

2) Who was Dwight D. Eisenhower's wife?

- Claudia Taylor
 - Anna Eleanor Roosevelt
 - Elizabeth Virginia Wallace
 - Mamie Geneva Doud
 - Jacqueline Lee Bouvier
-

3) Who was the Vice President of the United States under Dwight D. Eisenhower?

- Lyndon Johnson
 - Hubert Humphrey
 - John Nance Garner, Henry Agard Wallace, and Harry Truman
 - Alben William Barkley
 - Richard Nixon
-

4) What was President Dwight D. Eisenhower's nickname?

- Ike
 - JFK
 - LBJ
 - FDR
 - Give 'Em Hell Harry
-

5) Where was President Dwight D. Eisenhower born?

- Missouri
 - Texas
 - Massachusetts
 - Ohio
 - New York
-

6) Where did Dwight D. Eisenhower attend college?

- U.S. Naval Academy at Annapolis
 - University of Virginia
 - U.S. Air Force Academy in Colorado
 - U.S. Military Academy at West Point
 - University of Texas
-

7) What rank did Dwight D. Eisenhower have during World War II?

- Supreme Commander of the Allied Forces
- Captain
- Major
- Colonel
- Lieutenant

8) What was the goal of the Eisenhower Doctrine?

- To protect people's civil rights
- To end the Korean War
- To stop the spread of communism
- To integrate the U.S. Army
- To ease racial tensions

9) What war did Eisenhower negotiate an end to in 1953?

- World War II
- Vietnam War
- Spanish-American War
- Afghanistan War
- Korean War

10) Which of the following best describes Dwight D. Eisenhower's time as President of the United States?

- A time of economic depression
- A time of economic prosperity and peace
- A time of war, but economic prosperity
- A time of riots and internal uprisings
- A time of war and economic depression

The Cold War

Korean War

The Korean War was fought between South Korea and communist North Korea. It was the first major conflict of the Cold War as the Soviet Union supported North Korea and the United States supported South Korea. The war ended with little resolution. The countries are still divided today and North Korea is still ruled by a communist regime.

Dates: June 25, 1950 to July 27, 1953

Leaders:

The leader and Prime Minister of North Korea was Kim Il-sung. North Korea's chief commander was Choi Yong-kun.

The President of South Korea was Syngman Rhee. The South Korean Army was led by Chung Il-kwon. The United States Army and United Nations forces were lead by General Douglas MacArthur. The US President at the start of the war was Harry Truman. Dwight D. Eisenhower was president by the end of the war.

Countries Involved

Supporting North Korea was the Soviet Union and the People's Republic of China. Supporting South Korea was the United States, Great Britain, and the United Nations.

Before the War

Before World War II the Korean Peninsula had been a part of Japan. After the war it needed to be divided up. The Northern half went under the control of the Soviet Union and the Southern half under the control of the United States. The two sides were divided at the 38th parallel.

Eventually two separate states formed with North Korea forming a communist government with Kim Il-sung as leader and South Korea forming a capitalist government under the rule of Syngman Rhee.

The two sides did not get along and there were constant skirmishes and battles along the border at the 38th parallel. Attempts were being made to negotiate a unified country, but they were going nowhere.

North Korea Attacks

On June 25, 1950 North Korea invaded South Korea. The South Korean Army fled and forces from the United Nations came to help out. The United States provided the majority of the United Nations forces. Soon the South Korea government only occupied a small part of Korea on the southern tip.

The War

At first the United Nations was only trying to defend South Korea, however, after the first summer of fighting, President Truman decided to go on the offensive. He said the war was now about liberating North Korea from communism.

Battle of Inchon

General George MacArthur led the UN forces on an attack at the Battle of Inchon. The Battle was a success and MacArthur was able to move in and rout much of the North Korean army. He soon had retaken control of the city of Seoul as well as South Korea back up to the 38th parallel.

China Enters the War

MacArthur continued to be aggressive and pushed the North Koreans all the way to the northern border. However, the Chinese were not happy with this and sent their army to enter the war. At this point President Truman replaced MacArthur with General Matthew Ridgway.

Back to the 38th Parallel

Ridgway fortified the border just north of the 38th Parallel. Here the two sides would battle for the rest of the war. North Korea would attack the south at various points and the UN army would retaliate trying to prevent more attacks.

End of the War

Negotiations continued for much of the war, but President Truman did not want to appear weak. When Eisenhower became president, he was much more willing to offer concessions to end the war.

On July 17, 1953 a treaty was signed that ended the war. Few things had changed as a result of the war. Both countries would remain independent and the border would remain at the 38th parallel. However, between the two countries a 2 mile demilitarized zone was placed to act as a buffer in hopes to prevent future wars.

Facts About the Korean War

- Although Korea was not strategic to the US, they entered the war because they did not want to appear soft on communism. They also wanted to protect Japan, which they did consider strategic.
- The TV show M*A*S*H was set during the Korean War.
- The situation today in Korea is similar to what it was 50+ years ago after the war. Little has changed.
- It is estimated that around 2.5 million people were killed or wounded during the war. Around 40,000 US soldiers died in the war. The civilian casualties were especially high with estimates of around 2 million civilians killed.
- It is thought that President Truman strongly considered using nuclear weapons during the war.

1) What country had control of the Korean peninsula before World War II?

- Soviet Union
- China
- United States
- France
- Japan

2) What year did the Korean War begin?

- 1941
- 1945
- 1950
- 1955
- 1962

3) What was used as the border between North Korea and South Korea?

- Hantan River
- 17th Parallel
- Imjin River
- 38th Parallel
- A line exactly halfway between the southern tip and the northern tip of the area

4) North Korea is ruled by what type of government?

- Communist
- Monarchy
- Oligarchy
- Anarchy
- Democratic

5) Who was president of the United States during the Korean War?

- Kennedy then Johnson
- Truman then Eisenhower
- Eisenhower then Kennedy
- Only Eisenhower
- Only Kennedy

6) True or False: The Korean War ended with Northern Korea taking over the government of South Korea and the country being united under communist rule.

- TRUE
- FALSE
-
-
-

7) What country entered the side of North Korea and changed the course of the war?

- France
- United States
- Japan
- China
- Vietnam

8) What side attacked first?

- North Korea
- South Korea
- China
- Japan
- None of the above

9) Who was the main general for the United Nations and the United States at the start of the war?

- Dwight D. Eisenhower
- George Marshall
- Douglas McArthur
- Omar Bradley
- Matthew Ridgway

10) Which side was considered the winner of the war?

- United States
- North Korea
- China
- South Korea
- There was no winner

The Korean War

At the end of World War II in 1945, the United States and the USSR made Japanese soldiers leave the country of Korea. They divided Korea up into 2 separate countries, North and South Korea, because the USSR wanted Korea to be totally **communist** and the United States didn't. The United States controlled the southern half and the Soviet Union controlled the northern half.

The United States appointed **Syngman Rhee** as leader of South Korea in May, 1948. He began trying to get rid of communists from his country. **Kim Il Sung** was chosen by the Soviets to head North Korea which was communist.

The USSR, **Union of Soviet Socialist Republics**, was a communist country. Communists believe that the central government controls everything and do not favor ownership of private property. When talk was begun of uniting the two sections, the USSR wouldn't give up the northern part of Korea.

This began a time in American history called the '**Cold War.**' The United States and the USSR didn't openly fight but were always involved in unfriendly talk and threats back and forth. The Cold War went from 1945-1991. The Korean War was the first military action in the Cold War.

In 1950, The USSR signed an agreement with China, another communist country, to work together and defend each other. The leader of China at that time was **Mao Zedong**. Now there were two governments in Korea. The United States backed the southern part and the communists held the northern part.

The Soviets gave a large army to the Chinese who invaded South Korea in June, 1950. The North Koreans captured the capital **Seoul**. The UN forces then captured **Pyongyang**, capital of North Korea. The North Korean army had a lot more soldiers than the South Korean army.

President Harry Truman sent troops to help South Korea right away. **The United Nations**, an organization composed of many world nations, agreed to send troops also. They believed that communism needed to be held back.

General Douglas MacArthur was put in charge of the United Nations army. The United States told the world that its goal was to make Korea one country again. After the United Nations forces pushed the communists back above the 38th parallel, the border between North and South Korea, the Chinese decided to join the war. The UN forces were pushed back down to the original border.

General Douglas MacArthur asked President Truman to block Chinese harbors and drop atomic bombs on Chinese cities. The President refused. General MacArthur was fired and General Matthew Ridgway took over the army.

By June 1951, the two sides were engaged in hard fighting back and forth along the border, called the 38th parallel. Talks for settling the conflict were begun by the USSR in July but went on for two years while the fighting continued.

The **armistice** or peace treaty was signed on July 27, 1953. 54,000 Americans had died, from injuries or illness. 1.5 million military persons died in all from both sides.

- 1) Which of the following became the leader of South Korea after the division?
- A:** Kim Il-Sung
 - B:** Syngman Rhee
 - C:** Douglas MacArthur
 - D:** Harry Truman
- 2) Which of the following major countries made up the two opposing sides in the 'Cold War'?
- A:** The United States and the USSR
 - B:** China and Japan
 - C:** China and North Korea
 - D:** The United States and Japan
- 3) Of which of the following countries was Mao Zedong the leader during the Korean War?
- A:** Japan
 - B:** North Korea
 - C:** South Korea
 - D:** China
- 4) Which of the following was the first General of the United Nations forces sent to help South Korea?
- A:** Harry Truman
 - B:** Douglas MacArthur
 - C:** Matthew Ridgway
 - D:** Dwight Eisenhower
- 5) Which of the following is the meaning of the word 'armistice'?
- A:** Battle
 - B:** Weapon
 - C:** Peace Treaty
 - D:** Declaration of War
- 6) Which of the following was not a communist country?
- A:** The United States
 - B:** North Korea
 - C:** The USSR
 - D:** China

Korean War

DIRECTIONS: Read the following passage and then answer the corresponding questions completely.

In the early 1900s, Japan had begun to expand their control in a quest to become a global imperial power; and by 1910, they had successfully colonized Korea. Korea remained a Japanese colony until the end of World War II in 1945. As part of peace agreements between the Soviet Union and the United States, Japan lost its control of Korea and it was divided into two occupied zones: North Korea (USSR) and South Korea (USA) divided at 38th parallel of latitude.

Shortly after the conclusion of World War II, a new conflict emerged between the United States and Soviet Union. Both countries looked to expand and protect their post-war goals and ideologies. The United States wanted to support democratic countries around the world, and on the other hand, the USSR looked to expand communism. In June 1950, North Koreans, supported by the USSR, invaded South Korea with the intent to unify the country under a communist regime. Lacking anticipation and preparation, the capital of South Korea, Seoul, was quickly occupied by North Koreans.

Prior to the invasion, the United States had adopted a foreign policy of containment, which sought to stop the spread of communism throughout the world. Therefore, United States President, Harry Truman, quickly looked to the United Nations for guidance as to how to handle the North Korean act of aggression and support the US efforts of containment. Truman was convinced that the aggression of North Korea was similar to the aggression previously displayed by Hitler and Japan prior to World War II. The UN agreed to support South Korea and send in a military force in opposition of North Korea under the leadership of American General, Douglas MacArthur, who had also led American troops in the Pacific against Japan. Although the Soviet Union was a member of the UN, they were absent during negotiations due to conflicting opinions regarding China, and therefore were not able to veto UN intervention in Korea.

During the initial stages of the Korean War, the UN was badly outnumbered and ill-equipped in comparison to the North Koreans, who were heavily equipped by the Soviet Union. This enabled North Korea to push south and occupy most of South Korea. However, MacArthur was eventually able to lead successful counterattacks that pushed back North Korea past the 38th parallel line (original border). Despite the UN's success with reestablishing the Korean border, Truman wanted to take the opportunity to occupy North Korea and unite Korea under a non-communist government.

While pushing north into North Korea, UN forces were warned and then eventually attacked by neighboring communist China. China's fresh forces were able to push back UN forces south of the 38th parallel line, where a bloody deadlock was ultimately established by 1951. MacArthur believed that the only way that UN forces would successfully control all of Korea was to invade China from the north. Truman, however, adamantly disagreed with going to war with China and eventually fired MacArthur as general of the Korean War. The firing of MacArthur angered many Americans who viewed MacArthur as a well-respected military general and war hero.

For more than a year after MacArthur's firing, the deadly fighting in Korea continued in a deadlock. Vicious fighting brought both sides' short lived gains, until they were pushed back. Although peace talks began in 1951, no agreements were able to be made. By 1952, the United States elected a new president, Dwight Eisenhower, an American war hero and leader during World War II (D-Day). Eisenhower promised Americans that he would personally go to Korea and end the war if he was elected, which was what he did. By July 1953, peace was established with the signing of an armistice and the border between North Korea and South Korea was redrawn at 38th parallel. Along with the border, a demilitarized zone (DMZ) was set up on both sides of the border. This two and a half mile area would have no military presence from either side, although on either side of the DMZ, both sides stationed heavily armed troops.

All in all, the Korean War took the lives of over five million soldiers and civilians, which included over 50,000 American soldiers. For many soldiers and Americas, news of the Korean War was devastating, as families had started to rebuild from World War II. The US government brought back the military draft, and thousands of Americans were sent back to war. Korean War soldiers endured treacherous conditions in the hot Korean climate, which was a breeding ground for infections and diseases. In addition, the war did not result in a gain for either side, and instead, the previous border and governments were maintained. The division in Korea at 38th parallel still remains today. The Korean War ultimately proved that the United States was willing to support its foreign policy of containment, even if that meant utilizing military force.

Korean War 1. Why was Korea occupied by the US and USSR after World War II?

2.

What caused the conflict in Korea?

3.

How could the actions of North Korea be compared to the actions of Nazi Germany and Imperial Japan?

4.

Why did the US want to support South Korea?

5.

How did the US become involved in the Korean conflict?

6.

Why did China involve itself in the Korean War?

7.

Who was elected as President of the United States during the Korean War?

8.

What was the outcome of the Korean War?

9.

What was/is the DMZ?

10. What did the Korean War prove about the US?

Grades 6, 7, 8 **Student's Name:** _____

Welcome students to your fourth quarter **Current Event Class**. This lesson will help you to learn how to examine a Current Event reading assignment and understand the key important components of an article you read.

Please Follow the instructions to finish your work for:

Week of, May 4 - 8, 2020

1. Please read the article entitled: "***A short history of the U.S. government's relationship with Native Americans***"
2. On a enclosed sheet of paper write out the (4) questions at the end of the article with the correct answer (Pay attention to copy the question and the answer correctly.)
3. Using the enclosed graphic organizer concentrate on the 5 boxes marked; **Who, What, When, Where, and Why**. Look back over the article and find the information needed to complete the graphic organizer. When recording your information on the graphic organizer use **only** complete sentences so you will be able to remember the context of the information you have gathered.

Who: Who were the people mentioned in the article? Find this information and place it in the box titled: **Who**

What: What is the main topic the article is examining and explaining? Place this information in the box titled: **What**

When: When did the event take place in the article or what dates were mentioned? Place this information in the box titled: **When**

Where: Where did the event take place or what locations did the article mention? Place this information in the box titled: **Where**

Why: Why did this event happen or why is this event or information important? Place this information in the box titled: **Why**.

4. Take the enclosed line sheet of paper and in your own words take the information gathered on your graphic organizer and write a 8 - 15 sentence summary. The summary should include information gathered on each of the graphic organizer boxes titled: **Who, What, When, Where, Why**. Share your thoughts about the article and how important you think the information is that you learned and how it can help you.

Thank you for taking the time to read and gather the information from this article. We look forward to reading your thoughts and comments. Thank you, *Mr. Kimsey & Mr. Groves*

A short history of the U.S. government's relationship with Native Americans

By National Geographic Society, adapted by Newsela staff on 07.09.19

Word Count 977

Level 1040L



Image 1. General William T. Sherman (third from center) and commissioners in council with chiefs and headmen from the Sioux during a treaty made at Fort Laramie, Wyoming, in 1868. Image courtesy of U.S. National Archives and Records Administration

Relations between Native Americans and the U.S. government have been tense. To many Native Americans, the history begins with their uneasy welcoming of the first European settlers, which was followed by times of opposition, defeat and near-extinction. To Americans, the history includes both treating Native American tribes as equals and exiling them from their homes. Often, these efforts happened at the same time.

Many Native American tribes allied with the British during the Revolutionary War. However, the Treaty of Paris, which ended the war, was silent on the fates of these British allies. The new U.S. government was thus free to acquire Native American lands by treaty or force. Resistance from the tribes stopped the encroachment of settlers, at least for a while.

After the Revolutionary War, the United States maintained the British policy of making treaties with Native American tribes. In general, the treaties defined the boundaries of Native American lands. They also stated how much the government would pay the tribes for taking their land.

On occasion, the representatives of Native American tribes who signed the treaties were not authorized under tribal law to do so. For example, William McIntosh, chief of the Muscogee-Creek Nation, signed the Treaty of Indian Springs in violation of tribal law. The 1825 treaty ceded virtually all of the tribe's land in the state of Georgia. McIntosh was later assassinated.

Supreme Court Rules Against Tribal Sovereignty

Treaty-making ended in 1871 when Congress ceased to recognize the tribes as groups capable of making treaties. The value of the treaties also came into question after the U.S. Supreme Court ruled in 1903 that Congress had full power over Native American affairs and could override treaties. Many of the treaties made before then, however, remain in force at least to some extent. Occasionally, the Supreme Court is called upon to interpret them.

One treaty with ongoing consequences is the Treaty of Fort Laramie of 1868. The agreement was signed by the U.S. government and the Sioux Nation. In it, the United States pledged that the Great Sioux Reservation would be "set apart for the absolute and undisturbed use and occupation" of the tribe. The land included the Black Hills, a small mountain range in western South Dakota that is sacred to the Sioux.

Custer's Last Stand

Neither side ever fully complied with the treaty, and when gold was discovered in the area, the United States tried to buy back the Black Hills. The Sioux rejected the offer, resulting in the Black Hills War. In the famous Battle of the Little Bighorn, U.S. General George A. Custer led a group of soldiers against the Sioux and Cheyenne along the Little Bighorn River. Custer and his men were killed, and later the battle became known as Custer's Last Stand.

The United States continued its battle against the Sioux until reclaiming the Black Hills in 1877. In 1923, the Sioux sued, and 60 years later, the Supreme Court sided with them. It determined that the Sioux's constitutional rights had been violated. Under the Fifth Amendment, private land cannot be taken for public use without paying the landowner. The court ruled that the government owed the Sioux "just compensation" plus interest starting from 1877. As of 2018, the amount due is around \$1 billion. The tribe has refused to accept the money, however, because it is still seeking return of the land.

In the early-19th century, the government's major aim with Native Americans was to remove and resettle them.

Trail Of Tears

The Removal Act of 1830 authorized President Andrew Jackson to negotiate deals with Native American tribes for their removal and resettlement. The primary targets were the Cherokee, Creek, Choctaw, Chickasaw and Seminole tribes from Georgia, Alabama, Mississippi and Florida. Although resettlement was supposed to be voluntary, it ultimately was not. Thousands of Native Americans were forced from their homes and sent to Indian territory west of the Mississippi River. The forced relocation became known as the Trail of Tears.

In the mid-19th century, the U.S. government pursued a policy known as "allotment and assimilation." Under the General Allotment Act of 1887, the government was allowed to divide tribal land into small parcels for individual members. The goal was to pressure Indians into

becoming farmers or ranchers, thereby helping to assimilate them into society. If land was left over, the government bought it back and sold it to non-Indian settlers. As a result, the act led to a significant loss of land by Native Americans.

A new approach was undertaken with the Indian Reorganization Act of 1934. The law ended allotment, banned the sale of Native American land and returned some lands to the tribes.

After World War II, however, proposals arose in favor of termination of tribes and an end to reservations. A number of reservations were closed, including those of the Menominee in Wisconsin and the Klamath in Oregon.

Indian Self-Determination Act Of 1975

The influence of the civil rights movement in the 1960s led to the Indian Self-Determination Act of 1975. The law restored some sovereignty to the tribes and allowed them to handle federal funds more independently.

The status of Native American tribes with respect to the states in which they live is complicated. In general, Native Americans are sovereign within their own territory. Tribal governments manage their own affairs with respect to their members, but lack authority over non-tribal members.

In 1987, the Supreme Court determined that states cannot regulate Native American gaming enterprises. This ruling resulted in the Indian Gaming Regulatory Act of 1988. It provides the framework that governs casinos operating on reservations.

INDIAN LAND FOR SALE

GET A HOME
OF
YOUR OWN
*
EASY PAYMENTS



PERFECT TITLE
*
POSSESSION
WITHIN
THIRTY DAYS

FINE LANDS IN THE WEST

IRRIGATED IRRIGABLE GRAZING AGRICULTURAL DRY FARMING

IN 1910 THE DEPARTMENT OF THE INTERIOR SOLD UNDER SEALED BIDS ALLOTTED INDIAN LAND AS FOLLOWS:

Location	Acres	Average Price per Acre	Location	Acres	Average Price per Acre
Colorado	5,211.21	\$7.27	Oklahoma	34,664.00	\$19.14
Idaho	17,013.00	24.85	Oregon	1,020.00	15.43
Kansas	1,684.50	33.45	South Dakota	120,445.00	16.53
Montana	11,034.00	9.86	Washington	4,879.00	41.37
Nebraska	5,641.00	36.65	Wisconsin	1,069.00	17.00
North Dakota	22,610.70	9.93	Wyoming	865.00	20.64

FOR THE YEAR 1911 IT IS ESTIMATED THAT 350,000 ACRES WILL BE OFFERED FOR SALE

For information as to the character of the land write for booklet, "INDIAN LANDS FOR SALE," to the Superintendent U. S. Indian School at any one of the following places:

CALIFORNIA: Bay Mills	MINNESOTA: Duluth	NORTH DAKOTA: Fort Totten, Fort Totten, Grand Forks	OKLAHOMA - Gen. Sac and Pca Agency, Shawnee, Wyandotte	SOUTH DAKOTA: Cheyenne Agency, Crow Creek, Greenwood, Lower Brule, Pine Ridge, Rapid, Sisseton	WASHINGTON: Fort Simcoe, Fort Spokane, Tuba, Tulah
IDAHO: Lapwai	MONTANA: Crow Agency	OREGON: Astoria	UTAH: Elmore Agency, Fredson, Hatchburg, Hartsburg, Miles, Prewitt	WISCONSIN: Okauch	
KANSAS: Hays, Lawrence, Winchell	NEBRASKA: Macy, Neligh, Winchell				

WALTER L. FISHER,
Secretary of the Interior.

ROBERT G. VALENTEINE,
Commissioner of Indian Affairs.

Quiz

- 1 Which section from the article BEST explains why the U.S. government split tribal lands into smaller pieces?
- (A) Introduction [paragraphs 1-4]
 - (B) "Supreme Court Rules Against Tribal Sovereignty"
 - (C) "Custer's Last Stand"
 - (D) "Trail Of Tears"
- 2 Select the paragraph from the article's introduction [paragraphs 1-4] that explains how the U.S. government conducted business with Native American tribes.
- (A) Relations between Native Americans and the U.S. government have been tense. To many Native Americans, the history begins with their uneasy welcoming of the first European settlers, which was followed by times of opposition, defeat and near-extinction. To Americans, the history includes both treating Native American tribes as equals and exiling them from their homes. Often, these efforts happened at the same time.
 - (B) Many Native American tribes allied with the British during the Revolutionary War. However, the Treaty of Paris, which ended the war, was silent on the fates of these British allies. The new U.S. government was thus free to acquire Native American lands by treaty or force. Resistance from the tribes stopped the encroachment of settlers, at least for a while.
 - (C) After the Revolutionary War, the United States maintained the British policy of making treaties with Native American tribes. In general, the treaties defined the boundaries of Native American lands. They also stated how much the government would pay the tribes for taking their land.
 - (D) On occasion, the representatives of Native American tribes who signed the treaties were not authorized under tribal law to do so. For example, William McIntosh, chief of the Muscogee-Creek Nation, signed the Treaty of Indian Springs in violation of tribal law. The 1825 treaty ceded virtually all of the tribe's land in the state of Georgia. McIntosh was later assassinated.
- 3 Which statement would be MOST important to include in a summary of the article?
- (A) The U.S. government forcibly removed several Native American tribes from their land during the Trail of Tears.
 - (B) Over 50 years after their land was stolen from them, the Sioux were awarded a legal victory but still have not been granted their land back.
 - (C) Many Native American tribes supported the British against the Americans during the Revolutionary War.
 - (D) A Supreme Court decision allowed Native American tribes to open and operate casinos on tribal land.
- 4 One of the article's central ideas is that there is a long history of mistreatment of Native American tribes by the U.S. government. How does the author introduce this central idea?
- (A) by explaining how the U.S. government determined the amount of money tribal land was worth
 - (B) by highlighting several key moments where the U.S. government took advantage of Native American tribes
 - (C) by describing the military conflicts between the U.S. government and the Native American tribes
 - (D) by suggesting that the U.S. government should return all tribal land to Native American tribes

On this sheet of paper write out the (4) questions at the end of the article with the correct answer. (Pay close attention to copy the question and the answer correctly.)

1. _____

2. _____

3. _____

4. _____

Current Events- Summary Graphic Organizer

Name _____ Date _____ Period _____

Date of Presentation _____

Circle which of the following that you will be studying this week:

Global News

National News

State News

Local News

Procedure:

- Google or other search engine "Current events for (_____)"
- Pick a topic that interests you.
- Write your topic for the week. _____
- Research your topic and complete the boxes below.
- After table is completed- write a summary of the event using the information below. 6-8 sentences.
- Include a picture and caption.

List the resources that you use to find your information here

Who: Who is the article about?

What: What are the main points to the article?

When: When did the date of the researched event take place?

Where: Where did the current event take place?

Why: What makes this event so interesting that people would care that it took place?

Canyon Day Junior High Virtual Lesson Plan

Teacher: Ms. Altaha Class: Art Date: April 21, 2020

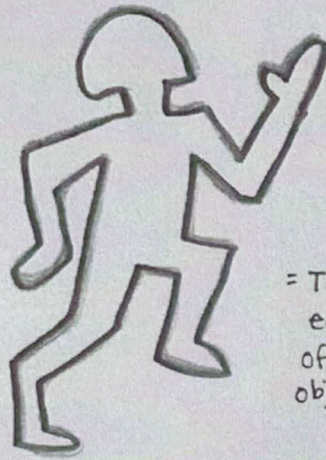
Week of: May 4-8, 2020
Standard
Learning Goal Monday: I can create different designs and pattern using lines Tuesday: I can create a drawing using lines to make a picture. Wednesday: I can create a picture using mood and words to show how I feel. Thursday: I can create a picture using shape and form to make an animal. Friday: I can create a drawing using Shape and Form to make a picture.
Success Criteria Monday: I will be able to draw different designs and pattern using lines.. Tuesday: I will be able to draw any picture using lines. Wednesday: I will be able to draw using moods and words explaining how I feel. Thursday: I will be able to draw an animal using shape and form. Friday: I will be able to draw any picture using shape and form.
Assignments are to be completed each day.
Monday 5/4/20 Line Design and Pattern Students are to make a design or pattern that fills up the whole paper. Be creative! It must be colored. <i>Students need a plain drawing paper, students may use any tools- crayon, color pencils, paint, oil pastels, etc.</i>
Tuesday 5/5/20 Line Drawing Students are to draw any picture using lines: start with an outline of a picture, then include lines inside the picture or on the outside of your drawing. <i>Students need a plain drawing paper, students may use any tools- crayon, color pencils, paint, oil pastels, etc.</i>
Wednesday 5/6/20 Mood and Words Drawing Students are to draw any picture using mood and words: examples- Covid-19 within the tribe/nation or just the word lazy person on the couch. Drawings must be colored. <i>Students need a plain drawing paper, students may use any tools- crayon, color pencils, paint, oil pastels, etc.</i>
Thursday 5/7/20 Shape and Form Animal Drawing Students are to draw a picture of any animal using shape and form. It must be colored. <i>Students need a plain drawing paper, students may use any tools- crayon, color pencils, paint, oil pastels, etc.</i>
Friday 5/8/20 Shape and Form Drawing Students are to draw any picture using shape and Form: examples- Minecraft, legos, using shape to make out pictures. <i>Students need a plain drawing paper, students may use any tools- crayon, color pencils, paint, oil pastels, etc.</i>

Any questions contact Ms. Altaha.

o Email address: Taeyana.altaha@wusd.us

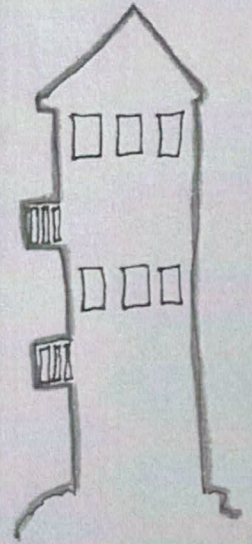
LINE

MORE ABOUT LINES...



Contour
(outline)

= The outer edge/line of an image, object or shape.

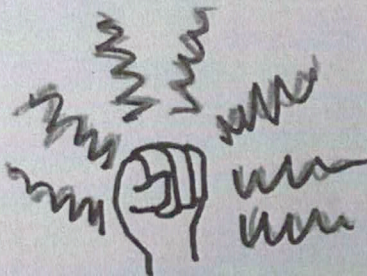
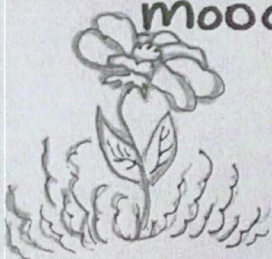


Lines can be used to show movement....

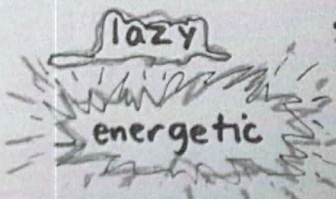


..or no movement.
(still)

Lines can be used to show mood.

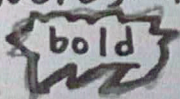


Here are more words to describe lines.



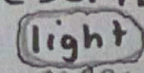
lazy

energetic

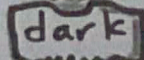


bold

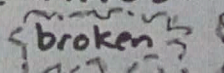
shy



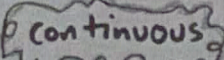
light



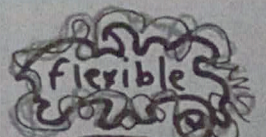
dark



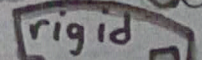
broken



continuous



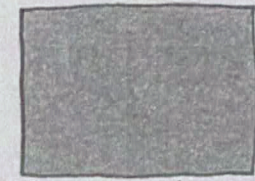
flexible



rigid

SHAPE AND FORM

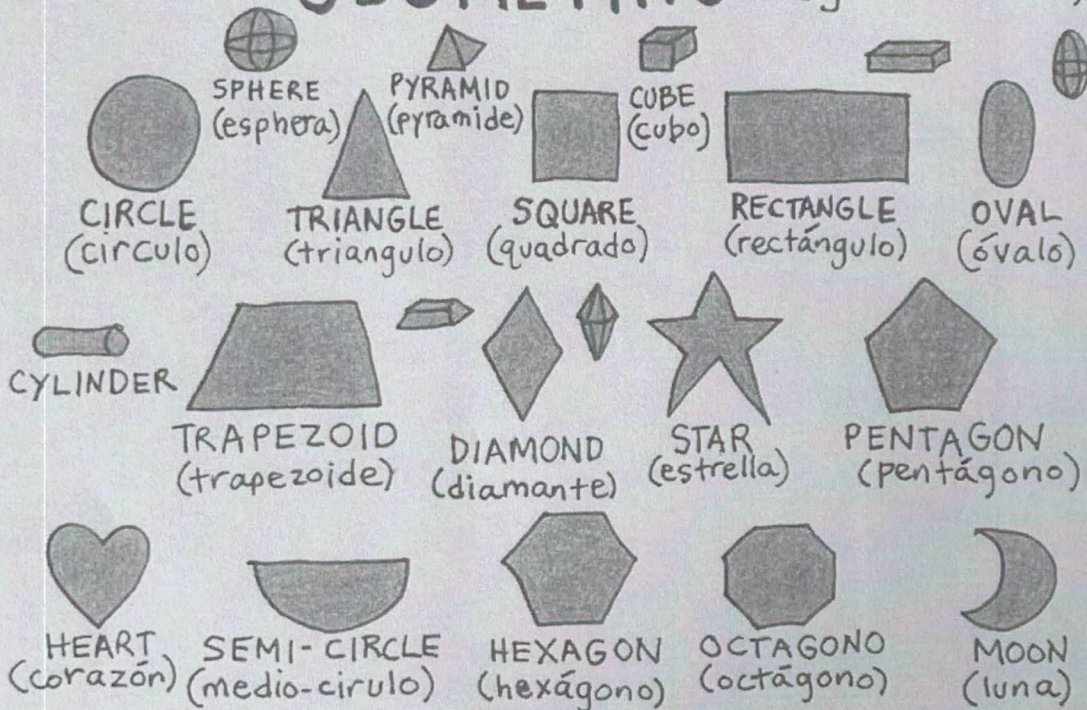
(forma y forma)



LARGE (largo)
and (y)

SMALL (pequeño)

GEOMETRIC (geometrica)

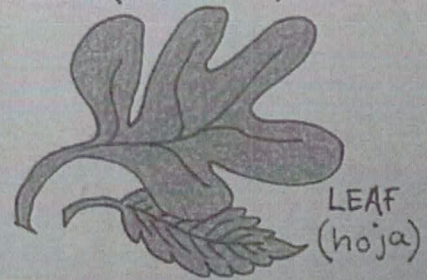
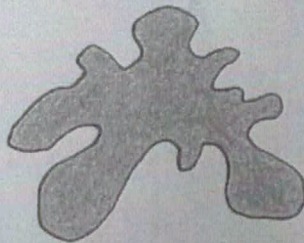
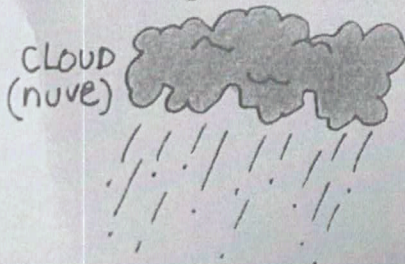


ORGANIC / FREE FORM / NATURAL

(orgánico)

(forma libre)

(natural)

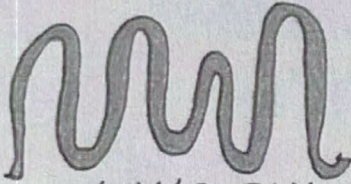


LINE

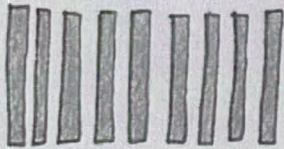
(linea)



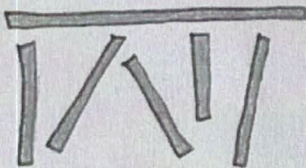
BROKEN
(quebrado)



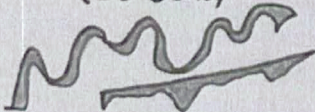
WAVY/CURLY
(ondulado)



VERTICAL
(vertical)



STRAIGHT
(derecho)



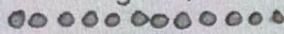
VARIED
(variadas)



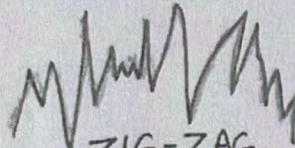
THICK
(grueso)



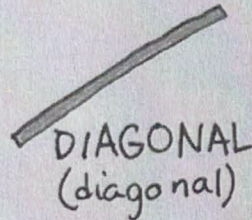
THIN
(delgado)



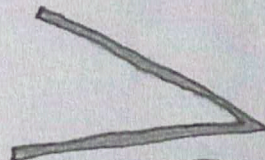
DOTTED
(linea de puntos)



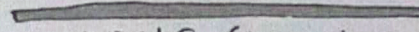
ZIG-ZAG
JAGGED
(zig-zag)



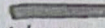
DIAGONAL
(diagonal)



TAPERED
(termina en punta
conico)



LONG (largo)



SHORT (corta)



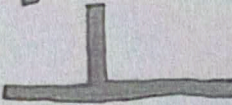
CURVED
(curva)



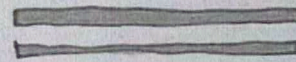
HORIZONTAL
(horizontal)



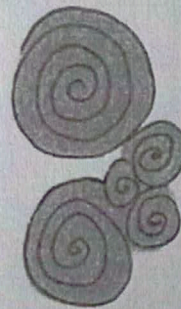
VERTICAL
(vertical)



PERPENDICULAR
(perpendicular)

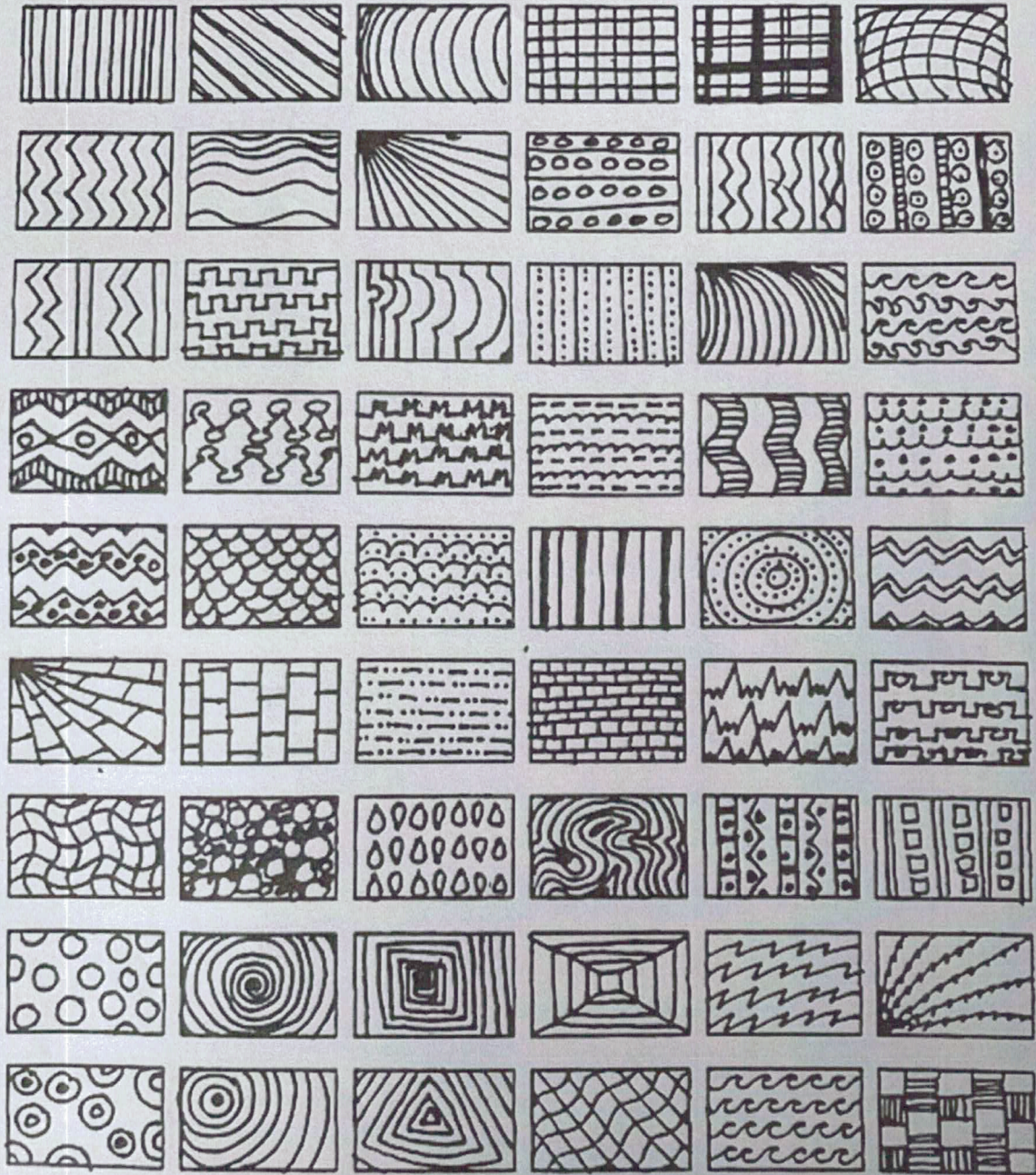


PARALLEL
(paralelas)



SPIRAL
(espiral)

Examples of line



Hey Students!

Dagotée – Dii, shii Ms. Lupe 😊

Missing you students. Hope you are enjoying the Apache packets. This week you are going over a few town words and few, few, words regarding other people.

- Worksheet #1 short reading worksheet, which would have been bell work.
- Worksheet #2 fill in Apache – English and answer questions
- Word Search

Have fun! Be safe – wash your hands. I miss you all 😊

Name _____

Dear Diary



Opinion Words to Watch For:			
appeared	believe	seems	think
feel	looked	suppose	

Read Rachel's diary page. Underline the opinion words you find.

Dear Diary,

I think today was the most miserable day of my life. I always feel so rushed on school mornings. First I forgot my math homework at home. Mrs. Johnston, the math teacher, appeared to be very annoyed with me. She said it seems to her that I'm always unprepared for class.

Next I lost my science report. Mr. Hagler, the science teacher, looked as if he didn't believe I had written it. He told me I'll have to rewrite it by tomorrow.

Now I can't find my library book. I suppose the librarian will make me pay for it. Perhaps I left it in school. I hope tomorrow is a better day.

Rachel

Answer the questions.

1. What did Rachel forget at home?

2. What did Mr. Hagler tell Rachel to do?

3. Why does Rachel think the librarian will make her pay for the book?

4. How do you think Rachel could keep track of things better?

5. Do you ever lose your books or school work? Explain why or why not.

Bonus: Write another diary page by Rachel. Explain in four or more sentences why the next day was a better day.

Apache Class Word List

Have an Apache speaking person review words with you.

Whiteriver – Chilwozh: continuous wash

Cibecue – Dischebikoh : Red dust

Carrizo – Gadisoh: Spanish word

Cedar Creek – Bediyu: behind

Canyon Day – Yanyogai: yucca plant

North Fork – tseet'can

McNary – Chaabitó: Beaver Springs

Hondah – Hón'dah – welcome/come in

Ye' – from

Da'zhee – San Carlos

Zahalii – cents/coins

Nak ai yé – Mexican

Yu' daha – Navajo

Di bi dah – all around

Nas sii yaa – I've been around

Be 'so – dollars

Nit – pass/already happen

Ni'maa – your mother

Name _____ Class Period _____

Town worksheet

Give the Apache name for the following:

Behind -

Welcome-

Yucca Plant -

Beaver Springs-

Continuous Wash-

Red Dust -

Spanish Word -

I've been around -

Dollars-

Mescarlero

~~East Fork~~ -

Translate to English:

Ye' -

Zahalii-

Yu'daha-

~~Dibida~~

Nasiiyaa -

Dibida -

Bediyu -

Hon'Dah

Chaabito -

Chilwozh-

Gadisoh -

Yanyogai-

Dischebikoh -

tseet'can

Dibida

yu'daha

Nakaiye'

da'zhee

Write the following in English

Be'so

Shitaa Chilwozh ye'

Bediyu dibida nasiyaa nit.

Ni Maa Chabbito ye' na'?

Draw how much zahalii you will need to make \$00.97.

Draw how much Beso you will need to make \$77.00

Draw a picture of NiMaa given you sum Beso and how much is she given you?

Where does most Yuidaha live?

Are you part Dilzhee'?

Write the town words two times each in Apache/English.

Name _____ Class Period _____

Town worksheet

Give the Apache name for the following:

Behind -

Welcome-

Yucca Plant -

Beaver Springs-

Continuous Wash-

Red Dust –

Spanish Word -

I've been around -

Dollars-

Mescarlero

East Fork -

Translate to English:

Ye' -

Zahalii-

Yu'daha-

Dilzhee'

Nasiiyaa -

Dibida –

Bediyu -

Hon'Dah

Chaabito -

Chilwozh-

Gadiso -

Yanyogai-

Dischebikoh –

tseet'can

Dibida

yu'daha

Nakaiye'

da'zhee

Write the following in English

Shitaa Chilwozh ye'

Bediyu dibida nasiiyaa nit.

Ni Maa Chabbito ye' na'?

Draw how much zahalii you will need to make \$00.97.

Draw how much Beso you will need to make \$77.00

Draw a picture of NiMaa given you sum Beso and how much is she given you?

Where does most Yuidaha live?

Are you part ^{Da'zhee'} ~~Da'zhee'~~

Write the town words two times each in Apache/English. (Use part of next page to complete)

Draw a picture of something in Yanyogai.

Draw a picture of something in Beaver Springs.

Draw a picture of Something in Hon'dah.

Draw a picture of something in Yanyogai.

Draw a picture of something in Beaver Springs.

Draw a picture of Something in Hon'dah.

Draw a picture of something in Yanyogai.

Draw a picture of something in Beaver Springs.



NAME: _____ DATE: _____

B	O	U	A	B	Z	E	I	C	X	C	L
H	I	F	E	W	D	E	Y	E	N	B	R
O	U	H	Q	G	T	M	H	L	J	P	M
J	K	J	A	M	T	O	Z	U	P	E	S
Z	I	R	Z	V	X	I	J	L	V	D	O
H	W	B	Q	G	Y	A	P	I	N	S	P
C	D	E	B	V	R	H	G	D	D	E	U
H	V	C	H	C	A	O	O	R	B	X	N
A	C	X	C	L	H	K	S	Y	A	G	F
K	D	H	P	S	S	B	I	N	H	P	S
N	N	I	E	S	W	T	E	D	A	A	E
T	L	O	L	P	I	Y	P	A	Y	D	M
V	O	H	W	K	D	M	R	X	G	A	Y
F	N	L	A	O	F	A	U	A	A	L	Q
N	W	S	T	Z	H	L	A	C	J	P	E
Q	W	T	P	A	H	Y	Q	I	W	Q	A
K	D	G	F	I	Q	O	X	I	D	T	P
N	W	R	Y	V	L	P	S	I	A	Z	P
W	O	H	V	V	H	Z	A	B	I	Y	F
Q	C	Z	Q	T	K	N	I	D	M	T	Z
L	Z	H	V	W	D	X	G	P	D		
J	I	I	L	A	H	A	Z	Q	P		
C	H	A	B	B	I	T	O				
R	Z	S	T	H	G	A	X				
C	K	N	Z	Q	H						
Y	X	K	I	K	U						
A	Y	X	Y								
F	J	P	B								

DISSCHEBIKOH
 GADISOH
 YANYOGAI
 CHILWOZH
 HONDAH
 CHABBITO
 YE
 BESO
 ZAHALII
 DILZHEE
 YDAHA
 NASIIJAA
 DIBIDA



NAME: _____ DATE: _____

B I Z E R	X G E	R L M	A R G T R
I Q Y I D	D E D	H S V	B D D V K
S V L C I	A Z Z	V H D	J Y N W H
O Y S	H O H	H L I	M O H
J C S	A D E	R B B	A Q H
W T N	D E E	M C I	S O I
F U E	A N F	D H D	H Y J
Z Z C	Y U E	I A A	G G A
Y U C	O T Y	S A B	A A H
C P S	E M I I M F L C B I		L A A
C G C	T Y A U K F C H I L		E Y G
Y Q Q	E W K Q D H O E T O		F I L
I C H	S M A	B O M	P I I
A H Y	S Q N	I Q T	U S Z
G I T	T L F	K D N	G A D
O L P	A I G	O U F	A N Q
Y W E	N K X	H Y D	D X E
N O V	W E W	O I A	I O A
A Z R	R A H	I O V	S B V
Y H P	Z X V	R T N	O E A
O H S	U O P	G B Z	H D X
Y O B V Y			N B S I W
U F T W H			X Z O Y M
W T G U O			U N I U U

GADISOH - Carrizo
 DIBIDA - All around
 BISO - dollars
 NASIYAA - I've been
 around
 TESSTAN - North
 YE - from
 DZILGAHA - Mtn.
 peopl
 LIKE - and
 TUNEDOZE - Farres
 do
 BIKO - with
 DZHEE - San Carl
 CHAABITO - McNar
 YADAAH - Navajo
 HONDA - Welcome
 MASHGALE - Mexican
 YANYOGAI - Canyon D
 NAKAIYE - Mexican
 BEDIYU - Cedar Creek
 DISCHEBIKOH - cel
 CHILWOZH - whiter