

**SOCIAL STUDIES
READING AND WRITING
ACTIVITIES**

**CORRELATED TO THE
SOCIAL STUDIES
COMPETENCY-BASED CURRICULUM**

**GRADE 8
U.S. HISTORY**



**Division of Social Sciences
Miami-Dade County Public Schools**

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SOCIAL STUDIES READING AND WRITING ACTIVITIES

The Division of Social Sciences has developed this reading and writing activity packet to provide support for social studies teachers with instructional program delivery including enrichment activities for addressing the Reading Sunshine State Standards Benchmarks.

The activity packet contains the following:

- Matrix containing listing of activities with correlations to the Social Studies Competency-Based Curriculum and the tested Reading Sunshine State Standards Benchmarks;
- Readings with follow up questions and activities correlated to the Social Studies Competency-Based Curriculum and the tested Reading Sunshine State Standards Benchmarks;
- Scoring Rubric for Short Response Tasks;
- Grade 8 Social Studies Competency-Based Curriculum for U.S. History;
- Social Studies Topics for FCAT, Grades 6-8;
- Reading Content Assessed by FCAT and Item Formats by Benchmark, Grades 6-8;
- FCAT Reading *Performance Task Specifications for Grades 6-8*; and
- Sample eighth Grade Reading Passages from Florida DOE with Benchmark Clarification Follow-up.

READING ACTIVITY OVERVIEW

Page	Lesson	CBC Component/ Competency/ Objective	Sunshine State Standards Reading Benchmark
1	Johnny Appleseed	IB3, IIA15	LA.A.1.3.2, LA.A.2.3.2
8	Clara Barton	IIA14	LA.A.1.3.2, LA.A.2.3.2, LA.A.2.3.5
13	Cesar Chavez	IIA13, IIA15	LA.A.1.3.2, LA.A.2.3.1, LA.A.2.3.2, LA.A.2.3.8
23	Civil Rights Movement in Florida	IIA12, IIA13, IIA14	LA.A.1.3.2, LA.E.2.2.1
31	The Civil War: Social and Economic Developments	IIA11, IVB1	LA.A.1.3.2, LA.A.2.2.7, LA.E.2.2.1
37	The Decision to Drop the Bomb	IIA10	LA.A.1.3.2, LA.A.2.3.1, LA.A.2.3.2, LA.E.2.3.1
46	Amelia Earhart	IIA14, IIA15	LA.A.1.3.2, LA.A.2.3.8, LA.A.2.3.1, LA.A.2.3.2
54	Great Depression and the New Deal	IIA11, IVA3	LA.A.1.3.2, LA.E.2.2.1
60	The Industrial Revolution	IIA11, VIA5	LA.A.1.3.2., LA.A.2.3.1, LA.E.2.2.1
66	Iwo Jima	IIA15	LA.A.1.3.2, LA.A.2.3.1, LA.A.2.3.2, LA.A.2.3.8
75	Japanese Relocation Centers	VA4	LA.A.1.3.2, LA.A.2.3.1, LA.A.2.3.2

Page	Lesson	CBC Component/ Competency/ Objective	Sunshine State Standards Reading Benchmark
82	The Lynching of Emmett Till	VA4	LA.A.1.3.2, LA.A.2.3.2, LA.A.2.3.1
92	Ferdinand Magellan	IIA1	LA.A.1.3.2, LA.A.2.3.2, LA.A.2.3.1, LA.E.2.2.1
99	The Man Who Cooled America	IIA9	LA.A.1.3.2, LA.A.2.3.2, LA.A.2.3.1, LA.A.2.3.8
108	Native American Participation in the United States Military	IIA14	LA.A.1.3.2, LA.A.2.3.8
114	Presidents and Baseball	IIA15, VA1	LA.A.1.3.2, LA.A.2.3.2, LA.A.2.3.5
121	Betsy Ross - Her Life Story	IIA14, IIA15	LA.A.1.3.2, LA.E.2.2.1, LA.A.2.3.1
128	Deborah Sampson	IIA14, IIA15	LA.A.1.3.2, LA.A.2.3.1, LA.A.2.3.2, LA.A.2.3.8
136	The Spanish American War- Remember the Maine	IIA8, IIA11, IIA17	LA.A.1.3.2, LA.A.2.3.2, LA.A.2.3.1, LA.A.2.3.8
145	Trail of Tears	IB3, IIA5, VA4	LA.A.1.3.2, LA.A.2.3.2, LA.A.2.3.1, LA.A.2.3.8

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

GRADE LEVEL/COURSE: Grade 8 - U.S. History

TITLE: The Legend of Johnny Appleseed

CBC COMPONENT: I Geographic Understanding
II Historical Awareness

COMPETENCY: IB , IIA

OBJECTIVE(S): IB3 Explain the migration of people throughout history; e.g., colonial settlers, opening of Northwest Territory, slave trade, Native American removal, westward expansion, Gold Rush, south to north labor migration, Japanese relocation, migrant workers, plight of the homeless.

IIA15 Read biographies, legends, myths, tall tales, stories, and poetry and listen to music that details the lives and times of heroes and ordinary people throughout the United States and Florida history.

LANGUAGE ARTS/READING BENCHMARKS:

- LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
- LA.A.2.3.2 Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author's purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)

READING: Adapted from **The Legend of Johnny Appleseed** (found on following pages)

SOURCE: Miami-Dade County Public Schools Education Portal, SIRS Knowledge Source.

**MULTIPLE CHOICE
ANSWERS:**

1. A
2. B
3. D

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Directions: Read the passage and answer the questions that follow.

The Legend of Johnny Appleseed

John Chapman was not born with the apple blossoms, as legend often suggests, but at the time of the harvest. He was born in Leominster, Massachusetts, on September 26, 1774. That is a fact told by writers of children's books in their stories of the man known in American folklore as "Johnny Appleseed." The writers stress one lesson above all: when John Chapman grew up, he did indeed roam the frontier planting apple orchards, just as folktales declare. But there is more to this American legend than the image of the strange, raggedy vagabond written in our memory.

Even as writers try to keep to the truth about John Chapman, their works often continue questionable parts of his legend. Most well-known is the image of Chapman in the wilderness wearing his mush-pot hat. It is not proven in any records that he wore this charming headgear. The hat would have been very impractical on his long, hard trips through the Ohio Valley. Also, the picture books sometimes show him performing incredible physical feats. This is probably based on the tales told among settlers in the early days of Chapman's career.

Such confused pictures show how hard it is to get historical accuracy about any folk hero. This task was taken up by Robert Price in his 1954 book titled *Johnny Appleseed: Man and Myth*. Considered the most accepted text on Chapman's life, it traces his journey along the frontier while looking into his character and his various roles as nurseryman, missionary, messenger, and folk legend.

Price looks at the Johnny Appleseed tradition beginning with early "brawny" tales of physical skill. These most likely came from Chapman's own stories about his adventures in the wild. Later stories, especially those produced after Chapman's death, spread the legend into American culture. Most important in getting "Johnny Appleseed" to this level was an article by W.D. Haley in an 1871 issue of *Harper's New Monthly Magazine*. The myth was made even more popular by twentieth-century writers seeking to capitalize on a sudden pop-culture interest in American folk heroes. This interest was fueled by a spirit of nationalism that caught on after World War I.

In looking at Johnny Appleseed as both man and myth, one discovers a startling fact: the real story is even more remarkable than the legend. Chapman planted his first apple seed in northern Pennsylvania in the spring of 1798. He began his famous career when he was 23 and continued until his death in 1845 at the age of 71.

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Price and others believe that with so few known facts about Chapman's early life, no one will ever know what the young man was thinking when he first went into the wilderness. Maybe he wanted to flee the crowded conditions of his modest home. John and his sister were young when their mother died. His father Nathaniel remarried and had ten more children. Working as a farmer and carpenter, Nathaniel was a meager provider for his large family. The entire family lived in a tiny frame house. Some have suggested that with so many younger brothers and sisters, John spent much of his childhood roaming the local woods. This is where he may have acquired an early love of nature. Or, as a young adult he may have been simply drawn by the same hope for good fortune that called others to the new territory that lay to the west.

Whatever Chapman's attraction to the untamed forests, his work ultimately became his passion. Price discusses many aspects of nineteenth-century apple growing. These are parts of pioneer life forgotten in modern times. From the start, apples were important on the frontier. They were a year-round food staple in various forms. Women dried and preserved the fruit for use in butters and sauces during the winter months. Also, says Price, men used cider, apple brandy and applejack as social drinks. Women used it for flavoring and preserving. Apples became good trade. A thriving orchard often became a legal way to claim land. This gave a powerful incentive to young wanderers like John Chapman to cultivate the forests.

What was remarkable about Chapman's career was the fact that he moved ahead of the frontier. Just when other pioneers were settling their homesteads, Chapman would resume his journey. He traveled on foot and by canoe, across a vast territory that eventually included Pennsylvania, Ohio, Indiana, and possibly the West Virginia panhandle. Ohio would eventually claim him as a native son, as this became his most prominent domain. It seems likely that Chapman was driven at least in part by unselfishness. He became famous for his patriotic desire to develop the frontier for others. He clearly had business interests as well. Price also suggests a healthy streak of wanderlust, especially for new land: "To the end of his years, John Chapman shied away from larger towns....Nothing hurt his bare feet so much as the beaten paths." Price also says that "few other nurserymen could adjust their lives and business to such... a plan. As far as our records now show, no one else ever did."

From Chapman's "solid elementary schooling" in Longmeadow, Massachusetts, he acquired a superior intellect and reading ability. By the end of his life, Chapman had owned and wisely managed more than twenty properties, totaling almost twelve hundred acres. While his holdings never represented great wealth, according to Price, they exceeded those of most frontier settlers.

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Many folktales and later books credit Chapman with another type of cultivation. He was known to cultivate medicinal herbs, used by pioneer settlers. Some stories report that he introduced the Ohio River Valley to the unpleasant smelling dog fennel, sometimes called "Johnnyweed." This is believed to work against malaria. Haley's article in Harper's claims that this "flourishing" crop had overrun the country by 1871. He called it a smelly curse unleashed by a well-meaning Johnny Appleseed. Haley was probably borrowing information from a highly romanticized sketch of Chapman written around 1850 by Rosetta Rice which appeared in Ohio history journals. The image of Chapman working with herbs seems to agree with written accounts that describe the Indians' high regard for him as a medicine man. Price, however, dismisses the dog fennel theory as unfounded.

SOURCE: Miami-Dade County Public Schools Education Portal, SIRS Knowledge Source.

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1. Why is it often difficult to write accurate accounts of folk heroes such as Johnny Appleseed?
 - (A). Constant retellings combined with little documentation often distort the truth about such historical figures.
 - (B). Constant retellings solidify the truth about such historical figures, but take away the excitement of the story.
 - (C). Accurate written accounts of such historical figures are often lost to natural disasters.
 - (D). Accurate written accounts of such historical figures are sealed legal documents not available to the general public.

2. Read the following sentence from the article.

The myth was made even more popular by twentieth-century writers seeking to capitalize on a sudden pop-culture interest in American folk heroes.

What does the word capitalize mean?
 - (A). begin with a capital letter
 - (B). take advantage of
 - (C). create a new capital
 - (D). make the best of

3. What was unique about Chapman's vocation?
 - (A). He was the first nurseryman in the state of Pennsylvania.
 - (B). He was the first nurseryman to be licensed in 3 states.
 - (C). He had a great deal of trouble growing apples, so he moved a lot.
 - (D). He moved ahead of other settlers to purchase land.

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READ
THINK
EXPLAIN

4. Why do you think the writer feels that Johnny Appleseed's real-life accomplishments are even more remarkable than the legend? Use details and information from the passage to support your answer.

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READ
THINK
EXPLAIN

5. Why does the author refer to John Chapman as a “strange, raggedy vagabond ?” Support your answer with details and information from the passage.

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GRADE LEVEL/COURSE: Grade 8 - U.S. History

TITLE: Clara Barton

CBC COMPONENT: III Historical Awareness

COMPETENCY: IIA

OBJECTIVE(S): IIA14 Discuss the roles of key individuals, including minorities and women, during major historical periods or events in United States and Florida history.

LANGUAGE ARTS/READING BENCHMARKS:

- LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
- LA.A.2.3.2 Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author's purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)
- LA.A.2.3.5 Locates, organizes and interprets written information for a variety of purposes, including classroom research, collaborative decision-making, and performing a school or real-world task. (Includes LA.A.2.3.6 Uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs, and computer catalogs, to gather information for research projects; and LA.A.2.3.7 Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.)

READING: Clara Barton (found on following pages)

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SOURCE: Retrieved from Encarta.com on 12/07/04

MULTIPLE CHOICE ANSWERS:

1. C
2. A
3. B
4. D

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Directions: Read the passage and answer the questions that follow.

Clara Barton

Barton, Clara, full name Clarissa Harlowe Barton (1821-1912), American humanitarian and founder of the American Red Cross.

Barton was born in Oxford, Massachusetts, in 1821, and educated at home, chiefly by her two brothers and two sisters. She was a teacher at first and the founder of various free schools in New Jersey. In 1854 she became a clerk in the Patent Office, Washington, D.C., but resigned at the start of the American Civil War (1861-1865) to work as a volunteer, distributing supplies to wounded soldiers. After the war she supervised a systematic search for missing soldiers. Barton eventually received a Congressional appropriation to run what was known as the Missing Soldiers Office and became the first woman to head a government bureau. Barton tracked down information on nearly 22,000 soldiers before the office was closed in 1868.

Between 1869 and 1873 Barton lived in Europe, where she helped establish hospitals during the Franco-Prussian War (1870-1871) and was honored with Germany's Iron Cross for outstanding military service. Through Barton's efforts, the American Red Cross Society was formed in 1881; she served as the first president of the organization until 1904. In 1884 she represented the United States at the Red Cross Conference and at the International Peace Convention in Geneva. She was responsible for the introduction at this convention of the "American amendment," which established that the Red Cross was to serve victims of peacetime disasters as well as victims of war.

She superintended relief work in the yellow-fever pestilence in Florida (1887); in the Johnstown, Pennsylvania, flood (1889); in the Russian famine (1891); among the Armenians (1896); in the Spanish-American War (1898); and in the South African War (1899-1902). The last work that she personally directed was the relief of victims of the flood at Galveston, Texas, in 1900. She died in Glen Echo, Maryland, on April 12, 1912. She wrote several books on the Red Cross and *Story of My Childhood* (1907).

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1. What was the American Amendment that Clara Barton introduced at the Geneva convention in 1884?
 - (A) It stated that the American Red Cross would only be able to assist people in America.
 - (B) It stated that the Red Cross would limit its assistance to people only during war times.
 - (C) It stated that the Red Cross would help people during peacetime disasters as well.
 - (D) It stated the Clara Barton would have exclusive rights to control the money that was raised through the American Red Cross.

2. What is the author's purpose of this article?
 - (A) to explain Clara Barton's contributions in starting the American Red Cross
 - (B) to explain the purpose of various organizations that assist people in times of disaster
 - (C) to emphasize the fact that many people assisted soldiers during the Civil War
 - (D) to explain Clara Barton's unique experience with the European Red Cross

3. The information found in the paragraph starting with "Between 1869 and 1973 Barton lived in Europe . . ." of the article would most likely have come from a note card titled
 - (A) Civil War Experience.
 - (B) Post Civil War Experience.
 - (C) Pre-Civil War Experience.
 - (D) Yellow Fever Experience.

4. In which report would someone researching about Clara Barton most likely use the information found in the article?
 - (A) the flood at Galveston, Texas in 1900
 - (B) European influence on American organizations
 - (C) Civil War battle strategies
 - (D) women's contributions to relief organizations

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READ
THINK
EXPLAIN

5. Explain the experience that Clara Barton had which would have prepared her to attend and contribute effectively to the International Peace Convention in Geneva, Switzerland in 1884. Use details and information from the article to support your response.

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<u>GRADE LEVEL/COURSE:</u>	Grade 8 - U.S. History
<u>TITLE:</u>	Cesar Chavez
<u>CBC COMPONENT:</u>	II Historical Awareness
<u>COMPETENCY:</u>	IIA
<u>OBJECTIVE(S):</u>	IIA13 Analyze the goals and accomplishments of various reform movements throughout United States history; eg., Abolition, Women’s Rights, Temperance, Progressive, Populist, Civil Rights. IIA15 Read biographies, legends, myths, tall tales, stories, and poetry and listen to music that details the lives and times of heroes and ordinary people throughout United States and Florida history.

LANGUAGE ARTS/READING BENCHMARKS:

- LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
- LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.
- LA.A.2.3.2 Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author’s purpose in a simple text and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.).
- LA.A.2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

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READING: The Story of Cesar Chavez- The Beginning

SOURCE: <http://www.ufw.org/>

MULTIPLE CHOICE ANSWERS:

1. B
2. A
3. C
4. D

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Directions: Read the passage and answer the questions that follow.

The Story of Cesar Chavez-The Beginning

The story of Cesar Estrada Chavez begins near Yuma, Arizona. Cesar was born on March 31, 1927. He was named after his grandfather, Cesario. Regrettably, the story of Cesar Estrada Chavez also ends near Yuma, Arizona. He passed away on April 23, 1993, in San Luis, a small village near Yuma, Arizona.

He learned about justice or rather injustice early in his life. Cesar grew up in Arizona. The small adobe home where Cesar was born was swindled from them. Cesar's father agreed to clear eighty acres of land and in exchange he would receive the deed to forty acres of land that adjoined the home. The agreement was broken and the land sold to a man named Justus Jackson. Cesar's dad went to a lawyer who advised him to borrow money and buy the land. Later when Cesar's father could not pay the interest on the loan, the lawyer bought back the land and sold it to the original owner. Cesar learned a lesson about injustice that he would never forget. Later, he would say, "The love for justice that is in us is not only the best part of our being but it is also the most true to our nature."

In 1938 he and his family moved to California. He lived in La Colonia Barrio in Oxnard for a short period, returning to Arizona several months later. They returned to California in June 1939 and this time settled in San Jose. They lived in the barrio called Sal Si Puedes (Get Out If You Can). Cesar thought the only way to get out of the circle of poverty was to work his way up and send the kids to college. He and his family worked in the fields of California from Brawley to Oxnard, Atascadero, Gonzales, King City, Salinas, McFarland, Delano, Wasco, Selma, Kingsburg, and Mendota.

He did not like school as a child, probably because he spoke only Spanish at home. The teachers were mostly Anglo and only spoke English. Spanish was forbidden in school. He remembers being punished with a ruler to his knuckles for violating the rule. He also remembers that some schools were segregated and he felt that in the integrated schools he was like a monkey in a cage. He remembers having to listen to a lot of racist remarks. He remembers seeing signs that read whites only. He and his brother, Richard, attended thirty-seven schools. He felt that education had nothing to do with his farm worker/migrant way of life. In 1942 he graduated from the eighth grade. Because his father, Librado, had been in an accident and because he did not want his mother, Juana, to work in the fields, he could not to go to high school, and instead became a migrant farm worker.

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While his childhood school education was not the best, later in life, education was his passion. The walls of his office in La Paz (United Farm Worker Headquarters) are lined with hundreds of books on subjects ranging from philosophy, economics, cooperatives, and unions, to biographies on Mohandas Gandhi and the Kennedys. He believed that, "The end of all education should surely be service to others," a belief that he practiced until his untimely death.

In 1944 he joined the Navy at the age of seventeen. He served two years and in addition to discrimination, he experienced strict regimentation.

In 1948 Cesar married Helen Fabela. They honeymooned in California by visiting all the California Missions from Sonoma to San Diego (again the influence of education). They settled in Delano and started their family. First Fernando, then Sylvia, then Linda, and five more children were to follow.

Cesar returned to San Jose where he met and was influenced by Father Donald McDonnell. They talked about farm workers and strikes. Cesar began reading about St. Francis and Gandhi and nonviolence. After Father McDonnell came another very influential person, Fred Ross.

Cesar became an organizer for Ross' organization, the Community Service Organization (CSO). His first task was voter registration.

In 1962 Cesar founded the National Farm Workers Association, later to become the United Farm Workers (UFW). He was joined by Dolores Huerta and the union was born. That same year Richard Chavez designed the UFW Eagle and Cesar chose the black and red colors. Cesar told the story of the birth of the eagle. He asked Richard to design the flag, but Richard could not make an eagle that he liked. Finally he sketched one on a piece of brown wrapping paper. He then squared off the wing edges so that the eagle would be easier for union members to draw on the handmade red flags that would give courage to the farm workers with their own powerful symbol. Cesar made reference to the flag by stating, "A symbol is an important thing. That is why we chose an Aztec eagle. It gives pride . . . When people see it they know it means dignity."

For a long time in 1962, there were very few union dues paying members. By 1970 the UFW got grape growers to accept union contracts and had effectively organized most of that industry, at one point in time claiming 50,000 dues paying members. The reason was Cesar Chavez's tireless leadership and nonviolent tactics that included the Delano grape strike, his fasts that focused national attention on farm workers problems, and the 340-mile march from Delano to Sacramento in 1966. The farm workers and supporters carried banners with

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the black eagle with HUELGA (strike) and VIVA LA CAUSA (Long live our cause). The marchers wanted the state government to pass laws which would permit farm workers to organize into a union and allow collective bargaining agreements. Cesar made people aware of the struggles of farm workers for better pay and safer working conditions. He succeeded through nonviolent tactics (boycotts, pickets, and strikes). Cesar Chavez and the union sought recognition of the importance and dignity of all farm workers.

It was the beginning of La Causa a cause that was supported by organized labor, religious groups, minorities, and students. Cesar Chavez had the foresight to train his union workers and then to send many of them into the cities where they were to use the boycott and picket as their weapon.

Cesar was willing to sacrifice his own life so that the union would continue and that violence was not used. Cesar fasted many times. In 1968 Cesar went on a water only, 25 day fast. He repeated the fast in 1972 for 24 days, and again in 1988, this time for 36 days. What motivated him to do this? He said, "Farm workers everywhere are angry and worried that we cannot win without violence. We have proved it before through persistence, hard work, faith and willingness to sacrifice. We can win and keep our own self-respect and build a great union that will secure the spirit of all people if we do it through a rededication and recommitment to the struggle for justice through nonviolence."

Cesar Estrada Chavez died peacefully in his sleep on April 23, 1993 near Yuma, Arizona, a short distance from the small family farm in the Gila River Valley where he was born more than 66 years before.

On April 29, 1993, Cesar Estrada Chavez was honored in death by those he led in life. More than 50,000 mourners came to honor the charismatic labor leader at the site of his first public fast in 1968 and his last in 1988, the United Farm Workers Delano Field Office at "Forty Acres."

It was the largest funeral of any labor leader in the history of the U.S. They came in caravans from Florida to California to pay their respects to a man whose strength was in his simplicity.

Farm workers, family members, friends and union staff took turns standing vigil over the plain pine coffin which held the body of Cesar Chavez. Among the honor guard were many celebrities who had supported Chavez throughout his years of struggle to better the lot of farmworkers throughout America.

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Many of the mourners had marched side by side with Chavez during his tumultuous years in the vineyards and farms of America. For the last time, they came to march by the side of the man who had taught them to stand up for their rights, through nonviolent protest and collective bargaining.

SOURCE: <http://www.ufw.org/>

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READING AND WRITING QUESTIONS

1. Read the following excerpt from the article:

He also remembers that some schools were segregated and he felt that in the integrated schools he was like a monkey in a cage.

What does segregated mean in this context?

- (A) separated by gender
- (B) separated by ethnicity
- (C) separated by economic class
- (D) separated by choice

2. Read the following excerpt from the article.

While his childhood school education was not the best, later in life, education was his passion. The walls of his office in La Paz (United Farm Worker Headquarters) are lined with hundreds of books on subjects ranging from philosophy, economics, cooperatives, and unions, to biographies on Mohandas Gandhi and the Kennedys. He believed that, "The end of all education should surely be service to others," a belief that he practiced until his untimely death.

What is the author's purpose in providing this information?

- (A) to provide insight into Chavez's thoughts on education and people who influenced him
- (B) to provide insight into Chavez's views on Kennedy and Gandhi
- (C) to explain how Chavez died fighting for worker's rights and labor unions
- (D) to explain the purpose of the United Farm Worker's Union

3. What is the main idea of this article?

- (A) to explain Cesar Chavez's beliefs about unions
- (B) to explain how farm workers were treated unfairly
- (C) to explain how Cesar Chavez became a labor leader
- (D) to explain how farm workers organized a union

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4. Which of the following statements describes the author's viewpoint?

- (A) Cesar Chavez tried to copy Mohandas Gandhi's philosophy and practices.
- (B) Cesar Chavez was an extreme rebel who violently fought for farm worker's rights.
- (C) Cesar Chavez believed that you must make changes fast to advance the objectives of your cause.
- (D) Cesar Chavez's life serves as an example of a person who passionately and effectively made change.

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READ
THINK
EXPLAIN

5. Explain why it can be said that Cesar Chavez was a defender of farm worker's rights. Use details and information from the article to support your response.

SOCIAL STUDIES
READING AND WRITING ACTIVITY

READ
THINK
EXPLAIN

6. Give examples of how Cesar Chavez supported the idea of non-violence. Use details and information from the article to support your response.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

GRADE LEVEL/COURSE: Grade 8 - U.S. History

TITLE: Civil Rights Movement in Florida

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIA

OBJECTIVE(S):

IIA12	Examine political controversies from 1945 to the present; e.g., Civil rights, women’s rights, Vietnam War, drug trafficking, and identify efforts to resolve each controversy.
IIA13	Analyze the goals and accomplishments of various reform movements throughout United States history; e.g., Abolition, Women’s Rights, Temperance, Progressive, Populist, Civil Rights.
IIA14	Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.

LANGUAGE ARTS/READING BENCHMARKS:

- LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
- LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]

READING: Civil Rights Movement in Florida (found on following pages)

SOURCE: Exploring Florida: A Social Studies Resource for Students and Teachers. Produced by the Florida Center for Instructional Technology, University of South Florida, ©2002

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

MULTIPLE CHOICE

ANSWERS:

1. D
2. A
3. C

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Directions: Read the passage and answer the questions that follow.

Civil Rights Movement in Florida

The Civil Rights Movement began when black Americans were not treated with the same fairness and equality as white Americans. This is called discrimination. Even after the Civil War ended and slaves were freed by President Lincoln, it would take black Americans (African Americans) many years and a long, difficult fight to get what Abraham Lincoln had intended them to have: equality.

As early as 1904, Florida's African Americans were working to improve their lives. Segregation forced blacks and whites to attend different schools and the quality of education was not as good for black children. As a result, African Americans often needed to supplement their education by creating their own schools. In Florida, Mary McLeod Bethune opened the Daytona Literacy and Industrial Training School for Negro Girls.

In 1909, on the hundredth anniversary of Lincoln's birth, the NAACP (National Association for the Advancement of Colored People) was formed. Its founders consisted of both black and white leaders. Since its creation, the NAACP has continued to fight for equal rights and the end of racial discrimination through the use of legal actions and publicity.

In the 1940s, word began to spread across Florida that racial changes would occur soon. World War II was being fought in Europe and one focus was to stop Hitler's racist treatment of the Jews. African Americans were excited by this movement because if the United States was fighting racism abroad, then it would definitely want to end racism in its own backyard. The NAACP in Florida started a campaign called the "Double V": victory against racism overseas and against racism at home. This campaign focused Florida's attention on the policy of southern segregation.

After the war ended, Florida lawmakers created the Minimum Foundations Program for public schools, which had two purposes. First, the program was designed to strengthen the education system in Florida. This made Florida more competitive in attracting new businesses that could create more jobs and help the economy grow. Second, the program would upgrade black schools in Florida so that the federal courts would not accuse Florida of having an unfair, unequal public education system.

There were groups of white men who resented changes and did not want blacks to have equal rights. The Ku Klux Klan was one group that lashed out at blacks, and many of its members were responsible for crimes against African Americans. African Americans who complained or spoke out about unfair wages or work conditions were sometimes jailed.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

African Americans such as T. Thomas Fortune and Harry T. Moore continued to fight for civil rights. They did this by forming groups that publicly objected to laws that prevented fair treatment. On December 24, 1950, members of the Ku Klux Klan killed Moore and his wife because of their development of an NAACP chapter in Brevard County and their campaign to register blacks to vote in Florida. Although an investigation uncovered a network of local officials, police, and Klan members who were suppressing the rights of the blacks, no legal action was ever taken. Moore's killers were never brought to trial.

In 1954, the Supreme Court decided to end school segregation. This decision brought with it changes that swept across Florida. In 1956, two black women were arrested in Tallahassee for sitting in the front seats of a bus when they were expected to sit in the back. The entire African American community began a boycott. This resulted in the revision of many laws and policies. Separate water fountains, bathrooms, restaurant seating, and hotel rooms disappeared. African Americans began to see the changes that they had worked for all their lives.

Dr. Martin Luther King, Jr. visited Florida in 1964. He advocated peaceful protest and organized groups to march in protest. One of these marches took place in St. Augustine. There were many violent outbursts and confrontations between the marchers and bystanders who were against integration. This event led the way for more marches. Eventually, the United States passed a law called the Civil Rights Act of 1964, which outlawed segregation.

The advances of the Civil Rights Movement influenced other groups as well. The Seminole Indians developed a Constitution designed to protect their civil rights and land ownership in Florida. This process helped to make Floridians aware of Native Americans' unique background and contributions to Florida history.

In the 1960s, Florida's large Hispanic community worked for equal rights. They pushed for higher education and greater involvement in politics and government. In 1979, Robert "Bob" Martinez became mayor of Tampa, and in 1987 he became our state's first Hispanic governor.

Women also worked to increase their opportunities and establish equal rights with men. Because many people involved with Florida politics did not take women seriously, this proved to be a difficult task. Throughout the years, however, many women played important roles in Florida politics. Among them are: May Mann Jennings, Marjory Stoneman Douglas, Marjorie Carr, Gwen Margolis, Gwen Sawyer Cherry, Toni Jennings, Betty Castor, and Paula Hawkins.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

The Civil Rights Movement in Florida continues to move forward. Whenever discrimination creates situations where some Floridians are not treated with fairness and equality, they use the legal process. Public opinion is sometimes mobilized. The courts consider and resolve the issue. In this way, Floridians are assured their civil rights as Americans.

SOURCE: Retrieved from Miami-Dade County Public Schools Education Portal, Galenet.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

1. How did World War II affect the Civil Rights Movement?

- (A). Blacks were able to fight overseas.
- (B). An increased number of blacks were trained as soldiers.
- (C). More jobs were available to blacks.
- (D). There was an increased focus on racism.

2. What did Martin Luther King Jr. do in the Civil Rights Movement?

- (A). He organized and encouraged groups to peacefully protest for civil rights.
- (B). He encouraged violent outbursts against segregation.
- (C). He formed the NAACP.
- (D). He encouraged slaves to runaway.

3. How has the Civil Rights Movement helped Floridians?

- (A). The movement has increased the amount of violence in Florida.
- (B). The movement has increased the overall population in Florida.
- (C). The movement has ensured fair treatment of Florida's diverse population.
- (D). The movement has increased racism in Florida's cities.

SOCIAL STUDIES
READING AND WRITING ACTIVITY

READ
THINK
EXPLAIN

4. How did the Civil Rights Movement impact education in Florida? Use details and information from the article in your answer.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

5. What changes came about in Florida as a result of the 1954 Supreme Court decision to end school segregation. Use details and information from the passage to support your answer.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

GRADE LEVEL/COURSE: Grade 8 - U.S. History

TITLE: The Civil War: Social and Economic Developments

CBC COMPONENT: II Historical Awareness
IV Economic Understanding

COMPETENCY: IIA, IVB

OBJECTIVE(S):

IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period, westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence.

IVB1 Identify the major events and personalities involved in the rapid growth of American business and industry after the Civil War and analyze the positive and negative effects of this growth; e.g., new technology, environmental concerns.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.2.7 Recognizes the use of comparison and contrast in text.

LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]

READING: **The Civil War: Social and Economic Developments**
(found on following pages)

SOURCE: Encyclopedia Americana. Miami-Dade County Public Schools Education Portal.

MULTIPLE CHOICE

ANSWERS: 1. A 2. C 3. D

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Directions: Read the passage and answer the questions that follow.

The Civil War: Social and Economic Developments

Boasting the same heritage and schooled in similar political, social, and economic institutions, the North and the South reacted similarly to the crisis of civil war. With nearly identical governments, the Union and the Confederacy each had to decide how much to respect civil liberties for dissenters and rights for states. All levels of Northern and Southern society sacrificed a frightful number of lives; and a great number of persons, particularly in the South, suffered material scarcity as well. Facing a manpower crisis, both the North and the South utilized African Americans and in return moved toward the ending of slavery.

Southern Social and Economic Disintegration

The war strained the South's economy. Blockaded and unable to import freely from abroad, the Confederacy had to supply itself with war materials. It set up arsenals, foundries, and powder mills; let contracts to private firms, including the famous Tredegar Iron Works of Richmond; and by 1863 could supply itself with arms and munitions. Although it established several uniform and shoe factories, the Confederacy was less successful in providing clothing for its soldiers. Despite the abundance of food in the South, where farmers had shifted from cotton and tobacco culture to cereal production, Confederate armies were frequently hungry because of poor transportation facilities.

Southern railroads, comprising a number of small lines, were neither integrated into a system nor into the war effort. Without "a single bar of railroad iron" being rolled in the Confederacy, its railroads also disintegrated for want of repair. Davis urged but did not force the railroads to pool their equipment, control their rates, and coordinate their schedules. Only in 1865, when it was too late to matter, did the Confederacy move to supervise its railroads effectively.

Disintegration in the crucial area of finance severely damaged the war effort. The Confederacy could tax, borrow, or print treasury notes to finance the war. Fearful that taxation would create disloyalty, the Confederacy raised only about 1% of its income in this way, while it earned 39% from loans, and 60% (\$1¹/₂ billion) from the printing press. As the Confederacy issued more and more paper money and suffered losses on the battlefield, treasury notes declined in value. Inflation accompanied by skyrocketing prices devastated creditors, people with fixed incomes, and wage earners, and destroyed the people's faith in Confederate finance. Soldiers received only \$11 a month in depreciated currency until June 1864, when their pay was raised to \$18. In July 1862 a cabbage cost \$1.25 in Richmond.

**SOCIAL STUDIES
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By the spring of 1864, boots were \$200 a pair and flour \$275 a barrel, and by the end of the war flour had increased to \$1,000 a barrel.

Northern Social and Economic Development

The Northern economy expanded with the demands of war. Although the war began during a business depression, high tariffs cutting off imports from abroad and huge government spending created a boom by 1862 that continued for the duration of the war.

Contractors made fabulous fortunes filling war orders, and from 1861 to 1865 the twofold increase in farm prices handsomely rewarded agriculturalists. Prices in general increased almost as rapidly as farm prices (80% from 1861 to 1865), but Northern inflation, although real, was mild compared with Southern inflation. Considering the absence of rationing, price controls, and central banking, Chase managed the Union economy remarkably well.

The Union's financial problems were similar to but not so acute as the Confederacy's. Fearful of losing support, the Union raised only 20% of its earnings through taxation. It acquired the remainder by issuing \$432 million in greenback paper money and also through a bewildering variety of loans (many marketed by private banker Jay Cooke for a commission) paying different rates of interest for different lengths of time. Greenbacks depreciated and fluctuated in value, gave rise to speculation, and were essentially a forced loan without interest from the people.

To end financial chaos (7,000 different kinds of banknotes, many spurious, circulated and fluctuated in value), congressional legislation on Feb. 25, 1863, and June 3, 1864, established a national banking system that required member banks to have at least one third of their capital in government bonds and provided for a stable but inelastic currency based on those bonds.

Not all Northerners shared in the war profits. Despite the labor shortage (which the low wartime rate of immigration failed to alleviate), real wages in January 1865 were only 67% of what they had been in January 1860. Although there was little organized labor at the beginning of the war, unions grew until 69 trades were organized with 300 locals. Organized labor, however, was bitterly opposed by employers who broke strikes by using blacks (thereby laying the groundwork for race riots in New York, Brooklyn, and Cincinnati) and federal troops. Furthermore, the Contract Labor Law (July 4, 1864), permitting employers to import laborers under contract to work a maximum of one year to pay for their passage, distressed labor leaders. Wartime prosperity and unions yielded the laborer meager returns; his condition by the end of the war was worse than in 1860.

**SOCIAL STUDIES
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1. If southern farmers had shifted to food production, why did confederate soldiers go hungry?
 - (A). Poor transportation prevented the food from reaching the soldiers.
 - (B). Drought caused much of the crops to be ruined.
 - (C). Greed had caused much of the crops to be too costly for the army to afford.
 - (D). The Union army depleted the confederate food supplies.

2. Why did both the North and the South keep revenues from taxation relatively low during the war?
 - (A). The war made it extremely difficult for citizens to file their taxes.
 - (B). Soldiers did not have to pay taxes and would not contribute revenue.
 - (C). Both sides feared high taxes would create disloyalty or alienate citizens.
 - (D). Both sides feared that they would lose the war.

3. How did the Contract Labor Law affect organized labor?
 - (A). It permitted employers to use only union workers.
 - (B). It permitted employers to import laborers for permanent positions.
 - (C). It permitted employers to have work done cheaper in other countries.
 - (D). It permitted employers to import laborers under contract for a maximum of one year.

SOCIAL STUDIES
READING AND WRITING ACTIVITY

READ
THINK
EXPLAIN

4. How did the war affect the South's economy? Use information and examples from the passage to support your answer.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

5. What were the social and economic hardships of the North and South? Use details and information from the passage to support your answer.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

GRADE LEVEL/COURSE: Grade 8 - U.S. History

TITLE: The Decision to Drop the Bomb

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIA

OBJECTIVE(S): IIA10 Examine the impact of World War II on the development of the United States as a superpower during the Cold War.

LANGUAGE ARTS/READING BENCHMARKS:

- LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
- LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.
- LA.A.2.3.2 Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author's purpose in a simple text and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)
- LA.E.2.3.1 Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line. (Includes LA.E.1.3.2 Recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.)

READING: The Decision to Drop the Bomb

SOURCE: Perspectives: Readings on American History in the 20th Century. Prentice Hall Copyright 1992. Pages 64-67.

MULTIPLE CHOICE ANSWERS:

1.	B	3.	C
2.	B	4.	A

SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

INTRODUCTION: Clark Clifford is a lawyer who served as President Harry Truman's special counsel and succeeded Robert McNamara as Secretary of Defense under President Lyndon Johnson. In the selection below from his memoirs as published in the *New Yorker* magazine in 1991, Clifford relates what he learned from Truman about the conclusion to use the atomic bomb on Japan in World War II. **NOTE:** The information in brackets [] was added to clarify the article for the reader.

The Decision to Drop the Bomb
by: Clifford Clark

When President Truman and I became closer, he talked often about the decision to drop the atomic bomb on Japan. Although he never evinced any doubt about his decision, he wanted his actions to be understood. He always emphasized the point that no one had told him about the Manhattan Project before he became President. [The Manhattan Project was the name given to the secret project administered by the U.S. Army to develop the atomic bomb as a weapon.] To withhold from the man next in the chain of command the most vital secret of the war was not an oversight but a deliberate - - and, I believe, irresponsible - - decision of President Roosevelt and his senior advisers.

President Truman told me he had first heard of the existence of "the most terrible weapon" on the evening he became President, less than four hours after Roosevelt died and only twenty minutes after being sworn in as President. Secretary of War Stimson had then taken him aside and told him that Roosevelt had set up a special organization to develop a "superbomb," which was almost ready for its first test. President Truman said he had been so overwhelmed by the events of the day that the information about the bomb did not sink in - a clear demonstration, if any were needed, of the need to keep the Vice-President fully informed of important events, so that he (or she) can deal with any decisions that need to be made quickly if the President is unable, for whatever reason, to perform his functions.

When Stimson heard nothing more on the subject from the new President for two weeks, he asked to see him "on a highly secret matter." He brought with him General Groves. They handed President Truman a detailed memorandum that contained a heart stopping sentence: "Within four months we shall in all probability have completed the most terrible weapon ever known in human history, one bomb which could destroy a whole city."

This is the way that President Truman learned that he would soon face a decision unique in history, and would face it under very difficult conditions. While the men on whom he relied for advice had worked with each other for years, he knew what they now told him for only

**SOCIAL STUDIES
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the first time. Given the number of other pressing matters with which he had to deal, he had no time to educate himself adequately. But from the moment he met with Stimson and Groves he understood that the final decision would have to be his, and his alone. "I am going to have to make a decision which no man in history has ever had to make," he said to the very next person he saw after Stimson left his office - Leonard Reinsch, a radio-station director who was temporarily assigned to the White House staff. "I'll make the decision, but it is terrifying to think about what I will have to decide."

When President Truman discussed these events later, he always made it clear that he had only one goal: to end the war as soon as possible. I stress this point because of the controversy that continues even today concerning three aspects of these events. First, there has been speculation, over the years, that the use of the bomb against Japan instead of Germany was related to racial factors; that, not wishing to use it against Europeans, the United States reserved it for Asians. That notion is utterly false. The use of new techniques, such as incendiary bombing, against targets that included Dresden [Germany] was nearly as devastating as the atomic bomb. Besides, the men who built the bomb, including J. Robert Oppenheimer, had hoped to finish it in time for it to be used against Germany. I have no doubt that if it had been finished in time to be useful in shortening the European war President Roosevelt or President Truman would have used it. Second, a theory has frequently been advanced that one of the main reasons for the use of the bomb against Japan was to intimidate the Russians. As recently as late 1989, Eduard Shevardnadze, then the Soviet Foreign Minister, repeated this charge. "Militarily there was no need to drop nuclear bombs on Hiroshima and Nagasaki," he said in a speech in New York. "It was a political decision taken to intimidate us. This tragedy of the century must be brought to light and its perpetrators globally denounced." There is no evidence to support this theory.

Never did I hear President Truman or any of his colleagues discuss the use of the bomb against Japan in terms of Soviet-American relations [refers to the relationship between the Soviet Union and the United States]. In the summer of 1945, when a weary nation and its new President wanted nothing more than to end the Pacific war quickly and bring the rest of the troops home, considerations of postwar strategy and relations with Moscow were low on the national agenda, and unrelated to the discussion of what to do with the new weapon.

Finally, there is the most frequently debated question about the decision to drop the bombs on Hiroshima and Nagasaki: Why did the President not order a demonstration bomb dropped on an unpopulated area before using one on a populated area? To President Truman the issue was not as complicated as it seems to many people today. There were several reasons he did not consider the idea of a demonstration bomb. First, his scientists and military advisers, with only one test behind them, were not absolutely certain that the

**SOCIAL STUDIES
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next bomb would perform properly, and they did not want to risk a publicized dud. Second, his advisers felt that Japan would not appreciate the uniqueness and the full destructive power of the bomb unless it was used against an actual target. The fact that the President was at Potsdam (Germany) or on the cruiser (sailing to Europe and returning) during the most critical period - - between the flash in the New Mexico sky on July 16th and the flight of the Enola Gay [the name of the B-29 bomber that dropped the atomic bomb] on August 6th - - meant that he was never presented with a full-scale argument for a demonstration bomb. He told me later, however, that he had considered it, and had come to the conclusion that a demonstration would not suffice after a war of such terrible carnage - that Japanese lives would have to be sacrificed to save many more lives, both American and Japanese.

In the end, what weighed most heavily with President Truman was the military estimate that enormous numbers of American casualties would be suffered in an assault upon the main islands of Japan. Only eight months earlier, the American Army had suffered heavy losses in the Battle of the Bulge, against a German enemy thought to have been already defeated. The assumption was that the Japanese, deeply committed to their emperor, would fight even more tenaciously than Germany, and everyone remembered that the Third Reich [the German state under Hitler's rule] had resisted down to the last street in Berlin. In our conversations the President mentioned this factor more than any other. The estimate that stayed in his mind was a total of five hundred thousand, consisting of half killed in action and half wounded. Thus in President Truman's mind the decision was relatively simple - a choice between sacrificing a horrendous number of Americans and using a weapon that could shorten the war dramatically. Although he later spent considerable time defending his decision, he did not agonize over it at the time. Death and destruction on the most extreme scale had been the hallmarks of both the First World War, in which Harry Truman fought, and the one whose conclusion was now in his hands. He wanted to end the war as quickly as possible.

AFTERWORD: Harry Truman may not have agonized over the decision at the time, as writer Merle Miller observed in his *Plain Speaking: An Oral Biography of Harry S. Truman*, but "he had certainly given it a good deal of thought." Miller found in the Truman Library a book on the atom bomb which ended with the following lines from Shakespeare's *Hamlet* carefully under lined by the President:

...let me speak to the yet unknowing world
How these things came about: So shall you hear
Of canal, bloody, and unnatural acts,
Of accidental judgements, casual slaughters,
Of deaths put on by cunning and forced cause,

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**And, in this upshot, purposes mistook
Fall'n on the inventors heads...
But let this same be presently perform'd,
Even while men's minds are wild; lest more mischance,
On plots and errors, happen.**

**SOURCE: Perspectives: Readings on American History in the 20th Century.
Prentice Hall Copyright 1992. Pages 64-67.**

READING AND WRITING QUESTIONS

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

1. What is the main idea of this article?

- (A) to explain how President Truman was furious over the attack on Pearl Harbor and he dropped the bomb on Japan accordingly
- (B) to explain and defend the thought processes that President Truman went through when deciding to use the atomic bomb against Japan
- (C) to describe the fighting methods of the Japanese as unstoppable so there was no alternative to end the war besides dropping the bomb
- (D) to explain how racism against Asians played a part in President Truman's decision to drop the bomb on Japan.

2. Read the following excerpt from the article:

As recently as late 1989, Eduard Shevardnadze, then the Soviet Foreign Minister, repeated this charge. "Militarily there was no need to drop nuclear bombs on Hiroshima and Nagasaki," he said in a speech in New York. "It was a political decision taken to intimidate us. This tragedy of the century must be brought to light and its perpetrators globally denounced."

In this excerpt, **denounced** means to:

- (A) approve.
- (B) condemn.
- (C) prove.
- (D) defend.

3. Which of the following statements best describes the author's opinion of President Harry S. Truman and his decision to drop the atomic bomb on Japan?

- (A) The author disagrees and denounces Truman's decision since the dropping of the bomb resulted in killing many innocent people.
- (B) The author agrees with Truman's decision to drop the bomb since the Japanese deserved to be punished because of the attack on Pearl Harbor.
- (C) The author agrees with Truman's decision and defends his actions as the fastest way to end the war and save American soldiers' lives.
- (D) The author disagrees and denounces President Truman's decision and equates his actions to those of Adolf Hitler.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

4. In the article, the author points out that many people believed that the decision to drop the bomb on Japan was racist since the bomb was NOT used against Germany. What is the author's point of view concerning this opinion?
- (A) The author disagrees with the idea and states that had the bomb been ready in time, it would have been used against Germany.
 - (B) The author agrees with this opinion and criticizes Roosevelt and Truman accordingly.
 - (C) The author states that there is much evidence to support this opinion.
 - (D) The author neither agrees nor disagrees with this opinion and simply states it as fact.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

5. Describe how the author defends Truman's decision to drop the Atomic Bomb on Japan. Use details and information from the article to support your response.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

6. Support the idea that Truman did not know anything about the existence of the atomic bomb prior to becoming President. Use details and information from the article to support your response.

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READING AND WRITING ACTIVITY**

<u>GRADE LEVEL/COURSE:</u>	Grade 8 - U.S. History
<u>TITLE:</u>	Amelia Earhart - Encourager of Women
<u>CBC COMPONENT:</u>	II Historical Awareness
<u>COMPETENCY:</u>	IIA
<u>OBJECTIVE(S):</u>	IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history. IIA15 Read biographies, legends, myths, tall tales, stories, and poetry and listen to music that details the lives and times of heroes and ordinary people throughout United States and Florida history.

LANGUAGE ARTS/READING BENCHMARKS:

- | | |
|------------|--|
| LA.A.1.3.2 | Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns. |
| LA.A.2.3.8 | Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws. |
| LA.A.2.3.1 | Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization. |
| LA.A.2.3.2 | Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author's purpose in a simple text and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.). |

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READING: AMELIA EARHART - ENCOURAGER OF WOMEN

SOURCE: <http://www.ameliaearhartmuseum.org/aviator/main.htm>

MULTIPLE CHOICE ANSWERS:

1. B
2. C
3. A
4. D

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Directions: Read the passage and answer the questions that follow.

Amelia Earhart - Encourager of Women

Amelia Earhart's flying accomplishments had a great impact on American pilots and pilots of the world alike. She encouraged women to hold fast to their beliefs, follow their hearts, and always dare to dream. "The more women fly, the more who become pilots, the quicker we will be recognized as an important factor in aviation," said Amelia. Her parting words to Louise Thaden, a fellow aviator, were, "If I should bop off, it'll be doing the thing that I've always most wanted to do."

By becoming the first woman to cross the Atlantic in an airplane, Amelia gained immediate fame. She is still remembered as one of the greatest female pilots of her time. She did not, however, seek to set herself apart from other female pilots. Several female pilots, including the French Baroness Raymonde de Laroche, Bessica Raiche, Blanche Stuart Scott, Harriet Quimby, Laura Bromwell, Katherine Stinson, and Bessie Coleman helped pave the way for female aviators.

As the aviation editor of *Cosmopolitan* she wrote about how she'd been introduced to flying, how much she liked it, and the planes she had owned. She encouraged other women to learn to fly and urged mothers to allow their daughters to take lessons.

Popular belief of the 1920s and 1930s held that flying was not a ladylike activity and that women who took part in it must be strange. Amelia tried to change such beliefs by showing the different kinds of women involved in aviation.

In her autobiography, *The Fun of It*, Amelia described female pilots: "Of course, they are as different as individuals from any other group. There are slim ones and plump ones and quiet ones and those who talk all the time. They're large and small, young and old, about half the list are married and many of these have children. In a word, they are simply thoroughly normal girls and women who happen to have taken up flying rather than golf, swimming, or steeple chasing."

During her life Amelia thought women needed to step forward together and open doors for one another. In *The Fun of It*, she described the careers of other female aviators, especially Ruth Nichols and Elinor Smith, and listed the current international women's records for land planes, light airplanes, and seaplanes. Amelia Earhart lived in a time in which women's opportunities were more limited than they are today. Women flyers often flew smaller, less-expensive planes than men. They had fewer chances to train, especially since many male pilots, although no female pilots, learned to fly in the armed services. Earhart believed

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

strongly that separate records should be kept for men and women, so that women's achievements, even if not as great as men's, would still be noted.

Earhart spent much of her career speaking and writing to promote women's opportunities in aviation and other fields. She hoped that one-day men and women would be valued for their individual abilities. "It has always seemed to me," she wrote "that boys and girls are educated very differently ... too often little attention is paid to individual talent. Instead, education goes on dividing people according to their sex, and putting them in little feminine or masculine pigeonholes."

Her hope for the future progress of aviation was not that she would be well-known or remembered, but "that women will share in these endeavors, even more than they have in the past, is Amelia's wish and prophecy."

The world's most famous female aviator disappeared in 1937, as she attempted to become the first woman to fly around the world. With her navigator, Fred Noonan, her Lockheed Electra was last heard from about 100 miles from the tiny Pacific atoll, Howland Island on July 2, 1937. President Roosevelt authorized an immediate search; no trace was ever found.

Her accomplishments in less than 40 years, from July 24, 1897 to July 2, 1937, earned Amelia the prestige of being the most famous female aviator in the world, an accomplishment that stands today.

SOURCE: <http://www.ameliaearhartmuseum.org/aviator/main.htm>

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READING AND WRITING QUESTIONS

1. What is the main idea of this article?
 - (A) to explain the contributions of various women in the field of aviation
 - (B) to explain why Earhart is known for being a famous female aviator
 - (C) to explain how difficult it was for women to enter the field of aviation
 - (D) to explain how Earhart contributed to the field of journalism

2. With which statement would Amelia Earhart most likely have agreed?
 - (A) Since women are treated so differently, we have to change our expectations of them.
 - (B) Most female aviators were not at all normal, they were extraordinary women.
 - (C) It is important not to place children in prescribed gender roles.
 - (D) The aviation profession really belongs to men.

3. Read the following sentence from the article:

She encouraged women to hold fast to their beliefs, follow their hearts, and always dare to dream.

“Hold fast to their beliefs” means

 - (A) to be true to one’s beliefs.
 - (B) to achieve their goals quickly.
 - (C) to act quickly.
 - (D) to challenge others’ beliefs.

SOCIAL STUDIES
READING AND WRITING ACTIVITY

4. Read the following excerpt from the article:

During her life Amelia thought women needed to step forward together and open doors for one another.

What is the author's purpose in including this information?

- (A) to emphasize Amelia's belief that men do not believe women are equal
- (B) to emphasize Amelia's belief that women have no support
- (C) to emphasize Amelia's belief that women must work harder than men
- (D) to emphasize Amelia's belief that women can achieve more if they help one another

SOCIAL STUDIES
READING AND WRITING ACTIVITY

READ
THINK
EXPLAIN

5. Explain how Amelia attempted to help other women through her writing. Use details and information from the article to support your response.

SOCIAL STUDIES
READING AND WRITING ACTIVITY

READ
THINK
EXPLAIN

6. Support this statement: Amelia Earhart was a humble person. Use details and information from the article to support your response.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

GRADE LEVEL/COURSE: Grade 8 - U.S. History
TITLE: Great Depression and the New Deal

CBC COMPONENT: II Historical Awareness
IV Economic Understanding

COMPETENCY: IIA, IVA

OBJECTIVE(S): IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period, westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence.
IVA3 List the major causes of the Great Depression and evaluate the effectiveness of the New Deal programs and reforms.

LANGUAGE ARTS/READING BENCHMARKS:

- LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]

READING: **Great Depression and The New Deal**

SOURCE: Exploring Florida: A Social Studies Resource for Students and Teachers. Produced by the Florida Center for Instructional Technology, University of South Florida, ©2002

MULTIPLE CHOICE

ANSWERS:

1. D
2. D
3. B
4. C

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Directions: Read the passage and answer the questions that follow.

Great Depression and The New Deal

Although there was an economic boom in Florida during the early 1920s, the economy went downhill as the decade came to an end. Two severe hurricanes damaged a large portion of South Florida. The first one hit the Miami and Fort Lauderdale areas in the middle of the night, which came as a surprise to many people including tourists. Severe flooding and wind damage crippled the community. The second one hit the Palm Beach area, which caused Lake Okeechobee to flood and drown over 2,000 people in nearby communities.

The next disaster occurred when there was an outbreak of the Mediterranean fruit fly in a grapefruit grove near Orlando. These insects quickly spread across the state and killed off most of the citrus crop. Because of a quarantine imposed on all remaining citrus, this was another blow to Florida's economy. These two hurricanes, the crop destruction, and an attempt to recover from the previous wars put a financial burden on Florida.

The Great Depression

All across the United States, people were facing economic difficulties. By 1929, our country was facing a depression, which is a situation when there isn't any money and there are very few jobs open to the public. "The Great Depression" began when the stock market fell. This was called the Great Stock Market Crash of 1929. People who invested their money in stocks began to lose all of their money. They couldn't pay their bank loans or personal bills.

In 1931, the Florida State Legislature created a State Racing Commission which legalized betting at both horse and dog racing tracks and at all Jai Alai frontons. When people won money from betting, a tax was taken out of the money. This partially aided the state, but not as much as the legislature planned. After all, people did not have enough money to bet! This idea that the Legislature hoped would pull Florida out of the depression did not work.

The depression affected the nation's banks as well. By 1932, many banks had closed their doors. This meant that people lost their savings. Without money, families could not afford a place to live or adequate food to eat. They also couldn't buy goods and services, which meant most businesses had to close as well. Over 12 million people across the U.S. were unemployed at the peak of the depression. In Florida, there were over 90,000 families affected by the depression.

During the first years of the Great Depression, Florida's government did little to help people. But the federal government gave help by providing Floridians with financial aid called relief. One fourth of the people who lived in Florida were on relief.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Tourism supported Florida's economy a little during the winter months. Many people drove to Florida to enjoy the warm climate. Because Floridians were facing economic difficulties, however, Florida State Police were stationed at Florida's border; if people did not have enough money or a job to support them, they were not allowed to enter the state. Florida was having a hard enough time supporting residents without increasing the extra number of people who wanted to live in a year-round warm state but who didn't have the means to take care of themselves or their family.

The New Deal

In 1933, Franklin D. Roosevelt became President of the United States. His presidency became known as the "New Deal" because of the promises that he made to Americans. This deal consisted of ideas to get the country and people back on their feet. Soon, millions of Americans were working again. One of the programs was called the Civilian Conservation Corps, or CCC. Young men from all over the country lived in work camps. About 40,000 Floridians participated in the CCC. They received food and clothing and their paychecks were sent home to their families. Some of the work in Florida consisted of cutting down millions of trees to build fire lines. The CCC also planted 13 million trees in Florida and created many of the state parks and wildlife preserves. Other New Deal workers built federal buildings and schools.

The CCC also rebuilt the Overseas Railroad connecting Miami to Key West, originally built by Henry Flagler, but destroyed in 1935 by a hurricane. The reconstruction finished in 1938 and the railroad was opened once again. It helped bring tourism to Key West. It was 100 miles long and had more than 40 bridges. Florida owns many of its conservation projects, parks, and preserves thanks to President Roosevelt's CCC.

Another New Deal program was called the Works Progress Administration, or WPA. This program gave jobs to researchers, writers, and editors. One Floridian writer, Zora Neale Hurston, became a very well known African American author who wrote about growing up in Florida.

Through the New Deal era, many Florida businesses began to redevelop. Industries grew and Florida's banking business was becoming stronger. Alfred Du Pont, a wealthy businessman, took control of a few Florida banks and reestablished them. He bought forestland and used it to start the paper industry in Florida. Paper mills sprang up all around the state.

The citrus industry began to ship fruit to other parts of the country, and by 1939, three airlines scheduled flights into Florida. Because of new roads, businesses, and air flights, tourism started to flourish. The United States was coming out of the depression by the end of the 1930s. Once again, people were able to find jobs and take care of their families.

SOCIAL STUDIES
READING AND WRITING ACTIVITY

1. What started the Great Depression?
 - (A) the Mediterranean fruit fly outbreak
 - (B) the hurricane damage
 - (C) the state Racing Commission Tax
 - (D) the stock market fall

2. What was the effect of legalizing betting at horse and dog tracks and Jai Alai frontons in Florida in 1931?
 - (A) The tax collected on betting pulled Florida out of the depression.
 - (B) The tax on betting caused more businesses to close.
 - (C) The tax on betting caused the demise of the citrus industry.
 - (D) The tax collected on betting helped some, but did not pull Florida out of the depression.

3. Which New Deal program gave jobs to writers?
 - (A) CCC
 - (B) WPA
 - (C) Conservation Projects
 - (D) Work Camps

4. What does the word *adequate* mean in the following sentence?

Without money, families could not afford a place to live or adequate food to eat.

 - (A) comfortable
 - (B) average
 - (C) enough
 - (D) bare

SOCIAL STUDIES
READING AND WRITING ACTIVITY

READ
THINK
EXPLAIN

5. What caused the economic downturn in Florida in the late 1920's? Use details and information from the passage to support your answer.

SOCIAL STUDIES
READING AND WRITING ACTIVITY

READ
THINK
EXPLAIN

6. Why would opening a new hotel in Miami in 1932 have been a poor business venture? Use details and examples from the passage to support your answer.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

GRADE LEVEL/COURSE: Grade 8 - U.S. History

TITLE: The Industrial Revolution

CBC COMPONENT: II Historical Awareness
VI Global Perspective

COMPETENCY: II A, VIA

OBJECTIVE(S): IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period, westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence.
VIA5 Investigate the development of the United States through the movement of ideas in science and technology from one nation to another; e.g., inventions, methods of production, medicine, space program, computer technology.

LANGUAGE ARTS/READING BENCHMARKS:

- LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
LA.A.2.2.7 Recognizes the use of comparison and contrast in text.
LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]

READING: The Industrial Revolution (found on following pages)

SOURCE: Wikipedia.

**MULTIPLE CHOICE
ANSWERS:**

1. A
2. D
3. B

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Directions: Read the passage and answer the questions that follow.

The Industrial Revolution

The Industrial Revolution of the 18th century was a period of social and technological change in which manufacturing began to rely on steam power rather than on water or wind. The causes of the Industrial Revolution remain a topic for debate with some historians seeing it as an outgrowth from the social changes of the Enlightenment and the colonial expansion of the 17th century.

The Industrial Revolution began in the Midlands area of England and spread throughout England and into continental Europe and the northern United States in the 19th century. Before the improvements made to the pre-existing steam engine by James Watt and others, all manufacturing had to rely for power on wind or water mills or muscle power produced by animals or humans. But with the ability to translate the potential energy of steam into mechanical force, a factory could be built away from streams and rivers, and many tasks that had been done by hand in the past could be mechanized. If, for example, a lumber mill had been limited in the number of logs it could cut in a day due to the amount of water and pressure available to turn the wheels, the steam engine eliminated that dependence. Grain mills, thread and clothing mills, and wind driven water pumps could all be converted to steam power as well.

Shortly after the steam engine was developed, a steam locomotive called The Rocket was invented by George Stephenson, and the first steam-powered ship was invented by Robert Fulton. These inventions, and the fact that machines were not taxed as much as people, caused large social upheavals, as small mills and cottage industries that depended on a stream or a group of people putting energy into a product could not compete with the energy derived from steam. With locomotives and steamships, goods could now be transferred very quickly across a country or ocean, and within a reasonably predictable time, since the steam plants provided consistent power, unlike transportation relying on wind or animal power.

One question that has been of active interest to historians is why the Industrial Revolution occurred in Europe and not in other parts of the world, particularly China. Numerous factors have been suggested including ecology, government, and culture. Benjamin Elman argues that China was in a high level equilibrium trap in which the non-industrial methods were efficient enough to prevent use of industrial methods with high capital costs. Kenneth Pommeranz in the Great Divergence argues that Europe and China were remarkably similar in 1700 and that the crucial differences which created the Industrial Revolution in

SOCIAL STUDIES
READING AND WRITING ACTIVITY

Europe were sources of coal near manufacturing centers and raw materials such as food and wood from the New World which allowed Europe to economically expand in a way that China could not.

The transition to industrialization was not wholly smooth, for in England the *Luddites*—workers who saw their livelihoods threatened—protested against the process and sometimes sabotaged factories.

Industrialization also led to the creation of the factory, and was largely responsible for the rise of the modern city, as workers migrated into the cities in search of employment in the factories.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

1. Which is an effect of the use of steam engines?
 - (A). Workers left the cities.
 - (B). Factories were built away from streams and rivers
 - (C). The number of cottage industries increased.
 - (D). Quality increased as more tasks could be done by hand.

2. Why did the invention of the steam engine cause large social upheavals?
 - (A). The steam engines were too noisy.
 - (B). Steam was causing many job-related injuries.
 - (C). People did not want to work along side machines.
 - (D). Small mills and industries could not compete.

3. Benjamin Elman argues that the Industrial Revolution did not occur in China because it was in a “high level equilibrium trap.” What is meant by this statement?
 - (A). Current methods of manufacturing were traditional and not subject to change.
 - (B). Non-industrial methods were efficient enough and did not warrant changing to the high cost industrial methods.
 - (C). Chinese manufacturing was considered much more sophisticated than European manufacturing.
 - (D). There were insufficient materials available in China.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

4. What problems did people of the 18th and 19th century encounter as a result of the Industrial Revolution? Use details and information from the passage to support your answer.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

5. How was the Industrial Revolution different in China than in Europe? Use details and information from the passage to support your answer.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

<u>GRADE LEVEL/COURSE:</u>	Grade 8 - U.S. History
<u>TITLE:</u>	Iwo Jima
<u>CBC COMPONENT:</u>	II Historical Awareness
<u>COMPETENCY:</u>	IIA
<u>OBJECTIVE(S):</u>	IIA15 Read biographies, legends, myths, tall tales, stories, and poetry and listen to music that details the lives and times of heroes and ordinary people throughout United States and Florida history.

LANGUAGE ARTS/READING BENCHMARKS:

- LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
- LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.
- LA.A.2.3.2 Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author's purpose in a simple text and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.).
- LA.A.2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

READING: Iwo Jima: Its Heroes and Flag

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

SOURCE: <http://historynet.com/wwii/bliwojimaheroes/index1.html>

MULTIPLE CHOICE ANSWERS:

1.	D
2.	C
3.	B
4.	A

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Directions: Read the article and answer the questions that follow.

Iwo Jima: Its Heroes and Flag
How a Young Naval Officer and the Flag He Rescued from Obscurity Made History
By R.C. House

The time and the place were prophetic. It was early 1945, and the place was Pearl Harbor, site of the surprise attack that plunged the United States into World War II four year earlier.

The war's final year was but a few days old, and the landing ship, tank *LST-779* was in Pearl Harbor for extended training maneuvers in anticipation of landing on Iwo Jima. Lieutenant junior grade Alan Wood, of Sierra Madre, Calif., was serving as the LST's communications officer at the time. "It was our first operation, and naturally we were a little excited," he recalled. "We knew it would be pretty important because Iwo was so close to Japan."

During the ship's stay in Hawaii, Wood and several signalmen visited a Navy salvage depot. Wood, who was responsible for *LST-779*'s flags, recalled: "I was just rummaging around looking for anything that might be of use when I found this apparently brand-new flag in a duffel bag with some old signal flags. It was a large flag, and I was glad to find it because we were out of large flags. Little did I know how famous it would one day become."

Wood figured that the flag was probably from some decommissioned vessel, although he did not know where it actually came from and has since wondered about its origins. "We carried the flag on our long trek to Iwo," he remembered, "and it flew several times from our gaff on Sundays- it being the one large flag we had."

After stops at the islands of Eniwetok and Saipan for further battle orientation, *LST-779* set out on the last leg to Iwo Jima. On board were a company of Marines and their 155mm howitzers, as well as reserves of ammunition and high-octane gasoline.

In a letter to a friend (which on November 19, 1945, found its way into the Congressional Record), Wood described his first impressions of the battle for Iwo Jima. "On the 19th of February—a clear, cool, beautiful day—we rolled up to Iwo, which was a mass of smoke and dust," he wrote. "The big ships of the Navy circled the island and were leisurely pumping a steady barrage of shells at it. Overhead our planes buzzed and roared as wave after wave dove at the beaches and Mount Suribachi. It didn't seem possible there could be a living thing left on Iwo when the Marines got there. It looked like a pushover. But that afternoon as we cruised around, several thousand yards off the beach, we could tell by looking through binoculars that the Japs were doing a lot of fighting back."

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Wood and his shipmates could see burning tanks and landing craft. They were dismayed as they watched Japanese mortars and artillery brutally pummeling the U.S. Marines pinned down all along the beach. Then the call came for help- the howitzers were desperately needed. *LST-779* headed for the beach. Through a mix-up, two other LSTs that were also supposed to land did not show up for two more days.

“The beach was a madhouse of men, supplies and noisy vehicles,” Wood wrote his friend. “Suribachi was a few thousand yards down the beach on our left, and the front line, marked by some entrenched tanks, was only a few hundred yards down the beach. Occasionally you could hear the spatter of small-arms fire, and all too often a big Jap mortar would explode with a shattering burst, and with terrible finality, right on the beach in the midst of all the men, supplies and machines.”

Unloading *LST-779* took the afternoon and most of the night- a night that Wood declared he would never forget: “That pale moon, the eerie yellow star shells, the black grotesque outline of Suribachi, the occasional burst of a shell, sometimes close at hand, and the continual clank and groan of the tracked vehicles unloading our ship, and the wash of surf on the wreckage which littered the shore line. There was a feeling of death in the air that was overpowering- almost stimulating- which prevented any weary eyes from closing for any length of time.”

A pre-dawn Japanese mortar barrage threatened the LST, which was still loaded with large reserves of gasoline and ammunition. Mortar rounds fell dangerously close to the ship. “Shrapnel spraying against the steel plates sounded like someone was throwing handfuls of gravel at us,” Wood remembered. “How we missed being hit I don’t know. If we had, the result would have been disastrous.” The skipper of the LST wisely decided to pull out, since, for a time, the critical cargo had been unloaded. After two days spent a safe distance from the island, the ship was again beached, this time closer to Mount Suribachi.

Late in the morning on February 23, the Marines managed to secure Mount Suribachi and raised a small flag. But the little banner seemed insufficient to properly acknowledge the Americans’ momentous accomplishment. A battle-weary Marine appeared aboard *LST-779*, which was beached closest to the mountain in a long line of LSTs. As Wood recalled, the Marine asked to borrow a large flag. Wood asked him, “What for?” and the Marine responded, “Don’t worry. You won’t regret it.” Wood got approval from his skipper for the loan, which, of course, became a donation.

“I barely remember the Marine who came aboard to get the flag,” Wood said later, “and I don’t know if he was one of the group which raised the flag or not. He was dirty and looked tired, and had several days’ growth of beard on his face....Even though he couldn’t have

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

been more than 18 or 19, he looked like an old man....I have looked carefully at the pictures of the men who raised the flag, but I recognize none of them.”

SOURCE: <http://historynet.com/wwii/bliwojimaheroes/index1.html>

SOCIAL STUDIES
READING AND WRITING ACTIVITY

READING AND WRITING QUESTIONS

1. Read the following excerpt from the article:

They were dismayed as they watched Japanese mortars and artillery brutally pummeling the U.S. Marines pinned down all along the beach.

What does dismayed mean?

- (A) feeling disappointed
 - (B) feeling sympathetic
 - (C) feeling bored
 - (D) feeling distressed
2. Read the following excerpt from the article.

“Shrapnel spraying against the steel plates sounded like someone was throwing handfuls of gravel at us,” Wood remembered.

What is the author’s purpose in providing this information?

- (A) to describe the weapons used by the Japanese
 - (B) to describe how Japanese artillery was superior to that of the Americans
 - (C) to describe what one could hear if one were at the battle of Iwo Jima
 - (D) to describe what gravel sounds like
3. What is the main idea of this article?
- (A) to explain the United States’ involvement in World War II
 - (B) to explain the story of the flag that was raised at Iwo Jima
 - (C) to explain the importance of Naval ships during World War II
 - (D) to explain how the Japanese were well-prepared at the battle of Iwo Jima

SOCIAL STUDIES
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4. Which of the following statements describes the author's viewpoint?
- (A) Cesar Chavez tried to copy Mahatma Gandhi's philosophy and practices.
 - (B) Cesar Chavez was an extreme rebel who violently fought for farm worker's rights.
 - (C) Cesar Chavez believed that you must make changes fast to advance the objectives of your cause.
 - (D) Cesar Chavez's life serves as an example of a person who passionately and effectively made change.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

5. Support the following statement: American soldiers underestimated the Japanese at the battle of Iwo Jima. Use details and information from the article to support your answer.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

6. Explain why the American flag that was raised at the battle of Iwo Jima can be considered mysterious. Use details and information from the article to support your response.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

GRADE LEVEL/COURSE: Grade 8 - U.S. History

TITLE: Japanese Relocation Centers

CBC COMPONENT: V Cultural Awareness

COMPETENCY: VA

OBJECTIVE(S): VA4 Analyze examples of man's inhumanity to man throughout history; i.e., slavery, treatment of Native Americans, Holocaust, Japanese internment.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

LA.A.2.3.2 Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author's purpose in a simple text and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.).

READING: Japanese Relocation Centers

SOURCE: SIRS Knowledge Source

MULTIPLE CHOICE ANSWERS:

1. B
2. B
3. D
4. C

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Directions: Read the article and answer the questions that follow.

Japanese Relocation Centers

adapted from an article by Ricco Villanueva Siasoco

On February 19, 1942, soon after the beginning of World War II, President Franklin D. Roosevelt signed Executive Order 9066. The evacuation order started the round-up of 120,000 Americans of Japanese heritage to one of 10 internment camps in California, Idaho, Utah, Arizona, Wyoming, Colorado, and Arkansas.

Roosevelt's executive order was prompted by anti-Japanese sentiment among farmers who competed against Japanese labor, politicians who sided with anti-Japanese constituencies, and the general public, whose fear was heightened by the Japanese attack of Pearl Harbor in December 1941. More than 2/3 of the Japanese who were interned in the spring of 1942 were citizens of the United States.

These camps were officially called "relocation centers," although they have also been referred to as internment or concentration camps. The inhabitants of the relocation centers were known as "internees."

Though the Axis powers who were at war with the United States and the other Allies included Japan, Germany, and Italy, only Americans of Japanese descent were forced to move to the relocation centers. Americans of German or Italian descent were not affected. In Canada, similar evacuation orders were established. Nearly 23,000 Nikkei, or Canadians of Japanese descent, were sent to camps in the province of British Columbia, Canada. It was the greatest mass movement in the history of Canada.

Though families were generally kept together in the United States, Canada sent male evacuees to work in road camps or on sugar beet projects. Women and children Nikkei were forced to move to towns in inner British Columbia.

The U.S. internment camps were overcrowded and provided poor living conditions. According to a 1943 report published by the War Relocation Authority (the administering agency), Japanese Americans were housed in "tar paper-covered barracks of simple frame construction without plumbing or cooking facilities of any kind." Coal was hard to come by, and internees slept under as many blankets as they were allotted. Food was rationed out at an expense of 48 cents per internee, and served by fellow internees in a mess hall of 250-300 people.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Leadership positions within the camps were only offered to the Nisei, or American-born, Japanese. The older generation, or the Issei, were forced to watch as the government promoted their children and ignored them.

Eventually the government allowed internees to leave the internment or concentration camps if they enlisted in the U.S. Army. This offer was not well received. Only 1,200 internees chose to do so.

Two important legal cases were brought against the United States concerning internment. The landmark cases were *Hirabayashi v. United States* (1943), and *Korematsu v. United States* (1944). The defendants argued their fifth amendment rights were violated by the U.S. government because of their ancestry. In both cases, the Supreme Court ruled in favor of the U.S. government.

In 1944, two and a half years after signing Executive Order 9066, second-term President Franklin D. Roosevelt rescinded the order. The last internment camp was closed by the end of 1945.

Forced into confinement by the United States, 5,766 Nisei ultimately renounced their American citizenship. In 1968, nearly two dozen years after the camps were closed, the government began reparation payments to Japanese Americans for property they had lost. In 1988, the U.S. Congress passed legislation which awarded formal payments of \$20,000 each to the surviving internees--60,000 in all. This same year, formal apologies were also issued by the government of Canada to Japanese Canadian survivors, who were each repaid the sum of \$21,000 Canadian dollars.

Source: SIRS Knowledge Source

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READING AND WRITING QUESTIONS

1. What major historical event heightened anti-Japanese feelings among the general public in the United States?
- (A) Canada's evacuation of 23,000 Nikkei
 - (B) The Japanese attack on Pearl Harbor
 - (C) The payment of reparations to Japanese Americans
 - (D) The case of Korematsu v. the United States

2. Read the following sentence from the article:

**In 1944, President Roosevelt rescinded Executive Order 9066.
Rescinded means**

- (A) to make legal
 - (B) to make void
 - (C) to make final
 - (D) to make permanent
3. What is the main idea of this article?
- (A) to explain how Canadian citizens of Japanese descent were interned
 - (B) to explain how the attack on Pearl Harbor led to the internment of Japanese Americans
 - (C) to explain how Franklin D. Roosevelt ordered the internment of Japanese Americans
 - (D) to explain the events surrounding the internment of Japanese Americans during World War II and the consequences of this decision

SOCIAL STUDIES
READING AND WRITING ACTIVITY

4. Read the following sentence from the article:

In Canada, similar evacuation orders were established. Nearly 23,000 Nikkei, or Canadians of Japanese descent, were sent to camps in British Columbia. It was the greatest mass movement in the history of Canada.

Why did the author include this information?

- (A) to prove that Canadian internment camps were more cruel than the American camps
- (B) to prove that mass movements of people happen in many countries
- (C) to prove that Canada also had similar internment camps during World War II
- (D) to prove that British Columbia, Canada was where Canadian Japanese were held

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

5. Explain the similarities and differences between American and Japanese internment camps. Use details and information from the article to support your response.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

6. Explain how and why the U.S. government reacted to the practice of the internment camps years after they were closed. Use details and information from the article to support your response.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

GRADE LEVEL/COURSE: Grade 8 - U.S. History

TITLE: The Lynching of Emmett Till

CBC COMPONENT: II

COMPETENCY: IIA

OBJECTIVE(S): IIA13 Analyze the goals and accomplishments of various reform movements throughout the United States; e.g., Abolition, Women's Rights, Temperance, Progressive, Populist, Civil Rights.

CBC COMPONENT: V

COMPETENCY: VA

OBJECTIVE(S): VA4 Analyze examples of man's inhumanity to man throughout history; i.e., slavery, treatment of Native Americans, Holocaust, Japanese internment.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.2 Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author's purpose in a simple text and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.).

LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

LA.A.2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influences the conclusions an author draws.

READING: The Lynching of Emmett Till

SOURCE: http://www.jimcrowhistory.org/resources/lessonplans/hs_es_emmett_till.htm

MULTIPLE CHOICE ANSWERS:

1. A
2. B
3. C
4. D

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Directions: Read the article and answer the questions that follow.

**The Lynching of Emmett Till
By Chris Crowe**

"This is not a lynching. It is straight out murder."
Hugh White, Governor of Mississippi, 1955

On August 20, 1955, Emmett Till, a 14 year old, African American boy from Chicago, left his home to visit relatives in Money, Mississippi, a tiny cotton gin town on the eastern edge of the Mississippi Delta. His mutilated corpse would return to Chicago in a coffin less than two weeks later.

Emmett wasn't a civil rights activist. He wasn't politically active. He didn't go to Mississippi to change the Jim Crow culture. But, the national media attention surrounding his death and the trial and acquittal of his alleged killers had an impact that no one ever could have imagined. The Emmett Till case became one of the key incidents of 1955, the explosive year that launched the modern Civil Rights Movement.

Emmett planned to stay with his great uncle, Mose Wright, in Wright's sharecropper shack a few miles outside Money. With only 55 residents, Money was barely a stopover along Old Money Road heading north from Greenwood. Its center of industry was a cotton gin, but it also had a gas station and three stores, including Bryant's Grocery and Meat Market.

Rural Money had little in common with urban Chicago. The biggest difference, perhaps, was its racial climate because white people in Tallahatchie County vigorously enforced Jim Crow segregation laws. Jim Crow laws were statutes that were based on social customs separating whites and blacks in every aspect of daily life. And, tension in Mississippi ran high in August 1955, because, just a few months earlier, the U.S. Supreme Court had ordered that southern states must integrate black students into white schools "with all deliberate speed." Many white people in the South felt that their way of life was under attack by the Court and by groups like the NAACP. Violence against blacks increased all over Mississippi. In May, Reverend George Lee, an African-American voter registration activist, was murdered in Belzoni, Mississippi. On August 13, Lamar Smith, another African-American activist, was shot to death in Brookhaven, Mississippi. And, just a few weeks before Emmett came to Money, a black girl was beaten for "crowding" a white woman in a local store.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

On Wednesday night of August 24th, Emmett, his cousins, and some local kids were hanging out on the front porch of Bryant's Grocery and Meat Market, playing checkers, listening to music, and telling stories. While talking about life up North, Emmett showed off some photographs and joked that a white girl in one picture was his girlfriend. One of the boys in the group laughed and said, "There's a pretty little white woman in there in the store. Since you Chicago cats know so much about white girls, let's see you go in there and get a date with her."

The boy's challenge stunned the southern kids, because they knew the dangers of a black male talking to a white woman. Asking a white woman on a date was unthinkable! But, Emmett had no comprehension of the severe penalties inflicted on blacks who broke Jim Crow laws in the South, and he walked into the store while the kids outside crowded against the windows to see what would happen.

When he left the store a few minutes later, witnesses reported that Emmett turned, said "Bye, baby," and whistled the two-note 'wolf whistle' at the white woman who worked behind the counter.

News of the Chicago boy's crazy stunt zipped through the county like lightning, and, by the time, Roy Bryant, the woman's husband returned from a road trip three days later, everyone--black and white--in Tallahatchie County had heard the story. When Bryant heard it, he decided he and his half-brother, J. W. Milam, had to punish Emmett for being disrespectful to his wife. The two men planned to meet around 2:00 a.m. on Sunday to "teach the boy a lesson."

Mose Wright told reporters what happened next. "Sunday morning about 2:30, someone called at the door. And, I said 'Who is it,' and he said, 'This is Mr. Bryant. I want to talk with you and the boy.' And when I opened the door, there was a man standing with a pistol in one hand and a flashlight in the other hand." Bryant and Milam forced their way into the back bedroom where Emmett was sleeping, and after making sure he was the one "who'd done the talking at Money," they marched him outside to their car.

That was the last time anyone in his family saw Emmett Till alive. To the surprise of many people in the South, less than a day after Emmett's disappearance, authorities from Tallahatchie County and nearby Leflore County arrested Roy Bryant and J. W. Milam and charged them with kidnapping. Both men admitted they had taken the boy from his great-uncle's home but claimed they had turned him loose, unharmed, that same night. Three days later, a fisherman found Emmett Till's naked, battered body in the Tallahatchie River, and law enforcement officials then added murder to the charges against Bryant and Milam.

SOCIAL STUDIES READING AND WRITING ACTIVITY

A week after the two men's arrest, an all-white Sumner County grand jury surprised southerners when it ordered Bryant and Milam to stand trial for the murder of Emmett Till. Since 1880, more than 500 people had been lynched in Mississippi, and only rarely was any legal action taken against whites who committed violence against blacks. Because of this long-standing "white" immunity against prosecution for lynching, many people believed that this was the first time a Mississippi court would hear a case of white men accused of a crime against a black man. It wasn't the first case, but it quickly became the most famous.

The nature of the crime, a black teenage boy murdered for being rude to a white woman, and the gruesome photos of Emmett's corpse that appeared in *Jet* magazine drew national attention. Thousands of people attended his funeral in Chicago, hundreds of thousands read about his murder, and the trial held in Sumner, the county seat of Tallahatchie County, drew more than 70 newspaper, magazine, radio, and TV reporters from across the United States.

Immediately after the murder, many citizens of Mississippi condemned the killing, but the intense media attention and the harsh criticism from northern states and civil rights groups like the NAACP put Mississippi racists on the defensive. In response to the widespread claims in the northern and African-American press that Emmett Till's murder was a racist-inspired lynching, Mississippi Governor Hugh White denied that race was a factor in the crime. "This is not a lynching," he told reporters. "It is straight out murder."

Mississippi whites soon rallied to the cause. Almost overnight, Bryant and Milam went from criminals to martyrs as local authorities and newspapers reacted against pressure from the North that they feared would change "the southern way of life." They weren't defending two killers; they were defending the South. The trial, held in a segregated courtroom, lasted only one week, and, despite ample evidence and a vigorous effort from state prosecutors, the case was lost before it began. Although it was remarkable that this trial was even being held in the Mississippi Delta in the mid 1950s, the odds were slight that a white man would be convicted by a white jury for killing a black man. In his closing remarks, one defense attorney told the jurors that "every last Anglo-Saxon one of you men in this jury has the courage to set these men free." In the muggy afternoon of September 23, 1955, the all-white jury deliberated barely an hour before declaring Roy Bryant and J. W. Milam innocent.

The tide of outrage at the acquittal swept across America. People realized that race relations had declined to such a low level, that even children were no longer safe from racist violence. For years, the NAACP had hosted training meetings and discussion groups to find ways to overcome Jim Crow laws, challenged segregation in the courts, and campaigned vigorously against lynching; but the murder of Emmett Till and the release of his killers made it clear that something had to happen. Soon.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

And it did. On December 1, 1955, just three months after the trial of Bryant and Milam, Rosa Parks refused to surrender her seat to a white person on a segregated Montgomery, Alabama, city bus. Her act of civil disobedience led to the Montgomery Bus Boycott and the emergence of Dr. Martin Luther King, Jr., as a powerful leader in the fight for civil rights.

Most historical accounts of the modern Civil Rights Movement point to the 1954 Supreme Court school integration decision and the Montgomery Bus Boycott as two the events that kicked off the first large-scale campaign for equal rights. In reality, the Emmett Till case is equally important. Because of the Supreme Court's integration ruling, Mississippi in 1954 and 1955 was a hostile environment for all Africans Americans, but it was especially dangerous for African Americans from the North. Because of Emmett Till's murder and the sham trial of his killers in August and September 1955, Rosa Parks made a decision that now was the time to put an end to Jim Crow. And, because of Rosa Parks and all who followed, Jim Crow laws eventually became the subject of history instead of the law of the land.

SOURCE:

http://www.jimcrowhistory.org/resources/lessonplans/hs_es_emmett_till.htm

SOCIAL STUDIES
READING AND WRITING ACTIVITY

READING AND WRITING QUESTIONS

1. What is the main idea of this article?
 - (A) to explain the importance of the death of Emmett Till to the Civil Rights Movement
 - (B) to explain the how the importance of the Emmett Till's death was overstated
 - (C) to explain how Emmett Till's death influenced Dr. King
 - (D) to explain how Emmett Till's death influenced northern whites

2. Read the following paragraph from the article:

The nature of the crime, a black teenage boy murdered for being rude to a white woman, and the gruesome photos of Emmett's corpse that appeared in Jet magazine drew national attention. Thousands of people attended his funeral in Chicago, hundreds of thousands read about his murder, and the trial held in Sumner, the county seat of Tallahatchie County, drew more than 70 newspaper, magazine, radio, and TV reporters from across the United States.

What is the author's purpose in including this information?

- (A) to give a visual image of the horrors of Emmett Till's death
- (B) to explain how Emmett Till's death became important to the whole nation
- (C) to explain how black teenagers had to be very careful during that time
- (D) to explain how the city of Chicago was affected by Emmett Till's death

SOCIAL STUDIES
READING AND WRITING ACTIVITY

3. Read the following sentence from the article:

Immediately after the murder, many citizens of Mississippi condemned the killing, but the intense media attention and the harsh criticism from northern states and civil rights groups like the NAACP put Mississippi racists on the defensive.

What does the word condemned mean?

- (A) to approve
 - (B) to support
 - (C) to disapprove
 - (D) to disagree
4. What conclusion does the author want the reader to reach?
- (A) Emmett Till's death was a significant event only in the South.
 - (B) Emmett Till's death was more important than other Civil Rights events.
 - (C) Emmett Till's death helped motivate the Civil Rights movement in the north.
 - (D) Emmett Till's death greatly influenced the Civil Rights movement nationwide.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

5. Explain why the people accused of murdering Emmett Till were found innocent. Use details and information from the article to support your response.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

6. Explain how Emmett Till's death influence the Civil Rights movement. Use details and information from the article to support your answer.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

GRADE LEVEL/COURSE: Grade 8 - U.S. History

TITLE: Ferdinand Magellan

CBC COMPONENT: II

COMPETENCY: IIA

OBJECTIVE(S): IIA1 Analyze the political and economic reasons for exploration of the New World and its consequences; e.g., impact on native cultures, increase in travel and trade, development of wealth and power.

LANGUAGE ARTS/READING BENCHMARKS:

- LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
- LA.A.2.3.2 Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author's purpose in a simple text and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.).
- LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.
- LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]

READING: The Age of Exploration-Ferdinand Magellan and the First Circumnavigation Around the World

SOURCE: <http://www.mariner.org/educationalad/ageofex/magellan.php>

MULTIPLE CHOICE ANSWERS:

1. A
2. D
3. C
4. B

SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

**The Age of Exploration-Ferdinand Magellan and
the First Circumnavigation Around the World**

Ferdinand Magellan led the first circumnavigation of the globe. He was born in Portugal during the spring of 1480 to a family of lower nobility. Educated in the Portuguese court, Magellan proved himself in many battles in the name of his country. Like Columbus before him, Magellan believed he could get to the Spice Islands by sailing west. He knew he would have to sail around or through the New World to do so. Like so many explorers before him, he thought the earth was much smaller than it actually is. Snubbed by the Portuguese king, Magellan easily convinced the teenaged Spanish king, Charles I (also known as the Holy Roman emperor Charles V) that at least some of the Spice Islands lay in the Spanish half of the undiscovered world.

King Charles approved Magellan's plan and granted him generous funds on March 22, 1518. With money from the king, the explorer was able to obtain five ships called the *Trinidad*, the *San Antonio*, the *Concepcion*, the *Victoria*, and the *Santiago*. In September 1519, he set sail with 270 men.

A good deal of what we know of the voyage of Magellan came from an Italian crewmember, Antonio Pigafetta. Pigafetta kept a diary of the voyage and remained a staunch supporter of the Portuguese explorer. Like Columbus, Magellan was a foreigner in charge of Spanish captains, and like Columbus, his voyage was fraught with problems. Spanish captains Juan de Cartegena of the *San Antonio*, Gaspar de Quesada of the *Concepcion*, and Luis de Mendoza of the *Victoria* were plotting to kill Magellan.

After a brief stop at the Canary Islands, Magellan's fleet set sail for Brazil on a southwest course. Cartegena, the ringleader of a mutiny attempt, was relieved of his command of the *San Antonio* and held prisoner aboard the *Victoria*. After crossing the equator on November 20, 1519, the crew sighted Brazil on December 6. Magellan thought it unwise to go near the Portuguese territory since he was sailing under the Spanish flag. His fleet eventually anchored off the coast of present-day Rio de Janeiro, out of the way of the Portuguese, on December 13th. After stocking up on fresh food and water, the fleet made its way down the east coast of South America looking for a passage to the Pacific Ocean. The farther south they sailed, the colder the weather. The weather was so bad, the fleet decided to spend the winter in Patagonia. The area where they settled on March 31, 1520, was called San Julian.

When Magellan reached Patagonia (present-day Argentina), another mutiny was attempted. Cartegena, released by captain Mendoza, attempted once again to take over the fleet and

SOCIAL STUDIES
READING AND WRITING ACTIVITY

have Magellan killed. The Portuguese explorer was able to put down the rebellion by marooning Cartegena in the barren Patagonia, imprisoning some, and having Quesada and other rebels executed.

During the cold summer months, Magellan sent the *Santiago* on a reconnaissance mission down the coast to look for a passage to the other side of the continent. Unfortunately in May, the *Santiago* wrecked in rough seas. In the latter half of August, Magellan decided it was time to move the remaining four ships south to look for a passage. Finally in October, the fleet sighted a strait and started through it. Magellan named it the Strait of All Saints, but it later was named after him.

The strait was a tricky passage that took the fleet 38 days to pass through. While sailing at night, the crew saw countless fires from distant Indian camps. They called the land Tierra del Fuego (land of fire). During the passage, the captain of the *San Antonio* sailed his ship back toward Spain, taking with him most of the fleet's provisions. The loss of the "*San Antonio*" was a severe blow to the men on the remaining ships. They had to double their efforts to hunt game and fish to keep from starving.

During the last week of November, the three ships emerged from the strait to the open sea of the Pacific. Magellan mistakenly thought the Spice Islands were a short voyage away. He had no idea of the immense size of the ocean and thought he could cross it in two to three days. The voyage took approximately four months.

Conditions aboard the ships were abominable. The crew began to starve as food stores were depleted. The water turned putrid and yellow in color. The crew survived on sawdust, leather strips from the sails, and rats. Without the benefit of vitamin C in fresh fruits and vegetables, the men also came down with scurvy.

Finally in January, 1521, the crew stopped off at an island to feast on fish, crabs, and seabird eggs, but without fresh fruit and vegetables, scurvy still plagued the crew. In March, the crew stopped in Guam and were able to supply the ships with food including fresh fruit, vegetables, and water. They sailed on to the Philippines, arriving on March 28. After befriending an island king, Magellan foolishly got involved in the natives' tribal warfare and was killed in battle on April 27, 1521.

Sebastian del Cano took over the remaining three ships and 115 survivors. Because there were not enough men to crew three ships, del Cano had the *Concepcion* burned. The two remaining ships sailed from the Philippines on May 1 and made it to the Moluccas (Spice Islands) in November. Both ships loaded with valuable spices.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

In an attempt to guarantee that at least one ship would make it back to Spain, the *Trinidad* went east across the Pacific, while the *Victoria* continued west. The *Trinidad* did not make it back. The ship was seized by the Portuguese and most of her crew were killed. The *Victoria* managed to elude the Portuguese as it crossed enemy trade routes in the Indian Ocean and rounded the Cape of Good Hope. On September 6, 1522, almost three years from the day it began its historic journey, the *Victoria* and 18 crew members, (Pigafetta among them) arrived in Spain. It was the first vessel to circumnavigate the globe.

SOURCE: <http://www.mariner.org/educationalad/ageofex/magellan.php>

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READING AND WRITING QUESTIONS

1. Much of the information provided in this article comes from which primary source document?
- (A) the diary of crew member Pigafetta
 - (B) Magellan's captain's log
 - (C) Cartegena's diary
 - (D) an anthropologist's notes

2. What is the main idea of this passage?
- (A) to compare and contrast Magellan and Columbus
 - (B) to explain the various attempts to assassinate Magellan
 - (C) to explain how Magellan did not finish his own voyage
 - (D) to explain the events that surrounded the first circumnavigation around the world

3. Read the excerpt from the passage:

During the last week of November the three ships emerged from the strait to the open sea of the Pacific. Magellan mistakenly thought the Spice Islands were a short voyage away. He had no idea of the immense size of the ocean and thought he could cross it in two to three days. The voyage took approximately four months.

What was the author's purpose in including this information?

- (A) to emphasize how ignorant Magellan was about the world
 - (B) to emphasize how large the Pacific Ocean is
 - (C) to emphasize how little was known about the size of the globe at that time
 - (D) to emphasize how far away Magellan was from the Spice Islands
4. What was the main reason the crew stopped at various islands in the Pacific?
- (A) to conquer the land in the name of Spain
 - (B) to search for food
 - (C) to bury the crew members who had died
 - (D) to search for gold and spices

SOCIAL STUDIES
READING AND WRITING ACTIVITY

READ
THINK
EXPLAIN

5. Compare and contrast Pigafetta's view of Magellan to that of other sailors. Use details and information from the article to support your answer.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

6. Explain why the ship *Victoria* was the only ship to make it all the way around the globe. Use details and information from the article to support your answer.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

GRADE LEVEL/COURSE: Grade 8 - U.S. History

TITLE: The Man Who Cooled America

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIA

OBJECTIVE(S): IIA9 Examine a social, political, or economic issue in the United States during the 1920's that has implications for society today; e.g., changing role of women, science vs. religion, isolationism vs. global participation.

LANGUAGE ARTS/READING BENCHMARKS:

- LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
- LA.A.2.3.2 Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author's purpose in a simple text and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.).
- LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.
- LA.A.2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

READING: The Man Who Cooled America

SOURCE: SIRS Discoverer M-DCPS Education Portal

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

- MULTIPLE CHOICE ANSWERS:**
1. C
 2. B
 3. A
 4. D

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Directions: Read the passage and answer the questions that follow.

The Man Who Cooled America
by Joseph Gustaitis

It is evening, near freezing, and fog blankets the Pittsburgh railroad station. A young industrial engineer walks the platform, his brain roiling with a problem that has obsessed him for months. He has gone to sleep with it, awakened to it, and brooded over it while commuting to and from work. Now, while waiting at the station, he paces and paces...and then it strikes--the Archimedean lightning bolt of inspiration. The answer is literally all around him! It is the fog itself!

The solitary thinker's name: Willis Haviland Carrier. Few other inventors have had such an impact on American life and yet remained so little-known. For on that foggy night in 1902, Carrier hit upon the theory that became the basis for modern air conditioning technology and air conditioning, in a sense, has become an integral part of modern American life. The huge postwar population shift from the Northeast and Midwest to the Sunbelt would scarcely have been possible without air conditioning, and scores of technologies from computers to pharmaceuticals could not exist without it. Yet for most of us, the simple ability to cool our homes amid the summer's heat is more than enough reason to be grateful for Carrier's fogbound moment of genius.

Carrier, who grew up on a farm near Angola, New York, graduated from Cornell as a mechanical engineer in June 1901. A month later he began work for the Buffalo Forge Company, a firm that produced heating and exhaust systems.

The summer of 1901 was torrid. Sackett-Wilhelms Lithographing and Publishing of Brooklyn became exasperated by how the weather impeded operations--ink dried poorly, colors ran, and paper swelled--and early the following year its executives approached Buffalo Forge, asking if some way could be found to regulate the moisture in the air as well as the temperature. The firm turned to the twenty-five-year-old Carrier, whose research on heating coils had already lopped \$40,000 off his employer's winter heating bill.

For centuries, methods for cooling air had occupied thinkers who ruminated upon the irony that man, who had so early learned to turn cold into warmth, had been so frustrated in doing the opposite. "Heat we have in readiness in respect to fire," wrote Francis Bacon at the beginning of the seventeenth century, "but for cold we must stay till it cometh or seek it in deep caves and when all is done we cannot obtain it in a great degree." In 1851 two breakthroughs in cooling were achieved: Ferdinand Carre of France designed the first ammonia-absorption refrigerating machine; and in the United States, Dr. John Gorrie

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

patented an ice-making device. Henceforth, the challenge would lay not in lowering temperature but in achieving the second element of the equation--controlling humidity.

Carrier's partial solution to Sackett-Wilhelm's problem involved circulating cold water through coils originally designed for heating and then balancing their temperature with the rate of air flow. It worked, and Carrier had every reason to be satisfied. But, while he had fulfilled most requirements for a modern central air conditioning system, the problem of "dew point control" remained. It was the solution to this dilemma that came in the Pittsburgh railroad station.

Carrier's brainstorm was the recognition of a paradox: air could be dried by being saturated with water. He explained it this way: fog "is air approximately 100 percent saturated with moisture. The temperature is low, so even though it is saturated, there is not much actual moisture. There could not be at so low a temperature. Now, if I can saturate air and control its temperature at saturation, I can get air with any amount of moisture I want in it. I can do it, too, by drawing the air through a fine spray of water to create actual fog." In effect, the water spray provides a condensing surface for the hot, soggy air passing through it. The moisture condenses on the droplets and drops out, leaving cooler, drier air behind. The patent for Carrier's "Apparatus for Treating Air" was granted in the dead of winter--on January 2, 1906.*

Although Buffalo Forge executives promoted Carrier to head their engineering department, they apparently failed to appreciate the gold mine they had just been deeded. When war clouds gathered in 1914, the nervous firm dropped its air conditioning subsidiary. Joined by his friend Irvine Lyle, who was to promotion what Carrier was to technology, the inventor formed his own corporation.

During its first year, the Carrier Corporation received forty contracts for air conditioning systems, and by 1929 it had three factories. The twenties were years of splendid attention-grabbing achievements. Carrier air conditioned Detroit's J.L. Hudson department store in 1924, and in 1928 and '29 he cooled the U.S. House and Senate chambers. But his biggest opportunity to make a public impact with this new technology came in 1925, when he was approached by the Rivoli Theater in New York City.

In those days, as Carrier later explained, "movies closed during hot weather or showed to such small audiences that they operated at a loss. Even on cool days the inside of the theater was hot if there were many people in the audience. The heat from the people was enormous." A few other theaters had already installed centrifugal refrigeration, but the Rivoli was Broadway. Success there would lead to recognition and financial rewards.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Carrier personally supervised the installation of the Rivoli's 133-ton machine and stayed up all night before the scheduled Memorial Day debut. The system was late in starting, and the theater was still hot when the crowd filed in. Among the viewers was the head of Paramount Pictures, Adolph Zukor. "From the wings we watched in dismay as two thousand fans fluttered," Carrier recalled. "We felt that Mr. Zukor was watching the people instead of the picture--and saw all those waving fans!" But the temperature gradually dropped, and the patrons lowered their fans. Carrier went into the lobby to watch Zukor emerge: "When he saw us, he did not wait for us to ask his opinion. He said tersely, 'Yes, the people are going to like it.'" During the next five years, a triumphant Carrier Corporation brought cooling relief to more than three hundred theaters.

The final frontier for air conditioning was in the home, but Carrier failed to capitalize on this potentially lucrative market. Home cooling was possible (Carrier had chilled a millionaire's mansion as early as 1914), but the price in the 1930s ran at least \$1,500. Carrier did test the home market, but his "atmospheric cabinet" proved too large, costly, and unreliable. After losing \$1.3 million pursuing this venture, he decided to concentrate on industrial and office buildings. Home air conditioning would come in the 1950s, but more consumer-oriented companies such as General Electric and Westinghouse would lead the way.

Carrier did not live to see their success. In September 1950 the holder of more than eighty air-conditioning patents suffered a heart attack that soon proved fatal.

When Carrier died, the press poured out well-deserved encomiums. But to this day, Americans everywhere honor the farm-boy turned engineer with even more eloquent praise--their exclamations of pleasure when, escaping the heat, they stand in front of the air conditioner and punch the button marked "Cool."

*The term "air conditioning" was coined, not by Carrier, but by Stuart Cramer, another engineer working on the problem of controlling the amount of humidity in the air, in this case in textile mills.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

1. Read the following sentence:

For centuries, methods for cooling air had occupied thinkers who ruminated upon the irony that man, who had so early learned to turn cold into warmth, had been so frustrated in doing the opposite.

In this context, ruminated means:

- (A) ignored.
 - (B) worried obsessively.
 - (C) considered carefully.
 - (D) gave little thought.
2. What is the main idea of this article?
- (A) to explain how air conditioning opened up the South and West for expansion
 - (B) to explain the events that led to Carrier's invention of air condition
 - (C) to explain how air conditioning was only initially used in corporations and businesses
 - (D) to explain how even a small town boy can influence history

3. Read the following paragraph from the article:

Although Buffalo Forge executives promoted Carrier to head their engineering department, they apparently failed to appreciate the gold mine they had just been deeded. When war clouds gathered in 1914, the nervous firm dropped its air conditioning subsidiary. Joined by his friend Irvine Lyle, who was to promotion what Carrier was to technology, the inventor formed his own corporation.

What was the author's purpose in writing this paragraph?

- (A) to emphasize the fact that Buffalo Forge executives did not realize they had a valuable invention
- (B) to emphasize the fact that World War I changed how businesses conducted themselves
- (C) to emphasize the fact that Carrier was not appreciated by his employers
- (D) to emphasize the fact that Carrier formed his own company

SOCIAL STUDIES
READING AND WRITING ACTIVITY

4. Which of the following is the best evidence that Carrier's invention became well-known?
- (A) Air conditioning was installed in several department stores.
 - (B) Air conditioning was installed in many factories and businesses.
 - (C) Air conditioning was installed in several private homes.
 - (D) Air conditioning was installed in several movie theaters.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

5. How was Carrier affected by the fog he saw at the railroad station? Use details and information from the article to support your response.

SOCIAL STUDIES
READING AND WRITING ACTIVITY

READ
THINK
EXPLAIN

6. Why can it be said that Carrier was a success with regard to cooling off American business and industry but not successful on the domestic front? Use details and information from the article to support your response.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

GRADE LEVEL/COURSE: Grade 8 - U.S. History

TITLE: Native American Participation in the United States Military

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIA

OBJECTIVE(S): IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods in United States and Florida history.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A. 2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

READING: **Native American Participation in the United States Military**

SOURCE: Adapted from Miami-Dade County Public Schools Education Portal, SIRS Knowledge Source.

**MULTIPLE CHOICE
ANSWERS:**

1. C
2. A
3. B

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Directions: Read the passage and answer the questions that follow.

Native American Participation in the United States Military

American Indians have participated with distinction in United States military actions for more than 200 years. Their courage, determination, and fighting spirit were recognized by American military leaders as early as the 18th century.

I think they [Indians] can be made of excellent use, as scouts and light troops. –Gen. George Washington, 1778

Many tribes were involved in the War of 1812. Indians fought for both sides as supplemental troops in the Civil War. Scouting the enemy was recognized as a particular skill of the Native American soldier. In 1866, the U.S. Army established its Indian Scouts because of this skill. The Scouts were active in the American West in the late 1800s and early 1900s. They accompanied Gen. John J. Pershing's expedition to Mexico in pursuit of Pancho Villa in 1916. The scouts were deactivated in 1947 when their last member retired from the Army. Native Americans from Indian Territory were also recruited by Teddy Roosevelt's Rough Riders. They saw action in Cuba in the Spanish-American War in 1898. As the military entered the 20th century, American Indians had already made a substantial contribution through military service and were on the brink of playing an even larger role.

It is estimated that more than 12,000 American Indians served in the United States military in World War I. Approximately 600 Oklahoma Indians, mostly Chotaw and Cherokee, were assigned to the 142nd Infantry of the 36th Texas-Oklahoma National Guard Division. The 142nd saw action in France. Its soldiers were widely recognized for their contributions in battle. Four men from this unit were awarded the Croix de Guerre, while others received the Church War Cross for gallantry.

The outbreak of World War II brought American Indian warriors back to the battlefield in defense of their homeland. The Snyder Act gave citizenship to American Indians in 1924. This made American Indians eligible for the draft. The draft alone does not account for the disproportionate number of Indians who joined the armed services. More than 44,000 American Indians, out of a total Native American population of less than 350,000, served in the United States military. They served with distinction between 1941 and 1945 in both European and Pacific theaters of war. Native American men and women on the home front also showed an intense desire to serve their country. They were an integral part of the war effort. More than 40,000 Indian people left their reservations to work in ordnance depots, factories, and other war industries. American Indians also invested more than \$50 million in war bonds, and contributed generously to the Red Cross and the Army and Navy Relief societies.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Battle-experienced American Indian troops from World War II were joined by newly recruited Native Americans to fight during the Korean conflict. The Native American's strong sense of patriotism and courage emerged once again during the Vietnam era. More than 42,000 Native Americans, more than 90 percent of them volunteers, fought in Vietnam. Native American contributions in United States military combat continued in the 1980s and 1990s as they saw duty in Grenada, Panama, Somalia, and the Persian Gulf.

At the closing of the 20th century, there were nearly 190,000 Native American military veterans. It is well recognized that Native Americans have the highest record of service per capita when compared to other ethnic groups. The reasons behind this are complex and deeply rooted in traditional American Indian culture. In many respects, Native Americans are no different from others who volunteer for military service. They do, however, have distinctive cultural values which drive them to serve their country. One such value is their proud warrior tradition.

In part, the warrior tradition is a willingness to engage the enemy in battle. This characteristic has been clearly shown by the courageous deeds of Native Americans in combat. However, the warrior tradition is best illustrated by qualities said to be inherent to most if not all Native American societies. These qualities are: strength, honor, pride, devotion, and wisdom. These qualities make a perfect fit with military tradition.

The requirements for successful military service—strength, bravery, pride, and wisdom - match those of the Indian warrior. Military service provides an outlet for combat that fulfills a role for the warrior. Therefore, the military is an opportunity for cultural self-fulfillment. By sending young tribal members off to be warriors, they return with experiences that make them valued members of their society. Finally, the military provides educational opportunities. These opportunities allow Native American veterans to return to their community with productive job skills to improve their quality of life.

In the 21st century, the United States military can be expected to provide continuing opportunity for Native American men and women. For their part, Native Americans can be expected to carry on their centuries-old warrior tradition—serving with pride, courage, and distinction.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

1. Which of the following statements is an opinion?
 - (A). Native Americans have the highest record of service per capita compared to other ethnic groups.
 - (B). American Indians were not citizens prior to 1924.
 - (C). The bravery of Native Americans make them the best soldiers.
 - (D). American Indians contributed to relief efforts during World War II.

2. What conclusion can be drawn about the American Indians?
 - (A). They served the country well in war time.
 - (B). They joined the army to get an education.
 - (C). They served as interpreters during war time.
 - (D). Their horse-riding skills proved valuable during war time.

3. Native Americans are well suited for military service because of their
 - (A). belief in Native American gods.
 - (B). proud warrior tradition.
 - (C). devotion to the government.
 - (D). strong sense of necessary violence.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

4. How does the author feel about the U.S. military participation of Native Americans? Use information and examples from the passage to support your answer.

SOCIAL STUDIES
READING AND WRITING ACTIVITY

READ
THINK
EXPLAIN

5. Why have such a high percentage of Native Americans served in the military throughout United States history? Use information and examples from the passage to support your answer.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

GRADE LEVEL/COURSE: Grade 8 - U.S. History

TITLE: Presidents and Baseball

CBC COMPONENT: II Historical Awareness
V Cultural Awareness

COMPETENCY: IIA, VA

OBJECTIVE(S):

IIA15	Read biographies, legends, myths, tall tales, stories, and poetry and listen to music that details the lives and times of heroes and ordinary people throughout the United States and Florida history.
VA1	Describe the impact of people and ideas on the values, traditions and institutions in the pluralistic society of the United States using primary sources in art, music, and literature.

LANGUAGE ARTS/READING BENCHMARKS:

- | | |
|------------|--|
| LA.A.1.3.2 | Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns. |
| LA.A.2.3.2 | Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author's purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.) |
| LA.A.2.3.5 | Locates, organizes and interprets written information for a variety of purposes, including classroom research, collaborative decision-making, and performing a school or real-world task. (Includes LA.A.2.3.6 Uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, |

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

including card catalogs, and computer catalogs, to gather information for research projects; and LA.A.2.3.7 Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.)

READING: **Presidents and Baseball** (found on following pages)

SOURCE: www.whitehousekids.gov

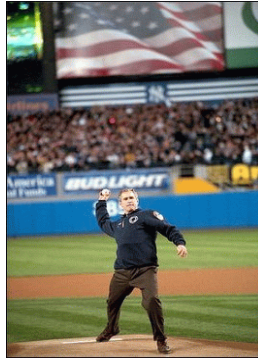
MULTIPLE CHOICE ANSWERS:

1. C
2. D
3. B
4. A

SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

Presidents and Baseball



When President George W. Bush threw out the first pitch at the 2001 World Series, the moment not only continued a Presidential tradition, but it symbolized America's desire to continue life undeterred after the attacks of September 11, 2001.

President George W. Bush's love of baseball began during his childhood in Midland, Texas, where he played Little League Baseball and dreamed of following in the footsteps of baseball great, Willie Mays. President Bush's love of the game continued. Before serving as President of the United States and Governor of Texas, President Bush was a managing partner for the Major League Baseball Team, the Texas Rangers. President Bush's life-long affection for the game led him to open the South Lawn of the White House to t-ball players in the Spring of 2001. The White House t-ball tradition is continuing this spring as children learn the great lessons of team sports: following the rules, respecting other players, and supporting teammates.

From throwing to catching and fielding to batting, America's Presidents have long enjoyed playing or watching a good game of baseball. A soldier's diary reveals that George Washington and his men played an early version of baseball called "rounders" on the fields of Valley Forge. History records that John Adams played *bat and ball* and Andrew Jackson played a similar game of baseball called *one old cat*. Abraham Lincoln's love of the game was so well known that an 1860 political cartoon showed Lincoln and his opponents on a baseball diamond.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Andrew Johnson, Lincoln's successor, was so thrilled to be invited to see the first game played among teams from different states, that he gave his White House staff time off from work to go to the game. Johnson set up chairs for his staff along the first base line of the White Lot, an area located between the South Lawn of the White House and an incomplete Washington Monument that stood only 152 feet tall. Today, the area is called the *Ellipse*, and energetic federal staffers play softball games on the grounds each spring in the shadows of the towering, 555-foot Washington Monument.

Ulysses S. Grant was President when the National League was formed in 1876, but Benjamin Harrison became the first President to attend a major league game when he saw Cincinnati beat Washington 7-4 on June 6, 1892.

The 20th Century ushered in a Presidential and baseball tradition: throwing out the first pitch. William Howard Taft was the first President to do the honors when he threw a ball from his seat in the stands to the Washington Senator's opening day pitcher, Walter Johnson, on April 14, 1910. Nearly all Presidents since Taft have followed this pitching tradition.

Woodrow Wilson turned a few heads when he brought Edith Gault to the World Series. The event was the first public appearance of the couple since announcing their engagement. The following spring, Wilson threw out the first pitch on opening day with Mrs. Wilson at his side.

Franklin Roosevelt made a significant decision when he encouraged Major League Baseball to continue playing ball during World War II. Roosevelt knew that continuing this popular past-time during wartime would boost the spirits of the American people.

Ronald Reagan so loved the game that he worked as a radio announcer for the Chicago Cubs. His success gave him the opportunity to go into acting, where he once played the part of a pitcher in the movie, *The Winning Team*.

From George Washington to George W. Bush, Presidents over the years have shown their love of the game and baseball has loved their highest-ranking fan.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

1. What is this article mostly about?
 - (A) the influence of baseball on American society
 - (B) the complicated duties of the President of the United States
 - (C) the tradition that the office of the President holds with baseball
 - (D) the Constitutional requirement of the President to throw a baseball

2. Information found in this article would be useful in a report titled
 - (A) War Powers of the President.
 - (B) The Rules of the World Series.
 - (C) Baseball and War Times.
 - (D) The President's Traditions with Baseball.

3. Why does the author provide numerous examples of different presidents' association with baseball?
 - (A) to emphasize the fact that many presidents have wasted their time with baseball instead of worrying about the country's well being
 - (B) to provide evidence that the connection with the presidency and baseball is a long-standing tradition
 - (C) to convince the reader how important it is to love baseball if one aspires to become President of the United States
 - (D) to analyze how various presidents have used their baseball powers during their presidencies

4. Read this sentence from the article:

Andrew Johnson, Lincoln's successor, was so thrilled to be invited to see the first game played among teams from different states, that he gave his White House staff time off from work to go to the game.

Successor means the person who

 - (A) took office upon Lincoln's death.
 - (B) nominated Lincoln.
 - (C) defeated Lincoln.
 - (D) served as Lincoln's vice president.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

5. Cite evidence that George W. Bush has been a baseball fan a long time. Use details and information from the passage to support your response.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

6. How did President Franklin D. Roosevelt use the game of baseball for political purposes. Use details and information from the passage to support your response.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Directions: Read the passage and answer the questions that follow.

Betsy Ross- Her Life Story

By Jonathan Schamizbach and Douglas Heller

One year before William Penn founded Philadelphia in 1681, Betsy Ross's great-grandfather, Andrew Griscom, a Quaker carpenter, had already emigrated from England to New Jersey.

Andrew was successful at his trade. He was also strong in his Quaker belief, and was inspired to move to Philadelphia to become an early participant in Penn's "holy experiment." He purchased 495 acres of land in the Spring Garden section north of the city of Philadelphia (the section would later be incorporated as part of the city), and received a plot of land within the city proper.

Griscom's son and grandson both became respected carpenters as well. Both have their names inscribed on a wall at Carpenters' Hall in Philadelphia, home of the oldest trade organization in the country.

Griscom's grandson Samuel helped build the bell tower at the Pennsylvania State House (Independence Hall). He married Rebecca James who was a member of a prominent Quaker merchant family. It was not unusual for people in those days to have many children, so it is only somewhat surprising to learn that they had 17!

Elizabeth Griscom -- also called Betsy, their eighth child and a fourth-generation American, was born on January 1, 1752.

Betsy went to a Friends (Quaker) public school. For eight hours a day she was taught reading, writing, and received instruction in a trade -- probably sewing. After completing her schooling, Betsy's father apprenticed her to a local upholsterer. Today we think of upholsterers primarily as sofa-makers and such, but in colonial times they performed all manner of sewing jobs, including flag-making. It was at her job that Betsy fell in love with another apprentice, John Ross, who was the son of an Episcopal assistant rector at Christ Church.

Quakers frowned on marriages to non-Quakers. The penalty for such marriages was severe -- the guilty party being "read out" of the Quaker meeting house. Getting "read out" meant being cut off emotionally and economically from both family and meeting house. One's entire history and community would be instantly dissolved. On a November night in 1773, 21-year-

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

old Betsy eloped with John Ross. They ferried across the Delaware River to Hugg's Tavern and were married in New Jersey. Her wedding caused a life-long split from her family. [It is an interesting parallel to note that on their wedding certificate is the name of New Jersey's Governor, William Franklin, Benjamin Franklin's son. Three years later William would have a life-long split with his father because he was a Loyalist against the cause of the Revolution.]

Less than two years after their wedding, the couple started their own upholstery business. Their decision was a bold one as competition was tough and they could not count on Betsy's Quaker circle for business. As she was "read out" of the Quaker community, on Sundays one could now find Betsy at Christ Church sitting in pew 12 with her husband. Some Sundays would find George Washington, America's new commander in chief, sitting in an adjacent pew.

War Comes to Philadelphia

In January 1776, a pamphlet was published that would have a profound impact on the Colonials. Tom Paine ("These are the times that try men's souls") wrote *Common Sense* which would swell rebellious hearts and sell 120,000 copies in three months; 500,000 copies before war's end. However, the city was fractured in its loyalties. Many still felt themselves citizens of Britain. Others were ardent revolutionaries heeding a call to arms.

Betsy and John Ross keenly felt the impact of the war. Fabrics needed for business were becoming hard to come by. Business was slow. John joined the Pennsylvania militia. While guarding an ammunition storehouse in mid-January 1776, John Ross was critically wounded in an explosion. Though his young wife tried to nurse him back to health, he died on the 21st and was buried in Christ Church cemetery.

In late May or early June of 1776, according to Betsy's telling, she had that fateful meeting with the Committee of Three: George Washington, George Ross, and Robert Morris, which led to the sewing of the first flag.

After becoming widowed, Betsy returned to the Quaker fold, in a way. Quakers are pacifists and forbidden from bearing arms. This led to a disagreement in their ranks. When Free, or Fighting Quakers -- who supported the war effort -- banded together, Betsy joined them. (The Free Quaker Meeting House, which still stands a few blocks from the Betsy Ross House, was built in 1783, after the war was over.)

Betsy would be married again in June 1777, this time to sea captain Joseph Ashburn in a ceremony performed at Old Swedes Church in Philadelphia.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

During the winter of 1777, Betsy's home was forcibly shared with British soldiers whose army occupied Philadelphia. Meanwhile the Continental Army was suffering that most historic winter at Valley Forge.

Betsy and Joseph had two daughters (Zillah, who died in her youth, and Elizabeth). On a trip to the West Indies to obtain war supplies for the Revolutionary cause, Captain Ashburn was captured by the British and sent to Old Mill Prison in England where he died in March 1782, several months after the surrender of Cornwallis at Yorktown, Virginia, the last major battle of the Revolutionary War.

After the War

Betsy learned of her husband's death from her old friend, John Claypoole, another sailor imprisoned at the brutal Old Mill. In May of 1783, Betsy was married for the third time, the ceremony performed at Christ Church. Her new husband was none other than old friend John Claypoole. Betsy convinced her new husband to abandon the life of the sea and find landlubbing employment. Claypoole initially worked in her upholstery business and then at the U.S. Customs House in Philadelphia. The couple had five daughters (Clarissa Sidney, Susannah, Rachel, Jane, and Harriet, who died at nine months).

After the birth of their second daughter, the family moved to bigger quarters on Second Street in what was then Philadelphia's Mercantile District. Claypoole passed on in 1817 after years of ill health and Betsy never remarried. She continued working until 1827 bringing many of her immediate family into the business with her. After retiring, she went to live with her married daughter Susannah Satterthwaite in the suburb of Abington, PA, to the north of Philadelphia.

In 1834, there were only two Free Quakers still attending the Meeting House. It was agreed by Betsy and Samuel Wetherill's son John Price Wetherill that the usefulness of their beloved Meeting House had come to an end. At that last meeting, Betsy watched as the door was locked, symbolizing the end of an era.

Betsy died on January 30, 1836, at the age of 84.

SOURCE: ABC-CLIO Interactive

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

1. Read the following sentence from the article:

Getting "read out" meant being cut off emotionally and economically from both family and meeting house. One's entire history and community would be instantly dissolved.

A synonym for the term "read out" is:

- (A) accepted.
 - (B) celebrated.
 - (C) punished.
 - (D) banished.
3. What is the main idea of this article?
- (A) to give an accurate biography of Betsy Ross, an important historical figure in U.S. History
 - (B) to discuss the role of women and their sewing efforts during the American Revolution
 - (C) to explain how Betsy Ross had been married numerous times
 - (D) to explain how the religious group, the Quakers, contributed to the American Revolution
4. What was one effect of the death of Betsy Ross's first husband ?
- (A) She was angry and sought to avenge her husband's death.
 - (B) She was grief stricken and sought comfort through practicing her sewing.
 - (C) She was able to become part of the Quaker community once again.
 - (D) She was left penniless as she was completely dependent on her husband's income.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

4. How did the American Revolution initially affect Betsy and John Ross?

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

5. How did Betsy Ross' Quaker background affect her throughout her life? Use details and examples from the article to support your answer.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

GRADE LEVEL/COURSE: Grade 8 - U.S. History

TITLE: Deborah Sampson

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIA

OBJECTIVE(S):

IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.

IIA15 Read biographies, legends, myths, tall tales, stories, and poetry and listen to music that details the lives and times of heroes and ordinary people throughout United States and Florida history.

LANGUAGE ARTS/READING BENCHMARKS:

- LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
- LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.
- LA.A.2.3.2 Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author's purpose in a simple text and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)
- LA.A. 2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READING: DEBORAH SAMPSON

SOURCE: ABC-CLIO Interactive

MULTIPLE CHOICE ANSWERS:

1. C
2. C
3. D

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Directions: Read the passage and answer the questions that follow.

Deborah Sampson

Deborah Sampson remains the most celebrated female veteran of the American Revolution. Unlike Mary Ludwig Hays ("Molly Pitcher"), she did not accompany her husband as a woman, but instead wore a uniform and fought in several battles as a man before her gender was discovered.

Sampson was born in Plympton, Massachusetts on December 17, 1760 into a poor farming family. Her father died at sea, leaving her mother to care for six young children. She was raised by an elder family member. At the age of 10, Sampson became an indentured servant to farmer Jeremiah Thomas, and spent the next several years working to obtain her freedom. Years of toiling in the fields rendered her tall, strong, and hardy for a young woman. However, she was also determined to improve herself by education and, being unable to attend school, Sampson studied by herself at night. In 1778, at the age of 18, she was finally released from her indenture and taught several years as a schoolteacher. The American Revolution was then in full swing and thoughts of patriotism and adventure appealed to her. In 1782, she decided to join the Continental Army. Disguising herself as a man, Sampson signed up at Middleborough under the name Timothy Thayer and accepted the usual enlistment payment. Unfortunately, she spent her money at the local tavern, became drunk, and her true identity became known. Angry authorities discharged her and retrieved the money, while neighbors expelled her from the local Baptist Church. Sampson had better luck a few months later when she repeated the attempt at Uxbridge, Massachusetts, 70 miles away. There, she signed on for three years as a private in Capt. George Webb's company of the Fourth Massachusetts Regiment, enlisting under the name of Robert Shurtleff.

Following the dramatic American victory at Yorktown in 1781, military action in the final phases of the American Revolution was restricted to skirmishes and raids. Sampson, true to her adventurous nature, managed to be in the thick of things. In the summer of 1782, her company was posted near West Point, New York, a region noted for Tory activities. She fought in several skirmishes at Tappan Bay, receiving a sword wound on the head that she bandaged herself to avoid detection. Several weeks later Sampson was shot in the thigh during a skirmish at East Chester. Again she refused proper medical treatment and the ball remained lodged in her leg, but her gender remained a secret. Despite pain from an unhealed wound, Sampson conducted surveying work in the Ohio Valley and became known as an excellent soldier. In 1783, she became an aide to Gen. John Patterson in Philadelphia. Her wound, however, grew infected and she collapsed from fever. When the doctor treating her uncovered her secret, he informed Patterson. The general was amused

**SOCIAL STUDIES
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and paraded Sampson in front of her regiment in a dress. So careful had she conducted her secret that none of her compatriots recognized her. She was then honorably discharged from the service in October 1783 by Gen. Henry Knox, who commended her for 18 months of service to the country.

A year after the war ended in 1784, Sampson met and married Benjamin Gannett, and they settled on his farm in Sharon, Massachusetts. She remained in poor health as a result of her wounds and by 1790 the couple was desperate for money to raise their three children. Accordingly, Sampson petitioned the state for a military pension and received ££34. In 1797, she also published an account of her military experience entitled *The Female Review*, which further spread her story. To further supplement her income, Sampson began touring New England in 1802 to discuss wartime experiences, decked out in her old uniform. She thus became one of the first female lecturers in the country. In 1804, Sampson approached Congress for additional funding with a recommendation from Paul Revere. Through his intercession, she was placed on the Massachusetts Invalid Pension Roll at \$4 per month. In 1818, when Congress passed additional veterans' legislation, this amount was increased to \$8.

Deborah Gannett died in Sharon on April 29, 1827, survived by her husband. This placed Richard Gannett in the unusual position of being a widower eligible for a military pension based on his wife's prior service. He died before this came to pass, but in 1838 Congress authorized payment of \$466.66 to the children of Deborah Gannet in recognition of her service to the country. In 1944, the Liberty ship *Deborah Gannett* was also christened in her honor.

SOURCE: ABC-CLIO Interactive

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1. What occupation did Deborah Sampson have just before she enlisted in the army as a man?
 - (A) nanny
 - (B) indentured servant
 - (C) schoolteacher
 - (D) house keeper

- 2.. What is the main idea of this passage?
 - (A) to explain and discuss various women who served in the American Revolutionary Army disguised as men
 - (B) to discuss the role of women in various U.S. wars and how they were discriminated against at various times throughout history
 - (C) to tell the story of Deborah Sampson, a woman who disguised herself as a man in order to serve in the American Army during the American Revolution
 - (D) to tell the story of how a poor farm girl contributed in a very small way to U.S. history

SOCIAL STUDIES
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3. Read the following excerpt from the article:

Following the dramatic American victory at Yorktown in 1781, military action in the final phases of the American Revolution was restricted to skirmishes and raids. Sampson, true to her adventurous nature, managed to be in the thick of things. In the summer of 1782, her company was posted near West Point, New York, a region noted for Tory activities. She fought in several skirmishes at Tappan Bay, receiving a sword wound on the head that she bandaged herself to avoid detection. Several weeks later Sampson was shot in the thigh during a skirmish at East Chester.

What is revealed about the author's point of view since Deborah Sampson is described as having an "adventurous spirit?"

- (A) The author believed that all people described as having an adventurous nature lead very risky lives.
- (B) The author believed that having an adventurous nature has no real affect on how Deborah Sampson conducted herself.
- (C) The author believes that having an adventurous nature led Deborah Sampson into trouble time and time again.
- (D) The author believes that having an adventurous nature contributed to Deborah Sampson's willingness to get involved in dangerous situations.

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READ
THINK
EXPLAIN

4. What obstacles did Deborah Sampson overcome in order to serve in the American Revolutionary Army? Use information and examples from the passage to support your answer.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

5. What did Deborah Sampson do to overcome financial hardships after the war and how did this contribute to her eventual popularity? Use information and examples from the passage to support you answer.

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GRADE LEVEL/COURSE: Grade 8 - U.S. History

TITLE: The Spanish American War- Remember the Maine

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIA

OBJECTIVE(S): IIA8 Examine the events that contributed to the rise of the United States as a world power (1890's-1920's).

IIA11 Analyze cause and effect relationships, including those of major wars, throughout key periods in United States history; e.g., Colonial Period, westward expansion, Civil War, industrial development, Great Depression, global conflict, interdependence.

IIA17 Evaluate the role the media has played in providing information about key historical events; e.g., Boston Massacre, Civil War, photography, yellow journalism, Kennedy assassination, Malcolm X, Vietnam War, Operation Desert Storm.

LANGUAGE ARTS/READING BENCHMARKS:

LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.2 Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author's purpose in a simple text and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.).

LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

LA.A.2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READING: The Spanish American War- Remember the Maine

SOURCE: <http://www.smplanet.com/imperialism/remember.html>

MULTIPLE CHOICE ANSWERS:

1.	B
2.	B
3.	C
4.	D

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Directions: Read the article and answer the questions that follow.

The Spanish American War- Remember the Maine

The battleship *Maine* drifted lazily at its mooring. Although the Havana night was moonless, the *Maine's* gleaming white hull, longer than a football field, contrasted against the blackness of the sea and sky. Smoke wisped from its two mustard-colored funnels. Random lights sparkled from its portholes and its bridge.

In the captain's cabin, Charles Sigsbee sat at a table writing a letter to his wife. The trouble in Cuba, he wrote, would soon be over. The new Spanish governor of the island seemed to have the situation under control. During the three weeks that the *Maine* had been in Havana, Captain Sigsbee had seen no sign of Cuban rebels. He'd entertained the Spanish officers in his mess, and he and his staff had been entertained lavishly by the local officials. Although Sigsbee found the bullfights to which he'd been invited somewhat barbaric, the Spanish officers behaved as perfect gentlemen.

Even Fitzhugh Lee, the American consul, seemed optimistic. A month earlier the old general (Lee had commanded a cavalry division under his uncle Robert E. in the Civil War) had summoned a battleship to "protect American interests." Although the *Maine* was only a second-class battleship, it was the largest ship ever to enter Havana harbor. To the Cubans, it was a floating American fortress right in their capital city.

Aboard the *Maine*, "taps" sounded at ten minutes past nine. Captain Sigsbee describes what happened next.

I laid down my pen and listened to the notes of the bugle, which were singularly beautiful in the oppressive stillness of the night. . . . I was enclosing my letter in its envelope when the explosion came. It was a bursting, rending, and crashing roar of immense volume, largely metallic in character. It was followed by heavy, ominous metallic sounds. There was a trembling and lurching motion of the vessel, a list to port. The electric lights went out. Then there was intense blackness and smoke.

The situation could not be mistaken. The *Maine* was blown up and sinking. For a moment the instinct of self-preservation took charge of me, but this was immediately dominated by the habit of command.

Captain Sigsbee managed to reach the deck, now slanted down sharply toward the submerged bow. He climbed aft toward the only part of the ship that was not awash. Fires had broken out all over the vessel, and they lit the harbor in an eerie red glow. In Havana lights began to shine from windows that had just been smashed by the blast. Most of the crew had been asleep in their berths at the forward part of the ship, which was already at the bottom of the harbor. The stern sunk more slowly.

Crews from nearby ships manned lifeboats to rescue the surviving crewmen of the *Maine*.

SOCIAL STUDIES
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"Chief among them," Sigsbee wrote, "were the boats from the *Alfonso XII*. The Spanish officers and crews did all that humanity and gallantry could compass." Reluctantly, Captain Sigsbee abandoned the *Maine*, which continued to burn and explode throughout the night.

The twisted, burnt wreckage of the *Maine*'s stern and bridge was still above water in the morning. It remained there for years. Two hundred fifty-four seamen were dead, and fifty-nine sailors were wounded. Eight of the wounded later died. The navy conducted an investigation into the cause of the disaster, but it was proven who was responsible for the explosion.

The American press, however, quickly sought to place blame for the sinking of the *Maine*. It was the cowardly Spanish, they cried. William Randolph Hearst's New York *Journal* even published pictures. They showed how Spanish saboteurs had fastened an underwater mine to the *Maine* and had detonated it from shore.

As one of the few sources of public information, newspapers had reached unprecedented influence and importance. Journalistic giants, such as Hearst and Joseph Pulitzer of the *World*, viciously competed for the reader's attention. They were determined to reach a daily circulation of a million people, and they didn't mind fabricating stories in order to reach their goal.

They competed in other ways as well. The *World* was the first newspaper to introduce colored comics, and the *Journal* immediately copied it. The two papers often printed the same comics under different titles. One of these involved the adventures of "The Yellow Kid," a little boy who always wore a yellow gown. Since color presses were new in the 1890s, the finished product was not always perfect. The colors, especially the Yellow Kid's costume, often smeared. Soon people were calling the *World*, the *Journal*, and other papers like them "the yellow press." "They colored the funnies," some said, "but they colored the news as well."

A minor revolt in Cuba against the Spanish colonial government provided a colorful topic. For months now the papers had been painting in lurid detail the horrors of Cuban life under oppressive Spanish rule. The Spanish had confined many Cubans to concentration camps. The press called them "death camps." Wild stories with screaming headlines -- Spanish Cannibalism, Inhuman Torture, Amazon Warriors Fight For Rebels -- flooded the newsstands. Newspapers sent hundreds of reporters, artists, and photographers south to recount Spanish atrocities. The correspondents, including such notables as author Stephen Crane and artist Frederick Remington, found little to report on when they arrived.

"There is no war," Remington wrote to his boss. "Request to be recalled."

Remington's boss, William Randolph Hearst, sent a cable in reply: "Please remain. You furnish the pictures, I'll furnish the war." Hearst was true to his word. For weeks after the *Maine* disaster, the *Journal* devoted more than eight pages a day to the story. Not to be outdone, other papers followed Hearst's lead. Hundreds of editorials demanded that the

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Maine and American honor be avenged. Many Americans agreed. Soon a rallying cry could be heard everywhere -- in the papers, on the streets, and in the halls of Congress: "Remember the *Maine!* To hell with Spain."

SOURCE: <http://www.smplanet.com/imperialism/remember.html>

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READING AND WRITING QUESTIONS

1. Read the following sentence from the article:

Captain Sigsbee managed to reach the deck, now slanted down sharply toward the submerged bow.

What does submerged mean in this context?

- (A) above the water
 - (B) below the water
 - (C) above the rest of the ship
 - (D) below the rest of the ship
2. What is the main idea of this article?
- (A) to explain how yellow journalism began
 - (B) to explain the causes and effects of the explosion of the ship the "Maine"
 - (C) to explain how Spanish rebels destroyed the ship the *Maine*
 - (D) to explain how Cuba gained its independence from Spain

3. Read the following sentences from the article:

"There is no war," Remington wrote to his boss. "Request to be recalled." Remington's boss, William Randolph Hearst, sent a cable in reply: "Please remain. You furnish the pictures, I'll furnish the war."

What was the author's purpose in providing this information?

- (A) to prove that William Randolph Hearst was a tough boss
- (B) to prove that Remington did not want to do his job as a photographer
- (C) to prove that Hearst, a notable journalist at that time, may have distorted the truth to his readers
- (D) to prove that the war was already in progress and it was the journalists' responsibility to report it

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4. With which statement would the author of this article most likely agree?
- (A) The government should control what the press reports.
 - (B) Journalists should feel free to distort facts in order to get the attention of their readers.
 - (C) Exaggerating events is acceptable in the field of journalism.
 - (D) Journalists can have a tremendous influence on world events.

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READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

5. Explain how Captain Charles Sigsbee felt about the Spanish. Use details and information from the article to support your response.

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READ
THINK
EXPLAIN

6. Explain how the explosion of the Maine helped to create the concept of Yellow Journalism. Use details and information from the article to support your response.

**SOCIAL STUDIES
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GRADE LEVEL/COURSE: Grade 8 - U.S. History

TITLE: Trail of Tears

CBC COMPONENT: I Geographic Understanding
II Historical Awareness
V Cultural Awareness

COMPETENCY: IB, IIA, VA

OBJECTIVE(S):

IB3	Explain the migration of people throughout history; e.g., colonial settlers, opening of Northwest Territory, slave trade, Native American removal, westward expansion, Gold Rush, south to north labor migration, Japanese relocation, migrant workers, plight of the homeless.
IIA5	Chart the territorial growth of the United States from the 1780's to 1853 and analyze the positive and negative impact of Manifest Destiny; e.g., acquisition of land and resources, development of the railroad, economic growth, treatment of Native Americans, African Americans, Mexicans.
VA4	Analyze examples of man's inhumanity to man throughout history; i.e., slavery, treatment of Native Americans, Holocaust, Japanese internment.

LANGUAGE ARTS/READING BENCHMARKS:

- | | |
|-------------|--|
| LA.A.1.3.2 | Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns. |
| LA.A.2.3.2 | Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author's purpose in a simple text and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.). |
| LA.A.2.3.1 | Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization. |
| LA.A. 2.3.8 | Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws. |

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READING: Theodore Pease Russell and “The Trail of Tears”

SOURCE: <http://www.rosecity.net/tears/trail/slavesty.html>

MULTIPLE CHOICE ANSWERS:

1.	C
2.	B
3.	A
4.	D

SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

**Theodore Pease Russell and
"The Trail of Tears"**

Theodore Pease Russell came to the easternmost Ozarks in 1838 when he was 18, settling with his parents and seven other children in the Arcadia Valley of the St. Francois range after a lengthy voyage from Connecticut. Theodore fed the family as appointed hunter, became a farmer, fought in the Civil War, was a justice of the peace. In 1885 he began to set his memories down in a weekly column for the *Iron County Register*.

Before he died in 1899, he had written of hunting, fishing, social affairs, regional history, geography and many other things Arcadian. He was 19 years old when the Cherokee Trail of Tears touched his life as Indians were driven from their towns in the Southeast United States to Indian Territory. A half century later he remembered it wistfully for his readers in one of the *Register* columns.

The government removed the Cherokee Indians from Georgia to the Indian Reservation (Territory in Oklahoma) in 1839. I remember February of that year, a division of the Ross party came through this valley and camped on Knob Creek, a camp extending from the Half-Way House along the west bank of the creek at the foot of Shepherd Mountain for nearly a mile. It was a muddy time.

There were about 2,000 Indians in this division. All of the others had gone by way of Farmington, but the roads were so bad that this last division had come this way along the Fredericktown road and such a road at that time! A few days before the Indians came a man arrived to find suitable camping spots and supplies such as corn, oats, and fodder for their teams. There were so few people in the Arcadia Valley then there was only one man who had much to spare. But Abram Buford had a large crib of old corn, oats and fodder which were to be delivered at the place now owned by Judge Emerson. Mr. Buford hired father to send me with a team to haul oats and fodder, while his team hauled corn.

As the Indians came in they were furnished rations by lodges, each lodge to receive so much corn, oats and fodder, after which they camped at the place assigned them. They received no other rations; the hunters supplied meat out of the woods. Each morning when the Indians broke camp they were told how far they had to go and in what direction. The hunters spread out like a fan and started through the woods toward the next camping place, about ten miles ahead, and swept everything before them in the way of game. During the day deer could be seen running as if Old Scratch was after them across fields and roads.

About four o'clock I had finished hauling, so the Commissary Agent asked me if I did not want to go see the Indians in camp; he told me to let one of the boys take my team home, and he would show me how Indians lived. When we reached camp we found the first lodge close by what was to be Half-Way House. As each lodge came in to camp it went on beyond earlier arrivals until the last arrival was furthest in advance and so the first to move on in the

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morning.

As we came to each lodge, the commissary officer would explain everything. I saw families cooking supper, and noticed at each lodge a large tree had been felled by the body of which they had built their fire. On the butts of the logs I saw square holes that would hold about four quarts.

"Do you know what that is for?" the officer asked. "That is their grist mill; they shell corn into the hole, take that big pounder you see there, and pound the corn until it is fine enough, then they sift it and make bread."

We went along until we came to a squaw pounding corn. She soon dipped out the grain into a sieve, sifted out the finest of the meal, then put the rest back to be pounded again. It did not take long to make enough meal for bread for all the lodge.

The officer called my attention to girls dressed in silks and satins, their ears loaded with jewelry, their hair done up. I said "Surely these are not Indians; these are white ladies."

"These are Indians," said the officer. "Those negroes doing the cooking are their slaves."

The Cherokee girls were just as handsome as any girls and had fine forms, straight as an arrow.

As we walked on, we saw hunters coming from every direction, loaded down with game; some used guns but the most that I saw had bows and arrows. We met one Indian with a string of fox squirrels, every one of them with a hole through its neck made by an arrow. Some hunters had deer, some turkeys or small game. The officer asked an Indian to let me see his bow and arrows. I would have liked to buy them of him, but I did not feel that I cared to talk to him much.

I saw groups of boys at play, but do not know what some of their games were. Some were pitching arrows, while some of the larger were shooting at a target on a tree with their bows; it was surprising how close they shot. I was shown how they make their bows, how they fashioned arrows to the shafts, and how the points were fastened on.

I saw a group of girls playing at a sort of battledore. When I heard the laughter of the boys and girls, I could hardly realize I was in an Indian camp, among people who had been called savages. But I also noticed that many of the old men and women did wear a savage look and seemed as though their hearts were full of hate toward the white race, and they would be glad to take your scalp if it were in their power to do so.

After strolling the length of the camp, with all the lodges up and it being after dark, we loitered back on a return trip. It was the duty of the officer to see to all the camp affairs just like a policeman in the city; for the Cherokee were under regulation as strict as if they were white. Some of the families were at supper, and their tables were set with just as nice

**SOCIAL STUDIES
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dishes; the food looked as good and smelt as good as any white folks. I felt I would like to sit down to one of their tables and be an Indian.

Back at our starting point the officer took my hand and said, "Now you have seen the Indians in camp, if you would like to be one, or join them, we will take you along and you can marry one of these girls; they will make a chief of you for Indian girls think it an honor to have a white husband. What do you say? Will you go?"

I finally told him I would go home and ask my ma, and see what she said. And it was against the rules for anyone who did not belong to the company to be found inside the camp after 9 o'clock, I bade my conductor goodby and started for home through the mud and darkness, tired, hungry and sleepy.

SOURCE: <http://www.rosecity.net/tears/trail/slavesty.html>

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

1. Read the following excerpt from the passage:

As the Indians came in they were furnished rations by lodges, each lodge to receive so much corn, oats and fodder, after which they camped at the place assigned them.

In this context, **furnished rations** means:

- (A) provided with furniture.
 - (B) provided with lodging.
 - (C) provided with food.
 - (D) provided with limited furniture.
2. How does the author feel about what he has observed regarding the Indians?
- (A) He is disgusted by how they are being treated.
 - (B) He seems impressed with what he has witnessed.
 - (C) He is depressed since he was hungry and they did not share.
 - (D) He seems excited about learning how to hunt as they do.
3. Read the excerpt from the passage:

We went along until we came to a squaw pounding corn. She soon dipped out the grain into a sieve, sifted out the finest of the meal, then put the rest back to be pounded again. It did not take long to make enough meal for bread for all the lodge.

The author's purpose in providing this information was to:

- (A) explain how the corn was pounded and how the process seemed efficient.
 - (B) explain the differences between how Indians cooked compared to his family.
 - (C) explain how Indian women had to do most of the work at the camp.
 - (D) explain how the process of making corn into bread is long and tiresome.
4. The main idea of this excerpt is to explain:
- (A) what life was like for the Indians on the Trail of Tears.
 - (B) how Indians prepared their food while in the camps.
 - (C) how people assisted the Indians on the Trail of Tears.
 - (D) one person's observations of a group of Indians while on the Trail of Tears.

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READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

5. How did the Indians obtain food while at the camp? Use details and information from the passage to support your answer.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READ
THINK
EXPLAIN

6. What evidence supports the fact that Theodore Pease Russell was impressed by what he observed at the Indian camp.? Use information and examples from the passage to support your answer.

Scoring Rubric for Short Response Tasks

- 2 Points The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate and complete and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.
- 1 Point The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.
- 0 Points The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.

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Revised 5/9/03