

Name: _____

Date: _____

Unit 3: LP5 Day 1

Objective _____

Citizenship Test: Cornell Notes

Do Now: What does citizenship mean to you?



Citizenship Process: With a partner, highlight what you think is the hardest part of the citizenship process. Then write a two-sentence explanation on your reasoning.

Pathway to U.S. Citizenship

For an adult immigrant to become a U.S. citizen, he or she must go through the process of naturalization. **GENERAL** requirements for naturalization call for the immigrant to:



Explanation:

Citizenship Test: Highlight the five hardest and the five easiest questions for you.

Civics (History and Government) Questions for the Naturalization Test

The 100 civics (history and government) questions and answers for the naturalization test are listed below. The civics test is an oral test and the USCIS Officer will ask the applicant up to 10 of the 100 civics questions. An applicant must answer 6 out of 10 questions correctly to pass the civics portion of the naturalization test.

On the naturalization test, some answers may change because of elections or appointments. As you study for the test, make sure that you know the most current answers to these questions. Answer these questions with the name of the official who is serving at the time of your eligibility interview with USCIS. The USCIS Officer will not accept an incorrect answer.

Although USCIS is aware that there may be additional correct answers to the 100 civics questions, applicants are encouraged to respond to the civics questions using the answers provided below.

AMERICAN GOVERNMENT

A: Principles of American Democracy

1. **What is the supreme law of the land?**
 - *the Constitution*
2. **What does the Constitution do?**
 - *sets up the government*
 - *defines the government*
 - *protects basic rights of Americans*
3. **The idea of self-government is in the first three words of the Constitution. What are these words?**
 - *We the People*
4. **What is an amendment?**
 - *a change (to the Constitution)*
 - *an addition (to the Constitution)*
5. **What do we call the first ten amendments to the Constitution?**
 - *the Bill of Rights*
6. **What is one right or freedom from the First Amendment?***
 - *speech*
 - *religion*
 - *assembly*
 - *press*
 - *petition the government*
7. **How many amendments does the Constitution have?**
 - *twenty-seven (27)*

8. **What did the Declaration of Independence do?**
- *announced our independence (from Great Britain)*
 - *declared our independence (from Great Britain)*
 - *said that the United States is free (from Great Britain)*
9. **What are two rights in the Declaration of Independence?**
- *life*
 - *liberty*
 - *pursuit of happiness*
10. **What is freedom of religion?**
- *You can practice any religion, or not practice a religion.*
11. **What is the economic system in the United States?***
- *capitalist economy*
 - *market economy*
12. **What is the “rule of law”?**
- *Everyone must follow the law.*
 - *Leaders must obey the law.*
 - *Government must obey the law.*
 - *No one is above the law.*

System of Government

13. **Name one branch or part of the government.***
- *Congress*
 - *legislative*
 - *President*
 - *executive*
 - *the courts*
 - *judicial*
14. **What stops one branch of government from becoming too powerful?**
- *checks and balances*
 - *separation of powers*
15. **Who is in charge of the executive branch?**
- *the President*
16. **Who makes federal laws?**
- *Congress*
 - *Senate and House (of Representatives)*
 - *(U.S. or national) legislature*
17. **What are the two parts of the U.S. Congress?***
- *the Senate and House (of Representatives)*
18. **How many U.S. Senators are there?**
- *one hundred (100)*

19. We elect a U.S. Senator for how many years?

- *six (6)*

20. Who is one of your state's U.S. Senators now?*

- *Answers will vary. [District of Columbia residents and residents of U.S. territories should answer that D.C. (or the territory where the applicant lives) has no U.S. Senators.]*

21. The House of Representatives has how many voting members?

- *four hundred thirty-five (435)*

22. We elect a U.S. Representative for how many years?

- *two (2)*

23. Name your U.S. Representative.

- *Answers will vary. [Residents of territories with nonvoting Delegates or Resident Commissioners may provide the name of that Delegate or Commissioner. Also acceptable is any statement that the territory has no (voting) Representatives in Congress.]*

24. Who does a U.S. Senator represent?

- *all people of the state*

25. Why do some states have more Representatives than other states?

- *(because of) the state's population*
- *(because) they have more people*
- *(because) some states have more people*

Homework: For Homework tonight create a claim about whether the current citizenship process is just or unjust. Please explain your opinion fully and reference the citizenship test that we took in class today.

[illegible]

Name: _____

Date: _____

Unit 3: LP5 Day 2

Objective _____

Life and Mission of
Nipo Strongheart: Primary
Sources



Do Now: When did Native Americans become full citizens in the United States and received the right to vote?

Primary Source A:

As I read aloud, highlight elements that are associated with entertainment in one color.

Then highlight things that are associated with passing the Indian Citizenship Act in a different color.

Entertainment color _____

Indian Citizenship Act Color _____

Primary

Source B:

Please look through Primary Source B. On your own highlight elements that are associated with entertainment in one color. Then highlight things that are associated with passing the Indian Citizenship Act in a different color.

Entertainment color _____

Indian Citizenship Act Color _____

CHIEF INVADES CAMPS

Strongheart, a Coit-Alber Find, Captivates Hearers

(From "Trench and Camp," Published at Camp Devens, Mass.)

Camp Devens was invaded last week by a warrior of the old type, a full blooded Indian, hero of several wars. His mission was not to swing the tomahawk and wield the scalping knife, but rather to bring a simple story of Indian life to the soldiers, showing the devotion of his race to the cause in which the United States is now engaged.

His name is Chief Strongheart, of Yakima Reservation, Washington, grandson of Chief Standing Rock, who fought in Custer's last stand and died at the age of 107. He is the oldest son of Chief Running Elk, who served as scout for Gen. O. O. Howard in the Nez-Perce war.

Chief Strongheart is lecturing under the management of the Coit-Alber Lyceum Bureau, of Boston. Before the war he was a movie actor, but with the declaration of war he was stirred with the desire to go to the defense of the colors and it is claimed that he is the first Indian to offer his services to Col. Roosevelt when the colonel was trying to raise a division to go across.

He was the first to register for service in Precinct 13, in New York City, but his efforts to serve Uncle Sam in a fighting capacity were not successful, for in the Spanish War and the Mexican fighting in which he participated as a scout, he was wounded twice, once in the leg and once across the back. The injury to his back has kept him from further military service.

The Chief's war experience has its many thrills. He loves to tell of the manner in which he captured seven unsuspecting Mexicans in bear traps set in the sand. Two other Mexicans he shot and killed, and one other was made helpless by the Chief, who used the Mexican's own knife to turn the trick.

In speaking of early times, the Chief said the Indians were pictured as a savage race of people, but he explained that their savagery came largely from the desire to defend their own people and lands against the whites. It is the same desire to protect the home that is in evidence today, he said, in the United States and the allied countries.

Chief Strongheart explained several interesting customs in connection with Indian life. No Indian, he said, could evade military service through marriage. A man had to prove himself a warrior and a brave one before he could be granted the privilege of marrying. He must prove himself able to provide for his family and to defend his home.

The Indian grows up to fight his own battles, says the Chief. Before schools were made possible to his people they were taught to study nature.

The Chief has earned his right to the popularity that is his.





CHIEF STRONGHEART came to the lecture platform direct from the motion picture lots of the Cecil DeMille Corporation in Los Angeles, where he held the position of technical and ethnological director, and where he played as featured artist in the great DeMille release "Braveheart." His companion artists in this picture include such well-known names as Rod La Roque, Lillian Rich, Jean Acker and Tyrone Powers.

In his platform appearances Chief Strongheart appears in the picturesque costume of the Yakima Indian and interprets the poetry, the romance and the soul of the Red Man of early days. He is a direct descendant of the old fighting blood of Governor Stevens' time. His grandfather, Yo-Mo-Wit Ow-Hi, led one of the tribes which aided Chief Ka-Mi-Akin against Governor Stevens in the Yakima Rebellion in 1856.

Chief Strongheart was born on the Yakima Reservation forty years ago and was reared in Reservation fashion by his fellow tribesmen. He served ten months as United States Scout at the Mexican border and was one of the first to offer his services to Colonel Roosevelt for enlistment in the proposed division of overseas Rough Riders. He is advisor and counsellor of his own people and has appeared before the "great white father" in Washington on several occasions in the interest of his people and as their emissary.

Strongheart played conspicuous roles in "The Flaming Arrow," "The Mail Despatcher" and "The Heart of We-to-Na" on the legitimate stage. It is interesting to note that in the DeMille production of "Braveheart" Chief Strongheart plays the role which he has actually experienced in real life—that of carrying on the fight for rights for the Indians in their own country.

Merritt Arbuckle, writing in the Santa Rosa Republican, has the following to say about Chief Strongheart: "I have always admired Strongheart, who has portrayed more leading Indian roles than any man in filmdom. He is genuine and does not have to step out of his natural character to portray his roles. Strongheart's success has not turned his head in the slightest, nor lessened his interests in the welfare of his own people. He is still an Indian in every sense of the word. His life is composed of his work—that of interpreting the real heart and soul of the Indian race, through his lecture work and his motion picture work."

Chief Strongheart is an experienced speaker, and this experience comes not only from his years of platform work but also from his many appearances before committees on Indian affairs at Washington and other organizations functioning for the welfare of the Indian race. He is a fascinating talker and very well educated. His costumes and stage settings are richly colorful.

¹ "From Peace Pipe to War Trail" Print, received through Professor Andrew Fisher.

Homework: For Homework Tonight using quotes from your Highlighting activity, first create a claim on whether Strongheart is being more of an advocate or more of an entertainer. Then provide two quotes that support your claim.

Source of Quote 1:

Source of Quote 2:

Name: _____

Date: _____

Unit 6: LP5 Day 3

Objective _____



Strongheart Primary Sources:

Autographs (Color ____ Group ____): Jigsaw

Do Now: Why was popular culture so interested in Native Americans during the early 1900's?

**Strongheart Primary Sources: Autographs
(Color ____ Group ____)**

Section 1. Examine the following Primary Sources on the Life and Mission of Nipo Strongheart. Then answer the 3 questions below. Please do this silently and independently.

Calvin Coolidge- “John Calvin Coolidge Jr. was the 30th President of the United States from August 2, 1923 – March 4, 1929.”¹



Herbert Hoover-Herbert Clark Hoover was the 31st President of the United

States from March 4, 1929 – March 4, 1933.”²

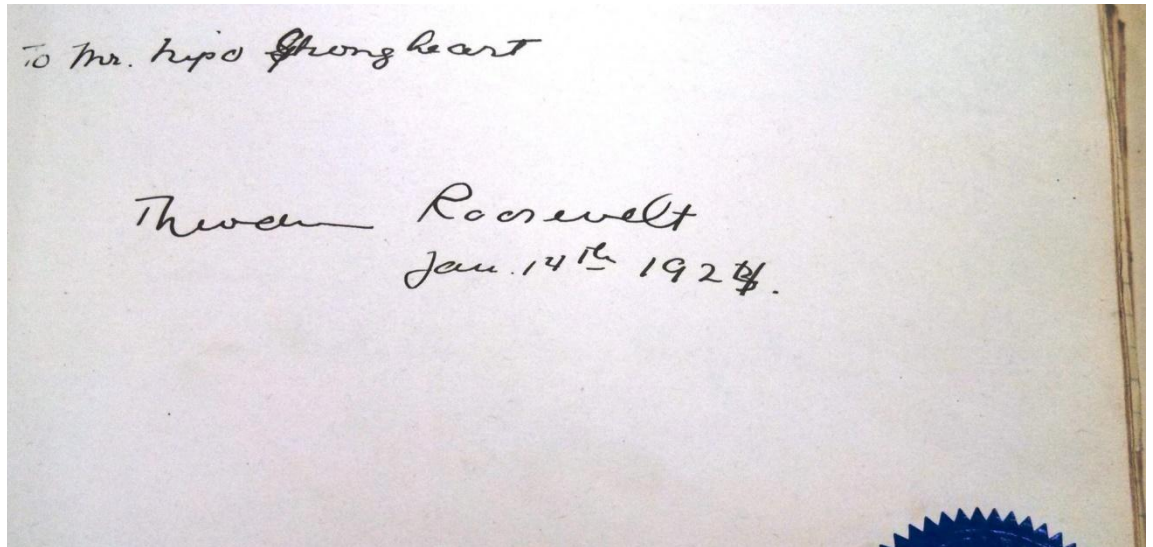


¹ Signature: Calvin Coolidge. Fisher, Andrew. Digital image. Web.

² Signature: Herbert Hoover. Fisher, Andrew. Digital image. Web.

Theodore

Roosevelt- often referred to as Teddy or TR, was served as the 26th President of the United States, from 1901 to 1909.³

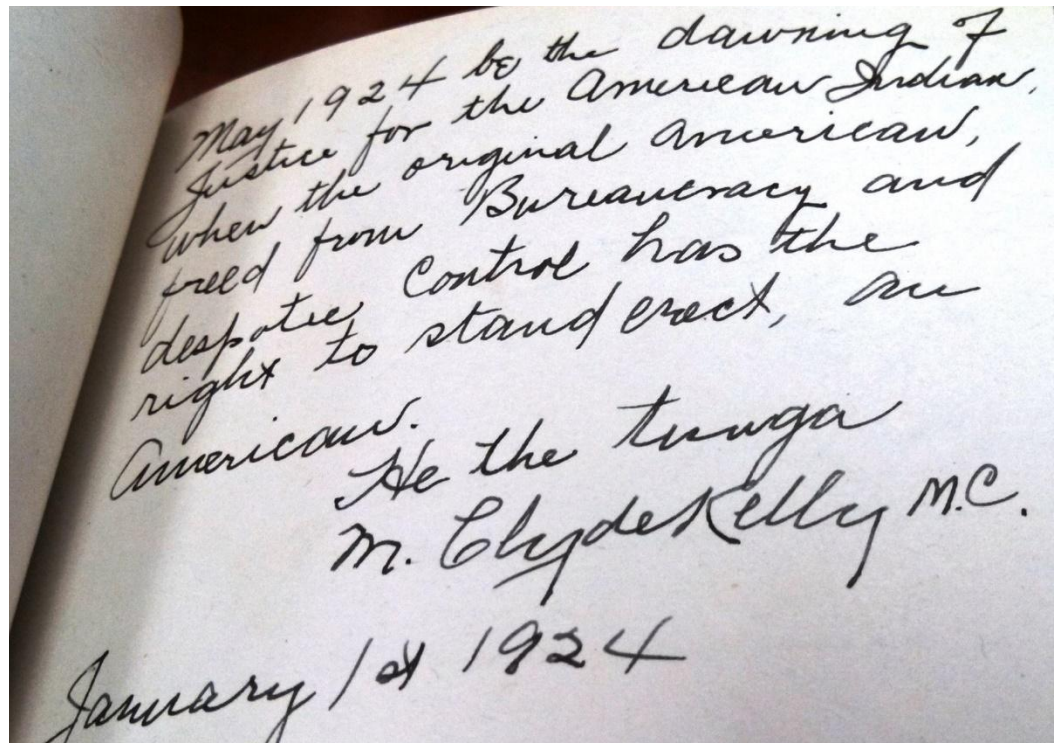


A handwritten note on a piece of paper. The text is written in cursive ink. At the top, it says 'To Mr. Lipo Strongheart'. Below that, it says 'Theodore Roosevelt' and 'Jan. 14th 1924.' There is a blue circular stamp at the bottom right of the paper.

To Mr. Lipo Strongheart

Theodore Roosevelt
Jan. 14th 1924.

Congressman M. Clyde Kelly- United States Congressmen from 1923- 1933. He writes to Strongheart saying “May 1924 be the dawning of Justice for the American Indian, when the original American freed from Bureaucracy (government) and despotic (unjust) control has the right to stand erect, are American.”⁴



A handwritten note on a piece of paper. The text is written in cursive ink. It says 'May 1924 be the dawning of Justice for the American Indian, when the original American, freed from Bureaucracy and despotic control has the right to stand erect, are American.' Below that, it says 'He the Tunga' and 'Mr. Clyde Kelly M.C.' At the bottom, it says 'January 14 1924'.

May 1924 be the dawning of
Justice for the American Indian,
when the original American,
freed from Bureaucracy and
despotic control has the
right to stand erect, are
American.
He the Tunga
Mr. Clyde Kelly M.C.
January 14 1924

³ Signature: Theodore Roosevelt. Fisher, Andrew. Digital image. Web.

⁴ Signature: Congressman M. Clyde Kelly. Fisher, Andrew. Digital image. Web.

1. What is the importance behind each one of these signatures?

2. Why would Strongheart bring these signatures around with him? How would it benefit him?

3. When looking specifically at the last Autograph by Congressman Kelly, how does this help prove or disprove that Nipo Strongheart had an effect on the passing of the Indian Citizenship Act in 1924?

Section 2. Find someone with the same color group as you and discuss your answers for Section 1. Make any corrections if necessary.

Section 3. At this time, each member of your group must summarize what his/her Primary source was about, and then read the answers you came up with for Section 1 in your packet.

Once all sources have been reviewed, answer the questions in Section 3 as a group.

1. Who is the speaker for your group?

2. How might these autographs prove or disprove Nipo Strongheart's influence on the Passing of the Indian Citizenship Act?

3. How might these Speeches prove or disprove Nipo Stongheart's influence on the Passing of the Indian Citizenship Act?

4. How might these documents on Genealogy prove or disprove Nipo Stongheart's influence on the Passing of the Indian Citizenship Act?

Homework: Using the internet, find some fact about Nipo Strongheart that you did not hear in class this week. Take your time when researching your facts. Do not just select the first thing you see. Write that fact below.

Name: _____

Date: _____

Unit 6: LP5 Day 3

Objective _____

Strongheart Primary Sources:
Speeches (Group Color):
Jigsaw



Do Now: Why was popular culture so interested in Native Americans during the early 1900's?

Strongheart Primary Sources: Speech

(Group_____ Color_____)

Section 1. Examine the following Primary Sources on the Life and Mission of Nipo Strongheart. Then answer the 3 questions below. Please do this silently and independently.

"Some of the white people have the wrong impression of a medicine man. They think that a medicine man is a doctor. But he communicates with the Great Spirit for the people. The Indians know that there is one God, and we all worship Him, the same as the white people do. Many times the medicine man's first appeal is not answered. He tries again and again- and usually the third appeal is answered. If the Great Spirit does not answer, the medicine man is not worthy of the answer.

"The Great Spirit, while communicating with the medicine man, told him to go into the forest and get a piece of strong wood and whittle and shape it down to the form of a pipe. The medicine man did this, and he painted the pipe beautifully, and he named it the "Pipe of Peace". Whenever we meet strangers we offer the pipe to smoke, and thereby we never break our friendship or peace.

(Actual copy of the original Script



(Easier to read version of the Script



"Some of the white people have the wrong impression of a medicine man. They think that a medicine man is a doctor. But he communicates with the Great Spirit for the people. The Indians know that there is one God, and we all worship Him, the same as the white people do. Many times the medicine man's first appeal is not answered. He tries again and again-

and usually the third appeal is answered. If the Great Spirit does not answer, the medicine man is not worthy of the answer.

The Great Spirit, while communicating with the medicine man, told him to go into the forest and get a piece of strong wood and whittle and shave it down to the form of a pipe. The medicine man did this, and he painted the pipe beautifully and he named it the "Pipe of Peace." Whenever we meet strangers we offer the pipe to smoke and thereby we never break our friendship or peace."

Later in his speech he asks the Audience

"Why do you keep us on a reservation while you give the Chinamen, Japs, and other foreigners freedom? Any alien can come to this country and be free- you do not put them on reservations. But the American Indians- the only real Americans are put on reservation and allowed to do just certain things. In the early days, the Quakers were the best friends the Indians had. They always kept their word in regard to promises and treaties. The Indians suffer for the mistakes the white people made. The white people scared away the bird and beasts from our hunting grounds, so we have to move from place to place. Why do you impose on us?

Many people bring unjust disease to us and our children sometimes causing us to die. Perhaps someday the Indian race will become extinct. The old Indians are dying away leaving but a very few full bloods. There are more mixed bloods than full bloods and I do not see why the Indians should be slaves."

"Why do you take the aliens into this country and give them freedom? Any alien can come into this country and adopt it as his home and have more freedom than any American Indian. On Election Day, the American Citizen and aliens- French, German, English, Russian, Italian, walk shoulder to shoulder to the polls to cast their vote. But let an Indian walk with them to vote and they will be told "Go Back. You belong on your reservation." Now really friends it is a heart aching affair. America is for everybody, but the Americans, and instead of making America Americanized it is becoming alienized. It's time to put a stop to immigration!"¹

¹ Strongheart Speech. Fisher, Andrew. Digital image. Web

1. In his speech, why do you think Strongheart described “Medicine Men” and the “Indian Race dying out” to his audience?

2. What specifically was Strongheart advocating for through his speech?

3. Why do you think Strongheart explained the story of “Medicine Men” before he advocated for his people?

Section 2. Find someone with the same color group as you and discuss your answers for Section 1. Make any corrections if necessary.

Section 3. At this time, each member of your group must summarize what his/her Primary source was about, and then read the answers you came up with for Section 1 in your packet.

Once all sources have been reviewed, answer the questions in Section 3 as a group.

1. Who is the speaker for your group?

2. How might these autographs prove or disprove Nipo Strogheart's influence on the Passing of the Indian Citizenship Act?

3. How might these Speeches prove or disprove Nipo Stongheart's influence on the Passing of the Indian Citizenship Act?

Name: _____

Date: _____

Unit 3: LP5 Day 3

Objective _____

Strongheart Primary Sources:

Genealogy (Group _____ Color

): Jigsaw



Do Now: Why was popular culture so interested in Native Americans during the early 1900's?

Strongheart Primary Sources: Genealogy

(Group _____ Color _____)

Section 1. Examine the following Primary Sources on the Life and Mission of Nipo Strongheart. Then answer the 3 questions below. Please do this silently and independently.

The following is the documentation of reactions by the Indian Affairs Office to certain comments made by Strongheart during one of his lectures.

<u>A F F I D A V I T</u>		Writings of W. H. H. G. I. P. O. D. C. M. L.
State of Oregon)		Filed
County of Jefferson) ss		Ans'd
Town of Warm Spring)		Rec'd
		AUG 9 - 1921
		AM
		7 8 9 10 11 12 1 2 3 4 5 6
		PM

That on or about July 6th, 1921, they, each of them, were present during the lecture given by one Strongheart under the auspices of the Ellison & White Chautauqua Company at Madras, Oregon; that the said Strongheart during the course of his lecture did make the following remarks and statements, to wit:

That Indian service employees are crooked; that Indians on an Indian Reservation were not allowed to leave the reservation without a permit from the Superintendent, and that said permits could be and often were delayed by the above mentioned Superintendent, and further that should an Indian overstay the time specified in the above mentioned permit, he was summarily incarcerated and forgotten, and left without food and water; that a certain reservation within the boundaries of the state of California was furnished with funds for the purchase of beef for the Indians of that reservation, and that the Superintendent of the above mentioned reservation hypothecated the above mentioned funds to his personal use and gave the Indians rotten beef to eat; that when the Indians had a reservation of good land, the Government would arbitrarily pick them up and put them into rocky waste land and turn the good land over to the white people, at the same time leaving the inference in the minds of the hearers that said practices were common on all Indian reservations; that the entire lecture was, in the minds of the affiants, calculated to greatly discredit and otherwise injure the employees of the Indian service; and that it is the impression of the above mentioned affiants that the said Strongheart was delivering his lecture with that intention.

That Indian service employees are crooked; that Indians on an Indian Reservation were not allowed to leave the reservation without a permit from the Superintendent, and that said permits could be and often were delayed by the above mentioned Superintendent, and further that should an Indian overstay the time specified in the above mentioned permit, he was summarily incarcerated and forgotten, and left without food and water; that a certain reservation within the boundaries of the state of California was furnished with funds for the purchase of beef for the Indians of that reservation, and that the Superintendent of the above mentioned reservation hypothecated the above mentioned funds to his personal use and gave the Indians rotten beef to eat; that when the Indians had a reservation of good land, the Government would arbitrarily pick them up and put them into rocky waste land and turn the good land over to the white people, at the same time leaving the inference in the minds of the hearers that said practices were common on all Indian reservations; that the entire lecture was, in the minds of the affiants, calculated to greatly discredit and otherwise injure the employees of the Indian service; and that it is the impression of the above mentioned affiants that the said Strongheart was delivering his lecture with that intention.

Second Letter to Strongheart's representatives by the Office of Indian Affairs

Mr. J. R. Ellison,
Ellison-White Lyceum and
Chautauqua Association,
Broadway Building,
Portland, Oregon.

DEC 26 1921
PM
11 12 1 2 3 4 5 6 7 8 9 10 11 12

Dear Sir:

Receipt is acknowledged of your letter of November 14, in response to a letter from this Office dated November 8, in regard to "Chief Strongheart".

In his appearance at Alturas, California, last May, he claimed to be a Yakima Indian. The Yakimas, as you are probably aware, are from the Yakima Indian Reservation of Washington State. The printed advertisement you inclosed with your letter advertises him as "Grandson of Chief Standing Rock of the Custer's Last Stand". The Indian agent of the Yakima Indian Reservation was unable to identify this man as a Yakima Indian belonging to his reservation, and no record is known of a "Chief Standing Rock", either of that tribe or of any of the tribes involved in the Custer Massacre. Inspector James McLaughlin of the Indian Service, who is probably one of those most familiar with the famous Indians and familiar with the details of the Custer campaign, declares there was no such person as Chief Standing Rock, and certainly no such famous person.

While this so-called "Chief Strongheart" of your bureau may be an entertaining and clever speaker, the indications are, from reports received from his lectures, that he is one of a number of irresponsible persons who are successful in getting before audiences uninformed as to Indian affairs, and then proceeding to strike a popular feeling by making false or exaggerated accounts of alleged wrongs perpetrated upon Indians.

1. What claim did Strongheart make about the Indian Affairs Bureau? Why was the Indian Affairs Bureau angry about this claim?

2. What did the Indian Affairs Bureau bring up about Strongheart's background? Why did they bring this up?

3. Does Strongheart's background change any possibility that he had an effect on the passing of the Indian Citizenship Act?

Section 2. Find someone with the same color group as you and discuss your answers for Section 1. Make any corrections if necessary.

Section 3. At this time, each member of your group must summarize what his/her Primary source was about, and then read the answers you came up with for Section 1 in your packet.

Once all sources have been reviewed, answer the questions in Section 3 as a group.

1. Who is the speaker for your group?

2. How might these autographs prove or disprove Nipo Strogheart's influence on the Passing of the Indian Citizenship Act?

3. How might these Speeches prove or disprove Nipo Stongheart's influence on the Passing of the Indian Citizenship Act?

4. How might these documents on Genealogy prove or disprove Nipo Stongheart's influence on the Passing of the Indian Citizenship Act?

Homework: Using the internet, find some fact about Nipo Strongheart that you did not hear in class this week. Take your time when researching your facts. Do not just select the first thing you see. Write that fact below.

4. How might these documents on Genealogy prove or disprove Nipo Stongheart's influence on the Passing of the Indian Citizenship Act?

Homework: Using the internet, find some fact about Nipo Strongheart that you did not hear in class this week. Take your time when researching your facts. Do not just select the first thing you see. Write that fact below.

Name: _____

Date: _____

Unit 3: LP5 Day 4

Objective _____

Identity vs Impact: Image
Analysis



Do Now: What type of words do people use to identify themselves? How do you identify yourself?

Image Analysis: Look at the provided image entitled “Self Portrait on the border”¹ by Frida Kahlo. How do you think the artist identifies herself?



Historical Connection:

¹ Self Portrait Along the Border Line Between Mexico and the United States, 1932. Digital image. Frida Kahlo; Paintings, Biographies, Quotes. N.p., n.d. Web. 30 June 2017. <<http://www.fridakahlo.org/self-portrait-along-the-boarder-line.jsp>>.

How do you think Nipo Strongheart would have identified himself?

Recap Review: Answer question one and two in the Recap Review Section. Remember to provide the required amount of sources in your answers.

1) Do you feel that Nipo Strongheart had an influence on the Indian Citizenship act? Why or why not?

Remember you must reference at least two sources when writing your answer.

2) Does Strongheart's background have any influence on his impact in the Indian Citizenship Act?

Remember you must reference at least one source when writing your answer.

Closing Thoughts: Read through your answers. Use the provided Rubric to grade yourself on whether or not you think you appropriately answered the questions.

Social Studies Personal Rubric: Nipo Strongheart

Your score is based on the following criteria:

	(5)	(4-3)	(2)	(1)
Investigated Evidence Based Response	The student performed exemplarily when appropriately	The student performed proficiently when utilizing the	The student is developing the skills to utilize the appropriate	The student is at the beginning of grasping how to

	utilizing two sources in question one and one sources in question two, as evidence for their answers.	appropriate number and quality of sources in question one and question two.	number and quality of sources in question one and question two.	provide sources in their answers.
Understanding the Impact of Media	The student performed exemplarily when accurately describing how Strongheart's form of media had an impact on the political and social reform in the United States.	The student preformed proficiently when describing how Strongheart's form of media had an influence on the political and social reform in the United States.	The student is developing the skill to describe how Strongheart's form of media had an influence on the political and social reform in the United States.	The student is at the beginning of grasping of how Strongheart's form of media had an influence on the political and social reform in the United States.
Impact of Background on Accomplishments	The student performed exemplarily when arguing Strongheart's background did or did not diminish his impact on the Indian Citizenship Act.	The student preformed proficiently when arguing that Strongheart's background did or did not diminish his impact on the Indian Citizenship Act.	The student is developing the skill to argue that Strongheart's background did or did not diminish his impact on the Indian Citizenship Act.	The student is at the beginning of grasping Strongheart's background had any impact on the Indian Citizenship Act.

Name: _____

Date: _____

Unit 3: Objective: I can infer whether or not different forms of media can have an influence on political and social change in the United States.

Score: _____/20; _____%

Unit 3 PA



*Please please please read each question, compare the provided information to what we have already learned and provided detailed answers so that I may give you points. Read and answer each question **FULLY**.*

During this unit, we have been covering the use of media throughout history and its influence on political and social change in the United States. Here is some information on a more current media user named Jon Stewart. Please watch the provided video from Jon Stewarts television program “The Daily Show,”¹ and read the following explanation of the Zedroga Bill. Then answer the provided questions.

¹ "Jon Stewart Stands With FealGood Foundation to Add Cancer to Be Covered Under Zadroga." YouTube. Accessed October 10, 2015. <https://www.youtube.com/watch?v=USNpvFoVPFM>.

If you are nervous about how your work will be graded, look at the Rubric on the last page. It will show what I am looking for!

Section 1. First, let's watch a television clip! Use the following space to write notes on the video.

(Remember try to identify how this is a form of media as well as elements of entertainment and activism in the clip.)

Section 2. Read the following excerpt. Feel free to highlight information that you find important. Definitions of words are provided in the parenthesis.

“Federal **legislation** (law) intended to provide health monitoring and financial aid to sick 9/11 workers is known as the *James Zadroga 9/11 Health and Compensation Act*. Its sponsors include Senator Bob Menendez and Congresswoman Carolyn Maloney. The original bill did not pass.² The U.S. House passed a new version of the act in September 2010³. In a Senate vote held on December 9, 2010, Democrats were unable to break a Republican **filibuster** (strategy to stop a law from passing) against the bill; the vote was 57 in favor of ending debate and 42 against, but 60 votes were needed for the bill to proceed to an up-or-down vote. Republicans outlined concerns around paying for the \$7.4 billion bill in an appropriate way.⁴ Additionally, they also raised concerns about creating an expansive new healthcare entitlement program and re-opening the 9/11 Victims Compensation Fund.⁵ Comedian Jon Stewart of *The Daily Show* was credited by the White House and other media and political news outlets for bringing

² [S. 3891 - 109th](#) and [H.R. 6045 — 109th](#) James Zadroga Act of 2006 (GovTrack.us)

³ ["H.R. 847: James Zadroga 9/11 Health and Compensation Act of 2010"](#). govtrack.us. Retrieved 2015-10-11.

⁴ Hernandez, Raymond (December 10, 2010). ["Republicans Block U.S. Health Aid for 9/11 Workers"](#). *The New York Times*. pp. A28. Retrieved 2010-12-11

⁵ [Coburn](#) (December 21, 2010). ["The James Zadroga 9/11 Health and Compensation Act of 2010"](#). Retrieved 2010-11-21

awareness of the Republican filibuster on the Zadroga bill.⁶ The bill received final Congressional approval on December 22, 2010, and was enacted by President Obama on January 2, 2011.⁷

The James Zadroga 9/11 Health and Compensation Act allocated \$4.2 billion to create the World Trade Center Health Program, which provides testing and treatment for people who worked in response and recovery operations as well as for other survivors of the 9/11 attacks.⁸ There are several WTC Health Program clinic locations in the New York City area as well as a national network of clinics associated with the National Responder Health Program.”^{9 10}

****When answering the following questions, you MUST quote at least 4 sources total in your answers. Feel free to use the provide sources about Jon Stewart, The Zadroga Bill, or the sources we have used over the past few days on Nipo Strongheart, and the Indian Citizenship Act. (HINT: Use your Jigsaw Worksheet) ****

What was Jon Stewart’s form of Media?

Briefly describe what the purpose of the Zedroga Bill.

⁶ Madison, Lucy (December 21, 2010). ["White House Lauds Jon Stewart for Pushing Passage of 9/11 Health Bill"](#). *CBS News*.

⁷ [Bloomberg urges passage of 9/11 health bill](#). *CNN*. December 20, 2010.

⁸ ["World Trade Center Health Program FAQ"](#). Centers for Disease Control and Prevention. Retrieved 2 July 2012.

⁹ ["WTC Health Program - Find a Clinic"](#). Centers for Disease Control and Prevention. Retrieved 2 July 2012.

¹⁰ Wikipedia. Accessed October 10, 2015.

How did Jon Stewart use his form of media to influence the Zadroga Bill? How was entertainment involved? (4 Sentence Minimum)

What are the similarities between Strongheart and Jon Stewart's use of media? Please provide one or two examples of similarities with an explanation. (4 Sentence Minimum)

Do you think media can have an influence on political and social change in the United States? Why or why not? Make sure to reference either Muckrakers, Political Cartoons, Propaganda, Jazz, Strongheart's Lectures or Stewart's Television show in your answer. (4 Sentence Minimum)

Social Studies PA Rubric: The Influence of Media

Your score is based on the following criteria:

	(5)	(4-3)	(2)	(1)
Understanding of story	The student performed exemplarily when describing what the Zedroga Bill was and the way Jon Stewart used media and entertainment to influence its passing through Congress in four or more sentences.	The student performed proficiently when describing what the Zedroga Bill was and the way Jon Stewart’s used media and entertainment in order to influence its passing through Congress in less than four sentences.	The student is developing the skills to describe what the Zedroga Bill was the way Jon Stewart’s used media and entertainment in order to influence its passing in Congress	The student is at the beginning of grasping the Zedroga Bill and Jon Stewart’s involvement with its passing in Congress.

Evidence Based Response	The student performed exemplarily when appropriately utilizing four sources in their provided answers.	The student performed proficiently when utilizing the appropriate number and quality of sources in their provided answers.	The student is developing the skills to utilize the appropriate number and quality of sources in their provided answers	The student is at the beginning of grasping how to provide sources in their answers.
Understanding the Impact of Media (3x)	The student performed exemplarily when describing how media has had an influence on the political and social reform in the United States.	The student performed proficiently when describing how media has had an influence on the political and social reform in the United States.	The student is developing the skill to describe how media has had an influence on the political and social reform in the United States.	The student is at the beginning of grasping how media has had an influence on the political and social reform in the United States.
Connection to Historical Content	The student performed exemplarily by accurately connecting Jon Stewart's impact on the Zadroga Bill to Nipo Strongheart's impact on the Indian Citizenship Act	The student performed proficiently when connecting Jon Stewart's impact on the Zadroga Bill to Nipo Strongheart's impact on the Indian Citizenship Act	The student is developing the skill to connected Jon Stewart's impact on the Zadroga Bill to Nipo Strongheart's impact on the Indian Citizenship Act	The student is at the beginning of grasping Jon Stewart's Zadroga Bill to Nipo Strongheart's Indian Citizenship act

1/9/17

LP5: Day 1

Citizenship

Test: Cornell

Notes

Do Now: What does citizenship mean to you?

Homework: Page 7-8 in Packet

Objective: I can investigate whether or not Strongheart caused political change through his lecture circuit.

Over the next 5 minutes answer the do now. Once you finish write your objective down in your packet, and then write your homework in your planner. Mr. C will come around to sign your planner at the end of the 5 minutes.

Do Now: What does citizenship mean to you?

- After today's lesson, this same question will be for homework. Pay attention to the history of citizenship and our activities and truly reflect on what citizenship means to you.

PASSPORT



*United States
of America*





CITIZENSHIP IN THE UNITED STATES: CORNELL NOTES

We will be taking Cornell notes for the rest of class.

Please be sure to follow along by copying down information from the board as well as writing questions on the material to the side. Remember to keep our objective in mind.

Objective: I can investigate whether or not Strongheart caused political change through his lecture circuit.

Like we talked about in Lesson Plan 2

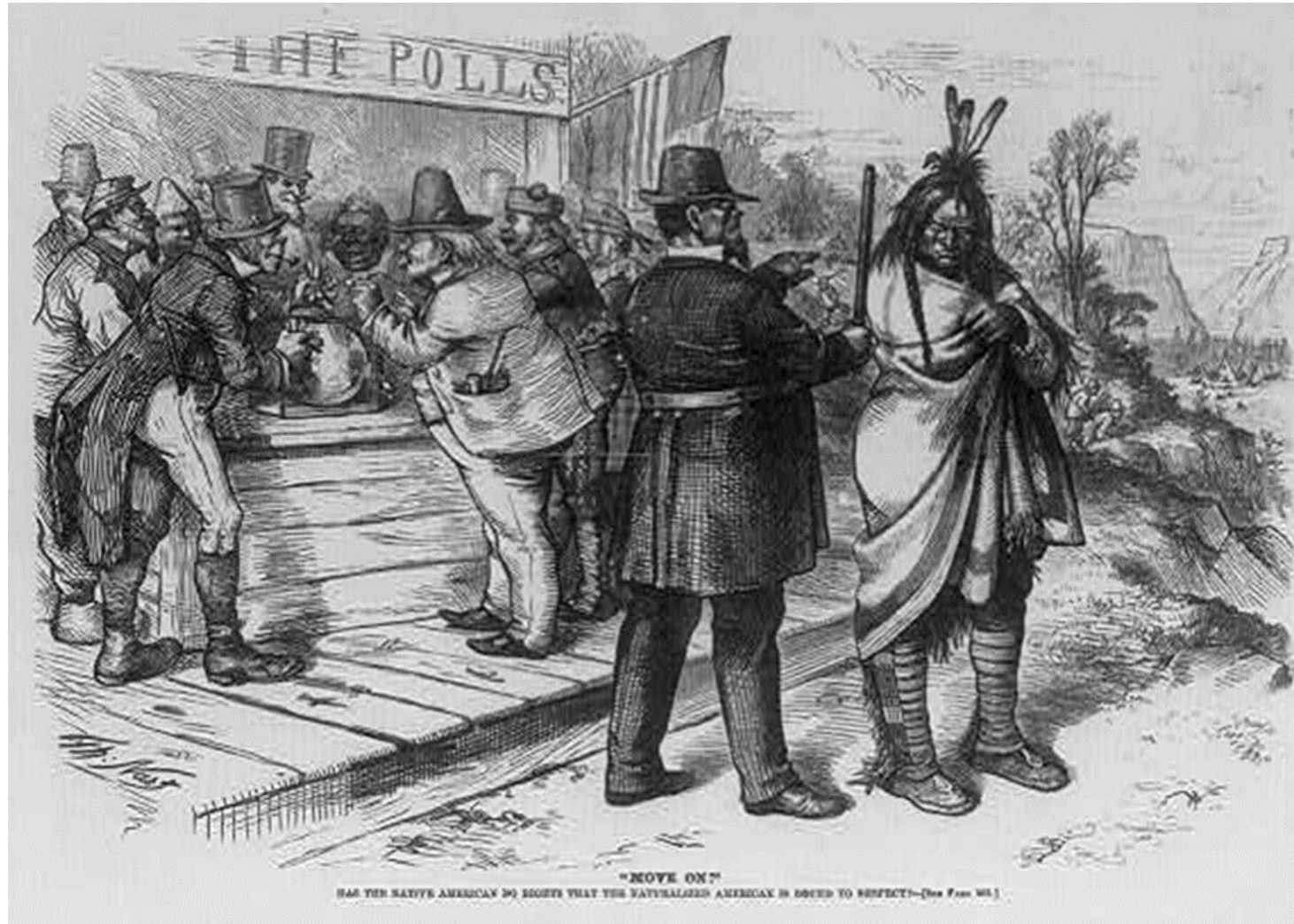
...

- The conversation about Citizenship and Immigration has been going on since the very beginning of the Country.
- Does anyone remember the message behind this cartoon?



Here is another Political Cartoon on Citizenship

- Who do you see in the image?
- What is going on in the image?

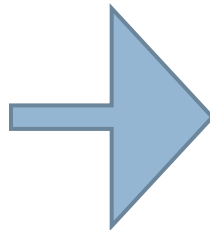


What does it mean to be a Citizen?

- There are Rights you receive as a US citizen: **Freedom to reside and work in the United States, Freedom to enter and leave the United States, Freedom to stand for public office, and Voting.**
- There are Duties you receive as a US citizen: **Jury duty, taxes.**
- There are Benefits you receive as a US Citizen: **Protection outside the United States, Ability to sponsor relatives living abroad, Transmission of U.S. citizenship to children born abroad, and more.**

Cornell Notes: Summary

- Use this time now to write a summary of the information that we just recorded.
- Write one or two sentences that sum up the information presented.

[illegible]



LET'S
FOCUS
ON
VOTING

**Continue Cornell Notes

Voting Rights in the United States

- **White/Englishmen-1776:** available only to white, property-owning, Protestant men
- **White/European Men- 1790** Only “free white” (not indentured servants) immigrants are recognized as eligible for naturalization
- **1856:** North Carolina became the last state to eliminate its property requirements. The right to vote is extended to all white men in America.

African American men- 1869-70: The Fifteenth Amendment, guaranteed the right to vote to all male citizens regardless of “race, color, or previous condition of servitude.”

We know African Americans were blocked by Black Codes.

Asian men-1882: Congress passed the Chinese Exclusion Act which restricted the number of Chinese immigrants while legally excluding Chinese persons from citizenship and voting.

1922: Persons of Japanese origin were insufficiently white to qualify for citizenship.

1923: The US Supreme Court declares persons of Indian descent, even “high caste Hindus”, as ineligible for citizenship because they could not be legally recognized as “white” persons.

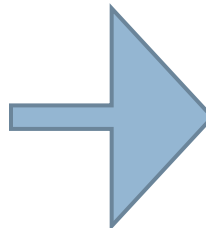
Women- 1920 The Nineteenth Amendment guaranteed the right to vote to all citizens regardless of gender.

Native Americans-1924: The Indian Citizenship Act of 1924 declared all non-citizen Native Americans born in the USA to be citizens with the right to vote.

1965: The Voting Rights Act was signed into law. This prohibited any action that denied the right to vote to citizens on the basis of race. It forced jurisdictions with histories of voter discrimination to submit any change to its election laws to the government for federal approval prior to taking effect.

Cornell Notes: Summary

- Use this time now to write a summary of the information that we just recorded.
- Write one to two sentences that sums up the information presented.

[illegible]

Citizenship Test



Look at the following two sources found in your packet.

- The first explains the current process to become a Citizen of the United States.
- The second source shows a sample of an actual study guide consisting of 25 of the possible 100 questions that could be asked on the United States Civic Section of the Citizenship test.

With a partner, highlight what you think is the hardest part of the citizenship process. Then write a two sentences explanation below the chart. For the citizenship test, highlight the five hardest and the five easiest questions for you.

Class Recap



- Today in class:
 - We reviewed the rights and responsibilities of being a citizen.
 - We learned the history of voting rights in the United States.
 - We learned the process it takes to become a citizen.
- **For Homework Tonight** create a claim about whether the current citizenship process is just or unjust. Please explain your opinion fully and reference the citizenship test that we took in class today.

1/10/17

LP5: Day 2

**Life and Mission
of
Nipo
Strongheart:
Primary Sources**

Do Now: When did Native Americans become full citizens in the United States and receive the right to vote?

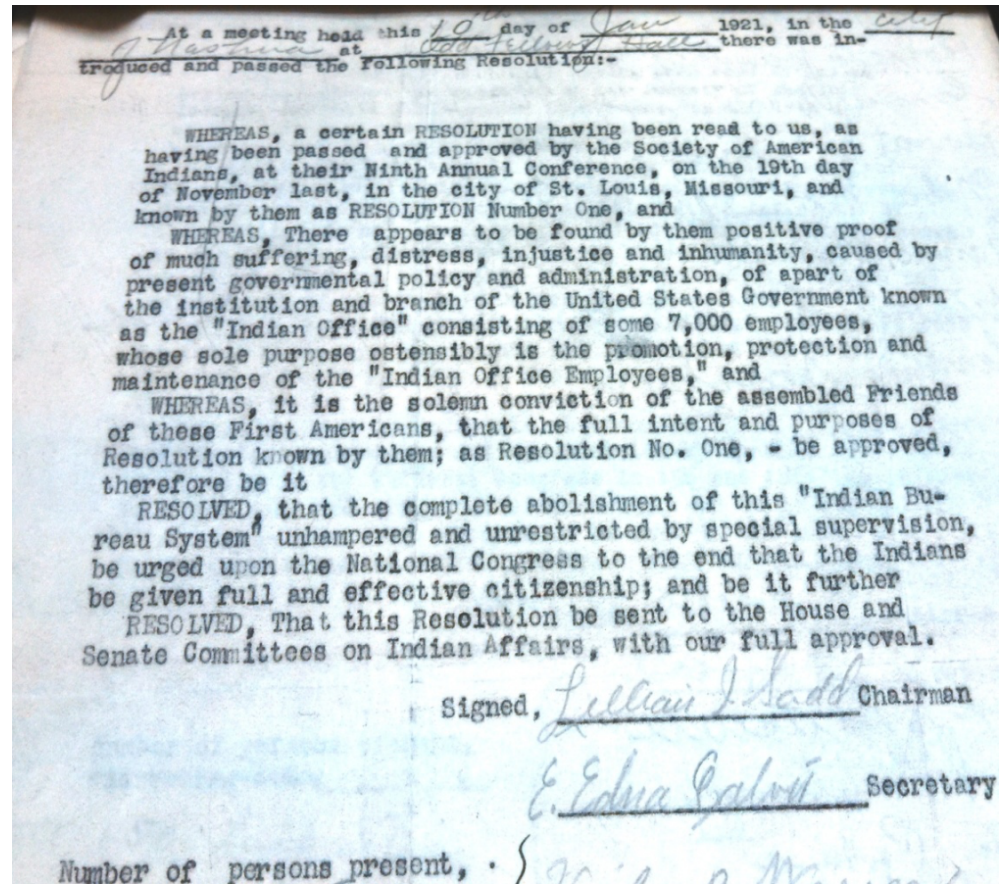
Homework: Page 6 of Packet

Objective: I can investigate whether or not Strongheart caused political change through his lecture circuit.

Please take out your homework and place it in the top right hand corner of your desk. Over the next 5 minutes answer the do now. Once you finish, write your objective down in your packet, and then write your homework in your planner. Mr. C will come around to sign your planner at the end of the 5 minutes.

Do Now: When did Native Americans Receive the right to vote?

- Native Americans- 1924: The Indian Citizenship Act of 1924 declares all non-citizen Native Americans born in the USA to be citizens with the right to vote.



THE LIFE AND MISSION OF NIPO STRONGHEART

We will continue to take Cornell notes for the rest of class.

Please follow along and copy down information from the board as well as write questions on the material to the side. Remember to keep our objective in mind.

Objective: I can investigate whether or not Strongheart caused political change through his lecture circuit.



Nipo Strongheart...

- ❑ Was born in May, 1891 to a white father and Yakama (Native American Tribe) mother.
- ❑ When he was young he was simply known as George Mitchell Jr. a “mixed-blood Indian” who lived far from the Yakama Reservation in Washington State.



BUFFALO BILL'S WILD WEST

AND CONGRESS OF ROUGH RIDERS OF THE WORLD.



A COMPANY OF WILD WEST COWBOYS, THE REAL ROUGH RIDERS OF THE WORLD WHOSE DARING EXPLOITS HAVE MADE THEIR VERY NAMES SYNONYMOUS WITH DEEDS OF BRAVERY.



14. HAVE YOU ANY MINOR OR MAJOR
PHYSICAL DEFECTS, OR HAVE YOU
EVER BEEN AFFECTED WITH ANY
AILMENT WHICH MAY IMPAIR
YOUR WORKING EFFICIENCY?

No

15. IF SO, DESCRIBE FULLY. USE THE BACK OF THIS FORM IF NECESSARY

In Excellent Health! Sight and Hearing Perfect.

16. COMPLETE EMPLOYMENT RECORD. BE SURE TO GIVE ALL QUALIFYING EXPERIENCE. APPLICATIONS NOT SHOWING REQUIRED EXPERIENCE WILL BE REJECTED.

FROM MONTH-YEAR	TO MONTH-YEAR	OCCUPATIONS AND DESCRIPTIONS OF DUTIES PERFORMED	SALARIES RECEIVED	EMPLOYERS NAME AND ADDRESS	REASONS FOR LEAVING
1905	1917	Theatre, Motion Pictures. Player Assistant Director, Etc.	\$50.00	David Belasco and Century Play Co. Et	Enlistment war Serv.
1917	1919	Engaged in Military and Naval recruiting, Liberty Bonds, Etc.		U.S. War & Navy Departments, also Post Office & Treasury Depts.	
1919	1925	Ethnologist and Lecturer for the Affiliated Lyceum & Chautauquas.	\$75.00) \$110.00)	Alber-Wickes Boston, Mass.	Better- ment.
1925	26	Writer, Technical Director and Historical Researcher, & Player.	Wk. \$200.	Cecil B. deMille. HOLLYWOOD, CALIF.	Return to Lyceum.
1926	30	Ethnologist and Lecturer for the Redpath Lyceum and Chautauquas.	\$125.	Redpath Bureau Chicago, Ill.	all Bureaus closed.
1930	38	Theatre, Motion Pictures, Radio and writer of special articles.	average) \$100.	Average rate when employed;	active.
		Have, from time to time, contributed various articles on Legendry, Mythology, History and Ethnology, to various groups, Boy Scouts of America, The Four H. Clubs, under the U.S. Dept. of Agriculture, Historical and Ethnological Societies, and to the Press. In 1927 Have conducted a series of Feature Stories averaging four full columns in the Sunday issues of the Clarksburg, W. Va. Telegram and Exponent. Also a daily column in the same papers on activities at the University of West Virginia A. H. Service			

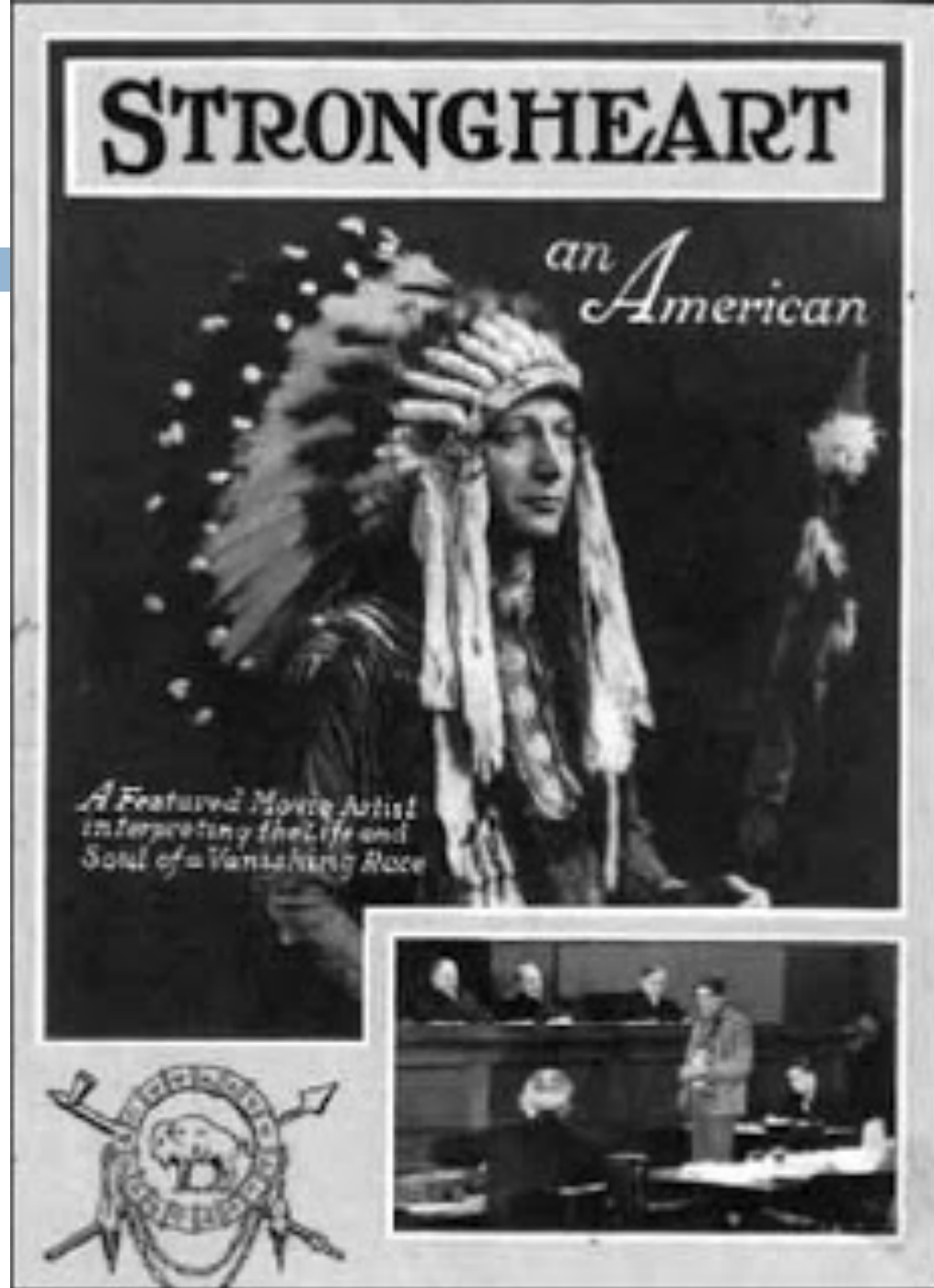
During WWI...

- Strongheart was paid as a lecturer (a speaker who presents an Educational and Entertaining talk to an audience) for military recruiting and bond drives.
- During the early 1900's, lecture circuits were very popular. This was before television or radio were wide-spread.



After WWI...

- ❑ Strongheart continued with his lectures in the 1920's for The Society of American Indians.
- ❑ This lecture circuit was his form of Media.



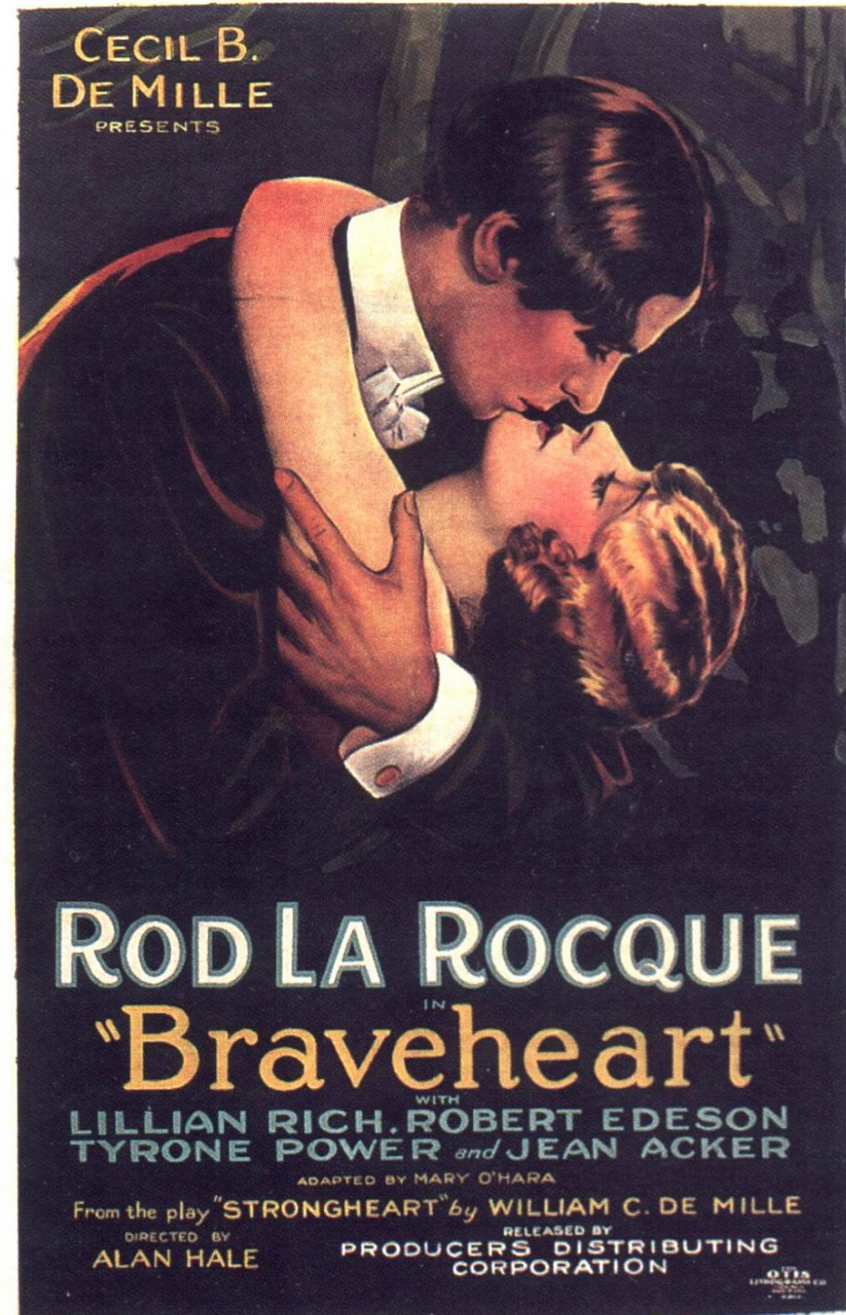
It's important to know that...

- At this time popular culture revolved around stories of Native Americans.
 - Cowboys and Indians, Geronimo, etc.
- The common perception was that Native Americans would become extinct.
- People would wait in line for an opportunity to see an authentic Native American.



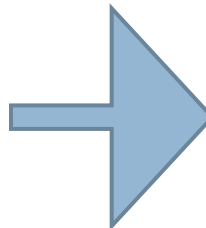
Later in life...

- Strongheart stayed active in Hollywood, most notably through the film “Braveheart.”
- Mary O’Hara and Nipo Strongheart posed for this *Braveheart* publicity photo



Cornell Notes: Summary

- Use this time now to write a summary of the information that you just recorded.
- Write one or two sentences that sum up the information presented.

[illegible]

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Strongheart, a Coit-Alber Find, Captivates Hearers

Carnegie Hall, New
York; with ex-
tensive audience
in sub-Treasury steps
York, with Governor
League Balcony on
Elhiu Root; in the
Opera House, in the
us, and in the Meth-
istans Daniel.
a tremendous personal
to Tom Skeelhy.
is stranger than any
four battle frontiers,
and Italy. No
him in the ability to
tingly of what he has
pulsing with human
ills and interspersed
deeds of heroism and
rs' life. In his vivid
is all the thrills of the

saw the war as a poet. wonder, its beauty, horror, and never is his theme. Laughter and joy, and his descriptions of a world attracted much more. A book of his poems, *Doyle's War*, Doubleday, Page and these poems, notably "The Trench" and "The Soldier," are widely quoted. He is the greatest soldier-

OF CENTURY
e 7, column 1).

LISTED

SUCCESS



The Chief's war experience has its many thrills. He loves to tell of the manner in which he captured seven unsuspecting Mexicans in bear traps set in the sand. Two other Mexicans he shot and killed, and one other was made helpless by the Chief, who used the Mexican's own knife to turn the trick.

In speaking of early times, the Chief said the Indians were pictured as a savage race of people, but he explained that their savagery came largely from the desire to defend their own people and lands against the whites. It is the same desire to protect the home that is in evidence today, he said, in the United States and the allied countries.

Chief Strongheart explained several interesting customs in connection with Indian life. No Indian, he said, could evade military service through marriage. A man had to prove himself a warrior and a brave one before he could be granted the privilege of marrying. He must prove himself able to provide for his family and to defend his home.

The Indian grows up to fight his own battles, says the Chief. Before schools were made possible to his people they were taught to study nature.

The Chief has earned his right to the popularity that is his.

n season, although she is
er old favorite programs.

The Chief has earned his right to the popularity that is his.

On your own

- Please look through Primary Source B. On your own highlight elements that are associated with entertainment in one color. Then highlight things that are associated with passing the Indian Citizenship Act in a different color.



STRONGHEART

speaks, acts, and interprets the very life and soul of a great, but vanishing race. He appears in Chieftain's full dress Costume.

A "talk" by Chief Strongheart leaves an impression alike stimulating and enduring. Unlike an ordinary lecture, his talk represents more than a carefully prepared, studied and rehearsed thought-structure.

A Lecture-Entertainment
LEGENDS and FACTS

"From Peace Pipe to War Trail"

That Strongheart is successful on stage and platform as on Western plains or horseback, may be gathered from his recent record. He played conspicuous roles in "The Flaming Arrow," "The Mail Despatcher," and "The Heart of We-to-Na." With eloquent, patriotic appeals, he assisted in recruiting in New York, Buffalo, Patterson, Fort Lee, Pittsburg, Brockton, Lowell, Haverhill, and Lawrence.

He served ten months as United States scout on the Mexican border.

Strongheart was born in the Yakima Valley of genuine American fighting stock.

His grandfather, "Standing Rock," led his people in their last stand against Custer's men.

AFFILIATED
LYCEUM & CHAUTAUQUA ASSOCIATION
Incorporated
Serving the English-Speaking Peoples of the World

LONDON	PITTSBURG	CALGARY
BOSTON	CLEVELAND	PORTLAND
ATLANTA	CHICAGO	AUCKLAND
TORONTO	DALLAS	SYDNEY
	BOISE	

Class Recap



- Today in class:
 - We reviewed the early life of Nipo Strongheart.
 - We learned Strongheart used lectures to either entertain or advocate for Native Americans.
 - We learned what the United States population's perception of Native Americans were in the 1900's.
- **For Homework Tonight** using quotes from your Highlighting activity, first create a claim on whether Strongheart is being more of an advocate or more of an entertainer. Then provide two quotes that support your claim.

1/11/17

LP5: Day 3

Strongheart

Primary Sources: Homework: P6 Research Nipo

Jigsaw

Do Now: Why was popular culture so interested in Native Americans in the 1900s?

Homework: P6 Research Nipo Strongheart on the internet.

Objective: I can investigate whether or not Strongheart caused political change through his lecture circuit.

Please take out your homework and place it in the top right hand corner of your desk. Over the next 5 minutes answer the do now. Once you finish, write your objective down in your packet, and then write your homework in your planner. Mr. C will come around to sign your planner at the end of the 5 minutes.

Do Now: Why was popular culture so interested in Native Americans in the 1900s?

- The common perception was that Native Americans were going to end up extinct.
- If there was an opportunity to see an authentic Native American, people would wait in line.



JIGSAW WORKSHEET



Today's Exercise: Jigsaw

In your packet please read and complete the questions in section one independently.

You will have 10 minutes to complete this activity.

Now find someone with the same color group as you and discuss your answers for section one. Make any corrections if necessary.



Please find your group

- If your worksheet is labeled Group 1 please meet in the far right hand corner of the room.
- If your worksheet is labeled Group 2 please meet in the far left hand corner of the room.
- If your worksheet is labeled Group 3 please in the center of the room.

Please elect a speaker for your group.

At this time each member of your group must summarize what his/her primary source was about, and then read the answers you came up with for section one in your packet.

Once all sources have been reviewed, answer the questions in section three as a group.

Class Recap



- Today in class:
 - We reviewed Strongheart's Autograph Book.
 - We reviewed Strongheart's speech used lectures to either entertain or advocate for Native Americans.
 - We reviewed the challenges to Strongheart's Genealogy.
- **For Homework Tonight** using the internet, find some fact about Nipo Strongheart that you did not hear in class this week. Take your time when researching your facts. Do not just select the first thing you see. Write that fact in your packet.

1/12/17

LP5: Day 4

Identity vs

Impact:

Image

Analysis

Do Now: What type of words do people use to identify themselves? How do you identify yourself?

Homework: Complete recap Review on P3-4

Objective: I can investigate whether or not Strongheart caused political change through his lecture circuit.

Please take out your homework and place it in the top right hand corner of your desk. Over the next 5 minutes answer the do now. Once you finish, write your objective down in your packet, and then write your homework in your planner. Mr. C will come around to sign your planner at the end of the 5 minutes.

Do Now: What type of terms do we use when describing our Identity?

- Ourselves- Male, Female, Rich, Poor, Young, Old, American, Mexican, African, White, Black, Millennial, Athletic, Beautiful, Ugly, Catholic, Atheist

The list can go on and on, but what we do know is that this is a difficult question. **Some say it is the most important question in life!** Who are you?

Look at
this self
portrait of
Frida
Khalo.
How do
you think
the artist
identifies
herself?



Historical Connection: Strongheart

- How do you think Nipo Strongheart would have identified himself?
- Male, Indian, Chief, Warrior, Actor/Lecturer, Entertainer, Activist?



Poster Review of Jigsaws



Please take out our Jigsaw worksheets and sit with your Jigsaw groups.

Today we are going to be completing a Poster Review.

Each of your Posters will have a Title



The Titles are Autographs, Speeches, or Genealogy

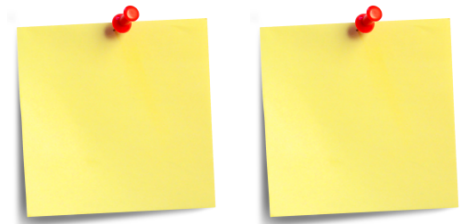
Please provide a short summary on the topic of your title next to where it say **SUMMARY**. Summary need to be three to four sentence.

Then answer the question provided on the poster.

HINT: It is similar to your Section Three Activity

Elect a scribe by identifying which students out of the three has most recently had a Birthday.

Post it Check



- All students covering Autographs raise your hands.
- All students covering Speeches raise your hands.
- All students covering Genealogy raise your hands.

Please review the opposing groups poster that covered the same topic.

Student may make edits, observations or suggestions on posted notes and place them on the opposing poster.



STRONGHEART'S LIFE STORIES

The Bureau of Indian Affairs said...

- ❑ “This Indian has been giving similar lectures over the country for the past seven or eight years...He has claimed to belong to five or six different tribes, but...he has never furnished satisfactory evidence that he belongs to any tribe, or even that he is an Indian at all.” – *Commissioner Burke, June 1928*
- ❑ There is no Chief Standing Rock
- ❑ He is not officially apart of the Yakama Nation
- ❑ There is no evidence he killed anyone in his military service



Let's go to the beginning...

- Remember Buffalo Bill Wild West Show?



- There is not evidence that he was apart of the Real Buffalo Bill Wild West Show

Truth?

- This is the real Buffalo Bill.
- This is who Strongheart was with “Pawnee Bill.” He worked with Buffalo Bill for a short time and then started his own show.



In “Buffalo Bill’s Show” ...



Closing Thoughts

- ❑ In order to study history you need to challenge the traditional ways of thinking about History!
- ❑ History is not clear cut or easy. People are not simply cowboys or Indians, good or evil. It's complicated.

These two pictures of Strongheart show that. Just like how our own identities cannot be summed up in one word, we cannot assume other's historical lives are so simple.



Recap: Does this matter?

- Do you think this new information should influence our view of Strongheart?
- Does this new information change Strongheart's impact on the Indian Citizenship Act?

Does the
end
justify the
means?

Tomorrow, prepare an argument with evidence for whether or not Media can influence political change.

For Homework Tonight

- Answer question one and two in the Recap Review Section. Remember to provide the required amount of sources in your answers.
- Once both questions are answered, use the Rubric to self-assess your answer.
- Try and identify if you accurately answered the question based on the criteria given in the rubric.

This will be a way in which to prepare for tomorrow's PA.

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<https://www.google.com/search?q=us+passport&rlz=1C1NDCM_enUS700US701&source=lnms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#tbm=isch&q=jigsaw+puzzle&imgdii=pdIUmdgIt5M_0M:&imgsrc=BrMrpJ7aOGyKoM:>.

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