US History Independent Project

Hello Students,

This resource packet includes a project that you can work on independently at home. You should also have project packets for some of the other courses you are enrolled in. These projects are standards-aligned and designed to meet the Remote Learning instructional minutes guidelines by grade band.

High school project packets are available for the following courses:

- English 1
- Algebra
- Biology
- US History
- English 2
- Geometry
- Chemistry
- World Studies
- English 3
- Algebra 2
- Physics
- Civics
- English 4


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<th>Estimated Time</th>
<th>Apx 225 mins for the project</th>
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<td>Grade Level Standard(s)</td>
<td><strong>RH.9-10.1:</strong> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information; <strong>RH11-12.7:</strong> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. <strong>SS.IS.1.9-12:</strong> Address essential questions that reflect an enduring issue in the field; <strong>SS.IS.4.9-12:</strong> Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources; <strong>SS.IS.5.9-12:</strong> Identify evidence that draws information from multiple sources to revise or strengthen claims; <strong>SS.IS.6.9-12:</strong> Construct and evaluate explanations and arguments using multiple sources and relevant, verified information. <strong>SS.IS.7.9-12:</strong> Articulate explanations and arguments to a targeted audience in diverse settings.</td>
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Caregiver Support Option
Caregiver support could include discussing the impact of US involvement in global affairs. This could be a conversation about current events or historical ones as well as assisting with the reading and interpretation of articles and analysis.

Materials Needed
Paper, writing utensils.

Question to Explore
How involved should the US be in world affairs or the global community?

Student Directions
See below for step-by-step directions. Do all work on your own paper.

Activity 1: Drawing Connections to Prior Knowledge and Unpacking the Question to Explore
In this activity and series of steps, you will begin to address the Question For Exploration “How involved should the US be in world affairs or the global community?” Please document your thinking to the prompts below on your own paper.

- **Step 1: Preliminary Reflection.** Please jot down your initial thinking to the following question in 2-3 sentences: How involved should the US be in world affairs? How involved should young people be in world affairs or the global community?
- **Step 2: Accessing Prior Knowledge.** In order to address the question to explore, within this packet you’re going to review the role of the US and young people in 5 historical global events. Those 5 historical global events are listed below.

Take a second to list what you already know about each historical global event. Try to list at least 1 detail for each on your own paper. You may ask a family member for help.

A. Great Depression (1929-1941)  C. The Holocaust (1939-1945)

E. The Holocaust (1939-1945)

Activity 2: Document Analysis
In this activity and series of steps, you will investigate our question for exploration, “How involved should the US be in world affairs or the global community?” through engaging in secondary and primary source analysis of the following historical global events: The Great Depression, World War II, The Holocaust, The Cold War, and Globalization. The secondary source summary documents include Documents A, D, G, J, and M. The primary source and image documents include Documents B-C, E-F, H-I, K-L, and N-O.

Part 1 - The Great Depression: Read Document A

The Great Depression was the longest and most widespread depression of the 20th century. While it began in the US, it became a severe worldwide economic depression over the course of the 1930s. The Great Depression is commonly used as an example of how intensely the global economy can decline.

The roots of the Great Depression can be found in World War I (WWI). WWI ended in 1918, and the global economy remained strong through the 1920s. The war had stimulated industrial and factory
output, which led to increased buying and selling of goods. Once the war ended, this also meant that there was often an over-production of many items. Over-production can be a good thing for consumers, as it often leads to lower prices. However, if over-production continues for too long, then products get stock-piled and workers get laid off. This over-production was one of the warning signs that economic collapse was coming, but many politicians in the 1920s didn’t understand the long-term impacts of these warning signs.

In early September, 1929, the United States stock prices began to fall. By the end of October, 1929, the worldwide stock market had been impacted. Between 1929 and 1932, worldwide gross domestic product (GDP) fell by an estimated 15%. While some economies began to recover in the mid-1930s, many countries, including the US, remained in Depression until the start of World War II when increased production was again needed.

The Great Depression had disastrous results in both rich and poor countries. Personal income, profits, and tax revenue all dropped. International trade of goods fell by more than 50%. Unemployment in the US rose from an average of 3% to 23%. In some countries, it rose as high as 33%. While the stock market drop impacted cities first, rural areas also suffered during the Great Depression. During the 1930s there were also global droughts and natural disasters that impacted agriculture. Crop prices fell by about 60%, which put many farmers out of business. This then led to food shortages globally, particularly in cities. The increasing interconnectedness between cities and farms, and between countries across the globe, became clear during the Depression.

People looked for answers and solutions to the Great Depression in many places. Because early responses to the crisis didn’t do enough to end the suffering of ordinary people, governments around the globe began to change. Some countries turned towards socialist programs while retaining much of their capitalist foundation. These countries relied heavily on the government providing jobs and taking over ownership of some sectors of the economy. Other countries turned to fascism and dictators, hoping that a single leader who controlled all of society would be better equipped at stopping the crisis than a democratically-elected multi-branch government. In these countries, the economy became almost entirely controlled by the government. No matter which direction a government went, a new global belief arose that governments needed to assume responsibility for providing services to citizens in order to help end poverty.

These two different political-economic principles - socialism and dictatorship - would define many political battles for the rest of the 20th century.


Now that you have read Document A, answer the questions below on your own paper.

F. What caused this event? Cite 1 piece of evidence from the text to support your answer.

G. List 3 actions that took place during the event.

H. What do you think was the most significant outcome of this event? Cite 1 piece of evidence to support your answer.

I. Connecting to the Question to Explore: According to the source, how was the US involved in this global event?
Document B: Support for American Aid / Involvement Abroad During the Great Depression (1930s) During the Great Depression, much of American legislation was focused on domestic issues such as how to feed and house Americans. As the Depression continued, President Roosevelt began to grasp the interconnectedness of the US to other countries. In one attempt to maintain unity in the Western Hemisphere, as well as to shift American perception of Latin Americans towards a more positive perception, Roosevelt created the “Good Neighbor Policy”. This policy ended American military presence in Nicaragua and Haiti, and renegotiated economic relations with Cuba and Mexico. Roosevelt also hired the Moore-McCormack Lines to operate a fleet of 10 tourist and cruise vessels between New York and South America.


Document C: Opposition to American Aid / Involvement Abroad During the Great Depression (1930s) One component of American Isolationism was the passage of tariffs, or taxes on goods being imported. In response to US tariffs, other countries also passed tariffs on US goods. This then led to further decline in sales of all goods around the globe that greatly impacted businesses and people.

Graph: X Axis - years. Y Axis - amount in dollars.

Now that you read Documents B & C, answer the questions below on your own paper.

J. What do you see? As you look at each of the documents, what do you see? Be very concrete in your observations of the images and charts. For example, in Document B, there are ships, water, a life preserver, words.

K. What do you think? Now, look at each document again. Based on your answers for a (what do you see), what can you infer about the image / chart?

L. Why do you think this document was created? Explain what you think the author’s intent was in creating this document. What is the purpose of this document?

Connecting to the Question to Explore:

M. Now that you analyzed both sources, in your opinion how should the US have been involved in this global event?

Part 2 - World War II: Read Document D.

**Document D: Summary of World War II / WWII (1939-1945)**

World War II (WWII) officially began on September 1, 1939 when Germany, led by Nazi Chancellor Adolf Hitler, attacked Poland. The stage was set much sooner than this, however, during the Great Depression when dictators rose in countries around the globe. Dictatorships took control in countries like Germany, Italy, Spain, and most of Eastern Europe, including Russia (which became known as the United Soviet Socialist Republic, the USSR). Many of these dictators took power on promises to get their countries out of the Depression. In order to follow through on this promise, many of them increased their military spending in order to create jobs. These militaries were then used to invade neighboring countries.

Nearly all of Europe had been aware of Germany’s interest in expansion. Other European countries had either hoped that by allowing Germany to take Poland, they would remain safe, or, like Italy, they sided with German expansion. By June 1940, Germany had control of nearly half of its European neighbors. By 1942, Germany had control of all of Europe except for Great Britain, and the neutral countries of Switzerland, Sweden, and Spain. Germany continued to try to gain control of the USSR until 1945, but was never able to survive battles through the Russian winters.

Meanwhile, halfway around the world, Japan was also expanding. Japanese take-over of China was less successful than Japan hoped, but it did feed their desire for more power. In September 1940, Japan formed an alliance with Germany and Italy in order to assure support for their future expansions. Japan had their sights set on the South Pacific, from Vietnam and Cambodia to the Philippines and New Zealand. However, in order to carry out those desires, Japan needed access to oil reserves in the South Pacific. The US navy was in charge of guarding these resources, which led Japan to attack the US military base at Pearl Harbor on December 7, 1941.

The attack on Pearl Harbor brought the US military into WWII. Although the US had originally attempted to remain militarily neutral, arguing that the war was happening too far away to involve us, the US had continued to make a profit off the war by selling goods to Europe. In 1941, the US joined an alliance with the USSR, Britain, and France. This group became known as the Allied Powers, while the German-Italy-Japan alliance came to be known as the Axis Powers.

These two groups - the Allies and the Axis - fought from 1941 to 1945, in Europe, Asia, and Africa.
While the Americas didn’t see battles on their own soil, many countries in both North and South America sent troops and weapons into the war. As the war dragged on, and the Axis leaders seemed prepared to accept any amount of damage and lost life in order to win, the Allies began testing nuclear weapons. While Germany and Italy both fell to the Allied troops in early 1945, Japan continued to prove more difficult to over power. Two nuclear bombs were dropped on Japan in early August 1945. The US killed approximately 150,000 civilians in these attacks in an attempt to save Allied lives.

WWII changed the political and social structure of the world. The US and the USSR emerged as rival super-powers, each vying for allies and power. The United Nations was established to encourage international cooperation. European control of Asia and Africa disintegrated, leading to the decolonization of those regions. One of the most far-reaching immediate effects of the war was the rebuilding that had to take place across Europe and East Asia. This rebuilding led many regions to integrate politically, in an attempt to stop future hostilities from arising.


Now that you read Document D, answer the questions below on your own paper.
A. What caused this event? Cite 1 piece of evidence from the text to support your answer.
B. List 3 actions that took place during the event.
C. What do you think was the most significant outcome of this event? Cite 1 piece of evidence to support your answer.
D. Connecting to the Question to Explore: According to the source, how was the US involved in this global event?

Read Document E and Document F.

Document E: Support for American Aid / Involvement Abroad During WWII (1940s) Women in World War II took on many different roles, including combatants and workers on the home front. The Second World War involved global conflict on a new, larger scale, and there was an urgency to mobilizing the entire population. This made the expansion of the roles of women inevitable. In the US, women took on roles that had previously been barred to them, such as machinists, doctors, and mechanics. While white women benefited from these opportunities more than Women of Color, job opportunities expanded and pay increased for all women workers.

Document F: Opposition to American Aid / Involvement Abroad During WWII (1940)
The America First Committee was formed in September 1940. They worked to end the Selective Service (the draft), and encouraged Congressmen to keep the US isolated from international wars. The outcome of these efforts limited US support of European countries fighting against German invasion. This anti-war organization had 800,000 members at its peak.


Now that you read Documents E & F, answer the questions below on your own paper.

E. What do you see? As you look at each of the documents, what do you see? Be very concrete in your observations of the images and charts. For example, in Document B, there are ships, water, a life preserver, words.

F. What do you think? Now, look at each document again. Based on your answers for a (what do you see), what can you infer about the image / chart? For example, in Document B, I might infer that people are being encouraged to go on cruises, or that cruises to South America are a good way to vacation.

G. Why do you think this document was created? Explain what you think the author’s intent was in creating this document. What is the purpose of this document?

Connecting to the Question to Explore:

H. Now that you analyzed both sources, in your opinion how should the US have been involved in this global event?

Part 3 - The Holocaust: Read Document G.

Document G: Summary of the Holocaust (1939-1945) The Holocaust was the deliberate, systematic murder of millions of Jews and other minorities during World War II by the Nazi regime in Germany. Two-thirds of the European Jewish population was killed during the Holocaust.

Anti-semitism, or persecution of Jews, began well before the start of the war. Centuries of oppression and segregation had led Europeans to see Jews as inferior. Because of this racism, many people blamed Jews for the Great Depression. As Germany began to recover from the Great Depression, new laws were put in place to punish and segregate Jews from the rest of German society. These laws happened slowly over the course of the 1930s and included such things as limiting what jobs Jews could hold, where they could live, and who they could marry. Violence against Jews became more widespread during the 1930s, as well, as anti-Semitism increased among ordinary Germans.
During the 1930s, many Jews were deported from Germany, labelled “undesirables”. After the conquest of Poland in 1939, however, Germany suddenly had within its borders the largest concentration of Jews in the world. Their solution was to round up Jews and place them in Nazi concentration camps or in ghettos. Ghettos were sections of cities where Jews were forced to live in terrible conditions, often with tens of thousands starving to death, and the dead bodies decaying in the streets. By 1941, armed killing squads of SS men began rounding up Jews and murdering them. Although this led to more than one million Jewish deaths, it was too slow and inefficient by Nazi standards.

In 1942, the top Nazi leadership met near Berlin, Germany to develop a plan to kill Jews at an even faster rate. The Nazis created a system of extermination camps throughout Poland. They began rounding up Jews from the Ghettos across Europe, and gassing them to death by the hundreds. Jews were also forced to provide slave labor, and they were used in horrific medical experiments.

In the end, six million Jews were killed by various means, mainly in death camps. An additional 5 million gays, Jehovah’s Witnesses, Roma, and political prisoners were killed, as well. There is some controversy over whether ordinary Germans knew about the Holocaust. It appears that many Germans knew about the concentration camps, as there are images and articles about the camps in magazines and newspapers. The camps also had to be built, and were visible to at least parts of the population. In many places, Jews had to walk past German towns and villages on their way to and from their work as slaves in German factories. Even without these, Allied soldiers reported that the smell of the camps carried for miles. In addition, anti-Semitism is a global problem. Throughout the 1930s-1940s, Jews attempting to flee Europe were repeatedly turned away by other countries. So, while Allied countries may not have known about the camps, specifically, they were well aware of the situation, overall.


Now that you read Document G, answer the questions below on your own paper.

A. What caused this event? Cite 1 piece of evidence from the text to support your answer.

B. List 3 actions that took place during the event.

C. What do you think was the most significant outcome of this event? Cite 1 piece of evidence to support your answer.

D. Connecting to the Question to Explore: According to the source, how was the US involved in this global event?

Read Document H and Document I.
Document H: Support for American Aid / Involvement During the Holocaust (1938)

A demonstration near the German ocean liner SS Bremen in New York, after Hugh Wilson, the American ambassador to Germany was recalled in the wake of Kristallnacht, 1938.

**Image:** A group of people standing together holding an American flag and protest signs. Signs read: “Gentile and Jew! Unite against the fascist menace”, “Americans greet Roosevelt’s recall of Ambassador to Germany”, and “Stop Hitler: Bloody Pogroms on Jews and Catholics”.


Document I: Opposition to American Aid / Involvement During the Holocaust (1939)


Now that you read Documents H & I, answer the questions below on your own paper.

E. **What do you see?** As you look at each of the documents, what do you see? Be very concrete in your observations of the images and charts. For example, in Document B, there are ships, water, a life preserver, words.

F. **What do you think?** Now, look at each document again. Based on your answers for a (what do you see), what can you infer about the image / chart? For example, in Document B, I might infer that people are being encouraged to go on cruises, or that cruises to South America are a good way to vacation.

G. **Why do you think this document was created?** Explain what you think the author’s intent was in creating this document. What is the purpose of this document?

**Connecting to the Question to Explore:**

H. Now that you analyzed both sources, in your opinion how should the US have been involved in this global event?

**Part 3 - The Cold War: Read Document J.**

**Document J: Summary of the Cold War (1947-1991)** In February 1945, the Allied Powers of World War II met at Yalta to discuss the terms of a peace treaty to end that war. During the Yalta Conference, Britain, France, and the US represented the Western, capitalist powers, while the Soviet Union represented Eastern, communist power. This group of four leaders agreed to separate Europe into “spheres of influence” for the rebuilding necessary following World War II. This agreement set the stage for the next five decades of international rivalry.

The West was led by the United States, with support from Britain and France. These countries were democratic with capitalist or capitalist-leaning economies, but were closely tied to a network of states led by dictators. The East was led by the Soviet Union, which was a dictatorship with a communist economy. Ironically, the US government tended to support conservative dictators around the world while the Soviet Union backed revolutions led by the people.

In addition to military support, the East and West engaged in economic and political alliances, as well. The US created the North American Treaty Organization (NATO) in 1949. The original goal of NATO was “containment” of Soviet influence. In response, the Soviet Union formed the Warsaw Pact in 1955. It is from these organizations that the time period gets its name: the Cold War. Because both the US and the USSR were investing heavily into their militaries, including nuclear weapons, an outright fight between the two would have been globally catastrophic. Instead, the US and the USSR sent military and economic support to aid smaller, local conflicts around the globe. Wars took place in Korea and Vietnam, with shorter military engagements elsewhere in South Asia, Africa, the Middle East, and South America.

In the 1960s, social and political uprisings began around the globe. In the US, the Civil Rights and the Anti-Vietnam War Movements demanded an end to racism and wars. China split from the Soviet Union, and people in other communist states began to rebel. In the 1970s, an international Peace Movement took root among citizens around the world. Movements against nuclear arms testing for nuclear disarmement took place. This second period during the 1970s is called...
“Detente”, or an easing of hostilities, as both the East and the West relaxed their control some. Hostilities returned during the 1980s as the US increased pressure on the Soviet Union. Other countries in the East also pushed for independence from the Soviet Union. By 1987, the Soviet Union had begun to relax some of their authoritarian hold on the economy and society. This led to a wave of peaceful revolutions in Eastern Europe, including the end of the Soviet Union.

The Cold War has left a significant legacy. It is often referred to in pop culture, especially with themes of espionage and the threat of nuclear warfare. A renewed state of tension between the Soviet Union’s successor state, Russia, and the US has begun in the 21st century, as well as growing tension between China and the US. On-going technological competition remains, as well, as both the US and Russia remain primary in the investigation of space and the building of space stations.


Now that you read Document J answer the questions below on your own paper.

A. What caused this event? Cite 1 piece of evidence from the text to support your answer.
B. List 3 actions that took place during the event.
C. What do you think was the most significant outcome of this event? Cite 1 piece of evidence to support your answer.
D. Connecting to the Question to Explore: According to the source, how was the US involved in this global event?

Read Document K and Document L.

Document K: Support for American Aid / Involvement Abroad During the Cold War (1950s) To most Americans, the Soviets seemed bent on dominating Europe in a manner similar of that of Nazi Germany. President Truman concluded that the Soviet Union was behaving like a bully and that the best way of dealing with a bully was to “Contain” the bullying.

Caption: “Step on it, Doc!” The image shows a house in the distance labelled “Western Europe”. A vulture flying overhead, labelled “Communism”, is carrying a baby labelled “Chaos”. There is a person driving fast towards the house, labelled “Doctor, US Congress.

Document L: Opposition to American Aid / Involvement Abroad During the Cold War (1965)

Over the course of the twentieth century, African American soldiers grew increasingly frustrated at being asked to fight and die for democracy in other parts of the world, when they didn’t enjoy basic democratic rights in the US. At the same time that the campaign for Black voting rights in the South met with violent opposition, Black Americans were being drafted to fight a war in South Vietnam — in the name of freedom and democracy. March 7, 1965 became known as “Bloody Sunday” in Selma, Alabama, because of an attack on Civil Rights marchers by state troopers. Image: A man in a military uniform is sitting in a trench labelled “South Vietnam”. His gun is laying next to him, and his helmet is pulled over his eyes. He also has one hand over his eyes. In his hand is a letter that says, “Selma, Alabama, March 1965. Dear Son…”

https://htl.osu.edu/opper/lesson-plans/the-civil-rights-movement/images/a-letter-from-the-front

Now that you read Documents K & L, answer the questions below on your own paper.

E. What do you see? As you look at each of the documents, what do you see? Be very concrete in your observations of the images and charts. For example, in Document B, there are ships, water, a life preserver, words.

F. What do you think? Now, look at each document again. Based on your answers for a (what do you see), what can you infer about the image / chart? For example, in Document B, I might infer that people are being encouraged to go on cruises, or that cruises to South America are a good way to vacation.

G. Why do you think this document was created? Explain what you think the author’s intent was in creating this document. What is the purpose of this document?

Connecting to the Question to Explore:

H. Now that you analyzed both sources, in your opinion how should the US have been involved in this global event?

Part 4 - Globalization: Read Document M.


As the 20th century came to a close, the world was undergoing its second major period of globalization. The first period of globalization began in the 19th century, but was ended by World War I in 1915. Since the collapse of the Soviet Union in 1991, the US was in an almost unchallenged position of economic and political domination. This led globalization to be, in major part, a process of Americanization. The Middle East, particularly, protested against this domination, and both India and China were rising in influence at the close of the century.

During the 20th century, more technological advances had been made than in all of preceding history. Communications and information technology (such as phones and computers),
transportation technology (including cars and airplanes), and medical advances (like vaccines, clean water, and anesthetic) had dramatically changed daily lives. Peace and independence also seemed to be within reach for more people than at any other historical time. The European Union was flourishing, and nearly two billion people in Africa and India were freed from colonial rule.

However, several problems faced the world during globalization, as well. The gap between rich and poor nations continued to widen. Some said that this problem could not be fixed, as there was only so much wealth to be shared by billions of people, and there was no way to assure that wealth was evenly distributed. Others said that powerful nations with large economies, like the US and the European Union, were not doing enough to help others. Even within individual countries, globalization began to highlight the economic and social inequality that people continued to face. Globalization of jobs and product production also changed workers' rights and job protections. So, while the price of goods dropped with globalization, wages also dropped. This was particularly true in more developed countries where workers had already won rights, but where the workers were not connected to the wider global Labor Movement.

In addition, countries still struggling to develop their independent economies - often the same countries that had faced centuries of colonialism by the US and European powers - found globalization both a positive and a negative. These countries faced challenges such as rapidly growing populations, the need to protect the environment, lack of transportation and communication infrastructure, and government corruption. Globalization didn't end local wars and other violent conflicts. In fact, many of these were fueled by competition over resources and by ethnic conflicts that had been aggravated by decades of US and European racist control. Thus, globalization only further fueled those arguments. The spread of nuclear weapons was a side effect of globalization that was less welcomed, as well.

Globalization also led disease to threaten many regions of the world. New viruses such as SARS and West Nile spread through use of the global transportation systems. In poor nations, malaria and diseases linked to unsanitary living conditions affected the majority of the population. Millions worldwide were infected with HIV, the virus which causes AIDS. That virus was becoming an epidemic in southern Africa because of the lack of healthcare available.


Now that you read **Documents M**, answer the questions below on your own paper.

A. What caused this event? Cite 1 piece of evidence from the text to support your answer.

B. List 3 actions that took place during the event.

C. What do you think was the most significant outcome of this event? Cite 1 piece of evidence to support your answer.

D. Connecting to the Question to Explore: According to the source, how was the US involved in this global event?

Read **Document N** and **Document O**.
Document N: Support for American Involvement in Globalization (1990s)

A McDonald’s restaurant in St. Petersburg, Russia. After the fall of the Soviet Union, the former communist bloc nations began to integrate into the global economy. Photograph by Dirke Ingo Franke. Image courtesy Wikimedia Commons.

Source: Globalization.


NAFTA, the North American Free Trade Agreement, was signed into law in 1994, in Canada, the US, and Mexico. It allowed restrictions to be lifted on investment, employment, and trade between these three countries. Workers worried that it would decrease wages.

Caption: A 1996 Teamsters protest against new NAFTA trucking regulations that would allow Mexican trucks on US roads.

http://origins.osu.edu/print/4396

Now that you read Documents N & O, answer the questions below on your own paper.

E. What do you see? As you look at each of the documents, what do you see? Be very concrete in your observations of the images and charts. For example, in Document B, there are ships, water, a life preserver, words.

F. What do you think? Now, look at each document again. Based on your answers for a (what do you see), what can you infer about the image / chart? For example, in Document B, I might infer that people are being encouraged to go on cruises, or that cruises to South
America are a good way to vacation.

G. Why do you think this document was created? Explain what you think the author’s intent was in creating this document. What is the purpose of this document?

Connecting to the Question to Explore:

H. Now that you analyzed both sources, in your opinion how should the US have been involved in this global event?

Activity 3: Communicating Conclusions | In this activity, you will take all the information you have gathered during your investigation and begin to synthesize it in order to Communicate your Conclusions to the Question for Exploration, “How involved should the US be in world affairs or the global community?”

PLEASE communicate your conclusions in a well prepared, well written response that addresses the following questions.

A. How involved should the US be in world affairs or the global community? (Make sure to cite at least 1 piece of evidence from the documents to support your answer)
   a. What are the pros with the US this type of US involvement? (Make sure to cite at least 1 piece of evidence from the documents to support your answer)
   b. What are the cons with this type of US involvement? (Make sure to cite at least 1 piece of evidence from the documents to support your answer)

Activity 4: Reflection

A. How has your thinking of the Question to Explore: “How involved should the US be in world affairs or the global community?” changed over the course of the project?

B. Given what you’ve learned about US involvement in world affairs, how involved should young people be in world affairs or the global community?

Cross Content Connection:

- Math and Science - Documents C and I
- ELA - Document analysis
- Fine Arts - Documents B, E, K-L
- Health/PE and Science - global events Discussion
- CTE - Documents A, E, & M-O
- World Language - events discussions & Document B