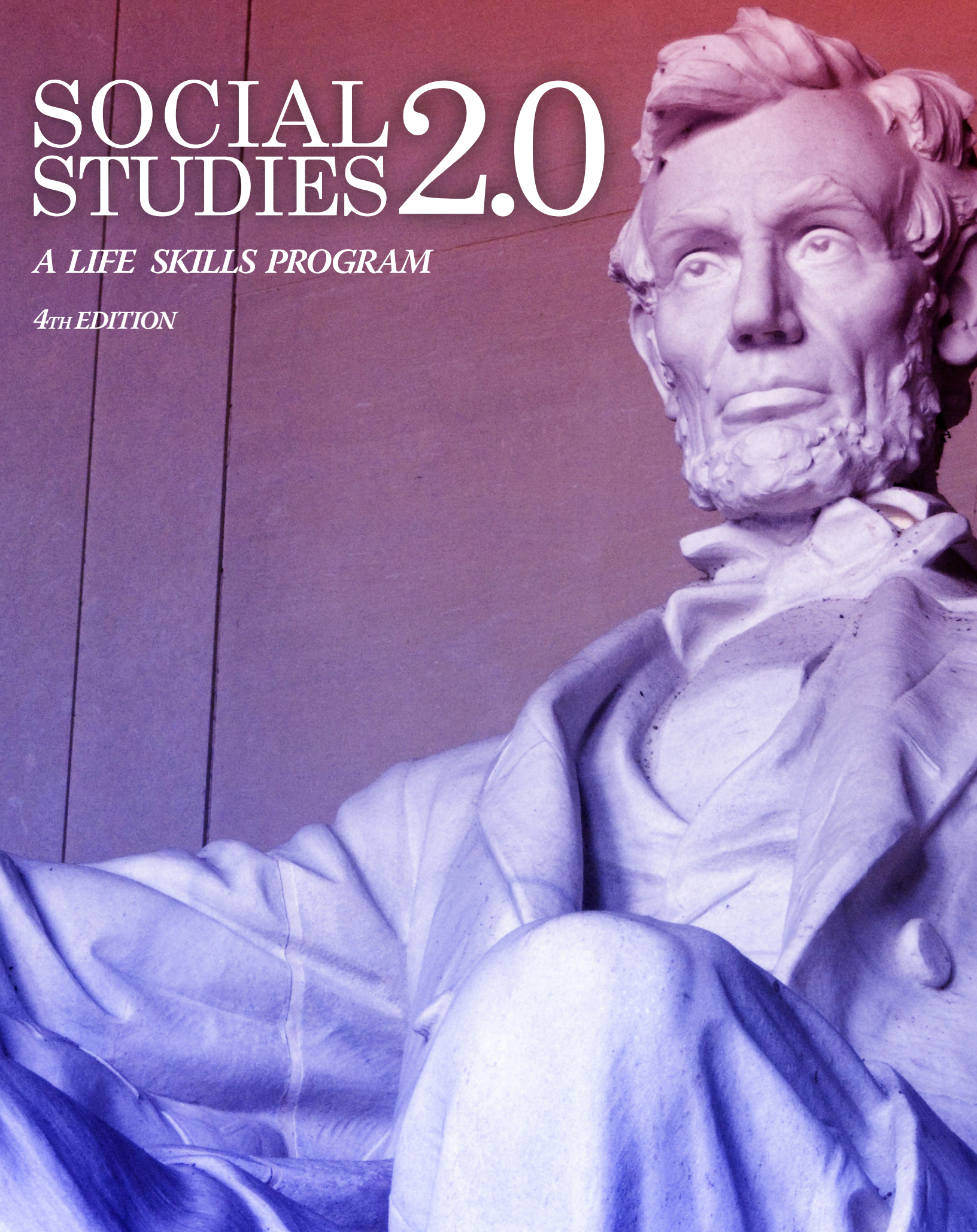


# SOCIAL STUDIES 2.0

*A LIFE SKILLS PROGRAM*

*4TH EDITION*





**Stephen Cronin** is the author and designer of this book. He has led a number of businesses over his 35 year business career in different industries: Cable Television and Print, Mail, & Marketing. Stephen developed a **LIFE SKILLS CURRICULUM** over 23 years as a volunteer teacher at *Hope High School in Providence, Rhode Island* ([www.hopelifeskills.com](http://www.hopelifeskills.com)) and later at East Providence High School and Central High School in Providence. Stephen's curriculum has been refined, updated, and re-named **SOCIAL STUDIES 2.0** *"incorporating the lessons of the PAST with relevant, PRESENT day stories from successful men and women during their visits to our class as well as an anticipation of a FUTURE, technology driven, global marketplace where students will live and compete for jobs and career success"*. Stephen is also a WANNABE graphic designer under the tutelage of renowned graphic designer, Nick DeCesare, the founder of *Third Effect Marketing and Design*. Stephen has exhibited moderate, at best, potential in graphic design. You can reach Stephen at [stevecronin1949@gmail.com](mailto:stevecronin1949@gmail.com).

For more information about *the Social Studies 2.0 - a Life Skills program*, please visit the web site

[www.hopelifeskills.com](http://www.hopelifeskills.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. Courageous. 'Future' thought leader. 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 political leaders 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."*

First Edition: 2020

Second Edition: 2021

Third Edition: 2022

Fourth Edition: 2024

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## 3. **SYLLABUS** -

- *Social Studies 2.0: **Concept based Curriculum***

1. The **Future**: “looking to the **Future** Before Reflecting Upon the **Past** To Plan in the **Present**”

**2. Empire** - “what is an ‘**empire**’/success? the creation and management of a successful empire/ company/organization; value of **financial literacy** to accomplish ‘**empire**’ goals and safeguard empire success; best practices for empire’s longevity; causes for the ‘**Fall**’, i.e. demise; the absence of success”

**3. Leadership** - “metrics for measuring **leadership** effectiveness; optimum qualities of successful leadership; the follower’s role in leadership; leadership ‘**Greatness**.’”

**4. Change** - “embracing and adapting to ‘**change**’, managing challenges accompanying change, lessons from failure to ensure lifetime success; **pushing out of one’s comfort zone for change**; building **confidence**.”

**5. Success** - “strategy and tactics for **lifetime success**; Stephen Cronin’s Physics Formula for Success”; **time management** principals; **storytelling** fundamentals for effective **presentations**.

**6. Brand** - “**personal brand** development, the role of the **network** to create and maximize opportunities for life time success”; soliciting constructive criticism; **verbal and non-verbal communication**

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## INTRODUCTION

WELCOME TO **SOCIAL STUDIES 2.0 - a Life Skills program**, the Updated Edition! The **PRIMARY GOAL** of this program is the development of **'RELEVANT' LIFE SKILLS** identified by business leaders and higher education administrators as **critical for student 21st century success**. **'Life Skills'** have proven to be so fundamental to lifetime success that **High Point University**, ranking first (#1) among Southern Regional Colleges in the 2022-2023 edition of Best Colleges, markets itself as **"THE PREMIER LIFE SKILLS UNIVERSITY"**. Numerous graduates of this Life Skills class and participating business leaders repeatedly confirm the value of this program's **'life skills'** orientation. (See testimonials on the life skills web site – <http://www.hopelifeskills.com>) The methodology for fulfilling the program's goal is an amalgamation of long tested and **'continually refined'** activities that ensure **'RELEVANCE'** to the challenges and opportunities students will encounter in a 21<sup>st</sup> century, global economy: **#1**) anticipating the future global marketplace where students will compete for careers and lifetime success **#2**) conversations with successful professionals in carefully planned, **'RELEVANT'** classroom activities and remote events AND **#3**) examining the profiles of those in history for lessons which resonate today. This comprehensive approach has proven effective developing critical life skills, behaviors, and attitudes for student **SUCCESS** in a 21<sup>st</sup> CENTURY, DYNAMIC, TECHNOLOGY DRIVEN, INCREASINGLY COMPETITIVE, DIVERSE, GLOBAL ECONOMY.



**Stephen Cronin** developed and taught this Life Skills program over an 18 year period at Hope High School in Providence, RI. Stephen's **Resume** is as follows:

- BA History Marist College; M ED – Providence College
- 10 year Educator in various American locations: Laredo, Texas; East Providence, RI; Attleboro, MA
- General Manager, Inland Cable Communications, 1980 – 1999
- President and CEO of Mercury Print & Mail, Pawtucket, RI 2000-2014
- Business Development Executive, Signature Printing, East Providence, RI, 2016 - Present
- **"Jefferson Award"** Recipient 2016; represented Rhode Island at the National Jefferson Awards Conference, Washington, D.C.
- **"Citizen Citation"** for continued commitment to Hope High School for 18 consecutive years by Providence Mayor Jorge Elorza, November 19, 2019, at the 2019 FUTURE FORUM
- Creator of the board game, **"HEGEMONY: A Game of Diplomacy and Conquest"**
- Providence, RI Chamber of Commerce **Education Committee** member
- Author of 10 textbooks for the Life Skills program AS WELL AS **"Eavesdrop: A Potpourri of Poems and Reflections"**
- Community Advisory Board: Hope High School
- 23 years developing and volunteer teaching the Social Studies 2.0 - A Life Skills program at Hope High School (2003-2021), East Providence, RI (2022) and Central High School, Providence, RI 2022 - 2024.

After completing a **goals and skills inventory**, students follow the Social Studies 2.0 curriculum starting with an exercise of **anticipating the future**, both opportunities and challenges, before looking at **what was** (history) to exploit **what is** (the present).

Throughout the school year, the class will host **REGULARLY SCHEDULED GUESTS** representing careers students have expressed interest in. The guest will not only provide career information but also provide students with an opportunity to practice their life skills like

- **pushing out of one's comfort zone to network** with guests, exchanging **business cards** (all students have business cards), following up with **'best practice'** life skills like a **'thank you'** email or handwritten note, connecting on **LINKEDIN**, and, in the process, building **'substantiated'** self esteem and opportunities for future career and personal success.

Please feel free to reach out with comments, questions, and constructive criticism. *Stephen Cronin* - [stevecronin1949@gmail.com](mailto:stevecronin1949@gmail.com)



## GOALS

1. Students will understand the term “**PERSONAL BRAND**” and appreciate how a ‘*positive*’ personal brand opens doors of opportunities while a ‘*negative*’ brand closes or eliminates doors of opportunities for career and personal success.
2. Students will understand the relationship between a positive perception of their **PERSONAL BRAND** AND a **NETWORK** of successful, influential, ethical people who can mentor and help create opportunities for lifetime success.
3. Students will understand **BEST PRACTICES** for creating, protecting, and exploiting a favorable *Personal Brand* AND building a *Network* of successful, influential, ethical people: e.g. greeting people with a *smile, good eye contact, a firm handshake*, and expressing *respect to all* as well as *having good posture* when standing and sitting, exchanging **business cards** or contact information when meeting someone who has value for your network, maintaining your **LINKEDIN** site, **FOLLOWING UP** meetings with email summaries and saying **THANK YOU** in an email or note of appreciation and respect, prudent practices when posting photos and statements on **social media**, as well as diligently **preparing** for *network events, job interviews*, and all *social media* postings.
4. Students will be able to **DIFFERENTIATE** between ‘*fact*’ and ‘*opinion*’, ‘*biased*’ versus ‘*non-biased*’, ‘*partisan*’ versus ‘*non-partisan*’ information as well as identifying trusted media sources which present all sides of a story and an objective reporting of news for an **effective decision making process** by each student.
5. Students will understand the benefits of **TIME MANAGEMENT** and best practices for managing time optimally.
6. Students will understand the **VALUE OF DIVERSITY IN NETWORKS**, i.e. having smart, successful, influential, ethical people with *different interests*, from *different backgrounds* and *different ethnicities* than yours who can provide different perspectives than your own because “*we become incapable of ever achieving a small fraction of our potential if we are immersed SOLELY in the knowledge created by our (familiar) contemporaries...*” Dr Thomas Sowell
7. This class will focus on **BUILDING** ‘*substantiated*’ student **CONFIDENCE** so students will **PUSH OUT OF THEIR COMFORT ZONE** to meet new people who are interesting, creative, influential, and, hopefully, ethical as well as ASK QUESTIONS, listen to their CREATIVE ideas as students share their own AND then discuss new opportunities for success.
8. Students will be effective **STORY TELLERS** when presenting their brand in an honest and favorable way during *job interviews, networking events*, writing their *job resume*, and their **permanent** posts **on social media**.
9. Students will understand the value of **GRIT** when challenged to **ADAPT** to new situations and changes in their life.
10. Students will use **EXCEL** software to *collect, organize/segment, prioritize, and analyze* **DATA** for *fact based decision making*.
11. Students will understand the ‘*value*’ and ‘*how to*’ **COLLABORATE** to create opportunities and solve problems.
12. Students will appreciate the value of **EMPATHY**.
13. Students will be able to identify good qualities of **LEADERSHIP** and understand the responsibilities of **FOLLOWERS**.
14. Students will understand the basics of **META-COGNITION** and hopefully understand the benefits of this kind of self reflection.
15. Students will be introduced to fundamentals of **FINANCIAL LITERACY** to make informed decisions about **personal finances**, i.e. credit, credit ratings, income, debt, savings, investing, cash flow, managing a personal budget, credit card use, taxes, retirement, entrepreneurship, capitalism, socialism, inflation, cryptocurrencies, etc
16. Students will understand the value and dangers of **ARTIFICIAL INTELLIGENCE** especially *chatbots like ChatGPT*, best practices for its productive use, and the inherent fallibility / bias / inaccuracies in its responses.

# Student and Parent Preface -

**High School** is a challenging time as students transition from childhood and adolescence to the sobering uncertainty, frequent angst, and, hopefully, the eventual feeling of personal and career fulfillment in adulthood. This curriculum focuses on introducing and developing **COMPETENCIES** in the skills, attitudes, and behaviors for managing the challenges and creating the opportunities during this transition for the ultimate **SUCCESS** in the careers AND lifestyles students aspire to.

I hope all students believe me when I say it is a FACT

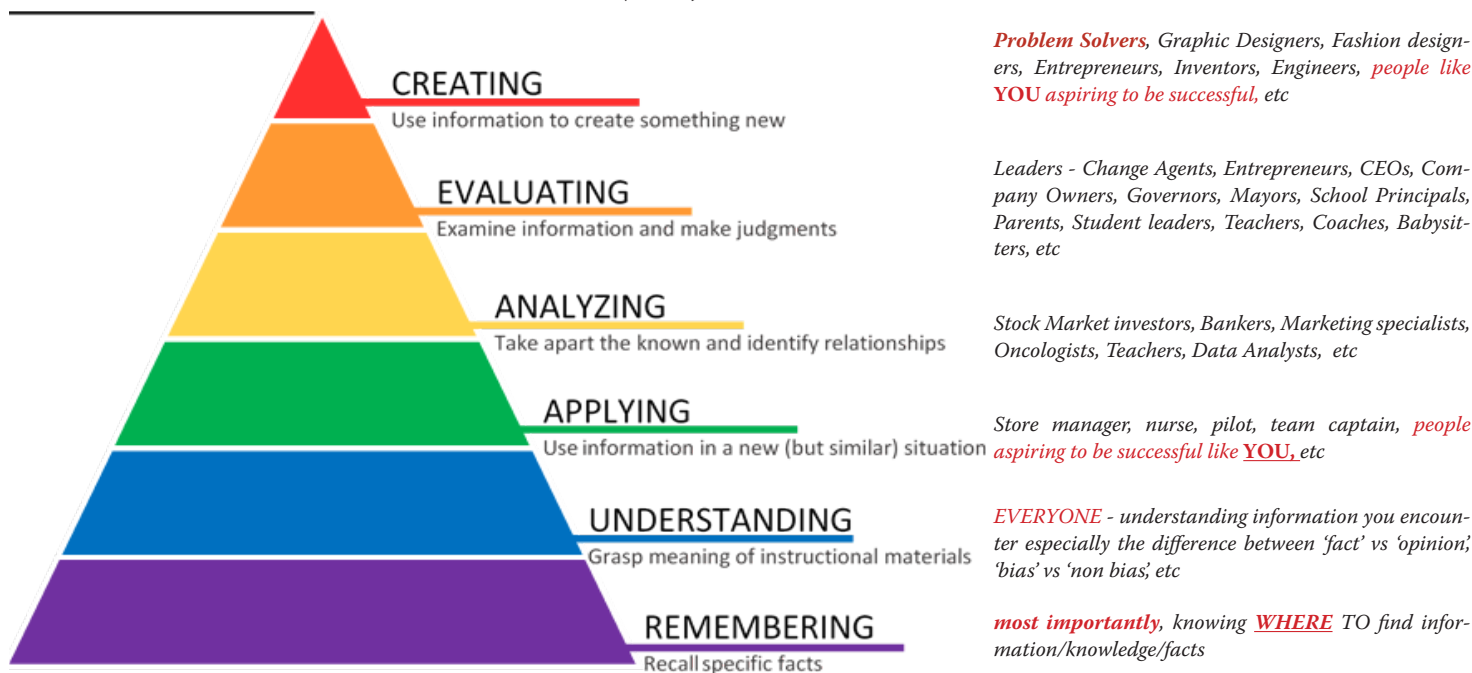
***'YOU all have impressive talents. A great education can help you maximize your talents to be the successful person you aspire to be.'***

## ***YOU CAN DO GREAT THINGS'***

**21st century, 'competency based,' 'relevant,' education!** Whether it's a traditional school curriculum or the experiential learning of an apprenticeship, internship, job, or certificate program, this class complements them all by focusing on introducing and developing '**relevant**' skill, attitude, and behavioral **competencies** which students can use to develop their natural born talents. This is the role of this **SOCIAL STUDIES 2.0** class. My mission is to use this syllabus to help each student become the person they aspire to be.

**In 1956**, an education psychologist named Benjamin Bloom, along with collaborators, published a perspective on teaching and learning intended to provide teachers and students with a strategy to help students maximize student potential. Bloom's publication, known as Bloom's ***Taxonomy of Educational Objectives***, classified specific learning objectives for teachers to follow to help students create opportunities for success. Each level of Mr Bloom's Taxonomy builds upon the other; from the lowest level of **REMEMBERING**, formerly called **KNOWLEDGE**, to the highest level of **CREATIVITY**, i.e. lessons learned at one level are intended to help students learn lessons at the next level until the final level is achieved providing students with a complete toolkit of valuable skills and abilities to become the successful person they want to be. **For example**, after students learn the lessons at the **UNDERSTANDING** level when they *grasp the meaning* of information and can discuss what they've learned, students are able to go to the **APPLYING** level where they can apply the information they understand to solve problems and use the information to experiment and test new ideas. Most educators agreed that following **Bloom's Taxonomy of Educational Objectives** will maximize student potential and give students the best chance to be the person they aspire to be.

### ***BLOOM'S TAXONOMY (2021)***





The diagram on the previous page depicts Bloom's hierarchical model for learning AND, to the right of the model, the types of jobs which use each specific objective. For example, *EVALUATION* skills are used by CEOs, Presidents, AND supervisors of companies, Principals of Schools, Governors of states, Mayors of cities, Coaches and Teachers, caring, nurturing Parents, and visionary Entrepreneurs.

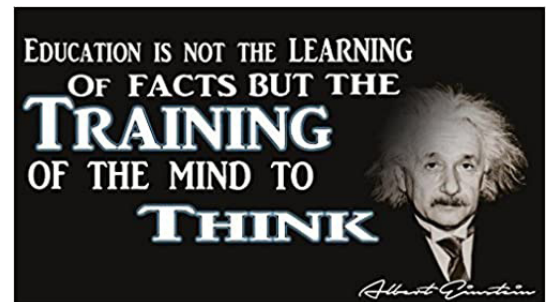
Teachers who value Bloom's Taxonomy of Skill Objectives begin by teaching '*REMEMBERING*' (formerly called '*knowledge*') skills. Bloom defines '*REMEMBERING*' as the ability to recognize and remember facts, terms, basic concepts, and answers *WITHOUT THE NEED TO UNDERSTAND* them.

*Times have changed* and, with it, *new definitions* AND *rankings* of Bloom's *Taxonomy* reflecting what is most important for today's *success* in a *technology driven, highly competitive, competency based, global, job market*. First, Vanderbilt University Center for Teaching published a revised, more relevant *definition of 'knowledge'/'information'* (now '*remembering*'). Vanderbilt University wrote "in 1956, Benjamin Bloom published a framework for categorizing educational goals he thought were relevant to lifetime success. His 6 categories were presented as "skills and abilities" starting with an understanding that '*knowledge*' was just a first step, a necessary precondition, for mastering the other 5 higher level skills and abilities." This teacher **NO LONGER BELIEVES** '*remembering*'/'*knowledge/information*' **requires memorizing** many '*facts*' we were once asked to do since so much of the world's '*information*' is NOW available in our hands on a **smart mobile phone!!!** **See the Einstein quote in the right column on this page.** An April 2021 Pew

Research study found 85% of Americans own a smart phone and ownership is rapidly increasing. Consequently, this teacher humbly suggests **HOW** to '*locate, find, and discover*' '*knowledge/information*' **has more value** than '*memorizing*' it. AND, realizing what information and which sources can be counted on to be **FACTUAL** is as important. As technology has evolved and changed the way people create opportunities for success in an increasingly competitive, global economy, a new perspective for Bloom's '*knowledge/information/remembering*' skill has emerged. Secondly, **CREATIVITY** IS NOW THE **HIGHEST RANKED SKILL** IN BLOOM'S TAXONOMY. Educators emphasize their new appreciation of '*CREATIVITY*' in their 21st century ranking of Bloom's skills as well defining Bloom's skills using '*verbs*' rather than '*nouns*'. '**CREATIVITY**' means more than sculpture, painting, photography, song writing and performance. '**CREATIVITY**' extends to **adapting** to a new situation or community and imagining and creating solutions to problems for a better way to do something. This teacher believes **Bloom's mission** is a mastery of the **higher level** skills and abilities in the Taxonomy. **EACH STUDENT CAN DO THIS. Seguro que si!** Enabling you to understand **HOW** to access information is very important. **LIKEWISE**, being able to **determine if information is factual** and then **analyze, synthesize, prioritize, and evaluate** fact-based information is important so people can **apply** factual information to accomplish objectives and/or resolve challenges to ultimately **innovate** and **create** solutions and opportunities for success. These **are the most valuable skills** and **competencies** in today's global economy of today. Knowing '*where*', '*how*', and '*what*' kind of **knowledge/information to use is more important** to lifetime **SUCCESS** than memorizing *without 'understanding'* information. This revised view of Bloom's taxonomy has never been more important than in a **global economy** that



The Apple **iPhone**, a 21st century smart, **mobile device** providing an **increasingly vast amount of 'knowledge/information'**.



Memorizing '*knowledge/information*' for recall **VS knowing where to find 'knowledge/information'** - here's what the world's **smartest person had to say about this**. After interviewing Nobel Prize winning physicist, **Alfred Einstein**, a reporter asked if he could have Einstein's phone number to call him if he had further questions. "Certainly" replied Einstein. He then picked up a large, thousands of pages, phone book and looked up his phone number. Einstein then wrote his phone number on a slip of paper and handed it to the reporter. The astonished reporter said, "You are considered to be the smartest man in the world and you can't remember your own phone number?" Einstein replied, "Why should I memorize something when I know where to find it?"



**Ken Robinson** is a British author, speaker and international education consultant who promotes unleashing student '*curiosity*' through building student confidence, **empowering them**, and then teaching students creative thinking. **Creative thinking** is one of Bloom's most important skills in his learning hierarchy. Critical to learning creative skills, according to Robinson, is high quality teachers. Robinson advocates a teaching model that focuses on awakening native creativity within each student. Unfortunately, Robinson believes much of today's school systems in the United States discourages this and instead focus more on conformity and compliance to '*other norms*'.

## CREATIVE THINKING is a PREMIUM SKILL in the 21st century.

Creativity is more than graphic or performance art. Creativity is also imagining and creating opportunities and new ways to solve problems or overcome adversity. Furthermore, **YOU most certainly have creative talent.** *And, you are encouraged to fearlessly express it in this class.* Companies look to hire creative thinkers. Creative thinking enables YOU to maximize your talents, successfully market your personal brand, network with influential people, solve personal and job challenges, adapt to new situations, and create fulfilling career opportunities.



Dear Hello there!,

I'm immensely proud to announce...

### THE CREATIVITY CONFERENCE - ICELAND 2022

The next **Creativity Conference** will take place from August 3-5th 2022 as a hybrid live in-person and online event, hosted at **Reykjavik University in Iceland!**

Join us with hundreds of your fellow creatives for three days and nights of insight and inspiration from amazing world-class creatives as they share and workshop their personal approaches to developing original work! We will present seven concurrent speaking rooms, a digital experience room (more on this very soon), and a large meeting space for morning mindfulness, Tai Chi, and dance classes.

Attend the **Perlan Ice Museum** for our movie night (the best dome cinema in Europe!), enjoy live performances by our musician conference speakers on our music night at **Gamla Bio**, and meet with many other creatives and future collaborators in our beautifully designed interior garden meeting spaces. Join our closing night party to let your hair down and celebrate creativity in all its forms!

Tickets are \$1,550, including all sessions, evening events, and lunches. Super early bird tickets are available **right now** at the discounted rate of \$1,050 - that's \$500 off the full price!



is continually being changed by technology. STUDENT opportunities for success always increase by knowing ‘*what kind of knowledge/information*’ is factual. Being able to distinguish *FACT* from *OPINION*, *BIAS* from *UNBIASED*, and *PARTISAN* from *NON-PARTISAN knowledge/information* even with primary sources is important for **SUCCESS**. The higher level skills of Bloom create the greatest opportunities for **STUDENT SUCCESS**: knowing where and how to find, collect, segment, analyze, and evaluate data, what to prioritize based on the values and needs of each STUDENT, and then HOW to execute well founded, fact based decisions to solve problems, innovate and create opportunities for success.

The ability to find relevant data, ‘*information/knowledge*’, with the wherewithal to distinguish ‘*fact*’ from ‘*opinion*’, ‘*bias*’ from ‘*non-biased*’, and ‘*partisan*’ from ‘*non-partisan*’ *information/knowledge*’ has never been more important than today, i.e. the 21st century, when nuanced information on social media is so ubiquitous, influential, and potentially dangerous to a young person’s self esteem, development, and sound critical thinking.

Bloom’s taxonomy for teaching and learning remains meaningful today. Starting with a more **RELEVANT**, 21st century ‘*knowledge/information*’ foundation, my mission as your teacher is to help YOU master Bloom’s higher level skills and abilities: how to communicate effectively especially about your **PERSONAL BRAND** and to build a great **NETWORK** of successful, honest, influential people; how to discuss and collaborate to develop and maximize the value of your **PERSONAL BRAND**; then segment, organize, prioritize, analyze, evaluate knowledge/information and use it to make good decisions and predictions FOR YOUR SUCCESS. Finally, at the pinnacle of Bloom’s pyramid of learning, YOU will have the ability to create and innovate to solve problems and create new opportunities for lifetime success.

How do we do this?

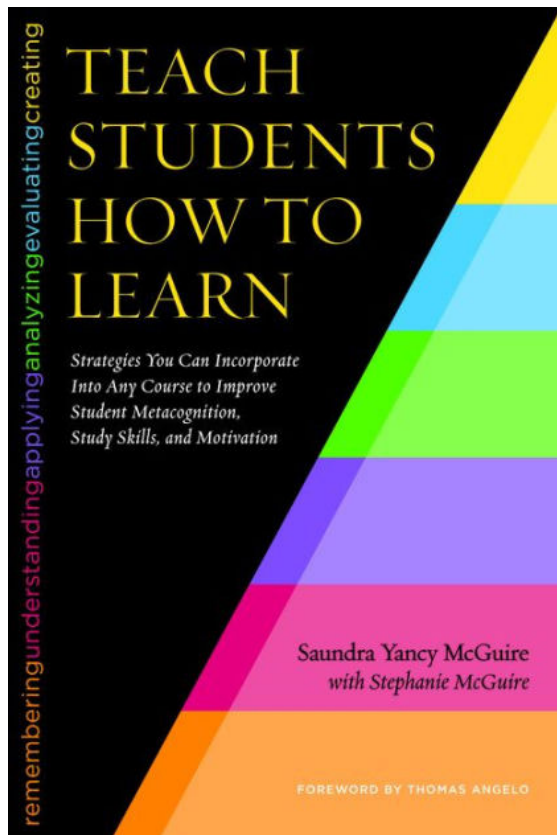
Many educators like **Arthur Levin**, the sixth president of the Woodrow Wilson Foundation and the President and Professor of education at Teachers College, **Columbia University**, and author of the “*Great Upheaval: Higher Education’s Past, Present, and Uncertain Future*”, contend “*what students learn, not what they are taught, should be the focus of education*”. **Paul LaBlanc**, President of Southern New Hampshire University and the author of “*Students First: Equity, Access, and Opportunity in Higher Education*”, goes further saying “**SKILL BASED COMPETENCY, not credit achievement**”, should be education’s focus. According to President LaBlanc, education’s goal in a global, competitive marketplace requires **COMPETENCY** in BOTH hard, technical skills AND soft, life skills.



‘Success’ in today’s global marketplace favors people who are **committed to continuous learning**, who know how to **collaborate** with others, who have the confidence to **create** and fail and learn from their mistakes to create again, who can **listen**, who have **empathy**, who can **communicate** in the written and oral word, who can **tell a story**, who can **adapt** to the changes in their lives and the world, who can efficiently **manage** their **time**, who possess **grit**, and, very importantly, are **in touch** with the rapid **evolution** in a **global marketplace** continuously disrupted by **technology**. “*This necessitates a different investment in students, dependent on the competitive skill sets they’re required to master for their lifetime success*” states Mr

Levin. Today’s Education system needs to focus on **RELEVANT** skill and behavior **COMPETENCIES** by continually looking to the near and distant future NOT to what purportedly worked in the past. **Bloom’s 21st century Taxonomy of Educational Objectives remains relevant** for maximizing student potential to enable them to become the successful adults they aspire to be.

**Sandra Yancy McGuire** is a meta-cognition evangelist. A successful teacher, professor, learning and teaching expert, **Ms McGuire** recommends a number of different ways for students to **truly learn, NOT just memorize for a test**. One of the proven ways for **real learning** is for students to ‘*teach the class*.’ What may sound preposterous to consider a ‘student’ replacing a learned professor as ‘teacher’, Ms McGuire actually has hard



**data**, student **case studies**, to support her recommendation. In fact, one of the most compelling findings from Ms McGuire's extensive research in this matter comes from her interviews with students. When Ms McGuire asked students during one of her learning workshops '*at what moment in their education did they begin to have a very deep and broad understanding of a subject*', the student response almost universally was "*when I started to teach it... I have to really know it if I have to teach it.*" As a result, this class will apply this recommendation from Ms McGuire's '**real learning**' methods.

**For example**, as each Life Skills concept/behavior/skill (**i.e. Personal Brand, Networking, Storytelling, Collaboration, Change Management, Time Management**, etc) is introduced within a specific historical period (e.g *Revolutionary War, Middle Period, Reconstruction*, etc) , students will

- form small teams within the American History Life Skills class for student **COLLABORATION** to **CREATE** a **STORY TO TELL** about one person profiled in their text; i.e. **students will present the story** of the person they were assigned to answer basic questions about the person like 'who', 'when', 'where', 'why', 'how', etc so their classmates will have a fundamental understanding of this person in history. **NEXT**, students teaching the class will **ANALYZE DATA** from the person's life for

**lessons learned**; i.e. by identifying the causes and effects of a person's successes and failures, students will hopefully bring **RELEVANCE** TO THEIR STUDY OF HISTORY and **apply history's lessons to their own 'quest for success'**. By telling the story of the person they were assigned, students will **ALSO** have an opportunity to refine their '**STORYTELLING**' skills to prepare them for job **interviews**, work **presentations**, **networking** events, and college and internship **applications** and **interviews**. **COMPETENCY** for **REAL WORLD SUCCESS**.

The **21st century, global marketplace** for jobs, entrepreneurial opportunities, and lifetime success is NOT static; it's dynamic, i.e. constantly evolving. And, the global, marketplace change agent is **technology**. Bloom's Taxonomy for Learning and Skills can make a difference in a person's quest for success in this dynamic, OPPORTUNITY FILLED, technology driven, 21<sup>st</sup> century global economy which WE all compete in.

**The mission of this CLASS is helping STUDENTS BE 'SUCCESSFUL' IN LIFE.**

Please feel free to contact me with your thoughts, constructive criticism, and student feedback from this program. Thank you.

(Stephen Cronin - [stevecronin1949@gmail.com](mailto:stevecronin1949@gmail.com))



**“Some people dream of success, while other people get up every morning and make it happen.”**

Wayne Huizenga



**The amazing success story of *MARTA APARICIO*.** I first met Marta when she was a 17-year-old student in my class while she was living on her own in a one-room apartment, working 30 hours a week to pay her apartment rent, health care, and food and still managing her time to study and have the highest grade point average in her high school class. She then pushed out of her comfort zone by applying to a college hundreds of miles from her apartment and friends in Providence, Rhode Island. The college was Georgetown University in Washington, D.C. Marta was not only accepted but awarded a full scholarship because of her **outstanding brand**. Her transition from a Providence public school to an elite university like Georgetown presented significant challenges like *‘how do I fit in’* with so many students from private schools and wealthy families as well as meeting the rigorous academic expectations of one of America’s highest ranked universities. Marta did. She graduated from Georgetown University with a 3.4 GPA double major in GOVERNMENT and SOCIOLOGY and a minor in SPANISH. She was quickly hired by the Follett Corporation as a Regional Manager in southern Florida; she also became an Adjunct Professor at Miami Dade Community College in Miami, Florida. After two years at Follett and continuing to build and communicate with her network of successful people in a variety of careers, Marta decided her career interests were in International Government Service. She applied to Columbia University in their International Studies Graduate School. She was accepted and awarded the Charles Rangel Fellowship. After completing an internship in Bogota, Colombia, at the United States Embassy, Marta was accepted into the United States Diplomatic Corp and is presently a United States Diplomat at the American Embassy in Vientiane, Laos. Most observers would agree Marta Aparicio is a very successful woman. She has become a role model for the many people who have had the opportunity to meet her or who know her story. Marta often attributes her success to a **‘no excuses’ work ethic**, her **‘grit’**, i.e. a **never give up attitude**, her **ability to adapt** to new situations and communities, and her **focus on continuing to develop her already impressive personal brand** which enables her to **build a network of successful, honorable, influential people**. Marta would also note many **great teachers and mentors** along the way who **taught and developed** the skills and abilities outlined in **Bloom’s Taxonomy of Educational Objectives**: the **ability to communicate** effectively to build a great personal brand and a network of wise, trustworthy, helpful people; the **ability to differentiate** between **‘fact’** and **‘opinion’** and **‘bias’** and **‘non-biased’** information; the **ability to innovate** to create solutions to problems and/or opportunities for success; and the **ability to make judgments based on empirical data (facts)**. The photo above shows Marta with a group of young Colombians during her Diplomat internship in Bogota.

*“The **real value of history** is  
its relevance to the present.  
Without **relevance**,  
history is as  
‘useless as lips on a woodpecker.’ ”*

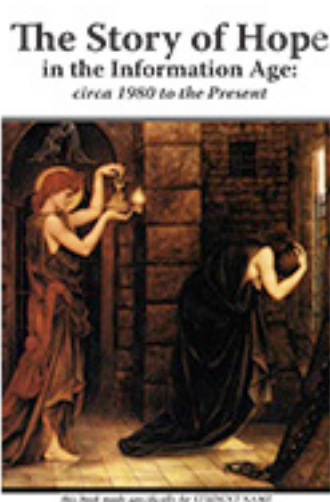
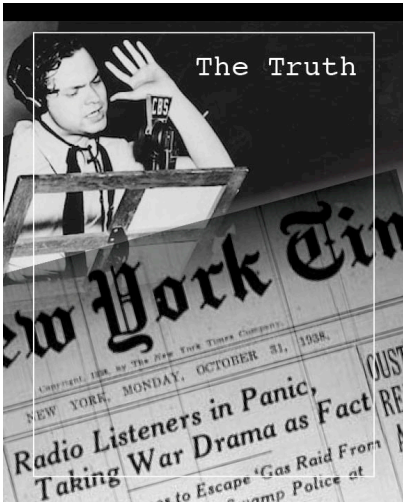
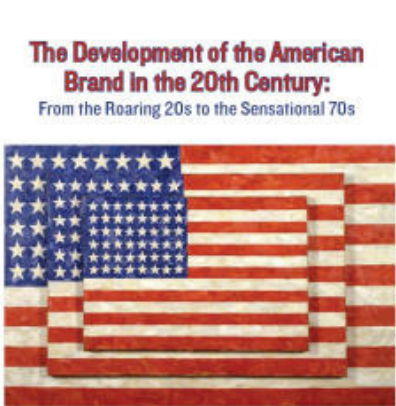
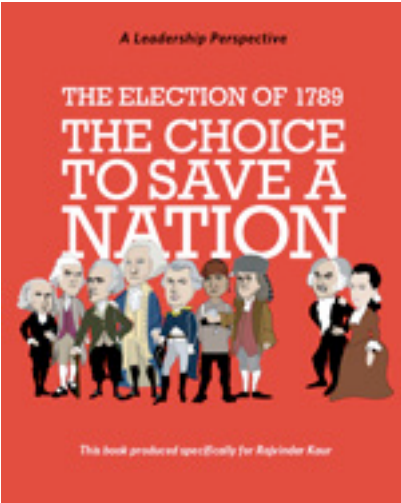
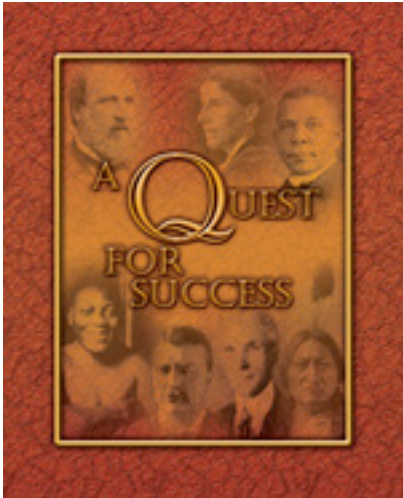
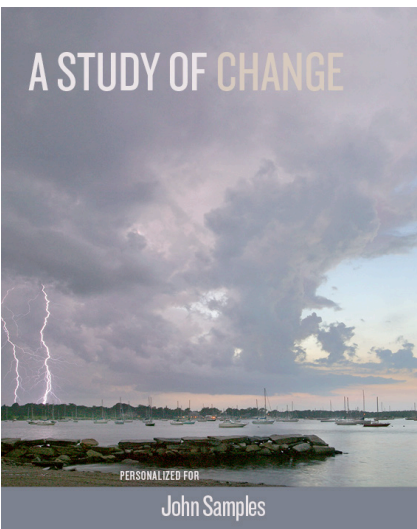
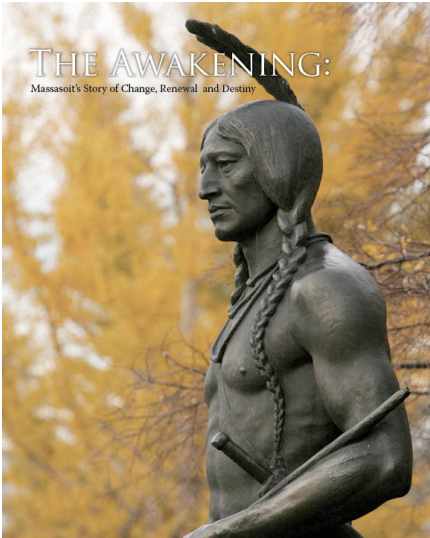
*Moi and Earl Pitts*



*“Success is **a choice.**”*

Jeshua Zapata, Founder and President of Xzito

Some of Stephen Cronin’s *Social Studies 2.0* textbooks found on [www.hopeliveskills.com](http://www.hopeliveskills.com)



*1st Rhode Island Regiment - Leadership Book - page 140*

*ADAMS, Abigail - Leadership Book - page 221*

*ADAMS, John - Leadership Book - page 221*

*ADDAMS, Jane - Success Book - page 98*

*APARICIO, Marta - Change Book - page 31*

*BANNEKER, Benjamin - Leadership Book - page 100*

*BERG, Moe - Brand Book - page 167*

*BOAS, Franz - Success Book - page 294*

*BOONE, Daniel - Leadership Book, page 230*

*BULL, Chief Sitting - Success Book - page 136*

*BURR, Aaron - Leadership Book - page 250*

*CAPONE, Al - Brand Book - page 52*

*CARSON, Benjamin - Change Book - page 30*

*CARSON, Kit - Change Book - page 64*

*CHAVEZ, Cesar - Brand Book - page 67*

*CLINTON, DeWitt - Change Book - page 108*

*COOLIDGE, Calvin - Success Book - page 200*

*CZOLGOSZ, Leon - Success Book - page 72*

*DOUGLASS, Frederick - Change Book - 86*

*EARHART, Amelia - Brand Book - page 82*

*ELLISON, William - Change Book - page 148*

*FRANKLIN, Benjamin - Leadership Book - page 189*

*FRAZIER, Ken - Hope book - page 52*

*FORD, Henry - Success Book - page 108*

*GATLING, Richard Jordan - Change Book - page 123*

*GEORGE, King III - My Story Book - page 25*

*GILMAN, Charlotte Perkins - Success Book - page 192*

*GREENE, Nathanael - Leadership Book - page 212*

*HAMILTON, Alexander - Leadership Book - page 200*

*HARLAN, John Marshall, Success Book, page 278*

*HEARST, William Randolph - Success Book - page 218*

*HINE, Lewis - Brand Book - page 61*

*HOUSTON, Sam - Change Book - 71*

*INNOYE, Daniel - Brand Book - page 169*

*JACKSON, Andrew - Change Book - page 131*

*JARRETT, Keith, Hope book - page 45*

*JAY Z - Change Book - page 34*

*JEFFERSON, Thomas - Leadership Book - page 130*

*JOHNSON, Jack - Success Book - page 120*

*JONES, Sissieretta - Success Book - page 128*

*LEE, Kuan Yew - Singapore Book - page 13*

*LEOPOLD I, King of the Holy Roman Empire and King of Hungary, Croatia and Bohemia - Setting Goals Book - p. 83*

*LINCOLN, Abraham - Change Book - page 95*

*LOUIS XIV, King of France - Setting Goals Book - page 51*

*MA, Jack, Change Book - page 36*

*MADISON, James - Leadership Book - 116*

*MARSHALL, James - Change Book - page 115*

*MAMOUT, Yarrow - Leadership Book - page 94*

*MASSASOIT, Wampanoag Chief - Awakening Book - p. 29*

*MORSE, Samuel, Change Book - page 79*

*MCGILLIVRAY, Alexander - Leadership Book - page 153*

*MORRIS, Robert - Leadership Book - page 78*

*MUSK, Elon - Hope Book, page 83*

*OLMSTED, Frederick Law - Success Book - page 182*

*PATTON Jr, General George, Brand Book - page 152*

*PARKS, Rosa - Brand Book - page 73*

*PETER, The Great Czar of Russia- Setting Goals - page 21*

*RANTZ, Joe - Brand Book - page 91*

*ROBESON, Paul - Brand Book - page 113*

*ROCKEFELLER, John D - Success Book - page 170*

*ROOSEVELT, Franklin Delano - Brand Book - page 128*

*ROSS, John - Change Book - page 148*

*SEGUIN, Juan - Change Book - page 162*

*SOWELL, Dr Thomas - Hope Book - page 70*

*ST. MARIE, Buffy - Hope book - page 58*

*TILDEN, Samuel - Success Book - page 262*

*TUCKER, Preston - Brand Book - page 104*

*TWEED, Boss - Success Book - page 146*

*VARE, Edwin - Success Book - page 82*

*WALKER, CJ - Success Book - page 240*

*WASHINGTON, Booker T - Success Book - page 158*

*WASHINGTON, George - Leadership Book - 165*

*WILLIAM III, King of England - Setting Goals Book - page 61*

*WILLIAMS, Roger- Awakening Book - page 52*

*WINKLEVOSS, Cameron and Tyler - Hope Book - page 87*

*X, Malcolm, under construction, Hope Book, page*



# Class Plan

This is a sampling of a few activities in the SOCIAL STUDIES 2.0 program. There will be a FINANCIAL LITERACY component to this class. I am in discussions with *Fidelity Investments* about their participation in the program.

## • FIRST PART: Student and Teacher Introductions

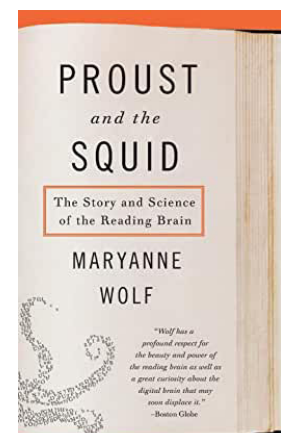
- READ THE '**TEACHER MANIFESTO**' - this document, written by your teacher, will explain **WHY** he feels the way he does about '*student POTENTIAL*' for success; i.e. what each student can accomplish AND how they can become the successful person they hope to be.
  - Solicit student questions/reactions to the MANIFESTO
  - Assure students "QUESTIONS are more important than ANSWERS"
  - LISTEN to: Robin Sharma's "*GOLDEN BUDDHA*" metaphor.
  - REMINDER: "*GENUINE EFFORT*" is more important in this class than 'CORRECT ANSWERS'

## • **POWERPOINT** - "**MISTAKES**": GROWTH MINDSET vs FIXED MINDSET. 'Why' developing a proper attitude towards mistakes and failure is important for life time success.

- **QUESTIONS** ABOUT what students viewed on the PowerPoint
- PRESENTING THE **CLASS MISSION statement** - "*to help students become the successful people they hope to be in TODAY'S highly competitive, dynamic, technology driven, brand focused, GLOBAL marketplace. The class will explain 'dynamic' and 'brand' and why understanding these terms is so important to student lifetime success. We will clarify the term 'GLOBAL MARKETPLACE', especially COMPETITION in a global marketplace, as well as OPPORTUNITIES in a global marketplace. This class intends to help students expand horizons of what careers are POSSIBLE, then, introduce and develop specific COMPETENCIES to make career aspirations PROBABLE.*"
- '**How**' this class will fulfill the Class Mission - We start by looking to the FUTURE to explore potential careers/jobs opportunities in a constantly evolving, global, technology driven, highly competitive marketplace that awaits them (see The FUTURE text on web site - hopelifeskills.com). After soliciting the names of careers/jobs the students are interested in, the teacher sets out to find people in his network who have careers/job experience students are curious about and bring them to our class to provide information on these careers/jobs and the paths taken to get their career/jobs.
- Then, we explore **RELEVANT** stories from specific people and events in history for the lessons students can apply to their strategy and tactics for success. "*Those who fail to learn from history are doomed to repeat it.*" G. Santayana.
- In the process, we introduce and develop specific skills and behaviors, i.e. **Life Skills**, which will provide students with the **RELEVANT** attitudes, behaviors, skills, AND competencies that create opportunities for the careers and jobs each student is interested in.
- **Life Skills POWERPOINT** - "**Intro to Life Skills**": The **WHAT, WHY, WHO, AND HOW** of LIFE SKILLS
- REVIEWING THE **SPECIFIC LIFE SKILL Goals** for this class:

- **Building self-esteem**; Confidence/ self - esteem is the foundational building block for each student's life time success so each student will trust themselves to push out of their comfort zone to ask questions, meet diverse groups of influential people who become their personal network of talented, thought provoking, helpful people for advice and career support. Confidence/ self esteem also provides a healthy perspective for the mistakes/failure made during our lives. Mistakes always enable people to become wiser and stronger, thus, closer to achieving the success they hope for.
- **Personal 'Brand' Development** - creating, managing, protecting, and exploiting a '*personal brand*', i.e. the perceptions have of you, which often affects your opportunities for lifetime success. Example - exploiting LINKEDIN.com for fulfilling career aspirations.
- **Networking** - a critical skill for developing an collection of allies and potential mentors who are influential, successful people for lifetime advice and support; most career opportunities (internships, jobs, etc) come from someone in a person's network. Using LINKEDIN.com is one way to build and nurture a network for success.
- **Story telling** - A critical skill for building networks of influential, successful, ethical people, who help you throughout your life for the success you aspire to; storytelling for job interviews, social media management, resume writing, recommendations for jobs, internships, scholarships, etc. Storytelling is the critical skill for successful job interviews, college applications, meeting new people, etc as well as the brand/image/perception of you that you present on social media.

- **Creativity** - Arguably the most important skill companies look for in their new employee hires as well as the skill which helps students in their '*personal quest for success*'
  - **Adaptability** - adjusting to new situations which can possibly benefit you; this topic includes 'change' / 'risk' management
  - **Communication** (skills)
    - **Writing** - entrepreneurs, college professors, and business owners have told me about the relationship between one's ability to write well and creative thinking!
    - **Social Media management** - WISELY managing the story you tell through the videos and text you post on various social media platforms to build a POSITIVE BRAND perception WHICH WILL HELP YOU GET THE JOBS / INTERNSHIPS YOU'RE HOPING FOR rather than diminishing / damaging potential opportunities for jobs with a NEGATIVE PERSONAL BRAND perception.
    - **Listening and observation** - the ability to understand / discern the messages others are sending you beyond the words they use: body language and tone of voice send powerful messages. OFTEN TIMES WHAT A PERSON SAYS IS REALLY DIFFERENT FROM HOW THEY REALLY FEEL; understanding body language messages helps you find what people really feel / think/ believe.
    - **Body language** - we communicate beyond the words we use; how you stand, sit, the ability to look someone in the eye, the power of your smile and the firmness of your handshake make powerful statements about 'YOU'.
    - Perfecting '*the ASK*' - more important to know HOW rather than WHAT to ask for...
    - the benefits of the '*thank you*' message; critical component for building a great network of successful, influential, ethical people who will choose to help your throughout your entire life.
  - **Collaboration**: companies look for new hires who CAN! An ability to effectively work on a team, i.e. collaborate, with others for problem solving and creative thinking
  - **Critical Thinking** - this class introduces the value of FACTs and HOW to FIND THEM for the critical decisions you make throughout your life; differentiating between FACT vs OPINION and BIAS, and using EXCEL software for collecting, prioritizing, segmenting, and analyzing data for effective, fact based decision making
  - **Lifetime learning** starts with an understanding of its importance and then becomes an attitude and commitment. Because the global marketplace for jobs and careers continually evolves/changes, without a commitment to lifetime learning, any career/job success will be otherwise SHORTLIVED
  - **Accountability and Responsibility** - there will be assignments in this class to prepare you for the responsibilities and accountability you will encounter in life in your quest to be the successful person you hope to be; grades will be given based fulfilling the commitment each student makes to the program. See commitment page (19).
  - **Grit** - never giving up; without hard work and perseverance, the life time success people aspire to becomes unrealistic. Understanding the 'gifts' failure and mistakes provide. This never-give-up, learn from mistakes attitude is called '**GROWTH MINDSET**'
  - **Empathy** - understanding why different people, nations, etc feel the way they do will help a person achieve their objectives.
- The class mission is pursued with students meeting, speaking with, observing and listening to class guests, reading class books, short writing activities, AND asking questions.
  - The class will focus on INTRODUCING and DEVELOPING **RELEVANT** SKILLS, BEHAVIORS, and ATTITUDES; i.e. **COMPETENCIES**, the skills that matter the most, to prepare you for '*what is really happening in the global job market*' you will be competing for a job and career.
  - '**WHY READING?**' Scientists like Mary Anne Wolf have proven reading literally changes the wiring in your brain. "Reading re-structures the brain's biology, opening and restructuring neural pathways"; so that, readers think differently, faster, more creatively, more empathetically, more inquisitively, and in the process, readers become wiser and smarter.... Reading's impact on the brain is what physical exercise and strength training does for the **body**. There is scientific DATA to prove this. I'd like to say '*just trust me*', but I won't. Skepticism is healthy. Challenge any claim you're suspicious of. Do the research to determine if the claim is true or false; you will be wiser from the process. Mary Anne Wolf is a scientist; her claims about reading's effects on the brain is data driven. If you're skeptical, please read the first chapter of Wolf's book, "*Proust and the Squid: The Story and Science of the Reading Brain*". The first chapter should be enough. This book may sound boring to some but the 1st chapter should be, at a minimum, thought provoking and provide enough data for you to accept or reject Ms Wolf's claim. **THIS IS WHY WE READ.** Please check out our **textbooks; they're designed to facilitate your reading.**



- **‘WHY’ WRITING** - “Writing requires different adaptations in the brain too, and, in the process, writing changes the way we think” according to Mary Anne Wolf. “When humans write to convey thoughts, the capacity for creative thinking and novel ideas accelerates.”
- Entrepreneur Soren Ryherd, Co-founder and President of “*Working Planet*” (Digital Marketing company headquartered in France) AND Dr Raj Belani, Chief of Staff at Denison College in Granville, Ohio, concur with Ms Wolf. “We associate the ability to write well to express one’s thoughts with one’s ability to ‘think creatively.’ Creative thinking is arguably the most sought after skill companies and organizations look for in their employees.”
- ONE MORE THING: Written statements are like receipts providing PROOF of what was said; verbal requests do not.
- ONE MORE VERY IMPORTANT MATTER: Written expressions, in your social media postings, text messages and emails to your boss or customers, SHAPES THE PERCEPTION others have of YOUR BRAND. AND, how people perceive your BRAND will affect opportunities for jobs, internships, apprenticeships, relationships, networks, prom dates, etc.
- FURTHERMORE, our ability to WRITE EFFECTIVELY often determines if something gets done the way we intend, OR, whether you get a response from an important person you hope responds, AND so many other things you request / state in writing. **THIS IS WHY WE WRITE.**
- **QUESTIONS??** - “GENUINE QUESTIONS ARE ALWAYS MORE IMPORTANT THAN ANSWERS.”
- I ask each student to commit to the following expectations only if they believe this class will provide ‘value’ to them. That ‘value’ will be meeting people in careers you are interested in, field trips to companies and colleges to speak with business professionals and college students about their business / college experience and transition from high school to college, AND understanding the value of reading, writing, and class discussions listed in the following pages about the class. IF you see value in the class and wish to stay enrolled in this class, I ask you to COMMIT the following:
  - Respect - show respect to all guests to class, people met during special events, the teacher, and fellow students.
  - Show up to each class. If there are conflicts which prevent a student from attending class, student agrees to inform TEACHER in a text or email before the class.
  - Complete each assignment. If there are issues which prevent a student from completing an assignment, student agrees to inform TEACHER in a text or email before the assignment due date of their inability to complete the assignment ‘on time’ and then specify the date when the assignment will be completed and turned in to the teacher.
  - Students have one week from the day of issuance of this document to drop the class OR sign the document and hand in to the teacher.
- Check out the web site – [www.hopelifeskills.com](http://www.hopelifeskills.com) – for information about this class when it was taught at a high school in Providence, RI.
- Now under construction – [www.socialstudies20.com](http://www.socialstudies20.com). This site will be a go-to place for blogs, assignments, special events, and other information about this class during the school year as well as other important information about the class AND teacher - (Syllabus, class introduction, teacher manifesto, text books, testimonials, career information about the teacher, Stephen Cronin, and teacher contact information).
- Your questions are welcomed and encouraged. If at any time you have a question about the relevance of any assignment or activity to your career success, please ask me to explain the relevance of the activity or assignment. Please remember, questions are more important than answers in this class.

## 2nd PART

- A pre-class survey will be distributed in this class. It is not a Test but rather a SURVEY. This short SURVEY is important. It establishes a baseline of your present attitudes, perceptions, and some abilities for us to compare to later in the year. One of the missions of this class will be to determine ‘change’, i.e. growth. One of the true indicators of a person’s potential for life time success is their ability and commitment to LIFETIME LEARNING for CHANGE. This Pre-Test is just one metric for this. It will ALSO provide an important metric to grade this teacher’s quality of instruction to the students.

## *Do You Want to be “Successful” ?*

**THIS IS A PRELIMINARY ACTIVITY FOR THE SOCIAL STUDIES 2.0 CLASS.**

**SOCIAL STUDIES 2.0** IS ABOUT USING THE LESSONS FROM THE PEOPLE AND EVENTS OF AMERICAN HISTORY AND FROM CONVERSATIONS WITH SUCCESSFUL PEOPLE OF TODAY TO HELP YOU BECOME A **‘SUCCESSFUL’** PERSON, THAT IS, THE PERSON YOU ASPIRE TO BE.



**We begin** with the **SURVEY**. Another SURVEY will be given later in the class. Please remember, there are *NO 'RIGHT' OR 'WRONG'* answers. These surveys document present perceptions, i.e. a baseline, to measure change during the course of the class. **ALL OF THIS DATA IS IMPORTANT TO ENSURE THE RELEVANCE AND EFFECTIVENESS OF THIS CLASS. AND, MY ABILITY TO TEACH IT.**

**SURVEY QUESTION #1 - Please place your NAME AND ANSWERS to the Pre-Test on a Card I give you in class. THERE ARE NO CORRECT OR INCORRECT ANSWERS FOR THESE QUESTIONS.** This activity is all about documenting your present perceptions of **'SUCCESS'**:

- PLEASE STATE YOUR **MEANING** OF THE CONCEPT OF **"SUCCESS"**. \_\_\_\_\_
- **NEXT**, please try to identify 5 things you believe **YOU MUST DO** to be the successful person you aspire to be. If you can't identify 5, please list as many as you can:
  - #1 (the **most important** thing to do) \_\_\_\_\_
  - #2 (the **second most important** thing to do) \_\_\_\_\_
  - #3 (the **third most important thing to do**) \_\_\_\_\_
  - #4 (the **fourth** most important thing to do) \_\_\_\_\_
  - #5 (the **fifth** most important thing to do) \_\_\_\_\_

**SURVEY QUESTION #2:**

1. THINK ABOUT ANY **ACTION** YOU BELIEVE A PERSON MUST TAKE, **OR** A **DECISION** THEY MUST MAKE, **OR** any specific **ATTITUDE** THEY NEED TO EMBRACE DURING THEIR LIFE *to be "successful"*. \_\_\_\_\_
2. **Now, DESCRIBE that action, decision, or attitude successful people need in order to be 'successful' in their lives.** \_\_\_\_\_

**SURVEY QUESTION #3:**

1. Please identify **ONE SOURCE** you go to find indisputable information, i.e. **FACTS**. \_\_\_\_\_

**SURVEY QUESTION #4: Please identify each statement below as either **FACT** or **OPINION**.**

1. President **Barack Obama** did a good job as President of the United States \_\_\_\_\_
2. **Facebook** is a good place to always get factual, current-event information. \_\_\_\_\_
3. **East Providence, Rhode Island** had a population of 47, 037 in 2020. \_\_\_\_\_
4. In **1857**, the city of **New Bedford, Massachusetts**, was the richest city per capita in the world. (per capita income is a measurement determining the average amount of money earned per person in a city, state, country). \_\_\_\_\_

**SURVEY QUESTION #5 -**Identify as many countries as possible on the political world map Mr Cronin distributes in class.

**ASSIGNMENT - Student BUSINESS CARD** - Teacher explains Business Card PURPOSE, USE, and the FUTURE of business cards. THEN, instruct students to send their BUSINESS CARD INFORMATION to: [stevecronin1949@gmail.com](mailto:stevecronin1949@gmail.com). Student Business Card info to include:

- Student name
- Email address (make sure the address is a professional looking address. AVOID an email address like **evanspartyanimal@gmail.com** because of the negative perception an email address can create of a person's brand.
- Mobile phone # - (if you so choose)
- Career aspiration – *'Undecided'* is an appropriate answer if you don't know either the type of job you're presently interested in
- Inspirational saying - optional; a quote that inspires you or makes you think. When a person meets you and you exchange business cards, this saying can help get a conversation started between you and the person you are meeting for the first time.



- Due date for sending BUSINESS CARD info to teacher – discussion with students. Soon.

**CLASS ACTIVITY - ROLE PLAY** - student volunteer to role play with teacher to prepare for a 'meet and greet' with someone a student would like to meet and hopefully add to their NETWORK.

#### ASSIGNMENT -

1. Read pages 5 through 44 in the "**SUCCESS**" textbook posted on [www.hopeliveskills.com](http://www.hopeliveskills.com).
2. Please read and reflect upon the CRONIN FORMULA FOR SUCCESS information found on pages 19, 20, 21 in your "Quest for Success" text book:

$$\text{If } I \times (DE + DN) = S \quad \text{Then } S \times D = SS$$

- After reading THE SUCCESS book pages 5 through 44 and reviewing the formula depicted above, please prepare to **share your opinions** about Assignments #1 and #2 in our class discussion. The date for our discussion on the ideas of #1 and #2 is to be determined after a collaboration among your teacher, yourself and your classmates.

**NEXT - Please state**, in a well written statement with perfect spelling, good grammar and punctuation and NO RUN ON SENTENCES, **TWO GOALS** you hope to achieve in the next two years. **ALSO, please state your STRATEGY** (your plan) for achieving these 2 GOALS. Both statements are meant to help you reflect upon your anticipated GOALS and your STRATEGY for achieving your goals.

**TOPIC: SUCCESS & PERSONAL BRAND**

***“The course of history is determined by what people do with the opportunities they create.”***

1. After reading these pages in the ‘**Quest for Success**’ text book ([www.hopeliveskills.com](http://www.hopeliveskills.com)) - 5, 6, 7, 8, 9, 10, 11, 12, and 13 - each student is asked to express their **definition of “success”** on an index card passed out in class. **NEXT, please explain what has or will make YOU feel YOU ARE A “SUCCESSFUL” PERSON.**
2. A **POWER POINT** Presentation - **Personal Brand and Networking**
3. Please read **Fast Company Magazine** article, “**A BRAND CALLED YOU**”, by Tom Peters distributed in class.
4. I NOW ask you to read the profile of one of the Americans listed below. **Please see me to get the name of the personal profile to read. You will be asked to share your perspective of this person’s BRAND.**

**Frederick Douglass** - page 86, *Change* book

**Ms Sissieretta Jones** - page 128, *Success* book

**Benjamin Banneker** - page 100, *Leadership* book

**Ms CJ Walker** - page 240, *Success* book

**Sitting Bull** - page 136, *Success* book

**Cesar Chavez** - page 67, *Brand* book

**Juan Seguin** - page 162, *Change* book

**Mamout Yarrow** - page 94, *Leadership* book

**William Ellison** - page 148, *Change* book

**Booker T Washington** - page 158, *Success* book

**Jack Johnson** - page 120, *Success* book

**Paul Robeson** - page 113, *Brand* book

**Ms Rosa Parks** - page 73, *Brand* book

**Alexander McGillivray** - page 153, *Leadership* book

**Benjamin Carson** - page 30, *Change* book

**Ms Marta Aparicio** - page 31, *Change* book

**Joe Rantz** - page 91, *Brand* book

**George Washington** - page 174, *Leadership* book

**Ken Frazier** - page 52, *Story of Hope* book

**Ms Buffy Saint Marie** - page 58, *Story of Hope* book

**Thomas Sowell** - page 70, *Story of Hope* book

**Peter the Great** - page 6, *Peter the Great* book

**Ms Abigail Adams** - page 221, *Leadership* book

**Robert Morris** - page 78, *Leadership* book

**Ms Amelia Earhart** - page 82, *Brand* book

**1st Rhode Island Regiment** - page 140, *Leadership* book

**Elon Musk** - page 83, *Hope* book

**Nathanael Greene**, page 219, *Leadership* book

**Jack Ma**, page 36, *Change* book

**Lee Kuan Yew**, page 13, *Singapore* book

**TOPIC: ‘Personal Brand and Networking’**

***“the PERCEPTION OTHERS have of your BRAND has more IMPACT ON YOUR SUCCESS THAN YOUR PERCEPTION OF YOUR BRAND”***

**ACTIVITIES:**

1. Please **complete the ‘Success Inventory’ on page 45** of the ‘**Quest for Success**’ textbook. Please email your answers to me.
2. Please **describe YOUR BRAND PERCEPTION of the PERSON I asked YOU to READ ABOUT** in the first activity:
  - ♦ PERSON’S NAME \_\_\_\_\_
  - ♦ YOUR PERCEPTION OF THIS PERSON’S BRAND: \_\_\_\_\_



3. **PLEASE IDENTIFY WHO YOU CONSIDER WAS THE MOST IMPORTANT PERSON IN THE NETWORK OF THE PERSON YOU READ ABOUT:**

• **PERSON'S NAME:** \_\_\_\_\_

• **WHY DO YOU BELIEVE THIS PERSON WAS SO IMPORTANT TO THE PERSON'S SUCCESS:** \_\_\_\_\_

4. **WHY** is the perception others have of a person's **BRAND MORE IMPORTANT** than the perception a person has of their own Brand?

5. Everyone please read the profiles of the following people: **GEORGE WASHINGTON** (starting on page **174** in the **red Leadership book** posted on our web site ([www.hopeliveskills.com](http://www.hopeliveskills.com)), **MARTA APARICIO** (starting on page **31** in the **CHANGE book** posted on our web site ([www.hopeliveskills.com](http://www.hopeliveskills.com)), **WILLIAM ELLISON** ( starting on page **148** in the **CHANGE book** posted on our web site ([www.hopeliveskills.com](http://www.hopeliveskills.com)), please state YOUR PERCEPTION OF EACH PERSON'S PERSONAL BRAND \_\_\_\_\_

6. AFTER READING the famous marketing article by Tom Peters entitled "**THE BRAND CALLED YOU**", please **identify one idea** from Tom Peter's article that was **most relevant to you**; in other words, something that you could most relate to or an idea which you thought was meant for you. \_\_\_\_\_

7. Please describe **the BRAND PERCEPTION OTHERS** (teachers, classmates, etc) **have of YOU NOW**, TODAY, THIS MOMENT IN TIME, if asked. (please respond to this question in a complete sentence with perfect spelling, good grammar and punctuation and NO RUN ON SENTENCES. Thank you.)

8. **YES or NO** - DO you want YOUR BRAND PERCEPTION **to be the same 10 years from now?**

**IF NO**, please describe the **BRAND PERCEPTION** you hope others will have of **YOU** in 10 YEARS. (please respond to this question in a complete sentence with perfect spelling, good grammar and punctuation and NO RUN ON SENTENCES. Thanks)

**ALSO, IF NO**, share your strategy, in a well written statement, for improving / changing your brand over time.

**IF YES**, please share your strategy, in a well written statement, for preserving your present **BRAND** perception you are now pleased with over time.

9. **PLEASE READ** pages 230 to page 243 in the textbook available on our class web site - [www.hopeliveskills.com](http://www.hopeliveskills.com) - entitled "**A LEADERSHIP PERSPECTIVE: THE ELECTION OF 1789**". After reading these pages, I will ask **3 STUDENTS** IN THIS CLASS TO **COLLABORATE** TO DO THE FOLLOWING.

a) **I PERSON** in the group will **tell the story of Nathanael Boone** to the class which presumably knows little about this man. Please include in the story the following:

- your perception of the **DANIEL BOONE BRAND** \_\_\_\_\_
- list numerous things, **accomplishments and failures**, from the life of this man
- include **dates and geographic locations** in your story of Boone
- include the **names of people** who had an impact on Boone's demeanor and attitudes

b) **I PERSON**, different from the person who told the Boone story, will **identify events** from Daniel Boone's life which provide lessons which could help this student achieve the success this person aspires to achieve.



- c) **I PERSON** identify the **CAUSES** of the **animosity** between the **American Indian tribes** (Shawnee, Cherokee, Catawba, Miami, Creek, Mingo, etc) living in the western frontier of 18th century(1700s) America AND **the white settlers**, the colonial governments of North Carolina, Georgia, Virginia, etc who represented them moving into those longstanding Indian tribal homelands.
- d) Finally, **I PERSON** from the group of 3 collaborating students will explain **WHY** Daniel Boone, who became, according to early Boone biographer John Filson a “*prototype for an American national hero*”, **did not feel successful**, so much so, he left the United States territory in frustration in 1799 to find a new home and life for his family. **PLEASE LIST IN ORDER OF IMPORTANCE** what Daniel Boone **COULD HAVE DONE** to maximize the career opportunities created by his **PERSONAL BRAND** to feel he was a successful person:
- **MOST important thing Daniel Boone could have done** to feel ‘successful’ \_\_\_\_\_
  - **2nd most important thing** he could have done to feel ‘successful’ \_\_\_\_\_
  - **3rd most important thing** he could have done to feel ‘successful’ \_\_\_\_\_
- e) if you could ask Daniel Boone **2 questions**, what would they be?
- 1st question \_\_\_\_\_
- 2nd question - \_\_\_\_\_
- f) **What century** was Daniel Boone born in? \_\_\_\_\_
- g) Please describe **ONE LIFE LESSON** you learned from Daniel Boone’s story that will **help you become the successful person you aspire to be**. \_\_\_\_\_

## ACTIVITY:

ASK STUDENTS about CAREERS THEY ARE CURIOUS ABOUT AND WOULD LIKE TO MEET SOMEONE WORKING IN THEIR CAREER of interest.

## POWERPOINT: *NETWORKING and NETWORKS*

Teacher to present class protocols for guest visits:

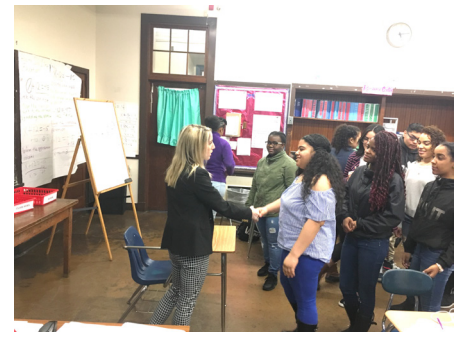
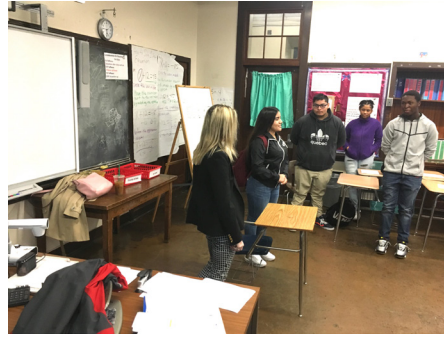
1. Welcome / greeting: good eye contact, firm handshake, smile, ‘*what to say*’ AND ‘*how to as greet the guest*’, business card exchange, etc
2. class HOST – why we have a host and what is the HOST expected to do.
3. **NURTURING THE NETWORK:** Follow up AFTER THE CLASS: ‘**value**’ of ‘*thank you*’; managing and nurturing YOUR GROWING NETWORK through **LINKEDIN.com**; measuring the value of your **Network** ( ROI)

**ACTIVITY - ROLE PLAY** - a student volunteer will practice, with the teacher, the class protocol for HOSTING and GREETING a class guest.

**CLASS GUESTs** - Using our networking, personal brand development, and communication skills, a student in the class will be chosen to act as a **class host** to welcome a ‘*guest of interest*’ to our school and class outside the classroom before our class begins. During the greeting, our student will exchange business cards with the guest, then escort the guest into our class and introduce the guest to their classmates to start today’s class. The teacher will begin the day’s class with a welcome and ask the guest a series of questions - about their present job, career path, etc before turning the opportunity to ask questions to the students. The teacher will remind students **questions are more important than answers in this class AND all questions have value**. This activity will hopefully reinforce the importance and value of questions as well as providing interesting information about the guests’ job and career path.



## GUEST SNAPSHOTS

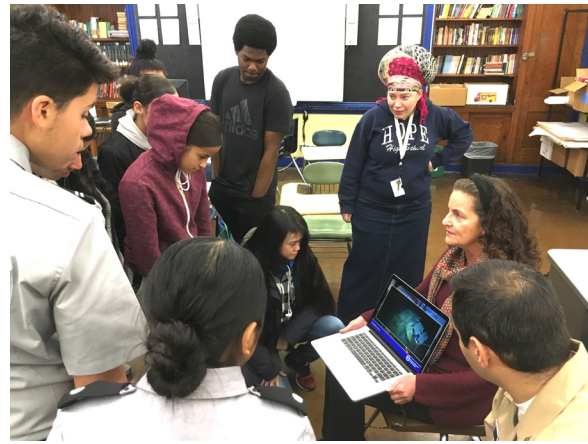
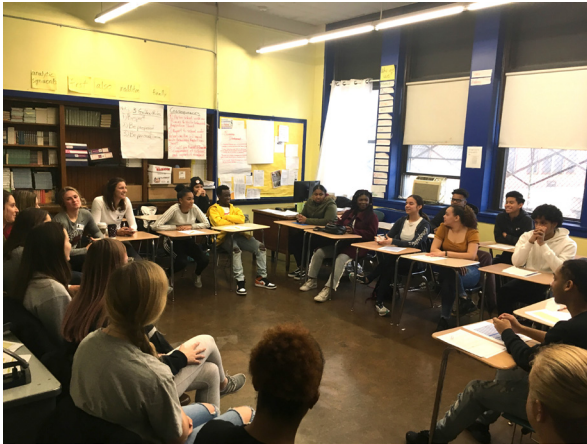


**PHOTOS ABOVE** - (top left to right) student welcomes an FBI agent guest to class outside the classroom prior to the start of the class. Student then escorts our FBI agent guest into the classroom and introduces the agent to her classmates. Then, each student, individually, introduces them self to the guest and welcomes them to the school and class.



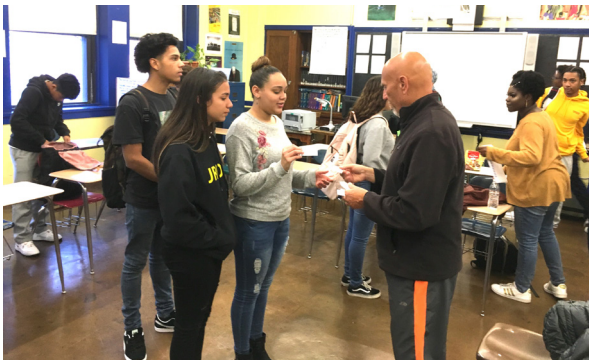
**LEFT PHOTO:** After guests to the class respond to a few questions from teacher Stephen Cronin, students ask their questions.

**RIGHT PHOTO:** a student who is a JUNIOR at East Greenwich High School shares her strategy and action plan for #1. finding a college her parents can afford #2. a college where she feels comfortable, safe, and confident that the school and its student community will maximize her talents and develop the technical and life skills for her to become the successful person she aspires to be.



**LEFT PHOTO:** students ask questions to members of the Brown University women's volleyball team about their college experience as a member of an extracurricular group

**RIGHT PHOTO:** students listen to 2 marine biologists and view their photos from their recent voyage photographing the deepest ocean canyons in the Pacific Ocean.



**LEFT PHOTO:** students network at the end of class and exchange business cards with the conductor of the Rhode Island Philharmonic and professor at Berklee College of Music

**RIGHT PHOTO:** The Training Director from a large Rhode Island company conducts a mock job interview with one of the Life Skills students playing the role of job applicant.



## TOPIC: **TIME MANAGEMENT**

### 1. **'POWER POINT'** - *Time Management* Introduction:

- *Time Management* Student Inventory
- 'One Tactic For Success' Activity

### 2. Examination of Stephen Cronin's *Time Management* Weekly Plan:

- student observations and reaction

### 3. Student *Time Management* Weekly Plan

**4. PLEASE READ** pages 84 through page 89 in the textbook available on our class web site - [www.hopeliveskills.com](http://www.hopeliveskills.com) - entitled "**A LEADERSHIP PERSPECTIVE: THE ELECTION OF 1789**". After reading these pages, **3 STUDENTS** IN THIS CLASS ARE ASKED TO **COLLABORATE** to

1. **1 student** from the group identifies what they believe to be the **ULTIMATE GOAL** of WASHINGTON and ROCHAMBEAU'S MARCH, from **New York and Newport, Rhode Island** respectively, to **Yorktown, Virginia** AND DeGRASSE'S NAVAL MOVEMENT from **Haiti** to the coast of **Yorktown, Virginia**. \_\_\_\_\_
2. **another student** from the group will identify what they believe to be **ONE OBJECTIVE** for Generals **WASHINGTON AND ROCHAMBEAU** as they moved their armies in New York and Rhode Island respectively to Yorktown, Virginia and for Admiral **DeGRASSE** as he sailed his fleet from Haiti to the **Yorktown** coast. \_\_\_\_\_
3. **another student** will state what he or she believes to be **ONE CHALLENGE** WASHINGTON, ROCHAMBEAU, AND DeGRASSE **each** faced as they proceeded to **Yorktown**. \_\_\_\_\_
4. **1 student** to explain **why the TIME MANAGEMENT SKILLS** of George **Washington**, Robert **Morris**, French General Jean Baptiste **Rochambeau** AND French Admiral Francois Joseph Paul **deGrasse** were so **important** in the defeat of English General Cornwallis at the **Battle of Yorktown** in 1781 and subsequently ending America's 8 year war known as **The American Revolutionary War** (1775–1783), also known as the **American War of Independence**, against England. \_\_\_\_\_
5. **All students** in this class **explain in writing the BENEFITS** TIME MANAGEMENT SKILLS PROVIDE YOU in your attempt to be **successful and** become the person you aspire to be. PLEASE make sure your explanation is **WELL WRITTEN with perfect spelling, good grammar and punctuation, and NO RUN ON SENTENCES**. \_\_\_\_\_

## **TOPIC: 'LIFETIME SUCCESS' - A SURVEY -**

1. please **READ** page 5 AND then pages 111 through 128 in '**THE FUTURE**' book on valuable skills/attitudes that many company leaders look for in their existing teams and new hires. **THEN reflect upon** the quality of your skills and attitudes TODAY.
2. Submit **ONE QUESTION** to the teacher, during the classroom conversation, about something you read or thought about during your reading of '**The FUTURE**' book.
3. Please identify and share with the class during our classroom discussion the **PRIMARY SKILLS AND ATTITUDES you believe YOU NEED to become the successful person you aspire to be** within the next 20 years.
4. Identify **ONE CONCERN** you have about the FUTURE which could jeopardize your hopes for FUTURE success.

5. Identify **ONE OPPORTUNITY** you believe you could **create AND then exploit** to ensure YOUR FUTURE success.
6. Identify **ONE PERSON** who, more than anyone else, could immediately and **POSITIVELY affect the success you hope to achieve** in your FUTURE life during our classroom conversation.
7. Please describe the **LIFESTYLE** you GENUINELY hope to be living within the next 20 years during our classroom conversation, i.e.
  - identify **the job** you hope to have in 10 years. Please specify whether you will be working for someone else or owning and running your own company. (If you are entrepreneurial, please describe your company);
  - **where** you will live (state and country)?
  - will you **rent or own** a home?
  - will you **own an automobile** OR use other forms of transportation; **if you own** an automobile, **describe the auto** you will drive;?
  - identify what part of your life (job, family, vacations, accessories like cars, boats, homes, etc) the **most satisfying or fulfilling**.
8. **YES or NO** – will the skills and attitudes you identified in question 3 enable you to achieve the lifestyle you identify in question 7?
  - **IF YES**, what is the MOST IMPORTANT SKILL and THE MOST IMPORTANT ATTITUDE you will possess to become the person you hope to be?
9. **IF YOU DON'T BELIEVE YOU WILL BE ABLE TO ACHIEVE THE LIFESTYLE YOU HOPE FOR** in the next 20 years, please identify the REASON WHY YOU THINK YOU WILL NOT ACHIEVE THE SUCCESS YOU HOPE TO HAVE.

10. On one side of an **index card**, **Identify 3 skills/attitudes you feel you're already good at**. On the back side of the same index card, **3 skills/attitudes you believe you need to work to improve**. Please give your index card to Mr Cronin.

11. **Jack Welch**, the famous 20<sup>th</sup> century CEO of the General Electric Corporation (**GE**), advised his management team to “**Look Around Corners**” into the FUTURE to ensure the FUTURE SUCCESS of GE and its employees. **Please anticipate** some aspect of the FUTURE after reading page 116 to page 133 in **THE FUTURE** book. WE WILL HAVE A **CLASS DISCUSSION** ON EVERYONE'S TAKE AWAYS FROM THIS READING about their FUTURE.



a) **NEXT, PLEASE identify ONE FUTURE occurrence, positive or negative**, you believe may happen within the next 10 years. Please make sure your **statement is well written** with perfect spelling, good grammar and punctuation, and NO RUN ON SENTENCES. Thank you.

17. Please watch the following scene from a futuristic film and then write a well written statement sharing your reaction. CLICK ON **[https://www.youtube.com/watch?v=zB5z\\_bOkjAw](https://www.youtube.com/watch?v=zB5z_bOkjAw)**

18. **Please identify ONE personal accomplishment of the PERSON you were assigned to read** about in the first part of this class (Part 1/First Activity) , **negative or positive**, which **may have surprised some people** during that period of history. Please make sure your **statement is well written** with perfect spelling, good grammar and punctuation, and NO RUN ON SENTENCES. Thank you

## TOPIC - COMPETING IN A GLOBAL ECONOMY

**PART ONE** - This activity will focus on the competition for jobs in the **21st century GLOBAL MARKETPLACE**. You are NOW competing FOR JOBS and BUSINESS and EDUCATIONAL OPPORTUNITIES in a GLOBAL MARKETPLACE in THE 21ST CENTURY. This fact presents YOU with great **CHALLENGES** AS WELL AS great **OPPORTUNITIES** FOR '**SUCCESS**'

1. The COVID pandemic of 2020 and 2021 accelerated '**VIRTUAL EMPLOYMENT**'. 'Virtual employment' means you can do your job from your home, a coffee shop, etc.; you don't have to physically report to a company's building or office to do your job.

For example, Casey Cronin works for an international consulting company called Ernst and Young (EY) with its American headquarters in New York City. Casey does work for EY energy company customers in **Green Bay** and **Milwaukee, Wisconsin, AND San Diego, CALIFORNIA**, all from his home in Charlotte, North Carolina. My former company in Providence, Rhode Island, used computer programmers working in **Russia** and graphic designers living in Orlando, **Florida**.



For another example - the owner of the marketing company, *Working Planet*, closed their office building in Providence, RI where his employees worked each day. The President of *Working Planet* is now hiring people from **all over the United States** and instructing them to **work at their home** for his company. The President of *Working Planet* is moving his home and office to Paris, France, where he will live and run his company in America.

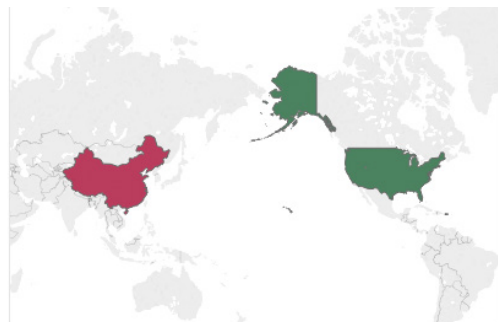
**PART TWO:** this activity attempts to bring an awareness of what's happening in a world YOU will be competing for jobs and success. This activity also addresses **EMPATHY**, i.e. YOUR ABILITY and WILLINGNESS TO UNDERSTAND THE ATTITUDE AND PERSPECTIVES OF OTHER PEOPLE especially in COUNTRIES YOU WILL BE COMPETING IN OR COLLABORATING WITH FOR BUSINESS and CAREER SUCCESS.

**ACTIVITY** - This initial activity also focuses on **COMPETITION** and the **OPPORTUNITIES** that **COMPETITION CREATES** in a 21st century **GLOBAL ECONOMY**.

The **People's Republic of China** could be the place of your most formidable career **CHALLENGES** and the place of YOUR greatest career **OPPORTUNITIES**.

Countries like Singapore, India, Russia, Sweden, and Viet Nam compete with the United States in the 21st century **global economy**. THIS AUTHOR believes CHINA will be America's greatest economic and military competitor. China has a **population of 1.4 billion** (USA - **326.7 million** in 2020). China has one of the fastest growing **economies** in the world. **The word 'ECONOMY' means** the production, distribution, trade, as well as the buying (consumption) of products and services. Simply stated, an economy is made of 3 basic things: "**all of the people who make 'stuff'; all of the people who use the 'stuff'; and all people who buy and sell the 'stuff'**". Countries, states, and cities have economies.

If a city, state or country doesn't make/produce/manufacture/or grow something and then doesn't sell much, everyone has less stuff and less money; this type of economy is perceived as "bad." If a country makes or grows a lot of things, sells a lot of the things it makes or grows, an economy is perceived as "good." China's economy allows American entrepreneurs and companies like **Apple, NBA (the National Basketball Association) Tesla, (electric cars), Donmario (soybeans), Nike, Ford, Starbucks, Boeing (airplanes), and Caterpillar (farming equipment like tractors, etc)** to sell their products in China to earn money to be profitable, i.e. '**profitability**' means a company makes enough money to pay their bills and hopefully exceeds the costs to operate their business.



Map of the world:  
China in RED and the United States of America in GREEN.





BYD is a Chinese auto maker that is the world's largest electric vehicle manufacturer



**IMAGINE** - you are an **AMERICAN ENTREPRENEUR** considering **STARTING A BUSINESS IN CHINA**. The operating **rules for businesses in China are different** from the United States. **YOU**, as other Americans already have, believe you can successfully start a company. *Capitalist* opportunities exist in China. **ALIBABA**, a Chinese company similar to America's **AMAZON**, allows "*U.S. entrepreneurs and companies like Stadium Goods, a re-seller of cool sneakers, to sell its products in China via its web based 'business-to-consumer' platform called the TMall marketplace*" according to Carol Roth writing in **ENTREPRENEUR MAGAZINE** in 2017.

China's leaders have developed a highly competitive economic and military strategy to challenge the United States dominance in global affairs. China's mission is to develop their personal, natural, and artificial intelligent (AI) resources to be the world's dominant country with the strongest economy and military. **China's world class EDUCATION SYSTEM teaches skills and behaviors RELEVANT TO WHAT CHINA'S COMPANIES and the CHINESE GOVERNMENT NEEDS TO BE SUCCESSFUL IN THE 21<sup>st</sup> CENTURY GLOBAL MARKETPLACE.** China has threatened to attack and take over the nearby island of **TAIWAN**, which is a close ally of the United States and the world's dominant supplier of computer chips found in American cars, mobile phones, laptops, and more. Finally, the **Chinese government** believes their type of government, a **ONE PARTY, COMMUNIST** government, is the **most effective way of maximizing a country's 'resources' and potential as well as a better way of governing its citizens** than **America's** multi-party (Democrat, Republican, Libertarian, etc), **highly partisan, democracy**.

**ACTIVITY** - In order to increase your understanding of America's most formidable competitor, **CHINA**, in the 21st century, **PLEASE READ** pages 60 to 71 in **THE FUTURE book** to learn more about China.

- There is a significant **challenge with this assignment**. Much of the information you read in the **FUTURE BOOK**, including the section on China, is **biased**. Most people have a **bias** shaped by their experiences which influences their perceptions of the world. The author of this book acknowledges his **bias** in the **FUTURE book** on **page 1 of the FUTURE book**.

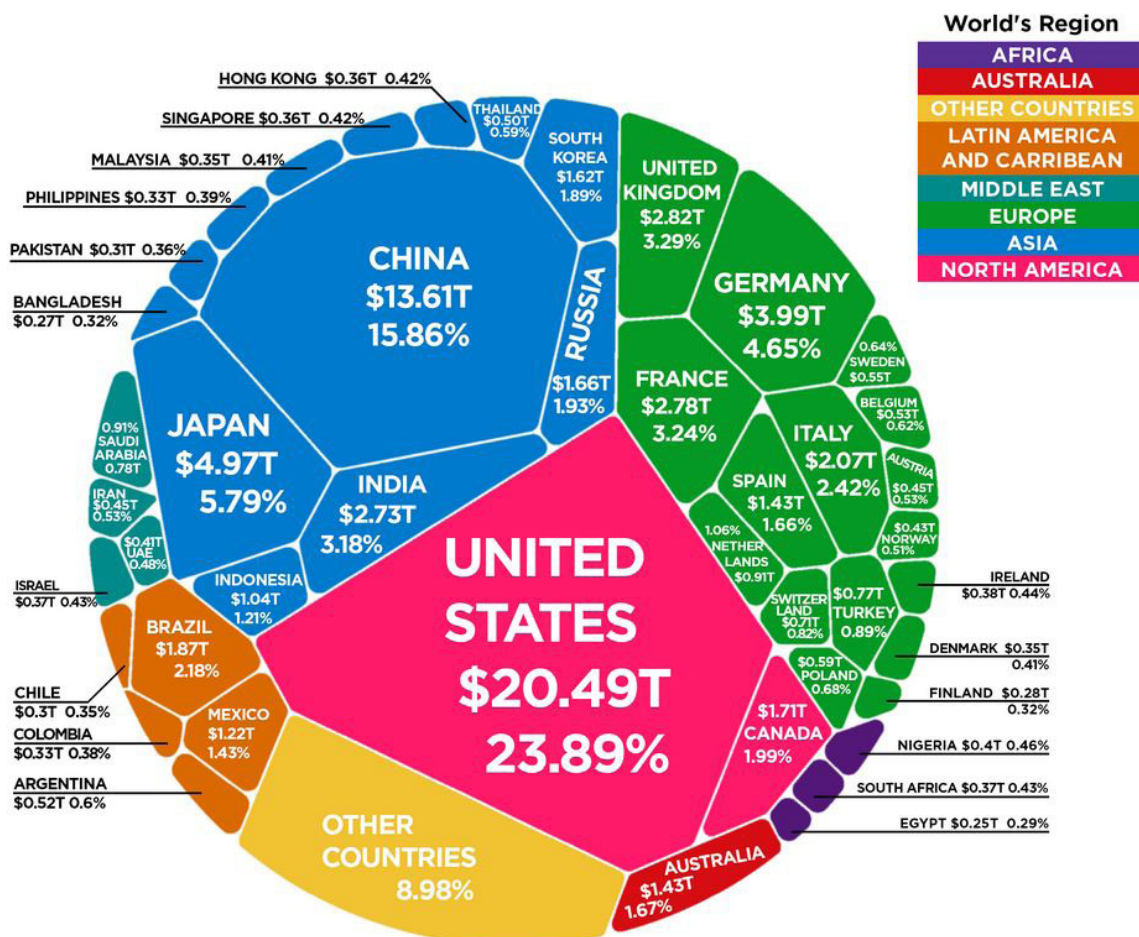
**ACTIVITY** - **please IMAGINE ONE (1) business opportunity** you could create with the country of China and **the reasons** you feel there is a potential opportunity with your business idea. **PLEASE EXPRESS YOUR IDEA in a well written paragraph. And, feel free to consult your network; that's what it's for.**

**ACTIVITY** - **PLEASE TRY TO AVOID** basing your opinions of the country of China on the **the perspectives of others. Get the facts, then make your assessment.** Too many statements by people in positions of influence or power are often dis-indigenously presented as 'fact' when they are actually 'opinions' OR 'biased' statements attempting to influence support for a partisan agenda. Remember, your teacher, the author of **The FUTURE BOOK**, has acknowledged his bias in this book (see page #1 in the FUTURE BOOK).

## TOPIC: **'GDP'** COMPETITION IN A GLOBAL ECONOMY

**TO MAKE GOOD DECISIONS WHEN COMPETING** with other people, companies, and countries for success, access to specific resources and skills is critical: **#1 - access to FACTS; A FACT IS something known to actually exist or to have already happened.** Using **FACTUAL DATA, not 'bias' or 'partisan' data, is critical for good decision making** **#2 - ability to EMPATHIZE. Empathy is an ability** to understand or appreciate how other people feel and, as a result, the reasons people do what they do, feel the way they feel and say what they say. Individuals and Nations need both, i.e. access to FACTS and EMPATHY, to compete effectively for creating opportunities as well as overcoming challenges for the eventual success they aspire to in today's highly competitive, global economy. America needs to have access to FACTS as well as the ability to EMPATHIZE to understand the conditions and the state of mind of its global competitors, especially China. **GDP, or gross domestic product, is the \$ value of all the goods and services a country produces. GDP creates a perception of a country's economic brand; many people perceive the success of a country by the size of its GDP.** The higher the GDP, the stronger the perception of a country's economic success. **The United States GDP, in 2022, was valued at \$22.3 trillion; its most aggressive competitor, China, had a GDP value of \$19.9 trillion.** A strong economy enables a country, state, city and town to provide a healthy business environment which create jobs for its citizens and, consequently, tax revenues for the nation and towns. Fair corporate taxes encourage companies to make investments in their companies which enable companies to hire more people as well as successfully compete with companies from other nations. Taxes enable cities to provide great school systems which produce talented graduates who provide talented employees for businesses or start their own successful companies. Taxes provide government funds to create strong military/police which ensure the safety of all citizens from attacks by foreign countries and violent actions by its own citizens as well as a functioning, well maintained infrastructure (airports, trains, roads, parks, hospitals, clean water and air, etc). China is aggressively competing with the United States for leadership in the global economy. Successful companies ensure a strong GDP for all countries. Shi Yinhong, Director of Center for American Studies, School of International Studies, Renmin University of China, recently shared China's goals for success.

### Gross Domestic Product (GDP) by Country 2018



- #1. *China wants to have the #1 economy (GDP) in the world*
- #2. *upgrade CHINA's military and combat capabilities to be among the best in the world*
- #3. *be among the leading countries in the world investing in research and technology*
- #4. *take over the Republic of China, an ally of the United States, located only 1,307 miles from the People's Republic of China (also called 'Communist China') on island of Taiwan*
- #5. *have a larger, more powerful military than the United States in the western part of the West Pacific Ocean, not including Okinawa or Japan AS WELL AS maintain an indestructible military in the Eastern Indian Ocean. China does NOT want to dominate the Eastern Indian Ocean but rather maintain a basic China's presence in the eastern Indian Ocean area that's difficult to be harmed or destroyed.*
- #6. *to be regarded by other countries as having the most prestigious and most influence in the world"*

Not surprisingly, many of China's goals are similar to America's.

**EMPATHY** is a valuable ability for America and each person's quest to be successful in the 21st century, global economy. This author believes **EMPATHY** is only possible by having access to **FACTS** about the people, communities, countries, companies, etc you're competing with. In the case of China, true empathy of the Chinese people and government starts with an understanding Chinese history.

- The earliest known written records of **the history of China** date from as early as 1250 BC making it arguably the oldest history of mankind. China has been a proud, scientifically advanced civilization with the world's earliest inventions of gunpowder, paper, printing, the compass, umbrella, porcelain, the wheelbarrow, iron casting, hot air balloons, seismographs to measure earthquakes, kites, matches, stirrups for riding horses, and acupuncture. Some historians contend the great Chinese admiral, **Zeng He**, and his fleet of Chinese ships preceded Columbus to the North American hemisphere in 1421.
- **Here is some information which may help you understand why China acts they way it does today.** It was the early **19th century into the 20th century** which brought China its greatest misfortune and this misfortune may have affected China's perception of the world today. It was during this period that England, France, Russia, Japan, and other "Western" allied nations engaged in multiple conflicts and wars with China. The Chinese call this period **"the century of Humiliation"** (1839 -1949). China lost almost all of these conflicts and was frequently forced to give up large amounts of its territory to England (Hong Kong), France (Zhanjiang), and Russia (Outer Northwest China), as well as pay large amounts of reparations (\$ money) to them. It was also during this time that **England flooded China with the addictive drug, opium, creating widespread addiction among the Chinese people and led to the first Opium War.** Chinese **distrust of "Western Nations"** was further reinforced in 1999 during the Kosovo War in Yugoslavia when **American CIA drone guided bombs hit the People's Republic of China embassy** in the Belgrade district of New Belgrade, Yugoslavia, killing three Chinese journalists. Chinese leaders and the Chinese people were naturally outraged. The United States President at the time, William Jefferson Clinton, apologized, essentially telling the Chinese government *"we made a mistake. Sorry"*.
- China's reaction to the **"century of Humiliation"** and the military and verbal attacks on their country by "Western" world powers (England, France, the United States, Japan, Australia, etc) **further deepened their suspicion, distrust and animosity toward the "West"**.
- MOST RECENTLY, **in 2021, President Biden** criticized Chinese leaders for purported discrimination, incarceration, and torture of the **Uighur people and Muslims living in the Chinese province of Xinjiang for their religious and political beliefs.** Other "Western Powers", i.e. Canada, England, and France, echoed Biden's condemnation of China.
- **China vociferously responded!** The Chinese diplomat **Yang Jiechi** (the Chinese Communist Party's foreign policy chief) **called the critical claims against China "lies and disinformation!!!!"**



- Yang Jiechi and other Chinese leaders pointed out the **hypocrisy of United States politicians who criticized China**. Chinese leaders challenged American politicians to examine **America's history** before criticizing China. Chinese leaders cited **numerous shameful, inhumane, criminal practices** initiated by American politicians against other nations AND America's own people: #1) the American slave trade; #2) 19th century exploitative colonialism in places like Hawaii; #3) the forced Japanese American **internment camps** during World War 2; #4) the United States orchestrated overthrow of the democratically elected Prime Minister of Iran, Mohammad Mosaddegh, code name **Operation Ajax**, in 1953 and then placed America's favored leader, Shah Mohammad Reza Pahlavi, as the new leader of Iran; #5) the United States financially backed and military directed attack on the Communist government of Cuba in 1961 on what came to be known as the infamous 'Bay of Pigs' invasion; #6) the American politician acquiescence of the assassination of South Viet Nam President, Ngô Đình Diem, in 1963; #7) decades long policies of American politicians that maintained inferior education for poor families living in American cities like Providence and Baltimore; #8) and the genocide of American Indians authorized by American political leaders in the 17th, 18th, and 19th centuries are but a few examples of America's injustice against its own people and others! (See the Economist Magazine, April 3rd, 2021 edition page 36.)
- When **President Trump** criticized China for stealing American '**intellectual property**,' i.e. **theft of American ideas, inventions, creative expressions, trade secrets, proprietary products, movies, music, and software as well as copyrights on books or articles**, a logo design of a soft drink company, unique design elements of a web site or machine, a **patent** on a particular process like chewing gum manufacturing **and** classified information on the W-56 Minuteman II ICBM missile - **China's leaders once again responded "shame on you, America!! America did the same. America is the ultimate "intellectual property thief!"** China again pointed to American hypocrisy, specifically, to American immigrant **Samuel Slater** who stole British textile technology in 1789 and brought it to America. **Slater's theft of British technology started the Industrial Revolution in America and enabled America to successfully compete against England and other industrialized countries in the technology driven, global economy of the late 18th and 19th centuries.** Slater worked as an apprentice (an intern) in a British textile factory making cloth before emigrating to the United States at the age of 21. Slater used this British machine technology to design the first textile mills in the United States which started an American **Industrial Revolution**. **As a result**, American workers started leaving their jobs on American farms for manufacturing jobs (i.e. working in factories) in **American cities**. Slater later went into business for himself, using the British technology ideas he learned working in English factories, to develop a successful family manufacturing business with his sons and investor, **Moses Brown**. Slater eventually owned thirteen spinning mills and developed **tenant farms** and company towns around his textile mills in many American communities like **Slatersville, Rhode Island** (Slatersville today is a village that is part of the town of North Smithfield, Rhode Island).
- This teacher's suggestion to anyone competing for jobs, opportunities, and success is use facts when making decisions. Avoid making decisions based on 'bias' and 'partisans' claims. Be empathic; try to understand WHY your competitor acts the way they do. For example, WHY did Communist Russia try to protect itself from the influences of Democracy in Western European countries (France, West Germany, Belgium, etc) by bringing Communism to the countries between Russia (East Germany, Poland, Czechoslovakia, and more) and those countries embracing Democracy to form an "IRON CURTAIN", a buffer, between itself and the threatening Democracies of Western Europe after World War 2? WHAT are the skills/experiences a company you're applying needs in its employees, and HOW you can bring value to the company you're applying to. Ask questions. Be willing to collaborate. If you are the leader of a company or country, be willing to compromise for the good of all not just one group. The next section of this Life Skills class explores the concept and benefits of compromise, sometimes called WIN-WIN, to achieve the success you hope for.**



**PHOTO OF - Mr Xi Jinping** - the **most powerful man in the People's Republic of China** in 2023, general secretary of the Chinese Communist Party (CCP), chairman of the Central Military Commission (CMC), and President of the **People's Republic of China** (PRC) since 2013.

**ACTIVITY** - The government of **CHINA** perceives **AMERICA'S BRAND** in a certain way. **Please try to understand why China perceives America they way they do.** Please do your research; don't rely on the acknowledged bias of this author, your teacher. Look for **FACTS** before composing your answer. You are now asked to **describe your BRAND PERCEPTION of China** today AND the reasons why you perceive China 's BRAND the way you do in well written paragraph with perfect spelling, no *run-on* sentences, and good grammar and punctuation. Please don't hesitate to ask me questions if you have them.

## **PART THREE - TOPIC: CRITICAL THINKING -** Our ability to THINK CRITICALLY, i.e. (that is) **FINDing & ANALYZing FACTs!**

Your ability to identify **bias, lies, and opinions on social media, the news media** AND from **self serving people in positions of power** AND influence is a **CRITICALLY IMPORTANT ABILITY** to be the successful person **YOU ASPIRE TO BE**.

We always need **FACTS** in any analysis for **GOOD DECISION MAKING**.

**ACTIVITY**: Read pages 2 through 25 in the textbook entitled "**The Truth**" on [www.hopelifeskills.com](http://www.hopelifeskills.com). **THIS** textbook focuses on our **critical thinking** process. In a well written statement with perfect spelling, good grammar and punctuation and NO RUN ON sentences, please express your reaction to what you read from page 2 through 25 in "**The Truth**" book.

**ACTIVITY**: **READ** PAGES 28 to 39 in the **CRITICAL THINKING** TEXT BOOK entitled "**THE TRUTH**" posted on this web site — [www.hopelifeskill.com](http://www.hopelifeskill.com)



**ACTIVITY:**

1. State your perception of the PERSONAL BRANDS of these 2 people:

- o Nikita Khrushchev - \_\_\_\_\_  
\_\_\_\_\_
- o John F. Kennedy - \_\_\_\_\_  
\_\_\_\_\_



President John F. Kennedy (right) AND Chairman Nikita Khrushchev meeting in 1961

2. **YES OR NO** - do you think these 2 leaders were concerned about the perception of THEIR BRAND? \_\_\_\_\_

3. please cite **anything you read** in the story of the CUBAN MISSILE CRISIS **or** any other sources to support the opinion you have that confirms the statement 'leaders are concerned about the perceptions of their BRAND' \_\_\_\_\_  
\_\_\_\_\_

4. **YES or NO** - is there any bias written in the headline of the *Washington Post* newspaper shown on the previous page.

**If YES** - please identify the bias and explain why the word(s) published reflects bias by the WASHINGTON POST In a well written statement with perfect spelling, good grammar and punctuation and NO RUN ON sentences,. \_\_\_\_\_

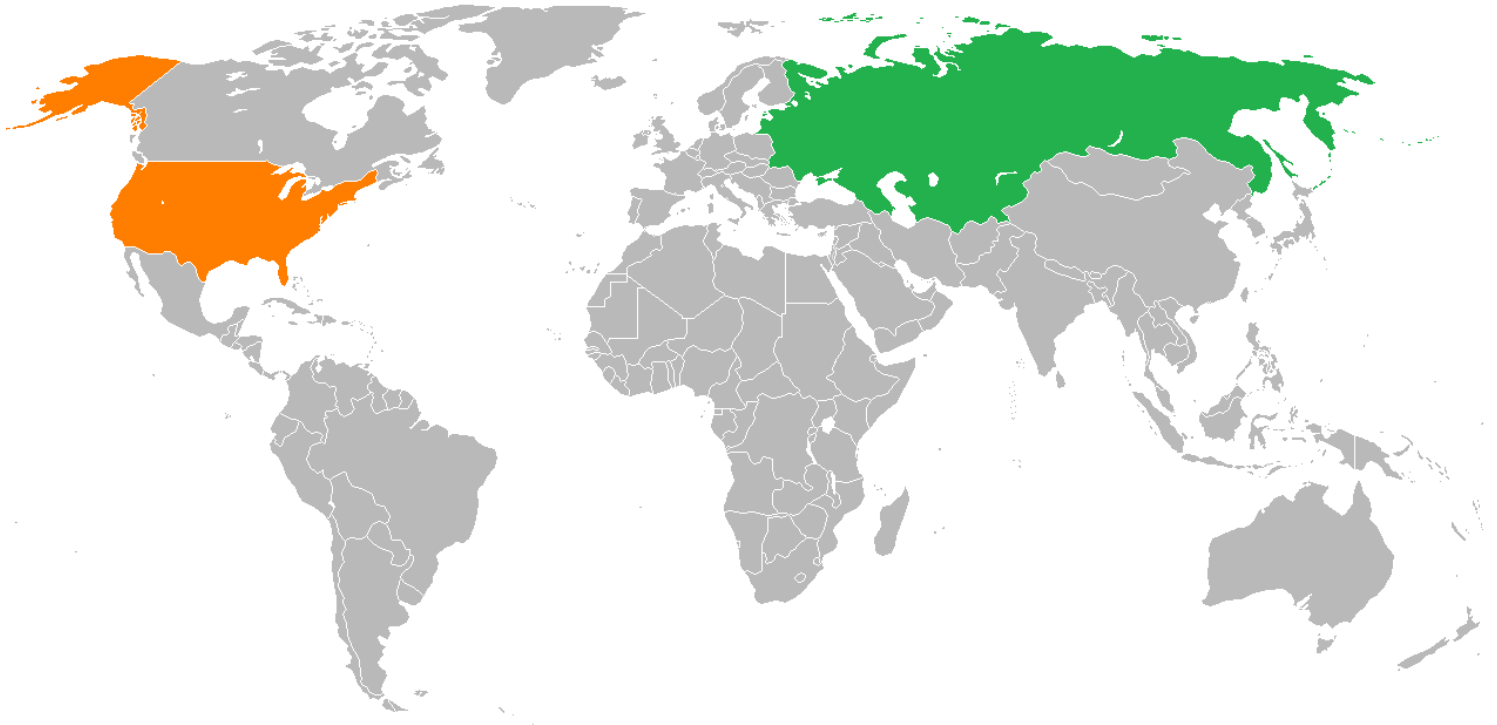
What is the **NAME** of the former *Union of the Soviet Socialist Republic*, also called the **Soviet Union**, TODAY, IN **2023**? \_\_\_\_\_  
\_\_\_\_\_

5. Please describe **ONE LIFE LESSON** you could adopt from the story of President John F Kennedy's handling of the CUBAN MISSILE CRISIS that might **help you find your solutions to challenges or help you create opportunities for internships, jobs, or lifetime success.** \_\_\_\_\_

6. Identify each of the following statements as EITHER **FACT** or **OPINION**

- Cuban President **Fidel Castro** was a brutal dictator of Cuba \_\_\_\_\_
- American President **John F Kennedy** was one of America's greatest Presidents \_\_\_\_\_
- General **Curtis LeMay** was a valuable member of President Kennedy's network of advisors \_\_\_\_\_
- General **Curtis LeMay** advised President Kennedy to bomb the island of Cuba during the Cuban Missile Crisis \_\_\_\_\_
- The former *Union of the Soviet Socialist Republic* was located on the continents of Asia AND Europe. \_\_\_\_\_
- **Nikita Khrushchev** was an evil man intent on destroying America \_\_\_\_\_
- **Robert Kennedy**, President John Kennedy's brother, was the President's most trusted advisor during the Cuban Missile Crisis.
- **The reason** Russian President Khrushchev placed missiles in Cuba was to balance the threat of missiles the United States placed in the country of Turkey near the Soviet Union (today called Russia) border. \_\_\_\_\_





6. PLEASE EXAMINE the map ABOVE. THEN, describe the distance between **#1** the United States and Soviet Union (today called Russia) and **#2**. the United States and Cuba AS EITHER **“CLOSE”** (under 200 miles) **OR** **“FAR”** (over 1,000 miles) between -

- CUBA (gray large island on map just below the orange) and the UNITED STATES (orange on map) \_\_\_\_\_
- FORMER SOVIET UNION (green on map) and THE UNITED STATES \_\_\_\_\_

7. the **IMPORTANCE** for LEADERS OF COUNTRIES, COMPANIES, AND BRAND MANAGERS LIKE YOU to have **FACTS** for making **GOOD DECISIONS** is critically important. **Leaders depend on TRUSTED members of their NETWORK to provide FACTS & A GOOD CRITICAL THINKING /DECISION MAKING PROCESS.** BAD INFORMATION MEANS BAD DECISIONS. Please give at least **one EXAMPLE** where President Kennedy was **NOT GIVEN FACTS** to end the Crisis but rather partisan data or simply misinformation by someone in his network during the CUBAN MISSILE CRISIS which could have created a catastrophe rather than a solution.

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8. List the names of **2 people in President Kennedy's network of advisors who illustrates the DIVERSITY** of the President's **NETWORK of advisors** (look for diversity/differences in careers, backgrounds, interests, gender, ethnicity, etc)

1. \_\_\_\_\_

2. \_\_\_\_\_

9. Name who you consider was the **most important** member of President John F. Kennedy's **NETWORK** during the CUBAN MISSILE CRISIS.

1. \_\_\_\_\_

10. PLEASE EXPLAIN **WHY** you consider this person was the *Most Important Person in President's Kennedy's NETWORK* of advisors. \_\_\_\_\_

11. Please **READ PAGES 2 THROUGH 27 IN THE 'CRITICAL THINKING' book** posted on our web site - [www.hopeliveskills.com](http://www.hopeliveskills.com)

12. THEN, PLEASE recall **SOMETHING in your life YOU WERE TOLD WAS 'THE TRUTH'** THAT YOU **LATER REALIZED WAS NOT 'THE TRUTH'**. \_\_\_\_\_

13. In referring to question 12, **please tell me what you later found to be the 'FACTS'** \_\_\_\_\_

- 14.. PLEASE **EXPLAIN HOW** YOU CAME TO THE CONCLUSION what the FACTS really were - \_\_\_\_\_

**PART FOUR: TOPIC: LEADERSHIP** - *an ability to 'guide or direct' a company, organization, or family successfully (i.e. in order to achieve their 'goals') AS WELL AS an ability to identify 'great' leadership which guides or directs a family OR organization to become the 'success' they aspire to.*

**ACTIVITY** : *Exceptional LEADERSHIP is most important during times of CRISIS. Read the following-*

- **CRISIS** - a crisis is sometimes defined as a specific point in time in which groups of people and/or countries with opposing views or interests are most intensely opposed to each other creating a level of risk and/or danger which threatens each group. An inability to resolve crisis is often due to contesting groups **refusing to compromise**.
- **FOR EXAMPLE**, Russia invaded its European neighbor, the independent country of Ukraine, in FEBRUARY of 2022. Thousands were displaced or died, including children, as Russian soldiers attacked multiple cities and sites in Ukraine. The United States and its allies, Canada, Australia, Japan and other allies in NATO (an alliance of countries in Europe like England, France, Germany, Poland, Italy, etc) supported Ukraine with humanitarian aid and military technology and weapons BUT, purportedly, NO TROOPS. Iran, Syria, Cuba, North Korea, Belarus, and Venezuela expressed or exhibited support for Russia. China, while voicing 'restraint' in the warfare, expressed support for Russia.

♦ **TO RESOLVE A CRISIS**, there needs to be a genuine **COMMITMENT by LEADERS** of all parties in the crisis to collaborate/communicate until a **SOLUTION** can be agreed upon. **COMPROMISE** has proven, over hundreds of years, to be a successful way to develop solutions to end crises. COMPROMISE is another way of saying ‘**WIN-WIN**’. WIN-WIN means each party in the conflict gets something but not get everything it wants while accepting some major demands of the opposing parties in the conflict. **GREAT LEADERS** find ways to reach **COMPROMISE**. **POOR LEADERSHIP** EITHER CAN'T OR **CHOOSE NOT TO COMPROMISE**.

- ♦ As we have hopefully discovered in this *SOCIAL STUDIES 2.0* class, **GREAT LEADERSHIP is measured by** doing what's best for the *entire community* not only for one's political party or political constituency or favored group.
- ♦ **EXAMPLES OF EFFECTIVE, NON-PARTISAN, COLLABORATIVE, LEADERSHIP:** THE celebrated collaborations between Democrat President William Jefferson Clinton (1992 - 2000) and Republican Speaker Newt Gingrich **AS WELL AS** between Republican President Ronald Reagan (1980 - 1988) and Democrat Speaker of the House Tip O'Neill. **ALSO**, the eventual collaboration and compromise between American President John Kennedy and Soviet Union (today Russia) President Nikita Khrushchev to end the Cuban Missile Crisis of 1963.

**ACTIVITY:** ***FAILURE and MISTAKES*** - We often speak in this class about the *proper perspective OR attitude for mistakes and failures we make in our lives*, i.e. there are **VALUABLE LESSONS LEARNED FROM FAILURE** that can make us stronger and wiser. From your previous study of the April 1961 **failed BAY OF PIGS INVASION OF CUBA** by United States President John F. Kennedy, please identify the **lessons learned** by American President John F Kennedy from the failed **BAY OF PIGS INVASION** which may have helped **PRESIDENT KENNEDY'S DECISION MAKING** during President Kennedy's planning AND actions to end during **THE CUBAN MISSILE CRISIS**. In a **well written statement** with PERFECT SPELLING, GOOD GRAMMAR AND PUNCTUATION, and NO RUN ON SENTENCES, please identify the lessons President Kennedy learned from the failed Bay of Pigs Invasion of Cuba.

---

**ACTIVITY -- QUESTION: answer YES or NO** - DID AMERICAN PRESIDENT JOHN F. KENNEDY AND SOVIET CHAIRMAN NIKITA KHRUSHCHEV continue to communicate throughout the *Cuban Missile Crisis* to seek ways to resolve the CRISIS?

**YES or NO**



**ACTIVITY** - PLEASE CITE AN EXAMPLE where President Kennedy AND Soviet Chairman Khrushchev kept lines of communication open to seek compromise during the Cuban Missile Crisis.

---

**ACTIVITY** - PLEASE IDENTIFY the COMPROMISE, the WIN-WIN, that President Kennedy and Chairman Khrushchev agreed upon that peacefully ended the CUBAN MISSILE CRISIS. Please describe the COMPROMISE in a well written statement with PERFECT SPELLING, GOOD GRAMMAR AND PUNCTUATION, and NO RUN ON SENTENCES.

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**ACTIVITY** - IS WIN-WIN a good way to resolve a Disagreement/Crisis?  
YES or NO?

**ACTIVITY** - Please explain why you feel this way about WIN-WIN in a well written statement with PERFECT SPELLING, GOOD GRAMMAR AND PUNCTUATION, and NO RUN ON SENTENCES.

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- ♦ **This is an important activity** - **EMPATHY** is an ability to understand the feelings, the emotions, of another person and why people act the way they do. Empathy is a valuable SKILL for all people, especially LEADERS, to effectively manage relationships AND solve problems within a family, company, country, organization, and the world. Empathy enables people, especially leaders, to understand why their citizens, employees, acquaintances, family members, neighbors, fellow leaders, *even enemies*, feel and act the way they do. Empathy enables ALL people, especially leaders, to bring people, even enemies, together, to develop solutions for interpersonal problems. **WHICH LEADS US TO THIS QUESTION** -

**ACTIVITY** - **WHY?** - This is a challenging, college level assignment. You are called upon to do research. In doing this, you must be persistent and persevere throughout the research and writing challenges, i.e. grit. Please **analyze** the FACTUAL DATA on both the **CUBAN Missile Crisis of 1963** and the **RUSSIAN invasion of the sovereign nation of Ukraine in 2022**. From your analysis of both events, **please explain** #1. **WHY** you think (your opinion) the **Soviet Union Chairman (the leader) Nikita Khrushchev**, an acknowledged enemy of America at that time in history, secretly placed nuclear missiles in the country CUBA, only 90 miles from the American state of Florida, in **1963**. **For TOPIC #1, please consider in your research "The Truth", especially page 35. This book is written by your teacher, Stephen Cronin. The book is posted on our web site.** #2. **ALSO, WHY** you think (opinion) **Russian President Vladimir Putin** invaded the sovereign country of Ukraine in 2022. **If** you think there is any similarity in the reason **WHY** both Russian leaders, Putin in 2022 with the invasion of Ukraine and Khrushchev in 1963 with his decision to place nuclear weapons on the island of Cuba in 1963, please explain the similarity **WHY** both Russians did what they did. If there are NO similarities, simply state 'you find no similarities in the actions of both Russian leaders' after your analysis of both events. **For TOPIC #2, please consider in your research "The Next 100 Years" by George Friedman. Please read pages 70, 109 and especially 112.** Please make sure your answers are **well written statement** with PERFECT SPELLING, GOOD GRAMMAR AND PUNCTUATION, and NO RUN ON SENTENCES.

#1. \_\_\_\_\_  
#2. \_\_\_\_\_

**ACTIVITY - FACT or OPINION** - PLEASE identify each statement below as either  
**FACT or OPINION**

1. *President Joe Biden is a good President* - \_\_\_\_\_
2. *President Donald Trump was a terrible President* \_\_\_\_\_
3. *Washington, D.C. is the capital of the United States of America* \_\_\_\_\_
4. *The state of North Dakota is more than 50 times larger in land area than Rhode Island.* \_\_\_\_\_
5. *There are more people living in Rhode Island than the state of North Dakota.* \_\_\_\_\_
6. *After centuries of being called 'Russia' the country changed its name to the 'Soviet Union' in 1918 and then reversed the name of the country back to 'Russia' in 1991.* \_\_\_\_\_

## PART FIVE: QUESTIONS

**ACTIVITY** - PLEASE READ THE 'QUESTIONS' BOOK posted on our web site: [www.hopeliveskills.com](http://www.hopeliveskills.com)

**NEXT** - We will speak about the IMPORTANCE OF QUESTIONS throughout this year. As I will frequently say to you, 'YOUR QUESTIONS ARE MORE IMPORTANT THAN YOUR ANSWERS'. Please think about this - there is never an answer until a question is asked. Consequently, please offer 2 question you would ask, if you could ask, the person you read about from the 1st Activity, in PART ONE.

- ♦ *question 1* - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Marta Aparicio

- ♦ *question 2* - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



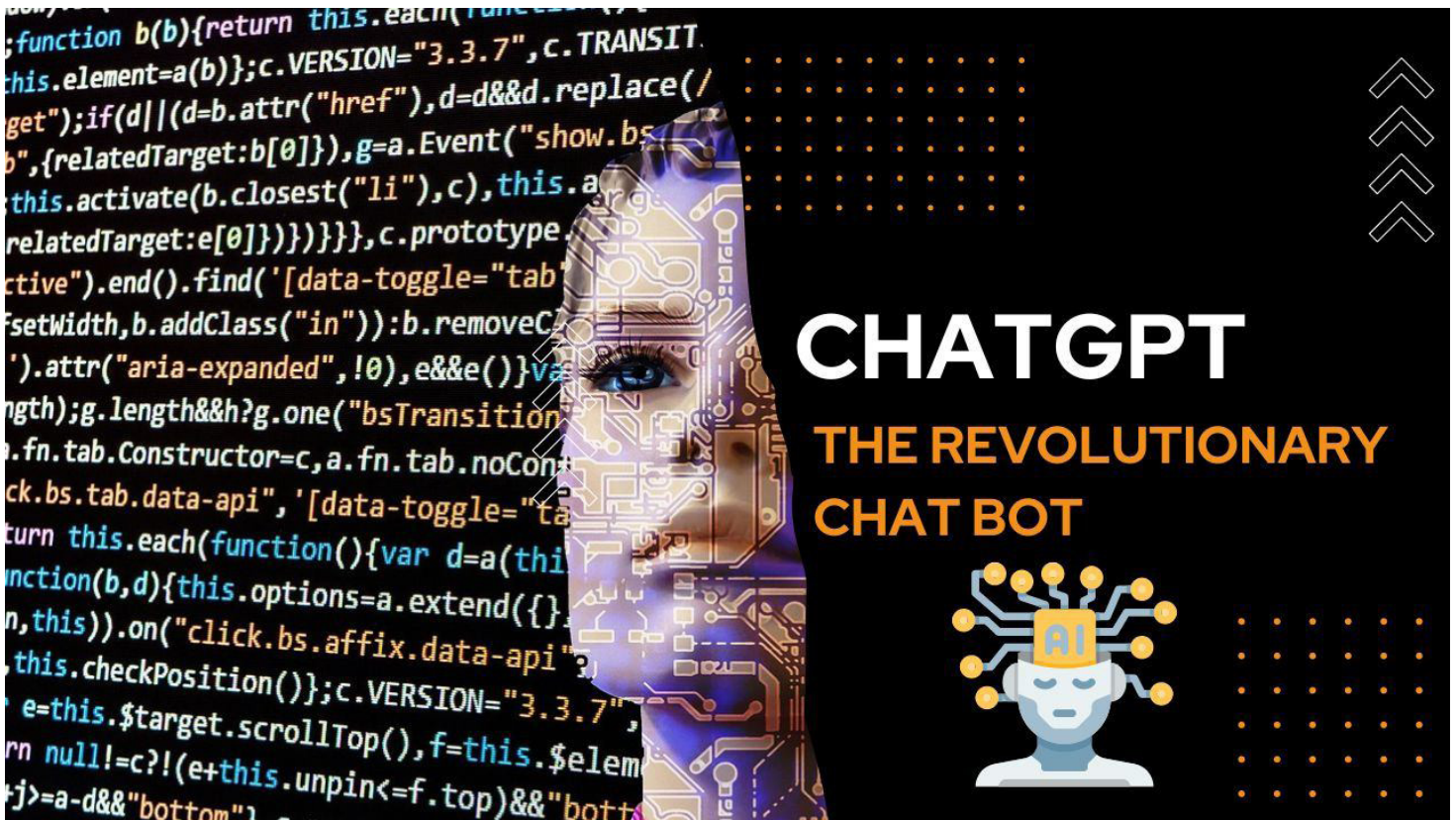
Paul Robeson



Amelia Earhart

## PART SIX - TECHNOLOGY

1. This activity focuses on the emerging technology of *Artificial Intelligence*, specifically, CHATBOTS. De-



spite AI's occasional inaccuracies and bias, Chatbots can facilitate the creation of effective presentations and develop good writing skills. One example of this technology is **ChatGPT**.

**ChatGPT** (*Chat Generative Pre-trained Transformer*) is a **chatbot** developed by the company **OpenAI** launched on November 30, 2022. It's like a super-smart, virtual friend who generates '*text*' based responses to what you prompt (ask) it. It's trained to tell you all sorts of things; it answers questions by providing info in a way that feels like you're chatting with a super smart friend. In this class, ChatGPT will serve as a tool to help students get started on an essay or presentation by accessing information from the world wide web then asking student writers to refine the chatbot response with their own words as well as add information they feel is important that was missed by the bot. ChatGPT can arguably be helpful, if used properly, **improving** your written communication skills (*writing sentences that are easy to read and understand, follow up notes to influential, successful people who can provide advice for success you hope for after networking 'meet and greet' events, messages to valuable customers to keep them loyal to your company, etc*) AS WELL AS student storytelling abilities (*for better job interviews, college essays, job and internship presentations and applications,, scholarship / financial aid requests , etc*). **Chatbots are being used NOW, by more and more people**, in business, medicine, financial services, law enforcement, film making, etc. **You should know about Chatbots and Artificial Intelligence (AI) and how to use it properly for your success.** One more thing – ChatGPT is '*fallible*', i.e. it can be wrong AND it *can sometimes be biased* (opinionated, not factual). This is the reason you should always use multiple sources when doing research, preparing presentations and writing essays. By the way - North Korea, Iran, China, Cuba, and Syria are countries where ChatGPT is not available because these countries have strict internet censorship laws and regulations preventing it from being accessible to their all citizens.



## ACTIVITY TITLE: **ChatGPT Elon Musk Communication Activity**

The ***Social Studies 2.0 - Life Skills class focuses on*** the importance and value of all forms of communication i.e.

- **verbal** (spoken greetings / presentations at work and school with customers, peers and with supervisors AND networking events with influential, successful people you meet, hope to add / keep in your network, etc). **FACT** - The way you express yourself verbally affects the perception observers have of your **PERSONAL BRAND**.
- **non-verbal** (**FACT** - body language, when sitting or standing as customers, work supervisors, professors, peers, influential, successful people observe you and the perception they formulate of your **PERSONAL BRAND** from your body language, etc). So, try to stand up straight, sit with good posture; always try to maintain good eye contact when speaking with AND listening to someone and try to have a natural smile. Please remember, people observe you when you are not aware they're watching you and they formulate a favorable or non-favorable **perception of your PERSONAL BRAND**.
- **written communications** (e.g. emails to influential, successful people in our networks, at school / college / job training programs AND for all job related presentations like proposals to customers and instructions to your staff or employees). **FACT** - The way you express yourself in writing can affect the perception the readers of your written words have of your **PERSONAL BRAND**.

### ACTIVITY ONE:

#1. You have **30 minutes** to read the **Elon Musk profile** I give you in class. This essay also appears in a book entitled "*The Story of Hope in the Information Age*" posted on our class web site ([www.hopeliveskills.com](http://www.hopeliveskills.com)) beginning on page 83.

# 2. While you read this Elon Musk profile, you are asked to **go to the board or easel in the classroom to write down ONE FACT** about Elon Musk you feel is important / helpful for everyone to know about related to Mr Musk's contributions / challenges to the world **and ONE OPINION you have** of the Elon Musk BRAND. For example –

#### FACT

53 years old (2024)

#### OPINION

very intelligent

#3. THEN, **compose a WELL WRITTEN essay** on your computer on "*The Importance of Elon Musk*". This essay should be **one side, one page, AND in your own words. Do not copy words from another source!**. Ask the librarian or use your home printer to print your essay on ONE SIDE only of a sheet of paper and turn the paper in to Mr Cronin. Well written means 'perfect spelling, good grammar and punctuation and capitalization and no run on sentences' (i.e. 'run on sentences' have too many ideas in one, long sentence that goes on and on. Be succinct!)

#4. Please feel free to ask me any questions during your reading and the composition of your Elon Musk essay.

# 5. Do you see any **RELEVANCE / VALUE** in this activity for developing specific communication skills that could help you achieve the academic, personal and professional success you hope for in your life? **YES or NO**

YOUR ANSWER should correspond to the focus / effort or lack thereof you bring to the completion of this activity.

### ACTIVITY TWO: **ChatGPT Essay Writing Activity**



After reading Mr Cronin's 'Elon Musk' profile from his text book "*The Story of Hope in the Information Age*" beginning on page 83 and then composing your short essay on "*the importance / significance / impact / legacy of Elon Musk*", please do the following:

#1. **Read the essays** below and on the next few pages **especially the ChatGPT PROMPTS**. **ALSO, notice the REVISIONS I make to the initial essays; take note of the differences between the initial essays and the revised essay.**

## INITIAL ChatGPT Prompt:

**"Please give me a 250 word essay in the parlance of a high achieving college student or professional person on the significance of Elon Musk"**

**Title:** *Elon Musk: Catalyst of Innovation and Entrepreneurial Resilience*

In the dynamic realm of higher education and professional endeavors, Elon Musk stands as an emblem of visionary leadership and technological ingenuity. As a high-achieving college student or professional, Musk's influence resonates deeply in our pursuit of excellence and the ever-evolving landscape of our careers.

Musk's entrepreneurial ventures, notably Tesla and SpaceX, transcend traditional industry boundaries, challenging preconceived notions and inspiring a new generation of innovators. His relentless pursuit of groundbreaking technologies, from electric vehicles to space exploration, demonstrates the power of audacious thinking and a commitment to pushing the limits of what is possible.

In the competitive landscape of academia and the professional world, Musk's story serves as a motivational narrative. His ability to navigate challenges, from the brink of bankruptcy to spearheading successful ventures, showcases the importance of resilience and tenacity in the face of adversity. For high-achievers like ourselves, Musk's journey becomes a blueprint for overcoming obstacles and turning ambitious dreams into tangible realities.

Moreover, Musk's focus on sustainable energy and environmental consciousness aligns seamlessly with the contemporary values of a socially responsible and ethically minded workforce. As college students or professionals aiming for impact and purpose in our respective fields, Musk's commitment to addressing global challenges serves as a poignant reminder of the transformative role individuals can play in shaping a better future.

In essence, Elon Musk's significance lies in his embodiment of the entrepreneurial spirit and his ability to navigate the complexities of a rapidly changing world. As high-achieving individuals, we draw inspiration from Musk's journey, fueling our own aspirations for innovation, resilience, and a meaningful impact on the world around us.

## ChatGPT Essay ORIGINALLY PROMPTED by

**"please give me a 250 word essay in the parlance of a 16 year old, high school student at a private, highly competitive, college preparatory high school on the significance of Elon Musk"**

**"Title – Elon Musk: Like, Total Rockstar of the Tech Scene**

So, Elon Musk, right? Dude's like the superhero of tech and innovation, and in our super competitive, fancy-pants college prep high school world, he's basically the icon we all secretly wanna be. I mean, he's not just building cool cars; he's building a whole future, and that's, like, insane.

First off, Tesla. Imagine rolling up to school in a slick electric car that's also saving the planet. Musk turned the auto game upside down, and it's got us thinking about the impact we can make, even as high schoolers. We're not just about acing tests; we're about making a mark, just like Musk.

Then there's SpaceX – like, he's literally shooting rockets into space! It's the kind of stuff we doodle in our notebooks during boring classes, and he's out there making it real. It's not just about going to college; it's about reaching for the stars, quite literally.

But what really gets me is how Musk bounces back from fails. Dude faced bankruptcy and laughed in its face. That's the kind of attitude we need when our grades take a nosedive. It's not about being perfect; it's about getting up and owning it, just like Musk does with his companies.

So, Elon Musk isn't just some rich tech guy; he's like our role model for dreaming big, pushing boundaries, and not sweating the small stuff. In this high-stakes high school world, he's the cool older brother we all wish we had – paving the way for us to be the next big thing.

### INITIAL ChatGPT Prompt:

*“please write a 250 word essay on the importance of Elon Musk in the parlance of a 16 year old Central High school student in Providence, Rhode Island.”*

Title: *Elon Musk: The Ultimate Tech Guru Shaping Our Future*

Yo, let's talk about Elon Musk, the real-life Tony Stark, making waves in the tech and space game. Dude's like the superhero of our generation, but with a touch of meme magic. So, why should a 16-year-old from Central High in Providence care about this dude?

First off, Musk's got his fingers in all the cool stuff. Electric cars? Check. Rockets that land themselves? Double-check. He's basically turning sci-fi dreams into reality. And we can't forget the Tesla – it's not just a car, it's a flex on climate change. Musk is out here proving you can be eco-friendly and still stunt on everyone.

Then there's SpaceX, where he's taking us to the freakin' stars. Imagine telling your grandkids, “Yeah, I watched the first humans land on Mars, thanks to Elon.” That's some history-making stuff, my dude.

But it's not just about the tech. Musk is like the ultimate meme lord. He's out here tweeting wild things, hosting meme review with PewDiePie, and even getting into online beefs. It's like having a tech genius with a sense of humor, making science class way more interesting.

Plus, Musk is all about pushing boundaries and going beyond what's “normal.” He's inspiring us to dream big, think different, and not be afraid to mess up along the way. In a world where fitting in can feel like the goal, Musk reminds us it's okay to stand out.

So, why should a 16-year-old care about Elon Musk? Because he's not just a tech mogul; he's a meme-worthy, boundary-breaking, space-traveling, electric-car-driving legend who's making the future cooler than we ever imagined.

### ChatGPT Essay ORIGINALLY PROMPTED by

*“please write a 250 word essay on the importance of Elon Musk in the parlance of a 16 year old Central high school student in Providence, Rhode Island.”*

**NOW WITH MY REVISIONS**



## Title: The Significance of Elon Musk

Let's talk about Elon Musk. He is the real-life **Tony Stark, IRON MAN**, who is making waves in the tech and space game. Musk has become the superhero of our generation, but with a touch of meme magic. So, *why should a 16-year-old from Central High in Providence care about this person?*

First off, Elon Musk is a fascinating, cool person. Electric cars? Check. **REUSABLE** Rockets shot into space that return to earth and land themselves? Double-check. He's basically turning sci-fi dreams into reality. And we can't forget the **Tesla** – it's not just a car, it's an **electric, self-driving (autonomous)** car that is saving the planet from pollution. Musk is proving you can be eco-friendly and a 'game changer'.

There's **SpaceX**, a **REUSABLE ROCKET SHIP company**, that is literally taking people to space and planets like Mars and returning to earth. MUSK IS ALSO creating other companies like **NEURALINK** which embeds computer chips in people's brains to cure afflictions like depression and epilepsy. Another Musk company is called the **BORING COMPANY** which builds tunnels beneath large, crowded cities for his electric cars to travel at 100 miles per hour to get to their destinations quickly, below the traffic of the city, and avoid the city's frequent traffic jams. Another company is called **X AI**, a 'safe for humans' artificial intelligence company that helps people get access to indisputable facts for answers to questions that solve problems and create new opportunities for success. Imagine telling your grandkids, "*I watched the first humans land on Mars, thanks to Elon.*" That's history-making!!

But, it's not just about technology. Musk is like the ultimate *meme* lord. After he bought **TWITTER** and changed its name to **X**, he's tweeting wild things and often getting into online controversies. It's like having a tech genius with a sense of humor and making science class way more interesting.

Musk is all about pushing boundaries and going beyond what's considered "*normal*." He's inspiring us to dream big, think different. He's not afraid to mess up or make mistakes; "**FAIL FAST!**" is ONE OF MUSK'S favorite SAYINGS. He's a risk taker eager to **learn failure's lessons for a better result the next time**. Musk has also created a mantra about asking *QUESTIONS*; it's called the **Musk ALGORITHM**. Musk realizes the value and **importance of questioning people** in authority AND long accepted rules that often don't make sense. According to Musk, people need to know '**WHY**' we do what we're asked to do. In a world where fitting in can feel like the goal, Musk reminds us it's okay to speak up and stand out.

So, why should a 16-year-old care about Elon Musk? Because he's not just a tech mogul; he's a meme-worthy, boundary-breaking, space-traveling, electric-car-driving legend who's unafraid of mistakes and, as a result, he's making the future more interesting than we ever imagined. He's a person with an **insatiable curiosity** and focus; he's a game-changer, a disruptor. Musk has made us realize it's ok to dream big! So, next time you're driving in your gas-guzzler or dreaming about living on Mars or just starting your own business, just remember – Elon's been there and he's inviting us all to join the exciting, creative, focused ride into the future, YOUR FUTURE!

Footnote: #1. ChatGPT. #2 - Mr Cronin's text "The Story of Hope in the Information Age" p. 83 – The Elon Musk profile #3. me

### PLEASE TAKE TIME TO NOTICE THE DIFFERENCES IN THE PROMPTS OF THESE CHATGPT ESSAYS -

- a 250 word essay in the parlance of a 16 year old, high achieving **COLLEGE STUDENT OR PROFESSIONAL PERSON** on the significance of Elon Musk"
- a 250 word essay in the parlance of a 16 year old, high school **STUDENT AT A PRIVATE, HIGHLY COMPETITIVE, COLLEGE PREPARATORY HIGH SCHOOL** on the significance of Elon Musk
- a 250 word essay on the importance of Elon Musk in the parlance of a 16 year old Central High School student in **Providence, Rhode Island."**

**FINALLY -** please describe *the differences* in the ChatGPT essays from the 16 year old at Central High School AND the 16 year old at the private, highly competitive college preparatory high school. Your observations should be well written with perfect spelling, good grammar and punctuation and capitalization \_\_\_\_\_

---

**THEN - PLEASE SEE THE CHANGES I made in "MY REVISED"** Essay from the original prompt - by a 16 year old, Central High School student.

**WHICH ESSAY, the INITIAL ESSAY with the PROMPT - a 16 year old Central high school student OR MY REVISED essay, was written best and the most informative?**

• **REVISED or INITIAL**

• **REASONS WHY you feel this way.** Your observations should be well written with perfect spelling, good grammar and punctuation and capitalization \_\_\_\_\_

---

**NEXT,** go to **ChatGPT.com** (or any chatbot of your choice) and type in **YOUR PROMPT for a 250 word essay on Elon Musk.** For example, prompts to consider –

- a 250 word essay on "The Legacy of Elon Musk"
- a 250 word essay on "Elon Musk's Contribution to the World"
- a 250 word essay on "The Significance of Elon Musk"
- a 250 word essay on "The Importance of Elon Musk to Mankind"
- **Or** any other title you believe is appropriate for telling the story of Elon Musk in a minimum of 250 words



**AFTER** reading and reflecting on **the Elon Musk essay YOU ask the Chatbot to create with your prompt, revise /make changes to your initial Chatbot generated essay** ( just as I did in my REVISED ESSAY SAMPLES -page 43) to make sure.

1. your essay has all the information **you believe is important** to know about in Elon Musk's life
2. You **don't use words in your essay you don't know the meaning of**. Make sure you know **the meaning of every word** in your essay. If you don't, change the word to a word you can explain the meaning to someone.
3. **AND, if you use information from a chatbot, a book, wikipedia or some other source, list your sources in a FOOTNOTE like I did AT the end of the last essay on page 43.** You, too, must always acknowledged all the sources you used in the creation of your essay / presentation.

**FINALLY, TURN IN TO MR CRONIN 2 ESSAYS:**

#1. the essay from your **initial prompt** to ChatGPT

#2. the final essay with your revisions.

**Send me (Mr Cronin) an email ([stevecronin1949@gmail.com](mailto:stevecronin1949@gmail.com)) describing the differences** between your initial ChatGPT generated essay on Elon Musk **and** your revised Elon Musk essay. Your observations in this email must be WELL WRITTEN WITH PERFECT SPELLING, GOOD GRAMMAR, PUNCTUATION AND CAPITALIZATION and NO RUN ON SENTENCES (i.e. 'run on sentences' have too many ideas in one, long sentence that goes on and on. Be succinct! ) \_\_\_\_\_

**ACTIVITY THREE: FACT - Generative AI options like ChatGPT are being used in many different jobs / industries to solve**

**problems and create new opportunities for SUCCESS.** YOU SHOULD BE FAMILIAR WITH THIS RESOURCE. An activity was recently conducted by the Wharton Business School at the University of Pennsylvania with a number of consultants from the Boston Consulting Group. UPenn asked the consultants this question - "Propose at least 10 ideas for a new shoe targeting an underserved market / demographic or sport". Some of the group used ChatGPT to help them; some didn't. The results were striking: "**Consultants using ChatGPT-4 outperformed those who did not, by a lot.** On every dimension. Every way we measured performance," writes Ethan Mollick who **studies INNOVATION at UPENN.** (footnote- MIT TECHNOLOGY REVIEW MAGAZINE: "Artificial intelligence - These six questions will dictate the future of generative AI. Generative AI took the world by storm in 2023. Its future—and ours—will be shaped by what we do next". By Will Douglas - 12/19, 2023)

**Imagine -** you are the owner, founder, and Chief Executive Officer (CEO) of a one year old, growing, PROFITABLE, **retail business** where you purchase previously worn clothes of others, clean and press them so they look and feel like new, and then sell them to your expanding number of customers at competitive, appealing prices. Your FACEBOOK page **seems** to be a contributing factor to your company's success as well as the quality of the clothing you sell and your competitive pricing. Your customers purchase your clothes on-line or in-person at your home. **Please describe ONE way you can use a CHATBOT** to help you **KEEP your present customers AND add NEW customers** so your company will **GROW** and be **PROFITABLE.** **ALSO - Identify the PROMPT you would use for your ChatGPT request.** Please **send your answers to my email address** and, as always, your response must be **WELL WRITTEN WITH PERFECT SPELLING, GOOD GRAMMAR, PUNCTUATION AND CAPITALIZATION as well as NO RUN ON SENTENCES.** I look forward to your answer.

- YOUR PROMPT \_\_\_\_\_  
\_\_\_\_\_
- THE BOT SUGGESTION(S) \_\_\_\_\_  
\_\_\_\_\_



## ***POST - TEST***

### part #1:

A) **please identify** 5 things you believe YOU must do to become the successful person you aspire to be:

#1 (**the most important** thing to do) \_\_\_\_\_

#2 (the **second most important** thing to do) \_\_\_\_\_

#3 (**the third most important thing to do**) \_\_\_\_\_

#4 (the **fourth** most important thing to do) \_\_\_\_\_

#5 - (the **fifth** most important thing to do) \_\_\_\_\_

B) please **IMAGINE** something you HOPE TO ACCOMPLISH within the **next 15 Years** of your life which will enable you to **feel YOU ARE A SUCCESS**. Your statement should be **well written statement** with PERFECT SPELLING, GOOD GRAMMAR AND PUNCTUATION, and NO RUN ON SENTENCES. \_\_\_\_\_

### part #2:

1. You were assigned a profile of a person in history to read in the FIRST ACTIVITY. After you read this person's profile, **please identify 1 accomplishment** of this person which you consider a "success".

: \_\_\_\_\_  
\_\_\_\_\_

2. Next, **please identify** ANY ACTION THIS PERSON TOOK, DECISION THIS PERSON MADE, OR any ATTITUDE THEY EMBRACED DURING THEIR LIFE that you believe **helped this person achieve the "success"** you noted in the previous answer.

\_\_\_\_\_  
\_\_\_\_\_

part #3: please identify **ONE SOURCE** you believe you can always go to for **FACTS**. \_\_\_\_\_

**part #4: Please identify each of the following statements as either **FACT** or **OPINION**.**

1. President Barack Obama did a good job as President of the United States \_\_\_\_\_
2. Fox News does NOT tell the TRUTH. \_\_\_\_\_
3. George Washington was the greatest American President of the 18<sup>th</sup> century. \_\_\_\_\_
4. The city of Providence, Rhode Island is an old city. \_\_\_\_\_
5. Mr Stephen Cronin has often said "*I love the game of baseball.*" \_\_\_\_\_
6. Frederick Douglass met with President Abraham Lincoln at the White House on August 10, 1863.

**Part # 5: PERSONAL SURVEY**

1. Please describe how **OTHER PEOPLE, not you**, perceive **YOUR BRAND** today \_\_\_\_\_
2. **YES or NO** - do you have a **LINKEDIN** site to promote your BRAND and build your NETWORK?
3. **YES or NO** - you ALWAYS post personal statements or personal photographs on social media sites like **FACEBOOK, INSTAGRAM, TIK TOK, LINKEDIN and/or TWITTER** that cause companies, colleges, organizations, teachers, or coaches to have a high regard for YOUR BRAND. \_\_\_\_\_  
\_\_\_\_\_
4. Please give an example of something you've posted on a social media site that has enhanced **your BRAND** with a potential employer or a college you are applying to . \_\_\_\_\_
5. Please place a check next to any of the following **adjectives** that most observers would HONESTLY attribute to YOUR BRAND:
  - **DEPENDABLE** (others can count on you to meet expectations, promises) \_\_\_\_\_
  - **ACCOUNTABLE** (WILLING TO BE HELD RESPONSIBLE FOR YOUR ACTIONS) \_\_\_\_\_
  - **KIND** (being nice and respectful to all people) \_\_\_\_\_ **EMPATHETIC** (understand how others feel) \_\_\_\_\_
  - **ADAPTABLE** (ABILITY AND ATTITUDE TO ADJUST TO CHANGES IN YOUR LIFE) \_\_\_\_\_
  - **EAGER TO LEARN** NEW THINGS \_\_\_\_\_ **INQUISITIVE** (want to ask questions for answers you seek) \_\_\_\_\_
  - **CREATIVE** (ability to think of new ideas for solving problems and/or creating new opportunities for success)

- WILLING TO **PUSH OUT OF YOUR COMFORT ZONE** TO MEET NEW, INFLUENTIAL, SUCCESSFUL, ETHICAL PEOPLE \_\_\_\_\_
- **EFFECTIVE NETWORKER** WITH NEW, INTERESTING, DIVERSE, SUCCESSFUL AND REPUTABLE PEOPLE who ALWAYS FOLLOWS UP WITH A 'THANK YOU' OR 'NICE TO MEET YOU' EMAIL, TEXT, OR ON LINKEDIN after the meeting/encounter \_\_\_\_\_
- **COLLABORATIVE** (ability to work with others for a team goal) \_\_\_\_\_
- **PROFICIENT USING NEW TECHNOLOGIES** LIKE ChatGPT, etc \_\_\_\_\_ (interest and ability to use new technologies to achieve goals)
- **ABILITY TO MAKE EFFECTIVE PRESENTATIONS (written and verbal)** that inform and persuade others \_\_\_\_\_
- **PROACTIVE rather than reactive** - the **proactive person** is someone who thinks about / anticipates something happening before it actually happens and then acts accordingly RATHER THAN the **reactive person** who is always responding after something has already happened ; e.g. reactive people miss taking advantage of an opportunity where proactive people anticipate an opportunity and do things to take advantage of it before it happens OR reactive people apologize for a mistake after it is made while the proactive person anticipated the challenge / danger and thus avoids the mistake or problem \_\_\_\_\_

6. **YES or NO - Is YOUR NETWORK DIVERSE;** i.e. people of different ethnicities, different interests, from different places, different income levels, different careers, etc \_\_\_\_\_

7. Please **describe the PERSON** who is your **most RELIABLE SOURCE** for **FACTUAL, NON-BIASED information** in **YOUR NETWORK**. (please describe this person: age, career, ethnicity, education level, etc)

8. **If** your network does not include a reliable person for indisputable FACTS, simple state "NO ONE".

9. **YES or NO** - Are you comfortable **ASKING** successful, HONEST, RELIABLE people in your NETWORK **for advice** or just **to listen to you** during challenging times?

10. PLEASE describe A **MISTAKE/FAILURE** you've experience AND the **LESSONS YOU LEARNED** from this mistake/failure which has made you **WISER and STRONGER**.

- **the mistake/failure** - \_\_\_\_\_
- **how the mistake made you wiser and stronger** \_\_\_\_\_

7. Please **list 3 things** you are doing now OR will soon do to promote your BEST QUALITIES to enhance your PERSONAL BRAND to get the job you want, an internship you would like, a new relationship for your network or for a teacher or coach to give you a honest, good a recommendation:

- ♦ \_\_\_\_\_
- ♦ \_\_\_\_\_
- ♦ \_\_\_\_\_

8. Identify as many countries as possible on the political world map Mr Cronin distributes in class.



**PART #6 - This activity recalls a horrific, seminal event in American History, the 1921 Race Riot in Tulsa, Oklahoma, also called the BLACK WALL STREET MASSACRE.**

**THIS ACTIVITY WILL BE CHALLENGING.** IT IS A **COLLEGE LIKE ASSIGNMENT** calling upon skill sets the best college and universities require to successfully complete their college level courses. These skills include: **reading large amounts of information; well written essays** with perfect spelling, good grammar, punctuation, and NO RUN ON SENTENCES; **data analysis; differentiating between FACT and OPINION - BIAS vs NON-BIASED data; creative thinking; presentation skills; questioning skills; effective use of your NETWORK; empathy; and your ability to objectively analyze data.**

## QUESTIONS

### *Re- the Black Wall Street massacre - the 1921 Tulsa Race Riot*

The **Black Wall Street Massacre** or **TULSA RACE RIOT OF 1921** took place on May 31st and June 1st in 1921 in Tulsa, Oklahoma. It marked one of, if not,

***“the single worst incident of racial violence in American history,***

*carried out on the ground and from private aircraft, and destroyed more than 35 square blocks of”* a neighborhood, which, at the time, was

***“the wealthiest Black community in the United States”.***

This neighborhood was called **GREENWOOD**. Historically, African Americans worked mainly as servants in Tulsa, OKLAHOMA where they developed their own society within the city of TULSA with its own economy. Black businesses started forming around a 35 block, segregated section of the TULSA and named it **GREENWOOD** in 1905.

GREENWOOD quickly became a successful, **African American Business Center** started by creative, persevering Black entrepreneurs.

A grocery store. A barbershop. Then doctors and real estate agents opened their own businesses in Greenwood. The neighborhood had its own newspaper. Soon on Greenwood Avenue, there were luxury shops, restaurants, grocery stores, hotels, jewelry and clothing stores, movie theaters, more barbershops and salons, a library, pool halls, nightclubs and lawyers and dentists offices. Greenwood had its own highly regarded, segregated school system, a post office, a savings and loan bank, a hospital, and bus and taxi service.

There were many BLACK ENTREPRENEURS who developed the thriving Greenwood business neighborhood of Tulsa, Oklahoma. One of these entrepreneurs was a man named **O.W. Gurley**, a wealthy Black landowner who originally purchased 40 acres of land in Tulsa, and named the area “Greenwood” after a town in Mississippi. *“Gurley is credited with having the first Black business*

### *Nab Negro for Attacking Girl In an Elevator*

A negro delivery boy who gave his name to the police as “Diamond Dick” but who has been identified as Dick Rowland, was arrested on South Greenwood avenue this morning by Officers Carmichael and Pack, charged with attempting to assault the 17-year-old white elevator girl in the Drexel building early yesterday.

He will be tried in municipal court this afternoon on a state charge.

The girl said she noticed the negro a few minutes before the attempted assault looking up and down the hallway on the third floor of the Drexel building as if to see if there was anyone in sight but thought nothing of it at the time.

A few minutes later he entered the elevator she claimed, and attacked her, scratching her hands and face and tearing her clothes. Her screams brought a clerk from Renberg's store to her assistance and the negro fled. He was captured and identified this morning both by the girl and clerk, police say.

Rowland denied that he tried to harm the girl, but admitted he put his hand on her arm in the elevator when she was alone.

Tenants of the Drexel building said the girl is an orphan who works as an elevator operator to pay her way through business college.

### *The Boston Daily Globe*

BOSTON, THURSDAY MORNING, JUNE 2, 1921

### **TULSA DEAD TOTAL 85 NINE OF THEM WHITE**

**Fighting Resumed, Although City Is Declared Under Martial Law—State Troops Fired Upon, One Report Says**

**Scores Injured in Rioting**

**List of Fatalities Grows All Day**

**Ten Blocks Negro Homes Destroyed**

**Thousands of Colored Folk Under Guard**



THIS photograph was taken from the roof of Booker T. Washington High School and reveals much of the damage that occurred within a day or so of the Tulsa massacre of 1921. The road running east to west (laterally across) through the center of the photo is **Greenwood Avenue**.

in *Greenwood in 1906*,” writes Hannibal Johnson, author of *‘Black Wall Street: From Riot to Renaissance in Tulsa’s Historic Greenwood District.’* “Gurley had the vision to create something **for Black people by Black people.**”

Gurley started with a boarding house for African Americans. The word throughout Oklahoma and neighboring states began to spread about opportunities for Black people in Greenwood. Black Americans started moving to the Greenwood section of Tulsa, Oklahoma. Gurley’s wealth was reported as topping \$150,000 (**\$3.6 million in today’s dollars**).

“O.W. Gurley would actually loan money to Black people who wanted to start their own business,” says Kristi Williams, vice chair of the African American Affairs Commission in Tulsa. “**They actually had a system where someone who wanted to own a business could get help in doing that.**” Gurley became a mentor for aspiring Black Americans in Tulsa.

Other **Black entrepreneurs** followed. **J.B. Stradford**, born into slavery in Kentucky, became a lawyer and activist and moved to Greenwood in 1898. He built a 55-room luxury hotel bearing his name. It became **the largest Black-owned hotel in the country**. An outspoken businessman, Stradford believed that black people had a better chance of economic progress if they **collaborated, worked together** and shared resources. **Networking** within Greenwood was a template for success.

**A.J. Smitherman**, a publisher whose family moved to Indian Territory in the 1890s, founded the ***Tulsa Star***, a **Black owned newspaper** headquartered in Greenwood. The ***TULSA STAR*** became the most read media source of that time in Greenwood and shaped the community attitudes on everything from politics to race in Tulsa. The newspaper regularly informed African Americans about their legal rights and any court rulings or legislation that could benefit or harm the community.

**Simon Berry**, a pilot and entrepreneur, responded to Tulsa’s whites-only transportation needs by starting his own taxi business with his **Model-T Ford**. He soon expanded operations to include a bus line and later a charter plane service for wealthy oilmen. In 1920, **Tulsa was home to 400 petroleum (oil) companies**. There was so much oil in Oklahoma, it was literally oozing out of the ground. TULSA soon became the OIL CAPITAL OF THE WORLD. Much of the oil was found on FORMER Indian land.

**John** and **Ms Loula Williams** became some of the wealthiest Black people in Tulsa. They owned the Dreamland Theatre on Greenwood Avenue, AND a rooming house, a confectionery, commercial rental property and a garage.

**Mabel Little**, from Boley, Oklahoma, arrived in the GREENWOOD section of Tulsa in 1913 with \$1.25 in her pocket. Little, who lived to be 104 and survived the 1921 race riot massacre, opened a successful hair salon and worked in the beauty business for decades.



1920 Ford Model T - 1  
cost in 1920 - \$820

Greenwood was the home of less affluent, blue collar, hard working African Americans too. Many African Americans in Greenwood worked as janitors, dishwashers, porters, and domestic maids outside of Greenwood, working for rich whites in their neighborhoods of fancy homes, street cars, and tall office buildings. Many affluent, white Tulsans made their wealth from the abundant oil reserves under the ground in Oklahoma.



The Greenwood neighborhood had a railroad running through it separating the Black and White populations. Consequently, Gurley and Stradford's vision of having a separate, self-reliant Black economy to sustain Greenwood's residents happened because of Gurley and Stradford's vision AND the path of the railroad. *"As a practical matter, BLACK ENTREPRENEURS had no choice BUT GREENWOOD as to where to locate their businesses,"* said Johnson. *"Tulsa was rigidly segregated; the state of Oklahoma was an increasingly racist state."*

Tim Madigan writes in his book, *'The Burning: Massacre, Destruction, and the Tulsa Race Riot of 1921'*, Greenwood's black citizens did not fear crossing the railroad tracks to go to their good paying jobs in Tulsa's white neighborhoods. Madigan writes *"Eldoris Ector McCondichie never had a reason to fear whites before May 31st, 1921. She remembers her father crossed the railroads tracks dividing Greenwood into the affluent white neighborhoods of Tulsa every day to mow lawns and weed gardens and the rich whites brought her father cold drinks on hot days, gave him a ham as a Christmas gift, and paid her father well. Eldoris knew that the money her father earned was the reason their family had their own house on Iroquois Street. It paid for their food, 15 cent movies at the Greenland theatre, for her dresses, and even for a doll or two"*.

Tulsa's black citizens spent their hard earned money in the Black American businesses of the Greenwood district. *"It is said within Greenwood every dollar would change hands 19 times before it left the Greenwood community,"* said Ms Michelle Place, executive director of the Tulsa Historical Society and Museum. Greenwood's citizen loyalty to the Black business men and women owners of Greenwood was a testament to the quality of the products and services of Greenwood's businesses AND to the cohesiveness of the people of Greenwood; black Americans of Greenwood cared for each other.

Throughout the history of the United States, great schools have attracted people to the places that have them. The Greenwood section of Tulsa, Oklahoma, was no exception.

## GREAT SCHOOLS FOR BLACK AMERICANS drew Black families to Greenwood.

In 1913, Booker T. Washington High School opened, hiring **Ellis Walker Woods as its principal**, a college educated, beloved, and effective educator who served as school Principal for 35 years. Greenwood boasted Black America's highest literacy rates. Graduation rates were over 50% which was high for both white and black Americans in 1920.

The Greenwood section of Tulsa was officially founded in 1906. It was developed on **former Indian land**. The Indians had been **forced to give up their land** and relocate to eastern Oklahoma. Some African Americans, who had been former slaves of these Indian tribes and had been integrated into the tribal communities, acquired the newly opened land in Greenwood. Other Black sharecroppers, fleeing racial oppression in other racist areas of America, came to GREENWOOD in search of a better life following the Civil War.



Photograph of Principal Woods in 1920 school yearbook. **PLEASE NOTE THE LIST OF COURSES STUDENTS TOOK at BOOKER T. WASHINGTON HIGH SCHOOL in 1920.**

***"The former Indian Territory of Oklahoma began to be promoted as a safe haven for African Americans to go to after the CIVIL WAR,"***



says **Michelle Place**, of the **Tulsa Historical Society and Museum**. The largest number of Black townships after the Civil War were located in Oklahoma. Between 1865 and 1920, African Americans started dozens of Black townships and settlements in the Oklahoma region.

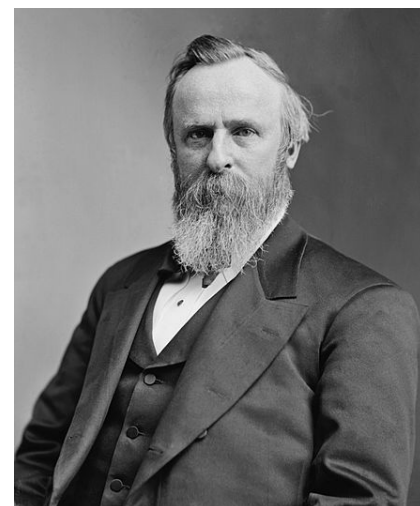
Overt racism and violence against BLACK AMERICANS, especially in the former Confederate states of the American SOUTH, escalated after the **American Presidential Election of 1876**.

## **DEMOCRAT and REPUBLICAN politicians agreed to change the initial outcome of the 1876 Presidential Election**

**after Democrat** Sam Tilden had tallied more popular votes than **Republican** Rutherford B. Hayes by a margin of three percent (3%). More importantly, Tilden had 184 electoral votes to Hayes' 165. **HOWEVER**, 20 electoral votes were disputed in the former Confederate states of Florida, Louisiana, and South Carolina. A special Election Commission was established by the US Congress to resolve the disputed votes in Florida, Louisiana, and South Carolina. The Commission consisted of fifteen members: five each from the House and the Senate, plus five Supreme Court justices. Eight members were Republicans; seven were Democrats. The Commission ultimately decided to award the disputed electoral votes to Republican Presidential candidate Hayes.

**The DEMOCRATS AGREED to accept the Commission's decision awarding the Presidency to Republican Hayes IF THE REPUBLICANS ENDED RECONSTRUCTION**

by **REMOVING FEDERAL TROOPS FROM THE FORMER CONFEDERATE STATES IN THE SOUTH** who had been protecting the lives and civil rights of black Americans from racist political leaders, hate groups like the Ku Klux Klan, and frustrated Confederates still smarting after the Confederacy's defeat in the CIVIL WAR.



President Rutherford B. Hayes

This agreement quickly changed the lives of Black Americans throughout the South.

## **Democrat Politicians assumed the most powerful government positions in the Southern states:**

governors, mayors, and powerful city political positions in the southern state cities. As a result, lynchings, beatings, intimidation, voter suppression, and other forms of oppression against Black Americans by hate groups like the Ku Klux Klan escalated.

**It was a chilling time to be a black person in America, especially in America's southern states influenced by hate groups and the politicians who supported them.**

Demands for equal rights were an ongoing goal for Black Americans as well as immigrants in the United States in the early 1900s as violence against Black American, immigrants, and labor union organizers was building throughout America. The Ku Klux Klan,

a white supremacist, hate group, came to the fore in the former Confederate states of the South in the wake of the American Civil War. Federal troops stationed in the South by Republican President Grant during Reconstruction suppressed the Klan's power and their violence against black Americans in the 1870s. The United States Congress, then controlled by a Republican politician majority, banned the Ku Klux Klan in 1871.

A Klan revival started in Georgia around 1915. The Klan grew after 1920 and flourished in the early and mid-1920s throughout the South AND urban areas of the Midwest and West.

**BLACK Americans** were not the only groups targeted by hate groups.  
**Jews, Catholics, Chinese, and European immigrants** from Greece, Italy, and Poland  
 were also victims of hate groups

like the Ku Klux Klan supported by **self-serving** politicians and **partisan MEDIA**. There were two dozen race riots in 1919 in cities like Chicago, Houston, Atlanta, Washington, D.C. and even in the far northern state of Duluth, Minnesota. *"The smallest thing",* writes author Tim Madigan, *"would often set off apocalyptic violence"*. **For example**, on August 11,

**1921, a white, Catholic priest, Father James Coyle,**  
**was fatally shot on his rectory porch**  
**in Birmingham, Alabama**  
**by Rev. E. R. Stephenson, a Ku Klux Klan member,**  
**and**  
**a Southern Methodist Episcopal minister.**

Coyle had performed a wedding between Stephenson's daughter, Ruth, and Pedro Gussman, a Puerto Rican American.

**Leo Max Frank was a Jewish American**  
**factory superintendent questionably convicted in 1913**

of the murder of a 13-year-old employee, Mary Phagan, in Atlanta, Georgia. Mr Frank claimed his **innocence** as well as a **witness who corroborated Frank's claim**.

**A lynch mob arrived at the prison**

where Frank was being held around 10:00 p.m on August 16, 1915. They quickly cut the telephone wires. The mob then drained the gas from the prison's automobiles, handcuffed the warden, seized Frank, and drove away from the prison with Frank in hand. **Frank was handcuffed, his legs tied at the ankles, and he was hanged from a branch of a tree at around 7:00 a.m on August 17<sup>th</sup>, 1915.**

**The partisan MEDIA influence was significant.**

Most people got their news of the day from local newspapers. Some newspapers published reports based on real evidence BUT others on unsubstantiated rumors, speculation by reporters, and from partisan information leaked by partisan public officials. Historian Leonard Dinnerstein wrote



Leo Frank's lynching on the morning of August 17, 1915. Judge Morris, who organized the crowd after the lynching, is on the far right in a straw hat. Photograph was taken on August 17, 1915, and thereafter published in newspapers and **as postcards**.

the media coverage was “*characterized by innuendo, misrepresentation, and distortion...*” Historian John Higham wrote that “*economic resentment, frustrated Progressive politicians and advocates, and race fears all combined to produce a classic case of ‘lynch law’*”. Clark Howell, editor of *The Atlanta Constitution* newspaper, publicly argued to have Frank’s body cut into pieces and burned. The racist MOB ringleaders were well known locally but were not named publicly until June 2000, when a local librarian posted the list on the Web based on information compiled by Mary Phagan’s great-niece, Mary Phagan Kean.

## The Mob list perpetuating this racist crime included **prominent state politicians** like

Joseph Mackey Brown, former Democrat governor of Georgia; Eugene Herbert Clay, former Democrat mayor of Marietta and later president of the Georgia Senate; E. P. Dobbs, mayor of Marietta at the time; Moultrie McKinney Sessions, lawyer and banker; part of the Marietta delegation at Governor Slaton’s clemency hearing.

**In New Orleans, Louisiana, on October 15, 1890**, New Orleans Police Chief David Hennessy was shot on his way home from work. Hennessy returned fire and chased his attackers before collapsing on the pavement. Police were alerted and shortly came to Hennessy lying on the pavement. As Police Captain William O’Connor bent over to ask Hennessy who shot him, the wounded Police Chief ‘*supposedly*’ said “*Dagoes*”, which is a derogatory, ethnic slur for Italians. He mentioned no specific names of people. Hennessy was brought to the hospital but died the next day.

Over the next several days, the New Orleans Police started rounding up scores of Italians from the city. “*Within 24 hours, 45 people were arrested. Nineteen men were ultimately charged with the murder or as accessories and held without bail in the Parish Prison*” according to a Wikipedia summary of the attack. Most were released by the courts because of lack of evidence. The Democrat Mayor of New Orleans, Joseph A. Shakspeare, however, issued a public statement saying Police Chief Hennessy had been “*the victim of Sicilian vengeance*” and calling upon new Orleans citizens to “*teach these people (the alleged Italians perpetrators) a lesson they will not forget.*”

A trial for nine of the suspects began on February 16, 1891, and concluded on March 13, 1891. Much of the evidence presented at trial was questionable or contradictory. The jury declared four of the defendants not guilty, and asked the judge to declare a mistrial for the other three, as they could not agree on a verdict. However, all nine men were returned to the prison.

The following morning, October 14, 1891, an ad appeared in local newspapers calling for a mass meeting at the statue of *Henry Clay*, near the prison. Citizens were told to “*come prepared for action*”. Local attorney William S. Parkerson made a speech calling the jury members perjurers and scoundrels. When the speech was over, the mob walked to the prison, yelling “*we want the Dagoes!*” The mob was led by Parkerson and other New Orleans civic and political leaders: **James D. Houston**, politician and businessman; **John C. Wickliffe**, editor of the *New Delta* newspaper; **Democratic Party politician, John M. Parker**, who was elected as Louisiana’s 37th governor; and **Walter C. Flower**, who was elected as the 44th mayor of New Orleans. When they arrived at the prison, the mob broke down the door.

The prison warden quickly released the 19 Italian prisoners from their cells and told them to hide as best they could. But,

### the October 14<sup>th</sup>, 1891

**New Orleans mob soon found many of the **Italians** hiding in the prison.  
Emmanuele Polizzi, a poor street vendor, was dragged out of the prison,  
hung from a lamppost, and shot.**

**Antonio Bagnetto, a fruit peddler, was hung from a tree and shot.**

**Nine others were shot or clubbed to death inside the prison.**

*“The lynch mob, composed of some of New Orleans’ most prominent residents, including future mayors and governors, went unpunished. The grand jury said*







groups.

**Horace Greeley,**  
a prominent Republican politician and the founder of the *New-York Tribune* newspaper,  
labeled Chinese-Americans as  
*“uncivilized, unclean, and filthy  
beyond all conception without any of the higher domestic or social relations”.*

In 1871,  
at least seventeen **Chinese immigrants were hanged** in makeshift gallows  
by a white mob in Chinatown in **Los Angeles**.

The manslaughter convictions of eight men were ultimately overturned in a Los Angeles court. In 1885, an armed mob forcibly drove a Chinese population out of their homes with rifles and home invasions in Tacoma, Washington. Tacoma’s city’s **mayor, Jacob Weisbach**, participated in the mob action. The same year, **1885, white workers in Rock Springs, Wyoming, massacred 28 Chinese coal miners** in the Rock Springs Chinatown. The Chinese ran and hid; many were burned alive hiding in their homes. No-one was arrested for the brutal murders. And, in 1882, widespread anti-Chinese feelings resulted in a United States Congress law, *the Chinese Exclusion Act*, marking the first time the United States of America ever barred a specific ethnic group from immigrating to the United States. And, in Santa Ana, California, in 1906, the City Council ordered the burning of the city’s Chinatown neighborhood after a Chinese person was said to have leprosy. A thousand local residents gathered to watch Chinese homes burn to the ground while the fire department stood by to protect buildings outside of the Chinatown neighborhood from potential sparks and flames.

**The State of Oklahoma** was just one of many states, not limited to southern States in America, where hate groups were gaining influence and membership. The **city of Tulsa** was just one of the many American urban areas where hate group influence was becoming stronger and more evident in the post Reconstruction Era of the United States of America.

In 1917,  
**12 white members of the Industrial Workers of the World (IWW)**  
**tried to organize a union**  
**among Tulsa oil field workers.**

Union organizers were trying to improve working conditions and pay for workers throughout America. **TULSA** oil company owners were not pleased with any attempt to unionize their workers. The local media of the day, *The Tulsa World* newspaper, ran a story claiming the Union workers were responsible for bombing the home of a wealthy Tulsa oil company executive. No evidence was ever produced. However, Tulsa judge **Thaddeus Evans**, soon to be Tulsa’s Republican mayor, agreed with the claims against the union organizers. He charged the 12 men with “*vagrancy*”, a legal term meaning a condition of wandering around with no permanent job OR home. When

the 12 were in the county jail,  
50 men dressed in black robes and masks,  
calling themselves the “*Knights of Liberty*”,  
stormed the jail  
and took the union group prisoners to the nearby woods  
to be tied to a tree, **whipped, tared, and feathered,**  
and then run out of Tulsa.

Greenwood's once tranquil community took notice. *"It wasn't long before the AFFLUENCE of Greenwood's African Americans attracted the attention of Tulsa's white residents, who resented the upscale lifestyle of GREENWOOD's successful blacks who many white people deemed to be an inferior race"* writes Alexis Clark, the author a History Channel publication entitled *"Tulsa's 'Black Wall Street' Flourished as a Self-Contained Hub in Early 1900s" AND "9 Entrepreneurs Who Helped Build Tulsa's 'Black Wall Street'."*

*"I think the words 'jealousy' and 'resentment' are certainly appropriate during this time,"*

says **Michelle Place**, of the **Tulsa Historical Society and Museum**. *"If you have particularly poor whites who are looking at this prosperous black community with large homes, fine furniture, crystals, china, linens, etc., the reaction was 'they, Black people, don't deserve that'."*

This resentment fueled the hate speech of the Klan especially within the poorer white neighborhoods of Tulsa. With the resurgence of the Ku Klux Klan, Black residents in GREENWOOD feared violent reactions and the loss of their legally guaranteed, voting rights. The Oklahoma Supreme Court often upheld the state's restrictions on voting access for African Americans, subjecting them to a poll tax to pay and literacy tests to pass before being permitted to vote. Lynchings increased across the country, particularly during the 'Red Summer' of 1919, where anti-Black riots erupted in major cities across the United States, including Tulsa.

In response, **the black owned Tulsa Star** newspaper encouraged Black residents to take up arms and show up at courthouses and jails to make sure Black people who were on trial were not taken and killed by white lynch mobs.

## **Violence exploded in Tulsa on May 31st in 1921**

when 19-year-old Dick Rowland, a Black American shoe shiner, was accused of attempted sexual assault of a 17-year-old white elevator operator named Sarah Page. An angry white mob went to the courthouse to demand that the sheriff hand over Rowland.

**Sheriff Willard McCullough,**  
***"a tall, kind, white man with a big handlebar mustache"***  
**bravely refused**  
**to turn Rowland over to the mob.**

In fact, according to author Tim Madigan in his book, *"The Burning: Massacre, Destruction, and the Tulsa Race Riot of 1921,"* McCullough promised Dick Rowland's Mom her son would get his day in court and said the Page girl was *"nothing but trouble"*. A group of about 25 armed Black men—including many World War I veterans—went to the courthouse to offer help guarding Rowland. Sheriff McCullough refused their help, knowing armed Black men in the streets of Tulsa would make the situation worse. **Tulsa Star** Publisher Smitherman and his colleagues complied with McCullough's request and returned to Greenwood. As word of a possible lynching spread in Tulsa, a group of around 75 armed Black men returned to the courthouse, where they were met by some 1,500 whites. As the Black men retreated to Greenwood, the white mob followed and death and destruction ensued.

A mob of armed, white men descended upon the Greenwood neighborhood looting homes, burning businesses and shooting Black residents dead on the spot.

## **The massacre lasted about 18 hours.**

More than 800 people were admitted to hospitals after the violence. The Oklahoma Bureau of Vital Statistics recorded 36 dead.

*The Tulsa Tribune*, owned, published, and edited by Richard Lloyd Jones, and one of two

**White-owned newspapers published in Tulsa,  
broke the story in that afternoon's edition  
with an inflammatory headline  
that is posted on the first page of this activity:**

*"Nab Negro for Attacking Girl In an Elevator"*. The same edition of the Tribune published an editorial warning of a potential lynching of Rowland, *"To Lynch Negro Tonight"*. The Tribune had a brand as a **tabloid-like, sensational**, style of newspaper reporting. Very suspiciously, all original copies of the The Tribune's coverage of the riot have disappeared.

**Tulsa Chief of Detectives James Patton later blamed the cause of the riots on  
the biased, partisan, newspaper reporting  
of the event  
declaring  
"if the facts in the story  
as told to the police  
had only been printed  
*I do not think there would have been any riot whatsoever.*"**

Wikipedia noted on its account of the Tulsa Riots that young *"Rowland was well known among attorneys and other legal professionals within the city, many of whom knew him through his work as a shoe shiner. Some witnesses later recounted hearing several attorneys defend Rowland in their conversations with one another. One of the men said, 'Why, I know that boy, and have known him a good while. That's not in him'."*

In a May 23, 2021, Washington Post reporter Dineen Brown wrote a story in the Post recalling the events of the 1921 Race Riot in Tulsa. *"Ellouise Cochrane-Price, the daughter of massacre survivor Clarence Rowland and a cousin of Dick Rowland, claims Dick and Sarah not only knew each other before he stepped on the elevator but were in love and were planning to defy Oklahoma's ban on interracial marriage. They were planning on getting married,"* Ms Cochrane-Price told an audience at the Oklahoma Black Caucus gala in April 2021. *"They had spent many Sundays over my grandma's house, at family dinners."*

*"When the White mob gathered outside the Tulsa courthouse"* Brown reports Ms Ellouise Cochrane-Price as saying, *"the mayor, the sheriff and the marshal were aware that Dick had not attacked Sarah. There had been no attempted rape of any kind. However, that information was not given up or not received by the mob that was gathered to hang Dick Rowland. .... In September 1921, the charges against Dick Rowland were dropped, according to records."*

Ms Brown's article also notes *"On Sept. 28, 1921, the Topeka (Kansas) Plaindealer newspaper reported: 'It was brought out in the investigation that he (Rowland) was entirely innocent, the girl never having complained that such were the facts as published in a local WHITE (NEWS)PAPER. Sarah Page has vanished and has never been apprehended since the day she made a statement refuting the charges alleged against Rowland.'"*



In 1996, 75 years after the massacre, a bipartisan group of Republicans and Democrats in the state legislature authorized the **formation of the Oklahoma Commission to Study the Tulsa Race Riot of 1921**. **The commission's final report, published in 2001**, found city leaders had conspired with the mob of White citizens against Black citizens; the Commission recommended a program of reparations to survivors and their descendants. However, the 2001 state **Commission investigating the riot had multiple contradicting estimates**. The 2001 state commission stated there were 39 deaths in the riot, 26 Black and 13 White. About 10,000 Black people were left homeless, and property damage amounted to more than \$1.5 million in real estate and \$750,000 in personal property (equivalent to \$32.65 million in 2020). Many survivors fled Tulsa.

**The Red Cross**, in their preliminary overview, mentioned wide-ranging external estimates of 55 to 300 dead; however, because of the hurried nature of undocumented burials, they declined to submit an official estimate, stating, *"The number of dead is a matter of conjecture."*

**Walter Francis White of the NAACP (National Association for the Advancement of Colored People)** traveled to Tulsa from New York and reported that, although officials and undertakers said that the fatalities numbered 10 White and 21 Black, he estimated the number of the dead to be 50 Whites and between 150 and 200 Blacks.

**Mary E. Jones Parrish**, a young Black teacher and journalist from Rochester, New York, was hired by the Inter-racial Commission to write an account of the riot. Parrish was a survivor, and she wrote about her experiences, collected other accounts, gathered photographs and compiled *"a partial roster of property losses in the African American community."* She published these in Events of the Tulsa Disaster.

The state of Oklahoma subsequently passed legislation to establish scholarships for the descendants of survivors, encourage an economic re-development of Greenwood and build a park in memory of the victims of the massacre in Tulsa. The park was dedicated in 2010. In 2020, the massacre became a part of the Oklahoma school curriculum. (wikipedia)

## Questions

**Questions are always more important than answers  
to get FACTS for good decisions that  
solve problems and create opportunities.**

**ACTIVITY ONE - "OBJECTIVITY"** means being truly AND clearly **independent of any bias, partisan feelings, or prejudice**; not favoring one side or the other; being neutral; presenting only FACTS, without personal feelings; actual, empirical evidence of what took place without personal sentiment. **Please imagine yourself as a reporter for a media outlet** (i.e. newspaper, cable news channel, radio station, podcast, etc) reporting on the violent events that occurred in Tulsa, Oklahoma, on May 31<sup>st</sup>, and June 1<sup>st</sup>, 1921. **Please attempt to write your report OBJECTIVELY without your bias / prejudice** on WHAT and WHY this event occurred the way it did ON THIS DAY IN HISTORY in TULSA, OKLAHOMA. **PLEASE MAKE SURE YOUR REPORT IS ALSO WELL WRITTEN** with no spelling mistakes, good grammar and punctuation, and NO RUN ON SENTENCES. \_\_\_\_\_

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**Activity TWO** - As with ALL *problems to solve, catastrophes to avoid*, and *opportunities to create*, getting OBJECTIVE, NON-BIASED information AND FACTS ARE critical for good DECISION MAKING.

1. PLEASE CONSIDER THE FOLLOWING:

A. PLEASE IDENTIFY **at least 3 questions** AND the **names of at least 3 people** aware of the Tulsa Riot of 1921 you would pose questions to:

**#a) the 2 OR MORE people you would ask questions to -**

PERSON 1 \_\_\_\_\_

PERSON 2 \_\_\_\_\_

OTHER PEOPLE \_\_\_\_\_

**#b) - questions you would ask -**

QUESTION 1 \_\_\_\_\_

QUESTION 2 \_\_\_\_\_

OTHER QUESTIONS - \_\_\_\_\_

**RECOMMENDATIONS: - :**

**STEP ONE** - after reading this summary of the TULSA RACE RIOT OF 1921 **AND** recalling the details of THE CUBAN MISSILE CRISIS too that we have also studied in this class, **do you think NON-PARTISAN LEADERSHIP, EMPATHY, A DIVERSE NETWORK, ACCESS to FACTS and EMPIRICAL DATA** along with **OBJECTIVE REPORTING** by **MEDIA** can avert a crisis like THE 1921 TULSA RIOT from happening again. **YES or NO?**

**If 'YES'**, please explain HOW non-partisan leadership, empathy, access to facts and empirical data along with objective reporting by the media can avert a crisis like the 1921 TULSA RACE RIOT.

**If 'NO'**, please explain WHY non-partisan leadership, empathy, access to facts and empirical data along with objective reporting by the media could not avert a crisis like the 1921 TULSA RACE RIOT.

Please express your answer IN A **WELL WRITTEN PARAGRAPH** with no spelling mistakes, good grammar and punctuation, and NO RUN ON SENTENCES.

**STEP TWO** - please offer ANY **LESSONS LEARNED** based on your ANALYSIS of the IMPRESSIVE ACCOMPLISHMENTS taking place in the GREENWOOD BUSINESS DISTRICT AND NEIGHBORHOOD of TULSA, OKLAHOMA PRIOR to the 1921 RACE RIOT, what practices and policies **cities in AMERICA TODAY COULD EMULATE to replicate the success** (median income, employment levels, education rates, entrepreneurship, neighborhood business ownership, home ownership, etc) **of the Greenwood neighborhood.**

In other words, **what did the people of GREENWOOD DO WELL** that enabled GREENWOOD CITIZENS to be so **SUCCESSFUL**. PLEASE MAKE SURE YOUR EXPLANATION IS WELL WRITTEN with no spelling mistakes, good grammar and punctuation, and NO RUN ON SENTENCES. THANK YOU.

### **STEP THREE - WHAT WERE THE UNDERLYING CAUSE(S) OF THE TULSA RACE RIOT OF 1921?**

Examine the data on the TULSA RACE RIOT OF 1921. Be prepared to encounter **BIASED** data representing the prejudices of people who were involved in the RIOT, the media which reported on the event, and the commissions which later investigated the events of the RIOT. Try to examine ALL OPINIONS, PERSPECTIVES, and REPORTS on the TULSA RACE RIOT of 1921 BEFORE coming to YOUR OWN CONCLUSIONS. PLEASE MAKE SURE YOUR EXPLANATION IS WELL WRITTEN with no spelling mistakes, good grammar and punctuation, and NO RUN ON SENTENCES. THANK YOU.

**STEP FOUR** - What have you **learned** about the TULSA RIOT OF 1921 that you were **previously not aware of** while reading the summary of the RIOT in this activity? PLEASE MAKE SURE YOUR EXPLANATION IS WELL WRITTEN with no spelling mistakes, good grammar and punctuation, and NO RUN ON SENTENCES. THANK YOU.

**STEP FIVE: Similarities and Differences.** Please analyze the data from the TULSA RIOT OF 1921, the 1885 ROCK SPRINGS MASSACRE in Wyoming against Chinese coal miners, the NEW ORLEANS LYNCHINGS AND MURDERS OF 11 ITALIAN AMERICANS in 1891, AND the LYNCHING OF LEO MAX FRANK in 1913. PLEASE offer your list of similarities and differences in an **EXCEL SPREADSHEET** from ALL these events. **Thank you.**

**STEP SIX: YES or NO - did you detect any bias in this author's (me, Mr Cronin) presentation of "The Black Wall Street Massacre of 1921" story?** \_\_\_\_\_

**IF 'YES'**, please identify the specific parts of the story which you believe were presented in a 'biased' or 'partisan' way. \_\_\_\_\_

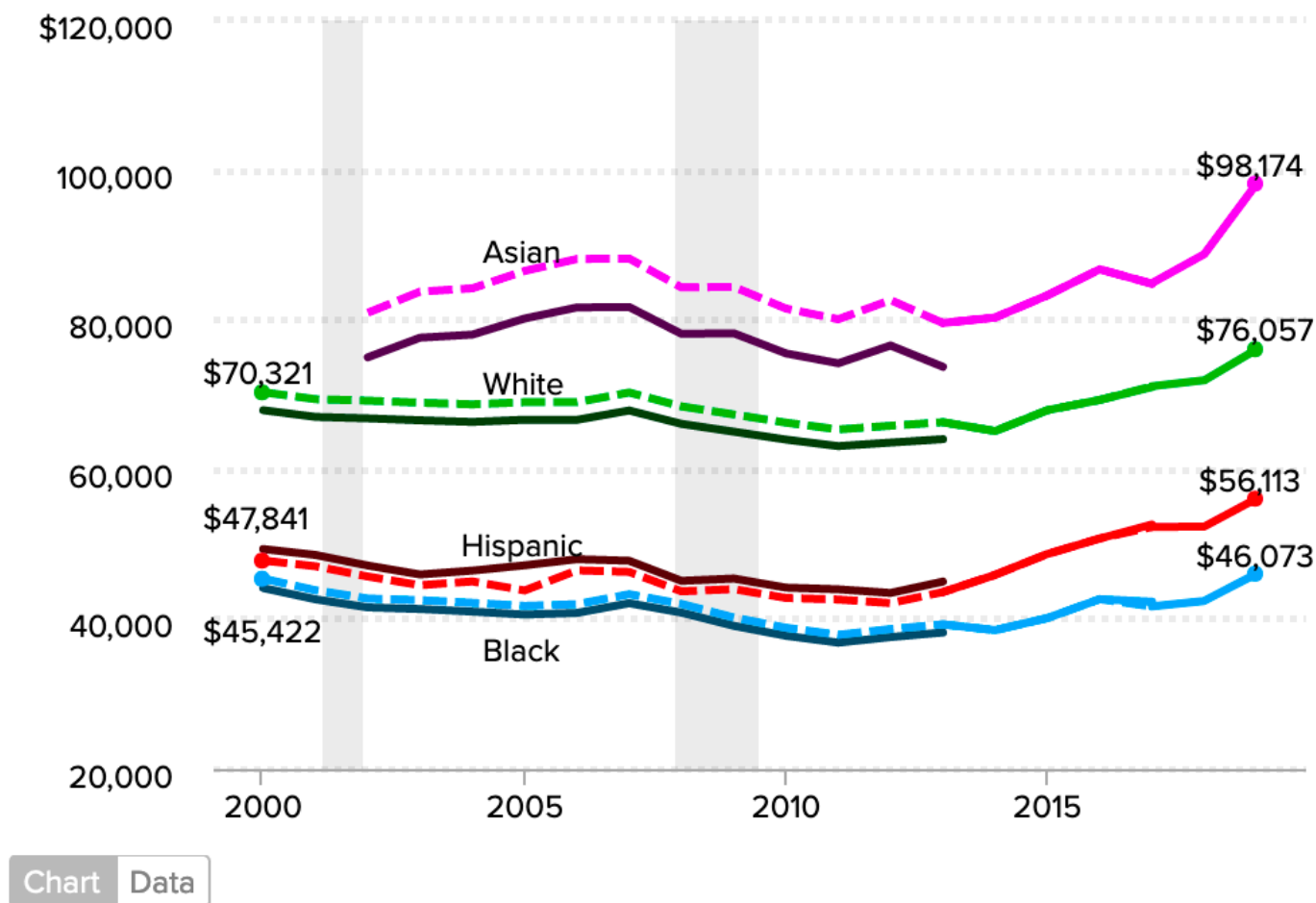
**ALSO, if 'YES'**, if the parts of the story you feel are 'biased', please acknowledge if the statements you feel are 'biased' are still **FACTUAL**? **yes or no:** "YES, the parts of the story I identified as 'bias' are fact" **or** "NO, the parts of the story I identified as 'bias' are not fact" \_\_\_\_\_

**STEP SEVEN** - Please share any **LESSONS YOU'VE LEARNED** during our analysis of the TULSA RIOT of 1921 that may help our community and our country of America, and even the World become **a better place to live**. PLEASE MAKE SURE YOUR EXPLANATION IS WELL WRITTEN with no spelling mistakes, good grammar and punctuation, and NO RUN ON SENTENCES. THANK YOU.

**STEP EIGHT:** We have previously spoken about the importance of **COLLABORATION, EMPATHY, AND COMPROMISE** to resolve conflicts and avert disasters like CUBAN MISSILE CRISIS or the TULSA RIOT in 1921. In your opinion, **was there any COLLABORATION, EMPATHY, AND COMPROMISE** among the leaders of the city of TULSA, the state of OKLAHOMA, or the leaders of the UNITED STATES which could have averted the 1921 RIOT in TULSA? **YES or NO.**

If **'yes'**, please explain the compromise you have in mind. If **'no'**, please offer any way the Tulsa RIOT of 1921 and even the 1913 lynching of Leo Max Frank, the 1921 assassination of Father Coyle, and the lynching and murder of 14 Italians in New Orleans, Louisiana on March 14, 1891, could have been averted. Please explain your answer in a **well written with no spelling mistakes, good grammar and punctuation, and no run on sentences**. THANK YOU.

## Real median household income by race and ethnicity, 2000–2019





## TOPIC: **History's role in Social Studies 2.0**

History, by its very nature, offers *life lessons*. Many of history's **lessons** are unequivocally **relevant** to the needs, opportunities and challenges today's students face as they compete in an interconnected and increasingly competitive world.

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

**lessons about collaboration,**  
**accountability,**  
**creativity,**  
**discerning 'bias' from 'facts,'**  
**uniting entire communities/organizations for the greater good,**  
**setting priorities,**  
**the value of mentors**  
**and**  
**diverse networks,**

as well as a leader's network role in their **decision making** process.

Financial stories, like the **Great Depression of the 1930s** and role of the **Federal Reserve** in America's economy offer

**financial literacy lessons**

about the stock market, the government's role in the economy, personal wealth creation and personal wealth management.



*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***

**President Abraham Lincoln's** leadership during America's Civil War and **Wampanoag Indian Nation Chief Massasoit's** leadership trying to assimilate Puritan refugees into the Wampanoag community offers lessons about **managing change**, uniting diverse communities and **adaptability**. The

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

to a 'New World' in North America for a better life speaks to challenges immigrants face today. Moreover, Chief Massasoit's challenges helping these **Puritan immigrants** assimilate into his centuries old, Indian community also provide lessons for today's political leaders as they decide the best ways to help today's American immigrants develop their talents so they can eventually become successful, contributing members of their new community. The case studies of 18<sup>th</sup> century frontiersman **Daniel Boone** as well as Creek Indian leader **Alexander McGillivray** also offer lessons during a nascent time in the United States of American in

**leadership,**  
**the value of empathy,**  
**the value of a network with a diversity of skill sets and backgrounds for maximizing opportunities and**  
**averting crisis,**  
**negotiating compromise for the good of, not only an individual, but for an ENTIRE nation.**

The early 20th century Hearst newspaper empire presents an opportunity to judge

**the role of today's media;**  
**SHOULD IT BE an arbiter of 'truth' OR an objective reporter of 'news'???**

FOR EXAMPLE, the **Hearst newspapers** of the late 19<sup>th</sup> and early 20<sup>th</sup> century provide an interesting case study for evaluating today's media including the Rupert Murdoch owned **Fox News** and the Sulzberger family ownership of the **New York Times**. Owner William Randolph Hearst's *New York Morning Journal* and the *New York Daily Mirror* purportedly 'created news' designed to appeal to a specific New York City demographic just as 21<sup>st</sup> century **Fox News** and the **New York Times** appeal to their specific demographic niches today. This media study enables students to join today's conversation on '**what should be the primary responsibility of today's social and traditional media**', i.e. the profitability of their company OR serving the greater good of their communities by an objective, non-partisan, unbiased reporting of the news.



America's perception of 18<sup>th</sup> century English monarch, **King George III**, offers lessons about **storytelling** and **personal branding**, how one's ability to tell their story and control the narrative shapes the perceptions others have of someone. George's story also raises the question of which perception of a brand is more important, i.e. the owner of the brand's perception (the person or company) OR the perception of the general public. George's story underscores the importance of controlling the brand narrative in order to open OR close doors for opportunities for success. Because George's brand perception has been shaped by others, namely historians, George's brand has routinely been uncomplimentary and distorts his actual goals, values, and the causes of the **American Revolutionary War**. King George's story reinforces

**personal brand management,**  
**and**  
**the value of a diverse, trusted network**  
**composed of successful, honest people.**

for personal development and job, internship, and career opportunities.

These are some of the life skills we intend to reflect upon and nurture in this *SOCIAL STUDIES 2.0* program to prepare students for life's challenges and opportunities for success.

SOCIAL STUDIES 2.0 course is a study of important individuals and

**issues in America's Civil Rights struggle.**



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



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

Here are a few of the **Civil Rights activists and navigators** the ***SOCIAL STUDIES 2.0*** 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 Creek 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 with America's colonial army for American freedom and independence during the Revolutionary War in return for anticipated 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)
- **President Ulysses Grant** - (19th century American President - 1869 - 1877)
- **Paul Robeson** (20th century African American performing artist, professional athlete, lawyer, 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** (19th 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 a number of successful people of all backgrounds and ethnicities to share personal stories while entertaining student questions, perspectives and sharing strategies for navigating today's challenges for lifetime success. Students will meet and speak with successful **CONTEMPORARIES**.

Here are a few:

- **Marta Aparicio** (American immigrant from Guatemala; Hope High School 2010 Graduate, Georgetown University Graduate 2014; Columbia University Master's Program Graduate in International Studies 2020; 21st century member of the United States State Department Diplomatic Corps serving in the US Embassy in Laos and Honduras. )



**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)
- **Raymond Perez** (2016 Hope High graduate, 2020 Syracuse University Grad, KPMG a big 4 accounting firm Intern)
- **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.)
- **Hafzat Akanni** (American immigrant; Hope High 2016 Graduate; Boston University student class President ; Howard University Law 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 Orthopedic 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**

# SOCIAL STUDIES 2.0

## A CONTEMPORARY, RELEVANT, LIFE SKILLS BASED SYLLABUS:

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 use; diversity's value; ‘the ask’*
  4. **STORYTELLING:** *for brand development, job and college interviews AND the lifetime marketing of one's brand; value of controlling one's narrative.*
  5. **CRITICAL THINKING:** *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 sources; fake news; objective reporting of news; empirical data.*
  6. **LEADERSHIP:** *selfless, HONEST, non-partisan leadership; benefits of diverse networks of smart, objective people; ability to collaborate; WIN-WIN, willingness to compromise for the good of the entire community NOT one political party or small constituencies; empathy; grit; accountability; adaptability; value of questions; value of diverse networks*
  7. **CHANGE:** *managing change in one's life that come from pushing out of one's comfort zone, taking measured risks, MANAGING RISK, exploiting the lessons of failure.*
  8. **SUCCESS:** *defining success; recipes for success; failure's gifts; growth ‘mindset’ vs ‘fixed’ mindset; value of diverse networks; importance of ‘the ask’*
  9. **TIME MANAGEMENT:** *wise planning; maximizing daily, personal time; discipline*
  10. **PERSONAL DEVELOPMENT:** *commitment to life time learning for lifetime success; goal setting; curiosity; self esteem and confidence; financial literacy*
  11. **HOPE:** *definition and why hope is so important for lifetime success*
- What This **Teacher Expects from Students** –
    - **ALWAYS** ‘try’- maximum effort; attend all classes AND **complete ALL weekly reading and writing assignments, on time, all the time**; contact Mr Cronin when you can't; for assignments, contact 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 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 classes and events and specific ways to improve or refine the lesson or class experience.
    - Always carry a few **business cards**.
    - Maintain your (Student) **LinkedIn** site.

## ♦ What Students Can Expect of Mr Cronin -

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

## MORE EXAMPLES OF PREVIOUS SOCIAL STUDIES 2.0 LESSONS

- Example #1**- 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 of ‘truth’ **OR** an ‘objective, impartial reporter’ of the ‘*news of the day*’ to let their consumers decide what is ‘**truth**’.



- **Example #2** - 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 programs 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 had gradually 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 like property, precious metals, bonds, real estate, crypto), tariffs, or income earned from one's job. For many concerned about the size and power of the federal government, the issue at hand is - *should taxes be used to fund only select operations of government (national defense, research, infrastructure, interest payments on the federal debt, etc)* while *the rest of American citizen needs* (education, health care, safety like police and fire, etc) *left to the states*. *AND, what are the best methods to improve the lives of the nation's neediest to minimize inequality in the country?* Students will discuss.

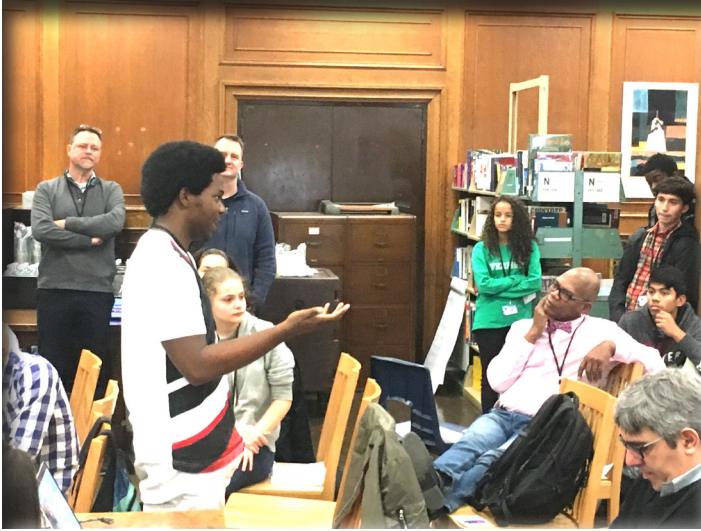
- **Example #3** - Before reflecting on America's history and developing strategies for managing '*the PRESENT*', this class will take celebrated, 20th century, General Electric CEO, Jack Welch's, advice to "*look around corners*" to **anticipate 'FUTURE'** challenges and opportunities students will encounter in their quest for success. Students will initially reflect and share their observations on the trends, opportunities, and challenges from a reading of our "**FUTURE**" text book. We'll discuss hopes and trepidations and anticipated opportunities and challenges for their and America's future. Students will then gather to collaborate with corporate executives and a diverse group of visiting students at the annual **FUTURE FORUM**. The diverse backgrounds of students and executives at the **FUTURE FORUM** offers a unique learning opportunity for empathy, adaptability, collaboration, critical thinking, and creative thinking about "*the future*". **THE FUTURE FORUM** is an annual collaboration this class hosts among 25 corporate FUTURISTS from companies like Data Robot, Working Planet, CVS, and Bank of America as well as students from a diverse group of schools to create a new business or solve a social problem.
- **Example #4** - King George III and his governance of the English Empire, especially the North American east coast colonies, is our topic for discussion. 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 George's '*leadership*' and '*storytelling*' skills. This reflection will help them shape and manage their **personal 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 work **resume** followed by students creating their resume for a **job interview**. This class will also include a preparation for a job interview with a job interview role play with Kaydi McQuade, Relationship Manager at Back Pocket Resources.
- **Example #5 - Corporate Jobs and Career Day: annual visit to a corporate office** to learn about the culture and career opportunities within a company as well as small group meetings 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.



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.



## Images From The *Future Forum*



***“Ideas are often generated in physical gathering places where people with diverse interests encounter one another serendipitously.”***

Walter Isaacson, *“Leonardo Da Vinci,”* page 159



• **Example # 6 - PAID Summer Internship Program:** For the 10th consecutive year, students will compete 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 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 #7 - National Youth Leadership Forum:** For the 10th consecutive year, a number of 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

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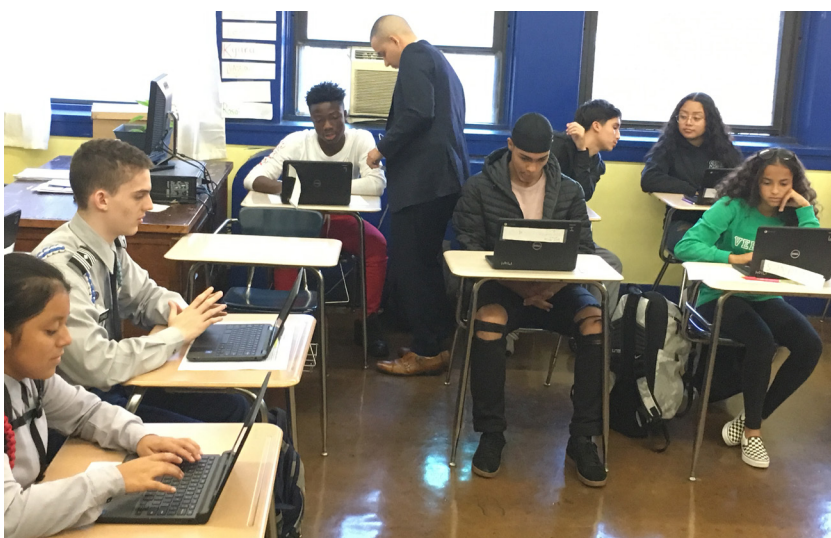
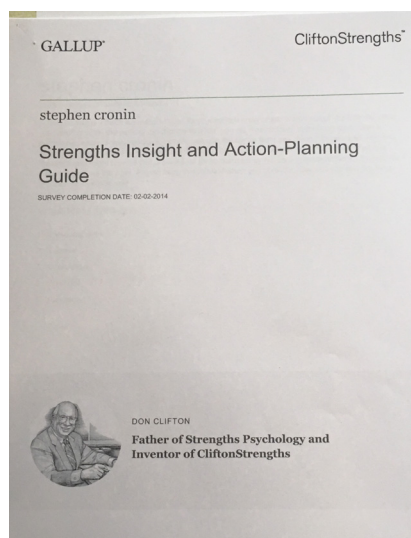
is **paid by corporate sponsors of the Hope Life Skills program.** This venue is a perfect opportunity to practice the many life skills students have developed during the course of the school year in the Hope Life Skills program. Eligibility is based on student performance in the American History Life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

• **Example 8 - Each week a successful person shares their story with the Life Skills class.** One 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 and recently assigned to the US Embassy in Pakistan.** Marta visits the American History 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 on her own her senior year at Hope High, attending a college away from her Providence, RI home in Washington, D.C., her networking strategy and its rewards, her brand development, time management, and turning mistakes and failure into learning lessons which all led to her post High School success.

•  
•



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



**Ray Nunez**, Program Coordinator at **Leadership Rhode Island**, introduces and administers the **Gallup Strength Assessment** for students to identify and understand their strongest abilities so students will be able to pursue jobs, internships, and apprenticeships which will take advantage of their best qualities and skills.



**Nan Quinlan**, Career Consultant and former **Training and Development Manager** at **TACO Inc** in Cranston, RI reviews 21<sup>st</sup> century best practices for the creation of a **job resume** with students.





former Hope High School and Providence College student athlete (basketball) shares his personal story and his present job at Barclays, a British multinational universal bank, headquartered in London, England. Barclays operates in over 40 countries, employs over 80,000 people and is the fifth largest bank in Europe by total assets.



17 year old singer songwriter, Sydney Flanagan, speaks about her **creative thought process** for creating her music, i.e. best times of the day to think creatively, what her favorite place is for creative thinking, tips on creative thought collaboration, creative people in her network who inspire to think creatively, the importance of **courage** and **grit** when trying to create, **'growth mindset's'** importance when trying to create something, etc

- **Example #11 - Financial Literacy:** Social Studies 2.0 collaborates with company's like **FIDELITY INVESTMENTS**, an American multinational financial services corporation based in Boston, Massachusetts, established in 1946 and one of the largest asset managers in the world with assets under administration amounts to **\$11.8 trillion**. **Fidelity integrates 5 Financial Literacy workshops into the Social Studies 2.0 class offering information on topics like credit ratings and their impact on costs of cars, homes, rents, and other significant expenditures most students will incur during their lives.** Students will also welcome 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 management, 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.



**Fidelity**  
INVESTMENTS®

**Final Exam– (sample)** This exam will attempt to measure the COMPETENCY of SKILLS, BEHAVIORS, AND ATTITUDES which replicate real tasks and challenges affecting real life opportunities and challenges students will face in the quest to be the successful person they aspire to be.

1. Your Name – \_\_\_\_\_

2. **PLEASE IMAGINE** you are preparing for an interview for a job you believe will get you started on a career path you're passionate about. **Write an essay describing your strategy for this job interview, i.e. the things you will do prior, during and after the interview** for the job you really want. Please include in your strategy:

- how you will dress for the interview
- write the resume you will present at the interview
- questions you will ask your interviewer
- how you will greet the person interviewing you when you first meet them
- what you plan to say to the interviewer at the end of the job interview
- anything else you plan to do BEFORE the interview
- anything you plan to do AFTER the interview is over

3. **Identify** something **you should be doing NOW** that you are not already doing in order to have the career you'd like to have in your life. \_\_\_\_\_

4. **Please identify the date** you will do the thing you are not presently doing but should be doing to have the career you'd like to have in your life. (PLEASE BE HONEST WITH YOUR SELF by only identifying something you will actually do. Thank you.)  
\_\_\_\_\_

5. Please describe the **perception that influential, successful people ACTUALLY have of your personal brand TODAY**,  
\_\_\_\_\_

6. Please **describe the perception you want** important, influential people to have of your brand TODAY. \_\_\_\_\_  
\_\_\_\_\_

7. **If** there is a difference between how influential people actually perceive your personal brand today and how you would like influential people to perceive your brand, is there anything you could do to improve this perception of your personal brand? **YES or NO**

8. **If YES**, please **describe the actions you could take to improve the perception** influential people have of your brand.  
\_\_\_\_\_

9. Please **name a President** of the United States, the **LEADER** of the country, who **impressed you** the most.  
\_\_\_\_\_

10. Please list **reasons WHY** this President impressed you. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Please state your opinion indicating what is the **most important quality** a President needs to have to be an effective **LEADER** of the United States. \_\_\_\_\_

12. Please explain **WHY** this quality is so important for Presidential **LEADERSHIP** effectiveness. \_\_\_\_\_

13. Please **name a person** in American History whose actions or ideas had a **POSITIVE impact** on the quality life of **ALL American** citizens. \_\_\_\_\_

14. Please explain **HOW** the actions or ideas of this person had a **positive impact** on the quality of life of ALL Americans. \_\_\_\_\_  
\_\_\_\_\_

15. Please **name a person** in American History whose actions or ideas had a **NEGATIVE impact** on the quality of life of ALL American citizens. \_\_\_\_\_

16. Please explain **HOW** the actions or ideas of this person had a **NEGATIVE impact** on the quality of life of ALL Americans. \_\_\_\_\_

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

18. **Your question** to this person - \_\_\_\_\_  
\_\_\_\_\_

19. Please **name** a '**CHANGE AGENT**' in American history who impressed you the most.  
\_\_\_\_\_

20. Please explain **HOW** this American **CHANGE AGENT** changed American 'lives' (those changes could be attitudes, habits, opinions, things to buy, etc). \_\_\_\_\_  
\_\_\_\_\_

21. Please **name** an **American ENTREPRENEUR** who has 'impressed' you. \_\_\_\_\_

22. **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*". \_\_\_\_\_  
\_\_\_\_\_

23. Please **name a corporate BRAND** which has impressed you the most. \_\_\_\_\_

24. Please list **reasons WHY this corporate brand impressed** you; i.e. reasons why you like this brand. \_\_\_\_\_  
\_\_\_\_\_

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

- ♦ **BIASED**, sometimes called **partisan**, information - \_\_\_\_\_  
 \_\_\_\_\_
- ♦ **OBJECTIVE** information - \_\_\_\_\_  
 \_\_\_\_\_

26. 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 - \_\_\_\_\_  
 \_\_\_\_\_

27. Please explain **HOW** you distinguish between **'biased' AND 'objective'** information. \_\_\_\_\_

28. What is **YOUR PREFERENCE** - **'BIASED'** OR **'OBJECTIVE'** information? \_\_\_\_\_

29. Please explain **WHY** you prefer this kind of information. \_\_\_\_\_

30. Please **IDENTIFY AN EVENT** in American history **when** media (*newspaper, television, etc*) reporting of the event was either **'BIAS'** or **'PARTISAN'** and, as a result, caused **OR COULD HAVE CAUSED** a crisis with devastating effects on the lives of Americans - \_\_\_\_\_  
 \_\_\_\_\_

31. What was/is **the SOURCE** Of the **biased/partisan** information you reference in the preceding question (#30) . \_\_\_\_\_  
 \_\_\_\_\_

32. **William Randolph Hearst** bought the *New York Morning Journal* (newspaper) 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*. Hearst also purchased 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? (*please see the profile of William Randolph Hearst in our "SUCCESS" textbook beginning on page 218.*) \_\_\_\_\_

32. Please **give examples** to support your answer of whether William Randolph Hearst's *New York Journal* newspaper in the late 1890s and early 1900s reported the news **'OBJECTIVELY' OR 'WITH PARTISAN / BIAS'**. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

33. **Adolf Ochs** purchased the *New York Times* newspaper in 1896 when it had less than 9,000 readers and losing \$1,000 dol-



lars 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 THE NEW YORK TIMES with good business practices and a commitment to print "*All the News That's Fit to Print*" which Ochs inferred to mean, an objective, impartial telling of the *news of the day*. Ochs' commitment to objective reporting of the news continues to appear 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? \_\_\_\_\_

34. 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'**. \_\_\_\_\_

35. Please **identify** a media outlet TODAY– *newspaper, cable television station, radio, social media platform, digital 'news' service* – you believe **reports a 'biased'** or **'partisan'** representation of the day's **news**. \_\_\_\_\_

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

- **Stereotype** – \_\_\_\_\_

37. **Thomas Nast** was arguably one of the most well known **editorial cartoonist** in American history. Please **identify and describe** any **Nast cartoon which promoted a specific 'bias' or 'stereotype'** in America. (*Please see a short profile of Thomas Nast and examples of his cartoons beginning on page 51 in the "SUCCESS" textbook*) \_\_\_\_\_  
\_\_\_\_\_

38. Please evaluate **President John F. Kennedy's decision making PROCESS** during the **Cuban Missile Crisis**; i.e. (in other words), **evaluate** the steps President Kennedy took to **ensure** his ultimate decisions during this dangerous time in American History **were based on 'fact'**. **WHAT** was the most important action President **Kennedy took that ultimately brought an end to the Cuban Missile Crisis?** \_\_\_\_\_

39. Please **EXPLAIN YOUR PROCESS** for **MAKING IMPORTANT DECISIONS**. Please include in this statement the following: #1) name your MOST TRUSTED **SOURCES** for **FACTUAL**, NON-PARTISAN information; #2) **how you differentiate** between **'FACT'** and **'OPINION'** AND **'BIASED'** information from **'OBJECTIVE'** information; #3) name a trustworthy person, if you have in your NETWORK such a person, you consult for **FACTual** information before making your final decision. Please make sure your statement is well written with good grammar, sentence structure, perfect spelling and punctuation. \_\_\_\_\_  
\_\_\_\_\_

40. Please **write AN ESSAY** that is well written with PERFECT SPELLING, GOOD PUNCTUATION AND GRAMMAR AND NO RUN ON SENTENCES describing **what you will be doing 6 years from today**. Please explain, in this well written essay, the following:

- ♦ what you hope you will be doing **in 6 years**. \_\_\_\_\_

- **If it's a job**, describe the job and what part of the country or world the job is located. Please explain why this company hired you; what value did you convince the company during your interview you will bring to their company?
- **If it's college**, what part of the country the college is located and what you will be studying. Please explain why this college accepted you and what value you added to this college community. Also indicate any **extracurricular activities** you're involved in and/or **internship** you have completed or planning to start.
- explain **steps you plan to take** to make your future career aspirations possible. FOR EXAMPLE:
  - explain your **networking** strategy, i.e. the type of people you plan to meet to add to your network and why you believe this person or type of people will be beneficial for making your 6 year plan a reality. What steps will you take to make sure these people want to be in your network?
  - what activities will you be doing **outside of your comfort zone** that will create CONTINUOUS opportunities for your future success
  - if this vision is a future job, what **training/education/certificate program/internship/job** do you envision will you take to successfully compete for the job you want?
  - describe any **challenges** you anticipate having to resolve to ensure the fulfillment of your 6 year plan
  - describe your **personal brand, i.e. how others will DEFINITELY perceive you in 6 years.**
  - what **steps** will you **take** to make sure other people perceive your brand the way you want your brand to be perceived 6 years from now
  - what, if anything, will you hope to do for community service to help less fortunate people in 6 years.

*Be realistic with your 6 year vision. Aspirations for the future must be accompanied by realistic plans which include hard work, persistent networking, a strong brand that others perceive favorably, getting out of your comfort zone, good values like honesty and kindness as well as perseverance through failure which all people encounter in their journey through life. Without an action plan, our aspirations are nothing but fantasy which ultimately creates frustration and despair.*

41. Please list the steps you will be taking with your first job to ensure you have an excellent **CREDIT RATING**. KEEP IN MIND the MONTHLY **EXPENSES** you anticipate (e.g. rent or mortgage, car payments, school loan payments, monthly bills for food, electric, gasoline for your car, car insurance, entertainment/fun, your cat/dog/ or bird pet, any anticipated child expenses, additional education costs, etc). **Feel free to COLLABORATE with the best people in your network to complete this activity. USE YOUR NETWORK. This is the reason why successful people are always building their network of successful, influential, ethical, smart, and kind people.**

42. Please respond to the series of questions below related to LIFETIME FINANCIAL SECURITY. Please respond either a **YES** or **NO** after each question below.

- *having a professional, experienced, trustworthy, financial advisor for advice on your investments and savings decisions* \_\_\_\_\_
- *setting aside an amount of money in each paycheck for your savings, investments, or retirement* \_\_\_\_\_
- *will you invest in stocks, bonds, cryptocurrencies, real estate, precious metals like gold, platinum, oil, or lithium, commodities like soybeans, coffee, sugar, cotton, or other:* \_\_\_\_\_

43. Please identify any **other steps** you plan to take to assure you will be financially secure. This FINANCIAL statement should be a well written statement with good grammar, sentence structure, perfect spelling and punctuation. \_\_\_\_\_

**44. You are asked to compare a 'life' in the country in Singapore with one in the United States of America. Please CREATE a**

**data driven comparison, using Excel software,** for your analysis of a number of different lifestyle qualities that are listed below.

At the conclusion of this analysis, **you will identify the country you prefer to live in** based on **your data driven analysis supporting your decision**. Please remember, we already did this kind of activity during this school year. See me if you need help.

- ♦ **Safety** - a feeling of being safe; living in a safe community, state, and country without criminal violence.
- ♦ **Education** - opportunities for a GREAT education with GREAT, CARING TEACHERS, at an affordable cost, so all people can learn the skills and behaviors for get fulfilling, good paying jobs, for creating ideas for success, and developing a network of influential, success, ethical people who help you create opportunities and overcoming challenges.
- ♦ **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; as a result, most people earn more money than people living in MOST other communities and countries
- ♦ **Freedom of Speech** - freedom to non-violently express their 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 FAIR system of taxation; an ability to **collect enough** taxes from people and companies to provide 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 in GREAT, safe schools, **TEACHING RELEVANT SKILLS AND BEHAVIORS** so ALL people get 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 AND cities and towns safe; **BUT not collecting too much tax** that will stifle or hurt the success of businesses which ultimately stops companies from investing to grow and, as a result, stop hiring and pay less in taxes.
- ♦ **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 from unwarranted government and corporate collection of personal data so government and companies know everything you do



- **Political Party Choices** — credible, **HONEST** candidates from more than 1 party with **honest, qualified candidates** who get things done by **collaborating and compromising** with politicians for other parties; 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; a **WILLINGNESS TO RESPECTFULLY disagree and work together (COLLABORATE AND COMPROMISE) 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 they do!

**Please answer the following questions after completing your EXCEL analysis.**

- **WHICH COUNTRY, SINGAPORE or UNITED STATES, do you prefer to live in?** \_\_\_\_\_
- Please identify **THE ONE lifestyle quality FROM THE LIST you identified as the most important, i.e. the lifestyle you gave the highest PRIORITY and greatest value in your analysis** -
  - #1 - \_\_\_\_\_
- Please **explain, in a well written statement, WHY this specific lifestyle quality is so important to you** - \_\_\_\_\_
- **Yes OR No** - did the country you prefer to live in have the higher total score/rating on your EXCEL SPREAD SHEET COMPARISON?
- If your answer to the previous question was "NO", Please explain **WHY the country with the highest lifestyle SCORE is not your preferred country to live in.** \_\_\_\_\_

**NEXT PAGE: Anonymous review.** Please complete the assessment form on the next page which lists questions about Mr Cronin's teaching performance and his SOCIAL STUDIES 2.0 curriculum. **"Thank you."**

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 'personal brand' and "networking"; the way someone perceives my brand affects getting jobs, loans, college acceptance, and opportunities to become the person I hope to be			
helped me understand how generative AI (artificial intelligence), like ChatGPT, can be helpful; how specific prompts for answers to requests can help provide structure for a revised, well written personal presentation.			
helped me understand 'budgets', the difference between 'gross' and 'net' income, that debt is ok if you pay bills on time - all the time, how low (bad) credit ratings cause you to pay more money for a loan, how low credit ratings make getting a loan more difficult, how to set up a personal budget, etc			
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 composed of successful, influential and diverse people			
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. Mr Cronin said 'questions are more important than answers'.			
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".			
made me understand the value of time management, i.e. organizing time each day to work on priorities that are directly connected to my job and lifestyle goals			
made me aware much of what I read and listen to on social media and traditional media (television, etc) AND from people in positions of power is OFTEN biased or partisan; before making a decision, I'm encouraged to read and listen to all sides of an issue AND find sources for objective reporting of issues.			
made me aware of several interesting people and events in American History			

2. What, if anything, did you like about this 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 appreciate 'personal brand', 'the future', 'success', 'change', 'leadership' and information about jobs and careers I wasn't fully aware of. 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 my future and possible career choices. Some of the guests became part of my personal network.
- the class guests were entertaining but did not cause me to 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 \_\_\_\_\_
- Roger Williams University visit (meet professors, students, tour facilities) \_\_\_\_\_
- LaSalle Academy (class with LaSalle Academy students on ‘personal branding’) \_\_\_\_\_
- Women’s Summit - Bryant University (annual gathering of 1,000 successful, influential women) \_\_\_\_\_

## 7. Best event/field trip and why: Trip/Event name: \_\_\_\_\_

Reason: \_\_\_\_\_

## 8. Best guest and why: Guest Name: \_\_\_\_\_

Reason: \_\_\_\_\_

9. Please give yourself a **grade based on an honest evaluation of your performance** on the following 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 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” \_\_\_\_\_
- always asked guests **questions** during class discussions \_\_\_\_\_
- continually **worked to create a network of influential, successful, respectful, honest people** \_\_\_\_\_
- continually collected guest business cards for contact information \_\_\_\_\_
- **regularly sent follow up emails** to ‘thank’ guests **to build your brand and network** \_\_\_\_\_
- always said ‘thank you’ to guests at the end of the guest’s visit to our 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, Stephen Cronin, have a responsibility to work hard and introduce and develop important life skills and attitudes in each student so they can become the person they aspire to be; in other words, so these students can be successful. With these life skills, each student can be as successful as they choose to be! I, Stephen Cronin, am essentially a personal coach working for each student so they can develop the inherent talent they certainly have to become the successful person they aspire 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 class or, if your homework will be late, inform Mr Cronin of the date when you guarantee your assignment 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 **homework** - i.e. **stories to read, activities to complete**, etc - 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 of this class, its opportunities (internships, attending college tours, the Womens Summit at Bryant University, the National Youth Leadership Forum in Washington, D.C., meeting successful, influential people, etc) and **student expectations** (homework, consistent 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** in order to access our web site (www.hopelifeskills.com) for our weekly **homework** assignments and summaries of class guest appearances and field trips? **yes or no**
  
- 12. Do you feel teaching concepts like **personal brand**, teaching skills how to professionally greet people, how to build **networks of successful, honest people** as well as encouraging 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 this 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 complete their assignments / homework to be able to go** to Life Skills **events** like the Womens Summit at Bryant University, corporate office visits to companies like Fidelity Investments and CVS Health, and college tours like Roger Williams University and Providence College? **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 homework. \_\_\_\_\_

17. If you knew everything about this 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 students who **may be interested** in being part of Mr Cronin's next class, please list their names below:

• \_\_\_\_\_

19. Mr Cronin repeatedly hears from many graduates of his class like Marta Aparicio, Sara Jackson, and Raymond Perez, that **they were not prepared for the reading, writing, time management, and other expectations of college, internships or jobs.** They **recommend he raise the standards and student expectations in the Life Skills class** so students will be better prepared for college and getting interesting jobs with great pay. They suggested Mr Cronin make assignments more challenging, demand assignment due dates always be met, and students who don't show up for class & don't inform Mr Cronin of their absence should be graded as they would in college, a job and life. Students need to be held MORE accountable for the quality of their behavior and performance.

**Do you agree with Mr Cronin that** he should raise standards, make activities more challenging and strictly grade students according to *if and how* they meet class expectations? **YES or NO.** **Please EXPLAIN WHY YOU FEEL THIS WAY.** \_\_\_\_\_

20. Please, select one letter **grade for Mr Cronin's** performance as the teacher of this class **based on the grade criteria listed below. Put the grade in the box to the right.** **MR Cronin's 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 class readings were informative. Mr Cronin's conversations about the future caused me to reflect on my future plans and hopes for success. I also learned about some important people and events in **History (e.g. Elon Musk)** and how they affected the people and institutions of America. I believe Mr Cronin worked hard to make the class interesting and relevant.

**B** - **it was an average class.** 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 a few interesting people. However, **the class didn't inspire me** to improve my performance or attitude, take risks or consider personal changes to increase my opportunities for lifetime success. Most of the readings were either boring or I did not see any relevance to my life. I couldn't see how many of his lessons would help achieve my goals for a successful life. I could not relate to many of the guests to our class. I didn't like 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 at my high school. Mr Cronin tried but the class was nothing special.

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

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



Fernando Perez completes his final activity of his paid, 2014 **summer internship** at the corporate offices of **CVS Health** - a presentation to his CVS staff mentors and fellow staff members on his internship experience. By 2021, Fernando was a full time member of the CVS Health Digital Marketing team.

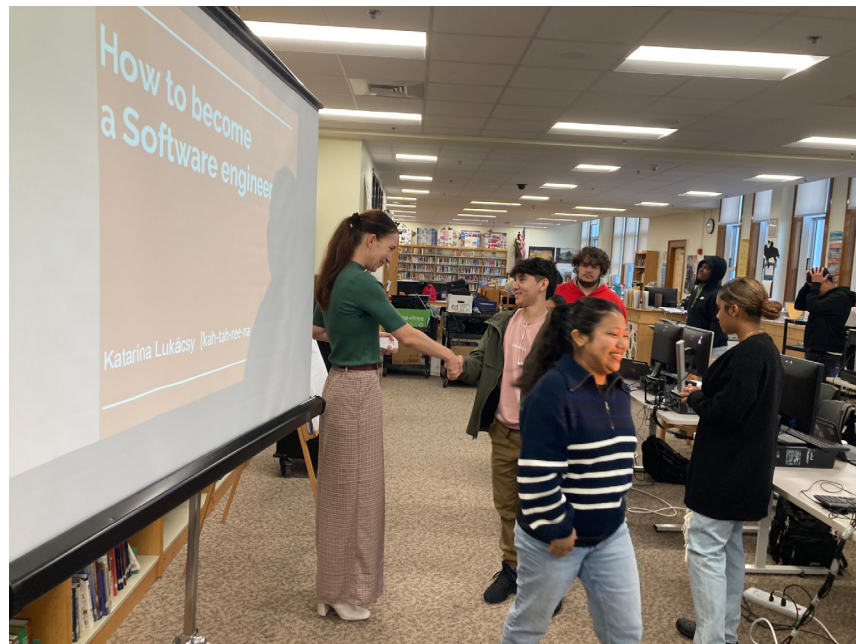


6 students representing the Life Skills class at the 5 day **National Youth Leadership Forum** in Washington, D.C. All expenses - airfare, hotel, tuition, and spending money - paid by **corporate partners** of the Life Skills program.



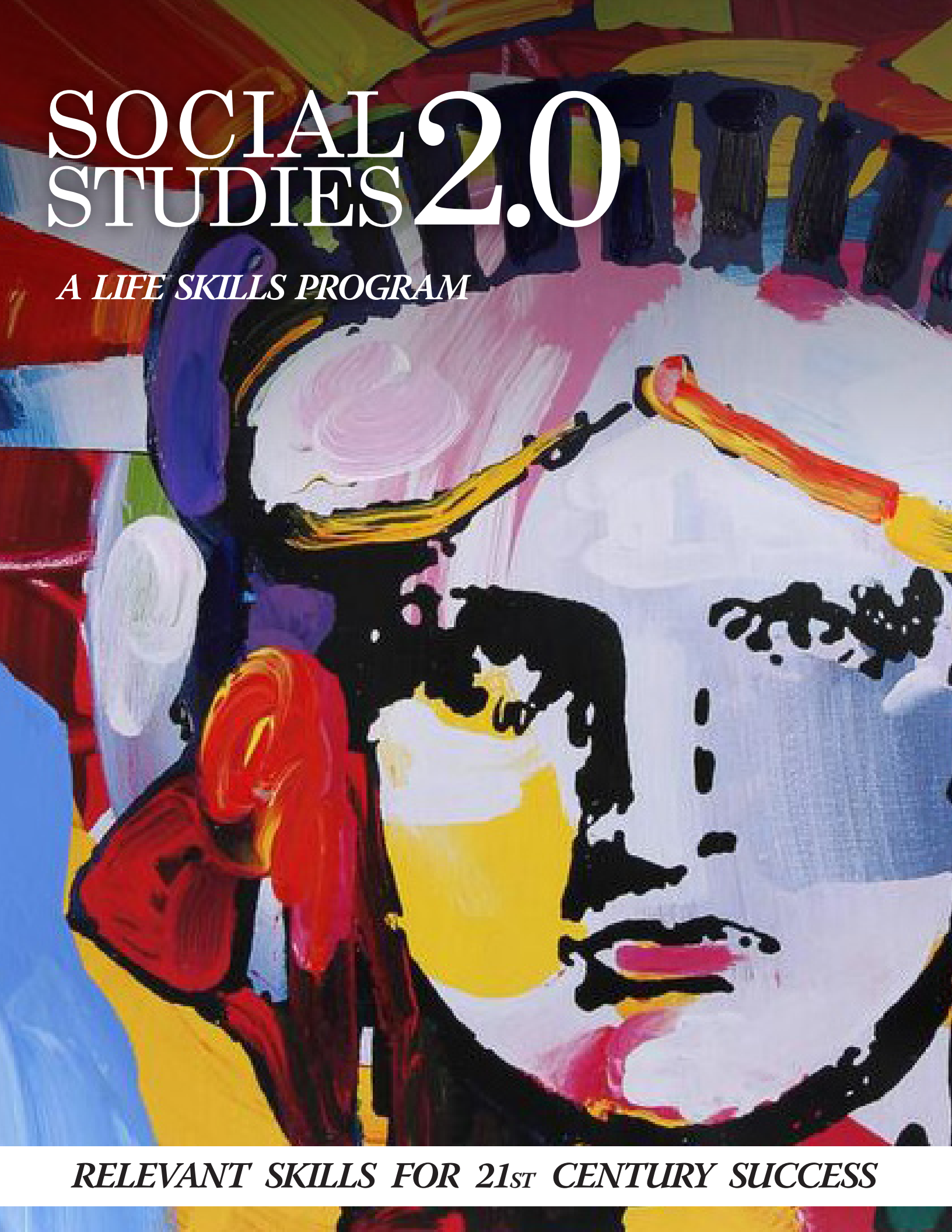


**Adriana Dawson** engages the Social Studies 2.0 - Life Skills class in conversation. Adriana is a first-generation professional. An influential, successful Latina. A mentor. In 2024, Adriana was **Verizon's Community Engagement Director for the Eastern Region of the United States**.



Social Studies 2.0 - Life Skills students greet **Katarína Lukácsy** before the start of the day's class. Katarína came to class to **share her story** from being an American immigrant from the European country of Slovakia to living in Rhode Island and working as a **Senior Software Engineering Manager** at Atlassian, an Australian software company that develops products for software developers, project managers and other software development teams for many companies. Her company has 8,813 employees working in 13 countries all over the world. Katarína and her team write the languages of the machines that run Autonomous (self driving) cars, flying taxis, Robot Maids and House Keepers, Virtual Disney vacations, Space ships to Mars, cyber security protocols, the apps for TikTok, Instagram and other social media sites and the Central High School elevator. **Katarína explained what software engineers do**, the types of jobs they have, and the range of money they can earn in these jobs.





# SOCIAL STUDIES 2.0

*A LIFE SKILLS PROGRAM*

*RELEVANT SKILLS FOR 21<sup>ST</sup> CENTURY SUCCESS*