



# **Compton USD Learning Packet #3**

**Eleventh Grade**

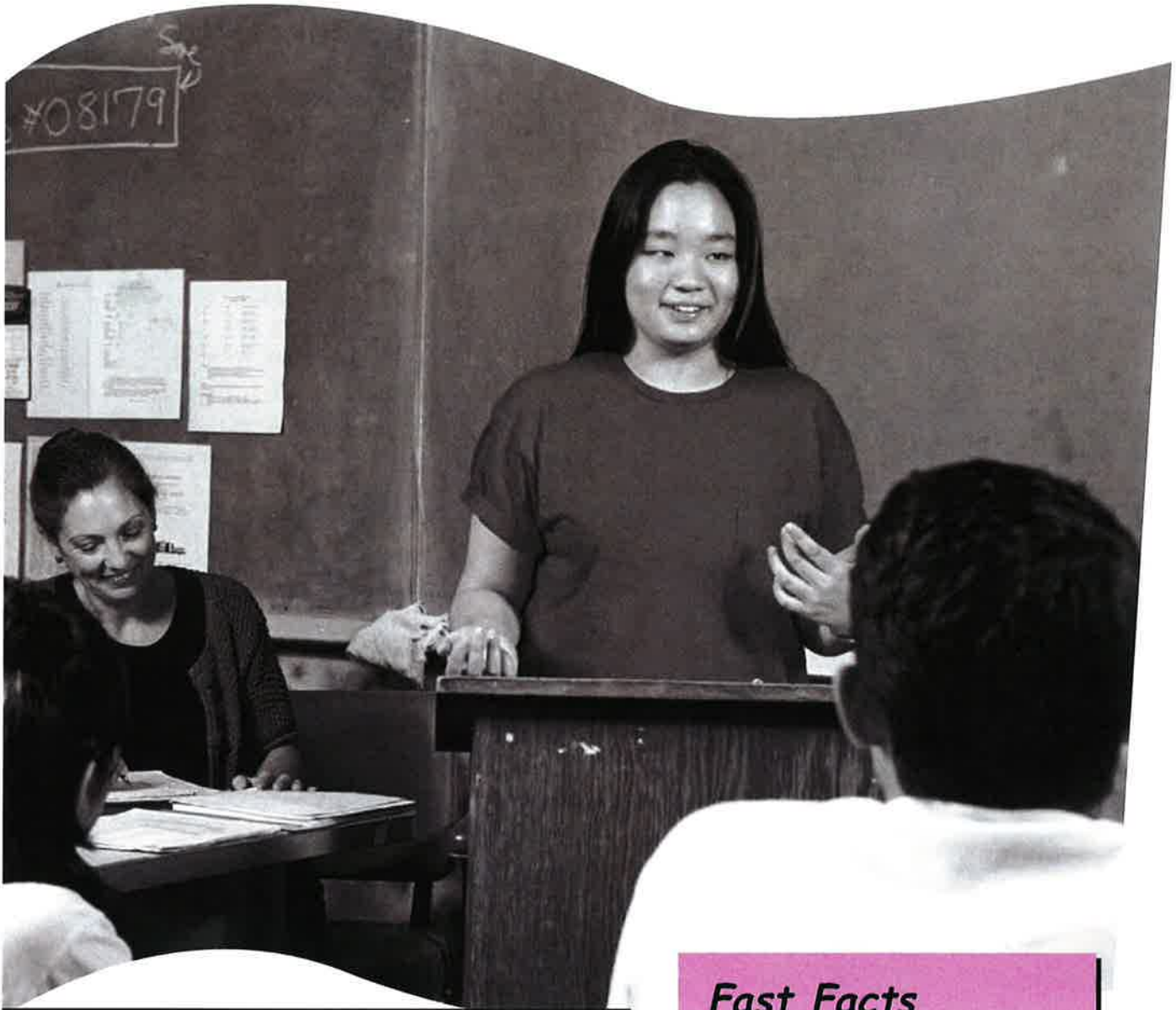
# 11th Grade Learning Packet

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# Speeches That Inspire



Speeches can inspire an audience.

## *Fast Facts*

- Patrick Henry gave his famous speech on March 23, 1775.
- Another speech Henry gave included the statement “United we stand, divided we fall.”
- Henry was born in 1736 and died in 1799.

## The Power of Speech

Speeches can affect people deeply. The words in a speech can calm, anger, or inspire the people in an audience. However, the way in which the words are said can also affect people.<sup>37</sup>

Today, speeches can be recorded with video cameras and other machines. People who were not in the audience when the speech was delivered can hear and see the speech. They can be calmed, angered, or inspired, just as the first audience was.<sup>79</sup>

A written copy of a speech can affect people, too. Many famous speeches were made before video cameras were<sup>98</sup> invented. In 1775, Patrick Henry made a speech that ended with the words "Give me liberty or give me death." Even today,<sup>120</sup> Patrick Henry's speech still inspires Americans to fight for their liberty.<sup>131</sup>

### KEY NOTES

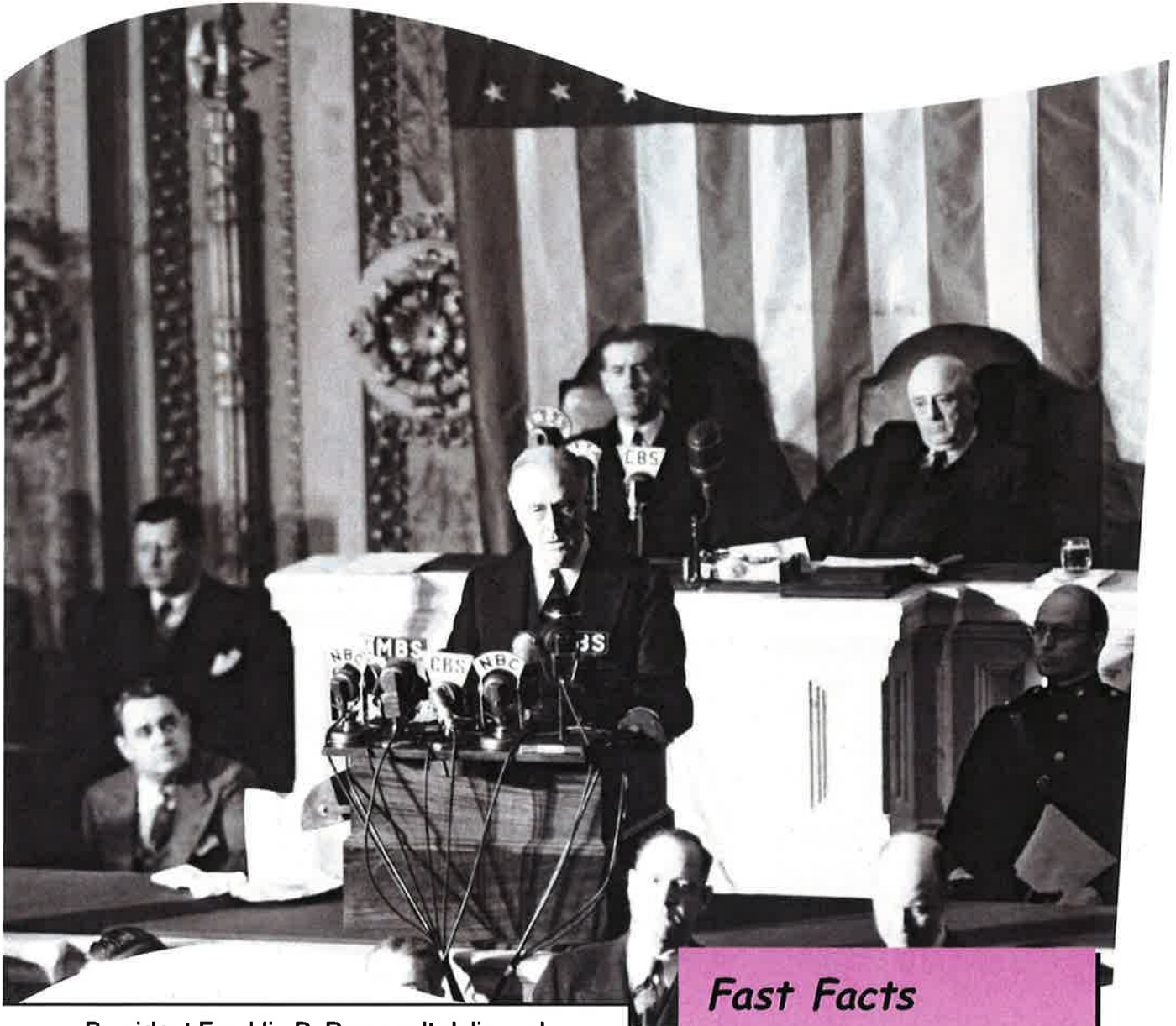
#### **The Power of Speech**

How can speeches affect people?

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# Speeches That Inspire



President Franklin D. Roosevelt delivered a famous speech to Congress in 1941.

## *Fast Facts*

- In the Pearl Harbor attack in 1941, 2,388 lives were lost.
- Franklin D. Roosevelt was elected president four times—more than any other president.
- In another speech, Roosevelt said, “The only thing we have to fear is fear itself.”

## A Day of Infamy

On December 7, 1941, Pearl Harbor, in Hawaii, was attacked by Japan. The surprise attack killed many people and destroyed<sup>24</sup> many ships. People feared that the United States mainland would be attacked, just like Hawaii had been.<sup>41</sup>

The day after the attack, President Franklin D. Roosevelt spoke to Congress, describing December 7 as “a date which will live in infamy.” He said that we, as Americans, “will not only defend ourselves . . . but will make very certain that this . . . shall never endanger us again.”<sup>87</sup>

President Roosevelt said that Americans must work together to prevent future attacks. The speech helped to calm people’s<sup>105</sup> fears, but it also inspired them to act. Throughout the war that followed, Roosevelt’s Day of Infamy speech reminded Americans that they must work together to win the war.<sup>134</sup>

### KEY NOTES

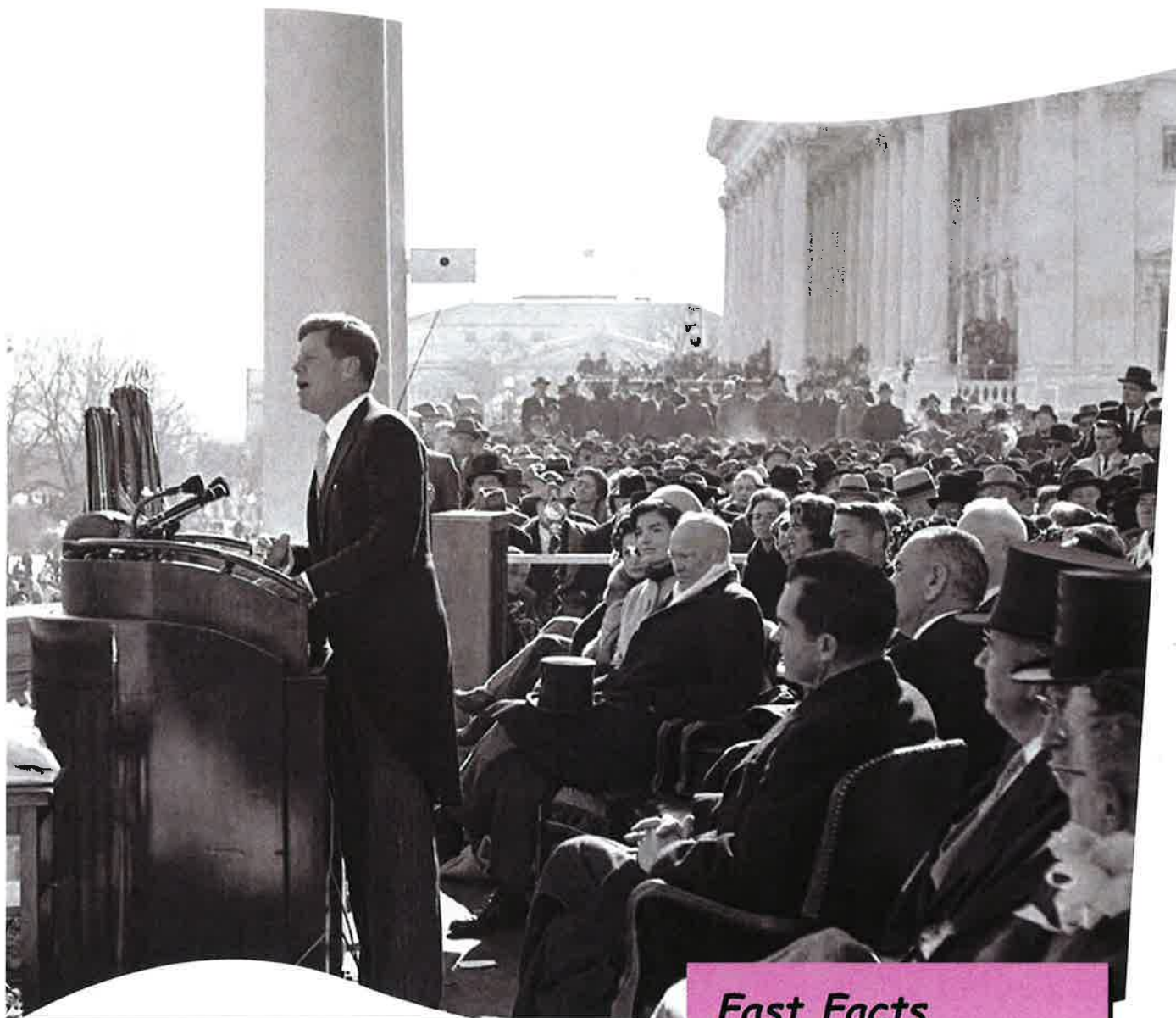
#### **A Day of Infamy**

What did President Roosevelt tell Americans in his speech?

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# Speeches That Inspire



President John F. Kennedy delivered his inaugural address to a large crowd in Washington, DC.

## *Fast Facts*

- John F. Kennedy was the youngest person to be elected president.
- In another speech, Kennedy said, "Race has no place in American life or law."
- The 1960 election debates between Kennedy and Richard Nixon were the first debates on TV.

## A Call to Service

American presidents begin a new term by giving a speech called an inaugural address. In 1961, when John F. Kennedy<sup>24</sup> became president, four countries had nuclear bombs, and many people were afraid of the damage nuclear bombs could cause.<sup>43</sup>

In his inaugural address, President Kennedy asked people to work on their shared problems, not their differences. He<sup>61</sup> challenged Americans to “ask not what your country can do for you—ask what you can do for your country.” President Kennedy<sup>83</sup> also challenged people around the world to “ask not what America will do for you, but what together we can do for the freedom of man.”<sup>109</sup>

President Kennedy’s inaugural address inspired people to work for freedom and human rights. He said that working together would make people safe—and free.<sup>133</sup>

### KEY NOTES

**A Call to Service** What did President Kennedy ask the people of the United States and the world to do?

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# Speeches That Inspire



Dr. Martin Luther King, Jr., spoke at the Lincoln Memorial in 1963.

## *Fast Facts*

- In 1964, Dr. Martin Luther King, Jr. won the Nobel Peace Prize for his work in civil rights.
- Dr. King believed that equal rights should be gained without violence.
- In another part of Dr. King's speech, he said, "Let freedom ring" for all people.

## I Have a Dream

On a hot day in 1963, more than 250,000 people gathered at the Lincoln Memorial in Washington, D.C., to hear<sup>24</sup> Dr. Martin Luther King, Jr. speak. Standing in front of the Lincoln Memorial, Dr. King said that he wanted equal rights<sup>45</sup> for all people. Dr. King reminded people that African Americans did not have the same rights that white Americans had.<sup>65</sup>

Dr. King repeated the phrase “I have a dream” to describe his hopes for the future, including his dream that his “four<sup>87</sup> children will one day live in a nation where they will not be judged by the color of their skin but by the content of their<sup>113</sup> character.” Dr. King’s “I have a dream” speech continues to inspire people to dream—and to work—for human rights.<sup>133</sup>

### KEY NOTES

#### **I Have a Dream**

What did Dr. King say he wanted in the speech “I Have a Dream”?

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**LESSON**  
**18-1**

# Angles of Rotation and Radian Measure

## Reteach

To convert angle measures from radians to degrees or from degrees to radians, use the following rule:

Radians → Degrees

Degrees → Radians

Multiply by  $\frac{180}{\pi}$ .

Multiply by  $\frac{\pi}{180}$ .

### Example

	Step 1	Step 2
Convert $140^\circ$ to radians.	Choose the conversion factor.  Multiply by $\frac{\pi}{180}$ .	Multiply, leave in terms of $\pi$ .  $140 \cdot \frac{\pi}{180} = \frac{7\pi}{9}$
	Step 1	Step 2
Convert $\frac{4\pi}{7}$ radians to degrees.	Choose the conversion factor.  Multiply by $\frac{180}{\pi}$ .	Multiply, round to nearest degree.  $\frac{4\pi}{7} \cdot \frac{180}{\pi} = \frac{720}{7} \approx 103^\circ$

Convert each measure from degrees to radians or from radians to degrees.

1.  $160^\circ =$  \_\_\_\_\_ radians                      2.  $\frac{4\pi}{5}$  radians = \_\_\_\_\_ degrees

To find the length of the intercepted arc  $s$  for a given angle  $\theta$  and radius  $r$  use the following formula:

$$s = r\theta$$

**Example** Find the length of the intercepted arc for an angle of  $260^\circ$  with radius 3 inches.

Step 1	Step 2
Convert angle to radians.  $260 \cdot \frac{\pi}{180} = \frac{13\pi}{9}$	Substitute into the formula $s = r\theta$ and calculate.  $s = r\theta = (3)\left(\frac{13\pi}{9}\right) = \frac{13\pi}{3} \approx 13.61$

The intercepted arc length is about 13.6 inches.

Find the length of the intercepted arc for the given angle and radius.

3.  $\theta = 18^\circ$ , radius = 12 cm

\_\_\_\_\_

4.  $\theta = 105^\circ$ , radius = 6 inches

\_\_\_\_\_

5.  $\theta = 256^\circ$ , radius = 1.4 m

\_\_\_\_\_

6.  $\theta = 310^\circ$ , radius = 45 mm

\_\_\_\_\_



## Japanese American Incarceration Timeline

- 1853-54** U.S. Commodore Matthew Perry sailed gunships into Tokyo Bay and demanded Japan's government end its centuries-old isolationist foreign policy, throwing Japan into political, and later, economic turmoil.
- 1880s** Laws excluding Chinese immigrants from the U.S. were enacted, causing a labor shortage in Western states. Railroad companies recruited Japanese laborers, and a wave of Japanese immigration to the U.S. began.
- 1898** The U.S. annexed Hawaii, which had a large Japanese population.
- 1906** San Francisco passed a resolution that required all Japanese and Korean students to join Chinese students at a segregated school.
- 1907** The U.S. agreed not to restrict Japanese immigration, and Japan agreed to stop further emigration to the U.S. through the Gentlemen's Agreement.
- 1913** California passed the Alien Land Law, forbidding "all aliens ineligible for citizenship" from owning land. Though the law affected all Asian immigrants, it was mostly directed at Japanese.
- 1924** Congress passed the Immigration Act of 1924, effectively ending Japanese immigration to the U.S.
- 11/7/1941** *Munson Report* released (Document B).
- 12/7/1941** Japan bombed the U.S. Pearl Harbor military base in Hawaii.
- 2/19/1942** President Roosevelt signed Executive Order 9066, authorizing military authorities to exclude civilians from any area without trial or hearing.
- 12/18/1944** The Supreme Court upheld the constitutionality of Executive Order 9066 in *Korematsu v. United States* (Document D).
- 3/20/1946** The last War Relocation Authority facility, the Tule Lake Segregation Center, closed.
- Late 1960s** The Asian American Movement began.
- Late 1970s** Japanese American activists started the Redress Movement to get compensation and an apology from the U.S. government for the mass removal and incarceration of Japanese Americans during World War II.
- 1980** The Commission on Wartime Relocation and Internment of Civilians was established. In 1983 it issued its report, *Personal Justice Denied* (Document E).
- 8/10/1988** President Ronald Reagan signed HR 442 into law. It acknowledged that the incarceration of more than 110,000 individuals of Japanese descent was unjust and offered an apology and reparation payments of \$20,000 to each person incarcerated.



# Speeches That Inspire

## The Power of Speech

1. Another good name for “The Power of Speech” is \_\_\_\_\_

- a. “Give Me Liberty.”
- b. “How Speeches Affect People.”
- c. “Recorded Speeches.”
- d. “Famous Speeches.”

2. Some speeches are powerful because they can \_\_\_\_\_

- a. change the way people think.
- b. tell people how to change their lives.
- c. cause people to act in a certain way.
- d. all of the above

3. How might seeing a person give a speech be different from watching a recorded speech?

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## A Day of Infamy

1. “A Day of Infamy” is MAINLY about \_\_\_\_\_

- a. what happened in World War II.
- b. why President Roosevelt wrote speeches.
- c. why Japan attacked Pearl Harbor.
- d. President Roosevelt’s speech after the Pearl Harbor attack.

2. President Roosevelt gave his Day of Infamy speech because \_\_\_\_\_

- a. the United States had been attacked.
- b. the United States had attacked Japan.
- c. Japan had attacked England.
- d. the war had just ended.

3. How did Roosevelt's speech help Americans during the war?

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## A Call to Service

1. An inaugural address is a speech that \_\_\_\_\_

- a. tells about how people should fight a war.
- b. American presidents give when they begin a new term.
- c. tells people why they should vote for someone.
- d. American presidents give at the end of their term.

2. In his speech, President Kennedy challenged people around the world to \_\_\_\_\_

- a. ask what America could do for them.
- b. work together to change laws in the United States.
- c. inspire their leaders to solve their problems.
- d. ask what they could do to help themselves and others.



3. What did President Kennedy mean when he said, “Ask not what your country can do for you—ask what you can do for your country”?

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## I Have a Dream

1. What was the main idea of Dr. King's speech?

- a. that everyone should be able to dream
- b. that all people should have equal rights
- c. that Dr. King dreamed of being president
- d. that people gathered to hear Dr. King speak

2. What was Dr. King's dream?

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3. Why was the Lincoln Memorial a good place for Dr. King to give this speech?

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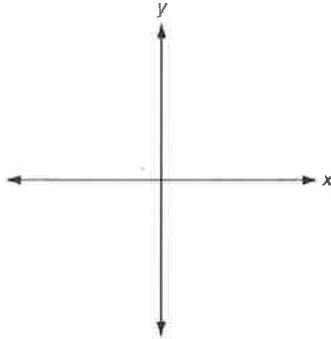
**LESSON**  
**18-1**

**Angles of Rotation and Radian Measure**

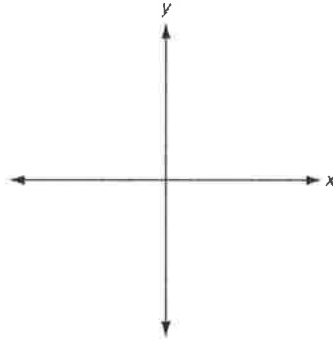
*Practice and Problem Solving: A/B*

**Draw an angle with the given measure in standard position.**

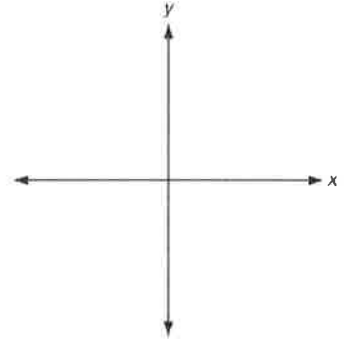
1.  $-420^\circ$



2.  $405^\circ$



3.  $-450^\circ$



**Find the measures of a positive angle and a negative angle that are coterminal with each given angle.**

4.  $\theta = 425^\circ$

\_\_\_\_\_

5.  $\theta = -316^\circ$

\_\_\_\_\_

6.  $\theta = -800^\circ$

\_\_\_\_\_

7.  $\theta = 281^\circ$

\_\_\_\_\_

8.  $\theta = -4^\circ$

\_\_\_\_\_

9.  $\theta = 743^\circ$

\_\_\_\_\_

**Convert each measure from degrees to radians or from radians to degrees.**

10.  $\frac{5\pi}{12}$

\_\_\_\_\_

11.  $215^\circ$

\_\_\_\_\_

12.  $-\frac{29\pi}{18}$

\_\_\_\_\_

13.  $-180^\circ$

\_\_\_\_\_

14.  $\frac{5\pi}{3}$

\_\_\_\_\_

15.  $-\frac{7\pi}{6}$

\_\_\_\_\_

**Solve.**

16. San Antonio, Texas, is located about  $30^\circ$  north of the equator. If Earth's radius is about 3959 miles, approximately how many miles is San Antonio from the equator?

\_\_\_\_\_



## Document B: The Munson Report

*In 1941 President Roosevelt ordered the State Department to investigate the loyalty of Japanese Americans. Special Representative of the State Department Curtis B. Munson carried out the investigation in October and November of 1941. The product of this investigation became known as the "Munson Report," and it was presented to President Roosevelt on November 7, 1941. The excerpt below is from the 25-page report.*

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There is no Japanese 'problem' on the Coast. There will be no armed uprising of Japanese. There will undoubtedly be some sabotage financed by Japan and executed largely by imported agents. . . . In each Naval District there are about 250 to 300 suspects under surveillance. It is easy to get on the suspect list, merely a speech in favor of Japan at some banquet being sufficient to land one there. The Intelligence Services are generous with the title of suspect and are taking no chances. Privately, they believe that only 50 or 60 in each district can be classed as really dangerous. The Japanese are hampered as **saboteurs** because of their easily recognized physical appearance. It will be hard for them to get near anything to blow up if it is guarded. There is far more danger from Communists and people of the **Bridges type** on the Coast than there is from Japanese. The Japanese here is almost exclusively a farmer, a fisherman or a small businessman. He has no **entree** to plants or **intricate** machinery.

**Source:** The Munson Report, *delivered to President Roosevelt by Special Representative of the State Department Curtis B. Munson, November 7, 1941.*

### Vocabulary

**saboteurs:** a person who deliberately destroys something to gain a military advantage

**Bridges type:** a reference to Harry Bridges, a leader of the International Longshore and Warehouse Union

**entree:** access

**intricate:** complicated



<b>challenged</b>	<b>Hawaii</b>	<b>inaugural</b>	<b>infamy</b>
<b>inspire</b>	<b>memorial</b>	<b>audience</b>	<b>video</b>

1. Choose the word from the word box above that best matches each definition. Write the word on the line below.

- A. \_\_\_\_\_ asked people to do something difficult
- B. \_\_\_\_\_ to cause someone to want to do something
- C. \_\_\_\_\_ marking the beginning of something
- D. \_\_\_\_\_ something created to remember or celebrate a person or event
- E. \_\_\_\_\_ a recording of pictures and the sounds that go with them
- F. \_\_\_\_\_ a group that listens to or watches a speaker or event
- G. \_\_\_\_\_ a state in the United States that lies in the Pacific Ocean
- H. \_\_\_\_\_ the fame that results from an evil or shocking act

2. Fill in the blanks in the sentences below. Choose the word from the word box that completes each sentence.

- A. The president's \_\_\_\_\_ address told how he wanted to help the country.
- B. We recorded the game with our new \_\_\_\_\_ camera.
- C. The speech will \_\_\_\_\_ everyone to help others.
- D. The speaker \_\_\_\_\_ the people to work for civil rights.
- E. Pearl Harbor, in \_\_\_\_\_, was attacked by Japan.
- F. The surprise attack was remembered as an act of \_\_\_\_\_.
- G. The \_\_\_\_\_ reminded the country of the people who had fought and died in the war.
- H. The \_\_\_\_\_ listened to the speaker talk about times when people had few rights.





## Document C: *The Crisis*

*The following excerpt is from an editorial published in The Crisis shortly after the establishment of incarceration camps for Japanese Americans. Founded in 1910, The Crisis is the official magazine of the National Association for the Advancement of Colored People (NAACP), an organization dedicated to promoting civil rights.*

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Along the eastern coast of the United States, where the numbers of Americans of Japanese ancestry is comparatively small, no concentration camps have been established. From a military point of view, the only danger on this coast is from Germany and Italy. . . . But the American government has not taken any such **high-handed** action against Germans and Italians – and their American-born descendants – on the East Coast, as has been taken against Japanese and their American-born descendants on the West Coast. Germans and Italians are “white.”

Color seems to be the only possible reason why thousands of American citizens of Japanese ancestry are in concentration camps. Anyway, there are no Italian-American, or German-American citizens in such camps.

**Source:** Harry Paxton Howard, “Americans in Concentration Camps,” *The Crisis*, September 1942.

### Vocabulary

high-handed: using authority without considering the feelings of others



# Speeches That Inspire

1. Use the chart to help you remember what you read. Draw a line from each quotation to the person who said it.

## Who Said What?

- |   |                                 |
|---|---------------------------------|
| A. "Give me liberty or give me death."  | President John F. Kennedy       |
| B. "a date which will live in infamy"   | Dr. Martin Luther King, Jr.     |
| C. "Ask not what your country can do for you—ask what you can do for your country." | Patrick Henry                   |
| D. "I have a dream."  | President Franklin D. Roosevelt |

**2. How did two of the speeches in this topic inspire people?**

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**3. Why do you think the speakers in this topic wanted to give speeches that inspired people?**

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**4. If you were asked to give a speech to a large group of people, what would you want to inspire them to do? Why?**

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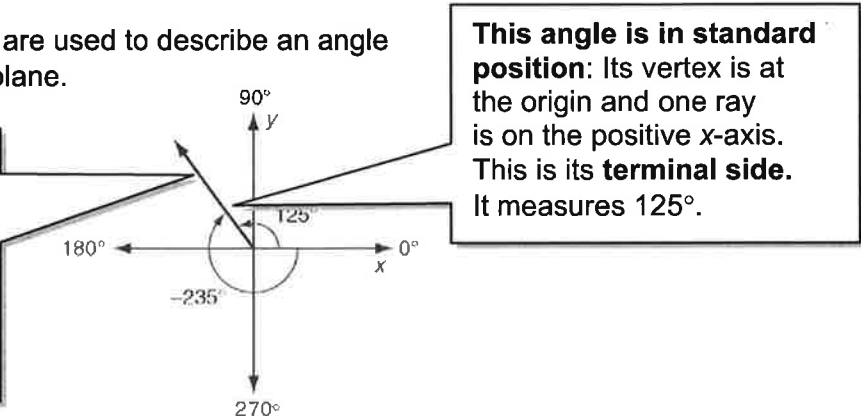
**LESSON**  
**18-1**

# Angles of Rotation and Radian Measure

## Reading Strategies: Understand Vocabulary

There are different terms that are used to describe an angle of rotation on the coordinate plane.

**Coterminal angles** are angles in standard position with the same terminal side. The angle measuring  $-235^\circ$  is coterminal with the angle measuring  $125^\circ$ .

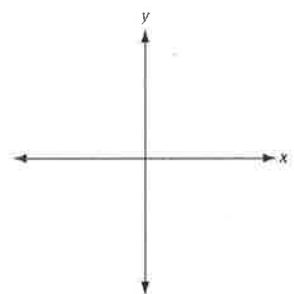


Answer each question.

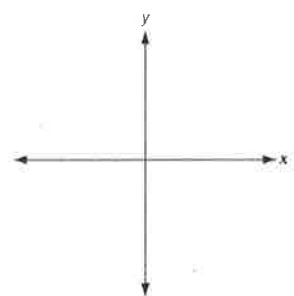
1. An angle has a counterclockwise angle of rotation and the terminal side lies in the third quadrant. What do you know about this angle? \_\_\_\_\_

2. An angle has a clockwise angle of rotation and the terminal side lies in the first quadrant. What do you know about this angle? \_\_\_\_\_

3. a. Draw a  $245^\circ$  angle in standard position.  
 b. What is the measure of a positive coterminal angle?  
 \_\_\_\_\_  
 c. What is the measure of a negative coterminal angle?  
 \_\_\_\_\_



4. a. Draw a  $-200^\circ$  angle in standard position.  
 b. What is the measure of a positive coterminal angle?  
 \_\_\_\_\_  
 c. What is the measure of a negative coterminal angle?  
 \_\_\_\_\_



5. Do all angles have both positive and negative coterminal angles? Explain.  
 \_\_\_\_\_  
 \_\_\_\_\_



## Document D: The Korematsu Supreme Court Ruling

*In 1944, Fred Korematsu, a Japanese American convicted of evading incarceration, brought his case to the Supreme Court. In a controversial ruling, the Court decided that national security outweighed Korematsu's individual rights and upheld the constitutionality of Executive Order 9066. The excerpt below is from the Court's majority opinion written by Chief Justice Hugo Black.*

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We uphold the exclusion order. . . . In doing so, we are not unmindful of the hardships imposed by it upon a large group of American citizens. . . . But hardships are part of war, and war is an **aggregation** of hardships. All citizens alike, both in and out of uniform, feel the impact of war in greater or lesser measure. Citizenship has its responsibilities, as well as its privileges, and, in time of war, the burden is always heavier. **Compulsory** exclusion of large groups of citizens from their homes, except under circumstances of direct emergency and peril, is inconsistent with our basic governmental institutions. But when, under conditions of modern warfare, our shores are threatened by hostile forces, the power to protect must be **commensurate** with the threatened danger. . . .

To cast this case into outlines of racial prejudice, without reference to the real military dangers which were presented, merely confuses the issue. Korematsu was not excluded from the Military Area because of hostility to him or his race. He was excluded because we are at war with the Japanese Empire, because the . . . military authorities feared an invasion of our West Coast and . . . because they decided that the military urgency of the situation demanded that all citizens of Japanese ancestry be segregated from the West Coast temporarily, and, finally, because Congress . . . determined that our military leaders should have the power to do just this.

**Source:** Chief Justice Hugo Black, *Korematsu v. United States*, 1944.

### Vocabulary

aggregation: sum

compulsory: mandatory

commensurate: in proportion

## Document E: Personal Justice Denied

*In 1980, Congress established the Commission on Wartime Relocation and Internment of Civilians to investigate the detention program and the constitutionality of Executive Order 9066. The Commission released its report Personal Justice Denied: The Report of the Commission on Wartime Relocation and Internment of Civilians, on February 24, 1983. The passage below is an excerpt from this report.*

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The Commission held 20 days of hearings in cities across the country, particularly on the West Coast, hearing testimony from more than 750 witnesses: evacuees, former government officials, public figures, interested citizens, and historians and other professionals who have studied the subjects of Commission inquiry. An extensive effort was made to locate and to review the records of government action and to analyze other sources of information including contemporary writings, personal accounts and historical analyses. . . .

Executive Order 9066 was not justified by military necessity, and the decisions that followed from it—exclusion, detention, the ending of detention and the ending of exclusion—were not founded upon military conditions. The broad historical causes that shaped these decisions were race prejudice, war hysteria and a failure of political leadership. Widespread ignorance about Americans of Japanese descent contributed to a policy conceived in haste and executed in an atmosphere of fear and anger at Japan. A grave personal injustice was done to the American citizens and resident aliens of Japanese ancestry who, without individual review or any probative evidence against them, were excluded, removed and detained by the United States during World War II.

**Source:** *Personal Justice Denied: The Report of the Commission on Wartime Relocation and Internment of Civilians*, February 24, 1983.