

MPHS Social Studies Department

Week of March 30th – April 3rd

World Geography: **Understanding using Latitude**

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World History: **Chapter 11 – Summary and Guided Reading/AP Reading and Map Activity**

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U.S. History: **World War II 1939 – 1945/AP Assignment and Reading Schedule**

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Google classroom set up: You will need a Gmail account to access the google classroom. You will need to download the app (free). From there you will need the code **Class code 75ggdz2**. You will have access to everything we will have covered it will be updated weekly with the most recent material up top. Parents also feel free to join.

Government: **Chapter 11 Notes and Assignment**

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Economics: **Personal Finance Activity**

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Name _____ Date _____

UNDERSTANDING AND USING LATITUDE

What Is Latitude? How Is It Measured?

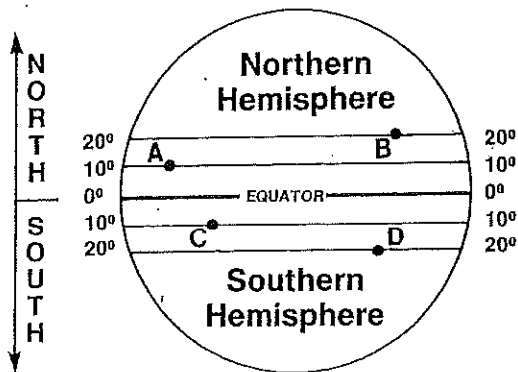
1. Lines of latitude are imaginary lines that run completely around the globe—full circles. If you travel along any of these lines you are going east or west.

2. The *equator* is numbered 0 degrees or 0°. The equator divides the world into two halves or *hemispheres*: the Northern Hemisphere and the Southern Hemisphere. All places that are north of the equator are said to have *north* latitude. All places south of the equator are said to have *south* latitude. So, place A on the diagram below is on the 10° north latitude line. A simple way to write 10° north is 10°N.

Place C is on the 10° south latitude line, or 10°S. What is the latitude of Place B?

_____ Your answer should be 20°N. What is the latitude of place D?

_____ If you wrote 20°S you were correct.



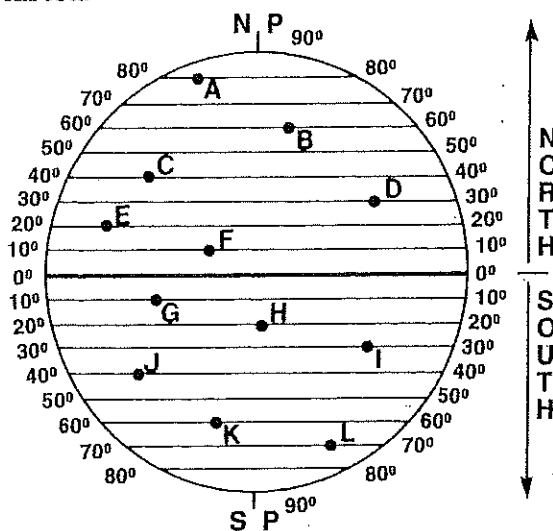
3. All lines of latitude are parallel. This means that no matter how far two lines of latitude are extended they would never meet. So, on the diagram above you can see that the equator, the 10°N line of latitude and the 10°S line of latitude are parallel. In fact, sometimes lines of latitude are called *parallels*.

4. To prevent maps from becoming too cluttered with lines, map makers show only a few lines of latitude, generally 10 or 20 degrees apart.

The diagram in the next column shows lines of latitude that are 10° apart. Starting

from 0°, the equator, the lines of latitude are numbered north and south to 90°. The North Pole is 90°N, and the South Pole is 90°S.

5. Here is an opportunity to practice finding the latitudes of a number of places. Place A has been given its latitude to help you get started.



- | | |
|---------------|----------|
| A: _____ 80°N | G: _____ |
| B: _____ | H: _____ |
| C: _____ | I: _____ |
| D: _____ | J: _____ |
| E: _____ | K: _____ |
| F: _____ | L: _____ |

6. You can easily determine how many degrees separate one place from another place. For example, B is on the 60°N line of latitude; C is on the 40°N line of latitude. By subtracting we find that B is 20° further north than C.

How many degrees of latitude separate:

- C from D? _____
- E from F? _____
- G from K? _____
- C from I? _____

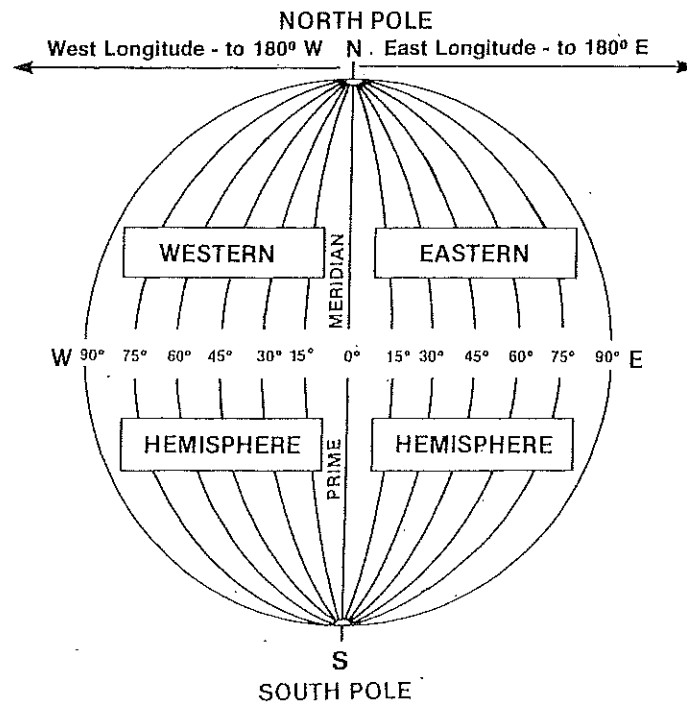
UNDERSTANDING LONGITUDE

Your students have learned that latitude measures distances north and south of the equator. Now it is important that they learn how to locate places on lines of latitude. Suppose someone at sea reported that they were located on the 20°N line of latitude. A first question would be, "Where on the 20°N line are you located?" After all, the 20°N line goes all the way around the world—more than 23,000 miles!

To locate places exactly on a globe or map it is necessary to have north-south lines—*lines of longitude*—that cross the east-west lines of latitude. Once it is known where the lines cross, any place on the globe can be given an exact location.

Here are some important facts about lines of longitude:

1. Lines of longitude are imaginary lines that extend from the North Pole to the South Pole.
2. Lines of longitude are not parallel. All the lines meet at the North Pole and the South Pole.
3. All same-numbered east or west lines of longitude are equidistant apart at the equator.
4. All lines of longitude are measured east or west of the *prime meridian*. Prime meridian is another way of saying the 0° line of longitude.
5. Lines of longitude are often shown on maps as being 10° apart at the equator. Sometimes they are shown as being 15° apart, or even 30° apart. How they are spaced and numbered depends on the purpose of the map.
6. The numbering of the lines continues for 180° to the east, and 180° to the west, for a total of 360°, a full circle.
7. The prime meridian and its continuation on the other side of the world, 180°, divides the world into two equal parts: The *Eastern Hemisphere* and the *Western Hemisphere*.



Name _____ Date _____

LOCATING PLACES WITH LINES OF LONGITUDE

The exercises on this page will help you gain skill in locating places by longitude, and hemispheres. Later, you will apply your knowledge of both latitude and longitude to locate places around the world.

1. The lines of longitude on the diagram below are 15° apart. Notice that some of the lines are not numbered, that there are blank boxes on those lines. Study the numbers on the other lines, then print the proper numbers in the boxes.

2. What are the longitudes of the following points shown on the map? Remember: You must write E for east, or W for west to properly identify the location.

A _____ D _____ G _____
 B _____ E _____ H _____
 C _____ F _____ I _____

3. How many degrees of longitude are there between:

15°E and 45°E? _____

30°W and 90°W? _____

30°E and 30°W? _____

4. Every place on earth is in two hemispheres (except for places on the prime meridian, 180° line of longitude, the equator or at the North and South Poles).

In what two hemispheres is:

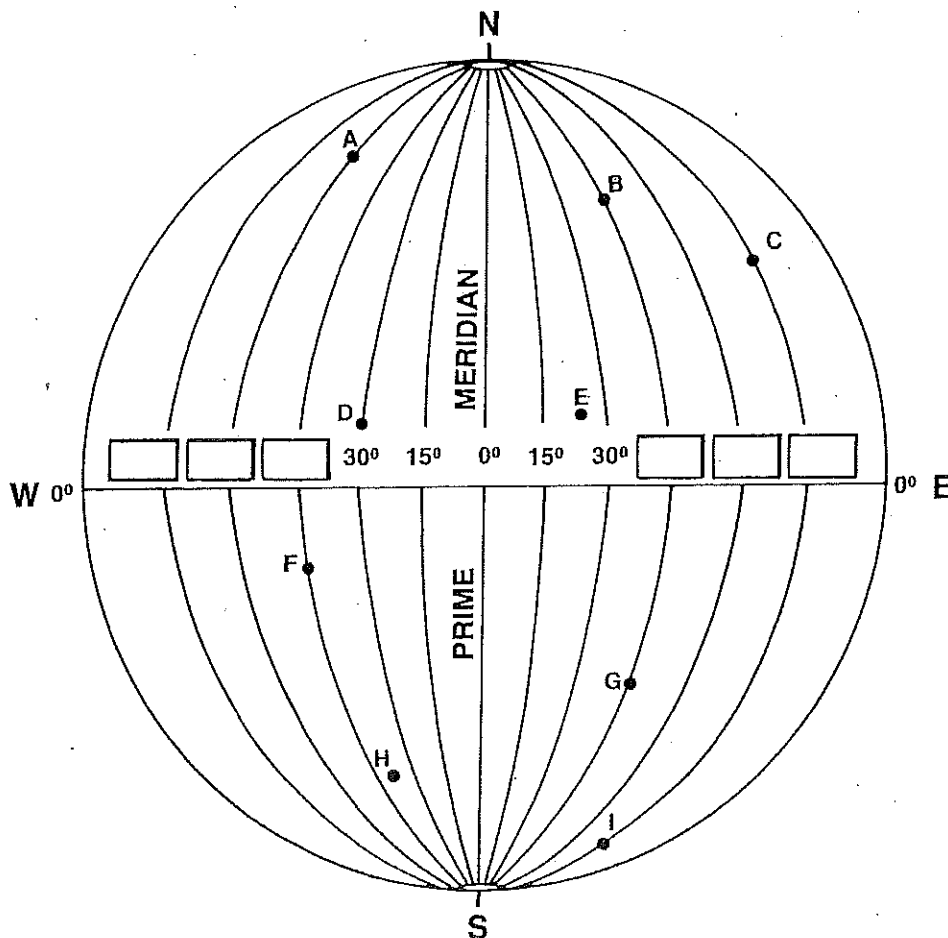
Point D? _____

Point H? _____

Point G? _____

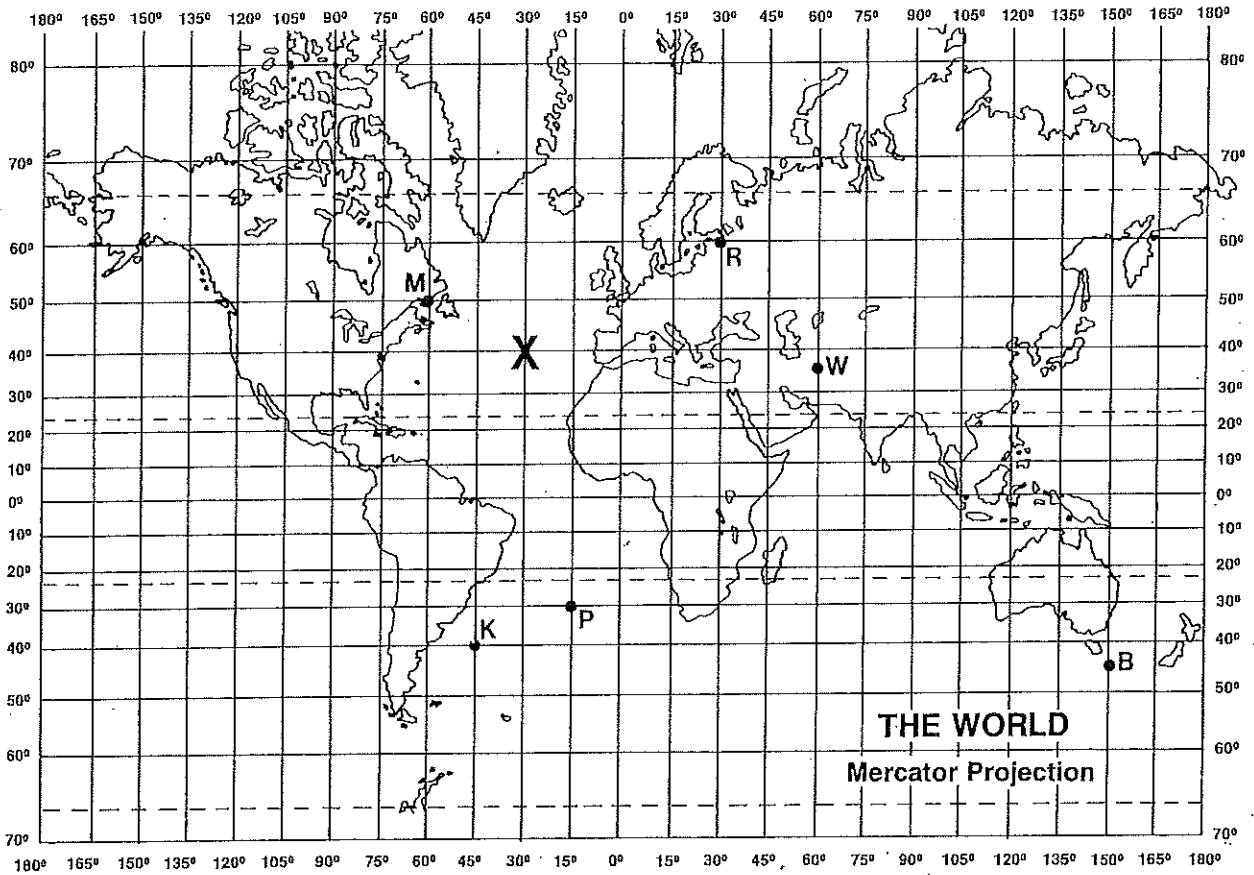
Point C? _____

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LOCATING PLACES WITH LATITUDE AND LONGITUDE



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If friends say to you that they will meet you on Main Street, your first question will probably be, "Where on Main Street?"

Your friends might then reply, "We'll meet you at Main Street and Cherry Street." Then you would know exactly where to go.

Similarly, it is not enough to say, "The city is somewhere on latitude 40°N." You have to know *where* on 40°N. In map reading you would give the number of the line of longitude that crosses 40°N. Thus, as you can see on the map there is a large X at the point where 40°N is crossed by 30°W.

When writing latitude and longitude positions it is important to include N or S, E or W. 10°S, for example, is a different line than 10°N; 90°W is a different line than 90°E.

Using Latitude and Longitude Together

1. What letter is at:

50°N - 60°W? _____ 30°S - 15°W? _____

60°N - 30°E? _____ 35°N - 60°E? _____

40°S - 45°W? _____ 45°S - 150°E? _____

2. Print a G at 10°N - 75°E.

Print an H at 60°S - 120°W.

Print a J at 0° - 0°.

3. Challenge: Find the position.

a. Start at 40°S - 150°W.

b. Move eastward 30°.

c. Move southward 20°.

d. Move eastward 15°. Print a dot and the letter T where the lines of latitude and longitude cross.

e. What is the position? _____

Complete the Packet according to the instructions at the Top of the Worksheets..

The first 3 pages is a Summarized version of Chapter 11, read it and answer the Questions on the last Page.

The 4th page is a vocabulary activity, you may google the answers or refer back to your Chapter summary, or log-in to the book on-line

www. myhrw.com User Name: Warlick1@mpisd Password: tigers

The 5th page can be filled out the same way as the 4th, with google, the provided summary, or the book on-line



TELESCOPING THE TIMES

Byzantines, Russians, and Turks Interact, 500–1500

Summary

CHAPTER OVERVIEW The eastern part of the old Roman Empire maintained a brilliant civilization centered in Constantinople. With a separate Christian church, it developed a culture different from that of western Europe. Slavs and Vikings joined to create a new culture in Russia, which was influenced by the Eastern Church. Turks entered the area, converted to Islam, and made their own empire.

1 Byzantium Becomes the New Rome

KEY IDEA Constantinople ruled an eastern empire that survived for over a thousand years.

In the A.D. 300s, the Roman emperor Constantine was worried about the growing power of German tribes. He moved the Roman Empire's capital to the east, where he could better meet that threat. The location also put him closer to the eastern provinces of the empire, which were richer than those in the west. He built a great new capital city, Constantinople, on the site of the old port city of Byzantium. Constantinople became the center of an empire in the eastern area of the Mediterranean Sea that lasted for hundreds of years. It was called the Byzantine Empire.

The Roman Empire was officially divided in 395. The western area was overrun by German tribes. It ceased to exist after 476. However, the Byzantine eastern part remained strong. In 527, Justinian became the Byzantine emperor. He sent an army to try to regain control of Italy and restore the Roman Empire once again. His army managed to win almost all of Italy and much of Spain from the Germans. By around 550, Justinian ruled over almost all of the old Roman Empire's territory.

Under the direction of Justinian, legal experts created a complete code of laws based on the laws of ancient Rome. This body of civil law—the Justinian Code—served the empire for 900 years.

Justinian also worked at making Constantinople a strong and beautiful capital. He built high, strong walls to protect the city from attack by either land or sea. He built a huge palace, public baths, courts, schools, hospitals, and many churches. The main street of the city ran from the emperor's palace past public buildings and to the city walls. It was lined with shops and open-air markets, where people bought and sold goods from Asia, Africa, and Europe. Another huge building was used to stage

chariot races and circus acts.

In 532, the city erupted in riots against the emperor. Justinian thought about leaving the city, but his wife, the empress Theodora, convinced him to use the army to fight back. The troops regained control of the city, killing thousands of rioters. A church called Hagio Sophia ("Holy Wisdom" in Greek) had been destroyed by the mobs. Justinian rebuilt it to become the most beautiful church in the Christian world.

The empire faced further dangers. A terrible illness, probably caused by rats, broke out in 542. It killed thousands of people and returned every 8 to 12 years until about 700. The many deaths that this illness caused weakened the Byzantine Empire.

Many enemies attacked the empire time and time again over the centuries. German tribes, the Sassanid Persians, and later Muslim armies all tried to gain control of Byzantine land. Constantinople remained safe at this time despite many attacks. Eventually, though, the empire itself shrank. By 1350, the empire included only the capital city and lands in the Balkans—a part of southeastern Europe.

Although it was based on the Roman Empire, the Byzantine Empire had developed a culture all its own. Few people in the Byzantine Empire spoke the Latin of the old Roman Empire. They spoke Greek and belonged to the Eastern Orthodox Church, not the Catholic Church that was centered in Rome. The Eastern Church was led by an official named the patriarch, the leading bishop. However, even he had to obey the emperor. Slowly the Eastern and Roman churches grew further apart. In 1054, the split became permanent. Services in the Eastern Church were conducted in Greek, not in Latin as in the Roman Church. The Eastern Church also allowed priests to marry and let its members have divorces.

Some missionaries traveled from the Byzantine Empire to the north. They met the Slavic peoples who lived in Russia and converted them to the

eastern form of Christianity. In this way, the influence of the Byzantine Empire entered Russia as that nation began to form.

2 Russians Adapt Byzantine Culture

KEY IDEA *Russia grew out of a blending of Slavic and Byzantine cultures with Eastern Orthodox traditions.*

The Slavs lived in what is today eastern Russia. The area stretched from the Ural Mountains to the Black Sea on the south and the Baltic Sea in the north. The southern regions are hilly grasslands. The northern area is flat and covered with trees or swamps. Slow-moving rivers in the region have moved people and goods for centuries.

The Slavs lived in the forest areas, working as farmers and traders. In the 800s, some Vikings called the Rus came from the north. They built forts along the rivers and blended with the Slavs. They founded the cities of Novgorod and Kiev and became the rulers of the land. They began to trade in Constantinople, bringing furs, timber, and the Slavs who were their subjects. They sold these people as slaves—in fact, the word *slave* comes from *Slav*.

Over time, the Vikings adopted the Slavs' culture. While divisions between Vikings and Slavs disappeared, the society was sharply split between the great mass of peasants and the few nobles.

In the 980s, the ruler of Russia—Vladimir—converted to Byzantine Christianity. He also ordered all of his subjects to adopt this religion. Now more than trade linked Russia to the Byzantine Empire. Russia also looked to Constantinople for religious leadership. Teachers from the empire gave the Russian people instructions in the new religion. The king liked the idea that the ruler of the empire was also the head of the church.

Under the influence of Byzantine culture, Kiev grew to be a large, wealthy, and cultured city. The state grew, as Vladimir took land to the west and to the north. His son, Yaroslav the Wise, proved an able ruler as well. Under him, Kiev grew even more wealthy through trade and alliances made with western nations.

Then the state centered in Kiev began to have problems. The sons of Yaroslav fought one another for control of the land after his death in 1054. Trade declined, cutting the wealth of Kiev. Then worse troubles appeared. Nomadic fighters from central Asia, the Mongols, began to conquer many differ-

ent areas. In the middle 1200s, they reached Kiev. They quickly overran the Russian state, killing many people. The Mongols held control of the area for more than 200 years.

While the Mongols had been fierce conquerors, they were not harsh rulers. As long as the Russian people did not rebel against the Mongols, they could keep their customs. The Mongols allowed the Russians to continue following their Eastern Christian religion. The Church helped settle any differences between the Mongol rulers and the Russian people. The Mongols made the Russians pay tribute, a sum of money that was owed every year. They used Russian nobles to collect the tribute. One of those nobles, Alexander Nevsky, grew to power. His heirs became princes of Moscow, which they later used as a base of power.

Control by the Mongols had important effects on Russia. First, it isolated the Russians from western Europe. As a result, Russian society developed in its own way. Second, rule by the Mongols united many different areas of Russia under one central authority. Before then, what is now Russia had been ruled by a number of different princes. Third, Mongol rule led to the rise of Moscow.

That city had a good location near three major rivers: the Dnieper, Don, and Volga. By the 1320s, under Prince Ivan I of Moscow, this position could be used to expand the power of Moscow. Ivan served the Mongols by crushing a local rebellion. In return, the Mongol ruler gave him the right to collect the tribute in all of European Russia. Now the most powerful Russian prince, Ivan I became known as "Ivan Moneybags."

He increased the influence of Moscow by persuading the leader of the Russian church in Kiev to move to Moscow. Over time, Ivan and his successors added to the land that Moscow controlled. In the late 1400s, under Ivan III, Russia grew to be a mighty empire. In 1453, the Byzantine Empire had fallen, defeated by the Turks. In 1472, Ivan married the niece of the last Byzantine emperor, linking himself to that historic throne. From then on, he called himself czar, which was the Russian version of Caesar. In 1480, Ivan finally broke with the Mongols. He refused to pay that year's tribute. Because the Mongols did not respond militarily, Russia had in effect won its independence from Mongol rule.

◎ Turkish Empires Rise in Anatolia

KEY IDEA Turkish people converted to Islam and founded new empires that would renew Muslim civilization.

The Turks were a nomadic people from the vast grasslands of central Asia. They lived by herding sheep and goats and engaging in raids and trade with the settled peoples of the Abbasid Empire. Beginning in the 900s, they moved into the lands of that empire and began converting to Islam.

These fierce nomads were highly skilled fighters. The rulers of the empire began to buy them as children to train them for their armies. Turks became an important political factor in the empire. Turkish soldiers many times removed caliphs from the throne in Baghdad and put new rulers in place.

While this Turkish influence was growing, the empire itself was shrinking. Local leaders in several areas split off to establish their own states. In 945, a Persian army seized control of the empire. Members of the Abbasid family continued to hold the position of caliph and act as religious leaders. The new rulers of the government were from outside the dynasty. They were called sultans.

As these changes took place, larger and larger numbers of Turks settled in the empire. They were called Seljuk Turks after the name of the family that led them. In 1055, the Seljuks captured Baghdad and took control of the government. In the next few decades, the Seljuks used their force to take land away from another empire—the Byzantine Empire. They won almost all of Anatolia, the peninsula where modern Turkey now sits. In this position, they stood almost at the gates of Constantinople.

In ruling their empire, the Seljuks relied on the government experience of Persians. They placed their capital in Persian lands and gave Persians important positions in the government. In return, Persians became loyal supporters of Turkish rule.

The Turks also adopted Persian culture. They looked to Persian scholars to teach them the proper way to follow Islam. They began to use the Persian language for art and education. The Turkish rulers even took the Persian word for “king”—*shah*—as their title. One of the greatest Seljuk rulers, Malik Shah, became a patron of the arts. He made the capital city more beautiful by building many mosques, or Muslim houses of worship. Persian became so important that Arabic—the language of the Qur’an—almost died out in Seljuk lands.

The Seljuk Empire collapsed quickly, as a series of weak rulers were unable to maintain it. One reason was the growing pressure from western Europe, whose rulers sent armies on the Crusades in the effort to capture the lands of ancient Palestine, which were sacred to Christians. The First Crusade began in 1095, and the Christian armies captured Jerusalem. Not quite 100 years later, the Turks retook the city.

Just when the Crusades became less of a threat to the Muslim world, the Mongols moved in from the east. They overran vast stretches of territory and captured Baghdad in 1258. They killed the last caliph and took control of the government from the Seljuk Turks.

Review

1. **Recognizing Main Idea** Describe two accomplishments of the emperor Justinian.
2. **Recognizing Facts and Details** What cultural factors separated the Byzantine Empire from western Europe?

Perceiving Cause and Effect

3. What cultural influences combined to produce Russian culture?
4. What effects did Mongol rule have on Russian history?
5. **Perceiving Relationships** How was the Turkish adoption of culture similar to the adoption of culture by the Russians?

Glossary**CHAPTER 11 Byzantines, Russians, and Turks Interact**

alliances Agreements, usually for the sake of trade or protection

Balkans Region of southeastern Europe now occupied by Greece, Bulgaria, Albania, Romania, the European part of Turkey, and the former republics of Yugoslavia

banned Forbade completely; outlawed the use or practice of

civil law Law dealing with the rights of private citizens

clergy Officials of the church

confronts Faces; meets

converted Officially changed from one religion to another

Crusades Series of attempts made by Western rulers to capture the Holy Land

decline Weakening; lessening power

devotions Prayers and other acts of worship

heirs People, usually relatives, who inherit the power or holdings of those who died before them

idol Image or object used in worship

illiterate Unable to read or write

missionaries People who bring Christianity to others

patron Supporter

shah Persian word for "king;" title of some Persian and Turkish rulers

Slavic Relating to the Slavs

sultans Rulers of a Moslem country, especially what is now Turkey

tribute Payment made by a conquered people to its rulers

AFTER YOU READ**Terms and Names**

A. Write the name or term in each blank that best completes the meaning of the paragraph.

patriarch

excommunication

iconoclasts

schism

icons

There were many reasons for the **1** _____ that occurred between the Eastern Orthodox Church and the Roman Catholic Church. One reason was leader of the Eastern Church, the **2** _____, had to be subject to the emperor. The authority of the emperor was tested when one emperor banned the use of **3** _____. These were important in the religious practices of eastern Christians. They were outraged when **4** _____ went into churches breaking these images. Another outrage occurred when a Roman pope ordered the **5** _____ of a Byzantine emperor.

B. Write the letter of the name next to the description that explains it best.

a. Hagia Sophia

b. Alexander Nevsky

c. Malik Shah

d. Vladimir

e. Yaroslav the Wise

____ **1.** Seljuk sultan

____ **2.** Grandson of Olga who ordered all his subjects to adopt Christianity

____ **3.** Church rebuilt by Justinian

____ **4.** Russian ruler who helped Kiev gain power

____ **5.** Russian noble who gained power in Moscow

AFTER YOU READ (cont.) **CHAP 11 Byzantines, Russians, and Turks Interact**

Main Ideas

1. What was the importance of Constantinople?

2. Describe the accomplishments of the emperor Justinian.

3. What relationship did the Slavs have to the Vikings?

4. Explain the changes that occurred in Russia during the rules of Ivan I and Ivan III.

5. Explain the role the mamelukes played in the Abbasid Empire.

Thinking Critically

Answer the following questions on a separate sheet of paper.

1. What influences combined to produce Russian culture?

2. Explain how the Turks eventually displaced both the Abbasids and the Byzantine Empire.

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AP World History Weekly Packet: March 30-April 3, 2020

1. Read Pages 545-570.
2. Watch Heimler's History Video on Unit 8.1 and 8.2 on YouTube. Links below:

<https://www.youtube.com/watch?v=h5uaC5Ej4jI>

<https://www.youtube.com/watch?v=KBp4vDOsddE>

3. Go to theadamsonadventure.net, under the AP World History Menu at the top, open Unit 8.

Link Below:

<http://www.theadamsonadventure.net/unit-8-cold-war--decolonization-1900-present.html>

Scroll down to the "Digital Lessons for Distance Learning" on the left margin, open the "Stanford History Group Cold War Primary Source Analysis – Digital Learning Version." Link Below:

https://docs.google.com/document/d/1PwHVD-uSQEXVhYAZRTBdm5n4WMr1PDQF5jBCrI_MNms/edit

4. Complete the Cold War Mapping Activity (Scroll down)

Unit 8: Cold War Map Activity

Refresher: The Cold War (1947-91) was a state of tension between the United States (and its allies) and the Soviet Union (and its allies). This "conflict" impacted the entire globe over the second half of the 20th Century.

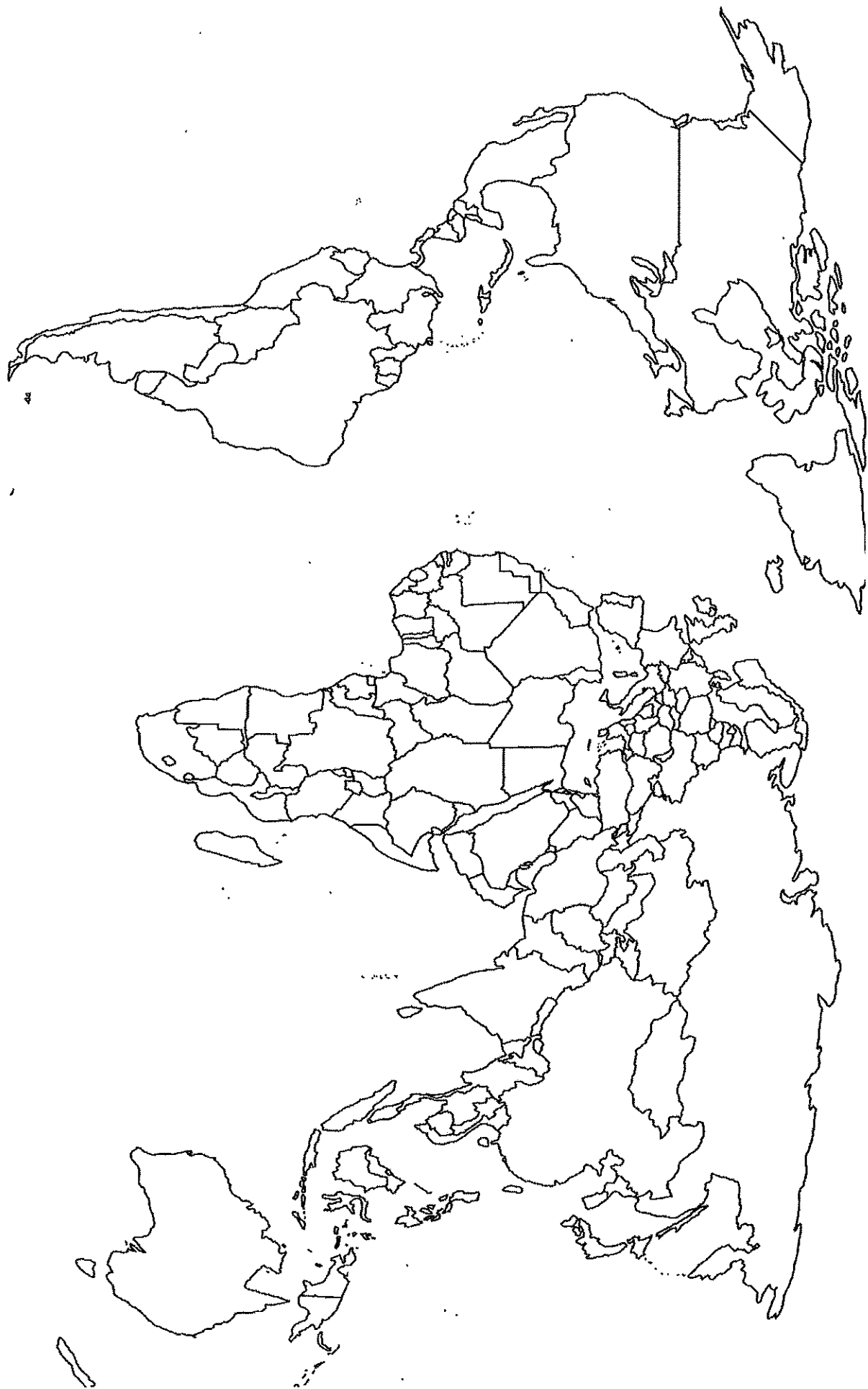
Task: Your job is going to be to create a comprehensive analysis of key Cold War events around the world.

Directions:

1. Open Cold War Documents Link Below:
<https://drive.google.com/file/d/0B5aOoe-Xk4slc2FvU2N4U3YwR00/view>
2. Scroll down to each event and then read and annotate those pages, looking specifically for the information below:
 - Summary of the event, including
 - Cause(s) of the event
 - What occurred during the event
 - Date(s) of the event
 - Key individuals/groups involved
 - Outcome of the event
3. Identify on a map each of the required 14 curated events of the Cold War.
 - Annotate the event on a separate sheet of notebook paper. It must include all of the information listed above for step #2.
 - You also must include at least one image related to your event, along with a BRIEF description of the photo, if necessary.

Cold War Events to Include on Your Map:

1. Formation of the Eastern Bloc
2. Postwar Occupation & Division of Germany
3. Berlin Blockade/Berlin Airlift
4. Chinese Revolution
5. Marshall Plan
6. Cuban Revolution
7. Korean War
8. Vietnam War
9. Cuban Missile Crisis
10. Rise & Fall of the Berlin Wall
11. Bay of Pigs Invasion
12. Soviet War in Afghanistan
13. Tiananmen Square Massacre
14. Fall of the Soviet Union



Unit 8: The Cold War

Our Question: Who was primarily responsible for the Cold War – the United States or the Soviet Union?

Part I: Watch [THIS](#) Crash Course World History video

Part II: Complete the primary source analysis below.

Timeline of the Early Cold War

1945: February 4-11 - Yalta Conference

1945: August 6 - United States first used atomic bomb in war

1945: August 8 - Russia enters war against Japan

1945: August 14 - Japanese surrenders, ending World War II

1946: March - Winston Churchill delivers "Iron Curtain" speech

1947: March - Truman announces Truman Doctrine

1947: June - Marshall Plan is announced

1948: February - Communist takeover in Czechoslovakia

1948: June 24 - Berlin blockade begins

1949: July - NATO treaty ratified

1949: May 12 - Berlin Blockade ends

1949: September - Mao Zedong, a communist, takes control of China

1949: September - Soviets explode first atomic bomb

1955: May – Warsaw Pact

Document A: The Iron Curtain Speech (Modified)

It is my duty, however, to place before you certain facts about the present position in Europe.

From Stettin in the Baltic to Trieste in the Adriatic an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia; all these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject, in one form or another, not only to Soviet influence but to a very high and in some cases increasing measure of control from Moscow.

In a great number of countries, far from the Russian frontiers and throughout the world, Communist fifth columns are established and work in complete unity and absolute obedience to the directions they receive from the Communist center.

I do not believe that Soviet Russia desires war. What they desire is the fruits of war and the indefinite expansion of their power and doctrines.

But what we have to consider here today while time remains, is the permanent prevention of war and the establishment of conditions of freedom and democracy as rapidly as possible in all countries.

Source: Excerpt from the "Iron Curtain Speech" delivered by Winston Churchill, March 1946 in Fulton, Missouri.

Document A: Iron Curtain Speech

1. Sourcing: Who was Winston Churchill? Why would Americans trust what he has to say about the Soviet Union?

2. Close reading: What does Churchill claim that the Soviet Union wanted?

Document B: The Truman Doctrine (Modified)

The United States has received from the Greek Government an urgent appeal for financial and economic assistance...Greece is in desperate need of financial and economic assistance to enable it to resume purchases of food, clothing, fuel, and seeds.

The very existence of the Greek state is today threatened by the terrorist activities of several thousand armed men, led by Communists, who defy the government's authority. . . . Greece must have assistance if it is to become a self-supporting and self-respecting democracy. The United States must supply this assistance. . . . No other nation is willing and able to provide the necessary support for a democratic Greek government.

One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion.

It is necessary only to glance at a map to realize that the survival and integrity of the Greek nation are of grave importance in a much wider situation. If Greece should fall under the control of an armed minority, the effect upon its neighbor, Turkey, would be immediate and serious. Confusion and disorder might well spread throughout the entire Middle East. . . . Should we fail to aid Greece and Turkey in this fateful hour, the effect will be far reaching to the West as well as to the East.

The free peoples of the world look to us for support in maintaining their freedoms. If we falter in our leadership, we may endanger the peace of the world. And we shall surely endanger the welfare of this nation.

Great responsibilities have been placed upon us by the swift movement of events.

Source: Excerpt from the "Truman Doctrine Speech," delivered by President Truman to Congress on March 12, 1947.

Document B: Truman Doctrine

3.(Close reading: Why did Truman believe Greece needed American aid in 1947?	
4. Context: What does Truman mean when he claims, "Should we fail to aid Greece and Turkey in this fateful hour, the effect will be far reaching to the West as well as to the East"?	
5. Close reading: Does Truman present American policy as offensive or defensive? What words or phrases does Truman use to present policy this way?	Offensive or defensive? Word used to present policy:

Hypothesis #1: Record your first hypothesis: Who was primarily responsible for the Cold War – the United States or the Soviet Union? Cite evidence from the first two documents.

Document C: Soviet Ambassador Telegram (Modified)

The foreign policy of the United States, which reflects the Imperialist tendencies of American monopolistic capital, is characterized in the postwar period by a striving for world supremacy. This is the real meaning of the many statements by President Truman and other representatives of American ruling circles; that the United States has the right to lead the world. All the forces of American diplomacy – the army, the air force, the navy, industry, and science – are enlisted in the service of this foreign policy. For this purpose broad plans for expansion have been developed and are being implemented through diplomacy and the establishment of a system of naval and air bases stretching far beyond the boundaries of the United States, through the arms race, and through the creation of ever newer types of weapons. . . .

During the Second World War . . . [American leaders] calculated that the United States of America, if it could avoid direct participation in the war, would enter it only at the last minute, when it could easily affect the outcome of the war, completely ensuring its interests.

In this regard, it was thought that the main competitors of the United States would be crushed or greatly weakened in the war, and the United States by virtue of this circumstance would assume the role of the most powerful factor in resolving the fundamental questions of the postwar world.

Source: Excerpt from a telegram sent by Soviet Ambassador Nikolai Novikov to Soviet Leadership in September 1946.

Document C: Soviet Ambassador Telegram

6. Sourcing: Who was Nicholas Novikov?
When did he write this telegram?

Who was he?

When was it written?

7. Close reading: How does Novikov describe the United States? What evidence does he use to support his description?

8. Context: What does Novikov claim the United States planned during the Second World War?

Document D: Henry Wallace (Modified)

I have been increasingly disturbed about the trend of international affairs since the end of the war.

How do American actions appear to other nations? I mean actions [like] the Bikini tests of the atomic bomb and continued production of bombs, the plan to arm Latin America with our weapons, and the effort to secure air bases spread over half the globe from which the other half of the globe can be bombed. I cannot but feel that these actions must make it look to the rest of the world as if we were only paying lip service to peace at the conference table.

These facts rather make it appear either (1) that we are preparing ourselves to win the war which we regard as inevitable or (2) that we are trying to build up a predominance [largest amount] of force to intimidate the rest of mankind.

Our interest in establishing democracy in Eastern Europe, where democracy by and large has never existed, seems to [the Soviets] an attempt to reestablish the encirclement of unfriendly neighbors which might serve as a springboard of still another effort to destroy [them].

Source: Secretary of Commerce and former Vice President Henry A. Wallace letter to President Harry S. Truman, July 23, 1946. Truman asked Wallace to resign shortly after this letter.

Document D: Henry Wallace Letter

9. Sourcing: Who was Henry Wallace?
When did he write this letter?

Who was he?

When was it written?

10. Close Reading: What is Wallace's main argument?

11. Corroboration: How does Wallace's description of American foreign policy compare to Truman's and Novikov's?

Hypothesis #2: Record your second hypothesis: Who was primarily responsible for the Cold War - the United States or the Soviet Union? Cite specific evidence from the documents.

AP U.S. History

Assignment for the week of March 30 – April 3rd:

1. Continue working on the Chapter 23/24 Guided Reading questions.
2. Below will list the reading schedule for the week.
3. AP College Board is providing lessons taught by teachers online. You can go to your College Board account to view these or to www.collegeboard.org/ap-covid19-updates, then click on free remote learning resources and go to the link for AP YouTube channel. Scroll down to History and Social Science category, find U.S. History, click VIEW FULL PLAYLIST, and that will show you the videos that are available.
4. If you are taking the AP exam for U.S. History the areas the test will cover will be from 1491 – 1945. You have the review book to help study for this exam.

Reading Schedule

Monday – Read Introduction thru The Korean War p. 950 – p. 960

Tuesday – Read Cold War Critics thru The Anticommunist Crusade p. 960 – p. 972

Wednesday – Read Loyalty and Disloyalty thru Cold War Civil Rights p. 972 – p. 980

Thursday – Read Introduction thru The Growth of the West p. 990 – p. 994

Friday – Read A Consumer Culture thru The Liberation Conservatives p. 994 – p. 1005

If you have any questions my email address is lblock@mpisd.net

U.S. History

World War II—1939-1945

The failure of European nations to stop the aggression of Adolf Hitler leads to World War II, with the United States officially being drawn into the war as a result of the Japanese bombing of Pearl Harbor. This global war fought in Europe and the Pacific would end with the use of nuclear weapons.



How did Americans have to adapt to help the war effort?



7A 1. How did the following lead to U.S. involvement in World War II?

Italian dictatorships & aggression	
German dictatorships & aggression	
Japanese dictatorships & aggression	
Attack on Pearl Harbor	

7D 2. Explain the following major issues of World War II

19B

7D

Holocaust	
Internment of German, Italian, and Japanese Americans	
Korematsu v U.S.	
Executive Order 9066	
Development of Conventional Weapons	
Development of Nuclear Weapons	

7E 1. Explain the significance of the following major military events of World War II.

Battle of Midway	
US military advancement through the Pacific Islands	
Bataan Death March	
Invasion of Normandy	
Liberation of Concentration camps	

2. Explain the significance of the following major military events of World War II.

7F

	Did this person serve in the European or Pacific theatre?	What were the contributions of this person?
Omar Bradley		
Dwight Eisenhower		
Douglas MacArthur		
Chester A. Nimitz		
George Marshall		
George Patton		
Vernon J. Baker		

26F

7E 1. What challenges did fighting a war on multiple fronts pose?

7C 2. What was the function of the U.S. Office of War Information?

7G 3. During World War II, American patriotism inspired exceptional actions by citizens and military personnel. On the chart below, define each of the items and give examples of these actions:

High levels of military Enlistment	
Volunteerism	
Purchase of war bonds	
Victory gardens	
Tuskegee Airmen	
Flying Tigers	
Navajo Code Talkers	

Government

GOVN NOTES CH 11 16.txt

NOTES CH 11

1. The President's cabinet is chosen by President who gains approval from Senate. These choices are made because of experience and are responsible for running departments and supporting President's goals and plans. These appointments must have support of groups who have a stake in the department. The cabinet today also takes into account an array of people from different geographic, racial and ethnic groups.
2. The cabinet advises the President and meets when President feels it necessary. Meetings are held in cabinet room of White House and usually closed to public.
Cabinet members aren't yes men for President because they are loyal to long term officials of dept, members of Congress and special interest groups.
3. EXECUTIVE OFFICE OF PRESIDENT-includes Chief of Staff and advisers on policy and gather information vital to interest of country PAGE 320
 - A. OFFICE OF MANAGEMENT AND BUDGET-prepares budget that federal government will spend money on, make recommendations on where to make cuts and President will send it to Congress for approval.
 - B. NATIONAL SECURITY COUNCIL-advise president and coordinate American military and foreign policy headed by National Security Advisor.
4. Executive Privilege-used by President to keep meetings and decisions as well as documents and records from legislative and judicial branches until policy decisions are made.
5. Leaks-release of secret information to the media by anonymous government officials
Public policy-a plan of action adopted by government decision makers to solve problems
Liaison officer-an officer who develops relationships with elected officials and congressional staff members who have authority over work of their dept.
6. The State department develops and implements the foreign policy of the U.S. The Treasury dept manages the monetary resources of the country and the IRS collects taxes paid. The dept of Interior oversees federal lands

and natural resources. The dept of Justice enforces federal laws and includes Drug Enforcement and the FBI

7. INDEPENDENT AGENCIES

- A. NASA-conducts missions in space, technology, and potential economic opportunities.
- B. CIA-intelligence gathering and evaluation of info concerning other countries using secret agents, paid informers and other sources.
- C. Government corporations: AMTRAK, POST OFFICE, FDIC
- D. Regulatory agencies: FCC, EPA, FTC

8. Historical background of government service

- A. Spoils system-victorious politicians rewarding supporters with government jobs led to inefficiency and corruption
- B. Attempts to fix were met by opposition in local, state and federal legislators who got elected by supporters who expected rewards.
- C. 1883-Pendleton Act created civil service system which established well qualified candidates for positions in government.
- D. Whistleblowers-federal employees who report corruption or wrongdoing in government with protection from losing job or being demoted.
- E. Hatch Act-prevents federal workers from participating in election campaigns so that they wont be pressured by superiors or themselves pressure coworkers to support a particular candidate to keep jobs
- F. Recuse-to remove oneself from a decision involving former business or clients.

9. Bureaucracy-all the agencies and departments that implement laws and policies working together everyday.

10. Embassy-U.S. building in foreign country that represents U.S. staffed by ambassador who represents us in diplomatic matters

GOVERNMENT ASSIGNMENTS: MARCH 24-27

Use internet and phones to complete the following assignments

1. IDENTIFY THE QUALIFICATIONS TO BE PRESIDENT.
EXAMPLE: Person required to be at least 35 years of age.

2. What skills do you believe a person needs to have in this world we live in today?

3. Identify the importance of the Electoral College to determining the next President. In a election how does the need for electoral votes affect a person running for the office?

4. Third party candidates running for office have very little chance to be elected so why does a person decide to run as a third-party candidate?

DEFINE AND UNDERSTAND THE FOLLOWING WORDS

1. ALTERNATIVE
2. SPECULATE
3. CAUCUS
4. PRIMARY
5. COMPENSATION

Personal Finance Activity



Comparing Credit Card Offers

Activity Goal Do you need help comparing all the different credit card offers that come to you in the mail? Understanding the details of each credit card plan will help you make intelligent decisions about what type of card to use and how best to manage your financial debts.

Directions: To properly compare the advantages and disadvantages of each credit card offer, you need to make a careful comparison of the features each card offers. Use the chart below to find the information that answers the following series of questions about each card. When you are done with each step, you will have the information needed to make an informed decision about which credit card is right for your needs and financial situation.

Comparing Two Credit Card Offers	
Credit Card A	Credit Card B
3.99% APR for the life of transferred balances; 13.25 % APR for all other purchases	0.00% APR for 6 months; 19.8% APR for remaining lifetime of card
\$50 annual fee; \$25 fee for late payments	No annual fee; \$25 fee for late payments
Minimum monthly payment of \$15 or 10% of balance	Monthly balance must be paid in full each month
Set your own payment date	Must pay card by the 15th day of the month
Rewards program: \$10 shopping card with each \$1,000 in spending	Rewards program: Earn 1% cash back on all purchases

Step 1: What are the Annual Percentage Rates (APR) of credit card A and credit card B?

Step 2: Pay attention to the fees that come with each card. If you don't understand those additional costs, you can get into financial trouble really quickly.

a) What are other fees associated with each credit card?

Personal Finance Activity *cont.*



Comparing Credit Card Offers

b) How do these fees impact your total monthly bill?

Step 3: What are the requirements for paying your credit card each month?

Step 4: What would the minimum monthly payment be for each credit card for balances of \$15, \$130, \$180, and \$300?

Step 5: What sort of incentives and benefits does each credit card provide? Do these details sway your evaluation of what offer is best for you?

a) What benefits or rewards does each card offer to make it more attractive for the consumer?

b) How do these characteristics affect your evaluation of each card?

Step 6: If you have a fixed amount of income each month and your expenses are very close in dollar amount to your income, which of these two credit card offers would be a safer choice? Explain your answer.
