



GRADE 8 LOUISIANA SOCIAL STUDIES

The Modern Era

Social media

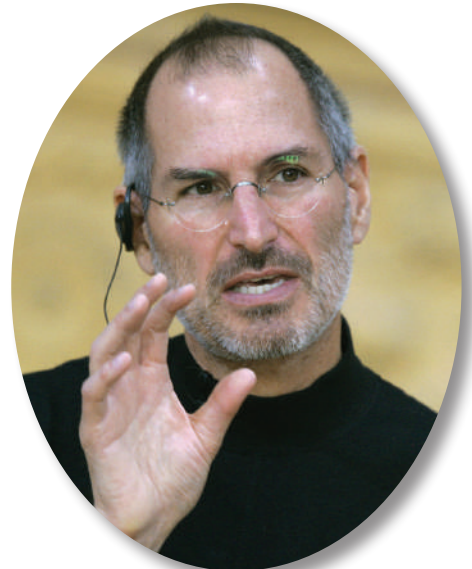


Student Workbook

September 11, 2001



Steve Jobs



Hurricane Katrina



The Modern Era

Student Workbook



1 New Mess

★ 22

19



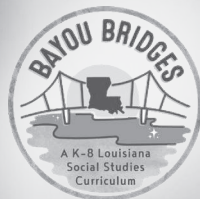
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The Modern Era

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Chapter 1: Domestic Issues of the Modern Era

Framing Question: What are the most pressing questions facing the United States in the years ahead?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Challenges Ahead and Powerful Voices	
President Bill Clinton	

Party Politics	
The Economy at Home	
Advancements in a New Millennium	

President George W. Bush	
Natural Disasters	
The Great Recession	

President Barack Obama	
Response to Recession	
The Affordable Care Act	

Primary Sources

PRIMARY SOURCE A: PRESIDENT BUSH ON HURRICANE KATRINA (2005)

I'm speaking to you from the city of New Orleans—nearly empty, still partly under water, and waiting for life and hope to return. Eastward from Lake Pontchartrain, across the Mississippi coast, to Alabama into Florida, millions of lives were changed in a day by a cruel and wasteful storm.

In the aftermath, we have seen fellow citizens left stunned and uprooted, searching for loved ones, and grieving for the dead, and looking for meaning in a tragedy that seems so blind and random. . . .

These days of sorrow and outrage have also been marked by acts of courage and kindness that make all Americans proud. Coast Guard and other personnel rescued tens of thousands of people from flooded neighborhoods. Religious congregations and families have welcomed strangers as brothers and sisters and neighbors. . . .

Across the Gulf Coast, among people who have lost much, and suffered much, and given to the limit of their power, we are seeing that same spirit—a core of strength that survives all hurt, a faith in God no storm can take away, and a powerful American determination to clear the ruins and build better than before. . . .

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

Source: Bush, George W. "President Discusses Hurricane Relief in Address to the Nation." Sept. 15, 2005. George W. Bush White House Archives.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–2

Primary Source Analysis

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

PRIMARY SOURCE B: PRESIDENT OBAMA'S FIRST INAUGURAL ADDRESS (2009)

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

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

What is demanded, then, is a return to these truths. What is required of us now is a new era of responsibility—a recognition on the part of every American that we have duties to ourselves, our nation and the world; duties that we do not grudgingly accept, but rather seize gladly, firm in the knowledge that there is nothing so satisfying to the spirit, so defining of our character than giving our all to a difficult task.

This is the price and the promise of citizenship. This is the source of our confidence—the knowledge that God calls on us to shape an uncertain destiny. This is the meaning of our liberty and our creed, why men and women and children of every race and every faith can join in celebration across this magnificent mall; and why a man whose father less than 60 years ago might not have been served in a local restaurant can now stand before you to take a most sacred oath.

Source: Obama, Barack. First Inaugural Address. January 21, 2009. U.S. National Archives.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–2

Primary Source Analysis

SOURCE:	
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[illegible]

Name _____

Date _____

Activity Page 1.4

Use with Chapter 1

Domain Vocabulary: Chapter 1

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

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

Chapter 2: Foreign Issues of the Modern Era

Framing Question: Which conflicts that occurred at the end of the twentieth century and the beginning of the twenty-first affected the United States most significantly?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
From Peace to War	
Post–Cold War Conflicts	

September 11, 2001	
The Iraq War, 2003	
Homeland Security	

The Economy on the World Stage	
U.S. Foreign Policy Under President Barack Obama	
Environmental Challenges	

PRIMARY SOURCE C: PRESIDENT GEORGE W. BUSH'S ADDRESS TO THE NATION ON 9/11

Today, our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts. . . .

America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world. And no one will keep that light from shining.

Today, our nation saw evil, the very worst of human nature. And we responded with the best of America—with the daring of our rescue workers, with the caring for strangers and neighbors who came to give blood and help in any way they could. . . .

Our first priority is to get help to those who have been injured, and to take every precaution to protect our citizens at home and around the world from further attacks.

The functions of our government continue without interruption. . . . Our financial institutions remain strong, and the American economy will be open for business, as well.

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

America and our friends and allies join with all those who want peace and security in the world, and we stand together to win the war against terrorism. Tonight, I ask for your prayers for all those who grieve, for the children whose worlds have been shattered, for all whose sense of safety and security has been threatened. . . .

This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before, and we will do so this time. None of us will ever forget this day. Yet, we go forward to defend freedom and all that is good and just in our world.

Source: Bush, George W. Statement by the President in His Address to the Nation. Sept. 11, 2001. U.S. National Archives.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–2

Primary Source Analysis

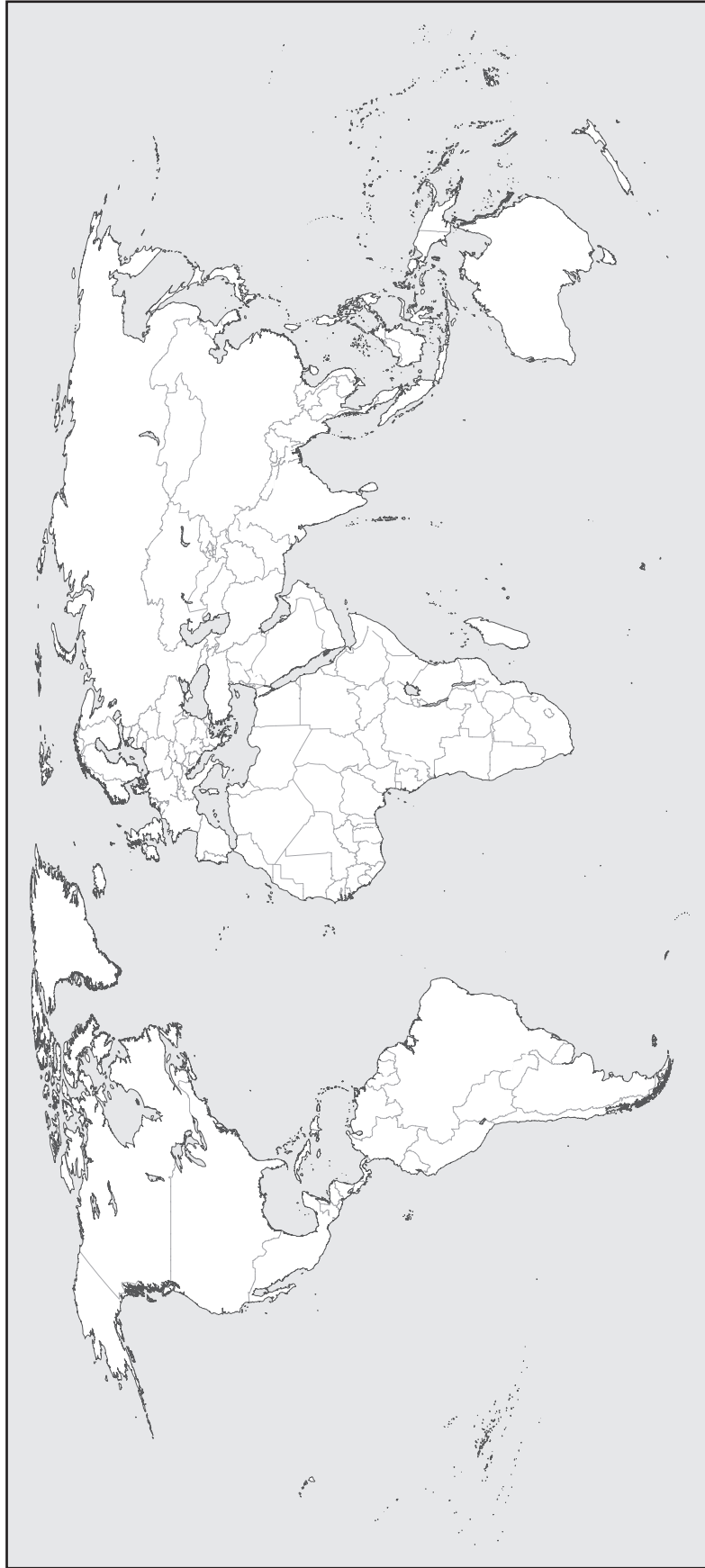
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[illegible]

Name _____ Date _____

World Map

Follow your teacher's instructions to complete this map.



Name _____

Date _____

Activity Page 2.2

Use with Chapter 2

Domain Vocabulary: Chapter 2

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

genocidal	preemptive attack	embassy	globalization
caliphate	offshoring	reconfigure	drone
	surveillance	warrant	

Across:

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

Down:

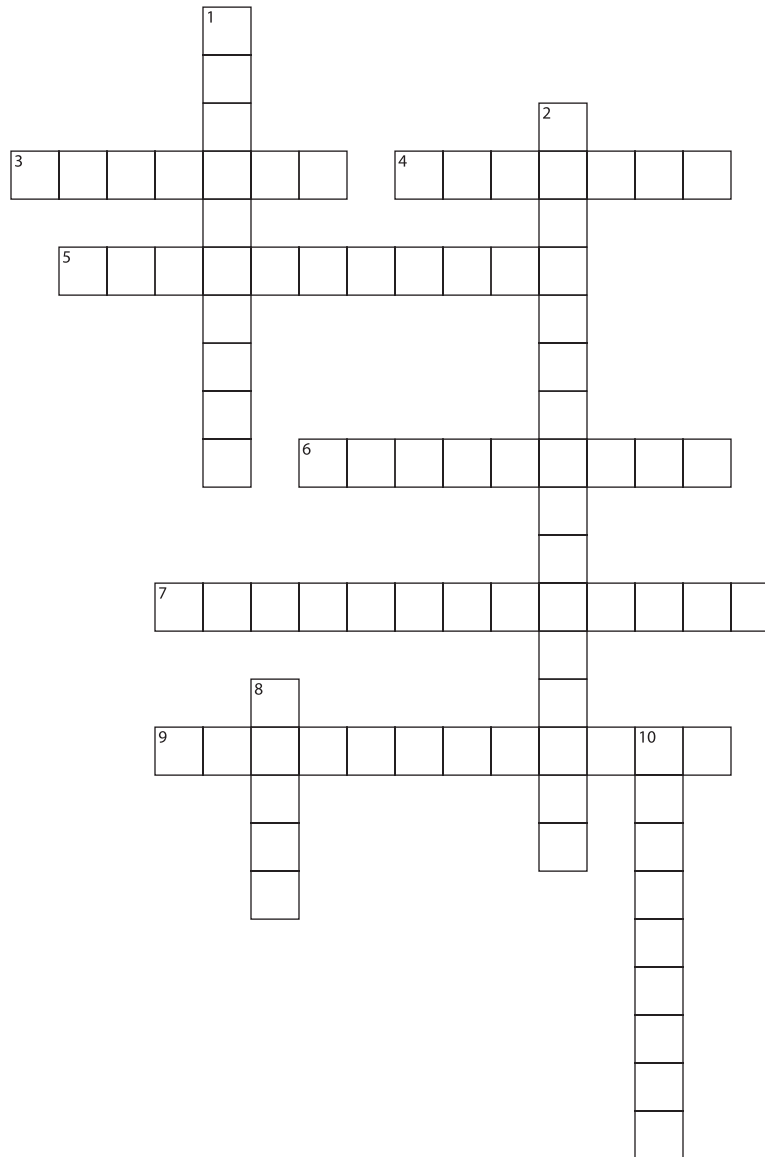
- the policy of moving some jobs or functions of a company overseas to places where labor is less expensive
- an attack on others to prevent them from attacking first
- an aircraft that is controlled remotely instead of manned by people
- historically, the rule or reign of a caliph or chief Muslim ruler

Name _____

Date _____

Activity Page 2.2 (continued)

Use with Chapter 2



Name _____

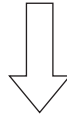
Date _____

Activity Page 1.3

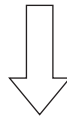
Use with Performance Task

Claims and Evidence

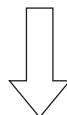
STATE THE CLAIM *What opinion or position are you defending?*



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



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



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

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

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The Postwar Era
The Modern Era

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