

# Teaching ABE and ASE Social Studies: Engaging Activities for Social Studies Lessons



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

Michael Matos  
matosmichael2@gmail.com

# Web-marking site “Summon Up” at delicious.com/apccctc

**Summon Up** Sign out

@apccctc #social-stu...

- My Links
- Network
- Discover
- Trending (beta)
- Add Link
- Settings

There are some changes to Delicious, [refresh](#) to update

Site migration complete, but we still have some loose ends to tie up next week. Tell us how we did and check our blog for status updates.

 **Summon Up**  
Tell the Delicious community about yourself on your [profile settings page](#).  
2226 links 0 following 13 followers 0 subscriptions

Tags Tag Bundles Date Extra Filters Edit

Halloween Resources Healthcare Literacy and Informatics Hispanic-Heritage-Resources Hispanic-Language-Sites History Podcasts Humanities Illustrations Images Media SymbolsText Resources Image-Libraries Immigrant Resources Job-Readiness-Skills-Class language-arts-reading Language-Arts-Writing Language-Arts-Writing-Videos Learning-Intelligences-Styles Literacy Facts and Stats Maps-Directions **math** Math and Social Justice Math Games Math History Math Podcasts Math Vocabulary Math-Videos News Resources NRS Plugins Poetry Professional Development Reading Podcasts Realia-for-Math Resumes/Coverletters **science** Science-Videos Search Engines **social-studies** Social-Studies-Videos Special-Learning-Needs Stress Release Student-Achievement-Resources TABE-Test-Resources **Teacher Resources** Telephone-Directory Thanksgiving-Resources Tutor Resources Veterans-Day-Resources Volunteer Resources **workforce**

Filter tags by

**Current Filter: #social-studies**

Related tags: [Teacher Resources](#) [science](#) [Citizenship-Prep-Resources](#) [News Resources](#)

[The Metropolitan Museum of Art - Titles with full-text online](#) metmuseum.org

“ The Metropolitan Museum of Art has provided five decades of Met books and publications on art history (since 1964) –searchable, downloadable, and best of all, free. You can read the books online, download their PDF files or use the print-on-demand service. MetPublications is a portal to the Met’s comprehensive publishing program with close to 1000 titles, including books, online publications, and Bulletins and Journals from the last five decades.

159 159 social-studies Teacher Resources share edit delete 4/7/15

[BBC History](#) bbc.co.uk

“ Ancient history, British history, World war, Historic figures, Family history, Hands on history, History for kids and History games.

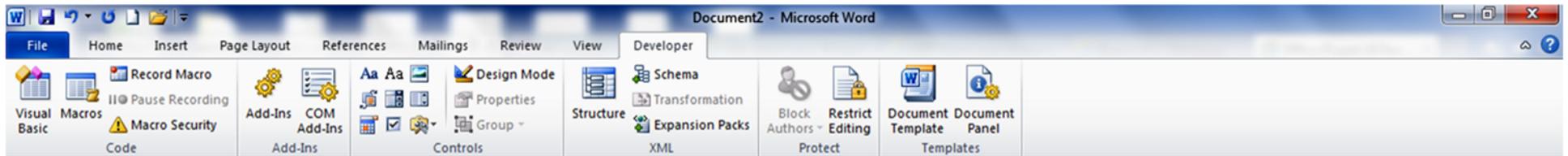
6 6 social-studies 4/7/15

help · apps · tools · blog  
privacy policy · terms  
© Delicious Science, LLC

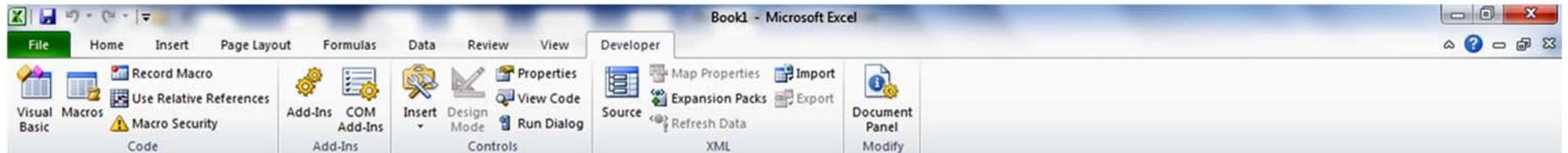
# Form Creation: Show the Developer tab

1. Click the File tab.
2. Click Options.
3. Click Customize Ribbon.
4. Under Customize the Ribbon and under Main Tabs, select the Developer check box.

Word Developer Ribbon

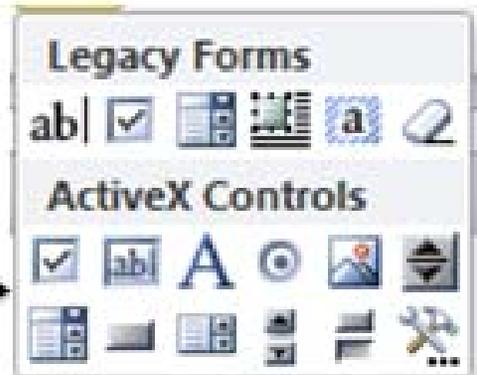


Excel Developer Ribbon



PowerPoint Developer Ribbon





Label Controls, Rich Text, Plain Text



Text Box



Spin Box



Text Box



Image or Picture



Scroll Bar



Check Box



Option Button



Combo Box



List Box



Toggle Button



More Controls



Date Control



Building Block Gallery

## DIALOGUE #1 - NEIGHBORHOOD PROBLEMS

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

---

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

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

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

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

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

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

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

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

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

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

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

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

### **Small Group Discussion Questions – please type in results below**

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

### **DIALOGUE #2 - COMMUNITY SERVICES**

Adapted from *A Conversation Book II*, pgs.

**David, Maria, and John** are talking in the hallway during a break from their ESL class at a community center in Chicago.

---

**David:** One thing I've noticed is that there are a lot more community services here than in my country.

**Maria:** Yes, I agree. In my country, there are hardly any services for people.

**David:** Yeah. My kid's school has a really good after school program, and my church runs a soup kitchen and a homeless shelter.

**John:** Well, I don't agree. I think that all these public services are not such a good idea.

**Maria:** Why do you think that?

**John:** I don't think they are a good use of taxpayers' money.

**David:** (*a little surprised*) Well, don't you use the bus and train everyday to get to work?

**Maria:** And don't you take free classes here at the community center?

**John:** Well...uh...I guess do take the bus to work, and the classes are free here, but...

**David:** What about that time your daughter got really sick, and you didn't have any insurance and you took her to that clinic downtown for free?

**John:** Well, in my country a person's family helps him out if he needs help.

**Maria:** What if he doesn't have any family?

**John:** What do you mean? Everybody has a family! You don't see any homeless people on the street in my county.

**David:** Well, I'm glad that there are so many services here that we can take advantage of.

**Maria:** Yes, if there weren't a daycare center here at this school for free I don't know what I would do. I know one thing, though. I wouldn't be able to take this class.

### **DISCUSSION QUESTIONS**

1. Which community services do you use on a regular basis?
2. Which community services are available in your country?
3. Which services would you like to be available that are not available now?
4. Which services do you think should be free? Which do you think should be paid for?
5. Are there many homeless people in your native country? Who takes care of them?
6. Who pays for schools and hospitals in your country? Who pays for the roads and streets?
7. Where does a person in your native country go for medical help if he doesn't have any medical insurance?

**DIALOGUE #3 - CRIME IN THE NEWS**  
Adapted from *A Conversation Book II*, ppgs. 190-191

---

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

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

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

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

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

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

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

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

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

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

**Keith:** Do either of you approve of capital punishment?

**Lisa:** Well, that all depends.

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

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

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

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

**Keith:** Thank you both. Have a good day.

### **DISCUSSION QUESTIONS**

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

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

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

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

**2** I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal." I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at a table of brotherhood. I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.

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

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



# "I Have a Dream"

➤ Can you find examples of:

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

# **Bill of Rights Activities**

## **ACTIVITY ONE**

For each of the following examples decide which amendment is involved, and which rights are being violated. What is the right thing to do according to The Bill of Rights?

1. Mrs. Jones hears a knock at the door. She opens the door and finds 3 police officers asking if they can come into her home to talk about neighborhood safety. She is very friendly and so she says yes. While sitting in the living room one of the officers sees a bomb under the sofa and gets up to get it. Mrs. Jones is immediately arrested.
2. Sam Davis is planning a public meeting in front of the town library to protest against a new city tax for playgrounds. He has filed all of his permits and the city has said that he can have his meeting. The night before the meeting, however, the mayor finds out that Sam was arrested 2 years ago in another town for starting a riot. On the day of the meeting, police show up to prevent the meeting and Sam is not allowed to hold his meeting.
3. Gina DeLong has lived in her home for 26 years. During that time the city has tripled in population, traffic is a mess, and there just are not enough roads. Tuesday morning the sheriff came to her house and told her that she had to move because a new road was going to be built right through her house. When she complains that she has lived there for so long and doesn't want to move, she is told, "Too bad, you have 30 days to get out."
4. Kennedy Elementary School is a normal school, so it surprised everyone when the principal, Mrs. Salinas, decided that all students could have extra holidays from school for the Jewish holiday of Yom Kippur. Most of the students were happy, but some parents were mad because they didn't have baby-sitters.
5. Hans Schlemming was new to this country. In Germany he was an auto mechanic. On Saturday night he was coming out of a store and the police arrested him for stealing. He said he didn't do anything, but the police were convinced that they had the right person. When he told them that he wanted a lawyer, one of the policemen said, "You don't need a lawyer, you guilty pig. You and your German friends killed my grandfather during the war. I know that you're guilty. We're locking you up and throwing away the key."
6. Stephanie Manus was arrested, tried, and convicted of kidnapping. There was no doubt that she was guilty. The judge said, "I can either send you to prison for 12 years or I can make you shave your head and make you stand on the freeway for 8 hours a day so that you will know what it is like to be scared." "Prison is too good for you," said the judge.
7. Mr. Wiegold had worked in the same place for 36 years and only had one raise. He felt like the boss owed him something, so one day he took a computer home and kept it. When the boss found out he had him arrested. Mr. Wiegold demanded a trial because he said he was innocent. But the boss and the police said he didn't get a trial because they already caught him with the stolen computer, he was guilty.

8. At a gun collecting show, George Samuels picked out 13 guns that he wanted to add to his expensive collection of guns from the 1800s. When he tried to pay for the 13 guns he was told by a security guard that he wasn't allowed to take so many guns. The security guard would only allow George to buy 5 guns because the Constitution allows citizens to have one gun per family member.
9. Trina Lening and her friends had recently robbed a liquor store. Trina's friend Lori did not help, she was sick at home. When the police picked up all of the girls the following Friday, they arrested the whole group including Lori. At the trial, Lori said that she was innocent and could prove it because she had witnesses. But her witnesses were her friends, and if they said she wasn't there, it would mean that they were at the liquor store.
10. The city of Manville was in crisis. For 3 days there had been riots and fires. The National Guard was called out to restore peace. When officers showed at Mrs. Mayberry's door demanding some food and a place to sleep she was so afraid of their guns that she let them in and gave them what they wanted.

<b>Hyperlinks to website info for each Right</b>	
 <a href="#">Amendment 1</a>	 <a href="#">Amendment 2</a>
 <a href="#">Amendment 3</a>	 <a href="#">Amendment 4</a>
 <a href="#">Amendment 5</a>	 <a href="#">Amendment 6</a>
 <a href="#">Amendment 7</a>	 <a href="#">Amendment 8</a>
 <a href="#">Amendment 9</a>	 <a href="#">Amendment 10</a>

## **ACTIVITY TWO**

Work by yourself and decide which amendment is the most important for citizens living in this country. If you could only have one amendment to protect you, which would it be? Then work in a small group of 3 or 4 and compare your answers. Try to decide by agreement which amendment is the most important to the group.

# Know the Presidents

Name \_\_\_\_\_ Date \_\_\_\_\_

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

1. Who was the youngest president when taking office? Choose an item.  
\_\_\_\_\_
2. Who was the oldest president when taking office? Choose an item.  
\_\_\_\_\_
3. How many Democrats have served as president? Choose an item.  
\_\_\_\_\_
4. How many Republicans have served as president? Choose an item.  
\_\_\_\_\_
5. What 3 presidents were impeached by House of Representatives? Choose an item.  
\_\_\_\_\_
6. Who was the only president to resign? Choose an item.  
\_\_\_\_\_
7. Who served two terms but not consecutively? Choose an item.  
\_\_\_\_\_
8. Who was president for the longest time period? Choose an item.  
\_\_\_\_\_
9. Who was president when the United States entered World War II? Choose an item.  
\_\_\_\_\_
10. Who was the last Whig president? Choose an item.  
\_\_\_\_\_

BONUS: Name the presidents in your lifetime. \_\_\_\_\_



## A Presidential Election Poll Week of September 15th

CNN's National Poll of Polls

Week of September 15<sup>th</sup>, 2008



Barack  
Obama

45% 47%

John  
McCain



1. A political poll was taken to see how the two leading candidates for president were doing. John McCain got 47 percent, Barak Obama got 45 percent, and the rest of the people who responded were undecided. What percent were undecided? \_\_\_\_\_

2. Seventy-five percent ( $\frac{3}{4}$ ) of the undecided voters were leaning toward Obama. \_\_\_\_\_ percent of all polled voters were undecided but leaning toward McCain.

3. If 200 people were polled, how many said they would vote for Obama? \_\_\_\_\_

4. Which statement is most likely true based on the above information?

- a. McCain is going to win the election.
- b. Obama is going to win the election.
- c. If the election were held on the same day as the poll, and only those who were polled voted, McCain would win.
- d. If the election were held on the same day as the poll, and only those who were polled voted, Obama would win.
- e. If the election were held on the same day as the poll, and only those who were polled voted, McCain would probably win.
- f. If the election were held on the same day as the poll, and only those who were polled voted, Obama would probably win.

## Overview of the Presidents: Basic Facts & Figures

	Name and (party) <sup>1</sup>	Term	State of birth	Born	Died	Religion <sup>2</sup>	Age at inaug.	Age at death
1.	<a href="#">George Washington</a> (F) <sup>3</sup>	1789–1797	Va.	2/22/1732	12/14/1799	Episcopalian	57	67
2.	<a href="#">John Adams</a> (F)	1797–1801	Mass.	10/30/1735	7/4/1826	Unitarian	61	90
3.	<a href="#">Thomas Jefferson</a> (DR)	1801–1809	Va.	4/13/1743	7/4/1826	Deist	57	83
4.	<a href="#">James Madison</a> (DR)	1809–1817	Va.	3/16/1751	6/28/1836	Episcopalian	57	85
5.	<a href="#">James Monroe</a> (DR)	1817–1825	Va.	4/28/1758	7/4/1831	Episcopalian	58	73
6.	<a href="#">John Quincy Adams</a> (DR)	1825–1829	Mass.	7/11/1767	2/23/1848	Unitarian	57	80
7.	<a href="#">Andrew Jackson</a> (D)	1829–1837	S.C.	3/15/1767	6/8/1845	Presbyterian	61	78
8.	<a href="#">Martin Van Buren</a> (D)	1837–1841	N.Y.	12/5/1782	7/24/1862	Reformed Dutch	54	79
9.	<a href="#">William H. Harrison</a> (W) <sup>4</sup>	1841	Va.	2/9/1773	4/4/1841	Episcopalian	68	68
10.	<a href="#">John Tyler</a> (W)	1841–1845	Va.	3/29/1790	1/18/1862	Episcopalian	51	71
11.	<a href="#">James K. Polk</a> (D)	1845–1849	N.C.	11/2/1795	6/15/1849	Methodist	49	53
12.	<a href="#">Zachary Taylor</a> (W) <sup>4</sup>	1849–1850	Va.	11/24/1784	7/9/1850	Episcopalian	64	65
13.	<a href="#">Millard Fillmore</a> (W)	1850–1853	N.Y.	1/7/1800	3/8/1874	Unitarian	50	74
14.	<a href="#">Franklin Pierce</a> (D)	1853–1857	N.H.	11/23/1804	10/8/1869	Episcopalian	48	64
15.	<a href="#">James Buchanan</a> (D)	1857–1861	Pa.	4/23/1791	6/1/1868	Presbyterian	65	77
16.	<a href="#">Abraham Lincoln</a> (R) <sup>5</sup>	1861–1865	Ky.	2/12/1809	4/15/1865	Liberal	52	56
17.	<a href="#">Andrew Johnson</a> (U) <sup>6</sup>	1865–1869	N.C.	12/29/1808	7/31/1875	(?)	56	66
18.	<a href="#">Ulysses S. Grant</a> (R)	1869–1877	Ohio	4/27/1822	7/23/1885	Methodist	46	63
19.	<a href="#">Rutherford B. Hayes</a> (R)	1877–1881	Ohio	10/4/1822	1/17/1893	Methodist	54	70
20.	<a href="#">James Garfield</a> (R) <sup>5</sup>	1881	Ohio	11/19/1831	9/19/1881	Disciples of Christ	49	49
21.	<a href="#">Chester A. Arthur</a> (R)	1881–1885	Vt.	10/5/1829	11/18/1886	Episcopalian	50	56
22.	<a href="#">Grover Cleveland</a> (D)	1885–1889	N.J.	3/18/1837	6/24/1908	Presbyterian	47	71
23.	<a href="#">Benjamin Harrison</a> (R)	1889–1893	Ohio	8/20/1833	3/13/1901	Presbyterian	55	67

24.	<a href="#">Grover Cleveland</a> (D) <sup>8</sup>	1893–1897	N.J.	3/18/1837	6/24/1908	Presbyterian	55	71
25.	<a href="#">William McKinley</a> (R) <sup>5</sup>	1897–1901	Ohio	1/29/1843	9/14/1901	Methodist	54	58
26.	<a href="#">Theodore Roosevelt</a> (R)	1901–1909	N.Y.	10/27/1858	1/6/1919	Reformed Dutch	42	60
27.	<a href="#">William H. Taft</a> (R)	1909–1913	Ohio	9/15/1857	3/8/1930	Unitarian	51	72
28.	<a href="#">Woodrow Wilson</a> (D)	1913–1921	Va.	12/28/1856	2/3/1924	Presbyterian	56	67
29.	<a href="#">Warren Harding</a> (R) <sup>4</sup>	1921–1923	Ohio	11/2/1865	8/2/1923	Baptist	55	57
30.	<a href="#">Calvin Coolidge</a> (R)	1923–1929	Vt.	7/4/1872	1/5/1933	Congregationalist	51	60
31.	<a href="#">Herbert Hoover</a> (R)	1929–1933	Iowa	8/10/1874	10/20/1964	Quaker	54	90
32.	<a href="#">Franklin Delano Roosevelt</a> (D) <sup>4</sup>	1933–1945	N.Y.	1/30/1882	4/12/1945	Episcopalian	51	63
33.	<a href="#">Harry Truman</a> (D)	1945–1953	Mo.	5/8/1884	12/26/1972	Baptist	60	88
34.	<a href="#">Dwight D. Eisenhower</a> (R)	1953–1961	Tex.	10/14/1890	3/28/1969	Presbyterian	62	78
35.	<a href="#">John F. Kennedy</a> (D) <sup>5</sup>	1961–1963	Mass.	5/29/1917	11/22/1963	Roman Catholic	43	46
36.	<a href="#">Lyndon B. Johnson</a> (D)	1963–1969	Tex.	8/27/1908	1/22/1973	Disciples of Christ	55	64
37.	<a href="#">Richard Nixon</a> (R) <sup>9</sup>	1969–1974	Calif.	1/9/1913	4/22/1994	Quaker	56	81
38.	<a href="#">Gerald Ford</a> (R)	1974–1977	Neb.	7/14/1913	12/26/2006	Episcopalian	61	90
39.	<a href="#">James Carter</a> (D)	1977–1981	Ga.	10/1/1924	—	Southern Baptist	52	—
40.	<a href="#">Ronald Reagan</a> (R)	1981–1989	Ill.	2/6/1911	6/5/2004	Disciples of Christ	69	93
41.	<a href="#">George H.W. Bush</a> (R)	1989–1993	Mass.	6/12/1924	—	Episcopalian	64	—
42.	<a href="#">William Clinton</a> (D)	1993–2001	Ark.	8/19/1946	—	Baptist	46	—
43.	<a href="#">George W. Bush</a> (R)	2001–2009	Conn.	7/6/46	—	Methodist	54	—
44.	<a href="#">Barack Obama</a> (D)	2009–	Hawaii	8/4/61	—	United Ch. of Christ	47	—

NOTE:

1. F—Federalist; DR—Democratic-Republican; D—Democratic; W—Whig; R—Republican; U—Union.
2. Religious affiliation at election. Several presidents changed religions during their lifetimes.
3. No party for first election. The party system in the U.S. made its appearance during Washington's first term.
4. Died in office.
5. Assassinated in office.
6. The Republican National Convention of 1864 adopted the name Union Party. It renominated Lincoln for president; for vice president it nominated Johnson, a War Democrat. Although frequently listed as a Republican vice president and president, Johnson undoubtedly considered himself strictly a member of the Union Party. When that party broke apart after 1868, he returned to the Democratic Party.
7. Johnson was not a professed church member; however, he admired the Baptist principles of church government.
8. Second nonconsecutive term. 9. Resigned Aug. 9, 1974

# Could You Be President?

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

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

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

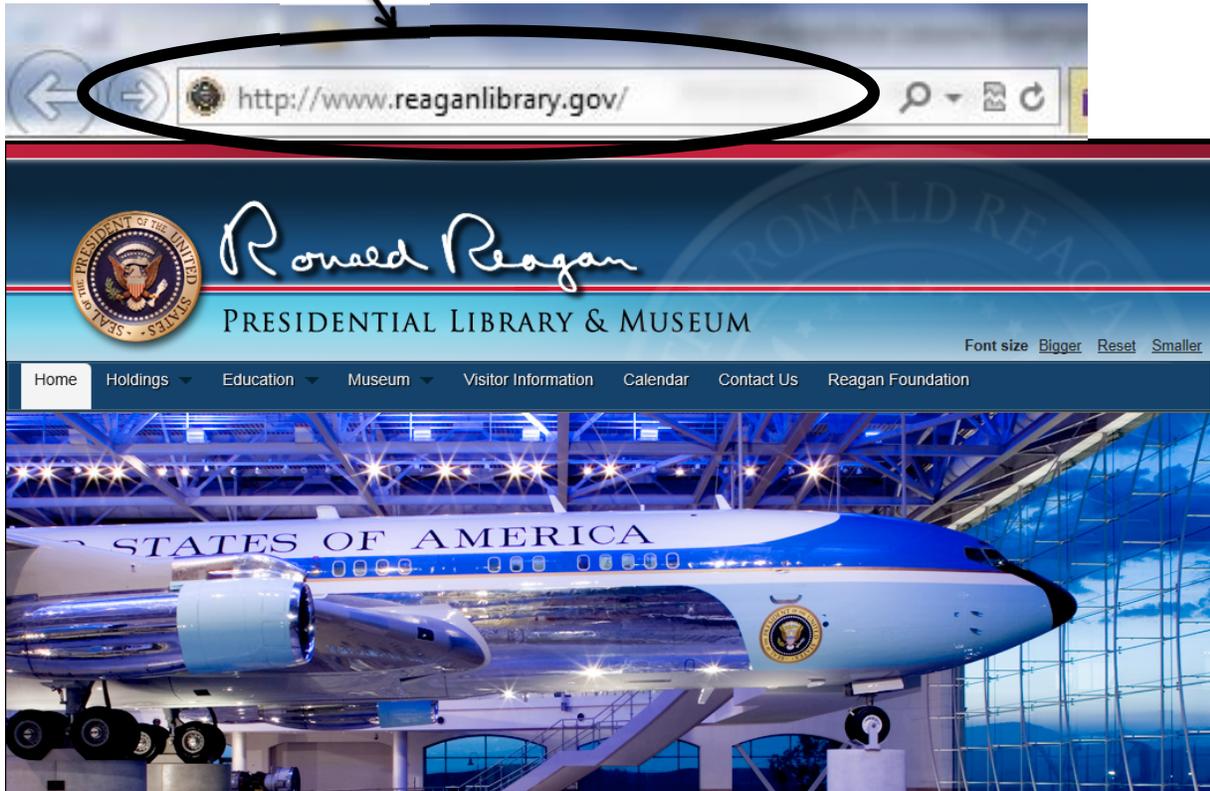
4. Would you want to be president? Why or why not? What do you think you could take to the presidency that is currently missing?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Internet Explorer or Firefox

## 1. Enter a URL: [www.reaganlibrary.gov/](http://www.reaganlibrary.gov/)

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



You can also hold down the CTRL key and point and click on the web links below.

1. Go to the United States White House website by entering [www.whitehouse.gov](http://www.whitehouse.gov) in the address box. Who or what is in the photo on this page?

Answer: \_\_\_\_\_

2. Go to the CNN website by entering [www.CNN.com](http://www.CNN.com) in the address box. What is the title of the big news story today?

Answer: \_\_\_\_\_

3. Type [www.historyplace.com/](http://www.historyplace.com/) in the address box. Name three main exhibits on this page.

Answer: \_\_\_\_\_

# The History of the Blues



Blues music has its roots in tribal African music. Though they were forbidden to practice traditional ways, African slaves held onto their rhythms and melodies through song. As in their homeland, African-American slaves sang rhythmic songs as they planted and harvested crops. They also created spirituals, a form of religious song, out of traditional melodies combined with Biblical themes. These songs expressed religious faith while also expressing the terrible hardships of slavery. After Emancipation, the distinct rhythms and melodies carried over into free African-American culture, finally evolving into blues music. Still played today, blues are the root of many other forms of modern music, including rock and roll and jazz. The blues genre is based on the blues form but possesses other characteristics such as specific lyrics, bass lines, and instruments. The premier instrument is the guitar. Blues can be subdivided into several subgenres ranging from country to urban blues that were more or less popular during different periods of the 20th century. Best known are the Delta, Piedmont, Jump, and Chicago blues styles. World War II marked the transition from acoustic to electric blues and the progressive opening of blues music to a wider audience, especially white listeners. In the 1960s and 1970s, a hybrid form called blues-rock evolved.

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


5. The blues can be subdivided into several subgenres, check all that apply.

- Country
- Urban Blues
- Rock Blues
- Jump
- Beatbox
- Delta
- Lavish
- Chicago Blues
- Piedmont



6. In the 1960s and 1970s, a hybrid of the blues developed called **Choose an item.**

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

# The history of... *Las Vegas*

## *Time Line*



**1844**

Choose an item.

**1858**

Choose an item.

**1911**

Choose an item.

**1931**

Choose an item.

**1950s**

Choose an item.

**1960s**

Choose an item.

**1970s**

Choose an item.



Answers:

1844-Explorer John C. Fremont sets up camp at present-day Las Vegas. 1858-Silver is discovered in Nevada. 1911-Las Vegas becomes an official city. 1931-Construction begins on the Hoover Dam. Gambling houses and saloons are built to entertain the workers, and gambling is soon legalized. 1950s-Land near Las Vegas is used by the government to test nuclear weapons. 1960s-Howard Hughes arrives in Las Vegas and takes over the top two floors of the Desert Inn. 1970s-Elvis performs his final engagement at the Hilton.

# POLITICAL CARTOON ANALYSIS WORKSHEET

Please answer the questions below using the cartoon.

- **Symbols**

Identify three symbols used in your cartoon and their meaning.

1.

2.

3.

- **Exaggeration**

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

- **Irony**

Is your cartoon ironic? How so?

- **Analogy**

Explain how you used analogy in your cartoon?

- **Captions/Labeling**

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

### **Visuals – Complete the worksheet below.**

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

## Terrorism or Not? (definitions and situations)

### What Is Terrorism?

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

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

Some questions to get you thinking:

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

Start essay here:

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

The United States Government Definition of Terrorism:

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

**Coerce/Coercion-** Making someone do something; blackmail

### Questions

- 1) According to this definition above, which of the events on the list above are terrorist acts?  
[Click here to enter text.](#)
- 2) Do you agree with the definition above? Why or why not?  
[Click here to enter text.](#)
- 3) What is the difference between terrorism and violence?  
[Click here to enter text.](#)

4) Who should decide whether something is a terrorist act?

[Click here to enter text.](#)

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

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

<p>group, and other Palestinian organization shoot Qassam rockets towards Israel. Israel prevents people in Gaza from importing almost anything. These rockets are made of fertilizer and most don't reach Israel. The rockets cannot be aimed. In 7 years, thousands of rockets were launched which killed 15 Israelis.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>10. 168 people are killed in Oklahoma City when Timothy McVeigh and Terry Nichols blow up the Oklahoma City federal building. McVeigh and Nichols are white and anti-government. They disapprove of how the government handled another group and the bombing takes place two years to the date of a government raid on the other group.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>11. During its war in Gaza, Israel bombs al-Fahoura school, a United Nations school where hundreds of Palestinians are taking shelter from the attacks. 40 people are killed. Israel claimed that a mortar was fired from the school and that's why it attacked the school. Israel argues that it didn't want to hurt any civilians.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>12. Cubans opposed to Fidel Castro explode several bombs in hotels on the island. The bombs are intended to stop tourism on the island. One Italian tourist is killed and 11 other people are injured.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>13. On March 23<sup>rd</sup>, 2003, 10 Iraqi civilians in Karbala are killed by United States air raids as part of the war.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>14. On the South Side of Chicago, a high school student is shot for his involvement in a rival gang.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>15. Hamas and other Palestinian organization shoot Qassam rockets towards Israel. These rockets are made out of fertilizer and most of them don't reach Israel. These rockets have no targets. In 2008 1750 of these rockets were launched. In 7 years, thousands of rockets were launched. In those 7 years, the rockets killed 15 Israelis.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>16. Christopher Columbus orders that all the Arawaks who don't bring him enough gold have their hands cut off.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>17. Girls in Afghanistan who are trying to attend school have acid thrown in their faces by men who don't think women should attend school.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	

Online reading/writing examples: The History Channel, Smithsonian, Scholastics magazines

<http://www.thehistorychannelclub.com/articles/articletype/articleview/articleid/304/american-sicko>

**American Sicko** By: **Kathy Monahan**

How America's most twisted mama's boy led Alfred Hitchcock to make Hollywood's most famous horror film.

<http://www.thehistorychannelclub.com/articles/articletype/articleview/articleid/80/art-in-wartime>

**Art in Wartime** By: **Meleah Maynard**

Since World War II, the U.S. Army has had a small group of officers whose job it is to protect art in war-torn countries during military operations.

<http://www.thehistorychannelclub.com/articles/articletype/articleview/articleid/288/buzzed>

**Buzzed** By: **Kathy Monahan**

From pre-colonial beer for breakfast to prohibition and now 'moderation,' Americans share a long and tortured history with alcohol.

<http://www.thehistorychannelclub.com/articles/articletype/articleview/articleid/54/civil-war-snipers>

**Civil War Snipers** By: **Geoffrey Wawro**

As rifle technology improved in the 19th century, a new form of combat came into its own, evolving during the American Civil War into sniping.

<http://www.smithsonianmag.com/history-archaeology/loyalties.html>

**Divided Loyalties** By: **David DeVoss**

Descended from American Colonists who fled north rather than join the revolution; Canada's Tories still raise their tankards to King George.

<http://www.thehistorychannelclub.com/articles/articletype/articleview/articleid/301/hopis-on-the-rock>

**Hopis on the Rock** By: **James P. Lenfestey**

In 1895, the most unusual group of prisoners in Alcatraz history—19 Indian village leaders—did penance for their fight to keep a culture alive.

<http://www.thehistorychannelclub.com/articles/articletype/articleview/articleid/289/how-jamestown-fleeced-london>

**How Jamestown Fleeced London** By: **David A. Price**

Four hundred years ago the Virginia Company deceived investors—and gave birth to a new country.

<http://www.thehistorychannelclub.com/articles/articletype/articleview/articleid/272/in-a-league-of-their-own>

**In a League of Their Own** By: **Margo Horn**

Despite high hurdles, U.S. women athletes were soaring and scoring long before Title IX.

<http://www.thehistorychannelclub.com/articles/articletype/articleview/articleid/130/liberty-or-liberte>

**Liberty or Liberté?** By: **Susan Dunn**

One established enduring political institutions, the other plunged into violence and terror. Why did the American and French revolutions turn out so differently?

<http://www.thehistorychannelclub.com/articles/articletype/articleview/articleid/128/lincolns-gentle-legend>

**Lincoln's Gentle Legend** By: **Roger Fischer**

Abraham Lincoln's celebrated mercy reached from the battlefields of the Civil War into American legend.

<http://www.thehistorychannelclub.com/articles/articletype/articleview/articleid/294/the-great-untaken-seminole>

**The Great Untaken Seminole** By: **Stephen G. Hyslop**

In an epic struggle to resist removal from Florida, a few thousand Seminole Indians defied a nation of more than 15 million Americans and called into question both their military might and their moral authority.

<http://www.thehistorychannelclub.com/articles/articletype/articleview/articleid/270/the-mother-lode>

**The Mother Lode** By: **Leslie Birdwell**

The subject of jokes, embarrassment, and fond memories, the one-seater (or two-seater) outhouse is an archaeologist's gold mine.

<http://www.thehistorychannelclub.com/articles/articletype/articleview/articleid/287/the-pueblo-hold-their-ground>

**The Pueblo Hold Their Ground** By: **Stephen G. Hyslop**

Ghosts of a violent colonial era when Pueblo Indians rebelled against Spanish rule haunt the Southwest to this day, but that struggle helped Indian communities endure here as nowhere else in America.

<http://www.thehistorychannelclub.com/articles/articletype/articleview/articleid/280/when-cowboys-were-kings>

**When Cowboys Were Kings** By: **Stephen G. Hyslop**

Cowboys were kings on the open range. And though they reigned for only a few decades, tales of that eventful era have shaped the American character.

<http://www.aft.org/newspubs/periodicals/ae/spring2001/mcdougall.cfm>

**Why Geography Matters** By: **Walter A. McDougall**

## **The Mohawks Who Built Manhattan** By: **Renee Valois**

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

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

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

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

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

# UNDERSTANDING MAPS AND GLOBES



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

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

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

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

# MAP SCALE: FINDING DISTANCES ON A MAP

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

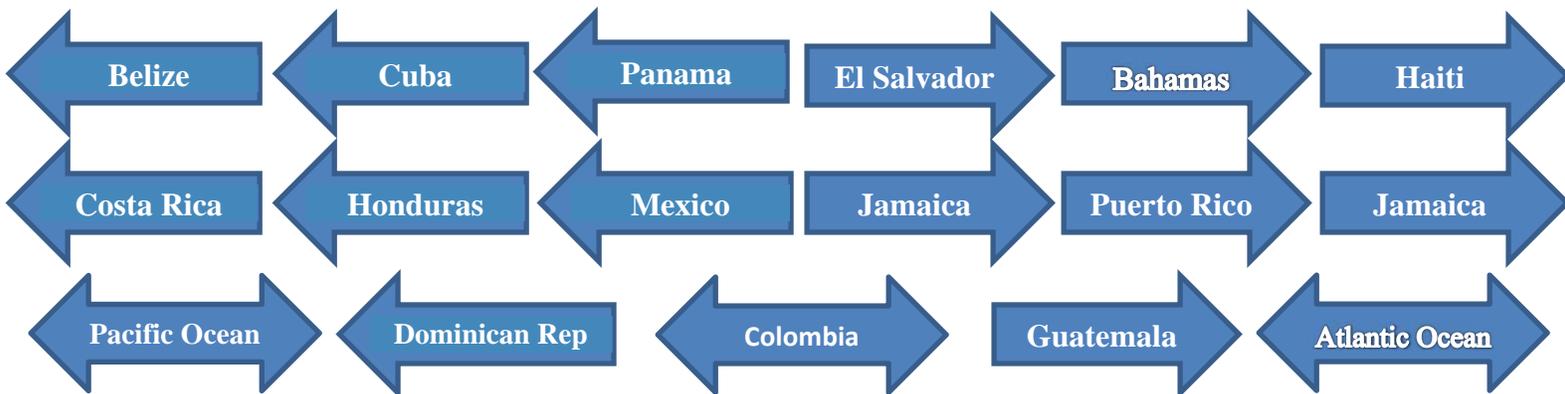
$$\frac{\text{ONE INCH}}{\text{SCALE}} = \frac{(\text{NUMBER OF INCHES})}{X}$$

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

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

## Central America Labeling

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



## Clues: Countries in Central America

**Bahamas** - is a country consisting of more than 700 islands, cays, and islets in the Atlantic Ocean; north of Cuba and Hispaniola (the Dominican Republic and Haiti)

**Belize** - a country in Central America at the southeast border of Mexico and northeast of Guatemala.

**Costa Rica** - a country just north of Panama.

**Cuba** - is an island country in the Caribbean.

**Dominican Republic** - is a nation on the island of Hispaniola, with the western third of the island is occupied by the nation of Haiti, and the Dominican Republic the second largest Caribbean nation occupying the east.

**El Salvador** - a country in Central America that is south of Guatemala and Honduras.

**Guatemala** - a country in Central America south of Mexico and west of Belize.

**Haiti** - is a Caribbean country. It occupies the western, smaller portion of the island of Hispaniola, which it shares with the Dominican Republic.

**Honduras** - a country northeast of Nicaragua.

**Jamaica** - The island, south of Cuba, and west of Hispaniola, the island containing the nation-states of Haiti and the Dominican Republic.

**Mexico** - a country southwest of the USA and north of Guatemala and Belize.

**Nicaragua** - a country just north of Costa Rica.

**Panama** - a country at the southernmost tip of Central America.

**Puerto Rico** – is located in the northeastern Caribbean, east of the Dominican Republic.

## Other Features

**Atlantic Ocean** - the ocean east of Central America.

**Colombia** - a country in northwestern South America; it is southeast of Panama.

**Pacific Ocean** - the ocean west of Central America.

Answers:



## Your Mission

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

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

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

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

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

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

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

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

(3) Circle the first letter of each name.

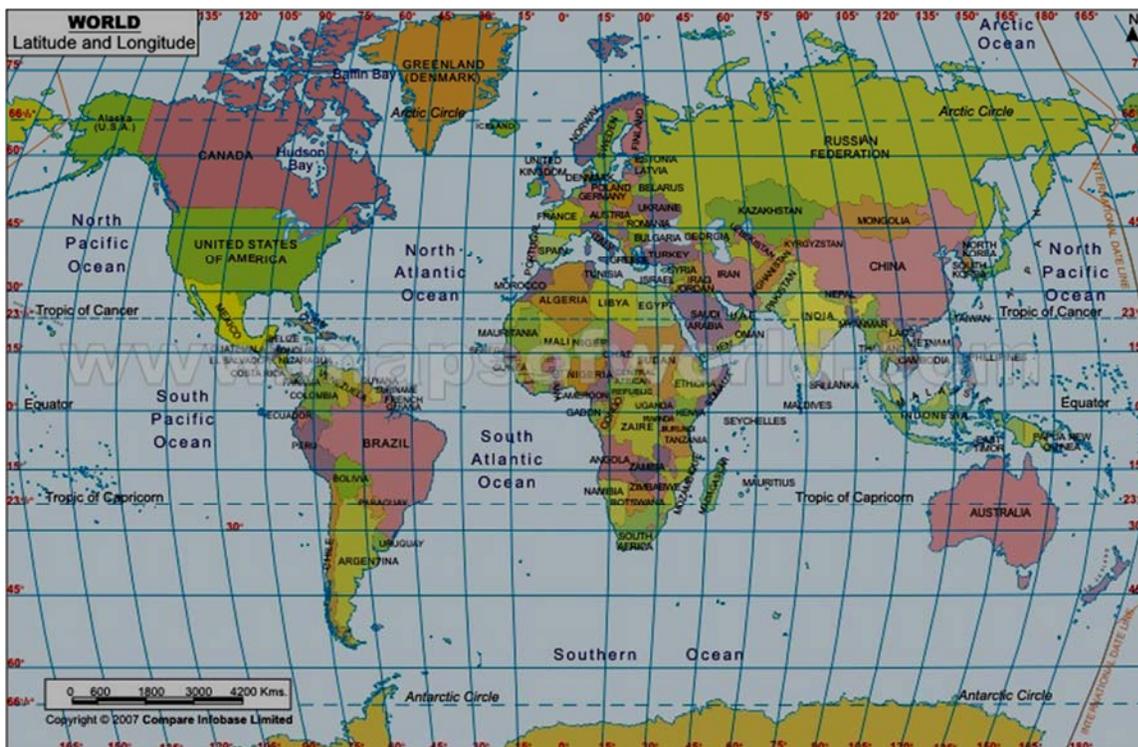
(4) Read the letters from top to bottom, and they should spell the name of a city. Write the city's name on the sheet. Now you know where to nab those cartographic crooks.

The thieves who broke into the Royal Geographical Society left behind this code. (As a bonus clue, we've added the number of letters in each city's name.)		
First letters from each place-name read. Spell out the town and come with speed.		
LATITUDE	LONGITUDE	LETTERS
40° 58' N	5° 39' W	9 =
21° 18' N	157° 51' W	8 =
36° 52' S	174° 46' E	8 =
1° 17' S	36° 49' E	7 =
6° 48' N	58° 10' W	10 =
21° 2' N	105° 51' E	5 =
16° 51' N	99° 55' W	8 =
41° 1' N	28° 58' E	8 =
40° 58' N	5° 39' W	9 =
21° 18' N	157° 51' W	8 =
<b>KEY:</b> ° represents degrees of latitude or longitude. KEY: ' represents minutes (out of 60) within a degree		

## Map reading

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

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



# Map of Europe

Label according to directions Drag, Drop, and more...

Please answer every question with the help of your map, unless otherwise indicated.

[http://www.yourchildlearns.com/europe\\_map.htm](http://www.yourchildlearns.com/europe_map.htm) Interactive Map of Europe

**Interactive Map of Europe showing countries, rivers, lakes, bays and seas. European cities can be shown or hidden on the Europe Map.**

Hyperlink below: press CTRL point on address and click

[http://www.yourchildlearns.com/europe\\_map.htm](http://www.yourchildlearns.com/europe_map.htm)

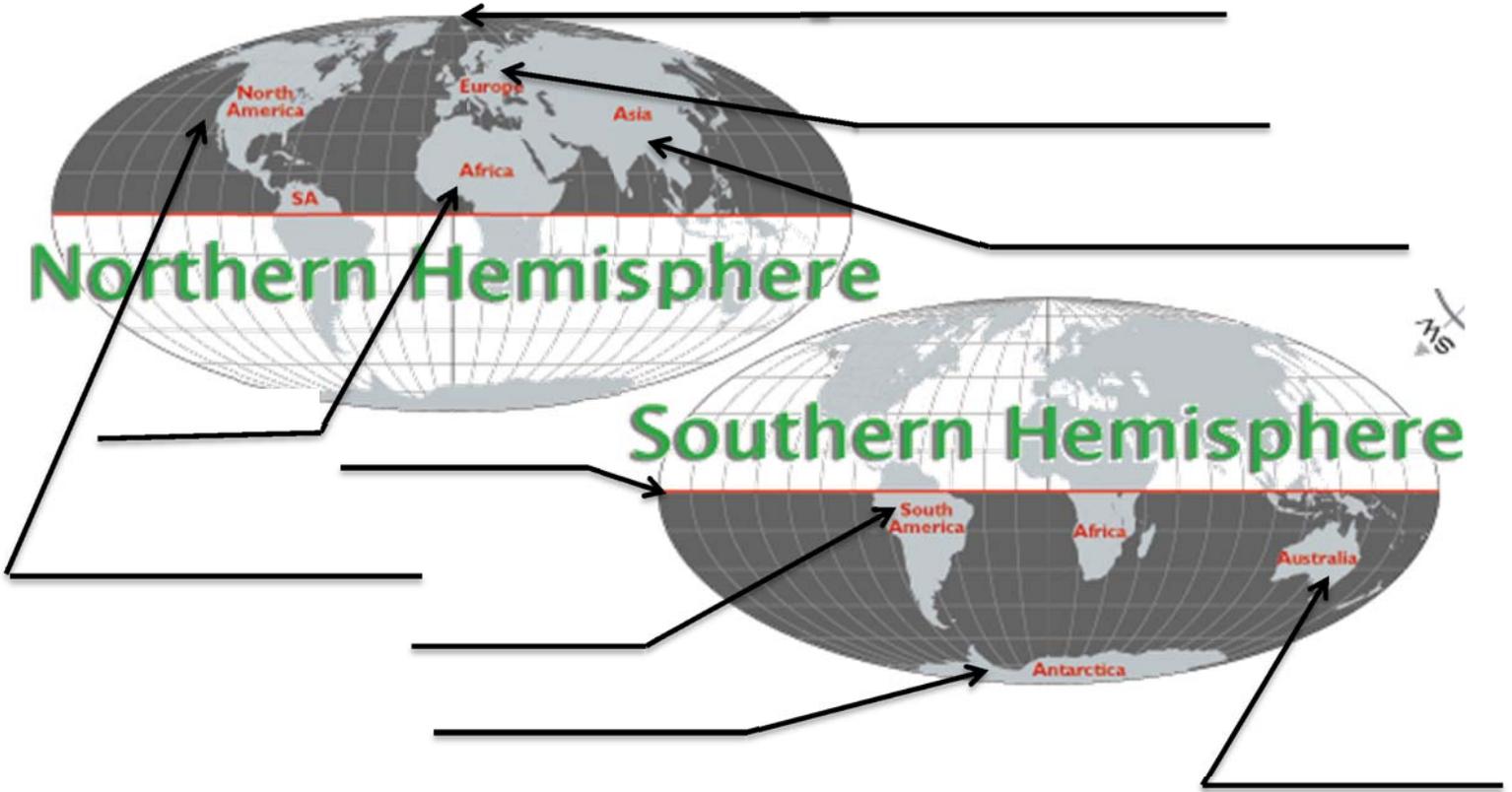
1. Label four of the countries furthest north in Europe.
2. Label the countries that surround Italy.
3. Label the country that almost connects Europe and Africa by land.
4. Label the country that owned most of North America including the US.
5. Label the countries that border Greece.
6. In this space \_\_\_\_\_, type in the country that is both in the continent of Europe and Asia?

<a href="#">Russia</a>	<a href="#">Germany</a>	<a href="#">Turkey</a>	<a href="#">United Kingdom</a>
<a href="#">France</a>	<a href="#">Italy</a>	<a href="#">Spain</a>	<a href="#">Ukraine</a>
<a href="#">Poland</a>	<a href="#">Portugal</a>	<a href="#">Sweden</a>	<a href="#">Norway</a>
<a href="#">Denmark</a>	<a href="#">Belgium</a>	<a href="#">Netherlands</a>	<a href="#">Albania</a>
<a href="#">Serbia</a>	<a href="#">Croatia</a>	<a href="#">Bulgaria</a>	<a href="#">Romania</a>
<a href="#">Luxemburg</a>	<a href="#">Greece</a>	<a href="#">Finland</a>	<a href="#">Czech Republic</a>
<a href="#">Ireland</a>	<a href="#">Austria</a>	<a href="#">Serbia</a>	<a href="#">Kosovo</a>
<a href="#">Montenegro</a>	<a href="#">Macedonia</a>	<a href="#">Bosnia &amp; Herzegovina</a>	<a href="#">Slovenia</a>
<a href="#">Hungary</a>	<a href="#">Moldova</a>	<a href="#">Latvia</a>	<a href="#">Lithuania</a>



# Label the World Map

Answer the questions below and label the world map.



1. Label Africa, Antarctica, Asia, Australia, Europe, North America, South America, the equator, the North Pole, and the South Pole.

2. Do you live in the Northern Hemisphere or the Southern Hemisphere? \_\_\_\_\_

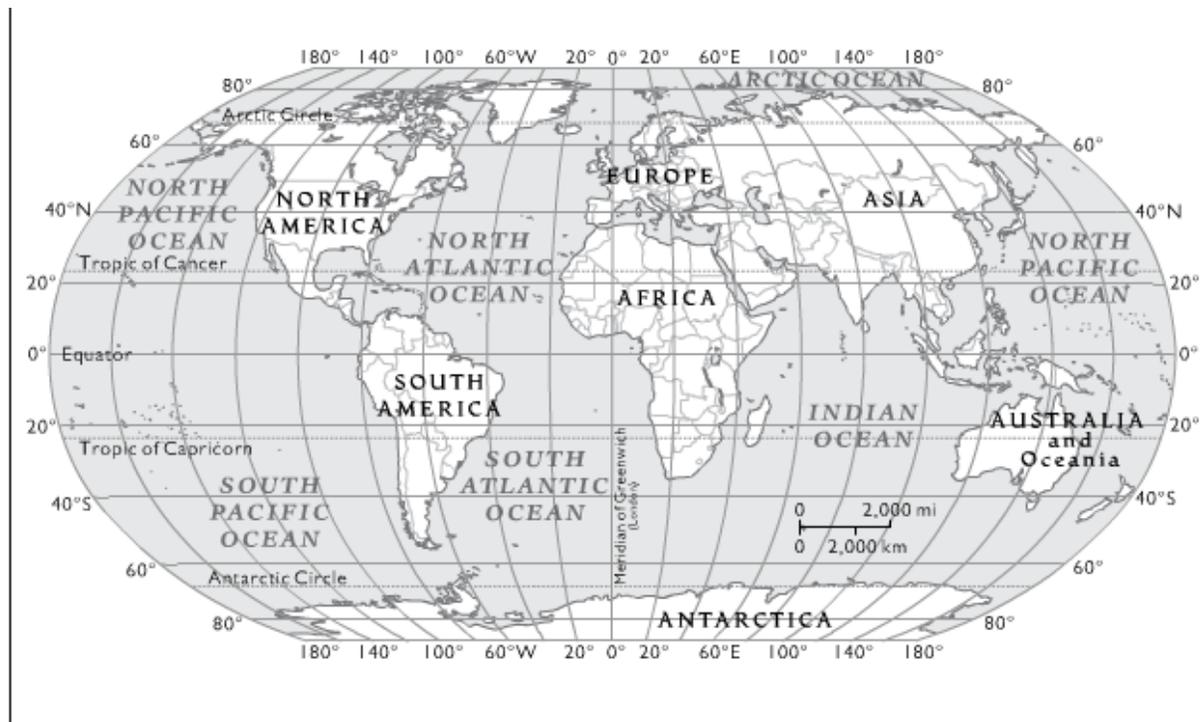
3. What is the name of the continent that includes The United States? \_\_\_\_\_

4. How many continents are there? \_\_\_\_\_

5. What continents are only in the Southern Hemisphere only? \_\_\_\_\_

6. What continents are only in the Northern Hemisphere only? \_\_\_\_\_

Answers/Reference:



## THE WORLD

Copyright © 2011, National Geographic Society, Washington, D.C.

Answers:

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

**WRITING SAMPLE Social Studies**

Using the magazines provided, select a social studies related picture. Once the picture is selected, cut the picture and glue or staple in space below.

**WRITE ABOUT THE PICTURE:** Write a short paragraph: (4-5 Sentences).

---

---

---

---

---

---

---

---