

January 21st-25th Independent Study

Math:

Complete assigned lessons on mangahigh.com

Language Arts:

Complete the Interactive Digital Path assignment on Pearsonsuccesnet.com entitled "*Comparing Literary Works: from Anne Frank: The Diary of a Young Girl/ from Anne Frank Remembered*"

Social Studies:

Complete "*Foundations of American Government: Discovery Journal*"

Science:

Complete the attached Benchmark Test (you may use the book to help you answer those questions that you are unsure the answer)

Washington DC Virtual Journey:

See attached pages for assignments

-Monuments, Memorials, Museums (oh, my!) Scrapbook-

You are about to take a (virtual) trip through the nation's Capitol of Washington D.C. Since it will be the trip of a lifetime, you want to make sure and document everything you saw and learned. So...you have decided to make a scrapbook.

Directions:

Use the internet to visit the different webpages of each MMM. Then, create a digital scrapbook using iBook, Photobook (iPhoto), Word, PPT, Prezi...etc. that highlights the listed monuments, memorials and museums. You will NOT print the scrapbook out. Instead you will need to save it and turn it in electronically. Each monument/memorial must include 1-3 pictures and answer the following questions:

- What is the name of this memorial?
- What event does it commemorate?
- Describe the memorial's design-What elements does it include? Does each of these elements represent something significant? If so, what?
- Do you think this memorial is successful? Why or why not?

MONUMENTS and MEMORIALS:

- | | | |
|---|--|--|
| <input type="radio"/> Washington Monument | <input type="radio"/> Vietnam Memorial | <input type="radio"/> Iwo Jima Memorial |
| <input type="radio"/> Lincoln Memorial | <input type="radio"/> Vietnam Women's Memorial | <input type="radio"/> Air Force Memorial |
| <input type="radio"/> Jefferson Memorial | <input type="radio"/> Korean Memorial | <input type="radio"/> Pentagon-9/11 Memorial |
| <input type="radio"/> FDR Memorial | <input type="radio"/> WWII Memorial | |
| <input type="radio"/> MLK Jr. Memorial | | |

You must also include a page for each of the 3 major Smithsonians: Natural History, Air&Space, and the U.S. History Museums. These pages need to highlight your favorite parts of the museum and include photos.

MUSEUMS:

- | | | |
|---------------------------------------|-------------------------------------|------------------------------------|
| <input type="radio"/> Natural History | <input type="radio"/> Air and Space | <input type="radio"/> U.S. History |
|---------------------------------------|-------------------------------------|------------------------------------|

Your final digital scrapbook will be graded in the following way for each monument, memorial or museum.

- **Three points:** Student researched their assigned memorial carefully and thoroughly; answered all the questions; demonstrated a strong understanding of the designs and symbols behind American memorials.
- **Two points:** Student researched their assigned memorial; answered most of the questions; demonstrated a satisfactory understanding of the designs and symbols behind American memorials; showed an adequate amount of thought and consideration in their memorial design.
- **One point:** Student had difficulty researching their assigned memorial; answered few of the questions; demonstrated a weak understanding of the designs and symbols behind American memorials.

Arlington Cemetery

Directions: Use the internet and the Arlington Cemetery website (<http://www.arlingtoncemetery.mil/>) to answer the following questions and activity. Use complete sentences in your answers!

1. What are the categories of the people buried at Arlington National Cemetery and who were these individuals?
2. What are the eligibility requirements for being buried at Arlington National Cemetery?
3. What is section 27?
4. What is the Unknown Soldier Tomb?
5. What types of ceremonies occur at Arlington National Cemetery and what is the purpose of these ceremonies?
6. What was Arlington National Cemetery prior to becoming a cemetery and why was it turned into a cemetery for the nation?
7. What is the Columbarium?
8. What is a burial flag?
9. What are military honors?
10. What is Freedman's Village?
11. What is Arlington House?
12. Why is the crypt for the Vietnam War Unknown Soldier empty?

Finally, take a visual tour of the cemetery through the photo gallery. What do you think of the Cemetery? What strikes you most as you browse the grounds?

Choice & Commitments: The Soldiers at Gettysburg

Visit the following website and complete the lesson as outlined on this worksheet.

Please type out your answers and save to be turned in electronically.

<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/44gettys/44gettys.htm>

1. Read, Choices and Commitments: The Soldiers at Gettysburg introduction.
2. Click on "Getting Started: Inquiry Question". Answer the questions and use the photo analysis worksheet provided in this packet to analyze the photo of Gettysburg.
3. Click "Continue" at the bottom of the page
4. Read "Setting the Stage"
5. Click "Continue" at the bottom of the page
6. Maps: Closely examine the maps and answer the questions at the bottom of the webpage before clicking "Continue"
7. Readings 1-3: Read the provided texts and answer the questions at the bottom of the webpage before clicking "Continue"
8. Photo Analysis: Closely examine the photos and answer the questions at the bottom of the page.

*DO NOT GO ANY FURTHER.

Choose of the following activities to complete:

Activity 1: Putting Yourself in the Shoes of a Civil War Soldier

Based on the readings and other available primary sources, imagine yourself as a civilian, a family man, or a son confronted with the choices presented to the men you studied in Reading 2. Write two or three diary entries explaining who you are, what position you took toward the war, your justification for taking that position, and a description of your activities during the war.

Activity 2: Comparing Perspectives

President Lincoln revealed his aspirations for the nation and his thoughts about the war in his two minutes of remarks at Gettysburg. Reexamine the Gettysburg Address, keeping the following questions in mind: What do you think is the value of a symbolic speech such as the Gettysburg Address? What phrases or images are particularly powerful? What is Lincoln's attitude toward the soldiers? Toward the Civil War? Why do you think the Gettysburg Address became such a famous speech? Next, identify an issue in your life or in society today that generates conflict or disagreement. In a written essay discuss the kinds of choices that you or individuals face in these situations. Pay particular attention to ways disagreements can be resolved without violence. Examine how the resolution of this issue would be different from those issues that were causes of the Civil War.

Activity 3: Persuasive Writing and Speaking

There were many battles in the Civil War, but only one evoked Lincoln's great oration. Think of a problem or controversial issue facing their community and write a persuasive speech that will energize people to work toward finding a solution. Speeches should be limited to 300 words.

Newseum: 45 Words

www.newseum.org

Education->Digital Classroom->Sign in (upper left corner)->

Username: kspicer@newcastle.k12.ca.us / Password: coldplay-> Video Lessons-> 45 Words

BEFORE YOU WATCH

1. What do you know about the Bill of Rights and the First Amendment?
2. Should we be allowed to criticize our government? Why or why not?
3. What is the role of the press in political affairs?

AS YOU WATCH

(Take notes as you watch keeping these questions in mind)

1. How did people in early America share their ideas and opinions? What forms of communication existed?
2. Who were the federalists? What did they believe? Who were the Democratic-Republicans? What did they believe?
3. What was the Sedition Act of 1798? Why did it come about?
4. What happened to writers and newspaper publishers who criticized the government in the decades immediately after the Revolutionary War?
5. How did the press play a role in shaping our nation's political history?
6. How have people used the First Amendment in the 200 years since the period depicted in this video?

AFTER YOU WATCH

- Complete the attached *Battle for the Bill of Rights* assignment that follows.

In Remembrance of George Washington

After the death of Washington on December 14, 1799, Congress selected Henry “Light-Horse Harry” Lee, a former Continental army officer, a Virginia congressman, and a close associate of Washington for more than 20 years, to deliver a eulogy on behalf of the nation in honor of the fallen leader.

Read Lee’s eulogy, paying attention to how Washington exemplified the character traits that Lee lists. Make sure you concentrate on the bolded portion of the eulogy, which has been the most well known part of the eulogy for over 200 years.

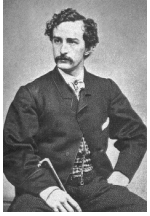
*In addition, tour the museum at George Washington’s Mount Vernon estate:
<http://www.mountvernon.org/pre-exhibits>*

Directions:

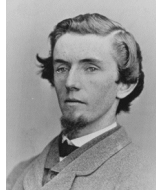
Write a 2-3 page eulogy for George Washington focusing on his life and accomplishments. Remember that a eulogy is a way to remember someone whom you love or was loved by many people. The eulogy should include information about:

- His early life and career as a surveyor*
- His role in the French and Indian War*
- His role in the Virginia Government*
- His role in the Constitutional Convention*
- His role as the first president of the United States*
- His family and accomplishments at Mount Vernon*

THE CONSPIRATORS



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**DR. THOMAS
MUDD**



**THOMAS
JONES**

THE ASSASSINATION OF ABRAHAM LINCOLN

DIRECTIONS: COMPLETE THE FOLLOWING TASKS USING THE ATTACHED WORKSHEETS

- 1. ACCESS THE VIRTUAL TOUR OF FORD'S THEATRE @ THE FOLLOWING SITE:**

<http://www.fordstheatre.org/sites/default/files/virtualTour/index.html>

ONCE THERE, TAKE THE VIRTUAL TOUR AND RECORD 3 INTERESTING THINGS YOU LEARNED IN EACH OF THE CATEGORIES LISTED ON THE FORD'S THEATRE VIRTUAL TOUR WORKSHEET

- 2. ACCESS THE FOLLOWING INTERACTIVE SITE ON THE ASSASSINATION OF LINCOLN TO COMPLETE THE MAP AND CONSPIRATOR WORKSHEET.**

<http://www.history.com/interactives/john-wilkes-booth-timeline-and-map>

FILL IN THE BOXES ON THE MAP AS YOU EXPLORE THE SITE. BE SURE TO INCLUDE DATE, TIME LOCATION AND A SUMMARY OF WHAT TOOK PLACE. THEN COMPLETE THE CONSPIRATOR GRAPHIC ORGANIZER WITH THE DETAILS YOU LEARN FROM THE WEBSITE.

FORD'S THEATRE VIRTUAL TOUR WORKSHEET

| | |
|-------------------------------|--|
| MAIN STAGE | |
| VIEW FROM BOX | |
| PRESIDENTIAL BOX | |
| ENTRANCE TO THE BOX | |
| STAGE | |
| CAST OF CHARACTERS | |
| BOOTH'S POSSESSIONS | |
| THEATRE EXTERIOR | |
| FAMILY CIRCLE | |
| ORIGINAL THEATRE LOBBY | |
| NEW THEATRE LOBBY | |
| FORD'S THEATRE MUSEUM | |

