

## Grades 9-12 Social Studies for April 27-May 8



### **NOTICE**

Students are encouraged to maintain contact with their home school and classroom teacher(s). If you have not already done so, please visit your child's school website to access individual teacher web pages for specific learning/assignment information. If you cannot reach your teacher and have elected to use these resources, please be mindful that some learning activities may require students to reply online, while others may require students to respond using paper and pencil. In the event online access is not available, please record responses on paper. Completed work should be dropped off at your child's school. Please contact your child's school for the dates and times to drop off your child's work.

If you need additional resources to support virtual learning, please visit:

<https://www.slps.org/extendedresources>



# St. Louis Public Schools

## Continuous Learning Plans

### 9-12 Social Studies Plans

OVERALL LEARNING OBJECTIVE: ANALYZE PRIMARY SOURCES AND PROVIDE SUPPORT FOR ANSWERS BY CITING EVIDENCE.

<b>WEEK 6</b>	<b>Lesson Objective</b> <i>What will you know and be able to do at the conclusion of this lesson?</i>	<b>Instructional Activities</b> <i>What needs to be done in order to learn the material?</i>	<b>Resources</b> <i>What print and electronic resources are available to support your learning?</i>	<b>Assessment / Assignment*</b> <i>How will you show your teacher that you learned the material?</i>
<b>Monday</b> <b>April 27</b>	I can evaluate the causes of the Great Depression..	Analyze the primary sources and answer the questions using historical thinking skills.	<a href="#">Migrant Mother Primary Source Assessment</a>	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the primary source.
<b>Tuesday</b> <b>April 28</b>	I can explain how the New Deal changed the role of the federal government in American society.	Analyze the primary sources and answer the questions using historical thinking skills.	<a href="#">Labor Movement in the 1930s Primary Source Assessment</a>	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the primary source.
<b>Wednesday</b> <b>April 29</b>	I can evaluate the impact of visual evidence of the Great Depression.	Analyze the primary sources and answer the questions using historical thinking skills.	<a href="#">Lange's Iconic Photograph Assessment</a>	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the primary source.
<b>Thursday</b> <b>April 30</b>	I can explain how women and minorities impacted the home front.	Analyze the primary sources and answer the questions using historical thinking skills.	<a href="#">Japanese American Removal Assessment</a>	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the primary source.
<b>Friday</b> <b>May 1</b>	I can explain how women and minorities impacted the home front.	Analyze the primary sources and answer the questions using historical thinking skills.	<a href="#">Japanese Internment Assessment</a>	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the primary source.

**\*Please be prepared to submit these assignments to your teacher upon returning to school.**

For questions related to this instructional plan, please contact:

Glenn Barnes  
Social Studies Curriculum Specialist  
glenn.barnes@slps.org



# St. Louis Public Schools

## Alternate Instructional Plans

### 9-12 Social Studies Plans

<b>WEEK 7</b>	<b>Lesson Objective</b> <i>What will you know and be able to do at the conclusion of this lesson?</i>	<b>Instructional Activities</b> <i>What needs to be done in order to learn the material?</i>	<b>Resources</b> <i>What print and electronic resources are available to support your learning?</i>	<b>Assessment / Assignment*</b> <i>How will you show your teacher that you learned the material?</i>
<b>Monday</b> <b>May 4</b>	I can decide for and against the use of the Atomic Bomb in World War II.	Analyze the primary sources and answer the questions using historical thinking skills.	<a href="#">Nagasaki Assessment</a>	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the primary source.
<b>Tuesday</b> <b>May 5</b>	I can identify who is responsible for the Cold War.	Analyze the primary sources and answer the questions using historical thinking skills.	<a href="#">Cold War Foreign Policy Assessment</a>	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the primary source.
<b>Wednesday</b> <b>May 6</b>	I can explain the importance of legislation created for civil rights.	Analyze the primary sources and answer the questions using historical thinking skills.	<a href="#">Civil Rights Movement Assessment</a>	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the primary source.
<b>Thursday</b> <b>May 7</b>	I can explain the importance of legislation created for civil rights.	Analyze the primary sources and answer the questions using historical thinking skills.	<a href="#">Little Rock Assessment</a>	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the primary source.
<b>Friday</b> <b>May 8</b>	I can explain the importance of legislation created for civil rights.	Analyze the primary sources and answer the questions using historical thinking skills.	<a href="#">Greensboro Sit Ins Assessment</a>	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the primary source.

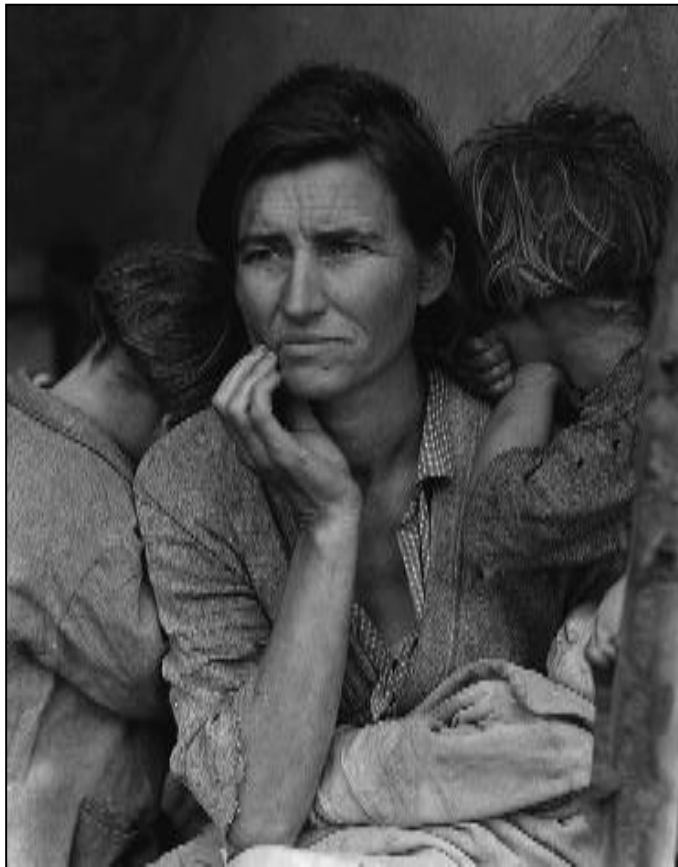
***\*Please be prepared to submit these assignments to your teacher upon returning to school.***

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Glenn Barnes  
Social Studies Curriculum Specialist  
[glenn.barnes@slps.org](mailto:glenn.barnes@slps.org)

**Directions:** Examine the photograph and answer the questions that follow.

**Source:** The Resettlement Administration was one of President Franklin Roosevelt’s agencies that helped people from the Dust Bowl. This agency hired photographer Dorothea Lange to take pictures that would build support for its programs. This photograph was one of several that Dorothea Lange took of migrant farm worker Florence Thompson and two of her seven children.



**Title:** “Migrant Mother.”  
**Photographed by:** Dorothea Lange  
**Date:** February 1936

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**Question 1:** How might this photograph be useful as evidence of the living conditions of migrant farm workers during the Great Depression?

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**Question 2:** What about this source might make it less useful as evidence of the living conditions of migrant farm workers during the Great Depression?

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**Directions:** Use the document and the facts below to answer the question that follows.

**Document:** The following excerpt is from a 1994 interview with a textile factory worker named Marianna Costa. Costa talks about working conditions at the Arrow Piece Dye Works prior to the strike of 1933 and the things that changed because of the strike.

“It was a ten hour work day. You worked Saturdays. And if you had to work on holidays you had no choice. There was no time-and-a-half that I recall, nobody got time-and-a-half . . . You had no job security, you had no grievance procedure. They didn’t like you, they fired you. If you made a little mistake, you were out. If you got hurt and God forbid you reported it, you were out. Workmen’s compensation existed but I don’t know if you were ever able to collect on it. Long hours and a long work week. Nobody to demand sanitary conditions or workloads. There was nothing.

And that’s what we accomplished. We accomplished workloads, union representation, ... time-and-a-half, a five-day work week, work clothes, vacation pay—and of course later on was pension and group insurance—grievance procedure, no layoffs unless you had arbitration. My God, it was a new world.”

*Source: Working in Patterson Folklife Project, American Folklife Center, Library of Congress.*

**Related facts:**

1. Patterson textile workers had gone on strike in 1913.
2. This interview was conducted in 1994, when Marianna Costa was 78 years old.
3. In the 1930s textile factory owners could fire most workers for any reason.
4. A massive nationwide strike of textile workers in 1934, a year after the Arrow Piece Dye Works strike, failed badly

**Question:** Which 2 of the 4 facts above help you determine whether Costa’s experience was typical or atypical for textile workers in the 1930s?

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Fact # \_\_\_\_\_ helps determine if Costa's experience was typical or atypical because \_\_\_\_\_

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Fact # \_\_\_\_\_ helps determine if Costa's experience was typical or atypical because \_\_\_\_\_

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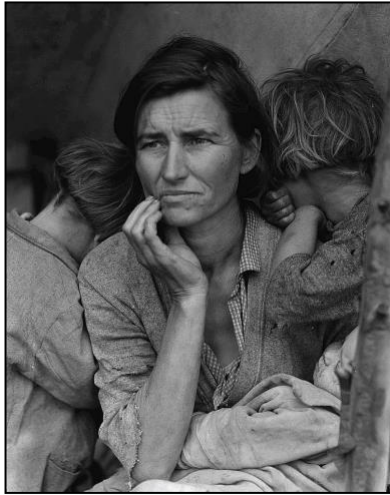
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**Directions:** Examine the photograph, the source information, and background information to answer the questions below.



**Source information**

**Title:** Migrant Mother

**Date of photograph:** 1936

**Photographer:** Dorothea Lange

**Location:** Nipomo, California

**Background information:** The Resettlement Administration was one of President Franklin Roosevelt's agencies that helped people from the Dust Bowl. This agency hired photographer Dorothea Lange to take pictures that would build support for its programs. This photograph was one of several that Dorothea Lange took of migrant farm worker Florence Thompson and some of her seven children.

**Question 1:** Why might the background information above lead you to question the photograph's reliability?

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**Question 2:** What is one feature of the photo that might lead you to question its reliability? Explain your reasoning.

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**Question 3:** What is one thing you would want to know about Dorothea Lange or how she took this photo to better determine its reliability?

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This would help me determine the reliability of the photo because \_\_\_\_\_

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**Directions:** Use the background information, your knowledge of history, and the photograph to answer the questions that follow.

**Background information:** In 1942, more than 100,000 Japanese Americans were forcibly removed from their homes and businesses in West Coast areas following President Franklin Roosevelt's Executive Order 9066, issued February 19, 1942.



**Title:** Los Angeles, California. The forced removal of Japanese Americans from West Coast under U.S. Army emergency order. Waiting for a train to take them to camps in Owens Valley.

**Photographer:** Russell Lee

**Date:** April 1942

**Question 1:** How is the attack on the U.S. naval base at Pearl Harbor on December 7, 1941 connected to the forced removal of Japanese Americans from the West Coast in 1942?

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**Question 2:** How is the Gentlemen’s Agreement in 1907 connected to the forced removal of Japanese Americans from the West Coast in 1942?

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**Directions:** Use the document and your knowledge of history to answer the questions that follow.

**Background information:** Norman Ikari, a Japanese American, served in the United States Army during World War II. While completing basic training, his mother and brothers were taken to internment camps for Japanese and Japanese American residents of the West Coast. Later, Ikari received permission to visit his mother at the Poston War Relocation Center in Arizona. In this interview excerpt, he describes the trip:

“It was a very unpleasant trip . . . I had a bad experience trying to get through the gates at the Poston camp, but I was able to visit with my mother. I was in uniform, but I got challenged on the bus . . . This [military police officer] stuck his head in and asked if ‘all you Japs got passes.’ I thought: I need a pass to visit my mother? I was floored. After we visited a couple days, my brother’s young wife decided they ought to have a celebration for me. There was another [Japanese American soldier] that was also visiting and we decided to go into [the nearest town] and get a case of beer, which was a huge mistake. We walked into the nearest saloon and no sooner [had we] got through the door then the bartender waved us out: ‘No Japs!’ He called for his bouncers and two big bouncers came out from the back . . . We exited as gracefully as possible . . . We essentially got thrown out of the place.”

**Source:** *Interview with Norman Ikari, November 2003, Experiencing War: Stories from the Veterans History Project, American Folk Life Center, Library of Congress, Washington, D.C.*

**Question 1:** Explain why a historian might not think that Norman Ikari’s account of racial discrimination reflects the experience of all Japanese Americans during World War II.

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**Question 2:** Three documents are described below. Explain whether each document could be used to support Norman Ikari's account of racial discrimination during World War II. If the document could not be used to support Ikari's account, explain why not.

- a.) A 1944 report by the Institute of Pacific Relations, an organization with members from Asia and the United States, which detailed the poor conditions in the Japanese American internment camps.

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- b.) A 1942 letter from an Italian American soldier to his mother describing difficult conditions during basic training for the United States Army.

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- c.) A newspaper article describing the excellent living conditions in the internment camps for Japanese Americans.

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**Directions:** Answer the following question using the photograph, the source information, and your knowledge of history.



**Source information:**

Location: Nagasaki, Japan

Date: 1945

**Question 1:** What event is depicted in the photograph above?

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An event is historically significant if it:

- was important or impactful to people at the time,
- had lasting effects on people and/or society,
- was a moment of change or transition in history, or
- was representative of broader trends or changes in society.

**Question 2:** Why is the event depicted historically significant?

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**Directions:** The following two documents about wars in which the U.S. fought were produced about eight years apart. Read the documents and determine the order in which the documents were most likely written. Then explain your answers using evidence from the documents and your knowledge of history.

*Document A: The opening words of a joint declaration by nations at war.*

The governments of the United States of America, United Kingdom, the Soviet Union, and China; United in their determination . . . to continue hostilities against those Axis powers with which they respectively are at war until such powers have laid down their arms on the basis of unconditional surrender; Conscious of their responsibility to secure the liberation of themselves and the peoples allied with them from the menace of aggression; Recognizing the necessity of insuring a rapid and orderly transition from war to peace and of establishing and maintaining international peace and security with the least diversion of the world's human and economic resources for armaments; Jointly declare. . . .

*Document B: Part of a news story in a Chicago newspaper.*

“World Communism is one solid pattern – you can break it off here or chop it off there,” he declared. “You’re never going to end it in sections...It’s ridiculous to expect an end to Red imperialism by ending things in Korea.”

Document \_\_\_\_\_ was likely written first because \_\_\_\_\_

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Document \_\_\_\_\_ was likely written later because \_\_\_\_\_

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**Directions:** The following two letters are both from the archives of the National Association for the Advancement of Colored People (NAACP) and were written over 20 years apart. Read the letters and determine the order in which the documents were most likely written. Then explain your answers using evidence from the letters and your knowledge of history.

*Letter A: From First Lady of the United States to Walter White, Executive Secretary of the NAACP.*

Before I received your letter today I had been in to the President . . . and he said the difficulty is that it is unconstitutional apparently for the Federal Government to step in in the lynching situation . . . The President feels that lynching is a question of education in the states, rallying good citizens, and creating public opinion so that the localities themselves will wipe it out. However, if it were done by a Northerner, it will have an antagonistic effect . . . I am deeply troubled about the whole situation as it seems to be a terrible thing to stand by and let it continue.

*Letter B: Daisy Bates to Roy Wilkins, Executive Secretary of the NAACP, on conditions of black children in a previously all-white school.*

Conditions are yet pretty rough in the school for the children . . . The treatment of the children had been getting steadily worse for the last two weeks in the form of kicking, spitting, and general abuse. As a result of our visit, stronger measures are being taken against the white students who are guilty of committing these offenses . . . [The President of the United States] was very much concerned about the crisis . . . Last Friday, the 13th, I was asked to call Washington and see if we could get FBI men placed in the school.

Letter \_\_\_\_\_ was likely written first because \_\_\_\_\_

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Letter \_\_\_\_\_ was likely written later because \_\_\_\_\_

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**Directions:** Answer the following question using the photograph, the source information, and your knowledge of history.



**Source information:**

Location: Little Rock, Arkansas

Date: 1957

**Question 1:** What event is depicted in the photograph above?

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An event is historically significant if it:

- was important or impactful to people at the time,
- had lasting effects on people and/or society,
- was a moment of change or transition in history, or
- was representative of broader trends or changes in society.

**Question 2:** Why is the event depicted historically significant?

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**Directions:** Answer the following question using the photograph, the source information, and your knowledge of history.



**Source information:**

Location: Greensboro, North Carolina

Date: 1960

**Question 1:** What event is depicted in the photograph above?

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An event is historically significant if it:

- was important or impactful to people at the time,
- had lasting effects on people and/or society,
- was a moment of change or transition in history, or
- was representative of broader trends or changes in society.

**Question 2:** Why is the event depicted historically significant?

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