

⊙ Demon spawner

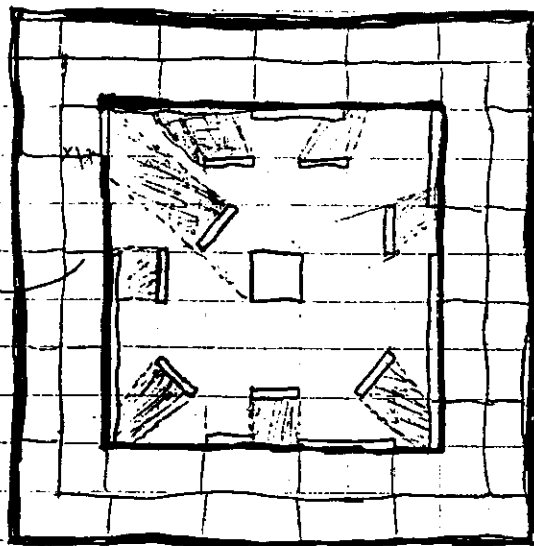
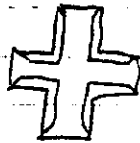
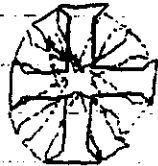
code - 787-~~789~~  
789 - normal  
790-ent 00-NORTH  
code

sound - one of boss shooters (TIER 1)

Death - metallic clang

Frame - 787 (cube) - 789

Death Frame - ~~789~~ 790



last raise  
should be  
2.5c high

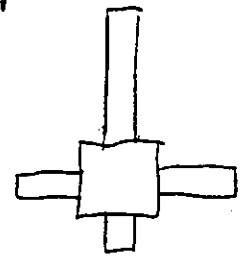
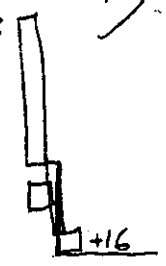
2  
33  
8  
264

achtung  
bricks  
champt (2)  
dchronix  
doom333  
idmap01  
realdoom  
station  
thrasher  
truchamp  
uac labs  
whiskey  
killer  
Gravity  
orbit4  
assault  
techout

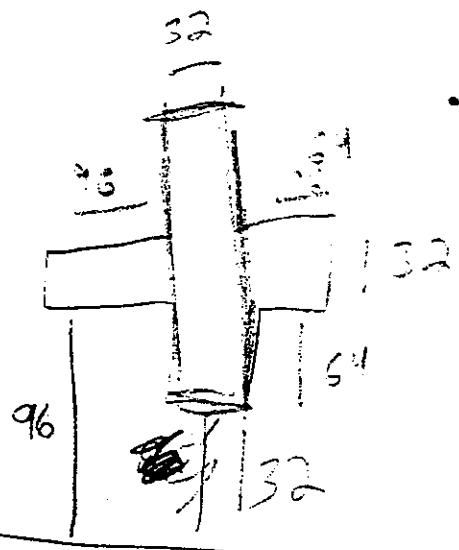
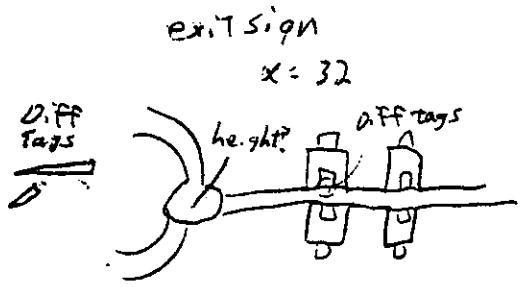
Fava  
lost episodes  
Hacx  
obtic  
BSP  
Deh  
Edmap  
wintex

- 1 - Elm1
- 2 - D-Elm2
- 3 - map16 (D-Dead2)
- 4 - map9.mid
- 5 - map1
- 6 - nin8 - <sup>map 8, 20, 28, 31</sup> <sub>13, 14, 2-1</sub>
- 7 - D-victor

~~map9.mid~~  
Ethereal  
Engel  
~~Drum~~  
D-victor  
map16  
Elm1



nin-2, 8, 12



[Back to Aftermath](#) [Back to Hot Rocks](#) [Back to Flashpoint](#) [Back to Lyrics](#)

- \*1  
add teleporter takeout sw
- 1-2  
\*2  
add Hallway takeout sw
- 3
- 
- \*4  
add teleporter, takeout square exit sw
- \*5  
add telep. takeout sw
- 6

ggrat2-  
 ggrat4 1  
 5 3  
 6 2  
 7 2  
 grat 2 1  
 2  
 3  
 6

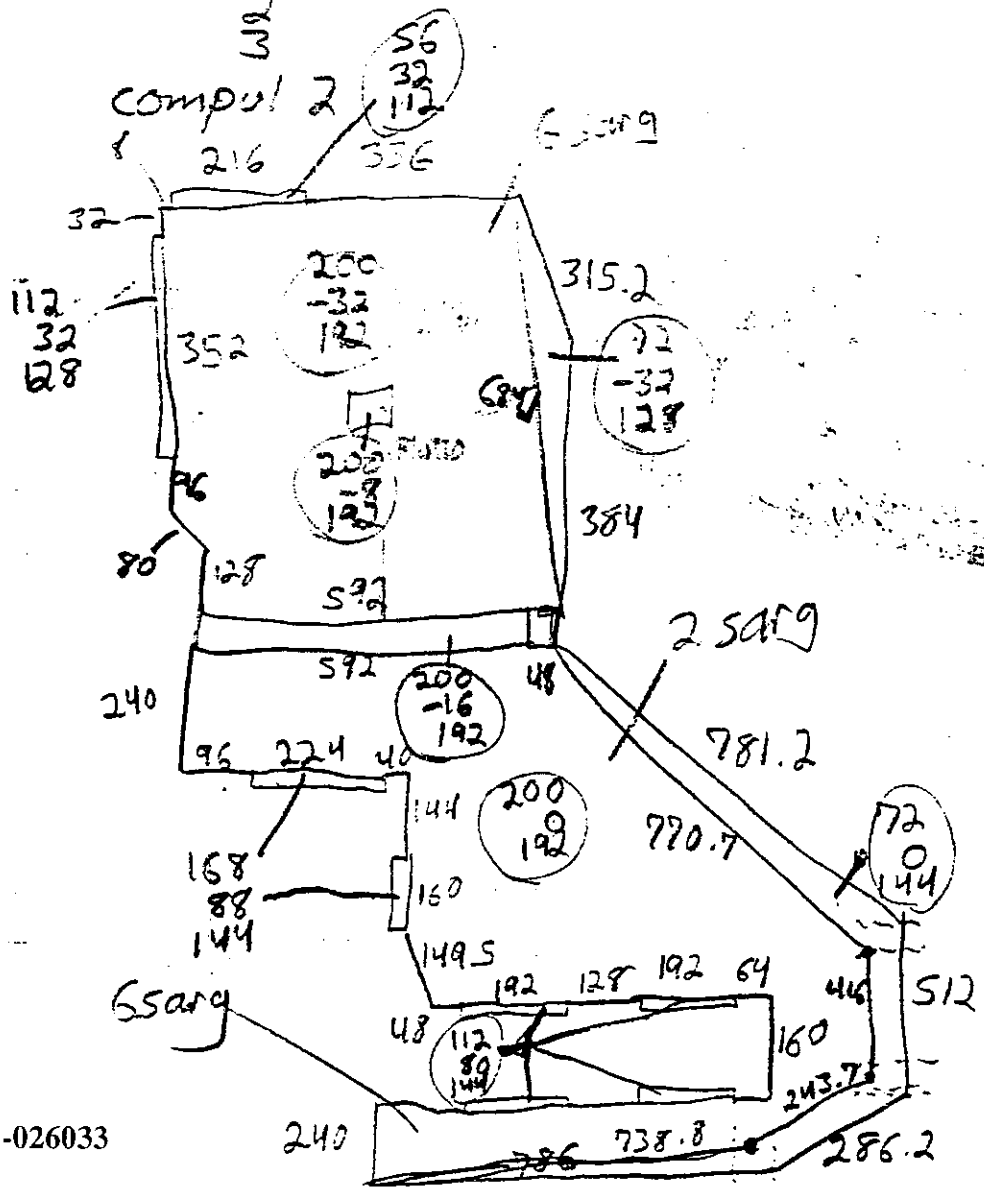
compl 4  
 2 1  
 3 3  
 3 2-8  
 4 1  
 5  
 7 1  
 8 1  
 9 1

V, 11 2 2 3 4 8 6 2 8 9

a compl 11, 22, 1-9  
 Corel, 2, tal compl, 2  
 grate, 2, 3

2 1, 2, 3, 6, 7, 8  
 1-3 6-8  
 Pip 044  
 w grate

1 - add a compl, 2, 9  
 2 - add corel, 2



Volume in drive D is REBELDRIVE2  
Volume Serial Number is 242A-13D4  
Directory of D:\Q2\BASEQ2\TEXTURES\E1U1

[.]	[..]	[BACKUPS]	WAL2PCX.EXE	PSPBRWSE.JBF
<del>BASELT~1.PCX</del>	<del>BASELT~2.PCX</del>	<del>BASELT~3.PCX</del>	<del>BASELT~4.PCX</del>	<del>BASELT~5.PCX</del>
<del>BASELT~6.PCX</del>	<del>BASELT~7.PCX</del>	<del>BASELT~8.PCX</del>	<del>BASEMA~1.PCX</del>	<del>BASEMA~2.PCX</del>
<del>BASEMA~3.PCX</del>	<del>BASEMA~4.PCX</del>	<del>BASELT_2.WAL</del>	<del>BASELT_B.WAL</del>	<del>BASEMAP.WAL</del>
<del>BASLT3_1.WAL</del>	<del>BROKEN2_.WAL</del>	<del>BTELEV_D.WAL</del>	<del>CGRBASE1.WAL</del>	<del>CITYCOMP.WAL</del>
<del>COLOR1_6.WAL</del>	<del>COMP01_2.WAL</del>	<del>COMP1_1.WAL</del>	<del>COMP1_2.WAL</del>	<del>COMP1_3.WAL</del>
<del>COMP1_4.WAL</del>	<del>COMP1_5.WAL</del>	<del>COMP1_7.WAL</del>	<del>COMP1_8.WAL</del>	<del>COMP2_1.WAL</del>
<del>COMP2_3.WAL</del>	<del>COMP2_4.WAL</del>	<del>COMP2_5.WAL</del>	<del>COMP2_6.WAL</del>	<del>COMP2_D.WAL</del>
<del>COMP3_1.WAL</del>	<del>COMP3_2.WAL</del>	<del>COMP3_3.WAL</del>	<del>COMP3_4.WAL</del>	<del>COMP3_5.WAL</del>
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<del>COMP7_1.WAL</del>	<del>COMP7_2.WAL</del>	<del>COMP7_3.WAL</del>	<del>COMP8_1.WAL</del>	<del>COMP9_1.WAL</del>
<del>COMP9_2.WAL</del>	<del>COMP9_3.WAL</del>	<del>COMPUI_2.WAL</del>	<del>COMPUI_3.WAL</del>	<del>COMPU2_1.WAL</del>
<del>COOLANT.WAL</del>	<del>CORE1_1.WAL</del>	<del>CORE2_3.WAL</del>	<del>CORE3_1.WAL</del>	<del>CORE4_1.WAL</del>
<del>CORE4_4.WAL</del>	<del>CORE5_4.WAL</del>	<del>CORE6_1.WAL</del>	<del>CORE7_3.WAL</del>	<del>C_MET5_2.WAL</del>
<del>FLAT1_2.WAL</del>	<del>FUSE1_1.WAL</del>	<del>GRASS1_4.WAL</del>	<del>GRATE1_3.WAL</del>	<del>GRATE2_2.WAL</del>
<del>GRNX2_9.WAL</del>	<del>KCSIGN4.WAL</del>	<del>MON1_2.WAL</del>	<del>MON1_3.WAL</del>	<del>MON1_6.WAL</del>
<del>MON1_8.WAL</del>	<del>MONT1_4.WAL</del>	<del>MONT1_4T.WAL</del>	<del>MONT3_1.WAL</del>	<del>MONT3_2.WAL</del>
<del>OR01_2.WAL</del>	<del>OR02_3.WAL</del>	<del>PIPE1_3.WAL</del>	<del>RCOMP1_4.WAL</del>	<del>TIMPOD8.WAL</del>

Press any key to continue . . .

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BASEMA~3.PCX	BASEMA~4.PCX	BASELT_2.WAL	BASELT_B.WAL	BASEMAP.WAL
BA T3_1.WAL	BROKEN2_.WAL	BTELEV_D.WAL	CGRBASE1.WAL	CITYCOMP.WAL
COLOR1_6.WAL	COMP01_2.WAL	COMP1_1.WAL	COMP1_2.WAL	COMP1_3.WAL
COMP1_4.WAL	COMP1_5.WAL	COMP1_7.WAL	COMP1_8.WAL	COMP2_1.WAL
COMP2_3.WAL	COMP2_4.WAL	COMP2_5.WAL	COMP2_6.WAL	COMP2_D.WAL
COMP3_1.WAL	COMP3_2.WAL	COMP3_3.WAL	COMP3_4.WAL	COMP3_5.WAL
COMP3_6.WAL	COMP3_7.WAL	COMP3_8.WAL	COMP4_1.WAL	COMP4_2.WAL
COMP4_3.WAL	COMP5_1.WAL	COMP5_2.WAL	COMP5_3.WAL	COMP5_4.WAL
COMP7_1.WAL	COMP7_2.WAL	COMP7_3.WAL	COMP8_1.WAL	COMP9_1.WAL
COMP9_2.WAL	COMP9_3.WAL	COMPUI_2.WAL	COMPUI_3.WAL	COMPU2_1.WAL
COOLANT.WAL	CORE1_1.WAL	CORE2_3.WAL	CORE3_1.WAL	CORE4_1.WAL
CORE4_4.WAL	CORE5_4.WAL	CORE6_1.WAL	CORE7_3.WAL	C_MET5_2.WAL
FLAT1_2.WAL	FUSE1_1.WAL	GRASS1_4.WAL	GRATE1_3.WAL	GRATE2_2.WAL
GRNX2_9.WAL	KCSIGN4.WAL	MON1_2.WAL	MON1_3.WAL	MON1_6.WAL
MON1_8.WAL	MONT1_4.WAL	MONT1_4T.WAL	MONT3_1.WAL	MONT3_2.WAL
OR01_2.WAL	OR02_3.WAL	PIPE1_3.WAL	RCOMP1_4.WAL	TIMPOD8.WAL

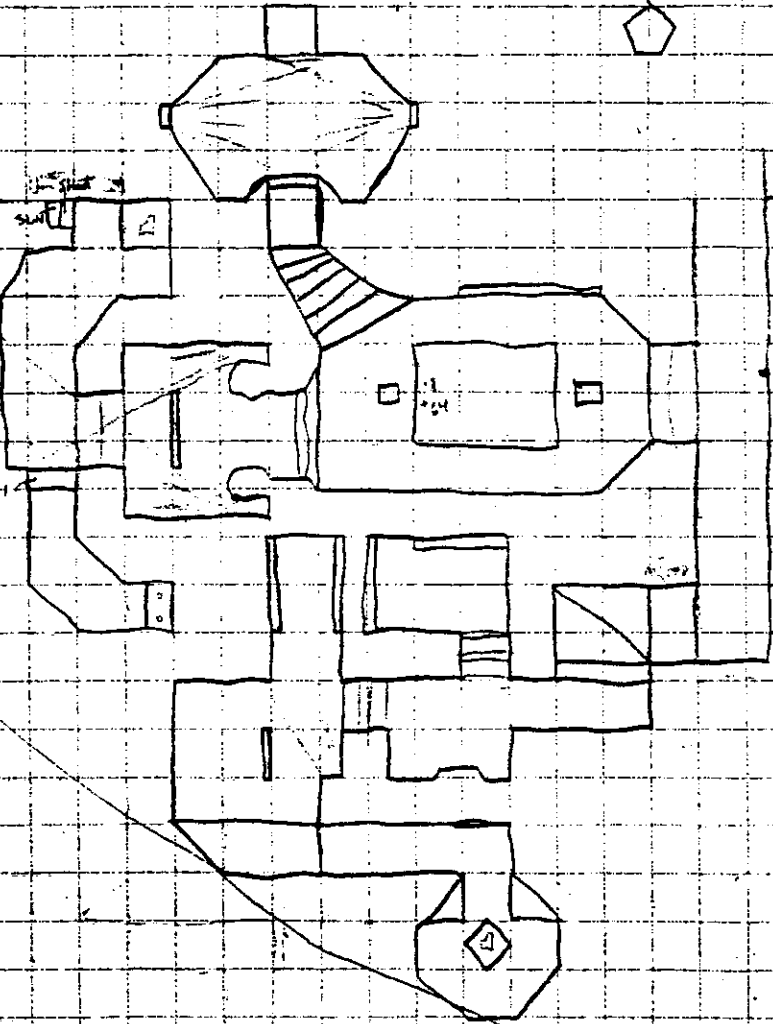
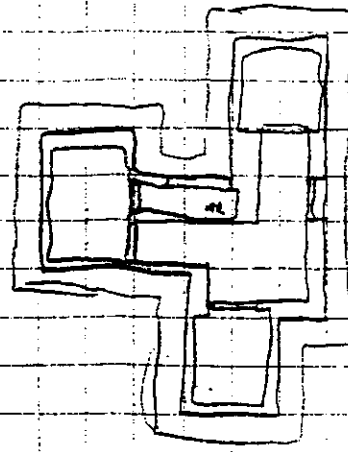
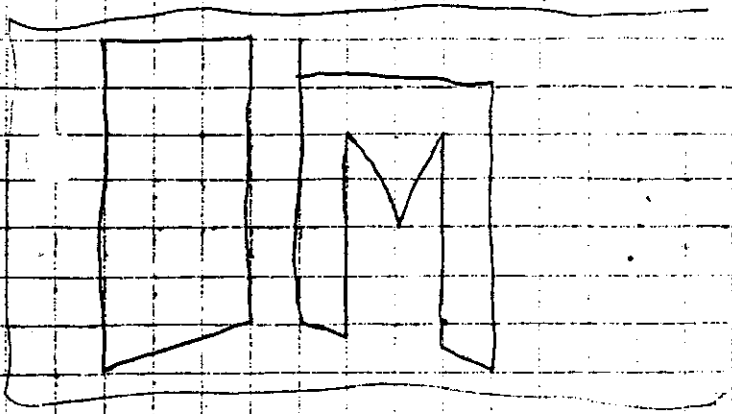
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3 dir(s) 152,076,288 bytes free

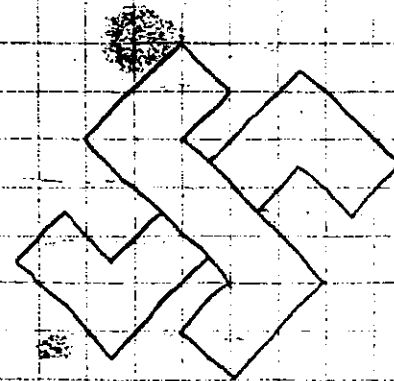
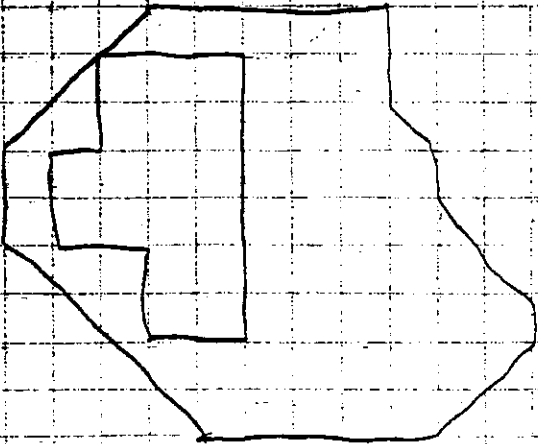
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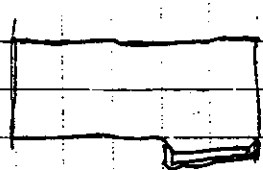
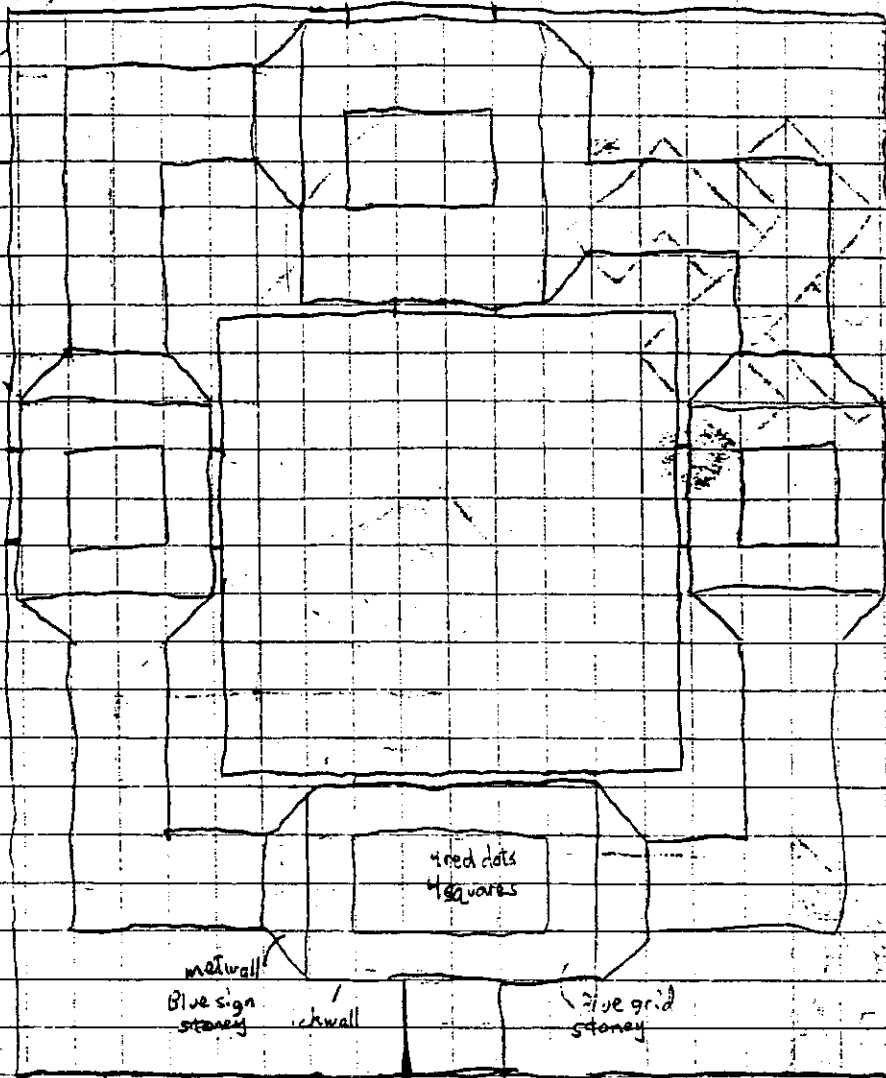
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BASEMA~3.PCX	BASEMA~4.PCX	BASELT_2.WAL	BASELT_B.WAL	BASEMAP.WAL
BASLT3_1.WAL	BROKEN2_.WAL	BTELEV_D.WAL	CGRBASE1.WAL	CITYCOMP.WAL
COLOR1_6.WAL	COMP01_2.WAL	COMP1_1.WAL	COMP1_2.WAL	COMP1_3.WAL
COMP1_4.WAL	COMP1_5.WAL	COMP1_7.WAL	COMP1_8.WAL	COMP2_1.WAL
COMP2_3.WAL	COMP2_4.WAL	COMP2_5.WAL	COMP2_6.WAL	COMP2_D.WAL
COMP3_1.WAL	COMP3_2.WAL	COMP3_3.WAL	COMP3_4.WAL	COMP3_5.WAL

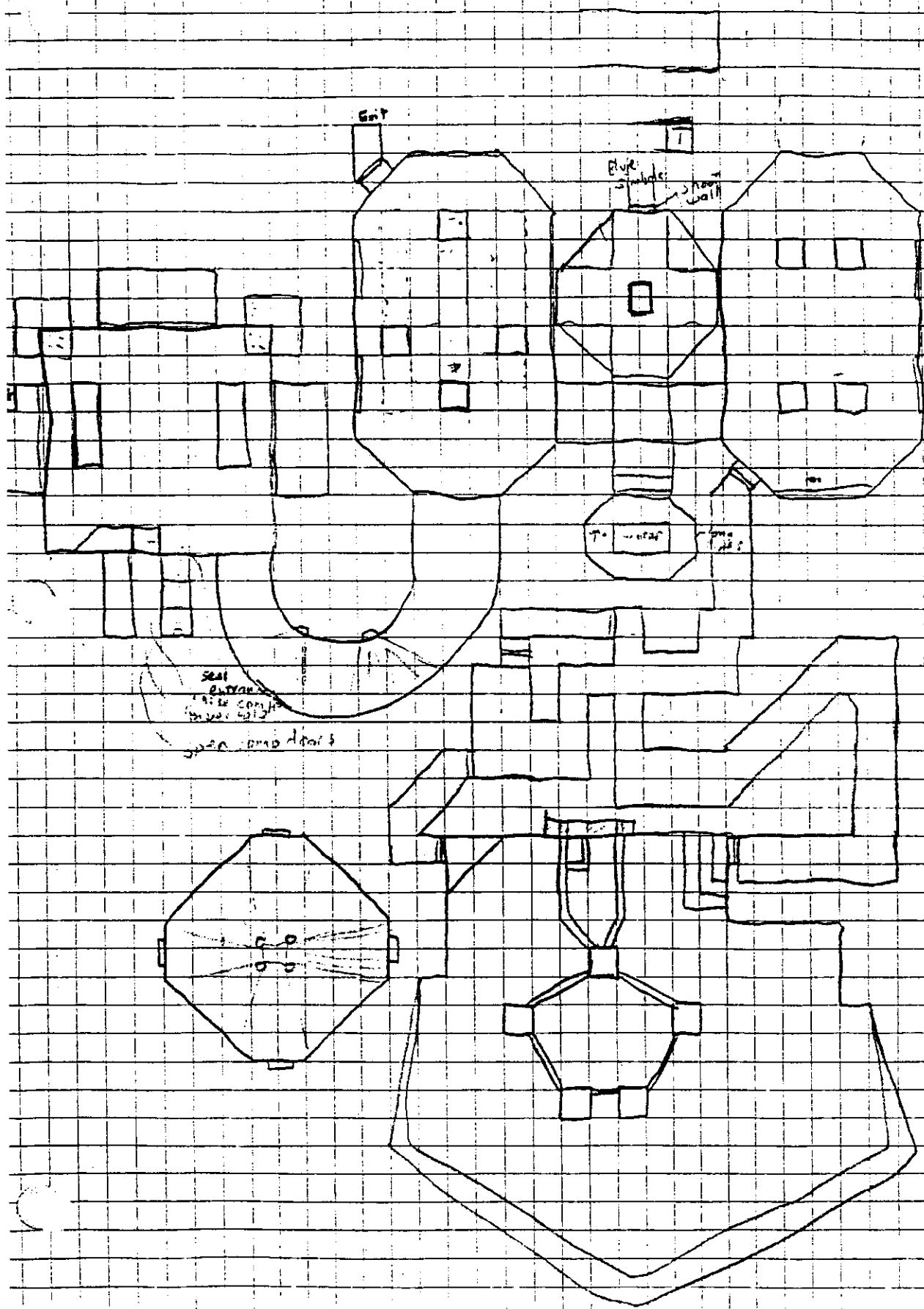
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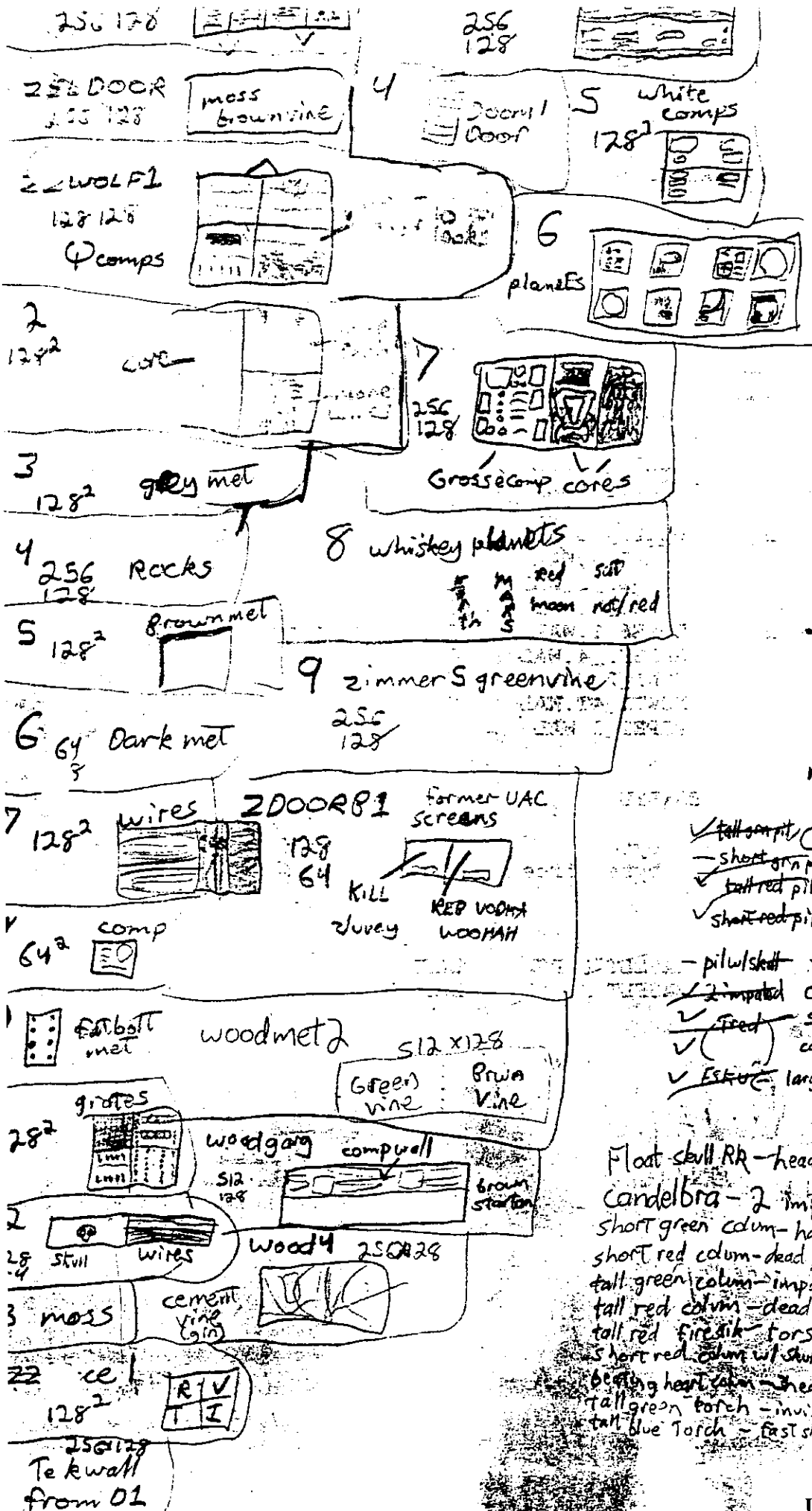


MAP  
1  







64 = lite met  
 71 = Pad  
 74 = Lights

512 x 128  
 wood met 1

Nazi 4

- ✓ tall short Col 1a 0 - impaled hmn
  - ✓ short green pil 1/2 - hanging half head/arm
  - ✓ tall red pil 1/3 - dead plyrs head
  - ✓ short red pil 1/4 - dead plyr no head
  - pil w/ skull
  - ✓ 6 - Hang body w/ expst br.
  - ✓ 2 impaled candelbra 22:67
  - ✓ (fixed) skulls on fire - head 27:11
  - ✓ (fixed) col w/ heart = heads
  - ✓ Eskie large red fire w/ skulls = torso
- engel - (fan single edit.)  
 Our s. g. 198

- Float skull RR - head 2
- Candelbra - 2 impaled
- short green col - hanging w/ half head
- short red col - dead player no head
- tall green col - impaled guy
- tall red col - dead plyrs head 1
- tall red fire dik - torso
- short red col w/ skull - hanging w/ brain
- beating heart col - heads
- tall green torch - invisimp
- tall blue torch - fast skull



87 - Moving Floor Mats

FLAT1\_2.WAL FUSE1\_1.WAL GRASS1\_4.WAL GRATE1\_3.WAL GRATE2\_2.WAL  
 ERNX2\_9.WAL KCSIGN4.WAL MON1\_2.WAL MON1\_3.WAL MON1\_6.WAL  
 MON1\_8.WAL MONT1\_4.WAL MONT1\_4T.WAL MONT3\_1.WAL MONT3\_2.WAL  
 OR01\_2.WAL OR02\_3.WAL PIPE1\_3.WAL RCOMP1\_4.WAL TIMPOD8.WAL  
 Press any key to continue . . .

grey lines stone blocks

1800 554 1445  
 Tapco  
 magHP01

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 WINCOMP3.WAL WIRES2\_1.WAL  
 94 file(s) 936,530 bytes  
 3 dir(s) 152,076,288 bytes free

tanHex tan step  
 III

D:\Q2\BASEQ2\TEXTURES\E1U1>

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BASEMA~3.PCX	BASEMA~4.PCX	BASELT_2.WAL	BASELT_B.WAL	BASEMAP.WAL
BASLT3_1.WAL	BROKEN2_.WAL	BTELEV_D.WAL	CGRBASE1.WAL	CITYCOMP.WAL
COLOR1_6.WAL	COMP01_2.WAL	COMP1_1.WAL	COMP1_2.WAL	COMP1_3.WAL
COMP1_4.WAL	COMP1_5.WAL	COMP1_7.WAL	COMP1_8.WAL	COMP2_1.WAL
COMP2_3.WAL	COMP2_4.WAL	COMP2_5.WAL	COMP2_6.WAL	COMP2_D.WAL
COMP3_1.WAL	COMP3_2.WAL	COMP3_3.WAL	COMP3_4.WAL	COMP3_5.WAL
COMP3_6.WAL	COMP3_7.WAL	COMP3_8.WAL	COMP4_1.WAL	COMP4_2.WAL
COMP4_3.WAL	COMP5_1.WAL	COMP5_2.WAL	COMP5_3.WAL	COMP5_4.WAL
COMP7_1.WAL	COMP7_2.WAL	COMP7_3.WAL	COMP8_1.WAL	COMP9_1.WAL
COMP9_2.WAL	COMP9_3.WAL	COMPUI_2.WAL	COMPUI_3.WAL	COMPU2_1.WAL
COOLANT.WAL	CORE1_1.WAL	CORE2_3.WAL	CORE3_1.WAL	CORE4_1.WAL
CORE4_4.WAL	CORE5_4.WAL	CORE6_1.WAL	CORE7_3.WAL	C_MET5_2.WAL
FLAT1_2.WAL	FUSE1_1.WAL	GRASS1_4.WAL	GRATE1_3.WAL	GRATE2_2.WAL
GRNX2_9.WAL	KCSIGN4.WAL	MON1_2.WAL	MON1_3.WAL	MON1_6.WAL
MON1_8.WAL	MONT1_4.WAL	MONT1_4T.WAL	MONT3_1.WAL	MONT3_2.WAL
OR01_2.WAL	OR02_3.WAL	PIPE1_3.WAL	RCOMP1_4.WAL	TIMPOD8.WAL

Pr s any key to continue . . .

6  
 25  
 57  
 0

play - 28

3006  
 100  
 8  
 16  
 56  
 3  
 8  
 256  
 50

632  
 834  
 051  
 0  
 642  
 6  
 660

(continuing D:\Q2\BASEQ2\TEXTURES\E1U1)  
 WINCOMP3.WAL WIRES2\_1.WAL  
 94 file(s) 936,530 bytes  
 3 dir(s) 152,076,288 bytes free

D:\Q2\BASEQ2\TEXTURES\E1U1>

BASELT~6.PCX	BASELT~7.PCX	BASELT~8.PCX	BASEMA~1.PCX	BASEMA~2.PCX
BASEMA~3.PCX	BASEMA~4.PCX	BASELT_2.WAL	BASELT_B.WAL	BASEMAP.WAL

585  
 587  
 583  
 0  
 589  
 585

0  
 51  
 26  
 17  
 27

101-SSsit  
 102-SSth

SSWVA1-8

Soddes64281-8

C1-8  
 D1-8

945-749  
 orig new

mia  
 maggiore

Village east  
 Colorado Blvd.  
 Circuit city

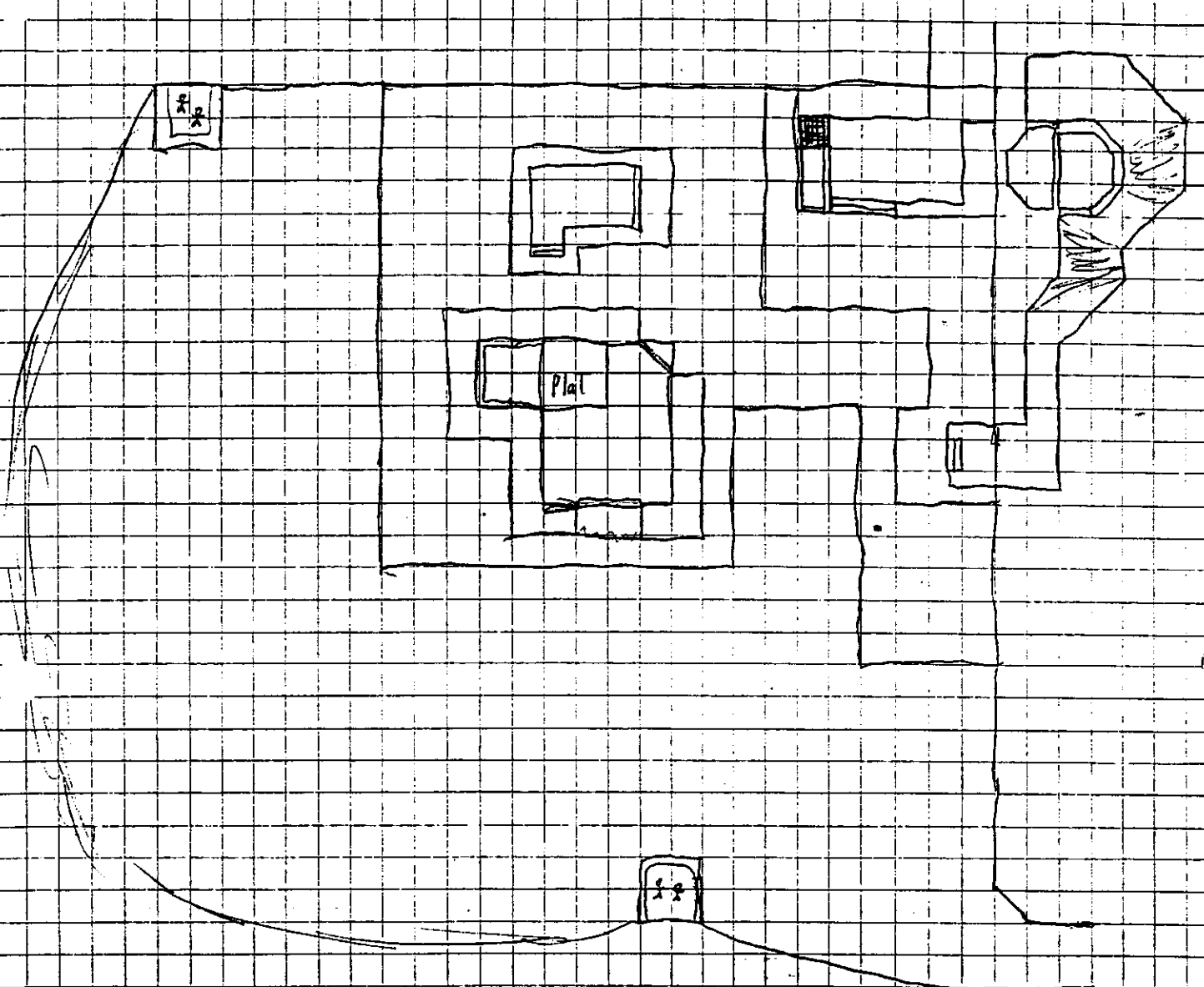
EO Fire1  
 FO Fire2  
 GO Firing  
 HO ow

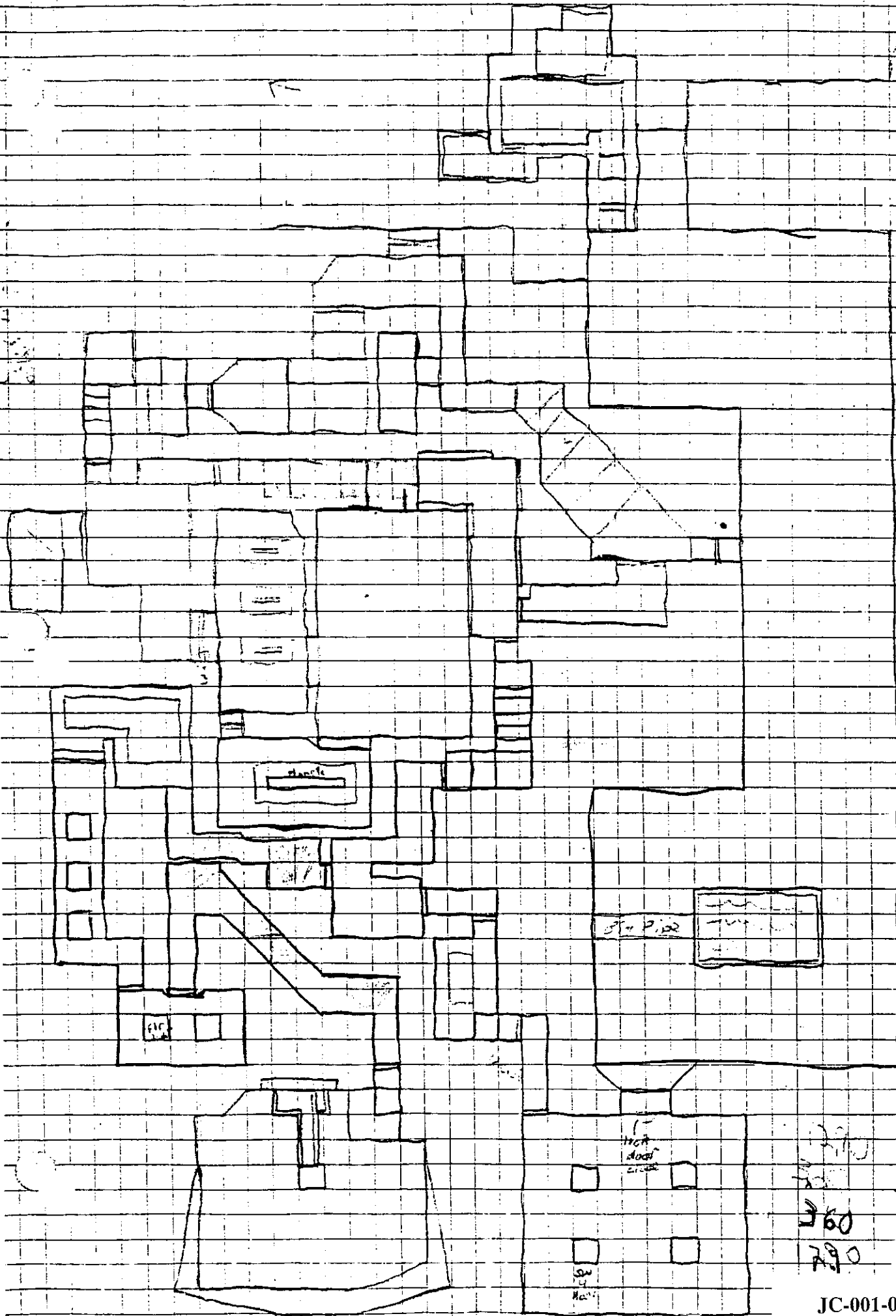
174	POSSA
176	A
187	G
184	E
189	H
194	M
203	R

21858  
 21876

Death F749  
 Nazi 3.4th

skip i-m NO-V0

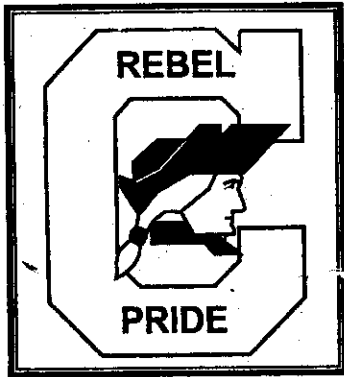




360  
290



*TimeTracker™*  
ACADEMIC 97-98



## Columbine High School

### "Stretch for Excellence"

6201 South Pierce Street  
Littleton, Colorado 80123

Attendance - 982-4410  
Bulletin Board - 982-4410  
Counseling - 982-4426  
FAX Number - 982-4401  
Main Office - 982-4400

*School Mascot: Rebels*

*Colors: Silver and Blue*

*School Motto: Stretch for Excellence*

#### COLUMBINE HIGH SCHOOL ADMINISTRATIVE STAFF

**Principal:**

Frank DeAngelis

**Assistant Principals:**

Kevin Land - Athletic Director

Karen Studenka - Curriculum and Instruction

Pat Patrick - Activities Director

**Dean of Students:**

Peter Horvath - 9<sup>th</sup> & 12<sup>th</sup> grade Attendance & Discipline

Chris Mikesell - 10<sup>th</sup> & 11<sup>th</sup> grade Attendance & Discipline

At Columbine High School we will Teach, Learn and Model life skills and attitudes that prepare us to:

- ◆ Work with People,
- ◆ Prepare for Change,
- ◆ Think Critically,
- ◆ Act Responsibly, and
- ◆ Live in Harmony with Others and with Our Environment

**This TimeTracker Belongs to:**

Name \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Phone # \_\_\_\_\_

## 1997-1998 DAILY BELL SCHEDULES

### REGULAR SCHEDULE

Period 1	7:30-8:20	
Period 2	8:25-9:20	
Period 3	9:25-10:15	
Period 4	10:20-11:10	
Period 5	11:15-11:45	Lunch A
	12:10-12:40	Lunch B
	11:15-12:05	Class
	11:50-12:40	Class
Period 6	12:45-1:35	
Period 7	1:40-2:30	

### THURSDAY SCHEDULE

Period 1	8:10-8:55	
Period 2	9:00-9:45	
Period 3	9:50-10:35	
Period 4	10:40-11:25	
Period 5	11:30-12:00	Lunch A
	12:20-12:50	Lunch B
	12:05-12:50	Class
	11:30-12:15	Class
Period 6	12:55-1:40	
Period 7	1:45-2:30	

### LONG ASSEMBLY SCHEDULE

(65 MINUTES)

Period 1	7:30-8:10	
Period 2	8:15-9:00	
ASSEMBLY	9:05-10:10	
Period 3	10:15-10:55	
Period 4	11:00-11:40	
Period 5	11:45-12:15	Lunch A
	12:30-1:00	Lunch B
	11:45-12:25	Class
	12:20-1:00	Class
Period 6	1:05-1:45	
Period 7	1:50-2:30	

### SHORT ASSEMBLY SCHEDULE

(30 MINUTES)

Period 1	7:30-8:15	
Period 2	8:20-9:10	
ASSEMBLY	9:15-9:45	
Period 3	9:50-10:35	
Period 4	10:40-11:25	
Period 5	11:30-12:00	Lunch A
	12:20-12:50	Lunch B
	11:30-12:15	Class
	12:05-12:50	Class
Period 6	12:55-1:40	
Period 7	1:45-2:30	

<u>LUNCH A</u>	<u>LUNCH B</u>
Language Arts	Art
Math	Business
Social Studies	Foreign Language
Tech. Arts	Life Management
	Music
	P.E.
	Science

## 1997-1998 IMPORTANT DATES

### AUGUST

- 13..... Senior/Junior Registration
- 14..... Sophomore/Freshman Registration
- 14..... New Student Orientation
- 13-18 ..... Schedule Change Requests
- 18..... Last Day for Schedule Change
- 18..... Teachers Report
- 20..... Fresh/New Students Pick Up Schedules
- 20..... Fresh/New Students Orientation
- 20..... 1st Day of Classes, Semester 1
- 28..... School Picture Make-Up Day
- 28..... Back-To-School Night
- 29..... Vision/Hearing Screening

### SEPTEMBER

- 1..... Labor Day - NO SCHOOL
- 15-20 ..... Homecoming Week
- 19..... Homecoming Game
- 20..... Homecoming Dance

### OCTOBER

- 3..... End Six Weeks Grading Period
- 8..... Retakes for Students and Faculty
- 8..... Report Cards in 2nd hr. Classes
- 14-15 ..... PLAN Test - Sophomores
- 14-15 ..... Parent/Teacher Conferences
- 17..... NO SCHOOL
- 20-31 ..... Registration Semester Two

### NOVEMBER

- 14..... End Six Weeks Grading Period
- 19..... Report Cards in 2nd hr. Classes
- 27-28 ..... Thanksgiving Holiday - NO SCHOOL

### DECEMBER

- 16..... Receive 2nd Semester Schedules
- 17,18,19 - JAN 6..... Schedule Change Requests
- 17-18 ..... Final Exams for Semester 1
- 19 ..... Make-up Day for Semester 1
- 19..... End of 1<sup>st</sup> Semester Grading Period

### JANUARY

- 5..... Teachers Report-Non Student Contact Day
- 6..... First Day of Classes, Semester 2
- 6..... Schedules in Cafeteria
- 6..... Report Cards in Upper Commons
- 19..... Martin Luther King Day - NO SCHOOL
- 26-28 ..... Recognition Breakfast

### FEBRUARY

- 2-6 ..... Registration 8th Grade - Ken Caryl
- 3..... 8th Grade Parent Meeting
- 13..... Columbine Area Inservice - NO SCHOOL
- 16..... Presidents Birthday - NO SCHOOL
- 20..... End Six Weeks Grading Period
- 25..... Report Cards in 2nd hr. classes
- 23-Mar 6 ..... Registration 1998-99 (Gr. 9,10,11)

### MARCH

- TBA..... Senior Assembly/Class Picture
- 12..... Parent/Teacher Conferences
- 13..... NO SCHOOL
- 16-20 ..... Spring Break

### APRIL

- 17..... End Six Weeks Grading Period
- 18..... Prom
- 22..... Report Cards in 2nd hr. Classes
- TBA..... Caps & Gown Distribution

### MAY

- 13-14 ..... Senior Finals
- 15..... Seniors Make-Up Day
- 22..... Class Day
- 23..... Graduation
- 25..... Memorial Day - NO SCHOOL
- 27-28 ..... Finals
- 29..... Make-Up Day for Sem. 2
- 29..... Last Day of School

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### ACADEMIC INFORMATION

#### COUNSELING

The Columbine Counselors provide a variety of services to students. Each counselor at CHS will participate in personal/social counseling, registration and academic advising, processing of college and scholarship applications, and provide input to students, teachers and parents regarding special needs. Specific services offered by the counselors and each counselor's part of the alphabet are listed below.

#### RYAN COLLINS

##### (A-CL)

Peer Counseling

#### JOE CUNNINGHAM

##### (CO-G)

College Counseling  
Coordinator  
NCAA Clearinghouse  
Liaison

#### BRAD BUTTS (H-K)

Department Chairperson  
Alternative School  
Liaison(Littleton  
Options)

#### SUSAN PETERS (L-N)

Career Counseling/  
Post Grad Center  
Coordinator  
9<sup>th</sup> Grade/New Student  
Transition Coordinator  
Group Counseling/Support  
Monitor

#### KEN HOLDEN

##### (O-SM)

Peer Counseling  
  
College Counseling  
Coordinator  
NCAA Clearinghouse  
Liaison  
Outdoor Lab

#### TBA (SN-Z)

District Testing/AP  
Coordinator  
Warren Tech Liaison  
Military Liaison

**HIGH SCHOOL GRADUATION REQUIREMENTS**

As a student at Columbine High School, you should constantly be aware of the course requirements that are set forth as policies of the Jefferson County Board of Education. With these in mind, it will be easier for you to determine what courses must be taken as you progress toward graduation.

ALL CREDITS EARNED IN GRADES 9-12 ARE COLLECTIVELY COUNTED TOWARD HIGH SCHOOL GRADUATION.

Students must complete the following course requirements in grades 9-12:

**Requirements for a High School Diploma:**

- Language Arts..... 4.0 units/credits
  - Social Studies..... 3.0 units/credits
  - Mathematics..... 2.0 units/credits
  - Physical Education ..... .5 units/credits
  - Science..... 2.0 units/credits
  - Elective Courses..... 10.5 units/credits
- TOTAL UNITS = 22.0

**Specific Ninth Grade Requirements:**

- Language Arts..... 1.0 unit
- Mathematics..... 1.0 unit
- Science..... 1.0 unit
- Social Studies..... 0.5 unit
- Elective Courses..... 2.5 units

**COLLEGE ADMISSION**

Since many of the private schools, as well as some of the state-supported institutions located both in and outside of Colorado, have stringent entrance requirements, it is advisable for you to begin your planning for college admission early in your junior year. Admission representatives from 100 colleges and universities visit Columbine High School each year. They are available to visit with students and parents. The counseling office posts lists of these visiting representatives and when they are scheduled to visit. It is advisable for you to meet with them to get academic and financial aid information about their institutions.

**IMPORTANT TESTING DATES:**

**ACT Testing and Registration Dates**

Test Date	Reg. Deadline	Late Reg. Deadline
Oct. 25, 1997	Sept. 22, 1997	Oct. 3, 1997
13, 1997	Nov. 10, 1997	Nov. 21, 1997
Feb. 7, 1998	Jan. 5, 1998	Jan. 16, 1998
April 4, 1998	March 2, 1998	March 13, 1998
June 13, 1998	May 11, 1998	May 22, 1998

**SAT Testing and Registration Dates**

Test Date	Reg. Deadline	Late Reg. Deadline
<b>(SAT I &amp; II)</b>		
Oct. 4, 1997	Sept. 9, 1997	Sept. 13, 1997
Nov. 1, 1997	Sept. 26, 1997	Oct. 8, 1997
Dec. 6, 1997	Oct. 30, 1997	Nov. 14, 1997
Jan. 24, 1998	Dec. 19, 1997	Dec. 30, 1997
March 28, 1998	Feb. 20, 1998	March 4, 1998
<b>(SAT I only)</b>		
May 2, 1998	March 26, 1998	April 10, 1998
June 6, 1998	April 30, 1998	May 15, 1998

**PSAT/NMSQT Testing Dates**

- October 18, 1997 (Saturday)
- October 14, 1997 (Tuesday - alternate test date for school related conflicts ONLY)

**Advanced Placement Testing**

May 11-22, 1998

**In-State College Nights**

Oct. 20, 1997	
Arvada West High School	7:00 p.m.
Oct. 21, 1997	
Green Mountain High School	7:00 p.m.
Oct. 29, 1997	
Dakota Ridge High School	7:00 p.m.

**Out-Of-State College Nights**

Oct. 15, 1997	
Wheat Ridge High School	6:30 p.m.
Oct. 16, 1997	
Thomas Jefferson High School	6:30 p.m.

**College Information Metro Workshop**

Oct. 19, 1997	
Cherry Creek High School	10a.m.-3 p.m.

**Class Drops/Schedule Changes:**

Schedule changes will only be made for sound educational reasons with the Administration making the final determination. The dates for changes will be included in registration materials.

A class officially dropped the first two weeks of a semester will be reported as a "WP" or "WF" on a student's transcript.

Thereafter, a student will be given a grade of "F" when dropped from a class. Failure to attend a class is not an official drop, and will result in an "F".

**Withdrawal from School:**

Students withdrawing from Columbine Senior must report to the Registrar in the Counseling Center with written permission from a parent or legal guardian stating the reason for withdrawal and the new address, if applicable. All financial obligations must be cleared before records will be sent to another school.

**GENERAL INFORMATION**

**Lockers:**

A locker will be issued to each new C.H.S. student who wishes to utilize such a space. The locker becomes the student's responsibility but does not become the student's personal possession, and therefore may be searched. Lockers will be issued to students at registration time. It is not recommended that valuable items be left in lockers. Students are permitted to occupy only the locker that has been assigned.

**Parking Lot Privileges:**

Due to limited parking spaces, only juniors and seniors will be allowed to park on campus in the student parking lot. No students are allowed to park in the staff/public lot in front of the school.

Any motorized vehicle parked on school property must have a Columbine High School parking permit. Improperly parked and/or unregistered vehicles will be subject to ~~being~~ *being* and/or towing without warning.

**Student Parking Policy:**

1. All student cars, which are parked on school property, must be registered with the campus supervisor. The permit can be transferred easily to another vehicle owned by the student. Giving a permit to another student will result in revocation of parking privileges.
2. Students using the south lot must park within the yellow ~~designated~~ *designated* lines.
3. Students may not park along the sides of either the entrance or exit ramps.
4. Violations of this policy will be grounds for the issuance of parking violation notice and will subject the ~~student~~ *student* to a fine with the fine doubled in the case of an unregistered vehicle. An unregistered or improperly parked vehicle may be towed without advance notice. Driving privileges may be revoked or students suspended for continued ~~flagrant~~ *flagrant* violations.

**Clement Park:**

Clement Park will be closed to students until after 6th hour. Students may walk through the park to get to cars, but there should be no loitering or congregating. *even though that's what Parks are for...*

**Student Identification:**

New students will receive an I.D. card at the beginning of the school year. The picture taken during registration will appear on the card. Since it is necessary to present the I.D. card at registration and at most school functions, students are required to carry their card at all times, and will show the ID upon request of CHS staff. There is no charge for the first I.D. card. If a card is lost, a replacement can be obtained at registration for \$3.00 fee.

## MEMORY

Once information is stored in your memory it is never forgotten. Many times we think we have forgotten something when in fact we never really stored the information in our memory. We can improve our memory by learning to store information more efficiently.

- Organize information from general to specific. Take time to preview material to get a feel for the general idea of the information.
- Use your imagination to create visual pictures of abstract concepts. *—help*
- Recite information out loud then repeat it until you know it. *Recite, Recite, Recite*
- Write it down. *Recite, Recite, Recite*
- Even information that we store in long-term memory can be difficult to recall if we don't use it regularly. To remember something you need to come in contact with it as often as possible—read it...write it...speak it...listen to it...and apply it.

- Take the time to make sure your notes are neat. Leave large margins so you can add to your notes later.
- Use symbols to highlight information: brackets, parentheses, circles, stars, arrows, underline, equal signs, question marks, etc.
- Record your notes in an outline form to see relationships between ideas. If you are having trouble following the sequence of a lecture, write out your notes in informal paragraphs. As you review your notes, you will be able to recognize the major points and create an outline.

## STUDYING

- Become aware of your best time of day to study—when you are the most alert and focused.
- Select a place where you can concentrate for an extended period of time without distraction.
- Develop a schedule that allows you to review material on a daily basis. It is especially important to review material within 24 hours. This helps move information from short-term to long-term memory.
- As you review class material, determine the important ideas and major points of each section. If your notes are unorganized you may want to rewrite them in an outline form. By rewriting your notes you are forcing yourself to review the material.



- Take regular breaks when you study for extended periods of time. Stand up, stretch, get a drink of water, etc. Don't let these breaks exceed 5 to 10 minutes.
- Study difficult subjects first. The subjects we find difficult often require more concentration and energy. If you are continually avoiding a subject, seek out a teacher or friend to help you with the material.
- Take advantage of your spare time. Time between classes, before appointments, or while waiting for a ride adds up fast. Prepare short study tasks for these situations.
- Do not depend on last minute cramming to prepare for tests. It is better to combine several weeks of regular study periods with more extensive review as the test date nears.



- Be sure you read and understand all of the directions of the examination.
- Skim the entire test and budget your time wisely. Do not spend too much time on any one question.
- Jot down formulas, equations or other information you know you'll need, but might forget, in the margins of the test.
- Start at the beginning and answer the easy questions first.
- Look for answers in other test questions. Sometimes one question will include the answer to another. Other questions may also stimulate your memory.
- Read multiple choice and true/false questions carefully. Trust your first instinct.
- If you finish early, be sure to read over the entire test again to make sure that you have answered all of the questions and that all of your answers are legible.
- When you get your tests back, be sure to correct any incorrect answers. Doing this will help store the correct information in your memory.

# PARTS OF SPEECH

## Noun

Names a person, place, thing, concept, or quality. There are two basic types of nouns:

- Common - *human, soldier, college, book, faith* (name general classes or categories)
- Proper - *Abraham Lincoln, U.S. Army, University of Colorado, Alice in Wonderland, Christianity* (name specific people, places, things and must be capitalized)

## W

### (noun substitute)

Used as a substitute for a noun (the noun for which a pronoun substitutes is called its antecedent). Pronouns have three cases: subjective (subject of the sentence); objective (object of the verb or preposition); and possessive (expresses ownership). Pronouns fall into several different categories:

- Personal - *I, me, my, mine; we, us, our, ours* (1st person); *you, your, yours* (2nd person); *he, him, his; she, her, hers; it, its; they, them, their, theirs* (3rd person)
- Demonstrative - *this, these; that, those*
- Relative - *who* (or *whom*), *which*, and *that*
- Interrogative - *who* (or *whom*), *what*, and *which*
- Indefinite - *all, any, another, anyone, anything, both, each, either, everybody, few, many, most, much, neither, nobody, none, several, some, and such*
- Reflexive/Intensive - *myself, yourself, himself, herself, itself, oneself, ourselves, yourselves, and themselves* (always ends with -self or -selves)
- Reciprocal - *one another, and each other*

## Verb

Describes an action or a state of being. It also identifies the time of the activity (past, present, future).

She *threw* the ball. (past)

We *need* your help today. (present)

You *will enjoy* the dance. (future)

## Adjective

Describes a noun or pronoun by pointing out one of its qualities. Adjectives are usually placed just before the words they describe.

There were *four red* chairs in the *large* room. It was an *awkward* situation for the *five* guests.

## Adverb

Modifies the action or condition expressed by a verb, adjective, or another adverb. They specify how, when, where, or to what degree. Adverbs are often formed by adding -ly to an adjective.

Gail was *extremely* upset. She ran out of the building *immediately*.

## Conjunction

Connects words, phrases, or clauses together. Types of conjunctions:

- Coordinating - *and, but, or, for, nor, yet, and so* (joins similar sentence elements)

My favorite subjects are English, science, *and* art.

- Correlative - *either/or, neither/nor, not only/but also, both/and, and whether/or*

(used in pairs, joins similar sentence elements)

You can *either* go to the movie *or* the park tonight.

- Subordinating - *so, although, after, because, if, where, than, since, as, unless, before, that, though, when, and whereas* (joins two clauses, normally a dependent one to an independent one)

The geography test was easy *because* I was prepared.

## Preposition

Indicates the relationship of a noun or pronoun to another word in a sentence.

- Direction - *to, into, across, toward, up, down*
- Location - *at, in, on, under, over, beside, among, by, between, through*

- Time - *before, after, during, until, since*

- Figurative Location - *for, against, with*

She was standing *near* her locker when they ran *down* the hall.

## Interjection

A word or phrase used independently to express strong emotion, surprise, or to summon attention (frequently followed by an exclamation mark).

*Hey!* Where are you going? I need your help now.



# SPELLING RULES *5/26/06*

## ↳ DROPPING OR RETAINING A FINAL SILENT E

- Drop the -e before a suffix beginning with a vowel:  
*age-aging desire-desirable fame-famous*
- Retain the -e before a suffix beginning with a consonant:  
*care-careful safe-safety manage-managemen*

Exceptions: *acreage, mileage, argument, trully, whally*

- To keep the sound of soft -ce or -ge do not drop the spe... before -able or -ous:

*changeable courageous outrageous*

## ↳ DROPPING A FINAL CONSONANT BEFORE A SUFFIX

- Drop a final consonant before a suffix beginning with a vowel if both (1) the consonant ends a stressed syllable or a one-syllable word and (2) the consonant is preceded by a single vowel

Words stressed on last syllable:

*begin-beginning occur-occurrence*

One-syllable words:

*hid-hidden shop-shoppers*

## ↳ CHANGING OR RETAINING A FINAL Y BEFORE A SUFFIX

- Change the -y to i before suffixes, except -ing:  
*apply-applies, applied, appliance OR applying study-studies, studied OR studying*
- Exceptions: Do not change the y before -s or -ed in verbs ending in y preceded by a vowel:  
*stay, stays, stayed.*

## ↳ RETAINING A FINAL L BEFORE -LY

- Do not drop a final l when you add -ly:  
*real-really usual-usually formal-formally*

## ↳ ADDING -S TO FORM THE PLURAL OF NOUNS

- Form the plural of most nouns by adding -s to the singular:  
*two boys many nations*
- Add -es to singular nouns ending in s, ch, sh, or x:  
*loves, approach-approaches, ash-ashes tax-taxes*
- Add -es to singular nouns ending in y preceded by a consonant, after changing the y to i:  
*company-companies ninety-nineties industry-industries*

## ↳ WHEN TO USE FI AND IE

- When the sound is e (ee), write ie (except after c, in which case write ei):  
*field chief yield deceive-perceive conceit (after c)*
  - When the sound is other than e (ee), usually write ei:  
*foreign height weigh*
- "I before E except after C - Or when sounded as A"

THESE ARE GENERAL RULES - THERE ARE ALWAYS EXCEPTIONS! KEEP A RECORD OF WORDS YOU MISPELL AND REVIEW THE LIST PERIODICALLY.



## Frequently Misspelled Words



accommodate	controversy	height	performance	profession	succession
achievement	controversial	interest	personal	prominent	surprise
acquire	definitely	its, it's	personnel	pursue	technique
all right	definition	led	possession	quiet	than
among	define	lose	possible	receive	then
apparent	describe	losing	practical	receiving	their
argument	description	marriage	precede	recommend	there
arguing	disastrous	mere	prejudice	referring	they're
belief	effect	necessary	prepare	repetition	thorough
believe	embarrass	occasion	prevalent	rhythm	to, too, two
beneficial	environment	occurred	principal	sense	transferred
benefited	exaggerate	occurring	principle	separate	unnecessary
category	existence	occurrence	privilege	separation	villain
coming	existent	opinion	probably	shining	woman
comparative	experience	opportunity	proceed	similar	write
conscious	explanation	paid	procedure	studying	writing
	fascinate	particular	professor	succeed	

## MEASUREMENTS

### LENGTH

12 inches (in or ").....	equals 1 foot (ft or')
3 feet.....	equals 1 yard (yd)
1760 yards.....	equals 1 mile (mi)
1.15 miles.....	equals 1 nautical mile
3 miles.....	equals 1 league

### VOLUME

3 teaspoons (tsp or t).....	equals 1 tablespoon (tbl or T)
16 tablespoons.....	equals 1 cup (c)
2 cups.....	equals 1 pint (pt)
2 pints.....	equals 1 quart (qt)
4 quarts.....	equals 1 gallon (gal)

### WEIGHT

16 ounces (oz).....	equals 1 pound (lb)
2000 pounds.....	equals 1 ton

### AREA

4860 sq. yards.....	equals 1 acre
640 acres.....	equals 1 sq. mile

## CONVERSION TABLE

WHEN YOU KNOW	MULTIPLY BY	TO FIND
inches.....	2.54	centimeters
feet.....	30.48	centimeters
yards.....	0.9144	meters
miles.....	1.609	kilometers
teaspoons.....	4.9289	milliliters
tablespoons.....	14.787	milliliters
cups.....	0.2366	liters
pints.....	0.4732	liters
quarts.....	0.9464	liters
gallons.....	3.7854	liters
pounds.....	0.4536	kilograms
tons.....	0.9072	metric ton
centimeters.....	0.3937	inches
meters.....	1.0936	yards
kilometers.....	0.6214	miles
milliliters.....	0.0338	fluid ounces
liters.....	1.057	quarts
liters.....	0.2642	gallons
grams.....	0.0353	ounces
kilograms.....	2.2046	pounds
metric ton.....	1.1023	ton

## DECIMAL EQUIVALENTS OF COMMON FRACTIONS

1/2.....	0.5000	3/11.....	0.2727
1/3.....	0.3333	4/5.....	0.8000
1/4.....	0.2500	4/7.....	0.5714
1/5.....	0.2000	4/9.....	0.4444
1/6.....	0.1667	4/11.....	0.3636
1/7.....	0.1429	5/6.....	0.8333
1/8.....	0.1250	5/7.....	0.7143
1/9.....	0.1111	5/8.....	0.6250
1/10.....	0.1000	5/9.....	0.5556
1/11.....	0.0909	5/11.....	0.4545
1/12.....	0.0833	5/12.....	0.4167
1/16.....	0.0625	6/7.....	0.8571
1/32.....	0.0313	6/11.....	0.5455
1/64.....	0.0156	7/8.....	0.8750
2/3.....	0.6667	7/9.....	0.7778
2/5.....	0.4000	7/10.....	0.7000
2/7.....	0.2857	7/11.....	0.6364
2/9.....	0.2222	7/12.....	0.5833
2/11.....	0.1818	8/9.....	0.8889
3/4.....	0.7500	8/11.....	0.7273
3/5.....	0.6000	9/10.....	0.9000
3/7.....	0.4286	9/11.....	0.8182
3/8.....	0.3750	10/11.....	0.9091
3/10.....	0.3000	11/12.....	0.9167

## METRIC MEASUREMENTS

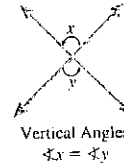
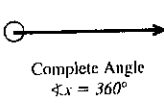
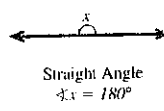
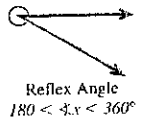
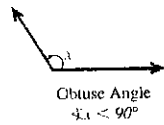
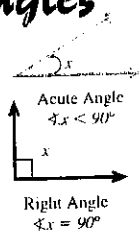
	LENGTH	VOLUME	WEIGHT
1000	kilometer (km)	kiloliter (kl)	kilogram (kg)
100	hectometer (hm)	hectoliter (dal)	hectogram (dag)
10	decameter (dam)	decaliter (dal)	decagram (dag)
1	meter (m)	liter (l)	gram (g)
1/10	decimeter (dm)	deciliter (dl)	decigram (dg)
1/100	centimeter (cm)	centiliter (cl)	centigram (cg)
1/1000	millimeter (mm)	milliliter (ml)	milligram (mg)

## TEMPERATURE CONVERSIONS

Fahrenheit to Celsius: $C = (F - 32) \div 5 \times 9$	
Celsius to Fahrenheit: $F = (C \times 9 \div 5) + 32$	
Celsius to Kelvin: $K = C + 273.15$	
Water boils.....	212°F = 100°C
Body temperature.....	98.6°F = 37°C
Room temperature.....	72°F = 22°C
Water freezes.....	32°F = 0°C
Absolute zero.....	459.67°F = 273.15°C

\*lowest possible temperature

# Angles

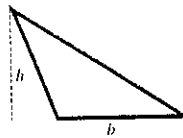


# Triangles

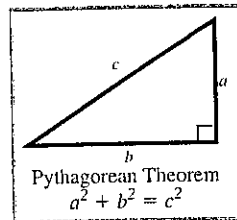


**Equilateral Triangle**  
A triangle with three equal sides and three equal angles of  $60^\circ$ .

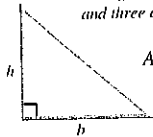
Area =  $1/2 bh$



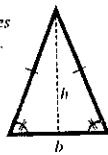
**Scalene Triangle**  
A triangle with no equal sides and no equal angles.



**Pythagorean Theorem**  
 $a^2 + b^2 = c^2$

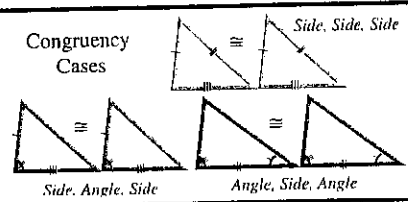


**Right Triangle**  
A triangle with one  $90^\circ$  angle. The side opposite the right angle is called the hypotenuse.

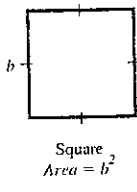


**Isosceles Triangle**  
A triangle with two equal sides and two equal angles. Angles opposite the equal sides are always equal.

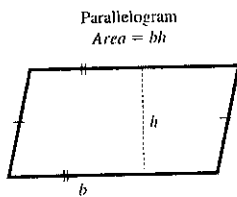
**Congruency Cases**



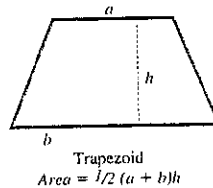
# Quadrilaterals



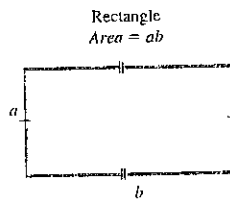
**Square**  
Area =  $b^2$



**Parallelogram**  
Area =  $bh$



**Trapezoid**  
Area =  $1/2 (a + b)h$

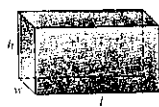


**Rectangle**  
Area =  $ab$

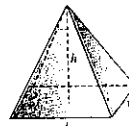
# Solids



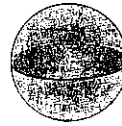
**Cube**  
Volume =  $s^3$   
Total Surface Area =  $6s^2$



**Rectangular Prism**  
Volume =  $lwh$   
Total Surface Area =  $2lw + 2wh + 2lh$



**Pyramid**  
Volume =  $1/3 lh^2$



**Sphere**  
Volume =  $4/3 \pi r^3$   
Total Surface Area =  $4\pi r^2$



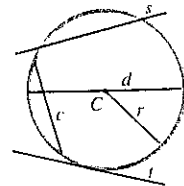
**Cone**  
Volume =  $1/3 \pi r^2 h$   
Lateral Surface Area =  $\pi r \sqrt{r^2 + h^2}$



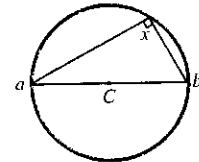
**Cylinder**  
Volume =  $\pi r^2 h$   
Lateral Surface Area =  $2\pi rh$

# Circles

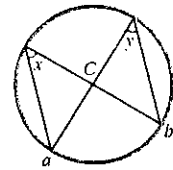
Circumference =  $2\pi r$   
Area =  $\pi r^2$



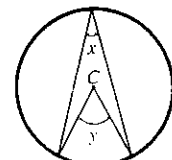
C = center  
d = diameter  
r = radius  
s = secant  
t = tangent  
c = chord



$\sphericalangle x = 90^\circ$   
ab is the diameter



$\sphericalangle x = \sphericalangle y$   
angles subtended on the same arc ab



$2\sphericalangle x = \sphericalangle y$

## FRACTIONS

$$\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$$

$$\frac{a}{b} - \frac{c}{d} = \frac{ad - bc}{bd}$$

$$\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}$$

$$\frac{a}{b} \div \frac{c}{d} = \frac{ad}{bc}$$

## EXPONENTS

$$x^0 = 1$$

$$x^1 = x$$

$$x^a = x \cdot x \cdot x \dots (\text{a times})$$

$$x^{-a} = 1/x^a$$

$$x^a \cdot x^b = x^{a+b}$$

$$(x \div y)^b = x^b \div y^b$$

$$x^a \div x^b = x^{a-b}$$

$$(x^a)^b = x^{ab}$$

$$x^{1/a} = \sqrt[a]{x}$$

$$x^a \cdot y^a = (xy)^a$$

$$x^{a/b} = \sqrt[b]{x^a} = (\sqrt[b]{x})^a$$

## LOGARITHMS

$$\text{Log}_a x = n \Leftrightarrow x = a^n \text{ (Log to the base } a)$$

$$\text{Log} x = n \Leftrightarrow x = 10^n \text{ (common Log)}$$

$$\text{Ln} x = n \Leftrightarrow x = e^n \text{ (natural Log)}$$

$$e = 2.71828\dots$$

$$\text{Log}_b(xy) = \text{Log}_b(x) + \text{Log}_b(y)$$

$$\text{Log}_b(x/y) = \text{Log}_b(x) - \text{Log}_b(y)$$

$$\text{Log}_b(x^a) = a \text{Log}_b x$$

$$\text{Log}_b(\sqrt[n]{x}) = 1/n \text{Log}_b x$$

## POLYNOMIALS

$$a(b+c) = ab + ac$$

$$(a+b)^2 = a^2 + 2ab + b^2$$

$$a^2 - b^2 = (a-b)(a+b)$$

$$(a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$$

$$a^3 - b^3 = (a-b)(a^2 + ab + b^2)$$

$$(a+b+c)^2 = a^2 + b^2 + c^2 + 2ab + 2ac + 2bc$$

The Quadratic Formula - the solutions to:

$$ax^2 + bx + c = 0 \text{ are } x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

## PHYSICS

$$\text{Net Force (N newtons)} = \text{mass} \cdot \text{acceleration}$$

$$\text{Momentum (kg} \cdot \text{m/s)} = \text{mass} \cdot \text{velocity}$$

$$\text{Work (J joules)} = \text{force} \cdot \text{distance}$$

$$\text{Density (g/cm}^3) = \frac{\text{mass}}{\text{volume}}$$

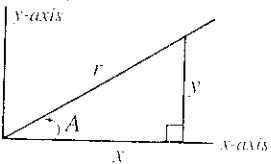
$$\text{Velocity (m/s)} = \frac{\text{distance}}{\text{time}}$$

$$\text{Power (W watts)} = \frac{\text{work}}{\text{time}}$$

$$\text{Specific gravity} = \frac{\text{density of substance}}{\text{density of water}}$$

$$\text{Acceleration (m/s}^2) = \frac{\text{final vel.} - \text{initial vel.}}{\text{time}}$$

## TRIGONOMETRY



$$\sin A = y/r \text{ (opp./hyp.)}$$

$$\cos A = x/r \text{ (adj./hyp.)}$$

$$\tan A = y/x \text{ (opp./adj.)}$$

$$\csc A = r/y \text{ (hyp./opp.)}$$

$$\sec A = r/x \text{ (hyp./adj.)}$$

$$\cot A = x/y \text{ (adj./opp.)}$$

$$\sin(x \pm y) = \sin x \cos y \pm \cos x \sin y$$

$$\cos(x \pm y) = \cos x \cos y \mp \sin x \sin y$$

$$\sin(2x) = 2 \sin x \cos x$$

$$\tan(x \pm y) = \frac{\tan x \pm \tan y}{1 \mp \tan x \tan y}$$

$$\tan x = \sin x / \cos x$$

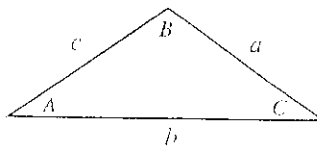
$$\cot x = \cos x / \sin x$$

$$\sin^2 x + \cos^2 x = 1$$

$$\cot x \pm 1 = \csc^2 x$$

$$\tan^2 x \mp 1 = \sec^2 x$$

$$\cos(2x) = \cos^2 x - \sin^2 x = 2\cos^2 x - 1 = 1 - 2\sin^2 x$$



$$\text{Law of Sines: } \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$\text{Law of Cosines: } a^2 = b^2 + c^2 - 2bc \cos A$$

$$b^2 = a^2 + c^2 - 2ac \cos B$$

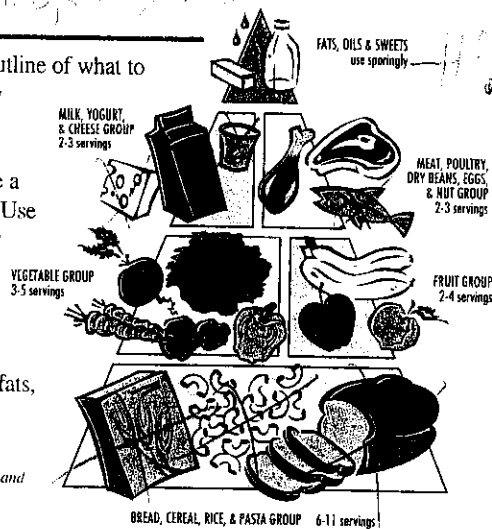
$$c^2 = a^2 + b^2 - 2ab \cos C$$



## NUTRITION

The Food Guide Pyramid is an outline of what to eat each day based on the Dietary Guidelines for Americans. It is not a rigid prescription but a general guide that lets you choose a healthful diet that's right for you. Use the pyramid to help you eat better every day. Start with plenty of breads, cereals, rice, pasta, vegetables, and fruits. Add 2-3 servings from the milk and meat groups. Remember to go easy on fats, oils, and sweets—the food in the small tip of the pyramid.

Source: United States Department of Agriculture and the Food Labeling Education Information Center



## THE INTERNET AND THE WORLD WIDE WEB

The Internet has revolutionized the computer and communications world. It has world-wide broadcasting capability, is a mechanism for information dissemination, and is a medium for collaboration and interaction between individuals and their computers without regard for geographic location.

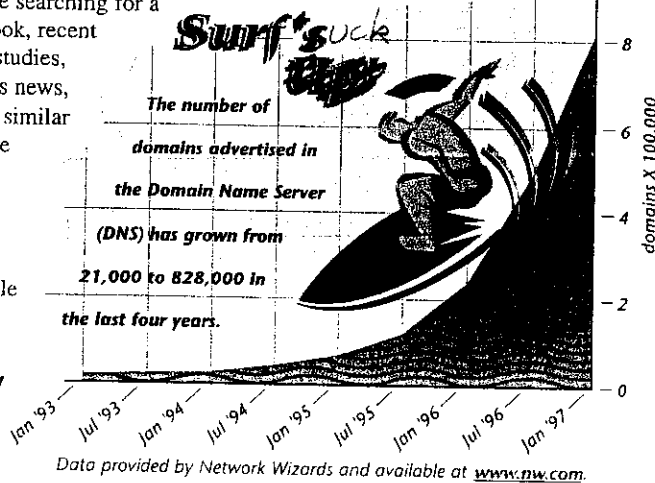
One of the fastest growing and most popular aspects of the Internet is the World Wide Web. The amount of data and sites to visit has grown at an explosive rate (see below). It has become a valuable source of information for professionals and novices alike.

Whether you're searching for a hard to find book, recent archeological studies, the latest sports news, or people with similar interests, you're sure to find something of interest. If you don't, why not make it available on your own web page!

Surf the Web!

### Notable World Wide Web Sites:

- [www.yahoo.com](http://www.yahoo.com) (Search Engine)
- [www.usatoday.com](http://www.usatoday.com)
- [www.apple.com](http://www.apple.com)
- [www.microsoft.com](http://www.microsoft.com)
- [www.chef.com](http://www.chef.com) (The Computer Network)
- [www.redcross.org](http://www.redcross.org)
- [www.sportsline.com](http://www.sportsline.com) (CBS SportLine)
- [www.si.edu](http://www.si.edu) (Smithsonian Institute)
- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- [www.nasa.gov](http://www.nasa.gov)
- [mistral.culture.fr/louvre](http://mistral.culture.fr/louvre) (Museum in France)
- [lcweb.loc.gov](http://lcweb.loc.gov) (Library of Congress)
- [www.amazon.com](http://www.amazon.com) (Book Store)
- [www.timetracker.com](http://www.timetracker.com)



## ENVIRONMENT

According to one study, Americans generate 230 million tons of refuse a year! That equates to 5.1 pounds per person, per day or about 1,900 pounds per year. This waste is filling up the landfills at an alarming rate. Here are some simple steps we can all take to reduce this mounting problem.

### REDUCE survival rates

- Bring your own ~~weap~~ to the store.
- Cut old ~~clothes~~ and other ~~clothes~~ into ~~rag~~ rags. Use these rags or sponges rather than paper towels for most cleaning jobs.
- Buy a mulching mower, or mow ~~people~~ more frequently so you do not have to bag the ~~grass~~.

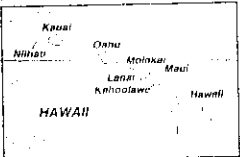
### REUSE arec, berach, and other tips

- Choose ~~people~~ aerosol dispensers.
- Use rechargeable ~~telescopes~~ instead of disposables. ~~telescopes~~ colored funnies or other colored sections of the newspaper.
- Start a compost pile ~~of~~ vegetable ~~peas~~ and yard waste to use in your ~~back~~.

### RECYCLE Never

- Glass, aluminum, plastic, ~~cardboard~~, ~~paper~~ can all be ~~recycled~~—do your part.
- The major use of recycled telephone books is to make CD covers.
- One recycled can saves as much energy as it takes to run a TV set for 4 hours.





1. Aguascalientes
2. Queretaro
3. Chihuahua
4. Hidalgo
5. Mexico
6. Distrito Federal
7. Morelos
8. Tlaxcala

### INTERESTING UNITED STATES FACTS

LONGEST RIVER - Mississippi, 2348 mi.  
 HIGHEST MOUNTAIN - Mt. McKinley, Alaska, 20,320 ft.  
 LOWEST POINT - Death Valley, California, -282 ft.  
 DEEPEST LAKE - Crater Lake, Oregon, 1,932 ft.

LONGEST BRIDGE SPAN - Verrazano-Narrows, New York, 4,260 ft.  
 TALLEST BUILDING - Sears Tower, Chicago, IL, 1,454 ft.  
 LARGEST BUILDING - Boeing's 747 plant, Everett, WA, 205,600,000 cu. ft.  
 TALLEST STRUCTURE - T.V. Tower, Blanchard, ND, 2,063 ft.

# UNITED STATES STATISTICS

STATE	POSTAL ABBREVIATION	CAPITAL	AREA (RANK) SQ. MILES	POPULATION (RANK)	POP. DENSITY SQ. MILES**	# OF REPS CONGRESS
Alabama	AL	Montgomery	52,423 (30)	4,218,792 (22)	79.6	7
Alaska	AK	Juneau	656,424 (1)	606,276 (49)	1.0	1
Arizona	AZ	Phoenix	114,006 (6)	4,075,052 (23)	32.3	6
Arkansas	AR	Little Rock	53,182 (29)	2,452,671 (33)	45.1	4
California	CA	Sacramento	163,707 (3)	31,430,697 (1)	190.8	52
Colorado	CO	Denver	104,100 (8)	3,275,251 (27)	31.8	6
Connecticut	CT	Hartford	5,544 (48)	3,275,251 (27)	678.4	6
Delaware	DE	Dover	2489 (49)	706,351 (46)	340.8	1
Dist. of Columbia	DC	Washington	68 (51)	570,175 (50)	9,882.8	-
Florida	FL	Tallahassee	65,756 (22)	13,952,714 (4)	239.6	23
Georgia	GA	Atlanta	59,441 (24)	7,055,336 (11)	111.9	11
Hawaii	HI	Honolulu	10,932 (43)	1,178,564 (40)	172.5	2
Idaho	ID	Boise	83,574 (14)	1,133,034 (42)	12.2	2
Illinois	IL	Springfield	57,918 (25)	11,751,774 (6)	205.6	20
Indiana	IN	Indianapolis	36,420 (38)	5,752,073 (14)	154.6	10
Iowa	IA	Des Moines	56,276 (26)	2,829,252 (30)	49.7	5
Kansas	KS	Topeka	82,282 (15)	2,554,047 (32)	30.3	4
Kentucky	KY	Frankfort	40,411 (37)	3,826,794 (24)	92.8	6
Louisiana	LA	Baton Rouge	51,843 (31)	4,315,085 (21)	96.9	7
Maine	ME	Augusta	35,387 (39)	1,240,209 (39)	39.8	2
Maryland	MD	Annapolis	12,407 (42)	5,006,265 (19)	489.2	8
Massachusetts	MA	Boston	10,555 (44)	6,041,123 (13)	767.6	10
Michigan	MI	Lansing	96,705 (11)	9,496,147 (8)	163.6	16
Minnesota	MN	St. Paul	86,943 (12)	4,567,267 (20)	55.0	8
Mississippi	MS	Jackson	48,434 (32)	2,669,111 (31)	54.9	5
Missouri	MO	Jefferson City	69,709 (21)	5,277,640 (15)	74.3	9
Montana	MT	Helena	147,046 (4)	856,047 (44)	5.5	1
Nebraska	NE	Lincoln	77,358 (16)	1,622,858 (37)	20.5	3
Nevada	NV	Carson City	110,567 (7)	1,457,028 (38)	10.9	2
New Hampshire	NH	Concord	9,351 (46)	1,136,820 (41)	123.7	2
New Jersey	NJ	Trenton	8,722 (47)	7,903,925 (9)	1,042.0	13
New Mexico	NM	Santa Fe	121,598 (5)	1,653,521 (36)	12.5	3
New York	NY	Albany	54,471 (27)	18,169,051 (3)	381.0	31
North Carolina	NC	Raleigh	53,821 (28)	7,069,836 (10)	136.1	12
North Dakota	ND	Bismark	70,704 (19)	637,988 (47)	9.3	1
Ohio	OH	Columbus	44,828 (34)	11,102,198 (7)	264.9	19
Oklahoma	OK	Oklahoma City	69,903 (20)	3,258,069 (28)	45.8	6
Oregon	OR	Salem	98,386 (9)	3,086,188 (29)	29.6	5
Pennsylvania	PA	Harrisburg	46,058 (33)	12,052,367 (5)	265.1	21
Rhode Island	RI	Providence	1,545 (50)	996,757 (43)	960.3	2
South Carolina	SC	Columbia	32,008 (40)	3,663,984 (25)	115.8	6
South Dakota	SD	Pierre	77,121 (17)	721,164 (45)	9.2	1
Tennessee	TN	Nashville	42,146 (36)	5,175,240 (17)	118.3	9
Texas	TX	Austin	268,601 (2)	18,378,185 (2)	64.9	30
Utah	UT	Salt Lake City	84,904 (13)	1,907,936 (34)	21.0	3
Vermont	VT	Montpellier	9,615 (45)	580,209 (48)	60.8	1
Virginia	VA	Richmond	42,777 (35)	6,551,522 (12)	156.3	11
Washington	WA	Olympia	71,302 (18)	5,343,090 (16)	73.1	9
West Virginia	WV	Charleston	24,231 (41)	1,822,021 (35)	74.5	3
Wisconsin	WI	Madison	65,499 (23)	5,081,658 (18)	90.1	9
Wyoming	WY	Cheyenne	97,818 (10)	475,981 (51)	4.7	1
TOTAL	-	-	3,787,319	260,340,990	356.6 (avg)	435

\* Source: U.S. Geological Survey; U.S. Post Office; Bureau of the Census—1994 census. \*\* Population Density is figured using land area only.

PRESIDENTS OF THE UNITED STATES	
1. GEORGE WASHINGTON (F)	
2. JOHN ADAMS (F)	
3. THOMAS JEFFERSON (DR)	
4. JAMES MADISON (DR)	
5. JAMES MONROE (DR)	
6. JOHN QUINCY ADAMS (DR)	
7. ANDREW JACKSON (D)	
8. MARTIN VAN BUREN (D)	
9. WILLIAM H. HARRISON (W)	
10. JOHN TYLER (W)	
11. JAMES K. POLK (D)	
12. ZACHARY TAYLOR (W)	
13. MILLARD FILLMORE (W)	
14. FRANKLIN PIERCE (D)	
15. JAMES BUCHANAN (D)	
16. ABRAHAM LINCOLN (R)	
17. ANDREW JOHNSON (U)	
18. ULYSSES S. GRANT (R)	
19. RUTHERFORD B. HAYES (R)	
20. JAMES A. GARFIELD (R)	
21. CHESTER A. ARTHUR (R)	
22. GROVER CLEVELAND (U)	
23. BENJAMIN HARRISON (R)	
24. GROVER CLEVELAND (D)	
25. WILLIAM MCKINLEY (R)	
26. THEODORE ROOSEVELT (R)	
27. WILLIAM H. TAFT (R)	
28. WOODROW WILSON (D)	
29. WARREN G. HARDING (R) <i>appe.</i>	
30. CALVIN COOLIDGE (R)	
31. HERBERT C. HOOVER (R)	
32. FRANKLIN D. ROOSEVELT (D)	
33. HARRY S. TRUMAN (D)	
34. DWIGHT D. EISENHOWER (R)	
35. JOHN F. KENNEDY (D)	
36. LYNDON B. JOHNSON (D)	
37. RICHARD M. NIXON (R)	
38. GERALD R. FORD (R)	
39. JIMMY (JAMES E.) CARTER (D)	
40. RONALD W. REAGAN (R)	
41. GEORGE H. BUSH (R)	
42. BILL (WILLIAM J.) CLINTON (D)	

(F) FEDERALIST (W) WHIG  
(DR) DEMOCRATIC (R) REPUBLICAN  
REPUBLICAN (U) UNION  
(D) DEMOCRATIC

**PRESIDENTIAL OATH OF OFFICE**  
 "I DO SOLEMNLY SWEAR (AFFIRM)  
 THAT I WILL FAITHFULLY EXECUTE  
 THE OFFICE OF PRESIDENT OF THE  
 UNITED STATES, AND WILL, TO THE  
 BEST OF MY ABILITY, PRESERVE,  
 PROTECT, AND DEFEND THE  
 CONSTITUTION OF THE UNITED  
 STATES." *(Custom decrees the use of the  
 words "So help me God" at the end of the oath  
 when taken by the President-elect, his left  
 hand on the Bible for the duration of the oath,  
 with his/her right hand raised.)*

Ocean Depths (in feet)			
Ocean	Area (sq. mi.)	Average Depth (ft)	Deepest Pt. (ft)
Pacific	64,186,300	12,925	35,840
Atlantic	33,420,000	11,730	28,232
Indian	28,350,500	12,598	23,376
Arctic	5,105,700	3,407	17,881

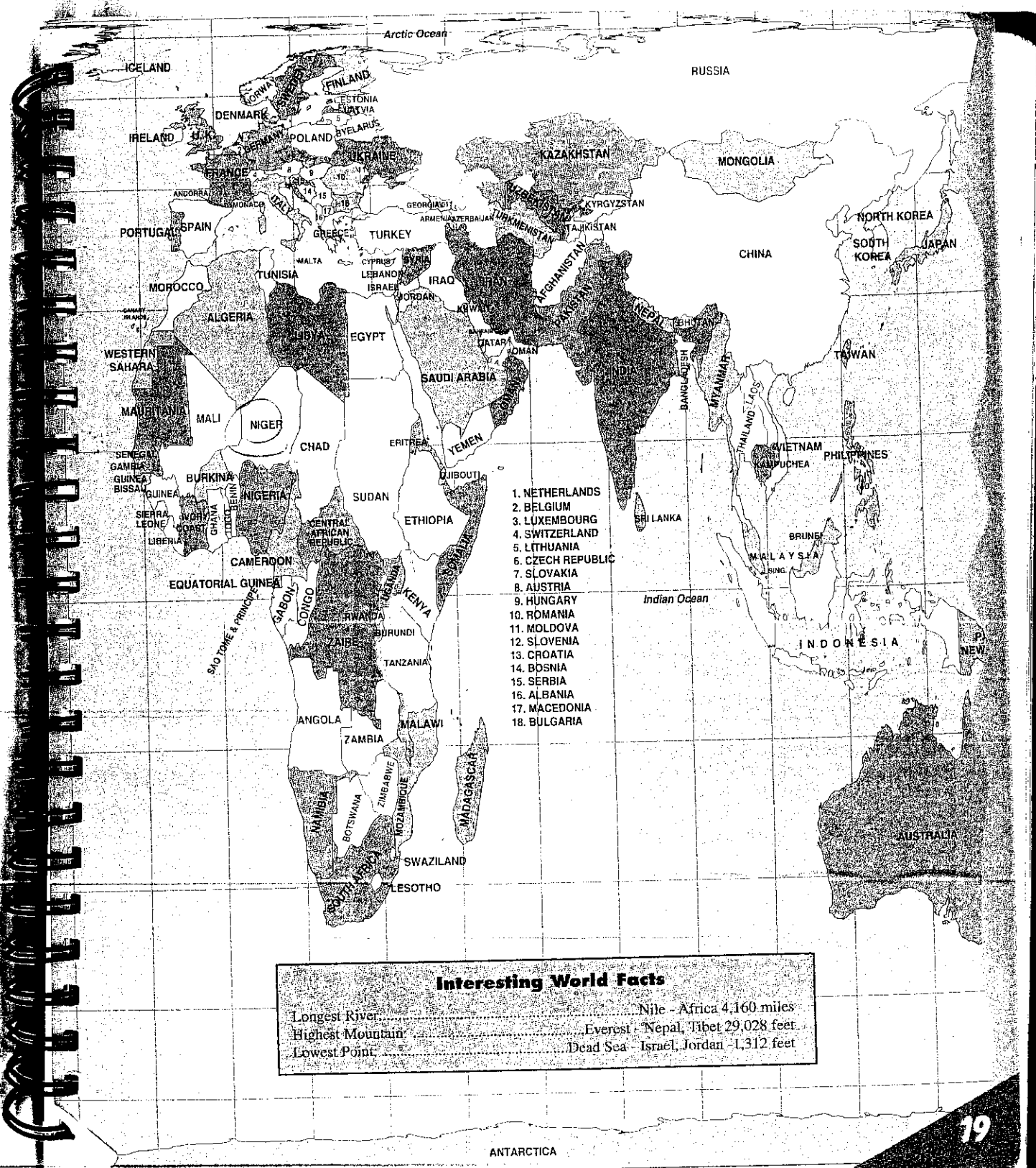
## PETERS PROJECTION WORLD MAP

Anyone who has tried to peel an orange and press the peel into a continuous flat piece without tearing will immediately understand the difficulty of mapmaking. Whenever one tries to represent the curved surface of the earth in two dimensions a variety of distortions occur. Then in 1973, Arno Peters made a remarkable advance in map making. The Peters projection (shown on these pages) has been achieved through the use of advanced computer cartography and the use of satellite scans. This world map is based on the principles of equality of scale and area. The Peter's projection allows the user to see the world as it really is, country by country and region by region.

Because the scale used is completely consistent for every part of the world, true comparisons of size and area can now be made.

World Population (In Millions, est. 1994)		
Region	Population	% of World
North America	289	5.1%
Latin Am., Carib.	474	8.4%
Europe	509	9.0%
Asia	3344	59.2%
Africa	701	12.4%
Former USSR	296	5.2%
Oceania, Australia	28	.5%

Don't give your bullshit excuses, make me a god damn perfect map!



1. NETHERLANDS
2. BELGIUM
3. LUXEMBOURG
4. SWITZERLAND
5. LITHUANIA
6. CZECH REPUBLIC
7. SLOVAKIA
8. AUSTRIA
9. HUNGARY
10. ROMANIA
11. MOLDOVA
12. SLOVENIA
13. CROATIA
14. BOSNIA
15. SERBIA
16. ALBANIA
17. MACEDONIA
18. BULGARIA

**Interesting World Facts**

Longest River	Nile - Africa	4,160 miles
Highest Mountain	Everest - Nepal, Tibet	29,028 feet
Lowest Point	Dead Sea - Israel, Jordan	-1,312 feet





# Prevention

Eat right. ~~Don't~~ smoke. Say "No" to ~~drugs~~.  
 Take a first aid class. Exercise regularly.  
 Control your weight. Wear ~~seat~~ belts. Get  
 regular ~~checkups~~. Protect ~~your~~ ~~eyes~~.  
 A little time invested in prevention today, can  
 pay big dividends to you in the future.

## MAKETO DAY COUNT

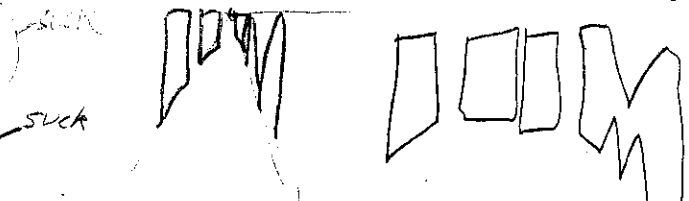
	THURSDAY 19	FRIDAY 20	SATURDAY 21
Today's Priorities		VERNAL EQUINOX 1ST DAY OF SPRING	
Assignments			SUNDAY 22
After School Planning	4	4	
	5	5	
	6	6	
	7	7	
	8	8	
	9	9	



GOALS TESTS PROJECTS

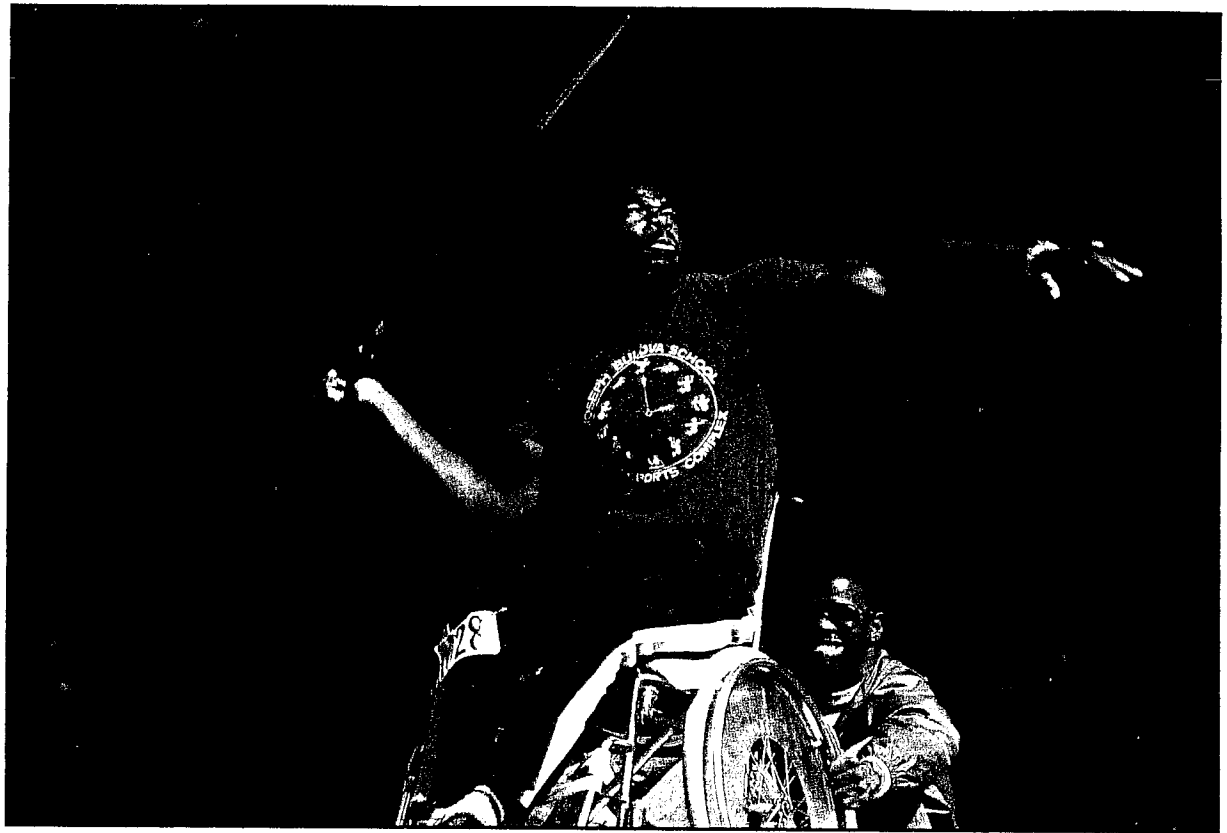
# R \* E \* B \* A \* T \* I \* O \* N \* S \* H \* I \* P \* S

Life acquires meaning only when it is shared.  
Cherish the time you spend with family and friends.



suck  
suck

THURSDAY 26	FRIDAY 27	SATURDAY 28
2:00 Dr Albert practice	work movie mit Vodka, + some cool stuff...?	work NO soccer Pats dinner?
community service location	Lang Arts BOOK	
DO History report on whole unit 4, typed double spaced due next week sometime chem work		
	Trig test	
page 2 len sometime		
4	4	
5	5	
6	6	
7	7	
8	8	
9	9	
		SUNDAY 29
		work



BAD — A · T · T · I · T · U · D · E

With the right <sup>UP 90m</sup> ~~tools~~

~~tools~~ a person's ~~tools~~ mind is always ~~tools~~ *Splattered*

# APRIL 1998

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY																																																																																											
<b>MARCH</b> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<b>MAY</b> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<b>LUNAR CYCLE</b> <ul style="list-style-type: none"> <li>● New Moon</li> <li>◐ First Quarter</li> <li>◑ Full Moon</li> <li>◒ Last Quarter</li> </ul>				
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<b>5</b> Palm Sunday Daylight Savings Begins 2:00 am	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b> Good Friday	<b>11</b> Passover																																																																																											
<b>12</b> Easter	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>																																																																																											
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b> Earth Day	<b>23</b>	<b>24</b>	<b>25</b>																																																																																											
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>																																																																																													

# MARCH 30 THRU APRIL 5 · 1998

**MARCH**

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**APRIL**

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**MAY**

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24	25	26	27	28	29	30
31						

WEEKLY PRIORITIES

	MONDAY 30	TUESDAY 31	WEDNESDAY 1
1			
2			
3			
4			
5			
6			
7			
8			
9			

GOALS • TESTS • PROJECTS



*Pre-record a logical step-by-step plan throughout your TimeTracker to reach your goals.  
Discipline yourself to follow your plan and continually visualize your success.*

	THURSDAY 2	FRIDAY 3	SATURDAY 4
Today's Profile			
Assignments			
After-School Planning	4	4	SUNDAY 5 PALM SUNDAY DAYLIGHT SAVINGS BEGINS 2:00 AM
	5	5	
	6	6	
	7	7	
	8	8	
	9	9	

# APRIL 6 THRU 12 · 1998

**MARCH**

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**APRIL**

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**MAY**

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24	25	26	27	28	29	30
31						

WEEKLY PRIORITIES

	MONDAY 6	TUESDAY 7	WEDNESDAY 8
Weekly Priorities			
School Schedule			
After School Planning	4	4	4
	5	5	5
	6	6	6
	7	7	7
	8	8	8
	9	9	9











~~Y~~-Y-A-~~Y~~

Loyalty is not blind and it cannot be forced.  
 Rather, it is a sincere bond of obligation  
 pledged out of respect and gratitude.

THURSDAY 23	FRIDAY 24	SATURDAY 25
Visit [redacted] chem [redacted] Wksh 17A  Trig 5d7	vocab test video due  Trig 5d7	Spelling - [redacted]
	do 14-27 in Book WKS A+B LAB DUE Monday  PAYDAY (cash that one check)	
WORK 3 5 6 7 8 9	4 5 6 7 8 9	WORK on April Letter RPTS Project







# E ♦ N ♦ H ♦ U ♦ S ♦ I ♦ A ♦ S ♦ M

Seize the opportunity each new ~~of~~ <sup>of</sup> ~~open shot~~ <sup>open shot</sup> and you will never need to regret the ~~missed~~ <sup>missed</sup>

JC-001-026078

# MAY 1998

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY																																																																																				
<b>APRIL</b> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td></td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S			1	2	3	4		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			<b>JUNE</b> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					<b>LUNAR CYCLE</b> <ul style="list-style-type: none"> <li>● New Moon</li> <li>○ First Quarter</li> <li>○ Full Moon</li> <li>● Last Quarter</li> </ul>			11	12
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2	3	4 Cinco de Mayo (Mexico)	5	6	7	8	9																																																																																			
10 Mother's Day	11	12	13	14	15	16 Armed Forces Day	17																																																																																			
18	19 Victoria Day (Canada)	20	21	22	23	24	25																																																																																			
27	28 Memorial Day	29	30	31	1	2	3																																																																																			
4	5 June 1st - 10 Hours	6	7	8	9	10	11																																																																																			

MAY 4 THRU 10 · 1998

APRIL

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MAY

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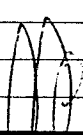
JUNE

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21	22	23	24	25	26	27
28	29	30				

WEEKLY PRIORITIES

	MONDAY 4	TUESDAY 5	WEDNESDAY 6
Libby Priorities		CINCO DE MAYO (MEXICO)	
		Trig Vacuum Trash	
		History Book Review	
		chemistry probs	
After School Planning	4	4	4
	5	5	5
	6	6	6
	7	7	7
	8	8	8
	9	9	9

Community





# MAY 11 THRU 17 · 1998

APRIL

S	M	T	W	T	F	S
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MAY

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JUNE

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21	22	23	24	25	26	27
28	29	30				

WEEKLY PRIORITIES

	MONDAY 11	TUESDAY 12	WEDNESDAY 13
Today's Goals		 200	
Assignments			
After School Planning			
4		4	4
5		5	5
6		6	6
7	Community		
8		8	8
9		9	9







MAY 25 THRU 31 · 1998

APRIL

S	M	T	W	T	F	S
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19	20	21	22	23	24	25
26	27	28	29	30		

MAY

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JUNE

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WEEKLY PRIORITIES

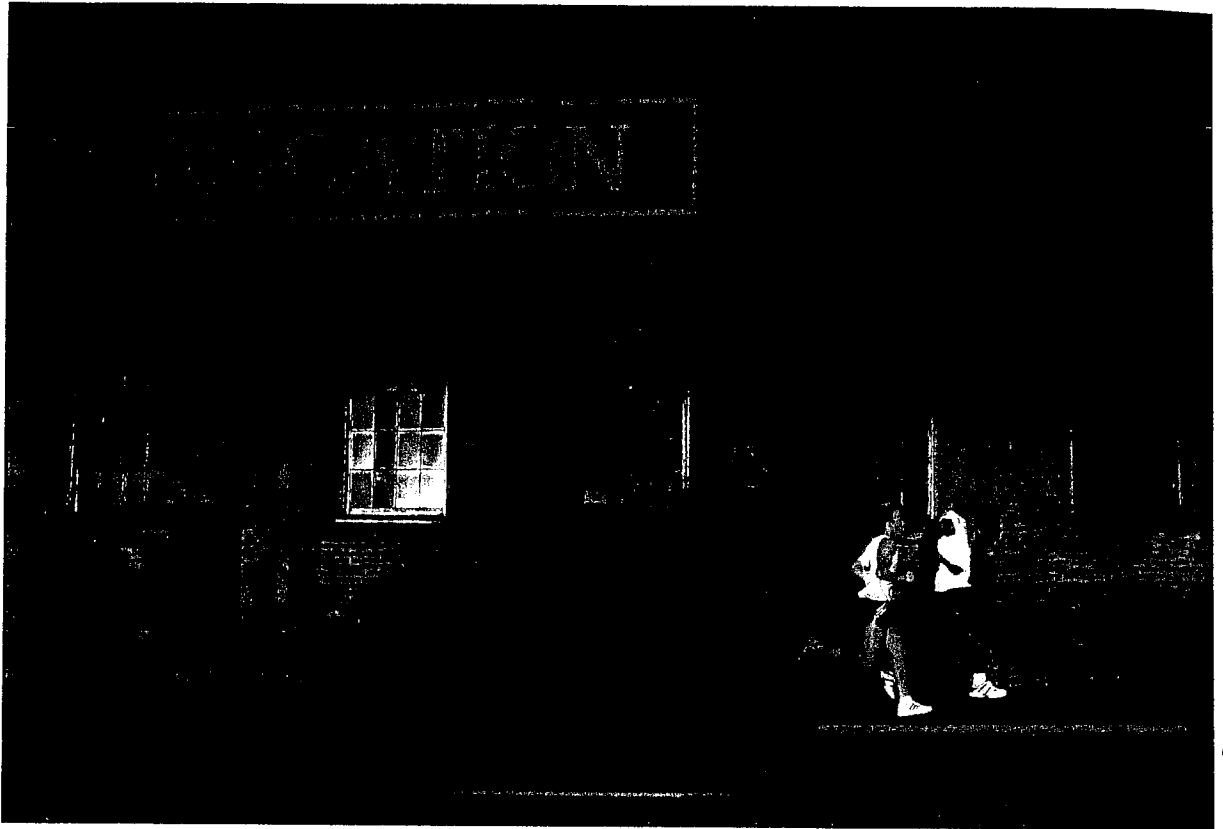
	MONDAY 25	TUESDAY 26	WEDNESDAY 27
Today's Priorities	MEMORIAL DAY	Quotes due [redacted] 2:00	project due odd finals
Assignments		page [redacted] get Trig notes organized	comm service? after school? study for Chem Hist
After School Planning	4 5 6 7 8 9	4 5 6 7 8 9	4 5 6 7 8 9
	COMMUNITY		

# U-N-D-E-R-S-T-A-N-D-I-N-G boards

To understand each other's differences we must learn to listen with ~~our~~ a big gun with no safety

1<H BIX F O + +

	THURSDAY 28	FRIDAY 29	SATURDAY 30
Today's Priorities	out 10:00 DM11452 practice 4-6 even finals 2,4	[redacted] 9:00 911 on hour! end at 4 or 5? call [redacted]	tournament
Assignments	Comm serv 2-4 1-3:30	busy till after 6:30 on 7	note leaves times?
After School Planning			SUNDAY 31 tournament maybe comm serv
			service 10




D \* E \* D \* I \* C \* A \* T \* I \* O \* N

*are dedicated to making each day count...for themselves and the people they*

**NONE ARE EQUAL  
PURE DISCRIMINATION**

# JUNE 1998

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14 Flag Day	15	16	17	18	19	20
21 Father's Day Summer Solstice 1st Day of Summer	22	23	24	25	26	27
28	29	30				

 15 hours

- LUNAR CYCLE
- New Moon
  - ◐ First Quarter
  - ◑ Full Moon
  - ◒ Last Quarter

MAY

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				1	2	
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JULY

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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

# JUNE 1 THRU 7, 1998

MAY

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24	25	26	27	28	29	30
31						


JUNE

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JULY

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

WEEKLY PRIORITIES

	MONDAY 1	TUESDAY 2	WEDNESDAY 3
Today's Priorities			10:30  payment schedule? other classes?
Assignments			
After School Planning	4	4	4
	5	5	5
	6	6	6
	7	7	7
	8	8	8
	9	9	9



*Preced a logical step-by-step plan throughout your TimeTracker to reach your goals.  
Discipline yourself to follow your plan and continually visualize your success.*

	THURSDAY 4	FRIDAY 5	SATURDAY 6
Today's Priorities			
Assignments			
After School Planning	4	4	
	5	5	
	6	6	
	7	7	
	8	8	
	9	9	
			SUNDAY 7

# JUNE 8 THRU 14 · 1998

**MAY**

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24	25	26	27	28	29	30
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**JUNE**

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**JULY**

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WEEKLY PRIORITIES

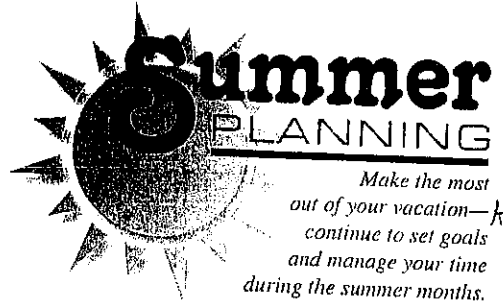
	MONDAY 8	TUESDAY 9	WEDNESDAY 10
Today's Priorities			
Assignments			
After School Planning	4	4	4
	5	5	5
	6	6	6
	7	7	7
	8	8	8
	9	9	9

GOALS • TESTS • PROJECTS

**M • O • T • I • V • A • T • I • O • N** <sup>to kill</sup>  
*The driving force that will propel you towards your ~~goals~~  
lies exclusively within you. Use the power of internal  
motivation to achieve your greatest ~~goals~~  
Killing quotas*

	THURSDAY 11	FRIDAY 12	SATURDAY 13
Today's Priorities			
Assignments			
After School Planning	4	4	SUNDAY 14 FLAG DAY
	5	5	
	6	6	
	7	7	
	8	8	
	9	9	





MONDAY 22	TUESDAY 23	WEDNESDAY 24
<p>Today's Priorities</p> <p>5:00 BJ</p> <p>COMM serv- L:R call job hotline</p> <p>36.25 Get Money order</p>	<p>Today's Priorities</p> <p>COMM serv if needed.</p>	<p>Today's Priorities</p> <p>4:30 BJ</p> <p>10:30 [REDACTED]</p>
THURSDAY 25	FRIDAY 26	SATURDAY 27
<p>Today's Priorities</p> <p>5:30 BJ</p>	<p>Today's Priorities</p> <p>RAFTING</p>	<p>Today's Priorities</p> <p>Party?</p> <p>off from work</p>
		SUNDAY 28
		<p>Today's Priorities</p>

# JULY 1998

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY																																																																																											
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# JULY 6 THRU 19 · 1998

**JUNE**

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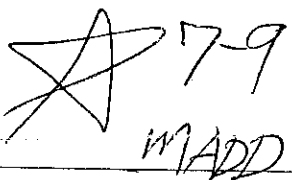
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**AUGUST**

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WEEKLY PRIORITIES

MONDAY 6	TUESDAY 7	WEDNESDAY 8
Today's Priorities	Today's Priorities	Today's Priorities
THURSDAY 9	FRIDAY 10	SATURDAY 11
Today's Priorities	Today's Priorities	Today's Priorities
		
Wheatridge		
		SUNDAY 12
		Today's Priorities

WEEKLY PRIORITIES

# I·N·D·I·V·I·D·U·A·L·I·T·Y

The constant pressure to conform to the crowd can be extremely intimidating. It takes real strength to ~~be independent and stand out from the crowd~~

MONDAY 13	TUESDAY 14	WEDNESDAY 15
<i>Today's Priorities</i>	<i>Today's Priorities</i>	<i>Today's Priorities</i>
THURSDAY 16	FRIDAY 17	SATURDAY 18
<i>Today's Priorities</i>	<i>Today's Priorities</i>	<i>Today's Priorities</i>
		SUNDAY 19
		<i>Today's Priorities</i>

# JULY 20 THRU AUGUST 2, 1998

**JUNE**

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**JULY**

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**AUGUST**

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WEEKLY PRIORITIES

MONDAY 20	TUESDAY 21	WEDNESDAY 22
Today's Priorities	Today's Priorities	Today's Priorities
THURSDAY 23	FRIDAY 24	SATURDAY 25
Today's Priorities	Today's Priorities	Today's Priorities
		SUNDAY 26
		Today's Priorities

WEEKLY PRIORITIES

# O-P-P-O-R-T-U-N-I-T-Y

*What you do, you become. Inspire yourself to attack the opportunity of each new day.*

MONDAY 27	TUESDAY 28	WEDNESDAY 29
<i>Today's Priorities</i>	<i>Today's Priorities</i>	<i>Today's Priorities</i>
THURSDAY 30	FRIDAY 31	SATURDAY 1
<i>Today's Priorities</i>	<i>Today's Priorities</i>	<i>Today's Priorities</i>
		SUNDAY 2
		<i>Today's Priorities</i>

# AUGUST 1998

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WEEKLY PRIORITIES

AUGUST 3 THRU 9 · 1998



*Prerecord a logical step-by-step plan throughout your TimeTracker to reach your goals.  
Discipline yourself to follow your plan and continually visualize your success.*

MONDAY 3	TUESDAY 4	WEDNESDAY 5
<i>Today's Priorities</i>	<i>Today's Priorities</i>	<i>Today's Priorities</i>
THURSDAY 6	FRIDAY 7	SATURDAY 8
<i>Today's Priorities</i>	<i>Today's Priorities</i>	<i>Today's Priorities</i>
		SUNDAY 9
		<i>Today's Priorities</i>

# AUGUST 10 THRU 23 · 1998

**JULY**

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**AUGUST**

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**SEPTEMBER**

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

WEEKLY PRIORITIES

MONDAY 10	TUESDAY 11	WEDNESDAY 12
<i>Today's Priorities</i>	<i>Today's Priorities</i>	<i>Today's Priorities</i>
THURSDAY 13	FRIDAY 14	SATURDAY 15
<i>Today's Priorities</i>	<i>Today's Priorities</i>	<p data-bbox="1156 1583 1354 1621"><b>SUNDAY 16</b></p> <p data-bbox="1068 1633 1205 1654"><i>Today's Priorities</i></p>







# PHONE/ADDRESS DIRECTORY

Name



Name



Name



Name



Name



Name



Name



Name



Name



Name



Name



Name



Name



Name



Name



Name



Name

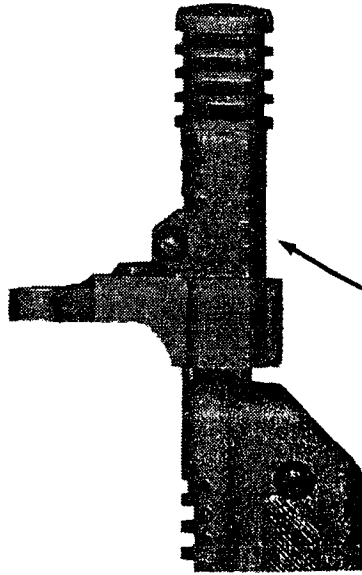


Name





# **NEW** **HI-POINT CARBINE COMPENSATOR**



**FOR RUSH DELIVERY**  
Send \$15.00  
**MONEY ORDER ONLY!**  
(includes shipping & handling)

To:  
**HI-POINT FIREARMS**  
1015 Springmill St.  
Mansfield OH  
44906

**ATTACHMENT GROOVES**  
(Same as .22 scope mount grooves)

Sporting goods  
Goldfish  
~~Gross~~ Brun  
~~Paper~~ ~~Gross~~ Gross  
~~Paper~~ Paper  
Gravel  
Soda pop  
Dog mull  
Oatmeal  
Kool-aid  
Spray paint  
Gumbo  
Fireworks  
Computer monitor  
Dylan and Eric  
Ending

### Blacks

tar babies  
porch monkeys  
niggers  
jungle bunnies  
spear chuckers  
moon crickets  
jigaboos  
Koons  
spades  
apes  
cotton pickers  
toasties

slaves

### Asian

egg rollers zipperheads  
rice farmers charlie  
gookes  
stick choppers  
chinks  
starthrowers  
monkey  
Jews  
kikes  
candle lighters  
kindling  
furnace fuel  
lab rats

### Native Americans

story tellers  
cliff dwellers  
teepee pitchers  
buffalo chasers  
hatchet throwers  
fire builders  
corn grinders  
feather bearers

### whites

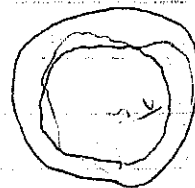
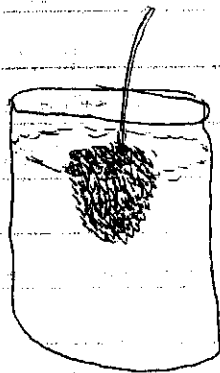
whitey  
white trash  
mother skunks  
the "man"  
wigglets  
hicks  
preps  
wife beaters  
pigs  
pastors  
honkies

### Latinos

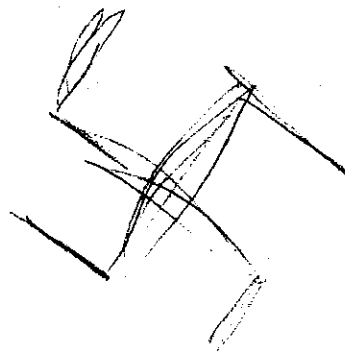
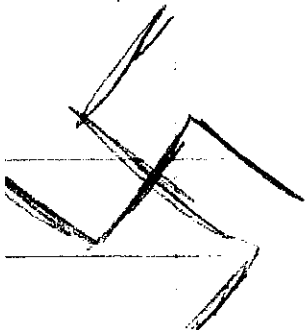
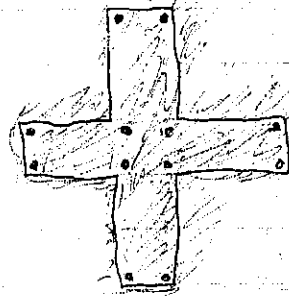
wet backs  
boarder hoppers  
brownies  
taco benders  
beaners  
burrito wrapper  
bricks layers  
tequila worms

### Middle East

camel riders  
sand eaters  
desert roamers  
terrorists  
oil suckers  
truck bomb drivers



Handwritten scribbles or marks, possibly initials or a signature.



\$279

TRACHCOAT MAFIA

HARRIS

Corporate Presentation Rubric

<b>A. Portfolio</b>	<u>Score</u>
1. Content Is the portfolio complete?	<u>6</u>
2. Mechanics Spelling, punctuation, grammar?	<u>6</u>
3. Organization Does the portfolio flow logically?	<u>6</u>
4. Strength Is the portfolio factual, well developed?	<u>5</u>
5. Aesthetic Does the portfolio look professional?	<u>5</u>
6. Use of class time Did the student use class time effectively?	<u>6</u>
	<u>340</u>

<b>B. Presentation</b>	
1. Introduction Is there an effective attention getter?	<u>5</u> <i>COOL OUTPUT.</i>
2. Content Is the presentation factual, developed?	<u>5</u> <i>GOOD COMPANY TRY TO "HOOK" AUD.</i>
3. Clarity Do the speakers know the material?	<u>5</u> <i>YOU DO A GOOD JOB TALKING ABOUT</i>
4. Speaking Skills Does the speaker keep the interest of the class?	<u>6</u> <i>COMPANY. TRY NOT TO</i>
5. Speaker Credibility Do the speakers look and sound credible?	<u>6</u> <i>READ SO MUCH THOUGH. OVERALL, PRETTY GOOD</i>

<b>C. Visual Aid</b>	
1. Aesthetic Is the VA appealing?	<u>5</u> <i>GOOD QUALITY VIDEO.</i>
2. Clarity Does the VA help presentation?	<u>5</u> <i>LOSE THE LANGUAGE</i>
3. Creativity Is the VA original?	<u>6</u> <i>ADD ITS EFFECT.</i>
4. Content Does the VA keep the interest of the class?	<u>6</u>
	<u>220</u>

Total Points:

83/90

Scoring

- 6-Outstanding
- 5-Above Average
- 4-Average
- 3-Below Average
- 2-Pathetic

Grades

- 81-90= A
- 72-80= B
- 63-72= C
- 54-62= D
- 0-53 = F

I think people should learn more about what they are listening to. They need/should actually HEAR what they are listening to every day. People generally listen to music because it "sounds" good. Not many people listen to songs for the lyrics. I think that people should, the band took time to write the song, not just the instrumental part, but the lyric part to. I hear people say things like "Yeah that band rules" or "I love that band their music is so cool!" and they can't even understand what the group is actually talking about. Songs from bands like RAMMSTEIN, KMFDM, NIN, M.M., and more popular ones like the bands played a lot on the radio. People could at least hop on the web and look at the song lyrics or find an English translation so they know what the band is saying, or maybe ask someone who is a big fan and who knows what the band is saying. It's not that hard, and I think it will cut down on a lot of the people in this society that are shallow and naïve who just look at the front cover of the book, and not the pages...to twist around that quote a little.

Everyday events can change a life significantly and we might not even be aware of it. Everything we do, say, and see and everything others do always will affect us, no matter what we think. Therefore, it is hard to say which event in my life has had the most serious, dramatic change. I do believe what happened on the last Friday night in January 1998 is the most significant event that has changed my life. My friend Dylan and I were driving around that night at about 9:00 PM with nothing to do. We decided to go to the a dirt parking lot off of deer creek canyon road to just kind of "hang out" to kill sometime. We were planning to check out some movies, and go home to my house and just spend the night there, just another weekend night. We arrived there, and there were 2 cars, a large white utility van and a small red truck, already parked there. We were the only ones there so we just walked around, broke some bottles we found there, lit off some fireworks, and just talked. Then we began thinking about breaking into this van. No one was around, we had a clear line of sight to anything coming and going, and the van was stuffed with electronic equipment. We thought there was no way we would get caught, and everything seemed so easy. So we got a rather large rock, broke the window and Dylan started removing items from the van while I waited in my car keeping a look out for incoming cars. After about 10 minutes I said "that's enough, let's go." So we left the scene and went up to an open space in the mountains. We were sure we had gotten away with it all, so we started reviewing what we had stolen. I got out of my car to put something in my trunk when a Jefferson County sheriff shined his rather bright flashlight into my eyes from the other side of my car. Right then I realized what a damn fool I was for what I did. He had been watching us for about 5 minutes, apparently he had seen us far away, parked his car down the road, and walked up behind my car without us noticing him. We told him everything, and we were arrested. We spent that entire night waiting for the cops to finish searching my car, waiting at the station and filling out forms and giving statements to the cops, explaining to my parents what we had done and why, and then going up to Golden to get "booked." After a very unique experience in a real live police station being a real live criminal, I had lots of time to think about what I did. Remorse put it lightly. I spent about 4 hours there, only about 15 minutes of that was I actually doing something, like giving them any and every imaginable way of taking my fingerprints, or taking my picture. Actually, mug shot would be a more appropriate word. I waited for the rest of the time. Their computer chose that moment to break down, so they put me into prison-type bathroom to wait. As I waited, I cried, I hurt, and I felt like hell. We got home at about 4:30 AM that morning. My parents lost all trust in me, and were completely disappointed beyond belief. April is when our court date finally came around, and we were both sentenced to 1 full year of diversion. Which is a lesser charge since we plead guilty to all charges. So, the consequences of that night were; 1

Eric Harris  
Period 2, T-dog.  
11/19/98

year diversion which includes about 350 dollars worth of fines, a total of 4 full days of classes such as anger management and mother against drunk driving, 45 hours of community service, 2 months grounding, 120 dollar fine for getting my car back (it was impounded), and I am seeing a psychologist to help me with my anger problems. I am glad neither of us drink or do drugs, because that would have sky rocketed our already orbit-level consequences. My parents lost all respect and trust in me and I am still slowly regaining it. That experience showed me that no matter what crime you think of committing, you will get caught, that you must, absolutely must, think things through before you act, and that just because you can do something doesn't mean you should. To this day I still do not have a hard realistic reason why we broke into that car, but since we did, we have been set on a track that makes it mandatory for me to be a literal angel until March of '99. So that will hopefully keep me out of any trouble that I would have gotten into my senior year. Personally, I think that whole entire night was enough punishment for me. On the good side, I have had many new experiences that I am sure will help me with life as a result of being on diversion. So all in all, I guess it was a worth while punishment after all.

Eric,

Wow what a way to learn a lesson. I agree that night was enough punishment for you. Still, I am proud of you and the way you have reacted to this situation. We all make mistakes, how we respond to them is what makes us who we are. You have really learned from this and it has changed the way you think. This may be the best lesson you ever learn. I also think you should know that it's not one action that makes a person who they are. I would trust you in a heartbeat. Thanks for letting me read this and for being in my class.

Sincerely,  
Tonelli

## Third Reich Acronyms, Etc. Info

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**NSDAP**- National Socialist German Workers' Party  
(Nationalsozialistische deutsche Arbeiter Partei)- The Nazi Party.

**SS**-Schutzstaffel (Protective Squads)- An elite paramilitary organization, formed in 1923, that began as a small group of bodyguards protecting the führer and developed into a party police force, a terrorist Reich police force, and a regular army within the army (Waffen-SS). The SS was a huge economic conglomerate that reached into German businesses, and it was also to an extent a gigantic murder machine that supervised a far-flung system of concentration camps in which people were tortured and annihilated. Under Heinrich Himmler, the SS became a state within a state, and its blackshirted members formed a tight-knit fraternity of racial true believers.

**HJ**-Hitlerjugend (Hitler Youth)- A youth organization of the NSDAP that forcibly amalgamated all youth groups in the Third Reich. Under the leadership of Baldur von Schirach, the HJ encompassed: the Deutsches Jungvolk (German Young Folk), who were the ten- to fourteen-year-olds; the Jungmädelsbund (League of Young Girls), girls aged 10 to 14; Bund deutscher Mädel (League of German Girls) and the HJ of 15 to 18 year-olds.

**DAF**- Deutsche Arbeitfront (German Labor Front)- Labor organization, sponsored by the National Socialists, that replaced the various labor unions of the Weimar Republic. Headed by Robert Ley, the DAF encompassed all of German labor, reaching a membership of more than twenty million. Its function was to bring about a lasting harmony between contending socioeconomic interest groups and to protect the rights of labor. It provided financial assistance to workers, set wages, and used its funds to improve the lives of German workers. Operating with a large budget, the DAF also developed various branches such as the Strength through Joy (Kraft durch Freude) movement, which provided holidays to workers at inexpensive rates, and the Beauty of Labor (Schönheit der Arbeit) office, which tried to improve working conditions in plants and factories.

**OT**-Organization Todt- The primary building (construction, architecture, etc.) arm of the Third Reich.

**NSKK**-Nationalsozialistisches Kraftfahrkorps- The transportation arm of the Nazi Party.

**NSFK**-Nationalsozialistisches Fliegerkorps- The group that dealt with aviation matters for the Third Reich.

**Afrika Korps**-The various military formations sent by Hitler to aid the Italians in N. Africa. Under the command of General Rommel since Feb. 1941, the Afrika Korps fought valiant battles against the British and later against combined Anglo-America forces, but was decisively beaten by the spring of 1943.

**Aktion Reinhard**-Code name for the annihilation of Jews in the Polish territory administered by the Nazis. The operation was named in "honor" of SD chief Reinhard Heydrich, who was assassinated in Prague on May 27, 1942.

**Aktion T4**-Code name for the actions taken in the euthanasia program that led to the killing of one hundred thousand "lives not worth living" (mentally retarded men, women, and children). It was named after the relevant government department of the Reich chancellery located on Tiergarten Strasse 4 in Berlin.

**Anschluss**- The annexation of Austria by the Nazis in February 1938 and its incorporation as a province (Ostmark) into the German Reich.

**Barbarossa**- Code name for the German attack on the Soviet Union on June 22, 1941.

**BDM**-Bund deutscher Mädel (League of German Girls). A subdivision of the Hitler Youth. The Hitler Youth had a male and female division. The latter was subdivided into the League of Young Girls (10-14) and the League of German Girls (15-18). {See HJ}

**Berghof**- Adolf Hitler's Bavarian home at the Obersalzberg, NE of Berchtesgarden.

**Blut and Boden**- (Blood and Soil)- A term used to describe the fundamental Nazi belief that a healthy nation presupposes a people of common blood living on its own soil. The overuse of the term by Nazi ideologues prompted many Germans to refer to such blood and soil propaganda as "Blubo."

**Dachau-** The site of the first National Socialist concentration camp located about 10 miles NW of Munich. Opened in March 1933, it housed a variety of prisoners- Socialists, Communists, Jews, Gypsies, homosexuals- who were held in "protective custody." The camp expanded steadily and became one of the most notorious camps in Germany. During WWII the number of inmates grew to about seventeen thousand, some of them being used for cruel medical experiments.

***Einsatzgruppen-*** Special battalion-sized mobile units of security police and SD officials that conducted police and terroristic actions behind and alongside the regular German army. During the Russian campaign four *Einsatzgruppen* were attached to Army Group North, Center, South, and the Eleventh Army. Their functions were to round up Communist functionaries, "Asiatic inferiors," and Jews and herd them into concentration camps or conduct brutal liquidations on the spot. It is estimated that these killer troops murdered close to one million people, mostly Jews, in mass executions and later helped to kill five million additional victims in annihilation camps.

***Endlösung-*** (final solution)- Euphemistic code word for the "final solution of the Jewish Question," or the program involving the annihilation of six million Jews.

**Führer-**(leader)- Term chosen by the Nazi Party and later by all German authorities to describe their supreme leader, Adolf Hitler.

***Führerprinzip-*** (leadership principle)-Antidemocratic belief that efficiency in government or businesses can only be achieved when leaders (führers) are fully empowered to do what they are assigned to do by their immediate supervisors. Only the highest führer is responsible to the people through plebiscitarian measures, but otherwise delegates strong führer power (*Führergewalt*) to his subordinates who, in turn, delegate it to their subordinates.

**Gauleiter-**(party district leader[s])- The highest ranking Nazi official below the *Reichsleiter*. Directly responsible to Hitler, the *Gauleiter* were in charge of all economic and political activities in their districts (*Gaue*). During the war, they were also responsible for civil defense. Many *Gauleiter* also served as *Reichsstatthalter*, or provincial governors, thus fusing state and party offices.

**Gestapo-**(Geheime Staatspolizei)- The terrorist police force developed out of the Prussian police department called "security police" (Sipo); it was greatly expanded under Göring's tutelage by his assistant Rudolf Diels. When Himmler coordinated all the police forces of Germany under his control in 1933-34, he also took charge of the Gestapo and transformed it into one of the most dreaded organizations of intimidation and terror. Putting Heydrich in charge, Himmler managed to detach the Gestapo from any effective control by constituted legal authorities. The primary mission of the Gestapo was to identify enemies of the state, put them into "protective custody" (*Schutzhaft*), use any methods deemed necessary to extract information, and consign such enemies to prison or concentration camps.

**Kristallnacht-** (Night of Crystals)- Refers to the night of Nov. 9-10, 1938, when the Nazis instigated widespread attacks on Jewish synagogues, businesses, and homes throughout Germany, on the pretext of this being retaliation for the assassination of Ernst vom Rath, secretary to the German legation in Paris, by a Jewish protestor, Herschel Grynszpan, whose parents along with many former Polish Jews in Germany were being forcibly evicted.

**KZ-**German abbreviation for *Konzentrationslager* or concentration camps.

**Lebensborn-**(Life Springs)- An SS organization, founded in 1935, that provided safe homes for women, married or unmarried, who had children by SS men. Located in out of the way places, these homes also functioned as stud farms where suitable German women could mate with equally suitable SS "assistants of conception." By 1944 almost eleven thousand children were born in thirteen Life Springs homes. In addition, these homes served as conduits for Himmler's criminal program of kidnapping Aryan-type children in the eastern territories and finding adoptive parents for them in Germany.

**Napolas-**(National Political Institutes of Education)-Elite party schools designed to train future government leaders.

**NSBO-**(National Socialist Factory Cell Organization)- A proto-union wing of the NSDAP whose aim was to wage propaganda in business and industrial plants in order to win the workers over to National Socialism.

**Obersalzberg-** A one-thousand-meter mountain NE of Berchtesgarden on which Hitler constructed his private villa, the Berghof.

**OKH**-(Oberkommando des Heeres)-High Command of the Army.

**OKL**-(Oberkommando der Luftwaffe)-High Command of the Air Force.

**OKM**-(Oberkommando der Kriegsmarine)-High Command of the Navy.

**Orpo**-(*Ordnungspolizei*) Order Police- Police branch that had been separated by Himmler from the Gestapo and the criminal police. Led by Kurt Daluge, the order police forces handled routine business such as traffic, patrols, and other police matters in both city and rural areas. Some of the "order police" units, however, were involved in mass atrocities in Poland and Russia, functioning like *Einsatzgruppen*.

**RAD**-Reichsarbeitsdienst (State Labor Service)- The Third Reich's equivalent to the Civilian Conservation Corps in the U.S. The two groups were founded around the same time for similar reasons-widespread unemployment throughout the country, economic depression, etc. RAD did the same things CCC did, like working on roads, bridges, and such. When RAD was first founded in 1931, it was called Freiwilliger Arbeitsdienst (FAD), and taking part was optional. When the Nazis first came to power, the name was changed to National Socialist Labor Service, and finally in 1934 it was altered to the final RAD, and participation was mandatory for certain age groups, who served for a set time period.

**Reichsleiter**-(Reich Leader)- The highest functionary in the Nazi Party, who exercised sweeping powers in his particular field. Appointed by Hitler, the *Reichsleiter* formed the highest level of the party, collectively called the *Reichsleitung*.

**Reichstatthalter**-(Reich Governor)- Agent or commissioner of the Reich government who was responsible for supervising a state government. These officials were empowered to appoint and dismiss state officials and to monitor whether individual state governments were in compliance with the Reich government. Most Reich governors were also *Gauleiter* and thus directly responsible to Hitler.

**RSHA**-(Reichssicherheitshauptamt) Reich Main Security Office-The super security agency of the SS created on Sept. 27, 1939, and headed by Reinhard Heydrich.

**RuSHA**-(Rasse und Siedlungshauptamt) Main Office of Race and Settlement of the SS.

**SA**-Sturmabteilung (Storm Detachment)- Hitler's private army of brownshirted storm troopers who safeguarded Nazi meeting halls, served as bodyguards to party leaders, fought street battles with members of the opposition, and acted as political foot soldiers distributing leaflets, begging for donations, and pounding the pavement for votes in support of the führer.

**SD**-(Sicherheitsdienst) Security Service- The intelligence service of the SS headed by Reinhard Heydrich. Its function was to discover the enemies of National Socialism and ideally arrest them before they had done anything wrong. Mushrooming into a grotesque bureaucracy of professionals, informants, and sadists, this terroristic police and "thought control" agency became not only an instrument of totalitarian control but also one of the chief executive organs of the annihilation of Jews, Gypsies, Communists, and "Asiatic inferiors."

**Sipo**-(Sicherheitspolizei) Security Police- The security police force consisting of the Gestapo, the criminal police, and border police. Heydrich fused the Sipo with the SD when he became head of the Reich Main Security Office (RSHA).

**Völkisch**-(National- or ethnic-mindedness)- The term denotes a sense of Germanic ethnocentrism, cultivated by hosts of nationalistic movements before and after WWI. The Nazis represented the extreme expression of such tribal feelings and beliefs.

**Völkischer Beobachter**-(Ethnic/racial observer)-The official newspaper of the NSDAP, published with only a short interruption (1924) from 1919 to 1945 and edited throughout much of this period by Alfred Rosenberg.

**Waffen-SS**-(Armed SS)-Term used to describe the fighting arm of the SS. These were well-trained soldiers who fought on the front line of the most dangerous and vital battles of the war.

**Wannsee Conference**-(January 20, 1942)- A top-secret government conference, chaired by Heydrich and attended by major representatives involved in Jewish affairs (Eichmann, Stuckart, Luther, Freisler). It was during this conference that the technical means of bringing

about the "final solution" to the Jewish question were discussed. The participants all agreed that the Jews represented a deadly biological health hazard and therefore had to be exterminated. The overall plan was to conduct a thorough sweep of Jews in the whole of Europe and transport them to the five major annihilation camps at Auschwitz, Belzec, Treblinka, Sobibor, and Majdanek. The Wannsee Conference was not the initiation of the final solution- that had already begun with mass shootings two years before- but a cooperative effort by which major state organizations agreed on common procedures of implementing the annihilation of European Jews.

**Wehrmacht**-(Armed Forces)- Term first used in 1935 to refer collectively to the branches of the German military- army, navy, and air force.

It was Himmler's master stroke that he succeeded in indoctrinating the SS with an apocalyptic 'idealism' beyond all guilt and responsibility, which rationalized mass murder as a form of martyrdom and harshness towards oneself. Nowhere was this more apparent than in Himmler's notorious speech on 4 October 1943 to the SS Group Leaders in Poznan.

**'One principle must be absolute for the SS man: we must be honest, decent, loyal, and comradely to members of our own blood and to no one else. What happens to the Russians, what happens to the Czechs, is a matter of utter indifference to me. Such good blood of our own kind as there may be among the nations we shall acquire for ourselves, if necessary by taking away the children and bringing them up among us. Whether the other peoples live in comfort or perish of hunger interests me only in so far as we need them as slaves for our Kultur. Whether or not 10,000 Russian women collapse from exhaustion while digging a tank ditch interests me only in so far as the tank ditch is completed for Germany. We shall never be rough or heartless where it is not necessary; that is clear. We Germans, who are the only people in the world who have a decent attitude to animals, will also adopt a decent attitude to these human animals, but it is a crime against our own blood to worry about them and to bring them ideals. I shall speak to you here with all frankness of a very grave matter. Among ourselves it should be mentioned quite frankly, and yet we will never speak of it publicly. I mean the evacuation of the Jews, the extermination of the Jewish people. . . . Most of you know what it means to see a hundred corpses lying together, five hundred, or a thousand. To have stuck it out and at the same time - apart from exceptions caused by human weakness - to have remained decent fellows, that is what has made us hard. This is a page of glory in our history which has never been written and shall never be written.'**

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Description of Document: Pine, Lisa,  
“Nazism in the Classroom,” History  
Today, April 1997, pg. 22

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How many people can a football stadium hold? Can it hold fifty, sixty thousand?

Most stadiums can. Now, picture a stadium filled, not just seats but the field and all the air above it, with dead men, women, and children. That is just a fraction of the casualties inflicted by the Nazis, also known as the Third Reich. Through the 1920s and 1930s ideas from the past and basically anything that seemed interesting to Adolf Hitler was added into the government policies. [Nazism was a form of government not like any other in history, with their beliefs and policies, their very strong family values, and the plans they had in store for the rest of the world.]

I  
The number of deaths the Nazis are responsible for will never be known, however it is believed that from the concentration camps alone, over eleven million people lost their lives. Add on a couple hundred thousand casualties from armies all over the world, including Germany's, and it comes out to be an amount most people today cannot even picture. The Third Reich almost completely wiped out the Jewish population in Europe in the late 1930's and early 1940's. Now in our minds, that is utterly inhumane, immoral, and evil, but in the Nazi's minds, it was perfectly fine to exterminate an entire race. Day after day Nazi officers would casually make remarks about executions and horrors they witnessed, as an every-day joke. [The Nazis <sup>are</sup> were considered evil by the majority of the world's population because of the <sup>treatment of Jews</sup> death they caused, the beliefs they had, and even the symbols they used in propaganda.]

A  
The Nazis had a distinct hatred for the Jewish race. They wanted the entire race exterminated and the best, most efficient way of doing this was to make concentration camps. Nazi doctors ruled most of the concentration camps. Doctors like Mengele were considered as "... a non-human, evil force... the lord of life and death" (Lifton 345). In

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the earlier years, shootings were the more "popular" way of disposing of Jews, *despite the fact that most of the shootings were in places - barbers, etc.*

Sometimes twisted Nazi officers would line up prisoners and fire a rifle round into the first just to see how many chests it would go through. As time passed gas chambers and crematoriums became responsible for most of the killing. An SS guard once said, "the killing way easy...they just went in expecting to take showers and instead of water we turned on poison gas" (Infield 76). Gassing was indeed the most efficient method.

"...The occasional emotional difficulties encountered by the executioners, who might balk at shooting children, for instance, gassing proved by far the most efficient method," (Remak 158) says an SS guard in regards to gas chambers. Methods of killing did vary. In a city called Riga convicts were released, given iron bars, and ordered to kill Jews (Remak 152). The hatred was constantly reinforced through speeches from people like Hitler and Himmler. Himmler once said "whether or not 10,000 Russian women collapse from exhaustion while digging...interests me only in so far as the ditch is completed for Germany," ("History") which basically says that all he cares for, and all he wants everyone else in Germany to care for, is Germany. The amount of hatred for the Jewish

race was incredible. The Nazi's hatred "was symbolized for them by the Jews," who very often became targets, scapegoats, and the usual suspects (Thornton 10). Nazis constantly insulted the Jewish race. It helped them to build the hatred for the Jews.

Public speeches like "the Jew is... a parasite, a sponger... a pernicious bacillus... his presence is also like that of a vampire; for whenever he established himself [,] the

people... are bound to be bled to death..." (Thornton 10) were also used to boost the *German people* hatred in Germany. *It was all part of their beliefs and they saw nothing wrong with it.* In

order to maintain their government the Jewish race had to be forced out of the picture.

3  
"The inhuman persecution of the Jews that the Nazis carried out was firmly based on their view of life," and therefore, in their own minds, killing was right (Thornton 5). The Nazis were not fond of communism either. Since communism was basically on the other side of the political spectrum from the Nazis, they wanted to get rid of communism altogether. (7-33) Conquering Russia, the "heartland" of communism, would have had two different positive outcomes for the Nazis. One would be the end of communism, or at least that is what they thought, and the other would be that Russia would provide a large amount of living space for German farmers and workers. Hitler once said, "the threat of communism... could only be dealt with ultimately by the destruction of the communist homeland, Russia," which is why Germany attacked Russia (Smith 235). The Nazi views on the Jews and the communists were full of hate, and the concentration camps and the other methods of dealing death was all part of the Nazi policy, and a part of today's natural hatred towards Nazis.

Some people ask, "how did such an evil empire come to be?" and the answer is simple, Germany needed a leader, and Hitler was the best leader Germany had. His persuasive, manipulative speeches and his promises for a great nation were enough to get almost the entire German community to strongly support him. (3-12) The Germans wanted something to be proud of, and Hitler was able to provide it for them. With Hitler saying things like, "the common interest before self interest," and "love Germany more than anything, and your fellow Germans more than yourself!" all helped the German people feel like they were part of something special and exciting (Remak 39). They were glad to see Germany being brought out of the depression before World War II. Germany, "under the Nazi regime," was overcoming the effects of the great depression (Remak 75). This

*The SA loved Hitler even though his order. (whether war or peace) suppressed all workers' inst. 21*

D  
boosted the community's moral. Hitler got the Germans moving again, he gave them something to strive for. A certain energy, "...a feeling that things were moving again, that a new energy had been infused into German life," as described by one citizen, was moving through Germany (Remak 71). A new social structure was being formed, with Hitler and his ideas at the top.

The Nazis used several ancient runes in their flags and military signs, along with special code words used by officers. The swastika itself, a symbol imbedded into many minds as a symbol of evil, was derived from an ancient rune known as a *Hakenkreuz*. It was a Pagan Germanic symbol of the God of Thunder known as Donnor, or Thor <sup>Its red background indicated its "social idea of the movement." and the white circle indicated its "nationalism." (S-25)</sup> ("Histroy"). The Nazi's "SS" symbol was also an ancient Pagan rune, known as a *sig-rune*. By itself the sig-rune was only one large lightning bolt-type "S" which symbolized victory ("History"). A badge manufacturer, who just put two of the *sig-runes* together, made the discovery of the "SS" symbol. Code words, such as Aktion T4 and KZ were used often by Nazi officers. Aktion T4 was the code name of the euthanasia program that led to the killing of approximately 100,000 lives that were "not worth living." Aktion T4 was named after the relevant government department of the Reich chancellery located on Tiergarten Strasse 4 in Berlin ("Histroy"). KZ stood for Konzentrationslager, which means concentration camp in English. It was used constantly by Nazi officers and soldiers to somewhat lessen the idea of the camps, and what they were used for ("Histroy"). The Third Reich was definitely a unique government, using symbols from ancient Pagan runes and coming up with entirely new and extremely racist laws.

Racism was rooted into the Nazi government just like freedom is rooted in America's government. Laws for censorship, foreigners, and duties of citizens were all

Hitler even once ~~stated~~ stated that "We have to put a stop to the idea that it is a part of everybody's civil rights to say whatever he pleases." (9-83)

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Webb (1-1)

~~the concepts of "racial superiority, national community, and leadership" all stood at the center of the Nazi Weltanschauung.~~  
warped around protecting the state.) Strong censorship was imposed in Germany, against

books, articles, magazines, films, and even art. Nazi rulers had complete control over what they wanted their citizens to be seeing, hearing, and reading. They indeed "... had a free hand to determine[,] if it could, every man's attitude toward life," (Moose xxi).

Euthanasia is a popular topic in today's American society, but in Nazi Germany, all mentally disabled people or people with "incurable mental defectives" were killed due to

the Aktion T4 project, more commonly known as the Euthanasia project (5-28)

A citizen had strict duties, and at the top of their list was to work for the good of the state (Thornton

24). Aliens, on the other hand, were to be discriminated against. The German people wanted only pure German people in their country, any others were to be "disposed of."

Therefore, foreigners had few rights, and Jews in particular were to be hated (Thornton

24). The concepts of racial superiority, national community, and leadership were most popular in the Nazi's *weltanschauung*, or world view (9-120)

(1-1) Education was not made to benefit the individual, but to benefit the state. Education was used to make a more perfect

generation of Germans, who were strong and prepared to sacrifice and undertake responsibilities towards the nation community (Pine 1). The security and preservation of

the state and its ideals always came first; the individual was a far second.

Family values in Nazi Germany were very strong. Germans wanted to keep their families strong, healthy, and active. Education was revised, the woman's role was changed, and the overall Aryan racial elements were outlined in order to have a more perfect, flawless community.

Education was very important for Hitler's youth. He wanted the highest task of education to be the preservation, care, and development of the best racial elements (Pine

1). In order to do this, textbooks and schools need to be reformed. Nazi symbols were inserted into books, pictures of Hitler with children were posted in schools, and eventually school children were putting swastikas in their homes (Pine 2). Scientific and arithmetic examples in textbooks also helped the youth with their racial superiority education. Craniology, the study of the skull, was used to show the <sup>differences between and</sup> inferior races ~~and~~ superior races (Pine 4). Arithmetic was used to show how "wasteful" the mentally challenged were and how much money could be saved by euthanasia (Pine 5). These ideas were then transferred to German homes where parents could learn about their roles in the Third Reich.

The woman's role, in particular, was very unique. Through out time women have tried to be treated as equals to males. Eventually they did win their rights in America, but in Nazi Germany, the women were supposed to be "glad" to stay home and cook and clean all day long. <sup>It was said to be in the front of "patriotic as well as moral virtues" 4-185</sup> Women were required to raise the children, cook, clean, and look after the house. <sup>It was also "good morals for a woman to have several children."</sup> They could not join in politics, nor serve in the armed forces. This was all part of the superior Aryan race and was considered to be the law.

The Aryan race was considered to be the superior human race. All others were inferior and were constantly criticized. Extreme racism was used to show the Nazi's superiority. The personal characteristics of the Aryan race included honor, courage, love of freedom, and a strong spirit of scientific research (Thornton 5). Physically, the Aryans were tall, strong, and long-headed. They had blue eyes and blond hair, with a fair skin complexion (Thornton 5). Many attempts were made to increase the "pure" German blood population, such as stealing children who matched the physical requirements of the Aryan race from their homes. Himmler once responded to a question that asked "how

C  
can we be so cruel as to take a child from its mother," by saying "how much more cruel [is it] to leave a potential genius with our natural enemy," (Infield 138). The Nazis were very determined in forming a perfect German nation.

Breeding became a controlled issue in the Third Reich. Only the elite would reproduce (Pine 1). It became against the law for a pure-German person to breed with someone who was not. The goal was to bring together a high-grade heredity stock and to eliminate all inferior races from the German people (Moose 35). They believed that because of inferior races, like the Jews, many true German families were ruined by the result of only one "low-grade" person coming into the family. Once again, it was the Jews' fault for Germany's problems.

H  
The Nazi regime was defeated, but most of the leaders fought it out until the end, still turning out new plans and more secret weapons. Hitler had many plans for the future that he would never see accomplished. He had plans for Europe, for Russia, and eventually for the whole world.

A  
Hitler's main goals were to conquer Europe and form a perfect Aryan nation. A nation would be created that would thrive on National Socialism. He also wanted to conquer Russia and use the land for farming. The people would be able to live free, just as long as the Germans were their rulers. In case of a revolution, they would "drop a few bombs on their cities and the affair will be over" (Remak 128). Those types of events show the care, or lack there of, for the people of other nations besides Germany. Eventually, if Hitler would have won the war, the Third Reich would have spanned over the whole globe and tens of millions of more people would have been eliminated.

B  
ONE

Eric Harris  
Period 5  
Webb

The Third Reich, led by Adolf Hitler, was one of the most evil and racist forms of government ever, and as a result of this, millions upon millions of people lost their lives.

The concentration camps, the racist views, the Final Solution, and many new German policies were all part of Hitler's master plan of creating a perfect Aryan race to rule Germany.

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How many people can a football stadium hold? Can it hold fifty, sixty thousand?

Most stadiums can. Now, picture a stadium filled, not just seats but the field and all the air above it, with dead men, women, and children. That is just a fraction of the casualties inflicted by the Third Reich. The Third Reich almost completely wiped out the Jewish population in Europe. Now in our minds, that is utterly inhumane, immoral, and evil, but in the Nazi's minds, it was perfectly fine to exterminate an entire race. Day after day Nazi officers would casually make remarks about executions and horrors they witnessed, just for fun. Nazism itself was hardly even a well-organized form of government. Through the 1920s and 1930s ideas from the past and basically anything that seemed interesting the Adolf Hitler was added into the government policies. Nazism was a form of government not like any other in history, with very strong family values, strict guidelines, educational standards, and racial beliefs.

The number of deaths the Nazis are responsible will never be known, however it is believed that from the concentration camps alone, over 11 million people lost their lives. Add on a couple hundred thousand casualties from armies all over the world, including Germany's, and it comes out to be an amount most people today cannot even picture. The Nazis were considered evil by the whole world, because of the death they caused, the beliefs they had, and even the symbols they used in propaganda.

The Nazis had a distinct hatred from the Jewish race. They wanted the entire race exterminated and the best, most efficient way of doing this was to make concentration camps. Nazi doctors ruled most of the concentration camps. Doctors like Mengele, who were considered as "... a non-human, evil force... the lord of life and death," (Lifton 345). Gas chambers and crematoriums were responsible for most of the killing, but in the

earlier years, shootings were the more "popular" way of disposing of Jews. As one SS guard once said, "the killing way easy... they just went in expecting to take showers and instead of water we turned on poison gas," (Infield 76). Gassing was indeed the most efficient method. "...The occasional emotional difficulties encountered by the executioners, who might balk at shooting children, for instance, gassing proved by far the most efficient method," (Remak 158) says another SS guard. The methods did vary, sometimes twisted Nazi officers would line up prisoners and fire a rifle round into the first just to see how many chests it would go through. Another example is that one time in a city called Riga; convicts were released, given iron bars, and told to kill Jews (Remak 152). The hatred was constantly reinforced through speeches from people like Hitler and Himmler. Himmler once said "whether or not 10,000 Russian women collapse from exhaustion while digging... interests me only in so far as the ditch is completed for Germany," (History) which basically says that all he cares for, and all he wants everyone else in Germany to care for, is Germany. The amount of hatred by the Nazis is

incredible, especially for the Jewish race. "Everything the Nazis hated was symbolized for them by the Jews," and so the Jews were often targets, scapegoats, and the usual suspects (Thornton 10). Nazis constantly insulted the Jewish race. It helped them to build the hatred for the Jews. Public speeches like "the Jew is... a parasite, a sponger... a pernicious bacillus... his presence is also like that of a vampire; for whenever he established himself (,) the people... are bound to be bled to death..." (Thornton 10) were used to boost the hatred also. It was all part of their beliefs. In order to maintain their government the Jewish race had to be forced out of the picture. "The inhuman persecution of the Jews that the Nazis carried out was firmly based on their view of life,"

and therefor, in their own minds, killing was right. The Nazis were not fond of communism, either. Since communism was basically on the other side of the political spectrum from the Nazis, they wanted to get rid of communism altogether. Conquering Russia, the "heartland" of communism, would have had two different positive outcomes for the Nazis. One would be the end of communism, or at least that is what they thought, and the other would be that Russia would provide a large amount of living space for German farmers and workers, which is what they were looking for. Hitler once said that "the threat of communism... could only be dealt with ultimately by the destruction of the communist homeland, Russia," and therefor, that is the reason behind Germany attacking Russia. The Nazi views on the Jews and the communists were full of hate, and the concentration camps and the other methods of dealing death was all part of the Nazi policy, and a part of today's natural hatred towards Nazis.

Some people ask, "how did such an evil empire come to be?" and the answer is simple, Germany needed a leader, and Hitler was the best leader to offer. His persuasive, manipulative speeches and his promises for a great nation were basically enough to get the whole German community behind him. The Germans wanted something to be proud of, and Hitler gave it to them. Saying things like "the common interest before self interest," and "love Germany more than anything, and your fellow Germans more than yourself!" all helped the German people feel like they were part of something special and exciting. They were glad to see Germany being brought out of the post-World War II depression. "Germany, under the Nazi regime, was overcoming the effects of the great depression," this boosted the community's moral (Remak 75). Hitler got the Germans moving again, he gave them something to strive for. A certain energy, "... a feeling that

things were moving again, that a new energy had been infused into German life," as described by one citizen, was moving through Germany (Remak 71). A new social structure was being formed, with Hitler and his ideas at the top.

The Nazis used several ancient runes in their flags and military signs, along with special code words used by officers. The swastika itself, a symbol imbedded into many minds as a symbol of evil, was derived from an ancient rune called a *Hakenkreuz*. It was a Pagan Germanic symbol of the God of Thunder known as Donnor, or Thor (Histroy). The Nazi's "SS" symbol was also an ancient Pagan rune, known as a *sig-rune*. By itself the sig-rune was only one large lightning bolt-type "S" which symbolized victory (History). A badge manufacturer, who just put two of the *sig-runes* together, discovered the "SS" symbol. Code words, such as Aktion T4 and KZ were used often by Nazi officers. Aktion T4 was the code name of the euthanasia program that led to the killing of approximately 100,000 lives that were "not worth living." Aktion T4 was named after the relevant government department of the Reich chancellery located on Tiergarten Strasse 4 in Berlin (Histroy). KZ, which stood for Konzentrationslager, was used constantly by Nazi officers and soldiers, to somewhat lessen the idea of the camps, and what they were used for (Histroy). The Third Reich was definitely a unique government, using symbols from ancient Pagan runes and coming up with entirely new and extremely racist laws.

Racism was rooted into the Nazi government just like freedom is rooted in America's government. Laws for censorship, foreigners, and duties of citizens were all warped around protecting the state. Strong censorship was imposed in Germany, against books, articles, magazines, films, and even art. Nazi rulers had complete control over

what they wanted their citizens to be seeing, hearing, and reading. They indeed "...had a free hand to determine if it could, every man's attitude toward life," (Moose xxi).

Euthanasia is a popular topic in today's American society, but in Nazi Germany, all mentally disabled people or people with "incurable mental defectives" were killed due to the Aktion T4 project, or more commonly known as the Euthanasia project. A citizen had strict duties, and at the top of their list was to work for the good of the state (Thornton 24). Aliens, on the other hand, were to be discriminated against. The German people wanted only pure German people in their country, any others were to be "disposed of." Therefore, foreigners had few rights, and Jews in particular were to be hated (Thornton 24). The concepts of racial superiority, national community, and leadership were most popular in the Nazi's *weltshauung*, or world view. Education was not made to benefit the individual, but to benefit the state. To make a more perfect generation of Germans, who were strong and prepared to sacrifice and undertake responsibilities towards the nation community (Pine 1). The security and preservation of the state and its ideals always came first; the individual was a far second.

Family values in Nazi Germany were very strong. Germans wanted to keep their families strong, healthy, and active. Education was revised, the woman's role was changed, and the overall Aryan racial elements were outlined in order to have a more perfect, flawless community.

Education was very important for Hitler's youth. He wanted the highest task of education to be the preservation, care, and development of the best racial elements (Pine 1). In order to do this, textbooks and schools need to be reformed. Nazi symbols were inserted into books, pictures of Hitler with children were posted in schools, and

**A** eventually school children were putting swastikas in their homes (Pine 2). Scientific and arithmetic examples in textbooks also helped the youth with their racial superiority education. Craniology was used to show the inferior races from the superior races (Pine 4). Arithmetic was used to show how "wasteful" the mentally challenged were and how much money could be saved by euthanasia (Pine 5). These ideas were then transferred to German homes where parents could learn about their roles in the Third Reich.

**B** The woman's role, in particular, was very unique. Throughout time women have tried to be treated as equals to males. Eventually they did win their rights in America, but in Nazi Germany, the woman was supposed to be "glad" to stay home and cook and clean all day long. Women were required to raise the children, cook, clean, and look after the house. They could not join in politics, nor serve in the armed forces. This was all part of the superior Aryan race and was considered to be the law.

The Aryan race was considered to be the superior human race. All others were inferior and were constantly criticized and extreme racism was used to show the Nazi's superiority. The personal characteristics of the Aryan race included honor, courage, love of freedom, and a strong spirit of scientific research (Thornton 5). Physically, the Aryans were tall, strong, and long-headed. They had blue eyes and blond hair, with a fair skin complexion (Thornton 5). Many attempts were made to increase the "pure" German blood population, such as stealing children who matched the physical requirements of the Aryan race from their homes. Himmler once responded to a question that asked "how can we be so cruel as to take a child from its mother" by saying "how much more cruel (is it) to leave a potential genius with our natural enemy," (Infield 138). Which shows how determined the Nazis were in forming a perfect German nation.

D { Breeding became a controlled issue in the Third Reich. Only the elite would reproduce (Pine 1). It became against the law for a pure-German person to breed with someone who was not. The goal was to bring together a high-grade heredity stock and to eliminate all inferior races from the German people (Moose 35). They believed that because of inferior races, like the Jews, many true German families were ruined by the result of only one "low-grade" person coming into the family. Once again, it was the Jews' fault for Germany's problems.

! { Thankfully, the Nazi regime was defeated, but most of the leaders fought it out till the end, still turning out new plans and more secret weapons. Hitler had many plans for the future, but many he would never see accomplished. He had plans for Europe, for Russia, and eventually for the whole world.

A { more PS { Hitler's main goals were to conquer Europe and form a perfect Aryan nation. A nation would be created that would thrive on National Socialism. He also wanted to conquer Russia and use the land for farming. The people would be able to live free, just as long as the Germans were their rulers. In case of a revolution, they would "drop a few bombs on their cities and the affair will be over," (Remak 128). Which shows the care, or lack there of, for the people of other nations besides Germany. Eventually, if Hitler would have won the war, the Third Reich would have spanned over the whole globe and tens of millions of more people would have been eliminated.

The Third Reich, led by Adolf Hitler, was one of the most evil and racist forms of government ever, and as a result of this, millions upon millions of people lost their lives.

CSMC { The concentration camps, the racist views, the Final Solution, and many other things were all part of Hitler's master plan of creating a perfect Aryan race to rule Germany.