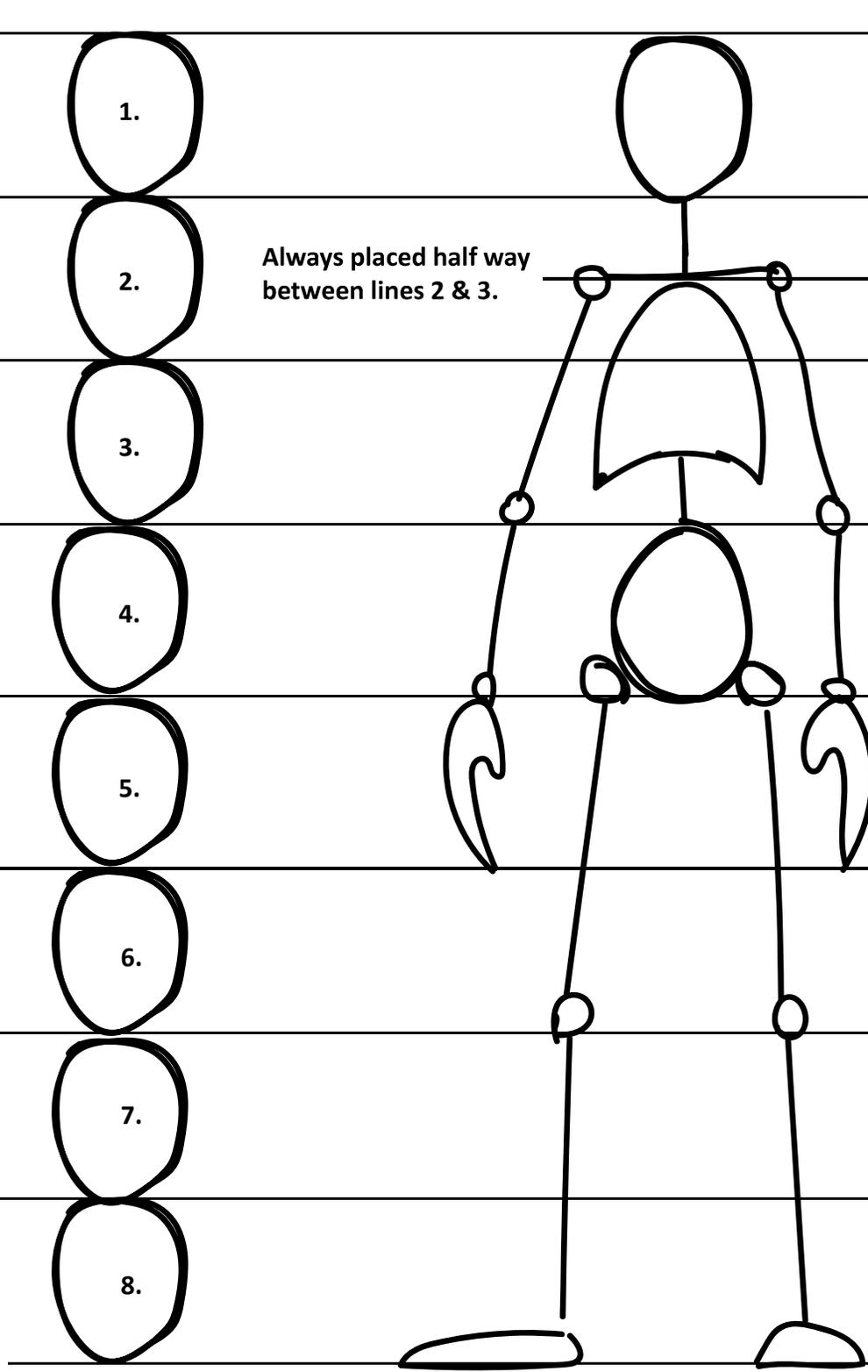


4L Week 5 Instructional Book

*-You do **NOT** turn this in. Please only return the "Workbook" packet with the checklist on it.*

Human proportions:

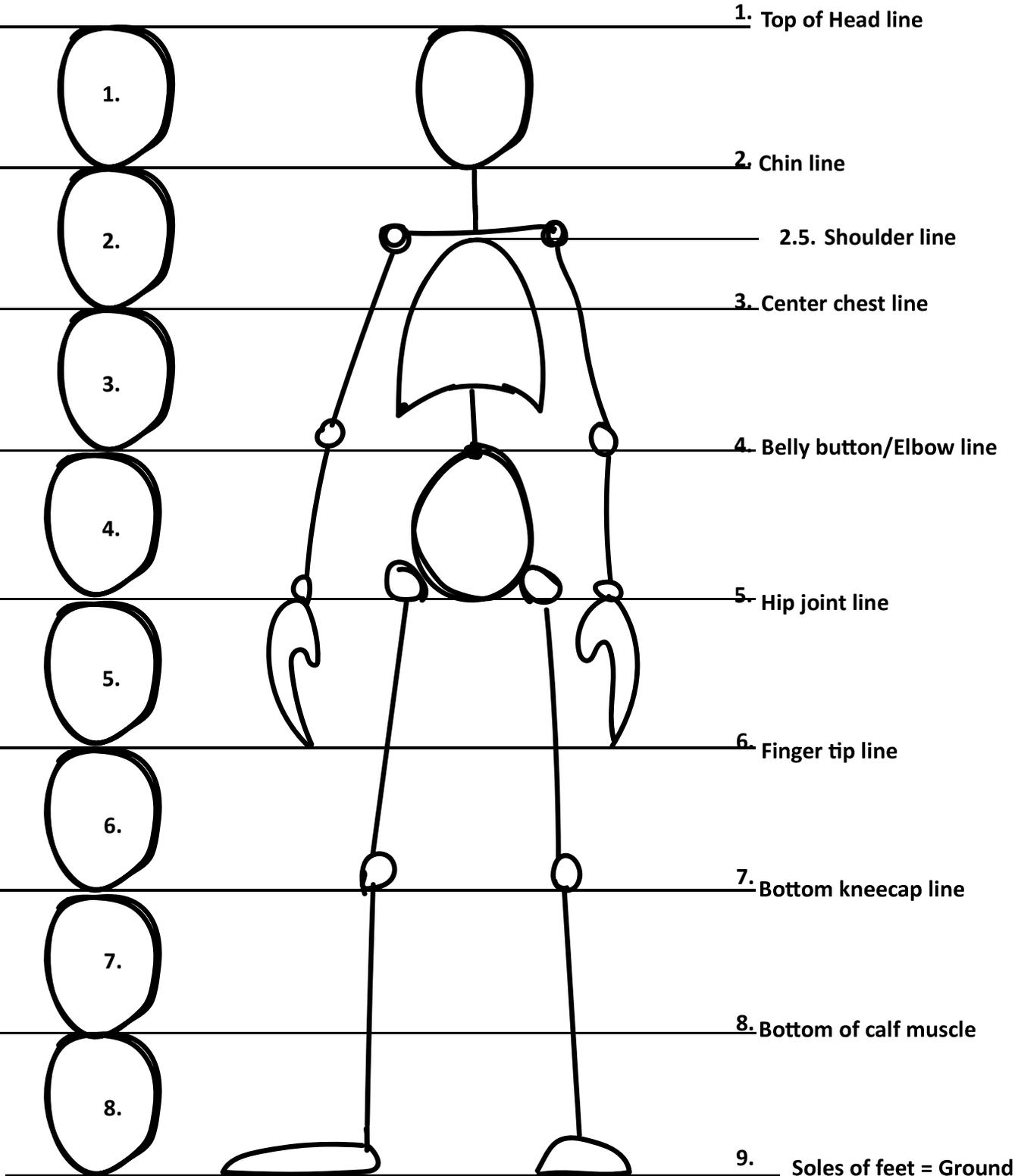
Just like drawing a face, there are tricks to drawing a proportional person. The first trick you need to know is that when we draw people we measure their height in heads. From the top and the bottom of each head, we draw a line. Each line set us up with a guide to drawing a proportional human figure. To measure this, you look at the person you are going to draw, and hold your hand up like you are trying to squish their head with your fingers. When you do this you are measuring a head. After you have the size of your subject's head, keep your fingers in that formation. Then, measure them from their head down. Most adult people are about eight heads high as shown below.



- 1. **Top of Head line:** When you draw in your head the top of it should start here.
- 2. **Chin line:** Marks where the bottom of the chin should end.
- 2.5. **Shoulder line:** Shows where the top of shoulders circles need to be
- 3. **Center chest line:** Points out the center of the pectoral, or chest.
- 4. **Belly button/Elbow line:** Indicates where you need to place elbow joint circles for both arms. Also where the belly button of your person should be.
- 5. **Hip joint line:** Shows where the hip joint circles need to be placed. also acts as the top of the hand shape.
- 6. **Finger tip line:** Simply tells us how far our longest finger tip should go.
- 7. **Bottom kneecap line:** Tells us where we need to place the bottom of our knee joint
- 8. **Bottom of calf muscle:** This line marks the center of the leg bone and serves more purpose when adding muscles.
- 9. **Soles of feet = Ground:** This line marks the ground/ soles/ bottom of the feet .

This weeks assignment:

Now that we know how to measure a person, and what every line means, I want you to lay out a skeleton like the one shown below. There are several grid sheets attached to draw this on. Remember, I just want you to draw this stick man type skeleton as this is the base to drawing a properly sized person. Also, do not forget to look at the school's web site for videos on this project. To turn your layout in please take a picture of it and email it to me at Zachman@parnassusprep.com. Make sure on the subject line you put your full name, red or blue day, and your elective hour. If you turn your things in through the bus system please just write that same information on the back of your sketch or on the name line provided.



4L History

Magister Swanson

Reading 1

4L History

Garvin, G. (2016, November 26). Former Cuban President Fidel Castro Dead at Age 90. *Miami Herald*. (excerpt)

This reading describes Fidel Castro and the Communist Revolution in Cuba.

A FAILED ATTACK

After Castro graduated from law school in 1950, he became a lawyer-politician, representing poor clients and investigating government corruption. In 1951, he launched a vigorous campaign for a seat in Cuba's congress.

But his dreams of traditional politics ended abruptly in 1952, when Batista — a one-time populist reformer who had grown fond of power — seized the government in a coup and canceled the election.

While older politicians pondered how to respond, Castro, 25, declared personal war on the new dictatorship. Over the next 16 months, he built a clandestine, armed revolutionary organization, recruiting from the ranks of the Ortodoxo Party.

He opened his war July 26, 1953, leading a dawn attack by 111 poorly armed young rebels on Cuba's second-largest army base, the 400-man Moncada Barracks in Santiago de Cuba on the eastern end of the island. The idea was to seize weapons, take control of a strategic portion of Cuba and call for a nationwide uprising.

But everything went wrong from the beginning. Shooting started prematurely, only three rebels actually fought their way into the base and Castro's fighters made a disorderly retreat.

Sixty-nine rebels were killed — most of them tortured to death or executed after capture. The army and police lost 19 men. Castro escaped, only to be captured a few days later.

The Moncada attack was a military disaster, but it made Castro the top anti-Batista leader overnight. He turned his trial in Santiago into an indictment of the dictatorship. In his final courtroom speech, he reportedly concluded with the phrase: “Condemn me, it does not matter! History will absolve me!” (It would be years before scholars would note the ringing phrase was lifted from another dramatic courtroom oration — by Adolf Hitler, on trial in Germany for an attempted 1923 coup.)

In prison, Castro wrote furiously, converting his trial speech into a formal document smuggled out for publication. It became his platform during the struggle against Batista.

Batista released Castro on May 15, 1955, as part of a general amnesty, 18 months into his sentence.

FUNDRAISING IN MIAMI

Castro traveled briefly the same year to Miami, where he spoke at the old Flagler movie theater downtown, asking supporters for funds. “I swear to you,” he promised the cheering crowd, “in Cuba, it’ll be us or them.” Then he went to Mexico, where he rebuilt his tiny revolutionary band and organized an invasion.

There Castro met and recruited Ernesto “Che” Guevara, a 27-year-old Argentine physician with Marxist ideas who had been expelled from Guatemala after a CIA-backed coup there the previous year.

On Dec. 2, 1956, Castro, Guevara and 80 followers reached the shore of Cuba’s Oriente province in a battered American cabin cruiser, the Granma, wretchedly seasick after a seven-day voyage. The men leaped into hip-deep mud and struggled through a mangrove swamp to reach land. Most were killed or captured in the first hours.

Only 16 made it safely to the 4,500-foot ridges of the Sierra Maestra. There they began a guerrilla campaign to oust Batista, who was backed by a 40,000-strong security force equipped with tanks, artillery and U.S.-supplied warplanes.

Castro's force, however, slowly began to grow. He recruited peasants as guerrilla fighters and organized intellectuals and middle-class followers into an urban underground railroad of funds and supplies.

His recruiting was aided immeasurably by his skills at propaganda and psychological warfare. Castro's greatest ploy was luring a New York Times correspondent named Herbert Matthews to his mountain camp. Though the rebels had barely 20 bedraggled men, Castro marched the same group past Matthews several times and also staged the arrival of "messengers" reporting the movement of other (nonexistent) units.

Matthews, convinced Castro controlled a huge army, wrote: "From the look of things, General Batista cannot possibly hope to suppress the Castro revolt." A wave of favorable coverage followed in the foreign press, and with it, international support.

'THE AMERICANS WILL PAY'

During the war, Castro's already profound anti-U.S. feelings deepened when he saw American-supplied bombers used against his positions.

"The Americans will pay dearly," he wrote to Celia Sánchez at the time. "When this war is over, a much longer and bigger war will begin for me: the war I will make against them. I realize that this will be my true destiny."

After Batista's ouster, Castro installed a government with a democratic cast under President Manuel Urrutia, a former judge, and Prime Minister José Miró Cardona, a leading lawyer. Within weeks, however, Castro had taken Miró Cardona's place as prime

minister. On July 17, Urrutia resigned, accusing Castro of leading Cuba toward communism.

In the first months, Castro cut rents, lowered telephone rates, reformed the income tax system and passed a land reform law that nationalized estates larger than 1,000 acres, benefiting thousands of peasants. In 1961, the government launched a campaign aimed at ending illiteracy, though critics said it had more to do with political indoctrination than reading and writing.

Even more disturbing was the March 1959 trial of 44 pilots, bombardiers and mechanics from Batista's air force. A revolutionary tribunal acquitted them of crimes against Castro's guerrillas. An enraged Castro instantly created a right of appeal for prosecutors. Told Cuban law did not permit it, he replied: "Revolutionary justice is not based on legal precepts but on moral conviction." A second tribunal sent the men to prison for 30 years.

At that, the airmen were lucky. Though Cuban law did not allow capital punishment, the revolutionary tribunals were sending a steady stream of men to the firing squad, often after trials televised from sports stadiums where handpicked mobs of Castro supporters howled in unison, *paredón!* — to the wall!

A steady stream of Cubans began leaving the island for Miami. Those who couldn't leave sent their children. From Dec. 26, 1960, to Oct. 22, 1962, more than 14,000 children between the ages of 6 and 18 were flown to the United States in Operation Pedro Pan, a Catholic Church-backed initiative that turned into the largest exodus of unaccompanied children in the history of the Western Hemisphere. By the end of the century, an estimated three million of its citizens, more than a fifth of the population, would be living outside Cuba.

THE BAY OF PIGS

In January, 1961, the new American president, **John F. Kennedy**, was presented a CIA-backed plan to overthrow the Castro regime. The scheme involved dropping off armed Cuban exiles at the **Bay of Pigs** in southern Cuba. The US would attempt to mask its official support of these rebels, making the



John F. Kennedy

whole operation appear to be a sudden anti-Castro uprising from *within* Cuba. The invasion was debacle. Castro and his military had been tipped off and were prepared. 100 Cuban exile men were killed and **1200** captured. Castro executed the exile leaders, and later exchanged the captives for \$53 million worth in food and medicine from the US.

CUBA + USSR

Castro taunted Kennedy and the US, and soon made a spectacle of his new alliance with the Soviet Union (and Cuba's official adoption of communism). Soviet leaders, particularly the premier, **Nikita Khrushchev**, regarded the defense of the communist island as critical to the international standing of the Soviet Union and of communism itself.

Khrushchev also regarded Kennedy as a weak president, lacking resolve to truly confront Soviet expansion in the Caribbean.



Nikita Khrushchev

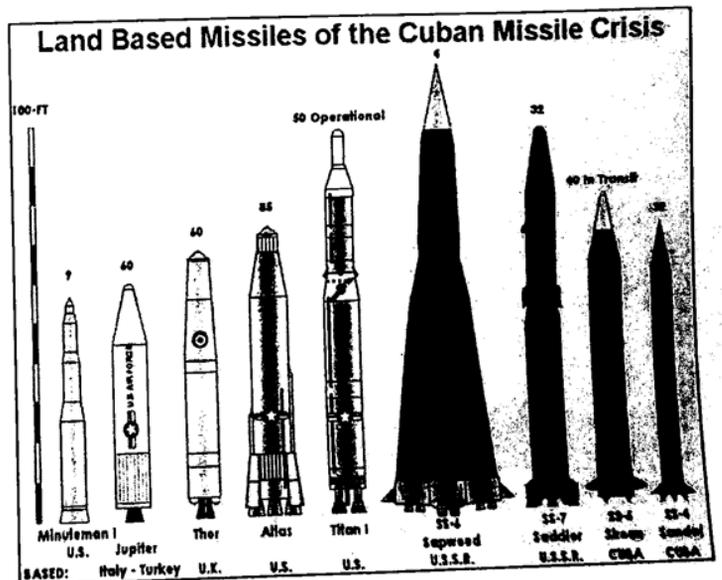
The Soviet Union rapidly provided economic and military aid to Cuba. Both Castro and Khrushchev believed an American invasion of the communist island was possible, and that only the deployment of nuclear weapons would deter the US from invading Cuba. Soviet nuclear forces based in Cuba would also give the Soviets a huge advantage, as missiles launched from Cuba could destroy almost every major US city and military base with little to no warning. It was on this basis



that Castro agreed to allow the Soviets to build nuclear missiles bases in Cuba, and Khrushchev was willing to risk a nuclear confrontation with America. *How would America react?*

SOVIET MISSILE DEPLOYMENT

By late July 1962, dozens of Soviet cargo ships were heading to Cuba, some of them already carrying military material. By September, the first Soviet nuclear missiles were unloaded. The Soviets were building launchers and bases for **SS-4 MRBMs** (medium range ballistic missiles, with a range of about 1,000 miles) and **SS-5 IRBM** (intermediate range ballistic missiles, with a range of about 2,000 miles). The Soviets planned to install 80

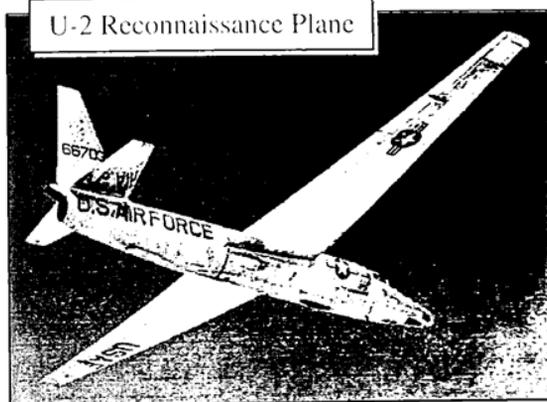


nuclear missiles in Cuba, with bases to house up to 60,000 Soviet personnel. These missiles were designed to carry a one megaton (equal to 1 million tons of TNT) thermonuclear warhead that could destroy most American cities with no time for an American response.

The Soviets also deployed a number of smaller tactical nuclear weapons that could wipe out any American invasion force. The top Soviet general in Cuba, General **Issa Pliyev**, was given operational authority to use the smaller nuclear weapons to thwart an invasion (*he later explained his intention to use such weapons*). Khrushchev demanded utmost speed in construction, as he believed it was vital the missiles be operational by the time President Kennedy discovered them. *Would there be enough time?*

EXCUSE ME, MR. PRESIDENT

A U-2 (American spy plane) flight on October 14th clearly showed the construction of an SS-4 site. The photographs were shown to President John F. Kennedy on October 16th. By October 19th the U-2 flights (then almost continuous) showed four sites were perhaps already operational. Worse yet, numerous other Soviet ships had departed from the Black Sea headed to Cuba. *How many nuclear weapons did they carry and where are the warheads?*



THE AMERICAN OPTIONS

With the news of the confirmed photographic evidence of Soviet missile bases in Cuba, President Kennedy convened a special group of senior advisers to meet secretly at the White House. This 12-member group became known as the **EXCOMM**, or the Executive Committee. From the morning of October 16th this group met frequently to devise a response to the threat. All agreed, the US could not allow the USSR to build bases and nuclear weapons on Cuba as it would grant the USSR a tremendous first-strike advantage in any nuclear war. Kennedy and officials, such as Secretary of Defense **Robert McNamara**, discussed various options to this Soviet provocation.



The viable options from EXCOMM were quickly reduced to two: 1) a naval blockade and public ultimatum for the Soviet missile withdrawal, or 2) a full-scale attack and D-Day style invasion of Cuba. Kennedy decided on the

blockade, although there were a number of advisors (such as the Chairman of the Joint Chiefs of Staff, General **Maxwell Taylor**) who kept pushing for the invasion. Kennedy believed an outright invasion of Cuba would provoke a desperate Soviet response, possibly an invasion of western Europe, or the use of nuclear weapons to defend the island (*it was not clear if, or how many Soviet nuclear missiles were actually armed and operational*). Kennedy hoped that a blockade would halt the Soviet build-up, while creating time and space to avoid World War III. Kennedy had been briefed that a full-scale nuclear



Gen. Maxwell Taylor and Robert McNamara

war with Soviet Union could kill **70-100 million** Americans. *How can the US forcefully resist the USSR, yet avoid war?*

KENNEDY ON TV

Kennedy spoke unflinchingly to the American public-- and to the Soviet government-- in a jaw-dropping televised address on October 22nd. He confirmed the presence of the missiles in Cuba and announced the naval blockade as a "**quarantine zone**" around Cuba. The President proclaimed that any nuclear missile attack from Cuba would be regarded as an attack by the Soviet Union, and would be responded to with a full retaliatory strike. Kennedy attempted to prepare the American people for what was ahead, saying:



Millions of Americans watched in stunned silence as President Kennedy explains nuclear war is a possibility

"The path we have chosen for the present is full of hazards, but it is the one most consistent with our character and courage as a nation... The cost of freedom is always high-- and Americans have always paid it. And one path we shall never choose is the path of surrender or submission."



Images of Russian nuclear missile bases in Cuba

After initial Soviet denials, the case was conclusively proved on October 25th at an emergency session of the United Nations (UN) Security Council. US Ambassador **Adlai Stevenson** produced photographs taken by US surveillance aircraft clearly showing the missile installations in Cuba. Once again, Kennedy was urged to authorize the invasion, and Cuba was surrounded by 180 US Navy ships. Anticipating an aggressive Soviet response, American military forces moved to **DEFCON 2**, the highest possible readiness short of war. *What will Khrushchev and Castro do now?*

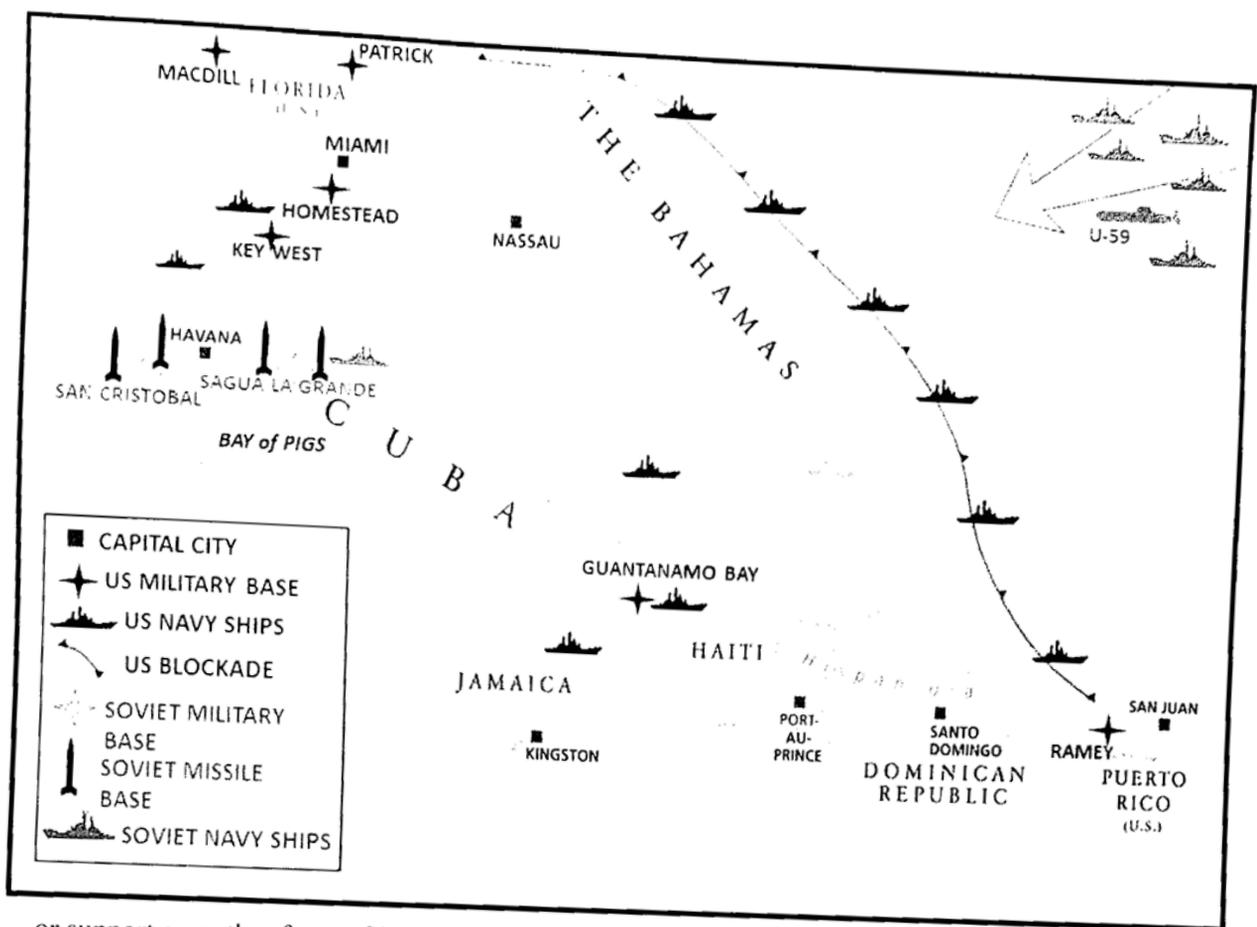
KHRUSHCHEV'S MESSAGES



Robert F. Kennedy

Khrushchev sent messages through diplomats to Kennedy on October 23rd and 24th claiming the deterrent and defensive nature of the missiles in Cuba and the strictly peaceful intentions of the Soviet Union. Kennedy initially responded by publicly maintaining the anti-Soviet rhetoric, while ramping up American conventional (non-nuclear) and nuclear forces based mainly in Florida and Puerto Rico. Kennedy also encouraged his brother and Attorney General, **Robert F. Kennedy**, to continue negotiating with Soviet diplomats, namely **Anatoly Dobrynin**, in Washington, D.C.

After a couple agonizing days, the Soviets had delivered two different deals to the US government. On October 26th, they offered to withdraw their Cuban missiles and bases in return for a US guarantee never to invade Cuba



or support any other form of invasion or effort to overthrow Castro. Then came the second deal on October 27th, which called for the reciprocal withdrawal of US missiles from **Turkey** (which is situated near to the Soviet Union) in addition to the demands made on the 26th. *Are these real offers, or part of a Soviet deception?*

TROUBLE IN THE SKY

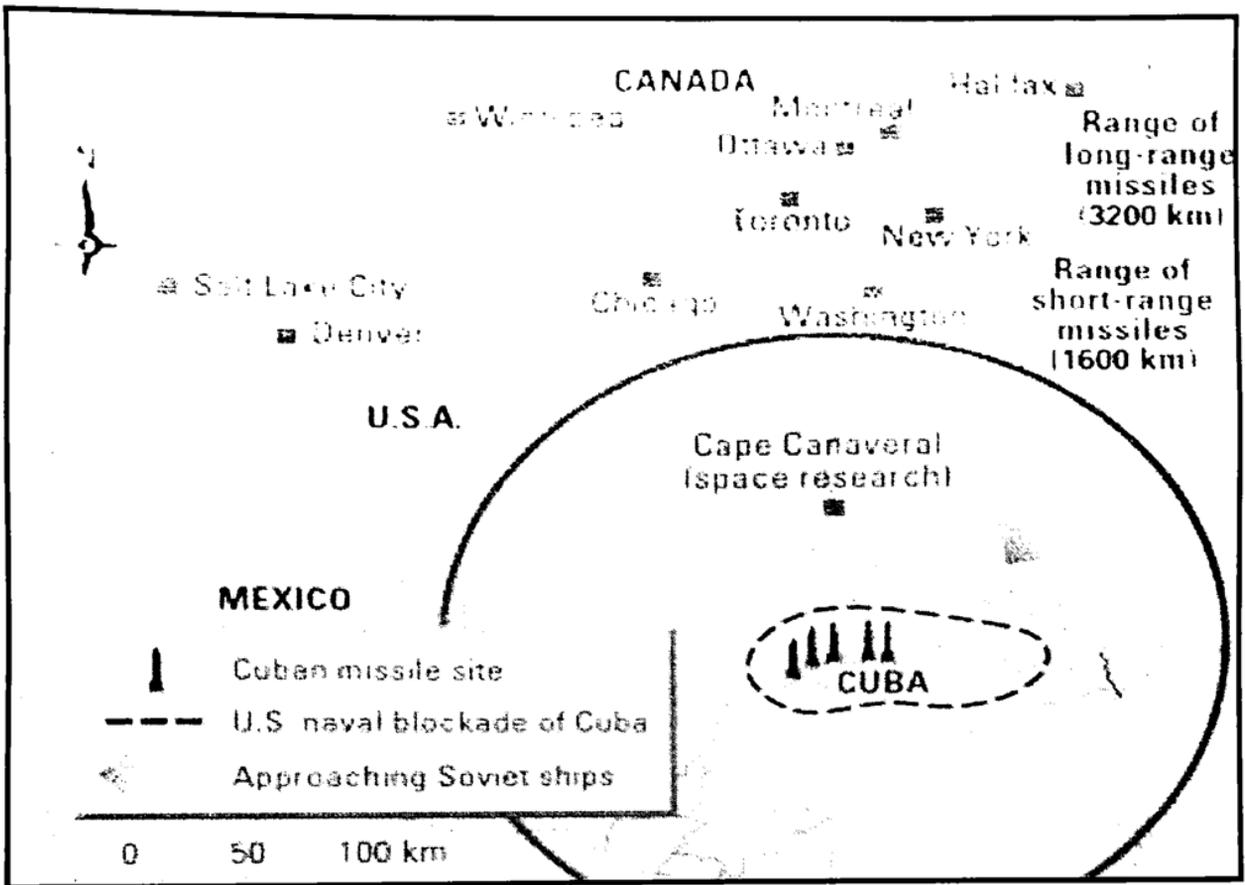
Negotiations were complicated on October 27th, when an American U-2 reconnaissance plane was shot down over Cuba (the pilot, **Rudolf Anderson**, was killed) by Cuban anti-aircraft forces operating an advanced Soviet missile system. Meanwhile, another U-2 flight over eastern Russia was intercepted by Soviet MiG fighters, leading to the US scrambling fighters with nuclear-tipped missiles. *The world helplessly waited, many expecting nuclear war to erupt at any moment.*

ARKHIPOV AVERTS DISASTER

Also that day, there was another close call (not fully understood until years later) in the ocean near the quarantine line. The Soviets had sent four nuclear-armed submarines, one designated near Cuba. American surface vessels detected the submarines, dropped small grenades near the submarine to signal the Soviet



Vasily Arkhipov

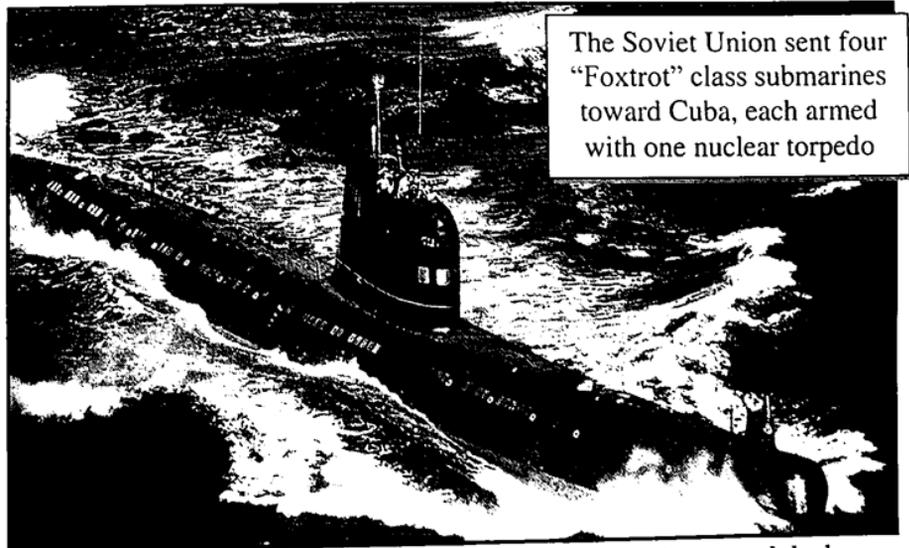


subs to surface. One Soviet captain, aboard the sub designated **B-59**, interpreted these devices as an attack, and as the Soviet sub had been beyond radio communications for several days, assumed the war-- World War III-- had begun. The captain wished to launch their single nuclear-armed torpedo at the American surface fleet, but was convinced otherwise by the second-in-command, **Vasily Arkhipov**. *Did Arkhipov save the world from nuclear war?*

LET'S MAKE A DEAL

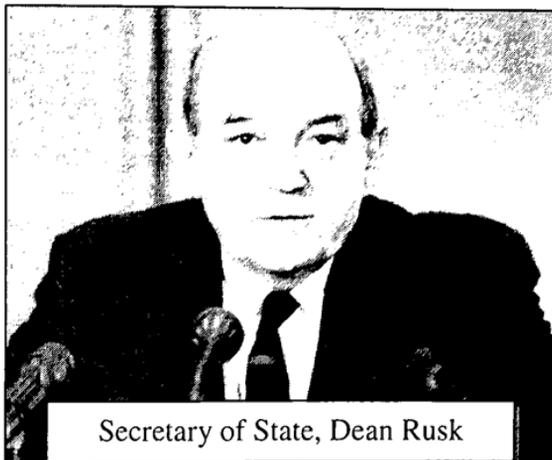
At the same time, Soviet supply ships (some carrying more nuclear missiles) were nearing the quarantine zone east of Cuba. Kennedy responded by publicly

accepting the first deal, and sending Robert Kennedy to the Soviet embassy to accept the second deal (involving the removal of US nuclear missiles in Turkey) without public announcement. On October 28th the Soviet ships turned back and Khrushchev announced that he had ordered the removal of the Soviet missiles, bombers and bases in Cuba. The decision prompted Kennedy advisor and Secretary of



State, **Dean Rusk**, to comment, "*we went eyeball to eyeball, and the other guy just blinked.*" The US maintained the blockade until November, when the final Soviet transport ship returned to the USSR.

So why was it Khrushchev that backed down? In the final analysis, although both nations could have done tremendous damage to each other, the US had greater capability with more total warheads, missiles and bombers. The US had about **2000** warheads and bombs ready to annihilate the Soviet Union, while the Soviets could only counter with less than **200**. Even counting their new arsenal in Cuba, which proved to be more operational than Kennedy knew, the Soviets were simply outmatched in 1962.



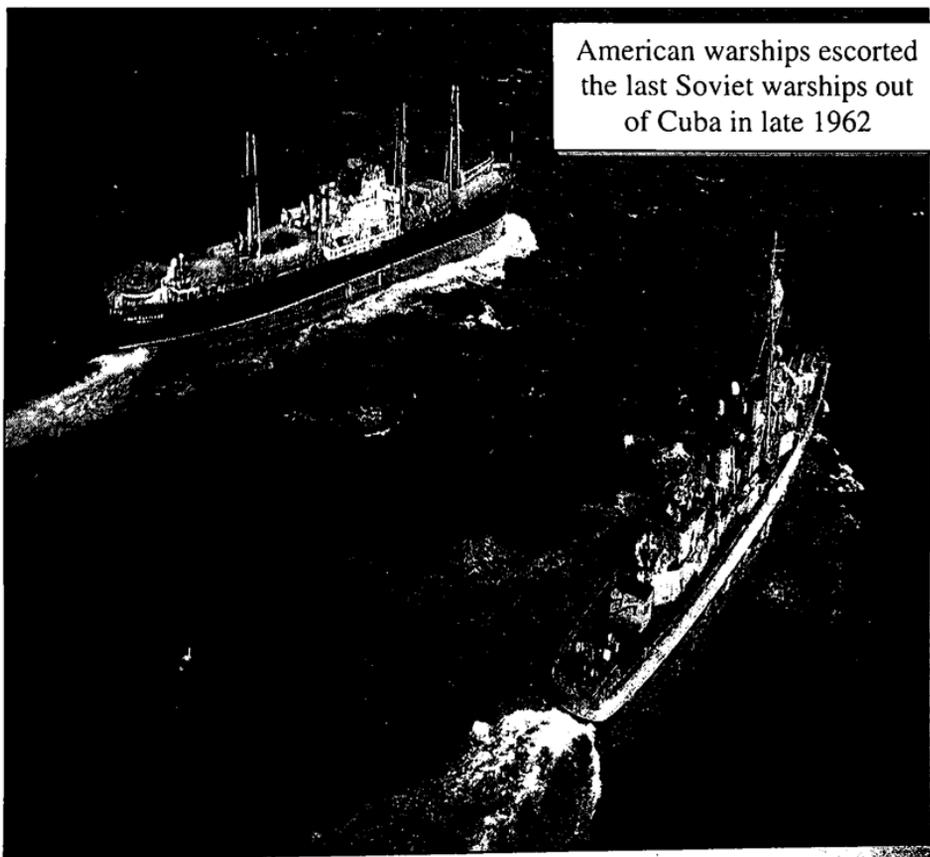
Secretary of State, Dean Rusk

THE AFTERMATH

The compromise deal avoided the direct danger, but soon there were the repercussions. Ultimately, the result of the Cuban Missile Crisis was an embarrassment for Khrushchev and the Soviet Union, who were seen as backing down from a situation of their own design. Premier Khrushchev's fall from power two years later can be linked to his failure in Cuba. Kennedy was politically bolstered by the events, and was seen by many as being strong in the crisis. It was not known for many years that

Kennedy had secretly agreed to remove American offensive nuclear missiles from Turkey. (*Would the public have supported Kennedy if this portion of the deal was known?*)

For Fidel Castro and Cuba, the Soviet withdrawal was seen as a complete betrayal. Castro was left wondering if a mere promise from the American government would sustain him in power? Castro was also incensed that all decisions during the crisis had been made exclusively by Kennedy and Khrushchev.



American warships escorted the last Soviet warships out of Cuba in late 1962

Castro launches Mariel boatlift, April 20, 1980

BY ANDREW GLASS 4:29 PM EDT 10 AM EDT

Text Size: **A A A**



Cuban refugees leave a dock at the port of Mariel, Cuba, bound for Key West, Fla., as a Cuban guard watches.
Photo: AP

On this day in 1980, Cuban President Fidel Castro proclaimed in Havana that any Cuban who wished to immigrate to the United States could board a boat at the nearby port of Mariel. During the ensuing months, some 125,000 Cubans fled to Florida in about 1,700 packed boats, at times overwhelming the U.S. Coast Guard and immigration authorities.

Families were reunited, creating an initial spurt of euphoria. But soon the Mariel boatlift spawned political problems for President Jimmy Carter. It turned out that some of the exiles had been released from Cuban jails and mental health facilities. Accordingly, some of them were shunted to refugee camps, while others, facing deportation hearings, were held

in federal prisons. All in all, more than 1,700 exiles were jailed, and another 587 were detained until they could find sponsors.

Surveys revealed that Cuban refugees were increasingly being viewed by U.S. voters as undesirable immigrants. The turnaround in public opinion, paired with pressure to allow Haitian rafters to be granted refugee status, caused the Carter White House to take steps that led to heightened tensions between the U.S. and Cuba.

Earlier, the Carter administration, in a bid to improve relations with the communist regime, had established an Interests Section in Havana. The Cuban government reciprocated by establishing an Interests Section in Washington. The Cubans had also agreed to release several dozen political prisoners and allowed Cuban-Americans to return to the island to visit relatives.

Most of the Mariel refugees decided to live in Miami, increasing by 20 percent that city's Cuban working population. Washington and Havana agreed the impromptu exodus would end Oct. 31, 1980, days before Republican Ronald Reagan denied Carter his bid for a second term.

4L Latin Distance Learning

— Week of May 4-8 —

Directions:

- *Re-read* our new Ch. 37 grammar notes!
- On the page labelled “Exercises”, write your name and class (hour) in the top right, and complete #1-5 to turn in.

(Optional) Enrichment:

- This week, I’m including the first lesson from Geoffrey Steadman’s excellent commentaries on Caesar’s *Gallic War*, going over the first 9 lines of that landmark work!

As always, please reach out to me with any questions you have (including the “enrichment” work)!

Enrichment (optional):

2

Chapter 1: Caesar's *Bellum Gallicum* I.1.1-4

1.1 Gallia est omnis dīvīsa in partēs trēs, quārum ūnam incolunt Belgae, 1
 aliam Aquītānī, tertiam quī ipsōrum linguā Celtae, nostrā Gallī appellantur.

2. Hī omnēs linguā, īnstitūtīs, legibus inter sē differunt. Gallōs ab Aquītānīs
 Garumna flūmen, ā Belgīs Matrona et Sēquana dīvidit.

3. Hōrum omnium fortissimī sunt Belgae, propterea quod ā cultū atque 5
 hūmānitāte Prōvinciae longissimē absunt, minimēque ad eōs mercātōrēs
 saepe commeant atque ea quae ad effēminandōs animōs pertinent
 important, 4. Proximīque sunt Germānīs, quī trāns Rhēnum incolunt,
 quibuscum continenter bellum gerunt. 9

Aquitānī, -ōrum m.: Aquitani, 2
Aquitania, -ae f.: Aquitania, 1
Celtae, -ārum m.: Celts, 1
commeō (1): to travel, go to and fro, 1
continenter: continuously, incessantly, 1
cultus, -ūs m.: cultivation, refinement, 2
differō, -ferre,: differ, carry different ways, 1
effēminō (1): soften, make into women, 1
fortis, -e: strong, brave, valiant, 2
Garumna, -ae f.: Garumna river, 3
hūmānitās, hūmānitātis f.: humanity, culture,

refinement, 2
importō (1): bring in, introduce, import, 1
īnstituō, -ere, -uī, -ūtum: set, establish, 3
lēx, lēgis f.: law, regulation, decree, 3
lingua, ae f.: tongue, language, 3
longus -a, -um: long; adv. far, 4
Mātrōna, -ae f.: Matrona (Marne) river, 1
mercātor, -ōris m.: merchant, trader, 2
minimē: least of all, least, 2
Sēquana, -ae: Sequana (Seine) River, 1

- 1 **est...dīvīsa:** *is divided*; the PPP dīvīsa is a pred. adj. with est; this is not a 3s pf. pass. verb
quārum ūnam (partem)...aliam (partem) ...tertiam (partem): *of which one (part)... another (part)...a third (part)*; ellipsis: supply 'partem;' the relative pronoun is partitive gen.
 2 **Aquītānī (incolunt):** *Aquitanians (inhabit)*; ellipsis: supply incolunt as the verb
tertiam (incolunt) quī...: *the third part (those) who... (inhabit)*; supply incolunt; the missing subject, 'those,' is the antecedent of quī
ipsōrum linguā: *in the language of (the Gauls) themselves*; intensive ipse usually modifies a noun, which is missing and must be supplied; linguā is an ablative of respect (in respect to...)
nostrā (linguā): *in our...*; supply linguā
Celtae...Galli: nom. pred. after appellantur
 3 **linguā, institūtīs, legibus:** *in...in...in...*; 'in respect to...'; all three are abl. of respect
 4 **Garumna flūmen (dīvidit):** nom. subject; supply the verb dīvidit from the next clause
Matrona et Sēquana: nom. pl. with a 3s verb because the rivers form a single boundary; supply Gallōs as acc. object
 5 **Hōrum omnium:** *of all these*; or 'among all these,' partitive gen., as in line 1, Caesar often

- uses a genitive at the beginning of a clause and then specifies the parts within the clause
propterea quod: *because*; 'on account of this because,' which is a pleonasm (redundancy)
 6 **Prōvinciae:** *of the Province*; i.e. Gallia Transalpina or Gallia Narbonensis, an area in southern France governed now by Caesar; the Romans refer to the largest administrative units which they control as provinces but refer to this region as 'the province.' This book will use an upper-case 'P' to distinguish this region from other provinces throughout the Mediterranean
minimē: *least*; a superlative modifying saepe
longissimē: *very far*; superlative adverb longē
ad eōs to those...; eōs is demonstrative
 7 **ea quae...pertinent** *those things which...*; neut. pl., antecedent and relative clause
ad effēminandōs...: *to softening courage*; 'for courage going to be softened;' ad + gerundive (fut. pass. pple) often expresses purpose; for a smoother translation, perform a gerund-gerundive flip and translate this noun + gerundive as a gerund (-ing) + obj.
 8 **Germānīs:** dat. with special adj. proximī
 9 **quibuscum:** cum quibus; abl. of associatio

LESSON 9 Was Andrew Jackson a Representative of the Common People?

Andrew Jackson was elected president in 1828. This lesson presents two interpretations on the issue of whether Jackson was a representative of the

common people against the rich. Read the interpretations and answer the questions which follow.

Historian A

(1) When Andrew Jackson was elected President in 1828, he symbolized the change in politics from control by the rich aristocrats to control by the common people. The rich had built a system based on an alliance of government and business. This alliance was pushed for or adopted in such policies as the U.S. Bank and the American System [tariffs and government-supported transportation to help business]. In the 1820s the common people became increasingly discontented with the Neofederalist program, however. Western farmers blamed the Panic of 1819 on the tight money policies of the U.S. Bank. Workingmen were also upset by rising prices, which they associated with the U.S. Bank, and by the loss of control and craftsmanship which they experienced in the spreading factory system.

(2) More of the common people could vote in the 1820s, and this allowed them to elect a president who would represent their interests—Andrew Jackson. The new president began immediately to make changes by replacing government officials with representatives of the common people. He brought in reformers as unofficial advisors, called the kitchen cabinet. These advisors would help bring about the necessary changes in the rich-dominated system.

(3) One of the symbols of privilege and dominance by the rich was the U.S. Bank. Under the direction of Nicholas Biddle, the Bank had extensive control over the monetary system (such as prices and credit) of the country. President Jackson believed that true democracy included equality of economic opportunity as well as political equality. So, Jackson attacked the Bank. An examination of Jackson's veto message of the Bank charter shows not a criticism of the Bank in terms of too much inflation or not enough money expansion. Rather, it shows a criticism that the Bank had too much power and gave extensive privileges to the rich. Jackson characterized the Bank War as a contest between the *rich and powerful* and the *humble members of society*.

(4) Jackson was extremely popular with the common man after he defeated the U.S. Bank. The rich conservatives were depressed by Jackson's reforms. They banded together into the Whig Party in order to defeat their new opponent whom they called *King Andrew the First*. Eventually, the Whigs adopted mass rallies and empty slogans to attract popular support at election time. They avoided talking about the issues which Jackson brought to the nation's attention.

[continued on next page]

Historian A

[continued from previous page]

(5) As a result, the Whigs regained control of the government in 1840. Conservative policies were reimposed on the country. However, the rich conservatives could not undo most of Jackson's reforms. Jackson had established the principles that the lower classes were to have more say in the political decisions of the nation, and that the government would

play a strong role in the economic system. These principles became the liberal tradition which was reinforced by the other liberal presidents: Theodore Roosevelt, Woodrow Wilson, and Franklin Roosevelt. The rich conservatives criticized the liberal policies as too radical. However, the result of liberal reform was to keep the capitalists from destroying capitalism.

Historian B

(1) Liberal historians, such as Historian A, have characterized the Jacksonian period of American History as a struggle between the liberal viewpoints of the working class, led by the Democratic Party of Andrew Jackson, and the conservative viewpoints of the wealthy class, led by the Whigs. This narrow characterization oversimplifies and distorts a much more complex struggle in the 1820s and 1830s.

(2) First of all, Jackson himself was not a common man, but rather an aristocrat in Tennessee. Likewise, many of the leading Jacksonians were men of great wealth or men eager to become wealthy. They took political positions to gain the support of workers, but used to help aspiring capitalists, not workingmen.

(3) There were, in fact, rich and poor in both Democratic and Whig Parties. The whole idea that there was a struggle of the poor (organized in one party) against the rich (united in the other party) is mistaken. This is shown in an examination of the two parties in New York State. Both parties included big and small businessmen, farmers, workers, and used the same slogans

and appeals.¹

(4) Through studying voting patterns one is led to the conclusion that ethnic and religious differences rather than class difference, are what influenced people to vote for one party over the other. There really were no significant differences in the Democrats and the Whigs in terms of political-economic ideology (beliefs). Americans were simply too individualistic to be organized by classes into political parties. Almost all Americans believed in liberal ideals such as equality of opportunity. Both parties appealed broadly to these ideals and avoided touchy issues.

(5) What the liberal historians have described as a struggle between the parties of the rich and poor was, in reality, a consensus [agreement] of political beliefs by both parties. Americans in the Jacksonian period differed in their viewpoints not because of class differences, but rather because of ethnic and religious differences. Andrew Jackson, far from being the champion of farmers and workers, was an astute politician who used class rhetoric to gain support for his own political ends.

[continued from previous page]

Endnote for Historian B

1. From Lee Benson, *The Concept of Jacksonian Democracy: New York as a Test Case*, Princeton University Press, 1961, pp. 148-50, pp. 183-85. This information was summarized by Historian B.

In a study of voting patterns in counties in New York State in the 1844 Election two results were noted:

First, within the same county there was no significant relationship between the wealth of towns and how those towns voted in the 1844 Election. That is, some wealthy towns voted overwhelmingly Democrat while other wealthy towns voted overwhelmingly against the Democrats. Likewise, some poor towns voted Democrat while others did not.

For example, in Delaware County two towns (Davenport and Hamden) of about equal economic status (average value of dwelling per family was \$305 for Davenport and \$502 for Hamden) had completely different voting percentages for the Democrats. Davenport gave the Democrats 81.1 percent of its vote, and Hamden gave 31.8 percent. One of the wealthiest towns (Franklin) gave the Democrats only 44.9 percent of its vote. The richest town in the county (Delhi) and one of the poorest towns (Masonville) gave the Democrats about the same percentage of votes (48.5 and 46.8 percent, respectively).

This pattern is the same for all the other counties studies in New York State. Urban areas were not studied since the average value of dwelling per family could not be constructed from the available information.

Second, ethnic group and religious affiliation were very much related to how people voted. We can only estimate group percentages, but the estimates clearly show the basic point that ethnic group and religious group were important. In the 1844 Election, Yankees were fairly evenly divided between Whigs (55 percent) and Democrats (45 percent), Negroes voted about 95 percent for the Whigs. Catholic immigrants (Irish French and French Canadians) voted overwhelmingly Democrat (80 percent to 95 percent) while Protestant immigrants (Irish, Welsh, Scots, and English) voted overwhelmingly Whig (75 percent to 90 percent). It is interesting to note the difference between Catholic and Protestant Irish voting.

These estimates were made by comparing the vote in the counties and towns in the 1844 Election with the ethnic and religious make-up of those counties and towns. The estimates lead to the conclusion that the native Americans were rather evenly divided between the two parties while the immigrant groups leaned strongly for one party or the other.

Music Lesson No. 4: Sounds of Spring

This season of the year is often thought of as a time of rebirth or awakening after the winter that precedes it. Temperatures rise, the ground thaws, flowers grow and bloom, birds sing and tend their eggs, and the hours of sunlight increase. Spring is traditionally a great time for sports and other outdoor activities. It is also the season for many musical concerts and festivals that bring people together in a spirit of joyful celebration.

Many composers have tried to capture the essence of spring in their music, from songs and other vocal works to concertos, symphonies, and other instrumental works (see a selected list under “For Further Exploration”). Around 1725 the Italian composer and violinist Antonio Vivaldi, who composed over 600 concertos, published a famous set of four violin concertos called *The Four Seasons*. Vivaldi also wrote a poem in sonnet form for each season, and he represents the various poetic images in his music. Here is the Vivaldi’s sonnet about spring (*La Primavera*), in English translation:

Springtime is upon us.
The birds celebrate her return with festive song,
and murmuring streams are
softly caressed by the breezes.
Thunderstorms, those heralds of Spring, roar,
casting their dark mantle over heaven,
Then they die away to silence,
and the birds take up their charming songs once more.

On the flower-strewn meadow, with leafy branches
rustling overhead, the goat-herd sleeps,
his faithful dog beside him.

Led by the festive sound of rustic bagpipes,
nymphs and shepherds lightly dance
beneath the brilliant canopy of spring.

For Further Exploration

Listen to “Spring” from Vivaldi’s *The Four Seasons*. What images of spring from his poem can you recognize in the music? Hint: the concerto has 3 movements, and the first movement is based on the first 8 lines of the poem.

<https://www.youtube.com/watch?v=0FP9N2SbWn4>

Vocal music for spring.

In 1802 the Austrian composer **Joseph Haydn** composed one of his last and most ambitious works, *The Seasons*. It is an oratorio, a type of music that combines an orchestra of instruments, a chorus of voices, and vocal soloists. Here are English poet James Thomson’s words to the first chorus:

Come, gentle Spring, ethereal mildness come!
Out of her wintry grave bid drowsy nature rise.
At last the pleasing Spring is near; the softening air is full of balm.
A boundless song bursts from the groves.
As yet the year is unconfirmed, and Winter oft at eve resumes the breeze,
and bids his driving sleets deform the day and chill the morn.
Come, gentle Spring, ethereal mildness come!
and smiling on our plains descend, while music wakes around.

Listen here: <https://www.youtube.com/watch?v=BfCiAOZ9HrI>

Johann Strauss, Jr. composed *Voices of Spring*, a famous Viennese waltz about spring, that can be played by orchestra alone or with an optional soprano voice. The words are by Richard Genée :

The lark rises into the blue,
the mellow wind mildly blowing;
his lovely mild breath revives
and kisses the field, the meadow.
Spring in all its splendour rises,
ah all hardship is over,
sorrow becomes milder,
good expectations,
the belief in happiness returns;
sunshine, you warm us,
ah, all is laughing, oh, oh awakes!

Listen here: <https://www.youtube.com/watch?v=D4kHFQWzlrQ>

A Spring Theme: Birdsong.

Among Vivaldi's other concertos are at least two that are inspired by birdsong, the "Goldfinch" flute concerto and the "Cuckoo" violin concerto. Haydn followed with his "Lark" quartet, and Mozart's pet starling is claimed to have sung the melody that Mozart uses in his piano concerto No. 17. Respighi's orchestral suite "The Birds" depicts the song of the dove, nightingale, hen, and cuckoo. A particularly beautiful "bird" piece is Vaughan Williams's "The Lark Ascending" for violin and orchestra:

<https://www.youtube.com/watch?v=IOWN5fQnzGk>

Spring Symphonies.

Beethoven's Pastoral Symphony (No. 6) is like a musical walk in the countryside, with babbling brooks, a thunderstorm, and a village celebration. Schumann's Symphony No. 1 is subtitled "Spring," and Mahler uses a melody from his own song about spring in his Symphony No. 1. The opening movement of Debussy's *Images* for orchestra is "Spring Rounds," and Stravinsky's epic orchestral work *The Rite of Spring* is a musical reimagining of ancient Russian rituals. Listen to Beethoven's thunderstorm here:

https://www.youtube.com/watch?v=9PrbLsQ_g7s

Musical Miniatures for Spring.

Romantic composers of the 19th century such as Mendelssohn, Grieg, and Sinding wrote short piano pieces about spring, including *Spring Song* by Mendelssohn, *To Spring* by Grieg, and *Rustle of Spring* by Sinding. The 20th-century Argentine composer Astor Piazzolla adds the flavor of the tango, a popular dance style, to his *Seasons of Buenos Aires*. Listen to an orchestral version of Sinding's *Rustle of Spring* here:

<https://www.youtube.com/watch?v=9YpEtx1TJp4>



by Mary Hoff

Photography by Gary Alan Nelson

The Glacier Dial It

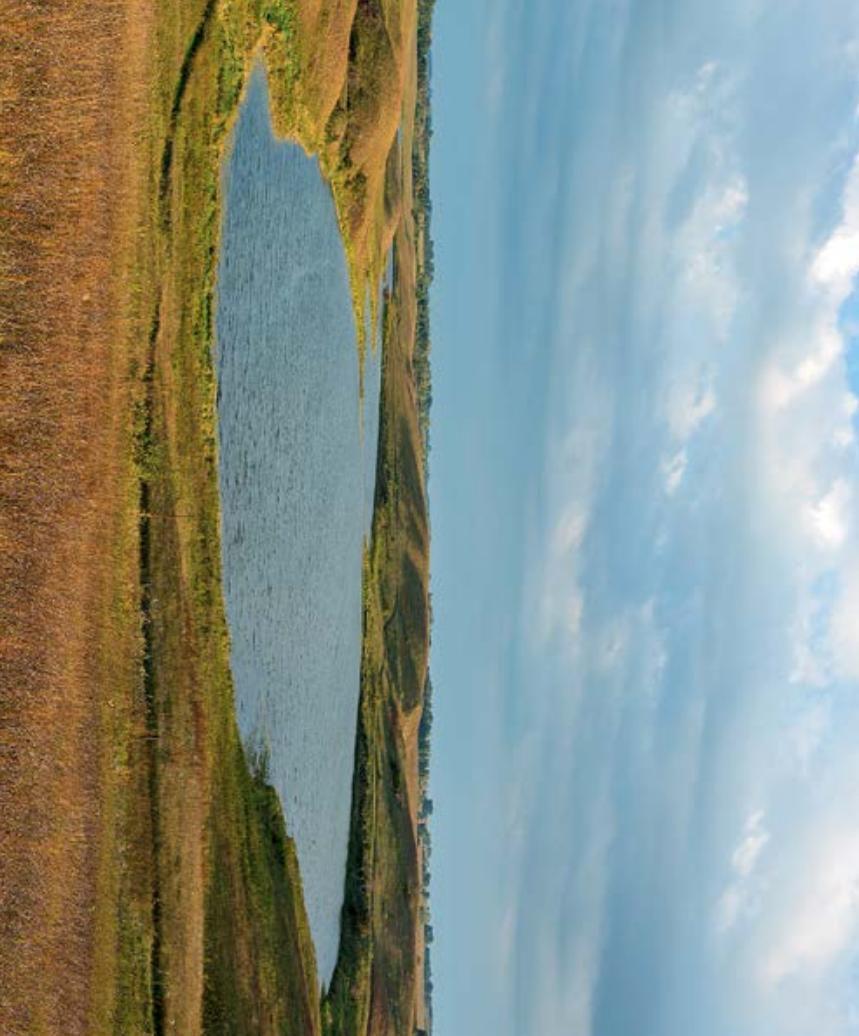
*Moving and melting ice
shaped many of*

Minnesota's land features.

SHUT YOUR EYES. Imagine that it's a sunny summer day 14,000 years ago. What do you see? In most of Minnesota, the scene looks a lot like winter.

All around you stretches a glacier—a vast sheet of ice a mile thick. It seems to be frozen in time and place. But in reality, it is on the move. Inch by inch, the ice is flowing across what we now know as Minnesota, pushed down from the north as snow piles up and turns to ice in huge amounts during this cold period in the Earth's history. Far beneath, where ice meets land, some amazing things are happening. Rocks and boulders are being dragged along as though they were bits of sand. Gravel and sand are being plowed and scraped as if by a giant bulldozer. Rivers and streams flow through openings in the ice, tumbling pebbles and sand together as though they were in a giant rock-polishing machine.

Now fast-forward to today. You'll see things have changed. The ice has melted. Left in its place, like cups and plates and food after a party, are remnants of the glacier's activity: gravel piles, massive rocks, water-filled basins, and more. In fact, there's a good chance that some of these features are around you! Let's take a look at a few reminders of our state's Ice Age.



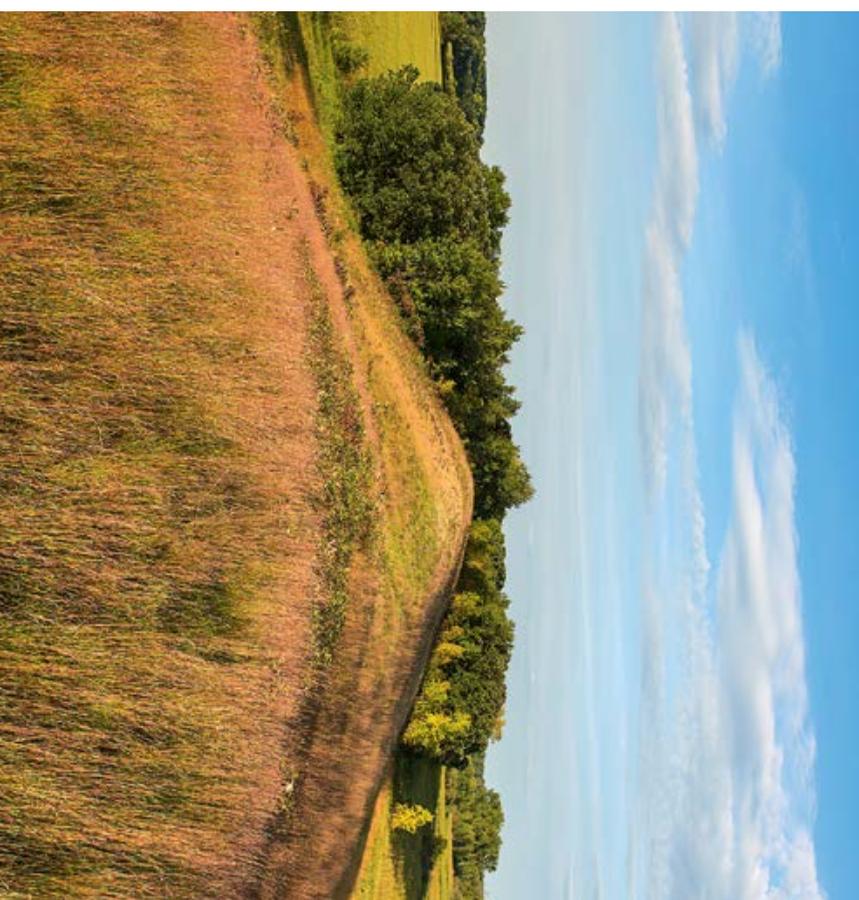
Kettle Lake

If Minnesota is the “land of 10,000 lakes,” at one time it was probably the land of thousands of chunks of ice. As glaciers moved across the land, they carried massive amounts of clay, sand, and gravel with them and left them behind—the geological equivalent of tracking dirt into the kitchen on your shoes, only big time. In some places this material, known as *till*, buried large chunks of ice broken off from the glacier. When the chunks of ice melted, the

till settled, leaving depressions in the landscape. These pits then filled with water, creating many of the lakes we see around us today.

Lakes formed in this way are known as kettle or ice-block lakes. Most of Minnesota’s 11,842 lakes are kettle lakes.

If you’d like to try this yourself, put three ice cubes into an empty pie pan and then fill the pan with sand to cover the cubes. Let it sit overnight. What do you see in the morning?



Esker

Just as rivers that run through our state today carry rocks, gravel, and sand with them, so did rivers within the glacial ice that once covered Minnesota. When the glaciers melted, they left behind snake-shaped ridges of these rocky and sandy materials that trace the path of the former rivers. Known as *eskers*, these curved hills tell us where waterways once ran beneath the ice.

Eskers come in many sizes. Lake Johanna esker in Pope County in west-central Minnesota is 70 feet high in places. Some eskers can be more than a mile long.





Moraine

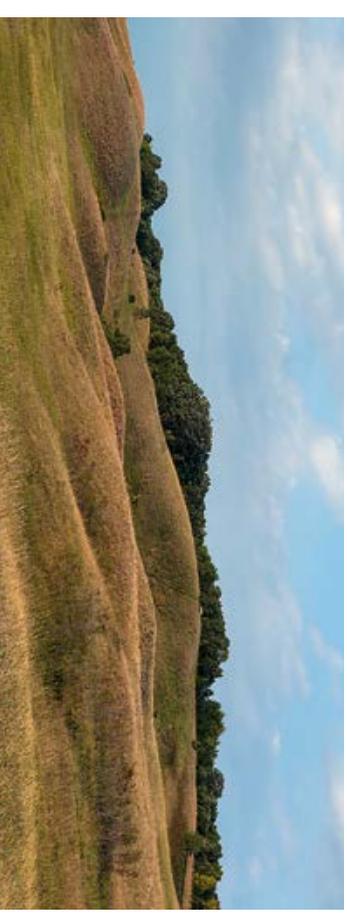
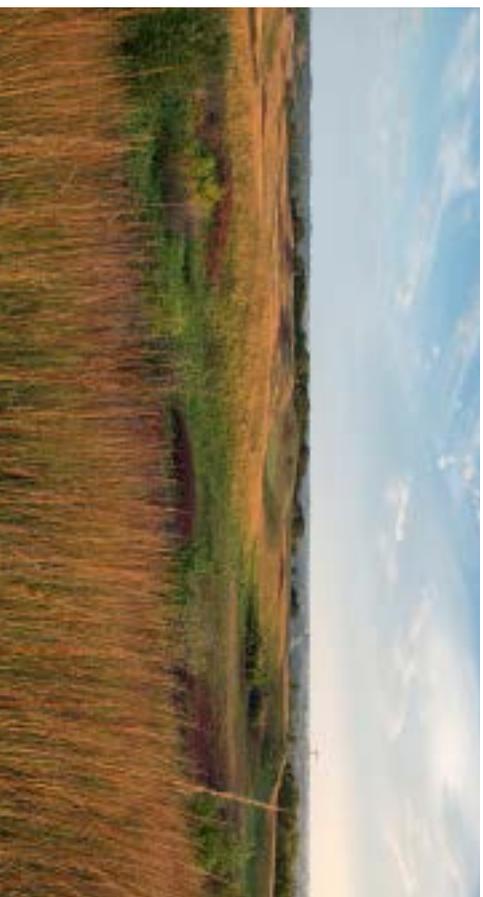
When a glacier adds ice at its back end as fast as the ice is melting at its front end, the front end stays in one place while the glacier continues to flow. The sand, pebbles, and rocks moved to the front of the glacier

by this flow pile up there like groceries at the end of a conveyor belt, forming a ridge known as a *terminal moraine*. The location of a terminal moraine tells us how far a glacier advanced. Other piles of sand, pebbles,

and rocks left along the way as the glacier moves are known as *ground moraines*.

In Minnesota, moraines run along the north shore of Lake Superior; form a horseshoe shape in the middle of the state,

and mark the farthest reach of glaciers in southwestern and southeastern Minnesota. Their names, such as Itasca moraine, Alexandria moraine, and St. Croix moraine, tell you a little bit about where they are located.





Striation

Hiking along the shore of Lake Superior, you come upon a big rock that has long scratches in it, as though someone or something dragged sharp objects across it.

Well, that's exactly what happened! And the “something” is a glacier.

Have you ever noticed that when you rub two things together, they get warmer? That happens in nature, too. As glaciers move across the land, the part that's rubbing against the land melts due to the fric-

tion. When it refreezes, rocks can end up frozen into it like the sand in a piece of coarse sandpaper. As the ice sheet creeps forward the rocks scrape the bedrock, leaving the gouges, known as *striations*, that we see today.

Sometimes rocks with glacial striations have a super-smooth background surface. That happens when the glacier also picks up tiny particles of sand, which polish rather than scratch the rock surface.



Erratic

This broken boulder on the side of State Highway 7 between Odessa and Appleton probably weighs more than 100 tons. This kind of rock was not formed anywhere near here. Where did it come from, and how did it end up in western Minnesota?

The answer, as you might have guessed, is glaciers. Cycles of freezing and thawing in glacial times helped break large chunks of rock away from rock formations in what we now know as Canada. As glaciers crept down from the north, they carried these chunks and eventually dropped them—much as you might pick up peb-

bles on a hike and leave them somewhere else. Only these rocks, known as *erratics*, can be big—some as big as a garage.

Some geologists have used glacial erratics in the same way detectives use objects left at a crime scene—to figure out what happened before they arrived. Because different kinds of bedrock are found in different places, the type of rock in an erratic provides a clue as to where it came from. By studying erratics and matching them to the rock that underlies parts of Canada, scientists can figure out where a glacier began and the direction in which it traveled.



Glacial Lake

The biggest footprint that the glaciers left in Minnesota can be seen in the northwestern part of the state. It's the flattened terrain left behind by Glacial Lake Agassiz, an enormous lake formed by water flowing from the melting glaciers.

Lake Agassiz once covered more than 120,000 square miles in what is now Minnesota, North Dakota, Ontario, Manitoba, and Saskatchewan. That's bigger than any lake on Earth today—bigger than all of the North

American Great Lakes put together!

When Lake Agassiz drained, it left behind many clues to its existence. Ridges of sand stretching across parts of northwestern Minnesota mark where its beaches once were. The flat, rich soils of the Red River Valley were once the lake bed beneath Lake Agassiz's waves. So were the peatlands of Big Bog State Park and the Red Lakes—Upper and Lower—that are now among Minnesota's largest bodies of water.



Drumlin

Some piles of glacial till stretch for long distances across the landscape. But in other places, glaciers sculpted till into distinctive mounds as they moved across the land.

Some mounds, known as *drumlins*, are shaped like giant water droplets—wide

at the “upstream” end and tapering to a point at the other, as though pointing in the direction the glacier is traveling. This road in Otter Tail County in western Min-

nesota goes up and over drumlins, giving it a roller-coaster-like look (and feel!).

Fascinating Clues

Some parts of Minnesota—notably the southeast—escaped at least the most recent glaciers, so these areas have few if any clues pointing to the former action of ice. But most of our landscape is filled with fascinating features that the glaciers left behind during their prehistoric visit to this area. As you travel around the state, or even around your neighborhood, keep your eyes open. Those hills, ridges, and mounds have many stories to tell—if you take the time to listen. 📍

TEACHERS RESOURCES

Find a Teachers Guide and other resources for this and other Young Naturalists stories at mndnr.gov/young_naturalists.

4L Sra. Serrano - Week 5: May 1st - 7th

INTERROGATIVES

-Instructions

Note that all interrogative words carry a written accent.

¿Por qué? Porque	Why? Because
¿Qué?	What?
¿Cuándo?	When?
¿Cuánto?	How much?
¿Dónde?	Where?
¿Adónde?	To where?
¿Quién? ¿Quiénes?	Who?
¿A quién? ¿A quiénes?	Whom?
¿Cómo?	How?
¿Cuál? ¿Cuáles?	Which? Which ones?
	¿De quién / es? Whose?
	¿Cuántos / as? How many?
	¿De dónde? From where?
	¿Con quién? With whom?
	¿Para qué? For what?
	¿Para quién? For whom?

Note that in Spanish the subject and verbs are inverted in interrogative sentences.

¿Por qué tiene un perro?	Why do you have a dog?
¿Qué hace Juan?	What is Juan doing?
¿Cuándo vienen tus amigos?	When are your friends coming?
¿Cuánto cuesta el vestido?	How much does the dress cost?
¿Dónde están ellos?	Where are they?
¿Adónde va Elena?	(To) Where is Elena going?
¿Quién habla ahora?	Who talks now?
¿A quién ve Usted?	Whom do you see?
¿Cómo es Carlos?	How is Carlos?
¿Cuál prefieres?	Which one do you prefer?

Lectura

Instructions (A)

Sra. Serrano

Week 5: May 1st - 7th

Objectives

- Read about an international volunteer organization
- Learn about volunteer work in Spanish-speaking countries
- ~~Recognize cognates in the reading~~
- ~~Identify the main idea of the text~~

Lee este artículo sobre una organización que hace proyectos de construcción en muchos países del mundo.

Hábitat para la Humanidad Internacional

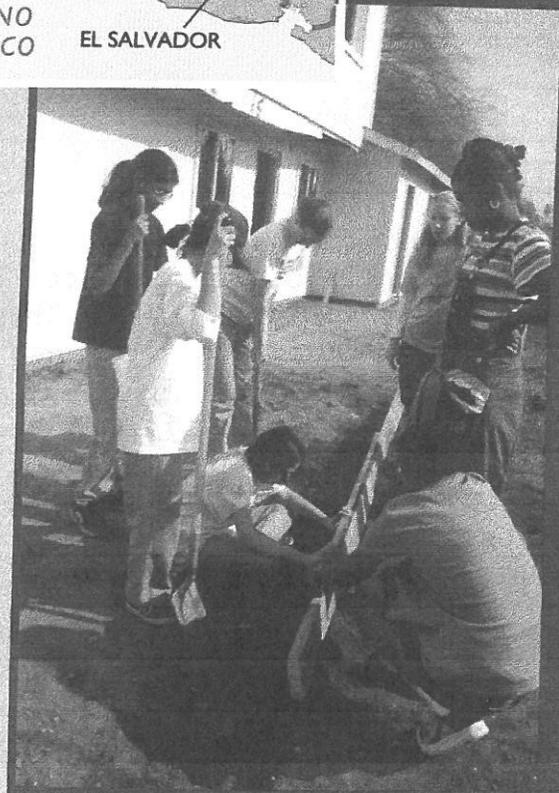
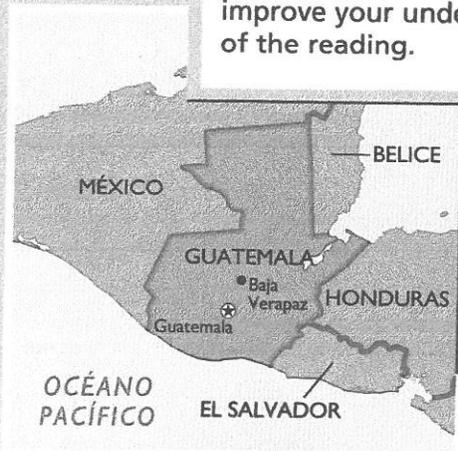
Hábitat es una organización internacional que ayuda a la gente pobre a tener casa. Su objetivo es construir casas seguras¹ que no cuestan mucho para las personas que no tienen mucho dinero. Hábitat trabaja con las familias pobres, con los grupos de voluntarios y con las personas que les dan dinero. Esta organización tiene más de 2.500 proyectos en muchas comunidades de los Estados Unidos y otros 1.600 proyectos en más de 83 países diferentes. Hábitat ha construido² unas 250.000 casas en todo el mundo.

Guatemala tiene quince afiliados de Hábitat. Cada afiliado tiene su propio dinero y hace su plan de construcción y sus proyectos. Los afiliados de Guatemala tienen mucho éxito.³ Han construido más de 10.000 casas y tienen planes para construir 15.000 más en los años que vienen. Según Hábitat, las personas pobres tienen que ayudar a construir sus casas. Es una manera positiva de ayudar a los demás. Hábitat les da los materiales de construcción y los trabajadores voluntarios. Cuando la casa está construida, el nuevo propietario⁴ paga una pequeña hipoteca⁵ cada mes. Después, los nuevos propietarios tienen que ayudar a otros futuros propietarios a construir sus casas.

¹ safe ² has built ³ success ⁴ owner ⁵ mortgage

Strategy

Recognizing cognates
Recognizing cognates in the following article can help improve your understanding of the reading.



Un proyecto de Hábitat para la Humanidad Internacional

Instructions - (B) Sra. Serrano - Week 5: May 1st - 7th

Para todos, es una experiencia increíble.



Trabajadores de Hábitat para la Humanidad Internacional

—Ayer fue mi cumpleaños y recibí el mejor regalo de mi vida, mi propia casa —dijo una señora de la comunidad de Baja Verapaz.

La mayoría⁶ del dinero viene de donaciones privadas y del trabajo voluntario de muchísimas personas.

¿Sabes que el ex-presidente Jimmy Carter y su esposa Rosalynn son dos de los primeros miembros voluntarios de Hábitat? Los grupos de voluntarios son una parte fundamental del éxito de la organización.

—Es una experiencia inolvidable para ayudar a los demás —dijo un voluntario en Guatemala.

⁶ the majority

Day 3: ⁽³⁾ Read "Hábitat para la Humanidad Internacional"
A&B