



“A landmark book . . . the freshest, deepest, most optimistic account of human nature I’ve come across in many years.” —Bill McKibben



A
PARADISE
BUILT IN
HELL

THE EXTRAORDINARY COMMUNITIES
THAT ARISE IN DISASTER



REBECCA SOLNIT

author of *Wanderlust*

CURRICULUM GUIDE

a paradise built in hell

Overview of Cal Humanities/Searching for Democracy and California Reads

Leading into the national 2012 elections, *Searching for Democracy* is the culmination of a two-year long initiative that provides Californians with various ways to explore how the humanities can provide insight and opportunities to converse about the nature, state and needs of our vibrant American democracy. Cal Humanities and its partners will explore these complexities—through a series of local, regional, and statewide humanities-inspired activities—to accomplish a greater understanding of what is needed to sustain a healthy democracy in an increasingly interdependent world.

Students, families and people from all walks of life will explore—online and in person—what discoveries and lessons lie in works of fiction and nonfiction, provocative cultural exhibits and public conversations. The Cal Humanities website (www.calhum.org) will be an online hub for all activities, where participants of events, readers of the initiative’s books or people new to our effort can learn more and share what they have discovered.

Our *Searching For Democracy* program partners include: California libraries, California Center for the Book, California History-Social Science Project, Exhibit Envoy, and Zócalo Public Square, in collaboration with California State Library, California Community Colleges, California State University, and University of California Television.

California Reads is a new program of Cal Humanities developed in partnership with the California Center for the Book and the California State Library. It invites Californians from all walks of life throughout our state to participate in reading and discussion programs and related activities hosted by libraries, schools, colleges, bookstores and other community institutions.

We have selected a slate of books this year to stimulate a thoughtful reflection of, and lively discussion among friends and neighbors, family and strangers about the past, present, and future of democracy. Five thought-provoking books were chosen from a pool of over 300 titles nominated by members of the public, based upon the recommendations of an advisory group of librarians, authors, scholars, publishers and critics. These five books were selected:

- *The Penguin Guide to the United States Constitution: A Fully Annotated Declaration of Independence, U.S. Constitution and Amendments, and Selections from The Federalist Papers*, by Richard Beeman. Annotated by one of the nation’s foremost Constitutional scholars, this compact edition of our nation’s founding documents provides text and

context for readers seeking to understand the framework of our democracy as well as its meaning, past and present.

- *Farewell to Manzanar*, by Jeanne Wakatsuki Houston and James D. Houston. A heartbreaking and compelling memoir about the Japanese American internment experience as seen through the eyes of young girl, this personal story bears witness to a failure of American democracy.
- *A Paradise Built in Hell: The Extraordinary Communities That Arise in Disaster*, by Rebecca Solnit. A masterwork of narrative nonfiction by a contemporary California writer reaches some surprising conclusions about our need for community and common purpose, which she argues are fundamental to democratic forms of social and political life.
- *It Can't Happen Here*, by Sinclair Lewis. This underappreciated classic by one of America's greatest novelists, first published in 1935, imagines a chillingly undemocratic America. It details the rise of a populist politician as he creates a fascist regime, and reminds us of the fragility of our democratic institutions.
- *Lost City Radio*, by Daniel Alarcón. A haunting novel by a young California writer explores the aftermath of a traumatic civil war in a fictitious South American country, and raises questions about the importance of historical knowledge, collective memory, and public access to information in a democratic society.

The California History-Social Science Project has developed a K-12 curriculum guide for each book to support classroom discussion and activities. The guides and materials, along with additional resources and information about *Searching for Democracy*, **California Reads**, and public programs and activities at libraries and other community venues, can be found online at www.calhum.org/searchingfordemocracy.

A Paradise Built in Hell: The Extraordinary Communities that Arise in Disaster

By Rebecca Solnit

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Curriculum Guide for *Paradise Built in Hell*

By Rebecca Solnit

“America in Times of Disaster”

By Sarah Taylor (Sacramento Accelerated Academy, Sacramento, CA),
Shelley Brooks (CHSSP), and
Beth Slutsky, editor (CHSSP)

Major Topics:

- ✓ 1906 San Francisco Earthquake
- ✓ September 11, 2001 Terrorist Attacks
- ✓ 2005 Hurricane Katrina
- ✓ Governmental, organizational, and individual responses in times of disaster

What do natural and man-made disasters tell us about the role of the government, private individuals, and organizations? Which parts of the population are most vulnerable during these disasters?

Through an examination of primary and secondary sources that explain the 1906 San Francisco earthquake, the terrorist attacks on September 11, 2001, and Hurricane Katrina in 2000, 11th-grade students will gain an understanding of the many dimensions of disasters. This Curriculum Guide highlights the effects of disasters on the individual; municipal, state, and federal government response; private initiative to meet the needs of those suffering; and the social and political implications of relief efforts. Often disasters are the catalyst for citizens to become an active part of their community, helping out their neighbors (even if they are strangers), and giving people an opportunity to be part of something bigger than themselves. Disasters are also a time when inequities in our governments’ reaction to disasters can be apparent- as we saw in the very different reactions to Katrina and 9/11. Students will learn that disasters can bring out both the best and the worst in society, and that these responses are oftentimes unexpected and unpredictable.

Prior to studying this unit at the end of their 11th-grade United State History course, students have already analyzed the economic boom and social transformation of post-World War II America. They have learned about important social issues that have shaped our government and nation, such as the debate on welfare reform, education, or the Oklahoma City terrorist

attack. Students may have also studied the terrorist attacks of September 11, 2001 and the effects on American policy and people. Finally, students should be familiar with the challenges of rebuilding from a natural disaster such as Hurricane Katrina, which devastated New Orleans in August 2005.

In this Curriculum Guide students will analyze photographs from the three disasters using primary source analysis tools; read excerpts from *A Paradise Built in Hell* by Rebecca Solnit and complete a graphic organizer; finally students will write their own newspaper editorial about one of the disasters focusing on an answer or analysis to the historical investigation question. In order to confront these complicated topics, images, and texts, students will complete a sentence-chunking activity in their textbook and analyze sources to discern fact from opinion. Ultimately, they will learn how to develop their own argument in their editorials.

STANDARDS ADDRESSED

California History Social-Science Standards

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

11.11.7 Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline family farms, increases in out-of-wedlock births, and drug abuse.

11.11.6 Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

Common Core State Standards

Reading Standards for Literacy in History/Social Studies, Grades 11-12

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
9. Integrate information from diverse sources, both primary and secondary, in to a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in History/Social Studies, Grades 11-12

- 1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

1e. Provide a concluding statement or section that follows from or supports the argument presented.

2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Procedures for this Historical Investigation

Part 1: Students gain **context** for the historical investigation and a **basic grasp** of the issue(s) through structured discussion, image analysis, and/or close reading. This initial understanding will be challenged, extended, or supported by subsequent documents in this investigation.

Materials and Resources

- Photographs from the three disasters ([handout 1a,b,c](#))
- Primary Source Tool Box ([handout 2](#))
- Primary Source Tool Box Response Handout ([handout 2b](#))
- Disaster Background Information Handout ([handout 3](#))

Time Allotted	Procedures
<p>1 class period (50 minutes)</p>	<ol style="list-style-type: none"> 1. Students will work in small groups of 3-4 to analyze photographs (Handout 1A,B,C) from the three disasters. (You may either display the photos on a projector or overhead, or give copies to each group.) 2. As each photograph set is being displayed, student groups will analyze the photographs using the “primary source tool box” handout (Handout 2). Students should be discussing what they see in the pictures with each other, and one person will be the “recorder” to write down their responses to the tool box questions (see student Handout 2B- Primary Source Tool Box Response). 3. After each group has had enough time to work with the primary sources, the teacher will lead a whole-class discussion about each photo set. Use the questions from the “primary source toolbox” to guide the discussion. 4. During this discussion the teacher can also lead a discussion about what students remember from past lessons about these events. If students don’t remember the basic background of the disasters the teacher can share the “Background Information” handout (Handout 3), which will remind students of the main facts about the disasters.

Part 2: Students **analyze documents**—textual, visual, and/or audio—related to the **key historical investigation question**, as they examine the literal aspects of each source, consider multiple perspectives, determine what can be learned from various pieces of evidence, and compare different pieces of evidence.

Materials and Resources—*Briefly list primary and secondary sources students will use to investigate your question. You might want to number them here and refer to the numbers as you outline the investigation procedures below.*

- Sentence Chunking Lesson ([handout 4](#))

- Book Excerpts from Rebecca Solnit, *A Paradise Built in Hell: The Extraordinary Communities that Arise in Disaster* (New York: Viking Press, 2009) ([handout 5, 6, 7](#))
- Student Graphic Organizer and Analysis Questions ([handout 8](#))

Time Allotted	Procedures
<p>2-3 class periods Sentence Chunking: 20- 30 minutes</p> <p>Partner Reading and Graphic Organizer: 40 minutes</p> <p>Student Response Group and presentations: 40 minutes</p> <p>**If short on time you might want to leave out Step #5 and just have a shorter whole class discussion about the investigative questions.</p>	<ol style="list-style-type: none"> 1. Sentence Chunking review lesson. Students will re-read the textbook information about Hurricane Katrina and 9/11 using the sentence chunking technique (Handout 4) to break apart text for better comprehension. Please see teacher key (Handout 4B) and explanation about what sentence chunking is (Handout 4C), and how to use it with your students. 2. Review with students the background of each disaster using the “Background Information” handout (Handout 3). 3. Give students a packet of excerpts from <i>A Paradise Built in Hell</i> (Handouts 5, 6, 7) for each disaster. Together with a partner they will read the excerpts and complete a chart (Handout 8) comparing all three disasters. 4. At the end of the reading, using the Student Graphic Organizer (Handout 8), student pairs will answer questions addressing the historical investigation question (and the different perspectives of the disaster: What do these events tell us about the role of the government (all levels) and private individuals and organizations in times of disaster? What needs do these groups try to meet in the wake of a disaster, and what differences in approach do you note? Which parts of the population are most vulnerable during these disasters?) 5. Student Response/Discussion Group: Break students into three groups – one for each event – asking them to prepare a response to how their particular disaster was exacerbated or improved (specifically in which ways) by government response. Students should prepare a written response (either in paragraph or bullet form) that addresses the question above and gives specific evidence for their response. Students will choose a spokesperson from the group to present their information to the rest of the class.

Part 3: Students construct an explanation about history, marshalling evidence for their interpretation from the sources analyzed to advance an argument in response to the key question. Teachers can assess students’ understanding of the standard and the historical process by evaluating this product.

Materials and Resources—

- Fact or Opinion handout ([handout 9](#))
- Developing an Argument handout ([handout 10](#))
- “How to create an editorial” instructions ([handout 11](#))
- Excerpts and photographs of the disasters ([handouts 1, 5, 6, 7](#))

Time Allotted	Procedures
<p>1-2 class periods</p> <p>1. Fact or Opinion Lesson: 20- 30 minutes</p> <p>2. Developing an Argument Lesson: 20-30 minutes</p> <p>3. 15 minutes to go over instructions – students will be assigned editorial assignment for homework</p> <p>** If short on time, you could review how to develop an argument in preparation for their editorial.</p>	<ol style="list-style-type: none">1. Fact or Opinion Lesson (Handout 9). The purpose of this lesson is to review with students what is fact and what is opinion. They will need to be able to distinguish between the two to write an effective editorial. Fact or Opinion literacy lesson (Handout 9).2. Developing an Argument literacy lesson (Handout 10). Students will review how to develop an argument from an opinion. They will select one of the investigative questions, list evidence from their investigation (excerpts and photographs), and form an argument based on that evidence. They will be using this argument to form a thesis statement for an editorial newspaper article.3. Students will take a position about an issue or question that has arisen due to their historical investigative question. They will choose one of the disasters, and write a newspaper editorial (Handout 11) as if they were journalists during the time of the disaster. They will create a newspaper layout, using headlines and visuals to make their newspaper look more authentic.

San Francisco Earthquake (1906)– Photo #1



San Francisco Earthquake (1906)– Photo #2



San Francisco Earthquake (1906)– Photo #3



San Francisco Earthquake (1906)– Photo #4



San Francisco Earthquake (1906)– Photo #5



San Francisco Earthquake (1906)– Photo #6



San Francisco Earthquake (1906)– Photo #7



San Francisco Earthquake (1906)– Photo #8



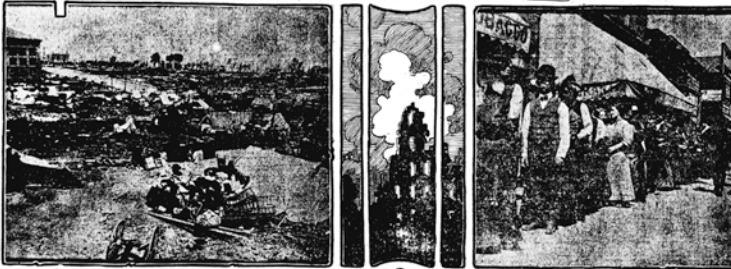
San Francisco Earthquake (1906)– Photo #9



San Francisco Earthquake (1906)— Image #10

SAN FRANCISCO CHRONICLE, SUNDAY, APRIL 22, 1906.

FOOD FOR HOMELESS THOUSANDS



Lines at the Washed Machine High School.

Waiting Their Turn in the Long Bread Line.

ONE WILL GO WITHOUT FOOD

apid Progress Made in Providing Food for the Needy

Efforts have been made to provide food for the needy in the city. The committee has been successful in securing a large amount of food from various sources. The food is being distributed to the needy through various agencies. The committee has been successful in securing a large amount of food from various sources. The food is being distributed to the needy through various agencies.

PRICE WAS INCREASED TO PREVENT BUYING ALL STOCK

The price of clothing and shoes has been increased to prevent buying all stock. The increase is necessary to prevent a shortage of goods. The price of clothing and shoes has been increased to prevent buying all stock. The increase is necessary to prevent a shortage of goods.

EAGER TO T/ IN THE HOI

California Cities to Succor Those Out by F

California cities are eager to succor those out by fire. The cities are offering to provide food and shelter for the homeless. The cities are offering to provide food and shelter for the homeless.

San Francisco Chronicle.

FORCE OF THE FIRE IS AT LAST SPENT BANKS ABLE TO MEET THE EMERGENCY

PLENTY OF MONEY IN THE VAULTS

Financiers Want Thirty Days in Which to Put Affairs in Shape for Business

Financiers want thirty days in which to put affairs in shape for business. The banks are able to meet the emergency. The banks are able to meet the emergency.



WINE USED TO FIGHT FLAME

Long Hard Battle on Russian—Near Water Front—Docks Are Saved.

Wine was used to fight the flames. The battle was long and hard. The docks were saved. The docks were saved.

POLICEMEN WITHIN MURDER

Policemen were within the murder. The police were successful in catching the murderer. The police were successful in catching the murderer.

SCORES OF VICTIMS AT PARK HOSPITAL

Scores of victims were at the park hospital. The hospital was full of patients. The hospital was full of patients.

MANY CARED FOR AT EMERYVILLE

Many people were cared for at Emeryville. The hospital was full of patients. The hospital was full of patients.

THIRTY DAYS OF HOLIDAY.

Thirty days of holiday. The banks are closed for thirty days. The banks are closed for thirty days.

NO DANGER OF NEW EARTHQUAKE

There is no danger of a new earthquake. The ground is stable. The ground is stable.

URGENT CALL FOR NURSES

There is an urgent call for nurses. The hospitals are in need of nurses. The hospitals are in need of nurses.

OVERCHARGING FOR TELEGRAMS

There is overcharging for telegrams. The rates are too high. The rates are too high.

PLENTY OF MEN TO GUARD CITY

There are plenty of men to guard the city. The police are well equipped. The police are well equipped.

THOUSANDS WAIT IN BREAD LINES

Thousands of people are waiting in bread lines. The food is scarce. The food is scarce.

SENSE OF URGENCY

There is a sense of urgency. The situation is serious. The situation is serious.

MONEY PICKED UP IN STREET

Money was picked up in the street. The police found a large amount of money. The police found a large amount of money.

KEY TREASURES ALL SAFE

The key treasures are all safe. The valuables were protected. The valuables were protected.

HELP FOR CARROLL

There is help for Carroll. The committee is providing assistance. The committee is providing assistance.

NOTICE OF RELIEF WORK

Notice of relief work. The committee is providing assistance. The committee is providing assistance.

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San Francisco Earthquake (1906)– Photo #11



San Francisco Earthquake (1906)– Photo #12



San Francisco Earthquake (1906)– Photo #13



San Francisco Earthquake (1906)– Photo #14



San Francisco Earthquake (1906)– Photo #15



San Francisco Earthquake (1906)– Photo #16



Citations

1. Dynamiting near the Emporium. BANC PIC 2004.004:20—PIC. The Bancroft Library
2. San Francisco City Hall after the 1906 Earthquake. (from [Steinbrugge Collection of the UC Berkeley Earthquake Engineering Research Center](#))
<http://earthquake.usgs.gov/regional/nca/1906/18april/index.php>
3. [Woman and children at refugee camp.] BANC PIC 19xx.112:041. The Bancroft Library
[Refugees in line at camp. Unidentified location.] BANC PIC 1905.05643—PIC. The Bancroft Library
4. This photograph by Arnold Genthe shows Sacramento Street and approaching fire. (from Steinbrugge Collection of the UC Berkeley Earthquake Engineering Research Center)
http://www.consrv.ca.gov/cgs/geologic_hazards/earthquakes/Pages/SanFrancisco_1906.aspx
5. 1906 Refugees fleeing down Market Street to the Ferry. Market Street at foot of California St. April 18, 1906.
Roy D. Graves Pictorial Collection. BANC PIC 1905.17500—ALB Vol. 7:72
6. <http://www.westernmininghistory.com/articles/10/page1/>
7. *San Francisco's Mission District burns in the aftermath of the 1906 San Francisco earthquake.* (H.D. Chadwick/National Archives and Records Administration/Wikipedia)
<http://www.wired.com/thisdayintech/2011/04/0418san-francisco-earthquake-fire/>
8. 1906 Earthquake Centennial Alliance
http://www.consrv.ca.gov/cgs/geologic_hazards/earthquakes/Pages/SanFrancisco_1906.aspx
9. Hotel St. Francis at Powell and Geary streets. (Steinbrugge Collection)
http://www.eoearth.org/article/San_Francisco_Earthquake_of_1906?topic=50013
10. San Francisco Chronicle, April 22, 1906
<http://usgwarchives.net/ca/earthquake/earthquake.html>
11. Amidst the chaos following the 1906 earthquake, Presidio soldiers were deployed in downtown San Francisco. <http://www.nps.gov/prsf/historyculture/1906-earthquake-law-enforcement.htm>

12. **Refugees at Union Square. -- The Hansen Collection -- 19060158.jpg** *Owning Institution:* The Museum of the City of San Francisco. *Description:* The park at Union Square was swarming with refugees within a couple hours of the quake. Union Square itself would go up in flames late in the evening of the first day.

<http://www.sfmuseum.org/eqphotos/sfweb/big/19060158.jpg>

13. **Retrieving what they can. -- The Hansen Collection -- 19060017.jpg** *Owning Institution:* The Museum of the City of San Francisco. *Description:* Families with what possessions they could salvage from their damaged homes.

<http://www.sfmuseum.org/eqphotos/index.asp?pstart=2>

14. **Miniature moving van. -- The Hansen Collection -- 19060178.jpg.** *Owning Institution:* The Museum of the City of San Francisco. *Description:* Wheelbarrows were as much in demand as wagons and baby carriages--any wheeled contrivance was needed to save one's possessions from the encroaching flames. <http://www.sfmuseum.org/eqphotos/sfweb/big/19060178.jpg>

15. **Crowd of gawkers. -- The Hansen Collection -- 19060196.jpg.** *Owning Institution:* The Museum of the City of San Francisco. *Description:* A large crowd of people on Market Street, mostly men, watch the flames consuming downtown San Francisco.

<http://www.sfmuseum.org/eqphotos/sfweb/big/19060196.jpg>

16. **Tent Coffee Shop -- The Hansen Collection -- 19060510.jpg.** *Owning Institution:* SFMUSEUM.ORG. *Description:* Tent coffee shop in the ruins.

<http://www.sfmuseum.org/eqphotos/sfweb/big/19060510.jpg>

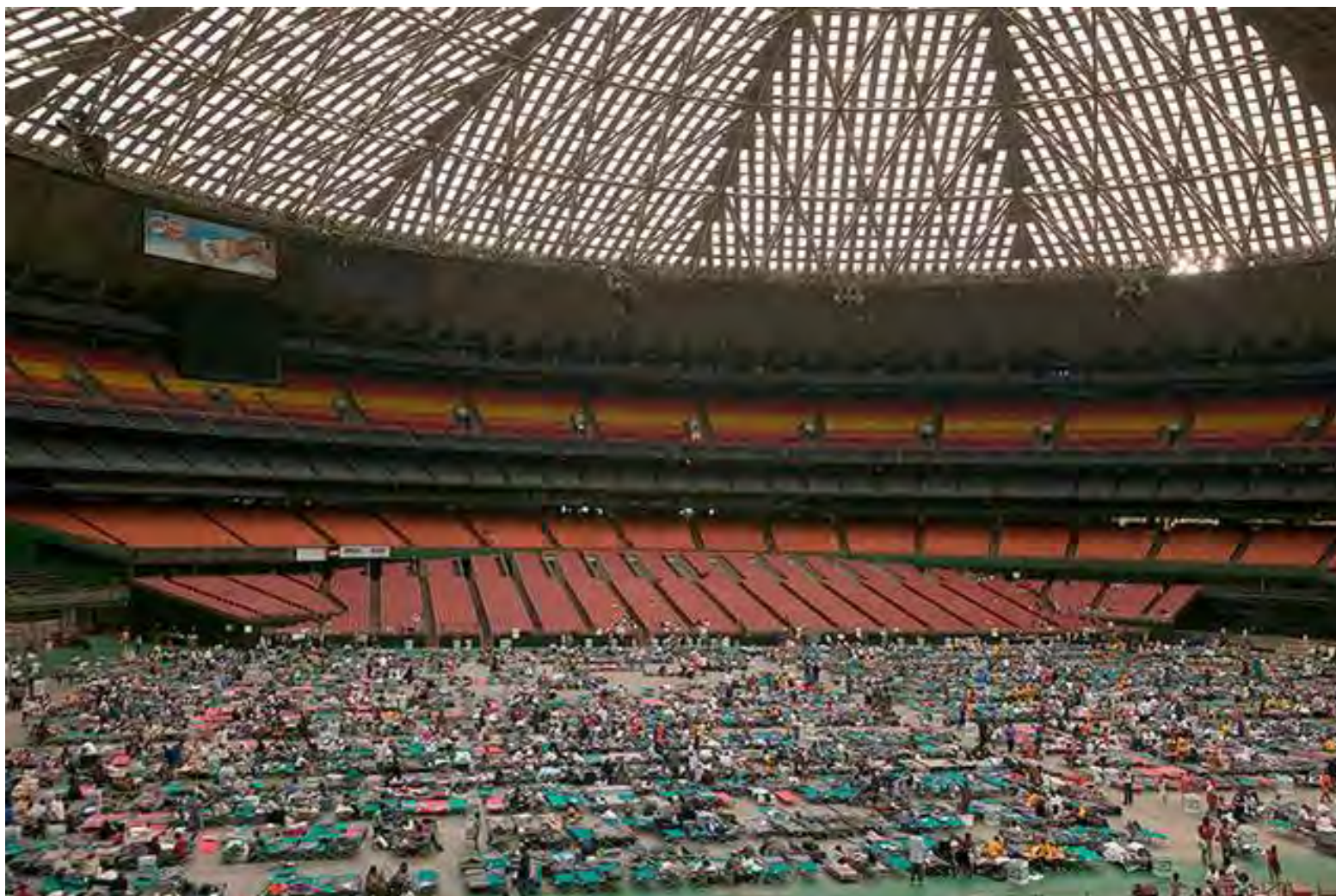
9-11 Photographs

Please go to the following site to show your students photographs relating to September 11th. The link below is from *Life* magazine's commemorative issue remembering 9/11. Here is *Life* magazine's introduction to this set of 25 photos:

“One decade after 9/11, an unsettling number of images from Ground Zero and its environs remain seared in our collective memory -- unsurprising, perhaps, given the scope and scale of the destruction. But the fact that the deadliest, most visually arresting attacks occurred in New York City also meant that many of the world's best photographers were, in effect, already on the scene when the terrorists struck. Here, to mark the tenth anniversary of 9/11, and in hopes of lending coherence to our shared, turbulent recollections, LIFE.com presents the 25 most stirring, visceral photographs from that day, featuring pictures from the likes of James Nachtwey, Joe Raedle, Spencer Platt, Mario Tama, and other celebrated photojournalists (and one intrepid amateur). These are the pictures we remember: wrenching, indelible photographs that tell the tale of a still-resonant late summer day that changed everything.”

<http://news.yahoo.com/photos/9-11-the-25-most-powerful-photos-1315611364-slideshow/25-most-powerful-photos-photo-1315610979.html>

Hurricane Katrina – Photo #1



Hurricane Katrina – Photo #2



Hurricane Katrina – Photo #3



Hurricane Katrina Photo #4



Hurricane Katrina – Photo #5



Hurricane Katrina – Photo #6



Hurricane Katrina – Photo #7



Hurricane Katrina Citations

1. Booher, Andrea. -- FEMA images provided by IP --
http://www.katrinadestruction.com/images/v/houston_astrodome/14kd448w-astrodome.html
2. -- FEMA images provided by IP -- August 30, 2005.
<http://www.katrinadestruction.com/images/v/hurricane/SIP0515508-surreall-scene.html>
3. Booher, Andrea. -- FEMA images provided by IP --
http://www.katrinadestruction.com/images/v/houston_astrodome/survivor+image.html
4. -- FEMA images provided by IP --
<http://www.katrinadestruction.com/images/v/hurricane/17kd837-massive-katrina-destruction.html>
5. -- FEMA images provided by IP --.
<http://www.katrinadestruction.com/images/v/hurricane/SIP0517760-new-orleans-rescue.html>
6. -- FEMA images provided by IP --.
<http://www.katrinadestruction.com/images/v/hurricane/18kd920-hurricane-evacuees.html>
7. -- FEMA images provided by IP --.
<http://www.katrinadestruction.com/images/v/new+orleans+flood/hurricane+residents+on+roof+aerial+view.html>

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For more articles and photos, go to the *New York Times*:

http://topics.nytimes.com/top/reference/timestopics/subjects/h/hurricane_katrina/index.html?scp=1-spot&sq=hurricane%20katrina&st=cse

Primary Source Toolbox

1. Observations: (Make 2) What ***strikes*** you in reading this document/looking at this visual? What sorts of things ***leap out*** at you? What ***grabs*** your attention?
2. Questions: (Make 2) What ***puzzles*** you? What don't you get? What do we need to talk about & to try to figure out? What do you find out here that you didn't know, or that ***challenges*** something you thought you knew?
3. What ***patterns*** do you see? How does this source relate to other sources from this time? What concepts, images or key words keep coming up?
4. What ***connections*** do you see? Does this source remind you of a source or issue from another historical time period? Do you see any similarities between this source and something from our modern time?

Source: Modified from "History Toolbox" by Dr. Karen Halttunen, U.S.C., Department of History

A Basic Toolbox for Teaching Primary Source Materials

by Karen Halttunen and Jeff Pollard, The History Project at U.C. Davis

Teaching primary source materials—the raw evidence that historians work with to learn about the past—poses a difficult challenge. Students at all levels of experience and ability tend to freeze in the face of strange-looking, archaic documents, and to experience a failure of confidence when asked to decode and interpret them.

In my own classroom, I have found it useful to pose four basic questions about whatever primary sources my students are reading. The virtues of these questions are, first, they are simple; second, they are universally applicable and third, they are open ended—that is, they invite students to report on what they discover in the sources, rather than dictating what students should be finding, or what they should believe to be important.

Step 1: Observations: What strikes you in reading this document? What sorts of things leap out at you? What grabs your notice?

--This question has proved especially useful to me for opening discussion, breaking the classroom ice, finding out what's on students' minds and where their knowledge and understanding of a given subject begin.

Step 2: Questions: What puzzles you? What don't you get? What do we need to work together to try to figure out? What do you find here that you didn't know, or challenges something that you thought you knew?

--These questions help history teachers keep alive the all-important surprise factor, that keeps both our students and ourselves open to new information and insights.

Step 3: Patterns: What patterns do you see? What concepts or key words keep cropping up? Where do you find repeated expressions of the same problems and concerns, hope and fears, methods and goals?

--This helps students exercise historical empathy by trying to understand the world through the eyes of historical subjects. It shifts the focus of attention from us the historical investigators to them our subjects, and tries to figure out what's more important to them. This question is especially useful for interpreting two or more documents together, side-by-side, by exploring what patterns emerge from a group of sources.

Step 4: Connections: This question is intended to help students draw connections between historical eras and make thematic links across a course of study. Also it helps students potentially relate history to something else they see as important in their life or time.

Student Handout: Primary Source Toolbox Analysis

Directions: In your group, spend time looking at the packet of visuals for each disaster. As you view each photograph, discuss the questions from the Primary Source Toolbox. Finally, chose someone from your group to be the “recorder” and someone to be the “spokesperson.” The recorder will complete your group’s thoughts in the chart below. The spokesperson will present your thoughts and ideas in a class discussion of the photos.

Toolbox	San Francisco Earthquake -1906	9/11/01 Terrorist Attack (New York)	Hurricane Katrina-New Orleans 2005
Observations			
Questions			

Toolbox	San Francisco Earthquake	9/11 Terrorist Attack (New York)	Hurricane Katrina (New Orleans)
Patterns			
Connections			

1906 San Francisco Earthquake

On April 18, 1906, a powerful earthquake (7.8 magnitude) erupted along the San Andreas Fault, sending tremors from Los Angeles to Oregon, and into central Nevada. The quake's epicenter sat close to San Francisco, where the most severe damage and loss of life occurred. Though the shaking lasted only a minute, it was enough to topple or weaken buildings throughout the city, where most San Franciscans slept at the time of the quake: 5:12 A.M. The damage was most severe to buildings erected on top of in-fill – land that had been created out of marsh areas along the edge of the bay. The Valencia Hotel stood upon such ground, where its four stories were reduced to one within minutes. Even solid ground, however, heaved and swayed “like a top while it jerked this way and that, and up and down and every way,” said a policeman after the quake. The earthquake led more than 3,000 deaths. The most extensive damage, however, resulted from the fires that followed the earthquake.

Broken gas lines, overturned stoves, exposed electrical wires, and other such hazards led to raging fires while the fire department struggled to respond in the face of broken water mains (from the earthquake). In desperation, firemen turned to the many saloons for water, and even sewers, to try and put out the fires. From the outset, the fire department operated without its chief, Dennis Sullivan, who suffered fatal wounds during the earthquake. Arriving on the scene were soldiers from the Presidio, the state militia, marines, sailors, and student cadets from the University of California (Berkeley). In an attempt to create firebreaks, firemen and soldiers intentionally blew up buildings that posed a fire threat. The fire department had requested dynamite from the Presidio, but instead received the very flammable black gunpowder. In many instances this led to additional fires, and in all, a 4.7 square mile section of the city burned under flames that reached 2,000 degrees.

These soldiers enforced martial law, though Congress had not declared it, and followed Mayor Eugene Schmitz's proclamation: “The Federal Troops, the members of the Regular Police Force, and all Special Police Officers have been authorized by me to KILL any and all person found engaged in Looting or in the Commission of Any Other Crime.” Soldiers, under the command of Presidio Brigadier General Frederick Funston, shot an untold number of people in the days after the earthquake. Military personnel also provided necessary aid in the wake of the disaster – distributing food and clothing, erecting refugee camps, demolishing ruined buildings, and clearing the streets of the earthquake's and fire's debris.

Nearly half of the city's population of 400,000 was left homeless after the destruction caused by the earthquake and fires, with property damage reaching over \$300 million. Refugee camps remained in use for nearly two years within the city, to house the lingering number of homeless residents who waited for new construction. It took nearly ten years for the city to rebuild, just in time for the Panama-Pacific Exposition in 1915, where the city celebrated its rebirth for visitors from around the world.

For more information see:

<http://earthquake.usgs.gov/regional/nca/1906/18april/index.php>

<http://www.sfmuseum.org/1906/06pd1.html>

<http://bancroft.berkeley.edu/collections/earthquakeandfire/exhibit/room02.html>

September 11, 2001

A series of attacks on September 11, 2001, led to the death of roughly 3,000 Americans in New York City, the Pentagon, and in the four planes that were hijacked by Islamic extremists. Nineteen men acting on behalf of extremists in Afghanistan, intending to bring death and destruction to the United States, successfully hijacked four commercial airliners and aimed them at key targets: the two World Trade Center towers, the Pentagon, and either the United States Capitol or the White House. The terrorists hit three of their four targets, bringing down both of the World Trade Center towers, creating a gaping hole in the Pentagon, but were overpowered by passengers on one plane who forced them to crash in Pennsylvania rather than allow the hijackers to continue to Washington, D.C.

A federal report on these attacks highlights that while the actual day's events came as a shock, they should not have been "a surprise." In the previous decade, extremists had carried out small-scale (in comparison with 9/11) attacks in the United States and against American targets abroad. In February 1993, a man named Ramzi Yousef tried to bring down the World Trade Center with a truck bomb, killing six and wounding one thousand. In several instances, additional attacks were thwarted before execution. In the months preceding the September 2001 attacks, U.S. intelligence agencies received warnings that the Islamic group, al Qaeda, was planning "something very, very, very big." Director of Central Intelligence George Tenet told the federal commission investigating the attacks: "The system was blinking red." Signs seemed to point to an attack abroad, however, not within the United States.

Nevertheless, once the attacks did occur in the morning of September 11, emergency crews responded swiftly. Almost no one survived who worked at or above the floors where the airliners crashed into the World Trade Center towers, but the survival rate was much higher below, largely because of emergency response crews and altruistic fellow sufferers. Of the many thousands of people working below the impact zone, approximately 100 of them perished. The Fire Department of New York, the New York Police Department, and the Port Authority of New York and New Jersey, all came to the aid and rescue of the people fleeing the destruction. In the Pentagon, the Incident Command System – an emergency response plan for the National Capital Region – helped dictate appropriate measures to deal with the calamity. In all, over 2,600 people died at the World Trade Center, 125 at the Pentagon, and 256 on the four planes. In total, the number of American deaths exceeded those lost from the Japanese attack of Pearl Harbor on December 7, 1941, which brought the United States to enter WWII. In the wake of September 11, 2001, the United States invaded Iraq and Afghanistan.

For More Information, see:

http://www.9-11commission.gov/report/911Report_Exec.htm

Hurricane Katrina

As meteorologists warned of Hurricane Katrina's massive threat to the Gulf Coast, approximately one million people living in Louisiana evacuated. Not everyone had the ability or will to leave, and approximately 100,000 people remained in New Orleans when the winds and water of Katrina hit their city at the end of August, 2005. Remaining in New Orleans was particularly risky because much of the city sits below sea level, and rests upon the sand, silt, and clay of the Mississippi River Delta. Protective levees failed to withstand the force of Katrina, where a 20-mile wide, 29-foot high storm surge (the largest to ever hit the coastal United States), approached as a wall of water and overwhelmed the levees. Ten-foot deep water covered 80% of the city of New Orleans.

Immediately, observers noted that the city had failed to adequately maintain the levees. The head of the American Society of Civil Engineers stated that: "the worst engineering catastrophe in U.S. history...[was] borne out of a failure to recognize how fragile the levees were and how devastating the consequences would be."

Thousands of remaining residents were left homeless and stranded in the wake of the storm, either finding ways to boat or swim to safety, or wait on their rooftops for rescue. The Coast Guard, the Federal Emergency Management Agency (FEMA), and the Department of Defense were responsible for removing citizens from flooded homes by boat or helicopter. Tens of thousands retreated to the Superdome stadium, where they faced shortages of food and water while they lived with stifling heat and failed plumbing. Others gathered in the Convention Center, which was even less prepared than the Superdome for such crowds.

In addition to inadequate maintenance of levees, all levels of government – municipal, state, and federal – failed to appropriately respond to the emergency that Katrina caused. FEMA did not prepare or deliver enough supplies to sustain those remaining in the city. The state of Louisiana, in charge of evacuation for the thousands of people in nursing homes and hospitals, did not have any evacuation plans. The city's police department had only three boats, and not enough fuel or food to assist its emergency workers. Those stranded in the city, and many from around the country, noted the government's inability to respond.

Nearly 2,000 people died as a result of Hurricane Katrina and the levee breaches, which also damaged 90,000 square miles of land, destroyed or made unlivable 300,000 homes, and caused \$81 million worth of property damage. Years later, much of New Orleans has not returned to its pre-Katrina state. The population declined, with many residents unable or not interested in returning to live in New Orleans. Some neighborhoods were never rebuilt. Five years after the storm, physicians in New Orleans noted an increase in such illnesses as staph infections (caused by stagnant water), and respiratory diseases, likely triggered by the mold growing in water-damaged buildings. The full legacy of Katrina has yet to be known.

For more information, see:

<http://www.livescience.com/11148-hurricane-katrina-history-numbers-infographic.html>

http://topics.nytimes.com/top/reference/timestopics/subjects/h/hurricane_katrina/index.html?scp=1-spot&sq=hurricane%20katrina&st=cse

**Identifying Processes and
Participants**
SENTENCE CHUNKING

Handout #4A

NAME: _____

DATE: _____ PERIOD: _____

Sentence chunking – breaking sentences down into smaller, identifiable parts – will help us understand information in our textbooks. Use the directions to guide you through the worksheet.

1. Work through each sentence in the passage by identifying the Participant (nouns and related words), Process (verbs, and the related words), and Receiver/Goal (the who or what). Some boxes may be done for you.
2. As you work, stop at each question and try your best to answer it.
3. Be prepared to share your work and discuss your answers with the class.

Example: Ms. Taylor wants to take a trip to Costa Rica.

Participant	Process	Who or What
Ms. Taylor	wants to take	a trip to Costa Rica.

HURRICANE KATRINA: Rebuilding after Hurricane Katrina: HOLT: American Anthem- Modern American History p.752)

In late August 2005 the United States received a harsh reminder of the vulnerability if its people and economy to natural disaster. Hurricane Katrina devastated a large area along the coast of the Gulf of Mexico, including parts of Alabama, Mississippi, and Louisiana. The city of New Orleans, much of which lies below sea level, was flooded when levees holding back surrounding waters failed.

In late August 2005 the United States received a harsh reminder of the vulnerability if its people and economy to natural disaster

Participant (nouns) + time marker	Process (verbs)	Who or What?
Time marker (in late August 2005)	received	a harsh reminder of the vulnerability if its people and economy to natural disaster

Hurricane Katrina devastated a large area along the coast of the Gulf of Mexico, including parts of Alabama, Mississippi, and Louisiana.

Participant (nouns)	Action/ Process (verbs)	Who or What?
	devastated	

The city of New Orleans, much of which lies below sea level, was flooded when levees holding back surrounding waters failed.

Participant (nouns)	Action/ Process (verbs)	Who or What?
	lies was flooded failed	when levees holding back surrounding waters

Question: Why was the city of New Orleans so vulnerable to flooding?

The human suffering caused by the storm was immense. More than 1,000 people died. Hundreds of thousands lost their homes and their source of livelihood. Weeks later, a second hurricane –Hurricane Rita- struck the region, adding to the misery.

The human suffering caused by the storm was immense

Participant (nouns)	Process (verbs)	Who or What?
The human suffering	was	the storm

More than 1,000 people died.

Participant (nouns)	Process (verbs)	Who or What?
	died	

Hundreds of thousands lost their homes and their source of livelihood.

Participant (nouns)	Process (verbs)	Who or What?
	lost	

Weeks later, a second hurricane –Hurricane Rita- struck the region, adding to the misery

Participant (nouns)	Process (verbs)	Who or What?
Time marker ()	struck	

The economic impact of Katrina and Rita reached far beyond the Gulf Coast. Interruption of oil production and refining immediately sent fuel prices soaring. In addition, the nation experienced disruption in the supply of many products that enter the country through the busy port of New Orleans. Experts predicted that the cost of the storm would be measured in the billions of dollars.

The economic impact of Katrina and Rita reached far beyond the Gulf Coast.

Participant (nouns)	Process (verbs)	Who or What?
The economic impact of Katrina and Rita		

Interruption of oil production and refining immediately sent fuel prices soaring.

Participant (nouns)	Process (verbs)	Who or What?
	sent	

In addition, the nation experienced disruption in the supply of many products that enter the country through the busy port of New Orleans.

Transition + Participant	Process (verbs)	Who or What?
		<i>in the supply of many products the country through the busy port of New Orleans.</i>

Experts predicted that the cost of the storm would be measured in the billions of dollars.

Participant (nouns)	Process (verbs)	Who or What?
	predicted	

Question: How did Hurricane Katrina affect the people and economy New Orleans and of the Gulf Coast?

9/11 Terrorist Attacks:

September 11, 2001: HOLT: American Anthem- Modern American History p.740-741

A Deliberate Attack

Shortly after 8.45 A.M. on September 11, 2001, people around the country began to hear startling reports of a terrible crash in New York City. An airliner had slammed into one of the 110-story-tall Twin Towers of the World Trade Center. This complex housed thousands of businesses.

Just 17 minutes after the first jet crashed, a second aircraft flew into the second of the Twin Towers. It became clear that the crashes were part of a deliberate attack. In New York, firefighters and police officers rushed to the World Trade Center to help get people out of the burning towers. Military officials launched fighter aircraft to guard against any further attack. The Federal Aviation Administration (FAA) frantically gathered information about other possible hijackings. Hijacking is a terrorist act in which a plane is forced to go somewhere other than its intended destination. To prevent terrorists from getting control of more planes, the FAA also halted all commercial flights.

Unfortunately, there was nothing the FAA could do to stop the deadly flight of planes already in the air. Less than an hour after the first plane hit in New York, another slammed into the Pentagon, the mammoth headquarters of the Department of Defense located just outside Washington D.C.

Shortly after 8.45 A.M. on September 11, 2001, people around the country began to hear startling reports of a terrible crash in New York City.

Participant (nouns) + time marker	Process (verbs)	Who or What?
	began to hear	

An airliner had slammed into one of the 110-story-tall Twin Towers of the World Trade Center

Participant (nouns)	Action/ Process (verbs)	Who or What?
An airliner		

This complex housed thousands of businesses.

Participant (nouns)	Action/ Process (verbs)	Who or What?
		thousands of businesses

Just 17 minutes after the first jet crashed, a second aircraft flew into the second of the Twin Towers.

Participant (nouns) + time marker	Action/ Process (verbs)	Who or What?
	crashed	
	flew	

It became clear that the crashes were part of a deliberate attack.

Participant (nouns)	Action/ Process (verbs)	Who or What?
	were part	

In New York, firefighters and police officers rushed to the World Trade Center to help get people out of the burning towers.

Participant (nouns)	Action/ Process (verbs)	Who or What?
In New York, fire fighters and police officers	help get	to the World Trade Center to

Military officials launched fighter aircraft to guard against any further attack.

Participant (nouns)	Action/ Process (verbs)	Who or What?
	launched	against any further attack

The Federal Aviation Administration (FAA) frantically gathered information about other possible hijackings.

Participant (nouns)	Action/ Process (verbs)	Who or What?
The Federal Aviation Administration (FAA)		

Hijacking is a terrorist act in which a plane is forced to go somewhere other than its intended destination.

Participant (nouns)	Action/ Process (verbs)	Who or What?
	is is forced	

To prevent terrorists from getting control of more planes, the FAA also halted all commercial flights.

Participant (nouns)	Action/ Process (verbs)	Who or What?
terrorists		
the FAA		

Unfortunately, there was nothing the FAA could do to stop the deadly flight of planes already in the air.

Participant (nouns)	Action/ Process (verbs)	Who or What?
	there was nothing	

Less than an hour after the first plane hit in New York, another slammed into the Pentagon, the mammoth headquarters of the Department of Defense located just outside Washington D.C

Time Marker + Participant (nouns)	Action/ Process (verbs)	Who or What?
Time marker : (Less than an hour after) the first plane		
another		
<i>another what?</i>		

Question: What is a hijacking?

Question: What locations were attacked on 9/11?

Question: What types of governmental actions were taken in response to the attacks?

The Death Toll

The nation next turned to face the horrible reality of what had taken place. To begin with, the four planes had carried 265 people, including passengers and crew. All were dead. In addition, at the Pentagon, 125 people were killed by the plane's impact and the fires that followed. The number of victims at the World Trade Center was not known, but estimates were in the thousands. (After several years of investigation, the New York death toll stood at 2,749.) It was clear that the attacks of 9/11 would surpass Pearl Harbor and other great disasters of American history in terms of lives lost.

The nation next turned to face the horrible reality of what had taken place.

Participant (nouns)	Action/ Process (verbs)	Who or What?

To begin with, the four planes had carried 265 people, including passengers and crew.

Transition + Participant	Action/ Process (verbs)	Who or What?

All were dead.

Place + Participant	Action/ Process (verbs)	Who or What?

In addition, at the Pentagon, 125 people were killed by the plane's impact and the fires that followed.

Participant (nouns)	Action/ Process (verbs)	Who or What?

The number of victims at the World Trade Center was not known, but estimates were in the thousands.

Participant (nouns)	Action/ Process (verbs)	Who or What?

(After several years of investigation, the New York death toll stood at 2,749.)

Participant (nouns)	Action/ Process (verbs)	Who or What?

It was clear that the attacks of 9/11 would surpass Pearl Harbor and other great disasters of American history in terms of lives lost.

Participant (nouns)	Action/ Process (verbs)	Who or What?

Question: Who were the victims in the attacks?

Question: What was the death toll in this disaster?

Identifying Processes and Participants
SENTENCE CHUNKING - TEACHER KEY

Handout #4B

NAME: _____
 DATE: _____ PERIOD: _____

Sentence chunking – breaking sentences down into smaller, identifiable parts – will help us understand information in our textbooks. Use the directions to guide you through the worksheet.

1. Work through each sentence in the passage by identifying the Participant (nouns and related words), Process (verbs, and the related words), and Receiver/Goal (the who or what). Some boxes may be done for you.
2. As you work, stop at each question and try your best to answer it.
3. Be prepared to share your work and discuss your answers with the class.

Example: Ms. Taylor wants to take a trip to Costa Rica.

Participant	Process	Receiver/Goal : Who or What
Ms. Taylor	wants to take	a trip to Costa Rica.

HURRICANE KATRINA: Rebuilding after Hurricane Katrina: HOLT: American Anthem- Modern American History p.752)

In late August 2005 the United States received a harsh reminder of the vulnerability if its people and economy to natural disaster. Hurricane Katrina devastated a large area along the coast of the Gulf of Mexico, including parts of Alabama, Mississippi, and Louisiana. The city of New Orleans, much of which lies below sea level, was flooded when levees holding back surrounding waters failed.

In late August 2005 the United States received a harsh reminder of the vulnerability if its people and economy to natural disaster.

Participant (nouns) + time marker	Process (verbs)	Who or What?
Time marker (in late August 2005) the United States	received	a harsh reminder of the vulnerability if its people and economy to natural disaster

Hurricane Katrina devastated a large area along the coast of the Gulf of Mexico, including parts of Alabama, Mississippi, and Louisiana.

Participant (nouns)	Action/ Process (verbs)	Who or What?
Hurricane Katrina	devastated	a large area along the coast of the Gulf of Mexico, including parts of Alabama, Mississippi, and Louisiana.

The city of New Orleans, much of which lies below sea level, was flooded when levees holding back surrounding waters failed.

Participant (nouns)	Action/ Process (verbs)	Who or What?
The city of New Orleans	lies was flooded failed	below sea level when levees holding back surrounding waters

Question: Why was the city of New Orleans so vulnerable to flooding?

The human suffering caused by the storm was immense. More than 1,000 people died. Hundreds of thousands lost their homes and their source of livelihood. Weeks later, a second hurricane –Hurricane Rita- struck the region, adding to the misery.

The human suffering caused by the storm was immense

Participant (nouns)	Process (verbs)	Who or What?
The human suffering	caused by was	the storm immense

More than 1,000 people died.

Participant (nouns)	Process (verbs)	Who or What?
More than 1,000 people	died	

Hundreds of thousands lost their homes and their source of livelihood.

Participant (nouns)	Process (verbs)	Who or What?
Hundreds of thousands	lost	their homes and their source of livelihood

Weeks later, a second hurricane –Hurricane Rita- struck the region, adding to the misery

Participant (nouns)	Process (verbs)	Who or What?
Time marker(Weeks later) a second hurricane	struck adding to	the region the misery

The economic impact of Katrina and Rita reached far beyond the Gulf Coast. Interruption of oil production and refining immediately sent fuel prices soaring. In addition, the nation experienced disruption in the supply of many products that enter the country through the busy port of New Orleans. Experts predicted that the cost of the storm would be measured in the billions of dollars.

The economic impact of Katrina and Rita reached far beyond the Gulf Coast.

Participant (nouns)	Process (verbs)	Who or What?
The economic impact of Katrina and Rita	reached	far beyond the Gulf Coast.

Interruption of oil production and refining immediately sent fuel prices soaring.

Participant (nouns)	Process (verbs)	Who or What?
Interruption of oil production and refining	sent	fuel prices soaring.

In addition, the nation experienced disruption in the supply of many products that enter the country through the busy port of New Orleans.

Transition + Participant	Process (verbs)	Who or What?
(In addition) the nation experienced	disruption that enter	in the supply of many products the country through the busy port of New Orleans.

Experts predicted that the cost of the storm would be measured in the billions of dollars.

Participant (nouns)	Process (verbs)	Who or What?
Experts	predicted would be measured	that the cost of the storm in the billions of dollars.

Question: *How did Hurricane Katrina affect the people and economy New Orleans and of the Gulf Coast?*

9/11 Terrorist Attacks:

September 11, 2001: *HOLT: American Anthem- Modern American History p.740-741*

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Unfortunately, there was nothing the FAA could do to stop the deadly flight of planes already in the air. Less than an hour after the first plane hit in New York, another slammed into the Pentagon, the mammoth headquarters of the Department of Defense located just outside Washington D.C.

Shortly after 8.45 A.M. on September 11, 2001, people around the country began to hear startling reports of a terrible crash in New York City.

Participant (nouns) + time marker	Process (verbs)	Who or What?
(Shortly after 8.45 A.M. on September 11, 2001) , people around the country	began to hear	startling reports of a terrible crash in New York City.

An airliner had slammed into one of the 110-story-tall Twin Towers of the World Trade Center

Participant (nouns)	Action/ Process (verbs)	Who or What?
An airliner	had slammed	into one of the 110-story-tall Twin Towers of the World Trade Center

This complex housed thousands of businesses.

Participant (nouns)	Action/ Process (verbs)	Who or What?
This complex	housed	thousands of businesses

Just 17 minutes after the first jet crashed, a second aircraft flew into the second of the Twin Towers.

Participant (nouns) + time marker	Action/ Process (verbs)	Who or What?
(Just 17 minutes after) the first jet	crashed	
a second aircraft	flew	into the second of the Twin Towers.

It became clear that the crashes were part of a deliberate attack.

Participant (nouns)	Action/ Process (verbs)	Who or What?
It became clear that the crashes	were part	of a deliberate attack

In New York, firefighters and police officers rushed to the World Trade Center to help get people out of the burning towers.

Participant (nouns)	Action/ Process (verbs)	Who or What?
In New York, fire fighters and police officers	rushed	to the World Trade Center to
	help get	people out of the burning towers.

Military officials launched fighter aircraft to guard against any further attack.

Participant (nouns)	Action/ Process (verbs)	Who or What?
Military officials	launched	fighter aircraft
	to guard	against any further attack

The Federal Aviation Administration (FAA) frantically gathered information about other possible hijackings.

Participant (nouns)	Action/ Process (verbs)	Who or What?
The Federal Aviation Administration (FAA)	frantically gathered	information about other possible hijackings.

Hijacking is a terrorist act in which a plane is forced to go somewhere other than its intended destination.

Participant (nouns)	Action/ Process (verbs)	Who or What?
Hijacking	is is forced	a terrorist act in which a plane to go somewhere other than its intended destination.

To prevent terrorists from getting control of more planes, the FAA also halted all commercial flights.

Participant (nouns)	Action/ Process (verbs)	Who or What?
terrorists the FAA	To prevent/ from getting control also halted	of more planes all commercial flights.

Unfortunately, there was nothing the FAA could do to stop the deadly flight of planes already in the air.

Participant (nouns)	Action/ Process (verbs)	Who or What?
the FAA	there was nothing could do to stop	the deadly flight of planes already in the air.

Less than an hour after the first plane hit in New York, another slammed into the Pentagon, the mammoth headquarters of the Department of Defense located just outside Washington D.C

Time Marker + Participant (nouns)	Action/ Process (verbs)	Who or What?
Time marker : (Less than an hour after) the first plane another another what? plane	hit slammed	in New York, into the Pentagon, the mammoth headquarters of the Department of Defense located just outside Washington D.C

Question: What is a hijacking?

Question: What locations were attacked on 9/11?

Question: What types of governmental actions were taken in response to the attacks?

The Death Toll

The nation next turned to face the horrible reality of what had taken place. To begin with, the four planes had carried 265 people, including passengers and crew. All were dead. In addition, at the Pentagon, 125 people were killed by the plane's impact and the fires that followed. The number of victims at the World Trade Center was not known, but estimates were in the thousands. (After several years of investigation, the New York death toll stood at 2,749.) It was clear that the attacks of 9/11 would surpass Pearl Harbor and other great disasters of American history in terms of lives lost.

The nation next turned to face the horrible reality of what had taken place.

Participant (nouns)	Action/ Process (verbs)	Who or What?
The nation	turned to face what had	the horrible reality of taken place

To begin with, the four planes had carried 265 people, including passengers and crew.

Transition + Participant	Action/ Process (verbs)	Who or What?
(To begin with) the four planes	had carried	265 people, including passengers and crew

All were dead.

Participant (nouns)	Action/ Process (verbs)	Who or What?
All	were	dead

In addition, at the Pentagon, 125 people were killed by the plane's impact and the fires that followed.

Place + Participant	Action/ Process (verbs)	Who or What?
(In addition at the Pentagon) 125 people	were killed	by the plane's impact and the fires that followed.

The number of victims at the World Trade Center was not known, but estimates were in the thousands.

Participant (nouns)	Action/ Process (verbs)	Who or What?
The number of victims at the World Trade Center	The number of victims at the World Trade Center	but estimates were in the thousands.

(After several years of investigation, the New York death toll stood at 2,749.)

Participant (nouns)	Action/ Process (verbs)	Who or What?
(After several years of investigation) the New York death toll	stood	at 2,749

It was clear that the attacks of 9/11 would surpass Pearl Harbor and other great disasters of American history in terms of lives lost.

Participant (nouns)	Action/ Process (verbs)	Who or What?
the attacks of 9/11	would surpass	Pearl Harbor and other great disasters of American history in terms of lives lost.

Question: Who were the victims in the attacks?

Question: What was the death toll in this disaster?

How to Use Sentence Chunking

What is it?

Sentence chunking is a literacy technique to help students read and analyze text more effectively. In this technique, a student is given a short piece of text and asked to break apart each sentence into smaller part, or chunks. As students break apart text, they split the sentence into three parts: participants (nouns and related words); processes (verbs and related words); and receivers/goal (the who or what). When teachers use this technique with their students, it enables clear conversation about what actions are being taken (verbs) and whether there are loaded words (for example, “massacred” vs. “killed.”) in the text. A student can look down at the broken apart sentences and just focus on the middle column – the verbs. Similarly, they can see clearly who is doing the action (the participants) and who or what is the receiver of the action.

When to Use Sentence Chunking

- With short and significant pieces of text
- That meets the standards and hit the points that you wish to get across
- When you need to SLOW DOWN and really focus on a topic.
- To focus on important messages - For example, the ideas of Locke, which will appear throughout both Middle and High School standards.
- Or to focus on the ideas of two different groups such as the Federalists and Anti-federalists.
- To focus on participants.
- When it is important to recognize the interaction between two groups in history.
- To point out bias and loaded verbs.
- Sometimes authors will use powerful verbs and other descriptions that point out their own bias on a topic – “massacred,” “ripped through,” etc.
- With other activities, such as film clips, primary sources, and simulations.
- These are not necessarily full-day activities, you may start a class deconstructing a paragraph and move on to other activities.

For additional information on sentence chunking and text deconstruction, see [Reading in Secondary Content Areas: a Language-Based Pedagogy](#) (University of Michigan Press, 2008) by Zhihui Fang and Mary Schleppegrell.

1906 San Francisco Earthquake

Background Information:

On April 18, 1906, a powerful earthquake (7.8 magnitude) erupted along the San Andreas Fault, sending tremors from Los Angeles to Oregon, and into central Nevada. The quake's epicenter sat close to San Francisco, where the most severe damage and loss of life occurred. The earthquake led to an estimated 3-5,000 deaths. The most extensive damage, however, resulted from the fires that followed the earthquake. Broken gas lines, overturned stoves, exposed electrical wires, and other such hazards led to raging fires while the fire department struggled to respond in the face of broken water mains (from the earthquake). Arriving on the scene were soldiers from the Presidio, the state militia, marines, sailors, and student cadets from the University of California (Berkeley). In an attempt to create firebreaks, firemen and soldiers intentionally blew up buildings that posed a fire threat. In many instances this led to additional fires, and in all, a 4.7 square mile section of the city burned under flames that reached 2,000 degrees. Soldiers enforced martial law, though Congress had not declared it, and followed Mayor Eugene Schmitz's proclamation: "The Federal Troops, the members of the Regular Police Force, and all Special Police Officers have been authorized by me to KILL any and all person found engaged in Looting or in the Commission of Any Other Crime." Military personnel also provided necessary aid in the wake of the disaster – distributing food and clothing, erecting refugee camps, demolishing ruined buildings, and clearing the streets of the earthquake's and fire's debris. Nearly half of the city's population of 400,000 was left homeless after the destruction caused by the earthquake and fires, with property damage reaching over \$300 million. It took nearly ten years for the city to rebuild.

Excerpts from *A Paradise Built in Hell* (2009) by Rebecca Solnit

- The future holds many more disasters because of such factors as climate change and the likelihood of large earthquakes on long-dormant or semi-dormant faults, as well as increases in the vulnerability of populations who have moved to coasts, to cities, to areas at risk, to flimsy housing, to deeper poverty, shallower roots, and frailer support networks. The relief organization Oxfam reported in 2007, "The number of weather-related disasters has quadrupled over the past twenty years and the world should do more to prepare for them. The report argues that climate change is responsible for the growing number of weather-related disasters – more intense rain, combined with frequent droughts, make damaging floods much more likely." Disaster is never terribly far away. Knowing how people behave in disasters is fundamental to knowing how to prepare for them. And what can be learned about resilience, social and psychological response, and possibility from sudden disasters is relevant as well for the slower disasters of poverty, economic upheaval, and incremental environmental degradation as well as the abiding questions about social possibilities. (Page 22)

- In the moment of disaster, the old order no longer exists and people improvise rescues, shelters, and communities. Thereafter, a struggle takes place over whether the old order with all its shortcomings and injustices will be re-imposed or a new one, perhaps more oppressive or perhaps more just and free, like the disaster utopia, will arise. (Page 16)
- In [disasters] strangers become friends and collaborators, good are shared freely, people improvise new roles for themselves. Imagine a society where money plays little or not role, where people rescue each other and then care for each other, where food is given away, where life is mostly out of doors in public, where the old divides between people seem to have fallen away, and the fate that faces them, no matter how grim, is far less so for being shared, where much once considered impossible, both good and bad, is now possible or present, and where the moment is so pressing that old complaints and worries fall away, where people feel important, purposeful, at the center of the world. It is by its very nature unsustainable and evanescent, but like a lightning flash it illuminates ordinary life, and like lighting it sometimes shatters the old forms. It is utopia itself for many people, though it is only a brief moment during terrible times. And at the time they manage to hold both irreconcilable experiences, the joy and the grief. (Page 17)
- Thomas A. Burns...took fifty boxes of oranges to the Panhandle and gave them away, then went to his house, which had been shaken from its foundation but was otherwise fine. Into it he moved dozens of guests, “some that we knew before and some that we did not know from Adam. All were refugees from the fire. And for some reason that I cannot explain, the house still had its supply of running water. Therefore it was the great central rendezvous of all the refugees in that neighborhood. They came with buckets, and pails, and bottles, and everything else in the way of a container, to draw water from our faucets. Thus the place was crowded from about four o’clock each morning to about twelve o’clock each night. When we found out that the water was still flowing, and that hundreds of persons were suffering from lack of it, we passed the word around.” (Pages 25-26)
- [A] policeman downtown that first morning, Sergeant Maurice Behan, helped rescue a woman with a baby and commented, “Men were taking all sorts of risks to help other people who were in danger.” A pawnbroker he saw bought a whole load of bread from a baker’s wagon and began giving loaves away to people fleeing the flames. Nearby an agent for a mineral water company set up a primitive bar out of a plank and a couple of trestles and gave water away all day and all night to the thirsty crowd. Later Behan and some citizens helped firemen rescue five people from a damaged building. They were taken to the hospital in a fish cart, a laundry wagon, and an automobile – still a relatively rare piece of machinery in those days. (Page 26)
- Charles Reddy, the manager of Miller & Lux, one of the big slaughterhouses on the city’s southeast shore [recalls] “my straight orders were to give every applicant all [the meat] he

needed and take money from nobody. Black, white, and yellow were to be treated just the same; and they were treated just the same.” (Page 27)

- It’s not as though hunger did not exist in San Francisco before April 18, though it was less visible and less widespread; the city was in 1906 a many-tiered society with enormous opulence at the top and grim destitution at the bottom. It is tempting to ask why if you fed your neighbors during the time of the earthquake and fire, you didn’t do so before or after. One reason was that you were not focused on long-term plans – giving away thousands of pounds of meat was, of course, not profitable for Miller & Lux, but in the days after the disaster there were no long-term plans, just the immediate demands of survival. Another is social: people at that moment felt a solidarity and empathy for each other that they did not at other times. They were literally in proximity to each other, the walls literally fallen away from around them as they clustered in squares and parks, moved stoves out onto the street to cook, lined up for supplies. They had all survived the same ordeal. They were members of the same society, and it had been threatened by calamity. (Page 28)
- San Francisco’s mayor, Eugene Schmitz...infamously issu[ed] a proclamation that day which read: “The Federal Troops, the members of the Regular Police Force, and all Special Police Officers have been authorized by me to KILL any and all person found engaged in Looting or in the Commission of Any Other Crime.” Copies were quickly printed up and plastered around the city...Schmitz was protecting the city from the people. (Page 36)
- The Police invited Mormon elders to take supplies from a grocery store about to be destroyed by fire. On their second trip to bring food to their camp in Jefferson Square, a soldier ordered everyone out and then shot and killed the man standing behind them. They had returned to the wrong store, and the penalty for the mistake was death. A woman told a cadet that a grocer invited the crowd to help themselves before the fire got his store, and a soldier bayoneted one of the invitees who was leaving laden with groceries. (Page 39)
- San Francisco’s fire chief, Dennis Sullivan, was fatally injured in the earthquake, and so the city lost at the inception of the disaster the person who might have directed subsequent efforts wisely. The earthquake broke many water mains, so fighting the fires became far harder than it could have been...In his absence, the firefighters were joined by the army, and the latter tried reckless experiments in using explosives to make firebreaks. Their mistakes were many. One was the use of black powder, or gunpowder, in place of dynamite. The latter simply blows things up; the former tends to also ignite them. Thus many buildings were turning into burning, flying brands that spread the fire faster or started new conflagrations entirely...And a fifth was keeping away from the flames the public who might have supplied the power to fight the fire by hand. (Page 41)

San Francisco Earthquake

- Another angry citizen summed up the fire history of the 1906 San Francisco: “The stories have but one beginning and one end. They begin with the criminal idiocy of the military; they end with the surmounting heroism of the citizen...During those unforgettable days the city of San Francisco was even as, a city captured in war, the possession of an alien foe. We were strangers on our own streets; driven from our own houses; gray-haired men, our foremost citizens, the sport of the whims of young boys, whose knowledge of the city was confined to its dance halls, its brothers, and saloons. Were we children – we, the citizens of SF – that we should have thus been suddenly gripped by the throat by a stupid soldiery, and held fast till all our city burned?” (Page 43)
- Before the quake was a week old, Schmitz had also appointed his backer, Abe Ruef, his enemy, James Phelan, and others to the subcommittee on the Permanent Relocation of Chinatown. The plan was nothing more than a real-estate grab fueled by racism. The Chinese occupied one of the most desirable sections of the city, and pushing them to the city’s southern border or beyond would free up the land for real-estate interests. (Page 44)

September 11, 2001

Background Information:

On September 11, 2001, 19 men acting on behalf of extremists in Afghanistan successfully hijacked four commercial airliners and aimed them at key targets: the two World Trade Center Towers, the Pentagon, and either the United States Capitol or the White House. The terrorists hit three of their four targets, bringing down both of the World Trade Center Towers and creating a gaping hole in the Pentagon, and in all, killing nearly three thousand people. Almost no one survived who worked at or above the floors where the airliners crashed into the World Trade Center towers, but the survival rate was much higher below, largely because of emergency response crews and altruistic fellow sufferers. Of the many thousands of people working below the impact zone, only around 100 of them perished. In the Pentagon, the Incident Command System – an emergency response plan for the National Capital Region – helped dictate appropriate measures to deal with the calamity. A federal report on these attacks highlights that while the actual day's events came as a shock, they should not have been “a surprise.” In the previous decade, Islamic extremists had carried-out small-scale (in comparison with 9/11) attacks in the United States and against American targets abroad. In total, the number of American deaths from 9/11 exceeded those lost from the Japanese attack of Pearl Harbor on December 7, 1941, which caused the United States to declare war on Japan. In the wake of September 11, 2001, the United States initiated war in Iraq and Afghanistan.

Excerpts from *A Paradise Built in Hell* (2009) by Rebecca Solnit

- Forget everything you heard about September 11th, 2001, forget about Al-Qaeda, about the Bush Administration, about terrorism, about air-traffic control, about Saudi Arabia, Afghanistan, Islam, jihad, crusade, and oil geopolitics. Set aside how the hijacked airliners crashing into two buildings in southern Manhattan spiraled out into wars and laws and the erosion of the Bill of Rights and into prisons, bombs, torture, and the transformation of the world in many complex ways. All of these things matter, as do the planes that crashed into the Pentagon and that field in Pennsylvania, but they obscure other things that also count. These subjects turned faces toward global roots and implications and blocked any direct gaze at the city in crisis. Aspects of that disaster became international immediately, because the United States' air-traffic control shut down all flights in and out of the United States, because Wall Street was evacuated and markets were affected and alarm spread everywhere, because the world paused to watch and analyze and contemplate this most globally visible spectacle of all time. (Page 183)
- Put all that away and look at it as a local disaster, as a fiery collapse of two colossi and the shattering of sixteen densely inhabited acres, with that strange toxic cloud of pulverized architecture,

computers, asbestos, heavy metals, and human lives spreading around the city, the storms of office papers drifting over water to come to the ground in Brooklyn and New Jersey, and refugees streaming in all directions, and the local effects of disrupted transit and work, health concerns, and rescue efforts. Only then can you see what the media in their rush to go to the centers of power and labyrinths of Middle East politics and the stock of clichés about rescuers and victims largely missed: the extraordinary response of the people of that city. (Pages 183 – 184)

- When the towers crumpled and people nearby were plunged into pitch-black darkness inside the fast-moving cloud of pulverized building, many of them thought they had died. And yet even after the most unimaginable event possible, even after being showered with debris and immersed in midmorning darkness, after that vision of 220 floors, each an acre in size, coming down, after witnessing commercial airliners become firebombs, after inhaling that terrible choking dust that would damage so many permanently, people for the most part got back up and tried to take care of each other en route to safety. (Page 184)
- About twenty-five thousand people in the towers aided each other in an orderly evacuation without which the casualties would have been far higher than the 2,03 that resulted. (Page 184)
- The great majority of casualties were people trapped above the fires, including more than 1,300 above the ninety-first floor of the north tower. Had the firemen who valiantly marched up the stairs while thousands were pouring down had better radio communications equipment, far fewer than 341 of them might have perished. Had the people in charge of the buildings ordered evacuations immediately rather than urging people to return to their offices or stay put in the south tower, more rescuers and workers might have survived. Of course, what happened was unprecedented, & that the structures would collapse was initially unthinkable. (Page 184)
- Citizens on the streets aided wounded, overwhelmed, exhausted, and stranded evacuees, and concentric circles of support ringed the disaster site. Later, spontaneously assembled collection sites, commissaries, and supply chains supported the workers on what they called The Pile and the media would call Ground Zero. Many of those workers, particularly in the beginning, were also volunteers, some of them were specialists – engineers, construction workers, medics, welders. Priests, ministers, rabbis, masseuses, medics, and other caregivers swarmed the site, and one of the largest disaster convergences in history transpired. Some of those who came without plans found or created useful roles and worked as part of the response for months. Many non-profit agencies, notably those working with Muslims, immigrants, and the poor, sprang into action. Some new organizations were born. The city's less urgent functions were largely halted at first, and people paused to contemplate, mourn, argue, comfort, read, gather, pray, stare, and to act, sometimes powerfully, sometimes ineffectually, on their overwhelming desire to give and be of service. (Page 184)

- The evacuations of the towers and nearby areas had been calm at first, then anxious, and then urgent. When asked who the heroes were, emergency services policeman Mark DeMarco, who'd been at Ground Zero, replied, "I said, 'The people who were in the towers, who actually initiate the rescue before the police or fire department got there.' I said, 'They initiated it, they started it, they were helping each other.' I said, 'Everybody who was helping each other,' I said, 'to me they were all heroes.' And in hindsight, when we came walking out of the building, there wasn't any panic, there wasn't anybody running." (Page 185)
- Zaheer Jaffery, a polio survivor from Pakistan, worked on the sixty-fifth floor of one of the towers and remembers the long journey down the stairs: "We had to stop several times during our descent because of injured people being brought down.... People in a grove and then they had to reposition themselves. And people would actually say, 'No, no, please take my place.' It was uncanny." (Page 187)
- Michael Noble...was on the sixty-sixth floor of the south tower when the first airplane hit the north tower.... "I remember grabbing her [a stranger] hand and saying, 'Let's go.' We pushed out and we ran across away from the building, ... As I looked around, every car was on fire. It looked like a war zone. I remember looking down, and this was before I looked back up at the building, and there was an arm, severed at the elbow, with a wedding ring on, the same type of wedding ring as my own, and that shocked me a little bit to see a body part, and as I looked around there were body parts pretty well all around and lots of clumps of flesh, just blood and goo, not recognizable as a body part. I saw things that day that no civilian should see.... And I looked up and saw this speck in the sky and it caught my attention and it was a man who had jumped. I remember his arms and his legs just trying to grab at air and I watched him fall and I remember thinking, How can I help this man? Is there some way I can communicate with him as he is about to die? I don't know... it's what I thought. And for the last fifteen floors he fell I watched and tried to hold his hand, to be somehow in communication with him." (Page 186)
- John Guilfooy, a young man who'd been a college athlete, recalled, "I remember looking back as I started running, and the thickest smoke was right where it was, you know, a few blocks away, and thinking that, like, whoever's going to be in that is just going to die. There's no way you could- you're going to suffocate, and it was coming at us. I remember just running, people screaming. I was somewhat calm, and I was a little bit faster than my colleagues, so I had to stop and slow up a little bit and wait for them to make sure we didn't lose one another." (Page 187)
- It exemplifies the extremes of altruism and solidarity in disaster. A young immigrant from Pakistan, Usman Farman, was also running from the cloud when he fell down. A Hasidic Jewish man came up to him, took into his hand the pendant with an Arabic prayer on it that Farman wore, and then "with a deep Brooklyn accent he said, 'Brother, if you don't mind, there is a cloud of glass coming at us. Grab my hand, let's get the hell out of here.' He was the last person I

would ever have thought to help me. If it weren't for him, I probably would have been engulfed in shattered glass and debris." (Page 188)

- Errol Anderson, a recruiter with the New York City fire department, was caught outside in that dust storm. "For a couple of minutes I heard nothing. I thought I was either dead and was in another world, or I was the only one alive. I became nervous and panicky, not knowing what to do, because I couldn't see... I heard the voice of a young lady. She was crying and saying, 'Please, Lord, don't let me die. Don't let me die.' I was so happy to hear this lady's voice. I said, 'Keep talking, keep talking. I'm a firefighter, I'll find you by the response of where you are.' Eventually we met up with each other and basically we ran into each other's arms without even knowing it." She held onto his belt, an eventually several other people joined as a human chain, which he delivered to the Brooklyn Bridge before returning to the site of the collapse. (Page 188)
- Joe Blozis, an investigator for the police department, recalls, "Something else that I won't forget is that the civilians, the pedestrians on the streets and sidewalks, were actually directing traffic to help us get through. Not only us, but all emergency vehicles. Streams of people, lines of people, were stopping other pedestrians and clearing traffic ways to get the emergency vehicles in. If it weren't for the pedestrians doing this, it would have been a nightmare getting emergency vehicles down to that site." (Page 190)
- "We were probably milling around for two hours, waiting to cross the bridge, getting hot, and that was where you were feeling your small softness. You're just this small, soft human amongst all these others just wanting to cross this water. Finally we were allowed to cross the Williamsburg Bridge, and the people who met us on the other side were the Hasidics [members of the ultra traditional sect of Jews centered in Brooklyn]. They met us with bottles of water. The feeling on the street was a sense of community and calmness. There was a sense on the street on September 11 of calm, of trusting in the people around you – kind of being impressed with how intelligently the people around you were handling the circumstances. There was camaraderie, no hysterics, no panic, you felt that people would come together. That's obviously what happened in the towers, there was a lot of heroism that day. But then suddenly you're back in your apartment and you're isolated and you're watching the news and it's this hysterical... they were so over wrought and they're just showing the image again and again of the plane hitting the tower and the tower collapsing. The experience on the television was so different than the experience on the street. (Page 193)
- **The Need to Help** It was though, in the first few hours after the World Trade Center towers were hit, the people in and around the impact site became particles flung outward, away from danger. Thus did a million or so people evacuate themselves safely. Simultaneously there began a convergence on the site that grew all that day and week, tens of thousands of skilled professionals from medics to ironworkers and countless others just hoping to help. Many stayed to become integral parts of the long process of dismantling the monstrous rubble piles and

searching for the dead, or took care of the workers who did. The desire to help was overwhelming for a great many people, and because the attacks were perceived as an attack on the nation, not on the city, and because the media covered everything about them exhaustively, the convergence and contributions were on an unprecedented scale. Volunteers came from all over the country and Canada, and donations and expressions of solidarity came from around the world. “Nous sommes tous Américains”- We are all Americans” – was the headline of *Le Monde*, one of France’s leading newspapers. (Page 195)

- Charles Fritz had identified the phenomenon on convergence in 1957, writing, “Movement toward the disaster area usually is both quantitatively and qualitatively more significant than flight or evacuation from the scene of destruction. Within minutes following most domestic disasters, thousands of people begin to converge on the disaster area and on first-aid stations, hospitals, relief, and communications centers in the disaster environs. Shortly following, tons of unsolicited equipment and supplies of clothing, food, bedding, and other material begin arriving in the disaster area.” (Page 96)
- Temma Kaplan... recalls, “Everybody wanted to respond. I went back to my block and some of my neighbors were on a street corner raising money; we didn’t know what {for} but they thought that people would need things, and so they started raising money.” They raised about sixteen thousand dollars from passersby in a few hours. ...”The afternoon went on and on like a series of sequences of people trying alternately to comfort each other and get information about where people were and what we could do. Word would go out: someone in the street said the rescue workers needed boots and they needed masks. Signs went up listing things workers needed and where, at what church, you could drop them off. Then a sign went up about cough drops. The rescue workers were choking on the smoke. Everybody cleaned out the drug store. People set out as if on a treasure hunt to find things.” (Page 196-197)
- She continued, “On 9/11 I just needed to reaffirm that there was left a community, that people believed in things that were good, that we could go on and that there would be a going on. I felt that everybody was holding on to each other in order to try to brace and embrace each other, and it was both a horrible and a wonderful experience at the same time. I felt that sense of collectivity I’ve experienced only rarely in my life, and it’s always been in the face of tremendous horror.” (Page 196)
- The streets of New York were flooded with people desperate to find something to give, to do, someone to help, some way to matter. (Page 197)
- Tobin James Mueller wrote about what happened soon after: “I began as one guy behind a table of coffee and donuts, stationed on a sidewalk alongside a temporary ambulance dis-batch mobile home unit. After three days’ time, I find myself the coordinator of an army of 200 volunteers who have transformed the entire pier 59 warehouse into a makeshift mini-mall for rescue workers on break. In addition, we staff a thriving deli-sized food station that feeds hundreds of firemen and

ambulance personnel along the West Side Highway. We stock an amateur distribution center that fills a Police Harbor boat every 20 minutes (with respiratory masks, goggles, medicines, clothes, shovels, food and anything else we can find) destined for the Hudson River side of the World Trade Center. Everyone here was rejected by the city's official sites. I accept anyone who wants to help and anything anyone wants to donate. We find a place for everything and everyone.... There is so much to do. It's so much fun to participate in, I forget to sleep. Many of my volunteers have been working for over 36 hours. It is difficult to bring oneself to go back home. The thought of closing my eyes makes me tremble." (Page 205)

- Daniel Smith, a young architect, ended up at the piers too... Smith told Columbia University's oral history interviewer that within a few days professionals who sought to run things appeared. The highly functional bottom-up organization of the commissary clashed with the top-down structure of these organizations. Smith says, "Everyone was in charge. The National Guard came. They were in charge. The army came. They were in charge. On the upper levels, there wasn't a lot of coordination in a lot of ways. In some ways, that may sound like it was frustrating, but actually, what it enabled us to do is cut through all the red tape and get work done, since we weren't connected with FEMA or the OEM [New York's Office of Emergency Management] or the Red Cross, the Salvation Army, the National Guard. We were able to just go in and do work. Basically, everyone that I met was really gung-ho about doing what they wanted to do, and like me, they didn't take no for an answer." That Sunday the official agencies shut down the unofficial operations. In Mueller's account, they were not only shut down, but treated with suspicion. (Page 207)
- Father James Martin had left the business world to become a Jesuit priest thirteen years before 9/11... When the towers collapsed he became a chaplain at Ground Zero. A month later, Martin reflected, "I do think, however, that it's made people a lot more – I think 'contemplative' is the best way to say it. I think people are forced to ponder a lot of things that they might not have thought about: death, life, suffering, evil, all the big issues that might have been easier for people not to look at. I think that people are forced to look at those things now. I felt this enormous sense of unity and friendship and concord and amity and everyone working together. ...You have all those firefighters who gave their lives, firefighters and police officers and rescue workers who lie in the rubble. ...Second of all, you have all the volunteers, all the rescue workers who were there donating their time, essentially. Not only the people from New York City but people who had come from all over the country. ... So there was this tremendous sense of charity. On top of that, everybody was kind and patient and generous and helpful. I didn't hear one argument the whole time I was down there. It was really striking." (Page 208)

- Pat Enkyu O'hara - "There was a camaraderie that was incredible, it was palpable, it was wonderful. And there was a kind of open vulnerability that people felt. There was a sense that suddenly, particularly with young people and people have trouble with police often, that there was a changing in attitudes. These people in uniform were here to serve, and it was no longer the old-fashioned power imbalance ...It was like they were the guardians. It was a humanizing of the authority figures." (Page 209)
- Nothing quite like this spectacle of sudden large-scale death had happened before in American history, but the immediate response has happened again and again, that odd mix of heaven and hell that disaster brings, that sudden shift into a deeper kind of life with urgency, empathy, and awareness of mortality. But if the popular aftermath was a festival of mutual aid, altruism, improvisation, and solidarity, then the institutional aftermath was elite panic at its most damaging. And that slower response largely overpowered the carnival of compassion that had taken place on the streets of New York. (Page 210)

Hurricane Katrina

Background Information:

As meteorologists warned of Hurricane Katrina's massive threat to the Gulf Coast, approximately 1 million people living in Louisiana evacuated. Not everyone had the ability or will to leave, and around 100,000 people remained in New Orleans when the winds and water of Katrina hit their city at the end of August, 2005. Protective levees failed to withstand the force of Katrina, where a 20-mile wide, 29-foot storm surge (the largest to ever hit the coastal United States), approached as a wall of water and overwhelmed the levees. 10-foot deep water covered 80% of the city of New Orleans.

Thousands of remaining residents were left homeless, and stranded, in the wake of the storm, either finding ways to boat or swim to safety, or wait on their rooftops for rescue. Many retreated to the Superdome stadium, where they faced shortages of food and water while they lived in stifling heat and failed plumbing. Others gathered in the Convention Center, which was even less well-stocked than the Superdome for such crowds. Hurricane Katrina was an extremely powerful storm, made worse by the fact that all levels of government – municipal, state, and federal – failed to appropriately respond to the emergency that Katrina caused. Nearly 2,000 people died as a result of Hurricane Katrina and the levee breaches, which also damaged 90,000 square miles of land, destroyed or made unlivable 300,000 homes, and caused \$81 million worth of property damage. Much of New Orleans has not returned to its pre-Katrina state.

Excerpts from *A Paradise Built in Hell* (2009) by Rebecca Solnit

- At the last minute, her daughter was unable to pick her up for the drive to Atlanta, so Clara Rita Bartholomew, a strong, outspoken woman of sixty-one, went into the closet of the house she'd inherited from her sister to escape Hurricane Katrina's wind. She's been awakened by the howling gale at six that Monday morning, August 29, 2005. She sheltered first in the bathroom, where she could see the wind rip chunks off the neighbor's house, then in that closet, the safest place in the house. The gales died down, she left the closet, looked out the window, and saw that the water was at the level of a nearby stop sign. A foot of water had come into her home, though it was high off the ground. She was in St Bernard Parish, next to New Orleans Parish, and in her parish exactly four houses would escape flooding. She didn't know at the time, but the levees had broken all along the Mississippi River Gulf Outlet. This manmade short cut from the sea for commercial ships was nicknamed the Hurricane Highway, since it invites hurricane storm surges to charge straight from the gulf. As the water began rising up her legs, she pulled down the latch for the stairs to the attic and climbed higher. There Bartholomew saw that the storm had ripped part of the roof off the attic. And even up there she wasn't out of reach of the waters. ... "And by the time I closed my eyes, a big wave...two big waves just met and covered me...Finally

I had the nerve to look down. Every ceiling in the house was gone, every window was gone, the back door was gone.” (Pages 231-232)

- A lot of people waited to die in Hurricane Katrina, and more than sixteen hundred did so, though some of them were so unwell they never knew what got them, or they died not of the hurricane or the flood but of thirst, heatstroke, lack of medicine, or murder in the days after the waters had settled and the wind had passed. It’s hard to say that Bartholomew was lucky, but she lived. She stayed on that torn-up attic a while longer and saw coffins and bodies, livestock and wildlife, alive and dead, go floating by. A boat went by with a young white couple in charge. “So finally I heard the white girl say, ‘I hear someone hollering,’ and he said, ‘No, it’s just the water going down.’ She said, ‘No, turn the motor off.’ When he turned the motor, you know what I did. I hollered, ‘I’m Clarita, I’m alive.’ When he came to the opening of the roof and he saw me, ‘How did you live through that?’” (Page 232-233)
- She got into the boat, where one rescued neighbor told her seeing alligators swimming in the flooded neighborhood, another told of fleeing from rooftop to rooftop as the water rose. They passed St. Rita’s Nursing Home, where thirty-five elderly and disabled people drowned in the suddenly flooded building. Clarita’s rescuer, who worked for the parish, and his wife had saved about a hundred stranded people with their boat, she recalls. An armada of volunteers went out in small craft that week and ferried uncounted thousands, tens of thousands, to dry ground. (Pages 232-233)
- Cory Delaney, a twenty-four-year-old from a one-story home in the outskirts of New Orleans, went with his father, his disabled mother, and a few other relatives to take shelter in his aunt’s two-story house. From there everything went wrong. The possessions on the ground floor began to float in the seeping water, and then the water began to climb the stairs. They were stranded, and a help sign on the roof brought nothing. They ran out of water to drink, and the helicopters flying by that they hoped would rescue them kept going, guns pointing at the window. On the third day, as he began to build a raft, a boat came. He carried his mother, while other relatives carried her wheelchair. At the staging area were more men with guns: a policeman with an M16 in hand who told them to walk to the top of the interstate and wait for a bus. They settled in with about two thousand people. Busses did begin to come by, but some didn’t stop, and others took away the most vulnerable. (Page 233)
- Delaney found himself in a group of about twenty-five that began to function as a social unit -a lot of people stranded by Katrina would become part of these improvised communities that took care of each other and made decisions together. ... One policeman came and gave them water, but the next round of police to come by “got out their cars with their M16s and their AK-47s ready to shoot somebody. They told us to back up like we was all fugitives. They pointed their guns at us and told us, ‘They’re not coming for y’all. Ya’ll got to fend for yourself. Try to walk to the Superdome.’ So we just walked down there pulling my mama, and nobody tried to help.

They just ride past- people riding past in boats taking pictures of us like we was just some homeless people, refugees or something. (Page 234)

- Fed by racism and the enormity of the storm, the elite panic reached extraordinary levels in the aftermath of Hurricane Katrina. That generated a disaster of its own, whereby the victims of Katrina were regarded as menaces and monsters, and the response shifted from rescue to control and worse. Katrina was a succession of disasters, the somewhat natural disaster of the storm, the strictly unnatural disaster of the failing levees that flooded St. Bernard Parish and much of New Orleans, the social devastation of the failure or refusal of successive layers of government to supply evacuation and relief, and the appalling calamity of the way that local and then state and federal authorities decided to regard victims as criminals and turned New Orleans into a prison city, in which many had guns pointed at them and many were prevented from evacuating. Or killed. Or left to die. (Page 235)
- It was a catastrophe, far larger in scale than almost anything in American history. An emergency is local- a house burns down, a hospital floods. A disaster covers a city or a small region. After the 1906 earthquake you could just cross the bay for sanctuary, and half the city remained standing anyway. After 9/11 you just had to evacuate lower Manhattan; the rest of the island and boroughs were fine. ... After Katrina, 80 percent of New Orleans was flooded, all vital services were wrecked or suspended, and ninety thousand square miles of the coastal south were declared a disaster area. (Page 235)
- But much of what happened after the levees broke didn't have to. It was the result of fear. When Tierney was speaking of elite panic- "fear of social disorder; fear of poor, minorities, and immigrants; obsession with looting and property crime; willingness to resort to deadly force; and actions taken on the basis of rumor" – she was talking shortly after Katrina, perhaps the worst case of elite panic in the history of the United States. New Orleans had long been a high crime city, but the mythic city of monsters the media and authorities invented in the wake of Katrina never existed, except in their imagination. That belief ravaged the lives of tens of thousands of the most vulnerable. (Page 235)
- Many of the people left behind in New Orleans were the elderly, ill, or otherwise frail, mothers and young children or extended families who couldn't bring themselves to split up for an evacuation or leave some members behind. Though much blame was heaped upon those who did not evacuate, many lacked the resources to do so: a car, or gas money, or a place to go. Many lived off monthly checks, and by late August their funds had run low or out. Thousands of tourists were stranded when their flights out of New Orleans were canceled. Some residents stayed behind to protect their property; others, including doctors and nurses at hospitals, stayed to take care of those who could not leave. A mandatory evacuation order was given late on the weekend before the hurricane arrived, but no resources to carry it out were provided. (v239)

- The hysteria about looting became so intense that two and a half days after the storm, on August 31, [Mayor] Nagin and Governor Kathleen Blanco called emergency responders – police and National Guard, mostly – off search and rescue to focus on combating looting. They had chosen protecting property over saving lives. (Page 236)
- Many trapped in [New Orleans] believed they had been left to die, some believed that it was because they were black. There was some truth to those beliefs. Even television new commentators noted that an affluent white community would not have been left to suffer for so many days while the federal government dithered. The unfulfilled promises of evacuation and aid day after day turned Katrina into a social crisis that had something in common with civil wars and civil unrest. (Page 239)
- The Federal Emergency Management Agency [FEMA] was turning away volunteer rescuers, buses, truckloads of supplies, offers of help from powerful entities ranging from a huge military ship with a floating hospital, drinking water, and other crucial supplies to Amtrak (whose trains could have at any moment, and eventually did, move masses more effectively than buses). Of the excuse was threat it was not safe to enter New Orleans. The job of supplying buses was contracted out to a Bush administration supporter who didn't actually deal with buses... (Page 240).
- [Doctor] Richard E. Deichmann contrasted these bureaucrats preoccupied with notions of safety but unconcerned about human life with the volunteers who showed up. A Texas father and son who appeared that day in their flat-bottom boat figured out the evacuation route for the hospital...The father told Deichmann, "The thing is, they wouldn't let us put in once we got here. They tried to turn us around and make us go back. We wasn't coming all this way to turn back. We told the cops "Okay." Then just snuck our boat in somewhere else." Saving lives was an outlaw activity. (Page 263)
- "It turned into a community effort. Everybody cooked. They fed one another. They scavenged the food that they had from stores that had been vandalized, whatever, but they were really, really, really nice. I saw people being compassionate about people that they never met, people that they never saw, people that they never knew reaching out to them, feeding them, giving them clothes and the food. This was New Orleans everywhere. This was everywhere in New Orleans." (Page 274)
- I asked Linda Jackson, a former Laundromat owner who became a key staff person at NENA, the Lower Ninth Ward Neighborhood Empowerment Network, how the community felt about the assistance pouring in from around the world. She replied..."They're stunned. They never thought the world would reach out the way they did. I'm not going to say that it makes up for [the initial, official Katrina response], but the help that we've been given from throughout the United States and the world, it makes us work that much harder. We say: you know what, if these people can

come down here and take off work, drop out of school for a couple weeks, there's no way, there's just no way we can have a negative attitude." (Page 288)

- Aislyn Colgan...reflected on her nearly two years on and off with the Common Ground Clinic..."On one level I'm a lot more scared that the government isn't going to come through. I don't have faith in the government, or even large organizational city bodies or anything to come through in a natural disaster, and I live in the Bay Area, so I'm really scared about earthquakes...Then also on a personal level I feel like the further down – I don't know how to describe it, but there's a depth to my understanding of pain and depth to my understanding of joy. I was never a person who cried about happy things, but I find that I cry more often. I feel like I have a much stronger sense of the harshness of life and also the beauty. It's like they're one and the same." (Page 293)

Student Graphic Organizer and Analysis Questions

Directions: Together with your partner, read each packet of writing excerpts about each of the disasters. As you read, complete the graphic organizer below with your observations. Lastly, complete the analysis questions.

	San Francisco Earthquake 1906	9/11 Terrorist Attack (NY) 2001	Hurricane Katrina (NO) 2005
What happened in this disaster?			
List some of the problems that the <i>community</i> and <i>government</i> had to deal with in order to help the citizens who were affected by the disaster.			

	San Francisco Earthquake 1906	9/11 Terrorist Attack (NY) 2001	Hurricane Katrina (NO) 2005
How did the citizens react – give details and specifics about what ACTIONS the people took in their community.			
How did the government and authorities respond – give details and specifics about how they dealt with the disaster situation.			

Analysis Questions:

1. How does society itself look different in times of disaster? What happens, or does not happen, in distinction to "normal" times?
2. What do these events tell us about the role of the government (all levels) and private individuals and organizations in times of disaster?
3. What needs do these groups (government and citizens) try to meet in the wake of a disaster, and what differences in approach do you note?
4. Which parts of the population are most vulnerable during these disasters?
5. Do community distinctions (class) change in times of disaster?
6. What role and responsibility *do you believe* the government should have in times of disasters and national crisis? What about the citizens?

Fact or Opinion?

Grades 6-8 Historical and Social Sciences Analysis Skills

Research, Evidence, and Point of View

2. Students distinguish fact from opinion in historical narratives and stories.

Exercise A

When reading and writing information it is important to distinguish facts from opinions. Use the definitions and examples below to help you complete the exercises.

Fact – A fact is something that is known to be true.

Examples: California has the largest population of all of the United States.
Washington D.C. is the capitol of the United States.

Opinion – An opinion is a personal view or belief about an issue.

Turn the following facts on the left into opinions on the right side of the chart.

Fact	Opinion
The Sacramento Kings were once known as the Rochester Royals.	
California requires students to attend school between the ages of six and eighteen.	
Britney Spears had her first number one album in 1999 at age 18.	

Examples: California is by far the best state in which to live. Washington D.C. is an ugly city.

Practice A2

Practice A1

Turn the following opinions on the left into facts on the right side of the chart.

Opinion	Fact
Although the San Francisco 49ers have had a few bad years, they have had the most glorious history of any NFL team.	<i>Example:</i> <i>The 49ers are a professional football team based in San Francisco, California.</i>
The California laws that give restricted licenses to sixteen year olds are completely unfair.	
American Idol is the absolute worst TV show on the air.	

Write “F” next to the statement below if it is a FACT. Write an “O” next to the statement if it is an OPINION.

6th Grade

_____ India’s first civilization grew near the Indus River.

_____ I think more people should give up all of their desires in order to reach the Buddhist ideal of nirvana.

_____ In 594 BCE, the Ancient Greeks turned to Solon who reformed the laws enabling all male citizens to participate in the assembly and the courts.

_____ The Egyptian’s pyramids are the most spectacular feat of human achievement.

_____ About 1000 years after Hammurabi, the Assyrians developed an empire in Mesopotamia.

7th Grade

_____ The Romans borrowed many ideas from the Greeks.

_____ I believe the invention of paper was the most significant invention under the Han dynasty.

_____ The samurai code of Bushido was better than the European code of chivalry.

_____ The Black Death killed approximately one-third of Europe’s population.

_____ Leonardo da Vinci was the most talented artist of the Renaissance period.

8th grade

_____ Thomas Jefferson wrote the majority of the Declaration of Independence.

_____ The Bill of Rights is the first ten amendments to the Constitution.

_____ Congress passed the Indian Removal Act in 1830.

_____ I think the North was likely to win the Civil War because of its obvious strengths over the South before the war even began.

_____ Lincoln’s plan for Reconstruction most effectively restored the Union after the Civil War.

10th grade

- _____ Plato was the greatest Greek philosopher.
- _____ John Locke’s views on government were more accurate than Thomas Hobbes’ views.
- _____ The Industrial Revolution began in Great Britain.
- _____ Western leaders were very foolish to appease Adolf Hitler in the 1930s.
- _____ After the United States formed NATO in 1949, the Soviet Union formed its own alliance system, the Warsaw Pact in 1955.

11th grade

- _____ The Chinese Exclusion Act barred Chinese immigration into American for ten years and was later extended.
- _____ The United States entered World War I in 1917.
- _____ President Hoover was ineffective in dealing with the problems that were created by the Stock Market Crash of 1929.
- _____ President Kennedy’s handling of the Cuban Missile Crisis in 1961 was worthy of praise.
- _____ President Nixon resigned his office in August of 1974.

Practice A4

Look back at the statements that you marked with an “O” for opinion. Write down the words or phrases that helped you to identify these statements as opinions. For example, in the sentence “I think that reality shows are lame,” you might write down the words “I think” and “lame” because these words show the author’s opinions about reality shows.

_____	_____
_____	_____
_____	_____

What many of the words or phrases above have in common?

Practice A5

Read the following passage about the Civil War. Underline sentences that show the authors' opinions. Then circle the words or phrases that helped you to identify these statements as opinions.

The most important figure in the western theater of war was Ulysses S. Grant. A graduate of West Point, Grant had served in the Mexican War. He later resigned from the army and then pursued a variety of business ventures with mixed results. When the Civil War broke out, Grant quickly volunteered for service with the Union army. Grant's determination and aggressiveness in battle set him apart at a time when General McClellan's sluggish leadership in the East frustrated the president. *"I can't spare this man,"* Lincoln said of Grant. *"He fights."*

Source: Stuckey, Sterling and Linda Kerrigan Salvucci. *A Call to Freedom*. Austin: Holt, Rinehart and Winston, 2000. p. 585.

Discuss: What types of words did the authors use to indicate their opinions?

Note: *There are many ways to express opinions, however, they are often found in descriptive adjectives and adverbs.*

A Paradise Built in Hell Assignment: Determining Fact or Opinion

Directions: After reading the excerpts from the book *A Paradise Built in Hell*, complete the chart below with 10 facts from the reading, and 10 opinion statements. Circle the words in the second column that are indications of opinions.

FACTS	OPINIONS

Developing Arguments

Historical and Social Sciences Analysis Skills

Research, Evidence, and Point of View

Grades 6-8	Grades 9-12
<ol style="list-style-type: none"> 1. Students frame questions that can be answered by historical study and research. 2. Students distinguish fact from opinion in historical narratives and stories. 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. 	<ol style="list-style-type: none"> 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Opinion + Evidence = Argument

Exercise B

Opinions can be turned into arguments if they can be backed up with facts, or evidence. In addition, words that imply a personal opinion should be removed to create more of an authoritative argument. Notice how the historians expressed their opinions without using words such as “I think” or “We believe” in the following sentence.

Example:

Grant’s determination and aggressiveness in battle set him apart at a time when General McClellan’s sluggish leadership in the East frustrated the president.

Steps for Developing an Argument

To generate an argument based on evidence without using personal opinion words, complete the following steps.

Question: *What role have reality shows played in American television viewing habits over the last five years?*

Step One: Research evidence that addresses the question.

Evidence:

- Four out of the top 10 shows for the week of April 12-18, 2004 were reality shows.
- These shows included: *The Apprentice*, *Survivor*, *The Amazing Race* and *The Bachelor*.

Step Two: Draft an answer to the question based on your evidence. Make sure to remove or replace words that imply personal thoughts on the matter to form a solid argument.

First draft: ~~I think~~ Americans have become ~~far too addicted~~ to reality television.

Argument: Americans have become fascinated with reality television.

Or even better

Argument: Americans have had a growing fascination with reality television over the last five years.

Historical Arguments

Historians also use facts as one way to convince their readers that their opinions are true. In these cases, the group of facts the historian uses to support his or her points is called evidence and the opinions are called claims or arguments. To form their arguments, historians ask a question, examine evidence, and analyze what the evidence means. They draw conclusions from the evidence, and those conclusions are their arguments. When drafting an argument, historians remove words that imply a personal opinion to create a more authoritative argument.

Define **argument** in your own words:

Exercise C – Answering Historical Questions with Arguments

The basis of good historical analysis is answering questions with arguments that are supported by evidence. Initially, it may be easiest to start by rephrasing the questions into an argument based on the evidence available.

Example C1 – Notice how the question was restated and answered in the argument, while the opinion words were removed.

Question: How did the rules in the Qur'an and Sunna affect the lives of Muslims?

Evidence:

- They included the Five Pillars of Islam, which were duties for Muslims: the profession of faith, daily prayer, giving alms to the poor, fasting during Ramadan, and a pilgrimage to Mecca.
- The Qur'an and the Sunna include rules about diet, marriage, divorce, contracts, and hygiene.
- Muslims are prohibited from such things as drinking alcohol, eating pork, gambling, murder, and theft.

First Draft:

~~I believe~~ the Qur'an and Sunna ~~really~~ impacted the lives of Muslims.

Argument:

The rules in the Qur'an and Sunna had a large impact on the daily lives of Muslims.

Example C2 – However, a writer does not have to use the exact wording from the question in his or her argument. This allows the writer to freely express his or her interpretation in the argument.

Question: How did Sparta defeat Athens in the Peloponnesian War?

Evidence:

- For 26 years Sparta and Athens won victories but neither could defeat the other city-state.
- Eventually, Sparta decided to sell some Greek territory in Asia Minor to the Persians so it would have enough money to build a navy.
- In 405 B.C.E., Sparta's navy defeated the Athenian fleet.
- The next year, Athens surrendered after also being defeated in land battles.

Argument:

Sparta's decision to sell land to the Persians so it could build a navy was a crucial turning point in its victory over Athens.

Developing an Argument for an Editorial

Select one of the investigative questions based on your knowledge of the topic and recopy that below. List evidence from your investigation (excerpts and photographs), and form an argument based on that evidence. You will be using this argument to form a thesis statement for an editorial newspaper article.

A. Question: What do these events tell us about the role of the government (all levels) and private individuals and organizations in times of disaster?

B. Question: What needs do these groups try to meet in the wake of a disaster, and what differences in approach do you note?

C. Question: Which parts of the population are most vulnerable during these disasters?

Question:

Three to four examples of evidence:

-
-
-
-

Argument:

Editorial Assignment

Your assignment is to construct an editorial on **one** of the three disasters we studied in class – the 1906 San Francisco Earthquake; Hurricane Katrina; or 9/11. Your job is to use the primary and secondary sources (newspaper article, photographs, *A Paradise Built in Hell* excerpts) to construct an argument about the event. You need to take a position on how the event unfolded – the government’s response, individual response, and/or the impact on citizens. Keep in mind the key questions: What does this event tell us about the role of the government (all levels) and private individuals and organizations in times of disaster? What needs do these groups try to meet in the wake of a disaster? Which parts of the population are most vulnerable during these disasters?

- 1) The first step is to establish your thesis, or argument. You may argue, for instance, that the government (and be specific about which level: municipal, state, and/or federal) failed to protect citizens during the specific disaster.
- 2) The next step is to briefly describe the event, explaining key aspects of the disaster that are necessary for the reader to know in order to follow your argument. This part should resemble a regular news article in that the story should be presented from an objective, or factual, stance.
- 3) You then need to use specific evidence to argue your point. Make sure to use at least three pieces of evidence to establish your argument.
- 4) When possible, bring in points that someone who disagrees with you may raise to refute your argument. Show why you still would argue your point despite this opposing evidence, but do so in a professional manner, that does not involve any name-calling or mean tactics.
- 5) Make allowances for a point or two the other side has that does have some validity or truth to it.
- 6) Propose a solution to the problem that shows critical thinking and is not immediately obvious – this will encourage the reader to think critically as well.
- 7) Provide a strong conclusion; end with a “punch.”
- 8) Do not use the word “I.”
- 9) Create a headline for your article that illustrates the point you are making.
- 10) Include a visual that will draw in your reader.

A note about editorials:

A newspaper editorial is an article written to persuade the readership through a line of argument. Unlike other news articles throughout the paper, editorials have a clear opinion and are not presented as purely an objective, or factual, account. The opinion represented in the editorial represents how the majority of the editors of the paper feel about a particular issue or topic. Ideally the editorial will encourage readers to engage with an issue, perhaps even taking action to address the problem if appropriate.

California History-Social Science Project Author Biographies



Sarah Taylor lives in Sacramento with her husband, two dogs, and cat. She taught social studies and English at the Junior High Level for six years, and has been working with credit deficient students in an alternative high school for the last three. In her spare time, Sarah loves reading, traveling, photography, and going to Disneyland with her husband and family.



Shelley Brooks completed her Ph.D. in United States History at UC Davis in 2011. Shelley began working on lesson plan development with the UC Davis History Project in 2005, and has taught Post-1945 United States, California, and American Environmental History at UC Davis. As the Communications Coordinator for the California History-Social Science Project, she edits the quarterly magazine, *The Source*, and coordinates other state office communications.



Editor: Beth Slutsky

Beth earned her Ph.D. in U.S. history from the University of California, Davis, with a focus on the U.S. during the Cold War and women's history. She has teaching experience at both the secondary and post-secondary levels, and has worked extensively on the professional development of teachers. Beth served as the editor for the California Reads curriculum guides and recruited, organized, and guided the work of the scholar-teacher teams.

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About Cal Humanities:

Cal Humanities is an independent, non-profit organization dedicated to promoting a greater understanding of the human condition. We produce, fund, and support cultural experiences in media, literature, discussion programs and more. Through engaging and inspiring work, we encourage our audiences to learn more, dig deeper, and start conversations that matter to create a State of Open Mind. To learn more about us, please visit www.calhum.org

About California History-Social Science Project:

Headquartered in the Department of History at the University of California, Davis, the California History-Social Science Project (CHSSP) is a K-16 collaborative—informing classroom practice through scholarly research and directing that research to meet the real-life needs of California’s teachers and their students. A special focus of their work has been meeting the needs of English learners, native speakers with low literacy, and students from economically disadvantaged communities in order to reduce the achievement gap. For additional information, please visit <http://csmc.ucop.edu/chssp>

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