



SOCIAL STUDIES

BONUS

Governments

GRADES 5-8

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NAME: _____



The First Amendment



Throughout the history of the United States there have always been people who were not afraid to use their First Amendment rights to address the things they felt were important or needed to be changed.

The First Amendment guarantees these RIGHTS to every American citizen:

Freedom of speech
Freedom of the press
Freedom of religion
The right to assemble peacefully
The right to petition the government for a redress of grievances

Below are the names of THREE AMERICANS who used the freedoms granted by the First Amendment to express their thoughts about an issue:

Cesar Chavez
Rosa Parks
Martin Luther King, Jr.

Read about one of these people. Use the internet or an encyclopedia to find your information. Be sure to record your source(s). Here are some questions for you to consider as you read:

- Which First Amendment right or rights did this person use?
- Which issue did the person address?
- What did the person do to make his or her beliefs about this issue known?
- Was this person successful in changing a situation or a law?
- Did this person have to face hardships because of his or her beliefs?
- Did this person do something that was unpopular at the time?

NAME: _____



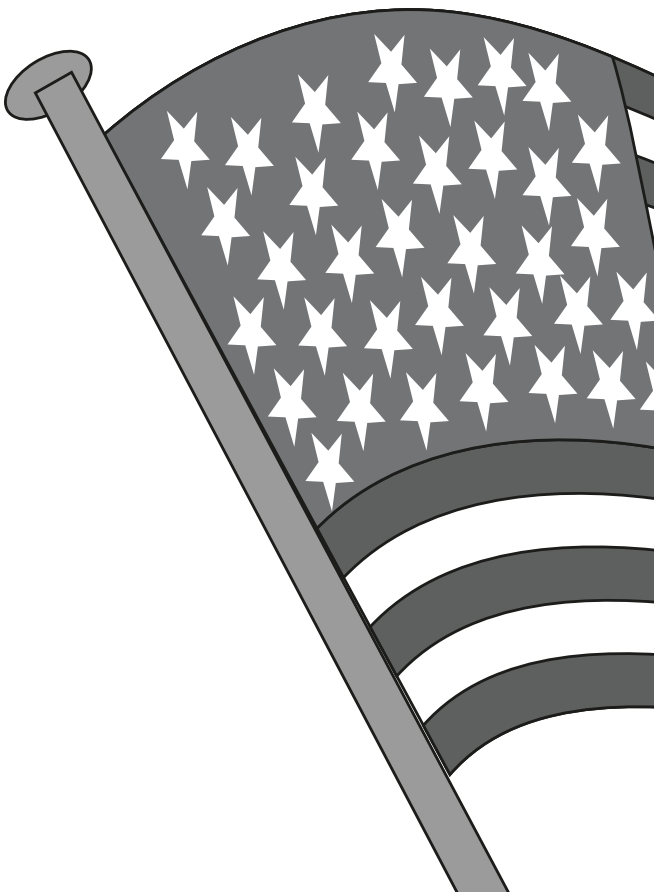
Founding Father - Benjamin Franklin

Benjamin Franklin was one of the Founding Fathers of the government of the United States. Did you know that he was also an inventor, writer, humorist, and civic engineer as well?

Use an encyclopedia or the Internet to **make a timeline of Franklin's life**. Begin your timeline with the date of his birth. End your timeline with the date of his death. It has been said that no man was more involved in the shaping of the government of the United States than Benjamin Franklin. Show his accomplishments with **at least twelve entries**.

Be sure to include these important points on your timeline:

- the dates of at least three of his major inventions
 - his activities as a U.S. diplomat
- the date of one of his most famous books
- the dates of some of his civic improvements



Benjamin Franklin's Life & Accomplishments

1706 Franklin was born



Battles of the Revolutionary War

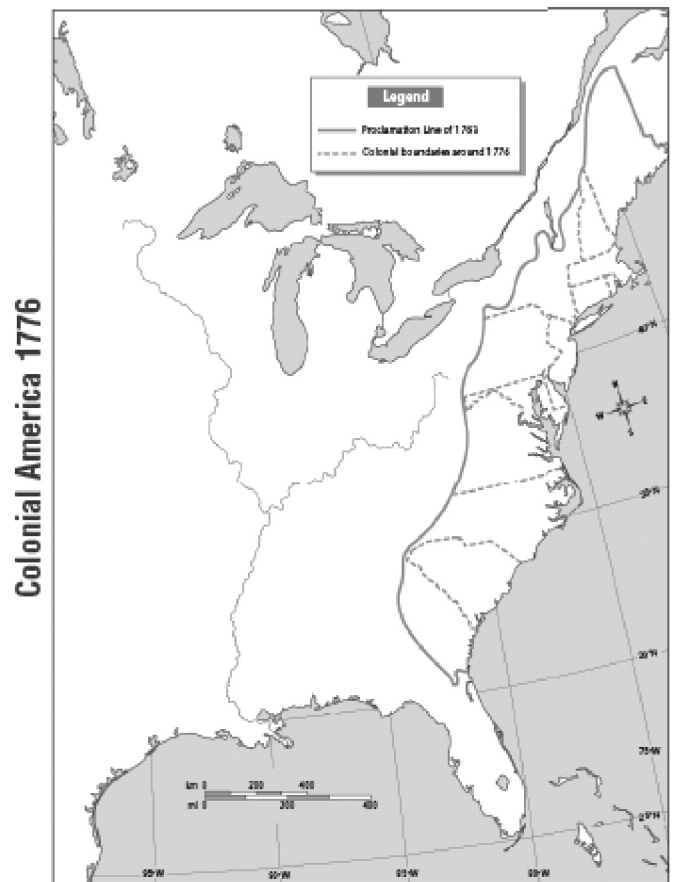
The Revolutionary War was fought to win independence from Britain. Several of the battles were very important to the final outcome of the war.

On the chart below, **sixteen** important battles are listed. Below this chart is a map of colonial America at the time of the war. **Put on the map the number of each battle listed** to show where the battle took place. You may use the Internet, an encyclopedia, or other books to help you.

Important Battles

1775	1776	1777
1. Battle of Lexington and Concord	4. Battle of Fort Mifflin	7. Battle of Princeton
2. Battle of Bunker Hill	5. Washington Crosses the Delaware River	8. Battle of Brandywine
3. Battle of Quebec	6. Battle of Trenton	9. Battle of Saratoga
		10. Winter at Valley Forge

1778	1779	1780-1781
11. Battle of Monmouth	12. Battle of Savannah	13. Battle of Charleston
		14. Battle of King's Mountain
		15. Battle of Cowpens
		16. Battle of Yorktown (The end of the war)



NAME: _____



Headline:

Declaration of Independence Signed!

The Declaration of Independence was approved on July 4, 1776. Imagine that you are a newspaper reporter on that day in Philadelphia, Pennsylvania. **Your task is to write a news article about this important event.**

Remember! News stories include the 5 W's + H:

Who? What? Where? When? Why? How?

You will need to research the important facts about the signing of the Declaration of Independence. Use the Internet, encyclopedias, or other sources to find your information. Your article will be at least three **paragraphs** in length. Use the form below and continue on the back of your paper if needed.

By: _____

NAME: _____



Women Who Helped the Government of the United States

Throughout its history, women have made important contributions to the government of the United States. Listed below are the names of eighteen women. These women are remembered for their patriotic spirit and service for democracy.

Choose **one** of these women and read about her life. Next, imagine that you are an artist. Your task is to **draw at least five pictures** that show important EVENTS in her life. Be sure to include CAPTIONS with your drawings that tell what each is about.

Important Women

- | | |
|---------------------------|--------------------------|
| 1. Abigail Adams | 10. Janet Reno |
| 2. Barbara Jordan | 11. Rosa Parks |
| 3. Eleanor Roosevelt | 12. Queen Liliuokalani |
| 4. Madeleine Albright | 13. Phyllis Wheatley |
| 5. Susan B. Anthony | 14. Sybil Ludington |
| 6. Hillary Rodham Clinton | 15. Betsy Ross |
| 7. Geraldine Ferraro | 16. Harriet Tubman |
| 8. Martha Washington | 17. Condoleezza Rice |
| 9. Sandra Day O'Connor | 18. Margaret Chase Smith |





The Three Branches of U.S. Government

This activity is a game that will help you learn about the MAIN JOBS of each branch of the U.S. government. You can play it with one or more of your classmates. Each card has a statement that describes one of the branches of government. Each card also has a point value.

For example:

This branch is made up of the two houses of Congress.

Which branch is it?

5

Statement

Correct answer gets 5 points

How to Make Your Cards:

1. Ask your teacher for some small pieces of cardstock paper or index cards.
2. Design a symbol to stand for the game. Put it on one side of each card.
3. On the other side of the card, write a statement about one branch of government. You may use these books and any other resources you have:

House Mouse, Senate Mouse, Peter W. Barnes and Cheryl Shaw Barnes (1996)

How a Bill Becomes a Law, John Hamilton (2005)

The U.S. Congress, Patricia J. Murphy (2002)

The President of the United States, Scott Ingram (2002)

4. Next, put a point value on the card from 1 point to 5 points.
5. Then turn the card upside-down. Write the correct answer in small print.

How to Play:

1. When you have finished making your cards, put them face down on a table. Mix them up.
2. Players take turns choosing a card and asking the player next to them the question on it. If the player gives the correct answer, he or she keeps the card until the end of the game. If the player gives an incorrect answer, the card is put back in the deck.
3. Repeat Step 2 until all the questions have been answered correctly.
4. Players add up the points on their own cards. The player with the most points wins the game.

NAME: _____



An International Feast



Canada's population is made up of people from many different countries around the world. Some Canadians have been living in Canada for generations, while others have come more recently. Whether people have been in Canada for a short while or a long time, the customs and traditions they bring with them enriches Canadian culture.

Here is a list of some of the countries from which Canadians have originated:

- | | | | | |
|------------------------|---------------|----------------------------|---------------------------|------------------|
| China | India | Caribbean countries | Pakistan | Sri Lanka |
| The Philippines | Korea | The United States | Israel | |
| Romania | France | Germany | The United Kingdom | |

Suppose you were planning a big party for many different Canadians from these countries and others. Use the Internet or an encyclopedia to find at least one kind of food from each country. Then make a menu listing all the different kinds of foods that people have brought to Canada.

You Are Invited to an International Feast!

To honor the diversity of Canadians we are having a party with food from around the world.

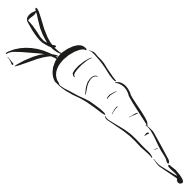
Our menu will be:



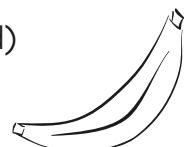
- _____ (Chinese food)
- _____ (Indian food)
- _____ (Caribbean food)
- _____ (Pakistani food)



- _____ (food from the Philippines)
- _____ (Korean food)
- _____ (French food)
- _____ (German food)



- _____ (U.S. food)
- _____ (food from Israel)
- _____ (Romanian food)
- _____ (British food)
- _____ (Sri Lankan food)

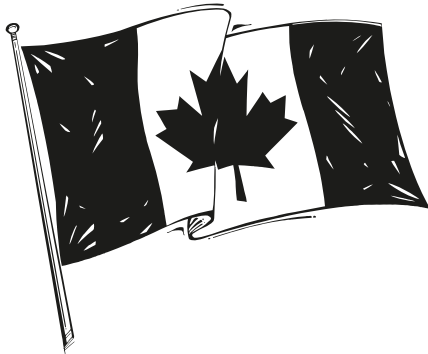


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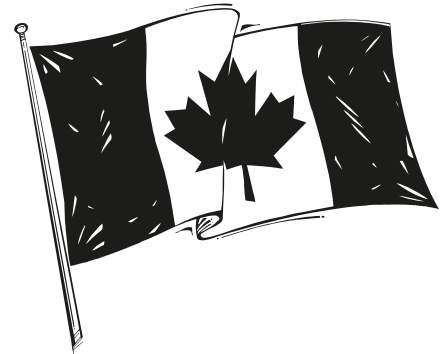


The Fathers of Confederation

The following men are among the Fathers of Confederation. They worked very hard to make the dream of an independent nation called Canada a reality.



Sir John A. Macdonald
George Brown
George-Étienne Cartier
Alexander Tilloch Galt
Sir Charles Napier Tupper
Thomas D'Arcy McGee
Hector-Louis Langevin



For this activity, choose one of these men that you would like to find more about. Research information on the Internet, in an encyclopedia, or using other resources to find as many important facts as you can.

Here are some questions for you to consider as you conduct your research:

- What was the person's date and place of birth?
- What role did he play in Confederation?
- What occupations (jobs) did he have?
- What was his personal and family life like?
- When did he die? Where is he buried?
- Any other interesting facts

Once you have collected your information, write up your findings as a **biography**. Use each topic for a separate paragraph. Be sure to include a picture of the person in your biography.

NAME: _____



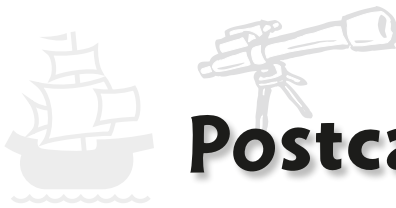
"Cabot Lands on the Shores of Newfoundland!"



Imagine that you were a newspaper reporter on the shores of Newfoundland in 1497 when **John Cabot** landed there. Write a **news story** about the event. Remember to include the five Ws and H (Who? What? Where? When? Why? How?) You will need to use the Internet or an encyclopedia to find out the facts about Cabot's voyage. Be sure to read about his naming of the new land!

By _____

NAME: _____



Postcards about Canada

You have already learned a great deal about Canada. Using websites and books suggested by your teacher, find one important bit of knowledge about Canada. You may choose a famous Canadian, a famous landmark or building, a city or province or territory, or even a geographical feature such as a mountain or river.

Choose a topic that you would like to learn more about and would like to share with someone else. Then, follow the steps below.

1. Research some interesting **facts** about your topic and write them down.
2. Begin to **plan** a postcard. Ask your teacher for an index card. You will also need markers or crayons and something for writing.
3. **On the FRONT of the index card** draw a picture of the topic you have chosen. Do your best work so that the person who receives your postcard can recognize what you've drawn.
4. Then turn the index card over. **On the BACK of the card**, identify what you've drawn. Tell why you found this person, place or thing interesting and representative of Canada.
5. Write your first and last initials in very small letters on the lower right corner of the front of your postcard. Then give your teacher your finished postcard.

Now you are ready to play the Postcard Game!

Your teacher will mix up the postcards and pass one out to each person in the class. When you receive the postcard, look carefully at the picture on it. Write down who or what you think the picture is. After you have recorded your idea, turn the card over and read the description on the back.

If you correctly identified the picture on the postcard, **receive FIVE points**. Give your card back to your teacher so that he or she can mix up the cards again. The game will continue this way, and each time you will get a new postcard.

The person or people with the most points at the end of the game, wins. Good luck and have fun learning more about Canada!





Aboriginal Peoples and European Explorers



Long before European explorers arrived, many people lived in the country that we now call Canada. They were the Aboriginal peoples of Canada and indigenous to the land. They welcomed the first explorers to their home. The Aboriginal peoples are recognized in the Canadian Constitution Act, 1982 as Indians (First Nations), Métis, and Inuit.

Listed below are the names of a few of the groups of Aboriginal peoples living in Canada today.

Algonquin Chippewa Cree Haida Huron
Iroquois Micmac Ojibwe

For this activity you will choose **ONE** of the following tasks:

- A.** Imagine that you are a **member** of one of the Aboriginal groups listed above, or of another group of your choice. (If you select another group, make sure you have your teacher's permission.) You are one of the first people to meet the European explorers when they arrive for the first time.

Write a SHORT STORY about your experiences with the explorers. Where do you take them? How do you travel around? Who do they meet? What do you show them about your way of life (i.e., food, celebrations)? What do you teach them about your government?

OR

- B.** Imagine that you are one of the **European explorers** when they arrived for the first time. Choose one of the groups of Aboriginal peoples above, or choose another group. (If you select another group, make sure you have your teacher's permission.)

Write a LETTER to your family back home in Iceland, France or England. Tell them about the people you have met, and what you have learned about their way of life. Where and how do they live? How do they travel around? What food do they eat? What kind of celebrations do they have? What is their government like?

Before you begin your story or letter, you will need to collect facts about the Aboriginal group you have chosen. Use the Internet or other reference materials to find your information. Write jot notes as you do your research. Then, write your story or letter with the details (facts) that you have found.

NAME: _____



Provincial and Territorial Governments

For this activity you will choose ONE of the provinces or territories of Canada and research its government. If you live in Canada, you may want to choose your home province or territory.

Research information to answer the following questions about the province or territory that you have chosen:

- Is there a **political party** in power in this province / territory? (Or are the politicians independents?) If there is a party in power, which one is it? How long has this party been in power?
- Who is the **premier**?
- What are the **ridings**? Who holds office in each riding?
- What **issues** are important to the party (or individuals) in power? What is their position on education? Healthcare? Welfare? The environment?
- **At least three** other important facts that are of interest to you.

Use the Internet, library books or other sources to gather your information. Then, present your findings as a **BULLETIN BOARD DISPLAY** or as a **BROCHURE**. Include a map of your province / territory with the ridings labeled, and other pictures or illustrations. Share your work with your classmates.

A large rectangular area with a decorative scalloped border, containing ten horizontal lines for writing.

NAME: _____



Women in the Mexican Revolution

Throughout its history, women have played a role in Mexico's growth.

Listed below are the names of two women who are known for their activities during the Mexican revolution.



Hermila Galindo
Dolores Jimenez y Muro



Choose ONE of them. Write **at least three paragraphs** about her life.

As you collect your information, think about the following questions:

- **What did she do during the Mexican Revolution?**
- **What did she believe in? (What were her convictions?)**
- **How did she spend the remainder of her life (after the war)?**

Use the Internet to find more information about the woman you have chosen

Large rectangular box with horizontal lines for writing.

NAME: _____



The Soldaderas (Women Soldiers)

Soldaderas were women soldiers sent into combat along with the men during the Mexican Revolution. (Remember – the Mexican Revolution was fought against the conservative Díaz regime to fight for freedoms.)
Many of these women led ordinary lives, but took up arms during the war to fight for better conditions and rights.

Your task is to do some research on the Internet to learn more about these brave and courageous women. Then, **draw a picture** illustrating one of the **Soldaderas'** activities that you read about. Below your illustration write a brief caption telling what the activity is about.

A large, empty rectangular box with a thin black border, intended for the student to draw and write a caption.

NAME: _____



Headline: Father Miguel Hidalgo's Voice Cries Out to Demand Mexico's Independence from the Spanish Crown

You know that on September 16, 1810, FATHER MIGUEL HIDALGO encouraged the Mexican people to win their freedom from Spain. Imagine that you are a **newspaper reporter** on that day during his march to Mexico City. Use the Internet, encyclopedias, or other sources to find out the **IMPORTANT FACTS** about the day and the event.

Remember! News stories include the 5 W's + H:

Who? What? Where? When? Why? How?

Now write a newspaper story of **at least three paragraphs** about the march, the people who were marching, and what they were marching for. Use the form below and continue on the back of your paper if needed.

By: _____

NAME: _____



Celebrate Mexican Independence Day, September 16!

Mexico is a nation with a proud heritage from indigenous people and those from other countries. **Plan a feast** for Independence Day using a recipe or item of food from some of the groups listed below. You may use the Internet, cookbooks, or encyclopedias to find some of the favorite foods of each group. After you list the recipes, make an INVITATION to invite a friend to your celebration. Remember to include the **where, what, who, and when** on your invitation.

- | | | | | |
|-------------------|-------------------|-----------------------|-----------------------|--|
| | Spanish | The Mayans | The Zapotec | |
| The Mixtec | The Aztecs | Other European | Other Hispanic | |

You Are Invited!

There will be a Mexican Independence Day Festival!

Where: _____

When: _____

Given By: _____

Time: _____

And You Are Invited to Come!

Our Menu Will Be: _____

Please Come!



Culture of Mexico Game!

This activity is a game which will help you learn about the culture and customs of Mexico. You can play it with one or more of your classmates. **Each card has a STATEMENT that describes one of the terms listed below and a POINT VALUE.** For example, a card might say, "This word describes something you do when you greet someone in Mexico. What does **abrazo** mean?" and have a "5" at the bottom of the card. This means that the correct answer to this question is worth five points.

DIRECTIONS:

1. Ask your teacher for some small pieces of cardstock paper or index cards.
2. On one side of each card, write one the following words:
abrazo, adobe, ancient, Aztecs, casa, Charro, comida, compadre, ejido, family, Indian, machismo, mañana, matador, Maya, mestizo, Mixtec, Nahuatl, posada, estados, picador, poncho, rebozo, serape, siesta, sombrero, Spanish, weaving, Zapotec, zocalo
3. After you write the word on the card, put a value from 1 to 5 points with it.
4. Then turn the card upside down and write the correct answer in small print.
5. When you have finished the cards, shuffle the cards and place them face down on a table.
6. Each person takes turns choosing a card and asking the player next to him the question on it. If the person answers the question correctly, he keeps the card until the end of the game. If he answers incorrectly, the card is placed back in the deck.
7. Repeat #6 until all the words on the cards have been identified correctly.
8. Then each person adds up the points on the cards he has. The person with the most points wins the game.

NAME: _____



Mexican National Symbols



For this activity you will choose ONE of the following topics that you would like to learn more about. Do some research on the Internet to find as many IMPORTANT FACTS about the topic as you can. Record your findings in your notebook.

Some questions are given for each topic for you to think about as you collect your information.

The National Anthem of Mexico

- What is a national anthem?
- What is the title of the Mexican national anthem?
- When was Mexico's national anthem written?
- Who wrote the music for the Mexican national anthem?
- How many verses does the national anthem have?
- Who wrote the lyrics for the Mexican national anthem?
- What are "lyrics"?

The National Flag of Mexico

- What does the national flag of Mexico look like?
- When was the present National Flag of Mexico adopted?

The Mexican Coat-of-Arms

- What is a coat-of-arms?
- What symbol is on the Mexican coat-of-arms?
- What do the colors on the coat-of-arms represent?

NAME: _____



Activity One

Hosting the Olympics

Almost every country wants to host the Olympics. People from all over the world will be visiting the host country, spending millions of dollars.

In order to be considered, countries must write a bid. The bid describes what their country has to offer, what changes will be made to allow for the Olympics, and why their country is the best choice.

Once a country has been chosen to host by the International Olympic Committee, the country starts building different sites for the sporting events. These could be all centered in one city, or they can be in several locations in the country.

The years before the Olympics will be very busy. Roads will need to be widened, and hotels and other buildings will need to be constructed. This brings many new jobs to the country.

After the Olympics, people will have seen the best the country has to offer on their television. Tourism will increase, and more money will be spent in the country. The country will benefit for years.

Directions: Answer each question below.

1. Why do countries want to host the Olympics?

2. What happens to a country after their bid is chosen?

3. How do countries benefit for years after hosting?

NAME: _____



Activity Two

The Berlin Wall

Directions: Use the Internet, encyclopedias, textbooks, and other resources to help you answer the questions below.

1. Who built the Berlin Wall?

2. When was the Berlin Wall built?

3. Name the four sections Berlin was divided into after World War II.

4. Name the two countries divided by the Berlin Wall.

5. When was the Berlin Wall opened?



NAME: _____



Activity Three

Apartheid

Imagine going to vote for a new leader for your country. You go to vote, but are told to go home. You are told your vote does not count because of the color of your skin. This is what life was like in South Africa for black citizens during apartheid.

South Africa was and still is an important port city. During the 17th century, Dutch traders settled in South Africa. These settlers brought slaves with them from India, Madagascar, and other countries. This began the separation of races in South Africa.

Slavery was later made illegal in South Africa, but new laws were created that did not give the same rights to black citizens as they did to white citizens.

This continued for decades. Mandela's time in prison brought worldwide attention to apartheid. After his release, apartheid laws were removed, and all people in South Africa began to enjoy the same rights and freedoms.

1. How did slavery begin in South Africa?

2. After slavery was made illegal, why did black citizens not enjoy the same rights as white citizens?

3. How did Nelson Mandela's prison time help bring about an end to apartheid?

NAME: _____



Activity Four

The Cold War

Directions: Put the events of the Cold War in the correct order on the lines provided. Start with the earliest events and end with the last event. You may use other resources to help you.

- Berlin Wall falls.
- Fidel Castro takes over Cuba.
- End of Soviet Union.
- Communist leader Mao Zedong takes over China.
- Construction of the Berlin Wall.
- Reagan and Gorbachev remove their missiles from Europe.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

NAME: _____



Activity Five

The Nobel Peace Prize

Directions: Use the Internet, encyclopedias, textbooks, and other resources to help you answer the questions below.

1. Where is the Peace Prize awarded?

2. How often is the Peace Prize awarded?

3. How are people selected to receive the Peace Prize?

4. What is the Nobel Peace Center?

5. List the last four people who have received the Nobel Peace Prize.

NAME: _____



Activity Six

Buddhism

Buddhism is an ancient world religion. It is one of the five major religions of the world. Most Buddhists live in central and Eastern Asia, but Buddhists live throughout the world.

Buddhists do not believe in a central God figure. They follow the teachings of the Buddha. They also believe in ending suffering. This can be done through perfect spiritual awareness.

Buddhists believe in showing compassion to all living creatures. This includes animals. Because of this, many Buddhists are vegetarians.

Meditation is a common practice. They do this to clear their mind and gain spiritual wisdom. Many Buddhists meditate several times a day in order to get perfect spiritual awareness.

1. Where do most Buddhists live?

2. How do Buddhists believe suffering will end?

3. Why are some Buddhists vegetarians?

4. Why do Buddhists mediate?

NAME: _____



Activity One

City of Webster Election Results

Directions: The table below contains the results of four elections in the city of Webster. Use the information in the table to answer the questions.

Election Year	Major Issue	Voter Turnout (%)
2003	Road Construction	47
2005	Raising School Taxes	64
2007	Construction of a New Recycling Center	52
2009	Crime Prevention	56

1. What year was voter turnout the greatest? _____
2. In the year that crime prevention was a major election issue, what was the percentage of voter turnout? _____
3. What two years had the lowest voter turnout? _____
4. What were the major election issues in the years with the lowest voter turnout?

5. In 2009, what was the main election issue? _____
6. The issue that had the greatest percentage of voter turnout was raising school taxes. In your opinion, why do you think more people voted on this issue than any other issue?

NAME: _____



Activity Two

Government Profile

Directions: Select a country. Using the research tools available to you, provide the answers to the prompts below.

1. Identify your country _____
2. Name the head of state _____
3. How long has this person been head of state? _____
4. Name the head of government _____
5. How long has this person been head of government? _____
6. Who creates the laws in this country? _____
7. Who chooses the leader of the country? _____
8. How long does the leader serve? _____
9. Identify the system of government _____
10. Explain your answer to number 9 in one to two sentences. Be sure to give factual information to support your answer.

NAME: _____



Activity Three

The Carter Center

Not every country has free and safe elections. Throughout the world, many countries have needed help from other organizations in order to have safe and fair elections.

The Carter Center was founded in 1982 by Jimmy Carter, a former U.S. President. The purpose of the Carter Center is to advance human rights and help end suffering. One of the main areas of interest is observing international elections.

The Carter Center helps in the entire election process. They arrive months before the elections to help make sure there are proper voter registration and education programs. Workers from the Carter Center also make sure that campaigning is fair.

On Election Day, Carter Center workers make sure voters can safely enter and exit polling places. They also make sure that no one tampers with votes or try to scare voters.

Since 1989, the Carter Center has monitored over 60 elections in many countries throughout the world. Some of those countries include Ethiopia, Israel, Nigeria, and Indonesia.

1. What is the purpose of the Carter Center?

2. What does the Carter Center do before the election?

3. What do Carter Center workers do to help prevent vote fraud?

4. How many countries has the Carter Center helped since 1989?



Activity Four

Women's Suffrage

Directions; Use the timeline below to answer the following questions.

- 1838- Women can vote in the Pitcairn Islands.
- 1862- Women can vote in local elections in Australia.
- 1883- Widows can vote in Canada.
- 1918- Women can vote in the United Kingdom and Canada.
- 1920- Women can vote in the United States.
- 1945- The United Nations declares that all citizens should have the right to vote.
- 1980- Women are allowed to vote in Iraq.

1. Which country was the first to allow women to vote?

2. What year were widows granted the right to vote in Canada?

3. What event occurred in 1980?

4. What decision did the United Nations make in 1945?

5. What year did all women gain the right to vote in Canada?

NAME: _____



Activity Five

The United Nations

The United Nations was established in 1945, after World War II. At that time, the main purpose of the United Nations was to help countries settle disagreements and conflicts before they became major problems. The hope was to avoid another world war.

The United Nations was built in New York City on land donated by John D. Rockefeller, Jr. Although it is located in the United States, the United Nations is international territory and does not belong to any one country. The United Nations recently began moving to another location in New York City because the original building was out of date.

When the United Nations opened, they had 50 members. The countries that were the main victors of World War II each had a permanent membership and had veto powers. Those countries included China, the United States, the Soviet Union, the United Kingdom, and France.

The United Nations now has 192 countries as members, which means that almost all the people of the world are represented. One of the main purposes of the United Nations now is to ensure safe and free elections throughout the world. They have helped monitor elections in Afghanistan and East Timor, helping them become democratic countries.

1. What was the main purpose of the United Nations after World War II?

2. What country owns the United Nations?

3. Who were the first permanent members?

4. How has the United Nations helped East Timor and Afghanistan become democratic countries?

NAME: _____



Activity Six

The Electoral College

In the United States, the people do vote for the president in the popular vote, but the Electoral College chooses which candidate will serve as leader. This system was created by the U.S. founding fathers as a way to protect the best interests of the people. Each state is allowed a number of electors, based on the state's population. The summer before the election, the electors are chosen. Each state has a different process, but electors may not be government representatives. On Election Day, the electors vote. In most states, the candidate that wins receives all of the state's electoral votes. A few states divide their electoral votes. Although the result of the Electoral College is usually the same as the popular vote, this is not always the case. For example, the winner of the popular vote was Al Gore, but the winner of the Electoral College was George W. Bush. As a result, George W. Bush became president.

1. What is the popular vote?

2. What determines the amount of electoral votes given to each state?

3. When do electors vote?

4. Explain how the results of the 2000 U.S. Presidential Election were impacted by the Electoral College?

NAME: _____



The Cold War



Directions: Use the resources in your classroom to find definitions for the following terms. Write your definition on the lines provided.

1. The Iron Curtain:

2. Containment:

3. Sputnik:

4. Proletariat:

5. Domino Theory:

NAME: _____



Activity Two



Directions: Use the resources in your classroom to learn more about a New Deal program.

Name of the program: _____

Date the program started: _____

Date the program ended: _____

Where was the program located: _____

How many people worked for the program: _____

The purpose of the program: _____

NAME: _____



The Stock Market



Directions: Use this worksheet to track a stock for one week.

Name of Company: _____

What does the company do? _____

Price on Monday: _____

Price on Tuesday: _____

Price on Wednesday: _____

Price on Thursday: _____

Price on Friday: _____

Was your stock up or down at the end of the week? _____

If you had the money, would you buy this stock? _____

Explain why you would or would not buy this stock: _____

NAME: _____



Child Labor Laws



As a result of the Industrial Revolution, the United States has laws called child labor laws. These laws are meant to protect children from being exposed to dangerous working conditions.

The minimum age of employment is 14. However, children can work in the entertainment industry and work as newspaper delivery people. Children can also work on their parent's farm in non-hazardous working conditions.

Children under 18 cannot work performing certain jobs. These include coal mining, metal working, meat packing, demolition work, roofing work, or any work performed on dangerous machinery.

Many states also have child labor laws. Before applying for a job, you should check the child labor laws of your state.

1. What is the purpose of child labor laws?

2. What jobs can children perform below the age of 14?

3. Identify two jobs children under 18 cannot perform.

4. Why is it important to check the child labor laws before you apply for a job?

NAME: _____



The Cuban Embargo

Before the Cuban Embargo, the United States had a very close relationship with Cuba. The United States traded with Cuba for sugar and tobacco. Also, many United States citizens would go on vacation in Cuba.

In 1960, the United States decided not to trade with Cuba. This is because Fidel Castro led a revolution. When the revolution was over, Cuba was a Communist country.

Life has been very difficult in Cuba since the embargo. They have very few resources and the people are very poor. They can trade with very few people, so there is not a lot of money.

Many people would like to see the embargo lifted, but experts believe the embargo will only be lifted after Castro's death.

1. What goods did the United States receive from Cuba before the embargo?

2. Why did the United States place an embargo on Cuba?

3. Why is life difficult in Cuba?

4. When do experts believe the embargo will end?

NAME: _____



Mao Zedong



Mao Zedong was the first leader of the Chinese Communist Party. He led the party during the Chinese Civil War. At the end of this war, Zedong and the Communist Party took over the leadership of China.

Zedong followed the example of Soviet Communism until 1958. At this time, he decided to focus on farming. This was called The Great Leap. This was a total failure and led to a famine.

He then began The Cultural Revolution. This program lasted ten years. During this time, Zedong wanted to rid the country of any Capitalist ideas. Books, records, newspapers, and other Western materials were banned.

After the death of Zedong in 1976, China has gradually changed.

1. Who was Mao Zedong?

2. What was the purpose of The Great Leap?

3. How long did The Cultural Revolution last?

4. What was the purpose of The Cultural Revolution?



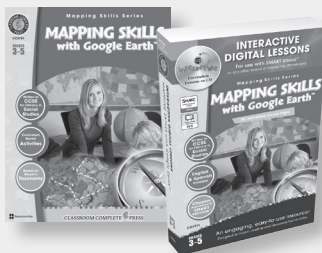
Publication Listing



SOCIAL STUDIES - Books	
ITEM #	TITLE
DAILY LIFE SKILLS SERIES	
CC5790	Daily Marketplace Skills Gr. 6-12
CC5791	Daily Social & Workplace Skills Gr. 6-12
CC5792	Daily Health & Hygiene Skills Gr. 6-12
CC5793	Daily Life Skills Big Book Gr. 6-12
21ST CENTURY SKILLS SERIES	
CC5794	Learning Problem Solving Gr. 3-8
CC5795	Learning Communication & Teamwork Gr. 3-8
CC5796	Learning Skills for Global Competency Gr. 3-8
CC5797	Learning to Learn Big Book Gr. 3-8
MAPPING SKILLS SERIES	
CC5786	Gr. PK-2 Mapping Skills with Google Earth
CC5787	Gr. 3-5 Mapping Skills with Google Earth
CC5788	Gr. 6-8 Mapping Skills with Google Earth
CC5789	Gr. PK-8 Mapping Skills with Google Earth Big Book
NORTH AMERICAN GOVERNMENTS SERIES	
CC5757	American Government Gr. 5-8
CC5758	Canadian Government Gr. 5-8
CC5759	Mexican Government Gr. 5-8
CC5760	Governments of North America Big Book Gr. 5-8
WORLD GOVERNMENTS SERIES	
CC5761	World Political Leaders Gr. 5-8
CC5762	World Electoral Processes Gr. 5-8
CC5763	Capitalism vs. Communism Gr. 5-8
CC5777	World Politics Big Book Gr. 5-8
WORLD CONFLICT SERIES	
CC5511	American Revolutionary War Gr. 5-8
CC5500	American Civil War Gr. 5-8
CC5512	American Wars Big Book Gr. 5-8
CC5501	World War I Gr. 5-8
CC5502	World War II Gr. 5-8
CC5503	World Wars I & II Big Book Gr. 5-8
CC5505	Korean War Gr. 5-8
CC5506	Vietnam War Gr. 5-8
CC5507	Korean & Vietnam Wars Big Book Gr. 5-8
CC5508	Persian Gulf War (1990-1991) Gr. 5-8
CC5509	Iraq War (2003-2010) Gr. 5-8
CC5510	Gulf Wars Big Book Gr. 5-8
WORLD CONTINENTS SERIES	
CC5750	North America Gr. 5-8
CC5751	South America Gr. 5-8
CC5768	The Americas Big Book Gr. 5-8
CC5752	Europe Gr. 5-8
CC5753	Africa Gr. 5-8
CC5754	Asia Gr. 5-8
CC5755	Australia Gr. 5-8
CC5756	Antarctica Gr. 5-8
WORLD CONNECTIONS SERIES	
CC5782	Culture, Society & Globalization Gr. 5-8
CC5783	Economy & Globalization Gr. 5-8
CC5784	Technology & Globalization Gr. 5-8
CC5785	Globalization Big Book Gr. 5-8

SOCIAL STUDIES - Software	
ITEM #	TITLE
MAPPING SKILLS SERIES	
CC7770	Gr. PK-2 Mapping Skills with Google Earth
CC7771	Gr. 3-5 Mapping Skills with Google Earth
CC7772	Gr. 6-8 Mapping Skills with Google Earth
CC7773	Gr. PK-8 Mapping Skills with Google Earth Big Box
SCIENCE - Software	
SPACE AND BEYOND SERIES	
CC7557	Solar System Gr. 5-8
CC7558	Galaxies & the Universe Gr. 5-8
CC7559	Travel & Technology Gr. 5-8
CC7560	Space Big Box Gr. 5-8
HUMAN BODY SERIES	
CC7549	Cells, Skeletal & Muscular Systems Gr. 5-8
CC7550	Senses, Nervous & Respiratory Systems Gr. 5-8
CC7551	Circulatory, Digestive & Reproductive Systems Gr. 5-8
CC7552	Human Body Big Box Gr. 5-8
FORCE, MOTION & SIMPLE MACHINES SERIES	
CC7553	Force Gr. 3-8
CC7554	Motion Gr. 3-8
CC7555	Simple Machines Gr. 3-8
CC7556	Force, Motion & Simple Machines Big Box Gr. 3-8
ENVIRONMENTAL STUDIES - Software	
CLIMATE CHANGE SERIES	
CC7747	Global Warming: Causes Gr. 3-8
CC7748	Global Warming: Effects Gr. 3-8
CC7749	Global Warming: Reduction Gr. 3-8
CC7750	Global Warming Big Box Gr. 3-8
LANGUAGE ARTS - Software	
CC7112	Word Families - Short Vowels Gr. PK-2
CC7113	Word Families - Long Vowels Gr. PK-2
CC7114	Word Families - Vowels Big Box Gr. PK-2
CC7100	High Frequency Sight Words Gr. PK-2
CC7101	High Frequency Picture Words Gr. PK-2
CC7102	Sight & Picture Words Big Box Gr. PK-2
CC7104	How to Write a Paragraph Gr. 3-8
CC7105	How to Write a Book Report Gr. 3-8
CC7106	How to Write an Essay Gr. 3-8
CC7107	Master Writing Big Box Gr. 3-8
CC7108	Reading Comprehension Gr. 5-8
CC7109	Literary Devices Gr. 5-8
CC7110	Critical Thinking Gr. 5-8
CC7111	Master Reading Big Box Gr. 5-8

SCIENCE - Books	
ITEM #	TITLE
HANDS-ON STEAM SCIENCE SERIES	
CC4100	Physical Science Gr. 1-5
CC4101	Life Science Gr. 1-5
CC4102	Earth & Space Science Gr. 1-5
CC4103	Hands-On Science Big Book Gr. 1-5
ECOLOGY & THE ENVIRONMENT SERIES	
CC4500	Ecosystems Gr. 5-8
CC4501	Classification & Adaptation Gr. 5-8
CC4502	Cells Gr. 5-8
CC4503	Ecology & The Environment Big Book Gr. 5-8
MATTER & ENERGY SERIES	
CC4504	Properties of Matter Gr. 5-8
CC4505	Atoms, Molecules & Elements Gr. 5-8
CC4506	Energy Gr. 5-8
CC4507	The Nature of Matter Big Book Gr. 5-8
FORCE & MOTION SERIES	
CC4508	Force Gr. 5-8
CC4509	Motion Gr. 5-8
CC4510	Simple Machines Gr. 5-8
CC4511	Force, Motion & Simple Machines Big Book Gr. 5-8
SPACE & BEYOND SERIES	
CC4512	Solar System Gr. 5-8
CC4513	Galaxies & The Universe Gr. 5-8
CC4514	Travel & Technology Gr. 5-8
CC4515	Space Big Book Gr. 5-8
HUMAN BODY SERIES	
CC4516	Cells, Skeletal & Muscular Systems Gr. 5-8
CC4517	Senses, Nervous & Respiratory Systems Gr. 5-8
CC4518	Circulatory, Digestive & Reproductive Systems Gr. 5-8
CC4519	Human Body Big Book Gr. 5-8
ENVIRONMENTAL STUDIES - Books	
MANAGING OUR WASTE SERIES	
CC5764	Waste: At the Source Gr. 5-8
CC5765	Prevention, Recycling & Conservation Gr. 5-8
CC5766	Waste: The Global View Gr. 5-8
CC5767	Waste Management Big Book Gr. 5-8
CLIMATE CHANGE SERIES	
CC5769	Global Warming: Causes Gr. 5-8
CC5770	Global Warming: Effects Gr. 5-8
CC5771	Global Warming: Reduction Gr. 5-8
CC5772	Global Warming Big Book Gr. 5-8
GLOBAL WATER SERIES	
CC5773	Conservation: Fresh Water Resources Gr. 5-8
CC5774	Conservation: Ocean Water Resources Gr. 5-8
CC5775	Conservation: Waterway Habitat Resources Gr. 5-8
CC5776	Water Conservation Big Book Gr. 5-8
CARBON FOOTPRINT SERIES	
CC5778	Reducing Your Own Carbon Footprint Gr. 5-8
CC5779	Reducing Your School's Carbon Footprint Gr. 5-8
CC5780	Reducing Your Community's Carbon Footprint Gr. 5-8
CC5781	Carbon Footprint Big Book Gr. 5-8



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LITERATURE KITS™ - Books

ITEM #	TITLE
GRADES 1-2	
CC2100	Curious George (H. A. Rey)
CC2101	Paper Bag Princess (Robert N. Munsch)
CC2102	Stone Soup (Marcia Brown)
CC2103	The Very Hungry Caterpillar (Eric Carle)
CC2104	Where the Wild Things Are (Maurice Sendak)
GRADES 3-4	
CC2300	Babe: The Gallant Pig (Dick King-Smith)
CC2301	Because of Winn-Dixie (Kate DiCamillo)
CC2302	The Tale of Despereaux (Kate DiCamillo)
CC2303	James and the Giant Peach (Roald Dahl)
CC2304	Ramona Quimby, Age 8 (Beverly Cleary)
CC2305	The Mouse and the Motorcycle (Beverly Cleary)
CC2306	Charlotte's Web (E.B. White)
CC2307	Owls in the Family (Farley Mowat)
CC2308	Sarah, Plain and Tall (Patricia MacLachlan)
CC2309	Matilda (Roald Dahl)
CC2310	Charlie & The Chocolate Factory (Roald Dahl)
CC2311	Frindle (Andrew Clements)
CC2312	M.C. Higgins, the Great (Virginia Hamilton)
CC2313	The Family Under The Bridge (N.S. Carlson)
CC2314	The Hundred Penny Box (Sharon Mathis)
CC2315	Cricket in Times Square (George Selden)
CC2316	Fantastic Mr Fox (Roald Dahl)
CC2317	The Hundred Dresses (Eleanor Estes)
CC2318	The War with Grandpa (Robert Kimmel Smith)
CC2320	The Chocolate Touch (Patrick Skene Catling)
GRADES 5-6	
CC2500	Black Beauty (Anna Sewell)
CC2501	Bridge to Terabithia (Katherine Paterson)
CC2502	Bud, Not Buddy (Christopher Paul Curtis)
CC2503	The Egypt Game (Zilpha Keatley Snyder)
CC2504	The Great Gilly Hopkins (Katherine Paterson)
CC2505	Holes (Louis Sachar)
CC2506	Number the Stars (Lois Lowry)
CC2507	The Sign of the Beaver (E.G. Speare)
CC2508	The Whipping Boy (Sid Fleischman)
CC2509	Island of the Blue Dolphins (Scott O'Dell)
CC2510	Underground to Canada (Barbara Smucker)
CC2511	Losers (Jerry Spinelli)
CC2512	The Higher Power of Lucky (Susan Patron)
CC2513	Kira-Kira (Cynthia Kadohata)
CC2514	Dear Mr. Henshaw (Beverly Cleary)
CC2515	The Summer of the Swans (Betsy Byars)
CC2516	Shiloh (Phyllis Reynolds Naylor)
CC2517	A Single Shard (Linda Sue Park)
CC2518	Hoot (Carl Hiaasen)
CC2519	Hatchet (Gary Paulsen)
CC2520	The Giver (Lois Lowry)
CC2521	The Graveyard Book (Neil Gaiman)
CC2522	The View From Saturday (E.L. Konigsburg)
CC2523	Hattie Big Sky (Kirby Larson)
CC2524	When You Reach Me (Rebecca Stead)
CC2525	Criss Cross (Lynne Rae Perkins)
CC2526	A Year Down Yonder (Richard Peck)
CC2527	Maniac Magee (Jerry Spinelli)

LITERATURE KITS™ - Books

ITEM #	TITLE
CC2528	From the Mixed-Up Files of Mrs. Basil E. Frankweiler (E.L. Konigsburg)
CC2529	Sing Down the Moon (Scott O'Dell)
CC2530	The Phantom Tollbooth (Norton Juster)
CC2531	Gregor the Overlander (Suzanne Collins)
CC2532	Through the Looking-Glass (Lewis Carroll)
CC2533	Wonder (R.J. Palacio)
CC2534	Freak the Mighty (Rodman Philbrick)
CC2535	Tuck Everlasting (Natalie Babbitt)
GRADES 7-8	
CC2700	Cheaper by the Dozen (Frank B. Gilbreth)
CC2701	The Miracle Worker (William Gibson)
CC2702	The Red Pony (John Steinbeck)
CC2703	Treasure Island (Robert Louis Stevenson)
CC2704	Romeo & Juliet (William Shakespeare)
CC2705	Crispin: The Cross of Lead (Avi)
CC2706	Call It Courage (Armstrong Sperry)
CC2707	The Boy in the Striped Pajamas (John Boyne)
CC2708	The Westing Game (Ellen Raskin)
CC2709	The Cay (Theodore Taylor)
CC2710	The Hunger Games (Suzanne Collins)
CC2712	The Pearl (John Steinbeck)
GRADES 9-12	
CC2001	To Kill A Mockingbird (Harper Lee)
CC2002	Angela's Ashes (Frank McCourt)
CC2003	The Grapes of Wrath (John Steinbeck)
CC2004	The Good Earth (Pearl S. Buck)
CC2005	The Road (Cormac McCarthy)
CC2006	The Old Man and the Sea (Ernest Hemingway)
CC2007	Lord of the Flies (William Golding)
CC2008	The Color Purple (Alice Walker)
CC2009	The Outsiders (S.E. Hinton)
CC2010	Hamlet (William Shakespeare)
CC2011	The Great Gatsby (F. Scott Fitzgerald)
CC2012	The Adventures of Huckleberry Finn (Mark Twain)
CC2013	Macbeth (William Shakespeare)
CC2014	Fahrenheit 451 (Ray Bradbury)
CC2015	The Crucible (Arthur Miller)
CC2016	Of Mice and Men (John Steinbeck)
CC2017	Divergent (Veronica Roth)

LANGUAGE ARTS - Books

CC1110	Word Families - Short Vowels Gr. K-1
CC1111	Word Families - Long Vowels Gr. K-1
CC1112	Word Families - Vowels Big Book Gr. K-1
CC1113	High Frequency Sight Words Gr. K-1
CC1114	High Frequency Picture Words Gr. K-1
CC1115	Sight & Picture Words Big Book Gr. K-1
CC1100	How to Write a Paragraph Gr. 5-8
CC1101	How to Write a Book Report Gr. 5-8
CC1102	How to Write an Essay Gr. 5-8
CC1103	Master Writing Big Book Gr. 5-8
CC1116	Reading Comprehension Gr. 5-8
CC1117	Literary Devices Gr. 5-8
CC1118	Critical Thinking Gr. 5-8
CC1119	Master Reading Big Book Gr. 5-8
CC1106	Reading Response Forms: Gr. 1-2
CC1107	Reading Response Forms: Gr. 3-4
CC1108	Reading Response Forms: Gr. 5-6
CC1109	Reading Response Forms Big Book: Gr. 1-6

MATHEMATICS - Software

ITEM #	TITLE
PRINCIPLES & STANDARDS OF MATH SERIES	
CC7315	Gr. PK-2 Five Strands of Math Big Box
CC7316	Gr. 3-5 Five Strands of Math Big Box
CC7317	Gr. 6-8 Five Strands of Math Big Box

MATHEMATICS - Books

TASK SHEETS	
CC3100	Gr. PK-2 Number & Operations Task Sheets
CC3101	Gr. PK-2 Algebra Task Sheets
CC3102	Gr. PK-2 Geometry Task Sheets
CC3103	Gr. PK-2 Measurement Task Sheets
CC3104	Gr. PK-2 Data Analysis & Probability Task Sheets
CC3105	Gr. PK-2 Five Strands of Math Big Book Task Sheets
CC3106	Gr. 3-5 Number & Operations Task Sheets
CC3107	Gr. 3-5 Algebra Task Sheets
CC3108	Gr. 3-5 Geometry Task Sheets
CC3109	Gr. 3-5 Measurement Task Sheets
CC3110	Gr. 3-5 Data Analysis & Probability Task Sheets
CC3111	Gr. 3-5 Five Strands of Math Big Book Task Sheets
CC3112	Gr. 6-8 Number & Operations Task Sheets
CC3113	Gr. 6-8 Algebra Task Sheets
CC3114	Gr. 6-8 Geometry Task Sheets
CC3115	Gr. 6-8 Measurement Task Sheets
CC3116	Gr. 6-8 Data Analysis & Probability Task Sheets
CC3117	Gr. 6-8 Five Strands of Math Big Book Task Sheets

DRILL SHEETS	
CC3200	Gr. PK-2 Number & Operations Drill Sheets
CC3201	Gr. PK-2 Algebra Drill Sheets
CC3202	Gr. PK-2 Geometry Drill Sheets
CC3203	Gr. PK-2 Measurement Drill Sheets
CC3204	Gr. PK-2 Data Analysis & Probability Drill Sheets
CC3205	Gr. PK-2 Five Strands of Math Big Book Drill Sheets
CC3206	Gr. 3-5 Number & Operations Drill Sheets
CC3207	Gr. 3-5 Algebra Drill Sheets
CC3208	Gr. 3-5 Geometry Drill Sheets
CC3209	Gr. 3-5 Measurement Drill Sheets
CC3210	Gr. 3-5 Data Analysis & Probability Drill Sheets
CC3211	Gr. 3-5 Five Strands of Math Big Book Drill Sheets
CC3212	Gr. 6-8 Number & Operations Drill Sheets
CC3213	Gr. 6-8 Algebra Drill Sheets
CC3214	Gr. 6-8 Geometry Drill Sheets
CC3215	Gr. 6-8 Measurement Drill Sheets
CC3216	Gr. 6-8 Data Analysis & Probability Drill Sheets
CC3217	Gr. 6-8 Five Strands of Math Big Book Drill Sheets

TASK & DRILL SHEETS	
CC3300	Gr. PK-2 Number & Operations Task & Drill Sheets
CC3301	Gr. PK-2 Algebra Task & Drill Sheets
CC3302	Gr. PK-2 Geometry Task & Drill Sheets
CC3303	Gr. PK-2 Measurement Task & Drill Sheets
CC3304	Gr. PK-2 Data Analysis & Probability Task & Drills
CC3306	Gr. 3-5 Number & Operations Task & Drill Sheets
CC3307	Gr. 3-5 Algebra Task & Drill Sheets
CC3308	Gr. 3-5 Geometry Task & Drill Sheets
CC3309	Gr. 3-5 Measurement Task & Drill Sheets
CC3310	Gr. 3-5 Data Analysis & Probability Task & Drills
CC3312	Gr. 6-8 Number & Operations Task & Drill Sheets
CC3313	Gr. 6-8 Algebra Task & Drill Sheets
CC3314	Gr. 6-8 Geometry Task & Drill Sheets
CC3315	Gr. 6-8 Measurement Task & Drill Sheets
CC3316	Gr. 6-8 Data Analysis & Probability Task & Drills