

Appendix 2

Expansion Activities

Unit 1: Architecture (pages xiv–27)

Frank Lloyd Wright

1. Study “A Virtual Look at Frank Lloyd Wright” at www.delmars.com/wright/index.html. Which of Wright’s designs not studied in the textbook do you like best? From which period is it from? What do you like about it? Talk about your choice in a small group.
2. Watch *Frank Lloyd Wright: A Film by Ken Burns & Lynn Novick* available from the PBS store (www.pbs.org/flw). Or search local listings to see when it might be on television.
3. Frank Lloyd Wright started his own architecture school housed at Taliesin. If you were to start a school in your field, what would it be?

Architecture

1. Work with a small group and imagine you are a team of architects commissioned to design a hotel. Prepare to present your hotel’s name, location, structure, and features to the rest of the class in a 10-minute group presentation.
2. Research things that affect a building’s strength and survival during an earthquake. What foundation and infrastructure materials and designs would you use if you lived in an earthquake-prone area such as California in the United States?
3. Think of a unique building or structure that you like and one that you don’t. Find pictures. Be prepared to talk about what you like and don’t like with a small group.

Unit 2: Watergate (pages 28–59)

Watergate

1. The Watergate scandal began with five men breaking into the Democratic National Committee headquarters in Washington, DC, and ended with the resignation of President Richard Nixon. If this happened today, do you think it would end the same way? What might be different?

184 ◆ Expansion Activities

2. Political cartoons are used by newspaper and magazine editorial cartoonists to send messages to the readers. See the example on page 42. They often use symbolism and exaggeration, among other techniques, to get their point across. Search the Internet for political cartoons published during and after the Watergate scandal. Share examples with the rest of the class.

Journalism

1. Read *All the President's Men* or watch the film. Talk about how the events depicted affected journalism.
2. During the Watergate years and for many years later, Woodward and Bernstein never revealed who Deep Throat was. Research the laws associated with reporters not revealing sources. Find a story about another journalist who has not revealed his or her source, the circumstances, and any punishments he or she faced.
3. Bring in a political cartoon from a recent newspaper. Prepare to discuss what event or person the cartoon is editorializing.
4. Look at a copy of the school, city, or national newspaper. Which section of the paper do you like to read most? What kind of stories would you like to write if you were a journalist? Talk about your choices with a small group.

Unit 3: Physical Feats (pages 60–89)

Mount Everest and Mountain Climbing

1. Read *Into Thin Air* or watch the film. Think about what happened and what you would have done similarly or differently than the mountaineering team.
2. Find a list of facts about Mount Everest to share with a small group.

Marathons

1. If possible, find a video or news clip about a marathon.
2. Attend a local fun run or walk (usually one mile) or race (often 5K or 10K). Consider walking with your classmates or volunteering to cheer for the runners as they cross the finish line. Be prepared to share your experiences with the class.
4. Work with a partner to research the training required to run a marathon. Develop a program as if you were going to prepare for the marathon in the next Olympics.

Physical Feats

1. Brainstorm a list of physical feats. Then create a list of the dangers associated with each. Prepare a list to share with the class.
2. Discuss the personality traits and physical characteristics of a person who participates in extreme physical feats. What traits do you share? Which do you not have, but wish you did?

Unit 4: *To Kill a Mockingbird* (pages 90–115)

To Kill a Mockingbird

1. Read the novel. Write a book report for class.
2. Watch the film and talk about your own insights gained from the movie.
3. Imagine the class is the jury who must decide the guilt or innocence of Atticus Finch's client. Role-play what the jurors might say after hearing Finch's speech.
4. Talk about the themes of the novel: race and class. Watch Martin Luther King's "I Have a Dream" speech (available on various sites), and review Atticus Finch's speech in the novel. Do you think race and class are still issues in the United States? Be prepared to explain.

Novels

1. What novel would you add to the MLA's list of books all adults should read before they die? Prepare a 1–2 minute oral presentation on the book and why you chose it.
2. Research other Pulitzer Prize-winning novels. Choose one to summarize for the class.

Unit 5: Global Health (pages 116–45)

Tuberculosis

1. Research DOTS. Discuss the pros and cons to this strategy with a small group.
2. Write a report about someone who died from tuberculosis. Lists can be found at various online sites.
3. Tuberculosis has reemerged throughout history and is still present today. Work with a partner to create a timeline of the history of the disease. Compare timelines as a class.

Global Health

1. One way to prevent some illnesses, such as the flu, is to get a shot with the vaccine. Since vaccines are not always available, think about other things people can do to prevent catching colds or the flu. Work with a group to brainstorm a list of prevention methods to share with the class.
2. Research a common disease or illness and compile a list of symptoms. Read the symptoms to the class. Can anyone diagnose the disease you are describing?
3. Watch the movie *Outbreak*, and discuss if you think modern-day society is prepared to handle such a virus.

Unit 6: Conserving Natural Resources (pages 146–76)

National Parks

1. Watch Ken Burns' series *The National Parks: America's Best Idea* on DVD or check local listings at www.pbs.org. Video segments are available at www.pbs.org/nationalparks/.
2. Imagine you get to take a summer vacation with three classmates. Research America's national parks and choose one for your trip. Start by visiting the National Park Service's website at www.nps.gov/index.htm. Prepare a presentation that includes the reason for your choice and the activities you will participate in on your vacation.
3. The National Park Service employs more than 20,000 people in a variety of roles. A partial list is available at www.nps.gov/aboutus/workwithus.htm. Prepare a 1–2 minute oral presentation on which job you'd like to have as a summer internship and why.

National Resources

1. Compile a list of reasons why nature should be preserved, and prepare a presentation to a group of wealthy investors persuading them to invest in natural resources rather than urban development. Include your plans for the area.
2. Explore a local park. Create a list of benefits the park has to offer, and share those with the class.