

Louisiana Believes.

Civics

Comprehensive Curriculum
REVISED 2012

BLACKLINE MASTERS

LOUISIANA DEPARTMENT OF EDUCATION

Unit 1, Activity 3, Comparing Governments Word Grid

Directions: Complete the word grid using the scale 0, 1, and 2 to fill in the grid. The number 0 would indicate the government does not possess the characteristic (e.g., anarchy does not have elected officials as there is no government). The number 1 would indicate the government has some aspect of the characteristic (e.g., representative democracy may not separate the powers of government). The number 2 would indicate the government possesses that characteristic (e.g., a representative democracy always has elected officials).

Types of Governments	Characteristics												
	Free Speech	Elected Officials	Separation of Powers	Hereditary Rule	Secret Police	Limited government	Autocratic Rule	Fair Public Trials	State Run Press	State Religion	Freedom of Assembly	Right to Petition	
Anarchy													
Democracy (Direct/Pure)													
Representative Democracy (Republic/Parliament)													
Constitutional Monarchy													
Absolute Monarchy													
Oligarchy													
Aristocracy													
Dictatorship													
Totalitarian Dictatorship													
Totalitarian Democracy													

Unit 1, Activity 4, Influencing the American Government

English			American Colonial / Great Awakening			Enlightenment Philosophers			American Revolution		
Idea	Source	Founding Document	Idea	Source	Founding Document	Idea	Source	Founding Document	Idea	Source	Founding Document
Trial by Jury	<i>Magna Carta</i>	<i>Bill of Rights</i>	Self Gov't	<i>Virginia House of Burgesses</i>	<i>Declaration of Independence</i>	Social Contract	<i>Locke and Rousseau</i>	<i>U.S. Constitution</i>	Equal Representation	<i>Articles of Confederation</i>	<i>Article I Constitution</i>
Right to Bear Arms			Religious Freedom			Separation of Powers			Federalism		
Common Law						Civil Liberties					
Representative Government						Separation of Church and State					
Limited Government						Natural Rights of Men (Individual Rights)					
Private Property											

Unit 1, Activity 5, Primary Source Process Guide

Principles of American Government Primary Sources Process Guide

Directions: Use the prompts below to guide your reading and understanding of primary sources.

1. Describe the main idea of the document in a statement of no more than 15 words.

2. Explain the document's position on the eight principles of American government.

3. Analyze the impact and legacy of the document on the daily lives on an American citizen.

Unit 1, Activity 6, Constitutional Compromise RAFT

- **R** – Role: 1788 newspaper editor
- **A** – Audience: 1789 newspaper readers
- **F** – Form: newspaper editorial
- **T** – Topic: a Constitution Compromise

You are a newspaper writer trying to inform the general public of a pending Constitutional Compromise. Select a Constitutional Compromise and write a newspaper article in which you try to convince others of your point of view. Include facts and opinions in your newspaper article. Include a picture in the box.

Name of article _____ by _____



_____ caption

Unit 1, Activity 7, Founding Documents Qtc

Goals and Queries for QtC *Federalist Paper # 10*

Initiate discussion (Goal)

What is the content about? (Query)
What is the overall message?
What is being talked about?

Focus on content's message

It says, "Complaints are everywhere heard from our most considerate and virtuous citizens, equally the friends of public and private faith, and of public and personal liberty, that our governments are too unstable, that the public good is disregarded in the conflicts of rival parties, and that measures are too often decided, not according to the rules of justice and the rights of the minor party, but by the superior force of an interested and overbearing majority."

What does it mean?

Why was the word party used?

Link information

How does the word party connect with the word factions?

What information has been added here that connects with rivals?

How does this document connect with the principles of the American government?

Identify problems with understanding

"By a faction, I understand a number of citizens, whether amounting to a majority or a minority of the whole, who are united and actuated by some common impulse of passion, or of interest, adversed to the rights of other citizens, or to the permanent and aggregate interests of the community."

Does that make sense?

Is this explained clearly? Why or why not?

What do we need to figure out or find out?

Encourage students to refer to the text to find support for interpretations and answers to questions.

Did the content tell me that?

Did the source provide the answer to that?

Unit 2, Activity 1, Key Concepts Chart

Key Concepts Chart (Emerging Industrial Giant)

Key Concept	+	?	-	Explanation	Extra Information
laissez-faire policy				<i>Policy that the government should leave the economy alone and companies should operate without government interference.</i>	<i>French term for leave alone.</i>
monopoly				<i>A business that has complete control of an industry</i>	<i>Rockefeller's Standard Oil Company monopolized the oil industry</i>
Bessemer process					
electricity					
telephone					
expansion of railroads					
mass production					
assembly line					
corporations					
horizontal integration					
vertical integration					
monopolies					
trusts					
Industrial giants					robber barons vs. captains of industry

Unit 2, Activity 1, Key Concepts Chart

Key Concept	+	?	-	Explanation	Extra Information
Andrew Carnegie					
John D. Rockefeller					
J. P. Morgan					
Standard Oil Company					
Carnegie Steel					
“new” immigrants					“new” immigrants were from Eastern and Southern Europe
“old” immigrants					“old” immigrants were from Northern and Western Europe
push and pull factors of immigration					
Angel Island					
Ellis Island					
assimilation					
ghettos					
settlement houses (Hull House)					
tenement housing					
political machines					Boss William Tweed, Tammany Hall

Unit 2, Activity 1, Key Concepts Chart

Key Concept	+	?	-	Explanation	Extra Information
Sherman Anti-Trust Act					
Clayton Anti-Trust Act					
Federal Reserve Act					
Social Darwinism					
labor unions					Knights of Labor, American Federation of Labor, Industrial Workers of the World
labor strikes					Great Railroad Strike of 1877, Homestead Strike, Pullman Strike
Haymarket Square Riot					
child labor					
working conditions					
Triangle Shirtwaist factory fire					
Socialist Party					

Unit 2, Activity 2, Laissez-Faire Policy

Laissez-Faire Policy Process Guide

Effects of the government's laissez-faire policy in the United States:

Impact on business consolidations and monopolies:

Impact on horizontal integration:

Impact on vertical integration:

Impact on the economy of the United States:

Unit 2, Activity 3, Business Consolidations

Business Consolidations Word Grid

Characteristics	Horizontal Consolidation	Vertical Consolidation
Companies doing the same thing merge to consolidate resources and drive competitors out of business.		
Company merges with or takes over suppliers or customers.		
Company has full control of the supply chain.		
Company's goal is to consolidate similar businesses and monopolize the entire industry.		
Companies in a supply chain are united through a common owner.		
Merging of firms controlling the same critical stage of production.		
Merging of companies controlling different stages of production.		
Main goal of the merger is to monopolize the industry.		

Unit 2, Activity 4, Industrial Giants

Industrial Giants Split-page Notes

<u>Date:</u>	Topic: The Industrial Giants
<p><u>Impact on American Society</u></p> <p>Andrew Carnegie</p> <p>J.P. Morgan</p> <p>John D. Rockefeller</p> <p>Cornelius Vanderbilt</p> <p><u>Why did some people refer to them as “Robber Barons”?</u></p> <p><u>Why did some people refer to them as “Captains of Industry”?</u></p>	<ul style="list-style-type: none">• <i>He built the first U.S. steel factories to use the Bessemer process to mass produce steel.</i>

Unit 2, Activity 5, Innovations and Advances

Innovations and Advances Split-page Notes

Area of Innovation: Farming	Topic: Innovations and Advances
New and improved farming devices	<ul style="list-style-type: none">• <i>grain drill (1874)</i>• <i>barbed wire (1874)</i>• <i>steam powered threshers (1875)</i>• <i>gasoline powered tractors (1889)</i>• <i>corn husker (1894)</i>
Describe how these innovations aided farmers.	
Explain how these innovations increased production.	
Analyze the economic impact of these new and improved farming devices.	
Describe the effect that these innovations had on American society.	

Unit 2, Activity 6, Henry Ford: From Model A to Model T

Henry Ford: From Model A to Model T Split-page Notes

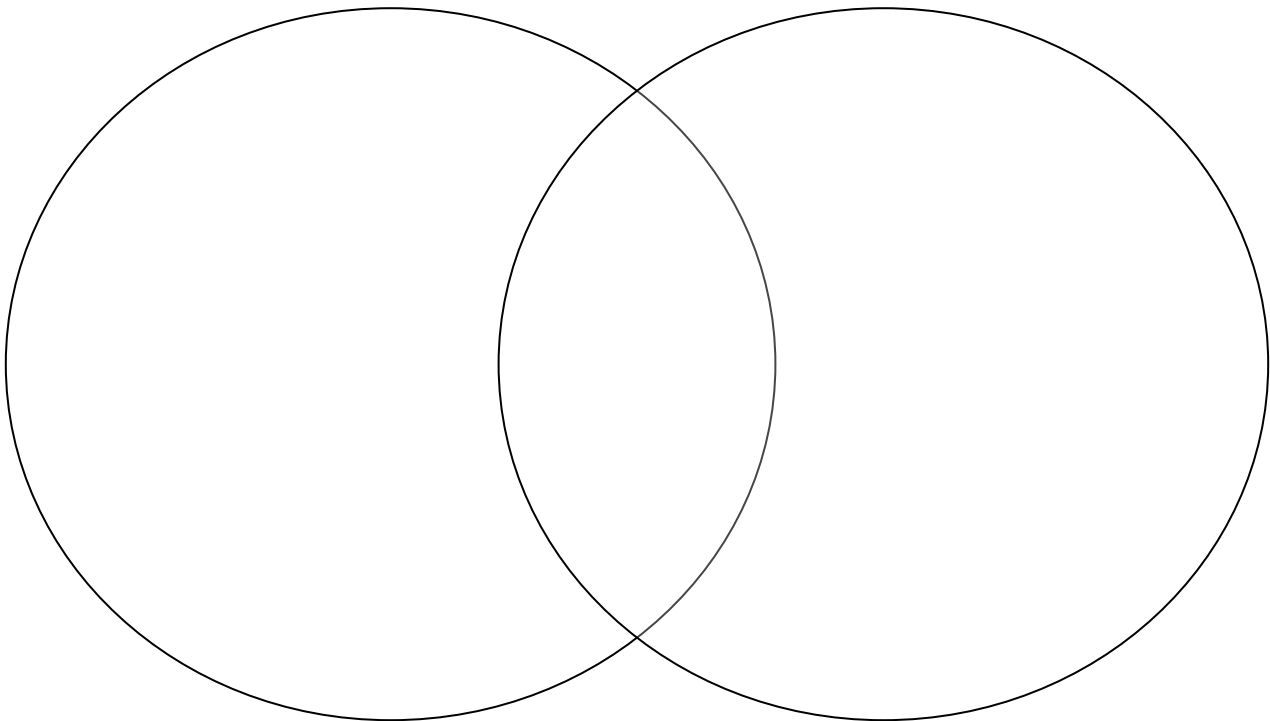
Questions:	Answers:
What type of childhood did Henry Ford have that inspired him to create a horseless carriage?	
When did Henry Ford begin making cars?	

Unit 2, Activity 7, Old vs. New Immigration Word Grid

Immigration	Old Immigrants	New Immigrants
Entered United States before 1890		
Entered United States after 1890		
Attracted the promise of a new life		
Majority of immigrants came from Western and Northern Europe (Great Britain, Ireland, and Germany)		
Majority of immigrants came from Eastern and Southern Europe (Italy, Austria-Hungary, Russia)		
Attracted by religious and political freedoms, jobs, and available land		
Escaping poverty, famine, land shortages, religious (pogroms) and political persecution		

Old

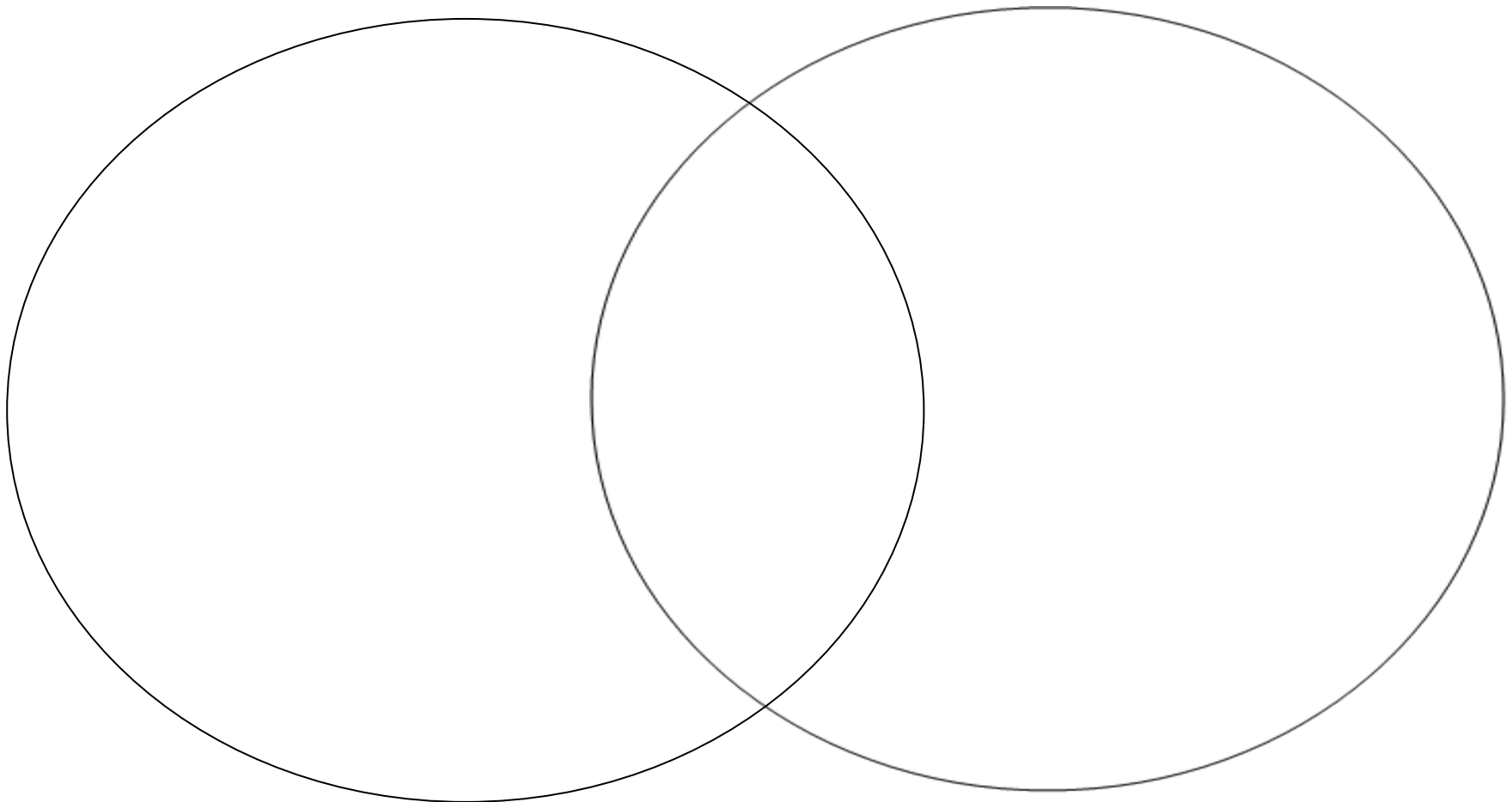
New



Unit 2, Activity 8, Immigration Reception Centers

Ellis Island

Angel Island



Unit 2, Activity 9, Urban Opportunities

Urban Opportunities Process Guide

Reasons that millions of people moved to the cities:

- a. Immigrants:
- b. Rural emigrants:

Areas of the country that saw the greatest growth:

Workplaces that needed millions of workers who lived close by:

Results of the rapid urbanization:

Unit 2, Activity 10, Ghettos and Tenements

Ghettos and Tenements Sensory Images

Sights	Sounds	Smells	Tastes	Touch

Unit 2, Activity 11, Horatio Alger Novel Summary

Horatio Alger Novel Summary Split-page Notes

Date:	Title of the Horatio Alger Novel :
What is the plot of the Horatio Alger novel?	
What words or phrases were used that would be considered uncommon today or would mean something different?	
How would you explain the novel summary to someone who was completely unfamiliar with it?	
Explain how the main character rises to good fortune.	
List examples of struggles that the main character endured.	

Unit 2, Activity 12, Goals and Queries for QtC

Goals and Queries for Questioning the Content

Goal	Query
Initiate discussion	What is the content about? What is the overall message? What is being talked about?
Focus on content's message	It says this, but what does it mean? Why was the word used?
Link information earlier?	How does that connect with what was said earlier? What information has been added here that connects or fits in with _____?
Identify problems with understanding	Does that make sense? Is this explained clearly? Why or why not? What do we need to figure out or find out?
Encourage students to refer to the text to find support for interpretations and answers to questions	Did the content tell me that? Did the source provide the answer to that?

Unit 2, Activity 13, Reform Legislation

Reform Legislation 1870-1920

Act	Important Information	Government's Response
Sherman Anti-Trust Act (1890)	<i>Company had to interfere with "restraint of trade" Act was weakly worded and hard to enforce</i>	<i>Laissez-faire attitude Placate growing dissention</i>
Clayton Act (1914)		
Federal Reserve Act (1913)		

Unit 2, Activity-Specific Assessment, Activity 4, Industrial Giants

Industrial Giant	Industry Controlled	Impact of the Industry on Society	Other Important Information Learned
Andrew Carnegie			
J.P. Morgan			
John D. Rockefeller			
Cornelius Vanderbilt			

Unit 2, Activity-Specific Assessment, Activity 8, RAFT Interview

Immigrant Interview RAFT

Role	Audience	Format	Topic
Regional newspaper reporter in the 1890s	Subscribers	Newspaper article	Interview with an immigrant at Ellis Island or Angel Island

[illegible]

Unit 3, Activity 1, Key Concepts Chart

Key Concepts Chart (The Progressive Era)

Key Concept	+	?	-	Explanation	Extra Information
Knights of Labor				<i>Founded in 1868, this union was open to all workers no matter the race, gender, or skill.</i>	<i>Terrance Powderly became the president of the union in 1881, and union membership increased from 28,000 to 700,000 in just 6 years.</i>
American Federation of Labor				<i>Labor union founded by Samuel Gompers and other labor leaders in 1886. This union was open to trade and craft unions or skilled workers only.</i>	<i>Samuel Gompers was also a member of the Cigar Makers' International Union.</i>
Industrial Workers of the World					
Terence V. Powderly					
Samuel Gompers					
Eugene Debs					
Great Railroad Strike of 1877					
Homestead Strike					
Pullman Strike					

Unit 3, Activity 1, Key Concepts Chart

Haymarket Square Riot					
child labor					
working conditions					
Triangle Shirtwaist factory fire					
Socialist Party					
Mother Jones					
Florence Kelley					
Ida Tarbell					
Upton Sinclair					
trust busting					
conservation					
municipal reforms					
direct primary					
initiative					

Unit 3, Activity 1, Key Concepts Chart

referendum					
recall					
women's suffrage movement					
Alice Paul					
Carrie Chapman Catt					
Meat Inspection Act					
Pure Food and Drug Act					
Sixteenth Amendment					
Seventeenth Amendment					
Eighteenth Amendment					
Nineteenth Amendment					
founding of the National Association for the Advancement of Colored People					

Unit 3, Activity 1, Key Concepts Chart

W. E. B. Du Bois					
Theodore Roosevelt					
William Howard Taft					
Woodrow Wilson					
Progressive Party					
Bull Moose Party					
election of 1912					

Unit 3, Activity 2, Rise of Labor Unions

Rise of Labor Unions (Split-page Notes)

Labor Unions and Union Leaders	Important Information
Knights of Labor	<ul style="list-style-type: none">• <i>Organized in 1868 by Uriah Stephens</i>• <i>Membership open to all laborers</i>• <i>Supported an 8 hour workday</i>• <i>Wanted equal pay for equal work by men and women</i>• <i>Advocated arbitration rather than strikes</i>
Terrance Powderly	

Unit3, Activity 2, Labor Unions Word Grid

	Knights of Labor	American Federation of Labor	Industrial Workers of the World
Open to all workers regardless of race, gender, or skill			
Consisted of trade and craft unions only			
Allowed skilled, semi-skilled and unskilled workers membership			
Advocated arbitration and used strikes as a last result			
Advocated collective bargaining and used strikes as major tactic			
Advocated higher wages and a shorter work week			
Only skilled workers were allowed membership			
Welcomed African Americans and women			

Unit 3, Activity 2, The Necessity of Labor Unions RAFT

Role	Audience	Format	Topic
Regional newspaper reporter in the late 19 th century	Subscribers	Newspaper article	Necessity of labor unions

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Unit 3, Activity 3, Major Labor Strikes

Major Labor Strikes (Lesson Impression)

Impression Words: strikes, scabs, bombs, police fire into crowd, inciting a riot, convicted, 4 hanged

Impression Text:

Unit 3, Activity 3, Major Labor Strikes Vocabulary Card

Definition	Important Information
<div>Name of Strike:</div>	
Illustration	Extra Information

Unit 3, Activity 4, Working Conditions in the Factories

Working Conditions in the Factories (Anticipation Guide)

Before reading about the deplorable working conditions found in the factories, read each statement and circle if you agree or disagree with each statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

- | | Before | | After | |
|--|---------------|----------|--------------|----------|
| | Agree | Disagree | Agree | Disagree |
| 1. Injuries were very common in the factories. | | | | |

Evidence _____

- | | Before | | After | |
|--|---------------|----------|--------------|----------|
| | Agree | Disagree | Agree | Disagree |
| 2. Factory workers in most industries required most workers to work 12 or more hours a day, 6 days a week. | | | | |

Evidence _____

- | | Before | | After | |
|---|---------------|----------|--------------|----------|
| | Agree | Disagree | Agree | Disagree |
| 3. Factories were dirty, poorly lighted, and contained dangerous machinery. | | | | |

Evidence _____

- | | Before | | After | |
|---|---------------|----------|--------------|----------|
| | Agree | Disagree | Agree | Disagree |
| 4. Factories were well insulated and white lung disease was rare. | | | | |

Evidence _____

Unit 3, Activity 4, Interview of a Child Laborer RAFT

Role	Audience	Format	Topic
Regional newspaper reporter in the 1890s	Subscribers	Newspaper article	Interview with a child laborer

[illegible]

Unit 3, Activity 5, Progressives Reforms

Progressive Reforms (Split-page Notes)

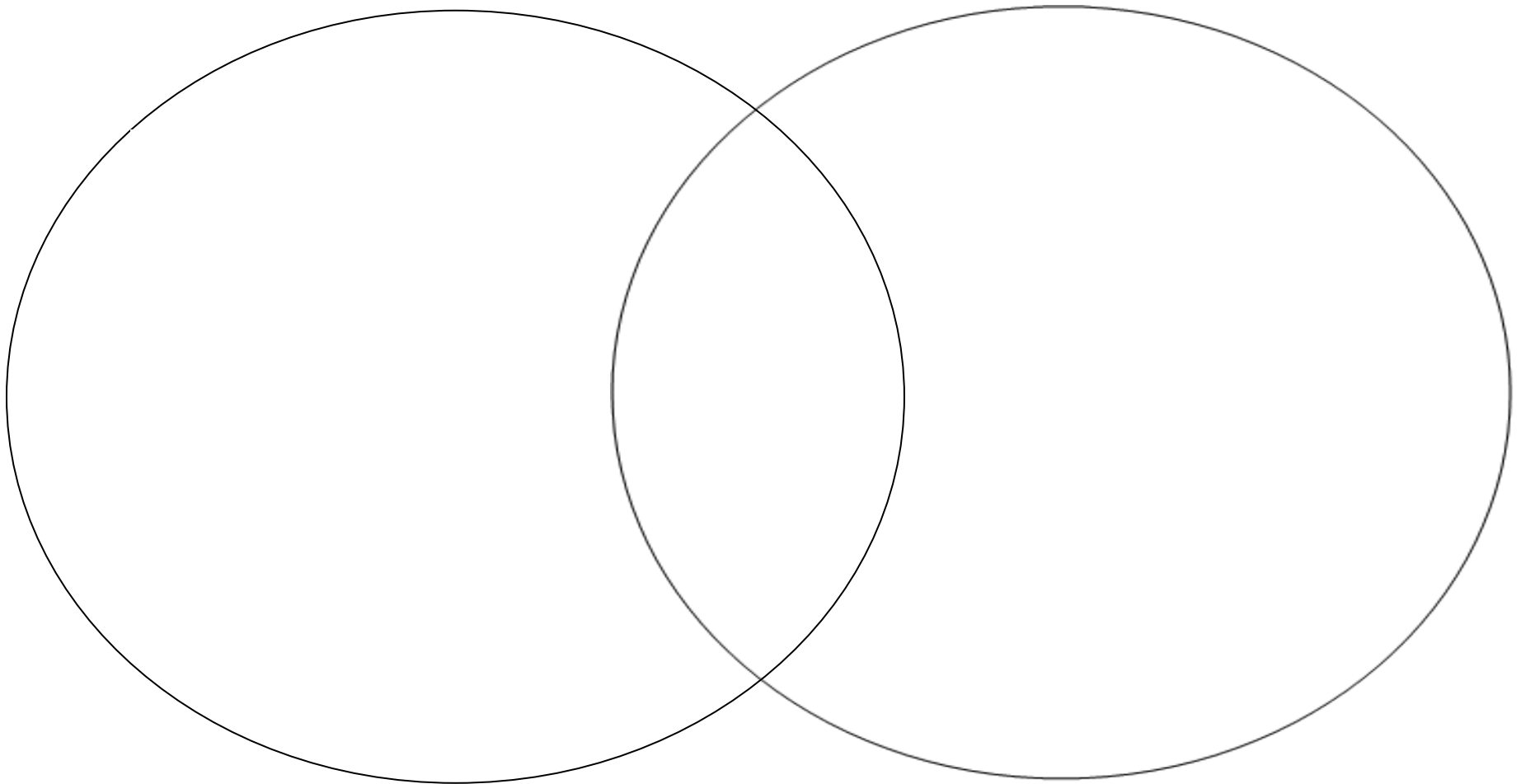
Area of Reform:	Topic: Progressive Reforms
What was the goal of the Progressives in this area of reform?	
What was the means of accomplishing the goal?	
What was the resulting accomplishment of this goal?	

Unit 3, Activity 6, Raising Awareness of Social Problems

Raising Awareness of Social Problems in America

Reformer: Teddy Roosevelt	Topic: Role of Progressive Leader in Raising Awareness of Social Problems in America:
Trust-busting	<i>President Teddy Roosevelt believed that “bad” trusts needed to be controlled or regulated when they hurt the public interest.</i>

Social Reformers of Yesterday and Today Venn Diagram



Unit 3, Activity 7, Progressive Movement Amendments

Amendment	Year Adopted	Result	Additional Information
Amendment 16	<i>1913</i>	<i>Congress has the power to levy and collect taxes on incomes.</i>	<i>It was a graduated tax that taxed larger incomes at higher rates. Farmers and factory workers did not pay the income tax because their incomes were less than \$4,000.00 per year.</i>
Amendment 17			
Amendment 18			
Amendment 19			

Voting Reforms Vocabulary Cards

Definition	Purpose
<div>Voting Reform:</div>	
Other Information/Example	Interesting Facts

Unit 3, Activity 8, Progressive Reform Legislation

Directions: Explain what you learned about the following Progressive reform measure:
Meat Inspection Act <i>Created federal meat inspection programs that mandated strict cleanliness requirements for meat packing plants.</i>
Pure Food and Drug Act
Clayton Act
Federal Trade Commission
Federal Reserve Act
Prohibition (Volstead Act)

Unit 3, Activity 9, Theodore Roosevelt

Theodore Roosevelt: The Conservationist

Theodore Roosevelt	Topic: Conservation
Explain Roosevelt's view on America's natural resources.	
List examples of what Roosevelt did to protect America's natural resources.	
What lasting accomplishments are results of Roosevelt's conservation policies?	
List other interesting facts that you learned about President Roosevelt as the conservationist.	

Unit 3, Activity 10, Formation of the NAACP

	Topic: Formation of the NAACP
Explain the Progressive Movement's reform objectives towards correcting the racial injustice of the day.	<i>The Progressive Movement gave little support to racial injustice of the day.</i>
Describe ways in which President Roosevelt initiated reforms in the area of racial injustice.	
Describe ways in which President Roosevelt angered the African American community in the area of racial injustice.	
Explain what happened at the Niagara Conference in 1905.	
Explain the role of W.E.B. Du Bois in the founding of the NAACP.	
In 1909 the NAACP was founded in New York. Explain the goals of the organization.	
How did the administrations of Taft and Wilson work towards the advancement of racial equality?	

Unit 3, Activity 11, Presidential Election of 1912

Presidential Election of 1912 (Lesson Impression)

Impression Words: monopolies, Bull Moose Party, Teddy Roosevelt, William Howard Taft, split in the Republican Party, Eugene Debs, Socialist Party, Woodrow Wilson

Impression Text:

Unit 3, Activity 11, The Election of 1912

Four major presidential candidates:

Platforms or programs of the presidential candidates:

Results of the election:

Explain how the Progressives helped elect Woodrow Wilson to the presidency.

Explain how the Republican Party was split along conservative and progressive lines after the election.

Unit 3, Activity 12, Women's Suffrage Movement

Women's Suffrage Movement (Anticipation Guide)

Before reading about the Women's Suffrage movement, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the "before" reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the "after" reading responses.

- | | Before | | After | |
|--|---------------|----------|--------------|----------|
| | Agree | Disagree | Agree | Disagree |
| 1. Native-born middle class women that worked for reforms during the Progressive Movement resented suffrage's being given to male immigrants upon receiving their citizenship.
Evidence _____ | | | | |
| 2. Susan B. Anthony retired from leadership of the National American Woman Suffrage Association (NAWSA) in 1900 and Carrie Chapman Catt led the association in its attempts to gain Women's Suffrage.
Evidence _____ | | | | |
| 3. Alice Paul and Lacy Burns broke away from the NAWSA to form the Congressional Union/ National Woman's Party which put pressure on Congress to ratify a suffrage amendment.
Evidence _____ | | | | |
| 4. As a result of the hard work and determination of the Women's Suffrage Movement as well as the role that American women played during WWI, the Nineteenth Amendment was passed in 1919 and was ratified in 1920.
Evidence _____ | | | | |

Unit 3, Specific Assessment, Activity 12, Interview of a Suffragette RAFT

Role	Audience	Format	Topic
Regional newspaper reporter in the 1919	Subscribers	Newspaper article	Interview with a woman suffragette

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Unit 4, Activity 1, Key Concepts Chart

Key Concepts Chart (U.S. Foreign Policy through the Great War)

Key Concept	+	?	-	Explanation	Extra Information
Imperialism				<i>Policy of stronger nations taking over weaker nations or territories.</i>	<i>empire building</i>
Great White Fleet				<i>In 1907 steel-hulled cruisers were sent on a trip around the world to show off United States' naval strength.</i>	<i>Between 1883-1890 the U.S. built nine steel-hulled cruisers. The USS Maine was part of the Great White Fleet.</i>
Annexation of Hawaii				<i>On August 12, 1898, the United States Congress declared the annexation of Hawaii as an American territory.</i>	<i>The people of Hawaii were not allowed to vote on the annexation of their land.</i>
jingoism					
military expansion					
Social Darwinism					
yellow journalism					
Spanish-American War					
Cuba					
Guam					
Philippines					
Puerto Rico					
Panama Canal					
Anti-Imperialist League					
Open Door policy					

Unit 4, Activity 1, Key Concepts Chart

Key Concept	+	?	-	Explanation	Extra Information
Roosevelt Corollary Big Stick policy					
dollar diplomacy					
moral diplomacy					
banana republics					
Boxer Rebellion					
Philippines Insurrection					
Mexican Revolution and Pancho Villa					
alliances					
assassination of Archduke Franz Ferdinand					
imperialism, nationalism, militarism					
unrestricted submarine warfare					
sinking of the Lusitania					
Sussex Pledge					
Zimmermann Telegram					

Unit 4, Activity 1, Key Concepts Chart

Key Concept	+	?	-	Explanation	Extra Information
Great Migration					
victory gardens					
liberty bonds					
propaganda					
Committee on Public Information					
Selective Service Act					
Espionage Act of 1917					
War Industries Board					
voluntary policies of the Food Administration					
Sedition Act of 1918					
<i>Schenk v. United States</i>					
new weapons					
trench warfare					
Bolshevik Revolution					

Unit 4, Activity 1, Key Concepts Chart

Key Concept	+	?	-	Explanation	Extra Information
General John Pershing					
American Expeditionary Force					
Big Four					
Fourteen Points					
League of Nations					
self-determination					
reparations					
war guilt clause					
return to isolationism					

Unit 4, Activity 3, Annexation of Hawaii

Annexation of Hawaii Split-Page Notes

Annexation of Hawaii	Important information and supporting details
Economic importance of Hawaii	<ul style="list-style-type: none">• <i>American merchant ships stopped on the Hawaiian Islands to trade.</i>• <i>Americans owned large sugar plantations on the Hawaiian Islands</i>
Military importance of Hawaii	
American businessmen and missionaries in Hawaii	
Pearl Harbor Naval Base	
McKinley Tariff of 1890	
Deposing of Queen Liliuokalani	
Congressional action resulting in Hawaii's becoming an American territory	
Anti-Imperialism Views	

Unit 4, Activity3, Debate over Imperialism

Pro-Imperialist Viewpoint	Anti-Imperialist Viewpoint

Unit 4, Activity 4, Steps to the Spanish American War

Describe reasons for America's interest in Cuba during the 1800s.

Explain why a second war for independence erupted in Cuba and explain the role of José Martí in this war.

Identify the people that General Valeriano Weyler sent to concentration camps and describe the conditions that resulted in thousands of Cuban deaths.

Describe the influence of yellow journalism on public opinion in America.

Who was Enrique Dupuy de Lôme and explain the impact of the de Lôme Letter?

Explain what happened to the U.S.S. *Maine* in the harbor at Havana, Cuba. Describe public opinion in America following this incident.

Explain how the Spanish government tried to prevent war with the United States.

Explain what happened on April 20, 1898.

Unit 4, Activity 4, War with Spain RAFT

Role	Audience	Format	Topic
Regional newspaper reporter in the late 19 th century	Subscribers	Newspaper article	Should America declare war on Spain?

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Unit 4, Activity 5, Spanish American War

Date: April 20, 1898- December 10, 1898	Topic: Spanish American War
<u>The Philippines</u> Admiral George Dewey Manila Bay <u>Cuba</u> Rough Riders Ninth and Tenth Calvary Battle of Santiago: Kettle Hill San Juan Hill <u>Puerto Rico</u> <u>Treaty of Paris</u> <u>Annexation of Paris</u>	<ul style="list-style-type: none">• <i>American naval commander in the Pacific</i>• <i>Spanish forces surrender to Americans in August</i> <ul style="list-style-type: none">• <i>Dewey destroyed the Spanish fleet in Manila Bay</i>• <i>Spanish navy loses 381 lives</i>• <i>American navy loses 1 sailor due to heat stroke</i>

Unit 4, Activity 6, Construction of the Panama Canal

Date: 1904 -1914	Construction of the Panama Canal
Explain why the Isthmus of Panama was selected to build the canal that would connect the Atlantic and Pacific oceans.	<ul style="list-style-type: none">• <i>Two routes were originally selected. The first route would go through Nicaragua and provided fewer obstacles. The second route went through Panama and was shorter but contained many obstacles such as high mountains and swamps.</i>• <i>A Nicaraguan postage stamp depicting the eruption of a volcano was sent to the U.S. Congress days before they voted on the route of the new canal.</i>
Describe what Ferdinand de Lesseps had attempted to do in 1879. Give examples of obstacles that his French company experienced.	
At this time, Panama was a province of Colombia. Explain what happened to make Panama a protectorate of the United States.	
Describe the obstacles that America faced building the canal. Explain what was done to overcome the many obstacles.	

Unit 4, Activity 7, Open Door Policy

Open Door Policy Anticipation Guide

Before reading about China and the Open Door Policy, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

- | | Before | | After | |
|--|--------|----------|-------|----------|
| | Agree | Disagree | Agree | Disagree |
| 1. Many countries were interested in trade with China because of the vast quantities of goods produced there.
Evidence _____ | | | | |
| 2. A sphere of influence is when one country has strong economic and political influence in another country.
Evidence _____ | | | | |
| 3. As a result of U.S. interest in the vast Chinese markets, millions of consumers, and business ventures, U.S. Secretary of State, John Hay, sent notes to countries that had spheres of influence in China and urged them to keep an “open door” to China.
Evidence _____ | | | | |
| 4. In 1900 the Boxers, Chinese that opposed foreign influence in China started a rebellion that massacred foreigners and Christian Chinese.
Evidence _____ | | | | |

Unit 4, Activity 8, American Foreign Policy

President:	Foreign Policy Events:
Theodore Roosevelt	<p><u>Roosevelt Corollary to the Monroe Doctrine:</u></p> <ul style="list-style-type: none">• <i>“Speak softly and carry a big stick: you will go far.”</i> <i>Theodore Roosevelt</i>• <i>Roosevelt said that the United States would prevent intervention in neighboring countries by other nations</i>• <i>The United States would act as an international police power.</i> <p><u>Santo Domingo(now the Dominican Republic)</u></p> <p><u>Russo-Japanese War</u></p>

Unit 4, Activity 8, American Foreign Policy with Notes

President:	Foreign Policy Events:
Theodore Roosevelt	<p><u>Roosevelt Corollary to the Monroe Doctrine:</u></p> <ul style="list-style-type: none">• <i>“Speak softly and carry a big stick: you will go far.”</i> <i>Theodore Roosevelt</i>• <i>Roosevelt said that the United States would prevent intervention in neighboring countries by other nations.</i>• <i>The United States would act as an international police power.</i> <p><u>Santo Domingo(now the Dominican Republic)</u></p> <ul style="list-style-type: none">• <i>Santo Domingo went bankrupt and could not pay its debts to foreign nations.</i>• <i>European nations began attempts to collect the money owed to them by Santo Domingo.</i>• <i>Roosevelt secured the supervision of customs collection in Santo Domingo and had American bankers take over the country’s finances. The bankers paid the debts owed by Santo Domingo to the European nations.</i> <p><u>Russo-Japanese War</u></p> <ul style="list-style-type: none">• <i>Roosevelt acted as a mediator between Russia and Japan in 1905.</i>• <i>He persuaded Japan and Russia each to make concessions.</i>• <i>Trade in China continues to be open to all nations because of Roosevelt’s mediation.</i>• <i>Roosevelt wins the Nobel Peace Prize for his mediation in the Russo-Japanese War.</i>

Unit 4, Activity 9, Causes and Effects of World War I

Cause	Effect
conflicting/entangling alliances	<i>In the early 20th Century, two opposing alliances formed in Europe. They were the Triple Entente (Great Britain, France and Russia) and the Triple Alliance (Germany, Austria-Hungary and Italy). The countries in these alliances signed treaties in which they committed to assist one another if they were attacked.</i>
nationalism	
militarism/arms race	
imperialism	
assassination	

Unit 4, Activity 9, Steps to World War I

Describe events that surrounded the assassination of Archduke Franz Ferdinand and his wife Sophie.

Explain why Austria-Hungary declared war on Serbia on July 28, 1914.

Explain why Russia ordered mobilization of its armies.

Explain why Germany declared war on Russia.

Explain why Germany declared war on France.

Explain why Great Britain declared war on Germany and Austria-Hungary.

Describe how the alliance system resulted in the beginning of WWI.

Unit 4, Activity 9, Assassination of Archduke Franz Ferdinand RAFT

Role	Audience	Format	Topic
International newspaper reporter in Sarajevo, Bosnia, on June 28, 1914	Subscribers	Newspaper article	Assassination of the Archduke Franz Ferdinand and his wife Sophie

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Unit 4, Activity 10, United States Entry into World War I

Each of the following events led to United States entry in World War I.

Describe the impact of Germany's use of unrestricted submarine warfare: *German U-boats sank merchant ships as well as passenger vessels that they believed might be carrying supplies to the Allies. The British passenger liner, Lusitania, was attacked and sunk by the German U-boats in 1915. More than 100 Americans died as a result of this attack.*

Describe the impact of the sinking of the *Lusitania* and *Sussex*:

Explain the provisions of the Sussex Pledge:

Explain why U.S. neutrality began to collapse early in 1917:

Explain the impact of the Zimmermann Note:

Unit 4, Activity 10, Wilson’s “Joint Address to Congress”

	Topic: The Zimmermann Note
<u>To whom is the note written?</u>	
<u>Who wrote the note?</u>	
<u>What is the date of the note?</u>	
<u>Explain what Germany planned to resume on February 1, 1917.</u>	
<u>Describe the proposed alliance on the basis with Mexico.</u>	
<u>How did the publication of the note impact American involvement in World War I?</u>	
<u>On what date did the U.S. declare war on Germany?</u>	
<u>What would happen if an American newspaper printed a similar message in today’s paper?</u>	

Unit 4, Activity 10, Wilson’s “Joint Address to Congress”

	Topic: Wilson’s “Joint Address to Congress”
<u>Which two governmental bodies did President Wilson address on April 2, 1917?</u>	
<u>Explain why America could no longer remain neutral during the war.</u>	
<u>What slogan did Wilson use in his bid to win reelection to the presidency in 1916?</u>	
<u>Explain Wilson’s feelings as he asked Congress to declare war on Germany.</u>	
<u>Explain what Wilson meant when he said that “The world must be made safe for democracy.”</u>	
<u>When did the Senate and the House of Representatives pass the resolution to go to war against Germany?</u>	

Unit 4, Activity 10, World War I Vocabulary Card

Definition:	Description:
Topic:	
Illustration or Photo:	Additional Information:

Unit 4, Activity 11, World War I on the Home Front

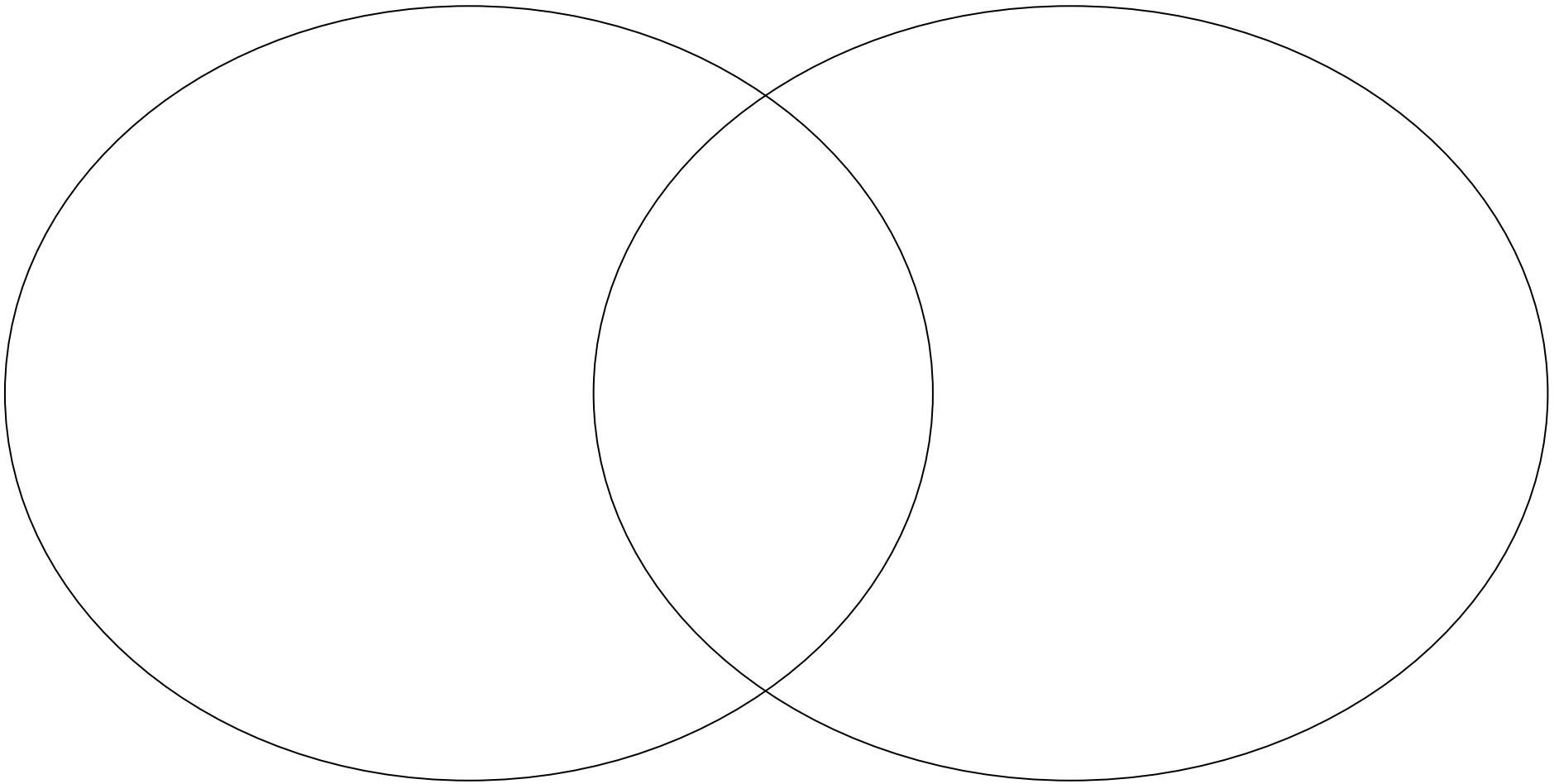
Impression Words: war bonds, victory gardens, “meatless Mondays,” daylight savings time

Impression Text:

Unit 4, Activity 12, Repression of Civil Liberties: WWI and Today

Repression of Civil Liberties during WWI

Repression of Civil Liberties in the U.S. Today



Unit 4, Activity 13, World War I Military Technology

World War I Military Technology Anticipation Guide

Before reading about new technologies that were used during World War I, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

- | | Before | | After | |
|---|--------|----------|-------|----------|
| | Agree | Disagree | Agree | Disagree |
| 1. Tanks were first developed by the British during WWI.
Evidence _____ | | | | |
| 2. Machine guns could spray 450-600 bullets per minute.
Evidence _____ | | | | |
| 3. Poison gas was first used by the French.
Evidence _____ | | | | |
| 4. “No Man’s Land” was the area that separated the Allies and the Central Powers in France.
Evidence _____ | | | | |

Unit 4, Activity 14, American Expeditionary Forces in WWI

American Expeditionary Forces (AEF) in WWI

Describe the composition or makeup of the AEF. *Volunteers and National Guard troops*

Identify the Commander of the AEF and describe his military history. *General John “Black Jack” Pershing was a graduate of West Point Military Academy. He fought the Apache and Sioux during their uprisings in the 1880s and 1890s. Pershing led a unit of African American soldiers in the West as well as in Cuba during the Spanish American War. He also served in the Philippines. In 1916-1917, he fought against “Pancho” Villa in Mexico.*

Describe General Pershing’s strategy for the AEF. *The AEF should not join the European Allies but should fight separately.*

Identify important battles in which the AEF participated and explain the role of AEF in these battles.

Explain how the AEF affected the outcome of World War I.

Date: 1917	Topic: Bolshevik Revolution
<u>Causes of the Russian Revolution</u>	<ul style="list-style-type: none"> • <i>Large loss of life and resources in World War I</i> • <i>Public opinion favored an end to the war</i> • <i>Food riots in many parts of Russia</i> • <i>Russian soldiers refusing to take orders and large numbers deserting from their units</i>
<u>Czar Nicholas II</u>	<ul style="list-style-type: none"> • <i>Abdicates his throne on March 15, 1917</i> • <i>Czar Nicholas and his family are assassinated by Bolshevik Revolutionaries</i>
<u>Vladimir Lenin</u>	<ul style="list-style-type: none"> • <i>Seizes control of the government and establishes communism in Russia in November 1917</i>

Definition:	Important Information:
Key Concept:	
Illustration or Photo:	Additional Information:

Unit 5, Activity 1, Key Concepts Chart

Key Concepts Chart (The Roaring Twenties)

Key Concept	+	?	-	Explanation	Extra Information
Great Migration	√			<i>Beginning in the early 20th century, large numbers of African Americans left the South and moved to cities in the North.</i>	<i>African Americans left the South to escape the injustices of Jim Crow Laws.</i>
Harlem Renaissance					
Jazz Age					
Eighteenth Amendment					
Bootlegging					
Speakeasies					
Organized Crime					
Flappers					
Nineteenth Amendment					
Equal Rights Amendment					
First Red Scare					
immigration quotas					
Nativism					
Palmer Raids					

Unit 5, Activity 1, Key Concepts Chart

Key Concept	+	?	-	Explanation	Extra Information
Sacco and Vanzetti Trial					
anti-lynching campaign					
Jim Crow laws					
Ku Klux Klan					
Marcus Garvey					
Warren Harding and “normalcy”					
Calvin Coolidge					
laissez-faire					
Scopes Trial					
assembly line					
Henry Ford					
electrical appliances					
Airplane					
motion pictures					
Radio					

Unit 5, Activity 2, *Presidencies of Harding and Coolidge*

Presidencies of Harding and Coolidge Anticipation Guide

Directions: Before reading about the presidencies of Harding and Coolidge, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

- | | Before | | After | |
|--|---------------|----------|--------------|----------|
| | Agree | Disagree | Agree | Disagree |
| 1. Harding proposed a “return to normalcy” in America following WWI.
Evidence _____ | | | | |
| 2. Harding’s presidency was plagued with numerous scandals.
Evidence _____ | | | | |
| 3. The Harding administration favored an isolationist foreign policy by signing the Kellogg-Briand Pact.
Evidence _____ | | | | |
| 4. Harding died while in office and Calvin Coolidge became president upon his death.
Evidence _____ | | | | |
| 5. Calvin Coolidge’s laissez-faire approach toward financial matters may have encouraged people to over-speculate in the market which led to the stock market crash in 1929.
Evidence _____ | | | | |

Unit 5, Activity 3, The Great Migration

Reasons why African Americans left the South during and/or after WWI as well as the pros and cons of moving to the North:	Great Migration Important information and supporting details:
Escape racial discrimination in the South	<ul style="list-style-type: none">• <i>Jim Crow Laws</i>• <i>Separation of the races</i>• <i>Lynchings</i>
Natural disasters that destroyed cotton crops	<ul style="list-style-type: none">• <i>Boll weevil infestation</i>• <i>Droughts</i>• <i>Floods</i>
Increased job opportunities in the North as a result of WWI	
Drop in European immigration during the war	
Pros or advantages of moving to the North	
Cons or disadvantages of moving to the North	

Unit 5, Activity 4, Harlem Renaissance Word Grid

Harlem Renaissance Word Grid					
Directions: Place an X in the box that identifies the area of expertise and identify a work created by this person.					
	Composer	Poet	Performer	Artist	Author
<i>Langston Hughes</i> Work: <u>Dreams</u>		X			X
<i>James Weldon Johnson</i>					
<i>Alain Locke</i>					
<i>Claude McKay</i>					
<i>Jean Toomer</i>					
<i>Louis Armstrong</i>					
<i>Paul Robeson</i>					
<i>Zora Neale Hurston</i>					
<i>Countee Cullen</i>					

Unit 5, Activity 6, Goals and Queries for QtC

Goal	Query
Initiate discussion	What is the content about? What is the overall message? What is being talked about?
Focus on content's message	It says this, but what does it mean? Why was the word used?
Link earlier information	How does that connect with what was said earlier? What information has been added here that connects or fits in with _____?
Identify problems with understanding	Does that make sense? Is this explained clearly? Why or why not? What do we need to figure out or find out?
Encourage students to refer to the text to find support for interpretations and answers to questions	Did the content tell me that? Did the source provide the answer to that?

Unit 5, Activity 7, Primary Sources

Questions to Ask When Viewing Primary Sources:	Topic: Jim Crow Laws
What is the title of the document?	
Why was the document written?	
What words or phrases were used that would be considered uncommon today or would mean something different?	
How would you explain the document to someone who was completely unfamiliar with it?	
When would it be more useful to use primary sources in analyzing historical events?	
When would it be more useful to use secondary sources in analyzing historical events?	

Unit 5, Activity 8, The First Red Scare

Effects of the First Red Scare in the United States:

Impact of nativism and nationalism on the First Red Scare:

Impact on suspected targets and results of the Palmer Raids:

Impact of anti-immigrant feelings on Sacco and Vanzetti:

Impact of anti-immigrant legislation which resulted in the passage of the Emergency Quota Act of 1921:

Unit 5, Activity 8, Deaths of Sacco and Vanzetti RAFT

Role	Audience	Format	Topic
Regional newspaper reporter in the spring of 1920	Subscribers	Newspaper article	The deaths of Sacco and Vanzetti

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.

Unit 5, Activity 9, The Scopes Trial

The Scopes Trial	Answers, Supporting Details, and Important Information
Why is the Scopes trial sometimes referred to as the Monkey Trial?	
What do evolutionists believe?	
Those who believe in creationism believe _____.	
In 1925 the state of Tennessee passed a law stating _____.	
Explain the role of the American Civil Liberties Union in the Scopes trial.	
Explain John T. Scopes' role in the case.	
Identify the opposing lawyers in this case and list pertinent information about these men.	
Describe the questioning of William Jennings Bryan when called to the stand by Clarence Darrow.	
Explain the verdict of the court.	
Explain what the Tennessee Supreme Court later ruled.	

Unit 5, Activity 10, Technological Advancements

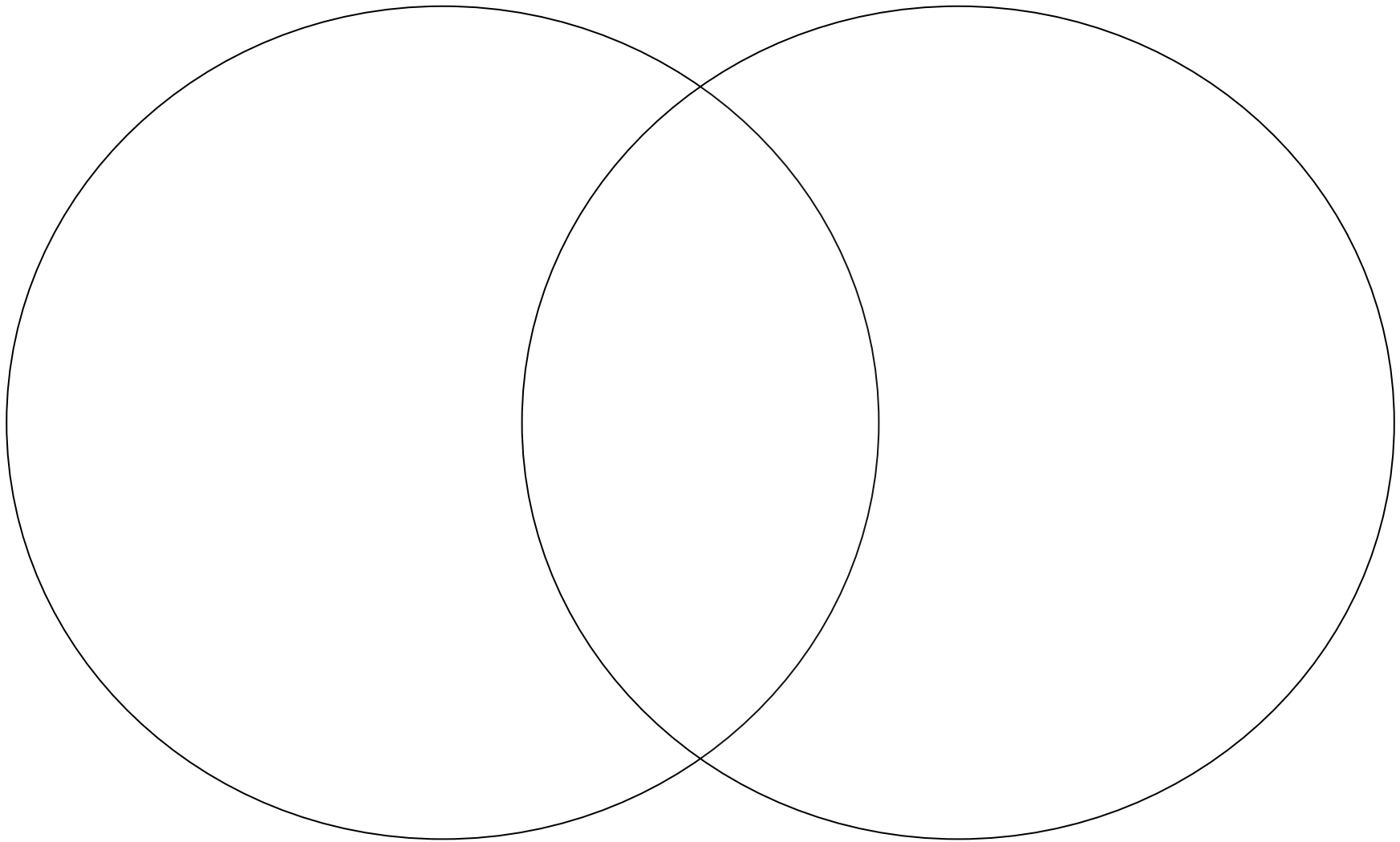
Technological Advancement	Impact on American Society	Ways in Which Advancement Improved American Life	Extra Information
Radio			
Motion Pictures Talkies			
Henry Ford Automobile Assembly Line/Mass Production			
Airplane Charles Lindbergh			

Unit 5, Activity 10, Technological Advancements Vocabulary Cards

Definition	Important Information
Illustration	Additional Information

**Name of
Technological
Advancement**

Unit 5, Specific Assessment, Activity 10, Venn Diagram



Unit 6, Activity 1, Key Concepts Chart

Key Concepts Chart (The Great Depression and the New Deal)

Key Concepts	+	✓	-	Explanation	Extra Information
Causes of the Great Depression				Over-production Under-consumption Unequal distribution of wealth Over speculation	<i>Protective tariffs such as the Smoot-Hawley Tariff Act raised import duties to protect American goods on over 20,000 imported goods. Other countries retaliated by reducing their buying of American exports.</i>
overproduction				<i>After the end of World War I, farmers produced more than they were able to sell.</i>	<i>After the war, European farm production returned to normal and Europe no longer needed America's crops. American farmers continued to over plant. Supply exceeded demand and farm prices fell.</i>
overspeculation/ underconsumption					
protective tariffs					
unequal distribution of wealth					
weaknesses in agricultural sector					
consumer debt					
buying on margin					

Unit 6, Activity 1, Key Concepts Chart

stock market crash					
bank failures					
Unemployment					
Hawley-Smoot tariff					
dust bowl					
Bonus Army					
Hoovervilles					
Reconstruction Finance Corporation					
Civilian Conservation Corps					
Agricultural Adjustment Administration					
Tennessee Valley Authority					

Unit 6, Activity 1, Key Concepts Chart

Federal Deposit Insurance Corporation					
Securities and Exchange Commission					
Black Cabinet					
Works Progress Administration					
National Labor Relations Act/Wagner Act					
Social Security Act					
Supreme Court packing plan					
Father Coughlin					
Huey Long					
limitations of New Deal					

Unit 6, Activity 2, Causes of the Great Depression

Causes of the Great Depression:

Explain how overproduction by American farmers and industries and under-consumption by the American public contributed to the economic crisis.

Describe how American investors bought stocks on margins and over-specified on the stock market in the 1920s.

Describe the effect of the protective tariffs (Hawley-Smoot Tariff Act) on the economy.

Explain how the unequal distribution of income affected the economy.

Describe how buying on credit or installment buying encouraged consumer debt.

Describe the effect of the psychological causes (pessimism, and panic) on the economy.

Explain how mistakes in government monetary policies were also to blame.

Explain what happened on October 29, 1929, (Stock Market Crash).

Unit 6, Activity 3, Effects of the Great Depression

Effects of the Great Depression (Split-page Notes)

October 29, 1929- December 7, 1941	Topic: The Effects of the Great Depression on the United States and the World
Impact on American farmers and workers	
Gross National Product	
Banks	
Businesses	
High tariffs	
World War I Allies repayment of war debts	
German reparations following World War I	

Unit 6, Activity 3, Two Years Later RAFT

Role	Audience	Format	Topic
Regional newspaper reporter on October 29, 1931	Subscribers	Newspaper feature article (expository essay)	Two Years Later: The effects of the Great Depression on _____.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Unit 6, Activity 5, The Dust Bowl

The Dust Bowl (Anticipation Guide)

Before reading about the Dust Bowl, one of our nation's worst environmental disasters, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the "before" reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the "after" reading responses.

- | | Before | | After | |
|---|--------|----------|-------|----------|
| | Agree | Disagree | Agree | Disagree |
| 1. Human interaction and drought were responsible for the disaster that occurred in America's "breadbasket."
Evidence _____ | | | | |
| 2. The terrible drought and strong winds in the Great Plains lasted from 1933 to 1940.
Evidence _____ | | | | |
| 3. The strong demand for wheat during World War I encouraged farmers to plow up millions of acres of grasslands in the Great Plains.
Evidence _____ | | | | |
| 4. The price of wheat began to drop when World War I ended. Farmers planted more acres of wheat hoping to increase their profits.
Evidence _____ | | | | |
| 5. "Black blizzards" swept through the Great Plains lifting tons of dirt which were later dropped on cities in the East and on ships hundreds of miles out in the Atlantic Ocean.
Evidence _____ | | | | |

Unit 6, Activity 5, The Dust Bowl (Continued)

(Anticipation Guide Continued)

6. The drought, high winds, and dust storms brought financial ruin to farmers and businesses in the Great Plains. Evidence _____	Before Agree Disagree	After Agree Disagree
7. Kansas, Oklahoma, and Texas were the states most affected by the Dust Bowl. Evidence _____	Before Agree Disagree	After Agree Disagree
8. Thousands of farmers and share-croppers packed up their precious belongings and headed to California in hopes of finding work on farms there. Evidence _____	Before Agree Disagree	After Agree Disagree
9. Many migrant families were known as Okies even though they had not come from Oklahoma. Evidence _____	Before Agree Disagree	After Agree Disagree
10. Banks foreclosed on farms and properties of families that migrated to other parts of the nation to escape the terrible drought. Evidence _____	Before Agree Disagree	After Agree Disagree

Unit 6, Activity 5, The Dust Bowl Primary Sources

Dust Bowl Primary Sources (Split-page Notes)

1933-1940	Topic: Dust Bowl Primary Sources
What is the title of the primary source? What type of primary source is it?	
Why was the primary source written, recorded, or photographed?	
What would be considered uncommon today or would mean something different?	
How would you explain the primary source to someone who was completely unfamiliar with it?	
When would it be more useful to use primary sources in analyzing historical events?	
When would it be more useful to use secondary sources in analyzing historical events?	

Unit 6, Activity 6, Assisting the President in Creating the New Deal

Assisting the President in Creating the New Deal (Split-page Notes)

	Topic: Assisting the President in Creating the New Deal
Explain how Keynesian Economics influenced the creation of the New Deal programs.	
Explain how the Brain Trust assisted FDR in the creation of the New Deal.	
Describe the composition of the Brain Trust.	
Explain how the Black Cabinet assisted FDR in racial matters.	
Describe the composition of Black Cabinet.	

Unit 6, Activity 7, New Deal Programs

New Deal Programs (Split-page Notes)

Area of Reform:	New Deal Program (Act or Agency):
In what month and year was the program instituted?	
What was the goal or purpose of the New Deal in this area of reform?	
What was the means of accomplishing the goal?	
What was the resulting accomplishment of this goal?	
Was this program a relief, recovery, or reform program?	
What if any lasting effects of the New Deal program still exist today?	
Other information about this New Deal program.	

Unit 6, Activity 7, New Deal Relief, Recovery, and Reform Programs

Year	Act or Agency	Relief, Recovery, or Reform Program	Provision/Purpose
<i>1933</i>	<i>Civilian Conservation Corps (CCC)</i>	<i>Relief</i>	<i>Conservation projects that put unemployed young men to work</i>
	<i>Tennessee Valley Authority (TVA)</i>		
	<i>Works Progress Administration(WPA)</i>		
	<i>Agricultural Adjustment Administration (AAA)</i>		
	<i>Social Security Act (SSA)</i>		
	<i>Federal Deposit Insurance Corporation (FDIC)</i>		
	<i>Securities and Exchange Commission (SEC)</i>		
	<i>National Labor Relations Act (NLRA)</i>		

Unit 6, Activity 7, Goals and Queries for QtC

Goal	Query
Initiate discussion	What is the name of the person's being interviewed by the WPA writer? What is the name of the WPA writer who is conducting the interview? What is the date of the interview? What is being talked about in the interview? What is the overall message of the interview?
Focus on content's message	It says this, but what does it mean? Why was the word used?
Link information earlier?	How does that connect with what was said earlier? What information has been added here that connects or fits in with _____?
Identify problems with understanding	Does that make sense? Is this explained clearly? Why or why not? What do we need to figure out or find out?
Encourage students to refer to the text to find support for interpretations and answers to questions	Did the content tell me that? Did the source provide the answer to that?

Unit 6, Activity 7, WPA Slave Narrative Interview RAFT

Role	Audience	Format	Topic
Regional newspaper reporter in the 1930s	Subscribers	Newspaper article	Born in slavery, A WPA slave narrative interview

[illegible]

Unit 6, Activity 8, Presidential Responses to the Great Depression

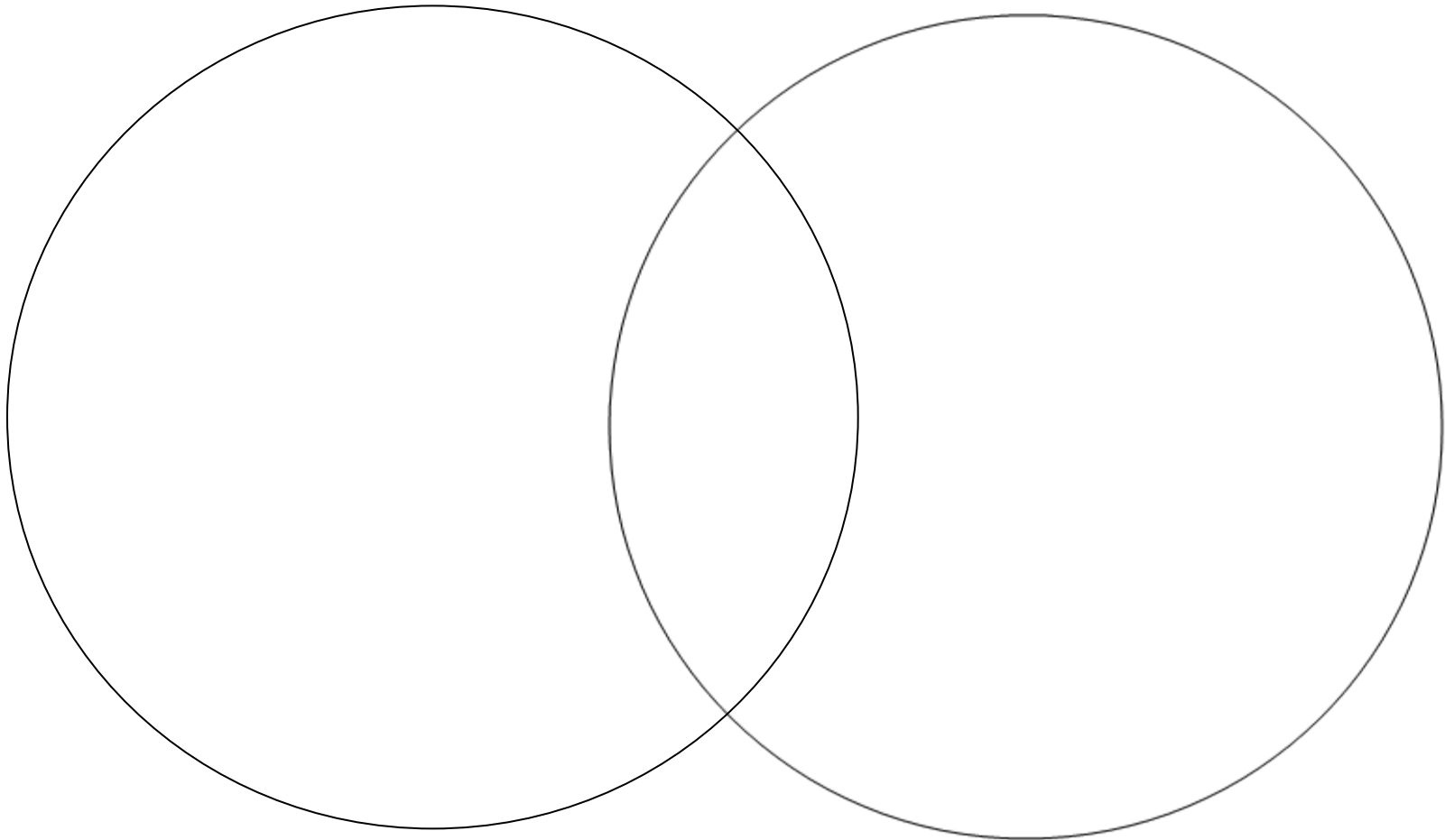
Presidential Responses to the Great Depression (Split-page Notes)

	Presidential Responses to the Great Depression
Herbert Hoover's rugged individualism	<i>President Hoover believed that the government should not provide handouts or assistance to the people. People should take care of themselves and their families.</i>
President Hoover's limited attempts at government intervention	
Franklin D. Roosevelt's "can do" attitude	
FDR's response to the great economic crisis was to initiate the New Deal.	
FDR's Relief, Recovery, and Reform programs of the New Deal	

Unit 6, Activity 8, Responses of Hoover and Roosevelt to the Great Depression

Herbert Hoover

Franklin D. Roosevelt



Unit 6, Activity 8, Presidential Responses to the Great Depression RAFT

Role	Audience	Format	Topic
Magazine writer	Subscribers	Expository essay	Presidential responses to the Great Depression

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Unit 6, Activity 9, Fireside Chats

Fireside Chats (Split-page Notes)

Date of Speech:	Title of Speech:
Explain how FDR addresses his radio audience.	
Describe the problem(s) that FDR addresses in his talk to the American people.	
Describe the solutions that the FDR administration has used to address the problem(s).	
Explain what other solutions FDR proposes to help solve the problem(s).	

Unit 6, Activity 9, Letters to Mrs. Roosevelt

Letters to Mrs. Roosevelt (Split-pages Notes)

Date of letter:	Topic of letter:
Describe the request made by the letter writer to Mrs. Roosevelt.	
Describe important details listed in the letter.	
List other information concerning the reason for the request.	
Explain Mrs. Roosevelt's response to the request.	

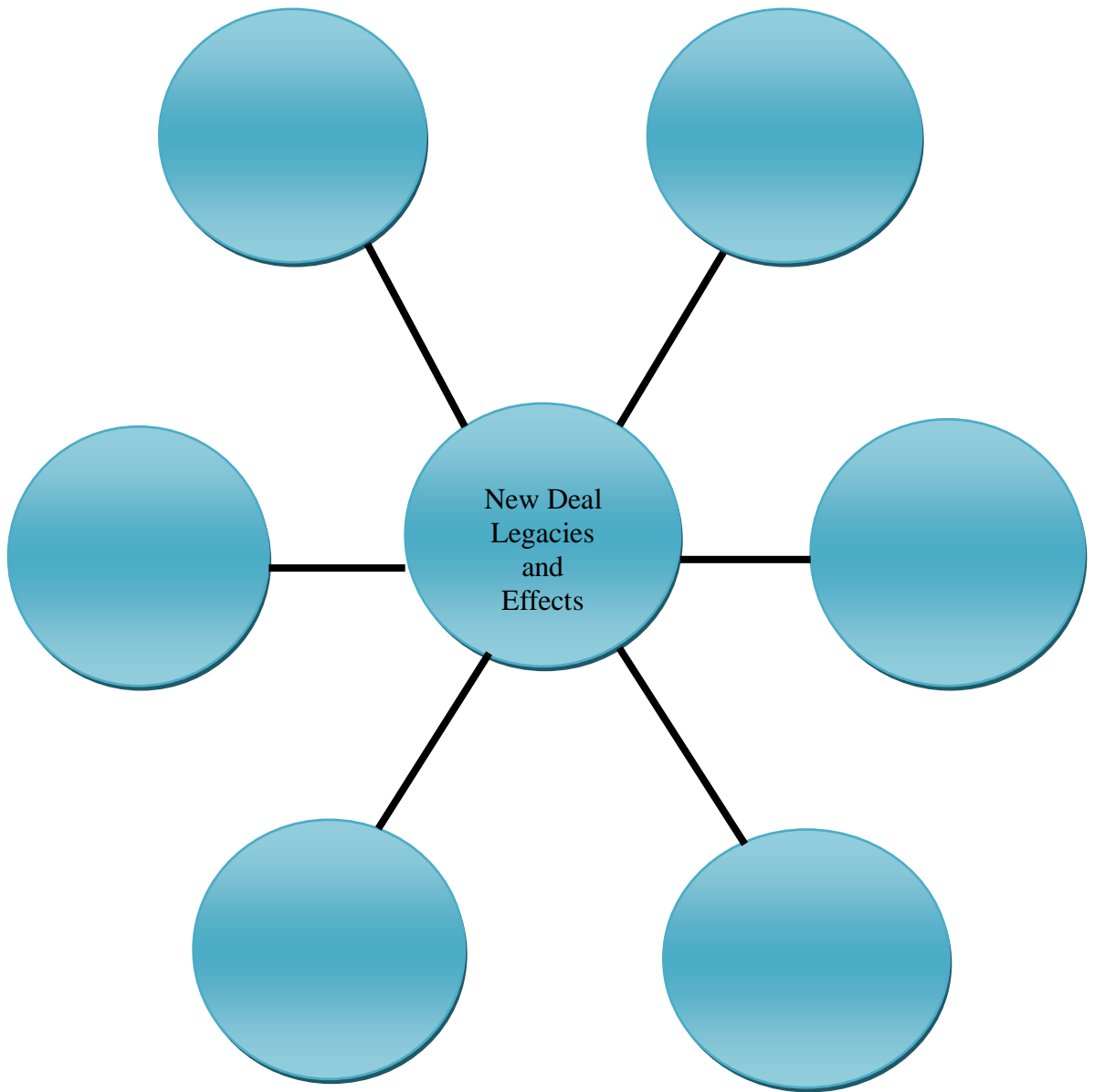
Unit 6, Activity 9, Dear Mrs. Roosevelt RAFT

Role	Audience	Format	Topic
Teenager during the Great Depression	Mrs. Roosevelt	Personal letter	A particular need or request

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Unit 6, Activity 10, Critics of the New Deal

Huey Long's nationwide social programs for sharing the nation's wealth	Charles Coughlin's nationalization of banks and inflating currency	Francis Townsend's old age relief plan



Unit 7, Activity 1, Key Concepts Chart

Key Concepts Chart (World War II)

Key Concepts	+	✓	-	Explanation	Extra Information
Treaty of Versailles				<i>Treaty that ended WWI.</i>	<i>The treaty that ended the “war to end all wars” did not create a “just and secure peace.”</i>
fascism					
Nazism					
Totalitarianism					
Axis power aggression					
Munich Conference					
Appeasement					
Non-Aggression Pact					
U.S. isolationism					
Neutrality Acts					
“Four Freedoms” speech					
Lend-Lease Act					
Pearl Harbor					
Office of War Mobilization					

Unit 7, Activity 1, Key Concepts Chart

Office of Price Administration					
deficit spending					
Propaganda					
Rationing					
victory gardens					
war bond drives					
Rosie the Riveter					
Double V Campaign					
Executive Order 8802					
Congress of Racial Equality					
A. Philip Randolph					
Tuskegee Airmen					
code talkers					
1943 repeal of Chinese Exclusion Act					
Zoot-Suit Riots of 1943					
Japanese internment					

Unit 7, Activity 1, Key Concepts Chart

<i>Korematsu v. United States</i>					
Battle of the Atlantic					
Battle of Stalingrad					
North Africa Campaign					
D-Day					
Battle of Midway					
Battle of Okinawa					
island hopping					
kamikaze pilots					
Manhattan Project					
the Big Three of WWII					
Atlantic Charter					
Potsdam conference					
Tehran conference					

Unit 7, Activity 1, Key Concepts Chart

Yalta conference					
Holocaust					
Nuremberg Trials					
Dwight D. Eisenhower					
Douglas MacArthur					
Adm. Chester Nimitz					
Harry S. Truman					
United Nations					

Unit 7, Activity 2, Failures of the Treaty of Versailles

Failures of the Treaty of Versailles (Anticipation Guide)

Before reading about the weaknesses and the failures of the Treaty of Versailles, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements provide evidence from the primary and secondary sources for the “after” reading responses.

- | | Before | | After | |
|---|--------|----------|-------|----------|
| | Agree | Disagree | Agree | Disagree |
| 1. Germans were angry because the treaty blamed them for starting the war and required them to pay reparations to the Allies for war damages.
Evidence _____ | | | | |
| 2. Germany was angry because the treaty took away territory such as Alsace-Lorraine and returned it to France.
Evidence _____ | | | | |
| 3. In the treaty, the Soviet Union felt slighted and actually lost more territory than Germany.
Evidence _____ | | | | |
| 4. The treaty ignored the cries of people in Southeast Asia for self rule.
Evidence _____ | | | | |

Unit 7, Activity 3, Axis Aggression

Axis Aggression (Split-page Notes)

Date: 1931	Topic: Japanese Aggression
What land area did the Japanese invade?	
Explain the reason for the Japanese invasion of this land area.	
Explain what the League of Nations did in response to the invasion of Manchuria.	
Explain what Japan did in response to the League's condemnation.	

Unit 7, Activity 3, Hitler's Quest for Territory

Reasons Hitler takes the Rhineland in 1936:

Reaction of the League of Nations to this aggressive action:

Between 1935 and 1939, the U.S. Congress passes the Neutrality Acts. List the provisions of the four Neutrality Acts:

1935

1936

1937

1939

Reason Hitler annexes Austria in 1938:

Reaction of the world:

Reason Hitler takes the Sudetenland in 1938:

Results of the Munich Pact on September 30, 1938:

Winston Churchill's reaction to the appeasement policy signed by British prime minister Neville Chamberlain and French premier Edouard Daladier at the Munich Conference:

Reason Hitler annexes the remainder of Czechoslovakia in 1939:

Reaction of the world:

Reasons Hitler and Stalin sign the Nazi-Soviet Non-Aggression Pact:

Reaction of the world:

Unit 7, Activity 3, Axis Aggression Word Grid

	Germany	Italy	Japan
Manchuria 1931			
Ethiopia 1936			
Rhineland 1936			
Austria 1938			
Sudetenland 1938			
Albania 1939			
Czechoslovakia 1939			
League condemns the action.			
League does nothing.			
League issues a boycott against the invading nation.			

Unit 7, Activity 4, Goals and Queries for QtC

Goal	Query
Initiate discussion	What is the content about? What is the overall message? What is being talked about?
Focus on content's message	It says this, but what does it mean? Why was the word used?
Link earlier information	How does that connect with what was said earlier? What information has been added here that connects or fits in with _____?
Identify problems with understanding	Does that make sense? Is this explained clearly? Why or why not? What do we need to figure out or find out?
Encourage students to refer to the text to find support for interpretations and answers to questions	Did the content tell me that? Did the source provide the answer to that?

Unit 7, Activity 5, America Enters World War II

America Enters World War II (Lesson Impression)

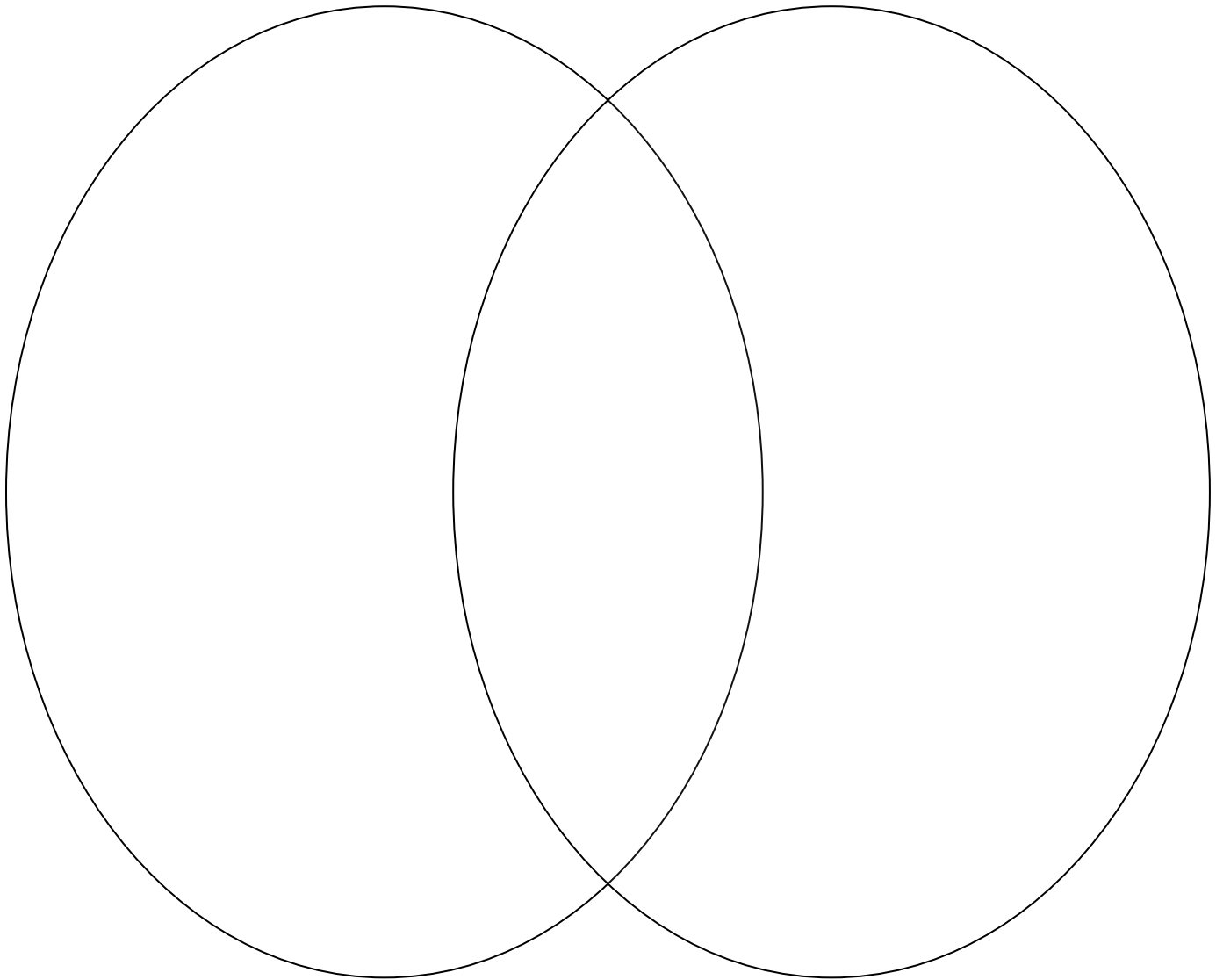
Impression Words: air raid, December 7, 1941, Pearl Harbor, Hawaii, Japanese pilots, “A date which will live in infamy,” U.S.S. *Arizona*

Impression Text:

Unit 7, Activity 5, Dates That Will Live in Infamy

December 7, 1941

September 11, 2001



Unit 7, Activity 6, Major Events and Turning Points of WWII

Major Events and Turning Points of WWII (Split-page Notes)

Topic and Date of event or turning point:	Details:

Unit 7, Activity 6, Major Events and Turning Points of WWII RAFT

Role	Audience	Format	Topic
War correspondent reporting during World War II	U.S. newspaper subscribers	Newspaper article	Major event or turning point in World War II

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general note-taking. There are no margins, text, or other markings on the page.

Unit 7, Activity 7, War Conferences of WWII

Note: Students will each need two copies of this BLM to record information on all the World War II conferences.

War Conference	Date	Allies in Attendance	Issues and Decisions	Effect on the outcome of the war and postwar period	Other Information
<i>Atlantic Charter</i>	<i>August 9, 1941</i>	<i>Churchill-Great Britain and FDR-USA</i>	<i>Goals of WWII, “A Declaration by the United Nations” which stated the reasons for fighting against the Axis powers</i>	<i>Basis for the United Nations</i>	<i>Secret meeting off the coast of Newfoundland</i>

Unit 7, Activity 7, War Conferences of WWII Vocabulary Card

Date of Conference	Conference Issues/Decisions	
Conference Title		Effect on Outcome of War
Photo or Clip Art		

Unit 7, Activity 8, The Final Solution

The Final Solution (Split-page Notes)

Date of elimination:	Topic: Group Targeted by the Nazis
Explain why this particular group of people was targeted by the Nazis for extermination.	
Describe the process used by the Nazis to gain control of this targeted group.	
Explain the purpose of a Nazi concentration camp.	
Describe a Nazi concentration camp.	
Explain the purpose of a Nazi extermination camp.	
Describe a Nazi extermination camp.	

Unit 7, Activity 8, Liberation of Ohrdruf RAFT

Role	Audience	Format	Topic
American newspaper reporter in Ohrdruf, Germany, on April 12, 1945	Newspaper subscribers	Newspaper article	Liberation of Ohrdruf, one of Hitler's death camps

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery.

Unit 7, Activity 9, Two Days after the Bomb RAFT

Role	Audience	Format	Topic
War correspondent reporting from Hiroshima or Nagasaki two days after the bombing	U.S. newspaper subscribers	Newspaper article	Two days after the atomic bomb was dropped on Hiroshima or Nagasaki

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Unit 7, Activity 9, Photo Analysis Worksheet

Step 1. Observation		
A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.		
B. Use the chart below to list people, objects, and activities in the photograph.		
People	Objects	Activities
Step 2. Inference		
Based on what you have observed above, list three things you might infer from this photograph.		
Step 3. Questions		
A. What questions does this photograph raise in your mind?		
B. Where could you find answers to them?		

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408

Unit 7, Activity 10, WWII Military and Political Leaders

WWII Military and Political Leaders (Split-page Notes)

Name of Military/Political Leader:	Topic: Role During World War II
Describe the point of view of _____ concerning World War II.	
Describe the role of _____ during World War II.	
Explain the goal of _____ concerning World War II.	
Describe his means of accomplishing this goal.	
Describe the resulting accomplishment of this goal.	
Explain how _____ affected the outcome of WWII.	
Explain how the actions of _____ led to the beginning of the Cold War.	

Unit 7, Activity 11, America on the Home Front

Date: 1941-1945	Topic: Rationing
Explain why rationing was instituted during the war.	<i>Supplies were needed for the troops fighting the war. People in America were asked to make sacrifices in order to support the troops.</i>
Explain why certain items were unavailable or in very short supply.	
List examples of goods that were in short supply during WWII.	
List examples of how goods that were rationed during the war.	
Explain how the government made sure that scarce goods were evenly distributed to the American public.	
Explain the ration system.	<i>American consumers were issued ration books that contained coupons or stamps that were worth a certain number of points. When the stamps were used, the consumer could not buy any more of the rationed item until they were issued a new ration book.</i>
Other interesting information.	

Unit 7, Activity 12, Japanese Internment

1941-1945	<p align="center">Japanese Americans during WWII</p> <p align="center">Important information and supporting details:</p>
Reasons why Japanese Americans were removed from their homes on the West Coast	<ul style="list-style-type: none"> • <i>Hatred and hysteria towards Japanese Americans following the Japanese attack on Pearl Harbor.</i> • <i>Rumors of Japanese sabotage by Japanese Americans on United States homeland.</i>
Location of Japanese internment camps	
Describe the setting and living conditions in the internment camps.	
Explain the Executive Order 9066 that was signed by President Roosevelt on February 19, 1942.	
Explain the <i>Korematsu v. United States</i> Supreme Court case and the decision of the court.	
Explain the congressional action in 1988 concerning Japanese internment survivors.	
Describe the valor of the Nisei soldiers that fought during WWII.	
Explain why the United States repealed the Chinese Exclusion Act with the Magnuson Act in 1943.	

Unit 7, Activity 13, African Americans during WWII

Describe the effects of World War II on African Americans.

Explain the impact that thousands of African Americans made when they left the South and moved to the North to work in the factories.

Explain the impact of FDR's Executive Order 8802 on African Americans.

Describe the impact of segregation in the Armed Forces.

Explain the goal of the "Double V" Campaign.

Explain the goal of CORE and give the meaning behind the acronym.

Describe the role of the NAACP during World War II.

Explain the roles and contributions of the 92nd Infantry Division, Buffaloes, and the 99th Fighter Squadron, Tuskegee Airmen, during World War II.

Unit 7, Activity 13, African Americans during WWII Vocabulary Card

Definition	Important Information
Illustration	Extra Information

Topic

Unit 7, Activity 14, Women on the Home Front and the Military

Before reading about the role of women on the home front and in the military during World War II, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

- | | Before | | After | |
|--|--------|----------|-------|----------|
| | Agree | Disagree | Agree | Disagree |
| 1. Rosie the Riveter was a fictional character that the government used to attract women to join the workforce during WWII.
Evidence _____ | | | | |
| 2. During the war, women worked at ship yards, airplane factories, and in other defense industries as welders, riveters, and steelworkers.
Evidence _____ | | | | |
| 3. The Women’s Auxiliary Army Corps (WAAC) enabled over 250,000 women to serve in the military during the war.
Evidence _____ | | | | |
| 4. Women worked as clerks and typists in the military, jobs previously held by men. They helped by taking jobs of men that were needed to fight.
Evidence _____ | | | | |
| 5. Women pilots flew military aircraft during the war.
Evidence _____ | | | | |
| 6. After the war, the government instituted a campaign to influence women to leave their jobs and return to their roles as wives and homemakers.
Evidence _____ | | | | |

Unit 7, Activity 14, Rosie the Riveter Interview RAFT

Role	Audience	Format	Topic
Regional newspaper reporter during World War II	Subscribers	Newspaper article	Interview with a “Rosie the Riveter”

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Unit 7, Activity 15, Minorities on the Home Front and in the Military

Directions: Explain what you learned about the role of minorities on the home front and in the military during WWII.

Opportunities for Mexican Americans and Native Americans in Defense Industries

Mexican Americans and Native Americans found jobs in war industries such as shipyards, aircraft factories, and other defense industries during the war.

Bracero Program

Due to a shortage of farm workers during the war, the United States and Mexico signed an agreement that provided transportation, food, shelter, and medical care for thousands of Mexican farm laborers who would come to work on farms in the United States.

Zoot Suit Riots

Mexican Americans in the Military

Native Americans in the Military

Native American Code Talkers

Unit 8, Activity 1, Key Concepts Chart

Key Concepts Chart (The Cold War)

Key Concept	+	?	-	Explanation	Extra Information
Containment				<i>The attempt of one nation to block another nation from spreading its influence to other nations.</i>	<i>The United States attempts to stop the spread of communism during the Cold War era.</i>
Marshall Plan				<i>In 1947, Secretary of State George Marshall proposed an economic plan to rebuild Europe after WWII.</i>	<i>The nations that accepted United States aid had to remove all trade barriers and agree to cooperate economically with each other.</i>
Truman Doctrine				<i>The United States gave Greece and Turkey over \$400 million in aid to prevent the spread of communism in Europe.</i>	<i>Following the war Great Britain originally tried to send economic and military aid to Greece and Turkey to prevent the spread of communism.</i>
containment					
deterrence					
domino theory					
brinkmanship					
“Iron Curtain” speech					
Truman Doctrine					
Marshall Plan					
Berlin airlift					
NATO					

Unit 8, Activity 1, Key Concepts Chart

Key Concept	+	?	-	Explanation	Extra Information
Warsaw Pact					
Korean War					
Suez Crisis					
Sputnik					
the Second Red Scare					
Taft-Hartley Act of 1947					
Fair Deal					
McCarthyism					
military-industrial complex					
space race					
U-2 incident					
Bay of Pigs invasion					
Cuban Missile Crisis					
Berlin Wall					
Limited Test					

Unit 8, Activity 1, Key Concepts Chart

Key Concept	+	?	-	Explanation	Extra Information
Ban Treaty					
domino theory					
Vietnam War					
Gulf of Tonkin Resolution					
Tet Offensive					
My Lai Massacre					
Vietnamization					
Cambodia					
War Powers Act					
silent majority					
Détente					
Poland's Solidarity movement					
Strategic Defense Initiative					
Intermediate-Range Nuclear Forces Treaty					

Unit 8, Activity 1, Key Concepts Chart

Key Concept	+	?	-	Explanation	Extra Information
Strategic Arms Reduction Treaties					
<i>Glasnost</i>					
<i>Perestroika</i>					
Tiananmen Square					

Unit 8, Activity 1, Types of Wars

Types of Wars Split-page Notes

Time: 1945-1990	Topic: Types of Wars
What is a cold war?	
Give an example of United States involvement in a cold war and identify the opposing superpower(s).	
What is a warm war?	
Give an example of United States involvement in a warm war and identify the opposing superpower(s).	
What is a hot war?	
Give an example of United States involvement in a hot war and identify the opposing superpower(s).	

Unit 8, Activity 3, Communists vs. Nationalists

Communists vs. Nationalists Chinese Word Grid

Directions: Fill in the word grid with a “yes” or “X” if the statement is true for the Communists or Nationalists or both.

	Mao Zedong's Communists	Chang Kai-shek's Nationalists
Fought the Japanese in China during World War II.	<i>Yes</i>	<i>Yes</i>
Ruled in northern China following World War II.		
Ruled in southern China following World War II.		
United States sent billions in aid during and after World War II.		
Soviet Union sent financial aid.		
United States policy favored this group after World War II.		
Promised land reform to Chinese peasants.		
Weak military leadership, corrupt, and abusive policies.		
Fled in exile to Taiwan in 1949.		
Truman was criticized for sending limited aid to this group and for not containing the spread of communism in China.		

Unit 8, Activity 4, Communists Takeover China RAFT

Role	Audience	Format	Topic
Regional newspaper reporter in May of 1949	Subscribers	Newspaper article	Chinese Communists Takeover of China

[illegible]

Unit 8, Activity 4, The Korean Conflict

The Korean Conflict Process Guide

Describe the relationship between Korea and Japan from 1910 to 1945.

Explain what happened north and south of the 38th parallel when Japanese troops surrendered at the end of World War II.

What is the 38th parallel and explain its importance?

Explain what happened in 1948 concerning the division of this Asian nation.

In 1950 the North Koreans invaded South Korea. Describe the reaction of the United States concerning this military action.

Describe President Truman's response to this aggressive action.

Explain the United Nations Security Council's response to North Korea's invasion.

Identify the commander of the United Nations and South Korean forces.

Describe major troop movements and offensives that occurred from September 1950 to January 1951.

To stop a bloody stalemate, explain what General Douglas MacArthur proposed.

Explain Truman's reaction to MacArthur's proposal of invading China.

Explain MacArthur's reaction to the response of President Truman and the Joint Chiefs of Staff.

Explain what happened to General MacArthur on April 11, 1951.

Describe the American public's reaction to President Truman's action and explain how the public reaction later changed.

In July of 1953 the armistice was signed that ended the Korean Conflict. Explain the provisions in the armistice.

Explain how the Korean Conflict impacted American life.

Unit 8, Activity 5, Second Red Scare

Second Red Scare Split-page Notes

Date: 1940s and 1950s	Second Red Scare
Explain why there was a fear of communist influence in the United States following World War II.	<ul style="list-style-type: none">• <i>The Communist Party in America claimed over 80,000 members.</i>• <i>In 1945 information surfaced that Americans were providing confidential government information to the Soviets.</i>
Explain how the anti-communist hysteria spread in the United States.	
Describe examples of anti-communist hysteria in the United States during the Second Red Scare.	
When did the anti-communist hysteria finally die down?	
Explain why the anti-communist hysteria finally died out.	

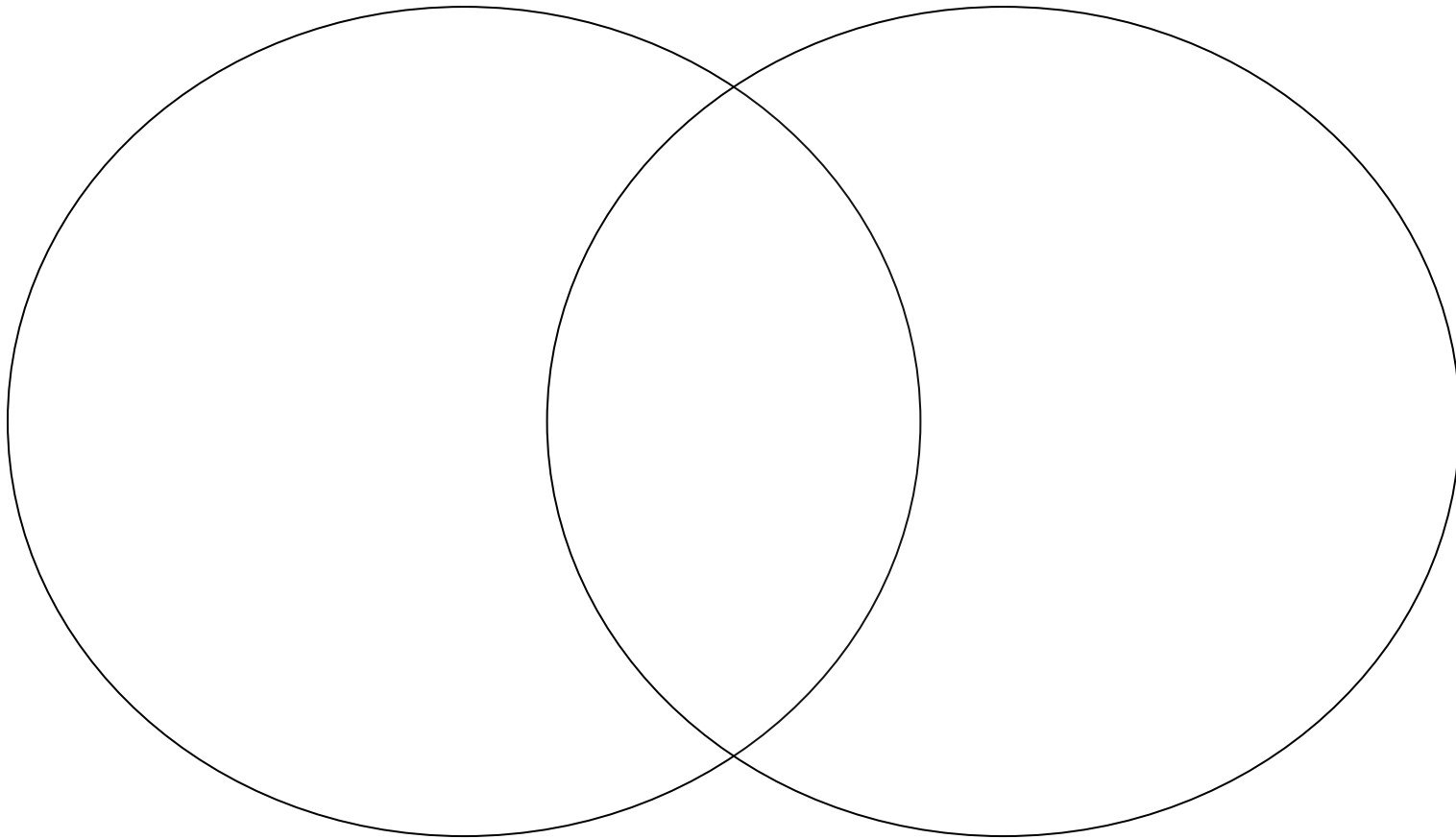
Unit 8, Activity 5, Second Red Scare at Home

Second Red Scare at Home Split-page Notes

Date: 1940s and 1950s	Second Red Scare at Home
House Committee on Un-American Activities (HUAC)	<ul style="list-style-type: none">• <i>Congressional Committee that was created before World War II.</i>• <i>Its purpose was to search out and investigate communist influence inside and outside of the United States government.</i>
McCarthyism	
Hollywood Ten	
Alger Hiss	
Ethel and Julius Rosenberg	

Great Red Scare

Second Red Scare



Unit 8, Activity 6, Truman's Administration: Domestic Events

Domestic Event	Supporting Details	Additional Information
Strikes of 1946	<ul style="list-style-type: none"> 4.5 million workers went on strike over low wages and high prices following the World War II. 	President Truman had the federal government seize the mines in which workers were striking and threatened to take over the railroads that were involved in the strikes.
Republican Congress 1946	<ul style="list-style-type: none"> For the first time since 1928, the Republicans won both the House and Senate. 	Congress used their majority to override several vetoes issued by Truman.
Taft-Hartley Act, 1947	<ul style="list-style-type: none"> It curbs the power of unions, prohibits closed shops and strikes by federal employees. 	<ul style="list-style-type: none"> Officially known as the Labor-Management Relations Act President Truman vetoed the Taft-Hartley Act. In 1947 Congress overrode his veto.
Fair Deal		
Minimum Wage Increase		
Executive Order to Desegregate the Armed Forces		
Executive Order to Forbid Racial Discrimination in Federal Employment		
Federal Employee Loyalty Program Executive Order		
Election of 1948		

Unit 8, Activity 7, Eisenhower and the Cold War

Eisenhower and the Cold War Anticipation Guide

1. Brinkmanship is the willingness of nations to go to the brink of war. Evidence _____	Before Agree Disagree	After Agree Disagree
2. In 1953 the U.S. CIA became involved in Iran over the issue of oil and the fear of Soviet intervention in Iran. Evidence _____	Before Agree Disagree	After Agree Disagree
3. In 1954 the CIA intervened in Guatemala over the dispersal of American owned land and the fear of communists sympathizers. Evidence _____	Before Agree Disagree	After Agree Disagree
4. Eisenhower's Domino Theory speech referred to the fall of French Indochina to the communists and the threat of other Southeast Asian nations falling to the communists. Evidence _____	Before Agree Disagree	After Agree Disagree
5. The Eisenhower Doctrine declared that the United States would defend Middle East nations from the attack of a communist nation. Evidence _____	Before Agree Disagree	After Agree Disagree
6. The Soviet launching of Sputnik I resulted in the beginning of the space race between the United States and the Soviet Union. Evidence _____	Before Agree Disagree	After Agree Disagree

Unit 8, Activity 7, Cold War Events Vocabulary Card

Definition	Important Information
<div>Cold War Event</div>	
Illustration	Extra Information

Unit 8, Activity 8, U-2 Incident

Impression Words: U-2, secret high altitude aircraft, flights over Soviet Union, cameras, weather mission, Soviet missiles, plane shot down

Impression Text:

Unit 8, Activity 8, U-2 Incident Split-page Notes

Date: May 1960	Topic: U-2 Incident
What was the U-2?	
Describe the capabilities of the U-2.	
Explain the purpose of the U-2 flights over the Soviet Union.	
Explain what happened to the U-2 and its pilot, Francis Gary Powers on May 1, 1950.	
What explanation did the United States give for the U-2's being in Soviet Union airspace?	
Explain the Soviet Union's response to the United States' explanation for violating their airspace.	
Explain the effect of the U-2 Incident on Cold War tensions between the Soviet Union and the United States.	

Unit 8, Activity 8, Debate over Defense Spending

Pro-Defense Spending Viewpoint	Anti- Defense Spending Viewpoint

Unit 8, Activity 8, Defense Spending RAFT

Role	Audience	Format	Topic
Regional newspaper reporter covering Eisenhower's Farewell Address in January of 1961	Subscribers	Newspaper article	Should America increase defense spending?

[illegible]

Unit 8, Activity 10, Goals and Queries for QtC

Goal	Query
Initiate discussion	What is the content about? What is the overall message? What is being talked about?
Focus on content's message	It says this, but what does it mean? Why was the word used?
Link information earlier?	How does that connect with what was said earlier? What information has been added here that connects or fits in with _____?
Identify problems with understanding	Does that make sense? Is this explained clearly? Why or why not? What do we need to figure out or find out?
Encourage students to refer to the text to find support for interpretations and answers to questions	Did the content tell me that? Did the source provide the answer to that?

Unit 8, Activity 10, 1963 Limited Test Ban Treaty

1. Identify the three nations that signed the Limited Test Ban Treaty on August 5, 1963.
2. Which chamber of Congress must approve all treaties into which the United States enters?
3. The treaty that went into effect on October 10, 1963, banned all nuclear testing in which three areas?
4. In what area of the earth were nuclear tests not banned? Explain the exception to this rule.
5. Explain the common goal of the nuclear powers in signing the Test Ban Treaty.

Unit 8, Activity 11, Race to the Moon

Impression Words: Soviet cosmonaut, first man in space, John F. Kennedy, man on the moon, NASA, better science and math programs in schools and colleges, Alan Shepherd, John Glenn, Neil Armstrong

Impression Text:

Unit 8, Activity 11, Cold War Space Race

Cold War Space Race Split-page Notes

Date: 1960s	Topic: Cold War Space Race
Which superpower put the first man into space? List information concerning this event.	<ul style="list-style-type: none">• <i>The Soviet Union</i>• <i>Soviet cosmonaut, Yuri A. Gagarin</i>• <i>April 21, 1961</i>• <i>188 miles above the earth</i>• <i>Circled the earth for 108 minutes</i>
Describe America's reaction to this major Soviet accomplishment and challenge.	
Explain President John F. Kennedy's challenge to the nation following this Soviet accomplishment.	
Explain how the Soviet challenge impacted NASA.	
Explain the impact that the Soviet challenge had on education in America.	
Describe United States astronaut Alan Shepherd's achievement.	
Describe United States astronaut John Glenn's accomplishment.	
Describe United States astronaut Neil Armstrong and the crew of Apollo 11's accomplishment.	
Explain how this accomplishment affected the space race between the two superpowers.	

Unit 8, Activity 12, America's Involvement in Vietnam

America's Involvement in Vietnam Split-page Notes

President:	Topic: Involvement and intervention in Vietnam
Describe ways in which the United States was involved in Vietnam during the administration of President _____.	
Explain how conflict was expanded or curtailed in Vietnam during this president's term.	
Identify significant military events that occurred in Vietnam during President _____'s term.	
Describe events that occurred in America during this administration that had an effect on foreign policy in Vietnam.	
Explain how the foreign policies of President _____ helped to escalate or de-escalate Cold War tensions at this time.	

Unit 8, Activity 12, Presidential Involvement in Vietnam

Presidential Involvement in Vietnam Word Grid

Directions: Place an X in the box that identifies the Presidential action involving Vietnam.					
Presidential Action Involving Vietnam	Harry Truman	Dwight Eisenhower	John Kennedy	Lyndon Johnson	Richard Nixon
Sent millions in economic aid to France to help defeat Ho Chi Minh in the early 1950s.					
Continued massive economic aid to the French war effort.					
Provided economic and military aid to South Vietnam					
Supported the Ngo Dinh Diem regime.					
Sent thousands of U.S. military advisers to help train south Vietnamese troops.					
Launched bombing attacks on North Vietnam.					
The Tonkin Resolution gave this president broad military powers in Vietnam.					
Sent the first U.S. combat troops to Vietnam in March of 1965.					
In 1968 escalates the number of troops sent to Vietnam.					
Realizes the effect of the Tet Offensive on public opinion for support of the war and announces that he will not seek re-election for the presidency in 1968.					
He began Vietnamization, a plan to begin withdrawing troops from Vietnam in 1969.					
Phased out the draft in the early 1970s.					
On January 27, 1973, the U.S. signs an agreement that ends the war and restores peace to Vietnam. The Vietnam War was over for America, but the war continued between the nations of North and South Vietnam.					

Unit 8, Activity 13, Escalating Cold War Tensions

Escalating Cold War Tensions Split-page Notes

President: Date of Term(s):	Topic: Domestic Events and Foreign Policies that led to Escalating Cold War Tensions
Describe ways in which domestic events influenced escalating Cold War tensions during the administration of President _____.	
Describe ways in which foreign policy influenced escalating Cold War tensions during the administration of President _____.	
Cite examples of Cold War events that occurred during the administration of President _____.	
Other interesting information concerning Cold War events that occurred during the administration of President _____.	

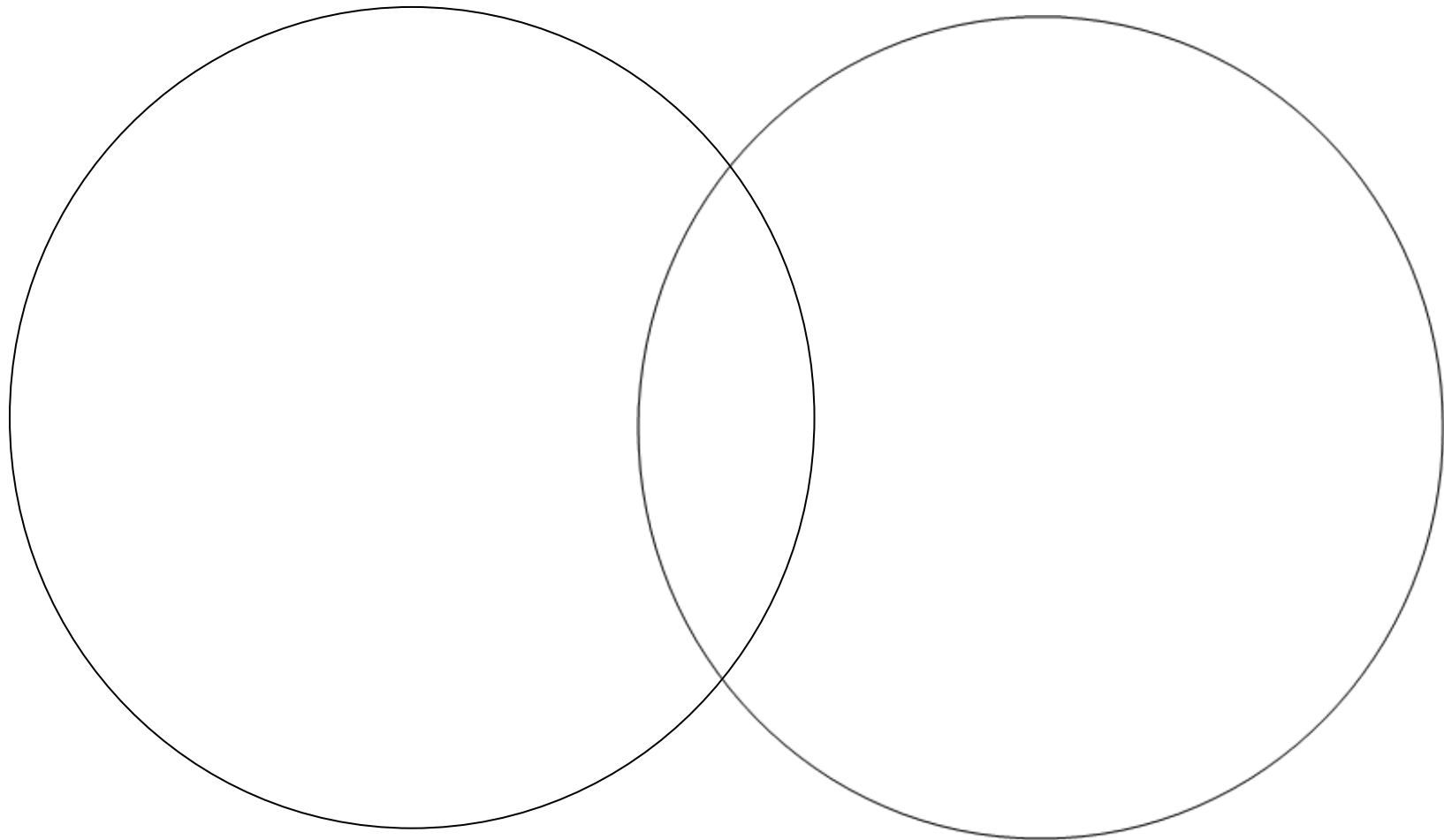
Unit 8, Activity 13, Presidential Domestic and Foreign Policies

President	Date of Term(s)	Domestic Policies	Foreign Policies	Domestic Events	Cold War Events	Other Interesting Facts
Harry S. Truman						
Dwight D. Eisenhower						
John F. Kennedy						
Lyndon B. Johnson						
Richard M. Nixon						
Jimmy Carter						

Unit 8, Activity 14, Military Presence in Afghanistan

**Soviet Involvement in Afghanistan
1970-1990**

**United States Involvement in Afghanistan
2001-**



Unit 8, Activity 15, Moving Toward an End to the Cold War

Moving Toward an End to the Cold War Split-page Notes

Specific Topic:	Topic: Leaders, Events, and Policies that Led to the End of the Cold War
Describe ways in which _____ led to the end of the Cold War.	

Unit 8, Activity 15, The Cold War Ends

Directions: Use this graphic organizer as a guide to take notes as the different groups make their presentations on their assigned leader, event, or policy that led to the end of the Cold War. Students may need 2 or 3 copies each.

Cold War Leader, Event, or Policy	Time period	Role in helping to bring about the end of the Cold War	Result of the actions of the leader, event, or policy in helping to end the Cold War	Other Interesting Facts

Unit 8, Specific Assessment, Activity 13, Cold War Events

Date	Newspaper Headline	Explanation of Event

Unit 9, Activity 1, Key Concepts Chart

Key Concepts Chart (A Time of Upheaval)

Key Concept	+	?	-	Explanation	Extra Information
Civil Rights				<i>In the mid-1950s and 1960s, African Americans and some white Americans worked to achieve civil rights for African Americans.</i>	<i>These rights included equal opportunities in housing, employment, education, suffrage, access to all public facilities, and freedom from racial discrimination.</i>
Baby Boomers				<i>The title given to Americans born during the baby boom following World War II.</i>	<i>Baby boomers were born between 1944 and 1964.</i>
GI Bill of Rights				<i>The federal government provided funding to pay for education and training for veterans returning from World War II.</i>	<i>Servicemen's Readjustment Act, 1944 The GI Bill also provided funding for veterans to buy homes, businesses, and farms.</i>
baby boomers					
GI Bill					
counterculture					
Great Society					
War on Poverty					
Medicaid					
Medicare					
Students for a Democratic Society					
Democratic Convention of					

Unit 9, Activity 1, Key Concepts Chart

Key Concept	+	?	-	Explanation	Extra Information
1968					
anti-war protests					
women's rights movement					
Equal Rights Amendment					
National Organization for Women					
environmental movement					
American Indian movement					
NAACP					
<i>Brown v. Board of Education</i>					
Montgomery Bus Boycott					
SCLC					
Little Rock Nine					
Sit-ins					
SNCC					
Freedom Riders					
Integration-University of					

Unit 9, Activity 1, Key Concepts Chart

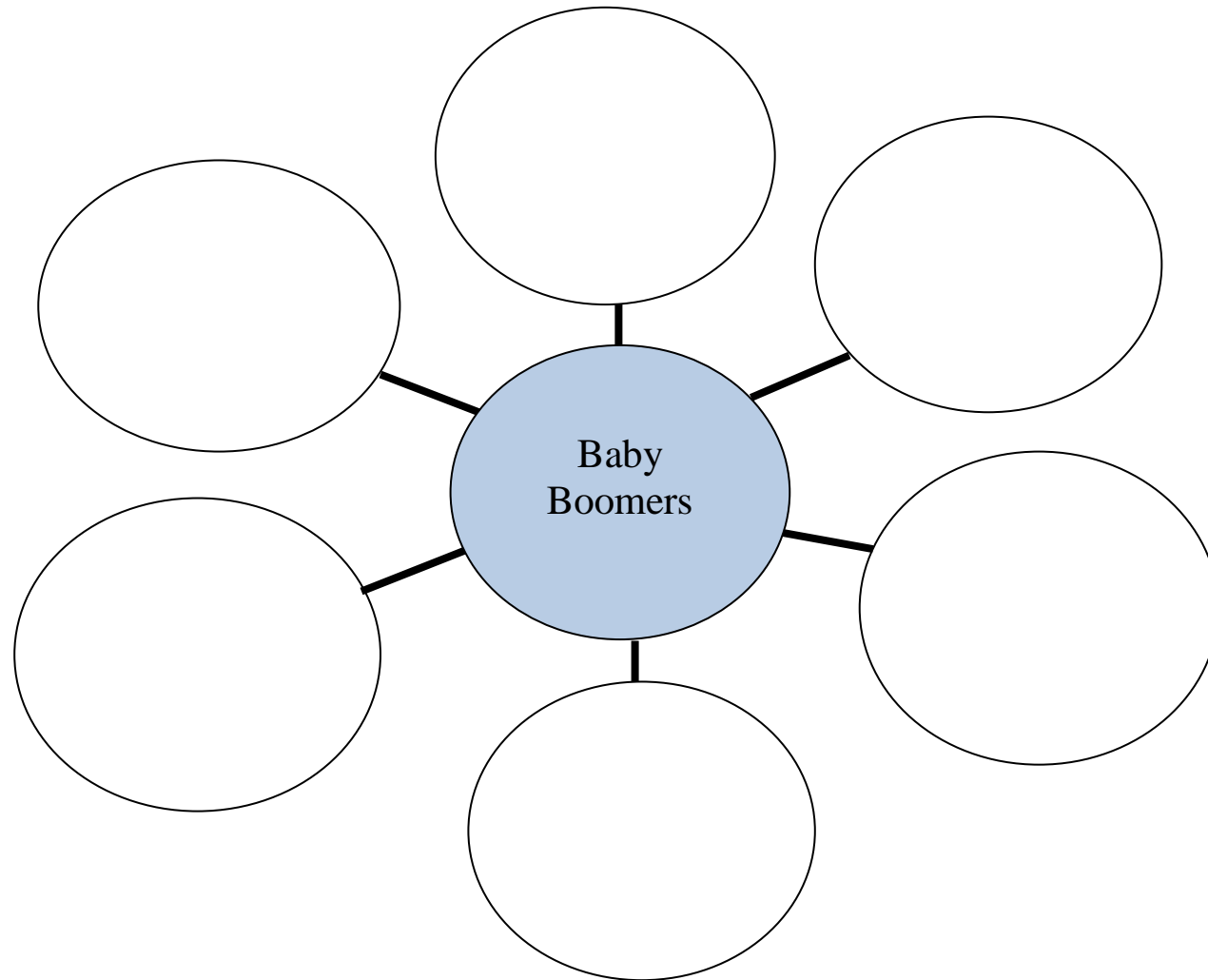
Key Concept	+	?	-	Explanation	Extra Information
Mississippi					
1963 March on Washington					
Twenty-Fourth Amendment					
Freedom Summer					
Civil Rights Act of 1964					
Selma Marches					
Voting Rights Act of 1965					
black power					
Black Panther Party					
Harlem race riots					
Watts race riots					
<i>de jure</i> segregation					
<i>de facto</i> segregation					
desegregation busing					
affirmative action					

Unit 9, Activity 2, GI Bill Split-page Notes

The GI Bill	Supporting Details and Important Information
What kinds of economic problems did World War II veterans face after the war?	
What did the government provide in the GI Bill to aid World War II veterans?	
Explain the purpose of the GI Bill.	
Describe ways in which returning World War II veterans received assistance from the GI Bill?	
Describe the economic impact of the GI Bill on the housing industry following World War II.	
Describe the educational impact of the GI Bill on World War II veterans.	

Unit 9, Activity 2, Baby Boom

Provide six supporting details about the “baby boomers” in the surrounding circles.



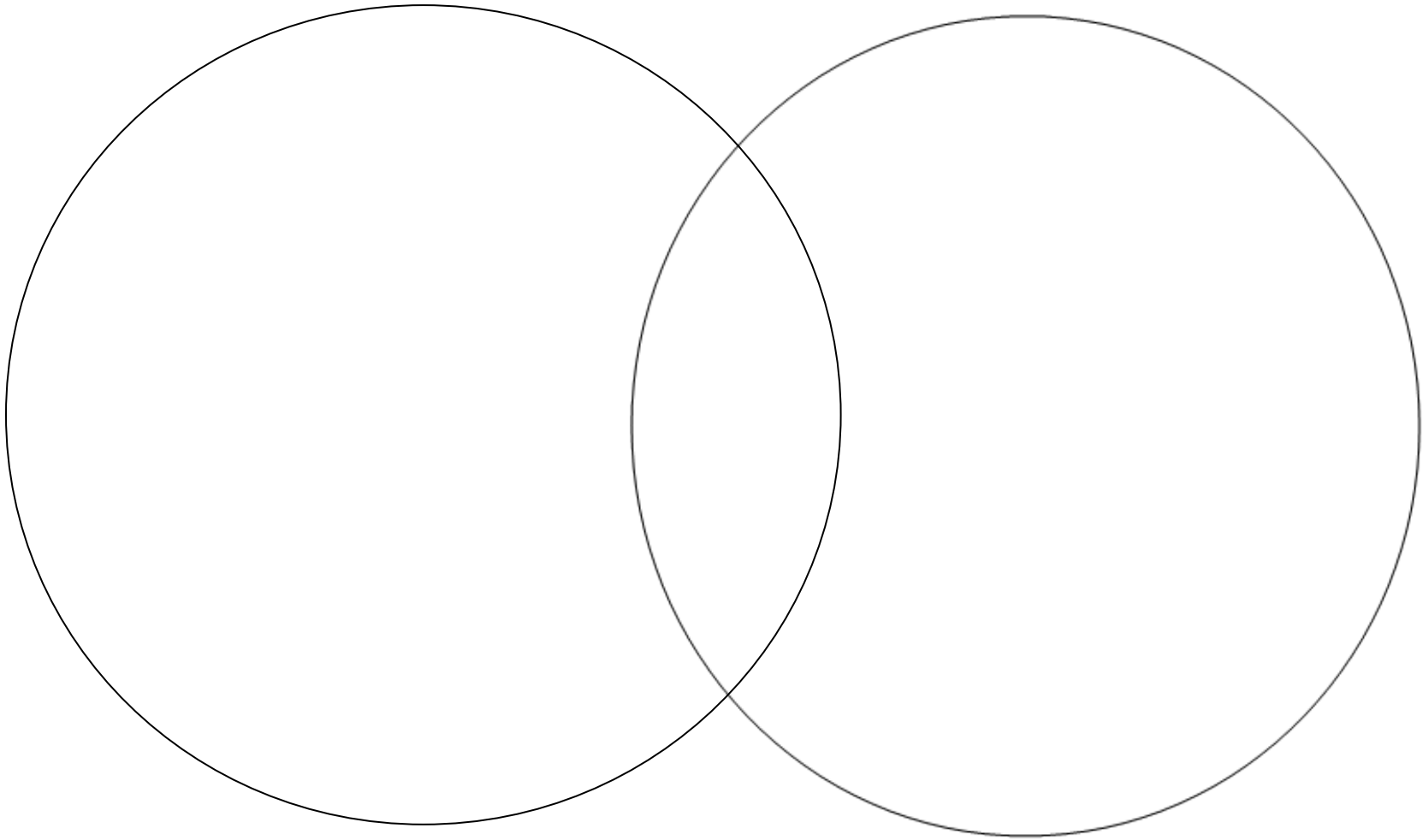
Unit 9, Activity 3, Great Society Vocabulary Card

Date Program was Instituted	Purpose of the Program
Great Society Program	
Photo or Clip Art	Other Information

Unit 9, Activity 3, Domestic Policies of FDR and LBJ

Franklin Delano Roosevelt's New Deal

Lyndon Johnson's Great Society



Unit 9, Activity 4, Women's Rights Movement

Impression Words: job and wage discrimination, unequal status in society, involvement in Civil Rights and Anti-War movements, Equal Rights Amendment

Impression Text:

Unit 9, Activity 4, Fight for Equality Split-page Notes

Date: 1960-1982	Important information
The Women's Rights Movement	<ul style="list-style-type: none">• <i>The Women's movement once again became active in the 1960s.</i>• <i>The Women's movement pushed for economic and social equality.</i>
JFK's Presidential Commission on the Status of Women	
Betty Friedman	
National Organization for Women (NOW)	
Equal Rights Amendment	

Unit 9, Activity 5, United Farm Workers Movement

Describe the working and living conditions Latino farm workers experienced during the 1960s.

Explain Cesar Chavez's reasons for the unionization of Latino farm workers.

Describe the tactics Chavez used to achieve workers' rights and union recognition for Latino farm workers.

Explain the 1965 California grape boycott and describe the role of the United Farm Workers (UFW) and Cesar Chavez in the boycott.

Explain the impact of the grape boycott on the California grape growers.

How long did the boycott last? Explain how the boycott was finally resolved.

Describe other areas in which Latinos demanded and achieved equal rights in America.

Unit 9, Activity 5, Grape Boycott RAFT

Role	Audience	Format	Topic
Regional newspaper reporter in 1965	Subscribers	Newspaper article	Should America boycott California grapes?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

Unit 9, Activity 6, Goals and Queries for QtC

Goal	Query
Initiate discussion	What is the content about? What is the overall message? What is being talked about?
Focus on content's message	It says this, but what does it mean? Why was the word used?
Link information earlier?	How does that connect with what was said earlier? What information has been added here that connects or fits in with _____?
Identify problems with understanding	Does that make sense? Is this explained clearly? Why or why not? What do we need to figure out or find out?
Encourage students to refer to the text to find support for interpretations and answers to questions	Did the content tell me that? Did the source provide the answer to that?

Unit 9, Activity 7, American Indian Movement

Describe economic problems faced by Native Americans in the 20th Century.

Describe health issues faced by Native Americans.

Explain ways in which the government tried to correct the economic and health issues of Native Americans during the 20th Century.

Describe ways in which Native Americans tried to change government policies concerning Native Americans.

Give examples of victories obtained by Native Americans through the nation's courts.

Unit 9, Activity 8, Civil Rights Movement Split-page Notes

Topics:	Important information
Civil Rights Movement	<ul style="list-style-type: none">• <i>In the mid-1950s and 1960s, African Americans and some white Americans worked to achieve civil rights for African Americans.</i>• <i>These rights included equal opportunity in housing, employment, education, suffrage, access to all public facilities, and freedom from racial discrimination.</i>
Rosa Parks	
Montgomery Bus Boycott	
Non-violent Protests	
Woolworth Lunch Counter Sit-ins	
Civil Disobedience	

Unit 9, Activity 10, Desegregation of America's Public Schools

Desegregation of America's Public Schools (Anticipation Guide)

Before reading about the desegregation of America's public schools, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the "before" reading responses need to be changed. For all statements provide evidence from the primary and secondary sources for the "after" reading responses.

- | | Before | | After | |
|---|--------|----------|-------|----------|
| | Agree | Disagree | Agree | Disagree |
| 1. All American public schools were not desegregated in the 1950s and 1960s.
Evidence _____ | | | | |
| 2. The <i>Brown v. Board of Education</i> case declared segregation unconstitutional in 1954.
Evidence _____ | | | | |
| 3. Linda Brown's NAACP legal team was represented by Thurgood Marshall.
Evidence _____ | | | | |
| 4. In 1957 the Arkansas National Guard was ordered by Arkansas Governor Orval Faubus to turn away nine African American students who volunteered to attend Little Rock High School.
Evidence _____ | | | | |
| 5. In 1960 at age 6, Ruby Bridges became the first African American child to attend an all white elementary school in New Orleans.
Evidence _____ | | | | |

Unit 9, Activity 11, Emmett Till QtC

Goal	Query
Initiate discussion	What is the content about? What is the overall message? What is being talked about? Who is involved? Where did this happen? When did this happen?
Focus on content's message	It says this, but what does it mean? Why was the word used?
Link information earlier?	How does that connect with what was said earlier? What information has been added here that connects or fits in with _____? Why did this happen? How did this happen?
Identify problems with understanding	Does that make sense? Is this explained clearly? Why or why not? What do we need to figure out or find out? Why has no one been convicted for this crime?
Encourage students to refer to the text to find support for interpretations and answers to questions	Did the content tell me that? Did the source provide the answer to that? How did this event impact the American Civil Rights movement?

Unit 9, Activity 12, Civil Rights Movement and Martin Luther King, Jr.

1955-1968	Martin Luther King, Jr. and the Civil Rights Movement important information and supporting details:
The beliefs and tactics used by Martin Luther King, Jr. in the Civil Rights Movement	<ul style="list-style-type: none"> • <i>Dr. King believed that nonviolent tactics could achieve equal rights for African Americans.</i> • <i>He followed the teachings of Jesus: (love for one's enemies)</i> <i>Mohandas Gandhi (nonviolence)</i> <i>Henry David Thoreau (civil disobedience)</i> <i>A. Phillip Randolph (organization of demonstrations)</i>
The role of Martin Luther King, Jr. in the Civil Rights Movement	
The Role of Martin Luther King, Jr. in the Montgomery Bus Boycott	
The role of Martin Luther King, Jr. in the NAACP	
The role of Martin Luther King, Jr. in the formation, purpose, and goals of the Southern Christian Leadership Conference (SCLC)	
The role of Martin Luther King, Jr. in the 1963 March on Washington	
The role of Martin Luther King, Jr. in the Civil Rights Act of 1964.	

Unit 9, Activity 13, Fight for Civil Rights

Event	Purpose or Goal	Result
1964 Freedom Summer	<ul style="list-style-type: none">• <i>CORE and SNCC, civil rights organizations, sponsored a campaign to draw national attention to the disfranchisement of African Americans in the South.</i>• <i>The goal was to register African Americans to vote so that they could elect officials that were supportive of civil rights issues.</i>	<ul style="list-style-type: none">• <i>College students, who were trained in nonviolent resistance, came to the South to help register African Americans to vote.</i>• <i>Deaths, beatings, African American businesses, churches, and homes burned</i>
Freedom Riders		
Selma Marches		
Twenty-Fourth Amendment		
Voting Rights Act of 1965		

Unit 9, Activity 13, Voting Rights in the South RAFT

Role	Audience	Format	Topic
National newspaper reporter in the South, during the summer of 1964	Subscribers	Newspaper article	Freedom Summer workers disappear in Mississippi

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Unit 9, Activity 14, Discontent Within the Civil Rights Movement

Date: 1964-1968	Important Information and Supporting Details
Explain de facto segregation and give an example of this type of segregation.	<ul style="list-style-type: none">• <i>Segregation that is a result of custom, tradition, or years of practice</i>• <i>De facto segregation existed in the North and other areas of the nation.</i>• <i>Following World War II large numbers of African Americans migrated to the cities in the North. African Americans competed for jobs and housing. Large numbers of whites fled from the cities and moved to the suburbs to avoid the increasing number of African Americans that moved into their neighborhoods.</i>
Explain de jure segregation and give an example of this type of segregation.	
Describe and explain the 1964 race riots in Harlem.	
Describe and explain the 1965 race riots in Watts.	
Who was Malcolm X? Explain his beliefs concerning the relationship between blacks and whites, his tactics for achieving civil rights for African Americans, and describe what happened to Malcolm X in 1965.	

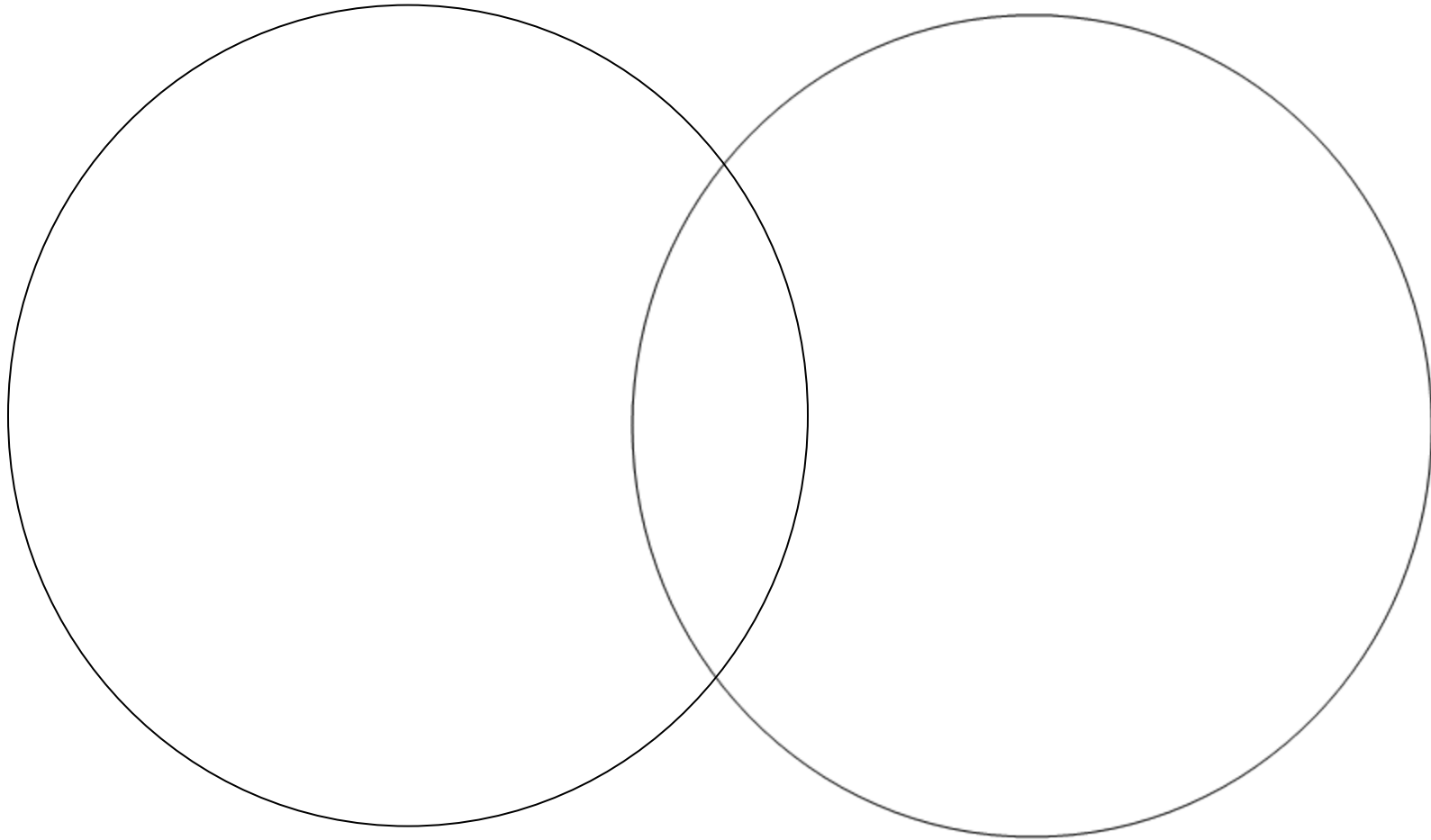
Unit 9, Activity 14, Discontent Within the Civil Rights Movement

Explain why some African American civil rights leaders urged Stokely Carmichael and others not to use the term Black Power.	
Describe the formation of the Black Panther political party and explain the goals and objectives of this organization toward achieving equality for African Americans.	

Unit 9, Activity 14, Bullets or Ballots

Tactics and Methods of Martin Luther King, Jr.

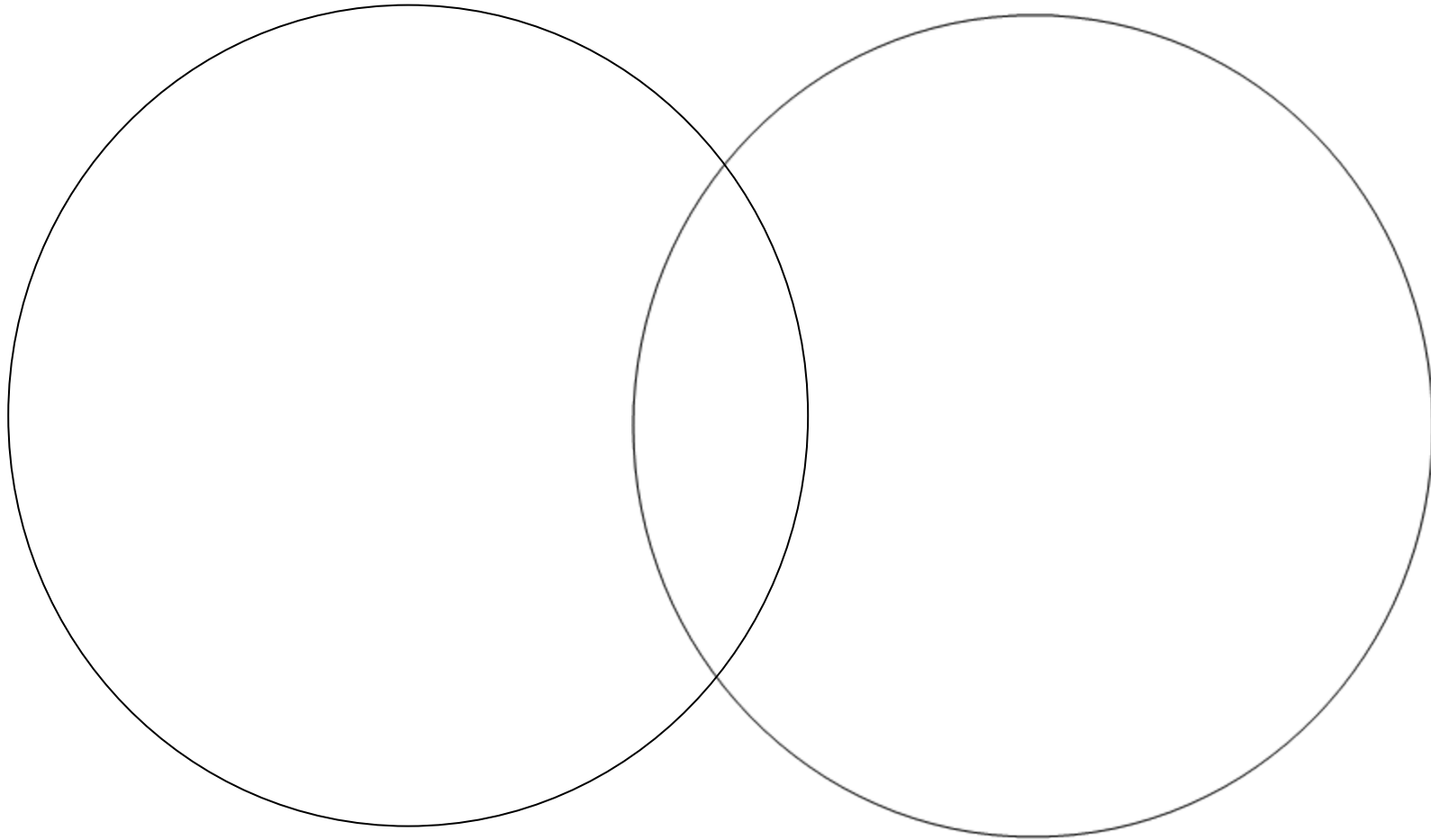
Tactics and Methods of Malcolm X



Unit 9, Specific Assessment, Activity 4, Gaining Rights for Women

Women's Suffrage Movement

Women's Rights Movement



Unit 10, Activity 1, Key Concepts Chart

Key Concepts Chart (The United States after the Cold War)

Key Concept	+	?	-	Explanation	Extra Information
NAFTA				<ul style="list-style-type: none"> • Presidents George H.W. Bush and Bill Clinton both supported NAFTA • Treaty passed in 1993 • It brought Mexico into the free-trade zone with the United States and Canada 	<ul style="list-style-type: none"> • North American Free Trade Agreement • Manufacturing plants moved to Mexico because of the low wages paid to Mexican workers.
the Religious Right					
1988 “read my lips” campaign promise					
Contract with America 1994					
Clinton impeachment					
Bush tax cuts of 2001 and 2003					
Presidential election of 2000					
AIDS research					
Human Genome Project					
cancer research					
stem cell research					
genetically modified food					
personal computer					

Unit 10, Activity 1, Key Concepts Chart

Key Concept	+	?	-	Explanation	Extra Information
the Internet					
cell phone and smart phone					
digital divide					
social media					
PLO					
OPEC					
Arab-Israeli Conflict					
oil embargo of 1973					
Camp David Accords					
oil crisis of 1979					
Iran hostage crisis					
Persian Gulf War 1990					
Afghanistan Operation Enduring Freedom 2001					
War in Iraq 2003					
Axis of Evil					

Unit 10, Activity 1, Key Concepts Chart

Key Concept	+	?	-	Explanation	Extra Information
Arab Spring					
weapons of mass destruction					
Vietnam War					
Pentagon Papers					
Watergate scandal					
Love Canal					
Iran-Contra Affair					
“Don’t Ask, Don’t Tell” policy					
presidential election of 2008					
Federal debt					
<i>Engel v. Vitale</i>					
<i>Gideon v. Wainwright</i>					
<i>Escobedo v. Illinois</i>					
<i>New York Times Co. v. Sullivan</i>					
<i>Reynolds v. Sims</i>					

Unit 10, Activity 1, Key Concepts Chart

Key Concept	+	?	-	Explanation	Extra Information
<i>Griswold v. Connecticut</i>					
<i>Miranda v. Arizona</i>					
<i>Roe v. Wade</i>					
Oklahoma City bombing					
USS <i>Cole</i> bombing					
September 11, 2001					
al-Qaeda					
Osama bin Laden					
Taliban					
Department of Homeland Security					
Transportation Security Administration					
Patriot Act					
Guantánamo Bay, Cuba, detention camp					

Unit 10, Activity 2, Post-Cold War Presidential Domestic Policies

President	Domestic Policies and Events	Other Information
George H. W. Bush		
William J. Clinton		
George W. Bush		
Barack H. Obama		

Unit 10, Activity 3, Society Altering Advancements

Advancement	Ways in which the advancement altered society	Predictions for the future concerning the advancement
Internet	<ul style="list-style-type: none">• <i>Changed ways in which people communicate</i>• <i>Global communication is instantaneous.</i>• <i>Changed every area of life</i>	
Cell phone and Smart Phone		
Personal Computer		
Food Engineering		
Social Media (Facebook, Twitter)		
AIDS Research		
Cancer Research		
Stem Cell Research		
Human Genome Project and other breakthroughs in genetics		

Unit 10, Activity 3, Society Altering Advancements

genetically modified food		
digital divide		

Unit 10, Activity 4, Relations in the Middle East

United States Relations in the Middle East Split-page Notes

Topic:	Supporting Details:
Describe the history of United States foreign relations with _____.	
Describe United States interaction or involvement with _____.	
Explain how the aforementioned interactions have defined the United States' image in this region.	
Describe United States relations with _____ today.	

Unit 10, Activity 4, Relationships in the Middle East

Relationships in the Middle East Vocabulary Cards

Time Period	Evolution of the Relationship
<div>Topic: Middle East Relationship</div>	
Photo or Clip Art	United States Image in the Region

Unit 10, Activity 5, Events that Changed American Public Opinion

Events that Changed American Public Opinion Split-page Notes

Topic:	Supporting Details:
Time Period:	
What was the _____(event)?	
Describe the response of the government to the event.	
Was there a cover up related to this event? If so, explain how this event was kept secret.	
Explain how the American public found out about this event.	
Describe the reaction of the American public when they found out about this event.	
Which United States President was in office at the time that the event occurred?	
Describe the reaction of the American public toward this President and the United States government in response to the event.	

Unit 10, Activity 5, Responses to Perception- Changing Events

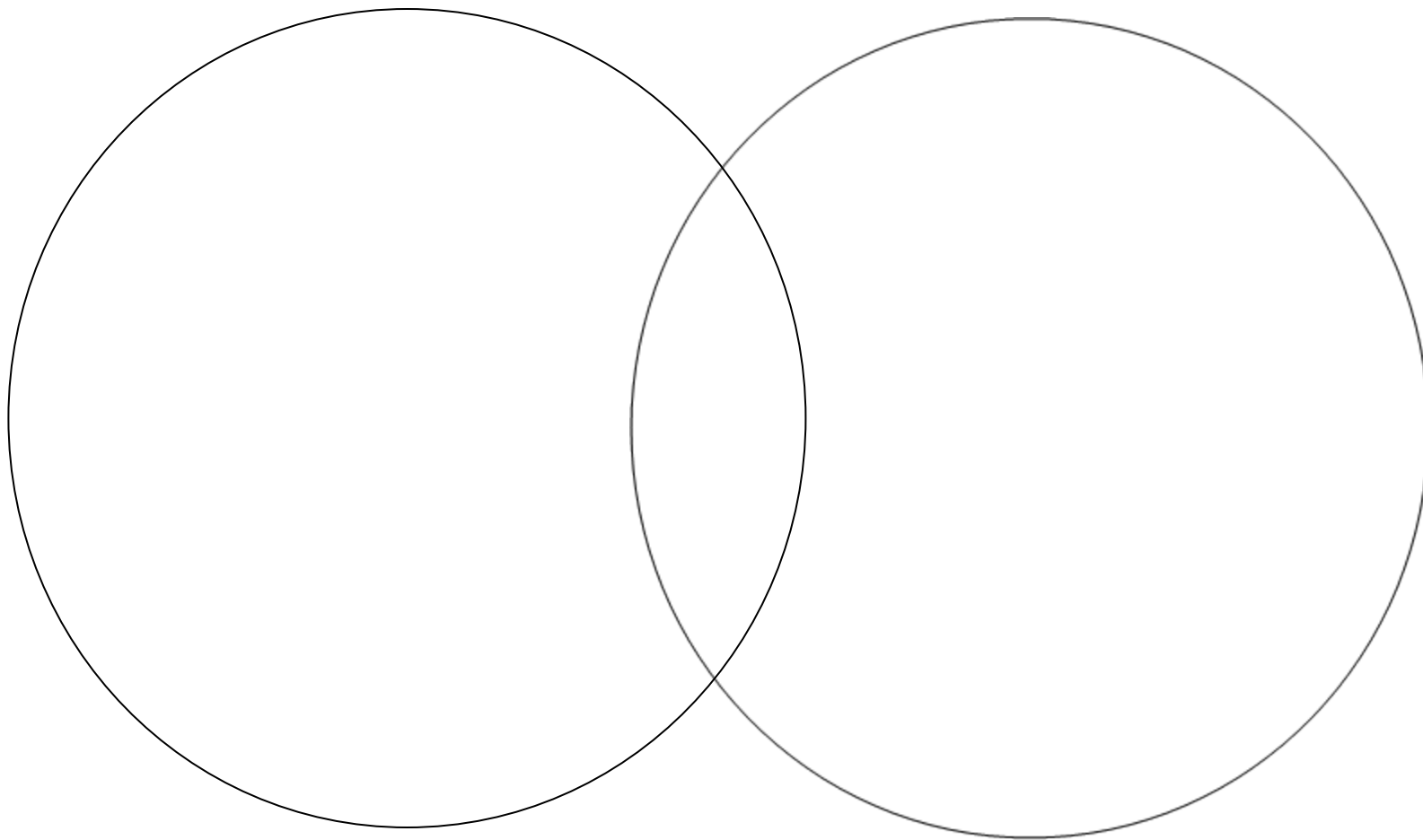
Presidential and Public Responses to Perception-Changing Events

President	Event	Time Period	Presidential Reaction to the Event	American Public Reaction to the Event	Other Information
Lyndon Johnson					
Richard Nixon					
Gerald Ford					
Jimmy Carter					
Ronald Reagan					
George H.W. Bush					
William Clinton					
George W. Bush					
Barack Obama					

Unit 10, Activity 6, Miranda vs. Arizona Before and After

Before

After



Unit10, Activity 6, Impact of Supreme Court Decisions

Impact of Supreme Court Decisions on Social Institutions in America
Split-page Notes

Supreme Court Decision:	Facts and Supporting Details:
Date of the Decision:	
Identify the plaintiff(s) in the case.	
Explain the basis of the lawsuit.	
Explain the main issue of the suit.	
Explain the decision of the Supreme Court on this case.	
Indicate how the justices voted on this case. (for/against)	
Identify the legal provision/Amendment(s) that was used as justification in the decision.	
Describe the reaction of the public to the decision of the court.	
Assess the impact of this decision on political and social institutions in America.	

Unit 10, Activity 7, Domestic and Foreign Terrorism

Terrorism	Date of Attack	Location of Attack	Terrorist(s)	Motive for the Attack	Describe the Attack	Effect on America's Way of Life
Oklahoma City Bombing						
Beirut, Lebanon U.S. Marine Corps bombing						
USS <i>Cole</i> bombing						
September 11, 2001						
Hate Crimes (Identify a specific hate crime.)						

Unit 10, Activity 7, Rise of Terrorist Organizations

Rise of Terrorist Organizations and Reactions to Terrorism:

Explain the mission of Islamic terrorist organizations.

Who are the Taliban and what is their mission?

Who is Al-Qaeda and what is its mission?

Describe Osama Bin Laden's role in Al-Qaeda.

Describe the dangers of "Weapons of Mass Destruction" in the hands of radical nations.

Explain why the following were enacted to combat terrorism and describe their purposes.

- Patriot Act
- Department of Homeland Security
- Transportation Security Administration (TSA)
- Guantanamo Bay, Cuba, Detention Camp

Unit 10, Activity 8, 9/11 Terrorists Attacks

9/11 Terrorists Attacks (Split-page Notes)

Directions: Describe the events surrounding the four hijacked flights that were used in the 9/11 Terrorists Attacks.

Terrorists Attacks:	Facts and Supporting Details:
American Airlines Flight 11	<ul style="list-style-type: none">• <i>American Airlines Flight 11 hit the north tower of the World Trade Center at 08:46 EDT</i>• <i>The flight left from Boston's Logan Airport at 07:59 EDT and was headed to Los Angeles.</i>• <i>It hit the north tower between the 95th and the 103rd floor.</i>
United Airlines Flight 175	
American Airlines Flight 77	
United Airlines Flight 93	

Unit 10, Activity 8, Remembering the Victims RAFT

Role	Audience	Format	Topic
Friend of a person killed in the 9/11 attacks	People attending a memorial service	Speech	Remembering the victims

[illegible]