Franklin D. Roosevelt

1. Dedicated, ambitious, charming, determined, caring, willing to accept advice, and a great planner and reformer.

2. Aggressively made efforts to end the Great Depression with his “New Deal” programs and encouraged Congress to support the programs.

3. Never let his physical problems (paralyzed as a result of polio almost his entire political career) control his life.

4. Led the World War II effort with commitment and determination until he died in 1945.
Interactive versions is this think-sheet can be found in the Makes Sense Strategies software. Reproducible black-line masters of this think-sheet are featured in the book: 200 Makes Sense CONTENT Think-sheets. These and related products can be purchased at www.GraphicOrganizers.com (251)952-2404 © 2005 Edwin Ellis ALL RIGHTS RESERVED

Powerful Wind Storms removed Top Soil Impacting Farming Dust Bowl

Where?
Great Southern Plains
- Kansas
- Oklahoma
- Texas
- Colorado
- New Mexico

Specific information about this event
This event
U.S., Central Plains, Severe Drought in 1931

How and/or Why?
- Farmers did not realize that grass roots had held soil in place
- Farmers had cleared millions of acres of sod for wheat forming
- Crops & grass died and soil dried out
- Strong prairie winds blew soil away
- Drought and storms lasted for years

What was the event’s positive or negative impact on the world?
The Dust Bowl event had a negative impact on the economy and culture, but it forced people to find solutions to problems created by nature.

Specific information about what happened as a result of the event
- Thousands of farmers went bankrupt (lost all their $) and had to give up their farms
- 300,000 farmers migrated to California
- Moved place to place to harvest fruits and vegetables
- So many came from Oklahoma they became known as “Oakies”

Caused this to happen

© 2005 Edwin Ellis ALL RIGHTS RESERVED
Why are these Events important?

All of these events were important because they led to the formation of the North Atlantic Treaty Organization (NATO).

The North Atlantic Treaty Organization (NATO)

**Event**

**Treaty of Versailles**

**Details**

At the end of World War I, it placed restrictions on Germany’s military, administered a huge war debt, and caused an economic and political collapse in the German government.

**Event**

**League of Nations/World War II**

**Details**

The end of World War I formed to prevent another World War, but failed because the United States didn’t join. The result was that no organization signed.

**Event**

**The Marshall Plan**

**Details**

World War II was fought and Germany lost. Western Europe was devastated by the war. The Marshall Plan required Germany to pay for the huge war debt. The U.S. plan provided aid in the reconstruction of Western Europe, which included

**Event**

**United Nations (UN)**

**Details**

The United Nations was formed to aid in world peace and security. Both Democratic and Communist governments participate in UN peacekeeping.

**Event**

**North Atlantic Treaty Organization (NATO)**

**Details**

The North Atlantic Treaty Organization was formed to present a front against the spread of communism in the United States and its ally countries.
**ISSUE**

**Organization of Labor Unions in the United States**

**DETAILS**

By 1900, U.S. became a great industrial power. The new business leaders controlled work hours & pay

Workers felt they had to do something to improve their working conditions so they organized unions

1866-National Labor Union: demanded the eight-hour workday. More unions organized & focused on different issues

---

**WHO?**

**Union Members**

What this group wants others to believe about this issue

- Working conditions varied from business to business, most were unhealthy or dangerous
- New Business Leaders controlled the working conditions, workday, and pay
- Unions were against using children or prisoners for labor
- Unions favored “equal pay for equal work” for men and women.
- Unions wanted laws protecting the safety and health of all workers

---

**WHO?**

**U. S. Gov. versus Early Unions**

What this group wants others to believe about this issue

- Labor Unions are trouble makers disturbing the harmony of working conditions between owners & laborers
- At first the government was against unions using its powers to support management against workers
- When labor strikes got out of hand, courts issued injunctions (an order preventing some activities, such as strikes) this was used for years
- Now Gov. controls Laws protecting rights of workers & power of unions

---

By 1900, U.S. became a great industrial power. The new business leaders controlled work hours & pay.

Workers felt they had to do something to improve their working conditions so they organized unions.

1866-National Labor Union: demanded the eight-hour workday. More unions organized & focused on different issues.
### EVENT REAL - world connections

<table>
<thead>
<tr>
<th>Reveal key features</th>
<th>Event</th>
<th>The development of the United Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gist of why this event is notable</td>
<td>The United Nations was established to keep world peace and security without the use of war. It still exists.</td>
<td></td>
</tr>
</tbody>
</table>

#### Specific things about this event

- The UN builds peace in ways other than wars.
- The UN family works together with other partners to promote the well-being of people.
- The UN helps countries form treaties to prevent future wars.

---

#### Evaluate this event’s value to our world

- **Why we SHOULD value this event’s impact on today’s world**
  
  The United Nations has made many different efforts to promote world peace and security. Organizations, treaties, and programs have been established through the UN to better society and its people.

- **Why we should NOT value this event’s impact on today’s world**

---

#### Analyze reactions

- **Ways people have reacted POSITIVELY to this event**

- **Ways people have reacted NEGATIVELY to this event**

---

#### List background knowledge or experiences related to this event

This reminds me of President Bush’s criticism of the UN and all the corruption going on in it (Iraq’s “oil for food”). A lot of Americans like my father think we should withdraw from the UN. I don’t think that’s a good idea.
### Main ideas

<table>
<thead>
<tr>
<th>Cultural Background</th>
<th>Oprah Winfrey</th>
<th>Condoleezza Rice</th>
<th>Shirley Chisholm</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Born in Kosciusko, MS, in 1954—Troubled youth, abused by male relatives -moved to Nashville to live with her father</td>
<td>Born in Birmingham, AL, 1954-parents were educators, father was also a minister-1967, family moved to Denver</td>
<td>Born in Brooklyn New York-Spent part of her childhood in Barbados w/grandmother</td>
<td>Oprah &amp; Shirley had similar experiences, Oprah &amp; Connie grew up during segregation</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Attended Tenn. State Uni., in 1971 and began working in radio &amp; TV Broadcasting in Nashville</td>
<td>Uni., of Denver at 19, Bachelors Political Sci. Uni., Notre Dame Mastr Uni., Denver's Grad Sch. Of Inter Stu Doctorate</td>
<td>Attended Brooklyn College-earning BA in 1949- Master's degree in education from Columbia University</td>
<td>Dr. Rice is by far the best educated, but all women attended college which was unusual for minority women</td>
</tr>
<tr>
<td>Notable Qualities</td>
<td>Quality programming &amp; an open, warm-hearted personal style captivates audiences and fans</td>
<td>First African Amer. woman to serve as Secretary of State Foreign affairs expert</td>
<td>First African Amer. elected to Congress, and to run for the presidency in 1972</td>
<td>The political leadership of Rise and Chisholm is outstanding, but Oprah's public leadership is exceptional</td>
</tr>
<tr>
<td>Public Opinion</td>
<td>Creative &amp; Intelligent Generous Dedicated Activist for Children's Rights</td>
<td>Exceptional Role Model Future Political Candidate</td>
<td>Considered one of the foremost female orators in U.S. Outstanding service to mankind</td>
<td>All three women are respected for their accomplishments</td>
</tr>
<tr>
<td>Conclusions</td>
<td>Oprah had the most difficult childhood and youth, but she did not let her past keep her from succeeding</td>
<td>Dr. Rice has used her mind and talents to make a political place for women in a male dominate career</td>
<td>Shirley's determination and courage to speak out against injustices makes her a cycle breaker</td>
<td></td>
</tr>
</tbody>
</table>
INVENTION

Braille

Provide a system for writing and reading for the blind

Words that describe the
Systematic  More convenient than earlier methods of communication  Uses patterns of raised dots

Key things LEADING to invention’s development

Louis Braille (1809-1852)
Had learned from an army captain that soldiers often sent messages at night by punching coded dots on thick paper
Braille adapted the dot method for use in his braille writing system
He also invented a stylus & slate for easily writing the braille dots

Ways the invention is TESTED or evaluated

Braille, who was blind since age 3 self-tested the method
He was also aware of the methods of communicating that existed before his invention
His invention was used in 1824 when it was invented and is used today

IMPACT of the invention then and now

It was more convenient than the previous wood or wax carved letters, or the string alphabet
It was a systematic system
It because universally accepted and utilized

ADAPTATIONS of the invention

In Braille everything must be written backwards & the letters must be written from right to left so they can be read from left to right when the paper is turned over.
In the 1930's & 40's the braillewriter-a machine like a typewriter that types raised braille dots instead of letters was invented

Knowledge Connections

This invention makes you think of …
The creation of the Universal Sign Language

Because …
It is understood and used throughout the world.
A convenient, systematic, method that allows a blind person to write and read

Louis Braille, who was blind from age 3, invented a system called braille, that uses patterns of raised dots to represent letters

Writing in Braille can be difficult because everything must be written backwards, so that it can be read from right to left. The braillewriter- a machine like a typewriter that types raised Braille dots instead of letters was invented to solve this problem

The braille system & braillewriter made reading & writing easier for the blind, but the blind could not write for sighted people until the MPRINT was invented. Words are typed in braille, & MPRINT converts the strokes to letters for an ink printer

A speech synthesizer, reads the words on the computer screen out loud. Another computer-related invention for the blind is the Braille screen-reading device,

In the future, this invention will probably …

These inventions help blind people to read & write, but problems still remain to be solved. Blind people do not yet have a way to use graphics on a computer, or a pencil or pen that would allow the user to draw freely, as well as feel and erase what they’ve drawn.
Interactive versions of this think-sheet can be found in the *Makes Sense Strategies* software. Reproducible black-line masters of this think-sheet are featured in the book: *200 Makes Sense CONTENT Think-sheets.*

These and related products can be purchased at www.GraphicOrganizers.com (251)952-2404 © 2005 Edwin Ellis  ALL RIGHTS RESERVED

Because she is successful in a career that is dominated by men

**WHO?**

Women’s Rights Advocates

- Probably view the person this way ...
  - Strong Female Role
  - Model
  - Progressive
  - Successful Politician
  - Intelligent and Determined

**WHY?**

Because they find her politically threatening and very different in her approaches to social changes

**WHO?**

Young Republicans

- Probably view the person this way ...
  - Idealistic
  - Critical of people who don’t think the way she does
  - Outspoken
  - Determined to run for president

**WHY?**

Important Person

Hillary Clinton

**PERSPECTIVES on a notable person**

- Shadowing her husband’s career
- Why?
Tacoma Narrows Bridge

A bridge built in Tacoma, Washington in 1940.

Factors that INFLUENCED this thing to be formed:

Leon Moisseiff planned to build a bridge across the Puget Sound, to connect the port of Tacoma to the Olympic Peninsula.

The bridge would cut travel to the Olympic Peninsula by an hour.

In 1840 no one had ever built a bridge that long

Moisseiff planed to build a bridge 72 times longer than it was wide; he developed his plan based on studies of the traffic in the Tacoma area.

Professor F. B. Farquharson, a wind expert at the University of Washington helped to design the bridge. He placed models of the bridge in wind tunnels to test the design. Wind tunnels were a new invention at the time.

The long two lane bridge was much lighter than a four lane of the same length, making it roll and tilt.

Actions people take because of the thing:

After completion, designers knew there was something unusual about the bridge—it moved more than most suspension bridges.

It opened on July 1st, 1940

Driving across the bridge was like riding a roller coaster.

The bridge was nicknamed: Galloping Gertie

On Nov. 7th, 1940, winds were blowing at 43 mph, & having a strong effect on the bridge. The bridge’s gentle rolling turned violent & it began to twist back and forth. At 11:10 in the morning the first section fell into the Puget Sound.

So what? What is important to understand about this?

Fortunately no human lives were lost when Galloping Gertie fell apart. The bridge fell because it was so long & narrow, the design called for metal strips called plate girders instead of heavy trusses, and the wind tunnel testing had not been sufficient.

Moisseiff accepted the blame for the disaster, but many problems occurred because science galloped ahead of safety.
BELIEF

People from other countries immigrating to US - GOOD or BAD?

DETAILS

Continuous flow of immigrants into US from countries all over the world

Some are legal (have permission from US to move here) and many more are illegal (come without permission)

US is viewed as good place to move to because of its economic opportunities, freedoms, justice system & stable gov.

WHO?

Limits to Growth (an anti-immigration org.)

What this group wants others to believe about this belief

Immigration threatens the American way of life

Want you to believe that ...
Immigration results in overpopulation,
Immigrants contribute to traffic problems and other growth issues in cities and towns,
Immigrants put too many challenges in the classrooms
Allows immigration creates terrorists threats, and public health problems
The notion that “immigrants help society” is a myth

WHO?

Citizens and Immigrants for Equal Justice

What this group wants others to believe about this belief

Allowing immigration protects humans and benefits all

The CIEJ is a group of American/Legal-resident families facing permanent separation due to the 1996 Immigration laws.

Want you to believe that ...
Families are being destroyed, lives shattered, and children devastated because immigration laws:
- Are too harsh
- Unjustly characterize their families as undesirable and a danger to society.
- Threaten their legal residence
Citizens United Resisting Euthanasia, CURE

America's oldest network solely devoted to combating euthanasia, and defending your right to receive treatment, especially when care is critical

1. Founded in 1981, CURE is an international grassroots network of patient advocates from a wide range of professional, political and religious backgrounds bound together in a common cause: uncompromising opposition to euthanasia

2. CURE provides educational materials designed to alert others to the growing danger of euthanasia.

3. Educational Resources: "DaNgeR—DNA": Because the alternative for a patient in cardiac arrest is death, assuming access to CPR for all who need it is vital, some elderly people and other people who might benefit from CPR do not receive it.

4. Educational Resources: "Brain Death"—The Hoax That Won't Die: Whether you are classified as dead or alive depends on your attending physician's concept of death. Euthanasia can be avoided by redefining death.

5. Educational Resources: Living Will—No! Will to Live—Yes!: the (Living) Will," wrote the Washington Post's B. d. Colen, "would authorize the murder of virtually anyone who filled out a Will, lost consciousness for a period of time, and would in some way be incapacitated on regaining consciousness."

So what? What is important to understand about this?

CURE is a large organization that has strong beliefs about how to define death. CURE opposes many widely accepted medical practices about Living Wills, and interpreting death. This is a fragile social belief that divides many citizens.
The Hoover Dam, a historic landmark, was completed in 1935.

Construction began in 1931, when the project was called the Hoover Dam in honor of the president who was instrumental in pushing the plan. At a cost of $200 million, the construction-project provided jobs for over 4,000 men and inspired American pride at the creative potential of public workers.

**PLACE**

**Hoover Dam, Nevada**

Is about a place where …

The design turned the Colorado River into Lake Mead, which stretches over 100 miles. The massive dam provides public services of flood control, hydroelectric power, & water for crops and people throughout the Southwest. From the Las Vegas strip to the suburban expanses of Phoenix & Los Angeles, Americans today switch on lights, water their lawns, & eat irrigated crops thanks to the Hoover Dam.
Interactive versions of this think-sheet can be found in the Makes Sense Strategies software. Reproducible black-line masters of this think-sheet are featured in the book: 200 Makes Sense CONTENT Think-sheets. These and related products can be purchased at www.GraphicOrganizers.com (251)952-2404 © 2005 Edwin Ellis ALL RIGHTS RESERVED

REAL world connections Copyright 2003 Edwin Ellis www.GraphicOrganizers.com

Reveal key features

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gist:</td>
<td>Restrictions on information / news about the war that can be available to the public</td>
</tr>
</tbody>
</table>

Censorship is intended to control the public’s view of war
Bad war news = loss of public support = loss of war

Censorship can be a necessary evil
Need to control info about battle plans, strength & preparedness of army, etc.

Censorship can be abused
Officials might use it to cover up incompetence, failures, law-breaking, or unethical behavior

Evaluate its value to our world

Why this idea SHOULD
be part of today’s world

AND / OR

Why this idea SHOULD NOT
be part of today’s world

Reasoning ...

In the U.S. we are blessed with having the “freedom of speech,” why would you want limits it? Censorship leaves out bits and pieces of the information. Also, it is necessary to our system of self-governing and a violation of the 1st Amendment Rights.

Analyze reactions

Ways people cause this topic to occur more

AND / OR

Ways people prevent this topic from occurring

Reasoning ...

Some military cause it to occur more because they abuse it. They hide some facts (censorship) and make up parts of the information (yellow journalism). A combination of censorship and yellow journalism manipulates the public opinion on supporting the military.

List background knowledge or experiences related to this topic

I am not able to watch certain television stations at night with my family – my parents are censoring what I'm allowed to see.
Main ideas

**An Automobile Culture**

- Americans on the move wanted a new life.
- Travel was easier with highways.
- Suburbs developed creating new communities

**Farms become “Big Business”**

- Cooperate Enterprise
- Large size farms lowered the cost of production = cheaper food and more food available

**Persuading the Consumer to “buy more!”**

- More jobs to make more items = more money = more taxes
  - Fastest growing
  - New marketing techniques
  - New products of persuasions (Television)

Good that comes from Consumerism

- So what? What is important to understand about this?

Many believe that the “goods” of consumerism out weight the “bads.”
After WWII, consumerism developed a positive change on our nation.
**PROCESS**

**Advertising**

Is about a …

**Things sellers do to make people want to buy their products**

Factors that **INFLUENCE** the purchase of the cupcake

- Simple title
- Cupcake visual

Factors that **do not influence** the purchase of the cupcake

- No attention grabber

**IMPACT:** Rank the cupcakes 1-3 in the order you would buy them. (3 = best)

1. The advertisement did not catch my eye because it was too basic.

2. The advertisement caught my eye. However, it was still kind-of plain.

3. The advertisement was very catchy. I liked the use of color. I also liked the idea that people voted it best in town.

**Display A**

- Simple title
- Cupcake visual

**Display B**

- Dull color
- Title with preparation of good
- Cupcake visual

**Display C**

- Title with meaning
- Bright colors
- Cupcake visual

**Advertising PROCESS**

The advertising of a product can make or break its' sale.

So what? What is important to understand about this process?
POLICY: Japanese Internment in WW2

Reveal why this policy is important

More than 110,000 Japanese-American citizens and legal residents were legally imprisoned in various internment camps, leading to widespread, government-sponsored prejudice and inequity.

Evaluate this policy’s value to our society

- Why the kinds of things this policy is known for SHOULD be part of today’s world
- Why the kinds of things this policy is known for should NOT be part of today’s world

Reasoning
- Prejudiced (against one race)
- Unjustified (not one found guilty of illegal behavior)
- Removal of personal rights and property

Examples from the lesson
- Propaganda and discrimination (anti-Japanese)
- Legislation --> forced removal and imprisonment

Real-world examples of similar kinds of actions
- Post 9/11 prejudice towards Arab-Americans
- Patriot Act

Analyze reactions

- Ways our society tends to PROMOTE the kinds of actions this policy promotes
- Ways our society tends to PREVENT the kinds of actions this policy promotes

Reasoning
- Easy to target one group of people if they're different, especially if they're afraid. It's human nature to want to be safe at all costs, even if it harms someone else.

List examples of actions this policy results in

- Propaganda and discrimination (anti-Japanese)
- Legislation --> forced removal and imprisonment

Patriot Act

The actions at this place makes you think of …

Nazi concentration camps in Germany during World War II

because …

Similar discrimination against a race led to imprisonment and physical harm; motivated by fear

Explain how our world might be different if this policy never happened

- Might be able to handle fear with education instead of discrimination; this policy opened the door for future discrimination ...

Have more options for handling post-9/11 terrorist fear
Japanese-Americans were removed from their homes and placed in prisons without "due process" and without being charged for a crime. Suspected of acts they had not committed, they were considered enemies of the state because they were Japanese.

Pearl Harbor marked the first time America had ever been attacked in America; the government responded in such a way that was both deliberate and decisive. Action needed to be taken domestically to quell fears and protect, and US thought the best possible solution was internment.

**WHO?**
- **Japanese-Americans**
  - Probably view the policy this way...
    - Hated the policy
    - Felt discriminated against
    - Ashamed & angry at same time
  - The policy violates rights as American citizens and legal residents of the United States

**WHO?**
- **US Government Officials**
  - Probably view the policy this way...
    - Need to protect AMERICANS as a first priority
    - Rather be safe than sorry
    - Important policy needed in a time of war

**Why?**
- **INTERNMENT**
  - "Betrayal of the Constitution"
  - Creates legal concentration camps

**Perspectives on a policy**

- Feel like it's necessary for protection against "espionage and sabotage"
Topic: German invasion of European countries

**Know**
What do you already know about this topic?

Hitler, dictator of Germany wanted to rule the world.

Hitler caused millions of Jews to be killed in the Holocaust.

Hitler invaded Poland and France.

Hitler commanded a huge military power.

**Want**
What do you want to know more about this topic?

Why did Hitler want to rule the world?

Besides Jews, what other race did Hitler considered inferior to the German race.

What other countries did Germany invade?

**Learn**
What did you learn about this topic?

**WHAT?** Explain the most important idea you learned. Hitler threatened opportunity, value and safety of many countries. Hitler believed Germans were the superior race. Therefore, Germany invaded many countries and persecuted millions of Jews, Gypsies, and people that were considered inferior.

**SO WHAT?** What made the idea important? Hitler wanted to dominate the whole world. Nobody was powerful enough to stop him. So countries banded together to fight him. Together with United States & Great Britain, Soviet Union entered the war against Germany. **Countries can work together can control an evil country.**

**GUESS WHAT?** What questions still remain unanswered about the idea?
How was Germany finally defeated?
Interactive versions is this think-sheet can be found in the *Makes Sense Strategies* software. Reproducible black-line masters of this think-sheet are featured in the book: *200 Makes Sense CONTENT Think-sheets*. These and related products can be purchased at [www.GraphicOrganizers.com](http://www.GraphicOrganizers.com) (251)952-2404 © 2005 Edwin Ellis ALL RIGHTS RESERVED

**Consumerism**

*economic goods which are produced for the satisfaction of wants or needs.*

<table>
<thead>
<tr>
<th>WHEN</th>
<th>THEN</th>
<th>BECAUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goods are produced</td>
<td>Someone buys the goods</td>
<td>Satisfaction of wants or needs</td>
</tr>
</tbody>
</table>

**Essential Details**

**Manual Labor**

- worked or done by hand and not by machine

**Decision Making**

- What to produce
- Who going to do each part of the production process

**Meeting the demand**

- Make enough to please everyone’s needs and wants

**Job Market**

- The more items to be manufactured = the more jobs there will be

**Decision Making**

- Do I really need this?  
  Vs.  
  - Do I want this

**When someone buys the goods = the more goods that are in demand (cycle)**

**Advertising**

- How to get people to buy "your" goods and goods they do not need.

**Could not live with out the good**

- Example: Food

**Improvement for something**

- Example: Eye Glasses

**For enjoyment**

- Example: New Television Set

**Happiness of others**

- Example: gift giving

**Consumerism results with the provision of jobs, food, and products for communities also produces pollution and wastes resources**