



**High School
Social Studies**

(5/4-15/20)

Distance Learning Activities



Dear families,

These learning packets are filled with grade level activities to keep students engaged in learning at home. We are following the learning routines with language of instruction that students would be engaged in within the classroom setting. We have an amazing diverse language community with over 65 different languages represented across our students and families.

If you need assistance in understanding the learning activities or instructions, we recommend using these phone and computer apps listed below.



Google Translate

- Free language translation app for Android and iPhone
- Supports text translations in 103 languages and speech translation (or conversation translations) in 32 languages
- Capable of doing camera translation in 38 languages and photo/image translations in 50 languages
- Performs translations across apps



Microsoft Translator

- Free language translation app for iPhone and Android
- Supports text translations in 64 languages and speech translation in 21 languages
- Supports camera and image translation
- Allows translation sharing between apps



Queridas familias:

Estos paquetes de aprendizaje tienen actividades a nivel de grado para mantener a los estudiantes comprometidos con la educación en casa. Estamos siguiendo las rutinas de aprendizaje con las palabras que se utilizan en el salón de clases.

Tenemos una increíble y diversa comunidad de idiomas con más de 65 idiomas diferentes representados en nuestros estudiantes y familias.

Si necesita ayuda para entender las actividades o instrucciones de aprendizaje, le recomendamos que utilice estas aplicaciones de teléfono y computadora que se enlistan a continuación:



Google Translate

- Aplicación de traducción de idiomas para Android y iPhone (gratis)
- Traducciones de texto en 103 idiomas y traducción de voz (o traducciones de conversación) en 32 idiomas
- Traducción a través de cámara en 38 idiomas y traducciones de fotos / imágenes en 50 idiomas
- Realiza traducciones entre aplicaciones



Microsoft Translator

- Aplicación de traducción para iPhone y Android (gratis)
- Traducciones de texto en 64 idiomas y traducción de voz en 21 idiomas
- Traducción a través de la cámara y traducción de imágenes
- Permite compartir la traducción entre aplicaciones

DESTINATION EXCELLENCE

3027 SOUTH NEW HAVEN AVENUE | TULSA, OKLAHOMA 74114

918.746.6800 | www.tulsaschools.org



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If you need help, please leave a message at 918-746-7500 and an enrollment specialist will return your call or email enroll@tulsaschools.org.

For more information, visit TulsaSchools.org/EnrollTulsa



¿TE PERDISTE LA VENTANA DE INSCRIPCIÓN EN DICIEMBRE Y ENERO? ¿ERES NUEVO EN TULSA?

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**LA VENTANA PARA INSCRIBIRSE EN ESTAS
ESCUELAS ES DEL
1 AL 21 DE MAYO DE 2020**

¡Queremos que sea simple y fácil para las familias elegir, y quedarse con, las Escuelas Públicas de Tulsa! Nuestro sistema de inscripción mejorado garantiza que nuestras familias tengan un proceso fácil y simple para acceder a las escuelas que mejor se adapten a sus hijos.

INICIE SU SOLICITUD EN [Enroll.TulsaSchools.org](https://enroll.tulsaschools.org).

Si necesita ayuda, deje un mensaje al 918-746-7500 y un especialista en inscripción le devolverá la llamada. También puede enviarnos un correo electrónico a enroll@tulsaschools.org.

Para más información, visite TulsaSchools.org/EnrollTulsa

9th-12th grades, Social Studies, At Home Activities and Resources

Directions: .

-For the weeks of April 20-May 1 students received a large packet of Social Studies materials. The portion of the packet covering the course a student is taking (such as US History) should be completed prior to moving on to these activities. Once this is finished, students can work on the assignments from other subjects within the packet for enrichment activities. Or students can select assignments from the menu below. Please note activities 1-5 are multi-day activities.

Activity 1	Historical Narrative	Create a Historical Narrative: Students can: 1) research a topic 2) examine the who, what, when, where and why about the event 3) Create a storyboard of the ideas using sensory details 4) Write a rough draft and 5) edit and revise the story. Directions and sample are attached.
Activity 2	Editorial	Write an Editorial: This is a writing style in which students share their opinion on an important topic. To complete this activity students should 1) research a topic, 2) identify their opinion and reasons to support their ideas 3) write a paper that explains the student opinion and provides evidence. Directions and sample are attached.
Activity 3	Oral History	Write an Oral History: An oral history is the act of recording an interpretation of past events. In this writing assignment students should 1) choose a topic 2) select individuals to interview 3) write questions 4) conduct the interview and 5) write a summary and analysis of the interview. Directions and sample are attached.
Activity 4	Letter of Concern	Letter of Concern to a Government Official- Research a major issue and write a letter explaining how you would like the government leader to react. The letter should include important facts that support your ideas. Directions and sample are attached.
Activity 5	Journaling	Journaling can provide you with opportunities for private reflection and help them process their thoughts, feelings, and uncertainties during these difficult times. Respond to a journal prompt on promoting the common good during the coronavirus outbreak. To do so, first research the term common good. Then consider- <ol style="list-style-type: none">1. What is the common good, and how do we benefit when we all work toward the common good?2. How can we help each other during this crisis?3. What does it mean to stay away from each other physically but still work together?

Creating a Historical Narrative through Story-Writing

Creating a historical narrative about the past invites students to develop a story from the facts or events in a unit of study. A narrative may involve research and imagination, as in an account of a day in the life of a person in ancient Rome.

Even a narrative that includes an imaginative component, however, must also contain factual element. This writing process enables students to explore the voice of a storyteller and to retell a story from multiple perspectives. These stories rely on descriptive writing, using energetic, lively adjectives and action verbs in the story.

Like a feature story, this essay structure will have a beginning, middle, and end. A strong narrative often includes sensory details. You might find it helpful to fill out an observation chart from the event upon which your narrative will center. List details relating to all five senses, sight, hearing, smell, taste, and touch.

When writing your introduction try starting with description or dramatic action. For example, describe a sultry day in 1848 as a forty-niner while panning for gold. In the body write about events in chronological order. Include transitions that clarify chronological relationships (such as at first, later, meanwhile, and finally) to keep the reader oriented. Use your sensory details to bring the event to life and add your own feelings and thoughts where appropriate. In your conclusion, create a sense of completion with a final thought on the significance of the event or issue presented in the narrative.

Steps to a historical narrative

1. Research your topic
2. Outline your narrative-setting, character, action

3. List sensory details:

sight	sound	smell	taste	touch

4. Write rough draft
5. Edit and revise
6. Write your final historical narrative

A Historical Narrative about the Dust Bowl

Starting Over in California

Student Example

"Stay here and don't move. Everything will be okay, but stay right here," my father told me as he ran to bolt the door and cover the windows. My earliest childhood memory is of me sitting in the corner of our tiny house with my brothers and sister and with my mother's arms wrapped around me. My father worked hard and he never showed emotion, but he couldn't contain his fear on that day. In the distance black clouds are rolling in, determined to destroy everything in its path. As it engulfed everything around us, we wondered if we would come out of it alive.

This is what forced my family out of our home in Oklahoma into California. The "Dust Bowl" had created many problems for us. Our farm was completely destroyed and very unworkable. We had no way to pay the bank for our house and farm. As much as my father hated leaving, he loved his family too much to put us through any more of the suffering. In our family truck we packed our precious things and headed for California. Riding six people in one truck was kind of hard, but we would do anything to get to California, "The Promised Land."

Traveling was a big adventure for me and my brothers and sister. The trip was hot and miserable. There were caravans of cars traveling on Route 66. We met many new friends from other states besides Oklahoma. We heard so many rumors about California and were so excited to get there.

Arriving in California three weeks after leaving Oklahoma, my father and older brother Jason immediately set out to find jobs. California was much different than Oklahoma. There were no dust storms and lots of migrant families. By the end of the day they found jobs picking berries for forty-five cents and day. This was wonderful and things seemed to be looking up for us, but we still did not have enough money to rent or buy a house. We stayed in the truck with several other families along the roadside.

As time went on and the Dust Bowl continued, many more families fled to the Promised Land of California. In time, more and more families were feeling unwelcome. The local people were hostile to us and their way of life was much different. The tension rose between the locals and us, "Okies," a nickname they gave us because we looked and spoke differently than many of them. Life was tough and we lived day to day. People said that they didn't want "Okies" working with them and that we should go home. Barely surviving we realized we were not in the Promised Land anymore and we often thought of going back to Oklahoma where we would at least feel welcomed.

Life seemed like it would never get any better. Little did we know that things were about to change and give us a second chance? When the war broke out there were new opportunities in the cities. My father and brother got jobs in a factory in Los Angeles. When dad had steady work we were able to buy a house. Our family didn't move back to Oklahoma once the dust storms stopped. We became Californians in the way that we lived, but we will always be Oklahomans at heart. But to this day I am thankful to my father for the decision he made and for the suffering and hard work he went through so that I can have the life that I have today.

Write an Editorial

Student Instructions

The editorial page is a lively marketplace of ideas. Readers may accept or reject those ideas, but they almost always learn something by considering the opinions offered on the editorial page.

Good editorials are the conscience of the community and the defender of the community values. In a broader sense, they are a crucial component of a robust public dialogue, which is the hallmark of the American experiment in self-government.

The editorial page is the one place in the newspaper where the facts of our complex world are synthesized into analysis and opinion to help guide the public debate and search out solutions to society's problems. The editorial page is for thinkers, for readers who want another dimension on the news, who want more than just the facts.

Of course, the very best editorials are persuasive. But every editorial should have as its goal not only to persuade but also to educate. This requires the writer to buttress his opinions with facts and to counter the arguments made by those who hold the opposite view.

Above all, good editorials take a strong stand, even when that might be controversial or unpopular. Editorialists are not afraid to argue a contested point of view, not afraid to offend, afraid to stake out a firm position; the power of their ideas can exert a crucial influence on events.

Helpful Ideas

1. Do not use I, me, or my in the editorial. Remember, editorials reflect the viewpoint of the newspaper; therefore, it is acceptable to use words such as we, our, us.
2. Keep in mind the main purposes of the editorial: to explain or interpret, to criticize, to persuade, and to praise. Editorials always have one of these purposes as their primary goal, and often they have one or more of the other purposes as a secondary goal.
3. Editorials are similar to letters to the editor in that they use facts to support opinions and often they include the opposing viewpoint for comparison and contrast.
4. Editorial writers use transitional words or phrases to link paragraphs together.

In general, editorials follow a three-part structure:

1. Introduction of the issue and the newspaper's viewpoint;
2. Body of the editorial, which focuses on background information and details that support the newspaper's opinion;
3. Conclusion that restates the newspaper's viewpoint.

Editorial Sample

San Diego Union Tribune Newspaper in Education Program

“Teach your Children Well”

Student Example

“We were right about a lot of things in the 1960’s,” rocker David Crosby once said. “We were right that peace is better than war and that love is better than hate ... But we were wrong about drugs.”

Today’s baby-boomer parents should consider those words.

Introduction

Crosby knows from experience. A product of the free-wheeling ’60s, he abused drugs and alcohol for years. That lifestyle nearly killed him, just as it did many of the famous and not-so-famous who once believed drugs really weren’t so bad. Although clean and sober for a decade, Crosby recently needed a liver transplant because his original one was so damaged.

But today, many parents apparently are not teaching their children well, as a Crosby, Stills and Nash song once urged. A study by Columbia University’s Center on Addiction and Substance Abuse shows that today’s parents are far too tolerant of drug use.

Main Point

Thus, it’s not surprising that teen-age drug use is up, and will continue to rise. The Center on Addiction study showed that 22 percent of teens say they are likely to use drugs at some time, twice the rate reported last year.

Of course, some people would like to make this into a political issue. But we have no one to blame but ourselves.

Just like in the ’60s and ’70s, our society has become tolerant of drugs, and once again popular culture is leading the way. It’s becoming common to see kids wearing T-shirts with the marijuana leaf emblem on them—even in the company of their parents. The lyrics of popular songs are once again talking nonchalantly about getting high, while some bands openly espouse drug use. Accepting attitudes toward drugs have crept back into, magazines and books. And once again, people are saying that marijuana is harmless, that it’s just an herb.

Apparently, we haven’t learned anything. Marijuana is a dangerous drug. It can lead to harder drug use. It impairs short-term memory. It’s particularly harmful to young people because it damages their ability to maintain their attention span and it cripples emotional development. These two things alone are extremely critical for growing and learning teen-agers.

Another retread idea from the ’60s and ’70s is that marijuana is somehow less dangerous for teens than alcohol. What rot! Both are dangerous. And besides, teens that abuse drugs are more likely to abuse alcohol, anyway.

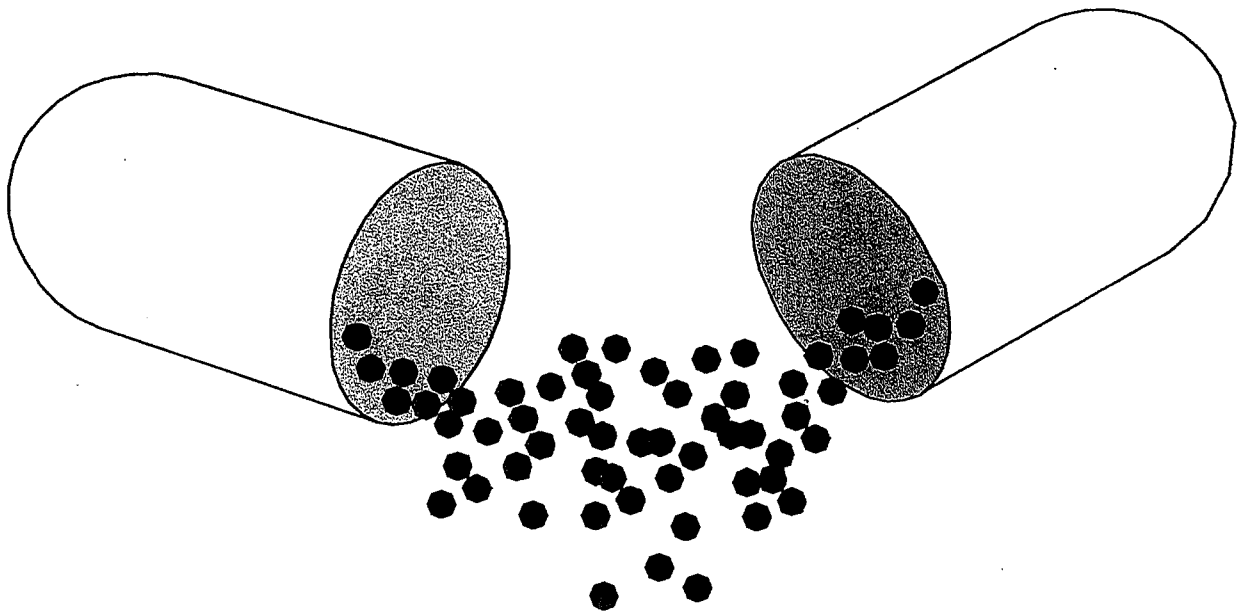
The height of hypocrisy is that many baby boomers and their teenage kids who are tolerant toward drugs are at the same time horrified by the violent crime, gang shootings and street drug-dealing that plague our cities. But they don’t see the connection.

Editorial Sample
San Diego Union Tribune Newspaper in Education Program
"Teach your Children Well" (continued)
Student Example

Study after study dating back for decades shows a direct link between drug and alcohol abuse and violent crime. What's more, the marijuana that suburban kids smoke has the blood of drug smugglers and the blight of our inner cities on it?

Drugs come from drug dealers, and drug dealers don't differentiate between trading in marijuana, crack cocaine or even weapons, for that matter.

Parents who blame society, culture or politicians for rising teen drug use need to look in the mirror. Our society was wrong conclusion about drugs in the '60s. Any tolerance or leniency about drugs is doubly wrong today.



Creating Editorial and Political Cartoons (Synthesize)

There are many ways to express opinions, such as speeches, letters, and editorials. Creating an editorial cartoon or political cartoon has been popular for many years. These cartoons use both drawings and words to convey an idea or message about a current issue, event, or problem. They inform and influence public opinion in an entertaining and sometimes humorous way, making fun of a public figure, program, or idea.

An editorial or political cartoon is a simple graphic analysis of a news story or event. The cartoonist may use written labels or messages with the drawing. Often the cartoonist will use symbols to help convey their message.

Editorial and political cartoons provide excellent sources of information about people's attitudes about problems and issues from different time periods. Some cartoons share the "ills" of society while others attempt to prescribe a cure as well.

Find an editorial or political cartoon in the newspaper or your textbook. Analyze and discuss your cartoons, using the discussion questions at the bottom of the page.

Create an editorial or political cartoon about a historic event, or current issue, or past or present problem. After you have completed your interpretative drawing, answer the discussion questions about your cartoon:

Identify the general topic that you want presented.

Create characters in the cartoon and determine whether their features are to be exaggerated.

Create symbols in the cartoon.

1. What is the general subject of the cartoon?
2. What titles or written messages are included?
3. Who are the characters and what do they represent?
4. What other symbols are used?
5. What is the cartoonist's message?

Interpreting Editorial Cartoons

First Amendment

Student Explanation of Political Cartoon

1. The general subject of our cartoon is about the regulation of music lyrics and its influence on children.
2. Our titles or written messages are the dialogue between the son and father along with the newspaper headliner that asks the question, Should Records be Rated?
3. The main characters include the father and the son. Most interesting, they represent the older generation and the younger generation, parents vs. children.
4. Our other symbols include the son's Walkman, also his grungy appearance, the typical father reading the newspaper and not being tuned into his family.
5. Our message is that parents need to pay more attention to what their children listen to and understand that some music lyrics do influence kids.



Writing an Oral History

One way to learn about the past is to interview someone who experienced an event or era. Interviewing someone from the past provides a gold mine of information as that person offers first hand knowledge of an event and adds a perspective to a historical event. Many older generations have lots of experience to share, including grandparents, parents, neighbors, family friends, and teachers. Oral histories will breathe life into an event or topic you are studying, examining the Vietnam War from a veteran's or a draft dodger or a housewife or mother's experience. Your interview will provide a voice with personal experiences and details into a perspective of one person that experienced that event.

First, learn and study about your subject's event or era. For example, if your interview is about the Vietnam War, investigate the causes and consequences of this conflict. Examine some of the important issues and events during this time period before your discussion. Learn enough about the issue to ask important or intelligent questions. Throughout your interview, focus your questions that may reveal something interesting or extraordinary. In what aspect of your subject's life are you most interested? Write what questions that you want to focus on. Start with questions with "Tell me about..." or "How did you...?" Or "How did you feel about...?" What do you recall as important conflicts during that time? What lessons can be learned from this event? You may consider sending your questions to your subject ahead of time to let him or her think about them.

Steps to an Oral History Project

1. Choose possible topics and establish a priority list.

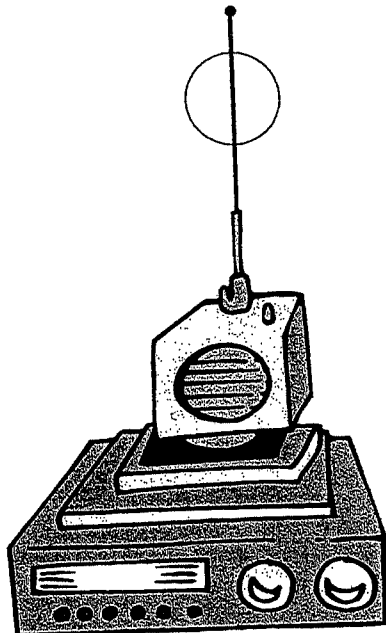
Examples of Interviews:

- The Development of Our Community
- Women's Roles at home during war
- Civil Rights Activist
- Vietnam Veteran
- War Protester
- Popular Culture During the 1950's

2. Select individuals to be interviewed. Try to find at least two interviewees.
3. Contact the potential narrators describing what you would like to talk to them about. Share information about the purpose and topics of the interview. Ask the individual if he or she has any documents, artifacts, pictures, etc. that would assist the interview and your research. If you plan on taping the interview by using a video camera or audiocassette, ask for permission. Set an interview date.

4. Develop a question outline. Ask who, what, why, when, and how questions.
 1. "What did the Gulf War soldiers think of General Powell?"
 2. "How did this conflict affect your family?"
 3. "Why did you join the armed forces?"
 4. "What training did you receive prior to going to the Gulf region?"
 5. "Tell me about your experiences in Iraqi."
 6. "What did America accomplish from this war?"
 7. "Do you think the American press portrayed the conflict accurately?"
 8. "What lessons can be learned from this conflict?"
5. Conduct the interview. Be polite and listen carefully. Ask for examples and stories as illustrations. If recording the interview, take notes to help construct your interpretation while you listen to the tape.
6. Write a thank you note to the interviewee.
7. Write a summary and analysis of the interview. Compare and contrast two or more narrators' view of events. Look for evidence of: cause and effect; objectivity versus subjectivity; fact versus opinion; attitudes now and then; how the oral testimony compares to television or movie portrayals of the time period.

In writing your interview, introduce your subject and provide background information to your readers identifying his or her background. Mention the setting, the date, and place of the interview. Organize your interview as a continuous narrative. It may be helpful to focus on subject specific areas, such as early life, schooling days, social life, home life, different types of entertainment, and the important technological changes the person has witnessed. You might present your subject's memories in chronological order, or you might present them in the order in which your subject recalled them during the interview.



Oral Interview
Life in the Fifties
Student Example

I conducted two interviews on people who experienced the 1950's. One was my father, and the other was my mother. Both my parents grew up in central Wisconsin, and both were teenagers during the 1950's.

Son: Describe your household environment during the 1950's.

Mother: I grew up on a farm with my Mother, Father, Brother, and Sister. We had daily chores, and family bonding was probably one of the most important things to us. We did not have cable, only 3 channels, and our radio was our main source of entertainment, which of course, was the technological breakthrough back then. Our Mother did not work; only men did. Also, big cars were in style (Ford, Buick.)

Father: I agree with everything your mother said although I grew up in a suburban area.

Son: How were racial relations back then?

Mother/Father: We both grew up in all white communities, although we would constantly hear of racial tensions elsewhere, especially in the south.

Son: What was school like?

Father: We did not have the high technology kids have today. The basic curriculum teachers abided by was the three R's (Reading, Writing, Arithmetic). Also, teachers got carried away with punishment compared to how it is handled today.

Mother: I had to ride a bus 30 mile to school-and back, in freezing weather.

Son: What did your diet consist of? When and how often?

Father: We ate lots of potatoes and meats, the typical mid-western diet, as well as lots of milk and cheese.

Mother: We had one big meal at lunch rather than dinner.

Son: What was family life like?

Mother: We always ate dinner together. Also, church was mandatory on Sundays. Never would we eat fast foods.

Son: What were some of your favorite past times?

Father: I liked to watch "I Love Lucy" and "The Twilight Zone."

Mother: I liked to fish, play croquet, swim in the river, play softball, and go to the Country Fairs.

Son: What do you remember about your greatest fear during the war?

Father: Krushchev and the Russians.

Mother: I was afraid the Russian troops would march on our farm and kill us all, and my Dad would have to go to War.

Son: Can you share any important historical events you remember or popular culture about the time period?

Mother: Not really any historical facts, but I remember that saddle shoes, crew cuts, white T-shirts, and hool-a-hoops were all popular at the time.

Reflections:

For the past 2 years that I studied the Cold War, I have thought of it as simply a small piece in the big puzzle of History. But after conducting these interviews, I have learned that it is more than just that. It was an event that had a huge impact on the two people who mean the world to me. I did not realize that my parents both feared for their lives. Fear cannot be the word that describes the frightened state they were in. On a side note, I learned how education has evolved over the years (for our benefit), and how family values changed. All in all, I'd say that society has changed. For the better or for the worse; only time will tell ...



Writing a Letter of Concern to a Government Official

Student Instructions

Write a letter to your local council representative, mayor, school board member, or state representative. Focus on one main idea or thesis.

In your opening paragraph, identify the focus of your letter in a way that makes the reader want to read on. In each paragraph of the letter, cover one main point related to your thesis. Start a new paragraph whenever there is a shift in your ideas or emphasis.

Make sure that the specific facts, statistics, and examples in each paragraph support your paragraph's main point. Finally, write a concluding paragraph, summarizing the main points and your letter's thesis.

Your Address
Date

Title of the Person
Their Address

Dear _____:

Start your introduction with your focus idea.

Additional paragraph with specifics to support your ideas.

Additional paragraph with specifics to support your ideas.

Additional paragraph with specifics to support your ideas.

A conclusion summarizes the main points and the thesis.

Sincerely,
Your signature

Writing a Letter of Concern to a Government Official

Student Example

Anytown City Council
City Hall
Anytown, USA

Dear Council Members:

It's unfair to kids. Your rules and regulations prohibiting skateboarding on city streets keep us from doing one of the things we love the most.

Just because some cities outlaw skateboarding and say it's a crime, that doesn't make it a crime. It's not any more than baseball or football or any of the other sports should be made a crime. If you let kids play football and ride bicycles in the street you should let kids skateboard in the street as well.

At least half of the kids in Anytown skateboard. When you pass laws against us, you make us feel like criminals. All we are doing is pursuing our sport — it's one of the extreme sports. It's not fair.

I don't think you understand how important skateboarding is to kids. It's not just a form of recreation and exercise, it's the way we get around. For a lot of us, it's our main source of transportation.

I am constantly being yelled at for skateboarding on the sidewalk or in the street. I am not hurting anyone any more than people who ride bicycles are.

People say that skateboarding is dangerous because of automobiles. I have never heard of a skateboarder injuring someone driving a car. Maybe the problem is the fast and reckless way people drive.

Also, a lot of people say when skaters grind on curbs it's vandalism and makes the curb an eyesore. Who cares about a stupid curb? Trees do far more damage to curbs and sidewalks than skateboarders do, but are you outlawing trees or making their owners pay for the damage they do?

Some drivers break the law and cause automobile accidents. Does that mean that we should outlaw automobiles? Should we blame all skateboarders for the damage done by a few? Or should we punish only those people who do the damage?

I'll bet a lot of you skateboarded when you were kids.

Sincerely,

Sean Pullman