

MPHS Social Studies Department

Week of April 13th – April 17th

World Geography: **North America**

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World History: **Germanic Kingdoms Reading and Questions/AP Instructions**

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U.S. History: **Civil Rights Assignment/AP Assignment**

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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: **Supreme Court Cases Assignment**

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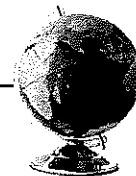
Economics: **Understanding and Comparing Cell Phone Plans**

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North America



Use the maps or additional references to complete the following.

1. Label the Arctic Ocean, Atlantic Ocean, and Pacific Ocean.

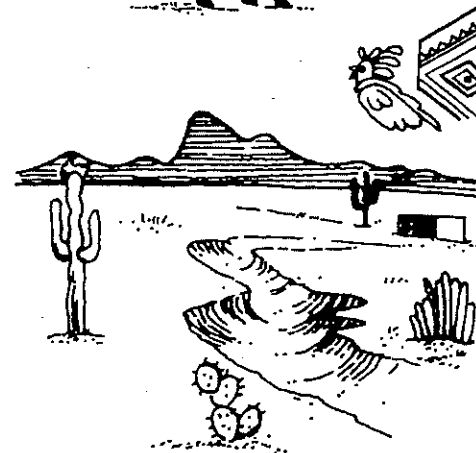
2. Label these bodies of water and match them with their latitudes and longitudes.

_____ Hudson Bay	a.	70°N	60°W
_____ Gulf of Mexico	b.	15°N	75°W
_____ Caribbean Sea	c.	60°N	90°W
_____ Gulf of St. Lawrence	d.	09°N	80°W
_____ Baffin Bay	e.	58°N	145°W
_____ Beaufort Sea	f.	48°N	62°W
_____ Gulf of Alaska	g.	25°N	90°W
_____ Panama Canal	h.	72°N	140°W



3. Label these islands and match them with their latitudes and longitudes.

_____ Cuba	a.	70°N	110°W
_____ Jamaica	b.	18°N	67°W
_____ Hispaniola	c.	18°N	78°W
_____ Greenland	d.	18°N	73°W
_____ Baffin Island	e.	22°N	80°W
_____ Puerto Rico	f.	70°N	40°W
_____ Newfoundland	g.	70°N	72°W
_____ Victoria Island	h.	49°N	56°W



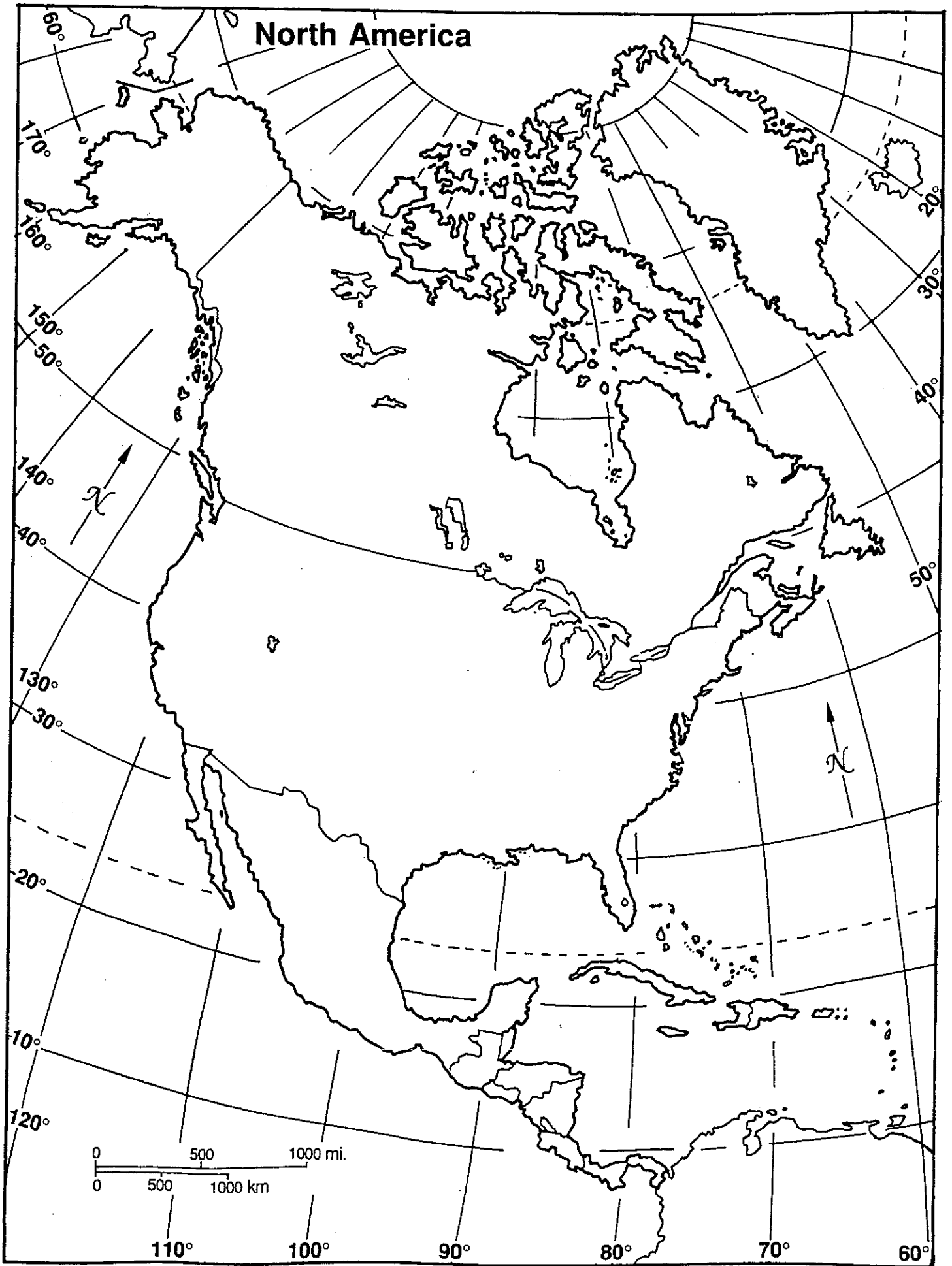
4. Label these countries: Mexico, United States, Canada, Panama, Cuba, Nicaragua, Costa Rica, Dominican Republic, and Bahamas.

5. Using map 2a, answer the following statements as true or false. If you cannot answer from the map, put a question mark to indicate that not enough information is given.

- _____ Baffin Bay is west of Greenland.
- _____ The Caribbean Sea lies southwest of the Gulf of Mexico.
- _____ Haiti is on the same island as the Dominican Republic.
- _____ Lake Superior is larger than Great Bear Lake.
- _____ The Gulf of St. Lawrence is just west of Newfoundland.
- _____ Victoria Island is larger than Ellesmere Island.



6. To sail from a city on the Gulf of Alaska to a city on the Gulf of St. Lawrence, a ship would probably have to go south and southeast across the _____ Ocean, through the _____ Canal, north across the _____ Sea, between the islands of Cuba and _____, into the _____ Ocean, and then between the North American mainland and the island of _____ to reach its destination.



CHAPTER 13 Section 1 (pages 317-321)

Germanic Kingdoms Unite Under Charlemagne

TERMS AND NAMES

Middle Ages Period of European history from 500 to 1500

Franks Germanic people who held power in the Roman province called Gaul

monastery Religious community of people devoting their lives to worship and prayer

secular Concerned with worldly things

Carolingian Dynasty Dynasty of Frankish rulers, lasting from 751 to 987

Charlemagne Powerful Frankish ruler who built a huge empire

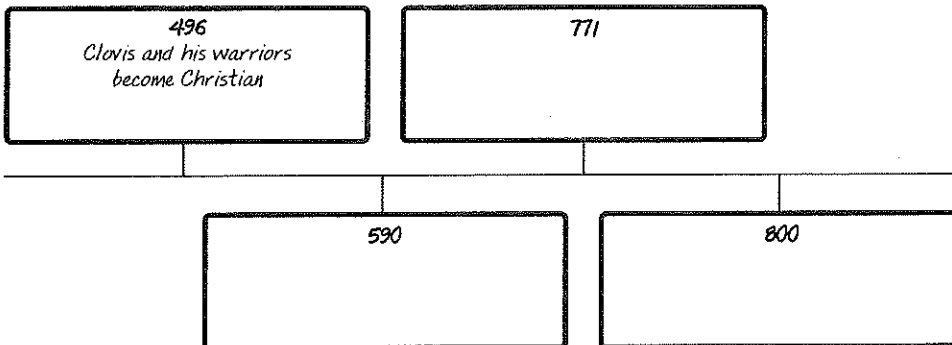
BEFORE YOU READ

In the last section, you read about Southeast Asian kingdoms and Korean dynasties.

In this section, you will read about the rise and fall of Charlemagne's empire.

AS YOU READ

Take notes on the time line below. Fill it in with key events related to the rise of Germanic kingdoms and Charlemagne's empire.



Invasions Trigger Changes in Western Europe (page 317)

How did invasions by Germanic groups change Europe?

The slow decline of the Roman Empire marked the beginning of a new era in European history. This period is called the **Middle Ages**. It lasted from around 500 to 1500.

By the end of the fifth century, various Germanic groups invaded the Roman Empire in the west. These invasions led to a series of changes. Trade was halted. Moving goods from place to

place became unsafe. Cities were no longer centers of trade and government. Many people then fled to the countryside. They returned to *rural* ways of life. People also became less educated.

As Germanic groups settled in different areas, they began to blend Latin with phrases of their own language. Many kinds of *dialects* developed. Europe no longer had a single language understood by all.

1. Name three effects of the Germanic invasions.

Germanic Kingdoms Emerge

(page 318)

How did Europe change?

As Rome's power faded, a new kind of government appeared. Warring Germanic groups carved out kingdoms. The borders of these kingdoms changed often because of warfare. There was no central rule. Family ties and loyalty to a local leader bound Germanic peoples together. Europe was in *chaos*. The Church provided a sense of order, though.

The **Franks**, a Germanic people, established a large kingdom. It was located in the Roman province of Gaul. In 496, Clovis, the king of the Franks, and his warriors became Christian. From then on, the pope in Rome supported Clovis.

2. What new kind of government arose during Rome's decline?

Germanic Peoples Adopt Christianity

(pages 318–319)

How did Christianity spread?

Other Frankish rulers helped spread Christianity. The Church also tried to convert people. It set up religious communities called **monasteries**. There Christian men called *monks* devoted their lives to God. *Nuns* were women who led this religious way of life. Monasteries became centers of learning. Their libraries preserved some writings of ancient Rome.

The Church grew in importance when Gregory I became pope in 590. He made the pope the *guardian* of the spiritual lives of all Christians. He also made the pope a worldly, or **secular**, power in governing part of Italy. Gregory used Church wealth to raise armies and fix roads. He took part in making peace treaties with invaders. His influence in politics grew.

3. What role did monasteries play during this period?

A European Empire Evolves

(pages 319–320)

How did the Carolingian Dynasty arise?

The kingdom of the Franks covered much of modern France. By the 700s, the most powerful official was the mayor of the palace. He made laws and controlled the army.

In 719, Charles Martel became mayor of the palace. He expanded the lands controlled by the Franks. He also won a battle in 732. He defeated a Muslim force moving north from Spain. This victory ended the Muslim threat to Europe and made Charles Martel a Christian hero.

His son, Pepin, was crowned king. Pepin began the reign of the Frankish rulers called the **Carolingian Dynasty**. One of Pepin's sons, **Charlemagne**, became king of the whole Frankish kingdom in 771.

4. Who were Charles Martel and Pepin?

Charlemagne Takes Center Stage

(pages 320–321)

What did Charlemagne achieve?

Charlemagne had great military skill. He made his kingdom larger than any other known since ancient Rome. By 800, he held most of modern Italy, all of modern France, and parts of modern Spain and Germany. Pope Leo III crowned him emperor. This event marked the joining of Germanic power, the Church, and the *heritage* of the Roman Empire.

Charlemagne cut the power of the nobles in his empire and increased his own. He traveled throughout his lands, visiting the people and judging cases. He brought well-read men to his court and *revived* learning. However, Charlemagne's empire fell apart soon after his death.

5. What was important about Charlemagne's being crowned as emperor?

AP World History Weekly Packet: April 6-17, 2020

1. Read Pages 571-622.

2. Watch Heimler's History Unit 8.4 - ? on YouTube. Links below:

<https://www.youtube.com/watch?v=YXJqRv33zB0>

<https://www.youtube.com/watch?v=YrhcC7GSdDU>

Watch the College Board Unit 8.2 and 8.3 on YouTube. Links below:

<https://www.youtube.com/watch?v=pBKM5eqBBX4&list=PLoGgviqq4845dmFXqxdQ3LBR2fxLgv0GM&index=4&t=0s>

https://www.youtube.com/watch?v=6yTD_wS2QHQ&list=PLoGgviqq4845dmFXqxdQ3LBR2fxLgv0GM&index=4

<https://www.youtube.com/watch?v=qjxHoM5EXbQ&list=PLoGgviqq4845dmFXqxdQ3LBR2fxLgv0GM&index=5>

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 "Assignments" on the left margin, open the "Rise and Decline of Communist Regimes Graphic Organizer." Link Below:

https://docs.google.com/document/d/1eGC59iRdsfl7CAVu_-fJuEpCPYgUtl6MuAftQBiq980/edit

4. Scroll down to the "Assignments" on the left margin, open the "Decolonization Graphic Organizer (Topics 8.5 & 8.6)."

Link Below:

https://docs.google.com/document/d/1lnfAgIEBZn4k0gKt_pioEFTVhjihhrCV5w0li8CbVBk4/edit

Use your Textbook and the below link to answer the above worksheet:

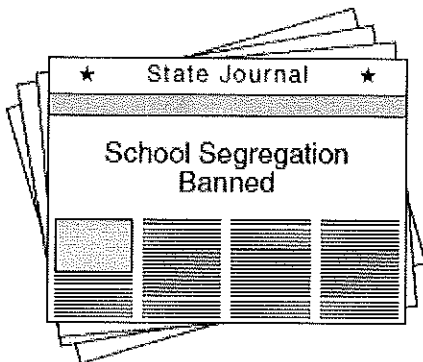
https://docs.google.com/document/d/1p_9IHuPxFhnsyx1ZG5o-WWo19X-cLbsipBQWKf3xRo/edit#heading=h.fx65eaxwfguo

5. Scroll down to the "Assignments" on the left margin, open the "India Partition Primary Source Analysis." Link Below:

<https://docs.google.com/document/d/1pPxUVD66VIPpV9l1nX5-EMJaeaxpY1o0rU63MKNdCCE/edit>

Civil Rights

While the Civil Rights movement began soon after the Civil War with the passage of the 13th, 14th, and 15th amendments it would gain momentum in the 1950s with the key decision in *Brown v Board of Education* overturning segregation. The civil rights movement would see gains for African Americans, Latinos, American Indians, and women.



- Lunch-counter sit-ins
- Montgomery bus boycott
- March on Washington
- Freedom Summer



1. Trace the development of the Civil Rights Movement by completing the timeline below:

9A		13th amendment	
9A		14th amendment	
9A		15th amendment	
21A	1896	Plessy v Ferguson	
9A		19th Amendment	
9F		Truman's Desegregation of the Armed Forces	
9I	1954	Brown v Board of Education	
9F		Civil Rights Act of 1957 and 1964	
9E	April 1963	Martin Luther King writes his "Letter from Birmingham Jail"	
9E	August 1963	MLK gives his "I Have a Dream" speech	
9F		Voting Rights Act of 1965	

9C 1. Identify the roles each of these leaders played in supporting civil rights.

Martin Luther King, Jr	
Cesar Chavez	
Rosa Parks	
Hector P. Garcia	
Betty Friedan	

9G 2. Describe the role of the following individuals that sought to maintain the status quo.

George Wallace	
Orval Faubus	
Lester Maddox	
Congressional bloc of southern Democrats	

9D

1. Compare and contrast the approach taken by the following Civil Rights groups in the chart below.

Martin Luther King, Jr.'s Approach	How were their approaches similar?	Black Panthers Approach

9I

2. Describe how each of these cases protected the rights of minorities

Mendez v Westminster	
Hernandez v Texas	
Delgado v Bastrop I.S. D.	
Edgewood I.S.D. v Kirby	
Sweatt v. Painter	

9B 1. Identify political organizations that promoted civil rights for the following groups:

African American groups	
Chicano groups	
American Indian	
Women's	
Other:	

23A 2. Explain how each of the following methods was used in the Civil Rights movement to expand the right to participate in the democratic process:

	Examples of when this method was used in the Civil Rights Movement
Lobbying	
Non-violent protesting	
Litigation	

23B 3. How did the following amendments help to achieve equality of political rights?

24th Amendment	
26th Amendment	

24B 1. What were the contributions of the following individuals?

Thurgood Marshall	
Sandra Day O'Connor	

26D 2. Identify the contributions of the following women:

	Political	Economic	Social
Dolores Huerta			
Sonia Sotomayor			

Identify the following as they relate to the Civil Rights Movement:

3. Montgomery Bus Boycott

4. Little Rock Crisis

17D 5. Affirmative Action

AP U.S. History

Assignment for the week of April 13th – April 17th:

- A. The Chapter 23/24 Guided Reading Questions and the Venn diagram are due by April 13th.
- B. Complete the Chapter 25 Guided Reading Questions, answers are due by April 20th and can be sent to lblalock@mpisd.net, submitted through Schoology or dropped off at the High School at specific times.
- C. Read Chapter 25 in the AP U.S. History book.
- D. I have created a Schoology page, if you have not signed up please send an email to me to receive the code.
- E. AP College Board is providing lessons and reviews taught by teachers online. You can go to the College Board website to locate these videos.

Chapter 25 Questions

- 1. What was the Student Non-Violent Coordinating Committee dedicated to replacing?
- 2. Why did CORE establish Freedom Rides in 1961?
- 3. What was organized by a coalition of civil rights, labor, and church organizations?
- 4. What were the four goals of the March on Washington?
- 5. What was the Peace Corps?
- 6. What stood as a tangible symbol of the Cold War division in Europe?
- 7. What was the Cuban Missile Crisis?
- 8. What did the Civil Rights Act of 1964 prohibit?
- 9. What were the three conservative beliefs expressed in the Sharon Statement?
- 10. What did the Voting Rights Act of 1965 allow?
- 11. What was the Great Society and what did it do?
- 12. After Malcolm X went to Mecca in 1964 what did he start speaking of?
- 13. What transformed protest movements into full-fledge general rebellion in the early 1960s?
- 14. What caused the Gulf of Tonkin Resolution to be passed by Congress?
- 15. What does the Gulf of Tonkin Resolution authorize?
- 16. What was Dr. Martin Luther King, Jr.'s view in 1967 of the government's policy in Vietnam?
- 17. In 1966 the organization known as the National Organization for Women (NOW) was founded, what did it demand?
- 18. What is César Chavez known for?
- 19. What were the reasons for the American Indian Movement protests?
- 20. What island was occupied by a group called "Indians of All Nations" in 1969, and how was it justified?
- 21. When was the first Earth Day?
- 22. What happened on June 17, 1957, known as "Red Monday"?
- 23. What was the Supreme Court ruling in *Miranda v Arizona*?
- 24. What was the Tet Offensive?

1. Use a computer or your phone to identify the following importance of the Supreme Court cases listed below.

COURT CASE	YEAR	IMPORTANCE
BROWN V. BOARD OF EDUCATION		
ENGEL V. VITALE		
GIDEON V WAINWRIGHT		
HERNANDEZ V. TEXAS		
MIRAND V. ARIZONA		
PLESSY V. FERGUSON		
ROE V. WADE		
TEXAS V. JOHNSON		
UNITED STATES V. NIXON		

Reinforcing Economic Skills



Understanding and Comparing Cell Phone Plans

Comparing and contrasting two sets of economic figures can help you make informed decisions on how best to spend your scarce monetary resources. Comparing and contrasting the details of each cell phone plan will help you make intelligent decisions about the best plan and provider that meets your needs in your area.

Directions: *To properly understand and compare cell phone plans, you will find information on three different cell phone carriers in your area. Then you must compare plans for each company. Although there are many other options that cell phone companies offer, simplify your data research to the basic services shown below.*

1. Fill out the table with similar information for two other cellular phone service providers in your area.

Cell Providers in Area	Company A	Company B	Company C
<i>Basic plan cost</i>	<i>\$59.95/month</i>		
<i>Contract</i>	<i>2 year</i>		
<i>Voice Minutes</i>	<i>Unlimited</i>		
<i>Texting</i>	<i>Unlimited</i>		
<i>Data (Internet)</i>	<i>4 gb</i>		

2. Which plan from the three above would work for your individual needs and why?

3. What did you find out about price in regard to getting an individual cell phone plan? Are you currently on an individual cell phone plan or on a shared/family plan with others? Why?

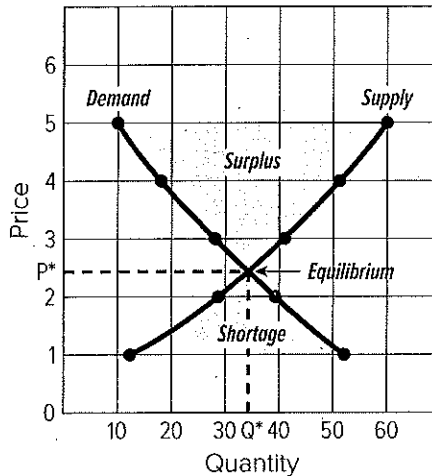
Reteaching Activity



Prices

The chart below shows how supply and demand (and equilibrium) affect prices (and vice versa) and how prices are related to quantity.

Directions: Answer the following questions based on the chart. When you are done, you may write on the chart. Write about situations that may cause an increase/decrease in prices; an increase/decrease in supply, or a circumstance that leads to equilibrium. Use concrete examples in the situations you describe.



1. What effect does greater demand have on prices?

2. If this chart is based on one particular product, at what price and at what quantity is equilibrium reached?

3. As the supply of this product increases beyond consumers' demand for it, what happens to the price of this product?

4. In a free market economic system, do you think it's possible to have an equilibrium price for all goods and services all the time? Why or why not?
