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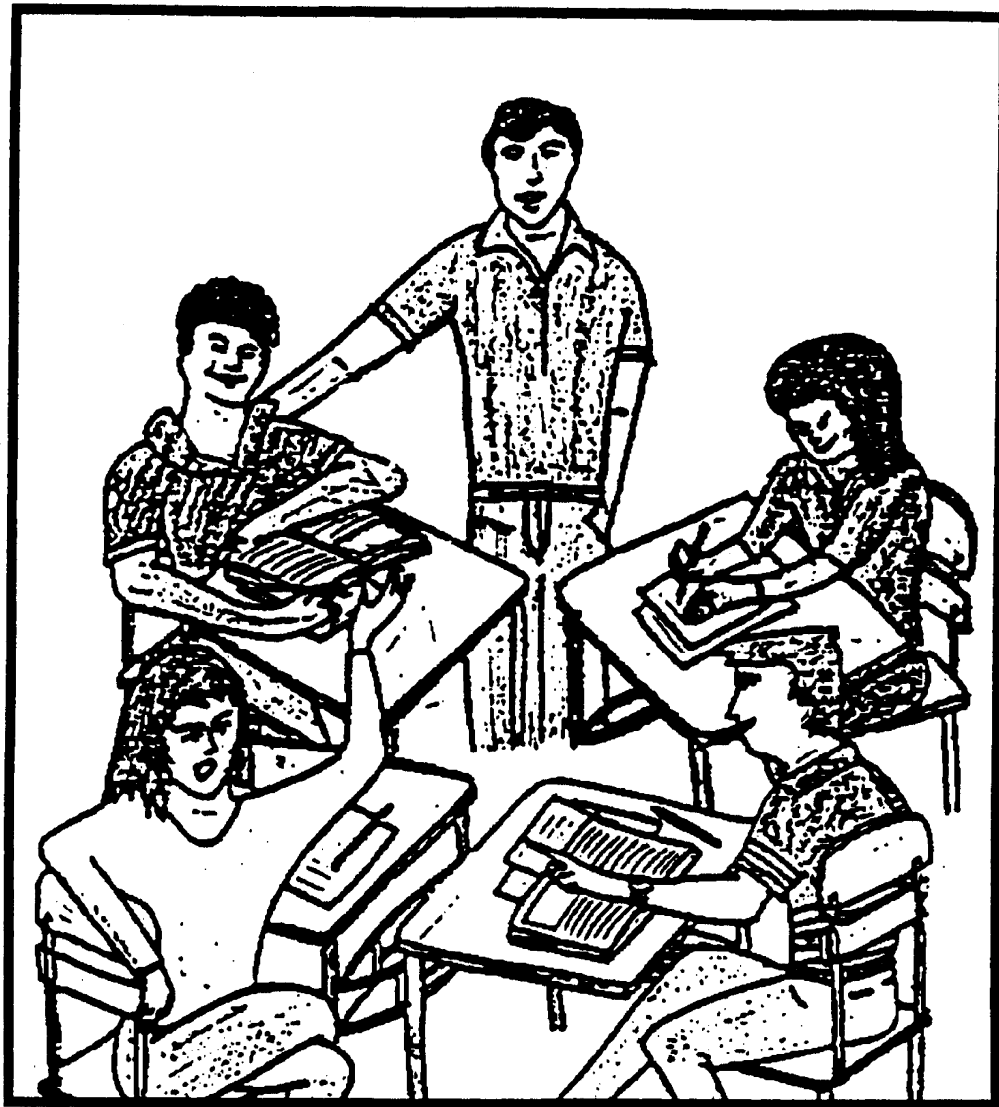
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Making World History Fun and Relevant II

*by
Robert Leach*



Relevance, Inc.

FOURTEEN
RELEVANCE EXERCISES
FOR
WORLD HISTORY, II

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I am sure that, like myself, many of you have been asked to teach a subject within your credential which did not particularly excite you. When we are passionate about a subject, we certainly have a much greater chance of arousing our students interest in that material. Unfortunately, sometimes we have to fake the enthusiasm and hope we can fool our students. I must confess that World History used to be that type of a subject for me. After returning from a European trip which included castles in London, the Forum in Rome, the canals of Venice, and the Sistine Chapel in the Vatican, I can tell you that my passion for World History will be genuine heretofore. No one can see these inspiring venues and works of art and not have a tremendous appreciation for our past. Unfortunately, most of our students have not and will not have the opportunity to see Europe until sometime down the road. In the meantime, I believe that the activities from the book, "Making World History Fun and Relevant, II" will go a long way in helping your class to come alive for your students.

In the last decade, truly remarkable changes have taken place around the world that, at one time, could have only been imagined. The break up of the Soviet Union and their moving away from Communism has been a dream come true for many people. The ending of Apartheid in South Africa and

the election of their first black president, Nelson Mandela, has provided hope for the oppressed every where.

Certainly some changes have not been as positive. The killing of protesting Chinese students in Tienemen Square, the fighting in the former Yugoslavia amongst various ethnic groups, and recent terrorist bombings in Africa have been matters of grave concern. The tensions that exist between countries like India and Pakistan coupled with their development of nuclear weapons are matters that are very troubling.

The global market place, in which a recession in one country can detrimentally influence the economy for all, has made us more dependent on our “neighbors” success than ever.

This is the seventh book I have written to help social science teachers make their classes more fun and relevant. However, this is the first book I have written in three years and I have observed many changes in our youngsters. During my first eighteen years of teaching I taught primarily juniors and seniors. The cooperative learning activities I created for them were very effective. When I spoke at seminars, I had trouble understanding that some teachers had less than positive results with their youngsters in cooperative learning groups. The last three years I have taught sophomores

in World History and I have developed much more compassion and empathy for their point of view.

When it comes to implementing cooperative learning groups, sophomores, generally speaking, are much less “cooperative” than juniors and seniors. With the upperclassmen, I could give an introduction to the assignment and then have them answer the questions in groups. This method was ineffective with the sophomores. Another method, however, was much more effective with them. After the introduction, I would have the students take ten minutes to answer the questions individually. Then I would put them in groups to share their answers. They would next write down on a separate sheet of notebook paper the best answer for each question amongst the group members. You can have each person in the group put the answers on notebook paper or just have one paper for the entire group. When this task was completed, the group was responsible for orally presenting their answers to the class. I found this method to be extremely effective in getting the younger students to work together.

There are certainly many ways to implement cooperative learning groups. Which ever way you choose, I am confident that “Making World History Fun and Relevant, II” will provide very stimulating discussions for you and

your students. I have had great success with these materials and I know you will too.

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World History
Women In The Work Force During Wars

Name _____
Date _____
Period _____

Introduction:

During World War I and World War II the role of women in our society changed considerably. During both wars, women went to work in factories wherever needed to replace the men that went off to fight. After both wars, most women returned to being housewives and men resumed the traditional role as breadwinner. As a result of the feminist movement, the vast majority of women in our society today work outside the home. There is some disagreement on how this has impacted on our society.

Directions:

1. List four advantages and four disadvantages to the increased number women in the work force.
2. Radio talk show, Dennis Prager believes that one of the problems in our society is that men no longer see themselves as the breadwinner and head of the household. According to Prager, sharing these roles with a wife diminishes him. Do you agree? Why?
3. Some people believe that the large increase of women in the work force has led to their fulfillment and happiness. Others believe that it has led to the demise of society. Which point of view do you feel is more accurate? Explain.
4. Earlier studies have shown that some men did not want to be married to a woman that made more money than they did. Along the same line, studies showed that women feared being too successful because this

would not be desirable to men. Are these beliefs still present today? Explain.

5. Overall, the feminist movement has been a great benefit to our society. Do you agree or disagree? Why?
6. Despite substantial gains over the years, women still only make seventy cents for every dollar that a man makes. Do you feel this is sexism or is there justification for women making less? Explain.

World History
Nationalism: Pride In Country/Pride In
School

Name _____
Date _____
Period _____

Introduction:

Most countries try to create a loyal and patriotic citizenry. The best way is to have a country to take pride in. Unfortunately, ruthless leaders in history have abused their power and used propaganda, hate, and racism to stir the emotions of their people. Benito Mussolini in Italy, Adolf Hitler in Germany, and Josef Stalin in Russia were prime examples of totalitarian leaders that utilized these atrocious methods.

When citizens feel pride in their country, they will put much effort into maintaining it. There were times in our history that young people felt so much pride in their country that they were willing to give their lives in defending it. This attitude has changed considerably since the Vietnam War.

High schools try to create loyal and spirited students and an environment which encourages this. We will examine this topic at our school.

Directions:

Answer the questions below within a group and be prepared to discuss them with the rest of the class.

1. What are the variables you would use to determine the level of spirit at a school?(For example, one could be the attendance at athletic events)
2. How important is the success of the athletic teams in having pride in your school? Explain.

3. What would you do to create more participation and spirit at our pep rallies?
4. Homecoming is a time when the graduates come back to our school to celebrate their high school years. Based on your experiences so far, will you be coming back for homecoming? Why?
5. What are similarities and differences with our school as compared to other schools in terms of pride and spirit for the school?
6. One factor that gives people pride in their school is it is a place where people are made to feel good about them selves. Is that true at this school? Explain.
7. On a 10 point scale ten being the highest, what is your groups opinion or rating of the spirit and pride in our school? Why?

World History
War Atrocities: The Concept of Fighting Fair

Name _____
Date _____
Period _____

Introduction:

World War I broke out when Serbian nationalist, Gavrilo Princip, assassinated Archduke Ferdinand, heir to the throne of Austria-Hungary. In recent years, the world has been focused on the Serbians because of terrible atrocities they have committed in the former Yugoslavia. Although euphemistically referred to as "Ethnic Cleansing," the Serbs were very brutally performing a genocide against Moslems and other residents of the region. Many have compared this to the holocaust that took place during World War II. Some of the atrocities included raping, forcing prisoners to drink mud or oil and ordering prisoners to castrate others with their teeth.

Although most of us have heard the expression, "all is fair in love and war," there exists a belief that one must fight fair. There is a U.N. tribunal or court that is currently bringing charges against the Serbs accused of fighting unfairly. Our society stresses competition and fights will inevitably occur. We are going to examine how important fighting fairly is to our class.

Directions:

Answer the questions below within a group and be prepared to discuss them with the rest of the class.

1. One of the major reasons World War I broke out was that so many countries were in a militaristic mood. They wanted to fight rather than negotiate or talk about their differences. Based on your own experiences, would you have tried to convince these countries to talk out their differences or to fight? Explain.
2. In the "Old West" there was a certain ethic in a gunfight that you were a coward if you shot some one in the back. Today's gang wars that

specialize in drive by surprise attacks do not seem to have this mentality. Do you see this type of fighting as cowardly? Explain.

3. Often times in sports we see football linemen deliberately holding and basketball players pushing off or holding. They very frequently get away with it because the officials do not see the infraction. Do you see this type of fighting as cowardly? Explain.
4. Occasionally youngsters get into fistfights. In breaking up a few of these fights, I have observed actions that were considered unfair during my youth. One fight particularly surprising was between a girl and a boy! List as many behaviors as your group has observed during a fight that you believe is unfair.
5. It is always best to walk away from a fight. Do you agree? Explain.
6. Our society, with its emphasis on competition against other people, businesses, and teams, supposedly brings out our best efforts. Some believe it brings out our worst because our greed makes us lie, cheat, and fight in order to win. Which is closer to the truth? Explain.

World History
Communism: The Group vs. The Individual

Name _____
Date _____
Period _____

Introduction:

In 1931, Josef Stalin proclaimed that the new Soviet Union “is fifty or a hundred years behind advanced countries. He said, “We must make good this distance in a few years or they will crush us.”

In this effort to catch up, Soviets were expected to make heroic sacrifices. Because the government concentrated on industries like steel, coal, and oil, there were shortages for consumers in areas like food and clothing. The standard of living dropped considerably.

The idea indoctrinated into the Soviets was that the individual needed to subordinate his/her needs for those of the group. Although American society focuses on self-reliance, sometimes it can be beneficial to look out for the needs of the group.

Directions:

Answer the questions below within a group and be prepared to discuss them with the rest of the class.

1. Our country's economy could certainly benefit if our citizens gave up their preferences for foreign luxury items and decided to buy American products. Do you feel this would be a good idea? Why?
2. Great athletes like Michael Jordan have often said they would give up individual awards to win a team championship. Why do you suppose they feel this way? Do you agree with them? Why?

3. Sometimes in school you are asked to work in groups and help your group members. Do you see this as a benefit or waste of time for you? Why?
4. It is fifteen years from now and you have a large income. Would you see having a large family as a benefit or a detriment in living a happy life? Explain.
5. Some people believe that our country's emphasis on self-reliance and competition is what motivates our people to greatness. Others believe what makes us great is our ability to look out for others in our families, community, workplace, and in society that need our help. Which of these viewpoints do you feel is more accurate? Explain.
6. List three times when you gave up your personal desires for the needs of a larger group. Do you think it was the right thing to do? Why?

World History
Détente And Relaxation of Tension

Name _____
Date _____
Period _____

Introduction:

After World War II, relations between the United States and the Soviet Union were very strained. There was an atmosphere of hostility that never actually resulted in fighting that was known as the Cold War. Although these tense relations improved somewhat in the 1970's and 1980's, these super powers kept everybody uneasy because of the constant threat of a nuclear war. During the late 1960's and early 1970's former U.S. President, Richard Nixon, eased much tension by carrying on détente (relaxation of tensions) with the Soviet Union. His diplomacy along with that of Secretary of State, Henry Kissinger, went a long way in reducing the tension between the two countries.

In your personal life there are events and pressures that create tension. We are going to investigate these and examine ways to reduce it to improve relations with others in your own lives.

Directions:

Discuss the questions within a group and be prepared to share your answers with the rest of the class.

1. The fast pace of modern life as well as the desire to be upwardly mobile has brought about the phenomena known as stress. List five factors that cause stress for most teenagers.
2. List as many ways as you can that people use to deal with or reduce stress in their personal lives.

3. Many people are deciding to live simpler lives to reduce stress. People are refusing job promotions that require more work, living in smaller homes, and driving Honda's instead of BMW's. They are saying we want more quality and less quantity for our lives. Could you choose to live more simply in order to live a more relaxed life style? Why?
4. Many Americans choose to live further from L.A. so they can buy a nicer home. If you could have a better home but had to make a long commute fighting rush hour traffic, would you choose to live further from the city? Explain.
5. Given a choice between taking a vacation for two weeks at one resort in Hawaii or visiting ten European cities in fourteen days which would you choose? Why?
6. Do you feel that most stress comes from pressure we put on ourselves or from pressure that society and others place on us? Why?
7. Burnout and stress are terms that were made up by people that were too lazy and not tough enough to achieve their goals. Do you agree? Explain.

World History
The New Russia: Perestroika, Glasnost,
And The Pursuit of Happiness

Name _____
Date _____
Period _____

Introduction:

When Mikhail Gorbachev took over the Soviet Union in 1985, he proceeded with far-reaching domestic reforms. His aim was a revolutionary transformation of Soviet life and institutions by means of democratic government. The Communist restrictions on the economy and freedoms would be changed with his new policies of Perestroika and Glasnost. Essentially, he wanted to allow Russians the same democratic guarantees we enjoy in America. Those guarantees are life, liberty, and the pursuit of happiness.

Most people are fairly clear on the meanings of life and liberty. We will explore the idea of the pursuit of happiness and what it means in the lives of Americans.

Directions:

Answer the following questions within a group and be prepared to discuss your answers with the rest of the class.

1. The great philosopher, Socrates, once asked the brilliant men of his day, "What is Pleasure?" They said, "It is the absence of pain." Socrates was not satisfied. Write a definition for pleasure or happiness that would satisfy most Americans today.
2. Famous author and radio talk show host, Dennis Prager, claims that pleasure and happiness are two separate things. He believes doing many pleasureable activities will be fun but it does not necessarily bring happiness. Why do you suppose he feels this way?

3. Years ago Americans fought for and won a battle to reduce working hours and make the forty hour work week the standard. The cost of living today has forced the average American to work forty-eight hour weeks, reducing leisure time. How does this reduction of leisure time impact on our ability to pursue happiness? Explain.
4. Some psychologists suggest that most of pleasure is derived from looking forward to events rather than the actual participation in them. List ten material objects or accomplishments that you are looking forward to attaining in your future.
5. Part of the pursuit of happiness has included the “American Dream” of owning a home. The cost of homes today has priced many people out of the market or forced them to be satisfied with far less than a dream home. Will your level of happiness be any different if you are not able to own your dream house? Explain.
6. John F. Kennedy, the late great U.S. President, once said, “Ask not what your country can do for you but what you can do for your country.” He implied that happiness could not be pursued but was a by-product of helping others and making a contribution to the world. Do you agree? Explain.
7. Write an equation or recipe including the ingredients for happiness.

World History
The Holocaust: Genocide/Scapegoating

Name _____
Date _____
Period _____

Introduction:

The Holocaust, the attempt by Hitler to eliminate the Jews during World War II, was not only about hate and racism. It was a way to find a scapegoat for Germany's many problems. A scapegoat is a person or group that unjustly receives all the blame for a problem or misdeed.

Unfortunately, we see much scapegoating today in America. We are going to examine this issue in the questions below.

Directions:

Answer the following questions within a group and be prepared to discuss them with the rest of the class.

1. Today many politicians are blaming the poor for the government's financial troubles. Many are attempting to end the program of "welfare as we know it." Do you believe poor people are to blame for their poverty? Why? Do you believe less money should be provided for them? Explain.
2. Often times in football, the quarterback or the coach is made the scapegoat when a team performs poorly. Why do you suppose these two get the most blame? Do they deserve it? Why?
3. A friend is playing first base in an important game. A ground ball is hit to the shortstop and he/she makes a low throw but one your friend knows he/she should catch. He/she bobbles the ball which allows the winning run to score. Would you blame your friend for the loss? Why?

4. There are many people in our society that believe the abilities and behaviors of teenagers has decreased dramatically in recent years. Some people blame the parents. Some blame the television and the manner in which it shows life in America. Others blame the teachers and many blame the changes that have taken place in society. There is a large percentage of people who believe it is the students themselves who are most to blame. Do you think it is the students themselves or other factors that are most to blame? Explain.
5. After seeing tremendous improvement in race relations between 1970 and 1980, racist actions and attitudes have increased in recent years. Racism is a form of scapegoating and blaming certain ethnicities for problems. What would you say to these racists to convince them of their ignorance?
6. Many people blame our federal government and particularly the President of the United States for the problems on our society. List the three biggest problems in the United States today. Do you think it is right to blame the federal government for these problems? Explain.
7. Murphy's law of nature states that whatever can go wrong often will. Another law seems to be that when things go wrong, people need to find some one to blame. Why do you suppose we do this?

World History
The Great Winston Churchill And
The Art Of Verbal Jousting

Name _____
Date _____
Period _____

Introduction:

During World War II Great Britain's Prime Minister was Winston Churchill. He was one of the great leaders and orators of all time. He was quick-witted and particularly adept at the art of verbal jousting. Today, most people refer to this skill as "trash talking." When some one put him down he was very good at making quick and clever comebacks. On one occasion, when he was at a party, a woman said to him, "Winston, you're drunk." He replied, "And you're ugly, but I'll be sober in the morning!"

Directions:

Answer the questions below within a group and be prepared to discuss them with the rest of the class.

1. Trash talking is a way of putting some one down. At one time it was considered a sign of low self-esteem if you put other people down. Do you think this is still true? Explain.
2. Larry Bird, former basketball great, was considered an expert trash talker. Do you think trash talking during athletic events is a part of the gamesmanship or is it a sign of poor sportsmanship? Explain.
3. There is a certain respect and admiration amongst teenagers for those that are good at talking trash. Do you agree? Explain.

4. Would you tend to approach or avoid people that spend much of their time talking trash with their friends? Explain.
5. A new student has transferred to our school. Would this person be more likely to become popular being nice or being a trash talker? Explain.
6. Do you feel that talking trash is more likely to create an atmosphere of fun or anger for teenagers? Explain.
7. Imagine you are a teacher and you have witnessed a student talking some “serious trash” to another student. Would you take disciplinary action or consider it just teenagers being teenagers? Explain.

World History
Weapons of War, Weapons of Peace?

Name _____
Date _____
Period _____

Introduction:

World War I was supposedly the war to end all wars. Despite attempts to make this a reality, the nationalism, hate, and racism indoctrinated by Hitler and other evil leaders brought about World War II. More and more sophisticated weapons were developed which could more efficiently dispose of the enemy.

Nations have always had a need for a strong defense. Our country has also guaranteed your right to defend your personal property in the second amendment. It guarantees you the right to own a gun. Many people today question whether the right to own guns is a protection or a liability for our citizens.

Directions:

Answer the following questions within a group and be prepared to discuss your answers with the rest of the class.

1. List two advantages and disadvantages to citizens having the right to own a gun.
2. Recently there have been numerous incidents of angry students ranging from eleven to fourteen years of age killing classmates with guns. One of these killing sprees took place in Arkansas where it is legal for minors to possess rifles. What is your reaction to this policy? Explain.
3. Many people believe that you are more likely to use a gun on a relative or friend in anger than you are to use it to protect yourself from intruders. Do you think this is true? Explain.

4. Many Americans enjoy the sport of hunting. Some of them eat their prey while others display the heads of these animals as trophies. What are your feelings about hunting animals for sport? Explain.

5. At one time, there were frontiersmen who were skilled at hunting, fishing, trapping, and wielding an ax. There was tremendous honor in being an expert marksman. Today many people go to shooting ranges to improve their marksmanship. Do you feel we still admire and respect people who are expert marksmen? Explain.

6. Based on your feelings about guns, will you have one in your household as an adult? Explain.

World History
Graffiti: Abstract Artists or Vandals

Name _____
Date _____
Period _____

Introduction:

One of the methods used by Hitler to indoctrinate the German people was to censor and distort the messages that people received. Abstract art was something that Hitler totally abolished because, in his opinion, it was morally corrupt or decadent. A growing number of people in the United States today are concerned about an abstract art known as graffiti. These “artists” or “taggers” are expressing themselves on private property and a majority of Americans view this as acts of vandalism. Is graffiti an art form that should be expressed or act of vandalism to be abolished?

Directions:

Answer the questions below within a group and be prepared to discuss your answers with the rest of the class.

1. List three reasons why tagging has become so popular with some young people.
2. An article in the Los Angeles Times revealed that a tagger bragged about his “work” to his father as they drove by it. His father was not upset. Why do you suppose some parents are not so concerned with these acts of vandalism?
3. Six taggers were killed when the truck they were riding in on the freeway overturned. A resident from the city where they lived said, “I am sorry to say I am not sorry for them.” Do you suppose most Americans would react the same way? Why?

4. An article on taggers in the Los Angeles Times reports that there is much pride, self-esteem, and friendship that results from affiliating with taggers. Why do you suppose these people have used tagging instead of traditional organizations like sports teams, school clubs, and hobbies to build friendships and self-esteem?
5. A gas station owner in Southern California decided to let taggers paint his gas station in an artistic tagger style. He had been spending so much to paint over their markings that he chose to allow them to do this. Some schools have also allowed taggers to paint artistic murals. Do you see these moves as positive? Explain.
6. Tagging is no more a nuisance than freeway congestion and smog so we should just learn to live with it. Do you agree? Why?
7. Graffiti is not only common in big cities in the United States but also throughout Europe and parts of Canada. Many cities try to paint over graffiti as soon as possible. In Europe, however, they leave the graffiti on the buildings, many of which are historic landmarks. Why do you suppose that in Europe they leave the graffiti on the buildings?
8. What actions would you like to see to cut down on graffiti art?

World History
Apartheid: Preventing Equality of
Opportunity

Name _____
Date _____
Period _____

Introduction:

In South Africa, blacks were prevented from achieving the same standard of living as whites because of apartheid. Apartheid is an Afrikaans word meaning segregation or apartness. Essentially, it prevented blacks from the opportunities of enjoying the affluent life styles that the ruling white minority could attain.

In our country, there has been concern that women and minorities have been prevented from achieving a high standard of living because of societal barriers. We will examine this issue in the questions below.

Directions:

Answer the questions below within a group and be prepared to share your answers with the rest of the class.

1. How would you rate the ability of our students to enjoy friendships and relationships with races other than their own?

Outstanding____, Good____, Average____, Fair____, Poor____

2. I would be just as likely to have a girlfriend/boyfriend of another race as I would my own.

Agree____, Disagree____.

3. My parents would be just as accepting of a boyfriend/girlfriend of mine from another race as that of my own.

Agree____, Disagree____

4. My parents have brought me up in a way to respect and enjoy people of all races.

Agree____, Disagree____

5. At this time, I have a very good friend who is a race other than my own.

Agree____, Disagree____.

6. Have you ever been victimized by a racist act or incident in your life?

Yes____, No____.

7. Clubs that are specifically designated for Black students (For example, the Black Student Union), Latino students, Asian students, or other minorities helps the racial harmony of the school.

Agree____, Disagree____.

8. Every one in our society, no matter what their race can achieve their goals in life if they work hard.

Agree____, Disagree____.

9. Which of these institutions can have the most influence on eliminating racism?

The government____, Schools____, The family____, Religions____

Explanation:

10. Despite obstacles that exist, many African Americans have attained phenomenal success in various occupations. List as many as you can that you admire for their achievements.

11. Many people believe it is the responsibility of successful minorities to give back to their communities by creating businesses and jobs there. Magic Johnson did this when he built a huge theatre complex in the Crenshaw area of Los Angeles. If you were Magic, would you have done this? Why?

12. Martin Luther King, Jr. had a dream in which we would some day judge people not by the color of their skin but the content of their character. How close are we to reaching his goal? Explain.

13. As a result of the Brown vs. The Board of Education decision, most schools today have integrated student bodies. What are the advantages of going to a school with students of all races?

World History
Latino Life Abroad And In The U.S.

Name _____
Date _____
Period _____

Introduction:

Most of us are aware that until 1849, California was a part of Mexico. Since that time numerous Mexicans have immigrated both legally and illegally to California for a better life. Due to much political corruption, the concentration of wealth has been limited to a small percent of the population in Mexico. Americans of Latino ancestry have had much success in the United States but also many others have struggled to attain the "American Dream." We are going to look at some issues in our country today that are related to people of Latino heritage.

Directions:

Answer the following questions within a group and be prepared to discuss them with the rest of the class.

1. ESL or English As A Second Language has been offered by many schools. Spanish and other foreign speaking students can learn classes in their native language until they learn English. There has been much controversy regarding this program in recent times. Do you think this program is a benefit or hindrance to the success of Latino students? Explain.
2. Some Latino students grow up in homes where Spanish is the primary language. Others grow up in homes where both English and Spanish are spoken. Still others grow up in homes where only English is spoken. What do you feel would be some advantages of growing up in a Spanish speaking home?

3. We have seen hate crimes and racism in recent years directed towards African Americans and homosexuals. Do you feel that Latino Americans experience racism in our country today? Explain.
4. There has been much concern regarding undocumented or illegal aliens particularly those that cross the borders from Mexico. Do you think this is a legitimate concern or just racism directed at Latino people. Explain.
5. List as many ways as you can that Latino cultures have influenced life in America.
6. Some Latino youngsters as well as other youngsters today in America choose to belong to gangs. List as many reasons as you can for why some young people choose to affiliate with gangs.
7. Like many countries around the world, Mexico's most popular sport is soccer. The large amount of people from Mexico living in the U.S. as well as the success of youth soccer leagues has helped to increase the sport's popularity in America. Do you think that, eventually, pro soccer will have as much popularity as basketball, football, and baseball in the United States? Explain.

World History
Quality Of Life vs. Quantity Of Life

Name _____
Date _____
Period _____

Introduction:

Much has been made of the ethnic and religious strife that has made life in Africa, the Middle East, the former Yugoslavia, and many other locations around the world very strained. In addition to these problems, people struggle with hunger, malnutrition, diseases, and poverty the likes of which are unheard of in our country. When we think of the quality of life that people live, we normally evaluate it in terms of what they are able to purchase. However, there are many other variables that people believe should be considered when determining our quality of life. You will be looking at these variables today.

Directions:

Below are a list of possible variables used to determine the health of both our economy and our society. Within a group, rank the variables below in terms of which ones are most important in determining the quality of life that a country has. There are eighteen variables listed with two blanks provided to add some variables that you deem important. When you have completed the rankings, provide a short explanation for why you ranked the various categories high or low.

Category Or Variables	Rank	Explanation
1. Life Expectancy	_____	
2. % of Millionaires	_____	
3. % of Literacy	_____	
4. % of Homelessness	_____	
5. Population Density	_____	
6. % of Homeowners	_____	

7. Quality of Air _____
8. Quality of Drinking Water _____
9. % of People With Health Care _____
- 10.% of Population Unemployed _____
- 11.% of Population Below Poverty _____
- 12.Infant Mortality Rate _____
- 13.Hours of Leisure Time Per Week _____
- 14.Incidence of Stress Relate Illness _____
- 15.% of Materials Being Recycled _____
- 16.Rate of Population Growth _____
- 17.Concern For Maintenance of Animal Life _____
- 18.% of Population That Enjoy Their Work _____
19. _____
20. _____

Conclusions:

1. Although buying new cars frequently benefits our Gross National Product, it hurts our environment greatly. Could you see yourself keeping a car for ten to fifteen years assuming it would benefit the environment? Why?

2. How would the quality of our lives be different if we utilized the variables that your group selected to measure our economic success?

World History
Mardi Gras, Parties, And Celebrations:
Are They Really Fun?

Name _____
Date _____
Period _____

Introduction:

Fat Tuesday is the most celebrated party day throughout the world. Known as “Mardi Gras” in the United States, it is also called Carnival in other parts of the world. The biggest celebrations of this holiday takes place in Brazil. Essentially, it is the period just before Lent, a Catholic period of self-denial that lasts approximately six weeks. Mardi Gras or Carnival is a last chance to “indulge yourself” before the Lenten period.

Many young people today seem to have a “party” mentality. We are going to investigate some issues surrounding this attitude.

Directions:

Answer the following questions with a group and be prepared to discuss them with the rest of the class.

1. Many young people seem to enjoy going to parties. List some of the variables that need to be present for a successful party.
2. Having a party normally requires that there is something to celebrate. Birthdays, graduations, successful athletic seasons, and quinceneras are just a few of many occasions to celebrate. Does it make a difference in your enjoyment if the party is for no particular reason other than to have fun? Explain.
3. College fraternities or social clubs have been famous over the years for their parties. Kegs of beer flow heavily for their celebrations. Many colleges have attempted to prohibit drinking on their campuses. Why do you suppose college administrators have tried to stop this long tradition?

4. The incidence of drug and alcohol use among teenagers has grown in recent years. If a teenager likes to “party”, does that mean they use alcohol or drugs? Explain.
5. The prom is probably the biggest party during your high school years. Many schools now give breathalyzer tests before entering the prom. This is to make sure those that are “high” do not get in. What is your reaction to this policy? Explain.
6. Some parents pay for their children to spend the night in a hotel on prom night. They claim that they don’t want their children “drinking and driving”. Are these parents encouraging improper behavior? Explain.
7. On a Friday night, you have a choice of several things to do. You can go to a movie, play miniature golf, go to a party, go out to dinner, or go to a pro basketball game. Which would be the most fun? Why

World History
My Past, My Present, and My Future

Name _____
Date _____
Period _____

Introduction:

There are many factors that have taken place in your past as well as attitudes you currently possess that determine the person you are today. These attitudes and factors will largely influence the person you will become. Your heredity, environment, attitude, and luck are just a few of the variables that have impacted on your life. People with the same amount of ability can end up with a huge difference in the amount of success and enjoyment they experience in life. We are going to examine some of the reasons for this in the questions below.

Directions:

Below is a list of factors that can influence a person's performance and success in life. Within a group rank the categories in order of importance. Your group may add some categories that are not included on the list but are believed to be important. Finally, answer the questions that follow your rankings and be prepared to discuss your answers with the rest of the class.

Category	Rank
1. Education Level of Your Parents	_____
2. Income of Your Parents	_____
3. A Positive Attitude	_____
4. A Belief That Hard Work Will Bring Success	_____
5. Good Luck	_____
6. Your Intelligence and Ability	_____
7. Good Looks	_____
8. Your Personal Motivation	_____
9. Parental Discipline	_____
10. Ability of Your Teachers	_____
11. Your Ability to Delay Gratification	_____
12. The Influence of Peers and Friends	_____
13. Your Gender	_____
14. Your Ethnicity	_____
15. The "Values" Taught by Your Parents	_____

5. Do you believe your success is determined more by your ability and performance or the incentives, instruction, and motivation provided by teachers, parents, and coaches? Explain.

6. Draw a pie showing the ingredients for success and the proportion for each ingredient.