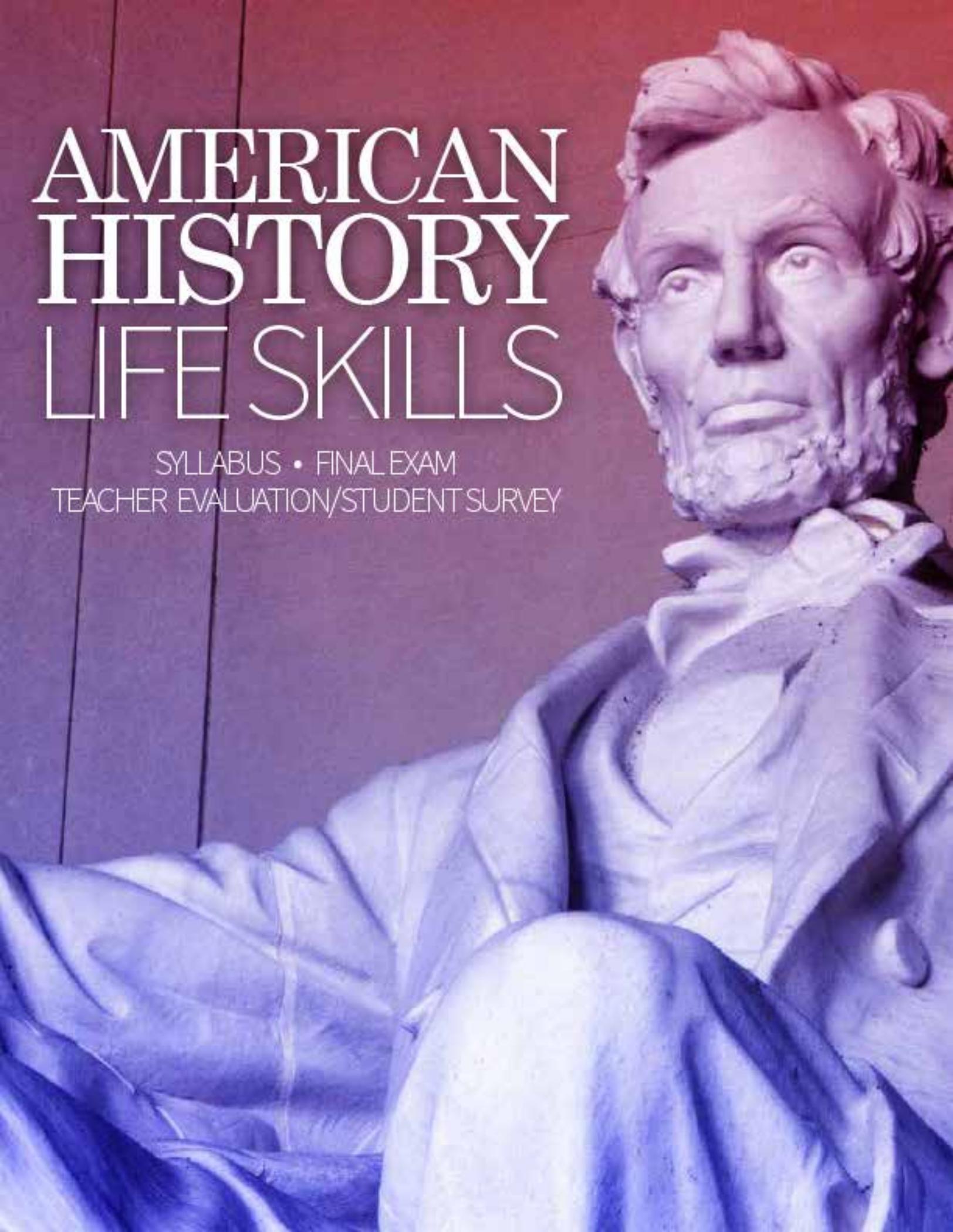


AMERICAN HISTORY LIFE SKILLS

SYLLABUS • FINAL EXAM
TEACHER EVALUATION/STUDENT SURVEY



Stephen Cronin is the author and designer of this book. He is a long time businessman working and leading a number of businesses over his 35 years in multiple companies. Stephen developed this Life Skills curriculum over the past 17 years as a volunteer teacher of the *Hope Life Skills program* at Hope High School in Providence, R I. Stephen is a novice graphic designer under the tutelage of designer, Nick DeCesare, the founder of *Third Effect Marketing and Design*. DeCesare is one of the area's most renowned graphic designers and marketers. Stephen, on the other hand, has exhibited moderate, at best, potential in graphic design. You can reach Stephen at stevecronin1949@gmail.com.

For more information about the Life Skills program, please visit the Life Skills web site
(www.hopeliveskills.com)

The **front and back cover of this book** were designed by graphic designer, **Nick DeCesare**. *"I chose an image of **Abraham Lincoln** for the **front cover** because Lincoln is the personification of Life Skills"* DeCesare said. *"Leadership. Empathy. Change agent. President Lincoln's network was diverse. He chose people with different backgrounds and interests for his Presidential cabinet of advisors. Lincoln was not partisan; he was entirely focused on what was best for the entire country not his political party. Lincoln repeatedly pushed out of his comfort zone and he was a master of managing the risks that accompanied the changes in his life. He had grit; he never gave up. He overcame adversity: the death of a child, the loss of elections, and the stress and agony of civil war. America would be a better country today if we had more politicians like Lincoln."*

*"For the **back cover**, I chose the art of **Peter Max**"* DeCesare continued. *"Max was an American immigrant who loves America. Max's brilliant use of color is one of the trademarks of his art."* Wikipedia writes of Max as *'on July 4, 1976, Max began a Statue of Liberty series in collaboration with former Chrysler CEO, Lee Iacocca, to help raise money for renovations to the Statue of Liberty. "**Peter Max Paints America**" was a book that was part of the project commissioned by the ASEA of Sweden commemorating the United States Bicentennial. Max works in multiple media including painting, drawing, etchings (including aquatint), collage, print making, sculpture, video and digital imagery. He also includes 'mass media' as being another 'canvas' for his creative expression."*

GLOSSARY OF KEY TERMS

PERSPECTIVE

INTERPRETATION AND OPINION

This text is not fact, rather the view of one author; consequently, it should not be automatically accepted as “truth.” Two-time Pulitzer Prize winning historian and author, **Barbara Tuchman**, stated, *“there is no such thing as a neutral or purely objective historian...without an opinion, a historian would simply be a ticking clock.”*

Your mission should be to determine the “truth.”

Your challenge will be to explain why anyone should believe you.

CREDIBILITY

BELIEVABILITY

It’s not a given, we acquiesce too quickly. Be respectfully skeptical. Do your homework; check the record and the resume. Ask the question,

“should I trust this person as a credible source for the truth?”

Make it a prerequisite before embracing the claims of anyone who professes to have the “answers.”

*“The two most important days in your life
are the day you are born
and
the day you find out why.”*

Mark Twain

“If you want to be great, walk side by side and hand in hand with great people.”

Nido R. Quebin, *President, High Point University, The Premier **Life Skills** University, High Point, North Carolina.*

American History Life Skills

Preface

This class introduces and develops ***“Life Skills”***.

“*Life Skills*” are the skills successful people use everyday to be who they want to be, doing the jobs, owning the businesses, and having the lifestyles they aspire to. Life Skills are ***RELEVANT***; *in other words*, people need these skills to successfully compete with the almost 8 billion people on our technology driven, skills based, and increasingly virtually connected, global, job market. A student’s success will depend on their mastery of most of these skills, behaviors, and attitudes:

- ♦ Personal Brand Development
- ♦ Networking
- ♦ Storytelling
- ♦ Adaptability
- ♦ Collaboration
- ♦ Critical Thinking; Analytics
- ♦ Creativity
- ♦ Empathy
- ♦ Observation; Listening; Presentation
- ♦ Grit; Perseverance
- ♦ Questioning
- ♦ Computer Literacy
- ♦ ‘Fixed’ vs ‘growth’ mindset
- ♦ Financial Literacy
- ♦ Pushing out of Our Comfort Zone
- ♦ Change and Risk Management
- ♦ Kindness
- ♦ Differentiating between ‘bias’ and ‘unbiased’, ‘partisan’ and ‘non-partisan’, ‘fact’ and ‘opinion’ sources of information

This class will examine the events and people in ***American history*** to introduce and ***develop these life skills***.

History, by its very nature, offers life lessons.

These lessons are unequivocally relevant

to the needs and challenges today's students face as they compete in an interconnected and increasingly competitive, world.

For example, stories of Presidential **leadership**, like **President John Kennedy's** and **President Woodrow Wilson's** management of the Cuban Missile Crisis, and Spanish Flu Pandemic of 1918 – 1919 respectively, offer

**lessons about collaboration,
accountability,
trusted sources for 'fact',
discerning bias,
partisan from non-partisan information, setting priorities,
the value of mentors
and
diverse networks,**

and intuition's role in everyone's **decision making** process. Financial stories, like the **Depression of 1929** and the role of government and the **Federal Reserve** in a nation's economy, offer

financial literacy lessons



*The richest person in the world in 2020 and the stepchild of an immigrant, **Jeff Bezos**, is the successful Founder of Amazon and Blue Origin*

about the stock market, personal investing, and wealth accumulation and management. **President Abraham Lincoln's** leadership during America's Civil War and **Wampanoag Chief Massasoit's** empathy for the Puritan refugees to the 'New World' offer lessons about **managing change**. The

**lessons of 17th century Puritan
immigrants
stepping out of their comfort zone
to emigrate**

to a 'New World' for a better life speak to challenges immigrants face today. And, Chief Massasoit's challenges helping these **Puritan immigrants** assimilate into his centuries old, homogeneous, Indian community also provide lessons for our political leaders for helping today's American immigrants maximize their talents so they can eventually become contributing members of their new country. The case studies of Massasoit's son, **Metacomet**, his management of **King Philip's War** and **President Lincoln's** management of America's **Civil War** and their efforts to unite their fractured, war torn nations offer

**lessons about
leadership,
empathy,
compromise,
risk, and
change management.**

The early 20th century Hearst newspaper empire presents an opportunity to join today's debate on **media's** role, i.e. the arbiter of 'truth' **OR** an objective reporter of 'news'. The **Hearst newspapers** provide an interesting comparison to a number of today's media outlets including Rupert Murdoch and Roger Ailes' **Fox News** and the Sulzberger family's **New York Times**. Owner William Randolph Hearst's *New York Morning Journal* and *New York Daily Mirror* created a specific message intended to appeal to an urban, New York City demographic just as 21st century Fox News and the New York Times appeal to their demographic niches. Finally, this media study naturally evolves into

**lessons about managing social media
platforms like
Google and Instagram**



today. America's perception of **King George III** offers lessons about *storytelling* and *personal branding*, how one's ability to tell their story and control their narrative shapes the perceptions others have of our personal brand. George's story underscores the importance of controlling one's narrative to either open or close doors of career opportunity. Because George's brand perception has been shaped by others, namely biased historians, George's brand has been uncomplimentary and distorts the true nature of the man, his brand, and causes of the **American Revolutionary War**. King George's story reinforces

**brand management,
the value of a network
composed of successful, honest,
influential people**

for job, internship, and career opportunities.

These are just life skills we intend to uncover in American history to prepare students for life's challenges and opportunities for personal success.

Integral to the Life Skills curriculum is a study of key individuals and

issues in America's Civil Rights struggle.



Paul Robeson - performing artist, lawyer, NFL Football player, College Football All-American, and Civil Rights leader

One of America's earliest civil rights events was **Rhode Island's Black Regiment** (officially called **1st Rhode Island Regiment**) of former slaves promised freedom, wages, and pensions for enlisting in America's Colonial army and state militia in the country's war of freedom from King George III's English monarchy.

Here are a few of the Civil Rights activists and navigators in American history the *American History Life Skills* program will examine and hopefully learn from:

- **Chief Massasoit** (17th century Wampanoag Indian chief and human rights navigator)
- **Benjamin Banneker** (18th century African American scientist, author, astronomer, surveyor, inventor, and civil rights activist),
- **Alexander McGillivray** (18th century Cherokee Indian leader, human rights navigator);
- The **1st Rhode Island Regiment** (also called the '*Black Regiment*' because the majority of these soldiers were black). These men volunteered to fight for America's colonial army during the Revolutionary War for American freedom and independence in return for their personal freedom from slavery and indentured servitude.
- **Sitting Bull** (19th century Hunkpapa Lakota Indian leader, entertainer, human rights navigator),
- **Frederick Douglass** (19th century African American orator, writer, civil rights activist)
- **John Ross** (19th Century Cherokee Indian leader and civil rights activist)
- **Jane Addams** (19th century educator, social worker, civil rights activist)
- **Paul Robeson** (20th century African American performing artist, professional athlete, lawyer, civil rights activist)
- **Rosa Parks** (20th century African American seamstress, secretary, and civil rights activist)
- **Cesar Chavez** (20th century Hispanic American farm worker, civil rights leader)



Cesar Chavez

- **Jack Johnson** (20th century African American Heavy Weight Boxing Champion of the World, civil rights activist)
- **Matilda Sissieretta Joyner Jones** (20th century African American performing artist; civil rights activist)

- **Booker T Washington** (20th century African American educator and civil rights leader)
- **Charlotte Perkins Gilman** (20th century poet, author, feminist, civil rights activist)
- **Madam C.J. Walker** (19th - 20th century African American entrepreneur, philanthropist, and civil rights activist.)
- **Ken Frazier** (21st century African American Chairman and CEO of Merck & Company, a Fortune 500 American company and civil rights activist)
- **Lee Kwan Yew** (20th century Singaporean politician, Founder, human rights leader)

The class will also host contemporary, successful African Americans, Native Americans, Latinos, Women, and first generation Americans to share personal stories and solicit student perspectives and strategies for navigating today's challenges for lifetime success.

- Students will meet and speak with successful contemporaries. Here are just a few:

- **Marta Aparicio** (Hope High School 2010 Graduate, Georgetown University Graduate 2014; Columbia University Graduate School 2020; 21st century member of the United States State Department Diplomatic Corps in the country of Laos.)



Marta Aparicio - United States Diplomat

- **Fernando Perez** (Hope High School 2014 Graduate, University of Rhode Island Computer Science Graduate 2020, CVS Health Marketing Analyst)
- **Arnell Milhouse** (*Entrepreneur In Residence* at the Brown University Nelson Center and Founder of Career Devs University)
- **Junior Jabbe** (President, Banneker Industries)
- **Theresa Moore** (T-Time Productions Founder and President)
- **Anthony Muhammed** (Wealth Manager, Barclays Investment Bank)

- **Michelle Saunders** (Global Talent Development, IGT)
- **Omi Hopper** (Founder and President of *Bellissima* Makeup company)
- **Francisco Noya** (Music Director and Conductor of the Rhode Island Philharmonic as well as a professor at the world renowned *Berklee College of Music* in Boston, Massachusetts and the Music Director & Conductor of the Boston Civic Symphony.)
- **Sara Jackson** (Hope High School 2018 Graduate and Providence College student)
- **Michelle Nguyen** (Head of Pharmacy Analytics CoE; CFO, Shared Services at CVS Health)
- **Dioscaris Garcia** Ph.D (Senior Research Scientist Diane Weiss Center for Orthopaedic Trauma Research, Rhode Island Hospital; Post-Doctoral Scholar, Brown University)
- **Lydia Watkins** (2020 Hope High School graduate and CVS Health paid intern in Cosmetics)
- **Rocky Hill Country Day and LaSalle Academy students**

American History Life Skills Curriculum

Examples of Life Skills Classes –

- **Example #1 - Opening Day** - Orientation and Introductions -
 - **Introductions**
 - Stephen Cronin
 - Students
 - The *American History Life Skills Class* - goals, commitments, expectations,
 - what is a “*personal brand*” ?
 - **Pre-test: Personal Brand** -
 - Student perception of their brand; Mr Cronin’s ‘first impression’ of each student’s brand.
 - **Student ‘Brand’**
 - Why ‘*first impressions*’ are important; why other’s perception of your ‘brand’ are more important than your perception of your brand.
 - How personal ‘brands’ affect lifetime opportunities for personal success
 - **American History Life Skills Program** -
 - *The LIST of Life Skills* - *student questions???*
 - **CONCEPT Based System of Instruction:**
 - #1. **THE FUTURE**; “*reflection on the past with an anticipation of the future to facilitate an effective management of the present.*”
 - #2. **PERSONAL BRAND** Development, Security, Marketing, and Exploitation;

- #3. **NETWORK** *Development and Management; optimum profile; diversity's value*
- #4. **STORYTELLING** *for brand development, job and college interviews, lifetime marketing of one's brand;*
- #5. **CRITICAL THINKING** *for data driven, fact based, decision making; using Excel software for collecting, prioritizing, and analyzing data; fact vs opinion, bias vs non-bias, partisan vs non-partisan, fake news, sources for objective truth;*
- #6. **LEADERSHIP** - *selfless, HONEST, non-partisan leadership; benefits of diverse networks of smart, good people; ability to collaborate and a willingness to compromise for the good of the entire community NOT one's political party or small constituencies; empathy; grit; accountability; value of questions.*
- #7. **CHANGE**, *managing the changes in your life that come from pushing out of your comfort zone, taking measured risks, realizing the benefits of failure,*
- #8. **SUCCESS** - *defining success; recipes for success; failure's value; growth 'mindset' vs 'fixed' mindset;*
- #9. **TIME MANAGEMENT** *to ensure wise planning and use of daily, personal time;*
- #10. **PERSONAL DEVELOPMENT**, *i.e. a commitment to life time learning for lifetime success; goal setting; curiosity; self esteem and confidence; financial literacy*
- #11. **HOPE**, *what it is and why it is so important for lifetime success;*

- What This **Teacher Expects from Students** –
 - **ALWAYS 'try'** - maximum effort to attend all classes AND **completing ALL weekly reading, and writing assignments; on time, all the time;** contact Mr Cronin or Ms Emily when you can't; for assignments, contact Ms Emily or Mr Cronin to ask for an extension when you can't complete assignments by the due date.
 - **ALWAYS show respect** to fellow classmates, class guests
 - With Ms Emily and Mr Cronin's support, **push out of your comfort zone** to meet new people, challenge yourself with tasks/assignments you would normally avoid; **ask questions.**
 - Provide Mr Cronin with constructive criticism on Life Skills classes and events and specific ways to improve or refine the lesson or experience.
 - Always carry a few **business cards**
 - Maintain your (Student) **LinkedIn** site
 - **Follow up** with a handwritten note or email to guests you meet in the American History Life Skills program EACH MONTH to build and nurture your personal NETWORK.
 - Say **'thank you'** to whomever and whenever appropriate. Ask Mr Cronin or Ms Emily when you are unsure. **NOTHING IS MORE IMPORTANT FOR BUILDING A GREAT BRAND AND NETWORK THAN 'thank you.'**

♦ **What Students Can Expect of Mr Cronin and Ms Nuri -**

- ♦ Expect Mr Cronin and Ms Nuri to introduce and develop specific **life skills** that are proven to be important for life time success and will help each student become the person they aspire to be.
- ♦ Expect Ms Nuri and Mr Cronin to **CARE** about your lifetime success; both **feel responsible** for building your confidence and, at the same time, hold you accountable for your actions.
- ♦ Expect Mr Cronin and Ms Nuri to assign students **RELEVANT reading and writing assignments** and provide frequent conversations/meetings with a **diverse** group of successful guests from numerous companies and private schools **to master** the life skills, behaviors, and attitudes for LIFE TIME SUCCESS.

- ♦ **Example #2** - Before reflecting on America’s history and developing strategies for managing ‘the PRESENT’; this class will take celebrated, 20th century, General Electric CEO, Jack Welch’s, advice to “*look around corners into the future*” to **anticipate the ‘FUTURE’** challenges and opportunities students will encounter in their quest for success. Students from *Rocky Hill Country Day School* in East Greenwich, Rhode Island will join Hope High students in a conversation about “THE FUTURE”. Students will share their perspectives on the trends, opportunities, and challenges from the “**FUTURE**” *book* and discuss their hopes and trepidations, anticipated opportunities and challenges, for their and America’s future. The diverse backgrounds of these students will offer unique learning and empowerment opportunities. During the course of this school year, this Life Skills class will host **THE FUTURE FORUM**, a collaboration among 25 corporate FUTURISTS from companies like *Data Robot, Working Planet, and Bank of America*, students from *LaSalle Academy and Rocky Hill Country Day*, and *Hope High School’s* Life Skills students to create a new business or solve a social problem.



Collaborations among corporate Futurists and LaSalle, Rocky Hill, and Hope High students during the **2019 FUTURE FORUM**



- **Example #3-** Like **William Randolph Hearst** and **Joseph Pulitzer, Adolph S. Ochs** was an American newspaper mogul. In 1897, Ochs was the owner of *The New York Times*. He created the famous slogan “*All the News That’s Fit to Print*,” which still appears on the masthead of the newspaper. Ochs wrote the slogan as a declaration of the newspaper’s intention to report the news impartially. Students will evaluate **traditional and social media’s role today** as an arbiter and source for ‘truth’ **OR** an ‘objective, impartial reporter’ of the news of the day and let their consumers decide what is ‘truth’.
- **Example #4 -** Benjamin Franklin has been credited with the authorship of “*in this world, nothing can be said to be certain except death and taxes.*” While bio-gerontologists at the National Institute on Aging wage a war to end human aging, America’s politicians conversely look to preserve taxation as the primary way to fund America’s government and lately to re-engineer the inequities within society. Prior to 1913, there was no federal income tax on the money people earned from jobs and investments. Significant amounts of wealth were accumulated during this pre-income tax period, especially during America’s ‘**Gilded Age**’ (circa 1870s to early 1900s) when industrialists and financiers like **Cornelius Vanderbilt, John D. Rockefeller, Andrew Carnegie, George D. Widener, Oliver Hazard Perry Belmont, and J.P. Morgan** made incredible amounts of money. The mansions along **Bellevue Avenue in Newport, Rhode Island** are a testament to the wealth of this period in history. The American income tax was initiated in 1913 with a maximum rate of 7% on all income above \$500,000. In 1952, the income tax was increased to 92% of all income above \$400,000. In 2013, it was 39.6% of all income above \$400,000. There has been great ***debate on the purpose of taxation***, whether they be taxes on inheritance, capital gains (money earned on the sale of investments in property, precious metals, bonds, real estate), tariffs, or income earned from one’s job. The issue at hand is - ***should taxes be used to fund the operations of government (national defense, research, infrastructure, interest payments on the federal debt, etc) or/and a way to redistribute income from the nation’s wealthiest to the nation’s neediest to minimize income inequality in the country?*** Students will discuss.
- **Example #5 -** King George III – his governance of the English Empire, especially the North American east coast colonies. Students will examine **King George III’s brand and how it affected his governance** of England and the **English Empire**. This class will have students reflect on their **storytelling** skills, the shaping and management of their brand, and its impact on the careers and lifestyles they aspire to. Students will listen to a presentation from Nan Quinlan, Senior Career Consultant at Transition Solutions and former Training and Development Manager at TACO Inc, on the key components of a successful



Nan Quinlan (right) conducts a **mock job interview** with Hope High Junior, Sara Jackson.

work **resume** followed by students creating their resume for a **job interview**. This class will also include a preparation for a job interview and a job interview role play with Kaydi McQuade, Relationship Manager at Back Pocket Resources.

- **Example #6** - Spanish Flu Pandemic of 1918- 1919 – Students will explore the genesis of the Spanish Flu Pandemic of 1918, American President Woodrow Wilson’s management of the crisis, the economic consequences of the pandemic, and lessons learned. Students will be asked to **compare and contrast the Spanish Flu Pandemic to the 2020 Covid 19 Pandemic**, President Donald Trump’s management of the crisis, the economic impact of this pandemic, and the lessons learned from it.
- **Example #7 - CVS Health Jobs and Career Day: annual visit to the corporate offices** of this \$200 billion dollar company to learn about the culture and career opportunities within the company as well



Hope High Life Skills **students meet with CVS Health digital marketing team** to discuss how CVS collects, analyzes, and uses customer data for everything from the specific coupons they give customers to where in each store they locate each product they sell.

as meeting with staff members in individual departments to learn about specific jobs (pharmacy, logistics, graphic design, merchandising, digital services, analytics, finance, store management, etc) each student has an interest in.

- **Example # 8 - PAID Summer Internship Program:** For the 10th consecutive year, students will be eligible for a PAID summer internship at one of the area's successful companies based on their performances in the Life Skills class and their interview with a representative of the company offering the PAID summer internship. A few previous Life Skills interns will visit the Hope Life Skills class to share their internship experiences as well as CVS Health's Intern coordinator:
 - o Antoinette Muhammed – CVS Health (Pharmacy)
 - o Fernando Perez - CVS Health (Digital Media)
 - o Yael Torres – CVS Health (Logistics)
 - o Lydia Watkins – CVS Health (Cosmetics)
 - o Sara Jackson - Books on the Square (Customer Service)
 - o Jason Roias – Hinkley, Allen and Snyder (Law)
 - o Jackie Santana – Patridge, Snow and Hahn (Law)
 - o Jose Quintinilla – CVS Health (Pharmacy Inventory Management)
 - o Edwin Silverio - CVS Health, Sr. Manager, Pharmacy Returns, Internship Coordinator

- **Example 9 - National Youth Leadership Forum:** For the 10th consecutive year, a number of Hope Life Skills students will be chosen to represent themselves, Hope High School, the Life Skills class, and their families at the **5 day National Youth Leadership Forum on CSI and Law in Washington, D.C.** Approximately 300 High School students from all over the United States are in attendance. The \$3,000 cost for attendance at the NYLF
 - o Tuition
 - o Airfare
 - o Hotel
 - o Spending Money
 - o Meals

is **paid by corporate sponsors of the Hope Life Skills program.** This venue is a perfect opportunity to practice the many life skills students have developed during the course of the school year in the Hope Life Skills program. Eligibility is based on student performance in the Life Skills class as well as their other courses taken during the school year at Hope High School.

- **Example 10 - Each week a successful person shares their story with the Hope High Life Skills class.** Once such guest has been **Marta Aparicio**, a Guatemalan born, Hope High School 2010 graduate, a National Youth Leadership Forum attendee representing the Hope Life Skills class in 2009, Georgetown University 2014 Graduate, former Follett Corporation District Manager, former Miami Dade Junior College Adjunct Professor, and Columbia University 2020 International Studies Masters Program Graduate. Marta has presently been assigned by the American State Department for her first assignment as a United States foreign Diplomat in the **country of Laos.** Marta vis-

its the Hope Life Skills class to answer student questions about her amazing story of pushing out of her comfort zone for change, the grit she called upon to persevere through the challenges of living



Marta Aparicio shares her inspirational, personal story with the Life Skills class.

on her own her senior year at Hope High and attending a college away from Providence in Washington, D.C., her networking strategy and its rewards, her brand development, time management, turning mistakes and failure into learning lessons which all led to her post Hope High School success.



Catalina Martinez has visited us on more than one occasion. The image above shows Catalina sharing underwater robotic images from the deepest parts of the Pacific Ocean from her most recent oceanic study. **Catalina is the Regional Program Manager, NOAA (National Oceanic and Atmospheric Administration) Office of Ocean Exploration and Research at the University of Rhode Island Graduate School of Oceanography.** Catalina shared her story of growing up in a traditional Hispanic family; she dropped out of high school to contribute to her family's income. Catalina spoke about the challenges she faced as a high school dropout before eventually finding her passion and going back to school and eventually graduating from college with multiple degrees.

- ♦ **Example Eleven - Great Depression of 1929, the Recession of 2008, and the Recession of 2020: Financial Literacy:** These seminal events provide the class with an opportunity to explore fundamentals of financial literacy. Students will explore the details of each economic crisis as well as the fundamentals of a capitalist economy and the management of personal finances. Students will also compare and contrast the tenants of capitalism and its application in the United States with the tenants of socialism and its applications in the People's Republic of China and Norway. Following an examination of the historic events of 1929, 2008, and the Recession of 2020 during the COVID 19 pandemic, student will listen to presentations from wealth managers including Anthony Muhammed, Vice President Barclays Investment Bank, and Joe Kolb, a certified wealth manager; students will explore the fundamentals of personal wealth, money man-

agement, the New York Stock Exchange, a variety of investing options like stocks, bonds, precious metals (gold, silver, etc), commodities (pork bellies, soy.....), digital currencies (Bitcoin, Libra.....,), real estate, etc. Students will be introduced to several financial business terms:

- Cost
- Revenue
- Liability
- Asset; equity
- Debt: borrowing money; bonds; mortgages; interest rates
- Running a Business: Corporate Management
- Cash flow
- ROI (return on investment)
- Corporate 'balance sheet'
- Role of the Federal Reserve in National Economic strategy
- Recessions, Depressions; Inflation, Deflation
- Purchase of stocks for a class portfolio; Bear and Bull Markets
- Managing an investment portfolio
- Partisan and Non-Partisan Media Sources for Business information:
 - CNBC, Bloomberg, Fox Business, Wall Street Journal, etc
- decision making process for buying and selling stocks, bonds, real estate, precious metals, etc

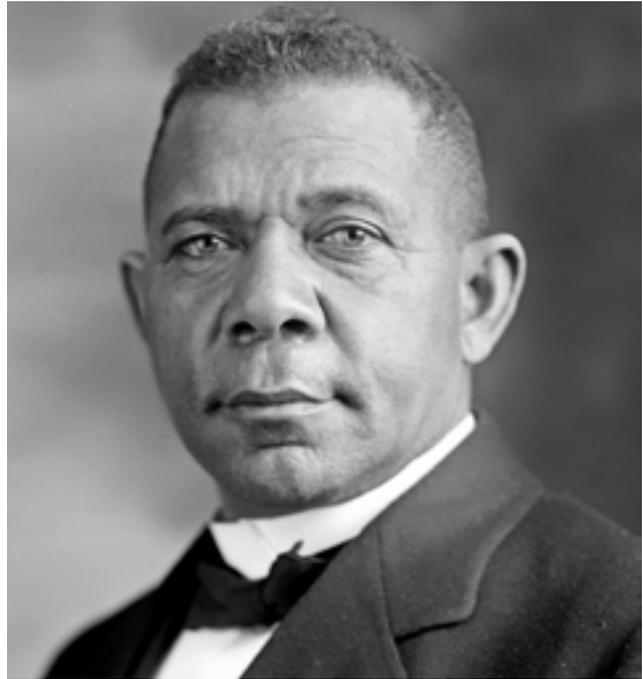


Anthony Muhammed, Vice President Barclays Investment Bank,

- Example Twelve - Slavery is America's egregious sin.** Black Americans have experienced many forms of racism throughout the history of the United States. From the Middle Passage (1525 to 1859) through the Republican and Democrat politician complicity to fix the American Presidential Election of 1876 to rescind Reconstruction protected civil rights for freed slaves and unleash the Jim Crow culture of lynching, legalized segregation, and the continuous inequality of urban public education, **the black American story has been one of inequity and adversity. But, there is another black American story.** It's a story of empowerment, pushing out of comfort zones, networking, managing a brand, grit, overcoming adversity, and adaptability to accomplish goals and achieve success. These are inspiring stories of successful black men and women **inventors, entrepreneurs, engineers, and educators** from the earliest days of the American Revolution through Jim Crow to our modern day. They are people who overcame American injustice and defied the odds to become extremely successful people as well as helping countless others along the way. These men and women possessed the same *life skills* successful men and women of all races from all eras utilized to realize dreams of life time success. **Their stories need to be told.** Women like **Madame C J Walker, Matilda Sissieretta Joyner Jones, Mary Ellen Pleasant, Ursula Burns, and Mary Church Terrell** to name a few. And, men like **Booker T Washington, Paul Robeson, Robert Reed Church Sr, Charles Richard Patterson, Benjamin Banneker, Ken Frazier, and more.** The stories of these men and women will give students **hope**, inspiration, and, as importantly, the '*secret sauce*' of life skills for their success and lifestyles they aspire to.



Ursula Burns



Booker T Washington

American History Curriculum:

“The past is our foundation, the bedrock that allows a stable society to exist; it is here that we can see our Heroes, those who have done great and noble deeds and thoughts. In our past we see our failures and our enemies, our victories and our defeats. The past allows the people of the present and the future to learn without having to endure. We can see how others coped; we can see that others survived hard times. The past gives us courage and it protects us. Not only can we see the sacrifices that have been made for us by those in the past but we can use that to protect ourselves now and in the future. It is a gift that our ancestors bestowed upon us, a great gift.”

‘Why Past Is More Important Than Present.’ Roshan Bhondekar. April 2017

PART ONE: The Future: Our class historically begins the school year by “*looking around corners into the future*”, as 20th century **General Electric CEO, Jack Welch**, would tell his staff in order to develop successful strategies and tactics for their success. This American History Life Skills curriculum also looks to the future before studying the past for the same reasons, i.e. to learn from the past as we plan for the present and future success.

“A reflection on the past with an anticipation of the future facilitates the effective management of the present.”

Colin Casey (obscure turn-of-the-century, Irish American poet)

“The Future is uncertain. How to prepare for it is not.”

The Economist Magazine

‘Those who do not learn history are doomed to repeat it.

Those who do not remember their past are condemned to repeat their mistakes..”

George Santayana

PART TWO - Pre-Colonial American History -

1. **Imperialism** –

- a. British, French, Spanish, Russian, Dutch, Portuguese Empires
 - American Founders rebel against the English Monarchy’s administration of the British Empire in America.

2. **Immigration** -

- Early migration of native populations to North America, the arrival of Puritan refugees (immigrants) to the east coast of America, and details and consequences of Puritan immigration into existing native communities
- The Transition of minority, immigrant populations into established, cultures and communities
- Native American response to its 17th century immigrant population; best practices for assimilating an immigrant population into an existing community/nation to develop and exploit the talents of ALL members for a stronger, more diverse, successful, community/nation.

3. **Goal Setting, Brand, Change Management, and Leadership** Profiles:

- Massasoit,
 - Metacomet,
 - Roger Williams
 - Edward Winslow
 - Josiah Winslow
 - King William III and Mary
 - King Louis XIV
 - King Charles XII
 - King Leopold I
 - British Empire '*Brand*'
 - American Empire '*Brand*'
4. '**Event**' Analysis:
- Circa '*October*' 1621 – **Thanksgiving** Dinner
 - Cause
 - Effect
 - Short term
 - Long term
5. **American Empire** – Development
- **King Philip's War**
 - Cause
 - Effect
 - Short term
 - Long term
 - Leadership profiles:
 - **Massasoit** and **Metacomet**;
 - **Edward Winslow** and **Josiah Winslow**
 - Winners and Losers

PART THREE - *The American Revolution and the Creation of the United States of America*

1. '**Leadership**'
- Definition –
 - **Storytelling** role in Leadership and The American Revolution
 - Best Leadership **Personal Brands**
 - Leadership's Impact – International, national, community, family, personal leadership
 - **Network** and **Collaboration**'s Role in Leadership
 - finding **trusted sources** for **FACTS**
 - Discerning '**partisan**' and '**non-partisan**' information; **fact vs opinion**

- **Evaluating leadership**; determining ‘success’ and ‘failure’ in Leadership’
- ‘*Empathy*’s role in leadership
- *Intuition*’s role
- Acknowledging *our own ‘bias’*.

2. **‘Leadership’ profiles**

- Washington King George III
- Adams (John) Franklin
- Adams (Abigail) Banneker
- Hamilton, Jefferson
- Greene, Madison
- McGillivray

3. **Data Driven ANALYSIS; Critical Thinking** -

- Case studies:
 - *Colonial America vs the England Empire* 17th early 18th century
 - ‘*Quality of Life*’ of Americans: free white; indentured white; black; Indian; women
 - Cost/benefit analysis of ‘*indentured servitude*’, ‘*slavery*’, ‘*privileged nobility*’, etc
 - Maximizing ‘*natural resources*’: e.g. mineral, mercantile, land,
 - Maximizing ‘*human resources*’; e.g. building community with either *equal opportunity* **OR** subjugation of one for the benefit of another; **OR** maximizing talents and skills for the ENTIRE community. ***What is the ROI for the entire community/state/nation when everyone is given equal opportunity for success?*** Is the ROI higher when a community/city/state/nation invests in a select minority of the population **OR** when the nation invests in ALL by extending equal opportunities for success?
 - Risk management – pushing out of one’s comfort zone to create opportunities and maximize potential
 - ‘*Future*’ thinking for ‘*success*’: “*looking around corners...*” Jack Welch
- **American Revolution**
 - ***Cause(s)*** -
 - **why** did these FOUNDERS, people of ‘*good fortune*’, rebel against the EMPIRE of King George III??
 - **how** did the lifestyles of George Washington, Sam Adams, Thomas Jefferson, James Madison, and other FOUNDERS **compare** with -
 - most free white Americans
 - most free white people in the world
 - most indentured servants in America
 - most enslaved people in the world
 - most people of color in America: black, Native American

- Effect(s)
- **Leadership Effectiveness** - King George III and the English Parliament **vs** George Washington, the Founders (Continental Congress).
 - *Articles of Confederation; Continental Congress*
 - *Election of 1789*
 - Process for electing President/Vice President then (1789) vs now (2020)
 - Process for electing Rhode Island's Governor and Lieutenant Governor **NOW vs** process of electing America's President and Vice President **NOW**
- **Best practices for Best governing, e.g.. Leadership decision making**
 - **Case Study: Cuban Missile Crisis** –
 - President *John F. Kennedy* **vs** Premier *Nikita Khrushchev* leadership
 - pursuit of '*the truth*', i.e. getting the **facts**, for the best decisions
 - **dangers** of '*partisan leadership*': information **bias**
 - '*Who*' / *Sources* for '**Trust**'; for **objective** information; for '*facts*'
 - Indisputable **value** of **objective** information; facts
 - Value of '*diversity*' in collaboration and networks
 - **Intuition** – value or liability
 - **Questions**; why more important than answers
- **The Best Type of Government Leadership: Your Analysis**
 - **Choices:**
 - **Dictatorship/Monarchy** - 18th Century Russian Monarch *Peter the Great*
 - **Parliamentary Republican Democracy** – 20th century Singapore and Lee Kuan Yew
 - **The federal republic, representative democracy** of the United States
 - **The Republic, Socialist, Unitary, One Party, Communist state** of the People's Republic of China
 - **Case Study: Data Driven Analysis: Singapore vs United States** –
 - Similarities and differences
 - '*Founding Father*' comparison
 - '*Evolution*' of a successful government:
 - '**Individual**' **vs** '**state**' FOCUS; i.e. *well-being of the individual* **OR** *well being of the community/state/nation*
 - "*the needs of the many always outweigh the needs of the few, or the one.*" Spock (Star Trek)

- Data driven, **EXCEL** software analysis to determine preferred quality of life and citizenship - Singapore **or** United States: *The PREFERRED CHOICE FROM YOUR DATA DRIVEN ANALYSIS*
- **Storytelling & Leadership:**
 - “*Brand of King George III*” vs “*Brand of George Washington*”
 - **Student Brand Inventory** -
 - **Who’s** telling YOUR story?
 - **HOW** is YOUR BRAND perceived by others?
 - *What are they saying about you when you leave the room?*
 - *Will YOUR BRAND give you the opportunities for success you hope for?*
- **“Greatness”**
 - definition
 - ‘*fact*’ OR ‘*opinion*’; bias
 - ‘**WHO**’ determines ‘*greatness*’
 - ‘**Formula**’ for ‘*greatness*’; ways to become better than most - “*10,000 hours*”
 - ‘*Greatness*’ - examples

PART FOUR - Middle Period American History

1. Concept of “**change**” and “**change agents**”
 - ‘*Why*’ change?
 - **Pushing out of one’s comfort zone;**
 - perspectives on ‘*failure*’ and ‘*mistakes*’;
 - ‘*growth*’ vs ‘*fixed*’ mindsets;
 - ‘*risk*’ management: reckless vs measured risk taking
 - **‘time management during Change**
2. **Change Agent Decision Making**’ - Case Studies
 - **Andrew Jackson Indian Policy**
 - Trail of Tears; Genocide
 - **James Polk Western Expansion** plan
 - California Gold Rush; Genocide
 - Data collection and analysis in making changes
 - Impact of the ‘*network*’ on Decision Making and ‘Leadership’ for Change
 - ‘*Partisan*’ vs ‘*Non-partisan*’ influences on Decision making on Change
 - ‘Immediate’ vs ‘Futuristic’ thinking

3. **Age of Invention** during America's Middle Period–

- Morse Code,
- Gatling Gun,
- Erie Canal

4. **North states and South states Fissure**

- Slavery, Complicity, Causes, Leading Personalities
- Industrial/Agricultural Economics,
- Abolitionist Movement
- Slow Burn to Secession - John C. Calhoun

5. **Change Agent** Profiles:

Abraham Lincoln	Frederick Douglass
Sam Houston	Jack Ma
James Marshall	Marta Aparicio
DeWitt Clinton	Richard Jordan Gatling
Andrew Jackson	Andrew Jackson
Kit Carson	Samuel Morse
John Ross	

6. **Change Agent** Profile Studies:

- **Peter the Great** – Russia's 18th century 'Change Agent'
- **Andrew Jackson** – America's 19th century 'Change Agent'
- **Lee Kuan Yew** – Singapore's 20th century 'Change Agent'
- **Jack Ma** – China's 21st Century 'Change Agent'
- **Ken Frazier** - America's 21st century 'Change Agent'
- **Abraham Lincoln**: American 19th Century 'Change Agent'
- **Hope High Student** - **YOU** - YOUR strategy for change??

PART FIVE - *Bridge Period of American History*

1. Quest For "**Success**"

- Definition/Perspectives/Measurement
- Skills, attitudes, behavior for 'Success'
- Success Personal Brand
- Growth mindset vs fixed mindset

2. '**Networking**' and '**Success**'

- Definition - the optimum network
- construction – building/maintaining/nurturing the optimum network
- **Tough choices**; choosing your network; '*who's in; who's out*'; ROI (return on investment)
- diversity – value and management
- ongoing development; NURTURING; never ending process

- network preparation (BEFORE THE interviews, networking, social media post, etc)
- Tools for NETWORKING ‘*Success*’-
 - business cards,
 - **social media: LinkedIn**, Instagram, etc
 - “*meet & greet*” fundamentals (*eye contact, smile, follow up*, etc),
 - ***The Power and Value of THANK YOU!!!!***
- ‘*Nurturing*’ your NETWORK for optimum ROI (*return on investment*) -
- Network **HARVEST** - ‘*the ask*’!!!!!!
- ‘**Grit**’ for success
- **Adaptability** for success

3. **Selling** For **Success**

- **Guy Kawasaki’s** admonition -
“*one of the most valuable skills I ever learned was how to sell*”
- **Storytelling, Selling, and Success:** using stories in your presentation, interview, networking, etc. Connect the story to what you are selling. “**STORIES ARE BETTER THAN ADJECTIVES**”.
- **Fundamental Sales skills**

Some of **America’s Best Sellers:**

George Washington

Benjamin Franklin

Ronald Reagan

Frederick Douglass

Steve Jobs

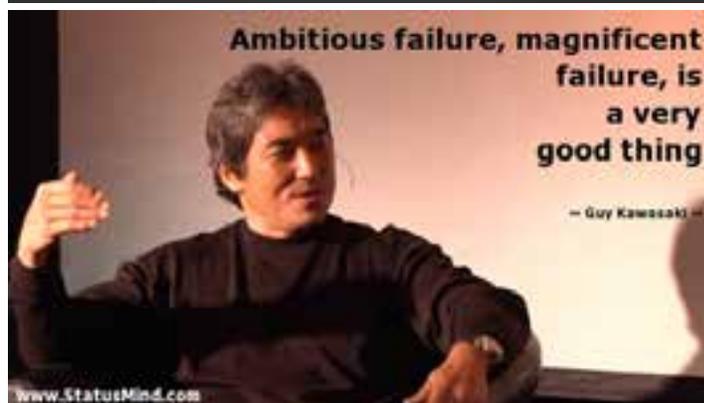
Guy Kawasaki

Marta Aparicio

Elon Musk

Booker T Washington

Barbara Jordan



Marta Aparicio

Greta Thunberg (actually Swedish but her story is too good not to mention)



4. **America's 'Quest for Success'**

- **Reconstruction** - Post Civil
- African American Civil rights
- **Post-Reconstruction**
 - Election of 1876 - American **Politicians "Dirty Deal"** to end post Civil War Reconstruction and the elimination of Black American Civil Rights progress
 - Ku Klux Klan; Jim Crow
- **Gilded Age** –
 - American Democratic Capitalism - definition
 - comparison to Socialism -
 - People's Republic of China "communism" - 2020
 - Norway Democratic Socialism model - 2020
 - Class divide
 - Labor movement
 - America's monetary policies -
- **World War 1**
 - Cause
 - Effect - long & short term. **Success? Change? Who was telling 'the Story'?**
- **Pandemic 1918- 1919 (Spanish Flu)**
 - Causes
 - Effects
 - Compare and Contrast - 2020 Covid 19 Pandemic and Spanish Flu Pandemic
 - Similarities
 - Differences
 - Political Management; Partisanship's Impact on Managing the Crises
 - Lessons Learned
- **Immigration**
 - Cause
 - Effect
 - Assimilation Process
 - Know-Nothing Party - anti-Catholic, anti-immigrant; xenophobia;
 - Ku Klux Klan – an American white supremacist hate group whose primary targets were African Americans, as well as Jews, Catholics, and immigrants.

Addressing her critics:

"It's quite hilarious when the only thing people can do is mock you, or talk about your appearance or personality, as it means they have no argument or nothing else to say."

— Greta Thunberg

Person of the Year

TIME magazine October 2019

- Tammany Hall - constituent demographics
 - Republican and Democrat Party constituents
- Roaring 20s
- **Journalism - the Media**
 - Defining '*media*'
 - The role of '**media**'- then and now
 - **Does media have a responsibility?** if so, what is it? if not, should it?
 - Bias and non-biased; partisan and non-partisan reporting of the news
 - "*Yellow Journalism*"
 - e.g. Spanish American War
 - Muckraking
 - **Hearst, Pulitzer, Ochs** Media
 - Customer Demographics - *New York Journal, New York World, New York Times*
 - Adolf Och's Pledge
 - "*All The News That Fit To Print*"; "Impartiality..."
 - '**biased**'/**partisan** vs '**objective**' reporting – Pursuit of "*The Truth*" **OR** an "*objective reporting of what's happened*"
 - **Editorial/Op Ed** vs **objective reporting of the news**
 - The editorial Cartoon
 - Thomas Nast
 - stereotyping - ethnic, etc
 - **Business Reality: i.e. profitability** – the delicate waltz.....
 - **Media Bias** Affecting Government -**1905** New York City Mayoral Election;**1928** United States Presidential Election; **2020** United States Presidential Election
 - **Censorship:**
 - definition
 - who has censorship role: media platforms: (Twitter, Facebook 2020);
 - Government Policy:
 - China; Singapore;
 - 'Fake news' laws - (Singapore, China, etc);
 - United States - 1st Amendment
 - **Terrorism**, propaganda e.g. (Russia 2016 United States Election; Radio Free Europe)
 - **Algorithmic** Driven 'information': Amazon, Facebook, You Tube, etc.

3. *'Success'* Profiles

- Sitting Bull
 - William Randolph Hearst
 - Leon Czolgosz
 - Edwin Vare
 - Jane Addams
 - Henry Ford
 - Jack Johnson
 - Sissieretta Jones
- Boss Tweed
 - Booker T. Washington
 - John D. Rockefeller
 - Calvin Coolidge
 - Frederick Law Olmstead
 - Charlotte Perkins Gilman
 - Woodrow Wilson

PART SIX - *Global Brand*

1. American Industry and Wealth (post 1919)

- Income Inequality
- Equal 'Opportunity' vs Equal 'Distribution' of wealth
- **Progressive Era**
 - America Labor – Unions; working conditions for women, men, children; union movement; Gilded Age; suffrage;
 - Urban Migration – rural to urban(farm to factory) migration
 - European Migration to America
 - Human Rights
 - Income Inequality; Opportunity inequality

2. **Great Depression - October 1929**

- Cause
 - What is *The Federal Reserve*
 - What is '*monetary policy*' and its impact on the Economy
- Government response -- what worked; what didn't
- Effects
 - Short term; long term
- Contrast and Compare
 - 1929 Great Depression with
 - 2008 Great Recession
 - 2020 Covid Crisis
- **Financial Literacy:**
 - Cost
 - Revenue
 - Liability
 - Asset; equity

- Debt: borrowing money; bonds; mortgages; interest rates
- Cash flow
- ROI (return on investment)
- Corporate 'balance sheet'
- Role of the Federal Reserve in National Economic strategy
- Recessions, Depressions
- Actual Purchase of stocks for a class portfolio; Bear and Bull Markets
- Managing an investment portfolio
- Partisan and Non-Partisan Media Sources for Business information:
 - CNBC, Bloomberg, Fox Business, Wall Street Journal, etc
- decision making process for buying and selling stocks, bonds, real estate, precious metals, etc
- "*Balanced Budget*" -definition; why it makes sense.

3. World War 2

- Entry - why did it take so long?
 - Nazi Genocide: - FDR's response
- Cause
- Effect

4. America's Brand post WW 2

- American Global Economic Dominance -
 - why? American Global Domination
 - Marketing the American Brand
 - "*I wanna be like Mike!!*"
- **Cold War**
 - **USSR vs America**
 - **Berlin, Cuba, China, Viet Nam,**
 - President Ronald Reagan
- 1960s
- Civil Rights
 - Pre - 1960 vs Post 1960 Analysis
 - Urban PUBLIC Education Impact on Civil Rights in America

5. Personal Brand Profiles

- | | |
|------------------------|----------------|
| • Joe Rantz | Rosa Parks |
| • Paul Robeson | Adolf Hitler |
| • Jackie Robinson | Preston Tucker |
| • Al Capone | Amelia Earhart |
| • Lewis Hine | Cesar Chavez |
| • Booker T. Washington | Moe Berg |
| • Leni Riefenstahl | Herbert Hoover |

- **Networking;**
 - **Brand Management**
 - **Change Management** - (*pushing out of your comfort zone*);
 - Risk Management; 'measured' vs 'reckless' risk
 - *'failure' perspective* - '**Growth**' vs '**Fixed**' mindset; **failure's gifts**
 - **Storytelling & Selling**
 - **Meet & Greet Skills** -

Part SEVEN - The Story of Hope

1. 1980 to the present,

- America in the **Information Age,**
 - "*The World Is Flat*" (Friedman)/Globalization,
 - American **Capitalism** - creative, entrepreneurial, capitalist economy
 - Facebook, Google, Apple, Microsoft
 - America's **challenges;**
 - Iran, China, Russia, North Korea, etc
 - International Terrorism
 - Domestic challenges
 - Income inequality
 - Educational inequality
 - Racial Issues
 - **Failure of American Democracy - Partisanship in Government**
 - **'Digital' World,**
 - **Artificial Intelligence, Internet of Things (IOT),** and beyond.
 - **Virtual** Education, **Virtual** Interviews, **Virtual** Employment, **Virtual** Vacations?????
 - Virtual Currency - Bitcoin
 - What is '**Hope**'?
 - Impact on lifetime success - the power of HOPE.
 - Ingredients
 - **Profiles** of '**Hope**'
 - Steve Jobs Randy Martinez
 - Abby Almonte Arnell Milhouse
 - Viola Davis Johnny Montanez
 - Jack Ma Dioscaris Garcia
 - Marta Aparicio Fernando Perez
 - Raymond Perez

PART EIGHT - Final Exam-

You are asked to indicate your name on this Final Exam.

2. Your Name – _____
3. Please **name the President** of the United States in American History who **impressed you** the most. _____
4. Please list **reasons** why this President impressed you. _____

5. Please state your opinion, what you believe, is the **most important quality** a President needs to have in order to be an effective President of the United States. _____

6. Please explain **why** this quality is so important for Presidential effectiveness. _____

7. Please **name a person** in American History whose actions or ideas had a **POSITIVE impact on the quality of life of ALL American** citizens. _____
8. Please explain **how the actions or ideas** of this person had a **positive impact** on the quality of life of ALL Americans. _____

9. Please name a person in American History whose actions or ideas had a **NEGATIVE** impact on the quality of life of ALL American citizens. _____
10. Please explain how the actions or ideas of this person had a **NEGATIVE** impact on the quality of life of ALL Americans. _____

11. Please imagine you are able to **ask a question to any person in American history**. Who would this person be? Person's name _____

12. Your question to this person - _____

13. Please name an American '**CHANGE AGENT**' in American history who impressed you the most.

14. Please explain **how** this American **CHANGE AGENT** changed American 'lives' (could be attitudes, habits, opinions, things to buy, etc). _____

15. Please name an **American entrepreneur who has 'impressed'** you. _____

16. **If** you think this **entrepreneur** has **CHANGED** American 'lives,' please **explain how this entrepreneur changed lives**. If you think the entrepreneur has not changed lives, simply write "he or she hasn't changed lives". _____

17. Please name a **corporate brand** which has impressed you the most. _____

18. Please list **reasons why this corporate brand impressed** you; i.e. reasons why you like this brand.

19. Please **give a definition** for the following terms:

- **BIASED**, sometimes called **partisan**, information - _____

- **OBJECTIVE** information - _____

20. Please **give an example for each** of the following:

- An **example of biased**, sometimes called partisan, information you've read, heard, or witnessed - _____

- An **example of objective** information you've read, heard, or witnessed - _____

21. Please explain **how you distinguish between 'bias' AND 'objective'** information. _____

22. What is **your preference** - '**BIASED**' OR '**OBJECTIVE**' information? _____

23. Please explain **why you prefer** this kind of information. _____

24. Please **identify 'BIASED'**, sometimes called '**partisan**' information, which has affected the attitudes and actions of some Americans over the course of American history. _____

25. What was/is **the source of the biased/partisan information you reference** in the preceding question (#24) . _____

26. **William Randolph Hearst** bought the New York Morning Journal in 1895. He soon after changed the name to New York Journal . Hearst continued to buy existing newspapers located in cities across the United States until he owned over 26 newspapers and magazines like Cosmopolitan, and movie studios. Hearst's New York Journal newspaper was the most read newspaper in New York City in the early 1900s. Would you consider Hearst's New York Journal newspaper of the late 1890s and early 1900s EITHER a '**biased**' OR '**objective**' source for news? _____

27. Please **give examples** to support your answer of whether William Randolph Hearst's ***New York Journal newspaper*** in the late 1890s and early 1900s was either '**BIASED**' or '**OBJECTIVE**'. _____

28. **Adolf Ochs** purchased the ***New York Times*** newspaper in 1896 when it had less than 9,000 readers and losing \$1,000 dollars a day. At the same time, William Randolph Hearst's New York Journal had a circulation of approximately 150,000 readers and Joseph Pulitzer's New York World had 250,000 readers.

Ochs saved the paper with good business practices and a commitment to print “All the News That’s Fit to Print” which Ochs inferred to mean, an impartial telling of the news of the day. Ochs commitment continues appearing in the upper left-hand corner of the front page of New York Times. **Would you consider** Adolf Ochs *New York Times* newspaper in the **early 1900s** a **‘BIASED’ OR ‘OBJECTIVE’** source for news? _____

29. Please give **an example** to **support your answer** of whether Adolf Ochs *New York Times* newspaper in the early 1900s was either **‘BIASED’ or ‘OBJECTIVE’**. _____

30. Please **identify** a contemporary media outlet – *newspaper, cable television station, radio, social media platform, digital ‘news’ service* – you believe **reports a ‘biased’ or ‘partisan’** representation of the day’s **news**. _____

31. Please give a **definition** of the following term:

- ♦ **Stereotype** - _____
- _____
- _____

32. **Thomas Nast** was arguably one of the greatest **editorial cartoonist** in American history. Please **identify and describe any Nast cartoon which promoted a specific stereotype** in America. _____

33. Please evaluate **President John F. Kennedy’s decision making** PROCESS during the **Cuban Missile Crisis**; i.e. (in other words), **evaluate** the actions President Kennedy took to make the ultimate decisions he made during this dangerous time in American History:

- What are you **impressed** with in Kennedy’s decision making process (if so) _____
- _____
- _____
- _____

- What are you **critical of** in Kennedy’s decision making process (if so) _____
- _____
- _____

34. Please **explain your process for making decisions**, i.e. name your **sources** of information you watch or read, **how you differentiate** between opinions and facts, **partisan information and non-partisan information**, and anyone you consult with before making your final decision. Please make sure your statement is well written with good grammar, sentence structure, perfect spelling and punctuation. _____

35. Please **compare** the ways today's **American immigrants** assimilate into America's culture and maximize opportunities for success to the ways 17th century **Puritan immigrants** chose to assimilate and maximize opportunities for success in the 'New World' of the Wampanoag Indian nation in southeastern New England America. _____

36. Please **suggest ideas for improving the way America assimilates its immigrants** into the country so immigrants feel safe, welcomed, and are able to get a great education to develop skills for good jobs or start their own companies to earn enough money for a lifestyle for themselves and their families they aspire to and pay taxes to keep America a great country. Your statement should be well written with good grammar, sentence structure, perfect spelling and punctuation. _____

37 Please **state your preference** for **choosing AMERICA's President and Vice President**. Do you prefer the method America chose its President and Vice President in the Election of 1789 when America elected George Washington President and John Adams Vice President **OR** the way American Presidents and Vice Presidents are chosen today. Please give reasons for your preference. Your statement should be well written with good grammar, sentence structure, perfect spelling and punctuation. _____

38. Please **state your preference** for **choosing Rhode Island's Governor and Rhode Island Lieutenant Governor**. Do you prefer the method America chose its President and Vice President which is the same way Massachusetts chooses its Governor and Lieutenant Governor; in other words, the Governor and Lieutenant Governor are chosen as a TEAM. **OR**, do you prefer the way Rhode Island presently chooses its Governor and Lieutenant Governor. Please give reasons for your preference. Your statement should be well written with good grammar, sentence structure, perfect spelling and punctuation. _____

39. Please **present your mission statement (purpose/goal) for your life as well as your STRATEGY (plan) for fulfilling this mission** and the success you anticipate. Your mission statement should be a well written statement with good grammar, sentence structure, perfect spelling and punctuation. Your strategy should include your tactics and a timeline for achieving the milestones along the way. _____

40. After a **data driven analysis** using **Excel software**, please state which country, **Singapore or the United States**, gives its citizens the **best place to live**. Please create an Excel spreadsheet showing data collected, segmented, prioritized, and analyzed to justifying your decision as the best place to live. Please set up your **Excel spreadsheet** showing the following:

1. important **qualities of life**
2. **priorities** given to specific qualities of life; the numerical value assigned to each specific quality of living
3. **numerical values** assigned to each quality in both Singapore and the United States

Here is the list of lifestyle conditions students will analyze and prioritize –

- **Safety** - a feeling of being safe; living in a safe neighborhood without violence, in a safe state, in a safe country
- **Education** - opportunities for a GREAT education with GREAT, CARING TEACHERS, at an affordable cost, so all people can learn the skills and behaviors for fulfilling, good paying jobs, for developing ideas, and the network to create opportunities for starting and running a successful company
- **Living Conditions** - a place with clean streets, well-kept parks, good public transportation (roads, trains, airports, etc), well maintained homes, in well maintained neighborhoods, with GREAT schools, clean water and air, etc
- **Life Expectancy** - people can expect to live a long time compared to people in other neighborhoods and countries

- **Crime** - a place with few crimes committed: larceny (theft), drug dealing, bullying, assaults, homicides, tagging, dishonest politicians, etc.
- **Employment/Jobs** - enough jobs for all people
- **Personal Income** - the opportunity for all people to make a good income; and as a result, most people earn more money than people living in MOST other countries
- **Freedom of Speech** - freedom to non-violently express opinions and ideas that do not cause a violent reaction; freedom for non-violent criticism of the government and country without worrying about government reprisals (punishments);
- **Immigration** - fair and logical policies for admitting and assimilating immigrants, with dignity and respect, into their new country, with real opportunities for high quality, affordable education in order to learn **RELEVANT** skills and behaviors as well as maximizing their existing talents so immigrants can eventually have a good quality of life and make their own contributions to their new country; immigration program which enables a country to ensure there are always enough people to fill available jobs or create their own companies so there are always enough people in the country to pay taxes that are needed to provide essential services
- **Taxes** - government has a willingness to have a FAIR system of taxation and an ability to collect taxes from people and companies which provides enough revenue (money) for the government to pay its bills and ensure infrastructure expansion and maintenance (roads, parks, electric grids, airports, cyber security, clean water systems, effective sewerage systems, recycling facilities, etc.), to pay great teachers, for safe schools **TEACHING RELEVANT SKILLS AND BEHAVIORS** so all people can get real jobs in today's global marketplace; to continually invest in medical and technological research; for aid for the poor; for accessible, world class health care, and to pay great policemen and policewomen, firemen and fire women, and military to keep our country safe;
- **Population Growth** – a realistic strategy/plan to ensure a city, state and country has enough people to: to work in existing jobs, to replace older, retiring workers, to become entrepreneurs who create new jobs, so enough people have jobs or own successful companies to pay taxes so the government can pay its bills for a strong military to protect the country from enemy cyber attacks and terrorisms, to maintain and upgrade infrastructure like schools, airports, trains, highways, power grids, aquifers and reservoirs for clean water, clean air, parks, hospitals, great health care and teachers, for enough people to serve in the military, etc
- **Personal Privacy** – personal actions stay private and the government and private companies do not spy on you to know everything you do
- **Political Party Choices** – credible, **HONEST** candidates from more than 1 party with **honest, qualified candidates** who get things done and give voters realistic choices for effective government leadership for **REAL** choice in elections

- **Government Effectiveness** - government does a good job running the city, state, and country; a government that gets things done efficiently and solves REAL problems; government **leaders who are HONEST**, are committed to collegiality, and a **WILLINGNESS TO RESPECTFULLY disagree and work together (COLLABORATE) FOR THE GOOD OF THE ENTIRE CITY, STATE AND COUNTRY NOT JUST THEIR POLITICAL PARTY**, and corporate and community friends.
- **Racial Harmony** - different ethnic, racial, and religious groups get along peacefully and work together in their neighborhoods and the country.
- **Happiness** - citizens are pleased to live where the do!

Please begin by organizing the aforementioned qualities of life into 3 segments/tiers/categories in an **Excel Spreadsheet**.

- **TIER ONE** lists your **ONE (#1) MOST IMPORTANT QUALITY of LIFE**.
- **Tier TWO** will be a list of your **second most important qualities**. **Tier THREE** will be a list of your **next important** qualities.

For example, if you value EMPLOYMENT as your most important living condition, put Employment in TIER ONE. If Living Conditions, Safety, Life Expectancy, Crime, and Personal Income are conditions slightly less important than Employment, then place Safety, Life Expectancy, Living Conditions, and Personal Income in your SECOND TIER. All other living conditions should be placed in your THIRD TIER:

Next, give a **numerical value** to each quality of life - For example, if TIER ONE lists your most important quality of living as Political Party Choices, then give a value of FIVE(5) to this ONE quality of living in TIER ONE, i.e. Political Party Choices (5). If TIER TWO lists Living Conditions, Safety, Life Expectancy, and Personal Income, give a value of THREE (3) to each quality, Living Conditions (3), Safety (3), Life Expectancy(3), and Personal Income (3). For all qualities in TIER THREE, please give each quality a value of TWO (2).

Finally, compute, i.e. **add up the numerical values**, your qualities of life numbers for Singapore and then, the United States. The highest 'life style numerical total' should indicate and

justify your preference for the country to live in, Singapore or the United States.

- Please identify **your top 3 qualities for a good life:**

- #1 - _____

- #2 - _____

- #3 - _____

- **NOW, please name the country, Singapore OR the United States,** your analysis indicates provides **the best lifestyle for its citizens** _____

- **Please explain why** you believe this country provides a better place to live : _____

- If given the choice, **which country, Singapore OR the United States ,would you prefer to live in?** _____

- **Please explain WHY you would prefer to live in** Singapore OR the United States. _____

- Please **explain WHY you wouldn't want to live in** the other country. _____

NEXT PAGE -

Anonymous review. Please complete the assessment form on the next page which lists questions about Mr Cronin's teaching performance and his Life Skills curriculum.

- Mr Cronin's Performance
- the "*Life Skills*" curriculum

Teacher Evaluation

- I'm always looking for ways to improve this class. **I would appreciate your fair, honest, candid, constructive criticism to do this.** This response will be done **anonymously**; knowing the name of the person completing this evaluation may inhibit some people from being as candid as I would hope in order to provide the constructive criticism I hope to receive. Thank you.

1. Did Stephen Cronin accomplish each of the following objectives? Please place a **check** in the **appropriate column below**.

	very successful	partially successful	unsuccessful
• increased my awareness and understanding of <i>'personal brand' and "networking"</i> .	_____	_____	_____
• made me realize my brand is like a company brand to be protected and improved upon throughout my life.	_____	_____	_____
• made me realize the quality of my brand affects the quality of my network; i.e. - the better my brand, the better people I will have in my network.	_____	_____	_____
• made me realize, in life, it's not always WHAT you know but WHO you know when it comes to getting opportunities for jobs, internships, and new relationships. This fact underscores the importance of my ability to build a network of successful, honest, responsible, caring people.	_____	_____	_____
• made me realize the connection between 'storytelling,' 'my brand,' 'networking,' and career opportunities. Storytelling is exhibited in many ways like how I greet someone with a strong handshake, a smile, good eye contact, and a friendly greeting, my body language when I stand and when I am sitting, always showing respect to others, having a good resume, updating my LinkedIn site to promote my skills and accomplishments, and how I present myself at a job interview or a meeting I have thoroughly prepared for.	_____	_____	_____
• made me realize the best networks are diverse with people of different interests, genders, and backgrounds as my own.	_____	_____	_____
• made me realize the importance of continually pushing myself out of my comfort zone to meet new people, travel to new places, and ask questions because Mr Cronin said <i>'questions are more important than answers'.</i>	_____	_____	_____
• made me realize the value and importance of thanking people who have helped me, whether by a follow up email, a hand written note, or simply a hand shake and saying "thank you" .	_____	_____	_____
• increased my self esteem; I have more confidence in myself after taking this class than before taking this class.	_____	_____	_____

2. What, if anything, **did you like** about the Hope Life Skills class?

3. What, if anything, was the **most important thing** you learned in this class?

4. What, if anything, would you ask Stephen Cronin to change or do differently to improve his class?

5. **The class guests:** (check one)

- our class guests were not interesting; they were a distraction. I prefer not to have guests come to class. _____
- The class guests **helped me** more fully appreciate *'personal brand,' 'the future,' 'success,' 'change,'* and *'leadership'*. Their stories helped me understand how to build a good brand and how to overcome adversity; they inspired me to get out of my comfort zone and take risks to be successful. They made me think about how to be successful and caused me to think more about my future and possible career choices. Some of the guests became part of my **personal network**. _____
- the class guests were entertaining but **did not inspire me** or have me consider 'changing' anything in my life. _____

6. Events/Field trips: write either *“liked”* or *“disliked”* after the each event/field trip you attended.

If you did not go on the trip, simply list *“did not go”*:

- **CVS Health Career and Job Day** (at the CVS Health corporate campus) _____
- **The Future Forum** _____
- **Southern New Hampshire University visit** (meet professors, students, tour facilities) _____
- **LaSalle Academy** (class with LaSalle students on *‘personal branding’*) _____
- **Rocky Hill Country Day** - (forum with Rocky Hill students on *‘Your FUTURE’*) _____

7. Best event/field trip and why: Trip/Event name: _____

Reason: _____

8. Best guest and why: Guest Name: _____

Reason: _____

- 9.** Please **grade your performance** on the following ‘Life Skills’ classroom expectations on a scale of 1 to 5, **5** being the best (meaning you always met the classroom expectation) and **1** the lowest (meaning you never met the classroom expectation).

Expectation

Grade

- show RESPECT and courtesy ALWAYS to class guests _____
- always ‘on time’ to class _____
- always attended weekly class _____
- always managed your time successfully _____
- always completed HOMEWORK: readings, videos, and writing assignments _____
- tried hard to push yourself out of your comfort zone _____
- established a LinkedIn site _____
- regularly “connected” with class guests and other people you met through your LinkedIn site _____
- always greeted guests with a firm handshake, smile, eye contact, and friendly greeting like *“my name is Stephen. It’s nice to meet you”* _____
- ask guests questions during class discussions _____
- continually worked to create a network of successful, respectful, honest people _____
- continually collected guest business cards for contact information _____
- regularly sent **follow up** emails to guests to build your brand and network _____
- always said *‘thank you’* for coming to our class to a guest after class _____
- always went on class field trip _____
- always had your business cards for class, field trips, and events to give to guests and new contacts _____
- List reason(s) why you gave yourself any grade of 3 or less in any of the aforementioned expectations: _____

10. What do you think Mr Cronin’s means when he says -

“because ‘success’ is a choice, I have a responsibility to each of my students to work hard and introduce and develop the important life skills and attitudes every person needs for success. With these skills, each student can be as successful as they choose to be!” _____

11. Please answer the following questions by circling either

‘yes’ or ‘no’:

- Is it a reasonable request for Stephen Cronin to expect you to **text or email him** any time you were going to be **absent or late** to the Hope Life Skills class or, if you’re homework will be late, the date when you guarantee it will be finished and sent to him?

yes or no

- if you answered 'no,' explain the reason(s) why it is not reasonable for Mr Cronin to expect you to always **text or email him** when you're going to be late or absent to class or when late homework will be finished and turned in to him. _____

- Is it **reasonable** for Mr Cronin to expect you to complete his **weekly homework** - **stories to read, videos to view**, to critically think, opine, **then express your ideas in emails to him** - N.B. - you'll need to **read, write, think critically, manage your time well in college as well as intelligently express yourself to your professors** and work supervisors through emails? **yes or no**

- if you answered '**no**,' explain why Mr Cronin's expectation is unreasonable. _____

- If you asked Mr Cronin to recommend you for a job or college placement, would his recommendation **describe your personal brand** as '**responsible, dependable, respectful, on time all the time, kind, and hard working**'? **yes or no**

- if you answered '**no**,' **what words would Mr Cronin use to describe your brand today?** _____

- is it a **reasonable for** Mr Cronin to ask to meet your **guardian or parent at a school event or at a convenient community place** (e.g Dunkin Donuts, nearby church, or your home, etc) to explain to them the goals, opportunities (internships, National Youth Leadership Forum in Washington, D.C.) and expectations (homework, class attendance, etc) of the 'Life Skills' class? **yes or no**

- if you answered 'no,' explain why this request to meet your guardian or parent at the beginning of the year to meet Stephen Cronin is unreasonable and not helpful. _____

- **Do you ALWAYS have access to the internet AT HOME** to access **our Hope Life Skills web site** (www.hopeliveskills.com) for our weekly "Life Skills" homework assignments? **yes or no**

- 12. Do you feel introducing concepts like **personal brand,** teaching skills how to professionally greet people, build **networks of successful, honest people** and encourage you to **push out of your comfort zone** have **increased your opportunities to be successful when looking for a fulfilling job, or career?** **yes or no**

- 13. Do you feel this class has helped you **become more confident,** to **push out of your comfort - zone,** to do things you may have avoided before the **Life Skills** class? **yes or no**

- 14. Do you realize the importance and value of updating **your LinkedIn site** when you receive an award, get a job, join a club or activity or enroll in a college as well as continually "connecting" with other people on LinkedIn? **yes or no**

15. Should Mr Cronin **ONLY allow students** who always **go to class and who complete their weekly homework to go** to Life Skills events and **field trips** like **the FUTURE FORUM, CVS, or college tours**? **yes or no**

16. If you answered 'no,' please **explain a better way** to encourage students to manage their time in order to meet all their responsibilities including their Life Skills homework. _____

17. If you knew everything about this Hope Life Skills class a year ago that you NOW know, **would you still sign up again for this class at the beginning of your Junior year?** **yes or no**

18. If you know the names of any Hope High students who may be interested in being part of next year's 'Life Skills' class, please list their names below:

• _____

19. Mr Cronin repeatedly hears from Hope graduates like Marta Aparicio, Sara Jackson, Raymond Perez, and others **they were not prepared for the reading, writing, time management, and other academic expectations of college and an internship or job.** As a result, **he feels obligated** to raise standards and expectations in the Life Skills class that are more like college and a job so you'll be successful in life: assignments should be more challenging, due dates should always be met, and students who don't show up for class & don't inform Mr Cronin of their absence should be evaluated or graded accordingly as happens in college, a job and life; i.e. accountability.

Do you agree with Mr Cronin that he should raise standards and grade you according to your performance with these standards? **YES or NO.** Please EXPLAIN THIS ANSWER. _____

20. Please, select one letter grade for Mr Cronin's performance as the teacher of this "Life Skills" class based on the grade criteria listed below. Put the grade in the box to the right.

Letter Grade:

A - Excellent. I found the class **very interesting.** It made me think about 'change' in my life and things I need to do if I am to fulfill my

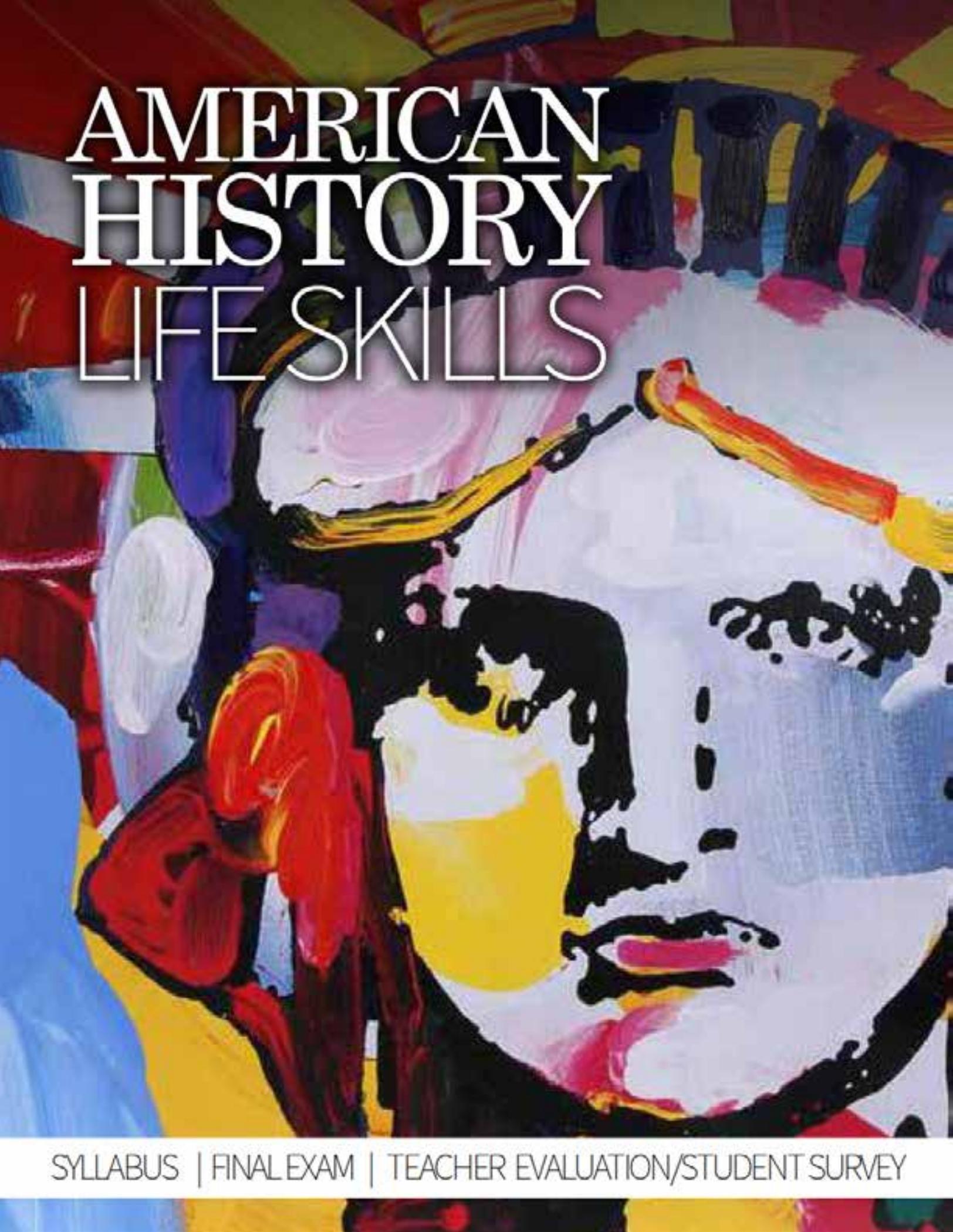
aspirations for success: (e.g. **building a strong personal brand and an effective, diverse network of different types of people from different backgrounds with different interests**, the value of staying in contact with people in my network, the powerful messages my body language gives like how I sit or stand, getting **out of my comfort zone**, taking measured risks, healthy perspectives on failure and mistakes and success, empathy, important interpersonal techniques like eye contact, smile, and a good handshake, the importance of always saying "thank you" when someone helps me; 'asking' for guidance or help with people in my network, thinking more about managing my time effectively, etc). I also learned life lessons from many of the people I met during the class, some of whom became part of my network. **I learned about jobs** I wasn't previously aware of. Our field trips were informative and pushed me out of my comfort zone. Many of the readings in the textbooks were interesting. *The Future Forum* made me reflect on my own life and future. I believe Mr Cronin worked hard to make the class interesting and relevant.

B - **somewhat interesting.** The class did **make me think** about some things about my life like the value of a good personal brand and the importance of networking and pushing out of my comfort zone. I did meet some interesting people. However, **the class didn't inspire me** to improve or take risks or consider personal changes to improve my opportunities for lifetime success. Most of the readings were either boring or didn't apply to my life. I could not relate to most of the guests to our class. I didn't like a lot of the field trips. I believe Mr Cronin tried to make the class interesting and relevant.

C - **fair;** unremarkable class. This is a typical class I experience in high school. If Mr Cronin tried, the class didn't reflect it.

F - **waste of time.** Did nothing for me. Stephen Cronin and I should have stayed home.

Thank you for your honest feedback about the 'Life Skills' class. It's been my pleasure working with you this school year. I wish you the best for your future success.

An abstract painting with a vibrant, multi-colored palette. The background features bold, expressive brushstrokes in shades of red, yellow, blue, black, and white. A prominent white, circular shape is visible on the right side, resembling a face or a large object. The overall style is dynamic and expressive.

AMERICAN HISTORY LIFE SKILLS

SYLLABUS | FINAL EXAM | TEACHER EVALUATION/STUDENT SURVEY