

Teacher's Guide for COBBLESTONE

January 2011: 23 Little Known Events That Changed America*

*That You Should Know

By Linda M. Andersen, School Counselor at Eastover-Central Elementary School in Fayetteville, North Carolina

Goal: to become acquainted with little-known historical events that made significant impact on U.S. history.

*Always have a parent or adult you trust help you research websites.

"A War and Its Legacy" by Eric B. Schultz (Pages 2-4)

Pre-reading: Look at the pictures, captions, and the title. Who is attacking? Who is defending? What probably caused the war? What does the title mean?

Vocabulary: hostilities, forbade, rivalry, invasion, massacre, resistance, legacy, perished, inferno, exterminate, dominant, colliding, overwhelmed, sachem, essentially, ultimately, controversial, profound, established, identify, prohibited, perspectives, distinguished, legislature, erected, tribute, triumphant, desecrated, intense, relocate, and rededicated.

Comprehension Check:

1. What made this attack on the Pequots different than other ones?
2. Do you believe Mason was a hero? Why or why not?
3. What does the author mean by this statement: "Some colonists believed Mason started the fire only to cover his retreat from a superior force."
4. Read the Fast Fact on Page 3. Why would this term of the agreement be especially difficult?
5. Why do you think this war is not well known?
6. What makes this war historically significant?
7. Name two possible causes of this war.
8. What fear did the English have of the Pequots?
9. The author states: "They had lived side by side with the Pequots—the dominant native group in the area—for many years." What does this lead you to believe about the relationship between the Pequots and the English settlers?
10. Tell how the death of John Oldham led to war.
11. What does the author mean when he says the war was controversial?
12. About how many years was American policy toward native peoples affected by this war?
13. What policy was established concerning land of Native Americans?
14. Describe the "total war" model.
15. How did Mason's victory affect his career? What lesson did this suggest?
16. What does it mean to desecrate a site? Do you think the site was desecrated as long as Mason's statue remained there? Why or why not?
17. Tell about the decision making process to relocate the statue.

Math:

1. What was the ratio of Pequots captured? What ratio escaped?
2. A statue was erected to Mason in 1889. How many years later was the statue relocated?

Art:

- Pretend that you are a descendent of the Pequots. Design a logo to wear on a tee-shirt that shows your pride.
- Create a poster that states the American policy of removal.
- Illustrate "total war."

Drama:

- Create a debate team with one side in favor of the Pequot War and one opposed. Debate the war. Debate the treaty.
- Create a debate team with one side in favor of erecting a statue for Captain John Mason and one opposed. Debate its relocation.

Writing Activities:

1. Pretend to be a supporter of Captain John Mason. Write him a letter praising his victory in the Pequot War.
2. Pretend to be one of the Native Americans who survived the Pequot War. Write your feelings about the Treaty of Hartford.

Research:

- Captain John Mason
- The Treaty of Hartford
- Pequots

"Deadly Diseases" by Eric B. Schultz (Page 4)

Vocabulary: abandoned, establish, inhabitants, plague, contagious, and immunity.

Comprehension:

1. Who brought diseases to America?
2. Why do you think the Pilgrims settled where they did?
3. If the Pilgrims had known that the Native Americans who lived there before them died of a plague, do you think they would have settled there anyway? Why or why not?
4. Why was it bad that some of the survivors of the plague fled to places up and down the coast and inland as well?
5. How many Native Americans were wiped out by diseases, according to historians?

Writing Activities:

1. Answer the author's question: "How might American history be different today if the Native American populations had remained at full strength and had been able to defend themselves and their way of life?" Name two or more ways.
2. Name three things Squanto might have told the Pilgrims.
3. Name three fears Native Americans might have had as European settlers increased.
4. What would you have done if you had seen all your family and friends dying of the plague and you didn't know what to do? Why?

Art:

- Illustrate what America was like before and after European settlers.
- Illustrate how America might look today if Native Americans had not been removed from their lands.

"An Eye-Opening Rebellion" by Craig E. Blohm (Pages 5-7)

Pre-reading: Look at the pictures, captions, and the title. What might be different today if Shays's Rebellion had not occurred?

Vocabulary: ravaged, ratified, revolt, drastically, curtailed, bickered, navigation, resolution, convene, confiscated, petitions, beleaguered, regiments, harassment, militias, arsenal, contingent, detachment, undaunted, alerted, plight, and forfeit.

Comprehension Check:

1. What was the economy like following the Revolutionary War?
2. What happened to people who could not pay their debts?
3. Describe trade after the Revolutionary War.
4. What arguments were states having among themselves?
5. What did James Madison propose that the states do? Did the states do what he proposed?
6. What did Alexander Hamilton propose?
7. Describe the weapons that Shays's rebels carried.
8. What did the band of rebels do? Why? What was their purpose?
9. What happened when the state government tried to raise an army to end the rebellion?
10. What did the rebels try to capture? What happened?
11. What impact did Shays's Rebellion have on the country's leaders?
12. Tell of a revolt after the U.S. Constitution was ratified and George Washington was President.

Writing Activities:

1. Pretend you are a farmer who was imprisoned for debts. Write a letter to Shays asking him to find a way to keep other debtors out of prison.
2. Write two or more reasons why "a strong nation was badly needed."

Art:

- Illustrate Shays's Rebellion at the courthouse.
- Illustrate your perception of debtors' prison.
- Create a poster of a bull's eye target with arrows aimed toward the target. On each arrow, write a weakness of the country. Label the bull's eye "Weak Central Government."

Drama:

- Act out the rebellion at the courthouse, followed by an attempt by the state government to raise an army. Have all of the men refuse to join. Have some join the rebels.
- Act out the attempt to take the federal arsenal and the outcome.

Research:

- Shays's Rebellion
- Debtors' prisons

"Knox's Winter Hike" by Meg Chorlian (Page7)

Vocabulary: rebellion, concentration, militiamen, siege, undeterred, strategically, evacuated, and occupation.

Comprehension:

1. Why were colonists so glad to see Colonel Henry Knox and cannon and mortars?
2. Where did the cannon and mortars come from? Why was that such a big feat?
3. How did the colonist use the cannon? What was their target?
4. What was the outcome of using the cannon?
5. Why was Henry Knox's journey called "Knox's Winter Hike?"

Writing Activity:

1. Imagine seeing a cannon being dragged across ice by a sled. Write a letter to friend about what you saw.

Art:

- Illustrate Knox's Winter Hike.
- Illustrate the British fleet's surprise when a cannon fired upon them in the harbor.
- Draw a comic that shows a child telling his family that he saw a cannon being dragged across ice by a sled. Write their reaction and exaggerate their disbelief. For example, say, "And I saw a pig fly this morning when I went to the barn."

"Black Gold" by Peg Lopata (Pages 8-11)

Pre-reading: Look at the pictures, captions, and the title. What are some of the positive results of oil? What are some of the negative ones?

Vocabulary: inventiveness, persistence, launched, extract, transform, investigate, collapse, improvised, inflicted, enormous, shaft, rickety derricks, gushing, kerosene, dramatically, refine, premier, spawned, petroleum, crude oil, and dependence.

Comprehension Check:

1. What was Edwin L. Drake hired to investigate?
2. Tell about the timing of the letter firing Edwin Drake.
3. What was Edwin L. Drake's discovery?
4. Drake's discover "set off a boom." What has the boom been compared to?
5. The author says, "All this activity inflicted an enormous toll on the environment." Explain. Give examples.
6. Tell how businessmen began to invest and expand the oil industry. (Page 9)
7. What was most of the oil refined to become?
8. What had been used for lighting prior to kerosene?
9. In what ways did the Industrial Revolution affect the need for more energy?
10. What is the most important item traded between countries today?
11. Name some products made from petroleum.
12. Why is there concern over the oil industry's growth?
13. Name one concern about offshore drilling.

Writing Activities:

1. Pretend to be Edwin L. Drake. Write three statements he would make about oil production today.
2. Pretend to be Edwin L. Drake. Write comments he would have made as he scrambled to find containers to hold the oil coming from the well.
3. Write three questions you would have liked to ask Edwin L. Drake if you were the reporter covering this story.
4. Write what response you think Edwin L. Drake made to the oil company once he received the letter telling of his firing.

Art:

- Illustrate the day Edwin L. Drake struck oil. Show the confusion and the excitement of the day.
- Create a poster about the uses of oil.
- Create a poster for or against increased offshore drilling.

Math:

- How is oil measured? Why?
- In 1860, 74 wells were producing 1,165 barrels a day. How much oil is that per well?

Research:

- Edwin L. Drake

“Monopoly Man” by Meg Chorlian (Page 11)

Pre-reading: Look at the picture, caption, and title. Why do you think the cartoonist represented Standard Oil as an octopus?

Vocabulary: monopoly, aspiring, potential, methodically, ruthless, domination, investigative, determined, reformers, portrayed, tentacles, and expose.

Comprehension:

1. What is a monopoly?
2. Why was Rockefeller “the target of reformers?”
3. Why do you think President Theodore Roosevelt was determined to expose and break Rockefeller’s powerful monopoly?
4. Who helped to uncover and expose Rockefeller’s oil business monopoly?
5. Rockefeller changed the oil industry. What else did he change? What does that mean to you?

Writing Activities:

1. Write three examples of how a monopoly controls.
2. Pretend to be a small independent driller. Write John D. Rockefeller a letter. Tell him how he is hurting you and other small independent drillers.
3. Pretend to be John D. Rockefeller. Write a response to an independent driller who claims that you are hurting his small drilling operation and other that of other independents.

Research:

- John D. Rockefeller
- Standard Oil
- Ida M. Tarbell

“The Day of Two Noons” by Marcia Amidon Lusted (Pages 12-13)

Pre-reading: Look at the pictures, captions, and the title. What are the two key topics you predict this article is about?

Vocabulary: adjusting, standardized, transcontinental, headquartered, respective, independent, collided, uniform, departures, commissioned, resented, boundary, accustomed, international, radiate, meridian, and routinely.

Comprehension:

1. What was the fastest way to move about the country in the mid-1800s? What is the fastest way today?
2. What is the difference between local time and standard time?
3. What helped change how people kept time?
4. Why did some train stations have five or six different clocks?
5. Why was the use of independent local times for train schedules not a good idea?
6. About how many time zones existed in the United States in the 1850s? How does that compare to today?
7. Who decided to bring about a change in time zones?
8. Who was hired to create a simpler plan for time schedules?
9. What do you think would have happened if the railways hadn’t taken responsibility for finding a solution for traveling across different time zones?

10. What was unique about time on November 18, 1883 in most areas of the United States?
11. How many time zones exist in the contiguous United States today?
12. Why do you think some areas of the United States resented standard time or refused to adopt it?
13. When were international time zones created?
14. How many time zones are there across the earth today?

Writing Activities:

1. Have you ever traveled across time zones? Tell about it. If you haven't traveled across time zones, tell what you think it would be like.
2. Pretend you are a survivor of the train collision in Rhode Island on August 1853. Write a letter to the railway and plead with them to make changes so no more collisions occur.
3. Create a message for a plaque for William Frederick Allen and his time zone plan.
4. Create a cheer for William Frederick Allen and his time zone plan.
5. Create a thank you note for William Frederick Allen and his time zone plan.

Math:

- How long was it after standard time went into effect that Detroit, Michigan complied?
- If it is 1:00 p.m. in Eastern Standard Time, what time is it in Pacific Standard Time? Try a few more examples.
- How long was it after the train collision in Rhode Island before someone was hired to find a solution to traveling across time zones?

Research:

- William Frederick Allen
- The International Meridian Conference of 1884.
- Standard Time

"The Sky's the Limit" by Marcia Amidon Lusted (Pages 14-15)

Pre-reading: Look at the pictures, captions, and the title. What is this article about? What is the location?

Vocabulary: effectively, immigrants, gravitated, availability, impractical, era, evolution, vital, decarbonizes, impurities, coupled, embraced, previously, supported, novel, erected, halted, investigated, demolished, skyline, and graded.

Comprehension:

1. What was the height of the first skyscraper?
2. What is the height of the tallest skyscraper today? Where is it located?
3. What is the height of the tallest skyscraper in the United States today?
4. Why were builders so interested in building up instead of out?
5. Why did older structures that were several stories high have small windows?
6. What makes the Home Insurance Building significant?
7. What were advantages of a steel structure over a masonry one?
8. Explain the difference between using walls and steel structure.
9. Why was construction of the Home Insurance Building halted during its construction?
10. How did the Home Insurance Building find a way to add space?
11. If you took a trip to visit the Home Insurance Building, what would you find?

Writing Activities:

1. Pretend to have been one of the first to go to the top of the Home Insurance Building. Write a letter or a post card to a family member telling what it was like.

2. Pretend to be able to travel in time as William LeBaron Jenney. What would he say about the building that stands in the former site of the Home Insurance Building?

Art:

- Illustrate the Chicago skyline. Use color to show mood. Talk about the reasons for your color choices.
- Illustrate the title: The Sky's the Limit.

Research:

- Henry Bessemer
- George Fuller
- Elisha Graves Otis
- William LeBaron Jenney
- Home Insurance Building
- The Willis Tower (formerly Sears Tower)

"Another Claim to the Title" by Marcia Amidon Lusted (Page 15)

Vocabulary: dispute, equitable, assurance, deserves, primitive, installation, experts, and criteria.

Comprehension:

1. What two groups dispute the Chicago skyscraper as being the first?
2. Which building do you think is the first skyscraper and why?
3. Name some ways that the two buildings are alike.
4. Name one or more ways that the two buildings are different.

Math:

- Have a group of people read the entire article entitled: "The Sky's the Limit" by Marcia Amidon Lusted. Ask the readers to cast a vote for the building that was the first skyscraper. Have the readers tell why they thought so. Graph your results.

Research:

- Equitable Life Assurance Building

"Protecting the People" by Eric Arnesen (Pages 16-19)

Pre-reading: Look at the pictures, captions, and the title. From what things did people need protection?

Vocabulary: consumption, unsanitary conditions, casing, scandal, unregulated, outrageous, indigestion, consumers, tainted, rheumatism, tuberculosis, opium, muckraking, investigative, horrifying, degradation, appeal, exploited, contaminated, dispatched, investigators, exploitation, arouse, corporate misconduct, filthy, decomposed, putrid, deception, inadequate, critics, lobbyists, tremendously, significant, precedent, ensure, promoting, forbids, vast, and prevailed.

Comprehension:

1. What are the two major areas of protection that consumers have today that were not present in products from the 19th century?
2. Explain how consumers in the 19th century were at great risk.
3. Would you consider a muckraking journalist a hero or a nuisance? Explain.
4. Where did consumers learn of the risks and abuses in some industries?
5. What did Upton Sinclair call workers in the meatpacking plants?
6. What did Upton Sinclair call the meatpacking plants?

7. Why do you think Upton Sinclair called his book *The Jungle*?
8. Tell how Upton Sinclair's observations were spread.
9. What did President Theodore Roosevelt do after reading the advance copy of *The Jungle* by Upton Sinclair?
10. What issue did Sinclair consider most important? Where did this information appear in the report that was made by President Theodore Roosevelt?
11. Upton Sinclair said that he "aimed at the public's heart" but he "hit it in the stomach." What did he mean?
12. How did President Theodore Roosevelt use this information to bring about change?
13. What problems still existed, even after government regulations began?

Writing Activities:

1. Pretend to be a journalist and your editor has asked you to do investigative writing. What would be your response? Give a reason.
2. Pretend to be an American in the 19th century. You read an article in *Ladies' Home Journal* that spoke of the false claims of patent medicine companies. Write a letter to the editor of the magazine. Would you be angry or thankful? Consider taking the opposite view next.
3. Pretend to be an editor of a newspaper who has been accused of running false and dangerous advertisements for medicine companies. Write a response.
4. Pretend to be a worker in a meatpacking plant. Write three things you might tell an investigative journalist.

Art:

- Use the illustration on page 18 to inspire a similar one that promotes passage of the Pure Food and Drug Act and the Meat Inspection Act.
- Use the illustration on page 17 to inspire a similar one of muckrakers such as Upton Sinclair.

Research:

- Pure Food and Drug Act
- Upton Sinclair
- The Meat Inspection Act
- *The Jungle* by Upton Sinclair
- Food and Drug Administration (FDA)

"Next in Line" by Meg Chorlian (Page 19)

Vocabulary: corruption, insignificant, circumstances, unexpectedly, and energetic.

Comprehension:

1. Who was Thomas Collier Platt?
2. Why did Thomas Collier Platt not care for Theodore Roosevelt when he was governor?
3. What was one reason Theodore Roosevelt was named as vice-president to William McKinley?
4. Why do you think the author describes Theodore Roosevelt as having "one of the most energetic presidencies in U.S. history? Give one example.

Writing Activities:

1. Pretend to be President Theodore Roosevelt. What would be your response to the comment under your photograph?
2. Pretend to be Thomas Collier Platt. Write your reaction to Theodore Roosevelt becoming president.

Art:

- Create a poster of support for President Theodore Roosevelt.

"Welcome Back, Soldiers" by Eric Arnesen (Pages 20-23)

Pre-reading: Look at the pictures, captions, and the title. What key words are present? What mood do the photographs and posters capture?

Vocabulary: sacrifices, interrupting, civilian, disabled, essential, transition, consult, guaranteed, former, readjustment, valuable, technical, consequences, dramatic, substantial assistance, immediate, pursue, sustained, circumstances, influenced, policymakers, devastating, decreased, depression, opponents, justified, lobbied, vigorously, ambitious, expansive, immediate, elite, ultimately, unprecedented, suburbs, unemployment, benefited, encountered resistance, barred, concluded, veterans, opportunity, generation, enabled, effectively, contributed, exaggeration, and affluence.

Comprehension:

1. What three major areas of benefits did the "GI Bill of Rights" provide?
2. What object is the "GI Bill of Rights" compared to—for assisting veterans in reaching the middle class?
3. When the author speaks of a plan for veterans he says, "The U.S. government hoped to avoid a repeat of those difficult circumstances." (Page 20) What circumstances was the author referring to?
4. Why was the nation concerned about a possible depression after World War II?
5. Nongovernment organizations got involved and developed a plan for veterans. What happened next?
6. How did the "GI Bill" affect colleges?"
7. Why didn't all veterans benefit equally from the "GI Bill?"
8. Why is this era called "the Age of Affluence?"

Writing Activities:

1. Pretend you are on the ship pictured on Page 20. Write ten responses for: What do you plan to do when you get home?
2. Pretend you are on the ship pictured on Page 20. Write ten responses for: What do you predict you'll be doing in five years?
3. Pretend you will soon be returning from the Korean War and you have just learned that GI Bill benefits are available to you. Write home about the news.
4. Look at the photograph on Page 21. Write what each person might be thinking.

Art:

- Create a poster that serves as a Thank You to Veterans from the Veterans Administration and the American people.
- Create a poster that serves as a Thank You to the Veterans Administration and the American people from the returning veterans.

Research:

- "GI Bill of Rights"
- Veterans Administration

"Did You Know?" illustrated by Chris Ware (Pages 24-25)

Pre-reading: Which picture clues let you know the quotes are about history?

Vocabulary: literally, investigation, historians, glorify, challenge, and recover.

Comprehension:

1. Read and discuss each quote and its meaning.
2. Reword each quote in your own words.
3. Which quote is an analogy? (A comparison point by point to something similar)
4. Which quote is your favorite? Why?
5. Which illustration is your favorite? Why?

Research:

- One of the historians mentioned and search for more quotes.
- The philosopher mentioned or other African proverbs.

"A Calculated Risk" by Marcia Amidon Lusted (Pages 26-27)

Pre-reading: Look at the pictures, captions, and the title. Why do you think the author chose to call this a calculated risk?

Vocabulary: paralyzed, mechanized, function, vaccination, eliminated, Gallup Poll, epidemic, infantile paralysis, inflammation, vanquished, initial, infecting, effective, convinced, referred, calculated, personnel, supervising, monitored, broadcast, comprehensive, existed, crippling, and eliminate.

Comprehension:

1. What season brought larger numbers of polio cases?
2. What was the age range of children most likely to be affected by polio?
3. How is the arrival of polio described in the first half of the 1900s?
4. Describe how polio affected children physically.
5. What brought Americans hope for preventing polio?
6. What type version of the virus was used in the vaccine?
7. What does the author mean when she called Dr. Salk's family "human guinea pigs?"
8. Tell about the field trials of 1954.
9. Where was the doctor's announcement made that the vaccine was safe and effective? Why do you think those places were targeted?
10. Why wouldn't Dr. Jonas Salk patent his vaccine?
11. How much time was spent researching and field testing a vaccine for polio?
12. The United States and most other developed countries are free of polio. How is polio prevention being spread world-wide?

Writing and Art Activities:

1. Write a thank-you note to Dr. Jonas Salk. Display the card. If this is a class project, create a bulletin board.
2. Write three things you admire about Dr. Jonas Salk. Illustrate them. If this is a class project, create a bulletin board.
3. Why do you think a child would be smiling when she is about to get a shot?

Math:

- Conduct a survey. Ask people to answer two questions: Who is the governor of our state. Who is Jonas Salk? Score the sheets. Make a graph to show your results. If this is a class project, create a bulletin board which shows compiled results.

Research:

- Iron lung
- Dr. Jonas Salk
- Polio

"Dates With Weight" by Andrew Matthews (Page 28)

Vocabulary: description, significance, alliance, entry, allied invasion, and homestead.

Research:

- Federal-Aid Highway Act
- Oklahoma Land Rush
- Zimmerman Telegraph

Writing Activities:

1. Select one of the "dates with weight." Pretend you were there. Write a letter to someone or list the three best things about the day.
2. Select one of the "dates with weight." Tell how you think the day changed U.S. history.

Art:

- Illustrate one of the "dates with weight."
- Select one of the "dates with weight." Illustrate what you think life would be like today if the event had not occurred.

"A Warning to the World" by Virginia Evarts Wadsworth (Pages 29-31)

Pre-reading: Look at the pictures, captions, and the title. What warning is being given? What clues led you to that conclusion?

Vocabulary: environment, pesticides, zoology, inhabited, constantly, biological, laboratory, publication, exploring, researching, focused, aspects, applied, alerted, broadcasts, fisheries, manuscript, surroundings, relation, overshadowed, currents, formations, synthetic, allegations, challenged, interviewed, fictitious, impact, destruction, threatens, consequences, exposed, critics, accused, sentimental, advertised, prompted, investigate, testified, confirmed, posthumously, banned, and inspired.

Comprehension:

1. Who was Rachel Carson?
2. Why do you think people paid attention to what Rachel Carson wrote?
3. What does "overshadowed" mean? Give an example of your own. What overshadowed *Under the Sea-Wind*?
4. The author states that Carson's books make the American public look at nature in a new way. What does she mean?
5. Tell about the popularity of Carson's second and third book.
6. Carson's final book, *Silent Spring*, caused an uproar. What was done about the readers' demands?
7. What were some of the critics' comments about *Silent Spring*?
8. Name some of the honors Carson received for her work.
9. What influence did Carson have on America's look at planet Earth?

Writing Activities:

1. Make a list of topics you feel passionately about. Tell why.
2. If you could ask Rachel Carson one question about pollution, what would it be? Who else could you ask?
3. Pretend you are Rachel Carson. What would you say to critics who accused you of being "a sentimental bird watcher who would rather see people starve because insects destroyed their crops than kill a few birds?"
4. If Rachel Carson were still living, what concerns would she have about today's world? Make a list.

Art:

- Illustrate the future world with Rachel Carson's influence.

- Illustrate the future world without Rachel Carson's influence.
- Create a poster that addresses the comments made by Carson's friend about DDT. (Page 30)

Research:

- Check to see which of Rachel Carson's books are in your city's public library.
- Rachel Carson

"Taking a Stand" by Gloria Harris, illustrated by Jeremy Ruiz (Pages 32-34)

Pre-reading: Look at the pictures, captions, and the title. What stand was being taken?

Vocabulary: discrimination, segregation, equality, extraordinary, injustice, politely, significant, protests, outpouring, overwhelming, established, immediately, representative, conduct, conversations, assistance, trespassing, disobeying, disturbing, lyrics, matinees, provided, donation, secured, desegregating, segregationist, independent, economic, consequence, accomplished, and generations.

Comprehension:

1. Without looking for the information, can you name any of the four African American college students who started the Greensboro Sit-In at Woolworth's?
2. Even though their names may not be remembered, they made a stand for desegregation. What does the author say their actions did for future student activism? (Page 32)
3. In 1960, what was the rule for black people in Woolworth's and other stores with lunch counters?
4. The author says the four black college students "decided to take direct action against the injustice." What did they do?
5. The article says that this was not the first sit-in but it led to three significant results. What were they?
6. How large did the sit-in movement grow in numbers?
7. Why do you think the sit-in students received an outpouring of support from the American people? Who supported them?
8. Read the Five Rules of Conduct. The author calls them "simple." If you were being discriminated against, which one would be the hardest to obey? Why?
9. How did the NAACP help with arrests at sit-ins?
10. What did some students do while serving jail sentences?
11. Where was the first Sit-in Leadership Conference held? Who was the speaker? How many southern colleges were represented and how many northern ones?
12. What did Dr. Martin Luther King encourage the attendees to do in addition to defeating segregation?
13. Sit-ins continued to spread. Give examples.
14. What other type of protests were used in addition to sit-ins?
15. How had things changed in almost 100 southern cities by the fall of 1960?

Writing Activities:

1. Pretend you were arrested during a protest and you served a jail sentence. Write a list of things to do to prepare for your next sit-in.
2. Pretend to be at the sit-in in Greensboro, North Carolina. Write a note for the waitress thanking her for the meal and her service.
3. Read the list of rules for conduct. Tell which would be the most difficult for you to observe and why.
4. Draw a cartoon bubble and write what the young men pictured on page 34 might say after changing the sign at the movie theater.

Art:

- Create a poster listing the Five Rules of Conduct.

- Create a sign that could direct students to the first Sit-in Leadership Conference. What would the message say? Why would you need to choose your words carefully?

Research:

- Woolworth’s sit-in (Greensboro, NC)
- Sit-in Leadership Conference (Shaw University in Raleigh, NC)
- Student Nonviolent Coordinating Committee (SNCC)

“Putting Out the Welcome Mat” by Eric Arnesen (Pages 35-37)

Pre-reading: Look at the pictures, captions, and title. What key words are present? What emotions are present?

Vocabulary: immigrants, revolutionary, administration, straightforward, overturned, discriminated, excluded, irresistible, predicted, restrictive, editorialized, subhuman, competition, overwhelmingly, inferior, congested, destitution, barred, significant, rationale, unalloyed, indiscriminate, segregation, contradiction, conscience, biased, diverse, reexamined, and undocumented.

Comprehension:

1. Why was the Hart-Cellar Act important?
2. Why did President Lyndon B. Johnson believe the immigration system prior to the Hart-Cellar Act was “un-American?”
3. Explain a quota system.
4. Who were the first targets of restrictive immigration laws passed in the 1880s?
5. Why did some whites fear Chinese immigrants at this time?
6. What other immigrant groups were targeted as a threat?
7. Tell about the National Origins Act and the Asian Exclusion Act.
8. How do you predict the conflict at the U.S.--Mexican border will be handled?

Writing Activities:

1. Pretend that Senator Albert Johnson could travel in time. Write his response to the Hart-Cellar Act of 1965.
2. Write a response to Senator Albert Johnson’s words on pages 36-37.
3. Pretend to be a Chinese immigrant child. Write what you think it would be like growing up in America in the early 1900s.
4. Write your reaction to treating citizens as inferior or subhuman.

Art/Writing Activity:

- Illustrate the contradiction quoted from the editorial in the *New York Times* in 1965. (Page 37)
- Senator Albert Johnson said, “The United States is our land.” Illustrate his comment. Write your reaction to his statement. Illustrate your comment. These can be two different finished products or one combined work.

Research:

- Hart-Cellar Act of 1965
- Senator Albert Johnson

“Enduring Events” (Crossword Puzzle) by Andrew Matthews

Vocabulary: enduring, ultimately, readjustment, extract, urban, untimely, environmentalists, and potentially.

“From America to the World” (Going global) by Marcia Amidon Lusted, illustrated by Bryan Langdo (40-41)

Pre-reading: Look at the pictures, the subtopics, and the title. Why are these three subtopics a part of this article? What do they all have in common?

Vocabulary: synchronize, implemented, determined, international, standardize, proposed, cooperate, geographic, indicate, universal, extraction, previously, contribute, reserves, economies, politically, manipulate, assumed, popularity, sparked, excessively, interfering, evolved, controversy, banning, epidemics, pesticide, ultimately, and awareness.

Comprehension:

1. Name three places that do not use international time zones.
2. Why do you think some parts of the world do not participate in international time zones?
3. Name an advantage to international time zones.
4. How many time zones is the earth divided into?
5. How has oil changed the economy of some countries?
6. Name something that happened as a result of Rachel Carson’s book *Silent Spring*.
7. What is one controversy that has developed as a result of Carson’s work?
8. What was your pre-reading response to what these subtopics have in common? Were you correct?

Writing Activities:

1. Write a caption to go with the illustration about synchronizing watches. What is one question every person could be asking?
2. If you lived in Africa and malaria was common, how do you think you would feel about DDT being banned?
3. Write your reaction to the illustration for the article entitled: “A Liquid That Changed the World.”
4. Rachel Carson is known for her influence on ecology, which is often called “green.” Write a list of words that could be associated with you. What words would you want associated with your career, adult life, etc.? Consider creating a chart.

Art:

- Illustrate changes the oil industry has brought to the world.
- Illustrate “the deep ecology movement, which saw humans as a part of their environment, not masters of it.”

Research:

- International Time Zones
- Edwin L. Drake
- Sir Sanford Fleming
- Rachel Carson
- DDT pesticide

“A Courageous Act” (Dr. D’s Mystery Hero) by Dennis Denenberg (Page 45)

Vocabulary: courageous, desperate, situation, principle, latter, apprenticeship, journeyman printer, association, relocated, appointed, impeached, innocent, assassination, turmoil, impeachment, acquitted, consequences, and citizenry.

Comprehension:

1. Which group impeached President Andrew Jackson?
2. What was the Senate’s job?

3. How was our mystery hero expected to vote? Did he?
4. Why was the mystery hero willing to take a stand?
5. How was our mystery hero able to make a difference?

Writing Activities:

1. What are some personal consequences the mystery hero probably faced because of his vote?
2. Pretend to be the mystery hero. Make a list of reasons to vote "Not guilty." Make a list of reasons to vote "Guilty."

Art:

- Illustrate two different types of courage.
- Illustrate the "political turmoil in the air."

Research:

- journeyman printer
- Andrew Johnson's Impeachment in 1868.
- Acquitted
- Mystery Hero

"The Full Picture" by Emily Bryer (Page 48)

Vocabulary: antiwar, intellectual, brilliant, impact, and appreciation.

Writing Activities:

1. Write a response to Randolph S. Bourne's statement about brilliant failures and successes.
2. Name one brilliant success from U.S. history. Name one brilliant failure. Name a less-brilliant event. Was it a failure or a success? Why?

Research:

- Randolph S. Bourne

"Ant Attack!" (Creature Feature) Back cover

Pre-reading: Look at the picture and the title. Is this article going to describe ants as helpful or harmful insects?

Vocabulary: insignificant, statistics, impressed, accomplish, obtaining, protecting, and aerate.

Comprehension:

1. Compare the weight of humans with ants.
2. Tell how ants are social creatures.
3. What did the author think might impress you about ants?
4. How widespread are ants?
5. Now that you have read the article, was your pre-reading prediction accurate or not? Do you think the author and illustrator intended for this to be tricky? If so, what makes you say so?

Art:

- Illustrate how ants and humans are alike.

