

Week 5: Power ELA Answers

<p>Day 1: Answering the questions for: My Name:</p>	<ol style="list-style-type: none">1. What were some of the actions people wanted to do if they had a superpower? <i>Answers will vary—but in general—people who wanted to fly, --wanted to fly around for convenience (to check on friends, to go to appointments, to fly for pleasure (go to Paris, etc) and people who wanted to be invisible would use it to steal things, to watch people without their knowledge and to listen in on people without their knowledge.</i>2. What reason did most people for not becoming crime fighters? <i>Most people wanted to use their powers only for their own benefit. Additionally, almost everyone thought that it would not be enough to have only one superpower if you were fighting crime or evil and they did not want to take the risk of being hurt or killed.</i>3. Did John Hodgman find that people were satisfied with the superpower they chose? How do you know? <i>Most people he talked to would NOT have been satisfied with their superpower—as they thought about it, they wanted more powers, or thought about the negative aspects of having a super-power (not being able to tell others, turning to a life of crime).</i>4. According to Hodgman, what are the five stages of choosing your superpower? <i>Stage one: gut reaction—your first instinct of what you might want to do. Stage two: practical consideration: you start thinking about how you might use the super-power in your life on a regular basis. Stage three: philosophical reconsideration—when you start wondering if the super-power is a good thing or not. Stage four: Recrimination—you start wondering if you are using your powers for good or not and blaming yourself. Stage 5: Acceptance—deciding again on your superpower.</i>5. Hodgman’s friend Christine says that “A person who chooses to fly has nothing to hide. A person who chooses to be invisible wants clearly to hide themselves.” Do you agree? Why or why not? <i>Answers will Vary.</i>
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<p>Day 1: Writing:</p>	<p>Answers will vary. But if students struggle with brainstorming—ask them to think of a problem or issue from their community, the nation or the world first...then to develop a character that would deal with the issue. From there, they can think of the superpowers that the character would have in order to solve the problem/issue.</p>
<p>Day 2 Answering questions for <i>Bird, Plane or SuperMensch? Jews and Superheroes Share a Rich History</i></p>	<ol style="list-style-type: none"> <li data-bbox="451 359 1409 766"> <p>1. How did the experience of being the children of immigrants influence the creation of superheroes in comic books?</p> <p><i>There were several ways in which their immigrant background influenced the comic writers. In one way, it allowed them to create a perfect world where they were judged for their own merit, not by who their parents were. It also played into the idea of the “American Dream” where they were living in a very just world where they would be accepted where maybe their parents had not been accepted in their countries.</i></p> <li data-bbox="451 835 1409 1312"> <p>2. How do you think this might connect to how the young Jewish writers felt during World War II?</p> <p><i>Fingeroth states that racist stereotype of the Jew is of someone who somehow is simultaneously weak and yet controls the world, or significant aspects of it. So one could say that the wimpy secret identity was the Jewish creators' ways of saying that we're powerful, in an individual sense, not wimps, and guided, individually and as a group, by the selfless desire to do good. On a larger metaphorical level, it's about the need we all have to feel that we are more than the world thinks we are. "If only they knew my secret, they'd be sorry for the way they treated me!"</i></p> <li data-bbox="451 1381 1409 1690"> <p>3. How do you think that these representations were a way that young Jewish writers and illustrators were able to assert some power against the Nazis?</p> <p><i>Answers will vary. But students should consider what was happening in the world. As Hitler's power was rising, these superheroes were able to “fight” against him and beat him at a time when Jews were being killed by the Nazis.</i></p> <li data-bbox="451 1759 1409 1900"> <p>4. What theme do most of these comic books illustrate that makes them “universal” and something that everyone can relate to?</p> <p><i>Popular themes in comic books include fighting against injustice</i></p>

	<p><i>or evil, Fighting against abuse of power, having someone who seems like an “everyday person”—Peter Parker, Clark Kent, etc...who are able to rise and fight against very powerful opponents. These themes are universal because the abuse of power and injustice are issues that occur across the world</i></p> <p>5. Is there a superhero that you find inspiring? If yes, which one and why? If not, name one that you cannot relate to and explain why.</p> <p><i>Answers will vary</i></p>
<p>Day 2: Creating their own superhero</p>	<p><i>Students can build on their character from yesterday or create a new one. Answers will vary. The most important thing is that they think about what kind of issues or problems the superhero will solve.</i></p>
<p>Day 3: Answering the Questions to They Dance Alone Article:</p>	<p>1. Why did the women decide to dance the Cueca Sola in public alone?</p> <p><i>For the women, it was a way to bring attention to the “Desaparecidos” or the disappeared. People would ask them why they were dancing alone, and the fact that they were wearing the picture of their loved one was a quiet but effective way to bring attention to the violence of the Pinochet regime.</i></p> <p>2. Why did the dance, which was originally a dance of love, come to represent Pinochet’s oppression?</p> <p><i>Pinochet started to use this cultural dance and incorporate it into his military parades so people started to associate it with his government instead of as the love dance that it was originally.</i></p> <p>3. What were the squares made of and what did they depict?</p> <p><i>The squares were often made from cloth taken from the clothes of the desaparecidos or the disappeared. The squares often depicted the lives of those that had disappeared, the violence that was happening, or the dances of the women. So they were also part of the protest.</i></p> <p>4. How did Pinochet react to the Arpellistas?</p> <p><i>Pinochet outlawed the selling of the cloth squares. His government would also at times arrest and torture the Arpellistas.</i></p>

	<p>5. The arpilleras (quilt squares) were sold to tourists and internationally. Pinochet, at one point, confiscated and outlawed the selling of these arpilleras. Why do you think he did that? Explain.</p> <p><i>He was trying to silence the protestors. And the fact that they were being sold internationally was something he wanted stopped so that he would not get INTERNATIONAL attention from other countries for what was happening.</i></p> <p>6. What was the benefit for the women that a world famous musician like Sting decided to release a song that told their stories?</p> <p><i>This allowed the women to gain international attention for their protest and applied pressure to Pinochet's government against what he was doing.</i></p> <p>7. Explain how these women were considered "the least expected". How were they able to use that to fight against power and to gain some power for their resistance?</p> <p><i>Women are usually not known for being the ones who would organize a massive protest against the government. Students might also note that in Latin America the sense of machismo might also have allowed these women to at first not be noticed.</i></p>						
<p>Day 3: Answer the questions about song "They Dance Alone"</p>	<table border="1"> <tr> <td data-bbox="435 1083 1036 1318"> <p>Why are these women here dancing on their own? Why is there this sadness in their eyes? Why are the soldiers here Their faces fixed like stone? I can't see what it is they despise</p> </td> <td data-bbox="1036 1083 1430 1318"> <p>Who is the author describing in this stanza? <i>The author is describing the women dancing in the square and the military soldiers who watch them with hate for protesting.</i></p> </td> </tr> <tr> <td data-bbox="435 1318 1036 1686"> <p>(Chorus) Dancing with the missing They're dancing with the dead They dance with the invisible ones Their anguish is unsaid They're dancing with their fathers They're dancing with their sons Dancing with their husbands They dance alone They dance alone</p> </td> <td data-bbox="1036 1318 1430 1686"></td> </tr> <tr> <td data-bbox="435 1686 1036 1873"> <p>The only form of protest they're allowed I've seen their silent faces, they scream so loud If they were to speak these words They'd go missing, too</p> </td> <td data-bbox="1036 1686 1430 1873"> <p>What is the risk that the women run by protesting in this way? <i>The women might be arrested and tortured</i></p> </td> </tr> </table>	<p>Why are these women here dancing on their own? Why is there this sadness in their eyes? Why are the soldiers here Their faces fixed like stone? I can't see what it is they despise</p>	<p>Who is the author describing in this stanza? <i>The author is describing the women dancing in the square and the military soldiers who watch them with hate for protesting.</i></p>	<p>(Chorus) Dancing with the missing They're dancing with the dead They dance with the invisible ones Their anguish is unsaid They're dancing with their fathers They're dancing with their sons Dancing with their husbands They dance alone They dance alone</p>		<p>The only form of protest they're allowed I've seen their silent faces, they scream so loud If they were to speak these words They'd go missing, too</p>	<p>What is the risk that the women run by protesting in this way? <i>The women might be arrested and tortured</i></p>
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	Another woman on the torture table What else can they do? (chorus)	
	One day we'll dance on their graves One day we'll sing our freedom One day we'll laugh in our joy And we'll dance One day we'll dance on their graves One day we'll sing our freedom One day we'll laugh in our joy And we'll dance	What is the author picturing in this stanza? How will the dance be different? <i>One day the women and those who are protesting the government will be free to dance freely and in joy and Pinochet will be gone.</i>
	Hey Mr. Pinochet You've sown a bitter crop It's foreign money that supports you One day the money's going to stop No wages for your torturers No budget for your guns Can you think of your own mother Dancing with her invisible son	Summarize this stanza. <i>Sting is addressing Pinochet and telling him that what he has been doing will come back at him. He is supported by foreign money and when that funding starts, what he has done to others will happen to him.</i>
	(Chorus)	
	One day we'll dance on their graves One day we'll sing our freedom One day we'll laugh in our joy And we'll dance One day we'll dance on their graves One day we'll sing our freedom One day we'll laugh in our joy And we'll dance And we'll dance	Why does the author end with repeating this stanza—what is the tone or attitude of the author in this stanza? <i>The tone at the end is hopeful that they will dance happily one day.</i>
Day 4: Answer questions to the song "Fight the Power"	1. List two issues that the song is protesting. Use text evidence from the song to explain your answers. <i>They are protesting racism, but they are also upset about the fact that people in their own community do not seem to be aware/or care about the system that is oppressing them. He specifically mentions how people like Elvis and John Wayne received a lot of praise and were considered legends but they don't see people who look like them (African American) who are considered heroes or are on "stamps".</i>	

	<p>2. In the song, the writer is frustrated with his own community as well as the outside society. What frustrates or angers him about his own community? They do not seem to “understand the game” or at times care about the system that is oppressing them. He mentions that a lot of people might want to sing “Don’t Worry, Be Happy” but he refuses to do that, instead, he wants his people to fight the power.</p> <p>3. What did he want to communicate about them? (Hint, look at the lines that follow.)</p> <p><i>He is upset that these two white men are considered legendary while other very talented African Americans were overlooked and he doesn’t every see heroes that look like him.</i></p> <p>4. The song was considered an “anthem” and is often described as a call to action for their community. What did Public Enemy want their community to do?</p> <p>Fight against the systems of power that affect African Americans in a negative way.</p>
Day 4: Writing a protest song.	Answers will vary.

Day 5: Answer the questions to the reading: *3 Times in History When Students Turned to Activism*

1. What were the young people in the Greensboro Sit-Ins protesting?
Racial Segregation in the South in general and specifically segregation and discrimination at the lunch counters in restaurants.
2. Explain the quote by Franklin McCain of the Greensboro Sit-Ins when he says, "Once you identify what you want to do, don't ask for the masses to help you, because they won't come"
You can't wait for other people to fight for you but instead you need to take action yourself.
3. What were college students able to pressure their schools to do that began to end the system of Apartheid in South Africa?
Divestment. This meant that they were able to pressure their colleges to stop investing in different companies in South Africa so that would stop the flow of funds to the government and they would have to listen to the
4. How was the response to the Black Lives Matter movement different from the way that the public responded to the student protestors from Parkland, Florida?
The students from Parkland were seen as heroes and brave and often times the protestors of the Black Lives Matter Movement are considered trouble makers in their own

Day 1 - Renewable Energy

1. Which of the following is an example of a renewable energy source?
 - a. Gasoline
 - b. Solar Power
 - c. Coal
2. Which of the following best describes renewable energy?
 - a. Energy from fossil fuels
 - b. Energy that is generated by burning up something
 - c. An energy source that is not used up
3. What type of renewable energy comes from building dams on rivers?
 - a. Wave and tidal power
 - b. Geothermal energy
 - c. Hydropower
4. What type of renewable energy comes from tapping heat generated inside the Earth?
 - a. Geothermal energy
 - b. Solar Power
 - c. Wind Power
5. What type of renewable energy comes from the power of the ocean?
 - a. Biomass Energy
 - b. Hydropower
 - c. Wave and tidal power
6. What type of renewable energy comes from burning plants?
 - a. Geothermal energy
 - b. Biomass energy
 - c. Hydropower
7. Renewable energy is generally better for the environment as it produces less pollution.
 - a. TRUE
 - b. FALSE

Day 2 - Solar Power

1. Where does solar power get its energy from?
 - a. The internal heat of the Earth
 - b. From the burning of fossil fuels like coal
 - c. **The rays of the Sun**
2. What kind of solar heating uses no mechanical components to move the heat around?
 - a. Active
 - b. **Passive**
 - c. Electric
3. Which of the following is another name for solar cells?
 - a. Voltage cells
 - b. Active cells
 - c. **Photovoltaic cells**
4. What particles from the sun help to generate power from solar cells?
 - a. **Photons**
 - b. Protons
 - c. Electrons
5. Where are the world's largest solar thermal plants located?
 - a. China
 - b. Texas
 - c. **California**
6. What should help make solar energy a viable energy source in the future?
 - a. Longer days
 - b. **Improved efficiency of solar panels**
 - c. More energy output from the Sun
7. Solar power is considered a renewable energy source.
 - a. **TRUE**
 - b. FALSE

Day 3 - Wind Power

1. What are large windmills used for generating electricity called?
 - a. Energy mills
 - b. Wind turbines
 - c. Winders
2. Which of the following works the opposite of a wind turbine?
 - a. Nuclear power plant
 - b. Solar panel
 - c. Electric fan
3. Around how long is the typical blade on a wind turbine?
 - a. 20 feet
 - b. Over 100 feet
 - c. 50 feet
4. What US state produces the most energy from wind?
 - a. Texas
 - b. California
 - c. Washington
5. What do we call a large group of wind turbines used to generate electricity?
 - a. Wind mill
 - b. Wind pack
 - c. Wind farm
6. What is a drawback to using wind turbines to generate electricity?
 - a. The blades can kill birds
 - b. They can cause noise pollution
 - c. All of the above
 - d. None of the above
7. Wind turbines will continue to generate energy even when there isn't any wind.
 - a. TRUE
 - b. FALSE

Day 4 - Hydropower

1. Where does hydropower get its energy from?
 - a. From the burning of fossil fuels like coal
 - b. The internal heat of the Earth
 - c. **Moving water sources like rivers**
2. In a hydropower plant, water flows through a pipe called a _____.
 - a. **Penstock**
 - b. Turbine
 - c. Generator
3. What type of hydropower plant does not use a dam?
 - a. Pumped storage system
 - b. **Run-of-the-river system**
 - c. Storage system
4. What type of hydropower plant uses extra electricity at night to move used water back into the reservoir?
 - a. Run-of-the-river system
 - b. Storage system
 - c. **Pumped storage system**
5. What is a disadvantage to the run-of-the-river hydropower system?
 - a. It relies on fossil fuels to generate power
 - b. **The river must remain full and flowing in order to generate electricity**
 - c. It can destroy the surrounding environment by creating a large lake
6. Where is the largest dam and hydroelectric plant in the world located?
 - a. Brazil
 - b. **China**
 - c. United States
7. Using rivers to power mechanical devices is a new concept invented in the late 1900s.
 - a. TRUE
 - b. **FALSE**

Day 1: Power/Voting and the Electoral College Math

What is this lesson about?: In this lesson, we will look at voting patterns and practices over the last few presidential elections, and as a part of doing that, assess how each of us, and the collective us, can exert power.

Step 1: Chart of who voted in 2016, by Age Group and % participation, chart of who voted in 2016 by race and participation

% of Population/	% Who voted for	% Who voted for
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	2016	Group	Clinton	Trump
SEX	Men	48	41	52
	Women	52	54	41
RACE	White	70	37	57
	African-American	12	89	8
	Hispanic	11	66	28
	Asian	4	65	27
	Other	3	56	36
AGE	18-29	19	55	36
	30-44	25	51	41
	45-64	40	44	52
	65 & over	16	45	52
INCOME	<\$50,000	36	53	41
	\$50,000-\$100,000	30	46	49
	\$100,000 & over	34	47	47

Results based on Roper/CNN exit polls.

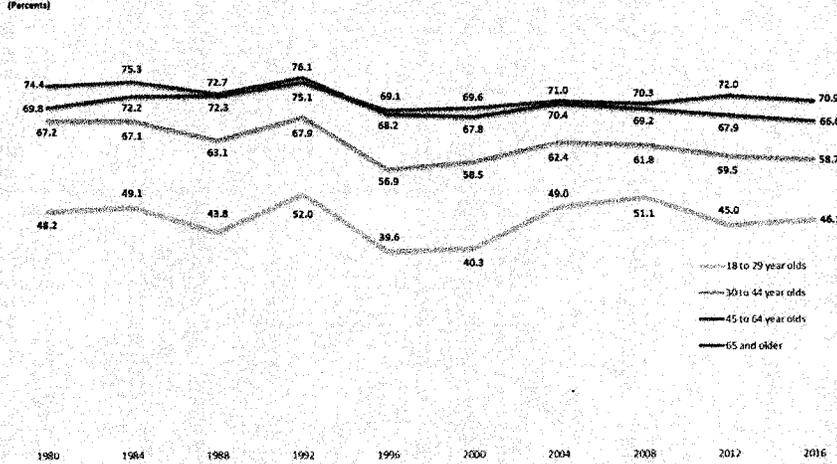
Refer to the above chart to answer the following questions:

- For men of all races, what % voted for Hillary Clinton? **41%**
- What % of African Americans voted for Donald Trump? **89%**
- What % of voters aged 45 and over voted for Hillary Clinton? **44%**
- What % of voters under 30 voted for Hillary Clinton? **55%**
- What % of voters who earned less than \$50,000 per year voted for Donald Trump? **41%**

If you could make 2 or 3 conclusions from the charts, what would they be?

OLDER FOLKS = TRUMP
 PEOPLE of COLOR = CLINTON → WHITE = TRUMP

Figure 4. Reported Voting Rates by Age: 1980-2016



Refer to the above chart to answer the following questions:

- In 2016 about what % of eligible 18-29 year-olds voted? **46%**
- In 2016 about what % of eligible 55+ year-olds voted? **71%**
- If you compare older voters to younger voters over time, what do you see about their voter participation rates? **OLDER ALWAYS VOTE IN HIGHER %**
- Why, do you think, do so many older voters participate in elections that younger voters?
- What might change this, do you think? **⇒ MORE CONCERNED; MORE DEPENDENT ON GOVT SUPPORT? ⇒ UNDERSTAND POLICE -**

Now, by looking at the two charts combined...what might have happened in the 2016 if 70% of eligible voters under 45 had gone to the polls instead of the % of them that did vote?

⇒ IF HIGH # of YOUNG KID VOTED & STAYED FOR TRUMP MIGHT HAVE WON -

Step 2: Understanding how Hillary Clinton won more votes but D. Trump won 2016 election

In the US, we select our Presidents based on the Electoral College system. Each state is allocated a certain number of members to the Electoral College. Each state's number of electors is equal to the combined total of the state's membership in the Senate (100) and House of Representatives (435). Additionally, the District of Columbia (D.C.) is entitled to 3 electors. U.S. territories are not entitled to any electors as they are not states.

So, individuals all go vote for the President and then each state totals up the individual votes for each of the candidates. Based on who wins the individual vote count, the states members of the Electoral College place their votes for the president. Almost all states use an all or nothing system at the Electoral College level. **That means if one person receives 52% of the votes and the other candidate receives 48%, the candidate with 53% gets all of the votes in that state's electoral**

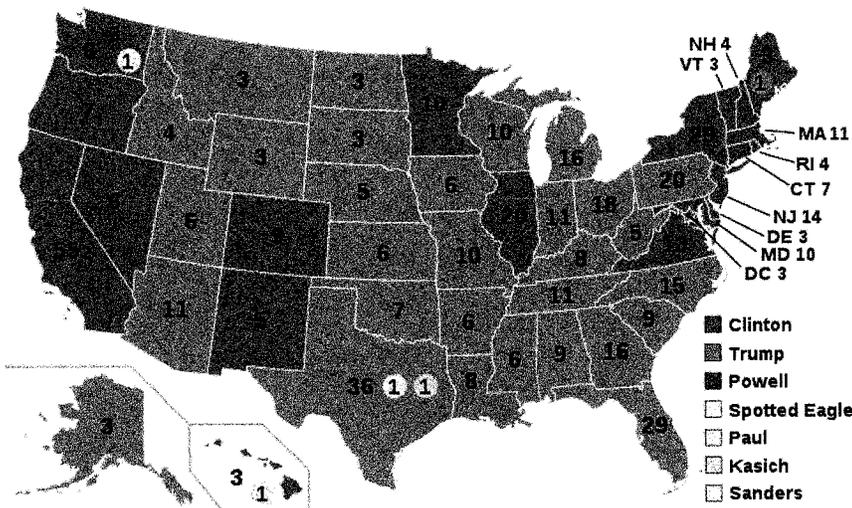
college votes.

In 2016, Donald Trump was elected President over Hillary Clinton. Donald Trump received 304 votes in the Electoral college and Hillary Clinton received 227. You need **270** to win.

Overall, Clinton got 2.87 million more votes than Trump did in the popular (individual) vote (the largest margin ever for a losing presidential candidate). But Trump won the election.

Trump won six states that President Barack Obama had won in 2012: Florida, Iowa, Michigan, Ohio, Pennsylvania, and Wisconsin.^[20] Ultimately, Trump received 304 electoral votes and Clinton 227.

The chart below shows the results of the electoral college votes in 2016. The number in each state shows how many electoral college votes the state gets. States in RED voted for Donald Trump and states in BLUE voted for Hillary Clinton.



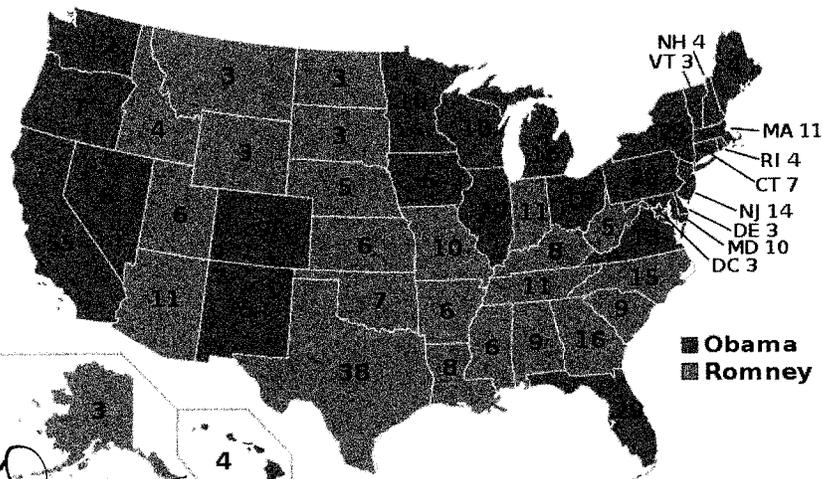
Using the chart above..

- What states with a large number of electoral college voters went for Hillary Clinton? *CA, NY, IL*
- What states with a large number of electoral college voters went for Donald Trump? *TX, FL, PA, OH*
- What regions of the country primarily voted for Hillary Clinton? *COASTS - NE, NW*
- What regions of the country primarily voted for Donald Trump? *MIDDLE STATES, SOUTHERN STATES*
- Identify the state that you are in. Did your state end up selecting Trump or Clinton in 2016? *Depends*
- Based on this chart and the rules for the Electoral College, can you explain in your own words how someone could win the popular vote, but lose the Presidential Election based on Electoral College votes?

*You could get lots of votes in CA, FL
EXAMPLE BUT LIMITED # of E. VOTES*

Step 3: Let's compare who voted for Barack Obama in 2012 vs Hillary Clinton in 2016

In 2012 Barack Obama won the electoral college vote 332 to 206 (Mitt Romney). The map to the right shows the results of the electoral college vote in 2012. Use the two maps to answer the questions below.



- Name 2 or 3 states that Barack Obama won in 2012 that Hillary Clinton didn't win in 2016.

Florida, Pa, Ohio

- How many Electoral College Votes do each of those states have?

29, 20, 18

- Can you see how winning or losing just a few states can change the outcome of an election?

Yes

- Fill in the chart below and see what happens--

Step 4: Looking closely at just Wisconsin and Pennsylvania

The chart below shows how many people voted for D. Trump and H. Clinton in 2016.

	Wisconsin	Pennsylvania
Trump	1,405,284	2,970,733
Clinton	1,382,536	2,926,441
Difference	22,748	44,292
% difference	0.77%	0.72%

Calculate answer

Calculate the difference in Wisconsin and Pennsylvania.

- How many more votes did D. Trump get than H. Clinton in Wisconsin?

22,784

- How many more votes did D. Trump get than H. Clinton in Pennsylvania?

44,292

- Look at the Map above: How many Electoral College Votes did H. Clinton get in Wisconsin and Pennsylvania combined?

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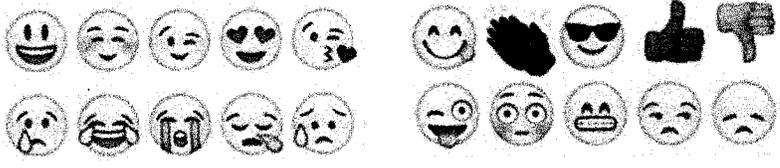
- Look at the Map above: How many Electoral College votes did D.Trump get in Wisconsin and Pennsylvania combined?

38

What does this chart show about the power of each individual vote?

All or None
Accepted in
El. College

Student Feedback:

Circle the emojis that best represents how this activity made you feel.	
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Can create odd outcomes!

Day 2: Power/Strikes Health

What is this lesson about?: In this lesson we are going to look at some of the major strikes that have enabled groups of individuals to pull together in powerful ways.

Activity 1: United Farm Workers Strike and Wages, Background

In the late 1960s, the average wage for a farmworker -- someone working the fields harvesting grapes or strawberries -- was \$1.20 per hour. Almost none had any sort of health insurance; most were 'forced' to work 10 hour shifts during the peak seasons.

Over the course of a few years, the United Farm Workers, led by Cesar Chavez, held a number of strikes. One of their most successful campaigns focused on getting lots and lots of Americans to join their cause--not by striking (refusing to work), but by refusing to buy (boycotting) certain fruits.

In fact, in 1973, more than 17 million Americans joined their cause and stopped buying grapes. Over the years, the wages and benefits of farm workers have continued to be well below that of other occupations, but the major breakthrough that happened in the late 1960s and early 1970s, were critical and paved the way for the average farmworker in California to now be earning between \$12 and \$15 per hour.

Use the charts below to answer the questions about the impact of the United Farm Workers Strikes.

	Pre-Strike	Post-Strike
Grape Picker		
Hourly Wage	\$1.10	\$1.40
Add-on per bucket	\$0.10	\$0.43

Assume the average farmworker picked 4 buckets of grapes per hour and worked 9 hours a day.

Daily, weekly, yearly earnings-

- In one day how much would he earn in one day (9 hours) pre-strike?

Hint: calculate how much he would earn through the add-on per hour, then use his hourly wage plus his hourly add-on to calculate how much he would earn over 9 hours.

$$\begin{array}{r} 1.10 \\ + .90 \\ \hline 1.50/h2 \times 9 = \$13.50 \end{array}$$

- In one day how much would he earn in one day (9 hours) post-strike?

- In one week (5 days) how much would he earn pre-strike?

$$13.50 \times 5 = \$67.50$$

- In one week (5 days) how much would he earn post-strike?

$$22.08 \times 5 = \$110.40$$

- In one year (52 weeks) how much would he earn pre-strike?

$$67.50 \times 52 = \$3,510.00$$

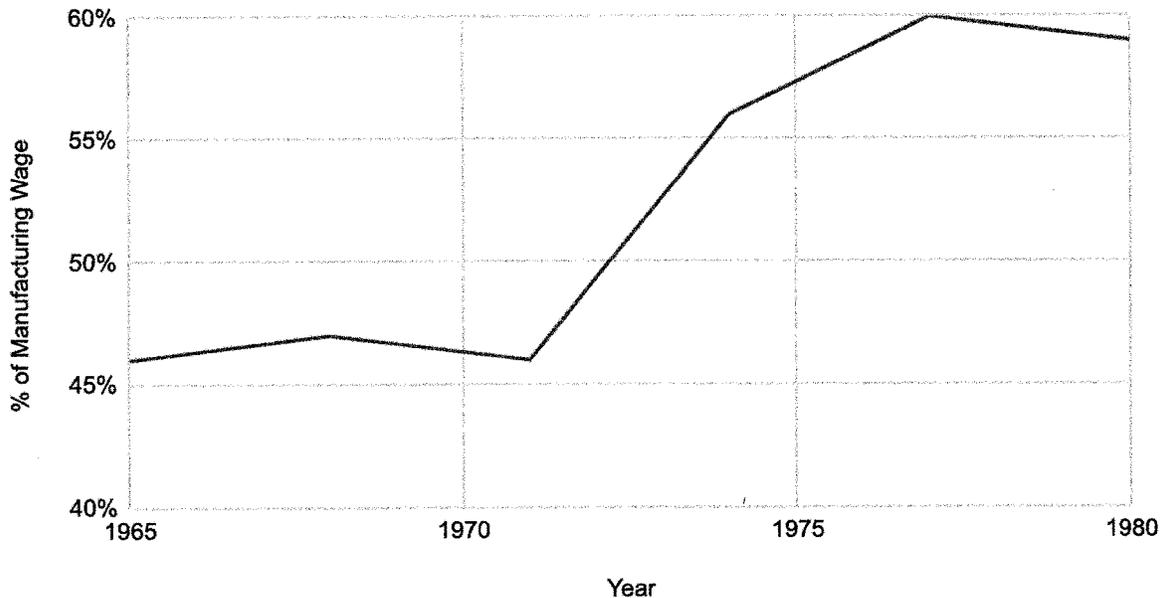
- In one year (52 weeks) how much would he earn post-strike?

$$110.40 \times 52 = \$5,740.80$$

$$\begin{array}{r} \$1.40 \\ (4.3 \times 4) \rightarrow 1.72 \\ \hline 3.12/h2 \times 9 = \$28.08 \end{array}$$

Another way of looking at wages is to compare how one job pays compared to another one. Before the strikes, farm workers earned about 45% of what a person working in a manufacturing job earned (like a welder or someone or making aluminum products). The chart below shows how the wages of the farm works change compared to manufacturing jobs over a 12 year span.

California: Farm Worker Wage as a % Manufacturing Wage



Based on this chart:

- For every \$100 that a welder earned how much did a farm worker earn...

- In 1965? \$46 In 1971? \$46

- In 1974? \$56 In 1977? \$60

- Even with these improvements, why do you think that a welder or someone who works in an automobile factory would earn more than someone who works a farmworker?

⇒ DISCUSS: ↑ SKILLS, Better Protection via Union, other...

For the first years of the attempted strikes, every time the farmworkers would try to strike and demand higher wages, the companies that owned the big farms would bring in other workers to work for them as substitutes. This was hard for the farm workers to stop because lots of people in California were desperate for work, especially many recent immigrants.

- Why was it hard for the farmworkers to convince the substitutes to NOT take the jobs, do you think? DISCUSS ⇒ PEOPLE NEED JOBS & WILLING TO WORK EVEN FOR ↓ WAGES

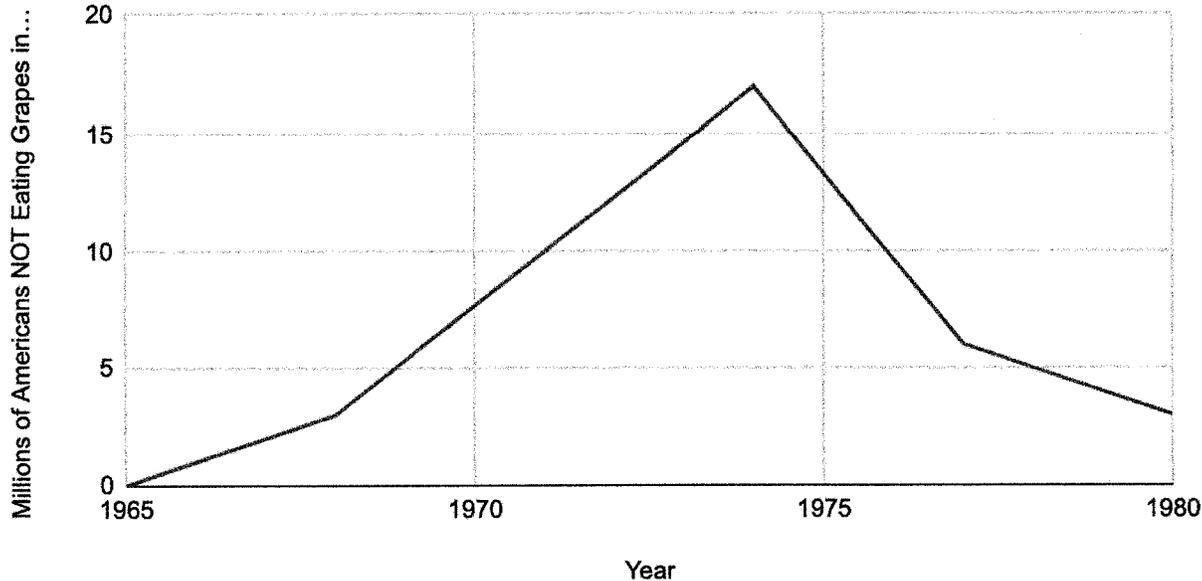
- How do you think the farm workers union was able, over time, to convince the substitutes to not take the work at lower wages?

⇒ THAT IT WOULD OVER TIME, BE BETTER FOR EVERYONE...

Activity 2: United Farm Workers Strike, the Boycott

This chart shows the demand for grapes across the US from 1965 to 1977.

Millions of Americans NOT Eating Grapes in Support of Workers (survey results) vs. Year



- How many Americans reported that they were NOT eating grapes in 1965? How about by 1970? **8 Million**
- In about what year did the number of consumers boycotting grapes reach its peak? **1973-4**
- In 1973 it is estimated that nearly one in three US homes was not eating grapes....
- What did this boycott do to the demand for grapes?
- How did this impact the profit of the farm owners?
- Ultimately, how did this boycott help the striking farm workers?

FARM OWNERS NEED TO GET PEOPLE BACK TO BUYING GRAPES!!

Activity 3: Montgomery Bus Boycott and impact on the local economy, etc.

Many of you are familiar with the Montgomery Bus Boycott. The boycott took place from December 5, 1955 and lasted for just over a year, until December 20, 1956. Rosa Parks is famous for starting to build support for the boycott, which was aimed at ending the city's policy of forcing African Americans to sit in a separate section in the back of the city's public busses. The Montgomery Bus Boycott is considered one of the seminal events of the Civil Rights movement, with the US Supreme Court upholding a ruling that the City's ordinance violated the 14th Amendment of the US Constitution.

What may be less familiar is some of the math of the Boycott. The chart below provides a slightly simplified analysis of bus ridership in Montgomery in 1955 and 1956. Nearly 40,000 African

Americans took the bus daily prior to the strike; approximately 13,000 whites took the bus daily.

Montgomery Bus Boycott	
Average total ridership on Montgomery, AL Buses, November 1955	
Black	40,000
White	13,000
Total	53,000
Average total ridership on Montgomery, AL Buses, November 1956	
Black	0
White	13,000
Total	13,000

It cost \$.075 (7.5 cents) to ride the bus.

- About how much money did this City take in each day in November 1955?
- About how much money did the City take in each day in November 1956?
- So, how much was the strike costing the City each day?

$$\begin{array}{r} 53,000 \\ \times .075 \\ \hline \end{array}$$

$$\$3,975 / \text{DAY}$$

$$13,000$$

$$\times .075$$

$$\$975.00 / \text{DAY}$$

$$\begin{array}{r} \$3,975 \\ - 975 \\ \hline \$3,000 / \text{DAY}!! \end{array}$$

Activity 3: Montgomery Bus Boycott, Keeping it Going!

African Americans organized carpools and all sorts of other ways to help each other get to work during the year-long strike. But nearly 20,000 of the daily ridership ended up walking to work each day. The average person who walked to work covered over 3 miles each way, for over a year.

Assuming that 20,000 people walked 3 miles to work and 3 miles home from work each day...

- How many miles did they all walk together each day? ~~120,000~~ **120,000 / DAY!**
- Over the course of 5 days how many miles did each person walk, on average? **600,000 / Week!**
- If each person did that for 52 weeks (1 year), how many miles on average did each person walk during the strike?

$$\begin{array}{l} 6 \times 5 = 30 \text{ Miles / week} \\ \downarrow \quad \downarrow \\ \text{Miles} \quad \text{Days} \end{array} \times 52 = \boxed{1,560} \text{ Miles}$$

Discuss/Consider: Based on this information:

- What are some essential elements to using a strike to exercise power and create change?
- How much power did each person who decided to not take the bus each day have?
- How much power did the group of people have once they committed to sticking together?

DISCUSS \Rightarrow **NEED ALMOST 100% PARTICIPATION...**
A LOT \Rightarrow **BUT MORE WHEN TOGETHER!**
MORE!!

Student Feedback:

<p>Circle the emojis that best represents how this activity made you feel.</p>	
--	--

Day 3: Power/Marching and Organizing Math

What is this lesson about?: Today we will be looking at Marching and Power of the Marching...

Activity #1: The Selma to Montgomery, Alabama March for Voting Rights in 1965

Background: Just over 55 years ago, Civil Rights leaders attempted to march over the Edmund Pettus Bridge in Selma, Alabama and then continue on to Montgomery, Alabama. The march was to be a nonviolent march, designed to highlight the restrictions African Americans faced when trying to exercise their right to vote in Alabama and in the South.

[Christina, Insert photo from the 1st March -- Rep. Lewis/others getting beaten back]

In the years directly following the Civil War, African American participation in voting grew significantly, often under protection of federal troops. However, by the late 1800s and the turn of the century, many states in the south started to enforce restrictions on voting, including a poll tax and a literacy test.

Questions from an actual Literacy Test

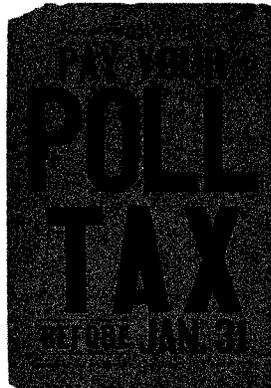
Poll Tax Flier

20. Spell backwards, forwards.

21. Print the word vote upside down, but in the correct order.

22. Place a cross over the tenth letter in this line, a line under the first space in this sentence, and circle around the last the in the second line of this sentence.

23. Draw a figure that is square in shape. Divide it in half by drawing a straight line from its northeast corner to its southwest corner, and then divide it once more by drawing a broken line from the middle of its western side to the middle of its eastern side.



Exception: if your family voted BEFORE the Civil War, you did NOT have to pay....No Black families were able to vote before the Civil War...

With these barriers, African American voting in Alabama and throughout the South plummeted.

For example, in Dallas County, Alabama--where the city of Selma is located--the Black population remained fairly flat from 1890 until 1964, with right around 15,000 eligible voters. In 1880 nearly one-half of them registered to vote, but by 1964, only 156 of the approximately 15,000 eligible Black voters (1%) were registered! By contrast nearly 66% of eligible White voters were registered.

On March 5, 1965, a group of Civil Rights leaders organized a protest March to draw attention to the unfair laws and restrictions related to Black voter registration.

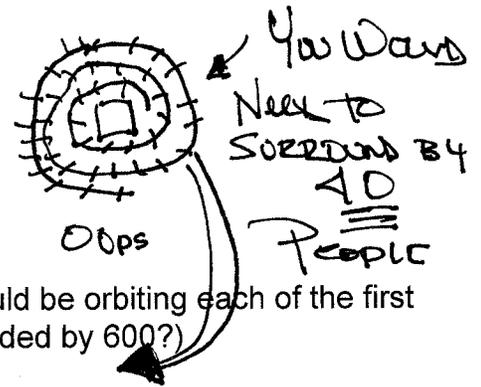
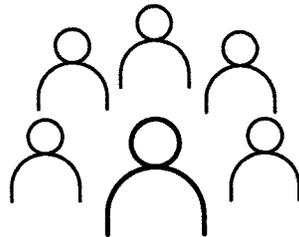
Approximately **600** prepared for the March. The marchers were turned back brutally. Videos of the violence circulated widely.

After two weeks of negotiations, that included representatives from the federal government, a 2nd March was organized, with assurances that the marchers would not be harmed. **3,200** started the 50+ mile march over the bridge toward Montgomery.

Along the way, and over the 5 days that followed, nearly **25,000** people joined the march.

This growth, from 600 marchers to nearly 25,000 is remarkable. To help us, we are going to round the numbers off to 600 (first march), 3,000 (start of 2nd march) and 24,000 (end of 2nd march).

- How many times more people started the 2nd march than started the first march? *600 → 3,200*
Approx 5xs
- If you were going to diagram that, how many add-ons would you place around each of the first marchers? See below- *600 → 25,000* *Approx 40x*



- If you were going to use this same model, how many objects would be orbiting each of the first marchers by the end of the 2nd march? (Hint: what is 24,000 divided by 600?)
- Could you even fit that drawing below?

Discuss/Consider: What do you think took place that lead to so many more people joining the marches?

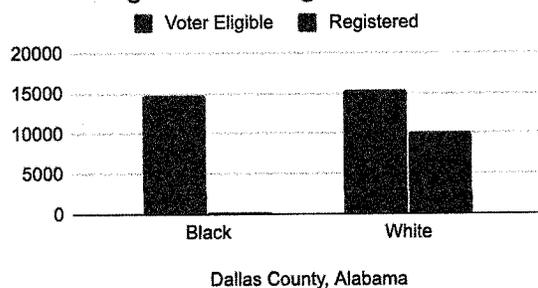
Publicity; People Felt SAFER; MOMENTUM ...

Activity 2: Assessing increased access to the Polls

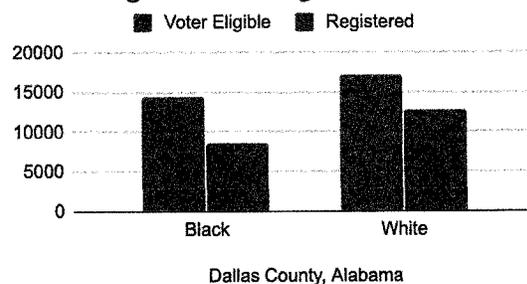
Shortly after the Selma to Montgomery march, Congress passed the Voting Rights Act of 1965 and it was signed into law by the President.

The charts below show the change in Black registered voters between 1964 and 1972 in Dallas County, Alabama--where Selma is located.

Voter Eligible and Registered-1964



Voter Eligible and Registered-1972



Based on the above charts....

- In 1964 before the March and the passage of the Voting Rights Act, about how many African Americans eligible to vote were registered in Dallas County? \Rightarrow ONLY ABOUT 150
 \Rightarrow HARD TO SEE ON CHART
- By 1972, about how many African Americans eligible to vote were registered in Dallas County?
 - Estimating from the chart, about what % of eligible African American voters registered to vote in 1972?

$$9,000 \quad 9,000 / 15,000 = 9/15 = 3/5 = \underline{60\%}$$

Discuss/Consider:

- DISCUSS
- What difference does it make, or should it make, if people vote or not?
 - What is an example of a policy or law that could change based on who votes in a local election?
 - What about in a Presidential Election?
 - Do you know if judges are elected or appointed in your state?

Activity 3: Understanding the March on Washington, and what it took to sustain it....

Background: The March on Washington, which took place on August 28, 1963, was one of the largest civil rights rallies in US history, and one of the most famous examples of nonviolent, mass direct action. The March on Washington was highly publicized in the news media, and helped to gather momentum for the passage of the Civil Rights Act in 1964. The majority of the demands revolved around issues of economic justice – like equal access to public facilities and accommodations, housing, education, and jobs.



In fact the full name of the March was the March for Jobs and Freedom. 1963 was the 100th anniversary of Abraham Lincoln's Emancipation Proclamation, and one of the major themes of the rally was that the promises of emancipation remained unfulfilled.

More than **250,000** people attended the March, with many of them traveling hundreds, some more than one thousand, of miles to join in the

March and rally. Organizing so many people was a huge task, clearly. And the person in charge of the logistics was Bayard Rustin. In this activity, we are going to focus on some of the logistics of the March and answer the question, what does it take to make such an event take place?

Busses: Many of the attendees came to Washington, DC by bus, usually in large groups, sponsored by local churches or organizing groups.

Assume that you are in charge of organizing a bus ride from your city to Washington, DC. Complete the following chart:

Hometown:

Hometown (City, state)	Waco
Estimated miles to Washington, DC	800
Number of people coming on the trip - Select 100, <u>150</u> , 200	150
Number of people per bus	50
Number of days for the trip - Select 3, 4, or 5	2 <u>DAYS</u>
Bus rental fees	
- Flat Rate per bus	\$100
- Additional cost per day per bus	\$75
Cost per person	\$20

Insert your answers in grey boxes

Based on this information, how much will it cost you to rent your bus and bring your local group to the March. Remember to calculate the cost based on the # of people, the # of busses you will need, the # of days you will spend going and coming, and to take into the cost for each day and for each rider. Use the space below to calculate your answer.

BUS RENTAL \Rightarrow \$100 FLAT RATE
~~\$75~~
 150 DAY RATE \Rightarrow \$75 \times 2 = 150
 3000 (PER PERSON) 150 \times 20
 $\boxed{\$3,250}$ \Rightarrow \$20 \times 150 + \$100 + 150
 3,000 + \$100 + 150

Food and Housing: Many of the attendees who came to Washington, DC for the March stayed in local churches and other facilities like recreation centers. So it wasn't as costly as staying in hotels. But people needed places to sleep and food to eat.

Assume that you were able to negotiate a good deal with Howard University. They charged you:

- \$10 per night per person to sleep in the dorm.
 - \$5 (total) for breakfast and lunch each day.
- $150 \times 10 = 1,500 \times 2 = 3,000$
 $150 \times 5 = 750 \times 2 = 1,500$

Your group decided to stay in DC two nights and two days.

Based on the number of people you brought with you (from above), how much would it cost for your \$1,500 TWO DAYS

housing and to ensure that everyone got breakfast and lunch both days?

SEE ABOVE \Rightarrow \$4,500 for 2
DAYS for
150 PEOPLE

Organizing and preparing for the March and the Attendees.

Bayard Rustin had a huge job to plan for such a large event on the Mall. This chart outlines some of the main costs of putting on the event.

Items(s)	Cost
City Permits	\$10,000
Stage and Sound System	\$5,500
Port a Potties - Required to have 1 for every 500 people attending - Use estimates of 250,000 attendees	\$10 rental fee for the 1 day for each Port-a-Pottie L
City Fees for Police, Fire, Rescue	\$20,000 flat fee, plus \$5,000 additional for every 50,000 people over 100,000
Private security	\$2,500 ✓

How much money would Bayard Rustin need to raise to host the March on the Mall?

- Be careful with the cost of the Port-a-Potties and the cost of Police, Fire, Rescue. Remember to use the # of attendees as 250,000.

PERMITS	\$10,000
SOUND	5,500
PORT-A = $250,000 / 500 = 500$ POTTIES \times \$10 =	5,000
POLICE, FIRE	$\$20,000 + \$5,000 \times 3 =$ 35,000
PRIVATE SEC $\$2,500$	2,500
TOTAL \$58,000	

Activity 4: Media Coverage of the March and the Speeches

Back in 1963 there wasn't any cable TV, nor did the Internet exist. But there was basic TV. Based on estimates from the TV ratings, nearly 1 in 10 households watched Martin Luther King, Jr's final I have a Dream Speech that day.

- Assuming there were 80 million households then, how many people watched the speech live? The speech was covered on the TV news repeatedly for days, with estimates of over an

\curvearrowright 8 Million

additional 20 million people viewing the speech on the local news.

How many people in the US saw the speech on TV that week?

8 Mill
20 Mill
28 Million

It is estimated that nearly 10 million Americans watch a clip of that speech every year now--most on or around the Martin Luther King, Jr holiday.

- Assuming this same number of viewers each year from 1965 to the present (2020), how many millions of times has that speech been viewed?

55 YEARS x 10 million = WOW!!

550 million

Consider/Discuss: Some of the most popular songs over the last few years get hundreds of millions of views over just 2-3 months on YouTube.

- Is this good or bad?
- What could be done, if anything, to increase the viewership of important events and speeches on social media?

DISCUSS
DISCUSS

Student Feedback:

<p>Circle the emojis that best represents how this activity made you feel.</p>	
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Day 4: Power: MADD - Mothers Against Drunk Driving Math

What is this lesson about?: This lesson is about Mothers Against Drunk Driving and the Power of a well-coordinated campaign

Step 1: Background - Mothers Against Drunk Driving (MADD) is a nonprofit organization in the United States that seeks to stop drunk driving, support those affected by drunk driving, prevent underage drinking, and strive for stricter impaired driving policy, whether that impairment is caused by alcohol or any other drug.



MADD was founded on September 5, 1980, in California by Candace Lightner after her 13-year-old daughter, Cari, was killed by a drunk driver.

Step 2: Drunk-driving crashes in the U.S.

Every day, almost 30 people in the United States die in drunk-driving crashes — that's one person every 50 minutes. These deaths have fallen by a third in the last three decades; however, drunk-driving crashes claim way too many lives each year.

- If 30 people die per day from drunk driving, how many people in the US died from drunk driving accidents in one year (2018). (There are 365 days/year).
$$\begin{array}{r} 365 \\ \times 30 \\ \hline 10,950 \end{array}$$
- In 1980, just over 18,000 people died in drunk driving accidents.
- How many fewer people died from drunk driving in 2018 compared to 1980?

$$\begin{array}{r} 18,000 \\ - 10,950 \\ \hline 7,050 \end{array}$$

Step 3: What changed?

States increased the drinking age 18 to 21. In 1975 in over $\frac{1}{2}$ the states, it was legal to drink at the age of 18.

In response to the drunk driving accidents and fatalities of the 1970s, and in large part because of very effective efforts on the part of MADD, the US Congress passed the Minimum Drinking Age Act in July 1984, a law that mandated states increase the drinking age to 21 if they wanted to continue to receive federal highway funds.

By 1988, all 50 states had changed the drinking age to 21.

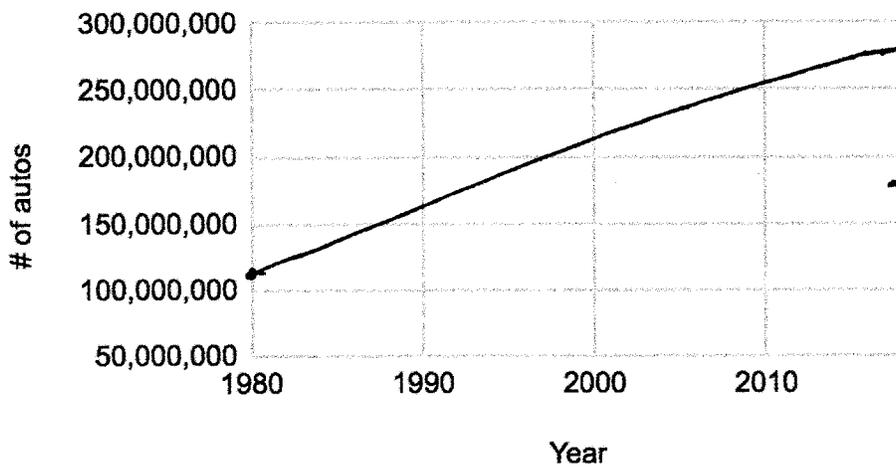
The charts below shows some key facts related to automobile fatalities over the last 40 years, comparing 1980 to 2018.

Total Automobiles Registered in the US	
1980	109,000,000
2018	276,000,000

Use the data above to complete the charts below and to answer the related questions...

Draw a line graph using the two points identified to show how the number of registered automobiles in the US changed between 1980 and 2018.

Total Automobiles Registered in the US



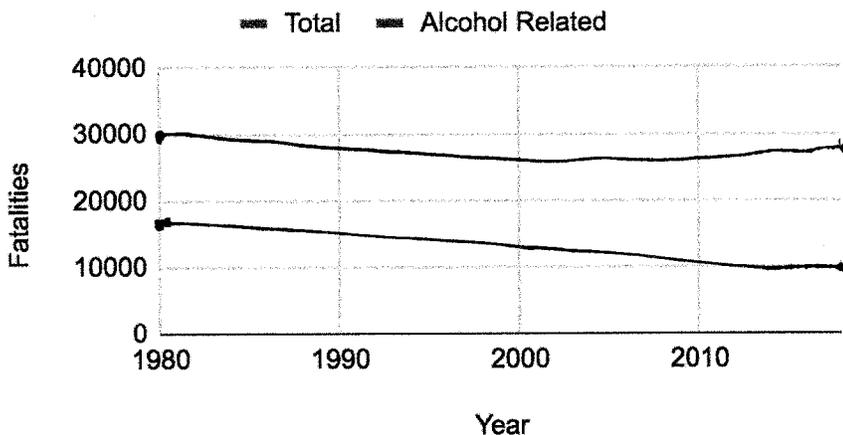
- What does this line indicate?

That # of cars went up a lot!

US Fatalities: Auto	Total	Alcohol Related
1980	30000	18000
2018	28,571	10000

Draw a double line graph (two lines) how the number of automobile deaths and alcohol-related automobile deaths changed between 1980 and 2018, using the data from the chart above.

US Auto Fatalities



- What do these lines indicate?

of FATALITIES = ALMOST

FLAT

of ALCOHOL RELATED

- How do they compare to the number of registered cars?

REG CARS

FATALITIES

ALCOHOL REL

FATALITIES

Day 5: Power and Sports Math

What is this lesson about? Today's lesson covers a few diverse sports topics, each of which poses questions about Power.

Activity 1: The Power behind Zion Williamson



This chart shows the number of season ticket holders (rounded off) to the New Orleans Pelicans in 2010-11, 2015-16, and 2019-20 seasons.

Year	# of Season Tickets Sold	Average price per ticket
2010	8,500	\$80
2015	9,000	\$110
2019	14,000	\$140

- How many more season ticket-holders were there for the 2019-20 season compared to the 2010-11 season? $14,000 - 8,500 = 5,500$
- The average season ticket sold for \$110 in 2015-16. In 2019-20, the average season ticket package sold for \$140.
 - Approximately how much more money did the Pelicans take in in season tickets in 2019-20 compared to 2015-16? (Be careful, these are big numbers)

$$2019 \Rightarrow 14,000 \times 140 = 1,960,000$$

$$2015 \Rightarrow 9,000 \times \$110 = 990,000$$

This chart shows the number of times the Pelicans were shown on national TV in 2015-16 compared to scheduled (cancelled both because of his injury and COVID-19) in 2019-20.

Year	Number of National TV

More $1,960,000$
 $990,000$
 $\$970,000$

	Games
2015-16	1
2019-20	8

- Assume that as a part of its revenue-sharing agreement with the NBA that the Pelicans earn \$3.5 million for each nationally televised game.
- How much more were the Pelicans scheduled to earn this year than in 2015-16 from these games?

8 x 3.5 million - 1 x 3.5 million = 24.5 Million More

Very soon after the NBA announced that it was cancelling/postponing the season, Zion Williamson announced that he would pay the salary for one month for the workers at the Smoothie Center who would not be working because of the cancelled games. Use the following information to answer the questions below.

- Number of home games scheduled for March, 2020: 7 ✓
- Average number of game day staff for Pelicans game: 320 ✓
- Average number of hours worked (includes set-up, clean-up): 9 ✓
- Average hourly wage + benefits: \$11.00 per hour ✓

- Approximately how much does it cost per game to employ the staff at the Smoothie Center?

STAFF = 320
 HOURS = 9
 320 x 9 = 2880
 2880 x \$11 = \$31,680

- Over the month of March, how much money was Zion going to contribute to support the workers for these 7 games?

31,680 x 7 = \$221,760.00

Consider/Discuss: Read Zion's instagram post, below..



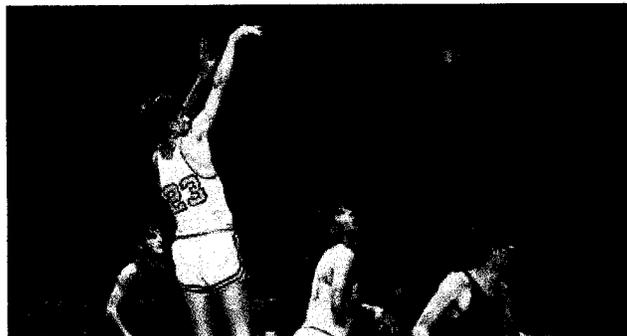
The people of New Orleans have been incredibly welcoming and supportive since I was Drafted by the Pels last June, and some of the most special people I have met are those who work at smoothie King Center. These are the folks who make our games possible, creating the perfect environment for our fans and everyone involved in the organization. Unfortunately, many of them are still recovering from long term challenges created by Katrina, and now face the economic impact of the postponement of games because of the virus. My mother has always set an example for me about being respectful for others and being grateful for what we have, and so today I am pledging to cover the salaries for all of those Smoothie King Center workers for the next 30 days. This is a small way for me to express my support and appreciation for these wonderful people who have been so great to me and my teammates and hopefully we can all join together to relieve some of the stress and hardship caused by this national health crisis. This is an incredibly resilient city full of some of the most resilient people, but sometimes providing a little extra assistance can make things a little easier for the community.

Zion Williamson pledged to support the staff **before the owners of the Pelicans did**. What do you think about that?

DISCUS

Activity 2: The Power of the 3-point shot

Way back in the late 1970s, a guy named Pete Maravich averaged over 44 points a game playing for Louisiana State University for the season. He remains the highest scoring player ever in college.



Back then, there was not a three point shot. Using the chart below, calculate...

Opponent	Points scored	Free throws made	2 pointers made	2 pointers made behind current 3 point line
Georgia	64	12	26	8
Kentucky	41	11	15	4
Yale	37	9	14	5
Vanderbilt	50	8	21	7

- What was his average for these 4 games?

$$64 + 41 + 37 + 50 = 192/4 = 48 \text{ points/GAME}$$

- How many points he would have averaged in the 4 games below if he had taken the same shots but there was a 3-point line? (Be careful-you will need to find how many 2-pointers and how many 3-pointers he would have made in each game)

~~Reverse~~

Georgia	$12 + 26 \times 2 + 8 \times 3 = 88$
KY	$11 + 15 \times 2 + 4 \times 3 = 53$
YALE	$9 + 14 \times 2 + 5 \times 3 = 50$
VANDY	$8 + 21 \times 2 + 7 \times 3 = 81$

$$\text{TOTAL } 368/4 = 92 \text{ points/GAME}$$

Discuss/consider: If there actually was a 3-point line, do you think Pete Maravich would have changed his shot selection and taken some different shots than he did?

YES!!

Activity 3: The Power of Patrick Mahomes left arm

Many of you have seen replays of Patrick Mahomes scrambling around in the backfield and then flicking an incredible pass down the field. You might have also noticed that over the past two years, he shows up on a lot more TV commercials...

Use the information below to answer the questions-

Mahomes current contract (signed in 2017):

Contract length: 4 years
Contract amount: \$26,000,000

Aaron Rodgers current contract: 4 years
Contract amount: \$84,000,000

\$6.5 million / YEAR
\$21 million / Yr

- Currently how much is Mahomes paid per year?
- One way to look at that is to say that he works full-time and makes that salary over a year. If you rounded off and said that he works 50 weeks in a year, what is his weekly salary?
Approx \$120,000 / Week
- Another way to look at this is to say that he gets paid to play in 17 regular season games. If you round it off that way, about how much does he get paid for each regular season game?
\$352,000 / GAME
- How much does Aaron Rodgers make per year currently?
\$21 Million / Yr

Consider/discuss:

- Why does Aaron Rodgers make so much more than Patrick Mahomes? OLDER + MORE EXP → 2nd or 3rd
- After the 2021 season, Mahomes' 4-year contract will expire. Based on Aaron Rodgers' Contract current salary, what is your estimate for how much Mahomes will earn per year in his next contract?
\$28 million / Yr

Activity 4: The Power of Carli Lloyd's leg

Carli Lloyd is one of the best female soccer players in the world. She may now be 2-3 years past her prime, but she is a 2x FIFA World Player of the Year, a 2x World Cup Champion, and a 2x Olympic Gold Medalist.

Over the course of her career, her annual earnings ranged from approximately \$80,000 per year to \$350,000 (the last 1-2 years of her career). Overall, it is estimated that she earned approximately \$240,000 per year on average for the last 5 years. Her earnings for 2020 (before the COVID-19 outbreak) were estimated to be \$290,000.



Last year, a video of her kicking field goals with some Philadelphia Eagles players went viral, prompting many people to encourage her to focus on field goal kicking and try out for an NFL team.

The chart below shows the salaries last year for 10 NFL kickers (2nd column). The 3rd column indicates if their contract is guaranteed beyond the current year.

Player	Avg./Year	Total Guaranteed
Adam Vinatieri	\$3,875,000	\$2,000,000
Aldrick Rosas	\$3,259,000	\$0
Austin Seibert	\$695,114	\$260,456
Brandon McManus	\$3,751,333	\$8,250,000
Brett Maher	\$660,000	\$0
Chase McLaughlin	\$585,000	\$0
Chris Boswell	\$4,201,500	\$7,295,000
Dan Bailey	\$3,333,333	\$6,000,000
Daniel Carlson	\$750,000	\$0
Dustin Hopkins	\$2,525,000	\$1,201,072

Round off the annual salary numbers above and then answer the following questions-

- What is the average annual salary of the 10 kickers above?

Approx \$2,363,000 / YEAR ⇒ Round off

- How does that compare with Carli Lloyd's average salary over the last 5 years?

\$240,000 ⇒ She EARNs 1/10th as much!

- What percent of the NFL kickers have guaranteed contracts?

6/10 = 60%

Discuss/Consider:

- If you were Carli Lloyd, would you consider giving up your soccer career to practice full-time to see if you could make it as a NFL kicker? Why/Why not?

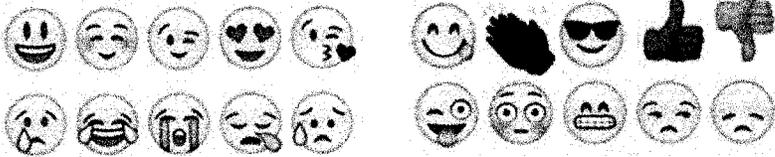
YES!!

- Why do NFL kickers (who only kick a handful of times per game) make more money than most of the best women professional soccer players? Is this fair?

⇒ Soccer has huge TV market, etc ⇒

Student Feedback:

Circle the emojis that best represents how this activity made you feel.



⇒ OTHER UNFAIR PRACTICES? DARES -

Week 5: Social Studies Answers

Day	Answers
1	<p>Oligarchy What was the ruling group in South Africa during the Apartheid? How did they have all the power? <i>The English and Afrikaans-speaking whites were the dominant and ruling group during apartheid. They had all of the power because they had wealth, education, and virtually all other opportunities. They kept their power by preventing blacks from voting and preventing black from having any power.</i></p> <p>What group do you think suffered the most under the Apartheid oligarchic government? Why? <i>Answers may vary, but students should select the black population as suffering the most and provide examples as to why.</i></p> <p>How do you think things changed after Nelson Mandela became the first black president of South Africa? <i>Answer may vary. Students may share that they think things would have changed because a black person was in power, or they may feel that despite a black president nothing changed.</i></p> <p>Does the South African Apartheid remind you of any other historical situations? What one(s)? <i>Answers may vary. Students may comment about slavery, civil rights movement, current immigration, etc.</i></p> <p>Why did the greek philosopher Plato recommend oligarchy? <i>Plato believed an oligarchy would organize society in the most efficient and best way possible. He had an idealistic viewpoint that by dividing the population into different classes, they would all work together for the common good.</i></p> <p>What are two advantages of an oligarchy? <ol style="list-style-type: none"><i>1. Unlike democracies, rulers in an oligarchy cannot point fingers at other people to blame for bad things happening. As such, there is more incentive for oligarchic rulers to develop good policies that help the country</i><i>2. Oligarchies can, in theory, organize society and create a clear structure of classes</i></p> <p>What are two disadvantages of an oligarchy? <ol style="list-style-type: none"><i>1. Oligarchies exclude most people from politics and having any voice in the government because they are ruled by a very small group of people.</i><i>2. The oligarchs who rule become dominant by taking over and owning much of the country's economy, which in turn places the rest of the citizens at a disadvantage</i></p>
2	<p>Dictatorship How did Pinochet gain power in Chile? <i>Pinochet gained power through a coup, where the president of Chile was overthrown and Pinochet took the power. Pinochet was supported in this coup by the U.S.</i></p>

What are two things that his dictatorship is remembered by?

1. *Economic reforms: one positive of his rule was that he made economic reforms that have continued to help the country*
2. *Crimes: most people remember Pinochet as a dictator who rounded up and killed many people who spoke out against him and his government*

Theocracy

Based on the reading, do you think the Pharaohs of Egypt were liked or disliked by the people? Why?

Answers may vary. Students may answer by pointing out that people associated the pharaohs with good things that happened, as if he created the positive effects since he was considered god. Egyptians also liked the pharaoh because they believed he protected them.

What gives a theocratic ruler, like the Pharaoh power? Why do people obey theocratic leaders?

God or a religious superpower is what gives theocratic rulers power. People obey them because the people are religious and believe in their god. Therefore, they trust in what the theocratic ruler does or says because he/she is acting on behalf of their god.

3

Democracy

What type of democracy does the U.S. have? Explain your answer.

The U.S. has a representative democracy because we vote for representatives (senators and congressmen) to vote for us and represent what we want. Americans do not vote on every piece of political legislation, as would be necessary for the U.S. to have a direct democracy.

What type of government did the newly formed United States want to move away from?

What type of government had they revolted against in the American Revolution?

Students will need to remember back to day one and monarchy. During the American Revolution they were revolting against the king of England and the king's government. The newly formed U.S. did not want to be a monarchy.

What is a potential problem with representative democracy discussed in the article above?

One problem that the article points out is the concern that the representatives who are elected end up becoming the 'elites.' The representatives don't always consult or listen to the people who voted them into power, and therefore are not actually representing. When discussing with students, teachers can also point out that in some ways, a representative democracy may become an oligarchy (term from day 2) because the government, in the end, is being ruled by a small group of elite "representatives."

What is the biggest difference between a direct democracy and a representative democracy?

The biggest difference is who votes on all of the new laws. In a direct democracy all citizens vote on all laws. In a representative democracy some citizens (the representatives) vote on all the laws and all citizens elect those representatives.

	<p>What type of democracy did the early Greeks have? <i>The early greeks had a direct democracy where all citizens would vote on all the new laws.</i></p> <p>Is a direct democracy always possible? What may make it difficult to have this type of government? <i>No, it is not always possible. Sometimes there are too many citizens and the country is just too big for the logistics to be manageable. For example, the U.S. is too big... for all of Americans to vote on every single law would be too cumbersome.</i></p>
4	<p>Anarchy <i>Who has power in an anarchist government? Nobody has power in anarchy, however, in some ways that means that everybody has power because they are all equal. An anarchy does not have any rulers or anybody creating laws that tell people how and what they must do. There is nobody enforcing rules (the people that would ordinarily have power in other types of government).</i></p> <p>Communism <i>Who has the power in a communist government? In a communist government, whoever is ruling the government has some power (to enforce laws), but the government is designed to make sure all the citizens are equal. If the citizens are equal there are no power struggles between different types of people.</i></p>
5	<p>Switzerland Direct democracy and representative democracy</p> <p>South Africa Oligarchy and representative democracy</p> <p>North Korea Dictatorship</p> <p>Saudi Arabia Monarchy and Theocracy</p> <p>Denmark Representative democracy and monarchy</p> <p>Brazil Representative democracy</p>