

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 1.1

Use with Chapter 1

### Letter to Family

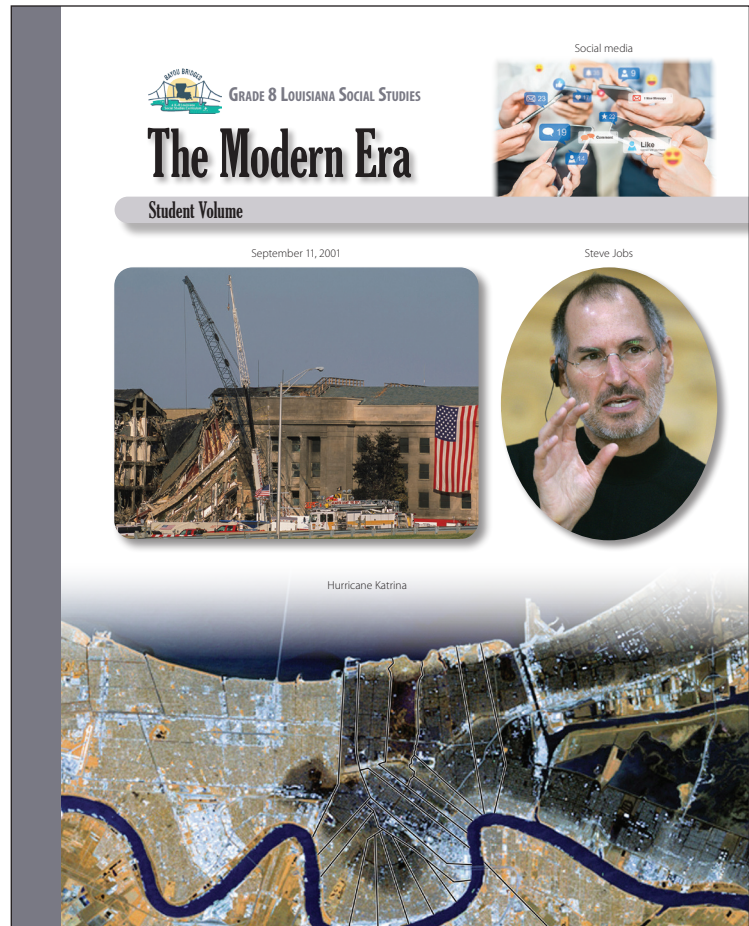
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about domestic and foreign issues facing the United States in the modern era. They will learn about the domestic and foreign policy agendas of Bill Clinton, George W. Bush, and Barack Obama. They will also learn about the economic challenges faced by the United States in the modern era and the increasing influence of technology in American society.

In this unit, students will compare and contrast the accomplishments and political stances of the Clinton, Bush, and Obama administrations; examine the increasing partisanship in U.S. politics and the role social media has played in promoting such partisanship; analyze economic changes at home and abroad, including the causes and effects of the Great Recession; describe the impact of natural disasters and environmental challenges on Louisiana, the United States, and the world; and study conflicts in post-Cold War America, including the 9/11 terrorist attacks and America's response to them.

As part of their exploration, students will also learn a little bit about the growing threat of terrorism around the world. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture or group. The goal is to foster understanding of people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.2

Use with Chapters 1–2

Primary Source Analysis

|   |  |
|---|--|
| <b>SOURCE:</b>  |  |
| <b>CONTENT</b><br>What type of document is it? What does it say? Briefly summarize it.  |  |
| <b>CREATION</b><br>Who created this source? When?   |  |
| <b>COMMUNICATION</b><br>What is the purpose of the source? Who is the intended audience?  |  |
| <b>CONTEXT</b><br>What was going on where and when this was created?  |  |
| <b>CONNECTION</b><br>How does this source relate to the context? How does it relate to what you already know?   |  |
| <b>CONSIDERATION</b><br>What point of view is being expressed? What examples of bias or judgment does it include, if any?                                       |  |
| <b>CONCLUSION</b><br>Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history? |  |

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.2

Use with Chapters 1–2

Primary Source Analysis

|   |  |
|---|--|
| <b>SOURCE:</b>  |  |
| <b>CONTENT</b><br>What type of document is it? What does it say? Briefly summarize it.  |  |
| <b>CREATION</b><br>Who created this source? When?   |  |
| <b>COMMUNICATION</b><br>What is the purpose of the source? Who is the intended audience?  |  |
| <b>CONTEXT</b><br>What was going on where and when this was created?  |  |
| <b>CONNECTION</b><br>How does this source relate to the context? How does it relate to what you already know?   |  |
| <b>CONSIDERATION</b><br>What point of view is being expressed? What examples of bias or judgment does it include, if any?                                       |  |
| <b>CONCLUSION</b><br>Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history? |  |

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.2

Use with Chapters 1–2

Primary Source Analysis

|   |  |
|---|--|
| <b>SOURCE:</b>  |  |
| <b>CONTENT</b><br>What type of document is it? What does it say? Briefly summarize it.  |  |
| <b>CREATION</b><br>Who created this source? When?   |  |
| <b>COMMUNICATION</b><br>What is the purpose of the source? Who is the intended audience?  |  |
| <b>CONTEXT</b><br>What was going on where and when this was created?  |  |
| <b>CONNECTION</b><br>How does this source relate to the context? How does it relate to what you already know?   |  |
| <b>CONSIDERATION</b><br>What point of view is being expressed? What examples of bias or judgment does it include, if any?                                       |  |
| <b>CONCLUSION</b><br>Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history? |  |

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.3

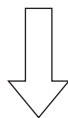
Use with Performance Task

Claims and Evidence

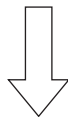
**STATE THE CLAIM** *What opinion or position are you defending?*



**STATE THE REASON** *Why should someone agree with this claim?*



**IDENTIFY THE EVIDENCE** *What details from the text and sources support the reason?*



**RECOGNIZE A COUNTERCLAIM** *What different opinion or position might someone have? What argument might be used against you?*

**ANSWER THE COUNTERCLAIM** *How will you disprove the counterclaim?*

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.4

Use with Chapter 1

Domain Vocabulary: Chapter 1

Using your own paper, write the letter that matches the definition of each term.

- |                                   |   |
|-----------------------------------|---|
| 1. centrist wing                  | a) the state of choosing one political party, cause, or person over others due to personal affiliation, regardless of other factors       |
| 2. gerrymandering                 | b) a person whose job is to coordinate efforts and campaigning carried out by local residents to promote the interests of their community |
| 3. partisanship                   | c) insurance that covers an individual's expenses related to health care  |
| 4. confirmation bias              | d) a part of a political party or an organization that holds moderate views   |
| 5. mortgage                       | e) the tendency to look for information or to interpret information in a way that is consistent with a person's existing beliefs          |
| 6. repossess                      | f) to take possession of something due to lack of payment   |
| 7. community organizer            | g) a health problem that existed before the date that new health coverage starts  |
| 8. medical insurance              | h) the practice of manipulating the boundaries of an electoral constituency so as to favor one party or class                             |
| 9. subsidy                        | i) financial assistance given by a government to a person, group, or company  |
| 10. preexisting medical condition | j) a loan for the purchase of a house or building, which can be forfeited in case of nonpayment   |

Name \_\_\_\_\_ Date \_\_\_\_\_

World Map



Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 2.2

Use with Chapter 2

Domain Vocabulary: Chapter 2

Use the terms in the Word Bank to complete the crossword puzzle. Leave out the space in two-word terms.

genocidal      preemptive attack      embassy      globalization  
caliphate      offshoring      reconfigure      drone  
surveillance      warrant

**Across:**

3. the official building in a foreign country in which an ambassador and staff work
4. a document from a judge that authorizes law enforcement officials to search, make an arrest, or seize items
5. to rearrange or change the structure of something
6. referring to the deliberate and systematic extermination or attempted extermination of an entire group of people based on race, religion, ethnicity, nationality, or other characteristics
7. the growth of a worldwide economy that includes free trade and the use of inexpensive labor markets in other countries
9. close observation

**Down:**

1. the policy of moving some jobs or functions of a company overseas to places where labor is less expensive
2. an attack on others to prevent them from attacking first
8. an aircraft that is controlled remotely instead of manned by people
10. historically, the rule or reign of a caliph or chief Muslim ruler

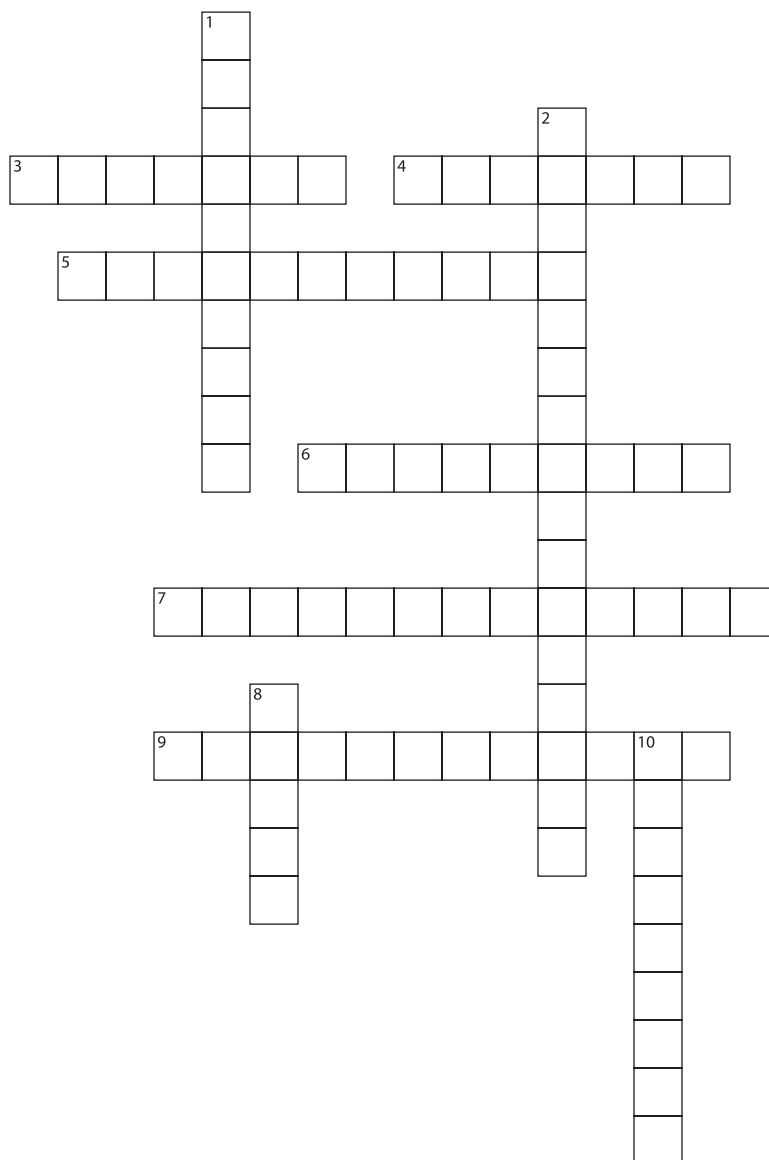


Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 2.2 (continued)

Use with Chapter 2



## Assessment: Chapter 1—Domestic Issues of the Modern Era

A. On your own paper, write the letter(s) that provides the best answer.

- President Bill Clinton could best be described as a political \_\_\_\_\_. (8.17, 8.17.a)
  - conservative
  - extremist
  - moderate
  - liberal
- Use the table to answer the question.

| A                            | B   |
|------------------------------|---|
| rural South<br>rural Midwest | urban Northeast<br>urban Mid-Atlantic<br>urban West Coast |

This table identifies patterns of the early twenty-first century. Which of the following correctly identifies the table headings? (8.4, 8.17, 8.17.a)

- A: Regions Favoring Republicans; B: Regions Favoring Democrats
  - A: Regions with Economic Growth; B: Regions with Economic Decline
  - A: Regions with Population Growth; B: Regions with Population Decline
  - A: Regions Supporting the Affordable Care Act; B: Regions Opposing the Affordable Care Act
- Use the image to answer the question.



Which statements are supported by the image? Select the **two** correct answers. (8.6, 8.6.a, 8.6.b, 8.17, 8.17.a)

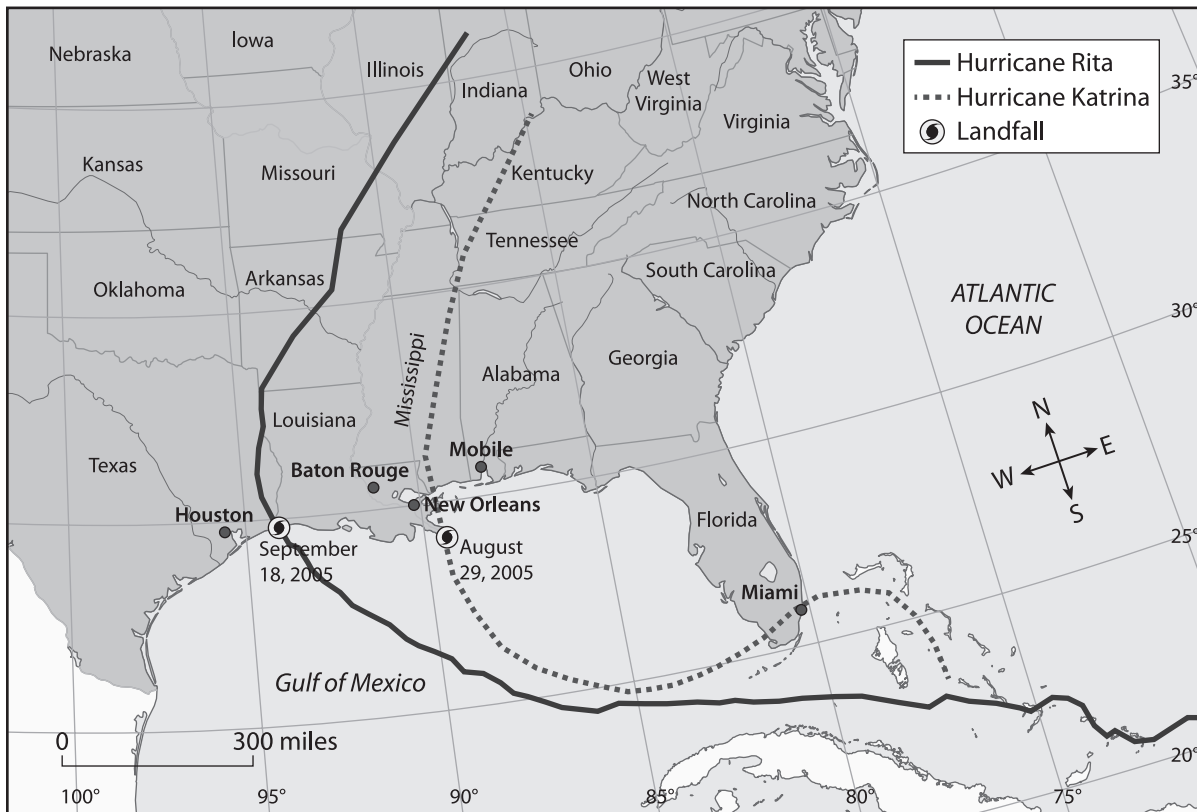
- Most immigrants to the United States face great hostility and discrimination.
- American culture in the modern era has become far more diverse than in past decades.
- By the 2010s, about 20 percent of immigrants to the United States were from India and other parts of Asia.
- By the 2010s, more Americans lived in the suburbs than lived in either urban areas or rural areas of the country.
- By the 2010s, more than half of all immigrants to the United States were from Mexico and other Latin American nations.

4. Which of the following illustrates confirmation bias? (8.17, 8.17.a)
- Kate tries to avoid buying consumer products that are not manufactured in the United States.
  - Jorge usually watches news programs and visits websites that express opinions he agrees with.
  - Hannah will vote for the person she thinks is the best for the job, regardless of their political party.
  - Andre uses social media every day to communicate with friends and to conduct business.
5. Use the table to answer the question.

| <b>Actions of the George W. Bush Administration</b>  |
|--|
| <ul style="list-style-type: none"> <li>• opened new areas to oil and gas drilling in Alaska</li> <li>• appointed John Roberts and Samuel Alito to the Supreme Court</li> <li>• supported legislation that expanded funding for prescription drugs for elderly Americans</li> </ul> |

Which of the following correctly completes the table? (8.17, 8.17.a)

- sponsored the Affordable Care Act
  - supported the No Child Left Behind Act
  - wrote the "Contract with America" agenda
  - signed the North American Free Trade Agreement
6. Use the map to answer the question.



What was a direct consequence of the events shown on the map? (8.2, 8.5, 8.17, 8.17.a, 8.17.c)

- The population of New Orleans decreased dramatically.
- The American economy was hit by the Great Recession.
- Republicans gained seats in Congress in the 2006 midterm election.
- Most African Americans in the South began to support the Democratic Party.

7. What was the root cause of the Great Recession? (8.2, 8.17, 8.17.a)
- a) loss of American manufacturing jobs to offshoring
  - b) excessive mortgage lending to unqualified borrowers
  - c) the growing income gap between rich and poor Americans
  - d) tariffs that increased the price of imported consumer goods
8. Which presidents struggled to control the Great Recession? (8.17, 8.17.a, 8.17.d)
- a) Bill Clinton and Barack Obama
  - b) Bill Clinton and George W. Bush
  - c) George W. Bush and Barack Obama
  - d) George H. W. Bush and George W. Bush
9. Which important legislation was passed during Barack Obama’s presidency? (8.17, 8.17.a, 8.17.d)
- a) the No Child Left Behind Act
  - b) the Affordable Care Act
  - c) the USA PATRIOT Act
  - d) the Voting Rights Act
10. Use the excerpt to answer the question.

That we are in the midst of crisis is now well understood. Our nation is at war against a far-reaching network of violence and hatred. Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age. Homes have been lost, jobs shed, businesses shuttered. Our health care is too costly, our schools fail too many—and each day brings further evidence that the ways we use energy strengthen our adversaries and threaten our planet. . . .

Our challenges may be new. The instruments with which we meet them may be new. But those values upon which our success depends—honesty and hard work, courage and fair play, tolerance and curiosity, loyalty and patriotism—these things are old. These things are true. They have been the quiet force of progress throughout our history.

—Barack Obama, First Inaugural Address, January 21, 2009

Based on the speech, which issues do you think voters were most concerned with coming into the 2008 presidential election? (8.6, 8.6.a, 8.7, 8.7.a, 8.7.c, 8.17, 8.17.a, 8.17.d)

- a) climate change, education, and crime
- b) election fraud, global warming, and immigration
- c) the War on Terror, income inequality, and civil rights
- d) the Great Recession, education, and medical insurance reform

11. Use the excerpt to answer the question.

In the life of this nation, we have often been reminded that nature is an awesome force, and that all life is fragile. We're the heirs of men and women who lived through those first terrible winters at Jamestown and Plymouth, who rebuilt Chicago after a great fire, and San Francisco after a great earthquake, who reclaimed the prairie from the Dust Bowl of the 1930s. Every time, the people of this land have come back from fire, flood, and storm to build anew—and to build better than what we had before. Americans have never left our destiny to the whims of nature—and we will not start now.

—George W. Bush, "President Discusses Hurricane Relief in Address to Nation," September 15, 2005

What is the main purpose of this passage from President Bush's speech? (8.6, 8.6.a, 8.7, 8.7.a, 8.7.c, 8.17, 8.17.a, 8.17.c)

- a) to ask Americans to donate to charities that will assist flood victims
- b) to urge Americans to begin to take action on environmental challenges
- c) to reassure Americans that the federal government will provide hurricane relief
- d) to remind Americans that the nation has faced and overcome adversity in the past

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

What was the most important piece of domestic legislation passed under either the Clinton, Bush, or Obama administration? Make a claim that answers the question, and support it with evidence from the chapter. (8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.17, 8.17.a, 8.17.d)

## Assessment: Chapter 2—Foreign Issues of the Modern Era

A. On your own paper, write the letter(s) that provides the best answer.

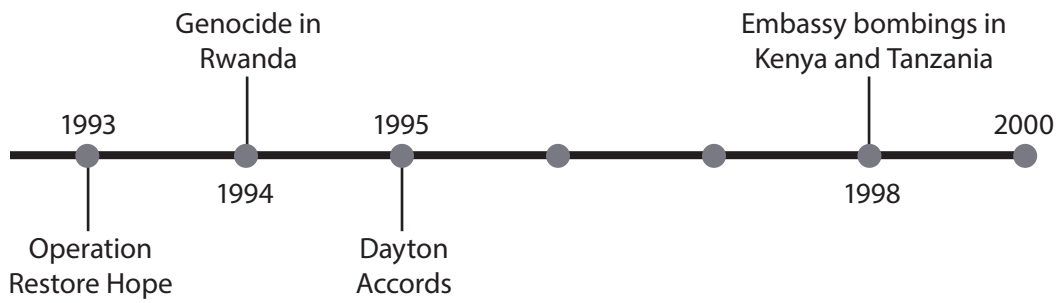
1. Use the map to answer the question.



Which nations shown on the map were the key players in the Gulf War of 1990–91? Select the **two** correct answers. (8.5, 8.17, 8.17.b)

- a) Iran
- b) Iraq
- c) Kuwait
- d) Syria
- e) Turkey

2. Use the timeline to answer the question.



Which of the following events should be placed as the last event on the timeline? (8.17, 8.17.b)

- a) attack on the USS *Cole*
  - b) Operation Desert Storm
  - c) U.S. drone targeting of terrorist targets
  - d) bombing of the World Trade Center garage
3. In the 1990s, ethnic hostilities in the Balkans involved Bosnian Muslims, Croats, and \_\_\_\_\_. (8.17, 8.17.b)
- a) Czechs
  - b) Hutus
  - c) Serbs
  - d) Tutsis

Use the image to answer questions 4 and 5.



4. The event shown in the image shaped the presidency of \_\_\_\_\_. (8.6, 8.6.a, 8.17, 8.17.b)
- a) Bill Clinton
  - b) Barack Obama
  - c) George W. Bush
  - d) George H. W. Bush
5. Which of the following was an immediate effect of the event shown in the image? (8.2, 8.6, 8.6.a, 8.17, 8.17.b)
- a) the war in Afghanistan
  - b) "Black Hawk down"
  - c) the Dayton Accords
  - d) Operation Desert Storm



6. Why was the USA PATRIOT Act controversial? (8.17, 8.17.b)
- a) It did almost nothing to stop further terrorist attacks in the United States.
  - b) It cost billions of dollars to administer, requiring a sharp tax increase.
  - c) Some Americans believed that it severely undermined their freedoms.
  - d) Law enforcement was required to obtain warrants to investigate suspected terrorists.
7. Which of the following is an example of globalization? (8.17, 8.17.a)
- a) An automaker gives its workers a 5-percent wage increase.
  - b) Congress raises tariffs on imports to protect domestic industries.
  - c) A U.S. computer company offshores its manufacturing operations to Mexico.
  - d) The U.S. government negotiates a new trade agreement with China.
8. Use the table to answer the question.

| Foreign Policy Under President Barack Obama   |
|---|
| <ul style="list-style-type: none"> <li>• used drone strikes against terrorist targets</li> <li>• ordered counterattacks against ISIL</li> <li>• located and killed Osama bin Laden</li> </ul> |

- Which of the following correctly completes the table? (8.17, 8.17.b)
- a) drove Saddam Hussein's Iraqi army from neighboring Kuwait
  - b) negotiated the Dayton Accords to end hostilities in the Balkans
  - c) ordered an attack against Somali warlords to restore stability in that country
  - d) continued deployment of U.S. military personnel in Iraq and Afghanistan
9. One possible consequence of an increase in world population is \_\_\_\_\_. (8.17, 8.17.a)
- a) less reliance on technology
  - b) air and water pollution
  - c) an overall decrease in sea levels
  - d) fewer hurricanes and tornadoes in the United States
10. Use the excerpt to answer the question.

The search is underway for those who are behind these evil acts. I've directed the full resources of our intelligence and law enforcement communities to find those responsible and to bring them to justice. We will make no distinction between the terrorists who committed these acts and those who harbor them. . . .

—George W. Bush, Address to the Nation, September 11, 2001

Who is President Bush referring to in this passage? (8.6, 8.6.a, 8.17, 8.17.a, 8.17.b)

- a) the Islamic State of Iraq and the Levant (ISIL)
  - b) the leaders of al-Qaeda
  - c) the government of Iran
  - d) Somali warlords
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Global terrorism was the most important factor shaping U.S. foreign policy in the modern era.

Use evidence from the chapter to support or refute this claim. (8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.17, 8.17.a, 8.17.b)



Name \_\_\_\_\_

Date \_\_\_\_\_

### **Performance Task Activity: *The Modern Era***

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Which challenges of the modern era were greater: the domestic challenges or the international ones? Write an essay that states a claim and supports it with evidence from the unit.

Use Claims and Evidence (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *The Modern Era*, as well as from the sources and resources in the unit activities.

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