the first time since 1994. Former Vermont Governor Howard Dean tried a new "50-states strategy" approach to rebuilding the party since becoming DNC Chair in 2005, abandoning the old "targeted states" approach in favor of building a 50-state party organization (which proved highly successful). Dean's fundraising has also been solid as chair, and he replaced the angry demeanor he exhibited during his '04 White House run with a new low-key approach. DCCC Chair Rahm Emanuel (D-IL) and DSCC Chair Chuck Schumer (D-NY) were the other key architects, along with Dean, with the successful 2006 strategy -- even if the two insiders were frequently at odds with Dean over tactics and spending until late in the cycle. While prominent Democrats run the wide gamut from the near Euro-style democratic-socialist left (Barbara Lee, Dennis Kucinich and the Congressional Progressive Caucus) and traditional liberals (Russ Feingold, Nancy Pelosi, Barack Obama and Dick Durbin) to the Dem center-right (Evan Bayh, Harry Reid and the NDN) to the GOP-style conservative right (Ben Nelson, Gene Taylor, and the Blue Dog Coalition) to the pragmatic Democratic Leadership Council's "centrist" moderate-to-liberal style (Howard Dean, Hillary Clinton, Joe Biden, The Third Way). The Democrats swept into office in '06 include a combination of some vocal progressive "Deaniacs," some centrists, and some very conservative ex-Republicans. Other official, affiliated national Democratic sites include:

REPUBLICAN PARTY (RNC) - Republicans hold the big job in DC: the Presidency. President George W. Bush -- regardless of which party holds control on Capitol Hill -- has the ability to largely keep Congress in GOP ... We're back! (1980) check with his veto power. The GOP also held control of the US House from the Gingrich "Contract with America" anti-Clinton election sweep of 1994 until they were ousted from power in 2006 in a backlash to the Iraq War and corruption concerns. The GOP also hold several key Governorships (including TX, CA, GA, MN and FL), and narrowly held majority status in the US Senate in 1995-2001 and 2003-07. In the aftermath of the 2006 defeat, the different ideological camps within the Republican Party are battling for control. Leading Republicans fall into several different ideological factions: traditional conservatives (President George W. Bush, John Boehner, John McCain, and the Club for Growth), the Religious Right (Sam Brownback, Mike Huckabee, the National Federation of Republican Assemblies and the Christian Coalition), the rapidly dwindling old Nixon/Rockefeller "centrist" or "moderate" wing (Arnold Schwarzenegger, Charlie Crist, Rudy Giuliani and the Republican Main Street Partnership), libertarians (Ron Paul and the Republican Liberty Caucus), and a "paleo-conservative" wing that backs strict anti-immigration controls (Tom Tancredo and Pat Buchanan). Other official, affiliated national GOP sites include:



Alaska

Political Parties in the United States

Directions: Work in a group to answer the questions. Have one group member complete Google searches on the Internet to find the answers.

Part 1. Define the following governments and give one example of a country today or in the past that has that kind of government:

	<u>Country</u>
<u>Democracy</u>	
<u>Monarchy</u>	
<u>Dictatorship</u>	

Alaska

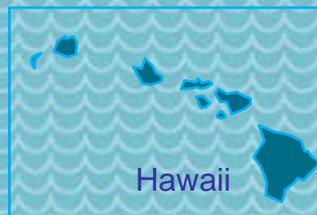
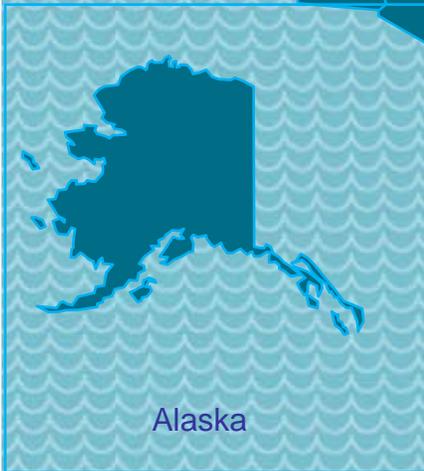
Hawaii

Political Parties in the United States

What's the difference between a *pure democracy* and a *representative democracy*?

What is federalism?

Read about the Articles of Confederation and The Federalists (old U.S political party). What is the basic difference between these two political systems?



Political Parties in the United States

Read about today's Democratic Party and Republican Party. What is the main difference between the two?

Republican

Democrat

How would you compare Republicans and Democrats with Federalism and a Confederation?

Alaska

Hawaii

Reading and writing:

The Mohawks Who Built Manhattan By: Renee Valois

For generations, Mohawk Indians have left their reservations in or near Canada to raise skyscrapers in the heart of New York City.

Go to (hold down control key and click on the link address below):

<http://www.thehistorychannelclub.com/articles/articletype/articleview/articleid/296/the-mohawks-who-built-manhattan>

Please read story first and write all needed notes and markings for comprehension on story. When you are finished reading, answer all questions below with complete sentence answers. Refer back to the reading and notes when needed.

1. What day does the story open up on?
2. Why did the steel workers head towards the disaster?
3. What did the Mohawk Indians do to help in the disaster?
4. What connection did the Mohawks have to The World Trade Center buildings?
5. When did the Mohawks start to build skyscrapers, for how long have they been building skyscrapers?
6. What part of the building jobs were the Mohawks especially interested in?
7. What happened on August 29th 1907? Did this event have positive or negative effects on the Mohawks? Explain your answer.
8. Name three buildings that were worked on by Mohawks?
9. Name three bridges that were worked on by Mohawks?
10. What kind of gangs are they talking about here?
11. Explain what the riveters preferred to do.
12. What the rate of death on the job for ironworkers?



Terrorism or Not? (definitions and situations)

What Is Terrorism?

Look at some of the different definitions. Write an essay in response to the following question:

How would you define terrorism and why? Give examples to support your argument.

Some questions to get you thinking:

- Who decides whether something is terrorism or not?
- Is terrorism different than war? How is it different?
- How does the word terrorism get used by people with power?
- What are some examples of terrorist attacks? What can we learn from these examples?
- Is terrorism about political goals? Is it about religion? Is it about power?
- Can a soldier be a terrorist? Is there such a thing as a terrorist government?
- What's the difference between a terrorist and a freedom fighter?
- Is there a relationship between the word "terrorism" and the word "terrorize"?

Start essay here:

Answer the following questions below in complete sentences and then complete table:

The United States Government Definition of Terrorism:

"... activities that involve violent... or life-threatening acts... that are a violation of the criminal laws of the United States or of any State and... appear to be intended (i) to intimidate or coerce a civilian population; (ii) to influence the policy of a government by intimidation or coercion; or (iii) to affect the conduct of a government by mass destruction, assassination, or kidnapping...."

Coerce/Coercion- Making someone do something; blackmail

Questions

- 1) According to this definition above, which of the events on the list above are terrorist acts?
- 2) Do you agree with the definition above? Why or why not?
- 3) What is the difference between terrorism and violence?
- 4) Who should decide whether something is a terrorist act?

For each of the following situations below, discuss with the people in your row and type in the table whether or not it is a terrorist attack and why you think it is or it isn't. If you can't decide because there isn't enough information, write what additional information you would need in order to make a judgment.

<i>Event</i>	<i>Yes/No</i>	<i>Why is it or isn't it a terrorist attack?</i>
1. 168 people are killed in Oklahoma City when Timothy McVeigh and Terry Nichols blow up the Oklahoma City federal building. McVeigh and Nichols are white and anti-government. They disapprove of how the government acts towards white supremacist groups and cults.	Yes <input type="radio"/> No <input type="radio"/>	
2. During its war in Gaza, Israel bombs al-Fahoura school, a United Nations school where hundreds of Palestinians are taking shelter from the attacks. 40 people are killed. Israel claimed that a mortar was fired from the school and that's why it attacked the school. Israel argues that it didn't want to hurt any civilians.	Yes <input type="radio"/> No <input type="radio"/>	
3. Cubans opposed to Fidel Castro explode several bombs in hotels on the island. The bombs are intended to stop tourism on the island. One Italian tourist is killed and 11 other people are injured.	Yes <input type="radio"/> No <input type="radio"/>	
4. On March 23 rd , 2003, 10 Iraqi civilians in Karbala are killed by United States air raids as part of the war.	Yes <input type="radio"/> No <input type="radio"/>	
5. On the South Side of Chicago, 2 high school juniors are shot for their involvement in a rival gang.	Yes <input type="radio"/> No <input type="radio"/>	
6. Christopher Columbus orders that all the Arawaks who don't bring him enough gold have their hands cut off.	Yes <input type="radio"/> No <input type="radio"/>	
7. Girls in Afghanistan who are on their way to school have acid thrown in their faces by men who don't think women should attend school.	Yes <input type="radio"/> No <input type="radio"/>	
8. Sheriff Joe Arpaio of Maricopa County, Arizona (where Phoenix is) raids workplaces at all hours of the night to arrest Latino immigrants who may be undocumented while they are at work. He parades chained detainees through Phoenix in striped uniforms. In the past he has made outdoor prisons in the sun and forced inmates to wear only pink underwear and eat green baloney sandwiches.	Yes <input type="radio"/> No <input type="radio"/>	
9. Hamas, a Palestinian militant resistance group, and other Palestinian organization shoot Qassam rockets towards Israel. Israel prevents people in Gaza from importing almost anything. These rockets are made of fertilizer and most don't	Yes <input type="radio"/> No <input type="radio"/>	

Social Studies - [The Jamestown Online Adventure](#)

The year is 1607. You are the captain of the Jamestown Colony in Virginia in this Flash-based historical simulation. Will your colony survive and prosper or will it become another "Lost Colony"?

Go To (hold down control key and click on the link address):

<http://www.historyglobe.com/flash.html>

 Print the evaluation of your decisions:

Scoring Factors:

After you make all your decisions, you will receive a report on the state of your colony based on these factors and type scores in boxes below:

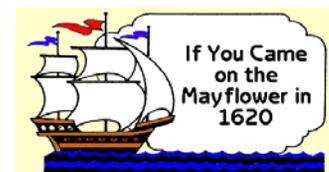
- Food: How well can you provide it for your colonists?
- Health: Can you keep your colonists from dying due to disease, starvation, and attacks?
- Wealth: Can you make yourself and your sponsors at the London Company rich from the discovery of gold and silver?
- Morale: Can you keep yourself in power by keeping everyone happy?

Food:

Health:

Wealth:

Morale:



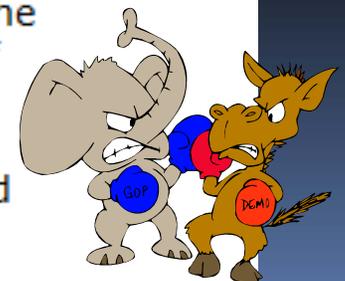
- ♦ **POLITICAL CARTOONS, ♦ THE JAMESTOWN ONLINE ADVENTURE,**
- ♦ **PLACE THE STATE GAME, ♦ BLACK HISTORY MONTH CLOZE AND WRITING,**
- ♦ **THE MOHAWKS WHO BUILT MANHATTAN - READING AND WRITING**

NAME:

DATE:

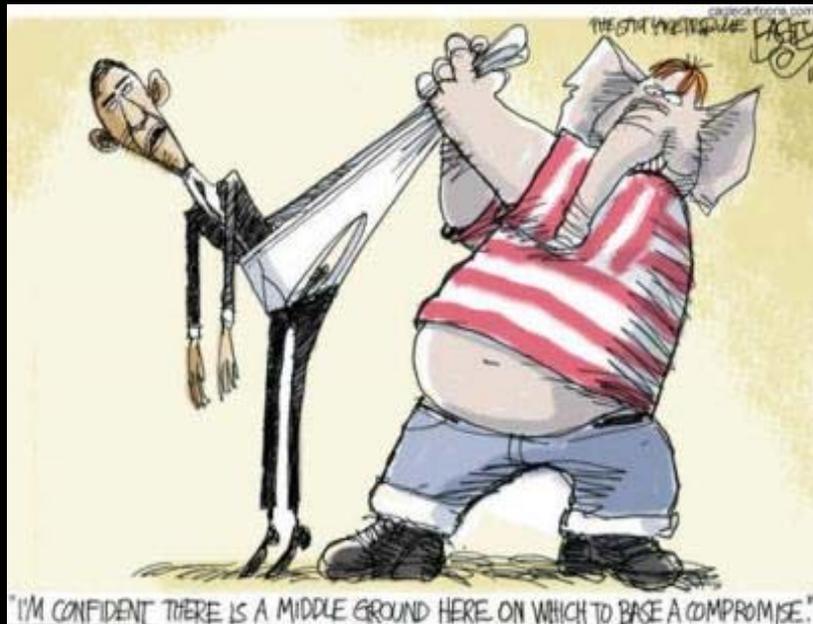
Activity Group #1
Social Studies

Modern American political cartoons have been around since the nineteenth century. The increase in newspaper and magazine circulation in the 1800's provided a rich environment for the rise and use of political cartoons. Thomas Nast, A.J. Volck and Joseph Keppler penned many popular cartoons advocating social reform. The reason behind their popularity is apparent. People with minimal reading abilities could understand and relate to a format that communicated powerful ideas in a humorous, enlightened manner. Through the use of analogy, irony, symbolism, and exaggeration the cartoonist expresses the themes and problems of their historical era. Political cartoons express opinions about public issues and public individuals. They appeal to all levels of readers. Often the full meaning of the cartoon is too subtle to grasp by the casual or uninformed reader. To fully understand a cartoon, the reader must have an understanding of the basic techniques used by the cartoonists as well as knowledge of history and current events. Armed with this background, the reader must apply critical thinking skills to decipher and interpret the cartoonist's meaning and point of view.



Cartoonists use five main elements to convey their point of view.

- **symbolism** - using an object to stand for an idea
- **captioning and labels** - used for clarity and emphasis
- **analogy** - a comparison between two unlike things that share some characteristics
- **irony** - the difference between the way things are and the way things should be or the way things are expected to be
- **exaggeration** - overstating or magnifying a problem or a physical feature or habit: big nose, bushy eyebrows, large ears, baldness



ANALYZING POLITICAL CARTOONS:

Please answer the questions below using the cartoon.

- **Symbols**

Identify three symbols used in your cartoon and their meaning.

- 1.
- 2.
- 3.

- **Exaggeration**

Identify and explain the areas where you used exaggeration to make a point.

- **Irony**

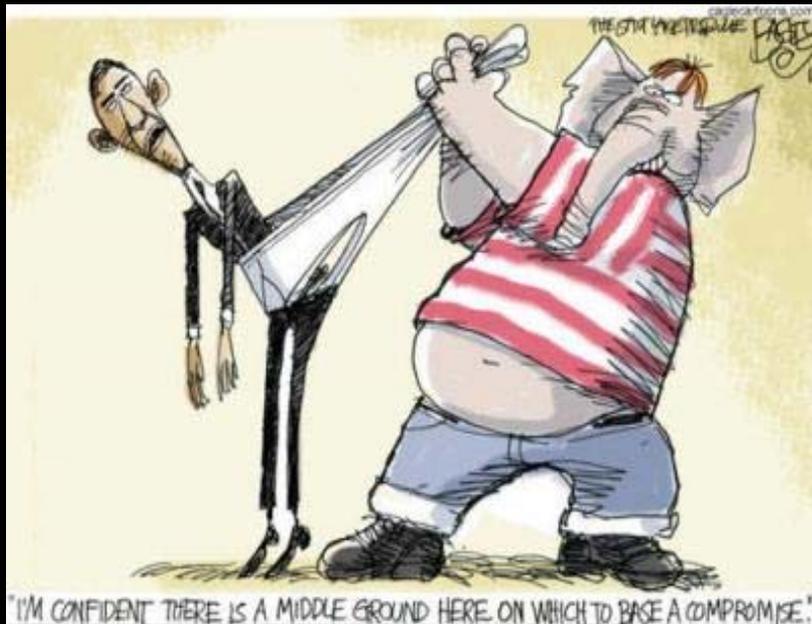
Is your cartoon ironic? How so?

- **Analogy**

Explain how you used analogy in your cartoon?

- **Captions/Labeling**

Did you use labels or captioning in your cartoon? Why or why not?



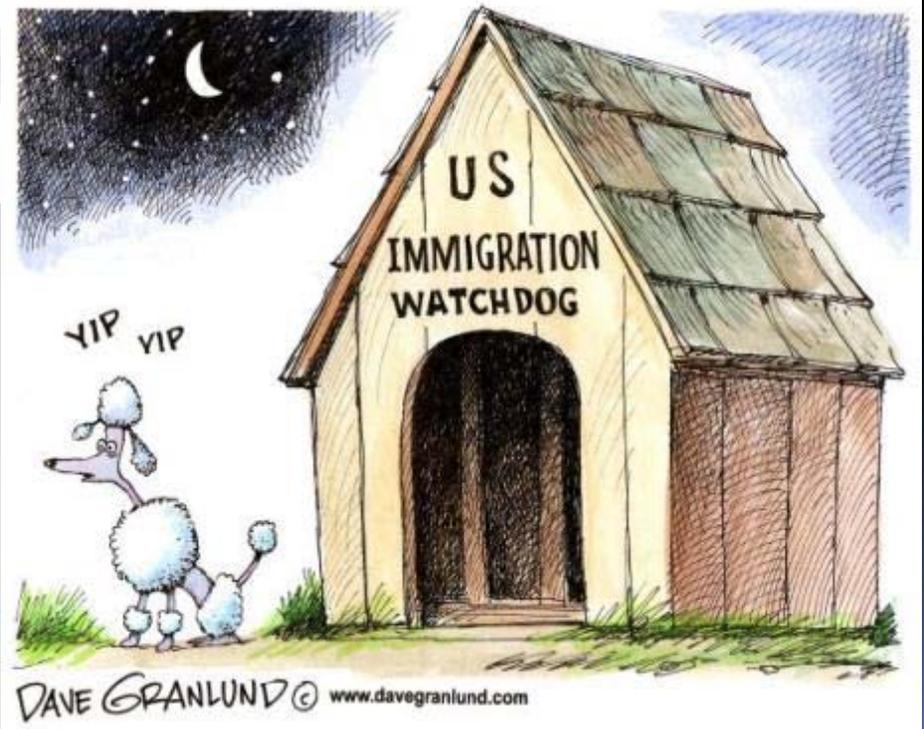
Please answer the questions below using the cartoon above.

1. Identify the cartoon's caption and/or title.
2. Record any important dates or numbers that appear in the cartoon.
3. List the words or phrases used by the cartoonist to label objects or people within the cartoon.
4. How do the words in the cartoon clarify the symbols?
5. Which words or phrases appear to be the most significant? Why?

POLITICAL CARTOON ANALYSIS WORKSHEET

Visuals – Select one of the cartoons below and complete worksheet and the questions that follow.

List the objects or people you see in the cartoon	List the objects that are symbols	List what you think each symbol means



Cartoons for the Classroom

1. Did the cartoonist exaggerate any of the objects or the physical features of a person or people in the cartoon? If yes, describe how.
2. What effect was the cartoonist trying to achieve by exaggerating these items?
3. Are the lines of the cartoon bold, fussy, light, hard or soft? Are shapes curvy (organic) or angular (geometric)? What feelings do the lines convey? What effect does this create?

Black History Month Cloze

Directions: Fill in the blanks with the correct words from the word bank below.

Black History Month is celebrated annually in the _____ States in the month of February. ~~The second week in February.~~ This celebration of black history in America was started by Dr. Carter G. Woodson, who wanted to _____ national attention _____ the large contribution of African-Americans to the history of their country, in 1926. Woodson chose February as _____ history month because it was the _____ Abraham Lincoln, Frederick Douglass, and _____ Hughes. Some have _____ whether February's status as the shortest and ~~coldest~~ month of the year was a factor in Woodson's choice. History books _____ barely started covering black _____ when the tradition of Black History Month was _____ At that point, most representation of blacks in history books was only in reference to the _____ social position _____ held.

**Word
Bank:**

started.	of
bring	birthdays
they	to
Langston	History
had	speculated
low	United
black	

Black History Creative Writing

Directions: You have 15 minutes to write a brief paragraph using as many of the words below.

Abolitionist	Advocate	Oppression	Integrity
Equality	Injustice	Heritage	Discrimination
Racism	Prejudice	Segregation	Emancipation
Laborer	Bias		

Start typing here ➞



UNDERSTANDING MAPS AND GLOBES



Materials: 6-8 maps of various parts of the globe. They could be maps of different regions of the US or of different regions of the world. You will also need rulers (one for each student). Optionally, you will need 6-8 calculators (one for each group—if you allow your Ss to use calculators)

Procedure: Ss will use the maps and rulers to find the distance between pairs of map points. To do so, they will first need to locate the scale of the particular map that they are working with.

Time: 45 minutes to an hour, depending on how big you make the groups in your class or whether or not you have your Ss work in pairs or by themselves.

Variations: Globes could be substituted for maps for this lesson. You could also specify which method of mathematics you would like your Ss to use when figuring out the distances.

NAME _____ DATE _____

MAP SCALE: FINDING DISTANCES ON A MAP

LOCATE THE **SCALE** ON THE MAP THAT YOU AND YOUR PARTNER(S) ARE ASSIGNED. YOU WILL USE THIS SCALE IN ORDER TO DETERMINE THE APPROXIMATE DISTANCE AND THE EXACT DISTANCE BETWEEN TWO POINTS ON THE MAP. USE THE FOLLOWING PROPORTION TO DETERMINE DISTANCES:

$$\frac{\text{ONE INCH}}{\text{SCALE}} = \frac{(\text{NUMBER OF INCHES})}{X}$$

MAP # 1: WASHINGTON, OREGON, IDAHO, MONTANA, WYOMING

MAP LOCATION POINTS	APPROXIMATE DISTANCE	EXACT DISTANCE
1. SEATTLE, WA—JACKSON, WY		
2. YELLOWSTONE LAKE, WY—CRATER LAKE, OR		
3. PORTLAND, OR—BOISE, ID		
4. VANCOUVER, BC—VANCOUVER, WA		
5. COOS BAY, OR—BIRCH BAY, WA		
6. BILLINGS, MT—EUREKA, CA		
7. KLAMATH FALLS, OR—IDAHO FALLS, ID		
8. BUTTE, MT—YAKIMA, WA		



MAP SCALE: FINDING DISTANCES ON A MAP

LOCATE THE **SCALE** ON THE MAP THAT YOU AND YOUR PARTNER(S) ARE ASSIGNED. YOU WILL USE THIS SCALE IN ORDER TO DETERMINE THE APPROXIMATE DISTANCE AND THE EXACT DISTANCE BETWEEN TWO POINTS ON THE MAP. USE THE FOLLOWING PROPORTION TO DETERMINE DISTANCES:

$$\frac{\text{ONE INCH}}{\text{SCALE}} = \frac{(\text{NUMBER OF INCHES})}{X}$$

MAP # 7 ILLINOIS, INDIANA, OHIO, KENTUCKY

MAP LOCATION POINTS	APPROXIMATE DISTANCE	EXACT DISTANCE
1. CHICAGO, IL–CARBONDALE, IL		
2. LOUISVILLE, IL–CLEVELAND, OH		
3. ST. LOUIS, MO–INDIANAPOLIS, IN		
4. TOLEDO, OH–PEORIA, IL		
5. FT WAYNE, IN–PADUCAH, KY		
6. KALAMAZOO, MI–LEXINGTON, KY		
7. SPRINGFIELD, IL–PITTSBURG, PA		
8. AKRON, OH–CHAMPAIGN, IL		

MAP SCALE: FINDING DISTANCES ON A MAP

LOCATE THE **SCALE** ON THE MAP THAT YOU AND YOUR PARTNER(S) ARE ASSIGNED. YOU WILL USE THIS SCALE IN ORDER TO DETERMINE THE APPROXIMATE DISTANCE AND THE EXACT DISTANCE BETWEEN TWO POINTS ON THE MAP. USE THE FOLLOWING PROPORTION TO DETERMINE DISTANCES:

$$\frac{\text{ONE INCH}}{\text{SCALE}} = \frac{(\text{NUMBER OF INCHES})}{X}$$

MAP # 12 NEW HAMPSHIRE, VERMONT, MASSACHUSETTS, RHODE ISLAND, CONNECTICUT

MAP LOCATION POINTS	APPROXIMATE DISTANCE	EXACT DISTANCE
1. AMHERST, MA–BURLINGTON, VT		
2. BOSTON, MA–NEW YORK, NY		
3. PORTLAND, ME–NEW HAVEN, CT		
4. MANCHESTER, NH–WORCESTER, MA		
5. HARTFORD, CT–ALBANY, NY		
6. PORTSMOUTH, NH–PROVIDENCE, RI		
7. MARTHA'S VINEYARD, MA–NANTUCKET ISLAND, MA		
8. NEWPORT, RI–BRIDGEPORT, CT		



Central America Labeling

Label the countries of Central America (and the bordering oceans) on the map below by dragging and dropping the arrows with the country names in the correct location on the map.



Clues: Countries in Central America

- Bahamas** - is a country consisting of more than 700 islands, cays, and islets in the Atlantic Ocean; north of Cuba and Hispaniola (the Dominican Republic and Haiti)
- Belize** - a country in Central America at the southeast border of Mexico and northeast of Guatemala.
- Costa Rica** - a country just north of Panama.
- Cuba** - is an island country in the Caribbean.
- Dominican Republic** - is a nation on the island of Hispaniola, with the western third of the island is occupied by the nation of Haiti, and the Dominican Republic the second largest Caribbean nation occupying the east.
- El Salvador** - a country in Central America that is south of Guatemala and Honduras.
- Guatemala** - a country in Central America south of Mexico and west of Belize.
- Haiti** - is a Caribbean country. It occupies the western, smaller portion of the island of Hispaniola, which it shares with the Dominican Republic.
- Honduras** - a country northeast of Nicaragua.
- Jamaica** - The island, south of Cuba, and west of Hispaniola, the island containing the nation-states of Haiti and the Dominican Republic.
- Mexico** - a country southwest of the USA and north of Guatemala and Belize.
- Nicaragua** - a country just north of Costa Rica.
- Panama** - a country at the southernmost tip of Central America.
- Puerto Rico** - is located in the northeastern Caribbean, east of the Dominican Republic.

Other Features

- Atlantic Ocean** - the ocean east of Central America.
- Colombia** - a country in northwestern South America; it is southeast of Panama.
- Pacific Ocean** - the ocean west of Central America.

Answers:



Pre-Castro Cuba

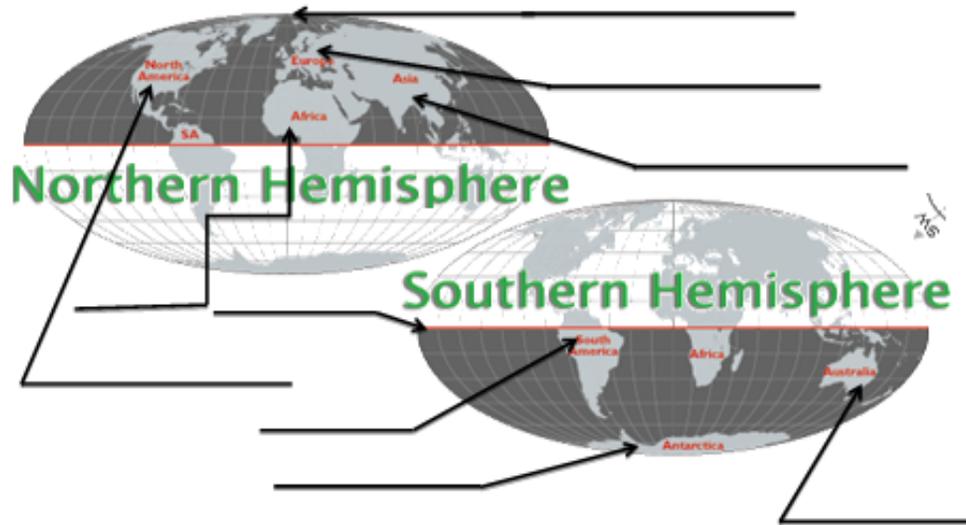


Literacy Campaign Timeline



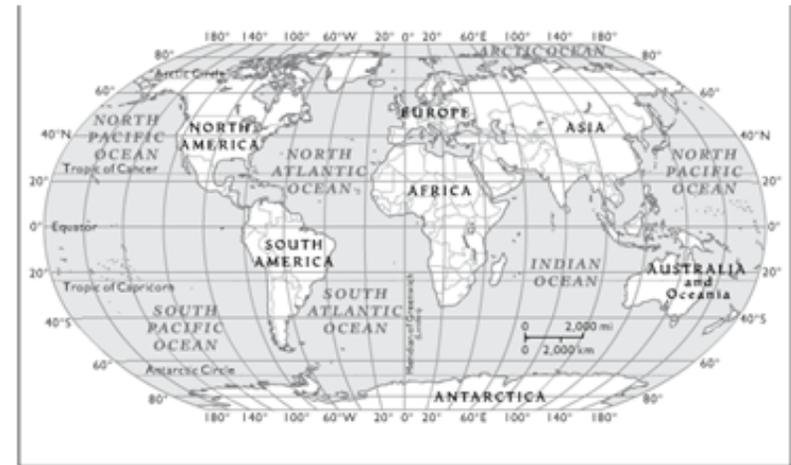
Label the World Map

Answer the questions below and label the world map.



1. Label Africa, Antarctica, Asia, Australia, Europe, North America, South America, the equator, the North Pole, and the South Pole.
2. Do you live in the Northern Hemisphere or the Southern Hemisphere? _____
3. What is the name of the continent that includes The United States? _____
4. How many continents are there? _____
5. What continents are only in the Southern Hemisphere only? _____
6. What continents are only in the Northern Hemisphere only? _____

Answers/Reference:



THE WORLD

Answers:

2. Northern Hemisphere, 3. North America, 4. Seven, 5. Antarctica and Australia, 6. Asia, Europe, North America



Your Mission

Crack the code to find out where the thieves are taking the loot.

Briefing

Crafty robbers broke into the Royal Geographical Society in London and stole armfuls of priceless maps. Finding them would be hopeless, except that they dropped a scrap of paper (copy of at bottom of document) with some odd scribbles on it.

At the top is a rhyme that seems to be an instruction from the thieves' boss:

*First letters from each place-name read.
Spell out the town and come with speed.*

But the note doesn't mention any places! All you see are weird combinations of letters and numbers. Luckily, a sharp-eyed geographer peers over your shoulder and says, "Coordinates. How fascinating!" He refreshes your memory on latitude and longitude, those imaginary lines that help us locate places.

The numbers, you realize, are the coordinates for cities all over the planet.

(1) Find those places in the online atlas at this address- <http://www.worldatlas.com/>

(2) Select any continent and go to Latitudes and Longitudes. Type the coordinates you want to find. As you find each place, write its name next to the coordinates on a separate sheet.

(3) Circle the first letter of each name.

(4) Read the letters from top to bottom, and they should spell the name of a city. Write the city's name on the sheet. Now you know where to nab those cartographic crooks.

The thieves who broke into the Royal Geographical Society left behind this code (As a bonus clue, we've added the number of letters in each city's name.)

*First letters from each place-name read.
Spell out the town and come with speed.*

LATITUDE	LONGITUDE	LETTERS
40° 58' N	5° 39' W	9 =
21° 18' N	157° 51' W	8 =
36° 52' S	174° 46' E	8 =
1° 17' S	36° 49' E	7 =
6° 48' N	58° 10' W	10 =
21° 2' N	105° 51' E	5 =
16° 51' N	99° 55' W	8 =
41° 1' N	28° 58' E	8 =
40° 58' N	5° 39' W	9 =
21° 18' N	157° 51' W	8 =

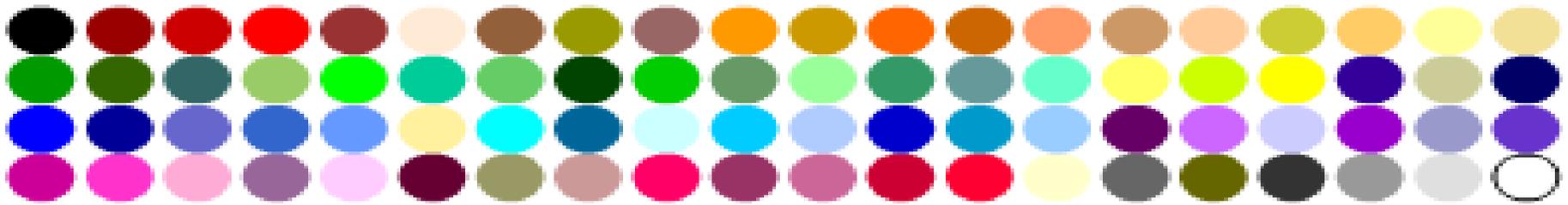
KEY: ° represents degrees of latitude or longitude. KEY: ' represents minutes (out of 60) within a degree

Map reading

Using Xpeditions Atlas at National Geographic.com find the latitude and longitude of the place where you live and type them below.

1. Find your birthday coordinates using the Xpeditions atlas. You can use the month for latitude and day for longitude. For example, if your birthday is November 26, your coordinates could be 11°N, 26°E. (You can actually make four sets of coordinates for your birthday, depending on whether you use north or south latitude, or east or west longitude.)
2. On the printed world map provided, plot your birthday coordinates.
3. What would it be like to have a party there? Write a few complete sentences describing the party.
4. We have already learned about latitude and longitude; you may need to look at the handout for a refresher.



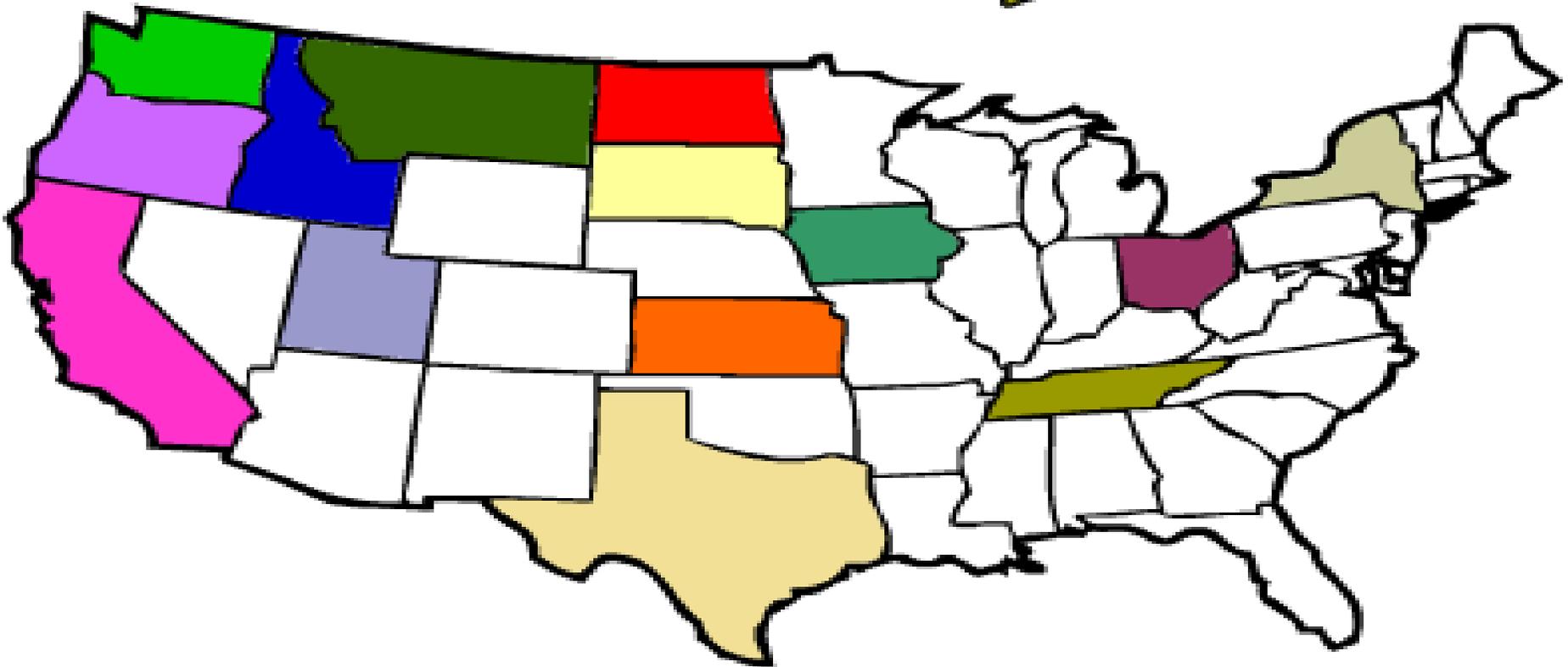


<http://www.apples4theteacher.com/coloring-pages/usa/regional/usa.html>



USA Map Template - Continental United States
Map Outline Color Sheet

Full Page
Print



Place the State Game

Go To (hold down control key and click on the link address):

<http://www.history.com/interactives/place-the-state-game>



On Top of the World

Use the website below in conjunction with this activity.

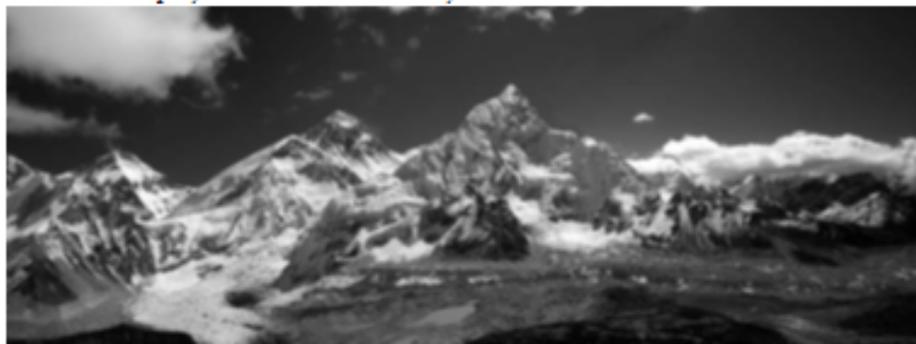
Go to (hold down control key and click on the link address below):

<http://illuminations.nctm.org/LessonDetail.aspx?id=L711>

NAME:

DATE:

Mount Everest is the highest mountain on Earth. Straddling the border between China and Nepal, its summit reaches 29,035 feet above sea level.



The first climbers to ascend Everest were Sir Edmund Hilary and Tenzing Norgay. They reached the summit on May 29, 1953. Can you imagine the view that they got from the top of the world? In this activity, you will consider the distance a person can see to the horizon when standing at the top of Mount Everest.

1. If you were standing at the top of Mount Everest, how far do you think you would be able to see to the horizon? Give your estimate in miles.
2. What strategies could be used to determine the exact distance that you could see to the horizon from the top of Mount Everest? Discuss this question with some of your classmates, and then list at least two possible strategies.

Algebraic Approach

The table below shows the distance to the horizon (in miles) from various heights above sea level (in feet).

HEIGHT ABOVE SEA LEVEL (FEET)	DISTANCE TO THE HORIZON (MILES)
0	0
100	12.2
500	27.4
1,000	38.7
5,000	86.6
10,000	122.5
20,000	173.3

3. Plot this data on a scatterplot.



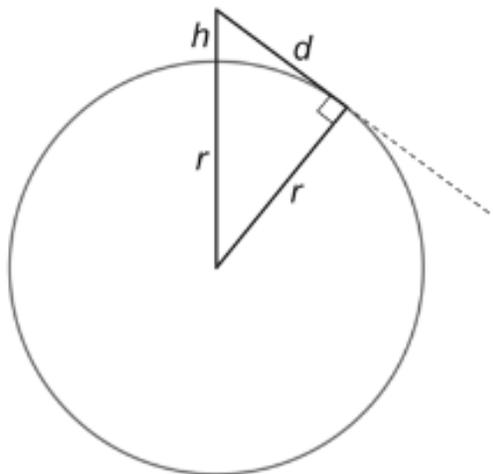
4. Enter the data into a graphing calculator. Conduct some regression calculations to generate a function that will predict the distance to the horizon if the height above sea level is known. (For some types of regression, you may need to delete the point $(0,0)$ from the list.) What equation best fits the data? What type of function is it?



5. Using your function, determine the distance to the horizon from the summit of Mount Everest.

Geometric Approach

The figure below shows that a person standing h feet above sea level can see d miles to the horizon. The distance r is the radius of the Earth. Although the Earth is not perfectly spherical, many scientists consider the value $r = 3963$ miles to be a reasonable approximation.



6. How do you know that a right triangle is formed? That is, how can you be certain that the angle between the two shortest sides is a right angle?

7. Write an algebraic equation that incorporates r , h , and d .

8. Solve your equation for d .

9. Using your equation, determine the distance to the horizon from the summit of Mount Everest.

Answers: After all students have completed the first page, conduct a brief discussion about their answers. However, do not judge or comment on their estimates. You may allow other students to offer comments, but you should only say that thinking about this estimate is a precursor to the activity that they will complete today. Then, divide the class into pairs or small groups; to half of these groups, distribute the sheet titled "Algebraic Approach," and to the other half of the groups, distribute the sheet titled "Geometric Approach." Allow the groups to work on their respective sheets, and then have groups with different sheets compare their results. They may be surprised by the results.

After students have completed the activity sheet, conduct a brief class discussion. Focus this discussion on the following questions:

1. Using your formulas, determine how far a person standing at the top of Mount Everest would be able to see to the horizon. Compare the results generated by each formula.
2. Consider a rocket 1000 miles (or 5,280,000 feet) above the Earth. Use both of your formulas to determine how far a person in this rocket would be able to see to the horizon. Do both formulas give the same result?

To conclude the lesson, allow students to explore the [Distance to Horizon](#) applet. This tool allows the user to adjust the height above sea level, and the distance to the horizon is calculated. The height can be adjusted to exactly 29,035 feet, the height of Mount Everest. At this height, the applet shows that the distance to the horizon is 208.8 miles. Students can use this value as a check of their results.



Selected Solutions to the Answer Sheet

Question 4. A power regression (accessible through the [PwrReg](#) feature on TI calculators) gives the function of best fit. The regression corresponds to the function $d = 1.218 \cdot h^{0.501}$. (This result is very similar to a formula used by ship captains who wished to estimate the distance to a shore. To calculate the distance to the horizon, they estimated the value of $d = (1.5h)^{0.5}$.)

Questions 5 and 9. The power function above yields a result of 208.9 miles, whereas the formula that results from the geometric approach yields a result of 208.8 miles.

Question 7. The Pythagorean theorem can be used to generate an equation, but it must be remembered that the distance to the horizon is measured in miles, while the height above sea level is measured in feet. Consequently, a conversion needs to be done. Let $n = h/5280$, which is the height above sea level in miles. Then, the resulting equation is $(3963 + n)^2 = 3963^2 + d^2$.

Question 8. Solving for d then gives $d = (7926n + n^2)^{0.5}$.



Europe Map Questions

WORD SORT

**Deserts of the World – Label
map**

**THE THIRTEEN
COLONIES**

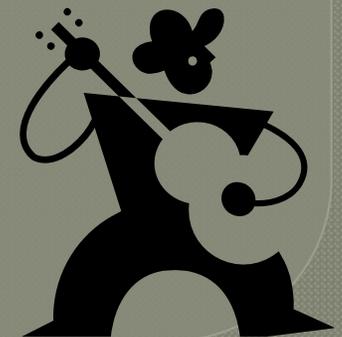
The History of the Blues

Blues music has its roots in tribal African music. Though they were forbidden to practice traditional ways, African slaves held onto their rhythms and melodies through song. As in their homeland, African-American slaves sang rhythmic songs as they planted and harvested crops. They also created spirituals, a form of religious song, out of traditional melodies combined with Biblical themes. These songs expressed religious faith while also expressing the terrible hardships of slavery. After Emancipation, the distinct rhythms and melodies carried over into free African-American culture, finally evolving into blues music. Still played today, blues are the root of many other forms of modern music, including rock and roll and jazz.

The blues genre is based on the blues form but possesses other characteristics such as specific lyrics, bass lines, and instruments. The premier instrument is the guitar. Blues can be subdivided into several subgenres ranging from country to urban blues that were more or less popular during different periods of the 20th century. Best known are the Delta, Piedmont, Jump, and Chicago blues styles. World War II marked the transition from acoustic to electric blues and the progressive opening of blues music to a wider audience, especially white listeners. In the 1960s and 1970s, a hybrid form called blues-rock evolved.

1. The African-American spiritual came about when traditional African religion and music mixed with African-Americans' new Choose an item. beliefs.
2. Many traditional and contemporary blues songs tell the story of an individual character. This type of song is known as a Choose an item.
3. Blues music originated in a region of the United States called the Choose an item.
4. Do you have a favorite rock and roll, blues or jazz song? What makes it special? _____

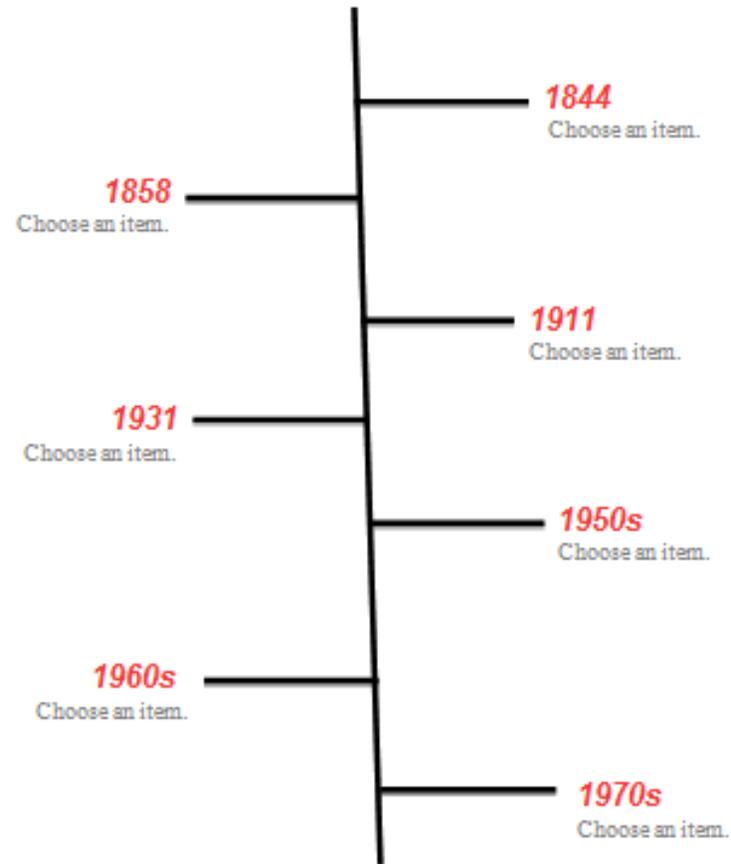
5. The blues can be subdivided into several subgenres, check all that apply.
 - Country
 - Urban Blues
 - Rock Blues
 - Jump
 - Beatbox
 - Delta
 - Lavish
 - Chicago Blues
 - Piedmont
6. In the 1960s and 1970s, a hybrid of the blues developed called Choose an item.





Click on Choose an item and then the drop-down arrow to select your answer.

The history of... *Las Vegas* *Time Line*



Answers:

1844-Explorer John C. Fremont sets up camp at present-day Las Vegas. 1858-Silver is discovered in Nevada. 1911-Las Vegas becomes an official city. 1931-Construction begins on the Hoover Dam. Gambling houses and saloons are built to entertain the workers, and gambling is soon legalized. 1950s-Land near Las Vegas is used by the government to test



ISLAMIC INHERITANCE MATHEMATICS



A major Arab mathematician named **Muhammad ibn Musa al-Khwarizmi** wrote an influential textbook in about 820 called *Hisab al-jabr w'al-muqabala* (Calculation by Restoration and Reduction) that is known today as the *Algebra*. This book was the starting point for Arab work in algebra, and it is credited for giving the subject its name. Al-Khwarizmi was probably born in Soviet Central Asia but he did most of his work in algebra in Baghdad, where he was an astronomer and head of the library at the House of Wisdom.

Al-Khwarizmi was a Muslim and the second half of his book *Algebra* contains problems about the **Islamic law of inheritance**. According to the law, when a woman dies her husband receives one-quarter of her estate, and the rest is divided among her children so that a son receives twice as much as a daughter. If the woman chooses to leave money to a stranger, the stranger cannot receive more than one-third of the estate without the approval of the heirs. If only some of the heirs approve, the approving heirs must pay the stranger out of their own shares the amount that exceeds one-third of the estate. Whether approved by all heirs or not, the stranger's share must be paid before the rest is shared out among the heirs.

Here is an example problem from Al-Khwarizmi's *Algebra*:

A woman dies leaving a husband, a son, and three daughters. She also leaves a bequest consisting of $1/8 + 1/7$ of her estate to a stranger. She leaves \$224,000. Calculate the shares of her estate that go to each of her beneficiaries.

Solution: The stranger receives $1/8 + 1/7 = 15/56$ of the estate, leaving $41/56$ to be shared out among the family.

The husband receives one-quarter of what remains, or $1/4$ of $41/56 = 41/224$.

The son and the three daughters receive their shares in the ratio 2:1:1:1 so the son's share is **two fifths** of the estate after the stranger and husband have been given their bequests and each daughter's share is **one fifth**. ($2+1+1+1=5$).

If the **total estate is \$224,000**, the shares received by each beneficiary will be:

Stranger: $15/56$ of \$224,000 = **\$60,000**.
Husband: $41/224$ of \$224,000 = **\$41,000**.
Son: $2/5$ of $(\$224,000 - 101,000) =$ **\$49,200**.
Each daughter: $1/5$ of $(\$224,000 - 101,000) =$ **\$24,600**.
TOTAL = \$224,000.

YOUR PROJECT:

1. Solve the following Islamic law inheritance problem.

A woman's estate totals \$294,000. She dies leaving a husband, son and two daughters. In her will, she leaves a bequest of $1/7 + 1/6$ of her estate to a stranger. Calculate how much of her estate each of her beneficiaries will receive.

2. Write out all of your calculations.

3. Check to make sure your beneficiary sums equal the total estate.



Reference: Islamic Inheritance Mathematics

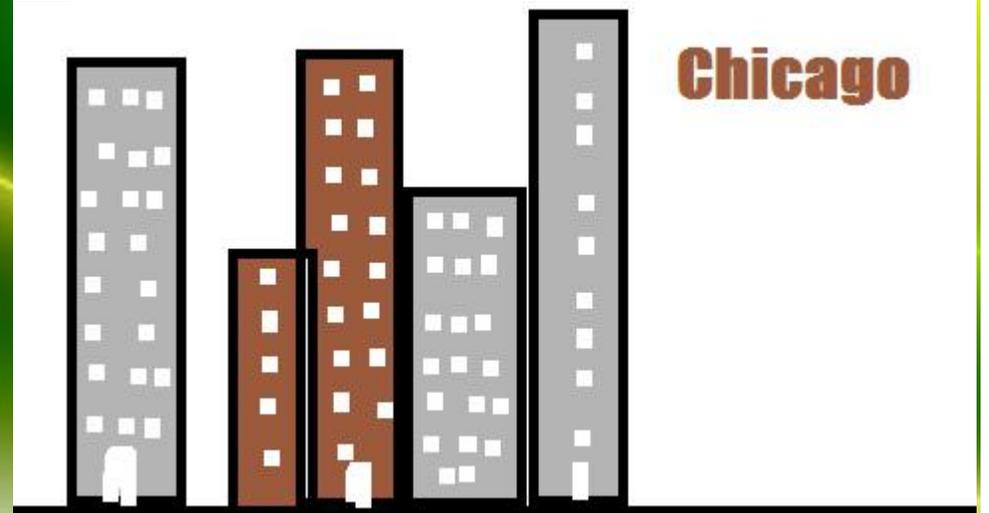
Gullberg, Jan. (1997). *Mathematics: From the Birth of Numbers*. New York: W.W. Norton & Company.

Joseph, George Ghevarghese. (1991). *The Crest of the Peacock: Non-European Roots of Mathematics*. London: Penguin Books.

Nelson, D., Joseph, G. and Williams, J. (1993). *Multicultural Mathematics: Teaching Mathematics from a Global Perspective*. New York: Oxford University Press.



Chicago Quotes
Activity

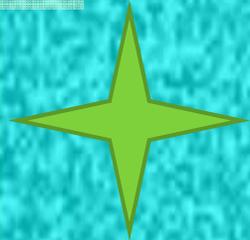


From the Chicago
History Museum:

Chicago Freedom Movement



FRIDA KAHLO



**Economics Questions:
Chapter 3: Supply and
Demand**



**Holiday Information
Exchange**

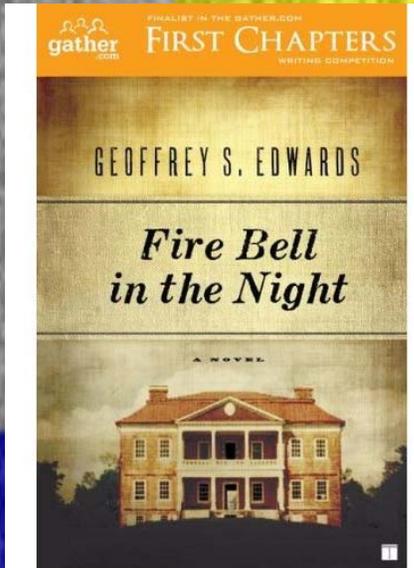
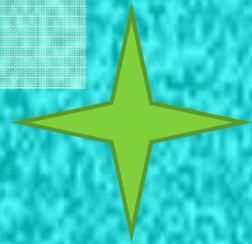
Black Panthers Ten Points Program

**I started studying history with
one view in mind: to look for
answers to the issues and problems
I saw in the world about
me. *Howard Zinn***

Beginner's Quiz of the Civil War

Civil War: The War Years

Civil War: The Road to 1860



Civil War: Post War Years

HSEA Social Studies

Bad Loans

the Sierra Club

Questions for, "The Fire, The Bomb and The Fair"

The History of St. Valentine's Day

Biomes

Citizenship Activities in the Computer Lab

Biomes

Biomes

