Development of Civilization Curriculum Rationale

Education is at a critical juncture in American society. In the 44th President’s State of Union address education reform figured heavily. Our president called on the nation to return American education to its status as the foremost system in the world. In recent decades America has forfeited that distinction to peoples from beyond our borders. In order for America to regain its position, a drastic revision of our understanding of what successful education looks like needs to be undertaken.

Much research, thought and conversation has gone into what this new American education system should look like. Right now, American schools are designed around 42-50 minute class periods focusing on distinct and separate curriculums for all subjects. Students spend their day rotating through disconnected curriculums and for some content areas they spend their years jumping from one topic and time period to the next without any cohesion in philosophy, instruction or experience. Educational research has argued against this for over half a century dating back to Vygotsky, Dewey and Bruner. Yet this is how we have designed and currently operate our public schools. The leading educational systems in the nation that turn out performance rates of 90-98% proficiency scores on state assessments do not structure themselves this way. Leading researchers and philosophers in the field of education have developed a plethora of research-based best practices for instruction, curriculum and school design. This curriculum is an attempt to bring those best practices into the classrooms of today as they are currently structured.

In the Philipsburg-Osceola Area School District, 7th grade is the first year students are introduced to the high school class schedule, therefore it is the first year they are introduced to in-depth study of the major content areas of Math, Science, English and Social Studies. With that in mind, the Development of Civilizations curriculum is meant as an introduction to the major components of civilization. It is designed in a spiral manner in keeping with Jerome Bruner’s philosophies of learning in “The Process of Education”.

The curriculum spirals from the basics of Geography to the complexities of Government and Culture. Each unit builds on the knowledge attained in the previous unit. Therefore it also incorporates research into how people learn by adding new knowledge to previously established schema. The units were created using the philosophy supported by the National Council for Social Studies and the College Board of thematic instruction. Students are better able to find meaning and therefore remember thematic units of study as opposed to a laundry list of disconnected facts.

The lessons within the units are designed in the constructivist and inquiry models. Lessons provide opportunities for students to ask questions and build their own understanding of the content by developing literacy and historical analysis skills that allow them to first incorporate the new knowledge into previously established schemata then to shape that knowledge into to new understandings of the world around them. Lessons and materials are presented in ways that make connections to student’s daily lives so they can see their connection to the wider world. They are also designed to maintain student engagement throughout by being strongly rooted in the philosophy that “learning is doing”. The themes introduced in this curriculum will be found in every study of the past or present a student undertakes; therefore, the curriculum also lends itself to developing life-long learners. With this formula for understanding civilization, students will be able to incorporate the complexities and details of any civilization, event or individual into their established framework. This course will serve as a solid foundation to be built and elaborated upon in subsequent Social Studies courses. The active role students play in the course also introduces and develops critical skills of language processing as well as historical analysis skills in accordance with PA and College Board standards and expectations.
Development of Civilization Curriculum Guide

Geography – Basic concepts of time & place

Settlement Patterns – Time and place affect human settlement

Religion – Time, place, settlement patterns, personal and social needs are reflected in and shaped by religion

Technology – Time, place and settlement patterns determine technologies invented

Economy – Time, place, settlement patterns and available technologies shape the economic system

Social Stratification – Time, place, settlement patterns, religion, technologies and economic systems shape the way society is divided

Government – Time, place, settlement patterns, religion, technologies, economic systems and social stratification are reflected in and are a product of the Government structure

Conflict and Cooperation – Time, place, settlement patterns, technologies, economic systems, social stratification, government and religion all come together to shape conflict and cooperation

Social Studies Vocabulary Book

Social Studies Journal – Reflections and Questions

Social Studies Strategy Binder
- Identifying valid sources (evaluate for bias)
- Identifying important information
- Interpreting and categorizing important information
- Presenting
- Collection of reading & writing strategies for them to take to the next school year
- QAR
  - Text structure
  - Text connections

Social Studies Bell ringers
- Research skills – sources/imp info
- Geography basics
- Historical analysis skills
Course Outline: GeoCiv

PA Standards Addressed:

7.1 Basic Geographic literacy
7.2 Physical Characteristics of Places and Regions
7.3 Human Characteristics of Places and Regions
7.4 Interactions between People and Places

SAS Big Ideas:

Geography is used to explain the past, interpret the present and plan for the future
Geography is necessary to explain the spatial organizations of people, places and environment
Places and regions have physical and human characteristics
Culture and experience influence the perception of place
Historical context is needed to understand time and place
Characteristics, distribution, migration of human populations impact culture, economic interdependence, settlement patterns and control of the Earth’s surface
Perspective helps with comprehension

Chronology of Course:

Unit 1: Geography basics
What is History?
- Role of perspective
What is geography?
- Physical, climate
What is Time?
- Methods of measurement

Unit 2: Settlement Patterns
Where and how do people live?
- Geographic Characteristics and human response
- Nomads/Settlers
What is Culture and what shapes culture?

Unit 3: Religion
What is religion?
- Polytheism to Monotheism
- Conflict and Religion

Unit 4: Technology
Technology through time – Innovation and change
Technology’s effect on society and the world

Unit 5: Economy
Production, Distribution and Consumption
Economic Systems
Unlimited wants vs. limited resources

Unit 6: Social Stratification
Distribution of Power
Property
Prestige
Through time and space

Unit 7: Government
How is leadership determined and organized?
Forms of government

Unit 8: Conflict and Cooperation (general and specific)
Conflict – Africa
How it affects individuals and societies?
Cooperation – Globalization
China and America

Final Project
Culture Portfolio
Book Study

World Values Survey
http://www.worldvaluessurvey.org/index_html
Unit Plan

Unit 1: The Basics

What Big Ideas and Standards will you address in Unit 1?
PA Standards
7.1 Basic Geographic literacy
7.1.8A - Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments
7.1.8 B - Explain and locate places and regions as defined by physical and human features
7.2 Physical Characteristics of Places and Regions
7.2.8 A - Explain the physical characteristics of places and regions
7.2.8.A - Explain the human characteristics of places and regions; population, settlement
7.3 Human Characteristics of Places and Regions
7.4.8.A - Illustrate the effects of the physical systems on people within regions
8.1.8 A - Compare and Contrast events over time and how continuity and change influence those events

Geography is necessary to explain the spatial organizations of people, places, and environments.
Places and regions have physical and human characteristics.

Vocabulary
- History, perspective, Map projection, hemisphere, equator, latitude, longitude, physical map, political map, geography, analysis, interpretation, 5W's, climate

Section 1: What is History?
Enduring Understandings:
Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge

Explain what History is and what role perspective plays in shaping our understanding of History.

Assessments:
Class Notes
Motel of Mysteries Reading Assignment

Daily Lesson Plans

Section 2: Where did it Happen?
Enduring Understandings:
Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge

Explain the purposes and uses of Maps
Describe earth's major physical features as they affect people
Describe earth's climate, how it affects and is affected by humans (Factors that influence climate: Latitude, Precipitation, Elevation, Ocean Currents, Winds)

Assessments:
Map Activities
The Climate Challenge

Daily Lesson Plans

Section 3: When did it Happen?
Enduring Understandings:
Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge

Explain how people measure time using the sun, moon and stars to determine months, days and years
Explain how different people measure time differently
Identify and apply the method of time measurement we use today (CE & BCE)

Assessments:
Time reading Comprehension questions
Create a Timeline of History using the BCE & CE method

Daily Lesson Plans
Unit 1 Section 1: Introduction – History

1.) 7th Grade
   a. We will be learning Knowledge, Understandings and Skills
      i. Knowledge – factual information
      ii. Understanding – when put together, what do those facts mean?
      iii. Skills – how to gather, interpret and present knowledge and understanding

2.) What is Civilization?
   a. Have students describe themselves. What things did they use to describe themselves? Civilizations also have certain things that help you get to know them. This course will be about what characteristics make up civilization
      i. Match the definition to the characteristic of civilization

3.) What is History?
   a. Define history as they currently understand it
      i. Read the history of the sacking of Rome from 2 different perspectives and have the students adjust their understanding of the definition of history by adding the role of perspective
      ii. How do we know about history? Historians, archaeologists. Let’s look at our first ancient civilization through the eyes of an archaeologist as it is being discovered to get a sense of how history is written. Read the Motel of Mysteries and complete the activity. Again change their definition of history based on what they discover about how time changes our perspective and understanding of the past

4.) Why Study History?
   a. Read some quotes about the importance of studying the past
Unit 1 Section 2: Geography

1.) What is geography?
   a. The study of everything on the surface of the earth
   b. Pre-assessment with Geography terms and Mental Maps
   c. Look at maps through time and discuss why we might create maps

2.) How do you measure distance and locate things on planet earth?
   a. Power point
   b. Make a grid - Define lines of latitude and longitude
   c. Practice using lines of latitude and longitude

3.) What is a Map? What purpose does it serve?
   a. Round – Flat - Using manipulatives and examples of map projections look at the different methods of converting 3-D to 2-D
   b. Compare pros and cons of some of the more famous projections – Atlas pg. 106-107
   c. Look at different forms of maps – political, physical and special purpose – Atlas pg 6-13
   d. Practice using the mechanics of a map – the compass rose, scale and map key
   e. Various Map projections _ awesome site! http://worldmapper.org

4.) What’s on the surface of the earth? Power point
   a. Look at big pictures on the wall (or at desks) these represent geography around the world. What do you see that has to do with geography as you understand it?
   b. Make a big list on the board of what they come up with and then GENERALIZE them into a definition of geography
      i. Landforms
      ii. Climate
      iii. Waterways
      iv. Life

5.) History has happened all over the planet but some places are more suited to the development of civilization than others. What do you predict about what kinds of places will be best for human settlement?
   To prove our theory we have to find out what the geography of the planet looks like
   a. Big Map – write Landforms, Waterways, Climate and Life on the side
      i. First let’s identify major landforms and waterways – continents and oceans

6.) What are the factors affecting earth’s surface? Power point
   a. These factors change the landforms we see all around us (Chapt. 1 Sect. 4 & Chapt 2 Sect. 1)
      i. Plate Tectonics
      ii. Weathering
      iii. Water
      iv. People
b. Landform CSI – look at different landforms with their definitions (have students document landforms in a vocabulary book) and determine how they came to be applying what students learned about the factors shaping the land

c. What is Climate? How is climate determined? --- weather can be hot or cold or wet or dry ___ Arid/Humid

   i. Identify the factors that affect climate – Chapter 2 Section 2 -

      1. Climate Factors Carousel – groups travel to stations around the room with each climate factor they fill out a GO describing the factor, how it affects climate and an example. When you review this have them use the pictures in their books to illustrate the discussion
         a. Latitude b.) Wind c.) Ocean currents d.) Landforms e.)

   ii. Locate the major climate zones around the world and create a Graphic organizer to bring with them to the lab

   iii. Apply Climate knowledge – Chapter 2 Section 3

      1. Use what they have learned about climate and landforms to make predictions about locations most suited to human settlement
         a. Provide them with climate and landform maps of the world (National Geographic Interactive Mapping Tool)
         b. Give students coordinates to map and then have them determine the advantages and disadvantages of living in that area based on the climate and landforms that exist there
         c. Have the students use the layering tools on the Nat Geo website to see where people are most likely to live and compare that to their thoughts

   iv. Create a Word Wall Scramble with all of the important words/concepts from this unit so far

   v. Watch Planet Earth; Pole to Pole to visualize the different climates around the world and how animals adapt to them to write a prediction piece about what kinds of adaptations people would need to survive, applying their knowledge of landforms and climate

<table>
<thead>
<tr>
<th>Animal adaptations</th>
<th>Human Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching the video</td>
<td>Extrapolating</td>
</tr>
</tbody>
</table>
Unit 1 Section 3: Time

1.) What is Time?
   a. Look at the measurement factors we use to determine time today and find out what they already know
      i. Why do we use time
      ii. How do we measure time

2.) How have the methods for measuring time changed?
   a. Reading for Information – introduce the concept of content-area reading and basic strategies then read the History of Time with think-alouds written in the sidebar to guide reading
      a. Create a comparison chart of different civilizations and their tools for measuring time
      b. Evaluate the different methods for advantages and disadvantages

3.) Apply the method we currently use to chart your place in time
   a. Create timelines of varying degrees – thousands of years, hundreds of years, days to let the kids get a sense of scope and sequence
   b. Create a timeline that places them in human history

Need to change the time reading and packet again --- many kids did not understand the time section – how to measure it and how to use a timeline

Extension, Time Permitting:

B.) Create a timeline of human development and settlement around the world, give them a map and timeline and stickers (make them) to represent civilizations and put them on the timeline and map as they come into existence. Students should be able to explain how technological and social change allowed people to expand their settlement of the world
   i.) Early man, Discovery of fire, literacy, Sumerians, Egyptians, Indians, Chinese, Greeks, Romans, Aztecs, Pueblo, Iroquois
   ii.) Use the Ancient civilizations text to identify these things and put them on the timeline – the pattern should be seeing civilizations expand over time

Interactive timeline human migration and settlement of the world
http://www.bradshawfoundation.com/journey/

Interactive globe of human history early civilizations to the modern world

Discovery Education – Earliest Migration
http://app.discoveryeducation.com/search
Unit Plan

Unit 2: Settlement Patterns

What Big Ideas and Standards will you address in Unit 2?

PA Standards
6.4.8.B – Compare the standard of living in different times and places
7.2 Physical Characteristics of Places and Regions
7.3 Human Characteristics of Places and Regions
8.1.8B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources
8.1.8A: Compare and Contrast events over time and how continuity and change influence those events
8.4.8A: Compare the role groups and individuals played in the social, political, cultural and economic development throughout world history
8.4.8C: Illustrate how continuity and change have impacted world history
8.4.8D: Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world

NCSS – People, Places and Environment
NCHE – Human Interaction with the Environment

Section 1: Geographic Characteristics
Enduring Understandings:
Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge
The Geographic Characteristics of a place shape human settlement patterns
Geographic Characteristics
Water
Land
Climate
Natural Resources

Assessments:
Apply knowledge of Geographic Characteristics to evaluate the conditions for human settlement (GO)

Daily Lesson Plans

Section 2: Nomadic
Enduring Understandings:
Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge
The Nomadic lifestyle was characterized by non-permanent settlements, few technologies, minimal social structure and small populations

Assessments:
Create a concept map of nomadic life. Evaluate for advantages and disadvantages

Daily Lesson Plans
National Geographic article about the Hadza and

Section 3: Settled
Enduring Understandings:
Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge
Settled communities of agriculturalists laid the foundation for civilization by building cities, creating governments and developing job specialization.

Assessments:
Identify the inventions and their purposes of agricultural societies
Explain the social changes that took place

Daily Lesson Plans
Mesopotamia Video

Section 4: Example: USA
Enduring Understandings:
Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge
Explain how geography affects settlement in the USA

Assessments:
Analyzing US Census data for geography's effect on settlement patterns

Daily Lesson Plans

Vocabulary
Nomad, agriculture, settlement, village, city, domesticate, pastoralist, barren, fertile
Unit 2: Where people live and how

1.) What are the geographic characteristics of a place? What is the Human Response to the Geographic Characteristics?
   A.) Introduce the geographic characteristics of place
      i.) look at a picture of a place and identify all of the things they see in the picture
      ii.) Identify patterns and categorize their large list – try to get them to put them in the categories you want – landforms, climate, and natural resources – Define these things on a vocab sheet
      iii.) Create the first part of the Settlement Patterns Graphic Organizer (the Geographic characteristics and what they cause)
         a.) Look at pictures of different environments and discuss how people might survive there
         b.) Look at pictures of people surviving in different environments and observe how they are doing it
         c.) Draw Conclusions – in rough environments people move, in fertile environments people settle
   B.) Use resources to elaborate on the characteristics of the Nomadic and Settled life styles
      Nomadic – pastoralists and hunter/gatherers
      Hadza article and graphic organizer
         Double Entry Journal – Pairs Read—or independent read and share out
      Additional Nomadic groups: Sami, Sami video, Mongols, Mongols
      Settled – simple agrarian, advanced agrarian, industrial
      Mesopotamia video from discovery education and text (orange book) Chapt. 1 Section 3
      SQ3R and Outline note taking
      Then Concept map the section
   C.) Now turn the characteristics of Nomadic and Settled lives into advantages and disadvantages and add them to the graphic organizer

Consequences of Agriculture – Population crisis?? And solution?? 7 Billion Crowded Planet
   Video population growth – the Urban solution
   Video how much is 7 billion? Nat Geo Video how did we get here? NPR
   http://www.worldof7billion.org/

Do a benchmark assessment here about how geography affects the way people live

Accommodations: Give lower level students vocab sheets that have these words along with definitions
   Agriculturalist, nomad, land, water, climate, natural resources, time, settlement pattern

2.) Look at a regional example: the United States
   A.) Create a map of the United States including water, landforms, natural resources and climate
      i.) mapping the physical features of the United States
   B.) Identify the advantages and disadvantages of these resources for human settlement and use
      i.) Use the Census Maps and their maps to explain how and why people live the way they do
   C.) Look at examples of Nomadic groups and Settled groups in the United States
      i.) Plains Indians
         read narratives about life among the Plains Indians and look at visuals
**3.) How do Nomadic and Settled peoples interact? Conflict between nomadic and settled groups**

A.) Create divisions within the class for debates between settled and nomadic groups over who has rights to the land and whose lifestyle is better.

Final Assessment Reflection: Constructed Response “How does geography affect settlement patterns, give 3 examples. Choose one lifestyle and argue for it using advantages and disadvantages”

Lower level students didn’t know where to start with a blank page so I outlined the parts of the question. This helped them.

Very low level students couldn’t remember what the main words mean so they may need extra vocab practice prior to assessments to help them.

Students did better by having notes to reference only if they actually understood their notes – so more practice answering the final assessment prior to giving it would be helpful – so they know what I am looking for and how to apply their knowledge.

**Concept Chart**

<table>
<thead>
<tr>
<th>Geographic Setting</th>
<th>Nomads</th>
<th>Agriculturalists</th>
<th>Industrialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Periods</td>
<td>Pre-Civilization – fertile and arid land</td>
<td>Fertile river valleys</td>
<td>Fertile river valleys and beyond</td>
</tr>
<tr>
<td>Population Size</td>
<td>Today – arid or land otherwise unsuitable for agriculture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Africa</td>
<td>Fertile river valleys</td>
<td>Fertile river valleys and beyond</td>
</tr>
<tr>
<td></td>
<td>Asia</td>
<td>Fertile river valleys</td>
<td>Fertile river valleys and beyond</td>
</tr>
<tr>
<td></td>
<td>America’s</td>
<td>Fertile river valleys</td>
<td>Fertile river valleys and beyond</td>
</tr>
<tr>
<td></td>
<td></td>
<td>~10,000 years ago – Modern</td>
<td>200 years</td>
</tr>
<tr>
<td>Population Size</td>
<td>Bands of dozens to hundreds</td>
<td>Thousands to hundreds of thousands</td>
<td>Millions to billions</td>
</tr>
<tr>
<td>Lifestyle – values, material</td>
<td>Hunting and Gathering, Simple, mobile, natural, basic values of community stability</td>
<td>Farming, More materialistic, complex, diverse</td>
<td>Plethora of career and leisure opportunities, Even more materialistic, complex and diverse, many synthetic products</td>
</tr>
<tr>
<td>Industrialists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technologies</td>
<td>Simple man-made</td>
<td>Complex man-made</td>
<td>Complex man and machine made</td>
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<td>Time Periods</td>
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</tbody>
</table>
Unit Plan

Unit 3: Religion

What Big Ideas and Standards will you address in Unit 3?

PA Standards
7.3.8.A – Explain the human characteristics of places and regions
8.1.8.A – Compare and contrast events over time and how continuity and change over time influenced those events
8.1.8.B – Compare and contrast a historical event, using multiple points of view from primary and secondary sources
8.4.8.C – Illustrate how continuity and change have impacted world history
   - belief systems and religions
8.4.8.D – Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world

NCSS – The role of individuals, groups and institutions
NCHE – Values, beliefs, political ideas and institutions

Section 1: What is Religion?
Enduring Understandings:
Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge

Define religion as a concept (path the peace (afterlife) and purpose in life) and as a personal and social organization. Religion forms a bridge connecting the natural and supernatural worlds. Identify and differentiate between the major polytheistic and monotheistic religions.

What role does religion play in the lives of its believers?

Assessments:

Section 2: What is Polytheism?
Enduring Understandings:
Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge

Explain the beliefs of the polytheistic religions and analyze their function as a religion.

Why do some polytheistic faiths still exist while others have disappeared?

Assessments:
Interpret Greek myths for understanding of that polytheism
Analyze Hinduism through text and god's symbols for understanding and comparison
Analyze and evaluate the

Section 3: What is Monotheism?
Enduring Understandings:
Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge

Compare and contrast the 3 Abrahamic faiths and their role in modern society
Geography – Map of Middle East

What similarities and differences exist in the 3 monotheistic faiths?

Assessments:
Creation Story Analysis and Comparison
Abraham Story Analysis
Identify practices and beliefs of the Big 3

Section 4: Conflict and Cooperation
Enduring Understandings:
Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge

What role does/should religion play in modern society?

Assessments:
Argument analysis: should religion exist?

Daily Lesson Plans
1.) What is religion?
   a. Start with the big questions about life
   b. Do a water drop ring (3 rings) – personal relationship with religion, community relationship, non-believer relationship – Create a big one to post on the wall at all times –
      i. **Religion gives us meaning and a path to peace or freedom from suffering – Visual representation – Religion as a bridge between our world and the supernatural. Religions are unique because of the people and time periods they are created in**
      ii. **MOVED ARGUMENT ANALYSIS TO END OF UNIT – see if it works better there, and d/t time shortage**
   c. Define Polytheism, Monotheism and Atheism and generate questions
      i. Why did some polytheistic religions disappear while others are still around?
      ii. Why is monotheism the dominant religious force in the world today?

2.) What is Polytheism?
   a. Ancient Greek or Roman or Norse polytheism
      i. Read from the textbook or other content material to get a summary of the religion – beliefs, practices, texts etc.
      ii. Read a creation myth to get a deeper sense of the religion
         1. Prometheus and Pandora – teaches that the gods represented nature and religion was used to explain why things happen. The gods were cruel and selfish, much like nature
      iii. Use the myth to help answer the question about why some polytheistic religions disappeared
   b. Hinduism and Buddhism – seeking escape from this life through actions (essential difference from Christianity)
   c. Hinduism – a polytheistic religion that is still around
      i. Read a famous Hindu fable for meaning and make a prediction about Hinduism’s beliefs
         1. The Blind Men and the Elephant – there are many sides to one Truth
      ii. Read through the textbook (History of Our World) or watch a video to learn the basic beliefs, practices, and other aspects of the religion
         1. Textbook reading strategy SQ3R – Survey, Preview, Question, Read, Recite, Review
      iii. Watch “Becoming Me” on youtube to explain and elaborate on the concept of the Brahm
      iv. Analyze the quote “Wise men know god as one and many” to help demonstrate understanding of the Brahman – relate it back to the fable
      v. Study each of the major gods of Hinduism – Brahma, Vishnu, Shiva – explain their role in the cycle of life and death
      vi. Reincarnation – all living things go through this cycle of life, death and rebirth
         1. Dharma, Karma
      2. Caste System - [http://www.youtube.com/watch?v=Oh_xvKLhZHg](http://www.youtube.com/watch?v=Oh_xvKLhZHg)
   d. Buddhism – a religion that doesn’t focus on the supernatural but instead on the person – explain it as a branch off of Hinduism – instead of the caste system you can achieve enlightenment by following the 8 fold path
      i. If one of the purposes of religion is to give comfort then what causes pain? Put their ideas on the board – use this idea of pain and suffering to lead them into the fundamental beliefs of Buddhism, the Buddha was looking for a way to free us from pain and that ‘s what Buddhism does
      ii. Read the Buddha story in pairs and demonstrate reading comprehension – The Buddha’s conclusions
         1. 4 Noble Truths – Life is filled with suffering, suffering is caused by attachment, suffering can end, the 8 Fold Path is the key
      iii. Read the parable of the Mustard Seed to deepen their understanding of Buddhism – use Pairs read or Talking to the Text

Vocabulary

Monotheism, polytheism, deity, belief, religion, supernatural, creation
iv. Discuss the 8 Fold Path and practice meditating since gaining control of the mind and body is the foundation of Buddhism

3.) What is Monotheism?
   a. Creation story – read the monotheistic creation story and compare it to the Greek creation story, discuss Creation of the world, creation of man and the Fall of Man (sin/evil)
   b. Abraham – Abraham becomes the father of Monotheism as he is called by God to begin a new faith – his descendants branch off to create the 3 monotheistic faiths
      i. Text Citations - Read the Abraham story and analyze it and cite the text that each side uses to claim they inherit the Promised land of Canaan
      ii. Draw out the dynamic between Isaac and Ishmael and debate who inherits the covenant Adding Christianity here is random and too much – this who gets the covenant thing should just be Isaac or Ishmael and then introduce Christianity separate
         1. Promises Documentary – clip
            a. [http://www.youtube.com/watch?v=ySJaH7OxzOA](http://www.youtube.com/watch?v=ySJaH7OxzOA)
            b. [http://topdocumentaryfilms.com/promises/ - full documentary](http://topdocumentaryfilms.com/promises/)
   2. Look at map of Israel/Palestine today and read an article about the conflict today
   3. Write a solution for the crisis using evidence to support the Palestinian and Israeli claims
   c. Founding Fathers of Monotheism – read each story to find out how each religion proposes a reunion with God to make up for Original Sin
      i. Christianity – new covenant for everyone - The Last Supper video [clip](http://www.youtube.com/watch?v=ySJaH7OxzOA)
      ii. Islam – Mohammed’s message to remind the descendants of Ismail – Mohammad [cartoon](https://www.youtube.com/watch?v=6ewF7AXn3dg&feature=related) (show first 13 min)
      iii. Judaism – Moses law – Burning Bush [scene](http://www.youtube.com/watch?v=ySJaH7OxzOA)

4.) Conflict and Cooperation Extra
   a. Palestine/Israel conflict today as an extension of the Abraham rift
   b. The barrier wall [https://www.youtube.com/watch?v=RgqmKDbUydM](https://www.youtube.com/watch?v=RgqmKDbUydM)
   e. Broad overview [https://www.youtube.com/watch?v=6ewF7AXn3dg&feature=related](https://www.youtube.com/watch?v=6ewF7AXn3dg&feature=related)

5. EXTRA Role of Religion in Modern Society
   a. Analyze the role of religion – analyze 2 arguments about the role of religion in modern society. One says it’s part of human nature, the other says it’s obsolete and disappearing
      ii. Learn the parts of an argument
      iii. Evaluate the claim of the argument based on the quality of the data and warrant
      iv. Include their own opinions in their analysis of the role of religion using the arguments

6. RELIGION TEST – if there is not enough time for a project, then you can use this unit as a chance to practice test-taking in a content area
   a. Study strategies video - [http://www.youtube.com/watch?v=RH95h36NChl](http://www.youtube.com/watch?v=RH95h36NChl)
   b. Provide options for studying and then give them time to prep then do a review on the following day (2 days of prep)
Unit Plan

Unit 4: Technology

Big Ideas and Standards

PA Standards
7.3.8.A – Explain the human characteristics of places and regions
8.1.8A – Compare and contrast events over time and how continuity and change over time influenced those events
8.4.8 A – Examine the role groups and individuals have played in the social, political, cultural and economic development of the world
8.4.8.C – Illustrate how continuity and change have impacted world history through Technology

NCSS – The role of individuals, groups and institutions
NCHE – Civilization, cultural diffusion and innovation
AP World History - Impact of technology and demography on people and the environment

Section 1: What is technology?

Enduring Understandings:
*Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge*

The application of science and knowledge to create tools to manage our environments, communicate and advance our way of life

Assessments:
Analyze different technologies to determine their purpose

Section 2: What role does technology play in the lives of individuals and societies?

Enduring Understandings:
*Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge*

The creation and application of technology

Assessments:
Research and present findings on a piece of technology as it has developed through time – the purpose, the origins, and the effect it has/had on society

Section 3: What impact does technology have on people and environments?

Enduring Understandings:
*Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge*

Technology changes the way the world looks and works

Assessments:
Analyze the effects technologies have had on society and the planet by looking at some of the circumstances defining the world today and the technologies that caused them
Unit 4: What is Technology?

1.) What is Technology?
   a. Review Geography concepts – climate and landforms,
   b. Review Settlement Patterns – nomads vs agriculturalists depending on the geography
   c. Introduce technology as the way humans adapt to different environments
   d. Technology Carousel
      i. Assign students to groups of 3-4. They rotate around the room to different technology stations to learn about general categories of technology – Communication, Irrigation, Transportation, Energy, Medicine, Military
      ii. Students look at the pictures at their station and match them to the definitions then choose 3 technologies to identify what they are used for and what effect each technology had on the world
      iii. Summarize by identifying patterns in technology effects – increased efficiency, population growth, increased destruction in terms of military technology

2.) Technology Research Project – The Epic History of Everyday Things – History Channel
   a. Students work in pairs to research a category of technology (allow students to choose from the pictures in the carousel) as it developed through time to determine how the technology changed and how the world changed in response to the technology
   b. Accommodations for low level students – need to have most of the project laid out in advance, fewer sources
      i. Students need to know how to research by identifying sources of information and taking notes
      ii. Step 1) Outline what you need to find out by determining what you already know and what you want to learn
         1. KWL Chart
      iii. Step 2) Determining where to look for information – Model this and let them work through the process in groups of 3 using an example research assignment Create a large poster page with considerations listed for Analyzing Sources
         2. Internet – Give students some source examples that represent valid and invalid and have them decide
            a. Google skills: short phrases or words; “kids” “history of” as specific as possible
            b. Validity: author is identified, copyrighted, respectable organization, publishing date, purpose of piece is to inform
         3. Powerpoint on why it is important to cite your sources and source citations resources
            a. References tab in MS Word and http://www.easybib.com
      iv. Step 3) Taking Notes
         1. Skim for the information you want – it will answer one of your questions
         2. Summarize – drop extra words or information and only take what you need
         3. Quote – if you need the author’s exact words use quotations
      v. Step 4) Putting the Project together
      vi. Step 5) Presenting the project – practice presentation skills and create a large poster with bullets of good presentation criteria
Unit 5: Economy

Big Ideas and Standards

PA Standards
6.1.8A – Explain how limited resources and unlimited wants create scarcity
6.1.8B – Analyze the resources that are combined to create goods and services
6.2.8A – Describe the interaction of consumers and producers
6.2.8E – Compare the state of the current economy with the economy in a different time or place
6.4.8D – Explain how the level of transportation, communication, networks, and technology affect economic interdependence
8.1.8A – Compare and contrast events over time and how continuity and change over time influenced those events
8.4.8 A – Examine the role groups and individuals have played in the social, political, cultural and economic development of the world

NCSS – The role of individuals, groups and institutions
NCSS – Continuity and Change
NCHE – Civilization, cultural diffusion and innovation

Section 1: Economy
Overview and Production

Enduring Understandings:
Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge

People use natural resources and technology to produce goods. The process of production affects individuals, societies and the natural world

Assessments:
Map Skills Review
Global Pencil
Production Process Analysis – identify factors of production and effects on world; Nat Gas PA

Section 2: Distribution

Enduring Understandings:
Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge

People use natural resources, and technology to transport their goods to markets. This process affects individuals, societies and the natural world

Assessments:
Keystone XL argument analysis

Section 3: Consumption

Enduring Understandings:
Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge

Once natural resources have been accessed and goods have been produced and distributed, they are consumed. This step usually involves the use of a medium of exchange. This process affects individuals, societies and the natural world

Assessments:
Consumption Analysis – effects of consumption on world

Section 3: Economic Systems

Enduring Understandings:
Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge

People have created different systems to manage the process and exchange of production, distribution and consumption; traditional, free, command and mixed. There are advantages and disadvantages to each system

Assessments:
Systems change over time
Forms of Exchange
Traditional ➤ Modern Economies
Unit 5: Economy

1.) What is an Economy?
   a. Economy is a combination of Geography and Technology as people use the resources around them to produce, distribute and consume goods
      i. Review Geography concepts and Map skills
         1. Practice the vocabulary, continents and oceans, label a world map with some important countries around the world that can be highlighted throughout the economy unit
         2. Optional Assignment: Go home and identify 10 objects in one room and their country of origin; label them on the map on the back
      ii. Review Technology – what it is and some examples
   b. Read the Global Pencil
      i. Identify the resources and countries involved in the manufacture of a pencil from the reading, predict the steps involved in distributing the pencil, discuss the uses of a pencil and what happens to a pencil when it’s done
      ii. Write production, distribution and consumption on the board, fill in the steps of the pencil process
   c. Fixing an Economy Puzzle
      i. Put out pictures of production, distribution and consumption all mixed up. Have the students put the pictures into the appropriate categories and in order using what they just learned
      ii. In their notes write down the examples from the pictures to support an understanding of production, distribution and consumption
   d. Economy Graphic Organizer
      i. Fill in the economy graphic organizer and stress the big picture simplified. Then introduce the question of how production and consumption interact by highlighting the concept of supply and demand then discuss who might control the system
   e. Economy Notes and Reading analysis
      i. Read the article summarizing Economy and take notes and identify important vocabulary words and important concepts that will be covered more in depth in the rest of the unit
      ii. Read the article listing 11 products whose prices will rise in 2012 and have the students identify the cause of the price increase by using what they just learned about production, distribution (supply) and consumption (demand)
   f. DISPLAY –
      i. Put a display on the front board to represent the economic cycle – production, distribution and consumption

2.) What is Production?
   a. Process of Production – Natural Gas in PA –JIGSAW
      i. Resources
         1. Cheseapeake Energy “What is Natural Gas?” https://www.youtube.com/watch?v=BXi14Dr0Cj4

   ii. Students are assigned to groups of 3 to be an expert in an aspect of the production of natural gas: Land (Natural Resources), Labor (People and Technology), and Capital (Investment costs)
   iii. They use the class wiki to access sources and take notes
   iv. They create a Glog presentation of their research that the other members of their group can learn from
   v. Effects of Production – Listen to a Penn State presentation on the effects of production from the Marcellus Outreach and Extension office
   vi. The students take notes off of each other glogs and compile it with notes from the presentation to make an argument supporting or denying drilling for natural gas in the Marcellus Shale
   vii. Additional topics to Explore
       1. They read articles again in their group from the UN study analyzing the effects of production (land) on Earth.
       2. Also (MLK day) do a slavery activity showing the effects of slavery (labor) on society, individuals and nature
       3. Use SOAPSTone reading strategy to analyze the article summarizing the study
       4. Put the information from the study into a concept map – effects on individuals, societies, nature and self or a cause/effect chart

3.) What is Distribution?
   a. Transporting, storing and selling goods
      i. Assign two articles without telling the students they are two articles from different perspectives on the building of the Keystone XL, have them take guided notes and present their findings. They should notice some major differences. Ask them why they think there are differences. Change the anti-article so it’s clearer to see the anti-arguments. Stress the distribution role of the pipeline
      ii. Have them pair up with an opposite article and analyze the source using SOAPSTone and then discuss why analyzing sources is an important task to determine bias and different points of view

4.) What is Consumption?
   a. Read articles about consumption and over-consumption, whether it’s the trash epidemic or the obesity epidemic. Identify the positive and negative effects of consumption on individuals, societies and nature.
      i. Read “What we Eat” Junior Scholastic article displaying the weekly meals
      ii. Read Reader’s Digest “Worst Foods”
      iii. Watch “Cost of Cool” Documentary
   b. Have students identify solutions for managing over-consumption. They could create advertisements or public service announcements
      i. Watch the “girl who silenced the world for 5 minutes” on youtube

5.) Give a Quiz at the end of this section to review Production, Distribution and Consumption

6.) Economic Systems
   a. Exchange – How do producers, consumers and distributors manage exchange of goods and services
i. Barter Game - Barter Song [http://www.youtube.com/watch?v=wHY5cdExNa8](http://www.youtube.com/watch?v=wHY5cdExNa8)

ii. Read about the Ancient Egyptian economy and fill in Production, Distribution, Consumption and compare it to what they know about our modern economy.

iii. Read the invention of money and an article about our modern economy?
   1. The transition from bartering to a common medium of exchange to paper money to fiat
   2. Discuss how value is determined
   3. Inflation

b. Invention of Money activity
   i. Play the barter game to simulate a Traditional economy, identify the positives and negatives of this system
   ii. Read an article on the history of money and create a graphic organizer of the stages of the invention of money. Summarize the changes in economic systems and evaluate the advantages and disadvantages of the changes

<table>
<thead>
<tr>
<th>Barter</th>
<th>Common medium of Exchange</th>
<th>Coin System</th>
<th>Paper Money System</th>
<th>Electronic Money</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct exchange of goods and services between people</td>
<td>Shells, Salt, Precious metals/jewels</td>
<td>Organized by the government, made coins of set value</td>
<td>Paper first backed by gold then fiat money that is “floating”</td>
<td>Money that is never even printed, it only exists on computers and in bank accounts</td>
</tr>
</tbody>
</table>

a. Law of Supply and Demand – Limited resources vs. unlimited Wants
   iii. Economies are generally ruled by the laws of Supply and Demand unless other forces step in.
      1. Play the Price is Right and create the Supply and Demand curve.
      2. Determining price – scarcity needs to be discussed and its role in sending prices up

c. Economic Systems
   i. Power point presentation on different economic systems – market, mixed, command
      1. Traditional – based on agriculture, ancient river valleys, limited barter
      2. Market – based on supply and demand, focus on consumer goods, little government involvement
      3. Command – controlled by strong central government, focus on industry, little attention to agriculture and consumer goods
      4. Mixed – mix of market and command, market forces control consumer goods, government regulates/controls industry
      5. Students complete graphic representing the different systems

ii. Globalization – advantages and disadvantages T-chart
   1. Watch videos of Occupy Wall Street protests
   2. Read article about Apple’s I-phone factories in China
   3. Look up careers in America – have students use [www.educationplanner.org](http://www.educationplanner.org) to identify potential careers and earning power
Final Assessment – Applying Economics – Maybe come up with a different plan – definitely different materials for this

South American Family

a. Create a family from South America – Based on the teacher's assignment of roles -- and identify the jobs people would have, the materials and food they would have and create a poster summarizing their role in their economy as determined by the geography, resources and economy

Unit Plan

Unit 6: Social Stratification

Big Ideas and Standards

PA Standards
6.2.8A – Describe the interaction of consumers and producers
8.1.8A – Compare and contrast events over time and how continuity and change over time influenced those events
8.4.8 A – Examine the role groups and individuals have played in the social, political, cultural and economic development of the world
8.4.8.A: Compare the role groups and individuals played in the social, political, and economic development of world history
8.4.8.C: Illustrate how continuity and change have impacted world history

NCSS – The role of individuals, groups and institutions
NCSS – Continuity and Change
NCHE – Civilization, cultural diffusion and innovation
AP World History -

Section 1: What is Social Stratification and how does it happen?

Enduring Understandings:

Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge

Societies tend to separate individuals into varying degrees of power, property and prestige
Mobility – varies depending on opportunity
this creates a pyramid shape b/c of unlimited wants bumping against limited resources
Assessments:

Section 2: How is American society stratified?

Enduring Understandings:

Explain, interpret, apply, see perspective, demonstrate empathy, and use self-knowledge

American society is stratified based on a complex combination of birth and effort. The concept of merit-based stratification is fundamental to the American identity

Assessments:
- Sociological study of the JH
- Read bios from people around the country and identify causes of stratification in America

Section 3: How has social stratification changed over time

Enduring Understandings:

Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge

The method of stratifying society has changed drastically over time from ascribed to achieved.

Assessments:
Unit 6: Social Stratification

a. What is Social Stratification?
b. Activity – Unequal distribution (nebulous idea)
   i. Tell the students they are on their own to survive, all of the rules of traditional society are
gone and they are free to establish their own community rules
   ii. In the first challenge box – put candy with one piece for every student – let them figure out
   how to distribute it
   iii. Second challenge box – fill it with a little bit of extra candy and let them figure out how to
   distribute it
   iv. Third challenge box – fill it with lots of extra candy and let them figure out how to distribute it
   v. Summarize how the conversations went – did some people support sharing, did others try to take it for
   themselves, if this was real survival would sharing have changed?
c. Compare nomadic societies to civilizations for key characteristics – food, water, shelter, jobs and population
   sizes
   i. Use the textbook Chapt. 1 Section 3 – The Beginnings of Civilization as background information
   to show how surpluses create uneven
   distributions of wealth which gets concentrated in the hands of a few
d. OR talk about limited resources vs unlimited wants and how that results in unequal distribution to begin thinking along those lines

2.) Social Stratification Sociological Study - JH Maybe do this first to start Social Stratification?
   a. How do sociologists study stratification?
   b. Sociological study of the division of power, property and prestige at the JH – collecting data, interpreting, and drawing conclusions

3.) Social Stratification – What is it? – the division of society based on power, property, prestige with varying degrees of mobility
   a. Read articles that describe the power, property, prestige, population size and mobility of people living in extreme poverty as compared to
   people living grossly wealthy lives.
      i. Generate questions from the class to be answered
      ii. Identify the factors that affect stratification – family, gender, religion, race, hard work, education, luck, personality
      iii. Some are ascribed and some are achieved
   b. Compare and contrast
   c. Evaluate the system for legitimacy – is this ok? Is there another way?
      i. Data on Stratification in the world - http://globalsociology.com/category/social-stratification/page/2/
      ii.
d. Poverty in India—
   i. [http://www.youtube.com/watch?v=Criq7INq_yM](http://www.youtube.com/watch?v=Criq7INq_yM) the slums of Dharavi
   ii. [http://www.youtube.com/watch?v=Criq7INq_yM](http://www.youtube.com/watch?v=Criq7INq_yM) slums of Dharavi
   iii. [http://www.youtube.com/watch?v=WISOZgpuSko](http://www.youtube.com/watch?v=WISOZgpuSko) young girl writes about slums
   iv. [http://www.youtube.com/watch?v=qtkvsNUVF5Y](http://www.youtube.com/watch?v=qtkvsNUVF5Y)

e. Multi-billionaires
   i. [http://www.youtube.com/watch?v=PICnhdkHTi4&feature=relmfu](http://www.youtube.com/watch?v=PICnhdkHTi4&feature=relmfu)
   ii. [http://www.youtube.com/watch?v=qWCjQ_FVrLc&feature=related](http://www.youtube.com/watch?v=qWCjQ_FVrLc&feature=related)
   iii. [http://www.youtube.com/watch?v=35Cynw32gQg](http://www.youtube.com/watch?v=35Cynw32gQg)

f. **DISPLAY** –
   i. Put a pyramid on the front board to show the population distribution and make up little cards to represent the barriers to social mobility
   ii. Put an arrow on the pyramid pointing up to represent mobility

4.) Social Stratification in America
   a. Is the American Dream still alive?
      i. Read quotes about the American Dream and have students write their own American Dreams – equal opportunity for all
         1. [http://www.npr.org/2013/11/01/240779578/is-having-grit-the-key-to-success](http://www.npr.org/2013/11/01/240779578/is-having-grit-the-key-to-success) - “Grit” and success
      ii. Research life in America to determine if the American Dream of mobility is true and realistic. Look at various sources regarding social stratification in America (differentiate for ability levels)
         1. Look for the factors of stratification at work in America
         2. Read and analyze the Time magazine article “What Happened to Upward Mobility?”
         3. Read book excerpt from Class Matters –
            a. Skills – identifying claim (main idea) and evidence, determining purpose, making connections to self
      iii. Children of the Mountains/Children of the Plains/Waiting on the World to Change (Camden)
         1. Watch Children of the Mountain to look in-depth at stratification in the Appalachian region of the United States for the power, property and prestige of the families in Appalachia and identify the causes of the stratification [http://www.youtube.com/watch?v=syUwFmYeSVw](http://www.youtube.com/watch?v=syUwFmYeSVw)
         3. Map of Appalachia - [http://www.scribblemaps.com/#id=oBLo7LHcln](http://www.scribblemaps.com/#id=oBLo7LHcln)
         4. Evaluate Bill O-Reilly’s response to Children of the Mountain [http://www.youtube.com/watch?v=FLkc6LJmtNs](http://www.youtube.com/watch?v=FLkc6LJmtNs) for its validity
v. Poverty is hard to escape – NPR

5.) Social Stratification through Time
   a. Stratification in the Victorian Age – British nobles and coal miners
      i. Downton Abbey - http://www.amazon.com/gp/product/B00AXVFYR0/ref=dv_dp_ep2#
      ii. Life in Industrial Revolution - https://www.youtube.com/watch?v=3EfqaNBkvc
      iii. Child Labor - https://www.youtube.com/watch?v=U2M9i1Wy6IU
   b. The Age of Imperialism and European control of the world based on better technology and increased population
   c. Read articles of Upper and Lower classes identifying power, property, prestige and access to the tools of mobility
   d. Mobility is difficult as the people have no access to tools of mobility
   e. Write a summary of mobility and division in Victorian Age

   b. Stratification in Feudal Europe – Play the feudal game to see how power, property and prestige get concentrated at the top
      i. Feudalism Video - https://www.youtube.com/watch?v=Zo8f3XpNMg&list=PLSKWkOzESk1r5ODQ3FDV7muF8W3_mEkw
   ii. Post-Roman Empire – the rule of the Church and spread of feudalism as a political and social structure
   iii. Power comes from God and violence – mobility difficult but can be achieved through fighting, knowledge is limited to the church

   c. Stratification in Ancient India – The caste system

   d. Stratification in Ancient Rome
         1. Wiki project – create a social pyramid power point in pairs
         2. Mapping and Data on Ancient Rome (and other time periods) http://mappinghistory.uoregon.edu/english/EU/eu.html
         3. Print out grade sheets with partner names so you can go in and check their progress on their drives

6.) Social Stratification Evaluation
   a. Evaluate stratification for its value to society
   b. Identify patterns in stratification – how power, property and prestige are distributed, mobility in societies and stability
Unit Plan

Unit 7: Government

Big Ideas and Standards
PA Standards
8.1.8.A: Compare and contrast events over time and how continuity and change over time have influenced those events
8.4.8.A: Compare the role groups and individuals played in the social, political, and economic development of world history
8.4.8.C: Illustrate how continuity and change have impacted world history
- Politics and Government
8.4.8.D: Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world
8.1.8.A – Compare and contrast events over time and how continuity and change over time influenced those events
8.4.8.A – Examine the role groups and individuals have played in the social, political, cultural and economic development of the world
8.4.8.A: Compare the role groups and individuals played in the social, political, and economic development of world history
8.4.8.C: Illustrate how continuity and change have impacted world history
- Politics and Government

Section 1: What is Government?

Enduring Understandings:
* Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge

Governments are made up of people with various forms of power tasked with managing the affairs of the community; Security, Stability (public services, opportunity), Economy

Assessments:

Section 2: What is the Purpose of Government?

Enduring Understandings:
* Explain, interpret, apply, see perspective, demonstrate empathy, and use self-knowledge

Governments function differently depending on their power source; faith, force, finance, tradition, character, consensus. This takes the form of two forms of government; top-down or bottom-up

Assessments:

Section 3: What Causes Governments to Collapse

Enduring Understandings:
* Explain, interpret, apply, see perspective, demonstrate empathy, use self-knowledge

A breakdown in any of the functions of government can cause governments to collapse regardless of their power source. Governments respond differently to challenges but generally move toward more control as threats arise

Assessments:
1.) Introduction – What is government?
   a. We learned in the unit on social stratification that people are divided, this unit is how people work together to survive
   b. Option 1: Students establish their own system of leadership
      i. Split the class in half and run through the survival scenario to see if leaders surface – what to do or who to save
      ii. Have them solve the scenario independently then bring their ideas to the group. At the end see whose ideas took precedence and discuss why
   c. Option 2: Assign leaders for a scenario
      i. Run activity and debrief about the challenges of managing people and getting them to do what you want
2.) What is government?
   a. Governments are people tasked with managing the affairs of a society/country in regards to stability and security. Stability – economic and social (laws). Security – External and internal. They can do this in many different ways
      i. Create a Government concept map – Venn Diagram/Frayer model? – sources of power, responsibilities, definition, personal connection
      ii. Read Margie’s book excerpt on government
   b. Determine how powerful they think a government should be when ensuring security and stability –
      i. Put the students into groups of 4 or do this individually and have them figure out how they would respond as government leaders to various scenarios that threaten a community’s stability and security
      ii. Reflect on their answers – did they lean more toward tight control or to open society? Were they surprised by their results?
      iii. Let them pair up to share their responses and reactions
      iv. Share the results of what actual governments are doing to respond to these problems as you go
3.) What are the different kinds of government?
   a. Create a Government pyramid – show that while there is one leader, there are many people involved in running a government – writing laws, enforcing laws, interpreting laws, defense, infrastructure
      i. Sources of power – faith, money, force, tradition, people
      ii. Advantages and Disadvantages of the different sources of power – top down vs. bottom up – managing the conflict between control and freedom when trying to maintain security and stability
      iii. Introduce them to the different types of governments and look at how different governments have managed this problem
   b. Play Government detective. Tell the students the history of the world is all mixed up. It’s up to them to read the clues to identify the government, the source of power, and their success at leadership
      i. Reading in groups- Tell them how to find information in an informational text efficiently
1. Assign each group member a task. Review the rules of a successful group with the class first to set behavior expectations.
2. Know what you want to look for.
3. Think of keywords to focus your energies on — government, leadership, authority, citizen, king, etc... review the types of governments and think of keywords for each.
4. Skim the page for clues and as they build up eliminate some options and focus your thinking on others.

   ii. Presentation –
      1. Put the scenarios in order on their timeline and share with a neighboring group for comparison. Have a confident group put theirs on the board to be judged by the class. Review all of the answers together, asking for specific supporting text evidence. Have the kids decide if the text evidence is valid.
         a. OR — Put all of the scenarios on the board and have each group come up and say their evidence to support why they thought their government is what they say it is.
   c. At the end have them identify patterns of sources of power for governments.
      i. Assign each group one of the scenarios to look at in-depth.
      ii. Have the groups identify the source of power and what kinds of challenges to stability and security the society faced. Also, identify the government’s response and evaluate it for success.
   d. Analyze America.
      i. Have the students review the different responsibilities of a government.
         1. Division of Power in America - [http://www.youtube.com/watch?v=WQMZ2PT7kr0](http://www.youtube.com/watch?v=WQMZ2PT7kr0)
      ii. Look at videos of America’s current situation and evaluate the country for stability and security and suggest solutions to some of the challenges presented.
         1. Infrastructure - ASCE [http://www.youtube.com/watch?v=CkiqinYPzXM](http://www.youtube.com/watch?v=CkiqinYPzXM)
   e. Analyze Iran or Syria.
Culminating Project – Application of Course Concepts

Video Sources

Sudan - http://www.youtube.com/watch?v=4kQSgoz6vEA

Nazi Germany (Holocaust) - http://archive.org/details/gov.archives.arc.43452

Japanese Internment Camps - http://www.youtube.com/watch?v=5_rk3RP5KQs

Great Depression - http://www.youtube.com/watch?v=TpfY8kh5JUw&feature=related

Great Depression -
Daily Lesson Plan

Unit: __________________________ Section: __________________________

Big Idea:
___________________________________________________________________________________________________________
________________________________________________________________________________________________

Standards: _____________________________________________________________________________________________

Enduring Understanding:
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________

Essential Questions (turn Big Ideas/Understandings into questions)
___________________________________________________________________________________________________________

Anticipatory Set
Warm-up/generate interest, connect to student experience, background knowledge or review previous content

Teaching/Modeling/Demonstrating
Authentic Literacy – read deeply and purposefully, discussion and writing
Critical Thinking – Read to interpret/infer/draw conclusions, Support arguments with evidence, Solve complex problems

Guided Practice

Checks for Understanding
Reflections

Describe the strategies that were used successfully

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Describe any Student Misunderstandings and how they can be addressed for the future

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