

		CCD Foundational Skills
<b>COMMON CORE SOCIAL STUDIES</b>		<b>2016</b>
Lesson Schedule & Plans Common Core Basics Common Core Exercise		

**2016 SOCIAL STUDIES CALENDAR**

<b>J A N U A R Y</b>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 01.04 - 01.08</i>		
<i>Week of 01.11 - 01.15</i>		
<i>Week of 01.18 - 01.22</i>		
<i>Week of 01.25 - 01.29</i>		
<b>F E B R U A R Y</b>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 02.01 - 02.05</i>		
<i>Week of 02.08 - 02.12</i>	<b><u>1.1 TYPES OF MODERN AND HISTORICAL GOVERNMENTS</u></b>	
<i>Week of 02.15 - 02.19</i>		
<i>Week of 02.22 - 02.26</i>		
<i>Week of 02.29 - 03.04</i>		

<b>M A R C H</b>	<i>*Writing Emphasis - Subject / Verb Agreement</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 03.07 - 03.11</i>	<b><u>1.2 THE US CONSTITUTION</u></b>	
<i>Week of 03.14 - 03.18</i>		
<i>Week of 03.21 - 03.25</i>	<b>SPRING BREAK</b>	
<i>Week of 03.28 - 04.01</i>		
<b>A P R I L</b>	<i>*Writing Emphasis - Modifiers</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 04.04 - 04.08</i>	<b><u>1.3 THE EXECUTIVE, LEGISLATIVE, AND JUDICIAL BRANCHES OF GOVERNMENT</u></b>	
<i>Week of 04.11 - 04.15</i>		
<i>Week of 04.18 - 04.22</i>	<b><u>1.4 STATE AND LOCAL GOVERNMENT</u></b>	
<i>Week of 04.25 - 04.29</i>		
<b>M A Y</b>	<i>*Writing Emphasis - Clauses and Phrases</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 05.02 - 05.06</i>	<b><u>1.5 POLITICAL PARTIES AND INTEREST GROUPS</u></b>	
<i>Week of 05.09 - 05.13</i>		
<i>Week of 05.16 - 05.20</i>	<b><u>1.6 CIVIL LIBERTIES</u></b>	
<i>Week of 05.23 - 05.27</i>		
<i>Week of 05.30 - 06.03</i>	<b>MEMORIAL BREAK</b>	

<b>J U N E</b>	<i>*Writing Emphasis - Sentence Combining</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 06.06 - 06.10</i>	<b>2.1: <a href="#">EARLY DEMOCRATIC TRADITIONS</a></b>	
<i>Week of 06.13 - 06.17</i>	<b>2.2: <a href="#">REVOLUTION AND A NEW NATION</a></b>	
<i>Week of 06.20 - 06.24</i>	<b>2.3: <a href="#">THE CIVIL WAR AND RECONSTRUCTION</a></b>	
<i>Week of 06.27 - 07.01</i>	<b>2.4: <a href="#">THE PROGRESSIVE ERA, WORLD WAR I, AND THE DEPRESSION</a></b>	
	<b>CHAPTER 2 REVIEW AND CHECK YOUR UNDERSTANDING</b> <b>CHAPTER 2 ESSAY WRITING PRACTICE</b>	
<b>J U L Y</b>	<i>*Writing Emphasis -</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 07.04 - 07.08</i>		
<i>Week of 07.11 - 07.15</i>		
<i>Week of 07.18 - 07.22</i>		
<i>Week of 07.25 - 07.29</i>		

<b>AUGUST</b>	<i>*Writing Emphasis -</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 08.01 - 08.05</i>		
<i>Week of 08.08 - 08.12</i>		
<i>Week of 08.15 - 08.19</i>		
<i>Week of 08.22 - 08.26</i>		
<i>Week of 08.29 - 09.02</i>		

<b>SEPTEMBER</b>	<i>*Writing Emphasis -</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 09.05 - 09.09</i>		
<i>Week of 09.12 - 09.16</i>		
<i>Week of 09.19 - 09.23</i>		
<i>Week of 09.26 - 09.30</i>		

<b>OCTOBER</b>	<i>*Writing Emphasis -</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 10.03 - 10.07</i>		
<i>Week of 10.10 - 10.14</i>		
<i>Week of 10.17 - 10.21</i>		
<i>Week of 10.24 - 10.28</i>		
<i>Week of 10.31 - 11.04</i>		

<b>N O V E M B E R</b>	<i>*Writing Emphasis -</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 11.07 - 11.11</i>		
<i>Week of 11.14 - 11.18</i>		
<i>Week of 11.21 - 11.25</i>		
<i>Week of 11.28 - 12.02</i>		

<b>D E C E M B E R</b>	<i>*Writing Emphasis -</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 12.05 - 12.09</i>		
<i>Week of 12.12 - 12.16</i>		
<i>Week of 12.19 - 12.23</i>		
<i>Week of 12.26 - 12.30</i>		

# COMMON CORE BASICS

## UNIT 1 US HISTORY AND CIVIC

<p>Chapter 1: US Government and Civics</p>	<p>1.1: <a href="#">TYPES OF MODERN AND HISTORICAL GEVENMENTS</a></p> <p>1.2: <a href="#">THE US CONSTITUTION</a></p> <p>1.3: <a href="#">THE EXECUTIVE, LEGISLATIVE, AND JUDICIAL BRANCHES OF GOVERNMENT</a></p> <p>1.4: <a href="#">STATE AND LOCAL GOVERNMENT</a></p> <p>1.5: <a href="#">POLITICAL PARTIES AND INTEREST GROUPS</a></p> <p>1.6: <a href="#">CIVIL LIBERTIES</a></p> <p>1.7: <a href="#">THE US ROLE IN THE GLOBAL SOCIETY</a></p> <p>1.8: <a href="#">CONTEMPORARY PUBLIC POLICY</a></p> <p>CHAPTER 1 REVIEW AND CHECK YOUR UNDERSTANDING</p> <p>CHAPTER 1 ESSAY WRITING PRACTICE</p>
<p>Chapter 2: US History: Revolutionary War through the Depression</p>	<p>2.1: <a href="#">EARLY DEMOCRATIC TRADITIONS</a></p> <p>2.2: <a href="#">REVOLUTION AND A NEW NATION</a></p> <p>2.3: <a href="#">THE CIVIL WAR AND RECONSTRUCTION</a></p> <p>2.4: <a href="#">THE PROGRESSIVE ERA, WORLD WAR I, AND THE DEPRESSION</a></p> <p>CHAPTER 2 REVIEW AND CHECK YOUR UNDERSTANDING</p> <p>CHAPTER 2 ESSAY WRITING PRACTICE</p>
<p>Chapter 3: US History: World War II through Modern Times</p>	<p>3.1: <a href="#">WORLD WAR II, THE COLD WAR, AND THE 1950'S</a></p> <p>3.2: <a href="#">PROTEST AND POLITICS</a></p> <p>3.3: <a href="#">US FOREIGN POLICY IN THE MODERN ERA</a></p> <p>3.4: <a href="#">SOCIETAL CHANGES</a></p> <p>3.5: <a href="#">THE UNITED STATES IN THE TWENTY-FIRST CENTURY</a></p> <p>CHAPTER 3 REVIEW AND CHECK YOUR UNDERSTANDING</p> <p>CHAPTER 3 ESSAY WRITING PRACTICE</p>

## UNIT 2 GLOBAL CONNECTIONS

Chapter 4: World History and Political Systems	<b>4.1: <a href="#">POLITICAL THEORIES AND SYSTEMS IN WORLD HISTORY</a></b> <b>4.2: <a href="#">INTERNATIONAL ORGANIZATIONS</a></b> <b>4.3: <a href="#">INTERNATIONAL RELATIONS</a></b> <b>4.4: <a href="#">THE WORLD IN THE TWENTY-FIRST CENTURY</a></b> <b>CHAPTER 4 REVIEW AND CHECK YOUR UNDERSTANDING</b> <b>CHAPTER 4 ESSAY WRITING PRACTICE</b>
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### UNIT 3 ECONOMICS

Chapter 5: Economic Foundations	<b>5.1: <a href="#">BASIC ECONOMIC CONCEPTS</a></b> <b>5.2: <a href="#">THE ROLE OF THE MARKET</a></b> <b>5.3: <a href="#">THE ROLE OF THE GOVERNMENT</a></b> <b>5.4: <a href="#">MONEY AND FINANCIAL INSTITUTIONS</a></b> <b>5.5: <a href="#">MONOPOLY AND COMPETITION</a></b> <b>5.6: <a href="#">PROFIT</a></b> <b>5.7: <a href="#">PRODUCTIVITY AND INTERDEPENDENCE</a></b> <b>5.8: <a href="#">FISCAL AND MONETARY POLICY</a></b> <b>5.9: <a href="#">CREDIT, SAVINGS, AND BANKING</a></b> <b>CHAPTER 5 REVIEW AND CHECK YOUR UNDERSTANDING</b> <b>CHAPTER 5 ESSAY WRITING PRACTICE</b>
Chapter 6: Economic Events in History	<b>6.1: <a href="#">MAJOR ECONOMIC EVENTS</a></b> <b>6.2: <a href="#">INDUSTRIALIZATION AND IMPERIALISM</a></b> <b>6.3: <a href="#">SCIENTIFIC AND INDUSTRIAL REVOLUTIONS</a></b> <b>CHAPTER 6 REVIEW AND CHECK YOUR UNDERSTANDING</b> <b>CHAPTER 6 ESSAY WRITING PRACTICE</b>
Chapter 7: Economics in the Twenty-First Century	<b>7.1: <a href="#">NATIONAL ECONOMIC PERFORMANCE</a></b> <b>7.2: <a href="#">GLOBAL MARKETS</a></b> <b>CHAPTER 7 REVIEW AND CHECK YOUR UNDERSTANDING</b> <b>CHAPTER 7 ESSAY WRITING PRACTICE</b>

### UNIT 4 GEOGRAPHY



Chapter 8 Geography and  
People

**8.1: [PHYSICAL AND CULTURAL LANDSCAPES](#)**

**8.2: [PHYSICAL SYSTEMS](#)**

**8.3: [HUMAN SYSTEMS](#)**

**8.4: [NATIONHOOD AND STATEHOOD](#)**

**8.5: [SUSTAINABILITY](#)**

**8.6: [NATIONAL AND CULTURAL DIVERSITY](#)**

**CHAPTER 8 REVIEW AND CHECK YOUR UNDERSTANDING**

**CHAPTER 8 ESSAY WRITING PRACTICE**

**US Government and Civics****1.1: Types of Modern and Historical Governments***MATERIALS*

- o CC Basics Social Studies, pages 18 - 25

*CCR STANDARDS*

- o 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

*OBJECTIVES*

- o Identify and compare types of modern and historical governments
- o Explain how types of government are related
- o Explain how governments develop

*KEY CONCEPT*

- o Within a state, a country, or a region, the government is made up of a group of people responsible for the direction and supervision of public affairs.

*VOCABULARY*

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o absolute</li> <li>o democracy</li> <li>o government</li> <li>o peers</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o amendments</li> <li>o confederacy</li> <li>o dictatorship</li> <li>o monarchy</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o analyze</li> </ul>

*BEFORE LESSON*

Ask students: What does a government do? (makes laws, manages social programs, runs a country) Explain that governments are responsible for maintaining order and protecting citizens. Ask students which type of government the United States has (representative democracy) and if they know of any other types of governments. (monarchy, oligarchy, dictatorship, communist state, socialist state, democracy, republic) Tell students they will learn more about all of these types of governments.

*BACKGROUND*

Write the word government on the board in the center of a concept web and invite students to identify associations, experiences, or feelings they have about government. Write student responses in the outer circles of the concept web and ask students to keep these responses in mind as they learn more about governments. Challenge students to identify how the government is affecting their lives at this moment

*GUIDED PRACTICE***Identify Types of Government***CORE SKILL***Analyze Ideas**

Make a two-column chart for *monarchy* and *democracy* on the board. Reread page 18 with students and have them add characteristics of monarchies and democracies under the appropriate heading. Before students start working on their own, discuss with them the differences between the two forms of government.

**Analyze Ideas**

Tell students that *Magna Carta* means "great charter." A charter is an agreement or contract. Explain that the Magna Carta was an agreement between the king and the people granting the people more protection and power. Ask students how they think their lives would be different if their government did not grant citizens' rights or protection. Tell students that the Magna Carta contributed to the rights they have today.

**Make Inferences**

*EVIDENCE-BASED READING*

- **Vocabulary: Word Origins**
- Draw students' attention to the word democracy. Ask them what the word means to them. Invite a volunteer to conduct a quick Internet search to find out the etymology, or origin, of the word. (It comes from Greek words that mean "rule of the people.") Explain to students that understanding such word origins can help them make sense of unfamiliar terms. Invite small groups to conduct similar searches for other lesson words, like government, monarchy, dictatorship, representative, and constitutional.

*21<sup>ST</sup> CENTURY SKILL*

- **Critical Thinking**
- To help students analyze the Virginia Declaration of Rights and the Declaration of Independence, provide them with these synonyms for the more unfamiliar words in the texts: inherent (built in); compact (agreement); deprive (keep from); divest (take away); vested in (held by); unalienable (absolute; unable to take away). Ask students to explain the main idea of each document excerpt. (Virginia Declaration: All people are free and have natural rights; government gets authority from the people. Declaration of Independence: All people are equal and have natural rights; government should get its power from the people, or it should be overthrown.)

*INTERACTIVE STRATEGY*

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*WRITING TOPIC*

Model making an inference equation on the board based on the Magna Carta passage. Example: *The US Constitution protects the rights of Americans + the Magna Carta protected the rights of people in Britain in the 1200s = Different forms of government can help establish people's rights through written documents.* Remind students that making inferences means combining what you know (US Constitution) with what you read (Magna Carta). Have them follow this process as they make inferences about the Iroquois Great Binding Law and the US Constitution.

*EXTENSION***Translate Terms**

Review the vocabulary words with students. For each word, assist students in translating it into their first languages. Once they are comfortable with the words, have pairs of students work together to make word flash cards with the English word on the front and the translated word on the back.

**Investigate and Draw**

Conclusions Have small groups of students work together to find examples of how the US Constitution affects citizens today-for example, its effect on voting, gun ownership, free speech, or freedom of religion. Students should investigate several online sources and draw conclusions from them to present to the class.

*LESSON REVIEW*

- Explain, from the point of view of a colonist, would a Constitutional Monarchy or Representative Democracy a better suite a new nation?
- Describe the similarities between the Virginia declaration of rights and the US Declaration of independence.
- Identify the relationships between the Magna Carta and US Bill of Rights.
- Describe the similarities between the Iroquois' Great Binding Law and the US government, today.
- Explain, from the point of view of a colonist, how Monarchies influenced the US government.

#### *WRITING PRACTICE*

- Tell students that when they write from another person's point of view, they are writing as if they were that person. Students should imagine they are that individual and be sure to write in the first person.

## US Government and Civics

## 1.2: The US Constitution

*MATERIALS*

- o CC Basics Social Studies, pages 26 - 31
- o [The Declaration of Independence](#)
- o [The US Constitution](#)

*CCR STANDARDS*

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

*OBJECTIVES*

- o Identify the factors that led to the Constitutional Convention
- o Describe some of the compromises in the Constitution
- o Summarize the process of amending the Constitution

*KEY CONCEPT*

- o Changes and compromises were needed to create and pass the US Constitution.

*VOCABULARY*

Tier 2	<ul style="list-style-type: none"> <li>o Category</li> <li>o Guarantee</li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>o checks and balances</li> <li>o separation of powers</li> </ul>
Test Words	<ul style="list-style-type: none"> <li>o Paraphrase</li> </ul>

*EVIDENCE-BASED READING*

## BEFORE LESSON

Explain that countries usually describe and create rules for their governments in written documents. Write the Preamble to the US Constitution on the board: "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America." Ask students to identify the goals of the Constitution's authors as stated in the Preamble. List those goals on the board. (Sample answers: unify the country, maintain order, set up and maintain a military force, help people in need, safeguard citizens freedoms)

## BACKGROUND

Explain to students that prior to the American Revolution, each American colony had a unique relationship with Britain. After the Revolution, the new states had to learn to work together. Each state had its own form of government, economy, and laws. Have students discuss in groups how this is different from today. Invite groups to share their answers. Point out that differences among the states led to disagreements which required compromises in order to create a unified country with a strong central government.

## GUIDED PRACTICE

**The US Constitution****Key Principles of the Constitution****Amendments to the Constitution**

## CORE SKILL

**Read a Bar Graph**

Tell students that bar graphs can have vertical or horizontal bars that are used to compare data. Have students share their answers to the two questions. Help students to notice that no amendments were passed between 1871 and 1911 and that more amendments were passed in the country's first century of existence (15) than have been passed since then (12).

**Paraphrase Information**

Model paraphrasing the fourth paragraph on the page. Example: Seventeen of

- **Fluency: Collaborative Reading**

- Divide the class into ten small groups. Assign each group an amendment from the Bill of Rights. Ask each group to silently read their assigned amendment and discuss its meaning. Then have the group practice reading it aloud together until they can read it smoothly. Have a leader from each group read their amendment aloud to the class and explain its meaning.

### 21<sup>ST</sup> CENTURY SKILL

- **Critical Thinking and Problem Solving**

- Ask students to identify the problem that supporters of the Constitution faced in trying to get it passed. (Sample answer: pressure from the people to add measures protecting the people's rights and freedoms) Ask students whether they believe the framers of the Constitution came up with an effective solution. If there is dissent, divide the class into two groups—one that approves of the framers' solution and one that does not. Ask each group to discuss and list members' arguments. Then moderate a debate between the two groups.

### INTERACTIVE STRATEGY

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### WRITING TOPIC

- Summarize Article V. of the US Constitution
- Describe the use of each amendment in the US Bill of Rights.

### WRITING PRACTICE

- To help students with this activity, have them also think about a time when they were part of a group in which one person

the Constitutional amendments dealt with three issues: voting rights, government power, and operation of the government. After students complete the activity, ask volunteers to write their paraphrases on the board. Work through the paraphrases as a group to make sure each includes the key words and ideas but does not copy the exact wording of the paragraph.

### EXTENSION

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#### Rephrase Language

Use the table on page 28 to help students understand the key principles of the Constitution. Explain how the table makes the information easier to read and understand than a paragraph. The rows and columns show connections and relationships among the ideas in the table. Have students work in pairs to create a similar table for the Bill of Rights.

#### Evaluate a Failed Amendment

Divide students into groups. Provide each group with the text of a failed amendment, such as House Joint Resolution 208, the proposed Equal Rights Amendment, which would have ensured equal rights under the law regardless of sex. Have the group agree on a paraphrase of their proposed amendment. Then have students use online resources to investigate why the states did not ratify the amendment. Finally, have each group share its conclusions with the class and offer its own assessment of the proposed amendment.

### LESSON REVIEW

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had all the responsibility. Students should discuss how this may or may not have been a good situation for them or for the group. Have students use this comparison to help them when completing the writing activity.

## US Government and Civics

**1.3: The Executive, Legislative, and Judicial Branches***MATERIALS*

- o CC Basics Social Studies, pages 32 - 37
- o [The US Constitution](#)

*CCR STANDARDS*

- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

*OBJECTIVES*

- o Identify the role and duties of the president
- o Compare and contrast the two houses of Congress
- o Explain how the federal judicial system functions

*KEY CONCEPT*

- o Each of the three branches of government has unique roles and responsibilities.

*VOCABULARY*

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o Delegate</li> <li>o Function</li> <li>o imbalance</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o judicial review</li> <li>o veto</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o compare</li> <li>o contrast</li> </ul>

*EVIDENCE-BASED READING*

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*21<sup>ST</sup> CENTURY SKILL*

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*INTERACTIVE STRATEGY*

## BEFORE LESSON

Students have learned that the Constitution divided the government into three branches. Ask students to name the three branches. (legislative, executive, judicial) Tell students that they will be learning more about the functions and responsibilities of these three branches in this lesson.

## BACKGROUND

Explain that the government was divided into three branches in order to separate and set limits on its powers. This separation of powers keeps any one branch from becoming too powerful. Ask students to describe how a restaurant is organized. (Some cook, some serve food, some clear tables, some seat guests, some manage business aspects.) Point out that each group has its own roles and responsibilities. Similarly, the government is divided into three branches, each with its own roles and responsibilities. Ask students to create in their notebooks a three-column chart with the headings Legislative Branch, Executive Branch, and Judicial Branch. Tell students that as they read, they should list the roles and responsibilities of each branch of government under its name.

## GUIDED PRACTICE

**The Federal Government****The Legislative Branch****The Judicial Branch**

## CORE SKILL

**Identify Comparisons and Contrasts**

Before they write their sentences, have students suggest language that can be used to compare or contrast the information in the Presidential Campaign Spending table. Then point out that comparisons are often used as evidence to support other ideas, such as arguments or predictions. After students have written their two sentences, invite several students to write their sentences on the board. Discuss how the comparisons support the predictions in those sentences.

**Compare and Contrast**

Provide students with online or classroom book examples of block and point-by-point comparisons. Ask how the two differ (block: one topic covered, and then



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### WRITING TOPIC

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### WRITING PRACTICE

- o To help students with this activity, tell them to make sure that the characteristics of each branch that they are comparing are similar in nature, even if they are different in function. Work with the whole class to make a table on the board with three columns: Executive, Legislative, and Judicial. In the first row, under the first heading, write "enforces laws." Elicit from students what should appear in the other two columns (legislative: makes laws; judicial: interprets laws). Help them identify that, even though the specific functions of the three branches are different, all three roles relate to laws. Point out that if one role related to laws and another related to taxes, there would be little use in comparing or contrasting them. When students have completed their paragraphs, make sure they have compared and contrasted related characteristics and used words that signal comparison and contrast.

another; point-by-point: comparisons are made immediately, within paragraphs). Have students work with a partner to complete their analyses and descriptions.

### EXTENSION

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#### **Multiple-Meaning Words**

To help students understand the term pocket veto, explain that in this context pocket has nothing to do with clothes. Here, it means "to put away." Ask students if they know of other words with more than one meaning. (Possible answers: lead, pass, ruler)

#### **Investigate Structure and Function**

Divide students into small groups. Assign each group a specific branch of government. Have each group investigate its assigned branch and create a flow chart displaying the structure and functions of that branch of government. Remind students to use visual cues such as position, lines, and colors to illustrate patterns and relationships. Display the completed charts in the classroom.

### LESSON REVIEW

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## US Government and Civics

## 1.4: State and Local Government

*MATERIALS*

- o CC Basics Social Studies, pages 38 - 43

*CCR STANDARDS*

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- o 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

*OBJECTIVES*

- o Explain the ways in which national and state governments are alike and different
- o Identify the different levels and forms of local government
- o Distinguish between the various forms of city government

*KEY CONCEPT*

- o State and local governments have powers and duties not granted to the federal government.

*VOCABULARY*

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o contradict</li> <li>o recall</li> <li>o reserved</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o direct initiative</li> <li>o referendum information</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o relevant</li> </ul>

*EVIDENCE-BASED READING*

## BEFORE LESSON

Students have learned how the national government is structured. Ask students to describe what they know about the structure of their state and local government. If they struggle, give suggestions: the executive head of the state government is the governor, the executive head of a town or city is a mayor, and so on. Tell students that across most of the country, the state legislative body is called either the State Legislature or the General Assembly. Explain that in this lesson, students will learn more about state and local governments.

## BACKGROUND

Explain that under the Constitution, all powers not given to the federal government are given to the states and to local governments. Have students suggest some powers their state or local governments have, such as taxation, maintaining roads, and establishing schools.

## GUIDED PRACTICE

**Who Has Power?****Local Governments**

## CORE SKILL

**Judge the Relevance of Information**

Tell students that when they write, they should think about which details are important to their main point and which are not. They should include only those that are important. Make sure students recognize that President Obama's adoption of Bo, the Obama's family dog, is not relevant to his goals and achievements as president. Ask students when this detail would be relevant. They might suggest that this detail would be more appropriate in an article about his family life as president.

**Identify Facts and Details**

Point out that graphic organizers like a Venn diagram are another useful way of taking notes. When students have completed their Venn diagrams, invite two or three volunteers to recreate their diagrams on the board. Use these as the basis for a class review of the lesson content.

## EXTENSION

### o **Comprehension: Ask Questions**

As students read this section on state governments, have them identify the main idea of each paragraph. Tell students to ask questions as they read, such as Who? What? Why? When? Tell them to look for the answers to their questions as they read the paragraph. They will find these answers in the supporting facts and details.

### 21<sup>ST</sup> CENTURY SKILL

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### INTERACTIVE STRATEGY

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### WRITING TOPIC

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### WRITING PRACTICE

- o Students' summaries should clearly state the main ideas of the section in a logical order but should not include the supporting details.

### **Compare Governments**

Explain to students that the United States has three basic levels of government: local, state, and federal. Use a table to break down each level, listing its powers and duties. Assess student understanding by having them create a Venn diagram based on the table (see the Graphic Organizer section of the Instructor Resource Binder for a blackline master), showing which powers and duties are distinct to two levels and which ones overlap. Allow students to use their notes on the lesson for this Activity

### **Collect and Display**

Information Have students' research information about the history of their local government, focusing on important issues, challenges, and people. Then have students form groups and combine their findings to create a group time line showing the history of the local government. If possible, students' research should cover at least the past hundred years. Encourage each group to determine cause and effect in events that occurred within their government. For example: a change in zoning laws (laws that separate residential neighborhoods from commercial areas) may have inspired a growth in the community's businesses. Invite the groups to display their time lines and compare the information contained in them.

### LESSON REVIEW

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## US Government and Civics

## 1.5: Political Parties and Interest Groups

*MATERIALS*

- o CCB Social Studies pages 44 - 47

*CCR STANDARDS*

- o 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

*OBJECTIVES*

- o Explain the role of political parties in US politics
- o Discuss the importance of interest groups

*KEY CONCEPT*

- o Political parties and interest groups play important roles in government at all levels.

*VOCABULARY*

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o Influence</li> <li>o platform</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o interest group</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o synthesize</li> </ul>

*EVIDENCE-BASED READING***Word Analysis**

- o In this section, students will see the abbreviation PAC, which stands for "political action committee." Tell students that people often pronounce this abbreviation so that it sounds the same as the word pack. Point out that other abbreviations, like USA, are not pronounced like a word; instead, each letter is read separately: U-S-A. Have students think of other abbreviations they know.

*BEFORE LESSON*

Ask students what they know about the role of political parties in elections. (Students may know that in primary elections, voters vote only for candidates that are part of the political party in which they are registered. Students may also say that some local elections, unlike national and state elections, are nonpartisan.) Have students name the political parties they have heard of. (Sample answers: Democratic, Republican, Peace and Freedom, Libertarian, Green, Constitution, Socialist Party USA) Tell students that in this lesson, they will learn more about US political parties and the role of interest groups in US politics.

*BACKGROUND*

Ask students if they have recently heard any news about a political party or issue. Provide newspaper articles about a recent political issue if students are not aware of any. Then have students pick a news item to write about in their notebooks. They should write what they know about the issue and what they think about it. Invite volunteers to share their thoughts with the class. Point out the roles played by political parties and interest groups (such as drug companies, the National Rifle Association, or animal rights groups) in the issues they selected.

*GUIDED PRACTICE*

- o Ideas and Influence in Politics
- o Interest Group

*CORE SKILL***Recognize the Cartoonist's Point of View**

Refer to the cartoon on the page. Point out that the donkey represents the Democratic Party and the elephant represents the Republican Party. With both animals in it, the bathtub is full. A man (representing the third party) wants to get in the tub with them. Students should recognize that the donkey and the elephant are probably not telling the truth about the water and the soap; instead, they simply don't want to allow a third party to join them. Invite volunteers to suggest the cartoonist's opinion of this situation.

**Synthesize Ideas from Multiple Sources**

Ask students to interview three or four other students to learn their opinion on

Make a list with students of abbreviations that are read like words (NATO) and ones that are spelled out (RSVP).

### 21<sup>ST</sup> CENTRUTY SKILL

○

### INTERACTIVE STRATEGY

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### WRITING TOPIC

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### WRITING PRACTICE

- Remind students to include details from the cartoon to support their interpretation of its meaning. These details will include a description of the characters, the situation, other visual clues (such as the bathmat), and the caption.

the role of political parties in the United States today. They might ask about the power of political parties in Congress or the parties' influence on the media. Tell students to ask each person the same question or questions. Then have students write a short paragraph synthesizing the opinions their classmates expressed and drawing their own conclusion. As students begin their research on a third party, remind them not to copy wording from the sources they find. Instead, they should think about the ideas in those sources and write about them in their own words.

### EXTENSION

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#### **Getting the Joke**

Explain to students that humor can be difficult to recognize and interpret in a foreign language. One reason for this is that culture often plays a large role in humor. Culture includes shared knowledge of history, current events, and even parts of language such as word play and irony. For instance, before reading this lesson, students may not have realized that the donkey symbolizes the Democratic Party and the elephant symbolizes the Republican Party. Have students look at the cartoon on page 45 and encourage them to ask questions about anything they do not understand. Ask which parts of the cartoon are familiar

#### **Investigate and Develop a Logical Argument**

Select several topics that have been in the news recently and ask students what they know about these issues. Ask students to identify interest groups that might be involved with these issues. An example is global warming; interest groups concerned with global warming include oil companies and Greenpeace. Divide students into an even number of groups. Assign one group the role of an interest group and a topic, such as oil companies and global warming. Assign the next group the same topic but a different interest group, such as Greenpeace and global warming. Continue until you have assigned each of the groups a topic and interest group. Then have each group of students investigate its topic from the perspective of its assigned interest group and develop a logical argument. Finally, have the groups that share a topic debate those issues from opposing viewpoints.

### LESSON REVIEW

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## US Government and Civics

## 1.6: Civil Liberties

*MATERIALS*

- o CCB Social Studies pages 48 - 53

*CCR STANDARDS*

- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- o 6 Assess how point of view or purpose shapes the content and style of a text.

*OBJECTIVES*

- o Identify the general provisions of the Bill of Rights
- o Explain how civil rights expanded to include more people
- o Understand how African Americans and women gained the right to vote

*KEY CONCEPT*

- o Through Constitutional amendments, civil rights in the United States have extended to more people.

*VOCABULARY*

<i>Tier 2</i>	o
<i>Tier 3</i>	o Provision o seize
<i>Test Words</i>	o civil liberty o civil right o disenfranchise o suffrage

*EVIDENCE-BASED READING***Partner Reading**

- o Have students form pairs and take turns

## BEFORE LESSON

Students have read how the Bill of Rights was written to reassure states that the Constitution would protect the basic rights of individuals. Ask students which of these basic rights and freedoms they recall, and list their answers on the board. (Sample answers: freedom of speech, freedom of the press, the right to bear arms, freedom of religion, and freedom from unreasonable search and seizure) Tell students that in this lesson, they will learn more about the Bill of Rights and other amendments to the Constitution.

## BACKGROUND

Tell students that despite the Bill of Rights, certain groups in the United States have had to fight for their rights. Ask students to suggest some of these groups. (Sample answers: African Americans, women) List groups on the board and invite volunteers to say what they know about these struggles. While students read this lesson, have them identify how the Constitution has changed to guarantee civil rights to various groups.

## GUIDED PRACTICE

**The Expansion of Civil Liberties****Civil Rights for African Americans**

## CORE SKILL

**Identify Cause-and-Effect Relationships**

Have students write cause-and-effect paragraphs based on their charts. Remind them to use words like because, since, therefore, and if... Then to indicate cause-and-effect relationships.

**Identify Point of View**

Provide students with an editorial to read. Work with students to identify the writer's point of view. If known, provide the writer's age, location, and gender. Ask students how details about the writer may have influenced his or her point of view. As students write their own sentences, encourage them to use details about the time period and civil rights in their writing.

## EXTENSION

**Use Visuals to Support Text**

reading aloud to one another two paragraphs from this page. Tell them that the partner who is listening should not read along in the book as they listen to the text. After listening, that partner should read the text in such a way as to clarify any sections of the text he or she found difficult to understand. Each student should read the text at least twice.

### 21<sup>ST</sup> CENTURY SKILL

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### INTERACTIVE STRATEGY

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### WRITING TOPIC

○

### WRITING PRACTICE

Tell students to use chronology (the arrangement of events in the order they occurred) to help them fill in their cause-and-effect charts. Events that came first are likely to be causes of events that followed. As students complete their charts, make sure each chart has an appropriate title, a Cause column, an Effect column, and logical cause-and-effect relationships between the items listed in each row.

Ask students to look at the chart on page 50 and compare it to the second and fourth paragraphs on the same page. Have them identify the relationship between the chart and the text. With students, discuss how the chart makes the information easier to understand.

### Summarize

Have students investigate and interpret data regarding a person, document, or issue presented in the lesson. For example, students might investigate the Declaration of Sentiments or the Brown v. Board of Education of Topeka, Kansas, case and decision. Then have students summarize their findings and present them to the class in the form of a short oral report

### LESSON REVIEW

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## US Government and Civics

## 1.7: The US Role in the Global Society

*MATERIALS*

- o CCB Social Studies pages 54 - 59

*CCR STANDARDS*

- o 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

*OBJECTIVES*

- o Understand the opportunities and challenges facing the United States in the global society
- o Consider the impact of the spread of US culture around the world
- o Recognize that US businesses, as well as nonprofit organizations, reach beyond US borders

*KEY CONCEPT*

- o The world is becoming more interconnected. In this new global society, the United States bears heavy responsibilities but also looks forward to important opportunities.

*VOCABULARY**Tier 2*

- o dialogue
- o transact

*Tier 3*

- o fair trade
- o foreign aid
- o global society

## BEFORE LESSON

Ask students if they can think of an example of the spread of American culture and business around the world. (Sample answers: spread of American music, American television, American fast food restaurants, American computer brands, American clothing) Ask students if they can think of ways that life in the United States has changed because of the nation's involvement with other cultures. (Sample answers: many restaurants serve food from other cultures; products Americans buy are produced in other countries)

## BACKGROUND

Explain that due to advances in travel and technology, many countries, including the United States, have become more involved in world politics and business. This has advantages for the countries involved, but it also places more responsibility on them. The involvement of the United States in the Middle East is an example of this involvement. Ask students to share ideas about the advantages (such as expansion of US businesses) and responsibilities (such as support for human rights) that have come along with US involvement in other countries. Lead the discussion as necessary if students are unfamiliar with US involvement in countries around the world.

## GUIDED PRACTICE

- o Opportunities and Challenges in a Global Society

## CORE SKILL

**Interpret Graphics**

Have students look at the photos used in the beginning of the lesson for a refresher on interpreting photos. Remind students to use cause-and-effect language in their sentences. Have students create a presentation slide combining their image and their sentence. Then combine the slides into a class slideshow.

**Make Predictions**

Remind students that making predictions involves drawing on their knowledge and guessing what they think will happen. You may wish to have students work in pairs or small groups to complete this exercise. Then have each pair or group share their ideas with the class.



	<ul style="list-style-type: none"> <li>◦ nonprofit organization</li> </ul>
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<i>Test Words</i>	<ul style="list-style-type: none"> <li>◦ prediction</li> </ul>
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*EVIDENCE-BASED READING***Echo Reading**

- Read the second paragraph on page 54 with fluency and expression. Tell students to track the paragraph as you read. Then have them read after you, copying fluency and expression.

*21<sup>ST</sup> CENTURY SKILL*

- 

*INTERACTIVE STRATEGY*

- 

*WRITING TOPIC*

- 

*WRITING PRACTICE*

- Remind students to think about the conditions in which people in that small village are living now, before they acquire this technology. Tell them to think about these questions: What changes will occur? How prepared will people be to use the Internet? Will what they see challenge their world view? Will what they see affect how they view their own lives in their own homes? What benefits will they gain? What harm might this new technology do? After students have finished their articles, invite them to post the articles for the class to read.

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EXTENSION

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**Review the Lesson**

After students have read the lesson, list the major headings and have students tell you in one sentence what each section was about. This will help them recall material and help you assess their comprehension.

**Cause and Effect**

Divide students into small groups. Have each group develop an idea for how a nonprofit organization can address an issue they are passionate about. Ask students to investigate their group's cause on the Internet, draw evidence from reliable websites, and use cause-and-effect organization to formulate a plan showing how the proposed actions of their nonprofit group would impact the targeted problems. Ask students to create a poster about the organization that summarizes the cause-and-effect aspects of their plan and cites supporting evidence. Have the groups use their posters to present their organizations to the class. Finish the activity by having the class vote on which organization to support.

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LESSON REVIEW

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## US Government and Civics

## 1.8: Contemporary Public Policy

*MATERIALS*

- o CCB Social Studies pages 60 - 65

*CCR STANDARDS*

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- o 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

*OBJECTIVES*

- o Define contemporary public policy
- o Identify examples of public policy
- o Describe how public policy is made

*KEY CONCEPT*

- o Public policy refers to the actions taken by government to address public issues.

*VOCABULARY*

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o Accountable</li> <li>o Bias</li> <li>o Contemporary</li> <li>o Implement</li> <li>o log</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o domestic</li> <li>o issues</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o public policy</li> </ul>

*EVIDENCE-BASED READING***Repeated Reading**

- o Read aloud the paragraphs of the

*BEFORE LESSON*

Ask students if they know what public policy is. (government actions that affect everyone) Tell students that public policy affects many areas of life for Americans, from health care to driving laws. Explain that students will learn more about public policy in this lesson.

*BACKGROUND*

Invite a volunteer to read the three questions in the introductory paragraph on page 60. (Do you think the speed limit on a certain road should be changed? Do you wish that you paid less taxes? Do you think the government should do more to help people?) Invite students to share their opinions and discuss them as a class. Explain that they are discussing contemporary public policy.

*GUIDED PRACTICE*

- o Contemporary Public Policy
- o Types of Public Policy
- o Who Makes Contemporary Public Policy?
- o Evaluating Public Policy

*CORE SKILL***Draw Conclusions**

Demonstrate drawing a conclusion from an online article on public policy. Emphasize how you used several pieces of information to draw your conclusion. Point out that the activity requires students to provide evidence to support their conclusion. Their evidence should consist of at least two pieces of information. Explain that one piece of information may be knowledge that they already had before visiting the website.

**Evaluate Reasoning**

Review with students the three-step process for evaluating the reasoning behind a public policy position. Ensure they understand the steps as well as the reasons for the steps: The two-column table makes it easy to compare the arguments side by side. Evidence is written down so it can be reviewed and evaluated. Facts must be distinguished from opinions to eliminate bias.

*EXTENSION*

"Contemporary Public Policy" section. Have students listen for your inflection and pauses. Then have pairs of students read the paragraphs aloud together, mimicking the way you read it. Circulate and encourage students to continue rereading until they are reading fluently.

## 21<sup>ST</sup> CENTURY SKILL

○

## REAL WORLD CONNECTION

### How Public Policy Affects You

- Create a three-column chart on the board and label the columns Public Policy, Type of Policy, and Effect on Me. Then describe a normal day in your life, writing the public policies you typically come into contact with. (Sample answers: Public Policy: laws to regulate traffic; Type of Policy: public safety; Effect on Me: followed rules of the road as I drove to school) Encourage students to check in midweek to go over their entries with you.

## INTERACTIVE STRATEGY

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## WRITING TOPIC

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## WRITING PRACTICE

- Review with students the components or parts of a business letter: sender's address, date, recipient's address, salutation (or greeting), body, and closing. Show students a sample letter to the editor and point out its components. After students write their letters, check to ensure they have provided specific points of argument and evidence to

### Write Headers as Main Idea

Statements Review the lesson with students. Guide students into rewriting each section header as a declarative sentence that states the main idea of the text that follows the headers.

### Develop a Logical Argument

As a class, agree on a public policy to debate. Create two teams with two members each. One team should be for the policy and the other should be against it. Other class members should assist the teams by conducting Internet research to organize data that can be cited as evidence for each team's argument. Stage the debate in class: a member of each team should give a three-minute speech relating their position and citing evidence to support their argument. Next, have other team members give one-minute rebuttal speeches. Conclude with a question-and-answer session with the class.

## LESSON REVIEW

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support those points.

**US History****2.1: Early Democratic Traditions***MATERIALS*

- o CCB Social Studies pages 74 - 77

*CCR STANDARDS*

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

*OBJECTIVES*

- o Identify the documents that shaped US democratic traditions
- o Explain the idea of social contract
- o Summarize the provisions of the Articles of Confederation

*KEY CONCEPT*

- o The government of the United States is built on a foundation of English laws and government.

*VOCABULARY*

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o Assembly</li> <li>o Declaration</li> <li>o peer</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o charter</li> <li>o legislature</li> <li>o representative government</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o summarize</li> </ul>

*EVIDENCE-BASED READING***Ask Questions***BEFORE LESSON*

Write the Merriam-Webster dictionary's definition of social contract on the board: "an actual or hypothetical agreement among the members of an organized society or between a community and its ruler that defines and limits the rights and duties of each." Help students to understand and paraphrase this definition. Ask them whether they think the classroom is an example of a social contract. Ask: What about the relationship between a company and its employees? Tell students that the concept of a social contract was important to the individuals who founded the United States.

*BACKGROUND*

Discuss with students what they learned about the writing of the Constitution. Tell them that there were many earlier documents that informed the creation of the US Constitution. Work with students to create on the board a KWL chart about these documents and to fill in the K (know) and W (want to know) columns. Have them copy the chart into their notebooks and fill in the L (learn) column as they read the lesson.

*GUIDED PRACTICE*

- o The English Bill of Rights
- o The Mayflower Compact
- o The Fundamental Orders of Connecticut
- o Declaration of Independence
- o Articles of Confederation

*CORE SKILL***Analyze Events and Ideas**

Provide examples of two or three documents that help people live and work together (classroom rules, workplace code of ethics, gym regulations). Ask students what the main idea or purpose of each document is. After students complete the sidebar activity, encourage them to share information and ideas about the agreement they have identified.

**Summarize Ideas**

Choose two or three paragraphs from earlier in the lesson and work with students to identify their main ideas. Then have students give an accurate and brief summary of each paragraph. For the sidebar activity, have pairs of

Tell students that asking questions about a passage before they begin to read will help them better understand what they read. Tell them that answering the questions tests their comprehension. As they read about each document in this lesson, have them answer questions such as these that they formulate beforehand: What was the purpose of the Mayflower Compact? How did this document influence the US Constitution?

### *21<sup>ST</sup> CENTURY SKILL*

○

### *INTERACTIVE STRATEGY*

○

### *WRITING TOPIC*

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### *WRITING PRACTICE*

To help students organize their thoughts before writing their summaries, have them write an outline. Explain that the details of the passage should be listed as subtopics under a main topic head. When they write their summaries, remind them to include all the main ideas and leave out unimportant details.

students check each other's summaries. Tell them to make sure that the summaries include only main ideas and that they do not copy the words from the paragraph.

## EXTENSION

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### **Promote Interactive Learning**

When dividing students into groups, make sure each group contains both English language learners and fluent English speakers. Encourage fluent speakers to help English language learners with unfamiliar words and constructions by explaining complex concepts in simpler terms. Be aware that original documents may pose a problem for both types of students, so encourage groups to ask questions about problems they encounter in such texts.

### **Draw a Conclusion**

Have students synthesize what they learned about the several documents that influenced the Constitution. Ask them to determine and write the main idea of the section in the lesson on each document and then draw a conclusion about the Constitution.

## LESSON REVIEW

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## US History

## 2.2: Revolution and a New Nation

*MATERIALS*

- o CCB Social Studies pages 78 - 85

*CCR STANDARDS*

- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

*OBJECTIVES*

- o Understand the causes and effects of the American Revolution
- o Understand how and why the Constitution was developed
- o Recognize how the new nation grew geographically and economically

*KEY CONCEPT*

- o After defeating the British, the new United States established a democratic government. As the nation grew, conflict between regions increased.

*VOCABULARY*

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o annex</li> <li>o expansion</li> <li>o revolution</li> <li>o sectional</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o Constitution</li> <li>o Federal</li> <li>o independence</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o cause</li> <li>o effect</li> </ul>

*EVIDENCE-BASED READING***Collaborative Reading**

## BEFORE LESSON

Ask students what they already know about conditions in the United States when it first formed, and write their answers on the board. (Sample answers: There were 13 colonies/states. In general, the Southern states had large plantations with slave labor. The Northern colonies developed industries like manufacturing and fishing. More free people lived in the Northern states than in the Southern ones. Many enslaved people lived in the Southern states.)

## BACKGROUND

Tell students that in less than a century, the United States evolved from 13 colonies along the East Coast to a large, democratic nation spanning a continent. Draw a time line on the board, and divide it into 10-year increments, starting at 1760 and ending at 1860. Have students copy the time line into their notebooks and fill it in as they read the lesson.

## GUIDED PRACTICE

- o The American Revolution
- o Creating the Constitution
- o The Louisiana Purchase
- o The War of 1812
- o Westward Expansion
- o Economic Development

## CORE SKILL

**Identify Cause-and-Effect Relationships**

Tell students that a cause-and-effect flowchart is another way of presenting the cause-and-effect information. On the board, draw two boxes and an arrow leading from the left box to the right box. Have students copy this organizer in their notebooks.

Have students read the first three paragraphs on page 78. Then have them work in pairs to fill in cause-and-effect organizers, using arrows to indicate causation.

**Understand Cause and Effect**

Work with students to reread the section "Economic Development." Write the key words and phrases in cause-effect relationships on the board. Have students work in pairs to write sentences using these words.

- Read "Creating the Constitution" aloud to students while they follow along in the book. Then have them read it aloud in this way: One student reads the first sentence, the next reads the next sentence, and so on. Tell them to be careful to use appropriate pacing and intonation.

### *21<sup>ST</sup> CENTURY SKILL*

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### *INTERACTIVE STRATEGY*

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### *WRITING TOPIC*

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### *WRITING PRACTICE*

Check students' work to make sure they have used words and phrases signaling cause and effect in their paragraphs.

## EXTENSION

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### **Elaborate and Explain**

The concept of compromise was important in the 100 years leading up to the Civil War. After students read "Creating the Constitution" on page 80, have them explain their understanding of the word compromise. Make sure they realize that compromising means that everyone gets something they wanted, but that everyone also gives up something they wanted. Ask students to give examples of compromises they have made.

### **Investigate Events**

Have students form pairs or small groups. Assign each team one of the decades on the time line the class created at the beginning of this lesson. Have the teams investigate the events of their decade and create a year-by-year time line for it. Then have all the teams compile their time lines in the classroom and study them to learn more about the events that led up to the US Civil War.

## LESSON REVIEW

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## US History

## 2.3: The Civil War and Reconstruction

*MATERIALS*

- o CCB Social Studies pages 86 - 93

*CCR STANDARDS*

- o 6 Assess how point of view or purpose shapes the content and style of a text.

*OBJECTIVES*

- o Identify the events and issues that led to the Civil War
- o Understand the advantages and disadvantages of the North and the South during the Civil War
- o Recognize how Reconstruction affected the South and the lives of newly freed African Americans

*KEY CONCEPT*

- o The Civil War began as an attempt to preserve the Union, but it ended with the abolition of slavery in the United States.

*VOCABULARY*

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o Secede</li> <li>o Surrender</li> <li>o territory</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o abolitionist</li> <li>o poll tax</li> <li>o Reconstruction</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o Context</li> <li>o point of view</li> </ul>

*EVIDENCE-BASED READING***Ask Questions**

- o Before students begin each section, have

## BEFORE LESSON

On the board, create two concept webs, one for the North and one for the South. Begin filling in the webs using what students remember from previous lessons about issues such as states' rights, the balance of power in Congress, and the development of manufacturing and industry in the North. Tell them to continue their webs as they read about the problem of slavery and the events immediately preceding the Civil War.

## BACKGROUND

Point out that the Civil War was not only about slavery, but it was also about economic, political, and social divisions between the North and the South. Even though the North's victory preserved the Union, it did not resolve these divisions. Explain that this lesson will examine how these divisions led to war and how the division continued during Reconstruction.

## GUIDED PRACTICE

- o The Problem of Slavery
- o The Civil War
- o Reconstruction

## CORE SKILL

**Locate Sources**

Tell students that the US Civil War has been a popular topic for many writers, historians, and filmmakers. Demonstrate doing an online search for media on a Civil War topic, such as text of the Emancipation Proclamation. As students work on the activity, encourage them to share the sources they find in their online searches.

**Recognize Persuasive Language**

Have students compare their sentences and analyses with a partner's. Invite volunteers to share their analyses with the class, explaining why they feel Douglass was or was not successful. Tell them to support their opinions with evidence from the text of the speech.

**Recognize Persuasive Language**

Analyze the Martin Luther King, Jr., speech with students and identify persuasive language. Then have students analyze the Nixon speech. Have them share and

them read the heading and write a specific question they think the section will answer. After they have read the lesson, have them trade their questions with a partner and answer each other's questions. You may want to create questions as a class activity for the first section. (Possible questions: Why didn't most of the North use slave labor? As the country grew, did new states and territories want to have slavery? How did the Union stay together with such a big difference of opinion?)

## 21<sup>ST</sup> CENTURY SKILL

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## INTERACTIVE STRATEGY

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## WRITING TOPIC

○

## WRITING PRACTICE

- Explain to students that including factual evidence in their persuasive paragraphs strengthens their argument. Encourage them to use online or other resources to find facts that support their point of view.

compare their ideas.

## EXTENSION

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### Question Structure

As students work on their questions for the various sections of the lesson, remind them of how questions are constructed: Most questions invert the order of the subject and verb; often this is done by adding some form of the verb do. (Did you go to the game last night? When does the game start?) The main exception is questions in which who is the subject. (Who is the team's captain? Who scored the winning goal?) Check students' questions to make sure they have structured them correctly.

### Develop a Logical Argument

Have students modify their persuasive writing to make it into a speech. Tell them to use both logical and emotional arguments to defend their position. Encourage them to practice the speech several times in front of a mirror. Then invite volunteers to share their speeches with the class.

## LESSON REVIEW

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## US History

**2.4: The Progressive Era, World War I, and the Depression***MATERIALS*

- o CCB Social Studies pages 94 - 101

*CCR STANDARDS*

- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

*OBJECTIVES*

- o Understand the economic and social issues of the Progressive Era
- o Evaluate the impact of World War I on the United States
- o Identify the results of FDR's New Deal

*KEY CONCEPT*

- o Industrialization, a world war, and a bust-and-boom economy led to major social and economic changes in the first half of the twentieth century.

*VOCABULARY*

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o irony</li> <li>o progressive</li> <li>o reforms</li> <li>o social</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o muckrakers</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o identify</li> </ul>

*EVIDENCE-BASED READING***Word Stress**

- o Tell students that some words with the same number of syllables do not necessarily have the stress on the same syllable. Point out

## BEFORE LESSON

Have students think about what happened during the 1800s. What issues were left unfinished after the Civil War and Reconstruction? (civil rights for African Americans, workers' rights, women's suffrage, women's rights) Tell students that in this lesson, they will learn how some of these issues were addressed in the first half of the twentieth century.

## BACKGROUND

Point out that at the turn of the twentieth century, immigrants were still pouring into the United States to find factory jobs in the cities. Similarly, people were coming from rural areas of the United States into cities looking for higher wages than they could make farming. At the same time, the United States was taking a greater role in international politics. Show students images of immigrants, factory workers, and city life around the turn of the century. (Images by Jacob Riis document many of these issues at the end of the 1800s.) Work with students to analyze the photos and identify difficulties city-dwellers faced, conditions in which they may have worked, and places they lived.

## GUIDED PRACTICE

- o The Progressive Era 1900-1917
- o World War I
- o The Roaring Twenties

## CORE SKILL

**Interpret Political Cartoons**

Work with students to create a political cartoon about a current event, such as a war, passage of a new law, or a local election. Tell students that it is not necessary for a political cartoon to be funny-it can be ironic or thought provoking. Have students complete the sidebar activity on their own and discuss their answers as a class.

**Locate Reliable Sources**

Explain to students that Wikipedia is not generally considered a reliable source because its articles can be created and edited by anyone. Other encyclopedias are considered reliable, however, such as Encyclopedia Britannica. With students, look up Jane Addams and sort through the search results to find reliable sources. Then have students research one of the other people on the

the three-syllable vocabulary words-irony, muckraker, and progressive. Have students identify the stressed syllable in each word (EYErroh- nee, MUCK-rak-er, proh-GRESS-ihv).

## 21<sup>ST</sup> CENTURY SKILL

### Critical Thinking and Problem Solving

- o Remind students to use signal words and phrases indicating comparison and contrast in their writing. You may want to review some of them as a class before they begin to write.

## INTERACTIVE STRATEGY

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## WRITING TOPIC

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## WRITING PRACTICE

- o Help students begin their writing by giving them sentence starters, such as "A major problem that needs to be addressed immediately is ... " or "Many of society's problems stem from ... "Students may focus on issues that affect them directly, such as taxes, immigration reform, or wages.

list.

### Interpret Graphics

Provide students with several political cartoons from the Progressive Era. Work with them to interpret the cartoons by identifying the cartoonist's perspective or opinion, the message of the cartoon, and the historical setting. After students have completed the activity, have them write a summary sentence about the cartoon.

## EXTENSION

### Using Their Own Words

Assign each student a section of the lesson and have them reread it, taking notes on the main events during the period it covers. Then, as a group, have them retell the events of the lesson in chronological order, with each recounting their section in their own words.

### Formulate an Opinion

Have students create presentations that show the positive and negative aspects and events of the early 1900s. Encourage them to formulate an opinion about the time period and support it with facts and quotes.

## LESSON REVIEW

**US History****3.1: World War II, the Cold War, and the 1950's***MATERIALS**CCR STANDARDS*

- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

*OBJECTIVES*

◦

*KEY CONCEPT*

◦

*VOCABULARY*

Tier 2 | ◦

Tier 3 | ◦

Test Words | ◦

*EVIDENCE-BASED READING*

◦

*21<sup>ST</sup> CENTURY SKILL*

◦

*INTERACTIVE STRATEGY*

◦

*WRITING TOPIC*

◦

*WRITING PRACTICE**BEFORE LESSON**BACKGROUND**GUIDED PRACTICE**CORE SKILL*

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*EXTENSION**LESSON REVIEW*

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## US History

## 3.2: Protest and Politics

*MATERIALS**CCR STANDARDS*

- 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

*OBJECTIVES*

◦

*KEY CONCEPT*

◦

*VOCABULARY*

Tier 2 | ◦

Tier 3 | ◦

Test Words | ◦

*EVIDENCE-BASED READING*

◦

*21<sup>ST</sup> CENTURY SKILL*

◦

*INTERACTIVE STRATEGY*

◦

*WRITING TOPIC*

◦

*WRITING PRACTICE*

## BEFORE LESSON

## BACKGROUND

## GUIDED PRACTICE

## CORE SKILL

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## EXTENSION

## LESSON REVIEW

o



## US History

## 3.3: US Foreign Policy in the Modern Era

*MATERIALS**CCR STANDARDS*

- 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

*OBJECTIVES*

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*KEY CONCEPT*

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*VOCABULARY*

<i>Tier 2</i>	◦
<i>Tier 3</i>	◦
<i>Test Words</i>	◦

*EVIDENCE-BASED READING*

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*21<sup>ST</sup> CENTURY SKILL*

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*INTERACTIVE STRATEGY*

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*WRITING TOPIC*

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*WRITING PRACTICE*

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## BEFORE LESSON

## BACKGROUND

## GUIDED PRACTICE

## CORE SKILL

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## EXTENSION

## LESSON REVIEW

## US History

## 3.4: Societal Changes

## MATERIALS

## CCR STANDARDS

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

## OBJECTIVES

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## KEY CONCEPT

- 

## VOCABULARY

Tier 2	◦
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Tier 3	◦
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Test Words	◦
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## EVIDENCE-BASED READING

- 

21<sup>ST</sup> CENTURY SKILL

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## INTERACTIVE STRATEGY

- 

## WRITING TOPIC

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## WRITING PRACTICE

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## BEFORE LESSON

## BACKGROUND

## GUIDED PRACTICE

## CORE SKILL

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## EXTENSION

## LESSON REVIEW

## US History

**3.5: The United States in the Twenty-First Century***MATERIALS**CCR STANDARDS*

- 6 Assess how point of view or purpose shapes the content and style of a text.

*OBJECTIVES*

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*KEY CONCEPT*

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*VOCABULARY*

<i>Tier 2</i>	◦
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<i>Tier 3</i>	◦
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<i>Test Words</i>	◦
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*EVIDENCE-BASED READING*

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*21<sup>ST</sup> CENTRUTY SKILL*

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*INTERACTIVE STRATEGY*

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*WRITING TOPIC*

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*WRITING PRACTICE*

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## BEFORE LESSON

## BACKGROUND

## GUIDED PRACTICE

## CORE SKILL

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## EXTENSION

## LESSON REVIEW

World History and Political Systems

4.1: Political Theories and Systems in World History

MATERIALS

CCR STANDARDS

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OBJECTIVES

o

KEY CONCEPT

o

VOCABULARY

Tier 2 | o

Tier 3 | o

Test Words | o

EVIDENCE-BASED READING

o

21<sup>ST</sup> CENTRUTY SKILL

o

INTERACTIVE STRATEGY

o

WRITING TOPIC

o

WRITING PRACTICE

o

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

CORE SKILL

EXTENSION

LESSON REVIEW

## World History and Political Systems

**4.2: International Organizations***MATERIALS**CCR STANDARDS*

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*OBJECTIVES*

◦

*KEY CONCEPT*

◦

*VOCABULARY**Tier 2* | ◦*Tier 3* | ◦*Test Words* | ◦*EVIDENCE-BASED READING*

◦

*21<sup>ST</sup> CENTURY SKILL*

◦

*INTERACTIVE STRATEGY*

◦

*WRITING TOPIC*

◦

*WRITING PRACTICE*

◦

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

CORE SKILL

.

EXTENSION

LESSON REVIEW

## World History and Political Systems

**4.3: International Relations***MATERIALS**CCR STANDARDS*

◦

*OBJECTIVES*

◦

*KEY CONCEPT*

◦

*VOCABULARY**Tier 2* | ◦*Tier 3* | ◦*Test Words* | ◦*EVIDENCE-BASED READING*

◦

*21<sup>ST</sup> CENTURY SKILL*

◦

*INTERACTIVE STRATEGY*

◦

*WRITING TOPIC*

◦

*WRITING PRACTICE*

◦

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

CORE SKILL

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EXTENSION

LESSON REVIEW

## World History and Political Systems

**4.4: The World in the Twenty-First Century***MATERIALS**CCR STANDARDS*

◦

*OBJECTIVES*

◦

*KEY CONCEPT*

◦

*VOCABULARY**Tier 2* | ◦*Tier 3* | ◦*Test Words* | ◦*EVIDENCE-BASED READING*

◦

*21<sup>ST</sup> CENTURY SKILL*

◦

*INTERACTIVE STRATEGY*

◦

*WRITING TOPIC*

◦

*WRITING PRACTICE*

◦

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

CORE SKILL

EXTENSION

LESSON REVIEW

## Economic Foundations

### MATERIALS

- o CCB Mathematics pages 184 - 189
- o Worksheet: [Basic Economic Principles](#)
- o PowerPoint: [General Economic Principles](#)

### CCR STANDARDS

o

### OBJECTIVES

- o Explain how scarcity requires people to make economic choices
- o Recognize that economic choices have costs
- o Analyze a production possibilities curve

### KEY CONCEPT

- o Scarcity, which is a universal economic problem, requires individuals and societies to make choices about how to use their limited resources.

### VOCABULARY

<i>Tier 2</i>	o Scarcity
<i>Tier 3</i>	o Factor of Production o Opportunity Cost o Production Possibilities Curve
<i>Test Words</i>	o Table

### INTERACTIVE STRATEGY

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### WRITING TOPIC

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### WRITING PRACTICE

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## 5.1: Basic Economic Concepts

### BEFORE LESSON

Ask students whether they ever have too little time available to do all the things they want or need to do. Have them name examples of activities they have given up in order to do something else, and write their responses on the board. Explain that the challenge of having too little time (or money or other resources) to do all the things we want to do is an example of scarcity. Scarcity forces us to choose. A scarcity of money may force a choice between buying a needed textbook and a desired item of clothing, while a scarcity of time may mean choosing between studying and going out with friends. Tell students that in this lesson, they will learn about the economic

### GUIDED PRACTICE

- o Scarcity and Choice
- o Choices Involve Costs
- o Graphing Opportunity Costs

### CORE SKILL

#### Interpret Graphics

Explain that authors use graphics to present information in different ways. Sometimes graphics make it easier to understand an idea or concept. Have pairs of students use the table on page 184 to write a paragraph. They should use the first heading as their main idea and data from the table as the supporting details in their paragraphs. Have pairs exchange their paragraphs with another pair and check to make

#### Recognize Supporting Details

Explain that creating a web diagram is an effective way to recognize main idea and details in text. Have small groups of students create a web diagram about the "Choices Involve Costs" section, with the main idea in the middle and supporting details extending from it.

### EXTENSION

#### Practice Word Stress

Have students look at the vocabulary words for this lesson. Help students to recognize the influence of the word endings - tzon and -ity on word



stress. Have them practice reading sentences containing the vocabulary words, taking care to use correct word stress.

**Apply Economic Concepts**

Ask students to think of a scenario in their lives that involves opportunity cost. Then have them take that scenario and apply the concepts they learned in this lesson to create a production-possibilities table and graph showing the options involved. For example, students might use the opportunity costs of time spent exercising versus time spent studying. Have them write a short paragraph explaining and analyzing their data.

Common Core Basics: Social Studies

## LESSON REVIEW

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## Economic Foundations

*MATERIALS*

- o CCB Mathematics pages 190 - 195
- o Game: The Market System (DABC)

*CCR STANDARDS*

- o 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

*OBJECTIVES*

- o Explain demand and understand a demand curve
- o Explain supply and understand a supply curve
- o Analyze a market-equilibrium graph for a product

*KEY CONCEPT*

- o The forces of demand and supply create market prices for most products and resources in the US economy.

*VOCABULARY*

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o Demand</li> <li>o Market</li> <li>o Money</li> <li>o Supply</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o Market Equilibrium</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o Implied Main Idea</li> </ul>

*INTERACTIVE STRATEGY*

## 5.2: The Role of the Market

## BEFORE LESSON

Tell students that in a capitalist system, demand and supply help answer three basic economic questions: what to produce, how to produce, and for whom to produce. Write these questions on the board and help students understand them by using an example, such as this: What to produce: frozen yogurt; how to produce: in a shop using

## GUIDED PRACTICE

- o Markets
- o Demand and the Law of Demand
- o Supply and the Law of Supply
- o Market Equilibrium
- o Government Intervention

## CORE SKILL

**Understand the Implied Main Idea**

Remind students that an implied main idea is still a main idea. Explain that looking at the details helps point to the implied main idea. Use students' answers to the activity questions as the basis of a class discussion about the main idea of the paragraph.

**Make Inferences**

Tell students that making inferences often involves considering multiple perspectives on an issue. Thinking about how various entities or people might react to something can involve inference. You may choose to extend this exercise by having students research other price controls set by the US government.

## EXTENSION

**Understand Visuals**

Have students work in pairs to explain to one another the tables and curves in this lesson, including how they interrelate. Check students' understanding of the graphics and of the concepts of supply and demand.

**Develop a Logical Argument**

Divide the class into two groups. Have one group investigate the arguments in favor of government price controls and have the other

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*WRITING TOPIC*

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*WRITING PRACTICE*

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investigate the arguments against them. Tell both groups to cite evidence from both economic and social perspectives. Then moderate a class debate on the topic.

LESSON REVIEW

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## Economic Foundations

*MATERIALS*

- o CCB Mathematics pages 196 - 201

*CCR STANDARDS*

- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- o 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

*OBJECTIVES*

- o Describe how the role of government in the economy has
- o expanded over time
- o Explain the roles of government in the economy
- o Understand how tax revenues pay for government programs

*KEY CONCEPT*

- o The role of government in the US economy has increased dramatically during the past century.

*VOCABULARY*

<i>Tier 2</i>	o Secession
<i>Tier 3</i>	o Limited Government o Public Goods o Transfer Payment
<i>Test Words</i>	o Analyze o Faulty Logic

*INTERACTIVE STRATEGY*

## 5.3: The Role of the Government

*BEFORE LESSON*

Work with students to recall what they have learned about the US economy. Ask them why they think the role of government in the US economy has expanded in the past century. If they struggle, mention Roosevelt's policies in response to the Great Depression and Johnson's Great Society programs. Have students create a time line tracing this expansion as they read "Government's Role in the Economy."

*GUIDED PRACTICE*

- o Government's Role in the Economy
- o The Four Roles of Government
- o Taxation: Paying for Government Programs

*CORE SKILL***Evaluate Reasoning (page 198)**

Provide students with an example of faulty logic from an advertisement or magazine. Work with students to identify the faulty logic and why it is not sound reasoning. When they complete the sidebar activity, invite students to share their examples and analyses with the class.

**Evaluate Reasoning (page 199)**

Have students create a clean final draft of their paragraph. Use these to compile a student pamphlet on public goods.

**Analyze Information**

Provide small groups of students with editorials on economics. Have them underline facts, circle the main idea, and decide whether the author has convinced them based on the facts.

*EXTENSION***Proofread**

Remind students to proofread their written work to find errors in capitalization, punctuation, grammar, spelling, and word choice. Tell them that it can be difficult to proofread your own work, especially in a language you are learning. One good strategy is to wait until the next day to do the proofreading. Another is to read the text aloud and listen to what you have written. Have them ask themselves: Does it sound like the

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### *WRITING TOPIC*

- o Evaluate Reasoning (page 199)

### *WRITING PRACTICE*

- o Write to Learn (Page 197)

English you hear around you? If not, they should check for errors.

#### **Formulate a Plan**

Have students write an editorial formulating a plan related to taxes proposing it, and developing a logical argument to support their proposal. They may feel that a particular tax, such as property tax, is unfair or unreasonable. They may argue that certain taxes should be raised in order to fund a new government program or expand an existing one.

#### LESSON REVIEW

#### **Write to Learn (Page 197)**

Analyzing information in a text on a passage involves evaluating the evidence provided and forming conclusions based on that evidence

Read the “Great Depression and New Deal” on page 196. As you read, evaluate the reasons that the New Deal came about and the kinds of programs that were developed. Ask yourself, Why did the role of government in the US economy change during the 1930’s?

Remind students to use facts and details to support their analysis. Have them double-check their reasoning to make sure they explain it thoroughly and that it is based in logic.

## Economic Foundations

*MATERIALS*

- o CCB Mathematics pages 202 - 207

*CCR STANDARDS*

- o 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

*OBJECTIVES*

- o Identify the functions of money and types of money
- o Recognize the components of the US money supply
- o Describe the role of banks and other financial institutions in the US economy
- o Explain how the US government regulates the banking system

*KEY CONCEPT*

- o Banks and other financial institutions connect people who want to save money with people who want to borrow money in a regulated US financial system

*VOCABULARY*

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o Credit Union</li> <li>o Money Supply</li> <li>o Savings Institution</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o Commercial Bank</li> <li>o Federal Reserve System</li> <li>o Flat Money</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o Adequate</li> </ul>

*INTERACTIVE STRATEGY*

## 5.4: Money and Financial Institutions

## BEFORE LESSON

Ask students to identify different types of financial institutions in the United States (banks, credit unions). Invite volunteers to share what they know about such institutions. Use their comments to create a list of institutions and a brief description of each. Tell students that financial institutions have two basic functions: providing means of saving/investing and providing loans. Help students recognize the relationship between the two functions.

## GUIDED PRACTICE

**Money and Its Uses****The Money Supply****Financial Institutions****Government Oversight of Financial Institutions**

## CORE SKILL

**Evaluate Evidence**

Have students complete this activity in pairs or small groups and then poll the class to compare answers. Resolve any differences as a class by evaluating the evidence in the passage.

**Distinguish Fact from Opinion**

Group students who wrote about the same institutions and have them compare and contrast the facts and opinions they found. Invite them to share interesting discoveries with the class.

## EXTENSION

**Summarize a Paragraph**

Read to students the second paragraph under the heading "The Federal Reserve System" on page 205. Then go over the material again, using simpler language. Explain, for instance, what the word panic means in this context. Have students write a sentence summarizing the paragraph.

**Distinguish Different Measurements**

Have students investigate other ways that economists measure the US money supply and differentiate between them. For example, M2 and M3

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### *WRITING TOPIC*

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### *WRITING PRACTICE*

- Write to Learn (page 205)

include savings accounts, stocks, bonds, and retirement accounts. Challenge students to determine why these types of money are not included in the M1 money supply. Have them write a paragraph supporting their interpretation.

### LESSON REVIEW

#### **Write to Learn (Page 205)**

Remind students to vary the words they use to express cause and effect. Have them underline the cause-and-effect terms in their paragraphs. Ask them to use different terms to replace any repetitions.

## Economic Foundations

*MATERIALS*

- o CCB Mathematics pages 208 - 213

*CCR STANDARDS*

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

*OBJECTIVES*

- o Compare the features of monopoly and competition
- o Understand how demand affects the price of goods and services

*KEY CONCEPT*

- o When only one seller offers a product, the seller determines the price and the level of service. When two or more sellers provide the same product to the same group of customers, the sellers must take customers' wants and needs into account.

*VOCABULARY*

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o Competition</li> <li>o Demand</li> <li>o Innovation</li> <li>o Monopoly</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o Barrier to Entry</li> <li>o Market Structure</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o Multiple-Meaning Word</li> </ul>

*INTERACTIVE STRATEGY*

- o

*WRITING TOPIC*

## 5.5: Monopoly and Competition

## BEFORE LESSON

Have students imagine that Mario's, an Italian restaurant a mile away, is the only place in town to get pizza. Tell them that Mario's pizza is delicious but expensive and that the restaurant does not deliver. Guide students in visualizing what may happen when Pizza Express-offering free delivery and lower prices opens nearby. (Possible responses: Mario's would lower its prices, offer discount coupons, and begin a delivery service.) Brainstorm why Mario's might take such steps. (Formerly a single seller, Mario's now faces competition and must appeal to its customers in new ways to keep their business.)

## GUIDED PRACTICE

**Monopolies and Competition**

## CORE SKILL

**Determine Central Ideas**

When students have completed the exercise, pose each question aloud and work through the exercise as a class. Then direct students to go online to the business and financial sections of a major newspaper, such as The New York Times or The Washington Post. Have students answer the same questions regarding a business news article and invite volunteers to share their articles and responses with the class.

**Interpret the Meaning of Words and Phrases**

After students finish the exercise, tell them that the multiple-meaning words they are studying in the lesson also have the following meanings. Write the words and their meanings on the board in two columns. Ask students to match the terms in the left column with the meanings on the right.

barrier - request  
 competition - sell  
 demand - record  
 entry - fence  
 market - contest

## EXTENSION



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*WRITING PRACTICE*

- Write to Learn (Page 211)

**Read-Aloud Pairs**

Pair English language learners with fluent English speakers to read aloud the boxed text on page 210. Have the fluent English speakers read paragraph 1 aloud. Then reverse the roles to reread the same paragraph. Have the pairs continue this reading pattern through the four paragraphs of the passage. The fluent speakers should coach the English language learners when necessary.

**Make Observations and Summarize Data**

Divide the class into small groups and invite groups to choose one of the following topics: John D. Rockefeller, Ida Tarbell, The History of the Standard Oil Company, trusts, the Sherman Antitrust Act. Ask the groups to do online research on how their topic relates to monopolies. Tell students to collect and organize data, make observations, and then interpret their data, draw conclusions, and summarize their findings. Finally, each group should make a presentation to the class, citing evidence to support their conclusions

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**LESSON REVIEW****Write to Learn (Page 211)**

Write a journal entry in which you tell about a personal experience you have had comparing the prices and features of two or more similar products. What factors most affected your final decision about which product to buy? Remind students to include features about each product that they found compelling enough to influence their purchasing decision. Ask them to mention whether their decision hinged on price alone or if there were product features that overcame price and led them to purchase a higher-priced item. After students have finished their entries, invite volunteers to share their entries with the class.

## Economic Foundations

## 5.6: Profit

*MATERIALS*

- o CCB Mathematics pages 214 -217

*CCR STANDARDS*

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- o 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

*OBJECTIVES*

- o Understand the factors influencing profit
- o Explain the role of incentive in profit

*KEY CONCEPT*

- o The possibility of increased profits encourages business owners to take risks, to expand, and to try various strategies that will increase productivity.

*VOCABULARY*

<i>Tier 2</i>	o Incentive
	o Interpret
	o Morals
	o Productivity
	o Profit
<i>Tier 3</i>	o Capital
<i>Test Words</i>	o Text Structure

*INTERACTIVE STRATEGY*

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*WRITING TOPIC**BEFORE LESSON*

Ask students why people work. Explain how a worker's desire to get paid parallels the desire of business owners to make a profit. Make sure students understand what motive means, and encourage them to memorize the phrase "profit motive." They should understand profit motive as the fundamental or most basic reason for economic activity in countries with capitalist economies like the United States. Ask students to share ideas about how businesses can make a profit. (Sample answers: produce a product that people want to buy, keep costs down) Write students' responses on the board and add to the list as the lesson progresses.

*GUIDED PRACTICE***Making a Profit****The Role of Incentive in Making a Profit***CORE SKILL***Determine the Central Idea**

When students have completed the activity, divide the class into small groups. Tell students to discuss a topic of their choosing, and as a group, write a paragraph that includes the central idea of the discussion in the first sentence and restates that idea near the end of the piece. If students have difficulty coming up with topics, suggest reality TV programs, the Harry Potter or Twilight series of books, finding a part-time job. Invite volunteers to share the groups' paragraphs with the class and have other students offer suggestions for revision.

**Interpret Meaning**

After students complete the activity, invite volunteers to read their sentences to the class. Then ask students to write at least three sentences that display a cause-and-effect structure. Tell students they may choose to write about an event that happened to them recently. (Sample answer: Because I was late for class, I decided not to go to the gas station. Half a mile from school, the car ran out of gas, so I had to walk back to the station to buy gas. This made me even later for class.)

*EXTENSION*

○

*WRITING PRACTICE*

○

**Restate the Key Concept**

Focus students on the Key Concept for this lesson: The possibility of increased profits encourages business owners to take risks, to expand, and to try various strategies to increase productivity. Direct students to restate the Key Concept sentence in their own words. Ask them to also rewrite the concept in their own words. Then have student's trade papers with a partner and have the partners discuss the papers with each other.

**Categorize Factors of Production**

Have students choose a type of business and go online to investigate the factors of production that must be controlled in order for the business owners to make a profit. If students have difficulty choosing a business or interpreting factors of production, suggest they categorize the following factors required for the operation of a doughnut shop: shop rental; wages for bakers and cashiers; purchase of mixers, ovens, deep fryers, refrigerators, display cases, flour, sugar, eggs, and other ingredients; payment for utilities; premium payments for fire and other insurance. When students have categorized the factors of production for the doughnut shop or other business of their choice, discuss as a class the factors of production used and how each business makes a profit.

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**LESSON REVIEW**

## Economic Foundations

*MATERIALS*

- o CCB Mathematics pages 218 - 223

*CCR STANDARDS*

- o 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

*OBJECTIVES*

- o Define productivity as an economic concept
- o Explain economic interdependence
- o Describe the relationship between productivity and interdependence

*KEY CONCEPT*

- o Productivity and interdependence are fundamental economic concepts. Both productivity and interdependence have a direct effect on the US economy and on the economies of countries around the world.

*VOCABULARY*

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o efficiently</li> <li>o input</li> <li>o output</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o division of labor</li> <li>o interdependence</li> <li>o productivity</li> <li>o specialization</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o interpret</li> </ul>

*INTERACTIVE STRATEGY*

- o

## 5.7: Productivity and Interdependence

## BEFORE LESSON

Students have learned the basics of economics, including how the profit incentive and the market structures of monopoly and competition operate. Ask students if they know what productivity and interdependence are. (Sample answers: being productive, making products; being dependent on other people) Tell students that productivity and interdependence play roles in today's economy. Productivity affects profit and interdependence describes the economic interaction among businesses worldwide. Explain that students will learn more about productivity and interdependence in this lesson

## GUIDED PRACTICE

**Production and Products****Interdependence in Economics****Productivity and Interdependence**

## CORE SKILL

**Interpret Words and Phrases in Text**

Pair students to complete the exercise. When they are finished, invite volunteers from the pairs to share with the class the unfamiliar words they chose and explain how they applied the three techniques (definition, context, and substitution).

**Research It**

Follow Production After students complete the exercise, invite volunteers to present their findings to the class, pointing out the various locations in which materials and labor went into the production of the product they chose.

**Interpret Meaning**

Tell students that a word's etymology refers to the origin of the word. Looking up a word's etymology is similar to interpreting the parts of a word. Explain that, oftentimes, using the word in question as a key word along with "etymology" in an Internet search will help students quickly identify a word's parts and interpret a word's meaning. Once students finish defining the four words, invite volunteers to write four sentences on

*WRITING TOPIC*

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*WRITING PRACTICE*

- Remind students that division of labor and specialization are related but are not exactly the same thing. Division of labor refers to the work being divided while specialization refers to workers focusing on one or a few things. Point out that, depending on the subject of their paragraph, workers may specialize in more than one task.

the board, with each sentence using one of the four terms.

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*EXTENSION***Translate Terms**

Review the vocabulary words with students. For each word, assist students in translating it into their first languages. Once they are comfortable with the words, have pairs of students work together to make word flash cards with the English word on the front and the translated word on the back.

**Investigate Interdependence**

Ask students to assess the interdependence involved in the manufacture of a product such as a smartphone, a motorcycle, or a microwave oven. Tell them to go online and investigate the economic interdependence represented in its manufacturing process by categorizing the product's parts and labor (e.g., made from raw materials from Korea and the US, designed and machined in the US, assembled in Mexico). Invite students to share what they learn in brief oral presentations. Have class members offer critiques that students can use to revise their reports.

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*LESSON REVIEW*

## Economic Foundations

*MATERIALS*

- o CCB Mathematics pages 224 - 229

*CCR STANDARDS*

- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- o 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

*OBJECTIVES*

- o Define fiscal policy
- o Define monetary policy
- o Explain how fiscal and monetary policies help manage the economy

*KEY CONCEPT*

- o The federal government uses fiscal policies and monetary policies to manage the economy.

*VOCABULARY*

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o Circulation</li> <li>o Expenditures</li> <li>o interest rate</li> <li>o revenue</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o fiscal policy</li> <li>o monetary policy</li> <li>o national debt</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o inflation</li> </ul>

*INTERACTIVE STRATEGY*

- o

## 5.8: Fiscal and Monetary Policy

## BEFORE LESSON

In Lesson 5.3, students learned about the government's expanding role in the economy under President Roosevelt's New Deal. They also learned basic information about the government's role in stabilizing the economy through use of fiscal policy and monetary policy. Ask what students recall about how fiscal policy is used to control the economy. (Sample answer: by increasing taxes to pay for programs) Then ask how monetary policy is used to regulate the economy. (Sample answer: by adding or removing cash from the economy) Write student responses on the board. Tell students that they will learn more about fiscal policy and monetary policy in this lesson.

## GUIDED PRACTICE

**Federal Revenue and Expenditures****Fiscal Policies****Monetary Policy****The Federal Reserve System**

## CORE SKILL

**Interpret Graphics**

Ensure students understand that circle graphs show 100 percent of whatever the graphs are displaying and that the two circle graphs on page 225 show 100 percent of federal income and 100 percent of federal spending. Pair students, then direct them to formulate and ask each other three to five questions about the graphs. Once you ensure everyone can read the graphs accurately, explain that students can break down their own income and expenses using circle graphs. Ask students to create a circle graph showing their income or expenditures. Invite students to share their graphs with their partners.

**Conduct Research Projects**

Guide students in using search engines to locate information about the American Recovery and Reinvestment Act. They should identify it as a fiscal policy designed to stimulate the economy. It is popularly known as the "Obama Stimulus," after President Barack Obama, who advocated the policy. Tell students to use these key words American Recovery and

*WRITING TOPIC*

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*WRITING PRACTICE*

- Before students write their paragraphs, check their understanding of interest in this context. Tell them that the interest referred to is money they pay for car and house loans, not interest they earn. Higher interest rates means they will have to make higher loan payments.

Reinvestment Act 2009 in their searches. Remind them that the most credible websites are those ending in .gov, .edu, and .org.

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*EXTENSION***Practice Difficult Words**

Have students practice reading difficult words from the boxed text on page 227. Have them mark syllable breaks. Read one sentence at a time and have students repeat, checking for accuracy as they do so.

**Draw Conclusions about Tax**

Increases Have small groups of students work together to investigate the effects that federal tobacco tax increases, such as the federal cigarette tax increase in 2009, have had on the sale of cigarettes over the years. Ask groups to consult several online sources and draw conclusions from them to present to the class.

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*LESSON REVIEW*

## Economic Foundations

*MATERIALS*

- o CCB Mathematics pages 230 - 235

*CCR STANDARDS*

- o 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

*OBJECTIVES*

- o Describe how to use a bank
- o Recognize the importance of saving
- o Explain the concept of credit and credit scores

*KEY CONCEPT*

- o Personal financial management is a vital life skill.

*VOCABULARY*

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o Deposit</li> <li>o withdraw</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o checking account</li> <li>o credit score</li> <li>o savings account</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o financial planning</li> </ul>

*INTERACTIVE STRATEGY*

- o

*WRITING TOPIC*

- o

## 5.9: Credit, Savings, and Banking

## BEFORE LESSON

Assess students' understanding of basic personal finance by asking for their suggestions about what it means for someone to be "good with money." Write student responses on the board. Guide the class into a consensus that being "good with money" can mean being skilled at acquiring and keeping money and at making wise choices when spending it. Emphasize that being good with money is not a talent that they have to be born with. It is a set of skills that they can learn. Tell students that in this lesson, they will learn more about managing their finances.

## GUIDED PRACTICE

**Personal Finance****Banks and Checking Accounts****Saving for Your Future****Understanding Credit**

## CORE SKILL

**Integrate Visual Information**

As background to the activity, ask students the difference between necessities and luxuries. After students have completed the activity, lead the class in reaching a consensus about how using visual information in the form of a table made the exercise easier to complete and understand.

**Interpret Meaning**

When students have completed the exercise, invite volunteers to read each of their rhetorical questions to the class, followed by reading the part of the text on page 231 that provides the answer to the question.

**Real World Connection: Understand Interest**

When students complete the exercise, invite volunteers to share their calculations and write them on the board. Discuss how the apparent cost of an item can drastically increase if the merchandise is purchased on credit and the buyer pays only a portion of the bill each month.

## EXTENSION

**Reciting Topical Phrases**



*WRITING PRACTICE*

- When students have finished their journal entries, invite volunteers to share the steps they have written to improve their financial situation. Remind them, however, not to divulge private account information and to use caution when discussing their personal financial affairs with other people.

Pair English language learners with fluent English speakers. Ask students to write some common phrases they would need to use in a bank (e.g., "I would like to open a savings account, please"). Then have partners practice reciting the phrases to each other. Have the fluent English speaker suggest changes in wording, as appropriate.

**Compare Interest Rates**

Have groups of students go online and gather information regarding loan rates from local banks and credit unions. Tell them to determine the APR (annual percentage rate) on a loan of \$1,000 from two banks and two credit unions. Have students then compare the rates and point out differences between the rates from the different institutions. Once they have assessed their data, have the groups summarize the information and give a presentation to the class. Invite class members to critique the presentation and offer suggestions for revision.

LESSON REVIEW

## Economic Events in History

### MATERIALS

- o CCB Mathematics pages 244 - 249

### CCR STANDARDS

- o 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- o 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### OBJECTIVES

- o Identify the parts of the business cycle
- o Describe the Great Depression
- o Explain Keynesian economics

### KEY CONCEPT

- o Understanding the business cycle and government spending will help you understand your own finances.

### VOCABULARY

Tier 2	o Contraction
	o Depression
	o Expansion
	o Peak
	o Recession
	o Trough

Tier 3	o Business Cycle
	o Great Depression
	o Gross Domestic Product (GDP)

## 6.1: Major Economic Events

### BEFORE LESSON

Ask students how they or others they know would meet their financial obligations if they lost their jobs and were not immediately able to find a new job. (Sample answer: by applying for unemployment benefits, also called unemployment compensation) Explain that the Social Security Act of 1935 established a federal program to administer states' unemployment compensation payments as well as payments to older Americans, among others.

### GUIDED PRACTICE

#### Gross Domestic Product

#### The Business Cycle

#### The Great Depression

#### Keynesian Economics and the New Deal

### CORE SKILL

#### Integrate Content Presented in Different Ways

When students complete the exercise, draw the business cycle diagram without labels on the board. Draw a deeper trough than the one shown on page 245. Invite volunteers to label the diagram with the terms boom, bust, peak, trough, and recession. When volunteers have finished labeling the diagram, discuss why the dip in the diagram is a trough and is also a recession.

#### Infer

When students complete the exercise, invite volunteers to tell the class what they inferred from the sentences referred to in the activity. Ask the volunteers to explain both why they inferred what they did and how they made their inferences.

#### Research It: Understand History

Ask students for the unemployment rates they found for 1933, 1945, 1980, 2010, and today. Write their responses on the board. Tell them that figures from the US Department of Labor, Bureau of Labor Statistics, show the following rates (rounded to the nearest percent): 1933: 25 percent, 1945: 2 percent; 1980: 7 percent; 2010: 10 percent. Discuss why the figures vary so

*Test Words* | ○*INTERACTIVE STRATEGY*

○

*WRITING TOPIC*

○

*WRITING PRACTICE*

- When students complete the exercise, have them pair up and exchange papers. Have each partner critique the other student's paragraph and offer suggestions for revision.

widely. (Sample answers: In 1933, the United States was deep in the Great Depression, so unemployment was very high. At the end of World War II (1945), a postwar economic boom drove unemployment down. The 10 percent figure for 2010 shows the rate for the Great Recession.)

*EXTENSION***Understand Idioms**

Help students whose first language is not English to understand the business cycle idiom of "boom and bust" by labeling the business cycle diagram from page 245 with equivalent terms for GDP, boom, and bust in their languages of origin. Post the translated diagrams on the board for classmates to identify.

**Develop a Logical**

Argument Although the Social Security Act of 1935 helped ease some of the severe hardships of the Great Depression, many Americans, including Alf Landon, the Republican candidate for president in 1936, opposed the bill's passage. Tell half the class to research reasons that President Roosevelt wanted the Social Security Act passed and the other half to research reasons that some American business people and politicians like Landon opposed the measure. Tell each team to investigate their position on reputable websites (those including .gov, .edu, and .org). Instruct students to formulate logical arguments by assessing the data they find, drawing conclusions, and using credible evidence in support of their arguments. Then moderate a class debate on the issue.

*LESSON REVIEW*

## Economic Events in History

*MATERIALS*

- o CCB Mathematics pages 250 - 255

*CCR STANDARDS*

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

*OBJECTIVES*

- o Understand why the United States became industrialized
- o Learn about the positive and negative aspects of industrialism
- o and imperialism
- o Understand the motives behind imperialism

*KEY CONCEPT*

- o After the Civil War, the United States rapidly became an urban, industrial society. Then it wanted to expand its power by building a colonial empire.

*VOCABULARY*

<i>Tier 2</i>	<ul style="list-style-type: none"> <li>o Corollary</li> <li>o Monopoly</li> </ul>
<i>Tier 3</i>	<ul style="list-style-type: none"> <li>o Imperialism</li> <li>o Industrialization</li> </ul>
<i>Test Words</i>	<ul style="list-style-type: none"> <li>o Main Idea</li> </ul>

*INTERACTIVE STRATEGY*

- o

*WRITING TOPIC*

## 6.2: Industrialization and Imperialism

## BEFORE LESSON

Have students identify ways that new technologies, such as smartphones and the Internet, have changed how we live. Tell them that after the Civil War, new technology enabled industry to grow quickly in cities throughout the United States. Ask them to suggest how this rapid industrialization might have changed US society. Write students' responses on the board for discussion. (Sample answers: People moved to the cities to work in factories. More settlers moved to live in the new states out west because of more efficient modes of transportation.)

## GUIDED PRACTICE

**Changes in Society****Workers and Farmers Respond  
Imperialism**

## CORE SKILL

**Analyze Events and Ideas**

Call students' attention to the elements in the cartoon that reflect Rockefeller's values. What do they think the cartoonist's values are? Do they think the cartoonist's values differ from those of Rockefeller? (Sample answers: Rockefeller seems to think he is king of the world, sitting on a throne built of money and his oil monopoly. The cartoonist seems to think this is an unjust situation; his values seem to be quite different from Rockefeller's.) Invite volunteers to share the sentences they wrote in their notebooks.

**Understand the Main Idea**

Have students work with a partner to find the main idea of the paragraph. Tell them first to identify the topic of the paragraph and then to determine the main point the writer wants to make about that topic. Have one partner share their findings with the class.

**21st Century Skill: Understand Current Events**

Ask students to image that they are residents of the territory they chose. How would they feel about being controlled by the United States? Have volunteers give a brief presentation as a resident explaining why their

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### WRITING PRACTICE

- o Before students begin, have them think about ways in which a blog differs from a report. They may point out that a blog is a personal response to a situation, so it may include different information and have a different tone. Also, its purpose may be different from that of a report. Sample answers may describe a different language spoken by the new government's leaders and that language being imposed upon the media, schools, and the public. Perhaps different foods are appearing in the markets while familiar foods are disappearing. Different modes of dress may be favored by people within the new government.

territory should or should not be under US control.

### EXTENSION

#### Word Families

Have students look at the boldfaced words on pages 250-253. Point out the words industrialization, urbanization, and mechanization. Ask students to list all the forms they can think of for each word (for example, industry, industrial, industrialize, industrialization or urban, urbanize, urbanization). Discuss what part of speech each word is and how the two noun forms, if there are two, differ in meaning. Have students work in pairs to come up with similar groups of words.

#### Develop a Logical Argument

Hold a student debate. Write two or three proposals on the board, such as "The US should annex Mexico" or "The US should annex Canada." Then divide students into an even number of groups. Assign each group a proposal to investigate and a position to take (for or against). Have the groups investigate historic and economic aspects of their topic to formulate arguments and cite evidence in support of their position. Each group should create a formal opening statement, develop a logical series of arguments, reserve material for use in rebuttal, and summarize their arguments in a one-minute closing statement. Poll the audience before and after the debate to see whether their minds have been changed by the teams' arguments.

### LESSON REVIEW

## Economic Events in History

*MATERIALS*

- o CCB Mathematics pages 256 - 261

*CCR STANDARDS*

- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- o 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

*OBJECTIVES*

- o Describe the Scientific and Industrial Revolutions
- o Describe the Digital and Transportation Revolutions
- o Identify the current impact of these revolutions

*KEY CONCEPT*

- o Today's world has been shaped by the technological advances of the Scientific Revolution, the Industrial Revolution, the Transportation Revolution, and the Digital Revolution.

*VOCABULARY**Tier 2*

- o Era
- o Fundamental
- o Revolution
- o Theory

*Tier 3*

- o Digital Revolution
- o Industrial Revolution
- o Scientific Revolution

**6.3: Scientific and Industrial Revolutions***BEFORE LESSON*

Ask students if they know what a revolution is. If they are not sure, offer some ideas (a drastic change in government, a sudden shift to a new way of doing things). Write the word revolution on the board and guide the class into defining it as "a sudden and dramatic change." Challenge students to name revolutions in various areas of life, such as in music (the introduction of rock and roll), in history (the American Revolution), and in clothing (the creation of synthetic fabric). If students can grasp the concept of these revolutions, they will be prepared to grasp the revolutions discussed in this lesson.

*GUIDED PRACTICE***A Revolution in Your Hand****The Scientific Revolution****The Industrial Revolution****The Transportation Revolution****The Digital Revolution***CORE SKILL***Sequence Events**

Talk to students about proportionality and scale on time lines. Explain that a good time line will have a consistent amount of space allotted to each length of time. For example, if an inch on the time line represents ten years on the left side of the time line, it should represent ten years everywhere on the time line. Make sure students' time lines are constructed accordingly.

**Analyze Events and Ideas**

Point out to students that the questions in the activity are focusing on causes and effects. A cause is what makes something happen; an effect is what happens because of a cause. Point out that effects often become causes themselves, leading to new effects. Challenge students to point out how "mills were built" is both the effect of one thing (the need for water to power machinery) and the cause of another effect (the growth of towns).

**Workplace Connection: Compare Tasks**

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- Transportation Revolution

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*Test Words* ◦ Analyze

### INTERACTIVE STRATEGY

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### WRITING TOPIC

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### WRITING PRACTICE

- Tell students that they should spend a few minutes thinking about the assignment before they begin. To complete the activity, students need to select a device and to fully understand the four revolutions mentioned in the lesson. If students find any of these things missing from their inventory, they need to obtain the information before they begin the assignment.

Tell students to think about how they write a research report. Ask them what sources they use, how they find them, and how they write the reports-by hand, on a computer, or using another device? Then have students offer suggestions for how they think people wrote reports a hundred years ago. Point out that they would have had to use only print books and write on paper by hand or on an early manual typewriter. Explain that these major differences exist in many areas of life, especially in the modern workplace.

### EXTENSION

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#### **Recall and List Key Events**

Direct students to recall and list the four revolutions explained in the lesson-Scientific, Industrial, Transportation, and Digital. Pair students with fluent English speakers and have them verbally state why each revolution was important.

#### **Hypothesize about the Future**

No one knows for certain what the future holds, but have students hypothesize about it. Do students expect things to gradually change, or might there be another revolution? What might that revolution be? Encourage class participation and tell students to focus on developing logical arguments to support what they forecast.

### LESSON REVIEW

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**Economics in the 21<sup>st</sup> Century***MATERIALS*

- CCB Mathematics pages

*CCR STANDARDS*

- 

*OBJECTIVES*

- 

*KEY CONCEPT*

- 

*VOCABULARY*

<i>Tier 2</i>	◦
<i>Tier 3</i>	◦
<i>Test Words</i>	◦

*INTERACTIVE STRATEGY*

- 

*WRITING TOPIC*

- 

*WRITING PRACTICE*

- 

**7.1: National Economic Performance**BEFORE LESSONBACKGROUNDGUIDED PRACTICECORE SKILLEXTENSIONLESSON REVIEW



Economics in the 21<sup>st</sup> Century

7.2: Global Markets

MATERIALS

- o CCB Mathematics pages

CCR STANDARDS

- o

OBJECTIVES

- o

KEY CONCEPT

- o

VOCABULARY

Tier 2 | o

Tier 3 | o

Test Words | o

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

CORE SKILL

EXTENSION

LESSON REVIEW

Geography and People	8.1: Physical and Cultural Landscapes
MATERIALS <ul style="list-style-type: none"><li>CCB Mathematics pages</li></ul>	BEFORE LESSON
CCR STANDARDS <ul style="list-style-type: none"><li></li></ul>	BACKGROUND
OBJECTIVES <ul style="list-style-type: none"><li></li></ul>	GUIDED PRACTICE
KEY CONCEPT <ul style="list-style-type: none"><li></li></ul>	CORE SKILL
VOCABULARY <ul style="list-style-type: none"><li>Tier 2</li></ul>	EXTENSION
<ul style="list-style-type: none"><li>Tier 3</li></ul>	LESSON REVIEW
<ul style="list-style-type: none"><li>Test Words</li></ul>	
INTERACTIVE STRATEGY <ul style="list-style-type: none"><li></li></ul>	
WRITING TOPIC <ul style="list-style-type: none"><li></li></ul>	
WRITING PRACTICE <ul style="list-style-type: none"><li></li></ul>	

Geography and People

8.2: Physical Systems

MATERIALS

- o CCB Mathematics pages

CCR STANDARDS

- o

OBJECTIVES

- o

KEY CONCEPT

- o

VOCABULARY

Tier 2 | o

Tier 3 | o

Test Words | o

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

CORE SKILL

EXTENSION

LESSON REVIEW

Geography and People

8.3: Human Systems

MATERIALS

- o CCB Mathematics pages

CCR STANDARDS

- o

OBJECTIVES

- o

KEY CONCEPT

- o

VOCABULARY

Tier 2 | o

Tier 3 | o

Test Words | o

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

CORE SKILL

EXTENSION

LESSON REVIEW

Geography and People

8.4: Nationhood and Statehood

MATERIALS

- o CCB Mathematics pages

CCR STANDARDS

- o

OBJECTIVES

- o

KEY CONCEPT

- o

VOCABULARY

Tier 2 | o

Tier 3 | o

Test Words | o

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

CORE SKILL

EXTENSION

LESSON REVIEW

Geography and People

8.5: Sustainability

MATERIALS

- o CCB Mathematics pages

CCR STANDARDS

- o

OBJECTIVES

- o

KEY CONCEPT

- o

VOCABULARY

Tier 2 | o

Tier 3 | o

Test Words | o

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

CORE SKILL

EXTENSION

LESSON REVIEW

Geography and People

8.6: National and Cultural Diversity

MATERIALS

- o CCB Mathematics pages

CCR STANDARDS

- o

OBJECTIVES

- o

KEY CONCEPT

- o

VOCABULARY

Tier 2 | o

Tier 3 | o

Test Words | o

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

CORE SKILL

EXTENSION

LESSON REVIEW

## COMMON CORE ACHIEVE

[illegible]