



Social Studies

Curriculum Guide

2004-05

**SOCIAL STUDIES
MIDDLE AND HIGH SCHOOL
2004-05 CURRICULUM GUIDE**

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Mission Statement

The mission of the Norwalk Public Schools is to create a supportive learning environment rooted in the belief that all children can learn. Our educators will challenge students to demonstrate high levels of achievement on a wide variety of clearly defined standards. Our students will graduate with the skills, knowledge, attitudes and experiences necessary to ensure their highest potential for success and life-long learning.



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Executive Summary

In light of the diversity of social, economic and cultural backgrounds of our student population, it is the responsibility of the Norwalk Public Schools to:

1. Provide each student the opportunity to obtain an education according to his/her needs and abilities.
2. Promote mutual support for the education of the child among school, staff, parents, student and community.
3. Provide an environment in which each student exerting his/her best effort can develop at his/her own rate physically, mentally, emotionally, aesthetically and socially.
4. Provide a school environment that fosters self-respect, respect for others and favorable recognition of individual and cultural differences.
5. Provide each child, the best of his/her ability; with the basic skills in reading, communication and computation, as well as skills in how to learn, how to solve problems and how to organize information in order to use its.
6. Provide student the opportunity to learn additional skills appropriate to the individual to prepare them for the future; to enable them to make responsible decisions, work constructively with others, develop lifelong health habits, function effectively as a good citizen, continue to learn and qualify for higher education or employment.
7. Provide an environment, which fosters creativity, encourages imagination, exploration and innovation.
8. Provide each student an opportunity to strive for and experience success in his/her endeavors.
9. Promote continuing improvement of service to students through staff development, in-service training, sharing of new ideas, analysis and evaluation of program goals and achievements.

We believe that school, staff, parents and the community share equally in the responsibility for maximum student growth.

ACKNOWLEDGEMENTS

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Philosophy of the Social Studies Department

Social Studies, as defined by the National Council for the Social Studies, is the integrated study of the social sciences and humanities to promote civic competence*. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

In Norwalk the K-12 social studies programs of history, civics, geography, economics and other social sciences help our students construct knowledge, develop skills and build attitudes as specialized ways of viewing reality. It is through their study of social studies that students learn to respond to the changing nature of knowledge and foster new and highly integrated approaches to resolving issues of significance to humanity.

The central function of social studies is to teach and promote civic competence; to educate students to be committed to the ideals and values of our democratic republic, and to use knowledge about their community, nation and world to make each a better place. Using a multicultural approach students learn in social studies that human beings are shaped by their own culture's past and present, as well as by the past and present of other cultures. The methods used and the conclusions drawn in social studies are ways to help students gain understanding of life's problems and of how people, as individuals and in groups, seek solutions.

In developing civic competence our students learn to integrate knowledge, skills and attitudes of various social studies disciplines to cultivate understanding. Students are introduced to the methods of the historian, the political scientist, the geographer, the economist and other social scientists as they analyze events and seek solutions to problems. These skills will enable students to become well-rounded individuals and active participants in the betterment of their local, national, and global communities.

*Civic competence, as defined by The National Council for the Social Studies, is the knowledge, skills, and attitudes required of students to be able to assume "the office of citizen" (as Thomas Jefferson called it) in our democratic republic.

SOCIAL STUDIES

By The end of Grade 12, students will gain knowledge of history, civics and government, geography and economics; understand the interaction between and among history, the social sciences and humanities; and apply that knowledge and understanding as responsible citizens.

PROGRAM GOALS

As a result of education in Grades K-12, students will:

- Demonstrate knowledge of the structure of United States and world history to understand life and events in the past and how they relate to one's own life experience;
- Analyze the historical roots and the current complexity of relations among nations in an increasingly interdependent world;
- Demonstrate an understanding of the concept of culture and how different perspectives emerge from different cultures;
- Apply geographic knowledge, skills and concepts to understand human behavior in relation to the physical and cultural environment;
- Describe the relationships among the individual, the groups and the institutions which exist in any society and culture;
- Demonstrate knowledge of how people create rules and laws to regulate the dynamic relationships of individual rights and societal needs;
- Apply concepts from the study of history, culture, economics and government to the understanding of the relationships among science, technology and society;
- Describe how people organize systems for the production, distribution and consumption of goods and services;
- Demonstrate an understanding of how ideals, principles and practices of citizenship have emerged over time and across cultures; and
- Describe how the study of individual development and identity contributes to the understanding of human behavior.

K-12 CONTENT STANDARDS

History*

Through the study of United States and world history:

1) Historical Thinking

Students will develop historical thinking skills, including chronological thinking recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and construction narratives and interpretation.

2) Local, United States and World History

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

3) Historical Themes

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

4) Applying History

Students will recognize the **continuing** importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

CIVICS and GOVERNMENT*

Through the study of civics and government:

5) United States Constitution and Government

Students will apply knowledge of the U.S. Constitution, how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on individual, local, state and national decisions.

6) Rights and Responsibilities of Citizens

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

7) Political Systems

Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

8) International Relations

Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well being of their community, state and nation.

GEOGRAPHY*

Through the study of geography:

9) Places and Regions

Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

10) Physical Systems

Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems.

11) Human Systems

Students will interpret spatial patterns of human migration, economic activities and political unit in Connecticut, the nation and the world.

12) Human and Environmental Interaction

Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of the interactions.

ECONOMICS*

Through the study of economics:

13) Limited Resources

Students will demonstrate that because human, natural and capital resources are limited, individuals, household, businesses and governments must make choices.

14) Economic Systems

Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

15) Economic Interdependence

Students will demonstrate how the exchange of goods and services by individuals, groups and nations create economic interdependence and change.

SOCIAL SCIENCE**

16) Individual Development And Institutions

Students will examine the various forms of human behavior to enhance understanding of the relationship between social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action.

17) Individuals, Groups and Institutions

Students will examine, use and build upon the knowledge of how institutions are formed, what controls and influences them, how they control and influence individuals and cultures, and how institutions can be maintained or changed.

18) Culture and Cultural Diversity

Students will understand how humans create, learn, and adapt culture to meet its needs, identify similarities and differences among various cultures and sub-cultures, and understand how diversity influences personal perspective and group behavior.

*State Standards

**National Standards

K-12 Graduation Expectations

- Write effectively using standard English for a variety of purposes and audiences.
- Communicate ideas and information coherently and effectively in a variety of modes.
- Read both fiction and nonfiction with comprehension.
- Demonstrate the ability to organize, analyze, and interpret data.
- Demonstrate an understanding of basic scientific principles.
- Demonstrate knowledge and application of the basic concepts of arithmetic, geometry and measurement, and algebra.
- Understand the traditions, practices, and perspectives of at least one non-English speaking culture.
- Develop and apply critical thinking and problem-solving skills in authentic situations.
- Use computer technology proficiently to find, organize, create, and communicate ideas or information.
- Understand the value of making decisions to establish and maintain a healthy lifestyle to promote individual wellness.

Goals

1. **Culture.** Students will understand the nature of culture, diversity, cultural change and multiple perspectives that emerge.
2. **Time, Continuity, and Change.** Students will develop an understanding of life and events in past time, the process of change over time, and a perspective on how both the past and change relate to one's own life experience.
3. **People, Places, and Environments.** Students will apply map skills and geographic concepts to understanding human behavior in relation to physical and cultural environment.
4. **Individuals, Groups, and Institutions.** Students will gain understanding of the relationship between the individual and the groups and institutions which exist in any society and culture.
5. **Power, Authority, and Governance.** Students will develop an understanding of how people create and change power, authority and governance to regulate the relationships of individual rights and society needs.
6. **Production, Distribution, and Consumption.** Students will apply concepts from the study of history, culture, economics and government to the understanding of complex connections to the sciences.
7. **Science, Technology, and Society.** Students will apply concepts from the study of history, culture, economics and government to the understanding of complex connections to the sciences.
8. **Global Connections.** Students will understand the significance of historical themes as they relate to contemporary issues.
9. **Civic Ideas and Practices.** In the context of expanding one's own participation in society, students will understand the interaction between ideals, principles and practices of citizenship over time and across cultures.

(Goals based on State and National Standards)

Content Goals

- I. To analyze how geography influences the way societies' economic and political structures developed. (1, 3, 4, 5, 6)
- II. To compare and contrast the contributions of global cultures, including geography, history, education, technology, literature, government, religion, philosophy, customs, and traditions. (1, 2, 3, 6, 8)
- III. To recognize how the past has influenced the present and how it enables students to make predictions, focusing on time, continuity, and change. (2, 8, 9)
- IV. To establish a hypothesis and support it with historical evidence. (1, 4, 5, 9)
- V. To appreciate and respect the multicultural and global nature of society. (1, 8, 9)
- VI. To develop an understanding and application of current terminology and pedagogy as defined by the National Council for the Social Studies and as expressed by the Connecticut Standards for Social Studies. (1-9)

Skill Goals

- VII. To develop study skills such as note taking, outlining, summarizing, sequencing, surveying, determining main ideas, drawing conclusions, time management, organizational skills and critical thinking. (1-9)
- VIII. To promote the skills necessary to access and apply computer technology. (2, 3, 7)
- IX. To interpret graphs, timelines, and other statistical data. (2, 3, 8)
- X. To integrate cooperative learning in order to achieve a completely interactive learning environment. (1-9)
- XI. To develop higher order thinking skills using creative problem solving and divergent thinking strategies through both oral and written assignments. (1-9)
- XII. To distinguish between primary and secondary resources, and fact from opinion. (2, 4, 6, 8)

7th Grade World Geography Pacing Guide

In 7th grade World Geography students will engage in an exploration of world geography and world cultures through the lens of five geography themes: region, absolute/relative location, place, relationship within places, and movement. A critical thinking approach will provide instruction which includes research, written/oral reports, panel discussions, debates, current events, technology, divergent thinking skills, and CMT strategies.

Essential Questions for 7th Grade Social Studies

How do we study the earth?

How does our environment affect the way we live?

In what ways is geography connected to the development of a civilization?

Has technology had a positive or negative effect on civilization? Why?

Why have people explored the world? What have been the effects of colonialism?

How has cultural diffusion happened?

What influences migration?

Why do revolutions occur? Under what circumstances do revolutions fail or succeed?

What challenges do newly independent countries face?

How do social classes evolve?

In what ways has slavery shaped economies & societies?

What do a nation's human rights policies and violation tell us about its values?

What should our universal rights be as human beings?

In what ways are we a global society?

What defines a region?

How do the natural resources of a nation/region help to define it?

How do cultural characteristics link and/or divide regions?

Why are wars fought?

Use the above essential questions to design purposeful lesson plans around the content & skills identified on pages 18-24 of the Social Studies Middle School Curriculum Guide (2004-2005). Please call 854-4111 if you need a copy of this guide.

<p>Introduction to Geography Skills (3-4 Weeks)</p> <p>-5 Themes of Geography -M-1 Map Skills Handbook -Pages 21-22 in MS Social Studies Curriculum Guide</p>	<p>Latin America (6-7 Weeks) (Finish by end of first quarter)</p>	<p>Africa (2nd Quarter)</p>	<p>Europe (3rd Quarter)</p>	<p>Asia (4th Quarter)</p>
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Please see 2004 curriculum guide for specific activities, assessments, content, and standards

In each unit students will explore the following themes:

E conomic development & interdependence

Political & social landscapes

Relationship of geography to history & culture

T echnology

E xploration & colonization

D evelopment of countries

E xploration & colonization

H istory & culture

Population & migration

Revolution & independence

Regionalism

Human rights/slavery & social caste systems

Globalization

Conflict, cooperation, and resolution

GRADE 7

WORLD GEOGRAPHY

PHILOSOPHY

The multicultural approach to the seventh grade social studies curriculum will help students understand how societies develop and operate. Children will understand their cultural heritage, ethnicity, and government.

The students will be introduced to the methods of the historian, political scientist, archeologist, geographer, philosopher, and economist as they analyze human events and seek solutions to global situations.

OVERVIEW

The course is a survey of world geography and world cultures. The approach utilizes the five themes of geography which are: region, absolute/relative location, place, relationship within places, and movement. A critical thinking approach will provide instruction which includes research, written/oral reports, panel discussions, debates, current events, technology, divergent thinking skills, and CMT strategies.

Course Content

1. The student will use maps, globes, photographs, and pictures to analyze the physical and human landscapes as they relate to Latin America, Africa, Europe, Russia and Asia in order to
 - Recognize the different map projections and explain the concept of distortion.
 - Show how maps reflect particular historical and political perspectives such as with the governments of the middle east or Early African Kingdoms.
 - Create and compare political, physical, and thematic maps of countries and regions.
 - Identify regional climatic patterns and weather phenomena and relate them to events in the contemporary world, e.g., Iraq, Russia, and the Sudan.

2. The student will explain how
 - Geographic regions change over time as in the Balkan Peninsula.
 - Borders change and are redrawn as with Europe post Cold War.
 - Expansion of the Sahara desert with resulting problems such as lack of arable land.
 - Characteristics of regions have led to regional labels as in Latin or Central America.
 - Regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events using either the Incas or Mayans as a case study approach.
 - Technological advances have led to increasing interaction among regions as borders breakdown, shift or open, due to trade, economic interdependency, the internet or media.

3. The student will analyze the regional development of Asia, Africa, the Middle East, Europe, and Latin America, in terms of physical, economic, and cultural characteristics and historical evolution from 1500 A.D. to the present by examining the
 - Growth of Japan as an economic power.
 - Evolution of China from isolationism to world presence.
 - Emergence of India in its move to independence.
 - History of religious conflict in Middle East, past and present.
 - Emergence of nations and the ever changing boundaries of Europe.
 - Colonization of the Western Hemisphere and the growth of nation states.

4. The student will locate and identify by name the major countries in each region, the world's rivers, mountain ranges, and surrounding bodies of water by identifying and examining
 - Major rivers, mountains and capitals of the countries of the world.
 - Major regions of the world and their land usage.
 - Vegetation and climate of each region.

- A variety of maps, both political and physical, to chart changes such as in vegetation, population, or natural resources.
 - The means to use specific geographic terms. (isthmus, strait, gulf, sea, longitude, latitude to plot/locate specific areas)
5. The student will compare and contrast the distribution, growth rates, and characteristics of human population, in terms of settlement patterns and the location of natural and capital resources through the examination of
- Distribution of resources of Russia and Western Europe or other regions of the world.
 - City life v. agrarian life.
 - Physical map and natural resources to determine occupations as in China v. France.
 - Regions of the world in a compare and contrast approach.
 - Industrial development as with India as compared to the United States.
 - Movements of people from the “Old World” to the “New World”.
6. The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors, and the impact of new settlements on indigenous populations
- The impact of the slave trade in the New World.
 - Colonization (1400 +) and its impact on indigenous populations.
 - Western impact on indigenous tribes such as the Incas or Aztecs.
 - European demand for gold and silver.
 - The growth of coffee and sugar as major industries.
 - Establishment of colonial governments throughout the world.
 - The movement towards independence in Latin America, Africa or Asia.
 - The deforestation of the rainforests in Brazil and the Congo.
 - Impact of climate on land and economy as with drought or land-stripping.
7. The student will identify natural, human, and capital resources, describe their distribution, and explain their significance, in terms of location of contemporary and selected historical economic and land-use regions through the understanding of the
- Creation of fishing industry in Northern Europe and coastal settlements.
 - Demand for lumber and increased trade in Russia and Northern Europe.
 - Demand for diamonds and gold from South Africa.
 - Development and need of oil industry in the Middle East.
 - Demand for silks and spices from Asia as well as increased trade and cultural interaction.

8. The student will analyze the patterns of urban development, in terms of site and situation, the function of towns and cities, and problems related to human mobility, social structure, and the environment through understanding
 - Growth of major cities as with Mexico City and the resulting problems of pollution and density of population.
 - Migration to cities in search of employment as exemplified with the Bushmen of the Kalahari Desert in Southern Africa.
 - Rural to urban movements and changes in developed nations.
 - Examining quality of life issues in urban environments such as in Calcutta, India or Rio de Janeiro, Brazil.
 - Essential need for a water supply.
 - Overcrowding, overpopulation, inadequate housing, and pollution problems with emphasis on major regions of the world.

9. The student will analyze how certain cultural characteristics can link or divide regions, in terms of language, ethnic heritage, major world religions, social and economic systems, and shared history in analyzing
 - Differences between western and eastern perspectives of life (individual vs. the group).
 - Examination of the five major religions (Judaism, Christianity, Islam, Hinduism, and Buddhism) and their impact on culture and daily life.
 - Middle East settlements and conflicts over land.
 - Cultural connections of language of South America to the Age of Explorers.

10. The student will analyze the patterns and networks of economic interdependence as they pertain to developed and developing nations and relate the level of economic development to the quality of life as demonstrated by
 - Japan and the United States and economic interconnections since World War II.
 - Dependence of Western Society on Middle East oil.
 - Emergence of independent nations in Africa and Asia.
 - Movement of jobs from one region to another as with textile industry.
 - Lack of natural resources and quality of life as in Asia and Latin America.
 - Comparing and contrasting the standard of living in one region to another (Central America vs. United States).

11. The student will analyze the forces of conflict and cooperation as they influence
 - The way in which the world is divided among independent countries and dependencies.
 - Disputes over borders, resources, and settlement areas.
 - The historic and future ability of nations to survive and prosper.
 - The role of multinational organizations.
 - Major conflicts involving world powers.

12. The student will apply geography to interpret the past, understand the present, and plan for the future by
- Using a variety of maps, charts, and documents to explain historical migration of people, expansion and disintegration of empires, and the growth of economic systems.
 - Relating current events to the physical and human characteristics of places and regions.

Skills

1. The student will develop skills for historical and geographical analysis, including the ability to
- Locate and explain the location of the major nations and geographic regions of the world. (3, 8)
 - Understand settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups. (1, 4, 5, 8)
 - Analyze the impact of social and economic changes in a region over time. (2, 4, 6, 7, 9)
 - Analyze the impact of political ideology of the ever changing regions of the world. (1-9)
 - Compare and contrast various economic patterns and terminology such as free enterprise, communism, free trade, and supply and demand. (6, 7, 8)
 - Analyze and compare the differences between rural and suburban communities and describe how the local community has changed physically and demographically over time. (1-9)
 - Analyze and explain the development and impact of differing political systems as they relate to power, individual responsibility, and personal freedoms. (4, 5, 8, 9)
2. The student will improve skills in historical research and geographical analysis by
- Analyzing and interpreting documents and other sources. (1, 2, 7, 8, 9)
 - Identifying and analyzing contemporary media (televisions, movies, newspapers, and computer information systems) to better understand global issues. (1, 3, 5, 7)
 - Express in writing a synopsis, a position, or historical view. (1, 2, 5, 8)
 - Improving skills in relation to persuasive writing, journal writing, debates, and discussion. (1, 2, 3, 4, 8, 9)
 - Analyzing and interpreting a variety of graphs, charts, diagrams and graphic organizers as they relate to content. (1-9)
 - Constructing various timelines of key events, periods, and personalities since the 16th century. (1-6)

Sample Activities

I. **MAPS AND PROJECTIONS**

For example: Political, physical, demographic, and distribution of population and resources

II. **GRAPHS, CHARTS, AND DIAGRAMS**

For example: Cause and effect, life expectancy, literacy rate, GNP, population density, birth rates, material consumption, etc.

III. **CURRENT AND GLOBAL ISSUES (CREATION/ANALYSIS)**

For example: Political cartoons: local, state, national, and international taken from current events

IV. **NEWSPAPERS/MAGAZINES**

For example: Modern day slavery in Africa, relations with nations of Asia, genocide, immigration, endangered environments and peoples

V. **DEBATES**

For example: Deforestation, child labor, slave trade, human rights, civil disobedience

VI. **ANALYSES OF PRIMARY SOURCES AND DOCUMENTS**

For example: NAFTA, Nelson Mandela, Philosophy of Confucius, holy books, guest speakers, Holocaust, and slave narratives, Gandhi, and Buddha

VII. **TIMELINES AND POSTERS**

For example: Major events of Cold War, African slave trade, colonization of Western Hemisphere, peace treaties, travel posters and propaganda posters

Assessment

- **Assessment for activities based on appropriate rubrics**

- **Role Play/Simulations**

For example: Ellis Island and immigration, world figure personages, “To Tell the Truth”, and the caste system

- **Technology**

For example: PowerPoint presentations, web quests, CD-ROM, and reference sites

- **Newspapers/Magazine Creation**

For example: International cookbooks, travel brochures (including obituaries, movie reviews, comic strips, advertisements)

- **Persuasive Writing**

For example: Settlement in a new country, crimes against humanity, Columbus and the New World, and Native American philosophy

- **Expository Writing**
For example: Research paper, document analysis, narrative essay, and biographical speech
- **Enrichment Activities**
For example: Dance Asia, International Festival, Maritime Aquarium, and Nature's Classroom
- **Research Activities**
For example: Essay writing, creation of dictionaries, travel diary, creation of bibliographies and glossaries, and Who's Who

Materials

World Geography Textbook – Silver Burdett Ginn
 World Geography Workbook
 World Geography Review Master Book
 World Geography Test Master Book
 World Geography Outline Master Book
 World Map
 United States Map
 Atlas – Barely

Topics for persuasive Writing- Grade 7

- **Apartheid:** Compare and contrast South African apartheid laws with the United States Jim Crow laws (interdisciplinary unit with Language Arts 2).
- **Colonialism – Africa:** Examine the question of whether colonialism improved quality of life for Africans.
- **Hinduism – Caste System:** You are a member of the caste system of India select one caste and discuss how it benefits or stifles your social position and standard of living.
- **Social Institutions:** Arranged marriages vs. love marriages. Which are better?
- **Deforestation of the Rain Forest:** Deforestation provides medicines and farmland. But it also contributes to global warming and the extinction of exotic plant and animal life. Are you for or against deforestation?
- **Exploration:** Christopher Columbus – a villain or a hero?

- **Developing Nations:** As a super power does the United States have a responsibility to support the developing world or should these nations be left to develop on their own?
- **Immigration:** Illegal immigration from Latin America to the United States is increasing. Do you defend or oppose it?
- **Nation Rebuilding:** Why did the leaders of the Russian Revolution choose communism over democracy?
- **Middle East:** Israel vs. Palestine: To whom does the land belong?