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"A High Performing School District"

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Home Instruction Packet for U.S. History II Academy

Mr. Prokop U.S. History II Academy

<p>In this packet are materials and directions..... For U.S. History II Academy.</p> <p>This work will be collected by the teacher. This work will be graded and counted towards their marking period grade. This work will be emailed to the teacher.</p>	
<p>I am available to support you during the hours 7:50am-2:50 pm to answer any of your questions. I will be responding to your emails within the hour.</p> <p>You contact me at kprokop@rpsd.org</p>	
<p>Lesson: Title, Objective, What doing and how assessed.</p>	<p>Assignment Directions and how collected. Definitive due dates...</p>
<p>Week 1- Lesson 1:</p>	<p>Title: Chapter 23 Reading Comprehension Assignment – The Memorial Day Massacre</p> <p>Objective: Students will continue to prepare for future standardized tests such as NJSLA, ACT, and SAT.</p> <p>Objective: Students will learn about The Memorial Day Massacre by completing this Reading Comprehension Assignment.</p> <p>Directions: Students will answer the reading comprehension questions and put their answers in the body of an email to be sent to kprokop@rpsd.org. The grade will then be recorded in Genesis in a timely manner.</p> <p>Due Date: Monday March 16th 3:00pm</p>
<p>Lesson 2:</p>	<p>Title: Chapter 23 Reading Comprehension Assignment – Huey Long</p> <p>Objective: Students will continue to prepare for future standardized tests such as NJSLA, ACT, and SAT.</p> <p>Objective: Students will learn about Huey Long by completing this Reading Comprehension Assignment.</p> <p>Directions: Students will answer the reading comprehension questions and put their answers in the body of an email to be sent to kprokop@rpsd.org. The grade will then be recorded in Genesis in a timely manner.</p> <p>Due Date: Tuesday March 17th 3:00pm</p>

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<p>Week 2-</p> <p>Lesson 1:</p>	<p>Title: Chapter 24 Reading Comprehension Assignment – Franklin D. Roosevelt’s “Quarantine Speech”</p> <p>Objective: Students will continue to prepare for future standardized tests such as NJSLA, ACT, and SAT.</p> <p>Objective: Students will learn about Franklin D. Roosevelt’s Quarantine Speech by completing this Reading Comprehension Assignment.</p> <p>Directions: Students will answer the reading comprehension questions and put their answers in the body of an email to be sent to kprokop@rpsd.org. The grade will then be recorded in Genesis in a timely manner.</p> <p>Due Date: Tuesday March 23rd 3:00pm</p>
<p>Lesson 2:</p>	<p>Title: Chapter 24 Reading Comprehension Assignment – Elie Wiesel</p> <p>Objective: Students will continue to prepare for future standardized tests such as NJSLA, ACT, and SAT.</p> <p>Objective: Students will learn about Elie Wiesel by completing this Reading Comprehension Assignment.</p> <p>Directions: Students will answer the reading comprehension questions and put their answers in the body of an email to be sent to kprokop@rpsd.org. The grade will then be recorded in Genesis in a timely manner.</p> <p>Due Date: Tuesday March 24th 3:00pm</p>
<p>Week 3-</p> <p>Lesson 1:</p>	<p>Title: Chapter 25 Reading Comprehension Assignment – War Rationing Stamps</p> <p>Objective: Students will continue to prepare for future standardized tests such as NJSLA, ACT, and SAT.</p> <p>Objective: Students will learn about War Rationing Stamps by completing this Reading Comprehension Assignment.</p> <p>Directions: Students will answer the reading comprehension questions and put their answers in the body of an email to be sent to kprokop@rpsd.org. The grade will then be recorded in Genesis in a timely manner.</p> <p>Due Date: Tuesday March 30th 3:00pm</p>

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Lesson 2:	<p>Title: Chapter 25 Reading Comprehension Assignment – George S. Patton</p> <p>Objective: Students will continue to prepare for future standardized tests such as NJSLA, ACT, and SAT.</p> <p>Objective: Students will learn about George S. Patton by completing this Reading Comprehension Assignment.</p> <p>Directions: Students will answer the reading comprehension questions and put their answers in the body of an email to be sent to kprokop@rpsd.org. The grade will then be recorded in Genesis in a timely manner.</p> <p>Due Date: Tuesday March 31st 3:00pm</p>
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Section 3

PRIMARY SOURCE The Memorial Day Massacre

On Memorial Day in 1937, the Chicago police attacked a picket line of striking Republic Steel Company workers and their families. As you read this New York Times report about the incident, think about why this demonstration turned violent.

CHICAGO, May 30—Four men were killed and eighty-four persons went to hospitals with gunshot wounds, cracked heads, broken limbs, or other injuries received in a battle late this afternoon between police and steel strikers at the gates of the Republic Steel Corporation plant in South Chicago.

The clash occurred when about one thousand strikers tried to approach the Republic company's plant, the only mill of the three large independent steel manufacturers in this area attempting to continue production. About 22,000 steelworkers are on strike in the Chicago district.

The union demonstrators were armed with clubs, slingshots, cranks and gearshift levers from cars, bricks, steel bolts, and other missiles. Police charged that some of the men also carried firearms.

The riot grew out of a meeting held by steel-mill workers in protest against the action of police, who turned them back Friday night when they attempted to approach the Republic plant.

The march was organized at this meeting, held outside CIO headquarters at One Hundred and Thirteenth Street and Green Bay Avenue, three blocks from the plant. The strikers said they were going to march through the main-gate entrance in an effort to force closing of the mill.

Heading the march were strikers from the Youngstown Sheet and Tube Company and Inland Steel Company plants in the Calumet district. They had been invited to the mass meeting and had volunteered to lead the march on the Republic, where about 1400 workers were said to be still on the job.

The union men chose a time when the police were changing shifts, hoping, the police said, to catch them disorganized. But Captain James L. Mooney, Captain Thomas Kilroy, and Lieutenant Healy, expecting trouble, kept all their 160 men on hand.

Carrying banners and chanting "CIO, CIO," the

strikers drew within a block and a half of the gate to find the police lined up awaiting them. Captain Kilroy stepped forward and asked the crowd to disperse.

"You can't get through here," he declared. "We must do our duty."

Jeers greeted his words. Then the demonstrators began hurling bricks, stones, and bolts.

The police replied with tear gas. The crowd fell back for a moment, choking, and then, the police say, began firing at the officers. The officers fired warning shots and, when, according to police, the strikers continued firing, they returned it.

Men began dropping on both sides. The strikers fell back before the police bullets and swinging police clubs.

Police wagons then raced onto the field and began picking up the injured. Some were taken to the Republic plant's emergency hospital, some to the South Chicago Hospital, and some to the Bridewell Hospital.

Most of the policemen who were injured were struck by steel bolts hurled by the strikers or shot from their slings.

from the *New York Times*, May 31, 1937. Reprinted in Richard B. Morris and James Woodress, eds., *Voices from America's Past*, vol. 3, The Twentieth Century (New York: Dutton, 1962), 111–112.

Discussion Questions

1. What was the Memorial Day Massacre?
2. According to this account, who was responsible for the bloody clash—the strikers or the police?
3. This *New York Times* account supports the official police version, but eyewitnesses and photographs proved that the police brutally attacked the strikers. Who benefited most from the newspaper version, and why?

CHAPTER
23

Section 1

AMERICAN LIVES **Huey Long**
Louisiana's "Kingfish"

"Why weep or slumber, America?/Land of brave and true/With castles, clothing and food for all/All belongs to you./Ev'ry man a king, ev'ry man a king."
—Huey Long, recitation at the end of a radio broadcast (1935)

Huey Long (1893–1935) was a skilled politician who used a populist message and political manipulation to win great power in Louisiana. As his popularity grew, he threatened Franklin Roosevelt's hold on the presidency—only to be cut down by a bullet.

Long was a debater in high school. He hoped to go to law school, but had to work. Juggling a job and high school, he earned his diploma. Then he completed a three-year course of law in just eight months. He was admitted to the Louisiana bar at 21. He quickly entered politics, winning election to the state railroad commission.

By 1928 Long was campaigning for governor. Louisiana suffered from underdevelopment. It had only 30 miles of paved roads, no bridges crossed major rivers, and many poor children could not attend school. Long promised to change that: "Give me the chance to dry the tears of those who still weep," he said. He won, and quickly made changes. In a few years, the state had 8,500 miles of roads and twelve new bridges. Children were put on school buses to get to school and given free textbooks once they got there. The free books went to parochial schools too. When that law was challenged in the U.S. Supreme Court, Long himself argued in favor of it and won.

Long achieved these goals while fighting a reluctant state legislature. Some objected to his goals, others to his tactics—which included using money and arm-twisting to convince legislators to vote his way. The legislature moved to impeach him, but key state senators refused to convict and Long was saved. He then won statewide election to the U.S. Senate, quieting his critics.

Long delayed moving to Washington to consolidate his power in the state. Opponents were harassed by government officials or by Long's police. He put judges favorable to him into the state courts. He controlled the state Civil Service Commission and used new laws to give himself power over every official—city, parish, or state—in Louisiana.

In Washington, many saw Long as a comic figure. Loud and brash, he was colorful. He called himself the "Kingfish" after a character on a popular radio show, and stories circulated about his disregard for social manners. About some things, though, Long was serious. For years he had campaigned in Louisiana to "make every man a king." He was ready to bring that message to the nation. At first he supported Franklin Roosevelt, but soon he came to believe that the New Deal did not go far enough.

He began a campaign to win the presidency. Long set up "Share Our Wealth" clubs across the country. He spoke far and wide of his plans to limit a person's income to no more than \$1.8 million and to guarantee every adult no less than \$2,000. He promised free education through college and pensions for the aged. He even wrote a book describing what he would do when president—*My First Days in the White House* (1935). Roosevelt and his aides worried that Long would run as a third-party candidate in 1936 and pull as many as six million votes—throwing the election into the House of Representatives.

In the fall of 1935, Long returned to Louisiana for a special session of the legislature. As he left the state capitol one evening, a man stepped from behind a pillar and shot him. The assassin—immediately shot dead by Long's bodyguards—was a doctor whose father-in-law, a judge, had been forced off the bench by Long. Two days later death claimed the "Kingfish," a man described by writer William Manchester in 1974 as "one of the very few men of whom it can be said that, had he lived, American history would have been dramatically different."

Questions

1. Evaluate Long as a reformer.
2. How did Long's plan to limit incomes violate the free enterprise system?
3. Why did Roosevelt worry about Long?

CHAPTER
24

Section 1

PRIMARY SOURCE *from* Franklin D. Roosevelt's
"Quarantine Speech"

During a tour of the nation in 1937 to drum up support for his domestic programs, President Roosevelt delivered a speech in which he indicated a shift in foreign policy. As you read this excerpt from his speech, consider why he felt the United States could no longer cling to isolationism and nonintervention.

It is because the people of the United States under modern conditions must, for the sake of their own future, give thought to the rest of the world, that I, as the responsible executive head of the nation, have chosen this great inland city [Chicago] and this gala occasion to speak to you on a subject of definite national importance. . . .

There is a solidarity and interdependence about the modern world, both technically and morally, which makes it impossible for any nation completely to isolate itself from economic and political upheavals in the rest of the world, especially when such upheavals appear to be spreading and not declining. There can be no stability or peace either within nations or between nations except under laws and moral standards adhered to by all. International anarchy destroys every foundation for peace. It jeopardizes either the immediate or the future security of every nation, large or small. It is, therefore, a matter of vital interest and concern to the people of the United States that the sanctity of international treaties and the maintenance of international morality be restored.

The overwhelming majority of the peoples and nations of the world today want to live in peace. . . .

I am compelled and you are compelled, nevertheless, to look ahead. The peace, the freedom, and the security of 90 percent of the population of the world is being jeopardized by the remaining 10 percent who are threatening a breakdown of all international order and law. Surely the 90 percent who want to live in peace under law and in accordance with moral standards that have received almost universal acceptance through the centuries can and must find some way to make their will prevail. . . .

It seems to be unfortunately true that the epidemic of world lawlessness is spreading. When an epidemic of physical disease starts to spread, the community approves and joins in a quarantine of the patients in order to protect the health of the community against the spread of the disease.

It is my determination to pursue a policy of peace and to adopt every practicable measure to avoid involvement in war. It ought to be inconceivable that in this modern era, and in the face of experience, any nation could be so foolish and ruthless as to run the risk of plunging the whole world into war by invading and violating, in convention of solemn treaties, the territory of other nations that have done them no real harm and which are too weak to protect themselves adequately. Yet the peace of the world and the welfare and security of every nation is today being threatened by that very thing.

War is a contagion, whether it be declared or undeclared. It can engulf states and peoples remote from the original scene of hostilities. We are determined to keep out of war, yet we cannot insure ourselves against the disastrous effects of war and the dangers of involvement. We are adopting such measures as will minimize our risk of involvement, but we cannot have complete protection in a world of disorder in which confidence and security have broken down.

If civilization is to survive, the principles of the Prince of Peace must be restored. Shattered trust between nations must be revived. Most important of all, the will for peace on the part of peace-loving nations must express itself to the end that nations that may be tempted to violate their agreements and the rights of others will desist from such a cause. There must be positive endeavors to preserve peace.

from Franklin D. Roosevelt, Congressional Record Appendix, 75th Congress, 2nd Session, 20–21.

Discussion Questions

1. Why did Roosevelt believe the U.S. could not isolate itself from the rest of the world?
2. What was the epidemic of "world lawlessness" that Roosevelt referred to in this speech?
3. Do you agree with the sentiments expressed in this speech? Explain your opinion.

CHAPTER
24

AMERICAN LIVES **Elie Wiesel**

Dedicated to Memory and to Humanity

Section 3

"I have tried to keep memory alive. I have tried to fight those who would forget. Because if we forget, we are accomplices. . . . Our lives no longer belong to us alone; they belong to all those who need us desperately."—Elie Wiesel, Nobel Peace Prize acceptance speech (1986)

When he accepted the 1986 Nobel Peace Prize, Elie Wiesel spoke of his life's work. As a survivor of the Holocaust, Wiesel felt that he bore a special duty. For more than four decades, he has devoted his life to remembering those who died in the Nazi death camps. Through his writings, speeches, and actions, he has tried to ensure that the world will never forget them. He has toiled with equal dedication to prevent any group anywhere in the world from suffering at the hands of others.

Born in 1928 in Romania, Wiesel was raised in the traditions of Hasidic Judaism. This faith stressed emotional belief. Its principles were embodied in collections of stories. Hearing these stories from his father and grandfather, Wiesel developed a strong faith and a love for the traditions. His life, with his parents and three sisters, was peaceful.

That peace was shattered in the 1940s. Word filtered from the outside that Nazi Germany was persecuting Jews. Many—even Wiesel's father—refused to believe the stories. However, in 1944 the truth became painfully clear. The Nazis entered Wiesel's village to deport all Jews. Wiesel, his parents, and his three sisters were taken to Birkenau in Poland, the first of two Nazi death camps where Wiesel was to be held for the next year.

Wiesel's parents and youngest sister did not survive the camps, though at the time Wiesel knew for certain only of the death of his father. After his liberation by the U.S. Army in April of 1945, Wiesel reached Paris, where a news photographer took a photo of him and other survivors arriving in the city. It appeared in a magazine, which happened to be seen by one of Wiesel's two older sisters. By this accident, they learned of the survival of each other.

To make a living, Wiesel became a journalist, and, while working, he studied philosophy in Paris and India. After his liberation in 1945, Wiesel had vowed to wait ten years before writing about the Holocaust. Finally the time passed, and in 1956 he published a memoir in Yiddish titled *And the*

World Was Silent. Four years later an abbreviated form of the book was published in English as an autobiographical novel, *Night*. The book gave a searing account of life in a Nazi death camp and the guilt of having survived the conditions.

With this book, Wiesel began his life's work. In novels, stories, plays, and essays, he retold stories from the Bible or Hasidic tradition or explored the spiritual crisis caused by the Holocaust. His early works were dark and despairing, but as time passed, Wiesel wrote of hope. "Just as despair can come to one only from other human beings," he once said, "hope, too, can be given to one only by other human beings." By this time he had made his home in New York City and became a U.S. citizen in 1963. He taught at universities and lectured all over the world. In New York, listeners packed his yearly lectures on Jewish tradition.

He places great faith in the power of writing. "Words could sometimes, in moments of grace, attain the quality of deeds." At the same time, Wiesel puts his ideas into action. In the 1960s he traveled to the Soviet Union. This trip spurred him to write a novel and a play protesting the persecution of Jewish people there. He has campaigned for human rights, traveling to Cambodia, South Africa, and Bangladesh as well as other strife-torn lands of the 1970s and 1980s. Among his awards, besides the Nobel Peace Prize of 1986, are the Presidential Medal of Honor (1992) and the Interfaith Council on the Holocaust Humanitarian Award (1994).

Questions

1. What does Wiesel mean by saying that "if we forget, we are accomplices"?
2. One critic called Wiesel "part conscience . . . and part warning signal." How is that appropriate?
3. Do you agree or disagree with Wiesel's statement that words "can attain the quality of deeds"? Explain.

CHAPTER
25

Section 1

PRIMARY SOURCE War Ration Stamps

During World War II, Americans on the home front did their part to contribute to the war effort. For example, they complied with rationing introduced by the Office of Price Administration (OPA) to help conserve goods that were needed by the military. Under this system, consumers were allowed to buy meat, sugar, gasoline, and other scarce items with stamps from ration books like those pictured below. Once they used up their stamps, people could not buy rationed goods until they received additional stamps. Study the ration book and stamps to answer the questions below.



The Granger Collection, New York.

Discussion Questions

1. Why do you think the war ration book requires information on a person's age, sex, weight, height, and occupation?
2. What was the penalty for violating rationing regulations?
3. Most Americans during World War II accepted rationing. Why do you think this was so?

