

ISSUES SHEET FOR:

Name of Candidate

Running For: _____

Political Party (If Applicable): _____

Opponent's Names: _____

Headquarters Address and Telephone: _____

(Use direct quotes wherever you can.)

Positions on domestic Issues:

Budget/Taxation/Spending:

Crime:

Education:

Elderly (social Security, Medicare, etc.):

Employment:

Environment:

Health Care:

Immigration:

Size/Role of Government:

Welfare:

For national races only: positions on foreign policy should be added (examples: foreign aid, trade and tariffs, Western Hemisphere, Russia/Eastern Europe, Middle East, United Nations, etc.)

ELECTION PROJECT GROUP EVALUATION FORM

- | | | |
|-----|--|---------|
| 1. | A report on your candidates views on important issues: | 1 2 3 4 |
| | <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Crime
 Social Security/Medicare
 Environment
 Immigration
 Welfare </div> <div style="width: 45%;"> Education
 Employment
 Health Care
 Size/Role of Government
 Affirmative Action </div> </div> | |
| 2. | Visit, call or write the campaign headquarters for your candidate. Collect information from them on your candidate. | 1 2 3 4 |
| 3. | A video commercial on your candidate. | 1 2 3 4 |
| 4. | Visual support for your candidate in the form of buttons, banners, posters, hats, etc. | 1 2 3 4 |
| 5. | Collect newspaper and magazine articles or pictures on your candidate. Put them in a collage or scrapbook. | 1 2 3 4 |
| 6. | Prepare a campaign speech to inform others about your candidate and convince others of his worth. | 1 2 3 4 |
| 7. | Conduct the Non Survey and Opinion Polls. | 1 2 3 4 |
| 8. | Use the World Wide Web to find information.
http://www.smartvoter.org | 1 2 3 4 |
| 9. | Organization | 1 2 3 4 |
| 10. | Team Work | 1 2 3 4 |
| 11. | Extra – Use Email to conduct voter survey | 1 2 3 4 |

ELECTION PROJECT

1. Divide class into 6 groups consisting of 4 or 5 people.
 - a. Possible Groups:

Barbara Boxer	Pat Dando	Gray Davis
Matt Fong	Ron Gonzales	Dan Lungren
2. Each person has a job within the group with responsibilities and criteria for evaluation.
 - a. **CAMPAIGN MANAGER:** Oversees whole project, keeps people on task, assigns jobs, works on all other projects, gives campaign speech, participates in all writing and art projects.
 - b. **ART DIRECTOR:** Responsible to keep track of art projects and materials, assigns jobs, works on all other projects. Art projects can include buttons, banners, posters, hats, bumper stickers.
 - c. **SPEECH WRITER:** Oversees written report, responsible for keeping track of written assignments, assigns sections of report, proof reads, assembles project.
 - d. **MEDIA SPECIALIST:** Plans a video presentation or commercial. Responsible for filming, editing, music. Participates in all other projects.
 - e. **MARKETING SPECIALIST:** Keeps track of political polls and summarizes results. Distributes campaign literature, keeps news clippings and assembles them.

ELECTION PROJECT

Election project will include all of the following:

1. A report on your candidates views on important issues:

Crime	Health Care
Education	Immigration
Social Security/Medicare	Size/Role of Government
Employment	Welfare
Environment	Affirmative Action

2. Visit, call or write the campaign headquarters for your candidate. Collect information from them on our candidate.
3. A video commercial on your candidate.
4. Visual support for your candidate in the form of buttons, banners, posters, hats, etc
5. Collect newspaper and magazine articles or pictures on your candidate. Put them in a collage or scrapbook.
6. Prepare a campaign speech to inform others about your candidate and convince others of his worth.
7. Conduct the Non Voter Survey and Opinion Polls.
8. Use the World Wide Web to find information.
<http://www.smartvoter.org>
9. Extra – Use Email to conduct voter survey.

STUDENT SELF-ASSESSMENT

Name _____ Project _____

(Please describe your project)

In order to complete my project I used...

The think I enjoyed the most about doing this project was...

The think I liked least about doing this project was...

When I look at this project, I would improve...

One thing I think you should know about my project is...

The advice I would give a student doing this project next year is...

I would score my project a _____ because _____

TEACHER EVALUATION _____ COMMENTS:

NAME _____
PERIOD _____ DATE _____

TASK---

USING THE REFERENCE MATERIAL IN THE LIBRARY, IDENTIFY THE FOLLOWING PRINCIPLES AND PEOPLE. WHEN IDENTIFYING EXPLAIN THE PRINCIPLE AS WELL AS THE EFFECT ON HISTORY.

1. NATURAL RIGHTS

2. SOCIAL CONTRACT

3. POPULAR SOVEREIGNTY

4. RATIONALISM

5. ABSOLUTISM

6. DIVINE RIGHT

7. JOHN LOCKE

8. MONTESQUIEU

9. JACQUES ROUSEAU

NAME _____
PERIOD _____ DATE _____

HOMEWORK—ENLIGHTENMENT

AFTER READING THE DECLARATION OF INDEPENDENCE, FIND FOUR (4) PASSAGES WHICH RELATE TO ANY OF THE PRINCIPLES OF ENLIGHTENMENT. IDENTIFY THE PASSAGE WITH THE VOCABULARY WORD AND ITS PHILOSOPHER.

Name
Period
Date

The Effects of the Civil War & Reconstruction

1. What was the purpose of the 15th Amendment?

2. What was the importance of The Freedmen's Bureau Act and The Civil Rights Act?

3. What factors led to the end of Reconstruction?

4. After Reconstruction, what methods did Southern whites use to keep African Americans from voting?

5. What was the significance of the Plessy v. Ferguson case?

DAY THREE

(10-15 minutes) Students should share their homework essays.

(30 minutes) working with a partner, students should create a timeline Civil War & Reconstruction events. The timeline should be composed of eight items, including the election of Abraham Lincoln, the Civil War, and Reconstruction. Students will select five other items to include on the timeline.

(10 minutes) Upon completion of timelines, students will post them. Allow time for students to view classwork. This will serve as a concluding activity for the lesson.

HANDOUT #1

World War I Outline

BALANCE OF POWER

European countries had developed nationalism: a belief that one's language, customs, and homeland are better than one's neighbors.

In 1871, Germany won a war with France and annexed the French provinces of Alsace and Lorraine. France wanted to regain the territory and reunite the French speaking people.

Before 1870, Germany was a loose federation of states. In 1870, Otton Von Bismarck united the states into a powerful nation. To protect his country the "Iron Chancellor" looked for allies. He found allies in Austria-Hungary and Italy. They called themselves the Triple Alliance.

Britain, France, and Russia felt threatened by the Triple Alliance and they became committed to each others mutual defense. They were called the Triple Entente.

NOTES:

OUTBREAK OF THE WAR

- Serbia wanted to claim the territory Bosnia that was claimed by Austria-Hungary. In June 1914, a young revolutionary Killed Archduke Francis Ferdinand, hoping to frighten Austria-Hungary in recognizing Serbia's claim to Bosnia.
- On July 28, 1914, Austria-Hungary declared war on Serbia. Russia, a revival of Austria-Hungary, gathered troops to defend Serbia and declared war on Germany. Russia's ally France supported Russia's action.
- On August 4, 1914, Germany invaded neutral Belgium to get to France. Britain was committed to defend neutral Belgium. The same day, Britain declared war on Germany and on August 12, it declared war on Austria-Hungary. By the second week in August, the five major European nations were at war.
- Germany, Austria-Hungary, Turkey, and the Balkan country of Bulgaria became the Central Powers, because they were in the center of Europe. Britain, France, Russia, and Italy, and their allies became known as the Allies. Allies: Belgium, Brazil, British Empire, China, Costa Rica, Cuba, France, Greece, Guatemala, Haiti, Honduras, Italy, Japan, Liberia, Montenegro, Nicaragua, Panama, Portugal, Romania, Russia, San Marino, Serbia, Siam, United States.

NOTES:

AMERICAN NEUTALITY

- On August 4, 1914, President Wilson issued a proclamation of neutrality and urged Americans to be impartial. He wanted the United States to be the mediator to bring peace to Europe.

NOTES:

THE INVASION OF BELGIUM

- For years Germany had prepared for war with France, and it now had the best army in Europe. THE BATTLE OF THE MARNE was the first battle where the allies met the Germans and force them to retreat.

NOTES:

HANDOUT #1

PROPAGANDA

- Britain and Germany waged a different kind of war by flooding the United States with propaganda hoping to sway the public opinion to each side. Most of what the United States heard was through the mail.

NOTES:

THE BLOCKADE OF TRADE

- Britain sopped neutral merchant ships headed to Germany. The British illegally seized the ships and took the food.
- American industry profited as it sold food, steel, oil, and other supplies to the Europeans.

NOTES:

SUBMARINE WARFARE

- Both Britain and Germany planted mines I the North Sea. In February 1915, the Germans announced a war zone in the waters around Britain. Enemy ships would be sunk on sight.

NOTES:

THE LUSITANIA

- On May 7, 1915, a German submarine sank the Lusitania (a British Liner), traveling from New York to London, 1,198 people died, of which 128 were American.

NOTES:

THE PREPAREDNESS CAMPAIGN

* In November 1915, Wilson announced his plan to build up the American Army and Navy.

- The Germans continued to fire on unarmed ships. Wilson threatened to break diplomatic relations with Germany.
- The Germans pledged to give warning before sinking Merchant ships.
- Congress passed the National Defense Act that doubled the size of the United States Army.

NOTES:

THE LAST STEPS TO WAR

- On February 1, 1917, Germany announced that it would begin again its unrestricted submarine warfare.
- In March 1917, Revolutionaries in Russia overthrew the Government. They replace the dictator with a Democratic government.
- On April 2, 1917, Wilson addressed a special session of Congress and asked for a declaration of war against Germany. The United States claimed they were going to war for the cause of human rights.

NOTES:

HANDOUT #1

THE DRAFT

- On May 18, 1917, Congress passed the Selective Services Act. The act required all men between the ages of 21 and 30 to register for military service. The ages were later changed from 18 to 45.

NOTES:

RAISING MONEY

- The massive military mobilization eventually cost about \$36 billion. The government raised money by selling liberty bonds to the public.

NOTES:

INDUSTRY GOES TO WAR

- No industry was spared in the United States to make war artillery and send food, clothing and shelter to the troops. Many factories were converted to make things needed for the war.

NOTES:

FOOD CONSERVATION

- Herbert Hoover was appointed as head of the Food Administration. Americans were urged to conserve food and eat all the leftovers. The sale of alcohol was prohibited because of the grain was needed to make bread.

NOTES:

LABOR HELPS THE WAR EFFORT

- As men went to war, women took their place in the factories. Women wanted the right to vote. In January 1918 the House passed the 19th Amendment, giving the women the right to vote.

NOTES:

BUILDING SUPPORT FOR THE WAR

- Congress tried to quiet dissent groups that opposed the war. The Sedition Act passed in May 1918 and imposed severe penalties on those who said anything that interfered with the war effort.

NOTES:

THE AMERICAN NAVY

- On June 26, 1917, a large group of supply ships sailed into the West Coast of France.

HANDOUT #1

British and American Navies made a massive blockade laying 50,000 mines between Scotland and Norway. The German submarines had a difficult time crossing the barrier to reach the open sea. As a result Allied losses were cut by 90%

NOTES:

THE GERMAN ADVANCE BEGINS

- By winter of 1917, Germany had the advantage. On the Southern-Front, the Italians were crushed by Germany and Austria-Hungary in the Battle of Caporetto.
- On March 21, 1918, Germany made a massive attack on France and vowed to take Paris.

NOTES:

THE ALLIES TAKE THE OFFENSIVE

- Planes were fitted with radios, bombs and machine guns. By November 1918, the Germans pushed through the Sudan and broke the German communication lines. Germany's allies pulled out of the war and Germany alone remained at war with the Allies.

NOTES:

TRENCH WARFARE

NOTES:

THE ARMISTICE

- On November 11, 1918, the hostilities ceased. Germany had to leave immediately all occupied areas.
- Armistice: "Temporary suspension of hostilities by agreement of truce."

NOTES:

WILSON'S FOURTEEN POINTS

NOTES:

THE TREATY OF VERSAILLES

NOTES:

THE LEAGUE OF NATIONS

NOTES:

Concept 2

I have a responsibility to vote

Reasons People Don't Vote **Information and actions to counter these views**

1. This was not an important election.
Information and actions to counter this view:
A.

B.

C.
2. I am not registered to vote; it's too difficult.
Information and actions to counter this view:
A.

B.

C.
3. I only have one vote; it doesn't really count.
Information and actions to counter this view:
A.

B.

C.
4. There was no clear difference between the candidates.
Information and actions to counter this view:
A.

B.

C.
5. I was too busy.
Information and actions to counter this view:
A.

B.

C.

6. I was not well-informed enough about the candidates/issues.
Information and actions to counter this view:

A.

B.

C.

HANDOUT 22-1

FOREIGN CURRENCIES AND FOREIGN EXCHANGE

Name _____ Class _____

Pesetas, liras, pounds, rubles, yen and kroner. The world of foreign currencies often seems confusing. Not only are many of the names unfamiliar, but we also want to know what each is worth in terms of U.S. dollars.

Because all of these currencies are money, they all serve the same functions. Money is a medium of exchange, a store of value, and a measure of value. As a **medium of exchange**, money can be used to purchase (in exchange for) goods and services. As a **store of value**, money can be saved to use in the future. As a **measure of value**, money allows us to express the price of things. We can say a car costs so many dollars, while an audiocassette costs many fewer dollars.

Now to a basic question: How do we know what a foreign exchange rate is, that is, how much any currency is worth in terms of other currencies. The simple answer is that a currency is worth whatever people are willing to pay for it. This means it is a case of supply and demand. If there is little demand for a country's currency or a great supply available for foreigners to buy, the money will be worth less than if there is a high demand for it or a small supply available for foreigners to buy.

For example, when Americans increase their purchases of imports, more U.S. dollars are sent abroad or are exchanged for foreign currencies in order to pay for the imported goods. As the supply of dollars to foreigners thus increases, the dollar tends to be worth less in terms of other currencies. Under such conditions we say the dollar "depreciates." The same general analysis holds true for the currencies of other nations. (If a currency increases in worth in terms of other currencies, we say it "appreciates.")

Currency values are established and exchanges are carried out in foreign exchange markets. These markets exist at banks, at the offices of foreign exchange dealers, and other places where one country's currency or checks can be exchanged for those of another country. But the greatest amount of foreign exchange activity takes place by telephone, telex, or other rapid means of communication used by commercial banks, businesses, and others who deal in large amounts of foreign exchange.

Foreign exchange values can change every day—most days by very little, some days by enough to make a difference for the people or businesses that are "converting" (i.e., exchanging) one currency into another. In the longer run, changes of major magnitude can occur. In the early 1980s, the worth of foreign currencies, in general, *fell* a great deal against the U.S. dollar. Looking at the situation the other way, the dollar *rose* a great deal against foreign currencies. For example, in 1979 the worth of the Swiss franc in terms of the dollar averaged 60 U.S. cents, and the worth of the West German mark averaged 55 U.S. cents. In mid-February, 1985, the Swiss franc had fallen to about 36 U.S. cents and the West German mark to about 31 U.S. cents. In about five years or so, from the Swiss and German points of view, the franc had depreciated (declined) by 40 percent in terms of dollars, and marks had depreciated by 44 percent in terms of dollars. From the U.S. point of view, the dollar had appreciated (risen) by 66 percent and 80 percent, respectively.

HANDOUT 22-2

FOREIGN EXCHANGE WORKSHEET

Name _____ Class _____

- 1 The three functions of money are to serve as: _____

- 2 The value of any currency is determined by the _____ of it and the _____ for it.

3. When a currency decreases in value, we say it _____

When a currency increases in value, we say it _____

4. What do we call the laces or means of communications by which the value of one country's currency is established in terms of other currencies, and the currencies are traded? _____

- 5 Assume the United States produces new products that citizens of other countries buy in large quantities. All other things being equal, what will happen to the value of the American dollar in terms of foreign currencies? _____

- 6 Assume a large increase in the number of U.S. citizens who travel to foreign countries. All other things being equal, what will happen to the value of the American dollar in terms of foreign currencies? _____

TALLY TABLE FOR PROCEDURE 6			
Price (in pesetas)	Round 1	Round 2	Round 3
220			
210			
200			
190			
180			
170			
160			
150			
140			
130			
120			
110			
100			
90			
80			
70			
60			
50			