Grade 8
Social Studies
2020
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*The Assessment/File Upload Form and many worksheets in the appendix will be used multiple times throughout this course. Please make additional copies of these pages.
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Getting Started
Welcome to Calvert

**WELCOME TO CALVERT!**

We are glad you have selected our curriculum. Please take the time to read the information that follows.

**Note:** This lesson part, "Welcome to Calvert," is identical for all courses. Once it is finished, it will be marked complete for each course.

If you are the Learning Guide, please make sure you are logged in and have the Teaching Notes enabled. You can do this by clicking on the Teaching Notes toggle, as shown here:

![Teaching Notes Toggle]

**CALVERT’S PLUS CURRICULUM**

You will learn using Calvert's PLUS curriculum framework. Our framework is designed to motivate and engage you by using a research-based, digitally supported instructional approach.

![Calvert's PLUS Framework]

**WHY DO WE CALL THIS THE PLUS FRAMEWORK?**

Our PLUS framework includes Project-Based Learning, Active Learning, Use for Mastery, and Show elements. Details on each element appear below.

**Project** - Projects are designed to give you fun, engaging, real-world opportunities to creatively show what you have learned. You can also collaborate with other students in the same course.
Learn - Our courses contain a variety of active learning opportunities, including interactive digital activities designed to encourage you to think independently and Quick Checks to assess your understanding.

Use - You will complete a Use for Mastery assessment at the end of each lesson to make sure you have achieved a deeper knowledge (and have "mastered" the concepts).

Show - We offer many creative and exciting opportunities for you to showcase what you have learned. You can submit audio, images, and videos from your computer or mobile device for a teacher to evaluate.

You can view the following video to learn more about the PLUS framework.

Your course is divided into units. Units are made up of lessons, and a lesson is split into lesson parts. Each lesson part is planned to be a day's work.

Please go online to view this video ▶

WHAT YOU WILL FIND IN YOUR COURSE

PROJECT OPENER

Some units in your course are built around a project. When there is a project in your unit, you will see an introduction and description in the beginning of the unit that will tell you:

- What the project will be about
- What you will be doing as part of the project
- How the project will be graded
- Any work that needs to be created or submitted as part of the project

Projects often encourage you to be creative by adding audio, video, or images to make your presentation more interesting and informative. For hints and tips on creating and uploading your projects, click here.

LESSON PARTS

Each unit is made up of lessons. Each lesson helps you learn a new idea in the unit. The lessons are divided into parts. Each part makes up one day's work.

SHOW

“Show” lessons are places in the unit that focus on your project. They give you a chance to show what you have
learned so far and help you make progress on your project. You can check to see where you are in the project and how your work will be scored.

UNIT QUIZ

At the end of every unit, a unit quiz checks your understanding of all the concepts from the unit. Some questions will be scored by the computer, and some will be marked by your teacher.

In lower grades, the Learning Guide will need to help Grade K and Grade 1 students by reading assessments aloud in cases where Text-to-Speech is not available and taking dictation to submit students’ answers online or helping them to upload responses completed using paper and pencil.

You can view the following video to learn more about what you will find in a course.

Please go online to view this video ▶

WHAT YOU WILL FIND IN A LESSON

At the beginning of each lesson, you will see a lesson title and part number at the top of the screen. You will also see resource buttons to the right of the screen. These resource buttons will identify what you will be working on for your project (if applicable) and will also include lesson objectives, books and materials, assignments, as well as the ability to use Text-to-Speech and print the lesson.
RESOURCE BUTTONS
Here's what each resource button will include:

- **Project** – The Project button provides a short description of the project you are doing as part of the lesson.

- **Objectives** – Objectives are statements that describe what you will be learning. The objective will be your goal for the lesson across all lesson parts.

- **Assignments** – The Assignments list highlights the lesson's work at a glance. This list includes reading assignments, labs, activities, and exercises.

- **Books & Materials** – All books and materials needed for the day's lesson are listed here. You may find it helpful to review this list before each day's lesson part.

- **Standards** show how each lesson is aligned with national or state standards.

- **Text-to-Speech** will read the page text aloud or allow you to look up the definition of a word that appears in the lesson.

- **Print** allows you to print the lesson, unit, or course you are currently viewing.

You can view the following video to learn more about what your course and lessons will look like.

Please go online to view this video ▶

COLORS AND CARD TYPES

COLORS

Each lesson card is color-coded.

- **Green** refers to Learn sections.

- **Purple** refers to Use sections.

- **Orange** refers to Project/Show sections.
CARD TYPES

All content in a lesson part is laid out as a series of cards. Each card indicates a distinct activity that you will do as part of your daily work. Here are the different types of cards:

- **Collaboration** is a way you can share information, data, or projects with other Calvert students in your school. Calvert uses an online collaborative tool to allow you to chat with other students in the classes in specifically designed lessons.

- **Final Project** cards will be a place to showcase what you have learned at the end of your project. You can be creative and submit audio, images, or video from your computer or from your mobile device.

- **Interactive Activities** are fun digital tools that will help you learn more about a topic. Interactive Activities are digital activities that may include virtual labs, simulations, videos, and more.

- **More to Explore** is additional content that can help you either learn more about a concept or help you understand a new concept. More to Explores can include videos, additional readings, or digital activities that help you apply knowledge of a concept a different way.

- Some projects are designed to be completed one piece at a time. **Project Progress** cards provide the opportunity to share pieces of project work for feedback in advance of pulling all the pieces together for the final Show.

- **Quick Checks** are short assessments that will help you clarify what topics you have mastered and what concepts you may need to review. After you complete a Quick Check, you will be given the correct answer and a resource to help you review the concept in a new way.

- We want to check in with you to see how you're feeling about your lessons. **Rate Your Enthusiasm** will appear periodically after your lessons, so you can give us real-time feedback during your course.

- We want to check in with you to see how excited you are to begin a project. **Rate Your Excitement** will appear periodically after your lessons so you can give us real-time feedback while you complete each course.
We want to check in with you to see how you are progressing through your project. Rate Your Progress will appear on some of the days you are working on a project so you can let us know where you are in the project and how things are going.

We want to check in with you to see how ready you feel for the course. Rate Your Readiness will appear in lessons in the Getting Started unit.

We want to check in with you to see how you are understanding each lesson part. Rate Your Understanding will appear periodically after your lessons so you can give us real-time feedback while you complete each course.

At the end of every unit, we provide a Unit Quiz where you will be assessed on your understanding of all the key concepts learned in that unit. The concepts that are tested are based on the key standards identified by your state.

Each lesson has a Use for Mastery assessment. These open-ended response questions help assess how well you understood the lesson concepts. The 'Use For Mastery Guidelines & Rubric' below each question will provide helpful information on how and what to submit for your response. You may be asked to type into a text box or upload a document.

You can complete our course using a fully online approach with access to a computer or with a hybrid approach, with the help of printed materials. When online, you can use our content in one of two ways:


2. If you are viewing the Calvert product through your school's LMS, please contact your school for how to get access.

Please review our Technology Requirements to make sure your computer is set up to allow full access to our courses.
SUGGESTED DAILY SCHEDULE

The following is a suggested daily schedule as it displays in CTN. Although each subject can be studied in a designated order, know that you can adapt the schedule and pace to meet your individual educational needs.

A complete course is planned for an average school year of about nine months. There are 160–180 daily lesson parts in a course. The number of lesson parts and tests for individual subjects will vary based on the amount of material that must be covered in the course during the school year.

Each day, we recommend that you spend approximately 120-150 minutes in grades K-2 and 100-120 minutes in grades 3-8 on English Language Arts, 45 minutes on Math, 45 minutes on Science, 45 minutes on Social Studies, and 30 minutes reading independently.

You can view the following video to learn more about the Suggested Daily Schedule.

Please go online to view this video ▶

KNOW YOUR ROLE

ROLE OF THE LEARNING GUIDE

The Learning Guide is a responsible adult (usually a parent) who guides the student through his or her academic journey.
Your certified school teacher directs the instruction, determines the pacing, and makes decisions for intervention and enrichment. However, the Learning Guide has an essential role in helping you on the road to academic success.

The Learning Guide has access to all the course materials. Additionally, teacher-specific instructions (Teaching Notes) written specifically to the Learning Guide or instructor give information, directions, and suggestions for leading you through a lesson.

When Teaching Notes are enabled, teacher-specific instructions for a card will appear just below that card.

You can view the following video to learn more about the role of Teaching Notes and the Learning Guide.

Please go online to view this video ▶

ROLE OF THE STUDENT

While the lessons in this curriculum are written to you, the student, that does not mean you are expected to work completely on your own. Keep in mind that your Learning Guide is here to support and help you. You and your Learning Guide will work as partners. Together you will decide which assignments you will work on independently and which you will do jointly. During the course, there will be times when you will be directed to read a selection aloud for your Learning Guide, share information you have learned, or take part in a discussion.

When working on your own, ask for your Learning Guide's assistance if you have any questions or if directions do not seem clear. You should also check with your Learning Guide before linking to any of the websites listed in the lessons or activities.

ROLE OF THE CALVERT SUPPORT STAFF

At Calvert, we understand the importance of having support when you need it. We offer many resources to help you along the way. If you have a question about our curriculum, our Education Counselors are available to help you Monday through Friday, 9:00 a.m. to 5:00 p.m. Eastern time, by phone at 1-888-487-4652, or email at support@calvertservices.org.

 RATE YOUR READINESS

Please go online to view and submit this assessment.
PRINT VS. DIGITAL EXPERIENCE

If you plan to do this course exclusively online, you will have access to all the course material digitally.

If you are going to complete some of this course offline, you might have already received a printed version of our lesson manual. If not, you can print at any time using our Print-On-Demand functionality. Using this functionality, you can print a single lesson, an entire unit, or the entire course.

Print-On-Demand does not print the textbooks that you will need as part of your course. Please contact your school directly to have the textbooks shipped directly to you.

As part of your project work or assessment, you may be required to submit a file, image, or video to your teacher. To do this, you will need access to a computer and a camera-equipped mobile phone.

WORKSHEETS

If you are working in the print version of our lessons, all the worksheets that are needed to complete the course are provided in the Appendix as part of the printed packet. Otherwise, PDFs of all worksheets will be linked to the individual lessons. You will need Adobe Reader® to use these worksheets. Most of these worksheets are fillable and you can use your computer keyboard to type directly in them and save them on your computer.

NOTEBOOKS AND JOURNALS

You may be directed to use a notebook or journal throughout this course. Journals should be used to reflect on your learning and can serve as a single place for notes and information as you move through the course. You can take notes in your physical notebook or even digitally by using an application such as Evernote®.
ONLINE ACTIVITIES

Your course may include interactive digital activities, videos from publishers such as YouTube®, virtual simulations, virtual labs, and digital assessments that cannot be completed without going online.

BOOKS AND MATERIALS

MCGRaw-HILL E-TEXT

You will see that section titles in your lesson are underlined. We refer to this as hyperlinking. Clicking directly on the link opens the “Books and Content” bookshelf in a new browser window.

First, select the textbook and navigate to the unit and lesson that are provided to you along with the hyperlink in the lesson text.

Then, click on “My Lesson” to find the lesson material.

BRAINPOP®

Calvert Learning is pleased to offer BrainPOP®, an engaging web-based interactive program that supports the core curriculum. BrainPOP® activities include animated video tutorials, interactive activities, and assessments that provide a rich, multisensory experience designed to improve learning. These research-based activities were developed in accordance

• In English Language Arts, this will be referred to as ELA Journal.
• In Social Studies, this will be referred to as Social Studies Journal.
• In Science and Math, Science Notebook or Math Notebook will be the preferred name.
with national and state academic standards. These engaging activities are accessed through the online course. When a BrainPOP® activity is appropriate for a lesson, the link is located with the online lesson for that day. Click on the link, and you will be directed to the instructional activities.

**ADDITIONAL MATERIALS**

We have included many resources designed to provide additional help and support as you complete your course. These supplementary resources are provided to you in the appropriate lessons as downloadable PDFs that you can print as needed.

_Your course may also use these materials that are commonly found throughout your home._

Please go online to view this video ▶

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✔️ **RATE YOUR READINESS**

Please go online to view and submit this assessment.
Unit 1 - Western Geography
SHOW

PROJECT DESCRIPTION

Does where you live affect what you like to do? Think about the activities you enjoy doing where you live. Perhaps you enjoy hiking or rock climbing. Do you like to swim or surf? Do you play ice hockey or ice skate? How does where you live, your physical environment, make it possible to do the activities you enjoy?

Think about other places in North America and places in South America. What do you already know about these areas that might give you an idea as to what kids do in these places? How does the environment of each country affect how kids go about their daily lives?

For this project, you will create a multimedia presentation to showcase what kids do in the countries and regions you have investigated. First, you will showcase your own environment by identifying your experiences. Then, you will describe experiences and activities of other kids living in other physical environments. Your presentation will include Brazil, one country you choose from the Tropical North, and one Andean or Midlatitude Country of your choosing. You will learn more about which countries in South America make up these regions in this unit. Your final project will include information about:

- Your location/region
- Brazil
- One country from the Tropical North
- One country from the Andes or Midlatitude region

Watch the movie TrekAmerica: Adventures in North, Central, and South America (01:57). You will see people enjoying what their part of the world has to offer. How does the landscape and location of different places affect the activities people can do?

Please go online to view this video ▶

Books & Materials

- Networks: Discovering World Geography
- Social Studies Journal
- Computer
- Physical maps of specific countries
Here is what your multimedia presentation will need to include:

- Two physical geography items for each country
- Three human geography items for each country
- The identification of each country's location on a physical map. (You can do this by comparing it to a political map. For example, if you choose Brazil, first find the location of Brazil on a political map of South America. Then, locate Brazil on the physical map of South America.)
- One embedded video highlighting the culture for each country
- Two pictures for each country that illustrate activities

**PROJECT RUBRIC**

The [Project Rubric](#) will help you understand how your project will be scored. Your goals should be to earn all points for each part.

---

**TEACHING NOTES**

In this project, your student will have an opportunity to investigate what life is like for kids in the countries studied throughout the unit. Your student will identify how the physical environment of each country impacts how kids go about their daily lives. Since kids everywhere are affected by their environment, your student will see how other students who are similar to him or her get along in their environment.

Both the [Teacher Rubric](#) and [Student Rubric](#) are available as blackline masters that can be printed for reference throughout the project.

---

**RATE YOUR EXCITEMENT**

Please go online to view and submit this assessment.
# Geography Basics - Part 1

## Objectives
- To interact with lesson vocabulary
- To identify the basics of geography
- To recognize the five themes of geography
- To know the tools geographers’ use
- To identify uses and benefits of GIS
- To recognize how climate and tectonic movement impact Earth's surface
- To know what natural resources are available
- To understand how weather is created and how it impacts flora and fauna
- To know how connectivity, global marketplaces, and physical systems influence human interaction, settlement patterns, culture, and trade

## Books & Materials
- Networks: Discovering World Geography, Unit 1, Chapter 1, Lessons 1-3
- Networks: Discovering World Geography, Unit 1, Chapter 2, Lessons 1-3
- Networks: Discovering World Geography, Unit 1, Chapter 3, Lessons 1-3
- Social Studies Journal
- Computer access
- Paper and pens

## Assignments
- Read Networks: Grade 7, Unit 1, Chapters 1-3, Lesson 1, Unit Opener Lesson.
- Complete offline activity Cause and Effect Graphic Organizer.
- Complete interactive activity Skill Builders Worksheet: Primary Sources.
- Complete activity Reading Skill Worksheet: Cause and Effect.
- Read More to Know! People Work to Live.

## Vocabulary
- geography
- relative location
- absolute location
- latitude
- Equator
- longitude
- Prime Meridian
- region
- environment
- landforms
- climate
- resources
- key
- scale bar
- compass rose
- elevation
- relief
- technology
- remote sensing
- accurate
- atmosphere
- climate
- precipitation
- rain shadow
- continent
- tectonic plates
- fault
- earthquake
- Ring of Fire
- intense
- tsunami
- weathering
- erosion
- glacier
- plateau
- plains
- isthmus
- continental shelf
- trench
- desalination
In this unit, you will learn about geography, the study of Earth and its peoples, places, and environments. You may have wondered why people study geography. Perhaps you have thought about why it is important for people to learn about the physical features and the living things that are on Earth. Maybe you even considered how geography influences the way you live.

To learn about geography, open Discovering World Geography. Unit 1, Chapter 1, Lesson 1: How Geographers View the World. Read the sections Geographers Think Spatially, Thinking Spatially, and The Perspective of Place. While you read, think about what is included in the study of geography.

Write the word geography in your Social Studies Journal. List what is included in the study of geography. Then, write your own definition to explain the word. You can include a drawing as well. Think about this question: What physical or human features have you experienced that help you understand the world?

Now, read the section The Five Themes of Geography. Add vocabulary words for each of the five themes of geography to your Social Studies Journal: relative location, absolute location, latitude, Equator, longitude, Prime Meridian, region, environment, landforms, climate, resources. Write the textbook definition and your own definitions of the words and include a drawing, if possible.

Now, watch the BrainPOP video Geography Themes (04:04). As you watch the video, think about this question: How is the theme of location related to the theme of place?

**TEACHING NOTES**

Be sure that your student understands that the location of something determines what landforms and bodies of water are nearby. These physical features help define a place. Every place has two
locations: absolute location in degrees of latitude and longitude and relative location stated in relation to other places.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last session, you learned about geography and the five themes of geography. Now, you will learn about the tools geographers use.

To begin, go to Discovering World Geography, Unit 1, Chapter 1, Lesson 2: The Geographer’s Tools. Watch the video Mapping the World: Google Maps (03:32) on Screen 1. As you watch, think about the answers to these questions:

- What are the steps involved in mapping the world with technology?
- What makes this technology so exciting?

Then, write down your ideas and answer these questions in your Social Studies Journal.

Now, go to Discovering World Geography, Unit 1, Chapter 1, Lesson 2: The Geographer’s Tools. Read the sections titled All About Maps, Parts of a Map, and Types of Maps. As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it.

As you read these sections, remember that maps have important features to show information about places. Watch the BrainPOP video Map Skills (02:59) to learn what different maps show. Think about: How is a physical map different from a political map? Write the answer in your Social Studies Journal. When you finish, review your understanding of maps by completing the Sortify.
Then, go to *Discovering World Geography*, Unit 1, Chapter 1, Lesson 2: The Geographer’s Tools. Look at the *Physical Map of the World* found in Resources on Screen 5. As you look at the map, ask yourself the following questions:

- What do you notice about this map?
- What features can you identify?

Write your ideas and answer these questions about the physical map in your Social Studies Journal.

**TEACHING NOTES**

Help ensure that your student understands how to recognize physical features such as mountain ranges, deserts, rivers, and oceans on the map. Point out that lines of latitude and longitude are included on the map, as are the names of oceans and continents.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
### Geography Basics - Part 3

**Objectives**
- To interact with lesson vocabulary
- To identify the basics of geography
- To recognize the five themes of geography
- To know the tools geographers’ use
- To identify uses and benefits of GIS
- To recognize how climate and tectonic movement impact Earth's surface
- To know what natural resources are available
- To understand how weather is created and how it impacts flora and fauna
- To know how connectivity, global marketplaces, and physical systems influence human interaction, settlement patterns, culture, and trade

**Books & Materials**
- Networks: Discovering World Geography, Unit 1, Chapter 1, Lessons 1-3
- Networks: Discovering World Geography, Unit 1, Chapter 2, Lessons 1-3
- Networks: Discovering World Geography, Unit 1, Chapter 3, Lessons 1-3
- Social Studies Journal
- Computer access
- Paper and pens

**Assignments**
- Read Networks: Grade 7, Unit 1, Chapters 1-3, Lesson 1, Unit Opener Lesson.
- Complete offline activity Cause and Effect Graphic Organizer.
- Complete interactive activity Skill Builders Worksheet: Primary Sources.
- Complete activity Reading Skill Workbook: Cause and Effect.
- Read More to Know! People Work to Live.

---

**LEARN**

In the last part, you learned about different kinds of maps that geographers use. Each map has a specific purpose. Now, you will learn about geographic information systems. What is a geographic information system (GIS)? It is a system that links data about all kinds of physical and human features with the locations of those features on Earth. People who use the system can combine different features on the same map and analyze their patterns.

To begin, read *Discovering World Geography*, Unit 1, Chapter 1, Lesson 2: **Geospatial Technologies**. Think about how geographers use geospatial technologies. As you come across a new vocabulary word, add it to your Social Studies Journal.

Take another look at the photo of the GPS Satellite on Screen 6. Why is it important for geographers to know exactly where places are located on Earth? Watch the BrainPOP video *Global Positioning System* (02:46). How many uses can you think of for GPS devices? Write your ideas in your Social Studies Journal.

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**TEACHING NOTES**

It is important for your student to understand that a Global Positioning System (GPS) is a type of geospatial technology that consists of satellites, a control system, and devices on Earth. Your student should also understand that a Geographic Information System (GIS) uses computer hardware and software to gather, store, and analyze geographic information. Explain that while geospatial technologies can help identify and navigate, geographers still need to ask analytical questions to better understand the world.
Think about GIS. What kinds of questions could be answered with the following information gathered through GIS?

- Geologists use GIS to make a map of areas in a state most likely to suffer damage from earthquakes.
- Meteorologists use GIS to study the paths of hurricanes.
- Police use GIS to map the specific kinds of crimes in each area of a large city.

Write your answers in your Social Studies Journal.

Now, make a list of the uses and benefits for GIS in your Social Studies Journal.

Go to *Discovering World Geography*, Unit 1, Chapter 1 and read the feature: **What Do You Think?** As you read, think about these questions:

- What are some uses for this technology?
- What responsibilities do geographers have when identifying geographic features such as where people live?

**TEACHING NOTES**

Be sure your student understands that the **What Do You Think?** feature first presents background information about a topic and then gives two opposing arguments about the topic, much like a debate. The purpose of each argument is to persuade the reader to agree with that position.

**INTERACTIVE ACTIVITY**

Read both **Primary Sources** about street-mapping technologies. Consider each point of view. Look for facts and opinions. Remember, a fact is supported with evidence, but an opinion is what someone believes. After you read each source, answer the **What Do You Think? DBQ**. Write your answers in your Social Studies Journal.

**TEACHING NOTES**

Student answers may include:

1. Google considers nudity, clearly identifiable individuals, and locations like domestic violence shelters objectionable.
2. Andrew Lavoie suggests that people might not want friends and family to know that they have been in a certain place or engaging in certain activities that could be caught on a picture that is displayed online.
3. Street View could be useful in finding a business or location you have never been to. It could endanger someone who is in hiding in a domestic violence shelter. Opinions will vary.


**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you answered the Quick Check correctly, watch the video Driverless Cars (04:51) to learn about how GPS will be used in this new technology. In your Social Studies Journal, write ways that GPS and other technology help the driverless car operate.

If you answered the Quick Check incorrectly, review information about GPS with the BrainPOP Quiz. To the right of the video, click Quiz and then click Review to take the quiz. In your Social Studies Journal, note important information about GPS.
LEARN

In the last part, you learned about geographic information systems and other tools geographers use. Now, you will learn about Earth's physical systems and Earth's underground layers, different types of climate, and factors that influence climate. Earth's layers and plates are constantly moving, changing the physical geography of Earth. To learn about how mountain ranges form through the collision of Earth's plates, go to *Discovering World Geography*, Unit 1, Chapter 2 to watch the video *How Mountains Form* (02:15).

When you finish, write the main idea of the video in your Social Studies Journal. Then, think of three questions you might have about what you heard in the video and write those down as well. As you learn more about physical geography, try to answer your own questions.

Next, go to *Discovering World Geography*, Unit 1, Chapter 2, Lesson 1, Screens 2-3. Read the sections titled *Inside Earth* (p. 43) and *Layers of Earth* (pp. 43-44). As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it.

Look at the animation video *Earth’s Layers* (02:32), also in Lesson 1. Then, in your Social Studies Journal, draw a diagram of Earth’s layers. Show an inner core, an outer core, a thick mantle, and a thin crust. Add any information you learned from the animation.
Now, go to Discovering World Geography, Unit 1, Chapter 2, Lesson 1. Read the section titled Earth's Physical Systems (p. 44) on Screen 4. Continue adding vocabulary to your Social Studies Journal. Note that Earth's four physical systems are interdependent, not separate. In your Social Studies Journal, jot down all the interconnections among the systems that you can think of.

Possible interconnections among the systems include: the atmosphere contains water vapor, soil contains water, people breathe in air from the atmosphere.

Continue in Discovering World Geography, Unit 1, Chapter 2, Lesson 1, Screens 6-8 and read the section titled Factors That Influence Climate (pp. 46-48). Note that weather is the state of the atmosphere at a given time, while climate is the average weather conditions in a region or an area over a long period. Temperature and precipitation are two major parts of weather and climate. In your Social Studies Journal, write a paragraph describing the weather in your area today and another paragraph describing the climate of your area.

Now, read the last section in Discovering World Geography, Unit 1, Chapter 2, Lesson 1 titled Different Types of Climate (pp. 49-51) on Screens 9 and 10. Climate zones are regions of Earth classified by temperature, precipitation, and distance from the equator. Different types of plants grow best in different climates, so each climate zone has its own unique type of vegetation and animal life.

Watch the BrainPOP video Climate Types (03:57). As you watch, think about the following questions:

- What makes tropical climates so hot?
- What is true about arid climates?
- What are two characteristics of temperate climates?
- What is a difference between continental climates and temperate climates?
- How does the ocean impact climate?

Then, after you view the video, write the answers to these questions in your Social Studies Journal.
Your student might add captions for each labeled layer of Earth such as inner core—solid metal; outer core—liquid metal; mantle—hot, dense rock; crust—rock. Encourage your student to draw his or her diagram large enough to add future notes on each of Earth's four layers.

Now, go to Discovering World Geography, Unit 1, Chapter 2, Lesson 1. Read the section titled Earth's Physical Systems (p. 44) on Screen 4. Continue adding vocabulary to your Social Studies Journal. Note that Earth's four physical systems are interdependent, not separate. In your Social Studies Journal, jot down all the interconnections among the systems that you can think of. Possible interconnections among the systems include: the atmosphere contains water vapor, soil contains water, people breathe in air from the atmosphere.

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Now, read the last section in Discovering World Geography, Unit 1, Chapter 2, Lesson 1 titled Different Types of Climate (pp. 49-51) on Screens 9 and 10. Climate zones are regions of Earth classified by temperature, precipitation, and distance from the equator. Different types of plants grow best in different climates, so each climate zone has its own unique type of vegetation and animal life.

Watch the BrainPOP video Climate Types (03:57). As you watch, think about the following questions:

- What makes tropical climates so hot? They are close to the equator and receive the most sunlight.
- What is true about arid climates? They are dry and receive very little rain. They can be in hot or freezing climates.
- What are two characteristics of temperate climates? The summers are hot, but the winters aren't very cold.
- What is a difference between continental climates and temperate climates? Continental climates have a wider temperature range than temperate climates. They usually have cold winters.
- How does the ocean impact climate? The oceans temperature and rate of current have an impact on the climate.

Please go online to view and submit this assessment.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Earlier in this lesson, you learned about Earth's physical systems and what lies inside Earth, different types of climate, and factors that influence climate. Now, you will learn how climate and tectonic movement impact the Earth's surface. You will also learn more about weather.

Go to *Discovering World Geography*, Unit 1, Chapter 2, Lesson 2. Watch the video *Water Eroding Mountains* (03:23). Write your responses to the following questions in your Social Studies Journal:

- What did you learn about the internal and external forces of Earth?
- Were you surprised by anything you learned?

Next, continue in *Discovering World Geography*, Unit 1, Chapter 2, Lesson 2. Read the section titled *Forces of Change* (pp. 52-54) on Screens 1–3. As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it.

Earth's rigid crust is made up of 16 enormous tectonic plates. Earth's surface has changed over time, but much of the change occurred slowly over millions of years. According to the theory of continental drift, today's continents are separate fragments of one supercontinent called *Pangaea*, which began to
break apart about 225 million years ago. The word *Pangaea* means “all lands” in Greek. The theory of plate tectonics explains how the continents broke apart and moved into their present locations.

Go to *Discovering World Geography*, Unit 1, Chapter 2, Place and Time. Look at the **Tectonic Plate Boundaries Map**. Notice that there are many volcanoes and earthquakes along the continents of Asia, North America, and South America. This ring of activity between plates is known as the *Ring of Fire*. Locate the Ring of Fire and identify some countries located near it.

Watch the video *Plate Tectonics* (04:22). As you watch the video, think about the following question: How have plates affected California? Write your response in your Social Studies Journal.

Now, go to *Discovering World Geography*, Unit 1, Chapter 2, Lesson 2 (pp. 54-57). Read the section titled **Other Forces at Work** on Screens 4–7. As you read, think about the difference between weathering and erosion and how these changes to Earth’s surface happen slowly. You may not be aware of this, but examples of erosion are all around you. For example, the banks of every stream show the effect of erosion, which may expose the roots of trees. What landforms in your state or region most likely were shaped by erosion?

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### TEACHING NOTES

Your student should understand the impact of erosion on the Earth. They should recognize that tectonic plates are always moving and their movement is essential to combating water erosion. However, the shifting of these plates also cause events like earthquakes and volcanoes. Help your student identify areas where they live, like mountains, cliffs, volcanoes, and river banks where they can see evidence of erosion and/or plate movement.

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### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last several parts, you learned how climate and tectonic movement affect the Earth’s surface. In this part, you will learn how Earth’s landforms and bodies of water influence people’s ways of life.

Go to Discovering World Geography, Unit 1, Chapter 2, Lesson 3. Watch the video Changing World: Wild Weather (04:40). After you finish watching, think about your answer to the following question: What did you learn about landforms and their relationship to weather? Then, write your responses in your Social Studies Journal.

Go to Discovering World Geography, Unit 1, Chapter 2, Lesson 3. Read the section titled Land Takes Different Forms (pp. 58-60) on Screens 1–3. As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it.

Next, consider how landforms influence where people settle. Think about your answer to the question: Are people more likely to settle where the land is flat, in valleys, or on mountains? Then, write three questions you have about landforms and how they affect people’s ways of life. Try to answer your questions as you read the lesson.

Continue in Discovering World Geography, Unit 1, Chapter 2, Lesson 3. Read the section titled The Blue Planet (pp. 61-63) on Screens 4–6 to learn about types of water found on Earth. Remember, only about 3 percent of the water on Earth is fresh water, which is the type of water people and other living organisms require to live. Not all of this water is drinkable because some of it is polluted with waste materials and chemicals. So, in places such as the American Southwest, the Middle East, and North Africa, there is a dwindling supply of fresh water.
Watch the video *Why Is Fresh Water Important* (01:31) Think about ways you use water. In your Social Studies Journal, list examples of recreational uses for water and livelihood uses for water. Then, explain three ways in which water affects your life.

**TEACHING NOTES**

Your student should note that weather can create new landforms and change the shape of exiting landforms.

Your student should show that they understand that different landforms dictate the kind of life people can live. Landforms contribute to the kind of food people eat, the kind of housing they live in, and the clothing people wear.

Some recreational uses for water are swimming and water sports. People also use water as a power source, for cleaning, and we eat fish from the sea.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you got the Quick Check wrong, watch the video *Discovering Plate Tectonics: Changes in the Earth's Surface* (04:07). In your Social Studies Journal, summarize the main points of the video.

If you got the Quick Check right, watch the video *Review: Landforms and Living Patterns* (01:08). In your Social Studies Journal, write some ways people have changed Earth’s surface.
Earlier in the lesson, you learned how Earth's landforms and bodies of water influence people's ways of life. Now, you will learn how people adapt to their environment and how billions of people on Earth experience different ways of life. Think about ways you need to adapt to the environment where you live. In your Social Studies Journal, write some of the ways. Explain why these adaptations are necessary.

Go to Discovering World Geography, Unit 1, Chapter 3, Lesson 1. Read the section titled Population Patterns (pp. 76-77) on Screens 5 and 6. As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it.

The geographic pattern of where people live on Earth is uneven. People may live in a certain area because the place provides work, holds religious significance, or is a government or transportation center. Go to Discovering World Geography, Unit 1, Chapter 3, Lesson 1. Look at the slide show, located under the Resources Tab, called, Places Around the World. Places include buildings, streets, or malls. They can be inside or outside. Throughout the world, places are varied.

Measuring population density allows people to study population. Urban areas tend to be densely populated, while rural areas are sparsely populated. Coastal areas are often the most densely populated areas in the world. Climate, resources, and economic opportunities are important factors that affect human settlement, population density, and distribution. In 2010, more than half of the world's population lived in urban areas, which marked a milestone in population distribution. Before then, more people lived in rural areas throughout the world.
Continue in *Discovering World Geography*, Unit 1, Chapter 3, Lesson 1. Read the section titled **Population Movement** (pp. 77-81) on Screens 6–9. As you read, think about how migration affects the quality of life. Did you know that migration is one of the main reasons for population shifts in the world? Push factors causing people to migrate are violence, war, persecution, natural disasters, and lack of jobs. Pull factors attract people to an area. They include friends and family, educational opportunities, and jobs. Migration leads to cultural blending and urbanization.

Watch the video *Population* (07:05) What happens when a place experiences a population decline? How is economic growth helped by medium population growth?

Complete the worksheet **Why Do People Move?** Fill in the details to explain reasons people migrate.

Worksheet answers will vary. Review this key for possible answers.

Please go online to view and submit this assessment.
In the last part, you learned about population patterns and population movement. Now, you will learn about culture and why languages and customs are important to a culture. Cultures are diverse, and there is no set number of cultures in the world. Think about why we study culture. In your Social Studies Journal, write what you already know about culture. Include why we study it and what makes a culture unique.

Go to Discovering World Geography, Unit 1, Chapter 3, Lesson 2. Read the section titled Elements of Culture (pp. 82-86) on Screens 1–5. As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it.

Watch the videos What is Culture? (00:54) and Culture (05:08). Now, think about cultural traditions you practice. In your Social Studies Journal, make a list of the behaviors, languages, foods, art, music, clothing, and other elements of culture that are part of your daily life. Remember, culture can relate to your traditions, customs, heritage, and beliefs. Perhaps you follow more than one culture. Include all aspects of your culture in your list.

Go to Discovering World Geography, Unit 1, Chapter 3, Lesson 2. Read the section titled Forms of Government (pp. 86-87) on Screens 5 and 6. How do you think government affects your way of life? You live in a form of democracy, which affords you many freedoms. How do you think life in a dictatorship is different? What connection can you make between a dictatorship form of government and countries in which human rights may not be promoted and protected? In your Social Studies Journal, write about the connection. Go to Discovering World Geography, Unit 1, Chapter 3, Lesson 2. Read the section titled
Changing Cultures (pp. 88-89) on Screens 7 and 8. After you complete your reading, answer the following questions in your Social Studies Journal:

- What are some reasons cultures change over time?
- How have technological changes contributed to a rapid spread of culture and exchange of ideas?
- What is globalization, and what has it led to?

Watch the video Globalization and Acculturation (02:01). How does cultural diffusion come about?

Now, go to Discovering World Geography, Unit 1, Chapter 3, Social Media in a Changing World (pp. 90-93), which provides information and facts on a global issue, such as communication. Think about the ways you communicate with friends and family members. How many members of your family use social media, such as Facebook and/or Twitter? How much time do you spend each day on social media sites? Now, read the feature Social Media in a Changing World (pp. 90-93) on Screens 1–3. When you finish reading, think about your answers to the following questions:

- What are some uses for this technology?
- What responsibilities do geographers have when identifying geographic features such as where people live?

Then, record your answers to these questions in your Social Studies Journal.

Go to Discovering World Geography, Unit 1, Chapter 3 to watch the animation Social Media (located under the Resources tab). Note that social media is being used for marketing and promotion, for inspiring social change, and for spreading rumors. As you watch, think about your answers to the following questions:

- How has social media affected society?
- What are some advantages of social media?
- What are some disadvantages?
- How can social media be used to advocate for people's rights?

Then, record your answers to these questions in your Social Studies Journal.

TEACHING NOTES

Possible answers about Changing Cultures include:

- Trade, travel, war, and the exchange of ideas.
- Advances in technology allow the exchange of food, fabrics, culture, and ideas to travel faster and in different ways.
- Globalization is the process by which nations cultures and economies become integrated. It has helped spread ideas and innovations.

Possible answers for Social Media in a Changing World.
Technology is used in many ways throughout the world including transportation and communication.

Possible answers about Social Media include:

- Social media allows people in a large area to communicate quickly and effectively.
- Social media is a way to reach a large audience quickly. It is easy to tell people what is happening.
- Disadvantages of social media include information is not necessarily reliable and information shared with one person can spread to people you didn't intend to tell. Once a post is on the Internet, you have no control over it.
- Social media can be used to advocate for people's rights by spreading their story and swaying public opinion.

INTERACTIVE ACTIVITY


TEACHING NOTES

Answers will vary. Be sure your student supports their opinion with facts from the lesson.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN

In the last part, you learned about culture. You learned why languages and customs are important to a culture. You also learned about the impact of social media on society. Now, you will learn about the world's economies and the global marketplace.

Go to Discovering World Geography, Unit 1, Chapter 3, Lesson 3. Watch the video Emerging Markets in India (03:20). In your Social Studies Journal, write what you learned about developing markets and the opportunities for jobs in different parts of the world.

Next, read the section titled Countries Build Economies (pp. 96–99) on Screens 3–5. As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it.

TEACHING NOTES

After reading, your student should know: There are five types of economic systems. They are traditional, market, command, mixed, and socialism. Factors of production in an economy include land, labor, and capital. Economic activities fall into three sectors: the primary sector, which produces new materials and basic goods; the secondary sector, which makes finished goods; and the tertiary sector, which provides services. The standard of living tells how well and to what extent the needs and wants of the people of a society are being met.
Watch the video *An Introduction to Globalization* (01:17). How does globalization connect countries and people?

Go to *Discovering World Geography*, Unit 1, Chapter 3, Lesson 3. Read the section titled *A Global Economy* (pp. 99-101) on Screens 5–7. Because of the global economy, the world’s countries both import and export goods. In free trade, a group of countries decides to set few or no tariffs or quotas on products traded among themselves. Trade can help build economic growth and increase a nation’s income. How do you think globalization affects developing countries? Write your response in your Social Studies Journal.

### TEACHING NOTES

Your student should recognize that as more countries begin to trade, there will be more opportunities for developing countries to export their goods. Trade agreements may attract more developing countries to participate in global trade.

### INTERACTIVE ACTIVITY

Watch the videos *Trading Blocks and Agreements* (01:22) and *International Organizations* (02:40). As you watch, think about these questions: What are the goals of economic organizations? How has globalization affected the goals and work of these economic organizations?

Think back to the parts of the lesson that had to do with physical geography and those that had to do with human geography. Create a *Tree Map* that shows how geography can be used to classify human systems. Determine categories for your *Tree Map*. Then, use resources to gather information about the categories as they relate to where you live. Add the information under each category.

### TEACHING NOTES

The tree map answers will vary. Here is an example of a completed *tree map*.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In this lesson, you have learned about geography and GIS. You have learned about physical geography, how climate and tectonic movement impact Earth’s surface, and how weather is created and impacts the landscape. You have learned about culture and human interaction and how being connected through social media, globalization, and physical systems influence human interaction, settlement patterns, culture, and trade. Use what you have learned to answer the following questions.

**USE FOR MASTERY**

Select whether each word or phrase describes physical geographic systems or human geographic systems.

<table>
<thead>
<tr>
<th>Physical Geographic Systems</th>
<th>Human Geographic Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>climate</td>
<td>☐</td>
</tr>
<tr>
<td>migration patterns</td>
<td>☐</td>
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<tr>
<td>cultural activities</td>
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<td>natural resources</td>
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<tr>
<td>economic activities</td>
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</tbody>
</table>
What is one example of a thematic map?

- a map that shows the continent names across the world
- a map that shows the elevations across the world
- a map that shows the names of states within a country
- a map that shows the plant types that grow in different areas

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
## North America - Part 1

### Objectives
- To become familiar with the physical geography of the United States, Mexico, Central America, and the Caribbean islands.
- To compare and contrast different regions of the United States.
- To understand settlement patterns in the United States, Mexico, Central America, and the Caribbean islands.
- To identify industries, natural resources, cultural features, and environmental concerns in the United States, Mexico, Central America, and the Caribbean islands and to relate these factors to the regions’ current status.

### Books & Materials
- Networks: Discovering World Geography
- Social Studies Journal
- Computer
- Drawing paper (optional)
- Blank outlines map of the United States (optional)
- Colored pencils or markers (optional)
- Basic Three-Column Chart
- Comparison Chart
- T-Chart
- Web A Graphic Organizer

### Assignments
- Read Networks: Discovering World Geography 2018, Chapters 4, 5, 7.
- Complete a graphic organizer showing the unique qualities of each subregion of the eastern United States.
- Complete a concept web to show the relationships between natural resources, climate, and settlement in early America.
- Complete flow maps to show how changes in industry and the economy have affected the landscape and settlement patterns in the eastern and the western United States.
- Complete a flow map to identify how early civilizations, the Spanish conquest, and changing economies have affected this region’s culture, agriculture, and economy over time.
- Create three comparison charts about sources of income in Mexico, Central America, and the Caribbean islands.
- Complete the Chapter 7 Feature: "Global Connections."

### Vocabulary
- subregion
- lock
- tributary
- levee
- coastal plain
- fall line
- hurricanes
- indigenous
- colonists
- agriculture
- industry
- metropolitan area
- tourism
- civil rights
- Rust Belt
- service industries
- cordillera
- timberline
- contiguous
- Continental Divide
- irrigation
- chinook
- ethanol
- national park
In the last lesson, you learned about the study of geography. In this part, you will focus on North America, Central America, and the Caribbean. Go to Discovering World Geography, Unit 2: North America and open The World: Physical Map in the Unit Opener Resources. Then, locate North America, Central America, and the Caribbean on this map. This part of the world is incredibly diverse, with many physical landscapes and cultures. What do you already know about the things that make North America unique? What would you like to learn more about? This part introduces you to many regions and subregions of North America and also to Central America and the Caribbean islands. You’ll learn about the relationships between this region’s physical geography, history, and present-day economy and culture. Let’s begin!

When was the last time you looked around the area where you live and really paid attention to what the landscape looks like? What did you notice? How would you describe your part of North America? Have you visited other parts of the continent? If so, how does your area compare to those other regions?

Go to Discovering World Geography, Unit 2, Unit Opener and find the video Video Tour of North America (01:02). As you watch, notice the different types of landscapes you see. In your Social Studies Journal, write down the names of the places pictured in the video. Then, look them up on a map. Do any of the photos surprise you? Why or why not? Discuss this question with your Learning Guide.

As an option, use a Tree Map to organize some of the information you see on the maps. This type of graphic organizer may help you develop some interesting questions.

Help your student understand what he or she sees on the maps. If you see any interesting patterns that your student is not noticing, give him or her some hints to see these patterns and develop his or her own questions about them. You might point out that people settle near transportation routes such as rivers and oceans and that other settlements cluster around resources such as sources of fuel, farmland, etc.

Tree Map answers will vary. An example of possible answers can be seen here.
INTERACTIVE ACTIVITY

Now, look at the Explore the Continent tab in Discovering World Geography and click the numbers to see additional information. You'll be learning a lot more about North American landforms, bodies of water, and natural resources in this part. Next, go to the Continent Maps screen. It shows a number of maps of North America. You can click on a map in the upper right, directly under “Lesson Resources,” to see it enlarged below. Use the scrollbar to move left and right between the maps. Click on the enlarged map to open it in a separate window.

As you look at these maps, you'll notice that they contain information about various topics, such as elevation, population, and natural resources.

Spend some time looking at each of these maps. As you do, think carefully about what you see on the maps. What questions can you ask based on what you see on the maps? For example, look at the population map. It shows the population density per square mile and per square kilometer. A higher population density means more people live in the same amount of space. You could ask a question like “Why is the East much more densely populated than the West?”

Now, it's your turn to come up with some questions. Try to think of questions that begin with why and how. As an extra challenge, try to come up with some questions that compare information on different maps. Write your questions in your Social Studies Journal. See if you can write down at least 10 questions.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Go to *Discovering World Geography*, Unit 2: North America, Chapter 4: United States East of the Mississippi River, **Chapter Opener**. The Essential Questions on this page are:

- How does geography influence the way people live?
- Why is history important?
- What makes a culture unique?

Write your ideas about these questions in your Social Studies Journal.

Read the Chapter Opener, and then move on to Unit 2: North America, Chapter 4: United States East of the Mississippi River, **Place and Time**. Look at the map on this screen. Then, answer the following **Step into Place** questions in your Social Studies Journal:

- Which body of water lies to the east of the United States?
- Which state has the longest coastline?
- Name the states that use the Mississippi River as all or part of their western border.
- Why do you think rivers such as the Mississippi and the Ohio were used as state borders?

Now, go to Unit 2: North America, Chapter 4: United States East of the Mississippi River. Read the section in Lesson 1 titled **Physical Features** on Screen 1. Click on the map, and then click on the enlarged version to open it in a separate window. Either keep this window open throughout this part, or print the map so you can look at it as you read the pages of the part.

### INTERACTIVE ACTIVITY

Read all pages in this part except the Review page, and look at the Lesson Resources. As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it. As you read, pay attention to the physical features that make each region unique. Use the **Graphic Organizer** found in Unit Opener Resources to take notes about the unique qualities of each region.

Why do you think geographers divide the eastern United States into four subregions? Discuss your ideas with your Learning Guide.

As an option, add a second branch to your **Tree Map** to show how the physical landscape of the eastern United States affects settlement patterns. For example, how are the Appalachian Mountains related to the settlement of the “megalopolis” along the East Coast?

### TEACHING NOTES

As needed, help your student understand the questions and concepts that come up in this part of the lesson. During the off-line activity, discuss why your student thinks geographers divide the eastern United States into four subregions. Help your student consider how geography, climate, and other factors play a part in these divisions.

Tree Map answers will vary. An example of possible answers can be seen [here](#).

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you learned about U.S. subregions east of the Mississippi River. Review your notes from the previous part. What unique physical features did you learn about? What parts of this region would you most like to explore? Why? Write your ideas in your Social Studies Journal.

Now that you’ve learned some things about the subregions of the eastern United States, let’s take a look at history of this region. Go to Discovering World Geography, Unit 2: North America, Chapter 4: United States East of the Mississippi River. Read the section in Lesson 2 titled History of the Region on Screen 1. Also review the Lesson Resources. As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it.

As you read this part, look for information about the natural resources and the climate patterns that played a role in Native American settlement and colonization in early America. How did the presence or absence of various natural resources affect settlement? How did the climate affect where people settled? Develop a concept web to show these relationships.
As needed, help your student understand the questions and concepts that come up in this part of the lesson.

Please go online to view and submit this assessment.
In the last session, you learned about how the subregions of the eastern United States developed. In this session, you will consider what life is like in these regions today. Do you live in a major metropolitan area (this includes a large city and its suburbs)? If so, what are some of the things you like and dislike about living in a major metropolitan area? If not, what do you think it would be like to live in a major metropolitan area? What would you like and dislike? Briefly discuss your ideas with your Learning Guide.

Now, go to Discovering World Geography, Unit 2: North America, Chapter 4: United States East of the Mississippi River, Lesson 3, Screen 1-10 Life in the Region (pp. 121-139). This part begins by discussing some major metropolitan areas in the eastern region of the United States. Keep in mind that there are many rural areas of the eastern region as well. Not every place in the East is a city or a suburb!

Read Lesson 3, Life in the Region, and look at the Lesson Resources. As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it. Pay particular attention to information that can help you answer these questions:
• How did the location of eastern cities affect their growth and the industries that became prominent there?
• What types of businesses and industries are important to the economy of the eastern United States today?

Now, answer these questions in your Social Studies Journal. Provide at least three examples to support each answer.

ANSWER KEY

• How did the location of eastern cities affect their growth and the industries that became prominent there? (Being located along waterways makes them easily accessible for boats and industries like tourism and trade because ships can easily dock and depart.)
• What types of businesses and industries are important to the economy of the eastern United States today? (Tourism and trade along port cities grew greatly and increased populations in these areas.)

QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

If you answered the Quick Check correctly, learn about music that New Orleans is known for by watching the video Dixieland Jazz (03:22). As you listen, think about the music. Would you like to listen to Dixieland jazz live? In your Social Studies Journal, write the name of one famous musician you learned about in the video.

If you answered the Quick Check incorrectly, watch the video Chicago, Illinois (01:10) to review information on this city. As you watch, think about what is special about Chicago. Write what you learn in your Social Studies Journal.
In the last part, you learned about metropolitan areas in the eastern United States. Look again at the maps in Discovering World Geography, Unit 2: North America, Continent Maps and return to the questions you wrote in your Social Studies Journal about these maps. Have you learned anything in this part to help you answer these questions? What new questions come up for you as you look at the eastern part of the continent on these maps? What are some relationships between population, natural resources, climate, and settlement? Use your Social Studies Journal to write answers and new questions related to these maps.

Now, go to Unit 2: North America, Chapter 4: United States East of the Mississippi River. Read What Do You Think? After reading about both sides of the fracking debate, answer the review questions in your Social Studies Journal.
TEACHING NOTES

Your student may need some guidance when he or she looks back at the continental maps and the questions he or she initially posed. Help your student look for clues and connections based on what he or she has learned about the eastern region of the United States.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN

INTERACTIVE ACTIVITY

In the last session, you reconsidered your questions about the eastern United States. Now, create a Flow Map to show how changes in industry and the economy have affected the landscape and settlement patterns in the eastern United States. Be sure to include the following:

- How westward expansion in the 1800s changed the economy
- The economic shift from agriculture to manufacturing and then to technology

Objectives

- To become familiar with the physical geography of the United States, Mexico, Central America, and the Caribbean islands
- To compare and contrast different regions of the United States
- To understand settlement patterns in the United States, Mexico, Central America, and the Caribbean islands
- To identify industries, natural resources, cultural features, and environmental concerns in the United States, Mexico, Central America, and the Caribbean islands and to relate these factors to the regions’ current status

Books & Materials

- Networks: Discovering World Geography
- Social Studies Journal
- Computer
- Drawing paper (optional)
- Blank outlines map of the United States (optional)
- Colored pencils or markers (optional)
- Basic Three-Column Chart
- Comparison Chart
- T-Chart
- Web A Graphic Organizer

Assignments

- Read Networks: Discovering World Geography 2018, Chapters 4, 5, 7.
- Complete a graphic organizer showing the unique qualities of each subregion of the eastern United States.
- Complete a concept web to show the relationships between natural resources, climate, and settlement in early America.
- Complete flow maps to show how changes in industry and the economy have affected the landscape and settlement patterns in the eastern and the western United States.
- Complete a bubble map showing the cultural and economic reasons for westward expansion and manifest destiny.
- Complete a flow map to identify how early civilizations, the Spanish conquest, and changing economies have affected this region's culture, agriculture, and economy over time.
- Create three comparison charts about sources of income in Mexico, Central America, and the Caribbean islands.
- Complete the Chapter 7 Feature: “Global Connections.”
• The availability of employment opportunities in the past and today

You may need to create several branches of the Flow Map. Save this Flow Map – you’ll use it later, after you’ve made one for the West.

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TEACHING NOTES

Your student may need some guidance when considering these changes. Encourage him or her to think critically and to look back at his or her notes and the text for information.

Your student might include some of the following thoughts:

The Ordinance of 1785 was executed -> The United States gained considerable land for agriculture ->

Farming was difficult and inefficient -> Technologies in farming, such as the cotton gin, were invented ->

New technology led to industry and jobs in factories -> People moved to cities to claim these new jobs ->

Industry increased and people moved into cities -> The economy shifted from primarily agricultural to include industry ->

New jobs and a stronger economy were created by industry -> More immigrants populated the eastern United States ->

Gold was discovered in the Southeast -> Settlers moved to Alabama, Georgia, Mississippi and the Carolinas ->

Settlers in these lands led to conflict with the Cherokee -> The government forced the Cherokee to leave their land ->

After the Civil War, thousands of African Americans moved north -> The Great Migration sped the growth of urban areas ->

Today, the land east of the Mississippi river contains many urban areas, industrial jobs, as well as considerable farmland, all populated by a number of cultures

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RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In previous parts, you have learned about the eastern region of the United States. Now, you will learn about the western region of the United States. What are your ideas about the western part of the United States? If you live in this region, how would you describe the West's landscapes and physical features? What's it like in the area where you live, and how do you think that differs from other areas of the West? If you live in the eastern region, what are some of your ideas about what it's like in the West, including landscapes and physical features? Write your ideas in your Social Studies Journal.

Go to Discovering World Geography, Unit 2: North America, Chapter 5: United States West of the Mississippi River. Read the Chapter Opener. Then, continue on to read the section Place and Time. Answer the following Step into the Place questions in your Social Studies Journal:

- What is the name of the state just north of Missouri?
- Which four states meet at one point?
- What natural feature separates Texas from Mexico?
• The contiguous United States consists of the states between Canada and Mexico. Which two states are not contiguous?

Watch the BrainPOP movie: Deserts (04:18). This video talks about deserts around the world, but in this part, you’ll learn about the deserts of the American West. What are some features of deserts? Write your answers in your Social Studies Journal.

Answer Key

Some features of deserts: the driest places on Earth, rocky, many are sandy, the temperatures vary depending on the desert's location.

Now, continue to Discovering World Geography, Unit 2: North America, Chapter 5: United States West of the Mississippi River. Read Lesson 1: Physical Features. Refer to a United States map to make sure you can locate the places the lesson discusses. Also, be sure to look at all of the lesson features. As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it. As you read this part, think about what it would be like to drive from the Mississippi River to the Pacific Ocean.

Imagine that you are planning a trip for your family to drive from the Mississippi River to the Pacific coast. Write a paragraph in your Social Studies Journal describing the scenery you'd see on that trip. As an option, conduct some online research to find more photos of the American West.

Teaching Notes

As needed, help your student understand the questions and concepts that come up in this part of the lesson. If you’ve taken this driving trip or part of it, share your experiences with your student.

Rate Your Understanding

Please go online to view and submit this assessment.
In the last part, you learned about the physical features of the American West. Now, you will learn about its history. What do you know about how the American West was settled? And in what ways do you think the physical geography of the West made settlement of the region difficult? Discuss these questions with your Learning Guide.

Go to Discovering World Geography, Unit 2: North America, Chapter 5: United States West of the Mississippi River. Read Lesson 2, History of the Region. Look at the map in the lesson features, and open it in its own window so you can refer to it as you read the text. As you read this lesson, fill in a Web B Graphic Organizer to help answer this question: What were the cultural and economic reasons for westward expansion and manifest destiny during the development of the United States?

Don't forget to look at all of the Lesson Features for Lesson 2. As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it.
Now, answer this question in your Social Studies Journal: How did the physical geography of the West make settlement of the region difficult? Look at your web and return to the text if necessary. Provide at least three examples.

**TEACHING NOTES**

As needed, help your student understand the questions and concepts that come up in this part of the lesson. Your student answering the question may reference: physical features such as the Rocky Mountains, rivers, and other physical features that made travel to western settlements difficult.

**RATE YOUR ENTHUSIASM**

Please go online to view and submit this assessment.
In the last part, you learned about the western part of the United States in the past. What is it like in the western part of the United States today? Take a look at that question now. Later, you will combine things you have learned about this region's past and present and compare it to the eastern United States.

Go to Discovering World Geography, Unit 2: North America, Chapter 5: United States West of the Mississippi River. Read Lesson 3, Screens 1–9: Life in the United States West of the Mississippi (pp. 164–171). As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it. Make sure to look at all the Learning Resources.

What environmental issues are of particular concern in the West? You learned about some of these issues in your reading. Now, watch the BrainPOP video: Droughts (06:40) to learn more about one
problem that’s been particularly bad in recent years. Then, discuss these questions with your Learning Guide:

- What do you think are the worst environmental problems in the West?
- What are people and governments trying to do about these problems? What should be done?
- What are some things about the West that you like?
- Does knowing about the environmental issues make you more or less likely to want to live in the West? Why or why not?

### TEACHING NOTES

Answers to these questions will vary by student.

Your student should decide what environmental problem they think is the worst and give examples of what people and the government are doing to resolve the issue. They should support their opinions with information found in the lesson.

### QUICK CHECK

Please go online to view and submit this assessment.

### MORE TO EXPLORE

If you answered the Quick Check correctly, you understand some of the major impacts of the Lewis and Clark expedition. Now, go to the [Interactive Trail Map](#) to learn more about the expedition. Do you feel the expedition acted responsibly toward the people they encountered? Why or why not?

If you answered the Quick Check incorrectly, take the BrainPOP challenge [Lewis and Clark](#). Click the Review button to review details of the expedition.
North America - Part 10

Objectives
- To become familiar with the physical geography of the United States, Mexico, Central America, and the Caribbean islands
- To compare and contrast different regions of the United States
- To understand settlement patterns in the United States, Mexico, Central America, and the Caribbean islands
- To identify industries, natural resources, cultural features, and environmental concerns in the United States, Mexico, Central America, and the Caribbean islands and to relate these factors to the regions’ current status

Books & Materials
- Networks: Discovering World Geography
- Social Studies Journal
- Computer
- Drawing paper (optional)
- Blank outlines map of the United States (optional)
- Colored pencils or markers (optional)
- Basic Three-Column Chart
- Comparison Chart
- T-Chart
- Web A Graphic Organizer

Assignments
- Read Networks: Discovering World Geography 2018, Chapters 4, 5, 7.
- Complete a graphic organizer showing the unique qualities of each subregion of the eastern United States.
- Complete a concept web to show the relationships between natural resources, climate, and settlement in early America.
- Complete flow maps to show how changes in industry and the economy have affected the landscape and settlement patterns in the eastern and the western United States.
- Complete a bubble map showing the cultural and economic reasons for westward expansion and manifest destiny.
- Complete a flow map to identify how early civilizations, the Spanish conquest, and changing economies have affected this region’s culture, agriculture, and economy over time.
- Create three comparison charts about sources of income in Mexico, Central America, and the Caribbean islands.
- Complete the Chapter 7 Feature: "Global Connections."

LEARN

INTERACTIVE ACTIVITY

Earlier, you created a Flow Map for the eastern United States. Do you remember it? Now, make one for the West. Your Flow Map should focus on how changes in industry and the economy have affected the landscape and settlement patterns in the western United States. Be sure to include the following:

- How westward expansion in the 1800s changed the economy
- The economic shift from agriculture to manufacturing and then to technology
- Availability of employment opportunities in the past and today

You may need to create several branches of the Flow Map.
Earlier, you created a Flow Map for the eastern United States. Do you remember it? Now, make one for the West. Your Flow Map should focus on how changes in industry and the economy have affected the landscape and settlement patterns in the western United States. Be sure to include the following:

- How westward expansion in the 1800s changed the economy
- The economic shift from agriculture to manufacturing and then to technology
- Availability of employment opportunities in the past and today

You may need to create several branches of the Flow Map.

**Objective**

- To become familiar with the physical geography of the United States, Mexico, Central America, and the Caribbean islands
- To compare and contrast different regions of the United States
- To understand settlement patterns in the United States, Mexico, Central America, and the Caribbean islands
- To identify industries, natural resources, cultural features, and environmental concerns in the United States, Mexico, Central America, and the Caribbean islands and to relate these factors to the regions' current status

**Books & Materials**

- Networks: Discovering World Geography
- Social Studies Journal
- Computer
- Drawing paper (optional)
- Blank outlines map of the United States (optional)
- Colored pencils or markers (optional)
- Basic Three-Column Chart
- Comparison Chart
- T-Chart
- Web A Graphic Organizer

**Assignments**

- Read Networks: Discovering World Geography 2018, Chapters 4, 5, 7.
- Complete a graphic organizer showing the unique qualities of each subregion of the eastern United States.
- Complete a concept web to show the relationships between natural resources, climate, and settlement in early America.
- Complete flow maps to show how changes in industry and the economy have affected the landscape and settlement patterns in the eastern and the western United States.
- Complete a bubble map showing the cultural and economic reasons for westward expansion and manifest destiny.
- Complete a flow map to identify how early civilizations, the Spanish conquest, and changing economies have affected this region's culture, agriculture, and economy over time.
- Create three comparison charts about sources of income in Mexico, Central America, and the Caribbean islands.
- Complete the Chapter 7 Feature: "Global Connections."

**Interactive Activity**

Below is an example of a completed Flow Map. Your students may vary.

Your students may vary.

Please go online to view and submit this assessment.

**Rate Your Understanding**

Please go online to view and submit this assessment.
In the last part, you created a Flow Map for the West. Look at the Flow Map you’ve created for the East and the West. How do they compare? What similarities and differences do you notice?

Write three or four paragraphs comparing and contrasting how these two regions were developed and settled, and how they have changed over time. Consider the following:

- climate and weather (particularly water sources)
- settlement patterns and urbanization
- agriculture
- the similarities between the Appalachian Mountains and the Rocky Mountains, and how these mountain ranges affected human settlement and movement

Use a [Double Bubble Map](#) to organize your ideas before you begin writing. Then, write your paragraphs in your Social Studies Journal.

### TEACHING NOTES

Your student’s paragraphs will vary but should include some of the following points:

- Climate and weather varied in the East and the West and also North to South. The areas first settled in the East were close to water sources, the ocean and rivers that provided transportation for people and goods.
- In the East, early cities were located on the coasts and near rivers. In the West, settlements clustered near transportation routes such as railroads. Cities in the East grew larger with industrialization.
- Agriculture: The East has good farmland but there is also a great deal of industry. The Midwest provides grains and beans, the West cattle, and a great deal of fresh produce is grown in California.
- The Appalachian Mountains are older than the Rockies, and they are lower and worn down over time. A fall line is located along the mountains parallel to the coast of the Atlantic Ocean, and cities and towns sprang up there to use the waterpower of the waterfalls.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you compared the eastern and western regions of the United States. Now, take a look at the North America: Political Map. This can be found in Discovering World Geography, Unit 2: North America, in the section Continent Maps. Locate Mexico, Central America, and the Caribbean islands. These subregions are not very far from the mainland of the United States, are they? In fact, some of the Caribbean islands are part of the United States, as you’ll learn in a few minutes. Although these regions are geographically and economically close to the United States, they also have their own unique economies and cultures.

Go to Unit 2: North America, Chapter 7: Mexico, Central America, and the Caribbean Islands. Read the Chapter Opener. Then, move on to the section Place and Time and read that as well. When you look at these pages, pay careful attention to the map. Use the map to answer the following Step into the Place questions in your Social Studies Journal:

- What is the largest country in this region?
- Why do you think the Panama Canal was built where it is?
• Which of the Caribbean islands are part of the United States?
• Given their location, what might be a key economic industry of the Caribbean islands?

TEACHING NOTES

ANSWER KEY
• Mexico
• It is the narrowest land between the Atlantic and Pacific Oceans.
• Puerto Rico, U.S. Virgin Islands
• Tourism

Go to Discovering World Geography, Unit 2: North America, Chapter 7: Mexico, Central America, and the Caribbean Islands. Read Lesson 1: Physical Geography. Also, go through the Lesson Features and define the vocabulary terms in your Social Studies Journal. Add pictures or symbols to help you remember their meanings. Take notes in your Social Studies Journal to answer these questions:

• How do the locations of Mexico and Central America increase the possibility of natural hazards striking the region?
• How do the physical features of this region influence the way people live?

Mexico and Central American countries have trade relations with the United States. These countries import goods manufactured in the United States, but they also export many goods. You’ll learn more about these trade relationships later. For now, think about the importance of exports for these countries, particularly in Central America.

Watch the video about the family of coffee farmers at the beginning of this lesson. Coffee is one example of an important export from this region—there’s a good chance the coffee you or your family members drink comes from this part of the world. This family lives in Chiapas, the southernmost state in Mexico, but coffee production is also very important in Central America.

Based on what you’ve learned about Central America so far, can you guess what some of the Central American countries’ major exports might be? Write your ideas in your Social Studies Journal under the heading My Ideas About Central American Exports. Then, conduct online research to find out the biggest exports from Central America. Write these exports in your Social Studies Journal under the heading What I’ve Learned About Central American Exports.

TEACHING NOTES

As needed, help your student understand the questions and concepts that come up in this part of the lesson. Help your student identify food products or other goods in your home that have come from Central America.
✅ QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

If you answered the QuickCheck correctly, watch the video Mexico: Butterfly Sanctuary (02:34) to learn about the winter migration of the monarch butterfly from Canada and the United States. These butterflies travel long distances to spend winters in the mountains of Mexico. As you watch, think about times you have seen monarch butterflies. You may want to use Google maps to find the butterfly reserve. Use the directions feature and type in your town to find the distance from your home to the butterfly sanctuary.

If you answered the Quick Check incorrectly, watch the video Mexico: Topography and Climate (03:32) to review how Mexico’s land affects the climate there. As you watch, think about which climate zone you would choose to live in and why. Write your answer in your Social Studies Journal.
Last time, you learned about the physical features of Mexico, Central America, and the Caribbean Islands. Now, let's take a look at this region’s rich history.

Go to Discovering World Geography, Unit 2: North America, Chapter 7: Mexico, Central America, and the Caribbean Islands. Read Lesson 2, Screens 1-7: History of the Region (pp. 210-215) and watch the video about the Aztec settlement. Then, look at the second Lesson Resource, which is a drawing of the Aztec city Tenochtitlán.

How did the Aztecs make use of and shape the natural environment around them? Write a few sentences about this in your Social Studies Journal.

Your student should know that the Aztecs built up land in the lake to form small islands called chinampas. Chinampas were used to grow crops.
Now, read the rest of **History of the Region**, look at the Learning Resources, and define the vocabulary terms in your Social Studies Journal. As you read, create a **Flow Map** to identify how early civilizations, the Spanish conquest, and changing economies have affected this region's culture, agriculture, and economy over time.

Answers may vary. Possible answers can be seen on the example **answer key** below.

**Flow Map**

**Title:** Changes to Mexico, Central America, and the

- **Culture:** This region was inhabited by Native Americans, many of whom were conquered by the Spanish, although other countries took control as well. For many years the people in this area lived under economic colonialism, which meant that the ruling country controlled the government and economy.
- **Agriculture:** Many of the foods eaten in this area were cultivated by the Native Americans. Today many of the people in this region speak the language of the colonizing country. Many of those under Spanish rule.
- **Economy:** After the countries became independent, the large plantations were broken up into smaller farms. However, poverty remains a problem in these areas, particularly in the Caribbean islands, which are small and
- **In the 1800s, the countries in this region began to work for independence. This was usually accomplished by revolution, followed by more democratic forms of government, although some places are ruled by dictators.**

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
## North America - Part 14

### Objectives

- To become familiar with the physical geography of the United States, Mexico, Central America, and the Caribbean islands
- To compare and contrast different regions of the United States
- To understand settlement patterns in the United States, Mexico, Central America, and the Caribbean islands
- To identify industries, natural resources, cultural features, and environmental concerns in the United States, Mexico, Central America, and the Caribbean islands and to relate these factors to the regions' current status

### Books & Materials

- Networks: Discovering World Geography
- Social Studies Journal
- Computer
- Drawing paper (optional)
- Blank outlines map of the United States (optional)
- Colored pencils or markers (optional)
- Basic Three-Column Chart
- Comparison Chart
- T-Chart
- Web A Graphic Organizer

### Assignments

- Read Networks: Discovering World Geography 2018, Chapters 4, 5, 7.
- Complete a graphic organizer showing the unique qualities of each subregion of the eastern United States.
- Complete a concept web to show the relationships between natural resources, climate, and settlement patterns in early America.
- Complete flow maps to show how changes in industry and the economy have affected the landscape and settlement patterns in the eastern and the western United States.
- Complete a bubble map showing the cultural and economic reasons for westward expansion and manifest destiny.
- Complete a flow map to identify how early civilizations, the Spanish conquest, and changing economies have affected this region's culture, agriculture, and economy over time.
- Create three comparison charts about sources of income in Mexico, Central America, and the Caribbean islands.
- Complete the Chapter 7 Feature: "Global Connections."

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### LEARN

Of course, the historical development of Mexico, Central America, and the Caribbean islands has led to the present time. To learn more about this region today, begin by going to [Discovering World Geography](#), Unit 2: North America, Chapter 7: Mexico, Central America, and the Caribbean Islands. Read Lesson 3: **Life in the Region** and watch the [video](#) about life in Tijuana, Mexico. Answer these questions about the video in your Social Studies Journal, and discuss them with your Learning Guide:

- What are maquiladoras? What are the pros and cons of maquiladoras for the people who live in border towns like Tijuana?
- What is the main natural resource the video discusses?
- What are the challenges with this resource for the people in Tijuana?
- How is this family handling this challenge?
- What differences is the mother noticing between her and her husband, on the one hand, and their two teenage children, on the other? Why do you think these differences are happening?
ANSWER KEY:
- The maquiladoras are factories that assemble products from parts made elsewhere. The pros of maquiladoras are: low unemployment, better paying jobs than other places, some workers get training and improve their skills. The cons of maquiladoras are: prices near them are higher, most people do unskilled work, the owners make most of the money, the rapid growth of the cities where the maquiladoras are means that building takes place too quickly and services like water and sewer aren't established.
- Water is the main natural resource the video discusses.
- Tijuana does not have water. People must buy it from tanker trucks.
- The family is working on ways to conserve water.
- The parents feel like Mexico is their home, whereas the teenagers feel that the United States, where they go to school, is their home and their future.

Now, read the rest of Discovering World Geography, Chapter 7, Lesson 3: Life in the Region. Then, look at the Lesson Resources, and define the vocabulary terms in your Social Studies Journal. As you read this lesson, make lists of these things in your Social Studies Journal:

- the natural resources the countries of this region export
- products manufactured in this region
- tourism in this region, and where tourism is popular
- specific challenges this region faces (e.g., natural disasters and economic problems)

You've learned a little about this region's arts and culture. As an option, watch the BrainPOP movie: Latin Music (05:14). Then, find some online videos or audio clips of the music from various parts of Latin America and the Caribbean.

As needed, help your student understand the questions and concepts that come up in this part of the lesson. Also, discuss the movie and the related questions with him or her.

Please go online to view and submit this assessment.
### North America - Part 15

#### Objectives
- To become familiar with the physical geography of the United States, Mexico, Central America, and the Caribbean islands
- To compare and contrast different regions of the United States
- To understand settlement patterns in the United States, Mexico, Central America, and the Caribbean islands
- To identify industries, natural resources, cultural features, and environmental concerns in the United States, Mexico, Central America, and the Caribbean islands and to relate these factors to the regions' current status

#### Books & Materials
- **Networks: Discovering World Geography**
- Social Studies Journal
- Computer
- Drawing paper (optional)
- Blank outlines map of the United States (optional)
- Colored pencils or markers (optional)
- T-Chart

#### Assignments
- Read Networks: Discovering World Geography 2018, Chapters 4, 5, 7.
- Complete a graphic organizer showing the unique qualities of each subregion of the eastern United States.
- Complete a concept web to show the relationships between natural resources, climate, and settlement in early America.
- Complete flow maps to show how changes in industry and the economy have affected the landscape and settlement patterns in the eastern and the western United States.
- Complete a bubble map showing the cultural and economic reasons for westward expansion and manifest destiny.
- Complete a flow map to identify how early civilizations, the Spanish conquest, and changing economies have affected this region's culture, agriculture, and economy over time.
- Create three comparison charts about sources of income in Mexico, Central America, and the Caribbean islands.
- Complete the Chapter 7 Feature: "Global Connections."

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**LEARN**

In the previous session, you learned about the economics of Mexico, Central America, and the Caribbean. Now, use your notes from that part to create three **T-charts** in your Social Studies Journal. On three separate pages, write one of these three titles at the very top of each page:

- Natural Resource Exports
- Manufacturing
- Tourism

Under each of these titles, create a **T-chart** by drawing one line across the top of the page (about one inch from the top) and one line down the center...
of the page. This will create two large columns. Write **Pros** at the top of the left column and **Cons** at the top of the right column.

On each chart, show the pros and cons of that source of income and wealth for the countries in this region. List the pros on the left and the cons on the right of each chart. You may also want to return to *Discovering World Geography*, Unit 2: North America, Chapter 7: Mexico, Central America, and the Caribbean Islands to review the information found in Lesson 3, Screens 1-6: **Life in the Region** (pp. 216-221).

Share your charts with your Learning Guide and discuss the pros and cons of each income source.

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**TEACHING NOTES**

The following is sample information that your student may put on his or her T-Charts.

**Natural Resource Exports**

- **Pros**: provides economic growth for countries that might be struggling (such as oil in Trinidad and Tobago), farming creates jobs for farmers and allows Mexico to trade crops
- **Cons**: using natural resources (such as oil) leads to depletion of those resources, some farmers are subsistence farming and do not have extra crops to sell

**Manufacturing**

- **Pros**: provides many jobs and income for people, goods are exported growing the economy of the country, allows countries not to rely on cash crops and become more independent
- **Cons**: increased pollution causes problems with air quality and health, in Central America jobs are not growing fast enough to match population growth, manufacturing often requires natural resources to complete

**Tourism**

- **Pros**: significantly contributes to the economies of poorer nations, brings awareness to the countries, resorts and tourism agencies create jobs for locals
- **Cons**: does not always show the true culture of the country, pollution and other damage to natural resources, damage to ancient sites, safety and political unrest can present challenges to tourism

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Imagine you are a government official in Mexico, Central America, or a Caribbean country. Write a brief report (one or two paragraphs) to the nation's president explaining whether you think promoting tourism is good or bad for the nation's economy. Provide reasons to support your argument.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Have you ever heard of the North American Free Trade Agreement (NAFTA)? Go to *Discovering World Geography*, Unit 2: North America, Chapter 7: Mexico, Central America, and the Caribbean Islands. Read *Global Connections* and be sure to watch the *movie* on the page, too.

Now, make a **T-chart** to organize the pros and cons of NAFTA in your Social Studies Journal. Begin by drawing one line across the top of the page (about one inch from the top) and one line down the center of the page. This will create two large columns. Write **Pros of NAFTA** at the top of the left column and **Cons of NAFTA** at the top of the right column. Then, complete the chart by listing the pros and cons of NAFTA in each column.

Then, answer these questions in your Social Studies Journal:

- **What is the purpose of NAFTA?**
- Imagine that two people are having a debate about whether NAFTA has been good for U.S. workers and consumers. Write a one- to two-page dialog with some of the things they might say.
As an option, conduct online research to learn what candidates in the most recent presidential or congressional election (whichever is more recent) have to say about NAFTA. Then, research what the president of Mexico and the prime minister of Canada think about this treaty.

**TEACHING NOTES**

The following is information your student may put on their T-chart.

**NAFTA Pros:** largest free trade area in the world, NAFTA countries trade with one another at a lower cost, allows greater choice in the marketplace, tripled trade between the 3 nations from 1993-2010, creates jobs in Mexico where wages are lower

**NAFTA Cons:** may have cost American jobs by relocating work to Mexico for cheaper wages, Mexican farmers cannot compete with technologically advanced US farms

The following are answers to the Social Studies Journal questions.

- The Purpose of NAFTA is to grow trade among the United States, Canada, and Mexico to help these countries become more competitive in global markets.
- Your student’s dialogue might include any of the points listed in the "NAFTA Pros" section above.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
## North America - Part 17

### Objectives
- To become familiar with the physical geography of the United States, Mexico, Central America, and the Caribbean islands
- To compare and contrast different regions of the United States
- To understand settlement patterns in the United States, Mexico, Central America, and the Caribbean islands
- To identify industries, natural resources, cultural features, and environmental concerns in the United States, Mexico, Central America, and the Caribbean islands and to relate these factors to the regions' current status

### Books & Materials
- Networks: Discovering World Geography
- Social Studies Journal
- Computer
- Drawing paper (optional)
- Blank outlines map of the United States (optional)
- Colored pencils or markers (optional)
- Basic Three-Column Chart
- Comparison Chart
- T-Chart
- Web A Graphic Organizer

### Assignments
- Read Networks: Discovering World Geography 2018, Chapters 4, 5, 7.
- Complete a graphic organizer showing the unique qualities of each subregion of the eastern United States.
- Complete a concept web to show the relationships between natural resources, climate, and settlement in early America.
- Complete flow maps to show how changes in industry and the economy have affected the landscape and settlement patterns in the eastern and the western United States.
- Complete a bubble map showing the cultural and economic reasons for westward expansion and manifest destiny.
- Complete a flow map to identify how early civilizations, the Spanish conquest, and changing economies have affected this region's culture, agriculture, and economy over time.
- Create three comparison charts about sources of income in Mexico, Central America, and the Caribbean islands.
- Complete the Chapter 7 Feature: "Global Connections."

### USE

Use what you have learned in this lesson to answer these questions.

### USE FOR MASTERY

What are **two** ways humans have directly changed the physical landscape of the United States?

- [ ] by trading goods with other countries to gain resources
- [ ] by migrating after hurricanes have made landfall
- [ ] by protecting areas through the creation of national parks
□ by building major cities along waterways

□ by rebuilding homes after tornados have gone through the town

Why do most of the people in Canada live in its southern areas?

○ The climate is warmer, and the mountains attract tourists.

○ The climate is cooler, and the area has more flat land.

○ The climate is warmer, and the land is easier to farm.

○ The climate is cooler, and the area has more open land.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.
## South America - Part 1

### Objectives
- To interact with lesson vocabulary
- To ask and answer questions on population density/settlement, relative climate/common weather patterns, and culture based on map information
- To identify the physical geography of Brazil and how it influences the way people live
- To explain Brazil's early history through colonial governments to modern times
- To describe the cultures represented by Brazilians
- To explore rainforest resources and how they are being affected
- To identify the physical geography of the Tropical North
- To know about the early history and colonization of the Tropical North
- To describe the ethnic groups that populate the Tropical North and tell where they live
- To identify the physical features of the Andean region
- To understand how history has influenced the Andes region
- To identify the major population patterns in the Andes region
- To explore whether globalization is destroying indigenous cultures

### Books & Materials
- Networks: Discovering World Geography
- Social Studies Journal
- Computer access
- Paper and pens
- Timeline Graphic Organizer
- Cause-and-Effect Graphic Organizer

### Assignments
- Read Networks: Discovering World Geography, Unit 3, Unit Opener.
- Read Networks: Discovering World Geography, Unit 3, Chapter 8, Lessons 1-3.
- Read Networks: Discovering World Geography, Unit 3, Chapter 9, Lessons 1-3.
- Complete the Global Connections feature.
- Create a tree map to identify spatial patterns and develop questions.
- Develop an annotated flow map of Brazil’s change in culture from early peoples to modern day.
- Write an essay on how Brazil’s human systems of settlement and migration have had a significant impact on its cultural development and diversity.
- Complete offline activity Spread of Disease Cause and Effect Graphic Organizer.
- Complete offline activity Timeline Graphic Organizer.
- Create a comparison chart for Tropical North countries and the United States about international trade, human rights, international agreements, climate change, and political structures and functions.
- Develop a tree map on how the physical landscape of the Andes and Midlatitude countries affects settlement and physical-spatial patterns.
- Develop an annotated flow map of the change in culture from early peoples to modern day in the Andes and Midlatitude countries.
In the previous lesson, you learned about the continent of North America. You learned about the entire United States. You learned about Mexico, Central America, and the Caribbean islands.

In this part, you will learn about the continent of South America, the fourth largest continent in the world. You will develop a greater awareness of the geographic and spatial concepts that define nations throughout the Southern Hemisphere. You will learn how geographic regions develop over time as a consequence of Earth’s features, climate, and human factors.

To begin, go to Discovering World Geography, Unit 3, Unit Opener. Watch the video Tour of South America (00:56). Look at the different landforms and bodies of water. Think about this question: How might the geography of the different regions affect how people live?

You may use a Tree Map to identify spatial patterns and develop your questions further. Then, organize your questions into categories. Keep your questions and tree map in your Social Studies Journal throughout the part and answer your questions as you learn more.
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You may use a Tree Map to identify spatial patterns and develop your questions further. Then, organize your questions into categories. Keep your questions and tree map in your Social Studies Journal throughout the part and answer your questions as you learn more.

Now, go to Explore the Continent in the Unit 3, Unit Opener. Click on each number to learn more information about South America. Then, go to the Continent Maps tab in the Unit Opener. Look at each layer of the map by clicking on the items on the map key. Note that the physical layer shows the types of landforms and bodies of water in a region. A population density layer shows which cities and areas are densely populated and where people choose to live. A climate layer shows more about conditions that might affect how people live. A resources layer shows the important resources in the region. A political layer shows the borders between countries.

Use the different layers of the map to write questions in your Social Studies Journal about the following topics:

- population density and settlement
- relative climate and common weather patterns
- culture

Possible student questions: What do using the population density and physical features layers tell you about the population of South America? What does the diversity of climates suggest about the lifestyles of the South American people?

INTERACTIVE ACTIVITY

TEACHING NOTES

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you used maps to ask questions about South America’s population density and settlement, relative climate and common weather patterns, and culture. Now, you will begin exploring the country of Brazil. In this part of the lesson, you will learn about the physical geography of Brazil. With its vast land area, it is the giant of South America. Located in the eastern half of the continent, the great Amazon River flows through Brazil for more than 2,000 miles. It carries as much as one-fourth of the world’s fresh water. The river drains the Amazon Basin, which stretches across the northern half of

<table>
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<tr>
<th>Objectives</th>
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<tr>
<td>- To explain Brazil’s early history through colonial governments to modern times</td>
<td>- Paper and pens</td>
<td>- Read Networks: Discovering World Geography, Unit 3, Chapter 10, Lessons 1-3.</td>
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<tr>
<td>- To describe the cultures represented by Brazilians</td>
<td></td>
<td>- Complete the Global Connections feature.</td>
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Brazil and contains the world's largest remaining tropical rainforest. Think about how the geographical features of Brazil make the country unique. Consider how these features are similar to and different from the geography where you live.

To begin, go to Discovering World Geography, Unit 3, Chapter 8, Lesson 1. Watch the video The Amazing Amazon (4:47) on Screen 1. As you watch, think about the land and animals you see. What surprises you about them?

Then, create a second Tree Map with the categories Waterways, Landforms, Climate, and Natural Resources. Add information to your Tree Map as you continue through the rest of the lesson.

Go to Unit 3, Chapter 8, Lesson 1: Physical Geography of Brazil. Read the section Waterways and Landforms (pp. 240-243) on Screens 1–3. As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it. Think about how Brazil's physical geography affects what people do for work and recreation and your answers to the following questions:

- What geographical features can help people earn a living?
- What geographical features allow people to enjoy recreational activities?

Then, write the answers to these questions in your Social Studies Journal.

Go to Unit 3, Chapter 8, Lesson 1: Physical Geography of Brazil. Look at the slide show Landforms of Brazil. These landforms are important to the people who live in the region because they influence the way people live. For example, the grass and fertile soil in the pampas help ranchers and farmers raise livestock and produce crops in rural areas. In your Social Studies Journal, answer the following questions about what you read:

- Why do many Brazilians live in the Brazilian Highlands?
- What similarities do the Atlantic lowlands share with the pampas?

ED TEACHING NOTES

Your student's Tree Map may look similar to this.

- What geographical features can help people earn a living? Some features would include a climate and soil for farmland, waterways for trade, and land rich in minerals.
- What geographical features allow people to enjoy recreational activities? Waterways such as lakes allow for recreational activities. Mountains are places people climb and hike.

Your student should recognize that some farmers live in the tropical savanna in the western half of the Highlands, while other farmers have settled in the prairie grassland to the south. The capital city of Brasilia draws people to live there, as does the city of São Paulo, an important industrial city. The Atlantic lowlands and pampas are similar because they are both farming areas.
Go to Networks: Unit 3, Chapter 8, Lesson 1: Physical Geography of Brazil. Read the section A Tropical Climate (pp. 243-245) on Screens 4–5. As you read, think about how the climate is similar to or different from the climate you live in. Is there a part of Brazil that has a climate similar to the climate where you live?

Most of the northern and central Brazilian Highlands area has a tropical wet/dry climate. A dry and temperate climate exists in the northeastern part of the Highlands, while southeastern Brazil has a humid subtropical climate. Farming in the northeastern part of Brazil is difficult because the area is hot and dry and often experiences droughts. These droughts make farming difficult and have caused some farms to fail.

Now, open the 360° View: Brazilian Rain Forest (online only) in Networks: Unit 3, Chapter 8, Lesson 1. Look at the rainforest. What natural things do you see? In your Social Studies Journal, write a description of what you observed from looking at the rainforest.

Go to Networks: Unit 3, Chapter 8, Lesson 1: Physical Geography of Brazil. Read the section Natural Resources (pp. 245-247) on Screens 5–7. As you read, think about your answer to the question: What is unique about the physical geography of Brazil? Then, answer the following questions in your Social Studies Journal:

- Which two regions are Brazil's most important agricultural areas?
- How might agriculture, mining, and forestry adversely affect Brazil's environment?
- What are some of the positive effects of developing Brazil's natural resources?
- How are some of Brazil's products important to you?

Brazilian Highlands and Atlantic Lowlands

- Mining and forestry strip the Earth of resources and cause pollution. Agriculture often requires forests to be cleared and disturbs ecosystems.
- Developing Brazil's natural resources allows people to make a living and brings income to the country.
- Coffee is one example of a product from Brazil that is enjoyed all over the world.

After reading, your student should know that Brazil has some of the world’s most plentiful natural resources. It also has partially developed mineral resources. In addition, Brazil is the world's largest producer of coffee, sugarcane, and tropical fruits.

Watch the animation The Rain Forest and Resources, in Discovering World Geography, located in Resources, Lesson Search, Unit 3. Find out about the different perspectives about using the resources of the rainforest. Think about the costs and benefits of using the rainforest, including medical treatment and future cures, loss of species, and threats to indigenous cultures and habitats. In your Social Studies Journal:
Journal, create and fill in a **Venn diagram** like the one you see at the end of the animation to compare and contrast the points of view. Use the **Venn diagram** to draw conclusions about the costs and benefits involved with using the rainforest. Write three conclusions.

Read **Global Connections**, found in *Networks*: Unit 3, Chapter 8. As you read, think about why rainforests are valuable resources. In your Social Studies Journal, write the answers to these questions: How does use of the rainforest threaten its survival? How does use of the rainforest threaten the survival of those living there?

**INTERACTIVE ACTIVITY**

Now, investigate Brazil and its rainforests using the [Brazil – Rainforest storymap](#). First, look at the video introduction (01:32) at the top left of the page. Then, explore each number on the map. Take notes in your Social Studies Journal as you read. Think about your answers to the following questions: What effect do invasive flora (plant) and fauna (animal) species have on native species? How do deforestation and wildfires impact the rainforest? Then, write your answers to these questions in your Social Studies Journal.

**TEACHING NOTES**

After reading, your student should know that rainforests provide homes for many plants, animals, and people. Deforestation has harmed native people who rely on the rainforest for food, shelter, and medicine. An effort to preserve rainforests and to research their potentially valuable plants for medicinal purposes has taken place in recent years.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
In the last session, you learned about the physical geography of Brazil. You also learned about issues related to rainforests. Now, you will learn about Brazil's history.

Go to Discovering World Geography, Unit 3, Chapter 8, Lesson 2: History of Brazil. Watch the video Brazil Fights Deforestation (06:31). As you watch, listen for ways Brazil has tried to stop illegal deforestation. Has the country been successful?
Now, go to Unit 3, Chapter 8, Lesson 2: History of Brazil. Read the section *Early History* (pp. 248–250) on Screens 1 and 2. As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it. As you read this section, read and take notes. Write the answers to the following questions in your Social Studies Journal:

- What was the Treaty of Tordesillas, and when did it go into effect?
- What caused Brazil to have a unique cultural heritage?
- What caused Europeans to become more interested in Brazil?
- Why did King John III establish a permanent colony and government in Brazil?

Continue Lesson 2, reading the section *Colonial Rule* (pp. 250–252) on Screens 3 and 4. As you read, think about how Portuguese culture changed life for indigenous people in Brazil. In your Social Studies Journal, summarize information about the spread of Christianity and what happened to indigenous people after European conquest.

**TEACHING NOTES**

**ANSWER KEY**

- The Treaty of Tordesillas divided lands east and west between Spain and Portugal so that neither country could claim the land for itself.
- After the Treaty of Tordesillas went into effect, the eastern part of South America, where Brazil is, became Portuguese territory.
- Valuable brazilwood.
- To bring the region under tighter Portuguese control, and to try to keep the French and other Europeans out of the region.

Your student should note that Portuguese conquest led to the spread of Christianity, which remains a major religion in Brazil. Also, note how indigenous people were treated after European colonists came to Brazil.

Go to *Discovering World Geography*, Unit 3, Chapter 3, Lesson 2, Screens 5-8: History of Brazil. Read the section *Independent Brazil* (pp. 253-257). As you read, think about how Brazil changed over time and achieved its independence.

**TEACHING NOTES**

After reading, your student should know that Brazil gained independence and became a constitutional monarchy under Emperor Pedro I. Plantation owners overthrew Pedro II because he freed enslaved workers. Dictators and elected leaders ruled Brazil until it was governed by the military, which gave up power in 1985. Today, Brazil is a democratic republic with elected officials.
**INTERACTIVE ACTIVITY**

Develop an annotated Flow Map of Brazil's change in culture from early peoples to the modern day. You may split your Flow Map to show Brazil's concurrent indigenous Amazonian tribes and modern Portuguese-speaking urban Brazilians. Identify how geographic patterns split human systems. Use Google images to find images to add to your Flow Maps. You may create your Flow Maps on the computer or on paper.

**TEACHING NOTES**

Here is an example of what your student's Flow Map may look like completed.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
## South America - Part 4

### Objectives
- To interact with lesson vocabulary
- To ask and answer questions on population density/settlement, relative climate/common weather patterns, and culture based on map information
- To identify the physical geography of Brazil and how it influences the way people live
- To explain Brazil's early history through colonial governments to modern times
- To describe the cultures represented by Brazilians
- To explore rainforest resources and how they are being affected
- To describe the physical geography of the Tropical North
- To know about the early history and colonization of the Tropical North
- To describe the ethnic groups that populate the Tropical North and tell where they live
- To identify the physical features of the Andean region
- To understand how history has influenced the Andes region
- To identify the major population patterns in the Andes region
- To explore whether globalization is destroying indigenous cultures

### Books & Materials
- Networks: Discovering World Geography, Unit 3, Chapter 8, Lessons 1-3
- Networks: Discovering World Geography, Unit 3, Chapter 9, Lessons 1-3
- Networks: Discovering World Geography, Unit 3, Chapter 10, Lessons 1-3
- Social Studies Journal
- Computer access
- Paper and pens
- Timeline Graphic Organizer
- Cause-and-Effect Graphic Organizer

### Assignments
- Read Networks: Discovering World Geography, Unit 3, Unit Opener.
- Read Networks: Discovering World Geography, Unit 3, Chapter 8, Lessons 1-3.
- Read Networks: Discovering World Geography, Unit 3, Chapter 9, Lessons 1-3.
- Read Networks: Discovering World Geography, Unit 3, Chapter 10, Lessons 1-3.
- Complete the Global Connections feature.
- Create a tree map to identify spatial patterns and develop questions.
- Develop an annotated flow map of Brazil's change in culture from early peoples to modern day.
- Write an essay on how Brazil's human systems of settlement and migration have had a significant impact on its cultural development and diversity.
- Complete offline activity Spread of Disease Cause and Effect Graphic Organizer.
- Complete offline activity Timeline Graphic Organizer.
- Create a comparison chart for Tropical North countries and the United States about international trade, human rights, international agreements, climate change, and political structures and functions.
- Develop a tree map on how the physical landscape of the Andes and Midlatitude countries affects settlement and physical-spatial patterns.
- Develop an annotated flow map of the change in culture from early peoples to modern day in the Andes and Midlatitude countries.

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**LEARN**

In the last part, you learned about Brazil's early history, colonial rule, and the spread of Christianity. You have also learned about how Brazil gained independence and became a democracy. Now, you will learn about the different cultures in Brazil.

To begin, go to Discovering World Geography, Unit 3, Chapter 8, Lesson 3: Life in Brazil. Read the section People and Places on Screens 1–3. As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it.
Next, go to Continent Maps in Unit 3, Unit Opener. Use the population layer of the map. Remember what you have learned about population density. Where does most of Brazil’s population live? Where are these cities located? Use directions and landmarks such as bodies of water to explain where the cities are located and describe their similarities. Write about the diverse population in your Social Studies Journal. Consider what issues might result from having a large population. Include issues such as urban poverty and the causes for differences in wealth due to the availability of natural resources versus population density.

Your student should note that most Brazilians live in cities. He or she should identify issues such as overcrowding in cities, poverty, and pollution as part of having a large population.

Go to Discovering World Geography, Unit 3, Chapter 8, Lesson 3: Life in Brazil. Read the section People and Cultures. Note that Brazil’s culture is due to a mix of European immigrants. Dozens of Native American languages are still spoken. Brazilians are mostly Roman Catholics; others mostly follow the Protestant faith. Brazil’s culture includes African influences in food, music, and dance. Consider the following questions. Write your responses in your Social Studies Journal.

- Why might Brazilians get along with each other despite having a mix of racial and ethnic groups?
- How has diversity contributed to Brazil’s culture?
- Why do most Brazilians speak Portuguese?
- What do Brazil’s rural and urban areas have in common?
- What are differences between Brazil’s rural and urban life?

Go to Unit 3, Chapter 8, Lesson 3: Life in Brazil. Read the section Contemporary Brazil on Screens 6–8. Note that Brazil has become a wealthy nation from mining, manufacturing, and agriculture. It is working to develop the sparsely populated interior by building highways. Some development programs, however, have led to environmental issues.

In your Social Studies Journal, write a brief essay on how Brazil’s human systems of settlement and migration have had a significant impact on its cultural development and diversity. Use information you have learned from this chapter. You can use a graphic organizer to help plan your writing.

Brazilians are known for being accepting people; warmth and getting along are part of the culture. Brazil is a country of many cultures, languages, ethnicities, and religions. Diversity has made it a place of acceptance and many ideas have created a large economy.
Brazilians are known for being accepting people; warmth and getting along are part of the culture. Brazil is a country of many cultures, languages, ethnicities, and religions. Diversity has made it a place of acceptance and many ideas have created a large economy. Portuguese is the official language of Brazil. Many people living on both rural and urban areas are poor; soccer is loved throughout the country. Rural life is mostly agricultural and has not changed much, urban life is fast-paced and has more economic opportunity.

✅ QUICK CHECK

Please go online to view and submit this assessment.

➡️ MORE TO EXPLORE

If you got the Quick Check wrong, watch the video Brazil (03:39) and review what you learned in People and Cultures. In your Social Studies Journal, take notes on important facts about Brazil.

If you got the Quick Check right, watch the video Brazil’s Carnival (04:24) to learn about one important aspect of Brazil’s culture and religion, Carnival. In your Social Studies Journal take note of the traditions of Carnival. Where do the traditions of Carnival come from?
So far in this lesson, you have learned about the physical geography of Brazil, the history of Brazil, and the culture and population of Brazil. Now, you will learn about the countries of the Tropical North of South America. The population of some of these countries is the most ethnically diverse in the world. Also, this subregion of South America is home to some of the most diverse ecosystems in the world. Landscapes include jungles, mountain ranges, river plains, waterfalls, and an archipelago with unique animal life.
Recall what you learned about the physical landscape and climate of Brazil. It has lowland plains, flat highland plateaus, and the second largest river in the world, the Amazon. Its climate is tropical. Think about how the subregion to the north might be the same as or different from Brazil. Also consider what it means to have an ethnically diverse population.

In your Social Studies Journal, predict the ways in which the subregion might be similar and different from Brazil in physical landscape, climate, and population. Then, answer the following questions in your Social Studies Journal: What do you think it would be like to live in a jungle? Why would an archipelago have unique animal life?

Go to Discovering World Geography, Unit 3, Chapter 9, The Tropical North. Open the section Place and Time (pp. 272-273). Read each event on the timeline. Identify where in the world the event took place and find its location on the map. Then, click on the political layer of the map. Think about the following question: What geographical feature do all of the countries of the Tropical North have in common? Then, use the map to answer the questions 1–4 in Step into the Place. Write your answers in your Social Studies Journal.

Next, watch the video Regional Overview of the North (02:20). Note that in addition to Colombia, Venezuela, Suriname, Guyana, and French Guiana, Ecuador is also part of the Tropical North. After watching the movie, write three questions you have about the subregion. As you read the sections of the text that follow, try to answer your questions.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you were introduced to the countries of the Tropical North. Now, you will explore the Tropical North’s physical geography.

Go to Discovering World Geography, Unit 3, Chapter 9, The Tropical North, Lesson 1. Watch the video Around the World: Galápagos Islands (04:42) in Lesson 1. As you read, think about how the Galápagos Islands are like your home. How are they different?
After watching, your student should know the Galápagos Islands are between 3 and 10 million years old. They have two seasons: December to May, which is warm and wet, and June to December, which is cool and dry. The Galápagos Islands are located in an isolated area of the Pacific Ocean where three ocean currents come together. They have been called a “melting pot” of marine species. Because the abundant wildlife has not developed a fear of humans, visitors can get close to some rare animals.

Go to Discovering World Geography, Unit 3, Chapter 9, Lesson 1, Physical Geography of the Region, Screens 1-3. Read the section Landforms and Waterways (pp. 274-276). As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it.

Then, look at the slide show Landforms and Waterways: Tropical North and read the captions. Write the answers to the following questions in your Social Studies Journal:

- In what countries are the Andes located?
- What are tepuis?
- Where are many tepuis found?
- Where does the Orinoco River begin and end?
- Where are the Galápagos Islands?
- How were these islands formed?

Go to Networks: Unit 3, Chapter 9, Lesson 1, Physical Geography of the Region, Screens 3-5. Read the section Climates (pp. 276-277). Think about how the climates of the Pacific coast, the Atlantic coast, and the Caribbean coast differ. Write about these differences in your Social Studies Journal. Then, note similarities between the climates. Finally, compare the climates of the Tropical North of South America with the climate where you live.

Go to Networks: Unit 3, Chapter 9, Lesson 1, Physical Geography of the Region, Screens 5-6. Read the section Natural Resources (pp. 277-279). As you read, think about the challenges that the physical geography of the region presents to the people of the Tropical North. Consider how the people have adapted to the parts of the environment they cannot change and how they have changed what they could.

ANSWER KEY
- In what countries are the Andes located? (Colombia, Ecuador, Venezuela, Peru, Bolivia, Chile and Argentina.)
- What are tepuis? (Tepui is a table-top mountain)
ANSWER KEY

In what countries are the Andes located? (Colombia, Ecuador, Venezuela, Peru, Bolivia, Chile, and Argentina.)

What are tepuis? (Tepui is a table-top mountain)

Where are many tepuis found? (Many tepuis are found in Venezuela and western Guyana.)

Where does the Orinoco River begin and end? (It begins in Venezuela and ends in Colombia.)

Where are the Galápagos Islands? (The islands are located in the eastern Pacific Ocean closest to Ecuador.)

How were these islands formed? (As volcanoes erupt, they built up layers of lava that eventually broke the water's surface.)

After reading, your student should know that oil, gold, natural gas, and coal are found across much of the Tropical North. Diamonds, emeralds, bauxite, copper, and iron ore also contribute to the region's economy. In addition, differing elevations and climates in Ecuador and Colombia allow farmers to grow a variety of crops. Coffee is a valuable cash crop in Venezuela.

INTERACTIVE ACTIVITY

Use a Web B Graphic Organizer to identify differences in physical geography that may explain why the northern parts of South America developed differently from Brazil and the Amazon. For example, mountain ranges, rivers, and forests as migration barriers, coastal access, natural resources, and climate.

TEACHING NOTES

Web B Graphic Organizer answers will vary. An example of possible answers can be seen here.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you learned about the physical geography of the Tropical North. Now, you will learn the history of the countries, colonization, independence, and challenges these countries face.

Go to Discovering World Geography, Unit 3, Chapter 9, Lesson 2: History of the Countries, Screens 1-3. Read the section Early History and Colonization (pp. 280-282). As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it.
INTERACTIVE ACTIVITY

A cause is why something happens. An effect is what happens.

Fill in the Cause-and-Effect Graphic Organizer. Show the connections between the arrival of the Europeans, the spread of disease, and the deaths of Native American populations in the Tropical North.

TEACHING NOTES

Here is an example of some of the information that should be included in your student's completed Cause and Effect graphic Organizer.

Go to Discovering World Geography, Unit 3, Chapter 9, Lesson 2: History of the Countries. Look at the interactive image Caracas Cityscape. Find out about the development of Caracas from a tiny settlement in the 16th century to a modern metropolis in the 21st century. Consider the development of this city in the context of the early history of the region. Caracas is in Venezuela on the northern tip of South America. The Spanish settled it in 1567. From the 1950s to 1970s, the city underwent a period of modernization. Caracas became the business center of the Venezuelan oil industry, which is owned by the government.

Go to Unit 3, Chapter 9, Lesson 2: History of the Countries, Screens 3-5. Read the section Independence (pp. 282-283). As you read, think about how Spain's colonies became independent countries.

TEACHING NOTES

After reading, your student should know that in the 1800s, Ecuador, Colombia, and Venezuela fought for independence from Spain. Simón Bolívar united Venezuela, Colombia, Panama, and Ecuador to form Gran Colombia, which broke apart in 1830. The British, Dutch, and French colonies in Guyana, Suriname, and French Guiana remained and eventually abolished slavery.

Go to Discovering World Geography, Unit 3, Chapter 9, Lesson 2: History of the Countries, Screens 5-6. Read the section Challenges and Change (pp.284-285). As you read, think about what challenges the countries of the Tropical North face.
After reading, your student should know that political and social problems plagued Ecuador, Colombia, and Venezuela through most of the 1900s. The region's other countries, which gained independence in the 1900s, experienced similar challenges. The lack of strong, stable governments in countries of the Tropical North has resulted in major unrest within and between its countries.

Go to Discovering World Geography, Unit 3, Chapter 9, Lesson 2: History of the Countries. Look at the map Colonialism and Independence: Tropical North. Click on the layer that shows colonial rule. Study the information on the map. Analyze how the boundaries have changed from the days of colonial rule to today.

Use the information about when the colonies gained independence to create a timeline that includes dates and events. Use the Timeline Graphic Organizer to organize key dates pertaining to the colonization and independence of the regions in the Tropical North.

Think about the unrest and conflicts this part of the world has experienced from colonial times to the present. In your Social Studies Journal, make a list of questions you still have about the countries of the Tropical North. Use the Internet to research possible answers.

Please go online to view and submit this assessment.

If you got the Quick Check correct, read the history section of this encyclopedia entry on French Guiana to learn more about this colony of France. As you read, think about how French Guiana has changed over time. In your Social Studies Journal, note why French Guiana is still a colony of France today.
If you got the Quick Check incorrect, watch the Discovery Education video *Nations of South America* (06:15), beginning at 05:00 to the end, to review information about Guyana, French Guiana, and Suriname. Which remains a colony of a European nation?

### ANSWER KEYS:
The citizens residing in French Guiana voted in 2009 to reject further self-rule and remain a part of France.
You have learned about the history of the countries of the Tropical North. Now, you will learn about the people who live in the Tropical North. Think about what makes your family unique, such as a family custom or tradition, a shared event, or a second language. In your Social Studies Journal, write a paragraph that describes specific details about activities or traditions that are special about your family.
Go to Discovering World Geography, Unit 3, Chapter 9, Lesson 3: Life in the Tropical North. Read the section People and Places. As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it.

INTERACTIVE ACTIVITY

Look at the Maps of the Tropical North. Click on the population density layer of the map. Identify the regions with high population density. Why do you think people chose certain areas in which to settle? Then, look at the map The Populations of the Tropical North. Click on the population pyramid for each country to show its population distribution across age and gender. Identify the information each pyramid represents. Compare the population of the various countries of the Tropical North. In your Social Studies Journal, write a paragraph explaining what you found.

TEACHING NOTES

If needed, help your student understand the information in the population graphs by pointing out the age ranges on the far left and the distribution of males on the left and females on the right. All numbers are in millions.

In his or her paragraph, your student should recognize that although the population distribution between the countries varies, in general the trend is for population growth with many teens and children and fewer adults in each age category.

Go to Networks: Unit 3, Chapter 9, Lesson 3: Life in the Tropical North. Read the section People and Cultures. As you read this section, think about what the culture of the Tropical North is like.

TEACHING NOTES

After your student finishes reading, he or she should know that no single culture or language unifies the Tropical North and that Ecuador, Colombia, and Venezuela are mainly Roman Catholic, while a variety of religions are practiced in other countries. Also, Carnival is celebrated in Venezuela, Colombia, and Ecuador.

Go to Discovering World Geography, Unit 3, Chapter 9, Lesson 3: Life in the Tropical North. Read the section Ongoing Issues. As you read, consider what challenges the countries of the Tropical North face.
After reading, your student should know that many people who live in the Tropical North are poor, although the region is rich in natural resources.

Make a chart that compares how the nations of the Tropical North and the United States may differ on topics such as international trade, human rights, international agreements (treaties with other nations), climate change, and political structure and functions. You can use the CIA-World Factbook and information from the Internet for more information.

Please go online to view and submit this assessment.
In the last part, you learned about the physical geography of the Tropical North, the history of the countries, and the people, places, and culture. Now, you will explore the physical geography of the Andes and Midlatitude countries, the region's early history, and what life is like there. The countries in this region are Peru, Bolivia, and Chile.
Watch the video *High Places: Andes Mountain (2:00)* to get a feel for the geography and animals of the region. After you watch the video, make a **K-W-L chart**. In the first column write what you already know about the Andes and the countries of Peru, Bolivia, and Chile. In the second column, write what you would like to learn about this region. Then, at the end of this session, you will fill in the third column with what you have learned.

Go to *Discovering World Geography*, Unit 3, Chapter 10, Andes and Midlatitude Countries. Read **The Story Matters**. Think about what the image of this woman tells you about people who live in Bolivia compared to people in the region where you live in the United States. What is unique about the way she is dressed?

**INTERACTIVE ACTIVITY**

Go to Unit 3, Chapter 10, Andes and Midlatitude Countries. Read the section **Place and Time**. Read each event on the timeline. Identify where in the world the event took place and find its location on the map. Then, click on the timeline to open the interactivity. What is an event on the timeline that shows how geography can affect the way people live? What European country conquered much of the region, and in what year? About how long did Spain control the region before rebellion against Spanish rule grew? Which country broke away from Spain in 1811? Which country suffered a massive earthquake in 2007? Write your answers in your Social Studies Journal.

Then, click on the physical layer of the map. What landforms do you think might present challenges for people who live in the regions? Write your answers in your Social Studies Journal.

Now, use the map to answer the **Step into the Place** questions 1–4. Write your answers in your Social Studies Journal.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
In the last part, you learned about some of the history and events that occurred in the Andes and Midlatitude countries. Now, you will learn about the physical geography of the region.

Go to Discovering World Geography, Unit 3, Chapter 10, Andes and Midlatitude Countries. Watch the video Around the World: Chile (04:35) to see the physical geography of the Andes and midlatitude region. Think about how the geography of this region compares and contrasts with the geography of

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**South America - Part 10**

**Objectives**
- To interact with lesson vocabulary
- To ask and answer questions on population density/settlement, relative climate/common weather patterns, and culture based on map information
- To identify the physical geography of Brazil and how it influences the way people live
- To explain Brazil's early history through colonial governments to modern times
- To describe the cultures represented by Brazilians
- To explore rainforest resources and how they are being affected
- To identify the physical geography of the Tropical North
- To know about the early history and colonization of the Tropical North
- To describe the ethnic groups that populate the Tropical North and tell where they live
- To identify the physical features of the Andean region
- To understand how history has influenced the Andes region
- To identify the major population patterns in the Andes region
- To explore whether globalization is destroying indigenous cultures

**Books & Materials**
- Networks: Discovering World Geography, Unit 3, Chapter 8, Lessons 1-3
- Networks: Discovering World Geography, Unit 3, Chapter 9, Lessons 1-3
- Networks: Discovering World Geography, Unit 3, Chapter 10, Lessons 1-3
- Social Studies Journal
- Computer access
- Paper and pens
- Timeline Graphic Organizer
- Cause-and-Effect Graphic Organizer

**Assignments**
- Read Networks: Discovering World Geography, Unit 3, Unit Opener.
- Read Networks: Discovering World Geography, Unit 3, Chapter 8, Lessons 1-3.
- Read Networks: Discovering World Geography, Unit 3, Chapter 9, Lessons 1-3.
- Read Networks: Discovering World Geography, Unit 3, Chapter 10, Lessons 1-3.
- Complete the Global Connections feature.
- Create a tree map to identify spatial patterns and develop questions.
- Develop an annotated flow map of Brazil's change in culture from early peoples to modern day.
- Write an essay on how Brazil's human systems of settlement and migration have had a significant impact on its cultural development and diversity.
- Complete offline activity Spread of Disease Cause and Effect Graphic Organizer.
- Complete offline activity Timeline Graphic Organizer.
- Create a comparison chart for Tropical North countries and the United States about international trade, human rights, international agreements, climate change, and political structures and functions.
- Develop a tree map on how the physical landscape of the Andes and Midlatitude countries affects settlement and physical-spatial patterns.
- Develop an annotated flow map of the change in culture from early peoples to modern day in the Andes and Midlatitude countries.

**LEARN**
where you live. Remember the Andean region countries include Peru, Bolivia, and Chile, and the midlatitude countries include Uruguay, Argentina, and Paraguay.

Go to Unit 3, Chapter 10, Lesson 1: Physical Geography of the Region. Read the section Andes Countries. As you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it.

Then, look at the slide show Landforms: Andean Region, also found in Lesson 1. Think about how mountains have influenced the development of the region, including its cities and settlements. How do you think the geography of the Andean region affects the lives of the people who live there? What might be appealing about living in such an area? Write your answers in your Social Studies Journal.

### TEACHING NOTES

Your student should recognize that the geography could make farming, transportation, and communication more difficult than in many other parts of the world. Your student might also infer that living in such an area might be appealing because it is beautiful, and people can hike, ski, and hunt.

Go to Discovering World Geography, Unit 3, Chapter 10, Lesson 1: Physical Geography of the Region. Read the section Climate Diversity. As you read, think about how climate affects life in the Andean region. Look at the climate layer on the Chapter Opener Maps of the Andes and Midlatitude Countries. Notice the different climates in the region, including those related to mountain elevations.

### TEACHING NOTES

After reading, your student should know that El Niño (Los Niños) and La Niña (Las Niñas) affect weather in the United States and South America. Sea surface temperatures affect global weather, and El Niño and La Niña are changes in the temperature of the sea surface—with El Niño bringing warmer temperatures and La Niña bringing cooler temperatures. When El Niño occurs, the southern United States typically has a wetter winter, the Northeast has a stormy winter, and the Northwest has milder weather. When La Niña occurs, the South has a drier and milder winter, the Northeast has short cold periods, and the Northwest is wetter than normal.

Create a Tree Map that identifies how the physical landscape of the region impacts settlement and physical spatial patterns. For example, how are the Andes related to the settlement of Chile? How do Pacific currents and winds impact life west of the Andes and east of the Andes? Determine categories for your Tree Map. Then, use resources to gather information about the categories. Add the information under each category.
Go to *Discovering World Geography*, Unit 3, Chapter 10, Lesson 1: Physical Geography of the Region. Read the section **Natural Resources**. As you read, think about which natural resources are important to the region.

Then, go to Unit 3, Chapter 10. Look at the economic resources layer on the Chapter Opener **Maps of the Andes and Midlatitude Countries**. Look at the resources of the Andean region and Midlatitude countries. Note the land use and resources found in different regions. In your Social Studies Journal, create a **Three-Column Chart** labeled *Bolivia, Chile, and Peru*, with rows labeled *Natural Gas, Petroleum; Copper, Tin; Silver, Lead, Zinc*; and *Gold*. Put checkmarks to indicate each country's resources. Look at your completed chart. Which country has the largest variety of natural resources?

Now, return to the **K-W-L chart** you began in Part 9. Add new facts you have learned.

✅ **RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
In the last session, you learned about the landforms, climate, and natural resources of the Andes and Midlatitude countries. Now, you will learn about the history of the region.

Go to Discovering World Geography, Unit 3, Chapter 10, Lesson 2: History of the Region. Watch the video World’s Wonders: Machu Picchu (02:58). Listen and watch for information about the history of the Inca and Machu Picchu. After watching, in your Social Studies Journal write a paragraph about something in the video that you found particularly interesting.
Recall that a civilization refers to “the culture of a specific group or groups at a certain time and place” and that culture refers to “the way of life of a group of people, including their language, technology, government, religion, and arts.”

Go to Unit 3, Chapter 10, Lesson 2: History of the Region, Screens 1-3. Read the section Early History and Conquest (pp. 306-309). As you read, think about the features of Inca civilization and how history influenced the region. Also, as you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it.

TEACHING NOTES

After your student completes the reading, he or she should know the following: Before the rise of the Inca in the 1100s, the Andean region was home to small Native American societies; the Inca developed an empire with advanced technology and engineering; Francisco Pizarro and a small band of soldiers seized control of the region’s precious metals, leading to the Inca’s downfall; and the Spanish created colonies throughout South America.

Make a list of five significant features or achievements of the Inca civilization. Write these features in your Social Studies Journal. Then, compare Inca civilization to U.S. civilization. Tell how they are similar and different.

TEACHING NOTES

Your student may list any of the following features of Inca civilization: highly structured society, highly advanced technology and engineering, quipu for record keeping, complex road system, vast natural resources of gold and silver. Similarities to U.S. civilization include highly structured society, highly advanced technology and engineering, a complex road system, and vast natural resources. Differences include U.S. civilization has a written language, uses computers for record keeping, and has cars, airplanes, ships, and trains for transportation.

Go to Discovering World Geography, Unit 3, Chapter 10, Lesson 2: History of the Region, Screens 3-4. Read the section Independent Countries (pp. 309-311). As you read, think about how the countries of the Andean region gained their independence.

TEACHING NOTES

After your student completes the reading, he or she should know the following: People in South America fought against Spanish rule; revolutionary leaders Simón Bolívar and José de San Martín...
Look at the Chapter Opener map Independence: Andes and Midlatitude Countries. Use the colonization information to identify the order in which the nations in the Andean and Midlatitude regions were colonized. Use the independence information to find when and how the nations became independent. In your Social Studies Journal, you may want to create a timeline to organize the information.

Go to Discovering World Geography, Unit 3, Chapter 10, Lesson 2: History of the Region, Screens 5-6. Read the section History of the Region in the Modern Era (pp. 310-311). As you read, think about the challenges the countries of this region faced in the late 1800s and 1900s. Look for economic challenges, how reforms in Argentina and Chile helped the working class but caused problems leading to military takeovers, and what form of government exists today.

Now, return to the K-W-L chart you began at the beginning of Part 9. Add facts you learned about the history of the Andean region and the Midlatitude states to your chart.

INTERACTIVE ACTIVITY

Develop an annotated Flow Map of the region’s change in culture from early peoples to modern day. You may split your Flow Map to show the region’s indigenous peoples and urban culture. Identify how geographic patterns split human systems. Use Google images to find images to add to your Flow Maps. You may create your Flow Maps on the computer or on paper.

TEACHING NOTES

Your student’s completed Flow Map may resemble this example.

QUICK CHECK

Please go online to view and submit this assessment.
MORE TO EXPLORE

If you got the first Quick Check wrong, watch the BrainPOP video *Inca Civilization* (04:08). Listen for the achievements of the Inca civilization. In your Social Studies Journal, summarize the achievements of the civilization.

If you got the second Quick Check wrong, watch the BrainPOP video *Simon Bolivar* (05:22). Listen for why Simón Bolívar was a hero to the people of the Andean and Midlatitude countries.

If you got the first Quick Check right, watch the video *Inca Empire* (03:30). In your Social Studies Journal, write about Inca architecture.

If you got the second Quick Check right, look at this image of *José de San Martín and Simón Bolívar*. This is an illustration of José San Martín and Simón Bolívar at Guayaquil, Ecuador, July 26-27, 1822. After Gran Colombia was free, Bolívar and San Martín met in steamy Guayaquil on July 26-27, 1822. There are few documents about the meeting, but its outcome is well known. San Martín, realizing that Bolívar could bring greater resources to the fight for Peru, quietly left Guayaquil, resigned from his military responsibility, and returned to Buenos Aires. In 1823 he went to Europe where he died in 1850, alone and unremembered. And read this biography of *Simón Bolívar*. In your Social Studies Journal, write a short summary of what you read.
Earlier, you learned about the history of the Andes and Midlatitude countries. Now, you will learn about the people, culture, and ongoing issues in the region. Recall that the Andean region includes Peru, Bolivia, and Chile, and the midlatitude countries are Uruguay, Paraguay, and Argentina. Suppose you could choose to live in one of these countries. Which one would you choose? Why? Write your response in your Social Studies Journal. Be sure to give reasons to back up your choice.
Go to *Discovering World Geography*, Unit 3, Chapter 10, Lesson 3: Life in the Region. Read the section **People and Places**. As you read, think about the major population patterns of the region. Also, as you come across a new vocabulary word, add it to your Social Studies Journal. Write your own definition of the word and draw a representation of it.

**TEACHING NOTES**

After your student completes the reading, he or she should know the following: The people of the Andean region came from various areas of the world; the region's largest city is Buenos Aires, the capital of Argentina; and many of the region's large cities have shantytowns, where people often live in dangerous conditions.

**INTERACTIVE ACTIVITY**

Look at the Place and Time map *Maps of the Andes and Midlatitude Countries*. Click on the population layer of the region. Note that the rugged terrain of the Andes discourages settlement and movement of people. Notice the population rim is along the coastline. What are reasons people choose to live along the coast? Write your response in your Social Studies Journal.

Consider the ethnicities of the region’s population. Make a chart in your Social Studies Journal that includes the following: two countries with the largest Native American population; country with descendants of enslaved Africans; additional ethnic groups in Peru; and the most ethnically diverse country and where people who live there come from. Then, write why an area in the Andean region is called the “population rim.”

After your student completes reading this section, he or she should know the following: The Andean and midlatitude countries have a wide range of ethnic groups; many Bolivians follow the custom of Kallawaya medicine, in which healers use traditional methods to cure the sick; and daily life in large cities and towns focuses on parents and children, with soccer, called football, playing a prominent role in the region.

**TEACHING NOTES**

After your student completes reading this section, he or she should know the following: The Andean and midlatitude countries have a wide range of ethnic groups; many Bolivians follow the custom of Kallawaya medicine, in which healers use traditional methods to cure the sick; and daily life in large cities and towns focuses on parents and children, with soccer, called football, playing a prominent role in the region.

Go to *Discovering World Geography*, Unit 3, Chapter 10, Lesson 3: Life in the Region. Read the section **People and Cultures**. As you read, think about how ethnic and religious traditions influence people's lives. Look at the *Cultures of the Andean Region Images*. Read about the various cultures. Then, look at the *Traditional and Modern Lifestyles* slide show. Think about the different aspects of each lifestyle that appeal to you.
Go to *Discovering World Geography*, Unit 3, Chapter 10, Lesson 3: Life in the Region. Read the section **Ongoing Issues**. As you read, think about how economic and environmental issues affect the region. Use the *Comparing Highway Systems* map. Compare the Inca roads and the Pan-American Highway, including the length of the roadway, the time it took to build, and other aspects of these two means of travel. Then, consider how the physical landscape hampers transportation.

**TEACHING NOTES**

After your student completes the reading, he or she should be aware of the following: Andean economies rely heavily on agriculture; transportation and trade are somewhat limited due to geographic and regional barriers; and the region faces environmental challenges, as well as border and territorial disputes.

Now, return to the **K-W-L chart** you began at the beginning of Part 9. Make a list of five facts you learned about life in the region. Be sure to think about the social structure, culture, and economy of South American people. Then, write a sentence or two explaining why it is important to learn about the history of South America. How has South America influenced the world? Add them to the last column of your **K-W-L chart**.

Then, write a paragraph in response to the question: How has the physical landscape affected methods of transportation for people and business in the region? Support your ideas with information from what you read. Write your paragraph on a separate sheet of paper or in your Social Studies Journal.

Go to *Discovering World Geography*, Unit 3, Chapter 10 and read **What Do You Think?** As you read the feature, consider whether globalization is destroying indigenous cultures and whether indigenous cultures influence cultural diversity in globalization. Remember that globalization refers to the linkage of the economies of countries around the world through international trade, communication, and travel, and that an indigenous culture is the traditional way of life of a group of native people. Recall the effects of colonization on indigenous cultures in North and South America. Remember that colonization wiped out some cultures and caused many others to decline sharply in number.

Consider both viewpoints. Use the questions that follow to help analyze the No! viewpoint. You may write your answers in your Social Studies Journal.

- What is the source of the No! viewpoint? Is it a reputable source?
- Does this source regard globalization's effect on indigenous cultures as positive or negative?
- What benefit of globalization does the source cite?
- What protection do indigenous groups have from encroachment by foreign investors and settlers?
- Do you find this argument convincing? Why or why not?
Do you find this argument convincing? Why or why not?

ANSWER KEY
Your student’s response should reflect on the important contributions of the various cultural groups studied throughout the lesson.

- United Nations Development Programme, yes.
- Positive
- Globalization makes it easier for indigenous groups to be heard, raise money, and network.
- Laws that recognize the rights of indigenous peoples over their resources.
- Answers will vary. Accept any well-defended argument.

Use the questions that follow to help analyze the Yes! Viewpoint. You may write your answers in your Social Studies Journal.

- What is the source of the Yes! viewpoint? Is it a reputable source?
- Does this source regard globalization’s effect on indigenous cultures as positive or negative?
- How is globalization a threat to indigenous cultures?
- Can native communities count on support from national governments?
- Why should native communities be saved?
- Do you find this argument convincing? Why or why not?

In your Social Studies Journal, write a paragraph that tells what you think about the issues. Support your opinion with facts and give reasons for your viewpoint.
RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
In this lesson, you learned about the different regions of South America. You learned about its history of being conquered and colonized. You learned about its challenges in breaking free from European rule. You have learned about its people, culture, and ongoing struggles. Use what you have learned to answer the following questions.
Why do most of the people in South America live along the coastlines?

- The river systems cannot be used for drinking water in most places.
- Temperatures are typically cooler along the coastlines than further inland.
- Vast inland deserts have few areas to get drinking water or build homes.
- High mountain ranges and vast rainforests slow the creation of settlements.

Match each type of geographic feature found in Brazil to its definition.

- plateau
- escarpment
- rainforest
- canopy
- basin

- the area that a river drains into
- a steep slope
- umbrella-like covering of trees
- warm woodland that receives a high level of rain each year
- an area of high, flat land
If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
Show: So What Do Other Kids Do? - Part 1

**Objectives**
- To investigate the physical geography, history, and current status of nations and people across the Americas
- To identify how the physical environment of each country investigated impacts how kids go about their daily lives
- To create an interactive board to showcase what kids do in specific countries and regions

**Books & Materials**
- Physical maps of specific country

SHOW

To create your multimedia presentation, you can use Google Slides or Powerpoint or Prezi or the tool of your choice. Follow these steps as you plan your multimedia presentation.

1. Identify your topic: what kids do in different environments.
2. Gather your resources. Consult the rubric to see exactly what you need.
3. Write your content. Decide what you want your multimedia presentation to say.
4. Build your multimedia presentation. You might want to choose a template or theme to get started.
5. You might also want to label some landforms, such as mountains, plains, or plateaus, or give information about elevations in your state.

Start to fill in your blank workspace by entering information about your topic. Write a short description of it.

Since your first part will showcase your own environment, start your multimedia presentation by identifying your own experiences and activities you participate in where you live. Write a headline. Then, do the following for your environment:

- Identify two physical geography items about where you live
- Identify three human geography items about where you live.
- Include a physical map that shows your location. To help find the location on a physical map, compare it to a political map. For example, if you live in Florida, first find the location of Florida on a political map of the United States. Then, locate Florida on the physical map of the United States.
- Embed one or more videos highlighting your culture. You can find videos on Discovery Education, YouTube, or BrainPOP.
- Show two or more pictures that illustrate some activities you do. You can use pictures of your own or look on the Internet for ones that match your content. Be sure to only use websites your Learning Guide recommends.

This is a great start for your multimedia presentation! Next, you will need to think about the other three countries you will showcase and what you will include on your multimedia presentation about what kids do there.
**COLLABORATION**

Great job creating the part of the multimedia presentation that showcases your own experiences and activities! Now, let's use it to play a guessing game with other students in your group. Use your multimedia presentation to write a clue about the location of your physical environment and one thing you do there. Your clue can have more than one sentence. Try to describe what you do without actually naming it. Now, share your clue with your group and challenge other students to try to guess your physical environment and your activity. Be sure to read at least one other clue and try to guess where that person's physical environment is and the activity he or she does there.

**RATE YOUR PROGRESS**

Please go online to view and submit this assessment.
Last time, you started creating your multimedia presentation. You showcased your environment and included experiences you have and activities you do there. Now, you will showcase the country of Brazil.

Recall what you learned about the physical geography of Brazil. Review Discovering World Geography, Unit 3 Chapter 8, Lesson 1, the slide show Landforms of Brazil and identify two physical geography items about Brazil. Add these to the part of your multimedia presentation about Brazil. Then, review Unit 3, Chapter 8, Lesson 3: Life in Brazil. Identify three human geography items about Brazil. Add these to the part of your multimedia presentation about Brazil. Also, find a physical map of South America and identify Brazil's location on the map. Add these to the part of your multimedia presentation about Brazil. Use Discovery Education or another website to locate one or more videos that show the culture of Brazil. Look for videos that show Brazilian kids in their culture participating in activities. Choose one or two to include in the part of your multimedia presentation about Brazil. Then, find two or more pictures to illustrate the activities that show what kids in Brazil do. Add these to your multimedia presentation about Brazil.

Let's play another guessing game with other students in your group. Use your board to write a clue about Brazil's physical environment, its culture, or one thing kids do there. Your clue can have more than one sentence. Now, share your clue with your group and challenge other students to try to guess what part of the culture you are describing. Be sure to read at least one other clue and try to guess what aspect of culture and activity that person is showing in his or her multimedia presentation.

Please go online to view and submit this assessment.
In the last session, you showcased Brazil and included information about its physical geography and human geography. You included information about Brazil's culture and what activities kids do in Brazil. This really makes your multimedia presentation diverse since now you have showcased your environment and Brazil's environment. But you can make your multimedia presentation even more diverse by showcasing another country.

Now, you will create the part of the multimedia presentation for one of the countries in the Tropical North. These countries are Ecuador, Colombia, Venezuela, Suriname, Guyana, and French Guiana. Choose one to showcase. Recall what you learned about the countries and identify one that you think will show an environment, culture, and activities different from those you showcased about your environment and Brazil’s.

Recall what you learned about the physical geography of your Tropical North country. Review Discovering World Geography, Unit 3, Chapter 9, Lesson 1 Physical Geography of the Region and identify two physical geography items about the country you chose. Add these to the part of your multimedia presentation about that country. Then, review Unit 3, Chapter 9, Lesson 3: Life in the Tropical North. Identify three human geography items about the Tropical North country you chose. Add these to the part of your multimedia presentation about that country. Also, use the physical map of South America you used for locating Brazil and add the location of your Tropical North country to the map. Use Discovery Education or another website to locate one or more videos that show the culture of country. Look for videos that show other kids in their culture participating in activities. Choose one or two to include in the part of your multimedia presentation. Then, find two or more pictures to illustrate the activities that show what kids in the country you chose do. Add these to the part of your multimedia presentation.

 RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Show: So What Do Other Kids Do? - Part 4

Objectives

- To investigate the physical geography, history, and current status of nations and people across the Americas
- To identify how the physical environment of each country investigated impacts how kids go about their daily lives
- To create an interactive board to showcase what kids do in specific countries and regions

Books & Materials

- Physical maps of specific country

SHOW

Previously, you created a multimedia presentation to showcase your environment, Brazil, and a country located in the Tropical North. You included information about the physical geography and human geography of these environments. You included information about the culture and what activities kids do in these environments. Your multimedia presentation is showing a lot about what kids do in other places. Now, you will show what kids do in one more location—the Andes or Midlatitude Countries.

The Andes countries are Peru, Bolivia, Chile, and the Midlatitude countries are Uruguay, Paraguay, and Argentina. Choose one to showcase. Recall what you learned about the countries and identify one that you think will show an environment, culture, and activities different from those you showcased about your environment, Brazil's environment, and the country's environment from the Tropical North.

Recall what you learned about the physical geography of your Andes or Midlatitude country. Review Discovering World Geography, Unit 3, Chapter 10, Lesson 1: Physical Geography of the Region and identify two physical geography items about the country you chose. Add these to the part of your multimedia presentation about that country. Then, review Unit 3, Chapter 10, Lesson 3: Life in the Region. Identify three human geography items about the Andes or Midlatitude country you chose. Add these to the part of your multimedia presentation about that country. Also, use the physical map of South America you used for locating Brazil and your Tropical North country and add the location of your Andes or Midlatitude country to the map. Use Discovery Education or another website to locate one or more videos that show the culture of country. Look for videos that show other kids in their culture participating in activities. Choose one or two to include in the part of your multimedia presentation. Then, find two or more pictures to illustrate the activities that show what kids in the country you chose do. Add these to the part of your multimedia presentation.

Take a minute to review the purpose of your multimedia presentation. The multimedia presentation should showcase what kids do in some of the countries and regions you have investigated. It should first showcase your own environment by identifying your experiences and activities. Then, it should showcase the environments, culture, and activities of kids living in different parts of South America. It should include information about the physical and human geography of the places showcased. It
should include the location of these places on a physical map. It should include a video about each place's culture as well as several pictures showing kids participating in activities.

Now, share your finished multimedia presentation with your Learning Guide. Explain what each part of the multimedia presentation shows and how it demonstrates the experiences and activities of kids throughout different parts of South America.

### TEACHING NOTES

Your student may need assistance preparing his or her multimedia presentation to upload it. If needed, help him or her to convert any parts of board that were created using pen and paper to a digital format by taking a screenshot or by printing as a pdf file. Then, they can upload the file in the upload box on the page.

### FINAL PROJECT

Upload your completed interactive board here.

[File upload interface]

Supported file formats: PDF, JPG, GIF, PNG, Word, Powerpoint

0 / 12 File Limit

0 / 10000 Word Limit
COLLABORATION

If you can, post your completed multimedia presentation or the link to it for your group discussion. Ask other members of the group to share their multimedia presentations. Give feedback to at least one other person about something you liked.

Now that you are finished with your project, write about your experience in your Social Studies Journal. Review the lessons in this unit. How did what you learned in the lessons help you create your multimedia presentation? Write about one thing from each lesson that helped you decide what to show on the multimedia presentation and how to show it.
Unit Quiz: Western Geography

UNIT QUIZ

Please go online to view and submit this assessment.
Unit 2 - Eastern Geography
In this part, you will explore the geography of Europe. You will explore how geography helped shape European culture and traditions. You will investigate how European climates and resources have influenced peoples' lives from ancient times to modern day. In other words, you will discover that where one lives has a significant impact on how one lives.
## Europe - Part 1

### Objectives
- To explore the geography, history, and culture of Europe
- To identify ways human and physical geography interact
- To apply writing to social studies

### Books & Materials
- Networks: Discovering World Geography 2018
- Computer
- Social Studies Journal
- Hands-on activity worksheets
- Poster board or large paper
- Pencils, markers, crayons, and/or colored pencils

### Assignments
- Read Networks: Discovering World Geography 2018, Unit 4: Europe, Chapters 11-13: Western Europe, Northern and Southern Europe, and Eastern Europe and Western Russia.
- Complete worksheet Physical Geography of Western Europe.
- Draw map Climates of Europe.
- Complete hands-on activity Brace Map: Relationship Between Physical Environment and Cultural/Political Change.
- Write Essay: How did the climate and physical geography of Eastern Europe and Western Russia make it so different from the rest of Europe?

### VOCABULARY
- dike
- polder
- estuary
- Westerlies
- deciduous
- coniferous
- smelting
- feudalism
- Middle Ages
- pilgrimage
- Parliament
- industrialized
- Holocaust
- Postindustrial
- glaciation
- fjord
- tundra
- scrubland
- trawler
- city-state
- longship
- pagan
- Renaissance
- homogeneous
- dialect
- welfare capitalism
- recession
- upland
- steppe
- balkanization
- brackish
- reserves
- czar
- serf
- genocide
- communism
- collectivization
- inflation
- oligarch
- devolution
In this part, you will explore the geography of Europe. You will explore how geography helped shape European culture and traditions. You will investigate how European climates and resources have influenced peoples' lives from ancient times to modern day. In other words, you will discover that where one lives has a significant impact on how one lives.

**INTERACTIVE ACTIVITY**

Now, take a close look at the Continent Maps. You can click through to see physical, political, population, resources, and climate maps. While viewing the maps, think about the following questions:

- Do you see geographic features that may have separated groups of people?
- Look at population density. Where do the most people live? The fewest?
- How many climates can you identify? What areas of Europe have each climate?

Write your answers in your Social Studies Journal.

**INTERACTIVE ACTIVITY**

Let's get started! In your textbook, Discovering World Geography, turn to Unit 4: Europe. Watch the video in the Unit Opener and read Explore the Continent. In your Social Studies Journal, write two facts you learn about Europe's bodies of water, landforms, and natural resources.

**TEACHING NOTES**

Your student should note that geographic features such as mountains and seas may have separated groups of people. The highest population densities are in cities such as Frankfurt, Germany. The lowest population densities are in more remote places, such as central Norway. Europe has seven kinds of climates. Northern Europe has subarctic and tundra climates, Eastern Europe has humid continental, humid subtropical, and semi-arid climates, and Western Europe has Marine west coast and Mediterranean climates.

Throughout this part, you will identify and develop questions based on map information. To keep track of your questions as you work through the part:

- Create a Tree Map with the title Questions about the Physical and Human Geography of Europe.
- You will develop questions about these geographical topics:
  - Culture
  - Climate and weather patterns
  - Settlement and population density (i.e., where people have settled to live and how many people have settled in an area)
- Write these three topics on the three lines that branch out under the title.
As you go through the part and study the maps, fill in questions under each of the topics. To get started, look back through the answers you just wrote in your Social Studies Journal. Can you identify questions that relate to these three topics? List them on your Tree Map!

TEACHING NOTES

If your student struggles to understand population density, point out different areas on the map, such as cities, mountains, and farmland. Explain that more people live in some of these places than others. More people may live in a one-square-mile section of a city than in a one-square-mile section of farmland. The city would then have a higher population density than the farmland.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have taken a look at the continental maps of Europe. You've identified some of its geographical features. Now, you will dive more deeply into the physical geography of one region: Western Europe.

Turn to Discovering World Geography, Chapter 11. Read Lesson 1: Physical Geography of Western Europe. As you read, look for answers to these questions:

- What are some landforms in Western Europe? What are some of its waterways?
- What is a **dike**? What country builds many dikes? What is a **polder**?
- What is an **estuary**? Can you name a Western European river that forms an estuary?
- Why is the climate mild in Western Europe? Where are the temperate lowlands? What area has a Mediterranean climate?
- What are the **Westerlies**? What causes the Westerlies?
- What are some of the natural resources in Western Europe?
- What is a **deciduous** forest? What kinds of trees grow in a deciduous forest? Where in Western Europe can you find deciduous forests?
- What is a **coniferous** forest? What kinds of trees grow in a coniferous forest? Where in Western Europe can you find coniferous forests?

Record your answers in your Social Studies Journal. They will help you with your next activities!
Some landforms are low-lying plains, mountains, and highlands. Some waterways are the Thames River and the Rhine River.

Dikes are walls or barriers to hold back the water. Denmark has built many dikes. A polder is the land that is reclaimed from the sea.

An estuary is where part of the sea connects to the lower end of a river. The Thames River in southern England forms an estuary.

The climate is milder because it is located near the Atlantic Ocean, which has warm winds. The temperate lowlands are in Western Europe. Southern France has a Mediterranean climate.

Strong winds that travel from west to east. They are caused by the Gulf Stream current.

Coal and natural gas

Oak, maple, beech, and chestnut trees, found in the British Isles

Firs and pine trees, found in Germany, Austria, and Switzerland

You've read about Western Europe's landforms, waterways, climate, and resources. You've also looked at several maps of Europe. Now, it's time to draw one of your own!

- Use the maps of Europe in your textbook, on your worksheet, or in an atlas.
- On poster board or large paper, draw your own political map of Europe.
- Make sure your map includes all of Europe. We are focused on Western Europe in this chapter, and you will fill in what you know about Western European countries now. But as you work through this part, you will add what you learn about other regions of Europe, too.
- Identify the capital cities of Western European countries.
- Use markers, crayons, or colored pencils to color the Western European regions of your map by climate. Each color will represent a different climate.
- Develop a map legend, or key. Don't forget to list your climate color-coding in the map's key!

To help your student understand how to create a map legend/key, point out the key on the map in his or her textbook. Explain that the key will include capital cities as well as the colors that identify climates.

Did you think of any questions you have about Western European climates or weather patterns? Write them on your Questions about the Physical and Human Geography of Europe tree map!

Please go online to view and submit this assessment.
You have learned about the rise and fall of the Roman Empire. In this part, you will continue to think about how the geography of Western Europe has influenced its history.

Open *Discovering World Geography*, Chapter 11 and read **Lesson 2: History of Western Europe “The Middle Ages”** on the bottom of screen 2.

You just learned that Western Europe was threatened during this time by invaders, and the people no longer had the Roman Empire’s army to protect them. In this time of disorder, a new political and social system emerged called *feudalism*. The Middle Ages were a period of transition between ancient and modern times. What words or images come to your mind about feudalism and the Middle Ages? List or sketch them down in your Social Studies Journal and share them with your Learning Guide.

Watch “Europe’s Feudal States” and answer these questions in your Social Studies Journal.

- What was feudalism?
- Why was feudalism needed in Western Europe? What role did the land play in its growth and success?
- Why was feudalism important to the European economy?
- How did feudalism provide order in the Middle Ages?

Now, continue reading *Discovering World Geography*, Chapter 11 **Lesson 2: History of Western Europe**. As you read the rest of Lesson 2, answer these questions in your Social Studies Journal:

- What is a *pilgrimage*? How did pilgrimages contribute to conflict between religious peoples?
- What is *Parliament*? How many houses make up England’s Parliament?
What was the Enlightenment? What changes did the Enlightenment bring?

What is an industrialized nation? How did the Industrial Revolution change life in Europe?

What was the Holocaust? In what war did the Holocaust happen?

Your student should answer as follows:

- A deal was made between a monarch and a noble. The monarch would give land to a noble and protect him and in exchange the noble promised loyalty, armed warriors, and other things. These lords had lords below them and so on.
- Feudalism was needed because Western Europe was frequently invaded by many competing groups, and nobles fought for land and power. Kings and wealthy lords lived in castles, and the surrounding land and people were protected by them.
- Peasants grew the crops and produced the goods needed by everyone. They were considered part of the land they lived on and had to pay the lord with what they produced.
- There was a strict social order with the king/monarch at the top and lords below him. Knights were ranked below nobles, and the peasants were at the bottom. The lord and his laws gave stability and protection to the people.
- A pilgrimage was a visit to lands that were important to the history of Christianity. Conflicts arose over control of religious beliefs.
- Parliament is a lawmaking body made up of two houses: the House of Lords and the House of Commons.
- The Enlightenment was a time of discovery and scientific observation. It brought changes in traveling, mapping, astronomy, society, and government.
- An industrialized nation is one that changes from an agricultural society to one based on industry. It changed life in Europe through people moving from the country to the city to work in factories.
- The Holocaust was the Nazi German government’s sponsored murder of 6 million Jews. It happened in World War II.

Reading about history is one way to understand events. Creating a timeline is another. Let's create a timeline of Major Events that Shaped Western European History.

- Use a Flow Map to create your timeline or to use as a guide to draw your timeline on poster board or other paper.
- Using your textbook and notes in your Social Studies Journal, identify events that shaped Western European history, from the Roman Empire through World War II.
- Arrange the events on your timeline. Write a description for each event.
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What is an industrialized nation? How did the Industrial Revolution change life in Europe?

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Describe how each event impacted the population of Western Europe. For example:

- Did the event force people to leave a region?
- Did it help create a culture or a nation?
- Was it a disease that wiped out large portions of the population?

Leave some space below each event’s description. You will add to them in the next section.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.

RATE YOUR UNDERSTANDING

Did the event force people to leave a region?
Did it help create a culture or a nation?
Was it a disease that wiped out large portions of the population?

Leave some space below each event’s description. You will add to them in the next section.

Please go online to view and submit this assessment.
Europe - Part 4

<table>
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<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
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<td>To explore the geography, history, and culture of Europe</td>
<td>Networks: Discovering World Geography 2018, Unit 4: Europe, Chapters 11-13: Western Europe, Northern and Southern Europe, and Eastern Europe and Western Russia</td>
<td>Read Networks: Discovering World Geography 2018, Unit 4: Europe, Chapters 11-13: Western Europe, Northern and Southern Europe, and Eastern Europe and Western Russia.</td>
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<td>Computer</td>
<td>Complete worksheet Physical Geography of Western Europe.</td>
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<tr>
<td>To apply writing to social studies</td>
<td>Social Studies Journal</td>
<td>Draw map Climates of Europe.</td>
</tr>
<tr>
<td></td>
<td>Hands-on activity worksheets</td>
<td>Complete hands-on activity Brace Map: Relationship Between Physical Environment and Cultural/Political Change.</td>
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<td>Pencils, markers, crayons, and/or colored pencils</td>
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LEARN

You know about the geography of Western Europe. You've read about its history. Now, let's look at the people who live there. What is life like in Western Europe?

Turn back to Discovering World Geography, Chapter 11. Read Lesson 3: Life in Western Europe. As you read, think about Western European culture, the way Western Europeans live, and the following questions:

- Why are Western Europe's great cities important?
- What did Western European countries do after World War II? What is the European Union?
- What part do language and religion play in Western European life and culture?
- What are the contributions of Western Europe to culture, education, and the arts?
- What is daily life like in Western Europe? What is the most popular sport? How do Western Europeans get around? How do they get an education?
- What is a postindustrial country? What makes Western Europe a postindustrial region?
- What are some challenges Western Europe faces today?

Write your thoughts in your Social Studies Journal.

TEACHING NOTES

Your student's answers should explain the following:

- They are major population centers with historical landmarks and tourist attractions.
They made efforts to cooperate and formed the European Union to strengthen trade between countries and regulate natural resources, pollution, law enforcement, and security.

Many people speak different languages in Western Europe, which keeps cultures distinct. Most Western European Christians are Catholic or Protestant, but immigration has brought many Muslims to Western Europe.

The author William Shakespeare, and the classical music of Beethoven, Schubert, Mozart, and Bach, as well as paintings from great artists and architecture

Football (soccer) is the most popular sport. Most people get around by high-speed rail travel.

Tradition is a part of people's daily lives. People get educations through college and universities.

A postindustrial country depends more on services than on industry. Only 25 percent of Western Europeans work in the industrial sector.

The global financial crisis of 2008 had a challenging impact on all of Europe.

In Chapter 11, turn to Is the European Union an Effective Economic Union? You’ll read two different opinions: One says no in response to the question, and the other says yes. What do you think? Do you agree or disagree with either of the opinions? Write your thoughts in your Social Studies Journal.

INTERACTIVE ACTIVITY

Now that you've learned more about life in Western Europe, take out the timeline you created in the last part. Using your textbook and notes, add an additional layer.

- Describe how each major event helped spread different aspects of culture, including:
  - language
  - food
  - religion
  - political actions
- Can you think of other aspects of culture spread by the events? Add them to your timeline!

QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

If you answered the Quick Check incorrectly, watch the video Cultural Development: Part Three (03:04).

In your Social Studies Journal, write down one reason industrial societies were able to change into postindustrial societies.
If you answered the Quick Check correctly, watch the BrainPOP video Robots (04:55). In your Social Studies Journal, list at least one way robots have allowed industrial societies to become postindustrial.
Europe - Part 5

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| ● To explore the geography, history, and culture of Europe  
● To identify ways human and physical geography interact  
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● Write Essay: How did the climate and physical geography of Eastern Europe and Western Russia make it so different from the rest of Europe? |

LEARN

As you looked at the maps of Western Europe, you probably noticed a lot of countries that are in Europe but aren't classified as Western European. Let's take a look at some of these countries now.

Turn to Discovering World Geography, Chapter 12: Northern and Southern Europe. Read the Chapter Opener and look at the map in Place and Time. The countries of Northern Europe are at the top of the map, where the climate is cold. The countries of Southern Europe are near the bottom of the map. They border the Mediterranean Sea, where the climate is balmy and warm. As you read, think about the following questions:

- What are some differences you see between Northern and Southern Europe?
- What are some things that are the same?
- Did the map spark questions about geography, settlement and population density, or culture? Write them on your tree map!

Write your thoughts in your Social Studies Journal. They will come in handy in your next activity!

Now, read Lesson 1: Physical Geography of the Regions. As you read, think about the similarities and differences in the geography of Northern and Southern Europe. Write answers to these questions in your Social Studies Journal:
• What are some of the major landforms? How are the landforms in Northern and Southern Europe similar? How are they different?
• What is glaciation? What is a fjord? Where can you find glaciation and fjords in Europe?
• What is the climate in Northern Europe? In Southern Europe? What is tundra? Where can you find tundra in Europe?
• What kind of vegetation can you find in Northern Europe? In Southern Europe? What is scrubland? What kind of climate and soil produce scrubland? Where can you find scrubland?
• What are some natural resources in the regions? What are some sea resources? What is a trawler? What impact have trawlers had on the fishing industry?

TEACHING NOTES

Your student’s answers should explain the following:

• Northern and Southern Europe have peninsulas, mountains, and plains.
• Glaciation is the weathering and erosion caused by moving masses of ice that can be found in the Scandinavian peninsula. A fjord is a narrow, water-filled valley that can be found in Norway.
• The climate in Northern Europe is cold, while Southern Europe is warmer. Tundra is a region where subsoil is frozen and can be found in northern Finland.
• Southern Europe has scrubland vegetation, where short grasses and shrubs are the dominant plants. Northern Europe has forested vegetation.
• Both regions have fish, oil, and gas. A trawler is a factory ship that catches fish, which means that fewer people work in the fishing industry.

You’ve been taking a lot of notes about the similarities and differences between Northern and Southern Europe. It’s time to put those notes to use in a Northern and Southern Europe Venn Diagram!

• Access a Venn diagram or draw one in your Social Studies Journal.
• Your Venn diagram has two circles, or bubbles. Label one circle Northern Europe. Label the other circle Southern Europe.
• Look back through your notes and your textbook. Look for these characteristics:
  • climate
  • latitude
  • flora and fauna
  • landforms such as rivers, mountains, peninsulas, and fjords
• Fill in the circles of each region with the climates, latitude, flora and fauna, and landforms you find there. Some characteristics may belong in both circles. Fill those characteristics in where the circles overlap.
• Finished? Good! Now, look at your diagram. Are Northern and Southern Europe more different than you thought they were? Or are they more similar?
Let’s take a closer look at the two regions. Remember the map of Europe you created when you were learning about Western Europe? Pull it back out. Now that you’ve learned about the geography and climates of Northern and Southern Europe, add that information to your map. Make sure to:

- Identify the capital cities of Northern and Southern European countries.
- Color the Northern and Southern European regions of your map by climate. You will probably have to add new climates. Each new climate will have its own new color.
- Don’t forget to add new climate color-coding in the map’s key!

☑️ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have seen how the physical geography of Northern and Southern Europe is similar and how it is different. Now, you will explore the histories of the two regions. How are their histories similar? How are they different? Do their histories overlap?

In Discovering World Geography, Chapter 12, read Lesson 2: History of Northern and Southern Europe. Think about what you already know about how civilizations in the regions rose and fell. As you read, think about these questions and write down your answers in your Social Studies Journal:

- What were the early civilizations in Northern and Southern Europe? Why were they important?
- What are city-states? What ancient civilization was made up of city-states? Was that civilization in Northern Europe or Southern Europe?
- Who were the Vikings? What part of Europe did they live in? What are longships? What did Vikings use longships for? What is a pagan religion?
- What was the Renaissance? What events led to the Renaissance? Where did it begin?
- Where did European sailors and navigators begin exploring in the 1400s? How did exploration help Spain become the most powerful country in Europe? What was the Columbian Exchange?
- What religion became identified with Europe? What religious conflicts arose in Europe?
- What happened to the governments in European countries after World War II?
• The earliest civilizations were Greek and Roman. They were important because of their influence on culture.
• City-states were separate communities that were independent but linked by Greek culture and language in Southern Europe.
• The Vikings were warriors from Scandinavia who raided the coasts of Western Europe. Longships were the ships they used to sail. A pagan religion is based on ancient myths that had different gods.
• The Renaissance was a period of artistic and intellectual activity that began in the 15th century. It began when scholars traveled west with rediscovered ancient Greek manuscripts and the invention of the printing press.
• European sailors and navigators began exploring in 1488. Exploration helped Spain become powerful by building an empire in Mexico, Central America, and South America.
• Christianity became identified with Europe. Religious conflicts between Christians and Muslims arose.
• Italy, Spain, Portugal, and Greece became democracies.

You have already read about city-states, separate communities linked by a similar language and culture, but independently governed. Today, most of the countries in Europe are what are known as nation-states. This means that they have a specific territory, government, culture. Watch the video Emergence of Nation-States: Concepts (01:20). What are the characteristics of a nation-state? Share your response with your Learning Guide.

Please go online to view this video ▶

TEACHING NOTES

A nation-state has its own government and specific territory. Its people identify with each other through a shared language, culture, and history. The country is sovereign (not under the control of another country). The people identify with the government.

INTERACTIVE ACTIVITY

When you were learning about Western Europe, you created a Flow Map timeline of major events that shaped Western European history. Now, let’s create a timeline of Events that Shaped Northern and Southern European History.

• Use a Flow Map to create your timeline or to use as a guide to draw your timeline on poster board or other paper.
• Using your textbook and notes in your Social Studies Journal, identify events that shaped Northern and Southern European history. Be sure to include:
  • The Greek and Roman Empires
  • The Viking Age
  • The Renaissance
  • The Age of Exploration
  • The Modern Age (1850–today)
• Arrange the events on your timeline.
• Write a description for each event. Identify the regions where each event occurred.
• Identify which religions were introduced, where they began, and where they spread. (For example, at the end of the Roman Empire, Emperor Constantine spread Christianity throughout Europe. After the fall of Rome, the Moors invaded Spain and brought Islam to Europe.)
• Take a look at your timeline. Do you see any patterns? Does the timeline help you see how civilizations rose, fell, and changed in Northern and Southern Europe?

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Europe - Part 7

Objectives
- To explore the geography, history, and culture of Europe
- To identify ways human and physical geography interact
- To apply writing to social studies

Books & Materials
- Networks: Discovering World Geography 2018
- Computer
- Social Studies Journal
- Hands-on activity worksheets
- Poster board or large paper
- Pencils, markers, crayons, and/or colored pencils

Assignments
- Read Networks: Discovering World Geography 2018, Unit 4: Europe, Chapters 11-13: Western Europe, Northern and Southern Europe, and Eastern Europe and Western Russia.
- Complete worksheet Physical Geography of Western Europe.
- Draw map Climates of Europe.
- Complete hands-on activity Brace Map: Relationship Between Physical Environment and Cultural/Political Change.
- Write Essay: How did the climate and physical geography of Eastern Europe and Western Russia make it so different from the rest of Europe?

LEARN

You’ve learned about the history of the people who have lived in Northern and Southern Europe. You’ve seen how their lives have changed from ancient to modern times. How do Northern and Southern Europeans live today? Do they still face changes? Let’s take a look.

Turn to Discovering World Geography, Chapter 12 and read Lesson 3: Life in Northern and Southern Europe. As you read, answer these questions in your Social Studies Journal:

- What is happening to the population in rural areas? In cities?
- What is a homogeneous population? Is Southern Europe as homogeneous as Northern Europe?
- What is a dialect? What are some of the languages and dialects in Southern Europe?
- Why is Northern Europe mostly Protestant and Southern Europe mostly Catholic?
- What contributions have Northern and Southern European countries made to art, architecture, and music? What is Denmark’s contribution to the world of children’s toys?
- What is welfare capitalism? What region of Europe practices welfare capitalism?
- What is a recession? What are three countries in Northern and Southern Europe that were hit hard by the 2008 recession?

TEACHING NOTES

Your student’s answers should explain the following:

- The population in rural areas has decreased. In cities it has increased.
- A homogenous population is alike. Southern Europe is not as homogeneous as Northern Europe.
Now, open Discovering World Geography, Chapter 12 and read Aging of Europe’s Population. Study the map An Aging Population. Take a look at your brainstorming notes about the aging population.

- Were your ideas correct?
- Are there any ideas you’d like to change?
- Have you learned anything new you’d like to add?

QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

If you answered the Quick Check incorrectly, watch the video Territories and Economy of Denmark (01:19). In your Social Studies Journal, list three social services Denmark provides to its citizens.

If you answered the Quick Check correctly, learn more about the Vikings by watching the video Vikings (05:13). In your Social Studies Journal, list at least three things you learned about Vikings that surprised you.
Europe - Part 8

Objectives
- To explore the geography, history, and culture of Europe
- To identify ways human and physical geography interact
- To apply writing to social studies

Books & Materials
- Networks: Discovering World Geography 2018
- Computer
- Social Studies Journal
- Hands-on activity worksheets
- Poster board or large paper
- Pencils, markers, crayons, and/or colored pencils

Assignments
- Read Networks: Discovering World Geography 2018, Unit 4: Europe, Chapters 11-13: Western Europe, Northern and Southern Europe, and Eastern Europe and Western Russia.
- Complete worksheet Physical Geography of Western Europe.
- Draw map Climates of Europe.
- Complete hands-on activity Brace Map: Relationship Between Physical Environment and Cultural/Political Change.
- Write Essay: How did the climate and physical geography of Eastern Europe and Western Russia make it so different from the rest of Europe?

You’ve read about Western Europe. You’ve studied Northern and Southern Europe. We have one more region of Europe to look at: Eastern Europe and Western Russia.

Turn to Discovering World Geography, Chapter 13: Eastern Europe and Western Russia. Read the Chapter Opener and Place and Time. Study the Place and Time map and write answers to the following questions in your Social Studies Journal:

- What do you notice about the size of the countries in this region? Which country is the largest?
- Your map shows Western Russia—the part of Russia that lies in Europe. Russia stretches from Europe across Asia. What river runs along Russia’s eastern border, separating Europe from Asia?
- Do you have questions about geography, population, or culture? Write them on your Tree Map!

Now, read Lesson 1: Physical Geography. Study the map Climate Regions of Eastern Europe and Western Russia. Think about how geography influences the way people live. In your Social Studies Journal, answer these questions:

- What is upland? Where can you find upland in this region? What is a steppe? Where can you find a steppe?
- Can you find the Balkan Peninsula? It lies in the southern part of the region. What is balkanization? How has the geography of the Balkan Peninsula contributed to balkanization?
- Do you see the Baltic Sea in the northwestern part of the region? Why is the Baltic Sea brackish?
- What are some of the major rivers in the region? Where are these rivers located?
- What different climates can you find here?
Your student’s answers should explain the following:

- An upland is an area of high elevation that can be found in central European Russia. A steppe is a vast, level area of grassland that can be found in Ukraine.
- Balkanization is conflict among ethnic groups within a state, country, or region. The isolated regions of the Balkan Peninsula contribute to balkanization by creating cultural conflicts.
- The Baltic Sea is brackish because it is seawater mixed with river water.
- Some of the major rivers are the Volga River in Russia, Dnieper River in Russia, Belarus, and Ukraine, and the Danube in Germany.
- Humid continental, Mediterranean, subarctic, and polar

Think about the climates of Europe. Then, write a brief explanation of this question:

- Why are the climates of Eastern Europe and Western Russia different from climates in Western European countries that lie on the same lines of latitude?

Now that you’ve learned about the climates of Eastern Europe and Western Russia, take out the climate map you started at the beginning of this unit. Add this new information to your map:

- Identify the capital cities of the countries in Eastern Europe and Western Russia.
- Color the Eastern European and Western Russian regions of your map by climate. You will probably need to add new climates. Each new climate will have its own new color.
- Don’t forget to add new climate color-coding in the map’s key!

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
As you've seen, the geography and climate of Eastern Europe and Western Russia can be quite different from other parts of Europe. The region's history is unique as well. Let's find out how!

Open Discovering World Geography, Chapter 13 and read Lesson 2: History of the Regions. Think about how geography affects cultural and political changes. Answer these questions in your Social Studies Journal:

- Who are Slavs? Where did Slavs settle? How have Slavs dominated Russian culture?
- What is a czar? Who declared himself the first czar of Russia?
- What is a serf? How did discontent and unrest among serfs change Russia?
- What happened in Russia and Eastern Europe during World War I? What is genocide?
- How did World War I weaken Russia? Who came to power? What is communism? What is collectivization? How did the Soviet Union come to control most of Eastern Europe?
- What was the Cold War? How did Eastern European nations shake free from the Soviet Union? What conflicts and changes took place afterward?

Your student’s answers should explain the following:

- Slavs settled in Eastern Europe and their traditions helped shape the culture and politics of what became Russia.
- A czar is a Russian emperor. The first was Ivan IV.
A serf is a peasant who is tied to the land. Unrest among the serfs led to social and political changes in Russia. Your student should recognize the human and physical toll of the war on Russia and Eastern Europe. Genocide is the intentional killing of an ethnic group or nationality. World War I was a contributing factor to the country’s communist revolution, which established a totalitarian regime that controlled most of Eastern Europe by the end of World War II. The Cold War was a struggle for influence between the United States and Soviet Union that ended when the Soviet Union collapsed in 1989.

INTERACTIVE ACTIVITY

As you’ve seen, the history of Eastern Europe and Western Russia is filled with cultural and political change. Geography played a big part. For example, brutal weather conditions led to brutal living conditions. Brutal living conditions led to conflict as people demanded change. Let’s show the Relationship Between Physical Environment and Cultural or Political Change on a Brace Map.

- Using your textbook and notes in your Social Studies Journal, choose a cultural and/or political change to focus on. Write that change on the line at the left of your Brace Map.
- Next, think of three major causes of the change. Look back through your notes and the textbook for ways that geography played a part. Write the three major causes on the center lines.
- Now, think of smaller issues that led to the major causes. List these issues on the lines on the right.
- Does your Brace Map show a clear relationship between geography and change?

To get another take on the history of the region, watch the video Russia (10:46). While you watch, think about the following question: What role did the Mongol conquest play in shaping Russia?

Please go online to view this video.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have learned about changes that took place in Eastern European and Western Russian history. You have seen how geography played a part in those changes. Does geography also play a part in the way people live in the region today?

Turn to Discovering World Geography, Chapter 13, Screens 1–9, and read Lesson 3: Life in Eastern Europe and Western Russia (pp. 410–417). As you read, think about ways geography influences everyday life in the region. Answer these questions in your Social Studies Journal:

- What economic, social, and political changes did Russia face after the fall of the Soviet Union?
- What is inflation? How did inflation affect the economy?
- What are oligarchs? How did oligarchs rise to economic power in Russia?
- Where do the people of the region live? What are some of the different ethnic groups and languages? What do these groups have in common? How are they different?
- What contributions have Eastern Europeans and Russians made to the arts?
- What is devolution? What caused devolution throughout Eastern Europe and Russia? How has it affected daily life for the people?
- What economic advantages and disadvantages does the region face? What part does geography play? How does the region's location between Europe and Asia affect the culture and economy?
Your student’s answers should explain the following:

- Russia faced economic challenges since it was not prepared for a free market economy.
- Inflation is the rise in prices for goods and services, and it increased while production slowed. Russia faced social and political changes when groups wanted to form their own countries, leading to rebellions and fighting.
- Oligarchs are small groups of people who control the government and use it to further their own goals. They rose to power through the transfer of industry to private ownership.
- People live in cities such as Moscow, St. Petersburg, Kiev, Minsk, Budapest, Warsaw, and Prague. Some of the different ethnic groups are East Slavs, West Slavs, and South Slavs. They speak distinct languages.
- Contributions include the novels of Tolstoy and Dostoevsky, the music of Mussorgsky, Tchaikovsky, and Rimsky-Korsakov, and the plays of Chekhov and Gogol.
- Devolution is when a strong central government surrenders its powers to more local authorities. The collapse of the USSR caused devolution. It has affected daily life by the return of national traditions and identity and the rise of popular culture.
- The economic advantages are Russia’s supply of iron ore and mother metals, as well as its forest industry. The disadvantages are that many industries fell on hard times after the collapse of the Soviet Union. The region’s location means that it is a mix of European and Asian influences, and it plays a key role in the relationship between the Europe and Asia.

Now, think about the climate and geography of Eastern Europe and Western Russia. Think about whether climate and geography separated people or brought them together. Think about the history of the region and where its cultural influences came from.

Write a brief essay answering this question:

- How did the climate and physical geography of Eastern Europe and Western Russia make it so different from the rest of Europe?

Answers will vary but could include:

The colder environment prevented cultural blending. Mountains and water isolated the population. Cultural influences came from the west not east. The climate prevented European empires from invading and spreading culture.
Now that you have learned about the people and places of Europe, write a sentence or two explaining why it is important to learn about the history of Europe. How have European countries most influenced the world?

**TEACHING NOTES**

Your student’s response should reflect on the important contributions of the various cultural groups studied throughout the lesson.

**USE**

In this lesson you studied the geography, climate, history, and culture of Europe. You read about the European people and how they live. Now, see what you have learned. Answer these questions.

**USE FOR MASTERY**

What were two ways the geography of Europe shaped the culture of the continent?

- Deserts stopped cultural diffusion because of lack of proper transportation.
- Lakes provided the fresh water needed to create bigger civilizations.
- Mountains stopped certain groups of people from interacting with others.
- Rivers allowed trade to be established across civilizations.
- Lack of natural resources made trade difficult and slowed cultural diffusion.

What is one of the most important reasons why different empires sought to take control of Europe over the years?

- They were concerned about the spread of diseases through interactions.
- They tried to stop the spread of different religions across the civilizations.
They wanted to stop other civilizations from entering Europe.

They wanted to be able to control the many trade routes that existed.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.
## Objectives
- To explore the geography, history, and culture of Asia
- To identify political and climactic features of Asia
- To identify ways human and physical geography interact
- To analyze how cultures have developed and interacted over centuries
- To apply writing to social studies

## Books & Materials
- Networks: Discovering World Geography 2018
- Computer
- Social Studies Journal
- Hands-on activity worksheets
- Poster board, paper, markers, crayons, pencils, colored pencils

## Assignments
- Read Networks: Discovering World Geography 2018, Unit 5: Asia, Chapters 14-18: East Asia; Southeast Asia; South Asia; Central Asia, The Caucasus, and Siberian Russia; and Southwest Asia.
- Complete hands-on activity Tree Map: Questions about the Physical and Human Geography of Asia.
- Complete hands-on activity Bubble Map: Impact of Water on Physical and Human Geography in East Asia.
- Complete hands-on activity East Asia Topographic Map.
- Complete Essay: How has the population of East Asia impacted its physical environment?
- Complete hands-on activity Brace Map: Impact of Landscape.
- Complete hands-on activity Venn Diagram: India's Population Boom.
- Complete hands-on activity Venn Diagram: Central Asia, The Caucasus, and Siberian Russia.
- Complete hands-on activity Bubble Map: Resources of Southwest Asia.
- Complete hands-on activity Timeline: Major Empires and Religions in Southwest Asia.
- Complete hands-on activity Bubble Map: Possible Conflicts.

## LEARN

### VOCABULARY
- de facto
- archipelago
- tsunami
- loess
- dynasty
- intertwine
- shogun
- samurai
- sphere of influence
- communism
- urbanization
- megalopolis
- trade deficit
- trade surplus
- insular
- flora
- fauna
- endemic
- sultan
- plantation
- absolute monarchy
- constitutional monarchy
- primate city
- minority
- Pacific Rim
- subsistence farming
In the last lesson, you explored the geography, history, and culture of Europe. Now, let's move east and explore the continent of Asia. You will see how geography helped shape Asian culture and traditions. You will learn about its many different cultures and how those cultures interact. You will find out how the physical environment of Asia has played a large role in daily life.

Let's get started! In your textbook, Discovering World Geography, turn to Unit 5: Asia. Watch the Unit Opener video and study Explore the Continent. In your Social Studies Journal, write down at least three facts about Asia's natural resources, landforms, and bodies of water.

Take a closer look at the Continent Maps. If you click on the map key, you can see physical, political, population, resource, and climate maps. While viewing the maps, think about the following questions:

- Look at population. Where do the most people live? Where do the fewest people live? Do the areas of high population density have anything in common? What about the areas of low population density?
- How many climates can you identify? Where are they located?
- Do you see any relationship between population density and climate?

Write your thoughts about these questions in your Social Studies Journal!

### TEACHING NOTES

Your student's answers should explain that the most people live in cities such as Delhi and Shanghai. The fewest people live in more rural and remote places such as Lhasa and Ulaanbaatar. Different climates are tropical rainforest and tropical savanna in South Asia, humid subtropical and marine west coast in East Asia, and arid, semi-arid, and tundra in North Asia. There is higher population density in warmer areas.

In the last lesson, you created a Tree Map to keep track of questions you developed about Europe. You will do the same now, but this Tree Map and its questions will be about Asia.
• Title the Tree Map Questions about the Physical and Human Geography of Asia.
• You will develop questions based on map information about these geographical topics:
  • Culture
  • Climate and weather patterns
  • Settlement and population density
• Write these three topics on the three lines that branch out under the title.
• As you go through the lesson and study the maps, fill in questions under each of the topics.
• To get started, look back through the thoughts you just wrote in your Social Studies Journal. Can you identify questions that relate to these three topics? List them on your Tree Map!

For another view of East Asia, watch the BrainPOP video Marco Polo (06:33). In your Social Studies Journal, list three ways Mongol civilization was ahead of its time. Write your thoughts about how Marco Polo influenced trade.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Now that you've studied the continental maps of Asia, let's narrow our focus a bit. We'll learn about East Asia, beginning with its physical geography. As you learn more, think about what impact physical geography has had on the way people live.

Open Discovering World Geography, Chapter 14: East Asia. Read the Chapter Opener and Place and Time. Answer these questions in your Social Studies Journal:

- What countries can you identify in East Asia?
- Which is the largest? Which is the smallest?

Your student’s answers should include that the countries in East Asia are China, Mongolia, North Korea, South Korea, Japan, and Taiwan. The largest country is China, and the smallest is Taiwan.
Did the map help you think of any questions about Asian culture, climates and weather patterns, or settlement and population density? Write them on your Questions about the Physical and Human Geography of Asia tree map!

Now, turn to Discovering World Geography, Lesson 1: Physical Geography of East Asia. Answer these questions in your Social Studies Journal:

- Which are island countries? What is an archipelago? What country is on an archipelago?
- What country is prone to earthquakes? What is a tsunami?
- What large seas sit along East Asia's eastern edge? What are East Asia's main rivers? What is loess? What bodies of water serve the people of East Asia?

Water is an important part of the physical geography of East Asia. Water is also an important part of daily life in the region. Let's use a Web B Graphic Organizer to create a bubble map and show how important it is. Title your map Impact of Water on Physical and Human Geography in East Asia.

- Draw a bubble map in your Social Studies Journal.
- Label the center circle Water.
- Look through your notes and your textbook for ways water affects physical and human geography in East Asia. Look for information about human settlements, river flood plains, the staple diet of people in the region, dams, electricity, irrigation, and seasonal monsoons.
- In each of the outer circles of your bubble map, write down a way water has an impact on geography and people.
- Draw more circles if you need them.

Please go online to view and submit this assessment.
You have learned about the geography and climate of East Asia. You have learned about the region's natural resources. Now, you will look at its history. See if you can identify the ways East China's physical geography influenced its history.

Open *Discovering World Geography*, Chapter 14 and read Lesson 2: History of East Asia. Think about how culture developed and spread in East Asia. What makes East Asian cultures unique? Think about the following questions as you read:

- Which civilization influenced the development of other East Asian countries?
- What is the Great Wall of China? Why did the Chinese build it?
- What is a dynasty?
- What people first settled Korea? How did China influence Korean culture?
- What does it mean to be intertwined? How is Japan's history intertwined with the history of China and Korea? What was a shogun? Who were the samurai?
What is a **sphere of influence**? What countries had spheres of influence in China in the 1800s? How did Japan change after Matthew Perry sailed to Japan? How did these changes lead to World War II? How did East Asian countries change after World War II?

Write your answers in your Social Studies Journal. They will help you in your next activity.

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**TEACHING NOTES**

Your student should answer as follows:

- **Chinese civilization**
- The Great Wall of China is a 4,000-mile, 2,200-year-old border wall in the north built to deter invaders.
- A dynasty is a line of rulers from a single family.
- People who migrated from northern Asia first settled Korea. China influenced Korean culture through the Buddhist religion, Confucian governing style, and Chinese alphabet.
- To be intertwined is to be linked. Japan’s history is intertwined because people from Korea and China settled it. A shogun is a military leader. Samurai were landowning warriors who supported the shogun.
- A sphere of influence is an area of a country where a single foreign power has been granted exclusive trading rights. The countries that had spheres of influence in China in the 1800s were Europe and Japan.
- Japan changed after Matthew Perry sailed there by ending their isolation and opening up to foreign trade. These changes led to World War II because Japanese forces had gained control of Taiwan, Korea, parts of mainland Asia, and some Pacific islands. After World War II, governments and economies in East Asia changed.

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You have learned that countries in Asia had some very different views on issues. Today, different regions and countries also have different views on issues. For example, countries have different views and approaches to immigration. Reasons for these differences could include current population totals, perceived threats, the economic needs of the country, and reasons why individuals are seeking to come to the country. The United States and Canada have different policies on immigration based on these reasons.

For some issues, such as human rights, countries may have their policies challenged by other countries who want them to change. The United Nations is an international organization that works to promote peace and human rights around the world. Learn more about the United Nations by watching the video Explainer: What is in the UN (01:18). Member countries do not always agree on policies, but they work to find common ground, allowing countries to do what is best for them, while respecting the human rights of people involved. Read the simplified version of the **United Nations Universal Declaration of Human Rights**. When a country violates its citizens’ rights, the United Nations can...
investigate and work to change the situation. Explain to your Learning Guide how the Universal Declaration of Human Rights is an example of international cooperation on international issues.

Please go online to view this video ▶

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**TEACHING NOTES**

The Universal Declaration of Human Rights was agreed upon by member countries of the United Nations. They are general enough for countries to apply them to their own unique situations, but still enforce basic human rights that do not change due to circumstances or location.

A more thorough, complex explanation of the Declaration can be found in this UN handbook.

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In the last part, you drew a map of Europe. Now that you're learning about East Asia, it's time to draw an **East Asia Topographic Map**. A topographic map shows physical features, such as mountains, rivers, and elevation. Your focus will be how physical geography allowed various cultures to develop in East Asia with little or no influence from outside cultures, such as the Greeks or Romans.

- Use the maps of Asia in your textbook or in an atlas as reference. The physical version of the Continental Map in the Unit Opener will be helpful.
- On poster board or large paper, draw your own topographic map of East Asia.
- Develop a map legend or key. List the topographic features in the map's key.
- Show geographical features that created barriers that allowed East Asian cultures to develop without influence from other cultures. Refer back to your notes and textbook for help.
- On your map, make notes beside these geographical features explaining how each feature helped cultures develop without outside influences.

Did the topographical map help you think of any questions about Asian culture, climates and weather patterns, or settlement and population density? Write them on your Tree Map!
### Asia - Part 4

#### Objectives
- To explore the geography, history, and culture of Asia
- To identify political and climactic features of Asia
- To identify ways human and physical geography interact
- To analyze how cultures have developed and interacted over centuries
- To apply writing to social studies

#### Books & Materials
- Networks: Discovering World Geography 2018
- Computer
- Social Studies Journal
- Hands-on activity worksheets
- Poster board, paper, markers, crayons, pencils, colored pencils

#### Assignments
- Read Networks: Discovering World Geography 2018, Unit 5: Asia, Chapters 14-18: East Asia, Southeast Asia, South Asia; Central Asia, The Caucasus, and Siberian Russia; and Southwest Asia.
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- Complete hands-on activity Bubble Map: Resources of Southwest Asia.
- Complete hands-on activity Timeline: Major Empires and Religions in Southwest Asia.
- Complete hands-on activity Bubble Map: Possible Conflicts.

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### LEARN

You’ve learned about the geography and history of East Asia. Now, let’s take a closer look at the region's culture and daily life.

Turn back to Discovering World Geography, Chapter 14. Read Lesson 3: Life in East Asia. Watch the video about factory pollution in China. Think about the impact the environment has had on East Asia’s population—and the impact the population has had on the environment. Answer these questions in your Social Studies Journal:
• Where do most people live in East Asia? How has population growth changed over the centuries in China? In Japan?
• What is urbanization? What is a megalopolis? Where can you find a megalopolis?
• In the last part, you saw that many Northern European countries are homogeneous, meaning the people are nearly all alike. Are East Asian countries homogeneous?
• How are religion and the arts intertwined in East Asia? Describe some uniquely East Asian arts.
• How has rapid economic growth in East Asia affected the environment? How has it affected trade? What is a trade deficit? What is a trade surplus?

Your student’s answers should explain the following

• Most people in East Asia live crowded together in river valleys, basins, deltas, or on coastal plains. China had already reached a population of 59 million people two thousand years ago, but it was slowed by epidemics, famines, warfare, and other factors. After a population boom, the government enacted a “one-child” policy. Japan’s low birthrate has encouraged programs to spur population growth.
• Urbanization is when people move to cities. A megalopolis is a supersized urban area and can be found in cities like Tokyo, Osaka, Nagoya, and Yokohama.
• Yes, East Asian countries are considered homogeneous.
• The religions of Buddhism, Daoism, and Confucianism can be found in East Asia. Art focuses on a reverence for nature that comes from some of these religions. Other arts are ceramics, pottery, weaving, carving, and lacquer work.
• Rapid economic growth has affected the environment due to coal-burning power plants and a growing number of cars causing air pollution. Water pollution is caused by factory waste and farm chemicals. Japan’s earthquake in 2011 disrupted trade and manufacturing. A trade deficit means one country imports more than it exports. A trade surplus is when a country exports more than it imports.

You’ve learned that pollution has had an impact on the environment in East Asia. Now, let’s read about a natural disaster that had a devastating effect. In Discovering World Geography, Chapter 14 turn to Global Connections. Do you think the damage at the Fukushima nuclear power plant made the natural disaster worse? Write your thoughts in your Social Studies Journal.

You’ve seen how the geography, history, and population of East Asia are intertwined. Let’s see what you learned! Write a one-paragraph essay in response to this question:

• How has the population of East Asia impacted its physical environment?

You may use your notes and textbook for reference.
Answers will vary but can include:

Building of massive cities, destruction of natural landscape to build dams for power and irrigation, significant pollution from industry and transportation, etc.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you answered the Quick Check incorrectly, go to the interactive map of East Asia. Use the Physical and Population map filters to examine where the population of East Asia is clustered.

If you answered the Quick Check correctly, watch the BrainPOP video *Population Growth (02:34)*. In your Social Studies Journal, list three ways we can reduce the amount of resources people use.
Asia is the largest continent on Earth. We've learned about part of it—East Asia—but we have a lot more of the continent to cover! Let's turn now to Southeast Asia, a region made up of a mainland and hundreds of islands.

Now, read Discovering World Geography, Lesson 1, Screens 1-8: Physical Geography of Southeast Asia (pp. 466-471). As you read, think about how geography affects the way people live in Southeast Asia. Write answers to these questions in your Social Studies Journal:

- What two main parts can Southeast Asia be divided into? What is an insular area?
- What is the largest country in Southeast Asia? Is it a mainland country or an island country?
- What is the Ring of Fire? What effect does the Ring of Fire have on the region?
- What are three things that affect the climate in Southeast Asia? What is a typhoon?
- How does the climate affect plant and animal life? What is flora? What is fauna? What does it mean when a species is endemic? What do you think happens to endemic species when their habitat is reduced?
INTERACTIVE ACTIVITY

Turn to *Discovering World Geography*, Chapter 15: Southeast Asia. Read the **Chapter Opener** (p. 463) and explore the map in **Place and Time** (pp. 464-465). Look at the **Climate Map**. What do you notice about the various climates? Are they similar throughout the region, or are they different?

Does the map spark questions about Asian culture, climates, or population? Write them on your tree map!

TEACHING NOTES

Your student’s answers should explain the following:

- The two main parts are a mainland area and an insular area. An insular area is an area comprised of islands.
- The largest country in Southeast Asia is China, a mainland country.
- The Ring of Fire is a seismically active zone that encircles much of the Pacific Ocean. It produces earthquakes and volcanic eruptions in the region.
- Three things that affect the climate in Southeast Asia are the sea, the elevation, and the air currents. A typhoon is an intense tropical storm with high winds and torrential rains.
- The climate produces a diversity of plant and animal life. Flora is plant life and fauna is animal life. A species is endemic when it cannot be found anywhere else in the world. Endemic species disappear when their habitat is reduced.

INTERACTIVE ACTIVITY

You’ve seen that Southeast Asia has a unique geography. That geography has a major effect on life in the region. Let’s show how on an **Impact of Landscape Brace Map**.

- Label the left side of the **Brace Map Landscape**. You will investigate the impact of landscape on these aspects of life in Southeast Asia:
  - climate
  - flora and fauna
  - trade
  - diverse cultures
- Label four of the center lines with those aspects. Two lines will remain blank. You will label them in the next sections.
- Using your textbook and notes, look for ways the geography of Southeast Asia has had an impact on those four aspects. List these ways on the lines on the right.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You’ve learned about the unique geography and climate of Southeast Asia. You’ve seen how it has affected the flora and fauna. Do you think its geography and climate have also had an effect on the history of the region? Let’s find out!

In *Discovering World Geography*, Chapter 15, read **Lesson 2: History of Southeast Asia**. Answer these questions in your Social Studies Journal:

- Why is Southeast Asia known as “the Crossroads of the World”?
- How did the location of Southeast Asia influence the development of trade?
- What is a **plantation**? Who developed plantations in the region? What did they grow?
- What is an **absolute monarchy**? What is a **constitutional monarchy**?
Your student’s answers should explain the following:

- It is located along important maritime trade routes.
- It influenced the development of trade because it can be accessed by land or sea.
- A plantation is a large farm on which a single crop is grown for export. Plantations in the region grew tea, coffee, tobacco, and rubber trees.
- An absolute monarchy has one ruler with ultimate governing power over the country. A constitutional monarchy has a ruler who is legally bound by a constitution and government.

INTERACTIVE ACTIVITY

In the last section, you created an Impact of Landscape Brace Map. Now that you’ve learned about the history of Southeast Asia, let’s add more information to your map.

- You investigated four aspects previously. On one of the blank lines in the center of your map, you will add another aspect:
  - how geography made Southeast Asia more open to western influence and colonization than China was
- Using your textbook and notes, look for ways the geography of Southeast Asia made the region open to influence and colonization. List these ways on the lines on the right.
- Have you learned more ways geography has influenced the region’s climate, flora and fauna, trade, and diverse cultures? Add those ways to your Brace Map.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Southeast Asia, let's add more information to your world. Let's find out more about those cultures! Turn to Discovering World Geography, Chapter 15 and read Lesson 3: Life in Southeast Asia. As you read, think about how geography has led to cultural diversity. Answer these questions in your Social Studies Journal.

- Where is the population densest in Southeast Asia? How is the population shifting?
- What is a primate city? What is one primate city in Southeast Asia?
- What are minorities? What are indigenous languages?
- How has India influenced Southeast Asian cultures?
- What is the Pacific Rim?
- What is the most common livelihood in most Southeast Asian countries? What is subsistence farming? What is ecotourism?
What is the most common livelihood in most Southeast Asian countries? What is subsistence farming? What is ecotourism?

Your student’s answers should explain the following:

- The population is densest on the island of Java. The population is shifting as people move from rural areas to cities.
- A primate city, such as Manila, is a city so large and influential that it dominates the rest of the country.
- Minorities are smaller ethnic groups. Indigenous languages are native to a region.
- India brought Buddhism and Hinduism to the region, which also influenced architecture, sculpture, and literature.
- It is the area bordering the Pacific Ocean.
- The most common livelihood is farming. Subsistence farming is when farmers grow food only to feed themselves and their families. Ecotourism is an industry providing tours of natural environments such as rainforests and coral reefs.

INTERACTIVE ACTIVITY

Earlier, you filled in sections of your Impact of Landscape Brace Map. Now that you’ve learned about life in Southeast Asia, let’s add more information to your Brace Map.

- On the final blank line in the center, you will add another aspect to investigate:
  - cultural and ethnic groups and their diversity
- Using your textbook and notes, look for ways the geography of Southeast Asia influenced culture and led to cultural diversity. List these ways on the lines on the right.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
## LEARN

You’ve learned about East Asia and Southeast Asia. Let’s move west and learn about South Asia! South Asia forms a **subcontinent**. What’s a subcontinent? Let’s find out.

Turn to *Discovering World Geography*, Chapter 16: South Asia. Read the **Chapter Opener** and study the maps in **Place and Time**. Then, turn to **Lesson 1: Physical Geography of South Asia**.

Before you begin reading, click on the interactive map **Monsoons** in Lesson Resources. Study the summer and winter monsoon winds on the map and read about what happens in each season. Compare the Monsoons map to the physical version of the map in **Place and Time**. In your Social Studies Journal, make predictions about the culture, flora and fauna, and impact of water on South Asia. At the end of this section, you’ll see if you were right!

Now, read **Lesson 1**. Answer these questions in your Social Studies Journal:

### Objectives
- To explore the geography, history, and culture of Asia
- To identify political and climactic features of Asia
- To identify ways human and physical geography interact
- To analyze how cultures have developed and interacted over centuries
- To apply writing to social studies

### Books & Materials
- Networks: Discovering World Geography 2018
- Computer
- Social Studies Journal
- Hands-on activity worksheets
- Poster board, paper, markers, crayons, pencils, colored pencils

### Assignments
- Read Networks: Discovering World Geography 2018, Unit 5: Asia, Chapters 14-18: East Asia, Southeast Asia; South Asia; Central Asia, The Caucasus, and Siberian Russia; and Southwest Asia.
- Complete hands-on activity Tree Map: Questions about the Physical and Human Geography of Asia.
- Complete hands-on activity Bubble Map: Impact of Water on Physical and Human Geography in East Asia.
- Complete hands-on activity East Asia Topographic Map.
- Complete Essay: How has the population of East Asia impacted its physical environment?
- Complete hands-on activity Brace Map: Impact of Landscape.
- Complete hands-on activity Venn Diagram: India’s Population Boom.
- Complete hands-on activity Venn Diagram: Central Asia, The Caucasus, and Siberian Russia.
- Complete hands-on activity Bubble Map: Resources of Southwest Asia.
- Complete hands-on activity Timeline: Major Empires and Religions in Southwest Asia.
- Complete hands-on activity Bubble Map: Possible Conflicts.
• What is an **alluvial plain**? Where can you find and alluvial plain in South Asia? What is a **delta**?
  What is an **atoll**?
• What is a **monsoon**? How do monsoons affect the South Asian climate? What is a **cyclone**?

**TEACHING NOTES**

Your student’s answers should explain the following:

• An alluvial plain is an area of fertile soil deposited by floodwaters. The Ganges River creates an alluvial plain. A delta is a place where rivers deposit soil at the mouth of a river.
• A monsoon is a seasonal wind pattern. It affects the climate by providing little to no rainfall for eight months, then temperatures rise and winds carry moisture inland, causing heavy rains and flooding. A cyclone is a large, swirling storm with violent winds and heavy rains that can cause devastation.

Now that you’ve read Lesson 1, take another look at your predictions. Were you correct? Were you partly correct? Did you find more information about South Asia's culture, flora and fauna, and the impact of water as you worked through the lesson?

Did you think of questions about Asian culture, climates, or population? Write them on your [Tree Map](#)!

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you answered the Quick Check incorrectly, watch the video [Countries and Major Geographical Regions](#) (03:49). In your Social Studies Journal, list the three major geographic regions of South Asia.

If you answered the Quick Check correctly, watch the BrainPOP video [Mount Everest](#) (02:55). In your Social Studies Journal, list the two people who were the first to climb to the summit of Mount Everest.
### Asia - Part 9

#### Objectives
- To explore the geography, history, and culture of Asia
- To identify political and climactic features of Asia
- To identify ways human and physical geography interact
- To analyze how cultures have developed and interacted over centuries
- To apply writing to social studies

#### Books & Materials
- Networks: Discovering World Geography 2018
- Computer
- Social Studies Journal
- Hands-on activity worksheets
- Poster board, paper, markers, crayons, pencils, colored pencils

#### Assignments
- Read Networks: Discovering World Geography 2018, Unit 5: Asia, Chapters 14-18: East Asia; Southeast Asia; South Asia; Central Asia, The Caucasus, and Siberian Russia; and Southwest Asia.
- Complete hands-on activity Tree Map: Questions about the Physical and Human Geography of Asia.
- Complete hands-on activity Bubble Map: Impact of Water on Physical and Human Geography in East Asia.
- Complete hands-on activity East Asia Topographic Map.
- Complete Essay: How has the population of East Asia impacted its physical environment?
- Complete hands-on activity Brace Map: Impact of Landscape.
- Complete hands-on activity Venn Diagram: India's Population Boom.
- Complete hands-on activity Venn Diagram: Central Asia, The Caucasus, and Siberian Russia.
- Complete hands-on activity Bubble Map: Resources of Southwest Asia.
- Complete hands-on activity Timeline: Major Empires and Religions in Southwest Asia.
- Complete hands-on activity Bubble Map: Possible Conflicts.

### LEARN

As you’ve seen, South Asia has a very different geography and climate from the other regions of Asia you’ve studied.

Now, open Discovering World Geography, Chapter 16. Read Lesson 2: History of South Asia. Think about how geography affects political changes. Answer these questions in your Social Studies Journal:

- Who were the Aryans? What are varnas?
- What three major religions began in South Asia? What is reincarnation?
- What were the three Indian empires? What important development took place during each empire’s rule?
- What was the Raj? What is a boycott? Who was Mohandas K. Gandhi? What is civil disobedience?
- When did India become independent? What conflict arose afterward? What is nuclear proliferation?

**TEACHING NOTES**

Your student’s answers should explain the following:

- The Aryans were a group that came from the northwest and settled in India as farmers. They divided society into varnas, which are social classes with different responsibilities and duties.
- Hinduism, Jainism, and Buddhism began in South Asia. Reincarnation is the Hindu belief that the soul is reborn in another body.
- The three Indian empires were the Mauryas, the Guptas, and the Mughals. Trade and culture thrived under the Mauryas, while the Guptas developed science, mathematics, medicine, and the arts. The Mughals influenced culture, science, and the arts.
- Raj was the British imperialist rule of India. Gandhi led India’s independence movement. A boycott is refusing to buy or use certain goods for political or ethical reasons. Civil disobedience is nonviolent resistance.
- India became independent in August 1947. Conflicts between Hindus and Muslims arose afterward. Nuclear proliferation is the spread of enormously powerful atomic weapons.

**INTERACTIVE ACTIVITY**

You’ve learned about the history of South Asia. Let’s see that knowledge in action! Open the interactive map. Use the drawing tools to identify physical geographic features that influenced Mughal, British, Indian, and Pakistani control of territory.

For another take on an early South Asian civilization, watch the video: *The Indus Valley Civilization* (09:34). In your Social Studies Journal, list how people of the Indus River Valley civilization cooled their buildings and removed sewage.

Please go online to view this video.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Asia - Part 10

Objectives
- To explore the geography, history, and culture of Asia
- To identify political and climactic features of Asia
- To identify ways human and physical geography interact
- To analyze how cultures have developed and interacted over centuries
- To apply writing to social studies

Books & Materials
- Networks: Discovering World Geography 2018
- Computer
- Social Studies Journal
- Hands-on activity worksheets
- Poster board, paper, markers, crayons, pencils, colored pencils

Assignments
- Read Networks: Discovering World Geography 2018, Unit 5: Asia, Chapters 14-18: East Asia; Southeast Asia; South Asia; Central Asia, The Caucasus, and Siberian Russia; and Southwest Asia.
- Complete hands-on activity Tree Map: Questions about the Physical and Human Geography of Asia.
- Complete hands-on activity Bubble Map: Impact of Water on Physical and Human Geography in East Asia.
- Complete hands-on activity East Asia Topographic Map.
- Complete Essay: How has the population of East Asia impacted its physical environment?
- Complete hands-on activity Brace Map: Impact of Landscape.
- Complete hands-on activity Venn Diagram: India's Population Boom.
- Complete hands-on activity Venn Diagram: Central Asia, The Caucasus, and Siberian Russia.
- Complete hands-on activity Bubble Map: Resources of Southwest Asia.
- Complete hands-on activity Timeline: Major Empires and Religions in Southwest Asia.
- Complete hands-on activity Bubble Map: Possible Conflicts.

LEARN

Turn back to Discovering World Geography, Chapter 16. As you read Lesson 3, answer these questions in your Social Studies Journal:

- What is the green revolution? How has the green revolution helped India?
- What is a cottage industry? How do cottage industries help South Asian crafts?
- What is outsourcing? Why is India well-suited for outsourcing?
- Who are dalits? Why are dalits discriminated against?

TEACHING NOTES

Your student's answers should explain the following:

- The green revolution is agricultural advances such as the use of irrigation, fertilizers, and high-yielding crops. It has helped India since the country no longer needs to import food to feed people.
• A cottage industry is a small business that employs people in their homes. They help South Asian traditional crafts survive.

• Outsourcing is when a company hires an outside company or individual to do work. India is well suited for outsourcing because of its large number of English speakers.

• Dalits are the so-called “untouchables” who are oppressed as outcasts belonging on the lowest rung of the social ladder.

India is experiencing a population boom. The boom has created both benefits and drawbacks for India’s environment. Let’s show the benefits and drawbacks on an India’s Population Boom Venn diagram.

• Draw a Venn diagram in your Social Studies Journal.

• Your Venn diagram has two circles. Label one circle Benefits and the other Drawbacks.

• Look back through your notes and your textbook for the effects the population boom has had on India. You can also refer to the India entry in the following source:
  • The CIA World Factbook (click the + sign on the right side of each category to open and read about that category)

• Fill in the Benefits circle with effects of the boom that are beneficial. Fill in the Drawbacks circle with effects that are harmful. Some characteristics may belong in both circles. Fill in those characteristics where the circles overlap.

• Now, look at your diagram. Are you surprised by which circles any of the effects ended up in? Were any of the effects both good and bad for the geography?

In Chapter 16, you learned that Mahatma Gandhi led India to independence from Britain. Let’s learn more about this Indian leader. Watch the BrainPOP video Mahatma Gandhi (05:33). In your Social Studies Journal, list at least three ways Gandhi protested British rule.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the previous sections, you've seen a wide diversity of geography, climates, and cultures that make up Asia. In this section, you’ll see more diversity. You'll learn about three regions of Asia that are very different from the regions you've studied so far: Central Asia, the Caucasus, and Siberian Russia.

In this chapter, you will explore three regions of Asia. The regions are similar in some ways, different in others. Let’s compare the regions on a **Central Asia, The Caucasus, and Siberian Russia Venn diagram**. You will create the diagram now and then add information to it during each lesson of Chapter 17.

- In your Social Studies Notebook, draw a **Venn diagram** with three circles that overlap in the middle.
- Since you are comparing and contrasting three regions, your **Venn diagram** has three circles. Label the circles with the names of the three regions.
As you read through the part, fill in information you learn about each region in that region's circle. Look for information about:

- landscape, including mountains, plains, deserts, terrains such as tundra, taiga, steppe, and permafrost
- climate and weather
- latitude and longitude
- major waterways and bodies of water

Some information may belong in more than one region. Fill those characteristics in where the circles overlap. If the information belongs to all three regions, place it in the center of the diagram, where all three circles overlap.

Do you have questions about Asian culture, climate, or population? Write them on your Tree Map!

Now, open Discovering World Geography, Chapter 17. Read Lesson 1: Physical Geography of the Regions. Think about the geography and climates of the regions. Consider how the geography and climates could influence daily life. Answer these questions in your Social Studies Journal:

- Where is Siberian Russia? Where is Central Asia? Where is the Caucasus?
- What are the major landforms? What border do the Caucasus Mountains mark?
- Define these terrains: tundra, taiga, and steppe. Which terrains have permafrost?
- What climates can you find in Central Asia? The Caucasus? Siberian Russia?
- What are the major waterways?
- What are the natural resources? What is a deciduous tree? Where can you find deciduous trees? Where can you find coniferous trees?

### TEACHING NOTES

Your student’s answers should explain the following:

- Siberia Russia is the eastern part of Russia. Central Asia is made up of five countries: Kazakhstan, Turkmenistan, Uzbekistan, Kyrgyzstan, and Tajikistan. The Caucasus is south of the Caucasus Mountains.
- The major landforms are mountains, plains, and deserts. The Caucasus Mountains mark the border between Europe and Asia.
- Tundra is a treeless zone, taiga is a zone of coniferous forest, and steppe is dry grasslands. Taiga and tundra have permafrost.
- You can find desert and humid climates in Central Asia, arctic climates in Siberia, and humid subtropical climates in the Caucasus.
- Major waterways are the Caspian Sea, the Aral Sea, Lake Baikal, the Syr Dar’ya, the Amu Dar’ya, the Ob’, the Irytsh, the Yenisey, the Amur, and the Lena.
- The natural resources are forests, oil, natural gas, coal, gold, lead, iron ore, nickel, and platinum. A deciduous tree is a tree that grows at lower elevations. Coniferous trees can be found at higher elevations.
Did you fill in your **Venn diagram**? Good! Keep it handy. You’ll add to it in the next sections.

✅ **RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
The geography and climates of Central Asia, the Caucasus, and Siberian Russia are often harsh. Do you think geography and climate have had an impact on the history of the regions? Let’s find out.

Keep your Central Asia, The Caucasus, and Siberian Russia Venn diagram handy. As you read Lesson 2, add brief notes about:

- how each region was established and settled
- how the Mongols influenced each region’s development
- which religions were brought to each region and when and how those religions spread

Turn back to Discovering World Geography, Chapter 17 and read Lesson 2: History of the Regions. Answer these questions in your Social Studies Journal:

- Who were the early peoples in Siberia? What is a pastoral society?
• How and when did Russia come to control Siberia? When did the Soviet Union take control? What are collectives?
• What early empires ruled Central Asia? What important route did conquerors control?
• When did Russia gain control of Central Asia? Why did they irrigate the land? What impact did Soviet rule have on the region?
• What early empires ruled the Caucasus? How and when did Russia annex the region? How did the region fare under Soviet rule?

Your student's answers should explain the following:

• The early peoples in Siberia were Turkic, Iranian, Mongol, and Chinese. A pastoral society is one in which livelihoods are based on herding animals.
• Russia came to control Siberia by defeating the Tartars. The Soviet Union took control in 1922. Collectives are large, government-run farms.
• The Greeks, the Chinese, and the Huns ruled Central Asia. The important route that conquerors controlled was the Silk Road.
• Russia gained control of Central Asia by the mid-1800s. They irrigated the land to increase cotton production. Five Central Asian countries became part of the Soviet Union.
• The Persian, Greek, and Roman empires ruled the Caucasus. Russia annexed the region by the early 1800s to protect it from Muslim rulers. The region benefited but also suffered under Soviet rule.


✅ QUICK CHECK

Please go online to view and submit this assessment.

🔍 MORE TO EXPLORE

If you answered the Quick Check incorrectly, read more online about the Caucasus. In your Social Studies Journal, list the seas that lie on either side of the Caucasus.
If you answered the Quick Check correctly, watch the video: *Caucasus: Mountains of Languages* (08:56).
In your Social Studies Journal, list some geographical reasons The Caucasus is home to more than 50 languages.

Please go online to view this video ▶
You’ve seen that the geography of Central Asia, the Caucasus, and Siberian Russia can be harsh. You’ve learned that the history of the regions was equally harsh at times. Who are the people who live in this challenging area? What is life like for them?

As you read Discovering World Geography, Lesson 3, Screens 1-9, Life in the Regions (pp. 528-535) keep your Central Asia, The Caucasus, and Siberian Russia Venn diagram handy. Add brief notes about:
• ethnic and cultural groups in each region, their religion, and any tensions with other groups
• language, lifestyle, diet, and other cultural or ethnic traits of the peoples in each region

Turn to Chapter 17. Read Lesson 3: Life in the Regions (pp. 528-435). Think about ways people have adjusted to the environment. Answer these questions in your Social Studies Journal:

• Where do people live in Siberia? Why is the Trans-Siberian Railroad important? Why is the population overwhelmingly Russian?
• Where do people live in Central Asia? What is an oasis? Why do many people live in oasis areas?
• Where do people live in the Caucasus?
• How are the cultures of the three regions different? How are they alike? What languages and religions are dominant in each region?
• What is a homogeneous population? Which is the most homogeneous country in the Caucasus?
• What ethnic unrest have the regions experienced?
• How do Central Asians live? What is a yurt?
• What challenges do the regions face?

Your student’s answers should explain the following:

• People live in cities and towns along the Trans-Siberian Railroad. The population is overwhelmingly Russian because of resettlement programs.
• People in Central Asia live in Kazakhstan, Turkmenistan, Uzbekistan, Tajikistan, and Kyrgyzstan. An oasis is a green area by a water source in a dry region.
• The cultures of the three regions are different and alike because in parts of Central Asia, Soviet rule left lasting Russian influences. In parts of the Caucasus, Russian influences are strong but less widespread. Russian is the main language in Siberia and Christianity is the dominant religion. Russian is also widely spoken in Central Asia. In the parts of Central Asia, a large percentage of people practice Islam. In the Caucasus, there are Christians and Muslims.
• A homogeneous population is of the same kind. Armenia is the most homogenous country in the Caucasus. There has been ethnic unrest between Turks and Armenians.
• Central Asians mostly live and dress like Europeans. A yurt is a sturdy, large tent.
• The regions have struggled to establish stable, democratic governments since the end of Soviet rule.

Now, let’s learn more about the Mongols! In the last section, you watched the video Ancient Lives: The Mongols. For another take, watch the video How Powerful was the Mongols Empire (10:24). In your Social Studies Journal, list three positive and three negative characteristics of the Mongol Empire.

Please go online to view this video ▶
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the previous chapters, you’ve toured regions of Asia, learning about their geography, history, and culture. In this chapter, you’ll learn about the final region: Southwest Asia. As you’ve seen, each region of Asia has its own unusual environment. Southwest Asia, also known as the Middle East, is no exception. Let’s find out why!

Open Discovering World Geography, Chapter 18: Southwest Asia. Read Chapter Opener (p. 539) and Place and Time (p.540-541).

- What is the Fertile Crescent? Can you find the Fertile Crescent on the Place and Time map?

Does the map spark questions about Asian culture, climates, or population? Write them on your tree map!

Now, turn to Lesson 1, Screens 1-6: Physical Geography of Southwest Asia (pp. 542-547). As you read, think about the harsh climate of the region. Consider the natural resources that developed despite the dry climate. Answer these questions in your Social Studies Journal:
• What landforms dominate the region? What has formed a natural barrier to travel and trade?
• What are the main bodies of water? You learned about an alluvial plain along the Ganges River in South Asia. What rivers form an alluvial plain in Southwest Asia?
• What climates dominate Southwest Asia? You learned that many people lived in oasis areas in Central Asia. Where can you find oases in Southwest Asia?
• What is an arid region? What is a semiarid region? What is a wadi?
• What natural resources can you find in the region? How are they important?

TEACHING NOTES

Your student’s answers should explain the following:

• The dominant landforms are mountains, plateaus, bodies of water, and deserts. The Hindu Kush mountain range has formed a natural barrier to travel and trade.
• The main bodies of water are the Mediterranean Sea, Black Sea, Red Sea, and Arabian Sea, Persian Gulf, Dead Sea, Tigris River, Euphrates River, and Caspian Sea. The Tigris and Euphrates Rivers form an alluvial plain.
• The arid climate dominates Southwest Asia.
• An arid region is dry. A semiarid region is somewhat dry. A wadi is a dry streambed.
• Oil and natural gas are important because they provide gasoline, diesel fuel, heating oil, and industrial fuel oil.

Let’s learn more about Mesopotamia, ancient Sumerians, and the Fertile Crescent. Watch the video Inventions and Innovations in Ancient Mesopotamia (05:29). Answer these questions:

• How did Sumerians develop resources in a dry climate? How did the rivers help?
• What are three things Sumerians invented?

You’ve studied the climate of the region. You’ve studied how its natural resources developed despite the harsh climate. Let’s show what you’ve learned on a Resources of Southwest Asia bubble map!

• Use a Web B Graphic Organizer to draw a bubble map in your Social Studies Journal.
• Label the center circle Resources Despite the Dry Climate.
• Look through your notes and your textbook for natural resources in the region. Try to go beyond the flora and fauna. Examples might be oil, seasonal farming from mountain runoff, and river floods.
• In each of the outer circles of your bubble map, write a resource that has developed in Southwest Asia despite its climate.
• Draw more circles if you need them.

TEACHING NOTES

Your students’ answers will vary. It should look similar to this graphic organizer.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
As you’ve seen, Southwest Asia is a dry region rich in oil resources. Now, let’s look at the region’s history.

Open Discovering World Geography, Chapter 18. Read Lesson 2, Screens 1-8: History of Southwest Asia (pp. 548-556). As you read, think about empires that controlled southwest Asia. Think about the development of three major world religions. Answer these questions in your Social Studies Journal:

- What are some important advancements that took place in Southwest Asia in ancient times?
- Why is Southwest Asia called the cradle of religion? What is polytheism? What is monotheism? What is a millennium?
- What people first practice Judaism? What is a covenant? What is a prophet?
- Who was Jesus? How did Judaism give rise to Christianity? Where did it spread?
- What is Islam? Who was Muhammad? How is Islam similar to Judaism and Christianity? How and where did Islam spread? What empire conquered Islamic society in Southwest Asia?
- Who were the Ottomans? What was the Ottoman Empire?
Your student’s answers should explain the following:

- People made advances in mathematics, astronomy, government, and law, and they produced great works of literature.
- Three of the world’s major religions originated in Southwest Asia. Polytheism is worshiping many gods. Monotheism is the belief in just one god. A millennium is a period of a thousand years. The Israelites first practiced Judaism. A covenant is an agreement. A prophet is a messenger of God.
- Jesus was a Jewish teacher. Judaism gave rise to Christianity because some Jews saw Jesus as a savior sent by God to help them.
- Islam is the religion of Muslims. Muhammad was regarded as the last and greatest of prophets. The Ottoman Empire conquered Islamic society in Southwest Asia.
- The Ottomans were a group of Muslim tribes. The Ottoman empire included much of western Southwest Asia and parts of southeastern Europe and northern Africa.

INTERACTIVE ACTIVITY

To learn more about the Ottomans, watch the BrainPOP video Ottoman Empire (06:40). As you watch, take notes in your Social Studies Journal. Then, test your knowledge of the Ottoman Empire by completing the TimeZone X game.

- Who was Osman? What did he and his successors do? What empire did they put an end to? What empire did they form?
- How far did the Ottoman Empire spread? When did it reach the height of its power?
- When did the Ottoman Empire end? What modern nation was established afterward?

Now that you’ve learned about the history of the region, let’s create a timeline of Major Empires and Religions in Southwest Asia.

- Use a Flow Map to create your timeline or to use as a guide to draw your timeline on poster board or other paper.
- Using your textbook and notes in your Social Studies Journal, identify empires that controlled Southwest Asia throughout its history. Identify the three major world religions that developed in the region and events that shaped them.
- Arrange the events on your timeline. Write a description for each.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
ANSWER KEY
• Who was Osman? What did he and his successors do? What empire did they put an end to? What empire did they form? (Osman was king of the Turks. They stopped Muslim invaders from the East. Osman and his successors overran Byzantine territory and conquered parts of Europe. They formed the Ottoman Empire.)
• How far did the Ottoman Empire spread? When did it reach the height of its power? (The Ottoman Empire spread to the western edge of the Silk Road. They reached the height of their power in the 16th century.)
• When did the Ottoman Empire end? What modern nation was established afterward? (After Suleiman the Ottoman empire began to lose its power. It was eventually overtaken and Turkey was formed.)

Your student should use the information from the lesson to create their timeline.
You have learned about the geography of Southwest Asia. You know it sits at the crossroads of three continents: Asia, Africa, and Europe. You have learned it was the birthplace of three major world religions. Now you will see how these things have influenced the culture and the people of the region.

Turn to Discovering World Geography, Chapter 18 and read Lesson 3: Life in Southwest Asia. As you read, think about various groups that live in the region and the conflicts between them. Answer these questions in your Social Studies Journal:

- In what parts of Southwest Asia do most people live? Does climate influence where people live?
- What different groups live in the region? What languages do people speak? What challenges does the diversity in ethnic and language groups present for the region?
- What are major conflicts in the region? What is the Arab-Israeli conflict? What was Arab Spring?
- What challenges do natural resources, including oil wealth and the scarcity of water, present to the region? What is hydropolitics? What is fossil water?
People in Southwest Asia live in Iran, Turkey, Qatar, Israel, Saudi Arabia, Iraq, Kuwait, Afghanistan, and Yemen. Climate influences where people live due to areas of high or low rainfall. Arabs, Jews, Pashtuns, Tajiks, Hazaras, Uzbeks, Aimaks, Turkmen, and Balochs live in the region. Arabic, Turkish, Farsi, Hebrew, and Kurdish are the languages people speak. The diversity presents a challenge to national unity. Some conflicts are oil dependency and control, changing governments, and water concerns. The Arab-Israeli conflict is over the Gaza Strip and West Bank territories. The Arab Spring was a wave of pro-democracy protests and uprisings. Oil is not a renewable resource, and the countries have already depleted some of their reserves. Dramatic population growth has produced greater demand for water, which is scarce. Hydropolitics are politics relating to water usage and access. Fossil water is water that fell as rain thousands of years ago and is now trapped deep below ground.

Stay in Discovering World Geography, Chapter 18. Read Are Trade Restrictions Effective at Changing a Government’s Policy? You’ll read two opinions: One says yes to the question, and the other says no. What do you think? Do you agree or disagree with either opinion? Write your thoughts in your Social Studies Journal.

You’ve learned about conflicts in Southwest Asia. You learned about two of its limited resources: water and oil. Let’s create a bubble map of Possible Conflicts if those resources should run out.

- Use a Web B Graphic Organizer to draw a bubble map in your Social Studies Journal.
- Label the center circle Lack of Water or Oil.
- Look through your notes and your textbook for information about the importance of these two resources. Think about how people depend on water and oil and what they might do if they no longer had access to them.
- In each of the outer circles, of your bubble map write down a possible conflict.
- Draw more circles if you need them.

Now that you’ve created the bubble map, use it to help you write a brief summary to explain the conflicts and the reasons you think they are possible.

✔️ RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
In this lesson you studied the geography of Asia. You learned about the variety of climates, history, and cultures on the continent. Now, see what you have learned. Answer these questions.
Why were so many distinct cultures able to develop over time in Asia? Select two correct answers.

- Civilizations were isolated because Asian religions did not agree with western religions.
- The emperors were afraid of giving too much power to other outside civilizations.
- Mountains on the western end of the continent made it difficult for people to interact.
- Asian cultures worked hard to keep other civilizations from entering their land.
- Deserts throughout Asia isolated communities in other areas suitable for settlement.

What is one way tsunamis have impacted Asian lands?

- A surplus of seafood exists after a tsunami hits Asian lands.
- Buildings must be built higher and further away the shore.
- People are not allowed to live along the coastlines of Asia.
- People use the waves to create energy for the islands.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video.
## Africa - Part 1

### Objectives
- To employ higher-order thinking skills to investigate the physical and human geography of Africa
- To identify political and climatic features of Africa
- To identify ways human and physical geography interact
- To analyze how cultures have developed and interacted over centuries
- To apply writing to social studies
- To make predictions and analyze geography and spatial patterns

### Books & Materials
- Networks: Discovering World Geography 2018
- Computer
- Social Studies Journal
- Hands-on activity worksheets
- Poster board or large paper, pencils, markers, crayons, colored pencils

### Assignments
- Complete hands-on activity Tree Map: Questions about the Physical and Human Geography of Africa.
- Complete hands-on activity Brace Map: Impact of the Atlas Mountains on Climate.
- Complete hands-on activity Flow Map: Major Empires and Religions in North Africa.
- Complete hands-on activity Bubble Map: Climate, Resources, and Unrest in North Africa.
- Complete hands-on activity East Africa Topographic Map.
- Complete hands-on activity Multi-Flow Map: Before and After European Colonization.
- Complete response to Did European colonization cause unrest in modern day East Africa?
- Complete essay How has colonial rule and the physical geography of East Africa influenced the people who live there?
- Complete hands-on activity Bubble Map: Effects of Colonization on Central Africa.
- Complete hands-on activity Venn Diagram: Daily Life.
- Complete hands-on activity Chart: West African Resources.
- Complete hands-on activity Venn Diagram: Three Kingdoms.
- Complete hands-on activity Predictions: Landforms and Climate in Southern Africa.
- Complete hands-on activity Chart: Connections Between Human and Physical Geography.
In previous lessons, you learned about Europe and Asia. Now you will look at another continent: Africa. In this part, you will explore the diverse landscapes, history, and cultures that make up Africa. You will see how the physical environment of Africa has played a role in the cultural heritage of its peoples.

Let’s get started! In your textbook, *Discovering World Geography*, turn to Unit 6: Africa. Watch the video *Video Tour of Africa* in the Unit Opener. Read an introduction to Africa’s natural resources, bodies of water, and landforms in *Explore the Continent*. Explore the interactive maps in *Continent Maps*. Compare the Physical, Climate, Resources, and Population maps. Think about these questions as you compare the maps:

- Do you see relationships between the environment, resources, and where people live?
- Can you find the vast Sahara Desert in northern Africa? What is the population density there? What are the resources? What do you think is the relationship between the desert’s climate, resources, and number of people?

Write your thoughts in your Social Studies Journal.
In the last lessons, you created a **Tree Map** to keep track of questions you developed about Europe and Asia. You will do the same now with a **Tree Map** and questions about Africa.

- **Access this** [Tree Map](#). Add the title **Questions about the Physical and Human Geography of Africa**.
- **You will develop questions based on map information about these geographical topics: culture, climate, and weather patterns, settlement and population density.**
- Write these three topics on the three lines that branch out under the title.
- **As you go through the part and study the maps, write questions under each topic.**
- **To get started, look back through the thoughts you just wrote in your Social Studies Journal. Can you identify questions that relate to these three topics? List them on your Tree Map.**

For another look at the people and geography of Africa, watch the video **Africa: People and Places** (watch the first 07:12 only). Answer these questions in your Social Studies Journal:

- **While it is not explicit in the video, given the information provided, guess at how many languages are spoken in Africa. Ask your Learning Guide to confirm the answer.**
- **What runs through the center of Africa? How does that make the climates in the north and south of the continent different?**
- **While it is not explicit in the video, given the information provided, guess at four factors that contribute to problems such as poverty and illiteracy in Africa. Ask your Learning Guide to confirm the answer.**

### TEACHING NOTES

Your student should answer as follows:

- Africans speak more than 2,000 languages.
- The equator runs through the center of Africa. It makes the climate in the north and south have different seasons.
- It has a troubled colonial history, widespread regional warfare, massive government corruption, and extreme religious intolerance.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
**Africa - Part 2**

**Objectives**
- To employ higher-order thinking skills to investigate the physical and human geography of Africa
- To identify political and climatic features of Africa
- To identify ways human and physical geography interact
- To analyze how cultures have developed and interacted over centuries
- To apply writing to social studies
- To make predictions and analyze geography and spatial patterns

**Books & Materials**
- Networks: Discovering World Geography 2018
- Computer
- Social Studies Journal
- Hands-on activity worksheets
- Poster board or large paper, pencils, markers, crayons, colored pencils

**Assignments**
- Complete hands-on activity Tree Map: Questions about the Physical and Human Geography of Africa.
- Complete hands-on activity Brace Map: Impact of the Atlas Mountains on Climate.
- Complete hands-on activity Flow Map: Major Empires and Religions in North Africa.
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- Complete hands-on activity East Africa Topographic Map.
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- Complete response to Did European colonization cause unrest in modern day East Africa?
- Compete essay How has colonial rule and the physical geography of East Africa influenced the people who live there?
- Complete hands-on activity Bubble Map: Effects of Colonization on Central Africa.
- Complete hands-on activity Venn Diagram: Daily Life.
- Complete hands-on activity Chart: West African Resources.
- Complete hands-on activity Venn Diagram: Three Kingdoms.
- Complete hands-on activity Predictions: Landforms and Climate in Southern Africa.
- Complete hands-on activity Chart: Connections Between Human and Physical Geography.

**LEARN**

You watched an introduction to the continent of Africa. You explored continental maps and identified some geographical features and population patterns. Now, you will dive more deeply into one region—
North Africa. You will start by looking at North Africa’s physical geography.

Turn to Discovering World Geography, Chapter 19. Read the Chapter Opener and study the map in Place and Time. Does the map raise any questions for your Questions about the Physical and Human Geography of Africa Tree Map? Write them down!

Now, read Lesson 1: Physical Geography of North Africa. Answer these questions in your Social Studies Journal:

- What is a delta? Where can you find a massive delta in North Africa? What is silt? Why is silt important?
- What is a wadi? What is an erg? Who are nomads?
- What is phosphate? Why is phosphate important?
- What is an aquifer? Why do people rely on aquifers?

You’ve learned that the Atlas Mountains play a major role in controlling the climate in North Africa. Let’s show how on an Impact of the Atlas Mountains on Climate Brace Map.

- Look through your notes and your textbook for ways the Atlas Mountains are responsible for the changing climates across North Africa. List those ways on the center lines.
- Now, think of how the changing climates affect life in the area. For example, how is the climate responsible for creating pastoral societies—herders—in North Africa? List the effects of the climates on the lines at the right.

You have read about the Nile River in Egypt. Now watch the video Gift of the Nile (03:42). In your Social Studies Journal, list three ways the Nile is important to the people of Egypt.

### TEACHING NOTES

Your student should answer as follows:

- A delta is a land area at the mouth of a river, such as the Nile Delta in North Africa. Silt is sediment from a river. It allows for farming along the Nile.
- A wadi is an oasis. An erg is a sandy area in the desert. Nomads are people who move around instead of settling in one place.
- Phosphate is a type of salt. It is mined in North Africa.
- An aquifer is a layer of rock through which water flows. It provides water in dry areas.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
# Africa - Part 3

## Objectives
- To employ higher-order thinking skills to investigate the physical and human geography of Africa
- To identify political and climatic features of Africa
- To identify ways human and physical geography interact
- To analyze how cultures have developed and interacted over centuries
- To apply writing to social studies
- To make predictions and analyze geography and spatial patterns

## Books & Materials
- Networks: Discovering World Geography 2018
- Computer
- Social Studies Journal
- Hands-on activity worksheets
- Poster board or large paper, pencils, markers, crayons, colored pencils

## Assignments
- Complete hands-on activity Tree Map: Questions about the Physical and Human Geography of Africa.
- Complete hands-on activity Brace Map: Impact of the Atlas Mountains on Climate.
- Complete hands-on activity Flow Map: Major Empires and Religions in North Africa.
- Complete hands-on activity Bubble Map: Climate, Resources, and Unrest in North Africa.
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- Complete hands-on activity Venn Diagram: Three Kingdoms.
- Complete hands-on activity Predictions: Landforms and Climate in Southern Africa.
- Complete hands-on activity Chart: Connections Between Human and Physical Geography.

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## LEARN

You’ve taken a look at the physical geography of North Africa. You know about its harsh climate. You also know it lies along the Mediterranean Sea, a major trade route. Let’s see how those features of
North Africa’s geography influenced its history.

Open Discovering World Geography, Chapter 19 and read Lesson 2: History of North Africa. As you read, answer these questions in your Social Studies Journal:

- Why was ancient Egypt important? How long did it last? What was a pharaoh? What is myrrh? What are hieroglyphics?
- What is a caliph?
- What is a regime? What is a fundamentalist?
- What was the Arab Spring? What is civil war?

Your student’s answers should explain the following:

- Ancient Egypt was important because its people built cities, organized government, and invented a writing system. It lasted for 3,000 years. A pharaoh is a king. Myrrh is a plant substance. Hieroglyphics is a system of writing.
- A caliph is a figure with political and religious authority.
- A regime is a style of government. A fundamentalist chooses to follow strict laws of religion.
- Arab Spring was a series of uprisings. A civil war is a fight for control of the government.

Let’s take a closer look at ancient Egypt and the pyramids. Watch the video Regional Overview of North Africa (02:30). In your Social Studies Journal, write down the reason the Egyptians built the pyramids and what role the Sphinx is thought to play.

In the last lesson, you created a timeline of empires and religions in Southwest Asia. Now, let’s create a timeline of Major Empires and Religions in North Africa.

- Use a Flow Map to create your timeline or to use as a guide to draw your timeline on poster board or other paper.
- Using your textbook and notes in your Social Studies Journal, identify the influence of different empires and religions on North Africa over time. Be sure to include Egypt, Rome, the Ottomans, Carthage, and the Arab Spring.
- Arrange the events on your timeline. Write a description for each.
- On your timeline, note why North Africa’s geography and people—including nomads—made the region open to being conquered by European and Asian invaders, including the Turks of Asia Minor.

Please go online to view and submit this assessment.
You know about the geography of North Africa. You've read about its history. Now, let's look at the people who live there. What is life like in North Africa? How do the region's climate and resources influence its culture? Could climate and resources also contribute to its cultural and political unrest?

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**LEARN**

You know about the geography of North Africa. You've read about its history. Now, let's look at the people who live there. What is life like in North Africa? How do the region's climate and resources influence its culture? Could climate and resources also contribute to its cultural and political unrest?
Let's find out! Turn back to Discovering World Geography, Chapter 19. Read Lesson 3: Life in North Africa. As you read, think about the geography and climate and what it might be like to live there.

- What religion do most North Africans practice? What language do they speak? What three main groups make up the region's population?
- What are cities like in North Africa? What is a souk?
- What is rural life like? Who are the fellaheen?
- What challenges face North Africa? Which country has the most diversified economy? What does having a diversified economy mean? What social issues does the region face?
- What is a constitution? Which country began writing a new constitution in 2012?
- What rights do women have in North Africa that women in other Muslim lands do not have?

Write your thoughts in your Social Studies Journal!

### TEACHING NOTES

Your student’s answers should explain the following:

- Most North Africans are Muslim and speak Arabic. Egyptians, Berbers, and Arabs are the three main groups.
- The cities are busy centers of industry and trade. A souk is an open-air market.
- Rural life centers around farming. The fellaheen are poor farmers of Egypt.
- The challenges that face North Africa are economic and social issues. Morocco has the most diversified economy, which includes a mix of many different economic activities. The social issue the region faces is high population growth.
- A constitution is a set of rules for a nation and its government. Egypt began writing a new constitution in 2012.
- Women in North Africa can own businesses and have their own bank accounts. They also can attend universities.

Access the interactive image Cuisine in North Africa to read about food in the region. What meats and vegetables do people eat? What spices do they use? What is couscous?

You’ve learned that the climate in North Africa is hot and dry. A vast desert—the Sahara—stretches across much of North Africa. You've learned about its resources. North Africa has valuable oil and natural gas, but little water. You've also learned about political and cultural unrest in the region. Let's create a bubble map of Climate, Resources, and Unrest in North Africa to brainstorm ways the environment and resources could lead to conflict.

- Use a Web B Graphic Organizer to draw a bubble map in your Social Studies Journal.
- Label the center circle Climate and Resources.
- Think about how climate and resources shape people's lives in North Africa. Think about the challenges and conflicts they face. Look through your notes and textbook for information.
• Now, brainstorm ways that North Africa’s climate and resources could be responsible for cultural and political unrest. Write your ideas in the circles that lead from the center circle.
• Draw more circles if you need them.

Now that you’ve created the bubble map, use it to help you write a brief summary to explain the reasons you believe climate and resources could cause unrest in North Africa.

Your student’s summary should explain that the hot and dry climate can lead to water scarcity in North Africa, which is an essential resource. Governments can also fight over the right to resources such as gas and oil.

Please go online to view and submit this assessment.

If you answered the Quick Check incorrectly, watch the video Morocco (02:51) and answer the question: What makes Morocco’s economy different from the rest of North Africa?

If you answered the Quick Check correctly, watch the video Welcome to Morocco (01:59). In your Social Studies Journal, write down why you think the Moroccan village of Chaouen is popular with travelers.
Now, let's move to East Africa, a region south of Egypt that lies along the Indian Ocean. This is where you'll find Lake Victoria, Mount Kilimanjaro, and the Serengeti Plain. This region is home to lions,
leopards, cheetahs, giraffes, zebras, elephants, wildebeest, and antelope.

Turn to Discovering World Geography, Chapter 20: East Africa. Read the Chapter Opener and study the interactive map in Place and Time. Can you find the equator? It runs right through East Africa. Does that spark any questions about the region’s climate or population? Write them on your Tree Map!

Now, read Lesson 1: Physical Geography of East Africa. Study the Lesson Resources images of East African landforms and bodies of water. As you read, think about the physical features of the region. Consider the impact those features have on climate. Write answers to these questions in your Social Studies Journal:

- What is a rift? What is the Great Rift Valley? What geological activity occurs in the Rift?
- Where can you find: mountains, plains and plateaus, desert, and savanna?
- What major river runs through East Africa? What lakes do you find in the region?
- What climates can you find in East Africa? What influences climate? How is climate changing?
- What natural resources are important to East Africa? What is the Great Migration?

**TEACHING NOTES**

Your student’s answers should explain the following:

- A rift occurs when tectonic plates separate from one another. The Great Rift Valley is a series of large valleys and depressions in the Earth’s surface, where tectonic plates separate from each other.
- Sudan is home to plains, plateaus, and desert. Somalia has savannas. Djibouti has mountains and deserts.
- The Nile runs through East Africa. Lake Victoria and Lake Albert can be found in the region.
- Latitude, altitude, distance from the sea, and types of terrain can influence climate. The climates in East Africa vary. The climate is changing through droughts and desertification.
- Important resources are minerals, energy sources, landscapes, and wildlife. The Great Migration is the mass movement of more than 1 million animals traveling hundreds of miles in search of fresh grazing land.

**INTERACTIVE ACTIVITY**

For a closer look at the climate of the Serengeti Plain, watch the BrainPOP video Savanna (02:21). In your Social Studies Journal, describe the plant and animal life and climate of the Serengeti. Then, for a fun way of seeing what you know about the savanna, play the Food Fight game.
You have drawn topographic maps of regions in Europe and Asia. Now, draw an East Africa Topographic Map. You will identify physical features and note the impact those features have on the diversity of climates in the region.

- Use the maps of Africa in your textbook or in an atlas as reference. The physical and climate versions of the Continental Map will be helpful.
- On poster board or large paper, draw your own topographic map of East Africa.
- Identify significant physical features, such as the Great Rift Valley, water sources, mountains, etc. Draw the features on your map. Be sure to label each feature by name.
- Now, identify the diverse climates. Use markers, crayons, or colored pencils to color the climates. Use different colors for different climates.
- Develop a map legend, or key. List the climates in the map’s key.
- On your map, make notes explaining the impact each feature has on climate.
Let's take a closer look at ocean trade between East Africa and other regions. Watch the video on Grade 8 Calvert Social Studies.

You've learned about the varying landscapes and diverse climates of East Africa. You've also seen that the region has an important waterway—the Nile—and lies along the Indian Ocean. Let's see how that physical geography has influenced East Africa's history.

LEARN

You’ve learned about the varying landscapes and diverse climates of East Africa. You've also seen that the region has an important waterway—the Nile—and lies along the Indian Ocean. Let's see how that physical geography has influenced East Africa's history.
In *Discovering World Geography*, Chapter 20, read **Lesson 2: History of East Africa**. Think about the history of East Africa before, during, and after European colonization. Think about the impact colonization had on the region.

- What were the early civilizations in East Africa? How did trade affect these civilizations? What did trade spread besides goods? How did city-states develop?
- What impact did European exploration have on East Africa? What impact did European colonization have? How did African nations win their independence?
- What East African countries have had a difficult road toward independence? What conflicts arose? What is genocide? What is a refugee? Where did refugees flee from and to?

### TEACHING NOTES

Your student's answers should explain the following:

- The early civilizations in East Africa were the Kush and Aksum. Trade affected them by exposing them to different customs and practices. City-states developed through trading.
- European exploration impacted East Africa by demanding tax payments for trading. European colonization had the impact of carving Africa into colonies. African nations won their independence by starting a movement to end colonialism.
- The Highland areas have had a difficult road toward independence because of ethnic groups in conflict. A genocide is the slaughter of an entire people on ethnic grounds. A refugee is a person who flees to another county for safety. Refugees fled from Somalia to Kenya.

Let's take a closer look at ocean trade between East Africa and other regions. Watch the video *Indian Ocean Trade Network* (11:35). In your Social Studies Journal, explain why trade on the Indian Ocean was more regular and less risky than ocean trade in other areas. Then, list two things besides goods that spread through Indian Ocean trade.
You’ve seen that European colonization had a large impact on the people and countries of Africa. Let’s show that impact on a Before and After European Colonization thinking map. Your map should have three boxes labeled Before, Event, and After. Leave room for more boxes to add details to Before and After.

- The box in the center of the map is labeled Event. The event we’re focused on is European colonization of East Africa.
- Look through your notes and textbook for information about East African countries and people before European colonization. Describe them in the Before boxes. Draw more boxes if you need to.
- Now, find information about the countries and people after European colonization. Describe them in the After boxes. Again, draw more boxes if you need to.

Now that you’ve created the thinking map, use it to help you write a response to this question:

- Did European colonization cause unrest in modern East Africa?

Your student recognize that European colonization did cause unrest in modern East Africa. He or she should provide concrete examples from his or her thinking map.

Please go online to view and submit this assessment.
### Africa - Part 7

#### Objectives
- To employ higher-order thinking skills to investigate the physical and human geography of Africa
- To identify political and climatic features of Africa
- To identify ways human and physical geography interact
- To analyze how cultures have developed and interacted over centuries
- To apply writing to social studies
- To make predictions and analyze geography and spatial patterns

#### Books & Materials
- Networks: Discovering World Geography 2018
- Computer
- Social Studies Journal
- Hands-on activity worksheets
- Poster board or large paper, pencils, markers, crayons, colored pencils

#### Assignments
- Complete hands-on activity Tree Map: Questions about the Physical and Human Geography of Africa.
- Complete hands-on activity Brace Map: Impact of the Atlas Mountains on Climate.
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- Compete essay How has colonial rule and the physical geography of East Africa influenced the people who live there?
- Complete hands-on activity Bubble Map: Effects of Colonization on Central Africa.
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- Complete hands-on activity Chart: West African Resources.
- Complete hands-on activity Venn Diagram: Three Kingdoms.
- Complete hands-on activity Predictions: Landforms and Climate in Southern Africa.
- Complete hands-on activity Chart: Connections Between Human and Physical Geography.

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**LEARN**

You’ve seen the influence geography, climate, and history have had on East Africa. Let’s look at how that influence has shaped life in the region today.
Turn to Discovering World Geography, Chapter 20 and read Lesson 3: Life in East Africa. As you read, think about the multi-flow Before and After European Colonization map you created. Think about the effects of colonization and geography on the people and cultures of the region. Answer these questions in your Social Studies Journal:

- Which areas of Africa have high population density? Which have low population density?
- What factors have influenced language in the region? What factors influenced religion?
- What is daily life like for people in East Africa?
- What is oral tradition? How has oral tradition influenced East African arts and culture?
- What challenges does the region face?

### TEACHING NOTES

Your student’s answers should explain the following:

- The areas of Africa that have high population density are large cities and Rwanda. Somalia has the lowest population density.
- The geographical location and colonial history have made an impact on the languages spoken. Traders and missionaries have influenced the spread of religion.
- Daily life depends on whether people live in rural or urban areas. Rural areas have little electricity.
- An oral tradition means that stories, fables, poems, proverbs, and family histories are passed by word of mouth from one generation to another.
- The region faces challenges in economic development, the environment, and health.

### INTERACTIVE ACTIVITY

In this unit, you have learned some interesting vocabulary words. Choose 10 of these vocabulary words and use them to complete the worksheet Vocabulary Builder: East Africa. Be sure to complete each of the four columns for each word.

Next, in Discovering World Geography, Chapter 20, read Global Connections. As you read, list the reasons for conflict and violence in Sudan. What are the major differences between Sudan and South Sudan?

Before we leave East Africa, let’s see what you learned. Write a brief essay in response to this question:

- How has colonial rule and the physical geography of East Africa influenced the people who live there?
Answers will vary but can include:

Diverse climates have led to diverse ethnic groups; colonial borders and ethnic differences have caused unrest between different peoples; etc.

Please go online to view and submit this assessment.
LEARN

As we continued our journey through Africa, let’s move west and explore Central Africa. Here you’ll find rivers, rainforests, and abundant resources. Let’s take a look!

Grade 8 Calvert Social Studies 222 Unit 2
Turn to *Discovering World Geography*, Chapter 21: Central Africa. Read the Chapter Opener and Place and Time. Study the Place and Time interactive map. Do you notice anything about the climates of Central Africa? Are they as diverse as the climates you just learned about in East Africa? If you think of any questions about geography, climate, or population, write them on your Tree Map!

Now, read Lesson 1: Physical Geography of Central Africa. As you read, think about how geography affects climate and wildlife. Consider how people affect climate and wildlife. Answer these questions in your Social Studies Journal:

- What is the main landform of Central Africa? What is a watershed? What is the Congo Basin?
- What is the Congo River? Why is it important? What is an estuary?
- What is slash-and-burn agriculture? What are the good and bad effects of slash-and-burn agriculture? What is biodiversity?

**TEACHING NOTES**

Your student’s answers should explain the following:

- The main landform is the watershed of the Congo River. A watershed is the land drained by a river and its system of tributaries. The Congo Basin is a depression at the center of the watershed. The Congo River is a river in Central Africa. An estuary is a passage in which freshwater meets saltwater.
- Slash-and-burn agriculture is a way of clearing forestland to turn it into cropland. The good effects are that it provides a livelihood, and the bad effects are that it destroys plant and animal habitats and creates pollution.

You’ve been learning about the physical geography of Central Africa. You’ve been thinking about how geography and human activity affect the climate. Let’s show these effects on a pair of Brace Maps.

- The first Brace Map will show the impact the physical environment of East Africa has on climate, flora, and fauna. Label the line on the left side of the map *Physical Environment*.
- Using your textbook and notes, look for ways the physical environment of Central Africa has had an impact on climate, flora, and fauna. Think about latitude, rainfall, and other features of the environment.
- One the center lines, list features of the environment. On the lines at the right, list ways these features impact climate.
- Don’t forget to use vocabulary from the lesson!
- Now, create your second Brace Map. Label the left line on the second map *Human Activity*.
- List ways people have had an impact on climate, flora, and fauna. Think about the methods and impact of agriculture, deforestation, hydroelectric dams, and other human activity.
- On your second Brace Map, list these activities and the impact they have.
- Again, remember to use lesson vocabulary!
Please go online to view and submit this assessment.

If you answered the Quick Check incorrectly, watch the video *Geography* (00:51). In your Social Studies Journal, list two reasons the Central African Republic is isolated.

If you answered the Quick Check correctly, learn more about the importance of rainforests by watching the BrainPOP video *Tropical Rainforests* (02:58). In your Social Studies Journal, list at least three ways rainforests are important and three reasons rainforests are disappearing.
## Africa - Part 9

### Objectives
- To employ higher-order thinking skills to investigate the physical and human geography of Africa
- To identify political and climatic features of Africa
- To identify ways human and physical geography interact
- To analyze how cultures have developed and interacted over centuries
- To apply writing to social studies
- To make predictions and analyze geography and spatial patterns

### Books & Materials
- *Networks: Discovering World Geography*
- Computer
- Social Studies Journal

### Assignments
- Complete hands-on activity Tree Map: Questions about the Physical and Human Geography of Africa.
- Complete hands-on activity Brace Map: Impact of the Atlas Mountains on Climate.
- Complete hands-on activity Flow Map: Major Empires and Religions in North Africa.
- Complete hands-on activity Bubble Map: Climate, Resources, and Unrest in North Africa.
- Complete hands-on activity East Africa Topographic Map.
- Complete hands-on activity Multi-Flow Map: Before and After European Colonization.
- Complete response to Did European colonization cause unrest in modern day East Africa?
- Compete essay How has colonial rule and the physical geography of East Africa influenced the people who live there?
- Complete hands-on activity Bubble Map: Effects of Colonization on Central Africa.
- Complete hands-on activity Venn Diagram: Daily Life.
- Complete hands-on activity Chart: West African Resources.
- Complete hands-on activity Venn Diagram: Three Kingdoms.
- Complete hands-on activity Predictions: Landforms and Climate in Southern Africa.
- Complete hands-on activity Chart: Connections Between Human and Physical Geography.

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**LEARN**

You learned how European colonization affected East Africa. Now, let’s see its effect on Central Africa. What was life like in Central Africa before colonization? What happened when European countries ruled...
the region? What happened afterward? Let’s find out!

Open Discovering World Geography, Chapter 21 and read Lesson 2, Screens 1-7: History of Central Africa (pp. 650-655) Think about how geography affects cultural and political changes. Answer these questions in your Social Studies Journal:

- What was the agricultural revolution? How did it change Central Africa? What is millet? What is palm oil? How did millet and palm oil benefit people in Central Africa?
- What was the slave trade? Why did European colonizers want slaves? Who were captured as slaves? What does “triangular trade” mean?
- What is cassava? What effect did the introduction of cassava and maize have on Central Africa?
- What is colonialism? How did European countries agree on a plan to divide Africa between them? How did colonization change Central Africa? Who were missionaries?
- How did Central African countries gain independence? What is a coup?

Your student’s answers should explain the following:

- The agricultural revolution was when people began to collect plants on a more regular basis and developed tools to grow them. It changed Central Africa by turning hunters and gatherers into farmers. Millet is a wild grass that produces edible seeds. Palm oil is cooking oil. Millet and palm oil benefited people because they throve and were nutritious.
- European colonizers demanding a large workforce for their huge plantations in America drove the slave trade. People who were captured in warfare or who were cast out of their own societies became slaves. Triangular trade meant the pattern formed by the three stages of trade. Cassava is a plant with thick, edible roots. Cassava and maize became diet staples in Central Africa.
- Colonialism is the political and economic rule of one region or country by another country, usually for profit. European countries held a conference to divide Africa into colonies that could be exploited for European profit. Missionaries promoted Christianity.
- Central African countries gained independence by being granted it from European countries. A coup is when someone overthrows the government.

For a closer look at what happened when European colonization ended around the world, including Central Africa, watch the video Decolonization of Africa (3:37). In your Social Studies Journal, list at
least three reasons African countries weren't prepared to govern themselves after colonization ended. Your answers will come in handy for your next activity!

You’ve learned about European colonization. You’ve seen that its impact was felt even after European rule ended. Let’s create a bubble map of Effects of Colonization on Central Africa.

- Use a Web B Graphic Organizer to draw a bubble map.
- In the center circle write this question: What effects did European colonization have on Central Africa?
- Think about ways colonization shaped history and life in Central Africa. Think about slave trade, new crops, exploitation of resources, education, government, etc. Look through your notes and textbook for information.
- Write the effects of colonization in the circles that lead from the center circle.
- Draw more circles if you need them.

Possible answers may include:

1. Their fight for independence was suppressed by their European Government Rulers.
2. The European governments threatened to stop helping them with financial and health aid.
3. Difficulty establishing independent governments.
4. The establishment of corrupt and unstable governments.
5. Racial segregation and racial inequality developed.
6. They faced violent political demonstrations.
7. Arbitrarily drawn boarders caused ethnic conflict and civil war.
8. Countries didn't have the financial wealth to sustain themselves.

Please go online to view and submit this assessment.
Africa - Part 10

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**LEARN**

You’ve learned about the geography and history of Central Africa. Now, let’s learn about the region’s cultures and daily life.
For an introduction, watch the video *Kings of the Congo* (04:26) in Chapter 21 Lesson Resources. In your Social Studies Journal, list at least two reasons gorillas are in danger.

Now, in *Discovering World Geography*, Chapter 21, read Lesson 3, Screens 1–7: *Life in Central Africa* (pp. 656–661). Think about what life is like for a Central African your age. Answer these questions in your Social Studies Journal:

- What are some of the differences between ethnic groups in Central Africa?
- Who are refugees? Why does the population of Central Africa include many refugees?
- Why are so many languages spoken in the region? What are trade languages?
- How is life in Central Africa a blend of traditional and modern characteristics? What are the differences between rural life and city life? How do people of the region make a living?
- What challenges does Central Africa face?

Your student’s answers should explain the following:

- Each group has its own language and culture.
- Refugees are displaced people who have been forced to leave their homes because of war or injustice. The population of Central Africa includes many refugees because of a brutal civil war that devastated the Democratic Republic of Congo.
- So many languages are spoken in this region because the population is made up of hundreds of different ethnic groups. Trade languages are languages that are used in trading.
- Life in Central Africa is a blend of traditional and modern characteristics from the impact of colonialism and the urban-rural division of the population. In rural life people practice subsistence farming, and few make a living from it. In cities, life is more contemporary.
- Central Africa’s challenges are the economy, the environment, political stability, and population growth.

**TEACHING NOTES**

After Lesson 3, read *Discovering World Geography*, Chapter 21, Feature, Screens 1-2, What Do You Think?: Has the United Nations Been Effective at Reducing Conflict in Africa? (pp.662-663). You’ll read two opinions: One says no to the question, and the other says yes. Do you agree or disagree with either opinion? Write your thoughts in your Social Studies Journal.

You’ve learned about life in Central Africa. How is it different from your own life? Let's compare and contrast on a Daily Life Venn Diagram. You can complete this activity on a virtual Venn diagram.

- Access a Venn diagram.
- Your Venn diagram will have two circles. Label one *Central African Life*, and the other *My Life*.
Now, compare your life with the life of someone your age in Central Africa. Compare family roles, housing, diet, Internet/communication access, infrastructure (roads, buildings, water and power supplies, etc.), language, and governance.

Do you see many differences in the separate circles? Did you put any similarities in the section where the circles overlap?

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You’ve seen the rich diversity of landscapes, climates, and cultures in the previous three regions of Africa. Now, let’s move northwest and take a look at West Africa.
Open Discovering World Geography, Chapter 22: West Africa. Read the Chapter Opener and study the interactive map in Place and Time. You can see that the Sahara Desert stretches across the northern part of the region. Most of the resources stretch across the southern part, along the coast. Now, look at population density. Do you think there is a connection between climate, resources, and population? Does that spark any questions about the area? Write them on your Tree Map!

Turn to Lesson 1: Physical Geography of West Africa. Watch the video Wild Wonders: Africa—Desert Camels (03:01) in Chapter 21 Lesson Resources. In your Social Studies Journal, note how the camel is used in the desert and why it is so suited to this use.

Now, read Lesson 1. As you read, think about the resources in the region. Answer these questions in your Social Studies Journal:

- What are the major landforms?
- What are the major rivers and lakes? What is a basin? Where can you find a basin in the region?
- What and where are the different climates throughout Western Africa? How does the amount of rainfall differ throughout the region? What is the harmattan? Where does it blow?
- What are the major resources?

Your student's answers should explain the following:

- The major landforms are plateaus, highlands, mountains, deserts, and savannas.
- The major rivers and lakes are the Niger River and the Benu River. A basin is a lower area of land drained by a river and its tributaries. You can find a basin where the Niger River reaches the Gulf of Guinea.
- The different climates throughout Western Africa are the arid Sahara, rainforests in the south, and the semi-arid Sahel. The rainfall varies throughout the region. Harmattan is a dry, hot wind that blows through the Sahara.
- The major resources are petroleum, oil, gold, diamonds, manganese, bauxite, salt, and limestone.

Before you begin the next activity, read and study the graphic West African Energy in Lesson Resources. You've learned that some of West Africa's resources are limited and not fully developed. It's time to show what you've learned in a West African Resources column chart.

- Create a Three-Column Chart in your Social Studies Journal.
- The three columns in the chart should be labeled Green Energy, Traditional Mining, and New Technologies.
- Using your notes and your textbook, find ways West Africans have used those three methods to address resource shortfalls. Write those ways in the appropriate columns.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You’ve taken a look at the physical geography of West Africa. Now, let’s take a look at its history. See if you can identify ways that West Africa’s geography influenced its history.
Open *Discovering World Geography*, Chapter 22 and read **Lesson 2: History of West Africa.** Think about how the landscape helped the region build trade. Answer these questions in your Social Studies Journal:

- What was the Sahara like 10,000 years ago? How did it change?
- Who are the Bantu? How did they spread their culture?
- What was the Ghana Empire? Why was it wealthy and powerful? How did it build trade?
- What was the empire of Mali? Who was its most powerful emperor?
- What was the Songhai Empire? How did they control trade?
- Why did European countries become interested in Africa? What is **imperialism**? What European countries began carving up Africa? How did Europeans control Africans?
- When and how did African countries begin gaining independence? What tensions grew in Nigeria after independence? What does it mean to **secede**? What region seceded from Nigeria?
- What countries erupted into civil war?

### TEACHING NOTES

Your student's answers should explain the following:

- The Sahara was more like a savanna than a desert. It changed by growing drier.
- The Bantu people inhabited West Africa in ancient times. They spread their culture by migrating.
- The Ghana Empire was a powerful kingdom in West Africa during the Middle Ages. It was wealthy and powerful from its control of the gold trade and conquering its neighbors.
- The empire of Mali grew rich from the gold-for-salt trade. Its most powerful emperor was Mansa Musa.
- The Songhai Empire controlled the region's trade routes.
- European countries became interested in Africa because of its many natural resources. Imperialism is seizing political control of other places to create an empire. Europeans controlled Africans by making the important decisions about how they lived.
- African countries began gaining independence in the late 1950s. Tensions grew between ethnic groups in Nigeria. To secede is to formally withdraw. The eastern region seceded from Nigeria.
- Liberia and Sierra Leone fought civil wars.

You’ve learned about the trading kingdoms of Ghana, Mali, and Songhai. Let’s compare and contrast those early civilizations and how they used the African landscape to become powerful trade empires. You’ll create a **Three Kingdoms Venn Diagram**.

- In your Social Studies Notebook, draw a **Venn diagram** with three circles that overlap in the middle.
- Label the three circles with the names of the three trading kingdoms.
- Look through your notes and textbook for information about the three kingdoms. Fill in the facts in each region's circle.
• Some information may belong in more than one region. Fill those facts in where the circles overlap. If the information belongs to all three regions, place it in the center of the diagram, where all three circles overlap.

Keep your Venn diagram handy. You will add to it in the next section!

✅ QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

If you answered the Quick Check incorrectly, read the article The Bantu Expansion. In your Social Studies Journal, explain the effects of the migration.

If you answered the Quick Check correctly, learn more about the geography of language by examining the Map of Niger-Congo Languages. Just as Europe's peoples spoke a wide variety of languages, so too did Africa's. The thousand languages of Africa fall into four major groupings; many of the Africans brought to the Western Hemisphere as slaves in the 16th through the 19th centuries were of the Niger-Congo language groups. The earliest Bantu-speaking peoples in this group probably inhabited an area just south of the central forest zone of present-day Zaire. Bantu-speakers knew iron working, raised livestock, and cultivated indigenous crops, as well as root and tree crops imported from southeast Asia. Their culture spread through much of sub-Saharan Africa.

In your Social Studies Journal, list at least three countries that share a language group with the Bantu homelands of Nigeria and Cameroon. Bantu migration affected these countries.
Africa - Part 13

Objectives
- To employ higher-order thinking skills to investigate the physical and human geography of Africa
- To identify political and climatic features of Africa
- To identify ways human and physical geography interact
- To analyze how cultures have developed and interacted over centuries
- To apply writing to social studies
- To make predictions and analyze geography and spatial patterns

Books & Materials
- Computer
- Social Studies Journal
- Hands-on activity worksheets
- Poster board or large paper, pencils, markers, crayons, colored pencils

Assignments
- Complete hands-on activity Tree Map: Questions about the Physical and Human Geography of Africa.
- Complete hands-on activity Brace Map: Impact of the Atlas Mountains on Climate.
- Complete hands-on activity Flow Map: Major Empires and Religions in North Africa.
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- Complete hands-on activity Predictions: Landforms and Climate in Southern Africa.
- Complete hands-on activity Chart: Connections Between Human and Physical Geography.

LEARN

You know about the geography of West Africa. You have read about its history. Now, you will look at the people who live there. What is life like in West Africa?
Turn to *Discovering World Geography*, Chapter 22 and read **Lesson 3: Life in West Africa**. Think about the lasting effects of trade. Answer these questions in your Social Studies Journal:

- How did European colonization help create African countries where national unity was difficult?
- What is a **pidgin** language? What is a **creole** language? What is Crioulo?
- What religions do West Africans practice? What is an **animist**?
- What is an **extended family**? How do extended families help make up villages?
- What is life like in cities? What is a **nuclear family**?
- What traditional arts do West Africans create? What is **kente**?
- What challenges does the region face? What is **infrastructure**? What health and education challenges do West Africans face?

Your student’s answers should explain the following:

- European colonization helped create African countries where national unity was difficult by not considering the borders of the different ethnic groups of the Africans who already lived on the land.
- A pidgin language is intermixed language. A creole language is two or more languages that blend so well that the mixture becomes the region's language. Crioulo is the language spoken most often in Cape Verde.
- West Africans practice Islam and Christianity, as well as traditional African religions. An animist believes in spirits.
- An extended family is a family made up of parents, children, and other close relatives. Villages represent the homesteads of extended families.
- City dwellers deal with a wider variety of people from different ethnic groups and races. A nuclear family is parents with their children.
- West Africans create carved masks. Kente is colorful, handwoven cloth.
- The challenges the region faces are bad economies, corrupt governments, out-of-control population growth, disease, and poorly funded schools. Infrastructure is the underlying framework of the colonies. The health and education challenges West Africans face are HIV infections and AIDS education.

Now, take out the Three Kingdoms Venn Diagram you created in the last section. Add to it by writing outside each circle information you learned earlier about the lasting effects of the vast trade empires.
Include culture, religion, kente, music and song, and other factors.

Let’s learn more about West African dance. Watch the video West African Dance (06:09). In your Social Studies Journal, list the five basic elements of West African dance.

You’ve seen throughout this part that women face financial hardship in many places in Africa. Many women are finding new ways to support their families and enter into business as micro-entrepreneurs. Micro-entrepreneurs obtain a very small loan. The loan helps them start a small business. Often, their businesses center on producing and selling traditional African crafts.

To find out more, read the article “5 Exciting Female African Social Entrepreneurs.” Then, watch the video: The Entrepreneurs of Africa (05:56) Make notes about the women entrepreneurs and how their roles differ from roles of woman in traditional African societies.

Now that you know more, let’s use a Web B Graphic Organizer to create a bubble map of Roles of Women Micro-Entrepreneurs.

- Label the center circle Roles of Women Micro-Entrepreneurs.
- Think about how the roles of woman micro-entrepreneurs differ from the traditional roles of women in African societies.
- Write those new roles in the circles that lead from the center circle. Include how each new role differs from traditional roles.
- Draw more circles if you need them.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In this lesson, you've toured many African regions. You've learned about their geography, history, and culture. Now, it's time to learn about the final region: Southern Africa, a land of magnificent landscapes, wildlife, and resources.
In previous lessons, you’ve studied a variety of physical geography landforms and their effect on climate, so by now you’re a pro! Let’s take a look at a satellite or topographical map of Southern Africa. Use World Atlas or Google Earth and zoom in on Southern Africa. Identify latitude, landforms, bodies of water, and climate. Make predictions about the relationship between landforms and climate. Jot down your predictions on paper or take a screen shot of the map and label it virtually. Then, as you investigate the part, check your predictions to see if you were right!

Turn to Discovering World Geography, Chapter 23, Southern Africa. Read Lesson 1: Physical Geography of South Africa. As you read, think about the topographical map you just studied. Look for information about landforms and their effect on climate. Answer these questions in your Social Studies Journal:

- What are the dominant landforms in Southern Africa? What is an escarpment? Where is the Great Escarpment? Where is the Kalahari Desert?
- What does landlocked mean? What are two landlocked countries in Southern Africa?
- What are the major bodies of water? What is a reservoir? Which Southern African lake is a reservoir?
- What climates can you find in Southern Africa? How does geography affect the climates?
- What are Southern Africa's natural resources? Why are they important? What are blood diamonds? Why are these diamonds called blood diamonds?
- What are some of the animals found in Southern Africa? What is poaching?

Your student’s answers should explain the following:

- The dominant landforms are plateaus. An escarpment is a steep cliff between a higher and lower surface. The Great Escarpment is in Angola. The Kalahari Desert is in eastern Namibia and Botswana.
- Landlocked means not near water. Lesotho and Swaziland are both landlocked.
- The major bodies of water are the Zambezi, Limpopo, and Orange Rivers and Lakes Kariba and Malawi. A reservoir is an artificial lake created by a dam. Lake Kariba is a reservoir.
- You can find humid and arid climates in South Africa. The coastline and desert geographies affect the climate.
- South Africa's natural resources are platinum, chromium, gold, diamonds, coal, iron ore, uranium, copper, coal, and oil. A blood diamond is mined to pay for rebellions and other violent conflicts.
- Some animals found in South Africa are wildebeests, lions, zebras, and giraffes. Poaching is illegally killing game.

Did you keep your topographical or satellite map handy as you read through the part? How did your landform/climate predictions hold up? Did you make correct predictions? Did you change or add things as you learned more? If your predictions sparked questions about the geography of the region, write them on your Tree Map!
As you’ve seen, many elephants live in Southern African. To learn more about the world’s largest land animal, watch the BrainPOP video Elephants (04:51). In your Social Studies Journal, list at least three things elephants use their trunks to do.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
**Objectives**
- To employ higher-order thinking skills to investigate the physical and human geography of Africa
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**Books & Materials**
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- Complete hands-on activity Chart: Connections Between Human and Physical Geography.

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**LEARN**

You’ve taken a look at the physical geography of Southern Africa. Now, let’s take a look at its history. See if you can identify ways that Southern Europe's geography influenced its history.
As you read this chapter, you’ll complete a **European Colonization in Southern Africa Multi-Flow Map**.

- Write **European Colonization** in the box in the center of the map.
- You’ve seen what happened before and after colonization in other regions of Africa. At this point, fill in the outer boxes with general ideas about what happened in Southern Africa before and after colonization.
- As you learn more about Southern Africa, edit and add specific details to your **Multi-Flow Map**.
- Add more boxes as you need them.

Now, open *Discovering World Geography*, Chapter 23 and read **Lesson 2: History of Southern Africa**. Think about how geography affects cultural and political changes. Answer these questions in your Social Studies Journal:

- What kingdom did the early Shona people build? What was Great Zimbabwe? What was the Mutapa Empire? What did it trade for goods from China and India?
- When and how did Europeans take control of Southern Africa? What clashes occurred in South Africa? Who were the Boers? What was the Boer War?
- What was apartheid? Who was Nelson Mandela? What is civil disobedience? What is an embargo? What was South Africa’s Truth and Reconciliation Commission?

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**TEACHING NOTES**

Your student’s answers should explain the following:

- The early Shona people built Great Zimbabwe, a wealthy and powerful kingdom and great commercial center. The Mutapa Empire was the region between Zambezi and Limpopo rivers. It traded gold for goods.
- The Europeans took control by the late 1700s. Clashes occurred between the Africans and the Dutch. The Boers were the Dutch, and the Boer War took place in 1899 between the Boers and the British.
- Apartheid was a system that limited the rights of blacks. Nelson Mandela was the African National Congress leader. Civil disobedience is disobeying certain laws as a means of protest. The Truth and Reconciliation Commission tried to ease racial tensions and heal the country by uncovering the truth about the human rights violations that had occurred under apartheid.

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Did you work on your **European Colonization Multi-Flow Map** as you read through the part? Did you add specific details? Did anything surprise you about the region’s history before and after colonization?

You’ve read about Nelson Mandela and his fight to end apartheid in South Africa. To learn more about Nelson Mandela, watch the video [Nelson Mandela’s Sabotage Campaign](https://example.com) (03:33). In your Social Studies Journal, write what Nelson Mandela’s goals were in the sabotage campaign.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You know about the geography of Southern Africa. You've read about its history. Now, let's look at the people who live there. What is life like in Southern Africa? Let's make some predictions!
In this part, you'll look at the connections between human and physical environments. Before you begin the part, let's create a Connections Between Human and Physical Geography three-column chart.

- Create a Three-Column Chart in your Social Studies Journal or in Google docs.
- The three columns in the chart should be labeled What Do I Know?, What Do I Predict?, and The Facts!
- In the first column, write what you know about Southern Africa based on what you know about landforms, climate, and urbanization. Make sure you include increased urbanization. Also, think about what effect diverse climates could have on life in Southern Africa.
- In the second column, make predictions about what you think is taking place in present-day Southern Africa. Include your reasons, based on what you know about landforms, climate, and urbanization.
- Keep your Three-Column Chart handy. As you work through the part, you'll complete column 3 with the facts: what is happening in Southern Africa, based on landforms, climate, and urbanization. If a prediction is correct, you can write Correct! in column 3.

Now, turn to Discovering World Geography, Chapter 23 and read Lesson 3: Life in Southern Africa. Keep your Three-Column Chart handy so you can update the facts in column 3. In addition, answer these questions in your Social Studies Journal:

- How do geography and climate affect where people live in Southern Africa?
- What different ethnic and culture groups can you find in Southern Africa? What religions do people practice? What languages do they speak?
- How are urban life and rural life different? What is a utility? What problems do some Southern African cities face with utilities?
- What is thatch? Where you find houses with thatch roofs?
- What is a periodic market? Why are periodic markets important to rural people?
- What challenges to people in Southern Africa face? What industries are growing?

**TEACHING NOTES**

Your student's answers should explain the following:

- Geography and climate affect where people live in Southern Africa because people tend to live away from the desert.
- Urban and rural life are different because rural people follow traditional ways of life. A utility is a service such as trash collection, sewage treatment, and water distribution. The rapid growth of some cities has strained public utilities.
- Thatch is straw or other plant materials used to cover roofs. You can find houses with thatch roofs in rural villages.
- A periodic market is an open-air trading market. They are important to rural people for selling the product(s) they make.
South Africans face health, social, economic, and political challenges. The tourist industry has grown.

To learn more about rural life in Southern Africa, watch the video *Southern African Community* (03:22). In your Social Studies Journal, list at least two problems rural Southern Africans face and ways Southern Africans are working to solve them.

Now, let's look at your **Three-Column Chart**. Were your predictions correct? Did you learn new facts to add to column 3? Did any of the new facts surprise you?

Now that you have learned about the people and places of Africa, write a sentence or two explaining why it is important to learn about the history of Africa. How have African countries most influenced the world?

Reflect on all your learning about world cultures. In what ways has the world changed the most? In what ways has the world changed the least? Explain your answer.

**TEACHING NOTES**

Your student’s responses should reflect on the impact of the various cultural groups as well as the geographical and environmental concepts studied throughout the lesson and unit.

**RATE YOUR ENTHUSIASM**

Please go online to view and submit this assessment.
Throughout this lesson, you have explored the relationship between people and their environment. You have investigated landforms, climates, cultures, and daily life. Let's see what you learned!
Look at the map of Africa. The box is over the Sahara Desert.

How does the Sahara Desert impact the growth of civilizations in Africa?

- Fewer people lived in northern Africa because of colder climates.
- More people had to settle in the southern part of Africa to find resources.
- Fewer people traded with western African empires because of the Sahara.
- More people moved along the borders of the Sahara Desert for protection.

What are two ways the Nile River has impacted civilizations in Africa?

- The Nile made trade easier to other civilizations in southern Africa.
- Eastern civilizations were not able to reach African civilizations because of the river.
- Ancient civilizations were able to trade with one another because of the river.
- The Nile became a natural boundary to keep out other civilizations.
- The Nile created many areas of fertile land to grow crops along the river.
What are two ways the Nile River has impacted civilizations in Africa?

The Nile made trade easier to other civilizations in southern Africa.

Eastern civilizations were not able to reach African civilizations because of the river.

Ancient civilizations were able to trade with one another because of the river.

The Nile became a natural boundary to keep out other civilizations.

The Nile created many areas of fertile land to grow crops along the river.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.
Unit Quiz: Eastern Geography

UNIT QUIZ

Please go online to view and submit this assessment.
Unit 3 - Founding Principles of the United States Government
### Forming a Government - Part 1

#### Objectives
- To identify forms of and purposes of government
- To understand the influence of Enlightenment philosophers on the founding documents of the United States
- To analyze the Declaration of Independence
- To analyze the Articles of Confederation
- To understand key debates that occurred as part of the creation of the Constitution
- To identify the sections and main ideas of the Constitution
- To understand and analyze key principles of the United States system of government

#### Books & Materials
- *Building Citizenship: Civics and Economics*
- Social Studies Journal
- Computer
- Interactive activity worksheets

#### Assignments
- Read *Building Citizenship: Civics and Economics*: Chapter 1 Lesson 4, Forms of Government.
- Read *Building Citizenship: Civics and Economics*: Chapter 2 Lesson 1, Influences on American Colonial Government (excerpts).
- Read *Building Citizenship: Civics and Economics*: Chapter 2 Lesson 3, Disagreements with Great Britain (excerpts).
- Read *Building Citizenship: Civics and Economics*: Chapter 3 Lesson 1, The Country's First Governments.
- Read *Building Citizenship: Civics and Economics*: Chapter 3 Lesson 2, Creating a New Constitution.
- Read *Building Citizenship: Civics and Economics*: Chapter 3 Lesson 4, Principles of the Constitution.
- Complete hands-on activity Vocabulary Book.
- Complete activity Tree Map: Forms of Government.
- Complete activity Purposes and Forms of Government Chart.
- Complete activity Philosophers and Political Scientists Chart.
- Complete activity Close Reading: The Declaration of Independence.
- Complete activity Federalists and Anti-Federalists: Compare and Contrast.
- Complete activity Chart: Parts of the Constitution.
- Complete activity Principles of Government Chart.

#### LEARN

#### VOCABULARY
- representative democracy
- constitutional monarchy
- majority rule
- authoritarian regime
- totalitarian
- socialism
- bicameral
- confederation
- Articles of Confederation
- Shays' Rebellion
- Great Compromise
- Three-Fifths Compromise
- Electoral College
- Federalists
- federalism
- The Federalist Papers
Have you ever thought about why we have governments or how the United States’ government was formed? In this unit you will learn about and explore the ideas that went into the formation of the United States’ government. You will learn about the functions and purposes of the government. You will take some time to think about this question and to think about what governments can or should do.

You will then be ready to focus on the principles—the big ideas—that guide the government and laws of the United States. You will think about how those principles are put into action. You will also explore the concept of rights. You will consider how the government protects citizens’ rights, but also how citizens are protected from the government. You will learn how the Constitution both creates and limits the U.S. government. You will analyze how the Constitution helps citizens work toward the goal of a government that is of the people, for the people, by the people.

You have two main jobs in this unit. One of your jobs is to understand the big ideas that guided the way the United States government was designed. Your other job is to think about government in general. What is government for? What are different types of government?

Before you get started reading, write down your own thoughts in your Social Studies Journal. Write some reasons that we have a government. Write what you know about different types of government. What are some strengths and weaknesses of different forms of government?
You will analyze how the Constitution helps citizens work toward the goal of a government that is of the people, for the people, by the people.

You have two main jobs in this unit. One of your jobs is to understand the big ideas that guided the way the United States government was designed. Your other job is to think about government in general. What is government for? What are different types of government?

Before you get started reading, write down your own thoughts in your Social Studies Journal. Write some reasons that we have a government. Write what you know about different types of government. What are some strengths and weaknesses of different forms of government?


When you are done, make some notes in your Social Studies Journal. What is a government? How does a government help a community? Think about ways that governments can do the following:

- Keep order and provide security
- Provide services
- Solve problems
- Make plans; set and reach goals

Now, read these sections: **Keep Order and Provide Security**, Screen 1 (pp. 26-27), **Provide Services** Screen 2 (p. 27), and **Guide the Community** Screen 3 (p. 28). Make notes in your Social Studies Journal about the purposes of government.

Next, think about different forms of government. There are many different kinds of government. You will read about two major types of government: democratic and authoritarian. You will also read about systems of government: how government is organized, and how power is divided.

In *Building Citizenship: Civics and Economics*, Chapter 1, Lesson 4, Screens 4-6, read **Democratic Government** (pp. 30-31), **Authoritarian Government** (pp. 31-33), and **Systems of Government** (p.33). As you read, think about the different types of government described in these sections.
Next, think about different forms of government. There are many different kinds of government. You will read about two major types of government: democratic and authoritarian. You will also read about systems of government: how government is organized, and how power is divided.

In *Building Citizenship: Civics and Economics*, Chapter 1, Lesson 4, Screens 4-6, read Democratic Government (pp. 30-31), Authoritarian Government (pp. 31-33), and Systems of Government (p.33). As you read, think about the different types of government described in these sections.

**TEACHING NOTES**

Students using the Online Student Edition should be sure to read screens 4–6. You might want to help clarify for your student that socialism is not a form of authoritarian government, but rather a system used by some totalitarian regimes.

**INTERACTIVE ACTIVITY**

Now, put together what you read. Fill out the Purposes and Forms of Government Chart.

- Identify the four purposes of government.
- Write a brief summary of how each type of government fulfills those purposes.

**TEACHING NOTES**

Your student should identify four purposes of government: Keep Order, Provide Security, Provide Services, and Guide the Community. Your student should briefly discuss ways that each type of government performs these functions.

For this unit, you will create a Vocabulary Book to collect and think about key terms. You can use a separate notebook or a section in your Social Studies Journal.

Use one page (or more if needed) for each term. Include:

- The definition of the term from *Building Citizenship: Civics and Economics*
- Your own definition or explanation of the term
- A drawing, diagram, image you find online, or other visual representation of the term
- A sentence using the term or about the term (This can be a meaningful sentence that shows your understanding, a synonym or antonym, or a discussion of related terms.)
To learn more about the terms in the unit, try looking them up in a visual dictionary or thesaurus, such as visualthesaurus.com or visuwords.com.

To get started, make pages for the following terms: representative democracy, constitutional monarchy, majority rule, authoritarian regime, totalitarian, and socialism.

TEACHING NOTES

The goal of the Vocabulary Book is for your student to think about and engage with the vocabulary terms. Your student's definition should restate the textbook definition using different words. It should go beyond the definition by giving an example or using everyday language to explain the meaning. The visual representation should serve to help your student understand, analyze, and remember the term. The sentence should demonstrate the meaning of the term or show understanding by noting relationships to other terms or concepts. If your student would benefit from a review of the forms of government, use the Comparing Democratic and Authoritarian Systems Column Game as an interactive review.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
# Forming a Government - Part 2

## Objectives
- To identify forms of and purposes of government
- To understand the influence of Enlightenment philosophers on the founding documents of the United States
- To analyze the Declaration of Independence
- To analyze the Articles of Confederation
- To understand key debates that occurred as part of the creation of the Constitution
- To identify the sections and main ideas of the Constitution
- To understand and analyze key principles of the United States system of government

## Books & Materials
- Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer
- Interactive activity worksheets

## Assignments
- Read Building Citizenship: Civics and Economics: Chapter 1 Lesson 4, Forms of Government.
- Read Building Citizenship: Civics and Economics: Chapter 2 Lesson 1, Influences on American Colonial Government (excerpts).
- Read Building Citizenship: Civics and Economics: Chapter 2 Lesson 3, Disagreements with Great Britain (excerpts).
- Read Building Citizenship: Civics and Economics: Chapter 3 Lesson 1, The Country's First Governments.
- Read Building Citizenship: Civics and Economics: Chapter 3 Lesson 2, Creating a New Constitution.
- Complete hands-on activity Vocabulary Book.
- Complete activity Tree Map: Forms of Government.
- Complete activity Purposes and Forms of Government Chart.
- Complete activity Philosophers and Political Scientists Chart.
- Complete activity Close Reading: The Declaration of Independence.
- Complete activity Federalists and Anti-Federalists: Compare and Contrast.
- Complete activity Chart: Parts of the Constitution.
- Complete activity Principles of Government Chart.

## LEARN

Last time, you thought about the purposes of government. You read about different forms of government.

Some of the people who created the United States’ government were interested in many different ideas. One thing that interested them was philosophy. They lived during a time called the Enlightenment. During the Enlightenment, many philosophers in Europe thought about government. They thought about
what rights people have or should have. These philosophers lived in monarchies. People were expected to be loyal to their kings. Many Enlightenment philosophers wrote about a new idea—that people have a right to disobey bad rulers.

The people who set up the United States and its government were very influenced by Enlightenment philosophers. You will read about some of these philosophers. Think about their ideas. Do you think these ideas are important in the United States today?

Open *Building Citizenship: Civics and Economics*, Chapter 2, Lesson 1, Influences on American Colonial Government. Read the section *Enlightenment Thinkers*. As you read and fill out the chart, think about these ideas:

- Natural rights
- The social contract
- Separation of powers

Next, read about Thomas Paine in Chapter 2, Lesson 3. Read the last part of the section called *The Second Continental Congress*. Start with the paragraph that begins “Meanwhile, support....”

### INTERACTIVE ACTIVITY

As you read, note the main ideas of each thinker on the *Philosophers and Political Scientists Chart*.

### TEACHING NOTES

Students using the Online Edition should read screens 4 and 5 in Chapter 2, Lesson 1 and screen 5 in Chapter 2, Lesson 3.

Hobbes: Social contract—There is an agreement between government and people. People give up some freedom, but government must protect rights. People are too selfish to rule themselves.

Locke: Natural rights, social contract—If rulers break the social contract, people can choose new rulers.

Rousseau: Social contract, people are born free—People have the right to decide how they are governed.

Voltaire: Liberty, freedom of religion, freedom of trade.

Paine: Breaking away from a king who abuses power is common sense.

If your student would benefit from a review of the influences on American colonial government, use the *Influences on American Colonial Government Game* as an interactive review.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Last time, you read about the ideas of some Enlightenment thinkers. These philosophers influenced the government of the United States.

The people who created the United States system of government are often called the Founders. They founded—a new country, with a new system. The Declaration of Independence was a text that said that the American colonies were no longer part of Great Britain. It explains the Founders’ thinking.
Now, you will read and think about the Declaration of Independence. You will analyze the ideas in the text and think about how they are connected to the ideas of the Enlightenment philosophers.

To get started, watch the BrainPOP video Declaration of Independence (02:48). What are the main parts of the Declaration?

Now, you will look closely at the Declaration of Independence. Use a paper copy of the Close Reading: The Declaration of Independence worksheet to take notes. Mark the text for the following:

- Highlight the twenty-eight grievances.
- Bracket the grievances that are similar.
- Mark and annotate grievances that you can connect to the influence of the Enlightenment ideas you identified. For example: Taxes without representation in parliament violates the social contract, a main idea of John Locke.

You will probably notice that some of the spelling and punctuation looks strange! This is because spelling and punctuation change over time. Some of the rules about writing that existed in the 1700s were different than the spelling and punctuation rules we have today.

Your student should highlight the twenty-eight grievances in the Declaration of Independence, starting with "He has refused his Assent to Laws, the most wholesome and necessary for the public good" and ending with "He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions."

Encourage your student to highlight the main ideas of the grievances. Your student should also look for related ideas such as, “dissolved Representative Houses” and “taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments.” Your student should note ideas that reflect the ideas of the Enlightenment philosophers. For example, Rousseau argued that people have the right to rule themselves. The grievances about Representative Houses being dissolved and taking away charters, abolishing laws, and altering the forms of governments are influenced by Rousseau’s idea.

Thomas Jefferson wrote the Declaration of Independence. He was very influenced by the ideas of John Locke. Read about this in Building Citizenship: Civics and Economics, Chapter 2, Lesson 3. Read the section titled The Declaration of Independence. What were two important ideas from Locke that inspired Jefferson?
Why does the author describe Philadelphia as the “cradle of liberty”? Who does he credit for this title?

Jefferson draws on Locke’s ideas about natural rights and his concept of the social contract—the agreement between people and government, where people give up some of their freedom, but government must protect people’s rights.

Select the timeline for the American Revolution era on this [site](#).

How were Pennsylvanians responsible for the success of the American Revolution and the creation of the United States?

Now read the first half of this [essay](#) (be sure to select Read More to see the full essay).

Why does the author describe Philadelphia as the “cradle of liberty”? Who does he credit for this title?

Your student should learn that Philadelphia became the center of the revolution. Penn and fellow Quakers began the colony based on freedom and tolerance for differences.

Please go online to view and submit this assessment.

If you got the Quick Check wrong, watch the video Colonial America: John Locke (05:23). Write one idea about the right to liberty in your Social Studies Journal.

Please go online to view this video ▶
# Forming a Government - Part 4

## Objectives
- To identify forms of and purposes of government
- To understand the influence of Enlightenment philosophers on the founding documents of the United States
- To analyze the Declaration of Independence
- To analyze the Articles of Confederation
- To understand key debates that occurred as part of the creation of the Constitution
- To identify the sections and main ideas of the Constitution
- To understand and analyze key principles of the United States system of government

## Books & Materials
- Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer
- Interactive activity worksheets

## Assignments
- Read Building Citizenship: Civics and Economics: Chapter 1 Lesson 4, Forms of Government.
- Read Building Citizenship: Civics and Economics: Chapter 2 Lesson 1, Influences on American Colonial Government (excerpts).
- Read Building Citizenship: Civics and Economics: Chapter 2 Lesson 3, Disagreements with Great Britain (excerpts).
- Read Building Citizenship: Civics and Economics: Chapter 3 Lesson 1, The Country’s First Governments.
- Read Building Citizenship: Civics and Economics: Chapter 3 Lesson 2, Creating a New Constitution.
- Complete hands-on activity Vocabulary Book.
- Complete activity Tree Map: Forms of Government.
- Complete activity Purposes and Forms of Government Chart.
- Complete activity Philosophers and Political Scientists Chart.
- Complete activity Close Reading: The Declaration of Independence.
- Complete activity Federalists and Anti-Federalists: Compare and Contrast.
- Complete activity Chart: Parts of the Constitution.
- Complete activity Principles of Government Chart.

## LEARN

You have read about the ideas that influenced many of the Founders of the United States’ system of government. Now, you will think about another document the Founders created: The Articles of Confederation. Look for connections between the ideas of the philosophers that you have already studied and ideas in the Articles of Confederation.
First, watch the BrainPOP video *Articles of Confederation* (05:34). Think about why some Americans wanted the states to have the most power and why some wanted a national government to have power.

After you watch the video, read *Building Citizenship: Civics and Economics*, Chapter 3, Lesson 1, *The Country’s First Governments*. Think about the following questions:

- What did members of the Second Continental Congress say the goals of the new state governments should be?
- Why did they propose a confederation of states?
- What did Shays’ Rebellion make people worry about?

The Second Continental Congress said that the new governments should work for the happiness and safety of their citizens. The confederation of states was proposed as a way for the states to cooperate and coordinate on certain tasks, such as military defense. Shays’ Rebellion made people question whether the government was strong enough to maintain law and order.

**TEACHING NOTES**

The Articles of Confederation set up a form of government for the new country, the United States of American. One goal of the Articles was to prevent the kinds of problems that had happened when the colonies were under British rule. The writers of the Articles did not want to set up a government that could abuse its power.

Think about the problems the colonists experienced under British rule. Think about the ideas of the Enlightenment philosophers. Think about how the Articles of Confederation tried to address those problems and use those ideas.

Use the *Flow Map: Problems, Ideas, and the Articles of Confederation* or create your own map to show connections between the problems under British rule, the philosophers’ ideas, and the Articles of Confederation.
Next, review the section **Weaknesses of the Articles of Confederation** in *Building Citizenship: Civics and Economics*. Look at the chart listing the weaknesses. Add information to your **Flow Map**, showing how the Articles failed. Your map should show: the problem/philosophy, the attempt by Articles of Confederation to address the problem or idea, and how the Articles failed.

Your student should look for various connections between issues and ideas that shaped the colonial experience and the elements of the Articles of Confederation. For example, Britain had imposed taxes on the colonies without allowing the colonies representation. This clashed with ideas about the social contract and people's right to govern themselves. The Articles gave Congress no power to collect taxes. This resulted in a failure because Congress had no way of paying debts or dealing with financial troubles.

Add the following terms to your Social Studies Journal: **Articles of Confederation**, **bicameral**, **confederation**, **Shays’s Rebellion**. For your page on Shays’ Rebellion, include reasons for the rebellion.

Remember to include the following for each term:

- The definition of the term from *Building Citizenship*
- Your own definition or explanation of the term
- A drawing, diagram, image, or other visual representation of the term
- A sentence using the term or about the term. (This can be a meaningful sentence that shows your understanding, a synonym or antonym, or a discussion of related terms.)

Please go online to view and submit this assessment.
You know a lot about the ideas that shaped the United States government. You know about some philosophers who influenced the Founders. You know also know about the Articles of Confederation. This was a set of rules for the United States. But it turned out that the Articles did not work very well.

Now, you will learn about how the Constitution replaced the Articles. You will think about some of the arguments the Founders had with each other. They had different ideas about what system would be
best for the United States. They had different worries about what problems the United States might face.

Read *Building Citizenship: Civics and Economics*, Chapter 3, Lesson 2, Screens 1-7, *Creating a New Constitution* (pp. 78-85). Think about these questions:

- What was the argument that led to Great Compromise?
- What was the argument that led to the Three-Fifths Compromise?
- What does the Three-Fifths Compromise tell you about the thinking of many of the Founders?

### TEACHING NOTES

The Great Compromise settled an argument about how to give power to large and small states. A Senate with two members from every state made the smaller states feel they would get a voice. A House of Representatives, with members based on states’ populations, satisfied people who wanted the majority of the population to get a strong voice. The argument that led to the Three-Fifths Compromise was about how much power (or representation) states would get, based on their enslaved population. Northern delegates thought it was not fair to count enslaved people as part of a state’s population and base the number of representatives a state got on that count. They said the enslaved people were not really people, but property. They did not want the Southern states to have more representatives in Congress based on populations that included many enslaved people. The Southern delegates wanted to count enslaved people because a larger population meant more representatives in Congress. The Three-Fifths Compromise shows that although the Founders were interested in rights and freedom, they did not really see enslaved people as people who had those same natural rights.

Two groups that argued about the kind of government the United States should have were the Federalists and the Anti-Federalists. Compare and contrast the arguments of these two groups. How did each group respond to the failures of the Articles of Confederation? What were their proposals for the Constitution? Answer in paragraph form.

To review ideas about the Articles of Confederation, see Chapter 3, Lesson 1. To review the ideas of the Federalists and Anti-Federalists, see the sections about these groups in Chapter 3, Lesson 2.
Constitution is written to prevent faction rule. The essay was written by James Madison. Make a note of what Madison says about factions and how the Constitution was written by James Madison.

What were some arguments against voting for the Constitution in its earliest form?

The Federalists wanted to ratify the new Constitution. Federalist leaders Alexander Hamilton, James Madison, and John Jay wrote a series of essays in support of the Constitution. These are known as the Federalist Papers.

Read Federalist Paper 10: The Union as a Safeguard Against Domestic Faction and Insurrection. This essay was written by James Madison. Make a note of what Madison says about factions and how the Constitution is written to prevent faction rule.

Also read these summaries of differing opinions expressed during several debates just before the signing of the U.S. Constitution. Look for comments related to federal vs. state power and the rights of the people.

What were some arguments against voting for the Constitution in its earliest form?

TEACHING NOTES

Your student may have difficulty understanding the text. Help your student’s comprehension by reading the text aloud with them and guiding them to summarize key ideas after each paragraph, as well as annotate and look up unfamiliar terms and words.

After you read, compare what Madison says to today’s political culture. What would you say about factions today? Do you agree with Madison’s ideas? Why or why not? You will learn how some of the main criticisms of Mason, Gerry, and Randolph were addressed by amending the original Constitution. However, Gerry also said that the Constitution had been formed without the knowledge or ideas of the people and that it was “improper” to say to the people, “take this or take nothing.” Do you think problem still occurs in the United States today?
After you read, compare what Madison says to today's political culture. What would you say about factions today? Do you agree with Madison's ideas? Why or why not?

You will learn how some of the main criticisms of Mason, Gerry, and Randolph were addressed by amending the original Constitution. However, Gerry also said that the Constitution had been formed without the knowledge or ideas of the people and that it was "improper" to say to the people, "take this or take nothing." Do you think problem still occurs in the United States today?

Your student should support their opinion with information they have learned in the lesson.

Please go online to view and submit this assessment.

TEACHING NOTES

Your student should support their opinion with information they have learned in the lesson.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have been thinking about the ideas that went into the U.S. Constitution. You read about the arguments some groups had about what kind of government the United States should have. Eventually, people agreed to ratify the Constitution. Now, let’s look at the different parts of the Constitution.

First, watch the BrainPOP movie *U.S. Constitution* (03:53). What are some of the basic principles that the Constitution is based on? As you watch, take notes in your Social Studies Journal.

After you read, identify the three sections of the Constitution in your Social Studies Journal. Summarize the main purpose of each section.

**TEACHING NOTES**

Your student should identify: Preamble: says that the power of government comes from the people; states six purposes of government (to unite, for the good of all; to establish or ensure justice/equal treatment; to provide peace, order, and protection; defense; to help people live good lives; to guarantee and ensure liberty and rights). Articles: describe the three branches of government; set out the relationship of the states and national government; explain the Constitution and how it works. Amendments: The Bill of Rights (first ten amendments); all changes to the Constitution after the original document was ratified.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Last time, you looked closely at the different parts of the Constitution. Add these terms to your Social Studies Journal: *Preamble, article, amendment, legislative branch, executive branch, judicial branch.*

Remember to include the following for each term:

- The definition of the term from *Building Citizenship*
To become more familiar with the Constitution, spend some time looking at different parts of it, using the Interactive Constitution from the National Constitution Center.

- Identify segments of the Constitution.
- Identify and explore the site's interactive functions. You will use these features later in this course.

Read “What Is the Interactive Constitution?” “How to Use the Interactive Constitution,” “‘About the Constitution’ Tab,” and “Searching the Interactive Constitution.” Click on MENU at the bottom left of the screen to read and explore some of the Amendments.

Please go online to view and submit this assessment.

If you got the Quick Check wrong, watch The Articles of the Constitution (01:28). Why do you think that Article 6 was included?

If you got the Quick Check right, watch Preamble: Principles of the Constitution (9:40). How would you summarize the Preamble to the Constitution?
### Forming a Government - Part 8

#### Objectives
- To identify forms of and purposes of government
- To understand the influence of Enlightenment philosophers on the founding documents of the United States
- To analyze the Declaration of Independence
- To analyze the Articles of Confederation
- To understand key debates that occurred as part of the creation of the Constitution
- To identify the sections and main ideas of the Constitution
- To understand and analyze key principles of the United States system of government

#### Books & Materials
- Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer
- Interactive activity worksheets

#### Assignments
- Read Building Citizenship: Civics and Economics: Chapter 1 Lesson 4, Forms of Government.
- Read Building Citizenship: Civics and Economics: Chapter 2 Lesson 1, Influences on American Colonial Government (excerpts).
- Read Building Citizenship: Civics and Economics: Chapter 2 Lesson 3, Disagreements with Great Britain (excerpts).
- Read Building Citizenship: Civics and Economics: Chapter 3 Lesson 1, The Country's First Governments.
- Read Building Citizenship: Civics and Economics: Chapter 3 Lesson 2, Creating a New Constitution.
- Complete hands-on activity Vocabulary Book.
- Complete activity Tree Map: Forms of Government.
- Complete activity Purposes and Forms of Government Chart.
- Complete activity Philosophers and Political Scientists Chart.
- Complete activity Close Reading: The Declaration of Independence.
- Complete activity Federalists and Anti-Federalists: Compare and Contrast.
- Complete activity Chart: Parts of the Constitution.
- Complete activity Principles of Government Chart.

### LEARN

You are familiar with many of the important ideas in the Constitution. Now, you will think more about the principles of government that shape the Constitution and the government and laws of the United States today.

As you read, note details about these principles of government:

- Popular sovereignty
- Limited government
- Rule of law
- Separation of powers
- Checks and balances
- National supremacy
- Judicial review

TEACHING NOTES

Guide your student to analyze the principles of government, thinking about what issues the Founders had in mind, as well as how those principles are in use today. Your student can continue working on the chart later if needed.

INTERACTIVE ACTIVITY

After you read, fill out the Principles of the Constitution Chart. Include a definition of each principle. Use Building Citizenship and Seven Principles of the Constitution to find an example of each principle in the Constitution. Finally, think about how these principles work in the United States today. Give at least one real-world example of each principle of government.

Remember to click on MENU at the bottom left of the screen to find links to each amendment. On the Amendment page, you can also use the search bar at the top of the page.

You have thought about key principles used in the Constitution and in the United States’ system of laws and government.

Review the definition examples of the principles of government.

Then, add these terms to your Social Studies Journal: popular sovereignty, limited government, rule of law, separation of powers, checks and balances, enumerated powers, reserved powers, concurrent powers, supremacy clause (national supremacy).

Remember to include the following for each term:

- The definition of the term from Building Citizenship
- Your own definition or explanation of the term
- A drawing, diagram, image, or other visual representation of the term
- A sentence using the term or about the term
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In this lesson, you took a deep dive into the U.S. Constitution. You identified important ideas that guide the United States.
Let’s review some key ideas. Play the BrainPOP Sortify Game to review the Constitution. As you play, think about how different ideas are related.

Now, try one more game. To review what you know about the United States system of government, play the BrainPOP Branches of Power Game.

**USE**

You thought about several important principles that shape the United States Constitution. Focus on the idea of popular sovereignty. Now, answer the questions.

**USE FOR MASTERY**

What does the principle of popular sovereignty mean to American citizens?

- Government power comes from the will of the people.
- Government makes decisions that are not accepted by the majority of people.
- Government can lead without approval from all citizens.
- Government should only be run by whoever is popular with the people.

How do the Constitution and the principles of government found in it support the concept of popular sovereignty? Select two correct answers.

- by limiting the power of government through checks and balances
- by limiting the rights of legal immigrants
- by protecting the rights of the people
- by ensuring the power to rule is in the hands of the government
- by forming local governments with only one leader
If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
Functions of Government - Part 1

Objectives
- To identify the roles of the three branches of government
- To understand the powers of the three branches of government
- To explain the federal system of government
- To analyze the issues and debates that shape federalism
- To identify the structure, role, and powers of state governments
- To understand the role of local government
- To identify your own elected officials

Books & Materials
- Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer
- Interactive activity worksheets
- Paper
- Pens, pencils, highlighters

Assignments
- Read Building Citizenship: Civics and Economics: Chapters 5, 6, 7, 11, and 12.
- Complete the hands-on activity Vocabulary Book.
- Complete the hands-on activity US House of Representatives Profile.
- Complete the hands-on activity US Senate Profile.
- Complete the hands-on activity President Profile.
- Complete the hands-on activity Supreme Court Profile.
- Complete the hands-on activity State Government Profile.
- Complete the hands-on activity Local Government Profile.
- Complete the hands-on activity Federal and State Governments Chart.

VOCABULARY
- Senate
- House of Representatives
- census
- constituent
- gerrymander
- expressed powers
- enumerated powers
- implied power
- elastic clause
- elector
- executive order
- pardon
- reprieve
- ambassador
- treaty
- executive agreement
- cabinet
- federal bureaucracy
- jurisdiction
- original jurisdiction
- appellate jurisdiction
- ruling
- opinion
- precedent
- judicial review
- writ of certiorari
- stare decisis
- concurring opinion
- dissenting opinion
- dissenting opinion
- unanimous opinion
- federal system
- reserved powers
- concurrent powers
- supremacy clause
- redistricting
- legislative referendum
- popular referendum
- trial court
- misdemeanor
- civil case
- felony

Assignments
- Complete the hands-on activity Vocabulary Book.
- Complete the hands-on activity US House of Representatives Profile.
- Complete the hands-on activity US Senate Profile.
- Complete the hands-on activity President Profile.
- Complete the hands-on activity Supreme Court Profile.
- Complete the hands-on activity State Government Profile.
- Complete the hands-on activity Local Government Profile.
- Complete the hands-on activity Federal and State Governments Chart.

LEARN

VOCABULARY
- Senate
- House of Representatives
- census
- constituent
- gerrymander
- expressed powers
- enumerated powers
- implied power
- elastic clause
- elector
- executive order
- pardon
- reprieve
- ambassador
- treaty
- executive agreement
- cabinet
- federal bureaucracy
- jurisdiction
- original jurisdiction
- appellate jurisdiction
- ruling
- opinion
- precedent
- judicial review
- writ of certiorari
- stare decisis
- concurring opinion
- dissenting opinion
- dissenting opinion
- unanimous opinion
- federal system
- reserved powers
- concurrent powers
- supremacy clause
- redistricting
- legislative referendum
- popular referendum
- trial court
- misdemeanor
- civil case
- felony

Assignments
- Complete the hands-on activity Vocabulary Book.
- Complete the hands-on activity US House of Representatives Profile.
- Complete the hands-on activity US Senate Profile.
- Complete the hands-on activity President Profile.
- Complete the hands-on activity Supreme Court Profile.
- Complete the hands-on activity State Government Profile.
- Complete the hands-on activity Local Government Profile.
- Complete the hands-on activity Federal and State Governments Chart.
In the last part, you learned about the creation of the United States’ government. In this lesson, you will learn more about the structure and function of the government. Open *Building Citizenship: Civics and Economics*, Chapter 5, Lesson 1, Screens 1-7, *Structure of Congress* (pp. 158-164). As you read, think about the following questions:

- What are some differences between the House of Representatives and the Senate?
- What is a gerrymander? How do you think gerrymandering affects the system of government?
- Why do you think Congress uses committees?

Make notes in your Social Studies Journal.

Next, read Chapter 5, Lesson 2, Screens 1-5, *Powers of Congress* (pp. 165-169). Think about these questions, and make notes in your Social Studies Journal:

- What is the difference between expressed and implied powers?
- What are some of the key powers of Congress?
- What are some limits on the powers of Congress?

The limits placed on powers are sometimes called *denied powers*. Why do you think the Framers focused on denied powers as well as on the specific powers given to each part of the government?

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**TEACHING NOTES**

**ANSWER KEY - Answers based on your student's opinion will vary.**

- What are some differences between the House of Representatives and the Senate? (The Senate gives states equal representation based on population and the House is about representing the people directly.)
- What is a gerrymander? How do you think gerrymandering affects the system of government? Why do you think Congress uses committees? (Gerrymander is an oddly shaped district designed to increase the voting strength of a particular group. One party might try to draw new lines to acquire as many voters as they can, outnumbering the other party.)
- What is the difference between expressed and implied powers? (Expressed powers are clearly stated in a document. Implied powers are powers that Congress has because of Clause 18.)
- What are some of the key powers of Congress? (Congress has the power to make laws, raise and spend money, regulate commerce, create and maintain armed forces.)
- What are some limits on the powers of Congress? (Congress cannot outlaw acts after they have already been committed, punish individuals outside of the court system, suspend the writ of habeas corpus.)

If your student is using the online Student Edition, he or she should make sure to read all the screens in Lessons 1 and 2.
Add these terms to your Social Studies Journal: Senate, House of Representatives, census, constituent, gerrymandering, expressed powers, enumerated powers, implied powers, elastic clause, denied powers.

Remember to include the following for each term:

- The definition of the term from *Building Citizenship*
- Your own definition or explanation of the term
- A drawing, diagram, image, or other visual representation of the term
- A sentence using the term or about the term

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Functions of Government - Part 2

**Objectives**
- To identify the roles of the three branches of government
- To understand the powers of the three branches of government
- To explain the federal system of government
- To analyze the issues and debates that shape federalism
- To identify the structure, role, and powers of state governments
- To understand the role of local government
- To identify your own elected officials

**Books & Materials**
- Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer
- Interactive activity worksheets
- Paper
- Pens, pencils, highlighters

**Assignments**
- Read Building Citizenship: Civics and Economics: Chapters 5, 6, 7, 11, and 12.
- Complete the hands-on activity Vocabulary Book.
- Complete the hands-on activity US House of Representatives Profile.
- Complete the hands-on activity US Senate Profile.
- Complete the hands-on activity President Profile.
- Complete the hands-on activity Supreme Court Profile.
- Complete the hands-on activity State Government Profile.
- Complete the hands-on activity Local Government Profile.
- Complete the hands-on activity Federal and State Governments Chart.

**LEARN**

Last time, you read about the structure and powers of Congress. Now, you will find out more details about how Congress does its work.

Open Building Citizenship: Civics and Economics, Chapter 5, Lesson 3, Screens 1–6, How Congress Works (pp. 170–176). As you read, look for answers to these questions:

- What are some of the agencies that support Congress?
- What are some of the things lawmakers must do in order to pass new laws?
- What are some ways that senators and representatives serve constituents?

Write answers in your Social Studies Journal.

**TEACHING NOTES**

**ANSWER KEY**

- What are some of the things lawmakers must do in order to pass new laws? (A bill is drafted in either the House or the Senate and introduced to Congress. It is then reviewed by a standing committee to review and approve the bill. The bill will then be voted on by the full congress. If it passes this step, it will be sent to the President and signed into law.)
What are some ways that senators and representatives serve constituents? (They represent their ideas and concerns in Congress and work to pass laws and measures to solve issues that concern the members of their district.)

INTERACTIVE ACTIVITY

You have learned many details about the House of Representatives and the Senate. Now, put together what you have learned.

You will create an online profile for the House and the Senate. Each profile should include:

- Qualifications for office
- Special powers of each house
- A list of denied powers
- Three enumerated powers and two expressed powers
- A brief summary of the functions or purpose of the Congress and the public expectations of office

To create the profiles, you can use a Fakebook template or create your favorite software program.

TEACHING NOTES

Your student should use Building Citizenship to determine the necessary information. Each profile should have a two to four sentence summary about what the House or Senate does.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Functions of Government - Part 3

**Objectives**
- To identify the roles of the three branches of government
- To understand the powers of the three branches of government
- To explain the federal system of government
- To analyze the issues and debates that shape federalism
- To identify the structure, role, and powers of state governments
- To understand the role of local government
- To identify your own elected officials

**Books & Materials**
- Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer
- Paper
- Pens, pencils, highlighters

**Assignments**
- Read Building Citizenship: Civics and Economics: Chapters 5, 6, 7, 11, and 12.
- Complete the hands-on activity Vocabulary Book.
- Complete the hands-on activity US House of Representatives Profile.
- Complete the hands-on activity US Senate Profile.
- Complete the hands-on activity President Profile.
- Complete the hands-on activity Supreme Court Profile.
- Complete the hands-on activity State Government Profile.
- Complete the hands-on activity Local Government Profile.
- Complete the hands-on activity Federal and State Governments Chart.

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**LEARN**

You have explored the structure and powers of Congress. Now, you will begin to examine the executive branch of the government.

Open Building Citizenship: Civics and Economics, Chapter 6, Lesson 1, Screens 1-6, The President and Vice President (pp. 188-193). Look for answers to the following questions:

- What is an electoral vote?
- Why can it be said that the vice president is both powerful and not powerful?

Next, read Chapter 6, Lesson 2, Screens 1-5, The President’s Powers and Roles (pp. 194-198). Think about the following questions:

- What is an executive order?
- Which branch of government has power over the military?

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**TEACHING NOTES**

**ANSWER KEY**

- What is an electoral vote? (The vote of the Electoral College. These votes are used to determine the President of the United States. They represent the total number of votes for a particular...
The number of electoral votes per state is based on the population of that state.

- Why can it be said that the Vice President is both powerful and not powerful? (The Vice President is given very little power by the Constitution; however he or she presides over the Senate. The Vice President is powerful because he or she can also become the President should the President be unable to complete the term.)
- What is an executive order? (An executive order is a rule or command the President gives out that has the same power and force as a law.)
- Which branch of government has power over the military? (The Executive Branch. The President is Commander in Chief over the military. The commanders of the army, navy, air force, marines, and coast guard all follow the orders of the president.)

Add these terms to your Social Studies Journal: elector, executive order, pardon, reprieve, ambassador.

Remember to include the following for each term:

- The definition of the term from Building Citizenship
- Your own definition or explanation of the term
- A drawing, diagram, image, or other visual representation of the term
- A sentence using the term or about the term.

Quick Check

Please go online to view and submit this assessment.

More to Explore

If you got the Quick Check wrong, watch the BrainPop movie U.S. Constitution (03:53). After you watch, complete the review quiz.

If you got the Quick Check right, watch the movie The Electoral College Explained (05:21).

Please go online to view this video ▶
You read about the offices of the president and vice president. Now, you will find out more about what the president does and how the executive branch works.

Open *Building Citizenship: Civics and Economics*, Chapter 6, Lesson 3, Making Foreign Policy. What are some tools the president can use to conduct foreign policy? Make a list in your Social Studies Journal.

Next, read Chapter 6, Lesson 4, How the Executive Branch Works. Make a list of some of the groups that advise and support the president.

Add these terms to your Social Studies Journal: treaty, executive agreement, cabinet, federal bureaucracy.
Remember to include the following for each term:

- The definition of the term from *Building Citizenship*
- Your own definition or explanation of the term
- A drawing, diagram, image, or other visual representation of the term
- A sentence using the term or about the term

**INTERACTIVE ACTIVITY**

You made social media profiles for the Senate and the House of Representatives. Now, you will make a profile for the president. The profile should include the following:

- qualifications for office
- specific powers outlined in Article 2
- assumed/special powers delegated by Congress
- functions, purpose, and expectations of the office
- three “Chief” positions (the roles where the president is the “Chief.”)

To create the profile, use a [Fakebook template](#) or create your own using Word, PowerPoint, or another software program.

**TEACHING NOTES**

Your student should use *Building Citizenship* to determine the necessary information. “Chief” positions the president occupies include Commander in Chief, Chief Executive, and Chief Diplomat.

**RATE YOUR ENTHUSIASM**

Please go online to view and submit this assessment.
You have studied two of the three branches of government: the legislative and the executive branches. Now, you will investigate the judicial branch.

Open *Building Citizenship: Civics and Economics*, Chapter 7, Lesson 1, *Federal Courts*. Think about the following questions, and write your answers in your Social Studies Journal:

- What are the two main roles of the judicial branch of government?
- What are the two main types of court cases?
- What is meant by a dual court system?
- Why is the goal of equal justice sometimes difficult to achieve?
- What kinds of cases are heard in federal courts?
interpret the laws made by the other branches. The two types of cases are civil and criminal. A dual court system refers to the fact that federal courts are separate from state court systems. (You might want to clarify to your student that cities and counties also have court systems.) Equal justice is a goal, but judges and juries are people who have prejudices and individual viewpoints. Poverty and wealth are factors in the judicial system, meaning that the system is not always really equal for everyone. Federal courts handle cases involving federal law, the federal government, or the Constitution.

Now, read Chapter 7, Lesson 2, The Federal Court System. Look for answers to the following questions, and write your answers in your Social Studies Journal:

- How are appeals courts different from trial courts?
- What are the three kinds of decisions appeals court judges can make?
- How does a person become a federal judge?

If your student is using the online Student Edition, he or she should make sure to read all the screens in the section. An appeals court does not make a decision about guilt or innocence or decide who wins a lawsuit. They review whether a case tried in a lower court was done fairly. Appeals court judges can uphold or reverse the result of the lower court or send the case back to be retried. Federal court judges are appointed by the president, with the approval of the Senate.

Add these terms to your Social Studies Journal: jurisdiction, original jurisdiction, appellate jurisdiction, ruling, opinion, precedent.

Remember to include the following for each term:

- The definition of the term from Building Citizenship
- Your own definition or explanation of the term
- A drawing, diagram, image, or other visual representation of the term
- A sentence using the term or about the term

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you read about federal courts. Now, you will focus on the Supreme Court—the most powerful court in the United States.

Open *Building Citizenship: Civics and Economics*, Chapter 7, Lesson 3, *The Supreme Court*. Then, answer the following questions in your Social Studies Journal:

- Why are Supreme Court justices very powerful?
- What are some checks and balances that limit the power of the Supreme Court?

If your student is using the online Student Edition, he or she should make sure to read all the screens in the section. There are several reasons that Supreme Court justices are powerful: the decisions of the Supreme Court are final and have authority over lower court decisions, their decisions impact citizens, and justices have their jobs for life. There are some limits on the Supreme Court: the Court cannot initiate action, it can only rule on cases that are being appealed, and the Court has no way to enforce its decisions. The president and other parts of the government must take steps to carry out the Court's decisions.
Now, read Chapter 7, Lesson 4, *Supreme Court Procedures and Decisions*. Find answers to the following questions, and write your answers in your Social Studies Journal:

- What does it mean for a case to have merit?
- What are some factors that might influence the justices’ decisions?

### TEACHING NOTES

If your student is using the online Student Edition, he or she should make sure to read all the screens in the section. For the Supreme Court, a case has merit if it will involve a decision on a key constitutional question. Justices make decisions based on the facts of the case and the laws involved. However, previous cases, national opinion, and the justices’ own personal views and beliefs are also factors.

Add these terms to your Social Studies Journal: *judicial review, writ of certiorari, stare decisis, concurring opinion, dissenting opinion, unanimous opinion.*

Remember to include the following for each term:

- The definition of the term from *Building Citizenship*
- Your own definition or explanation of the term
- A drawing, diagram, image, or other visual representation of the term
- A sentence using the term or about the term

### INTERACTIVE ACTIVITY

You made social media profiles for the House of Representatives, the Senate, and the president. Now, you will make a profile for the Supreme Court. The profile should include the following:

- tenure of the position
- expectations of the Court (types of rulings, functions of the Court)
- court system structure (Include a diagram or list the federal court system: district courts, appeals courts, specialty courts, circuit court, Supreme Court)
- *Marbury v. Madison* as establishing judicial review and power of Court

To create the profile, use a [Fakebook template](#) or create your own using Word, PowerPoint, or another software program.
Your student should use Building Citizenship to determine the necessary information.

Please go online to view and submit this assessment.

If you got the Quick Check wrong, watch the movie The Supreme Court Explained (03:04).

How many justices have to agree to hear a case? How many justices are needed to form a majority (to decide a case)? What is the “holding”?

Four justices must agree to hear a case. Five or more justices make a majority. The holding is the decision. It is what must be followed.

If you got the Quick Check right, review the United States Courts website and respond to the following questions in your journal.

Explain who a petitioner is and who a respondent is. Why do people or groups who are not a part of the case file amicus briefs? Why do justices write dissenting opinions?

A petitioner brings a case, hoping for a ruling that is not the same as the lower court ruling. A respondent argues against the petitioner. People or groups who are interested in the outcome of the case file amicus briefs to try to give the justices information, ideas, and reasons to make a particular decision. A dissenting opinion has no legal force, but it might persuade later courts to make or change certain decisions. Some dissenting opinions have formed the basis of a later decision that overturns the original decision.
You have been studying the different parts of the federal government. In this lesson, you will turn your attention toward state governments. States also have branches of government. States also have certain powers. To begin, it's important to understand the different roles of the national government and state governments.

Read *Building Citizenship: Civics and Economics*, Chapter 11, Lesson 1, The Federal System. Then, answer the following questions in your Social Studies Journal:

- What worry did some of the Framers have about a strong national government?
- What kind of system do you think can best protect people's rights?

**TEACHING NOTES**

If your student is using the online Student Edition, he or she should make sure to read all the screens in the section. Your student should note that many Framers worried that a strong central government could take away people's rights. They thought state governments would not do this. Your student should consider different ways that governments can take away and protect people's rights. Your student does not need to describe an elaborate system that can always protect rights. Rather, your student should show an awareness of the many issues that surround the problem of governmental power, rights, and protection for all individuals and groups in a society.
Add these terms to your Social Studies Journal: federal system (federalism), reserved powers, concurrent powers, supremacy clause.

Remember to include the following for each term:

- The definition of the term from Building Citizenship
- Your own definition or explanation of the term
- A drawing, diagram, image, or other visual representation of the term
- A sentence using the term or about the term

Now, find out more details about the branches of state government. You will start by reading about state legislatures. Read Chapter 11, Lesson 2, The State Legislative Branch.

If your student is using the online Student Edition, he or she should make sure to read all the screens in the section.

Add these terms to your Social Studies Journal: redistricting, legislative referendum, popular referendum.

Remember to include the following for each term:

- The definition of the term from Building Citizenship
- Your own definition or explanation of the term
- A drawing, diagram, image, or other visual representation of the term
- A sentence using the term or about the term

Please go online to view and submit this assessment.
Functions of Government - Part 8

Objectives
- To identify the roles of the three branches of government
- To understand the powers of the three branches of government
- To explain the federal system of government
- To analyze the issues and debates that shape federalism
- To identify the structure, role, and powers of state governments
- To understand the role of local government
- To identify your own elected officials

Assignments
- Read Building Citizenship: Civics and Economics: Chapters 5, 6, 7, 11, and 12.
- Complete the hands-on activity Vocabulary Book.
- Complete the hands-on activity US House of Representatives Profile.
- Complete the hands-on activity US Senate Profile.
- Complete the hands-on activity President Profile.
- Complete the hands-on activity Supreme Court Profile.
- Complete the hands-on activity State Government Profile.
- Complete the hands-on activity Local Government Profile.
- Complete the hands-on activity Federal and State Governments Chart.

LEARN

In the last lesson, you looked at how state legislatures work. In this lesson, you will read about the executive branch of state government. Open Building Citizenship: Civics and Economics, Chapter 11, Lesson 3, State Executive Branch. In your Social Studies Journal, make notes about the powers of governors. Who are some other state executive officials?

TEACHING NOTES

If your student is using the online Student Edition, he or she should make sure to read all the screens in the section. Notes about the powers of governors might include: creating a budget, veto power, appointing judges and other state officers, commuting sentences, and granting parole. Other executives include secretary of state, attorney general, treasurer, state auditor, and superintendent/commission of education.

Next, learn more about the judicial branch of state government. Read Chapter 11, Lesson 4, State Judicial Branch. Note the different types of crimes and the different types of courts.

Add these terms to your Social Studies Journal: trial court, misdemeanor, civil case, felony.

Remember to include the following for each term:
- The definition of the term from Building Citizenship
- Your own definition or explanation of the term
• A drawing, diagram, image, or other visual representation of the term
• A sentence using the term or about the term

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
**Functions of Government - Part 9**

### Objectives
- To identify the roles of the three branches of government
- To understand the powers of the three branches of government
- To explain the federal system of government
- To analyze the issues and debates that shape federalism
- To identify the structure, role, and powers of state governments
- To understand the role of local government
- To identify your own elected officials

### Books & Materials
- Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer
- Interactive activity worksheets
- Paper
- Pens, pencils, highlighters

### Assignments
- Read Building Citizenship: Civics and Economics: Chapters 5, 6, 7, 11, and 12.
- Complete the hands-on activity Vocabulary Book.
- Complete the hands-on activity US House of Representatives Profile.
- Complete the hands-on activity US Senate Profile.
- Complete the hands-on activity President Profile.
- Complete the hands-on activity Supreme Court Profile.
- Complete the hands-on activity State Government Profile.
- Complete the hands-on activity Local Government Profile.
- Complete the hands-on activity Federal and State Governments Chart.

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### LEARN

You have looked closely at the branches of government. You learned that the federal government and state governments have similar structures. They have a legislative branch, an executive branch, and a judicial branch.

In this part, you will think about local governments. These are the governments that run counties, cities, and towns. Local governments provide many services that affect people's daily lives. Read Building Citizenship: Civics and Economics, Chapter 12, Local Governments, Lessons 1–3.

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### TEACHING NOTES

If your student is using the online Student Edition, he or she should make sure to read all the screens in all three of the lessons in Chapter 12.

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### INTERACTIVE ACTIVITY

In previous parts, you created social media profiles for different parts of the government. Now, create similar profiles for state and local government. The profiles should include main ideas and key vocabulary that show the roles and structures of these levels of government.
To create the profiles, use a [Fakebook template](#) or create your own using your favorite software program.

### TEACHING NOTES

Your student should use *Building Citizenship* to determine the necessary information.

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You have seen that state governments have a structure that is similar to the federal government. Now, fill out the [Federal and State Governments Chart](#) to relate state government responsibilities to the functions of the federal government branches.

### TEACHING NOTES

Your student should note similar powers and roles (such as veto power for the executive branch, representation based on population for the legislative branch, different levels of courts for the judicial branch). Your student should also note differences (such as line-item veto powers for many governors, different roles for state cabinets; different rules about terms and ages of officials in states, legislative and popular referendums; state supreme court rulings are sometimes appealed to the U.S. Supreme Court).

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### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
## Functions of Government - Part 10

### Objectives
- To identify the roles of the three branches of government
- To understand the powers of the three branches of government
- To explain the federal system of government
- To analyze the issues and debates that shape federalism
- To identify the structure, role, and powers of state governments
- To understand the role of local government
- To identify your own elected officials

### Books & Materials
- **Building Citizenship: Civics and Economics**
- Social Studies Journal
- Computer
- Interactive activity worksheets
- Paper
- Pens, pencils, highlighters

### Assignments
- Read **Building Citizenship: Civics and Economics**: Chapters 5, 6, 7, 11, and 12.
- Complete the hands-on activity **Vocabulary Book**.
- Complete the hands-on activity **US House of Representatives Profile**.
- Complete the hands-on activity **US Senate Profile**.
- Complete the hands-on activity **President Profile**.
- Complete the hands-on activity **Supreme Court Profile**.
- Complete the hands-on activity **State Government Profile**.
- Complete the hands-on activity **Local Government Profile**.
- Complete the hands-on activity **Federal and State Governments Chart**.

### LEARN

In previous parts, you examined the structure and roles of government. You have studied the different levels of government. In this part, you will find out details about your own state and local government. You will identify the elected officials who represent you.

Your job for this part is to go on a web scavenger hunt. Find out the following information:

- Who is my congressional representative?
- How many congressional representatives (and electors) does my state have?
- What congressional district do I live in?
- Who are my United States senators?
- Who is my state government representative?
- Who is my state senator?
- Who is my governor?
- Who is my mayor or other local executive?
- What kind of governing body does my city, town, county, or parish use?

Write the information in your Social Studies Journal.

To get started, you can use these sites to find out who represents you in the United States Congress:

- Find your [Congressional Representative](#).
- Find your [U.S. Senator](#).

Most state governments have a website that can direct you to information about your state representatives and senators. Some state sites are:
In this lesson, you learned about the federal system of the United States government. You know about some of the reasons that power is divided into three branches. You also know some reasons that power is divided between national government and state governments. Now, answer the questions.

**USE FOR MASTERY**

What are some of the key powers of each branch of the federal government? Select the branch of government that that matches each power.

<table>
<thead>
<tr>
<th>Power Description</th>
<th>Executive</th>
<th>Judicial</th>
<th>Legislative</th>
</tr>
</thead>
<tbody>
<tr>
<td>power to declare laws unconstitutional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>power to solve disputes between two states</td>
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<tr>
<td>power to veto bills passed in Congress</td>
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<tr>
<td>power to coin money</td>
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<tr>
<td>power to carry out laws</td>
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<td></td>
<td></td>
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<tr>
<td>power to regulate commerce that happens across state lines</td>
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</tr>
</tbody>
</table>

To find out about your city, county, parish, town, township, or borough, search online. Use the name of your locality and key words such as **government**, **mayor**, **city government**, or **officials**.

**TEACHING NOTES**

Guide your student to identify the type of local government that is most relevant to explore. Your student should choose to learn about his or her local government, based on which structure is most logical or interesting for him or her to know more about.
In what ways does federalism best address the needs of the people? Select two correct answers.

☐ by allowing people to elect leaders based on issues they think are important
☐ by giving citizens access to raise issues at different levels of government
☐ by keeping citizens from raising issues to their local leaders
☐ by addressing only issues related to the federal system
☐ by housing most government powers within the federal system

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Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
Responsibilities of Government - Part 1

Objectives
- To explore and understand rights granted by the Constitution
- To understand and analyze the Bill of Rights
- To understand the process to amend the Constitution
- To understand and analyze the concept of due process
- To understand the rights of students
- To analyze the roles of governments and citizens
- To understand the idea of popular sovereignty

Books & Materials
- Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer
- Interactive activity worksheets
- Paper
- Pens, pencils, highlighters

Assignments
- Read parts of Building Citizenship: Civics and Economics: Chapters 1 and 4.
- Complete the hands-on activity the Process: Amending the Constitution Flow Map.
- Complete the hands-on activity Quick Reference of Rights Infographic Slides.
- Complete the hands-on activity Due Process Map.
- Complete the hands-on activity Americans, Citizenship, and Governments.
- Complete hands-on activities on Student Rights.
- Complete the interactive activity Do I Have a Right?

LEARN

VOCABULARY
- civil
- civil liberty
- free speech
- censorship
- petition
- accused
- probable cause
- search warrant
- indictment
- double jeopardy
- self-incrimination
- due process
- bail
- black codes
- suffrage
- poll tax
- discrimination
- segregation
- Jim Crow laws
- civil rights
- nonviolent resistance
- sit-in
- hate crime
- exploit

In Functions of Government, you explored the structure and roles of government. In this lesson, you will examine some of the most important features of the United States system of law and government.

You have examined the Constitution. You know about its main parts and about some of the debates and ideas that shaped it. Now, you will explore and analyze one of the key parts of the Constitution: The Bill of Rights. This is the name of the first ten amendments to the Constitution.
Watch the BrainPOP movie: *Bill of Rights* (04:52). Notice the different kinds of rights that are spelled out in each amendment.

**INTERACTIVE ACTIVITY**

You are going to use the [Interactive Constitution from the National Constitution Center](https://www.nationalconstitutioncenter.org/) again. Click on MENU at the bottom left of the webpage. Then, click on each of the first ten amendments. The text of the amendment will appear in the column on the left.

Make a list in your Social Studies Journal. Include the number and title (heading) of each amendment. Then, use your own words to note the basic rights provided by each amendment.

To review or read more about the ten amendments that make up the Bill of Rights, you can look in *Building Citizenship: Civics and Economics*, Chapter 4, *The Bill of Rights*, Lessons 1 and 2.

**TEACHING NOTES**

Your student can use *Building Citizenship*, Chapter 4 as a reference tool. It is not necessary for your student to read the entire chapter, but it may be helpful to read or skim parts of it.

**INTERACTIVE ACTIVITY**

The Constitution includes rules about how it can be changed (amended). Look at *Article V*. (Note that this is an Article of the Constitution, not an Amendment).

Fill out the [Process: Amending the Constitution Flow Map](https://example.com) to show how a new amendment can be added to the Constitution.

You can also refer to *Building Citizenship: Civics and Economics*, Chapter 3, Lesson 3. The section titled *Amending and Interpreting the Constitution* gives details about the amendment process.

**TEACHING NOTES**

Your student should show that there are two ways that a proposal for an amendment can originate: two-thirds of both houses of Congress can vote to propose an amendment, OR a convention can be called by two-thirds of all state legislatures. If an amendment is successfully proposed, the next stage is ratification (approval). Three-fourths of the states must ratify a proposed amendment in order for it to be added to the Constitution. Ratification can be accomplished by state legislatures or conventions.
The Constitution includes rules about how it can be changed (amended). Look at Article V. (Note that this is an Article of the Constitution, not an Amendment). Then, use your own words to note the basic rights provided by each amendment. Fill out the Process: Amending the Constitution Flow Map to show how a new amendment can be added to the Constitution. Ratification can be accomplished by state legislatures voting to ratify (three-fourths of state legislatures must vote to ratify) OR by special state conventions that vote to ratify (with three-fourths of these conventions voting yes).

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Responsibilities of Government - Part 2

**Objectives**
- To explore and understand rights granted by the Constitution
- To understand and analyze the Bill of Rights
- To understand the process to amend the Constitution
- To understand and analyze the concept of due process
- To understand the rights of students
- To analyze the roles of governments and citizens
- To understand the idea of popular sovereignty

**Books & Materials**
- Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer
- Interactive activity worksheets
- Paper
- Pens, pencils, highlighters

**Assignments**
- Read parts of Building Citizenship: Civics and Economics: Chapters 1 and 4.
- Complete the hands-on activity the Process: Amending the Constitution Flow Map.
- Complete the hands-on activity Quick Reference of Rights Infographic Slides.
- Complete the hands-on activity Due Process Map.
- Complete the hands-on activity Americans, Citizenship, and Governments.
- Complete hands-on activities on Student Rights.
- Complete the interactive activity Do I Have a Right?

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**LEARN**

**INTERACTIVE ACTIVITY**

In the previous part, you examined the Bill of Rights. Now, you will use what you know about those first ten amendments and add to your knowledge.

To summarize the constitutional amendments that focus on civil rights and liberties, you will create a series of Quick Reference of Rights infographic slides. Your series should include the following:

- A summary of and details about these amendments: 1, 2, 9, 10, 13, 14, 15, 19, 24, 26
- Information about these rights: speech, religion, protest, assembly, press, voting, citizenship
- An image, graphic, or other visual support to represent the right or amendment highlighted in each slide

To create your slides, use a tool such as PowerPoint, Google Slides, or Canva.

Use the Interactive Constitution from the National Constitution Center to read amendments. You can also explore the articles that discuss the amendments. For more information, you can search online for information about each amendment and right. You can also look in Building Citizenship: Civics and Economics, Chapter 4, Lessons 1–4.

Begin work now on your slide series. You will continue this work in the next part.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Responsibilities of Government - Part 3

Objectives
- To explore and understand rights granted by the Constitution
- To understand and analyze the Bill of Rights
- To understand the process to amend the Constitution
- To understand and analyze the concept of due process
- To understand the rights of students
- To analyze the roles of governments and citizens
- To understand the idea of popular sovereignty

Books & Materials
- Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer
- Interactive activity worksheets
- Paper
- Pens, pencils, highlighters

Assignments
- Read parts of Building Citizenship: Civics and Economics: Chapters 1 and 4.
- Complete the hands-on activity the Process: Amending the Constitution Flow Map.
- Complete the hands-on activity Quick Reference of Rights Infographic Slides.
- Complete the hands-on activity Due Process Map.
- Complete the hands-on activity Americans, Citizenship, and Governments.
- Complete hands-on activities on Student Rights.
- Complete the interactive activity Do I Have a Right?

LEARN

INTERACTIVE ACTIVITY
In the previous part, you began to create your series of Quick Reference of Rights infographic slides. You will finish this project now. Remember to include the following:

- A summary of and details about these amendments: 1, 2, 9, 10, 13, 14, 15, 19, 24, 26
- Information about these rights: speech, religion, protest, assembly, press, voting, citizenship
- An image, graphic, or other visual support to represent the right or amendment highlighted in each slide

Remember to use resources to review or gather information about the amendments and rights. Good resources include the following:

- The Interactive Constitution from the National Constitution Center
- Building Citizenship: Civics and Economics, Chapter 4, Lessons 1–4
- Online information about individual amendments and rights

RATE YOUR UNDERSTANDING
Please go online to view and submit this assessment.
You have looked closely at many of the fundamental rights guaranteed by the Constitution. Now, you will focus on rights that guarantee due process. The term *due process* refers to the idea that everyone who is accused of a crime is guaranteed to right to a fair legal procedure.

To review or learn about due process, you can look at *Building Citizenship: Civics and Economics*, Chapter 4, Lesson 2, *Other Bill of Rights Protections*. To hear some details about due process, you can watch the movie *What Is the Fourteenth Amendment Due Process Clause?* (02:50).

You are going to create a Due Process Map. You can draw this map on paper, or create it using drawing software or an online tool such as draw.io. Here is a template to get you started.

Your map should look something like a board game, showing a path with the steps of due process explained. Your Due Process Map should include the following:

- Amendments: 4, 5, 6, 7, 8, 14 (For the Fourteenth Amendment, don't focus on incorporation. Show how the Fourteenth Amendment extends federal due process to the states.)
- Explanations of the rights of the accused (for example: protection against unreasonable searches and seizures means police need a warrant).
Quick Check

Please go online to view and submit this assessment.

More to Explore

If you got the Quick Check wrong, watch the movie *Due Process* (02:32).

What are three basic elements of due process?

Please go online to view this video ▶

Teaching Notes

Due process involves a notice (of accusation), a hearing, and a ruling.

Possible answers include the right not to testify against yourself and no double jeopardy (being tried for the same offence twice).
You have looked closely at the rights that are guaranteed by the U.S. Constitution. Now, you will find out about the rights of students. This is an important topic! Sometimes, there are debates about what rights young people have. It’s clear that some rights, like the right to vote, only apply to adults. But children and students have rights. In fact, courts have often found that students have more rights than many adults would like for them to have. But sometimes courts also say that the rights of young people can be limited.

To find out more about this, watch the BrainPOP movie Student Rights (05:29). Listen for answers to the following questions, and write your answers in your Social Studies Journal:

- What does in loco parentis mean?
- Why are rules for public schools and private schools sometimes different?
- What is one reason that schools can ban some behaviors?
- When can schools and teachers search students’ belongings?
- What ideas and values have to be balanced in making decisions about students’ rights?
TEACHING NOTES

Your student should understand that *in loco parentis* is a legal term, meaning schools and other authorities play a role that is similar to that of a parent. This means that they are responsible for the safety of children or students and that they can impose rules. Some rulings apply only to public schools because they are funded by the government. Sometimes, a court ruling is tied to the idea that a public school is part of the government, and the ruling has to consider what the government can and cannot do. Private schools and home schools are completely separate from the government, so these types of rulings don't apply to them. Schools (and other groups that are in charge of children) can ban behaviors that are unsafe or that are disruptive to others, especially if the disruption could take away the rights of other children (to be safe, to get an education, etc.). Schools and teachers can search students’ belongings if they have a good reason to believe (probable cause) that a rule has been broken. Decisions about students’ and children’s rights have to balance the need to protect children and to provide education as well as and the need to protect children’s rights as individuals.

Next, go to the Activities section of BrainPOP’s lesson on Student Rights. You can print the activities in each of the three tabs (Activity, Graphic Organizer, Vocabulary) and write your answers with a pen or pencil. You can also click the T icon at the bottom of the screen, and then type your answers online. Then, print out your work.

Start with the Activity tab. Do the Identify It and Think About It activities. Remember to explain your answers. For the Think About It question, consider both sides of the issue. Then, explain your opinion. Give reasons to support your opinion. Keep in mind that you are considering the question of whether requiring school uniforms violates students’ rights. In other words, you are not writing about whether uniforms are a good idea. You are thinking about the rights and restrictions the Constitution and the legal system.

TEACHING NOTES

Make sure that your student can provide explanations for his or her answers. For the Think About It question, guide your student to include information and facts about students’ rights and limitations on those rights.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Responsibilities of Government - Part 6

**Objectives**
- To explore and understand rights granted by the Constitution
- To understand and analyze the Bill of Rights
- To understand the process to amend the Constitution
- To understand and analyze the concept of due process
- To understand the rights of students
- To analyze the roles of governments and citizens
- To understand the idea of popular sovereignty

**Books & Materials**
- Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer
- Interactive activity worksheets
- Paper
- Pens, pencils, highlighters

**Assignments**
- Read parts of Building Citizenship: Civics and Economics: Chapters 1 and 4.
- Complete the hands-on activity the Process: Amending the Constitution Flow Map.
- Complete the hands-on activity Quick Reference of Rights Infographic Slides.
- Complete the hands-on activity Due Process Map.
- Complete the hands-on activity Americans, Citizenship, and Governments.
- Complete hands-on activities on Student Rights.
- Complete the interactive activity Do I Have a Right?

**LEARN**

In the last part, you began to examine questions about the rights of children and students. You will continue working on the Activities section of BrainPOP’s lesson on Student Rights (You can also rewatch the video if you want to review). Go to the Graphic Organizer tab. Do the Writing Assignment. If you are not part of any school or organized learning group, answer the question in terms of the rights you have in your home school.

You can print the assignment and write your Student Bill of Rights by hand. You can also click on the T icon at the bottom of the screen and then type your answers online. Print your work when you are done.

**TEACHING NOTES**

Guide your student to define his or her school or learning group. Help your student brainstorm rights that he or she has. Help your student think about how those rights connect to the rights guaranteed under the Constitution, and the rights of students as defined by the courts.

Now, think about some of the terms that are important when discussing student rights. Go to the Vocabulary tab of the BrainPOP Activities. Define each term, using your own words.

Remember that you can print the assignment or type online and then print your finished work.
What did the students protest? How did they protest?

The students were protesting the Vietnam War. They wore black armbands and planned to fast.

The lower court said the school had the right to try to prevent disruption. The Supreme Court holding was that the expression of an opinion—even a controversial opinion—is a protected right. Expressing the opinion does not necessarily cause disruption. Your student should consider the effects of expressing controversial opinions in group settings such as schools. He or she should discuss how and why such expression could potentially harm others (by limiting the chance to focus on learning, for example), and whether such potential harm is more or less serious than the harm caused by limiting political expression. For reference on the Supreme Court cases, consult www.oyez.org.
You have examined the rights that are guaranteed by the Constitution. You know that one major goal of the Constitution is to protect individual freedoms. In this lesson, you will think about what it means to be a citizen. Civics is the study of rights and duties that citizens have.

First, write in your Social Studies Journal. What is a citizen? What does it mean to be a citizen? Write what you know and your thoughts about citizenship.

Open *Building Citizenship: Civics and Economics*, Chapter 1, Lesson 1, Being an American. Read the section titled *Government Institutions*. What does the term *popular sovereignty* mean? Why do you think this is an important concept in the United States? Write answers in your Social Studies Journal.
Next, read the beginning of Chapter 1, Lesson 2. Read the first two sections: **What is Civics?** and **Roots of Citizenship.** Then, answer these questions:

- Why did the Founders of the United States believe strongly in the value of civics?
- How have ideas about citizenship changed over time?

Your student should note that Founders such as Jefferson believed that in order for a government to be effective, citizens must be informed and understand their rights and responsibilities. Citizenship has often been limited to certain groups of people. In the United States, for much of history only white men were allowed full citizenship.

Open *Building Citizenship: Civics and Economics*, Chapter 1 Lesson 3, **Duties and Responsibilities of American Citizens.** As you read the lesson, fill out *Americans, Citizenship, and Governments.*

**RATE YOUR ENTHUSIASM**

Please go online to view and submit this assessment.
LEARN

You have closely examined the rights that are a key part of the United States system of government. You have also learned about how some rights can be limited. You know that the courts play a big role in defining specific details about rights, freedoms, and protections.

To review and think more about rights, play the BrainPOP game Do I Have a Right? To get started, click on New Game. Then, choose to play the “Full Edition.” Follow the instructions and prompts in the game.
USE FOR MASTERY

What is one way that the rights contained in the U.S. Constitution support the principle of popular sovereignty?

- The Constitution protects the people from abuse of power by the government.
- The Constitution protects the rights of the president to declare war quickly.
- The Constitution protects the rights of legal immigrants to vote in elections.
- The Constitution protects elected officials from abuse in citizen protests.

What are two responsibilities of the United States government?

- to ensure the protection of immigrants
- to protect citizens from foreign attacks
- to pass and enforce laws to deter crime
- to provide state parks for all citizens
- to allow citizens to decide tax rates

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Unit 4 - Practices of the United States Government
Project: My Public Policy

Books & Materials
- Networks: Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer
- Pencil or pen
- Drawing materials such as poster paper and colored pencils or markers (optional)
- Networks: Building Citizenship: Civics And Economics (for reference if necessary)

PROJECT DESCRIPTION

Have you noticed anything in your community or country that you'd like to change? Is there anything you complain about that you wish could be different... if only someone would do something? Maybe you and your friends or family have talked about ways to make things work better in your town. Or maybe you've heard about national problems you wish you could help solve.

Read "Be the Change You Wish to See." This was written in January 2018, when many people made New Year's resolutions. No matter what time of year it is now, you can make a resolution to do something positive in your community or country.

Use your Social Studies Journal to write some ideas you have for things that need to be changed in your community or country. Don't worry about choosing the one you'll work on for your project at this time. Just list whatever ideas come to your mind.

TEACHING NOTES

The most important part of "Be the Change You Wish to See." is the Gandhi quote, “Be the change you wish to see in the world.” Encourage your student to think about what this quote means. Has he or she observed any examples of people doing this? How might he or she embody this idea?
For this project, you’ll choose one of the ideas you’ve just written down or another idea that comes to your mind. You’ll do some research to find out more about this issue, and you’ll develop a plan to work toward change.

Here is what your project needs to include:

- a government body (or bodies) to target;
- at least one “ally,” or friendly group, that’s already working on this issue or something very similar;
- a clear method of communicating the issue to the concerned parties;
- a statement of who the issue effects, who influences it, and how and why it’s a problem; and
- a clear civic action plan for addressing this issue.

**PROJECT RUBRIC**

The [Project Rubric](#) will help you understand how your project will be scored. Your goals should be to earn all points for each part.

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**COLLABORATION**

Based on the project introduction, what are some things you think you might discuss in your project? Share some ideas with your group and reply to at least one person in your group with a question about his or her project ideas.

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**TEACHING NOTES**

In this project, your student will identify an issue that's important to them and create a civic action plan for changing this issue at a governmental level.

Constraints on available materials and budget should be shared with the student before he or she begins the project.

Both the [Teacher Rubric](#) and [Student Rubric](#) are available as blackline masters that can be printed for reference throughout the project.

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**RATE YOUR EXCITEMENT**

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Electing Leaders and Making Laws - Part 1

**Objectives**
- To describe how a bill becomes law
- To understand how political parties operate
- To understand how presidential elections, including primaries, work
- To describe important influences on the government and the lawmaking process

**Books & Materials**
- Networks: Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer

**Assignments**
- Read Networks: Building Citizenship: Civics and Economics, Chapter 8, Lessons 1 and 2.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 9.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 10.
- Create a flowchart, on how a bill becomes a law.
- Create a bubble map of the things that influence lawmakers.
- Create a persuasion map about the importance of voting.
- Create a three-column chart about expressing an opinion.

**LEARN**

**VOCABULARY**
- joint resolution
- filibuster
- cloture
- pocket veto
- political party
- suffrage
- ballot
- voter turnout rate
- apathy
- initiative
- referendum
- recall
- Electoral College
- public opinion
- mass media
- interest group
- public opinion poll
- public agenda
- watchdog
- shield law
Think about a law you're familiar with. It could be a law that requires you to do something, like wear your seatbelt in the car, or maybe it's the law that requires you to be eighteen years old to vote.

Now, think about how this law came to be. It wasn't just created out of thin air, of course. People had to make it happen through a specific process.

Cities, states, and the federal government all make laws. Maybe the law you’re thinking of was created by the government of your city or state, or maybe it's a federal law that applies to the entire United States. In this unit, we'll focus on federal laws that the United States Congress passes.

Laws begin as bills. We don't actually call something a “law” until its bill has successfully passed through the legislative process. At the federal level, this happens in the United States Congress—the Senate and the House of Representatives. Remember that Congress makes up the Legislative Branch of our government. The word “legislative” means “related to laws,” and making laws is Congress's main job.

Let's go into some detail about how a bill becomes law. As you learn about this process, you'll create a flowchart to show how it works.

Watch the BrainPOP video: How a Bill Becomes a Law (04:41). As you watch, take notes in your Social Studies Journal about the steps a bill takes on its way to becoming a law. You'll use these notes in a little while to create your flowchart. Keep in mind that you'll later be creating a project that involves making a change in your community or country. Perhaps this will involve trying to change a law. If any project ideas come to your mind as you watch the video, add them to the list you've already started.

Now, take out a flowchart to use as an example. Your flowchart will be much more elaborate than this, so you'll also need to get a large piece of paper and a pencil in case you need to erase anything as you go along. Using your notes from the video, sketch a basic flowchart on your paper showing the steps required for a bill to become a law.

TEACHING NOTES

The BrainPOP video will give your student a general overview of the legislative process. After your student has watched it, ask him or her to tell you the main steps of this process. The text provides more detail. The decision of where to place specific terms on the flowchart won't necessarily be cut-and-dry, and your student can be creative in illustrating where terms should go as long as the decisions can be supported with evidence from the text.

Look at the flowchart sketch you made of how a bill becomes a law. Now, read more details about this process. Open to Building Citizenship: Civics and Economics, Chapter 5: The Legislative Branch, Lesson 4, Screens 1-5 and read How a Bill Becomes a Law (pp. 177-181). As you read the text, add steps to your flowchart. The flowchart will not look like a straight line with steps always happening in order.
You'll have some detours and some arrows circling backward, and you'll probably need to erase some things as you go along and continue to learn more.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You’ve learned about how a bill becomes a law in the United States Congress, but it’s not just a formal, step-by-step legislative process. In order to really understand how laws are created and how legislative change happens, you need to know about the groups of people who get involved to influence the legislative process.

What do you already know about political parties? You may know that the two major parties are the Republican and Democratic parties. Do you have some ideas about what each party typically stands for and believes?

Watch the BrainPOP video: Political Parties (05:15). Take notes in your Social Studies Journal, focusing on each party’s beliefs and ideologies.

Have you learned anything new about the political parties? For some more detail and historical background, open Building Citizenship: Civics and Economics, Chapter 8: Political Parties, Lesson 1: History of Political Parties and read the section Growth of American Parties. Then, open Lesson 2: Political Parties Today and read the section Organization of Political Parties. This section discusses the history of political parties in the United States, the two major parties, third parties, and how parties are organized. Take notes in your Social Studies Journal in two columns: “What I’ve Learned” and “What I Want to Learn.” Add another column if new questions come up.

In the previous section about how a bill becomes a law, you learned a little about special-interest groups. These groups have a good deal of influence on members of both major political parties and on
the legislative process. Open *Building Citizenship: Civics and Economics*, Chapter 5: The Legislative Branch, Lesson 4: How a Bill Becomes a Law and reread the section *From Bill to Law* and review what it says about special interest groups.

Now, think about what you know about how laws are made. In what ways do you think the political parties and special-interest groups influence this process? If you were trying to convince your representative to introduce a bill into Congress, would it matter which party that representative belonged to? Why or why not? How might it be helpful to form or get involved with a special-interest group? Write your thoughts about these questions in your Social Studies Journal.

### TEACHING NOTES

When they're considering what your student already knows about political parties, he or she should focus on particular ideologies or stances on issues. This is not intended to be about "good versus bad," but is rather an invitation for the student to see what he or she knows about each party's general perspective. Make sure he or she understands that while we can make general statements about the parties' ideologies, there are many variations and nuances, and each party has a diversity of beliefs.

Your student may need some guidance with the questions he or she is asked to consider for their Social Studies Journal. If you're aware of any examples from your own or other people's experiences, share these examples with your student.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have learned quite a bit about political parties. As you saw in the chapter you read, both major political parties participate in primaries and caucuses. Now take a closer look at how these work.

Watch the BrainPOP video: **Primaries and Caucuses** (04:32). As you watch, use your Social Studies Journal to define these terms:

- primary election
- caucus
- delegate
- proportional representation
- winner-take-all
- Super Tuesday
- superdelegates

Do you know if your state has a primary or a caucus? If you are not sure, spend a few minutes researching that question.

Ask your Learning Guide if they have voted in a primary or attended a caucus. If so, what was their experience like? Was it difficult or easy to choose whom to support? If they attended a caucus, in what ways was that experience different from voting in a regular election?
INTERACTIVE ACTIVITY

Now that you've learned more about the parties’ primaries and caucuses, let's step back and consider how parties, special-interest groups, and other factors influence the legislative process. Look at the information you've compiled from the videos and text. In what ways are lawmakers influenced by people and groups other than themselves? What outside factors contribute to their decisions of whether to vote yea or nay on a bill?

Using the information you’ve compiled from the videos and text, use a Web B Graphic Organizer to create a Bubble Map showing some of the groups and factors that influence lawmakers as they consider what bills to pass into laws. Write "lawmaker" or "congressperson" in the middle circle, and include the following terms in the outer circles:

- political parties
- special-interest groups
- individual citizens
- citizen groups
- public issues

In each outer circle, write at least two details explaining how this factor can play a role in influencing a lawmaker’s decision.

After you've completed your bubble map, go back to the list of project ideas you made in your Social Studies Journal. Think about how the factors you included on your bubble map could play a role in moving forward with these ideas.

TEACHING NOTES

The purpose of this bubble map is to get your student thinking about how outside influences make a big difference in the legislative process. If you're aware of examples of any of these factors affecting the outcome of a bill, share what you know with your student. For example, you may have heard of, or have been involved with, a citizen group that rallied in support of or against a particular bill, or you may have called your congressperson.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
## Electing Leaders and Making Laws - Part 4

### Objectives
- To describe how a bill becomes law
- To understand how political parties operate
- To understand how presidential elections, including primaries, work
- To describe important influences on the government and the lawmaking process

### Books & Materials
- Networks: Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer

### Assignments
- Read Networks: Building Citizenship: Civics and Economics, Chapter 8, Lessons 1 and 2.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 9.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 10.
- Create a flowchart on how a bill becomes a law.
- Create a bubble map of the things that influence lawmakers.
- Create a persuasion map about the importance of voting.
- Create a three-column chart about expressing an opinion.

### LEARN

What elections have you participated in? Have you had elections at school? If so, you've participated in a democracy. But do you know what a democracy is? Watch the BrainPOP video: [Democracy](#) (03:52) to find out.

Do you think it's important to participate in a democracy by voting? What might happen if millions of people decided not to vote? Write your ideas in your Social Studies Journal.

Now, let's take a closer look at presidential elections. Presidential elections take place every four years.

Do you remember the most recent presidential election? If so, what do you remember hearing about in the media and observing people doing? Do you know whom people in your family voted for? Do you know whom you would have voted for if you could have voted?

Watch the BrainPOP video: [Presidential Election](#) (06:26). Pause the video as you go along to take notes in your Social Studies Journal, focusing on these questions:
• What are the requirements to become a candidate for president?
• If you were at least 35 years old and wanted to run as a third-party candidate, what would you need to do?
• What is the Electoral College, and how does it work?
• How can a candidate win the popular vote but lose the election?
• What is a swing state?

Now, read about voting and elections in Building Citizenship: Civics and Economics, Chapter 9: Voting and Elections, Lesson 1, Screens 1-8: Who Can Vote? (pp. 268-278). As you go through the text, do the following things in your Social Studies Journal:

• Look for evidence about why it’s important to vote. What examples of the chapter show the importance of participating in elections? Write your findings in your journal.
• Look for these words and terms and write what they mean: suffrage, ballot, voter turnout rate, apathy
• List the steps in the voting process, from registration to casting your ballot.

TEACHING NOTES

ANSWER KEY
• What are the requirements to become a candidate for president? (Candidates must be 35 yrs old and a United States citizen.)
• If you were at least 35 years old and wanted to run as a third-party candidate, what would you need to do? (Get 5,000 signatures of support, hold fundraisers and rallies to raise money.) What is the Electoral College, and how does it work? (Each state has a set number of electoral votes. Whichever candidate gets the most votes wins that state’s total electoral votes. These votes are counted toward the candidate's presidential total. The candidate with the most Electoral votes wins.)
• How can a candidate win the popular vote but lose the election? (A candidate can win the popular vote but lose the electoral vote because it is majority rules only in individual states.)
• What is a swing state? (Swing states are states where the the popular party changes too often to be considered a majority rules state for any one individual party)
• What examples of the chapter show the importance of participating in elections? (Choose government leaders, voicing your opinions in your community, and giving your opinion on the performance of current officials.)

Make sure your student reads the entire lesson. Talk to your student about your own participation in presidential elections. Has it been easy or difficult to decide whom to vote for? To what extent do you feel it’s important to vote?

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
### Electing Leaders and Making Laws - Part 5

#### Objectives
- To describe how a bill becomes law
- To understand how political parties operate
- To understand how presidential elections, including primaries, work
- To describe important influences on the government and the lawmaking process

#### Books & Materials
- Networks: Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer

#### Assignments
- Read Networks: Building Citizenship: Civics and Economics, Chapter 8, Lessons 1 and 2.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 9.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 10.
- Create a flowchart, on how a bill becomes a law.
- Create a bubble map of the things that influence lawmakers.
- Create a persuasion map about the importance of voting.
- Create a three-column chart about expressing an opinion.

### LEARN

You’ve learned about the voting process. Now, open *Building Citizenship: Civics and Economics*, Chapter 9: Voting and Elections and read the Chapter 9 Feature *Landmark Supreme Court Cases*. Read this discussion of the 2000 presidential election, and think about your opinion about the Supreme Court’s ruling.

Then, go to Lesson 2: Elections and Campaigns and find information about initiatives and referendums, the Electoral College, and campaign financing. Then, write short answers to these questions in your Social Studies Journal:

- Do you like the idea of citizens voting on initiatives and referendums? Why or why not?
- Based on what you’ve learned about the Electoral College, do you think it’s a good system, or should it be changed?
- What is your opinion about the way campaigns are financed?

### INTERACTIVE ACTIVITY

You’ve learned a lot about elections. Now is your chance to express your opinion on the importance of participating in elections. Do you think it’s important to vote?
Use a **Persuasion Map** to gather your thoughts about this question. Your overall position should go on the top line. You should then have at least two, and preferably three, reasons for your opinion. Include facts, details, and examples to support each reason.

Now, write a paragraph on the importance of participating in elections, using your **Persuasion Map** as a guide.

**TEACHING NOTES**

Encourage your student to think carefully about his or her opinion when answering the questions. Your student may have more questions after completing this section. That's a good thing! Encourage him or her to write those questions down and research the answers online or to ask other people who may have some insight into the answers.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you answered the Quick Check correctly, you understand what proportional representation is. Use the internet to find out which method the Democratic and Republican parties use in your state: proportional representation or winner-take-all.

If you answered the Quick Check incorrectly, go back to the BrainPop video: *Primaries and Caucuses* (04:32), and watch the part about electing delegates again (at 01:26). Draw a diagram to help you understand and remember what proportional representation is.
Everyone has opinions about topics related to politics. You probably have some opinions—maybe some strong ones—even if you are not yet old enough to vote. Think about what you do in your life now to express your opinions. How do you make your opinions heard?

Now, go back to the list of project ideas you wrote in your Social Studies Journal. All of these ideas probably reflect your opinion about something that is important to you. If you are going to become active in trying to implement one of these ideas, what are some things you might do to express your opinion and get others to come on board with your message? Write some of your ideas in your Social Studies Journal now.

Access a Three-Column Chart with multiple rows. At the top of the first column, write the heading “Terms.” At the top of the second column, write the heading “What I Think I Know.” At the top of the third column, write the heading “Definitions.”

In the rows of the first column (“Terms”), write the following terms, one per row: public opinion, mass media, interest group, public opinion poll, public agenda, watchdog, shield law.
Find these terms in *Building Citizenship: Civics and Economics*, Chapter 10, All Sections: Public Opinion and Government (pp. 290–308). Read the paragraphs that describe what they mean. Then, write the terms in the third column and compare the text's definitions to your own initial ideas about what they mean.

Chapter 10 talks about ways the public can influence the government and lawmaking. As you look at the chapter, take notes in your Social Studies Journal to help you get more ideas about how you can influence the public agenda with an issue you would like to change in your community or in the country.

### TEACHING NOTES

All of Chapter 10 is relevant to the topic of “Influence on Government and Citizens.” Ideally, your student will read the entire chapter, although you can divide the reading into sections. Now, your student should focus on the chapter through this lesson. Your student can move on to Amending the Constitution and Expanding Rights if there's time, but pause between lessons to discuss his or her ideas for how to influence the public agenda. Try not to give your student too many ideas of your own, but rather encourage them to brainstorm ways that might be effective and interesting.

You may have noticed that the essential question in Chapter 10 is “How do citizens, both individually and collectively, influence government policy?” Review your notes and think about how you'd answer this question. Jot down a few notes in your Social Studies Journal.

Open *Building Citizenship: Civics and Economics*, Chapter 10: Public Opinion and Government and read Lesson 3, Screens 1-5: Interest Groups and Lobbying (pp. 303–308). Find out what it says about special-interest groups and lobbying. Then, answer this question in your Social Studies Journal: What is the role of lobbyists in influencing the government? Do you think lobbyists should play a major role, a minor role, or no role in influencing the government? Why or why not?

Remember the bubble map you created in Parts 3–4 of this lesson, showing some of the things that influence lawmakers? Take it out again now and add additional bubbles representing the media, special interest groups, and public opinion polls. Add details from Chapter 10 to enhance your map.

You should now have a clear visual representation of the many ways the government can be influenced to make change.

### TEACHING NOTES

Your student should understand the role of a lobbyist as being someone who represents interest groups by supplying lawmakers with information that helps forward the agenda or cause of a specific organization. Your students opinions about lobbying and lobbyists will vary. Be certain they can support their opinions based on information from the lesson.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
# Electing Leaders and Making Laws - Part 7

## Objectives
- To describe how a bill becomes law
- To understand how political parties operate
- To understand how presidential elections, including primaries, work
- To describe important influences on the government and the lawmaking process

## Books & Materials
- Networks: Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer

## Assignments
- Read Networks: Building Citizenship: Civics and Economics, Chapter 8, Lessons 1 and 2.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 9.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 10.
- Create a flowchart on how a bill becomes a law.
- Create a bubble map of the things that influence lawmakers.
- Create a persuasion map about the importance of voting.
- Create a three-column chart about expressing an opinion.

## USE

You have learned a lot about electing leaders and making laws. You have also learned about the outside influences on lawmakers and on the process of making laws. Now, answer the following questions.

## USE FOR MASTERY

What are two ways new laws are influenced by people other than government officials?

- [ ] public opinion polling
- [ ] judges making rulings on cases
- [ ] lobbying by special interest groups
- [ ] the president vetoing bills
- [ ] citizens staying quiet
Fill in the chart to explain the process by which a bill becomes a law.

**How a Bill Becomes a Law**

Start:

- Bill is introduced in the House
- Committee Hearings

Committee Hearings:

- The votes on the bill

If passed with

- The passes bill
- returned to the

If the agrees

Bill goes to the

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
**PLANNING YOUR CIVIC ACTION PROJECT**

At the beginning of this part, you listed several ideas for a civic action project. Now, it's time to pick one of those ideas or choose another one to put into action.

Look at your notes and think about which project you'd like to work on. It should be something you find interesting and important and something you think should be addressed by a law or by the government—either a local issue, a state or regional issue, or a national issue.

Once you've identified the issue you'd like to focus on, identify which level of government would address this issue. Is this something that will need to be changed at the federal level, or is it something more appropriate for your state or local government? If you choose to work with something related to your local government, you'll need to learn more about how your local government makes laws. That process will be different from how federal laws are made. You don't need to find out all the details right now, but this will need to be a part of your research going forward.

How do you think the mass media portrays, or doesn't portray, your civic action concern? Have you ever see this topic discussed on TV, in social media, in the newspaper, or elsewhere? Conduct some online research to find out who is talking about this. Find at least one “ally” group that’s working on this issue. (If you can't find anyone, you'll need to choose another issue.) Take some notes in your Social Studies Journal on what they are saying and how they’re advocating for change on this issue.
Another very helpful place to do some research is the Pew Research Center. This site shares the results of public opinion polls on many topics of interest in the United States. Use the search window in the upper right-hand corner to type in keywords related to your issue. See if you find any information about how the public already views this issue. Take notes in your Social Studies Journal about anything you find here, and be sure to bookmark the pages or write down the URLs in case you need to return to them.

Now, use your Social Studies Journal to make a list of ideas for a media campaign that may help raise public awareness for your civic issue. This does not need to be a complete list—just brainstorm some possibilities and write them down.

### TEACHING NOTES

The goal right now is for your student to determine the issue they'll focus on, to find at least one other group that's working toward change on this issue, and to write down some ideas for a media campaign to raise awareness for this issue. Your student should review the notes and charts he or she created throughout this lesson for guidance.

| Identify at least one ally for the public issue—a political party, public action committee, or special interest group that currently works with this issue. | Identifies at least one ally and demonstrates a clear understanding of what that group is doing related to this issue. | Identifies at least one ally and demonstrates a moderate understanding of what that group is doing related to this issue. | Identifies at least one ally but does not understand what that group is doing related to this issue. | Does not identify an ally. |

### COLLABORATION

Share your ideas about the ways mass media portrays your civic action concern with your group and give two supporting details. Tell at least one person in your group whether or not you agree with his or her perceptions of the influence mass media and why.

### RATE YOUR PROGRESS

Please go online to view and submit this assessment.
In the last part, you learned about how a bill becomes law. You learned about different political parties and how they influence elections. You learned about how lawmakers are influenced to make the laws they do.

In this part, you will learn what it means to be a citizen or resident of the United States. You will learn about rights and responsibilities. You will also learn about the two main aspects of law: civil and criminal law. As you research your civic action project, you may notice some things that don’t seem fair.
It will be important to know what laws are out there to help you make things fair for everyone who will be affected by your project.

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**TEACHING NOTES**

This part discusses citizenship and criminal and civil law. Your student may have ideas about these topics before beginning the lesson, and he or she may learn new things that change these ideas. Encourage your student to keep an open mind and be receptive to learning new details about things he or she may have already learned about. Also help them see the connections between this lesson and his or her civic action project.

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What does it mean to be a citizen? What privileges do citizens have? What are their responsibilities? Who gets to be a citizen?

Learn about some of these questions in the BrainPop video: *Citizenship* (04:25). Watch this video until 02:45. Keep in mind that while many of these rights and responsibilities apply to people who are in the United States but are not citizens, you have to be a citizen to vote or sit on a jury.

The video mentions the Bill of Rights. Review the *Bill of Rights*. Then, get out a *T-Chart* and title it “Citizenship.” Label one side “Rights” and the other side “Responsibilities,” and write some of the rights and responsibilities of United States citizens on the chart. Review the BrainPop video: *Citizenship* (04:25) if you need to.

Now, think about the civic action project you’re planning. How do these rights and responsibilities relate to your project? Does the issue relate to your own rights or to the rights of other people? What responsibilities might lead people to get involved with your project? Write your ideas in your Social Studies Journal.

Open *Building Citizenship: Civics and Economics*, Chapter 1: Americans, Citizenship, and Governments, Lesson 2: Becoming a Citizen, Screens 1-4 and read the section *What Is Civics?* (pp. 11-12) to learn more about what citizenship means and how someone becomes a citizen of the United States. In your Social Studies Journal, write the requirements for being, or becoming, a United States citizen.

Now, open *Building Citizenship: Civics and Economics*, Chapter 1: Americans, Citizenship, and Governments, Screens 1-7 and read Lesson 3: *Duties and Responsibilities of American Citizens* (pp. 18-25) to learn about some additional duties and responsibilities of United States citizens. As you go through this lesson, add items to your T-chart, and take some more notes in your Social Studies Journal about how these responsibilities relate to your civic action project.
What does it mean to be a citizen? What privileges do citizens have? What are their responsibilities? Who gets to be a citizen?

Learn about some of these questions in the BrainPop video: **Citizenship** (04:25). Watch this video until 02:45. Keep in mind that while many of these rights and responsibilities apply to people who are in the United States but are not citizens, you have to be a citizen to vote or sit on a jury.

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Now, think about the civic action project you’re planning. How do these rights and responsibilities relate to your project? Does the issue relate to your own rights or to the rights of other people? What responsibilities might lead people to get involved with your project? Write your ideas in your Social Studies Journal.

Open **Building Citizenship: Civics and Economics**, Chapter 1: Americans, Citizenship, and Governments, Lesson 2: Becoming a Citizen, Screens 1-4 and read the section **What Is Civics?** (pp. 11-12) to learn more about what citizenship means and how someone becomes a United States citizen. In your Social Studies Journal, write the requirements for being, or becoming, a United States citizen.

Now, open **Building Citizenship: Civics and Economics**, Chapter 1: Americans, Citizenship, and Governments, Screens 1-7 and read Lesson 3: **Duties and Responsibilities of American Citizens** (pp. 18-25) to learn about some additional duties and responsibilities of United States citizens. As you go through this lesson, add items to your T-chart, and take some more notes in your Social Studies Journal about how these responsibilities relate to your civic action project.

Make sure your student reads the entirety of **Duties and Responsibilities of American Citizens**. Help your student see the connections between the rights and responsibilities of citizenship and his or her civic action project. Your student should be thinking about whether his or her chosen issue relates to any infringement of rights, and whether the planned action relates to citizen duty and responsibility.

Please go online to view and submit this assessment.
You've learned about citizenship and the rights and responsibilities of United States citizens. As you know, people born in the United States automatically become citizens. But many people who live here were not born in the United States. Perhaps you are an immigrant, or maybe your parents or grandparents came to the United States from another country. Even if your family has been here for many generations, there are likely many families in your community who have come to the country more recently.

Watch the BrainPop video Citizenship (04:25) beginning at 02:45 to learn about the naturalization process. As you watch, take notes in your Social Studies Journal about the steps involved in naturalization.

As you might imagine, becoming a citizen is a big deal and is generally celebrated with a ceremony. Go to the U.S. Citizenship and Immigration Services Ceremonies and Events Photo Gallery to see some pictures of people who have just gained their citizenship.

Revisit Building Citizenship: Civics and Economics, Chapter 1: Americans, Citizenship, and Governments, and Lesson 2: Becoming a Citizen and read the section Foreign-Born Residents to learn more about immigration and immigrants. As you go through the text, write the definitions of the following terms in...
your Social Studies Journal. You may need to look them up in another source, such as a dictionary: immigrants, refugees, ethnic group.

What have you learned from the video and text you just looked at? What questions do you have? Write your responses in your Social Studies Journal.

Now, look at The Face of Immigration Infographic. Do you notice anything interesting or surprising? What questions do you have? Write your notes in your Social Studies Journal. Then, spend a couple minutes discussing this infographic with your Learning Guide.

Learn about the refugee resettlement process at The UN Refugee Agency: Resettlement in the United States. In 2016, what were the requirements for someone to be settled as a refugee in the United States? Write your notes in your Social Studies Journal.

Think about the process to become a citizen. In your Social Studies Journal, write some questions you would ask someone about their experience with the naturalization process. If possible, try to find someone in your community who would be willing to tell you about their experience. If you have time, and if it's appropriate, set up a brief interview with them in the near future to ask your questions. Of course, make sure the questions are respectful and open-ended; ask them to describe their experience rather than making assumptions about what their experience was like.

Think again about your civic action project as it relates to rights and responsibilities of citizens. In your Social Studies Journal, make a list of specific citizen responsibilities that you can apply to your project. It might be helpful to review Building Citizenship: Civics and Economics, Chapter 1: Americans, Citizenship, and Governments, Lesson 3: Duties and Responsibility of American Citizens.

Discuss the infographic and vocabulary terms with your student, and help him or her think about someone in your family or community to interview about their naturalization experience.

Please go online to view and submit this assessment.
You know that legislative bodies of the government, such as the United States Congress and state legislatures, make laws. Everyone in the United States, whether they are a citizen or not, is expected to abide by these laws.

Why do we have laws anyway? Can you imagine a society with no laws? While that might at first sound funny or even fun, lawlessness could lead to all sorts of problems. Which laws do you think are particularly important or helpful? What would it be like if these laws went away?

Have you ever thought about how the American legal system works and how it started? Read about this topic in Building Citizenship: Civics and Economics, Chapter 14: Citizens and the Law. Read the Chapter Opener: The Story Matters (p. 391), Lesson 1, Screens 1-8: Sources and Types of Law (pp. 394–401), and Lesson 2, Screens 1-8: The American Legal System (pp. 403–408), and answer these questions in your Social Studies Journal:

- What is the purpose of laws?
- What legal concepts did English settlers bring to North America? How have these concepts influenced the American legal system?
- What are the legal rights of someone accused of a crime? Why are these rights important?
**ANSWER KEY**

- What is the purpose of laws? (To help people get along, keep the peace, and prevent crimes.)
- What legal concepts did English settlers bring to North America? How have these concepts influenced the American legal system? (Common law and individual rights. They play a key role in today's legal system.)
- What are the legal rights of someone accused of a crime? Why are these rights important? (Someone accused of a crime has the right to presumption of innocence until proven guilty in a court of law and the right to defend themselves in a court of law. These rights are important because everyone has the right to fair treatment.)

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you answered the Quick Check correctly, you understand that a writ of habeas corpus, a Miranda warning, and a prohibition on excessive bail are all examples of constitutional rights. You already read about a court case related to the Miranda warning. Choose one of the others (writ of habeas corpus or prohibition on excessive bail), and conduct online research to find a court case that dealt with that right. What was the issue? What was the outcome of the case? Do you agree or disagree with that outcome?

If you answered the Quick Check incorrectly, return to *Building Citizenship, Chapter 14: Citizens and the Law* (pp. 394-408) to review these terms. In your Social Studies Journal, write down which part of the Constitution each one relates to.

**TEACHING NOTES**

Your student may ask for guidance in understanding the concepts in Chapter 14. Discuss the key terms as needed.
As you've already seen, a discussion of laws brings up many controversial and debatable topics. To learn about one example, go to Building Citizenship: Civics and Economics, Chapter 14: Citizens and the Law, Feature: Issues to Debate. Read about the question of whether schools can punish students for off-campus internet speech and complete the activity under Debating the Issue.

Think about what you know about cyberbullying—bullying other people electronically, like with social media. Have you seen examples of this in your community? Do you know anyone who's been affected by cyberbullying?

Go to the National Bullying Prevention Center cyberbullying page to learn more about cyberbullying. Watch the video, and read the definitions and statistics.

Now, think about what you've learned about the First Amendment right to free speech and how this right relates to schools. Do you think there should be special laws against cyberbullying? Why or why not? If so, what do you think the laws should say? Write your answers in your Social Studies Journal.

Let your student reach his or her own conclusions, but you should be prepared to discuss the topic with if he or she needs guidance or wants to talk about it.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Amending the Constitution and Expanding Rights - Part 5

Objectives
- To understand the rights and responsibilities of citizens and the requirements for citizenship
- To describe the legal rights of the accused
- To outline the processes of criminal and civil legal cases

Books & Materials
- Networks: Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer
- Poster paper (optional)
- Colored pencils or markers (optional)

Assignments
- Read Networks: Building Citizenship: Civics and Economics, Chapter 1, Lesson 1.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 1, Lesson 2.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 1, Lesson 3.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 14.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 15.
- Complete a T-Chart of citizen rights and responsibilities.
- Complete the Chapter 14 feature.
- Diagram a Supreme Court case.
- Create an infographic for civil Supreme Court cases.

LEARN

You may have watched crime shows on TV or read crime mysteries. Don’t believe everything you watch and read! While some of the shows portray accurate criminal investigations, the writers and directors always take creative liberties with the stories and details.

You’ve learned about constitutional rights, including some of the rights given to people accused of crimes. Now, let’s look a little more closely at what really goes on in criminal law.

To learn about the criminal legal process and criminal law, open Building Citizenship: Civics and Economics, Chapter 15: Civil and Criminal Law and read Lesson 2: Criminal Law. As you read, use your Social Studies Journal to define the terms from the vocabulary list. Then, answer these questions:

- What’s the difference between a misdemeanor and a felony?
- What are some long-term consequences of being convicted of a felony, even after someone has served their sentence?
- What are the typical steps in a criminal case? Sketch a diagram showing these steps.
The criminal legal process you've learned about applies to adults who are accused of crimes. Of course, you don't have to be an adult to be accused of breaking the law. Let's look at the juvenile justice system and see how it differs from the adult system. Open *Building Citizenship: Civics and Economics*, Chapter 15: Civil and Criminal Law and read Lesson 3: **The Juvenile Justice System**. As you read, use your Social Studies Journal to define more terms from your vocabulary list.

Do you think juveniles should be tried as adults sometimes, never, or always? Why or why not? Write your answer in your Social Studies Journal, and then discuss what you wrote with your Learning Guide.

**TEACHING NOTES**

Discuss the questions with your student after he or she has had a chance to think about them and write answers. If any of the vocabulary words still don't make sense after reading the text, help your student find additional definitions online.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
You’ve just learned some details about criminal legal proceedings. In Unit 1, you created a flow map showing due process. Find this flow map now, and review the due process rights you included. What new information can you add about the criminal law process? Add details from what you’ve been learning about criminal law.

You’ll now take a close look at a United States Supreme Court case involving juveniles who are accused of crimes. Go to In re Gault, and read about this case. Then, use a piece of poster paper, your Social Studies Journal, or a digital outlining tool to draw a diagram of what happened in each step of the case. Give each step a name or title, and then write a brief description that shows what happened in that stage of the case. End with a statement describing the Supreme Court’s decision.

After you’ve finished your diagram, go back to your Social Studies Journal and find your answer to the question “Do you think juveniles should be tried as adults sometimes, never, or always? Why or why not?” Do you still feel the same about your answer? Why or why not? Write your thoughts in your Social Studies Journal.

First, your student will reflect on his or her due process diagram and add new information and details. Your student should return to his or her notes from the previous part of this lesson for...
First, your student will reflect on his or her due process diagram and add new information and details. Your student should return to his or her notes from the previous part of this lesson for guidance. He or she will then diagram the Supreme Court Case *In re Gault*, focusing on the specific steps that occurred from the beginning to the end of this case. Encourage your student to be specific enough so that someone who hasn't read about the case could follow it and understand what happened.

☑ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Amending the Constitution and Expanding Rights - Part 7

Objectives
- To understand the rights and responsibilities of citizens and the requirements for citizenship
- To describe the legal rights of the accused
- To outline the processes of criminal and civil legal cases

Books & Materials
- Networks: Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer
- Poster paper (optional)
- Colored pencils or markers (optional)

Assignments
- Read Networks: Building Citizenship: Civics and Economics, Chapter 1, Lesson 1.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 1, Lesson 2.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 1, Lesson 3.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 14.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 15.
- Complete a T-Chart of citizen rights and responsibilities.
- Complete the Chapter 14 feature.
- Diagram a Supreme Court case.
- Create an infographic for civil Supreme Court cases.

LEARN

You now know a lot about criminal law and the legal process for people accused of crimes. Now let's talk about civil law. To learn about the difference between criminal and civil law (and to review some of the things you know about criminal law), watch the BrainPop video: Court System (04:37) from the beginning until 02:06.

You’ve probably heard about people suing other people or businesses. Lawsuits are an example of civil law. To learn more about lawsuits and other aspects of civil law, open Building Citizenship: Civics and Economics, Chapter 15: Civil and Criminal Law and read Lesson 1, Screens 1-5: Civil Law (pp. 416–420). As you read, take notes in your Social Studies Journal to answer these questions:

- What is a contract, and why are contracts important?
- Why do people file lawsuits?
- What are the main parts of a civil case, and who are the main people involved?

TEACHING NOTES

ANSWER KEY

- What is a contract, and why are contracts important? (An agreement between two or more parties to exchange something of value. A contract ensures each party keeps their promise and can be held accountable in the event of a dispute.)
What is a contract, and why are contracts important? (An agreement between two or more parties to exchange something of value. A contract ensures each party keeps their promise and can be held accountable in the event of a dispute.)

Why do people file lawsuits? (When one party feels the other has broken their agreement a lawsuit is filed to settle the disagreement.)

What are the main parts of a civil case, and who are the main people involved? (The main parts are the complaint, summons, discovery, and trial. The main people involved are the plaintiff, defendant, and judge.)

INTERACTIVE ACTIVITY

You’ll now take a close look at several civil cases. For each one, do the following:

- Read about the case.
- Draw an infographic describing these things about the case:
  - The facts of the case
  - The central legal question the case was about
  - The changes that occurred as a result of the case

You can draw your infographics on cards, or you can use digital slides or Canva.

Draw one infographic for each of these cases. Use the resources provided to learn about each one.

- Plessy v. Ferguson: Building Citizenship, Chapter 12: Local Governments, Feature: Landmark Supreme Court Cases
- Brown v. Board of Education: Building Citizenship, Chapter 20: Government’s Role in the Economy, Feature: Landmark Supreme Court Cases
- Gideon v. Wainwright: Building Citizenship, Chapter 15: Civil and Criminal Law, Feature: Landmark Supreme Court Cases
- Miranda v. Arizona: Building Citizenship, Chapter 14: Citizens and the Law, Feature: Landmark Supreme Court Cases
- New Jersey v. TLO. Search for this case on Oyez.

When you're finished with your infographics, share them with your Learning Guide, and briefly discuss each one. What are three things you’ve learned in this activity? Which case do you find the most interesting, and why? Are there any results that you strongly disagree about? If so, why do you disagree?

TEACHING NOTES

Most of the cases are available in the text, but the last one (New Jersey v. TLO) can be found on Oyez, an archive of Supreme Court cases. If they’re interested, they can read about the other cases at Oyez and research additional cases they find intriguing.
After your student has completed his or her infographics, discuss each one. Listen to your student's opinions, and share your own.

☑️ RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
You have learned about criminal and civil laws. You have also learned about fairness in government. Now, answer the following questions.

Select whether each statement describes how criminal law or civil law protects the people.

<table>
<thead>
<tr>
<th></th>
<th>Criminal Law</th>
<th>Civil Law</th>
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<tbody>
<tr>
<td>settles disputes between people and government</td>
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<tr>
<td>settles disputes between people</td>
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<tr>
<td>holds people accountable for crimes</td>
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<tr>
<td>punishes people who break the law</td>
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<td>brings people to justice</td>
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<td>○</td>
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<tr>
<td>helps ensure laws are enacted fairly</td>
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</table>
What is one example of how the Constitution provides for fairness in government?

- providing voting rights to convicts
- popular sovereignty
- writ of habeas corpus
- protecting immigrant rights

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.
Amending the Constitution and Expanding Rights - Part 9

Objectives
- To understand the rights and responsibilities of citizens and the requirements for citizenship
- To describe the legal rights of the accused
- To outline the processes of criminal and civil legal cases

Books & Materials
- Networks: Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer
- Poster paper (optional)
- Colored pencils or markers (optional)

Assignments
- Read Networks: Building Citizenship: Civics and Economics, Chapter 1, Lesson 1.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 1, Lesson 2.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 1, Lesson 3.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 14.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 15.
- Complete a T-Chart of citizen rights and responsibilities.
- Complete the Chapter 14 feature.
- Diagram a Supreme Court case.
- Create an infographic for civil Supreme Court cases.

PLANNING YOUR CIVIC ACTION PROJECT

Look at your notes about your civic action project. How do you think you, as a citizen or resident of the United States, can influence policy? What is your responsibility? Can you do it all alone, or would it be helpful to bring some other people on board? You've already researched other groups or individuals who are working on the same issue. Now, do some more research to find out about which government officials, citizens, and non-governmental organizations (nonprofits) may be good resources to help with your project. Who might you contact for guidance or direct assistance with your project? Make a list of your ideas.

Also write answers to these questions:

- Who is affected by this issue?
- Who has an impact on the issue? Who has the ability, or the power, to help make the change you want to see?
- How might that change happen? What specific things can you and other people do?

TEACHING NOTES

This is an opportunity for your student to become more specific about his or her project, focusing on the groups and/or individuals he or she will reach out to and thinking carefully about the people
affected by the issue, the people who have the power to help with change, and how that change might happen. This might feel like an overwhelming task, especially if your student doesn't know any of the people or groups that might be able to help them. Encourage your student to make sure to take on something that feels manageable and clarify that he or she is not expected to be a “hero” or make a newsworthy change with this project. If the project seems like too much at this point, help narrow it down so it only focuses on one part of the original idea.

Share with your group your list of groups and/or individuals you will reach out to in order to effect the change you want to see. Explain why you think these are good potential resources. Reply to at least one person in your group with a question about one of the resources he or she has selected to contact.

✅ RATE YOUR PROGRESS

Please go online to view and submit this assessment.
In the last part, you learned about rights as well as the responsibilities of being a citizen in the United States. You learned about civil and criminal cases, and you read about some landmark cases.
In this part, you will learn about how policy is made at all levels of government. Your local government makes policies that affect things you notice in your daily life. The federal government makes policies that can affect daily life but also makes policies related to the rest of the world.

In order for you to take on your own civic action, you will need to be familiar with how public and foreign policy is made and carried out. You’ll also need to understand how the local, state, and federal executive branches respond to various policy concerns. In order to have your own civic concerns addressed, you’ll need to know which governmental offices and nongovernmental groups address issues like the one you’re focusing on.

**TEACHING NOTES**

In this part, your student will focus on public policy at the local, state, and federal levels. Of course, this topic could take a whole year to cover, with its many complexities and related topics. Ideally, your student will complete this lesson with a more clear understanding of what public policy means, how government departments and agencies implement public policy, and how citizens can get involved in shaping public policy. He or she will put this new knowledge to use in the civic action project.

Be cautious when having your student conduct research into public policy. Many organizations that claim to be advocates for public policy are really cleverly-named partisan groups advertising their goals for public policy and do not necessarily reflect the government’s goals for public policy. If your student conducts independent research into public policy, it’s very important that he or she researches the sources and that you discuss those sources with him or her.

Can you name an issue that’s currently being discussed in your community? Maybe you’ve seen signs around town, or maybe your family or your neighbors are involved in community activism or politics. If you’re aware of a local issue, what are people saying and doing about it? Do you have an opinion about this issue?

You hear a lot about the federal government in the news and in your social studies text and other materials. But so many things happen at the local, community level. In addition to local government, every community has groups of citizens who gather to work on issues of concern to the community.

Open *Building Citizenship: Civics and Economics*, Chapter 13: Dealing with Community Issues, and read the Chapter Opener (p. 367) and Real-Life Civics (pp. 368-369) sections.

Now, think about your civic action project. In what ways does your project deal with an issue on the community level? If your project is more focused on a national issue, it still has a local impact. How might your project affect your community? Write your ideas in your Social Studies Journal.
Read about public policy and how communities handle issues in *Building Citizenship*, Chapter 13: Dealing with Community Issues, Lesson 1, Screens 1-4: *How a Community Handles Issues* (pp. 370-374). As you read, answer these questions in your Social Studies Journal:

- What is public policy?
- Why would a local government use a planning commission?
- What’s the difference between a long-term plan and a short-term plan?
- Why must a community consider what its resources are when setting its priorities?

Now, look at two important public policy issues—education and crime. Read *Building Citizenship*, Chapter 13: Dealing with Community Issues, Lesson 2, Screens 1-6: *Education and Social Issues* (pp. 375-381). As you read, create a *Tree Map* showing each of these issues with details about each one. At the top of the *Tree Map*, write “Three public policy issues,” and then go directly down to where the map branches into three parts to write about these two issues. Leave the third section blank for now—you'll fill that in later.

### TEACHING NOTES

**ANSWER KEY**
- What is public policy? (Government plan of action to solve problems in communities.)
- Why would a local government use a planning commission? (To guide the future needs and growth of the community.)
- What’s the difference between a long-term plan and a short-term plan? (Short term plans address the next few years. Long term plans focus on needs many years in the future.)
- Why must a community consider what its resources are when setting its priorities? (The community must know how many resources it has available to accomplish its projects and prioritize plans.)

Your student should use details from the chapter to fill in his or her *Tree Map*. The information will vary from student to student. It’s fine to expand the map onto a new piece of paper if necessary. Ideally, he or she will include at least three details for each issue.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the previous part, you outlined two important public policy issues—education and crime. Now, look at a third issue, the environment. Open *Building Citizenship: Civics and Government*, Chapter 13: Dealing with Community Issues and read Lesson 3: Environmental Issues. As you read, fill in the third section of your *Tree Map*.

Now, take a close look at your *Tree Map*. What have you learned about each of these issues? What public policy decisions need to be made in each of these areas?

Think about issues that are being discussed in your community. Talk to your Learning Guide about issues he or she is aware of or involved with and conduct brief internet research to see some of the main issues people are talking about in your area.

What local issues could you add to an extension of your *Tree Map*? List them on a separate page or on the back of your *Tree Map*, and write a few details about what you know about them.
How do the public policy issues you’ve placed on your Tree Map compare to the issue you’re working on for your civic action project? Do you notice any similarities? What are the differences? Maybe your project is about one of these issues. If so, what new information have you learned that can help you with your project? Answer these questions in your Social Studies Journal.

**TEACHING NOTES**

Think about public policy issues that are currently important in your community, and share them with your student. Also help your student see connections between the issues he or she is learning about from the text and his or her own civic action project. Even if his or her project is not closely related to the issues in the text, it’s likely that some of the debates and decisions have similarities.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
### Objectives
- To understand the roles of various levels and parts of government in enacting public policy
- To identify specific public policy issues
- To understand what foreign policy is and identify some major foreign policy issues

### Books & Materials
- Networks: Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer

### Assignments
- Read Networks: Building Citizenship: Civics and Economics, Chapter 6, Lesson 3.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 11.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 12.
- Complete a tree map showing three public policy issues and the governmental departments and agencies that work with them.
- Complete Chapter 24 activities.

---

### LEARN

You've learned quite a bit about some major issues that public policy addresses—education, crime, and the environment—and you've looked at other public policy issues in your community. When working as a citizen to address issues like these, it's important to understand which levels of government are responsible for addressing the issues. If you're going to ask the government to make changes, you need to know which parts of the government to ask.

Return to *Building Citizenship: Civics and Economics*, Chapter 11: **State Government** and Chapter 12: **Local Governments** to review government organization at the state and local levels. Try to determine which levels of government are responsible for addressing the issues you've placed in your **Tree Map**. It's likely that more than one level of government will be responsible for each of the issues. On your **Tree Map**, write the appropriate level or levels of government next to each issue or detail, depending on where you think the levels should go.

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### TEACHING NOTES

It may be challenging for your student to figure out which levels of government are responsible for the issue studied. The idea is for him or her to review the structure of state and local governments and do his or her best to infer how various levels of government are involved with the issues. If your student were going to become more seriously involved with these issues, more research...
would be necessary to verify the parts of the government to work with (and he or she will do this for their civic action project).

As an extension to this part, have your student visit his or her state government’s website and identify the governing body that addresses specific issues in the Tree Map.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
The issues you’ve learned about so far in this part (education, crime, and the environment) are also discussed and managed at the federal level. Conduct internet research to find out which federal agencies deal with each of these public policy issues. Begin by reading about offices of the Executive Branch at Our Government: The Executive Branch. Add sections to your Tree Map to show which Cabinet departments work with each of these issues. Of course, it's fine if you need to get a new piece of paper to extend your Tree Map.

To review the Executive Branch and the Cabinet, open Building Citizenship: Civics and Economics, Chapter 6: The Executive Branch, and reread Lesson 4: How the Executive Branch Works.

Find out about other federal agencies that deal with education, crime, and the environment. Go to the A–Z Index of U.S. Government Departments and Agencies, and browse through the list of agencies to find ones related to each of these issues. This is a huge list, and you won't have time to go through the whole thing. Just spend about ten minutes browsing the list, and try to find one or two agencies for each of the three issues. Write the agency names in a new part of your Tree Map.

Choose two agencies that are working on the same issue, and go to their websites to learn more about what they do. Think about the purpose of each agency. Why do you think there is often more than one agency working with a particular issue? Write your ideas in your Social Studies Journal.

Now, return to Our Government: The Executive Branch and A–Z Index of U.S. Government Departments and Agencies to see if any Cabinet departments or federal agencies work with the issue you’re focusing on.
on for your civic action project. Write the names of the departments and agencies in your Social Studies Journal near the other notes you’ve taken for your project.

**TEACHING NOTES**

As your student researches the cabinet departments and federal agencies, he or she should look for the ones that work the most closely and directly with the related issues. This is just an overview—your student will not have time to learn all about these agencies. This is simply an opportunity for your student to see the range of agencies that exist and to look for agency names that relate to the issues he or she has learned about.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

If you answered the Quick Check correctly, you understand the difference between public policy and policies made by private organizations. Conduct internet research on the World Bank Group website to learn about public-private partnerships. What are they, and how do they relate to public policy?

If you answered the Quick Check incorrectly, read the article “Difference Between Public Sector and Private Sector.” What services and projects are generally handled by the public sector? These services and projects are typically determined by public policy decisions.
What is foreign policy? Why is foreign policy important? Whose job is it to make decisions related to foreign policy? Open Building Citizenship: Civics and Economics, Chapter 6: The Executive Branch, Lesson 3: Making Foreign Policy, and read the section The Tools of Foreign Policy. As various countries and regions are named in this section of the lesson, locate them on a map.

Now, learn more about foreign policy in Chapter 24: The United States and Foreign Affairs. Read the entire chapter, and define the vocabulary words in your Social Studies Journal.

The Guiding Question for Global Issues in this part is “What are some consequences of global interdependence?” Think about these consequences, based on what you’ve read in this chapter. Write your ideas in your Social Studies Journal.
Although there is not a mapping activity in this part, it's important that your student locate the foreign places he or she read about on a map. This will help your student learn more about the world and understand the topics he or she is reading about.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Your text has some questions and activities that can help you check your understanding and think more deeply about foreign policy and foreign affairs. Before you return to the text, review your notes about foreign policy and your answer to the question about global interdependence.

Now, go back to the text to delve into some more activities. Open Building Citizenship: Civics and Economics, Chapter 24: The United States and Foreign Affairs, Lesson 2, Review and answer Questions 1–4 in your Social Studies Journal.

Answer the Reading Progress Check Question, "What have been the biggest foreign policy challenges for the United States since 2000?" from Chapter 24: The United States and Foreign Affairs, Lesson 3: The United States and World Affairs.

Now, go to the Activities and Assessment (p. 652) section of Chapter 24: The United States and Foreign Affairs and answer Question 1 in your Social Studies Journal.

ANSWER KEY

Question 1-4

1) Answers will vary. Diplomats from many nations meet to solve world problems.
2) Governmental organizations are formed to represent the interests of a specific country, while non-goverment organizations are formed by private groups to address particular causes.

3) To improve the lives of people worldwide

4) **Answers will vary.** Advantages: Address multiple goals at once; working toward common purpose. Disadvantages: members do not always agree; must contribute financially to run the group

**Lesson 3: What have been the biggest foreign policy challenges for the United States since 2000?**

Terrorism: halting nuclear weapons production in Iraq; conflict with Afghanistan; conflict between Israel and Palestine

**Activities and Assessment, Q1: Answers will vary.** Examples include some of the following: cars, cell phones, electronics, clothing, toys, food, furniture

Look at a newspaper from the past week. Find stories related to foreign policy and foreign affairs. Take notes on what each story is about in your Social Studies Journal, and locate the related countries on a world map. Then, share a summary of one or more of the stories with your Learning Guide.

Does your civic action project have anything to do with foreign policy? If so, what is the connection? If not, are there any potential foreign impacts of what you are trying to change? Write your thoughts in your Social Studies Journal.

**TEACHING NOTES**

Help your student select a local or national newspaper (online or print) that carries stories about foreign affairs. These stories are sometimes on the front/home page but are sometimes placed after local and national news. If there are many articles about foreign affairs, your student should pick one or two. Foreign affairs stories are often complicated and require more background understanding than your student may have. If this is the case, help him or her summarize the article, or ask your student to pick the one that he or she can most easily understand.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
### United States Policy - Part 7

#### Objectives
- To understand the roles of various levels and parts of government in enacting public policy
- To identify specific public policy issues
- To understand what foreign policy is and identify some major foreign policy issues

#### Books & Materials
- Networks: Building Citizenship: Civics and Economics
- Social Studies Journal
- Computer

#### Assignments
- Read Networks: Building Citizenship: Civics and Economics, Chapter 6, Lesson 3.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 11.
- Read Networks: Building Citizenship: Civics and Economics, Chapter 12.
- Complete a tree map showing three public policy issues and the governmental departments and agencies that work with them.
- Complete Chapter 24 activities.

### USE

You have learned quite a bit about public policy and foreign policy. Now, answer the following questions.

### USE FOR MASTERY

What are **three** ways the federal government approaches policy concerns?

- [ ] providing services to support the public
- [ ] writing other government officials to voice concerns
- [ ] meeting with foreign leaders to address concerns
- [ ] ensuring the rights of specific groups
- [ ] answering every email politicians receive
What is one reason it is important for the United States government to have policies regarding the environment?

- It will stop people from throwing extra waste out from homes.
- It will provide housing for those involved in natural disasters.
- It will prevent more people from coming into the area.
- It will help save animals and plants in the local area.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video
SHOW

PLANNING YOUR CIVIC ACTION PROJECT

Think about the issue you’re working on for your civic action project. What parts of the government regulate or work with this issue? Conduct research to find out which parts of the government you should target for your project. Be sure to consider:

- the federal government (executive branch departments and agencies)
- your state government (executive and legislative branches)
- your local government (the mayor, city council, government departments, and agencies)

Find out if there are any existing public policies that could have an impact on your project. For example, are there any laws regulating something related to your issue? Or has there been government funding for this issue or something like it?

Also consider how any potential obstacles to civic action could affect your efforts. Identify ways that you might be able to address those concerns ahead of time.

TEACHING NOTES

Work with your student to help conduct this research. Also discuss with him or her the potential obstacles and ways to approach those obstacles.
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<tr>
<td>Identify which government body or bodies (e.g., state legislature, President of the United States, city council) to focus on.</td>
<td>Clearly identifies one or more government bodies.</td>
<td>Identifies one or more government bodies, but is not sure if these are the right ones.</td>
<td>Has not been able to identify any relevant government bodies.</td>
<td>Has not tried to identify any government bodies.</td>
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<tr>
<td>Develop a plan for addressing the issue based on research.</td>
<td>Develops a thorough, research-based plan with details and clear action steps.</td>
<td>Develops a research-based plan that's lacking some detail or clear action steps.</td>
<td>Develops only part of a plan, or did not use research to create the plan.</td>
<td>Does not develop a plan.</td>
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**COLLABORATION**

Share with your group your plan for addressing your issue based on your research. Explain to group members why you think your plan will be successful. Reply to at least one person in your group with a question about his or her plan and offer at least one bit of constructive criticism about the plan.

**RATE YOUR PROGRESS**

Please go online to view and submit this assessment.
Have you ever been upset about something in your community, your state, or the country? Maybe you would like to improve the crosswalk between your home and the park. Maybe you have a friend or neighbor who needs some extra help. Or maybe you just want to change a few things to make your community a little nicer.

We've all experienced something that has made us say, “Someone should do something about that.” But often, no one does anything. Often, people feel they lack the power to get things done. But you don't have to feel this way. You have just finished investigating our government—how it works, who is involved, and how work gets done. You are now empowered with the tools to do something about the things you think need to be changed!

You've already chosen something that you would like to change or improve, and you've started to learn about the issue. Now is your chance to put together everything you've learned, add some more, and put your project into action.

Remember, your project needs to include the following components:

- a government body (or bodies) to target
- at least one “ally,” or friendly group, that's already working on this issue or something very similar
- a clear method of communicating the issue to the concerned parties
- a statement of who the issue affects, who influences it, and how and why it's a problem
- a clear civic action plan for addressing this issue

Review the rubric so that you are sure to cover everything in your civic action project.

Your student still has some important steps in his or her civic action project. He or she needs to finish the research, create an action plan, and begin spreading the word about the project.
Encourage your student to be creative and use imagination to think about how he or she will get the word out.

The outreach part of any civic engagement can take a while. Help your student monitor his or her expectations to avoid discouragement. It may be that your student develops a solid plan but that his or her outreach only goes as far as family and friends. That's fine, as long as he or she think about ways to reach out farther into the community if he or she wants to. Remind your student that the greater number of people who know about the issue, the more likely your student is to gain support for it.

Go back to the notes you've taken about your project so far. You may already have some answers or ideas about the following questions. Read the questions, and find the answers in your notes. If you can't find the answers in your notes, put a mark next to the question to make it clear that these need further research.

- Why is this issue a problem? How did it come to be? Why are you concerned about it?
- What do you think needs to be done?
- What would be your ideal outcome for this issue? In a perfect world, how would this be resolved? If this seems impossible, are there smaller, more manageable outcomes you can imagine?
- Which level of government is in charge of this issue?
- Who might you contact about fixing this problem? What level of government is this person in?
- Where would the money come from to pay for solving this problem?
- How many people does this issue affect? Is it a large group of people, or a small group? What specific groups are affected? How are they affected, and why?
- Who else is thinking about this issue? Are political parties, special interest groups, political action committees, or other citizen organizations also concerned? Who might you contact to be an ally to help you?
- Who might be opposed to the change you want to make? Why would they be opposed, and what might they say about it?

Organize your notes, and conduct more research to make sure you've answered each of these questions.

**TEACHING NOTES**

Your student should have already answered some of these questions in the interim SHOWs. This is his or her opportunity to solidify his or her research. Most of this research can be done online, but your student may need to make a phone call, send an email, or go talk to someone in person. He or she will have time to do this in this session and the next one. You may have some ideas about some of these questions, too. If so, discuss your ideas with your student.
RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Continue your research to make sure you can answer all the questions about your issue.

When you’re finished answering those questions, you’re ready to think about your action steps. What specifically will you do? Who will you involve? And how will you get the word out?

It can be helpful to write a brief mission statement for your project. In one sentence, write what you are going to do and the results you want. Here’s a model for your one sentence-mission statement:

I will ____________, ____________, and ____________ in order to make this change happen:
________________________________.

Of course, you can change the format, but write a mission statement that you can look at often to keep yourself on track toward your final goal.

Now, brainstorm some ideas for how you will spread the word about your project. Think about who needs to know about it. Who will be interested, and who could be affected by it? Then, think about how you will communicate with these people. Here are some ideas to get you started:

- A social media campaign (What would be a catchy hashtag?)
- Making posters to display in your community
- Speaking up at a City Council or neighborhood meeting
- Making a video about your issue and your plan to fix it, and sharing it with friends

Next, write a plan for your action steps over the next few days. This plan should include the steps you will take, who you will contact, and what you will do to move closer to your goal. Be sure to only write steps that you really intend to follow through with.

Your plan should include telling your family, friends, and neighbors, and gathering people together who can help you tackle this problem. If you need the government’s help, ask your Learning Guide or another adult to help you draft a letter or email to the government officials you need to contact. Plan to attend a community meeting if you can and voice your concerns during the meeting.
Be sure to plan for at least one visual publicity item to spread the word about your project. It can be a poster, a web page, or anything you think would be helpful.

Remember that there are many ways you can get involved in your community to work toward change. The only limit is your imagination and determination.

**TEACHING NOTES**

Writing a mission statement forces your student to think carefully and clearly about what he or she is trying to accomplish. It can be very helpful for to return to the mission statement regularly to remind your student about his or her goals. Likewise, having a written action plan will help keep him or her on track and allows him or her to organize the steps. Help your student make sure that the action steps are realistic and that he or she is really committed to following through with them. This is not a list of “steps I’d take if I had more time, lots of money, etc.” Rather, this is a list of steps that are realistic to take in the near future.

**RATE YOUR PROGRESS**

Please go online to view and submit this assessment.
Show: My Public Policy - Part 3

Objectives
- To complete all research for the civic action project
- To create a detailed plan for the project
- To implement at least part of a plan to implement change

Books & Materials
- Networks: Building Citizenship: Civics and Economics (for reference if necessary)
- Social Studies Journal
- Computer
- Pencil or pen
- Drawing materials such as poster paper and colored pencils or markers (optional)

SHOW

Continue with your action steps. If you reached out to contact other people about your project, keep in mind that it can take a while to hear back (and that, unfortunately, some people may never get back to you). Don't take it personally, and don't be discouraged! Keep moving forward, and keep telling people about what you're doing. You're really just laying the foundations at this point. It can take a while to build momentum and spread the word.

At the end of this session, check back with your mission statement and your action plan. What else do you need to do? What have you accomplished so far? Do you need to change anything in your action plan at this point?

TEACHING NOTES

Continue to serve as a guide and facilitator as necessary. Encourage your student to keep moving forward with his or her action steps.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Now's the time to tie up loose ends in your project. What still needs to be done? It may seem like there is an endless amount left to do, or it may seem like you're waiting for feedback or for people to get back to you. Either way, take stock of how far you've come, and follow through with anything on your action plan that you haven't gotten to yet.

### TEACHING NOTES

Although this is the last official session in which your student will be working on this project, it's very possible he or she is not finished. Your student may be waiting to hear back from people, or may be in the beginning stages of drumming up interest. Check in with your student to gauge his or her current level of motivation in continuing with this project. If necessary, remind your student that projects like this often seem daunting at first, and he or she must be patient in order to see if his or her hard work will pay off. He or she can continue spreading the word and working on his or her action for as long as he or she wants to.

### FINAL PROJECT

Upload files

(PDF, JPG, GIF, PNG, file formats supported)

0 / 12 File Limit
Show your Learning Guide what you've done in terms of outreach and publicity. You should have something visual to share—a poster, a website, a social media page, or whatever publicity materials you've created.

Teaching Notes

Scan any visuals your student has created for the project and upload them to Learnosity as well.

Now, write about your experience in your Social Studies Journal. How do you feel about this issue now, after having spent so much time working on it? What have you learned about the process of engaging in civic action? What would you recommend to other people who want to act on their own issues? What would you like to do about this issue going forward? Explain your answers.

Collaboration

You’ve finished your project! You’ve learned about how you can get involved in your community for change. Share your completed project—including any visuals you created—with your group. Reply to at least one person in your group with a question about his or her issue and why it is important.
Please go online to view and submit this assessment.
Unit 5 - Economics
Do you grow your own food or sew your own clothing? There are some people in the United States who do, but no one can make everything that he or she needs. Some things have to be obtained from others. Most people buy the things that they need or want but cannot produce themselves, and if they cannot afford these things, they save or borrow money to buy them. This system may sound very simple, but it...
is actually more complex than it may seem at first. Open Building Citizenship: Civics and Economics, Chapter 16, Introduction to Economics, Lesson 1. Read Our Wants and Resources.

As you read, make note of the vocabulary words you come across: want, economics, resources, and scarcity. Be sure to copy their definition into your Social Studies Journal. When you finish reading the text, review the definitions and create your own definitions. Then, draw a picture or a diagram next to the word to show its meaning. Try and relate it to other words you know!

Now, you will test your knowledge of the principles discussed in this lesson by taking a look at your most recent purchases. Make a list of five things that you have purchased in the last year. These can be large purchases that you had to save for (for example, a television or game console), or they could be very small things that you bought without even thinking (such as a soft drink or a pack of gum). For each purchase, answer the following questions in your Social Studies Journal.

- Was this purchase a good or a service?
- Was this purchase a want or a need?
- What resources were required to produce this good or service?

Encourage your student to think about how the presence of scarcity affected his or her purchase. What would your student have done differently if scarcity was not a concern?

Help your student understand vocabulary words by using the Marzano Vocabulary strategy. Help him or her create a new definition, find a nonverbal way of demonstrating the word, and link the word to other words that he or she knows. For example, your student might hear the root word source in the vocabulary word resources and think that a resource could be where people find something they need.

Please go online to view and submit this assessment.
In the last part, you learned about wants and limited resources. You also listed five things you purchased in the last year. You could purchase many of the things you listed anywhere in the world. However, the rules for the transaction may be a little different, depending on which economic system the country you are in follows. Open *Building Citizenship: Civics and Economics*, Chapter 16, Introduction to Economics, Lesson 1. Read *Societies and Economic Choices*. Then, watch the Discovery video: *Economic Systems* (03:27). What do you think makes the United States’ economic system a mixed market economy?

As you read, make note of the vocabulary words you come across: economic system, traditional economy, market economy, command economy, and mixed market economy. Be sure to copy their definitions into your Social Studies Journal. When you finish reading the text, review the definitions and create your own definition. Then, draw a picture or a diagram next to the word to show its meaning. Try to relate it to other words you know!
The people who make, use, buy, and sell goods and services are affected differently by this process under different economic systems. To learn more about how these different systems operate, you will play the Bead Game.

**TEACHING NOTES**

Before teaching this activity, review the lesson plan for the Bead Game. Make sure your student understands the three “Values and Goals” pages. Provide your student with the supplies for making beaded jewelry. Set a timer for 7 minutes and relay Values and Goals of "That's The Way We've Always Done It Ville.” Allow students to follow directions until their time is up.

Repeat this process for "We Do What We're Told Ville" and "Make As Much As We Want Ville." Your student should see that working with different goals and allowances will have a different impact on his or her productivity.

What did you learn about economic systems from this game? What were the strengths and weaknesses of each system? Get out your Social Studies Journal and answer the following questions:

- Which “ville” represented Market, Command, and Tradition economic systems?
- Which (if any) stressed progress?
- Which (if any) gave the worker a choice of jobs?
- Which (if any) motivated the worker to produce goods?
- What type of goods would each system encourage production of, and who would they be made for?
- What are the base values of these economic systems?

**TEACHING NOTES**

Encourage your student to reflect on the activity, and make comparisons to the material that was read and watched this lesson. Which systems gave him or her more opportunity to succeed, and which systems did he or she find challenging to follow?

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
How Economics Works - Part 3

**Objectives**
- To understand basic economic concepts such as supply, demand, scarcity, and opportunity cost
- To identify and describe basic economic systems
- To explain how a benefit-cost analysis is conducted
- To describe relationships between gross domestic product, per capita GDP, and standard of living
- To describe different types of economic markets
- To describe the origins of the economic system of the United States

**Books & Materials**
- Networks: Building Citizenship: Civics and Economics 2018
- Social Studies Journal
- Computer
- Paper and pens
- Copies of Values and Goals Statements for the Bead Game (one of each)
- Packaging string, hobby beads, rulers, scissors, and containers for supplies

**Assignments**
- Read Building Citizenship, chapters 16 and 17.
- Complete portions of "The Bead Game" to analyze the differences between economic systems.
- Read a USDA economic article and mark the text to identify economic factors and concepts.

**LEARN**

In the last part, you learned all about economic systems and the benefits and costs of each of them. Now, let’s learn a bit about what goes into making economic decisions. Open Building Citizenship: Civics and Economics, Chapter 16, Introduction to Economics, Lesson 2. Read Economic Decisions. Then, watch the video: Opportunity Cost (04:20). How is the principle of opportunity cost important to a nation's economic system?

As you read, make note of the vocabulary words you come across: *opportunity cost, fixed cost, total cost, marginal cost, revenue, marginal revenue*, and *benefit-cost analysis*. Be sure to copy their definitions into your Social Studies Journal. When you finish reading the text, review the definitions and create your own definition. Then, draw a picture or a diagram next to the word to show its meaning. Try and relate it to other words you know!

Now, recall the purchases you listed in your Social Studies Journal in Part 1. Choose one of the purchases from that list and answer the following questions:

- What did you have to give up in order to make this purchase?
- What good or service could you have chosen instead?

**TEACHING NOTES**

Help your student understand vocabulary words by using the Marzano Vocabulary strategy. Help him or her create a new definition, find a non-verbal way of demonstrating the word, and link the word to other words that he or she knows. For example, your student might apply words like *benefit or marginal* to other meanings outside of economics to determine its meaning.
Encourage your student to think creatively when he or she considers the opportunity costs of their purchases. For example, he or she could have saved the money instead, and earned interest; he or she could have invested the money in gardening tools and used them to make money doing yard work for their neighbors, etc.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you learned about economic decisions and the principle of opportunity costs. In this part, you'll learn about the role of demand and supply in a market economy.

When a store has a sale in which the merchandise is offered at a reduced price, what does this say about the merchandise and the people who will buy it? Sales are usually held when a store has too much of a certain good and wants to sell it so that it can make room for new merchandise. However, the store has probably had trouble selling it at the regular price—so it must lower the price so that it will sell out quickly. This doesn't change the fact that the store still wants to make as much money as it can. Therefore, choosing the price of the goods can sometimes be a challenge.

Read *Building Citizenship: Civics and Economics*, Chapter 16, Introduction to Economics, Lesson 3, Screens 1-5: *Demand and Supply Make Markets* (pp. 452-457) and watch the BrainPOP movie *Supply & Demand* (02:58). How does the market itself determine how many goods are available and what the price of these goods is in a market economy?

As you read, make note of the vocabulary words you come across: consumer, producer, demand, supply, market, competition, equilibrium price, surplus, and shortage. Be sure to copy their definitions into your Social Studies Journal. When you finish reading the text, review the definitions and create your own
definition. Then, draw a picture or a diagram next to the word to show its meaning. Try and relate it to other words you know!

When you’re done, read each of the following situations and think about what effect they would have on supply and demand. Write your answers in your Social Studies Journal.

- New technology is created in the automobile industry that allows engines in cars and trucks to last longer without having to be replaced.
- A major source of oil is discovered in Texas, and new oil rigs are constructed and put into action nearly immediately.
- A highly destructive fungus that attacks and kills potato crops begins to spread throughout North America, and the United States begins importing nearly all of the potatoes that it consumes.
- An increasing number of movie studios begin offering their films to online streaming services instead of just releasing them onto DVD.
- The United States enforces a trade embargo against several major coffee-producing countries in South America.

Help your student understand vocabulary words by using the Marzano Vocabulary strategy. Help him or her create a new definition, find a nonverbal way of demonstrating the word, and link the word to other words that he or she knows. For example, your student might hear the word equilibrium and think of the word equal, connecting the meaning of being even or the same.

Your student’s answers to these questions should demonstrate knowledge of supply and demand. If a product is in high demand or in short supply, prices may go up, and vice versa.

Please go online to view and submit this assessment.

If you got the Quick Check wrong, watch the video: Supply and Demand (03:17) to reinforce your understanding of what supply and demand are. As you watch, list factors that affect supply and factors that affect demand in your Social Studies Journal.

If you got the Quick Check right, watch the video: Supply and Demand (03:39) to learn about the real world example of the supply and demand of oil in the early years of the twenty-first century. As you watch, answer the question, “Why did the price of oil rise in the early 21st century?” in your Social Studies Journal.
In the last part, you learned about demand and supply. In this part, you’ll learn about prices in a market economy. What impact does the price of a good or service have on your decision to buy it? The answer probably isn’t "none at all." When you find a product that costs more than you can afford to pay, you may wonder why it is so expensive. It may be because of how much it costs to make. If a manufacturer spends more money on materials and labor to create an item than the company end up selling it for, they will lose money—the opposite of what they are attempting to do. It may also have to do with demand. In a market economy, supply and demand play a big role in determining prices.

Open Building Citizenship: Civics and Economics, Chapter 16, Introduction to Economics, Lesson 3. Read The Economic Role of Prices. Then, watch the video The News: Gas Prices (watch to 01:52). How does the price of gasoline illustrate how supply and demand determine prices in a market economy?

Now, imagine that you are the owner of a small business that produces soap. Your soap is of the highest quality and made by hand using the best ingredients—and the prices that you charge for the soap reflect that. Not everyone can afford your products, but those who can are very loyal customers. But one day, a rival soap company produces a product that is close to yours in quality and much cheaper. A month later, your sales have plummeted. You have four choices of how to respond:

- You continue business as usual, relying upon loyal customers to continue spreading the word about how your soap is the best around.  
- Start an aggressive marketing campaign to show customers that your soap was the first made and that it remains the best, even if it is more expensive.  
- Reduce your prices, even if it involves using cheaper ingredients and thereby producing a lower quality product than what your customers have come to expect.  
- Stop making soap, and instead focus your brand on another product that the rival company does not make, such as lotion or bubble bath.
Stop making soap, and instead focus your brand on another product that the rival company does not make, such as lotion or bubble bath.

Your student’s answer may vary but should show understanding of the topics discussed in this lesson of supply, demand, and competition in businesses.

Please go online to view and submit this assessment.
How Economics Works - Part 6

**Objectives**
- To understand basic economic concepts such as supply, demand, scarcity, and opportunity cost
- To identify and describe basic economic systems
- To explain how a benefit-cost analysis is conducted
- To describe relationships between gross domestic product, per capita GDP, and standard of living
- To describe different types of economic markets
- To describe the origins of the economic system of the United States

**Books & Materials**
- Networks: Building Citizenship: Civics and Economics 2018
- Social Studies Journal
- Computer
- Paper and pens
- Copies of Values and Goals Statements for the Bead Game (one of each)
- Packaging string, hobby beads, rulers, scissors, and containers for supplies

**Assignments**
- Read Building Citizenship, chapters 16 and 17.
- Complete portions of "The Bead Game" to analyze the differences between economic systems.
- Read a USDA economic article and mark the text to identify economic factors and concepts.

**LEARN**

In chapter 16, you learned about basic economic principles, which apply to all economies large and small and throughout the world. But in chapter 17, you will be focusing on the economy of the United States. And in order to understand the American economy and its place in the worldwide economy, it is important to understand the principle of gross domestic product (GDP).

Open Building Citizenship: Civics and Economics, Chapter 17, The American Economy, Lesson 1. Read Gross Domestic Product. Then, watch the following video (01:24). Why is a country's GDP so important in understanding how its economy works?

Please go online to view this video ▶

**TEACHING NOTES**

Help your student understand vocabulary words by using the Marzano Vocabulary strategy. Help him or her create a new definition, find a nonverbal way of demonstrating the word, and link the word to other words that he or she knows. For example, your student might relate the phrase standard of living to standards that he or she learns in school and understand that it means a guideline or a norm to uphold.

Entrepreneurs are a very important component of the American economy. You have probably researched a few companies that were started by entrepreneurs as you have conducted your research.
for the Stock Market Game. When a person considers the decision to start his or her own business, he or she also has to do research on the market. Watch the video: Entrepreneurship (06:04) to learn more about entrepreneurs. As you watch, think about this question: What are the seven key steps to starting any kind of business? Write your answer in your Social Studies Journal.

The seven key steps are: 1. Select the idea. 2. Test the market. 3. Acquire capital. 4. Write a business plan. 5. Turn for help. 6. Understand the legal requirements. 7. Project your cash flow.

Please go online to view and submit this assessment.
How Economics Works - Part 7

**Objectives**
- To understand basic economic concepts such as supply, demand, scarcity, and opportunity cost
- To identify and describe basic economic systems
- To explain how a benefit-cost analysis is conducted
- To describe relationships between gross domestic product, per capita GDP, and standard of living
- To describe different types of economic markets
- To describe the origins of the economic system of the United States

**Books & Materials**
- Networks: Building Citizenship: Civics and Economics 2018
- Social Studies Journal
- Computer
- Paper and pens
- Copies of Values and Goals
- Statements for the Bead Game (one of each)
- Packaging string, hobby beads, rulers, scissors, and containers for supplies

**Assignments**
- Read Building Citizenship, chapters 16 and 17.
- Complete portions of “The Bead Game” to analyze the differences between economic systems.
- Read a USDA economic article and mark the text to identify economic factors and concepts.

**LEARN**

**INTERACTIVE ACTIVITY**

In the last part, you learned about the basics of the American economy as well as about entrepreneurs. Being an entrepreneur can be exciting and rewarding. But it also has its risks. Large businesses have more resources available than small businesses do. Some small businesses grow and become large companies. But others remain small, with fewer employees, less wealth, and fewer goods and services produced. Sometimes, having to compete with large companies that have more resources can create great disadvantages for an entrepreneur.


As you read, make note of the vocabulary words you come across: *circular flow model*, *factor market*, *product market*, *economic growth*, *productivity*, *specialization*, *division of labor*, and *human capital*. Be sure to copy their definitions into your Social Studies Journal. When you finish reading the text, review the definitions and create your own definition. Then, draw a picture or a diagram next to the word to show its meaning. Try and relate it to other words you know!

**TEACHING NOTES**

Help your student understand vocabulary words by using the Marzano Vocabulary strategy. Help him or her create a new definition, find a nonverbal way of demonstrating the word, and link the
word to other words that he or she knows. For example, your student might hear the word *factor* or *division* and relate these words to mathematics, and the ideas they represent.

✔ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
As you already know, the United States has a mixed market economy. Why do we have this type of economy, rather than a command or traditional economy? The answer is much the same reason why our government is headed by a president and legislature instead of a king or queen: our founding fathers decided to make it this way.


As you read, make note of the vocabulary words you come across: *capitalism, free enterprise, voluntary exchange, profit, private property rights, laissez-faire economics, and incentive*. Be sure to copy their definitions into your Social Studies Journal. When you finish reading the text, review the definitions and create your own definition. Then, draw a picture or a diagram next to the word to show its meaning. Try to relate it to other words you know!
Please go online to view and submit this assessment.

If you answered the Quick Check incorrectly, learn more about what Adam Smith really believed by watching the video An Introduction to Adam Smith’s The Wealth of Nations (03:30). In your Social Studies Journal, list and describe the three factors that Smith felt were most important to a successful economy.

Please go online to view this video ▶
# How Economics Works - Part 9

## Objectives
- To understand basic economic concepts such as supply, demand, scarcity, and opportunity cost
- To identify and describe basic economic systems
- To explain how a benefit-cost analysis is conducted
- To describe relationships between gross domestic product, per capita GDP, and standard of living
- To describe different types of economic markets
- To describe the origins of the economic system of the United States

## Books & Materials
- Networks: Building Citizenship: Civics and Economics 2018
- Social Studies Journal
- Computer
- Paper and pens
- Copies of Values and Goals Statements for the Bead Game (one of each)
- Packaging string, hobby beads, rulers, scissors, and containers for supplies

## Assignments
- Read Building Citizenship, chapters 16 and 17.
- Complete portions of 'The Bead Game' to analyze the differences between economic systems.
- Read a USDA economic article and mark the text to identify economic factors and concepts.

## USE

You have learned about basic economic principles and how they apply to the American economy. Now, answer the following questions.

## TEACHING NOTES

Your student should be able to identify the terms *market, consumer, production, and supplies.*

## USE FOR MASTERY

Which of the following economic factors are used to measure the success of the economy?
Select **three** correct answers.

- [ ] unemployment rates
- [ ] flow of money between markets
- [ ] gross domestic product
- [ ] scarcity of imported products
- [ ] infant mortality rates
- [ ] surplus of exported products
Select the type of economic system that each statement describes.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Traditional</th>
<th>Market</th>
<th>Command</th>
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<tbody>
<tr>
<td>This system is based on habits or customs that are not likely to change over time.</td>
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<tr>
<td>Planners that work for the government decide on production of goods and services.</td>
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<tr>
<td>Individuals and businesses own the resources that produce goods or services.</td>
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If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
In previous parts, you learned about how the American economy got started. Adam Smith, whose work greatly influenced the type of economy we have, believed that the government should not interfere with the economy. Instead, people and businesses should be allowed to buy and sell in any manner that suits their interests. Alexander Hamilton, who was largely in charge of building the nation's economic
system in its beginnings, did not entirely agree. He believed that a strong government would ensure a strong economy and that government and economy should work together.

Today, the American government does not play as large a role in business as it would if we had a command economy. However, if a person wants to start a business, he or she cannot simply put up a sign and start selling goods and services.

Open *Building Citizenship: Civics and Economics*, Chapter 19, Business in America, Lesson 1. Read **How Businesses Are Organized**. Then, watch the video *Types of Businesses* (06:46, start at 00:38). How does starting a business in the United States involve interacting with the government?

As you read, make note of the vocabulary words you come across: *financial capital, liability, corporation, franchise, and nonprofit organization*. Be sure to copy their definitions into your Social Studies Journal. When you finish reading the text, review the definitions and create your own definition. Then, draw a picture or a diagram next to the word to show its meaning. Try to relate it to other words you know!

Help your student understand vocabulary words by using the Marzano Vocabulary strategy. Help him or her create a new definition, find a nonverbal way of demonstrating the word, and link the word to other words that he or she knows. For example, your student might already know the word *profit* and be able to determine a meaning based on that root word.

Please go online to view and submit this assessment.
Whether a business is a sole proprietorship, a partnership, or a corporation, the most basic unit of any business is the worker. A sole proprietorship may have one single worker, the owner of the business. A large corporation may have thousands or even millions of employees. But no matter the size of the business, it is the workers and their labor that keep it running. Responsible businesses show respect for their workers in the way they are treated, and the workers have the right to stand up for themselves if they are not treated well.

Open Building Citizenship: Civics and Economics, Chapter 19, Business in America, Lesson 2. Read Labor. Watch the video Engineers Outsourcing (01:51) to learn about outsourcing engineering jobs to countries that have more science graduates. Do you think that the shortage of qualified applicants for science and engineering jobs in the United States poses a problem, even though people in countries such as India can be hired to perform these jobs? Record your answer in your Social Studies Journal.

After you have read the text and watched the video, read the feature Issues to Debate: Does Outsourcing Jobs to Other Countries Hurt America? and answer the questions that follow.

Have your student identify economic indicators to justify his or her response to Question 4. For example, outsourcing is good because it saves American companies money and allows them to offer their goods for less; outsourcing is bad because it takes away American jobs and increases unemployment.
Open *Building Citizenship: Civics and Economics*, Chapter 19, Business in America, Lesson 3. Read *Roles and Responsibilities of Businesses*. Watch the video *Benefit Corporations* (02:00) to learn about benefit organizations and how they help others. Would you be more likely to purchase goods and services from businesses that support worthy causes than one that did not, or would your purchase decision more likely depend on other factors such as quality and price? Write your answers in your Social Studies Journal.

As you read, make note of the vocabulary words you come across: *labor union, right-to-work laws,* and *strike*. Be sure to copy their definitions into your Social Studies Journal. When you finish reading the text, review the definitions and create your own definition. Then, draw a picture or a diagram next to the word to show its meaning. Try to relate it to other words you know!

**TEACHING NOTES**

Help your student understand vocabulary words by using the Marzano Vocabulary strategy. Help him or her create a new definition, find a nonverbal way of demonstrating the word, and link the word to other words that he or she knows. For example, your student might relate the word *union* to the word *united* and make a connection to the shared base word.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
In the last part, you learned about unions and benefit organizations. A business chooses to become a benefit organization, but choosing to do so allows that business a number of tax benefits from the government. The right to join a union and to bargain collectively is another right that the government protects. The government’s involvement in the economy produces many other positive results as well. For example, if a business has employees, it is required by law to pay them a minimum hourly wage.

Open Building Citizenship: Civics and Economics, Chapter 20, Government’s Role in the Economy, Lesson 1. Read Government Involvement in the Economy. Then, go to Lesson 2 and read Measuring the Economy. Watch the video Raising Minimum Wage (01:52) to learn about the far-reaching effects of raising the minimum wage. Who would be affected the most by a raise in the minimum wage?

As you read, make note of the vocabulary words you come across: private good, public good, monopoly, antitrust law, merger, real GDP, business cycle, recession, depression, unemployment rate, inflation, bear market, and bull market. Be sure to copy their definitions into your Social Studies Journal. When you finish reading the text, review the definitions and create your own definition. Then, draw a picture or a diagram next to the word to show its meaning. Try to relate it to other words you know!

After you have read the text and watched the video, read the feature Issues to Debate: Is Increasing the Minimum Wage Good for the Economy? and answer the questions that follow.

Help your student understand vocabulary words by using the Marzano Vocabulary strategy. Help him or her create a new definition, find a nonverbal way of demonstrating the word, and link the new word to other words he or she knows.
Help your student understand vocabulary words by using the Marzano Vocabulary strategy. Help him or her create a new definition, find a nonverbal way of demonstrating the word, and link the word to other words that he or she knows. For example, your student might connect the meanings of the words *depression* and *depressed*.

After your student has answered the questions, extend the activity to have your student illustrate his or her thinking on the business cycle and identify how increasing/decreasing the minimum wage would affect inflation, productivity/real GDP, and the unemployment rate.

For example, have your student put him- or herself in a business owner’s shoes. If his or her business had a fixed amount of capital to spend on labor costs and the business’s income does not change, what would he or she do? Would he or she reduce the number of workers if it were required to pay them a higher wage? How would he or she try to handle the problem?

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In Part 3, you learned about the minimum wage. The owner of the restaurant who was interviewed in the video you watched mentioned that most of his workers who were paid minimum wage were teenagers. But some, however, were older and had difficulty supporting themselves on the low income that they earned. This raises the question of why some people earn less money than others.


The text identifies two factors that contribute to income inequality: discrimination and education. In the past, these two factors were greatly interrelated. However, the government and its court system have worked to eliminate the educational discrimination that has largely impacted incomes. Read the feature Landmark Supreme Court Cases: Brown v. Board of Education of Topeka, Kansas. Then, watch the video Brown vs. Board of Education (03:18) to learn more about this important event, and then answer the two questions that follow in your Social Studies Journal.

As you read, make note of the vocabulary words you come across: welfare and Temporary Assistance for Needy Families (TANF). Be sure to copy their definitions into your Social Studies Journal. When you finish reading the text, review the definitions and create your own definition. Then, draw a picture or a diagram next to the word to show its meaning. Try to relate it to other words you know!
Help your student understand vocabulary words by using the Marzano Vocabulary strategy. Help him or her create a new definition, find a nonverbal way of demonstrating the word, and link the word to other words that he or she knows. For example, your student might understand that welfare and well-being have similar prefixes and both have to do with the betterment of people.

Explain to your student that many people believed that even without Brown v. Board of Education, segregated African American schools would have improved through their own efforts and income inequality would have ended. Discuss this idea with your student. Does segregation wholly deprive students of educational opportunities, even if the quality of education received by all students is equal?

Rate your understanding:

Please go online to view and submit this assessment.
Do you ever think about the money that you spend? When you buy something, do you use cash or a debit card? If you use cash, do you use large bills, or do you count out the change in coins? One of the main characteristics of money is that it must be portable—in other words, you should be able to carry it around. It also should be divisible, meaning that it can be divided into small amounts. If you pay for a twelve-dollar purchase with a twenty-dollar bill, you receive eight dollars in change. How would it be different if you tried to pay for that purchase by exchanging a good or service that was worth twenty dollars instead?

Open Building Citizenship: Civics and Economics, Chapter 21, Government and Banking, Lesson 1, Screens 1-5. Read Money (pp. 568-572). Then, watch the video Making Money (04:10). Also, watch the video The Cost of Making a Penny (04:10). Do you think that it makes sense for money to cost more to make than it can be traded for? Should the United States stop minting pennies? Why or why not?

Now, read Lesson 2, Screens 1-5, The Federal Reserve System (pp. 573-578). Then, watch the video The Federal Reserve System (04:48). What role does the Federal Reserve play in avoiding economic downturns? How effective has it been in this role? Record your answers in your Social Studies Journal.

As you read, make note of the vocabulary words you come across: currency, deposit, commercial bank, savings and loan, credit union, deposit insurance (FDIC), monetary policy, discount rate, and reserve.
As you read, make note of the vocabulary words you come across: currency, deposit, commercial bank, savings and loan, credit union, deposit insurance (FDIC), monetary policy, discount rate, and reserve requirement. Be sure to copy their definitions into your Social Studies Journal. When you finish reading the text, review the definitions and create your own definition. Then, draw a picture or a diagram next to the word to show its meaning. Try to relate it to other words you know!

What role does the Federal Reserve play in avoiding economic downturns? (Raising/lowering interest rates to control inflation)

How effective has it been in this role? (Answers may vary. When answering, your student should consider that the market has crashed twice).

Help your student understand vocabulary words by using the Marzano Vocabulary strategy. Help him or her create a new definition, find a nonverbal way of demonstrating the word, and link the word to other words that he or she knows. For example, your student might relate the word monetary to money or commercial bank to the commercials he or she sees on TV.

What role does the Federal Reserve play in avoiding economic downturns? (Raising/lowering interest rates to control inflation)

How effective has it been in this role? (Answers may vary. When answering, your student should consider that the market has crashed twice).
2) Digital currency is not issued by the government or insured

3) Advantages: Lower fees, no account freezes, no restrictions on account, no arbitrary limits. Disadvantages: Not accepted at all businesses
In the last part, you learned about currency. Now, it is time to cover banks and how we store currency. The largest and most important bank in the United States is the Federal Reserve. But the average American has at least one account with a smaller bank. If you have a checking or savings account, it is probably with a retail bank. Some people prefer to allow credit unions to handle their accounts instead. Credit unions are smaller, customer-owned, nonprofit organizations. Businesses have accounts, too, and these accounts are usually with commercial banks.

Whatever type of bank you use, the Federal Reserve stands behind that bank when you make a deposit there. If the bank has financial problems and cannot provide cash when you want to make a withdrawal, the Federal Reserve will loan them the money so that your money is not lost. Open Building Citizenship: Civics and Economics, Chapter 21, Government and Banking, Lesson 3, Screens 1-6. Read Banks and Banking (pp. 579-583). Then, watch the BrainPOP video Banking (04:48). How have banks played an important part in the United States’ economic history? Review your understanding by completing the Brainpop review quiz.

As you read, make note of the vocabulary words you come across: savings account, checking account, money market account, and certificate of deposit. Be sure to copy their definitions into your Social Studies Journal. When you finish reading the text, review the definitions and create your own definition. Then, draw a picture or a diagram next to the word to show its meaning. Try to relate it to other words you know!
Your student should understand that bank loans help to keep businesses functioning.

Help your student understand vocabulary words by using the Marzano Vocabulary strategy. Help him or her create a new definition, find a nonverbal way of demonstrating the word, and link the word to other words that he or she knows. For example, your student might connect the word checking to writing a check to pay for something, or the word market to the Stock Market Game he or she is currently playing.

Do you have any financial goals? Do you want to attend college, buy a car, or make another major purchase that might take you a few years to afford? In this part, you will take your first step toward that goal by creating a personal budget to determine where your resources will be spent and saved. For this task, you will use the resource Creating a Personal Budget in Networks, Building Citizenship: Civics and Economics 2018, Chapter 21, Resources tab, 21st Century Skills, Personal Finance Skill: Creating a Budget (online only). Use the tables on the second page to determine your income and expenses.

After your budget has begun, you will extend this task by choosing ways to save your money. In Networks, Building Citizenship: Civics and Economics 2018, Chapter 21, Resources tab, 21st Century Skills, read the resource Saving and Investing: Make your money grow and create a cost/benefit analysis of banking institutions to determine your preferred means of saving and investing money. Take your current losses and gains in the Stock Market Game into consideration here, and decide if investing in stocks would be a worthwhile step in reaching your goals.

Have your student revisit the business cycle activity from Part 3 as an extension to this activity. Work through the same scenarios, but change the monetary policy indicators. For example, a decrease in interest rates would make it easier for those earning minimum wage to obtain loans, increasing purchasing power and in turn the gross domestic product. How would the GDP be affected?

Please go online to view and submit this assessment.
## Government and Business - Part 7

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>To distinguish between business models such as corporations, franchises, and nonprofit organizations</td>
<td>- Networks: Building Citizenship: Civics and Economics 2018</td>
<td>- Read Building Citizenship, chapters 19-22.</td>
</tr>
<tr>
<td>To describe labor laws and the purposes of unions</td>
<td>- Social Studies Journal</td>
<td>- Complete the chapter feature and identify economic indicators to justify responses.</td>
</tr>
<tr>
<td>To describe monopolies, anti-trust laws, and other economic legal issues</td>
<td>- Computer</td>
<td>- Identify how increasing/decreasing the minimum wage would impact inflation, productivity/real GDP, and the unemployment rate.</td>
</tr>
<tr>
<td>To understand how to conduct a cost/benefit analysis of banking institutions and means of saving/investing money</td>
<td>- Paper and pens</td>
<td>- Create a cost/benefit analysis of banking institutions and means of saving/investing money.</td>
</tr>
<tr>
<td>To understand the federal budget making process and fiscal policy</td>
<td></td>
<td>- Use a circular flow market diagram to predict how various markets would be impacted by fiscal and monetary policy changes.</td>
</tr>
</tbody>
</table>

### LEARN

#### INTERACTIVE ACTIVITY

As you have learned, the Federal Reserve, which backs all deposits in banks, is funded by the federal government. The public works programs that are used by all Americans, such as parks and police and fire departments, are also government funded, although they receive most of their funding from state and local governments. The government receives its money from the same people who benefit from the institutions and programs that it funds: the American taxpayers. This includes you; when you purchase a good or service from a business, no matter how small it is, you usually have to pay tax. That tax can vary from five to ten percent, depending on where the business is located. Watch the BrainPOP video *Taxes* (4:06) to learn more. Test your understanding of taxes by playing the *Time Zone X* game.

Since the government is spending the people's money, it must be accountable to those people. Like an individual creates a budget that shows his or her income and expenses, the federal government must also create a budget. And if the government's expenses are greater than its income, it goes into debt—just like an individual will take on debt when he or she buys something and does not have cash to pay for it. Open *Building Citizenship: Civics and Economics*, Chapter 22, Financing the Government, Lesson 1. Read *The Federal Budget: Revenues and Expenditures*. Then, watch the following video *U.S. Federal Budget Process 101* (02:36). What roles do the different branches of government play in developing a budget? Review your understanding by completing the *Brainpop challenge*.

Please go online to view this video ▶
Help your student understand vocabulary words by using the Marzano Vocabulary strategy. Help him or her create a new definition, find a nonverbal way of demonstrating the word, and link the word to other words that he or she knows. For example, your student might relate the phrase *appropriations bill* to another bill they can think of, like the Bill of Rights.

Please go online to view and submit this assessment.
If you see something that you would like to buy but can’t afford to pay for in cash, sometimes you have another option. Some sellers will allow buyers to purchase goods and services on credit—meaning that they will have to go into debt. Debt is usually a bad thing when an individual’s budget is concerned. When a person is in debt, he or she must pay the debt off. This will require reducing other expenses (or increasing one’s income) until the debt is paid. Therefore, it is important to pay off debt as soon as possible in most cases.

The government is expected to follow a strict budget at all times. But in some cases, following the budget is not possible, and more is spent than is earned. When this happens, the government also goes into debt. But government debt is a little different from the debt that individuals have. Open Building Citizenship: Civics and Economics, Chapter 22, Financing the Government, Lesson 2. Read The Federal Budget: Revenues and Expenditures. Then, watch the video The Debt Limit Explained (03:49). How is federal debt different from personal debt?

Please go online to view this video ▶

Help your student understand vocabulary words by using the Marzano Vocabulary strategy. Help him or her create a new definition, find a nonverbal way of demonstrating the word, and link the word to other words that he or she knows. For example, your student might think of words in his or her mathematics lessons that mean similar things to surplus or deficit.
Your next task is to return to the business cycle activity that you began previously in this lesson. You will now apply fiscal policy measures to this cycle. Consider the effect that raising and lowering taxes will have on this cycle, as well as an increase or decrease in government spending.

**TEACHING NOTES**

Your student may also revisit the circular flow market diagram that he or she developed in Part 7 and predict how various markets would be impacted by fiscal and monetary policy changes.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Government and Business - Part 9

**Objectives**
- To distinguish between business models such as corporations, franchises, and nonprofit organizations
- To describe labor laws and the purposes of unions
- To describe monopolies, anti-trust laws, and other economic legal issues
- To understand how to conduct a cost/benefit analysis of banking institutions and means of saving/investing money
- To understand the federal budget making process and fiscal policy

**Books & Materials**
- Networks: Building Citizenship: Civics and Economics 2018
- Social Studies Journal
- Computer
- Paper and pens

**Assignments**
- Read Building Citizenship, chapters 19-22.
- Complete the chapter feature and identify economic indicators to justify responses.
- Identify how increasing/decreasing the minimum wage would impact inflation, productivity/real GDP, and the unemployment rate.
- Create a cost/benefit analysis of banking institutions and means of saving/investing money.
- Use a circular flow market diagram to predict how various markets would be impacted by fiscal and monetary policy changes.

**USE**

In this part, you have learned about how government and its activities affect business and the economy in the United States. Now, show what you have learned by answering the following questions.

**USE FOR MASTERY**

Making changes to government fiscal or monetary policies can impact a nation’s economy.

Select whether each change is a change in fiscal policy or in monetary policy.

<table>
<thead>
<tr>
<th></th>
<th>Fiscal Policy</th>
<th>Monetary Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>changing of tax rates</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>changing of interest rates</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>changing of government spending</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>changing of the supply of money</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Select the type of business each statement describes.

<table>
<thead>
<tr>
<th></th>
<th>Sole Proprietorship</th>
<th>Partnership</th>
<th>Corporation</th>
<th>Franchise</th>
</tr>
</thead>
<tbody>
<tr>
<td>a business owned by one person</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>a business that two or more people own and operate together</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>a business owned by a group of people and operated under a license</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
<tr>
<td>a business whose owner is the only seller of a certain product in a particular area</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
<td>¥</td>
</tr>
</tbody>
</table>

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
Personal Economics - Part 1

Objectives
- To describe concepts such as consumerism, impulse buying, and disposable and discretionary income
- To define terms such as principal, maturity, penalty, return, stock, dividend, bond, and mutual fund

Books & Materials
- Networks: Building Citizenship: Civics and Economics 2018
- Social Studies journal
- Computer
- Paper and pens

Assignments
- Read Building Citizenship, chapter 18.
- Identify a purchase/savings goal and use a flow map to determine which steps he or she should take to reach that goal.

VOCABULARY
- consumerism
- comparison shopping
- warranty
- impulse buying
- disposable income
- discretionary income
- budget
- expense
- balance
- deficit
- interest
- loan
- borrower
- annual percentage rate (APR)
- principal
- maturity
- penalty
- return
- stock
- dividend
- bond
- mutual funds

You have learned the difference between needs and wants. Sometimes, you may want a good or service so badly that you are convinced that it's something you need. But when it comes to personal finance and creating a budget, it is important to make this distinction. Watch the BrainPOP video Needs and Wants (03:44) to learn more about the difference between a good or a service that is necessary for survival and one that would simply make life easier or more enjoyable. In your Social Studies Journal, list three goods and services that are needs and three others that you would like to have.
You are familiar with the rights and responsibilities you have as a U.S. citizen. But did you know that you also have rights and responsibilities as a consumer within the U.S. economy? Open Building Citizenship: Civics and Economics, Chapter 18, Personal Finance, Lesson 1. Read Consumerism. Then, watch the video Opportunity and Consumerism (05:37). What is consumerism, and what makes it an important part of American culture?

As you read, make note of the vocabulary words you come across: consumerism, comparison shopping, warranty, impulse buying, disposable income, and discretionary income. Be sure to copy their definition into your Social Studies Journal. When you finish reading the text, review the definitions and create your own definition. Then, draw a picture or a diagram next to the word to show its meaning. Try to relate it to other words you know!

Help your student understand vocabulary words by using the Marzano Vocabulary strategy. Help him or her create a new definition, find a nonverbal way of demonstrating the word, and link the word to other words that he or she knows. For example, your student might relate words like disposable to throwing away.

One of your responsibilities in your role as a consumer in the American economy is to be an informed consumer. This involves making wise purchasing decisions, whether the goods and services you are shopping for are needs or wants. Watch the BrainPOP video Comparing Prices (02:40). Why is it important to conduct research before making a purchase?

For your next task, you will compare prices for the goods and services from your list of needs and wants. Choose one need and one want from your list. Using the Internet, locate at least three retailers who provide that good or service. Record your findings in your Social Studies Journal.

Explain to your student that price is not the only determinant when choosing where to purchase a good or a service. It also helps to conduct research on the retailer to determine whether it is a good seller to do business with or to determine the quality of the product. Services such as free shipping and warranties may justify spending more as well.

Please go online to view and submit this assessment.
So far in this unit, you have learned about budgeting and finance from the perspective of the government and businesses. You have also learned a little but about personal budgeting. In the most basic sense, creating a personal budget involves tracking the amount of income you take in and the purchases you make with that income. But what if you have an emergency and have to spend money that you didn't plan to spend? What do you do when your purchases exceed your income? Watch the BrainPOP video Debt (04:48) to learn more. Why is it important to avoid debt?

Open Building Citizenship: Civics and Economics, Chapter 18, Personal Finance, Lesson 2. Read Using a Personal Budget. Then, watch the BrainPOP video Budgets (05:16). Make sure to write down vocabulary words as you see them. Why is it important to distinguish wants and needs when developing a personal budget?

Now, you will look at a real-world example to practice developing a budget. Complete the BrainPOP Fill In the Chart activity to develop a budget for Billy, a newspaper delivery boy. How much will Billy save during this month?

After you have completed Billy's budget, you will create one for yourself. Complete the BrainPOP T-Chart activity to list your own expenses and income. You will return to this chart later.

If your student does not have personal income or expenses (e.g., he or she does not receive an allowance or does not have to purchase his or her needs and wants), give him or her a set income (for example, $50 a month) and have him or her conduct research via the Internet to discover the
costs of the goods and services he or she uses. Your student will use this information to develop his or her budget.

 RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
How does a person go into debt? In some cases, a person may obtain a loan from a bank. But more often, a person uses other forms of credit, such as credit cards. Watch the BrainPOP video [Credit Cards](https://www.brainpop.com/finance/creditcards/) (03:56) to learn how this form of credit works. Why is it important to be careful when using credit cards to pay for goods and services?

The most important principle to consider when taking out a loan or using a credit card is interest. Open [Building Citizenship: Civics and Economics](https://www.calvert.com/Curriculum/Grade8/Unit5/), Chapter 18, Personal Finance, Lesson 2. Read [Using Credit](#). Then, watch the BrainPOP video [Interest](https://www.brainpop.com/finance/interest/) (04:45). Why should you always consider interest rates when using credit? When you finish, see what you remember about interest by completing the [challenge](#).

As you read, make note of the vocabulary words you come across: budget, expense, balance, deficit, interest, loan, borrower, and APR. Be sure to copy their definitions into your Social Studies Journal. When you finish reading the text, review the definitions and create your own definition. Then, draw a picture or a diagram next to the word to show its meaning. Try to relate it to other words you know!

Help your student understand vocabulary words by using the Marzano Vocabulary strategy. Help him or her create a new definition, find a nonverbal way of demonstrating the word, and link the word to other words that he or she knows. For example, your student might relate that the word balance is what everything equals to after a purchase is made.

Now, you will return to the budget that you created for yourself in Part 2 of this lesson. Hopefully, your budget includes an amount that is saved each month. If it does not, you may need to adjust your
expenses. Your task for Part 3 will be to set a financial goal and, using the information from this lesson, make a plan for achieving that goal.

Your plan can include a variety of strategies for reaching your goal. If your goal involves making a $200 purchase and your budget has allowed you to save $20 per month, you may decide to choose one of the following strategies:

- Continue as you have been for the next 10 months, and then make your purchase.
- Increase your income by $20 a month without increasing your expenses and make your purchase in five months.
- Decrease your spending by $20 a month and make your purchase in five months.
- Use $200 in credit to make the purchase right now.

Make sure your student understands the circumstances of his or her strategy. If your student’s strategy involves raising his or her income, then there must be a plan for doing so (for example, by doing additional chores). If his or her strategy involves decreasing expenses, he or she must choose which expenses to cut from the budget. And if he or she plans to use credit, a plan for paying off that debt (and the interest that accrues with it) must also be developed.

Please go online to view and submit this assessment.

rate your understanding

Please go online to view and submit this assessment.
When you made your financial goal in Part 3, did it involve spending or saving? It might have involved both—you saved money so that you could spend it on something that you wanted. But even if you don't have an end goal in mind that involves a specific purchase, saving is still important. Remember that sometimes, an unexpected emergency might disturb a person's budget, causing him or her to spend more in one month than his or her monthly income. If this happens to someone who has money saved, then he or she will not have to go into debt and pay interest. And if he or she is smart, he or she may even receive interest on the money he or she is saving.

Open Building Citizenship: Civics and Economics, Chapter 18, Personal Finance, Lesson 3, Screens 1-6. Read Saving and Investing (pp. 503–504). Then, watch the video: Places to Save (02:44). Make sure to write down vocabulary words when you come across them. When deciding where to save money, how important is it that the investment be safe? Is the amount that can be withdrawn important?

1) It is very important that your investment is safe, so that you do not lose money.

2) The amount that can be withdrawn important because some withdrawals incur penalties.

Please go online to view and submit this assessment.
MORE TO EXPLORE

If you answered the Quick Check incorrectly, go to NerdWallet’s Best Interest Rates and enter your zip code to find the terms of savings accounts, money market accounts, and certificates of deposit at your local banks. In your Social Studies Journal, list the interest rates and deposit terms of each type of account.

If you answered the Quick Check correctly, learn more about financial planning by watching the video Developing a Financial Plan (01:55). Answer these questions in your Social Studies Journal while watching the video: How much should a person put aside for savings when developing a financial plan? Why is it important to save this amount?

TEACHING NOTES

To plan for future expenses and to make your money grow, people should put aside 20% for saving.
LEARN

When you decide to invest money in a savings or money market account or a certificate of deposit, the Federal Reserve protects your money. While your interest rates may go up and down, you will never lose money that you are saving. But if you were to choose to invest the money in the stock market instead, you might not be so lucky if your investments do not do well.

So, why would you choose to invest in the stock market instead of opening a savings account? You might have already learned the answer to that question by playing the Stock Market Game. When the stock market does well, the return can be much higher than the interest one can expect to make on a savings account. Open Building Citizenship: Civics and Economics, Chapter 18, Personal Finance, Lesson 3. Read Stocks and Bonds. Then, watch the BrainPOP videos Stocks and Shares (02:54) and The Stock Market (02:43). Why is it important to include stocks and bonds in a financial plan? Would it be wise to depend entirely on these investments, rather than including safer, lower-yield accounts?

As you read, make note of the vocabulary words you come across: principal, maturity, penalty, return, stock, dividend, bond, and mutual funds. Be sure to copy their definitions into your Social Studies Journal. When you finish reading the text, review the definitions and create your own definition. Then, draw a picture or a diagram next to the word to show its meaning. Try to relate it to other words you know!

TEACHING NOTES

Help your student understand vocabulary words by using the Marzano Vocabulary strategy. Help him or her create a new definition, find a nonverbal way of demonstrating the word, and link the word to other words that he or she knows. For example, your student might connect the word maturity to mature. Make sure to help your student understand that there is a difference between a school principal and a principle in economics, etc.
You have learned about personal finance, including your rights and responsibilities as a consumer, how to develop and use a personal budget, and the importance of saving and investing. Now, answer the following questions to show what you have learned.

**USE FOR MASTERY**

What are **two** ways of investing in the stock market that can help consumers reach their savings and spending goals?

- Investments can yield greater profits than traditional savings accounts.
- Investments can earn greater returns than a savings account.
- Investments can teach investors more about the organizations they invest in.
- Investments can tie up money that can otherwise be spent.
- Investments can lead to major losses with no guarantees.

Read the chart and answer the following question.

<table>
<thead>
<tr>
<th></th>
<th>Income</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person A</td>
<td>$100</td>
<td>$80</td>
<td>$20</td>
</tr>
<tr>
<td>Person B</td>
<td>$100</td>
<td>$60</td>
<td>$40</td>
</tr>
<tr>
<td>Person C</td>
<td>$100</td>
<td>$140</td>
<td>$-40</td>
</tr>
<tr>
<td>Person D</td>
<td>$100</td>
<td>$120</td>
<td>$-20</td>
</tr>
</tbody>
</table>

Based on the chart, what can persons C and D do to be sure their expenses are paid in full this month?

- invest more money in the stock market
- look for a job that has the potential for a raise
- work another job to cover the remaining expenses
- quit working to go back to school
Read the chart and answer the following question.

<table>
<thead>
<tr>
<th>Person</th>
<th>Income</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>$100</td>
<td>$80</td>
<td>$20</td>
</tr>
<tr>
<td>B</td>
<td>$100</td>
<td>$60</td>
<td>$40</td>
</tr>
<tr>
<td>C</td>
<td>$100</td>
<td>$140</td>
<td>—$40</td>
</tr>
<tr>
<td>D</td>
<td>$100</td>
<td>$120</td>
<td>—$20</td>
</tr>
</tbody>
</table>

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- invest more money in the stock market
- look for a job that has the potential for a raise
- work another job to cover the remaining expenses
- quit working to go back to school
UNIT QUIZ

Please go online to view and submit this assessment.
Appendix
This form is to be used when completing Use for Mastery assessments or Projects offline. Your assessment can then be scanned and uploaded into the correct lesson online.

<table>
<thead>
<tr>
<th>Please Fill In This Form Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's Name</td>
</tr>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>Course Name</td>
</tr>
<tr>
<td>Lesson Title</td>
</tr>
</tbody>
</table>

Provide your answer in the space below.
So What Do Other Kids Do?

**Student Facing Project Rubric**

Read the chart below to understand how your project will be scored. Your goal should be to earn all 20 possible points.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>4 POINTS</th>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Geography</td>
<td>You have clearly identified two or more physical geography items for each chosen country.</td>
<td>You have identified two physical geography items for each chosen country.</td>
<td>You have identified fewer than two physical geography items for each chosen country.</td>
<td>You have identified no physical geography items for each chosen country.</td>
</tr>
<tr>
<td>Human Geography</td>
<td>You have identified three or more human geography items for each chosen country.</td>
<td>You have identified three human geography items for each chosen country.</td>
<td>You have identified fewer than three human geography items for each chosen country.</td>
<td>You have identified one or no human geography items for each chosen country.</td>
</tr>
<tr>
<td>Map</td>
<td>Your interactive board shows each chosen country on a physical map.</td>
<td>Your interactive board shows most chosen countries on a physical map.</td>
<td>Your interactive board shows some chosen countries on a physical map.</td>
<td>Your interactive board shows few or no chosen countries on a physical map.</td>
</tr>
<tr>
<td>Embedded Video</td>
<td>Your interactive board includes one or more embedded videos highlighting the culture of each chosen country.</td>
<td>Your interactive board includes one embedded video highlighting the culture of each chosen country.</td>
<td>Your interactive board includes one embedded video, but it may not highlight the culture of each chosen country.</td>
<td>Your interactive board does not include an embedded video highlighting the culture of each chosen country.</td>
</tr>
<tr>
<td>Pictures</td>
<td>Your interactive board includes two or more pictures that illustrate activities for each chosen country.</td>
<td>Your interactive board includes two pictures that illustrate activities for each chosen country.</td>
<td>Your interactive board includes fewer than two pictures that illustrate activities for each chosen country.</td>
<td>Your interactive board does not include pictures for each chosen country.</td>
</tr>
</tbody>
</table>

**Total Possible Points: 20**
# Student Facing Project Rubric

Read the chart below to understand how your project will be scored. Your goal should be to earn all 20 possible points.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>4 POINTS</th>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify which government body or bodies (e.g., state legislature, president of the United States, city council) to focus on.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly identifies one or more government bodies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies one or more government bodies, but isn’t sure if they are the right ones.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not identify any relevant government bodies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not try to identify any government bodies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify at least one ally for the public issue (e.g., a political party, public action committee, or special interest group that currently works with this issue).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies at least one ally and demonstrates a clear understanding of what that group is doing related to this issue.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies at least one ally and demonstrates a moderate understanding of what that group is doing related to this issue.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies at least one ally, but does not understand what that group is doing related to this issue.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not identify an ally.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify a means of communicating the issue to concerned parties (e.g., a letter to a representative or executive office, a social media campaign).</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Identifies a means of communicating the issue and clearly understands how to communicate the issue.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies a means of communicating the issue and somewhat understands how to communicate the issue.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies a means of communicating the issue but does not understand how to communicate the issue.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not identify a means of communicating the issue.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify who is impacted by the issue, who has an impact on the issue, and how and why that impact might occur.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly identifies who is impacted by the issue, who has an impact on the issue, and how and why that impact might occur.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies more than one, but not all, of the following: who is impacted by the issue, who has an impact on the issue, and how and why that impact might occur.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is unable to identify more than one of the following: who is impacted by the issue, who has an impact on the issue, and how and why that impact might occur.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not identify any of the following: who is impacted by the issue, who has an impact on the issue, and how and why that impact might occur.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a plan for addressing the issue, based on research.</td>
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<tr>
<td>Develops a thorough, research-based plan with details and clear action steps.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develops a research-based plan that’s lacking some detail or clear action steps.</td>
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<td></td>
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<tr>
<td>Develops only part of a plan, or does not use research to create a plan.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Does not develop a plan.</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Total Possible Points: 20</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Invest in Your Future!

**Student Facing Project Rubric**

Read the chart below to understand how your project will be scored. Your goal should be to earn all 20 possible points.

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<thead>
<tr>
<th>CRITERIA</th>
<th>4 POINTS</th>
<th>3 POINTS</th>
<th>2 POINTS</th>
<th>1 POINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Task</td>
<td>You understand the task and are thoroughly familiar with the rules of the Stock Market Game.</td>
<td>You understand most parts of the task and are familiar with the rules of the Stock Market Game.</td>
<td>You understand some parts of the task and are somewhat familiar with the rules of the Stock Market Game.</td>
<td>You understand a little of the task but are not familiar with the rules of the Stock Market Game.</td>
</tr>
<tr>
<td>Research</td>
<td>Your portfolio shows that you have conducted thorough research to evaluate potential investments.</td>
<td>Your portfolio shows that you have conducted a good deal of research to evaluate potential investments.</td>
<td>Your portfolio shows that you have conducted some research to evaluate potential investments.</td>
<td>Your portfolio shows that you have conducted only a small amount of research to evaluate potential investments.</td>
</tr>
<tr>
<td>Coordination</td>
<td>Your portfolio shows impeccable coordination between all project elements.</td>
<td>Your portfolio shows coordination between all project elements.</td>
<td>Your portfolio shows some coordination between project elements.</td>
<td>Your portfolio does not show coordination between project elements.</td>
</tr>
<tr>
<td>Participation</td>
<td>You participated actively in the Stock Market Game and kept track of everything you did.</td>
<td>You participated a good amount in the Stock Market Game and kept moderate track of what you did.</td>
<td>You participated somewhat in the Stock Market Game and kept some track of what you did.</td>
<td>You participated very little in the Stock Market Game and did not keep track of what you did.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Your presentation is well organized and informative.</td>
<td>Your presentation is mostly organized and informative.</td>
<td>Some parts of your presentation are organized and informative.</td>
<td>Your presentation is messy and unclear.</td>
</tr>
</tbody>
</table>

**Total Possible Points: 20**
Guided Reading

Americans, Citizenship, and Governments

Lesson 3  Duties and Responsibilities of American Citizens

ESSENTIAL QUESTION
• What is a citizen?

1. **Comparing** Compare the two types of obligations American citizens have by completing the definitions below.

<table>
<thead>
<tr>
<th>Obligations</th>
</tr>
</thead>
</table>
| A responsibility is _______________________________  
            _______________________________  
            _______________________________ |
| A duty is   _______________________________  
            _______________________________  
            _______________________________ |

2. **Listing** As you read, complete the chart by listing five duties of citizenship and reasons for performing them. If reasons are not stated in the text, draw conclusions to come up with your own reasons.

<table>
<thead>
<tr>
<th>Citizenship Duties</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
Responsibilities of Citizens

3. **Describing** Complete the good citizen “to-do” list.

<table>
<thead>
<tr>
<th>Informed and Active Citizens . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ know what ______________________</td>
</tr>
<tr>
<td>✓ voice opinions on ______________________</td>
</tr>
<tr>
<td>✓ ______________________ in elections</td>
</tr>
<tr>
<td>✓ study ______________________ in upcoming elections</td>
</tr>
<tr>
<td>✓ _________________ of what elected leaders are doing in office</td>
</tr>
</tbody>
</table>

4. **Identifying** As you read, complete the chart to show why the responsibilities of citizens are important.

<table>
<thead>
<tr>
<th>Responsibilities of Citizens</th>
<th>Why is this an important responsibility?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be an informed and active citizen, vote</td>
<td></td>
</tr>
<tr>
<td>2. Respect the rights and property of others</td>
<td></td>
</tr>
<tr>
<td>3. Contribute to the common good</td>
<td></td>
</tr>
</tbody>
</table>
**Guided Reading**

**Americans, Citizenship, and Governments**

**Being Involved**

5. **Summarizing** As you read, complete the graphic organizer by providing examples of volunteerism. Use examples from the book and include some of your own examples.

![Volunteerism Graphic Organizer](image)

6. **Critical Thinking: Analyzing** In your own words, explain what French writer Alexis de Tocqueville meant when he described volunteerism as “self-interest rightly understood.”

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
7. **Describing** As you read, complete the chart to name and describe government-sponsored national service programs in the United States.

<table>
<thead>
<tr>
<th>National Service Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>
Brace Map

Title:
Cause and Effect

CAUSE

EFFECT/CAUSE

EFFECT
The Declaration of Independence

Close reading strategy: Mark the text

- Highlight the 28 grievances.
- Bracket the grievances that are similar.
- Mark and annotate grievances that you can connect to the influence of the Enlightenment ideas you identified. For example: Taxes without representation in parliament violates the social contract, a main idea of John Locke).

In Congress, July 4, 1776.

The unanimous Declaration of the thirteen united States of America, When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.
He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavored to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighboring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:
For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.
Comparison Chart Graphic Organizer
Double Bubble Graphic Organizer

Title: ________________________________________
## ENLIGHTENMENT PHILOSOPHERS AND POLITICAL SCIENTISTS

<table>
<thead>
<tr>
<th>MAIN IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Hobbes</td>
</tr>
<tr>
<td>John Locke</td>
</tr>
<tr>
<td>Jean-Jacques Rousseau</td>
</tr>
<tr>
<td>Thomas Paine</td>
</tr>
<tr>
<td>Voltaire</td>
</tr>
</tbody>
</table>
### FEDERAL AND STATE GOVERNMENT RESPONSIBILITIES

<table>
<thead>
<tr>
<th>FEDERAL GOVERNMENT</th>
<th>STATE GOVERNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Branch</td>
<td>Executive Branch</td>
</tr>
<tr>
<td>Legislative Branch</td>
<td>Legislative Branch</td>
</tr>
<tr>
<td>Judicial Branch</td>
<td>Judicial Branch</td>
</tr>
</tbody>
</table>
**PROCESS: AMENDING THE CONSTITUTION**

<table>
<thead>
<tr>
<th>Proposal to Amend</th>
<th>Comes From</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td></td>
</tr>
</tbody>
</table>

**Approval of Amendment**

| OR                |            |

**New Amendment**
K-W-L Chart

Title: __________________________________________

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Multi-Row Three Column Chart

Title: _______________________________________
Persuasion Map

Title: __________________________________________

Position

__________________________

Reason 1  Reason 2  Reason 3

__________________________  __________________________  __________________________

__________________________  __________________________  __________________________

__________________________  __________________________  __________________________
## PRINCIPLES OF GOVERMENT

<table>
<thead>
<tr>
<th>PRINCIPLE</th>
<th>Popular Sovereignty</th>
<th>Limited Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the Constitution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Real-World Example(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRINCIPLE</td>
<td>Definition</td>
<td>In the Constitution</td>
</tr>
<tr>
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</tbody>
</table>
### PURPOSES OF GOVERNMENT

- Use the headings at the beginning of Chapter 1, Lesson 4 to identify 4 purposes of government.
- Write a brief summary of how each form of government fulfills those purposes.

<table>
<thead>
<tr>
<th>1. Keep Order</th>
<th>2. Provide __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Provide __________________________</th>
<th>4. ________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
T-Chart

Title: ____________________________________________

__________________________________________________________________________
Tree Map

Title: ________________________________

[Diagram of tree map structure]
Vocabulary Builder: East Africa

Column 1, Word/Definition: Choose ten vocabulary words from your lesson about East Africa.
Column 2, Your Definition: Write an explanation of the term, as you understand it.
Column 3, Related Words: Use the Visual Thesaurus or another resource to find related words.
Column 4: Use the word in a sentence; provide a synonym or antonym, or draw a picture.

<table>
<thead>
<tr>
<th>Word/Definition</th>
<th>Your Definition</th>
<th>Related Words</th>
<th>Another Way to Think About It</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Word/Definition</td>
<td>Your Definition</td>
<td>Related Words</td>
<td>Another Way to Think About It</td>
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Web A Graphic Organizer

Title: ________________________________________________
Web B Graphic Organizer

Title: ________________________________
Why Do People Move?