Deal or No Deal?

The people in New Mexico had to make some hard choices during World War I and the Great Depression. After playing Deal or No Deal with the class, answer the questions using complete sentences.

1. Was it easy or hard for the class to come to a decision? _____

2. What was the final decision? _____

_____

3. Did you agree with the final decision? Why or why not? _____

_____

4. Would you still have made the same choice after seeing what was under all the other cards? Explain. _____

_____

5. What is the hardest decision you or your family has ever had to make?

_____

_____

_____

_____

_____

_____

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Key Terms

Use each Key Term in a sentence about New Mexico's history on the first line. Then use the word in a sentence about your life in New Mexico on the second line.

1. depression

a. _____

b. _____

2. migrants

a. _____

b. _____

3. prosperity

a. _____

b. _____

4. public works

a. _____

b. _____

5. racism

a. _____

b. _____

6. shareholder

a. _____

b. _____

7. stock

a. _____

b. _____

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Visualize and Infer

As you read, record interesting facts from the lesson. After reading, revisit the facts and combine them with your visualizations to make inference statements about the lesson.

Facts (something we can see and observe)	What I visualized	Inferences (interpretation)

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War, Prosperity, and Depression

Complete each box with information from the lesson. In the first box, explain what is taught in the lesson about war. In the second box, explain what is taught in the lesson about prosperity. In the third box, explain what is taught in the lesson about depression.

WAR

PROSPERITY

DEPRESSION

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Pearl Harbor

President Roosevelt spoke the words below in a radio speech. Work with your group to figure out the meaning of the quote. Start by figuring out the meaning of the word *infamy*. Fill in the information below.

"December 7, 1941—
a date which will live in infamy."

—President Roosevelt

Meaning of the prefix "in-":

Meaning of the root word "fame":

Meaning of the word "infamy":

Meaning of the quote:

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Key Terms

Illustrate the definitions of each Key Term. Then give one example of each term.

bracero

civilian

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Infer and Question

As you read, record interesting facts from the lesson. After reading, revisit the facts and combine them with your visualizations to make inference statements about the lesson.

Lesson Title

What you already know about the topic:

Questions

Inferences

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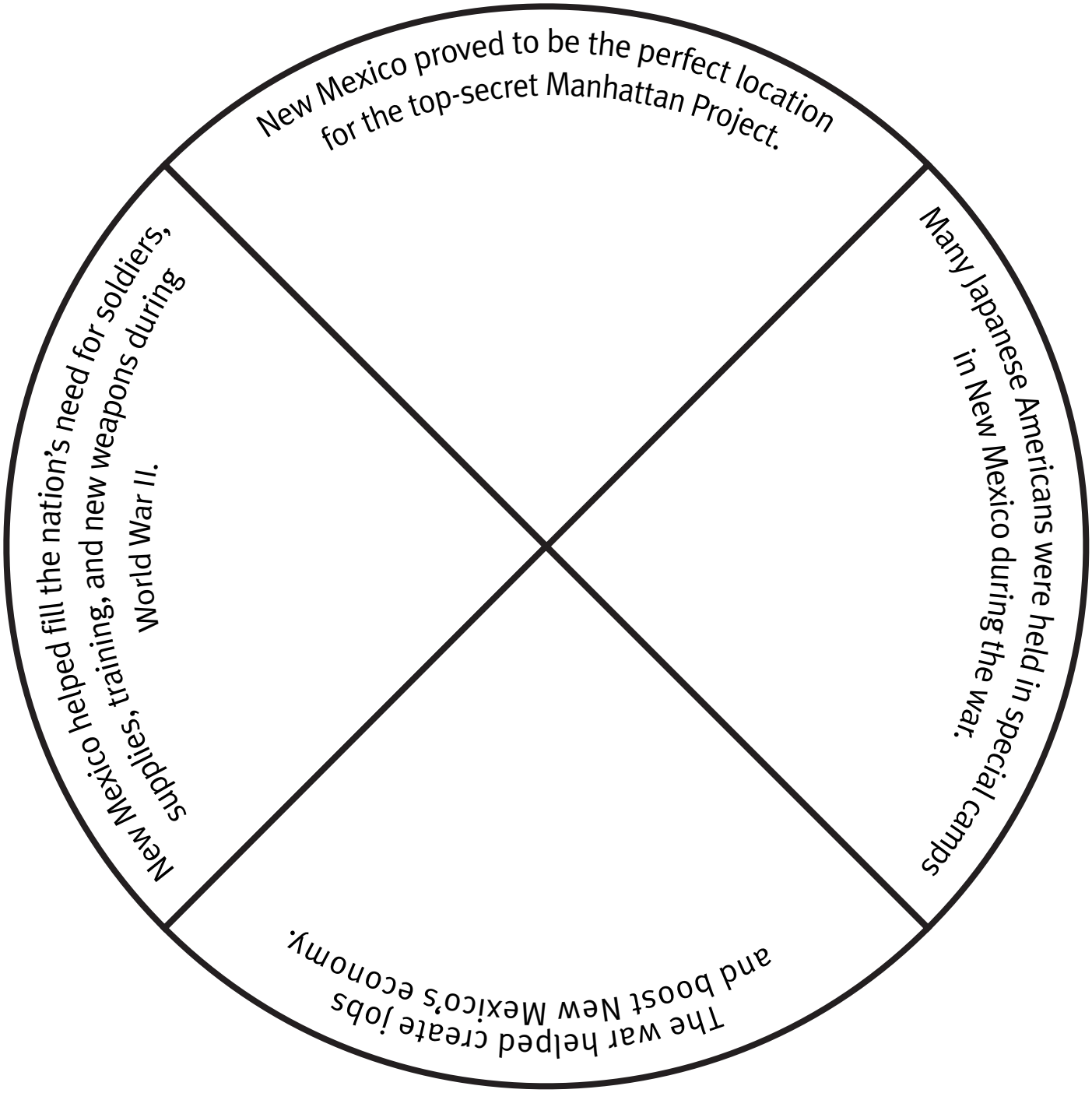
WWII Learning Wheel

To show what you have learned from this lesson, make a learning wheel. Trace or cut out the circles on both activity pages. For each section of the first circle, write three facts about the Key Idea. Once the circles are complete, place a brad through the center of the two circles.



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The Cold War

What do you think the Cold War was? Complete the acrostic poem by writing one word for each letter in *THE COLD WAR* to describe what you think the Cold War was.

T _____

H _____

E _____

C _____

O _____

L _____

D _____

W _____

A _____

R _____

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Key Terms

Complete the table with information about the Key Terms from the lesson. In the Words to Describe column, list adjectives, key words, or phrases that will help you remember the Key Terms. Then give examples of each Key Term in the Examples column.

Key Terms	Words to Describe	Examples
arms race		
capitalism		
cold war		
communism		
propaganda		
superpower		

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Infer Meaning of New Words

Before reading the lesson, read around each of the Key Terms to gather details about their meanings. Use the details to infer the meaning of each term. While reading, list at least two words that are new to you. Read around the words to gather details and make inferences about their meanings. After reading, compare your inferences to the actual meaning of the words.

Key Term or New Word	Details From the Lesson	Inferred Meaning

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Dear Journal

Write a journal entry as if you were alive when the Cold War ended. Use information from the lesson to explain what caused the Cold War, the events during the war, and how the war ended.

Dear Journal,

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All Men Are Created Equal

Read part of Dr. Martin Luther King's speech below, and list some of the rights you have as teenagers today.

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at a table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

Rights I Have:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

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Key Terms

Follow the directions to create a word-report poster for the Key Terms from this lesson.

Include each of the Key Terms on your poster:

- activist
- boycott
- discrimination
- diversity
- integration
- labor union
- minority
- segregation

Choose three items to include on your poster for each of the Key Terms:

1. Define each term.
2. Draw a picture to represent each term.
3. Describe the term in your own words.
4. Use the term in a sentence.
5. Give an example of each term from the lesson.
6. Give an example of each term from your own life.
7. Give a meaning that is opposite of the meaning of each term.
8. Explain how you think each term could be used today.

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Infer to Finish the Story

As you read about each event in the lesson, infer as to how you think the event will end. Read to learn how the event really ends. Compare your inferences to the details from the lesson. Were your inferences accurate?

Event	How I Think It Ends	How It Really Ends

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Fighting for Rights

Blacks, Hispanics, and Native Americans all struggled for civil rights. Use information from this lesson to describe how each group was discriminated against and what they each did to fight for their rights. Be detailed and give specific answers.

Blacks
Hispanics
Native Americans

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