***January 7, 2015:* Chap 1--The Foundations of Democracy**

Summary:

* Why study the foundations of democracy?
	+ “The real safeguard of democracy, therefore, is education.”
* Civic education is a priority for policy makers
* Common theme: reading, writing, speaking, listening, and critical thinking skills can be supported and enriched by placing the same kind of importance on history/social studies.
* Schools are offering civic education as an elective, not a critical component of preparing students to compete in a knowledge-based, global economy.
* Students learn about democracy at an early age, but still produce low voter turnout for young people.
* Teachers should utilize age appropriate enrichment activities to increase levels of student engagement.

Examples: (how it can be used in grades 7,8,11)

**Social Studies 7**

* Sample Essential Questions
* What are the advantages and disadvantages of a democratic government
* How could democracy coexist with slavery?
* What were the pros and con of being an American colonist and therefore a subject of the British Empire?
* How did the Thirteen Colonies of Britain become the self-governing United States of America?
* Sample Readings
* Magna Carta
* Plato’s *Republic*
* Aristotle’s *Politics*
* Machiavelli’s *The Prince*
* English Bill of Rights
* Declaration of Independence
* US Constitution
* Sample Writing Assignments
* Write a narrative paragraph about democratic practices among ancient people, for example, the Egyptians, Greeks, Romans, British
* Write a persuasive paragraph about whether or not Florence was a democratic city during the Renaissance.
* Write an expository essay about the democratic concepts that are attributable to Greece versus those that are attributable to Rome.

* Sample Projects
* Create a poster showing the social hierarchy in Ancient Greece and Ancient Rome.
* Develop a class constitution. Share ideas aloud and sign and post the document when ratified.
* Draw, label, and date a timeline of key democratic documents.

**Social Studies 8**

* Sample Essential Questions
* How does democracy differ from other forms of government?
* What examples of democracy and self-sufficiency existed in the Thirteen Colonies before the American Revolution?
* How did the Thirteen Colonies of Britain become the self-governing United States?
* How did the US Constitution address the economic concerns of the framers of the Constitution?
* Sample Readings
* The Mayflower Compact
* Thomas Paine’s *Common Sense*
* US Constitution
* Sample Writing Assignments
* Write a five-paragraph narrative essay detailing the political, economic, and social causes of the American Revolution.
* Write a four-paragraph expository essay comparing and contrasting the arguments of the Loyalists and the Patriots in 1776.
* Write a short paragraph discussing the causes and effect of the *Great Compromise.*
* Sample Projects
* Make a table describing examples of democracy in each of the Thirteen Colonies.
* Students visually represent the events of the Second Continental Congress with a comic strip.
* Divide students into small groups and give each a section of *Common Sense* to summarize with a PowerPoint presentation.

**US History 11**

* Sample Essential Questions
* How did the US Constitution address the economic concerns of the framers of the Constitution?
* Why is a lack of knowledge about the principles of democracy among most Americans a serious problem?
* What aspects of the Declaration of Independence are taken directly from John Locke’s *Second Treatise on Government*
* Sample Readings
* Aristotle’s *Politics*
* John Locke’s *Second Treatise on Government*
* Jean Jacques Rousseau’s *Social Contract*
* Excerpts from the Federalist Papers
* Sample Writing Assignments
* Write an essay analyzing Aristotle’s six forms of government.
* Compare and contrast Patrick Henry’s Speech to the Virginia Convention in 1775 with George Washington’s Farewell Address in 1796.
* Compare and contrast the characteristics of mercantilism and capitalism
* Write an essay summarizing and analyzing the economic arguments of both sides of Shays’ Rebellion in 1787 and the Whiskey Rebellion in 1794
* Sample Projects
* Debate ratification of the Constitution
* Research and prepare a Patriots vs. Loyalist debate
* Create a chart of the economic characteristics of the thirteen colonies

Success/Failure in the classroom

**Grade 7/8**: For this lesson, students visually represented the events of the Second Continental Congress with a comic strip. The class gained a considerable amount of perspective on the mindset of the founding fathers. This assignment required that students do prior research into the mindset and objectives of delegates to the Second Continental Congress. This activity allowed students to address a well known historical event from an unconventional viewpoint. By creating a cartoon, it will assist students as they address the symbolism in political cartoons. Since several students were not especially strong artists, they were allowed to utilize various images and graphics obtained from the internet and magazines.

**US History 11**: Students were given the task of creating a fictional dialogue between a *Patriot* and *Loyalist* in 18th century New York City. Students were required to address a variety of political, social, and economic topics in this discussion. In order to formulate their argument, students had access to online primary sources, in addition to those I had in the classroom. Overall many students were able to make their own connections from the primary sources they used and become historians, which was the ultimate goal.

***January 14, 2015:* Chap 2--The Age of Exploration and Discovery**

Summary:

* The motivation for European exploration goes beyond the, Three G’s. (Gold, God, Glory)
* Reinforce that exploration was an extension of the Renaissance and Reformation.
* Cultural and religious change was equal to desire for economic success.
* Colonization was a continuation of the Crusades.
* Balance the Eurocentric view of exploration with emphasis on the cultural heritage of the “New World.”

Examples: (how it can be used in grades 7,8,11)

**Social Studies 7**

* Sample Essential Questions
* Why would some men risk their lives in voyages during the Age of Exploration while others would not?
* What motivates people to migrate from one location to another?
* Explain the influences of the Roman legal system on Europe during this era.
* Sample Readings
* Howard Zinn’s *A People’s History of the United States*, chapter 1: “Columbus, The Indians, and Human Progress
* Charles Mann’s *1493* (Excerpts)
* Extracts from the journal of Christopher Columbus, from the *Medieval Sourcebook*.
* *Ferdinand Magellan’s Voyage around the World, 1519-1522*
* Sample Writing Assignments
* Compare and contrast Jamestown and Plymouth. Consider motivations for settlement, population growth, interaction with the Native Americans, political, economic, religious institutions, and important leaders.
* Look at a map of the Columbian Exchange. See which resources were native to Europe, Africa or Asia. Write an expository essay about resources that were not native to particular countries have come to define them.
* Compare and contrast of the nation-state system with the structure of the *United Nations*.
* Sample Projects
* Assume the role of a prominent explorer and explain his historical significance in a one-minute speech. Include country of origin, sponsor for voyages, routes, discovery, reputation, and outcome.
* Look at a map of the Columbian Exchange, and create one menu for a restaurant that uses ingredients that are native to Europe, Africa, or Asia and then another menu for a restaurant that uses ingredients that are native to the Americas.
* Create a brochure to advertise settlement in one of the Thirteen Colonies.

**Social Studies 8**

* Sample Essential Questions
* Should the citizens of the United States celebrate Columbus Day?
* Why did some European monarchs sponsor explorers while others did not?
* Why were the British colonies in North America more successful than the French and Spanish?
* Sample Readings
* *American Beginnings*: 1492-1690, From the National Humanities Center. http://nationalhumanitiescener.org/
* *Columbus’ Confusion About the New World,* by Edmund S. Morgan
* *Did Pocahontas Save John Smith?* By Stan Birchfield
* Sample Writing Assignments
* What were the positive and negative effects of the Columbian Exchange?
* Compare and contrast the efforts of two of the following countries during the Age of Exploration: Portugal, Spain, England, France, and the Netherlands.
* European monarchs were motivated by God, gold, and glory in sponsoring explorers voyages. To what extent did the monarchs achieve their goals?
* Sample Projects
* Fold a paper into three parts. Draw and describe for one of the Thirteen Colonies and the Founder and followers, the indentured servants and/or slaves and their work, and the Native Americans and their interaction with the English settlers.
* Have students research a Native American tribe; then, on a file card, write a one-paragraph history of the people, draw a picture or paste a symbol, and present to the class before push pinning the reference information to a map of the United States in the region that tribe once lived.
* Divide the class into groups. Assign group one topic (*The Code of Justinian*, *Federalist 78, Marbury v.* Madison) Each group will create a movie poster that uses both illustration and words to describe the topic and explain the topic’s significance and major Actors.

**US History 11**

* Sample Essential Questions
* Why have governments encouraged their own people to migrate?
* What societal conditions can produce a challenge to the dominant economic system?
* Describe some of the key changes in political theory that developed during this era?
* Sample Readings
* The Treaty of Westphalia, 1648 at [www.schillerinstitute.org](http://www.schillerinstitute.org)
* *Marbury v. Madison*
* Machiavelli, *The Prince*
* Hobbes, *The Leviathan*
* Sample Writing Assignments
* Describe the relationship between precedent, case law, and judicial review.
* Briefly explain the meaning of the terms: *idealism, realism, and pragmatism*. Describe how modern political theory lost some of its idealism.
* Describe the economic characteristics and weaknesses of feudalism and mercantilism and explain how those weaknesses contributed to each system’s decline as the dominate system of political economy.
* Sample Projects
* Have students create a Powerpoint presentation to summarize the key events of the landmark Supreme Court case, *Marbury v. Madison.*
* Asmall group project in which the group prepares and presents a “living history” interview with Machiavelli and Hobbes about their political theories.
* Students create a newspaper advertisement seeking an explorer during the Age of Discovery. Have students describe the prerequisites, educational experience, salary, and occupational hazards of being a 16th century explorer.

Success/Failure in the classroom

**Grade 7/8:** After studying the basics of how European colonialism in North America, students were divided into five groups and assigned a European nation to represent (*England, France, Spain, Portugal, and the Netherlands*). Each group was given the task of explaining why their nation had the strongest claim to settle and colonize the Americas. Students then participated in a debate in which they needed evidence to prove their side. This activity took some students out of their comfort zone and was a great way to encourage students who would rather be “passive” in their learning to be an active participant in the creation of knowledge.

Next time, I will offer students a choice between participating in a debate or in writing a persuasive essay. Both tasks require analytical thinking and will allow students to achieve the same goal.

**US History 11:** A difficult skill for many students who study history is understanding, analyzing and interpreting political cartoons. We created a couple lessons devoted specifically toward using political cartoons as a means of understanding the Judicial Branch and specifically the landmark case of *Marbury v Madison*. Then we had students create their own political cartoons at the end of the Jeffersonian democracy unit. As expected, this was not an easy task, and students struggled, especially lower level students, but after seeing the end results it was apparent that the time devoted to this task paid off. As shown through their work, students became historians by compiling primary source information to tell a story, analyzing some part of the judicial branch in their political cartoon.

***January 21, 2015:* Chap 3: The Enlightenment**

Summary:

* The Enlightenment, or the Age of Reason, covers the period from approximately the mid-seventeenth century through the eighteenth century.
* This era produced profound changes in intellectual thought that set in motion numerous revolutions with several significant consequences.
* Changes in the relationship between government and markets also contributed to the foundations for modern and economic theory.
* Minimizing the coverage and significant contributions of this period in history will create a wide gap in students’ historical understanding with long-lasting effect.

Examples: (how it can be used in grades 7,8,11)

**Social Studies 7**

* Sample Essential Questions
* Why did the Enlightenment philosophers emerge when and where they did?
* What ideas did European Enlightenment philosophers promote in the Thirteen Colonies and the early American republic?
* How do political ideologies develop?
* Sample Readings
* *Poor Richard’s Almanac*k by Benjamin
* *Letters from An American Farmer*, by Hector St. John De Crevecouer
* Patrick Henry’s Speech to the Virginia Convention, March 23, 1775
* *Common Sense* by Thomas Paine
* Sample Writing Assignments
* Write and expository comparing and contrasting Florence during the Renaissance and Paris during the Enlightenment
* Write a paragraph about Benjamin Franklin’s decision to give up his allegiance to Britain and instead fight for the independence of the Thirteen Colonies
* Write a narrative essay from the British perspective about Thomas Paine, an Enlightenment philosopher and American revolutionary, who fell from grace.
* Sample Projects
* Host a salon for the students, in which they pretend they are French men and women in the late eighteenth century discussing the ideas of philosophers. Develop a list of about seven questions for written answers.
* Create a seating chart for the philosophers as if they were going to a wedding and needed to sit with like-minded people. Start with a list of about 20 philosophers and draw three to six round or rectangular tables with three to five people at each. Then have students create a dialogue between the people at the tables.
* Paraphrase a quote from *Poor Richard’s Almanack,* and share both the Ben Franklin and student version with the class.

**Social Studies 8**

* Sample Essential Questions
* Why were the Thirteen Colonies so divided at the beginning of the American Revolution: 40% Patriots, 20% Loyalists, and 40% neutral?
* Why did many governments fail to recognize natural rights before the Enlightenment?
* How did the French and Indian War result in the Thirteen Colonies disenchantment with British authority?
* Sample Readings
* The “*Olive Branch*” Petition
* The Declaration of Independence
* Excerpts of the Social Contract theories of Hobbes, Locke, and Rousseau
* Sample Writing Assignments
* Compare and contrast classical conservation with classic liberalism
* Explain how Hamilton makes an implied case for judicial review in Federalist 78.
* Write a persuasive essay about the movement that led most directly to the American Revolution: the Enlightenment, the First Great Awakening, or the French and Indian War.
* Sample Projects
* Benjamin Franklin frequented the Café Le Procope, where coffee became popular in Paris and where Voltaire drank up to forty cups a day. Draw two pictures comparing intellectually stimulating cities of Philadelphia and Paris in the prerevolutionary era.
* Read short biographies of the Founding Fathers to learn what they did before the Revolutionary War. Form groups and participate in Fantasy Football-like draft to select “the most valuable players.” When the draft is over, the groups must speak to defend their picks.
* Develop a list of conditions or prerequisites that made France ripe for revolution, essentially a recipe for revolution, as demonstrated by the French in the eighteenth century.

**US History 11**

* Sample Essential Questions
* Why did France, the country with seemingly the most Enlightenment philosophers, have a violent and unsuccessful revolution, whereas Britain had a peaceful and successful one?
* Do we really have the right to express our political opinions in print or in speech?
* Do events and life experiences shape a political philosopher’s ideas?
* Is a laissez-faire economy better than all other types of economic systems?
* Sample Readings
* Excerpts of Federalist and Anti-Federalist Papers
* Excerpts of the writings of Montesquieu
* Excerpts of the writings of American political thinkers like Jefferson, Madison, Patrick Henry, and Alexander Hamilton.
* *The Social Contract,* 1762 by Jean Jacques Rousseau
* Sample Writing Assignments
* Read excerpts of Rousseau’s works, *The Social Contract, and Emile* and write an expository essay about the similarities in Rousseau’s approaches to self-government and child rearing.
* Compare and contrast the essential differences in political though of the Federalists and Anti-Federalists.
* Write a short biography of a political philosopher of this era. Include a summary of his ideas, contributions, and significance in the history of political thought. Then post the biographies on the walls of the classroom and have students complete an additional writing assignment comparing and contrasting the ideas of two political philosophers.
* Sample Projects
* Create a chart of Enlightenment thinkers and their contributions to the founding documents: the Declaration of Independence, the Articles of Confederation & the Constitution including the Bill of Rights.
* In small groups, prepare and present an interview with Enlightenment thinkers significant to the establishment of the American government.
* Students created raps from the perspective of the Enlightenment thinkers.

**Success/Failure in the classroom**

Grade 7/8

This projected had students research the core beliefs of various philosophers from the Age of Enlightenment. Students were required to create a seating chart for the philosophers as if they were going to a party and needed to sit with like-minded people. Start with a list of about 20 philosophers and draw three to six round or rectangular tables with three to five people at each. Then have students create a dialogue between the people at the tables. When arranging the philosophers in their specific table, students had to identify the similarities and differences among 18th century Enlightenment political philosophers. This lesson is rather versatile and can be used for a wide variety of topics. This activity can foster productive dialogue among students as they debate which individuals should be grouped or “seated” at each table based on common characteristics.

US History 11

Students were given the assignment of creating a one verse rap based on the perspective of Enlightenment thinkers. While many students were reluctant to participate in this project due to its unfamiliar format, most enjoyed the process and the opportunity to do something unique. It's a form of poetic expression to which many students relate; and it can be used to great effect as a classroom discussion starter. In the future, this assignment should allow students to utilize a variety of musical genres in addition to rap. While all students were required to write a rap, reciting their song was optional. Extra credit was offered to encourage students to share their rap. In the future, students could also be given the option of writing a free verse poem. Overall, this assignment was well received by most students.

***January 28, 2015:* Chap 4--Political Revolutions**

Summary:

* Teachers should encourage students to go beyond the surface information of chronological facts and dates toward developing their own theses about what they are studying.
* We want our students to know, that no matter if they are fifth graders or seniors, these are “exciting” events.
* The Glorious, American, French and Latin American Revolutions targeted hierarchy as well as monarchy.
* The masses sought social mobility along with self-government.
* Students should be able to make connections between various democratic revolutions and express opinions about contemporary struggles for self-government.

Examples: (how it can be used in grades 7,8,11)

**Social Studies 7**

* Sample Essential Questions
* What makes a government legitimate?
* Why do some revolutions succeed and sum fail?
* What were the political and economic reasons for the American Revolution?
* Sample Readings
* The English Bill of Rights
* “The Glorious Revolution” by Dr. Edward Vallance, BBC
* “*The Origins of the French Revolution”* by Steven Kreiss, 2006
* “*Simon Bolivar and the Spanish Revolutions”* by John Lynch, 1983.
* Sample Writing Assignments
* Write a narrative essay about the experiences of the following people during the French Revolution:
* Robespierre, Danton, Marat, De Gouges
* Write a persuasive essay about why the Glorious Revolution worked as a democratic revolution when the English Civil War less than a half century before had not
* Write an expository essay comparing and contrasting tow Latin American revolutions with regard to motives, imperial power, rebel leadership, tactics, support and progress.
* Sample Projects
* Form groups and create storyboards to summarize and teach the entire class about their revolution.
* Debate the pros and cons of constitutional monarchy as a solution to the problems of Britain. Consider the perspectives of John Locke and Thomas Hobbes and the presence of an existing representative government.
* Create a timeline of the American Revolution that is not just a straight line, but jagged, with high points for moves in the right direction and low points for moves in the wrong direction

**Social Studies 8**

* Sample Essential Questions
* Was the American Revolution inevitable?
* How did the Patriots in the Thirteen Colonies defeat the British forces when they were supposedly the best army and navy in the world?
* What are the causes of political revolution?
* Sample Readings
* The Declaration of Independence
* The Articles of Confederation
* The US Constitution and the Bill of Rights
* Selections from the Federalism Papers and the Anti-Federalist Papers
* Sample Writing Assignments
* Write a narrative essay about three key events that resulted in Patriot victory in the American Revolution.
* Write an expository essay about how three leading men from Virginia—Patrick Henry, Thomas Jefferson, and George Washington played the roles of the voice, the pen, and the sword in the American Revolution.
* In a letter to James Madison, in response to Shay’s Rebellion, Thomas Jefferson wrote, “A little rebellion now and then is a good thing.” Write a persuasive essay in support or opposition to this statement with regard to the issue at hand in 1787 and with regard to current concerns in national politics.
* Sample Projects
* As a class, conduct the first presidential election in US history. Include George Washington on the ballot, but also include John Adams, Thomas Jefferson, and James Madison. Debate to make your case for the best candidate, and then vote.
* Form a group of Patriots and a group of Loyalists, and then create lists of reasons to break from or stay a part of the British Empire.
* From three groups representing Massachusetts, Pennsylvania, and Virginia, and debate in five round—(1) speech and writings, (2)leading men and women, (3) activists and soldiers, (4) resources and finance, and (5) cooperation and diplomacy—to determine which state was most influential in winning the American Revolution and establishing the enduring republic.

**US History 11**

* Sample Essential Questions
* Could a political revolution take place in the United States?
* Is civil disobedience a form of revolution?
* Is the aspiration for democracy undeniable?
* Are all political revolutions also economic revolutions?
* Sample Readings
* Thomas Jefferson’s letters to James Madison during the period surrounding Shay’s Rebellion
* George Washington’s statements about Shay’s Rebellion and the Whiskey Rebellion
* The Declaration of Independence, for the economic content.
* The relevant portions of the Constitution that rate to dissent and treason:
* The First Amendment
* Article III, Section III
* Sample Writing Assignments
* In an essay, describe how the Constitution makes future revolutions in the United States difficult, if not impossible.
* Explain whether Shays’ Rebellion and the Whiskey Rebellion were revolutions and describe how the government responded to each. Defend a position as to whether the rebels in either rebellion were justified or the government was justified in its response.
* Compare and contrast the structural changes that occurred in the governments of England, France, and the United States, the Articles of Confederation , after the English Revolution of 1642, the French Revolution, and the American Revolution
* Sample Projects
* Divide the class in half and stage mock trials of the defendants in Shays’ Rebellion and the Whiskey Rebellion. Before holding the trials, students should do enough research to provide adequate background information about the issues to support prosecution and defense arguments. To add additional student roles, hypothetical press coverage of the trials including editorials can be included, and some students can write a historical postscript to each rebellion.
* Using historical examples of political protests, debate the pros and cons of the effectiveness of political protest.
* Research examples of economic protests that have occurred in history and create protest posters that illustrate the issues surrounding those protests.
* Have students compare the differences between the causes of Shays’ and the Whiskey Rebellion.

**Success/Failure in the classroom**

Grade 7/8

The Shays’ Rebellion role-play activity successfully engaged students in a simulation that mirrored the attitudes of the principal players involved in the changing economic, and social and ethical issues confronting the citizens of Massachusetts during the time of Shays’ Rebellion. The different points of view that students simulated include farmers, merchants, townspeople, bankers and government officials. This activity could certainly be used once again when studying the Whiskey Rebellion later in the Federalism Unit. While this was an engaging lesson, it was also time consuming. In order for students in this age group to have a productive dialogue, it required students to have several days of preparation prior to the activity in order to assure they understood the factors involved in Shays’ Rebellion.

US History 11

This lesson focused on the balance between protest and patriotism in American society by using Bruce Springsteen’s “Born in the U.S.A.”. Many regard the song as a patriotic anthem. However, a closer look at the lyrics reveals something far more complex than simple patriotism. In this lesson, students analyzed the song’s lyrics for a variety of rhetorical devices to discover how the song is both a praise and indictment of America. This lesson led to a lively discussion in each class regarding whether or not Born in the USA is an example of protest or patriotism. This project would work with a variety of different songs and genres of music. To broaden this assignment, you could also incorporate film and television. For example, students could analyze clips from Saturday Night Live’s election sketches in order to analyze use of satire in our electoral process. Use of contemporary media can foster a higher level of engagement among this age group.

***Chapter 5 – The Industrial Revolution***

**Summary:**

Classroom Examples

**Grade 7/8**:

Sample Essential Questions

*

Sample Readings

Sample Writing Assignments and Projects

**Global 9**:

Sample Essential Questions

*

Sample Readings

*

Sample Writing Assignments and Projects

*

Success/Failure in the classroom

**Grade 7/8**:

**Global 9**:

***Study Group: Summary – History Repeats Itself in the Classroom, Too! Prior Knowledge and Implementing the Common Core State Standards***

***February 4, 2015: Chapter 5 – The Industrial Revolution***

**Summary:**

The Industrial Revolution was not always thought of as the “industrial revolution. It was only later on that historians used this label as a means to describing the historical importance of this time period. As teachers, we tend to over-look small details such as this, and instead try to focus on the “big-picture.” The author suggests that time should be spent on these small facts as a means of allowing students to become historians. Teachers need to give students the “tool-kit” necessary to collect and analyze information as historians would.

The Industrial Revolution had a global impact that spans the social studies curriculum, including World History, US history, American Government and economics. As such, if students have access to an historians “tool-kit” at a young age, it will create many opportunities for an enriching curriculum by the time student’s graduate.

Classroom Examples

**Grade 7/8**: Teaching about the US Industrial Revolution needs to be taught through a global lens. The industrial revolution not only influenced life in the United States but had gigantic on our foreign policy; For example, because of US industrial power during both world wars, the US was able to supply machinery for Allied victories. The Industrial Revolution is also a perfect unit to make present day cross-curricular connections with the history behind America’s global dominance in computer technology.

Sample Essential Questions

* How did the Industrial Revolution change America’s role and influence in the world?
* How did the Industrial Revolution create more economic opportunities and a new vision of “the American Dream”?

Sample Readings

* *A History of Standard Oil* by Ida Tarbell
* “The Man with the Muck Rake” by Teddy Roosevelt
* *The jungle* by Upton Sinclair
* *How the Other Half Lives* by Jacob Riis

Sample Writing Assignments and Projects

* Write and expository essay about how an invention works and how it made life easier for people.
* Re-enact working on an assembly line. Compete in rows to draw and invention. Each student draws one part of the picture.
* Assume the role of an inventor, and advertise an invention from the American Industrial Revolution.

**Global 9**: It is suggested that political revolutions should not always be taught before economic revolutions. Economic issues such as political stability, economic opportunity, resources and innovation are the basis of most political revolutions, therefore, it would make more sense to establish these foundations first.

Sample Essential Questions

* What were the cost and benefits of industrialization? Why did some people resist it?
* How did capitalism become the dominant economic system?

Sample Readings

* The Communist Manifesto by Karl Marx and Frederich Engels
* Signs of the Times by Thomas Carlyle
* Hard Times by Charles Dickens

Sample Writing Assignments and Projects

* Write an account of industrialization from the perspective of someone who used to live in the countryside and do the work by hand and then moved to the city and did the work on a machine.
* Create a timeline of industrialization by country
* Take the Luddite challenge, and go without technology for a day

Success/Failure in the classroom

**Grade 7/8**: Students had a great time reenacting and assembly line at one of Henry Ford’s plants. Students learned how cars were mass produced, that anyone could work on assembly line – including immigrants who could not speak English. Students also saw the down-side of the assembly line on workers – health issues, boring, etc. This activity will lay the groundwork for global studies activity where students will write an account of an industrial worker.

**Global 9**: Since the 8th grade teacher typically has student participate in an assembly line activity to demonstrate the mechanics of the assembly line and to show the effects on workers in factories during the industrial revolution, in global studies we tried to do a continuation of this activity and used the author’s idea to have students write an account of someone who once lived in the country-side and made entire product themselves and then moved to the city working on a machine. Students were able to choose what they made, such as clothing, furniture, etc. Students had access to online primary sources, in addition to those I had in the classroom. Overall many students were able to make their own connections from the primary sources they used and become historians, which was the ultimate goal! I will use this activity again.

***February 11, 2015:* Chapter 6 – Imperialism**

Summary

Imperialism is covered throughout the study of American and World history and has had led to the immense gap between the colonies and the colonizers. Typically, imperialism is studied through the lens of “Old” imperialism and “New” imperialism. The goals of both the Old and New imperialists were generally the same: Gold, God and Glory, as were the effects: native peoples were exploited, enslaved and perished due to military action.

In culturally diverse school settings imperialism can be a sensitive topic of study because of one countries domination over another. As teachers it is important to help students feel proud of their heritage while at the same time gaining an honest understanding of history.

Classroom Example

**Grade 7/8:** The study of American imperialism should start at home through the discussion of Manifest Destiny, displacement and genocide of Native Americans and other territorial acquisitions. The discussion should then extend to the building of an overseas empire with in-depth study on Theodore Roosevelt and other American leaders who shaped US foreign policy in Latin America and Asia. The role of US corporations should also be analyzed.

Sample Essential Questions:

* Did the US always have imperialistic ambitions?
* Which countries found more opportunities and then who faced greater challenges because of US imperialism?

Sample Readings

* The First “Open Door” note by Secretary of State John Hay to Andrew D. White, 1899
* The Roosevelt Corollary, 1904 State of the Union Address
* To the Persons Sitting in Darkness by Mark Twain

Sample Writing Assignments and Projects

* Read Rudyard Kipling’s “The White Man’s Burden” and Mark Twain’s “To the Persons Sitting in the Darkness.” Write and expository essay about the imperialist and anti-imperialist arguments regarding US control of the Philippines after the Spanish-American War.
* Write a persuasive essay to support or refute this statement. “I didn’t steal the Panama Canal. I built it.”-Teddy Roosevelt
* Form groups and act out the pivotal scenes of American Imperialism in Alaska, Hawaii, Cuba, Puerto Rico, and the Philippine’s, China and Japan.

**Global 9:** Between the late 15th century to the late 19th century imperialist countries such as Spain, Portugal, Great Britain, France and the Dutch controlled and/or exploited many areas around the world, including much of Africa and Asia. Humanitarian efforts were made to help indigenous peoples from Western subjugation and oppression, however, for many, the gap between the colonies and colonizers can still be felt.

Sample Essential Questions

* How did the “New Imperialism” differ from the “Old Imperialism”
* How did the European powers negotiate to divide and control African in the late nineteenth century?

Sample Reading

* *White Man’s Burden* by Rudyard Kipling
* *Heart of Darkness* by Joseph Conrad
* *Things Fall Apart* by Chinua Achebe

Sample Writing Assignments and Projects

* Write an expository essay comparing Western Imperialism in African and Asia. Choose two countries to discuss for each continent
* Draw two political cartoons to illustrate imperialism in a particular region, one from the perspective of the imperialists and another from the perspective of the colonists
* Create a poster to create the settlement and relationships between the British colonists and the native people in one of the following locations: South Africa, Australia, or New Zealand.

Success/Failure in the classroom

**Grade 7/8:** After studying the basics of how the United States got “permission” to build a canal in Panama, students analyzed Theodore Roosevelt’s quote “I didn’t steal the Panama Canal. I built it.” Students were divided up into four groups, two groups were given the task of compiling evidence to support Teddy Roosevelt’s quote and two groups had to refute the quote. Students then participated in a debate in which they needed evidence to prove their side. This activity took some students out of their comfort zone and was a great way to encourage students who would rather be “passive” in their learning to be an active participant in the creation of knowledge.

Next time, I will offer students a choice between participating in a debate or in writing a persuasive essay. Both tasks require analytical thinking and will allow students to achieve the same goal.

**Global 9:** A difficult skill for many students who study history is understanding, analyzing and interpreting political cartoons. We created a couple lessons devoted specifically toward using political cartoons as a means of understanding colonialism. Then we had students create their own political cartoons at the end of the Age of Exploration unit. As expected, this was not an easy task, and students struggled, especially lower level students, but after seeing the end results it was apparent that the time devoted to this task paid off. As shown through their work, students became historians by compiling primary source information to tell a story, analyzing some part of imperialism in their political cartoon.

The more work we do as a department at all levels, grades 7 through 12, will greatly help to create more meaningful understand of political cartoons by the time of graduation.

***February 25, 2015:* Chapter 7 – The First World War**

Summary

In addition to studying the First World War during US and World history, there is still much to be studied during economics and participation in government class. Once students have had a solid historical foundation of this event, students can then explore the changing roles of the three branches of government, as well as important changes in the economies of the US and the world.

The author suggests that students tend to know more about WWII, through movies and video games, than about WWI. Even though all wars are tragic, WWI may be more tragic because the reasons for the start of the war are still unclear. Economics and government teachers have an opportunity to “bring history to life” through a discussion on treaties, alliances, the Espionage and Sedition Acts, the first Red Scare, etc.

Classroom Example

**Grade 7/8**: Unlike the Spanish-American War, which was described by many Americans as a “splendid little war,” WWI was “the most colossal, murderous, mismanaged butchery that has ever taken place on earth.” WWI had a profound influence on the solders and those at home and left many Americans feeling that the US was vulnerable when it came to international conflicts and resolutions

Sample Essential Questions

* Why did the US take so long to declare war against the Central Powers?
* What would have happened if the US had not joined the Allied war effort?
* Why did the US senate reject the Treaty of Versailles and US membership in the League of Nations?

Sample Readings

* President Wilson’s Fourteen Points
* The Zimmerman Telegram
* Report on the Sinking of the Lusitania

Sample Writing Assignments and Projects

* Argue for or against US involvement in WWI. Was the US government justified in sacrificing American lives for a European cause?
* Examine and annotate the Zimmerman Telegram: its code, validity, source and potential threat

**Global 9**: Students should know there are many misleading terms about WWI; It was not the first war to inflict major destruction in Europe, therefore calling it WWI may not be the best title; it wasn’t a war to persevere democracy as it lead to the rise of dictators in Europe; and it wasn’t the war to end all wars as WWI eventually led to WWII.

Sample Essential Questions

* Was WWI inevitable?
* Which of the MAIN causes of WWI was most significant?

Sample Readings

* “The Blank Check” telegram from the Imperial Chancellor, von Bethmann-Hollweg, to the German Ambassador at Vienna, Tschirshky, July 6, 1914
* The Guns of August by Barbara Tuchman, 1962
* *All Quiet on the Western Front* by Erich Maria Remarque

Sample writing assignments and projects

* Read primary source accounts from an average soldier, nurse and/or civilian
* Listen to songs from WWI, and create original ones with terms and themes of that era.
* Create a six-part (foldable on a sheet of white paper to categorize, add bullet points and illustrate the most important facts about WWI

Success/Failure in the classroom

**Grade 7/8**: Students examined the Zimmerman telegram’s code and validity. First students learned the code and deciphered a telegram similar to the actual message; this is an activity that has been used in the past with great success. This time I also had student students participate in a mini web-quest to investigate one of the conspiracy theories surrounding the Zimmerman Telegram; this activity made history seem real to the students and kept them engaged in their learning.

**Global 10**: This is more an idea for future use. One of Melissa’s favorite books is *War Letters* by Andrew Carroll, which is compilation of letters from soldiers during all US wars from the Civil War to the War in Iraq. There is a number of WWI letters in this book that vividly depicts life in the trenches for soldiers on both sides of the war. Even though this book depicts the war from American soldier’s perspective, it allows for great insight into WWI military history. Since there is typically not much emphasis on the happenings in Europe during US history, this book fits well with Global history.

Throughout the WWI unit students could read 2 different letters from Carroll’s book in addition to two separate letters, one from a British soldier and one from a German soldier. At the end of the unit students can be given the task of writing their own primary source letter, song or poem from the perspective of a European in 1917.

This project will encourage kids to think closely about the life of a WWI soldier and fits nicely with the ELA Common Core standards. Since this is not your typical piece of social studies writing (DBQ or thematic essay), many students hopefully will like the ‘freedom’ of writing in a way that allowed them to incorporate other talents such as music or poetry.

**Chapter 8 – The Great Depression**

Summary

An important part is the rise in fascism and it led to WWII. The Election of FDR and the influence of Keynesian economics resulted in major government influence throughout many aspects of society. Students should be aware that the Great Depression was not the first significant economic event in American history. Teachers should relate the Great Depression to recent events, such as the “Great Recession”

Classroom Example

**Grade 7/8:** The causes of the Great Depression include overinvestment and over production along with under consumption, tighter monetary policy, higher trade barriers, the Stock Market Crash and bank failures and the Dust Bowl

* Most people were not wealthy during the 1920s, even though that’s how the Great Gatsby portrays the time period.
* Unemployment had reached 25% in 1932; 1932 is also the year Americans stopped electing fiscally conservative presidents with the election of FDR
* The New Deal brought Americans relief, recovery and reform but it did not end the Great Depression

Sample Essential Question

* How did Americans seem oblivious to the potential for an economic crash despite the fact that there had been three previous recessions in the 1920s?
* How was the Stock Market Crash of 1929 merely a symptom, but not a cause of the Great Depression?

Sample Readings

* President Herbert Hoover’s 1932 State of the Union Address
* Excerpt *from The Road to Wigan Pier* by George Orwell, 1937
* *The Grapes of Wrath* or Harvest Gypsies by John Steinbeck

Sample Writing Assignments and Projects

* Write a persuasive essay arguing which of FDR’s New Deal programs were effective in providing relief, recover, and reform for Americans and which were ineffective and/or unconstitutional?
* Create a short story, historical fiction, about the life of someone struggling through the Great Depression

**Global 9:** Most of the Central Powers during WWI stopped paying their reparations during the depression.Europeans struggled to rebuild their economies. In desperation some Europeans turned to radical leaders.

Sample Essential Questions

* Did the Treaty of Versailles contribute to the Great Depression?
* How did the Great Depression demonstrate that the world had become a global economy?

Sample Reading

* “The Great Depression: An Overview” by David Kennedy
* *Economic Consequences of the Peace*, 1920, by John Maynard Keynes

Sample Writing Assignments and Projects

* Write a short summary of the principles of Keynesian economics
* The twentieth century was the American century, so many countries benefited from American successes, but they also struggled as a result of American failures. Write an expository essay comparing and contrasting the experiences of Americans and Germans during the Great Depression.
* Draw a picture of a British person and a German in the three different eras: after WWI, in the midst of the 1920s, and at the beginning of the Great Depression.

**ELA Common Core Summary**

*History Repeats Itself in the Classroom, Too! Prior Knowledge and Implementing the Common Core State Standards* by Gregory Gray and Jennifer Donnelly, is written to help social studies teachers create lessons with the Common Core Standards as the basis for each lesson. The premise of the book is that “teacher collaboration, in the form of curriculum mapping, conversation within and among departments, and vertical alignment, creates an effective path to preparing students for college or career.” Each chapter is broken down into simple and easy to understand sections giving teachers “ready-to-use” essential questions and lessons that align perfectly with the Common Core. Writing assignments and projects are given that represent discipline-specific reading and writing with increasing degrees of complexity.

The ELA Common Core is broken down into four main standards: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity. *History Repeats Itself in the Classroom* gives specific examples highlighting all parts of the common core. For example the book gives a variety of readings to meet the “Range of Reading and Level of Text Complexity,” standard. Our study group gave multiple examples of these readings with each chapter summary. The authors gives specific key terms and historical figures in each chapter, which meets the “Key Ideas and Details” standard. There are also numerous sample writing assignments and projects that meet the “Craft and Structure, and Integration of Knowledge and Ideas” standards.

During the last few months, our study group, which contains 7th through 9th grade teachers, has been able to have pertinent and specific profession discussions regarding the use of common core instruction in our classrooms. It has been a valuable tool for all teachers involved to make sure we have a joint understanding of the common core and how it applies to social studies instruction.

Success/Failure in the classroom

We did not get to this part due to our discussion of the Common Core and the double chapters, but did agree that we should integrate more small passages into our everyday teaching.

***March 4, 2015: Chap 9 – The Second World War***

**Summary:**

Teaching students about World War II can be difficult. A common theme is that America is a diverse country with conflicts over political and economic issues, but when they set aside their difference, great things can happen. This should be a focus when teaching about WWII no matter the grade.

WWII is a topic teachers know a lot about compared to other 20th Century topics. Students and teachers tend to have more interest in it. However, teachers tend to spend too much time on it and shortchange other topics.

*Classroom Examples:*

**Global 10:** It is important to trace the events that led to indoctrination, passivity, or subjugation of people in the aggressor nation. In addition, it’s a great good guys vs. bad guys story

Sample Essential Questions

* + Was WWII preventable?
	+ How did Japan, a rocky resource poor island nation, become an imperialist power and control at its peak a quarter of the world?
	+ How and why did totalitarians come to power in Germany, Italy, Spain, the Soviet Union, and Japan in the 1920’s and 1930’s?

Sample Readings:

* + News Reports from the 1936 Berlin Olympics
	+ Adolf Hitler’s Address to the Reichstag, Sept 1, 1939
	+ FDR’s Four Freedoms Speech, Jan 6, 1941
	+ The Diary of Anne Frank
	+ Neville Chamberlain’s Peace of Our Time Speech, Sept 30, 1938
	+ Winston Churchill’s “Their Finest Hour Speech, June 18, 1940
	+ Emperor Hirohito’s Surrender Speech, Aug 14, 1945

Sample Writing Assignments:

* + Compare and contrast Germany and Japan with regard to their fascists and attempted continental takeovers
	+ Find a piece of Dr. Seuss wartime propaganda, and write an expository essay about its message

Sample Projects:

* + Examine WWII propaganda from different countries and identify the tactics for persuasion

**US History 11:** The US had a bad reputation for its imperialist policies at the turn of the Century. However, after helping to liberate conquered peoples around the world, they were appreciated as saviors.

Sample Essential Questions:

* + Why did the United States try to remain neutral during the 1930’s
	+ How did the political atmosphere delay US entry into WWII?

Sample Readings:

* + The Atlantic Charter
	+ FDR’s State of the Union Address after the Attack on Pearl Harbor, Dec 8, 1941
	+ Gen. Eisenhower’s Message before the D-Day invasion, June 6, 1944
	+ Executive Order 9066
	+ Farewell to Manzanar by John Hersey
	+ Flags of Our Flowers by James Bradley

Sample Writing Assignments

* + Write a essay about whether the US should have joined WWII earlier?

Sample Project

* + Collect primary source materials that support or oppose President Truman’s decision to use the atomic bombs on Hiroshima and Nagasaki to end the war in the Pacific. Form two groups to debate the decision.

**PIG 12:** WWII completed the transformation of the federal government that we know today.

Sample Essential Questions:

* + What are the characteristics of a great president?
	+ How did WWII change the relationship between the president and Congress

Sample Readings:

* + Fireside Chat 21: On Sacrifice (April 28, 1942)
	+ Majority and dissenting opinions in Korematsu case

Sample Writing Assignments

* + Write an essay about the characteristics of great presidents
	+ Write an essay no if President Truman had the constitutional authority to drop the atomic bomb on Japan

Sample Projects:

* + Debate topic: Should mandatory service and the draft be reinstated

Success/Failure in the classroom

**Grade 8**: Melissa had the students read excerpts from the Korematsu case and then tied it do the events of the Holocaust. She also connected it to the US government’s treatment of the Native Americas. To culminate the activity she had the students write a journal agreeing or disagreeing with the Court’s decision.

**Global 10**: Again, Steve does not cover this topic in Global 9, but could see himself using some documents (maybe political cartoons from Dr. Seuss) to analyze the totalitarian regimes of the times period. He could take it a step further by giving student one of the dictators of Germany, Italy, Spain, Soviet Union, or Japan and ask them to do research on these places. The students can be stressed to bring of the prior events that allowed these people to come to power in these countries.

***March 11, 2015: Chap 10 – The Cold War***

**Summary:**

World and US History teachers struggle to get to the post-WWII period. This leaves a major gap in modern day history

**Classroom Examples:**

Global 10: Most leaders were wary not to make the mistakes they had after WWI, but the climate was still ripe for conflict. America’s former enemies (Germany/Japan) were allies and formers Allies (Soviet Union/China) were enemies

Sample Essential Questions:

* + Why did the ideologies of socialism and communism become attractive during the first half of the 20th century
	+ How did the Cold War competition between the US and the Soviet Union shape global relationships and events in the post-war era until the fall of the Soviet Union

Sample Readings:

* + UN Declaration of Human Rights
	+ Winston Churchill’s “Iron Curtain” speech on March 5, 1946
	+ Nikita Khrushchev’s Speech Denouncing Stalin, Feb 25, 1956
	+ “The World the Superpowers Made” by Jeremi Suri, History in Focus
	+ “India and Pakistan: The Great Wall of Silence” by MJ Akbar, India Today, Aug 2012

Sample Writing Assignments

* + Write an essay about the establishment, conflict, and triumphs of Israel since its founding in 1948

Sample Projects:

* + Assign students the roles of key figures in the Cold War in a particular year and engage in a debate of important issues

**US History 11:** The US’ half-century Cold War mission was to contain the spread of communism by supporting struggling democracies financially and militarily.

Sample Essential Questions:

* + Were the communists ever a serious threat in the US?
	+ How and why did the US support certain dictatorships as part of its Cold War strategy?
	+ How did the Cold War affect many aspects of American life

Sample Readings:

* + Excerpts from Secret Senate testimony before McCarthy Subcommittee
	+ President Eisenhower’s Domino theory Speech, April 7, 1954
	+ President Eisenhower’s Farewell Address, January 17, 1961
	+ The Truman Doctrine
	+ “The Kitchen Debate” between Khrushchev and Vice President Nixon, July 24, 1959
	+ President Kennedy’s Speech during the Cuban Missile Crisis, October 22, 1962
	+ Gulf of Tonkin Resolution

Sample Writing Assignments

* + Write an essay about the space race from Sputnik to the moon landing
	+ Write an essay arguing for or against US involvement in the Korean War or the Vietnam War
	+ Write an essay about the escalation and resolution of the Cuban Missile Crisis

Sample Projects:

* + Find American songs that represent specific moods or events during the Cold War
	+ Determine where US military intervention was beneficial during the Cold War where it was detrimental, and write the dates and descriptions of those military engagements on a blank map of the world. Use different colors to indicate the positive versus the negative intervention

**Economics 12:** This looks at the effect of decolonization on the developing world. This period has produced an economic structure to the world that raises many questions about the effects of decolonization and the economic relationship between former colonies

Sample Essential Questions:

* + How did economic theories influence US foreign policy toward newly independent countries around the world?
	+ Who is responsible for much of the poverty in the developing world? What can be done to alleviate its effects?

Sample Readings:

* + “Comparative Advantage” Library of Economics and Liberty
	+ “Imperialism, the Cold War, and the Contradictions of Decolonization” by Anthony Mustacich, Global Research: Centre for Research on Globalization

Sample Writing Assignments

* + Writing an essay summarizing and evaluating the goals of the Green Revolution

Sample Projects:

* + Assign students into groups and give a former colony. As a research project they will present an economic history of the country, both as a colony and since independence. The project will include extensive economic data about resources, exports and imports, and social and economic indicators. The project will conclude with a forecast and recommendations.

Success/Failure in the classroom

**Grade 8**: Melissa has not gotten to this unit yet, but she thinks the ideas of the Cuban Missile Crisis could really work. She would have students see video clips of the news footage involved during this process and have the students use documents (pictures/charts/readings) revolving around this event. Ideally she would like to see the students complete an essay asking about the cuases and effects of the crisis. This would be in the form of a thematic essay, which the department has been working on.

**Global 10**: While it was not actually done, Steve mentioned that some sort of research project on the Green Revolution could end of being very valuable for the students as it is commonly asked on the Regents. In addition to bringing up discussion of the Neolithic and Industrial Revolution students could be asked to look at primary source documents and analyze the effects of the Green Revolution.

***March 18, 2015: Chap 11 – Post-Cold War World***

**Summary:**

History teachers know students have difficulty evaluating the significance of news stories when they lack the historical context. Many recent historic events are rooted in long standing conflicts. Here is history teacher’s eternal dilemma: state standards do not include many items covering the 21st century past 9/11 so some teachers top before then. This creates a knowledge gap before students move on to study government and economics. Students need the historical context to understand the social and cultural changes occurring in the world today. Current events can be a valuable support to reinforcing important concepts in American government. Often only for simple homework activities, with little follow-up, instead of an assignment that actually enriches topics being studied.

Classroom Examples:

**Global Studies 10:** After the fall of the Berlin Wall and the collapse of the Soviet Union, Eastern European countries were able to change their political systems and attempt to become more democratic. Some countries did not head into the millennium so peacefully and prosperously. Peace in the Middle East is still elusive. Literacy, basic health series, women’s rights, and other vital freedoms are still lacking in many developing and war-torn countries.

Sample Essential Questions:

* + Is there a correlation between imperialism and ethnic conflict in different regions of Africa?
	+ In what ways has Western intervention in the Middle East been helpful or harmful?

Sample Readings:

* + Gorbachev’s Speech to the UN on December 7, 1988
	+ “The End of History?” by Francis Fukuyama, Summer 1988, The National Interest
	+ Nelson Mandela’s Election Victory Speech, May 2, 1994

Sample Writing Assignments

* + Write an essay comparing and contrasting the ethnic conflicts in South Africa, Rwanda, and the Sudan

Sample Projects:

* + Research the history mystery of “tank Man” from the Tiananmen Square protest, and share findings with the class

**US History**: The US is still struggling to find the right balance, somewhere between world power and world policy. 20th Century was the so-called American Century, but the beginning of the 21st Century was a time of American vulnerability

Sample Essential Questions:

* + Why did the US intervene in Latin America, Africa, and the Middle East in the post-Cold War era?
	+ What are the differences between the US War in Iraq and the US War in Afghanistan?
	+ Is the US more or less involved in international conflicts in the post-Cold War era as compared to the Cold War era?

Sample Readings:

* + “Afghanistan.” CIA World Factbook
	+ “Riots and Rebellions: LA Police Reform 1965-2012 by Robert Garcia, 2012
	+ “Was Bill Clinton a Good President?” ProCon.org
	+ “Patriot Act: What is the Proper Balance Between National Security and Individual Rights,” The Constitutional Rights Foundation

Sample Writing Assignments

* + Write an essay arguing for or against US involvement in the War in Afghanistan or the War in Iraq
	+ Watch the PBS American Experience documentary “Silicon Valley,” and then write an essay comparing and contrasting the innovators of the last 20th and early 21st Century with the industrialists of the late 19th and early 20th Century.

Sample Projects:

* + Form two large groups, create a list of questions, research the answers, and debate the Patriot Act

**PIG12:** The question is how does American government teachers take advantage of recent history? PIG teachers can combine background knowledge with current events to reinforce several concepts throughout the course

Sample Essential Questions:

* + How has presidential foreign policy changed since the end of the Cold War?
	+ Should US foreign policy include intervention in ethnic conflicts?

Sample Readings:

* + Supreme Court Cases: Bush vs. Gore, Rumsfeld vs. Padilla, Rasul vs. Bush, Hamdi vs. Rumsfeld, Massachusetts vs. the EPA, Boumediene vs. Bush
	+ Legislation: The War Powers Act 1973, The US Patriot Act 2001, “International Agreements without Senate Approval”

Sample Writing Assignments

* + The war powers of the president and Congress or the Patriot Act of 2001: from one of the above cases, write a concurring or dissenting Supreme court opinion that includes case citations

Sample Projects:

* + Write a paper comparing and contrasting specific executive agreements and treaties. Conclude with an evaluation of the presidents use of executive agreements

Success/Failure in the classroom

**Ec12**: We showed our classes the PBS documentary and had them compare and contrast the innovators of the 20th/21st Century with the 19th/20th. It was interesting how the students were able to use there prior knowledge in developing their essays. Both Melissa and Tim found that students required some prodding and initially didn’t think they could remember that far back. However, once they did this there were clear connections that were made.

We also started to talk about our final write-up.

**March 25: Chap 12 – Globalization**

**Summary:**

Teaching history is deeply involved in linking the past to the present and using the historical background to modern globalization is applicable to a variety of curricular settings.It fits throughout the study of world and US history and contemporizes American government and economic courses

Classroom Examples:

**Global 10:** Globalization may be the last unit of study in a class: builds upon all prior learning. Globalization can be viewed in positive and negative ways

Sample Essential Questions:

* + What are the similarities and differences between alliances of the past and multinational organizations of today?
	+ Is it impossible for an “isolationist” country to be politically and economically? Does national strength depend on activity in the global community
	+ How can Cha be so competitive in the global community when it continues to cling to communist principles

Sample Readings:

* + A History of the World in Six Glasses by Tom Standage 2006
	+ “Giving Globalization a Sporting Chance” by Henry Carey, June 2012, World Policy Blog

Sample Writing Assignments

* + Choose a developing nation and write an essay about how it has become more urban and industrialized, and weigh the costs and benefits of modernization and international competition.

Sample Projects:

* + Create a graphic timeline to show the history of Hong Kong from its colonization by the British in 1839 to the present.

**US History:** US dominated the 20th Century politically. Many predict the Chinese will surpass the US in the 21st Century. The opportunities and obstacles America faces in collaboration and competition with developing nations is a worthy study

Sample Essential Questions: economically, and culturally

* + How can the US serve as both a leader and a supporting member in the global community
	+ With which countries does the US have a strong relationship and with which countries does the US have a strained relationship
	+ Which US products have been most attractive to consumers throughout the world? Which product have been beneficial and which have been detrimental.

Sample Readings:

* + Globalization: Threat or Opportunity for the US economy” by Robert Parry, 2004
	+ Rise and Shine, Detroit” by Andrew Nelson, March/April 2012, National Geographic Traveler
	+ “America’s Most Powerful Global Cities” by Richard Florida, May 2012, The Atlantic

Sample Writing Assignments

* + Write an essay about the progress of a country since decolonization
	+ Watch an episode of the TV series 30 Days entitled Outsourcing. Make an argument for outsourcing using the ideas of the Indian workers, and make an argument against outsourcing using the ideas of the American workers.

Sample Projects:

* + Form groups and take 20 minutes to write down the manufacturer of twenty different items in the classroom. Then on a blank world map, write the names of the products and where they were manufactured. See how many products that were invented in the US are now made in other countries.

**Economics 12:** The global economy should be an essential part of any high school economics course. The global economy presents significant challenges to our students and studying it may influence the career directions they choose

Sample Essential Questions:

* + Has globalization been positive or negative for the American economy?
	+ How will the global economy affect me in the future?

Sample Readings:

* + “Was there vanilla in Old Coke? Cola makers won’t spill the beans.” Carole Sugarman, Aug 15, 1985, Orlando Sentinel
	+ “China Makes, The World Takes,” by James Fallows, July-Aug 2007, The Atlantic
	+ Career Education for a Global Economy” by Sandra Kerka, 1993

Sample Writing Assignments

* + Write an essay answering: “how will my understanding of the global economy affect my career and educational planning?”

Sample Projects:

* + Using sources like the CIA World Factbook, the US Dept of Labors website, and the site at the Bureau of Labor Statistics research occupations specific to countries in various economic categories. The purpose of this project is to get an idea of where certain types of jobs are located and what kinds of jobs are important in the US economy.

Success/Failure in the classroom

We used this time to complete our final summary.