

Harlan County High School

Non Traditional Instruction Packet 2019-2020

Course: Political Science

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Instructions: For each NTI day students will read an article related to content we have covered in class. At the conclusion of the article they will complete the corresponding comprehension questions. **You can complete the questions on your own paper, limiting the need for you to print anything from home. Write the questions and answers.** All articles and questions are at the end of this information sheet, but you only need to complete the questions for one article per day.

In addition to completing the assignment, you're expected to contact me each NTI day to let me know that you're working on your assignment or let me know if you need any help. You are welcome to email, text, or call me.

Scoring: Each assignment will be worth a total of 30 points (the normal value of a daily work assignment in my course). Therefore the total of all 10 assignments will be 300 points (The equivalent of 3 Unit Exams).

Students without internet access: I will provide a folder with these instructions and all assignments for any students that should need it. **If you do not have internet access or if something goes wrong with your**

internet during the NTI days: It is **your responsibility** to ask me for a folder.

Assignments: Article Title and Page # within this document.

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America from Washington to Madison

by James Folta



left to right: George Washington, John Adams, Thomas Jefferson, James Madison

The story of the United States' development involves many people and shifting forces. After the American Revolution in the late eighteenth century, the young nation had to navigate turbulent international events and balance the wishes of American citizens who had varying opinions. The first four presidents of the United States—George Washington, John Adams, Thomas Jefferson, and James Madison—all contributed to the trajectory of the nation. Examining each president's term in office, we can look at the unique problems each faced, what each was able to change, and how America changed around each of them.

America's first president was George Washington who served in office from 1789 until 1797. A farmer-turned-general-turned-president, Washington was influential in most major events leading up to the formation of the United States.

After the Revolutionary War, the brand new United States encompassed the territory of the 13 former British colonies. These colonies became states, and the new nation followed much the same boundaries established by the original colonial charter—with the addition of land ceded by the British at the end of the Revolutionary War, which effectively doubled the size of the country—bordered on the north by land owned by the British, on the south by Spanish Florida, on the west by the Mississippi River, and on the east by the Atlantic Ocean.

Washington's first major presidential decision regarding foreign policy was to decide how America would respond to the war that broke out between France and England soon after the French Revolution. Members of Washington's cabinet were split with some supporting each of the European nations. Many felt obligated to help France as repayment for their aide to the young nation during the American Revolution. These same people also still held anger for Britain. Others were still loyal to Britain, though, and they thought it would be a sign of good faith to side with England. Washington chose to remain neutral, as he felt the U.S. was too vulnerable at the moment to engage in a war.

Nationally, Washington gave much thought to the emerging American political culture. He was wary of the emergence of the two party system that has dominated United States politics ever since. He feared that blind allegiance to one single party or geographic region would make political arguments too extreme and hyperbolic, stifling compromise and debate. Retiring after his second term, Washington warned against Americans becoming too entrenched in parties, and he stuck by his foreign policy of remaining as neutral as possible and avoiding long-term treaties and alliances.

John Adams was elected president after Washington, serving from 1797 until 1801. He had served with Washington in the Continental congresses, and he was a diplomat during the Revolutionary War to France and Holland. He returned to the United States to become Washington's vice president, a position he disliked.

When elected, Adams faced similar international issues as his predecessor, namely the war between England and France. The conflict was causing problems for U.S. naval and shipping interests at sea, as the French had begun seizing American merchant ships. It was also dividing the U.S. As when Washington was president, the nation couldn't agree upon which European nation would be the best choice for the U.S. to support.

Adams also became embroiled in the XYZ Affair. France, ruled by a revolutionary leadership group called the Directory, was refusing to recognize the U.S. as a nation, turning away American diplomats and cutting all trade ties. Adams decided to send three commissioners in 1797 to address the impasse, but France wouldn't talk with them until they paid a large bribe. Adams brought the news to Congress, who voted to publish the letters sent from American diplomats detailing the French bribery demand. In the letters, the names of three of the French diplomats who were involved were replaced with the letters X, Y, and Z to hide their identities-hence the name of the affair. It was a major news story in the U.S. and played a major role in the breakout of the Quasi-War with the French.

Adams tried to move America in the direction of a more aggressive isolationist foreign policy. He passed the Alien and Sedition Acts, which raised the number of years someone needed to live in the United States in order to be considered a citizen and allowed for the deportation of aliens deemed dangerous to the United States. These acts were aimed at his opposition party, the Republicans.

Meanwhile, Adams also engaged in the Franco-American Quasi-War. French privateers, essentially legal pirates acting in France's interests, were heavily raiding U.S. merchant ships. The U.S. Navy was mostly defenseless at first, but Adams had more Navy vessels built and dispatched to fight back. Despite a number of U.S. naval victories, the Quasi-War eventually ended diplomatically when Adams sent a peace mission to France. Adam's party, the Federalists, were divided for and against this decision, but the opposing Republican Party was overwhelmingly against the peace mission. This lack of agreement between the parties and within Adams' own party led to Adams being voted out of the presidency in the election of 1800.

Just before his defeat, Adams had the unique distinction of becoming the first U.S. president to live in the White House in the new capital city of Washington, D.C. He moved in on November 1, 1800.

Thomas Jefferson was next into the office, leading from 1801 to 1809. He was the head of the Republican Party, which favored more decisive foreign policy. As a former minister to France with strong sympathies for the French Revolution, Jefferson sought to move away from the antagonism with France in his first term.

In his second term, he struggled to maintain neutrality and abstain from the Napoleonic Wars between France and England. This became difficult as both nations were harassing U.S. shipping merchants. Jefferson took the middle path of a U.S. shipping embargo, but this was unpopular and unsuccessful.

Domestically, Jefferson was a proponent of states' rights, and he strongly opposed a large central government, tenets of the Republican Party both then and now. He cut back on the Navy and Army

budgets, cut down on the nation's expenditures overall, and reduced the national debt by a third. He also eliminated the tax on whiskey that had been very unpopular, even leading to localized rebellions.

The big event of Jefferson's presidency was the Louisiana Purchase. The president purchased a vast plot of land from Napoleon in 1803, doubling the size of the U.S. The land is now much of the central part of the US. It reaches all the way to the Rocky Mountains, including the present-day states of Montana, Wyoming, Nebraska, North and South Dakotas, Kansas, Missouri, Iowa, Arkansas, Louisiana, Minnesota, and Colorado. Jefferson was unsure about the purchase as the Constitution did not lay out any rules or protocol about how to legally acquire new land, but he went forward anyway, recognizing the need to expand.

America's fourth president was James Madison, who held office from 1809 to 1817. Madison was a major Constitutional thinker and a central author of the Federalist papers. He came to be referred to as the "Father of the Constitution," a title he felt was inaccurate. He would later help to articulate the Bill of Rights, and he was a major leader in the formation of the Republican Party.

As Jefferson's Secretary of State, Madison had maintained that the French and British seizure of U.S. shipping was against international law.

Madison was drawn into the same issues between England and France as his predecessors. The Embargo Act of 1807 that Jefferson passed was repealed in 1809, but the U.S. prohibited trade with both nations until 1810, when Congress voted to allow trade with either France or England if they recognized American neutrality. If one nation complied, the U.S. would not trade with the other.

France, under Napoleon, appeared to follow these rules. The trade prohibition was unpopular in America. Led by a group called the "War Hawks," many in Congress pressured the president to take a more aggressive approach and enter the war. Their wishes were granted in 1812 when America went to war with England. The British had been capturing U.S. sailors and forcing them to join the British Navy, a practice called impressment. The British said this was legal, as the American sailors were English before the Revolutionary War. As a result, on June 1, 1812, the U.S. declared war.

A couple of months after the U.S. declared war, U.S. forces invaded the British owned land to the north, which is present-day Canada. The U.S. forces failed and retreated. They even lost Detroit to the British. The United States lost many other battles against the British. One significant loss was when British forces captured the U.S. capital. Much of the city was burned, including the White House and the Capitol.

United States forces did have a few significant victories on land and sea, especially later in the war. The last string of U.S. victories was capped by future president Andrew Jackson's victory at New Orleans. As a result of these victories, the U.S. public saw the War of 1812 as a success, and national spirits and patriotism soared. The public sentiment was so heavily in favor of the war that it crippled Madison's party, the Federalists, who had opposed the war. They disappeared as a national political party as a result.

Name: _____ Date: _____

1. Who were the first four presidents of the United States?

- A. George Washington, Thomas Jefferson, Andrew Jackson, and Alexander Hamilton
- B. Thomas Jefferson, James Madison, Alexander Hamilton, and James Monroe
- C. George Washington, James Madison, James Monroe, and John Quincy Adams
- D. George Washington, John Adams, Thomas Jefferson, and James Madison

2. In this text, the author describes important elements of the first four presidents' time in office. What important element does the author describe for all four of the presidents?

- A. their opinions of states' rights
- B. their plans to expand the U.S.
- C. their opinions about political culture
- D. their foreign policy decisions

3. The wars between England and France in the late 1700s and early 1800s caused problems for America. What evidence from the text best supports this conclusion?

- A. During wartime, both England and France seized and harassed U.S. shipping merchants.
- B. Washington chose to remain neutral in the war that broke out between France and England.
- C. Both Jefferson and Madison put limits on trading with France and England during wartime.
- D. Adams engaged in the Franco-American Quasi War because of the actions of French privateers.

4. During the early years of the United States, what difficult decision did Americans and American presidents often face?

- A. how best to continue expanding the size of the U.S.
- B. how best to support France in its continuous wars against England
- C. whether to remain neutral, support England, or support France in international conflicts
- D. whether to pursue a two-party system in U.S. politics, against George Washington's wishes

5. What is the main idea of this text?

- A. The first four presidents of the U.S.A. struggled to keep the nation's trade and shipping economy healthy.
- B. While the first four presidents of the U.S.A. were all important, George Washington had the largest impact on the nation.
- C. The first four presidents of the U.S.A. demonstrated their ability to lead by uniting Americans' opinions on important matters.
- D. The first four presidents of the U.S.A. all faced unique challenges and took actions that impacted the trajectory of the nation.

6. Read these sentences from the text.

Washington's first major presidential decision regarding foreign policy was to decide how America would respond to the war that broke out between France and England soon after the French Revolution. Members of Washington's cabinet were split with some supporting each of the European nations. [. . .] Washington chose to remain neutral, as he felt the U.S. was too vulnerable at the moment to engage in a war.

Based on these sentences, what does it mean to "remain neutral"?

- A. to not choose sides in a conflict
- B. to fully support one side in a conflict
- C. to fight against both sides in a conflict
- D. to get involved in a conflict

7. Choose the answer that best completes the sentence.

During Madison's presidency, the British had been capturing U.S. sailors and forcing them to join the British Navy. _____, on June 1, 1812, the U.S. declared war.

- A. However
- B. Moreover
- C. Consequently
- D. Specifically

8. Describe Washington's and his cabinet members' responses to the war that broke out between France and England soon after the French Revolution.

9. Overall, American opinions about foreign policy were often divided in the years following the American Revolution. Give three examples from the text to illustrate this conclusion.

10. It can be difficult for a president to balance the varied opinions of other Americans when making major decisions. Argue for or against this statement, using evidence from the text to support your argument.

Voting Rights Act

This article is provided courtesy of History.com

The Voting Rights Act, signed into law by President Lyndon Johnson (1908-73) on August 6, 1965, aimed to overcome legal barriers at the state and local levels that prevented African Americans from exercising their right to vote under the 15th Amendment (1870) to the Constitution of the United States. The act significantly widened the franchise and is considered among the most far-reaching pieces of civil rights legislation in U.S. history.

SELMA SPURS JOHNSON TO CALL FOR VOTING RIGHTS ACT

Lyndon Johnson assumed the presidency in November 1963 upon the assassination of President John F. Kennedy. In the presidential race of 1964, Johnson was officially elected in a landslide victory and used this mandate to push for legislation he believed would improve the American way of life, such as stronger voting-rights laws.

DID YOU KNOW?

In 1965, at the time of the passage of the Voting Rights Act, there were six African-American members of the U.S. House of Representatives and no blacks in the U.S. Senate. By 1971, there were 13 members of the House and one black member of the Senate.

After the U.S. Civil War (1861-65), the 15th Amendment, ratified in 1870, prohibited states from denying a male citizen the right to vote based on "race, color or previous condition of servitude." Nevertheless, in the ensuing decades, various discriminatory practices were used to prevent African Americans, particularly those in the South, from exercising their right to vote.

During the civil rights movement of the 1950s and 1960s, voting rights activists in the South were subjected to various forms of mistreatment and violence. One event that outraged many Americans occurred on March 7, 1965, when peaceful participants in a voting rights march from Selma, Alabama, to the state capital in Montgomery were met by Alabama state troopers who attacked them with nightsticks, tear gas and whips after they refused to turn back. Some protesters were severely beaten, and others ran for their lives. The incident was captured on national television.

In the wake of the brutal incident, Johnson called for comprehensive voting rights legislation. In a speech to a joint session of Congress on March 15, 1965, the president outlined the devious ways in which election officials denied African-American citizens the vote. Blacks attempting to vote often were told by election officials that they had gotten the date, time or polling place wrong, that they possessed insufficient literacy skills or that they had filled out an application incorrectly. Blacks, whose population suffered a high rate of illiteracy due to centuries of oppression and poverty, often would be forced to take literacy tests, which they inevitably failed. Johnson also told Congress that voting officials, primarily in Southern states, had been known to force black voters to "recite the entire Constitution or explain the most complex provisions of state laws," a task most white voters would have been hard-pressed to accomplish. In some cases, even blacks with college degrees were turned away from the polls.

VOTING RIGHTS ACT: SIGNED INTO LAW ON AUGUST 6, 1965

The voting rights bill was passed in the U.S. Senate by a 77-19 vote on May 26, 1965. After debating the bill for more than a month, the U.S. House of Representatives passed the bill by a vote of 333-85 on July 9. Johnson signed the Voting Rights Act into law on August 6, with Martin Luther King Jr. and other civil rights leaders present at the ceremony.

The act banned the use of literacy tests, provided for federal oversight of voter registration in areas where less than 50 percent of the nonwhite population had not registered to vote, and authorized the U.S. attorney general to investigate the use of poll taxes in state and local elections (in 1964, the 24th Amendment made poll taxes illegal in federal elections; poll taxes in state elections were banned in 1966 by the U.S. Supreme Court).

VOTING RIGHTS ACT: VOTER TURNOUT RISES IN THE SOUTH

Although the Voting Rights Act passed, state and local enforcement of the law was weak and it often was ignored outright, mainly in the South and in areas where the proportion of blacks in the population was high and their vote threatened the political status quo. Still, the Voting Rights Act gave African-American voters the legal means to challenge voting restrictions and vastly improved voter turnout. In Mississippi alone, voter turnout among blacks increased from 6 percent in 1964 to 59 percent in 1969.

Since its passage, the Voting Rights Act has been amended to include such features as the protection of voting rights for non-English-speaking American citizens.

Name: _____ Date: _____

1. What did the 15th Amendment do?

- A. It aimed to overcome legal barriers within states that prevented African Americans from exercising their right to vote.
- B. It prohibited states from denying a male citizen the right to vote based on race, color, or previous condition of servitude.
- C. It aimed to create legal barriers within states that would prevent African Americans from exercising their right to vote.
- D. It allowed states to deny a male citizen the right to vote based on race, color, or previous condition of servitude.

2. As described in the text, the Voting Rights Act was a solution created to address what problem?

- A. African Americans did not yet have the right to vote.
- B. Women did not yet have the right to vote.
- C. African Americans were being prevented from exercising their right to vote.
- D. Women were being prevented from exercising their right to vote.

3. Read these sentences from the text:

"After the U.S. Civil War (1861-1865), the 15th Amendment, ratified in 1870, prohibited states from denying a male citizen the right to vote based on 'race, color or previous condition of servitude.' Nevertheless, in the ensuing decades, various discriminatory practices were used to prevent African Americans, particularly those in the South, from exercising their right to vote.

[...]

"Although the Voting Rights Act passed, state and local enforcement of the law was weak and it often was ignored outright, mainly in the South and in areas where the proportion of blacks in the population was high and their vote threatened the political status quo."

Based on the evidence in the text, what inference can you make about the reaction many southern states have had to civil rights laws?

- A. Many states in the South did not agree with civil rights laws, but followed them.
- B. Many states in the South encouraged and supported civil rights laws.
- C. Many states in the South did not respect nor comply with civil rights laws.
- D. Many states in the South did not care about or object to civil rights laws.

4. Why might the number of African American members in the House and Senate have increased between 1965 and 1971?

- A. The 15th Amendment required a higher number of African Americans in the House and the Senate.
- B. The Voting Rights Act encouraged more white voters in the South to vote for African American representation in the House and Senate.
- C. The Voting Rights Act required a higher number of African Americans in the House and the Senate.
- D. More African Americans were able to vote for the people that represented them in the House and Senate, including more African Americans, due to the passage of the Voting Rights Act in 1965.

5. What is the main idea of this passage?

- A. After the Civil War, the 15th Amendment prohibited states from denying a male citizen the right to vote based on race.
- B. Many states used various discriminatory practices to prevent African Americans from exercising their right to vote.
- C. The Voting Rights Act gave African American voters the legal means to challenge voting restrictions, and the act vastly improved voter turnout.
- D. The Voting Rights Act has been amended to include such features as the protection of voting rights for non-English-speaking Americans.

6. Read these sentences from the text:

"During the civil rights movement of the 1950s and 1960s, voting rights activists in the South were subjected to various forms of mistreatment and violence. One event that outraged many Americans occurred on March 7, 1965, when peaceful participants in a voting rights march from Selma, Alabama, to the state capital in Montgomery were met by Alabama state troopers who attacked them with nightsticks, tear gas and whips after they refused to turn back. Some protesters were severely beaten, and others ran for their lives."

Based on this evidence, what is the meaning of the phrase "subjected to" in this excerpt?

- A. protected from
- B. exposed to
- C. taught about
- D. encouraged by

7. Choose the answer that best completes the sentence.

_____ African American men were given the right to vote by the 15th Amendment, various discriminatory practices still prevented them from exercising this right.

- A. Although
- B. However
- C. Primarily
- D. Including

8. What did the Voting Rights Act aim to do?

9. Describe at least two ways blacks were prevented from exercising their right to vote before the passage of the Voting Rights Act of 1965. Support your answer with evidence from the text.

10. Why might the Voting Rights Act be considered to be among the most farreaching pieces of civil rights legislation in U.S. history? Support your answer with evidence from the text.

Measure R

by ReadWorks



Residents of Los Angeles, California, must deal with gridlock traffic every day. It can take up to an hour to get from the east side of the city to the west side, especially during rush hour, which can last up to three hours. Over the past decade, the city government has made legislative inroads in expanding and building public transportation, in part, in order to alleviate the hours of driving commuters must put in on a daily basis. Car culture in Los Angeles is so pervasive that many residents oppose the building and expansion of existing subway and bus lines. Some residents, especially in high-density housing in Hollywood, have filed official complaints with the city and housing authority in areas that have been marked by government officials as potential opportunities for public transportation. One of the major complaints about the expansion of public transportation in Los Angeles has to do with residents losing their views of the city from their residences in the hilly neighborhoods just below the Hollywood Hills.

One of the issues that plagues transportation in Los Angeles is that it is basically necessary to own a car due to the city's sprawl and far-flung neighborhoods in order to get by. Public transportation in the city consists primarily of an inefficient bus system, which does not run on a consistent and timely schedule, often getting stuck in the same traffic as cars, and an incomplete subway system, which is inaccessible to many commuters. For wealthier residents of Los Angeles, who are able to pay monthly car payments and ever-rising gas costs, this issue does not hold much importance. However, the issue is a daily problem for Angelenos (that is the name of Los Angeles's inhabitants) who are unable to purchase or rent a car. They must leave early to get to work on time, and they return home late. The commute bleeds into work-life balance, making it difficult to have significant personal or

family time after getting home.

In 2008, city officials put forward Measure R, a piece of legislation that would raise sales taxes by a half-cent for 30 years. The measure was then extended in 2012 with the name of Measure J. The publication *The Huffington Post* reported that the money would go toward transportation projects and improvements promoted as a way to "improve the environment by getting more Angelenos out of their cars and into the region's growing subway, light rail, and bus services." By 2039, Measures R and J will have been responsible for the funding of the construction or expansion of a dozen rail lines in Los Angeles County. The specific projects that Measure R is intended to fund include: the "Subway to the Sea," which will run through Beverly Hills; the Green Line light rail, which will run to LAX International Airport; the addition of carpool lanes (accessible only to cars driving two or more people) to major freeways; and the widening of the I-5 freeway. Angelenos have met these projects with a variety of emotions: one of the more notorious reactions has been dissent, even outright hostility.

To those who had initially been opposed to Measure R, a significant event in Los Angeles transportation history provided some perspective: the so-called "Carmageddon." The Sepulveda Pass is a 10-mile stretch of the I-405 freeway, with Sepulveda Boulevard winding along next to it, which connects drivers to the San Fernando Valley and to the west side of Los Angeles, as well as Mulholland Drive. As part of the Sepulveda Pass Improvements Project, the I-405 was closed on the Sepulveda Pass to all drivers for an entire weekend in 2011 in order to expand one of the bridges that connects Mulholland Drive across the hills of the Santa Monica Mountain range. The expansion was necessary in order to introduce an extra lane to the I-405, a project intended to alleviate the high levels of traffic that occur in the Sepulveda Pass on an almost hourly basis. The weekend closure would be mimicked almost exactly a year later, during the summer of 2012, in order to do more roadwork.

The lead-up to "Carmageddon" was feverish: then-Mayor Antonio Villaraigosa urged residents to get out of town, or at least to stay off the roads; billboards were posted up all over the city letting Angelenos know about the coming closure; radio statements were made by all the major radio personalities; one airline offered four-dollar plane rides from Los Angeles to Orange County; bike groups sponsored cross-city excursions; helicopter companies offered half-hour long discounted rides to see the construction in action from the air; and local bars and restaurants offered "Carmageddon" specials, which included special dishes and discounts on food and drink. The Los Angeles Police Department was brought in to ensure drivers did not sneak onto the freeway or onto Sepulveda.

In both the San Fernando Valley and the west side of Los Angeles, residents were interviewed and questioned about their experience of "Carmageddon" and what their plans were for the weekend.

"I'm just going to take the Mayor's advice and get out of town!" a man living in Sherman Oaks told reporters. He was planning on going to Las Vegas for the weekend, to soak up some sun and do some gambling.

"The mayor did local business a real disservice, by making that statement," T. Donovan, an employee at a popular cheese and charcuterie store in the Valley, told reporters, shaking his head. "This could have been a really great opportunity to jumpstart community and neighborhood spirits." His store was offering a "Carmageddon" sandwich, which included ingredients sourced from farms west of the Los Angeles city center and away from the Sepulveda Pass.

Because of the furor leading up to the weekend, the lack of tension shocked many people when the

closure actually occurred. People weren't even driving on freeways and streets unaffected by the closure. The streets were, for once, close to empty and free from traffic. In a sense, it was as if a breath of fresh air had descended on the city. People realized that maybe they *didn't* need cars to survive in Los Angeles. This realization only strengthened the response to the need for public transportation in Los Angeles.

A year later, in 2012, the second closure was scheduled for another summer weekend. This time, there was little hullabaloo about the closure: the term "Carmageddon" had been just about forgotten. Instead, Angelenos seemed to welcome the respite from reliance on cars and traffic that the closure afforded them. More residents stayed in the city the second time the closure occurred, and a much more relaxed attitude was palpable: airlines did not offer hour-long lifts across the county, and helicopter tours were not advertised.

Perhaps residents' experience with both years of closures will pave the way for more support for public transport and maybe even more transportation legislation. One thing is clear, though: Los Angeles is in dire need of a solution to its traffic problem. The sooner this fact is accepted, the sooner change will occur.

Name: _____ Date: _____

1. According to the passage, what must residents of Los Angeles, California, deal with?

- A. badly constructed roadways
- B. unpredictable weather
- C. gridlock traffic
- D. government gridlock

2. What problem do Measure R and J attempt to address?

- A. Measure R and J attempt to reverse "Carmageddon."
- B. Measure R and J attempt to lower taxes for Angelenos.
- C. Measure R and J attempt to encourage more Angelenos to use their cars.
- D. Measure R and J attempt to expand public transportation in Los Angeles.

3. In the passage, the author describes the many hours that it takes for drivers to get across Los Angeles. Based on this evidence, what conclusion can be made?

- A. Gridlock traffic in Los Angeles is very bad.
- B. Angelenos need to get their cars fixed.
- C. Los Angeles has a great system of public transportation.
- D. There are very few cars in Los Angeles.

4. How did Angelenos most likely feel in the lead-up to "Carmeggedon"?

- A. terrified
- B. anxious
- C. happy
- D. confused

5. What is the main idea of this passage?

- A. Los Angeles has a great system of public transportation.
- B. Los Angeles needs a solution to its traffic problem.
- C. "Carmageddon" was very harmful to Los Angeles.
- D. Car culture improves the lives of people in Los Angeles.

6. Read the following sentences: "Public transportation in the city consists primarily of an **inefficient** bus system, which does not run on a consistent and timely schedule, often getting stuck in the same traffic as cars, and an incomplete subway system, which is inaccessible to many commuters."

As used in the passage, what does the word "**inefficient**" mean?

- A. poorly operated
- B. important
- C. logical
- D. dangerous

7. Choose the answer that best completes the sentence below.

There was furor leading up to "Carmagedon;" _____, there was a lack of tension when the closure actually occurred.

- A. particularly
- B. moreover
- C. and
- D. however

8. Why is it basically necessary to own a car in Los Angeles?

9. The lead-up to "Carmageddon" was feverish. Which evidence from the text supports this conclusion?

10. Why does the author suggest that Los Angeles residents' experience with years of road closures will pave the way for more support for public transportation expansion and legislation? Use evidence from the text to support your answer.

Veterans Day Facts

This article is provided courtesy of History.com

Veterans Day originated as "Armistice Day" on Nov. 11, 1919, the first anniversary of the end of World War I. Congress passed a resolution in 1926 for an annual observance, and Nov. 11 became a national holiday beginning in 1938. Veterans Day is not to be confused with Memorial Day—a common misunderstanding, according to the U.S. Department of Veterans Affairs. Memorial Day (the fourth Monday in May) honors American service members who died in service to their country or as a result of injuries incurred during battle, while Veterans Day pays tribute to all American veterans—living or dead—but especially gives thanks to living veterans who served their country honorably during war or peacetime.

VETERANS DAY FACTS

- In 1954, President Eisenhower officially changed the name of the holiday from Armistice Day to Veterans Day.
- In 1968, the Uniform Holidays Bill was passed by Congress, which moved the celebration of Veterans Day to the fourth Monday in October. The law went into effect in 1971, but in 1975 President Ford returned Veterans Day to November 11, due to the important historical significance of the date.
- Britain, France, Australia and Canada also commemorate the veterans of World Wars I and II on or near November 11th: Canada has Remembrance Day, while Britain has Remembrance Sunday (the second Sunday of November). In Europe, Britain and the Commonwealth countries it is common to observe two minutes of silence at 11 a.m. every November 11.

VETERANS STATS

The brave men and women who serve and protect the U.S. come from all walks of life; they are parents, children and grandparents. They are friends, neighbors and coworkers, and an important part of their communities. Here are some facts about the current veteran population of the United States.

Did You Know? There are approximately 23.2 million military veterans in the United States.

- 9.2 million veterans are over the age of 65.
- 1.9 million veterans are under the age of 35.
- 1.8 million veterans are women.
- 7.8 million veterans served during the Vietnam War era (1964-1975), which represents 33% of all living veterans.
- 5.2 million veterans served during the Gulf War (representing service from Aug. 2, 1990, to present).
- 2.6 million veterans served during World War II (1941-1945).
- 2.8 million veterans served during the Korean War (1950-1953).
- 6 million veterans served in peacetime.
- As of 2008, 2.9 million veterans received compensation for service-connected disabilities.
- 5 states have more than 1 million veterans in their population: California (2.1 million), Florida (1.7 million), Texas (1.7 million), New York (1 million) and Pennsylvania (1 million).
- The VA health care system had 54 hospitals in 1930. Since then it has expanded to include 171 medical centers; more than 350 outpatient, community, and outreach clinics; 126 nursing home care units; and 35 live-in care facilities for injured or disabled vets.

Name: _____ Date: _____

1. What is Veterans Day?

- A. a holiday in Britain that falls on the second Sunday of November
- B. a holiday in Canada that is observed on November 11th
- C. a holiday in France that commemorates the veterans of World Wars I and II
- D. a U.S. holiday that pays tribute to all American veterans

2. What does the article list?

- A. the names of the veterans who served during the Vietnam-War era
- B. the names of the veterans who served during World War II
- C. facts about Veterans Day and veterans
- D. the most common injuries suffered by American service members in battle

3. Read these sentences from the text:

"Veterans Day originated as 'Armistice Day' on Nov. 11, 1919, the first anniversary of the end of World War I. Congress passed a resolution in 1926 for an annual observance, and Nov. 11 became a national holiday beginning in 1938."

Based on this evidence, what might you infer about the importance of Armistice Day to Americans?

- A. Armistice Day became increasingly important to Americans after 1919.
- B. Armistice Day became less and less important to Americans after 1919.
- C. Armistice Day was never very important to Americans.
- D. Armistice Day was important to just a few Americans.

4. Veterans Day has undergone several changes since it originated in 1919.

What evidence from the text supports this statement?

- A. Veterans Day is commonly confused with Memorial Day.
- B. Veterans Day gives thanks to living veterans who served their country honorably during war or peacetime.
- C. In 1968, Veterans Day was moved to the fourth Monday in October.
- D. Britain, France, Australia, and Canada have holidays similar to Veterans Day.

5. What is the main idea of this text?

- A. According to the U.S. Department of Veterans Affairs, Veterans Day is commonly confused with Memorial Day.
- B. Memorial Day honors American service members who died in service to their country or as a result of injuries received in battle.
- C. Veterans Day is a holiday honoring the brave men and women who served and protected the U.S. during war and peacetime.
- D. As of 2008, 2.9 million veterans had received compensation for service-connected disabilities.

6. Read these sentences from the text:

"Veterans Day is not to be confused with Memorial Day—a common misunderstanding, according to the U.S. Department of Veterans Affairs. Memorial Day (the fourth Monday in May) honors American service members who died in service to their country or as a result of injuries incurred during battle, while Veterans Day pays tribute to all American **veterans**—living or dead—but especially gives thanks to living veterans who served their country honorably during war or peacetime."

What does "**veterans**" probably mean here?

- A. citizens
- B. former members of the armed services
- C. soldiers who died in battle
- D. politicians and other government officials

7. Read this sentence from the text:

"Memorial Day (the fourth Monday in May) honors American service members who died in service to their country or as a result of injuries incurred during battle, while Veterans Day pays tribute to all American veterans-living or dead-but especially gives thanks to living veterans who served their country honorably during war or peacetime."

What word could replace "especially" without changing the sentence's meaning?

- A. instead
- B. otherwise
- C. consequently
- D. particularly

8. How many military veterans are there in the United States?

9. Read the paragraph that begins the "Veterans Stats" section of the article. This paragraph describes veterans as "the brave men and women who serve and protect the U.S." According to the paragraph, who are these brave men and women? Include at least three pieces of information in your answer.

10. Imagine that you are describing Veterans Day to someone who has never heard of it. What information from the article would you share? In your answer, be sure to explain why you would choose this information to share.

Role of the President of the United States

by ReadWorks



Excerpts from the United States Constitution, Article II

Section 1:

The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

[. . .]

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

[. . .]

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument [salary or profit] from the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:--"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

Section 2:

The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States . . .

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

[. . .]

Section 3:

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section 4:

The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Excerpt from the 25th Amendment

Section 1:

In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

Name: _____ Date: _____

1. How long is a presidential term?

- A. five years
- B. eight years
- C. four years
- D. six years

2. What does the second paragraph describe?

- A. who is eligible to become President
- B. the responsibilities of the President
- C. what happens if the President dies in office
- D. how the President will be compensated

3. The president needs the approval of the Senate to make treaties with other countries.

What evidence from the passage supports this statement?

- A. "He shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls..."
- B. "He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur."
- C. "But the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments."
- D. "He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient."

4. The president is required to be at least 35 years old. Why might this be?

- A. to ensure that no children run for president
- B. to ensure that he understand the needs of the people
- C. to ensure that the president is healthy enough
- D. to ensure the president has enough experience

5. What are these excerpts from Article II of the United States Constitution mostly about?

- A. the role and responsibilities of the President
- B. the creation of the United States Constitution
- C. why the President must be at least 35 years old
- D. the oath the President must take when he is sworn in

6. Read the following sentence: "The President, Vice President and all civil Officers of the United States, shall be removed from Office on **Impeachment** for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors."

What does the word "**impeachment**" mean?

- A. the act of stealing money from the government
- B. the act of charging a public official with a crime
- C. the act of running for public office
- D. the act of creating new laws and regulations

7. Choose the answer that best completes the sentence below.

_____ the president may take office, he must swear an oath.

- A. Although
- B. Finally
- C. Before
- D. For example

8. What happens if the president dies, resigns, or is removed from office?

9. Name two things for which the president needs the consent of the Senate.

10. Why did the writers of the Constitution likely put rules in place that require the president to have approval of the Senate?

Civil Rights Act

This article is provided courtesy of History.com

The Civil Rights Act of 1964, which ended segregation in public places and banned employment discrimination on the basis of race, color, religion, sex or national origin, is considered one of the crowning legislative achievements of the civil rights movement. First proposed by President John F. Kennedy, it survived strong opposition from southern members of Congress and was then signed into law by Kennedy's successor, Lyndon B. Johnson. In subsequent years, Congress expanded the act and also passed additional legislation aimed at bringing equality to African Americans, such as the Voting Rights Act of 1965.

LEAD-UP TO THE CIVIL RIGHTS ACT

Following the Civil War (1861-1865), a trio of constitutional amendments abolished slavery, made the former slaves citizens and gave all men the right to vote regardless of race. Nonetheless, many states-particularly in the South-used poll taxes, literacy tests and other similar measures to keep their African-American residents essentially disenfranchised. They also enforced strict segregation through "Jim Crow" laws and condoned violence from white supremacist groups like the Ku Klux Klan.

DID YOU KNOW?

President Lyndon B. Johnson signed the Civil Rights Act of 1964 with at least 75 pens, which he handed out to congressional supporters of the bill, such as Hubert Humphrey and Everett Dirksen and to civil rights leaders, such as Martin Luther King Jr. and Roy Wilkins.

For decades after Reconstruction (1865-1877), the U.S. Congress did not pass a single civil rights act. Finally, in 1957, it established a civil rights section of the Justice Department, along with a Commission on Civil Rights to investigate discriminatory conditions. Three years later, Congress provided for court-appointed referees to help blacks register to vote. Both of these bills were strongly watered down to overcome southern resistance. When John F. Kennedy entered the White House in 1961, he initially delayed in supporting new anti-discrimination measures. But with protests springing up throughout the South - including one in Birmingham, Alabama, where police brutally suppressed nonviolent demonstrators with dogs, clubs and high-pressure fire hoses - Kennedy decided to act. In June 1963 he proposed by far the most comprehensive civil rights legislation to date, saying the United States "will not be fully free until all of its citizens are free."

THE CIVIL RIGHTS ACT MOVES THROUGH CONGRESS

Kennedy was assassinated that November in Dallas, after which new President Lyndon B. Johnson immediately took up the cause. "Let this session of Congress be known as the session which did more for civil rights than the last hundred sessions combined," Johnson said in his first State of the Union address. During debate on the floor of the U.S. House of Representatives, southerners argued, among other things, that the bill unconstitutionally usurped individual liberties and states' rights. In a mischievous attempt to sabotage the bill, a Virginia segregationist introduced an amendment to ban employment discrimination against women. That one passed, whereas over 100 other hostile amendments were defeated. In the end, the House approved the bill with bipartisan support by a vote of 290-130.

The bill then moved to the Senate, where southern and border state Democrats staged a 75-day filibuster - among the longest in U.S. history. On one occasion, Senator Robert Byrd of West Virginia, a former Ku Klux Klan member, spoke for over 14 consecutive hours. But with the help of behind-the-scenes horse-trading, the bill's supporters eventually obtained the two-thirds vote necessary to end debate. One of those votes came from California Senator Clair Engle, who, though too sick to speak, signaled "aye" by pointing to his own eye. Having broken the filibuster, the Senate voted 73-27 in favor of the bill, and Johnson signed it into law on July 2, 1964. "It is an important gain, but I think we just delivered the South to the Republican Party for a long time to come," Johnson, a Democrat, purportedly told an aide later that day in a prediction that would largely come true.

PROVISIONS WITHIN THE CIVIL RIGHTS ACT

Under the Civil Rights Act, segregation on the grounds of race, religion or national origin was banned at all places of public accommodation, including courthouses, parks, restaurants, theaters, sports arenas and hotels. No longer could blacks and other minorities be denied service simply based on the color of their skin. The act also barred race, religious, national origin and gender discrimination by employers and labor unions, and created an Equal Employment Opportunity Commission with the power to file lawsuits on behalf of aggrieved workers.

Additionally, the act forbade the use of federal funds for any discriminatory program, authorized the Office of Education (now the Department of Education) to assist with school desegregation, gave extra clout to the Commission on Civil Rights and prohibited the unequal application of voting requirements. For famed civil rights leader Martin Luther King Jr., it was nothing less than a "second emancipation."

AFTER THE CIVIL RIGHTS ACT

The Civil Rights Act was later expanded to bring disabled Americans, the elderly and women in collegiate athletics under its umbrella. It also paved the way for two major follow-up laws: the Voting Rights Act of 1965, which prohibited literacy tests and other discriminatory voting practices, and the Fair Housing Act of 1968, which banned discrimination in the sale, rental and financing of property. Though the struggle against racism would continue, legal segregation had been brought to its knees.

Name: _____ Date: _____

1. What ended segregation in public places and banned employment discrimination?

- A. the Voting Rights Act of 1965
- B. the Civil Rights Act of 1964
- C. the Fair Housing Act of 1968
- D. the Jim Crow laws

2. The text describes a sequence of events related to the passage of the Civil Rights Act. What happened after the Senate voted 73-27 in favor of the Civil Rights Act?

- A. Kennedy was assassinated in Dallas, Texas.
- B. Southern and border state Democrats staged a 75-day filibuster.
- C. Johnson signed the act into law on July 2, 1964.
- D. The House approved the bill with bipartisan support by a vote of 290-130.

3. Read these sentences from the text:

"Following the Civil War (1861-1865), a trio of constitutional amendments abolished slavery, made the former slaves citizens and gave all men the right to vote regardless of race. Nonetheless, many states-particularly in the South-used poll taxes, literacy tests and other similar measures to keep their African-American residents essentially disenfranchised. They also enforced strict segregation through 'Jim Crow' laws and condoned violence from white supremacist groups like the Ku Klux Klan."

Based on evidence in the text, why might the Civil Rights Act have been necessary?

- A. because resistance in many states still prevented African Americans from exercising their rights as citizens
- B. because poll taxes, literacy tests, and other similar measures were not yet standardized
- C. because women were still being discriminated against with regards to employment
- D. because individual liberties and states' rights did not yet have power over federal law

4. How might the Civil Rights Act have empowered African American citizens?

A. The Act essentially disenfranchised African Americans, enforced strict segregation through "Jim Crow" laws, and condoned violence from white supremacist groups like the Ku Klux Klan.

B. The Act allowed African American citizens to go to public places as they pleased and obtain employment at places in which they might have been previously discriminated against.

C. The Act prohibited literacy tests and other discriminatory voting practices, which allowed African American citizens to vote and choose who might represent them in office.

D. The Act banned discrimination in the sale, rental, and financing of property, so African American citizens could obtain the same level of property as other citizens.

5. What is the main idea of this passage?

A. Following the Civil War, a trio of constitutional amendments abolished slavery, made the former slaves citizens, and gave all men the right to vote regardless of race.

B. Many states once enforced strict segregation through "Jim Crow" laws and condoned violence from white supremacist groups like the Ku Klux Klan.

C. The Civil Rights Act ended segregation in public places and banned employment discrimination, and it is considered one of the crowning legislative achievements of the civil rights movement.

D. In 1957, the U.S. Congress established a civil rights section of the Justice Department, along with a Commission on Civil Rights to investigate discriminatory conditions.

6. Read these sentences from the text:

"Additionally, the act forbade the use of federal funds for any discriminatory program, authorized the Office of Education (now the Department of Education) to assist with school desegregation, gave extra clout to the Commission on Civil Rights and prohibited the unequal application of voting requirements. For famed civil rights leader Martin Luther King Jr., it was nothing less than a "second emancipation."

Based on this evidence, what is the meaning of the word "authorized" in this excerpt?

- A. took power away from
- B. granted power to
- C. forced or pressured
- D. invited or encouraged

7. Choose the answer that best completes the sentence.

_____ constitutional amendments gave all men the right to vote regardless of race, many states still used poll taxes, literacy tests, and other similar measures to keep their African American citizens essentially disenfranchised.

- A. Although
- B. However
- C. Instead
- D. Therefore

8. How did states keep their African American residents disenfranchised following the Civil War?

9. List two provisions within the Civil Rights Act. Support your answer with evidence from the text.

10. Explain how the Civil Rights Act was a "second emancipation." Support your answer with evidence from the text.

Susan B. Anthony

This article is provided courtesy of History.com



History.com

Born on Feb. 15, 1820, in Adams, Mass., Susan B. Anthony was a pioneer crusader for the woman suffrage movement in the United States and president (1892-1900) of the National American Woman Suffrage Association. Her work helped pave the way for the Nineteenth Amendment (1920) to the Constitution, giving women the right to vote.

Born on February 15, 1820, in Adams, Massachusetts, Anthony grew up in a politically active family. They worked to end slavery in what was called the abolitionist movement. They were also part of the temperance movement, which wanted the production and sale of alcohol limited or stopped completely. Anthony was inspired to fight for women's rights while campaigning against alcohol. She was denied a chance to speak at a temperance convention because she was a woman. Anthony later realized that no one would take women in politics seriously unless they had the right to vote.

Along with activist Elizabeth Cady Stanton, Anthony founded the National Woman Suffrage Association in 1869. Around this time, the two created and produced *The Revolution*, a weekly publication that lobbied for women's rights. Later the pair edited three volumes of *History of Woman Suffrage* together.

Anthony was tireless in her efforts, giving speeches around the country to convince others to support a woman's right to vote. She even took matters into her own hands in 1872 when she voted in the presidential election illegally. Anthony was arrested and tried unsuccessfully to fight the charges. She ended up being fined \$100 - a fine she never paid.

When Anthony died on March 13, 1906, women still did not have the right to vote. It wasn't until 1920, 14 years after her death, that the 19th Amendment to the U.S. Constitution, giving all adult women the right to vote, was passed. In recognition of her dedication and hard work, the U.S. Treasury Department put Anthony's portrait on one dollar coins in 1979, making her the first woman to be so honored.

Biography courtesy of BIO.com

Name: _____ Date: _____

1. What movement was Susan B. Anthony a pioneer crusader for?

2. Give two examples of how Susan B. Anthony paved the way for women to gain the right to vote.

Support your answer with evidence from the text.

3. What is the main idea of this text?

The Origins of FDR's New Deal

This text is provided courtesy of the Gilder Lehrman Institute of American History.

When the nation fell into the Great Depression following the stock market crash of 1929, Franklin Delano Roosevelt was serving as New York's governor and was responsible for shaping the state's response to the crisis. The origins of Roosevelt's New Deal can be seen in this letter of July 28, 1932, addressed to New York's superintendent of public works, Frederick S. Greene. Roosevelt describes his plan to appropriate federal emergency relief to highway projects that would both benefit the state's infrastructure and combat unemployment. Since the funds were given with an expiration date, Roosevelt instructed Greene to work swiftly and "impose conditions therein which will insure the employment of the greatest number of men."

He allotted \$2,000,000 to the Northern, Grand Central, and Eastern Parkways projects for paving and other improvements. The work ultimately led to the development of Long Island and some outlying areas of New York City while securing employment for many who were out of work. Roosevelt's view of government intervention as an agent for change was taken to the national stage less than one year later when he implemented his New Deal policies as the nation's 32nd president.

Excerpts

By a recent act of the Congress, approved by the President, there is available to this State an emergency relief advance of \$6,059,000 for expenditure upon highway projects. . . . It has been suggested, and I am thoroughly in accord with the proposal, that upwards of not more than \$2,000,000 of this sum be expended on the Northern, Grand Central and Eastern Parkways. These three projects readily lend themselves to the purposes for which this advance of Federal funds is being made. First, they are situated in areas where thousands of men are unemployed; second, sections of these parkways are graded and ready to have pavements laid; third, plans and specifications are ready so that contracts may be immediately advertised and let, and the work completed within the allotted time, and fourth, the completion of these parkway projects will afford to hundreds of thousands of people outlets from the Greater City to Long Island on the east and through the Eastern Parkway on the north.

May I not urge that you facilitate with all possible speed the advertising and awarding of these contracts, and that you impose conditions therein which will insure the employment of the greatest number of men on these projects?



Gilder Lehrman Collection

Franklin D. Roosevelt to Frederick S. Greene on federal appropriations to New York State, July 28, 1932

Name: _____ **Date:** _____

1. According to the text, what did Roosevelt plan to use federal emergency relief money for?

2. In his letter, Roosevelt lists four reasons why the state should use federal emergency relief money for the projects he suggests. One reason is that sections of the highways he identified for work are already ready to have pavements laid. What are TWO other reasons Roosevelt lists?

3. The text says that Roosevelt viewed government intervention as an "agent for change." How does Roosevelt's letter reflect this view?

Support your answer with evidence from the text.

4. What is the main idea of this text?

A Soldier Known But to God

This text has been provided courtesy of the Department of Veterans Affairs, Office of Public Affairs.

In 1921, an American soldier-his name "known but to God"-was buried on a Virginia hillside overlooking the Potomac River and the city of Washington, DC. The burial site of this unknown World War I soldier in Arlington National Cemetery symbolized dignity and reverence for America's veterans.

Similar ceremonies occurred earlier in England and France, where an "unknown soldier" of the Great War was buried in each nation's highest place of honor (in England, Westminster Abbey; in France, the Arc de Triomphe).

These memorial gestures all took place on November 11, giving universal recognition to the celebrated ending of World War I hostilities at 11 a.m., November 11, 1918 (the 11th hour of the 11th day of the 11th month). The day became known as "Armistice Day."

Armistice Day officially received its name in America in 1926 through a Congressional resolution. It became a national holiday 12 years later by similar Congressional action. If World War I had indeed been "the war to end all wars," November 11 might still be called Armistice Day. But in 1939, World War II broke out in Europe and shattered that dream. Of the 16 million Americans who served in the Armed Forces during World War II, more than 400,000 died.



Photo Credit: Department of Veterans Affairs

Name: _____ **Date:** _____

1. Who was buried in Arlington National Cemetery on November 11, 1921?

2. What did the site where the burial took place symbolize?

3. Explain the importance of the date on which the unknown soldier was buried.

Support your answer with evidence from the text.

4. What is the main idea of this text?

The Communist Control Act

This act is provided courtesy of the Gilder Lehrman Institute of American History.

Sec. 2 The Congress hereby finds and declares that the Communist Party of the United States, although purportedly a political party, is in fact an instrumentality of a conspiracy to overthrow the Government of the United States. It constitutes an authoritarian dictatorship within a republic, demanding for itself the rights and privileges accorded to political parties, but denying to all others the liberties guaranteed by the Constitution. Unlike political parties, which evolve their policies and programs through public means, by the reconciliation of a wide variety of individual views, and submit those policies and programs to the electorate at large for approval or disapproval, the policies and programs of the Communist Party are secretly prescribed for it by the foreign leaders of the world Communist movement. . . . Therefore the Communist Party should be outlawed.

The Communist Control Act (68 Stat. 775, 50 U.S.C. 841-844) signed by President Dwight Eisenhower on August 24, 1954

Name: _____ **Date:** _____

1. In section 2 of the Communist Control Act, the Communist Party is described as an instrument "of a conspiracy to overthrow the Government of the United States."
According to this Act, what should be done to the Communist Party?

2. How is the Communist Party contrasted with other political parties in section 2 of the Communist Control Act?

3. What is the main message of section 2 of the Communist Control Act?
