

## Unit One- Civil Rights

**Unit Objective:** *The student will compare and contrast 1968 and 2008 to explain how citizens participate in American Democracy.*

Standards:

USG1.1 Analyze political theories related to the existence, necessity, and purpose of government, including natural rights, balance of the public and private interests, and physical and economic security.

USG-1.5 Evaluate **limited government** and **unlimited government** with regard to governance, including **rule of law**, the role of **constitutions**, civil rights, political freedom, economic freedom, and the ability of citizens to impact or influence the governing process.

USG-4.1 Evaluate the role of the citizen in the American political process, including civic responsibilities and the interaction between the citizen and government.

USG-4.2 Analyze the process of political socialization and its relation to political participation.

USG-4.3 Evaluate the role and function of common avenues utilized by citizens in political participation, including political parties, voting, polls, interest groups, and community service.

Literacy Skills:

1.1 Examine the relationship of the present to the past and use a knowledge of the past to make informed decisions in the present and to extrapolate into the future.

1.7 Represent and interpret Earth's physical and human systems by using maps, mental maps, geographic models, and other social studies resources to make inferences and draw conclusions.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• Pre-Test to see what they already do and do not know. You will create this depending on what other activities you will teach and what you want them to know by the end of the unit. Be creative!!</li> </ul>	<ul style="list-style-type: none"> <li>• What are Civic Life, Politics, and Government?</li> <li>• What is civic life?</li> <li>• What is politics?</li> <li>• What is government? Why are government and politics necessary?</li> <li>• What purposes should government</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Civics Book: <i>Government and Economics in Action</i></li> <li>• Butcher Paper for “5 Groups of Americans”</li> <li>• LA Literacy Test (Civics folder)</li> <li>• Reading on 1968: <i>A Tumultuous Year</i></li> <li>• MLA Works Cited Page Directions (Civics folder)</li> <li>• Evaluating a website PowerPoint for analyzing a webpage (Civics folder)</li> </ul>

<p><b>Assessment Format:</b></p> <ul style="list-style-type: none"> <li>• <i>Compare and Contrast</i> Essay that restates the unit objective. Example Thesis Statement: <i>The chaotic year of 1968 and the dynamic year of 2008 have allowed citizens to play important roles in changing the lifestyles of all Americans.</i></li> </ul>	<p>serve?</p> <ul style="list-style-type: none"> <li>• What are the roles of the citizen in American Democracy?             <ul style="list-style-type: none"> <li>- What is citizenship?</li> <li>- What are the rights of citizens?</li> <li>- What are the responsibilities of citizens?</li> </ul> </li> <li>-What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?</li> <li>- How can citizens take part in civic life?</li> </ul> <p><u>Background of 2008:</u></p> <ul style="list-style-type: none"> <li>• Election- Two Candidates John McCain (R) Barack Obama (D)</li> <li>• Iraq War</li> <li>• Economy 2008-2012: Recession</li> <li>• Social Norms</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• HSAP Rubric (Civics folder)</li> <li>• 5x8 C/C Essay Checklist (Civics folder)</li> <li>• 30 Second Expert (Civics folder)</li> <li>• Dr. King Photostory (Civics folder)</li> <li>• Cornell Notes Templates (see example for Chapter 1, Section 1 in Civics folder)</li> <li>• Thirteen Colonies map and blank US map (Civics folder)</li> <li>• Chapter Storyboards (Civics Folder)</li> <li>• <a href="http://www.iCivics.org">www.iCivics.org</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) <u>Thirteen Colonies Map</u>: Have students complete using the map.</li> <li>2) <u>Vocabulary</u>: Do this every day to introduce the basic words and concepts of your unit. Start with a “word map” to have students come up with examples and non-examples. You can then review with a 3x3 where student have to fill out nine words in a chart and write sentences using three words either straight across, down, or diagonally.</li> <li>3) <u>Stereotypes</u>: Share a personal story of a time you witnessed or felt discrimination. I use one about being asked if my family owned a nail shop since I am Filipino. Have students write down one stereotype about their own race or about another (keep it clean). <b>THEY SHOULD NOT WRITE THEIR NAMES ON THE PAPER.</b> Have them fold it once and collect all of them.</li> </ol>
--	---	--

	<p><b>Background of 1968:</b></p> <ul style="list-style-type: none"><li>• Election: Three Candidates Richard Nixon (R) Hubert Humphrey (D) George Wallace (I)</li><li>• Vietnam War</li><li>• Economy</li><li>• Social Norms</li><li>• Technology</li><li>• Assassinations</li></ul>	<p>Once they have been collected, walk to the trash can and throw them all away. Explain that stereotypes are just that, trash, and as Dr. Martin Luther King, Jr. suggested, one should judge people based on the content of their character, not on the color of their skin.</p> <p>4) <u>Five Groups of Americans:</u> After reading Chapter One in the Civics book, trace the outline of a person on a large sheet of poster paper. Have students fill in information about the cultures, religions, countries, pastimes of each group; decorate it and share out; recognize who is missing from the book's identification of the Five Groups of Americans and talk about these people.</p> <p>5) <u>LA Literacy Test:</u> Distribute the test and give students ten minutes to complete. Go over answers and explain how no one has ever passed the test and why states went to such lengths to keep minorities from voting.</p> <p>6) <u>Analyzing Photographs:</u> Show the Dr. King Photostory and take scenes from 1968 (Dr. King, Vietnam, Chicago Riots at DNC) and have students analyze what they see.</p> <p>1) <u>Cornell Notes:</u> This is a great system that can be used to take notes, condense notes, and then use as a study guide. The paper is divided into a left and right side with the specific information such as name, date, topic at the top. See template. The left side is used</p>
--	--	---

		<p>for writing main ideas and asking questions and the right side is for the details of the actual information. Students can use their own codes and personalize these. When completed, they fold the paper in a tri-fold that covers up the answer while showing the main ideas and questions. The students should be able to answer the questions without looking at the answer, but if the need to, they can simply open the fold. <i>See example for Chapter 1, section 1 in Civics folder.</i></p> <p>7) <u>Becoming the Expert-Breakdown of 1968 Reading</u>: Break students into three groups and have them become the expert for one section of this reading. The students will share out what they learned as the other students take the notes.</p> <p>8) <u>Chapter Storyboards</u>: Students will create a storyboard at the end of each chapter by folding a sheet of paper in three equal sections hotdog style; this will create three columns and the students will write a summary (can use Cornell Notes summary of section), drawing an illustration of the section, and asking a higher-order question (this is a question not answered in the book. Example: Imagine what America would look like today if there were no laws. Describe it).</p> <p>9) <u>Reading Elections Maps</u>: Review the elections maps for 1968 and 2008 with students.</p>
--	--	---

		<p>Have them color code it to determine any trends they notice for the states.</p> <p>10) <u>Venn Diagram for 1968 and 2008</u>: Have students complete this daily as they are learning about the two time periods. This will lay the ground for the CC Essay.</p> <p>11) <u>Evaluating a Website</u>: Use the <i>Evaluating a Website Powerpoint</i> (Civics file folder) created by Phyllis Gore and Gretchen Holzberger. Have students take notes on the <i>Evaluating a Website Worksheet</i> (see Civics file folder). Have students evaluate a website using this information to include in their essay.</p> <p>12) <u>MLA Citation Reference Sheet</u>: Distribute a copy (see Civics file folder) to each student and model how to create a “Works Cited” page. Color code the six pieces of the work cited and have students highlight each one in a different color. Do this in the example on the sheet and have students number each part, 1-6. Make sure students are at computers and creating their own example as you walk through the six steps so that they have an actual example to look at. I always have them keep a running works- cited page and create the citation as they find the information, so they won’t have to create one at the very end of their essay.</p> <p>13) <u>5x8 Compare and Contrast Essay for 1968 and 2008</u>: Have students use their graphic</p>
--	--	---

		<p>organizer to make an outline for this essay. They can use such topics as the war, election, economy, society, and even technology. Explain how to write a thesis by rewording the Unit Objective. Have them use the word “tumultuous” for 1968 and determine their own adjective to describe 2008. Also have them include one piece of outside information you didn’t present and cite it using the MLA format. Use the HSAP Rubric and Checklist (see Civics file folder) to grade the papers. Hold several days of a writing workshop in class after students have written their rough drafts. This should include a day of checking to make sure they have the correct organization, thesis, no contractions, are not repetitive, etc. Hold a silent reading where three different students read the papers and write their suggestions on the paper.</p> <p>14) <u>Creating One Table Setting at the Dinner Table</u>: Model for students how to choose one person of interest for the Dinner Table (use someone they have not studied). Choose writings, quotes, pictures, and symbols, and make a place setting using a dinner plate and dinner mat. There should be a theme throughout the dinner table such as males, females, minorities, or human rights. Be creative! <b><i>Students should complete this assignment after each unit and will create their complete dinner table as the</i></b></p>
--	--	---

		<p><b><i>Civics course FINAL. Make sure to budget some time for this and constantly remind them that this will count as 20% of their FINAL grade.</i></b></p>
--	--	---

## Unit Two-The US Constitution

**Unit Objective:** *The student will explain how the US Constitution guards against tyranny.*

Standards:

USG-3.3 Analyze federalism and its application in the United States, including the concepts of **enumerated**, **concurrent**, and **reserved** powers; the meaning of the ninth and tenth amendments; the principle of states’ rights; the promotion of **limited government**; the protection of individual rights; and the potential for conflict among the levels of government.

USG-3.4 Analyze the organization and responsibilities of local and state governments in the United States federal system, including the role of state **constitutions**, the limitations on state governments, the typical organization of state governments, the relationship between state and local governments, and the major responsibilities of state governments.

Literacy Skills:

1.2 Assess the relationships among multiple causes and multiple effects.

1.4 Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.

1.5 Analyze and evaluate evidence, arguments, claims, and beliefs.

1.6 Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

<b>Assessment Guidelines</b>	<b>Essential Knowledge</b>	<b>Lesson Plans</b>
<ul style="list-style-type: none"> <li>Pre-Test of vocabulary terms, America’s origins, and basic principles</li> </ul>	<ul style="list-style-type: none"> <li>What are the essential characteristics of limited and unlimited government?</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Civics Book: <i>Government and Economics in Action</i></li> <li>Streamline SC Webpage for 20 min. video clips: <i>The Painless Guide to the Executive Branch, The Painless Guide to the Legislative Branch, The</i></li> </ul>

<p>of democracy</p> <p><b>Assessment Format:</b></p> <ul style="list-style-type: none"> <li>Unit Test which contains multiple choice, vocabulary, and short answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>What are the nature and purposes of constitutions?</li> <li>What are alternative ways of organizing constitutional governments?</li> <li>What are the foundations of the American Political System?</li> <li>What is the American idea of constitutional government?</li> <li>What are the distinctive characteristics of American society?</li> <li>What is American political culture?</li> <li>What values and principles are basic to American constitutional democracy?</li> <li>How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?</li> <li>How is the</li> </ul>	<p><i>Painless Guide to the Judicial Branch</i></p> <ul style="list-style-type: none"> <li>Learning Logs (Civics folder)</li> <li>Butcher Paper for Activities</li> <li>Review Games: <i>Jeopardy</i> and <i>Who Wants to be a Millionaire</i> (Civics folder)</li> <li>Maps (Civics folder)</li> <li>Cornell Notes (Civics folder)</li> <li>Storyboard (Civics folder)</li> <li>Six Rooms Reflections (Civics folder)</li> <li>History of the Pledge of Allegiance</li> <li>Organization of Constitution</li> <li>Debates or Paideia Seminars (can use current topics)</li> <li><a href="http://www.iCivics.org">www.iCivics.org</a></li> <li>Fakebook template (Civics folder or for more ideas <a href="http://web20edu.com/2011/04/16/fake-facebook-templates-and-pages-for-student-projects/">http://web20edu.com/2011/04/16/fake-facebook-templates-and-pages-for-student-projects/</a>)</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>2) <u>Creating a Government</u>: Break students into groups of five and have them pretend that they are shipwrecked on a deserted island. Give them a list of several items (matches, two blankets, a 2 liter of water, Twinkies, etc.) and give them 20 minutes to decide what to do. Share out. The students should have come up with various ideas and should have realized that they all had different ideas about what would be best. Ask: <i>What did you notice about your group dynamics? Why did you listen to or disagree with certain people? How do you think our Founding Fathers decided on our form of government?</i></li> <li>3) <u>Fakebook Page</u>: Have students select or assign a past and current political leader. They must create a Fakebook page (you can use this website or photocopy the template) giving</li> </ol>
--	--	--



	<p>national government organized and what does it do?</p> <ul style="list-style-type: none"> <li>• Limited vs. Unlimited Government</li> <li>• Democrats vs. Republicans</li> <li>• Extended Vocabulary: constitution, republic, and other forms of government</li> <li>• Founding Fathers history</li> <li>• World Map</li> <li>• Map of the US including the Original Thirteen Colonies</li> <li>• Political Timeline</li> <li>• Current American politics</li> </ul>	<p>specific information about the people. This can include age, race, marital status, background, education, jobs, political contributions, political views, books, and friends. Share these and post on your classroom walls for students to read.</p> <ol style="list-style-type: none"> <li>4) <u>Graphic Organizers</u>: Use these for comparing and contrasting vocabulary concepts such as limited and unlimited government, different types of government, or even people.</li> <li>5) <u>DBQ's</u>: There are several available. One example asks, "<i>How does the Constitution Guard against Tyranny?</i>" Make sure you model this and you may want to let students work in pairs if you find that they are not familiar with this writing activity. Let them complete the Hook exercise and share out and then read the background essay to them. Model how to analyze the first document and assign another for homework and review. Then, let them complete the rest. Walk through how to write a thesis and organize the essay with an outline. Have students complete a rough draft and hold a writing workshop in class (use the 10<sup>th</sup> grade HSAP rubric) to check for correct organization, grammar, and citation of documents.</li> <li>6) <u>Learning Logs</u>: Use these weekly to see what the students have learned, to see what connections they can make, and what questions they still have.</li> <li>7) <u>Entrance or Exit Slips</u>: Use these for the first or last five minutes of class. Entrance slip can be used to check for comprehension; you can review these after class and clarify any confusion they have the next morning. Use exit slips to have students ask questions. Review answers at the beginning of class.</li> <li>8) <u>Cornell Notes</u>: This is a great system</li> </ol>
--	---	--

		<p>that can be used to take notes, condense notes, and then use as a study guide. The paper is divided into a left and right side with the specific information such as name, date, topic at the top. See template. The left side is used for writing main ideas and asking questions and the right side is for the details of the actual information. Students can use their own codes and personalize these. When completed, they fold the paper in a tri-fold that covers up the answer while showing the main ideas and questions. The students should be able to answer the questions without looking at the answer, but if the need to, they can simply open the fold.</p> <p>9) <u>Chapter Storyboard</u>: Students will create a storyboard at the end of each chapter. See Civics folder for instructions and grading.</p> <p>10) <u>Organization of Constitution</u>: Mnemonic device to remember this; see worksheet in Civics folder.</p> <p>11) <u>Declaration of Independence</u>: Have students look at the Declaration and breakdown into four parts. Have students recreate their own Declaration of Independence from their bad habits using the four parts and share out.</p> <p>12) <u>Review Games</u>: Students love to play these to review before a test. You can decide how to split the class into teams and develop a point system that works for you. I usually give the winning team several extra points on their test so they have an incentive to participate. Make sure you repeat the correct answer aloud because if students give the wrong answer, that may be what the others remember. See the website <a href="http://teach.fcps.net/trt10/PowerPoint.htm">teach.fcps.net/trt10/PowerPoint.htm</a> or search “teacher review games” for</p>
--	--	---

		<p>additional ideas and templates.</p> <p>13) <u>Creating One Table Setting at the Dinner Table</u>: Model for students how to choose one person of interest for the Dinner Table (use someone they have not studied). Choose writings, quotes, pictures, and symbols, and make a place setting using a dinner plate and dinner mat. There should be a theme throughout the dinner table such as males, females, minorities, or human rights. Be creative!</p>
--	--	--

**Unit Three-Project Citizen (or Federal Election if it is an election year)**

**Unit Objective:** *The students will identify an issue in the community, research three public policies currently in place to combat the issue, write their own public policy, and create an action plan to get it passed.*

Standards:

- USG-3.4 Analyze the organization and responsibilities of local and state governments in the United States federal system, including the role of state **constitutions**, the limitations on state governments, the typical organization of state governments, the relationship between state and local governments, and the major responsibilities of state governments.
- USG-4.1 Evaluate the role of the citizen in the American political process, including civic responsibilities and the interaction between the citizen and government.

Literacy Skills:

- 1.3 Assess the relationships among multiple causes and multiple effects.
- 1.11 Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.

<b>Assessment Guidelines</b>	<b>Essential Knowledge</b>	<b>Lesson Plans</b>
<ul style="list-style-type: none"> <li>• Pre-Test to see what they already do and do not know. You will create this depending on</li> </ul>	<ul style="list-style-type: none"> <li>• How is the national government organized and what does it do?</li> <li>• How are state and local governments</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Complete Teacher Guide and class set with 1 day or 1 week Training (<a href="http://www.projectcitizen.org/?page_id=17">http://www.projectcitizen.org/?page_id=17</a>)</li> <li>• Class Set of Project Citizen Books (order these 803-252-5139 or email <a href="mailto:lre@sclar.org">lre@sclar.org</a> )</li> <li>• Butcher Paper</li> </ul>

<p>what other activities you will teach and what you want them to know by the end of the unit. Be creative!!</p> <p><b>Assessment Format:</b></p> <ul style="list-style-type: none"><li>• Presentation of Project Citizen Board and competition to judges. This can be completed through the SC Bar or through local community members and teachers.</li></ul>	<p>organized and what do they do?</p> <ul style="list-style-type: none"><li>• What is the place of law in the American constitutional system?</li><li>• How does the American political system provide for choice and opportunities for participation?</li><li>• Liberalism, constitutionalism, democracy, republic and federalism</li><li>• Democratic values and principles</li><li>• Three spheres of society: private sphere, civil society, and government</li><li>• Public policy</li><li>• Organization of local, state, and national government</li><li>• Local political leaders</li><li>• State political leaders</li></ul>	<ul style="list-style-type: none"><li>• Markers</li><li>• Cornell Notes</li><li>• Copies of Fairy Tales (Civics folder)</li><li>• Various recording forms (Project Citizen book)</li><li>• Public Policy Activities (Civics folder)</li><li>• Guest Speakers (you choose depending on topics)</li><li>• Internet</li><li>• <a href="http://www.iCivics.org">www.iCivics.org</a></li></ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"><li>1) <u>Cornell Notes</u>: Have students read the first chapter and take notes on the steps to Project Citizen. Give them a quiz.</li><li>2) <u>Private Sphere, Civil Society, Government, or a Combination?</u> After reading Chapter Two, use the ten question tests to verify that students understand the differences. Have students complete these alone and then go over the answers as a class.</li><li>3) <u>Fairy Tales to Solve Public Problems</u>: See the Civics folder for several different ways to teach public policy. This will help students understand public policy and current issues in society.</li><li>4) <u>Choosing an Issue</u>: Have students brainstorm the different topics they want to use and write these on the board. Have each student choose one issue and bring in a local, state, or national article that addresses this. The following day, group the students with the topics and share out. Vote on the top three and divide the students into those groups based on preference. Have the students use the internet to see what else they can find and have them complete Part</li></ol>
--	---	--

	<ul style="list-style-type: none"><li>• Community Resources such as CASA, Boy Scouts, Helping Hand, Horry County Sheriff's Department, etc.</li><li>• Communication skills: writing emails, letters, and essays, holding telephone conversations</li><li>• Creating surveys and graphing the results</li><li>• Research: finding statistics, articles, and local and state policies</li></ul>	<p>One of the "Putting it to the Public Policy Test" worksheet. Have them complete Part Two of the worksheet to see if it is a true public policy. If it is, give students 2-3 minutes to convince their classmates why that issue is important. Let students vote again and the winning topic is the class topic. <b>Note: Explain to students that all of their topics are important, but only one can be chosen. Once they have completed the project as a class, the students may use this process to create their own service learning project to get their point across.</b></p> <p>5) <u>Assigning Boards 1-4</u>: Review with students the objectives of each board and let students choose which one they want. I give preference to students that have completed all notes for the unit and tell them this from the start. Each person must talk during the 4 minute presentation, so try to keep the boards as even as possible.</p> <p>6) <u>Assignment Sheets for Individual Boards 1-4</u>: Have each group elect an executive branch, legislative branch, and judicial branch each week to keep students accountable. The executive branch will hold a meeting at the beginning and end of class to assign jobs and see what others are doing. The legislative branch will record the information which the judicial branch verifies that students are contributing to the project. Each group has specific tasks and needs to communicate with the other groups. Every few days, have student present as a group what they are doing and what they still need, so that they can share information; this can be the most difficult part of the project. Refer</p>
--	---	--

		<p>back to the individual tasks for each group to make sure they are doing what is expected.</p> <p>7) <u>Creating a Document Binder</u>: Student should include copies of all their work in this binder; see book for more information. Break it up into five sections (one for each board) plus a section for individual reflections. This should be placed in front of the project board for the judges to see prior to the presentation.</p> <p>8) <u>Creating the Board</u>: Have students determine titles for the board and let them vote on it. There should be consistency throughout the board, so let the students elect one member from their group to be the liaison for the project board. They may all work on it, but one person should be in charge to make sure it matches the others. Use the checklist provided in the back of the book to make sure they have included all components.</p> <p>9) <u>Practicing the Presentation</u>: Have students practice presenting their 4-minute speeches before the competition. Use this time to have other groups evaluate them and share information they may be missing according to the Judge's Rubric. Also, have students generate questions based on their presentations so the presenting group will have practice "thinking on their feet."</p> <p>10) <u>Student Evaluation</u>: Before the final presentation, have student reflect on the project. Ask: <i>What was easy, what was difficult, what would you do differently, and what would you change about the project?</i> Place these in the back of the <i>Student Reflection</i> section in the <i>Document Binder</i>.</p>
--	--	---

Edmodo Group Code: *byhOwc*

Discovery Learning Link <http://www.sctv.org/education/StreamLineSC/>

		<p>11) <u>Presentation of Board</u>: Have students dress up and invite their parents or family members. Set the date with the SC Bar and your judges (you need two in addition to the bar and you CANNOT judge it). The entire presentation will take less than one hour. Each group will present for four minutes and the judges will have six minutes to ask questions for a total of ten minutes. Debrief with students at the end of class or the next day.</p> <p>12) <u>Creating One Table Setting at the Dinner Table</u>: Model for students how to choose one person of interest for the Dinner Table (use someone they have not studied). Choose writings, quotes, pictures, and symbols, and make a place setting using a dinner plate and dinner mat. There should be a theme throughout the dinner table such as males, females, minorities, or human rights. Be creative!</p>
--	--	---

## **Unit Four: Money and Banking**

**Unit Objective:** *The student will analyze components of personal money management, government's role in the American economy, and how money functions in our economy.*

Standards:

- ECON-3.1 Explain that institutions in a **market economy** help individuals and groups accomplish their goals.
- ECON-3.2 Illustrate how money and the consequent banking system facilitate trade, historically and currently.

- ECON-3.3 Explain how real interest rates adjust savings with borrowing, thus affecting the allocation of scarce resources between present and future users.
- ECON-3.4 Use a circular flow diagram to explain how changes in economic activity affect households and businesses.
- ECON-3.5 Explain how the federal government regulates the American economy in order to provide economic security, full employment, and economic equity.
- ECON-3.6 Explain how economic indicators are used to evaluate changes in economic activity.

Literacy Skill:

1.16 Explain how investment in human capital such as health, education, and training leads to economic growth.

<b>Assessment Guidelines</b>		<b>Lesson Plans</b>
<ul style="list-style-type: none"> <li>• Pre-Test to see what they already do and do not know. You will create this depending on what other activities you will teach and what you want them to know by the end of the unit. Be creative!!</li> </ul>	<ul style="list-style-type: none"> <li>• What are the responsibilities of citizens?</li> <li>• Using credit card calculators</li> <li>• Using student loan repayment Calculators</li> <li>• Income calculations for state and federal taxes and health insurance and 401k</li> <li>• Balancing a checkbook</li> <li>• Completing a budget worksheet</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Civics Book-Chapters 15-17</li> <li>• Guest Speaker (a banker who will speak to the class and then come back to judge the presentations)</li> <li>• Internet Websites: College repayment calculator Credit card calculator Salary.com or Payscale.com</li> <li>• Occupational Outlook Handbook</li> <li>• Review Games (Civics folder)</li> <li>• Creating a Type of Income Ad (Civics folder)</li> <li>• Creating an Insurance Ad (Civics folder)</li> <li>• <a href="http://www.icivics.org">www.icivics.org</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) <u>Spring Break Food Budget:</u> Have students keep a daily food budget using a template that allows them to see a breakfast, lunch, and dinner menu with prices. Give the students a budget of \$100.00 for five days and have them total their daily balance. Have them number off 1's and 2's and each day create a positive or negative scenario</li> </ol>
<b>Assessment Format:</b>		
<ul style="list-style-type: none"> <li>• Unit Test which contains multiple choice, vocabulary, and short answer unit test.</li> </ul>		
<ul style="list-style-type: none"> <li>• <u>College Research Assignment:</u> Have students research a SC state college or university and a</li> </ul>		



<p>college or university out of state. They must use the careers chosen in the <i>Income Research Assignment</i> and price out the cost of attending both schools that offer their career choices. How many semesters will it take, how many credit hours must they obtain, and are there any prerequisites? What are the costs of books? Have them price out what it will cost for both in-state and out-of-state tuition and then use a college loan repayment calculator to see what their month payments will be once they have graduated. Is the cost of college appropriate for the chosen career? Write a paragraph for each explaining their answer.</p>		<p>such as losing \$5.00 because they received the wrong amount of change or finding \$1.50 in the parking lot. Students must show their work and NOT use calculators!</p> <p>2) <u>Income Research Assignment</u>: Have students choose two careers they are interested in and use a salary website to see what the bottom 10% will earn. For each job, have them divide the annual salary by 52 weeks and then multiply by 4 to see the monthly gross income. Multiply this number by .70 to take out state and federal taxes and personal health insurance and a 401k. This is their NET monthly income. Write a paragraph for each job explaining if they can live off of it. Do not lose these numbers; the students will need it for the next assignment.</p> <p>3) <u>Creating a Type of Income Ad</u>: Let students work in pairs. They will draw a type of income and make an ad for a business based on it. They want to focus on the positive aspects of that type of job. Present these to the class and let them vote on a winner. Give the winners 3 bonus points for the test.</p> <p>4) <u>Creating an Insurance Ad</u>: Students will work in pairs. They will draw a type of insurance and will create an insurance ad focusing on the features of the product. Present these to the class and</p>
--	--	--

		<p>let them vote on a winner. Give the winners 3 points on the test.</p> <p>5) <u>Cornell Notes</u>: This is a great system that can be used to take notes, condense notes, and then use as a study guide. The paper is divided into a left and right side with the specific information such as name, date, topic at the top. See template. The left side is used for writing main ideas and asking questions and the right side is for the details of the actual information. Students can use their own codes and personalize these. When completed, they fold the paper in a tri-fold that covers up the answer while showing the main ideas and questions. The students should be able to answer the questions without looking at the answer, but if the need to, they can simply open the fold.</p> <p>6) <u>Chapter Storyboards</u>: Students will create a storyboard at the end of each chapter by folding a sheet of paper in three equal sections hotdog style; this will create three columns and the students will write a summary (can use Cornell Notes summary of section), drawing an illustration of the section, and asking a higher-order question (this is a question not answered in the book. Example: Imagine what America would look like today if there were no laws. Describe it).</p>
--	--	---

		<p>7) <u>Review Games</u>: Use one of the review games prior to the test. You can have students generate the questions and then go online to use one of the templates or use one in the folder.</p> <p>8) <u>Creating One Table Setting at the Dinner Table</u>: Model for students how to choose one person of interest for the Dinner Table (use someone they have not studied). Choose writings, quotes, pictures, and symbols, and make a place setting using a dinner plate and dinner mat. There should be a theme throughout the dinner table such as males, females, minorities, or human rights. Be creative!</p>
--	--	--

## Unit Five-Financial Literacy

**Unit Objective:** *The student will become a financial analyst to determine the best short and long term goals for a family in financial disarray.*

**Standards:**

- ECON-3.1 Explain that institutions in a **market economy** help individuals and groups accomplish their goals.
- ECON-3.2 Illustrate how money and the consequent banking system facilitate trade, historically and currently.
- ECON-3.3 Explain how real interest rates adjust savings with borrowing, thus affecting the allocation of scarce resources between present and future users.
- ECON-3.4 Use a circular flow diagram to explain how changes in economic activity affect households and businesses.
- ECON-3.5 Explain how the federal government regulates the American economy in order to provide economic security, full employment, and economic equity.
- ECON-3.6 Explain how economic indicators are used to evaluate changes in economic activity.

**Literacy Skill:**

1.16 Explain how investment in human capital such as health, education, and training leads to economic growth.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• Pre-Test to see</li> </ul>	<ul style="list-style-type: none"> <li>• Budgeting for life in the “real world”</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Case Study (There are four: The</li> </ul>

<p>what they already do and do not know. You will create this depending on what other activities you will teach and what you want them to know by the end of the unit. Be creative!!</p> <p><b>Assessment Format:</b></p> <ul style="list-style-type: none"><li>• Completed Budget Worksheets and PowerPoint Presentation with judges and questioning (10 - 15 minutes per group).</li></ul>	<ul style="list-style-type: none"><li>• How to price out college (the REAL cost)</li><li>• How to use a student loan repayment calculator</li><li>• How to find salaries (the real income)</li><li>• How to take out taxes and insurance</li><li>• How to use a mortgage calculator (including down payments and Personal Mortgage Insurance)</li><li>• How to use a credit card calculator</li><li>• Using adults as resources to determine costs of utilities</li><li>• Balancing a budget worksheet</li></ul>	<p>Ballards, the Thompkins, The Todds, and Melissa Polk and Jack Quinn, see Civics folder)</p> <ul style="list-style-type: none"><li>• MLA Citation Reference Sheet</li><li>• Guest Speakers (a banker who would also be willing to come back judge the presentations)</li><li>• Community Resources</li><li>• Entrance and exit slips</li><li>• Credit card quiz (Civics folder)</li><li>• Internet</li><li>• Budget worksheets</li><li>• Signed Student Affidavit (Civics folder)</li></ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"><li>1) <u>Cornell Notes on the case study:</u> Have students take notes on the case study and have a quiz to make sure they have read. Most of the information is in the reading and they should not ask questions to answers they have already been given.</li><li>2) <u>Assigning Pairs:</u> Have students complete this project in pairs. Let them choose their partners and sign a form stating that understand that they are responsible for their choice and if it does not work out, they will complete the project alone.</li><li>3) <u>Determining Utilities and the Current Financial Situation:</u> Have students go home and ask their parents about utility costs. Tell them to document how many people are living in the home. I explain that some parents will be more than happy to give them the amounts while other parents are more private. We write these amounts on the board and take the average to write on our budget worksheets. We complete the current</li></ol>
--	--	--

		<p>financial worksheet together as a class, so that everyone is on the same page when we begin. After that, they must solve for the short and long term plan. Make sure that the family is negative or close to it in the “Current Financial Situation” to start, so the students understand why they are completing the project.</p> <p>4) <u>Guest Speakers</u>: Have community members that relate to the case study speak to the class. Example: Recruitment Officer for the Thomkins.</p> <p>5) <u>Credit card Quiz</u>: I review how to use a mortgage calculator, but focus on the TOTAL PAYBACK (you can make this up). Students need to see the true cost of borrowing money so I have them multiply the minimum monthly payment by the term. Then, I have them subtract out the amount borrowed from the total payback. We discuss what they “could have done” with the money paid in interest. I do not let students use calculators on this one. They need to practice the skill of multiplying, dividing, adding, and subtracting. Have them check their work!</p> <p>6) <u>Short Term Plan</u>: Have students choose a time frame, usually 6-12 months. They must cut costs, possibly go back to school, find new employment, etc. They must show a positive disposable income on the budget sheet.</p> <p>7) <u>Intermediate Term Plan</u>: Have students choose a time frame; this can be anywhere from 6-48 months. This may be the time period if someone is completing</p>
--	--	---

		<p>college. They can defer student loans, but must show a positive disposable income. Also, their jobs (if any) must be feasible while in college. Keep in mind hours of operation and experience.</p> <p>8) <u>Long Term Plan</u>: Have students choose a time frame; this can be anywhere from 6-48 months. This should be when all the schooling is complete or all the training is done if for a new job. There should be a steady stream of savings and money set aside for the emergencies.</p> <p>9) <u>Presentation</u>: Students will create a 10-12 slide PowerPoint with mostly numbers and calculations. They should submit a copy of this (3 slides per page) along with the final budget worksheets. The information in this should match. Students will present the findings and the judges will ask 5-10 minutes of questions afterwards. I give credit if students have miscalculations, but can come up with the answers during the questioning. Use the judges scores to average determine the final grade.</p> <p>10) <u>Evaluation</u>: Have students complete an evaluation. <i>What was easy, what was difficult, what would you do differently, and what would you change?</i></p> <p>11) <u>Creating One Table Setting at the Dinner Table</u>: Model for students how to choose one person of interest for the Dinner Table (use someone they have not studied). Choose writings, quotes, pictures, and symbols, and make a place setting using a</p>
--	--	---

		<p>dinner plate and dinner mat. There should be a theme throughout the dinner table such as males, females, minorities, or human rights. Be creative!</p>
--	--	---

**Unit Six: Historian Portfolio “Dinner Table” (or Historian Portfolio, see folder)**

**Unit Objective:** *The student will create a “dinner table” to determine one significant person from each of the five previous units to discuss their contributions to society. This is an art exhibit that will include writings, photos, and other evidence to explain how the person has made an impact on you. You will design a dinner plate and table setting specifically for the person.*

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>Pre-Test to see what they already do and do not know. You will create this depending on what other activities you will teach and what you want them to know by the end of the unit. Be creative!!</li> </ul> <p><b>Assessment Format:</b></p> <ul style="list-style-type: none"> <li>Essay and art portfolio. Students should have been</li> </ul>	<ul style="list-style-type: none"> <li>What is the relationship of the United States to other nations and to world affairs?</li> <li>How is the world organized politically?</li> <li>How do the domestic politics and constitutional principles of the United States affect its relations with the world?</li> <li>How has the United States influenced other nations, and how have other nations influenced American politics and society?</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Video Clips</li> <li>Several different world maps</li> <li>Various readings about leaders</li> <li>Current foreign policies</li> <li>Six pieces of 8.5” x 14.5” paper for each student to create their “Dinner Table” (one for each of the five units plus one for a domestic or foreign policy maker for this unit)</li> <li>HSAP Rubric (Civics folder)</li> <li>MLA Reference Sheet (Civics folder)</li> <li>Paideia Seminar (Civics folder)</li> <li><a href="http://www.icivics.org">www.icivics.org</a></li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li><u>What Kind of Government?</u> Let</li> </ol>

<p>working on this from the beginning of the semester, so this should be a review of what they have already learned (20% of final grade).</p>	<ul style="list-style-type: none"><li>• Current Events</li><li>• World News</li><li>• Current American foreign policies and affairs</li> <li>• Review of past and current leaders who impacted American society (you can choose)</li> <li>• World Map</li> <li>• Breakdown of countries and types of government- can be a list of communism versus democracy</li> <li>• Timeline (create one)</li></ul>	<p>students work in pairs and give them a list of countries with several facts; have them decide what government they have based on characteristics about the country. Share out and make corrections using a key for them to see.</p> <p>2) <u>Paideia Seminar</u>: Introduce a piece of current American foreign policy and discuss it using the text or a new article with different points of view on it.</p> <p>3) <u>Creating a Timeline</u>: Have students review their notes and create a timeline of the course based on what they have learned over the semester.</p> <p>4) <u>Creating One Table Setting at the Dinner Table</u>: Model for students how to choose one person of interest for the Dinner Table (use someone they have not studied). Choose writings, quotes, pictures, and symbols, and make a place setting using a dinner plate and dinner mat. There should be a theme throughout the dinner table such as males, females, minorities, or human rights. Be creative!</p> <p>5) <u>8 x 8 Dinner Table Essay</u>: Use the HSAP rubric to grade this and have students write an essay to explain the accomplishments of their</p>
---	---	--



*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

		six selected choices. Make sure they include a works-cited page.
--	--	--

### **Technology for Middle and High School Social Studies**

#### **Programs**

- USA Test Prep
- Compass Learning
- Discovery Learning
- SAS Curriculum Pathways
- Brain Pops
- Discus
- Mind Sparks

#### **Tools:**

- Smart Boards
- Mobi
- Edmodo
- Document Cameras

***Edmodo Group Code: byhOwc***

***Discovery Learning Link <http://www.sctv.org/education/StreamLineSC/>***

**Social Studies Literacy Skills for the Twenty-First Century :**

Indicator 1.1: Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and extrapolate into the future.

<b>Assessment Guidelines</b>	<b>Lesson Plans</b>
<p><b>Assessment Format:</b></p> <p>Choose a current news story. Develop a list of historical events that impacted that story. Write a one-page paper that explains the evolution of that issue.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Brainstorm historical causes for current issues.</li><li>• Create an illustrated timeline of the historical issues surrounding a current news stories.</li></ul>

**Social Studies Literacy Skills for the Twenty-First Century :**

Indicator 1.2: Students will trace and describe continuity and change across cultures.

<b>Assessment Guidelines</b>	<b>Lesson Plans</b>
<p><b>Assessment Format:</b></p> <p>Select a country from around the world. Present to the class a history of that country, as well as that country's current economic, political, and cultural standing in the world. Include in the presentation the current relationship the country experiences with the United States. Complete one of the following.</p> <ol style="list-style-type: none"><li>1.) Dress in their country's traditional clothing.</li><li>2.) Bring to class a sample of their country's traditional food.</li><li>3.) Bring to class an example of their country's historical art.</li><li>4.) Present to the class a power point presentation of their selected country.</li></ol>	<p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Brainstorm a list of aspects of the American culture.</li><li>• Select a country. Choose images of its citizens in 1912 and 2012. Create a document that reflects those images and that analyzes the changes to that society.</li></ul>

**Social Studies Literacy Skills for the Twenty-First Century :**

Indicator 1.3: Assess the relationships among multiple causes and multiple effects.

<b>Assessment Guidelines</b>	<b>Lesson Plans</b>
<p><b>Assessment Format:</b></p> <p>Give students a pre-selected cold text article. Have them read the article and then write one paragraph in which they explain causes and effects of the news item. There <u>should be</u> right and wrong answers to this assessment.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Have students create brief skits that illustrate cause and effect.</li><li>• Have students read the brief summaries of world famines on the PBS website: <a href="http://www.pbs.org/newshour/extra/teachers/lessonplans/health/july-dec11/famine_cause-effect.pdf">http://www.pbs.org/newshour/extra/teachers/lessonplans/health/july-dec11/famine_cause-effect.pdf</a> After students have answered the questions independently, discuss their responses as a class.</li></ul>

**Social Studies Literacy Skills for the Twenty-First Century :**

Indicator 1.4: Students will evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.

<b>Assessment Guidelines</b>	<b>Lesson Plans</b>
<p><b>Assessment Format:</b></p> <p>Have students create a television commercial or write a newspaper editorial that purposefully has bias. After students present them to the class and have other students discern the bias in them.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Hold a class discussion in which the definition of bias is discussed. Students may want to discuss experiences they have had with bias.</li><li>• Students will be introduced to different political ideologies. They will read editorials from multiple sides, including extreme views. Students will be shown examples of bias. The following website has useful information and lesson plans, which allow the students to analyze their own biases and which have them analyze popular song lyrics. <a href="http://cee.nd.edu/curriculum/documents/media.pdf">http://cee.nd.edu/curriculum/documents/media.pdf</a></li><li>• Students will then be given articles about which they will search for bias and fact. They will, in groups, discuss why they think as they do</li></ul>

	concerning their particular articles.
<b>Social Studies Literacy Skills for the Twenty-First Century :</b>  <u>Indicator 1.5</u> : Students will analyze and evaluate evidence, arguments, claims, and beliefs.	
<b>Assessment Guidelines</b>	<b>Lesson Plans</b>
<b>Assessment Format:</b>  The teacher will give the students a cold text. The students will write one paragraph that analyzes the text for evidence, arguments, claims, and beliefs.	<b>Activities:</b> <ul style="list-style-type: none"><li>• <u>Class discussion</u>: The teacher will assign a current topic for research. The students will each choose a newspaper article from another area of the country. They will write a synopsis of the article which will also include analysis of the portrayal of the topic. The students will engage in a class discussion in which they discuss and evaluate various examples of evidence, arguments, claims, and beliefs.</li><li>• The students will select articles from two news sources which discuss the same topic. They will create a Venn diagram to compare and contrast the</li></ul>

	two sources.
--	--------------

**Social Studies Literacy Skills for the Twenty-First Century :**

Indicator 1.6: Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

<b>Assessment Guidelines</b>	<b>Lesson Plans</b>
<p><b>Assessment Format:</b></p> <p>Choose a current news issue and create a two-page spread for a news magazine that includes pictures, text, graphs, and a political cartoon.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Have students analyze political cartoons that show multiple views of the same issue.</li><li>• Provide students with a series of charts and graphs that analyze a common topic. In groups, have students answer a series of content questions to ensure understanding of the skill and the issue.</li><li>• Have students complete a photo analysis of the work of Civil War photographer,</li></ul>



	<p>Alexander Gardner. A complete lesson plan is located at this website. <a href="http://edsitement.neh.gov/lesson-plan/picture-lincoln">http://edsitement.neh.gov/lesson-plan/picture-lincoln</a></p>
--	--

**Social Studies Literacy Skills for the Twenty-First Century :**

Indicator 1.7: Represent and interpret Earth's physical and human systems by using maps, mental maps, geographic models, and other social studies resources to make inferences and draw conclusions.

<b>Assessment Guidelines</b>	<b>Lesson Plans</b>
<p><b>Assessment Format:</b></p> <p>Locate several electoral maps that illustrate the outcome of the 2012 presidential election. Write one page which summarizes the information depicted in the maps.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Create a wall map. Every time the class discusses a news story from around the world or the nation, stick a flagged pin in the spot of the news story.</li><li>• View the animated map "The March of Democracy." Discuss its importance. <a href="http://www.mapsofwar.com/ind/march-of-democracy.html">http://www.mapsofwar.com/ind/march-of-democracy.html</a></li><li>• Create maps of individual neighborhoods or of the high school. Display the maps and discuss points of view and distortions.</li><li>• Select an activity from National Geographic's website, <a href="http://www.nationalgeographic.com/xpeditions/lessons/01/g912/p">http://www.nationalgeographic.com/xpeditions/lessons/01/g912/p</a></li></ul>

	<p><a href="#">rojections.html</a>, concerning projections.</p> <ul style="list-style-type: none"><li>• Use the site, <a href="http://elections.nytimes.com/2008/results/president/map.html">http://elections.nytimes.com/2008/results/president/map.html</a>, to explore the electoral results for the 2008 presidential election. Discuss political shifts indicated in the maps and make inferences concerning the outcome of the election.</li></ul>
--	--

**Social Studies Literacy Skills for the Twenty-First Century :**

Indicator 1.8: Students will analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

<b>Assessment Guidelines</b>	<b>Lesson Plans</b>
<p><b>Assessment Format:</b></p> <p>Choose an article each week. Write a one-page paper that is one-fourth summary and three fourth's analysis. Part of that analysis should include a discussion of the importance of place and/or the connection between places.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Discuss the ways that Horry County's proximity to the ocean impacts its social, political, and economic conditions.</li><li>• Select a short video of a current news issue. This may come from cable, network news, or Channel One. As the video is viewed, look for references to the impact of "place" in the news story. Discuss this as a class.</li></ul>

Edmodo Group Code: byhOwc

Discovery Learning Link <http://www.sctv.org/education/StreamLineSC/>

--	--

**Social Studies Literacy Skills for the Twenty-First Century :**

Indicator 1.9: Students will explain contemporary patterns of human behavior, culture, political and economic systems.

<b>Assessment Guidelines</b>	<b>Lesson Plans</b>
------------------------------	---------------------

<p><b>Assessment Format:</b></p> <p>Create a personal political party that includes ideology, a symbol, a platform, and an ideal candidate.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Create a collage that reflects American culture.</li><li>• Locate and take several on-line political ideology quizzes. Analyze the results in terms of bias and accuracy.</li><li>• Complete the activities at this website in order to distinguish between different economic systems. <a href="http://powellcenter.org/uploads/EconomicSystemsU.pdf">http://powellcenter.org/uploads/EconomicSystemsU.pdf</a></li></ul>
---	---

**Social Studies Literacy Skills for the Twenty-First Century :**

Indicator 1.10: Students will model informed participatory citizenship.

<b>Assessment Guidelines</b>	<b>Lesson Plans</b>
<b>Assessment Format:</b>	<b>Activities:</b>

Choose and complete one of the following methods of community engagement.

- Write a letter to the editor of a local newspaper.
- Attend a meeting of an HOA / POA.
- Address your *School Improvement Committee*.
- Address the Horry County School Board.
- Register to vote or actually vote.
- Complete a teacher-approved community service project.

Complete a summary and evaluation of the experience. This may be presented orally or in written form.

- Brainstorm ways that citizens are involved in democracy.
- Select and read an article from a foreign country that describes limits on citizen participation. Discuss the extent to which such controls could be possible in the US.
- Complete a school-improvement project as a class.
- Analyze campaign posters, slogans, and candidates from any current or past elections.  
<http://www.livingroomcandidate.org/commercials/1952>

**Social Studies Literacy Skills for the Twenty-First Century :**

Indicator 1.11: Students will understand how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.

**Assessment Guidelines**

**Lesson Plans**

### Assessment Format:

In groups, randomly select a country that has recently experienced a revolution. Research conditions which led to the revolution, as well as the results of the revolution.

Some members of each group will assume the role of leaders in their particular country. They will decide, and present to the class, ways they would settle the conflict(s) leading to the revolutionary activities.

Conversely, other students will be a part of the revolutionary movement. They will present to the class steps they would take, and the extent to which they would go, to push for aspired changes.

### Activities:

- **Chalk Talk:** Silently respond to following prompt written on a white board.  
*The Boston Tea Party was an act of terrorism.*  
Participants should write their responses on the board without comment. The activity should go on for several minutes or until the board is full.
- Discuss the differences between reform, revolution, and coup.
- **Quick Write:**
  - *What circumstances could compel you to revolt?*
  - *Why are revolutions so rare in the US?*

### Social Studies Literacy Skills for the Twenty-First Century:

Indicator 1.12: Compare the ways that different economic systems answer the fundamental questions: what goods and services should be produced, how they should be produced, and who will consume them.

<b>Assessment Guidelines</b>	<b>Lesson Plans</b>
<p><b>Assessment Format:</b></p> <p>Create a product or service that could be sold along the Grand Strand.</p> <p>Present a synopsis of the proposed business that includes a rationale, a marketing strategy, and a start-up plan.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Create charts comparing different economic systems. Specific emphasis should be placed on different forms of taxation.</li><li>• Create a timeline showing income distribution over time.</li><li>• Create a chart illustrating changes in buying habits over time.</li><li>• Select five U.S. Presidents and compare how their policies affected business activities.</li></ul>

**Social Studies Literacy Skills for the Twenty-First Century :**

Indicator 1.13: Students will analyze how scarcity of resources affects economic choices.

<b>Assessment Guidelines</b>	<b>Lesson Plans</b>
<p><b>Assessment Format:</b></p> <ul style="list-style-type: none"><li>• Complete a "Survival" scenario in which some people are saved and others are not. <a href="http://www.monarchknights.com/teacherwebpages/moss/documents/SurvivalGroupActivities.pdf">http://www.monarchknights.com/teacherwebpages/moss/documents/SurvivalGroupActivities.pdf</a></li><li>• Produce work showing the impact of modern 'Green Energy' projects, including potential cost effectiveness.</li></ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Complete the scarcity exercise located at the following website. <a href="http://ecedweb.unomaha.edu/lessons/popcorn.htm">http://ecedweb.unomaha.edu/lessons/popcorn.htm</a></li><li>• Produce a timeline of key events that have taken place in the coal industry, the oil industry, or the natural gas industry. Show evidence of both positive and negative aspects of these industries.</li></ul>



**Indicator 1.14:** Students will explain how an interdependent, specialized, and voluntary worldwide trade network affects a nation's standard of living and economic growth.

<b>Assessment Guidelines</b>	<b>Lesson Plans</b>
<p><b>Assessment Format:</b></p> <p>Create a detailed analysis of U.S. imports and exports using charts, graphs, and other statistical information.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Complete the activity on national specialization. <a href="http://www.indiana.edu/~west/documents/Curriculum/Economics/International_Trade/LessonPlanOverview-InternationalTrade.pdf">http://www.indiana.edu/~west/documents/Curriculum/Economics/International_Trade/LessonPlanOverview-InternationalTrade.pdf</a></li><li>• Create a timeline showing the effects of worldwide trade on U.S. employment / unemployment rates throughout the history of the country. The class will discuss and debate the concept of 'always buy American.'</li></ul>

Edmodo Group Code: byhOwc

Discovery Learning Link <http://www.sctv.org/education/StreamLineSC/>

**Social Studies Literacy Skills for the Twenty-First Century :**

Indicator 1.15: Students will explain how the U.S government provides public services, redistributes income, regulates economic activity, and promotes economic growth.

**Assessment Guidelines**

**Lesson Plans**

**Assessment Format:**

Create a chart that differentiates three different tax plans. These may include but are not limited to: a flat tax, a graduated income tax, corporate taxes, inheritance taxes, and a national sales tax.

Write one page that outlines a general tax plan for the US. This is a simple exercise and does not need to be realistic.

**Activities:**

- Create charts and/or diagrams showing public services (entitlements) provided by the U.S. government. A timeline will be included to show when each service was created. The timeline will depict which president was in office as the services were introduced. Students will gather and provide the qualifications required to receive the different services.
- View a 2012 presidential debate. Create a Venn diagram that depicts differences and commonalities between the two candidates in regard to government services and entitlements.

**Technology for Middle and High School Social Studies**

**Programs**

USA Test Prep

Compass Learning

Discovery Learning

SAS Curriculum Pathways

Brain Pop

**High School Map-at-a-Glance****Economics****2012-2013**

*Please note: The Economics pacing guide was revised by a group of teachers in July 2011. The guideline below is designed to assure that ALL teachers in ALL schools teach the indicators in the same order. This was necessary to provide both clarity and seamless student transitioning from one school to another.*

**Economics will be taught for one nine weeks. Use the following calendar dates listed at the beginning of each unit to implement your curriculum. There are approximately 42 days which should be used for instruction, simulations, and assessments.**

**Unit One 5 Days**

Standard ECON-1: The student will demonstrate an understanding of how scarcity and choice impact the decisions of households firms, communities and nations.

Enduring Understanding: Economics is the science of choice. The study of economics will equip a student with the knowledge to evaluate benefits versus costs. In order to make informed decisions students will be able to...

Dates	Indicators	Textbook Correlations	Suggested Activities
Aug. 22-Aug. 26 or Oct. 26 - Nov.1 or Jan. 18-Jan 24 Or Mar.22 - Mar.28	ECON-1.1 Explain that the practice of economic decision making is an evaluation process that measures additional benefits versus additional costs.  ECON-1.2 Explain why the productive resources of land, labor, and capital are limited.  ECON-1.3 Apply the concept that people respond to positive and negative incentives to historical and current situations.	Ch. 2  Ch. 1  Ch. 1	<a href="http://www.chillhistoryproject.com/111306">http://www.chillhistoryproject.com/111306</a> (Econ 1.1)  p. 30-31 s'mores activity (Econ 1.2)  Jamestown simulation : <a href="http://www.fte.org/resources/lesson-plans/efiahlessons/">http://www.fte.org/resources/lesson-plans/efiahlessons/</a> (use  Honors Required Activity: Two outside reading events (with document analysis sheets provided)

**Unit Two 9 Days**

Standard ECON-2: The student will demonstrate an understanding of how markets facilitate exchange and how market regulation costs both consumers and producers

Enduring Understanding: Markets arise in order to allow people and institutions to trade items of value for something else. Markets are efficient when they are unrestricted. The prices in a market send signals and provide incentives to buyers and sellers. In order for students to understand how markets function they will be able to...

Dates	Indicators	Textbook Correlations	Suggested Activities
Aug. 29-	ECON-2.1 Illustrate how markets are created when voluntary exchanges occur between buyers and sellers.  ECON-2.2 Explain how efficient markets allocate goods,	Ch. 7  Ch. 4, 5	Magic of Markets Game - <a href="http://www.fte.org/resources/lesson-plans/eflessons/the-magic-of-markets-creates-wealth/">http://www.fte.org/resources/lesson-plans/eflessons/the-magic-of-markets-creates-wealth/</a> (Econ 2.1)

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

<p><b>Sep. 9</b> <b>Or</b> <b>Nov. 2 – Nov. 14</b> <b>or</b> <b>Jan. 25-Feb 6</b> <b>or</b> <b>Mar. 29 – Apr. 18</b></p>	<p>services, and the factors of production in a market based economy.</p> <p>ECON-2.3 Illustrate how competition among sellers lowers costs and prices.</p> <p>ECON-2.4 Illustrate how an economically efficient market allocates goods and services to the buyers who are willing to pay for them.</p> <p>ECON-2.5 Explain how business cycles, market conditions, government policies and inequalities affect the living standards of individuals and other economic entities.</p> <p>ECON-2.6 Explain how market power enables some market structures to affect their situations to varying degrees and to use this market power to increase prices and reduce output.</p>	<p>Ch. 4,5</p> <p>Ch. 7</p> <p>Ch 6, 7</p> <p>Ch. 7, p. 165, 169</p>	<p>Chips Game - <a href="http://www.fte.org/teacher-plans/eflessons/in-the-chips-a-market-in">http://www.fte.org/teacher-plans/eflessons/in-the-chips-a-market-in</a></p> <p>Cartels and Competition - <a href="http://www.fte.org/resources/lesson-plans/eflessons/cartels">http://www.fte.org/resources/lesson-plans/eflessons/cartels</a> (2.2 and 2.3)</p> <p>Great Depression – A family’s choice <a href="http://www.fte.org/resources/lesson-plans/efiahlessons/">http://www.fte.org/resources/lesson-plans/efiahlessons/</a> (Clipboard handouts and classroom activities for direct instruction)</p> <p>Indentured Servitude: <a href="http://www.fte.org/plans/efiahlessons/">http://www.fte.org/plans/efiahlessons/</a> (Econ 2.6)</p> <p>Required Honors Activity: Document Based Question: Sugar Trade? short version– World History Current Events article and/or political cartoon</p>
--	---	--	---

**Unit Three 12 Days**

Standard ECON-3: The student will demonstrate an understanding of how government policies, business cycles, inflation, deflation, savings rates, and employment affect all economic entities.

Enduring Understanding: Macroeconomics examines the aggregate behavior of the economy – price levels; business cycles; Federal Reserve policies; inflation and deflation, and how changes in these aggregate levels affect individual economic entities. In order for students to understand economic behavior they will be able to...

Dates	Indicators	Textbook Correlations	Suggested Activities
<p><b>Sep 12-Sep. 27</b> <b>or</b> <b>Nov. 15 – Dec. 5</b> <b>or</b> <b>Feb 7-Feb 23</b> <b>or</b> <b>Apr.19 – May</b></p>	<p>ECON-3.1 Explain that institutions in a market economy help individuals and groups accomplish their goals.</p> <p>ECON-3.2 Illustrate how money and the consequent banking system facilitate trade, historically and currently.</p> <p>Econ-3.3 Explain how real interest rates adjust savings with borrowing, thus affecting the allocation of scarce resources between present and future users.</p> <p>ECON-3.4 Use a circular flow diagram to explain how changes in economic activity affect households and businesses.</p> <p>ECON-3.5 Explain how the federal government regulates the US economy in order to provide economic security, full employment, and economic equity.</p>	<p>Ch. 8, 12</p> <p>Ch. 11</p> <p>Ch. 11</p> <p>Ch 9, pg 15</p> <p>Ch. 10</p>	<p>Transaction Cost and Current Events <a href="http://www.fte.org/teacher-resources/lesson-plans/efiahlessons/show-me-the-money-in">http://www.fte.org/teacher-resources/lesson-plans/efiahlessons/show-me-the-money-in</a></p> <p>p. 302 in textbook <i>Economics: Principles and Applications</i> Activity (Econ – 3.3)</p> <p>Lesson 10 <i>Economics in Action: The Circular Flow Diagram</i> (Econ 3.4)</p>



**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

<p><b>Oct. 4</b>  <b>or</b>  <b>Dec. 6 – Dec.12</b>  <b>or</b>  <b>Feb . 24- Mar 1</b>  <b>or</b>  <b>May 7- May 11</b></p>	<p>differing factor endowments, such as geography, development of technology and abundance of labor affect the goods and services that a nation specializes in.</p> <p>ECON-4.2 Explain how the United States specializes in the production of goods and services in which it has a comparative advantage.</p> <p>ECON-4.3 Explain how the rise of a global marketplace contributes to the wellbeing of all societies and conversely that the benefits derived from globalization are unequal and the rates of economic growth are erratically uneven.</p> <p>ECON-4.4 Explain how a global marketplace affects domestic labor markets, wage rates, unemployment levels, and disparities in earning potentials.</p>	<p>18</p> <p>Ch. 17</p> <p>Ch.17, p.478 and Ch. 20</p> <p>ch. 19</p>	<p><i>Focus Globalization NCEE</i> (Econ 4.1)</p> <p>Virtual Economics Interactive CD – Lesson 2 - Why people and Nations Trade (Econ 4.2)</p> <p>Lesson 9- Globalization and Standards of Living: Prediction and Measurements in <i>Focus Globalization NCEE</i> - (Econ 4.3)</p> <p>Lesson 10 – Protecting the US sugar industry from foreign outsourcing: A bittersweet idea <i>Focus Globalization NCEE</i> (Econ 4.4)</p> <p>Honors Required Activities: Research Project – Research a countries’ economic standing and report in a “Economic Summit” on the state of their nation and a concern and solution they have for their country; a visual is required. Helpful website: <a href="http://data.worldbank.org/country">http://data.worldbank.org/country</a></p> <p>Current Events or Political Cartoon analysis</p>
---	---	--	--

**Unit Five 5 Days**

Standard ECON-5: The student will demonstrate an understanding of how personal financial decisions affect an individual's present and future economic status.

Enduring Understanding: Individuals are impacted by the financial choices they make and the careers they choose. Wise and informed personal financial decisions can benefit individuals at the present time and throughout their lives. In order for students to understand the impact of personal financial decisions they will be able to...

Dates	Indicators	Textbook Correlations	Suggested Activities
<p><b>Oct 5 -Oct. 20</b>  <b>or</b>  <b>Dec. 13 – Jan 10</b>  <b>or</b>  <b>Mar. 2- Mar. 16</b>  <b>or</b>  <b>May 14 –</b></p>	<p>ECON-5.1 Explain how individuals make personal economic decisions and how current spending and acquisition of debt can impact future income.</p> <p>ECON-5.2 Explain that income for most people is determined by the market value of the productive resources they sell.</p> <p>ECON-5.3 Exemplify that wage rates for most workers depend upon the market value of what the workers produce for the</p>		<p>NEFE Workbook Activities order free from <a href="http://hsfpp.nefe.org/home/">http://hsfpp.nefe.org/home/</a></p> <p>The Stock Market Game – Stock Market Simulation <a href="http://www.stockmarketgame.org/">http://www.stockmarketgame.org/</a></p> <p>Investopedia - Stock market simulation <a href="http://simulator.investopedia.com/">http://simulator.investopedia.com/</a></p> <p>Virtual Economics Interactive CD on Personal Finance</p> <p>Required for Honors (suggested for CPclasses): Financial Literacy Project– contact Jeannie Dailey for the scenarios - 4 different scenarios are</p>

May 24	marketplace.		available
--------	--------------	--	-----------

## Debates

The ability to debate a given side of a topic is an important skill that should be taught in an honors level social studies class. It teaches students to research a topic, evaluate the points of each side, and develop their own opinions on the subject, and these higher order-thinking skills will be necessary in higher education and in life.

On the following pages are three general formats for a debate. Teachers may choose from these formats or use one of their own, but each student should complete the post-debate assignment below. Also included are sample rubrics for the debate process.

### Post-Debate Assessment

Have students write a ½-1 page evaluation of the debate and the effectiveness of the debaters in persuading their audience to their side of the argument. Use the debate rubric to grade student responses.

### Debate Format 1 – The Simplified Debate

This debate format can be found in the *DBQs in World History* binder (green) on pages 697-698.

This debate format features students in pro and con groups of three, written preparation for homework, a simple debate format, and a post-debate discussion. Afterwards, have students complete the post-debate assignment.

### Debate Format 2 – Fishbowl Debate

1. Plan for 30-45 minutes for the Mini-Debate format.
2. Each student is assigned a side of the argument and provided with the relevant text. The students should read the text and prepare an outline for their side of the argument, which they will bring to class on the debate day. This assignment is graded as part of the rubric.
3. On the day of the debate, the teacher should set the class up in a fishbowl arrangement (two students sitting in middle with all other students sitting on the perimeter).
4. Two students, one from each side of the argument, sit in the middle of the fishbowl and participate in an informal debate on the topic. At any point, the



*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

teacher can replace a student in the fishbowl with one of the observers, so students should be watching the debate and taking notes.

5. Continue on for 30 minutes, and then have a group discussion on how the fishbowl went, and what things could be done better next time.
6. Have students complete the post-debate assignment.

## **Debate Format 3 – Formal Debate**

### ***General Rules***

1. 7 minutes per student in round one and 3 minutes per student in round two.
2. No interference with the speaker!
3. The speaker should speak from the front of the class.
4. 2-3 minute conference between rounds.

### ***Procedure***

#### **Pre-Debate Vote**

#### **Round 1**

Person #1 for each side:

1. Restate the question.
2. Explain why it is important.
3. Give general reasons for your position.
4. Present any emotional reading, quote, or image.
5. Focus on an emotional appeal.

Person #2 for each side:

1. Present data, case studies or other evidence.
2. Give specific support for your arguments.
3. Focus on an intellectual appeal.

Break

#### **Round 2**

Person #1 for each side:

1. Attack other side's argument and reiterate your own points.
2. This appeal should be both emotional and intellectual.

Person #2 for each side:

1. Summarize your position and evidence.

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

2. Take the high moral ground – do not attack other side.

Questions from Class

**Post-Debate Vote**

**Complete Post-Debate Assignment**

### **Formal Debate Teacher's Notes**

1. Plan for one block of time to have a format debate.
2. All students are given the texts for each side of the debate ahead of time (consider one week). The students are told which side to prepare to argue, but will not be told if they will be participating in or watching the debate until the debate day.
3. Debates are done in teams of two. The debaters are chosen by the teacher on the day of the debate. Each student will speak for 5 minutes in round one and 3 minutes in round two.
4. Provide a copy of the *Debate Format* and *Debate Rubric* sheets to each student. These should be explained to the students prior to the day of the debate.
5. Thirty percent of the debate grade is derived from the annotated bibliography of sources for the student's assigned position. This ensures that each student receives a grade based on preparation for the debate even if he does not participate that day. An annotated bibliography consists of the regular bibliographic information and a short synopsis of the article and including its relevance to the debate. Each bibliography should include three articles on the assigned topic.
6. Students not debating should take notes on relevant points for discussion after the debates.
7. The teacher should take a pre- and post- debate vote to ascertain if the debaters swayed any members of the class to the other side of the argument.

### **Student Debate Tips**

1. Research your topic thoroughly.
2. Organize your ideas onto note cards or in an outline for easy reference.
3. Make your presentation conversational. You should not read an essay to the class.
4. Study your opponent's side, anticipate main points, and use this knowledge to your advantage.
5. Have a strong opening and closing.
6. Use quotes, statistics, and raw data from experts, but don't overdo this.
7. Rehearse and time your presentation so you are prepared on debate day.
8. Address your presentation to the audience. It is their opinion you are trying to change.
9. Be confident!

## **Formal Debate Score Sheet**

- A. Annotated Bibliography Activity (30% of grade)
- B. Presentation (50% of grade)
  - a. Was the debate rehearsed?
  - b. Organized?
  - c. Addressed to audience?
  - d. Persuasive
  - e. Was there a clear thesis?
  - f. Was time used time effectively?
- C. Rebuttal to Opponents (10% of grade)
- D. Answer to Classmate Questions (5% of grade)
- E. Vote Change (5% of grade)
  - a. Pre-Vote \_\_\_\_\_ Pro \_\_\_\_\_ Con
  - b. Post-Vote \_\_\_\_\_ Pro \_\_\_\_\_ Con

## Classroom Debate Rubric

	<b>Excellent 4</b>	<b>Good 3</b>	<b>Satisfactory 2</b>	<b>Needs Improvement 1</b>
<b>Understanding of Topic</b>	You clearly understood the topic in-depth and presented your information forcefully and convincingly.	You clearly understood the topic in-depth and presented your information with ease.	You seemed to understand the main points of the topic and presented those with ease.	You did not show an adequate understanding of the topic.
<b>Presentation Style</b>	You consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	You usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	You sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	You had a presentation style that did not keep the attention of the audience.
<b>Information</b>	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
<b>Use of Facts/Statistics</b>	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
<b>Rebuttal</b>	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant

**Notes:**

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

## **Technology for Middle and High School Social Studies**

### **Programs**

- USA Test Prep
- Compass Learning
- Discovery Learning
- SAS Curriculum Pathways
- Brain Pops
- Discus
- Mind Sparks

### **Tools:**

- Smart Boards
- Mobi
- Edmodo
- Document Cameras



**GS-1.1:** Explain the influence of Athenian government and philosophy on other civilizations including the importance of Plato's *Republic* and the concepts of participatory government, citizenship, freedom, and justice.

**Time Frame:** August 22-29, 2012

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> the components and functions of Athenian democracy.</p> <p><b>Determine</b> the main themes of Plato's <i>Republic</i>.</p> <p><b>Compare</b> the ideas of Socrates, Plato, and Aristotle and <b>evaluate</b> their impact on Athenian society.</p> <p><b>Determine</b> the impact of the Athenian government and society on world history.</p> <p><b>Geography Guideline:</b> Describe how the physical environment of Greece impacted their political, social, and economic life.</p>	<p><b>Athenian Government</b> Polis-main political unit/ community of citizens Evolution of Athenian government- monarchy, aristocracy, oligarchy, and legislature Democracy "rule by the people" (very limited- adult males- only citizens with political rights) Reforms of Solon and Cleisthenes</p> <p><b>Philosophy</b> <b>Socrates</b> Education to improve the individual Socratic method <b>Plato</b> The <i>Republic</i> (see below) School- The Academy <b>Aristotle</b> Believed the citizen belonged to the state, analyzed forms of government, opposed democracy, taught moderation, promoted reason &amp; education</p>	<p><b>Materials</b> Reading selections - Plato's <i>Republic</i> - Politics by Aristotle - <i>Greek Creation Myth (WG: 4.1)</i> Maps</p> <p><b>Activities</b> <i>Group Work:</i> Create a visual representation of the impact of Athens on the world. This may be a map, a timeline, a chart, a collage, or other visual aide.</p> <p>Using a map of Ancient Greece, list geographic factors that impacted Greek culture: <b>(Literacy Elements F,G,I,L World Geography 1.1-1.5 and 3.1)</b></p> <p>-Read about Athena and Ares and write a short paragraph describing how the characteristics of these two Greek Gods relate to their respective patron cities of Athens and Sparta. (WG: 4.1)</p>



<p><b>Assessment Format:</b> Write a thesis sentence comparing the governments and societies of ancient Greece to those in America today.</p> <p><b>Geography Assessment:</b> Complete the Geography Application: Human-Environment Interaction The Peloponnesian War (Map available in Global I CP Workbook Unit 2 In-Depth Resources page 8 and 9) (WG: 1.1, 1.3)</p> <p><b>Modern Geographic Mapping Assessment:</b> Learn the following modern countries and landforms of the Balkan Peninsula: Albania, Macedonia, Serbia, Greece, Bosnia, Bulgaria, Romania, Croatia, Slovenia, Turkey, Crete, Italy, Sicily, Rhodes: Aegean Sea, Ionian Sea, Mediterranean Sea,</p>	<p>School- Lyceum <b>Plato's Republic</b> Rejection of Athenian democracy State should strictly regulate citizens' lives 3 classes- workers, soldiers, and philosophers Wisest philosopher should be king with ultimate authority Promoted censorship, reason, education</p> <p><b>Essential Geographic Knowledge:</b> Mountains isolated city-states developing unique cultures and politics of Athens and Sparta including varying roles of women in politics and society. Mild climate promoted outdoor social life including political involvement and the Olympics. Poor rocky soil and climate limited agriculture to Mediterranean forms such as Olives, Grapes, became dependent on access to the Aegean, Ionian, and Mediterranean Seas for trading goods. This trade and agriculture, fed the growing population allowing many people to devote their lives to other activities such as Philosophy. ( WG 1.1-1.5, 3.2, 3.4, 4.3, 4.5, 4.1, 3.5, 5.1)</p>	<p><i>Class debate:</i> Education in Sparta: Did the Strengths Outweigh the Weaknesses (Mini DBQ Project Binder). <b>(Literacy Elements K,L,M,O,P,S)</b></p> <p><i>Exit Slip:</i> Analyze this quote from Socrates: "The unexamined life is not worth living." <b>(Literacy Elements K,L,P,S)</b></p>
--	--	---

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

Adriatic Sea, Apennines, Balkan Mountains (Suggestion-teach 10 this unit and 10 in Rome)		
---	--	--

**GS-1.2:** Summarize the essential characteristics of Roman civilization and explain their impact today, including the influence of other civilizations on Rome's development, the changes to Rome's political system over time, the economic structure of Roman trade and labor, and factors contributing to the decline of the empire.

**Time Frame: August 30-September 13, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Summarize</b> the influence of early civilizations on Rome's development.</p> <p><b>Compare</b> the structures of government in Republican and Imperial Rome and analyze the evolution of these governments.</p> <p><b>Explain</b> the positive and negative results of trade and labor on the Roman economy.</p> <p><b>Evaluate</b> the problems that led to the decline of the empire.</p> <p><b>Explain</b> Roman influence on today's society</p> <p><b>Geography Guideline:</b> Explain how the creation of a Roman</p>	<p><b>Foundations</b> Influence of the Etruscans and Greeks Latins- ancestors of Romans</p> <p><b>Republican Rome</b> "Thing of the people" Citizens- patricians/plebeians Checks on power- roles of consuls, senate, dictator, tribunes (veto). Influence on U.S. government</p> <p><b>Expansion</b> Roman military- legions, diplomacy, citizen-soldiers Punic Wars Imperialism, provinces</p> <p><b>Decline of the Republic</b> Economic and social problems-</p>	<p><b>Materials</b> Flow chart</p> <p><b>Activities</b> Complete a flow chart that traces the political, social, and economic changes in classical Rome from the Republic to the decline of the empire. <b>(Literacy Elements E,H,S,U)</b></p> <p><i>Writing Workshop:</i> List and explain the three most important causes of the decline of the Roman empire. List 3 ways Rome could have fixed these problems. <b>(Literacy Elements E,G)</b></p> <p>Assign students to be either a Plebeian or a Patrician. Have them</p>

<p>system of Roads lead to the spread of Greco-Roman culture and influenced the efficiency, size, and eventual downfall of the Roman Empire.(WG: 1.2, 1.3, 1.5, 3.4, 4.3, 4.4, 4.5, 5.1, 7.1, 7.3, 8.1, 8.3)</p> <p><b>Assessment Format:</b> Create a presentation (PowerPoint, Glogster, Prezi, etc) comparing the governments in Athens, classical Rome, and the modern U.S.</p> <p><b>Geography Assessment:</b> Complete Geography Application: Movement-The Roads of the Roman Empire (Unit 2 In Depth Resources pg 33-34) Compare where the road systems are to where modern Romance Languages exist today.</p> <p><b>Modern Geographic Mapping Assessment:</b> Teacher discretion- Split Mapping assessment from Greece.</p>	<p>unequal distribution of wealth, high unemployment, corruption, violence Civil war Julius Caesar, Pompey</p> <p><b>Imperial Rome</b> Octavian Augustus Emperor- absolute power, first citizen Political and economic reforms <i>Pax Romana</i></p> <p><b>Essential Geography Knowledge: Economy (WG: 5.1)</b> Agriculture- Nile Valley supplied grain Roman roads Created a monopoly on trade around the Mediterranean Africa- ivory, gold, animals India- spices, cotton China- Silk Roads Economy relied on slave labor</p> <p><b>Decline of the Empire</b> Political, economic, and social problems Bread and circuses Collapse of the <i>Pax Romana</i> Inflation</p>	<p>write a diary entry about a normal day. Put them into groups with someone from the other social class. Have them list similarities and differences about their lives. (WG: 1.5)</p> <p>Using magazines or computer research find pictures of examples of Greek and Roman architecture and pictures of buildings today that use this style. Create a collage. (Literacy Elements K,L)</p> <p><i>Group Work: Four Corners</i> Each corner represents a reason (social, political, economic, military invasions) for the fall of Rome. Students go to the corner that they determine is the most important reason Rome fell. They should be able to articulate clearly why that reason was the most important factor in the fall of Rome.</p> <p><b>Suggested Mini Qs:</b> Citizenship in Athens or Rome: Which Was the Better System; What Were the Primary Reasons for the Fall of Rome</p>
---	---	---

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

	Corrupt leaders Invasion and weakened military Heavy taxes Population decline	
--	--	--

**GS-1.3:** Explain the rise and growth of Christianity during the classical era, including patterns of expansion across continents, the effects of diffusion on religious beliefs and traditions, and the influence of Christianity on culture and politics.

**Time Frame: September 14-21, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p>Explain the rise and growth of Christianity during the Classical Era.</p> <p>Determine the most important reasons Christianity became a dominant religion.</p> <p>Explain the effects of diffusion on religious beliefs and traditions.(WG: 1.2, 3.1, 3.4, 3.5, 4.3)</p> <p>Evaluate the influence of Christianity on culture and politics.</p> <p><b>Mandatory Mini Q 1:</b> Why did Christianity Take Hold in the Ancient World</p> <p>Geography Assessment: Using page 171 in the World History Text Book-complete</p>	<p><b>Rise and growth of Christianity</b></p> <ul style="list-style-type: none"> <li>• Monotheism</li> <li>• Polytheism</li> <li>• Diaspora</li> <li>• Jesus</li> <li>• Apostles</li> <li>• Paul</li> <li>• Persecution of the Christians</li> <li>• Hierarchy</li> <li>• Pope</li> <li>• Bishop</li> <li>• Peter</li> <li>• Roman Catholic Church</li> <li>• Protestant denominations</li> <li>• Eastern Orthodox Church</li> </ul> <p><b>Effects of diffusion on religious beliefs and traditions</b></p> <ul style="list-style-type: none"> <li>• Roman Catholic and Eastern Orthodox</li> </ul>	<p><b>Materials</b></p> <p>Internet access Primary sources</p> <p><b>Activities</b></p> <p>Read Primary Source Emperor Galerius's Edict of Toleration and complete Activity 1- (Unit 2 In Depth Resources page 36)</p> <p><b>(Literacy Elements K, O,P)</b></p> <p>In pairs, research secret symbols that early Christians used. Pick one, redraw and create a brief presentation about its use and meaning. Then have the pair create their own secret</p>

<p>the interpreting maps activity</p>	<ul style="list-style-type: none"><li>• Diffusion of beliefs</li></ul> <p><b>Influence of Christianity on culture and politics</b></p> <ul style="list-style-type: none"><li>• St. Augustine</li><li>• Icons</li><li>• Cyrillic Alphabet</li><li>• Excommunication</li></ul>	<p>symbol that could be used for students today, its use and meaning. <b>(Literacy Elements K, O,P)</b></p>
---------------------------------------	--	---

**GS-1.4:** Explain the impact of religion in classical Indian civilization, including Hinduism and the effects of its beliefs and practices on daily life, changes that occurred as a result of Buddhist teachings, and the influence of religion on culture and politics.

**MWH-3.1:** Describe the proliferation of religious ideas, including the expansion of Islam, the competition between Protestants and Catholics throughout Europe, and the spread of Buddhism through East and Southeast Asia.

**MWH-3.5:** Compare the spread of religion and the development of trade routes and diplomatic connections, including Christian missionary work, Buddhist and Islamic pilgrimages, and the competition between Muslims and Christians for territory.

**MWH-3.4:** Explain the role of Buddhism and its impact on the cultures throughout East and Southeast Asia, including Buddhism's basic tenets, the impact of the local rulers on religious conversion, and the religion's enduring traditions.

**Time Frame:** September 24-28, 2012

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> the impact of Hindu beliefs and practices on classical Indian civilization.</p> <p><b>Analyze</b> the effects of Buddhist teachings on both Hinduism and Indian society.</p>	<p><b>Religion in classical Asian civilization</b></p> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• Brahma, Vishnu, Shiva</li> <li>• Hinduism benefited from the decline of Buddhism in India</li> <li>• Devotional cults</li> <li>• Promise of salvation and importance of meditation and veneration</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Blank Maps</li> <li>• Veda Excerpts</li> <li>• Blank APPARTS sheets</li> <li>• PowerPoint</li> </ul> <p><b>Activities</b></p> <p>Using a blank world map, identify and describe 5 major events that</p>



<p><b>Evaluate</b> the changes in culture and politics as a result of the introduction of Hinduism and Buddhism in classical Indian civilization.</p> <p><b>Geographic Guideline:</b> Compare and contrast where and why Buddhism spread and Hinduism did not, and understand the difference between their sacred places. (WG-1.2, 1.4, 1.5, 3.1, 3.4, 4.2)</p> <p><b>Assessment Format:</b></p> <p>Write an essay that compares and contrasts Classical Athens and Classical India during this era.</p> <p><b>Geography Assessment:</b></p>	<ul style="list-style-type: none"><li>• Upanishads</li><li>• Bhagavad Gita</li><li>• Uses, importance, tirthas, and temples of the Ganges River (WG-1.2, 4.2)</li></ul> <p><b>Buddhism</b></p> <ul style="list-style-type: none"><li>• Mauryan Empire</li><li>• Siddhartha Gautama</li><li>• Search for enlightenment</li><li>• Buddha</li><li>• The Dharma</li><li>• Missionaries</li><li>• Four Noble Truths and the Eight Fold Path</li><li>• Ahimsa</li><li>• Sacred Spaces of Buddhism: Boddha Gaya India, Lumbini Nepal. Understand Uses of Pagodas and Buddhist statues and temples. (WG-1.2, 4.2)</li></ul> <p><b>Effects of beliefs and practices on daily life</b></p> <p>Ashoka (Buddhist) gave land grants and encouraged spread of faith by support of missionaries</p> <p><b>Changes to Hinduism as a result of Buddhist teachings</b></p> <ul style="list-style-type: none"><li>• a departure of from older Hindu traditions to addressing the needs of ordinary people</li><li>• the <i>Mahabharata</i> &amp; <i>Ramayana</i></li><li>• the <i>Bhagavad Gita</i> and the importance of</li></ul>	<p>occurred during this time related to Hinduism and Buddhism. On this same map depict the spread of Hinduism and Buddhism. (<b>Literacy Elements F, I, L, P</b>)</p> <p><i>Writing Workshop:</i> Using the Eight Fold Path, explain how your life is following or not following each step. (<b>Literacy Elements L, O, P, S</b>)</p> <p>Create a PowerPoint slide show depicting ten Buddhist images and ten Hindu images. Include a brief description of each picture in the presentations. (<b>Elements L, P, S, V</b>)</p> <p><i>Writing Workshop:</i> Individually students should write a thesis based on the following prompt <i>Buddhism is different from Hinduism in that...:</i> In pairs, students should swap statements, and then come up with 3 facts to back up the other student's statement.</p>
--	--	--

<p>Create a map that shows where Hinduism and Buddhism are today. Place a symbol of your choice (which represent each religion) where each religion began. Then shade where the religions currently exist. (WG-1.2, 4.2, 3.1)</p> <p><b>Modern Geographic Mapping Assessment:</b> Learn the following Modern Countries and landforms of Asia: Pakistan, India, Nepal, Bangladesh, Myanmar, Thailand, Cambodia, Vietnam, Indonesia, Philippines, Laos, China, Japan, North Korea, South Korea, Mongolia; Himalayan Mountains, Indus River, Ganges River, Yellow River, Arabian Sea, Bay of Bengal, South China Sea (Teacher may split</p>	<p>doing the duties of one's caste to earn salvation</p> <ul style="list-style-type: none"><li>• changes in Hindu ethics</li><li>• displacement of Buddhism by Hinduism in India</li></ul> <p><b>Influence of religion</b></p> <ul style="list-style-type: none"><li>• Stupas</li><li>• Kalidasa</li><li>• Silk Road</li><li>• Ashoka's conversion &amp; his use of Buddhism to unite his empire</li><li>• Changes in Hinduism that strengthened the caste system</li><li>• The Gupta Dynasty and its support of Hinduism</li></ul>	<p><b>Geography Activity:</b> Use the following maps of the Spread of Buddhism and the Silk Roads and article</p> <p><a href="http://tinyurl.com/cn5dpfk">http://tinyurl.com/cn5dpfk</a></p> <p><a href="http://tinyurl.com/cn5dpfk">http://tinyurl.com/cn5dpfk</a></p> <p><a href="http://tinyurl.com/bu2wp58">http://tinyurl.com/bu2wp58</a></p> <p><a href="http://tinyurl.com/bvg4yd5">http://tinyurl.com/bvg4yd5</a></p> <p>Explain how culture and trade impacted the spread of Buddhism. (WG: 3.4, 1.5, 3.1)</p>
--	---	---

this map work between  
2 units)

**GS-2.1:** Explain the influence of the Byzantine Empire, including the role the empire played in preserving Hellenistic (Greek) and learning.

**Time Frame: October 1-3, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> how the Byzantine empire preserved Greek culture and learning.</p> <p><b>Analyze</b> the impact of the Byzantine empire on art and education throughout the world.</p> <p><b>Geographic Guidelines:</b> Explain how the fundamental political and religious differences of the Byzantine Empire evolved from their isolation from the Western Empire. (WG-1.3, 3.4, 4.3, 7.1, 7.3)</p> <p><b>Assessment Format:</b> Create a Venn Diagram showing the similarities and differences between Eastern Orthodox Christianity and Western Roman Catholicism.</p> <p><b>Geographic Assessment:</b> Using the Following Website, read the history of the Hagia Sophia and list how</p>	<p><b>Origins</b></p> <ul style="list-style-type: none"> <li>• Constantinople- major trading center between Europe and Asia</li> <li>• Preserved Greek, Roman, and Hellenistic cultural influences</li> </ul> <p><b>Justinian</b></p> <ul style="list-style-type: none"> <li>• Greatest emperor</li> <li>• Had absolute power combining political &amp; spiritual authority</li> <li>• Codified Roman Law (Justinian's Code) which impacted western and international codes of law</li> <li>• Beautified Constantinople by restoring Roman glory through buildings and architecture</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Poster board</li> <li>• Charts</li> <li>• Graphic Organizer</li> </ul> <p><b>Activities</b> Using online sources, visit the Hagia Sophia and take a virtual tour. Then create a travel brochure describing your experience.</p> <p>Read Primary Source from Secret History by Procopius and answer the Discussion Questions (Unit 3 In Depth Resources page 29) <b>(Literacy Elements K, O,P)</b></p> <p>Complete a graphic organizer showing the key elements of</p>

religion has impacted Istanbul/Constantinople  
[www.sacred-destinations.com/turkey/istanbul-hagia-sophia](http://www.sacred-destinations.com/turkey/istanbul-hagia-sophia)  
(WG-7.3)

**Modern Geographic Mapping Assessment:**

Learn the following Modern Countries and landforms of Asia: Pakistan, India, Nepal, Bangladesh, Myanmar, Thailand, Cambodia, Vietnam, Indonesia, Philippines, Laos, China, Japan, North Korea, South Korea, Mongolia; Himalayan Mountains, Indus River, Ganges River, Yellow River, Arabian Sea, Bay of Bengal, South China Sea (Teacher may have split this map work between 2 units)

- Hagia Sophia - Justinian's greatest and most lasting monument

**Christianity**

- Practiced Eastern (Greek) Orthodox Christianity
- Patriarch was the head church official but the emperor remained head of the church
- Schism - split between Roman Catholics and Eastern Orthodox Christians
- Fourth Crusade - causes and impact on the Byzantines

**Arts and Literature**

- Blended Christian teachings with Greek science, philosophy, arts, and literature
- Importance of religious art, icons, and mosaics
- Architecture was a true blend of Greek, Roman, Persian, and Middle Eastern styles

Justinian's Code and its impact on modern western law.

**Geographic Activity:** Have students research and find a picture of Hellenistic Culture during the time period of Justinian from the following locations: Spain, Portugal, Morocco, Egypt, Jerusalem, Turkey, Greece, and Italy. Then create a Collage and label the places. (1.3, 3.4, 4.3, 7.1)

Optional Mini Q: What is the Primary Reason for Studying the Byzantines

	<ul style="list-style-type: none"><li>• Classic Greek literary works were preserved by Byzantine writers</li><li>• Procopius, an historian, criticized Justinian and wrote about his times</li><li>• Anna Comnena, was considered first important western female historian</li><li>• Greek scholars took Byzantine manuscripts to Europe which later impacted the Renaissance</li></ul>	
--	---	--

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

**Indicator 2.2:** Summarize the origins and expansion of Islam, including its basic beliefs, the emergence and the spread of an Islamic empire, the reasons for the split between the Sunni and Shiite groups, and the changing role of women in the modern world.

**MWH-3.1:** Describe the proliferation of religious ideas, including the expansion of Islam, the competition between Protestants and Catholics throughout Europe, and the spread of Buddhism through East and Southeast Asia.

**MWH-3.3:** Explain the role of Islam on the **cultures** of the Middle East, North Africa, and Asia, including its methods of expansion, its impact on religious diversity, and reactions to its expansion.

**MWH-3.5:** Compare the spread of religion and the development of trade routes and diplomatic connections, including Christian missionary work, Buddhist and Islamic pilgrimages, and the competition between Muslims and Christians for territory.

**Time Frame: October 4-11, 2012**



Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> the origins of Islam. (WG-1.2)</p> <p><b>Analyze</b> the reasons for the expansion of Islam. (WG-1.3, 3.4,4.4)</p> <p><b>Explain</b> how an Islamic empire emerged. (WG- 3.3, 7.1)</p> <p><b>Compare</b> Sunni &amp; Shiite Muslims and determine the reasons for the split. (WG-4.3)</p> <p><b>Evaluate</b> how women's roles changed in the Islamic world over time. (WG-1.5, 4.1, )</p> <p><b>Compare and contrast</b> the origins and expansion of Christianity (referring to Indicator 1.3) and Islam.</p> <p><b>Mandatory Mini Q 2:</b></p>	<p><b>Origins</b></p> <ul style="list-style-type: none"> <li>• Muhammad's vision</li> <li>• Faith is launched in 622 with his hijra</li> </ul> <p><b>Beliefs</b></p> <ul style="list-style-type: none"> <li>• Monotheistic faith</li> <li>• the Quran is its sacred text</li> <li>• Five Pillars (duties) are the foundation of the faith</li> <li>• <b>Terms: mosque, Jihad, Sharia and the corruption of these terms according to fundamentalist groups such as al Qaeda and the Taliban today (WG-1.5)</b></li> <li>• Men and women were spiritually equal</li> <li>• Women had the right to an education, to marry freely, and to seek divorce</li> </ul> <p><b>Expansion</b></p> <ul style="list-style-type: none"> <li>• After Muhammad's death, Islam</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Map</li> <li>• Chart</li> <li>• Primary Sources</li> <li>• Poster or butcher block paper</li> </ul> <p><b>Activities</b></p> <p><i>Group Work:</i> Create a poster of the Five Pillars.</p> <p>Create a chart showing the similarities and differences between Islam and Christianity.</p> <p><i>Quick Reading and Activity:</i> Complete Primary Source The Duties of the Caliph (Unit 3 In Depth Resources, Page 9)</p> <p><b>Geographic Activity:</b> Map the expansion of the Islamic Empire from AD 650 to AD 1700 using different colors for various dates.</p>

<p>Why Did Islam Spread So Quickly?</p> <p><b>Geographic Assessment:</b> Writing Assignment- Explain the ideas of Jihad, explain how fundamentalist groups such as al Qaeda have warped these ideas to justify terrorist attacks such as 911..( WG- 3.3, 1.5, 1.3)</p> <p><b>Modern Geographic Mapping Assessment:</b> Learn the following Modern Countries and landforms of The Middle East: Israel, Turkey, Lebanon, Jordan, Syria, Saudi Arabia, Iraq, Iran, Afghanistan, Pakistan, Kuwait, United Arab Emirates, Oman, Yemen; Red Sea, Persian Gulf, Arabian Sea, Tigris River, Euphrates River, Caspian Sea, Black Sea,</p>	<p>spread across the Arabian Peninsula, Persian Empire, Holy Land, northern Africa, and Europe</p> <ul style="list-style-type: none"><li>• Reasons for Arab successes included a common language, weakening of the Byzantine and Persian empires, efficient fighting methods, and a common faith</li><li>• In 661, Umayyad dynasty emerged and expanded the Islamic faith from the Atlantic to the western borders of India</li><li>• Explain the difference between the assimilation and acculturation of the religion in Africa-(WG-3.4)</li></ul> <p><b>Sunni and Shiite Split</b></p> <ul style="list-style-type: none"><li>• Primary cause of the split among Islamic people</li><li>• Impact of the split on modern day including laws, daily life, and religious practices</li></ul> <p><b>Role of Women in the Modern World</b></p> <ul style="list-style-type: none"><li>• Roles differ greatly among</li></ul>	<p>And map where Shiites and Sunni's are prevalent today (WG-3.1, 7.1,)</p>
--	--	---

	<p>different Islamic countries</p> <ul style="list-style-type: none"><li>• Most oppressive practices towards women result from local traditions and not Islam</li><li>• Women in some Muslim societies have become prominent figures</li><li>• Women are often educated and may possess personal wealth despite restrictions</li></ul>	
--	--	--

**GS-2.3:** Summarize the economic, geographic, and social influences of trans-Saharan trade on Africa, including education and the growth of cities.

**Time Frame:** October 12-16, 2012

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p>Analyze the economic, geographic, and social influences of trade in sub-Saharan Africa. (WG-1.1, 5.4)</p> <p>Explain how trade impacted education and the growth of cities in Sub-Saharan Africa. (WG-3.4, 5.1)</p> <p><b>Assessment Format:</b> Pretend you are a merchant in Timbuktu, explain</p>	<ul style="list-style-type: none"> <li>• Gold and salt</li> <li>• As trade prospered, monarchs controlled profitable trade routes</li> <li>• Islam spread to West Africa through trade</li> <li>• African societies adapted to their environments</li> </ul> <p><b>Ghana</b></p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> major kingdom in West Africa (c. AD 800)</li> <li>• Islam introduced but not adopted in Ghana</li> <li>• Taken over by the Almoravids 1050 AD</li> </ul> <p><b>Mali</b></p> <ul style="list-style-type: none"> <li>• Sundiata created Mali kingdom in 1235</li> </ul>	<p><b>Materials</b> Map of Africa Images from magazines or the Internet Primary Sources Internet</p> <p><b>Activities</b> <i>Whole Class Work:</i> Assign each student a letter A-Z (May use pairs in large classrooms or multiple letters for smaller classrooms) Student should come up with a word related to Trans-Saharan trade for their letter and create an illustration.</p> <p>Read History makers Ibn Battuta World Traveler and answer 3 questions</p>

<p>what you trade, where it came from, and other products you come in contact with Also include your impressions of Mansa Musa when he entered the city.</p> <p><b>Geographic Assessment:</b> Look at this map and Explain why Swahili is important for trade (5.1, 5.4) <a href="http://empathosnationalenterprises.com/Consulate/EN-Library/Black-Studies/aflang.html">http://empathosnationalenterprises.com/Consulate/EN-Library/Black-Studies/aflang.html</a></p> <p><b>Modern Geographic Mapping Assessment:</b> Learn the following Modern Countries and landforms of Africa: Morocco, Libya, Egypt, Mali, Niger, Chad,</p>	<ul style="list-style-type: none"><li>• Mansa Musa hajj introduced wealth of Mali to the world</li><li>• Timbuktu became a center of learning</li></ul> <p><b>Songhai</b></p> <ul style="list-style-type: none"><li>• Askia Muhammad expanded kingdom and set up an effective bureaucracy</li></ul> <p><b>Other Kingdoms</b></p> <ul style="list-style-type: none"><li>• Hausa States and Benin made significant contributions in Africa</li></ul> <p><b>East Africa</b></p> <ul style="list-style-type: none"><li>• Axum Kingdom profited from its location on the Red Sea.</li><li>• Created a trade network that connected Africa to India and the Mediterranean world.</li><li>• Ezana converted to Christianity and it strengthened Axum's ties to North Africa and the Mediterranean world</li><li>• Axum faded but its political and religious influence survived in Ethiopia.</li><li>• East African city-states became</li></ul>	<p>(Unit 3 In Depth Resources page 125). <b>(Literacy Elements K,O,P)</b></p> <p>Use the following website and provide students with information relating to the simulation on trans-Saharan trade. <a href="http://www.bu.edu/africa/outreach/materials/handouts/indian.html">http://www.bu.edu/africa/outreach/materials/handouts/indian.html</a></p> <p>Use the website <a href="http://www.sqcc.org/resources/lessonplans.htm">http://www.sqcc.org/resources/lessonplans.htm</a> for visual information about tran-Saharan trade. The website has an interactive map that students can manipulate.</p> <p>Using the city assigned from the Geographic Activity below, create a postcard from a major trading city in trans-Saharan Africa. Students should have a picture on one side and on the back should write a small letter to either a person in Asia or Europe explaining what kingdom they are a part of, the items they will trade, and the items they want from Europe or Asia. .</p> <p><b>Geographic Activity: Map a major city</b></p>
--	---	--

<p>Sudan, Ethiopia, Somalia, Sierra Leone, Liberia, Ghana, Nigeria, Democratic Republic of the Congo, Uganda, Rwanda, Tanzania, Kenya, Zimbabwe, South Africa, Madagascar: Indian Ocean, Red Sea, Mediterranean Sea, Suez Canal, Sahara Desert, Congo Basin (Rainforest), Kalahari Desert, Nile River, Niger River, Atlantic Ocean (SPLIT!!! Between units-Suggestion: Do Northern Africa and Sub-Saharan Africa separate)</p>	<p>trading centers</p> <p><b>Geographic Essential Knowledge:</b> Explain how Swahili developed as a Lingua Franca-or a common trade language of Africa (WG-5.1)</p>	<p>along the Trans-Saharan Trade route. List the geographic and cultural factors that made it important during this time period. Research this city today and explain to what extent it is still important.(WG-3.4, 1.1, 5.4,)</p>
--	---	--

**GS-2.4:** Compare the origins and characteristics of the Mayan, Aztecan, and Incan civilizations, including their economic foundations, their political organization, their technological achievements, and their cultural legacies of art and architecture.

**Time Frame:** October 17-24, 2012

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Identify</b> the technological, artistic, and architectural advancements made by Mayans, Aztecs, and Incas.</p> <p><b>Summarize</b> the similarities in religion between the three American civilizations.</p> <p><b>Examine</b> the ways pre-Columbian societies had of adapting to their environments and how they used the adaptations to make strong civilizations.</p> <p><b>Compare</b> the geographic regions that the Mayans, Aztecs, and Incas settled and <b>interpret</b> the differences in the ways they governed.</p>	<p><b>Mayan</b> (300 AD to 900 AD, in the Yucatan Peninsula)</p> <ul style="list-style-type: none"> <li>• Farmed in a tropical environment</li> <li>• Built complex irrigation systems</li> <li>• Grew enough maize to support many cities</li> <li>• Government was decentralized; each city had its own chief</li> <li>• Pyramids, hieroglyphic writing, accurate calendar, numbering system with zero.</li> </ul> <p><b>Aztec</b> (1200 AD TO 1519 AD, Central Mexico)</p> <ul style="list-style-type: none"> <li>• Built Tenochtitlan -impressive ancient city with chinampas to support city with food</li> <li>• Grew maize, squash, beans</li> <li>• Became an empire, conquered neighboring areas, tribute made Aztecs wealthy.</li> </ul>	<p><b>Materials</b></p> <p>Maps of North and South America</p> <p>Graphic Organizer</p> <p>Poster</p> <p>Internet for images</p> <p>Markers for posters, and maps</p> <p><b>Activities</b></p> <p>Create a map that shows the location of the Mayan, Aztec, and Incan civilizations. On the map list the years these civilizations existed and the location of their capitals. <b>(Literacy Elements F,G,H,P)</b></p> <p>Have students research the purposes of the Incan Roads and then compare and contrast their uses to that of the Roman Road</p>

<p><b>Outline</b> the origins of the Mayan, Aztec, and Incan civilizations.</p> <p><b>Geographic Guidelines:</b> Compare the physical geographic make-up of the cities of Tenochtitlan, Teotihuacan, and Machu Picchu, which impacted the culture, trading, and politics of these areas. In addition compare the size and political organization of these cities to those of Europe at the time. (WG-1.1, 1.3, 1.4, 3.4, 4.1, 5.1, 7.1)</p> <p><b>Assessment Format:</b></p> <p>Complete the Mini DBQ: The Aztecs: Should Historians Emphasize Agriculture or Human Sacrifice.</p> <p>Assign students 1 of the 3 American civilizations. Find the following features of their respective civilization:</p> <ul style="list-style-type: none"><li>-political structure</li><li>-economic foundations</li></ul>	<ul style="list-style-type: none"><li>• Single ruler, chosen by a council of nobles and priests</li><li>• Social classes similar to many European societies</li><li>• Traded their weapons, tools, and rope for jaguar skins and cocoa beans</li><li>• Tenochtitlan- most impressive ancient city with canals, causeways, pyramids</li><li>• Massive human sacrifice part of the religion.- Explain changing view of these human sacrifices from the perspectives of the Aztecs and Spanish as well as differing types of people (WG-1.4)</li><li>• Spanish conquered Aztecs and used alliances with their enemies (WG-7.1)</li></ul> <p><b>Inca</b>_(Peru/Andes)</p> <ul style="list-style-type: none"><li>• 1438 Supa Inca created a dominant empire</li><li>• Subdued neighbors and enlisted them in the army</li><li>• Monarch exercised absolute power</li><li>• Efficient government, chain of</li></ul>	<p>System. To what extent are these road systems still used today?</p> <p><i>Group Work:</i> Create rules to the Mayan ballgame</p> <p><i>Poster:</i> Make a collage of cities and of each culture to show their development.</p> <p><i>Journal Entry:</i> Create a journal entry of a conquistador entering either Tenochtitlan or Cuzco. In the entry, include:</p> <ul style="list-style-type: none"><li>- description of city</li><li>- technological achievement</li><li>- religious practices he sees and his reactions to them.</li><li>- bias about the Native Americans compared to "superior" Europeans</li></ul> <p><b>Geographic Assignment:</b> Pretend you are a Travel Agent representing a person who wishes to visit Machu Picchu. Create an itinerary listing the flights, mode of transportation, etc. that you must take to get to</p>
---	--	--



<p>-religion -cultural achievements -technological advances.</p> <p>In groups of 3 (1 student from each civilization) have them create a poster, Prezi, PowerPoint, Glogster, etc presentation that highlights the comparisons and contrasts.</p> <p><b>Geographic Assessment:</b> By analyzing physical maps of Central and South America, List geographic features that limited or helped the politics and culture (such as agriculture and religious beliefs) of the Mayans, Incas, and Aztecs. (WG- 1.1,)</p> <p><b>Modern Geographic Mapping Assessment:</b> Learn the following Modern Countries and landforms of North and South America: Canada, US, Mexico, Guatemala, Honduras, El Salvador, Nicaragua, Belize, Costa Rica, Panama, Cuba, Haiti, Dominican Republic, Puerto Rico, Rocky Mountains, Appalachian Mountains,</p>	<p>command reached every village.</p> <ul style="list-style-type: none"><li>• Kept records on quipus</li><li>• United large empire with a road system 12,000 miles- for government use only</li><li>• Terraced farming, metalworking, medical advances</li></ul>	<p>this location. Also, give the absolute location (Latitude and Longitude) of each stop on the Itinerary. (WG- 3.4, 1.4)</p>
---	--	---

<p>Mississippi River, Gulf of Mexico, Caribbean Sea, Pacific Ocean, Atlantic Ocean; Colombia, Venezuela, Ecuador, Peru, Bolivia, Chile, Argentina, Paraguay, Uruguay, Brazil; Amazon Basin (Rainforest), Andes Mountains(Split between units if necessary)</p>		
--	--	--

**GS-2.5:** Summarize the functions of feudalism and manorialism in medieval Europe, including the creation of nation-states as feudal institutions which helped monarchies centralize power and the evolution of the relationship between the secular states and Roman Catholic Church.

**MWH-1.4:** Evaluate the impact of the collapse of European feudal institutions and the spread of towns on the transmission of goods, people, and ideas in Europe.

**MWH -2.1:** Evaluate the consequences of the changing boundaries of kingdoms in Europe, Asia, the Americas, and Africa.

**MWH-3.2:** Evaluate the impact of religious dissent on the development of European kingdoms during the sixteenth century, including the warfare between peasants and feudal lords in German principalities, the conflict between the nobility of the Holy Roman Empire and the Hapsburg emperors, the creation of the Church of England, and the dynastic and religious competition in France.

**Time Frame: October 25-November 1, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> the origins and functions of feudalism in Medieval Europe.</p> <p><b>Analyze</b> the manor system in Medieval Europe. (WG- 5.1-5.2)</p> <p><b>Explain</b> the effect of feudalism and manorialism on Medieval Europe. (WG-1.5)</p> <p><b>Geographic Guideline:</b> Explain how feudalism changed the political boundaries of Europe (WG-7.1)</p> <p><b>Assessment Format:</b></p> <p>Write 2 journal entries from the viewpoint of a specific individual (lord, peasant, knight, etc.) Include specific information from events in the early Middle Ages. Also</p>	<p><b>Feudalism</b></p> <ul style="list-style-type: none"> <li>▪ Vikings, Magyars, and Muslims invaded Europe.</li> <li>▪ Structure of feudal society</li> <li>▪ Kings had little power, dependent on their lords for protection</li> <li>▪ Church was the strongest institution in Medieval Europe- used salvation as a tool to control rulers.</li> </ul> <p><b>Manorialism</b></p> <ul style="list-style-type: none"> <li>▪ Manor was basic economic arrangement</li> <li>▪ Manor was self sufficient: no need to travel outside.</li> <li>▪ Agriculture- based, few towns</li> <li>▪ Life was brutal, harsh, and short for peasants.</li> </ul> <p><b>Church</b></p> <ul style="list-style-type: none"> <li>• Role of parish church and priest</li> <li>• Power of religious authority</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>▪ Map of Europe</li> <li>▪ Graphic Organizer</li> </ul> <p><b>Activities:</b></p> <p>Create a map showing invasions of Europe between 800-1000. Pick one and explain why he was the most successful add 2 images of this invasion to your map.</p> <p><b>(Literacy Elements F, H)</b></p> <p>Using handouts on Medieval names, Coat of Arms symbols and colors, have the students create a fictional Lord, Lady, or Knight family and create their coat of arms.</p> <p>Write a feudal contract between a religious official and a lord detailing their mutual obligations</p> <p><i>Group Work:</i> Using the description of the Medieval Manor on page 362 create a map of your own manor, complete with</p>

<p>include specific information concerning the character's relationship with the Church.</p> <p><b>Geographic Assessment:</b> Recreate the Feudal Pyramid on page 361. On each level of the pyramid, write 3 statements that show how each group felt about feudalism (WG-1.5)</p> <p><b>Modern Geographic Mapping Assessment:</b> Learn the following Modern Countries and landforms of Europe: Portugal, Spain, France, Ireland, United Kingdom, Switzerland, Belgium, Netherlands, Germany, Italy, Czech Republic, Slovakia, Austria, Hungary, Poland, Ukraine, Belarus, Estonia, Latvia, Lithuania, Norway, Sweden, Finland; Baltic Sea, North Sea, Atlantic Ocean,, Mediterranean, Alps, Rhine River, Danube River, English</p>	<p>(excommunication, interdict, canon law)</p> <ul style="list-style-type: none"><li>• Reform movements</li><li>• Treatment of Jews</li></ul> <p><b>Growth of Royal Power</b></p> <ul style="list-style-type: none"><li>• Causes (powerful leaders, unified laws, conflict w/ Church )</li><li>• Impact</li></ul> <p><b>Essential Geographic Knowledge:</b> Explain that a nation-state is a state where the bulk of their population has the same cultural or historic background and how this helped Kings and Churches unite the newly formed states. (WG-7.1)</p>	<p>a name, farm, housing, castles, trade businesses, mills, etc.</p> <p><b>Geographic Activity:</b> Using the following two maps of Europe in the Middle Ages and Today: Pick 10 Kingdoms and have the students list the current countries that were a part of that Kingdom during the Middle Ages.</p> <p><a href="http://tinyurl.com/dxe7xtz">http://tinyurl.com/dxe7xtz</a></p> <p><a href="http://tinyurl.com/d2rgv5j">http://tinyurl.com/d2rgv5j</a></p> <p>(WG-7.1)</p>
--	---	---

Channel(Split between units)		
------------------------------	--	--

- GS-2.6:** Analyze the social, political, and economic upheaval and recovery that occurred in Europe during the Middle Ages, including the plague and the subsequent population decline, the predominance of religion and the impact of the Crusades, and the increasing interregional trade.
- MWH-1.2:** Explain the impact of the Crusades and the Renaissance on European exploration, including the significance of humanism, the revival of learning, and the transfer of knowledge about sailing and ancient philosophy from the Arabs to the Europeans.
- MWH-1.1:** Describe the diffusion of people and goods between Europe, Asia, and Africa during the fourteenth and fifteenth centuries to show the networks of economic interdependence and cultural interactions.
- MWH-1.3:** Analyze the reasons for European interest in Africa, including the significance of the struggle between Muslim and Christian leaders in the Mediterranean and European interest in finding new trade routes to Asia.
- MWH-2.3:** Explain the competition between European kingdoms for space and resources, including the Hundred Years' War between France and England, the rise of the Holy Roman Empire in Central Europe, and the response to Islam on the Iberian Peninsula.
- MWH-3.5:** Compare the spread of religion and the development of trade routes and diplomatic connections, including Christian missionary work, Buddhist and Islamic pilgrimages, and the competition between Muslims and Christians for territory.

**Time Frame: November 2-9, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Evaluate</b> the impact of the Crusades on interregional trade. (WG- 4.3)</p> <p><b>Analyze</b> the social, political, and economic upheaval that occurred in Europe during</p>	<p><b>Religion</b></p> <ul style="list-style-type: none"> <li>▪ Age of Faith- new era of religious power swept Europe</li> <li>▪ Reforms by Popes Leo and Gregory, new orders</li> <li>▪ Massive gothic cathedrals exemplify role of Church in cities in Europe</li> </ul>	<p><b>Materials:</b></p> <p>Painting of <u>Triumph of Death</u></p> <p>Internet Access</p> <p>Population information on Europe BEFORE and AFTER the plague</p>

<p>the Middle Ages. (WG-1.4,3.5, 4.3, 4.5, 7.1, 7.2, 8.1)</p> <p><b>Outline</b> the recovery that occurred in Europe during this time.</p> <p><b>Assess</b> the effect of the plague on Medieval Europe. (WG-5.2, 3.1)</p> <p><b>Assessment Format:</b></p> <p>Borrow the honors DBQ entitled: The Black Death: How Different were Christian and Muslim Responses. Create two buckets labeled Muslim Reaction, European Reaction. Have the students categorize the documents into their respective buckets.</p> <p><b>Geographic Assessment:</b> List the Push and Pull migration</p>	<p><b>Crusades</b></p> <ul style="list-style-type: none"><li>▪ Social, economic, and political goals in addition to the religious ones</li><li>▪ Changing views of religious affiliation during the Crusades: Before Eastern Orthodox and Catholics were separate but in light on the invading Muslims saw themselves as united under the Christian faith. But later became divided again with the fourth Crusade (WG-1.4, 4.5)</li><li>▪ Four main crusades</li><li>▪ Crusades had a range of effects on Medieval Europe.</li><li>▪ Modification of Israel and policies based on Christian, Jewish, and Muslim control (WG-8.1)</li></ul> <p><b>Commercial Revolution</b></p> <ul style="list-style-type: none"><li>▪ Increase in trade led to new business practices, emergence of towns, increase of monarchs power</li></ul> <p><b>The Plague:</b></p> <ul style="list-style-type: none"><li>▪ Had a devastating effect on Europe</li><li>▪ Population loss, trade declined, and</li></ul>	<p><b>Activities:</b></p> <p><i>Quick Write:</i> Study the following painting- <a href="http://upload.wikimedia.org/wikipedia/commons/1/10/TheTriumphofDeath.jpg">http://upload.wikimedia.org/wikipedia/commons/1/10/TheTriumphofDeath.jpg</a></p> <p>List the adverse effects of the plague on Europe according to the painting. (Literacy Elements K,O,P)</p> <p><i>Writing Workshop:</i> Students create a thesis statement for their Buckets they created on Muslim and European reactions..</p> <p>Create two charts describing the political, social, economic, and religious goals of the Crusades and the political social, economic, and religious effects. Based on the chart, determine whether the Crusades were successful.</p> <p>Create an advertisement/brochure advertising a new business practice or new farming technology that was</p>
---	--	---



<p>factors that were associated with the movement of European populations during the Plague, Crusades, and Commercial Revolution (WG-3.3, 3.1, 5.2).</p>	<p>prices rose,</p> <ul style="list-style-type: none"><li>▪ Manor system eroded</li><li>▪ Jews blamed and persecuted</li><li>▪ Church prestige suffered</li></ul>	<p>created during the Middle Ages.</p> <p>Create a list of the ideas, technologies, foods, etc. that diffused between the Muslims and Europeans during and after the Crusades. (WG-4.3, 5.1)</p> <p><b>Geographic Activity:</b> Map 5 European countries and list their populations before and after the Plague (WG-4.3, 5.1)</p>
--	---	---

**GS-3.1:** Compare the impact of the Renaissance and the Reformation on life in Europe, including changes in the status of women, the revolution in art and architecture, the causes and effects of divisions in religious affiliation, and the presence of social oppression and conflict.

**MWH-1.2:** Explain the impact of the **Crusades** and the Renaissance on European exploration, including the significance of **humanism**, the revival of learning, and the transfer of knowledge about sailing and ancient philosophy from the Arabs to the Europeans.

**MWH-1.5:** Explain how the development of banks in Europe influenced the transfer of goods throughout Europe.

**MWH-3.1:** Describe the proliferation of religious ideas, including the expansion of Islam, the competition between Protestants and Catholics throughout Europe, and the spread of Buddhism through East and Southeast Asia.

**Time Frame: November 12-27, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> the changes in Europe that were brought on by the Renaissance and the Reformation (WG: 4.3, 4.4, 1.4).</p> <p><b>Demonstrate</b> an understanding of Renaissance art by analyzing paintings and explaining the Renaissance characteristics in the works</p>	<p><b>Renaissance</b></p> <ul style="list-style-type: none"> <li>• Revival of learning in Europe beginning in Italy and moving to Northern Europe</li> <li>• Humanism became the primary focus of Renaissance Europe</li> <li>• Society was more secular</li> <li>• Upper class women were more educated in the Renaissance, some making significant contributions. (WG: 4.1)</li> </ul>	<p><b>Materials</b></p> <p>Textbook  <a href="http://www.artchive.com">www.artchive.com</a>                      Grolier Multimedia Encyclopedia                      Map of Europe in 1600: Teacher Resources                      Markers, paper, tape</p> <p><b>Activities</b></p> <p><i>Warm-up:</i> Students lie on the floor, tape a piece of paper under the desk and for 15 minutes attempt to draw a self-portrait.</p>

<p>of art.</p> <p><b>Evaluate</b> the effectiveness of the Catholic Church's response to the Protestant Reformation.</p> <p><b>Compare</b> the impact of the Renaissance and the Reformation on life in Europe.</p> <p><b>Geographic Guideline:</b> Understand the economic independence of the Italian City States and their respective economic specialties as well as the push and pull factors of the city during this time period (3.3, 5.1, 5.2, 5.3)</p> <p><b>Mandatory Mini Q 3:</b></p> <p>How Did the Renaissance Change Man's View of Man?</p> <p><b>Geography Assessment:</b> Analyze the map on page 469- Find the city of Mainz. In a</p>	<ul style="list-style-type: none"><li>• Artists and writers created masterpieces that reflected humanism and a secular world views</li><li>• Printing press spread ideas of Renaissance and Reformation</li></ul> <p><b>Reformation</b></p> <ul style="list-style-type: none"><li>• Renaissance ideals led to questioning political ideals and religious practices</li><li>• Martin Luther began Protestant Reformation, published his <i>95 Theses</i></li><li>• Luther expanded his criticism with three main teachings:<ul style="list-style-type: none"><li>-salvation by faith alone,</li><li>-Bible sole source of truth</li><li>-Priesthood of all the believers</li></ul></li><li>• Reformation ideas spread and split Europe (Zwingli, Calvin, Knox, Henry VIII)-<b>Map these differing Protestant faiths (WG-3.1)</b></li><li>• Catholic Church responded, reaffirming beliefs and minor reforms</li></ul>	<p>After viewing Medieval and Renaissance art and architecture, create a T Chart comparing the artistic trends of the two periods. <b>(Literacy Element K,L,O,P)</b></p> <p>Group Activity: (Pairs) Write a speech and create a poster to persuade me to be a part of your religious faith (Catholic or Protestant). Your speech must include the following:</p> <ul style="list-style-type: none"><li>How salvation is achieved</li><li>The Source of religious truth</li><li>People's equal access to God</li><li>The importance of sacraments</li><li>Views on predestination</li></ul> <p>Your poster must have 2 visuals and a clever slogan related to one of these topics <b>(Literacy Element O)</b></p> <p><i>Banquet activity:</i> Attend a banquet as a character from the Renaissance Era. Have a placemat that includes the character's name and describes the character's achievements during the Renaissance and a famous quotation. Paste the placemats around the room and have students decide which person</p>
--	--	---

<p>short paragraph describe how its location helped the spread of Printing. (WG-4.4)</p>	<ul style="list-style-type: none"><li>• Church also began Inquisition and sent Jesuits to stem Protestant movement</li><li>• Europe was in a period of heightened religious passion, persecution and intolerance was widespread between Catholics and Protestants.</li></ul>	<p>they think represents the ideal Renaissance man or woman the most.</p> <p><b>Geographic Activity/ Project:</b> Map the following major Renaissance cities: Naples, Milan, Florence, Genoa, Venice, and Flanders. Have the students chose 3 cities and list each city's: climate, customs and traditions, major exports of the Renaissance, modes of transportation, and types of government during the time period. (WG-3.3, 3.4, 5.1-5.3)</p>
--	--	---

**GS-3.2:** Explain the long-term effects of political changes that occurred in Europe during the sixteenth, seventeenth, and eighteenth centuries, including the emergence of a strong monarchical form of government and the changes in the governments of England and France as they compare with one another.

**Time Frame: November 28-December 5**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> the long-term effects of political changes that occurred in Europe during the sixteenth, seventeenth, and eighteenth centuries .</p> <p><b>Determine</b> how strong monarchical governments emerged in England and France.</p> <p><b>Compare</b> the changes in the governments of England and France.</p> <p><b>Distinguish</b> between constitutional forms of government and strong monarchical forms of government.</p> <p><b>Geographic Guidelines:</b> Competition over control of land lead to the conflicts within England and France (WG-7.1)</p> <p><b>Assessment Format:</b> Create a political cartoon that shows</p>	<p><b>The English Civil War</b></p> <ul style="list-style-type: none"> <li>• Origin</li> <li>• Execution of Charles I</li> <li>• Reign of Oliver Cromwell</li> <li>• Restoration</li> <li>• Glorious Revolution of 1688</li> </ul> <p><b>Divine Right Theory</b></p> <ul style="list-style-type: none"> <li>• Origins and justifications</li> <li>• Work of Cardinal Richelieu in creating a successful absolute state.</li> <li>• Reign of Louis XIV and the depiction of him as the epitome of royal absolutism.</li> <li>• Reigns of other divine right monarchs- esp. Philip II of Spain and Peter the Great of Russia</li> </ul>	<p><b>Activities</b></p> <p>Read Louis XIV's Advice to His Son and create a list of 5 things that make up a good ruler, What concept of government does this illustrate? (IE Divine Right of Kings) (Unit 5 In Depth Resources page 10)</p> <p><b>(Literacy Elements K,O,P)</b></p> <p>Use visuals to create a timeline of the English Civil War. Include events from the first conflicts between the King and Parliament to the Glorious Revolution.</p> <p><b>(Literacy Elements D)</b></p> <p>Create a Venn Diagram of the political structures of England and France.</p>

<p>why a monarchical government or a constitutional government is best and mocks the other type. Evidence must be presented from the era in defending your view.</p>		<p><b>(Literacy Elements K,L,O,P)</b></p> <p><b>Geographic Activity:</b> Use the following map to explain how support for the Puritans and Parliament spread during the English Civil War: (WG-7.1)</p> <p><a href="http://tinyurl.com/cwbhsm">http://tinyurl.com/cwbhsm</a></p>
--	--	--

**GS-3.3:** Summarize the origins and contributions of the Scientific Revolution.

**MWH-5.1:** Explain how the scientific revolution in Europe led to the questioning of orthodox ideas.

**Time Frame:** December 6-18, 2012

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Summarize</b> how the Renaissance and the Reformation led to the Scientific Revolution.</p> <p><b>Evaluate</b> the ideas and discoveries of the major figures of the Scientific Revolution.</p> <p><b>Assessment Format:</b> Create a Facebook or MySpace Page for one of the Important figures of the Scientific Revolution. <b>(Literacy Elements E,O,P)</b></p>	<p><b>Origins of the Scientific Revolution</b> Influence of the Renaissance and the Reformation on the Scientific Revolution</p> <p><b>Review of the Geocentric Universe</b></p> <ul style="list-style-type: none"> <li>• theories of Ptolemy and Aristotle</li> <li>• their influence on medieval astronomy and in the universities</li> </ul> <p><b>Copernicus</b></p> <ul style="list-style-type: none"> <li>• his heliocentric views and the publication of <i>On the Revolutions of the Heavenly Spheres</i></li> <li>• the influence of his work on other scientists</li> </ul> <p><b>Tycho Brahe</b></p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Art supplies</li> <li>• Copies of primary sources on Galileo's trial</li> <li>• Access to the internet</li> </ul> <p><b>Activities</b> Create an advertisement selling the discovery or theory of one of the great figures of the Scientific Revolution. The advertisement should describe the theory or discovery and more importantly it should explain why it is so important to society.</p> <p>Complete a graphic organizer that summarizes/compares the ideas of the Copernicus, Galileo, and the Church <b>(Literacy Elements D, G)</b></p>

	<ul style="list-style-type: none"> <li>• explain how his work supported Copernicus' theories</li> </ul> <p><b>Johannes Kepler</b></p> <ul style="list-style-type: none"> <li>• connect his work to Copernicus'</li> <li>• ellipses</li> </ul> <p><b>Galileo</b></p> <ul style="list-style-type: none"> <li>• his discoveries using the telescope and their implications</li> <li>• his work on terrestrial motion</li> </ul> <p><b>Bacon and Descartes</b></p> <ul style="list-style-type: none"> <li>• impact on the modern scientific method</li> <li>• summarize the scientific method- defining terms such as hypothesis</li> </ul> <p><b>Newton</b></p> <ul style="list-style-type: none"> <li>• his law of universal gravitation</li> <li>• compilation of the work of others</li> </ul> <p><b>Robert Boyle</b></p> <ul style="list-style-type: none"> <li>• his contributions in chemistry</li> </ul> <p><b>Medicine</b></p> <ul style="list-style-type: none"> <li>• Galen and his influence</li> <li>• Andreas Vesalius and anatomy</li> </ul>	<p>After examining different scientific theories, create a flow chart comparing their progression. <b>(Literacy Elements E,O,P)</b></p> <p><b>Geography Activity:</b> Explain the growth of cities during the time period of the Scientific Revolution. Research the increases in medical technology that could have made life in a clustered city healthier during this time period (WG 8.1).</p> <p><b>1400</b></p> <p><b>The largest cities in Europe in 1400 (population in brackets)<sup>[1]</sup> :</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Paris</a> (275,000)</li> <li>• <a href="#">Milan</a> (125,000)</li> <li>• <a href="#">Bruges</a> (125,000)</li> <li>• <a href="#">Venice</a> (110,000)</li> <li>• <a href="#">Granada</a> (100,000)</li> <li>• <a href="#">Genoa</a> (100,000)</li> <li>• <a href="#">Prague</a> (95,000)</li> <li>• <a href="#">Rouen</a> (70,000)</li> <li>• <a href="#">Seville</a> (70,000)</li> <li>• <a href="#">Ghent</a> (70,000)</li> </ul>
--	---	---



	<ul style="list-style-type: none"><li>• William Harvey and the heart</li><li>• Anthony van Leeuwenhoek and the microscope</li><li>• Explain how this can lead to growth of cities (WG-8.1)</li></ul> <p><b>Influence of the Scientific Revolution on the Enlightenment</b></p>	<p><b>[edit] 1700</b></p> <p>The largest cities in Europe in 1700 (population in brackets) :</p> <ul style="list-style-type: none"><li>• <a href="#">Constantinople</a> (700,000)</li><li>• <a href="#">London</a> (550,000)</li><li>• <a href="#">Paris</a> (500,000)</li><li>• <a href="#">Naples</a> (215,000)</li><li>• <a href="#">Lisbon</a> (188,000)</li><li>• <a href="#">Amsterdam</a> (180,000)</li><li>• <a href="#">Moscow</a> (150,000)</li><li>• <a href="#">Venice</a> (138,000)</li><li>• <a href="#">Rome</a> (130,000)</li><li>• <a href="#">Milan</a> (120,000)</li><li>• <a href="#">Madrid</a> (100,000)</li><li>• <a href="#">Vienna</a> (100,000)</li><li>• <a href="#">Belgrade</a> (100,000)</li><li>• <a href="#">Lyon</a> (100,000)</li><li>• <a href="#">Marseille</a> (90,000)</li><li>• <a href="#">Sarajevo</a> (80,000)</li><li>• <a href="#">Gdansk</a> (77,000)</li></ul>
--	--	--

**GS-3.4:** Explain the ways that Enlightenment ideas spread through Europe and their effect on European society, including the role of academies, salons, and publishing; the connection between the Enlightenment and the scientific revolution; and the political and cultural influence of thinkers such as John Locke, Voltaire, Jean-Jacques Rousseau, and Baron de Montesquieu.

**MWH-5.2:** Analyze the ideas of social equality, democracy, constitutionalism, and nationalism brought about by the Enlightenment and their effects on institutions.

**MWH-5.1:** Explain how the scientific revolution in Europe led to the questioning of orthodox ideas.

**Time Frame: January 3-10, 2013**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Distinguish</b> between constitutional forms of government and strong monarchical forms of government.</p> <p><b>Explain</b> the role of academies, salons, and publishing on the spread of Enlightenment ideas.</p> <p><b>Analyze</b> the effects of Enlightenment ideas on European society.</p> <p><b>Explain</b> the influence of the Enlightenment on the Scientific Revolution.</p> <p><b>Evaluate</b> and compare the ideas of</p>	<p><b>Influence of the Scientific Revolution</b> discuss the belief that human reason could be used to discover laws that govern human nature or natural laws</p> <p><b>The Notion of Progress</b> the belief that through the use of reason every social, political, economic problem could be solved</p> <p><b>Explain how your attraction to these ideas differed by Social Class and Gender: (WG- 1.5, 4.1)</b></p> <p><b>Social Contract Theory</b></p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Poster boards, Index Cards for Political Buttons</li> <li>• advertising tools</li> <li>• Simulation Activity</li> </ul> <p><b>Activities</b> Read the Declaration of Independence (Unit 5 In Depth Resources page 37) List 3 ways that Thomas Jefferson uses the ideas of John Locke. <b>(Literacy Elements K,O,P)</b></p> <p><i>Group Work:</i> In groups of 3-6, give each student a part (Locke, Voltaire, Rousseau, Montesquieu, Beccaria,</p>

<p>Locke, Voltaire, Rousseau, and Montesquieu .</p> <p><b>Assessment Format:</b> Have the students match the ideas of Locke, Montesquieu, Rousseau, Voltaire, Beccaria to portions of the US Constitution.</p> <p><b>Geography Assessment:</b> Map the places where John Locke, Montesquieu, Rousseau, Voltaire, and Beccaria lived and the dates they were alive. According to this draw lines to show which thinkers influenced the others. ( WG-3.4, 4.4, 4.5)</p> <p><b>Modern Geographic Mapping Assessment:</b> Learn the following: The 50 United States</p>	<ul style="list-style-type: none"><li>• compare/contrast the thoughts of Hobbes as outlined in <i>Levithan</i> to Locke's <i>Second Treatise on Government</i></li><li>• Locke's natural laws and how they relate to government</li></ul> <p><b>The Separation of Powers</b></p> <ul style="list-style-type: none"><li>• Montesquieu and <i>the Spirit of the Laws</i></li><li>• The three powers of government and how they should be separated to protect liberty</li></ul> <p><b>Philosophes</b></p> <ul style="list-style-type: none"><li>• who are they and what did they believe</li><li>• Voltaire and his ideas on civil liberties</li><li>• Diderot and the <i>Encyclopedia</i></li><li>• Rousseau and how his ideas differed from other social contract thinkers</li><li>• Salons</li></ul> <p><b>Women and the Enlightenment</b></p> <ul style="list-style-type: none"><li>• the views of the <i>philosophes</i> on women's rights</li><li>• Mary Wollstonecraft (WG 1.5,</li></ul>	<p>Hobbes) Give each the main ideas of their philosophe. Have them Create a Twitter Feed or a Text Message discussion between all of them about their beliefs on government. (Literacy Elements K, L, O, V)</p> <p>Using the person that they were during their Twitter Feed, students should create a political Button with a catchy slogan and picture that persuades people to chose their method of government. (Literacy Elements L, S, V)</p> <p>Complete a simulation in which a trend emerges in downtown New York City (teacher can make something up- guys start wearing pink shoes, girls are getting Mohawks, etc.). Then tell the students that within a week, a group of high school students in Greensburg, Kansas, are now wearing pink shoes, girls are getting Mohawks, etc.). Ask the students to create a list of all the possible ways that students in Kansas could have</p>
---	--	--

	<p><b>4.1)</b></p> <ul style="list-style-type: none"><li>•</li></ul> <p><b>Changes in economic thoughts</b></p> <ul style="list-style-type: none"><li>• the rise of laissez-faire</li><li>• Adam Smith and <i>the Wealth of Nations</i></li></ul> <p><b>Increased secularism and deism</b></p> <p><b>The Enlightened Despots</b></p> <p>Incorporation of Enlightenment ideas by Joseph II and Catherine the Great</p>	<p>found out about the trend. If they think they have thought of everything, then tell them that a week after this, students in Doha, Qatar, are now copying these trends. How did this spread? After the students compile their lists, ask them to find relations as to how these trends spread and how the Enlightenment ideals spread in Europe. Utilize the geographic terms of Hierarchical Diffusion and Relocation Diffusion to discuss this (WG-3.4, 4.4, 4.5)</p> <p><b>(Literacy Elements O, V, I, E)</b></p>
--	---	---

**GS-1.1:** Explain the influence of Athenian government and philosophy on other civilizations including the importance of Plato's *Republic* and the concepts of participatory government, citizenship, freedom, and justice.

**Time Frame:** August 22-29, 2012

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> the components and functions of Athenian democracy.</p> <p><b>Determine</b> the main themes of Plato's <i>Republic</i>.</p> <p><b>Compare</b> the ideas of Socrates, Plato, and Aristotle and <b>evaluate</b> their impact on Athenian society.</p> <p><b>Determine</b> the impact of the Athenian government and society on world history.</p> <p><b>Geography Guideline:</b> Describe how the physical environment of Greece impacted their political, social, and economic life.</p>	<p><b>Athenian Government</b> Polis-main political unit/ community of citizens Evolution of Athenian government- monarchy, aristocracy, oligarchy, and legislature Democracy "rule by the people" (very limited- adult males- only citizens with political rights) Reforms of Solon and Cleisthenes</p> <p><b>Philosophy</b> <b>Socrates</b> Education to improve the individual Socratic method <b>Plato</b> The <i>Republic</i> (see below) School- The Academy <b>Aristotle</b> Believed the citizen belonged to the state, analyzed forms of government, opposed democracy, taught moderation, promoted reason &amp; education</p>	<p><b>Materials</b> Reading selections - Plato's <i>Republic</i> - Thucydides, <i>History of the Peloponnesian War</i> - <i>Greek Creation Myth (WG: 4.1)</i></p> <p>Maps</p> <p><b>Activities</b> <i>Writing Workshop:</i> Complete the guided essay from the <i>DBQ Project Manual</i>. <b>(Literacy Elements K,L,M,O,P,S)</b></p> <p><i>Group Work:</i> Create a visual representation of the impact of Athens on the world. This may be a map, a timeline, a chart, a collage, or other visual aide.</p> <p>Using a map of Ancient Greece, analyze the impact of geography on Greek culture: <b>(Literacy Elements F,G,I,L World Geography 1.1-1.5 and 3.1)</b></p>

<p><b>Assessment Format:</b> Write a thesis sentence comparing the governments and societies of ancient Greece to those in America today.</p> <p><b>Geography Assessment:</b> Mini Q: Use a map of Territorial affiliations during the Peloponnesian War to discuss why certain City States were associated with Athens or Sparta based on geography (Map available in Global I CP Workbook Unit 2 In-Depth Resources page 8) (WG: 1.1, 1.3)</p> <p><b>Modern Geographic Mapping Assessment:</b> Learn the following modern countries and landforms of the Balkan Peninsula: Albania, Macedonia, Serbia, Greece, Bosnia, Bulgaria, Romania, Croatia, Slovenia,</p>	<p>School- Lyceum <b>Plato's Republic</b> Rejection of Athenian democracy State should strictly regulate citizens' lives 3 classes- workers, soldiers, and philosophers Wisest philosopher should be king with ultimate authority Promoted censorship, reason, education</p> <p><b>Essential Geographic Knowledge:</b> Mountains isolated city-states developing unique cultures and politics of Athens and Sparta including varying roles of women in politics and society. Mild climate promoted outdoor social life including political involvement and the Olympics. Poor rocky soil and climate limited agriculture to Mediterranean forms such as Olives, Grapes, became dependent on access to the Aegean, Ionian, and Mediterranean Seas for trading goods. This trade and agriculture, fed the growing population allowing many people to devote their lives to other activities such as Philosophy.( WG 1.1-1.5, 3.2, 3.4, 4.3, 4.5, 4.1, 3.5, 5.1)</p>	<p>-Read about Athena and Ares and explain how the characteristics of these two Greek Gods relate to their respective patron cities of Athens and Sparta. (WG: 4.1)</p> <p>Analyze and interpret an excerpt from Pericles' <i>Funeral Oration</i> (<i>History of the Peloponnesian War</i>.) <b>(Literacy Elements K,O,P)</b></p> <p><i>Class debate:</i> Compile 3-4 arguments for and/or against ideas presented in <i>Plato's Republic</i> to be used in a mini class debate.</p> <p><i>Exit Slip:</i> Analyze this quote from Socrates: "The unexamined life is not worth living." <b>(Literacy Elements K,L,P,S)</b></p>
--	---	---

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

Turkey, Crete, Italy, Sicily, Rhodes: Aegean Sea, Ionian Sea, Mediterranean Sea, Adriatic Sea, Apennines, Balkan Mountains		
--	--	--

**GS-1.2:** Summarize the essential characteristics of Roman civilization and explain their impact today, including the influence of other civilizations on Rome's development, the changes to Rome's political system over time, the economic structure of Roman trade and labor, and factors contributing to the decline of the empire.

**Time Frame:** August 30-September 13, 2012

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Summarize</b> the influence of early civilizations on Rome's development.</p> <p><b>Compare</b> the structures of government in Republican and Imperial Rome and analyze the evolution of these governments.</p> <p><b>Explain</b> the positive and negative results of trade and labor on the Roman economy.</p> <p><b>Evaluate</b> the problems that led to the decline of the empire.</p> <p><b>Explain</b> Roman influence on today's society</p>	<p><b>Foundations</b> Influence of the Etruscans and Greeks Latins- ancestors of Romans</p> <p><b>Republican Rome</b> "Thing of the people" Citizens- patricians/plebeians Checks on power- roles of consuls, senate, dictator, tribunes (veto). Influence on U.S. government</p> <p><b>Expansion</b> Roman military- legions, diplomacy, citizen-soldiers Punic Wars Imperialism, provinces</p>	<p><b>Materials</b> Flow chart</p> <p><b>Activities</b> Complete a flow chart that traces the political, social, and economic changes in classical Rome from the Republic to the decline of the empire. <b>(Literacy Elements E,H,S,U)</b></p> <p><i>Writing Workshop:</i> Write a persuasive paragraph that determines the three most important causes of the decline of the Roman empire. <b>(Literacy Elements E,G)</b></p>
<p><b>Geography Guideline:</b> Explain how the creation of a Roman</p>	<p><b>Decline of the Republic</b> Economic and social problems-</p>	<p>Compare the view of the Roman Republic from the view of the</p>



system of Roads lead to the spread of Greco-Roman culture and influenced the efficiency, size, and eventual downfall of the Roman Empire.(WG: 1.2, 1.3, 1.5, 3.4, 4.3, 4.4, 4.5, 5.1, 7.1, 7.3, 8.1, 8.3)

**Assessment Format:**

Create a PowerPoint presentation comparing the government and societal structures in Athens, classical Rome, and the modern U.S.

**Geography Assessment:**

Mini Q Find a Map of Roman Roads, A picture of Roman Coliseum, Roman Aqueducts in Rome, France and Isreal, and Picture of the Roman amphitheater at Beit Shean, Israel: Looking at a map of the Roman Road System and the following Pictures, explain how its extensive network would impact the power and influence of the Roman Empire in terms of trade, military, and culture.

unequal distribution of wealth, high unemployment, corruption, violence

Civil war

Julius Caesar, Pompey

**Imperial Rome**

Octavian Augustus

Emperor- absolute power, first citizen

Political and economic reforms

*Pax Romana*

**Essential Geography Knowledge:**

**Economy (WG: 5.1)**

Agriculture- Nile Valley supplied grain

Roman roads

Created a monopoly on trade around the Mediterranean

Africa- ivory, gold, animals

India- spices, cotton

China- Silk Roads

Economy relied on slave labor

**Decline of the Empire**

Political, economic, and social problems

Bread and circuses

Collapse of the *Pax Romana*

Inflation

**Plebeians and the Patricians (WG: 1.5)**

Imagine that you are a Roman consul. Prepare a short speech to be given during a mock Roman senate session wherein you outline three reforms that could correct the problems within the Republic.

Compare pictures of Greek and Roman art and architecture and cite examples of the Greek culture's influence on the Romans.

**(Literacy Elements K,L)**

**Group Work: Four Corners**

Each corner represents a reason (social, political, economic, military invasions) for the fall of Rome. Students go to the corner that they determine is the most important reason Rome fell. They should be able to articulate clearly why that reason was the most important factor in the fall of Rome.

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

	Corrupt leaders Invasion and weakened military Heavy taxes Population decline	
--	--	--

**GS-1.3:** Explain the rise and growth of Christianity during the classical era, including patterns of expansion across continents, the effects of diffusion on religious beliefs and traditions, and the influence of Christianity on culture and politics.

**Time Frame:** September 14-21, 2012

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> the rise and growth of Christianity during the Classical Era.</p> <p><b>Determine</b> the most important reasons Christianity became a dominant religion.</p> <p><b>Explain</b> the effects of diffusion on religious beliefs and traditions.(WG: 1.2, 3.1, 3.4, 3.5, 4.3)</p> <p><b>Evaluate</b> the influence of Christianity on culture and politics.</p> <p><b>Assessment Format</b> Write an essay that determines and defends the primary reason for the spread of Christianity.</p> <p style="text-align: center;"><b>OR</b></p> <p>Write an essay describing the appeal of early Christianity to women.</p>	<p><b>Rise and growth of Christianity</b></p> <ul style="list-style-type: none"> <li>• Monotheism</li> <li>• Polytheism</li> <li>• Diaspora</li> <li>• Jesus</li> <li>• Apostles</li> <li>• Paul</li> <li>• Persecution of the Christians</li> <li>• Hierarchy</li> <li>• Pope</li> <li>• Bishop</li> <li>• Peter</li> <li>• Roman Catholic Church</li> <li>• Protestant denominations</li> <li>• Eastern Orthodox Church</li> </ul> <p><b>Effects of diffusion on religious beliefs and traditions</b></p> <ul style="list-style-type: none"> <li>• Roman Catholic and Eastern Orthodox</li> </ul>	<p><b>Materials</b></p> <p>Internet access Primary sources</p> <p><b>Activities</b> <i>Writing Workshop:</i> Read and analyze the following primary sources using the APPARTS method, Augustine's <i>The City of God</i> and Zenophilus <i>How the Romans Tried to Seize Christian Books.</i></p> <p><b>(Literacy Elements K, O,P)</b></p> <p>Create a word version of Facebook. Students choose a major leader from Christianity and create the</p>

<p><b>Geography Assessment:</b> Find a Map of the Religious hearth of Christianity, Use the following map of major trade routes of Roman Empire AD 180 <a href="http://upload.wikimedia.org/wikipedia/commons/1/13/Europe_180ad_roman_trade_map.png">http://upload.wikimedia.org/wikipedia/commons/1/13/Europe_180ad_roman_trade_map.png</a>, and a physical map of Eurasia that shows mountains and rivers. Ask students to predict, using these maps, where Christianity would spread by AD 500.</p>	<ul style="list-style-type: none"><li>• Diffusion of beliefs</li></ul> <p><b>Influence of Christianity on culture and politics</b></p> <ul style="list-style-type: none"><li>• St. Augustine</li><li>• Icons</li><li>• Cyrillic Alphabet</li><li>• Excommunication</li></ul>	<p>Facebook page about them.</p> <p>Read and analyze pictures from the era using the APPARTS method. A template is located in the folder "Document Organizers."</p> <p><b>(Literacy Elements K, O,P)</b></p> <p><i>Give One/Take One</i> (see attachment): Students write down at least four reasons that explain the rise and growth of Christianity. Students then go around the room reading the responses of other tables and writing down factors they had not thought of themselves.</p>
--	--	--

- GS-1.4:** Explain the impact of religion in classical Indian civilization, including Hinduism and the effects of its beliefs and practices on daily life, changes that occurred as a result of Buddhist teachings, and the influence of religion on culture and politics.
- MWH-3.1:** Describe the proliferation of religious ideas, including the expansion of Islam, the competition between Protestants and Catholics throughout Europe, and the spread of Buddhism through East and Southeast Asia.
- MWH-3.5:** Compare the spread of religion and the development of trade routes and diplomatic connections, including Christian missionary work, Buddhist and Islamic pilgrimages, and the competition between Muslims and Christians for territory.
- MWH-3.4:** Explain the role of Buddhism and its impact on the cultures throughout East and Southeast Asia, including Buddhism's basic tenets, the impact of the local rulers on religious conversion, and the religion's enduring traditions.

**Time Frame: September 24-28, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> the impact of Hindu beliefs and practices on classical Indian civilization.</p> <p><b>Analyze</b> the effects of Buddhist teachings on both Hinduism and Indian society.</p> <p><b>Evaluate</b> the changes in culture and politics as a result of the</p>	<p><b>Religion in classical Asian civilization</b></p> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• Brahma, Vishnu, Shiva</li> <li>• Hinduism benefited from the decline of Buddhism in India</li> <li>• Devotional cults</li> <li>• Promise of salvation and importance of meditation and veneration</li> <li>• Upanishads</li> <li>• Bhagavad Gita</li> <li>• Uses, importance, tirthas, and temples of the Ganges River (WG-1.2, 4.2)</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Blank Maps</li> <li>• Veda Excerpts</li> <li>• Blank APPARTS sheets</li> <li>• PowerPoint</li> </ul> <p><b>Activities</b></p> <p>Using a blank world map, identify and describe ten major events that occurred during this time related to Hinduism and Buddhism. On this same map depict the spread of Hinduism and Buddhism.</p>

<p>introduction of Hinduism and Buddhism in classical Indian civilization.</p> <p><b>Geographic Guideline:</b> Compare and contrast where and why Buddhism spread and Hinduism did not, and understand the difference between their sacred places. (WG-1.2, 1.4, 1.5, 3.1, 3.4, 4.2)</p> <p><b>Assessment Format:</b></p> <p>Write an essay that compares and contrasts Classical Athens and Classical India during this era.</p> <p><b>Geography Assessment:</b> Write an essay interpreting the foundations, spread, and influence of Buddhism</p>	<p><b>Buddhism</b></p> <ul style="list-style-type: none"><li>• Mauryan Empire</li><li>• Siddhartha Gautama</li><li>• Search for enlightenment</li><li>• Buddha</li><li>• The Dharma</li><li>• Missionaries</li><li>• <i>Four Noble Truths</i> and the <i>Eight Fold Path</i></li><li>• Ahimsa</li><li>• <b>Sacred Spaces of Buddhism: Boddha Gaya India, Lumbini Nepal. Understand Uses of Pagodas and Buddhist statues and temples. (WG-1.2, 4.2)</b></li></ul> <p><b>Effects of beliefs and practices on daily life</b></p> <p>Ashoka (Buddhist) gave land grants and encouraged spread of faith by support of missionaries</p> <p><b>Changes to Hinduism as a result of Buddhist teachings</b></p> <ul style="list-style-type: none"><li>• a departure of from older Hindu traditions to addressing the needs of ordinary people</li><li>• the <i>Mahabharata</i> &amp; <i>Ramayana</i></li><li>• the <i>Bhagavad Gita</i> and the importance of doing the duties of one's caste to earn salvation</li><li>• changes in Hindu ethics</li><li>• displacement of Buddhism by Hinduism in</li></ul>	<p><b>(Literacy Elements F, I, L, P)</b></p> <p><i>Writing Workshop:</i> Read and analyze, using the APPARTS method, excerpts from the Vedas. <b>(Literacy Elements L, O, P, S)</b></p> <p>Create a PowerPoint slide show depicting ten Buddhist images and ten Hindu images. Include a brief description of each picture in the presentations. <b>(Elements L, P, S, V)</b></p> <p><i>Writing Workshop:</i> With a 5x 8 note card write a thesis and outline three arguments for the thesis based on the following statement: <i>Buddhism is different from Hinduism in that...</i></p> <p><b>Geography Activity:</b> Use the following maps of the Spread of Buddhism and the Silk Roads and article</p>
--	---	--

<p>and Hinduism on the Geographic Region of South and South East Asia. (WG-1.2, 4.2, 3.1)</p> <p><b>Modern Geographic Mapping Assessment:</b> Learn the following Modern Countries and landforms of Asia: Pakistan, India, Nepal, Bangladesh, Myanmar, Thailand, Cambodia, Vietnam, Indonesia, Philippines, Laos, China, Japan, North Korea, South Korea, Mongolia; Himalayan Mountains, Indus River, Ganges River, Yellow River, Arabian Sea, Bay of Bengal, South China Sea</p>	<p>India</p> <p><b>Influence of religion</b></p> <ul style="list-style-type: none"><li>• Stupas</li><li>• Kalidasa</li><li>• Silk Road</li><li>• Ashoka's conversion &amp; his use of Buddhism to unite his empire</li><li>• Changes in Hinduism that strengthened the caste system</li><li>• The Gupta Dynasty and its support of Hinduism</li></ul>	<p><a href="http://www.bing.com/images/search?q=Spread+of+Buddhism&amp;view=detail&amp;id=335566BBAAB5B8CAB4B124E6284717A2229667FC&amp;first=0">http://www.bing.com/images/search?q=Spread+of+Buddhism&amp;view=detail&amp;id=335566BBAAB5B8CAB4B124E6284717A2229667FC&amp;first=0</a></p> <p><a href="http://www.bing.com/images/search?q=Map+of+Silk+Roads+&amp;view=detail&amp;id=9755BCB495D62D74E1B113262C07F48C8907F489&amp;first=0">http://www.bing.com/images/search?q=Map+of+Silk+Roads+&amp;view=detail&amp;id=9755BCB495D62D74E1B113262C07F48C8907F489&amp;first=0</a></p> <p><a href="http://www.buddhismtoday.com/english/world/facts/conversion4.htm">http://www.buddhismtoday.com/english/world/facts/conversion4.htm</a></p> <p>Explain how culture and trade impacted the spread of Buddhism. (WG: 3.4, 1.5, 3.1)</p>
---	---	--

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

--	--	--



**GS-2.1:** Explain the influence of the Byzantine Empire, including the role the empire played in preserving Hellenistic (Greek) and learning.

**Time Frame:** October 1-3, 2012

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> how the Byzantine empire preserved Greek culture and learning.</p> <p><b>Analyze</b> the impact of the Byzantine empire on art and education throughout the world.</p> <p><b>Geographic Guidelines:</b> Explain how the fundamental political and religious differences of the Byzantine Empire evolved from their isolation from the Western Empire. (WG-1.3, 3.4, 4.3, 7.1, 7.3)</p> <p><b>Assessment Format:</b> Create a Venn Diagram showing the similarities and differences between Eastern Orthodox Christianity and Western Roman Catholicism. The diagram should include those factors that led to the Great</p>	<p><b>Origins</b></p> <ul style="list-style-type: none"> <li>• Constantinople- major trading center between Europe and Asia</li> <li>• Preserved Greek, Roman, and Hellenistic cultural influences</li> </ul> <p><b>Justinian</b></p> <ul style="list-style-type: none"> <li>• Greatest emperor</li> <li>• Had absolute power combining political &amp; spiritual authority</li> <li>• Codified Roman Law (Justinian's Code) which impacted western and international codes of law</li> <li>• Beautified Constantinople by restoring Roman glory through buildings and architecture</li> <li>• Hagia Sophia - Justinian's greatest and most lasting monument</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Practiced Eastern (Greek)</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Poster board</li> <li>• Charts</li> <li>• Graphic Organizer</li> </ul> <p><b>Activities</b> Using online sources, visit the Hagia Sophia and take a virtual tour. Then create a brief Power Point pretending to have toured and visited the Hagia Sophia.</p> <p>Compare and contrast the differing views of Justinian written by Procopius (<i>The Histories</i> and <i>The Secret Histories</i>.) <b>(Literacy Elements K, O,P)</b></p> <p>Complete a graphic organizer showing the key elements of Justinian's Code and its impact on modern western law.</p>

<p>Schism.</p> <p><b>Geographic Assessment:</b> Explain how the Hagia Sophia illustrates the changes in political power of Turkey.(WG-7.3)</p>	<p>Orthodox Christianity</p> <ul style="list-style-type: none"><li>• Patriarch was the head church official but the emperor remained head of the church</li><li>• <u>Schism</u> - split between Roman Catholics and Eastern Orthodox Christians</li><li>• <u>Fourth Crusade</u> - causes and impact on the Byzantines</li></ul> <p><b>Arts and Literature</b></p> <ul style="list-style-type: none"><li>• Blended Christian teachings with Greek science, philosophy, arts, and literature</li><li>• Importance of religious art, icons, and mosaics</li><li>• Architecture was a true blend of Greek, Roman, Persian, and Middle Eastern styles</li><li>• Classic Greek literary works were preserved by Byzantine writers</li><li>• Procopius, an historian, criticized Justinian and wrote about his times</li><li>• Anna Comnena, was considered first important western female historian</li><li>• Greek scholars took</li></ul>	<p><i>Quick Write:</i> Determine the causes of the negative attitudes portrayed by Procopius towards Justinian.</p> <p><b>Geographic Activity:</b> Have students research and find a picture of Hellenistic Culture during the time period of Justinian from the following locations: Spain, Portugal, Morocco, Egypt, Jerusalem, Turkey, Greece, and Italy. Then create a Collage and label the places.(1.3, 3.4, 4.3, 7.1)</p>
--	---	--

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

	Byzantine manuscripts to Europe which later impacted the Renaissance	
--	--	--

**Indicator 2.2:** Summarize the origins and expansion of Islam, including its basic beliefs, the emergence and the spread of an Islamic empire, the reasons for the split between the Sunni and Shiite groups, and the changing role of women in the modern world.

**MWH-3.1:** Describe the proliferation of religious ideas, including the expansion of Islam, the competition between Protestants and Catholics throughout Europe, and the spread of Buddhism through East and Southeast Asia.

**MWH-3.3:** Explain the role of Islam on the **cultures** of the Middle East, North Africa, and Asia, including its methods of expansion, its impact on religious diversity, and reactions to its expansion.

**MWH-3.5:** Compare the spread of religion and the development of trade routes and diplomatic connections, including Christian missionary work, Buddhist and Islamic pilgrimages, and the competition between Muslims and Christians for territory.

**Time Frame:** October 4-11, 2012

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> the origins of Islam. (WG-1.2)</p> <p><b>Analyze</b> the reasons for the expansion of Islam. (WG-1.3, 3.4,4.4)</p> <p><b>Explain</b> how an Islamic empire emerged. (WG- 3.3, 7.1)</p> <p><b>Compare</b> Sunni &amp; Shiite Muslims and determine the reasons for the split. (WG-4.3)</p> <p><b>Evaluate</b> how women's roles changed in the Islamic world over time. (WG-1.5, 4.1, )</p> <p><b>Compare and contrast</b> the origins and expansion of Christianity (referring to Indicator 1.3) and Islam.</p> <p><b>Assessment Format:</b> Create a conversation between a modern-day Sunni and Shiite that fully exhibits their similarities and</p>	<p><b>Origins</b></p> <ul style="list-style-type: none"> <li>• Muhammad's vision</li> <li>• Faith is launched in 622 with his hijra</li> </ul> <p><b>Beliefs</b></p> <ul style="list-style-type: none"> <li>• Monotheistic faith</li> <li>• the Quran is its sacred text</li> <li>• Five Pillars (duties) are the foundation of the faith</li> <li>• <b>Terms: mosque, Jihad, Sharia and the corruption of these terms according to fundamentalist groups such as al Qaeda and the Taliban today (WG-1.5)</b></li> <li>• Men and women were spiritually equal</li> <li>• Women had the right to an education, to marry freely, and to seek divorce</li> </ul> <p><b>Expansion</b></p> <ul style="list-style-type: none"> <li>• After Muhammad's death, Islam spread across the Arabian Peninsula, Persian Empire, Holy</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Map</li> <li>• Chart</li> <li>• Primary Sources</li> <li>• Poster or butcher block paper</li> </ul> <p><b>Activities</b></p> <p>Interpret the map on page 258 in the text and describe the information provided. Include in the analysis any other information that may be have been useful if provided. <b>(Literacy Elements F,I,P)</b></p> <p><i>Writing Workshop:</i> Read several excerpts from the Quran and analyze using APPARTS.</p> <p><i>Group Work:</i> Create a poster of the Five Pillars.</p> <p>Create a chart showing the similarities and differences between Islam and Christianity.</p> <p><i>Quick Write:</i> Explain the rapid</p>

<p>differences.</p> <p><b>Geographic Assessment:</b> Writing Assignment- Using your historic knowledge of Sharia' Law and Jihad, explain how fundamentalist groups such as al Qaeda view the United States influence in the Middle East, including the wars of Afghanistan and Iraq as religious wars.( WG- 3.3, 1.5, 1.3)</p> <p><b>Modern Geographic Mapping Assessment:</b> Learn the following Modern Countries and landforms of The Middle East: Israel, Turkey, Lebanon, Jordan, Syria, Saudi Arabia, Iraq, Iran, Afghanistan, Pakistan, Kuwait, United Arab Emirates, Oman, Yemen; Red Sea, Persian Gulf, Arabian Sea, Tigris River, Euphrates River, Caspian Sea, Black Sea,</p>	<p>Land, northern Africa, and Europe</p> <ul style="list-style-type: none"><li>• Reasons for Arab successes included a common language, weakening of the Byzantine and Persian empires, efficient fighting methods, and a common faith</li><li>• In 661, Umayyad dynasty emerged and expanded the Islamic faith from the Atlantic to the western borders of India</li><li>• Explain the difference between the assimilation and acculturation of the religion in Africa-(WG-3.4)</li></ul> <p><b>Sunni and Shiite Split</b></p> <ul style="list-style-type: none"><li>• Primary cause of the split among Islamic people</li><li>• Impact of the split on modern day including laws, daily life, and religious practices</li></ul> <p><b>Role of Women in the Modern World</b></p> <ul style="list-style-type: none"><li>• Roles differ greatly among different Islamic countries</li><li>• Most oppressive practices</li></ul>	<p>expansion of Islam in the 7<sup>th</sup> century.</p> <p><b>Geographic Activity:</b> Map the expansion of the Islamic Empire from AD 650 to AD 1700 using different colors for various dates. And map where Shiites and Sunni's are prevalent today (WG-3.1, 7.1.)</p>
--	--	---

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

	<p>towards women result from local traditions and not Islam</p> <ul style="list-style-type: none"><li>• Women in some Muslim societies have become prominent figures</li><li>• Women are often educated and may possess personal wealth despite restrictions</li></ul>	
--	--	--

**GS-2.3:** Summarize the economic, geographic, and social influences of trans-Saharan trade on Africa, including education and the growth of cities.

**Time Frame:** October 12-16, 2012

<b>Assessment Guidelines</b>	<b>Essential Knowledge</b>	<b>Lesson Plans</b>
<p>Analyze the economic, geographic, and social influences of trade in sub-Saharan Africa. (WG-1.1, 5.4)</p> <p>Explain how trade impacted education and the growth of cities in Sub-Saharan Africa. (WG-3.4, 5.1)</p> <p><b>Assessment Format:</b> Write a journal entry detailing the hajj of Mansa Musa. Assume the role of a merchant from Cairo. Write about Mansa Musa's caravan and its splendor. Include</p>	<ul style="list-style-type: none"> <li>• Gold and salt</li> <li>• As trade prospered, monarchs controlled profitable trade routes</li> <li>• Islam spread to West Africa through trade</li> <li>• African societies adapted to their environments</li> </ul> <p><b>Ghana</b></p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> major kingdom in West Africa (c. AD 800)</li> <li>• Islam introduced but not adopted in Ghana</li> <li>• Taken over by the Almoravids 1050 AD</li> </ul> <p><b>Mali</b></p> <ul style="list-style-type: none"> <li>• Sundiata created Mali kingdom in 1235</li> <li>• Mansa Musa hajj introduced wealth of Mali to the world</li> <li>• Timbuktu became a center of learning</li> </ul>	<p><b>Materials</b> Map of Africa Images from magazines or the Internet Primary Sources Internet</p> <p><b>Activities</b> <i>Group Work.</i> Students write the letters A-Z in the left margin of their paper. They then list everything they know about trans-Saharan trade.</p> <p>Analyze a primary source on Ibn Battua and his travels. <b>(Literacy Elements K,O,P)</b></p> <p>Use the following website and provide students with information relating to the simulation on trans-Saharan trade. <a href="http://www.bu.edu/africa/outreach/materials/handouts/indian.html">http://www.bu.edu/africa/outreach/materials/handouts/indian.html</a></p>



references to Mali's wealth and the trading center of Timbuktu.

### Geographic

**Assessment:** Using the following link, explain the cultural-linguistic make-up of Northern and Eastern Africa. Explain why Swahili became so important during this time period. (5.1, 5.4) <http://empathosnationalenterprises.com/Consulate/EN-Library/Black-Studies/aflang.html>

**Modern Geographic Mapping Assessment:** Learn the following Modern Countries and landforms of Africa: Morocco, Libya, Egypt, Mali, Niger, Chad,

### Songhai

- Askia Muhammad expanded kingdom and set up an effective bureaucracy

### Other Kingdoms

- Hausa States and Benin made significant contributions in Africa

### East Africa

- Axum Kingdom profited from its location on the Red Sea.
- Created a trade network that connected Africa to India and the Mediterranean world.
- Ezana converted to Christianity and it strengthened Axum's ties to North Africa and the Mediterranean world
- Axum faded but its political and religious influence survived in Ethiopia.
- East African city-states became trading centers

### Geographic Essential Knowledge:

Explain how Swahili developed as a Lingua Franca-or a common trade

Use the website

<http://www.sqcc.org/resources/lessonplans.htm> for visual information about trans-Saharan trade. The website has an interactive map that students can manipulate.

*Poster of Africa Trade:* Create a poster that shows the major kingdoms of Africa and the items that were traded to and from these kingdoms to Asia and Europe. Use pictures to represent the items.

Create a postcard from a major trading city in trans-Saharan Africa.

**Geographic Activity:** Map the major cities along the Trans-Saharan Trade route. List the geographic and cultural factors that made them important during this time period. Research these cities today and explain to what extent they are still important. (WG-3.4, 1.1, 5.4,)

<p>Sudan, Ethiopia, Somalia, Sierra Leone, Liberia, Ghana, Nigeria, Democratic Republic of the Congo, Uganda, Rwanda, Tanzania, Kenya, Zimbabwe, South Africa, Madagascar: Indian Ocean, Red Sea, Mediterranean Sea, Suez Canal, Sahara Desert, Congo Basin (Rainforest), Kalahari Desert, Nile River, Niger River, Atlantic Ocean</p>	<p>language of Africa (WG-5.1)</p>	
--	------------------------------------	--

**GS-2.4:** Compare the origins and characteristics of the Mayan, Aztecan, and Incan civilizations, including their economic foundations, their political organization, their technological achievements, and their cultural legacies of art and architecture.

**Time Frame:** October 17-24, 2012

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Identify</b> the technological, artistic, and architectural advancements made by Mayans, Aztecs, and Incas.</p> <p><b>Summarize</b> the similarities in religion between the three American civilizations.</p> <p><b>Examine</b> the ways pre-Columbian societies had of adapting to their environments and how they used the adaptations to make strong civilizations.</p> <p><b>Compare</b> the geographic regions that the Mayans, Aztecs, and Incas settled and <b>interpret</b> the differences in the ways they governed.</p>	<p><b>Mayan</b> (300 AD to 900 AD, in the Yucatan Peninsula)</p> <ul style="list-style-type: none"> <li>• Farmed in a tropical environment</li> <li>• Built complex irrigation systems</li> <li>• Grew enough maize to support many cities</li> <li>• Government was decentralized; each city had its own chief</li> <li>• Pyramids, hieroglyphic writing, accurate calendar, numbering system with zero.</li> </ul> <p><b>Aztec</b> (1200 AD TO 1519 AD, Central Mexico)</p> <ul style="list-style-type: none"> <li>• Built Tenochtitlan -impressive ancient city with chinampas to support city with food</li> <li>• Grew maize, squash, beans</li> <li>• Became an empire, conquered neighboring areas, tribute made</li> </ul>	<p><b>Materials</b></p> <p>Maps of North and South America</p> <p>Graphic Organizer</p> <p>Poster</p> <p>Internet for images</p> <p>Markers for posters, and maps</p> <p><b>Activities</b></p> <p>Create a map that shows the location of the Mayan, Aztec, and Incan civilizations. On the map list the years these civilizations existed and the location of their capitals. <b>(Literacy Elements F,G,H,P)</b></p> <p><i>Post it Note:</i> Teacher posts topics of Mayan, Aztecs, and Inca and students move around the room</p>

<p><b>Outline</b> the origins of the Mayan, Aztec, and Incan civilizations.</p> <p><b>Geographic Guidelines:</b> Compare the physical geographic make-up of the cities of Tenochtitlan, Teotihuacan, and Manchu Pichu, which impacted the culture, trading, and politics of these areas. In addition compare the size and political organization of these cities to those of Europe at the time. (WG-1.1, 1.3, 1.4, 3.4, 4.1, 5.1, 7.1)</p> <p><b>Assessment Format:</b></p> <p>Complete the DBQ from the DBQ Project that concerns the Mayans.</p> <p style="text-align: center;"><b>OR</b></p> <p>Create a skit between the three American civilizations and write a dialogue that highlights their similarities and differences in the areas of:</p> <ul style="list-style-type: none"><li>-political structure</li></ul>	<p>Aztecs wealthy.</p> <ul style="list-style-type: none"><li>• Single ruler, chosen by a council of nobles and priests</li><li>• Social classes similar to many European societies</li><li>• Traded their weapons, tools, and rope for jaguar skins and cocoa beans</li><li>• Tenochtitlan- most impressive ancient city with canals, causeways, pyramids</li><li>• Massive human sacrifice part of the religion.- Explain changing view of these human sacrifices from the perspectives of the Aztecs and Spanish as well as differing types of people (WG-1.4)</li><li>• Spanish conquered Aztecs and used alliances with their enemies (WG-7.1)</li></ul> <p><b>Inca</b>_(Peru/ Andes)</p> <ul style="list-style-type: none"><li>• 1438 Supa Inca created a dominant empire</li><li>• Subdued neighbors and enlisted them in the army</li><li>• Monarch exercised absolute power</li></ul>	<p>using posted notes to document information about the civilizations.</p> <p><i>Group Work:</i> Create rules to the Mayan ballgame</p> <p><i>Quick write:</i> Explain how the Mayans, Aztecs, and Incans adapted to their environments to create a major civilization.</p> <p><i>Poster:</i> Determine which civilization was the most developed. Create a poster that includes images that proves this idea.</p> <p><i>Journal Entry:</i> Create a journal entry of a conquistador entering either Tenochtitlan or Cuzco. In the entry, include:</p> <ul style="list-style-type: none"><li>- description of city</li><li>- technological achievement</li><li>- religious practices he sees and his reactions to them.</li><li>- bias about the Native Americans compared to "superior" Europeans</li></ul>
--	---	--

- economic foundations
- religion
- cultural achievements
- technological advances.

**Geographic Assessment:** Explain how the geography of the Andes, Lake Texacoco, and the rainforests of Mexico and Guatemala limited or created opportunities for the Aztecs, Incas, and Maya (respectfully). (WG- 1.1,)

**Modern Geographic Mapping Assessment:** Learn the following Modern Countries and landforms of North and South America: Canada, US, Mexico, Guatemala, Honduras, El Salvador, Nicaragua, Belize, Costa Rica, Panama, Cuba, Haiti, Dominican Republic, Puerto Rico, Rocky Mountains, Appalachian Mountains, Mississippi River, Gulf of Mexico, Caribbean Sea, Pacific Ocean, Atlantic Ocean; Colombia, Venezuela, Ecuador, Peru, Bolivia, Chile, Argentina, Paraguay,

- Efficient government, chain of command reached every village.
- Kept records on quipus
- United large empire with a road system 12,000 miles- for government use only
- Terraced farming, metalworking, medical advances

**Geographic Assignment:** Piggy Back off of the Journal Entry Assignment: Use the primary source accounts from the DBQ project to compare the geographic size, population, and available services of Tenochtitlan to that of most European cities of the time period (WG-3.4, 1.4)

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

Uruguay, Brazil; Amazon Basin (Rainforest), Andes Mountains		
--	--	--

**GS-2.5:** Summarize the functions of feudalism and manorialism in medieval Europe, including the creation of nation-states as feudal institutions which helped monarchies centralize power and the evolution of the relationship between the secular states and Roman Catholic Church.

**MWH-1.4:** Evaluate the impact of the collapse of European feudal institutions and the spread of towns on the transmission of goods, people, and ideas in Europe.

**MWH -2.1:** Evaluate the consequences of the changing boundaries of kingdoms in Europe, Asia, the Americas, and Africa.

**MWH-3.2:** Evaluate the impact of religious dissent on the development of European kingdoms during the sixteenth century, including the warfare between peasants and feudal lords in German principalities, the conflict between the nobility of the Holy Roman Empire and the Hapsburg emperors, the creation of the Church of England, and the dynastic and religious competition in France.

**Time Frame:** October 25-November 1, 2012

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> the origins and functions of feudalism in Medieval Europe.</p> <p><b>Analyze</b> the manor system in Medieval Europe. (WG- 5.1-5.2)</p> <p><b>Explain</b> the effect of feudalism and manorialism on Medieval Europe. (WG-1.5)</p> <p><b>Geographic Guideline:</b> Explain how feudalism changed the political boundaries of Europe (WG-7.1)</p> <p><b>Assessment Format:</b></p> <p>Write a week's worth of journal entries from the viewpoint of a specific individual (lord, peasant, knight, etc.) Include specific information from events in the early Middle Ages. Also include specific information</p>	<p><b>Feudalism</b></p> <ul style="list-style-type: none"> <li>▪ Vikings, Magyars, and Muslims invaded Europe.</li> <li>▪ Structure of feudal society</li> <li>▪ Kings had little power, dependent on their lords for protection</li> <li>▪ Church was the strongest institution in Medieval Europe- used salvation as a tool to control rulers.</li> </ul> <p><b>Manorialism</b></p> <ul style="list-style-type: none"> <li>▪ Manor was basic economic arrangement</li> <li>▪ Manor was self sufficient: no need to travel outside.</li> <li>▪ Agriculture- based, few towns</li> <li>▪ Life was brutal, harsh, and short for peasants.</li> </ul> <p><b>Church</b></p> <ul style="list-style-type: none"> <li>• Role of parish church and priest</li> <li>• Power of religious authority (excommunication, interdict, canon law)</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>▪ Map of Europe</li> <li>▪ Graphic Organizer</li> </ul> <p><b>Activities:</b></p> <p>Create a map showing invasions of Europe between 800-1000. Determine the most successful invaders and why. (Literacy Elements F, H)</p> <p>Create a newspaper article, with images, on a specific invasion.</p> <p>Create a poster detailing the feudal system.</p> <p>Write a feudal contract between a religious official and a lord detailing their mutual obligations</p> <p><i>Group Work:</i> View a picture and pretend you are in it. Discuss what do you see, smell, hear, taste, and feel?</p> <p style="text-align: center;"><b>OR</b></p>



concerning the character's relationship with the Church.

OR

Create a church bulletin showing the influence of the Church over secular states such as interdicts, excommunication, etc.

**Geographic Assessment:**

Writing Assignment: Analyze how social class affects the perspectives of the feudal system. (WG-1.5)

**Modern Geographic Mapping**

**Assessment:** Learn the following Modern Countries and landforms of Europe: Portugal, Spain, France, Ireland, United Kingdom, Switzerland, Belgium, Netherlands, Germany, Italy, Czech Republic, Slovakia, Austria, Hungary, Poland, Ukraine, Belarus, Estonia, Latvia, Lithuania, Norway, Sweden, Finland; Baltic Sea, North Sea, Atlantic Ocean,,

- Reform movements
- Treatment of Jews

**Growth of Royal Power**

- Causes (powerful leaders, unified laws, conflict w/ Church )
- Impact

**Essential Geographic Knowledge:**

Explain that a nation-state is a state where the bulk of their population has the same cultural or historic background and how this helped Kings and Churches unite the newly formed states. (WG-7.1)

Why do you think the picture on page \_\_\_\_ is accurate or inaccurate illustration of the era? Explain.

**Geographic Activity:** Using the following two maps of Europe in the Middle Ages and European languages: Have students explain to what extent the Monarchs were able to form nation-states based on language similarities.

[http://media.photobucket.com/image/map%20of%20European%20languages%20in%201000%20AD/pizzler/Languages\\_of\\_Europe.png](http://media.photobucket.com/image/map%20of%20European%20languages%20in%201000%20AD/pizzler/Languages_of_Europe.png)

[http://socialstuds.wikispaces.com/file/view/map\\_europe\\_med..gif/69760131/599x599/map\\_europe\\_med..gif](http://socialstuds.wikispaces.com/file/view/map_europe_med..gif/69760131/599x599/map_europe_med..gif)

(WG-7.1)

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

Mediterranean, Alps, Rhine River, Danube River, English Channel		
---	--	--

- GS-2.6:** Analyze the social, political, and economic upheaval and recovery that occurred in Europe during the Middle Ages, including the plague and the subsequent population decline, the predominance of religion and the impact of the Crusades, and the increasing interregional trade.
- MWH-1.2:** Explain the impact of the Crusades and the Renaissance on European exploration, including the significance of humanism, the revival of learning, and the transfer of knowledge about sailing and ancient philosophy from the Arabs to the Europeans.
- MWH-1.1:** Describe the diffusion of people and goods between Europe, Asia, and Africa during the fourteenth and fifteenth centuries to show the networks of economic interdependence and cultural interactions.
- MWH-1.3:** Analyze the reasons for European interest in Africa, including the significance of the struggle between Muslim and Christian leaders in the Mediterranean and European interest in finding new trade routes to Asia.
- MWH-2.3:** Explain the competition between European kingdoms for space and resources, including the Hundred Years' War between France and England, the rise of the Holy Roman Empire in Central Europe, and the response to Islam on the Iberian Peninsula.
- MWH-3.5:** Compare the spread of religion and the development of trade routes and diplomatic connections, including Christian missionary work, Buddhist and Islamic pilgrimages, and the competition between Muslims and Christians for territory.

**Time Frame: November 2-9, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Evaluate</b> the impact of the Crusades on interregional trade. (WG- 4.3)</p> <p><b>Analyze</b> the social, political, and economic upheaval that occurred in</p>	<p><b>Religion</b></p> <ul style="list-style-type: none"> <li>▪ Age of Faith- new era of religious power swept Europe</li> <li>▪ Reforms by Popes Leo and Gregory, new orders</li> <li>▪ Massive gothic cathedrals</li> </ul>	<p><b>Materials:</b></p> <p>Painting of <u>Triumph of Death</u></p> <p>Internet Access</p> <p>Population information on Europe</p>

<p>Europe during the Middle Ages. (WG- 1.4,3.5. 4.3, 4.5, 7.1, 7.2, 8.1)</p> <p><b>Outline</b> the recovery that occurred in Europe during this time.</p> <p><b>Assess</b> the effect of the plague on Medieval Europe. (WG-5.2, 3.1)</p> <p><b>Assessment Format:</b></p> <p>Complete the DBQ from the <i>DBQ Project</i> comparing the reaction of the bubonic plague in Europe and the Muslim World.</p> <p><b>Geographic Assessment:</b> Analyze the Push and Pull migration factors that were associated with the movement of European populations during the Plague, Crusades, and Commercial Revolution (WG-3.3, 3.1, 5.2).</p>	<p>exemplify role of Church in cities in Europe</p> <p><b>Crusades</b></p> <ul style="list-style-type: none"><li>▪ Social, economic, and political goals in addition to the religious ones</li><li>▪ Changing views of religious affiliation during the Crusades: Before Eastern Orthodox and Catholics were separate but in light on the invading Muslims saw themselves as united under the Christian faith. But later became divided again with the fourth Crusade (WG-1.4, 4.5)</li><li>▪ Four main crusades</li><li>▪ Crusades had a range of effects on Medieval Europe.</li><li>▪ Modification of Israel and policies based on Christian, Jewish, and Muslim control (WG-8.1)</li></ul> <p><b>Commercial Revolution</b></p> <ul style="list-style-type: none"><li>▪ Increase in trade led to new business practices, emergence</li></ul>	<p>BEFORE and AFTER the plague</p> <p><b>Activities:</b></p> <p><i>Quick Write:</i> Study the painting located in the file and explain how the painting reflects the adverse effects of the plague on Europe. (Literacy Elements K,O,P)</p> <p><i>Writing Workshop:</i> Teacher leads a review session providing information on thesis development, grouping, point of view, and evidence. Students participate in group activity working on thesis, grouping, point of view, and evidence. They then create the DBQ individually.</p> <p>Create two charts describing the political, social, economic, and religious goals of the Crusades and the political social, economic, and religious effects. Based on the chart, determine whether the Crusades were successful.</p> <p>Create an advertisement/brochure advertising a new business practice or</p>
--	---	---

	<p>of towns, increase of monarchs power</p> <p><b>The Plague:</b></p> <ul style="list-style-type: none"><li>▪ Had a devastating effect on Europe</li><li>▪ Population loss, trade declined, and prices rose,</li><li>▪ Manor system eroded</li><li>▪ Jews blamed and persecuted</li><li>▪ Church prestige suffered</li></ul>	<p>new farming technology that was created during the Middle Ages.</p> <p>Create a chart of five countries of Europe and their populations before and after the plague.</p> <p><b>Geographic Activity:</b> Research and create a large poster that shows the ideas and technologies that diffused between the Muslims and Europeans during and after the Crusades (WG-4.3, 5.1)</p>
--	--	---

**GS-3.1:** Compare the impact of the Renaissance and the Reformation on life in Europe, including changes in the status of women, the revolution in art and architecture, the causes and effects of divisions in religious affiliation, and the presence of social oppression and conflict.

**MWH-1.2:** Explain the impact of the **Crusades** and the Renaissance on European exploration, including the significance of **humanism**, the revival of learning, and the transfer of knowledge about sailing and ancient philosophy from the Arabs to the Europeans.

**MWH-1.5:** Explain how the development of banks in Europe influenced the transfer of goods throughout Europe.

**MWH-3.1:** Describe the proliferation of religious ideas, including the expansion of Islam, the competition between Protestants and Catholics throughout Europe, and the spread of Buddhism through East and Southeast Asia.

**Time Frame: November 12-27, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> the changes in Europe that were brought on by the Renaissance and the Reformation (WG: 4.3, 4.4, 1.4).</p> <p><b>Demonstrate</b> an understanding of Renaissance art by analyzing paintings and explaining the Renaissance characteristics in the works of art.</p>	<p><b>Renaissance</b></p> <ul style="list-style-type: none"> <li>• Revival of learning in Europe beginning in Italy and moving to Northern Europe</li> <li>• Humanism became the primary focus of Renaissance Europe</li> <li>• Society was more secular</li> <li>• Upper class women were more educated in the Renaissance, some making significant contributions. (WG: 4.1)</li> <li>• Artists and writers created</li> </ul>	<p><b>Materials</b></p> <p>Textbook  <a href="http://www.artchive.com">www.artchive.com</a>                      Grolier Multimedia Encyclopedia                      Map of Europe in 1600: Teacher Resources                      Markers, paper, tape                      PERSIA Chart -see attachment</p> <p><b>Activities</b></p> <p><i>Warm-up:</i> Students lie on the floor, tape a piece of paper under the desk and for 15 minutes attempt to draw a self-portrait.</p>

<p><b>Evaluate</b> the effectiveness of the Catholic Church's response to the Protestant Reformation.</p> <p><b>Compare</b> the impact of the Renaissance and the Reformation on life in Europe.</p> <p><b>Geographic Guideline:</b> Understand the economic independence of the Italian City States and their respective economic specialties as well as the push and pull factors of the city during this time period (3.3, 5.1, 5.2, 5.3)</p> <p><b>Assessment Format:</b> <i>Banquet activity.</i> Attend a banquet as a character from the Renaissance Era. Have a placemat that includes the character's name and a thesis that explains how the character exemplifies the ideals of the Renaissance.</p>	<p>masterpieces that reflected humanism and a secular world views</p> <ul style="list-style-type: none"><li>• Printing press spread ideas of Renaissance and Reformation</li></ul> <p><b>Reformation</b></p> <ul style="list-style-type: none"><li>• Renaissance ideals led to questioning political ideals and religious practices</li><li>• Martin Luther began Protestant Reformation, published his <i>95 Theses</i></li><li>• Luther expanded his criticism with three main teachings:<ul style="list-style-type: none"><li>-salvation by faith alone,</li><li>-Bible sole source of truth</li><li>-Priesthood of all the believers</li></ul></li><li>• Reformation ideas spread and split Europe (Zwingli, Calvin, Knox, Henry VIII)-<b>Map these differing Protestant faiths (WG-3.1)</b></li><li>• Catholic Church responded, reaffirming beliefs and minor reforms</li><li>• Church also began Inquisition and</li></ul>	<p>After viewing Medieval and Renaissance art and architecture, write a summary comparing the artistic trends of the two periods. Cite specific pictures to support your conclusions. <b>(Literacy Element K,L,O,P)</b></p> <p><i>Debate:</i> Simulate a debate between Martin Luther or one of his followers and a Church official from the Council of Trent. Include the following in each person's argument:</p> <ul style="list-style-type: none"><li>-How is salvation achieved?</li><li>-What is the source of religious truth?</li><li>-Do people have equal access to God?</li><li>-Should clergy marry?</li><li>-What is the importance of sacraments?</li><li>-What are "your" views on other Protestant teachings such as predestination and rejection of infant baptism?</li></ul> <p><b>(Literacy Element O)</b></p> <p><i>Quick Write:</i> Usig page 353 as a guide, answer the following: <i>Was the Catholic Reformation successful?</i> Use the map and textbook to defend your answer. <b>(Literacy Element F)</b></p>
---	---	--

<p>(see attachment)</p> <p><b>Geography Assessment:</b> Utilize the DBQ documents on the printing press with reference to the Reformation and explain how the diffusion of this technology also impacted the diffusion of Protestant Ideas. (WG-4.4)</p>	<p>sent Jesuits to stem Protestant movement</p> <ul style="list-style-type: none"><li>• Europe was in a period of heightened religious passion, persecution and intolerance was widespread between Catholics and Protestants.</li></ul>	<p><i>Group Work:</i> Break class up into five to six stations. Each station should include some aspect of the Renaissance. Examples may include quotes from great Renaissance thinkers (Machiavelli, Petrarch, Erasmus etc.), pictures of famous Renaissance architecture, or paintings. Each station should also include a blank piece of paper. Each group should visit a station and write on the piece of paper their thoughts on how each station represents the spirit or character of the Renaissance. The group then needs to move on to the next station. After all groups have visited each station the class may have a discussion about each group's thoughts.</p> <p><b>Geographic Activity/ Project:</b> Map the following major Renaissance cities: Naples, Milan, Florence, Genoa, Venice, and Flanders. List each city's: climate, customs and traditions, major exports of the Renaissance, modes of transportation, and types of government during the time period. (WG-3.3, 3.4, 5.1-5.3)</p>
--	---	--



**GS-3.2:** Explain the long-term effects of political changes that occurred in Europe during the sixteenth, seventeenth, and eighteenth centuries, including the emergence of a strong monarchical form of government and the changes in the governments of England and France as they compare with one another.

**Time Frame:** November 28-December 5, 2012

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> the long-term effects of political changes that occurred in Europe during the sixteenth, seventeenth, and eighteenth centuries .</p> <p><b>Determine</b> how strong monarchical governments emerged in England and France.</p> <p><b>Compare</b> the changes in the governments of England and France.</p> <p><b>Distinguish</b> between constitutional forms of government and strong monarchical forms of government.</p> <p><b>Geographic Guidelines:</b> Competition over control of land lead to the conflicts within England and France (WG-7.1)</p> <p><b>Assessment Format:</b></p>	<p><b>The English Civil War</b></p> <ul style="list-style-type: none"> <li>• Origin</li> <li>• Execution of Charles I</li> <li>• Reign of Oliver Cromwell</li> <li>• Restoration</li> <li>• Glorious Revolution of 1688</li> </ul> <p><b>Divine Right Theory</b></p> <ul style="list-style-type: none"> <li>• Origins and justifications</li> <li>• Work of Cardinal Richelieu in creating a successful absolute state.</li> <li>• Reign of Louis XIV and the depiction of him as the epitome of royal absolutism.</li> <li>• Reigns of other divine right monarchs- esp. Philip II of Spain and Peter the Great of Russia</li> </ul>	<p><b>Materials</b></p> <p>PowerPoint with visuals of the Palace of Versailles</p> <p><b>Activities</b></p> <p>Examine pictures of Versailles to determine the extent to which it symbolized Louis XIV's view of the Divine Right of Kings. <b>(Literacy Elements K,O,P)</b></p> <p>Use visuals to create a timeline of the English Civil War. Include events from the first conflicts between the King and Parliament to the Glorious Revolution. <b>(Literacy Elements D)</b></p> <p>After a thorough analysis of primary and secondary sources,</p>

<p>Debate the superiority of monarchical government versus that of constitutional forms of government. Evidence must be presented from the era in defending each view.</p>		<p>create a comparison outline on the political structures of England and France. <b>(Literacy Elements K,L,O,P)</b></p> <p><b>Geographic Activity:</b> Use the following map to explain how support for the Puritans and Parliament spread during the English Civil War:</p> <p><a href="http://www.bing.com/images/search?q=puritans+vs+royalists+during+the+english+civil+war+Map&amp;view=detail&amp;id=F78B622A3C97BC10C3B3B7BBFA2DE08DA4497B53&amp;first=0">http://www.bing.com/images/search?q=puritans+vs+royalists+during+the+english+civil+war+Map&amp;view=detail&amp;id=F78B622A3C97BC10C3B3B7BBFA2DE08DA4497B53&amp;first=0</a> (WG-7.1)</p>
--	--	---

**GS-3.3:** Summarize the origins and contributions of the Scientific Revolution.

**MWH-5.1:** Explain how the scientific revolution in Europe led to the questioning of orthodox ideas.

**Time Frame:** December 6-18, 2012

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Summarize</b> how the Renaissance and the Reformation led to the Scientific Revolution.</p> <p><b>Evaluate</b> the ideas and discoveries of the major figures of the Scientific Revolution.</p> <p><b>Assessment Format:</b> Students in groups of two to three will complete a biography of one of the great figures of the Scientific Revolution that summarizes the contributions of the thinker to the Scientific Revolution. The emphasis should be centered on the impact of each scientist's work on scientific thought, and why his/her accomplishments are important to</p>	<p><b>Origins of the Scientific Revolution</b> Influence of the Renaissance and the Reformation on the Scientific Revolution</p> <p><b>Review of the Geocentric Universe</b></p> <ul style="list-style-type: none"> <li>• theories of Ptolemy and Aristotle</li> <li>• their influence on medieval astronomy and in the universities</li> </ul> <p><b>Copernicus</b></p> <ul style="list-style-type: none"> <li>• his heliocentric views and the publication of <i>On the Revolutions of the Heavenly Spheres</i></li> <li>• the influence of his work on other scientists</li> </ul> <p><b>Tycho Brahe</b></p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Art supplies</li> <li>• Copies of primary sources on Galileo's trial</li> <li>• Access to the internet</li> </ul> <p><b>Activities</b> Create an advertisement selling the discovery or theory of one of the great figures of the Scientific Revolution. The advertisement should describe the theory or discovery and more importantly it should explain why it is so important to society.</p> <p>Complete a graphic organizer that summarizes/compares each of the major figures of the Scientific Revolution. It should include each scientist's major inventions/</p>

<p>society. The biography needs to be presented in class with an accompanying PowerPoint presentation that uses relevant visuals.</p> <p>Individual students will then write an essay that discusses one of the figures presented in class and that evaluates the figure's impact on the Scientific Revolution.</p>	<ul style="list-style-type: none"><li>• explain how his work supported Copernicus' theories</li></ul> <p><b>Johannes Kepler</b></p> <ul style="list-style-type: none"><li>• connect his work to Copernicus'</li><li>• ellipses</li></ul> <p><b>Galileo</b></p> <ul style="list-style-type: none"><li>• his discoveries using the telescope and their implications</li><li>• his work on terrestrial motion</li></ul> <p><b>Bacon and Descartes</b></p> <ul style="list-style-type: none"><li>• impact on the modern scientific method</li><li>• summarize the scientific method- defining terms such as hypothesis</li></ul> <p><b>Newton</b></p> <ul style="list-style-type: none"><li>• his law of universal gravitation</li><li>• compilation of the work of others</li></ul> <p><b>Robert Boyle</b></p> <ul style="list-style-type: none"><li>• his contributions in chemistry</li></ul> <p><b>Medicine</b></p> <ul style="list-style-type: none"><li>• Galen and his influence</li><li>• Andreas Vesalius and anatomy</li></ul>	<p>discoveries and why each accomplishment is so important. <b>(Literacy Elements D, G)</b></p> <p>After discussing the accomplishments and trial of Galileo before the Inquisition write a letter to Galileo while he is under house arrest. The letters should ask him the questions about his recantations. Then have students exchange letters and try to answer some of the questions as Galileo would have.</p> <p>Select a major figure from the Scientific Revolution and create a Face Book page for that figure. Include the scientist's major breakthroughs/ discoveries, published works, and why their accomplishments are so crucial to society. <b>(Literacy Elements E,O,P)</b></p> <p>After examining different scientific theories, create a flow chart comparing their progression. Using the flow chart, develop an oral argument identifying which scientist</p>
---	--	---

	<ul style="list-style-type: none"><li>• William Harvey and the heart</li><li>• Anthony van Leeuwenhoek and the microscope</li><li>• Explain how this can lead to growth of cities (WG-8.1)</li></ul> <p><b>Influence of the Scientific Revolution on the Enlightenment</b></p>	<p>had the most significant impact on the modern world. <b>(Literacy Elements E,O,P)</b></p> <p><b>Geography Activity:</b> Explain the growth of cities during the time period of the Scientific Revolution. Research the increases in medical technology that could have made life in a clustered city healthier during this time period (WG 8.1).</p> <p><b>1400</b></p> <p><b>The largest cities in Europe in 1400 (population in brackets)<sup>[1]</sup> :</b></p> <ul style="list-style-type: none"><li>• <a href="#">Paris</a> (275,000)</li><li>• <a href="#">Milan</a> (125,000)</li><li>• <a href="#">Bruges</a> (125,000)</li><li>• <a href="#">Venice</a> (110,000)</li><li>• <a href="#">Granada</a> (100,000)</li><li>• <a href="#">Genoa</a> (100,000)</li><li>• <a href="#">Prague</a> (95,000)</li><li>• <a href="#">Rouen</a> (70,000)</li><li>• <a href="#">Seville</a> (70,000)</li><li>• <a href="#">Ghent</a> (70,000)</li></ul> <p><b>[edit] 1700</b></p> <p>The largest cities in Europe in 1700</p>
--	--	---

		<p>(population in brackets) :</p> <ul style="list-style-type: none"><li>• <a href="#">Constantinople</a> (700,000)</li><li>• <a href="#">London</a> (550,000)</li><li>• <a href="#">Paris</a> (500,000)</li><li>• <a href="#">Naples</a> (215,000)</li><li>• <a href="#">Lisbon</a> (188,000)</li><li>• <a href="#">Amsterdam</a> (180,000)</li><li>• <a href="#">Moscow</a> (150,000)</li><li>• <a href="#">Venice</a> (138,000)</li><li>• <a href="#">Rome</a> (130,000)</li><li>• <a href="#">Milan</a> (120,000)</li><li>• <a href="#">Madrid</a> (100,000)</li><li>• <a href="#">Vienna</a> (100,000)</li><li>• <a href="#">Belgrade</a> (100,000)</li><li>• <a href="#">Lyon</a> (100,000)</li><li>• <a href="#">Marseille</a> (90,000)</li><li>• <a href="#">Sarajevo</a> (80,000)</li><li>• <a href="#">Gdansk</a> (77,000)</li></ul>
--	--	---

**GS-3.4:** Explain the ways that Enlightenment ideas spread through Europe and their effect on European society, including the role of academies, salons, and publishing; the connection between the Enlightenment and the scientific revolution; and the political and cultural influence of thinkers such as John Locke, Voltaire, Jean-Jacques Rousseau, and Baron de Montesquieu.

**MWH-5.2:** Analyze the ideas of social equality, democracy, constitutionalism, and nationalism brought about by the Enlightenment and their effects on institutions.

**MWH-5.1:** Explain how the scientific revolution in Europe led to the questioning of orthodox ideas.

**Time Frame: January 3-10, 2013**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Distinguish</b> between constitutional forms of government and strong monarchical forms of government.</p> <p><b>Explain</b> the role of academies, salons, and publishing on the spread of Enlightenment ideas.</p> <p><b>Analyze</b> the effects of Enlightenment ideas on European society.</p> <p><b>Explain</b> the influence of the Enlightenment on the Scientific Revolution.</p> <p><b>Evaluate</b> and compare the ideas of</p>	<p><b>Influence of the Scientific Revolution</b>                      discuss the belief that human reason could be used to discover laws that govern human nature or natural laws</p> <p><b>The Notion of Progress</b>                      the belief that through the use of reason every social, political, economic problem could be solved</p> <p><b>Explain how your attraction to these ideas differed by Social Class and Gender: (WG- 1.5, 4.1)</b></p> <p><b>Social Contract Theory</b></p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Parchment paper</li> <li>• Calligraphy ink and pen</li> <li>• Poster boards, t-shirts, buttons, pamphlets, and misc. advertising tools</li> <li>• Tables/booths</li> <li>• Simulation Activity</li> </ul> <p><b>Activities</b>                      Analyze sections of John Locke's <i>Second Treatise</i> and Thomas Hobbes' <i>Levithan</i> to understand how Locke defended a constitutional form of government while Hobbes justified an absolutist form of government.  <b>(Literacy Elements K,O,P)</b></p>

<p>Locke, Voltaire, Rousseau, and Montesquieu .</p> <p><b>Assessment Format:</b> The students will complete the following DBQ: <i>Examine how the printing press changed different aspects of human existence. Analyze the documents and determine the immediate effects of the printing press. What was the most important consequence of the printing press?</i> (This is one of the three essential DBQ's from the <i>DBQ Project</i> workbook)</p> <p><b>Geography Assessment:</b> Create a chart that Compares the major Enlightenment ideas of John Locke, Montesquieu, Rousseau, Voltaire, and Beccaria ( WG-3.4, 4.4, 4.5)</p>	<ul style="list-style-type: none"><li>• compare/contrast the thoughts of Hobbes as outlined in <i>Levithan</i> to Locke's <i>Second Treatise on Government</i></li><li>• Locke's natural laws and how they relate to government</li></ul> <p><b>The Separation of Powers</b></p> <ul style="list-style-type: none"><li>• Montesquieu and <i>the Spirit of the Laws</i></li><li>• The three powers of government and how they should be separated to protect liberty</li></ul> <p><b>Philosophes</b></p> <ul style="list-style-type: none"><li>• who are they and what did they believe</li><li>• Voltaire and his ideas on civil liberties</li><li>• Diderot and the <i>Encyclopedia</i></li><li>• Rousseau and how his ideas differed from other social contract thinkers</li><li>• Salons</li></ul> <p><b>Women and the Enlightenment</b></p> <ul style="list-style-type: none"><li>• the views of the <i>philosophes</i> on women's rights</li><li>• Mary Wollstonecraft (WG 1.5,</li></ul>	<p><i>Group Work:</i> After examining the different writings of Enlightenment thinkers, the students will get into groups and create their own government on a formal written document similar to the Declaration of Independence, Constitution, Magna Carta, etc. They will decorate it to look like a formal declaration and/or official document and will all sign it. On the back of the document or on another piece of paper, the students should justify their creation using the rationales of the Enlightenment thinkers. <b>(Literacy Elements K, L, O, V)</b></p> <p><i>Job Fair-</i> Students will get into groups and set up job fair booths in which they try to recruit people to "work" for their political system. There could be a booth for John Locke, Voltaire, Jean-Jacques Rousseau, Baron de Montesquieu, Thomas Hobbes, and Mary Wollstonecraft. They may create pamphlets, buttons, a video, posters, t-shirts, etc. They will try to "sell"</p>
--	--	--



<p><b>Modern Geographic Mapping</b> <b>Assessment:</b> Learn the following: The 50 United States</p>	<p><b>4.1)</b></p> <ul style="list-style-type: none"><li>•</li></ul> <p><b>Changes in economic thoughts</b></p> <ul style="list-style-type: none"><li>• the rise of laissez-faire</li><li>• Adam Smith and <i>the Wealth of Nations</i></li></ul> <p><b>Increased secularism and deism</b> <b>The Enlightened Despots</b> Incorporation of Enlightenment ideas by Joseph II and Catherine the Great</p>	<p>their ideas, or “hire” students to come work for their political system. They can dress up, bring in props, etc, to try to solicit as much support as possible. Fellow students will fill out a response to which “system” they would like to work for and why. <b>(Literacy Elements L, S, V)</b></p> <p><i>Writing Workshop:</i> Break the class into five or six groups. Give each group copies of six to nine primary source writings from the great thinkers of the Enlightenment and some opponents of the Enlightenment. Each group should organize the documents into at least three groups that are relevant to the Age of the Enlightenment. Each group then needs to develop a potential DBQ essay question that could be asked using their documents. Following the group work, each student will write a thesis for the question that his/her group developed.</p> <p>Complete a simulation in which a</p>
--	---	--

		<p>trend emerges in downtown New York City (teacher can make something up- guys start wearing pink shoes, girls are getting Mohawks, etc.). Then tell the students that within a week, a group of high school students in Greensburg, Kansas, are now wearing pink shoes, girls are getting Mohawks, etc.). Ask the students to create a list of all the possible ways that students in Kansas could have found out about the trend. If they think they have thought of everything, then tell them that a week after this, students in Doha, Qatar, are now copying these trends. How did this spread? After the students compile their lists, ask them to find relations as to how these trends spread and how the Enlightenment ideals spread in Europe. Utilize the geographic terms of Hierarchical Diffusion and Relocation Diffusion to discuss this (WG-3.4, 4.4, 4.5)</p> <p><b>(Literacy Elements O, V, I, E)</b></p> <p>Students will create a Venn diagram depicting the differences and</p>
--	--	---

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

		similarities between the Enlightenment and the Scientific Revolution. <b>(Literacy Element L)</b>
--	--	---

**Required DBQ's**

1. The Mongols: How Barbaric Were the “Barbarians”?
2. The Aztecs: What Should History Say?
3. What Was the Most Important Consequence of the Printing Press?

**GS- 4.1:** Explain the significant political, commercial, and cultural changes that took place in China in the nineteenth century, including the unification of Chinese culture and the motivations and effects of China's changing attitudes toward foreign trade and interaction.

**Time Frame:** August 22-31, 2012

**World History Standards**

MWH-4.1: Explain the changing boundaries in Europe and Asia as a result of the competition between nation-states during the seventeenth and eighteenth centuries.

MWH-4.3: Explain the similarities between the Qin and Ming dynasties in China, including foreign relations, culture, and economic practices.

MWH-4.4: Evaluate the success of the Ming dynasty in sustaining a prosperous Chinese empire and strengthening Chinese hegemony in Asia.

MWH-6.6: Describe the reactions in Asian kingdoms to the Western ideas of nationalism, including the Indian nationalist movement, the Meiji era in Japan, and the Manchu dynasty in China.

**World Geography Standards**

WG-1.2 Analyze human characteristics of places, including the ways places change with innovation and the diffusion of people and ideas (e.g., the spread of religion and **democracy**).

WG-1.5 Explain how individuals view places and regions on the basis of their particular stage of life, gender, social class, **ethnicity**, values, and access to technology (e.g., how retirees have changed the cultural landscape and available human services in Florida).

WG-7.5 Explain how a country's ambition to obtain foreign markets and resources can cause fractures and disruptions in the world (e.g., the energy needs of China in its emerging role in Africa).

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Evaluate and explain</b> the reasons for China's changing attitudes toward foreign trade and interaction. (WG- 1.2, 1.5, 7.5).</p> <p><b>Analyze and assess</b> the negative and positive impacts of the unification of the Chinese culture.</p>	<p><b>Political</b></p> <ul style="list-style-type: none"> <li>• government outlawed opium</li> <li>• impact of the Opium War -</li> <li>• Qing Dynasty was in decline - factors included poor canal maintenance, flooding, population boom, corruption, tax evasion by rich, bribery</li> <li>• Taiping Rebellion - what and ramifications on Qing Dynasty</li> <li>• Sino-Japanese War: Japan got Taiwan, China's vulnerabilities exposed</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• map</li> <li>• graphic organizer</li> <li>• flow chart</li> </ul> <p><b>Activities</b></p> <p>Interpret the map on page 808 in the text and use the information in Section One to list the causes and</p>

<p><b>Assessment Format:</b></p> <ul style="list-style-type: none"><li>• Answer the following prompt in a well developed paragraph. <i>What type of imperialism does the Opium War represent?</i> Define this type of control. Explain how the Industrial Revolution and Social Darwinism were used by England to justify entering China.</li></ul>	<ul style="list-style-type: none"><li>• Hundred Days of Reform: modernized, improved the government, developed industry</li><li>• Boxer Rebellion: uprising against Christian missionaries, foreign troop presence, extraterritorialities; Boxers defeated: China forced to support westernization, business class emerged</li><li>• Sun Yixian and the <i>Three Principles of the People</i>: 1911 - Qing Dynasty fell and Sun Yixian was named president of the new Republic</li></ul> <p><b>Commercial</b></p> <ul style="list-style-type: none"><li>• Prior to 1800, government ensured favorable 'balance of trade'</li><li>• Traded silk, porcelain, and tea for gold and silver</li><li>• China's relations with the West changed; economic decline and the Industrial Revolution</li><li>• British enjoyed huge profits from the sale of opium from India for tea in China</li><li>• Silver flowed out of China, devastating the economy</li><li>• China divided into numerous spheres of influence: Britain in the Yangzi Valley, France in S. China, and Russia and Germany in N. China</li></ul> <p><b>Cultural</b></p> <ul style="list-style-type: none"><li>• Chinese experienced growth in opium addiction</li><li>• By mid-19<sup>th</sup> century, China was divided over Western influence</li><li>• <u>Conservatives</u>- Empress Ci Xi, Confucian ideals, non-western sentiments, opposed Christianity</li><li>• <u>Liberals</u> - "Self-Strengthening Movement"; built</li></ul>	<p>effects of Opium War, Taiping Rebellion, Self-Strengthening Movement, Open Door Policy, and Boxer Rebellion. (WG-1.1, 1.2, 1.5, 7.5) <b>(Literacy Skill 1.3, 1.7)</b></p> <p>Assume the role of a news correspondent for the <u>London Times</u>. Write a news article explaining the Five W's of the Opium War, Taiping Rebellion, or the Boxer Rebellion.</p> <p><b>Geography Assignment:</b> Create a map of Eurasia that shows the trade between China and the British colonies. Include the products that were traded and where each went. <b>(WG-7.1, 7.5)</b></p> <p>Using the Unit 6 "In Depth Resources For World History" CP pages 77 and 79: Complete the accompanying</p>
---	--	--

	factories, railroads, shipyards, and light industry and imported western technology, <ul style="list-style-type: none"><li>• Movement had limited success</li></ul>	questions. (WG- 1.2, 7.5, 1.5, 4.2).
--	---	--------------------------------------

**GS-4.2: Explain the economic and cultural impact of European involvement on other continents during the era of European expansion.**

**World History Standards**

MWH -2.2: Describe the principle routes of exploration and trade between Europe, Asia, Africa, and the Americas from the late fifteenth century through the sixteenth century. (In reference to how it applies in the 19<sup>th</sup> century)

MWH -2.6: Describe the impact of the competition among European countries on the various kingdoms of the Americas and Africa, including the **Columbian Exchange** and the slave trade. (In reference to how it applies in the 19<sup>th</sup> century)

**World Geography Standards**

WG-3.3 Explain the cultural, economic, political, and environmental push and pull factors that contribute to human migration (e.g., residents evacuating from a natural disaster like Hurricane Katrina).

WG-3.4 Evaluate the impact of human migration on physical and human systems including changes in **population density**, the use of resources, and the provision of services (e.g., the environmental costs of refugee settlement camps in Africa).

**Time Frame: September 4-14, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Evaluate</b> the main reasons for European involvement during the era of European expansion. (WG 3.3, 3.4, 4.2)</p> <p><b>Analyze</b> and <b>assess</b> the negative and positive impact that European expansion had on the preexisting cultures and economies of the other continents. (WG-1.2, 3.3, 3.4., 4.2, 4.1, 5.1, 5.2)</p> <p><b>Geographic Guideline:</b> Explain the physical geography of Sub-Saharan Africa which prevented its interior</p>	<ul style="list-style-type: none"> <li>• Initial European interaction in Africa due to the slave trade</li> <li>• impact the works of D. Livingstone had on the opinions of Europeans towards Africa</li> <li>• European territories in Africa including Egypt, Sudan, Kenya, Angola, West African Coast, Nigeria, Libya, Algeria, and South Africa</li> <li>• Main economic and religious reasons for European expansion in Africa specifically the Dutch</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Blank Africa Maps</li> <li>• Large Africa map divided by European occupation</li> <li>• Graphic Organizers</li> <li>• Poster Board</li> <li>• Art Supplies</li> </ul> <p><b>Activities</b></p> <p>Create a pretend square continent. Within the continent place symbols for things such as farmland, people, diamonds, coal, forests,</p>

colonization. (WG-1.1)

**Assessment Format**

*Research Project*

In pairs, choose a country that was taken over by a European nation. Using a poster board, draw a picture of the country indicating major geographical features and major resources of this country. List the date that Europeans entered the country and the names of those Europeans that entered. List two positive and two negative impacts that Europe had on the country. Indicate the date when the country received its independence, its flag, and the type of government the country currently has. **STRESS the geographic features that benefited and inhibited colonization and the technological advancements that made imperialism possible (WG-1.1, 8.1)** Present your posters to the rest of the class.

**(Literacy Skill 1.3, 1.6)**

and English in South Africa, Belgium in Central Africa, France and Portugal in West and Southwest Africa, and the subsequent creation of nationalist revolutionary parties

- Positive and negative impact that European expansion had on the pre-existing cultures and economies in specific African regions, including the Boer War, the Zulu War, and diamond and gold mines
- Results of the Berlin Conference
- Christian missionary efforts that took place to reduce spread of Islam in Africa
- Short and long term effects of the European involvement in Africa specifically the establishment of cash crops, European government systems, European school systems, etc.
- The emerging influence of Britain in India beginning with the trading companies' occupations, the resources the British desired, the Sepoy Mutiny, the resulting total

and other types of resources.

Have the students get into pairs. Give each student 1/4<sup>th</sup> of a note card. The pairs then rock-paper-scissors to see who gets to claim the first piece of land. Whoever wins places their 1/4<sup>th</sup> a piece of index card over a portion of the map and draws their border and writes in their name. They then again rock-paper-scissors. Once the map is completely claimed, the students must then justify why they chose the resources they did. For example why do you want population over coal, etc? **(WG-7.1)**

On a large blank world map record all of the countries into which European nations expanded. **(WG-7.1)**

Create a graphic organizer that identifies the location of certain resources or industries such as diamonds, silk, tea, coal, tin, slaves, sugar, cotton, etc. Then identify the European country that



	<p>occupation by the British, and the subsequent creation of nationalist revolutionary parties</p> <ul style="list-style-type: none"><li>• Impact of Dutch presence in Asia specifically Dutch sovereignty in Indonesia</li><li>• Impact of France in Southeast Asia establishing French-Indochina</li><li>• Impact of British colonization of Malaysia and their retention of ports in Asia</li><li>• Actions of King Monkut of Siam and the transformation of their culture and economy in order to resist European colonial rule</li><li>• Main products and cash crops established by European nations in Asia (rubber, tea, rice) and the impact that these had on the local economies</li><li>• Spheres of influence that were created by the European expansion in Asia and impact they had on the local communities (Boxer Rebellion, Opium Wars, etc.)</li></ul>	<p>exploited these areas.</p>
--	---	-------------------------------

**GS-4.3 Compare the key elements of the revolutions that took place on the European and American continents in the nineteenth century, including social and political motivations for these revolutions and the changes in social organization that emerged following them.**

**GS-4.4 Explain the causes and effects of political, social, and economic transformation in Europe in the nineteenth century, including the significance of nationalism, the impact of industrialization for different countries, and the effects of democratization.**

**World History Standards**

MWH-4.6: Analyze the trade policy of mercantilism and its influence on the relationship between imperial centers and their peripheries.

MWH-4.7: Explain the disruption within West African kingdoms as a result of the competition between European countries over slave trade.

MWH-5.2: Analyze the ideas of social equality, democracy, constitutionalism, and nationalism brought about by the Enlightenment and their effects on institutions.

MWH-5.3: Identify the major technological and social characteristics of the Industrial Revolution.

MWH-5.4: Analyze the relationship between the expanding world market economy and the development of industrialization in G.

Britain, the US, Germany, & Japan, including shifts in world demography and urbanization & changing class & race relations.

MWH-5.5: Compare capitalism with other forms of political and economic ideologies, including socialism, communism, and anarchism.

MWH-6.: 1 Explain the impact of English political institutions and attitudes on their N. American colonies, and the American Revolution.

MWH-6.2: Analyze the reasons for independence movements as exemplified by the French and Haitian revolutions and eighteenth-century S. American rebellions.

MWH-6.3: Analyze various movements for individual rights, including worldwide abolitionism, the end of slave trade movements in England and Latin America, the liberation of serfs in Russia, and the growing movement for women's rights.

MWH-6.4: Explain the causes of the revolutions of 1820, 1830, and 1848 and the reasons why these revolutions failed to achieve nationalist and democratic objectives.

MWH-6.5: Analyze the successes and limitations of movements for national unity, including the unification of Germany and Italy and the American Civil War.

MWH-6.6: Describe the reactions in Asian kingdoms to the Western ideas of nationalism, including the Indian nationalist movement, the Meiji era in Japan, and the Manchu dynasty in China.

**World Geography Standards**

WG-5.3 Explain the spatial relationships between various economic activities

WG-5.4 Summarize the factors that influence the location and spatial distribution of economic activities, including the factors of site and situation (e.g., Singapore's deep-water ports and their locations relative to markets).

WG-5.5 Explain the consequences of the current global trade systems for economic and environmental sustainability in both importing and

exporting countries (e.g., the impacts of overfishing on local ecosystems to meet foreign product demand).

**Time Frame: September 15-28, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> the political, social, and economic transformations that took place in Europe and America in the nineteenth century. (5.3, 5.4, 5.5)</p> <p><b>Analyze</b> the causes and effects of political, social, and economic transformations in Europe and America in the nineteenth century. (WG 1.2)</p> <p><b>Evaluate</b> the impact of nationalism, industrialization, and democratization in Europe in the nineteenth century. (WG-5.3, 5.4, 5.5, 6.1, 6.4,)</p> <p><b>Analyze</b> the social and political motivation for the revolutions in Europe and the Americas in the nineteenth century.</p>	<p><b>European Continent</b></p> <p><b>France</b></p> <ul style="list-style-type: none"> <li>• Old Regime, economic troubles</li> <li>• Reign of Terror and reform</li> <li>• Napoleon seized power, restored order, and created an empire</li> </ul> <p><b>1830's</b> Greece, Belgium, Poland</p> <p><b>1848</b> Austria, France, Czechoslovakia</p> <p><b>American Continents</b></p> <p><b>United States</b></p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• Motivations for egalitarian society</li> <li>• Representative government</li> </ul> <p><b>Haiti</b></p> <ul style="list-style-type: none"> <li>• Toussaint L'Ouverture/ first successful slave revolt</li> </ul> <p><b>Latin America</b></p> <ul style="list-style-type: none"> <li>• Simon Bolivar</li> <li>• Jose de San Martin</li> <li>• Hidalgo</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Primary Source materials</li> <li>• Graphic Organizer</li> </ul> <p><b>Activities</b></p> <p>Opener or Big Idea- <i>What are the features of an unjust government?</i></p> <p><b>Group Work:</b> In groups of four (one revolution for each student): Create a timeline of key events that occurred from 1750-1830 during the American, French, Haitian and Mexican Revolutions.</p> <p>Read and analyze the following primary source <i>The Declaration of Independence</i> (Unit 5 "In Depth Resources" page 37). List its main ideas, purpose, and causes.</p> <p>Create a graphic organizer to</p>

<p><b>Assessment Format:</b> Writing Assessment: Using the chart on page 708, in paragraph form, explain how the causes of the Latin American revolutions differ from those in England, North America, and France. How did the American and French Revolutions inspire these Latin America revolutions? <b>(WG-7.1)</b></p> <p><b>Project Suggestion:</b> In groups, research the French and American Revolutions. Create a poster board which highlights the motivations, causes, effects, and outcomes. <b>(Literacy Skill 1.3)</b></p> <p><b>Geography Assessment:</b> List the areas Napoleon conquered and those areas in which he attempted to conquer but could not. List two geographic features that</p>	<ul style="list-style-type: none"><li>• Brazil's non-violent revolution</li></ul> <p><b>Political Transformations and Motivations</b></p> <ul style="list-style-type: none"><li>• Influence of revolutionary ideals on areas such as France, Haiti, South America</li><li>• Rise and fall of Napoleon</li><li>• Influence of American Revolution</li><li>• Significance of marxism</li><li>• Socialism</li><li>• Popular Sovereignty</li><li>• Congress of Vienna and <i>ancien regime</i></li><li>• <i>Real Politik</i></li></ul> <p><b>Social transformations and Motivations</b></p> <ul style="list-style-type: none"><li>• Industrialization</li><li>• Women in revolution</li><li>• Slavery</li><li>• Anti-Semitism</li><li>• Zionism</li><li>• Social reformers</li></ul> <p><b>Economic transformation</b></p> <ul style="list-style-type: none"><li>• Trade unions</li><li>• Export of primary products, foreign capital, and labor</li><li>• Export- oriented agriculture</li><li>• Handicraft production to machine-based production</li></ul> <p><b>Nationalism-</b></p> <ul style="list-style-type: none"><li>• Cultural and political nationalism,</li><li>• Nationalist rebellions (ie. Greeks from</li></ul>	<p>compare the causes and effects of political, social, and economic transformations in Europe. <b>(Literacy Skill 1.3)</b></p> <p><b>Child Labor Letter Project:</b> Using resources from Unit 6 "In Depth Resources" Pages 10 and 11, (additional resources available in Honors Global Studies DBQ Binder) pretend you are a child factory worker in England in the 19<sup>th</sup> Century. Write a letter to a child that does not work. Explain your daily life and some biographical information. Draw a picture to represent your life.</p> <p><i>Chalk Talk:</i> <i>The Jewish people deserved their own state of Palestine.</i> <b>(Literacy Skill 1.4)</b></p> <p><b>Geography Activity:</b> Use census data for Chicago and NY in the years 1850, 1900, and 1930. List the changing ethnic and demographic information.</p>
---	--	--

account for why he was or was not successful. (1.1, 7.1, 7.3, 7.5). (Literacy Skill 1.3)	Ottoman Turks) <b>Industrialization</b> -Impact of industrialization on US, Great Britain, Germany, and France (US: industrialization on immigration and population statistics- 1.3, 3.3, 3.4, 3.5)	<b>Optional Mini Q:</b> <i>Toussaint L'Ouverture: Liberator, Pragmatic Leader, or Dictator?</i>
--	--	---

**GS-4.5: Compare the political actions of European, Asian, and African nations in the era of imperial expansion, including the responses of the Ottoman Empire to European commercial power, the motives and results of Russian expansion, the importance of British power in India, the collapse of Chinese government and society, the reasons for and the effects of Japan's transformation and expansion, and the resistance to imperialism.**

**World History Standards**

MWH -2.5: Evaluate the impact of the expansion of the Ottoman Empire into Eastern Europe.

MWH-4.6: Analyze the trade policy of mercantilism and its influence on the relationship between imperial centers and their peripheries.

MWH-4.7: Explain the disruption within West African kingdoms as a result of the competition between European countries over slave trade.

MWH-5.6: Analyze Asia's relationship with European states through 1800, including Japan's policy of limiting contacts with foreigners.

MWH-5.4: Analyze the relationship between the expanding world market economy and the development of industrialization in Great Britain, the United States, Germany, and Japan, including shifts in world demography and urbanization and changing class and race relations.

MWH-6.6: Describe the reactions in Asian kingdoms to the Western ideas of nationalism, including the Indian nationalist movement, the Meiji era in Japan, and the Manchu dynasty in China.

**Note: Much of this content should have been previously explored in Indicators 4.1 and 4.2.**

**World Geography Standards**

WG-7.1 Explain how cooperation and/or conflict can lead to the control of Earth's surface (e.g., the establishment of new social, political, or economic divisions).

WG-7.2 Explain the causes of boundary conflicts and internal disputes between **culture** groups (e.g., the ongoing Israeli-Palestinian conflict).

**Time Frame: October 1-12, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Compare</b> the political actions and responses of Europe, Asia, and Africa during the Imperial Era. (WG-7.1, 7.2).</p>	<p><b>The Ottoman Empire</b></p> <ul style="list-style-type: none"> <li>• its military decline/territorial losses</li> <li>• major economic problems</li> <li>• the capitulations and extraterritoriality rights of European</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Photocopies of the <i>Proclamation of the Young Turks</i></li> <li>• Access to the internet to</li> </ul>

<p><b>Explain</b> the causes and effects of Russian expansion. (WG-7.1, 7.2).  <b>Evaluate</b> the importance of British power in India. (WG-7.1, 7.2).  <b>Analyze</b> the causes of the collapse of China during the Imperial Era. (WG-7.1, 7.2).  <b>Evaluate</b> the responses of China and Japan to Western influences and judge which were most effective. (WG-1.2, 1.5, 7.1, 7.2).</p> <p><b>Assessment Format</b></p> <p><b>Mandatory Mini Q: 1</b>  <u>Female Workers in Industrializing Japan: Did the Costs Outweigh the Benefits?</u>          (This is one of the three essential DBQ's from the DBQ Project workbook.)</p>	<p>powers</p> <ul style="list-style-type: none"> <li>• Attempts at reform</li> </ul> <p><b>Russia</b></p> <ul style="list-style-type: none"> <li>• Russian efforts at expansion by gaining access to warm water ports</li> <li>• major problems of ruling a sprawling, multiethnic empire</li> <li>• causes and consequences of the Crimean War on Russia</li> <li>• problems with serfdom and results of their eventual emancipation</li> <li>• attempts at industrialization</li> <li>• working and urban conditions</li> <li>• increased spread of revolutionary ideas and use of terrorism by govt. opponents</li> <li>• growth of nationalism</li> <li>• effects of the Russo-Japanese War and Bloody Sunday</li> <li>• attempts at reform, such as the creation of the Duma</li> </ul> <p><b>Japan</b></p> <ul style="list-style-type: none"> <li>• forced opening of Japan to trade by the U.S.</li> <li>• signing of unequal treaties</li> <li>• overthrow of the Tokugawa Shogunate</li> <li>• establishment of the Meiji Restoration</li> <li>• massive reforms of the Meiji</li> </ul>	<p>obtain images</p> <p><b>Activities</b></p> <p>Using the Venn diagram on page 811, compare and contrast Chinese and Japanese responses to western influences. Explain which was most effective. (<b>Literacy Skill 1.4, 1.5</b>)</p> <p>Have students create a poem or rap about the causes, effects, and important events during the imperial control of Africa, India, or China. (<b>Literacy Skill 1.3</b>)</p>
--	---	--

	<p>government including:</p> <ul style="list-style-type: none"><li>-use of foreign ideas</li><li>- abandonment of old social order</li><li>-massive industrialization</li><li>-military and government reforms</li><li>• reasons behind the success of Japan's reforms compared to the failure of other contemporary societies to reform.</li><li>• costs of Japan's transformation</li></ul>	<p>Write a letter pretending to be one of the following historical personalities: Ram Mohan Roy, Sergei Witte, Mahmud II, Cixi, Kang Youwei or Linang Qichao, Fukuzawa Yukichi, Ito Hirobomi.</p> <p><b>Map of Africa after the Conference of Berlin:</b> Take a modern map of Africa, with a sharpie draw the political boundaries as they existed in or around 1900. Color the areas controlled by each European nation. Then, by looking at a modern map, determine which modern day countries would have fit within the 1900 borders. (WG 7.1, 7.2, 7.3) .</p> <p><b>Geography Activity:</b> Map the expansion of Japan from before 1880 to 1942. Include pictures of key events as a collage on the back. (WG 7.1, 7.2, 7.3)</p>
--	---	---



**GS-5.1: Summarize the causes of World War I, including political and economic rivalries, ethnic and ideological conflicts, and nationalism and propaganda.**

**World History Standards**

MWH-7.1: Analyze the relative importance of economic and political rivalries, ethnic and ideological conflicts, social class, militarism, and imperialism as underlying causes of World War I and World War II, including the role of nationalism and propaganda in mobilizing civilian populations around the world to support the two world wars.

**World Geography Standards**

WG-1.4 Differentiate the ways in which people change their views of places and regions as a result of physical, cultural, economic and political conditions (e.g., views of the Middle East after September 11, 2001).

WG-5.3 Explain the spatial relationships between various economic activities (e.g., the integrated relationship between farms and markets in agriculture).

**Time Frame: October 15-19, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Summarize</b> the causes of WWI.</p> <p><b>Determine</b> which were the most influential in causing the war.</p> <p><b>Assessment Format</b></p> <p>DBQ Assessment: <i>Using the large DBQ (Honors DBQ) binder, bucket all the documents into their respective cause of WWI.</i></p>	<p><b>Nationalism</b></p> <ul style="list-style-type: none"> <li>• Spread by Napoleonic Wars</li> <li>• Ethnic nationalism in Ottoman Empire specifically Slavic people (Serbs) against Austro-Hungarians (WG-1.1, 7.2)</li> <li>• Spread of public opinion in Balkans, Germany, and Britain</li> <li>• Definition of propaganda and examples</li> <li>• Assassination of archduke of Austria by Serbian Nationalist</li> </ul> <p><b>Imperialism (Primarily Economic) Conflict</b> between England and Germany in "Turf Wars" of foreign lands specifically in Africa and Asia (WG-4.2)</p> <ul style="list-style-type: none"> <li>• Germany's rapid industrialization</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Propaganda Posters</li> <li>• Propaganda Articles</li> <li>• Art Supplies</li> <li>• Paper</li> <li>• Graphic Organizer</li> <li>• Student Essay Exemplars (may be found at AP Central)</li> </ul> <p><b>Activities</b></p> <p>View many different pieces of propaganda from both Germany and the US/Allies. Choosing the side of either an Allied or</p>

<p><b>Add on Geographic Discussion:</b> Analyze the "Crime of the Ages." Discuss how the United States' view of the causes differs from that of the European nations. (WG-1.4)</p>	<ul style="list-style-type: none"><li>• Aggressive search to colonize more land (Persia, Siam, Nile Valley, West Africa).</li><li>• French &amp; German conflict in Morocco</li><li>• Balkan Wars of 1912 (WG-7.2)</li><li>• Made conflict global since colonies sent troops (WG-7.6)</li></ul> <p><b>Militarism (WG- 7.1, 5.1)</b></p> <ul style="list-style-type: none"><li>• German naval expansion, surpassed the British</li><li>• Due to fear of war, European countries built up militaries and developed new military strategies (include trench warfare as WG-8.1)</li><li>• Creation of specific strategies from Germany (Schlieffen plan) and France (quick mobilization)- Relate to location of Germany as essential to avoid two-front war WG-7.4)</li></ul> <p><b>Alliances</b></p> <ul style="list-style-type: none"><li>• Attempt to establish and maintain balance of power in Europe</li><li>• Members of Triple Alliance: Germany, Austria-Hungary, Ottoman Empire- Formed from fear and for protection against Russia, France, and Italy</li><li>• Members of the Triple Entente (Allies): Britain, France, and Russia formed from fear and for protection against Triple Alliance</li></ul>	<p>Central Power propaganda artist or newspaper writer, create an original piece. The class will then present them and vote on the best.</p> <p><b>(Literacy Skill 1.6)</b></p> <p><i>Jigsaw Debate:</i> In groups, select one of the causes of WWI: (militarism, alliances, imperialism, nationalism.) Within your group develop an argument as to why that cause was the most important. Then scramble the groups so that each group has a representative from each cause. This new group must then debate which cause is the most important. Once you have decided, create an argument as to why and present it to the whole class, possibly as a skit.</p> <p><b>(Literacy Skills 1.3, 1.4, 1.5)</b></p> <p><b>Geographic Activity:</b> Map the Allied and Central Powers. According to location, which had the best geographic advantage? Explain why.</p>
--	--	---

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

	<ul style="list-style-type: none"><li>• Explain how culture impacted alliances (WG-5.1)</li></ul>	<b>(Literacy Skill 1.7)</b>
--	---	-----------------------------

**GS-5.2: Summarize the worldwide changes that took place following World War I, including the significance of the Russian Revolution; the rise of nationalist movements in India, Africa, and Southeast Asia; the revolutions and political changes in China; and the creation of new states in Europe.**

**World History Standards**

MWH-6.6: Describe the reactions in Asian kingdoms to the Western ideas of nationalism, including the Indian nationalist movement, the Meiji era in Japan, and the Manchu dynasty in China.

MWH-6.7: Explain the causes of the Russian Revolution of 1917, including the reasons that the revolutionary government progressed from moderate to radical.

MWH-7.3: Describe major shifts in world geopolitics between 1900 and 1945, including the changing role of the United States in international affairs and the move from isolationism to an increased role as a world power.

MWH-7.5: Explain the impact of collapsing imperial regimes and growing nationalist movements in India, Africa, and Southeast Asia, including Pan-Africanism and the emerging civil rights movement in the United States.

MWH-8.1: Evaluate the relative importance of factors such as world war, economic **depression**, nationalist ideology, labor organizations, **communism**, and **liberal** democratic ideals in the emergence of movements for national self-rule or sovereignty in Africa and Asia.

**World Geography Standards**

WG-5.1 Summarize the changes in the spatial distribution and the patterns of production and consumption of selected goods and services as they vary from one region of the world to another (e.g., the manufacturing shift away from the United States).

WG-5.2 Classify and describe the spatial distribution of major economic systems, including traditional, command, and market economic systems (e.g., North Korea's command economy as opposed to Germany's **market economy**).

WG-7.2 Explain the causes of boundary conflicts and internal disputes between **culture** groups

**Time Frame: October 22–November 2, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Summarize</b> the worldwide changes that took place following World War I. <b>Evaluate</b> the impact of those changes on the modern world.</p>	<p><b>Russia-</b></p> <ul style="list-style-type: none"> <li>Weaknesses of the Romanovs</li> <li>Effects of Russia's exit from WWI- Explain it was a result of poor infrastructure and development that did not get necessary resources to the front lines. (WG-5.6)</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Maps</li> <li>Graphic Organizers</li> <li>Art Supplies</li> <li>Blank White Construction Paper</li> </ul>

<p><b>Geography Guideline:</b> Understand that the nationalist movements of India, Africa, and South East Asia and new states created after WWI are examples of self-determination (ethnic groups' right to rule themselves by forming nation-states). Another cause was that their resources were being shipped elsewhere for production rather than being locally-controlled. (WG-4.3, 5.3, 7.2, 7.3)</p> <p><b>Assessment Format</b> Choose between either the Russian Revolution or the Chinese Revolution. Act as a revolutionary in the Reds/Whites (Russia) or Nationalists/Communists (China) and create a diary entry that describes the revolution(s) that took</p>	<ul style="list-style-type: none"><li>• February Revolution and the abdication of Tsar</li><li>• Provisional government's inability to provide for the Russian People</li><li>• Emergence of the Soviets- socialist councils of workers and soldiers</li><li>• Rise to power of Vladimir Lenin</li><li>• Bolshevik revolutionaries - "Peace, Land, and Bread"</li><li>• Bolshevik Revolution of Oct. 25</li><li>• Contrast between the new socialist government and the old monarchical government</li><li>• Effects of Brest-Litovsk Treaty</li><li>• <b>Creation of a command economy (WG-5.2)</b></li></ul> <p><b>India</b></p> <ul style="list-style-type: none"><li>• Construction of a vast railway network and its influence on national unity among Indians</li><li>• British educated the Indian middle class with Enlightenment values of European society- leading to ideas of independence among Indians</li><li>• formation of the Indian National Congress</li><li>• Muslim League</li><li>• Emergence of Mohandas K. Gandhi and his non-violent philosophy and ideas of protest</li><li>• Theory of a divided India- Pakistan (Muslims) and India (Hindus)- <b>Boycotts on British Goods (WG-5.3)</b></li></ul> <p><b>Africa</b></p> <ul style="list-style-type: none"><li>• Dwindling control of Europeans in African colonies, and the rise of nationalist movements in Africa</li><li>• Jomo Kenyatta</li></ul>	<p><b>Activities</b> After researching Indian independence, create a pamphlet advertising a nationalist meeting for your group in India. Choose either the Muslim League, Indian National Congress, or Gandhi. The pamphlet should clearly indicate the intentions of your meeting/organization. Students should indicate from whom they are trying to gain independence and should include a party slogan, important independence figures, and specific plans to win independence. <b>(Literacy Skill 1.6)</b></p> <p><i>Group Graphic Organizer:</i> Create a chart comparing and contrasting the Reds and the supporters of the Provisional Government in Russia, or a graphic</p>
---	---	---

<p>place. List the major events of the revolution(s), analyze the actions and principles of Lenin or Mao Zedong, and as the author, compose a personal opinion of the revolution reflective to the party.</p> <p><b>Geography Assessment:</b> Analyze and complete questions associated with Document A from the Essential Mini Q on <i>How Did the Versailles Treaty Help Cause World War II?</i> (WG-5.1, 7.2, 7.3)</p>	<ul style="list-style-type: none"> <li>• Establishment of the educated African “new elite” and their leadership of African nationalism</li> <li>• Creation of Pan-Africanism</li> </ul> <p><b>Southeast Asia</b> Ho Chi Minh and the idea of independence for Vietnam.</p> <p><b>China</b></p> <ul style="list-style-type: none"> <li>• Japan's increasing influence in China following WWI</li> <li>• May 4<sup>th</sup> Movement</li> <li>• Creation of the Chinese Communist Party</li> <li>• Sun Yixian and the creation of the Nationalist People's Party</li> <li>• Jiang Jieshi's control of the Nationalist Party and his offensive against the Chinese communists</li> <li>• The Long March</li> <li>• Maoism</li> </ul> <p><b>Europe</b></p> <ul style="list-style-type: none"> <li>• Separations of Austria and Hungary</li> <li>• Creation of Yugoslavia- discuss the cultural cooperation and the cultural reasons for the creation of this country (WG-7.1)</li> <li>• Ottoman Empire dissolved and the Republic of Turkey created</li> <li>• Territory ceded in the Brest-Litovsk Treaty became the independent nations of Poland, Czechoslovakia, and Yugoslavia</li> <li>• The German loss of the Rhine Valley</li> </ul>	<p>organizer chart comparing and contrasting the Maoists and Nationalists in China. These graphic organizers will indicate leaders, main ideas, main oppositions, main followers in society, major actions taken by each group, the resulting “winner”, etc.</p> <p><b>Geography Activity:</b> Use the maps on page 860, and the map from Unit 5 “In Depth Resources on European Languages and Nationalism” page 79, in order to compare Europe before and after WWI. List the new countries that were created and how language might have impacted this split.( WG 5.2, 7.3) <b>(Literacy Skill 1.7)</b></p>
---	--	---

**GS-5.3** Explain the impact of the Great Depression and political responses in Germany, Britain, and the United States, including Nazism, fascism, retrenchment, and the New Deal.

**GS-5.5:** Compare the ideologies and global effects of totalitarianism, communism, fascism, Nazism, and democracy in the twentieth century, including Lenin's adaptation of Marxism in Russia, the rise of fascism and Nazism in Europe, and militarism in Japan prior to World War II.

**World History Standards**

MWH-6.6: Describe the reactions in Asian kingdoms to the Western ideas of nationalism, including the Indian nationalist movement, the Meiji era in Japan, and the Manchu dynasty in China.

MWH-7.2: Analyze the ways that the responses of the governments of Britain, France, Germany, and Italy to the economic and political challenges of the 1920s & 1930s contributed to the renewal of international hostilities in the years leading to World War II.

MWH-7.3: Describe major shifts in world geopolitics between 1900 and 1945, including the changing role of the United States in international affairs and the move from isolationism to an increased role as a world power.

**World Geography Standards**

WG-3.1 Evaluate demographic patterns to predict trends in the spatial distribution of population using graphs, maps, and other models (e.g., Hispanic population growth in the United States).

WG-5.6 Explain the connection between the delivery of goods and services and the transportation and communications networks that are needed to provide them (e.g., the hub-and-spoke systems used by airfreight companies).

**Time Frame: November 5-14, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> the impact of the Great Depression. (WG-3.1, 3.3, 5.6)</p> <p><b>Evaluate</b> Nazism, fascism,</p>	<p><b>Before the Great Depression:</b> cycle of loans and reparations that collapsed with the decline of the US Stock Market in 1929</p> <p><b>Political Responses to the Depression:</b></p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Power Point</li> <li>• An abundance of photos from Italy, Germany, and US during this period</li> </ul>

<p>retrenchment, and the New Deal. (WG- 1.4, 3.1, 5.6,)</p> <p><b>Compare</b> the ideologies and global effects of totalitarianism, communism, fascism, Nazism, and democracy. (WG-3.1, 3.2, 3.5, 5.2, 6.1)</p> <p><b>Geography Guidelines:</b> Summarize the internal and international migration patterns associated with the world wide depression and rise of fascist governments. (WG-3.1)</p> <p><b><u>Assessment Format</u></b></p> <p>Create a critical thinking response to the following simulation: <i>Pretend you are campaigning to be the new president of the United States. Since we are currently in a Great Recession, choose two of</i></p>	<p><b>Britain</b> rise of the Labour party, passed high tariffs to encourage Britons to buy domestic products, increased taxes to create and fund social programs, regulated currency and lowered interest rates to encourage industrial advancements</p> <p><b>United States</b></p> <ul style="list-style-type: none"><li>- FDR's First 100 Days</li><li>- New Deal assistance programs included Social Security and unemployment aid; job creation was promoted by public works programs: WPA, CCC, TVA</li><li>- instituted "Bank Holidays" to help failing banks rebuild their money supplies</li><li>- Include subsidies for farmers suffering from the Dust Bowl and their migration to California, how the image of the American West has changed from "The Great American Desert" to the World's Breadbasket (WG-1.4, 3.1)</li></ul> <p><b>Italy-</b> The economy of Italy suffered a massive decline after WWI and declined further during the worldwide depression</p> <p>Ideology-</p> <ul style="list-style-type: none"><li>- fascism- the idea of complete adherence to the government for the benefit of the country- instituted by Benito Mussolini-</li></ul>	<ul style="list-style-type: none"><li>• Costumes</li><li>• Fake Microphones</li><li>• Long Table</li><li>• Poster board</li></ul> <p><b>Activities</b></p> <p>Create a chart that outlines the world wide effects of the Depression and the responses of each country in this study to their economic troubles</p> <p><i>Group Poster Project:</i> In groups choose one of the following leaders: Mussolini, Hitler, Lenin, Hirohito, and FDR. Create a poster, Prezi, or Glogster to outline the major policies, countries they control, ideologies, and how/why they took power.</p> <p>Create a collage of images of the following events. Label them appropriately.</p> <ul style="list-style-type: none"><li>- Depression in U.S- (including Black Tuesday, Hoovervilles, Shanty Towns,</li></ul>
--	--	--



<p><i>FDR's New Deal policies that could help the economy. Explain why these could improve our economic situation today. Remember that our country has an extremely high level of national debt and a high level of unemployment. The socioeconomic makeup of your country is 5% upper class, 35% lower, and 60% middle.</i></p> <p><b>Geography Assessment:</b> Use the following resources to determine the migration patterns of this time period: <a href="http://www.cis.org/article/s/2004/back123.gif">http://www.cis.org/article/s/2004/back123.gif</a> <a href="http://www.slate.com/content/dam/slate/blogs/moneybox/2012/04/03/depression_migration_map_/1333458402264.jpg.CROP.rect_angle3-large.jpg">http://www.slate.com/content/dam/slate/blogs/moneybox/2012/04/03/depression_migration_map_/1333458402264.jpg.CROP.rect_angle3-large.jpg</a></p>	<p>includes: revival of national traditions, veneration of state, devotion to a strong leader, ultra nationalism, and militarism</p> <ul style="list-style-type: none"><li>-created a corporate state in which his fascist govt. retained capitalism but controlled industry, agriculture, and trade, eliminated human rights</li></ul> <p><b>Germany-</b> The economy of Germany was in shambles due to the reparations requiring that Germany pay European countries, and the reduction of loans by the U.S.</p> <p>Ideology-</p> <ul style="list-style-type: none"><li>- national socialism/Nazism/ led by Adolf Hitler</li><li>- Hitler's rise to power/use of Gestapo</li><li>- Stress how the economic issues led Germans and the rest of the world to view fascism very differently (WG-1.4)</li></ul> <p>Economic Changes-</p> <ul style="list-style-type: none"><li>- launched huge public works and militarization programs that employed thousands of Germans</li></ul> <p>Social Changes-</p> <ul style="list-style-type: none"><li>- freedoms declined, standard/living improved</li><li>- use of radio, film, newspaper, literature, and paintings for propaganda</li><li>- Books burnings</li><li>- Military expansion</li></ul>	<p>Unemployment lines, FDR, New Deal public works projects, etc.)</p> <ul style="list-style-type: none"><li>- Fascism in Italy- (including pictures of Mussolini, Fascists, political rallies, March on Rome, effects of the depression in major cities, Black Shirts, Victor Emmanuel, etc.)</li><li>- Nazism in Germany- (including pictures of Adolf Hitler, Nazi gatherings, Hitler's speeches, Nazi public works projects, Gestapo, Great Depression's effects on Germany, inflation in Germany, book burnings in Germany, Weimar Republic, etc.) Present your project to the class.</li></ul> <p><i>Group Work:</i> The teacher will divide the students into five groups: Marxism/Communism, Militarism, Democracy, Fascism, and Totalitarianism. Each group will be given a poster board that will be used to record the pros and cons of</p>
---	---	---

<p><a href="http://www.google.com/imgres?q=map+of+jewish+migration&amp;um=1&amp;hl=en&amp;rlz=1T4ADFA_enUS398US408&amp;biw=917&amp;bih=484&amp;tbm=isch&amp;tbnid=syZVz1tu_BhAnM:&amp;imgrefurl=http://www.jewishvirtuallibrary.org/jsource/Holocaust/emig33.html&amp;docid=HyhU-2h_MOMSTM&amp;imgurl=http://www.jewishvirtuallibrary.org/images/emig33.jpg&amp;w=640&amp;h=420&amp;ei=tVvjT7n8NIeG8QTsZrCGCA&amp;zoom=1&amp;iact=hc&amp;vpx=265&amp;vpy=167&amp;dur=4594&amp;hovh=182&amp;hovw=277&amp;tx=178&amp;ty=129&amp;sig=114157558500915210566&amp;page=1&amp;tbnh=116&amp;tbnw=177&amp;start=0&amp;ndsp=8&amp;ved=1t:429,r:5,s:0,i:88">http://www.google.com/imgres?q=map+of+jewish+migration&amp;um=1&amp;hl=en&amp;rlz=1T4ADFA_enUS398US408&amp;biw=917&amp;bih=484&amp;tbm=isch&amp;tbnid=syZVz1tu_BhAnM:&amp;imgrefurl=http://www.jewishvirtuallibrary.org/jsource/Holocaust/emig33.html&amp;docid=HyhU-2h_MOMSTM&amp;imgurl=http://www.jewishvirtuallibrary.org/images/emig33.jpg&amp;w=640&amp;h=420&amp;ei=tVvjT7n8NIeG8QTsZrCGCA&amp;zoom=1&amp;iact=hc&amp;vpx=265&amp;vpy=167&amp;dur=4594&amp;hovh=182&amp;hovw=277&amp;tx=178&amp;ty=129&amp;sig=114157558500915210566&amp;page=1&amp;tbnh=116&amp;tbnw=177&amp;start=0&amp;ndsp=8&amp;ved=1t:429,r:5,s:0,i:88</a></p>	<p><b>Spain-</b> Francisco Franco emerged as a fascist leader in Spain and led a civil war in which he was aided by Hitler and Mussolini</p> <p><b>Japan-</b> After WWI, Japan was having an internal crisis in which the citizens were calling for revolution due to ultranationalism and government corruption.</p> <ul style="list-style-type: none"><li>- The Manchurian Incident</li><li>- withdrawal from the League of Nations,</li><li>- rise of the Ultranationalists</li><li>- influence of racism</li><li>- alliance with Italy and Germany in WWII</li></ul> <p><b>Russia</b></p> <ul style="list-style-type: none"><li>- Marxism</li><li>- Lenin's radical reforms</li><li>- NEP (New Economic Policy)- definition and impact</li><li>- depression</li><li>- Rise of Stalin</li><li>- Discuss farm collectives and their effects including the Ukrainian Famine (WG-6.1)</li></ul> <p><b>Totalitarianism</b></p> <p><b>Communism</b></p>	<p>their assigned system. They will focus on the political, economic, and social effects of the system.</p> <p>The posters will be displayed throughout the room. The students will walk around the room and record the information that they read from the other posters. This will be the primary preparation/review for the cumulative assessment for this unit.</p> <p><b>Geography Activity:</b> At the beginning of the unit list your impressions of Germany, Japan, and Russia today. After discussing each of these countries during this time period discuss how your viewpoints today probably differ greatly from those of your grandparents or great grandparents during the 1920's and 30's. (1.4)</p>
--	---	--

**GS-5.4: Explain the causes, key events, and outcomes of World War II, including the German, Italian, and Japanese drives for empire; the role of appeasement and isolationism in Europe and the United States; the major turning points of the War and the principal theaters of conflict; the importance of geographic factors during the War; and the political leaders during the time.**

**World History Standards**

MWH-7.1: Analyze the relative importance of economic and political rivalries, ethnic and ideological conflicts, social class, militarism, and imperialism as underlying causes of World War I and World War II, including the role of nationalism and propaganda in mobilizing civilian populations around the world to support the two world wars.

MWH-7.3: Describe major shifts in world geopolitics between 1900 and 1945, including the changing role of the United States in international affairs and the move from isolationism to an increased role as a world power.

MWH-7.4: Explain the origins of the conflict in the Middle East as a result of the collapse of the German, Habsburg, and Ottoman empires after World War I and the creation of the state of Israel after World War II.

MWH-8.1: Evaluate the relative importance of factors such as world war, economic depression, nationalist ideology, labor organizations, communism, and liberal democratic ideals in the emergence of movements for national self-rule or sovereignty in Africa and Asia.

**World Geography Standards**

WG-4.3 Compare the roles that cultural factors such as religious, linguistic, and ethnic differences play in cooperation and conflict within and among societies.

WG-4.3 Compare the roles that cultural factors such as religious, linguistic, and ethnic differences play in cooperation and conflict within and among societies.

**Time Frame: November 15-27, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Determine</b> key events of WWII and the countries involved. (WG 4.3)</p> <p><b>Create</b> a timeline of major turning points of the war. (WG-</p>	<p><b>Causes of World War II</b></p> <ul style="list-style-type: none"> <li>• The postwar WWI settlements-the flaws in the WWI peace process such as the weaknesses of the Treaty of Versailles</li> <li>• Japan's seizure of Manchuria and</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Construction paper</li> <li>• Cardstock</li> <li>• Colored Stickers/Colored Tacks</li> <li>• Large world map on foam</li> </ul>

<p>4.3, 7.1, 7.2, 7.4 )</p> <p>Analyze the importance of geographic factors during the war as well as the role of appeasement and isolationism. ( WG-1.1, 1.4, 1.5, 7.1, 7.4)</p> <p>Determine the important political leaders during that time.</p> <p><b>Mandatory Mini-Q 2</b></p> <p><u>Essential Mini Q: How did the Versailles Treaty Help Contribute to WWII?</u></p>	<p>its withdrawal from the League of Nations.</p> <ul style="list-style-type: none"><li>• Japan's invasion of China and the Rape of Nanjing</li><li>• Italy's invasion of Ethiopia and the League of Nations' failure to act</li><li>• Hitler's buildup of the German military and movement of troops into the Rhineland</li><li>• Appeasement/Munich Conference</li><li>• Creation of the Rome-Berlin-Tokyo Axis</li><li>• Spanish Civil War and the involvement of Hitler and Mussolini</li><li>• Hitler's Anschluss of Austria</li><li>• Stalin's and Hitler's Nonaggression Pact</li><li>• The invasion of Poland and the start of WWII</li></ul> <p><b>Principal theaters and turning Points of the War</b></p> <ul style="list-style-type: none"><li>• blitzkrieg</li><li>• "phony war" and Dunkirk</li><li>• Fall of France</li><li>• German invasions of Africa, the Balkans</li><li>• Battle of Britain and the Blitz</li><li>• role of Winston Churchill</li><li>• invasion of Russia and the siege of</li></ul>	<p>board</p> <ul style="list-style-type: none"><li>• Stop watch</li><li>• Costumes, props, etc. for skits</li></ul> <p><b>Activities</b></p> <p>Create a foldable activity to understand various causes, key events, and outcomes of WWII.</p> <p>Create a game, somewhat based on "Where in the World is Carmen Sandiego," in which the students "track" where the Axis forces went during World War II. The basic components of the game is that students will research the territory that the Axis powers invaded and/or fought and will create questions about them trying to get their fellow students to guess the location. For example: Which country in Africa did Mussolini attempt to take over? Where did the Japanese first invade China? What area did Hitler take over starting his "Lebensraum?" Then each group that answers the question correctly can put their assigned color as a thumbtack or sticker on a big world map. At the</p>
--	--	--

	<p>Leningrad</p> <ul style="list-style-type: none"><li>• American isolationism and Roosevelt's desire to become involved</li><li>• Growing U.S./Japanese tensions</li><li>• Pearl Harbor and Japanese victories in the Pacific</li><li>• Great Turning Points<ul style="list-style-type: none"><li>- Battle of El Alamein</li><li>- invasion of Italy</li><li>- Battle of Stalingrad</li><li>- island-hopping and Battle of Midway</li></ul></li><li>• D-Day invasion</li><li>• defeat of the Nazi's</li><li>• defeat of Japan<ul style="list-style-type: none"><li>- firebombing of Tokyo</li><li>- use of the atomic bomb on Hiroshima and Nagasaki</li></ul></li></ul> <p><b>Geographical Factors (WG-1.1, 7.4)</b></p> <ul style="list-style-type: none"><li>• Germany- Centrally located made the idea of a two-front war more feasible</li><li>• Great Britain- An island and therefore had automatic defense</li><li>• Russia- Large size made takeover by Nazis very difficult/ climate also played a major role</li></ul>	<p>end of the game, the group whose color is most prevalent on the map wins the game.</p> <p><b>(Literacy Skill 1.7)</b></p> <p>Find political cartoons associated with key terms of WWII such as appeasement, Nazi-Soviet Pact, Neutrality Acts, etc. Identify the concept it represents and then create your own political cartoon based on a major turning point in the war.</p> <p><b>(Literacy Skill 1.6)</b></p> <p>Complete Page 87 from the Unit 7 "In Depth Resources on Connections Across Time and Cultures-Two World Wars."</p> <p><b>Geography Activity:</b> Create a map of Europe at the height of Nazi control. Compare this map to that of Napoleon's conquests. To what extent are they similar and different? Explain why?( WG-7.1, 7.3, 7.4, 7.5)</p> <p><b>(Literacy Skill 1.7)</b></p>
--	--	--

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

	<ul style="list-style-type: none"><li>• United States- Reluctance to fight a major war across the Atlantic Ocean</li></ul>	
--	--	--

**GS-5.6: Exemplify the lasting impact of World War II, including the legacy of the Holocaust, the moral implications of military technologies and techniques such as the atomic bomb, the human costs of the war, and the establishment of democratic governments in European countries.**

**World History Standard**

MWH-7.4: Explain the origins of the conflict in the Middle East as a result of the collapse of the German, Habsburg, and Ottoman empires after World War I and the creation of the state of Israel after World War II.

**World Geography Standards**

WG-7.1 Explain how cooperation and/or conflict can lead to the control of Earth's surface (e.g., the establishment of new social, political, or economic divisions).

WG-7.2 Explain the causes of boundary conflicts and internal disputes between culture groups (e.g., the ongoing Israeli-Palestinian conflict).

**Time Frame: November 28-December 7, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Identify</b> the impact of WWII. (WG-5.1, 7.3, 7.6,)</p> <p><b>Illustrate</b> the legacy of the Holocaust. (WG-1.3-1.5, 3.1, 3.3, 3.4, 3.5, 4.1, 7.2, 7.3)</p> <p><b>Evaluate</b> the impact of military technologies and techniques as a result of WWII. (WG-5.6, 8.1)</p> <p><b>Assess</b> the extent to which the governments that emerged in Europe after WWII were democratic. (WG-4.4, 5.1, 7.3, 7.6)</p>	<p><b>The Holocaust</b></p> <ul style="list-style-type: none"> <li>• the Nuremberg Laws</li> <li>• <i>Kristallnacht</i></li> <li>• Nazi encouragement of Jewish emigration from Germany</li> <li>• Non-Jewish victims included Slavs, gypsies, homosexuals, handicapped, Jehovah's Witnesses, communists</li> <li>• <i>SS Eisataguppen</i> and the mass shootings of "undesirables"</li> <li>• Wannsee Conference and the Final Solution</li> <li>• Concentration camps- transportation and</li> </ul>	<p><b>Materials</b></p> <p>Large note cards</p> <p><b>Activities</b></p> <p><i>Conference News Report</i></p> <p><i>Group Project: Act as "sports reporters" and write a script for a "Main Events" sportscast of the Potsdam or Yalta Conference. After researching the two</i></p>

<p><b>Assessment Format</b> Choose one of the following research projects:</p> <p>Research a Holocaust survivor Include a background of the individual and the location of their internment. Compose ten questions to ask the survivor. The questions and basic information of the intended interviewee should be submitted to the teacher ahead of time for approval. The project will be presented the class. Create a "Time Capsule" for the person including mementos, etc. All research should be printed and submitted.</p> <p>Develop a research project on the technology that was used during or that emerged right after WWII. The project will describe when and where the technology was invented, how it was used in WWII, its effectiveness in WWII, the impact of the invention in the years following the war, and the impact of the invention today. Explain the</p>	<p>elimination</p> <ul style="list-style-type: none"><li>• Warsaw Ghetto uprising</li><li>• War Crimes Trials</li></ul> <p><b>Geography Essential Knowledge:</b> Discuss the formation of Israel, its ethnic make-up, and the varying viewpoints on its legitimacy (WG-1.3-1.5, 3.5, 4.1, 7.2)</p> <p><b>New technologies used</b></p> <ul style="list-style-type: none"><li>• airpower and the bombing of civilian populations- Dresden and Tokyo</li><li>• armored tanks &amp; troop carriers</li><li>• improved submarines</li><li>• radar and sonar</li><li>• medical advances</li><li>• computers</li><li>• Manhattan Project and the atomic bombings of Nagasaki and Hiroshima</li></ul> <p><b>Japanese Internment Camp causes and effects (WG-4.1)</b></p> <p><b>Compare deaths of WWI &amp; WWII</b></p> <p><b>Aftermath of the War</b></p> <ul style="list-style-type: none"><li>• Yalta and Potsdam Conferences</li><li>• creation of the United Nations</li><li>• break-up of the Soviet-U.S. alliance/ origins of the Cold War</li><li>• a divided Europe- Churchill's Iron Curtain speech</li><li>• Truman Doctrine and containment</li></ul>	<p>events, you should include major figures at the conference and their vitals, where it took place, what happened during the conference, the democratic governments that were formed due to the conference, and "game-winning" moments. Every group should turn in a script and are encouraged to create video or audio-reports to present to the class. (Literacy Skill 1.4)</p> <p><b>Geography Activity:</b> Examine the demographic reasons and locations of Nagasaki and Hiroshima that impacted why they were chosen as the locations to bomb.</p>
---	--	---



technology and bring in an example or replica to demonstrate for the class. The model or demonstration should be submitted to the teacher for prior approval. **(Literacy Skill 1.1)**  
**Geography Mini Q:** List or create a foldable outlining the cultural and geographic reasons for the dispute over Israel based on the following documents. **(Literacy Skill 1.6)**

<http://www.veteranstoday.com/wp-content/uploads/2010/04/Israel-Palestine-Map.jpg>  
<http://johnfreeland.com/images/Western%20Wall.jpg>  
[http://americanvision.org/wp-content/uploads/2010/12/Dome\\_of\\_Rock.jpg](http://americanvision.org/wp-content/uploads/2010/12/Dome_of_Rock.jpg)  
[http://www.google.com/imgres?q=map+of+israel+and+palestine+today&um=1&hl=en&sa=N&rlz=1T4ADFA\\_enUS398US408&biw=917&bih=484&tbn=isch&tbnid=desWN5Uy4K0XQM:&imgrefurl=http://www.ontheissues.org/Background\\_War\\_%2B\\_Peace.htm&docid=KaUH7B6Q23kkM&imgurl=http://www.ontheissues.org/images/Israel\\_Map.gif&w=551&h=414&ei=f2bjT9fKC8ri0QHV2NnmAw&zoom=1&ict=hc&vpx=362&vpy=170&dur=6030&hovh=195&hovw=259&tx=149&ty=175&sig=114157558500915210566&page=1&tbnh=128&tbnw=1](http://www.google.com/imgres?q=map+of+israel+and+palestine+today&um=1&hl=en&sa=N&rlz=1T4ADFA_enUS398US408&biw=917&bih=484&tbn=isch&tbnid=desWN5Uy4K0XQM:&imgrefurl=http://www.ontheissues.org/Background_War_%2B_Peace.htm&docid=KaUH7B6Q23kkM&imgurl=http://www.ontheissues.org/images/Israel_Map.gif&w=551&h=414&ei=f2bjT9fKC8ri0QHV2NnmAw&zoom=1&ict=hc&vpx=362&vpy=170&dur=6030&hovh=195&hovw=259&tx=149&ty=175&sig=114157558500915210566&page=1&tbnh=128&tbnw=1)

- Marshall Plan
- division of Germany and the Berlin Airlift
- NATO and the Warsaw Pact
- the growing arms race
- Space Race

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

71&start=0&ndsp=10&ved=1t:429,r:7,s:0,i:96 (WG-1.3-1.5, 3.5, 4.1, 7.2)		
---	--	--

**GS-6.1 Summarize the ideologies and global effects of communism and democracy, including the effects of totalitarianism and communism in China and the effects of communism in Eastern Europe and Soviet Union.**  
**GS-6.2 Summarize the worldwide effects of the Cold War, including the competition for power between the United States and the Soviet Union, the changing relationships between the Soviet Union and China, the response by popular culture, and the collapse of the communist states. (NOTE: Some of this content was explored in Indicator 5.6.)**

**World History Standards**

MWH-8.1: Evaluate the relative importance of factors such as world war, economic depression, nationalist ideology, labor organizations, communism, and liberal democratic ideals in the emergence of movements for national self-rule or sovereignty in Africa and Asia.

MWH-8.2: Explain the rationale for the development of supranational organizations (e.g., the United Nations, the European Union, the African Union, the Organization of American States).

MWH-8.3: Illustrate the impact of the Cold War on developing and newly independent countries, including Soviet, United States, and Chinese involvement in the domestic and foreign affairs of countries such as Egypt, Iran, Iraq, Vietnam, Korea, Chile, Cuba, Guatemala, and the Congo.

MWH-8.4: Describe the diffusion of aspects of popular cultures, including music, film, art forms, and foodways.

MWH-8.6: Analyze the impact that the collapse of the Soviet Union and communist governments in Eastern Europe had on the people and geopolitics of Eurasia, including the balkanization of Yugoslavia, the reunification of Germany, and the creation of the new republics in Central Asia.

**World Geography Standards**

WG-7.3 Explain why political boundaries such as national borders or political districts change (e.g., those of historic imperial powers).

WG-7.4 Explain how the size, shape, and relative location of a country or a nation can be an advantage or a disadvantage to it (e.g., the natural-resource potential of Russia as opposed to its ability to protect its immense landmass from outside aggression).

**Time Frame: December 10-18, 2012**

<b>Assessment Guidelines</b>	<b>Essential Knowledge</b>	<b>Lesson Plans</b>
<b>Compare</b> the ideologies	Review terms: Ideology, communism, democracy, totalitarianism,	<b>Materials:</b> • Primary Sources

<p>of communism and capitalism. (WG-5.2)  <b>Justify</b> the global effects of communism and capitalism. (WG-7.1)  <b>Identify</b> the effects of communism in China, Russia, and Eastern Europe (WG-1.2, 1.3, 4.1, 5.2, 7.4)</p> <p><b>Summarize</b> the effects of the Cold War. (WG-1.4, 4.3, 4.5, 7.1, 7.2, 7.3)</p> <p><b>Geography Guideline and Assessment:</b> Describe how communist leaders of the Soviet Union and Yugoslavia quelled ethnic divisions within their respective nations and how this eventually led to wars after the fall of communism. (WG- 7.3, 7.4)</p> <p><b>Mandatory Mini-Q 3</b>  <u>Complete the</u></p>	<p>hegemony, Domino Theory, containment</p> <ul style="list-style-type: none"> <li>• Truman Doctrine</li> <li>• Marshall Plan</li> <li>• NATO</li> <li>• Warsaw Pact</li> <li>• Berlin Airlift</li> <li>• Bay of Pig</li> </ul> <p><b>Communism in China</b></p> <ul style="list-style-type: none"> <li>• Mao Zedong</li> <li>• Jiang Jieshi</li> <li>• Cultural Revolution</li> <li>• Red Guard</li> </ul> <p><b>Effects of Communism in Eastern Europe and Soviet Union and Collapse</b></p> <ul style="list-style-type: none"> <li>• Iron curtain, Soviet buffer zone</li> <li>• Lenin, Stalin, Khrushchev</li> <li>• Velvet Revolution</li> <li>• SALT, Détente</li> <li>• Perestroika, Glasnost</li> <li>• Boris Yeltsin</li> <li>• Destruction of Berlin Wall</li> <li>• Ronald Reagan</li> <li>• "shock therapy"</li> <li>• CIS</li> <li>• Vladimir Putin</li> </ul> <p><b>World Wide Effects of Cold War</b></p> <ul style="list-style-type: none"> <li>• Berlin Wall-building and destruction</li> <li>• Space Race, Nuclear Arms Race</li> <li>• Effects of Korean and Vietnam Wars</li> </ul>	<ul style="list-style-type: none"> <li>• Map</li> <li>• Video Clips</li> </ul> <p><b>Activities:</b>  Examine a world map describing the areas of communism and those of capitalism and one that shows the buffer area around Russia. Which of those former communist areas are associated with democracy today?  (Literacy Skills 1.1, 1.7)</p> <p>Create images of important vocabulary words and post those images around the room as a visual word wall.</p> <p>Quick Write: List the pros and cons of the "Great Leap Forward" and the "Five Year Plan."</p> <p>Conduct interviews of family members about the effects of the Cold War- topics such as Berlin Wall, Sputnik, Arms Race, Korean and Vietnam</p>
---	--	---

<p><u>essential mini Q:</u> <u>What Should History Say About the Soviet Union?</u></p>	<ul style="list-style-type: none"><li>• Cuban Missile Crisis</li></ul> <p><b>Changing relationships between the Soviet Union and China</b></p> <p>Issues of autonomy and nuclear expansion</p> <p><b><u>Popular culture</u></b></p> <p>Fear of missile or hostile attack on US</p>	<p>Wars may be explored. Then pretend you are that person and write a journal entry about your experiences observing that event.</p>
--	--	--

**GS-6.3 Compare the challenges and successes of the movements toward independence and democratic reform in various regions following World War II, including the role of political ideology, religion, and ethnicity in shaping governments and the course of independence and democratic movements in Africa, Asia, and Latin America.**

MWH-7.5: Explain the impact of collapsing imperial regimes and growing nationalist movements in India, Africa, and Southeast Asia, including Pan-Africanism and the emerging civil rights movement in the United States.

MWH-8.1: Evaluate the relative importance of factors such as world war, economic depression, nationalist ideology, labor organizations, communism, and liberal democratic ideals in the emergence of movements for national self-rule or sovereignty in Africa and Asia.

MWH-8.3: Illustrate the impact of the Cold War on developing and newly independent countries, including Soviet, United States, and Chinese involvement in the domestic and foreign affairs of countries such as Egypt, Iran, Iraq, Vietnam, Korea, Chile, Cuba, Guatemala, and the Congo.

MWH-8.5: Analyze the impact of movements for equality in the United States, Africa, and Southeast Asia as well as the varying reactions around the world to equity issues.

World Geography Standards

WG-3.4 Evaluate the impact of human migration on physical and human systems including changes in population density, the use of resources, and the provision of services (e.g., the environmental costs of refugee settlement camps in Africa).

WG-3.5 Compare the response of different groups and governments to migration, including national migration policies and differing responses by local communities (e.g., the requirement that immigrants adopt the new language).

**Time Frame: January 3-9, 2013**

<b>Assessment Guidelines</b>	<b>Essential Knowledge</b>	<b>Lesson Plans</b>
<p><b>Compare</b> the challenges and the successes of independence movements in the world after WW2. (WG-3.4, 3.5, 7.2, 7.5)</p> <p><b>Evaluate</b> and <b>assess</b> the role of political ideology, religion, and ethnicity in shaping the course of independence movement (WG-1.2, 1.3, 1.4, 4.3, 7.1,)</p>	<p><b>Democratic Movements</b></p> <ul style="list-style-type: none"> <li>• Negritude movement</li> <li>• Jomo Kenyatta</li> <li>• Pan-Africanism</li> <li>• Mobutu</li> <li>• Genocide in Rwanda</li> </ul> <p><b>South Africa</b></p> <ul style="list-style-type: none"> <li>• Apartheid, Nelson Mandela</li> </ul> <p><b>Asia</b></p>	<p><b>Activities</b></p> <p><i>Video Clip:</i> Streamline clip of Gandhi, time 38:03.</p> <p><i>Project:</i> In groups, research the genocide in Rwanda, Sudan, Kosovo, Bosnia-Herzegovina, Uganda, or Sierra Leone and create a poster that outlines the key</p>

<p><b>Assessment Format:</b></p> <p>Using a DBQ from the Honors DBQ Binder on the use of non-violence by M. Gandhi, Mandela, and M.L. King, write topic sentences answering the DBQ question for each person: Mandela, Gandhi, and King.</p>	<p><b>India</b></p> <ul style="list-style-type: none"> <li>• Gandhi, INC, Muslim League</li> <li>• Partition of India- specifically cover the cultural reasons and the continual conflict in Kashmir (WG-7.1, 7.2, 7.3)</li> </ul> <p><b>Philippines</b></p> <ul style="list-style-type: none"> <li>• Military presence in the Philippines</li> <li>• Ferdinand Marcos</li> </ul> <p><b>Indonesia</b></p> <ul style="list-style-type: none"> <li>• Sukarno</li> <li>• Suharto</li> <li>• Martial law</li> <li>• Coup</li> </ul> <p><b>Cambodia</b></p> <ul style="list-style-type: none"> <li>• Khmer Rouge</li> <li>• Pol Pot</li> </ul> <p><b>Afghanistan</b></p> <ul style="list-style-type: none"> <li>• The Great Game</li> <li>• Mujahideen</li> <li>• Taliban</li> </ul> <p><b>Latin America</b></p> <p><b>Cuba-</b></p> <ul style="list-style-type: none"> <li>• Fidel Castro</li> <li>• Kennedy</li> <li>• Khrushchev</li> </ul> <p><b>Nicaragua</b></p>	<p>events, causes, effects, and US involvement if any.</p> <p><b>(Literacy Skills 1.3)</b></p> <p><i>Create a Facebook page of an independence leader (other than Gandhi).</i></p> <p><b>Geography Activity:</b> Map the various racial districts of South Africa during Apartheid and indicate whether this still influences where these groups live today. (WG-7.1, 7.2) <b>(Literacy Skills 1.1)</b></p> <p><b>Geographic Assessment:</b> List the cultural reasons for the division of Colonial India into the modern countries of Pakistan, India, and Bangladesh, and give one reason why fighting still occurs in the Kashmir region of India. (WG-7.1, 7.2, 7.3)</p>
--	---	--

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

	<ul style="list-style-type: none"><li>• Somoza</li><li>• Ortega</li><li>• Sandinista</li></ul>	
--	--	--



**GS-6.4 Summarize the impact of economic and political interdependence on the world, including efforts to control population growth, economic imbalance and social inequality and efforts to address them, the significance of the world economy for different nations, and influence of terrorist movements on politics in various countries.**

**World History Standards**

MWH-8.1: Evaluate the relative importance of factors such as world war, economic depression, nationalist ideology, labor organizations, communism, and liberal democratic ideals in the emergence of movements for national self-rule or sovereignty in Africa and Asia.

MWH-8.2: Explain the rationale for the development of supranational organizations (e.g., the United Nations, the European Union, the African Union, the Organization of American States).

MWH-8.3: Illustrate the impact of the Cold War on developing and newly independent countries, including Soviet, United States, and Chinese involvement in the domestic and foreign affairs of countries such as Egypt, Iran, Iraq, Vietnam, Korea, Chile, Cuba, Guatemala, and the Congo.

MWH-8.5: Analyze the impact of movements for equality in the United States, Africa, and Southeast Asia as well as the varying reactions around the world to equity issues.

MWH-8.7: Evaluate the benefits and costs of increasing worldwide trade and technological growth, including the movement of people and products, the growth of multi-national corporations, the increase in environmental concerns, and the increase in cultural exchanges.

**World Geography Standards**

WG-1.5 Explain how individuals view places and regions on the basis of their particular stage of life, gender, social class, ethnicity, values, and access to technology (e.g., how retirees have changed the cultural landscape and available human services in Florida).

WG-8.1 Evaluate the ways in which technology has expanded the human capability to modify the physical environment both locally and globally (e.g., the risks and benefits associated with how the petroleum industry uses offshore drilling).

**Time Frame: January 10-17, 2013**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Summarize</b> the impact of economic and political interdependence on the world. (WG-1.3, 3.1, 4.4, 6.3, 7.5, 7.6)</p> <p><b>Identify</b> the efforts to control population growth. (WG-3.2, 8.1)</p>	<p><b>Economic and political interdependence on world</b></p> <ul style="list-style-type: none"> <li>• International Space Station</li> <li>• Internet (WG-1.5)</li> <li>• Developed nations</li> <li>• Emerging nations</li> </ul> <p style="text-align: center;">Global economy: low</p>	<p><b>Materials</b></p> <p>Graphic organizer Primary Source CIA Fact Book- Internet Source</p> <p><b>Activities</b></p> <p>Interdependency Project- Move around the</p>

<p><b>Analyze</b> the efforts put forth to address economic imbalance and social inequality (WG-5.1, 8.1.)</p> <p><b>Differentiate</b> the significance of the world economy on different nations. (WG-1.3, 3.3, 5.2)</p> <p><b>Evaluate</b> the influence of terrorist movements. (WG-1.4, 4.3,</p> <p><b>Geography Guideline:</b> Discuss the impact of technology on globalization. (WG-1.5)</p> <p><b>Assessment Format:</b></p> <p>Create a parody for a song about a major event or concept in history from 1980-2010.</p> <p>Using the <i>CIA Fact Book</i> or another internet source such as <i>World Population Data Sheet</i>, students gather data about AIDs in Sub-Saharan Africa, Middle East, Latin America, Europe, and United States. How do they compare?</p>	<p>labor costs, cheap goods: China/USA , free trade, trade blocs, UN</p> <p><b>Population growth</b></p> <ul style="list-style-type: none"> <li>• Genetic engineering, Cloning</li> <li>• Sustainable growth</li> <li>• Epidemics</li> <li>• Push-pull factors, refugees</li> </ul> <p><b>Economic imbalance</b></p> <ul style="list-style-type: none"> <li>• Green Revolution to address imbalance</li> <li>• Materialism</li> <li>• World Bank</li> </ul> <p><b>Social inequality</b></p> <ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights</li> <li>• WHO</li> </ul> <p><b>Impact of terrorist movements on politics in various countries</b></p> <ul style="list-style-type: none"> <li>• Terrorism, Cyber terrorism</li> <li>• Proliferation of weapons</li> <li>• Middle East, Europe, Asia, Africa Latin America</li> <li>• September 11, 2001, and impact</li> <li>• Department of Homeland Security, US Patriot Act, Guantanamo Bay Prison system</li> <li>• North Korea: nuclear</li> </ul>	<p>room and find out where other students' clothing was created. Label a map with the countries' locations. For further activity, research one of the countries using the <i>CIA Fact Book</i> and create a Prezi.</p> <p>List the pros and cons of globalization from various perspectives: US corporation, US consumer, US factory worker, Chinese government, Chinese factory worker. (Literacy Skill 1.4)</p> <p>Research the United Nations for information on structure, why it was created, and its role.</p> <p><i>Video Clip- We Didn't Start the Fire</i> <a href="http://www.teacheroz.com/fire.htm">www.teacheroz.com/fire.htm</a></p> <p>Create a parody for a song about a major event or concept in history from 1980-2010.</p> <p><b>Geography Activity:</b> Research the spread of McDonald's worldwide. Choose one McDonald's from each region of the world and describe how its menu varies from the US. List three factors that influence where you find the majority of McDonald's restaurants outside of the United States. (WG-1.3, 3.1, 3.3, 4.4, 6.3, 7.5, 7.6,)</p>
--	--	---

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

Discuss reasons why.	capabilities	<b>Suggested Mini Q:</b> <i>China's One Child Policy: Do the Benefits Outweigh the Costs?</i>
----------------------	--------------	---

**GS- 4.1: Explain the significant political, commercial, and cultural changes that took place in China in the nineteenth century, including the unification of Chinese culture and the motivations and effects of China's changing attitudes toward foreign trade and interaction.**

**World History Standards**

MWH-4.1: Explain the changing boundaries in Europe and Asia as a result of the competition between nation-states during the seventeenth and eighteenth centuries.

MWH-4.3: Explain the similarities between the Qin and Ming dynasties in China, including foreign relations, culture, and economic practices.

MWH-4.4: Evaluate the success of the Ming dynasty in sustaining a prosperous Chinese empire and strengthening Chinese hegemony in Asia.

MWH-6.6: Describe the reactions in Asian kingdoms to the Western ideas of nationalism, including the Indian nationalist movement, the Meiji era in Japan, and the Manchu dynasty in China.

**World Geography Standards**

WG-1.2 Analyze human characteristics of places, including the ways places change with innovation and the diffusion of people and ideas (e.g., the spread of religion and **democracy**).

WG-1.5 Explain how individuals view places and regions on the basis of their particular stage of life, gender, social class, **ethnicity**, values, and access to technology (e.g., how retirees have changed the cultural landscape and available human services in Florida).

WG-7.5 Explain how a country's ambition to obtain foreign markets and resources can cause fractures and disruptions in the world

**Time Frame: August 22-31, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Evaluate</b> and <b>explain</b> the reasons for China's changing attitudes toward foreign trade and interaction. (WG- 1.2, 1.5, 7.5)</p> <p><b>Analyze</b> and <b>assess</b> the negative and positive</p>	<p><b>Political</b></p> <ul style="list-style-type: none"> <li>• government outlawed opium</li> <li>• impact of the Opium War -China signed unequal Treaty of Nanjing, forced to pay huge indemnity and to grant extraterritoriality to British citizens, relinquished Hong Kong to Britain, opened five ports to trade</li> <li>• Christian missionaries granted access to</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• map</li> <li>• graphic organizer</li> <li>• flow chart</li> </ul> <p><b>Activities</b></p> <p>Interpret the map on page 638 in the textbook and use the information to explain the</p>

<p>impacts of the unification of the Chinese culture.</p> <p><b>Assessment Format:</b>  <u>Critical Thinking Essay:</u>  Explain how the Opium War was a reflection of the new imperialism of Europe during the nineteenth century. Consider the effects of the Industrial Revolution and Social Darwinism in your work.</p> <p><b>Geography Assessment:</b>  Unit 6 "In Depth Resources For World History" pages 77 and 79: Using the documents, contrast the British and Chinese views of the opium trade and their respective motivations. (WG- 1.2, 7.5, 1.5, 4.2)  (Literacy Skill 1.6)</p>	<p>Chinese population (WG-1.2)</p> <ul style="list-style-type: none"> <li>• Qing Dynasty was in decline - factors included poor canal maintenance, flooding, population boom, corruption, tax evasion by rich, bribery, etc</li> <li>• Taiping Rebellion - what and ramifications on Qing Dynasty</li> <li>• Sino-Japanese War: Japan got Taiwan, China's vulnerabilities exposed</li> <li>• Hundred Days of Reform: modernized, improved the government, developed industry</li> <li>• Boxer Rebellion: uprising against Christian missionaries, foreign troop presence, extraterritorialities</li> <li>• Boxers defeated: China forced to support westernization, business class emerged</li> <li>• Sun Yixian and the <i>Three Principles of the People</i></li> <li>• 1911 - Qing Dynasty fell and Sun Yixian was named president of the new Chinese Republic</li> </ul> <p><b>Commercial</b></p> <ul style="list-style-type: none"> <li>• Prior to 1800, government ensured favorable balance of trade</li> <li>• China traded silk, porcelain, and tea for gold and silver</li> <li>• China's relations with the West changed; economic decline and the Industrial</li> </ul>	<p>correlation between westernization and China's growth in nationalism. (Literacy Skill 1.7)</p> <p>Complete a graphic organizer showing the impact of the <i>Self-Strengthening Movement</i>, <i>Hundred Days Reform</i>, <i>Righteous and Harmonious Fists</i>, and <i>Three Principles of the People</i> on China's changing culture during the 19<sup>th</sup> century.</p> <p>Assume the role of a news correspondent for the <u>London Times</u> who has just interviewed a member of the <i>Righteous and Harmonious Fists</i>. Write a news article explaining the make-up of the organization, its complaints against the existing regime, and its goals.</p> <p><i>Writing Workshop:</i> Using the primary source activity, "The Great Powers Divide China," (Unit 6 Booklet, p. 69) discuss the various methods for analyzing documents i.e. scaffolding, recognizing bias, etc. (Literacy Skill 1.6)</p>
--	---	---

	<p>Revolution</p> <ul style="list-style-type: none"> <li>• British enjoyed huge profits from the sale of opium from India for tea in China</li> <li>• Silver flowed out of China, devastating the economy</li> <li>• Britain refused to stop opium trade</li> <li>• China divided into numerous spheres of influence: Britain in the Yangzi Valley, France in southern China, and Russia and Germany in northern China</li> </ul> <p><b><u>Cultural</u></b></p> <ul style="list-style-type: none"> <li>• Chinese population experienced growth in opium addiction</li> <li>• By mid-19<sup>th</sup> century, China was divided over Western influence</li> <li>• <u>Conservatives</u>- Empress Ci Xi, Confucian ideals, non-western sentiments, opposed Christianity</li> <li>• <u>Liberals</u> - "Self-Strengthening Movement" built factories, railroads, shipyards, and light industry and imported western technology,</li> <li>• Movement had limited success</li> </ul>	<p>Assume the role of either a British diplomat or Chinese government official, and DEBATE with a partner or a group of students, the opium trade issue and its effects on Chinese culture.<b>(Literacy Skill 1.4)</b></p>
--	---	--

**GS-4.2: Explain the economic and cultural impact of European involvement on other continents during the era of European expansion.**

**World History Standards**

MWH -2.2: Describe the principle routes of exploration and trade between Europe, Asia, Africa, and the Americas from the late fifteenth century through the sixteenth century. (In reference to how it applies in the 19<sup>th</sup> century)

MWH -2.6: Describe the impact of the competition among European countries on the various kingdoms of the Americas and Africa, including the **Columbian Exchange** and the slave trade. (In reference to how it applies in the 19<sup>th</sup> century)

**World Geography Standards**

WG-3.3 Explain the cultural, economic, political, and environmental push and pull factors that contribute to human migration (e.g., residents evacuating from a natural disaster like Hurricane Katrina).

WG-3.4 Evaluate the impact of human migration on physical and human systems including changes in **population density**, the use of resources, and the provision of services (e.g., the environmental costs of refugee settlement camps in Africa).

**Time Frame: September 4-14, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Evaluate</b> the main reasons for European involvement during the era of European expansion. (WG 3.3, 3.4, 4.2)</p> <p><b>Analyze</b> and <b>assess</b> the negative and positive impact that European expansion had on the preexisting cultures and economies of the other continents. (WG-1.2, 3.3, 3.4., 4.2, 4.1, 5.1, 5.2)</p> <p><b>Geographic Guideline:</b> Explain the physical geography of Sub-</p>	<ul style="list-style-type: none"> <li>• Initial European interaction in Africa due to the slave trade</li> <li>• impact the works of D. Livingstone had on the opinions of Europeans towards Africa</li> <li>• European territories in Africa including Egypt, Sudan, Kenya, Angola, West African Coast, Nigeria, Libya, Algeria, and South Africa</li> <li>• Main economic and religious reasons for European expansion in Africa specifically the Dutch and English in South Africa , Belgium in Central Africa, France and Portugal in West</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Blank Africa Maps</li> <li>• Large Africa map divided by European occupation</li> <li>• Graphic Organizers</li> <li>• Poster Board</li> <li>• Art Supplies</li> </ul> <p><b>Activities</b></p> <p>Using a blank map of Africa and Asia and also a blank chart of 5-8 countries that were occupied by European countries during the Age of Expansion, complete the</p>

Saharan Africa which prevented its interior colonization. (WG-1.1)

**Assessment Format**

In pairs, choose a country that was taken over by a European nation. Using a poster board, draw a picture of the country indicating major geographical features and major resources of this country. Describe on the poster board the initial European expansion in the country, and the positive and negative impact that Europe had on the country. Indicate when the country received its independence, its flag, and the type of government the country currently has.

STRESS the geographic features that benefited and inhibited colonization and the technological advancements that made imperialism possible (WG-1.1, 8.1) Present your posters to the rest of the class. (Project Instruction Sheet provided). (Literacy Skills 1.2, 1.7)

and Southwest Africa, and the subsequent creation of nationalist revolutionary parties

- Positive and negative impact that European expansion had on the pre-existing cultures and economies in specific African regions, including the Boer War, the Zulu War, and diamond and gold mines
- Results of the Berlin Conference
- Christian missionary efforts that took place to reduce spread of Islam in Africa
- Short and long term effects of the European involvement in Africa specifically the establishment of cash crops, European government systems, European school systems, etc.
- The emerging influence of Britain in India beginning with the trading companies' occupations, the Sepoy Mutiny, the resulting total occupation by the British, and the subsequent creation of nationalist revolutionary parties
- Impact of Dutch presence in Asia specifically Dutch sovereignty in Indonesia

following:

**Locate** and **Indicate** the countries on a map, and **Identify** the European country that occupied this land.

On a large blank world map, record all of the countries into which the European nations expanded.

Create a graphic organizer that identifies the location and industries developed/exploited by the European countries. Interpret the findings and determine if there are any major patterns that appear for each specific European country.

**(Literacy Skill 1.7)**

In simulating the scramble for colonies, divide into groups and choose a European nation. The teacher will reveal a large map of Africa with each European colonized section depicted. Approach the map and indicate the area that they control. Then as a class, analyze the map and



	<ul style="list-style-type: none"><li>• Impact of France in Southeast Asia establishing French-Indochina</li><li>• Impact of British colonization of Malaysia and their retention of ports in Asia</li><li>• Actions of King Monkut of Siam and the transformation of their culture and economy in order to resist European colonial rule</li><li>• Main products and cash crops established by European nations in Asia (rubber, tea, rice) and the impact that these had on local economies</li><li>• Spheres of influence that were created by the European expansion in Asia and impact they had on the local communities (Boxer Rebellion, Opium Wars, etc.)</li></ul>	<p>determine which groups (countries) will likely deteriorate based on their holdings and which countries will likely thrive in Africa based on their locations. <b>(Literacy Skill 1.7)</b></p>
--	---	--

**GS-4.3** Compare the key elements of the revolutions that took place on the European and American continents in the nineteenth century, including social and political motivations for these revolutions and the changes in social organization that emerged following them.

**GS-4.4** Explain the causes and effects of political, social, and economic transformation in Europe in the nineteenth century, including the significance of nationalism, the impact of industrialization for different countries, and the effects of democratization.

#### **World History Standards**

MWH-4.6: Analyze the trade policy of mercantilism and its influence on the relationship between imperial centers and their peripheries.

MWH-4.7: Explain the disruption within West African kingdoms as a result of the competition between European countries over slave trade.

MWH-5.2: Analyze the ideas of social equality, democracy, constitutionalism, and nationalism brought about by the Enlightenment and their effects on institutions.

MWH-5.3: Identify the major technological and social characteristics of the Industrial Revolution.

MWH-5.4: Analyze the relationship between the expanding world market economy and the development of industrialization in G.

Britain, the US, Germany, & Japan, including shifts in world demography and urbanization & changing class & race relations.

MWH-5.5: Compare capitalism with other forms of political and economic ideologies, including socialism, communism, and anarchism.

MWH-6.: 1 Explain the impact of English political institutions and attitudes on their N. American colonies, and the American Revolution.

MWH-6.2: Analyze the reasons for independence movements as exemplified by the French and Haitian revolutions and eighteenth-century S. American rebellions.

MWH-6.3: Analyze various movements for individual rights, including worldwide abolitionism, the end of slave trade movements in England and Latin America, the liberation of serfs in Russia, and the growing movement for women's rights.

MWH-6.4: Explain the causes of the revolutions of 1820, 1830, and 1848 and the reasons why these revolutions failed to achieve nationalist and democratic objectives.

MWH-6.5: Analyze the successes and limitations of movements for national unity, including the unification of Germany and Italy and the American Civil War.

MWH-6.6: Describe the reactions in Asian kingdoms to the Western ideas of nationalism, including the Indian nationalist movement, the Meiji era in Japan, and the Manchu dynasty in China.

#### **World Geography Standards**

WG-5.3 Explain the spatial relationships between various economic activities

WG-5.4 Summarize the factors that influence the location and spatial distribution of economic activities, including the factors of site and situation (e.g., Singapore's deep-water ports and their locations relative to markets).

WG-5.5 Explain the consequences of the current global trade systems for economic and environmental sustainability in both importing and exporting countries (e.g., the impacts of overfishing on local ecosystems to meet foreign product demand).

**Time Frame: September 15-28, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> the political, social, and economic transformations that took place in Europe and America in the nineteenth century. (5.3, 5.4, 5.5)</p> <p><b>Analyze</b> the causes and effects of political, social, and economic transformations in Europe and America in the nineteenth century. (WG 1.2)</p> <p><b>Evaluate</b> the impact of nationalism, industrialization, and democratization in Europe in the nineteenth century. (WG-5.3, 5.4, 5.5, 6.1, 6.4).</p> <p><b>Analyze</b> the social and political motivation for the revolutions in Europe and the Americas in the</p>	<p><b>European Continent</b></p> <p><b>France</b></p> <ul style="list-style-type: none"> <li>• Old Regime, economic troubles</li> <li>• Reign of Terror and reform</li> <li>• Napoleon seized power, restored order, and created an empire</li> </ul> <p><b>1830's</b></p> <ul style="list-style-type: none"> <li>• Greeks</li> <li>• Belgium</li> <li>• Poland</li> </ul> <p><b>1848</b></p> <ul style="list-style-type: none"> <li>• Austria</li> <li>• France</li> <li>• Czechoslovakia</li> </ul> <p><b>American Continent</b></p> <p><b>United States</b></p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• Motivations for egalitarian society</li> <li>• Representative government</li> </ul> <p><b>Haiti</b></p> <ul style="list-style-type: none"> <li>• Toussaint L'Ouverture/ first successful slave revolt</li> </ul> <p><b>Latin America</b></p>	<p><b>Activities</b></p> <p>Opener or Big Idea- <i>How would you change an unjust government?</i> <b>(Literacy Skill 1.11)</b></p> <p>Quick Write: <i>Which revolutions had positive economic effects? Describe those effects?</i></p> <p style="text-align: center;"><b>OR</b></p> <p><i>Compare the social classes of Europe and the Americas in nineteenth century.</i></p> <p>Read and analyze the following primary sources using the APPARTS model: <i>Declaration of the Rights Man and the Citizen, Declaration of the Rights of Woman and the Female Citizen, Communist Manifesto.</i> <b>(Literacy Skill 1.6)</b></p> <p>Create a graphic organizer to compare the causes /effects of political, social,</p>

<p>nineteenth century. (WG 1.2, 1.4-)</p> <p><b>Assessment Format:</b> A cumulative assessment comparing female mill workers in Europe to those in Japan will follow Indicator 4.5. (WG-4.1, 6.4)</p> <p><b>Project Suggestion:</b> In groups, create a comparison chart on poster board of the European and American revolutions based on motivations, causes, effects, and outcomes.</p> <p><b>Geography Assessment:</b> List the areas in which Napoleon was successful in conquering and two physical features of Europe which assisted. Explain where and why Napoleon was unsuccessful and how those losses led to his eventual downfall (1.1, 7.1, 7.3, 7.5). (Literacy Skill 1.7)</p>	<ul style="list-style-type: none"> <li>• Simon Bolivar</li> <li>• Jose de San Martin</li> <li>• Hidalgo</li> <li>• Brazil's Non-violent revolution</li> </ul> <p><b>Political Transformations and Motivations</b></p> <ul style="list-style-type: none"> <li>• Influence of revolutionary ideals on areas such as France, Haiti, South America</li> <li>• Rise and fall of Napoleon</li> <li>• Influence of American Revolution</li> <li>• Significance of Marxism</li> <li>• Socialism</li> <li>• Popular Sovereignty</li> <li>• Congress of Vienna and <i>ancien regime</i></li> <li>• <i>Real Politik</i></li> </ul> <p><b>Social transformations and Motivations</b></p> <ul style="list-style-type: none"> <li>• Industrialization</li> <li>• Women in revolution</li> <li>• Slavery</li> <li>• Anti-Semitism, Zionism</li> <li>• Social reformers</li> </ul> <p><b>Economic transformation</b></p> <ul style="list-style-type: none"> <li>• Trade unions</li> <li>• Export of primary products, foreign capital, and labor</li> <li>• Export- oriented agriculture</li> <li>• Handicraft production to machine-based production</li> </ul> <p><b>Nationalism-</b></p> <ul style="list-style-type: none"> <li>• Cultural and political nationalism,</li> </ul>	<p>and economic transformations in Europe. (Literacy Skill 1.3)</p> <p>Predict the positive/ negative influence of nationalism in 100 years.</p> <p>Analyze images of revolutions such as those in France, Haiti, and Brazil. (Literacy Skill 1.6)</p> <p><i>Group Work:</i> Create a timeline of the revolutions that took place in Europe during the 19<sup>th</sup> century. Indicate through color-coding which political parties were involved in each revolution (liberals, conservatives, royalists, bourgeoisie, etc.). As a class reflect on which group had the most impact in each revolution.(Literacy Skill 1.3)</p> <p><i>Chalk Talk:</i> The Jewish people deserved their own state of Palestine. (Literacy Skill 1.5)</p> <p><i>Group Work:</i> Choose a country involved in revolutions throughout Europe and the Americas. Create a pamphlet rallying that population to revolt.</p> <p><b>Geography Activity:</b> Use census data</p>
---	---	--

	<ul style="list-style-type: none"> <li>Nationalist rebellions (ie. Greeks from Ottoman Turks)</li> </ul> <p><b><u>Industrialization</u></b>-Impact of industrialization on US, GB, Germany, and France</p>	<p>for Chicago and NY in the years 1850, 1900, 1930 to analyze the changing ethnic and demographic information. (WG-1.3, 3.3, 3.4, 3.5) (Literacy Skill 1.2, 1.6)</p>
--	--	---

**GS-4.5: Compare the political actions of European, Asian, and African nations in the era of imperial expansion, including the responses of the Ottoman Empire to European commercial power, the motives and results of Russian expansion, the importance of British power in India, the collapse of Chinese government and society, the reasons for and the effects of Japan's transformation and expansion, and the resistance to imperialism.**

**World History Standards**

MWH -2.5: Evaluate the impact of the expansion of the Ottoman Empire into Eastern Europe.

MWH-4.6: Analyze the trade policy of mercantilism and its influence on the relationship between imperial centers and their peripheries.

MWH-4.7: Explain the disruption within West African kingdoms as a result of the competition between European countries over slave trade.

MWH-5.6: Analyze Asia's relationship with European states through 1800, including Japan's policy of limiting contacts with foreigners.

MWH-5.4: Analyze the relationship between the expanding world market economy and the development of industrialization in Great Britain, the United States, Germany, and Japan, including shifts in world demography and urbanization and changing class and race relations.

MWH-6.6: Describe the reactions in Asian kingdoms to the Western ideas of nationalism, including the Indian nationalist movement, the Meiji era in Japan, and the Manchu dynasty in China.

**Note: Much of this content should have been previously explored in Indicators 4.1 and 4.2.**

**World Geography Standards**

WG-7.1 Explain how cooperation and/or conflict can lead to the control of Earth's surface (e.g., the establishment of new social, political, or economic divisions).

WG-7.2 Explain the causes of boundary conflicts and internal disputes between **culture** groups (e.g., the ongoing Israeli-Palestinian conflict).

**Time Frame: October 1-12, 2012**

<b>Assessment Guidelines</b>	<b>Essential Knowledge</b>	<b>Lesson Plans</b>
------------------------------	----------------------------	---------------------

<p><b>Compare</b> the political actions and responses of Europe, Asia, and Africa during the Imperial Era. (WG-7.1, 7.2)</p> <p><b>Explain</b> the causes and effects of Russian expansion. (WG-7.1, 7.2)</p> <p><b>Evaluate</b> the importance of British power in India. (WG- 7.1, 7.2)</p> <p><b>Analyze</b> the causes of the collapse of China during the Imperial Era. (WG- 7.1, 7.2)</p> <p><b>Evaluate</b> the responses of China and Japan to Western influences and judge which were most effective. (WG- 1.2, 1.5, 7.1, 7.2)</p> <p><b>Assessment Format</b></p> <p>Complete the following DBQ:  <i>Compare and contrast the experience of females in the mills of nineteenth century England with</i></p>	<p><b>The Ottoman Empire</b></p> <ul style="list-style-type: none"> <li>its military decline/territorial losses</li> <li>major economic problems</li> <li>the capitulations and extraterritoriality rights of European powers</li> <li>Attempts at reform</li> </ul> <p><b>Russia</b></p> <ul style="list-style-type: none"> <li>Russian efforts at expansion</li> <li>major problems of ruling a sprawling, multiethnic empire</li> <li>causes and consequences of the Crimean War on Russia</li> <li>problems with serfdom and results of their eventual emancipation</li> <li>attempts at industrialization</li> <li>working and urban conditions</li> <li>increased spread of revolutionary ideas and use of terrorism by govt. opponents</li> <li>growth of nationalism</li> <li>effects of the Russo-Japanese War and Bloody Sunday</li> <li>attempts at reform, creation/Duma</li> </ul> <p><b>Japan</b></p> <ul style="list-style-type: none"> <li>forced opening to trade by the U.S.</li> <li>signing of unequal treaties</li> <li>overthrow of the Tokugawa Shogunate</li> <li>establishment of the Meiji Restoration</li> <li>massive reforms of the Meiji government- including: use of foreign ideas, abandonment of old social order, massive</li> </ul>	<p><b>Materials</b></p> <p>Photocopies of the <i>Proclamation of the Young Turks</i></p> <p><b>Activities</b></p> <p>Create a Venn diagram comparing and contrasting Chinese and Japanese responses to western influences. Evaluate which of the two responses was the most effective and explain why. (Literacy Skill 1.6)</p> <p><i>Group Work:</i> Analyze the <i>Proclamation of the Young Turks</i> to look for western influences on the Young Turks such as Enlightenment thought. (Literacy Skill 1.2)</p> <p>Debate the strengths and weaknesses of European indirect rule and direct rule over Africa. Evaluate the effects of each ruling method on the situations in Africa today. (Literacy Skills 1.4, 1.5)</p> <p>Use photos, drawings, and paintings to create a picture time line of the transformation and expansion of Japan, beginning with Commodore Matthew Perry's diplomatic mission and going through to the annexation of Korea.</p>
---	---	--

<p><i>their counterparts in industrial Japan.</i></p> <p><b>(This is one of the three essential DBQ's from the DBQ Project workbook.)</b></p>	<p>industrialization, military and government reforms</p> <ul style="list-style-type: none"> <li>• reasons behind the success of Japan's reforms compared to the failure of other contemporary societies to reform.</li> <li>• costs of Japan's transformation</li> </ul>	<p><b>(Literacy Skills 1.6)</b></p> <p>Write a letter pretending to be one of the following historical personalities: Ram Mohan Roy, Sergei Witte, Mahmud II, Cixi, Kang Youwei or Linang Qichao, Fukuzawa Yukichi, Ito Hirobomi</p>
---	---	--

<p><b>GS-5.1: Summarize the causes of World War I, including political and economic rivalries, ethnic and ideological conflicts, and nationalism and propaganda.</b></p> <p><b>MWH-7.1:</b> Analyze the relative importance of economic and political rivalries, <b>ethnic</b> and ideological conflicts, social class, militarism, and <b>imperialism</b> as underlying causes of World War I and World War II, including the role of nationalism and propaganda in mobilizing civilian populations around the world to support the two world wars.</p> <p>WG-1.4 Differentiate the ways in which people change their views of places and regions as a result of physical, cultural, economic and political conditions (e.g., views of the Middle East after September 11, 2001).</p> <p>WG-5.3 Explain the spatial relationships between various economic activities (e.g., the integrated relationship between farms and markets in agriculture).</p>
--

**Time Frame: October 15-19, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Summarize</b> the causes of WWI.</p> <p><b>Determine</b> which were the most influential in causing the war.</p> <p><b>Assessment Format</b></p>	<p><b>Nationalism</b></p> <ul style="list-style-type: none"> <li>• Spread by Napoleonic Wars</li> <li>• Ethnic nationalism in Ottoman Empire specifically Slavic people (Serbs) against Austro-Hungarians (<b>WG-1.1, 7.2</b>)</li> <li>• Spread of public opinion in</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Propaganda Posters</li> <li>• Propaganda Articles</li> <li>• Art Supplies</li> <li>• Paper</li> <li>• Graphic Organizer</li> <li>• Student Essay Exemplars (may be found at AP Central)</li> </ul>

DBQ Assessment:  
*What Were the Underlying Causes of World War I?*

(This is one of the three essential DBQ's from the *DBQ Project*.)

**Geographic Discussion:**  
In analyzing the "Crime of the Ages," discuss how the United State's view of the causes differs from these European nations. (WG-1.4)  
(Literacy Skills 1.5)

Balkans, Germany, and Britain

- Definition of propaganda and examples
- Assassination of Archduke of Austria by Serbian nationalist

**Imperialism (Primarily Economic) (WG-7.1)**

- Conflict between England and Germany in "Turf Wars" of foreign lands specifically in Africa and Asia. (WG-4.2)
- Germany's rapid industrialization (WG-5.3)
- Aggressive search to colonize more land (Persia, Siam, Nile Valley, West Africa)
- French & German conflict in Morocco
- Balkan Wars of 1912 (WG-7.2)
- Made conflict global since colonies sent troops (WG-7.6)

**Militarism (WG- 7.1, 5.1)**

- German naval expansion, surpassed the British

**Activities**

View many different pieces of propaganda from both Germany and the US/Allies. Choose an Allied or Central Power propaganda artist or newspaper writer and create an original piece. The class will then present them and vote on the best.

(Literacy Skills 1.4,1.5,1.6)

*Class Debate:* In groups, spend 30 minutes researching one specific "cause" (militarism, alliances, imperialism, nationalism), and then get in the four corners of the room. Conduct an organized debate on the causes of WWI. Possibly invite another teacher to listen to the debates and act as a "judge" of the most convincing argument.  
(Literacy Skill 1.3)

Maintain a graphic organizer divided into four sections for the four causes and use this to record the information that you read and receive throughout the duration of this lesson.  
(Literacy Skill 1.3)

*Class Skit:* In groups choose one of the four main causes of WWI. Depict the causes or the definition of the causes, as a skit as it would pertain to high school life. For example, you could depict militarism as a student who tries to get as many pencils, as many notes, as much paper, etc. as



- Due to fear of war, European countries built up militaries and developed new military strategies (include trench warfare as WG-8.1)
- Creation of specific strategies from Germany (Schlieffen plan), and France (quick mobilization) Relate to location of Germany as essential to avoid two- front war. WG-7.4)

#### Alliances

- Attempt to establish and maintain balance of power in Europe
- Members of Triple Alliance: Germany, Austria-Hungry, Ottoman Empire- formed from fear and for protection against Russia, France, and Italy
- Members of the Triple Entente (Allies): Britain, France, and Russia formed from fear and for protection against Triple

possible so that he/she has more than his/her peers. You will be graded on how effectively you present an understanding of the term (cause). (Literacy Skill 1.3, 1.4, 1.5)

*Writing Workshop:* In groups you will be given a handful of brief persuasive essays (3-5). The essays can be on ANY topic. Highlight or write down any and all arguments that are being made in the persuasive essays. Then write an evaluation as to whether or not you believe the essay provided an adequate persuasive argument.

#### Geographic Activity:

Using the following map, pretend you are in charge of breaking up the Austrian Empire. How would you divide this area into new countries? Break them up and name them.

[http://peaceprocess.wikispaces.com/file/view/774px-Ethnic\\_groups\\_in\\_Austria-Hungary\\_1910.png/212342020/460x357/774px-Ethnic\\_groups\\_in\\_Austria-Hungary\\_1910.png](http://peaceprocess.wikispaces.com/file/view/774px-Ethnic_groups_in_Austria-Hungary_1910.png/212342020/460x357/774px-Ethnic_groups_in_Austria-Hungary_1910.png)

Alliance

- Explain how culture impacted alliances

**GS-5.2: Summarize the worldwide changes that took place following World War I, including the significance of the Russian Revolution; the rise of nationalist movements in India, Africa, and Southeast Asia; the revolutions and political changes in China; and the creation of new states in Europe.**

**World History Standards**

MWH-6.6: Describe the reactions in Asian kingdoms to the Western ideas of nationalism, including the Indian nationalist movement, the Meiji era in Japan, and the Manchu dynasty in China.

MWH-6.7: Explain the causes of the Russian Revolution of 1917, including the reasons that the revolutionary government progressed from moderate to radical.

MWH-7.3: Describe major shifts in world geopolitics between 1900 and 1945, including the changing role of the United States in international affairs and the move from isolationism to an increased role as a world power.

MWH-7.5: Explain the impact of collapsing imperial regimes and growing nationalist movements in India, Africa, and Southeast Asia, including Pan-Africanism and the emerging civil rights movement in the United States.

MWH-8.1: Evaluate the relative importance of factors such as world war, economic **depression**, nationalist ideology, labor organizations, **communism**, and **liberal** democratic ideals in the emergence of movements for national self-rule or sovereignty in Africa and Asia.

**World Geography Standards**

WG-5.1 Summarize the changes in the spatial distribution and the patterns of production and consumption of selected goods and services as they vary from one region of the world to another (e.g., the manufacturing shift away from the United States).

WG-5.2 Classify and describe the spatial distribution of major economic systems, including traditional, command, and market economic systems (e.g., North Korea's command economy as opposed to Germany's **market economy**).

**Time Frame: October 22-November 2, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Summarize</b> the worldwide changes that took place following World War I.</p> <p><b>Evaluate</b> the impact of those changes on the modern world.</p>	<p><b>Russia-</b></p> <ul style="list-style-type: none"> <li>Weaknesses of the Romanovs</li> <li>Effects of Russia's exit from WWI- <b>Explain that this was a result of poor infrastructure and development that did not get necessary resources to the front lines. (WG-5.6)</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Maps</li> <li>Graphic Organizers</li> <li>Art Supplies</li> <li>Blank White Construction Paper</li> </ul>

**Geography Guideline:**

Understand that the nationalist movements of India, Africa, and South East Asia and new states created after WWI are examples of self-determination (ethnic groups' right to rule themselves by forming nation-states). One cause of this movement was that their resources were being shipped elsewhere for production rather than controlling their own resources. (WG-4.3, 5.3, 7.2, 7.3)

**Assessment Format**

Choose between either the Russian Revolution or the Chinese Revolution. Act as a revolutionary in the Reds/Whites (Russia) or Nationalists/Communists (China) and create a diary entry that describes the revolution(s) that took place. Summarize the major events of the revolution(s), analyze

- February Revolution and the abdication of Tsar Nicholas
- Provisional government's inability to provide for the Russian people
- Emergence of the Soviets- socialist councils of workers and soldiers
- Rise to power of Vladimir Lenin
- Bolshevik revolutionaries - "Peace, Land, and Bread."
- Bolshevik Revolution of Oct. 25
- Contrast between the new socialist government and the old monarchical government
- Effects of Brest-Litovsk Treaty
- Creation of a command economy (WG-5.2)

**India-**

- Construction of a vast railway network and its influence on national unity among Indians
- British educated the Indian middle class with Enlightenment values of European society- leading to ideas of independence among Indians.
- formation of the Indian National Congress
- Muslim League
- Emergence of Mohandas K. Gandhi and his non-violent philosophy and ideas of protest
- Theory of a divided India- Pakistan (Muslims) and India (Hindus)- Boycotts on British Goods (WG-5.3)

**Africa****Activities**

Create a pamphlet advertising a nationalist meeting for your group in either India, Africa, or Southeast Asia. The pamphlet should clearly indicate the intentions of your meeting/organization and should include a meeting agenda. Indicate from whom you are trying to gain independence and include a party slogan, important independence figures, and specific plans to win independence.

**(Literacy Skill 1.11)**

*Graphic Organizer:* Create a chart comparing and contrasting the Reds and the supporters of the Provisional Government in Russia, and another graphic organizer chart comparing and contrasting the Maoists and Nationalists in China. These graphic organizers should

the actions and principles of the important figures of the revolution, and as the author, compose a personal opinion of the revolution reflective to the party.

**Geography Assessment:**

Read the major components of *The Treaty of Versailles*.

To what extent does it follow the ideas of self-determination? What new nations were created? Map these nations and explain how this would create problems in the future based on the original causes of WWI. (WG-5.1, 7.2, 7.3)

(Literacy Skill 1.6, 1.7)

- Dwindling control of Europeans in African colonies and the rise of nationalist movements in Africa.
- Jomo Kenyatta
- Establishment of the educated African "new elite" and their leadership of African nationalism
- Creation of Pan-Africanism

**Southeast Asia**

Ho Chi Minh and the idea of independence for Vietnam.

**China**

- Japan's increasing influence in China following WWI
- May 4<sup>th</sup> Movement
- Creation of the Chinese Communist Party
- Sun Yixian and the creation of the Nationalist People's Party
- Jiang Jieshi's control of the Nationalist Party and his offensive against the Chinese communists
- The Long March
- Maoism

**Europe**

- Separations of Austria and Hungary
- Creation of Yugoslavia- discuss the cultural cooperation and the cultural reasons for the creation of this country (WG-7.1)
- Ottoman Empire dissolved and the Republic

indicate leaders, main ideas, main oppositions, main followers in society, major actions taken by each group, the resulting "winner", etc.

*Writing Workshop:* Gather primary source documents from the nationalist movements in India, Africa, Asia, China, and Russia. Read primary source documents from opposing sides of the nationalist movements in those countries. Students will select a set of five documents and use the APPARTS diagram to analyze each document specifically focusing on bias.

(Literacy Skill 1.6)

**Geography Activity:** Create a map of Europe before and after WWI. (5.2, 7.3)

of Turkey created

- Territory ceded in the Brest-Litovsk Treaty became the independent nations of Poland, Czechoslovakia, and Yugoslavia
- The German loss of the Rhine Valley

**GS-5.3:** Explain the impact of the Great Depression and political responses in Germany, Britain, and the United States, including Nazism, fascism, retrenchment, and the New Deal.

**GS-5.5:** Compare the ideologies and global effects of totalitarianism, communism, fascism, Nazism, and democracy in the twentieth century, including Lenin's adaptation of Marxism in Russia, the rise of fascism and Nazism in Europe, and militarism in Japan prior to World War II.

**World History Standards**

MWH-6.6: Describe the reactions in Asian kingdoms to the Western ideas of nationalism, including the Indian nationalist movement, the Meiji era in Japan, and the Manchu dynasty in China.

MWH-7.2: Analyze the ways that the responses of the governments of Britain, France, Germany, and Italy to the economic and political challenges of the 1920s & 1930s contributed to the renewal of international hostilities in the years leading to World War II.

MWH-7.3: Describe major shifts in world geopolitics between 1900 and 1945, including the changing role of the United States in international affairs and the move from isolationism to an increased role as a world power.

**World Geography Standards**

WG-3.1 Evaluate demographic patterns to predict trends in the spatial distribution of population using graphs, maps, and other models (e.g., Hispanic population growth in the United States).

WG-5.6 Explain the connection between the delivery of goods and services and the transportation and communications networks that are needed to provide them (e.g., the hub-and-spoke systems used by airfreight companies).

**Time Frame: November 5-14, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Explain</b> the impact of the Great Depression. (WG-3.1, 3.3, 5.6)</p> <p><b>Evaluate</b> Nazism, fascism, retrenchment, and the New Deal. (WG- 1.4, 3.1, 5.6,)</p> <p><b>Compare</b> the ideologies and global effects of totalitarianism, communism, fascism, Nazism, and democracy. (WG-3.1, 3.2, 3.5,</p>	<p><b>Before the Great Depression:</b> cycle of loans and reparations that collapsed with the decline of the US Stock Market in 1929</p> <p><b>Political Responses to the Depression:</b> <b>Britain</b> rise of the Labour party, passed high tariffs to encourage Britons to buy domestic products, increased taxes to create and fund social programs, regulated currency and</p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Power Point</li> <li>• An abundance of photos from Italy, Germany, and US during this period</li> <li>• Costumes</li> <li>• Fake Microphones</li> <li>• Long Table</li> <li>• Poster board</li> </ul>

5.2, 6.1)

**Geography Guidelines:**

Summarize the internal and international migration patterns associated with the world wide depression and the rise of Nazi governments. (WG-3.1)

**Assessment Format**

Create a critical thinking response to the following simulation:

*You are the leader of a country that is going through an economic depression and that also faces the threat of war. Your country has an extremely high level of national debt and an extremely high level of unemployment. The socioeconomic makeup of your country is 5% upper class, 60% lower, and 35% middle. Using only the policies of the leaders studied during this unit, develop an outlined solution to the economic depression and social and political hardships in*

lowered interest rates to encourage industrial advancements

**United States**

- FDR's First 100 Days
- New Deal assistance programs included Social Security and unemployment assistance; job creation was promoted by public works programs WPA, CCC, TVA,
- instituted "Bank Holidays" to help failing banks rebuild their money supplies
- Include subsidies for farmers suffering from the Dust Bowl and their migration to California, how the image of the American West has changed from "The Great American Desert" to the World's Breadbasket (WG-1.4, 3.1)

**Italy-** The economy of Italy suffered a massive decline after WWI and declined further during the worldwide depression  
Ideology-

- fascism- the idea of complete adherence to the government for the benefit of the country- instituted by Benito Mussolini, includes: revival of national traditions, veneration of state, devotion to a strong leader, ultra nationalism, and

**Activities**

Create a "Cause and Effect Chart" of the effects of the Depression on Great Britain, Italy, Germany, and the United States. This chart may include social, economic, and political effects in each country due to the Great Depression. (Literacy Skill 1.3)

*Leadership Panel:* Either by volunteer or assigned by the teacher, five students will be chosen to represent Mussolini, Hitler, Lenin, Hirohito, and FDR. The students who will be acting as these leaders can also choose a peer to be their student advisor. These 10 (5 leaders, 5 advisors) students will then be subject to a "Leadership Panel," in which they will be asked questions about their country and/or policies by the other students in the class. Each student in the class will create 3-5 questions that they want to ask each leader. After everyone in the class is given a



<p><i>the country.</i>          (Note: Students may use a combination of theories espoused during the 1930's.)          The student should map out their responses in an outline, then illustrate their solutions in either an essay format, poster board, pamphlet, or PowerPoint. The students should also defend their solutions by providing evidence from history that their proposed solution has been or could be effective in eliminating the poor conditions in the country while also preparing them for war.  <b>(Literacy Skill 1.12)</b></p> <p><b>Geography Assessment:</b> Use the following resources to summarize and analyze the migration patterns of this time period.  <a href="http://www.cis.org/articles/2004/back123.gif">http://www.cis.org/articles/2004/back123.gif</a>  <a href="http://www.slate.com/content/dam/slate/blogs/moneybox/2012/04/03/depression_migration_map_/1333458402264.jpg">http://www.slate.com/content/dam/slate/blogs/moneybox/2012/04/03/depression_migration_map_/1333458402264.jpg</a>  <b>CR</b></p>	<p>militarism          -created a corporate state in which his fascist govt. retained capitalism but controlled industry, agriculture, and trade          -eliminated individual rights</p> <p><b>Germany-</b> The economy of Germany was in shambles due to the reparations requiring that Germany pay European countries and the reduction of loans by the U.S.</p> <p>Ideology-</p> <ul style="list-style-type: none"> <li>- national socialism/Nazism/ led by Adolf Hitler</li> <li>- Hitler's rise to power/use of Gestapo</li> <li>- Stress how the economic issues led Germans and the rest of the world to view fascism very differently. (WG-1.4)</li> </ul> <p>Economic Changes-</p> <ul style="list-style-type: none"> <li>- launched huge public works and militarization programs that employed thousands of Germans</li> </ul> <p>Social Changes-</p> <ul style="list-style-type: none"> <li>- freedoms declined, standard/living improved</li> <li>- use of radio, film, newspaper, literature, and paintings for propaganda</li> <li>- Books burnings</li> </ul>	<p>significant amount of time to research and create their questions, the "Conference" will commence. The teacher is encouraged to have the leaders dress up, use fake microphones, and have cameras in the room, etc.</p> <p>Create a slideshow or Power Point. The project should be on one of the following 3 topics:</p> <ul style="list-style-type: none"> <li>- Depression in U.S</li> <li>- Fascism in Italy</li> <li>- Nazism in Germany-</li> </ul> <p>Present your project to the class.</p> <p><i>Group Work:</i> The teacher will divide the students into five groups: Marxism/Communism, Militarism, Democracy, Fascism, and Totalitarianism. Each group will be given a poster board that will be used to record the pros and cons of their assigned system. Focus on the political, economic, and social effects of the system. The posters will be displayed</p>
---	--	---

<p><a href="http://www.google.com/imgres?q=map+of+jewish+immigration&amp;um=1&amp;hl=en&amp;rlz=1T4ADFA_enUS398US408&amp;biw=917&amp;bih=484&amp;tbnm=isch&amp;tbnid=syZVz1tu_BhAnM:&amp;imgrefurl=http://www.jewishvirtuallibrary.org/jsource/Holocaust/emig33.html&amp;docid=HyhU-2h_MOMSTM&amp;imgurl=http://www.jewishvirtuallibrary.org/images/emig33.jpg&amp;w=640&amp;h=420&amp;ei=tVvjT7n8NIeG8QTsyrCGCA&amp;zoom=1&amp;iact=hc&amp;vpx=265&amp;vpy=167&amp;dur=4594&amp;hovh=182&amp;hovw=277&amp;tx=178&amp;ty=129&amp;sig=14157558500915210566&amp;page=1&amp;tbnh=116&amp;tbnw=177&amp;start=0&amp;ndsp=8&amp;ved=1t:429,r:5,s:0,i:8">OP.rectangle3-large.jpg http://www.google.com/imgres?q=map+of+jewish+immigration&amp;um=1&amp;hl=en&amp;rlz=1T4ADFA_enUS398US408&amp;biw=917&amp;bih=484&amp;tbnm=isch&amp;tbnid=syZVz1tu_BhAnM:&amp;imgrefurl=http://www.jewishvirtuallibrary.org/jsource/Holocaust/emig33.html&amp;docid=HyhU-2h_MOMSTM&amp;imgurl=http://www.jewishvirtuallibrary.org/images/emig33.jpg&amp;w=640&amp;h=420&amp;ei=tVvjT7n8NIeG8QTsyrCGCA&amp;zoom=1&amp;iact=hc&amp;vpx=265&amp;vpy=167&amp;dur=4594&amp;hovh=182&amp;hovw=277&amp;tx=178&amp;ty=129&amp;sig=14157558500915210566&amp;page=1&amp;tbnh=116&amp;tbnw=177&amp;start=0&amp;ndsp=8&amp;ved=1t:429,r:5,s:0,i:8</a></p> <p>8 (Literacy Skill 1.2)</p>	<ul style="list-style-type: none"> <li>- Military expansion</li> </ul> <p><b>Spain-</b> Francisco Franco emerged as a Fascist leader in Spain and led a civil war in which he was aided by Hitler and Mussolini</p> <p><b>Japan-</b> After WWI, Japan was having an internal crisis in which the citizens were calling for revolution due to ultranationalism and government corruption.</p> <ul style="list-style-type: none"> <li>- The Manchurian Incident</li> <li>- withdrawal from the League of Nations,</li> <li>- rise of the Ultranationalists</li> <li>- influence of racism</li> <li>- alliance with Italy and Germany in WWII</li> </ul> <p><b>Russia</b></p> <ul style="list-style-type: none"> <li>- Marxism</li> <li>- Lenin's radical reforms</li> <li>- NEP (New Economic Policy)- definition and impact</li> <li>- depression</li> <li>- Rise of Stalin</li> <li>- Discuss farm collectives and their effects including the Ukrainian Famine. (WG-6.1)</li> </ul> <p><b>Totalitarianism</b></p> <p><b>Communism</b></p>	<p>throughout the room. The students will walk around the room and record the information that they read from the other posters. This will be the primary preparation/review for the cumulative assessment for this unit.</p> <p><b>Geography Activity:</b> At the beginning of the unit list your impressions of Germany, Japan, and Russia today. After discussing each of these countries during this time period discuss how your viewpoints today probably differ greatly from those of your grandparents or great grandparents during the 1920's and 30's. (WG-1.4)</p>
--	--	---

**GS-5.4:** Explain the causes, key events, and outcomes of World War II, including the German, Italian, and Japanese drives for empire; the role of appeasement and isolationism in Europe and the United States; the major turning points of the War and the principal theaters of conflict; the importance of geographic factors during the War; and the political leaders during the time.

**MWH-7.1:** Analyze the relative importance of economic and political rivalries, ethnic and ideological conflicts, social class, militarism, and imperialism as underlying causes of World War I and World War II, including the role of nationalism and propaganda in mobilizing civilian populations around the world to support the two world wars.

**MWH-7.3:** Describe major shifts in world geopolitics between 1900 and 1945, including the changing role of the United States in international affairs and the move from isolationism to an increased role as a world power.

**MWH-7.4:** Explain the origins of the conflict in the Middle East as a result of the collapse of the German, Habsburg, and Ottoman empires after World War I and the creation of the state of Israel after World War II.

**MWH-8.1:** Evaluate the relative importance of factors such as world war, economic depression, nationalist ideology, labor organizations, communism, and liberal democratic ideals in the emergence of movements for national self-rule or sovereignty in Africa and Asia.

**Time Frame: November 15-27, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Determine</b> key events of WWII and the countries involved. (WG 4.3)</p> <p><b>Create</b> a timeline of major turning points of the war. (WG-4.3, 7.1, 7.2, 7.4 )</p>	<p><b>Causes of World War II</b></p> <ul style="list-style-type: none"> <li>The postwar WWI settlements- the flaws in the WWI peace process such as the weaknesses of the Treaty of Versailles</li> <li>Japan's seizure of Manchuria and</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Construction paper</li> <li>Cardstock</li> <li>Colored Stickers/Colored Tacks</li> <li>Large world map on foam</li> </ul>

<p><b>Analyze</b> the importance of geographic factors during the war as well as the role of appeasement and isolationism. <b>Determine</b> the important political leaders during that time.</p> <p><b>Assessment Format:</b></p> <p>Choose one of the following countries: Germany, Italy, Japan, Britain, or the USA. Create a timeline that chronicles your country's involvement in WWII. This will be completed by analyzing your country's involvement and by determining the important events while also indicating the role of the important figures involved in your country's campaign. The teacher may choose to place emphasis on order, dates, description of the events, or other issues. If used as an evaluation, the timeline should be completed in one class period, based on the students' understanding of the era.</p>	<p>its withdrawal from the League of Nations.</p> <ul style="list-style-type: none"> <li>• Japan's invasion of China and the Rape of Nanjing</li> <li>• Italy's invasion of Ethiopia and the League of Nations' failure to act</li> <li>• Hitler's buildup of the German military and movement of troops into the Rhineland</li> <li>• Appeasement/Munich Conference</li> <li>• Creation of the Rome-Berlin-Tokyo Axis</li> <li>• Spanish Civil War and the involvement of Hitler and Mussolini</li> <li>• Hitler's Anschluss of Austria</li> <li>• Stalin's and Hitler's Nonaggression Pact</li> <li>• The invasion of Poland and the start of WWII</li> </ul> <p><b>Principal theaters and turning Points of the War</b></p> <ul style="list-style-type: none"> <li>• blitzkrieg</li> <li>• "phony war" and Dunkirk</li> <li>• Fall of France</li> <li>• German invasions of Africa, the Balkans</li> <li>• Battle of Britain and the Blitz</li> <li>• role of Winston Churchill</li> </ul>	<ul style="list-style-type: none"> <li>board</li> <li>• Stop watch</li> <li>• Costumes, props, etc. for skits</li> </ul> <p><b>Activities</b></p> <p>Create a foldable activity to understand various causes, key events, and outcomes of WWII. <b>(Literacy Skill 1.3)</b></p> <p>Create a game, somewhat based on "Where in the World is Carmen Sandiego," in which the students "track" where the Axis forces went during World War II. The basic component of the game is that students will research the territory that the Axis powers invaded and/or fought and will create questions about them trying to get their fellow students to guess the location. For example: Which country in Africa did Mussolini attempt to take over? Where did the Japanese first invade China? What area did Hitler take over starting his "Lebensraum?" Then each group that answers the question correctly can put their assigned color as a thumbtack or sticker on a big world map. At the</p>
---	---	--

OR

Write a five-paragraph essay analyzing the causes for the Allies' victory in WWII.  
**(Literacy Skill 1.3)**

- invasion of Russia and the siege of Leningrad
- American isolationism and Roosevelt's desire to become involved
- Growing U.S./Japanese tensions
- Pearl Harbor and Japanese victories in the Pacific
- Great Turning Points
  - Battle of El Alamein
  - invasion of Italy
  - Battle of Stalingrad
  - island-hopping and Battle of Midway
- D-Day invasion
- defeat of the Nazi's
- defeat of Japan
  - firebombing of Tokyo
  - use of the atomic bomb on Hiroshima and Nagasaki

**Geographical Factors (WG-1.1, 7.4)**

- Germany- Central location made the idea of a two-front war more feasible
- Great Britain- An island and therefore had automatic defense
- Russia- Large size made takeover by Nazis very difficult/ climate also played a major role

end of the game, the group whose color is most prevalent on the map wins the game.

*Skit/Charades:* Create a skit in which students act out major events in the war. They should act out the skit in front of the class but the skits should be limited to only a few minutes and should not use any specific leaders' names or specific places. After the skit is over, the class may guess what the skit is depicting.

**Geography Activity:** Create a map of Europe at the height of Nazi control. Compare this map to that of Napoleon's conquests. To what extent are they similar and different why?( WG-7.1, 7.3, 7.4, 7.5)  
**(Literacy Skill 1.7)**

	<ul style="list-style-type: none"> <li>• United States- Reluctance to fight a major war across the Atlantic Ocean</li> </ul>	
<p><b>GS-5.6: Exemplify the lasting impact of World War II, including the legacy of the Holocaust, the moral implications of military technologies and techniques such as the atomic bomb, the human costs of the war, and the establishment of democratic governments in European countries.</b></p> <p><b>World History Standard</b>  MWH-7.4: Explain the origins of the conflict in the Middle East as a result of the collapse of the German, Habsburg, and Ottoman empires after World War I and the creation of the state of Israel after World War II.</p> <p><b>World Geography Standards</b>  WG-7.1 Explain how cooperation and/or conflict can lead to the control of Earth's surface (e.g., the establishment of new social, political, or economic divisions).  WG-7.2 Explain the causes of boundary conflicts and internal disputes between culture groups (e.g., the ongoing Israeli-Palestinian conflict).</p>		

**Time Frame: November 28-December 7, 2012**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Identify</b> the impact of WWII. (WG-5.1, 7.3, 7.6,)</p> <p><b>Illustrate</b> the legacy of the Holocaust. (WG-1.3-1.5, 3.1, 3.3, 3.4, 3.5, 4.1, 7.2, 7.3)</p> <p><b>Evaluate</b> the impact of military technologies and techniques as a result of WWII. (WG-5.6, 8.1)</p> <p><b>Assess</b> the extent to which the governments that emerged in Europe after WWII were democratic. (WG-4.4, 5.1, 7.3, 7.6)</p>	<p><b>The Holocaust</b></p> <ul style="list-style-type: none"> <li>• the Nuremberg Laws</li> <li>• <i>Kristallnacht</i></li> <li>• Nazi encouragement of Jewish emigration from Germany</li> <li>• Non-Jewish victims included Slavs, gypsies, homosexuals, handicapped, Jehovah's Witnesses, communists</li> <li>• <i>SS Eisataguppen</i> and the mass shootings of "undesirables"</li> <li>• Wannsee Conference and the Final Solution</li> </ul>	<p><b>Materials</b> Large note cards</p> <p><b>Activities</b> "BABY ON BOARD"- The teacher should divide his/her white board into two sections: "WWII" and "NOT WWII." Each student will get 2-3 large note cards that each has a major event, term, or development of the</p>

<p><b>Assessment Format</b> Choose one of the following research projects: Plan an interview with a Holocaust survivor either through written correspondence, audio correspondence, or filmed correspondence. Include a background of the individual and the location of their internment. Compose ten questions to ask the survivor. The questions and basic information of the intended interviewee should be submitted to the teacher ahead of time for approval. The project will be presented the class.</p> <p style="text-align: center;"><b>OR</b></p> <p>The student will develop a research project on the technology that was used during or that emerged right after WWII. The project will describe when and where the technology was invented, how it was used in WWII, its effectiveness in</p>	<ul style="list-style-type: none"> <li>• Concentration camps- transportation and elimination</li> <li>• Warsaw Ghetto uprising</li> <li>• War Crimes Trials</li> </ul> <p><b>Geography Essential Knowledge:</b> Discuss the formation of Israel, its ethnic make-up and the varying viewpoints on its legitimacy (WG-1.3-1.5, 3.5, 4.1, 7.2)</p> <p><b>New technologies used</b></p> <ul style="list-style-type: none"> <li>• airpower and the bombing of civilian populations- Dresden and Tokyo</li> <li>• armored tanks &amp; troop carriers</li> <li>• improved submarines</li> <li>• radar and sonar</li> <li>• medical advances</li> <li>• computers</li> <li>• Manhattan Project and the atomic bombings of Nagasaki and Hiroshima</li> </ul> <p><b>Japanese Internment Camp causes and effects (WG-4.1)</b></p> <p><b>Compare deaths of WWI &amp; WWII</b> Examine the number of WWII civilian deaths and the ratio of deaths per country involved.</p> <p><b>Aftermath of the War</b></p> <ul style="list-style-type: none"> <li>• Yalta and Potsdam Conferences</li> <li>• creation of the United Nations</li> </ul>	<p>last 64 years listed on it. Ex: UN, the Cold War, Iran Contra, Vietnam War, 9/11, etc. The students will then determine whether the item was a result of WWII. If so, they will tape the card on the board under "WWII. Otherwise it will taped under the "NOT WWII" column. (Literacy Skill 1.3)</p> <p><i>Conference News Report:</i> The students will act as "sports reporters" and write a script for a "Main Events" sportscast of the Potsdam or Yalta Conference. They should include major figures at the conference and their vitals, where it took place, what happened during the conference, the democratic governments that were formed due to the conference, and "game-winning" moments. Each student should turn in a script and are encouraged to create video or audio-reports</p>
--	--	--

WWII, the impact of the invention in the years following the war, and the impact of the invention today.

Explain the technology and bring in an example or replica to demonstrate for the class. The model or demonstration should be submitted to the teacher for prior approval.

(Literacy Skill 1.7)

**Geography Mini Q:** Explain the cultural and geographic reasons for the dispute over Israel.

<http://www.veteranstoday.com/wp-content/uploads/2010/04/Israel-Palestine-Map.jpg>

<http://johnfreeland.com/images/Western%20Wall.jpg>

[http://americanvision.org/wp-content/uploads/2010/12/Dome\\_of\\_Rock.jpg](http://americanvision.org/wp-content/uploads/2010/12/Dome_of_Rock.jpg)

[http://www.google.com/imgres?q=map+of+israel+and+palestine+today&um=1&hl=en&sa=N&rlz=1T4ADFA\\_enUS398US408&biw=917&bih=484&tbn=isch&tbnid=desWN5Uy4K0XQM:&imgrefurl=http://www.ontheissues.org/Background\\_War\\_%2B\\_Peace.htm&docid=KaUH7B6Q23kkM&imgurl=http://www.ontheissues.org/images/Israel\\_Map.gif&w=551&h=414&ei=f2bjT9fKC8ri0QHv2NnmAw&zoom=1&ict=hc&vpx=362&vpy=170&dur=6030&hovh=1](http://www.google.com/imgres?q=map+of+israel+and+palestine+today&um=1&hl=en&sa=N&rlz=1T4ADFA_enUS398US408&biw=917&bih=484&tbn=isch&tbnid=desWN5Uy4K0XQM:&imgrefurl=http://www.ontheissues.org/Background_War_%2B_Peace.htm&docid=KaUH7B6Q23kkM&imgurl=http://www.ontheissues.org/images/Israel_Map.gif&w=551&h=414&ei=f2bjT9fKC8ri0QHv2NnmAw&zoom=1&ict=hc&vpx=362&vpy=170&dur=6030&hovh=1)

- break-up of the Soviet-U.S. alliance/ origins of the Cold War
- a divided Europe- Churchill's Iron Curtain speech
- Truman Doctrine and containment
- Marshall Plan
- division of Germany and the Berlin Airlift
- NATO and the Warsaw Pact
- the growing arms race
- Space Race

to present to the class.

**Geography Activity:** Look at the demographics and locations of Nagasaki and Hiroshima and explain why they were chosen as the locations to bomb. (WG-8.1)(Literacy Skill 1.3)



[95&hovw=259&tx=149&ty=175&sig=114157558500915210566&page=1&tbnh=128&tbnw=171&start=0&ndsp=10&ved=1t:429,r:7,s:0,j:96](https://www.gutenberg.org/files/58500/58500-1/1-7/58500-1-7-96.html)  
 (WG-1.3-1.5, 3.5, 4.1, 7.2)

**GS-6.1 Summarize the ideologies and global effects of communism and democracy, including the effects of totalitarianism and communism in China and the effects of communism in Eastern Europe and Soviet Union.**  
**GS-6.2 Summarize the worldwide effects of the Cold War, including the competition for power between the United States and the Soviet Union, the changing relationships between the Soviet Union and China, the response by popular culture, and the collapse of the communist states. (NOTE: Some of this content was explored in Indicator 5.6.)**

**World History Standard**

- MWH-8.1: Evaluate the relative importance of factors such as world war, economic depression, nationalist ideology, labor organizations, communism, and liberal democratic ideals in the emergence of movements for national self-rule or sovereignty in Africa and Asia.
- MWH-8.2: Explain the rationale for the development of supranational organizations (e.g., the United Nations, the European Union, the African Union, the Organization of American States).
- MWH-8.3: Illustrate the impact of the Cold War on developing and newly independent countries, including Soviet, United States, and Chinese involvement in the domestic and foreign affairs of countries such as Egypt, Iran, Iraq, Vietnam, Korea, Chile, Cuba, Guatemala, and the Congo.
- MWH-8.4: Describe the diffusion of aspects of popular cultures, including music, film, art forms, and foodways.
- MWH-8.6: Analyze the impact that the collapse of the Soviet Union and communist governments in Eastern Europe had on the people and geopolitics of Eurasia, including the balkanization of Yugoslavia, the reunification of Germany, and the creation of the new republics in Central Asia.

**World Geography Standards**

- WG-7.3 Explain why political boundaries such as national borders or political districts change (e.g., those of historic imperial powers).
- WG-7.4 Explain how the size, shape, and relative location of a country or a nation can be an advantage or a disadvantage to it

**Time Frame: December 10-18, 2012**

<b>Assessment Guidelines</b>	<b>Essential Knowledge</b>	<b>Lesson Plans</b>
------------------------------	----------------------------	---------------------

<p><b>Compare</b> the ideologies of communism and capitalism. (WG-5.2)  <b>Justify</b> the global effects of communism and capitalism. (WG-7.1)  <b>Identify</b> the effects of communism in China, Russia, and Eastern Europe. (WG-1.2, 1.3, 4.1, 5.2, 7.4)  <b>Summarize</b> the effects of the Cold War. (WG-1.4, 3.3, 4.3, 4.5, 7.1, 7.3)</p> <p><b>Geography Guideline and Assessment:</b>  Describe how communist leaders of the Soviet Union and Yugoslavia quelled ethnic divisions within their respective nations and how this would eventually lead to wars after the fall of communism. (WG-7.3)</p>	<p>Review terms:  Ideology, communism, democracy, totalitarianism, hegemony, Domino Theory, containment, Truman Doctrine, Marshall Plan, NATO, Warsaw Pact, Berlin Airlift, Bay of Pigs</p> <p><b>Communism in China</b></p> <ul style="list-style-type: none"> <li>• Mao Zedong</li> <li>• Jiang Jieshi</li> <li>• Cultural Revolution</li> <li>• Red Guard</li> </ul> <p><b>Effects of Communism in Eastern Europe and Soviet Union and Collapse</b></p> <ul style="list-style-type: none"> <li>• Iron Curtain, Soviet buffer zone</li> <li>• Lenin, Stalin, Khrushchev</li> <li>• Velvet Revolution</li> <li>• SALT, Détente</li> <li>• Perestroika, Glasnost</li> <li>• Boris Yeltsin</li> <li>• Destruction of Berlin Wall</li> <li>• Ronald Reagan</li> <li>• "shock therapy"</li> <li>• CIS</li> <li>• Vladimir Putin</li> </ul> <p><b>World Wide Effects of Cold War</b></p> <ul style="list-style-type: none"> <li>• Berlin Wall-building and destruction</li> <li>• Space and Nuclear Arms Race</li> <li>• Effects of Korean/Vietnam War</li> <li>• Cuban Missile Crisis</li> </ul>	<p><b>Materials:</b>  Map</p> <p><b>Activities:</b>  Examine a world map describing the areas of communism and those of democracy and one that shows the buffer area around Russia. <b>Which of those former communist areas are associated with democracy today? (Literacy Skill 1.1, 1.7)</b>  Chalk Talk—"Communism can be an effective economic system."</p> <p>Quick Write: Compare the "Great Leap Forward" to the "5 Year Plan."</p> <p>Complete a case study on anti-communist revolutions: Velvet Revolution, Romania, Yugoslavia and/ or Germany.</p> <p>Examine various images using the OPTIC method: Sputnik, Mao Zedong, Berlin Wall, images of revolutions, Cuban Missile Crisis, Lenin <b>(Literacy Skill 1.6)</b></p> <p><i>Paideia</i>- Participate in a Paideia seminar from the perspective of a world leader or someone from the social hierarchy of that time period. <b>(Literacy Skill 1.4)</b></p> <p><i>Journal</i>- Create a journal entry from the</p>
--	---	--

<p><b>Assessment Format:</b></p> <p>Use the APPARTS method to examine two primary sources from Mao Zedong. <b>(Literacy Skills 1.6)</b></p>	<p><b>Changing relationships between the Soviet Union and China</b></p> <p>Issues of autonomy &amp; nuclear expansion</p> <p><u>Popular culture</u></p> <p>Fear of missile attack on US</p>	<p>perspective of a person observing the Berlin Wall come down. <b>(Literacy Skill 1.4)</b></p> <p>Conduct interviews of family members about the effects of the Cold War. Include topics such as Berlin Wall, Sputnik, Arms Race, Korean and Vietnam Wars.</p>
---	---	---

**GS-6.3 Compare the challenges and successes of the movements toward independence and democratic reform in various regions following World War II, including the role of political ideology, religion, and ethnicity in shaping governments and the course of independence and democratic movements in Africa, Asia, and Latin America.**

MWH-7.5: Explain the impact of collapsing imperial regimes and growing nationalist movements in India, Africa, and Southeast Asia, including Pan-Africanism and the emerging civil rights movement in the United States.

MWH-8.1: Evaluate the relative importance of factors such as world war, economic depression, nationalist ideology, labor organizations, communism, and liberal democratic ideals in the emergence of movements for national self-rule or sovereignty in Africa and Asia.

MWH-8.3: Illustrate the impact of the Cold War on developing and newly independent countries, including Soviet, United States, and Chinese involvement in the domestic and foreign affairs of countries such as Egypt, Iran, Iraq, Vietnam, Korea, Chile, Cuba, Guatemala, and the Congo.

MWH-8.5: Analyze the impact of movements for equality in the United States, Africa, and Southeast Asia as well as the varying reactions around the world to equity issues.

World Geography Standards

WG-3.4 Evaluate the impact of human migration on physical and human systems including changes in population density, the use of resources, and the provision of services (e.g., the environmental costs of refugee settlement camps in Africa).

WG-3.5 Compare the response of different groups and governments to migration, including national migration policies and differing responses by local communities (e.g., the requirement that immigrants adopt the new language).

**Time Frame: January 3-9, 2012**

<p><b>Assessment Guidelines</b></p>	<p><b>Essential Knowledge</b></p>	<p><b>Lesson Plans</b></p>
-------------------------------------	-----------------------------------	----------------------------

**Compare** the challenges and the successes of independence movements in the world after WWII.

(WG-3.3, 3.4, 3.5, 7.2, 7.5)

**Evaluate** and **assess** the role of political ideology, religion, and ethnicity in shaping the course of independence movements.

(WG-1.2, 1.3, 1.4, 4.3, 7.1)

**Assessment Format:**

Complete the DBQ discussing the use of non-violence by M. Gandhi and M.L. King. This is located in the *DBQ Project*.

**Geographic Assessment:**

Explain the cultural reasons for the division of Colonial India into the modern countries of Pakistan, India, and Bangladesh and the subsequent dispute that

**Democratic Movements**

- Negritude movement
- Jomo Kenyatta
- Pan-Africanism
- Mobutu
- Genocide in Rwanda

**South Africa**

- Apartheid
- Nelson Mandela

**Asia**

**India**

- Gandhi
- Indian National Congress
- Muslim League
- Partition of India—specifically cover the cultural reasons and the continual conflict in Kashmir (WG-7.1, 7.2, 7.3)

**Philippines**

- Military presence in the Philippines
- Ferdinand Marcos

**Indonesia**

- Sukarno
- Suharto
- Martial law
- Coup

**Cambodia**

- Khmer Rouge, Pol Pot

**Afghanistan**

**Activities**

*Quick Write:* What is the significance of political ideology (may also use religion or ethnicity) in shaping a new nation?

*Video Clip:* Streamline clip of Gandhi, time 38:03. (This is located in the 6.3 folder.)

*Project:* In groups, research the genocide in Rwanda and complete a presentation. As a follow up formulate an opinion as to the US's response to genocide. Then react to a hypothetical situation in which you have to provide a response from the US and provide a rationale for the response.

Paideia- Participate in a Paideia seminar on one of Gandhi's writings on non-violence.

*Writing workshop:* "Teacher for the Day" Each student will be given three anonymously written DBQ's. They will then act as the teacher using the College Board rubric to grade the DBQ samples. The activity will force students to identify the correct components of a DBQ. At the end of class, have the students write on the board the grade they gave each essay so that they can compare their scoring with other students. The teacher will then reveal the actual grade

<p>continues in the Kashmir region of India. (WG-7.1, 7.2, 7.3) (Literacy Skill 1.2)</p>	<ul style="list-style-type: none"> <li>• The Great Game</li> <li>• Mujahideen</li> <li>• Taliban</li> </ul> <p><b>Latin America</b></p> <p><b>Cuba-</b></p> <ul style="list-style-type: none"> <li>• Fidel Castro</li> <li>• Kennedy</li> <li>• Khrushchev</li> </ul> <p><b>Nicaragua</b></p> <ul style="list-style-type: none"> <li>• Somoza, Ortega, Sandinista</li> </ul>	<p>the sample essays received.</p> <p><b>Geography Activity:</b> Map the various racial districts of South Africa during Apartheid and discuss how this still influences where these groups still live today (WG-7.1, 7.2). (Literacy Skill 1.1)</p>
--	--	--

**GS-6.4 Summarize the impact of economic and political interdependence on the world, including efforts to control population growth, economic imbalance and social inequality and efforts to address them, the significance of the world economy for different nations, and influence of terrorist movements on politics in various countries.**

**MWH-8.1:** Evaluate the relative importance of factors such as world war, economic depression, nationalist ideology, labor organizations, communism, and liberal democratic ideals in the emergence of movements for national self-rule or sovereignty in Africa and Asia.

**MWH-8.2:** Explain the rationale for the development of supranational organizations (e.g., the United Nations, the European Union, the African Union, the Organization of American States).

**MWH-8.3:** Illustrate the impact of the Cold War on developing and newly independent countries, including Soviet, United States, and Chinese involvement in the domestic and foreign affairs of countries such as Egypt, Iran, Iraq, Vietnam, Korea, Chile, Cuba, Guatemala, and the Congo.

**MWH-8.5:** Analyze the impact of movements for equality in the United States, Africa, and Southeast Asia as well as the varying reactions around the world to equity issues.

**MWH-8.7:** Evaluate the benefits and costs of increasing worldwide trade and technological growth, including the movement of people and products, the growth of multi-national corporations, the increase in environmental concerns, and the increase in cultural exchanges.

**Time Frame: January 10-17, 2013**

Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Summarize</b> the impact of economic and political interdependence on the world. (WG-1.3, 3.1, 3.3, 4.4, 6.3, 7.5, 7.6)</p> <p><b>Identify</b> the efforts to control population growth. (WG-3.2, 8.1)</p> <p><b>Analyze</b> the efforts put forth to address economic imbalance and social inequality. (WG- 3.4, 4.5, 5.1, 7.6, 8.1 )</p> <p><b>Differentiate</b> the significance of the world economy on different nations. (WG-1.3, 3.3, 5.2)</p> <p><b>Evaluate</b> the influence of terrorist movements. (WG-1.4)</p> <p><b>Geography Guideline:</b> Discuss the impact of technology on globalization. (WG-1.5)</p> <p><b>Assessment Format:</b> Create a Facebook page summarizing the time period from the 1980s to 2010.</p> <p>Have students create their</p>	<p><b>Economic and political interdependence on world</b></p> <ul style="list-style-type: none"> <li>• International Space Station</li> <li>• Internet (WG-1.5)</li> <li>• Developed nations</li> <li>• Emerging nations</li> <li>• Global economy               <ul style="list-style-type: none"> <li>- Low labor costs</li> <li>- Cheap goods: China/USA</li> </ul> </li> <li>• Free trade</li> <li>• Trade Blocs</li> <li>• United Nations</li> </ul> <p><b>Population growth</b></p> <ul style="list-style-type: none"> <li>• Genetic engineering, cloning</li> <li>• Sustainable growth</li> <li>• Epidemics</li> <li>• Push-pull factors, refugees</li> </ul> <p><b>Economic imbalance</b></p> <ul style="list-style-type: none"> <li>• Green Revolution to address imbalance</li> <li>• Materialism</li> <li>• World Bank</li> </ul> <p><b>Social inequality</b></p> <ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights</li> <li>• WHO</li> </ul>	<p><b>Materials</b> Graphic organizer <i>CIA Fact Book</i>- Internet source</p> <p><b>Activities</b> <i>Interdependency Project</i>- Using graphic organizers, move around the room and find out where other students' clothing was created. Label a map with the countries' locations. For further activity, research one of the countries using the <i>CIA Fact Book</i>. Debate or analyze the pros and cons of globalization. <b>(Literacy Skill 1.5)</b></p> <p>Read and analyze, using the APPARTS method, the <i>Universal Declaration of Human Rights</i>. <b>(Literacy Skill 1.6)</b></p> <p>Research the United Nations for information on structure, why it was created, and its role.</p> <p>Using the <i>CIA Fact Book</i>, gather data about AIDs in 2 or 3 countries. Then hypothesize as to what the data reflects. <b>(Literacy Skill 1.6)</b></p>

<p>version of a video that corresponds to a song like, <i>We Didn't Start The Fire</i>. They may use Power Pack 3 for Movie Maker.</p> <p>Simulate a UN Assembly. Choose a country and create and debate resolutions on topics that are currently important. This activity could take 3-4 days with one day for simulation.</p>	<p><b>Impact of terrorist movements on politics in various countries</b></p> <ul style="list-style-type: none"> <li>• Terrorism, Cyber terrorism</li> <li>• Proliferation of weapons</li> <li>• Middle East, Europe, Asia, Africa, Latin America</li> <li>• September 11, 2001, impact</li> <li>• Department of Homeland Security</li> <li>• US Patriot Act</li> <li>• Guantanamo Bay Prison system</li> <li>• North Korea</li> </ul>	<p><i>Video Clip- We Didn't Start the Fire</i> located at <a href="http://www.teacheroz.com/fire.htm">www.teacheroz.com/fire.htm</a></p> <p><b>Geography Activity:</b> Research the spread of McDonald's worldwide. Choose one McDonald's from each region of the world and describe how its menu varies from the US. List three factors that influence where you find the majority of McDonald's restaurants outside the United States based on the political stability, economic stability, and demographic characteristics of the areas. (WG-1.3, 3.1, 3.3, 4.4,6.3, 7.5, 7.6, )</p>
---	---	---

## High School Map-at-a-Glance United States Government 2012-2013

**Please note: The US Government pacing guide was revised by a group of teachers in July 2011. The guidelines below are designed to ensure that ALL teachers in ALL schools teach the indicators in the same order. The revision was necessary to provide both clarity and seamless student transitions from one school to another.**

**Government will be taught for one nine weeks. Use the dates listed at the beginning of each unit to implement your curriculum. There are approximately 42 days which should be used for instruction, simulations, and assessments.**

### Unit One Foundations

### Ten Days

Dates	Indicators	Textbook Correlations <u>Magruder's American Government</u>	Suggested Activities
<b>Aug. 22-Sept. 2</b>  <b>Or</b>  <b>Oct. 26-Nov. 8</b>  <b>Or</b>  <b>Jan. 18-Jan.31</b>  <b>Or</b>	USG 1.1 Analyze political theories related to the existence, necessity, and purpose of government including state of nature, natural rights, balance of the public/private sphere, and physical & economic security.  USG 1.2 Analyze components of government and the governing process including politics, power, authority, sovereignty, legitimacy, public institutions, efficacy, and civic life.  USG 1.3 Evaluate the role and relationship of the citizen to government in democratic, republican, authoritarian, and totalitarian systems.	Chapters 1 and 2, pp. 684-85, pp. 694-700	Read the article entitled <i>Government in Captivity</i> . A discussion seminar will follow. See Dropbox folder (USG 1.5)  Elevator Brief: Create a Two Minute Oral/Written Presentation of a current events story that illustrates one of the many terms in the unit. (USG 1.3)  Citizen/Government Skit: Create a one-minute skit using one of four governments listed in Indicator 1.3. The skits should illustrate the role and relationship of citizens to their government. (All)



<p><b>Mar. 20-30</b></p>	<p>USG 1.4 Analyze the institutional and organizational structure of government that allows it to carry out its purpose and function effectively including branches of government, legitimate bureaucratic institutions, and civil society.</p> <p>USG 1.5 Evaluate limited and unlimited governments in regards to governing, including rule of law, role of written constitutions, civil rights, political freedom, economic freedom, and ability of citizens to impact/influence the governing process.</p> <p>USG 1.6 Evaluate the organization of government in confederal, federal, and unitary systems of government including distribution of power and advantages and disadvantages of each system.</p> <p>USG 2.1 Summarize core principles of United States government including limited government, federalism, checks and balances, separation of powers, rule of law, popular sovereignty, republicanism, individual rights, freedom, equality, and self-government.</p> <p>USG 2.2 Analyze developmental influences on the core political principles of US government including Greek democracy, Roman republicanism, Judeo-Christian heritage, and the European philosophers John Locke, Montesquieu, and William Blackstone.</p> <p>USG 2.3 Analyze the British heritage that fostered development of the core political principles of US government including the Magna Carta, Glorious Revolution, English Bill of Rights, Mayflower Compact, and the Petition of Right (1628).</p>		<p>Poster Presentation: Create a poster that illustrates the impact of particular documents and philosophies on current political life. (USG 2.3, 2.3)</p> <p>RAFT Essay: Pick a Role, Audience, Format, and Topic to analyze a subject from Indicators 2.2, 2.3 <a href="http://www.phs.d211.org/English/NaumannL/RAFT%20Essay.htm">http://www.phs.d211.org/English/NaumannL/RAFT%20Essay.htm</a></p> <p><b>Honors Required Activities</b></p> <p>The students will write one <b>Free Response Question (FRQ)</b> for this unit. Suggested questions are located at the end of this document.</p> <p>Students will read one Federalist and one Anti-Federalist essay and debate the merits of each point of view. Guidelines and rubrics are located at the end of this document.</p>
--------------------------	--	--	--

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

	<p>USG 2.4 Evaluate significant American founding documents in relation to core political principles including the Declaration of Independence, Articles of Confederation, state constitutions, US Constitution, Federalist Papers (#10 &amp; #51), Anti-Federalist Papers, and the Bill of Rights.</p> <p>USG 2.5 Evaluate significant American historical documents in relation to the application of core principles including the Nullification Crisis, Seneca Falls Declaration, Emancipation Proclamation, Cross of Gold speech, <i>Letter from a Birmingham Jail</i>, amendments to the US Constitution, and critical Supreme Court cases. <b>(The amendments and S.C. Court cases are addressed in Unit Three.)</b></p> <p>USG 3.4 Analyze federalism and its application in the United States, including the concepts of enumerated, concurrent, &amp; reserved powers, the meaning of the 9th and 10th Amendments, the principle of states' rights, the promotion of limited government, the protection of individual rights, and the potential for conflict among the levels of government.</p> <p>USG 3.5 Analyze the organization and responsibilities of local and state governments in the United States' federal system including the role of state constitutions, limitations on state governments, the typical organization of state governments, the relationship between state and local governments, and major responsibilities of state governments.</p> <p>USG 5.1 Explain the organization of the world into nation-states and the growing role of supranational organizations such as the UN and EU.</p>		
--	---	--	--

Edmodo Group Code: byhOwc

Discovery Learning Link <http://www.sctv.org/education/StreamLineSC/>

	<p>USG 5.2 Analyze the basic governmental components of nation-states including parliamentary &amp; presidential systems, legitimacy, illiberal democracy, representation &amp; ethnicity, proportional/single-member representation and political culture.</p>		
--	---	--	--

**Unit Two Political Behavior      Nine-Ten Days**

Dates	Indicators	Textbook Correlations	Suggested Activities
<p><b>Sep. 6- Sep. 16</b></p> <p><b>OR</b></p>	<p>USG 4.1 Evaluate the role of the citizen in the American political process including civic responsibilities, identification of citizenship, and the interaction between the citizen and government.</p>	<p><b>Chapters</b> 5-8</p>	<p>Facebook Candidate Page: Create a social networking page for a candidate who is running in the current election cycle. Use technology to develop background information, report platform positions, and list supporters. <a href="http://www.freetech4teachers.com/2011/01/my-fake-wall-create-fake-facebook-wall.html">http://www.freetech4teachers.com/2011/01/my-fake-wall-create-fake-facebook-wall.html</a> (USG 4.3 and 4.4)</p>
<p><b>Nov. 9- Nov. 22</b></p> <p><b>Or</b></p>	<p>USG 4.2 Analyze the process of political socialization and its relation to political participation.</p>		<p>Evaluating Political Polls: Create and implement a poll using an electronic site. (The teacher may want to model this.) Have students write a one-page analysis on the process of setting up, conducting, and evaluating results.</p>
<p><b>Feb. 1- Feb 14</b></p> <p><b>Or</b></p>	<p>USG 4.3 Evaluate the role and usage of common avenues utilized by citizens in political participation including political parties, voting, polls, interest groups, and community service.</p>		<p><a href="http://www.polleverywhere.com/">http://www.polleverywhere.com/</a> or <a href="http://www.surveymonkey.com">www.surveymonkey.com</a> (USG 4.3)</p>
<p><b>Apr. 2- Apr. 20</b></p> <p><b>Or</b></p>	<p>USG 4.4 Analyze the process through which citizens monitor and influence public policy including political parties, interest groups, the media, assembly, lobbying, donations, issue advocacy, and candidate support.</p> <p>USG 4.7 Explain how fundamental values, principles, and rights often conflict within the American political system, why these conflicts arise, and how these conflicts can be/addressed.</p>		<p><i>What is your Political Ideology?</i> Use one or more websites to assess your political ideology. Discuss the process and product in an informal seminar. A list of potential surveys is located in the Dropbox folder. (USG 4.2 and 4.7)</p> <p><b>Honors Required Activity</b> The students will write one FRQ for this unit. Suggested questions are located at the end of this document.</p> <p>Debate: The students will research and debate one of several topics dealing with this unit. Topics could include current political party platforms, civic responsibilities, or</p>

			interest groups. Guidelines and rubrics are attached at the end of this document.
--	--	--	---

**Unit Three The Constitution Nineteen Days**

Dates	Indicators	Textbook Correlations	Suggested Activities
<b>Sep. 19- Oct. 14</b>  <b>Or</b>  <b>Nov. 28- Dec. 20</b>  <b>Or</b>  <b>Feb. 15- Mar. 12</b>  <b>Apr. 23- May 18</b>	USG 2.5 Evaluate significant American historical documents in relation to the application of core principles including the Nullification Crisis, Seneca Falls Declaration, Emancipation Proclamation, Cross of Gold speech, <i>Letter from a Birmingham Jail</i> , amendments to the US Constitution and critical Supreme Court cases. <b>(This unit addresses only the amendments and S.C. cases. The remainder of the indicator is addressed in Unit One.)</b>  USG 3.1 Evaluate the Constitution as the written form for the United States government including expression of the core principles of limited government, federalism, checks and balances, separation of powers, rule of law, popular sovereignty, republicanism, individual rights, freedom, equality, and self-government.  USG 3.2 Evaluate the formal and informal structure, role, responsibilities, and authority of the legislative branch of national	<b>Chapters</b> 10-15 and 18-20	Presidential Hat: Make a paper hat and list the roles/jobs of the president on its band. As the teacher reviews presidential scenarios, turn the hat so that the proper role is indicated. For example, when the teacher says, "President Obama increased the number of troops in Afghanistan in 2010," the student should turn his/her hat to show the role of "commander-in-chief." ~An electronic version of this activity is located at <a href="http://teacher.scholastic.com/scholasticnews/games_quizzes/president_roles/">http://teacher.scholastic.com/scholasticnews/games_quizzes/president_roles/</a>  Mini "Q": <i>Why was the Equal Rights Amendment Defeated?</i>  Reading: <i>Cops, Cars, and the Constitution</i> . This activity calls for students to analyze Supreme Court decisions concerning the Fourth Amendment. It is located in the Dropbox folder.  <b>Honors Required Activity</b> The students will write one FRQ for this unit. Suggested questions are located at the end of this document.  The students will complete a socratic or Paideia seminar on an issue

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

<p>government as the embodiment of Constitutional principles.</p> <p>USG 3.3 Evaluate the formal and informal structure, role, responsibilities, and authority of the executive branch of national government as the embodiment of Constitutional principles.</p> <p>USG 3.3 Evaluate the formal and informal structure, role, responsibilities, and authority of the judicial branch of national government as the embodiment of Constitutional principles.</p> <p>USG 3.4 Analyze federalism and its application in the United States, including the concepts of enumerated, concurrent and reserved powers, the meaning of the 9th and 10th Amendments, the principle of states' rights, the promotion of limited government, the protection of individual rights, and the potential for conflict among the levels of government.</p> <p>USG 4.5 Evaluate the importance of civil rights and civil liberties for citizens in American political culture.</p> <p>USG 4.6 Analyze the role of the national government in relation to the civil rights and liberties of its citizens including the Bill of Rights, the judicial system and Supreme Court, and the 14th Amendment and incorporation.</p>		<p>relevant to this unit. A <b>suggested</b> reading concerning the USA PATRIOT Act can be found in <i>First Freedoms</i>, Chapter 37.</p>
---	--	--

**Unit Four The US and the World Four Days**

Dates	Indicators	Textbook	Suggested Activities
-------	------------	----------	----------------------

Edmodo Group Code: byhOwc

Discovery Learning Link <http://www.sctv.org/education/StreamLineSC/>

		<b>Correlations</b>	
<b>Oct.17- Oct. 21</b>	USG 5.2 Critique the interaction between and among nation-states including the importance of international trade, alliances, international organizations, treaties, and the military.	<b>Chapters</b> 17 & 22	Brochure: Create a brochure that evaluates the role of the United States and its membership in one of the following organizations: NATO, UN, OAS, IMF, or World Bank.
<b>Or</b>	USG 5.3 Analyze the major responsibilities of the US government in foreign policy as well as how foreign policy is determined including the role and structure of the executive branch relating to foreign policy, national security, trade policy, alliances, and projection of American ideals.		Political Cartoon: Analyze and present to the class a political cartoon that represents a particular view of American foreign policy. <a href="http://www.cagle.com">www.cagle.com</a>
<b>Jan.9- Jan. 11</b>	USG 5.4 Evaluate the purpose and role of US membership in significant international organizations including NATO, UN, OAS, IMF, and the World Bank.		<b>Honors Required Activities</b> The students will write one FRQ for this unit. Suggested questions are located at the end of this document.
<b>Or</b>	USG 5.5 Analyze significant contemporary global issues and the US response to these issues including terrorism, proliferation of nuclear weapons, genocide/human rights, marketization, democratization, globalization, immigration, and economic interdependency.		<b>Or</b> The students will create a political cartoon that represents one specific view of American foreign policy.
<b>Mar.13- Mar. 16</b>			
<b>May 21- May 24</b>	USG 5.6 Critique current debate on defining the role of the United States in world affairs including ideas of nationalism, American principles, American interests, nation-building, peacekeeping, human rights, environmentalism, protectionism, and growing globalization.		

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

WORKING DOCUMENT

## REQUIRED ACTIVITIES US GOVERNMENT- HONORS

- **Unit One FRQ's-** The students will complete at least one of the following FRQ's. Rubrics for these writing assignments are located on the AP Central website. [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)
  - A. The power of the federal government relative to the power of the states has increased since the ratification of the Constitution.**
    - (a) Describe two of the following provisions to the Constitution and explain how each has been used over time to expand federal power.
      - The power to tax and spend
      - The “necessary and proper” clause or the “elastic clause”
      - The commerce clause
    - (b) Explain how one of the following has increased the power of the federal government relative to the power of the state governments.
      - Americans with Disabilities Act
      - Civil Rights Act of 1964
      - Clean Air Act
  - B. The Constitution was an attempt to address problems of decentralization that were experienced under the Articles of Confederation.**
    - (a) List three problems of decentralized power that existed under the Articles of Confederation. For each problem you list, identify one solution that the Constitution provided to address the problem.
    - (b) Some have argued that the tensions between decentralized and centralized power continue to exist. Support this argument by explaining how one of the following illustrates the continuing tension.
      - Environmental policy
      - Gun control
      - Disability access



*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

**Unit Two FRQ's-** The students will complete at least one of the following FRQ's. Rubrics for these writing assignments are located on the AP Central website.

**A. In the United States political system, there are several linkage institutions that can connect citizens to government. Elections constitute one such institution. Because of low voter turnout, elections represent an imperfect method of linking citizens to their government. Even when there is low voter turnout, however, other linkage institutions can connect citizens to government.**

(a) Describe how each of the following is related to the likelihood of voting.

- Age
- Education

(b) Identify one current government electoral requirement that decreases voter turnout. Explain how it decreases voter turnout.

(c) Identify one linkage institution other than elections and explain two ways it connects citizens to government.

**B. Public opinion polls are a way to link the public with elected officials. Members of Congress often use polls to understand the views of their constituents, but they must also pay attention to other political considerations.**

a. Identify two characteristics of a valid, scientific, public opinion poll.

b. Explain why each of the following enhances the influence of public opinion on the voting decisions of members of Congress.

- Strong public opinion as expressed in polling results
- Competitive re-elections

c. Explain why each of the following limits the influence of public opinion on the voting decisions of members of Congress.

- Legislators' voting records
- Party leadership

**Unit Three FRQ's-** The students will complete at least one of the following FRQ's. Rubrics for these writing assignments are located on the AP Central website.

**A. The Constitution of the United States creates a government of separate institutions that share power rather than a government that delegates power exclusively to a single branch. Frequently, this means that presidents and Congress struggle with each other.**

- a. For each of the presidential powers below, explain one way that congressional decision making is affected by that power.
  - Veto power
  - Power to issue executive orders
  - Power as commander in chief
- b. For each of the congressional powers below, explain one way that presidential decision making is affected by that power.
  - Legislative oversight power
  - Senate advice and consent power
  - Budgetary power

**B. In the United States Congress, the majority party exerts a substantial influence over lawmaking. However, even when one party has a numerical majority in each chamber of the United States Congress, there is no guarantee that legislation supported by that majority party will be passed by both chambers. Rules of each chamber independently influence the likelihood that legislation will pass in that chamber; legislation passed by one chamber is not always passed by the other.**

- (a) Describe two advantages the majority party in the United States House of Representatives has in lawmaking, above and beyond the numerical advantage that that majority party enjoys in floor voting.
- (b) Describe two differences between House and Senate rules that may make it likely that legislation may pass in one chamber but not in the other.
- (c) Explain how the differences identified in (b) can lead to the passage of a bill in one chamber but not in the other.

**C. A number of factors enable presidents to exert influence over Congress in the area of domestic policy. However, presidents are also limited in their influence over domestic policymaking in Congress.**

(a) The Constitution grants the president certain enumerated powers. Describe two of these formal powers that enable the president to exert influence over domestic policy.

(b) Choose two of the following. Define each term and explain how each limits the president's ability to influence domestic policymaking in Congress.

- mandatory spending
- party polarization
- Lame-duck period

**D. "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude." *Fifteenth Amendment to the United States Constitution, 1870.* Despite the ratification of the Fifteenth Amendment, voter turnout among African American citizens was very low throughout the first half of the twentieth century. Over the past 50 years, civil rights policies have changed substantially, along with a significant increase in African American voter turnout.**

(a) Explain how two measures taken by some states prior to the 1960s affected voter turnout among African American citizens.

(b) Facing discrimination at the voting booth, many African American citizens turned to alternative forms of political participation. Describe two alternative forms of participation that helped bring about changes in civil rights policies.

(c) Choose one of the forms of participation you described in (b) and explain why it was effective in changing civil rights policies.

**Unit Four FRQ's-** The students will complete at least one of the following FRQ's. Rubrics for these writing assignments are located on the AP Central website.

**Presidents are generally thought to have advantages over Congress in conducting foreign policy because of the formal and informal powers of the presidency.**

- a. Identify two formal constitutional powers of the president in making foreign policy.

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

- b. Identify two formal constitutional powers of Congress in making foreign policy.
- c. Identify two informal powers of the president that contribute to the president's advantage over Congress in conducting foreign policy.
- d. Explain how each of the informal powers identified in (c) contributes to the president's advantage over Congress in conducting foreign policy.

## Debates

The ability to debate a given topic is an important skill that should be taught in honors level social studies classes. Students learn to research topics, evaluate multiple points of view, and develop informed opinions. These higher order-thinking skills are necessary in higher education and in life.

Included on the following pages are three general formats for debate. Teachers may choose from these formats or use one of their own. Also included are sample rubrics for the debate process.

### Post-Debate Assessment

The students will write a one-page evaluation of the debate which discusses the effectiveness and persuasiveness of the participant. The teacher may use the debate rubric to grade student responses.

### Debate Format 1 – The Simplified Debate

This debate format can be found in the *DBQs in World History* binder (green) on pages 697-698.

This debate format features students in pro and con groups of three, written preparation for homework, a simple debate format, and a post-debate discussion. Following the debate, the students may complete the post-debate assignment.

### Debate Format 2 – Fishbowl Debate

1. Plan 30-45 minutes for the Mini-Debate format.
2. Assign each student a point of view and provide the relevant text. Prior to class, the students will read the text and prepare an outline for their arguments. This assignment is graded as part of the rubric.
3. On the day of the debate, the teacher should set the class up in a fishbowl arrangement (two-four students sitting in the middle with all other students sitting on the perimeter).

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

4. Two-four students, one from each side of the argument, sit in the middle of the fishbowl and participate in an informal debate on the topic. At any point, the teacher may replace a student in the fishbowl with one of the observers. This encourages students to actively watch the debate and take notes.
5. Once the debate has concluded, the class may debrief. They may evaluate both the process and content of the debate.
6. Students may complete the post-debate assignment.

## **Debate Format 3 – Formal Debate**

### **General Rules**

1. Each student will be allotted 7 minutes in Round One and 3 minutes in Round Two.
2. Each speaker will be allowed to speak without interruption.
3. The speaker should speak from the front of the class.
4. Teams will be allowed a 2-3 minute conference between rounds.

### **Procedures**

#### **Pre-Debate Vote**

#### **Round 1**

Student One for each side will:

1. Restate the question.
2. Explain why it is important.
3. Give general reasons for his/her position.
4. Present any emotional readings, quotes, or images.
5. Focus on an emotional appeal.

Student Two for each side will:

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

1. Present data, case studies, or other evidence.
2. Give specific support for his/her arguments.
3. Focus on an intellectual appeal.

Conference Break

## **Round 2**

Student One for each side will:

1. Attack opposing arguments and reiterate his/her most compelling points.
2. Appeal to both emotional and intellectual points.

Student Two for each side will:

1. Summarize his/her position and evidence.
2. Remain positive and will not attack the other side.

Questions from Class

## **Post-Debate Vote**

## **Complete Post-Debate Assignment**

### ***Formal Debate Teacher's Notes***

1. Plan for one block of time to complete a format debate.
2. Give all students the texts for each side of the debate ahead of time (consider one week). Assign students a point of view to prepare. Participants will not be chosen until the day of the review.
3. Debates are completed in teams of two. Each student will speak for 7 minutes in Round One and 3 minutes in Round Two.

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

4. Provide a copy of the *Debate Format* and *Debate Rubric* sheets to each student. These should be discussed with the students prior to the day of the debate.
5. Assign an annotated bibliography to ensure that each student receives a grade based on preparation for the debate. This consists of the regular bibliographic information and a short synopsis of the article which includes its relevance to the debate. Each bibliography should include at least three articles on the assigned topic.
6. Instruct students who are not involved in the debate to take notes on relevant points for discussion after the debates.
7. Hold a pre-debate and post- debate vote to ascertain if the debate altered student perspectives of the issue.

### **Student Debate Tips**

1. Research your topic thoroughly.
2. Organize your ideas onto note cards or in an outline for easy reference.
3. Make your presentation conversational. You should not read an essay to the class.
4. Study your opponent's point of view, anticipate main points, and use this knowledge to your advantage.
5. Prepare a strong opening and a strong closing.
6. Use quotes, statistics, and raw data from experts, but don't overdo this.
7. Rehearse and time your presentation so you are prepared on the day of the debate.
8. Address your presentation to the audience. It is their opinion you are trying to change.

### **Classroom Debate Rubric**

	<b>Excellent- 4</b>	<b>Good- 3</b>	<b>Satisfactory- 2</b>	<b>Needs Improvement- 1</b>
<b>Understanding of Topic</b>	You clearly understood the topic in-depth and presented your information convincingly.	You clearly understood the topic in-depth and presented your information with ease.	You seemed to understand the main points of the topic and presented ease.	You did not show an adequate understanding of the topic.
<b>Presentation Style</b>	You consistently used gestures, eye contact, tone of voice, and enthusiasm in a	You usually used gestures, eye contact, tone of voice, and enthusiasm in a way that	You sometimes used gestures, eye contact, tone of voice, and a level of enthusiasm in a way	You had a presentation style that did not maintained the attention

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

	way that maintained the attention of the audience.	maintained the attention of the audience.	that maintained the attention of the audience.	of the audience.
<b>Information</b>	Your presentation was clear, accurate, and thorough.	Your presentation was clear, accurate, and thorough.	Most of your information presented clearly and accurately, but was not usually thorough.	Your information had several inaccuracies OR was usually not clear.
<b>Use of Facts/Statistics</b>	You supported every major point with several relevant facts, statistics, and/or examples.	You supported every major point adequately with relevant facts, statistics, and/or examples.	The relevance of some of your evidence was questionable.	You did not support every point.
<b>Rebuttal</b>	Your counter-arguments were accurate, relevant and strong.	Most of your counter-arguments were accurate, relevant, and strong.	Several of your counter-arguments were weak.	Your counter-arguments were irrelevant or inaccurate.

### **Technology for Middle and High School Social Studies**

#### **Programs:**

- USA Test Prep
- Compass Learning
- Discovery Learning
- SAS Curriculum Pathways
- Brain Pops
- Discus
- Mind Sparks

#### **Tools:**



**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

- Smart Boards
- Mobi
- Edmodo
- Document Cameras

WORKING DOCUMENT

## What is Law?

Standards:

**USHC-1.1** Summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences.

**USHC-1.2** Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the **rule of law** as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British **Parliament** over the right to tax that resulted in the American Revolutionary War.

**USHC-1.3** Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.

### Literacy Skills

1.6 Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

1.9 Explain contemporary patterns of human behavior, culture, and political and economic systems.

1.11 Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>● <b>Summarize</b> moral, economic, political, and social values and how they relate to our society today.</li> <li>● <b>Give examples</b> of evidence of each of these categories of law for each of the following: Federal, State, and Local Laws.</li> <li>● <b>Interpret</b> early philosophers' ideas and historical documents and their impact on the current American law system.</li> <li>● <b>Compare</b> and contrast the Universal Declaration of Human Rights, and current conditions of countries around the world.</li> <li>● <b>Interpret</b> the significance of these differences, and infer its impact on the future of the world.</li> </ul>	<p><u>Key Terms</u>                      Jurisprudence, Beyond a Reasonable Doubt, Preponderance of the Evidence, Limited Government, Separation of Powers, Statutes, Checks and Balances, Veto, Judicial Review, Unconstitutional, Conflict of Interest, Independent Counsel, Bill of Rights</p> <p><u>Laws and Values</u>                      Moral, Economic, Political, Social Values</p> <p><u>Human Rights, Balancing Rights and Responsibilities</u>                      -Universal Declaration of Human Rights                      -National Rights (Domestic)                      -International Human Rights Violations</p> <p><u>Foundations of American Law</u>                      John Locke, César Beccaria, Montesquieu, Voltaire, Magna Carta,</p>	<p><b>Materials:</b>                      Textbook Website  <a href="http://www.streetlaw.org">www.streetlaw.org</a></p> <p>Declaration of Independence</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Using the textbook scenario, "The Case of... The Shipwrecked Sailors," have the students read, discuss, and interpret the information.</li> <li>- Compare the Universal Declaration of Human Rights to the story.</li> <li>- Create a Venn diagram relating law and morality within the story.</li> <li>● Exit slip: Summarize and explain the evolution of early ideas of law and how they have evolved over time in</li> </ul>

Edmodo Group Code: *byhOwc*

Discovery Learning Link <http://www.sctv.org/education/StreamLineSC/>

<p><b>Assessment Format:</b> Complete a “Fishbowl” style seminar to discuss human rights from the story. <b>(Literacy Skill 1.11)</b></p>	<p>Mayflower Compact, Articles of Confederation, Declaration of Independence  <u>Federalism:</u> Federal, State, and Local Government</p>	<p>American society <b>(Literacy Skills 1.2, 1.9)</b></p>
<p><b>Lawmaking, Advocacy, Disputes</b></p> <p>Standards: <b>USHC-1.7</b> Summarize the expansion of the power of the national government as a result of Supreme Court decisions under Chief Justice John Marshall, such as the establishment of judicial review in <i>Marbury v. Madison</i> and the impact of political party affiliation on the Court. <b>Literacy Skill-1.9</b> Explain contemporary patterns of human behavior, culture, and political and economic systems.</p>		

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>● <b>Explain</b> the ruling in <i>Marbury v Madison</i> and the importance of judicial review.</li> <li>● <b>Summarize</b> lawmaking and the lawmaking system.</li> <li>● <b>Compare</b> domestic and international law making.</li> <li>● <b>Analyze</b> the art of advocacy and its affect on government.</li> </ul> <p><b>Assessment Format:</b> Draft a bill for a school rule that you would like to see changed. Create a persuasive argument for your purposed rule. If your rule or bill is passed, what methods would you utilize to settle possible disputes? <b>(Literacy Skill 1.9)</b></p>	<p><u>Key Terms</u> Statutes, Supremacy Clause, Bills, Legislative intent, Public hearings, Trials, Appellate courts, Precedent</p> <p>-Judicial Review <i>Marbury v. Madison</i></p> <p>Legislatures, Drafting Bills, International Lawmaking</p> <p>Lobbying, Voting, and Methods for Settling Disputes</p>	<p><b>Materials:</b> Textbook  Textbook Website <a href="http://www.streetlaw.org">www.streetlaw.org</a>,  Various outside sources.</p> <p><b>Activities:</b> Using the textbook “The Case of...The Unclear Law,” have students brainstorm other examples of confusing laws. <b>(Literacy Skill 1.9)</b></p>

<h2>Introduction to Constitutional Law: Basic Amendments (1-10), The Court System, When to Consult an Attorney</h2>		
<p>Standards:</p> <p><b>Literacy Skills-</b></p> <p>1.1 Examine the relationship of the present to the past and use a knowledge of the past to make informed decisions in the present and to extrapolate into the future.</p> <p>1.6 Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.</p>		

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>● <b>Summarize</b> the first ten amendments.</li> <li>● <b>Determine</b> how the ten amendments affect the daily lives of teenagers.</li> <li>● <b>Explain</b> how federalism (local, state, federal governments) impacts our justice system.</li> <li>● <b>Analyze</b> the situations in which a person should consult an attorney.</li> </ul> <p><b>Assessment Format:</b> Use teen court cases to analyze how the amendments relate to teenagers, how they are appealed through the court systems, and when it is time and under what conditions to consult an attorney. <b>(Literacy Skills 1.1, 1.6)</b></p>	<p><u>Key Terms</u> Trial courts, Parties, Plaintiff, Prosecutor, Defendant, Adversarial System, Inquisitorial System, Plea Bargain, Voir Dire, Removal for Cause, Peremptory Challenges, Appeals Court, Error of Law, Precedent, Dissenting Opinion, Concurring Opinion, Probate, Inherent Powers, Delegated Power, Petitions for Certiorari, Stare Decisis, Litigators, Bar Associations, Retainer, Contingency Fee, Privilege, Disbarred, Legal Malpractice, Amendments, Due Process, Equal Protection, Balancing Test, Advocacy, Lobbying, Initiative, Referendum, Recall</p> <p>-Amendments 1-10 and how they influence the current justice system.</p>	<p><b>Materials:</b></p> <p>Textbook Website <a href="http://www.streetlaw.org">www.streetlaw.org</a>,</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Outline the pros and cons of plea bargaining</li> <li>● Create a Venn diagram that illustrates the similarities and differences in adversarial and inquisitorial systems of justice <b>(Literacy Skill 1.6)</b></li> <li>● Rank-order the ten amendments located in the Bill of Rights. Discuss students' differences of opinions.</li> </ul>

<h2>Freedom of Speech, Press, Assembly</h2>		
<p>Standards:</p> <p><b>USHC-1.5</b> Explain how the fundamental principle of <b>limited government</b> is protected by the Constitution and the Bill of Rights, including <b>democracy, republicanism</b>, federalism, the <b>separation of powers</b>, the system of <b>checks and balances</b>, and individual rights.</p> <p><b>Literacy Skills</b></p> <p>1.6 Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.</p>		

Assessment Guidelines	Essential Knowledge	Le
<ul style="list-style-type: none"> <li>• <b>Summarize</b> the importance of freedom of speech and the role censorship plays.</li> <li>• <b>Find examples</b> of slander and libel.</li> <li>• <b>Interpret</b> and provide examples of symbolic speech.</li> <li>• <b>Compare</b> and contrast libel and slander.</li> <li>• <b>Interpret</b> landmark Supreme Court cases and their impact on society today.</li> </ul> <p><b>Assessment Format:</b> Students will debate laws concerning speech. <b>(Literacy Skill 1.6)</b></p>	<p><u>Key Terms</u> Obscenity, Defamation, Slander, Libel Commercial Speech, Fighting words Clear and Present Danger, Balancing test, Incitement Test, Hate speech, Public forum, Symbolic speech, Vague and Over-inclusive Laws, Censorship, Prior Restraint, Qualified privilege</p> <p><u>Issues concerning freedom of speech.</u> -Obscenities -Defamation -Commercial speech - Slander</p> <p><u>Time, Place and Manner Restrictions</u> -Flag Burning (Texas V. Johnson) - Symbolic Speech -Vague and Over-inclusive Laws</p> <p><u>Press</u> -Censorship -Libel</p> <p><u>Assembly</u></p>	<p><b>Materials:</b> Textbook  Textbook Website <a href="http://www.stre">www.stre</a>  Supreme Court Case <i>Irving v. Lipstadt</i> (Example)</p> <p><b>Lesson Plan:</b></p> <ul style="list-style-type: none"> <li>• Students will create a laws concerning speech findings and opinions <b>(Literacy Skill 1.6)</b></li> <li>• Students will complete the following website <a href="http://www.acslaw.org/0-%20Tinker%20Cur">http://www.acslaw.org/0-%20Tinker%20Cur</a></li> </ul>

## Specific Amendments to Law

Standards:

**USHC-1.5** Explain how the fundamental principle of **limited government** is protected by the Constitution and the Bill of **republicanism**, federalism, the **separation of powers**, the system of **checks and balances**, and individual rights.  
**Literacy Skill-1.6** Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>● <b>Evaluate</b> the significance of the Bill of Rights in our legal system.</li> <li>● <b>Analyze</b> the Bill of Right’s impact on the rights of the accused.</li> </ul> <p><b>Assessment Format:</b>            Students will complete an open-ended quiz assessing their knowledge and mastery of the Bill of Rights.  <b>(Literacy Skill 1.6)</b></p>	<p><u>Key Terms</u>            4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> Amendments</p> <p>4<sup>th</sup> Amendment            -freedom from illegal searches and seizures            -where the 4<sup>th</sup> Amendment does not apply (schools, courthouses, and airports)</p> <p>5<sup>th</sup> Amendment            -right to a grand jury            -freedom from self-incrimination            -double jeopardy            -due process            -eminent domain</p> <p>6<sup>th</sup> Amendment            -right to a speedy and public trial            -impartial jury            -right to face your accusers            -right to call your own witnesses            -right to an attorney</p> <p>8<sup>th</sup> Amendment            -freedom from cruel and unusual punishment            -freedom from excessive bail</p>	<p><b>Materials:</b></p> <p>The Bill of Rights</p> <p>Textbook Website  <a href="http://www.streetlaw.org">www.streetlaw.org</a>,</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Have students complete 12.7 and 12.8 in their textbooks or any supplementary material. These activities require students to decide if certain police procedures violate the 4<sup>th</sup> Amendment.  <b>(Literacy Skill 1.6)</b></li> <li>● Create a student Bill of Rights.</li> </ul>
<p><b>Intro to Criminal Law</b></p> <p>Standards:  <b>Literacy Skills</b></p>		

- 1.6 Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.
- 1.9 Explain contemporary patterns of human behavior, culture, and political and economic systems.
- 1.11 Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Summarize</b> various types of crimes.</li> <li>• <b>Give examples</b> of types of crimes and how they relate to teenagers in everyday life.</li> <li>• <b>Interpret</b> how the courts have ruled with these crimes in regard to teenagers.</li> <li>• <b>Interpret</b> how the courts have ruled on related landmark cases.</li> </ul> <p><b>Assessment Format:</b></p> <p>Create a political cartoon that displays a particular attitude towards our current criminal law system.</p> <p style="text-align: center;"><b>(Literacy Skill 1.9)</b></p>	<p><u>Key Terms</u>                      Crime, Incarceration, Community policing, Gangs, 1968 Gun Control Act, Substance Abuse and Crime, Drunk Driving, Implied Consent law, Victims of crime, Restitution, State of mind, Motive, Strict Liability, Skills, Felony, Misdemeanor, Principal, Accomplice, Accessory Before the Fact, Accessory After the Fact, Crime of Omission, Solicitation, Attempt, Conspiracy, Overt act, Misprision of felony</p> <p><u>General Considerations</u>                      -State and Federal Crimes                      -Classes of Crimes                      -Parties to Crimes                      -Crimes of Omission</p> <p><u>Preliminary Crimes</u>                      -Solicitation                      -Attempt                      -Conspiracy</p>	<p><b>Materials:</b>                      Textbook</p> <p>Textbook Website <a href="http://www.streetlaw.org">www.streetlaw.org</a>,                      Various outside sources.</p> <p><b>Activities:</b></p> <p>Choose from the many lesson plans at this site in order to introduce various aspects of criminal law.  <a href="http://criminaljustice.pppst.com/Intro-to-UScriminaljustice.html">http://criminaljustice.pppst.com/Intro-to-UScriminaljustice.html</a>  <b>(Literacy Skills 1.6, 1.9, 1.11)</b></p>

--	--	--

## Intro to Criminal Law: Crimes against the Person

Standards:

**Literacy Skills**

1.6 Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

1.9 Explain contemporary patterns of human behavior, culture, and political and economic systems.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Compare and contrast</b> the different types of homicides.</li> <li>• <b>Analyze</b> the relationship between homicide and capital punishment.</li> <li>• <b>Compare and contrast</b> the differences between voluntary and involuntary manslaughter .</li> </ul> <p><b>Assessment Format:</b></p> <p>Review crime statistics throughout the twentieth century. Create a timeline noting extreme variations. What was the gross</p>	<p><u>Key Terms</u>                      Homicide,                      Malice, 1<sup>st</sup>                      degree                      murder,                      Felony                      murder, 2<sup>nd</sup>                      degree                      murder,                      Voluntary                      manslaughter                      , Involuntary                      manslaughter                      Negligent                      Homicide,                      Negligence,                      Suicide,                      Assault,                      Battery,                      Stalking,                      Rape,                      Statutory                      Rape,                      Acquaintance                      Rape (date                      rape)</p>	<p><b>Materials:</b></p> <p>Textbook Website <a href="http://www.streetlaw.org">www.streetlaw.org</a>,</p> <p><b>Activities:</b></p> <p>“The Case of the Dying Cancer Patient”                      -Discuss the controversy surrounding physician assisted suicide.                      (Dr. Kevorkian )  <b>(Literacy Skill 1.6)</b></p> <p>Complete the activity from the PBS website concerning crime statistics.  <a href="http://www.pbs.org/teachers/thismonth/crime/index1.html">http://www.pbs.org/teachers/thismonth/crime/index1.html</a>  <a href="#">1</a></p>



**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

<p>national product and unemployment rate? Correlate periods of extreme crime variation to periods of great economic fluctuation. (PBS site) <b>(Literacy Skill 1.6)</b></p>		
--	--	--

### **Intro to Criminal Law: Crimes Against Property**

Standards:

**Literacy Skill-1.6** Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

<b>Assessment Guidelines</b>	<b>Essential Knowledge</b>	<b>Lesson Plans</b>
<ul style="list-style-type: none"> <li>● <b>Summarize</b> property crimes and their affects on the community.</li> <li>● <b>Give examples</b> of shoplifting, vandalism, arson, and robbery and their affects on teenagers.</li> <li>● <b>Interpret</b> precedents set by the Supreme Court on property crimes.</li> <li>● <b>Compare and contrast</b> property crimes</li> </ul>	<p><u>Key Terms</u> Arson, Vandalism, Robbery, Embezzlement, Larceny, Shoplifting, Concealment, Extortion, Forgery, Uttering, Receiving stolen property, Unauthorized use of a vehicle (joyriding), Car Jacking, Hackers, Piracy (video and audio)</p>	<p><b>Materials:</b></p> <p>Textbook Website <a href="http://www.streetlaw.org">www.streetlaw.org</a>, Various outside sources.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Students will search through newspapers from one recent week. They will compile and summarize crime committed against property. <b>(Literacy Skill 1.6)</b></li> <li>● Use this website to debate laws concerning the downloading of music. <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/copyright-infringement-debate-over-855.html">http://www.readwritethink.org/classroom-resources/lesson-plans/copyright-infringement-debate-over-855.html</a></li> </ul>

<p>and cyber crimes and how they affect teenagers' lives.</p> <ul style="list-style-type: none"> <li>• <b>Analyze</b> the consequences on cybercrimes and teenagers.</li> </ul> <p><b>Assessment Format:</b></p> <p>Students will choose and evaluate a property crime. Create and present a scenario where students can model a teen court to assess and analyze the crime. <b>(Literacy Skill 1.6)</b></p>	<p><u>Crimes against property</u></p> <ul style="list-style-type: none"> <li>-Arson</li> <li>-Vandalism</li> <li>-Larceny</li> <li>-Embezzlement</li> <li>-Robbery</li> <li>-Extortion</li> <li>-Burglary</li> <li>-Forgery</li> <li>-Receiving stolen property</li> <li>-Unauthorized use of a vehicle</li> <li>-Cybercrime</li> </ul>	
--	---	--

**The Criminal Justice Process: The Investigation Phase, Police Tactics, CSI**

Standards:

**Literacy Skills**

1.6 Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

1.9 Explain contemporary patterns of human behavior, culture, and political and economic systems.

<b>Assessment Guidelines</b>	<b>Essential Knowledge</b>	<b>Lesson Plans</b>
<ul style="list-style-type: none"> <li>• <b>Explain</b> the importance of arrest warrants and how they relate to the 4<sup>th</sup> Amendment.</li> <li>• <b>Summarize</b> the concept of</li> </ul>	<p><u>Key Terms</u></p> <p>Arrest, Arrest warrant, Probable cause Reasonable suspicion, Drug courier profile Corroborate, Stop and frisk,</p>	<p><b>Materials:</b></p> <p>Textbook Textbook Website <a href="http://www.streetlaw.org">www.streetlaw.org</a>,</p> <p><b>Activities:</b></p> <p>“The Case of Drug Testing for Student Athletes” <b>(Literacy Skill 1.6, 1.9)</b></p>

<p>probable cause and how it relates to the 4<sup>th</sup> Amendment.</p> <ul style="list-style-type: none"> <li>• <b>Compare</b> probable cause and reasonable suspicion.</li> <li>• <b>Classify</b> different legal searches and indentify the rules that allow them to occur without probable cause or a warrant.</li> <li>• <b>Infer</b> that the reason why the 4<sup>th</sup> Amendment is not honored in schools and why it is for everyone’s protection.</li> </ul> <p><b>Assessment Format:</b> Correctly label a flow chart illustrating the sequence of events in the criminal justice process. <b>(Literacy Skill 1.6)</b></p>	<p>Exclusionary rule, Search warrant, Bon Afide, Affidavit, Searches without a warrant, Interrogate, Self-incrimination, Contraband, Racial profiling, Custodial interrogation</p> <p>-Sequence of events in the Criminal Justice Process (p. 127 or p. 135)</p> <p>-Lawful searches without a warrant</p> <p>-Drug testing for student athletes</p> <p>-Interrogations and confessions</p>	<p>Problem 12.5-Students will analyze an actual police affidavit and search warrant. <b>(Literacy Skill 1.6, 1.9)</b></p> <p>“The Case of <i>Miranda v. Arizona</i>” Located in textbook or <a href="http://www.uscourts.gov/EducationalResources/ClassroomActivities/FifthAmendment/mirandaVarizonaOverview.aspx">http://www.uscourts.gov/EducationalResources/ClassroomActivities/FifthAmendment/mirandaVarizonaOverview.aspx</a> <b>(Literacy Skill 1.6, 1.9)</b></p> <p>Research common police tactics and have students role play a police interrogation. <b>(Literacy Skill 1.6)</b></p> <p>Set up a crime and research how to conduct a CSI investigation. Have groups create a crime scene reconstruction, data, and DNA analysis, and any other aspect of CSI that relates. <b>(Literacy Skill 1.6)</b></p>
--	---	--

**Criminal Justice Process: Proceeding Before Trial**

Standards:

**Literacy Skills**

1.6 Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

1.9 Explain contemporary patterns of human behavior, culture, and political and economic systems.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>● <b>Summarize</b> the pretrial steps.</li> <li>● <b>Give examples</b> of plea bargaining and different reasons attorneys would plea bargain.</li> <li>● <b>Explain</b> the different motions and why each one would be made.</li> <li>● <b>Analyze</b> the significance of pretrial and how it can change the outcome of cases.</li> </ul> <p><b>Assessment Format:</b></p> <p>Provide students with previous cases and allow them to identify or create motions and plea bargains. <b>(Literacy Skill 1.6, 1.9)</b></p>	<p><u>Key Terms</u></p> <p>Booking, Arraignment, Personal Recognizance, Bail, Preliminary Hearing, Grand Jury, Indictment, Nolo Contendere (no contest), Pretrial Motion, Motion for Discovery, Motion to Suppress, Motion For a Change of Venue, Motion for a Continuance, Plea bargaining, Judicial Integrity, Deterrence, Waive (jury trial)</p> <ul style="list-style-type: none"> <li>● Booking and Initial Appearance</li> <li>● Bail and Pretrial Release</li> <li>● Preliminary Hearing</li> <li>● Grand Jury</li> <li>● The Exclusionary Rule</li> <li>● Plea Bargaining</li> </ul>	<p><b>Materials:</b></p> <p>Textbook</p> <p>Textbook Website <a href="http://www.streetlaw.org">www.streetlaw.org</a>,</p> <p><b>Activities:</b></p> <p>Create a simulation in which the students debate motions and plea bargains. The instructor could also provide court cases to the students, have them use the information to write their own arguments for a plea bargain. <b>(Literacy Skill 1.6, 1.9)</b></p>

### Criminal Justice Process: The Trial; Sentencing and Corrections

Standards:

**USHC-1.5** Explain how the fundamental principle of **limited government** is protected by the Constitution and the Bill of Rights, including **democracy, republicanism**, federalism, the **separation of powers**, the system of **checks and balances**, and individual rights.

**Literacy Skill-1.6** Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

Assessment Guidelines	Essential Knowledge	
<ul style="list-style-type: none"> <li>• <b>Explain</b> the importance of the voir dire process.</li> <li>• <b>Classify</b> the differences between removal for cause and peremptory challenges.</li> <li>• <b>Classify</b> the different punishments handed out in America’s legal system.</li> <li>• <b>Infer</b> the reasons for punishment as it relates to America’s legal system.</li> <li>• <b>Compare and contrast</b> the different sentencing options used in America’s legal system.</li> <li>• <b>List</b> the differences between aggravating and mitigating circumstances.</li> </ul> <p><b>Assessment Format:</b> Write an essay analyzing the four purposes of punishment in America’s legal system. <b>(Literacy Skill 1.6)</b></p>	<p><u>Key Terms</u> Waive (right to a jury), Subpoena, Contempt of Court, Immunity, Voir dire, Removal Cause (for-cause challenge), Peremptory Challenge, Mistrial, Petitioner, Appellant, Writ Habeas Corpus, Sentencing Options, Presentence Report, Purposes of Punishment, Capital Punishment, Reentry</p> <ul style="list-style-type: none"> <li>-Right to trial by jury</li> <li>-Right to a speedy and public trial</li> <li>-Right to compulsory process and to confront witnesses</li> <li>-Freedom from self-incrimination</li> <li>-Right to an attorney</li> <li>-Prison overcrowding</li> </ul>	<p><b>Materials:</b> Textbook, Textbook Death Penalty Webs <a href="http://www.clarkpro.htm">http://www.clarkpro.htm</a></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• “The Case of _____” (L)</li> <li>• “The Case of _____” Death Penalt (L)</li> <li>• <i>Chalk Talk</i> “What rights _____” (L)</li> </ul>

### A Civil Wrong; Intentional Torts

Standards:

**Literacy Skill-1.6** Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

Assessment Guidelines	Essential Knowledge
<ul style="list-style-type: none"> <li>• <b>Summarize</b> torts related to defamation.</li> <li>• <b>Explain</b> and give examples of torts that injure people.</li> <li>• <b>Explain</b> the function and purpose of insurance.</li> </ul>	<p><u>Key Terms</u> Tort, Plaintiff, Judgment, Defendant, Damages, Liable, Remedy, Liability, Settlement, Common Law, Statutes, Intentional Wrongs, Negligence, Strict Liability, Civil Law, Burden of Proof, Preponderance of the Evidence, Deep Pockets, Minor, Immune, Class Action, Contingency Fee, Liability Insurance, Contract, Premiums, Malpractice, Medical Coverage, Collision Coverage, Deductible, Comprehensive Coverage, Uninsured Motorist Coverage, No-Fault Insurance, Exclusive Remedy, Intentionally, Intentional Torts, Compensatory Damages, Nominal Damages, Punitive Damages, Battery, Assault, Infliction of Emotional Distress, False Imprisonment, Defamation, Slander, Libel, Real property, Personal property, Intellectual property, Trespass, Attractive Nuisance, Nuisance, Injection, Conversion, Patent, Copyright, Infringement, Novel, Derivative Works, First Sale, Fair Use Copyright</p>

<ul style="list-style-type: none"> <li>• <b>Analyze</b> the <i>self-defense</i> and <i>defense of property</i> defenses.</li> </ul> <p><b>Assessment Format:</b> Conduct a Paideia seminar that allows students to express their views on our justice system and on producer responsibility in our society.</p>	<p>Privilege, Self-Defense, Defense of Property</p> <p><u>Types of Damages</u></p> <p><u>Torts that Injure Persons</u></p> <ul style="list-style-type: none"> <li>-Battery</li> <li>-Assault</li> <li>-Infliction of Emotional Distress</li> <li>-False Imprisonment</li> <li>-Defamation</li> </ul> <p><u>Torts that Harm Property</u></p> <ul style="list-style-type: none"> <li>-Real Property</li> <li>-Personal Property</li> <li>-Intellectual Property</li> <li>-Patents</li> <li>-Copyrights</li> </ul> <p><u>Defenses to Intentional Torts</u></p>
---	---

### Topic: Defenses-Criminal and Civil

Standards:

**Literacy Skill-1.6** Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Summarize</b> the different defenses in criminal and civil cases.</li> <li>• <b>Explain</b> and give examples of each defense.</li> <li>• <b>Compare</b> the different defenses and how they are uses in courtrooms.</li> <li>• <b>Analyze</b> how each defense was used in past cases and how the judge has used them to render their verdict.</li> </ul> <p><b>Assessment Format:</b> Power Point: Have students</p>	<p><u>Key Terms</u> Alibi, DNA Evidence, Infancy, Intoxication, Insanity, Entrapment, Duress, Necessity</p> <p><u>Defenses</u></p> <ul style="list-style-type: none"> <li>• No Crime has Been Committed</li> <li>• Defendant Did Not Commit the Crime</li> <li>• Defendant Committed the Act, but it was Excusable or Justifiable</li> </ul>	<p><b>Materials:</b> Text  Textbook Website <a href="http://www.streetlaw.org">www.streetlaw.org</a>.</p> <p><b>Activities:</b>  Have students discuss their definitions of the provided terms. Then have them create note cards with the legal definitions. Discuss the differences between laymen definitions and legal definitions.</p>

<p>research court cases as lawyers and have them develop their own defenses for their client. Have them present their findings and arguments of the case. They can also debate their client’s innocence with other students. <b>(Literacy Skill 1.6)</b></p>	<ul style="list-style-type: none"> <li>• Defendant Committed the Act but is Not Criminally, Responsible             <ul style="list-style-type: none"> <li>-Infancy</li> <li>-Intoxication</li> <li>-Insanity</li> <li>-Entrapment</li> <li>-Duress</li> <li>-Necessity</li> </ul> </li> </ul>	
--	--	--

### Negligence

Standards:

**Literacy Skills**

1.6 Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

1.9 Explain contemporary patterns of human behavior, culture, and political and economic systems.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Summarize</b> the four basic Skills of negligence.</li> <li>• <b>Explain</b> proximate cause and how it relates to negligence.</li> <li>• <b>Compare</b> the differences between comparative and contributory negligence.</li> <li>• <b>Explain and classify</b> examples of assumption of the risk.</li> </ul> <p><b>Assessment Format:</b> Students are to find an example of a current negligence lawsuit</p>	<p><u>Key Terms</u> Negligence, Duty, Breach of Duty, Causation Damages, Cause in Fact, Proximate cause Foreseeable Harm, Contributory negligence Comparative Negligence, Counterclaim Assumption of the Risk</p> <p>Defenses to negligence lawsuits</p>	<p><b>Materials:</b></p> <p>Textbook Website <a href="http://www.streetlaw.org">www.streetlaw.org</a>,</p> <p>Rubric For Lawsuit Report</p> <p><b>Textbook Activities:</b></p> <p>“The Case of the Spilled Coffee” <b>(Literacy Skill 1.6, 1.9)</b></p> <p>“The Case of the Bartender Liability” <b>(Literacy Skill 1.6, 1.9)</b></p>

<p>and report their findings to the class. A rubric for the report given to the class should be provided by the teacher. Students should be reminded that the court case they choose should deal with the tort of negligence. <b>(Literacy Skill 1.9)</b></p>		<p>“The Case of the College Prank” <b>(Literacy Skill 1.6, 1.9)</b></p>
---	--	---

### Strict Liability; Public Policy

Standards:

**Literacy Skill-1.6** Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Summarize</b> strict liability and how that affects public policy.</li> <li>• <b>Explain</b> how strict liability and tort reform affect teenagers.</li> <li>• <b>Explain</b> the function of liability and reform.</li> <li>• <b>Analyze</b> how the courts have ruled with regard to liability and public policy.</li> </ul> <p><b>Assessment Format:</b> Write a letter to the editor of <i>The Sun News</i> either in favor of or against tort reform. <b>(Literacy Skill 1.6)</b></p>	<p><u>Key Terms</u> Strict Liability, Toxic Torts, Product, Liability, Defenses to Strict Liability, Tort Reform, Statute of Limitation, Frivolous Lawsuit</p> <p><u>Dangerous Activities</u></p> <p><u>Animals</u></p> <p><u>Defective Products</u></p> <p><u>Defense to Strict Liability</u></p> <p><u>Tort Reform</u></p>	<p><b>Materials:</b> Text,  Textbook Website <a href="http://www.streetlaw.org">www.streetlaw.org</a>,</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Have students defend a court case with strict liability and have them come up with a tort reform law for the country. <b>(Literacy Skill 1.6)</b></li> <li>• Have students locate opposing editorials concerning tort reform. Have them analyze the arguments in favor and</li> </ul>



		opposed to tort reform.
--	--	-------------------------

## Appellate and Supreme Court

Standards:

**USHC-1.7** Summarize the expansion of the power of the national government as a result of Supreme Court decisions under Chief Justice John Marshall, such as the establishment of judicial review in *Marbury v. Madison* and the impact of political party affiliation on the Court.

**Literacy Skill-1.9** Explain contemporary patterns of human behavior, culture, and political and economic systems.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Explain</b> the significance of the Supreme Court on America’s legal system.</li> <li>• Give <b>examples</b> of landmark Supreme Court decisions.</li> <li>• <b>Summarize</b> America’s federal, state, and local court structure.</li> </ul> <p><b>Assessment Format:</b></p> <ul style="list-style-type: none"> <li>• The students will analyze and discuss “The Case of <i>Gideon v. Wainwright</i>.” They will then write a short summary of the importance and impact of <i>Gideon v. Wainwright</i>.</li> </ul> <p style="text-align: center;"><b>(Literacy Skill 1.9)</b></p>	<p><u>Key Terms</u>                      Trial courts, Parties, Plaintiff, Prosecutor, Defendant, Adversarial system, Inquisitorial System, Appeals Court, Error of law, Dissenting opinion, Concurring opinion, Probate, Federal courts, Tribal courts, Supreme Court</p>	<p><b>Materials:</b>                      Textbook                       Textbook Website  <a href="http://www.streetlaw.org">www.streetlaw.org</a>,</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• After studying ten or fifteen of the most impactful Supreme Court cases, have students play charades or “Win, Lose, or Draw” in order to review the content.</li> <li>• Complete a flow chart illustrating the structure of federal and state court systems.</li> </ul> <p style="text-align: center;"><b>(Literacy Skill 1.9)</b></p>

--	--	--

## Juvenile Justice

Standards:

**Literacy Skills**

1.6 Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

1.9 Explain contemporary patterns of human behavior, culture, and political and economic systems.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>● <b>Summarize</b> juvenile justice and explain how it affects the students lives.</li> <li>● <b>Explain</b> how the juvenile system works.</li> <li>● <b>Compare</b> the juvenile system to the adult system.</li> <li>● <b>Analyze</b> how the courts have ruled with regard to juvenile justice.</li> </ul> <p><b>Assessment Format:</b> Using the students' prior knowledge of the juvenile justice system, have them create an original juvenile justice program On a brochure, the students should create a general outline, directions on how to get to the program, the types of juveniles they want to help, the activities they will provide them, and how they will help the minors permanently leave the juvenile justice system. <b>(Literacy Skill 1.6, 1.9)</b></p>	<p><u>Key Terms</u> Parens Patriae, Delinquent offenders, Status offenders, Neglected and abused children, Juvenile waiver, Statutory, Exclusion, Direct File, Intake, Initial hearing, Preventive detection, Adjudicatory hearing, Disposition, Aftercare, Expunged, Age of majority, Contributing to the delinquency of a minor</p> <p>History and Overview of Juvenile Courts</p> <p>Status Offenses</p> <p>Juvenile Justice Today -Prosecuting Juveniles in Adult Court -Procedures in Juvenile Court</p>	<p><b>Materials:</b> Textbook</p> <p>Textbook Website <a href="http://www.streetlaw.org">www.streetlaw.org</a>,</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Have a guest speaker from the juvenile justice system visit the class.</li> <li>● Create illustrated flashcards that define and explain the terms that are pertinent to this unit.</li> </ul>

--	--	--

## Consumer and Housing Law

Standards:

**Literacy Skills**

1.6 Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

1.9 Explain contemporary patterns of human behavior, culture, and political and economic systems.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Summarize</b> the housing laws specific to renting a dwelling.</li> <li>• <b>Explain</b> consumer rights in regard to our mixed market economy.</li> <li>• <b>Describe</b> the producers' responsibility to create reliable products.</li> <li>• <b>Analyze</b> how consumer laws affect teenagers.</li> </ul> <p><b>Assessment Format:</b> The students will identify a product that they would like to purchase but</p>	<p><u>Key Terms</u> Caveat Emptor, Consumers, Contract breached, Offer, Acceptance, Consideration, Competent, Cosign, Ratified, Unconscionable, Fraud, Breach, Expectation damages, Rescission, Restitution, Specific Performance Duty to mitigate, Warranty, Expressed warranty, Puffing,</p>	<p><b>Materials:</b> Textbook Website <a href="http://www.streetlaw.org">www.streetlaw.org</a>,</p> <p><b>Activities:</b> Complete parts or all of the assignment at the following website in order to introduce students to banking and credit. <a href="http://www.thirteen.org/edonline/lessons/fe_finance/b.html">http://www.thirteen.org/edonline/lessons/fe_finance/b.html</a></p>

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

<p>cannot afford. Then students will use technology to access credit card interest rates and calculators. With these resources students will determine how long it will take to pay off the item and how much total interest would be paid, given they make the minimum payment. <b>(Literacy Skill 1.6, 1.9)</b></p>	<p>Implied warranty, Warranty of merchantability Warranty of Fitness for a particular purpose, Warranty of title, Disclaimer credit, Lease application, Right to quit and enjoyment, Rent control, Security deposits, Fixture, Stop payment, Introduction to credit, Costly credit arrangements, Default , Bankruptcy, Repossess, Default judgment, Garnishment, Attachment</p>	
---	---	--

## Family Law

Standards:

### Literacy Skills

1.9 Explain contemporary patterns of human behavior, culture, and political and economic systems.

1.11 Explain how groups work to challenge traditional institutions and effect change to promote the

needs and interests of society.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>● <b>Summarize</b> laws and how they relate to family and marriage.</li> <li>● <b>Explain</b> the financial and legal obligations of people in a relationship and family.</li> <li>● <b>Describe</b> property ownership and what legal rights accompany property ownership.</li> <li>● <b>Analyze</b> how family law can affect teenagers/young adults.</li> </ul> <p><b>Assessment Format:</b> Have students create their own scenario of what they want to do when they graduate with regard to family. Have them research the laws and regulations of their decisions and create a PowerPoint to evaluate and share their future goals. <b>(Literacy Skill 1.9, 1.11)</b></p>	<p><u>Key Terms</u> Will, Emancipated, Incest, Bigamy, Annulment, Divorce, Common-Law Marriage, Polygamy, Separate Property, Marital Property, Community Property, Equitable Distribution, Prenuptial Agreement, Cohabitation Agreement, Palimony, Civil Unions, Domestic Partnership</p> <p>Getting Married</p> <p>Legal Aspects of Marriage</p> <p>Common-Law Marriage</p> <p>Financial Responsibilities</p> <p>Property Ownership</p> <p>Decision in a Marriage</p> <p>Spousal Abuse</p> <p>Legal Issues for Single People in Nontraditional Relationships</p>	<p><b>Materials:</b> Textbook</p> <p>Textbook Website <a href="http://www.streetlaw.org">www.streetlaw.org</a>,</p> <p>Various outside sources.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Brainstorm legal and financial obligations of people in a relationship.</li> <li>● Each student in the class will bring in a cartoon that highlights legal or financial obligations of being in a relationship. Tape them on the walls around the room and have students comment on the messages of each cartoon and have them explore, as a class, possible collective messages.</li> </ul>

## Law and Terrorism

Standards:

**USHC-** 8.6 Summarize America’s role in the changing world, including the dissolution of the Soviet Union, the expansion continuing crisis in the Middle East, and the rise of global terrorism.

**Literacy Skills**

1.9 Explain contemporary patterns of human behavior, culture, and political and economic systems.

1.11 Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>● <b>Summarize</b> laws that</li> </ul>	<p><u>Key Terms</u></p>	<p><b>Materials:</b></p>

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

<p>deal with war.</p> <ul style="list-style-type: none"><li>• <b>Explain</b> the use of surveillance and searches during war time.</li><li>• <b>Describe</b> the legal impact of detention, interrogation, and torture techniques.</li><li>• <b>Analyze</b> wartime treaties as they apply to domestic law.</li></ul> <p><b>Assessment Format:</b> Following all of the class presentations, each student will write one page in which he/she explains and analyzes the legal ramifications of war. <b>(Literacy Skill 1.9, 1.11)</b></p>	<p>Habeas corpus, U.S.A. Patriot Act, Abu Ghraib, Guantanamo Bay, Geneva Convention, Iraq, Afghanistan, Osama Bin Laden,</p>	<p>Textbook</p> <p>Textbook Website <a href="http://www.streetlaw.org">www.streetlaw.org</a>,</p> <p><b>Lesson Plan:</b> Using Powerpoint, present and discuss the legal ramifications of war. Students will research a modern conflict and discuss its legal ramifications on the world and U.S. society. <b>(Literacy Skill 1.9, 1.11)</b></p>
---	--	--

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

## **Technology for Middle and High School Social Studies**

### **Programs**

- USA Test Prep
- Compass Learning
- Discovery Learning
- SAS Curriculum Pathways
- Brain Pops
- Discus
- Mind Sparks

### **Tools:**

- Smart Boards
- Mobi
- Edmodo
- Document Cameras

***Edmodo Group Code: byhOwc***

***Discovery Learning Link*** <http://www.sctv.org/education/StreamLineSC/>



## High School Map-at-a-Glance Psychology 2012-2013

*Please note: The Psychology pacing guide was created by a group of teachers in July 2012. The guidelines below are designed to ensure that ALL teachers in ALL schools teach the same standards.*

Psychology will be taught for one semester. Use the suggested number of days listed at the beginning of each unit to implement your curriculum. There are approximately 84 days which should be used for instruction, simulations, and assessments. Teachers may find this link for the textbook helpful throughout the course.

<http://bcs.worthpublishers.com/thinkingaboutpsych2e/default.asp?s=&n=&i=&v=&o=&ns=0&uid=0&rau=0>

### Unit One - Foundations

Days	Indicators	Textbook Correlations <i>Thinking About Psychology</i>	Suggested Activities
7-9	<p><b>APA Performance Standard 1.1</b> Examine the biological, behavioral, cognitive, and social-cultural perspectives.</p> <p><b>APA Performance Standard 2.1</b> Name and understand the major sub-fields of psychology</p> <p><b>APA Performance Standard 6.1</b> Explore the philosophical roots of psychology</p> <p><b>APA Performance Standard 6.2</b> Describe the development of empirical psychology</p>	Modules 1, 2, and 3	<p>(Module 1) Introductory discussion "What is Psychology?" Examples: Body language (cross -arms exercise), Perceptual sets (List of items - What is remembered?), Psychological Tricks (Simon says, door in the face, foot in the door)</p> <p>Rapport building activities: Examples: Student introductions, Getting acquainted exercises, Direction following quiz, Learning styles inventory</p> <p>(Module 3)</p>

Edmodo Group Code: byhOwc

Discovery Learning Link <http://www.sctv.org/education/StreamLineSC/>

<p><b>APA Performance Standard 6.3</b> Examine psychological theories in the twentieth and twenty first centuries.</p> <p><b>APA Performance Standard 3.1</b> Describe and understand experimental processes</p> <p><b>APA Performance Standard 3.2</b> Understand the significance of random sampling in research</p> <p><b>APA Performance Standard 3.3</b> Compare quantitative and qualitative research strategies</p> <p><b>APA Performance Standard 4.3</b> Describe correlation and understand how it is used in psychological research</p> <p><b>APA Performance Standard 4.4</b> Understand the use of inferential statistics in psychological research.</p> <p><b>APA Performance Standard 5.1</b> Recognize ethical issues in psychological research.</p> <p><b>APA Performance Standard 1.3</b>  Neurological function can be changed by environment and heredity</p> <p><b>APA Performance Standard 7.1</b> Measure the effects if nature and nurture to influence behavior.</p> <p><b>APA Performance Standard 8.1</b> Examine the interaction of how evolved inclinations interact with an individual's current cultural</p>		<p>Student prepare a visual or auditory report on what the research suggests on the influence of genetics (nature) vs. environment (nurture)</p> <p>(Module 2) Dihydrogen Monoxide reading. Students will read, discuss, debate the banning of dihydrogen monoxide <a href="http://www.dhmo.org/facts.html">http://www.dhmo.org/facts.html</a></p> <p>Observation research project The student observes pairs or small groups of people for 20 minutes while noting 3 observable behaviors: 1) closeness (proximity) to one another, 2) body language (open vs. closed postures), 3) mirroring (the tendency of people in close relationships to mirror each other's postures and movements). Students should record their observations. Teacher may lead a follow up discussion concerning the meaning of the body language.</p> <p>(see Jack Ebright -SHS)</p> <p>Discovering Psychology – videos may be used throughout the course <a href="http://www.learner.org/series/discoveringpsychology/02/e02expand.html">http://www.learner.org/series/discoveringpsychology/02/e02expand.html</a></p> <p>Case studies – Jeannie video ( Language acquisition) Part 1 <a href="http://www.youtube.com/watch?v=dEnkY2iaKis">http://www.youtube.com/watch?v=dEnkY2iaKis</a> Part 2 <a href="http://www.youtube.com/watch?v=jqqanfbK1H0&amp;feature=relmfu">http://www.youtube.com/watch?v=jqqanfbK1H0&amp;feature=relmfu</a></p> <p>Correlation activities – 1.)Challenger explosion</p>
---	--	---

[Type text]

Edmodo Group Code: byhOwc

Discovery Learning Link <http://www.sctv.org/education/StreamLineSC/>

	<p>environment to influence behavior.  <b>APA Performance Standard 3.4</b>          Examine the relationship of developmental theories to cultural influences</p>		<p>TRB Handout 2-1a and 2-1b          2) Postitive/Negative correlation worksheet ( see DropBox)</p> <p>Surveys – Following a discussion of sampling, population, and the survey method, Allow each student to create a short (4-8) question survey using Survey Monkey. Administer the survey to a chosen sample of a chosen population. Students should tabulate the results. Discussion may follow about what where “good” or “bad” survey questions and why; and the conclusions that may/may not be drawn from the survey results.</p> <p>Experiments – Identifying Independent and Dependent variables – Teacher Resource Binder (TRB) Handout 2-13.</p> <p>Stanford Marshmallow Experiment  <a href="http://en.wikipedia.org/wiki/Stanford_marshmallow_experiment">http://en.wikipedia.org/wiki/Stanford_marshmallow_experiment</a></p> <p>TRB Handout 2-14. Random sampling using M&amp;Ms</p>
--	---	--	--

**Unit Two – Biological Bases of Behavior (Neuron and the Brain)**

Days	Indicators	Textbook Correlations	Suggested Activities
10-12	<p><b>APA Performance Standard 1.1</b>            Identify the Neuron as the basis for neural communication  <b>APA Performance Standard 1.2</b>            Explain how neural information is transmitted</p>	<p><b>Modules 7 and 8</b></p>	<p>TRB Handout 7-2 – Graphic Organizer: The neuron</p> <p>TRB Critical Thinking Activity: 7-1 – Fact or Falsehood</p> <p>TRB p. 7-1 – Dominoes to Illustrate Action Potential in a neuron</p> <p>Model Nervous System: Trace an outline of each student. Use two different</p>

[Type text]

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

<p><b>APA Performance Standard 1.3</b> Explain how neural transmission can be altered by heredity and environment</p> <p><b>APA Performance Standard 2.1</b> Identify the two major divisions and sub divisions of the nervous system.</p> <p><b>APA Performance Standard 1.2</b> Divide the rolls of the different sub-divisions of the nervous system</p> <p><b>APA Performance Standard 6.1</b> Explain how the endocrine and nervous systems are connected.</p> <p><b>APA Performance Standard 3.1</b> Explain the structures of major brain regions and their functions.</p> <p><b>APA Performance Standard 3.2</b> Explain the functions of the lobes of the cerebral cortex</p> <p><b>APA Performance Standard 4.1</b> Discuss how technology has allowed researchers to investigate the brain.</p> <p><b>APA Performance Standard 5.1</b> Explore how the left and right hemispheres influence brain functioning</p>		<p>colors of yarn to create the nervous system. Use one color for motor nerves and the other color for sensory nerves. ( See the following link for further instructions) <a href="http://faculty.washington.edu/chudler/bex/bex2unit1.pdf">http://faculty.washington.edu/chudler/bex/bex2unit1.pdf</a></p> <p>TRB Handout 8-3 – building vocabulary <a href="http://www.learner.org/series/discoveringpsychology/02/e02expand.html">http://www.learner.org/series/discoveringpsychology/02/e02expand.html</a></p> <p>TRB Handout 8-1 8-2 – Critical Thinking –Fact or Falsehood - Graphic Organizer</p> <p>Phineas Gage Video: Localization of brain functions. <a href="http://www.youtube.com/watch?v=MvpIRN9D4D4">http://www.youtube.com/watch?v=MvpIRN9D4D4</a></p> <p>TRB Handout 8-4 and 8-5 Wagner Preference Inventory – Handedness and hemispheric dominance.</p> <p>Clay Model Brain. Use four colors of clay to make a brain. Color code the parts of the brain. Use toothpicks and address labels to make flags to label each part of the brain. Write the function of the brain part on the reverse side of each flag. ( See the following link for further instructions) <a href="http://faculty.washington.edu/chudler/bex/bex2unit1.pdf">http://faculty.washington.edu/chudler/bex/bex2unit1.pdf</a></p>
--	--	---

[Type text]

**Unit Three – Sensation and Perception**

Days	Indicators	Textbook Correlations	Suggested Activities
8-10	<p><b>APA Performance Standard 1.1</b> Identify the Neuron as the basis for neural communication</p> <p><b>APA Performance Standard 1.2</b> Explain how neural information is transmitted</p> <p><b>APA Performance Standard 1.3</b> Explain how neural transmission can be altered by heredity and environment</p> <p><b>APA Performance Standard 3.1</b> Explain the structures of major brain regions and their functions.</p> <p><b>APA Performance Standard 2.1</b> Identify the two major divisions and sub divisions of the nervous system.</p> <p><b>APA Performance Standard 2.2</b> Explain binocular and monocular depth cues</p> <p><b>APA Performance Standard 2.3</b> Explain the role of the environment, motivation, past experiences, culture, and expectations on perception.</p> <p><b>APA Performance Standard 1.1</b> Identify the Neuron as the basis for neural communication</p> <p><b>APA Performance Standard 1.2</b> Explain how neural information is transmitted</p> <p><b>APA Performance Standard 1.3</b> Explain how neural transmission can be altered</p>	<p><b>Modules 9 and 10</b></p>	<p>TRB Handout 9-1 Fact or Falsehood</p> <p>Sensory Adaptation Activity: Before class begins raise the volume level on television (loud enough to be heard. But not overtly distracting), during class continue to move the volume up until it's at a level students notice and respond. Return TV to the baseline level when class began. Discuss Sensory Adaptation, Turn volume off and discuss what students hear and do not hear, and why.</p> <p>Discovering Psychology <a href="http://www.learner.org/series/discoveringpsychology/07/e07expanded.html?pop=yes&amp;pid=1504">http://www.learner.org/series/discoveringpsychology/07/e07expanded.html?pop=yes&amp;pid=1504</a></p> <p>Selective Attention – Ask students to count the number of times the white shirted students pass the ball (You may want to offer incentives to students who get the correct number. Video: <a href="http://www.youtube.com/watch?v=vJG698U2Mvo">http://www.youtube.com/watch?v=vJG698U2Mvo</a> Stop the video at: 38 and ask the students, How many passes? Ask, “Did you see anything unusual” Discuss Selective Attention and the ways this works in our everyday lives.</p> <p>TRB Handout 9-2 Parts of the eye</p> <p>Rods and Cones – Demonstration of cone and rod placement. Have a student sit in a chair. Give him/her a spot directly ahead to focus on. Teacher will stand behind the student and move a colored marker (Use color sticks, markers, etc.) slowly into the student's</p>

Edmodo Group Code: byhOwc

Discovery Learning Link <http://www.sctv.org/education/StreamLineSC/>

<p>by heredity and environment</p> <p><b>APA Performance Standard 3.1</b> Explain the structures of major brain regions and their functions.</p> <p><b>APA Performance Standard 2.1</b> Identify the two major divisions and sub divisions of the nervous system.</p> <p><b>APA Performance Standard 2.2</b> Explain binocular and monocular depth cues</p> <p><b>APA Performance Standard 2.3</b> Explain the role of the environment, motivation, past experiences, culture, and expectations on perception</p>	<p>peripheral vision. Instruct the student to say “Stop” as soon as he/she sees the object. Ask, “What color is it”? Student should not be able to see the color. Discuss that color receptors (cones) are not in the periphery of the eye.</p> <p>TRB Handout 9-8 – Movement after effects Stare at spiral for 30 seconds. Focus on something in the room. The object should look as if it is getting larger or smaller.</p> <p>Bell Jar Demonstration of Sound (Check with your science department for vacuum jar with a bell inside.)</p> <p><a href="http://www.youtube.com/watch?v=ce7AMJdq0Gw">http://www.youtube.com/watch?v=ce7AMJdq0Gw</a></p> <p>Demonstration of four basic tastes: Bring in foods (sea salt , candy/sugar, lemon, <b>baker’s</b> chocolate) Taste the chocolate – bitter Then the lemon – sour - Discuss nature’s line of defense (poison) Taste the salty and sweet. Discuss location of each taste on the tongue.</p> <p><a href="http://www.apa.org/ed/precollege/topss/institute-biopsych-kalat2.ppt">www.apa.org/ed/precollege/topss/institute-biopsych-kalat2.ppt</a></p> <p>Demonstration of smell on taste: Use Skittles candies- students closes eyes, teacher places a Skittle in their hand. Student will hold their nose (with eyes closed) and place Skittle in their mouth and chew. Teacher asks, “What flavor is the candy” Student should have difficulty identifying the flavor. Release the hold on their nose. Flavor becomes apparent. P. 175</p> <p>TRB Handout 10-1 – Fact or Falsehood</p> <p>TRB Perceptual set ideas from page 10-1; 10-15-16 (See Dropbox)</p>
---	---

[Type text]

Edmodo Group Code: byhOwc

Discovery Learning Link <http://www.sctv.org/education/StreamLineSC/>

			See handout 10-11 TRB resources for obtaining visual illusions 10-1
--	--	--	--

### Unit Four – Learning /Conditioning

Days	Indicators	Textbook Correlations	Suggested Activities
13-17	<p><b>APA Performance Standard 1.1</b> Identify the Neuron as the basis for neural communication</p> <p><b>APA Performance Standard 2.1</b> Identify the two major divisions and sub divisions of the nervous system.</p> <p><b>APA Performance Standard 3.1</b> Explain the structures of major brain regions and their functions.</p> <p><b>APA Performance Standard 4.1</b> Discuss how technology has allowed researchers to investigate the brain.</p> <p><b>APA Performance Standard 4.2</b> Explain the role of cognition in learning</p> <p><b>APA Performance Standard 5.1</b> Explore how the left and right hemispheres influence brain functioning</p>	<p>Modules 15, 16, 17</p>	<p>TRB handout 15-2 classical conditioning concept web</p> <p>TRB handout 15-3 C.C. conditioning the eye blink response (teaches training of involuntary responses and demonstrates rapid extinction)</p> <p>TRB C.C. with lemonade power 15-4</p> <p>TRB enrichment lesson the association principle 15-10</p> <p>Module 16: <a href="http://www.learner.org/series/discoveringpsychology/08/e08expand.html">http://www.learner.org/series/discoveringpsychology/08/e08expand.html</a></p> <p>Project: students training an animal, themselves, or another (See Dropbox) In addition to (Big Bang Theory Video Clip)</p> <p>TRB 16-1 Critical Thinking –Fact or Falsehood</p> <p>TRB 16-2 graphic organizer for operant conditioning</p> <p>Big Bang Theory – Season 3 Episode 3 Operant Conditioning <a href="http://www.youtube.com/watch?v=guroaQRFsX4">http://www.youtube.com/watch?v=guroaQRFsX4</a></p>

[Type text]

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

	<p><b>APA Performance Standard 1.1</b> Identify the Neuron as the basis for neural communication</p> <p><b>APA Performance Standard 2.1</b> Identify the two major divisions and sub divisions of the nervous system.</p> <p><b>APA Performance Standard 3.1</b> Explain the structures of major brain regions and their functions.</p> <p><b>APA Performance Standard 4.1</b> Discuss how technology has allowed researchers to investigate the brain.</p> <p><b>APA Performance Standard 4.2</b> Explain the role of cognition in learning</p> <p><b>APA Performance Standard 5.1</b> Explore how the left and right hemispheres influence brain functioning</p>		<p>TRB 16-3 graphic organizer for reinforcement</p> <p>TRB 16-7 reinforcement schedules</p> <p>Useful website: <a href="http://www.karenpryor.com">www.karenpryor.com</a> – TRB 16-13</p> <p>TRB 16-18 the over justification effect for sharing with students/ clicker training 16-5 (handout no longer accurate, go to website)</p> <p>TRB fact or falsehood 17-1</p> <p>TRB enrichment observational learning p17-6</p> <p>TRB graphic organizer 17-2</p> <p>Learning Styles inventories: <a href="http://people.usd.edu/~bwjames/tut/learning-style/">http://people.usd.edu/~bwjames/tut/learning-style/</a> <a href="http://www.engr.ncsu.edu/learningstyles/ilsweb.html">http://www.engr.ncsu.edu/learningstyles/ilsweb.html</a></p>
--	--	--	--

**Unit 5 - Personality**

Days	Indicators	Textbook Correlations	Suggested Activities
5-7	<p><b>APA Performance Standard 1.1</b> Identify the Neuron as the basis for neural</p>	<p><b>Module 25</b></p>	<p>TRB 25-1 fact or falsehood</p> <p>TRB 25-2a graphic organizer psychodynamic</p>

[Type text]



Edmodo Group Code: byhOwc

Discovery Learning Link <http://www.sctv.org/education/StreamLineSC/>

	<p>communication</p> <p><b>APA Performance Standard 2.1</b> Identify the two major divisions and sub divisions of the nervous system</p> <p><b>APA Performance Standard 3.1</b> Explain the structures of major brain regions and their functions.</p> <p><b>APA Performance Standard 3.2</b> Explain the functions of the lobes of the cerebral cortex</p>	<p>TRB 25-2b graphic organizer humanistic</p> <p>TRB 25-5 defense mechanisms</p> <p>Writing Assignment/Application: Asked students to use Maslow's Hierarchy of Needs to discuss a topic they have seen in a TV show, Movie, or real life. Demonstrate how one set of needs must be met before they move on to the other. (Example: Why is there not a high number of people in war torn countries, riddled with famine, earning college degrees?)</p> <p>Students may complete and derive conclusions from personality inventories such as a TAT, MMPI, DISC, or Myers-Briggs.</p>
--	---	---

### Unit 6 – States of Consciousness

	Indicators	Textbook Correlations	Suggested Activities
11-13	<p><b>APA Performance Standard 1.1</b> Identify the Neuron as the basis for neural communication</p> <p><b>APA Performance Standard 1.2</b> Explain how neural information is transmitted</p> <p><b>APA Performance Standard 1.3</b> Explain how neural transmission can be altered by heredity and environment</p> <p><b>APA Performance Standard 3.1</b> Explain the structures of major brain regions and their functions.</p> <p><b>APA Performance Standard 2.2</b> Explain binocular and monocular depth cues</p>	<p><b>Module</b> 20, 21, and 22</p>	<p><a href="http://www.learner.org/series/discoveringpsychology/13/e13expanded.html">http://www.learner.org/series/discoveringpsychology/13/e13expanded.html</a></p> <p>TRB 20-1 the national sleep foundation's sleep IQ test</p> <p>TRB 20-2 sleep stage, waves, and REM</p> <p>TRB 20-3 exploring the web: visiting sleepnet</p> <p>TRB 20-4 sleep diary, students keep a diary of their sleeping patterns over multiple days (discover need more sleep)</p> <p>TRB 20-5 morning vs. evening people</p> <p>TRB 20-6 school start times and adolescent sleep needs</p> <p>TRB 20-8 How Large Is Your Sleep Deficit?</p>

[Type text]

Edmodo Group Code: byhOwc

Discovery Learning Link <http://www.sctv.org/education/StreamLineSC/>

	<p><b>APA Performance Standard 3.2</b> Explain the functions of the lobes of the cerebral cortex</p>		<p>TRB 20-11 Remembering Your Dreams</p> <p>TRB 20-12 Creative problem solving (try this at the beginning of the module so the students have a few days to recall their dreams)</p> <p>TRB Enrichment p20-10 Melatonin and its role in sleep</p> <p>TRB Enrichment p20-12 Randy Gardner &amp; Sleep Deprivation</p> <p>TRB Enrichment p20-14 Afternoon Naps (highly recommended as a practice)</p> <p>TRB Enrichment p20-23 Sleep disorders</p> <p>TRB Application: p21-4 The Relaxation Response (Benson)</p> <p>TRB Handout 22-1 Fact or Falsehood: Drugs</p>
--	--	--	---

## Unit 7 – History and Careers

Days	Indicators	Textbook Correlations	Suggested Activities
2-4	<p><b>APA Performance Standard 1.1</b> Identify the Neuron as the basis for neural communication</p> <p><b>APA Performance Standard 1.3</b> Explain how neural transmission can be altered by heredity and environment</p> <p><b>APA Performance Standard 1.4</b> Apply life span concepts to personal experience</p>	<p><b>Module</b> 1</p>	<p>TRB Handout 1-1 Fact or Falsehood</p> <p>TRB Handout 1-3 Schools of Thought</p> <p>TRB Handout 1-4 Famous Names in Psychology</p> <p>TRB Handout 1-5 Famous Names in Psychology</p> <p>TRB Handout 1-6 P. Perspectives Through Time</p> <p>Careers in Psychology Project (see Dropbox)</p>

[Type text]

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

	<p><b>APA Performance Standard 3.1</b> Explain the structures of major brain regions and their functions.</p> <p><b>APA Performance Standard 3.4</b> Examine the relationship of developmental theories to cultural influences</p> <p><b>APA Performance Standard 2.1</b> Identify the two major divisions and sub divisions of the nervous system.</p> <p><b>APA Performance Standard 4.1</b> Discuss how technology has allowed researchers to investigate the brain.</p> <p><b>APA Performance Standard 4.2</b> Explain the role of cognition in learning</p>		<p>Branches of Psychology Project (see Dropbox)</p> <p><a href="http://www.learner.org/series/discoveringpsychology/24/e24expanded.html">http://www.learner.org/series/discoveringpsychology/24/e24expanded.html</a></p>
--	--	--	--

### Unit 8 - Developmental Psychology

Days	Indicators	Textbook Correlations	Suggested Activities
8-10	<p><b>APA Performance Standard 1.1</b> Identify the Neuron as the basis for neural communication</p>	<p><b>Module</b> 4, 5, 6</p>	<p>TRB Handout 4-1 Fact or Falsehood TRB Handout 4-4 Developmental Landmarks</p>

[Type text]

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

	<p><b>APA Performance Standard 1.3</b> Explain how neural transmission can be altered by heredity and environment</p> <p><b>APA Performance Standard 1.4</b> Apply life span concepts to personal experience</p> <p><b>APA Performance Standard 3.1</b> Explain the structures of major brain regions and their functions.</p> <p><b>APA Performance Standard 3.4</b> Examine the relationship of developmental theories to cultural influences</p> <p><b>APA Performance Standard 2.1</b> Identify the two major divisions and sub divisions of the nervous system.</p> <p><b>APA Performance Standard 4.1</b> Discuss how technology has allowed researchers to investigate the brain.</p> <p><b>APA Performance Standard 4.2</b> Explain the role of cognition in learning</p>		<p>TRB Handout 4-5 Physical Development (can be used for children of differing ages) TRB Handout 4-6 Intellectual Development – Piaget</p> <p>TRB Handout 5-1 Fact or Falsehood TRB Handout 5-2 Charting Developmental Issues TRB Handout 5-5 Ego Identity (Marcia) and pages 5-11 TRB handout 5-6 Historical Perspective on Adolescence TRB Handout 6-1 Fact or Falsehood TRB handout 6-6 Writing A Biography Interview Guide TRB Handout 6-7 Life/Values/Goals</p> <p><a href="http://www.learner.org/series/discoveringpsychology/05/e05expanded.html">http://www.learner.org/series/discoveringpsychology/05/e05expanded.html</a></p>
--	---	--	---

**Unit 9 – Motivation and Emotion**

Days	Indicators	Textbook	Suggested Activities
------	------------	----------	----------------------

[Type text]

Edmodo Group Code: *byhOwc*

Discovery Learning Link <http://www.sctv.org/education/StreamLineSC/>

4-6		<b>Correlations</b>  <b>Modules 11 and 12</b>	TRB Handout 11-1 Fact or Falsehood TRB 11-3 Evolutionary Psychology (pp. 11-5 to 11-6) TRB Handout 11-4 Sensation Seeking Scale (pp. 11-6 to 11-7) TRB Handout 11-5 Work Preference Inventory (p. 11-8) TRB Handout 11-7 Purpose in Life Test (p. 11-9) TRB Handout 12-1 Fact or Falsehood (p. 12-3) TRB Handout 12-3 Theories of Emotion (p. 12-4) <a href="http://www.learner.org/series/discoveringpsychology/12/e12expand.html">http://www.learner.org/series/discoveringpsychology/12/e12expand.html</a>
-----	--	---	--

[Type text]

Edmodo Group Code: *byhOwc*

Discovery Learning Link <http://www.sctv.org/education/StreamLineSC/>

<p><b>APA Performance Standard 1.1</b> Identify the Neuron as the basis for neural communication</p> <p><b>APA Performance Standard 3.1</b> Explain the structures of major brain regions and their functions.</p> <p><b>APA Performance Standard 2.1</b> Identify the two major divisions and sub divisions of the nervous system.</p> <p><b>APA Performance Standard 2.2</b> Explain binocular and monocular depth cues</p> <p><b>APA Performance Standard 4.1</b> Discuss how technology has allowed researchers to investigate the brain.</p> <p><b>APA Performance Standard 5.1</b> Explore how the left and right hemispheres influence brain functioning</p> <p><b>APA Performance Standard 6.1</b> Explain affective, cognitive, and behavioral aspects of emotions and how they interact with one another</p> <p><b>APA Performance Standards 7.1</b> Explain perceptual differences between those who differ in motivation</p> <p><b>APA Performance Standard 7.2</b> Investigate how learning, memory, and problem solving are affected by motivation and emotion</p>	<p><b>Module</b> 11 and 12</p>	
--	------------------------------------	--

[Type text]

Edmodo Group Code: byhOwc

Discovery Learning Link <http://www.sctv.org/education/StreamLineSC/>

--	--	--	--

**Unit 10 - Stress and Health**

Days	Indicators	Textbook Correlations	Suggested Activities
5-7	<b>APA Performance Standard 1.1</b> Identify the Neuron as the basis for neural	<b>Module</b>	TRB Handout 13-1 Fact or Falsehood (p. 13-4)

[Type text]

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.sctv.org/education/StreamLineSC/>

	<p>communication</p> <p><b>APA Performance Standard 3.1</b> Explain the structures of major brain regions and their functions.</p> <p><b>APA Performance Standard 2.1</b> Identify the two major divisions and sub divisions of the nervous system.</p> <p><b>APA Performance Standard 4.1</b> Discuss how technology has allowed researchers to investigate the brain.</p> <p><b>APA Performance Standard 4.2</b> Explain the role of cognition in learning</p>	13 and 14	<p>TRB Handout 13-3 Stressed Out? Stress Levels (p. 13-5)</p> <p>TRB Handout 13-4 Susceptibility to Stress (p. 13-5)</p> <p>TRB Handout 13-9 Are you a Type A or Type B Personality (p.13-10 to 13-11)</p> <p>TRB Handout 14-1 Fact or Falsehood (p. 14-3)</p> <p>TRB Handout 14-4 Social Support Scale (p. 14-4 to 14-5)</p> <p>TRB Handout 14-5 The Self-Concealment scale (p. 14-5)</p>
--	--	-----------	--

[Type text]



**Horry County Schools  
Sociology – Curriculum Map  
2012-2013**

**Course Description:**

This course is designed to give students an understanding in order to apply the concepts and perspectives concerning human groups that include sociological theory, culture, socialization, social institutions, and social interactions. Students will have opportunities to research and understand American and world societies.

Through this course, students will gain an understanding of the factors that contribute to individual identity and development, identify how culture defines our responsibilities and expectations, how governments and media perpetuate social norms and behavior, how societies are stratified in terms of race, religion, gender, and age, and how populations and societies are changing today.

**The primary textbook for this class is:**

- Sociology The Study of Human Relationships. (2003)

Unit	Learning Goals	Unit Outline	Suggested Activities	Number of Sessions	<i>Sociology textbook correlation</i>
<p><b>1. The Sociological Perspective</b></p>	<ol style="list-style-type: none"> <li>1. Understand that humans are social beings.</li> <li>2. Know the difference between empirical and normative statements.</li> <li>3. Understand the similarities and differences between sociology and other social science and what makes sociology distinctive.</li> <li>4. Understand social theory</li> </ol>	<p>A. Sociology as a field of inquiry</p> <ol style="list-style-type: none"> <li>1. Sociology as the study of social behavior</li> <li>2. How is sociology different from other social sciences?</li> </ol> <p>B. The sociological perspective</p> <ol style="list-style-type: none"> <li>1. The empirical basis of sociology</li> <li>2. The debunking tendency</li> </ol> <p>C. Central sociological concepts</p> <ol style="list-style-type: none"> <li>1. Social interaction</li> <li>2. Social structure</li> <li>3. Social change</li> </ol> <p>D. The Emergence of Sociology</p> <ol style="list-style-type: none"> <li>1. The influence of the Enlightenment</li> <li>2. Classical sociological theory (Durkheim, Marx, Weber)</li> <li>3. The emergence of American sociology (Addams, Park, DuBois, Cooley, Mead, Thomas, Znaniecki)</li> </ol> <p>E. Sociological Theory</p> <ol style="list-style-type: none"> <li>1. Functionalism</li> <li>2. Conflict theory</li> <li>3. Symbolic interaction</li> <li>4. Exchange-rational choice</li> <li>5. Feminist theory</li> </ol>	<ol style="list-style-type: none"> <li>1. Looking at the photo on page 8 in the textbook. Discuss how social context influences our perceptions of events, society, or people.</li> <li>2. Assign students a sociologist and have them pretend they are museum curators and must create a multi-media exhibit discussing the contributions of these individuals on the emergence of sociology.</li> <li>3. Introductory activity to central sociological concepts: start by asking students a series of “Would You ever...” questions. Then have them research the Stanford Prison Experiment to show how social structure and interaction can change behavior.</li> <li>4. <a href="http://www.prisonexp.org/">http://www.prisonexp.org/</a></li> </ol>	<p style="text-align: center;"><b>10</b></p> <p style="text-align: center;"><b>August 22-September 5</b></p> <p style="text-align: center;"><b>January 22-February 4</b></p>	<p>Chapter 1 pages 1-21</p>

<p><b>2.Culture</b></p>	<ol style="list-style-type: none"> <li>1. Understand how sociologists think about culture.</li> <li>2. Understand the concepts of subculture, countercultures, and global culture, norms, values, and the distinction between “high culture” and “everyday life”.</li> <li>3. Analyze how culture creates a blue print for your life.</li> </ol>	<p>A. Characteristics and Elements of Culture</p> <ol style="list-style-type: none"> <li>1. Scripts, schema, and typifications</li> <li>2. Language</li> <li>3. Norms and Values</li> <li>4. Beliefs</li> </ol> <p>B. Cultural Diversity</p> <ol style="list-style-type: none"> <li>1. Ethnocentrism</li> <li>2. Subcultures and countercultures</li> </ol> <p>E. Culture in Society</p> <ol style="list-style-type: none"> <li>1. Culture as cohesive, functional</li> <li>2. Cultural as source of improvisation, diversity, innovation</li> <li>3. Popular culture and the mass media</li> </ol>	<ol style="list-style-type: none"> <li>1. Find and analyze how culture is expressed in various types of media</li> <li>2. Have students create their own culture using all the necessary terminology from the unit.</li> <li>3.</li> </ol>	<p style="text-align: center;"><b>10</b></p> <p style="text-align: center;"><b>September 6-19</b></p> <p style="text-align: center;"><b>February 5-19</b></p>	<p>Chapters 2 and 3 pages 22-59</p>
<p><b>3.Socialization : Becoming Human and our Social Organization</b></p>	<ol style="list-style-type: none"> <li>1. Understand the primary agents of socialization and why they are influential.</li> <li>2. Understand what happens when infants receive very little human contact.</li> <li>3. Understand the social construction of the self.</li> <li>4. Be aware of several theories about the socialization process.</li> <li>5. Understand that socialization is largely invisible to the "naked eye," involves both active and passive learning,</li> </ol>	<p>A. The Social Construction of the Self</p> <p>B. Theories of Socialization</p> <ol style="list-style-type: none"> <li>1. Freud and the psychoanalytic perspective</li> <li>2. Social learning theory</li> <li>3. Cooley, Mead and symbolic interaction</li> </ol> <p>C. Agents of Socialization</p> <p>D. Socialization over the Life Course</p> <ol style="list-style-type: none"> <li>1. Rites of passage</li> <li>2. Adult socialization</li> <li>3. Conversion</li> </ol>	<ol style="list-style-type: none"> <li>1. Research cross-cultural rites in different types of societies. How do these specific rites of passage relate to their unique cultures? Why would American rites of passage not work in some societies?</li> <li>2. Paideia- Discuss how our concepts of self are altered by social networking.</li> <li>3. Discuss the secrets of the “Wild Child” and the “Critical period hypothesis”- Noam Chomsky</li> </ol>	<p style="text-align: center;"><b>12</b></p> <p style="text-align: center;"><b>September 20-October 5</b></p> <p style="text-align: center;"><b>February 20-March 7</b></p>	<p>Chapters 4 and 5 pages 64-114</p>

	<p>and continues through the life course.</p> <p>6. Understand how sociologists analyze the contents, contexts, and processes of socialization.</p> <p>7. Understand the concepts of resocialization and desocialization.</p> <p>8. Understand the concepts of social structure, including statuses (positions), roles (expectations attached to positions), institutions, and social networks.</p> <p>9. Understand how societies of different sizes organize themselves to accomplish some common needs, such as raising and educating the young; regulating social behavior including power, violence, and sexuality; producing and exchanging food, shelter, and desired goods; and dealing with death, tragedy, disasters, and uncertainty.</p> <p>10. Understand that as societies become larger, they become</p>	<p>E. Building Blocks</p> <ol style="list-style-type: none"> <li>1. Roles and Statuses</li> <li>2. Institutions</li> <li>3. Social networks</li> </ol> <p>F. Relationships in Formal Organizations</p> <ol style="list-style-type: none"> <li>1. Kinship as a basis of organization</li> <li>2. Bureaucracy as a solution to weaknesses of kinship-based structures and its characteristics, advantages and limitations and variations.</li> <li>3. Markets as social organizations (economic sociology)</li> <li>4. Informal networks</li> </ol> <p>A. Informal networks and “social capital”          B. The dark side of informal networks (e.g., criminal networks)</p>			
--	---	---	--	--	--

	<p>more differentiated and the ways they use to coordinate purposive activity change. Kinship, bureaucracy, and markets are different ways of organizing activities. The forms and relative importance of each of these types of organization may vary, depending on a society's size and history.</p> <p>11. Understand the importance of informal and formal social networks and how they operate, even in complex modern societies.</p> <p>8.</p>				
<p><b>4.Social Development</b></p>	<ol style="list-style-type: none"> <li>1. Explain how adolescents develop</li> <li>2. Identify key characteristics of adolescents , their social interactions and problems</li> <li>3. Understand Levinson’s theory of adult male development</li> <li>4. Identify the stages of adult male and female development</li> <li>5. Understand the changing labor force.</li> </ol>	<ol style="list-style-type: none"> <li>A. Adolescents in our society and their 5 key characteristics-biological growth and dev elopement, undefined status, increased decision making, increased pressures, search for self</li> <li>B. Understand dating as a form of social interaction</li> <li>C. Social problems facing contemporary teens</li> <li>D. Stages of adult Male Development: Early Adult transition, Entering the adult world, Age of 30 Transition, The Settling down phase, Mid life Transition</li> <li>E. Stages of Adult Female Development:</li> </ol>	<ol style="list-style-type: none"> <li>4. Look at the change in the stages of female development over the last 50 years have: look at historical changes in dating, working, and motherhood.</li> <li>5. Suggest students volunteer at a local nursing home.</li> <li>6. Create a collage of adolescent development</li> <li>7. Review case study on body image on page 144</li> </ol>	<p style="text-align: center;"><b>10</b></p> <p style="text-align: center;"><b>October 9-22</b></p> <p style="text-align: center;"><b>March 8-22</b></p>	<p>Chapters 6 and 7: pages 118-173</p>

	<p>6. Understand the changes and challenges of older Americans</p>	<p>Leaving the family, Entering the Adult world, Entering the Adult world again,          F. Understand composition and occupations of the labor force          G. Stages older life: adjustment to retirement, physical and mental functioning, dealing with dependency and death</p>			
<p><b>5.Deviance and Conformity</b></p>	<p>1. Understand that deviance is socially constructed. The same behavior may be defined as deviant or not, depending on the time and place.          2. Learn that deviance is defined as behavior that elicits a strong negative reaction from others.          3. Understand that whose definition of deviance prevails is linked to who has power in society.          4. Understand the relationship between deviance, social control, and the criminal justice system.          5. Discover that different categories of people experience deviance, social control, and the criminal justice system differently.          6. Understand the social processes by which individuals are labeled deviant or conforming, including</p>	<p>A. Sociological Definitions of Deviance          1. Positive deviance          2. Negative deviance          3. Deviance and the Deviant          4. Types of Youth Deviance –cyber bullying, gangs          B. Costs and Benefits of Deviance          2. Control Thoery          3. Strain Theory          a. Anomie          b. Interactionist          c.. Rebellion          4. Conflict Perspective          5. Labeling Theory          C. Deviant Identities          1. Deviant subcultures/communities          2. Deviant careers          3. Stigma          D. Measuring Crime          1. Crime</p>	<p>1. Discuss the Occupy Wallstreet Movement and weigh whether it would be positive or negative deviance.          2. Create a public service announcement on cyber-bullying including characteristics, people that are typically involved (bullies and victims) the problems associated with it, etc.</p>	<p style="text-align: center;"><b>12</b></p> <p style="text-align: center;"><b>October 23- November 8</b></p> <p style="text-align: center;"><b>March 25- April 17</b></p>	<p>Chapter 8 pages 174-195</p>

	<p>stigmatization and positive and negative sanctions.</p>	<p>a. Various types of crime</p> <p>3. Terrorism</p> <p>E. Criminal Justice System</p> <p>1. Criminal Justice System 2. Courts 3. Law Enforcement 4. Prisons</p>			
<p><b>6.Social Inequalities</b></p>	<p>1. Understand the characteristics of Caste and Class systems.</p> <p>2. Contrast the major theories of social stratification</p> <p>3. Identify the American Class system</p> <p>4. Discuss the American governments steps to address poverty.</p> <p>5. Summarize how sociologist define race, ethnicity, and minority group.</p> <p>6. Distinguish between discrimination and prejudice.</p> <p>7. Conditions of minority groups in the US and the effects of government policies.</p>	<p>A. Social Class and Social Stratification</p> <p>1. Defining and measuring social class 2. The consequences of class inequality 3. Models of social class</p> <p>a. Marx, Weber, and Functionalist Theory</p> <p>4. The class structure of the United States</p> <p>a. the distribution of wealth and income inequality b. social mobility and status attainment c. intersections of race, class, gender, and age</p> <p>5. Class consciousness 6. Poverty and welfare</p> <p>B. Race and Ethnicity</p> <p>1. Definitions of race and ethnicity 2. The social construction of race</p> <p>b. racial formation theory</p> <p>3. Prejudice, discrimination and institutional discrimination</p>	<p>1. Map US immigration to the US</p> <p>2. Compare the social and economic indicators of the primary racial groups of the US census.</p> <p>3. Idea: Project that shows how ageism is promoted in the media.</p> <p>4. Suggested: DBQ Women’s roles in the 20<sup>th</sup> Century</p>	<p><b>12</b></p> <p><b>November 12-December 7</b></p> <p><b>April 18-May 6</b></p>	<p>Chapters 9, 10, 11</p>

	<p>8. Analyze how gender roles affect the opportunities available to men and women in society.</p> <p>9. Discuss the effects the aging population is having on society</p> <p>10. Describe the state of healthcare in the United States</p>	<p>4. Consequences of racial stratification</p> <p>a. racial segregation b. race, ethnicity, and life chances</p> <p>5. Diverse group experiences 6. Intersections of class and race</p> <p>C. Gender</p> <p>1. Define Gender and Gender Identity</p> <p>a. gender and work b. Gender Roles and Social Inequality</p> <p>5. The women's movement</p> <p>D. Age</p> <p>1. Social significance of aging on the US society 2. Ageism 3.. Age cohorts 4. Discuss Health Care in the United States</p>			
<p><b>7.Social Institutions</b></p>	<p>1. Identify the basic societal needs that the institution of the family satisfies.</p> <p>2. Explain the various sociological views on education.</p> <p>3. Identify the basic societal needs that religion serves.</p> <p>4. Discuss some contemporary mass media issues.</p>	<p>a. Discuss the norms of marriage patterns b. Discuss the beginnings of the American family and its disruptions. c. Current trends of the American family d. Current issues in American Education e. Features of religion in American society f. Identify types of mass media in the United States. g. Explain the various sociological perspectives on mass media</p>	<p>1. Research Family Structures around the world. 2. Suggestion: Have students note examples of hidden curriculum in their classes (They cannot express the teacher or the class just the example of hidden curriculum). 3. Debate the topics of public education, home schooling, charter schools, private schools, and the use of vouchers. 4. Students should create a poster, Prezi, Glogster presentation on a major religion and the functions of that religion in a specific society i.e. Hinduism in India, Islam in Saudi Arabia, Christianity in the United</p>	<p style="text-align: center;"><b>12</b></p> <p style="text-align: center;"><b>December 10- January 9</b></p> <p style="text-align: center;"><b>May 7-23</b></p>	<p>Chapters 12-15 Pages 294-393</p>



			<p>States etc.</p> <p>5. Students must choose a sociological concept that we have already discussed and find an example of that concept from all forms of modern US mass media.</p> <p>6. Discuss the role of the media on elections.</p>		
<p><b>8.Social Change and Population</b></p>	<p>1. Understand the factors of population and those that contribute to changes in population.</p> <p>2. Explain how cities evolved and why urbanization is such a recent event.</p> <p>3. Describe the various types of collective behavior</p> <p>4. Describe and contrast the various types of social movements.</p>	<p>a. Discuss how sociologists measure the factors that influence population size and structure.</p> <p>b. Summarize the sociological explanations of population change and current population policies.</p> <p>c. Know the following models- concentric zone, sector, and multiple nuclei</p> <p>d. Understand the concepts of crowds, mobs, riots, panics, mass hysteria</p> <p>e. Know the following types of movements: reactionary, conservative, revisionary, revolutionary</p>	<p><b>1. Complete Mini Q in the World History Mini Q Project Binder on the One Child Policy in China</b></p> <p>2. Students should find and research a contemporary social movement.</p>	<p><b>7</b></p> <p><b>January 10-18</b></p> <p><b>May 24-June 6</b></p>	<p>Chapters 16-18 pages 404-479</p>

**Edmodo Group Code: byhOwc**

**Discovery Learning Link** <http://www.scetv.org/education/StreamLineSC/>

## **Technology for Middle and High School Social Studies**

### **Programs**

- USA Test Prep
- Compass Learning
- Discovery Learning
- SAS Curriculum Pathways
- Brain Pops
- Discus
- Mind Sparks

### **Tools:**

- Smart Boards
- Mobi
- Edmodo
- Document Camera

**Indicator 1.1:** Summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>summarize</b> the religious, social, political, and economic similarities and differences between the English colonies in New England, the Mid Atlantic colonies, and the southern colonies</li> <li>• <b>Give examples</b> of evidence of each of these categories for each colonial region and classify it to the appropriate colonial region</li> <li>• <b>interpret</b> maps and graphs and <b>infer</b> their relationship to information about the time period</li> <li>• <b>compare</b> the colonial regions, <b>interpret</b> the significance of these differences, and <b>infer</b> its impact on the future of the colonies</li> </ul>	<p><b><u>British New England</u></b></p> <ul style="list-style-type: none"> <li>• Settled for religious purposes but did not grant that freedom to others, created the Congregational Church, wanted a "city on a hill", more toleration came with Rhode Island &amp; Great Awakening</li> <li>• Relatively egalitarian society</li> <li>• churches fostered education &amp; towns</li> <li>• economy based on the sea: ship building, trading- did not depend heavily on slavery due to geography</li> </ul> <p><b><u>British Middle Colonies</u></b></p> <ul style="list-style-type: none"> <li>• more religiously diverse, Act of Toleration (MD)</li> <li>• somewhat egalitarian, but increased immigration led to stratification of society</li> <li>• exported foodstuffs</li> </ul> <p><b><u>British Southern Colonies</u></b></p> <ul style="list-style-type: none"> <li>• settled for profit</li> <li>• religion not as important as in more northern colonies, but Church of England official church in most southern colonies</li> <li>• most hierarchical society of British colonies</li> <li>• dependence on slavery grew throughout the two centuries of colonialism, brutal Barbados slave codes brought to N. America in late 17<sup>th</sup> century</li> <li>• grew rice, indigo, tobacco- cotton not significant until <b>after</b> the invention of the cotton gin in 1793</li> </ul> <p><b><u>Other Information</u></b></p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• graphic organizer</li> <li>• maps</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Interpret the map on p. 111 in the text and describe the information provided. Include in your analysis other information that may have been useful if provided. <b>(Literacy Skill 1.7)</b></li> <li>• Quick Write: Explain the impact of geography on the settlements of British North America. <b>(Literacy Skill 1.8)</b></li> <li>• Create a graphic organizer to compare and contrast the social, economic, and political characteristics of New</li> </ul>

	<ul style="list-style-type: none"><li>• The British settlers brought democratic institutions and ideologies with them- they fostered the development of new democratic institutions here (<b>note:</b> This concept is further and more deeply explored in Indicator 1.2)</li><li>• Most English settlements and expeditions were funded by joint stock companies or individual proprietors</li><li>• Mercantilism drove the colonies of Britain in the New World</li><li>• The three regions of British North America developed an interdependent network with one another, the British Caribbean, Europe, and Africa</li><li>• <u>Note:</u> know largest port cities and understand their importance (NY, Philadelphia, Boston, Charleston)</li></ul>	<p>England, the Middle Colonies, and the Southern Colonies.</p> <p><b>(Literacy Skill 1.3)</b></p> <ul style="list-style-type: none"><li>• Read the description of the House of Burgesses on p. 58. Why do you think that legislative body passed the laws it did?</li><li>• Chalk Talk: "Is the US a "city upon a hill?"</li></ul> <p><b>(Literacy Skill 1.5)</b></p> <ul style="list-style-type: none"><li>• Interpret the map of Sudbury, Massachusetts, on p. 93. Compare the settlement of that New England town to the settlement patterns in your community today.</li></ul> <p><b>(Literacy Skill 1.7)</b></p> <ul style="list-style-type: none"><li>• If you were a European coming to America in the 17<sup>th</sup> or 18<sup>th</sup> century, where would you want to settle and why?</li></ul>
--	---	--

**Indicator 1.2:** Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the **rule of law** as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British **Parliament** over the right to tax that resulted in the American Revolutionary War.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Explain</b> the development of early representative government in the British colonies</li> <li>• <b>Summarize</b> the concepts of rule of law and the political rights of the colonists that were brought with them from England</li> <li>• <b>Compare</b> British colonial policy before and after the French and Indian War</li> <li>• <b>Classify</b> the British actions as taxes or other violations of rights</li> <li>• <b>Infer</b> that it was the accumulation of "repeated injuries and usurpations" which brought the colonists to the point of rebellion</li> </ul> <p><b>Assessment Format:</b></p> <ul style="list-style-type: none"> <li>• Exit slip: Summarize and explain the evolution of representative government from the Magna Carta through the today. (Literacy Skill 1.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Magna Carta                             <ul style="list-style-type: none"> <li>- Rights of Englishmen</li> <li>- Jury trials by one's peers</li> </ul> </li> <li>• English Bill of Rights</li> <li>• Locke's <i>Social Contract</i></li> <li>• Rule of law</li> <li>• Puritan impact on representative government</li> <li>• Glorious Revolution</li> <li>• Representative governments including the House of Burgesses, Mayflower Compact, town meetings</li> <li>• Extent of suffrage</li> <li>• Conflict w/ royal governors/ power of the purse</li> <li>• By the time of the Revolution, most colonies were royal colonies</li> <li>• Events leading to Lexington &amp; Concord- <b>know the sequence of events</b> (Navigation Acts, impact of F &amp; I War, Sugar Act, Admiralty courts, Stamp Act, Stamp Act Congress, Sons and Daughters of Liberty, Boston Massacre, Townshend Acts, Tea Act, Boston Tea Party, Intolerable Acts, 1<sup>st</sup> Continental Congress</li> </ul>	<p><b>Materials:</b></p> <p>Graphic organizer (teacher or student-generated)</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Create a visual that illustrates the connections between the Magna Carta and the English Bill of Rights to the US Constitution and Bill of Rights. (Literacy Skill 1.5)</li> <li>• Create a chart or annotated timeline of the events that led to Lexington and Concord. (Literacy Skill 1.6)</li> <li>• Read the differing accounts of the Boston Massacre on pp. 124-125. Compare and contrast the accounts. Ask students to vote on the most credible of the two accounts and ask them to determine whether the Boston Massacre was a "repeated injury or usurpation" by the British against the American colonists. (Literacy Skills 1.5, 1.11)</li> <li>• Warm Up- Pretend you are in the picture of the Boston Tea Party on page 127 in your textbook. What do</li> </ul>

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

	<ul style="list-style-type: none"><li>• "No taxation without representation"</li></ul>	you see, feel, hear, and smell?
--	--	---------------------------------

**Indicator 1.3:** Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Explain</b> the importance of the <i>Declaration of Independence</i> in establishing the reasons for separation and in convincing reluctant Patriots to join in opposition to the Crown</li> <li>• <b>Summarize</b> the principles upon which Americans based their justification for the Revolution and upon which other groups throughout the world based their claims for "life, liberty, and the pursuit of happiness"</li> <li>• <b>Interpret</b> short selections of the document</li> <li>• <b>Infer</b> which acts of the British government that violated American rights were being cited in portions of the document</li> </ul> <p><b>Assessment Format:</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of the <i>Declaration of Independence</i>. (<b>Literacy Skill 1.6</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Declaration of Independence                             <ul style="list-style-type: none"> <li>- to whom it was addressed</li> <li>- principles</li> <li>- why it addressed the King and not Parliament</li> <li>- impact on state governments (legislative supremacy, emancipation of slaves in some northern states, religious freedom)</li> </ul> </li> <li>• Review elements of the Enlightenment (natural rights, equality, and purpose of government etc.)</li> <li>• Battle of Saratoga- impact</li> <li>• Battle of Yorktown</li> <li>• Although states based suffrage on land ownership, widespread ownership of land resulted in widespread white-male suffrage</li> <li>• DOI and the American Revolution's impact throughout</li> </ul>	<p><b>Materials:</b></p> <p>Copy of the <i>Declaration of Independence</i> (textbook)</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Paideia Seminar on the principles and international importance of the Declaration of Independence (<b>Literacy Skill 1.4</b>)</li> <li>• As a class, discuss "What if the Declaration of Independence Had Condemned Slavery" found on p. 132 of the text. This activity may be used as a springboard to a discussion of the principles in the DOI or as a conclusion to the discussion of the document's impact on world history.</li> </ul>

	the world	
--	-----------	--

**Indicator 1.4:** Analyze how dissatisfactions with the government under the *Articles of Confederation* were addressed with the writing of the *Constitution* of 1787, including the debates and compromises reached at the Philadelphia Convention and the ratification of the *Constitution*.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Explain</b> why the Articles of Confederation was designed to be a weak form of central government</li> <li>• <b>Classify</b> the strengths and weaknesses of the Articles as diplomatic, economic, and political</li> <li>• <b>Classify</b> actions of the Articles' government as evidence of either effectiveness or ineffectiveness</li> <li>• <b>Interpret</b> maps, graphs, and charts</li> <li>• <b>Infer</b> their value as evidence of the effectiveness of the government under the Articles of Confederation</li> <li>• <b>Compare</b> the Articles government with the government under the Constitution</li> <li>• <b>Explain</b> the economic crisis of the 1780's and the cause and effect relationship between the Massachusetts Rebellion and the calling of the Convention</li> <li>• <b>Compare</b> the competing state interests</li> <li>• <b>Summarize</b> the characteristics of the new government under the Constitution</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose of the Articles of Confederation (AOC)</li> <li>• Why it was designed as a weak central government</li> <li>• Effectiveness of the AOC                             <ul style="list-style-type: none"> <li>- settled controversy over western land claims</li> <li>- Northwest Ordinance (national government's first attempt to prohibit slavery, system of distributing western lands</li> <li>- Won the war</li> <li>- New state constitutions</li> </ul> </li> <li>• Weaknesses of the AOC                             <ul style="list-style-type: none"> <li>- Diplomatic (Brits in western lands, Spanish in New Orleans, Native Americans, inability to raise an army, conflicts between states)</li> <li>- Economic (international trade, conflicts between states, inflation, debt)</li> <li>- Political (no executive, difficult to amend, difficulty in raising taxes)</li> </ul> </li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Copy of the Articles of Confederation</li> <li>• Map of the Old Northwest</li> <li>• <i>The Federalist Papers</i></li> <li>• <i>Federalist Papers</i> Summaries <a href="http://www.gradesaver.com/the-federalist-papers/">http://www.gradesaver.com/the-federalist-papers/</a></li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Chart the strengths and weaknesses of the Articles of Confederation <b>(Literacy Skill 1.6)</b></li> <li>• Create a graphic organizer comparing the Articles of Confederation, the Confederate States of America, and the United Nations. <b>(Literacy Skill 1.6)</b></li> <li>• Interpreting the map on p. 161, list at least three long-term ramifications of the Northwest Ordinance. <b>(Literacy Skill 1.7)</b></li> </ul>



<ul style="list-style-type: none"><li>• <b>Explain and classify</b> the resulting compromises</li><li>• <b>Compare</b> the positions taken by the Federalists and the Anti-Federalists on the issue of ratification</li><li>• <b>Compare</b> the Federalists and Anti-Federalists of the ratification period with the Federalists and the Democratic-Republicans of the 1790's (USHC 1.6) and distinguish between the positions of these groups</li><li>• <b>Explain</b> the impact of <i>The Federalist Papers</i> and <b>Infer</b> the relative importance of <i>The Federalist</i> and the promise of the addition of a bill of rights to the Constitution in securing ratification</li><li>• <b>Interpret</b> a short portion of a Federalist or Anti-Federalist position paper and identify the position that it supports</li></ul> <p><b>Assessment Format:</b> Evaluate the arguments of the Federalists and Anti-Federalists. <b>(Literacy Skill 1.5)</b></p> <p>Explain why the Articles of Confederation proved to be ineffective. <b>(Literacy Skill 1.11)</b></p>	<ul style="list-style-type: none"><li>• New state constitutions (strong legislatures and weak executives)</li><li>• The economic crisis and the resulting depression (causes &amp; impact)</li><li>• Impact of Shays' Rebellion</li><li>• Philadelphia Convention</li><li>• James Madison- "Father of the Constitution"</li><li>• VA, NJ Plans</li><li>• Great Compromise</li><li>• 3/5 Compromise</li><li>• Executive Branch compromises</li><li>• Ratification of the Constitution</li><li>• Purpose of <i>The Federalist Papers</i></li><li>• Southern and northern states debate over control of international trade (banning international slave trade)</li><li>• Federalists and their supporters</li><li>• Anti-Federalists and their supporters</li></ul>	<ul style="list-style-type: none"><li>• Warm Up- Brainstorm ways the US would be different if we still existed under the Articles of Confederation. <b>(Literacy Skill 1.1)</b></li><li>• Chart the demands of large vs. small states (VA vs. NJ Plans)</li><li>• Compare and contrast <i>Federal Papers # 10</i> and <i>#51</i> <b>(Literacy Skill 1.4)</b></li><li>• Venn Diagram (Federalist vs. Anti-Federalist) <b>(Literacy Skill 1.5)</b></li><li>• Class debate ( large vs. small states or Federalist vs. Anti-Federalist)</li><li>• Explain how Shays' Rebellion reflected the country's economic depression.</li><li>• Using the website <a href="http://www.usconstitution.net/constconart.html">www.usconstitution.net/constconart.html</a> , list the three main strengths and weaknesses of the Constitution and the Articles of Confederation.</li><li>• Interpret excerpts from Federalist or Anti-Federalist essays and identify the positions that each supports. <b>(Literacy Skill 1.5)</b></li><li>• Using the 1790 census, determine South Carolina's position in the debates that ended with the Great Compromise and the 3/5 Compromise. <b>(Literacy Skill 1.6)</b></li></ul>
---	---	---

--	--	--

**Indicator 1.5:** Explain how the fundamental principle of **limited government** is protected by the Constitution and the Bill of Rights, including **democracy, republicanism, federalism, the separation of powers, the system of checks and balances,** and individual rights.

<b>Assessment Guidelines</b>	<b>Essential Knowledge</b>	<b>Lesson Plans</b>
<ul style="list-style-type: none"> <li>• <b>Analyze</b> the Constitution by differentiating between <b>examples</b> of federalism, separation of powers, and checks and balances</li> <li>• <b>Explain</b> the idea of limited government and how this is <b>exemplified</b> in the Constitution</li> <li>• <b>Infer</b> from a piece of Constitutional text the principle, such as sovereignty, federalism, separation of powers and checks and balances, which is being discussed</li> </ul> <p>Short answer quiz: List and explain the powers of the three branches of</p>	<ul style="list-style-type: none"> <li>• Republicanism</li> <li>• Separation of powers</li> <li>• Checks and balances</li> <li>• James Madison- "Father of the Constitution"</li> <li>• Controversy surrounding the Bill of Rights</li> <li>• Freedoms of speech, religion, assembly, press, rights to bear arms, protection from unfair trials, protection from searches and seizures</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Analyze a list of the advantages and disadvantages of a strong federal government versus a weak federal government. <b>(Literacy Skill 1.1)</b></li> <li>• Quick Write: The Bill of Rights is important to me because...</li> <li>• Evaluate Ben Franklin's quote: <i>"It astonishes me to find this system approaching to perfection as it does; and I think it will astonish our enemies."</i> <b>(Literacy Skill 1.5)</b></li> <li>• Hand out various clauses from the text of the Constitution</li> </ul>

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

<p>the federal government.</p>		<p>to students in the class. One-by-one, have the go to places in the room designated <i>sovereignty, federalism, separation of powers, and check and balances.</i></p>
--------------------------------	--	---

**Indicator 1.6:** Analyze the development of the two-party system during the presidency of George Washington, including controversies over domestic and foreign policies and the regional interests of the Democratic-Republicans and the Federalists.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Compare</b> the political and economic views of Hamilton and Jefferson and the characteristics and membership of the political parties that they founded</li> <li>• <b>Explain</b> the economic and sectional basis for the political views of each party</li> <li>• <b>Interpret</b> a short piece of text and identify whether it is the opinion of a member of one or the other political faction</li> <li>• Given various <b>examples</b> of ideologies or membership characteristics, students should be able to identify the party</li> <li>• <b>Interpret</b> charts and political cartoons</li> <li>• <b>Infer</b> their relationship to the development of political parties</li> </ul> <p><b>Assessment Format:</b></p> <ul style="list-style-type: none"> <li>• Student Debate (Activity)</li> <li>• Exit Slip: Explain the purpose of</li> </ul>	<ul style="list-style-type: none"> <li>• Hamilton's economic plan</li> <li>• Jefferson's plan in reaction</li> <li>• Establishment of national bank</li> <li>• Strict vs. loose interpretation of the Constitution</li> <li>• Causes/effects of the Whiskey Rebellion</li> <li>• Industrial vs. agrarian ideals</li> <li>• Development of two party system- including their platforms</li> <li>• Jefferson supported the French, Hamilton supported the British</li> <li>• Citizen Genet incident, Jay's Treaty, and XYZ Affair bring about the Alien and Sedition Acts</li> <li>• Virginia and Kentucky Resolutions- nullification</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• <u>Strict vs. Loose Interpretation</u> Given these situations: the establishment of public schools, public roads, the Federal Reserve, and the criminalization of drugs. Debate these issues using the principles of strict and loose interpretation. (Variation: Using the issues listed above or a current newspaper, ask the students "What would Hamilton think?" or "What would Jefferson think?")</li> </ul> <p><b>(Literacy Skill 1.1)</b></p> <ul style="list-style-type: none"> <li>• Create a campaign poster for either candidate in the Election of 1800. Be sure the posters give examples of ideologies and membership characteristics.</li> </ul> <p>Interpret a short piece of text and identify whether it is the opinion of a member of one or the other political faction. <b>(Literacy Skill 1.6)</b></p> <ul style="list-style-type: none"> <li>• As a class, interpret the political cartoon of the XYZ Affair on p. 218.</li> </ul>

the Alien and Sedition Acts.		
<p><b>Indicator 1.7:</b> Summarize the expansion of the power of the national government as a result of Supreme Court decisions under Chief Justice John Marshall, such as the establishment of judicial review in <i>Marbury v. Madison</i> and the impact of political party affiliation on the Court.</p>		
Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Explain</b> the ruling in <i>Marbury v. Madison</i> and the importance of judicial review</li> <li>• <b>Summarize</b> the role of the Marshall Court in supporting a strong national government and in continuing this Federalist tradition even after the party had lost control of Congress and the presidency</li> </ul> <p><b>Assessment Format:</b>                  Students will create a graphic organizer in which they briefly outline the main points of the following court cases:  <i>McCulloch v. Maryland, Gibbons v. Ogden, Dartmouth v. Woodward, and Worcester v. Georgia.</i>  <b>(Literacy Skill 1.4)</b></p>	<ul style="list-style-type: none"> <li>• Marshall Court's establishment of a strong federal government</li> <li>• Judiciary Act of 1789</li> <li>• <i>Marbury v. Madison</i></li> <li>• Judicial Review</li> <li>• Exposure to other Marshall cases</li> </ul>	<p><b>Materials:</b>                  Outline for role playing activity</p> <p><b>Activities:</b>                  Role-play the <i>Marbury v. Madison</i> case. Students should be given an outline to follow of the main points that should be addressed during their role play.</p>

**Indicator 2.1:** Summarize the impact of the westward movement on nationalism and **democracy**, including the expansion of the franchise, the displacement of Native Americans from the southeast and conflicts over states' rights and federal power during the era of Jacksonian **democracy** as the result of major land acquisitions such as the Louisiana Purchase, the Oregon Treaty, and the Mexican Cession.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Explain</b> the impact of westward expansion on the development of the United States</li> <li>• Give <b>examples</b> of major land acquisitions and <b>classify</b> them as to how they were acquired</li> <li>• <b>Summarize</b> motivations for moving west and the impact of railroad construction on the developing west</li> <li>• Give <b>examples</b> of changing policy towards the Native Americans and <b>summarize</b> the impact of those policies on the Native Americans</li> <li>• <b>Interpret</b> maps and graphs and <b>infer</b> their relationship to information about the time period</li> <li>• <b>Infer</b> the significance of these changes for American democracy</li> <li>• <b>Interpret</b> the impact of westward expansion on national unity</li> </ul> <p><b>Assessment Format:</b> Write a brief essay evaluating the impact of westward expansion on the development of the United States. (150 words) <b>(Literacy Skill 1.6)</b></p>	<ul style="list-style-type: none"> <li>• Major land acquisitions                             <ul style="list-style-type: none"> <li>- from whom and how</li> <li>- locate the Louisiana Purchase, the Oregon Treaty lands, and the Mexican Cession on a map</li> <li>- Louisiana Purchase: needed port on Miss. R., Jefferson's constitutional misgivings, loose interpretation of Constitution set precedent for future treaties</li> </ul> </li> <li>• Review motivations for moving west</li> <li>• impact on sectionalism</li> <li>• Railroad construction</li> <li>• Displacement of Native Americans (particularly Seminoles and Cherokees) prior to and after the Civil War (include the Trail of Tears)</li> <li>• Impact on American character (individualism and democracy)</li> <li>• Expansion of the vote and rise of the common man (Age of Jackson)</li> <li>• Rise of popular campaigning</li> <li>• Western migration divided slave families: some were taken west and others were not</li> <li>• Nullification crisis</li> <li>• West often sided with North over taxation, internal improvements, and cheap sale of</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Pretend you are one of the following: a white Georgia land owner, a U.S. cavalry soldier, or a Native American. Write a journal entry describing Indian Removal from your point of view. <b>(Literacy Skill 1.4)</b></li> <li>• Interpreting the map on page 296 in your textbook, explain the impact of westward expansion on the development of the United States. <b>(Literacy Skill 1.7)</b></li> <li>• Pretend you are trying to convince your fiancé to move west in 1850. Create a list that summarizes your motivations and the motivations of others to make such a life-changing decision.</li> </ul>

western land

**Indicator 2.2:** Explain how the Monroe Doctrine and the concept of Manifest Destiny affected the United States' relationships with foreign powers, including the role of the United States in the Texan Revolution and the Mexican War.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Explain</b> the impact of the actions of the United States government on United States' relations with other nations due to the Monroe Doctrine and Manifest Destiny</li> <li>• <b>Explain</b> the Monroe Doctrine and Manifest Destiny</li> <li>• Give <b>examples</b> of when and where each was applied</li> <li>• <b>Classify</b> United States foreign policy as a reflection of either the Monroe Doctrine or Manifest Destiny</li> <li>• <b>Compare</b> the significance of each on United States foreign policy in the nineteenth century</li> <li>• <b>Interpret</b> maps and graphs and <b>infer</b> their relationship to information about the time period</li> <li>• <b>Interpret</b> the impact of each policy and <b>infer</b> its long term impact on United States foreign policy in the Western Hemisphere</li> </ul> <p><b>Assessment Format:</b> Persuasive Writing: Imagine that you are living in Texas in the late 1830s. Write a ten-sentence letter to</p>	<ul style="list-style-type: none"> <li>• Circumstances and inception of the Monroe Doctrine               <ul style="list-style-type: none"> <li>- Historical context</li> <li>- Roles of European monarchs</li> <li>- Increasing importance towards the late 1800's when it was used as a basis for US foreign policy</li> </ul> </li> <li>• Manifest Destiny</li> <li>• Texas               <ul style="list-style-type: none"> <li>- Why Americans moved there &amp; the conditions of invitation</li> <li>- Why Mexico didn't recognize Texan Independence and the delay in annexation of Texas</li> </ul> </li> <li>• Mexican War               <ul style="list-style-type: none"> <li>- Mexico's views of the hostilities</li> <li>- Circumstances that started the Mexican War (include the role of Polk)</li> <li>- American infiltration into Mexican territory and the terms of the final treaty</li> <li>- Establishment of an adversarial relationship between U.S. and Mexico through the 20<sup>th</sup> Century</li> </ul> </li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Chalk Talk: Write the following statement on your white board. Have students respond to the original statement and to the statements of their classmates while remaining silent. "<i>CA, AZ, and NM should still rightfully belong to Mexico.</i>" <b>(Literacy Skill 1.5)</b></li> <li>• Interpret the message of John Gast's painting <i>American Progress</i> (p.308.) What imagery does the artist use to make his point? <b>(Literacy Skill 1.6)</b></li> <li>• Exit Slip: Explain the impact Manifest Destiny and the Monroe Doctrine have had on American foreign policy. (This may make a great review question prior to the exam.) <b>(Literacy Skill 1.1)</b></li> <li>• Map Activity: Draw and label the boundaries of the territories that the U.S. acquired. Infer the degree to which the US adopted a policy of Manifest Destiny in the 19<sup>th</sup> century.</li> </ul>

Congress explaining why members should or should not vote to annex Texas. <b>(Literacy Skill 5)</b>	- Contemporary controversy over illegal immigration	<b>(Literacy Skill 1.7)</b>
---	---	-----------------------------

**Indicator 2.3:** Compare the economic development in different regions (the South, the North, and the West) of the United States during the early nineteenth century, including ways that economic policy contributed to political controversies.

<b>Assessment Guidelines</b>	<b>Essential Knowledge</b>	<b>Lesson Plans</b>
<ul style="list-style-type: none"> <li>• <b>Compare</b> the economic development of the North, South, and West in the United States</li> <li>• Give <b>examples</b> of those developments, <b>explain</b> them, <b>classify</b> them according to region, and <b>summarize</b> the development in each region</li> <li>• <b>Interpret</b> maps, graphs, and political cartoons and <b>infer</b> their relationship to information about the time period</li> <li>• <b>Interpret</b> the significance of these regional differences and <b>infer</b> their impact on American political unity</li> </ul> <p><b>Assessment Format:</b>                      Argumentative Essay: Choose to support the North, South, or West in 1840, and explain/defend why that region's social and economic platforms are the best for the country.  <b>(Literacy Skill 1.4)</b></p>	<ul style="list-style-type: none"> <li>• Identify on a map the following regions of the U.S.: North, South, and West</li> <li>• Geographic factors that led to the differences between the North (safe harbors), South (fertile soil), and West (new resources)</li> <li>• Term "antebellum"</li> <li>• Development of industry and finance in the North</li> <li>• South remained invested in slavery and agriculture</li> <li>• Relationship between social and economic differences (religion, education, slavery, immigration)</li> <li>• Controversies over the creation and continuation of the National Bank, protective tariffs, internal improvements, and slavery</li> <li>• Impact of Erie Canal and Clay's American System on the economic and political alliance between the West and North that the South found threatening</li> <li>• Public Education                             <ul style="list-style-type: none"> <li>- North created public schools to assimilate Irish and German immigrants</li> <li>- South banned the education of slaves</li> </ul> </li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizer</li> <li>• Matching Activity</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Create a graphic organizer comparing and contrasting the social and economic characteristics of the North, South, and West.  <b>(Literacy Skill 1.6)</b></li> <li>• <u>Matching Activity:</u> Give students a list of incidents, factors, etc. from the time period and have them compare and categorize whether those incidents would have been supported by the North, South, or West. (They may also categorize the topics in terms of those supported by nationalists and those supported by states' right activists).</li> <li>• <u>Warm Up:</u> In what ways are the North, South, and West still different today.</li> </ul>



	<ul style="list-style-type: none"> <li>- South did not provide public education for whites</li> </ul>	
--	---	--

**Indicator 2.4:** Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as **abolition** and women's rights.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Compare</b> the social and cultural characteristics of the North, South, and West during the antebellum period</li> <li>• <b>Summarize</b> the impact of slavery on the lives of African Americans</li> <li>• <b>Compare</b> the lives of African Americans living in the North and in the South, both free and slave</li> <li>• <b>Explain</b> the relationship between abolition and women's rights and the extent to which these movements were successful in the antebellum period</li> <li>• <b>Interpret</b> maps, graphs, charts, and political cartoons to infer their relationship to information about the era</li> </ul> <p><b>Assessment Format:</b> Summarize the lives of African</p>	<ul style="list-style-type: none"> <li>• Social /Cultural differences between North, South, West)</li> <li>• <b>South</b> <ul style="list-style-type: none"> <li>- impact of plantation economy on all Southerners (include education)</li> <li>- political issues: low tariffs &amp; expansion of slavery</li> <li>- Few immigrants</li> </ul> </li> <li>• <b>North</b> <ul style="list-style-type: none"> <li>- affected by Puritan culture</li> <li>- diversity of commercial centers</li> <li>- education</li> <li>- political issues: high tariffs &amp; national bank</li> </ul> </li> <li>• <b>West</b> <ul style="list-style-type: none"> <li>- settlers reflected the attitudes of the regions from which they came</li> <li>- Manifest Destiny</li> <li>- political issues: cheap land, internal improvements, &amp; uncontrolled banking</li> </ul> </li> <li>• African Americans           <ul style="list-style-type: none"> <li>- discrimination in North</li> <li>- Southern freedmen- where, numbers, &amp; impact</li> <li>- Reform Movements</li> <li>- <u>Abolition</u> (Quakers, Nat Turner, Frederick Douglass, Harriet Tubman, William Lloyd</li> </ul> </li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• excerpt from David Walker's <i>The Appeal</i> <a href="http://www.pbs.org/wgbh/aia/part4/4h2931t.html">http://www.pbs.org/wgbh/aia/part4/4h2931t.html</a></li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Warm Up- What modern invention has been as impactful on our society as the cotton gin was on the South in the first half of the 19<sup>th</sup> century? <b>(Literacy Skill 1.1)</b></li> <li>• Write the <i>Seneca Falls Declaration</i> (excerpted on pg. 1070) in your own words.</li> <li>• Evaluate Solomon Northup's summary of the impact of slavery on the lives of African Americans. (p. 251) <b>(Literacy Skill 1.3)</b></li> <li>• Discuss what Samuel Ringgold's account says about</li> </ul>

<p>Americans using excerpts from David Walker's <i>The Appeal</i>. <b>(Literacy Skill 1.3)</b></p>	<p>Garrison, the Grimke's, Harriet B. Stowe, John Brown, Underground RR, --- <b>know these people, terms, methodologies, and the extent of the movement in the North)</b></p> <ul style="list-style-type: none"><li>• <u>Women's Rights</u> ( Elizabeth Cady Stanton, Lucretia Mott, Seneca Falls) and the extent of success</li></ul>	<p>life as a free man in the North. (p.255) <b>(Literacy Skill 1.2)</b></p> <ul style="list-style-type: none"><li>• Brainstorm the causes and ramifications of the absence of extensive public education in the South during this era.</li></ul>
--	--	--

**Indicator 3.1:** Evaluate the relative importance of political events and issues that divided the nation and led to civil war, including the compromises reached to maintain the balance of free and slave states, the abolitionist movement, the Dred Scott case, conflicting views on states' rights and federal authority, the emergence of the Republican Party, and the formation of the Confederate States of America.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Explain</b> the political events and issues that divided the nation and how they led to civil war</li> <li>• <b>Summarize</b> the compromises reached to maintain the balance of free and slave states and <b>evaluate</b> the successes and failures of the abolitionist movement</li> <li>• <b>Explain</b> the free soil position of the Republican Party and their candidate, Abraham Lincoln</li> <li>• <b>Compare</b> the conflicting views on states' rights and federal authority that led to the formation of the Confederate States of America</li> <li>• <b>Interpret</b> maps, graphs, charts, and political cartoons to <b>infer</b> their relationship to information about the time period</li> </ul> <p><b>Assessment Format:</b> Which three events leading to the Civil War were the most divisive? Debate these opinions as a class. <b>(Literacy Skill 1.3)</b></p>	<ul style="list-style-type: none"> <li>• Struggle to maintain balance of power between free and slave states in the Senate through: Missouri Compromise, Mexican War and Wilmot Proviso, Compromise of 1850, popular sovereignty, Kansas-Nebraska Act, and Dred Scott Decision</li> <li>• Population growth in the North yielded diminished power for the South in the House of Representatives</li> <li>• Gag rule</li> <li>• Impact of <i>The Liberator</i>, <i>Uncle Tom's Cabin</i>, and Harpers Ferry</li> <li>• New parties- platforms and the extent of their successes ( Free Soil Party, Liberty Party, Republican Party)</li> <li>• Conflicting views of states' rights and federal authority</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Chart of causes of war</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Brainstorm current debates between federal authority and states' rights <b>(Literacy Skills 1.1)</b></li> <li>• Create an annotated timeline of the causes of the Civil War. <b>(Literacy Skills 1.6)</b></li> <li>• Discuss the chart on p.333 of the platforms of various political parties during this era. <b>(Literacy Skills 1.6)</b></li> <li>• Have the class (or a musically gifted student) sing the abolition song on p. 285. (It is sung to the tune of <i>Auld Lang Syne</i>.) Discuss its meaning and effectiveness with the class.</li> <li>• Respond (either verbally or in writing) to the story of fugitive slaves on p. 320. <b>(Literacy Skills 1.4)</b></li> <li>• Complete a chart of events leading to the Civil War. <b>(Literacy Skills 1.6)</b></li> <li>• Interpret the political cartoon on p. 342. To what extent is it an accurate account</li> </ul>

	<ul style="list-style-type: none"> <li>Election of 1860 and secession</li> </ul>	of the election of 1860? (Literacy Skill 1.6)
<p><b>Indicator 3.2:</b> Summarize the course of the Civil War and its impact on <b>democracy</b>, including the major turning points; the impact of the Emancipation Proclamation; the unequal treatment afforded to African American military units; the geographic, economic, and political factors in the defeat of the Confederacy; and the ultimate defeat of the idea of secession.</p>		
Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li><b>Explain</b> the course and outcome of the Civil War and the role of African American military units</li> <li><b>Summarize</b> the impact of the Emancipation Proclamation on the course of the war and on the lives of African Americans</li> <li><b>Identify</b> the geographic, political, and economic factors involved in the defeat of the Confederacy</li> <li><b>Interpret</b> maps, graphs, charts, and political cartoons to <b>infer</b> their relationship to information about the time period</li> </ul> <p><b>Assessment Format:</b>                  Create a newspaper from the Civil War that explains the outcome of the war, summarizes the impact of the Emancipation Proclamation, and identifies geographic, political, and economic factors on the defeat of</p>	<ul style="list-style-type: none"> <li>resources of North &amp; South</li> <li>Geographic factors that influenced strategy</li> <li>Hypocrisy of southern elite who cried that their minority rights were violated by national majority while they were denying rights to slaves</li> <li>Lee, Grant, Sherman</li> <li>Anaconda Plan</li> <li>Southern strategies of defense and getting support from Britain</li> <li>Fort Sumter, Bull Run, Antietam, Vicksburg, Gettysburg, Petersburg, Appomattox Courthouse</li> <li>54<sup>th</sup> Regiment/ Ft. Wagner</li> <li>Unequal treatment of black and white soldiers in the Union army</li> <li>Jefferson Davis, Lincoln-compare leadership styles and degrees of effectiveness</li> <li>Emancipation Proclamation-goals, impact, ramifications</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.lessonplanspage.com/SSCivilWar.htm">http://www.lessonplanspage.com/SSCivilWar.htm</a></li> <li><a href="http://www.pbs.org/civilwar">http://www.pbs.org/civilwar</a></li> <li>Newspaper Activity</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Warm Up- Use the card activity from lessonplanspage.com to illustrate the population advantage enjoyed by the North during this war.</li> <li>Interpreting the graphs on page 378 in your textbook, infer the statistical winners and losers of the war. (<b>Literacy Skill 1.6</b>)</li> <li>Analyze photographs from the Civil War. There are photos and a photo analysis worksheet attached to this activity at the PBS Civil War lesson site. (<b>Literacy Skill 1.6</b>)</li> <li>Complete "The Union's Grand Strategy" from the PBS site. This short activity illustrates the Anaconda Plan and provides insight into the course of the war and the Union's victory.</li> <li>Analyze song lyrics from the Civil War. (also located in the PBS site)</li> </ul> <p>Note: The PBS site on the Civil War includes many great activities and resources for teachers. There is also another</p>

<p>the Confederacy. (Literacy Skill 1.6)</p>	<ul style="list-style-type: none"> <li>• Impact of war on democracy</li> <li>• States' rights debates continue through the 20<sup>th</sup> century and today</li> </ul>	<p>lesson plan there for a newspaper activity that you may want to use.</p>
--	---	---

**Indicator 3.3:** Analyze the effects of Reconstruction on the southern states and on the role of the federal government, including the impact of the thirteenth, fourteenth, and fifteenth amendments on opportunities for African Americans.

**Indicator 3.4:** Summarize the end of Reconstruction, including the role of anti-African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of **Jim Crow laws** and voter restrictions on African American rights in the post-Reconstruction era.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Summarize</b> the political, social, and economic effects of Reconstruction on the southern states</li> <li>• <b>Identify</b> the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments and <b>explain</b> the limitations of these amendments in that era</li> <li>• <b>Interpret</b> maps, graphs, charts, illustrations, and political cartoons to <b>infer</b> their relationship to information about the time period</li> <li>• <b>Explain</b> the cause and effect of the sharecropping and crop lien systems on the economic</li> </ul>	<ul style="list-style-type: none"> <li>• Primary goal of Reconstruction was re-establishment of South into the Union</li> <li>• Congressional Reconstruction (Military Reconstruction Act/1867)                             <ul style="list-style-type: none"> <li>- causes (Black Codes, election of Confederates to national offices)</li> <li>- components</li> <li>- extent of success from various points of view</li> <li>- attempts by federal government to protect freedmen</li> </ul> </li> <li>• 13<sup>th</sup>, 14<sup>th</sup> (citizenship, equal protection, and due process), &amp; 15<sup>th</sup> Amendments- why, what, and impact</li> <li>• Political effects of Reconstruction</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Chalk talk: <i>The USA has a duty to rebuild any country it defeats in war.</i></li> <li>• Interpret the political cartoon on p. 390 by answering the provided questions. (Literacy Skill 1.6)</li> <li>• Read "<i>Why It Matters</i>" on p. 392-93. Write a paragraph explaining the importance of the 14<sup>th</sup> amendment in your life. (Literacy Skill 1.5)</li> <li>• Analyze the following quote by Mark Twain. "In the South, the (Civil) War is what A.D. is elsewhere; they date from it."</li> <li>• Interpreting the charts on p. 409, write a <math>\frac{1}{2}</math> page narrative on the South's economic activity following the war. Infer the reasons for increased production.</li> </ul>

<p>opportunity of African Americans and on the economy of the South</p> <ul style="list-style-type: none"><li>• <b>Explain</b> the role of the KKK in limiting the rights of freedmen during Reconstruction</li><li>• <b>Compare</b> the rights of African Americans during Reconstruction with the rights they were able to exercise after the imposition of Jim Crow laws and restrictions on voting</li><li>• <b>Interpret</b> maps, graphs, charts, illustrations, photographs, and political cartoons to <b>infer</b> their relationship to information about the time period</li></ul> <p><b>Assessment Format:</b> See activity in Indicator 3.2</p> <p>Create an outline for the following prompt: <i>Evaluate the success of Reconstruction from the perspectives of white southerners, black southerners, and northerners.</i></p> <p><b>(Literacy Skill 1.4)</b></p>	<ul style="list-style-type: none"><li>- Republican party in the South (who, extent of control, extent of corruption)</li><li>- Extent of freedmen participation in southern politics</li><li>• Social changes for African American and white southerners- include discussion of public schools</li><li>• Economic impact- South stayed agrarian; sharecropping expanded<ul style="list-style-type: none"><li>• Social lives of freedmen<ul style="list-style-type: none"><li>- most settled near former plantations</li><li>- a few left South (exodusters)</li><li>- formed churches</li></ul></li><li>• Freedman's Bureau<ul style="list-style-type: none"><li>- negotiated labor contracts</li><li>- provided a system of courts</li><li>- most importantly, provided education opportunities</li></ul></li><li>• Why "40 acres and a mule" went unfulfilled</li><li>• Sharecropping and crop lien systems- why and effects<ul style="list-style-type: none"><li>- KKK- purpose and extent of power</li><li>- White "Redeemers" and their impact on Reconstruction</li></ul></li><li>• Methods of disenfranchisement (poll taxes, literacy tests, grandfather laws)</li></ul></li></ul>	<p><b>(Literacy Skill 1.6)</b></p> <ul style="list-style-type: none"><li>• After reading "Different Viewpoints" on p. 401, answer the provided questions to help summarize the political and economic effects of Reconstruction.</li></ul> <p><b>( Literacy Skill 1.4)</b></p> <ul style="list-style-type: none"><li>• Read about the Enforcement Acts on p. 402. Infer why they weren't successful in curbing the power of the KKK and other terrorist groups during this era.</li><li>• Warm Up- List as many modern ramifications of Reconstruction as you can.</li></ul> <p><b>(Literacy Skill 1.1)</b></p>
---	--	---

Indicator: 3.5 Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period, including the leadership and strategies of Booker T. Washington, W. E. B. DuBois, and Ida B. Wells-Barnett.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Differentiate</b> the goals and strategies of Booker T. Washington and W.E.B. DuBois.</li> <li>• <b>Determine</b> the factors that created these varying opinions</li> </ul> <p><u>Assessment</u></p> <p>Students will simulate a press conference in which some of the students portray Progressive Reformers and some will serve as muckraking journalists. <b>(Literacy Skills 1.6, 1.10)</b></p> <p><u>Note:</u> You may want to use this in conjunction with Indicator4.6 which explores other Progressive Era reformers.</p>	<p><b><u>Booker T. Washington</u></b></p> <ul style="list-style-type: none"> <li>• Leader at Tuskegee with G.W. Carver</li> <li>• Advocated vocational education</li> <li>• "Atlanta Compromise" speech seen by many as acceptance of Jim Crow</li> <li>• Revered by southern Blacks but not those in the North</li> </ul> <p><b><u>WEB DuBois</u></b></p> <ul style="list-style-type: none"> <li>• Advocated equal educational opportunities for Blacks</li> <li>• Promoted development of the "Talented Tenth"</li> <li>• Founded NAACP and <i>The Crisis</i></li> <li>• <i>De facto</i> and <i>de jure</i> segregation</li> </ul> <p><b><u>Ida Wells-Barnett</u></b></p> <ul style="list-style-type: none"> <li>• Teacher and newspaper writer</li> <li>• Devoted her life to anti-lynching crusade</li> <li>• Strenuously opposed BT Washington</li> <li>• Worked with Jane Addams on ending segregation in Chicago schools and on women's suffrage</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• This website has a number of activities that help students explore the life and work of B.T. Washington. <a href="http://teacherlink.ed.usu.edu/tlresources/units/byrnes-famous/booker.html">http://teacherlink.ed.usu.edu/tlresources/units/byrnes-famous/booker.html</a></li> <li>• This website has a number of activities that help students explore the life and work of WEB DuBois. <a href="http://blackhistory.50webs.com/webdubois.html">http://blackhistory.50webs.com/webdubois.html</a></li> <li>• Analyze the poem "Booker T. and WEB." <a href="http://www.huarchivesnet.howard.edu/9908huarnet/randall.htm">http://www.huarchivesnet.howard.edu/9908huarnet/randall.htm</a></li> </ul>

Indicator 4.1: Summarize the impact that government policy and the construction of the transcontinental railroads had on the development of the national market and on the culture of Native American peoples.		
Assessment Guidelines	Essential Knowledge	Lesson Plans
<p><b>Summarize</b> the economic growth and expansion fostered by government policies.</p> <p><b>Explain</b> how railroad construction prior to the Civil War impacted growing tension between the regions.</p> <p><b>Explain</b> why Republicans in Congress passed laws reflecting the broader role of the national government.</p> <p><b>Explain</b> the effect of the transcontinental railroad on the development of a national market.</p> <p><b>Explain</b> how the railroads impacted Native Americans in the west.</p> <p><b>Compare</b> the removal policy of the Trail of Tears to the forced treaties of corrupt of the U.S. government.</p> <p><b>Explain</b> the change in government policies toward Native Americans.</p> <p><b>Assessment Format:</b></p>	<ul style="list-style-type: none"> <li>• Development of a national system of transportation</li> <li>• Impact of railroad construction on tension between the northern and southern regions</li> <li>• Republican legislation: land grants to railroads and western farmers</li> <li>• Development of a national market</li> <li>• Impact of railroads on Native Americans</li> <li>• Effects of Indian Wars and the discovery of minerals on Native Americans</li> <li>• Native American assimilation</li> </ul>	<p><b>Materials:</b></p> <p>Map of the West Supplemental reading materials</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Outline westward expansion using student maps. <b>(Literacy Skill 1.7)</b></li> <li>• Venn diagram of provisions of the land grants to railroads <b>(Literacy Skill 1.6)</b></li> <li>• Compare the Trail of Tears to later Native American policies.</li> </ul>



<p>Create a graphic representation of the impact of transcontinental railroads on the Plains Indians.</p>	<ul style="list-style-type: none"> <li>• Ghost Dance</li> <li>• Wounded Knee</li> </ul>	
---	---	--

**Indicator 4.2:** Analyze the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of railroad **subsidies**, tariffs, and labor policies; and the expansion of international markets.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Summarize</b> the factors that influenced economic growth and particularly the role of the United States government in promoting economic growth</li> <li>• <b>Classify</b> and give <b>examples</b> of the factors as well as the policies of the United States government</li> <li>• <b>Explain</b> each government policy, <b>interpret</b> the significance of each, and <b>infer</b> its impact on economic growth</li> <li>• <b>Interpret</b> maps, graphs, and political cartoons and <b>infer</b> their relationship to information about the time period.</li> </ul> <p><b>Assessment Format:</b> Create a political cartoon that depicts the government policies that assisted industrialization in the Gilded Age. Analyze the cartoons by</p>	<ul style="list-style-type: none"> <li>• Variety of ways land was used to provide resources for industry</li> <li>• Government Policies                             <ul style="list-style-type: none"> <li>- immigration policies- mostly open w/exception of the Chinese Exclusionary Act</li> <li>- subsidies- RR's and free land</li> <li>- court decisions that supported big business, tariffs- understand that government policy protected domestic industries</li> <li>- regulated interstate commerce</li> <li>- labor policies- supported owners, broke strikes</li> <li>- banking reorganization promoted by Republican Party</li> </ul> </li> </ul>	<p><b>Materials:</b> Homestead Activity <a href="http://www.ncee.net/resources/lessons/United_States_History_Vol2_Sample_Lesson.pdf">http://www.ncee.net/resources/lessons/United_States_History_Vol2_Sample_Lesson.pdf</a></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Homestead Activity</li> <li>• Interpret the significance of tariffs, subsidies, and labor policies on business in the Gilded Age. <b>(Literacy Skill 1.4)</b></li> <li>• Brainstorm ways the US government assists businesses today. <b>(Literacy Skill 1.1)</b></li> <li>• From the text explain the impact of government policy on the growth in steel production as noted in the graph on p. 461. <b>(Literacy Skill 1.6)</b></li> </ul>

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

inferring the relationship of the information to the time period. <b>(Literacy Skills 1.4, 1.6)</b>	<ul style="list-style-type: none"><li>• Expansion of international markets (led to imperialism)</li></ul>	
--	---	--

**Indicator 4.3:** Evaluate the role of **capitalism** and its impact on **democracy**, including the ascent of new industries, the increasing availability of consumer goods and the rising standard of living, the role of **entrepreneurs**, the rise of business through monopoly and the influence of business ideologies.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Summarize</b> the development of the new industrial organizations of the late nineteenth century</li> <li>• <b>Explain</b> how businesses grew</li> <li>• <b>Compare</b> the roles and strategies of Rockefeller and Carnegie</li> <li>• <b>Interpret</b> the various business ideologies and <b>infer</b> their impact on the growth of business</li> <li>• <b>Explain</b> the availability of consumer goods and the rising standard of living; <b>compare</b> its impact on various members of the society</li> <li>• <b>Infer</b> its impact on the overall health of the economy</li> <li>• <b>Interpret</b> maps, graphs, and political cartoons and <b>infer</b> their relationship to information about the time period</li> </ul> <p><b>Assessment Format:</b></p> <ul style="list-style-type: none"> <li>• Read the contradictory testimonies of John D. Rockefeller and George Rice during a government investigation into Standard Oil. (pp. 452-453) Infer the impact of big business on the overall health of the</li> </ul>	<ul style="list-style-type: none"> <li>• Role of capitalism and its impact on democracy</li> <li>• Define and characterize capitalism</li> <li>• Rise of corporations (growth in monopolies and corporate mergers)</li> <li>• Factors that contributed to industrialization</li> <li>• New industries- led by RR</li> <li>• New towns (why and where)</li> <li>• New technologies (Bessemer) and tactics (kickbacks, rebates, trusts, holding companies)</li> <li>• Robber barons or captains of industry- Carnegie &amp; Rockefeller</li> <li>• Ideologies ( social Darwinism, laissez-faire capitalism, Gospel of Wealth, stories of Horatio Alger)</li> <li>• Ramifications (period economic depressions, Sherman Anti-Trust Act, rise in standard of living, new consumer products)</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Interpret the business ideologies of social Darwinism and laissez-faire government in both the Gilded Age and the present. <b>(Literacy Skill 1.5)</b></li> <li>• Interpret the graph on p. 461 that illustrates steel production during the Gilded Age. What does the graph tell us about that era in history? <b>(Literacy Skill 1.6)</b></li> </ul>

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

nation during the Gilded Age. (Literacy Skill 1.5)		
Indicator 4.4: Explain the impact of industrial growth and <b>business cycles</b> on farmers, workers, immigrants, labor unions, and the Populist movement and the ways that these groups and the government responded to the economic problems caused by industry and business.		
<b>Assessment Guidelines</b>	<b>Essential Knowledge</b>	<b>Lesson Plans</b>

<ul style="list-style-type: none"> <li>• <b>Explain</b> the economic problems of farmers of the late 1800's &amp; the role that farmers played in meeting these problems with political action</li> <li>• <b>Interpret</b> the reasons for the farmers' problems and <b>classify</b> the farmers' responses as either economic or political</li> <li>• <b>Infer</b> the significance of the farmers' movement on democracy and the effectiveness of the Populist Party</li> <li>• <b>Analyze</b> the problems of labor in the late 19th century and the extent to which labor organizations garnered public and government support in correcting those problems</li> <li>• <b>Attribute</b> or identify the point of view of both critics and supporters of the labor movement in text</li> <li>• <b>Interpret</b> the government's reaction to the labor union movement and <b>infer</b> its significance for American democracy</li> </ul> <p><b>Assessment Format:</b> Interpreting both the chart on p. 515 and W. Gladden's account on pp. 514-15, outline ALL the factors that contributed to the plight of farmers in the late 1800's. <b>(Literacy Skill 1.6)</b></p>	<ul style="list-style-type: none"> <li>• Impact of supply and demand on farm profits (include mechanization and overproduction)</li> <li>• Political organizations (the Grange, Farmers Alliance, Populist Party)</li> <li>• Impact of African Americans on the Farmers Alliance</li> <li>• Populist platform and extent of political success</li> <li>• Granger Laws &amp; Supreme Court Cases</li> <li>• Currency issues- deflation, gold vs. silver</li> <li>• Election of 1896 (McKinley, Bryan, bimetallism, "Cross of Gold" speech, why WM won)</li> <li>• Purpose and rise of unionism</li> <li>• Working conditions changing workforce, child labor, immigration</li> <li>• Degree of success and factors that impacted that degree including supply/demand, depressions, cultural aversions to unions</li> <li>• Strikes (Railroad Strike of 1877, Haymarket, Pullman)</li> <li>• Courts' use of Sherman Anti-Trust Act to stifle unions</li> <li>• Collective bargaining</li> <li>• Scabs</li> <li>• Yellow dog contracts</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Warm up- What do you see in the images on pages 501-503 in your textbook that would explain farmer support of the Populist Movement? <b>(Literacy Skill 1.6)</b></li> <li>• Using the box on p. 422, discuss the current impact of land grant colleges. <b>(Literacy Skill 1.1)</b></li> <li>• Warm up- Ask students to complete the following quote and to determine if there is bias in the statement. (p.504) <i>" There are three great crops raised in Nebraska. One is a crop of corn, one a crop of freight, and one a crop on interest. One is produced by farmers who sweat and toil on the land. The other two are produced by _____ and _____.</i></li> </ul> <p><b>(Literacy Skill 1.6)</b></p> <ul style="list-style-type: none"> <li>• Brainstorm the changes that the end of child labor practices brought to American society.</li> <li>• Create a list of modern worker safety laws. Imagine the lives of workers who had none of those protections. <b>(Literacy Skill 1.1)</b></li> </ul>
<p><b>Indicator 4.5:</b> Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of <b>ethnic</b> neighborhoods, the role of <b>political machines</b>, and the migration of African Americans to the North, Midwest, and West.</p>		

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Explain</b> the causes and effects of urbanization of the late nineteenth century</li> <li>• <b>Summarize</b> the reasons for the movement from farm to city and the migration of African Americans to the North and Midwest</li> <li>• <b>Analyze</b> the impact of immigration on city life and city government and on the efforts to restrict immigration.</li> <li>• <b>Classify</b> and identify <b>examples</b> of these changes.</li> <li>• <b>Interpret</b> maps, graphs, and political cartoons and <b>infer</b> their relationship to information about the time period</li> <li>• <b>Infer</b> its impact on the movement for immigration restriction</li> </ul> <p><b>Assessment Format:</b> Analyze a Thomas Nast cartoon depicting Boss Tweed's political machine. What message is Nast trying to convey and what techniques does he use to display those messages? <b>(Literacy Skill 1.6)</b></p>	<ul style="list-style-type: none"> <li>• Reasons for the development of new urban areas</li> <li>• Causes &amp; extent of urbanization</li> <li>• African American movement north and west- motivation and extent of that movement</li> <li>• Urban conditions (housing, sanitation, crime, fire)</li> <li>• Boss system- provisions and extent of corruption</li> <li>• Impact of city planning efforts</li> <li>• Role of immigrant groups in politics and in political machines</li> <li>• Ethnic neighborhoods</li> <li>• Nativism</li> <li>• Impact on labor unions</li> <li>• Government restrictions                             <ul style="list-style-type: none"> <li>- Chinese Exclusion Act</li> <li>- limits on overseas "scouting" for labor</li> </ul> </li> <li>• "New Immigrants" of the Gilded Age social assistance for immigrants</li> <li>• African Americans in the urban North were used as strike breakers and were relegated to the poorest jobs</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Warm Up: Compare political corruption in the Gilded Age to political corruption today.</li> <li>• Use the inflation calculator at <a href="http://www.westegg.com/inflation">www.westegg.com/inflation</a> to convert the 1890 prices listed on p. 498 to modern prices. Write <math>\frac{1}{2}</math> page summarizing your findings. <b>(Literacy Skill 1.13)</b></li> <li>• Interpret the charts on p. 482. Infer the causes for the increase in quality of life for Americans in the 20<sup>th</sup> century. <b>(Literacy Skill 1.6)</b></li> <li>• Brainstorm the many ways the fabric of America has been impacted by the immigration trends of the Gilded Age. <b>(Literacy 1.1)</b></li> <li>• Pretend you are a relatively new immigrant to America in 1890. Write a letter to a relative in your native land describing your new life. <b>(Literacy Skill 1.5)</b></li> <li>• Using images from the Library of Congress or other Internet sources create a collage of images of immigration in the Gilded Age or create a collage with music using a program such as Movie Player. <b>(Literacy Skill 1.6 )</b></li> </ul>

**Indicator 4.6:** Compare the accomplishments and limitations of the women's **suffrage** movement and the Progressive

Movement in affecting social and political reforms in America, including the roles of the media and of reformers such as Carrie Chapman Catt, Alice Paul, Jane Addams, and presidents Theodore Roosevelt and Woodrow Wilson

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Compare</b> the effectiveness and limitations of the Progressive Movement and the roles of Jane Addams, Theodore Roosevelt in promoting reform</li> <li>• <b>Explain</b> the roles of each of these reformers</li> <li>• <b>Summarize, classify,</b> and identify <b>examples</b> of progressive social and political reform</li> <li>• <b>Interpret</b> maps, graphs, and political cartoons and <b>infer</b> their relationship to information about the time period</li> <li>• <b>Interpret</b> the significance of these reformers and <b>infer</b> the impact of their proposals on American democracy</li> </ul> <p><b>Assessment Format:</b> Interpreting the map of the Hull House neighborhood on p.474, create a half-page narrative that describes life in that place. <b>(Literacy Skill 1.6)</b></p>	<ul style="list-style-type: none"> <li>• Rise of Progressive Movement</li> <li>• Progressivism: a movement of the middle class</li> <li>• Role of media, muckrakers and Upton Sinclair's <i>The Jungle</i></li> <li>• Jane Addams and Hull House</li> <li>• Theodore Roosevelt: bully pulpit, Sherman Anti-Trust Act, Pure Food and Drug Act, Meat Inspection Act, conservation/national parks, and establishment of the Progressive Party (Bull Moose)</li> <li>• Progressive state laws and the extent to which they were upheld</li> <li>• Clayton Anti-Trust Act</li> <li>• Federal child labor laws and federal eight hour workdays- not supported by Supreme Court</li> <li>• 16<sup>th</sup> and 17<sup>th</sup> Amendments</li> <li>• Federal Reserve</li> <li>• Alice Paul: before and after 19<sup>th</sup> Amendment</li> <li>• Wilson did not support women's suffrage</li> <li>• Progressive Movement's influence on Prohibition and Women's Suffrage</li> <li>• Impact of WWI on Movement</li> <li>• The Red Scare</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Interpret the political cartoon on p. 556 and infer its effectiveness in expressing problems of the Progressive Era. <b>(Literacy Skill 1.6)</b></li> <li>• Exit Slip: Explain which remnants of the Progressive Movement are visible within our society today. <b>(Literacy Skill 1.1)</b></li> </ul>

**Indicator 5.1:** Analyze the development of American expansionism, including the change from **isolationism** to intervention and the rationales for **imperialism** based on Social Darwinism, expanding **capitalism**, and domestic tensions.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Explain</b> the factors that contributed to the change from isolationism to intervention.</li> <li>• <b>Compare</b> the old expansionism of the early 1800's with the new imperialism of the late 1800's and early 1900's</li> <li>• <b>Infer</b> the connection between domestic and diplomatic developments in expansionism</li> <li>• <b>Interpret</b> maps and political cartoons to infer their relationship to information about the time period</li> </ul> <p><b>Assessment Format:</b> Using the following formula, explain in writing the benefits of colonization to business profits. Profit = Sale price - Labor - raw materials <b>(Literacy Skills 1.6, 1.13)</b></p>	<ul style="list-style-type: none"> <li>• Changing American expansionism designed to secure markets and reached beyond contiguous territory</li> <li>• Alaska Purchase</li> <li>• Causes of the US move from isolationism to intervention                             <ul style="list-style-type: none"> <li>- closing of American frontier</li> <li>- need for raw materials and new markets</li> <li>- increasing American nationalism</li> <li>- American growth as a naval power and world power</li> <li>- social Darwinism</li> </ul> </li> <li>• American expansionism led to the spread of American ideas, religious beliefs, and capitalism to other nations</li> <li>• It also led to resentment from other nations</li> <li>• American involvement in Latin America</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Chalk Talk: <i>The wars in Iraq and Afghanistan are modern-day Imperialism.</i> <b>( Literacy Skill 1.1)</b></li> <li>• Create a visual representation to compare "old expansionism" and the "new imperialism." <b>( Literacy Skill 1.6)</b></li> </ul>



**Indicator 5.2:** Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including the role of yellow journalism in the American declaration of war against Spain, United States interests and expansion in the South Pacific, and the debate between pro- and anti-imperialists over annexation of the Philippines.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Explain</b> the influence of the Spanish-American War on the emergence of the United States as a world power</li> <li>• <b>Summarize</b> the reasons for United States' declaration of war on Spain</li> <li>• <b>Compare</b> pro- and anti-imperialists' arguments over annexation of the Philippines</li> <li>• <b>Interpret</b> maps and political cartoons to infer their relationship to information about the time period</li> <li>• <b>Infer</b> the impact of American actions on worldwide perception.</li> </ul> <p><b>Assessment Format:</b> Create a graphic organizer that illustrates the reasons America declared war on Spain, the possessions gained, and the changing worldwide perception of America. <b>(Literacy Skill 1.6)</b></p>	<ul style="list-style-type: none"> <li>• America's involvement in the Spanish American war, including its significance</li> <li>• reasons the US declared war on Spain including the protection of Cubans and to stop Spain as an oppressive world power                             <ul style="list-style-type: none"> <li>- expanding capitalism</li> <li>- Alfred Thayer Mahan's influence on the navy</li> <li>- Yellow Journalism</li> <li>- explosion of <i>USS Maine</i></li> <li>- publication of the de Lome letter</li> </ul> </li> <li>• America's expansion into the South Pacific, annexation of Hawaii and the Philippines (include impact of racial prejudice and social Darwinism)</li> <li>• Imperialism vs. anti imperialism</li> <li>• Social Darwinism's role in international affairs compared to the passage of Jim Crow laws domestically</li> <li>• The changing perception of the United States from liberator to colonizer</li> <li>• Components of Treaty/Paris 1899</li> <li>• Insular cases- impact</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Locate one political cartoon that portrays imperialist arguments and one that portrays the anti imperialist argument. Compare and contrast the two <b>(Literacy Skill 1.6)</b></li> <li>• Using the picture on page 519 and a first hand account of an American soldier's experience in the Spanish American War, write a paragraph comparing and contrasting the two points of view. <b>(Literacy Skill 1.4)</b></li> <li>• <b>Complete a Paideia seminar on Mark Twain's work, "A War Prayer."</b></li> </ul>

**Indicator 5.3:** Summarize United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's "big stick diplomacy," William Taft's "dollar diplomacy," and Woodrow Wilson's "moral diplomacy" and changing worldwide perceptions of the United States.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Compare</b> United States foreign policies in Asia and Latin America during the early 1900s</li> <li>• <b>Compare</b> the purposes and effects of the policies of Presidents Teddy Roosevelt, William Howard Taft, and Woodrow Wilson</li> <li>• <b>Summarize</b> both the intention and outcome of United States foreign policies in general</li> <li>• <b>Infer</b> the impact of American actions on worldwide perception</li> <li>• <b>Interpret</b> maps and political cartoons and infer their relationship to information about the time period</li> </ul> <p><b>Assessment Format:</b> In a 300-word essay, explain the impact that "big stick," "dollar," and "moral" diplomacies had on the world.</p>	<ul style="list-style-type: none"> <li>• <u>China</u> <ul style="list-style-type: none"> <li>- Reasons for supporting the Open Door Policy</li> <li>- Boxer Rebellion</li> </ul> </li> <li>• <u>Latin America</u> <ul style="list-style-type: none"> <li>- Platt Amendment</li> <li>- Roosevelt Corollary</li> <li>- "big stick," "dollar," and "moral" diplomacy (what, how used, ramifications)</li> </ul> </li> <li>• <u>Panama</u> <ul style="list-style-type: none"> <li>- U.S. support of Panama Revolution</li> <li>- Construction of Panama Canal and U.S. control</li> <li>- Eventual Colombian and Panamanian resentment of American presence</li> <li>- Shift in worldwide perception of the USA</li> </ul> </li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Locate, on a world map, the places in which the US sent military groups during this time. <b>(Literacy Skill 1.7)</b></li> <li>• Explain the impact of the Monroe Doctrine on American foreign policy in the early 20<sup>th</sup> century. <b>(Literacy Skill 1.5)</b></li> <li>• Quick Write: <i>If you lived in the early 20<sup>th</sup> century would you have been an imperialist or an anti-imperialist? What are you today?</i></li> </ul>

(Literacy Skill 1.4)

**Indicator 5.4:** Analyze the causes and consequences of United States involvement in World War I, including the failure of neutrality and the reasons for the declaration of war, the role of propaganda in creating a unified war effort, the limitation of individual liberties, and Woodrow Wilson's leadership in the Treaty of Versailles and the creation of the League of Nations.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Explain</b> the causes of the United States' entrance into World War I and the role of the American Expeditionary Force in bringing about an end to the fighting</li> <li>• <b>Summarize</b> the effects of nationalism and ethnic and ideological conflicts on the outbreak of the war, on the American home front, and on the making of the Versailles Treaty</li> <li>• <b>Explain</b> Woodrow Wilson's leadership in the writing of the Treaty of Versailles and the establishment of the League of Nations and the reasons for its rejection by the United States Senate</li> <li>• <b>Interpret</b> maps and political cartoons to <b>infer</b> their relationship to information about the time period</li> </ul> <p><b>Assessment Format:</b></p> <p><b>Completed at the end of</b></p>	<ul style="list-style-type: none"> <li>• <b>M. A. I. N</b> causes and course of WWI ( militarism, alliances, imperialism, nationalism)               <ul style="list-style-type: none"> <li>- Ethnic and ideological differences</li> <li>- Distinguish between nation and state</li> </ul> </li> <li>• Assassination of Archduke Franz Ferdinand and confrontation between Austria-Hungary and Serbia</li> <li>• American neutrality and why it failed (Lusitania, Zimmerman note, unrestricted warfare)</li> <li>• Mobilization on the home front</li> <li>• Propaganda</li> <li>• Sedition Act and other limits on personal liberty</li> <li>• Wilson's role at the Versailles Conference</li> <li>• 14 Points</li> <li>• European allies' determination to protect self interest</li> <li>• War guilt clause and reparations</li> </ul>	<p><b>Materials:</b></p> <p><a href="http://www.war-letters.com/0017/index.html">http://www.war-letters.com/0017/index.html</a></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Interpreting the map on p. 579, infer how geography affected pre-war alliances. (<b>Literacy Skill 1.7</b>)</li> <li>• Rank the causes of WWI in order of importance. Write a short rationale to support your position. (<b>Literacy Skill 1.5</b>)</li> <li>• Compare and contrast Wilson's reasons for entering WWI with his philosophy towards foreign policy ("moral diplomacy"). (<b>Literacy Skill 1.5</b>)</li> <li>• Create a graphic organizer explaining the causes of WWI. (<b>Literacy Skill 1.6</b>)</li> <li>• Compare the impact of sinking of the Lusitania on American foreign policy to that of the 9/11 terrorist attacks.</li> </ul>

<b>Indicator 5.5</b>	<ul style="list-style-type: none"><li>• New national borders without respect to the ethnic diversity of Europe</li></ul>	<b>(Literacy Skill 1.1)</b> <ul style="list-style-type: none"><li>• Read several war letters from WWI. Explain the role of the AEF in bringing an end to the fighting.</li></ul>
----------------------	--	--

**Indicator 5.5:** Analyze the United States rejection of internationalism, including postwar disillusionment, the Senate's refusal to ratify the Versailles Treaty, the election of 1920, and the role of the United States in international affairs in the 1920s. Social Studies Literacy Skills for the Twenty-First Century.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Analyze</b> the United States rejection of internationalism</li> <li>• <b>Differentiate</b> varying Senate opinions concerning the ratification of the Versailles Treaty.</li> <li>• <b>Attribute</b> the reasons for the outcomes of the election of 1920.</li> <li>• <b>Explain</b> the role of the United States in international affairs in the 1920's</li> </ul> <p><b>Assessment Format:</b> Fishbowl Discussion: "How would world history and the history of the US be different if the US had ratified the Treaty of Versailles?" <b>(Literacy Skill 1.4)</b></p>	<ul style="list-style-type: none"> <li>• Reasons for Senate refusal to ratify the Treaty of Versailles</li> <li>• Presidents Wilson's role in the defeat of the Treaty of Versailles.</li> <li>• The election of 1920: candidates, platforms, and results</li> <li>• United States economic involvement with the rest of the world increased</li> <li>• Good Neighbor Policy</li> <li>• Dawes Plan</li> <li>• United States reaction to rise of dictators in Europe</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Treaty of Versailles</li> <li>• Election results of the election of 1920</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Chart the different senatorial views concerning the Treaty of Versailles. <b>(Literacy Skill 1.6)</b></li> <li>• List the results of World War I on the United States' foreign policy.</li> <li>• Create a propaganda poster or an electronic commercial either in favor of or against the ratification of the Treaty of Versailles. <b>( Literacy Skill 1.6)</b></li> </ul>

- Neutrality Acts

**Indicator 6.1:** Explain the impact of the changes in the 1920's on the economy, society, and **culture**, including the expansion of mass production techniques, the invention of new home appliances, the introduction of the installment plan, the role of transportation in changing urban life, the effect of radio and movies in creating a national mass **culture**, and the cultural changes exemplified by the Harlem Renaissance.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Explain</b> the social, cultural, and economic changes that took place in the 1920's as a result of scientific innovation and consumer financing</li> <li>• <b>Interpret</b> maps, graphs, political cartoons, images, and advertisements and infer their relationship to information about the time period</li> <li>• <b>Interpret</b> the importance of these changes to American life, infer their impact on American and world culture, society, and the economy and compare their impact on different groups within American society</li> </ul> <p><b>Assessment Format:</b></p> <ul style="list-style-type: none"> <li>• Listen to Langston Hughes discuss and read his poem "The Negro Speaks of Rivers." (located at <a href="http://poets.org">poets.org</a>) What is</li> </ul>	<p><u>Economic boom 1920's</u></p> <ul style="list-style-type: none"> <li>• Causes- mass productions techniques, new ideas about debt</li> <li>• Positive impact- new products (vacuum, washing machines, radio, irons, refrigerators- all made life easier on housewives, however overall housework did not decline nor did the role of women in society change)</li> <li>• Negative impact- some industries declined (coal and RR), marginalized workers, anti-union atmosphere, widened gap between rich and poor</li> <li>• Farmers 1920's-1930's- did not see prosperity of the 20's and severely damaged by Depression</li> <li>• Consumer financing- know the short and long-term ramifications</li> <li>• Changes in transportation and impact on urban life-further divided neighborhoods by class, beginnings of suburbanization that would explode in 1950's</li> <li>• Great Migration</li> <li>• <u>Harlem Renaissance</u></li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.poets.org/viewmedia.php/prmMID/15722">http://www.poets.org/viewmedia.php/prmMID/15722</a></li> <li>• <a href="http://artsedge.kennedy-center.org/exploring/harlem/classroommain_text.html">http://artsedge.kennedy-center.org/exploring/harlem/classroommain_text.html</a></li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Complete a graphic organizer that illustrates the positive and negative ramifications of changes in farming, transportation, working conditions, and consumer financing in the 1920's. <b>(Literacy Skill 1.6)</b></li> <li>• Interpreting the graphs on p. 645 and the photograph on p. 646, explain the problems that farmers experienced in the 1920's &amp; 1930's. <b>(Literacy Skill 1.6)</b></li> <li>• Compare and contrast the photographs on pp. 503 and 609. Write <math>\frac{1}{2}</math> page interpreting the changes to American life that are illustrated in these pictures.</li> </ul>

<p>his message and what cultural trends does it signify? Discuss its impact on the people who read this poem in the 1920's. <b>(Literacy Skill 1.5)</b></p>	<ul style="list-style-type: none"><li>- what, why then, impact</li><li>- Langston Hughes, J. W. Johnson</li><li>• Rise of jazz- radio brought African American music to white homes</li><li>• Power of the radio and movie industries (fostered consumerism and sometimes racism- <i>Birth of a Nation</i>)</li><li>- Mass consumer culture</li></ul> <p><u>Other Changes</u></p> <ul style="list-style-type: none"><li>• Advent of aviation- excited Americans but was too expensive to have much impact on most Americans</li><li>• Flappers- icons of the 1920's, but not indicative of the lives of most women</li></ul>	<p><b>(Literacy Skill 1.6)</b></p> <ul style="list-style-type: none"><li>• Choose one of the quotes on the 1920's located on p.624. What does that quote say about America in this decade? Is it an accurate depiction?</li><li>• <u>Quick Write</u>: Which 1920's invention, listed on p. 625, do you think has had the most lasting impact on our lives? Justify your position.</li></ul> <p>Note to Teachers: The "readwritethink" website is full of great activities that support higher order thinking. The link above will go to the lessons on the Harlem Renaissance. There are many activities that provide learning through active student engagement. Choose one or two to go with this indicator!!</p>
---	--	---

**Indicator 6.2:** Explain the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including the role of women, the "Red Scare", the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Explain</b> the conflicts between tradition and modernity that marked the 1920's</li> <li>• <b>Summarize</b>, classify, and identify examples of the important cultural changes that impacted women and immigrants in the era</li> <li>• <b>Compare</b> the impact of social conflict and change on various groups within the United States</li> <li>• <b>Interpret</b> political cartoons and infer their relationship to information about the time period</li> <li>• <b>Interpret</b> the significance of each of the listed incidents and infer its impact on American democracy</li> </ul> <p><b>Assessment Format:</b> Select one of the indicators in US History Standard Six. Create a PowerPoint that fully illustrates the information contained in that indicator. PowerPoints should include images, charts, and maps. Music adds</p>	<ul style="list-style-type: none"> <li>• Social conflict                             <ul style="list-style-type: none"> <li>- due to immigration, industrialization, urbanization</li> <li>- between liberals who advocated individual rights and conservatives who advocated traditional moral codes</li> </ul> </li> <li>• Role of women-19<sup>th</sup> Amendment brought about little political change as most women voted as their husbands did, stayed in traditional female jobs, new sexual attitudes brought by media and urbanization created public anxiety</li> <li>• Prohibition-18<sup>th</sup> Amendment, speakeasies, organized crime, local nor federal govt. could stop the sale of alcohol, repealed by 21<sup>st</sup></li> </ul> <p><u>Xenophobia</u></p> <ul style="list-style-type: none"> <li>• Red Scare                             <ul style="list-style-type: none"> <li>- caused by radicalism of socialists, labor unrest following the war, Russian Revolution</li> <li>- Palmer Raids- attempt to stop radicals- led by Atty. Gen. Palmer and J. Edgar Hoover- arrested and detained 4000 without bond and deported 600</li> </ul> </li> <li>• KKK                             <ul style="list-style-type: none"> <li>- resurgence</li> <li>- against African Americans, Catholics, immigrants, bootleggers, radicals</li> <li>- methods- advertising &amp; business structure</li> </ul> </li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Show video footage of the conflicts of the 1920's through streaming videos or a documentary series such as <i>Schlessingers</i> or <i>America's Time: The Century</i>.</li> <li>• Compare "We'll Never Change the Blue and White to Red" picture to modern media responses to our war on terrorism. <a href="http://www.authentichistory.com/1914-1920/4-reds/1919_SM_Well_Never_Change_The_Blue_And_White_To_Red.html">http://www.authentichistory.com/1914-1920/4-reds/1919_SM_Well_Never_Change_The_Blue_And_White_To_Red.html</a> <b>(Literacy Skill 1.1)</b></li> <li>• Interpret the map on p. 613 and from it infer the implications of the National Origins Act of 1924. <b>(Literacy Skill 1.6)</b></li> </ul>



<p>points of interest to historical PowerPoints</p>	<ul style="list-style-type: none"> <li>- gained strength in the mid-west</li> <li>- power greatly diminished by scandals</li> <li>• Immigration quotas</li> <li>• Scopes trial- what, who, results</li> </ul>	
<p><b>Indicator 6.3:</b> Explain the causes and consequences of the Great Depression, including the disparities in income and wealth distribution; the collapse of the farm economy and the effects of the Dust Bowl; limited governmental regulation; taxes, investment; and stock market speculation; policies of the federal government and the Federal Reserve System; and the effects of the Depression on the people.</p>		
<p><b>Assessment Guidelines</b></p>	<p><b>Essential Knowledge</b></p>	<p><b>Lesson Plans</b></p>
<ul style="list-style-type: none"> <li>• <b>Explain</b> the causes and effects of the crash and Depression</li> <li>• <b>Classify</b> and identify examples of the causes for the Depression</li> <li>• <b>Interpret</b> the relative importance of each of these causes and be able to infer their impact on human beings</li> <li>• <b>Interpret</b> maps, graphs, and political cartoons and infer their relationship to information about the time period</li> <li>• <b>Summarize</b> the impact on human beings and on the environment during the Depression era</li> </ul> <p><b>Assessment Format:</b></p>	<ul style="list-style-type: none"> <li>• Basic underlying problems in the economy- overproduction and declining demand</li> </ul> <p><u>Economic Factors leading to Depression</u></p> <ul style="list-style-type: none"> <li>• Disparity of wealth</li> <li>• Majority of Americans lived <b>BELOW</b> the poverty line</li> <li>• Drop in consumer spending led to layoffs</li> <li>• Collapse of farm economy</li> <li>• Bank failures</li> <li>• Stock market speculation- buying on margin, inflation of stock values, Black Tuesday (10/29/29)</li> <li>• Government Policies             <ul style="list-style-type: none"> <li>○ high tariffs</li> <li>○ limited govt. regulations (stock market)</li> <li>○ Federal Reserve's banking policies (loose money policy over-stimulated economy then tight money policy restricted recovery)</li> <li>○ Supply side economics cut taxes on rich who then over-specified in stock market</li> <li>○ Supreme Court overturned legislation that imposed restrictions on business</li> <li>○ Herbert Hoover's economic policies</li> <li>○ Impact of Great Depression: 25% unemployment</li> </ul> </li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Create a cause and effect chart for following causes: Overproduction, low wages, high tariffs, increased unemployment, speculation in stocks. <b>(Literacy Skill 1.3)</b></li> <li>• Interpreting the map on page 663, determine the following: What was the occupation of the people who were migrating? Where were they moving? Why might that be? <b>(Literacy Skill 1.7)</b></li> <li>• <b>Quick Write:</b> <i>Could the Great Depression have been avoided?</i></li> <li>• <b>Chalk Talk:</b> <i>The federal government is responsible for the wellbeing of its citizens.</i></li> </ul>

<p>List the causes of the Great Depression and explain the impact of the era on both the urban and rural population in America.</p>	<p>School closings due to loss of tax revenue, Families split apart</p> <ul style="list-style-type: none"> <li>• Images of the Depression: soup kitchens, bread lines, Hoovervilles, the Dust Bowl (caused by overgrazing, planting crops not suited to plains, drought) and Okies fleeing to California, Bonus Army</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the Depression of the 1930's to the possible recession of today. Discuss causes, impact, and government response to each. <b>(Literacy Skill 1.1)</b></li> </ul>
---	---	--

**Indicator 6.4:** Analyze President Franklin Roosevelt's New Deal as a response to the economic crisis of the Great Depression, including the effectiveness of New Deal programs in relieving suffering and achieving economic recovery, in protecting the rights of women and minorities, and in making significant reforms to protect the economy such as Social Security and labor laws.

<b>Assessment Guidelines</b>	<b>Essential Knowledge</b>	<b>Lesson Plans</b>
<ul style="list-style-type: none"> <li>• <b>Explain</b> the basic successes and failures of the two phases of the New Deal and how criticism of the New Deal propelled it to become more responsive to the long term need for reform of the system</li> <li>• <b>Summarize, classify, and identify</b> examples of New Deal programs that addressed the need for recovery and reform during the Great Depression</li> <li>• <b>Interpret</b> maps, graphs, and political cartoons and infer their relationship to</li> </ul>	<ul style="list-style-type: none"> <li>• New Deal policies were not an attempt at socialism- may have saved capitalism</li> </ul> <p><u>FIRST NEW DEAL</u></p> <ul style="list-style-type: none"> <li>• effort at relief and recovery</li> <li>• The 1<sup>st</sup> Hundred Days</li> <li>• Bank holiday</li> <li>• FDR's fireside chats</li> <li>• "Priming the pump"</li> <li>• Alphabet agencies. FDIC, CCC, SEC, AAA (hurt sharecroppers,) TVA, WPA</li> <li>• How the agencies established were intended to address the goals of relief, recovery, and reform</li> </ul> <p><u>SECOND NEW DEAL (1935)</u></p> <ul style="list-style-type: none"> <li>• Spurred by liberal and conservative criticism of the New Deal and Supreme Court's overturning of ND legislation (NRA and subsidies)</li> <li>• Court packing- failed and gave FDR a black eye, but Supreme Court did not overturn any more ND legislation</li> <li>• Emphasis on reform</li> <li>• Fair Labor Act, Fair Employment Act (aka Wagner Act), Social Security</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Quick Write:</b> Which New Deal program do you think is most controversial? <b>(Literacy Skill 1.4.)</b></li> <li>• Create a chart that explains the basic successes and failures of the two phases of the New Deal. Be sure to address the Alphabet Agencies" listed in Essential Knowledge. <b>(Literacy Element M)</b></li> <li>• Analyze the Ben Shahn mural of a New Deal project in New Jersey (p. 677). To what extent does it</li> </ul>

<p>information about the time period.</p> <ul style="list-style-type: none"><li>• <b>Interpret</b> the significance of New Deal legislation and infer its impact on women, minorities, workers, and the American economy and politics</li></ul>	<p><u>IMPACT</u></p> <ul style="list-style-type: none"><li>- African Americans: <u>negative</u>- last hired first fired, sharecroppers hurt by AAA; CCC &amp; TVA were segregated</li><li><u>positive</u>- "Black Cabinet," Marian Anderson, move to Democratic Party</li><li>- Women: <u>negative</u>- job discrimination, legislation allowed lower minimum wage; <u>positive</u>- Frances Perkins</li><li>• Labor- positive impact but labor would once again face government opposition in the 1950's.</li><li>• Ramifications</li><li>- did not end Depression, but deficit spending and reforms did prevent another depression from ever occurring</li><li>- New Deal was a continuation of Progressive Era ideals and a precursor of the reforms in the 1960's</li><li>• New Deal inequality towards women minorities</li><li>• New Deal's effect on labor movements</li><li>• Taxes on wealthy caused complaints about New Deal</li></ul>	<p>portray the recovery and reform components of the New Deal? To what extent is it propaganda?</p>
---	---	---

<b>Indicator 7.1:</b> Analyze the decision of the United States to enter World War II, including the nation's movement from a policy of <b>isolationism</b> to international involvement and the Japanese attack on Pearl Harbor.		
<b>Assessment Guidelines</b>	<b>Essential Knowledge</b>	<b>Lesson Plans</b>
<ul style="list-style-type: none"> <li>• <b>Analyze</b> the factors that led to the rise of three strong totalitarian governments in the 1920s and 1930s</li> <li>• <b>Compare</b> the totalitarianism of Hitler, Mussolini, and Tojo to democracy in the US and Great Britain</li> <li>• <b>Explain</b> why the US Congress passed the Neutrality Acts and how these limited the options available to Pres. Roosevelt</li> <li>• <b>Compare</b> the circumstances that led the US to enter WWI to the circumstances leading up to WWII</li> <li>• <b>Interpret</b> maps and political cartoons to <b>infer</b> their relationship to information</li> </ul>	<ul style="list-style-type: none"> <li>• European response of appeasement</li> <li>• Neutrality Acts and isolationism</li> <li>• Japanese invasion of Manchuria and the US response</li> <li>• American policy from isolationism to international involvement</li> <li>• "Cash and Carry" to Destroyers-For-Bases to Lend-Lease</li> <li>• Quarantine Speech &amp; Atlantic Charter</li> <li>• German warfare against the US in the Atlantic prior to Pearl Harbor</li> <li>• Pearl Harbor</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Concept Exploration: Name as many examples of propaganda as you can from this era and then find examples from current society. <b>(Literacy Skill 1.1)</b></li> <li>• Using a graphic organizer, trace the US transition from isolationism to international involvement using specific examples. <b>(Literacy Skill 1.6)</b></li> </ul>

from the time period		
----------------------	--	--

Indicator 7.2: Summarize the impact of World War II and war mobilization on the home front, including war bond drives, rationing, the role of women and minorities in the workforce, and racial and ethnic tensions such as those caused by the internment of Japanese Americans.

<b>Assessment Guidelines</b>	<b>Essential Knowledge</b>	<b>Lesson Plans</b>
<ul style="list-style-type: none"> <li>• <b>Compare</b> the wartime economy and racism during World War I and World War II</li> <li>• <b>Explain</b> the impact of the war effort on the depressed American economy and its impact on women and minorities</li> <li>• <b>Interpret</b> maps, graphs, and propaganda posters and <b>infer</b> their relationship to information about the time period</li> <li>• <b>Infer</b> long term consequences for</li> </ul>	<ul style="list-style-type: none"> <li>• Total mobilization of the American economy as private industry converted to war production</li> <li>• Propaganda and war bond drives and the effect of modern advertising</li> <li>• Rationing</li> <li>• Extent/impact of Black Market</li> <li>• Relief of the Great Depression and the impact of the wartime economy</li> <li>• The effect of the wartime economy on women and minorities (Rosie the Riveter, A. Philip Randolph, FDR's Executive Order concerning the</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Warm Up: Analyze Alexander Allen's quote on p. 774 concerning the "Double V" Campaign. <b>(Literacy Skill 1.6)</b></li> <li>• In small groups, pretend you are the children pictured on p. 753. Discuss what you are "feeling."</li> <li>• Using all of the resources found in the section of your text entitled "Life on the Home front," write a</li> </ul>

<p>minorities in the post-war period such as the civil rights and women's movements</p> <p><b>Assessment Format:</b> Read the articles written in San Francisco during the internment of the Japanese Americans. From the perspective of either the US military, a white person from San Francisco, or a Japanese American, write an eleven sentence paragraph either defending the US decision or defending the civil rights of the Japanese. <a href="http://www.sfmuseum.org/war/evactxt.html">http://www.sfmuseum.org/war/evactxt.html</a> (Literacy Skill 1.4)</p>	<p>hiring of minorities in war industries, Mexican workers welcomed through the braceros program)</p> <ul style="list-style-type: none"> <li>• Racial and ethnic tensions leading to protests and the internment of Japanese Americans</li> <li>- African Americans fought in segregated units and experienced racism at southern bases</li> <li>- Zoot Suit Riots</li> <li>- Internment of Japanese (why, how, Supreme Court response)</li> </ul>	<p>letter to a friend describing changes the war has brought to your life in Horry County in the 1940's. (Literacy Skill 1.4)</p>
---	--	---

<p><b>Indicator 7.3:</b> Explain how controversies among the Big Three Allied leaders over war strategies led to post-war conflict between the United States and the USSR, including delays in the opening of the second front in Europe, the participation of the Soviet Union in the war in the Pacific, and the dropping of atomic bombs on Hiroshima and Nagasaki.</p>		
<p><b>Assessment Guidelines</b></p>	<p><b>Essential Knowledge</b></p>	<p><b>Lesson Plans</b></p>

<ul style="list-style-type: none"><li>• <b>Summarize</b> the progress of the war effort and the impact of wartime decisions on the relationship of the allies</li><li>• <b>Classify</b> events as belonging to the war effort in the Pacific and European theatres</li><li>• <b>Compare</b> the strategies and outcomes of World War II to those of World War I and <b>infer</b> the impact of those strategies on post-war tension between the US and the USSR</li><li>• <b>Interpret</b> maps and graphs and <b>infer</b> their relationship to information about the time period</li></ul> <p><b>Assessment Format:</b></p> <ul style="list-style-type: none"><li>• Summarize the progress of the war effort by creating a chronology of WWII events. From that timeline select the 25 most important dates and place them on a poster. The class will discuss choices that are made. <b>(Literacy Skill 1.3)</b></li><li>• Create a matching quiz on the major battles of WWII and their impact on the war.</li></ul>	<ul style="list-style-type: none"><li>• Chronology of WWII events</li><li>• Churchill, Roosevelt, de Gaulle and Stalin's roles in planning war and post war strategy</li><li>• Battle of Britain and RAF</li><li>• Major battles in the European theatre such as Operation Torch, Stalingrad, D-Day, and the Battle of the Bulge and their place in war strategy</li><li>• Major battles in the Pacific theatre such as Midway, Iwo Jima, and Okinawa and their place in US island hopping strategy</li><li>• The decision to drop the atomic bomb on Hiroshima and Nagasaki leading to Japanese surrender and the beginning of an arms race with the Soviet Union</li></ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• In a paragraph, describe the outcomes of World War I and World War II and their impact on post war tensions between the US and the Soviet Union. <b>(Literacy Skill 1.4)</b></li><li>• Using the "Profiles in History" on p. 746, create a Venn diagram of the backgrounds and contributions of Admiral Nimitz and Admiral Yamamoto. <b>(Literacy Skill 1.4)</b></li></ul>
---	--	--

**Indicator 7.4** Summarize the economic, humanitarian, and diplomatic effects of World War II, including the end of the Great Depression, the Holocaust, the war crimes trials, and the creation of Israel.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Summarize</b> the world's response to the Final Solution</li> <li>• <b>Infer</b> the effectiveness of the war crimes trials as a deterrent to future actions</li> <li>• <b>Explain</b> the reason for the establishment of, and American support for, the state of Israel</li> </ul> <p><b>Assessment Format:</b> Analyze cold texts regarding the Holocaust and/or the bombings of Hiroshima and Nagasaki. <b>(Literacy Skill 1.4)</b></p>	<ul style="list-style-type: none"> <li>• WWII ended the <i>Great Depression</i></li> <li>• Nazi propaganda justifying social Darwinism and the longstanding prejudice against the Jews</li> <li>• Nuremberg Laws</li> <li>• The program of genocide culminating in the Holocaust</li> <li>• Limited response of the US and the world despite knowledge               <ul style="list-style-type: none"> <li>- US did not relax immigration restrictions</li> <li>- no military action</li> </ul> </li> <li>• Nuremberg Trials as a precedent for future trials on war crimes</li> <li>• The establishment of Israel and continuing US support for that nation</li> </ul>	<p><b>Activities:</b></p> <p><a href="http://www.USHMM.org">www.USHMM.org</a></p> <p>Go to the above website and explore the website. Find on the site examples of modern genocide. Discuss as a class or in small groups the world's response to the Holocaust and the effectiveness of preventing genocide since World War II.</p> <p style="text-align: center;"><b>(Literacy Skill 1.1)</b></p>

**Indicator 7.5:** Analyze the impact of the **Cold War** on national security and individual freedom, including the



**containment** policy and the role of military alliances, the effects of the "Red Scare" and McCarthyism, the conflicts in Korea and the Middle East, the Iron Curtain and the Berlin Wall, the Cuban missile crisis, and the nuclear arms race.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Explain</b> the causes and effects of various incidents in the Cold War, identify examples of and classify those incidents</li> <li>• <b>Compare</b> these incidents to one another, interpret the significance of each incident, and infer their impact on relations between the US and the Soviet Union</li> <li>• <b>Interpret</b> maps, graphs, photographs, political cartoons, and propaganda and infer their relationship to information about the time period</li> </ul> <p><b>Assessment Format:</b>  <u>Congressional Hearing:</u>                      Half of the class will play the part of US foreign policy experts in 1946. Each will choose a topic that was pertinent in that era. They will research the issues surrounding their topic in preparation for the hearing. The rest of the class will serve as congressmen. They will also be divided into the same topic areas but they will prepare questions for the experts. During the hearing, the congressmen will ask questions of the experts.</p>	<ul style="list-style-type: none"> <li>• Origins of the Cold War with reference to the differences over strategies of WWII over Germany and events in the Pacific as well as economic, political, and ideological differences (Greece &amp; Vietnam)</li> <li>• <u>Know Chronology</u> ("Iron Curtain," containment, Marshall Plan, Berlin Airlift)</li> <li>- 1949 (NATO, Soviets detonated bomb, China fell to communism)</li> <li>• Nuclear arms race</li> <li>• Korean War (UN Police Action w/US providing most of the soldiers &amp; funds)</li> <li>• Red Scare (Truman's Loyalty Program, McCarthyism ruined lives, ended with televised Army hearings)</li> <li>• Warsaw Pact</li> <li>• Cuba (Castro, Bay of Pigs, Cuban Missile Crisis)</li> <li>• Berlin Wall</li> <li>• US/Soviet Rivalry over Africa and the M. East</li> <li>• CIA backed unpopular &amp; undemocratic regimes that were non-communist- helped Shah of Iran overthrow popular Iranian government</li> <li>• Eisenhower Doctrine- response to Suez Crisis</li> <li>• US policy on Israel</li> <li>• Palestine Liberation Organization</li> <li>• OPEC</li> <li>• Camp David Accords</li> <li>• Iranian Hostage Crisis</li> <li>• Cold War ended due to changes within the Soviet Union and the economic strain of the arms race</li> </ul>	<p><b>Materials:</b>  <i>Google Earth</i></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Warm Up- After viewing a satellite image of the Caribbean (try <i>Google Earth</i>), explain why Americans were so alarmed by the placement of Soviet missiles in Cuba.  <b>(Literacy Skill 1.7)</b></li> <li>• Create an illustrated timeline summarizing the major incidents of the Cold War and describing the impact of each on Soviet/US relations.  <b>(Literacy Skill 1.6)</b></li> <li>• As a class, read the "Differing Viewpoints" on p. 788, that highlights the conflict between Truman and MacArthur over the Korean War. Why did the Founding Fathers make the president the Commander-in-Chief of the military? Should an elected official run our military?  <b>(Literacy Skill 1.4)</b></li> </ul>

	<ul style="list-style-type: none"><li>• Fall of Berlin Wall, 1989, marked the end of CW</li></ul>	
<b>Indicator 7.6:</b> Analyze the causes and consequences of social and cultural changes in postwar America, including educational programs, the consumer <b>culture</b> and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and <b>demographic patterns</b> , and the roles of women in American society.		
<b>Assessment Guidelines</b>	<b>Essential Knowledge</b>	<b>Lesson Plans</b>

<ul style="list-style-type: none"> <li>• <b>Explain</b> the causes and effects of social and cultural changes in postwar America</li> <li>• <b>Summarize</b>, classify, and identify examples of key social and cultural changes in the period</li> <li>• <b>Interpret</b> maps, graphs, and political cartoons and infer the relationship to information about the time period</li> <li>• <b>Interpret</b> the significance of these changes and infer their impact on the role of women and infer the religious response to these changes</li> </ul> <p><b>Assessment Format:</b> Interpret a picture of Rosie the Riveter and then a picture of women's rights activists. Write a short paragraph summarizing how Rosie the Riveter and the <i>Feminine Mystique</i> led to the women's actions. <b>(Literacy Skill 1.6)</b></p>	<ul style="list-style-type: none"> <li>• Postwar expansion of education (GI Bill, Baby Boomer's strain on education, Sputnik (1957) increased emphasis on math/science education, prosperity allowed kids to stay in school longer, more women went to college)</li> <li>• Suburbanization: aided by GI Loans, baby boom, prosperity, interstate (Federal Defense Highway Act), white flight, impact included malls &amp; fast foods, increase of minority populations inner cities</li> <li>• Population shifts of African Americans north &amp; west due to increases in defense industries &amp; away from racism of the South</li> <li>• The impact on the standard of living due to this new technology which included air conditioning, nuclear energy, and expanded automobile ownership</li> <li>• Medical advancements, miracle drugs (penicillin), vaccines (polio), surgical techniques (heart surgery), and their impact on demographic patterns</li> <li>• Improvements in agricultural technology as a result of the war led to improving nutrition and affected demographics; widespread use of pesticides and fertilizers had long-term environmental effects resulting in environmental legislation in the 1970's and world-wide concern for global warming</li> <li>• Consumer culture and impact of TV advertising</li> <li>• Prosperous era due to advertising, Cold War spending- by 1960 US had highest standard of living in the world</li> <li>• Rise in "white collar" employment</li> <li>• Secularization of society</li> <li>• Reemergence of religious conservatism: Moral Majority and Christian Coalition- organized politically</li> <li>• Supreme Court decisions on prayer in schools, abortion</li> <li>• Consumer culture glorified housewives, by 1960 40% of all women worked outside the home- still held traditional female jobs</li> <li>• <i>Feminine Mystique</i> and women's rights movement</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Using the graphic organizer provided, identify the effects of the launch of Sputnik in 1957 on the US.</li> </ul> <p><b>(Literacy Skill 1.6)</b></p> <ul style="list-style-type: none"> <li>• Warm up: List the ways in which the Federal Highway Act altered the fabric of American society.</li> <li>• Chalk Talk: "A woman's place is in the home."</li> </ul>
---	---	--

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

**Indicator 8.1** Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.

Assessment Guidelines	Essential Knowledge	Lesson Plans
-----------------------	---------------------	--------------

<ul style="list-style-type: none"> <li>• Explain the civil rights movement, including leadership, strategies, court cases, and legislation</li> <li>• Summarize, identify examples of, and classify key concepts of the Civil Rights Movement in particular and compare it to the other movements such as those for women and Native Americans in general</li> <li>• Interpret maps, graphs, photographs, and political cartoons and infer their relationship to information about the time</li> <li>• Interpret the significance of specific events or infer their impact on subsequent sister movements for equity</li> </ul> <p><b>Assessment Format:</b> Interpret the pictures of the police dog attacking the civil rights protesters in Birmingham, Alabama, and pretend you are in it. Write a short paragraph describing what you see, smell, hear, taste, and feel from the perspective of anyone in the pictures? <b>(Literacy Skill 1.4)</b></p>	<ul style="list-style-type: none"> <li>• Review the failed promises of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments and the Jim Crow era</li> <li>• <i>Brown v. the Board of Education</i></li> <li>• Liberal movement that challenged conservative</li> <li>• Strategies used in Montgomery Bus Boycott, sit-ins, freedom rides, the Birmingham campaign, the March on Washington, Freedom Summer, and the Selma March- discuss the impact of television</li> <li>• MLK and presidential support for voting rights and desegregation</li> <li>• Presidential stances on the Civil Rights movement from Truman through Nixon</li> <li>• Truman- Civil Rights Commission, supported anti-lynching, desegregated military</li> <li>• Impact of Cold War on CRM- needed soldiers, needed support from Asia and Africa,</li> <li>• Dixiecrats</li> <li>• Shift in strategies under the leadership of the Black Power Movement affected differences in southern African Americans from their northern counterparts (Malcolm X, Stokely Carmichael)</li> <li>• <i>De jure v. de facto segregation</i></li> <li>• Impact of the African American movement for civil rights on women's rights as well as Native Americans and Latinos</li> <li>• The impact of Supreme Court cases such as <i>Roe v Wade</i>, <i>Miranda</i>, &amp; <i>Gideon</i>, Civil Rights Acts, and ERA on the social movements including the reemergence of religious conservatism</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Create an annotated timeline of the Civil Rights Movement after 1945. <b>(Literacy Skill 1.6)</b></li> <li>• Compare/contrast <i>de jure</i> to <i>de facto segregation</i> using specific examples of each.</li> <li>• Listen to MLK's "I Have A Dream Speech." <a href="http://www.americanrhetoric.com/speeches">http://www.americanrhetoric.com/speeches</a></li> <li>• Have a guest speaker who can discuss his/her involvement in the CRM.</li> <li>• Compare the relationship between the abolition movement and Seneca Falls to the relationship between <b>(Literacy Skill 1.6)</b></li> </ul>
<p><b>Indicator 8.2:</b> Compare the social and economic policies of presidents Lyndon Johnson and Richard Nixon, including support for civil rights legislation, programs for the elderly and the poor, environmental protection, and the impact of these policies on politics.</p>		
<p><b>Assessment Guidelines</b></p>	<p><b>Essential Knowledge</b></p>	<p><b>Lesson Plans</b></p>

<ul style="list-style-type: none"><li>• Explain domestic and foreign policies under Presidents Kennedy, Johnson, and Nixon</li><li>• Explain policies from Truman through Carter towards the Soviet Union and the Middle East</li><li>• Summarize the policies of each president and compare them to one another</li><li>• Classify policies and identify examples of policies of each president in both the domestic and foreign policy arenas</li><li>• Interpret maps, graphs, and political cartoons and infer their relationship to information about the time period</li><li>• Interpret the significance of each policy and infer its impact on overall US policy</li></ul> <p><b>Assessment Format:</b> Write a paragraph analyzing the reasons for the political shift of African Americans to the Democratic Party and the shift of the "Solid South" to the Republican Party. <b>(Literacy Skill 1.4)</b></p>	<ul style="list-style-type: none"><li>• <b>JFK</b> articulated New Frontier, Civil Rights, Space Race</li><li>• Foreign Policy-Peace Corps, Bay of Pigs and Cuban Missile Crisis</li><li>• <b>LBJ</b>- Civil Rights Act 1964, Voting Rights Act 1965, Great Society &amp; the War on Poverty, Fair Housing Act, Head Start, Medicaid &amp; Medicare, NEA</li><li>• Gulf of Tonkin</li><li>• "guns and butter" led to inflation</li><li>• <b>Nixon</b>- 1968 election, "law and order," southern strategy, Clean Air, Clean Water, Endangered Species, EPA</li><li>• Shift of African Americans to the Democrats and the end of the "Solid South"</li><li>• Vietnamization, Laos/Cambodia, rapprochement with China, Détente</li><li>• <u>Middle East</u></li><li>• Truman's support of Israel</li><li>• Suez Crisis and the Eisenhower Doctrine in Middle East</li><li>• OPEC and the oil embargo</li><li>• Camp David</li><li>• Iranian Hostage Crisis</li></ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Create a chart comparing the foreign and domestic policies of the presidents from Truman through Carter listing the significant events from their administrations. <b>(Literacy Skill 1.6)</b></li><li>• Analyze the political cartoon "Onward and Upward" on Johnson's Great Society: use the "guns and butter" analogy to discuss it in a short paragraph. <b>(Literacy Skill 1.6)</b></li><li>• Interpret the maps on pp. 863, 953, and 1028. Infer the demographic changes in the Democratic and Republican Parties between 1960 &amp; 2012. <b>(Literacy Skill 1.1)</b></li></ul>
--	---	--

**Indicator 8.3:** Explain the development of the war in Vietnam and its impact on American government and politics, including the Gulf of Tonkin Resolution and the policies of the Johnson administration, protests and opposition to

the war, the role of the media, the policies of the Nixon administration, and the growing credibility gap that culminated in the Watergate scandal.

Assessment Guidelines	Essential Knowledge	Lesson Plans
<ul style="list-style-type: none"> <li>• <b>Explain</b> the key events and effects of the Vietnam War</li> <li>• <b>Summarize</b> the Vietnam policies of Presidents Kennedy, Johnson, and Nixon and compare these policies to one another</li> <li>• <b>Classify</b> policies and give examples of policies for each presidential administration</li> <li>• <b>Interpret</b> maps, graphs, and political cartoons and infer their relationship to information from the time period</li> <li>• <b>Interpret</b> the significance of key events and presidential policies on support for the war effort</li> <li>• <b>Infer</b> the impact on the American government and future policies towards foreign intervention</li> </ul> <p><b>Assessment Format:</b> Debate America's decision to go to war in Vietnam. <b>(Literacy Skill 1.4)</b></p>	<ul style="list-style-type: none"> <li>• Cold War fears created US involvement in Vietnam</li> <li>• The US aided French efforts in war w/money &amp; arms</li> <li>• Geneva Accords and division of Vietnam at 17<sup>th</sup> parallel</li> <li>• Communist support of Ho Chi Minh leading to Domino Theory &amp; war with Viet Cong</li> <li>• JFK sent advisers to support S. Vietnam, CIA-backed coup to overthrow the leader of S. Vietnam</li> <li>• Johnson's Gulf of Tonkin Resolution</li> <li>• Escalation of troops-600,000 1967</li> <li>• rise of the anti-war protests: SDS, the Free Speech Movement, Vets Against War</li> <li>• 1968 -Tet, LBJ out of race, Dems split over war, Nixon elected</li> <li>• Nixon's policy of Vietnamization</li> <li>• <u>Anti war sentiment</u> increased due to secret bombing of Cambodia &amp; Laos, lottery system of draft, Kent State, My Lai Massacre, Agent Orange and Napalm, <i>Pentagon Papers</i>, reports of fragging and drug abuse- nation divided between hawks &amp; doves, war seen as "poor man's fight"</li> <li>• War Powers Act</li> <li>• Discuss the war as "cultural phenomenon"</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• List A-Z on a sheet of paper. Then collectively list one term for each letter from your knowledge of Vietnam.</li> <li>• Listen to the song and/or hand out the lyrics to Country Joe and the Fish's "I Feel Like I'm Fixin to Die Rag" and write a paragraph that analyzes its message, identifies its tone, ascertains the feelings it evokes, and determine whose point of view it promotes. <b>(Literacy Skill 1.6)</b></li> <li>• Quick Write: How would you respond if the US reinstated the draft to fight the war in Iraq? <b>(Literacy Skill 1.1)</b></li> <li>• Interview someone who remembers the war in Vietnam. Discuss their views of the war then and now. <b>(Literacy Skill 1.1)</b></li> <li>• Complete an activity from Discovery Educators in which students pretend they are 18 year olds who have been drafted in 1970. In pairs, they role play their responses to the situation. <a href="http://school.discoveryeducation.com/lessonplans/programs/vietnam/">http://school.discoveryeducation.com/lessonplans/programs/vietnam/</a></li> </ul>

<b>Indicator 8.4:</b> Analyze the causes and consequences of the resurgence of the conservative movement, including social and cultural changes of the 1960's and 1970's, Supreme Court decisions on integration and abortion, the economic and social policies of the Reagan administration, and the role of the media.		
<b>Assessment Guidelines</b>	<b>Essential Knowledge</b>	<b>Lesson Plans</b>
<ul style="list-style-type: none"> <li>• <b>Differentiating</b> between liberals and conservatives.</li> <li>• <b>Organizing</b> the causes and consequences of the resurgence of the conservative movement.</li> <li>• <b>Attributing</b> the fall of the Soviet Union to the policies of Ronald Reagan.</li> <li>• <b>Summarize</b> the economic and social policies of the Reagan Administration.</li> <li>• <b>Analyze</b> the social and cultural changes of the 1960's and 1970's.</li> </ul> <p><b>Assessment Format:</b> Exit Slip: Respond to the following prompt- <i>What role did the media play on politics and society in the 1960s and 1970s?</i></p>	<ul style="list-style-type: none"> <li>• Conservatism and liberalism have been in conflict throughout the history of the United States</li> <li>• The main issue that splits the conservatives and liberals is the appropriate role and power of the national government.</li> <li>• Television images and media reports of social unrest</li> <li>• Women's rights movement of the 1960s and 1970s, <i>Roe v. Wade</i></li> <li>• Hawks (conservatives) and doves (liberal), Anti-war movement</li> <li>• Decline of "family values"</li> <li>• The New Right, Fundamentalist and evangelical churches</li> <li>• The Watergate Scandal and Nixon's pardon by President Ford</li> <li>• "Reagan Revolution", Supply side economics, "Prosperity trickles down"</li> <li>• Reagan limits govt. reg. of business</li> <li>• Reagan ends the Cold War, or does he?</li> <li>• Exodus of manufacturing jobs</li> <li>• Conservative was now seen as synonymous with economic growth and traditional values</li> <li>• Liberalism synonymous with wasteful</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Construct a Venn diagram illustrating the similarities and differences between conservatives and liberals. <b>(Literacy Skill 1.6)</b></li> <li>• Chalk Talk: <i>Does prosperity actually trickle down?</i></li> </ul>



	spending and an overweening govt.	
<b>Indicator 8.5:</b> Summarize key political and economic issues of the past 25 years, including continuing dependence on foreign oil; trade agreements and globalization; health and education reforms; increases in economic disparity and recession; tax policy; the national surplus, debt, and deficits; immigration; presidential resignation/impeachment; and the elections of 2000 and 2008.		
<b>Assessment Guidelines</b>	<b>Essential Knowledge</b>	<b>Lesson Plans</b>

<ul style="list-style-type: none"> <li>• <b>Explain</b> the impact of globalization on U.S. jobs</li> <li>• <b>Compare</b> President Clinton and Bush's domestic policies</li> <li>• <b>Summarize</b> the key economic issues of the 1990s and 2000s</li> </ul> <p><b>Assessment Format:</b></p> <p>Exit Slip: Summarize and explain the reasons for the decline of labor unions.</p>	<ul style="list-style-type: none"> <li>-liberals vs. conservatives (international trade)</li> <li>-globalization &amp; world trading networks</li> <li>-impact of globalization on U.S.</li> <li>-dependence on foreign oil</li> <li>-creation of the E.U., NAFTA, GATT</li> <li>-U.S. industries (competition and poor balance of trade)</li> <li>--growth of computers, communication networks, &amp; effects on society - effects of globalization, mechanization, and immigration on manufacturing jobs-outsourcing</li> <li>-decline of unions, shift from "rustbelt" to "sunbelt/ right-to-work states</li> <li>-NCLB</li> </ul> <p><u>Demographic Changes</u></p> <ul style="list-style-type: none"> <li>-mother and father work to provide...</li> <li>-increased demand for services (day care, fast food, healthcare)</li> <li>-medical advancements and rising cost of insurance</li> <li>-Clinton/Obama health care reform failure, success, and controversy</li> <li>-aging population and Social Security (budget deficit and debt)</li> </ul> <p><u>Clinton Administration:</u> Election/1992, campaigned on economic issues, welfare reform, Clinton/Republicans fight to balance the budget &amp; stimulate the economy, impeachment, debt reduction plan (taxes cuts, etc.), Federal Reserve managed inflation &amp; interest rates, low unemployment, rich/poor gap grows, budget surplus, national debt</p> <p><u>George W. Bush:</u> election controversy (FI), -tax cuts, stimulate economy, budget deficits-defense spending (Iraq/Afghanistan), increased debt, stimulus package, bail-outs, unemployment rate increases, Great Recession</p> <p><u>Obama Administration:</u> 1<sup>st</sup> African-American president, second stimulus, controversy, lack of confidence, consumer spending, high unemployment, low interest rates, continuing growth of deficits and debt, gap between rich and poor, lack of compromise between liberals and conservatives</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Compare the electoral college results between the election of 2008 and the election of 2012. This website may be helpful. <a href="http://electoralmap.net/PastElections/past_elections.php?year=2008">http://electoralmap.net/PastElections/past_elections.php?year=2008</a></li> <li>• Brainstorm changes that have occurred in American society since 1985. <b>(Literacy Skill 1.1)</b></li> <li>• Complete "Analyzing Points of View" on pp. 138 of the text.</li> </ul>
---	---	---

<p>Indicator 8.6: Summarize America's role in the changing world, including the dissolution of the Soviet Union, the expansion of the European Union, the continuing crisis in the Middle East, and the rise of global terrorism.</p>		
<p><b>Assessment Guidelines</b></p>	<p><b>Essential Knowledge</b></p>	<p><b>Lesson Plans</b></p>
	<ul style="list-style-type: none"> <li>• Fall of the Soviet Union, Mikhail</li> </ul>	<p><b>Activities:</b></p>

<p><b>Interpret</b> the motivations behind US foreign policy in the Middle East</p> <p><b>Compare</b> the policies of George H.W. Bush and Barack Obama in regard to the wars in Iraq and Afghanistan</p>	<p>Gorbachev, glasnost, perestroika, internal Soviet problems</p> <ul style="list-style-type: none"><li>• Establishment of the EU</li><li>• <u>Middle East</u></li><li>• creation of Israel</li><li>• CIA-backed coup in Iran</li><li>• PLO</li><li>• OPEC</li><li>• Camp David Accords</li><li>• Iranian hostage crisis</li><li>• attack on US Marines in Lebanon</li><li>• Persian Gulf War</li><li>• Al Qaeda</li><li>• Wars in Iraq &amp; Afghanistan</li><li>• Arab Spring</li></ul>	<ul style="list-style-type: none"><li>• On a world map, locate the places in which the US has deployed troops since 1991. <a href="http://www.worldatlas.com/aatlas/wrldnanb.htm">http://www.worldatlas.com/aatlas/wrldnanb.htm</a> (Literacy Skill 1.7)</li><li>• Compare and Contrast news articles on the same topic from an American news source, the BBC, and al Jazeera. <a href="http://www.bbc.co.uk/">http://www.bbc.co.uk/</a> <a href="http://www.aljazeera.com/">http://www.aljazeera.com/</a> (Literacy Skill 1.4)</li></ul>
---	---	---

*Edmodo Group Code: byhOwc*

*Discovery Learning Link* <http://www.sctv.org/education/StreamLineSC/>

## **Technology for Middle and High School Social Studies**

### **Programs:**

USA Test Prep  
Compass Learning  
Discovery Learning  
SAS Curriculum Pathways  
Brain Pops  
Discus  
Mind Sparks

### **Tools:**

Smart Boards  
Mobi  
Edmodo  
Document Cameras