



SOCIAL STUDIES

BONUS

U.S. Wars

GRADES 5-8

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NAME: _____



Activity One



Congressional Delegate

Congratulations! You have been chosen as a delegate for your colony to attend the Continental Congress in Philadelphia.

Students should break into groups of two or more. Each group should pick one of the Thirteen Colonies to represent at the Congress. Discuss the issues involved with declaring your independence from Britain. Make sure you look at both the pros and cons!

Think about all the things that you have read, such as:

- the Proclamation Act
- Navigation Acts
- Sugar Act
- Stamp Act
- Townshend Duties
- The Boston Massacre
- The Boston Tea Party
- The Intolerable Acts

How do these Acts, taxes and events affect your colony?

Are the people in your colony happy or angry about all the changes?

Do they change your farm, business, or lifestyle?

You could even have some form of debate with one side wanting to remain loyal to Britain and the other wanting to declare independence.

NAME: _____



Activity Two



Be a Reporter

In the time leading up to and during the American Revolutionary War, there were many key events and battles. Each helped to shape the outcome of the war in a different way.

Pick any key event or battle that happened during the American Revolution or during the time leading up to the Revolution. It may be something that you are very interested in or maybe something that you would like to learn more about.

For example, you could write about:

- the signing of the Declaration of Independence
- the Battles of Lexington and Concord
- the Boston Tea Party
- the Boston Massacre
- the siege and surrender at Yorktown
- wintering at Valley Forge with General Washington
- crossing the Delaware River with Washington before a battle
- the Battle of Bunker Hill
- the night ride of Paul Revere

Pretend that you are a newspaper reporter and write a story about the event taking place.

Remember your five W's when you are writing your article:

- Who is involved in your event?
- What is happening? Give some good details.
- Where does your event take place?
- When does the event happen?
- Why are the event and the action taking place?

NAME: _____



Activity Three

Biography

There are many famous figures that were involved in the American Revolutionary War. Pick **ONE** of the figures that you personally find interesting. Use various resources like your class computer, the library, and books to research your chosen figure.

For example:

- George Washington
- Thomas Jefferson
- King George III
- General Thomas Gage
- General William Howe
- Benjamin Franklin
- Sam Adams
- Paul Revere
- John Hancock

Pick anyone that you would like to learn more about! (If your chosen figure isn't listed in the examples above, get permission from your teacher.)

Using the information that you have found about your chosen figure, write a short biography about that person. A biography is a paper that describes a person's life, achievements and significance to the world today.

Think about things like:

- Where was he born?
- When was he born?
- Where was he trained or educated?
- Where was he from?
- Where did he live?
- What were his great accomplishments?
- What was his legacy?

Your biography should be at least a half-page in length and should not be any longer than two pages.

Have fun!

NAME: _____



Activity Four



Compare and Contrast

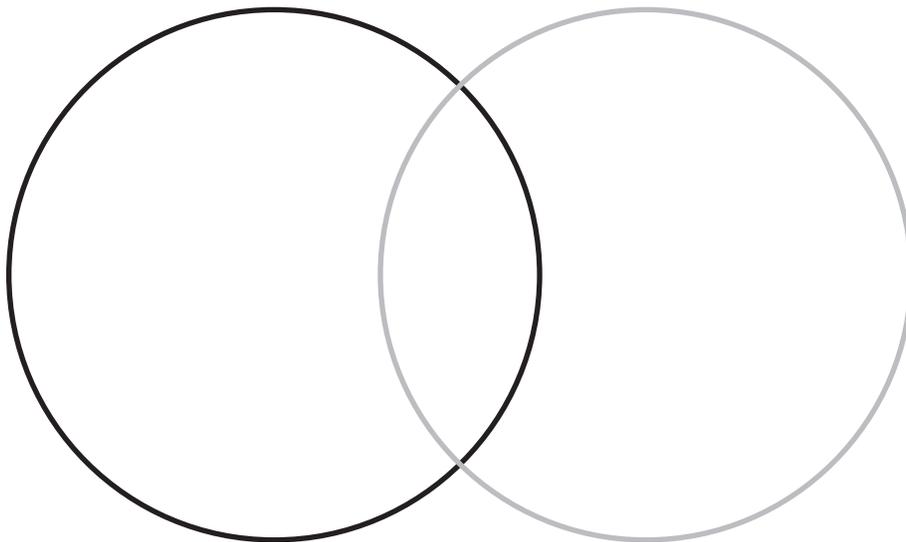
When the American Revolutionary War started, the two opposing forces—the British and the Continental Army—could not have been more different. It must have seemed like a case of David vs. Goliath.

Use various resources to research the two opposing military forces. Compare and contrast the two forces.

Look at things like:

- Training
- Tactics
- Uniforms
- Weapons
- What kind of soldiers made up each force?
- Naval forces
- Officers
- Allies

Organize your information to show the differences and similarities between the British and the Americans. You could use a chart or a Venn diagram like the one below.



NAME: _____



Activity Five



Miniature Diorama

LET'S HAVE SOME FUN!!

A diorama is a three-dimensional scale model of some kind of landscape usually showing an historical event.

Divide the class into pairs or small groups.

Using art materials, materials from home, or recyclable materials, create a miniature diorama of a key event that happened during the American Revolutionary period.

It could be an event like:

- the Boston Massacre
- the Boston Tea Party
- the Battle of Bunker Hill
- the siege of Yorktown
- the Battle of Lexington
- the signing of the Declaration of Independence
- the meeting of the Continental Congress
- Washington crossing the Delaware

Remember! This is intended to be a fun exercise. Show your creativity and express yourself.

Really think about the details and what you want your diorama to show your classmates!



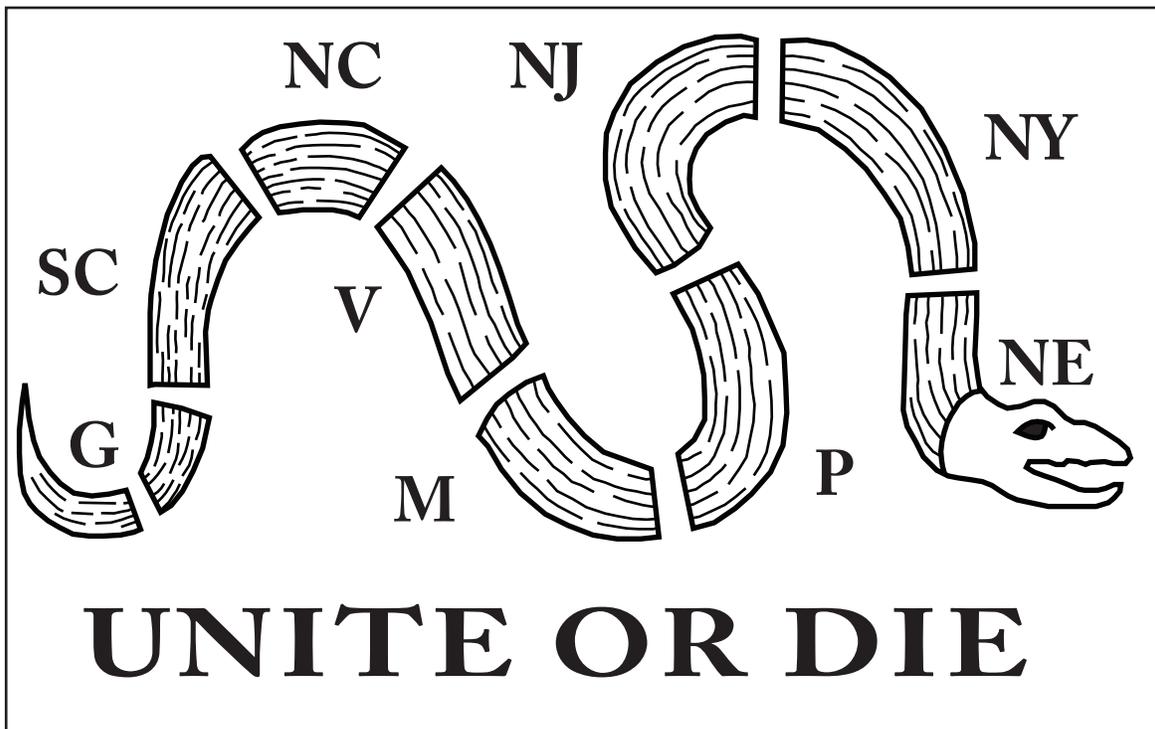
Activity Six



Political Cartoon

Benjamin Franklin was one of the Founding Fathers of the United States. He was a leading author and printer, politician, scientist, inventor and diplomat.

One of Franklin's most famous political cartoons was called "Unite, or Die".



- What was Franklin depicting in the cartoon?
- Once you have figured it out, see if you can successfully label the diagram.
- Research the meaning of the cartoon if you have to.

Most newspapers regularly have political cartoons in them. Look at some newspapers and see if you can find some. Discuss with the class what is usually involved in a political cartoon.

Pick something that happened during the American Revolutionary War period. See if you can create your own political cartoon about the event.

Have fun with it!

Remember: political cartoons are meant to be funny!

NAME: _____

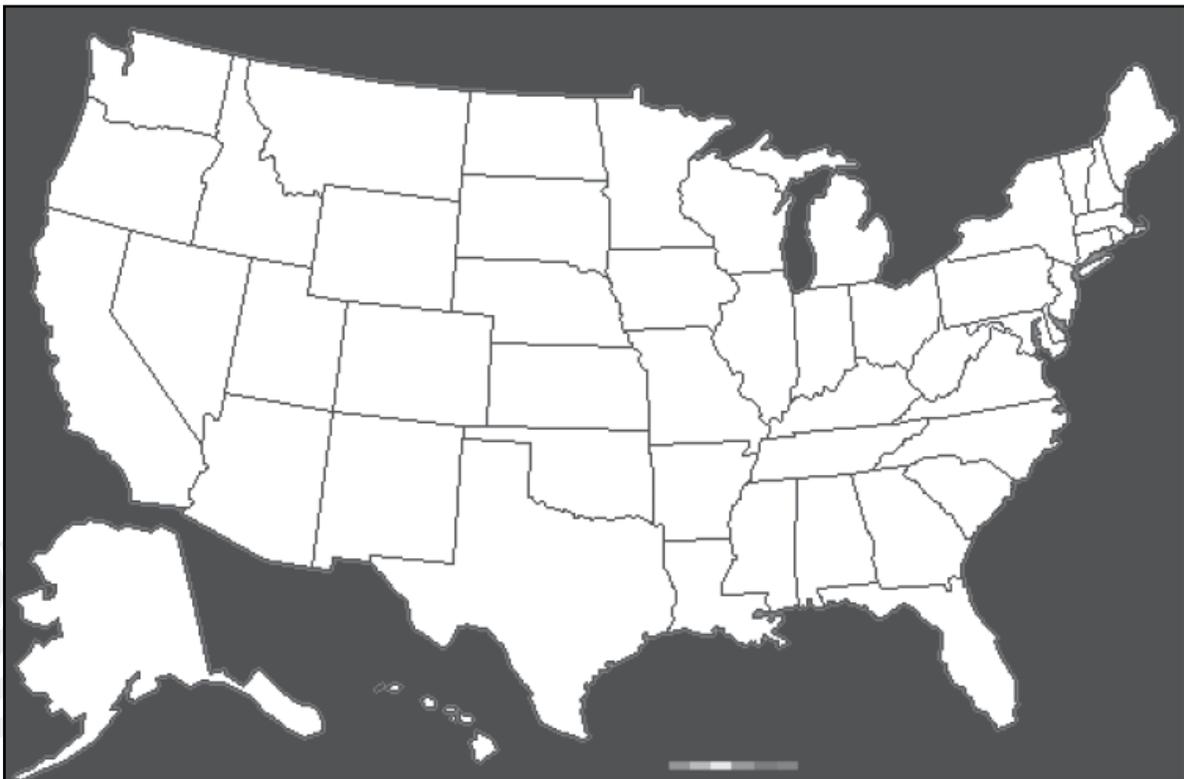


Activity One

Mapping Activity

There were many battles that took place during the American Civil War. Listed below are ten different battles. Investigate **where** each battle took place. Then **label** the map below. Also, label all of the states that **seceded** from the Union.

- **Fort Sumter**
- **Harper's Ferry**
- **Battles of Bull Run**
- **Battle of Antietam**
- **Battle of Vicksburg**
- **Battle of Gettysburg**
- **Battle of Harris Farm**
- **Battle of Fredericksburg**
- **Battle of Shiloh**
- **Battle of Fort Donelson**
- **South Carolina**
- **Mississippi**
- **Florida**
- **Alabama**
- **Georgia**
- **Louisiana**
- **Texas**
- **Virginia**
- **Arkansas**
- **Tennessee**
- **North Carolina**



NAME: _____



Activity Two

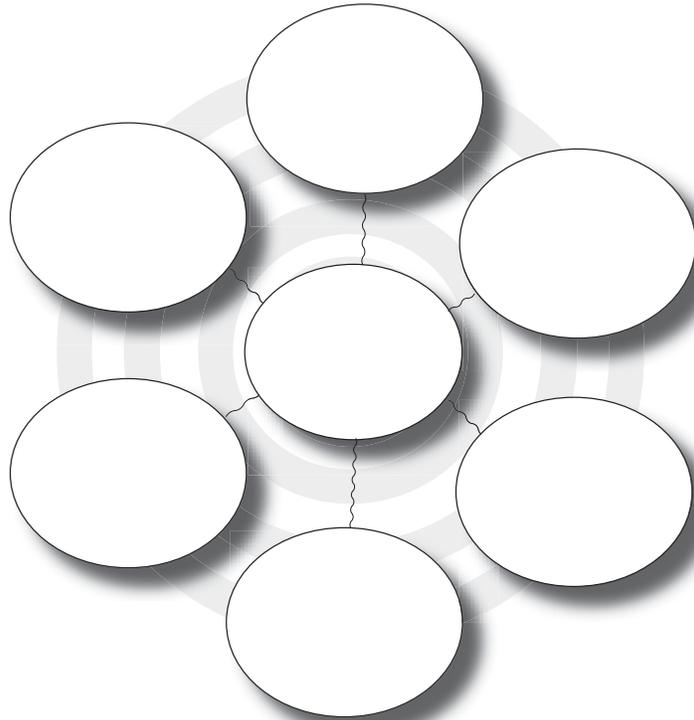


Uncle Tom's Cabin

Uncle Tom's Cabin was a very controversial book written by Harriet Beecher Stowe. It was one of the first novels ever written that had African-Americans as the central theme.

Investigate the book, what it was about, and why it was so controversial. You can use a graphic organizer like the one below to help you organize your work. Begin by trying to answer the following questions:

- **When was the book written?**
- **When was the book published?**
- **What is the storyline, or plot, of the book?**
- **Why is the book considered to be controversial?**
- **Who found the book controversial?**



Once you have gathered the information, use it to **write a newspaper report** about Uncle Tom's Cabin. Be sure to include a catchy title. Remember, you are trying to write a news report so your own personal opinion should **not** be included in your writing. Be ready to share your newspaper report with the rest of the class.

NAME: _____



Activity Three

North vs. South Comparison

The American Civil War took place between the north and the south. The two sides had different ideas and beliefs on a number of issues. **Create a chart** to show the differences and similarities between the north and the south. Use the information listed below to help you get started. Be sure to include your own ideas as well.

- **Name of area**
- **Leader(s)**
- **Population**
- **Main industry**
- **States involved**
- **Size of territory**
- **Political beliefs**
- **Religion**
- **Lifestyle**

Compare your chart with those of your classmates. What is the same? What is different?

Once you have organized your information, make individual **flash cards** that you can use to quiz your classmates. The front of each card should ask a question and the back of each card should give the answer. Create **at least twenty** cards - ten for the north and ten for the south.

Example of flash cards:

One Side:

Who was involved in the Civil War?

Other Side:

The two main sides were the North and the South.

You can even use your flash cards to create a game. Keep track of the points you and your classmates get and see who wins!

NAME: _____



Activity Four

American Civil War Trading Cards

There were many, many people involved in the American Civil War. There were soldiers, women, volunteers, children, doctors, and others. In this activity, you need to investigate the life of **one important person**.

Before choosing one person, investigate the life of several people and then narrow down your search to someone who really interests you. Listed below are the names of a few people you can consider. You can choose someone else, just check with your teacher first.

Some important figures in the American Civil War:

- **Frederick Douglass**
- **Stonewall Jackson**
- **Charles Francis Adams**
- **Andrew Hull Foote**
- **Mary Todd Lincoln**
- **George Gordon Meade**
- **John Pope**
- **Charles Wilkes**
- **General P.G.T. Beauregard**
- **Braxton Bragg**
- **John Bell Hood**
- **George E. Pickett**

Once you have chosen a person, conduct some research to find out about this person. Use a graphic organizer, or a chart similar to the one below to help organize your work.

Name	
Date of Birth	
Place of Birth	
Family Background	
Education	
Religious Beliefs	
Own Family (children, etc.)	
Military Involvement (if any)	
Date of Death	
Place of Death	
Point of Interest 1	
Point of Interest 2	
Point of Interest 3	

Now, using the information you have collected, create a **“Trading Card”** about the person you selected. On the **front** you should have a picture or illustration. On the **back** you should include the important information you have collected. As a class put your cards together to see how many different people you can find out about.

NAME: _____



Activity Five

What's in the Doctor's Bag? Medicine During the Civil War

In this activity you need to investigate medicine during the American Civil War. Conduct some research using various sources such as library books, the Internet, textbooks, interviews and videos.

Find out about:

- **different medicines**
- **doctors**
- **nurses**
- **hospitals and hospices**
- **medical practices**
- **medical equipment**
- **diseases**

Consider the following questions:

- **What types of medicine were used?**
- **What diseases were common during the Civil War?**
- **What were some of the common instruments used?**
- **How were patients treated?**
- **Where were patients treated?**
- **What kind of training did doctors and nurses have?**
- **Where did training occur?**
- **How long were people expected to live?**

Once you have completed your research, **create a doctor's bag** (you can use any kind of bag you have). You should have **at least ten** items in your bag. In the bag you can include:

- **artifacts that replicate historical pieces**
- **pictures**
- **symbols**
- **representations**
- **anything you can**

Once you have created your doctor's bag, you are going to make a "**house call**." Your house call will be an **oral presentation** about what is in your bag. In your presentation you will briefly explain each thing in your bag. Your teacher will decide if your presentation will be in front of the entire class or for a smaller group.



Activity Six



Underground Railroad Investigation

Slavery was one of the central issues of the American Civil War. Many people in the north were in favor of abolishing, or getting rid of, slavery. For people in the south, slavery was a part of their life. Many slaves worked on farms and plantations.

Some of the people living in the north established the “Underground Railroad” to try and help free slaves who were living in the south. Many slaves escaped to the northern states through the Underground Railroad.

Do some research to find out what the Underground Railroad was. You might be surprised at what you find because the name is misleading!

Try to find out the following information:

- **What was the Underground Railroad?**
- **How did it work?**
- **How many people were involved?**
- **Who started the Underground Railroad?**
- **What was the main purpose?**
- **How long did it exist?**

There were many important people who helped to create and “run” the Underground Railroad. Some of these people include:

- **Harriet Tubman**
- **John Brown**
- **Levi Coffin**
- **Booker T. Washington**

Choose **one** of these people (or another person, just check with your teacher first) and find out about their life. How did they contribute to the Underground Railroad? What did they do?

Using the information you have collected about the Underground Railroad and an important person, create a **five-paragraph essay**. Remember, in a five-paragraph essay you need to include:

- **An opening paragraph explaining your topic**
- **Three paragraphs with key information**
- **A concluding paragraph that summarizes your main point**

Be ready to share your essay with the class.

NAME: _____



Activity One

Look at the two maps below. The first is a map of Europe around 1914, before World War One began. It is labeled for you. The second is a map of Europe today. Using the country names listed, as well as an atlas, **label the European countries on the second map**. Notice what has **changed** and what has stayed the same. Color your labeled map.

1 Europe 1914



2 Present-day Europe

Countries of present-day Europe:

- United Kingdom
- France
- Germany
- Netherlands
- Belgium
- Switzerland
- Spain
- Portugal
- Austria
- Italy
- Poland
- Romania
- Czech Republic
- Hungary
- Slovakia
- Croatia
- Slovenia
- Turkey
- Romania
- Albania
- Greece
- Bosnia-Herzegovinia



NAME: _____



Activity Two



Soldiers who fought in the First World War were considered HEROES. Do some research to find some information about a soldier from World War One. You might want to consider looking for information in the following places:

- Public memorial or monument
- Plaques located in public buildings such as local high school or town hall
- Local library
- History textbooks
- Internet

Complete the chart below, including as much information as possible.

Name	
Date of Birth	
Place of Birth	
Date of Death	
Place of Death	
Hometown	
Family Background	
Education	
War Contributions	
Battles Involved In	
Major Accomplishments	
Other Information	

Now create a WANTED POSTER and include the information you have collected. Draw a picture of what you think your war hero looked like. Be ready to share your poster with the class.

NAME: _____



Activity Three

Choose either the Triple Alliance or the Triple Entente. Investigate each of the three countries.

Use the chart similar to the one below to collect information about the three countries.

Country Name	Geographic Location	Languages Spoken	Type of Government	War Details	Additional Information

Write a **five-paragraph essay**, using each of the column titles as the topic of the paragraph. In each paragraph, **compare** the three countries.

If you choose, you can present your information in a different format. For example, you can create a pamphlet. One each side of the pamphlet you can include information from each of the columns listed above. If you choose to create a pamphlet, you can illustrate your work.

Be ready to share your essay or your pamphlet with the class.

NAME: _____



Activity Four



World War One created many jobs. A lot of “stuff” was needed to send soldiers to war. This included uniforms, food, weapons, and transportation. Many different COMPANIES began in World War One.

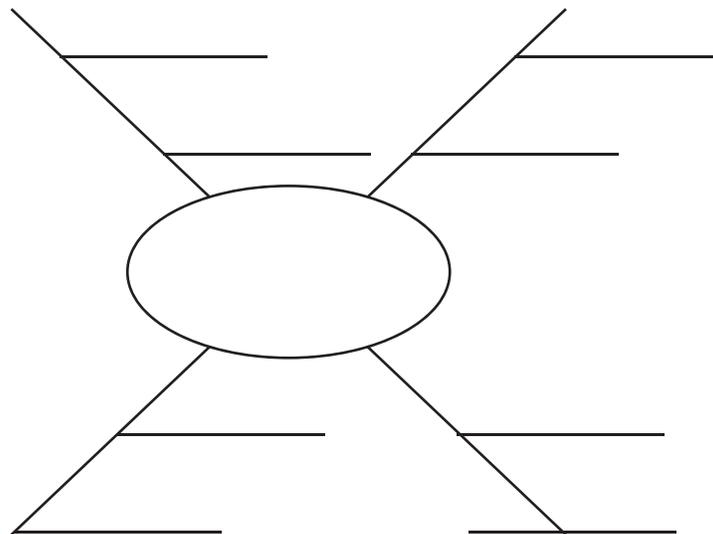
Conduct some RESEARCH to find out:

- What jobs were created because of World War One
- What kinds of workers were needed
- What kinds of skills workers needed
- Which companies started because of World War One
- What kinds of things these companies made
- What kinds of raw materials were needed (example: wood, steel, cotton, etc.)

Look at some current NEWSPAPERS. Read the “Help Wanted” section of the classifieds. Consider the following questions:

- How are the ads written?
- What kinds of workers are needed?
- What are some of the adjectives that are used?
- What kinds of jobs are available?
- Which job ads catch your attention?

You will write your own HELP WANTED AD for a job in World War One. Choose a job other than a soldier. Use the guide to help you organize your ideas.



Be ready to share your Help Wanted Ad with the rest of the class.

NAME: _____



Activity Five



Women played very important roles in World War One. As men were going to war in Europe, women stayed behind. They did many of the jobs that the men had done.

Using the library, textbooks, the Internet, and talking with other people, find out about women in World War One.

Think about these questions:

- What jobs did women do in World War One?
- Had women ever done these jobs before?
- Where did women work?
- In general, how did women feel about working?
- How did women help with the war?
- What happened to women's jobs after the war?

Then, make FIVE FACT CARDS with the information you have. Your fact cards will have two sides. On one side write an important detail or fact. On the other side create a drawing or diagram. The drawing or diagram should match up with your fact.

An example of a fact card about World War One:

One side:

Other side:

World War One began when Archduke Ferdinand was assassinated. He was killed in Sarajevo in 1914.

Each of your five Fact Cards should have different information. Make your drawings as creative as you can. Be ready to display your fact cards and share your ideas with the class.



Activity Six



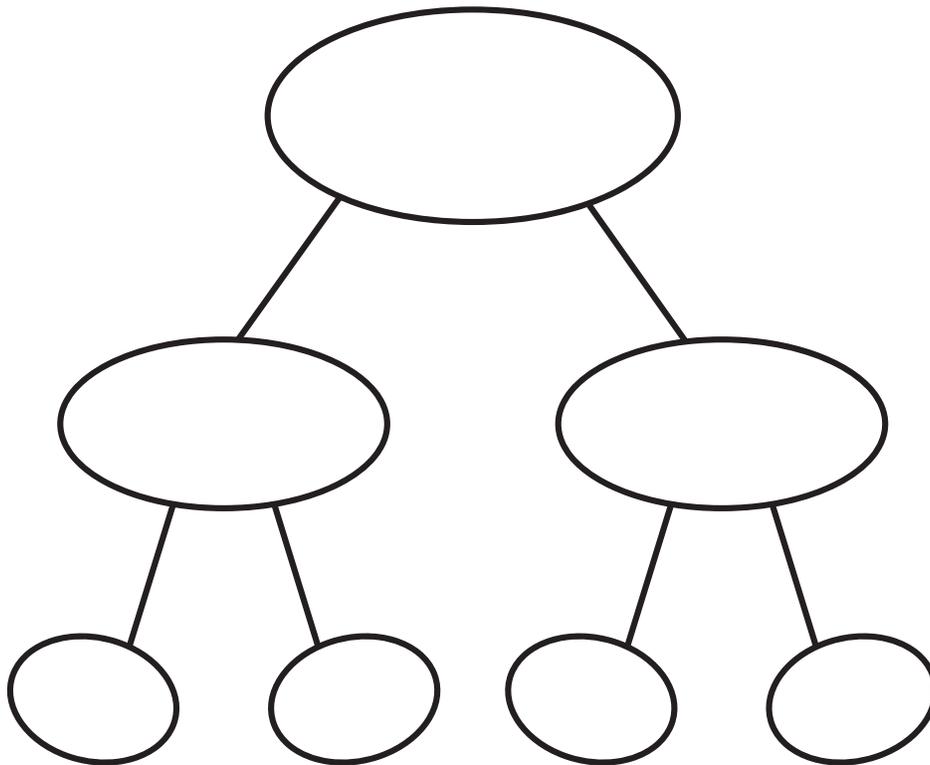
In this activity, you will work with other students in a group to create a presentation for the Paris Peace Conference. (Your teacher will assign the groups, and will assign a country to each group.)

With your country group you will develop a PRESENTATION. Every student in the group must prepare a SPEECH as part of the presentation. Each country must present their ideas for peace. With your group, discuss the following:

- What is your country willing to give up?
- What are your country's demands?
- What does your country believe should be in a peace treaty?

Remember: *the key to creating a peace treaty is NEGOTIATION. Negotiation means being willing to give up some demands in hopes that other demands will be met.*

Use a graphic organizer, similar to the one below, to help organize your ideas. Try to be as specific as possible when planning your speech.



Now use the information you have gathered to write a speech. It should be at least **three paragraphs** in length. Practice your speech with your group before presenting at the Conference.

NAME: _____



Activity One

Reaction to the War News Broadcast

World War One was called “the war to end all war”. When World War Two broke out, people around the world felt nervous.

For this activity you are to work in a group. INVESTIGATE how people around the world reacted to the news of another war breaking out. Each person in the group will choose a country. For example, Germany, Great Britain, France, United States, Canada, Russia, Japan, Italy, etc.

Using the chart below, for each country find out:

- **how people reacted to the news of war**
- **what was happening at the time of the outbreak of war**
- **other information about your specific country such as:**
 - **language**
 - **government**
 - **location in the world**
 - **size**
 - **religion**

Country Name:		Language:	
Events in 1940:		Government:	
People's Reaction:		Religion:	
Other Info:		Size/Location:	

Create a NEWS BROADCAST using each member of your group as a news correspondent in the country that they have investigated. Each group member needs to come up with a news report or story about their country. Be ready to share your newscast with the class.

Extension Option 1 : If you are able to, VIDEO RECORD your newscast. Include diagrams, pictures and maps. View your newscasts with the class.

Extension Option 2 : Create an AUDIO RECORDING of your newscast for a radio show. Listen to your newscast with the class.



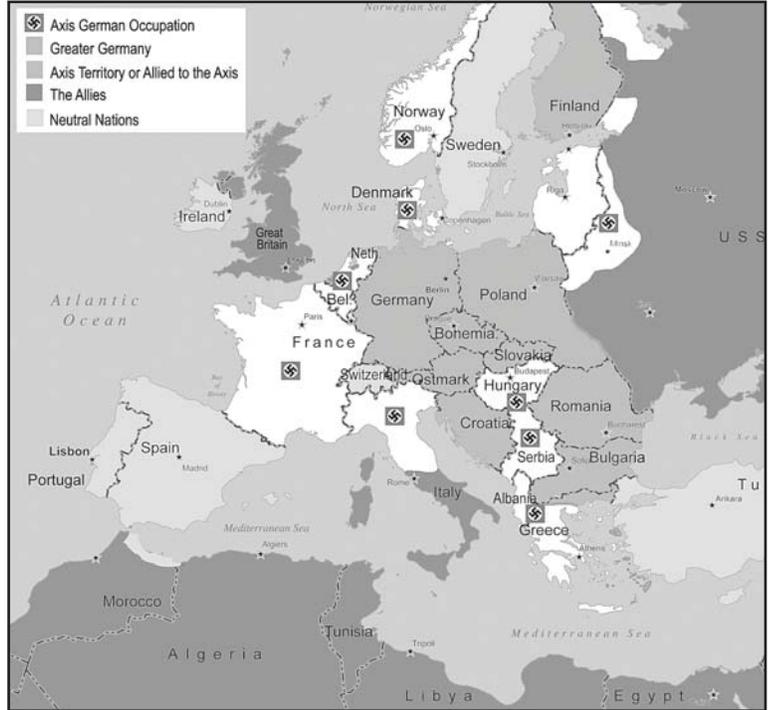
Activity Two



Mapping Activity

Below are two maps. The first is a map of Europe around 1940 before World War Two began. It is labeled for you. The second is a map of Europe today. Using the country names listed as well as an atlas, LABEL the European COUNTRIES on your map. Notice what has changed and what has stayed the same.

1. Europe 1940



2. Present-day Europe

Countries of present-day Europe:

- | | |
|----------------|-------------|
| United Kingdom | Ireland |
| Iceland | Portugal |
| Italy | France |
| Albania | Netherlands |
| Belgium | Spain |
| Luxembourg | Germany |
| Switzerland | Austria |
| Russia | Macedonia |
| Czech Republic | Poland |
| Denmark | Ukraine |
| Slovakia | Slovenia |
| Croatia | Estonia |
| Belarus | Yugoslavia |
| Greece | Turkey |
| Lithuania | Latvia |



NAME: _____



Activity Three

Women of World War II Poster

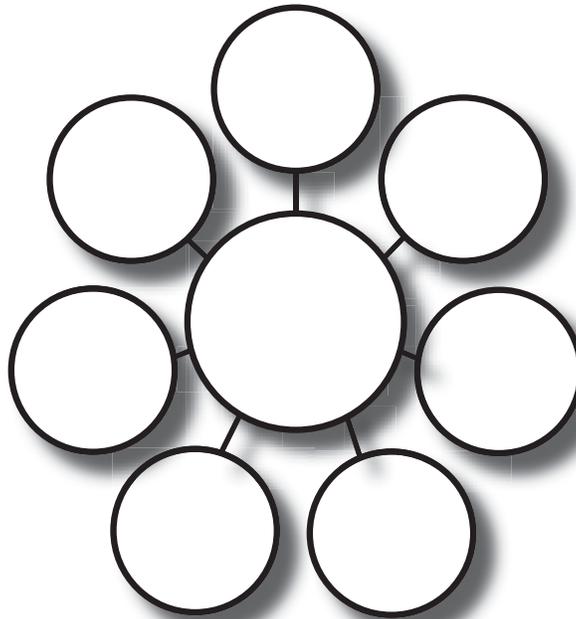


Similar to World War One, many women took part in World War Two. Women played an important role in World War Two, even though they are sometimes overlooked.

In this activity you will investigate the **ROLE OF WOMEN** in World War Two. You will need to gather information to answer the following questions:

- **How did women participate in the war?**
- **Were women involved in direct battle?**
- **What jobs did women have that helped the war?**
- **Which women were most involved?**
- **How did the war change women's role?**
- **How did women's roles change from World War I to World War II?**
- **At least three other points of interest**

You can use a graphic organizer, like the one below, to help you organize your information.



Once you have gathered the information, create a **POSTER** to share the information.

Your poster will:

- **Be creative**
- **Have a border**
- **Share information in an easy-to-read way**
- **Be accurate**
- **Catch the reader's attention**

Be ready to put your posters up in your classroom!



Activity Four



Holocaust Fact Cards

During World War Two six million Jewish people were killed. This is known as the Holocaust. Hitler and the Nazis believed that the Jewish people were to blame for their problems. They decided to kill Jews.

The Nazis opened up CONCENTRATION CAMPS as early as 1933, where Jews were sent to work and eventually to be killed. The Nazis targeted Jewish people as well as people who had a disability, Gypsies, homosexuals, Polish people, Jehovahs' Witnesses and Catholics. These people were targeted because their ideas and beliefs and physical defects were not "ideal".

Using the library, textbooks, Internet sources, and talking with other people, conduct some RESEARCH to find out more about the Holocaust.

Consider these questions as you research this topic:

- **What was the Holocaust?**
- **What are concentration camps?**
- **How many people died?**
- **Why didn't anyone stop it?**
- **Who survived?**
- **When did it happen?**
- **Who was involved?**
- **How could such a terrible thing happen?**
- **Who knew about the concentration camps?**

Once you have gathered your information, you are going to make FACT CARDS. Each card will have TWO sides. On one side write an important detail or fact. On the other side create a drawing, diagram, picture or symbol. The two sides of the card should match. Create SIX fact cards and be ready to share them.

An example of a Holocaust Fact Card:

One side:

Other side:

The Star of David is associated with Jewish people. It is also on the Israeli flag.



NAME: _____



Activity Five

New Weapon of War Essay

During World War Two a new weapon of war was used for the first time. It was called an ATOMIC BOMB. The atomic bomb was dropped on the cities of Hiroshima and Nagasaki in Japan in August of 1945.

Use a chart like the one below to help you organize information you collect.

	WHAT is it? (Provide background details)	WHEN was it used? (Not just World War Two, but at any time in history)	WHO was it used by? (Not just World War Two, but at any time in history)	What DID it do? What CAN it do?	OTHER important or interesting details
The Atomic Bomb					

Using the information from the chart, write a FIVE-PARAGRAPH ESSAY. Use the column titles as the topic of each paragraph. Be sure to include an introductory paragraph.

You may present your information in an alternate form such as a BOOKLET or a PAMPHLET if you wish. Check with your teacher first.

If you are going to create a booklet or a pamphlet, be sure to ILLUSTRATE your work with drawings, pictures, diagrams or clippings. Be ready to share your work with your class.

NAME: _____



Activity Six



Major Figures in World War II Biography Activity

There were many important people in World War Two. Some were leaders of countries, some were ordinary people, some soldiers, and some were villains.

In this activity, you will INVESTIGATE a major personality from World War Two. Some suggestions include:

- George Marshall
- Leni Reifenstahl
- Benito Mussolini
- Franklin D. Roosevelt
- George Patten
- Joseph Stalin
- Harry Truman
- Niels Bohr
- Eva Braun
- George W. Bush
- Charles deGaulle
- Winston Churchill
- General D. Eisenhower
- Mitsuo Fuchida
- Paul Josef Goebbels

You can choose someone else but check with your teacher first.

Use the following chart to help you organize your research. You can use textbooks, library materials, interviews, the Internet, or any source your teacher has available to you.

Name:	
Date of Birth:	
Date of Death:	
Birthplace:	
Family:	
Education:	
Language:	
Religion:	
Contribution to War:	
Interesting Fact:	
Other important details:	

Once you have gathered your information, create a TWO-SIDED POSTER. On the front, include the person's name and their picture. On the back, include details about his or her life. Be sure that you display your information clearly. You may consider using a chart or point form to share your information.

NAME: _____



ORAL REPORT ON MAJOR FIGURES

There were many important people that were involved in the Korean War. There were political leaders, soldiers, medics, doctors, nurses and many others. Each had their own important role to play.

The purpose of this activity is to investigate the life of one important person. Research a few different people first then choose one that interests you.

Here are a few major figures to help you but you may choose someone else if you like. Check with your teacher first.

- Harry Truman
- Joseph Stalin
- Syngman Rhee
- Kim Il-sung
- Douglas MacArthur
- Dean Acheson
- Walton Walker
- William F. Dean
- Mao Zedong
- Chiang Kai-Shek
- Peng Dehuai
- Matthew Ridgway
- Dwight Eisenhower

Use a chart or graphic organizer and look at things like:

Name : _____

Date of Birth : _____

Place of Birth : _____

Family Background : _____

Education : _____

Their Own Family : _____

Military Involvement (?) : _____

Death : _____

Interesting Facts : _____

Summarize your research into a short report you can give to the class.

NAME: _____



MASH UNITS

MASH stands for Mobile Army Surgical Hospitals. MASH units were specialized medical units that operated right up close to the front lines of combat. They were staffed by experienced medical personnel and their closeness to the front lines allowed troops to receive medical aid quicker and with greater success.

These MASH units were first established in 1945 but received their first true combat tests in the Korean War. They were highly successful.

MASH became a common household term in the 1970's. The popular TV show lasted from 1972 until 1983 and depicted a MASH unit in the Korean War.

In this activity you can watch an episode or two of MASH with your class.

Generate some class discussion about the show.

- Who were the main characters?
- What were their various jobs and responsibilities?
- What were the conditions like that they worked in?
- How were troops and medical casualties transported to the MASH units?
- Take careful note of the geography and terrain in the background.
- Do you feel that the MASH episodes are a realistic portrayal of what happened during the Korean War?

NAME: _____



ART PROJECT

The Korean War is also referred to as the Forgotten War. Let's help make this war remembered by doing an art project showing our respect to the veterans of the Korean War.

Write a small book showing the veterans of this war how you will remember it.

Draw a picture with a small caption at the bottom of each.

For example:

You could choose things such as the American Flag and the Korean Flag waving in the air together showing unity. Under the drawing you could say something about the uniting of both countries and why you will never "forget" this war.

NAME: _____



Diorama

A Diorama is a picture (or series of pictures) representing a continuous scene.

You can use this idea to create a 3-D map of Korea. Use different materials to create your map.

You may also need to research, in more detail, the geography of Korea. You will need to locate the lowlands, highlands, coastal plains, and mountains.

You could use materials like a piece of string to show the 38th parallel, salt for rough terrain, egg cartons for mountains, and blue paper showing different water systems and different rivers in Korea.

Don't forget to show the border between the North and South. You may also want to show the countries that share a border with Korea. Depending on how much detail you want to show you may want to research the terrain of the neighboring countries as well.

REMEMBER – BE CREATIVE!

There are lots of available materials to use in your project!

NAME: _____



Be a News Reporter

As a news reporter you are required to write a newspaper article during the Korean War.

The date is either July 5th 1950 or September 15th 1950. Research what was happening around these dates.

Keep in mind that as a reporter you are required to convey as much information as you can in a short amount of writing. You will need to choose what you are going to write about and from what perspective.

Maybe you will choose to write it as a general overview of the day. You could also choose to write the article as a reporter tailing a soldier. You could give an account as to what the soldier has done that day or what things have gone on around him.

Maybe you would rather choose to follow a medic and report on what they are doing during that time period.

Choose carefully and then draft your article.

Once you have your major points written, begin writing your article. Remember to write it short but also keep in mind that you want to inform the reader.

Other things to consider might be where the reporter is from. Are they American or are they writing the article in China or Russia? A different perspective other than an American one could be a great idea!

Explore your writing ideas!

NAME: _____



WEB NAVIGATION

The purpose of this activity is to give the students a chance to practice navigating around a web site while learning more about the Korean War.

Answer the following questions by using the information found on the given web site. Be sure to answer the questions using full sentences!

1. Go to the web site: **www.rt66.com/~korteng/SmallArms/**
(Remember you can always return to the home page by clicking on HOME at the bottom of each page)
2. Take a look at the Korean War Timeline. What significant event occurred on April 8th, 1948? What was North Korean troop strength on June 1st, 1950?
3. Infantry weapons were very important to the ground troops in Korea. Look up Infantry Weapons. What was the weight of the M-1 Garand Rifle unloaded? What was the effective range of the M-1 Garand?
4. Raymond G. Davis was awarded the Medal of Honor in December of 1950. What was his military rank at the time? What was his date of birth? Where was he born?
5. Corporal Claude L. Johnson from Millard, Utah was killed in action (KIA) during the Korean War. What was the date of his death?
6. Assault from the Sea is a series of paintings about the Inchon landing and Invasion. Who is the artist and author of the work?
7. In the story "No Sweat!" Bud Farrell was a B-29 gunner during the Korean War. He was part of the 93rd Bomb Squadron. What was the insignia picture on their squadron patch?
8. This web site has some excellent photographs in the Documentary section. The M-26 Pershing tank was one of the many fighting vehicles used in the war. What was the maximum speed of this tank? What was the size of the main gun?

NAME: _____



Activity One

Below is a Map of the World as well as a list of various Countries. Find and label on your map only the countries that participated in some way in the Vietnam War.

- Canada • United States • China • South Africa • South Korea • Iran • Iraq
- Vietnam • Britain • France • India • Egypt • Saudi Arabia • Russia • Norway
- Poland • Italy • Switzerland • Austria • Australia • Germany



NAME: _____



Activity Two



Write a Screenplay to act out!

This activity has you writing a screenplay. A screenplay is a script for a movie or television show. It tells the actors what to say (dialog) and also explains what is taking place around the actor. For example, are they on the street or in their apartment? Are they in Saigon or in the jungle?

Work with a group of four or five. You will need to decide what you are going to write about. It must be something to do with the Vietnam War. It could be a war scene or a scene from one of the camps or could even be something about what is taking place back home.

Once you decide what you are going to write about think about your surroundings.

What would people be wearing or driving or where would they hang out or what would they do to pass the time away?

How are other people reacting to what they are doing?

1. Now talk about a basic idea about the story you are going to create. Work the answers to the above thoughts into your story line. You will need to establish a plot. A plot is what the story is going to be about. You need a beginning, middle and end.
2. Write your story using all the people in your group. Develop a story and have the characters talking to one another. Be sure to explain what is happening around them while they are saying their lines.
4. Practice your play. Memorize your lines and what each of you need to say and act out.
5. You can now record your screenplay by borrowing a video camera from your school library or from home. You could also act it out in front of the class.

NAME: _____



Activity Three

COMPARE AND CONTRAST THE UNITED STATES AND VIETNAM

Use the Chart below to make a list of things that you could use to compare and contrast the United States and its' allies with North Vietnam and its' allies during the war. You could talk about things such as fighting using boats, weapons and tactics, geography, climate, etc. Other ideas could include choices that each side made that may or not have been good, or strategies that could have worked to their advantage/disadvantage. You could talk about how many people died, the cost of the war, or what each side was fighting for. Pick a topic that really interests you that you would like to research further.

UNITED STATES	VIETNAM	SIMILARITIES/CONTRASTS

Now review your list and explain what you believe is the United States most important claim to fame. Do the same for Vietnam. Are they similar or different? Explain why you believe they are similar or different.

NAME: _____



Activity Five



Write a newspaper article

Stars and Stripes was a well known Military Journal/Magazine during the Vietnam era. Do some research on Stars and Stripes. Check out some of the Vietnam publications. Note the manner and the context in which the articles were written. Was it a propaganda tool?

Pretend you are a reporter for Stars and Stripes. Pick an event that occurred in Vietnam. It could be a specific battle, a performance by a Hollywood star, a report on POW's, etc. Research your event or incident and then write your own article with a Stars and Stripes spin on it.



Activity Six



INTERVIEWS

There are very few wars that you can talk about today that people around you may remember. The Vietnam era, historically speaking, was fairly recent.

Interview at least five people who were around in the 60's that may have had some experience related to the Vietnam War. Maybe they are a veteran. Perhaps they protested the war.

Ask questions like:

- What do they remember about their life during the Vietnam War era?
- How did the Vietnam War affect them?
- Did they know anyone who fought in Vietnam?
- If they knew someone, are they still alive today?

Once you have interviewed at least five people write a brief essay explaining the experiences these people had. Be sure to use quotes so that someone reading your essay can experience what the people you interviewed lived through. Prepare a report that you can share with the class.



Weapons of War

The Persian Gulf War featured many state-of-the-art high-tech weapons. Many, in fact, made their *debut* during this conflict. In the readings you were introduced to the **stealth bomber**, **Tomahawk missiles**, and **Scud missiles**. Many other examples of modern warfare technology were also used.

- In tank warfare the M1A1 Abrams tank was used very effectively.
- In the air the F-117 Nighthawk stealth fighter, the AH-64 Apache helicopter, and the F-15E Strike Eagle patrolled the skies.
- Small arms included such weapons as carbines, assault rifles, light machine guns, grenade launchers, mortars, mobile anti-tank guns, rocket launchers, and shoulder-fired anti-aircraft missile launchers.

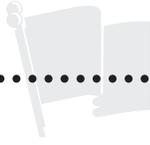


AH-64 Apache Helicopter

Your task is to prepare an **information sheet** on one or more of the weapons used in the Persian Gulf War. Imagine that such an information sheet will be used to help new recruits in their training. Your information sheet should include technical details on the weapon(s) you select, in what circumstances they might be used, necessary training required, cost, etc.

- Please include a picture or drawing of each weapon.

NAME: _____



The Interview of a Lifetime

Imagine that you are the ace reporter for a major metropolitan newspaper. During the Persian Gulf War you are sent to the region to cover the story for your paper. While there you are able to send back many exciting stories about the conflict: the bombing raids on Baghdad; the oil well fires; the launching of the Scud missiles at Israel and Saudi Arabia; and many other breath-taking events.

Consider this...

"Don't be attracted to easy paths because the paths that make your feet bleed are the only way to get ahead in life."

Saddam Hussein

As the war draws to a close you are unexpectedly given the opportunity of a lifetime. You are asked to come to Baghdad and interview Saddam Hussein himself.

You telephone your editor and she is ecstatic. "This will be picked up by every news agency in the world," she says. "You've got to make sure you ask him very penetrating questions – questions that the world will be interested in finding out the answers to."

"Like what?" you ask. "I'm so excited – my mind has gone blank."

"No problem," she says. "Sit down and take these six questions down. These are questions that everyone will want to know the answers to."

You grab your pen, get out your notepad and are just about to start writing when the phone goes dead. "Oh no!" No matter how hard you try, you can't get your editor back on the line. You are on your own! You sit down and begin composing six questions – six questions you will ask Saddam Hussein – six questions that will make the world sit up and take notice!

Your assignment is to compose the six questions you think would be most interesting to find out the answers to if you had a chance to interview Saddam Hussein.

Then put your thinking cap back on. What might his answers be to these six questions? Write responses that Saddam might have given. Provide in these answers as much detail as possible, trying to shed some light into how this man thinks, and explaining why he made such poor decisions during the time of the Persian Gulf War.



The Bedouin

A widely quoted Bedouin saying is "I and my brothers against my cousins, I and my brothers and my cousins against the world."

The **Bedouin** are a fascinating people who have lived on the fringes of history and society for hundreds (if not thousands) of years. The word **bedu** is an Arabic word meaning "inhabitant of the desert". For most people though, this word conjures up much more. Books and movies have painted the Bedouin as a fascinating people – with flowing robes, riding their camels across the shifting sands under the hot desert sun.



What, though, is the truth about these mysterious people? Do they really wear long flowing robes and carry small daggers with twisted blades? Do they really ride their camels and attack strangers without warning? How do they make their living? Are there even any Bedouin left in the deserts of Iraq and Kuwait, or are their descendants driving cars and living in the cities of the Middle East? What is real and what has come straight from the imaginations of Hollywood scriptwriters?

Your task is to do a one-page report on the Bedouin. Your report should include something of their history; how they traditionally made their living (and perhaps still do); their culture and religion; their clothing; mode of transportation; food; where they can be found today – and anything else that you think your readers will find fascinating.

You may wish to include a picture with your report. Be sure the report has a title and has been proof-read.

NAME: _____



Kuwait

This unit on the Persian Gulf War has mainly concentrated on the country of **Iraq** and its leader Saddam Hussein. What, though, of the tiny country of Kuwait – the victim of Iraq’s aggression? What do we really know about it?

Before the Persian Gulf War, Kuwait attracted a fair number of tourists due to its warm climate, beautiful beaches and modern hotels. Quite understandably, the war caused the tourist trade to dry right up.

Your task is to put together a **travel brochure** on the Kuwaiti nation. The brochure should advertise the many attractions that Kuwait offers the North American traveler.

You may wish to consider including in your brochure information on:

- hotels, restaurants and other guest facilities
- costs for flights, accommodations and meals
- historic and architectural sites
- attractions / entertainment

This project will require some research on your part. Check your school library for recent information on Kuwait as well as the internet. You might also wish to check out some sample brochures to get an idea of their layout.

Your brochure should include several attractive pictures and be laid out as presented in the sample brochures. The text should be neat and professional in appearance. You may wish to use a computer for the finished product.



NAME: _____



A Letter Home

During the Persian Gulf War the servicemen and women on both sides wrote many letters to friends and loved ones at home describing their adventures, some of the terrible things they had seen, and expressing their hopes and fears for the future. One of the most famous letters ever written by a soldier was written during the American Civil War by Sullivan Ballou to his wife, Sarah. Here is a selection from that letter:

My very dear Sarah:

The indications are very strong that we shall move in a few days—perhaps tomorrow. Lest I should not be able to write again, I feel impelled to write a few lines that may fall under your eye when I shall be no more . . .

Sarah my love for you is deathless, it seems to bind me with mighty cables that nothing but Omnipotence could break; and yet my love of Country comes over me like a strong wind and bears me unresistibly on with all these chains to the battle field.

The memories of the blissful moments I have spent with you come creeping over me, and I feel most gratified to God and to you that I have enjoyed them for so long. And hard it is for me to give them up and burn to ashes the hopes of future years, when, God willing, we might still have lived and loved together, and seen our sons grown up to honorable manhood, around us. I have, I know, but few and small claims upon Divine Providence, but something whispers to me—perhaps it is the wafted prayer of my little Edgar, that I shall return to my loved ones unharmed. If I do not my dear Sarah, never forget how much I love you, and when my last breath escapes me on the battle field, it will whisper your name. Forgive my many faults and the many pains I have caused you. How thoughtless and foolish I have often times been! How gladly would I wash out with my tears every little spot upon your happiness . . .

But, O Sarah! If the dead can come back to this earth and flit unseen around those they loved, I shall always be near you; in the gladdest days and in the darkest nights . . . always, always, and if there be a soft breeze upon your cheek, it shall be my breath, as the cool air fans your throbbing temple, it shall be my spirit passing by. Sarah do not mourn me dead; think I am gone and wait for thee, for we shall meet again . . .

Sullivan Ballou was killed a week later at the first Battle of Bull Run, July 21, 1861.

Imagine now that you are a serviceman or woman fighting in the Persian Gulf War and write a letter home expressing what you have gone through and what is on your heart. It should be about one page in length.

NAME: _____



Editorial - Taking a Stand

Like almost every war in history, the Persian Gulf War raised a lot of controversy. Many people in Western nations thought the government of Kuwait was very corrupt and didn't deserve the sacrifice which would be required to liberate the country from Iraq. Others feared that many civilians in Iraq would be killed or maimed because their leader, Saddam Hussein, had made a mistake due to his greed. Still others accused the governments of the United States and other Western nations of being mostly concerned about having their supply of oil cut off.

The leaders of many Western nations, including the United States, felt they were taking action to protect a small, vulnerable nation against a murderous tyrant - a man who had proved his evil in his dealings with the Kurds of northern Iraq, and with other groups that had opposed his leadership.



"Our objectives are clear. Saddam Hussein's forces will leave Kuwait. The legitimate government of Kuwait will be restored to its rightful place and Kuwait once again will be free. Iraq will eventually comply with all relevant United Nations resolutions..."

President George H.W. Bush, January 16, 1991

Imagine you are a newspaper editor of a large city paper. Write an editorial in which you take a stand on the war - either supporting your country's involvement or arguing against it. Be sure to support your stand with evidence - facts, data, quotations, etc. Your task is to convince your faithful readers as to the stand that your paper has taken on this issue. Your editorial should be about a page in length.

NAME: _____



Activity One



THE KURDS

The **Kurdish** people live in the northeastern part of Iraq. This area is part of a region which is often referred to as **Kurdistan**, and comprises parts of Iraq, Turkey, Iran and Syria. Between four and six million Kurds live in Iraq.

During the presidency of Saddam Hussein the Kurds in Iraq were severely persecuted. Thousands were killed by Iraqi troops and many more were forced to leave the country and settle in other areas of the world. Now that Saddam Hussein is no longer in power the Kurds do have it much better in Iraq.

Your task is to prepare an **information sheet** on these fascinating people. You may wish to include information about things like:

- Language
- History
- Culture
- Music
- Religion
- Clothing
- Recreation
- Occupations



(You do not have to include information on all of these subtopics – only on those in which you are interested or about which you may have found some really interesting facts.)

Your information sheet should be one page in length. It should have a professional appearance and contain at least one appropriate picture.



Activity Two

Historical Sites of Iraq

The Middle East has many historical sites dating back thousands of years – sites that would delight the heart of any historian, archeologist, or relic hunter.

You are to select one historical site from this region and create a brochure designed to fascinate others interested in searching for lost treasures and artifacts.

You might consider one of the following sites:

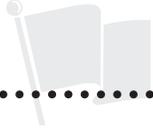


- The ancient city of **Arbil**
- The minaret in **Samarra**
- **Karbala** (i.e. The tomb of Imam al-Hussein Bnu Ali Bnu Abi Talib)
- The Abbasid Fortress of **al-Ukhaidar**
- The Mosque of **Abu Dalaf**
- The ancient city of **Babylon**
- The ancient city of **Ninevah**

You may choose one of the sites above or another appropriate historical site for investigation (historians estimate that there are more than 25,000 such sites in Iraq).

Your brochure should be helpful to any traveler going to Iraq on an historical quest or an archaeological dig. The brochure should include a summary of the historical importance of the site, what the site presently features, how accessible it is to tourists, admission charges, where it is located in Iraq, etc.

It might be helpful to examine a sampling of brochures before beginning this project. Be sure to make your final product professional-looking and attractive, and to include relevant pictures.



Activity Three



The Iraq-Iran War

You can no more win a war than you can win an earthquake.
Jeannette Rankin (1880 - 1973)

The Iran-Iraq War was one of the bloodiest, most costly wars of the last century. It lasted for eight years, longer than the Second World War. Estimates of those killed in the war range from 500,000 to more than 1 million. Whole cities were destroyed and thousands of civilians were killed as well. The financial cost is estimated at a minimum of \$200 billion. Still, most Americans know little about this war.

What caused these two neighboring countries to hate each other so much that they would go to war year after year, with the goal of wiping the other country off the face of the earth?

Your task is to prepare a one page report summarizing this conflict. You may wish to look into the following research subtopics:



Part of the Hands of Victory monument Saddam Hussein ordered built following the Iran-Iraq War

- Background and causes of the war
- Timeline (main events)
- Foreign support given to Iran and Iraq
- Military strength of both sides
- Casualties
- The peace process

You might conclude your report by summarizing your own reaction to this conflict.

NAME: _____



Activity Four



Iraqi Folktales

This activity can be done individually or in small groups.

Stories and folktales have been a part of the culture of the people living in this part of the world for countless generations. Folktales were an important source of entertainment for the people, as well as a way of bonding the community of a region together around a common image of life that they all shared. Folktales reinforced the values of society, reminding people of what was important to their ancestors.



Your task is to research an Iraqi folktale (in your school library or on the internet) and to represent it in a project of about a page in length. An accompanying drawing or other visual instrument could be very effective to your presentation. As an extension to this activity you might read your folktale to the class or even act it out as a Readers' Theater exercise. If you are unable to find an Iraqi folktale, try to find one from elsewhere in the Middle East.

Here are a few Iraqi folktales:

- "The Enchanted Storks"
- "The Prince's Carpet"
- "Alexander the Great and the Jewish Barber"
- "The Little Red Fish and the Clog of Gold" (aka "The Golden Sandal")
- "Seven Sons and Seven Daughters"
- "The Sparrow and His Wife"
- "The Fish That Laughed"



Activity Five

Searching for Peace

Although the war in Iraq which began in 2003 is “officially” over, men and women – both Iraqis and coalition troops – continue to suffer and die. The peace process has been a real struggle in this troubled, war-torn nation.

The presence of the United States and other coalition nations in Iraq has become an increasingly sore point among many people at home in the US and in other countries around the world. Demonstrations and protests have been mounted on a regular basis to bring troops home and in hopes of bringing stability to Iraq.

A number of peace organizations and humanitarian agencies exist to promote peace and to help people in distress. Several have been operating in Iraq, trying to ease the burden of suffering for the people there.

Some of these organizations include:

- Coalition for World Peace
- Physicians for Peace
- Mennonite Central Committee
- American Red Cross

Investigate one of the peace or humanitarian organizations listed above, or one of your own choosing. What role has it played in helping to bring peace and stability to Iraq during the last few years?

Write a one-page report on the activities of this organization, their goals and accomplishments, especially with regard to Iraq. Your conclusion should state your own opinion about the effectiveness of this organization in Iraq.

Alternative Activity: After researching one or more peace or humanitarian organizations involved in Iraq, create your own organization to be used for this purpose. What would be its goals and specific strategies to bring peace and stability to Iraq? Be sure to include enough detail so that the reader can get a clear picture of your plans.





Activity Six

Be A Movie Critic

This activity can be done individually or in small groups.

Many great movies and television programs have been made over the years which are set in times of war – from classics like **Ben Hur** (which takes place 2,000 years ago) to ones which are set during the recent wars in the Middle East.

The best of these movies are perhaps those that force the viewer to take a closer look at his/her own self, or at how conflict and war are commonly viewed. Some really good movies can even make you see the point of view of people on the other side. A good movie, like a good book, draws you right into the lives of the people in the story.

This is your opportunity to be a movie critic. View one of the war movies listed below (or one approved by your teacher). While watching the movie consider the following:

- The emotions of the main character during the movie – do his/her war experiences change him/her. If so, how?
- What experiences had the biggest impact on the character? Why?
- Does the main character grow/mature through his/her experiences?
- What does the main character come to realize about him/herself that he/she didn't realize before?

Your review should be about a page in length. It should review the basic plot of the movie (without giving away the ending), and it should include your own opinion of the movie (good, bad, or mixed).

WAR MOVIES

- Lawrence of Arabia
- Sergeant York
- All Quiet on the Western Front
- Red Badge of Courage
- Paths of Glory



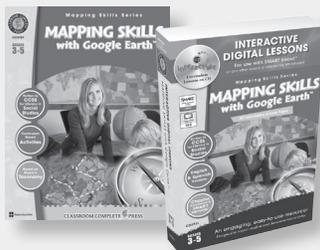
Publication Listing



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