AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries for nearly 40 years. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of the instructional and pedagogical resources available to develop and distribute educational programs in film, videocassette, laserdisc, CD-ROM and CD-i formats.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia

1-800-FOR-AIMS
1-800-367-2467
Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for its use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.
RATIONALE

In today’s classrooms, educational pedagogy is often founded on Benjamin S. Bloom’s “Six Levels of Cognitive Complexity.” The practical application of Bloom’s Taxonomy is to evaluate students’ thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students’ life experiences, realities, and expectations. AIMS’ learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today’s classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.
ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2, INTRODUCING THIS ATM will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3, PREPARATION FOR VIEWING provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4, AFTER VIEWING THE PROGRAM provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.
FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic, applied comprehension of the topic.
PREPARATION FOR VIEWING

SECTION 3
In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program
Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary
Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas
Discussion Ideas are designed to help you assess students’ prior knowledge about the topic and to give students a preview of what they are about to learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate at which they feel comfortable. Model sharing personal experiences when applicable, and model listening to students’ ideas and opinions.

Focus
Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In
Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4
After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom, or have students complete independently, in pairs, or in small groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Activities fall into these categories:

Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

Critical Thinking

Critical Thinking activities are designed to stimulate learners’ own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World

These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.
**VOCABULARY**

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

**CHECKING COMPREHENSION**

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students’ needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

**CONSUMABLE ACTIVITIES**

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

**CHECKING VOCABULARY**

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

**TEST**

The AIMS Teaching Module Test permits you to assess students’ understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.
THEMES

The major themes in China in Crisis: Tiananmen Square are conflicts and resolutions, governments, regions of the world, causes and effects of political action, movements of people, and how political protest changed China. Related themes include the interaction of people with their environment and the physical change of land.

OVERVIEW

This program examines the aftermath of the June 1989 massacre of student protesters in Beijing’s Tiananmen Square as China’s government mounted an extensive propaganda effort. This "big lie" was aimed first at China’s people; two weeks later, officials expanded the campaign to include the world. In this module, NBC News anchor Tom Brokaw interviews Chinese spokesman Yuan Mu, who presents the Chinese government’s version of the incident in Tiananmen Square.

NBC News anchor Garrick Utley introduces the program and talks with reporters Keith Miller and Arthur Kent about the Chinese people’s reaction to the crackdown. Senate Foreign Relations Committee member Richard Lugar offers additional insight and commentary.

OBJECTIVES

- To understand the forces that lead to the massacre of student protesters in Tiananmen Square.
- To critically analyze the Chinese government’s official response to those events.
- To understand the economic and political fallout caused by the Tiananmen Square killings.
Use this page for your individual notes about planning and/or effective ways to manage this AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments. Please feel free to address your correspondence to:

AIMS Multimedia
Editorial Department
9710 DeSoto Avenue
Chatsworth, California 91311-4409
INTRODUCTION TO THE PROGRAM

To prepare students for China in Crisis: Tiananmen Square, ask volunteers to explain what they know about the incident in Beijing’s Tiananmen Square, which occurred in 1989. If students know little about the event, have them locate China and Beijing on a world map and discuss the kind of government China has.

Then have students list their ideas about what might happen to protesters in a nation in which freedom of speech is not allowed.

INTRODUCTION TO VOCABULARY

To ensure that all students understand the vocabulary used in China in Crisis: Tiananmen Square, write the following place words on the board: Beijing, China, Shanghai, and Tiananmen Square. Have students locate these places on a map. If necessary explain that Tiananmen Square is in Beijing.

Then list the following names on the board: Deng Xiaoping, Fang Lizhi, Li Peng, Zhou Ziyang. Have students look in dictionaries or other reference sources to create one- or two-sentence biographies of these men. If they cannot find any information about Fang Lizhi, encourage students to pay close attention to the program, so they can create a two-sentence biography of Fang Lizhi after viewing.

You may want to explain that in China revolutionaries refers to people who participated in the Communist Revolution. Therefore, counter-revolutionaries refers to supporters of democratic reforms. You may also want to discuss the terms martial law and entrepreneur.

DISCUSSION IDEAS

Lead a discussion in which students list reasons that a government might crack down on its people. Are there reasons for prohibiting protest and unrest that your students consider valid? Has this nation ever cracked down on protesters?

Encourage students to think of times in which people’s safety or the economy of a nation could be at stake. Are limits on the numbers of people who can gather or what they can say justified in these cases?

Why might a nation use the military to enforce its laws? Is martial law ever justified? Have students explain their answers.

FOCUS

Before viewing the program, have students jot down several questions they have about the incidents in Tiananmen Square. Encourage them to think about answers to these questions based on what they learn in China in Crisis: Tiananmen Square.

If, after viewing the program, they have additional questions or their questions were not answered, encourage them to find the answers to these on their own and share their findings with the class.
HOW TO USE THE CHINA IN CRISIS: TIANANMEN SQUARE AIMS TEACHING MODULE

Preparation

- Read China in Crisis: Tiananmen Square Themes, Overview, and Objectives to become familiar with program content and expectations.

Use Preparation for Viewing

- Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing CHINA IN CRISIS: TIANANMEN SQUARE

- Set up viewing monitor so that all students have a clear view.

- Depending on your classroom size and learning range, you may choose to have students view China in Crisis: Tiananmen Square together or in small groups.

- Some students may benefit from viewing the video more than one time.

After Viewing CHINA IN CRISIS: TIANANMEN SQUARE

- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.

- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.

- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.

- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.

- Administer the Test to assess students’ comprehension of what they have learned, and to provide them with practice in test-taking procedures.

- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.
SUGGESTED ACTIVITIES

Cultural Awareness

Have students conduct research about life in China today. How is life different in urban areas and rural areas? What is the economy like in China? How do people live? Has Tiananmen Square had any effect on how people in China live or in how other nations deal with China? If any of your students or their relatives are from China, invite the students to share what they know about China today and in the past.

Meeting Individual Needs

Have students draw a map of Tiananmen Square, including its dimensions. Have them show the location of the tomb dedicated to Mao Zedong. Encourage them to label north and to include a map key.

Writing

Have students write a journal entry that could have been written by someone in Tiananmen Square in June 1989, perhaps a student, a bystander, or a member of the military. What does this person think and feel about the events that occur?

Hands-on Activity

Have interested students create a clay model of the Goddess of Liberty, which became a symbol of the movement for democratic reforms. How is this statue different from and similar to the Statue of Liberty? Why might this be?

Critical Thinking

Ask your students why they think nations, such as the United States, condemned the events that occurred in Tiananmen Square on the one hand, yet on the other hand continue to trade and conduct business as usual with China? What do students think would happen if the United States stopped trading with China?

Connection to Mathematics

Have students find out how many people live in China and what the average annual wage is. Then ask: If China’s economy expands and everyone in China begins earning 10% more per year than they do now, how much more money will enter the world economy? Why do you think so many companies worldwide want to sell their products in China?

20 minutes

© Copyright 1998 AIMS Multimedia China in Crisis: Tiananmen Square
Connection to Mathematics

Have students find out how many people live in China and what the average annual wage is. Then ask: If China’s economy expands and everyone in China begins earning 10% more per year than they do now, how much more money will enter the world economy? Why do you think so many companies worldwide want to sell their products in China?

Connection to History

In 1997, Hong Kong reverted from British control to Chinese control. Have students investigate why this change occurred. Then have them present a brief oral or written report on their findings.

Connection to Health

In the 1800s, China sold huge amounts of tea to Britain. To offset this trade imbalance, Britain began selling opium from its fields in India to China. China protested, saying that it was not fair to sell a product that injured people, but Britain refused to stop selling opium in China. A war ensued; Britain won and took over control of Hong Kong. Have your students discuss whether or not it is fair to sell to willing people a product that can injure them. Ask: Is selling opium in China different from selling cigarettes in the United States?

Link to the World

Fang Lizhi said, "Between 1989 and now, there has been a lessening of interest in democracy. At the moment, many Chinese think only of making money." Ask: Do you think this statement is likely to be true? Why or why not? Are people in the United States more interested in making money or in correcting injustices? Explain your ideas.

Extended Activity

Have interested students read a book, such as Eighth Moon, or watch a movie about China. Afterward, have students explain what period of Chinese history the book or movie was about, what political events were occurring, and what family life was like.

In the Newsroom

Arrange the class into teams. Have one team play the roles of American news reporters, such as Tom Brokaw or Garrick Utley. Have another team play the roles of student protesters in Tiananmen Square. Have another group play the roles of eyewitnesses to the event. Have others play the roles of members of the Chinese military and Chinese farmers. Then have the news reporters interview members of each team about the events in Tiananmen Square. Later, discuss how each team views the same events differently.

60 minutes
In the Newsroom

Arrange the class into teams. Have one team play the roles of American news reporters, such as Tom Brokaw or Garrick Utley. Have another team play the roles of student protesters in Tiananmen Square. Have another group play the roles of eyewitnesses to the event. Have others play the roles of members of the Chinese military and Chinese farmers. Then have the news reporters interview members of each team about the events in Tiananmen Square. Later, discuss how each team views the same events differently.

Culminating Activity

Arrange the class into groups. Then have each group prepare a report with posters or charts about the events in Tiananmen Square. One group should present the Chinese government’s version of events; another group the Western media’s version. Still others should show the students’ version, rural peasants’ version, and the military’s version.
VOCABULARY

The vocabulary words below are from China in Crisis: Tiananmen Square. Use each word or phrase below in a sentence that shows you understand how each term relates to Tiananmen Square and China.

1. Beijing __________________________________________________________________________

2. counterrevolutionary __________________________________________________________________

3. Deng Xiaoping ______________________________________________________________________

4. entrepreneur _______________________________________________________________________

5. Fang Lizhi _________________________________________________________________________

6. Li Peng __________________________________________________________________________

7. martial law ________________________________________________________________________

8. People’s Liberation Army (PLA) __________________________________________________________________________

9. Tiananmen Square ______________________________________________________________________

10. Zhou Ziyang _______________________________________________________________________
CHECKING COMPREHENSION

Complete each sentence below with a word(s) that make sense.

1. ____________________ is a major Chinese city in which Tiananmen Square is located.
2. ____________________ is a city and port in eastern China near the mouth of the Yangtze River.
3. ____________________ is a huge plaza nearly 100 acres in size in the city of Beijing.
4. ____________________ was the head of the Chinese Communist Party from 1987-1989. He was arrested for supporting China's prodemocracy movement.
5. The ____________________ is China's military force.
6. ____________________ occurs when the military, instead of a civilian police force, enforces the laws of a nation.
7. ____________________ was a conservative Chinese leader who backed the repression of the Tiananmen Square prodemocracy demonstrators.
8. An outspoken Chinese physicist, ____________________, disagreed with the Chinese government on some issues and hid in the U.S. Embassy after the events in Tiananmen Square.
9. A person who starts, runs, manages, and assumes the risks of running a business is called a(n) ____________________
10. The supporters of democratic reforms in China are called ____________________ by the Chinese government.

counterrevolutionaries  martial law
Fang Lizhi  Shanghai
People's Liberation Army  Tiananmen Square
Zhou Ziyang  Beijing
Li Peng  entrepreneur
The events in Tiananmen Square are sometimes called a massacre, a crackdown, or an incident. While all of these terms are correct, they convey very different impressions of the events. On the lines below explain the impression that each of these words conveys to you.

Massacre: __________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Crackdown: __________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Incident: ____________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Who do you think might use each of these terms? Why? ______________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What other terms describe the events that occurred in Tiananmen Square in June 1989? ______
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Which term do you think is most accurate? Why? ________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
EVENTS THAT LED UP TO TIANANMEN SQUARE

Work with a partner to find out what events in the weeks before June 3, 1989, led up to the massacre in Tiananmen Square. Place your findings in the chart below.

Hu Yaobang dies. A former Communist Party Secretary, Hu treated students and intellectuals leniently.

April 17, 1989

May 4, 1989

May 13, 1989

May 15, 1989

May 17, 1989

May 18, 1989

May 20, 1989

June 3-4, 1989
COMPARE AND CONTRAST

China is not the only nation in which students have protested. In the United States in the 1960s, many students protested the war in Vietnam and demonstrated for civil rights. Find out about these student demonstrators in the United States. Then, in the space below, compare and contrast the treatment of these students with the treatment of students in China.

<table>
<thead>
<tr>
<th>COMPARE</th>
<th>CONTRAST</th>
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</table>
THE CHINESE MARKET

Use an almanac to compare the number of products people in China own compared to the number in the United States. Then fill in the chart below.

EXAMPLE

<table>
<thead>
<tr>
<th>United States</th>
<th>China</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of radios to people</td>
<td>2 radios per person</td>
</tr>
<tr>
<td>Number of TVs</td>
<td>__________________________</td>
</tr>
<tr>
<td>Number of telephones</td>
<td>__________________________</td>
</tr>
<tr>
<td>Number of cars</td>
<td>__________________________</td>
</tr>
<tr>
<td>Number of airports</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

Which nation do you think has the greater need for consumer goods? Why? __________________________

Which nation do you think might buy the most goods in the future? Why do you think so? ______

Although human rights violations continue, the United States keeps renewing China’s most-favored-nation trading status. Some people want the United States to curb trade with China until it has fewer human rights violations. Do you think the United States will do this? Why or why not? __________________________

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DEBATE

Stage a debate on this question: Should the United States stop trading with China until human rights violations no longer occur there?

Choose one side of this issue.

List reasons that support your opinion below.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

List the points you think your opponent will make.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

List arguments to counter your opponent’s points above.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Now stage your debate.
CHECKING VOCABULARY

Hidden in the chart below are 15 terms that relate to the June 1989 events in Tiananmen Square. The letters of these words may be arranged horizontally, vertically, or diagonally, either spelled forward or backward. Find and circle these 15 terms.

P C H I S E L I L I Z A R I E G D E W A X
D E R G X I Q O U E E O A H P O R P T I E
C M O X V C R T E S T E C N A T S I S E R
O E A P S Y L A S A M P F E N A R Y O S O
M F F O L T I I R T E S A H P O O E T P E
M E U C O E N T R E P E N E U R S E R E C R
U E P F L A S E L E V E G T T A S C R R A
N E C R H N R L T N D B L E E M I A E E U
I A R M O R E D I A L P I V E R C T I E Q
T S E C F C E C E R E E H A O N S R G W N
R D R I W O R S F E A R I P N A T A A A E
N S C R J X R E T N D L A A O G S B V L M
Z H O U Z I Y A N G E L S T F I H W A L N
N D B R F H N E U M R E W I L O E G A A
U I O G P R D G R C C P F A I O W R L I N
O M D E N G X I A O P I N G R O N C O T A
P E E T O E E E L I N T H E A H H A T R I
M P U N R E P L I C A T W A L L U R R A T
O N T I H A R I I C Y C L E T N I A P M A
Y R A N O I T U L O V E R R E T N U O C Y

WORD BANK
Beijing                         communist           counterrevolutionary
Deng Xiaoping                       entrepreneur               Li Peng
Fang Lizhi                         hooligan                      protest
martial law       People's Liberation Army
Shanghai                         Tiananmen Square        Zhou Ziyang
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

Korean War: The Untold Story
Return to Iwo Jima
Eye Witness South Africa
Vietnam: Lessons of a Lost War
The Shifting Sands: A History of the Middle East
VOCABULARY

The vocabulary words below are from China in Crisis: Tiananmen Square. Use each word or phrase below in a sentence that shows you understand how each term relates to Tiananmen Square and China.

1. Beijing ____________________________________________________________

   ANSWERS WILL VARY

2. counterrevolutionary ________________________________________________

3. Deng Xiaoping ______________________________________________________

4. entrepreneur _______________________________________________________

5. Fang Lizhi __________________________________________________________

6. Li Peng ____________________________________________________________

7. martial law _________________________________________________________

8. People’s Liberation Army (PLA) _______________________________________

9. Tiananmen Square ___________________________________________________

10. Zhou Ziyang _________________________________________________________

Beijing            entrepreneur            People’s Liberation Army (PLA)
counterrevolutionary  Fang Lizhi          Tiananmen Square
Deng Xiaoping      Li Peng               Zhou Ziyang
martial law
CHECKING COMPREHENSION

Complete each sentence below with a word(s) that make sense.

1. **Beijing** is a major Chinese city in which Tiananmen Square is located.

2. **Shanghai** is a city and port in eastern China near the mouth of the Yangtze River.

3. **Tiananmen Square** is a huge plaza nearly 100 acres in size in the city of Beijing.

4. **Zhou Ziyang** was the head of the Chinese Communist Party from 1987-1989. He was arrested for supporting China's prodemocracy movement.

5. The **People's Liberation Army** is China's military force.

6. **Martial law** occurs when the military, instead of a civilian police force, enforces the laws of a nation.

7. **Li Peng** was a conservative Chinese leader who backed the repression of the Tiananmen Square prodemocracy demonstrators.

8. An outspoken Chinese physicist, **Fang Lizhi**, disagreed with the Chinese government on some issues and hid in the U.S. Embassy after the events in Tiananmen Square.

9. A person who starts, runs, manages, and assumes the risks of running a business is called a(n) **entrepreneur**.

10. The supporters of democratic reforms in China are called **counterrevolutionaries** by the Chinese government.

   - counterrevolutionaries
   - martial law
   - Fang Lizhi
   - Shanghai
   - People's Liberation Army
   - Tiananmen Square
   - Zhou Ziyang
   - Beijing
   - Li Peng
   - entrepreneur
TIANANMEN SQUARE

The events in Tiananmen Square are sometimes called a massacre, a crackdown, or an incident. While all of these terms are correct, they convey very different impressions of the events. On the lines below explain the impression that each of these words conveys to you.

Massacre: ___________________________ ANSWERS WILL VARY
____________________________________
____________________________________

Crackdown: __________________________
____________________________________
____________________________________

Incident: ____________________________
____________________________________
____________________________________

Who do you think might use each of these terms? Why? ________________________________
____________________________________
____________________________________

What other terms describe the events that occurred in Tiananmen Square in June 1989? ______
____________________________________
____________________________________

Which term do you think is most accurate? Why? ________________________________
____________________________________
____________________________________
EVENTS THAT LED UP TO TIANANMEN SQUARE

Work with a partner to find out what events in the weeks before June 3, 1989, led up to the massacre in Tiananmen Square. Place your findings in the flow chart below.

Hu Yaobang dies. A former Communist Party Secretary, Hu treated students and intellectuals leniently.

April 17, 1989 Students use Hu’s death to stage a symbolic protest.

May 4, 1989 Students stage another huge demonstration in Tiananmen Square in response to a story in the newspaper People’s Daily calling the demonstrators “an organized conspiracy to sow chaos.”

May 13, 1989 Students protesters stage a hunger strike in Tiananmen Square. Large crowds gather in support.

May 15, 1989 Soviet leader Mikhail Gorbachev visits China.

May 17, 1989 The crowd in Tiananmen Square has swelled to one million.

May 18, 1989 Ordinary people from throughout China join the student protesters. The protests spread to other cities.

May 20, 1989 The Chinese government declares martial law and sends troops to Tiananmen Square.

June 3-4, 1989 The PLA storms Tiananmen Square, shooting protesters. Thousands were killed.
COMPARE AND CONTRAST

China is not the only nation in which students have protested. In the United States in the 1960s, many students protested the war in Vietnam and demonstrated for civil rights. Find out about these student demonstrators in the United States. Then, in the space below, compare and contrast the treatment of these students with the treatment of students in China.

<table>
<thead>
<tr>
<th>COMPARE</th>
<th>CONTRAST</th>
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<tr>
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© Copyright 1998  AIMS Multimedia China in Crisis: Tiananmen Square
THE CHINESE MARKET

Use an almanac to compare the number of products people in China own compared to the number in the United States. Then fill in the chart below.

EXAMPLE

<table>
<thead>
<tr>
<th></th>
<th>United States</th>
<th>China</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of radios to people</td>
<td>2 radios per person</td>
<td>1 radio per 5.4 people</td>
</tr>
<tr>
<td>Number of TVs</td>
<td>1 per 1.2 people</td>
<td>1 per 32 people</td>
</tr>
<tr>
<td>Number of telephones</td>
<td>1 per 1.3 people</td>
<td>1 per 77 people</td>
</tr>
<tr>
<td>Number of cars</td>
<td>144 million</td>
<td>2.3 million</td>
</tr>
<tr>
<td>Number of airports</td>
<td>834</td>
<td>94</td>
</tr>
</tbody>
</table>

Which nation do you think has the greater need for consumer goods? Why? ____________________________  
______________________________________________________________________________  
______________________________________________________________________________  
ANSWERS WILL VARY

Which nation do you think might buy the most goods in the future? Why do you think so? _____  
______________________________________________________________________________  
______________________________________________________________________________  

Although human rights violations continue, the United States keeps renewing China’s most-favored-nation trading status. Some people want the United States to curb trade with China until it has fewer human rights violations. Do you think the United States will do this? Why or why not? __________________________________________  
______________________________________________________________________________  
______________________________________________________________________________  
______________________________________________________________________________  

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DEBATE

Stage a debate on this question: Should the United States stop trading with China until human rights violations no longer occur there?

Choose one side of this issue.

List reasons that support your opinion below.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

List the points you think your opponent will make.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

List arguments to counter your opponent’s points above.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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Now stage your debate.
CHECKING VOCABULARY

Hidden in the chart below are 15 terms that relate to the June 1989 events in Tiananmen Square. The letters of these words may be arranged horizontally, vertically, or diagonally, either spelled forward or backward. Find and circle these 15 terms.

WORD BANK

Beijing  communist  counterrevolutionary
demonstrator  Deng Xiaoping  entrepreneur
Fang Lizhi  hooligan  Li Peng
martial law  People’s Liberation Army  protest
Shanghai  Tiananmen Square  Zhou Ziyang
Israel and the Mid-East Conflict

Synopsis

After the end of World War II, European Jews—survivors of the Nazi Holocaust—flocked to Israel seeking a new life in an ancient homeland. Most Arabs deeply resented the increasing Jewish presence and violence broke out immediately between the fledgling state and Egypt, Syria, Lebanon, Iraq and Jordan.

On November 29, 1947, the United Nations General Assembly agreed to divide Palestine into an Arab state and a Jewish state and to place Jerusalem under international control, incensing the Arab nations and resulting in six wars over the last 50 years.

Using never-before-seen archival footage interspersed with interviews with Chairman Yitzhak Rabin and former Israeli Foreign Minister Shimon Peres, the program reveals information about the six wars which have plagued the region since 1948.

The video begins with the Biblical account of the fates of the sons of Abraham—Ismael and Issac—whose Arab and Jewish descendants inherited the modern-day conflict in the region. The early history of the state of Israel is chronicled, as well as each of the six wars which have plagued the region since 1948.

The program culminates with mutual recognition between Israel and the P.L.O. in September 1993 and the resulting steps toward peace between these two powers.

Questions to ask before viewing

1. How does the Biblical story of Abraham and his two sons, Issac and Ismael, relate to the current conflict in the mid-east?
2. What do you know about the history of Israel?
3. Why did Nazi Holocaust survivors return to Israel?
4. When is Israel’s Independence day?
5. What is the significance of Israel’s independence day?

Questions to ask after viewing

1. Why couldn’t the British maintain peace between the Jews and the Arabs inside Israel? (The Jews were pursuing their independence. The Arabs were opposed to the establishment of a Jewish state.)
2. What happened on Nov. 29, 1947? (Palestine was partitioned into a Jewish and an Arab state.)
3. What was life like in Jerusalem after the states separated? (A Jewish sniper cut off the city from the rest of Israel and would not allow supplies inside.)
4. What happened on May 14, 1948? (David Ben Gurion proclaimed the independence of the new Jewish state of Israel.)
5. Why didn’t Jerusalem’s independence celebration last? (The Arab countries dropped bombs on Tel Aviv, turning the city into a battleground.)
6. Once Israel Defense Forces became better trained, what did they do? (They dislodged the Egyptians from the Sinai Peninsula, taking the Suez Canal, clearing the Gaza Strip of Fedayeen guerrillas and destroying the Egyptian gun emplacements.)
7. What happened when Gamal Abdul Nasser lead a holy war against the Zionists? (To the surprise of the Arabs, Israeli forces arrived over 11 Egyptian air strips and destroyed the air force of the enemy.)
8. How did Israel react to King Hussein’s order to open fire on West Jerusalem? (They swept the Jordanians from the West Bank, pushing the border back to the Jordan River. They also dislodged the Syrians from the Golan Heights.)
9. What was the turning point of the war? (Israeli paratroopers reclaimed the Western Wall, the holiest site of Judaism.)
10. What happened after President Nasser of Egypt died and was replaced by Anwar Sadat? (The Arabs invaded the Sinai and the Golan Heights on the Day of Atonement.)
11. How did the Israelis react when Israel’s Ambassador was gunned down by terrorists? (Israeli forces landed in Lebanon and threatened to push the Syrians out of Beirut.)
12. Why did Arek Sharon surround the refugee camps of Sabra and Shetilah? (He claimed 2,000 armed P.L.O. terrorists were hiding there.)
13. What event ignited the Intifadah or Palestinian uprising? (Hundreds of men, women and children were murdered in a night of senseless slaughter at the refugee camps of Sabra and Shetilah.)
17. What event in 1991 shifted the media attention from the Intifadah uprising? (Saddam Hussein ordered the invasion of Kuwait, beginning the Gulf War.)

20. How did the Norwegian government shock the world? (Foreign Minister Hoist arrived in Jerusalem carrying a declaration of principle for peace already signed by Yasir Arafat.)

21. What happened as a result of the agreement? (The Israeli army pulled out of the Gaza Strip and Jericho. Yasir Arafat left Tunis and took up residence in Gaza as leader of his people.)

Related Titles in the AIMS Collection

AR8483VE-SG The Shifting Sands: A History of the Middle East
AR8172VE-SG The Holocaust as Seen Through the Eyes of A Survivor

Annotation

After the end of World War II, European Jews flocked to Israel seeking a new life. Most Arabs resented the increasing Jewish presence and violence broke out immediately between the fledgling state and Egypt, Syria, Lebanon, Iraq and Jordan. Using archival footage, the program reveals information about the six wars which have plagued the region since 1948. The program culminates with mutual recognition between Israel and the P.L.O. in September 1993 and the resulting steps toward peace between these two powers.

Objectives

- To examine the Arab-Israeli conflict and discuss the steps that led to Palestine being partitioned into two separate states, one Jewish and one Arab
- To describe the six wars and violence that has plagued the region since 1948
- To reveal each side’s motivation for peace and the secret peace negotiation meetings
- To show how the Gulf War affected Israel and brought the Arabs and the West closer together
# Kent State

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AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries for nearly 40 years. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of the instructional and pedagogical resources available to develop and distribute educational programs in film, videocassette, laserdisc, CD-ROM and CD-i formats.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia
1-800-FOR-AIMS
1-800-367-2467
Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.
RATIONALE

In today’s classrooms, educational pedagogy is often founded on Benjamin S. Bloom’s “Six Levels of Cognitive Complexity.” The practical application of Bloom’s Taxonomy is to evaluate students’ thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students’ life experiences, realities, and expectations. AIMS’ learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today’s classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.
ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,
INTRODUCING THIS ATM
will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,
PREPARATION FOR VIEWING
provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,
AFTER VIEWING THE PROGRAM
provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.
FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.
PREPARATION FOR VIEWING

SECTION 3
In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program
Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary
Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas
Discussion Ideas are designed to help you assess students’ prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students’ ideas and opinions.

Focus
Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In
Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4
After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

- **Meeting Individual Needs**
  These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

- **Curriculum Connections**
  Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

- **Critical Thinking**
  Critical Thinking activities are designed to stimulate learners’ own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

- **Cultural Diversity**
  Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

- **Hands On**
  These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

- **Writing**
  Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

- **In The Newsroom**
  Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

- **Extended Activities**
  These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

- **Link to the World**
  These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

- **Culminating Activity**
  To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.
**VOCABULARY**

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

**CHECKING COMPREHENSION**

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students’ needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

**CONSUMABLE ACTIVITIES**

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

**CHECKING VOCABULARY**

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

**TEST**

The AIMS Teaching Module Test permits you to assess students’ understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.
THEMES

Kent State introduces viewers to the events surrounding the shootings at Kent State University. The program begins with the announcement of the Cambodian invasion and ends with a fiery confrontation by the Ohio National Guard. The attitudes of the students, both conservative and radical, are explored, as well as the motives of the authorities. In addition, the program discusses the implications of using military force to deal with political protests.

OVERVIEW

Using photos, archival news footage, private 8mm film and informative narration, this captivating program documents the 1970 tragedy at Kent State University. Viewers will gain insight into the four-day upheaval that left four students dead, nine wounded and an entire country in shock. Historical footage captures the angry riots, the mayor’s call for the National Guard, and the burning of the ROTC building. In addition, the program replays the campus occupation by the National Guard and the rally that resulted in chaos, injury, death and a loss of confidence in authority.

OBJECTIVES

- To discuss the political events that motivated Kent State students to organize a protest.
- To learn more about the events leading to the occupation of Kent State by the Ohio National Guard.
- To better understand the various elements that contributed to the tragedy at Kent State.
- To explore the implications of using military force to deny Americans their constitutional rights.
Use this page for your individual notes about planning and/or effective ways to manage this AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments. Please feel free to address your correspondence to:

AIMS Multimedia
Editorial Department
9710 DeSoto Avenue
Chatsworth, California 91311-4409
INTRODUCTION TO THE PROGRAM

The late 1960s and early 1970s were a difficult time for America. Many citizens were beginning to doubt the motives and actions of their government. For the first time in our country’s history, people began to actively rebel against established forms of authority. The Vietnam War was a looming symbol of America’s distrust of the government. Many people did not understand why the U.S. was fighting in the war, especially since Congress had never declared war with North Vietnam. These were the issues that motivated students at Kent State to protest the war effort. When their attempts to speak out were met with violence, American distrust with the “establishment” was stronger than ever.

INTRODUCTION TO VOCABULARY

The First Amendment to the Constitution states that “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceable to assemble, and to petition the government for a redress of grievances.”

Ask students to define the words “petition,” “redress” and “grievances.” What do these words mean in relation to the First Amendment? (Petition is a request that is usually written. Redress means to set right or remedy. Grievance is a distress that is reason for complaint or resistance.)

DISCUSSION IDEAS

Ask students to think about some causes that they strongly support. How would they feel if they were not allowed to talk about these causes? What if military forces prevented them from meeting with others who felt the same way?

How would students feel if they were threatened and intimidated with armed weapons at their school? What if they were not actively protesting, but simply standing near others who were?

FOCUS

Encourage students to think about the differences between their own society and the environment of the 1960s. Remind them that the gap between conformists and nonconformists was much larger during the early days of the “counterculture” movement. Tell them to keep this in mind as they begin the program.
**JUMP RIGHT IN**

**HOW TO USE THE KENT STATE AIMS TEACHING MODULE**

**Preparation**
- Read *Kent State* Themes, Overview, and Objectives to become familiar with program content and expectations.
- Use Preparation for Viewing suggestions to introduce the topic to students.

**Viewing KENT STATE**
- Set up viewing monitor so that all students have a clear view.
- Depending on your classroom size and learning range, you may choose to have students view *Kent State* together or in small groups.
- Some students may benefit from viewing the video more than one time.

**After Viewing KENT STATE**
- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.
- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.
- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- Administer the Test to assess students’ comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.
SUGGESTED ACTIVITIES

Critical Thinking

Kent State University administrators told students that they did not have the right to assemble for a peaceful protest. Ask students to read the First Amendment of the Constitution. What does it say about the right to assemble and petition the government? The administrators argued that a “state of emergency” existed on campus which made an assembly dangerous. Did this justify their refusal to allow students to assemble?

(No, it did not.)

Extended Activity

During the 1960s many young people were involved in the counterculture movement. They rebelled against numerous policies of the government. They spoke out about the war in Vietnam, the civil rights of African-Americans and the importance of saving the environment. How are these issues similar to those that we face today? What recent political issues have caused people to protest?

(Racial and environmental issues are still passionately debated. American involvement, as well as lack of involvement, in Bosnia and the Persian Gulf has also caused controversy. In addition, the issues of abortion, health care, and affirmative action have caused social conflicts.)

Do students think that young people today are more or less active in political matters? Ask them to defend their answers.

Connection to Social Science

The “counterculture” movement of the 1960s was fueled by a growing number of young people who were bitterly opposed to government policies. Followers of this movement were often called “hippies” or “flower children.”

Ask students what these words mean to them. What else do they know about the counterculture of the 1960s? What elements of this movement have been carried into their own generation?
Meeting Individual Needs

Ask students to make sentences using the following words. Encourage them to use a dictionary if they are unsure of the meanings. Make sure that their sentences display an understanding of the words as they relate to the program.

- **insurrection** - the act of revolting against authority
- **dissent** - disagreement with the opinion of the majority
- **subjugate** - to force people to submit to a controlling government
- **cynicism** - a distrust or doubt concerning the motives and actions of others

Connection to History

Ask students to look up one of the following topics in the encyclopedia. Have them summarize the topic with a one-page paper. In particular, ask them to focus on how the event reflected America’s growing mistrust of the government.

- March on Washington
- Woodstock
- Days of Rage (Chicago Protests)
- Berkeley Counterculture Movement
- Freedom Riders
- Democratic National Convention of 1968

Connection to History

Ask students what they know about Reserve Officers Training Corps or ROTC. Why was it chosen as a target by the students of Kent State? What was the connection between ROTC and the Vietnam War?

(ROTC trained many people who later became officers in the armed forces. Some students saw the destruction of ROTC as the best way to hinder the war effort. Others felt that ROTC violated academic standards because universities had little or no control over the classes and instructors. Many students across the country participated in anti-ROTC movements.)
Writing

During the days of early March, 1970, a feeling of fear and anger was building at Kent State University. Even students who were described as “straight” or “conservative” were upset that the National Guard was controlling their campus.

Ask students to imagine that they were on the Kent State campus in the days prior to the shootings. Have them write a one-page journal entry describing the atmosphere. What opinions were people exchanging? What were their fears? What were they angry about? Remind the class that some students supported the Vietnam War, while others were opposed to organized protests. Allow students’ own personal opinions to be reflected in their writings.

Critical Thinking

Spend some time allowing students to share excerpts from the journal entries written in the previous activity. How did they feel while studying about Kent State? What was it like to imagine themselves in the midst of the tragedy?

Allow students to express their own personal views about what happened at Kent State. What circumstances contributed to the tragedy? Do they think that the same thing could happen again?

Culminating Activity

Using what they have learned in the unit, ask each student to write a question related to the program. Collect the questions and use them to write a review quiz. After giving the quiz, ask students if they enjoyed designing the test. How would they feel about designing more tests in the future?
### VOCABULARY

The following terms are from *Kent State*. Fill in the number of each term next to its closest definition.

<table>
<thead>
<tr>
<th>Term</th>
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</tr>
</thead>
<tbody>
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<td>bayonet</td>
<td>1. refusal to agree with the opinions of the majority</td>
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<td>curfew</td>
<td>2. a steel blade attached to the end of a weapon</td>
</tr>
<tr>
<td>disperse</td>
<td>6. an organized public demonstration of disapproval</td>
</tr>
<tr>
<td>nonconformity</td>
<td>2. a rule forcing people to leave an area at a certain time</td>
</tr>
<tr>
<td>hostility</td>
<td>5. intense feelings of anger and conflict</td>
</tr>
<tr>
<td>protest</td>
<td>7. one who calls for extreme measures in response to a political problem</td>
</tr>
<tr>
<td>radical</td>
<td>8. to hold back or control</td>
</tr>
<tr>
<td>repress</td>
<td>3. to break up a meeting or group activity</td>
</tr>
</tbody>
</table>
CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

On April 30, 1970 President _ _1___ announced that American troops had invaded Cambodia. Many students at Kent State University in _ _2___ were angry about the announcement. On the next day, Friday, May 1, students held a rally to bury _ _3___ , saying that it had been “murdered” because there had been no declaration of war by Congress. That night, students were in a rowdy mood as they gathered in bars on nearby Water Street. After some windows were broken and a bonfire was set, the mayor ordered all of the students to _ _4___ . Many students were resentful, especially those who were not causing trouble. On Saturday night, as the mayor forced the students to stay on campus, angry students set fire to the _ _5___ . Students who tried to challenge the curfew were forced back to their dorms by the _ _6___ . Students who were actively protesting, as well as those who were not involved, were intimidated by bayonets and _ _7___ . On Monday morning, students planned a _ _8___ to express their anger over the National Guard occupation. As the guardsmen tried to force the protesters back with tear gas, some students threw _ _9___ at the troops. The guardsmen suddenly fired into a crowd of students, killing _ _10___ and wounding nine.

1. A. Kennedy  
   B. Eisenhower  
   C. Nixon  
   D. Johnson

2. A. New York  
   B. Ohio  
   C. California  
   D. Pennsylvania

3. A. the Constitution  
   B. a draft card  
   C. the ROTC handbook  
   D. the Kent State University curriculum

4. A. go to jail  
   B. clean up the mess  
   C. go back to campus  
   D. go to the ROTC building

5. A. cafeteria  
   B. administration offices  
   C. art building  
   D. ROTC building

6. A. campus police  
   B. Ohio National Guard  
   C. FBI  
   D. citizens of Kent

7. A. machine guns  
   B. tear gas  
   C. rocks  
   D. flares

8. A. peaceful protest  
   B. giant bonfire  
   C. violent battle  
   D. vacation from school

9. A. knives  
   B. flares  
   C. rocks  
   D. torches

10. A. one  
    B. six  
    C. ten  
    D. four
TERM LINK

Write the letter of each term next to the group of words which best describe it.

A. Cambodia
B. Constitution
C. Kent
D. National Guard
E. Richard Nixon
F. James A. Rhodes
G. ROTC (Reserve Officer Training Corps)
H. Scranton

_H_ name of the commission which investigated the shootings at Kent State

_C_ Ohio town where college students protested the invasion of Cambodia

_E_ U.S. President who announced the invasion of Cambodia on April 30, 1970

_B_ U.S. document which guarantees the right to peacefully assembly

_F_ Ohio governor who approved sending the National Guard to Kent State

_A_ country in Southeast Asia where the Vietcong forces held a key control center

_G_ campus organization which occupied a building burned by Kent State students

_D_ military group which took over Kent State and fired into a crowd of students
TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. T Four students at Kent State University were killed by Ohio National Guardsmen.

2. F On Friday night, the students decided to stay in their dorms and not cause any trouble.

3. F National Guardsmen burned the ROTC building to prevent students from protesting.

4. T On May 4, the University Administration said the students had no right to assemble.

5. T Many Kent State students were angry because American forces had invaded Cambodia.

6. T Students who were actively protesting, as well as those who weren’t, were forced into their dorms with tear gas.

7. F Many students at Kent State were armed with guns and knives during the protesting.

8. T Students threw rocks at the National Guard just before the shootings started.

9. F Governor James Rhodes said that the students had every right to protest on campus.

10. T The Scranton Commission later found that the students posed no major threat to the National Guard.
REVERSE ALPHABET

An important word in each sentence below is written in reverse alphabet. Reverse alphabet works like this:

R=l, S=H, T=G, U=F, V=E, W=D, X=C, Y=B, Z=A

Use Reverse Alphabet to discover the code word in each sentence.

1. Students at Kent State claimed that they were denied their right of ZHHVNYOB.

   assembly

2. National Guard officers used GVZI TZH to control the students at Kent State.

   tear gas

3. The ILGX YFROWRMT was burned because it was a nearby symbol of war.

   ROTC building

4. Many students felt that Americans should not be fighting a war in ERVGMZN.

   Vietnam

5. Although the U.S. sent soldiers to Vietnam for many years, XLMTIVHH never declared a war with North Vietnam.

   Congress

6. President Nixon’s announcement about the invasion of XZNYLWRZ made many Americans angry.

   Cambodia

7. Students at Kent State buried the Constitution because they said it had been NFIWVIVW by the government.

   murdered

8. A tragic shooting also occurred at QZXPHLM State College in Mississippi after similar student protests.

   Jackson
**TIMELINE**

Place the following events in order using the numbers 1 through 8.

1. **6** Guardsmen pursue a group of students to a fence and are forced to retreat.
2. **8** The Scranton Commission calls the shootings, “unnecessary, unwarranted, inexcusable.”
3. **3** On Friday night, May 1, students break windows on Water Street.
4. **5** On May 4, students attend a peaceful protest rally at noon.
5. **2** Kent State students bury the Constitution in response to Nixon’s announcement.
6. **7** As students throw stones at retreating guardsmen, shots are fired into the crowd.
7. **4** Mayor Satrom sets a curfew for the students and forces them back to campus.
8. **1** President Nixon announces the invasion of Cambodia.
WORD SEARCH

The following words can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally or backward.

Cambodia
Kent
Nixon
Ohio
Protest
Rhodes
ROTC
Scranton
Students
Vietnam

© Copyright 1999  AIMS Multimedia  Kent State
TEST

Circle the phrase which best answers each question.

1. On April 30, 1970, President Nixon announced that U.S. troops had entered:

   • Vietnam.
   • Cambodia. [Corrected choice]
   • China.
   • Laos.

2. Students at Kent State responded to Nixon’s announcement by:

   • quitting school for the rest of the semester.
   • burning an American flag.
   • tearing up their draft cards.
   • burying the U.S. Constitution. [Corrected choice]

3. On Friday night, May 1, students gathered on Water Street and:

   • threw rocks in shop windows.
   • built a bonfire.
   • intensely debated the events of the day.
   • all of the above. [Corrected choice]

4. In response to the disturbances on Water Street, Mayor Satrom called for:

   • the arrest of all protesting students.
   • the expulsion of all protesting students.
   • a curfew for all students, whether protesting or not. [Corrected choice]
   • a curfew for the students who broke windows.

5. Angry about being trapped on campus, students set fire to:

   • Prentiss Hall.
   • the Commons.
   • Blanket Hill.
   • the ROTC building. [Corrected choice]
6. In order to control the growing problem, Governor Rhodes approved sending in the:

- National Guard.
- Bureau of Investigation.
- Scranton Commission.
- S.W.A.T. team.

7. On Monday, students were told that they had no right to:

- go to class.
- leave the town of Kent.  
- organize an assembly.
- leave their dorms.

8. When National Guard officers pursued students to a fence bordering a practice field:

- the students threw rocks at the troops and forced them to retreat.
- the guardsmen trapped the students against the fence and opened fire.
- tear gas was dropped on the students from helicopters.
- none of the above.

9. National Guard officers fired into a crowd of protesters after students:

- tried to peacefully end the disturbance.
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10. The Scranton Commission later stated that:

- the shootings were unnecessary and inexcusable.
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ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

Martin Luther King, Jr. and the Civil Rights Movement
Malcolm X
Nelson Mandela and the Struggle to End Apartheid
JFK: The Early Years
JFK: The Age of the Kennedy Presidency
JFK: The Death of a President
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TEST (CONTINUED)

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Korean War: The Untold Story

INTRODUCTION TO THE AIMS TEACHING MODULE (ATM)

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AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries for nearly 40 years. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of the instructional and pedagogical resources available to develop and distribute educational programs in film, videocassette, laserdisc, CD-ROM and CD-i formats.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia

1-800-FOR-AIMS
1-800-367-2467
Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.
RATIONALE

In today’s classrooms, educational pedagogy is often founded on Benjamin S. Bloom’s “Six Levels of Cognitive Complexity.” The practical application of Bloom’s Taxonomy is to evaluate students’ thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students’ life experiences, realities, and expectations. AIMS’ learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today’s classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.
ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2, INTRODUCING THIS ATM will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3, PREPARATION FOR VIEWING provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4, AFTER VIEWING THE PROGRAM provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.
FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.
PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students’ prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students’ ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
**SUGGESTED ACTIVITIES**

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

- **Meeting Individual Needs**
  These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

- **Curriculum Connections**
  Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

- **Critical Thinking**
  Critical Thinking activities are designed to stimulate learners’ own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

- **Cultural Diversity**
  Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

- **Hands On**
  These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

- **Writing**
  Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

- **In The Newsroom**
  Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

- **Extended Activities**
  These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

- **Link to the World**
  These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

- **Culminating Activity**
  To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.
**VOCABULARY**

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

**CHECKING COMPREHENSION**

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students’ needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

**CONSUMABLE ACTIVITIES**

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

**TEST**

The AIMS Teaching Module Test permits you to assess students’ understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.
Korean War: The Untold Story

THEMES

*Korean War: The Untold Story* explores America’s military role in the Korean War. It addresses the physical and emotional effects of the war, as well as the events that led to a truce. Important military figures involved in the Korean conflict and major strategic events are also discussed.

OVERVIEW

Five years after the end of World War II, violence broke out between the communists of North Korea and South Korea, which was controlled by the U.S. This was America’s first undeclared war and the first direct combat between American and communist troops. The South Korean capital, Seoul, was captured immediately. American troops launched an improbable campaign to recapture the city. It succeeded, and Americans were sure the conflict would be over soon. However, China joined the war on the North Korean side, and the fighting continued until a truce was signed in 1953. This truce is still in effect today.

OBJECTIVES

- To help students understand the political influences of the Korean War.
- To identify important names, places and battles of the Korean War.
- To help students learn how the Korean War affected those who served.
Our AIMS Multimedia Educational Department welcomes your observations and comments. Please feel free to address your correspondence to:

AIMS Multimedia
Editorial Department
9710 DeSoto Avenue
Chatsworth, California 91311-4409
INTRODUCTION TO THE PROGRAM

Before starting the program, ask students what they know about the Korean War. How did it begin? What countries were involved?

(The Korean War began when North Korea invaded South Korea in 1950. China fought on the North Korean side. Many UN nations gave military support to South Korea, although 90 percent of the troops and military equipment were from the United States.)

Where is Korea located? What countries or bodies of water is it near?

(Korea is located on a peninsula that extends south from northeastern China. It is surrounded by the Sea of Japan on one side and the Yellow Sea on another. Japan lies near the southern tip of Korea.)

INTRODUCTION TO VOCABULARY

Ask students to think about the words “truce” and “treaty.” Although a truce was signed at the end of the Korean War, a treaty has never been passed. What do the two words have in common? How are they different?

(A truce is a suspension of fighting for a certain period of time by agreement of opposing forces. It is similar to a cease-fire or a time-out. A treaty is a formal, written contract that outlines a permanent agreement, such as peace.)

DISCUSSION IDEAS

Why was U.S. involvement in the Korean War known as a “police action”? (The United States was not directly affected by the invasion of North Korea. America’s aim was to protect South Korea from communist aggressors. This led to the term “police action.” The U.S. was committing itself to protect others from harm.)

What other conflicts has the U.S. entered on the basis of “police action”? (On behalf of other nations, the U.S. has been involved in conflicts with North Vietnam, Grenada, Panama and Iraq.)

FOCUS

Ask students to think for a moment about the political climate that followed World War II. Many people were frightened by the emergence of atomic power, and by the threat of World War III. This fear had an effect on many things, including President Truman’s decision to contain the Korean War. Tell students to keep this atmosphere in mind while studying the Korean War.
JUMP RIGHT IN

HOW TO USE THE KOREAN WAR: THE UNTOLD STORY AIMS TEACHING MODULE

Preparation

- Read Korean War: The Untold Story Themes, Overview, and Objectives to become familiar with program content and expectations.

- Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing KOREAN WAR: THE UNTOLD STORY

- Set up viewing monitor so that all students have a clear view.

- Depending on your classroom size and learning range, you may choose to have students view Korean War: The Untold Story together or in small groups.

- Some students may benefit from viewing the video more than one time.

After Viewing KOREAN WAR: THE UNTOLD STORY

- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.

- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.

- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.

- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.

- Administer the Test to assess students’ comprehension of what they have learned, and to provide them with practice in test-taking procedures.

- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.
SUGGESTED ACTIVITIES

Connection to History

Allow students to choose one of the following Korean War topics. Ask them to learn more about the topics using encyclopedias and library texts. Have them report their findings to the class in a short oral presentation.

Inchon Landing
Pusan Perimeter
Battle for the Hills
General MacArthur
Truce Talks and Signing

Writing

What was it really like for American soldiers who fought overseas in Korea? Have students use an encyclopedia to find out more about the climate, landscape and culture of Korea. Ask them to pretend they are soldiers serving in the Korean War, and have them write a letter to a friend or relative describing what their service is like.

The more students learn about Korea and the events of the Korean conflict, the more accurate and interesting the letters will be. When all of the letters are handed in, allow students to vote on the one they think is the most realistic and moving.

Meeting Individual Needs

Ask students to make sentences with the following words. Make sure they display an understanding of each word as it relates to the Korean War. Encourage them to use a dictionary if necessary.

asylum (protection given by a nation to refugees from another country)
repatriation (sending or bringing back citizens to their country of origin)
truce (suspension of fighting by both sides of a conflict)
subjugate (to force citizens to submit to a government’s policies)
Cultural Exchange

Modern Korea is an interesting and unique land. Ask students to choose one of the following areas of modern-day Korean culture. Have them find three facts in their chosen area. Then, ask each student to present their facts to the class.

- holiday traditions
- clothing
- food
- religion
- homes
- education
- art

Critical Thinking

The Korean War was the first undeclared war that the United States ever fought. What does the word “undeclared” mean? How was this war different from World War II?

(Instead of officially declaring war on North Korea, the United States and other United Nations countries assisted the South Koreans by sending military aid. In World War II, the U.S. responded to a direct attack by the Japanese. In the Korean War, the U.S. was protecting a foreign nation that was being attacked by an outside aggressor.)

Does the responsibility to protect other nations from foreign aggressors still apply? When do students think the U.S. should become involved in foreign conflicts, and when should they not?

(Answers will vary.)
Connection to Social Science

Ask students to do some investigating to answer the following questions. What is the capital of South Korea? What is the capital of North Korea? (Seoul, Pyongyang)

What is the official name of South Korea? Of North Korea? (Republic of Korea, Democratic People’s Republic of Korea)

What is the official language of North and South Korea? (Korean) What is the basic unit of money? (the won)

Extended Activity

Ask students to look carefully at the flag of South Korea. What do they think the red and blue circle represents?

(It is an ancient Asian symbol representing balance in the universe between opposites. This can mean day and night, life and death, or peace and turmoil.)

Ask students to look at a flag of North Korea. What does the red star represent?

(The star represents communism, the North Korean form of government.)

Culminating Activity

Using what they have learned in the unit, ask each student to write a question about the Korean War. Collect the questions and use them to write a review quiz. After giving the quiz, ask students if they enjoyed designing the test. Were the questions harder or easier than normal?
## VOCABULARY

The following terms are from *Korean War: The Untold Story*. Fill in the number of each term next to its closest definition.

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CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

When Japan surrendered at the end of World War II, it agreed to split Korea along the ___1___ parallel. ___2___ would occupy North Korea and the U.S. would occupy South Korea. In 1950, troops from North Korea invaded the south and took over the capital of ___3___ . United States Marines landed on the dangerous shores of ___4___ , where they recaptured the city from the communists. General Douglas MacArthur made a mistake by thinking that the ___5___ would not enter the war to help North Korea. Several makeshift hospitals, known as ___6___ , were set up in South Korea to treat the wounded. When a marine ship carrying 14,000 North Korean refugees landed safely on Koje-do Island, it was called the ___7___ . MacArthur was dismissed by President ___8___ because he criticized the president’s policies. Peace talks stalled because North Korea and China wanted all ___9___ unconditionally returned. The truce signed in 1953 remained in effect until ___10___ .

1. A. 28th  
   B. 48th  
   C. 38th  
   D. 58th  

2. A. Japan  
   B. The Soviet Union  
   C. China  
   D. Great Britain  

3. A. Seoul  
   B. Inchon  
   C. Hungnam  
   D. Pusan  

4. A. Koje-do Island  
   B. Kaesong  
   C. Inchon  
   D. Yonan  

5. A. Japanese  
   B. Germans  
   C. Italians  
   D. Chinese  

6. A. Corpsmen Camps  
   B. MASH units  
   C. EMCs  
   D. Med Sites  

7. A. Thanksgiving Blessing  
   B. Peaceful Landing  
   C. Christmas Miracle  
   D. Miraculous Landing  

8. A. Eisenhower  
   B. Roosevelt  
   C. Kennedy  
   D. Truman  

9. A. prisoners  
   B. children  
   C. tanks  
   D. weapons  

    B. present day.  
    C. 1960.  
KOREAN WAR MATCH-UP

Match each item on the left with the most appropriate group of words on the right.

1. 38th Parallel capital of South Korea
2. China shore where U.S. Marines first landed
3. Inchon commander of all Allied forces
4. Japan makeshift hospital in South Korea
5. Koje-do president during the Korean War
6. MacArthur country that fought for North Korea
7. MASH island where refugees landed on Christmas Day
8. North Korea line between North and South Korea
9. Seoul country that ruled Korea before World War II
10. Truman captured Seoul in 1950
TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. ___ The Japanese captured Seoul, South Korea in 1950.
2. ___ Marines landed at Inchon and recaptured Seoul.
3. ___ General MacArthur was convinced that the Chinese would enter the war.
4. ___ MASH units were camps designed to keep North Korean refugees hidden.
5. ___ The Christmas miracle of 1950 involved a surprise attack on Chinese forces.
6. ___ General MacArthur criticized Truman’s policies and was later dismissed.
7. ___ Peace talks stalled because of an argument over the transfer of prisoners.
8. ___ The truce signed in 1953 is still in effect today.
9. ___ Today, North Koreans can safely cross into South Korea.
10. ___ American soldiers in Korea agreed to keep quiet if they were wounded.
KOREAN TIMELINE

Place the events below in order using the numbers 1 through 7.

___ North Korea captures Seoul, the capital of South Korea.

___ MacArthur is dismissed by President Truman.

___ After World War II, Japan loses control of Korea.

___ A truce is signed in 1953, with no winner declared.

___ General MacArthur criticizes President Truman’s policies.

___ Communists from North Korea invade South Korea.

___ The truce remains in effect until present day.
MAP EXERCISE

Label each of the following places on the map below.

1. The 38th Parallel: 38 degree line of latitude that separated North and South Korea before the Korean War

2. Seoul: capital of South Korea

3. Pyongyang: capital of North Korea

4. Pusan: coastal city that turned away North Korean refugees during the Christmas miracle

5. Inchon: coastal city where U.S. Marines landed before recapturing Seoul
WORD SEARCH

The following words can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally or backward.

armistice
corpsman
Corsair
Inchon
Korea
MASH
mortar
Seoul
troops
Truman

K A K E O F D B T C H A
C O R P S M A N R G P R
G M R F Z K B G U A T M
L E B E L C M H M D X I
P J O R A O R M A H C S
M O R T E R S A N K P T
M B X C S S R O H S N I
E A L Z M A Y G K E D C
C P S J S I N C H O N E
L N S H N R Q J A U Q T
W E T V T J R N D L V U
S P O O R T B K L C M O
TEST

Circle the phrase which best answers each question.

1. Before 1945, Korea was ruled by:
   - China.
   - Japan.
   - the Soviet Union.
   - the United States.

2. After World War II, it was agreed that North Korea would be ruled by the Soviet Union and South Korea by:
   - Great Britain.
   - Germany.
   - Japan.
   - the United States.

3. In 1950, North Korean forces invaded South Korea and captured the capital city of:
   - Saigon.
   - Inchon.
   - Seoul.
   - Koje-do.

4. Prepared to take back the capital, United States Marines landed on the shores of:
   - Seoul.
   - Inchon.
   - Pusan.
   - Wonsan.

5. General MacArthur made a mistake when he:
   - believed that the Chinese would not enter the war.
   - closed down all MASH units in South Korea.
   - turned away North Korean refugees on Christmas Day.
   - agreed to force all North Korean prisoners to go home.
6. Some soldiers made a pact to keep quiet if they were wounded because they did not want:
   • to seem cowardly.
   • to lose their voices.
   • the enemy to know they had hit their target.
   • none of the above.

7. MASH units were makeshift hospitals that were set up:
   • in North Korea.
   • on Pacific Islands.
   • in nearby Japan.
   • in South Korea.

8. The Christmas miracle occurred when North Korean refugees landed safely on the island of:
   • Koje-do.
   • Pusan.
   • Cheju.
   • Tsushima.

9. President Truman dismissed General MacArthur because:
   • MacArthur openly advocated the use of atomic weapons.
   • MacArthur criticized Truman’s policies.
   • both of the above.
   • none of the above.

10. Peace talks were stalled for fifteen months because:
    • North Korea wanted all prisoners executed.
    • North Korea wanted all prisoners to be free to choose their homes.
    • North Korea wanted all prisoners unconditionally returned.
    • South Korea wanted all prisoners executed.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

*China in Crisis: Tiananmen Square*
*Return to Iwo Jima*
*The Shifting Sands: History of the Middle East*
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The following terms are from Korean War: The Untold Story. Fill in the number of each term next to its closest definition.

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2. China  → shore where U.S. Marines first landed
3. Inchon  → commander of all Allied forces
4. Japan  → makeshift hospital in South Korea
5. Koje-do  → president during the Korean War
6. MacArthur  → country that fought for North Korea
7. MASH  → island where refugees landed on Christmas Day
8. North Korea  → line between North and South Korea
9. Seoul  → country that ruled Korea before World War II
10. Truman  → captured Seoul in 1950
TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. F  The Japanese captured Seoul, South Korea in 1950.
2. T  Marines landed at Inchon and recaptured Seoul.
3. F  General MacArthur was convinced that the Chinese would enter the war.
4. F  MASH units were camps designed to keep North Korean refugees hidden.
5. F  The Christmas miracle of 1950 involved a surprise attack on Chinese forces.
6. T  General MacArthur criticized Truman’s policies and was later dismissed.
7. T  Peace talks stalled because of an argument over the transfer of prisoners.
8. T  The truce signed in 1953 is still in effect today.
9. F  Today, North Koreans can safely cross into South Korea.
10. T  American soldiers in Korea agreed to keep quiet if they were wounded.
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4 General MacArthur criticizes President Truman’s policies.

2 Communists from North Korea invade South Korea.

7 The truce remains in effect until present day.
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AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries for nearly 40 years. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of the instructional and pedagogical resources available to develop and distribute educational programs in film, videocassette, laserdisc, CD-ROM and CD-i formats.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia

1-800-FOR-AIMS
1-800-367-2467
Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.
RATIONALE

In today’s classrooms, educational pedagogy is often founded on Benjamin S. Bloom’s “Six Levels of Cognitive Complexity.” The practical application of Bloom’s Taxonomy is to evaluate students’ thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students’ life experiences, realities, and expectations. AIMS’ learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today’s classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.
ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2, INTRODUCING THIS ATM will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3, PREPARATION FOR VIEWING provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4, AFTER VIEWING THE PROGRAM provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.
FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.
PREPARATION FOR VIEWING

SECTION 3
In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program
Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary
Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas
Discussion Ideas are designed to help you assess students’ prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students’ ideas and opinions.

Focus
Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In
Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4
After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

**Meeting Individual Needs**

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

**Curriculum Connections**

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

**Critical Thinking**

Critical Thinking activities are designed to stimulate learners’ own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

**Cultural Diversity**

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

**Hands On**

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

**Writing**

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

**In The Newsroom**

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

**Extended Activities**

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

**Link to the World**

These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

**Culminating Activity**

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.
VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students’ needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students’ understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.
ADDITIONAL
AIMS MULTIMEDIA
PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.
The program *Nelson Mandela and the Struggle to End Apartheid* covers a major theme of the world history curriculum, that is the striving for and the safeguarding of freedom. The program introduces students to the political, social, and economic factors as well as the historical figures prominent in South Africa during the second half of the twentieth century. It chronicles crucial events in the fight against apartheid, the minority government's official system of racial segregation which was in effect from 1948 to 1991. The personal, social, and political growth of Nelson Mandela are documented -- from a concerned lawyer to protester, political activist and national leader who spent nearly three decades of his life behind bars in support of the anti-apartheid struggle. As Mandela publicly stated on many occasions, "The struggle is my life."

**OVERVIEW**

Nelson Mandela joined the ANC in 1944 as a young lawyer dedicated to helping other Africans in their economic and political struggles. As he rose through the ANC ranks, Mandela determined that the country's nonwhite population must revise their tactics in order to bring about change. Beginning in the early 1950s the ANC organized strikes, boycotts and other large-scale anti-apartheid protests. Students will learn about events in this nation's struggle toward racial equality and will learn of the 1956 arrest and subsequent acquittal of 156 leaders and the later arrest of Nelson Mandela and several others for conspiracy and high treason. That trial ended in life sentences for all the defendants. To gain freedom for Mandela and the other imprisoned leaders it took the efforts of a new generation of protesters who made their release a precondition to negotiations regarding the country's future.

**OBJECTIVES**

- Students will define apartheid and explain how it denies equality.

- Students will understand the political tensions that shaped South Africa's history during the second half of the twentieth century.

- Students will be able to identify Nelson Mandela and explain his political motivations.

- Students will be able to discuss the theory of non-violent mass confrontation.
Use this page for your individual notes about planning and/or effective ways to manage this AIMS Teaching Module in your classroom.
**INTRODUCTION TO THE PROGRAM**

To prepare students for Nelson Mandela and the Struggle to End Apartheid, ask volunteers to discuss what they already know about Nelson Mandela or other South African figures, about historical events in 20th century South Africa, or specifically about apartheid.

Ask students what information they have heard about apartheid, about South Africa, about Nelson Mandela or other political or historical figures who have had a role in the country’s development. Invite students to compile a list on the board of issues they think that the various groups in South Africa felt strongly about, particularly in the second half of the 20th century.

**INTRODUCTION TO VOCABULARY**

Some students may be unfamiliar with the following terms used in this program. Write the words on the board and ask the class to discuss the meaning of each term. If the meaning of any term is unclear to the group, ask volunteers to use an appropriate reference source to check the term and report their findings to the class.

Vocabulary: apartheid, boycott, defiance, militant, nonpartisan, oppression, political prisoner, republic, sanctions, strike, subversion, treason.

**DISCUSSION IDEAS**

Have students locate South Africa on a map or globe. Discuss the geography, climate and economy of the country. Remind them of the many different groups that make up the country’s population and discuss how a minority group -- the descendants of European settlers -- assumed the dominant role in the country.

**FOCUS**

Ask students to think for a few minutes about what it must have been like living in South Africa under apartheid, particularly for the majority of the population who were relegated by law as to where they could live, work or travel, and were denied the right to vote in national or provincial elections. Tell them to keep these thoughts in mind as they view the program and learn more about the African National Congress, about Nelson Mandela, and the other individuals who dedicated much of their lives to the fight against apartheid.
JUMP RIGHT IN

HOW TO USE THE NELSON MANDELA AND THE STRUGGLE TO END APARTHEID AIMS TEACHING MODULE

Preparation

- Read Nelson Mandela and the Struggle to End Apartheid Themes, Overview, and Objectives to become familiar with program content and expectations.

- Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing NELSON MANDELA AND THE STRUGGLE TO END APARTHEID

- Set up viewing monitor so that all students have a clear view.

- Depending on your classroom size and learning range, you may choose to have students view Nelson Mandela and the Struggle to End Apartheid together or in small groups.

- Some students may benefit from viewing the video more than one time.

After Viewing NELSON MANDELA AND THE STRUGGLE TO END APARTHEID

Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.

- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.

- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.

- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.

- Administer the Test to assess students’ comprehension of what they have learned, and to provide them with practice in test-taking procedures.

- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.
SUGGESTED ACTIVITIES

Critical Thinking

During the years of apartheid, how did life for black South Africans, South Africans of mixed racial heritage and Asian immigrants differ from the life of slaves in the United States prior to emancipation? (Under apartheid, people of color were not owned by other people and were paid for their labor. They were, however, paid very little and were forcibly moved from their original homes to places where the government mandated they live and work.)

Have students work in small groups to research life under apartheid for nonwhite South Africans and for slaves in the United States. Ask them to compare and contrast the situations of the two groups. What reasons did American slave owners cite for believing they needed slave labor? How did the economy of slave-owning regions differ from that of states where slavery was outlawed? Who were the Abolitionists and how did their aims and tactics compare with those of the ANC and nations that supported the anti-apartheid movement?

Connection to Geography

Using an outline map of Africa, ask students to draw in the boundaries of South Africa and additional African countries. Discuss the topographical features of the country and their effect on the region’s climate. Ask for student opinions on how the topography and climate influenced land use as people settled the country — from the earliest nomadic groups to present day residents.

Meeting Individual Needs

The earliest inhabitants of what is now South Africa were the Khoisan people, whose descendants now mainly live in other regions on the continent. African Bantu-speaking people began settling in South Africa around 100 A.D. The European and Asian segments of South Africa’s population all originated as immigrants, arriving there between the 1600s and the early 20th century.

Ask students to look up the words "migration," "emigration," and "immigration" in the dictionary or other resource. What are the definitions of the words? How do the actions of an emigrant differ from those of an immigrant? Which of the three terms relates to the movements of some animals as well as to the movements of humans? ("Migration" describes the seasonal movement of some animals as well as the travel of humans from one region to another. The terms "emigration" and "immigration" describe the movement of humans out of or into a region.)
Connection to Earth Science

South Africa hosts an enormous variety of animals and plants, and has desert, forest, grassland, marine and freshwater biomes. Environmental problems in South Africa include soil erosion, the loss of forests, spread of deserts, pollution, acid rain, overpopulation and the growth of towns and industry. Poachers have depleted several animal species almost to the point of extinction. The government is concerned about conservation and is attempting to halt the destruction of wildlife and the environment. Over 200 national parks, nature reserves, game preserves and similar sanctuaries exist and both energy conservation and pollution treatment programs are enjoying considerable success.

Have students work in small groups. Ask half the groups to research and write reports on the environmental problems and conservation measures current in South Africa. Have the remaining groups research the country’s various biomes and construct tables showing the climate, plant types, plant adaptations, animal types and animal adaptations for their selected biome(s.) When ready, have each group present their findings to the class.

Connection to History and Writing

Beginning thousands of years ago, many different groups of people have migrated into the region now known as South Africa. Ask students to choose a topic from the list below and to research it by using library books, encyclopedias and other resources. Have them write a brief report summarizing their findings. Topics: indigenous African residents, including the Zulu, Xhosa, Sotho, Tswana, Ndebele, Shangaan, Swazi, Tsonga and Venda people; European immigrants, including Dutch, German, Scandinavian, French, English, Irish and Scottish people; Asian immigrants -- chiefly from India; languages spoken in South Africa, including English, Afrikaans and the various Indian and Bantu languages. Students writing about South African languages should research how South African English differs from standard British or American English and how Afrikaans evolved from Dutch. Rewards those who work very hard. In this system, businesses are owned by the people, and the government’s control over economic matters is carefully controlled by the voting citizens.)
In the Newsroom

Have students work in small groups to research the history of South Africa during the 19th and 20th centuries. Topics might include: the Sotho people and their chief, Moshoeshoe; the Zulu empire led by their king, Shaka; British settlement and expansion; the Boer expansion into the interior and creation of the Boer republics of the Orange Free State and the Transvaal; the Anglo-Zulu War; the two Anglo-Boer Wars; the formation of the Union of South Africa; South Africa as a member of the British Commonwealth of Nations; the Nationalist Party; the African National Congress; the apartheid years; progress since the abolishment of apartheid. Each group will write a report detailing their findings.

Have the groups present their reports to the class in the format of a "You Are There" television interview program, with one student from each group interviewing other team members. The interviewees may take the roles of individuals who participated in that period of South Africa's history. If equipment is available, you may wish to videotape the presentations for viewing at a later time.

Culminating Activity

Using what they have learned in the unit, ask each student to write a question about Ronald Reagan’s life. Collect the questions and use them to write a review quiz. After giving the quiz, ask students if they enjoyed designing a test. Were the questions harder or easier than normal?
**VOCABULARY**

The vocabulary words listed below are from *Nelson Mandela and the Struggle to End Apartheid*. Read each definition. On the line next to the definition write the letter of the vocabulary word that matches the definition.

- a. apartheid
- b. boycott
- c. defiance
- d. militant
- e. nonpartisan
- f. oppression
- g. political prisoner
- h. republic
- i. sanctions
- j. strike
- k. subversion
- l. treason

1. A country governed by an elected president.
2. Aggressive or combative.
3. Action intended to undermine the beliefs of, or to destroy, an established system.
4. Not supporting any of the established parties; objective.
5. An action undertaken as an attempt to overthrow the government of one’s country, including giving assistance to the enemies of the country.
6. To stop all dealings with a particular group of people; to stop buying a particular product or shopping at a particular store. This is done as a form of social or political protest.
7. The use of power or authority in an unjust manner.
8. A group action by employees who leave their jobs and refuse to return to work. This is done to force the employer to agree to the workers’ demands.
10. The government policy of racial segregation in effect in South Africa from 1948 until 1991. The word means "separateness" in Afrikaans, one of the languages spoken in South Africa.
11. A person held in custody because of crimes committed against the country, or against the regulations of the ruling party.
12. Legal actions taken by one or more countries against another country intended to force a change in policy by its government or to cause it to live up to its obligations.
CHECKING COMPREHENSION

Complete each sentence below with a word or words that make sense.

1. In the 1950s, the ANC began using forms of mass action such as ________________ to protest apartheid.

2. Under apartheid, the South African government frequently ________________ people who opposed government policy. This meant that the person was forbidden to enter certain territory, or was confined to a particular region.

3. For many years the ANC protested only in ________________ ways in order to avoid a violent reaction from the government.

4. Under the Resettlement Act, Africans were allowed to ________________ in the Freehold Areas.

5. As a leader in the ANC, Nelson Mandela helped involve large numbers of people in protests against the government. In 1952 over 8500 volunteers were ________________ at one protest.

6. In 1956, Mandela and 155 other ANC leaders were arrested and charged with ________________.

7. Imprisoned in 1962 for leaving the country illegally, Mandela was later sentenced to ________________ on a further charge of sabotage.

8. Several countries enacted ________________ against South Africa to force the release of political prisoners, including Nelson Mandela. Mandela was ________________ in 1990.

9. In 1993, Nelson Mandela and South African President F.W. de Klerk won the ________________ Prize for their efforts to dismantle apartheid.

10. Nelson Mandela was elected ________________ in 1994.
TIMELINE

Arrange the following events in chronological order by numbering them from 1 to 10.

1. Nelson Mandela is elected President of South Africa.
2. In one anti-apartheid protest some 8500 protesters are arrested.
3. Nelson Mandela and other leaders are released from prison. Mandela is made President of the ANC.
4. South Africa removes the last of its apartheid laws from the books.
5. Several world powers enact sanctions against the South African government in an attempt to force them to free Mandela and other ANC leaders from prison.
6. Mandela and 155 other ANC leaders are arrested and accused of forming a conspiracy to overthrow the government.
7. Nelson Mandela and South African President F.W. de Klerk are jointly awarded the Nobel Peace Prize.
8. Apartheid is made an official policy of the South African government.
9. Mandela is sentenced to life imprisonment.
10. Nelson Mandela decides to help arrange boycotts and strikes as protests against apartheid.
PRINCIPLES AND ACCOMPLISHMENTS

Compare Nelson Mandela to another leader known for his or her principles and accomplishments, such as Indian leader Mahatma Gandhi, Abraham Lincoln, Susan B. Anthony, Margaret Higgins Sanger, or Martin Luther King, Jr. To draw your comparisons, first research the leader you have chosen. You may even wish to look up more information about Nelson Mandela.

Nelson Mandela

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

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_________________________________________________________________

_________________________________________________________________

My Leader

_________________________________________________________________

_________________________________________________________________

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_________________________________________________________________
NELSON MANDELA -- IN HIS OWN WORDS

Nelson Mandela has given many speeches and published many documents containing his views on the issues of political, social and economic freedom for all South Africans. Read the following quotations from his speeches and published works. Choose one and on a separate sheet of paper, write a paragraph telling the following: what you think Mandela meant, what his views mean to you, and what you believe your thoughts and actions would be if you found yourself in the position of an average South African resident living under apartheid.

"Here in South Africa, as in many parts of the world, a revolution is maturing. It is the profound desire, the determination and urge of the overwhelming majority of the country to destroy forever the shackles of oppression that condemn them to servitude and slavery. To overthrow oppression has been sanctioned by humanity and is the highest aspiration of every free man."

"We declare our firm belief in the principles enunciated in the Universal Declaration of Human Rights that everyone has the right to education; that education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms."

- portions of an address Mandela presented to the ANC in 1953.

"I detest racialism, because I regard it as a barbaric thing, whether it comes from a black man or a white man."

- statement made by Mandela in 1962, as he conducted his own defense while on trial for illegally leaving the country and incitement to strike. Convicted, he was sentenced to five years in prison.

"During my lifetime I have dedicated myself to the struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But, if needs be, it is an ideal for which I am prepared to die."

- Mandela's courtroom statement during his trial for sabotage. The trial resulted in Mandela being sentenced to life in prison.

"It is not the kings and generals that make history, but the masses of the people."

- acknowledging his supporters upon his release from prison in February, 1990.
CHECKING VOCABULARY

Draw a line from each vocabulary word on the left to its definition on the right.

apartheid
boycott
defiance
militant
nonpartisan
oppression
political prisoner
republic
sanctions
strike
subversion
treason

An action undertaken as an attempt to overthrow the government of one's country, including giving assistance to the enemies of the country.

Aggressive or combative.

Legal actions taken by one or more countries against another country intended to force a change in policy by its government or to cause it to live up to its obligations.

Not supporting any of the established parties; objective.

A country governed by an elected president.

Action intended to undermine the beliefs of, or to destroy, an established system.

A group action by employees who leave their jobs and refuse to return to work. This is done to force the employer to agree to the workers' demands.

To stop all dealings with a particular group of people; to stop buying a particular product or shopping at a particular store. This is done as a form of social or political protest.

The use of power or authority in an unjust manner.

Bold resistance to, or disregard for, authority.

The government policy of racial segregation in effect in South Africa from 1948 until 1991. The word means "separateness" in Afrikaans, one of the languages spoken in South Africa.

A person held in custody because of crimes committed against the country, or against the regulations of the ruling party.
TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. _____ The descendants of European settlers are the majority population group in South Africa.

2. _____ In 1994 Nelson Mandela was elected President of South Africa.

3. _____ Mandela spent nearly thirty years in prison in support of his anti-apartheid beliefs.

4. _____ When ANC leaders were banned by the government it meant that they were free to travel wherever they wanted.

5. _____ Under apartheid, South Africa’s population was divided into four segments -- whites, blacks, Asians and people of mixed racial heritage. Laws regulated where people of each group could live, work, eat, or go to school.

6. _____ Afrikaans is the ancient language of a group of African nomadic people which the European settlers began using after immigrating to South Africa.

7. _____ Legal sanctions enacted against South Africa by several other countries helped bring about the release of Nelson Mandela and other imprisoned leaders.


9. _____ The purpose of boycotts staged by the ANC and numerous volunteers during the apartheid years was to force movie theaters to offer free admission on weekends.

10. _____ In 1993, Nelson Mandela and South African President F.W. de Klerk were awarded the Nobel Peace Prize for their efforts in dismantling apartheid.
Write a sentence, fill in the blank, or circle the letter for the correct answer to each question.

1. What is the full name of the South African organization known as the ANC?

________________________________________________________________________________

2. During the period 1948 to 1991 the South African government applied an official policy of racial segregation. This policy was called
   a. oppression
   b. apartheid
   c. equality
   d. afrikaans

3. What were some of the events that in 1950 led Nelson Mandela to believe the time had come for a "commitment to mass action"?

________________________________________________________________________________

4. As an ANC leader, Nelson Mandela was responsible for recruiting volunteers as anti-apartheid protesters. What significant event occurred to a large group of protesters in 1952?

________________________________________________________________________________

5. What was the goal of the National Action Council's campaign to "reach out to people in areas that had not been touched before"?

________________________________________________________________________________
Write a sentence, fill in the blank, or circle the letter for the correct answer to each question.

6. In 1956, 156 Congress leaders were arrested and accused of conspiring to overthrow the government. What did the government plan to achieve by arresting them, and what was the result of their trial?

________________________________________________________________________________

7. With what crime was Nelson Mandela charged in the trial that ended in his sentence of life imprisonment?

________________________________________________________________________________

   a. enacted more
   b. abolished the last of its
   c. revised its
   d. weakened some

9. Nelson Mandela and South African President F.W. de Klerk were jointly awarded ________ in 1993 for their efforts in dismantling apartheid.
   a. the Congressional Medal of Honor
   b. a certificate from the United Nations
   c. a pension from the South African government
   d. the Nobel Peace Prize

10. ANC leader ________ was elected President of South Africa in 1994.
    a. Mahatma Gandhi
    b. F.W. de Klerk
    c. Nelson Mandela
    d. Desmond Tutu
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

8470-EN-VID-JE3: “JFK: The Death of a President”
8568-EN-VID-JE3: “Kent State”
8575-EN-VID-JE3: “Malcolm X”
8830-EN-VID-JE3: “Martin Luther King, Jr. and the Civil Rights Movement”
ANSWER KEY for page 18

VOCABULARY

The vocabulary words listed below are from Nelson Mandela and the Struggle to End Apartheid. Read each definition. On the line next to the definition write the letter of the vocabulary word that matches the definition. Answers are in bold.

a. apartheid
b. boycott
c. defiance
d. militant
e. nonpartisan
f. oppression
g. political prisoner
h. republic
i. sanctions
j. strike
k. subversion
l. treason

1. A country governed by an elected president. (h.)
2. Aggressive or combative. (d.)
3. Action intended to undermine the beliefs of, or to destroy, an established system. (k.)
4. Not supporting any of the established parties; objective. (e.)
5. An action undertaken as an attempt to overthrow the government of one's country, including giving assistance to the enemies of the country. (l.)
6. To stop all dealings with a particular group of people; to stop buying a particular product or shopping at a particular store. This is done as a form of social or political protest. (b.)
7. The use of power or authority in an unjust manner. (f.)
8. A group action by employees who leave their jobs and refuse to return to work. This is done to force the employer to agree to the workers' demands. (j.)
9. Bold resistance to, or disregard for, authority. (c.)
10. The government policy of racial segregation in effect in South Africa from 1948 until 1991. The word means "separateness" in Afrikaans, one of the languages spoken in South Africa. (a.)
11. A person held in custody because of crimes committed against the country, or against the regulations of the ruling party. (g.)
12. Legal actions taken by one or more countries against another country intended to force a change in policy by its government or to cause it to live up to its obligations. (I.)
CHECKING COMPREHENSION

Complete each sentence below with a word or words that make sense. Answers are in bold.

1. In the 1950s, the ANC began using forms of mass action such as (boycotts and strikes) to protest apartheid.

2. Under apartheid, the South African government frequently (banned) people who opposed government policy. This meant that the person was forbidden to enter certain territory, or was confined to a particular region.

3. For many years the ANC protested only in (nonviolent) ways in order to avoid a violent reaction from the government.

4. Under the Resettlement Act, Africans were allowed to (own land) in the Freehold Areas.

5. As a leader in the ANC, Nelson Mandela helped involve large numbers of people in protests against the government. In 1952 over 8500 volunteers were (arrested) at one protest.

6. In 1956, Mandela and 155 other ANC leaders were arrested and charged with (treason).

7. Imprisoned in 1962 for leaving the country illegally, Mandela was later sentenced to (life imprisonment) on a further charge of sabotage.

8. Several countries enacted (sanctions) against South Africa to force the release of political prisoners, including Nelson Mandela. Mandela was (released) in 1990.


10. Nelson Mandela was elected (President of South Africa) in 1994.
TIMELINE

Arrange the following events in chronological order by numbering them from 1 to 10. **Answers are in bold.**

10. Nelson Mandela is elected President of South Africa.

3. In one anti-apartheid protest some 8500 protesters are arrested.

7. Nelson Mandela and other leaders are released from prison. Mandela is made President of the ANC.

8. South Africa removes the last of its apartheid laws from the books.

6. Several world powers enact sanctions against the South African government in an attempt to force them to free Mandela and other ANC leaders from prison.

4. Mandela and 155 other ANC leaders are arrested and accused of forming a conspiracy to overthrow the government.

9. Nelson Mandela and South African President F.W. de Klerk are jointly awarded the Nobel Peace Prize.

1. Apartheid is made an official policy of the South African government.

5. Mandela is sentenced to life imprisonment.

2. Nelson Mandela decides to help arrange boycotts and strikes as protests against apartheid.
PRINCIPLES AND ACCOMPLISHMENTS

Compare Nelson Mandela to another leader known for his or her principles and accomplishments, such as Indian leader Mahatma Gandhi, Abraham Lincoln, Susan B. Anthony, Margaret Higgins Sanger, or Martin Luther King, Jr. To draw your comparisons, first research the leader you have chosen. You may even wish to look up more information about Nelson Mandela. **USE STUDENTS' CONCLUSIONS AS A BASIS FOR CLASS DISCUSSION ON SIMILARITY OF PRINCIPLES, TRAITS, AND TYPES OF GOALS WHICH MANY LEADERS HAVE IN COMMON.**

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<th>Nelson Mandela</th>
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NELSON MANDELA -- IN HIS OWN WORDS

Nelson Mandela has given many speeches and published many documents containing his views on the issues of political, social and economic freedom for all South Africans. Read the following quotations from his speeches and published works. Choose one and on a separate sheet of paper, write a paragraph telling the following: what you think Mandela meant, what his views mean to you, and what you believe your thoughts and actions would be if you found yourself in the position of an average South African resident living under apartheid.

USE STUDENTS’ PARAGRAPHS AS A BASIS FOR CLASS DISCUSSION.

"Here in South Africa, as in many parts of the world, a revolution is maturing. It is the profound desire, the determination and urge of the overwhelming majority of the country to destroy forever the shackles of oppression that condemn them to servitude and slavery. To overthrow oppression has been sanctioned by humanity and is the highest aspiration of every free man."

"We declare our firm belief in the principles enunciated in the Universal Declaration of Human Rights that everyone has the right to education; that education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms."

- portions of an address Mandela presented to the ANC in 1953.

"I detest racialism, because I regard it as a barbaric thing, whether it comes from a black man or a white man."

- statement made by Mandela in 1962, as he conducted his own defense while on trial for illegally leaving the country and incitement to strike. Convicted, he was sentenced to five years in prison.

"During my lifetime I have dedicated myself to the struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But, if needs be, it is an ideal for which I am prepared to die."

- Mandela’s courtroom statement during his trial for sabotage. The trial resulted in Mandela being sentenced to life in prison.

"It is not the kings and generals that make history, but the masses of the people."

- acknowledging his supporters upon his release from prison in February, 1990.
CHECKING VOCABULARY

Draw a line from each vocabulary word on the left to its definition on the right. **Answers are in bold.**

- **apartheid**
  - The government policy of racial segregation in effect in South Africa from 1948 until 1991. The word means "separateness" in Afrikaans, one of the languages spoken in South Africa. **(apartheid)**

- **boycott**
  - To stop all dealings with a particular group of people; to stop buying a particular product or shopping at a particular store. This is done as a form of social or political protest. **(boycott)**

- **defiance**
  - Bold resistance to, or disregard for, authority. **(defiance)**

- **militant**
  - Aggressive or combative. **(militant)**

- **nonpartisan**
  - Not supporting any of the established parties; objective. **(nonpartisan)**

- **oppression**
  - The use of power or authority in an unjust manner. **(oppression)**

- **political prisoner**
  - A person held in custody because of crimes committed against the country, or against the regulations of the ruling party. **(political prisoner)**

- **republic**
  - A country governed by an elected president. **(republic)**

- **sanctions**
  - Legal actions taken by one or more countries against another country intended to force a change in policy by its government or to cause it to live up to its obligations. **(sanctions)**

- **strike**
  - A group action by employees who leave their jobs and refuse to return to work. This is done to force the employer to agree to the workers’ demands. **(strike)**

- **subversion**
  - Action intended to undermine the beliefs of, or to destroy, an established system. **(subversion)**

- **treason**
  - An action undertaken as an attempt to overthrow the government of one’s country, including giving assistance to the enemies of the country. **(treason)**
TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false. **Answers are in bold.**

1. The descendants of European settlers are the majority population group in South Africa.  **(F)**
2. In 1994 Nelson Mandela was elected President of South Africa.  **(T)**
3. Mandela spent nearly thirty years in prison in support of his anti-apartheid beliefs.  **(T)**
4. When ANC leaders were banned by the government it meant that they were free to travel wherever they wanted.  **(F)**
5. Under apartheid, South Africa’s population was divided into four segments -- whites, blacks, Asians and people of mixed racial heritage. Laws regulated where people of each group could live, work, eat, or go to school.  **(T)**
6. Afrikaans is the ancient language of a group of African nomadic people which the European settlers began using after immigrating to South Africa.  **(F)**
7. Legal sanctions enacted against South Africa by several other countries helped bring about the release of Nelson Mandela and other imprisoned leaders.  **(T)**
9. The purpose of boycotts staged by the ANC and numerous volunteers during the apartheid years was to force movie theaters to offer free admission on weekends.  **(F)**
10. In 1993, Nelson Mandela and South African President F.W. de Klerk were awarded the Nobel Peace Prize for their efforts in dismantling apartheid.  **(T)**
TEST

Write a sentence, fill in the blank, or circle the letter for the correct answer to each question. Answers are in bold.

1. What is the full name of the South African organization known as the ANC?
   The African National Congress

2. During the period 1948 to 1991 the South African government applied an official policy of racial segregation. This policy was called
   a. oppression
   b. apartheid
   c. equality
   d. afrikaans

3. What were some of the events that in 1950 led Nelson Mandela to believe the time had come for a "commitment to mass action"?
   The passage of Nationalist Party legislation, including the Population Registration Act, Unlawful Organizations Bill and Suppression of Communism Act.

4. As an ANC leader, Nelson Mandela was responsible for recruiting volunteers as anti-apartheid protesters. What significant event occurred to a large group of protesters in 1952?
   8500 protesters were arrested.

5. What was the goal of the National Action Council's campaign to "reach out to people in areas that had not been touched before"?
   The goal was to document people's demands and grievances.
6. In 1956, 156 Congress leaders were arrested and accused of conspiring to overthrow the government. What did the government plan to achieve by arresting them, and what was the result of their trial?

The government planned to keep them tied up in a trial for several years, which would bog down their campaign of mass resistance. However, the trial resulted in all defendants being acquitted.

7. With what crime was Nelson Mandela charged in the trial that ended in his sentence of life imprisonment?

He was charged with sabotage and conspiracy to overthrow the government. This was considered high treason.

   a. enacted more
   b. abolished the last of its
   c. revised its
   d. weakened some

9. Nelson Mandela and South African President F.W. de Klerk were jointly awarded ________ in 1993 for their efforts in dismantling apartheid.
   a. the Congressional Medal of Honor
   b. a certificate from the United Nations
   c. a pension from the South African government
   d. the Nobel Peace Prize

10. ANC leader ________ was elected President of South Africa in 1994.
    a. Mahatma Gandhi
    b. F.W. de Klerk
    c. Nelson Mandela
    d. Desmond Tutu
Return to Iwo Jima

INTRODUCTION TO THE AIMS TEACHING MODULE (ATM)

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AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries for nearly 40 years. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of the instructional and pedagogical resources available to develop and distribute educational programs in film, videocassette, laserdisc, CD-ROM and CD-i formats.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia

1-800-FOR-AIMS
1-800-367-2467
Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.
RATIONALE

In today’s classrooms, educational pedagogy is often founded on Benjamin S. Bloom’s “Six Levels of Cognitive Complexity.” The practical application of Bloom’s Taxonomy is to evaluate students’ thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students’ life experiences, realities, and expectations. AIMS’ learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today’s classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.
ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,
INTRODUCING THIS ATM
will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,
PREPARATION FOR VIEWING
provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,
AFTER VIEWING THE PROGRAM
provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.
FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.
PREPARATION FOR VIEWING

SECTION 3
In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program
Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary
Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas
Discussion Ideas are designed to help you assess students’ prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students’ ideas and opinions.

Focus
Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In
Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4
After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

**Meeting Individual Needs**

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

**Curriculum Connections**

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

**Critical Thinking**

Critical Thinking activities are designed to stimulate learners’ own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

**Cultural Diversity**

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

**Hands On**

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

**Writing**

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

**In The Newsroom**

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

**Extended Activities**

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

**Link to the World**

These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

**Culminating Activity**

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their worldview.

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VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students’ needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students’ understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.
THEMES

Return to Iwo Jima introduces viewers to one of the fiercest battles of World War II. The program describes the reasons for the showdown at Iwo Jima and explains why the casualties were so high. It also explores the reunion held on the 40th anniversary of the battle. Using interviews with veterans from both sides, the program encourages discussion of many issues relating to war, peace and conflict resolution.

OVERVIEW

The battle for Iwo Jima was one of the toughest campaigns ever fought. More than 27,000 men died during the siege, including 7,000 Americans and 20,000 Japanese. Iwo Jima was the only Japanese airfield between Tokyo and the American bases on Guam and Saipan. As a result, Japanese fighter planes from Iwo Jima frequently attacked American B-29 bombers. The island was the first Japanese territory that was targeted for take-over by American forces. Weeks of fighting finally resulted in the American flag being planted on Iwo Jima’s Mount Suribachi. In 1985, on the 40th anniversary of the battle, veterans from both sides held a reunion on Iwo Jima. They shared many strong feelings about the war and extended a hand of friendship to one another.

OBJECTIVES

- To explain the importance of Iwo Jima as an American military landmark.
- To discuss the similarity between combatants on both sides in terms of loyalty, fear, suffering and love of family back home.
- To help students understand the emotional and physical effects of combat.
- To analyze how the veterans’ return visit to Iwo Jima may have helped resolve lingering hatred and psychological trauma.
Use this page for your individual notes about planning and/or effective ways to manage this AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

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Chatsworth, California 91311-4409
INTRODUCTION TO THE PROGRAM

Before starting the program, ask students what they already know about the war in the Pacific. When and how did it start? (The war in the Pacific started when the Japanese bombed Pearl Harbor, Hawaii on December 7, 1941.)

When and how did the war with Japan end? (The U.S. dropped the first atomic bombs on the Japanese towns of Hiroshima and Nagasaki. The bombs caused Japan to surrender on August 14, 1945.)

Have students heard of Iwo Jima before? What do they know about the battle?

INTRODUCTION TO VOCABULARY

Ask students to offer their own definitions of “trauma.” Does trauma always refer to a physical injury? (No, trauma can be a physical wound or an emotional shock.)

Ask the class to list words related to trauma and discuss their meanings. (Traumatic is an adjective that describes an event that causes psychological or physical injury. Traumatize is a verb that means to inflict pain or suffering on another.)

What are some synonyms of traumatic? What are some antonyms? (Some synonyms include shock, wound and hurt. Some antonyms include cure, heal, repair and help.)

DISCUSSION IDEAS

What do students think is worse, physical or psychological traumas of war? What do they think of when they picture men in battle: heroic glory or painful suffering? Which version of war is most often pictured in statues and paintings describing war? What could be the reason for this? Encourage students to openly share their opinions about the gap between reality and misconceptions about war.

FOCUS

Ask students to think about the reasons for war. Are there any circumstances that justify a loss of life? Were the circumstances leading to the battle of Iwo Jima worthy of such a high causality list? What might have happened if the battle had not taken place?
JUMP RIGHT IN

HOW TO USE THE RETURN TO IWO JIMA AIMS TEACHING MODULE

Preparation

➤ Read Return to Iwo Jima Themes, Overview, and Objectives to become familiar with program content and expectations.

➤ Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing RETURN TO IWO JIMA

➤ Set up viewing monitor so that all students have a clear view.

➤ Depending on your classroom size and learning range, you may choose to have students view Return to Iwo Jima together or in small groups.

➤ Some students may benefit from viewing the video more than one time.

After Viewing RETURN TO IWO JIMA

➤ Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.

➤ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.

➤ Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.

➤ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.

➤ Administer the Test to assess students’ comprehension of what they have learned, and to provide them with practice in test-taking procedures.

➤ Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.
SUGGESTED ACTIVITIES

Connection to Geography

Ask students to locate Iwo Jima on a map illustrating islands in the Pacific Ocean. A historical map of World War II Pacific battles would be ideal. Iwo Jima is the middle of three islands known as the Kazan Retto or Volcano Islands.

Also ask students to locate the island of Guam on the map. An important American base was located on this island. Why did the location of Guam make Iwo Jima an important asset to the U.S.?

(Iwo Jima was halfway between Guam and Tokyo.)

Connection to Art

Some people believe that the photograph “Raising the Flag at Iwo Jima” was staged. Joe Rosenthal, the man who took the photo, says it was not. Ask students to look at a copy of the photograph. What do they think? What about the photo tells them if it was or was not staged?

(It probably would not have taken four men to raise the flag. Also, the postures of the men look somewhat stiff and artificial.)

Connection to Science

There are many volcanoes in the Pacific Ocean near Japan. Ask students to investigate the cause of these volcanoes. Have them look up “volcano” in the encyclopedia. How are volcanic islands like Iwo Jima formed? Why are so many volcanoes present around Japan? Ask them to summarize their findings in a one-page report.

(Volcanoes are formed by the undersea eruption of lava. Many volcanoes are found near Japan because the country lies on a major fault line known as the “Ring of Fire.”)
Meeting Individual Needs

Ask students to make sentences with the following words. Make sure they display an understanding of each word as it relates to the battle of Iwo Jima.

- armada (fleet of warships)
- artillery (mounted guns or the branch of the military that uses heavy mounted guns)
- bunker (underground fort)
- resolution (the answer to a problem or conflict)
- sniper (person who shoots from a hiding place)

Link to the World

Since World War II, relations between the United States and Japan have greatly improved. Ask each student to use encyclopedias to find four interesting facts about modern Japan. For example, what foods do the Japanese eat? What sports do they play? What kinds of homes do they live in?

Have each student present their findings in a short oral presentation to the class.

In the Newsroom

Veterans of war can teach us a lot about dealing with conflict, pain and the search for peace. Have students locate veterans of various wars in the community and interview them. What happened during their service? What is their strongest memory? What kinds of feelings did they have about the war? Do they think about the war now? How do they feel about the opponents in the war?

Ask students to write a newspaper-style article about their interviews, summarizing the details and including their own feelings about what the veterans said.
Critical Thinking

During war, feelings of hate and fear can run high. However, when the conflict is over, many soldiers realize that the men on both sides had many things in common.

Ask students to suggest possible similarities between the American and Japanese troops fighting at Iwo Jima. List these similarities on the board as they are mentioned. Some might include fear, injury, sad or angry feelings, dedication to the cause, patriotism, and concern for family back home.

Extended Activity

What might have happened if the Iwo Jima veterans had met before the war, instead of afterward? Could the battle of Iwo Jima have been prevented?

Have students work together in small cooperative groups to think of various ways that war could be prevented. Have each group elect a spokesperson to present the ideas to the class.

Culminating Activity

Keeping the same groups from the previous activity, ask students to review their ideas for peace. This time, tell them to think of how these ideas can be used to prevent arguments among their own friends and family. Ask them to draw up a Peace Code on a sheet of paper. The Peace Code should include a list of ideas to help people work out conflicts before things get too serious.
VOCABULARY

The following terms are from Return to Iwo Jima. Fill in the number of each term next to its closest definition.

1. armada
2. artillery
3. bunker
4. impregnable
5. Iwo Jima
6. Mount Suribachi
7. sniper
8. trauma

_____ mounted guns or the branch of the military that uses heavy mounted guns
_____ area on Iwo Jima where the American flag was finally raised
_____ underground forts
_____ tiny volcanic island used as an air base by the Japanese
_____ a physical wound or an emotional shock
_____ fleet of warships
_____ something that cannot be captured or entered by force
_____ person who shoots from a hiding place
CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

The battle for Iwo Jima was one of the toughest campaigns ever fought during ___1___. More than ___2___ men died during the siege of this eight-mile-square island. Iwo Jima was actually a chuck of volcanic rock in the ___3___. Japanese fighter planes frequently took off from Iwo Jima and attacked ___4___. Ships carrying 70,000 troops from the ___5___ surrounded Iwo Jima in 1945. For weeks, the troops stormed ashore and fought Japanese soldiers hiding in ___6___. After weeks of fighting, the American flag was placed on ___7___ to signify U.S. control of the island. The event was immortalized in a very famous ___8___. In 1985, veterans from both sides of the battle traveled to Iwo Jima for ___9___. When talking about the battle, most of the veterans shared memories of ___10___.

1. A. World War I  
   B. the Korean War  
   C. the Japanese War  
   D. World War II

2. A. 12,000  
   B. 27,000  
   C. 6,500  
   D. 1,200

3. A. Atlantic Ocean  
   B. Sea of Japan  
   C. Pacific Ocean  
   D. South Sea

4. A. American B-29 bombers  
   B. British fighter planes  
   C. German airships  
   D. American passenger planes

5. A. U.S. Marines  
   B. U.S. Navy  
   C. U.S. Army  
   D. U.S. Air Force

6. A. straw huts  
   B. underground tunnels  
   C. the trees  
   D. shallow lakes

7. A. Mount Iwo Jima  
   B. Mount Tokyo  
   C. Mount Suribachi  
   D. Mount Fuji

8. A. painting  
   B. poem  
   C. song  
   D. photograph

9. A. a reenactment of the battle  
   B. a reunion  
   C. more combat  
   D. a peace treaty signing

10. A. glory  
    B. adventure  
    C. horror and suffering  
    D. heroics
HISTORY TIMELINE

Place the following events in order using the numbers 1 through 7.

1. ___ 27,000 lives are lost before the U.S. takes control of Iwo Jima.
2. ___ Japan bombs the American base at Pearl Harbor on December 7, 1941.
3. ___ The conflict ends after two atomic bombs are dropped on Japan.
4. ___ Japanese planes from Iwo Jima begin attacking American B-29s.
5. ___ A reunion is held on Iwo Jima for the 40th anniversary of the battle.
6. ___ Shocked by Pearl Harbor, the United States declares war on Japan.
7. ___ Ships carrying 70,000 Marines surround Iwo Jima.
TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. ___ Iwo Jima was a lush, tropical island in the South Pacific Ocean.
2. ___ More Japanese were killed on Iwo Jima than Americans.
3. ___ World War II ended because of the victory on Iwo Jima.
4. ___ Men from the United States Marines fought to take control of Iwo Jima.
5. ___ Iwo Jima was the first piece of Japanese territory taken over by the U.S.
6. ___ The fighting on Iwo Jima ended in less than three days.
7. ___ The U.S. wanted to use Iwo Jima as a safe landing field for damaged aircraft.
8. ___ While fighting on Iwo Jima, many of the U.S. Marines hid in underground tunnels.
9. ___ In 1985, veterans from both sides of the battle held a reunion on Iwo Jima.
10. ___ Veterans of Iwo Jima shared many sad and frightening memories.
REVERSE ALPHABET

Each sentence below contains a fact about ancient Egypt. An important word in each sentence is written in reverse alphabet. Reverse alphabet works like this:


Use Reverse Alphabet to uncover the code word in each sentence.

1. Iwo Jima is the NRWWOV of three islands known as the Volcano Islands.
   ____________________________

2. Iwo Jima is only ULFI miles long and GDL miles wide.
   ____________________________

3. Mount Suribachi is actually a ELOXZML on the southern tip of the island.
   ____________________________

4. The soil on Iwo Jima is soft volcanic ZHS.
   ____________________________

5. The Japanese troops dug underground YFMPVIH in the soft ground.
   ____________________________

6. Iwo Jima is Japanese for HFOUFI Island.
   ____________________________

7. The United States returned XLMGILO of Iwo Jima to Japan in 1968.
   ____________________________

8. The raising of the American flag on Iwo Jima was captured in a KSLGLTIZKS.
   ____________________________
**MATCH-UP**

Match each item on the left with the most appropriate group of words on the right.

<p>| | |</p>
<table>
<thead>
<tr>
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WORD SEARCH

The following words can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally or backward.

armada
bombing
bunker
flag
Japan
Marines
Pacific
Suribachi
sniper
troops
TEST

Circle the phrase which best answers each question.

1. As the young soldiers went to battle on Iwo Jima, they thought about the:
   - glory of war.
   - nightmares that would follow the combat.
   - feelings of their enemy.
   - none of the above.

2. After the battle, the veterans realized that combat was mostly:
   - glory and heroics.
   - pain and suffering.
   - exciting and adventurous.
   - none of the above.

3. The volcanic island of Iwo Jima is:
   - eight square miles in size.
   - a few short miles from Pearl Harbor, Hawaii.
   - located in the Pacific Ocean.
   - both A and C.

4. The U.S. wanted to control Iwo Jima because Japanese fighter planes from the island:
   - were crashing into U.S. air bases.
   - were attacking British submarines.
   - were bombing American military bases.
   - were attacking U.S. bomber planes.

5. Iwo Jima was very hard to capture because the Japanese troops:
   - had more firepower than the American troops.
   - greatly outnumbered the American troops.
   - were hiding in underground bunkers.
   - all of the above.
6. When the battle of Iwo Jima was over, ________ men had lost their lives.
   • 27,000
   • 15,000
   • 6,000
   • 67,000

7. After gaining control of Iwo Jima, the U.S. used the island as:
   • a launching pad for atomic bombs.
   • a port for submarines and warships.
   • an emergency air field for damaged aircraft.
   • a hospital for wounded pilots.

8. The raising of the U.S. flag on Iwo Jima was made famous by Joe Rosenthal’s:
   • painting.
   • photograph.
   • song.
   • poem.

9. The reunion of Iwo Jima veterans was held on the _________ anniversary of the battle.
   • 10th
   • 20th
   • 30th
   • 40th

10. Most of the veterans on both sides of the battle recalled memories of:
    • suffering.
    • adventure.
    • glory.
    • excitement.
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China in Crisis: Tiananmen Square
Korean War: The Untold Story
The Shifting Sands: History of the Middle East
VOCABULARY

The following terms are from *Return to Iwo Jima*. Fill in the number of each term next to its closest definition.

1. armada  5. Iwo Jima
2. artillery  6. Mount Suribachi
3. bunker  7. sniper
4. impregnable  8. trauma

2  mounted guns or the branch of the military that uses heavy mounted guns
6  area on Iwo Jima where the American flag was finally raised
3  underground forts
5  tiny volcanic island used as an air base by the Japanese
8  a physical wound or an emotional shock
1  fleet of warships
4  something that cannot be captured or entered by force
7  person who shoots from a hiding place
CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

The battle for Iwo Jima was one of the toughest campaigns ever fought during ___1___. More than ___2___ men died during the siege of this eight-mile-square island. Iwo Jima was actually a chuck of volcanic rock in the ___3___. Japanese fighter planes frequently took off from Iwo Jima and attacked ___4___. Ships carrying 70,000 troops from the ___5___ surrounded Iwo Jima in 1945. For weeks, the troops stormed ashore and fought Japanese soldiers hiding in ___6___. After weeks of fighting, the American flag was placed on ___7___ to signify U.S. control of the island. The event was immortalized in a very famous ___8___. In 1985, veterans from both sides of the battle traveled to Iwo Jima for ___9___. When talking about the battle, most of the veterans shared memories of ___10___.

1. A. World War I  
   B. the Korean War  
   C. the Japanese War  
   D. World War II

2. A. 12,000  
   B. 27,000  
   C. 6,500  
   D. 1,200

3. A. Atlantic Ocean  
   B. Sea of Japan  
   C. Pacific Ocean  
   D. South Sea

4. A. American B-29 bombers  
   B. British fighter planes  
   C. German airships  
   D. American passenger planes

5. A. U.S. Marines  
   B. U.S. Navy  
   C. U.S. Army  
   D. U.S. Air Force

6. A. straw huts  
   B. underground tunnels  
   C. the trees  
   D. shallow lakes

7. A. Mount Iwo Jima  
   B. Mount Tokyo  
   C. Mount Suribachi  
   D. Mount Fuji

8. A. painting  
   B. poem  
   C. song  
   D. photograph

9. A. a reenactment of the battle  
   B. a reunion  
   C. more combat  
   D. a peace treaty signing

10. A. glory  
    B. adventure  
    C. horror and suffering  
    D. heroics
HISTORY TIMELINE

Place the following events in order using the numbers 1 through 7.

1. 5 27,000 lives are lost before the U.S. takes control of Iwo Jima.
2. 1 Japan bombs the American base at Pearl Harbor on December 7, 1941.
3. 6 The conflict ends after two atomic bombs are dropped on Japan.
4. 3 Japanese planes from Iwo Jima begin attacking American B-29s.
5. 7 A reunion is held on Iwo Jima for the 40th anniversary of the battle.
6. 2 Shocked by Pearl Harbor, the United States declares war on Japan.
7. 4 Ships carrying 70,000 Marines surround Iwo Jima.
TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. ___ Iwo Jima was a lush, tropical island in the South Pacific Ocean.
2. ___ More Japanese were killed on Iwo Jima than Americans.
3. ___ World War II ended because of the victory on Iwo Jima.
4. ___ Men from the United States Marines fought to take control of Iwo Jima.
5. ___ Iwo Jima was the first piece of Japanese territory taken over by the U.S.
6. ___ The fighting on Iwo Jima ended in less than three days.
7. ___ The U.S. wanted to use Iwo Jima as a safe landing field for damaged aircraft.
8. ___ While fighting on Iwo Jima, many of the U.S. Marines hid in underground tunnels.
9. ___ In 1985, veterans from both sides of the battle held a reunion on Iwo Jima.
10. ___ Veterans of Iwo Jima shared many sad and frightening memories.
REVERSE ALPHABET

Each sentence below contains a fact about ancient Egypt. An important word in each sentence is written in reverse alphabet. Reverse alphabet works like this:


Use Reverse Alphabet to uncover the code word in each sentence.

1. Iwo Jima is the NRWWOV of three islands known as the Volcano Islands.
   ________________
   middle

2. Iwo Jima is only ULFI miles long and GDL miles wide.
   ________________
   four, two

3. Mount Suribachi is actually a ELOXZML on the southern tip of the island.
   ________________
   volcano

4. The soil on Iwo Jima is soft volcanic ZHS.
   ________________
   ash

5. The Japanese troops dug underground YFMPVIH in the soft ground.
   ________________
   bunkers

6. Iwo Jima is Japanese for HFOUFI Island.
   ________________
   Sulfur

7. The United States returned XLMGILO of Iwo Jima to Japan in 1968.
   ________________
   control

8. The raising of the American flag on Iwo Jima was captured in a KSLGLTIZKS.
   ________________
   photograph
MATCH-UP

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2. bunkers  American planes that bombed Japan
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