

Week of March 31 - April 3 8th English

My Dear Scholars,

The work that is included for English for the next several weeks will go towards your project grade. You are welcome to log on and put the work directly into Summit so that you can get quicker feedback or you may complete it within this packet.

In this project, we will read multiple "coming-of-age" short stories. You will read and analyze each one--answering reflection questions and journal entries about the stories. Your two final products for this unit will be a polished story analysis and your own coming-of-age story. Don't worry, we will go through all of the steps together.

For this week, you just need to complete the journal entries and read the story "The Treasure of Lemon Brown" by Walter Dean Myers. This is one of my favorite stories written one of my favorite authors, and I hope you will enjoy it. When you are finished, complete the first reading analysis entry for Checkpoint 2 either in Summit or within this packet.

Please feel free to email me at cristin.dubose@crosssettschools.org or even text me at 501-580-5360 if you have any questions. I really do miss you guys, and I hope you are doing well.

Mrs. DuBose

Journal Entries for Checkpoint 1

Choose 3 of the five journal prompts below. Your entries should be between 10-15 sentences.

Think of something you would like to tell someone younger than you. What would it be? How would you tell them?

When is a time in your life where you had to learn to be resilient (to be able to bounce back from a difficult circumstance). Tell about that time and describe what you learned about yourself.

What is something you have learned about yourself that you believe will help you as an adult. How did you learn this about yourself? Describe how you think this may help you in the future.

How have your routines changed since our society has become more "socially distant" during the past two weeks? Describe how your surroundings and routines affect you and those around you.

Have you ever lied or exaggerated in order to impress someone? Why or why not? Why do you think we (as humans) feel the need to do this sometimes? Give an example from either your own life or an example from your observations.

Entry 1:

Entry 2:

Entry 3:

“The Treasure of Lemon Brown”
by Walter Dean Myers

The dark sky, filled with angry, swirling clouds, reflected Greg Ridley's mood as he sat on the stoop of his building. His father's voice came to him again, first reading the letter the principal had sent to the house, then lecturing endlessly about his poor efforts in math.

“I had to leave school when I was thirteen,” his father had said, “that's a year younger than you are now. If I'd had half the chances you have, I'd...”

Greg sat in the small, pale green kitchen listening, knowing the lecture would end with his father saying he couldn't play ball with the Scorpions. He had asked his father the week before, and his father had said it depended on his next report card. It wasn't often the Scorpions took on new players, especially fourteen-year-olds, and this was a chance of a lifetime for Greg. He hadn't been allowed to play high school ball, which he had really wanted to do, but playing for the Community Center team was the next best thing. Report cards were due in a week, and Greg had been hoping for the best. But the principal had ended the suspense early when she sent the letter saying Greg would probably fail math if he didn't spend more time studying.

“And you want to play *basketball*?” His father's brows knitted over deep brown eyes. “That must be some kind of a joke. Now you just get into your room and hit those books.”

That had been two nights before. His father's words, like the distant thunder that now echoed through the streets of Harlem, still rumbled softly in his ears.

It was beginning to cool. Gusts of wind made bits of paper dance between the parked cars. There was a flash of nearby lightening, and soon large drops of rain splashed onto his jeans. He stood to go upstairs, thought of the lecture that probably awaited him if he did anything except shut himself in his room with his math book, and started walking down the street instead. Down the block there was an old tenement that had been abandoned for some months. Some of the guys had held an impromptu checker tournament there the week before, and Greg had noticed that the door, once boarded over, had been slightly ajar.

Pulling his collar up as high as he could, he checked for traffic and made a dash across the street. He reached the house just as another flash of lightening changed the night to day for an instant, then returned the graffiti-scarred building to the grim shadows. He vaulted over the outer stairs and pushed tentatively on the door. It was open, and he let himself in.

The inside of the building was dark except for the dim light that filtered through the dirty windows from the streetlamps. There was a room

a few feet from the door, and from where he stood in the entrance, Greg could see a squarish patch of light on the floor. He entered the room, frowning at the musty smell. It was a large room that might have been someone's parlor at one time. Squinting, Greg could see an old table on its side against one wall, what looked like a pile of rags or a torn mattress in the corner, and a couch, with one side broken, in front of the window.

He went to the couch. The side that wasn't broken was comfortable enough, though a little creaky. From the spot he could see the blinking neon sign over the bodega on the corner. He sat awhile, watching the sign blink first green then red, allowing his mind to drift to the Scorpions, then to his father. His father had been a postal worker for all Greg's life, and was proud of it, often telling Greg how hard he had worked to pass the test. Greg had heard the story too many times to be interested now.

For a moment Greg thought he heard something that sounded like a scraping against the wall. He listened carefully, but it was gone.

Outside the wind had picked up, sending the rain against the window with a force that shook the glass in its frame. A car passed, its tires hissing over the wet street and its red taillights glowing in the darkness.

Greg thought he heard the noise again. His stomach tightened as he held himself still and listened intently. There weren't any more scraping noises, but he was sure he had heard something in the darkness—something breathing!

He tried to figure out just where the breathing was coming from; he knew it was in the room with him. Slowly he stood, tensing. As he turned, a flash of lightening lit up the room, frightening him with its sudden brilliance. He saw nothing, just the overturned table, the pile of rags and an old newspaper on the floor. Could he have been imagining the sounds? He continued listening, but heard nothing and thought that it might have just been rats. Still, he thought, as soon as the rain let up he would leave. He went to the window and was about to look when he heard a voice behind him.

"Don't try nothin' 'cause I got a razor sharp enough to cut a week into nine days!"

Greg, except for an involuntary tremor in his knees, stood stock still. The voice was high and brittle, like dry twigs being broken, surely not one he had ever heard before. There was a shuffling sound as the person who had been speaking moved a step closer. Greg turned, holding his breath, his eyes straining to see in the dark room.

The upper part of the figure before him was still in darkness. The lower half was in the dim rectangle of light that fell unevenly from the window. There were two feet, in cracked, dirty shoes from which rose legs that were wrapped in rags.

"Who are you?" Greg hardly recognized his own voice.

"I'm Lemon Brown," came the answer. "Who're you?"

"Greg Ridley."

"What you doing here?" The figure shuffled forward again, and Greg took a small step backward.

"It's raining," Greg said.

"I can see that," the figure said.

The person who called himself Lemon Brown peered forward, and Greg could see him clearly. He was an old man. His black, heavily wrinkled face was surrounded by a halo of crinkly white hair and whiskers that seemed to separate his head from the layers of dirty coats piled on his smallish frame. His pants were bagged to the knee, where they were met with rags that went down to the old shoes. The rags were held on with strings, and there was a rope around his middle. Greg relaxed. He had seen the man before, picking through the trash on the corner and pulling clothes out of a Salvation Army box. There was no sign of a razor that could "cut a week into nine days."

"What are you doing here?" Greg asked.

"This is where I'm staying," Lemon Brown said. "What you here for?"

"Told you it was raining out," Greg said, leaning against the back of the couch until he felt it give slightly.

"Ain't you got no home?"

"I got a home," Greg answered.

"You ain't one of them bad boys looking for my treasure, is you?"

Lemon Brown cocked his head to one side and squinted one eye.

"Because I told you I got me a razor."

"I'm not looking for your treasure," Greg answered, smiling. "If you have one."

"What you mean, if I have one." Lemon Brown said. "Every man got a treasure. You don't know that, you must be a fool!"

"Sure," Greg said as he sat on the sofa and put one leg over the back. "What do you have, gold coins?"

"Don't worry none about what I got," Lemon Brown said. "You know who I am?"

"You told me your name was orange or lemon or something like that."

"Lemon Brown," the old man said, pulling back his shoulders as he did so, "they used to call me Sweet Lemon Brown."

"Sweet Lemon?" Greg asked.

"Yessir. Sweet Lemon Brown. They used to say I sung the blues so sweet that if I sang at a funeral, the dead would commence to rocking with the beat. Used to travel all over Mississippi and as far as Monroe, Louisiana, and east on over to Macon, Georgia. You mean you ain't never heard of Sweet Lemon Brown?"

"Afraid not," Greg said. "What...happened to you?"

"Hard times, boy. Hard times always after a poor man. One day I got tired, sat down to rest a spell and felt a tap on my shoulder. Hard times caught up with me."

"Sorry about that."

"What you doing here? How come you don't go in home when the rain come? Rain don't bother you young folks none."

"Just didn't." Greg looked away.

"I used to have a knotty-headed boy just like you." Lemon Brown had half walked, half shuffled back to the corner and sat down against the wall. "Had them big eyes like you got. I used to call them moon eyes. Look into them moon eyes and see anything you want."

"How come you gave up singing the blues?" Greg asked.

"Didn't give it up," Lemon Brown said. "You don't give up the blues; they give you up. After a while you do good for yourself, and it ain't nothing but foolishness singing about how hard you got it. Ain't that right?"

"I guess so."

"What's that noise?" Lemon Brown asked, suddenly sitting upright.

Greg listened, and he heard a noise outside. He looked at Lemon Brown and saw the old man pointing toward the window.

Greg went to the window and saw three men, neighborhood thugs, on the stoop. One was carrying a length of pipe. Greg looked back toward Lemon Brown, who moved quietly across the room to the window. The old man looked out, then beckoned frantically for Greg to follow him. For a moment Greg couldn't move. Then he found himself following Lemon Brown into the hallway and up the darkened stairs. Greg followed as closely as he could. They reached the top of the stairs, and Greg felt Lemon Brown's hand first lying on his shoulder, then probing down his arm until he took Greg's hand into his own as they crouched in the darkness.

"They's bad men," Lemon Brown whispered. His breath was warm against Greg's skin.

"Hey! Rag man!" A voice called. "We know you in here. What you got up under them rags? You got any money?"

Silence.

"We don't want to have to come in and hurt you, old man, but we don't mind if we have to."

Lemon Brown squeezed Greg's hand in his own hard, gnarled fist.

There was a banging downstairs and a light as the men entered. They banged around noisily, calling for the rag man.

"We heard you talking about your treasure." The voice was slurred. "We just want to see it, that's all."

"You sure he's here?" One voice seemed to come from the room with the sofa.

"Yeah, he stays here every night."

"There's another room over there; I'm going to take a look. You got that flashlight?"

"Yeah, here, take the pipe too."

Greg opened his mouth to quiet the sound of his breath as he sucked it in uneasily. A beam of light hit the wall a few feet opposite him, then went out.

"Ain't nobody in that room," a voice said. "You think he gone or something?"

"I don't know," came the answer. "All I know is that I heard him talking about some kind of treasure. You know they found that shopping bag lady with that load of money in her bags."

"Yeah. You think he's upstairs?"

"HEY, OLD MAN, ARE YOU UP THERE?"

Silence.

"Watch my back. I'm going up."

There was a footstep on the stairs, and the beam from the flashlight danced crazily along the peeling wallpaper. Greg held his breath. There was another step and a loud crashing noise as the man banged the pipe against the wooden banister. Greg could feel his temples throb as the man slowly neared them. Greg thought about the pipe, wondering what he would do when the man reached them—what he *could* do.

Then Lemon Brown released his hand and moved toward the top of the stairs. Greg looked around and saw stairs going up to the next floor. He tried waving to Lemon Brown, hoping the old man would see him in the dim light and follow him to the next floor. Maybe, Greg thought, the man wouldn't follow them up there. Suddenly, though, Lemon Brown stood at the top of the stairs, both arms raised high above his head.

"There he is!" A voice cried from below.

"Throw down your money, old man, so I won't have to bash your head in!"

Lemon Brown didn't move. Greg felt himself near panic. The steps came closer, and still Lemon Brown didn't move. He was an eerie sight, a bundle of rags standing at the top of the stairs, his shadow on the wall looming over him. Maybe, the thought came to Greg, the scene could be even eerier.

Greg wet his lips, put his hands to his mouth and tried to make a sound. Nothing came out. He swallowed hard, wet his lips once more and howled as evenly as he could.

"What's that?"

As Greg howled, the light moved away from Lemon Brown, but not before Greg saw him hurl his body down the stairs at the men who had come to take his treasure. There was a crashing noise, and then footsteps. A rush of warm air came in as the downstairs door opened, then there was only an ominous silence.

Greg stood on the landing. He listened, and after a while there was another sound on the staircase.

"Mr. Brown?" he called.

"Yeah, it's me," came the answer. "I got their flashlight."

Greg exhaled in relief as Lemon Brown made his way slowly back up the stairs.

"You OK?"

"Few bumps and bruises," Lemon Brown said.

"I think I'd better be going," Greg said, his breath returning to normal. "You'd better leave, too, before they come back."

"The may hang around for a while," Lemon Brown said, "but they ain't getting their nerve up to come in here again. Not with crazy rag men and howling spooks. Best you stay a while till the coast is clear. I'm heading out west tomorrow, out to east St. Louis."

"They were talking about treasures," Greg said. "You really have a treasure?"

"What I tell you? Didn't I tell you every man got a treasure?" Lemon Brown said. "You want to see mine?"

"If you want to show it to me," Greg shrugged.

"Let's look out the window first, see what them scoundrels be doing," Lemon Brown said.

They followed the oval beam of the flashlight into one of the rooms and looked out the window. They saw the men who had tried to take the treasure sitting on the curb near the corner. One of them had his pants leg up, looking at his knee.

"You sure you're not hurt?" Greg asked Lemon Brown.

"Nothing that ain't been hurt before," Lemon Brown said. "When you get as old as me all you say when something hurts is, 'Howdy, Mr. Pain, sees you back again.' Then when Mr. Pain see he can't worry you none, he go on mess with somebody else."

Greg smiled.

"Here, you hold this." Lemon Brown gave Greg the flashlight.

He sat on the floor near Greg and carefully untied the strings that held the rags on his right leg. When he took the rags away, Greg saw a piece of plastic. The old man carefully took off the plastic and unfolded it. He revealed some yellowed newspaper clippings and a battered harmonica.

"There it be," he said, nodding his head. "There it be."

Greg looked at the old man, saw the distant look in his eye, then turned to the clippings. They told of Sweet Lemon Brown, a blues singer and harmonica player who was appearing at different theaters in the South. One of the clippings said he had been the hit of the show, although not the headliner. All of the clippings were reviews of shows Lemon Brown had been in more than fifty years ago. Greg looked at the

harmonica. It was dented badly on one side, with the reed holes on one end nearly closed.

"I used to travel around and make money to feed my wife and Jesse—that's my boy's name. Used to feed them good, too. Then his mama died, and he stayed with his mama's sister. He grewed up to be a man, and when the war come he saw fit to go off and fight in it. I didn't have nothing to give him except these things that told him who I was, and what he come from. If you know your pappy did something, you know you can do something too.

"Anyway, he went off to war, and I went off still playing and singing. 'Course by then I wasn't as much as I used to be, not without somebody to make it worth the while. You know what I mean?"

"Yeah." Greg nodded, not quite really knowing.

"I traveled around, and one time I come home, and there was this letter saying Jesse got killed in the war. Broke my heart, it truly did.

"They sent back what he had with him over there, and what it was is this old mouth fiddle and these clippings. Him carrying it around with him like that told me it meant something to him. That was my treasure, and when I give it to him he treated it just like that, a treasure. Ain't that something?"

"Yeah, I guess so," Greg said.

"You guess so?" Lemon Brown's voice rose an octave as he started to put his treasure back into the plastic. "Well, you got to guess 'cause you sure don't know nothing. Don't know enough to get home when it's raining."

"I guess...I mean, you're right."

"You OK for a youngster," the old man said as he tied the strings around his leg, "better than those scalawags what come here looking for my treasure. That's for sure."

"You really think that treasure of yours was worth fighting for?" Greg asked. "Against a pipe?"

"What else a man got 'cepting what he can pass on to his son, or his daughter, if she be his oldest?" Lemon Brown said. "For a big-headed buy you sure do ask the foolishhest questions."

Lemon Brown got up after patting his rags in place and looked out the window again.

"Looks like they're gone. You get on out of here and get yourself home. I'll be watching from the window so you'll be all right."

Lemon Brown went down the stairs behind Greg. When they reached the front door the old man looked out first, saw the street was clear and told Greg to scoot on home.

"You sure you'll be OK?" Greg asked.

"Now didn't I tell you I was going to east St. Louis in the morning?" Lemon Brown asked. "Don't that sound OK to you?"

"Sure it does," Greg said. "Sure it does. And you take care of that treasure of yours."

"That I'll do," Lemon said, the wrinkles around his eyes suggesting a smile. "That I'll do."

The night had warmed and the rain had stopped, leaving puddles at the curbs. Greg didn't even want to think how late it was. He thought ahead of what his father would say and wondered if he should tell him about Lemon Brown. He thought about it until he reached his stoop, and decided against it. Lemon Brown would be OK, Greg thought, with his memories and his treasure.

Greg pushed the button over the bell marked Ridley, thought of the lecture he knew his father would give him, and smiled.

"The Treasure of Lemon Brown" Reading Analysis

1. What Does Lemon Brown mean when he says, "everyone has a treasure?" Explain using specific evidence from the text as well as your own life.
2. Think about the various conflicts that Greg faces during the story. How does his handling of the story change throughout the story. Use specific examples from the story to support your answer.
3. The author, Myers, based his description of Harlem on his memories growing up there. Write a short description of your own neighborhood. Like Myers, use precise details to make it come to life.

March 30, 2020

Hello Students! Hope you all are doing well and had a great spring break! I miss you so much! I've tried teaching my husband math...it just isn't the same! Stay safe and enjoy time with your family and outside when possible.

We have been working hard to get materials ready for you. If you have any questions about the assignments please be sure to email me at brandi.culp@crosssettschools.org

Some things you will be interested to know are that we are pushing back focus areas-you do not have to worry about them at this time. The blue line has been moved. You have 2 more days of previously assigned AMI work that will be for Monday and Tuesday of this week (either Summit for an hour or AMI packet work). Starting Wednesday, you need to spend 1 hour a day working on projects in each subject. (You can break that down to 15 min per subject per day) You will also receive printed AMI work for anyone who cannot access the internet. Again, we miss all of you!! Stay safe! Let me know if you have any questions.

Sincerely,

Mrs. Culp
8th Grade Math, CMS

Hey!!!

I hope you are all doing well and washing your hands!! I really miss all of you! I miss seeing your shiny happy faces and hearing about what is going on with each of you!

In the coming days and weeks you will have AMI packets to do to keep your skills up. Know that I am available by email everyday and can do a Zoom conference a couple days a week to answer questions and help with whatever you need! You should check your email daily if you can because there is a survey coming we need you to fill out or you can get one from the buses when they come thru on Wednesday.

This is new to all of us and we are getting through it together! Take time to relax and learn about something new. If you can get PBS, (I think it is channel 12 down here or pbs.org) they are doing some fun learning things you might be interested in. Your time slot is 11-1, might be fun to check out. I know some of you have added responsibilities with this time off but hang in there!

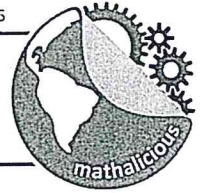
Remember we love you and are here to support you however we can.

Love you all,

Mrs. Rial

April 1, 2020

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SQUARE DANCING

What secrets do squares reveal?

name

date

Act One: Tile On

- 1 The Pythagoreans were a group of mathematicians more than 2,500 years ago. They believed that everything in nature could be understood through number and that many of the universe's secrets were hidden in shapes.

Imagine you're arranging tiles into squares. For the widths below, find the area of the resulting square, i.e. the total number of tiles in the square. Based on this, how many tiles will there be in squares with widths of 5 and 6 tiles?



Width	1 tile	2 tiles	3 tiles	4 tiles
Area	1 tile	4 tiles		

- 2 If you have a square that's n tiles wide, how many tiles will there be in total in the *next biggest* square? Explain.

Remember n tiles - make a formula for any number

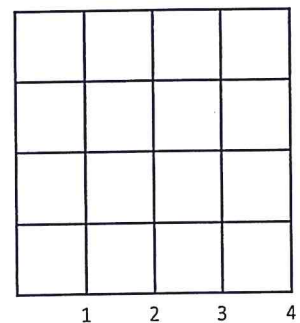
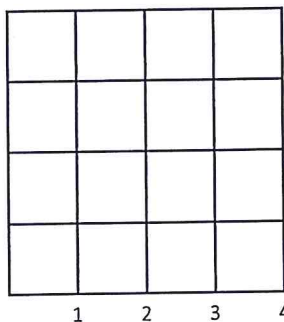
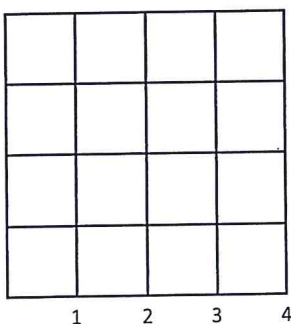
Area = * what's the rule or formula?

- 3 Let's assume you can break tiles into smaller pieces. Find the areas for the following widths. Then, if you know the width, do you think it's possible to find the exact area? Why or why not?

Width	3.5 tiles
Area	

Width	0.5 tiles
Area	

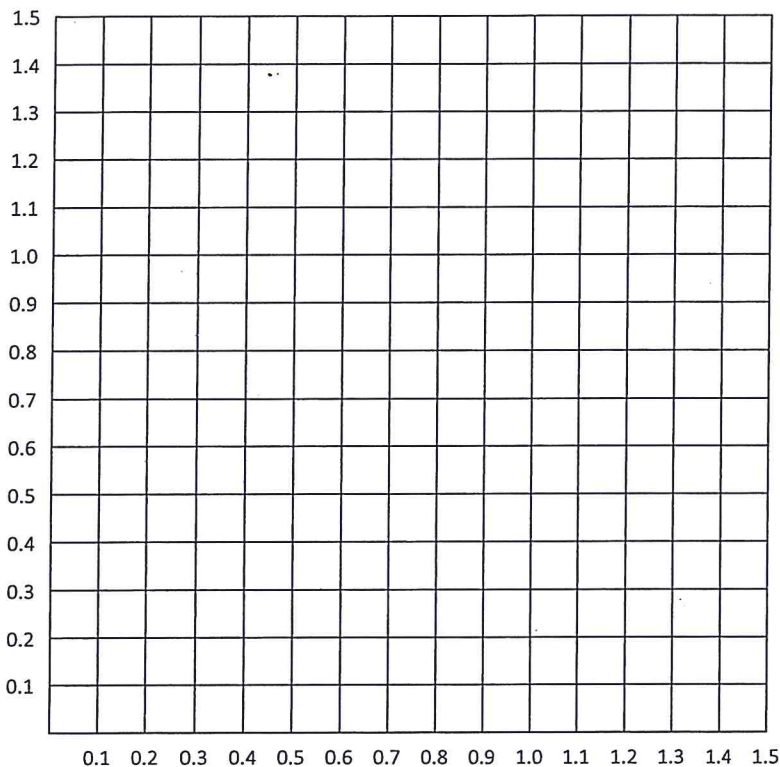
Width	2.75 tiles
Area	





Act Two: Tile & Error

Find the widths for the following areas, then mark them as accurately as you can on the diagram. If you know the area, do you think it's possible to find the exact width?



Area	Width
1	
0.16	
0.7225	
1.234321	
2	

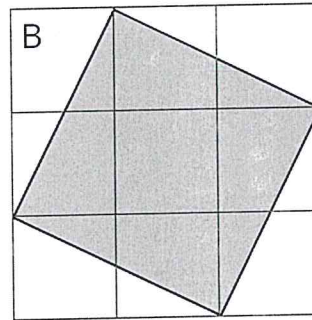
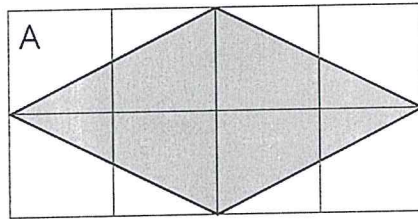
* Think about how you find the area of a square. How would you find the width?

(Opposite (inverse) of squaring a number is taking the square root.)

- 5 The Pythagoreans didn't just believe the universe was constructed from numbers; they believed it was constructed from **rational numbers**. A rational number can be created from two other numbers using multiplication or division. For instance, 0.4 is rational because it's $2 \div 5$, while 0.16 is rational because it's $0.4 \cdot 0.4$.

Activity 1: Two Regions

Which shaded region is larger? Explain your reasoning.



8th GRADE SCIENCE

Enclosed is the AMI packet for Wednesday (April 1st) - Friday (April 3rd). If you have internet access, you can complete the work on Summit. If you DO NOT have internet access, you can complete this AMI packet.

Directions:

- The first three pages are a copy of a PowerPoint presentation explaining the new project (Shrinking the Human Footprint). Read through this and you can make notes if you want to on this paper.
- The next two pages are a copy of a Human Footprint calculator. Answer the questions to the best of your knowledge. If you do not know the answer, just guess. Add all of your subtotals up and divide by 300 to get the number of Earths it would take to sustain your lifestyle.
- The next few pages is the actual Checkpoint 1. Answer the questions and choose a topic to write an article on. The topics you can choose from will be the after the checkpoint. In this checkpoint, you are coming up with a research question based on the topic you chose. (Ex: How does deforestation destroy habitats?)
- If you have any questions, email me (Blake.Hogue@crosssettschools.org)

April 1st - 3rd

How Big is the Human Footprint?



How do your actions impact the environment?

Try to generate as long a list as possible.

Think about...

- The things you buy, throw away, and use
 - The things you eat or drink
 - The buildings you use
 - The way you get from place to place
-

What is an ecological footprint?

Every living thing impacts their environment. This impact comes from the demands on nature and natural resources that each living thing uses. Humans use a lot of natural resources.

Demands on Nature: Pollution, Trash

Natural Resources: Land, water, plants, animals, raw materials like wood, oil or metal

If you add up all the resources and demands on nature it takes to support a person's lifestyle, we call that their **ecological footprint**.



What is YOUR ecological footprint?

Each person has their own ecological footprint. The "size" of their footprint depends on several lifestyle factors. Different lifestyle factors have bigger or smaller impacts on the Earth.

You'll get a chance to calculate your OWN ecological footprint. You will answer questions about your life.

Then, you will get an estimate for how much of Earth's space is needed to produce the things you use. You will also get an estimate of how many Earths we would need if every person on the planet lived the same way as you.



What is OUR ecological footprint?

There are over **7 BILLION** people alive today - and counting!

100 years ago, there were only about **2 billion** people.

In 2025, it is predicted that there will be more than **8 billion** people.

Every single day, we **break the record** for the number of humans alive on the planet at any one moment.



In this project...

We will work together as a class to publish a **magazine** about human impact on the Earth.

Each person will research and write an **article** on a way that humans impact the Earth, and one plan for reducing that impact.

At the end of the project, we will have created a **class magazine** full of knowledge and ideas for how to **minimize human impact**.

Together, we can **educate our family, friends, and community** about ways we can reduce human impacts.





At Eastern Connecticut State University

Personal Ecological Footprint

Institute for Sustainable Energy

www.sustainenergy.org

860-465-0256



Complete each of the categories for a typical day in your home. Add the points in each category to obtain a subtotal, and transfer each subtotal to the summary chart. Use the grand total to calculate your ecological footprint.

Adapted from: *Teaching Green - The Middle Years*

Water Use	My Score	Transportation	My Score
1. My shower (or bath) on a typical day is: No shower / no bath (0) Short shower 3-4 time a week (25) Short shower once a day (50) Long shower once a day (70) More than one shower per day (90)	_____	1. On a typical day, I travel to school by: Foot or bike (0) Public transit / school bus (30) Private vehicle; carpool (100) Private vehicle; 1 student (200)	_____
2. I flush the toilet: Every time I use it (40) Sometimes (20)	_____	2. Our vehicle's fuel efficiency is More than 30 miles/gallon (-50) 24 - 30 miles/gallon (50) 17 - 23 miles/gallon (100) Less than 17 miles/gallon (200)	_____
3. When I brush my teeth, I let the water run. (40)	_____	3. The time I spend in vehicles on a typical day is: No time (0) Less than half an hour (40) Half an hour to 1 hour (100) More than 1 hour (200)	_____
4. We use water-saving toilets. (-20)	_____	4. How big is the car in which I travel on a typical day? No car (-20) Small (50) Medium (100) Large (SUV) (200)	_____
5. We use low-flow showerheads. (-20)	_____	5. Number of cars in our driveway? No car (-20) Less than 1 car per driver (0) One car per driver (50) More than 1 car per driver (100) More than 2 cars per driver (200)	_____
Water Use Subtotal:	<input style="width: 50px; height: 20px;" type="text"/>	6. Number of flights I take per year? 0 (0) 1-2 (200) More than 2 (400)	_____

Food	My Score
1. On a typical day, I eat: Meat more than once per day (600) Meat once per day (400) Meat a couple times a week (300) Vegetarian (200) Vegan (150)	_____
2. _____ of my food is grown locally or is organic All (0) Some (30) None (60)	_____
3 I compost my fruit/vegetable scraps and peels. Yes (-20) No (60)	_____
5. _____ of my food is processed. All (100) Some (30) None (0)	_____
6. _____ of my food has packaging. All (100) Some (30) None (0)	_____
7. On a typical day, I waste: None of my food (0) One-fourth of my food (25) One-third of my food (50) Half of my food (100)	_____
Food Subtotal:	<input style="width: 50px; height: 20px;" type="text"/>

Shelter	My Score
1. My house is _____ Single house on large lot (suburbia)(50) Single house on small lot (city) (0) Townhouse/ attached house (0) Apartment (-50)	_____
2. Divide number of rooms per person, no baths, by the number of people living at home. _____ 1 room per person or less (-50) 1-2 rooms per person (0) 2-3 rooms per person (100) more than 3 rooms per person (200)	_____
3. We own a second, or vacation home that is often empty. No (0) We own/use it with others. (200) Yes (400)	_____
Shelter Subtotal:	<input style="width: 50px; height: 20px;" type="text"/>

Take action and learn more:

www.tenpercentchallenge.org

www.climatechange.gc.ca/onetonne/english/index.asp

www.myfootprint.org/

www.rprogress.org/newpubs/2004/footprintnations2004.pdf

Energy Use **My Score**

1. In cold months, our house temperature is: _____
 Under 15°C (59°F) (-20)
 15 to 18°C (59 to 64°F) (50)
 19 to 22°C (66 to 71°F) (100)
 22°C (71°F) or more (150)
2. We dry clothes outdoors or on an indoor rack. _____ Always (-50)
 Sometimes (20)
 Never (60)
3. We use an energy-efficient refrigerator. _____
 Yes (-50)
 No (50)
4. We have a second refrigerator / freezer. _____
 Yes (100)
 No (0)
5. We use 5 or more compact fluorescent light bulbs. _____
 Yes (-50)
 No (100)
6. I turn off lights, computer, and television when they're not in use. _____
 Yes (0)
 No (50)
7. To cool off, I use: _____
 Air conditioning: car (50)
 Air conditioning: home (100)
 Electric fan (-10)
 Nothing (-50)
8. My clothes washer is a _____. _____
 Top load (100)
 Front load (50)
 Laundromat (25)

Energy Use Subtotal:

Clothing **My Score**

1. I change my outfit every day and put it in the laundry. (80) _____
2. I am wearing clothes that have been mended or fixed. (-20) _____
3. One-fourth of my clothes are handmade or secondhand. (-20) _____
4. Most of my clothes are purchased new each year. (200) _____
5. I give the local thrift store clothes that I no longer wear. _____
 Yes (-50)
 No (100)
6. I never wear _____ % of the clothes in my closet. _____
 Less than 25% (25)
 50% (50)
 75% (75)
 More than 75% (100)
7. I buy _____ new pairs of shoes every year. _____
 0-1 (0)
 2 to 3 (20)
 4 to 6 (60)
 7 or more (90)

Clothing Subtotal:

Stuff **My Score**

1. All my garbage from today could fit into a: _____
 Shocbox (20)
 Small garbage can (60)
 Kitchen garbage can (200)
 No garbage created today! (-50)
2. I recycle all my paper, cans, glass and plastic. (-100) _____
3. I reuse items rather than throw them out. (-20) _____
4. I repair items rather than throw them out (-20) _____
5. I avoid disposable items as often as possible. _____
 Yes (-50)
 No (60)
6. I use rechargeable batteries whenever I can. (-30) _____
7. In my home we have _____ number of Electronics? _____
 (Computer, TV, Stereo, VCR, DVD, X box, Game boy, etc.)
 0-5 (25)
 5-10 (75)
 10-15 (100)
 more than (200)
8. How much equipment is needed for typical activities? _____
 None (0)
 Very little (20)
 Some (60)
 A lot (80)

Stuff Subtotal:

Summary

Transfer your subtotals from each section and add them together to obtain the grand total. Divide the grand total by 300.

Water Use _____

Food _____

Transportation _____

Shelter _____

Energy Use _____

Clothing _____

Stuff _____

Grand Total _____ ÷ 300 = _____ Earths

If everyone lived like I do we would need _____ Earths to sustain the people of the world.

Multiplying the number of Earths needed, by 4.7, gives the number of acres used to support my lifestyle. _____ acres

Worldwide there are 4.7 biologically productive acres available per person, and this doesn't include all of the other plants' and animals' needs.

Some average footprints:

United States: 24 acres

Canada: 22 acres

Italy: 9 acres

Pakistan: Less than 2 acres

Complete an online Ecological Footprint calculator <http://www.myfootprint.org/>

Acres Calculated _____ Number of Earths _____

- How did the online calculation differ from your paper calculation?
- Which calculator do you feel, portrays your lifestyle more accurately? Why?
- What items would you value differently in the paper calculator? Would revaluing those numbers affect other people's Calculation?
- Make a commitment to reducing your Ecological footprint!



Checkpoint 1: Defining Your Research Question

In this checkpoint, you will choose the topic you will research for your article. A good topic will connect to human impact on the Earth, AND is a topic that is interesting to you.

Once you have chosen your topic, you will need to ask a researchable question.

Understanding Our Shared Topic

Describe “Human Impact on the Earth” in your own words. What does this mean? Why is this an important challenge?

How does human population growth relate to human impact on the Earth?

Defining Your Specific Topic

****** ATTACHED IS A LIST OF TOPICS.... IT IS THE LAST PAGE******

What is the specific human impact you want to learn more about?

Why is this topic interesting to you?

What are some knowledge or ideas you already have about this topic?

What are 2 questions you already have about this topic?

Your Research Question

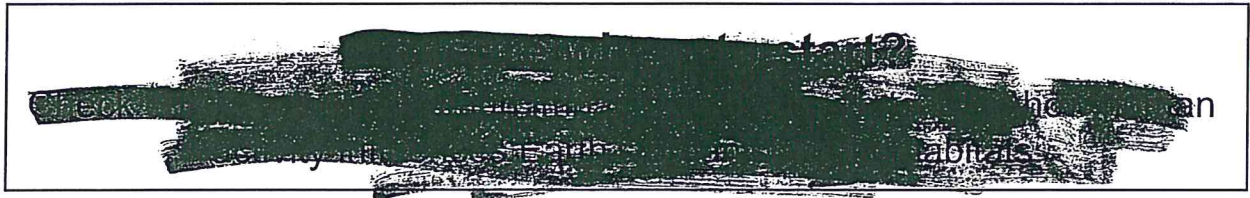
A good research question will:

- Be relevant to our shared topic (human impact on the Earth)
- Introduce your specific topic
- Define the focus of your background research

Write your research question below.



Resource: Starter Ideas



Every human activity has some impact on the Earth. However, the types of human activities can be broken into a few main topics.

These are just a few ideas to inspire you. The **best** topic is one that is connected to your own experiences, interests, and community, and that feels important to you.

Main Topic	Some Specific Ideas
Food	<ul style="list-style-type: none"> ▪ Water or land used to grow food ▪ Type of food produced (meat, dairy, vegetables, grains) ▪ Pollution from producing food ▪ Pollution from transporting food ▪ Food waste ▪ Taking too much of something from an ecosystem (e.g. overfishing)
Land	<ul style="list-style-type: none"> ▪ Building cities ▪ Cutting down forests ▪ Building new farms

Transportation	<ul style="list-style-type: none">▪ Type of transportation used (carpool, bus, bike, car)▪ Pollution from vehicles▪ Roads▪ Invasive species brought to a new environment by humans
Water	<ul style="list-style-type: none">▪ Home water use (showers, toothbrushing)▪ Lawn watering▪ Water used to make things (food, cloth, etc)▪ Building dams
Energy	<ul style="list-style-type: none">▪ Leaving on the lights▪ Electronics▪ Heating/cooling a home▪ Pollution from generating electricity
Waste	<ul style="list-style-type: none">▪ Disposal (landfill, recycling, or compost)▪ What we buy (disposable items, items we don't need)▪ Trash in the environment

Optional: Power Focus Area we ~~are~~ were working on in class

Industrialization Worksheet

Introduction to Industrialization (Resource)

1. What man was responsible for mass producing steel? What was most of the steel his companies made, used for?
2. Henry Ford's assembly line led to...
3. Which contribution did the Textile Industry add to industrialization?
4. What was John D. Rockefeller associated with?
5. Define Vertical Integration and Horizontal Integration:
6. The American Federation of Labor (AFL) demanded 3 changes. List them.
7. The AFL organized _____.
8. Define **Knights of Labor**:
9. What was the goal of the Populist Party?
10. Explain the Homestead and Pullman Strikes.

11. Why was Theodore Roosevelt so important when unions began growing?

12. What is a "Nativist"?

13. Nativism resulted from the following:

14. Andrew Carnegie came up with the Social Gospel Movement... which meant...

15. Andrew Carnegie and many others became "**Philanthropists**" in the Social Gospel Movement. Please use Google to define what a **Philanthropist** is.

16. Explain Social Darwinism.

Industrialization Vocabulary and Definitions (Resource)

1. Industrialization by definition is...

2. How did a city become Urbanized back in the Industrial Age?

3. What is the goal of a reform movement?

4. Why did the cotton gin make such an impact on society?
5. Why was the Erie Canal so important?
6. Steamboats were important for which reasons:
7. What major impacts did the Railroads make on transportation?
8. How was the Bessemer Process important to society?
9. Explain how the Telegraph worked.
10. Adam Smith promoted what idea/s?

The Rise of American Industry (Resource)

1. Why is Samuel Slater important to the Industrial Revolution?

2. Oliver Evans created a high-pressure steam engine that helped power:

3. What role did Infrastructure play in industrializing the United States?

4. The industrial revolution would have never worked without having lots of these.

5. Where did the majority of immigrants come from?

Industrializing America (Resource)

1. Explain what encouraged people to invest in industry.

2. These countries invested in America's new industry.

3. Why did these investors put money into the American economy?

4. How did the economies of scale benefit the United States?

5. Mass-producing goods generally does what to the price of the products?

6. The quality of life for those living in the city went up, but why?

Early American Railroads (Resource)

1. What type of changes did Railroads bring to the growing U.S.?
2. Americans travelled to England to see the new locomotives, and they were impressed by...
3. _____ was the first railroad chartered in the US.
4. Explain what the Transcontinental Railroad was.
5. Where did the two railroad companies meet for the final "golden spike" to be driven into the ground?

Inventors of the Industrial Revolution (Resource)

1. List what the following men were responsible for creating: Eli Whitney, Alexander Graham Bell, Thomas Edison, and Henry Ford.

Industrialization and Key Players (Resource)

1. Industrialization was spurred by the Civil War in what ways?
2. Economic Growth happens because of G.D.L., which are...
3. 1/3rd of America's growth from 1870 to 1900 can be attributed to _____.
4. Pittsburgh was the center for what?
5. What ways did American government play a role in American economic growth?
6. By 1913 the United States...
7. Railroads gave us time zones, which were created for what reasons?
8. The Captains of Industry were often called "Robber Barons" for what reasons?
9. How did Cornelius Vanderbilt make his fortune?
10. What was John D. Rockefeller's key to success? This success gave his company Standard Oil control of what percentage of the oil industry?

11. The problem with competition is _____

12. U.S. Steel company was originally put together by the time period's biggest financier

(BANKER) _____.

13. What challenges did laborers often face during the 1870's and 1890's?

14. The American Federation of Labor focused on the "bread and butter" issues like the following:

15. Nearly 10% of the members in the A.F.L. were...

16. According to the perversion of Social Darwinism, the poor were poor because of what reason?

History of Electricity: Dawn of Electric Light in the US (Resource)

1. Edison saw electricity as a way to "_____."

2. Edison's light bulb (not the first bulb invented though) was one of the first applications of electricity to...

- **Side Note:** Edison and his partner Insull made it so where not only a few could receive electric power, but large numbers of people could have it for a cheaper price. Essentially, this is where electricity started to become affordable to where the masses of Americans could enjoy it.

Reconciliationist Document Set Reading Guide

On All Graphic Organizers, for each resource
Checkpoint [] you only have to do 2 evidences for
each document.

Directions:

1. Read the supporting question.
2. Follow the highlighting directions (yellow, blue, purple) to find supporting evidence.
3. Read each document that relates to the supporting question.
4. After reading this document set, complete the activity in this checkpoint.

Supporting Question: How would someone exposed only to the reconciliationist view of Reconstruction understand and remember the Civil War and its aftermath?

Highlighting Directions: As you are reading each document, highlight evidence in accordance with the instructions below, which will help you complete the graphic organizer in to order to answer the supporting question.

- Highlight goals or desired outcomes with yellow
- Highlight fears or things they wanted to avoid with blue
- Highlight points of conflict within their view or at odds with other views with purple

Document A

Origin of Source Document: National Park Service “The Civil War: Reconciliation, Commemoration, and Preservation”
<https://www.nps.gov/civilwar/reconciliation-commemoration-and-preservation.htm>

Context: This short summary discusses the goals of Reconstruction from the lens of reconciliation.

Source Document:

In the wake of the bloodiest, most **destructive** war of the century, the North and South **sought** political and cultural **reconciliation**. Soldiers on both sides sought to reconcile with former enemies by recognizing and **commemorating** their shared sacrifice. The Reconstruction-era goal of equality for Americans of color was largely **abandoned** by white Americans.

The varied efforts at commemoration and **preservation** by **succeeding generations** illustrate society's evolving values and views on the Civil War.

Guiding Notes/Questions:

Word Bank:

- **Destructive** - causing great harm or damage
- **Sought** - attempted to find something
- **Reconciliation** - the restoration of friendly relations, making one view or belief compatible with another
- **Commemorating** - recall and show respect for
- **Abandoned** - having been deserted or cast off
- **Preservation** - the action of preserving something
- **“Succeeding generations”** - the generations (people born at a given time) that follow the current one

Document B

Origin of Source Document: Library of Congress “Civil War and Reconstruction, 1861-1877: Reconstruction and Rights”

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/civilwar/recontwo/>

Context: This source examines the issue of voting rights in the aftermath of the Civil War. What connections might this have to Document A and the description of reconciliation?

Source Document:

When the Civil War ended, leaders turned to the question of how to reconstruct the nation. One important issue was the right to vote. Hotly debated were rights of black American men and former Confederate men to vote.

In the latter half of the 1860s, Congress passed a series of acts designed to address the question of rights, as well as how the Southern states would be governed. These acts included the act creating the Freedmen's Bureau, the Civil Rights Act of 1866, and several Reconstruction Acts. The Reconstruction Acts established military rule over Southern states until new governments could be formed. They also limited some former Confederate officials' and military officers' rights to vote and to run for public office. (However, the latter **provisions** were only temporary and soon **rescinded** for almost all of those affected by them.) Meanwhile, the Reconstruction acts gave former male slaves the right to vote and hold public office.

Congress also passed two amendments to the Constitution. The Fourteenth Amendment made African-Americans citizens and protected citizens from **discriminatory** state laws. Southern states were required to **ratify** the Fourteenth Amendment before being **readmitted** to the union. The Fifteenth Amendment guaranteed African American men the right to vote.

Guiding Notes/Questions:

What connections might voting rights have to Document A and the description of reconciliation?

Word Bank:

- **Provisions** - the action of providing or supplying something for use
- **Rescinded** - revoke, cancel, or repeal
- **Discriminatory** - making or showing an unfair or prejudicial distinction between different categories of people
- **Ratify** - sign or give formal consent to something to make it officially valid
- **Readmitted** - let into a place or organization again

Document C

Origin of Source Document: Lehman Institute "Revenge & Reconstruction" Lincoln & Churchill Project

<https://lincolhandchurchill.org/revenge-reconstruction/>

Context: This document has very complex language so it may take a couple of reads through before you are able to fully dive into the meaning of it. It primarily focuses on Lincoln as a leader and how that impacted the Reconciliationist view during Reconstruction.

Source Document:

Guiding Notes/Questions:

Lincoln's was a policy of reconciliation, not **retribution**:

When success at last had crowned so many bloody efforts it was impossible to discover in Lincoln any thought of revenge or feeling of bitterness toward the **vanquished**. His only **preoccupation** was to **recall** the Southern States into the Union as soon as possible. When he encountered opposition on this point, when many of those surrounding him insisted on the necessity of strong **reprisals**, he would exhibit signs of impatience, for though uninfluenced by such opinions, on hearing them, he gave evident signs of a nervous **fatigue** which he partially controlled but was unable to **dissimulate** entirely. On one point his mind was **irrevocably** made up. The policy of **pardon**, in regard to those who had taken a principal part in the rebellion, appeared to him an absolute necessity. Never did **clemency** suggest itself more naturally to a **victorious** chief. We were with him when he received the **despatch** from General Grant announcing that the final surrender of the whole Army of Virginia could be foreseen and might take place on the 11th or on the 12th. He added: 'Perhaps at the same time we can even capture Jefferson Davis and his cabinet.' This announcement greatly troubled Mr. Lincoln, who forcibly pointed out the difficulty and embarrassment in which the Government would be placed by the untimely capture. One of those present, who enjoyed perfect freedom of speech, exclaimed: 'Don't let him escape. He must be hanged.' The President replied very calmly by repeating the phrase he had used in his **Inaugural Address**: 'Let us judge not that we be not judged.' **Assailed** anew by the remark that the sight of **Libby prison rendered** mercy impossible, he twice repeated the same **biblical** sentence.³

Word Bank:

- **Retribution** - punishment inflicted on someone as vengeance for a wrong or criminal act
- **Vanquished** - defeat thoroughly
- **Preoccupation** - the state or condition of being preoccupied or engrossed with something
- **Recall** - official order to return to a place, recollect
- **Reprisals** - an act of retaliation
- **Fatigue** - extreme tiredness resulting from mental or physical exertion or illness
- **Dissimulate** - conceal or disguise
- **Irrevocably** - in a way that cannot be changed, reversed, or recovered
- **Pardon** - the action of forgiving or being forgiven for an error or offense
- **Clemency** - mercy, leniency
- **Victorious** - having won a victory, triumphant
- **Despatch** - send off to a destination or for a purpose, an official report on state or military affairs
-

<p>Inaugural - marking the beginning of an institution, activity, or period of office</p> <ul style="list-style-type: none"> ▪ Assailed - make a concerted or violent attack on something ▪ Libby Prison - Libby Prison was a Confederate prison at Richmond, Virginia, during the American Civil War. It gained an infamous reputation for the overcrowded and harsh conditions under which officer prisoners from the Union Army were kept. Prisoners suffered from disease, malnutrition and a high death rate ▪ Rendered - caused to be or become, made ▪ Biblical - relating to or contained in the Bible 	
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Document D

Origin of Source Document: The Center for Civil War Research "Reunions"
<http://www.civilwarcenter.olemiss.edu/reunions.html>

Context: This document discusses the different reunions that soldiers who fought in the Civil War had during the Reconstruction period and the role that these reunions had in shaping Civil War memory. The term "Blue and Gray" reunions refers to the different colors of uniforms worn by each side that fought in the civil war and represent both sides coming together. How would blue and gray reunions, in particular, support the Reconciliationist view?

Source Document:

Almost immediately after the end of the Civil War, **veterans** sought out occasions to gather together, to relive their shared experiences, find solace in their battle-forged bonds, to celebrate their heroic deeds, and **commemorate** the sacrifices of their fallen **comrades**. These reunions of regiments, corps, armies, and **fraternal** organizations – so important to the soldiers and their families – came eventually to serve as a symbol of a wider national **reunification**, despite the vast majority of reunions remaining purely separate former Union or Confederate affairs. By contrast, at **infrequent** “Blue and Gray” reunions, veterans of both sides made **conciliatory** **overtures**, enjoyed the **hospitality** of former enemies and celebrated their collective American identity. Attended by the hundreds and thousands, reunions of all kinds **evoked** powerful sentiments and became **fertile** ground for the construction of Civil War memory.

The location, frequency, attendance, and content of these reunions not only demonstrates the popularity of this form of **remembrance**, but also the national **imperative** to commemorate the Civil War in a way that honored its veterans and gave meaning to their sacrifices.

Word Bank:

- **Veterans** - a person who has had long experience in a particular field, often the military
-

Guiding Notes/Questions:

How would blue and gray reunions, in particular, support the Reconciliationist view?

- **Commemorate** - recall and show respect for someone or something
- **Comrades** - a companion who shares one's activities or is a fellow member of an organization
- **Fraternal** - of or like a brother or brothers
- **Reunification** - restoration of political unity to a place or group, especially a divided territory
- **Infrequent** - not occurring often, rare
- **Conciliatory** - intended or likely to placate or pacify
- **Overtures** - an approach or proposal made to someone with the aim of opening negotiations or establishing a relationship
- **Hospitality** - the friendly and generous reception and entertainments of guests, visitors, or strangers
- **Evoked** - bring or recall to the conscious mind, remind
- **Fertile** - producing or capable of producing great outcomes
- **Remembrance** - the action of remembering something
- **Imperative** - of vital importance, crucial

Compelling Question: How do the sources we get exposed to impact how we understand and remember history?

Document A:

Evidence of What The Reconciliationist View Believes/Stands For Based on This Document	Connections Between What The Reconciliationist View Is and What it Promotes or Ignores	Inferences on How The Reconciliationist View (in isolation) Would Impact Historical Understanding	Significance of These Inferences

Document B:

Evidence of What The Reconciliationist View Believes/Stands For Based on This Document	Connections Between What The Reconciliationist View Is and What it Promotes or Ignores	Inferences on How The Reconciliationist View (in isolation) Would Impact Historical Understanding	Significance of These Inferences

Document C:

Evidence of What The Reconciliationist View Believes/Stands For Based on This Document	Connections Between What The Reconciliationist View Is and What it Promotes or Ignores	Inferences on How The Reconciliationist View (in isolation) Would Impact Historical Understanding	Significance of These Inferences

Document D:

Evidence of What The Reconciliationist View Believes/Stands For Based on This Document	Connections Between What The Reconciliationist View Is and What it Promotes or Ignores	Inferences on How The Reconciliationist View (in isolation) Would Impact Historical Understanding	Significance of These Inferences

Supporting Question: How would someone exposed only to the Reconciliationist view of Reconstruction likely understand and remember the Civil War and its aftermath? What significance would this have?

Compelling Question: How do the sources we get exposed to impact how we understand and remember history?

Directions: in the box below, answer the supporting question of the inquiry and support your answer with connections and inferences based on evidence.

You will be assessed on:

- Informational/Explanatory Thesis
- Making Connections & Inferences

Supporting Question: How would someone exposed only to the reconciliationist view of Reconstruction likely understand and remember the Civil War and its aftermath?

Checkpoint 2

On the Graphic Organizer in the section labeled "Significance of these inferences", it is asking you to explain ~~what~~ how that point of view by itself could affect their way of thinking about Reconstruction.

White Supremacist Document Set Reading Guide

Directions:

1. Read the supporting question.
2. Follow the highlighting directions (yellow, blue, purple) to find supporting evidence.
3. Read each document that relates to the supporting question.
4. After reading this document set, complete the activity in this checkpoint.

Supporting Question: How would someone exposed only to the white supremacist view of Reconstruction understand and remember the Civil War and its aftermath?

Highlighting Directions: As you are reading each document, highlight evidence in accordance with the instructions below, which will help you complete the graphic organizer in to order to answer the supporting question.

- Highlight goals or desired outcomes with yellow
- Highlight fears or things they wanted to avoid with blue
- Highlight points of conflict within their view or at odds with other views with purple

Origin of Source Document: PBS "Slavery By Another Name" <http://www.pbs.org/tpi/slavery-by-another-name/themes/white-supremacy/>

Context: This document introduces and defines the term White Supremacy and looks at the role that it played during Reconstruction.

Source Document:

Guiding Notes/Questions:

White Supremacy and Terrorism

White supremacy is the belief that white people are superior to others because of their race. Prior to the Civil War, racism and white supremacy had been common attitudes in both the North and the South. After the Emancipation Proclamation, when Union troops began to fight for the abolishment of slavery, Northern attitudes shifted slightly, and many felt that blacks deserved equal legal rights and equal protection, even if they were not considered socially equal.

In the South, however, white supremacists did not believe blacks should have any such rights. During Reconstruction, white supremacists formed political and social groups to promote whites and oppress blacks, and to enact laws that codified inequality. The Ku Klux Klan (founded in 1865) and the Knights of the White Camellia (1867) were secret groups, while members of the White League (1874) and the Red Shirts (1875) were publically known. All four groups used violence to intimidate blacks and Republican voters [*In this time period "Republican" would most closely represent the political views of "Democrats" today*]. Their efforts succeeded, and with the end of Reconstruction in 1877, white supremacy became the reality of the South.

Word Bank:

-

Document B

Origin of Source Document: Digital History "America's Reconstruction: People and Politics After The Civil War"

<http://www.digitalhistory.uh.edu/exhibits/reconstruction/introduction.html>

Context: This document looks at some of the views of white supremacists during Reconstruction (pay particular attention to their opinion of blacks being able to participate in politics) as well as some of the views of Reconstruction held now.

Source Document:

The new Southern governments confronted violent opposition from the Ku Klux Klan and similar groups. In time, the North abandoned its commitment to protect the rights of the former slaves, Reconstruction came to an end, and white supremacy was restored throughout the South.

For much of this century, Reconstruction was widely viewed as an era of **corruption** and **misgovernment**, supposedly caused by allowing blacks to take part in politics. This interpretation helped to **justify** the South's system of racial **segregation** and denying the vote to blacks, which survived into the 1960s. Today, as a result of **extensive** new research and profound changes in American race relations, historians view Reconstruction far more favorably, as a time of **genuine** progress for former slaves and the South as a whole.

Guiding Notes/Questions:

Word Bank:

- **Corruption** - dishonest or fraudulent conduct by those in power, usually involving bribery
- **Misgovernment** - governing poorly or incorrectly
- **Justify** - show or prove to be right or reasonable
- **Segregation** - the action or state of setting someone or something apart from other people
- **Extensive** - covering or affecting a large area
- **Genuine** - truly what something is said to be, authentic

Document C

Origin of Source Document: Stephen Kantrowitz. *Ben Tillman and the Reconstruction of White Supremacy*. UNC Press, 2000. <https://history.wisc.edu/publications/ben-tillman-and-the-reconstruction-of-white-supremacy/>

Context: This document gives a brief summary of Ben Tillman, a South Carolina governor who actively promoted white supremacy in the government.

Source Document:

As an anti-Reconstruction **guerrilla**, Democratic activist [Reminder: In *this time period the democratic party held beliefs that would be considered conservative today and the republican party's beliefs would be considered liberal today*], South Carolina governor, and U.S. senator, Tillman offered a vision of reform that was proudly white supremacist. In the name of white male **militance**, productivity, and **solidarity**, he justified **lynching** and **disfranchised** most of his state's black voters. His arguments and accomplishments rested on the **premise** that only productive and **virtuous** white men should govern and that federal power could never be trusted. Over the course of his career, Tillman faced down opponents ranging from **agrarian** radicals to **aristocratic** conservatives, from woman **suffragists** to black Republicans. His vision and his voice shaped the understandings of millions and helped create the violent, repressive world of the **Jim Crow** South.

Guiding Notes/Questions:

Word Bank:

- **Guerrilla** - a member of a small independent group taking part in irregular fighting
- **Militance** - characterized by combative and aggressive nature usually in support of a political or social cause
- **Solidarity** - unity or agreement of feeling or action especially among individuals with a common interest
- **Lynching** - kill someone, usually by a mob, and especially by hanging for an alleged offense with or without a legal trial
- **Disfranchised** - deprive someone of the right to vote
- **Premise** - a previous statement or proposition from which another is inferred or follows as a conclusion
- **Virtuous** - having or showing high moral standards
- **Agrarian** - relating to cultivated land or the cultivation of land
- **Aristocratic** - of, belonging to, or typical of the aristocracy, upper class
- **Suffragists** - a person advocating the extension of suffrage (giving voting rights) especially to women
- **“Jim Crow”** - the former practice of segregating black people in the US

Document D

Origin of Source Document: PBS "Grant, Reconstruction, and the KKK"

<https://www.pbs.org/wgbh/americanexperience/features/grant-kkk/>

Context: This document provides greater detail on the KKK as an organization and the actions that they took against Black Americans.

Source Document:

Guiding Notes/Questions:

The most **prominent** of these, the Ku Klux Klan, was formed in Pulaski, Tennessee, in 1865. Originally founded as a social club for former Confederate soldiers, the Klan evolved into a terrorist organization. It would be responsible for thousands of deaths, and would help to weaken the political power of Southern blacks and Republicans.

Racist activity in the South often took the form of **riots** that targeted blacks and Republicans. In 1866, a **quarrel** between whites and black ex-soldiers erupted into a full-fledged riot in Memphis, Tennessee. White policemen assisted the mobs in their violent **rampage** through the black sections of town. By the time the violence ended, 46 people were dead, 70 more were wounded, and numerous churches and schools had been burned. Just two months later, on July 30, a similar outbreak of violence erupted in New Orleans. This time, a white **mob** attacked the attendees of a black **suffrage** convention, killing 37 blacks and three whites who allied with them.

In this violent atmosphere, the Ku Klux Klan grew in size and strength. By 1868, the Klan had evolved into a hooded terrorist organization that its members called "The Invisible Empire of the South." The reorganized Klan's first leader, or "Grand Wizard," was Nathan Bedford Forrest, who had been a Confederate general during the Civil War.

Word Bank:

- **Prominent** - important, famous
- **Racist** - discrimination or prejudice against people of other races or believing that a particular race is superior to another
- **Riots** - a violent disturbance of the peace by a crowd
- **Quarrel** - a heated argument or disagreement
- **Rampage** - rush around in a violent and uncontrollable manner
- **Mob** - a large crowd of people, especially one that is disorderly and intent on causing trouble or violence
- **Suffrage** - the right to vote in political elections

Document E

Origin of Source Document: WBur "The History Of White Supremacist Groups In The U.S." Interview with Edward L Ayers and Nathan Connolly, August 16, 2017, wbur.org

Context: This is a quote from Dr. Edward L Ayers. Dr. Edward Ayers is Tucker-Boatwright Professor of the Humanities and president emeritus at the University of Richmond. Dr. Ayers has been named National Professor of the Year, received the National Humanities Medal from President Obama at the White House, was a finalist for the National Book Award and the Pulitzer Prize, and won the Bancroft Prize for distinguished writing in American history. Ayers is one of the cohosts for BackStory, a popular podcast about American history. His newest book, *The Thin Light of Freedom: The Civil War and Emancipation in the Heart of America*, has received the Lincoln Prize from the Gilder Lehrman Institute and Gettysburg College.

Source Document:

Ed Ayers: "It begins right after the Civil War. The Ku Klux Klan is born, basically, in the smoking rubble of Confederacy. The idea is that there is lawlessness and that white men are going to restore law, by which they mean complete, unchallenged white supremacy."

Guiding Notes/Questions:

Word Bank:

▪ **Rubble** - waste or rough fragments of stone, brick, concrete, etc. - remains, wreckage

Compelling Question: How do the sources we get exposed to impact how we understand and remember history?

Document A:

Evidence of What The White Supremacist View Believes/Stands For Based on This Document	Connections Between What The White Supremacist View Is and What it Promotes or Ignores	Inferences on How The White Supremacist View (in isolation) Would Impact Historical Understanding	Significance of These Inferences

Document B:

Evidence of What The White Supremacist View Believes/Stands For Based on This Document	Connections Between What The White Supremacist View Is and What it Promotes or Ignores	Inferences on How The White Supremacist View (in isolation) Would Impact Historical Understanding	Significance of These Inferences

Document C:

Evidence of What The White Supremacist View Believes/Stands For Based on This Document	Connections Between What The White Supremacist View Is and What it Promotes or Ignores	Inferences on How The White Supremacist View (in isolation) Would Impact Historical Understanding	Significance of These Inferences

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Supporting Question: How would someone exposed only to the white supremacist view of Reconstruction likely understand and remember the Civil War and its aftermath? What significance would this have?

Reflection Questions:

1. How similar or different is this view of Reconstruction to your own family or community's view?

2. What elements of this view of Reconstruction can you see in the United States today?

3. How does thinking about how the views someone is exposed to impacts how they understand and remember history make you aware of what views you are personally being exposed to?

4. How do you think this idea of exposure shaping understanding impacts you and how you understand disagreements?

Compelling Question: How do the sources we get exposed to impact how we understand and remember history?

Directions: in the box below, answer the supporting question of the inquiry and support your answer with connections and inferences that are based in evidence.

You will be assessed on:

- Informational/Explanatory Thesis
- Making Connections & Inferences

Supporting Question: How would someone exposed only to the white supremacist view of Reconstruction likely understand and remember the Civil War and its aftermath?

Checkpoint 3

Emancipationist Document Set Reading Guide

Directions:

1. Read the supporting question.
2. Follow the highlighting directions (yellow, blue, purple) to find supporting evidence.
3. Read each document that relates to the supporting question.
4. After reading this document set, complete the activity in this checkpoint.

Supporting Question: How would someone exposed only to the emancipationist view of Reconstruction understand and remember the Civil War and its aftermath?

Highlighting Directions: As you are reading each document, highlight evidence in accordance with the instructions below, which will help you complete the graphic organizer in to order to answer the supporting question.

- Highlight **goals or desired outcomes** with yellow
- Highlight **fears or things they wanted to avoid** with blue
- Highlight **points of conflict within their view or at odds with other views** with purple

Document A

Origin of Source Document: Digital History "America's Reconstruction: People and Politics After The Civil War"

<http://www.digitalthistory.uh.edu/exhibits/reconstruction/introduction.html>

Context: This brief document looks at the role of African Americans in the Emancipationist view and effort.

Source Document:

Central to Reconstruction was the effort of former slaves to breathe full meaning into their newly **acquired** freedom, and to claim their rights as citizens. Rather than **passive** victims of the actions of others, African Americans were active **agents** in shaping Reconstruction.

Guiding Notes/Questions:

Word Bank:

- **Acquired** - obtain or get
- **Passive** - accepting or allowing what happens or what others do without active response or resistance
- **Agents** - a person who acts on behalf of another person or group

Document B

Origin of Source Document: Jennifer Schuessler "Taking Another Look at the Reconstruction Era" NY Times, August 24, 2015. nytimes.com

Context: This document discusses some of the parts of Reconstruction that align with the Emancipationist view that seem to be left out of mainstream education and discussions of the era.

Source Document:

Growing up in Kingstree, S.C., in the 1960s, Michael Allen never knew the town had elected a black mayor in the years after the Civil War. There was no **monument** dedicated to the man's memory. He was never mentioned in school.

"I had to become an adult to learn that history," said Mr. Allen, a community partnership specialist with the National Park Service. "It was never presented to me."

In more than three decades with the park service, Mr. Allen, 54, has helped revise historical interpretations at sites like Fort Sumter, where the first shots of the Civil War were fired, and arrange new historical markers noting **neglected** African-American figures, like that mayor, throughout South Carolina.

Now, he's the on-the-ground **coordinator** for what may be an even more **ambitious** project: improving public understanding of the complex, poorly understood and still hotly contested period known as Reconstruction.

Guiding Notes/Questions:

In the text it mentions this part of history not being taught in school, why do you think that might be?

Word Bank:

- **Monument** - a statue, building, or other structure erected to commemorate a famous or notable person or event
- **Neglected** - suffering a lack of proper care
- **Coordinator** - a person whose job is to organize events or activities and to negotiate with others in order to ensure they work together effectively
- **Ambitious** - having or showing a strong desire and determination to succeed

Document C

Origin of Source Document: Library of Congress "Emancipation and Reconstruction"

<https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/african6.html>

Context: This document looks at two different phases of emancipation during Reconstruction: when it was successful, and then when it was reversed.

Source Document:

Promising Beginnings

Guiding Notes/Questions:

With the end of the war, the **ratification** of the 13th Amendment to the Constitution provided freedom for all African Americans in the United States. This freedom came, however, during a time of great national disruption, during which African Americans faced hard times and an uncertain future. Most had been left penniless by the war, and some had to avoid attacks by returning Confederates. Many tens of thousands began traveling throughout the South in search of long-lost family members, searches that often took years. Most important, the structure of the nation had been **reordered** dramatically, and it would take decades for the **aftershocks** of this **transformation** to fully work themselves out. African Americans were on the fault lines of that process.

The chaos of the postwar years was met, however, by a **tremendous** wave of African American organization. Education, long denied African Americans in the South, became an especially **impassioned** cause. African American teachers helped found new schools operated by the federal Freedmen's Bureau, and brought free public education to African Americans in the South for the first time. By 1870, there were more than 240,000 pupils in more than 4,000 schools. Howard University, Fisk University, and Hampton Institute were also founded during this period. The change with perhaps the greatest transformative potential, however, was African Americans' new participation in electoral politics. In 1870 the 15th Amendment was ratified, which guaranteed all males the right to vote, regardless of "race, color, or previous condition of servitude." Within a few years, every Southern state legislature had African

American members, and 11 African Americans had been elected to the U.S. Congress by 1875. In this regard, at least, the nation's political identity appeared to have changed for good.

Freedom Curtailed

Many of the victories of the postwar years were quickly **withdrawn**, however, and many of the worst aspects of the slave system returned to the former Confederacy. Federal troops left the region in 1877, and with them went much of the North's interest in the well-being of the freed slaves. Former Confederates soon returned to power and enacted **grandfather clauses** and other statutes that **rescinded** African American voting rights, along with many others.

Soon, African Americans in many Southern states were forbidden to vote, to testify in court against a European American, to enroll in school, to travel freely, to disobey an order, or to leave a job without permission. In many states, any African American traveling alone could be arrested, sentenced to forced labor, and even rented out to private employers by local or state authorities. Even African Americans who remained free of the law quickly became prisoners of debt, as landowners implemented a **sharecropping** system that guaranteed that workers would never **turn a profit** on their land.

Word Bank:

- **Ratification** - the action of signing or giving formal consent to a treaty, contract, or agreement to make it officially valid
- **Reordered** - request or arrange something again
- **Aftershocks** - this normally refers to smaller earthquakes that follow a large earthquake, in this situation it is referring to the smaller in scale issues that followed the Civil War
- **Transformation** - a thorough or dramatic change in form or appearance
- **Tremendous** - very great in amount, scale, or intensity
- **Impassioned** - filled with or showing great emotion
- **Withdrawn** - not wanting to communicate with other people
- **“Grandfather clauses”** - a clause exempting certain classes of people or things from requirements based on previous status
- **Rescinded** - revoke, cancel, or repeal
- **Sharecropping** - a system where land is farmed in pieces by different people, usually as a way to pay rent and keeping the people doing the farming from being able to make money or profit
- **“Turn a profit”** - make a profit, make money from something

Document D

Origin of Source Document: Frederick Douglass "What The Black Man Wants" Facing History

<https://www.facinghistory.org/reconstruction-era/what-black-man-wants>

Context: During the Reconstruction era, Frederick Douglass demanded government action to secure land, voting rights, and civil equality for black Americans. The following passage is excerpted from a speech given by Douglass to the Massachusetts Anti-Slavery Society in April 1865.

Source Document:

Guiding Notes/Questions:

We may be asked, I say, why we want it [the right to vote]. I will tell you why we want it. We want it because it is our right, first of all. No class of men can, without insulting their own nature, be content with any **deprivation** of their rights. We want it again, as a means for educating our race. Men are so constituted that they **derive** their **conviction** of their own possibilities largely from the estimate formed of them by others. If nothing is expected of a people, that people will find it difficult to **contradict** that expectation. By depriving us of **suffrage**, you **affirm** our **incapacity** to form an intelligent judgment respecting public men and public measures; you declare before the world that we are unfit to exercise the elective franchise, and by this means lead us to **undervalue** ourselves, to put a low estimate upon ourselves, and to feel that we have no possibilities like other men...

What I ask for the Negro is not **benevolence**, not **pity**, not **sympathy**, but simply justice. [Applause.] The American people have always been anxious to know what they shall do with us... Everybody has asked the question, and they learned to ask it early of the **abolitionists**, "What shall we do with the Negro?" I have had but one answer from the beginning. Do nothing with us!... All I ask is, give him a chance to stand on his own legs! Let him alone! If you see him on his way to school, let him alone, don't disturb him! If you see him going to the dinner-table at a hotel, let him go! If you see him going to the ballot-box, let him alone, don't disturb him!...

Word Bank:

- **Deprivation** - the damaging lack of material benefits considered to be basic necessities in society
- **Derive** - obtain something from
- **Conviction** - a firmly held belief or opinion
- **Contradict** - deny the truths of a statement by asserting the opposite
- **Suffrage** - the right to vote in political elections
- **Affirm** - state as a fact, assert strongly and publicly
- **Incapacity** - physical or mental inability to do something or manage one's affairs
- **Undervalue** - not give enough credit or value to something
- **Benevolence** - the quality of being well-meaning, kindness
- **Pity** - the feeling of sorrow and compassion caused by the suffering and misfortunes of others
- **Sympathy** - feelings of pity and sorrow for someone else's misfortune
- **Abolitionists** - a person who favors the abolition (removal) of a practice or institution (usually slavery)

Document E

Origin of Source Document: 1865 Freedmen Convention "South Carolina Freedpeople Demand Education" Facing History <https://www.facinghistory.org/reconstruction-era/south-carolina-freedpeople-demand-education>

Context: In November 1865, a convention of freedmen met in Charleston, South Carolina to demand new rights for African Americans. Foremost among their demands was education for their children. The resolution here was issued by the convention.

Source Document:

Whereas, "Knowledge is power," and an educated and intelligent people can neither be held in, nor reduced to slavery; Therefore [be it] Resolved, That we will insist upon the establishment of good schools for the thorough education of our children throughout the State; that, to this end, we will **contribute** freely and **liberally** of our means, and will **earnestly** and **persistently** urge forward every measure calculated to elevate us to the rank of a wise, enlightened and Christian people. Resolved, That we **solemnly** urge the parents and guardians of the young and rising generation, by the sad recollection of our forced ignorance and **degradation** in the past, and by the bright and inspiring hopes of the future, to see that schools are at once established in every neighborhood; and when so established, to see to it that every child of proper age, is kept in regular attendance upon the same.

Guiding Notes/Questions:

Word Bank:

- **Contribute** - give something, especially money, in order to help achieve or provide something
- **Liberal** - in large or generous amounts
- **Earnestly** - with sincere and intense conviction, seriously
- **Persistently** - continuously in a manner that is relentless
- **Solemnly** - in a formal or dignified manner, sincerely
- **Degradation** - the condition or process of causing a loss of self respect or humiliation

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