

OAKLAND CUSD #5

**MODERN US  
HISTORY  
MAY 4 - 8, 2020**

KEVIN FLECKENSTEIN

# Week of May 4-May 8, 2020

## Mr. Fleckenstein

Students are expected to complete one Social Studies lesson a week for each class that they are taking. Students need to choose one of the three choices that are for the class that they are in. You may not choose an option from a class you are not currently taking. Choice 1 & 2 are review options that will not require a computer or the internet. Choice 3 is considered enrichment, which will sometimes be new information, and might require internet access. I can receive work in hard copy form (turned into the school) or I can receive assignments through my email at [kevin.fleckenstein@oakland5.org](mailto:kevin.fleckenstein@oakland5.org) If a student is turning in an assignment through email, they can turn it in as a word document or a google document. If students are answering a worksheet and turning it in online, the student does not need to copy the questions onto their document. They only need to send in their answers. Please make sure student names are on all work, so that I can figure out who has turned in assignments. Homework for each week will be available at noon each Monday. That week's homework will be due by noon the following Monday. I will be calling parents on Tuesday of each week, if I have not received an assignment from a student. We want to make sure that no student falls behind during this time. I will provide feedback on all homework assignments. If they are turned in to me through email, I will replay to the email with my feedback. If the homework assignment is physically turned into the school, I will write the feedback on the assignment and put it in the next weeks pile to be picked up. The only textbooks that should be needed are the ones that were already given out two weeks ago. If you have any questions for me, please feel free to contact me through email. My office hours will be Monday, Tuesday, and Wednesday from 11-1. I will also be checking my email periodically at other times throughout the week. I miss all of the students. I hope that everyone is being safe, smart, and finding ways to keep busy!

Class	Choice 1	Choice 2	Choice 3 (Enrichment)
World Geography	Read Chapter 44 starting on page 530. Answer the questions from the following sections on page 539. <ul style="list-style-type: none"> <li>• Building a Vocabulary</li> <li>• Recalling &amp; Reviewing</li> <li>• Thinking Critically</li> </ul>	Write a journal (paragraph per day) about what it is like for you living during this stay-at-home order. Write it in a way that would give someone that is living 100 years from now insight as to what this experience is like. How have things changed? What do we know about the stay-at-home order? How do we feel about the stay-at-home order? What do we think will happen next?	Go to the Sheppard Software website and place the states of the U.S. in the correct location. Take a picture of your results and email them to me.  <a href="http://sheppardsoftware.com/USA_Geography/USA_G2_1024.html">http://sheppardsoftware.com/USA_Geography/USA_G2_1024.html</a>  (sheppardsoftware.com – Geography – United States – Intermediate level 3)

Civics	<p>Make a list of the first 10 amendments in the U.S Constitution. Next to each amendment write down the rights that each amendment gives us. You can use page 67 in your textbook to help you with this assignment.</p>	<p>Read Chapter 21 Section 2 on page 415 in your textbook. Answer the review questions on page 420.</p> <ul style="list-style-type: none"> <li>• Define</li> <li>• Review</li> <li>• Discuss</li> </ul>	<p>Using the template that is provided, look up a current political issue that is of interest to you (ex. Gun rights, death penalty, environment) and research both sides of the argument. You will not be graded on your political opinions. You will be graded on your thoroughness in looking into the issue. Your political issue must be different than the one you did last week.</p>
Illinois History	<p>Read the primary source document that is provided. Answer the corresponding questions to the document.</p>	<p>Read the two readings that are provided “Gangster Era” and “Payless Paydays and Breadlines.” Answer the questions from the handout provided.</p>	<p>Go to the Illinois Historical Society Website. Click on “Historical Markers” and then at the bottom click on the map. Find three Historical Markers in Illinois. Write one paragraph each on why you feel the Historical Marker is important to Illinois History. Use different markers than you used last week.</p> <p><a href="https://www.historyillinois.org/FindAMarker/CountyMap.aspx">https://www.historyillinois.org/FindAMarker/CountyMap.aspx</a></p>

World History	Read page 765 about map skills. Answer questions for the sections "Practicing the Skill" and "Applying the Skill." Then answer questions on page 767 under the section "Skill Practice."	Read Chapter 28 Section 4 Starting on page 756 in your textbook. Answer questions 1-5 on page 759.	On Youtube, watch Crash Course in History – Russian Revolution. Write a two paragraph reflection on what you learned. Use specific information from the video in your reflection. You may need to take notes during the video, or watch it a few times to get all of the important information.  <a href="https://youtu.be/U6KR4cLLVzQ">https://youtu.be/U6KR4cLLVzQ</a>
U.S. History	Read Chapter 11 Section 3 in your textbook starting on page 323. Answer questions #1-4 on page 328.	Who is your favorite president that we have talked about this year? Write a three paragraph essay stating why you liked this president. Use specific information and accomplishments to support your argument. You can use your textbook or other resources to help create your response. Please cite any sources that you use.	On Youtube, watch Crash Course in History – Reconstruction. Write a two paragraph reflection on what you learned. Use specific information from the video in your reflection. You may need to take notes during the video, or watch it a few times to get all of the important information.  <a href="https://youtu.be/newsS7pMApI">https://youtu.be/newsS7pMApI</a>
Modern U.S. History	Read the two documents provided about Veterans Day and Walt Disney during the War. Answer the questions that correspond to each reading.	Create a poster (or drawing on a sheet of paper) that depicts an event in history that we have talked about this year. Write a one paragraph reflection explaining the events in the poster.	On Youtube, watch Crash Course in History – Clinton and the 90's. Write a two paragraph reflection on what you learned. Use specific information from the video in your reflection. You may need to take notes during the video, or watch it a few times to get all of the important information.  <a href="https://youtu.be/-rboN6F2g-k">https://youtu.be/-rboN6F2g-k</a>

# Veterans Day Facts

This article is provided courtesy of History.com

Veterans Day originated as "Armistice Day" on Nov. 11, 1919, the first anniversary of the end of World War I. Congress passed a resolution in 1926 for an annual observance, and Nov. 11 became a national holiday beginning in 1938. Veterans Day is not to be confused with Memorial Day—a common misunderstanding, according to the U.S. Department of Veterans Affairs. Memorial Day (the fourth Monday in May) honors American service members who died in service to their country or as a result of injuries incurred during battle, while Veterans Day pays tribute to all American veterans—living or dead—but especially gives thanks to living veterans who served their country honorably during war or peacetime.

## VETERANS DAY FACTS

- In 1954, President Eisenhower officially changed the name of the holiday from Armistice Day to Veterans Day.
- In 1968, the Uniform Holidays Bill was passed by Congress, which moved the celebration of Veterans Day to the fourth Monday in October. The law went into effect in 1971, but in 1975 President Ford returned Veterans Day to November 11, due to the important historical significance of the date.
- Britain, France, Australia and Canada also commemorate the veterans of World Wars I and II on or near November 11th: Canada has Remembrance Day, while Britain has Remembrance Sunday (the second Sunday of November). In Europe, Britain and the Commonwealth countries it is common to observe two minutes of silence at 11 a.m. every November 11.

## VETERANS STATS

The brave men and women who serve and protect the U.S. come from all walks of life; they are parents, children and grandparents. They are friends, neighbors and coworkers, and an important part of their communities. Here are some facts about the current veteran population of the United States.

**Did You Know?** There are approximately 23.2 million military veterans in the United States.

- 9.2 million veterans are over the age of 65.
- 1.9 million veterans are under the age of 35.
- 1.8 million veterans are women.
- 7.8 million veterans served during the Vietnam War era (1964-1975), which represents 33% of all living veterans.
- 5.2 million veterans served during the Gulf War (representing service from Aug. 2, 1990, to present).
- 2.6 million veterans served during World War II (1941-1945).
- 2.8 million veterans served during the Korean War (1950-1953).
- 6 million veterans served in peacetime.
- As of 2008, 2.9 million veterans received compensation for service-connected disabilities.
- 5 states have more than 1 million veterans in their population: California (2.1 million), Florida (1.7 million), Texas (1.7 million), New York (1 million) and Pennsylvania (1 million).
- The VA health care system had 54 hospitals in 1930. Since then it has expanded to include 171 medical centers; more than 350 outpatient, community, and outreach clinics; 126 nursing home care units; and 35 live-in care facilities for injured or disabled vets.

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

1. What is Veterans Day?

- A. a holiday in Britain that falls on the second Sunday of November
- B. a holiday in Canada that is observed on November 11th
- C. a holiday in France that commemorates the veterans of World Wars I and II
- D. a U.S. holiday that pays tribute to all American veterans

2. What does the article list?

- A. the names of the veterans who served during the Vietnam-War era
- B. the names of the veterans who served during World War II
- C. facts about Veterans Day and veterans
- D. the most common injuries suffered by American service members in battle

3. Read these sentences from the text:

"Veterans Day originated as 'Armistice Day' on Nov. 11, 1919, the first anniversary of the end of World War I. Congress passed a resolution in 1926 for an annual observance, and Nov. 11 became a national holiday beginning in 1938."

Based on this evidence, what might you infer about the importance of Armistice Day to Americans?

- A. Armistice Day became increasingly important to Americans after 1919.
- B. Armistice Day became less and less important to Americans after 1919.
- C. Armistice Day was never very important to Americans.
- D. Armistice Day was important to just a few Americans.

4. Veterans Day has undergone several changes since it originated in 1919.

What evidence from the text supports this statement?

- A. Veterans Day is commonly confused with Memorial Day.
- B. Veterans Day gives thanks to living veterans who served their country honorably during war or peacetime.
- C. In 1968, Veterans Day was moved to the fourth Monday in October.
- D. Britain, France, Australia, and Canada have holidays similar to Veterans Day.

5. What is the main idea of this text?

- A. According to the U.S. Department of Veterans Affairs, Veterans Day is commonly confused with Memorial Day.
- B. Memorial Day honors American service members who died in service to their country or as a result of injuries received in battle.
- C. Veterans Day is a holiday honoring the brave men and women who served and protected the U.S. during war and peacetime.
- D. As of 2008, 2.9 million veterans had received compensation for service-connected disabilities.

6. Read these sentences from the text:

"Veterans Day is not to be confused with Memorial Day—a common misunderstanding, according to the U.S. Department of Veterans Affairs. Memorial Day (the fourth Monday in May) honors American service members who died in service to their country or as a result of injuries incurred during battle, while Veterans Day pays tribute to all American **veterans**—living or dead—but especially gives thanks to living veterans who served their country honorably during war or peacetime."

What does "**veterans**" probably mean here?

- A. citizens
- B. former members of the armed services
- C. soldiers who died in battle
- D. politicians and other government officials

7. Read this sentence from the text:

Memorial Day (the fourth Monday in May) honors American service members who died in service to their country or as a result of injuries incurred during battle, while Veterans Day pays tribute to all American veterans-living or dead-but especially gives thanks to living veterans who served their country honorably during war or peacetime.

What word could replace "especially" without changing the sentence's meaning?

- A. instead
- B. otherwise
- C. consequently
- D. particularly

8. How many military veterans are there in the United States?

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9. Read the paragraph that begins the "Veterans Stats" section of the article. This paragraph describes veterans as "the brave men and women who serve and protect the U.S." According to the paragraph, who are these brave men and women? Include at least three pieces of information in your answer.

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10. Imagine that you are describing Veterans Day to someone who has never heard of it. What information from the article would you share? In your answer, be sure to explain why you would choose this information to share.

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# Walt Disney Goes to War

by Lisa Briner

This text has been provided courtesy of the Department of Veterans Affairs, Office of Public Affairs.

By Lisa Briner, US Army Heritage and Education Center



*Hal Olsen, a professional nose artist, paints "The Ruptured Duck" on the nose of a B-25B bomber at the Pacific Aviation Museum on Ford Island, Hawaii, to commemorate the historical aircraft's exhibit. Olsen, a retired naval aviation mechanic, started his art career more than 60 years ago during World War II. U.S. Navy photo.*

An important factor ensuring America's ultimate victory over the Axis Powers in World War II was the overwhelming and unwavering support of the Home Front. Contributing much to creating and maintaining that Home Front support were Walt Disney films. Meanwhile, morale-boosting Disney-designed insignia that soon appeared on planes, trucks, flight jackets, and other military equipment accomplished the same for American and Allied forces.

During the war Disney made films for every branch of the U.S. government. Typical of the films was the 1943 "The Spirit of '43," produced at the request of the Secretary of the Treasury, Henry Morgenthau, Jr. The film depicted Donald Duck dealing with federal income taxes and pointing out the benefit of paying his taxes in support of the American war effort.

At the Navy's request, the Disney Studios also produced, in just three months, some 90,000 feet of training film to educate sailors on navigation tactics. Disney animators also worked closely with Hollywood producer Frank Capra and created what many consider to be the most brilliant animated maps to appear in a series of seven highly successful "Why We Fight" films.

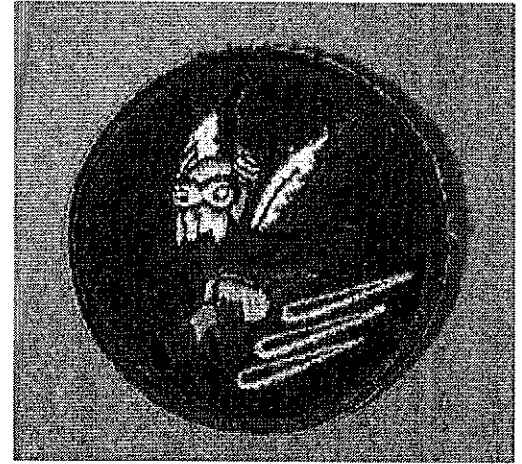
During the war, over 90 percent of Disney employees were devoted to the production of training and

propaganda films. In all, the Disney Studios produced some 400,000 feet of film representing some 68 hours of continuous film. Included among the films produced was "Der Fuehrer's Face," again featuring Donald Duck. It won the Oscar as the best animated film for 1943.

Perhaps the importance of the Disney Studios to the war effort is best demonstrated by the fact that the U.S. Army deployed troops to protect the facilities, the only Hollywood studio accorded such treatment.

During World War I, while serving as a Red Cross ambulance driver, Walt Disney embellished his ambulance and other vehicles with drawings and cartoon figures. Thus, he came to appreciate the importance of humorous insignia to unit morale and esprit-de-corps. It is not surprising, therefore, that during World War II Disney artists often used their talents to design military insignia and emblems.

For example, in 1942 the Navy asked Disney to design an emblem appropriate for its new fleet of Navy torpedo boats known as "mosquito boats." In response, Disney provided its famous emblem of a mosquito riding a torpedo, which soon adorned all of the newly constructed PT boats. At the request of the China Defense Supplies organization, the Disney Studios also designed a winged tiger flying through a large V for victory for the world-famous "Flying Tigers." By war's end, the Disney Studios had produced over 1,200 insignias for both the U.S. Army and Navy, as well as Allied units, without ever charging a fee.



*Shoulder Sleeve insignia of the Womens Auxiliary Ferrying Squadron, later called the Womens Army Service Pilots. The patch depicts the Walt Disney Studios designed "Fifinella," coming in for a landing. Army Heritage Museum patch.*

ABOUT THIS STORY: Many of the sources presented in this article are among 400,000 books, 1.7 million photos and 12.5 million manuscripts available for study through the U.S. Army Military History Institute (MHI). The artifacts shown are among nearly 50,000 items of the Army Heritage Museum (AHM) collections. MHI and AHM are part of the Army Heritage and Education Center (AHEC), 950 Soldiers Drive, Carlisle, PA, 17013-5021.

For additional information on the US Army Heritage and Education Center, please visit: [www.carlisle.army.mil/ahec/index.cfm](http://www.carlisle.army.mil/ahec/index.cfm).

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

1. What did the Disney Studios support during World War II?

- A. the Axis Powers
- B. the career of Hal Olsen
- C. the American war effort
- D. the construction of ambulances

2. What does the author describe in the article?

- A. the plots of the "Why We Fight" films created by Disney animators and Frank Capra
- B. the soldiers Walt Disney rescued while serving as a Red Cross ambulance driver
- C. the process by which the U.S. Navy designed and built "mosquito boats"
- D. the contributions that the Disney Studios made to the U.S. in World War II

3. Read these sentences from the text:

"An important factor ensuring America's ultimate victory over the Axis Powers in World War II was the overwhelming and unwavering support of the Home Front. Contributing much to creating and maintaining that Home Front support were Walt Disney films."

What evidence supports the claim that Walt Disney films helped create and maintain "Home Front support"?

- A. Disney-designed insignia appeared on planes, trucks, flight jackets, and other military equipment during World War II.
- B. Disney made a film in 1943 that pointed out the benefit of paying taxes in support of the American war effort.
- C. During World War II, the Disney Studios produced some 400,000 feet of film representing some 68 hours of continuous film.
- D. While serving as a Red Cross ambulance driver, Walt Disney embellished his ambulance and other vehicles with drawings and cartoon figures.

4. Read this paragraph from the text:

"During World War I, while serving as a Red Cross ambulance driver, Walt Disney embellished his ambulance and other vehicles with drawings and cartoon figures. Thus, he came to appreciate the importance of humorous insignia to unit morale and esprit-de-corps. It is not surprising, therefore, that during World War II Disney artists often used their talents to design military insignia and emblems."

Based on this information, what can you infer about the effect of the insignia and emblems designed by Disney artists during World War II?

- A. The insignia and emblems probably improved the morale and spirit of troops fighting in World War II.
- B. The insignia and emblems probably lowered the morale and spirit of troops fighting in World War II.
- C. The insignia and emblems probably had little effect on the morale and spirit of troops fighting in World War II.
- D. The insignia and emblems probably made troops fighting in World War II want to watch Disney movies.

5. What is the main idea of this text?

- A. Hal Olsen, a retired naval aviation mechanic, started his art career during World War II.
- B. The Disney Studios made important contributions to the American government and military during World War II.
- C. At the U.S. Navy's request, the Disney Studios produced some 90,000 feet of training film to educate sailors on navigation tactics.
- D. During World War II, the Disney Studios designed a winged tiger flying through a large V for victory for the world famous "Flying Tigers."

6. Read these sentences from the text:

"During World War I, while serving as a Red Cross ambulance driver, Walt Disney embellished his ambulance and other vehicles with drawings and cartoon figures. Thus, he came to appreciate the importance of humorous **insignia** to unit morale and espritde-

corps. It is not surprising, therefore, that during World War II Disney artists often used their talents to design military **insignia** and emblems."

What does the word "**insignia**" probably mean here?

- A. distinguishing marks, symbols, or illustrations
- B. cartoon characters such as Donald Duck
- C. sculpture, photography, and other art forms
- D. powerful weapons and military equipment

7. Read these sentences from the text:

"It is not surprising, therefore, that during World War II Disney artists often used their talents to design military insignia and emblems.

"For example, in 1942 the Navy asked Disney to design an emblem appropriate for its new fleet of Navy torpedo boats known as 'mosquito boats.' In response, Disney provided its famous emblem of a mosquito riding a torpedo, which soon adorned all of the newly constructed PT boats."

What phrase could replace "For example" in the second sentence without changing the sentence's meaning?

- A. As a result
- B. In summary
- C. For instance
- D. On the other hand

8. At the U.S. Navy's request, the Disney Studios produced some 90,000 feet of training film. What was the purpose of this training film?

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9. According to the author, what was "the importance of the Disney Studios to the war effort" perhaps best demonstrated by?

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10. What was the most important contribution that the Disney Studios made to America during World War II?

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