

# Webster County Schools

95 CLARK AVENUE -- EUPORA, MS 39744

Office of Curriculum

662-258-5551, Extension 15

[packets@webstercountyschools.org](mailto:packets@webstercountyschools.org)

# HS Social Studies

## Packet 3

## May 4, 2020

# **WOMEN IN THE CIVIL RIGHTS MOVEMENT: ELLA BAKER AND THE FOUNDING OF THE SNCC**

## **Background Information**

Women have played an integral role in all major events in American history and the Civil Rights Movement is no exception. According to SCLC's Andy Young, "It was woman going door to door, speaking with their neighbors, meeting in voter-registration classes together, organizing through their churches that gave the vital momentum and energy to the movement, that made it a mass movement."

Others, like Ella J. Baker played a more active and visible role in the Civil Rights Movement of the 1950's and 1960's. Baker first gained recognition for her work as field secretary for the NAACP. Later she served as executive director of the SCLC under Martin Luther King, Jr, and finally contributed to the founding of the Student Nonviolent Coordinating Committee (SNCC). Baker worked not only to further the rights of African Americans but also sought to create a movement that moved away from control by a few charismatic leaders to one in which members had the opportunity to participate in the decision-making process.

When the Greensboro sit-ins began, Baker suggested that the SCLC organize a meeting to provide direction to the students. This meeting, called the "Sacrifice for Dignity," held at Shaw University in Raleigh, NC, served as the launching pad for SNCC. At this meeting Baker urged the 300 students who had gathered to find ways to cultivate leadership within their group and to work hard at maintaining control of the goals and direction of the sit-in movement. The following documents address not only the core beliefs of SNCC, but also the philosophy of activism, independence, and leadership that Baker advocated.

## **STUDENT NONVIOLENT COORDINATING COMMITTEE (SNCC) FOUNDING STATEMENT**

We affirm the philosophical or religious ideal of non-violence as the foundation of our purpose, the presupposition of our belief, and the manner of our action.

Nonviolence, as it grows from the Judeo-Christian tradition, seeks a social order of justice permeated by love. Integration of human endeavor represents the crucial first step towards such a society.

Through non-violence, courage displaces fear. Love transcends hate. Acceptance dissipates prejudice; hope ends despair. Faith reconciles doubt. Peace dominates war. Mutual regards cancel enmity. Justice for all overthrows injustice. The redemptive community supersedes immoral social systems.

By appealing to conscience and standing on the moral nature of human existence, non-violence nurtures the atmosphere in which reconciliation and justice become actual possibilities.

Although each local group in this movement must diligently work out the clear meaning of this statement of purpose, each act or phase of our corporate effort must reflect a genuine spirit of love and good-will.

# BIGGER THAN A HAMBURGER

By Ella Baker

Raleigh, NC — The Student Leadership Conference made it crystal clear that current sit-ins and other demonstrations are concerned with something much bigger than a hamburger or even a giant-sized Coke.

Whatever may be the difference in approach to their goal, the Negro and white students, North and South, are seeking to rid America of the scourge of racial segregation and discrimination — not only at lunch counters, but in every aspect of life.



In reports, casual conversations, discussion groups, and speeches, the sense and the spirit of the following statement that appeared in the initial newsletter of the students at Barber-Scotia College, Concord, N.C., were re-echoed time and again:

*We want the world to know that we no longer accept the inferior position of second-class citizenship. We are willing to go to jail, be ridiculed, spat upon and even suffer physical violence to obtain First Class Citizenship.*

By and large, this feeling that they have a destined date with freedom, was not limited to a drive for personal freedom, or even freedom for the Negro in the South. Repeatedly, it was emphasized that the movement was concerned with the moral implications of racial discrimination for the “whole world” and the “Human Race.”

This universality of approach was linked with a perceptive recognition that “it is important to keep the movement democratic and to avoid struggles for personal leadership.”

It was further evident that desire for supportive cooperation from adult leaders and the adult community was also tempered by apprehension that adults might try to “capture” the student movement. The students showed willingness to be met on the basis of equality, but were intolerant of anything that smacked of manipulation or domination.

This inclination toward group-centered leadership, rather than toward a leader-centered group pattern of organization, was refreshing indeed to those of the older group who bear the scars of the battle, the frustrations and the disillusionment that come when the prophetic leader turns out to have heavy feet of clay.

However hopeful might be the signs in the direction of group-centeredness, the fact that many schools and communities, especially in the South, have not provided adequate experience for young Negroes to assume initiative and think and act independently accentuated the need for guarding the student movement against well-meaning, but nevertheless unhealthy, over-protectiveness.

Here is an opportunity for adult and youth to work together and provide genuine leadership — the development of the individual to his highest potential for the benefit of the group.

Many adults and youth characterized the Raleigh meeting as the greatest or most significant conference of our period.

Whether it lives up to this high evaluation or not will, in a large measure, be determined by the extent to which there is more effective training in and understanding of non-violent principles and practices, in group dynamics, and in the re-direction into creative channels of the normal frustrations and hostilities that result from second-class citizenship.

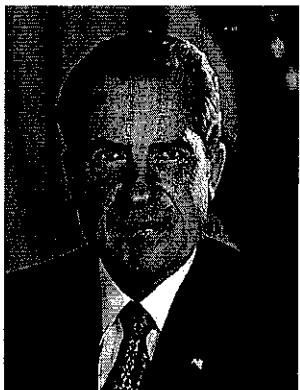
Source: *The Southern Patriot*, May, 1960

# **WOMEN IN THE CIVIL RIGHTS MOVEMENT: ELLA BAKER AND THE FOUNDING OF THE SNCC**

1. How do Baker's comments support the ideas presented in the founding statement of SNCC?
2. Why do you think Baker chose "Bigger Than a Hamburger" as her title?
3. What was the larger goal that Baker identified for African Americans?
4. How does Baker believe African Americans can achieve their goals?
5. What democratic themes are identified as integral to the Civil Rights Movement by Baker?
6. How does Baker perceive the role of the ordinary American in the Civil Rights Movement?
7. To what degree do Baker's words in both the founding statement and this article compare to the words and actions of Martin Luther King, Jr.?

# Watergate Scandal Timeline

- June 1972** Five men linked to Republican President Richard Nixon's reelection campaign were arrested for trying to bug (plant listening devices in) the offices of the Democratic National Committee in the Watergate office building in Washington, DC.
- April 1973** Nixon denied knowledge of the Watergate break-in or any cover-up.
- May 1973** Archibald Cox was named as the Justice Department's special prosecutor for Watergate. The Senate Watergate Committee began nationally televised hearings.
- June 1973** Former White House advisor John Dean told investigators that Nixon authorized a cover-up.
- July 1973** Nixon, claiming executive privilege, refused to release tape recordings made of secretly recorded Oval Office conversations.
- October 1973** Nixon offered summaries of the tapes, which Special Prosecutor Cox refuses. Nixon fires Cox.
- November 1973** Leon Jaworski is named as the new Special Prosecutor.
- March 1974** Former Nixon administration officials are indicted on charges of conspiracy in the Watergate break-in. Nixon is named as an "unindicted co-conspirator."
- July 1974** The Supreme Court ruled unanimously that Nixon had to surrender all White House recordings requested by the new special prosecutor. The House Judiciary Committee recommended impeachment for the president.
- August 1974** Transcripts of tapes show that Nixon ordered a cover-up of the Watergate break-in. On August 9th, Nixon became the first U.S. President to resign.
- September 1974** President Gerald Ford (Nixon's former Vice President) pardons former President Nixon.



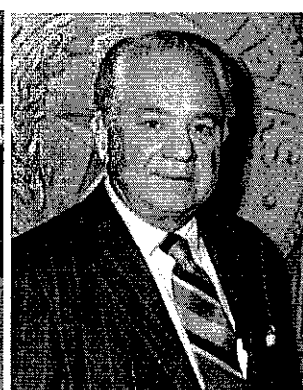
**Richard  
Nixon**



**Archibald  
Cox**



**John  
Dean**



**Leon  
Jaworski**



**Gerald  
Ford**

## MEMORANDUM

TO: Leon Jaworski, Special Prosecutor

DATE: August 9, 1974

FROM: Carl B Feldbaum &amp; Peter M. Kreindler

SUBJECT: Factors to be Considered in Deciding Whether to Prosecute Richard M. Nixon for Obstruction of Justice

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In our view there is clear evidence that Richard M. Nixon participated in a conspiracy to obstruct justice by concealing the identity of those responsible for the Watergate break-in and other criminal offenses. There is a presumption (which in the past we have operated upon) that Richard M. Nixon, like every citizen, is subject to the rule of law. Accordingly, one begins with the premise that if there is sufficient evidence, Mr. Nixon should be indicted and prosecuted. The question then becomes whether the presumption for proceeding is outweighed by the factors mandating against indictment and prosecution.

The factors which mandate against indictment and prosecution are:

1. His resignation has been sufficient punishment.
2. He has been subject to an impeachment inquiry with resulting articles of impeachment which the House Judiciary Committee unanimously endorsed as to Article I (the Watergate cover-up).
3. Prosecution might aggravate political divisions in the country.
4. As a political matter, the times call for conciliation rather than recrimination.
5. There would be considerable difficulty in achieving a fair trial because of massive pre-trial publicity.

The factors which mandate in favor of indictment and prosecution are:

1. The principle of equal justice under law requires that every person, no matter what his past position or office, answer to the criminal justice system for his past offenses. This is a particularly weighty factor if Mr. Nixon's aides and associates, who acted upon his orders and what they conceived to be his interests, are to be prosecuted for the same offenses.
2. The country will be further divided by Mr. Nixon unless there is a final disposition of charges of criminality outstanding against him so as to forestall the belief that he was driven from his office by erosion of his political base. This final disposition may be necessary to preserve the integrity of the criminal justice system and the legislative process, which together marshalled the substantial evidence of Mr. Nixon's guilt.
3. Article I, Section 3, clause 7 of the Constitution provides that a person removed from office by impeachment and conviction "shall nevertheless be liable and subject to Indictment, Trial, Judgment, and Punishment, according to Law." The Framers contemplated that a person removed from office because of abuse of his public trust still would have to answer to the criminal justice system for criminal offenses.
4. It cannot be sufficient retribution for criminal offenses merely to surrender the public office and trust which has been demonstrably abused. A person should not be permitted to trade in the abused office in return for immunity.
5. The modern nature of the Presidency necessitates massive public exposure of the President's actions through the media. A bar to prosecution on the grounds of such publicity effectively would immunize all future Presidents for their actions, however criminal. Moreover, the courts may be the appropriate forum to resolve questions of pre-trial publicity in the context of an adversary proceeding.

*Memorandum*

TO : Leon Jaworski  
Special Prosecutor

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FROM : Carl P. Feldbaum  
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Name \_\_\_\_\_

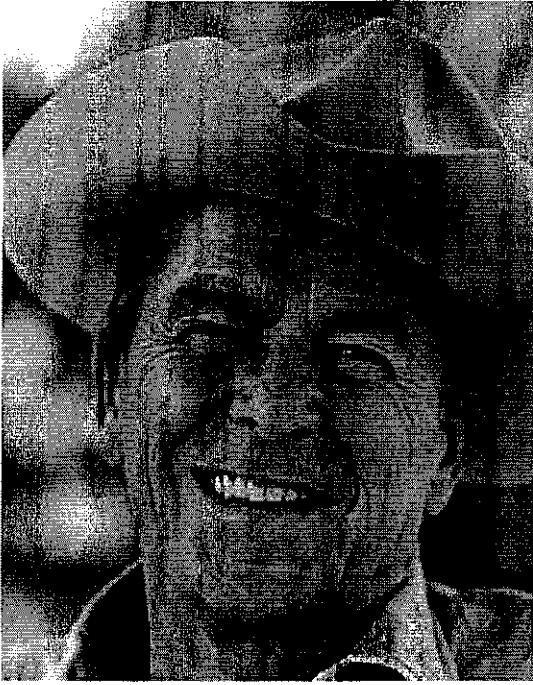
# WATERGATE SCANDAL PRIMARY SOURCE ANALYSIS

**Directions:** *Analyze the memorandum prepared for the Watergate Special Prosecutor Leon Jaworski.*

1. What crime was the Special Prosecution considering against President Nixon?
2. What "clear evidence" was there that Nixon was guilty of this crime?
3. What are the most convincing reasons for prosecuting Nixon?
4. What are the most convincing reasons for **not** prosecuting Nixon?
5. Should Richard Nixon have been indicted and prosecuted? Use evidence from the memo and your own background knowledge to support your answer.



# PRESIDENT REAGAN & THE REAGAN REVOLUTION



Ronald Reagan, the 40th President of the United States, followed a unique path to the White House. After successful careers as a sports announcer, Hollywood actor, and television host, he turned to politics and was elected governor of California in 1966, serving eight years. He ran unsuccessfully for President in 1968 and 1976, but in 1980, during a time of U.S. economic trouble and foreign policy difficulties, he won the Republican nomination and defeated President Jimmy Carter in the general election.

When Reagan took office, public confidence in government was at its lowest since the Great Depression. Reagan largely succeeded in his goal of “making the American people believe in themselves again.” He called this the greatest accomplishment of his presidency. He was supremely popular as president because of his affable nature and easy way with people. In 1984, Reagan was reelected to a second term in a 49-state landslide.

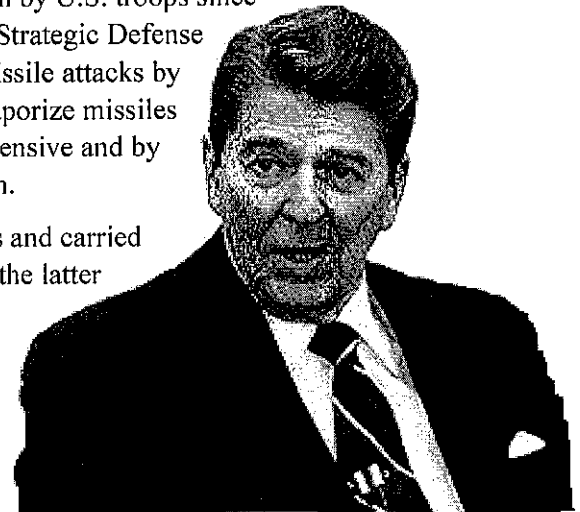
His time became to be called “the Reagan Revolution” because conservative Republicans took control of government away from Democrats for the first time many years. Reagan and conservatives advocated for large tax cuts and argued that if taxes are lower for those earning a lot of money, the wealth will “trickle down” to all Americans because the wealthy will create jobs.

Reagan and the Republican Party also believed in transferring more government responsibilities to states rather than the Federal government. This is called Federalism. Reagan's administration introduced a practice of giving block grants, freeing state governments to spend the money at their own discretion. This is sometimes called “states' rights” or “decentralizing government” because it allows states to make decisions on issues different laws and policies. This greatly reduced the number and scope of government programs and regulations.

While in office, Reagan appointed judges and Supreme Court justices who exercised “judicial restraint”. Judicial restraint encourages judges to limit the exercise of their own power. It asserts that judges should hesitate to strike down laws unless they are obviously unconstitutional. It is sometimes regarded as the opposite of judicial activism. Reagan appointed both William Rehnquist and Antonin Scalia to the Supreme Court who exemplify the judicial restraint philosophy. He nominated another Robert Bork, but a speech by Senator Ted Kennedy in which he said “Bork's America is a land in which women would be forced into back-alley abortions, blacks would sit at segregated lunch counters ... and schoolchildren could not be taught about evolution.” derailed Bork's nomination. However, Reagan also nominated Sandra Day O'Connor: the first female Supreme Court justice.

Reagan's time in office also saw a strengthening of America's military. The administration was steadfastly anti-communist, calling the Soviet Union an “evil empire” and ending 1970s détente. Reagan accelerated the massive buildup of the military including an invasion of Grenada, the first major overseas action by U.S. troops since the end of the Vietnam War. One of Reagan's controversial proposals was the Strategic Defense Initiative (SDI), a system intended to make the U.S. invulnerable to nuclear missile attacks by the Soviet Union. It was nicknamed “Star Wars” because it was designed to vaporize missiles from space by way of a laser guidance system. However, it was incredibly expensive and by 1985, after billions of dollars but minimal results, Reagan's SDI was shut down.

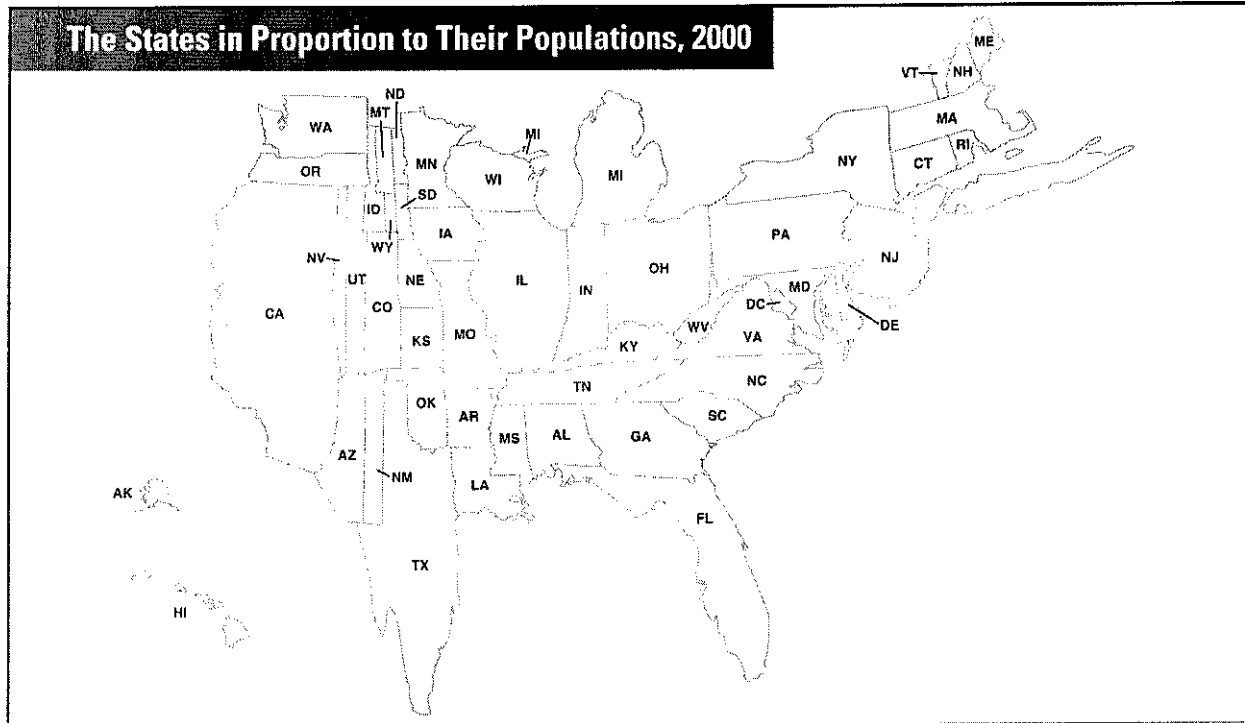
During the eight years of his presidency, Reagan reshaped national politics and carried out his campaign promises to cut taxes and increase the defense budget, using the latter as leverage to negotiate significant arms control agreements with the Soviet Union. Despite some setbacks, including notable budget deficits, Reagan left office in 1989 with strong approval ratings. The Reagan Revolution continued after his presidency with the election of his Vice President George H. W. Bush.





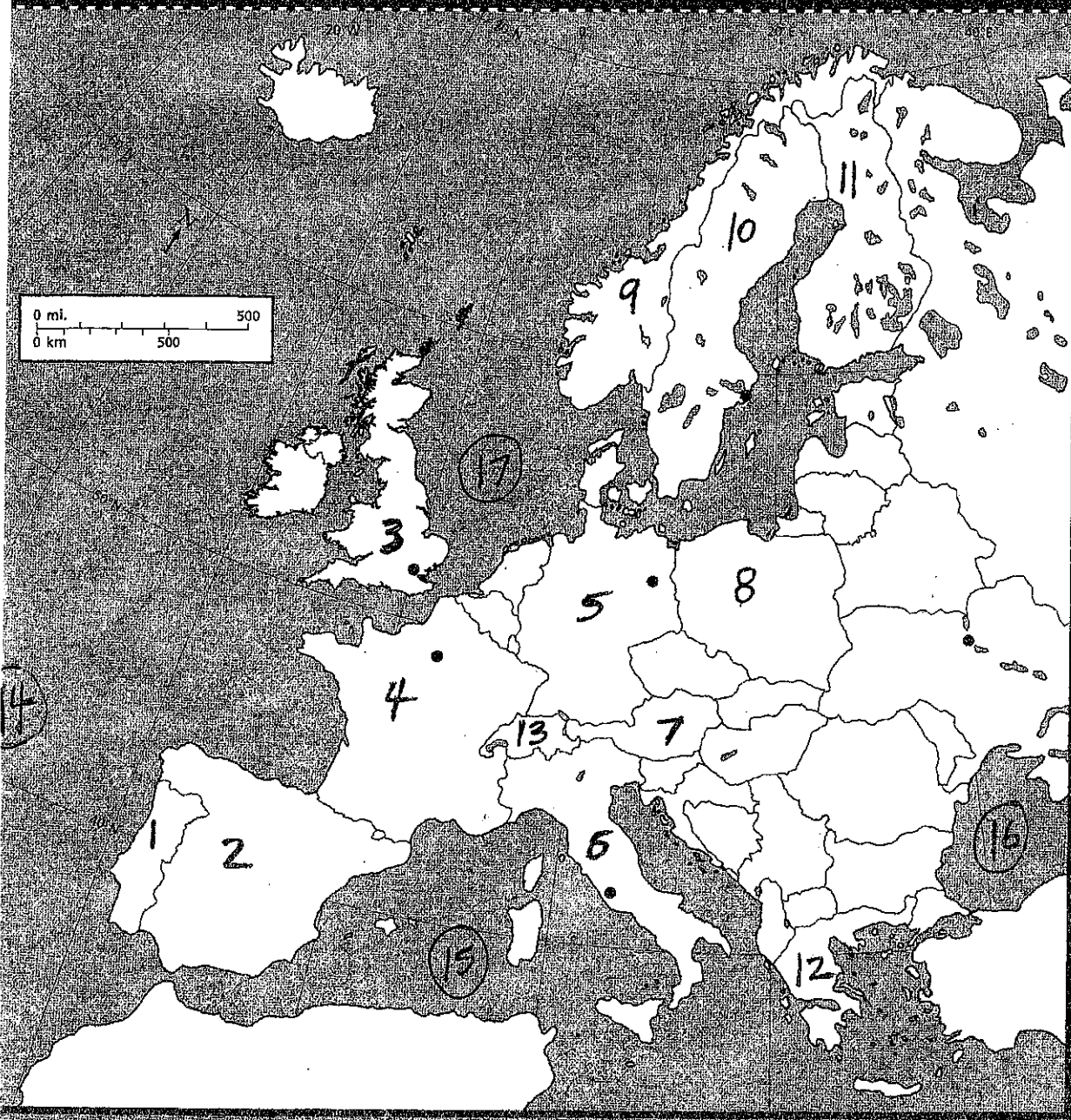
Name: \_\_\_\_\_

# America's Population in 2000



1. Which region of the country has the most states with large populations?
  - A. the Northwest
  - B. the South
  - C. the Southeast
  - D. the North
2. Of the following, what information does the map reveal?
  - A. the relative number of House members from each state
  - B. the relative number of Senators from each state
  - C. the relative number of immigrants in each state
  - D. the relative number of businesses in each state
3. Name two states that have roughly the same population.
4. What does the relative size of each state shown on this map tell you about that state?
5. Explain how this map would be useful in planning a presidential campaign. Remember that the number of electors each state controls in the Electoral College is based on the population of the state.

Europe



1. - 13.  
Countries &  
cities

- Black Sea
- North Sea
- Mediterranean Sea
- Atlantic Ocean

• BODIES OF WATER •

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15	_____
16	_____
17	_____

Capitals

- Paris
- Bern
- Berlin
- Lisbon
- London
- Athens
- Rome
- Helsinki
- Madrid
- Warsaw
- Stockholm
- Oslo
- Vienna

# N. Africa to Middle East

Name \_\_\_\_\_

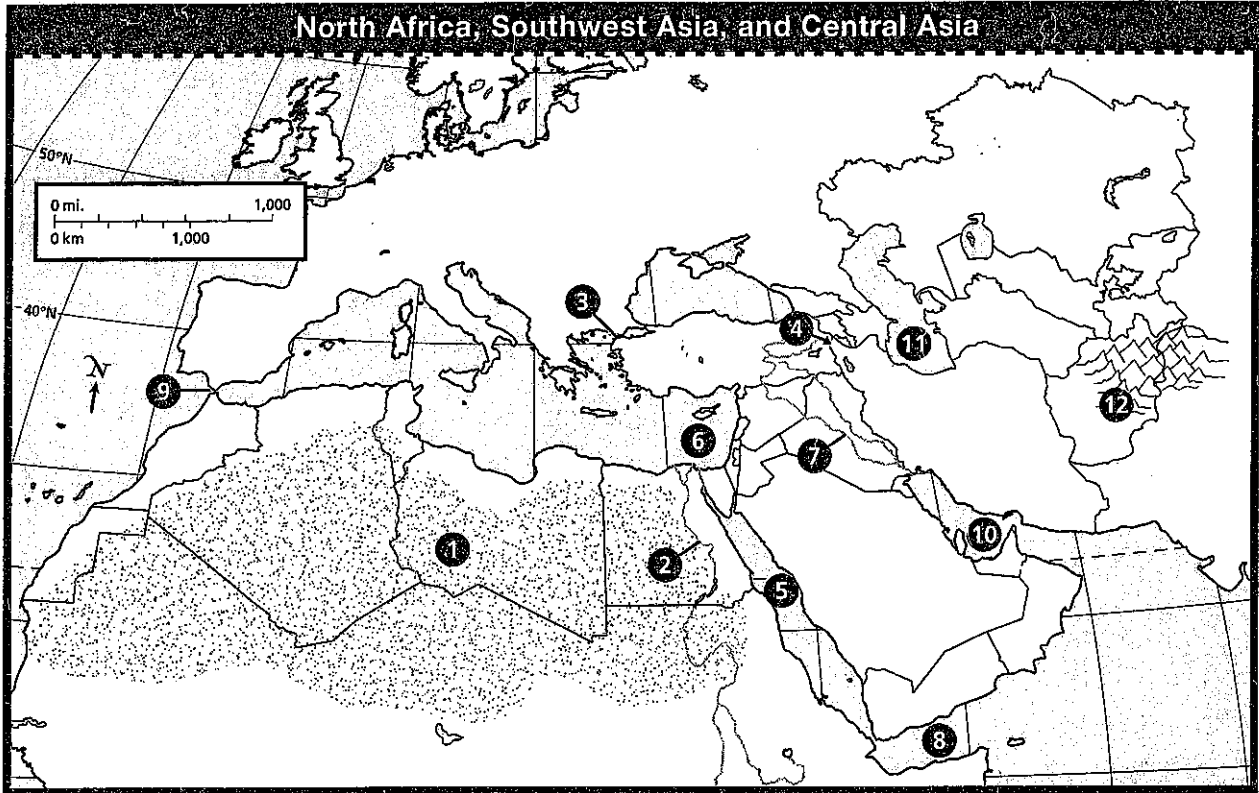
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## Location Activity 6B

**DIRECTIONS:** Write the correct name for each numbered physical feature in the corresponding blank below.

UNIT 6



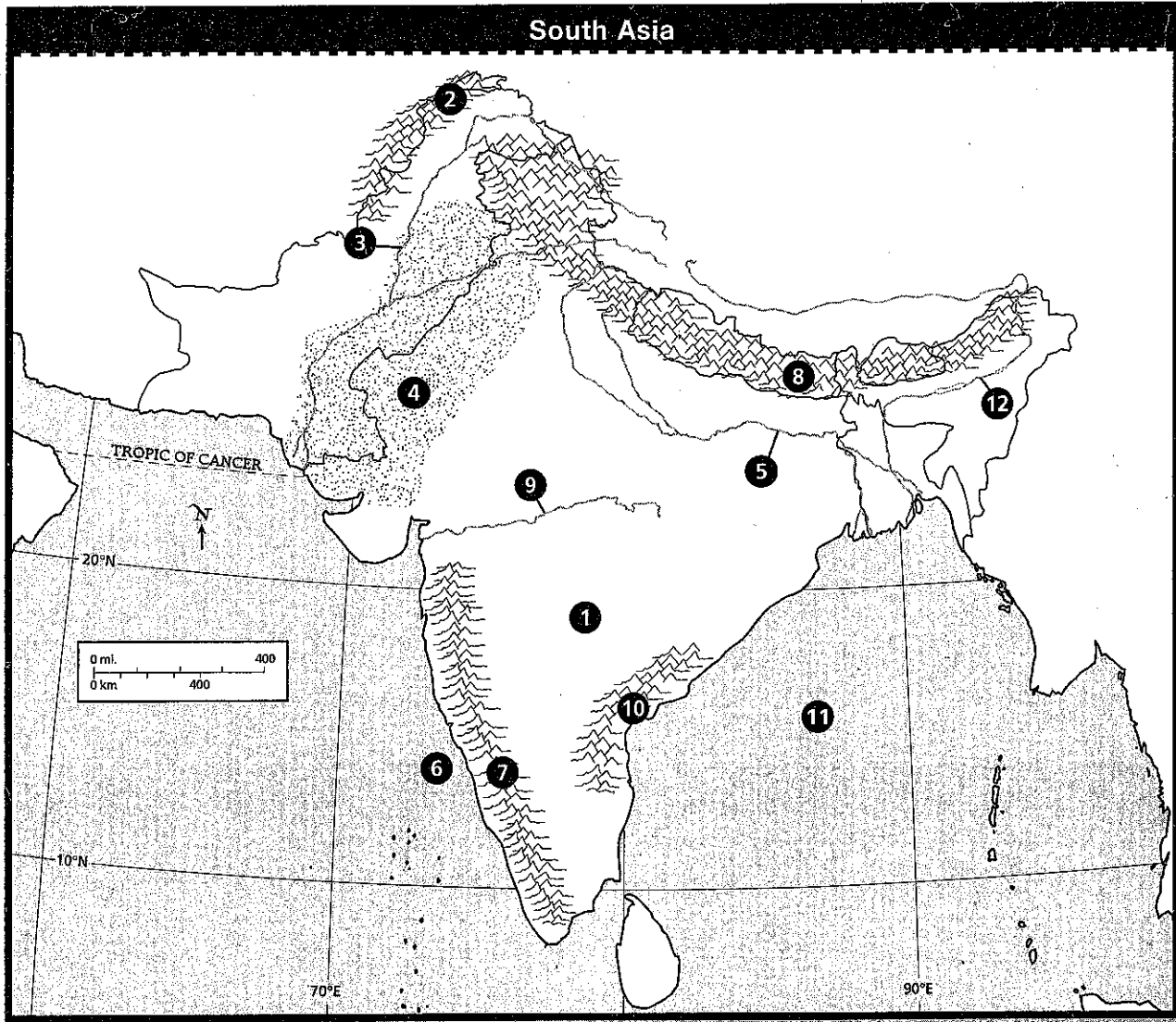
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# Location Activity 8B

**DIRECTIONS:** Write the correct name for each numbered physical feature in the corresponding blank below.

**UNIT 8**



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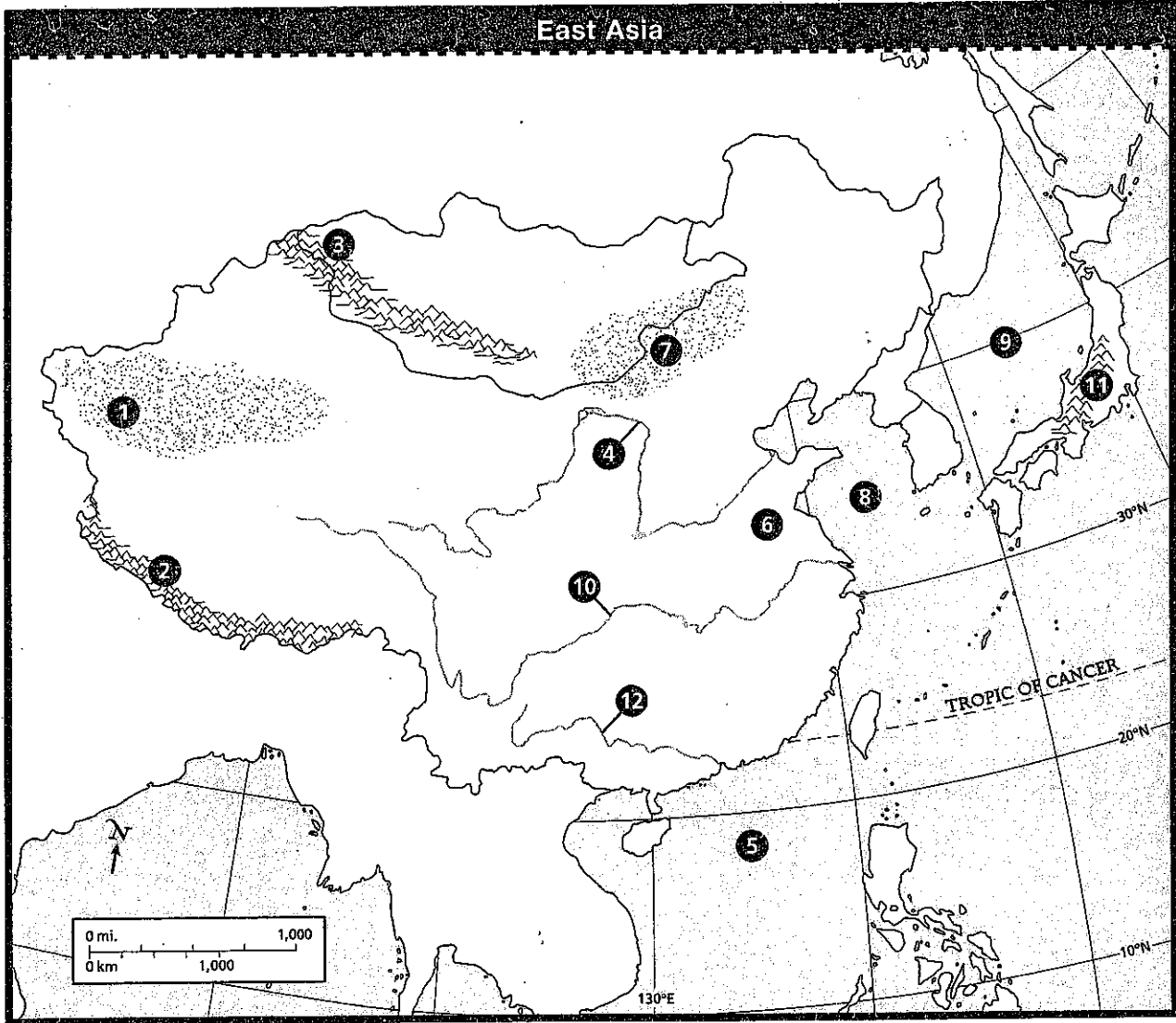
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# Location Activity 9B

## EAST ASIA

**DIRECTIONS:** Write the correct name for each numbered physical feature in the corresponding blank below.

UNIT 9



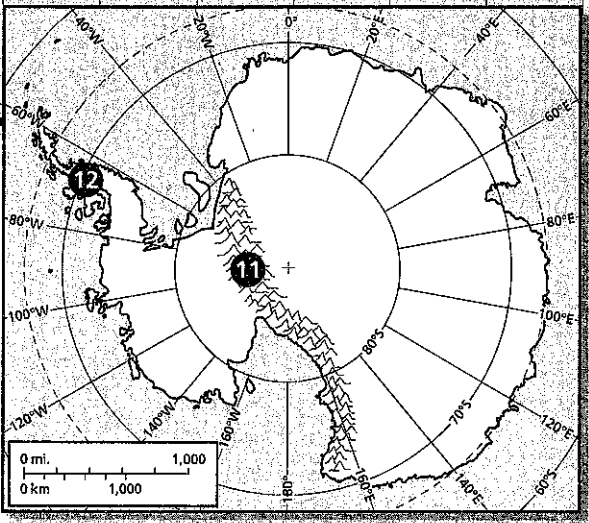
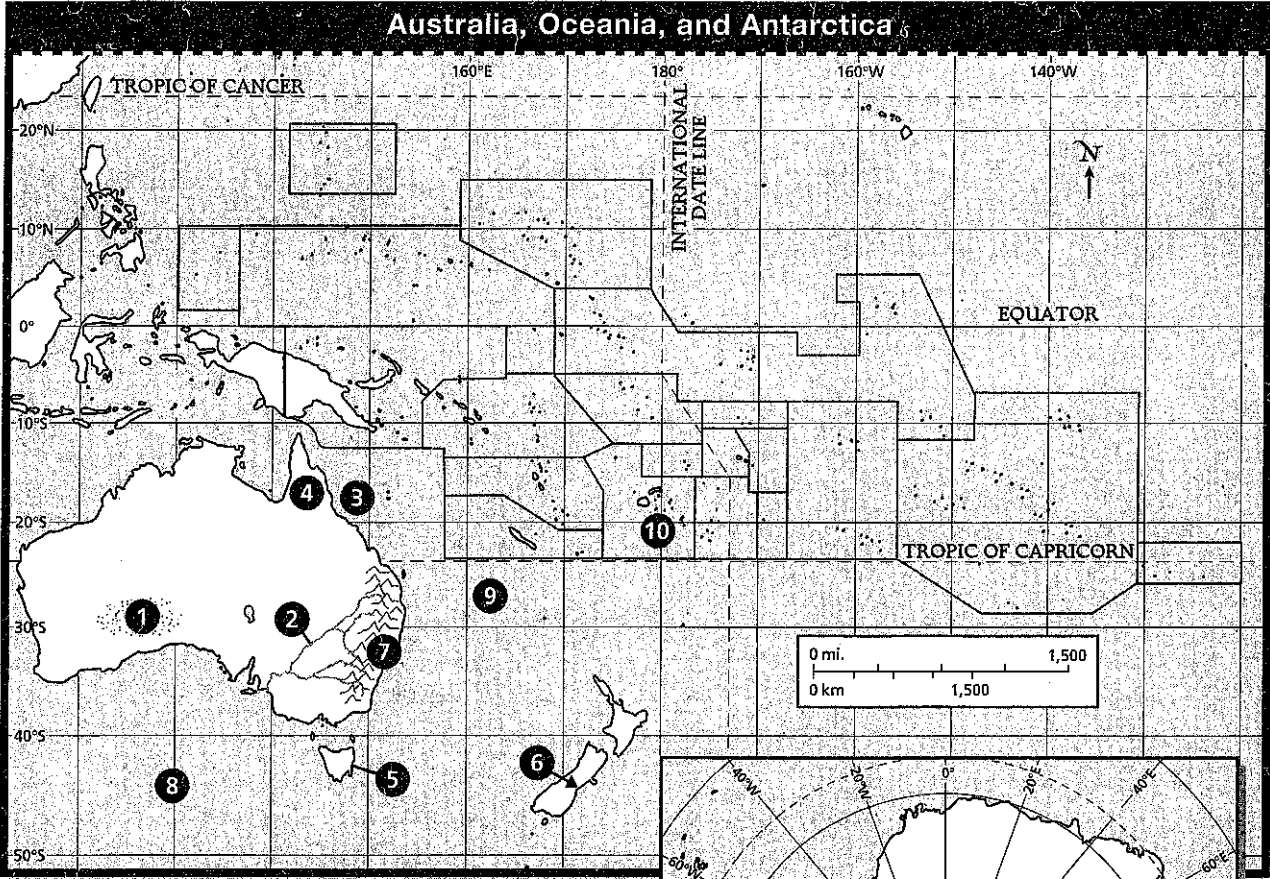
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# Location Activity 11B

**DIRECTIONS:** Write the correct name for each numbered physical feature in the corresponding blank below.

UNIT 11



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## **Table of Contents**

**Pg. 1- Choose a country and complete the location, place, movement, region, and human-environment interaction assignment. (Ex. United States, France, England, Spain, Russia, Italy)**

**Pg. 2- County map of Mississippi**

**Pg. 3- Word bank of Mississippi counties**

**Pg. 4- Fill in the counties from the blank map on page 2**

**Pg. 5- Ch. 16 and 17 terms**

**Pg. 6- Ch. 17 and 18 terms**

**Pg. 7- Ch. 18 and 19 terms**

**Pg. 8- Ch. 20 terms**

NAME: \_\_\_\_\_

### LOCATION

What is the country's absolute location (latitude/longitude)?

What is its relative location? (in relation to other areas - regions, other countries, bodies of water, etc.)

### COUNTRY:

Use an atlas & other resources to answer the questions related to the **5 THEMES OF GEOGRAPHY.**

### REGION

List the major regions & give common characteristics of each one (climate, geography, culture, languages, religion, economy, social & political issues, etc.)

### PLACE

What are its physical characteristics (landforms, soil, climate, resources, etc)?

What are its human characteristics (culture, language, religion, etc.)

What human characteristics does it share with nearby regions or countries?

### HUMAN-ENVIRONMENT INTERACTION

How have people adapted to or changed the environment over time?

Where do most people live & why?

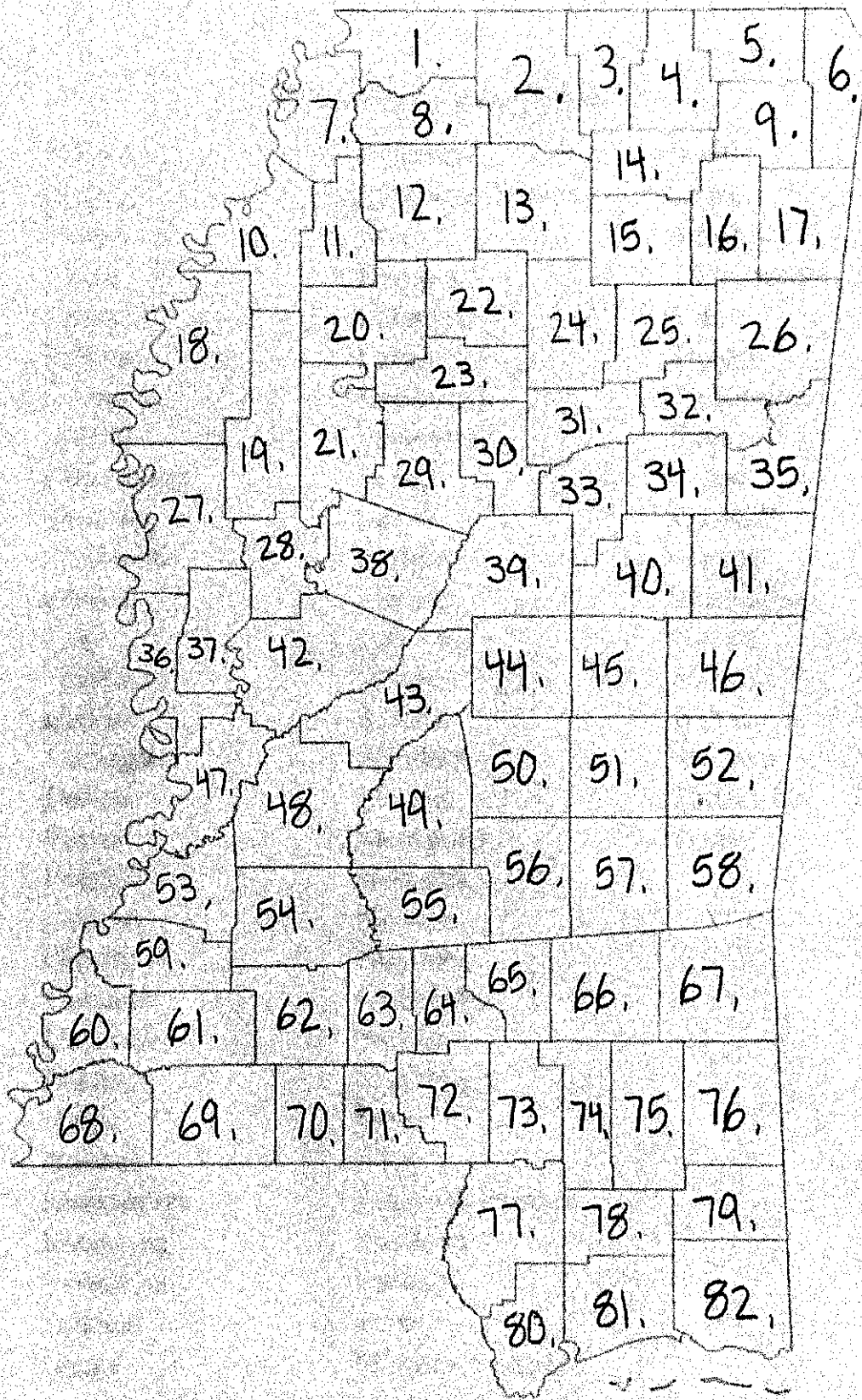
What's the economy like & how is it related to the country's geography?

### MOVEMENT

How are people/goods/ideas transported to/in/from the country?

Why do people leave/move there?

What goods are exported/imported?



## Mississippi County Map

Adams	Jefferson	Smith
Alcorn	Jefferson Davis	Stone
Amite	Jones	Sunflower
Attala	Kemper	Tallahatchie
Benton	Lafayette	Tate
Bolivar	Lamar	Tippah
Calhoun	Lauderdale	Tishomingo
Carroll	Lawrence	Tunica
Chickasaw	Leake	Union
Choctaw	Lee	Walthall
Claiborne	Leflore	Warren
Clarke	Lincoln	Washington
Clay	Lowndes	Wayne
Coahoma	Madison	Webster
Copiah	Marion	Wilkinson
Covington	Marshall	Winston
DeSoto	Monroe	Yalobusha
Forrest	Montgomery	Yazoo
Franklin	Neshoba	
George	Newton	
Greene	Noxubee	
Grenada	Oktibbeha	
Hancock	Panola	
Harrison	Pearl River	
Hinds	Perry	
Holmes	Pike	
Humphreys	Pontotoc	
Issaquena	Prentiss	
Itawamba	Quitman	
Jackson	Rankin	
Jasper	Scott	
	Sharkey	
	Simpson	

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| 30. | 60. |     |

#### Ch. 16 Terms

- Conscription- Military draft
- Mobilization- The process of assembling troops and supplies and making them ready for war.
- Propaganda- Ideas spread to influence public opinion for or against a cause.
- Trench warfare- Fighting from ditches protected by barbed wire, as in World War I
- War of attrition- A war based on wearing the other side down by constant attacks and heavy losses, such as World War I
- Total war- A war that involves the complete mobilization of resources and people
- Planned economics- An economic system directed by government agencies
- Soviets- Russian council composed of representatives from the workers and soldiers
- War communism- In WWI Russia, government control of banks and most industries, the seizing of grain from peasants, and the centralization of state administration under Communist control
- Armistice- A truce or agreement to end fighting
- Reparation- Payment made to the victors by the vanquished to cover the costs of a war
- Mandate- A nation governed by another nation on behalf of the League of Nations

#### Ch. 17 Terms

- Depression- A period of low economic activity and rising unemployment.
- Collective bargaining- The right of unions to negotiate with employers over wages and hours.
- Deficit spending- When a government pays out more money than it takes in through taxation and other revenues, thus going into debt.

- Totalitarian state- A government that aims to control the political, economic, social, intellectual, and cultural lives of its citizens.
- Fascism- A political philosophy that glorifies the state above the individual by emphasizing the need for a strong central government led by a dictatorial ruler.
- New Economic Policy- A modified version of the old capitalist system adopted by Lenin in 1921 to replace war communism in Russia.
- Politburo- A seven-member committee that became the leading policy-making body of the Communist Party in Russia.
- Collectivization- A system in which private farms are eliminated and peasants work land owned by the government.
- Reichstag- The German Parliament
- Photomontage- A picture made of a combination of photographs
- Surrealism- Artistic movement that seeks to depict the world of the unconscious
- Uncertainty Principle- Idea by Heisenberg in 1927 that the behavior of subatomic particles is uncertain

#### Ch. 18 Terms

- Genocide- The deliberate mass murder of a particular racial, political, or cultural group
- Ethnic cleansing- A policy of killing or forcibly removing an ethnic group from its lands
- Pan-Africanism- The unity of all black Africans, regardless of national boundaries
- Mahatma- "Great Soul," title given to Mohandas Gandhi by the Indian people.
- Civil disobedience- Refusal to obey laws that are considered to be unjust.
- Zaibatsu- in the Japanese economy, a large financial and industrial corporation.
- Guerrilla tactics- The use of unexpected maneuvers like sabotage and subterfuge to fight an enemy.
- Redistribution of wealth- The shifting of wealth from a rich minority to a poor majority.

- Oligarchy- "The rule of the few," a form of government in which a small group of people exercises control.

#### Ch. 19 Terms

- Demilitarized- Eliminate or prohibit weapons, fortifications, and other military installations.
- Appeasement- Satisfying demands of dissatisfied powers in an effort to maintain peace and stability.
- Sanction- A restriction intended to enforce international law
- Blitzkrieg- German for lightning war
- Partisan- A resistance fighter in WWII
- Genocide- The deliberate mass murder of a particular racial, political, or cultural group
- Collaborator- A person who assists the enemy.
- Mobilization- The process of assembling troops and supplies and making them ready for war.
- Kamikaze- Japanese for divine wind
- Cold War- The period of political tension following WWII and ending with the fall of communism in the Soviet Union



### Ch. 20 Terms

- **Satellite state-** A country that is economically and politically dependent on another country.
- **Policy of Containment-** A plan to keep something, such as communism
- **Arms race-** Building up armies and stores of weapons to keep up with an enemy.
- **Deterrence-** Security policy which holds that if two sides in a political conflict have huge arsenals of nuclear weapons, war can be prevented
- **Domino Theory-** Idea that, one country falls to communism, neighboring countries will also fall.
- **Heavy industry-** The manufacture of machines and equipment for factories and mines
- **De-Stalinization-** The process of eliminating Stalin's more ruthless policies
- **Welfare state-** A state in which the government takes responsibility for providing citizens with services such as health care.
- **Bloc-** A group of nations with a common purpose.
- **Real wages-** The actual purchasing power of income

- \_\_\_ 2. In a democracy, the will of the majority
- A. cannot be changed or improved upon.
  - B. is not open to compromise.
  - C. cannot be used to deprive rights of a member of the minority.
  - D. is always unanimous
- \_\_\_ 3. Which of the following is among the characteristics of the states?
- A. population
  - B. territory
  - C. government
  - D. all of the above
- \_\_\_ 4. A federal government is one in which
- A. all power is concentrated in the central government.
  - B. power is divided between a central government and local governments.
  - C. power is divided between the executive branch and the legislative branch.
  - D. bureaucrats organize and control government.
- \_\_\_ 7. With the words "We the People", the Constitution established its authority on the basis of
- A. popular sovereignty.
  - B. separation of powers.
  - C. limited government.
  - D. Divine Right.
- \_\_\_ 8. The president's power to veto an act of Congress is an example of
- A. judicial review.
  - B. checks and balances.
  - C. limited government.
  - D. popular sovereignty.
- \_\_\_ 9. Which of the following is an example of checks and balances?
- A. The U.S. Supreme Court declares that a law is unconstitutional.
  - B. Power is divided between the National Government and the States.
  - C. The Senate observes senatorial courtesy.
  - D. Congress passes a law.
- \_\_\_ 10. The formal amendment process is an example of the concept of
- A. federalism.
  - B. the separation of powers.
  - C. checks and balances.
  - D. parliamentary government.
- \_\_\_ 11. The Constitution defines the separation of powers as the relationship between
- A. federal, state, and local governments.
  - B. legislative, executive, and judicial branches.
  - C. political parties.
  - D. presidential and parliamentary governments.
- \_\_\_ 13. The first ten amendments to the Constitution are known as
- A. the Articles of Confederation.
  - B. the Code of Hammurabi.
  - C. the Bill of Rights.
  - D. Declaration of Independence.
- \_\_\_ 14. In the United States, a political party is made up of a group of people who
- A. disagree on how to resolve the basic issues affecting the country.
  - B. work to control government by getting candidates elected to political offices.
  - C. work separately to support one major program or policy.
  - D. support split-ticket voting.

- \_\_\_ 17. The length of a United States senator's term is
- two years.
  - four years.
  - six years.
  - none of the above.
- \_\_\_ 19. The number of seats in the House of Representatives is set by
- the Constitution.
  - a nation-wide vote.
  - Congress.
  - the Census Bureau.
- \_\_\_ 20. The United States Congress is bicameral, which means
- it meets twice a year.
  - it is divided into two houses.
  - it has twice the members of the Senate.
  - it is divided into two parties.
- \_\_\_ 22. The smallest number of presidential electors a State can have is
- one.
  - two.
  - three.
  - four.
- \_\_\_ 25. According to the Constitution, the President must
- be a man who owns property.
  - be at least 35 years of age.
  - have held one major public office.
  - have lived in the U.S. for at least 20 years.
- \_\_\_ 27. When people vote for President, they are really voting for their State's
- primaries.
  - caucus.
  - electors.
  - Senators
- \_\_\_ 28. If the presidential vote in the electoral college results in a tie,
- a run-off election is held in the electoral college.
  - a run-off election is held in the State legislatures.
  - the Senate votes to elect the president.
  - the House of Representatives votes to elect the president.
- \_\_\_ 33. In Plessy v. Ferguson, the United States Supreme Court ruled that state-imposed racial segregation is constitutional, based on the
- "clear and present danger" doctrine
  - "separate but equal" doctrine
  - "dangerous tendency" doctrine
  - privileges and immunities clause
  - necessary and proper clause
- \_\_\_ 39. The Tenth Amendment
- declares that the national government is superior to the states in every concern.
  - establishes the Constitution, laws of the national government, and treaties as the supreme law of the land.
  - establishes the Supreme Court as the final arbiter in all civil and criminal disputes.
  - establishes the number of electoral votes each state can cast in the Electoral College.
  - states that powers not delegated to the United States by the Constitution, nor prohibited by the states, are reserved for the states.
- \_\_\_ 41. How often are Presidential Elections held?
- Every 2 years
  - Every 4 years
  - Every 6 years
  - Every 8 years
  - None of the above

49. A person cannot be tried for the same crime twice and you cannot be a witness against yourself  
a. 1st Amendment c. 2nd Amendment b. 5th Amendment d. 6th Amendment
50. A President that becomes disabled can pass duties to the Vice-President under the provision of this amendment.  
a. 25th Amendment c. 27th Amendment b. 26th Amendment d. 28th Amendment
51. The 4th amendment includes which of the following?  
a. Eminent Domain in which the government is allowed to seize private property provided it compensates a person for their loss  
b. Government disallowed from conducting unlawful searches or seizures.  
c. Right to a trial by jury in civil cases.  
d. Right to bear arms
52. Which of the following amendments guarantees speech, religion, press, assembly, and petition?  
a. 1st amendment b. 8th amendment c. 5th amendment d. 10th amendment
53. Which of the following best describes the 9th amendment?  
a. It spells out rights of the accused in criminal cases  
b. It spells out the 5 basic civil liberties that are considered the most fundamental  
c. It spells out rights of the accused in civil cases  
d. It protects the unremunerated rights that were not included in the Bill of Rights
55. A woman is arrested. (1) The police incarcerate her for several months before telling her the charge against her (2) She calls an attorney who makes plans for the trial. (3) At the trial, she is disallowed from having a jury of her peers (4) her attorney is not allowed to ask questions of the witnesses. (5) A judge finds her guilty of the crime based on the evidence presented. Which stages in the above situation seem to be violations of the woman's Sixth Amendment rights?  
a. 2, 3, 4  
b. 1, 3, 4, 5  
c. 1 and 3  
d. 1, 2, 3, 4, 5
56. Which of these is NOT allowed, according to the Eighth Amendment?  
a. unreasonable bail b. jail terms c. reasonable fines d. punishments
57. The 13th amendment eliminated the 3/5ths compromise regarding representation.  
a. True  
b. False
58. What Amendments are known as the reconstruction amendments?  
I 12<sup>th</sup> amendment  
II 13<sup>th</sup> amendment  
III 14<sup>th</sup> amendment  
IV 15<sup>th</sup> amendment  
a. II, III, and IV  
b. II and IV  
c. II and III  
d. II and IV
59. How many years does a U.S. House of Representative serve for?  
a. 2 years  
b. 4 years  
c. 6 years  
d. Life
60. How many years does a Supreme Court Justice serve for?  
a. 2 years  
b. 4 years  
c. 6 years  
d. Life

# US in World Affairs, 1989-2001

**Name:**

**Class:**

**Teacher:**

**Date:**

**Directions:** Each of these terms or people are related to America's involvement in world events between 1989 and 2001. See if you can match each of them with the correct definition or description. Good luck!

**ITEMBANK:**

Afghanistan Al Qaeda George W. Bush Glasnost Mikhail Gorbachev Osama bin Laden Perestroika  
Persian Gulf War Ronald Reagan Saddam Hussein Taliban

He was the U.S. President from 1981-1989, and is credited by many with bringing hope and optimism back to the United States.

This Soviet leader helped end the Cold War by negotiating a positive relationship with the United States.

This was a conflict in 1990-1991 between Iraq and the US-led coalition forces to liberate Kuwait after the Iraqi invasion.

This was the policy of public "openness" introduced by Soviet leader Mikhail Gorbachev.

He was President of Iraq from 1979 to 2003 and during both Persian Gulf Wars.

This Saudi Arabian man was the organizer of the September 11th attacks and was the head of the Al-Qaeda terrorist group.

This is terrorist group was responsible for the attacks on September 11, 2001.

This group was driven from power in Afghanistan by US-led forces in late 2001.

He was the Governor of Texas (1995-2000) and the President of the United States (2001-2009).

This land-locked country is located between Iran and Pakistan and was ruled for more than two decades by the Taliban.

This is the Russian term used for the economic reforms set in place by Mikhail Gorbachev in 1985.

Name \_\_\_\_\_

## Map Review

**Directions:** Use the attached maps to complete the following questions/statements. Provide the letter AND the name of the location.

### Vietnam

1. What letter on the map indicates an area where an incident took place in which the outcome of it gave the president the authority to "take all necessary means to repel any armed attack against the forces of the U.S. and to prevent further aggression?"
2. What letter on the map indicates the place where a lot of South Vietnamese went after the Vietnam War to escape the brutal attacks of the Communists?
3. What letter on the map indicates the route taken by the North Vietnamese to get supplies to the Vietcong in South Vietnam?
4. What letter points to the demilitarized zone (DMZ)?

### Korea

5. Identify was Korea was divided.
6. Where on the map of Korea did North Korea drive the South Koreans at the beginning of the Korean War?
7. Where did the South Koreans attack the North Koreans from behind?
8. Where did South Korea attack North Korea that brought China into the war?

### World Map

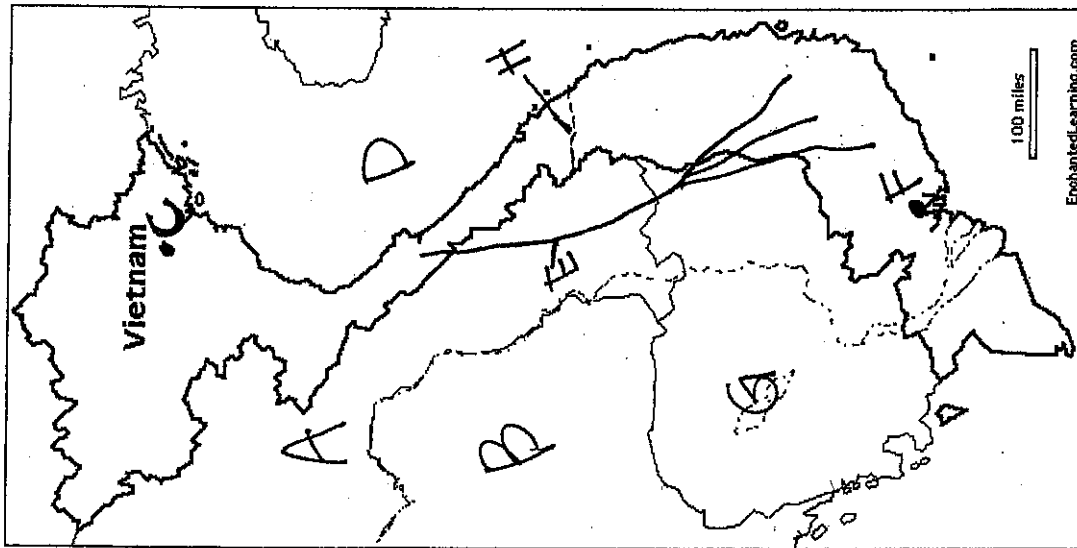
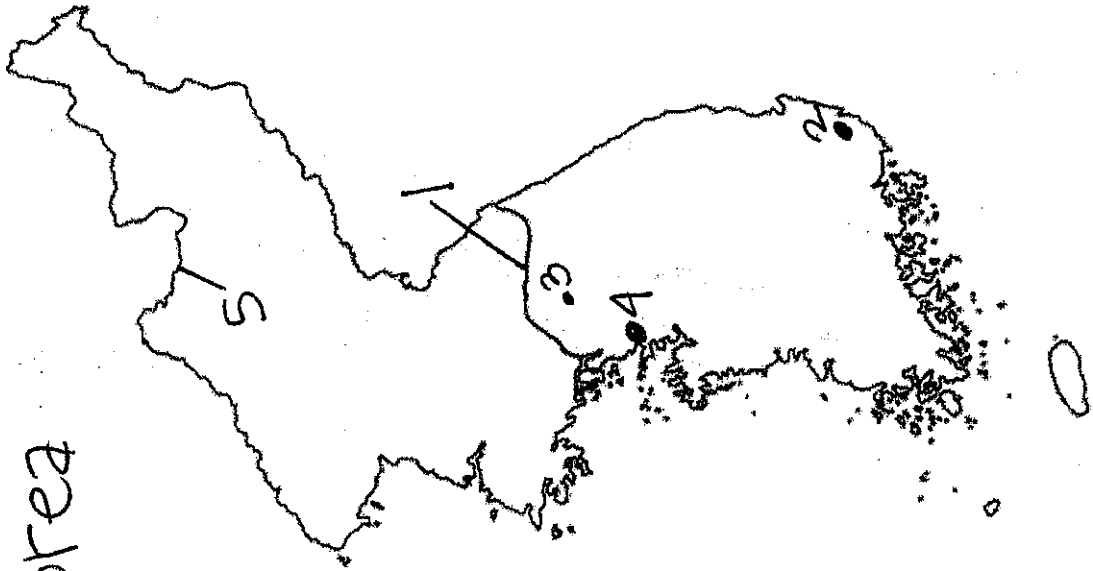
9. Who were the two superpowers that emerged from WWII?
10. What two countries did the U.S. help under the Truman Doctrine because they were trying to keep communists from taking over governments?
11. Which two countries did the Marshall Plan help?

12. What nation received their independence after WWII?
13. Where did the Allies occupy after WWII that became the leading economic power in Asia?
14. Which country fell to Communism in Asia after a Civil War between followers of Mao Zedong and Chiang Kai-Shek?
15. Where is another hotspot of the Cold War era, which started as a colony of Japan, but eventually became occupied by the U.S. and the Soviet Union and became divided into two separate countries?

**Map Identification:**

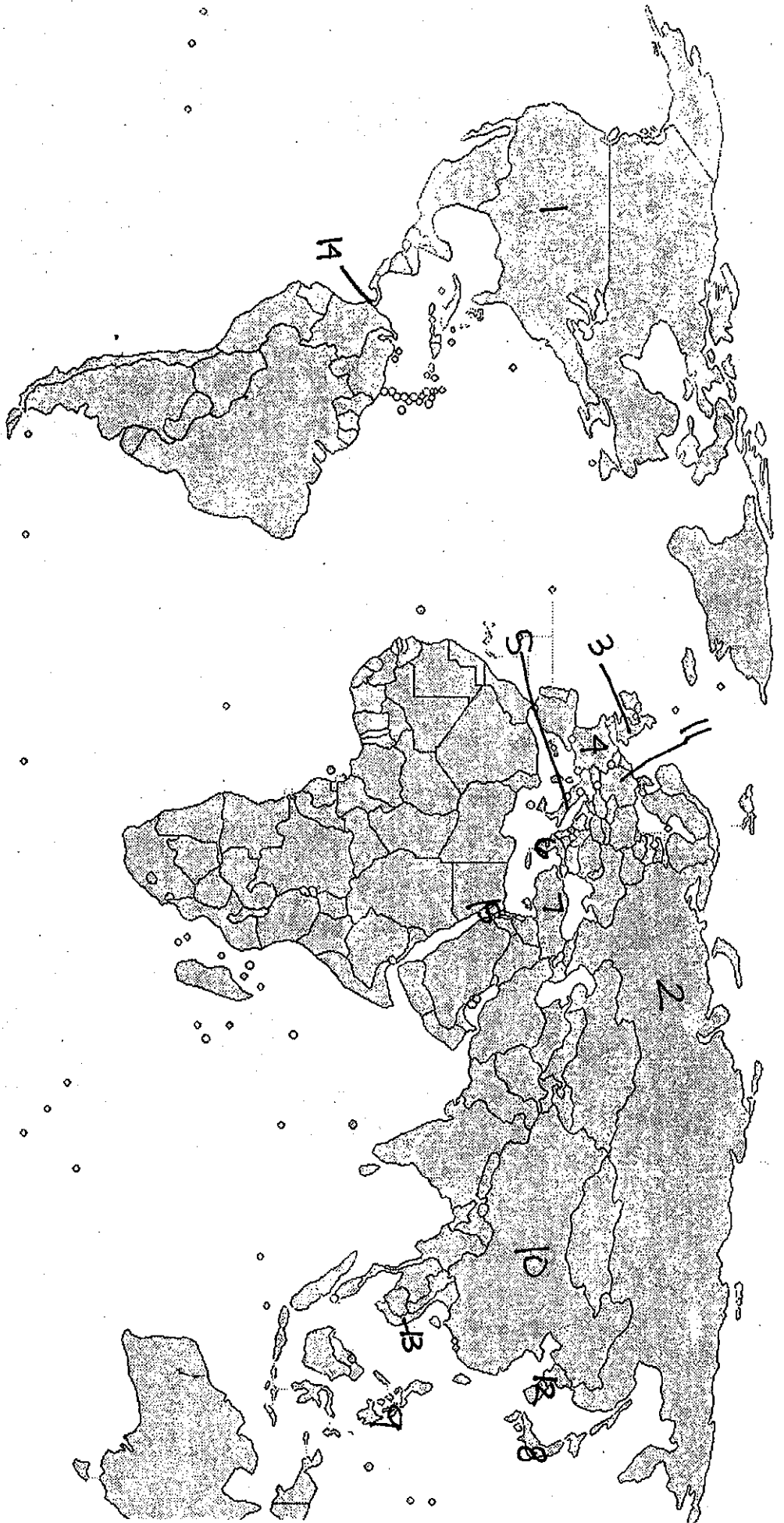
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

Korea





# World Map



# Amendment Worksheet

*Write the number of the amendment described on the blank next to each statement.*

- \_\_\_\_\_ 1. Guarantees the right to a speedy trial.
- \_\_\_\_\_ 2. Outlaws paying a tax as a condition for voting.
- \_\_\_\_\_ 3. Sets out the Presidential succession to office and a Vice-Presidential vacancy.
- \_\_\_\_\_ 4. Protects against excessive bails and cruel and unusual punishment.
- \_\_\_\_\_ 5. Guarantees representation in criminal proceedings.
- \_\_\_\_\_ 6. Guarantees the right to vote to all persons without reference to race, color, or previous servitude.
- \_\_\_\_\_ 7. Protects us from having to keep troops in our homes in peacetime.
- \_\_\_\_\_ 8. Forbids slavery in the U.S.
- \_\_\_\_\_ 9. Congressional pay raises will not go into effect until after the next congressional election.
- \_\_\_\_\_ 10. Grant the District of Columbia Presidential electors.
- \_\_\_\_\_ 11. Says that powers not delegated to the national government, and not prohibited to the States, belong to the States.
- \_\_\_\_\_ 12. Made changes in the Electoral College system.
- \_\_\_\_\_ 13. Prohibited the sale, manufacture, transportation, importation, and exportation of all intoxicating liquors in the United States.
- \_\_\_\_\_ 14. Stipulates that a President can serve no more than two elected terms.
- \_\_\_\_\_ 15. Gives the right to a jury trial in civil cases that exceed a certain amount of money.
- \_\_\_\_\_ 16. Provides for the right to petition the government.
- \_\_\_\_\_ 17. Changes the way we elect our U.S. Senators in each State.
- \_\_\_\_\_ 18. Gives us the right to confront our accusers when charged with a criminal offense.
- \_\_\_\_\_ 19. Prohibits being forced to give testimony that might implicate oneself in a crime.

- \_\_\_\_\_ 20. . A State may not be sued in federal court by residents of another State or by foreign residents.
- \_\_\_\_\_ 21. Explains the dates that Congress will convene and the President will take office, and what will happen if the President-elect dies.
- \_\_\_\_\_ 22. Guarantees freedom of the press.
- \_\_\_\_\_ 23. Prohibits trying someone twice for the same offense.
- \_\_\_\_\_ 24. Repealed the 18<sup>th</sup> Amendment.
- \_\_\_\_\_ 25. States that the people of the United States retain certain unenumerated rights that cannot be taken away.
- \_\_\_\_\_ 26. Guarantees that one must be told the charges if arrested.
- \_\_\_\_\_ 27. Protects freedom of religion and speech.
- \_\_\_\_\_ 28. Gives right to bear arms.
- \_\_\_\_\_ 29. Entitles the accused to a grand jury indictment in all capital cases.
- \_\_\_\_\_ 30. Guarantees the rights of all citizens born or naturalized in the U.S.
- \_\_\_\_\_ 31. Lowers voting age from 21 to 18.
- \_\_\_\_\_ 32. Established individual income tax.
- \_\_\_\_\_ 33. Extended the right to vote to women.
- \_\_\_\_\_ 34. Protects against unreasonable searches and seizures by law officers.
- \_\_\_\_\_ 35. Contains the second due process clause of the Constitution.
- \_\_\_\_\_ 36. Contains the equal protection clause.
- \_\_\_\_\_ 37. Sets up the precedent of eminent domain.
- \_\_\_\_\_ 38. Provides for freedom of expression.
- \_\_\_\_\_ 39. Provides for the right to assemble.
- \_\_\_\_\_ 40. Contains the first due process clause in the Constitution.

Below are questions that review major topics or eras in U.S. History since 1877. A thorough understanding of each question and answer is needed to be successful in High School Social Studies.

1. Briefly explain the following that relate to the frontier experience in the mid-late 1800s.
  - a. Transcontinental Railroad
  - b. Mineral Wealth
  - c. Battles between Native Americans and the US Government
    1. Sand Creek
    2. Little Bighorn
    3. Wounded Knee
    4. Chief Joseph and the Nez Perces
  - d. Homestead Act
  - e. Oklahoma Land Rush
  - f. Dawes General Allotment Act
  - g. Inventions that helped settle the Great Plains
  - h. Exodusters
  - i. "Closing of the Frontier"
  
2. What were the goals of the Populist Party? When and why did the party exist? What reforms did they initiate?
  
3. What transportation and communication systems have transformed American life? What impact have they had?
  
4. What and when was the Industrial Age? Who were Industrial leaders? How did they make their fortunes? How were these men viewed?  
Briefly identify industrial era terminology:
  - a. Robber Barons
  - b. Captains of Industry
  - c. Gospel of Wealth
  - d. Social Darwinism
  - e. Laissez Faire
  - f. Horizontal integration
  - g. Vertical integration
  - h. Assembly line
  
5. Explain these terms related to the Gilded Age:
  - a. Gilded Age
  - b. Civil Service Reform
  - c. Pendleton Act
  - d. Patronage/spoils system
  - e. Political machines
  - f. Settlement houses/movement
  
6. Discuss economic trends of the late 1800s and early 1900s. Identify related terminology:
  - a. Laissez faire
  - b. Sherman and Clayton Anti-trust Acts
  - c. Interstate Commerce Act/Commission
  - d. Federal Trade Commission
  - e. Federal Reserve Act
  - f. Capitalism
  - g. Socialism
  - h. Communism

7. Identify each of these terms relating to the labor movement in the US:
  - a. Knights of Labor
  - b. American Federation of Labor
  - c. Industrial Workers of the World
  - d. Congress of Industrial Organizations
  - e. Great Railroad Strike
  - f. Haymarket Riot
  - g. Homestead Strike
  - h. Pullman Strike
  - i. United Mine Workers Strike/arbitration
8. What does “American Imperialism” mean? What are arguments for and against imperialism? List examples of US Imperialism in the late 1800s and early 1900s.
9. Why did the US fight Spain in the Spanish-American War? What did we gain?
10. List significant accomplishments or actions taken by Theodore Roosevelt.
11. Define “Progressive Movement”. Briefly explain the following reforms of this movement:
  - a. Meat Inspection Act
  - b. Pure Food and Drug Act
  - c. NAACP
  - d. 16<sup>th</sup> amendment
  - e. 17<sup>th</sup> amendment
  - f. 18<sup>th</sup> amendment
  - g. 19<sup>th</sup> amendment
  - h. recall
  - i. referendum
  - j. initiative
  - k. direct primary
  - l. Federal Reserve Act
  - m. Sherman and Clayton Anti-trust Acts
  - n. Underwood Tariff
  - o. Workman’s compensation
  - p. Interstate Commerce Act
12. Identify the following policies. Include the time period and/or president associated with each:
  - a. Big Stick
  - b. Square Deal
  - c. Open Door
  - d. Dollar Diplomacy
  - e. Moral Diplomacy
  - f. Good Neighbor Policy
  - g. Fair Deal
  - h. New Frontier
  - i. Great Society
13. Why did the US participate in World War I? How did we prepare for and support the war?
14. List the countries that made up the Allies and Central Powers in WWI.
15. What were the effects/results of WWI? Did we join the League of Nations? Explain.

16. Briefly identify the following that relate to the 1920s.
  - a. Women's suffrage movement
  - b. Harlem Renaissance
  - c. Red Scare
  - d. Prohibition/Temperance Movement
  - e. Flappers
  - f. Jazz Age
  - g. Charles Lindbergh
  - h. Babe Ruth, Red Grange, Jack Dempsey, Gertrude Ederle
17. Why did the US follow a policy of isolationism during the 20s and 30s?
18. Why would people move from one region to another?
19. What were the causes and effects of the Great Depression? What was the Dust Bowl?
20. What was the New Deal? How did the agencies provide relief, recovery, and reform? Briefly discuss legislation of the New Deal:
  - a. Civilian Conservation Corp
  - b. Civil Works Administration/Public Works Administration
  - c. Works Progress Administration
  - d. Agricultural Adjustment Administration
  - e. National Recovery Act
  - f. Tennessee Valley Authority
  - g. Social Security
  - h. Federal Deposit Insurance Corporation
  - i. Federal Emergency Relief Administration
  - j. Farm Credit Administration
  - k. Home Owners Loan Administration
21. Why did World War II begin? Why did the US enter?
22. Who were the Allies and Axis Powers in World War II?
23. Discuss the following that relate to WWII?
  - a. Neutrality Acts of 1935-1939
  - b. Lend Lease
  - c. "Arsenal for democracy"
  - d. Nazi-Soviet Non-aggression Pact
  - e. D-Day invasion
  - f. A-bombs
24. What is the US containment policy? Identify these events that dealt with containment or the fear of communism:
  - a. Containment
  - b. Berlin blockade and airlift
  - c. Marshall Plan
  - d. Truman Doctrine
  - e. NATO
  - f. McCarthyism
  - g. Iron Curtain
  - h. Domino Theory

25. Briefly discuss the following conflicts of the Cold War. What caused the Korean and Vietnam conflicts?
- a. U-2 spy plane incident
  - b. Bay of Pigs
  - c. Cuban Missile Crisis
  - d. Suez Canal Incident
  - e. Building of the Berlin Wall
  - f. Korean Conflict
  - g. Vietnam Conflict
    1. Gulf of Tonkin Incident/Resolution
    2. Five o'clock war
    3. 17<sup>th</sup> parallel
    4. Vietcong
    5. Tet Offensive
    6. Bombing of Cambodia
    7. Kent State protests
    8. Fall of Saigon
    9. War Powers Act or Resolution
26. What is the United Nations? How is it set up? What did the UN replace?
27. Identify and discuss important people, legislation, events, and places of the Civil Rights Movement:
- a. Rosa Parks
  - b. Plessy vs. Ferguson
  - c. Brown vs. Board of Education of Topeka, Kansas
  - d. Sit-ins in Greensboro and Nashville
  - e. Freedom Riders
  - f. March on Washington
  - g. Civil Rights Act of 1964
  - h. Voting Rights Act of 1965
  - i. Medgar Evers
  - j. Freedom Summer/MS Summer Project
  - k. Jim Crow laws
  - l. Dr. Martin Luther King, Jr.
  - m. Selma March
  - n. Affirmative action
  - o. Malcolm X
  - p. Fannie Lou Hamer
  - q. MS Freedom Democratic Party
  - r. Student Non-violent Coordinating Committee
  - s. Southern Christian Leadership Conference
28. Briefly identify the following amendments to the Constitution:  
13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup>, 24<sup>th</sup>, and 26<sup>th</sup>
29. What duties and/or responsibilities do we have as Americans in our democratic society?
30. Beginning in 1900, list each president and brainstorm major events and/or accomplishments of each administration.