

HAROLD D WESTON

Resource File

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SSE 5332 / 901

Professor David Valdez

RESOURCE FILE

1. First Week
2. Economics
3. Geography
4. Government & Political Science
5. Sociology & Psychology
6. African History & Cultures
7. Asian History & Cultures
8. European History & Cultures
9. Florida History
10. Latin American History & Cultures
11. Middle Eastern History & Cultures
12. United States History & Cultures

RESOURCE FILE

First Week

1. ID Guessing Game
2. Blanket Name Game
3. Autograph Bingo
4. Never Have I Ever
5. Whose Story Is It?

First Week Activities

ID Guessing Game

The ID Guessing Game is a good, simple get-to-know-you game that is especially good for groups with new people, or for whenever you wish to help people get to know each other better to break the ice.

Instructions

Pass out an index card and a pen to each person who is playing. Then each person has to write two things they have done and one they haven't. The more unique and interesting the better, but the object is to make it hard for the others to guess that it is your card. Then the cards are collected and the group votes on who they think the card represents and which item they haven't done.

First Week Activities

Blanket Name Game

Instructions: The Blanket Name Game is a simple name recognition/identification game. Go around the room and make introductions (share your name and other information such as your hobbies, major, etc. if desired). Separate into two groups and have two people hold a large, thick blanket separating the two groups so that neither group can see the other. When the blanket drops, the first person to correctly call out the name of the other group's designated person wins the round (which typically means the loser of the round must leave the game, though if you prefer to avoid 'elimination' then you don't have to do this). The group may strike different humorous poses to distract the attention of other group's person. As a variation, several people may be facing the other group with one person being chosen to call out the information of the other group's people.

First Week Activities

Autograph Bingo

Autograph Bingo is a fun way to help both new acquaintances and old friends discover facts about each other. The goal of this icebreaker game is to mingle and obtain the signatures of people who have the facts listed on their bingo card. Just as regular bingo rules, once a player successfully obtains a full row (5 in a row) on his or her Bingo sheet, whether obtained horizontally, vertically, or diagonally, he or she shouts “BINGO!”

Setup

Prepare a table with 5 rows and 5 columns (5x5), with interesting facts inside the boxes. These facts can include humorous or bizarre things. For example you can use facts such as:

- Speaks more than two languages
- Enjoys walking in thunderstorms
- Likes anchovies
- Has been to Alaska
- Has gone skydiving before
- Has more than three sisters
- Has gone without a shower for more than three days

Try to be as creative as you can. Like traditional bingo, you can mark the center square as a “Free Space”. After you are finished preparing the table, print out enough copies. You are ready to play!

Instructions for How to Play

Pass out pens and the bingo cards to each player. Explain the game along with the following rule: each person you talk to may only sign your sheet once (so that people can interact with as many people as possible). When everyone is ready, say “Go!” and begin the game! Once a player shouts “Bingo!” everyone returns to the center and the person must introduce the people who signed his or her sheet. If desired, you can ask each person to explain their fact.

The Autograph Game is a great way to learn humorous or unique facts about people. Have fun!

First Week Activities

Never Have I Ever

How to Play

Tell everyone to sit in a circle. Each player holds out all ten of their fingers and places them on the floor. One by one, each person announces something that they have never done; for example, they say, “Never have I ever been to Canada.” For each statement, all the other players remove a finger if they have done that statement. So, if three other people have been to Canada before, those three people must put down a finger, leaving them with nine fingers. The goal is to stay in the game the longest (to have fingers remaining). Thus, it is a good strategy to say statements that most people have done, but you haven’t. This can be humorous (e.g. “Never have I ever skipped a class in school” or “Never have I ever soiled my pants.”) The game provides a good way to find out unique experiences and facts about people.

First Week Activities

Whose Story Is It?

This simple icebreaker can be a fun method to hear fascinating true stories about your friends.

Instructions

Pass out slips of paper and pens. Have everyone briefly write down a true story or experience that happened to them on the paper along with their name; the more bizarre, the better. Fold the slips of paper and put them into the container, shuffling them and mixing them up. A mediator picks out four slips of paper and calls out the names of the people. These people go and sit on chairs at the front of the class; apart from the group. The mediator reads off the stories and then the group tries to figure out whose story is whose. The group does this by asking different people to tell different stories. The people on the couch try to convince the group that the story they tell really is theirs. After everyone in the chairs has told a few different stories, then the rest of the class votes. This repeats until everyone has gone up. The main goal of the game is to have fun telling stories and learn a few interesting or humorous facts about each other.

RESOURCE FILE

Economics

1. Barter System
2. Taxes
3. Federal Reserve
4. Stock Exchange
5. Payroll Taxes
6. Supply and Demand
7. Advertising and Marketing
8. Saving and Investing
9. Unemployment
10. Global Trade

Economics

Barter System



This For That

Lyrics

When we lived in caves
There were no shopping
malls
And people's manners were
Neanderthal
No bodegas, no delis, no
corner stores
Shopping trips turned into
tugs of war
When not having pull got
this man mangled
He thought he'd try an
easier angle

I'll give you this for that
That for this
We'll make a trade called
"barter"
I'll give you this for that
That for this
We'll have it made with
barter

Now, barter worked well
At least in theory
But a wallet full of yaks
Could make you weary
Making change for a cow
Wasn't easy to master

Unless you were ready
For an "udder" disaster
Shiny shells were far more
portable
Why not use them for what's
affordable?
I'll give you this for that
That for this
With shiny shells, why
barter?
I'll give you this for that
That for this
Shelling out shells is
smarter

For farmers in ancient
Mesopotamia
The barley they grew was
the money mania
When hauling big sacks put
their backs in traction
They invented coins to
lighten transactions
Now, when a man had a
debt to settle
He'd dig out some coins
made of precious metal

I'll give you this for that
That for this
Silver or gold or copper
I'll give you this for that
That for this
With coins you're a smarter
shopper

Then China made money
even more desirous
Printing it on paper made of
crushed papyrus
Take one from Column A
and one from Column B

The Chinese paid their
checks in paper currency
When Columbus set out on
that famous charter
He had no paper money, so
he had to barter
He took along some beads
for currency
So barter played a part in
our discovery
Balboa and Pizarro and
Sebastian Cabot
Even Coronado had the
trading habit

I'll give you this for that
That for this
They loaded up with gold,
then parted
I'll give you this for that
That for this
And soon the whole world
was charted

Today we use cash and
spend with ardor
But that doesn't mean we
don't still barter
When a football team needs
a pulling guard
Or a kid like you is into
trading cards

Take this for that
That for this
Bills and coins are smarter
But when you pay for that
Remember this
It all started out with barter

This is a cartoon video produced by School House Rock. This particular video is a great source for introducing students to the barter system.

Economics

Taxes



Tax man Max

Lyrics

Welcome to the new
variety, sit and relax.
I'm that song and dance
phenomenon, Max
Let me sing for you, do
my thing for you,
'Till they give me the axe.

Here's the song I'm doing,
gonna fill you in about
tax.

Tax is that familiar
melody, sinful and true.
Hum it if you've earned a
dollar or two.
Bucks are being spent by
the government for
whatever they do.
Anyone who earns a
living gives more than a
few.

So our schools can be
their best, so our roads
will have no cracks;
Someone fix those train
tracks!

I hear you callin' Uncle
and I'm payin' my tax.

Oh, these are my girls.
Hello girls.
Hello, Max. Nice outfit.
There are many different
ways we pay what we
owe.

Ladies if you'll form a
lovely tableau.
Income, property, sales,
utility. Candy bars in my
show.

Licenses for dogs and
cats, and that's not all you
know.
Out of almost every dollar
a person can make,
City, State and Federal
governments take...
Take what?
What they think is fair you
givin' your share;
Now and then there's a
break.

Max is talking taxes,
Hey have I kept you
awake! For the things
your town may need,
For the things a country
lacks,
All good things take green
backs.
We hear you callin' Uncle
and we're paying our tax.
People do complain,
Say their taxes are high;
What am I to get in
return?

Look around you friend,
Max is showin' you why,

With your taxes you
support
How we live and how we
learn
Now here's the good
news,
Many things are tax
deductible.

Which means their cost
can be subtracted from
the amount of income
you'll be taxed on. Things
like medicine, doctor bills,
and supplies for your
work.

So keep those receipts.
Be kind to your parents at
tax time.
And remember April 15th.
April 15th.

What a showman you are
Max.
Entertaining us with tax,
In those snazzy plaid
slacks.
These slacks are for my
business.
I tell you I'll deduct them.
I hear you callin' Uncle,
and I'm paying my tax.
His tax, our Max.

And I'm deducting my sax

This is a cartoon video produced by School House Rock. This particular video is a great source for introducing students to the barter system.

Economics

Federal Reserve



The Federal Reserve Board

The Structure of the Federal Reserve System

Skip to content



The Board of Governors of the Federal Reserve System

On December 23, 1913, the Federal Reserve System, which serves as the nation's central bank, was created by an act of Congress. The System consists of a seven-member Board of Governors with headquarters in Washington, D.C., and twelve Reserve Banks located in major cities throughout the United States.

Appointments to the Board

The seven members of the Board of Governors are appointed by the President and confirmed by the Senate to serve 14-year terms of office. Members may serve only one full term, but a member who has been appointed to complete an unexpired term may be reappointed to a full term. The President designates, and the Senate confirms, two members of the Board to be Chairman and Vice Chairman, for four-year terms.

Representation

Only one member of the Board may be selected from any one of the twelve Federal Reserve Districts. In making appointments, the President is directed by law to select a "fair representation of the financial, agricultural, industrial, and commercial interests and geographical divisions of the country." These aspects of selection are intended to ensure representation of regional interests and the interests of various sectors of the public.

This is the Federal Reserve website located at <http://www.federalreserve.gov/pubs/frseries/frseri.htm> . I would use this as a Jigsaw activity as part of a lesson on the Federal Reserve System. The four sections in the website will be assigned as the jigsaw activity.

Economics

Stock Exchange

See Activity Book on the following pages. Obtained from the New York Stock Exchange.



I will use this resource for a lesson in the stock market. Students will work in groups to complete the activity book; then a whole class review.

THE STOCK MARKET & YOU

THE NEW YORK STOCK EXCHANGE is at the very core of our private enterprise system and the economic stability of the U.S. and the world. The stocks that are bought and sold at the NYSE represent the companies that directly and indirectly touch every aspect of our lives. You'll find corporations that make computers, manufacture cars, build houses, provide entertainment, furnish medical services, and supply insurance. There are companies that invent, inform, and instruct, and corporations that buy and sell goods and services.

As you learn more about how the New York Stock Exchange operates, you'll discover how it is part of your everyday life. From the soft drink you sipped at lunch to the computer you used to e-mail your friends, many of the companies that manufacture or sell these products and services are listed on the New York Stock Exchange.

PART 1

Think about the clothes you're wearing, the computer you use, or what you had for lunch. Then, list the brand names of three products (for example, soft drinks, clothing, computers) that you buy or use regularly.

1. _____
2. _____
3. _____

Have you rented a video lately? Been to an amusement park? Or eaten at a fast-food restaurant? Each of these types of business performs a service. Think of the brand names of three services that you have used and list them below.

1. _____
2. _____
3. _____

Now, list the brand names of three products, services, or businesses that you think you will need in the next 10 years.

1. _____
2. _____
3. _____

Investing in Your Future

Each of us has a set of goals that we want to achieve in our lives: going to college, getting married, buying a car or house, or taking a vacation. In order to achieve your goals, think about how much money you need to afford your "dreams." Create a timeline of your goals and write about how you plan to achieve them through long-term saving and investing.



PART 2

Now that you've listed your companies, answer the following questions on a separate sheet of paper.

- Using www.nyse.com, go under "Symbol Lookup" and find out which of the companies you listed are on the New York Stock Exchange. What are their NYSE stock symbols?
- Some of the brand products you listed might be harder to find because they are part of a larger company known as a parent company. Which of the companies you listed are part of larger companies? You can research parent companies at www.nyse.com or by searching the Internet, looking at product labels, reading newspapers, or interviewing adults.

MARKET TERMS

EVERY BUSINESS has its own language. To understand the stock market, let's listen in on one family's breakfast conversation. Soon you'll be "talking the talk"!

JAMIE: (teenager) Did you hear that the new model of the cell phone I got last year has a built-in MP3 player?

DAD: It sure sounds like Talk2Me knows teens.

JAMIE: Don't you own **stock** in Talk2Me? You should call your **stockbroker** to buy more. They make so many cool products!

MOM: We bought stock when the company had its **initial public offering** a few years ago.

JAMIE: What does that mean?

MOM: Talk2Me went public so they could raise money, or **capital**, to expand and create new products like the MP3 phone.

DAD: At the time, we only owned **bonds**, which are loans that investors make to corporations and governments. The lenders earn interest, and the borrowers get the money they need.

MOM: We thought the value of communications industry stocks would grow over the long term. The stock market moves in cycles from a period when stock prices are generally rising, known as a **bull market**, to times when stock prices on the whole are falling, called a **bear market**.

JAMIE: What makes stock prices rise or fall?

DAD: Stock prices go up or down depending on **supply** and **demand**.

JAMIE: What else influenced your choice in buying this stock?

MOM: From our research, we also learned that Talk2Me pays its shareholders **dividends**, or money from its profits. You're catching on...

JAMIE: So does that mean I get a new MP3 phone?

DIRECTIONS:

After reading the dialogue, fill in the blanks using the key terms provided to test your knowledge of some common stock market terms.

1. A/An _____ is the first time a company sells shares of itself to the public to raise capital.
2. A/An _____ is when the prices of stocks are generally rising.
3. A/An _____ is when the prices of stocks are generally declining.
4. A professional who is licensed to buy and sell stock is a/an _____.
5. When you own _____ in a company, you are a shareholder.
6. From its profits, the Board of Directors of a company can declare a/an _____ to be distributed among the shareholders.
7. Money, also called _____, is needed to expand a company.
8. _____ is the quantity or amount of a product that is available.
9. A/An _____ is a loan, or an I.O.U., that investors make to corporations and governments which pay interest over a fixed period of time.
10. How much of a product or service that is in _____ can affect the stock price.

KEY TERMS

Stock	Supply
Bond	Demand
Bear Market	Stockbroker
Bull Market	Dividend
Capital	Initial Public Offering

STOCK TABLES

STOCK TABLES keep investors up-to-date on what's happening in the market. Stock tables, both the electronic versions on the Internet and long columns of small print found in newspapers, provide information about the stock of publicly traded companies. Here's an example of a stock table for XYZ Communications that might be found online.

XYZ COMMUNICATIONS			
SYMBOL: XYZ			
LAST TRADE		CHANGE	
105.28		+0.33	
TODAY'S			
OPEN	HIGH	LOW	VOLUME
105.00	105.80	103.35	3,976,700
SHARES OUTSTANDING	PREVIOUS DAY'S CLOSE	52-WEEK	
		HIGH	LOW
1,737,418,000	104.95	134.94	80.06
PRICE/EARNINGS RATIO:		21.77	
INDICATED ANNUAL DIVIDEND:		0.56	
YIELD (%):		0.53	

DIRECTIONS:

After reading the stock table, answer the following questions:

- How much would you pay if you had bought 100 shares of XYZ at the last sale?

- What was yesterday's closing price for XYZ?

- How many shares of XYZ were traded since the market opened this morning?

- What would the total dividend be on 300 shares of XYZ?

- If you bought 100 shares of XYZ at the lowest price of the year and sold it at the highest price of the year, how much money would you make (excluding any taxes or commission fees)?

THE TRADING FLOOR of the New York Stock Exchange is a whirlwind of activity during market hours. But despite the activity, it's a well-organized, tightly regulated place of business. Here, market professionals supported by advanced technology represent the orders of buyers and sellers to determine prices according to the laws of supply and demand. The technology enables market professionals to perform their jobs quickly and efficiently.

CLUES

- | | |
|------------------|---------------------------|
| A. Seat | F. Consolidated |
| B. Specialist | Tape |
| C. Broker | G. Post Display |
| D. Trading Posts | Units |
| E. SuperDOT® | H. e-Broker SM |

DIRECTIONS:

Match the clues provided with their NYSE Trading Floor definition. You can visit www.nyse.com for help.

1. _____ This market professional oversees the orderly trading of specific stocks and stands outside the trading posts on the Trading Floor.
2. _____ This high-speed system is continuously updated to provide the last sales price and volume of any securities transactions in listed stocks to the public.
3. _____ Most stock orders reach the Trading Floor through this electronic order-routing system. After the order is completed in the auction market, an execution report is transmitted back to the NYSE member firm.
4. _____ This market professional, located in the booths around the perimeter of the floor, buys and sells securities for the general public. Orders are electronically routed to trading posts, booths, or handheld computers.
5. _____ This represents membership in the NYSE and the right to trade on the NYSE Trading Floor.
6. _____ All buying and selling of stock occurs at these 17 stations staffed by specialists and trading assistants on the Trading Floor.
7. _____ A wireless, handheld tool used by floor brokers to receive orders and improve the flow of information between customers and the point of sale.
8. _____ These high-definition screens, located above the trading posts, provide a variety of information about each stock that is traded at that location.

The Opening & Closing Bell™: Where the Action Starts & Ends

What do Muhammad Ali, Uncle Sam, the World Wrestling Federation, and the New York Yankees have in common? They have all rung the opening or closing bell of the New York Stock Exchange. Usually the bell is rung by a visiting head of state, a dignitary, or a CEO of a listed company celebrating an event or offering a new product line. Ringing the bell, which signals the start and close of the trading day, is part of the NYSE's rich heritage and is considered an honor. Using www.nyse.com, or searching the web, identify three bell-ringers and explain why they were selected. Write your answers on a separate sheet of paper.



FROM THE MOMENT the opening bell rings at 9:30 a.m. to the closing bell at 4:00 p.m., market professionals are busy buying and selling securities, supported by 21st century technology that speeds and secures each transaction. It is the interaction between humans and technology that makes the New York Stock Exchange conduct business efficiently, ensuring equal opportunity to all investors. But each transaction must follow a certain path to completion.

DIRECTIONS:

To understand the role of the market professionals and how a stock is traded at the NYSE, place the following steps in chronological order from the time Amanda Smith, the investor, decides to buy 100 shares of Great Computer Company stock to the time the order is executed.

- _____ The stockbroker gives Amanda the current market price of Great Computer Company and she instructs the stockbroker to buy 100 shares.
- _____ Amanda Smith of Hartford, CT, decides to buy Great Computer Company stock. She calls a local stockbroker who works for a firm that is a member of the NYSE.
- _____ The broker sends the order to the Trading Floor of the NYSE electronically via the SuperDOT® System to the specialist's workstation or through Broker Booth Support System™ (BBSS™) to the broker's handheld computer.
- _____ After the transaction is executed, the specialist's workstation sends notice to Amanda's firm (the buyer) and to the seller's firm, as well as to the consolidated tape so that a written record is made.
- _____ At the trading post, the specialist that handles Great Computer Company stock makes sure the transaction is executed in a fair and orderly manner. Amanda's order competes with other orders in the Great Computer Company at the point of sale for the best price.
- _____ The transaction is processed electronically. Amanda receives a trade confirmation from her broker's firm describing the trade, and the exact amount she owes for the 100 shares of Great Computer Company plus any applicable commissions.
- _____ The transaction is reported by computer and appears within seconds on the consolidated tape displays across the country and around the world.
- _____ Amanda asks her stockbroker the current price for Great Computer Company stock. The broker checks the quote (the highest bid to buy, the lowest offer to sell) for Great Computer Company stock using an electronic market data system.



I'VE GOT IT – YOU WANT IT. That's the basis of supply and demand. But how much I have of any one item and how much you need of that item will affect the price. News events can trigger a change in stock prices when they affect the laws of supply and demand. That's why news reports flash instantly to the Trading Floor of the NYSE. Sometimes companies can't control the supply they have to offer. Sometimes, it's the demand side.

DIRECTIONS:

Read these fictional news headlines, and decide whether you think the stock prices will go up, down, or stay the same. Mark your decision in the appropriate box and describe how and why stock prices will be affected, identifying the companies, products, and services impacted.

The Daily Exchange.com

<http://www.thedailyexchange.com>

NEWS

- HOME
- BUSINESS
- EDUCATION
- INTERNATIONAL
- LIFESTYLES
- NATIONAL
- **NEWS**
- POLITICS
- SCIENCE
- SPORTS
- TECHNOLOGY
- WEATHER

FEATURES

- AUTOS
- ARTS
- BOOKS
- MOVIES
- TRAVEL
- FASHION
- HOME
- DINING

1. Florida in 4-Month Drought

What happens to the stock prices of companies that bottle orange juice?

Increase Decrease No Effect

2. Battery-Powered Vehicles Are Car of Choice: Consumers Save on Gas, Cut Down Pollution

What happens to stock in battery companies?

Increase Decrease No Effect

3. Hollywood Big Budget, Mega-Movie Flops

What happens to the stock in the company that owns the rights to sell merchandise tied to the film?

Increase Decrease No Effect

4. True Tech's Products Compete With Digital Dream's at 25% Less Cost

What happens to the stock in each company?

True Tech: Increase Decrease No Effect

Digital Dream: Increase Decrease No Effect

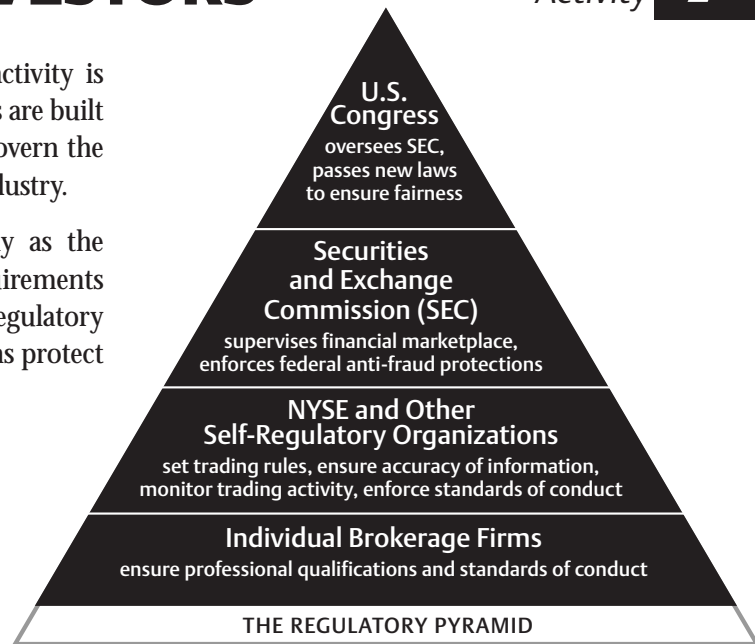
IN THE NEWS

Look at newspaper or magazine headlines or follow television news broadcasts. List three news stories and indicate whether they may increase, decrease, or have no effect on stock prices. Describe which companies, products, services, and industries you think will be affected.

PROTECTION FOR ALL INVESTORS

THE NYSE TRADING FLOOR is a hectic place, but the activity is closely monitored to ensure a fair and orderly market. Safeguards are built into the system through a series of rules and regulations that govern the transactions and the professionals who work in the securities industry.

No U.S. industry regulates itself as carefully and thoroughly as the securities industry. In addition to the tough standards and requirements for professionals on the Trading Floor, a powerful pyramid of regulatory agencies monitors activities in the securities markets. Regulations protect the integrity of the market, member firms, and investors.



DIRECTIONS:

Refer to the regulatory pyramid to solve the cases below. The questions provided will help you determine outcomes for each scenario. Write your answers to these cases on a separate sheet of paper.

Case Number 1

The brokerage firm, Lots O' Bucks, is a member of the NYSE. Lots O' Bucks recommended Computer Gizmos Inc., a company that makes computer games, to its customers. They said Computer Gizmos had just received a huge infusion of capital when in fact the company was desperately searching for money to stay afloat. The brokerage firm sold large amounts of stock based on this false recommendation.

- What agency will be involved in monitoring this situation?
- How do you think this fraudulent trading activity affects the fairness of the market?
- What do you think will likely happen to Lots O' Bucks?

Case Number 2

Karen, a stockbroker who works for a NYSE member firm, met her friend Janice for lunch. The two friends, who graduated from college together and now live near each other, were always looking for ways to make some money. Today, Janice had a hot tip. "Buy stock in Super Soda — and buy me some too — because it is about to be taken over by a large beverage company, Fun Drinks Inc.," she urged. The following week the stock price soared and the two friends made a fortune. Janice worked for an NYSE member firm that provided investment banking advice on the merger.

- What agencies will get involved?
- How does "inside information" affect the fairness of the market?
- How does preventing securities trades based on insider information protect your investments?

Case Number 3

Individual stockbrokers are not permitted to post messages or recommendations concerning securities via the Internet without approval from their employer brokerage firm. But in a two-week period, Stuart, a broker for MNO brokerage house, secretly posted 16 electronic messages in the chat room of an Internet website for investment news, about XYZ, a company listed on the New York Stock Exchange. During the time he was sending electronic messages about XYZ, he executed 67 trades of the stock for his customers. He also bought and sold XYZ stock for himself, his wife, and his mother.

- What agencies will get involved?
- Why is there a rule that requires firms to monitor communications and recommendations about securities to the public or posting information on the Internet?
- What effect might his actions ultimately have on shares of this stock owned by his customers?

INVESTING

YOU'VE JUST BEEN GIVEN \$5,000 BY YOUR GREAT-AUNT. She tells you to spend it any way you want. Should you use it to buy a new computer? Maybe use it as a down payment for a car? Or take a trip to Disney World?

You make a smart move and decide you want your money to grow. You are ready to invest. What do you do next?



1. Close your eyes and point your finger at the stock pages to find a stock to buy?
2. Ask your little sister?
3. Read, research, study — and then make your choice?

Of course, the right answer is number 3, although you might ask your little sister just to get an idea of popular trends.

PART 1

Choose three companies from different sectors that interest you (entertainment, technology, telecommunications, food, cosmetics, transportation, etc.) and fill in the information that you obtain from your research. If you need additional room, take notes on a separate sheet of paper. Then, based on your research, write a report on separate sheets of paper analyzing these companies and graph their stock prices for the past six months.

Company Name: _____

Symbol: _____

History: _____

Management: _____

Products: _____

Income Analysis: _____

Company Name: _____

Symbol: _____

History: _____

Management: _____

Products: _____

Income Analysis: _____

Company Name: _____

Symbol: _____

History: _____

Management: _____

Products: _____

Income Analysis: _____

PART 2

1. Comparing the information you've found from your research, which companies would be a good investment? Why? Which ones might not? Why?
2. Many stock analysts think it is important to build a portfolio of varied stocks from different sectors. Explain why.
3. How will you build your portfolio from the stocks you have researched?

Economics

Payroll Taxes

See Lesson Plan on the following pages. Obtained from the IRS Website.



I will use this resource for a lesson in Payroll Taxes. Students will work in groups to complete the activity book; then a whole class review.

Teacher Lesson Plan

Module 1: Payroll Taxes and Federal Income Tax Withholding

Time Frame

One to two class periods

Curriculum Area(s)

- Technology
- Civics/Government
- Family and Consumer Sciences
- History/Social Studies
- Economics

Purpose

To help students understand the withholding of payroll and income taxes from pay

Objectives

Students will be able to

- identify the types and uses of payroll taxes.
- explain how federal income taxes are used.
- distinguish between gross and net pay.
- describe how employers withhold and remit taxes.
- explain the purpose of Form W-4.

Materials

Online

[Student Lesson-Payroll Taxes and Federal Income Tax Withholding](#)

[Tax Tutorial-Payroll Taxes and Federal Income Tax Withholding](#)

[Simulation 1-Completing Form W-4](#)

[Assessment-Payroll Taxes and Federal Income Tax Withholding](#)

[Assessment Solutions-Payroll Taxes and Federal Income Tax Withholding](#)

Print (PDF)

[Fact Sheet-Payroll Taxes and Federal Income Tax Withholding Teacher Lesson Plan-Payroll](#)

[Taxes and Federal Income Tax Withholding](#)

Tax Forms

[Form W-4, Employee's Withholding Allowance Certificate](#)

Background

Social Security taxes and the **Medicare tax** are types of **payroll taxes**. Social Security taxes, also known as the "Federal Insurance Contributions Act" tax, provide benefits for retired workers and their dependents and for disabled workers and their dependents. The **Medicare tax** is used to provide medical benefits for certain individuals when they reach age 65.

Workers, retired workers, and the spouses of workers and retired workers are eligible to receive Medicare benefits upon reaching age 65. **Federal income taxes** are used to provide for national programs such as defense, community development, and law enforcement. Employers withhold payroll taxes and income taxes from employees' pay. Employees complete **Form W-4, Employee's Withholding Allowance Certificate**, so that employers know how much income tax to withhold from their employees' pay.

Key Terms

federal income tax-The federal government levies a tax on personal income. The federal income tax provides for national programs such as defense, foreign affairs, law enforcement, and interest on the national debt.

Federal Insurance Contribution Act (FICA) Tax-Provides benefits for retired workers and their dependents as well as for disabled workers and their dependents. Also known as the Social Security tax.

Form W-4, Employee's Withholding Allowance Certificate--Completed by the employee and used by the employer to determine the amount of income tax to withhold.

Medicare tax-Used to provide medical benefits for certain individuals when they reach age 65. Workers, retired workers, and the spouses of workers and retired workers are eligible to receive Medicare benefits upon reaching age 65.

payroll taxes-Include Social Security and Medicare taxes.

Social Security tax-Provides benefits for retired workers and their dependents as well as for the disabled and their dependents. Also known as the "Federal Insurance Contributions Act" tax.

Opening the Lesson

Hand out **Fact Sheet-Payroll Taxes and Federal Income Tax Withholding**. Use the following questions to prompt students to share what they know about withholding:

- Can you explain why a worker earns \$100 but receives a paycheck for less than \$100?
The \$100 is gross pay, and the amount of the check is net pay.
- What happens to the amount earned but not received by the employee?
Some of the difference consists of payroll taxes and income tax withholding. The employer sends these taxes to the federal government.
- How are payroll taxes used?
Social Security taxes are used to provide for retired workers and their dependents as well as for disabled workers and their dependents. Workers, retired workers, and the spouses of workers and retired workers are eligible to receive Medicare benefits upon reaching age 65.

- How are federal income taxes used?
Federal income taxes are used to pay for national defense; veterans and foreign affairs; social programs; physical, human, and community development; law enforcement; and interest on the national debt

Note: Refer students who may want to work independently on this module to Student Lesson-Payroll Taxes and Federal Income Tax Withholding

Developing the Lesson

Direct students to Tax Tutorial-Payroll Taxes and Federal Income Tax Withholding. Explain that employers use the Social Security tax rate (6.2 percent), the Medicare tax rate (1.45 percent), and the information on Form W-4 to compute the amount to withhold from employee pay. Emphasize that employers do not keep the amounts withheld from employee pay. Instead, the employers send the withholding to the appropriate authorities.

Online Activities

Direct students to Simulation I-Completing Form W-4. Explain to students that by using information about the taxpayer, they will complete Form W-4 for Lawrence Red Owl, a retail store manager.

Classroom Activity

Have students go to <http://ustreas.gov/education/ifaq/taxes/liability.shtml> and read the information about paying taxes on tips. (Look for the question at the bottom of the screen, Why does the Government expect me to pay taxes on tips that I receive?) Or, print the information and distribute to students.

Concluding the Lesson

After students have completed Tax Tutorial-Payroll Taxes and Federal Income Tax Withholding and Simulation I-Completing Form W-4, ask them whether they have questions about payroll taxes and income tax withholding. To ensure that they understand the difference between gross pay and net pay, ask the following questions:

- Explain how employees pay the Social Security and Medicare taxes
The employer withholds payroll taxes from employee pay.
- Explain how the employer knows how much income tax to withhold.
The employer refers to Form W-4 to calculate the income tax withholding.

Assessment

As a final review, summarize the major lesson points. Remind students that employers withhold payroll taxes from employee pay. Employers use Form W-4 to determine the amount of income tax to withhold. Employers send the withheld taxes to the federal government. When the students are comfortable with the material, have them complete Assessment-Payroll Taxes and Federal Income Tax Withholding.

Economics

Supply and Demand



Soaring Dairy Prices

June 1, 2007 3:55 AM

As demand for milk outpaces supply, prices for dairy products are soaring across the U.S. Michelle Miller reports.

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This is a report from CBS News available for on-line viewing at <http://www.cbsnews.com/video/watch/?id=2873781n&tag=mncol;lst;6#ixzz125uSlnWW>. I would use this report as part of an economics lesson on supply and demand.

# Economics

## Advertising and Marketing



**ADVERTISING  
EDUCATIONAL  
FOUNDATION**

**ON CAMPUS**

- Overview
- Advertising & Society Review**
  - Mission
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  - Research Studies
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  - Inside Advertising Speakers Program
  - Visiting Professor Program
- AEF Symposia**
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  - 2006 Symposium
  - 2005 Symposium
  - 2004 Symposium
  - 2003 Symposium

**EXHIBITS**

**INDUSTRY**

Home > On-Campus > Classroom Resources > Educational Materials

### Good-Bye Guesswork: How Research Guides Today's Advertisers



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- [Introduction](#)  
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(Running time: 08:41)
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The Advertising Education Foundation, located at [http://www.aef.com/on\\_campus/classroom/educational\\_materials/1758](http://www.aef.com/on_campus/classroom/educational_materials/1758) , supplies on-line videos that details the research and design put into advertisements. I would use these short videos in a lesson on advertising and marketing.

# Economics

## Saving and Investing

The screenshot shows the NHPTV Knowledge Network website. At the top, there is a navigation bar with links for Home, What's On, Local Programs, Teach & Learn, Support NHPTV, Shop, and About. A search bar is located in the top right corner. The main header features the NHPTV logo and the text 'NEW HAMPSHIRE PUBLIC TELEVISION' and 'Knowledge Network'. The main content area is titled 'OUTLOOK ON MONEY IN THE CLASSROOM' and 'Saving and Investing'. It includes a list of links for various topics such as 'The Credit Card Crunch', 'Basics of Budgeting', 'Saving and Investing', 'Stocks 101', 'Growing a Business', 'College Planning', 'Charitable Giving', and 'Other Economic Resources'. A 'Watch' button is visible next to the 'NH Outlook Segment' description. A sidebar on the right contains a 'SAVING AND INVESTING' section with links to 'Classroom Guide', 'Web Resources', and 'NH Frameworks'. An image of a glass jar filled with coins and bills is shown at the bottom right of the main content area. The Citizens Bank Foundation logo is at the bottom left.

New Hampshire Public Television has a video on saving and investing that can be downloaded at <http://www.nhptv.org/kn/outlookonmoney/saving.htm>. I would use this video as part of a personal finance lesson.

# Economics

## Unemployment



a NewsHour with Jim Lehrer Transcript  
ONLINE FOCUS

### CRUNCHING THE NUMBERS

May 3, 2002



With the unemployment rate reaching the highest level in eight years and the stock market sluggish, is the economy still on the road to recovery? Two experts assess.

[Click here to watch this segment in streaming video](#)

[Click here to listen to this segment in RealAudio](#)

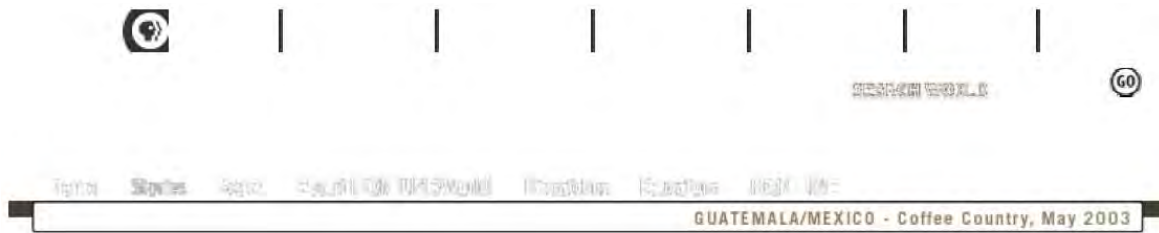
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This report is available from On-line NewsHour at [http://www.pbs.org/newshour/bb/economy/jan-june02/economy\\_5-3.html#](http://www.pbs.org/newshour/bb/economy/jan-june02/economy_5-3.html#). I would use this news report as part of a lesson on the effects of unemployment on economic growth.



# Economics

## Global Trade



### YOUR COFFEE DOLLAR By Kelly Whalen

.00 .00 .00 .00 .00 **\$1.00 remaining**

**GROWERS** → **TRADERS** → **SHIPPERS** → **ROASTERS** → **RETAILERS**

#### INTRO

Your daily cup of coffee is the result of a complicated global trading system that tracks back to some of the poorest regions in the world. A typical coffee bean changes hands as many as 150 times in its journey to the cup. With each hand-off, a portion of every dollar you spend on coffee is claimed -- by growers, traders, shippers, roasters and retailers and all the parties involved with each of them. But the profit isn't shared equally across at least one major divide -- between coffee producers, traders and exporters in countries where coffee is grown on one side and importers, roasters and retailers in the United States on the other. Each group jockeys for a greater share of what the coffee drinker pays at the local supermarket, restaurant or café. Here's a chance to follow the bean from the field to your cup. In this interactive exercise, you also get the chance to divide up \$1 among the major players in the coffee supply chain. Once you're done, you get a chance to change your allocations -- then you get to compare how *you* chose to split up the profits with how they actually are split up in the global coffee market.



**RELATED FEATURES**

- [THE STORY](#)  
Synopsis of "Coffee Country"
- [YOUR COFFEE DOLLAR](#)  
Follow the Bean
- [INTERVIEW WITH SAM QUINONES](#)  
Covering Bitter Grounds
- [FACTS & STATS](#)  
History of Coffee, Fair Trade, Economics
- [LINKS & RESOURCES](#)  
Background on the Coffee Crisis
- [MAP](#)
- [REACT TO THIS STORY](#)

Sources include: International Coffee Organization; TransFair USA; Gregory Dicum and Nina Lutinger, *The Coffee Book: Anatomy of an Industry From Crop to the Last Drop* (New York City: The New Press, 1999); Laure Waridel, *Coffee With Pleasure* (Montreal: Black Rose Books, 2001); Mark Pendergrast, *Uncommon Grounds: The History of Coffee and How It Transformed Our World* (New York City: Basic Books, 1999); Faisal Islam, "Counting the Real Cost of a Cup of Coffee," *Manchester Guardian Weekly* (Jan. 1, 2003); Nicholas Stein, "Crisis in a Coffee Cup," *Fortune Magazine* (Dec. 9, 2002); Kim Bendheim, "Global Issues Flow Into America's Coffee," *New York Times* (Nov. 3, 2002); Peter Fritsch, "Coffee Bean Oversupply Deepens Latin America's Woes," *The Wall Street Journal* (July 8, 2002); John M. Talbot, "Information, Finance and the New International Inequality: The Case of Coffee," *The Journal of World-Systems Research* VII, no. 2 (spring 2002).

Producer: Angela Morgenstern; Designed by: Susan Harris, [Fluent Studios](#); see [full web credits](#).

Photo credits: The photographs on the "Growers," "Local Traders," and "Your Allocations" pages are courtesy Bill Kinzie/Green Mountain Coffee Roasters Foundation;

[back to top](#)

This an on-line game available at <http://www.pbs.org/frontlineworld/stories/guatemala.mexico/coffee1.html>. The game follows a coffee bean from the field to your cup. The students divide one dollar among all the players in the coffee supply chain, then compare the allocations with how profits are actually split in the global coffee market. I would use this resource as part of a lesson on global markets.

# RESOURCE FILE

## Geography

1. Human Geography
2. Physical Geography – Volcanoes
3. Physical Geography – Earth Quakes
4. Physical Geography – Plate Tectonics
5. Human Geography – Migration
6. World Map
7. Map Reading
8. Biomes
9. Readymade Lesson Plan – Migration
10. Readymade Lesson Plan – Lithosphere

# Geography

## Human Geography

The screenshot shows the Annaburg Foundation website interface. At the top, there is a navigation bar with links for Home, About Us, FAQ, View Programs, Buy Materials, Workshops & Courses, and Distance Learning. Below this is a search bar and a 'Browse Teacher Resources' section. The main content area is titled 'Teacher Resources' and features a large section for 'Human Geography: People, Places, and Change'. This section includes a video thumbnail of a Mayan shaman in a cornfield, a description of the video series, and a list of related resources. The page also displays Creative Commons Attribution-NonCommercial-ShareAlike license icons, a MARC record number, and an ISBN. The 'Individual Program Descriptions' section lists two programs: '1. Imagining New Worlds' and '2. Reflections on a Global Screen', each with a brief description and a 'VoD' icon.

Home About Us FAQ View Programs Buy Materials Workshops & Courses Distance Learning

Browse Teacher Resources: [ ] [ ] [ ] SEARCH

### Teacher Resources

#### Overview

## Human Geography: People, Places, and Change

A video instructional series on geography for college and high school classrooms and adult learners; 10 half-hour video programs and coordinated books

**Now on DVD**

*Human Geography* combines economic and cultural geography to explore the relationships between humans and their natural environment, and to track the broad social patterns that shape human societies. Featuring communities around the world that are grappling with major socioeconomic change, the programs help students understand present-day events within the scope of clearly recognizable trends, and realize the impact that government, corporate, and individual decisions may have on people and places near and far. This series may serve as an introductory course for students of cultural or economic geography, or as a resource for sociology, anthropology, or social science departments.

Produced by the BBC for The Open University in Great Britain. 1996.

ISBN: 1-55946-913-7 Look for this icon to play FREE video.

#### Individual Program Descriptions

**1. Imagining New Worlds** Cancun, Mexico, looks remarkably different to the international tourists who come to get away, to the Mayan descendants who farm their fathers' land, to the Mexicans who find employment at resorts, and to the global corporations that see opportunity for investments. These contrasting experiences of different people in the same region are what geographers call "geographical imaginations."

**2. Reflections on a Global Screen** The rapid globalization of the media is a trend that some countries fear will homogenize culture, forcing out programs that reflect their own values to make room for Hollywood's. But globalization is a two-way street; Hong Kong stations can transmit their local broadcasts to Chinese populations in Europe and the U.S. just as CNN can offer worldwide coverage from Atlanta.

The Annaburg Foundation has 10 video on demand files available at <http://www.learner.org/resources/series85.html> . These videos cover a variety of topics in Human Geography. I would use this resource for a lesson on globalization.





## Geography

### Earthquakes



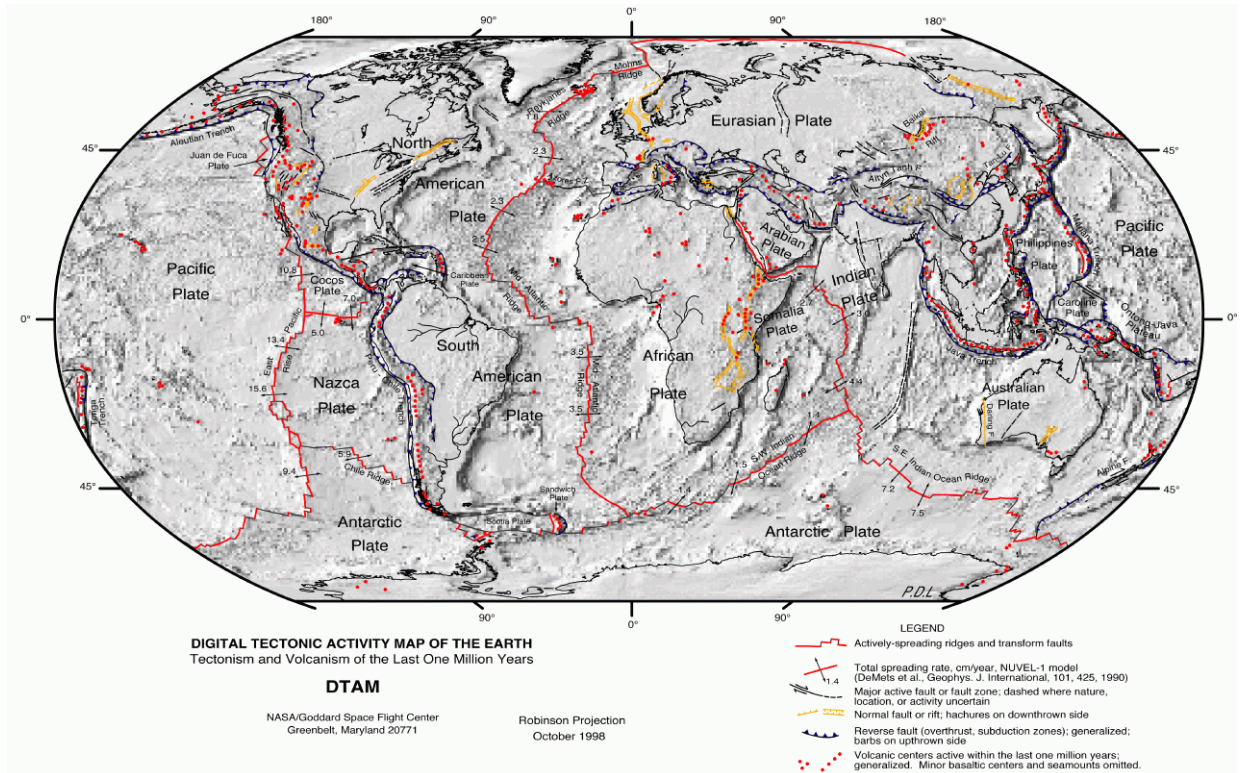
FRONTLINE and NPR *Planet Money* correspondent Adam Davidson team up on two reports exploring the new economies emerging from the rubble in Port-au-Prince:

A powerful report on Haiti's tragedy, with never-before-seen footage of the moments after the quake. What can be done now -- and who will do it?

////////////////////////////////////  
This video is available for on-line viewing at <http://video.pbs.org/video/1456461314/#> .  
I would use this resource as part of a physical geography lesson on earthquakes.

# Geography

## Plate Tectonics



This is a large format picture that can be plotted out on a 36"x48" poster. I would use this resource as part of a physical geography lesson on plate tectonics.



# Geography

## Human Migration

The screenshot shows the MPI Data Hub website. The header includes the MPI logo and navigation links: Home, About Us, Contact Us, Reprints, Donate, Glossary, Links, and Search. The main content area is titled 'Country and Comparative Data' and features a search bar with 'Australia' entered and a 'Submit' button. Below the search bar, there are sections for 'Quick World Migration Stats', 'Stock Data (Foreigner)', 'Stock Data (Foreign Born)', and 'Citizenship', each with a list of data points. A sidebar on the left contains various navigation options like 'Research Programs', 'US Immigration', 'European Migration', 'Migration & Development', 'Refugee Protection', 'Resources', 'News & Events', 'Your Interests', 'Media Tools', and 'US Congressional Resources'. A 'Print' button is located at the bottom left of the sidebar.

**MPI DATA HUB**  
MIGRATION FACTS, STATS, AND MAPS

Home > Country and Comparative Data

[Sign up for Data Hub updates](#)

**Country and Comparative Data**

Migration data from around the world - at your fingertips! Our interactive tools provide you easy access to immigration data and generate instant charts along the way.

Select a country on the right to view stock, flow, net migration, asylum, and naturalization data over time.

Australia

Select a topic on the right to view the charts and pyramids capturing immigration trends among countries and across time. In most cases, you can also download the data used to create these charts by clicking on "[Download data as Excel file.](#)"

- Quick World Migration Stats
- Stock Data (Foreigner)
- Stock Data (Foreign Born)
- Citizenship
- Net Migration
- Asylum
- Compare Australia, Canada, and the US
- Compare Regions and Countries in Africa

**Quick World Migration Stats**

- Top Ten Countries with the Largest Number of International Migrants (2010)
- Top Ten Countries with the Highest Share of International Migrants in the Total Population (2010)

**Stock Data (Foreigner)**

- Stock of Foreign Population, for Selected Countries and Years Between 1995 and 2005 (in thousands, with Germany)
- Stock of Foreign Population, for Selected Countries and Years Between 1995 and 2005 (in thousands, without Germany)
- Foreign Population as a Percentage of the Total Population, Selected Countries and Years Between 1995 and 2005

**Stock Data (Foreign Born)**

- Stock of Foreign-Born Population, for Selected Countries and Years Between 1995 to 2005 (in thousands, with the United States)
- Stock of Foreign-Born Population, for Selected Countries and Years Between 1995 to 2005 (in thousands, without the United States)
- Foreign-Born as a Percentage of the Total Population, for Selected Countries and Years Between 1995 to 2005

**Citizenship**

This website contains a migration and statistical database located at <http://www.migrationinformation.org/DataHub/comparative.cfm> . I would use this resource as part of a human migration lesson. Students would be directed to select a country that begins with the same letter as their last name and evaluate the migration/immigration data.

## Geography

### World Map



I would use this blank world map as a student activity to identify the names countries, continents or locate of major geographic features such as mountain ranges.

# Geography

## Map Reading



### Exploring Maps—PDF Version

[Location](#)

[Navigation](#)

[Information](#)

[Exploration](#)

[Teaching  
Guide](#)

[Poster Side](#)

[1](#)

[Poster Side](#)

[2](#)



*This Exploring Maps—Teaching Packet—PDF Version was originally published and printed in 1993. The online edition contains full text from the original publication. Some images have been modified or added to improve the scientific visualization of information. All poster text and images are available under the Poster section. To view and print PDF's install the [Acrobat® Reader](#), available at no charge from Adobe Systems. This document has undergone official review and approval for publications established by the National Mapping Division, U.S. Geological Survey.*

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[Biology](#)

[Geology](#)

[U.S. Geological Survey](#)

[Dept. of Interior](#)

U.S. Department of the Interior — U.S. Geological Survey — 509 National Center, Reston, VA 20192, USA

URL: <http://egsc.usgs.gov/isb/pubs/teach-pack/exploringmaps/index.html> — Page Maintainer: USGS Eastern Region PSC 4

Page Contact Information: [Web Administrator](#)

Last modified: 08:38:48 Thu 27 Jan 2005 — [USGS Privacy Policy and Disclaimers](#) — [Accessibility](#)

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I would use this USGS website at <http://egsc.usgs.gov/isb/pubs/teach-pack/exploringmaps/> as part of an introductory activity to a lesson on map reading.



# Geography

## Biomes



University of California Museum of Paleontology

See the world (and its fossils) with UCMP's field notes.

HOME | Collections & Research | Education | Public Programs | Online Exhibits | Blog | About UCMP | SEARCH | GLOSSARY | SITE MAP

[Online exhibits](#)

### The world's biomes

Biomes are defined as "the world's major communities, classified according to the predominant vegetation and characterized by adaptations of organisms to that particular environment" (Campbell 1996). The importance of biomes cannot be overestimated. Biomes have changed and moved many times during the history of life on Earth. More recently, human activities have drastically altered these communities. Thus, conservation and preservation of biomes should be a major concern to all. For further information, please consult the [references page](#).

Here we group biomes into six major types:



#### Conservation and preservation of biomes

Because we share the world with many other species of plants and animals, we must consider the consequences of our actions. Over the past several decades, increasing human activity has rapidly destroyed or polluted many ecological habitats throughout the world. It is important to preserve all types of biomes as each houses many unique forms of life. However, the continued heavy exploitation of certain biomes, such as the forest, freshwater, and marine, may have more severe implications.

Forests are important as they are home to the most diverse biotic communities in the world. Hidden within these biomes are potential medicines and many thousands of unseen and undiscovered species. Also, forests have a global climate-buffering capacity, so their destruction may cause large-scale changes in global climate.



A coral reef surrounds an island in French Polynesia

Logging has depleted many old-growth temperate forests. The increased demand for homes, paper, and other wood products have not allowed for much conservation. More recently, people have begun to realize that logging has cleared much of these forests. Wiser use of the forests and efforts to replant trees have helped to slow down the depletion of these communities.

Tropical forests have fallen victim to timber exploitation, slash and burn farming, and clearfelling for industrial use or cattle ranching, particularly in Latin America. Our increasing demand for meat products has caused



I would use this website located at

<http://www.ucmp.berkeley.edu/exhibits/biomes/index.php> for a lesson in the world's biomes. Students would compare and contrast the four land biomes and the two aquatic biomes.

## **Geography**

### Readymade Lesson Plan - Motive to Migrate

See the lesson plan on the following two pages



I would use this readymade lesson plan for a lesson on human migration.



**Mexico: Motive to Migrate**  
**Contributed by Randy Hoover**

**Overview:** Students investigate push-pull factors and other issues surrounding migration of Mexican workers to the Maquiladoras of Monterrey, and to the U.S. for seasonal work, then back home to north central Mexico.

**Suggested Grade Level:** 7<sup>th</sup> Grade  
**Class Length:** Two 50-minute class periods

**Connection with Curriculum Standards and Skills:**

**Standard 1:** How to use maps and other geographic representations

**Standard 3:** How to analyze the spatial organization of people places, and environments on the earth's surface

**Standard 4:** The physical and human characteristics of Places

**Standard 9:** The characteristics, distribution, and migration of human population on earth's surface

**Standard 11:** The patterns and networks of economic interdependence on earth's surface

**Standard 12:** The processes, patterns and functions of human settlement

**Standard 18:** How to apply geography to interpret the present and plan for the future

**Inquiry Question:**

Why do people migrate?

**Secondary Question:**

What are the push-pull factors in Latin America?

**Materials Needed:** Poster board, drawing paper  
Colored markers, pens, pencils  
Atlases  
Overhead projector (optional)

**Introducing the Lesson:**

**Day 1:** Introduce the concepts of migration and push-pull factors, asking the primary and secondary questions. Watch "Power of Place: World Regional Geography" Guatemala Case Study video. Assign homework readings, such as the article, "Mexico: One Family's Move to the City," pp. 83-88 in the *World Explorer Latin America* mini-text by Pearson Education, or other research on Latin American migration in preparation for Day 2 activities.

**Developing the Lesson**

**Day 2:** Break into groups. Groups are assigned different tasks addressing different aspects of the geographical questions regarding migration. Groups discuss among themselves based on their research and create a graphic organizer (poster, chart, list, etc.). Provide each group with reminders such as those below to keep them on task. (You can print and photocopy these reminders and cut them into strips similar to those shown in the video.)

Group 1      Make a map of Mexico to show where migration takes place. Include physical features, the two main climate zones (*Mesa del Norte* is the "Plateau of Mexico"), and a few major cities (Monterrey).

- Group 2 Create a graphic organizer about the *maquiladores*. What are they? Why were they created? What products are made/assembled there? What wages do they offer? What are the working conditions? Why would someone migrate to work there?
- Group 3 Moving – why bother? Create a poster or skit that shows what people experience when they migrate (seasonally or permanently). Use personal experience to consider what new challenges people might encounter. Have you ever moved? What was it like? Why are people from developing countries often willing to do farm work and assembly line jobs? Why return home?
- Group 4 Create a chart showing patterns of population movement. Explain to the class what these numbers indicate.
- Group 5 Create a graphic organizer listing “push” factors and “pull” factors causing people to migrate.

**Concluding the lesson:**

Groups then present their organizer to the class, analyzing their data and discussing their conclusions.

**Assessment:**

Homework in the form of an individual writing assignment which asks students to answer the questions about migration, synthesizing their own research and the material presented by their classmates, drawing conclusions and explaining their answers.

## Geography

Readymade Lesson Plan – Volcanoes, Trenches and Plate Boundaries

See the lesson plan on the following page



I would use this readymade lesson plan for a lesson on the earth's lithosphere.

## **Volcanoes, Trenches, and Plate Boundaries**

**Contributed by Carole Mayrose**

**Suggested Grade Level:** 10<sup>th</sup> through 12<sup>th</sup>  
**Class length:** 50 minutes

### **Connection with Curriculum Standards and Skills:**

**Standard 7:** The Physical Processes that Shape the Patterns of the Earth's Surface

**Standard 12:** The Processes, Patterns, and Functions of Human Settlement.

**Standard 15:** How Physical Systems Affect Human Systems.

### **Inquiry Question:**

Where are volcanoes and trenches located and how do they relate?

**Materials Needed:** Wall map of the world  
Dots  
Colored pencils  
Atlas  
Internet

### **Procedure:**

1. Students will receive a short list of latitude and longitude readings and a dot for each location. Each is a recent volcanic eruption. Additionally, each student will receive an atlas, a map of the Pacific Ocean area and a map of the Atlantic Ocean area.
2. Each student will find the location of the volcano. Once they find the country it is in, they will shade in and label the country.
3. Students will use their computers to find the name and exact location of the volcanoes.
4. At volcanoworld (<http://volcano.und.nodak.edu/vw.html>) they will enter the Country/Area site to find the country. Under each country is a list of volcanoes. By matching their latitude and longitude readings with the list, they will figure out the names of the volcanoes.
5. The students will put their dots on the world map in the location of the volcanoes.
6. Students will compare the locations of the volcanoes to the earthquake dots they have previously put on the map.

### **Discussion:**

What is the relationship between the location of trenches and the location of volcanoes? What are the pros and cons of living near a volcano? What would you do if you were living near a volcano and it was going to erupt? Who is responsible for your safety?

# RESOURCE FILE

## Political Science

1. Bill Becomes Law
2. Branches of Government
3. The Constitution
4. The Democratic Process
5. Supreme Court Cases
6. Articles of Confederation to Constitution
7. Readymade Lesson Plan – Bill of Rights
8. Federalist Papers
9. Foreign Policy
10. Revolution to Ratification of the Constitution

# Government and Political Science

## Bill Becomes Law



### I'm Just A Bill

#### Lyrics

**Boy: Woof! You sure gotta climb a lot of steps to get to this Capitol Building here in Washington. But I wonder who that sad little scrap of paper is?**

I'm just a bill.  
Yes, I'm only a bill.  
And I'm sitting here on Capitol Hill.  
Well, it's a long, long journey  
To the capital city.  
It's a long, long wait  
While I'm sitting in committee,  
But I know I'll be a law someday  
At least I hope and pray that I will,  
But today I am still just a bill.

**Boy: Gee, Bill, you certainly have a lot of patience and courage.**

**Bill: Well I got this far. When I started, I wasn't even a bill, I was just an idea. Some folks back home decided they wanted a law passed, so they called their local Congressman and he said, "You're right, there oughta be a law." Then he sat down and**

**wrote me out and introduced me to Congress. And I became a bill, and I'll remain a bill until they decide to make me a law.**

I'm just a bill  
Yes I'm only a bill,  
And I got as far as Capitol Hill.  
Well, now I'm stuck in committee  
And I'll sit here and wait  
While a few key Congressmen  
discuss and debate  
Whether they should let me be a law.  
How I hope and pray that they will,  
But today I am still just a bill.

**Boy: Listen to those congressmen arguing! Is all that discussion and debate about you?**

**Bill: Yeah, I'm one of the lucky ones. Most bills never even get this far. I hope they decide to report on me favourably, otherwise I may die.**

**Boy: Die?**

**Bill: Yeah, die in committee. Oooh, but it looks like I'm gonna live! Now I go to the House of Representatives, and they vote on me.**

**Boy: If they vote yes, what happens?**

**Bill: Then I go to the Senate and the whole thing starts all over again.**

**Boy: Oh no!**

**Bill: Oh yes!**

I'm just a bill  
Yes, I'm only a bill  
And if they vote for me on Capitol Hill  
Well, then I'm off to the White House  
Where I'll wait in a line  
With a lot of other bills  
For the president to sign  
And if he signs me, then I'll be a law.  
How I hope and pray that he will,  
But today I am still just a bill.

**Boy: You mean even if the whole Congress says you should be a law, the president can still say no?**

**Bill: Yes, that's called a veto. If the President vetoes me, I have to go back to Congress and they vote on me again, and by that time you're so old...**

**Boy: By that time it's very unlikely that you'll become a law. It's not easy to become a law, is it?**

**Bill: No!**

But how I hope and I pray that I will,  
But today I am still just a bill.

**Congressman: He signed you, Bill! Now you're a law!**

**Bill: Oh yes!!**

---

This is a cartoon video produced by School House Rock. This particular video is a great source for introducing students to how a bill becomes law in the United States.

# Government and Political Science

## Branches of Government



### Three Ring Government

#### Lyrics

Gonna have a three-ring  
circus someday,  
People will say it's a fine  
one, son.

Gonna have a three-ring  
circus someday,  
People will come from  
miles around.

Lions, tigers, acrobats,  
and jugglers and clowns  
galore,  
Tightrope walkers, pony  
riders, elephants, and so  
much more...

Guess I got the idea  
right here at school.  
Felt like a fool when they  
called my name,  
Talkin' about the  
government and how it's  
arranged,  
Divided in three like a  
circus.

Ring one, Executive,  
Two is Legislative, that's  
Congress.

Ring three, Judiciary.  
See it's kind of like my  
circus, circus.

Step right up and visit  
ring number one.  
The show's just begun.  
Meet the President.  
I am here to see that the  
laws get done.  
The ringmaster of the  
government.

On with the show!

Hurry, hurry, hurry to  
ring number two.  
See what they do in the  
Congress.  
Passin' laws and  
juggling bills,  
Oh, it's quite a thrill in  
the Congress.

Focus your attention on  
ring number three.  
The Judiciary's in the  
spotlight.  
The courts take the law  
and they tame the  
crimes  
Balancing the wrongs  
with your rights.

No one part can be  
more powerful than any  
other is.

Each controls the other  
you see,  
and that's what we call  
checks and balances.

Well, everybody's act is  
part of the show.  
And no one's job is more  
important.  
The audience is kinda  
like the country you  
know,  
Keeping an eye on their  
performance.

Ring one, Executive,  
Two is Legislative, that's  
Congress.  
Ring three, Judiciary.  
See it's kind of like my  
circus, circus.

Gonna have a three-ring  
circus someday.  
People will say it's a fine  
one son,  
But until I get it, I'll do  
my thing  
With government. It's got  
three rings.

---

This is a cartoon video produced by School House Rock. This particular video is a great source for introducing students to the three branches of government in the United States.

# Government and Political Science

## The Constitution

The screenshot shows the Annaburg Foundation website. At the top, there is a navigation bar with links for Home, About Us, FAQ, View Programs, Buy Materials, Workshops & Courses, and Distance Learning. Below this is a search bar and a 'Browse Teacher Resources' section. The main content area is titled 'Teacher Resources' and features an 'Overview' section for 'The Constitution: That Delicate Balance'. This section includes a video player showing the US Capitol building at night. To the right of the video player are links for 'Overview', 'Individual Program Descriptions', 'Printable Page', 'Buy Videos and Materials', and 'Distance Learning License Information'. Below these links is a 'Related Resources' section with a 'See all' link and a list of resources including 'A Biography of America', 'Ethics in America', 'Primary Sources: Workshops in American History', 'Social Studies in Action: A Teaching Practices Library, K-12', 'Making Civics Real: A Workshop for Teachers', and 'Democracy in America'. At the bottom of the page, there is a section titled 'Individual Program Descriptions' with three numbered items, each with a 'VoD' icon. The items are: 1. Executive Privilege and Delegation of Powers, 2. War Powers and Covert Action, and 3. Nomination, Election, and Succession of the President.

Home About Us FAQ View Programs Buy Materials Workshops & Courses Distance Learning

Browse Teacher Resources: [ ] [Go] [SEARCH]

Teacher Resources

Overview

### The Constitution: That Delicate Balance

A video instructional series on the American Constitution for college and high school classrooms and adult learners; 13 one-hour video programs and coordinated books

Now on DVD

Constitutional issues come to life in this Emmy Award-winning series. Key political, legal, and media professionals engage in spontaneous and heated debates on controversial issues such as campaign spending, the right to die, school prayer, and immigration reform. This series will deepen understanding of the life and power of this enduring document and its impact on history and current affairs, while bringing biases and misconceptions to light.

Produced by Columbia University Seminars on Media and Society, 1984.

CC MARC ISBN: 0-89776-623-7 VoD Look for this icon to play FREE video.

Overview

Individual Program Descriptions

Printable Page

Buy Videos and Materials

Distance Learning License Information

Related Resources [See all](#)

- A Biography of America
- Ethics in America
- Primary Sources: Workshops in American History
- Social Studies in Action: A Teaching Practices Library, K-12
- Making Civics Real: A Workshop for Teachers
- Democracy in America

A Biography of America Web Site

### Individual Program Descriptions

- 1. Executive Privilege and Delegation of Powers** VoD

Can the President's conversations with advisors remain secret when Congress demands to know what was said? Congresswoman Barbara Mikulski, former President Gerald Ford, and Watergate prosecutor Archibald Cox bring first-hand experience to this topic.
- 2. War Powers and Covert Action** VoD

If the president, as commander in chief, decides to declare war, can Congress restrain him? Debating the issue are Gerald Ford, former CIA deputy director Bobby Inman, former secretary of state Edmund Muskie, and others.
- 3. Nomination, Election, and Succession of the President** VoD

A tangled web of issues is involved in electing a president. Edmund Muskie, former presidential press secretary Jody Powell, party officials, and others discuss the role of political parties, the electoral college, and what to do if a president becomes disabled.

The Annaburg Foundation has 13 video on demand files available at <http://www.learner.org/resources/series72.html>. These videos cover a variety of Constitutional issues. I would use this resource for a lesson on Executive Privilege and Delegation of Powers.





# Government and Political Science

## Supreme Court Cases – Brown Vs. Board of Education

Search | Browse | Upload

### Brown v. Board of Education

AmericanHistoryRules 124 videos | Subscribe



0:56 / 5:50

AmericanHistoryRules | May 05, 2008  
An excerpt from Discovery Channel

22,616 views

Like | Add to | Share | <Embed>

Respond to this video...

Video Responses see all

 Brown vs Board of Education (1954)  
by OFFICIALGEEMACBEE  
58 views

=====  
This video clip about the Brown Vs Board of Education is available for on-line viewing at [http://www.youtube.com/watch?v=D2XHob\\_nVbw](http://www.youtube.com/watch?v=D2XHob_nVbw) . I would use this resource as part of a lesson on major Supreme Court rulings.

# Government and Political Science

## Constitution



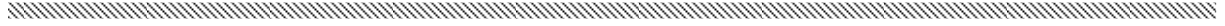
---

I would use this framed replica of the Constitution of the United States as a visual aid in a lesson on the drafting a new form of government to replace the Articles of Confederation.

## Government and Political Science

### Bill of Rights

See following lesson plan on the next four pages; obtained from  
<http://projects.edtech.sandi.net/lewis/rock/>



I would use this resource as a group activity for a lesson on the Bill of Rights.



by

Sandee Hallum-Torres

[Introduction](#) | [Task](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#) | [Teacher Notes](#)

---

## Introduction

**Bothered by curfew? Can't find a place to skateboard?**

**Frustrated with censorship?**

### **Who's controlling your life?**

**Know your rights! Get involved!** Decisions are made by adults every day that affect your life and your future. Today you have been given the opportunity to take an active role in changing your world. **Rock the vote!**

The National Youth Commission has been established to solicit the viewpoints of today's young people. The commission in conjunction with MTV has formed a partnership to produce a series of television ads directed to young people. The theme of the broadcasts will be "Meeting Today's Needs With Yesterday's Words." The purpose is to let young adults know that America's Bill of Rights affects their lives everyday. **You** have been selected by the commission to participate in the creation of MTV's first ads in the series.

[Please read your mail.](#)



---

## The Task

You have been selected by the National Youth Commission-MTV Alliance to be a member of their television ad production crew. You and your team will:

- analyze the the Bill of Rights.
- identify the current social/political issues that are connected to constitutional interpretation of the Bill of Rights.
- examine the records of political representatives for legislation introduced or supported that relates to constitutional issues.
- select an issue that is related to the interpretation of the Bill of Rights.
- investigate opposing points of view on an issue and formulate a position on the issue.
- produce a television ad that takes a stand on your selected issue and encourages other young people to get involved.



## The Process



### Study the Bill of Rights:

- Each participant will read the [Bill of Rights](#).
- Each participant will identify the [purpose and point of view](#) of the Bill of Rights.
- Assigned groups of three will share individual understandings of the Bill of Rights, focusing on purpose and point of view.
- Each group will use an organizational tool (Inspiration) to brainstorm how the amendment affects people today. ([Click here to download Inspiration template to your desktop.](#))
- The groups will share their brainstorming and [current political/social issues](#) will be identified.
- Participants will come to consensus on which amendments are most controversial.
- Each participant will contact one or more elected officials on an issue of their choice.



### Produce a Television Ad:

- Assigned groups of three will select a current issue that is open to more than one viewpoint.
- Research and organize the persuasive arguments that are used on each side of the issue. For each viewpoint look at the needs, values, and interests of the audience that is trying to be persuaded. For each viewpoint find details, reasons, examples, and anecdotes that would be effective in persuading that audience to a particular viewpoint.
- Choose a viewpoint to support and create a television ad that will persuade viewers to agree with your position. Use Inspiration to storyboard the television ad you are going to create. You can use a camcorder or multimedia software to create your ad.

## Resources

- [Bill of Rights](#)
- [Write to the President](#)
- [Write to the Governor](#)
- [Find Your Representatives](#)
- [Representatives on the Job](#)
- [Rate Your Representative](#)
- [Tracking House/Senate Votes](#)



## Evaluation

Rubric for Television Ad

|          | Beginning<br>1                                                                                                                                                                                                                     | Developing<br>2                                                                                                                                                                                                                                          | Accomplished<br>3                                                                                                                                                                                                       | Exemplary<br>4                                                                                                                                                                                                                                                              | Score |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Content  | no logical sequence--rambles<br><br>difficult to follow<br><br>no facts to support position<br><br>no anticipation of counter concerns and arguments                                                                               | sequence confusing<br><br>mostly difficult to follow<br><br>very few facts to support position<br><br>attempts to counter concerns and arguments                                                                                                         | sequence clear<br><br>states topic<br><br>specific facts and/or examples given to support position<br><br>clearly trying to counter concerns and arguments                                                              | sequence flows smoothly and is clearly focused<br><br>topic clearly defined<br><br>detailed evidence examples, and well reasoned arguments to support position<br><br>clearly counters concerns and arguments                                                               |       |
| Teamwork | does not collect any information that relates to the topic<br><br>does not perform assigned tasks<br><br>always relies on others to do the work<br><br>usually argues with teammates<br><br>usually wants to have things their way | collects very little information--some relates to the topic<br><br>performs very little duties<br><br>rarely does the assigned work--often needs reminding<br><br>sometimes argues<br><br>often sides with friends instead of considering all viewpoints | collects some basic information--most relates to the topic<br><br>performs nearly all duties<br><br>usually does the assigned work--rarely needs reminding<br><br>rarely argues<br><br>usually considers all viewpoints | collects a great deal of the information--all relates to the topic<br><br>performs all duties of assigned team role<br><br>always does assigned work without having to be reminded<br><br>never argues with teammates<br><br>always helps the team to reach a fair decision |       |

## Conclusion

The Bill of Rights is over two hundred years old. This "old" document is a powerful piece of paper. What those

men wrote so many years ago impacts our daily lives. How people live right now is linked to that document. Those rights are your rights. The stand you take today will affect the rest of your life and the lives of your children. Think about the message you have created. Politicians are hired by voters. Let them know who you are and what you want. Your continued involvement can affect the interpretation of the Bill of Rights and your future. Keep watch over your government representatives and voice your opinions. [Stay involved! Rock the vote!](#)



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Last updated June 29, 1998

Based on a template from [The Webquest Page](#).



## Government and Political Science

### Federalist Papers

See attached E-Copy of the Federalist Paper obtained at  
<http://www.foundingfathers.info/>

////////////////////////////////////  
I would use this resource as part of a lesson on the Federalist Papers consisting on a whole class discussion (language may be too difficult for many students). I would break down the intended message paragraph by paragraph. Only one of the Federalist Papers would be used – not enough class time to review them all.

# FEDERALIST No. 21

## Other Defects of the Present Confederation

*For the Independent Journal.*

Alexander Hamilton

To the People of the State of New York:

HAVING in the three last numbers taken a summary review of the principal circumstances and events which have depicted the genius and fate of other confederate governments, I shall now proceed in the enumeration of the most important of those defects which have hitherto disappointed our hopes from the system established among ourselves. To form a safe and satisfactory judgment of the proper remedy, it is absolutely necessary that we should be well acquainted with the extent and malignity of the disease.

The next most palpable defect of the subsisting Confederation, is the total want of a SANCTION to its laws. The United States, as now composed, have no powers to exact obedience, or punish disobedience to their resolutions, either by pecuniary mulcts, by a suspension or divestiture of privileges, or by any other constitutional mode. There is no express delegation of authority to them to use force against delinquent members; and if such a right should be ascribed to the federal head, as resulting from the nature of the social compact between the States, it must be by inference and construction, in the face of that part of the second article, by which it is declared, "that each State shall retain every power, jurisdiction, and right, not EXPRESSLY delegated to the United States in Congress assembled." There is, doubtless, a striking absurdity in supposing that a right of this kind does not exist, but we are reduced to the dilemma either of embracing that supposition, preposterous as it may seem, or of contravening or explaining away a provision, which has been of late a repeated theme of the eulogies of those who oppose the new Constitution; and the want of which, in that plan, has been the subject of much plausible animadversion, and severe criticism. If we are unwilling to impair the force of this applauded provision, we shall be obliged to conclude, that the United States afford the extraordinary spectacle of a government destitute even of the shadow of constitutional power to enforce the execution of its own laws. It will appear, from the specimens which have been cited, that the American Confederacy, in this particular, stands discriminated from every other institution of a similar kind, and exhibits a new and unexampled phenomenon in the political world.

The want of a mutual guaranty of the State governments is another capital imperfection in the federal plan. There is nothing of this kind declared in the articles that compose it; and to imply a tacit guaranty from considerations of utility, would be a still more flagrant departure from the clause which has been mentioned, than to imply a tacit power of coercion from the like considerations. The want of a guaranty, though it might in its consequences endanger the Union, does not so immediately attack its existence as the want of a constitutional sanction to its laws.

Without a guaranty the assistance to be derived from the Union in repelling those domestic dangers which may sometimes threaten the existence of the State constitutions, must be renounced. Usurpation may rear its crest in each State, and trample upon the liberties of the people, while the national government could legally do nothing more than behold its encroachments with indignation and regret. A successful faction may erect a tyranny on the ruins of order and law, while no succor could constitutionally be afforded by the Union to the friends and supporters of the government. The tempestuous situation from which Massachusetts has scarcely emerged, evinces that dangers of this kind are not merely speculative. Who can determine what might have been the issue of her late convulsions, if the malcontents had been headed by a Caesar or by a Cromwell? Who can predict what effect a despotism, established in Massachusetts, would have upon the liberties of New Hampshire or Rhode Island, of Connecticut or New York?

The inordinate pride of State importance has suggested to some minds an objection to the principle of a guaranty in the federal government, as involving an officious interference in the domestic concerns of the members. A scruple of this kind would deprive us of one of the principal advantages to be expected from

union, and can only flow from a misapprehension of the nature of the provision itself. It could be no impediment to reforms of the State constitution by a majority of the people in a legal and peaceable mode. This right would remain undiminished. The guaranty could only operate against changes to be effected by violence. Towards the preventions of calamities of this kind, too many checks cannot be provided. The peace of society and the stability of government depend absolutely on the efficacy of the precautions adopted on this head. Where the whole power of the government is in the hands of the people, there is the less pretense for the use of violent remedies in partial or occasional distempers of the State. The natural cure for an ill-administration, in a popular or representative constitution, is a change of men. A guaranty by the national authority would be as much levelled against the usurpations of rulers as against the ferments and outrages of faction and sedition in the community.

The principle of regulating the contributions of the States to the common treasury by QUOTAS is another fundamental error in the Confederation. Its repugnancy to an adequate supply of the national exigencies has been already pointed out, and has sufficiently appeared from the trial which has been made of it. I speak of it now solely with a view to equality among the States. Those who have been accustomed to contemplate the circumstances which produce and constitute national wealth, must be satisfied that there is no common standard or barometer by which the degrees of it can be ascertained. Neither the value of lands, nor the numbers of the people, which have been successively proposed as the rule of State contributions, has any pretension to being a just representative. If we compare the wealth of the United Netherlands with that of Russia or Germany, or even of France, and if we at the same time compare the total value of the lands and the aggregate population of that contracted district with the total value of the lands and the aggregate population of the immense regions of either of the three last-mentioned countries, we shall at once discover that there is no comparison between the proportion of either of these two objects and that of the relative wealth of those nations. If the like parallel were to be run between several of the American States, it would furnish a like result. Let Virginia be contrasted with North Carolina, Pennsylvania with Connecticut, or Maryland with New Jersey, and we shall be convinced that the respective abilities of those States, in relation to revenue, bear little or no analogy to their comparative stock in lands or to their comparative population. The position may be equally illustrated by a similar process between the counties of the same State. No man who is acquainted with the State of New York will doubt that the active wealth of King's County bears a much greater proportion to that of Montgomery than it would appear to be if we should take either the total value of the lands or the total number of the people as a criterion!

The wealth of nations depends upon an infinite variety of causes. Situation, soil, climate, the nature of the productions, the nature of the government, the genius of the citizens, the degree of information they possess, the state of commerce, of arts, of industry, these circumstances and many more, too complex, minute, or adventitious to admit of a particular specification, occasion differences hardly conceivable in the relative opulence and riches of different countries. The consequence clearly is that there can be no common measure of national wealth, and, of course, no general or stationary rule by which the ability of a state to pay taxes can be determined. The attempt, therefore, to regulate the contributions of the members of a confederacy by any such rule, cannot fail to be productive of glaring inequality and extreme oppression.

This inequality would of itself be sufficient in America to work the eventual destruction of the Union, if any mode of enforcing a compliance with its requisitions could be devised. The suffering States would not long consent to remain associated upon a principle which distributes the public burdens with so unequal a hand, and which was calculated to impoverish and oppress the citizens of some States, while those of others would scarcely be conscious of the small proportion of the weight they were required to sustain. This, however, is an evil inseparable from the principle of quotas and requisitions.

There is no method of steering clear of this inconvenience, but by authorizing the national government to raise its own revenues in its own way. Imposts, excises, and, in general, all duties upon articles of consumption, may be compared to a fluid, which will, in time, find its level with the means of paying them. The amount to be contributed by each citizen will in a degree be at his own option, and can be regulated

by an attention to his resources. The rich may be extravagant, the poor can be frugal; and private oppression may always be avoided by a judicious selection of objects proper for such impositions. If inequalities should arise in some States from duties on particular objects, these will, in all probability, be counterbalanced by proportional inequalities in other States, from the duties on other objects. In the course of time and things, an equilibrium, as far as it is attainable in so complicated a subject, will be established everywhere. Or, if inequalities should still exist, they would neither be so great in their degree, so uniform in their operation, nor so odious in their appearance, as those which would necessarily spring from quotas, upon any scale that can possibly be devised.

It is a signal advantage of taxes on articles of consumption, that they contain in their own nature a security against excess. They prescribe their own limit; which cannot be exceeded without defeating the end proposed, that is, an extension of the revenue. When applied to this object, the saying is as just as it is witty, that, "in political arithmetic, two and two do not always make four ." If duties are too high, they lessen the consumption; the collection is eluded; and the product to the treasury is not so great as when they are confined within proper and moderate bounds. This forms a complete barrier against any material oppression of the citizens by taxes of this class, and is itself a natural limitation of the power of imposing them.

Impositions of this kind usually fall under the denomination of indirect taxes, and must for a long time constitute the chief part of the revenue raised in this country. Those of the direct kind, which principally relate to land and buildings, may admit of a rule of apportionment. Either the value of land, or the number of the people, may serve as a standard. The state of agriculture and the populousness of a country have been considered as nearly connected with each other. And, as a rule, for the purpose intended, numbers, in the view of simplicity and certainty, are entitled to a preference. In every country it is a herculean task to obtain a valuation of the land; in a country imperfectly settled and progressive in improvement, the difficulties are increased almost to impracticability. The expense of an accurate valuation is, in all situations, a formidable objection. In a branch of taxation where no limits to the discretion of the government are to be found in the nature of things, the establishment of a fixed rule, not incompatible with the end, may be attended with fewer inconveniences than to leave that discretion altogether at large.

**PUBLIUS.**

## Government and Political Science

### Foreign Policy

See the classroom handout on the following three pages; obtained from <http://www.icivics.org/for-teachers>



I would use this resource as a graphic organizer and review for a lesson on Foreign Policy.

# WAR & PEACE AND EVERYTHING IN-BETWEEN

Name: \_\_\_\_\_

**Directions:** Read the examples and fill in the right term from the word bank.



**FOREIGN**

VS.

**DOMESTIC**



foreign language

domestic flight

foreign country

domestic animals

1. Americans often refer to a country that is not the United States as a

\_\_\_\_\_

2. A language that is not English and comes from a country outside the United States is often called a

\_\_\_\_\_

3. Cats and dogs are examples of

\_\_\_\_\_

4. If you get on an airplane and fly from Seattle, Washington to Atlanta, Georgia, you are taking a

\_\_\_\_\_

**“FOREIGN”** refers to things happening \_\_\_\_\_ the United States.

- A. Inside
- B. Outside

**“DOMESTIC”** refers to things happening “at home” or \_\_\_\_\_ the United States.

- A. Inside
- B. Outside

**Directions:** Running a country means taking care of things at home (domestic policy) and around the world (foreign policy). Below are examples of both. See if you can figure out which are which! Write “D” for domestic policy and “F” for foreign policy.

\_\_\_\_\_ 1. The government wants to make sure students are learning what they should be, so it requires standardized testing in certain grades.

\_\_\_\_\_ 2. The government operates national parks in different parts of the country.

\_\_\_\_\_ 3. The United States is allied with countries around the world, which means they are partners and look out for each other’s interests.

\_\_\_\_\_ 4. The United States provides help to other countries when natural disasters, like earthquakes, occur.

\_\_\_\_\_ 5. The countries of the world meet to decide how to handle climate change, and the United States plays a role in the talks.

\_\_\_\_\_ 6. The United States is attacked, and the President, in his role as Commander-in-Chief, calls on the U.S. military to defend the U.S. by attacking the other country.

\_\_\_\_\_ 7. The government decides how much money Americans must pay in federal taxes.

\_\_\_\_\_ 8. The government makes an agreement with specific countries that none of them will attack each other.

\_\_\_\_\_ 9. The government cleans up land and water areas that are severely polluted.

\_\_\_\_\_ 10. The government enforces federal laws and sends convicted criminals to jail.

# U.S. Foreign Policy:

(1.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(2.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(3.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Foreign Aid:**

\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Military:**

\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Treaties:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# WHO DOES WHAT?!!

**Directions:** The Constitution, the rulebook for the government, says who has which foreign policy powers. Using your cards and notes, let's see if you can figure this out yourself! Then draw lines between the answers below.

**NOTE:** For "Foreign Aid," the answer is not clear in the cards. So, here's a hint! Laws give out foreign aid. If you know the president and Congress's roles in bills becoming a law, you can figure out the answer for foreign aid!

|                    |                           |                                                                                       |
|--------------------|---------------------------|---------------------------------------------------------------------------------------|
| <b>Military</b>    | President                 | ⇒ Negotiates and signs                                                                |
|                    | Congress                  | ⇒ 2/3 must approve                                                                    |
| <b>Treaties</b>    | President                 | ⇒ Makes recommendations on laws he wants passed. Signs bills into law or vetoes them. |
|                    | Congress<br>(Senate only) | ⇒ Commander-in-Chief<br>⇒ Can send troops around the world                            |
| <b>Foreign Aid</b> | President                 | ⇒ Writes and passes bills                                                             |
|                    | Congress                  | ⇒ Declares war                                                                        |

**Why do you think the Framers gave Congress a voice in most foreign policy decisions when they wrote the Constitution?**

A. so the President can make decisions on his own and not listen to Congress  
 B. to make it really slow for the country to respond in a war  
 C. to make sure that not just one person had all the power in making these important decisions, like whether to go to war



## Government and Political Science

### From King to Constitution

See the classroom handout on the following four pages; obtained from <http://www.icivics.org/for-teachers>



I would use this resource as a graphic organizer and review for lessons covering the period from revolution to the ratification of the constitution.

# FROM KING TO CONSTITUTION, PART 1: "GET OFF OUR BACKS!"

## Hey—This Place is Pretty Cool



Gold! Yep—that's how it all got started. Four hundred years ago, the first Englishmen came to America looking for gold. And silver. And a waterway to Asia. They were part of a trading company that convinced the king of England to grant them a **charter** giving them permission to set up a colony in America. But the whole gold/river-to-Asia thing was a bust. Times got so hard that the first settlers had to eat rats and even each other to keep from starving to death. Pretty soon, though, more people arrived and times got better. The English were here to stay.

## Hail to the King



Back in England, the King probably figured he had a pretty good deal. Other people got seasick sailing across the ocean to settle an untamed land while he sat in his palace ruling England. Except that being king just wasn't what it used to be—not since English noblemen decided they wanted a say in government. Back in the 1200's, a king could really do what he wanted! But this was the 1600's, and now the people had representatives in **Parliament** who made laws and stood up for peoples' rights and even gave advice to the king. Bah!

The **Virginia Company** made money by trading for goods all over the world, and also by exploring. If they could find gold and silver in America, they would make lots of money! Ditto for a waterway to Asia that would let them trade easily with those countries.

The **House of Burgesses** was the group of representatives in Virginia. The **Mayflower Compact** was the agreement the Plymouth colonists signed while they were still on board the **Mayflower**, before they set foot on dry land. Even then, they knew they would need a government!

## You Don't Mind If We . . . Uh . . .

Govern ourselves, do you? Just a little bit? Back in America, the colonists needed some kind of government to deal with everyday problems. After all, the king *was* on the other side of the ocean, and because of Parliament they were used to having a say in government. In Virginia Colony, those first settlers decided each community should have two representatives, and that all the representatives would meet together. Farther north, in Plymouth, the colonists signed a **compact** agreeing to form a majority-rule government where all the men would vote on whatever issues came up. (Sorry—women didn't get to vote in 1620.) Even so, the king still controlled the colonies, and the colonists had to follow England's laws.

## We're Doing Just Fine, Thanks

England had a lot of other colonies besides those in America, and plenty of other problems to deal with, so for a long time the king and Parliament didn't have much time to pay attention to the American colonists. By now there were 13 colonies, and each colony had its own government. These little governments grew stronger and more used to being in control. When problems came up, the colonial governments took care of things themselves. The colonists were out on their own, making their own decisions, governing things as they chose with nobody telling them what to do.



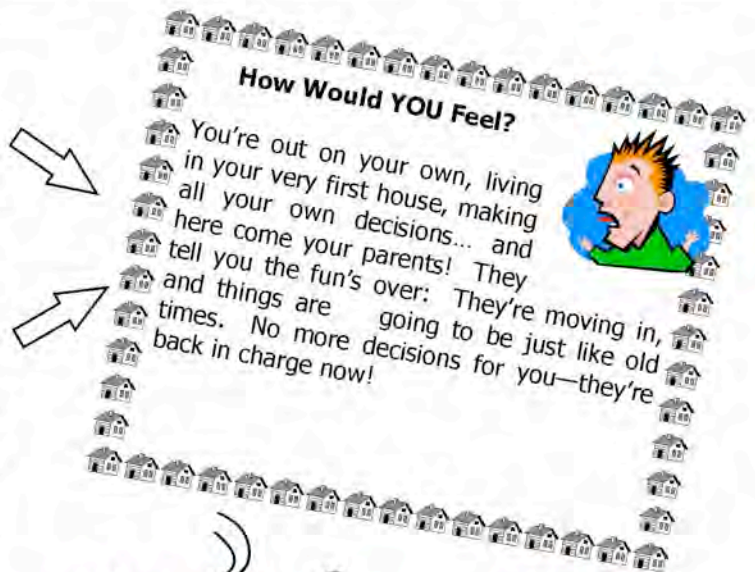


### A Raw Deal

And then the British government suddenly remembered it had colonies in America. Of course, it had to do with money. Great Britain saw its colonies around the world as a source of profit. Colonies were places to cut timber, grow crops such as cotton and coffee, mine for valuable minerals—you name it. The king forced the colonists to sell these raw materials back to England at really cheap prices. People in England would use the materials to make finished products. But did the colonists get a deal on these items because they provided the materials? No way! The king forced the colonists to buy the finished products at extra high prices.

### Looking for a Fast Buck?

That was only the beginning. In the mid-1700's, Britain fought the French and Indian War. Britain gained some territory in America, but wars are expensive! Britain had taken out a lot of debt to pay for the war, so it went looking for a way to make money fast. Hey! What about taxing the American colonists? It seemed like the perfect idea, so Britain began putting heavy taxes on goods the colo-



The colonists had an answer for that: They quit buying British goods! But this **boycott** didn't work for long. Britain was ready to play hardball. It passed a law taxing things they knew those colonists couldn't get anywhere else: paint, glass, paper, lead, and tea. But the colonists just kept boycotting. That same law allowed British government workers to search peoples' houses and even break down doors to seize items the homeowner hadn't paid taxes for. Not only that, but the law also forced colonists to open their homes to British troops who were stationed in the colonies! The more the colonists boycotted British goods, the more Britain cracked down.

### Enough is Enough!

The colonists finally decided there was only one solution: Independence! On July 4, 1776, leaders of the colonies signed the Declaration of Independence, breaking ties with Britain. It wasn't that easy, though. There was the small matter of fighting a war against Britain to make that freedom real. When the Americans won the Revolutionary War, Britain lost all control of the colonies. But now there was a new problem. Should each former colony become its own independent country? If not, what kind of government should tie the colonies together? Should they appoint a king? No, wait—been there, done that! Maybe there should be no government at all. Or after their terrible experience with the king, maybe they should give the *people* all the power. The new nation of colonies had to think up a solution—fast!

# MONARCHY

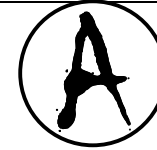


The most important benefit of this system is:

because:

The most important drawback of this system is:

because:



# ANARCHY

The most important benefit of this system is:

because:

The most important drawback of this system is:

because:

**QUICK!**  
**WE NEED A NEW GOVERNMENT!**

Name:

Date:

The most important benefit of this system is:

because:

The most important drawback of this system is:

because:

The most important benefit of this system is:

because:

The most important drawback of this system is:

because:

# DIRECT DEMOCRACY



# REPRESENTATIVE DEMOCRACY

# Quick! We Need A New Government! Name: \_\_\_\_\_

## A. True or False?

- |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. When the first settlers came to America, they found lots of gold and everything was great.</p> <p>_____ 2. The American colonists had to follow England's laws.</p> <p>_____ 3. Once the Colonists signed the Declaration of Independence, they were free.</p> <p>_____ 4. Britain taxed American colonists to pay off war debts</p> <p>_____ 5. In England, Parliament took some power away from the King.</p> | <p>_____ 6. The Virginia Colony had a direct democracy.</p> <p>_____ 7. England kept a close eye on the American colonies the whole time.</p> <p>_____ 8. Not only did Britain tax the colonies, but it cracked down by taking away the colonists' freedoms.</p> <p>_____ 9. Because the colonists supplied the raw materials, they got to buy the finished products at a discount.</p> <p>_____ 10. The colonists boycotted British tea.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## B. Got Government?

**Decide which government would best solve each problem:**

(Most have more than one possible answer.)

| PROBLEM COLONISTS FACED                                                                             | BEST KIND OF GOVERNMENT                                                                                                                                       | THIS GOVERNMENT WOULD HELP BECAUSE... |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Need a way to protect all of the states against invaders.                                           | <input type="checkbox"/> Monarchy<br><input type="checkbox"/> Anarchy<br><input type="checkbox"/> Direct Democracy<br><input type="checkbox"/> Rep. Democracy |                                       |
| Want a government where people would have a say.                                                    | <input type="checkbox"/> Monarchy<br><input type="checkbox"/> Anarchy<br><input type="checkbox"/> Direct Democracy<br><input type="checkbox"/> Rep. Democracy |                                       |
| Want a government that lets people have as much freedom as possible.                                | <input type="checkbox"/> Monarchy<br><input type="checkbox"/> Anarchy<br><input type="checkbox"/> Direct Democracy<br><input type="checkbox"/> Rep. Democracy |                                       |
| Need a government that works even though people are spread out over a huge distance.                | <input type="checkbox"/> Monarchy<br><input type="checkbox"/> Anarchy<br><input type="checkbox"/> Direct Democracy<br><input type="checkbox"/> Rep. Democracy |                                       |
| Want a government that meets needs of people in different areas                                     | <input type="checkbox"/> Monarchy<br><input type="checkbox"/> Anarchy<br><input type="checkbox"/> Direct Democracy<br><input type="checkbox"/> Rep. Democracy |                                       |
| Want to protect peoples' rights and keep peoples' privacy—no searching houses!                      | <input type="checkbox"/> Monarchy<br><input type="checkbox"/> Anarchy<br><input type="checkbox"/> Direct Democracy<br><input type="checkbox"/> Rep. Democracy |                                       |
| Want a government that can make decisions quickly when an urgent problem comes up.                  | <input type="checkbox"/> Monarchy<br><input type="checkbox"/> Anarchy<br><input type="checkbox"/> Direct Democracy<br><input type="checkbox"/> Rep. Democracy |                                       |
| Want a government that thinks hard before making important decisions and considers all the options. | <input type="checkbox"/> Monarchy<br><input type="checkbox"/> Anarchy<br><input type="checkbox"/> Direct Democracy<br><input type="checkbox"/> Rep. Democracy |                                       |

# RESOURCE FILE

## Sociology and Psychology

1. Psychology of Anorexia
2. Psychology of Bulimia
3. Psychology of Autism
4. Sigmund Freud's Conception Theory
5. Psychology of Personality
6. Sociology of Women's Issues
7. Sociology of Gender Roles
8. Sociology of Communism
9. Sociology of Family Relationships
10. Sociology of Upward Mobility

# Psychology and Sociology

## Psychology of Anorexia

The screenshot shows the NOVA On-Line website interface. At the top, the NOVA logo is displayed in a stylized, glowing font. Below the logo, navigation links for Home, Search, Site Map, Shop, and E-mail are visible. The main content area features a large heading 'Watch the Program' and a paragraph of text explaining that the hour-long program is divided into eight chapters and can be viewed in QuickTime or Real Video. A sidebar on the left contains the title 'Dying to be Thin' and a 'Thin Site Map' link. Below the main text, there are links for Feedback, Technical Help, Program Credits, Program Transcript, and For Teachers. A video player area shows a thumbnail of a person's back, with the title 'Abnormally Thin' and a list of topics: 'The dance world', 'An irrational fear', and 'Anorexia on the rise'. The running time is listed as 07:12, and there is a 'watch it in >' link.

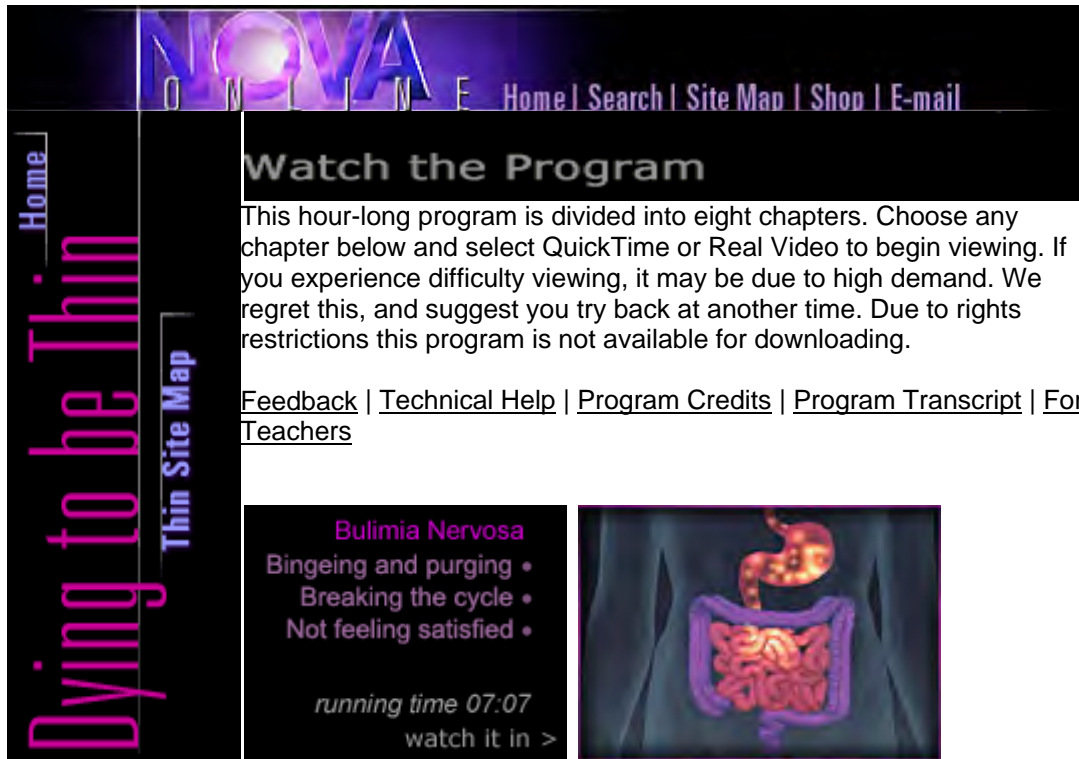
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This is a short video clip available from NOVA On-Line for on-line viewing at <http://www.pbs.org/wgbh/nova/thin/program.html> . I would use this as part of a lesson plan on the psychology of anorexia.



# Psychology and Sociology

## Psychology of Bulimia



The screenshot shows the NOVA On-Line website interface. At the top, the NOVA logo is displayed in a stylized, glowing font. Below the logo, there are navigation links: Home | Search | Site Map | Shop | E-mail. The main content area is titled "Watch the Program" and contains a paragraph of text: "This hour-long program is divided into eight chapters. Choose any chapter below and select QuickTime or Real Video to begin viewing. If you experience difficulty viewing, it may be due to high demand. We regret this, and suggest you try back at another time. Due to rights restrictions this program is not available for downloading." Below this text are several links: [Feedback](#) | [Technical Help](#) | [Program Credits](#) | [Program Transcript](#) | [For Teachers](#). On the left side, there is a vertical navigation menu with the text "Home" and "Thin Site Map". The main content area also features a vertical title "Dying to be Thin" in a large, stylized font. Below the title, there is a section for "Bulimia Nervosa" with a list of topics: "Bingeing and purging •", "Breaking the cycle •", and "Not feeling satisfied •". Below the list, it says "running time 07:07" and "watch it in >". To the right of the text is an anatomical illustration of the human digestive system, showing the stomach and intestines in a glowing, stylized manner.

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This is a short video clip available from NOVA On-Line for on-line viewing at <http://www.pbs.org/wgbh/nova/thin/program.html> . I would use this as part of a lesson plan on the psychology of bulimia.

# Psychology and Sociology

## Psychology of Autism

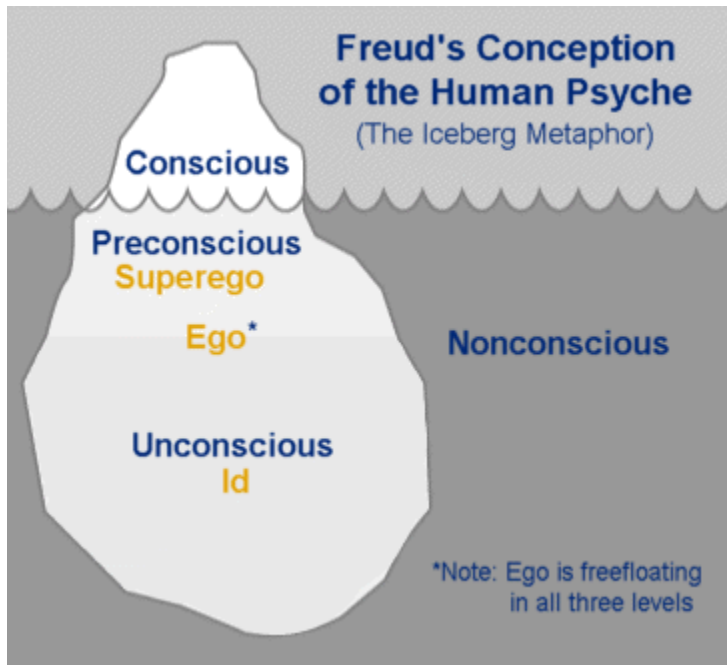


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This is a movie about a man with autism. I would use clips of this movie to illustrate the affects of autism in a lesson on autism.

# Psychology and Sociology

## Sigmund Freud's Conception Theory

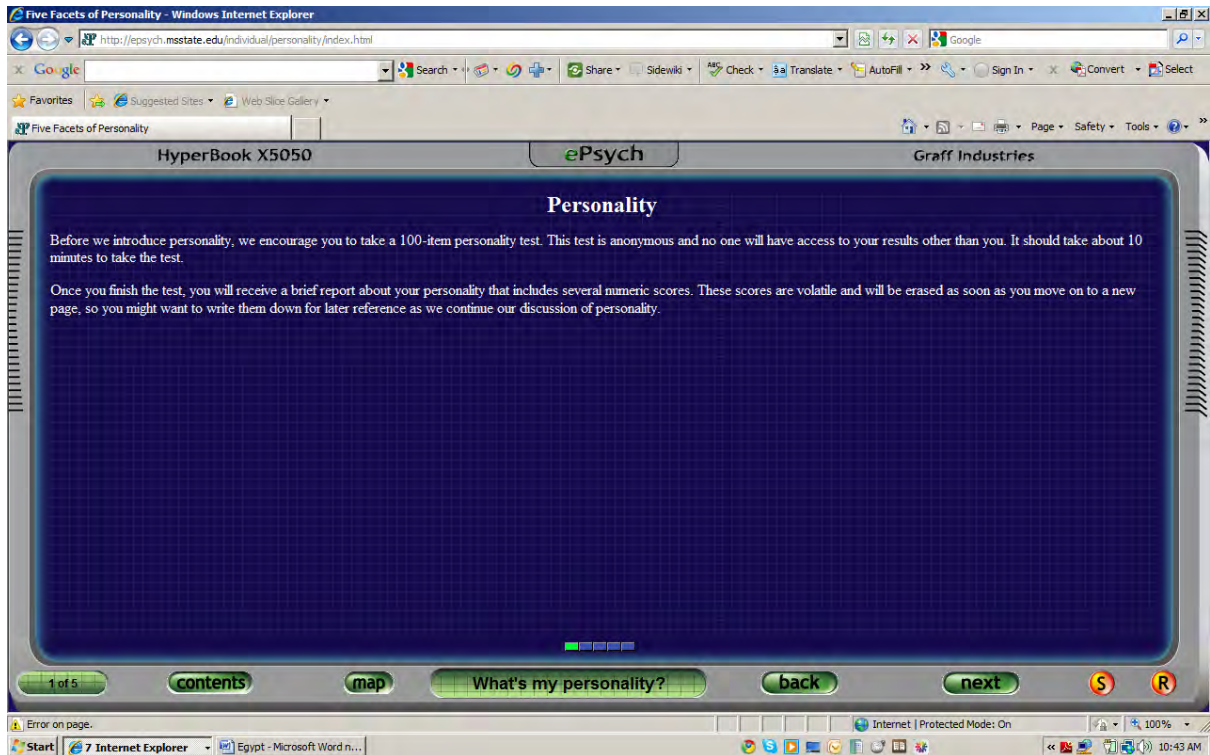


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This is a poster illustrating Freud's Iceberg Metaphor. I would incorporate this into a psychology lesson on psychological theories.

# Psychology and Sociology

## Psychology of Personality



This is a personality test available at <http://epsych.msstate.edu/individual/personality/index.html>. I would use this as an introductory activity to personality lesson in Psychology.

## Psychology and Sociology

### Sociology of Women's Issues



## Women's Rights in Afghanistan

October 14, 2009 4:17 PM

In Afghanistan, women are enjoying more freedom than ever since the U.S. ousted the Taliban. However, as Lara Logan reports, a Taliban victory could change things for Afghan women.

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This is a report from CBS News available for on-line viewing at <http://www.cbsnews.com/video/watch/?id=5384993n#ixzz11t6Y1Ekf> . I would use this report as part of a sociology lesson on women's issues in other countries.

# Psychology and Sociology

## Sociology of Gender Roles

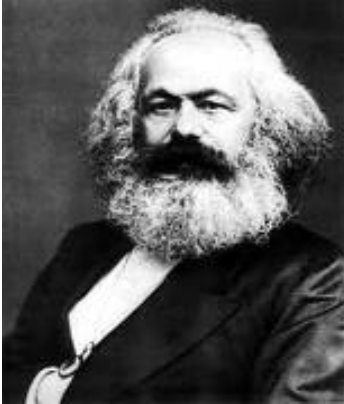


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Images of women working outside of cultural norms became common place during World War II. I would use this image as an introduction to a lesson on how war impacts gender roles in a society.

## Psychology and Sociology

### Sociology of Communism



Let the ruling classes tremble at a communist revolution. The proletarians have nothing to lose but their chains. They have a world to win. Workingmen of all countries, unite!

[Karl Marx](#)

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This is a quote from Karl Marx's *Das Kapital*. I would display this on an overhead transparency and conduct a small group discussion on the student's thoughts about the quote and its meaning prior to beginning a lesson on the sociology of communism.



# Psychology and Sociology

## Sociology of Family Relationships



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Students will watch one episode of Leave it to Beaver, one episode of Growing Pains and one episode of Hannah Montana. Students will compare the stereotypical family structures (as portrayed in the media) of the 1950's and 1980's with today's family structure and current trends.

## Psychology and Sociology

Sociology of Upward Mobility

# NATIONAL GEOGRAPHIC NEWS

[NATIONALGEOGRAPHIC.COM/NEWS](http://NATIONALGEOGRAPHIC.COM/NEWS)

## India's "Untouchables" Face Violence, Discrimination

Hillary Mayell  
for National Geographic News

June 2, 2003

More than 160 million people in India are considered "Untouchable"—people tainted by their birth into a caste system that deems them impure, less than human.

Human rights abuses against these people, known as Dalits, are legion. A random sampling of headlines in mainstream Indian newspapers tells their story: "Dalit boy beaten to death for plucking flowers"; "Dalit tortured by cops for three days"; "Dalit 'witch' paraded naked in Bihar"; "Dalit killed in lock-up at Kurnool"; "7 Dalits burnt alive in caste clash"; "5 Dalits lynched in Haryana"; "Dalit woman gang-raped, paraded naked"; "Police egged on mob to lynch Dalits".

"Dalits are not allowed to drink from the same wells, attend the same temples, wear shoes in the presence of an upper caste, or drink from the same cups in tea stalls," said Smita Narula, a senior researcher with Human Rights Watch, and author of *Broken People: Caste Violence Against India's "Untouchables."* Human Rights Watch is a worldwide activist organization based in New York.

India's Untouchables are relegated to the lowest jobs, and live in constant fear of being publicly humiliated, paraded naked, beaten, and raped with impunity by upper-caste Hindus seeking to keep them in their place. Merely walking through an upper-caste neighborhood is a life-threatening offense.

Nearly 90 percent of all the poor Indians and 95 percent of all the illiterate Indians are Dalits, according to figures presented at the International Dalit Conference that took place May 16 to 18 in Vancouver, Canada.

### Crime Against Dalits

Statistics compiled by India's National Crime Records Bureau indicate that in the year 2000, the last year for which figures are available, 25,455 crimes were committed against Dalits. Every hour two Dalits are assaulted; every day three Dalit women are raped, two Dalits are murdered, and two Dalit homes are torched.

No one believes these numbers are anywhere close to the reality of crimes committed against Dalits. Because the police, village councils, and government officials often support the caste system, which is based on the religious teachings of Hinduism, many crimes go unreported due to fear of reprisal, intimidation by police, inability to pay bribes demanded by police, or simply the knowledge that the police will do nothing.

"There have been large-scale abuses by the police, acting in collusion with upper castes, including raids, beatings in custody, failure to charge offenders or investigate reported crimes," said Narula.

That same year, 68,160 complaints were filed against the police for activities ranging from murder, torture, and collusion in acts of atrocity, to refusal to file a complaint. Sixty two percent of the cases were dismissed as unsubstantiated; 26 police officers were convicted in court.

# Psychology and Sociology

Despite the fact that untouchability was officially banned when India adopted its constitution in 1950, discrimination against Dalits remained so pervasive that in 1989 the government passed legislation known as The Prevention of Atrocities Act. The act specifically made it illegal to parade people naked through the streets, force them to eat feces, take away their land, foul their water, interfere with their right to vote, and burn down their homes.

Since then, the violence has escalated, largely as a result of the emergence of a grassroots human rights movement among Dalits to demand their rights and resist the dictates of untouchability, said Narula.

## **Lack of Enforcement, Not Laws**

Enforcement of laws designed to protect Dalits is lax if not non-existent in many regions of India. The practice of untouchability is strongest in rural areas, where 80 percent of the country's population resides. There, the underlying religious principles of Hinduism dominate.

Hindus believe a person is born into one of four castes based on karma and "purity"—how he or she lived their past lives. Those born as Brahmans are priests and teachers; Kshatriyas are rulers and soldiers; Vaisyas are merchants and traders; and Sudras are laborers. Within the four castes, there are thousands of sub-castes, defined by profession, region, dialect, and other factors.

Untouchables are literally outcastes; a fifth group that is so unworthy it doesn't fall within the caste system.

Although based on religious principles practiced for some 1,500 years, the system persists today for economic as much as religious reasons.

Because they are considered impure from birth, Untouchables perform jobs that are traditionally considered "unclean" or exceedingly menial, and for very little pay. One million Dalits work as manual scavengers, cleaning latrines and sewers by hand and clearing away dead animals. Millions more are agricultural workers trapped in an inescapable cycle of extreme poverty, illiteracy, and oppression.

Although illegal, 40 million people in India, most of them Dalits, are bonded workers, many working to pay off debts that were incurred generations ago, according to a report by Human Rights Watch published in 1999. These people, 15 million of whom are children, work under slave-like conditions hauling rocks, or working in fields or factories for less than U.S. \$1 day.

## **Crimes Against Women**

Dalit women are particularly hard hit. They are frequently raped or beaten as a means of reprisal against male relatives who are thought to have committed some act worthy of upper-caste vengeance. They are also subject to arrest if they have male relatives hiding from the authorities.

A case reported in 1999 illustrates the toxic mix of gender and caste.

A 42-year-old Dalit woman was gang-raped and then burnt alive after she, her husband, and two sons had been held in captivity and tortured for eight days. Her crime? Another son had eloped with the daughter of the higher-caste family doing the torturing. The local police knew the Dalit family was being held, but did nothing because of the higher-caste family's local influence.

There is very little recourse available to victims.

A report released by Amnesty International in 2001 found an "extremely high" number of sexual assaults on Dalit women, frequently perpetrated by landlords, upper-caste villagers, and police officers. The study estimates that only about 5 percent of attacks are registered, and that police officers dismissed at least 30 percent of rape complaints as false.

The study also found that the police routinely demand bribes, intimidate witnesses, cover up evidence,

## Psychology and Sociology

and beat up the women's husbands. Little or nothing is done to prevent attacks on rape victims by gangs of upper-caste villagers seeking to prevent a case from being pursued. Sometimes the policemen even join in, the study suggests. Rape victims have also been murdered. Such crimes often go unpunished.

Thousands of pre-teen Dalit girls are forced into prostitution under cover of a religious practice known as *devadasis*, which means "female servant of god." The girls are dedicated or "married" to a deity or a temple. Once dedicated, they are unable to marry, forced to have sex with upper-caste community members, and eventually sold to an urban brothel.

### Resistance and Progress

Within India, grassroots efforts to change are emerging, despite retaliation and intimidation by local officials and upper-caste villagers. In some states, caste conflict has escalated to caste warfare, and militia-like vigilante groups have conducted raids on villages, burning homes, raping, and massacring the people. These raids are sometimes conducted with the tacit approval of the police.

In the province Bihar, local Dalits are retaliating, committing atrocities also. Non-aligned Dalits are frequently caught in the middle, victims of both groups.

"There is a growing grassroots movement of activists, trade unions, and other NGOs that are organizing to democratically and peacefully demand their rights, higher wages, and more equitable land distribution," said Narula. "There has been progress in terms of building a human rights movement within India, and in drawing international attention to the issue."

In August 2002, the UN Committee for the Elimination of Racial Discrimination (UN CERD) approved a resolution condemning caste or descent-based discrimination.

"But at the national level, very little is being done to implement or enforce the laws," said Narula.

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This is an on-line article from National Geographic News. I would use this article as part of a lesson plan on social mobility; exploring the upward social mobility of people living in the United States compared to those living in India.

# RESOURCE FILE

## African History

1. Liberia
2. South African Bushmen
3. Hutu and Tutsi Conflict
4. African Voices
5. The Maasai
6. Apartheid
7. Ethiopia
8. Readymade Lesson Plan – Swahili People
9. Readymade Lesson Plan – South Africa
10. Readymade Lesson Plan – Timbuktu

# African History

## Liberia

**GLOBAL CONNECTIONS** *Liberia*

Educator's Resources / Map / Glossary / Search:  Go

**Timeline** | **Essays & Lessons** | **About the Film**

Overview | Air Times | Buy the Video | Clips & Interviews | Credits & Bios | Transcript (requires JavaScript)

**LIBERIA**  
AMERICA'S STEPCHILD  
Buy Video | Watch Trailer

A woman in Dimoh displays the red peppers, called grains of paradise, on a traditional hand-loomed cloth.  
Ton Vitens, Grain Coast Productions

### Video Clips

Early settlers brought their place names and architecture. [Watch](#)

Settlers shared the land with indigenous tribes. [Watch](#)

Settlers were determined to create a Black America overseas. [Watch](#)

Forced labor was very much like slavery. [Watch](#)

FDR's trip to Liberia was very symbolic. [Watch](#)

Tubman mastered Cold War politics. [Watch](#)

Tolbert wanted Liberia to be a force for African unity and civil rights. [Watch](#)

Tolbert became a tragic figure. [Watch](#)

Doe led the coup that resulted in the assassination of Tolbert. [Watch](#)

Doe's supporters thought the coup would get rid of Americo-Liberian domination. [Watch](#)

Under Doe's leadership, Tolbert's Cabinet was humiliated in public. [Watch](#)

Doe didn't understand the complexities of the task ahead. [Watch](#)

The U.S. accepted Doe. [Watch](#)

Doe was a useful ally for the U.S. [Watch](#)

Doe's corruption became an embarrassment to the U.S. [Watch](#)

As the Cold War ended, U.S. support for Doe dwindled. [Watch](#)

Rebels were ready to be organized by Taylor. [Watch](#)

Taylor was rumored to have the backing of affluent Liberians who wanted to get rid of Doe. [Watch](#)

The civil war was ethnic cleansing at its most cruel. [Watch](#)

Liberians believed that the U.S. would save them from themselves. [Watch](#)

Could the U.S. have done things differently? [Watch](#)

Military peacekeeping forces gave a fragile sense of security. [Watch](#)

People hoped that a vote for Taylor would mean an end to the bloodshed. [Watch](#)

### Interviews

**Learn about Liberia from director/producer Nancee Oku Bright:**

Read the [interview with aIAfrica.com](#).

Listen to the [interview with Lisa Mullins](#), host of *The World*.

Listen to the [interview with The Kolo Nnamdi Show](#) from WAMU.

**Read extended interviews about Liberia with:**

**Jimmy Carter**  
The U.S. has the power to make a difference in Liberia's future, according to the first American president to win the Nobel Peace Prize.

**Herman Cohen**  
America's undersecretary for African affairs from 1989-1993 explains how U.S. interest and involvement in Liberia waned after the Cold War.

**Ossie Davis**  
The famed actor and activist recounts his experiences in Liberia with the U.S. Army during World War II.

**Paul Simon**  
The ex-senator talks about Liberia's 1997 elections and chides the U.S. for its diminishing interest in the country's fate.

**Marcus Wade**  
A former child soldier describes the brutality and horror he endured in Charles Taylor's rebel army.

[Timeline](#) | [Essays and Lessons](#) | [About the Film](#) | [Educator's Resources](#)

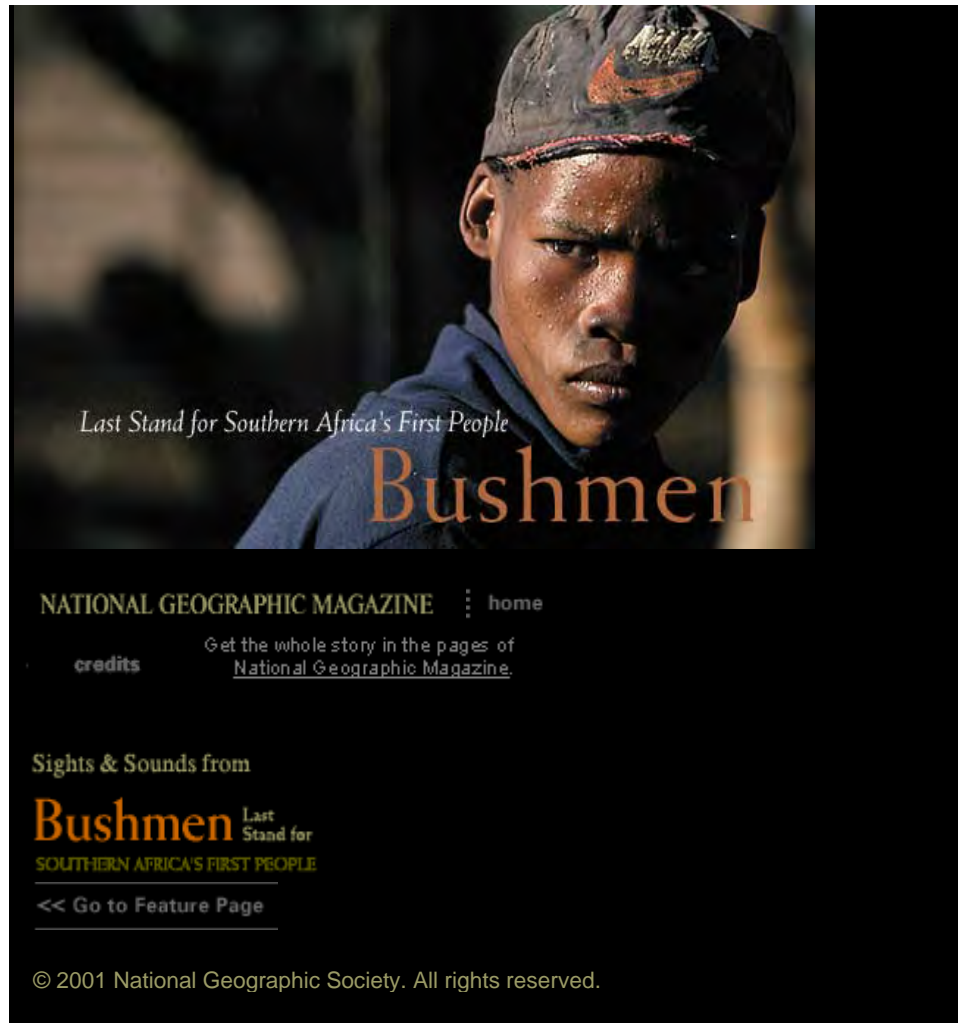
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These are video clips that are available from PBS on-line. I would use these clips as part of multiple lessons in the History and Culture of Liberia.

# African History

## South Africa



This video is available on-line from National Geographic at <http://ngm.nationalgeographic.com/ngm/0102/feature6/index.html>. I would incorporate this video into a lesson plan on Southern Africa.



# African History

## Hutu and Tutsi

Mahalo.com Mahalo How To Mahalo Answers Mahalo Store

### Hutu and Tutsi

Ads by Google

#### [UN Refugee Agency](#)

Help the UN assist refugees.  
[www.UNrefugees.org](http://www.UNrefugees.org)

#### [Hey, Want a Girlfriend?](#)

Meet a Real Girl For Free on Zoosk  
[www.Zoosk.com](http://www.Zoosk.com)

#### [Africa - Darfur - Slavery](#)

Can There Be Peace in Africa?  
[www.makeawaypartners.org](http://www.makeawaypartners.org)

**Tutsi Population:** 2.5 million

**Hutu Population:** 10 million

An estimated 77% of Rwandan Tutsis were killed in the 1994 Rwandan Genocide

100,000 to 300,000 Burundian Hutus were killed in a genocide in 1972

Tutsis are taller and lighter-skinned with longer noses

Hutus are shorter and darker skinned with broad, flat noses

The Hutu and Tutsi are two central African tribes who have been involved in civil war since the mid 20th century. In 1994, an estimated 500,000 Tutsis and thousands of Hutus were killed in the Rwandan Genocide. Both groups have occupied the same region for centuries and share a common language and culture.

### History

The Hutu are descended from Bantus who worked as fishermen, cattle herders and farmers in Africa's great lakes regions. The taller, cattle-herding Tutsi migrated from northern Ethiopia in the 1300s with the intent to conquer the Hutu, but ended up settling into the local culture and adopting the Bantu language, although they added their own traditions and words into the mix. Inter-marriage among the two groups was not uncommon.

### The Conflict

It has been theorized that the distinctions between Hutu and Tutsi were not emphasized until the area was colonized by European settlers. When conducting census counts, the Belgians separated Africans into Tutsi and Hutu groups based solely on appearance or wealth. The colonists believed that the Tutsi were superior because they were taller and had longer noses and therefore more similar to Europeans. On this basis, only Tutsi were allowed to participate in government or seek education. Naturally, this caused dissatisfaction among the Hutu majority. In 1959, the Belgian government reversed this practice and implemented a Hutu government. Civil wars and genocides instigated by both sides have occurred periodically ever since.

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[www.ancestry.com](http://www.ancestry.com)

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Search Millions of Names from Over  
[www.Classmates.com](http://www.Classmates.com)



### ask any question

about Hutu and Tutsi...

ask anonymously

140 characters left

### Featured Mahalo Topics

[How to Stimulate Your Baby](#)

Flickr: Crimfants

[Anna Chapman](#)

YouTube: sonnet1815

This website is located at <http://www.mahalo.com/hutu-and-tutsi> and documents the genocide in Rwanda. The site includes multiple video documented accounts as well as pictures and articles. I would use this resource as part of a unit lesson on genocide.

# African History

## African Voices

The screenshot shows the top portion of a website. At the top left, a black banner contains the text "AFRICAN VOICES" in white. To the right, the Smithsonian logo and "National Museum of Natural History" are displayed. Below the banner, the word "HISTORY" is written in a large, stylized, golden font. To the right of this, a quote in a similar golden font reads: "Unless you know the road you've come do you cannot know where you are going" followed by "Tema Okun, Sierra Leone". Below the quote is a paragraph of text, which is mostly illegible due to low resolution. At the bottom of the page, there is a navigation bar with a green background and white text. The navigation bar includes a horizontal menu with items: "Human Arts", "Nile Valley", "Mali", "Africans in Spain", "Slave Trade", "Central African Trade", "Ethiopia", "Columbian", "South Africa", and "Today". Below this menu is a dark image of a person in traditional attire holding a large, patterned shield. At the very bottom, a black navigation bar contains the following menu items: "MAIN", "HISTORY", "THEMES", "FOCUS GALLERY", and "LEARNING CENTER".

This website contains an interactive timeline of African History and is made available by the Smithsonian Institute at <http://www.mnh.si.edu/africanvoices/>. I would use this website as an introduction to African History.

# African History

## Maasai



Exclusives

Exclusives (61)

Expedition Africa: Maasai (2:26)  
The Maasai have managed to fight off slave traders, rival tribes, and each other -- but the fight against the modernization of Africa may be their most difficult yet.

[Watch Similar Videos](#)

AAA | Share | Cite This

This video is available on-line from History.com at <http://www.history.com/shows/expedition-archived/videos/expedition-africa-maasai#expedition-africa-maasai> . I would incorporate this video into a lesson plan on the Maasai people of Africa.

# African History

## Apartheid

**UNDERSTANDING APARTHEID**  
*a supplement for teachers and learners*

*Produced by the Apartheid Museum in collaboration with the Gauteng Department of Education and the Provincial South African History Project*

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**GAUTENG PROVINCIAL GOVERNMENT**  
**GAUTENG DEPARTMENT OF EDUCATION**

*Social Justice in Action*

"It takes a village to raise a child."

**THE SOUTH AFRICAN HISTORY PROJECT**

- Strengthening teaching in schools
- Encouraging in the study of history by young people
- Promoting the recording of oral histories through oral tradition.

This website is devoted to Apartheid; its history and ramifications on South African society. I would use this resource as an in-school, group research project on Apartheid.

## **African History**

### **Ethiopia**

See class hand-out on the following three pages



I would use this resource as part of an introductory pairs activity in a history lesson on Ethiopia. Students would pair up and answer a set of three to five general questions on Ethiopia.



---

## Ethiopia country profile

**Ethiopia is Africa's oldest independent country. Apart from a five-year occupation by Mussolini's Italy, it has never been colonised.**

But the nation is better known for its periodic droughts and famines, its long civil conflict and a border war with Eritrea.

In the first part of the 20th century Ethiopia forged strong links with Britain, whose troops helped evict the Italians in 1941 and put Emperor Haile Selassie back on his throne. From the 1960s British influence gave way to that of the US, which in turn was supplanted by the Soviet Union.

### AT-A-GLANCE

- **Politics:** Prime Minister Meles Zenawi won a fourth term in elections held in May 2010. Secessionist groups maintain a low-level armed struggle
- **Economy:** One of fastest growing non-oil economies in Africa. Depends heavily on agriculture, which is often affected by drought. Coffee is a key export
- **International:** Eritrea hived off in 1993 and a border dispute escalated into full-scale war in 1999. Border tensions persist. Ethiopian troops helped oust Islamists who controlled southern Somalia in 2006. Ethiopia is seen as a key US ally

Although it has had fewer of the coups that have plagued other African countries, Ethiopia's turmoil has been no less devastating. Drought, famine, war and ill-conceived policies brought millions to the brink of starvation in the 1970s and 1980s.

In 1974 this helped topple Haile Selassie. His regime was replaced by a self-proclaimed Marxist junta led by Mengistu Haile Mariam under which many thousands of opponents were purged or killed, property was confiscated and defence spending spiralled.

The overthrow of the junta in 1991 saw political and economic conditions stabilise, to the extent that the country is regarded as one of Africa's most stable.

Eritrea gained independence in 1993 following a referendum. Poor border demarcation developed into military conflict and full-scale war in the late 1990s in which tens of thousands of people were killed.

A fragile truce has held, but the UN says ongoing disputes over the demarcation of the border threaten peace.

Ethiopia is one of Africa's poorest states. Almost two-thirds of its people are illiterate. The economy revolves around agriculture, which in turn relies on rainfall. The country is one of Africa's leading coffee producers.

Many Ethiopians depend on food aid from abroad. In 2004 the government began a drive to move more than two million people away from the arid highlands of the east in an attempt to provide a lasting solution to food shortages.

At the end of 2006 Ethiopia sent between 5,000 and 10,000 troops into Somalia to support forces of the weak transitional government there and helped to oust the Islamists who had controlled southern Somalia for six months.

But, despite initial successes, the Ethiopians were unable to break the power of the Islamists, who gradually began to win back lost territory.

Ethiopia's presence in Somalia formally ended in early 2009, when it pulled its troops under an agreement between the transitional Somali government and moderate Islamists.

- **Full name:** Federal Democratic Republic of Ethiopia
- **Population:** 85.8 million (UN, 2009)
- **Capital:** Addis Ababa
- **Area:** 1.13 million sq km (437,794 sq miles)
- **Major languages:** Amharic, Oromo, Tigrinya, Somali
- **Major religions:** Christianity, Islam
- **Life expectancy:** 54 years (men), 56 years (women) (UN)
- **Monetary unit:** 1 Birr = 100 cents
- **Main exports:** Coffee, hides, oilseeds, beeswax, sugarcane
- **GNI per capita:** US \$330 (World Bank, 2009)
- **Internet domain:** .et
- **International dialling code:** +251

**President:** Girma Woldegiorgis

**Prime minister:** Meles Zenawi

Meles Zenawi's Ethiopian People's Revolutionary Democratic Front (EPRDF) won a fourth term in elections in May 2010, bolstering its already large majority.

EU and US observers said the vote fell short of international standards, and the opposition refused to accept the result, alleging the election was not free and fair.

In 2009, Mr Meles hinted he might be ready to step down, but his party asked him to stay on and groom a successor.

The EPRDF's previous election win in May 2005 sparked a wave of violence, after opposition supporters took to the streets to protest against alleged vote-rigging. Around 36 people were killed and hundreds were arrested; 46 protesters died in further violence in November.

Mr Meles accused the opposition of planning to topple his government; his critics said



a campaign against political dissent was under way. Senior opposition figures and journalists were among those detained and charged with treason in the wake of the 2005 protests.

The prime minister has won praise from Western donors for curbing Ethiopia's reliance on foreign aid and commitment to building up the country's economy. His opponents accuse the West of being blind to what they say is policy of political repression

Meles Zenawi is a veteran of the guerrilla campaign against the Mengistu regime and was chosen as transitional head of state after the dictator was overthrown in 1991. Once a Marxist-Leninist, by the 1990s he had become a champion of the free market and parliamentary democracy.

He was one of the architects of the 1994 constitution, which provided for a federal republic with ethnically-based regions. In 1995 he became prime minister and won a second five-year term in 2000 in Ethiopia's first multi-party elections.

Radio is the medium of choice, reaching the rural areas where most Ethiopians live.

Although the state controls most radio stations and the sole national TV network, the print and broadcast media have seen dramatic changes since the fall of Mengistu in the early 1990s.

In 2006, licences were awarded to two private FM stations in the capital.

Some opposition groups beam radio broadcasts to Ethiopia using hired shortwave transmitters overseas.

The number of privately-owned newspapers has grown; some are available online. Press circulation is largely confined to the literate urban elite.

The private press offers quite different reporting to the state-owned newspapers and is often critical of the government.

The relationship between the press and the authorities has sometimes been difficult. Media rights group Reporters Without Borders cited a "spiral of repression" against the private media after violent protests following the 2005 elections.

"The climate remains bad and self-censorship frequent," the group said in its 2008 report.

There were 360,000 internet users by June 2009 (Internetworldstats).

### **The press**

- Addis Zemen - state-owned daily
- Ethiopian Herald - state-owned English-language daily
- The Daily Monitor - private, English-language
- [Addis Admass](#) - private, Amharic-language weekly
- [The Reporter](#) - private, English-language web pages

- [Capital](#) - English-language, business weekly
- [Addis Fortune](#) - English-language business weekly

### Television

- [Ethiopian Television \(ETV\)](#) - state-owned

### Radio

- [Radio Ethiopia](#) - state-owned, operates National Service and External Service and regional stations
- FM Addis 97.1 - operated by Addis Ababa city administration
- Voice of Tigray Revolution - Tigray Regional State government radio
- Radio Fana - founded in 1994 by ruling party

### News agencies

- [Walta Information Centre \(WIC\)](#) - privately-owned, pro-government
- [Ethiopian News Agency \(ENA\)](#) - state-owned

Story from BBC NEWS:

[http://news.bbc.co.uk/go/pr/fr/-/2/hi/africa/country\\_profiles/1072164.stm](http://news.bbc.co.uk/go/pr/fr/-/2/hi/africa/country_profiles/1072164.stm)

Published: 2010/09/16 12:06:42 GMT

© BBC MMX

## African History

### Readymade Lesson Plan – Swahili People

See lesson plan on the four following pages



This is a readymade lesson plan available at <http://www.pbs.org/wonders/Classrm/lesson2.htm>. I would use this lesson plan for instruction on the Swahili people and their Arab roots.

## Introduction

In this lesson students will examine the origins of the Swahili people and their Arab roots. Through an examination of the cultural universals of the Swahili, students will have an opportunity to become "experts" on specific areas of cultural identity specifically associated with the great Swahili people.

## Lesson Objectives

Students will have the opportunity to:

- Research a cultural universal of the Swahili people
- Compare research with classmates
- Collect research information
- Analyze research findings
- Create a project board showing research findings
- Compare and contrast similarities and differences of past and modern civilization
- Examine interactions of ethnic, national, and cultural influences as it applies to the culture of the Swahili.
- Create a character sketch focusing on "historical believability"

## Materials needed

- PBS video "The Swahili Coast"
- TV/VCR
- Computers with Internet access
- Lesson 2 Student Activity Sheets: [Cultural Universals](#), [Project Requirements](#), [Presentation/Board Grades](#)

## Suggested material if available

- Microsoft Encarta Africana CD

## Estimated time

7-10 hours

## Relevant National Standards

Mid-Continent Regional Education Laboratory

<http://www.mcrel.org/standards-benchmarks/docs/contents.html>

World History

- Understands the development of agricultural societies and new states in tropical Africa and Oceania.
- Understands the growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries
- Understands long-term changes and recurring patterns in world history

Geography

- Understands the characteristics and uses of maps, globes, and other geographic tools and technologies
- Understands the physical and human characteristics of place
- Understands that culture and experience influence people's perceptions of places and regions
- Understands the nature and complexity of Earth's cultural mosaics

### Teaching strategy

1. Hold a class discussion on cultural universals, things all cultures have in common. Begin with the question, "If we were to go anywhere in history during any time period, what basic, general things would we see that all people share, even though it might be varied?" For example, all cultures have some kind of language, although the specific language varies according to time and place. As students respond, write their comments on the board. The final list I use for my class follows:
  - language
  - art/music
  - transportation/technology
  - family
  - clothing
  - belief system
  - food
  - housing
2. Explain to students that they will view "The Swahili Coast" video. They will be responsible for taking notes on the cultural universals of the Swahili People as they view the video. They can either do this on notebook paper, or use Handout 1. Students should write evidence that pertains to both present and past Swahili culture. Make sure they separate this information since it will be crucial for the final project portion of this unit. You may want to pass out two copies of [handout 1, "Cultural Universals"](#), one for present Swahili and one for past Swahili.
3. Prior to viewing video, give students an example of how to take notes. For instance, Language-Present language spoken is called Swahili. It has roots of Bantu/African. Some words are borrowed from Arabic. It is presently the most widely used language in Africa. This example speaks to past and present Swahili culture.
4. Start the video and instruct students to begin listing examples for each instance of a cultural universal. You may want to circulate through the room to make sure they are taking notes; or, at times stop the video to discuss certain cultural universals that have been covered.
5. After viewing the video, discuss what students have found. There may be holes in their notes- topics not covered in the video; let them know this okay. They will be filling in those holes as they do further research.
6. Separate students into teams of two. Have each team choose a cultural universal to examine, or you may assign them to insure a balance of how many groups are covering each universal. Ideally, a class of 30 students would allow each cultural universal to be researched by two groups. If you only want each cultural universal examined once, group size can be adjusted.
7. Once students are assigned a cultural universal, they need to determine which role they will take. One team member researches ancient Swahili culture, the other researches modern Swahili culture.

8. Give students a copy of Handout 2. It describes in the final project in specific detail and will help guide in their research. Go over the handout with them.
9. Tell students they will not meet with their group member for two class sessions. This time is set aside for individual research. At the time they reconvene, students should have detailed notes to share with their partner. Research may be performed using Encarta Africana CD and any available textbooks or library books. Consult the list of recommended web sites below for further resources. Students will need to explore more on their own, and it would be helpful to have them list useful web sites on the board (as they discover them) so other students can also benefit.
10. When individual research is complete, the groups should reconvene, allowing students compare and analyze their findings. At this time they need to determine where more research is necessary, and begin a collaborative examination to satisfy requirements for both time periods. (This will take one full class period, and possibly two if there are quite a few holes to fill).
11. When all group research is completed, students must determine the layout of their research board. Important decisions will be made. For instance, how are notes going to be turned into final draft form? Make sure students examine the requirement sheet to properly plan out their entire board.
  - o Once the board is created the students need to plan their presentation. Review presentation requirements with them by once again reviewing the project requirement sheet (Handout 2) and the presentation/board grade sheet ([handout 3, "Presentation/Board Grades"](#)).
  - o Remind them that they will not only present the information board, but also tie in the historical figure they have created or researched (see [handout 2, "Project Requirement Sheet"](#)).
  - o Make sure they have created a character sketch that is based on historical accuracy and "creative believability" (that is, the character need not have been a real person, but it should be logically possible that such a character could have existed).
12. Students should deliver their presentations. You might want to give them time to practice their presentations. Students have an opportunity to ask questions to those who presented.

### Assessment Recommendations

Since every class is different, every teacher will assess students in slightly different ways. However, areas of consideration should include the following:

1. Presentations are clear and articulate (i.e., make eye contact, project voice, use proper English, inflect voice)
2. Information in presentation is relevant to topic
3. Information is presented thoroughly and accurately in an easy to understand manner
4. Visuals and extra materials are neatly prepared and reflect artistic effort
5. Biographical/character sketch shows historical believability
6. Biographical/character sketch is clear and easy to understand
7. Biographical/character sketch shows creativity
8. Presenters are able to answer most reasonable questions about their topic

### Extensions/Adaptations

1. Have each group write a short quiz of ten questions using information from their presentations. They give the quiz to students at the end of their presentations.
2. Have students develop presentations on other specific geographic regions mentioned in the video: Mombassa, Lamu, and Zanzibar. Alternatively, the presentations could be modified to suit other African regions or other world regions.

### Further Resources

Africana.com

<http://www.africana.com/>

A Brief History of the Swahili Language

[http://www.glcom.com/hassan/swahili\\_history.html](http://www.glcom.com/hassan/swahili_history.html)

The Kamusi Project

<http://www.yale.edu/swahili/swahili.htm>

Swahili Gallery

<http://www.museums.or.ke/glamu.html>

Africanet: Zimbabwe History

<http://www.tanzania-web.com/www.africanet.com/africanet/country/zimbabwe/history.htm>

Africanet: Zimbabwe Home Page

<http://www.tanzania-web.com/www.africanet.com/africanet/country/zimbabwe/default.htm>

Africa: South of the Sahara

<http://www-sul.stanford.edu/depts/ssrg/africa/guide3.html>

Africa: South of the Sahara

<http://www-sul.stanford.edu/depts/ssrg/africa/guide2.html>

Copernicus Community (a filtered research area that will guide students to safe, informative sites)

<http://www.copernicus-psd.com/>

Houghton Mifflin Social Studies: Across the Centuries

<http://www.eduplace.com/ss/hmss/7/laag/99/6.2.html>

Houghton Mifflin Social Studies: Across the Centuries

<http://www.eduplace.com/ss/hmss/7/laag/99/6.3.html>



## African History

Readymade Lesson Plan – South Africa

See lesson plan on the four following pages



This is a readymade lesson plan available at <http://www.learner.org/workshops/geography/wkp5less.html>. I would use this lesson plan for instruction on South African Land Allocation.

## South Africa Land Allocation Contributed by Maureen Spaight

**Suggested Grade Level:** 9

**Class Length:** 90 minutes

### **Inquiry Question:**

How can a new piece of land be equitably divided among competing interests?

### **Standards Addressed:**

**Standard 13:** How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

**Standard 16:** The changes that occur in the meaning, use, distribution, and importance of resources.

### **Materials:**

Map of South Africa, hats/props, identity cards, nametags, audio recording of Alan Paton's *Cry, the Beloved Country*

### **Procedure:**

#### **In preparation:**

1. Have the class listen to an audio recording of *Cry, the Beloved Country* to set the stage for this exercise.
2. Briefly discuss colonization: what is it? What are the implications and consequences of colonization?

#### **Role-playing exercise:**

1. Distribute nametags and identity cards to the students. Each student will be assigned one of five identities:

- **Peitr Kruger:**

You are a resident from a suburb of Capetown. You and your family live comfortably, but your concern is how the development of this land will affect you. What kind of questions should you ask? Will your taxes go up? Will different types of development affect the quality of life in your region?

Do you think the government should be offering any kind of assistance to any of the special interest groups? Financial assistance? Political preference? What type of land use would be best for your family's lifestyle? What arguments will you present on the benefits or disadvantages of the other delegates' proposals? Lastly, why should these other people listen to you?

- **Bisi Kolawole:**

You are a black farmer, a descendant of the Mfengu people of the Cape Colony. You are skilled at agriculture, herding, and shepherding. At the present time, you own only one lot. You can manage to provide for your own family now, but you have two children with a third on the way. You hear that some government land will soon be available.

You would like to extend your ranching enterprise. How could you make the most profit from your small land holding? What would be a cost-effective way to invest? How could you secure the funding to increase your land holdings? Are there any business partners you could work with?

Bring your proposal to a meeting of the provincial delegates. Try to convince them that your proposal would be good for you, good for them, good for South Africa. Be sure to tell what you bring to the table. What do you wish to take away?

- **Priscilla Paceverde, Environmentalist:**

You have heard of a large tract of land that will be made available to the province. Your major concern is how this land will be developed. Africa already faces critical environmental situations, and you don't want to see them worsen.

Propose a plan to the provincial representative that will offer economic growth and at the same time, protect the dwindling natural resources. Remember, *sustainable growth* is the goal. Tell how your plan will be good for you, good for the province, good for South Africa.

- **Charlotte Rampale:**

You are a delegate from the World Health Organization. Your organization would like to see the land used in a way that would benefit the native populations in the immediate region.

What type of land use would be most beneficial? Most affordable? Would it be better to build factories? Or should the land remain agricultural? If farming seems best, how would you use your influence to convince the panel of that? Listen to the other delegates' proposals. Be sure to have them justify how their plan is a good and productive one that will raise the standard of living in South Africa. What are you willing to do to further that plan?

- **Foster Fundy, British Environmentalist:**

You see great potential in some land that is to be made available. It could mean a very profitable venture for you. You are willing to offer many rand for at least part of this parcel of land. How would you develop the land? What advantages does the location offer you? How will you convince President Mbeki's provincial representative to accept your proposal? How will your proposal be good for you, good for the region, good for South Africa?

2. Divide the class into groups such that one of each identity is represented. Distribute maps to the students and give them ten minutes to determine how to allocate the land. During group work, the students should assume their assigned role and advocate a plan that is in their own best interest.
3. Once the students have reached consensus on how to use the land, have each group present their plan to the class. During this part of class, have students wear/carry an appropriate prop to encourage students to identify with their role and to remind the class who they represent. Students should express their identity's feelings about how the land is divided, do they agree, disagree, and why?

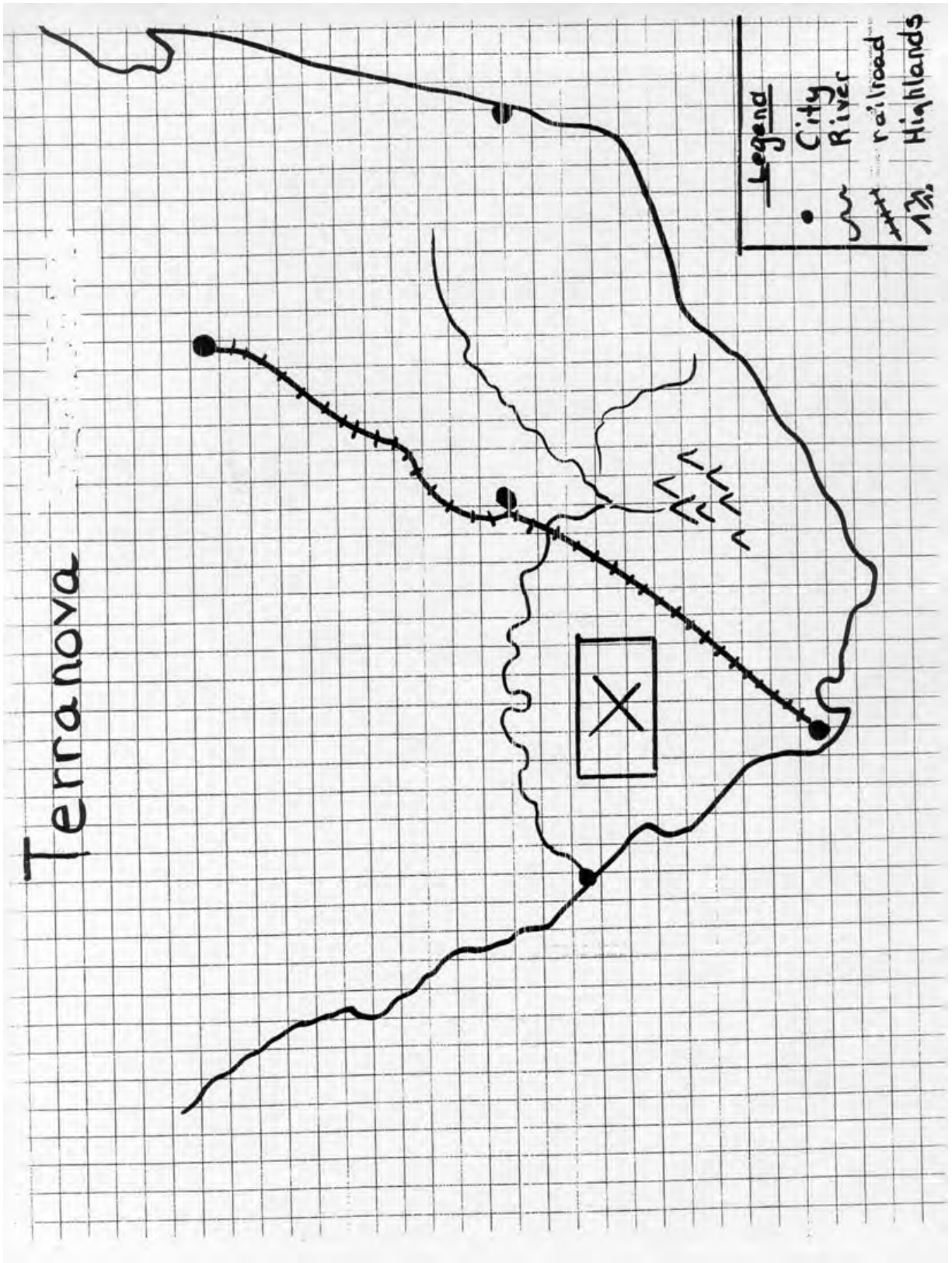
**Homework:**

Students are to complete the "Conflict Analysis" worksheet for one of the following articles:

- Paul Taylor, "The Long and Winding Road"
- Joseph B. Verrengia, "Apes slaughtered for food: Conservationists hope cash will sway Africans from gorilla war"

- Christopher S. Wren, “S. Africans back reform”
- Timothy P. Flanigan, Charles C.J. Carpenter, and Kenneth Mayer, “Public must press drug firms to help HIV-infected Africans now”
- Walter Ellis, “Congo’s deepening nightmare”
- Jayne Wise, “Born Free, Dying Freely”

**Map and Worksheet are below:**



## WORKSHEET: ACTIVITY #4 CONFLICT ANALYSIS

You have located an article about some current conflict.

1. Locate the conflict on a world map.
2. Conflicts have many different causes. Place a check after each of the factors that play a part in the conflict you found in the newspaper.

CONTROL OF RESOURCES \_\_\_\_\_

ETHNIC RIVALRY \_\_\_\_\_

POLITICAL DISPUTES \_\_\_\_\_

RELIGIOUS DIFFERENCES \_\_\_\_\_

REVENGE FOR PAST EVENTS \_\_\_\_\_

IDEOLOGICAL DIFFERENCES \_\_\_\_\_

CONTROL OF TERRITORY \_\_\_\_\_

3. Every conflict has at least two factions. Identify the factions involved in the conflict you located in the newspaper.

4. Using the news article or possible encyclopedias, identify the goals of the two factions involved in the conflict.

5. Summarize the news article.

## African History

Readymade Lesson Plan – Timbuktu

See lesson plan on the four following pages



This is a readymade lesson plan available at <http://www.pbs.org/wonders/Classrm/lesson5.htm>. I would use this lesson plan for instruction on the city of Tibuktu.



## Introduction

In this lesson students will examine the mysteries of the city of Timbuktu, and its surrounding geographic regions. Through mapping activities, timelining, vocabulary development, and hands on projects, students will gain an understanding of the culture and geography of Timbuktu, past and present.

## Lesson Objectives

Students will have the opportunity to:

- Examine the geography of West Africa through map activities.
- Determine the importance of geography to assigned topics of study.
- Create timelines that show chronology of important events taking place in different regions of Africa.
- Become experts on a specific topic/term/geographic region/person that connects to the history of West Africa.
- Develop vocabulary as it pertains to assigned topics associated with West Africa.
- Complete graphic organizers that focus on key words/topics.
- Create crosswords using the Internet to share new knowledge.
- Generate questions to ask classmates about topics they have become experts on.

## Materials needed

- PBS video: "Wonders of Africa: Road to Timbuktu"
- TV/VCR
- Computers with Internet Access
- Blank map of Africa — possible web resource: <http://www.lib.utexas.edu/Libs/PCL/Map-collection/africa.html>
- Student Activity Sheets: [Discussion Questions](#), [Requirements](#), [Graphic Organizer](#)

## Time needed

7-9 hours

## Relevant National Standards

Mid-Continent Regional Education Laboratory

<http://www.mcrel.org/standards-benchmarks/docs/contents.html>

### Geography

- Understands the characteristics and uses of maps, globes, and other geographic tools and technologies
- Knows the location of places, geographic features, and patterns of the environment
- Understands the physical and human characteristics of place
- Understands the concept of regions
- Understands that culture and experience influence people's perceptions of places and regions
- Understands the nature and complexity of Earth's cultural mosaics
- Understands how geography is used to interpret the past

### World History

- Understands the development of agricultural societies and new states in tropical Africa and Oceania
- Understands the growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries
- Understands long-term changes and recurring patterns in world history

### Teaching Strategy

1. Initiate a large group class discussion by having students examine a map of Africa and by asking them what assumptions can be made about the continent's basic geography? For example, students might note that there seems to be a lot of desert, or that in southern regions there is more grassland. Because of geographic location the weather is probably warm. Being surrounded by water could mean lots of trade, etc.
2. Distribute to each student a blank map of Africa. You may find a useful map from: [http://www.lib.utexas.edu/Libs/PCL/Map\\_collection/africa.html](http://www.lib.utexas.edu/Libs/PCL/Map_collection/africa.html) (The "Africa Natural Vegetation" map may be a good choice.)
3. Make the following list of terms available to students. Terms marked by an asterisk are geographic terms and will be used to label the blank maps (see step 4). The other terms will serve as topics for research, along with the geographic terms (see step 6).

\*Timbuktu (Tombouctou)

Mansa Musa

\*Sahara Desert

Gold

\*Niger River

Dogon

\*Mali

Rene Auguste Caillie

\*Djenne-Jeno

King Sundiata Keita

4. Separate students into small groups and have them label their maps with the five geographic terms by performing Internet research and/or using other available classroom resources. If students will perform Internet research, the number of computers with online access should determine group size. Consult the recommended web site below for helpful starting points.
5. After students finish labeling their maps with the geographic terms, randomly assign students to one of the ten topics listed in step 3. Explain to students that they will be responsible for taking detailed notes on the name/place/item to which they have been assigned while they view the video.
6. Have students view the "Road to Timbuktu" video. As students view the video they should take notes on their topic. It may help if you point out when specific topics are introduced on the video.
7. Distribute copies of [handout 1, "Discussion Questions"](#) to students and use the questions on it to initiate a discussion of the video (answers can be found on the second page of this handout). This discussion will help to reinforce key concepts and to prepare students for the next step in the lesson.

8. Divide students into groups by topic. The goal of each group is to perform additional research on their topic and present their findings to the class. There will be ten groups of students since there are ten topics. Give students copies of [handout 2, "Requirements"](#), which explains in specific detail the kinds of information that they will need to develop about their topic and explains how their research projects will be evaluated. Students will become experts on their particular topic, and they will eventually teach it to the rest of the class.
9. Students can be given time to research any resources available to them to complete their task. Two days of research should be enough to complete this step.
10. Students may begin their presentations in whatever order you see fit. Give students copies of [handout 3, "Graphic Organizer"](#), a graphic organizer that will help them take notes on the presentations and simultaneously evaluate the presenters. One handout will be completed for each topic presented, so students will fill out nine total.
11. After presentations, students will hand in all research notes, posters, papers, visuals, crossword, etc. that relate to presentation, and presentations can also be graded by you, and their peers if you choose.

### **Assessment Recommendations**

Since every class is different, every teacher will assess students in slightly different ways. However, areas of consideration should include the following:

- Participating in all classroom discussions.
- Working cooperatively and efficiently in groups.
- Taking detailed notes of the video, based on the topics suggested in step 3.
- Writing thoughtful and accurate responses to the questions posed in the handouts.
- Following all instructions to create the presentations.
- Creating presentations with detailed and accurate information on the required topics.
- Sharing presentations with the class in a serious and knowledgeable manner.
- Presenting thoughtful and clearly-articulated paragraphs explaining ideas about the significance of Timbuktu and surrounding geographic regions.

### **Extensions/Adaptations**

- Have students create quizzes for their individual lessons.
- Have students examine different folktales from West Africa using various resources Internet resources (see recommended web site below). Students may choose a folktale and create a picture book to accompany it.

### **Further Resources**

CDROM

- Encarta Africana

Recommended Web Sites

Africana.com

<http://www.africana.com>

Africa south of Sahara

<http://www.ovpm.org/ovpm/sites/aafsud.html>

Welcome to Africa, Nebraska Jones!

<http://www.gi.esu10.k12.ne.us/SDGI/Walnut/africa.html>

The Catalan Atlas, 14th century

<http://www.bnf.fr/enluminures/texte/manuscrit/aman6.htm>

Ancient Africa: Timbuktu

<http://www.mrdowling.com/609-timbuktu.html>

African Myths and Legends

<http://www.geocities.com/Athens/Olympus/2208/>

African Myths

<http://www.cybercomm.net/~grandpa/africanmyths.html>

Copernicus Community (a filtered research area that will guide students to safe, informative sites)

<http://www.copernicus-psd.com/>

# RESOURCE FILE

## Asian History

1. Cambodia
2. China
3. India
4. Japan – World War II
5. Mongolia
6. Japanese Culture
7. Ancient China
8. Tibet
9. Thailand
10. Readymade Lesson Plan – Silk Road

# Asian History

## Cambodia

**CAMBODIAN GENOCIDE GROUP**  
CGG

HOME CONTACT US SEARCH CGG FRANÇAIS

**THE GENOCIDE**

[| Definition of Genocide](#) | [A Brief History of the Cambodian Genocide](#) |  
[The Khmer Rouge & Cambodia: A Chronology](#) | [Additional Information](#) |

**Definition of Genocide**

The deliberate and systematic destruction of a racial, political, or cultural group. N. (1944) [genos Greek: race, kin; cida, from caedere Latin: to cut, to kill].

The Convention on the Prevention and Punishment of the Crime of Genocide, adopted in 1948, declared that genocide was any of the following acts committed with intent to destroy, in whole or in part, a national, ethnic, racial or religious group, as such:

- Killing members of the group.
- Causing serious bodily or mental harm to members of the group.
- Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part.
- Imposing measures intended to prevent births within the group.
- Forcibly transferring children of the group to another group.

**A Brief History of the Cambodian Genocide**

*Text below replicated in whole from The Campaign To End Genocide [<http://www.endgenocide.org/genocide/cambodia.htm>]*

**When**

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This website is located at <http://www.cambodiangenocide.org/genocide.htm> and is devoted to the genocide in Cambodia. I would use this in a student research activity for history lesson on Cambodia.

## Asian History

China



## Building the Great Wall



Take a trip back more than 2,000 years, when emperors began constructing the defensive walls that would one day become Great Wall of China. Visit ancient remains and learn how this venerated world icon was built.

Read more: <http://channel.nationalgeographic.com/episode/building-the-great-wall-3551/Overview#ixzz123JiDyVD>

---

This video is available for on-line viewing from National Geographic Channel at <http://channel.nationalgeographic.com/episode/building-the-great-wall-3551/> . I would use this resource as part of a lesson on Chinese History during the Ming Dynasty.



# Asian History

## India

### INDIAN HISTORY

|                                       |
|---------------------------------------|
| <a href="#">Hindu Gods</a>            |
| <a href="#">Hindu Temples</a>         |
| <a href="#">Caste System In India</a> |
| <a href="#">Aryans</a>                |
| <a href="#">Hindu Festivals</a>       |
| <a href="#">Hinduism</a>              |
| <a href="#">Ramayana</a>              |
| <a href="#">Vedas</a>                 |
| <a href="#">Upanishads</a>            |
| <a href="#">Puranas</a>               |

India's history and culture is ancient and dynamic, spanning back to the beginning of human civilization. Beginning with a mysterious culture along the Indus River and in farming communities in the southern lands of India. The history of india is one punctuated by constant integration with migrating peoples and with the diverse cultures that surround India. Placed in the center of Asia, history in india is a crossroads of cultures from China to [Europe](#), and the most significant Asian connection with the cultures of Africa.

India's history is more than just a set of unique developments in a definable process; it is, in many ways, a microcosm of human history itself, a diversity of [cultures](#) all impinging on a great people and being reformed into new, syncretic forms. IndHistory.com brings you the india's history starting from ancient history of india to modern indian history. Shown below is the india timeline starting from 3000 BC of ancient indus valley civilization and harappa civilization to 1000 AD of Chola Dynasty of ancient history of india.

#### Indian History in Short :

The History of India begins with the birth of the [Indus Valley Civilization](#) in such sites as Mohenjo-Daro, Harappa, and Lothal, and the coming of the Aryans. These two phases are usually described as the pre-Vedic and Vedic periods. It is in the Vedic period that Hinduism first arose: this is the time to which the Vedas are dated.

---

This website is located at <http://www.indhistory.com/indian-history.html> and is devoted to the History of India. I would use this in a student teaching activity for lesson on the history of the Indian Subcontinent; students would be divided into ten groups and each group assigned one of the ten topics to report back to the class.

# Asian History

## Japan – World War II



This is a map of areas under Japanese control during World War II. I would use this as a visual aid in a lesson on Japanese Expansionism.

# Asian History

## Mongolian History



### List of Rulers

#### Resources >>

1. [Maps](#)
2. [Glossary](#)
3. [Picture Gallery](#)
4. [Timeline](#)
5. [List of Rulers](#)
6. [Genealogy Charts](#)
7. **[Mongol Quotes](#)**

#### <<Back to Main

##### Main Sections:

1. [History](#)
2. [Military History](#)
3. [In-depth](#)
4. **[Resources](#)**

##### Departments

[FAQ](#), [Message Board](#), [About the author](#), [Links](#)

#### Great Khans of the Mongol Empire (1206-1294)

|           |                                                                                                                                                                                                                                                                                                                                                |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1206-1227 | <b>Chingis</b> / Genghis Khan                                                                                                                                                                                                                                                                                                                  |
| 1229-1241 | <b>Ogedei</b> Khan (Khakhan) - Son of Chingis                                                                                                                                                                                                                                                                                                  |
| 1246-1248 | <b>Guyuk</b> Khan (Khakhan) - Son of Ogedei                                                                                                                                                                                                                                                                                                    |
| 1251-1259 | <b>Mongke</b> / Mengku Khan (Khakhan) - Cousin of Ogedei<br><i>After the death of Mongke, in 1260, two Khakhans were elected by rivaling Khuriltais (assemblies): <b>Ariq-Boke</b> (brother of Kubilai), who ruled from Karakorum, and <b>Kubilai</b>, who ruled from China. Kubilai defeated Ariq-Boke in 1264 to secure sole leadership.</i> |
| 1264-1294 | <b>Kubilai</b> Khan (Khakhan) - Brother of Kubilai<br><i>No ruler was elected after Kubilai</i>                                                                                                                                                                                                                                                |

Khakhan ("Khan of Khans"): Title used by Khans of the greatest steppe Empires, including the Mongol Empire. This title was officially used by all Khans of the Mongol Empire except for Chingis Khan.

Regents (Temporary rulers) during the election interludes

- 1227-1229 Tolui - Son of Chingis, Father of Kubilai and Mongke
- 1241-1246 Toregene Khatun - Wife of Ogedei, mother of Guyuk
- 1248-1251 Oghul Ghaymish

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This website is devoted to Mongolian History, Culture and Tourism. It is located at <http://www.mongolianculture.com/> . I would use this as an internet resource for studying Mongolian History.

## Asian History

### Japanese Culture



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This is a photograph of the opening ceremony for Sumu Wresting. I would use this as a visual aid in a lesson on Japanese Culture.

## Asian History

### Ancient China



## Treasure Tomb of the Warrior Queen



She has been referred to as the King Tut of China. Fu Hao, the legendary warrior queen of China's first dynasty, was buried with treasures of bronze, jade and ivory, more than a hundred weapons and the remains of sacrificed humans. For years archeologists could only speculate about the people of the Shang dynasty, who were known for their excessive drinking and passion for human sacrifice - until now.

Read more: <http://channel.nationalgeographic.com/episode/treasure-tomb-of-the-warrior-queen-4379/Overview#ixzz122r73rn2>

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This video is available for on-line viewing from National Geographic Channel at <http://channel.nationalgeographic.com/episode/treasure-tomb-of-the-warrior-queen-4379/Overview> . I would use this resource as part of a lesson on ancient Chinese History.

# Asian History

## Tibet

The New York Times  
nytimes.com



April 13, 2008

OF ED CONTRIBUTOR

### Don't Know Much About Tibetan History

By ELLIOT SPERLING

Bloomington, Ind.

FOR many Tibetans, the case for the historical independence of their land is unequivocal. They assert that Tibet has always been and by rights now ought to be an independent country. China's assertions are equally unequivocal: Tibet became a part of China during Mongol rule and its status as a part of China has never changed. Both of these assertions are at odds with Tibet's history.

The Tibetan view holds that Tibet was never subject to foreign rule after it emerged in the mid-seventh century as a dynamic power holding sway over an Inner Asian empire. These Tibetans say the appearance of subjugation to the Mongol rulers of the Yuan Dynasty in the 13th and 14th centuries, and to the Manchu rulers of China's Qing Dynasty from the 18th century until the 20th century, is due to a modern, largely Western misunderstanding of the personal relations among the Yuan and Qing emperors and the pre-eminent lamas of Tibet. In this view, the lamas simply served as spiritual mentors to the emperors, with no compromise of Tibet's independent status.

In China's view, the Western misunderstandings are about the nature of China: Western critics don't understand that China has a history of thousands of years as a unified multinational state; all of its nationalities are Chinese. The Mongols, who entered China as conquerors, are claimed as Chinese, and their subjugation of Tibet is claimed as a Chinese subjugation.

Here are the facts. The claim that Tibet entertained only personal relations with China at the leadership level is easily rebutted. Administrative records and dynastic histories outline the governing structures of Mongol and Manchu rule. These make it clear that Tibet was subject to rules, laws and decisions made by the Yuan and Qing rulers. Tibet was not independent during these two periods. One of the Tibetan cabinet ministers summoned to Beijing at the end of the 18th century describes himself unambiguously in his memoirs as a subject of the Manchu emperor.

But although Tibet did submit to the Mongol and Manchu Empires, neither attached Tibet to China. The same documentary record that shows Tibetan subjugation to the Mongols and Manchus also shows that China's intervening Ming Dynasty (which ruled from 1368 to 1644) had no control over Tibet. This is problematic, given China's insistence that Chinese sovereignty was exercised in an unbroken line from the 13th century onward.

The idea that Tibet became part of China in the 13th century is a very recent construction. In the early part of the 20th century, Chinese writers generally dated the annexation of Tibet to the 18th century. They described Tibet's status under the Qing with a term that designates a "feudal dependency," not an integral part of a country. And that's because Tibet was ruled as such, within the empires of the Mongols and the Manchus. When the Qing dynasty collapsed in 1911, Tibet became independent once more.

From 1912 until the founding of the People's Republic of China in 1949, no Chinese government exercised control over what is today China's Tibet Autonomous Region. The Dalai Lama's government alone ruled the land until 1951.

Marxist China adopted the linguistic sleight of hand that asserts it has always been a unitary multinational country, not the hub of empires. There is now firm insistence that "Han," actually one of several ethnonyms for "Chinese," refers to only one of the Chinese nationalities. This was a conscious decision of those who constructed 20th-century Chinese identity. (It stands in contrast to the Russian decision to use a political term, "Soviet," for the peoples of the Union of Soviet Socialist Republics.)

There is something less to the arguments of both sides, but the argument on the Chinese side is weaker. Tibet was not "Chinese" until Mao Zedong's armies marched in and made it so.

*Elliot Sperling is the director of the Tibetan Studies program at Indiana University's department of Central Eurasia Studies.*

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This is a reprint of an article from the New York Times about Tibet. I would use this resource as a supplement to a lesson on current Tibet/China tensions.



# Asian History

## Thailand



### Origin of Thais



Thailand (previously known as Siam) has been populated ever since the dawn of civilization in Asia. There are conflicting opinions of the origins of the Thais. It is presumed that about 4,500 years ago, Thais originated in northwestern Szechuan in China and later migrated down to Thailand along the southern part of China. They split into two main groups. One settled down in the North and became the kingdom of "[Lanna](#)" and the other one is in further south, which afterward was defeated by the Khmers and became the kingdom of "[Sukhothai](#)".

There are conflicting opinions as to the origins of the Thais. Three decades ago it could be said with presumed certainty that the Thais originated in the southern part of what is now China about 4,500 years ago. Recently, however, this theory has

---

This website, located at <http://www.hellosiam.com/html/thailand/thailand-history.htm>, has six divisions of Thailand history. I would use this resource as a Jigsaw activity for a lesson in Thailand.



# Asian History

## Lesson Plan (Ready Made)

### Trade in the Silk Road Cities

**Overview:**

Students will explore elements of trade along the Silk Roads by examining the products of various locations along the route--production, influences of resources and environment, challenges of transportation, and economic exchange. Through their investigations, students will gain an understanding of what was traded along the Silk Roads and the unique challenges that this route presented to the merchants that sought to profit from these exchanges.

Moving trade goods along the ancient Silk Roads was made difficult by the fierce climatic and geographical conditions of desert and mountain regions along vast distances. With transportation limited to pack animals, a traveler in a camel caravan going from Kashgar to Chang'an could expect to take six months to arrive at his destination. Thieves were additional concerns as caravans traveled poorly marked routes. Because of the difficulty of traveling long distances and crossing territories, merchants generally traveled and traded within the confines of a single politically controlled area. Goods were by necessity highly portable, and tended to be luxury items whose value grew as they moved farther from their source. Some merchants operated from stationary locations in the oasis cities. There, they would trade local foodstuffs and fresh caravan animals with the traveling merchants. Despite the difficulties that faced the merchants on the Silk Roads, exchanges continued in segmented stops carrying the influence of products and culture between east and west.

**Objectives:**

- Students will identify a diversity of locations and their trade products along the Silk Roads
- Students will examine specific elements of trade including issues of production, transportation, influence of resources and environment, supply and demand, and value
- Students will appreciate the physical and economic hardships of merchants of the Silk Roads
- Students will gain an understanding of trade dynamic of the Silk Roads

**Grade level:**

Middle - High School (ages 12 and older)

Adaptation for younger students (K-5) available at the end of Procedure section.

**Time required:**

Two class periods

**Materials:**

- Student Organizer (one per student)
- Pencils
- Google Map / Google Earth or similar (projected) to pinpoint major cities along the Silk Roads
- 11 x 14 inch paper for collage
- Glue
- Scissors
- Art supplies for creating illustrations and graphics for collage
- Reference books/computers for research and generating visuals

# Asian History

## Assessment:

Students will complete Student Organizer and collage, and will participate in classroom discussion

## Procedure:

1. With Google Earth, Google maps (or similar mapping program) projected for the class to see, review the various routes and tremendous extent of the Silk Roads with students. Ask students to help map the following cities: Chang' An (modern-day Xi'an), Turfan (or Turpan), Kashgar, the Ferghana Valley, Baghdad, Damascus, Rome, and Delhi. (If you have time, see if the mapping program can tell you how long it takes to get from point to point by walking, driving, or taking public transportation.) Look at some of the photos that users around the world might have tagged in the mapping program. Ask the students to describe the diversity of geography along the routes. Explain to students that in this lesson they will focus on how the various locations influenced the development and exchange of trade products.

2. Break students into groups of three to four students and introduce the activity by handing out the Student Organizers. Assign groups a location along the Silk Roads. Then instruct each group to choose a think of a product for completion of the Organizer. Students should be encouraged to explore modern-day cities and trade goods. Suggestions for locations and products are listed below:

Chang'an (modern-day Xi'an) - silk, chrysanthemums, rhubarb, paper, lacquer, gunpowder, mirrors, bamboo

Turfan (Turpan) - grapes, raisins, wine, cotton, dye for porcelain, alum, Glauber's salt

Kashgar - pack animals, tea, dried fruit, medicinal herbs

Ferghana - horses, rugs, nuts, dried fruit, copper

Baghdad - dates, nuts, dyes, lapis lazuli

Damascus- almonds, purple dye, dried fruit, swords, glass cloth goods

Rome - gold coins, glass and glazes, grapevines, alfalfa

Delhi - cotton, herbal medicine, precious stones, jade

3. Review the Student Organizer, instructing groups to use resource materials to complete their sheet for presentation to the class. As students research materials to complete their organizer, they should also collect or create materials to construct a collage of images for their location and product. Consider using words, maps, graphs, illustrations, reproductions of artwork, or postcards. Pictures may be from computer images, cut from magazines or created by the students themselves.

4. When groups have completed their Organizers and collages, have groups present results to the class. Ask students to begin each presentation by identifying where their location is on the overhead map, describing the geographical features of the region, and identifying the product they

## Asian History

chose to highlight. Details about their location and product can be reported from the Student Organizer.

5. To conclude the lesson, have students consider the following questions as a class:

- What questions or problems came up in your research efforts?
- How would a trader on the Silk Roads find answers to these questions?
- Why did traders take on such difficult, and dangerous, expeditions?
- What were the rewards?
- How far along the Silk Roads would you expect the various products to travel? Why does this differ from product to product?
- How far along the Silk Roads would you expect a merchant to travel?
- How would the value of an object change with distance from the source?
- How does the region you live in help determine the way you do business?

6. Display Organizers and collages in the classroom.

### **Extensions:**

Decide on a product that could be marketed along the Silk Roads *today*. The items might be based on traditional products of the Silk Roads (clothing from silk, fruit from oasis areas, animals) or they might be new products tied to modern day living (oil resources from Central Asia, tourist items symbolizing a particular region, a music CD of traditional music from one area). Think about where it is from, how the supply-side economics works (how to get it from production to market), the features of your product, how much it costs, how much you should charge for it, and who would be interested in purchasing this product. What are possible road blocks, and how can you circumvent them (language barriers, war and security issues in Afghanistan and Pakistan, etc.) If it seems like a viable business plan, create an ad to market your product.

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Lesson Plan obtained from <http://asiasociety.org/education-learning/resources-schools/secondary-lesson-plans/trade-silk-road-cities>

# RESOURCE FILE

## European History

1. Battle of Hastings
2. Catherine the Great
3. French Revolution
4. Alexander the Great
5. Germanic Tribes
6. The Magna Carta
7. The Vikings
8. World War I – Sarajevo
9. The Crimean War
10. Castle Construction

## European History

### The Battle of Hastings

# The Battle Of Hastings 1066

This is the story of the struggle between Harold the Second of England and Duke William of Normandy. The prize to the victor - The throne of England.

... THE YEAR WAS 1066 ...



This is the heading for a website that chronologies the Battle of Hastings located at <http://www.battle1066.com/intro.shtml>. I would use this website as part of a history lesson on medieval England.

## European History

Catherine the Great



## Empress of Ambition



To maintain power, Catherine the Great would have to overthrow and assassinate her husband, battle the Ottoman Turks to submission, and face the wrath of the Russian people. Surviving these trials would make her one of the greatest Russian rulers.

Read more: <http://channel.nationalgeographic.com/episode/empress-of-ambition-2562/Overview#ixzz123HEpEzQ>

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This video is available for on-line viewing from National Geographic Channel at <http://channel.nationalgeographic.com/episode/empress-of-ambition-2562/> . I would use this resource as part of a lesson on Russian History.

# European History

## French Revolution



### Marie Antoinette: A Film by David Grubin (2006)

[Philippe Altier](#) (Actor), [Antoine de Baecque](#) (Actor), [David Grubin](#) (Director) | Rated: NR | Format: DVD

---

This video is available at the Public Library. I would use clips from this resource as part of a lesson on the French Revolution.



# European History

## Alexander the Great



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### Battles BC: Alexander the Great (2:28)

Alexander the Great faces one of the most difficult tactical challenges any ground commander can confront, a forced river-crossing during a raging thunder storm against a vicious enemy.

[Watch Similar Videos](#)

Videos (13) [Show All](#)

### Read More about Hellenistic Greece

The Hellenistic Age lasted from the death of Alexander the Great in 323 B.C. until the rise of the Roman Empire in 31 B.C.

**Battles BC: Alexander the Great**  
Video Clip (2:28)

**The Peloponnesian War**  
Video Clip (2:22)

**Engineering an Empire: The Age of Alexander**  
Video Clip (3:12)

**The Acropolis: Deconstructed**  
Video Clip (2:36)

**Ancient Greeks Build the Temple of Artemis**  
Video Clip (3:42)

**Spartans: Deconstructed**  
Video Clip (2:06)

**Decisive Battles: Greece: The Battle of Thermopylae**  
Video Clip (3:53)

**Zeus and the Great Flood**  
Video Clip (2:32)

Photo Galleries (2)

[Greek Architecture](#)

[Sparta](#)

### Shop History

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---

These video clips from History.com are available for on-line viewing at <http://www.history.com/topics/alexander-the-great> . I would use these clips in a lesson on the conquests of Alexander the Great.

# European History

## Germanic Tribes



### Germanic Tribes: The Complete Four Hour Saga (2008)

[Hermann](#) (Actor), [Eric Schmidt](#) (Director) | Rated: NR | Format: DVD

////////////////////////////////////  
This video is available at the Public Library. I would use clips from this resource as part of a lesson on the Germanic Tribes in Europe.

# European History

## Magna Carta

### Magna Carta 1215

#### Magna Carta 1215



- What is the Magna Carta?
- What was the purpose of the Magna Carta?
- Who wrote the Magna Carta?
- Important Facts about the Magna Carta
- Why the Magna Carta was important to the History of America
- King John and the Magna Carta
- Summary of the Magna Carta

[Middle Ages History](#)

[Middle Ages Index](#)

### Magna Carta - 1215

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[AP® Courses and Exams](#) Enroll In AP And Take An AP Exam To Prepare For Success In College [CollegeBoard.com](http://CollegeBoard.com)

Ads by Google

#### The Magna Carta

The Middle Ages encompass one of the most exciting periods in English History. One of the most important historical events of the Medieval era is the Magna Carta. What were the key dates of this famous historical event? What were the names of the Medieval people who were involved in this historical occasion? Interesting facts and information about the Magna Carta of 1215 are detailed below.

#### What is the Magna Carta?

What is the Magna Carta? The Magna Carta is a document that King John of England (1166 - 1216) was forced into signing. King John was forced into signing the charter because it greatly reduced the power he held as the King of England and allowed for the formation of a powerful parliament. The Magna Carta became the basis for English citizen's rights.

#### What was the purpose of the Magna Carta?

What was the purpose of the Magna Carta? The purpose of the Magna Carta was to curb the King and make him govern by the old English laws that had prevailed before the Normans came. The Magna Carta was a collection of 37 English laws - some copied, some recollected, some old and some new. The Magna Carta demonstrated that the power of the king could be limited by a written grant.

#### Who wrote the Magna Carta?

The content of the Magna Carta was drafted by Archbishop Stephen Langton and the most powerful

---

This website is available at <http://www.middle-ages.org.uk/magna-carta.htm> and contains a lot of information on the Magna Carta. I would use this website as part of a review lesson on the Magna Carta.

## European History

### The Vikings

See the handout on the following five pages; obtained from

[http://www.bbc.co.uk/history/ancient/vikings/overview\\_vikings\\_01.shtml](http://www.bbc.co.uk/history/ancient/vikings/overview_vikings_01.shtml)



I would use this resource as a class handout as an introductory group activity on the Vikings.

## Overview: The Vikings, 800 to 1066

*By Professor Edward James  
Last updated 2010-10-15*



The story of the Vikings in Britain is one of conquest, expulsion, extortion and reconquest. Their lasting legacy was the formation of the independent kingdoms of England and Scotland.

### Viking raids

Raids by seaborne Scandinavian pirates on sites in Britain, especially largely undefended monastic sites, began at the end of the eighth century AD.

By the end of the ninth century there were large-scale settlements of Scandinavians in various parts of Britain, and they had achieved political domination over a significant territory.

Early in the 11th century the king of Denmark became king of England as well. And in 1066 there were separate invasions by the king of Norway, Harald Hardrada, and duke of Normandy, William, the latter the descendant of Scandinavian settlers in northern France.

**Many monasteries in the north were destroyed, and with them any records of the raids.**

Yet the most significant development of the period was an indirect result of Scandinavian involvement in the affairs of Britain - the emergence of two kingdoms of newly unified territories, England and Scotland.

In 793 AD, an anguished Alcuin of York wrote to the Higbald, the bishop of Lindisfarne and to Ethelred, King of Northumbria, bemoaning the unexpected attack on the monastery of Lindisfarne by Viking raiders, probably Norwegians sailing directly across the North Sea to Northumbria.

It is clear from the letter that Lindisfarne was not destroyed. Alcuin suggested that further attack might be averted by moral reform in the monastery.

Over the next few decades, many monasteries in the north were destroyed, and with them any records they might have kept of the raids. We know no historical details of the raids in Scotland, although they must have been extensive.

Iona was burnt in 802 AD, and 68 monks were killed in another raid in 806 AD. The remaining monks fled to Kells (County Meath, Ireland) with a gospel-book probably produced in Iona, but now known as the 'Book of Kells'.

Other monasteries in Scotland and northern England simply disappear from the record. Lindisfarne was abandoned, and the monks trailed around northern England with their greatest possession, the relics of St Cuthbert, until they found a home in Durham in 995 AD.

### England and Scotland

We cannot be sure of the impact the Vikings had on Scotland due to a real scarcity of written material from the area. But the surviving place names show us that the Orkneys and Shetlands,

and the mainland of Caithness and Sutherland, were heavily settled by Norwegians.

Those Norwegians were probably involved in the greatest political upset in the north - the disappearance of the kingdom of the Picts.

### **The Vikings began to assemble larger armies with the clear intent of conquest.**

In the eighth century, the Picts had one of the most important kingdoms in Britain. By the end of the ninth century they had vanished. In their place was a kingdom of Scotland, controlled by the Scots, who were the descendents of immigrants from Ireland in the fifth and sixth centuries.

The Scots took advantage of the presence of the Vikings, and, above all under King Cináed mac Alpín (Kenneth MacAlpine), they did so with considerable aggression and intelligence. They promoted themselves as the kings of all those in northern Britain, or 'Alba'.

They wove a new national history, which emphasised (or invented) many links between the Scottish and Pictish dynasties. They also promoted the idea that St Columba, the founder of the monastery of Iona, was the apostle of all those in the north.

The Viking raids in England were sporadic until the 840s AD, but in the 850s Viking armies began to winter in England, and in the 860s they began to assemble larger armies with the clear intent of conquest.

In 865 AD they forced the East Angles to help supply an army, which in 866 AD captured York and in 867 AD took over the southern part of the kingdom of Northumbria.

Later traditions saw Ragnar Hairy-Breeks and his son Ívarr the Boneless as the two main Viking leaders, responsible not only for killing Ælla, King of Northumbria in 867 AD but also Edmund, King of the East Angles in 869 AD, and for destroying Dumbarton, the fortress of the British kings of Strathclyde.

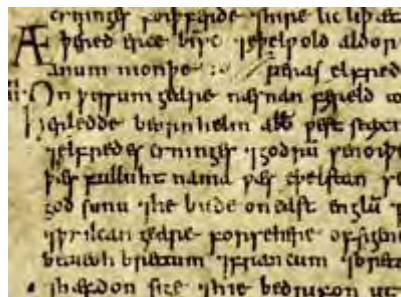
The normally reliable 'Annals of Ulster' recorded Ívarr's death in Ireland in 873 AD and described him as 'king of the Northmen in the whole of Ireland and Britain'.

The man we then see more clearly in the sources as the Viking leader, Hálfðan, was later believed to be Ívarr's brother. He led the Viking army to a conquest of Mercia in 874 AD, organised a parcelling out of land among the Vikings in Northumbria in 876 AD, and in 878 AD moved south and forced most of the population of Wessex to submit.

The Vikings had conquered almost the whole of England.

## **Alfred's dynasty**

The  
idea  
that  
the



An excerpt from the 'Parker Chronicle', the oldest surviving manuscript from the 'Anglo-Saxon Chronicle' (890 AD) ©

Vikings had forced Wessex to submit may have been invented to magnify the achievement of its king, Alfred, the only English king to be called 'the Great'.

Famously, he hid in the marshes near Athelney (Somerset) in 878 AD, but then emerged, reformed his army, and defeated the Vikings later that year at Edington (Wiltshire).

After the peace that Alfred forced on the Vikings, the Viking army seems to have moved across the Channel (it established winter quarters in Paris in 886 AD), giving the king some time to organise for war.

### **Æthelstan's victory did not end the Viking threat or the slow expansion by the Scots.**

He built fortresses, established a defensive strategy, and built up a navy. By the time the Vikings returned in the 890s, the West Saxons were able to resist, leaving Alfred, at his death in 899 AD, king of the only independent English kingdom.

Thanks to Alfred's own propaganda machine, we know more about him than about most early medieval kings in Britain. He ordered the compilation of the 'Anglo-Saxon Chronicle', a major source of information that was continued as contemporary chronicles in various centres until the 12th century.

Under Alfred's auspices, the Welshman Asser prepared a 'Life of Alfred', after the model of Einhard's 'Life of Charlemagne'. Like Charlemagne, Alfred was deeply interested in promoting literacy and learning, and he sponsored (and perhaps even took part in) the translation of various Latin works into English.

Alfred was succeeded by his son Edward the Elder (899-924 AD) and grandson Æthelstan (924-939 AD). Both these rulers were in many ways even more important in the history of England than Alfred himself.

In a few expeditions Edward (with the direct military help of his sister Æthelflæd, widow of the Mercian king) conquered the south of England from the Danes, and incorporated Mercia itself into his kingdom.

The 'Anglo-Saxon Chronicle' tells us that Edward built a fortress at Bakewell (Derbyshire), and there he was chosen 'father and lord' by the king of the Scots, the king of the Strathclyde Welsh, and the people of Northumbria.

All of them were perhaps in need of protection from aggression by the Vikings of Dublin.

There was a similar submission to Æthelstan in 927 AD, at Eamont (Cumbria), when Welsh kings as well as the Scottish king submitted to him. The great Welsh king Hywel Dda (Hywel the Good) was apparently a close ally. In fact, he was so Anglophile that he named one of his sons Edwin, and sponsored a written law code after the English model.

Æthelstan's greatest success was the victory at Brunanburh, somewhere in the north. A Viking army led by Olaf Guthfrithson, allied with the kings of Scotland and Strathclyde, invaded Northumbria in 937 AD. Our source tells us that five kings and seven of Olaf's earls died on the battlefield, as well as the son of Constantine II of Scotland.

Æthelstan's reputation was immense on the continent, and an Irish monk called him 'the pillar of the dignity of the western world'. But his victory did not put an end to the Viking threat in the north, nor to the slow expansion of the power of the Scots.

The last Viking king of York, Eric Bloodaxe, was only expelled from Northumbria in 954 AD, after Æthelstan's rule. In that same year the Scots took Edinburgh from the English.

## **Danegeald**



After 955 AD there was a generation of peace on the island of Britain. As the 'Anglo-Saxon Chronicle' says of Edgar, King of England (959 - 975 AD) 'without battle he brought under his sway all that he wished'.

He issued laws for 'all the nations, whether Englishmen, Danes, or Britons', an interesting recognition of the multi-ethnic character of England at the time.

Edgar took advantage of his strong position to foster the reorganisation of the church that is generally known as the '10th-century Reformation'. New bishoprics were established in the areas conquered from the Vikings.

### **Raids were on a large scale and their object was extortion.**

But above all this reformation was about the re-establishment and strict reform of monasticism.

Edgar relied on three men in particular - Dunstan (archbishop of Canterbury, 960 - 988 AD), Oswald (bishop of Worcester, 961 - 992 AD, and archbishop of York, 971 - 992 AD) and Æthelwold (bishop of Winchester, 963 - 984 AD).

The process was sealed by the 'Regularis Concordia' of 973 AD, a document of monastic reform that relied heavily on continental models. It was cemented by the building of some magnificent churches (mostly replaced by the Normans) and some lavish illuminated manuscripts, such as the 'Benedictional of St Æthelwold'.

After Edgar's death, his successor Edward I reigned briefly. He was murdered in 978 AD at Corfe (Dorset), possibly by the followers of his young half-brother Æthelred, and possibly by his stepmother.

Edgar's half-brother, Æthelred II, who later would acquire the nickname 'the Unready', started his long reign (978-1016 AD) at the same time as the emergence of Denmark.

The country was newly converted to Christianity and newly unified under Harald Bluetooth. It was becoming a major power.

This was the dawning of the 'second Viking age', and it was very different from the first. Raids were on a large scale, frequently organised by royal leaders, and their object was extortion. In 991 AD the Danes acquired 4,500 kg of silver in return for going home.

By 1012, payments to the Danes, known as 'Danegeld', had increased to 22,000 kg. England was wealthy, and it developed a taxation system that was probably more sophisticated than any other in Europe, which was both a cause and a consequence of the raiding.

## **Conquest and fall**

The extortion came to an end in 1013, when Harald's son, Swein Forkbeard, decided to conquer England. He forced Æthelred into exile, although the definitive conquest of England was only achieved under his son Cnut (or Canute).



Silver penny of Cnut (Canute) ©

In 1016, Cnut became king of England, and after further campaigns in Scandinavia he could claim in 1027 to be 'king of the whole of England and Denmark and Norway and of parts of Sweden'.



**William won and the last English royal dynasty perished.**

Cnut was a strong and effective king. He introduced some Danish customs to England, but England also influenced Denmark. For instance, Cnut appointed several Englishmen as bishops in Denmark, and even today most of the ordinary Danish words of church organisation are English in origin.

In an attempt at reconciliation with the English he had conquered, Cnut married Emma, the widow of Æthelred. She was the daughter of the duke of Normandy, himself the descendant of Vikings or Northmen (Normans).

She bore Cnut a son, Harthacnut, but she had also had a son by Æthelred, who succeeded Harthacnut as Edward II, the Confessor (1042 - 1066).

When Edward died without children, it was natural that Emma's great-nephew, Duke William, should lay claim to the throne. It was just as natural that this claim should be resisted by Harold, the son of Godwin, Edward's most powerful noble.

Harold II successfully beat off the invasion by Harald Hardrada of Norway, defeating him at Stamford Bridge near York in September 1066. Even when he and his troops arrived, exhausted, at Hastings three weeks later to face William's Norman invaders, he nearly prevailed.

But William won, and the last English royal dynasty perished.

**Find out more****Books**

*From the Vikings to the Normans (Short Oxford History of the British Isles)* edited by Wendy Davies (Oxford University Press, 2003)

*Britain in the First Millennium* by Edward James (Edward Arnold, 2001)

*Early Medieval Ireland, AD 400-AD 1200* Dáibhí Ó Cróinín (Longman, 1995)

*Scotland: Archaeology and Early History* Graham Ritchie and Anna Ritchie (Edinburgh University Press, 1991)

*The Oxford Illustrated History of the Vikings* edited by Peter Sawyer (Oxford University Press, 1997)

*Unification and Conquest: Political and Social History of England in the Tenth and Eleventh Centuries* by Pauline Stafford (Hodder Arnold, 1989)

**About the author**

Edward James is Professor of Medieval History at University College Dublin. Previously he had been Senior Lecturer at the University of York and Professor of Medieval History at Reading. He has published a number of books and articles on early medieval France, including *The Franks* (Blackwell, 1988) and is currently writing a book called *Europe's Barbarians* for Longman.

# European History

## World War I

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**Vintage Video - Archduke Franz Ferdinand's Funeral, 1914**



On 28 June 1914 the heir to the Austro-Hungarian throne, Archduke Franz Ferdinand, was assassinated in Sarajevo, setting off the train of diplomatic events that led to the outbreak of war in late July 1914. (Click here to read a summary of the events that led to war; click here to view footage of Ferdinand's arrival in Sarajevo.)

Ferdinand was shot by Serbian terrorist Gavrilo Princip immediately following a reception for the Archduke at Sarajevo's Town Hall.

Use the player above to view film footage of Archduke Franz Ferdinand's July 1914 funeral.

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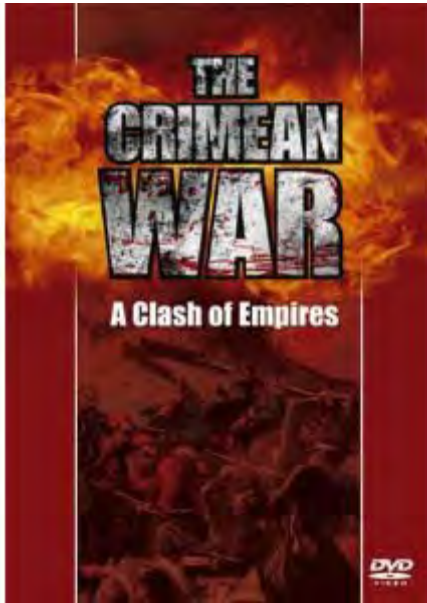
Saturday, 22 August, 2009   Michael Duffy

*"Devil Dogs" was the nickname given to the U.S. Marines by the German Army.*

- Did you know?

## European History

### The Crimean War



### The Crimean War - A Clash Of Empires [DVD]

Rated: Exempt | Format: DVD

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I would use this video resource as a class supplement to a lesson on the Crimean War.

# European History

## Castles

|                                                                                                                                                                                                             |                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|                                                                                                                            | <p>What were the advantages and disadvantages of different methods?</p> <p><b>SchoolHistory.co.uk</b></p> |
|  <p><b>Lesson objective:</b> What were the advantages and disadvantages of each method of attack?</p> <p><b>Begin</b></p> |                                                                                                           |

[www.SchoolHistory.co.uk](http://www.SchoolHistory.co.uk)

---

This interactive lesson is located at <http://www.schoolhistory.co.uk/lessons/castles/> and includes a review game activity after the lesson. I would use this as part of a lesson plan on medieval European castle construction for defensive purposes and incorporate lessons on medieval warfare.

# RESOURCE FILE

## Florida History

1. Ponce De Leon
2. Mary McLeod Bethune
3. Apalachicola
4. Florida Constitutions
5. Florida Map
6. Hernando De Soto
7. Tocobaga Indians
8. Ybor City
9. Cape Canaveral
10. Spanish-American War

# Florida History

## Ponce de Leon

### Juan Ponce de León

**1493** Juan Ponce de León is born in San Domingo de los Baños, Spain.

**1499-1500** Ponce de León, Spain's youngest explorer, explores Florida in search of Spanish gold in the Caribbean.

**1508-12** Ponce de León campaigns and serves as governor of Puerto Rico.

**1513** Searching for the fabled Fountain of Youth, Ponce de León explores land now known as St. Augustine, Florida.

**1515** After returning to Florida on a second voyage, Ponce de León is wounded by an Indian arrow. He dies on the way to Cuba while the ship is still at sea.

**J**uan Ponce de León was the first Spanish explorer to reach the Florida peninsula and the first European to explore inland on the continent. He claimed Florida for Spain and helped establish what nation's claim to Florida is today.

Ponce de León was a brave explorer. He sailed the ocean and helped discover the Americas from Spain. In 1493, he sailed with Christopher Columbus on Columbus's second voyage to America. Ponce de León helped search for gold on the island of Hispaniola. Then he explored and conquered what is now Puerto Rico. King Ferdinand of Spain made him the governor of Puerto Rico, and Ponce de León became one of the wealthiest men in the Spanish colonies of the New World.

Ponce de León later set out to search for an island called Bimini. According to Indian legends, a medicinal spring existed on the island and people from all over the world came to the island to drink the water. Ponce de León believed that Bimini was located on the Florida peninsula between what is now Miami and Tampa. He explored the Florida peninsula between what is now Miami and Tampa. He explored the Florida peninsula between what is now Miami and Tampa. He explored the Florida peninsula between what is now Miami and Tampa.

Great Explorer

This poster contains a time line of Juan Ponce de Leon's travels to Florida a brief biography of his life and discoveries. I would use this as a visual aid in a lesson on early Florida explorers.

## Florida History

Dr. Mary McLeod Bethune



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These are pictures of Dr. Bethune and her students (top) and students at Bethune-Cookman University below. I would use these photographs as part of a lesson on African-American influence in Florida history.

# Florida History

## Apalachicola

Florida Memory  
State Library & Archives of Florida

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[Florida Memory Home](#) > [Florida Photographic Collection](#) > [Film and Video](#) > [Full Length](#)

 **Apalachicola River / Water Marks**  
(1970s / 29:15; color; sound; BA064, S. B28 )

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This film has beautiful footage of the river and the surrounding land. It shows a clean, undeveloped river. The film introduces Aunt Bell, the beekeeper who lives on the water's edge. There is excellent footage of the honey industry, fishing, and river wildlife. There are views of Apalachicola and the great seafood industry. Viewers see a black family pig farming and fishing upriver. The film addresses the issue of damming the river. Produced by WFSU-TV.

**Full length version**



**Clip**



This is document number **40** of **74** in the [Film Collection](#).

---

These are video clips available for on-line viewing at <http://www.floridamemory.com> .  
I would use these resources as part of a lesson on Florida's water resources.



# Florida History

## Florida Constitutions

The screenshot shows the Florida Memory website. At the top, there is a search bar and navigation links for 'State Library and Archives of Florida', 'Site Map', 'Contact Us', and 'Search Florida Memory'. Below the search bar is a navigation menu with 'Home', 'Florida Photographic Collection', 'Online Classroom', 'Highlights of Florida History', 'Collections', and 'Exhibits'. The breadcrumb trail reads 'Florida Memory Home > Collections > Early Constitutions'. The main heading is 'Florida's Early Constitutions' with the subtext 'online at the Florida State Archives'. A sidebar on the left contains links for 'Florida's Early Constitutions Home', 'Search', 'Publications', 'Related Links', 'Series Descriptions', 'Contact Us', 'Facebook', 'Flickr', and 'YouTube'. The main content area features a list of bullet points: 'Search the Constitutions online', 'Publications relating to the Florida Constitution', 'Related links', 'Series Descriptions', and 'Contact Us'. Below this are four entries for different constitutions: 1838, 1861, 1865, and 1868. Each entry includes a brief description and a 'View by:' link with options for 'entire document', 'by article', and 'images'. The 1885 entry is partially visible at the bottom.

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Florida Memory Home > Collections > Early Constitutions

## Florida's Early Constitutions

online at the Florida State Archives

- [Search the Constitutions online](#)
- [Publications](#) relating to the Florida Constitution
- [Related links](#)
- [Series Descriptions](#)
- [Contact Us](#)

**1838**  
One of the requirements for a territory to become a State of the Union is that its constitution be approved by Congress. This is a copy of the product of the convention held in St. Joseph, which began Dec. 3, 1838, that was used to fulfill the requirement.  
**View by:** [entire document](#) | [by article](#) | [images](#)

**1861**  
The onrush of the Civil War brought in Florida the election in 1860 of a convention "for the purpose of taking into consideration the position of this State in the Federal Union." This convention met in Tallahassee on January 3, 1861, and had produced for adoption on January 10 an Ordinance of Secession and a Constitution which largely altered the existing Constitution by substituting "Confederate States" for "United States."  
**View by:** [entire document](#) | [by article](#) | [image](#)

**1865**  
To re-enter the union under Presidential Reconstruction a constitution was created by a convention called by the appointed governor. This constitution was never in effect. The U. S. Congress rejected it and put Florida under Radical Reconstruction, i.e. military rule until 1868.  
**View by:** [entire document](#) | [by article](#) | [images](#)

**1868**  
The Reconstruction constitution returned civilian control of the state. It enfranchised black males and required each voter to take an oath of loyalty to the State of Florida and the United States Government.  
**View by:** [entire document](#) | [by article](#) | [images](#)

**1885**  
Reversed some of the aspects of the 1868 Constitution. It established the makeup of the state government that continued until 1968.  
**View by:** [entire document](#) | [by article](#) | [images](#)

Copies of all Florida's Constitutions are available at <http://www.floridamemory.com> . I would use these resources as part of a lesson on the changes in Florida's government since granted statehood.

## Florida History

### Florida Map



---

I would use this blank Florida map as a student activity to identify the general locations of major cities, estuaries, bays and rivers, and roadways.

# Florida History

## Hernando De Soto

### Exploring Florida

[Main](#) > [Movies](#) > Hernando DeSoto in America

[Site Map](#)

## Hernando DeSoto in America Movies

*Click on a thumbnail photo to view the QuickTime movie.*



[The Expedition Arrives](#). The Hernando DeSoto expedition landed on the east coast of Florida in 1539. This segment summarizes Spanish exploration of the New World. (03:43, 11.6 MB)



[Juan Ortiz Found Alive](#). Among the first discoveries of the expedition was a Spaniard who had survived a previous expedition, and who had learned the native languages. This segment summarizes early Native American life in Florida. (02:09, 6.7 MB)



[DeSoto Marches North](#). The first inland march of the expedition marked the beginning of many violent encounters with the local Indian tribes. This segment describes the typical confrontations DeSoto faced, and the expedition's first winter. (03:23, 10.7 MB)



[DeSoto Crosses the Appalachians](#). This segment details DeSoto's march through the Southeast, and his encounters with the Cofachiqui and chief Toscalusa. (02:38, 7.8 MB)



[Wandering Beyond the Mississippi](#). The expedition began to fall apart after DeSoto crossed the Mississippi River. No gold was found, and many casualties were suffered by the Spaniards. (02:47, 8.5 MB)



[DeSoto Turns Back](#). After a difficult winter, DeSoto finally made plans to return to Spain. This segment describes the methods DeSoto's army used to escape hostile territory with their limited resources. (03:06, 9.2 MB)



[Conclusion](#). This segment reviews the major points of the DeSoto expedition, and what it meant for Spain and future missions to the new world. (02:22, 7.5 MB)

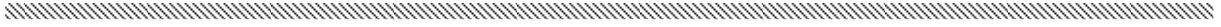
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These video clips are available at <http://fcit.usf.edu/florida/movies/006/006.htm> and re-enact Hernando De Soto's expeditions in Florida. I would use this resource as part of a history lesson on Hernando De Soto.

## Florida History

### Tocobaga Indians

See class handout and teacher notes on the following three pages.



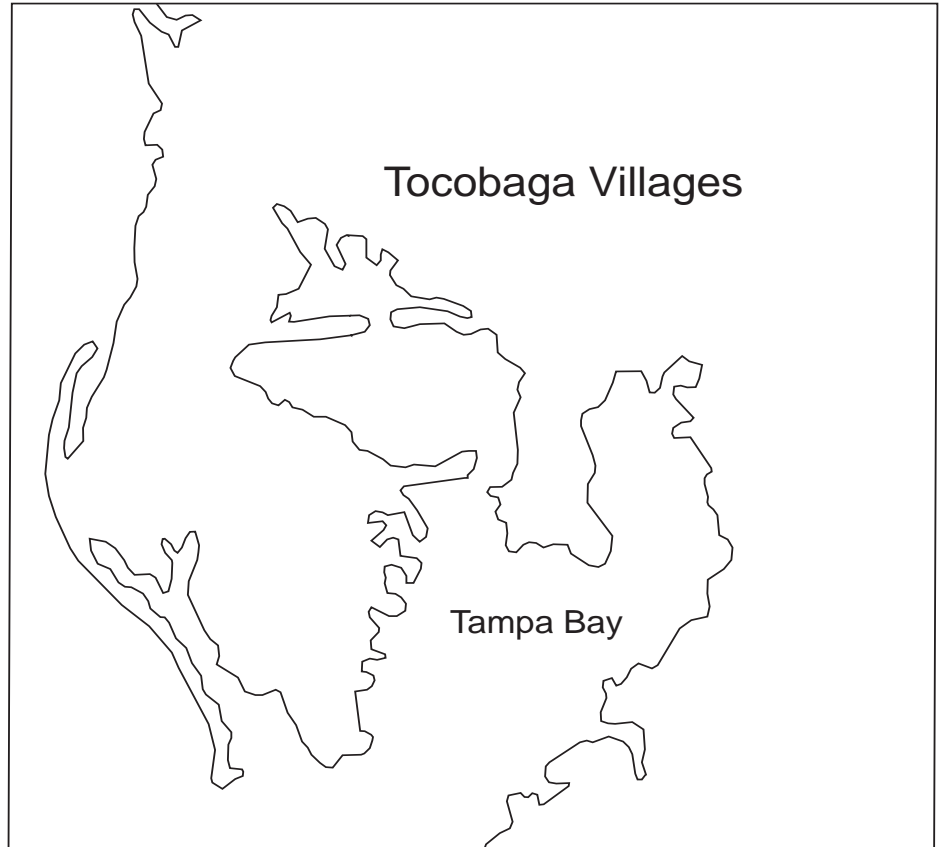
I would use this resource as part of a lesson plan on indigenous Indian tribes in Florida.

## Tocobaga Indians of Tampa Bay

### Where and How They Lived

The Tocobaga Indians lived in small villages at the northern end of Tampa Bay from 900 to the 1500s. Each village was situated around a public area that was used as a meeting place. The houses were generally round and built with wooden poles holding up a roof of palm thatches.

The Tocobaga Indians built mounds within their villages. A mound is a large pile of earth, shells, or stones. The chief's home and the tribe's temple were each built on a mound. The Tocobaga also built burial mounds outside the main village area as a place for burying the dead.



The Tocobaga lived north of Tampa Bay.

The women of the Tocobaga tribes had a garbage heap called a midden, which was located next to their kitchen. Middens were created by the Tocobaga's use of shellfish for food. The midden consisted of a mound of shells that had grown and packed together throughout the years as shells were discarded after every meal.

### What They Ate

Because of their proximity to both the bay and freshwater streams, the Tocobaga fished and gathered shellfish as their primary source of food. They also ate manatees, which were abundant in the nearby waters.

During this time, the Tampa Bay area was rich with animals such as deer, rabbits, armadillo, and squirrels. As a result, the Tocobaga became great hunters. They also gathered a variety of berries, nuts, and fruit to supplement their diet. Interestingly, the Tocobaga Indians had corn, an unusual find in the Tampa Bay area. It is not clear how they got the corn, but it is speculated that they may have traded with a northern tribe for it.

## The Tools They Made

The Tocobaga developed many tools for hunting, cooking, and eating. One such tool was the adz. The adz was made of a shell or pointed stone tied to the end of a curved branch. It was used for digging.

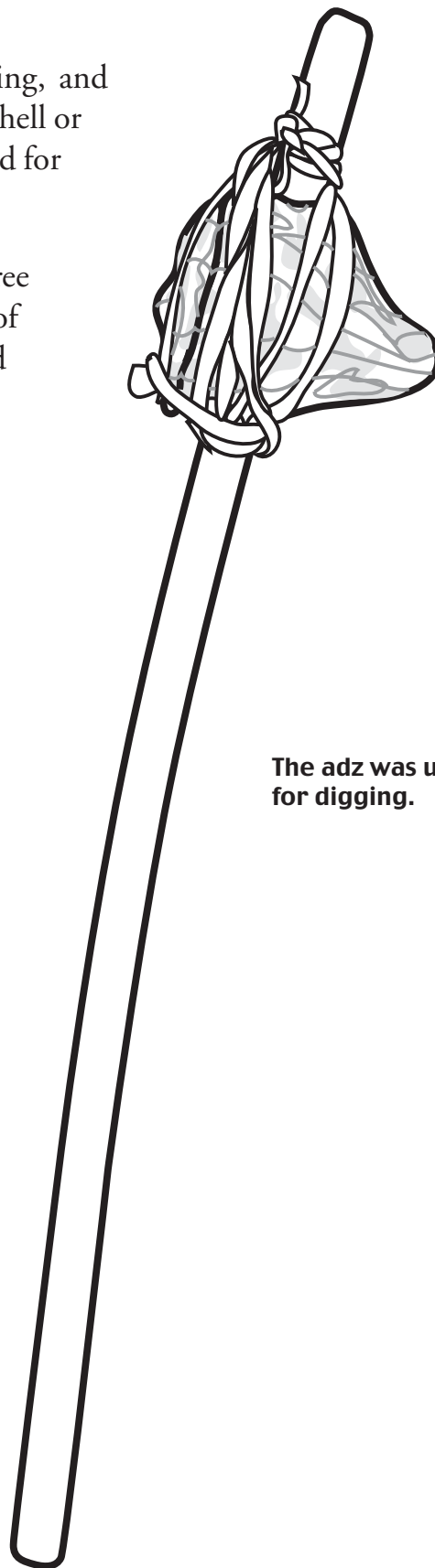
The Tocobaga also constructed a tool by placing a living tree branch through a shell with a hole in it. Over a period of time the branch would grow into the shell. The branch would then be cut off the tree. This produced a sturdy tool used for digging clams.

For hunting, the Tocobaga Indians used a throwing stick called an atlatl. It looked and functioned much like a spear. It was used to kill animals for food and clothing. While hunting, the Tocobaga would wear deerskin, or sometimes deer heads over themselves, to get close enough to the animals to kill them.

## What Happened to Them?

In approximately 1528, Pánfilo de Narváez, a Spanish explorer, arrived in the Tampa Bay area. He and his men found the Tocobaga and brought disease and violence to the tribe's peaceful existence. As a result, the Tocobaga Indians became extinct within the next 100 years.

Archaeological digs in the Safety Harbor area of Florida have uncovered many artifacts, or man-made objects from the Tocobaga. Items such as plates and pots have been found indicating that the Tocobaga Indians were expert potters.



The adz was used for digging.




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## Ybor City: Cigar Capital of the World

Walk down Seventh Avenue in Ybor City (now a section of Tampa, Florida) and feel yourself transported to a place in another time. Brick streets are lined with sidewalks of hexagonal concrete pavers and old-fashioned, cast-iron street lamps. Buildings present ornate porticos, decorative brickwork, handmade wrought-iron balconies, and ornamental tile work. A few small, plain workers' cottages, once home to Ybor City's cigar workers, have been preserved. Mutual aid society clubhouses indicate the importance of benevolent organizations to Ybor City's immigrant population. On a quiet corner lies a small park dedicated to Cuban poet and revolutionary José Martí. The park is a reminder of Martí's efforts to gain support for the cause of Cuban freedom in the 1890s. These historic sites speak of Ybor City's intriguing past.



*(Burgert Bros. Collection, Tampa Hillsborough County Public Library System)*

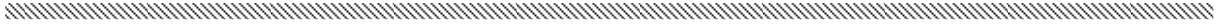
| TABLE OF CONTENTS                                                                                                                                                                                             | RELATED INFORMATION                                                                                                                                                             |
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This website located at <http://www.proteacher.com/090110.shtml> contains a lot of great information on the history of Ybor City. I would use this as part of a lesson plan on cigar production in Tampa.

## Florida History

### Cape Canaveral

See class handout and teacher notes on the following three pages.



I would use this resource as part of a lesson plan on Space Program in Florida.



**Objectives:**

1. The students will be able to identify the geographic and climatic characteristics of Florida that made it the best location for the space program.
2. The students will be able to describe how the space program affected the economy and growth of the eastern coast of Florida.
3. The students will be able to explain how NASA was created.
4. The students will be able to state how the space program has affected the people of Florida.
5. The students will explain the process of growth that the space program took.

**Sunshine State Standards Benchmarks:**

SS.A.1.2.1 – SS.A.6.2.3

**Vocabulary:**

|            |              |               |            |
|------------|--------------|---------------|------------|
| Corrientes | inhabited    | confrontation | Canaveral  |
| isolated   | climate      | temperate     | launching  |
| decade     | budding      | chartered     | civilians  |
| orbit      | assassinated | development   | flourished |
| associated | vastness     |               |            |

**Suggested Activities:**

1. Before reading the passage, discuss the previewing strategy with the students.
2. Have the students create a vocabulary map for the word “launching.”
3. Have the students create a timeline using the dates and information in the reading passage.
4. Have the students create models of the space shuttle using paper towel rolls, construction paper, glue and paint.
5. Have the students research how the size and appearance of NASA’s space ships have changed over time.
6. Complete and review FCAT questions.

(Note: Actual FCAT practice passages are written at the students’ independent reading level. These Florida History selections are written at the students’ instructional reading level. Therefore, students should not be asked to complete the questions until after receiving class instruction on the vocabulary and content of the passage. Students should also read the Florida History selection independently before answering the FCAT questions and be permitted to return to the selection for rereading as they answer.)

# Florida History

## Spanish American War

Exploring Florida

[Main](#) > [Movies](#) > Spanish-American War

[Site Map](#)

### Spanish-American War Movies

*Click on a thumbnail photo to view the QuickTime movie.*



Wreck of the "Maine" in Havana Harbor. Taken in Havana Harbor from a moving launch, and shows the wreck of the "Maine" surrounded by wrecking boats and other vessels. March 17-April 1, 1898, in Havana Harbor, Cuba. (00:51, 3.0 MB)



Burial of the "Maine" victims at Key West. The U.S.S. Maine was destroyed by a mysterious explosion in the Havana Harbor, February 15, 1898. "Remember the Maine" became a rallying cry. March 27, 1898, in Key West. (01:53, 6.6 MB)



War correspondents. Shows a phase of the war excitement as it affects newspaper men at Key West, Florida. About a dozen war correspondents of the different New York papers are running up the street in a bunch to get to the cable office to get copy of cablegrams to be in turn transmitted to their different papers. March or April 1898 in Key West. (00:24, 1.5 MB)



U.S.S. "Indiana" coaling at sea. The decks are covered with marines and sailors. The view is taken from a moving yacht and gives the effect of the vessel itself passing through the water. March 28-April 1, 1898, near the Dry Tortugas. (00:49, 2.8 MB)



Roosevelt's Rough Riders at drill. A charge full of cowboy enthusiasm by Troop "I," the famous regiment, at Tampa, before its departure for the front. April 1898, Tampa. (00:27, 1.8 MB)



10th U.S. Infantry, 2nd Battalion, leaving train cars. Train is in the background. Crowds of curious bystanders. The column marches in fours and passes through the front of the picture. May 1, 1898, in Ybor City, Tampa. (01:23, 4.8 MB)

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These video clips are available at <http://fcit.usf.edu/florida/movies/006/006.htm> and show the build up for the Spanish American War in Tampa. I would use this resource as part of a lesson on the Spanish American War.

# RESOURCE FILE

## Latin American History

1. Hernando Cortez
2. Machu Picchu
3. The Maya
4. Peru – Ancient
5. Chile – Pinochet Era
6. Peru – Fujimori Era
7. Panama Canal
8. Readymade Lesson Plan – Common Themes
9. Readymade Lesson Plan – National Holidays
10. Readymade Lesson Plan – Costa Rica

## Latin American History

Hernando Cortez



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This is a painting of *Hernando Cortez Receiving The Homage Of The Aztecs*. I would use this as a visual aid in a lesson on the Conquistadors.

# Latin American History

## Machu Picchu

### Ghosts of Machu Picchu

Why did the Incas abandon their city in the clouds? Aired February 2, 2010 on PBS.

- Posted 01.01.10
- NOVA



**Watch Ghosts of Machu Picchu**

52:52

Aired February 2, 2010 on PBS.

#### Program Description

Perched atop a mountain crest, mysteriously abandoned more than four centuries ago, Machu Picchu is the most famous archeological ruin in the Western Hemisphere and an iconic symbol of the power and engineering prowess of the Inca. In the years since Machu Picchu was discovered by Hiram Bingham in 1911, there have been countless theories about this "Lost City of the Incas," yet it remains an enigma. Why did the Incas build it on such an inaccessible site? Who lived among its stone buildings, farmed its emerald green terraces, and drank from its sophisticated aqueduct system? NOVA joins a new generation of archeologists as they probe areas of Machu Picchu that haven't been touched since the time of the Incas. See what they discover when they unearth burials of the people who built the sacred site.

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This video is available for on-line viewing at <http://www.pbs.org/wgbh/nova/ancient/ghosts-machu-picchu.html> . I would use this resource as part of a lesson on the Mayan Civilization.



# Latin American History

## Maya

### Maya

NASA archeologists use satellites to pinpoint ancient ruins buried deep in the jungle. **Aired January 9, 2007** on PBS.

- Posted 01.09.07
- NOVA scienceNOW



Watch Maya

13:37

Aired January 9, 2007 on PBS.

### Program Description

This NOVA scienceNOW video shows how experts are using NASA satellite photography to find ancient Maya architecture hidden deep in the rain forest of Guatemala. It's a marriage of 21st-century technology and centuries-old archeological techniques that has already unearthed some striking Maya remains, including a jungle-covered temple containing an extremely rare, 2,000-year-old mural.

This video is available for on-line viewing at <http://www.pbs.org/teachers/connect/resources/5008/> . I would use this resource as part of a lesson on the Mayan Civilization.

# Latin American History

## Peru



## Peru's Lost Pyramid City



Five hundred years ago, the last great pyramid-building civilization descended into a world of unimaginable horror. What drove them to extremes of human sacrifice?

Read more: <http://channel.nationalgeographic.com/episode/peru-s-lost-pyramid-city-2667/Overview#ixzz122sDWNvM>

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This video is available for on-line viewing from National Geographic Channel at <http://channel.nationalgeographic.com/episode/peru-s-lost-pyramid-city-2667/Overview> . I would use this resource as part of a lesson on ancient Latin American.



# Latin American History

## Chile

Online NewsHour a NewsHour with Jim Lehrer Transcript  
ONLINE FOCUS

### EXHUMING THE PAST

December 17, 2004



In part two of a two-part series, Elizabeth Farnsworth reports on the indictment of former Chilean dictator Augusto Pinochet for kidnapping and murder.

[Click here to watch this segment in streaming video](#)

[Click here to listen to this segment in RealAudio](#)

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This report is available from On-line NewsHour at [http://www.pbs.org/newshour/bb/latin\\_america/july-dec04/chile\\_12-17.html](http://www.pbs.org/newshour/bb/latin_america/july-dec04/chile_12-17.html). I would use this news report as part of a lesson on the effects of dictatorships in Latin America.

# Latin American History

## Peru

BBC NEWS

You are in: World: **Americas**  
Wednesday, 10 April, 2002, 15:14 GMT 16:14 UK

**Analysis: Peru confronts the past**



Most deaths occurred in remote country villages

**By South American affairs analyst Nick Caistor**

Peru's Truth and Reconciliation Commission is investigating the deaths of some 30,000 people killed in political violence between 1980 and 2000.

One of the first witnesses, Angelica Mendoza, told the commission: "Hooded armed men burst into our house early in the morning," . "They took my son from his bed. I never saw him again. And no-one ever told me who was responsible."



Former President Fujimori denies that guerrillas were executed

During much of the

**PERU**  
in transition

**Key stories:**

- Peru confronts past
- Corruption lid lifted
- Film that shocked Peru
- Charges and allegations
- Toledo's tough task
- Fujimori's fall

**Profiles:**

- Alejandro Toledo
- Alberto Fujimori
- Madimiro Montesinos

**See also:**

- 08 Apr 02 | Americas  
Peruvian peasants recount atrocities
- 23 Feb 02 | From Our Own Correspondent  
Peru stymied in search for truth
- 26 May 01 | Americas  
Peru to create truth commission
- 14 Mar 01 | Americas  
Peru experts examine exhumed rebels
- 25 Mar 01 | Americas  
Death squad arrests in Peru

**Internet links:**

- Peruvian presidency (in Spanish)

The BBC is not responsible for the content of external internet sites

**Top Americas stories now:**

- Bush vows action after scandals
- 'White supremacists' on trial in Boston
- WorldCom chiefs refuse

Front Page  
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Americas  
Asia-Pacific  
Europe  
Middle East  
South Asia

From Our Own Correspondent

Letter From America UK  
UK Politics  
Business  
Sci/Tech  
Health  
Education  
Entertainment  
Talking Point  
In Depth  
AudioVideo

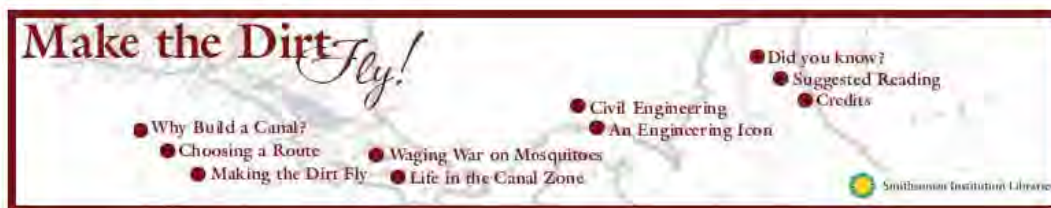
COMMONWEALTH GAMES  
BBC SPORT  
BBC Weather

SERVICES  
Daily E-mail  
News Ticker  
Mobiles/PDAs  
Feedback  
Help  
Low Graphics

This report is available from BBC News at <http://news.bbc.co.uk/2/hi/americas/1921278.stm>. I would use this news report as part of a lesson on the legacy of President Alberto Fujimori.

# Latin American History

## Panama Canal



### Why Build a Canal

**"The voyage (to California) by way of Cape Horn will occupy on an average, five or six months, while by the Isthmus route, the trip is accomplished in as many weeks!"**

-- Gregory's Guide for California Travelers via the Isthmus of Panama, 1850

### What Is an Isthmus?

An isthmus is a narrow neck of land surrounded by water that joins two larger land masses. Although the Isthmus of Panama and the Isthmus of Suez are the most famous, isthmuses are found throughout the world. In the 19th century, these land forms were viewed more as impediments separating nations than as links between continents. This attitude reflected an era when long-distance travel was primarily by sea, and tantalizingly narrow isthmuses stood as time-consuming barriers.

Nineteenth-century developments in machinery, transportation, and communications put the Western world in motion. Ports were bustling with people and brimming with raw materials and finished products destined for distant markets. Finding ways to ship goods faster and cheaper was essential to continued commercial expansion. Water transport offered many advantages over rail, including inter-oceanic access.

In addition to their commercial importance, canals had nationalistic and military significance. The French saw an isthmian canal as a magnificent private enterprise reflecting the glory of France. Americans like Theodore Roosevelt viewed an American-controlled canal as critical to U.S. domination of the Atlantic and Pacific Oceans.



In 1869, after 10 years of work by the French, the Suez Canal joined the Mediterranean and Red Seas. About 100 miles (161 km) long, the sea-level canal shaved off thousands of miles and months of travel

between Europe and Asia. Initially, Egyptian laborers drafted as forced labor did the digging and hauling away with picks and baskets. Later, European workers took over, using dredges and steam shovels. Except for a few rocky areas, most of the excavation was through sand.



Frenchman Ferdinand de Lesseps (1805-94), the mastermind behind the Suez Canal, was a career diplomat, not an engineer. His success in marshaling the political, financial, and technical forces

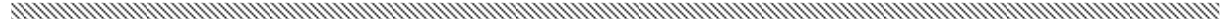
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This report is available from the Smithsonian Institute at <http://www.sil.si.edu/Exhibitions/Make-the-Dirt-Fly/whybuild.html>. I would use this website as part of a history lesson on the Panama Canal.

## Latin American History

### Readymade Lesson Plan – Common Themes

See Lesson Plan on the following four pages. Obtained from EdSitement at [http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=285](http://edsitement.neh.gov/view_lesson_plan.asp?id=285)



I will use this readymade lesson plan for a humanities lesson on the common themes and motifs in Latin American Culture.



# Common Visions, Common Voices

## Introduction

The borders that separate and connect different cultures often come into sharpest relief when we focus on themes and motifs found in the literature or the visual arts of several lands. With the Internet, students can discover such points of intercultural contact for themselves, crossing borders that can lead them to a broader perspective on the common vision human cultures share.

## Learning Objectives

To expand awareness of themes and motifs common to many cultures; to encourage critical insight into the ways cultural context influences creative expression; to analyze and interpret the significance of themes and motifs within distinct cultures; to organize and present a comparative statement of findings.

**1** Begin by reinforcing the concept of literary and artistic themes and motifs. Ask your students for examples from American or European literature that illustrate some familiar patterns in fiction, such as the journey, metamorphosis, or a series of heroic trials. Ask likewise for some persistent motifs in the visual arts, such as the representation of landscape and of the female and male forms. Explain that they will be using the Internet to explore the arts of non-European cultures for characteristic patterns and motifs.

Focus initially on the visual arts by having students examine four artworks that portray a male and female couple:

- A [terracotta figurine](#) from the Mayan culture (c. 700-900) showing an old man embracing a young woman. (In the "[African, Oceanic, and New World Cultures](#)" Collection of the Detroit Institute of Art, scroll down the page and click on "Precolumbian Art." Then scroll down this page and under the category "Life and Death," click on the image of the "Embracing Couple.")
- A Native American [feast bowl](#) (Cherokee or Iroquois, c. 1800) with its two handles carved in the shape of male and female heads. (Also in the "African, Oceanic, and New World Cultures" Collection of the Detroit Institute of Art.)
- A [wooden sculpture](#) from western Sudan showing a man with his arm around a woman. (Accessible through African Studies WWW; in the "Africa Web Links" directory choose "Arts and Architecture," then look for the "Art and Life in Africa Project" and choose the exhibit on "Marriage and Eligibility.")
- An Indian temple carving (c. 700) of a [mithuna](#) or loving couple. (Accessible through [SARAI](#); in the "India Resources" directory choose "Art and Culture," then look for "World Art Treasures" and choose the exhibit on "India.")

**2** Divide the class into small research teams and provide each with an opportunity to study the four artworks online. Have students first describe each piece in detail, noting



### Subject Areas

#### Art and Culture

Anthropology

Folklore

#### History and Social Studies

U.S. History - Native American

U.S. History - The West

World History - Africa

World History - Ancient World

World History - Asia/Far East

World History - Latin America

#### Literature and Language Arts

World

### Time Required

#### Skills

analysis of visual resources  
critical thinking  
collaborative work  
electronic citation  
Internet research

### Additional Data

Date Created: 05/21/02

characteristics of design and appearance, as well as similarities and differences among all four. Then have students use the Internet or library resources to research the culture that produced each artwork in order to determine its significance for the people who created it. Students might, for example, identify the two figures portrayed and explain what they symbolize or represent; describe the artwork's cultural setting or context and its function in community life; characterize the relationship between the two figures and analyze the relationship set up between the couple and those who interacted with the artwork in its original setting. Have students present their research in the form of a museum-style caption for each artwork.

**3** When students have completed their research, have each group report its findings in a class discussion. Then ask students whether there are common threads of meaning connecting these four disparate examples of an artistic motif. Why do all four appeal to us, even before we understand their cultural significance? What meaning do they retain even outside their cultural context? Would they retain this meaning if shuffled among the cultures that produced them? What basic human emotions and experiences do they tap into? (You might explore also the degree to which we impose our sentiments on these artworks by setting them up as examples of a persistent artistic motif, and the degree to which we appropriate them to our own cultural purposes by treating them as aesthetic objects rather than as the instruments of religion and ritual they were intended to be.)

**4** Following this class discussion, have each student write a short interpretative essay on the significance of the "couples" motif, drawing evidence both from these four artworks and from examples in the European tradition, such as images of Adam and Eve, or Grant Wood's *American Gothic*, or even the portraits of couples regularly published in the wedding announcement section of most newspapers.

**5** Depending on your curriculum, you may wish to repeat or replace this lesson with one focusing on story motifs from several non-European cultures. Trickster stories can be revealing in this respect.

- You will find a selection of [Native American trickster stories](#) featuring Coyote at the NativeWeb "Resource Center;" in the "Arts and Humanities" directory select "Literature," then look under "Short Stories - Traditional."
- A collection of [Mayan trickster stories](#) featuring Rabbit can be found at the LANIC website; in the Subject Directory select "Literature," then choose "Indigenous People's Literature" and look under "Stories."
- Rabbit also stars in an [Ethiopian trickster story](#) accessible through the African Studies WWW website; in the "Resource List" select "K-12," then choose "Tales of Wonder" and look under "Africa."

**6** Have students read these stories, online or in print out form, then divide the class into study groups to research the cultures and countries in which these folktales are told. In performing this research, students should be aware that these stories come to us through a still vibrant oral tradition, which means that while they reflect the heritage of their respective cultures, they can also reflect the outlook and concerns that mark these cultures today. Rather than place the trickster stories in a context of the remote and "primitive" past, students should aim in their research, and in their interpretation of the stories, to see them as representative of indigenous cultures that have adapted to new conditions today by preserving their cultural values. As part of their research, have students identify the values expressed in each group of stories - i.e., the character traits exhibited by the trickster and whether these traits are admired or ridiculed; what the stories imply about the responsibilities of an individual toward his or her community; what the stories imply about authority figures and their power within society.

**7** After they have completed their research, have each study group lead a class discussion of one story, providing background on its cultural origins and eliciting comment on its distinctive treatment of the trickster motif. Conclude this discussion by asking students for examples of the trickster in American culture - e.g., Tom Sawyer, Ramona Quimby, Lucy Ricardo, Bugs Bunny, etc. Have students offer reasons why this figure is so often found in children's literature? What happens when the trickster appears in the adult sphere of action

(e.g., Falstaff)? To close the lesson, have each student write and deliver orally an original trickster story reflecting the values and concerns of his or her culture.

## Extending the Lesson

Ask students to give two examples of other intercultural artistic motifs using the resources available at EDSITEment as well as traditional print resources in your school or at a local public library. Students might also visit art museums in your area or contact people in your community who are knowledgeable about non-European cultures, particularly those informed about current developments in these artistic traditions. Students who pursue a visual motif across cultural borders can produce a bulletin board or web page exhibit of the artworks they collect, along with a descriptive catalog that introduces the motif and explains its varied significance. Those who explore a literary motif can produce an anthology, again with an introduction explaining the motif's character and significance.

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## Other Information

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### Standards Alignment

1. [ACTFL-2.1](#)

Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied [more](#)

2. [ACTFL-2.2](#)

Demonstrate an understanding of the relationship between the products and perspectives of the culture studied [more](#)

3. [ACTFL-4.2](#)

Demonstrate understanding of the concept of culture through comparisons of the cultures studied and one's own [more](#)

4. [NAES-VisArts- 9-12-4](#)

Understanding the visual arts in relation to history and cultures

5. [NCSS-1](#)

Culture and cultural diversity. [more](#)

6. [NCSS-2](#)

Time, continuity, and change. The ways human beings view themselves in and over time. [more](#)

7. [NCSS-9](#)

Global connections and interdependence. [more](#)

8. [NCTE/IRA-1](#)

Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. [more](#)

9. [NCTE/IRA-11](#)

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.



10. [NCTE/IRA-2](#)

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. [more](#)

11. [NCTE/IRA-3](#)

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. [more](#)

12. [NCTE/IRA-4](#)

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. [more](#)

13. [NCTE/IRA-5](#)

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. [more](#)

14. [NCTE/IRA-6](#)

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts. [more](#)

15. [NCTE/IRA-7](#)

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. [more](#)

16. [NCTE/IRA-8](#)

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. [more](#)

17. [NCTE/IRA-9](#)

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

18. [NGS-10](#)

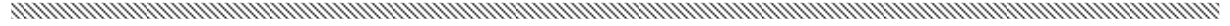
The Characteristics, Distribution, and Complexity of Earth's Cultural Mosaics



## Latin American History

### Readymade Lesson Plan – National Holidays

See Lesson Plan on the following eight pages. Obtained from EdSitement at [http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=740](http://edsitement.neh.gov/view_lesson_plan.asp?id=740)



I will use this readymade lesson plan for a humanities lesson on the impact culture and history has on holidays in Mexican.

# Mexican Culture and History through Its National Holidays

## Introduction

Much can be learned about a nation by the events that appear on its calendar. National holidays provide insight into the values of a country while commemorating its history. Mexico today is the product of ancient Indian civilizations, European conquest, Catholic missionary efforts, two long and bloody revolutions, and many other wars. The encounter between European and indigenous, Catholic and pagan, and rich and poor has generated a unique culture in Mexico.

This lesson will focus on holidays that represent and commemorate Mexico's religious traditions, culture, and politics over the past five hundred years. The holidays celebrated by Mexico today exemplify the synthesis of ancient Mexican religion and Catholicism, and commemorate the struggles of Mexico's different social classes and ethnic groups. The Feast of Our Lady of Guadalupe (*Día de Nuestra Señora de Guadalupe*) is a Catholic celebration of the appearance of the Virgin Mary to an Indian man in the first years of Spanish rule. The Day of the Dead (*El Día de los Muertos*) is a celebration that has developed out of a combination of indigenous and Catholic rituals for honoring the deceased. Mexico's Independence Day commemorates The Cry of Dolores (*El Grito de Dolores*), when Mexico's rural poor began a fight to overthrow the Spanish in 1810. Finally, *Cinco de Mayo*, a celebration that continually grows in popularity in the United States, commemorates a Mexican military victory over the French in 1862.

## Guiding Questions

- What do some of Mexico's major holidays tell us about the country's religious and political history?

## Learning Objectives

At the end of this lesson students will be able to:

- Identify the ethnic and religious influences on Mexican culture.
- Understand the meaning and history of *Día de los Muertos*, *Día de Nuestra Señora de Guadalupe*, *Grito de Dolores*, and *Cinco de Mayo*.
- Identify basic practices and traditions of Mexican religious and political holidays.

## Background Information for the Teacher

After Hernando Cortes conquered the Aztec Empire in 1521, Catholic missionaries swept into the area to convert the indigenous peoples. European efforts at evangelism were not always effective, especially when missionaries attempted to introduce the Christian faith and religious practices without alteration or adaptation to indigenous customs. However, the Aztecs did find elements of their own religion in some Catholic rituals. For example, the Aztecs were known (and feared by some other Indian communities) for their practice of human sacrifice. This ceremonial ritual of their religion made them receptive to the idea of consuming the flesh of Jesus Christ in the Eucharist. Furthermore, the Aztec worship of the



GRADES 6-8



A celebration of the Day of the Dead in Guanajuato, Mexico.  
Image courtesy of [American Memory](#) at the Library of Congress.

### Subject Areas

#### Art and Culture

Folklore

#### History and Social Studies

World History - Latin America

### Time Required

1 or 2 class sessions

### Skills

Analyzing primary source documents  
Interpreting written information  
Making inferences and drawing conclusions, etc.

goddess Tonantzin was transferred to the veneration of the Virgin Mary in the Catholic faith. Thus, a blending of Aztec customs and Catholic beliefs resulted in a distinctive Mexican religious culture. Within the first decade of Spanish rule, hundreds of thousands of native Mexicans converted to Catholicism. To learn more about Cortes' conquest of Mexico see the EDSITEment-reviewed [Conquistadors](#).

### ***El Dia de los Muertos***

A common example of the fusion of Aztec and Catholic practices is evident throughout Mexico every autumn during the celebration of El Dia de los Muertos. Observed during the Catholic feasts of All Saints' Day and All Souls' Day—November 1 and 2—this traditional Mexican holiday celebrates the two-day return of deceased relatives to their loved ones remaining on Earth. Honoring the dead is a 4,000 year old tradition in Mexico. Since Catholicism has become the dominant religion in Mexico, the festivities surrounding *El Dia de los Muertos* have absorbed certain Christian practices including the praying of the rosary. However, the observance of this tradition is more celebratory than somber. Death is something to be feared in Mexican culture, but Mexicans receive its threat with humor. Although a typical part of the celebration involves a candlelight vigil and *La Llorada* ("the weeping"), *El Dia de los Muertos* is an opportunity to laugh at death. This mockery is evident in the amusing skeletons and specialty foods that adorn the altars to the dead. These altars are erected by family members in cemeteries and can be elaborate or simple. You can access [further explanations](#) of the traditional practices of *El Dia de los Muertos*, through the EdSITEment-reviewed [Latin American Network Information Center \(LANIC\)](#). There are [additional links](#) on the MEXonline website, which is also accessible through LANIC.

### ***Our Lady of Guadalupe***

The Catholic Feast of Our Lady of Guadalupe has its origins in December of 1531. A recently converted Indian, Juan Diego, was traveling over Tepeyac Hill—the former site of an Aztec shrine to the goddess Tonantzin—outside of Mexico City. When Juan Diego reported to the local bishop that he had seen the mother of the Christian God on Tepeyac Hill and she addressed him in his native language and asked that a shrine be built for her at the site, Church officials were skeptical. Bishop Zumarraga asked the elderly Aztec to bring a sign of the apparition. Three days later, Juan Diego returned to the bishop and released a bundle of roses from his cloak, on which a colorful image of the Virgin Mary appeared. Stunned by the image and the abundance of roses in the middle of December, the bishop ordered that a shrine be erected. Subsequent bishops embellished the shrine and in 1904 it was given the status of a basilica. Today, Juan Diego's cloak is displayed above the altar in the Basilica of the Shrine of Our Lady of Guadalupe. Although other Marian apparitions have been reported throughout the centuries, the Catholic Church has not recognized the validity of every reported sighting. However, numerous popes have supported the authenticity of the appearance of the Lady of Guadalupe. In 1859 her feast day, December 12, became a Mexican national holiday. For a [detailed chronology](#) of Catholicism in Mexico, visit [Our Lady of Guadalupe](#), accessible through the EDSITEment-reviewed Latin American Network Information Center. Almost three centuries after Juan Diego's experience on Tepeyac Hill, a makeshift army of Mexican peasants carried an image of the Lady of Guadalupe as they prepared to fight Spanish authorities for Mexico's independence.

### ***El Grito de Dolores***

The celebration of Mexican independence is September 16, the anniversary of *El Grito de Dolores*. In 1810, two years after Napoleon conquered Spain and placed his brother Joseph on the throne, a Catholic priest in the small central Mexican town of Dolores called together his parishioners and rallied them to overthrow the Spanish. The speech of Father Miguel Hidalgo became known as "*El Grito de Dolores*" (The Cry of Dolores). The Indian peasants of Father Hidalgo's parish were not the only Mexicans discontent with Spanish rule. The Creoles, Spaniards born in Mexico, were not afforded the same opportunities available to the Peninsulares, Spaniards born in Spain. Thus, Indians were organizing to overthrow oppressive landowners in central Mexico just as the Creoles were planning to overthrow the Peninsulares who were pledging allegiance to the newly imposed French king. The next decade became a bloodbath of class struggle. Father Hidalgo, and subsequently his successor Father Jose Maria Morelos, were captured and executed by loyalist forces. In 1821, however,

conservatives aligned with the Indian uprising and Mexico's independence was won. In 1823, Mexico became a republic. Although multiple factions within Mexican society had fought for over ten years, the call for action by Father Hidalgo in 1810 is recognized as Mexico's Independence Day. But Mexico's war for independence would not be the last time the country would battle Europeans on its own soil. For further [background on the fight for Mexican independence](#) see the background history on the Mexico for Kids website, accessible through the EDSITEment-reviewed Latin American Network Information Center website. [Additional background](#) is also available on the MEXonline website.

### ***Cinco de Mayo***

In 1861 a three year civil war ended with a victory for Mexico's liberals and the election of Benito Juarez as president. Conservatives, resistant to the reforms of Juarez's government, called on Europe for help. While England and Spain saw an opportunity to demand repayment of debts incurred during the Mexican-American War, which had ended in 1848, France planned to use the turmoil in Mexico as a chance to expand their empire. As Napoleon III sent an army to Mexico, England and Spain abandoned their financial demands. In May of 1862, the French invasion force met the Mexican army at the town of Puebla in central Mexico. After four hours of fighting the Mexicans emerged victorious. The Battle of Puebla proved to be more of a morale boost than anything else, as the French went on to seize the entire country and install the Austrian nobleman Maximilian von Hapsburg as emperor. Juarez's forces continued the struggle against French occupation, and in 1867 Napoleon III gave up and called his army home. Juarez had Emperor Maximilian executed. The anniversary of Mexico's defeat of a formidable French force on May 5, 1862 became a yearly commemoration of heroism, celebrated most fervently in the region of Puebla. [Background to the Mexican civil wars](#) is available on the Mexico for Kids website. Additional [information about \*Cinco de Mayo\*](#) is on the MEXonline website.

## **Preparing to Teach this Lesson**

- Review the lesson plan and the websites used throughout. Locate and bookmark suggested materials and websites. Download and print out documents you will use and duplicate copies as necessary for student viewing.
- Students can access the primary source materials and some of the activity materials via the [EDSITEment LaunchPad](#).

## **Suggested Activities**

**Activity 1. [Comparing \*El Grito de Dolores\* and \*Cinco de Mayo\*](#)**

**Activity 2. [Dia de Nuestra Señora de Guadalupe](#)**

**Activity 3. [An altar for \*Los Muertos\*](#)**

**Activity 1. Comparing *El Grito de Dolores* and *Cinco de Mayo***

This activity introduces two important dates and events in Mexican history. Students will research and discuss the basic elements of *El Grito de Dolores*, September 16th, and *Cinco de Mayo*, May 5th. The goal is to help students understand what the holidays are commemorating and which important events took place on each occasion, but also to emphasize the historical differences between the two holidays.

Begin the activity by asking if there are students in the classroom who have celebrated these holidays either in Mexico or in the U.S. Ask them to describe how they celebrated with their friends and family. Ask how their family interprets each holiday, how it has significance in their culture, and what it means to them now.

If students are not familiar with these holidays, ask them to look at the historical background to [Mexico's Independence Day](#) celebrations on the [Mexico for Kids](#) website, available from the EDSITEment-reviewed [Latin American Information Center \(LANIC\)](#) website. They can find additional historical background on the MEXonline website (also accessible from LANIC) for

both [\*El Grito de Dolores\*](#) and [\*Cinco de Mayo\*](#).

Be sure that students note that when Father Hidalgo led the Indians and the "mestizo" forces against the Spanish, he used an image of the Virgin of Guadalupe as a revolutionary banner. This helps to demonstrate the link between religion and politics in Mexican history.

Next, ask students to view the following pictures from the EDSITEment-reviewed Getty website of Mexico's Centennial Celebration held in September, 1910. The questions that follow each picture can be used to generate class discussion.

#### [Leading the Independence Day Parade, Mexico City \(September, 1910\)](#)

- Why are these men wearing military armor from the 16th century? What do they represent?

#### [Indian Parade, Mexico City \(September, 1910\)](#)

- Why is it important for Indians in their traditional dress to be a part of Mexico's Independence Day parade? What part did the Indians play in the struggle for independence from Spain?

#### [Emperor Montezuma, Mexico City \(September, 1910\)](#)

- Why do you think the famous Aztec ruler Montezuma is part of the Independence Day celebration? What do you think he represents to Mexicans?

#### [Centenary Celebration, Mexico City \(September, 1910\)](#)

- In the festive lights on this building, why do you think the word "*Libertad*" (liberty), placed below the date 1810, has been paired with the word "*Progreso*" (progress) below 1910, when the picture was taken? What is the significance of the placement of the word "*Paz*" (peace) in the middle, between the other two?

Finally, conclude this activity by asking the students to consider the following questions:

- Which of the two holidays, *El Grito de Dolores* or *Cinco de Mayo* is similar to the Fourth of July in the United States?
- Which of the two holidays appears to be more popular in the United States?
- Do you think *Cinco De Mayo* has become more popular in the U.S. than it is in Mexico?

### **Activity 2. *Dia de Nuestra Señora De Guadalupe***

The story of *Dia de Nuestra Señora de Guadalupe*, celebrated on December 12th, recounts the moment in the history of Mexico and the Roman Catholic Church when the Catholic faith entered into the hearts of the Mexican people. At first the Spanish missionaries encountered difficulties converting the indigenous people. According to tradition, it was not until Juan Diego, an Indian peasant farmer, was blessed with the vision and later the image of the Virgin Mary and brought evidence of his miraculous vision that the Church began to take a firm hold on the Mexican people.

The goal of this activity is to help students understand the significance of this appearance of the Virgin Mary in the form of an Indian maiden, not only in a religious context but also in a historical context. Begin by directing students to explore the [Our Lady of Guadalupe: Patroness of the Americas](#) website, accessible from the EDSITEment-reviewed Latin American Network Information Center. They should pay particular attention to the pages devoted to [Juan Diego](#) and to the [apparitions](#) and the images of Our Lady of Guadalupe. They should also examine some of the images of the [Basilica](#) that was built as a shrine to the image of Our Lady of Guadalupe.

Note that this site also includes some [online videos](#) of the image and the Basilica.



When they have explored the historical context for the holiday, ask them to look at some further information on the [holiday celebration](#) on the MEXonline website.

After students have become familiar with the story of Juan Diego and the appearance of the Virgin, ask them to consider the following questions about this important Mexican holiday:

- What sort of man was Juan Diego?
- Why do you think the Virgin Mary appeared to him?
- How do you think Juan Diego perceived the image of the Virgin Mary?
- Why was it important that the Virgin Mary resembled the indigenous people in Diego's vision?
- How do these images of Our Lady of Guadalupe respond specifically to the Mexican-Catholic faith?
- Why do you suppose Father Hidalgo used an image of the Virgin of Guadalupe as a banner during the Mexican revolution of 1810?
- Do you see a link between the significance of the Virgin of Guadalupe and the Revolution?
- Can you think of any holidays celebrated in the United States that are similar to the *Día de Nuestra Señora de Guadalupe*?

### **Activity 3. An altar for *Los Muertos***

This activity introduces students to the dedicative altars that are made on *El Día De Los Muertos*. This holiday, celebrated on November 1st and 2nd, All Saints' Day and All Souls' Day, can be compared in some of its aspects to the American celebration of Halloween, or All Hallows' Eve. But there are some distinctive differences in the practices and customs of the Mexican holiday that should not be missed when students look more closely at the celebration of the Day of the Dead.

Again, this is an opportunity to ask if any students in the classroom have ever celebrated this holiday. This is an effective way to begin to dispel some of the pre-conceived notions the holiday may give rise to. Mexico's celebration of these special days dedicated to the departed are merry and festive days that allow for visits with deceased relatives and loved ones. On this day, Mexican people believe that the dead walk among them joining them in festival and eating the treats that are left for them.

One of the most distinctive features of the celebration of the Day of the Dead is the altar where family members leave their offerings or *ofrendas*, the goods set out on the altars, consisting of flowers (both real and paper), pictures, pastries, treats, and possessions of sentimental value. The altars themselves are intended to commemorate the deceased relative and welcome them home again.

The goal of this lesson is to encourage students to enter into the spirit of the celebration and to understand the significance of the altars and the offerings to departed loved ones and relatives. The MexicoConnect website, accessible from the EDSITEment-reviewed Latin American Network Information Center, has a page of links dedicated to the Day of the Dead which students can explore to learn more about the [celebrations and traditions](#) of the holiday. Among the best resources are the following:

- [The Day of the Dead](#)
- [Los Dias de los Muertos \(The Days of the Dead\)](#)
- [Día de Muertos: The Dead Come to Life in Mexican Folk Art](#)
- [A JOURNEY WITH LA CALACA A Día de los Muertos Experience](#)

Additional images of Day of the Dead celebrations are also available:

- [Photo Essay 147 - Day of the Dead, A Mexican Tradition](#)
- [Photo Strip 84 - Day of the Dead Altars, Chiapas, Mexico](#)
- [Photo Strip 86 - Day of the Dead Figurines, Chiapas, Mexico](#)



- [Photo Strip 82 - Altars and Figures, Day of the Dead, Veracruz, Mexico](#)

After reviewing the above sites and others on MexicoConnect, ask the students to design a mock altar of their own using some of the images and ideas they have collected from the MexicoConnect web pages. For this activity you may want to divide the students into groups and have each group design decorations of flowers, skeletons, or skulls; compose a poem; find recipes for candy or pastry treats; or suggest other appropriate activities based on their study of the websites.

When students have finished designing their altars and planning their celebrations, ask each group to discuss the significance of their offerings and decorations.

- What significance do these decorations have for the dead and the living?
- How is death perceived in this tradition?
- What is the tradition celebrating?

## Assessment

### *Dia De Los Muertos* and Halloween

Have the students either write a brief essay or make a chart comparing the two holidays. Ask them to begin by brain storming ways in which Halloween is celebrated in the U.S. Is Halloween a holiday connected with honoring the dead? Next compare what they have learned about the traditions associated with *El Dia de los Muertos* to the traditions associated with Halloween.

### El Grito de Dolores vs. 4th of July

Do the same assignment for *El Grito de Dolores* and the 4th of July, either a brief essay or a chart comparing the two holidays. Ask students to begin by listing all the 4th of July activities they can think of. Then tell them to compare what they have learned about Mexican celebrations of Independence Day. Ask them to consider both the similarities and the differences they discover between the two holidays.

## Extending the Lesson

Exploring language is a valuable way to add to the understanding of cultural traditions. Several of the websites in this lesson introduce some colorful Spanish words and expressions associated with these holidays, especially *El Dia de los Muertos*. Ask students to make a list of all the Spanish words and their English definitions and equivalents they can find related to these holidays. You can help them get started by showing them the [Day of the Dead Glossary](#) on the AZCentral.com website, accessible from the Day of the Dead website on MexicoConnect. This is also an excellent way to engage students who are bilingual or who may be studying Spanish.

## Selected EDSITEment Websites

- [Conquistadors](#)  
[<http://www.pbs.org/conquistadors/>]
  - [Cortez](#)  
[[http://www.pbs.org/conquistadors/cortes/cortes\\_flat.html](http://www.pbs.org/conquistadors/cortes/cortes_flat.html)]
- [Latin American Network Information Center \(LANIC\)](#)  
[<http://lanic.utexas.edu/>]
  - [Why do Mexicans celebrate on the "Day of the Dead?"](#)  
[<http://www.public.iastate.edu/%7Erjsalvad/scmfaq/muertos.html>]
  - [Our Lady of Guadalupe](#)  
[<http://www.sancta.org/>]
    - [A Chronology of Events](#)  
[<http://www.sancta.org/table.html>]

- [Saint Juan Diego](http://www.sancta.org/juandiego.html)  
[http://www.sancta.org/juandiego.html]
    - [Relation of the Apparitions](http://www.sancta.org/nican.html)  
[http://www.sancta.org/nican.html]
    - [Picture Gallery](http://www.sancta.org/gallery/)  
[http://www.sancta.org/gallery/]
    - [The Basilica of Guadalupe](http://www.sancta.org/basilica.html)  
[http://www.sancta.org/basilica.html]
    - [Online Videos](http://www.sancta.org/videos.html)  
[http://www.sancta.org/videos.html]
  - [Mexico for Kids](http://www.elbalero.gob.mx/index_kids.html)  
[http://www.elbalero.gob.mx/index\_kids.html]
    - [Mexican Independence](http://www.elbalero.gob.mx/kids/history/html/independ/home.html)  
[http://www.elbalero.gob.mx/kids/history/html/independ/home.html]
    - [The Nineteenth Century](http://www.elbalero.gob.mx/kids/history/html/sxix/home.html)  
[http://www.elbalero.gob.mx/kids/history/html/sxix/home.html]
  - [MexicoConnect](http://mexconnect.com/)  
[http://mexconnect.com/]
    - [Mexico's Days of the Dead](http://www.mexconnect.com/mex_/feature/daydeadindex.html)  
[http://www.mexconnect.com/mex\_/feature/daydeadindex.html] [The Day of the Dead](http://www.mexconnect.com/mex_/muertos.html)  
[http://www.mexconnect.com/mex\_/muertos.html]
    - [Los Dias de los Muertos \(The Days of the Dead\)](http://www.mexconnect.com/mex_/travel/jking/jkdayofthedead.html)  
[http://www.mexconnect.com/mex\_/travel/jking/jkdayofthedead.html]
    - [Dia de Muertos: The Dead Come to Life in Mexican Folk Art](http://www.mexconnect.com/mex_/travel/mjmendoza/mjmdiadelasmuertos.html)  
[http://www.mexconnect.com/mex\_/travel/mjmendoza/mjmdiadelasmuertos.html]
    - [A JOURNEY WITH LA CALACA A Día de los Muertos Experience](http://www.mexconnect.com/mex_/travel/bbegalke/bbcalacas.html)  
[http://www.mexconnect.com/mex\_/travel/bbegalke/bbcalacas.html]
    - [Photo Essay 147 - Day of the Dead, A Mexican Tradition](http://www.mexconnect.com/mex_/travel/sdwells/oaxdd/sdwoxacadaydead.html)  
[http://www.mexconnect.com/mex\_/travel/sdwells/oaxdd/sdwoxacadaydead.html]
    - [Photo Strip 84—Day of the Dead Altars, Chiapas, Mexico](http://www.mexconnect.com/mex_/travel/cdietz/dd/ph84daydeadchiapas.html)  
[http://www.mexconnect.com/mex\_/travel/cdietz/dd/ph84daydeadchiapas.html]
    - [Photo Strip 86—Day of the Dead Figurines, Chiapas, Mexico](http://www.mexconnect.com/mex_/travel/cdietz/dd/ph86daydeadchiapas.html)  
[http://www.mexconnect.com/mex\_/travel/cdietz/dd/ph86daydeadchiapas.html]
    - [Photo Strip 82 - Altars and Figures, Day of the Dead, Veracruz, Mexico](http://www.mexconnect.com/mex_/travel/rdudley/ph82daydead1.html)  
[http://www.mexconnect.com/mex\_/travel/rdudley/ph82daydead1.html]
    - [Day of the Dead Glossary](http://www.azcentral.com/ent/dead/glossary/)  
[http://www.azcentral.com/ent/dead/glossary/]
  - [MEXonline.com](http://www.mexonline.com/index.htm)  
[http://www.mexonline.com/index.htm]
    - [The History of Mexican Independence](http://www.mexonline.com/mexican-independence.htm)  
[http://www.mexonline.com/mexican-independence.htm]
    - [The History of Cinco de Mayo](http://www.mexonline.com/cinco-de-mayo.htm)  
[http://www.mexonline.com/cinco-de-mayo.htm]
    - [Cultural Holiday: The Virgen of Guadalupe](http://www.mexonline.com/virginofguadalupe.htm)  
[http://www.mexonline.com/virginofguadalupe.htm]
- [The Getty](http://www.getty.edu/)  
[http://www.getty.edu/]
  - [Leading the Independence Day Parade, Mexico City \(September, 1910\)](http://www.getty.edu/research/conducting_research/digitized_collections/mexico/images/537.html)  
[http://www.getty.edu/research/conducting\_research/digitized\_collections/mexico/images/537.html]
  - [Indian Parade, Mexico City \(September, 1910\)](http://www.getty.edu/research/conducting_research/)  
[http://www.getty.edu/research/conducting\_research/]

- digitized\_collections/mexico/images/541.html]
  - o [Emperor Montezuma, Mexico City \(September, 1910\)](#)  
[[http://www.getty.edu/research/conducting\\_research/digitized\\_collections/mexico/images/546.html](http://www.getty.edu/research/conducting_research/digitized_collections/mexico/images/546.html)]
  - o [Centenary Celebration, Mexico City \(September, 1910\)](#)  
[[http://www.getty.edu/research/conducting\\_research/digitized\\_collections/mexico/images/537.html](http://www.getty.edu/research/conducting_research/digitized_collections/mexico/images/537.html)]
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## Other Information

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## Standards Alignment

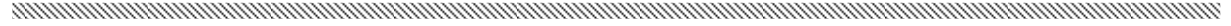
1. [NCSS-1](#)  
Culture and cultural diversity. [more](#)
2. [NCSS-2](#)  
Time, continuity, and change. The ways human beings view themselves in and over time. [more](#)
3. [NCSS-3](#)  
People, places, and environments. [more](#)



## Latin American History

### Readymade Lesson Plan – Cost Rica

See Lesson Plan on the following page. Obtained from Lesson Plans Page at <http://www.lessonplanspage.com/printables/PssCostaRica.htm>



I will use this readymade lesson plan for a social studies lesson on Cost Rican culture.

**Social Studies Lesson on Costa Rica****Sara Broughton****Title:** Diary Entry of a Costa Rican Child**Date/Time/Length:** Wednesday March 19,1997: 9:15-10:15 a.m. and 12:35-1:15 p.m.**Performance Expectations:** Students will be expected to create a diary entry typical to that of a Costa Rican child. Within this activity the students should demonstrate what they have learned about Costa Rican children, daily activities such as chores, school, and meals.**Content Area:** Sociology and Language Arts**Strategy:** writing, using previous knowledge, and discussion**Materials:** video on Costa Rica, VCR, TV, loose leaf paper, and pen or pencil**Directions:** During the first hour the teacher will show a video on Costa Rica as a way to bring closure to the unit. This video should cover the different aspects of Costa Rica that were covered throughout the unit (geography, education, government, culture, economy, and history). Afterwards the class should discuss the video. During the first half of the language arts period the students will write a pretend diary entry of a Costa Rican child close to their age. The students should have many ideas to use for this activity since this activity is being done at the end of the unit. There should be no more research at this point, of course questions are always allowed. Encourage the students to keep in mind what they have learned about Costa Rica and the children. They should mention different things such as school, chores, meals and daily routines like getting up in the morning and going to bed at night. This is the time for students to show what they have learned throughout the unit. This is not a test but will be used as a means of assessment.**Adaptation:** Since this activity will be used to assess the student's knowledge of Costa Rica, they may need additional time to work on their diary entry. The teacher could also have the students proofread each other's entries and then do a final draft in which spelling, punctuation, and grammar will be taken into account. Since this is a diary entry this may not be authentic for the students. You could discuss this with the students and explain that we don't normally proofread diary entries rather they are for personal use only.**Evaluation:** Since this activity is being used as a form of assessment for the entire unit the students will be given a grade for this activity. A rubric should be provided so that the students know exactly what is expected of them and on what they will be graded. It is up to the individual teacher on whether she or he wants to give a letter grade, number grade and how much this activity is worth.**References:** none

# RESOURCE FILE

## Middle Eastern History

1. Byzantium
2. Cleopatra
3. Egypt
4. Hittites
5. Mesopotamia
6. Mideast Conflict
7. Mideast Demographics
8. The Crusades
9. The Koran
10. Readymade Lesson Plan – Ottoman Empire

# Middle Eastern History

## Byzantium



**The Byzantine Empire** stood at the geographical and cultural centre of the European and Middle-Eastern world for more than one thousand years.

For much of that time, and over several cycles of decline and recovery - from inception as the eastern half of the partitioned Roman Empire in the fourth century AD through to final disappearance in the fifteenth century - Byzantium played the role of an economic, political, and cultural superpower.

On this site you will find a historical overview, timelines, maps, articles and bibliographic material - all dedicated to the fascinating civilisation of Byzantium. The site also features an extensive photographic gallery, which details some of the surviving examples of Byzantine architecture and public art - from Italy through to the empire's heartland in modern Greece and Turkey.



[Home](#) | [Introduction](#) | [Timeline](#) | [Articles](#) | [Images](#) | [Books/Links](#) | [Maps](#) | [About and Contact](#)

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Explore Byzantium is a website at <http://byzantium.seashell.net.nz/index.php> and chronicles the rise and fall of the Byzantine Empire along with articles, maps and photographs. I would use this website as part of a multi-day lesson plan on the Byzantine Empire.



## Middle Eastern History

### Cleopatra



### Egypt Unwrapped: The Real Cleopatra



Legend portrayed her as a self-indulgent temptress who used sex and seduction to rule Egypt, yet little is known about Cleopatra the person. She was of Greek descent, became queen at 18, was highly educated and spoke several languages but what was her life like? And how did she really look? To unravel some of the mystery, scientists have converted artifacts with her likeness into a 3-D model, offering viewers a rare glimpse of the face of one history's most powerful women.

Read more:

<http://channel.nationalgeographic.com/series/egypt-unwrapped/3911/Overview#ixzz123IgQhPf>

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This video is available for on-line viewing from National Geographic Channel at <http://channel.nationalgeographic.com/series/egypt-unwrapped/3911/> . I would use this resource as part of a lesson on Cleopatra's influence in Greek and Egyptian societies and world affairs.

# Middle Eastern History

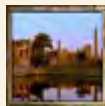
## Egypt



### Video Library

View clips from Egypt's Golden Empire, just click on a thumbnail below.

Requires free [Real Player](#).



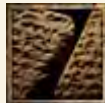
**Hatshepsut's Obelisks**  
(1:21)



**Hatshepsut Takes the Throne**  
(1:57)



**Tuthmosis thanks Amen-Re**  
(1:03)



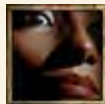
**Amenhotep's Diplomatic Strategies**  
(3:20)



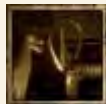
**Amenhotep's Newspaper**  
(1:10)



**Queen Tiy**  
(1:49)



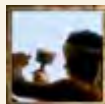
**Queen Nefertiti**  
(1:57)



**King Tut's Tomb**  
(2:28)



**Ramesses Propaganda Techniques**  
(3:02)



**Tombs and the Afterlife**  
(2:45)



**Ramesses Building Program**  
(2:59)



**Ramesses Records History**  
(2:25)

These video clips are available on-line at <http://www.pbs.org/teachers/connect/resources/50/> . I would use these clips throughout a history section covering ancient Egypt.

## Middle Eastern History

Hittites



## Lost Warrior Kingdom



Excavating the capital of one of the most powerful empires in the ancient world, archaeologists discover an impenetrable wall, secret tunnels, palaces and a series of great libraries detailing the secrets of the Hittite civilization.

Read more: <http://channel.nationalgeographic.com/episode/lost-warrior-kingdom-2669/Overview#tab-Overview#ixzz122okvEgM>

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This video is available for on-line viewing from National Geographic Channel at <http://channel.nationalgeographic.com/episode/lost-warrior-kingdom-2669/Overview#tab-Overview> . I would use this resource as part of a lesson on the Hittite Civilization.

## Middle Eastern History

### Mesopotamia



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This 3 minute video clip is available from National Geographic on-line at <http://video.nationalgeographic.com/video/index.html>. I would use these clips throughout a history section covering ancient Mesopotamia.



# Middle Eastern History

## Mideast Conflict

The screenshot shows the NPR website interface. At the top, there is a navigation bar with the NPR logo, a search bar, and links for 'Hourly News Summary', '24-hour Program Stream', 'Schedule', and 'Search NPR.org'. Below this is a secondary navigation bar with links for 'PROGRAMS', 'STATIONS', 'TRANSCRIPTS', 'ARCHIVES', 'NPR SHOP', 'ABOUT NPR', 'CONTACT US', and 'HELP'. The main content area is titled 'The Mideast: A Century of Conflict' and is described as a seven-part series tracing the Israeli-Palestinian dispute. The text explains that the series, reported by Diplomatic Correspondent Mike Shuster, revisits significant episodes of the conflict from a September 2002 perspective. It details the historical context, including the role of Theodor Herzl and the First Zionist Congress in 1897, and the Balfour Declaration in 1917. The page also features a sidebar with 'LOCAL STATIONS', 'BROWSE TOPICS', and 'SERVICES'. A 'Heard it? Read it.' banner for transcripts is visible on the right side.


**LOCAL STATIONS** [E-mail this page](#)

**The Mideast: A Century of Conflict**  
A Seven-Part Series Traces the Israeli-Palestinian Dispute

**September 2002** — NPR News is presenting this special series on the roots of the Israeli-Palestinian conflict to bring context and perspective to the story, and to help listeners understand the complex situation in the Mideast, the history, and the consequences of the confrontation. To accomplish this, NPR has gone to leading historians of the region to document the deep and conflicting roots of today's Middle East.

The Israelis and Palestinians have been fighting over control of the same piece of land for nearly a century. They are also fighting over each significant episode in that history. Each side has its own version of events. The series, reported by Diplomatic Correspondent [Mike Shuster](#), is NPR's attempt to revisit the significant episodes of that history and give both Palestinian and Israeli historians an opportunity to explain how they see it differently. Monday, September 30, 2002


**Part 1: Theodor Herzl and the First Zionist Congress**

 Jews living in Europe suffered for many years from varying degrees of anti-Semitism, and many had longed to return to the biblical land of Israel. But not until Theodor Herzl (pictured at left) published his pamphlet *Der Judenstaat*, or "The Jewish State," did Jews in Europe begin to formulate a political solution to anti-Semitism. Zionism emerged as the political movement to create a Jewish state. Herzl brought his followers together in the first Zionist Congress in Switzerland, in 1897, to formulate the movement's goals and strategies. Herzl had little interest in the Arabs who lived in Palestine, which was then part of the Ottoman Empire.

[Listen to Part 1](#) | [Read a transcript](#)

Tuesday, October 1, 2002


**Part 2: The Balfour Declaration and the British Mandate**

 In 1917, 20 years after the first Zionist Congress, Great Britain declared itself in favor of establishing a Jewish homeland in Palestine. (Arthur James Balfour, author of the declaration, is pictured at left.) Britain gained control of Palestine at the end of World War I, and in 1922, the League of Nations gave a mandate to Britain to rule Palestine, envisioning that the territory would eventually be granted independence. Britain attempted to bridge the political interests of both the Zionist settlers and the indigenous Palestinian Arabs, but violence broke out between the two communities almost from the start. It culminated in the Arab revolt of 1936, which left hundreds of Arabs and Jews dead. Britain proposed partitioning Palestine, an idea the Palestinians rejected and for which the Zionists had little enthusiasm. When World War II broke out, Great Britain was ready to leave Palestine.

[Listen to Part 2](#) | [Read a transcript](#)

Wednesday, October 2, 2002

**Part 3: Partition, War and Independence**

 Once it was clear that Germany had lost the war, the Zionists in Palestine turned on the British. Underground armed Jewish groups began to attack the British army, as well as the Palestinians. The violence escalated, and by 1946, Great Britain decided to turn the whole issue of what would happen to Palestine

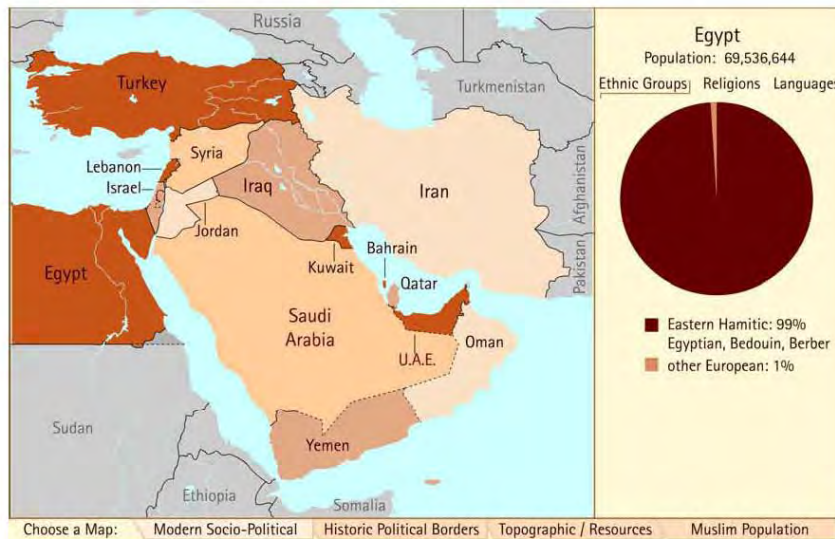
NPR has a 7 part series of audio files on the Mideast conflict at <http://www.npr.org/news/specials/mideast/history/>. I would use this resource as part of a lesson plan on the Mideast Conflict.

# Middle Eastern History

## Demographics



### Maps



The interactive maps use the [Flash plug-in](#). If you don't see a map above, you can view [non-Flash maps](#).

[Connecting Questions](#) | [Explore a Theme](#) | [Timeline](#) | [Communities Respond](#) | [Educator's Resources](#)

[Search](#) | [Site Map](#) | [Maps](#) | [Glossary](#) | [About the Site](#) | [Help](#) | [Pledge](#)

© 2002 WGBH Educational Foundation

PBS Global Connections has a Middle East interactive map with various demographics at <http://www.pbs.org/wgbh/globalconnections/mideast/maps/index.html>. I would use this as part of a lesson on the ethnic groups that live in the Middle East.

## Middle Eastern History

### Crusades



### The History Channel Presents The Crusades - Crescent & The Cross (2005)

Rated: NR | Format: DVD

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I would use clips of these videos for a lesson in the Crusades.



## Middle Eastern History

### Koran



### Inside the Koran



Over the past few decades, the Middle East has been an epicenter of political and violent turmoil, often with religious conflict at its core. An understanding of the Muslim faith and its most sacred text is very important. NGC presents Inside the Koran, a journey into the heart of the Islamic world to better understand this complex and seemingly contradictory spiritual guide, including the messages that some perceive as justification for the violent conflict and suicide bombings.

Read more: <http://channel.nationalgeographic.com/episode/inside-the-koran-3466/Overview#ixzz12Dd1qOMh>

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This video is available for on-line viewing from National Geographic Channel at <http://channel.nationalgeographic.com/episode/inside-the-koran-3466/Overview> . I would use this resource as part of a lesson on religion in the Middle East.

## **Middle Eastern History**

Readymade Lesson Plan - Ottoman Empire

See Lesson Plan on the following seven pages. Obtained from Discoveryschool.com



I will use this readymade lesson plan for a lesson on the Ottoman Empire.

**TITLE OF LESSON PLAN:**

The Ottoman Empire

**LENGTH OF LESSON:**

Two class periods

**GRADE LEVEL:**

9-12

**SUBJECT AREA:**

World History

**CREDIT:**

Bonny Cochran, world history teacher, French International School, Bethesda, Maryland.

**OBJECTIVES:**

Students will understand the following:

1. The Ottoman Empire was at its grandest during the reign of Suleyman the Magnificent.
2. The Ottoman Empire was a crossroads of trade and culture between Europe and Asia.

**MATERIALS:**

For this lesson, you will need:

Outline maps of the Ottoman Empire

Markers and/or colored pencils

**PROCEDURE:**

1. After a general introduction to the Ottoman Empire, give students a single outline map of Europe, Asia, Africa, and the Mediterranean Sea. Direct them to draw in the extent of and the details of the Ottoman Empire at the apex of Suleyman the Magnificent's reign.

2. Tell students to use symbols or colors on the map to represent geographic features such as mountains and bodies of water.
3. Have students research the resources and products of the different parts of the empire and keep lists.
4. Students should then draw on the map the trade routes between parts of the Ottoman Empire and between the Ottoman Empire and lands outside the empire. The map should illustrate which resources and products from a given location were shipped to another location.
5. Students must include a legend that explains the symbols on the map.
6. Students should then tell in writing how their maps prove the statement “The Ottoman Empire was a crossroads of trade and culture between Europe and Asia.”

#### **ADAPTATIONS:**

Let students work in small groups rather than individually on this activity.

#### **DISCUSSION QUESTIONS:**

1. Hypothesize about how Suleyman, who was reputed to be wise, religious, and gentle, could have had two people he loved, Ibrahim and Mustafa, killed?
2. In what ways was Suleyman like his namesake Solomon and in what ways was he different?
3. Discuss the role of women in the culture of the Ottoman Empire. How has Roxellana been portrayed? What else would you like to know about her? What is meant by the observation that “Mustafa had the wrong mother”?
4. Considering the vastness and diversity of Suleyman's domain, evaluate the quality of the laws and the system he developed for its government.
5. Suppose your family lived in a region conquered by Suleyman. Would you have wanted to be a janissary? Why or why not?
6. It's not often that a ruler is called “the Magnificent.” Why do you think Suleyman got this honor in history? List several reasons and compare him to other rulers you've studied.

## **EVALUATION:**

You can evaluate your students' work using the following three-point rubric:

**Three points:** significant amount of information shown clearly by symbols and labels positioned correctly; coherent and unified written passage; error-free grammar, usage, and mechanics

**Two points:** adequate amount of information shown by symbols and labels positioned mostly correctly; coherent and unified written passage; some errors in grammar, usage, and mechanics

**One point:** inadequate amount of information and some symbols and labels not positioned correctly; passage needs coherence and unity; many errors in grammar, usage, and mechanics

You can ask students to contribute to the assessment rubric by determining a minimum number of symbols and labels.

## **EXTENSION:**

### **Commemorating the Reign of Suleyman**

In the year 2020, we will observe the 500th anniversary of the beginning of Suleyman's reign. Encourage your students to start preparing for the celebration now by designing commemorative coins, bills, postage stamps, costumes, a monument, and a convention center. Working in groups, students should research art and design during Suleyman's reign so that the commemorative materials will pay tribute to the period in which he lived.

### **Suleyman and Poetry**

Suleyman was a student of poetry and a poet himself. Assign students the task of locating 16th-century Turkish poems to present and comment on to the class. Then consider extending this activity to include contemporary Turkish poems. How has the literature changed, or has it continued to deal with the same themes as the earlier poems?

## **SUGGESTED READINGS:**

### **Suleyman the Magnificent and His Age: The Ottoman Empire in the Early Modern World**

Metin Kunt and Christine Woodhead, editors. Addison-Wesley, 1995.

As leader of the Turks, Suleyman's rule extended over what is now central and southern Europe and northern Africa.

### **Suleiman the Magnificent**

Andre Clot, translated by John Howe. New Amsterdam Books, 1993.

He reigned at the height of Ottoman power and prosperity. Learn about this remarkable emperor's world.

## **WEB LINKS:**

### **The Republic of Turkey**

The official Web site of the Republic of Turkey. Includes links to all things Turkish.  
<http://www.turkey.org/turkey/index.htm>

### **Turkish Odyssey: History**

This Turkish tourism guide provides a complete guide to Turkish history, including the Ottoman Turks.

<http://www.turkishodyssey.com/turkey/history/history.htm>

### **The Ottoman Khilafa**

A colorful examination of the Ottoman Empire, including a link to information about Suleyman.  
<http://www.naqshbandi.org/ottomans/default.htm>

### **Süleyman the Magnificent**

Part of the Web site of the Office of the Prime Minister of Turkey, this site contains a complete bio of Suleyman on one page.

<http://www.byegm.gov.tr/yayinlarimiz/NEWSPOT/1997/2/N9.htm>

### **The Ottomans: Suleyman**

This page contains a complete biography of Suleyman the Magnificent. It is part of the World Cultures Web site.

<http://www.wsu.edu:8001/~dee/OTTOMAN/SULEYMAN.HTM>

### **Other Maps Relating to Islam's Historical Development**

A list of maps in Islam can be found on this page of Islamic resources. Suleyman's conquests are included in the list.

<http://ccat.sas.upenn.edu/~rs143/map.html>

## **VOCABULARY:**

### **accession**

The act of coming to high office or a position of honor or power.

#### **Context:**

The world held its breath at Suleyman's accession to the throne.

### **flogging**

Whipping or beating with a rod.

#### **Context:**

A dishonest shopkeeper risked public flogging.

### **harem**

A usually secluded house or part of a house allotted to women in a Muslim household or the wives, concubines, female relatives, and servants occupying a harem.

**Context:**

Roxellana was a slave in Suleyman's harem.

**janissary**

A soldier of an elite corps of Turkish troops organized in the 14th century and abolished in 1826.

**Context:**

Janissaries were Christian boys who learned to be soldiers.

**paradox**

A statement that is seemingly contradictory or opposed to common sense and yet is perhaps true.

**Context:**

It was a paradox that would confound the world: most of those who wielded power in the sultan's name were slaves.

**rituals**

The established forms for ceremonies.

**Context:**

Suleyman abandoned the trappings of court for the rituals of Islam.

**sultan**

A king or sovereign, especially of a Muslim state.

**Context:**

The conscience belonged not to a mere king but to the great Ottoman sultan, Suleyman the Magnificent.

**vizier**

A high executive officer of the Ottoman Empire.

**Context:**

Ibrahim became Suleyman's grand vizier or prime minister.

**ACADEMIC STANDARDS:**

**Grade Level:**

9-12

**Subject Area:**

world history

**Standard:**

Understands how large, territorial empires dominated much of Eurasia between the 16th and 18th centuries.

**Benchmarks:**

Understands the social, economic, and cultural features of the Ottoman Empire (e.g., how Muslim,



Orthodox, Catholic, and Jewish peoples interacted in southeastern Europe under Ottoman rule, the role and legal status of women within the Ottoman Empire, sources of revenue and patterns in state spending in the Ottoman Empire).

**Grade Level:**

9-12

**Subject Area:**

geography

**Standard:**

Understands the forces of cooperation and conflict that shape the divisions of Earth's surface.

**Benchmarks:**

Understands the changes that occur in the extent and organization of social, political, and economic entities on Earth's surface (e.g., imperial powers such as the Ottoman Empire, Roman Empire, Han dynasty, Carolingian Empire, British Empire).

**Grade Level:**

9-12

**Subject Area:**

historical understanding

**Standard:**

Understands the historical perspective.

**Benchmarks:**

**Benchmark 1:**Analyzes the influences specific ideas and beliefs had on a period of history and specifies how events might have been different in the absence of those ideas and beliefs.

**Benchmark 2:**Analyzes the effects that specific "chance events" had on history and specifies how things might have been different in the absence of those events.

**Benchmark 3:**Analyzes the effects specific decisions had on history and studies how things might have been different in the absence of those decisions.

**Benchmark 4:**Analyzes the values held by specific people who influenced history and the role their values played in influencing history.

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**<http://www.discoveryschool.com>**

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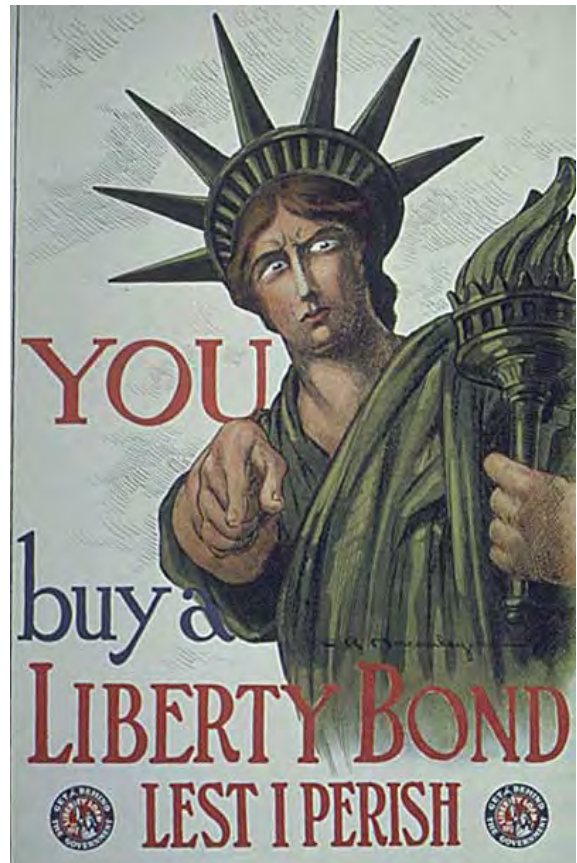
# RESOURCE FILE

## United States History

1. World War II – Posters
2. Great Depression – Website
3. Civil Rights Movement – Audio Clip
4. American Revolution – Video
5. Women’s Suffrage – Video
6. Cold War – Magazines: Life
7. Cold War – Book: Warren Report
8. Pre-World War II – Newspaper Reprint
9. World War II – Newspaper Reprint
10. Civil War – Print: Gettysburg Address

## U.S. History


### World War II




These are replicas of World War II propaganda posters to be used to introduce students to home front issues facing Americans such as helping to fund the war effort through volunteer service on a farm and purchasing Liberty Bonds to help fund the war.

# U.S. History

## Great Depression

 | | | | | |

American Experience: TV's most-watched history series.



*Interview: Producer Chana Gazit*  
*General Article: The Works Progress Administration (WPA)*  
*General Article: The New Deal*  
*Biography: Barn White*  
*Photo Gallery: An Eyewitness Account*  
*Interview: Donald Worster*



*Watch Online* **Surviving the Dust Bowl**  
Part of the collection: [The 1930s](#)

*Share Your Story*  
Did you or a family member experience America in the 1930s? What does the dust mean to you? Share your American experience with us.





The story of the farmers who came to the Southern Plains of Texas, Oklahoma and Kansas dreaming of prosperity, and lived through ten years of drought, dust, disease and death.

[What do the 1930s mean to you?](#)

[Introduction](#)  
[Cast & Crew](#)  
[Transcript](#)

 [Buy the Surviving the Dust Bowl DVD](#)  
 [Buy The 1930s DVD Set](#)

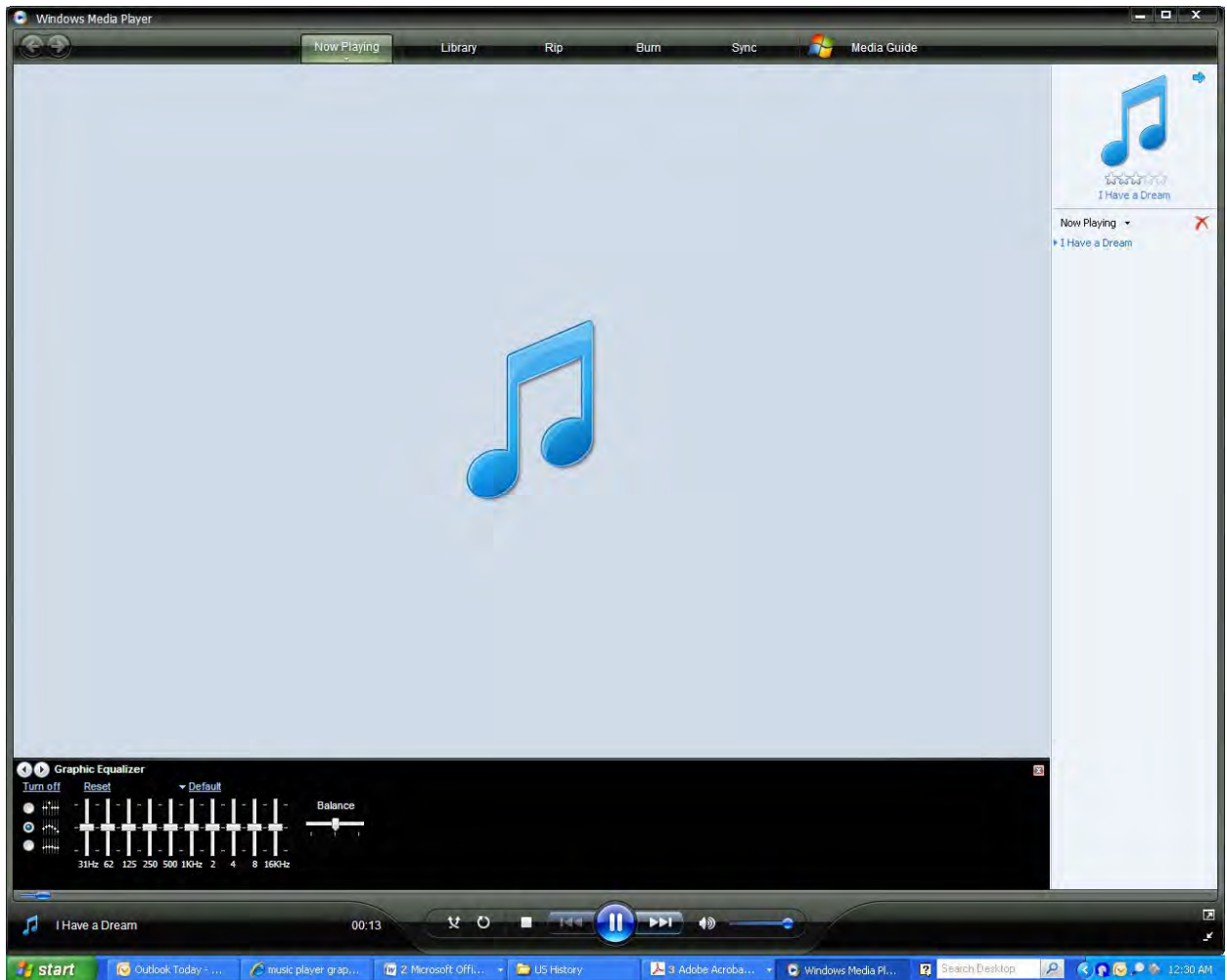
These films are from the category: [The Natural En](#)

|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><i>Alone on the Ice</i></p> <p>In 1934, American polar explorer Richard Byrd became the first to experience winter in Antarctica's interior.</p> <p><a href="#">Film Details</a></p> |  <p><i>Yosemite - The Fate of Heaven</i></p> <p>This stunning film portrait of Yosemite National Park uses the 1851 diary of the first expedition of soldiers into the Native American territory.</p> <p><a href="#">Film Details</a></p> |  <p><i>Views of a Vanishing Frontier</i></p> <p>The journey of Prince Maximilian, German naturalist, and artist Karl Bodmer, who explored the Mississippi River area from 1820-1834.</p> <p><a href="#">Film Details</a></p> |  <p><i>Ansel Adams</i></p> <p>The life of the legendary photographer, known for his black and white images of the wildern the American West.</p> <p><a href="#">Film Details</a></p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

This is a video that can be viewed online. This is an excellent source for introducing students to the Dust Bowl that hit the southern plains of the United States in the 1930s. Students will also relate how the Dust Bowl magnified the great depression and witness the severe impact that it placed on the nation.

# U.S. History

## Civil Rights Movement



This is an audio clip of Dr. Martin Luther King Jr.'s *I Have A Dream* speech. This is an excellent source to play for the class while studying the Civil Rights Movement in the United States.

# U.S. History

## American Revolution



### NO MORE KINGS

#### Lyrics

Rockin' and a-rollin', splishin'  
and a-splashin',  
Over the horizon, what can it  
be?

The pilgrims sailed the sea  
To find a place to call their own.  
In their ship *Mayflower*,  
They hoped to find a better  
home.  
They finally knocked  
On Plymouth Rock  
And someone said, "We're  
there."  
It may not look like home  
But at this point I don't care.

Oh, they were missing Mother  
England,  
They swore their loyalty until  
the very end.  
Anything you say, King,  
It's OK, King,  
You know it's kinda scary on  
your own.  
Gonna build a new land  
The way we planned.  
Could you help us run it till it's  
grown?

They planted corn, you know  
They built their houses one by  
one,  
And bit by bit they worked  
Until the colonies were done.  
They looked around,  
Yeah, up and down,  
And someone said, "Hurray!"  
If the king could only see us  
now  
He would be proud of us today.

They knew that now they'd run  
their own land,  
But George the Third still  
vowed  
He'd rule them till the end.  
Anything I say, do it my way  
now.  
Anything I say, do it my way.  
Don't you get to feeling  
independent  
'Cause I'm gonna force you to  
obey.

He taxed their property,  
He didn't give them any choice,  
And back in England,  
He didn't give them any voice.  
**(That's called taxation  
without representation,  
and it's not fair!)**  
But when the Colonies  
complained  
The king said: "I don't care!"

He even has the nerve  
To tax our cup of tea.  
To put it kindly, King,  
We really don't agree.

Gonna show you how we feel.  
We're gonna dump this tea  
And turn this harbor into  
The biggest cup of tea in  
history!

They wanted no more Mother  
England.  
They knew the time had come  
For them to take command.  
It's very clear you're being  
unfair, King,  
No matter what you say, we  
won't obey.  
Gonna hold a revolution now,  
King,  
And we're gonna run it all our  
way  
With no more kings...

We're gonna elect a president!  
**(No more kings)**  
He's gonna do what the people  
want! **(No more kings)**  
We're gonna run things our  
way! **(No more kings)**  
Nobody's gonna tell us what to  
do!

Rockin' and a-rollin', splishin'  
and a-splashin',  
Over the horizon, what can it  
be?  
Looks like it's going to be a free  
country.

This is a cartoon video produced by School House Rock. This particular video is a great source for introducing students to the building tensions between the American Colonies and Great Britain.



# U.S. History

## Women's Suffrage



### SUFFERIN' TIL SUFFERAGE

Lyrics

**(Yeah! Hurray!)**

Now you have heard of  
Women's Rights,  
And how we've tried to reach  
new heights.  
If we're "all created equal"...  
That's us too!

**(Yeah!)**

But you will proba ... bly not  
recall  
That it's not been too ... too  
long at all,  
Since we even had the right to  
Cast a vote.

**(Well!)**

Well, sure, some men bowed  
down and called us "Mrs."

**(Yeah!)**

Let us hang the wash out and  
wash the dishes, **(Huh!)**  
But when the time rolled around  
to elect a president...

What did they say, Sister,  
**(What did they say?)**

They said, uh, "See ya later,  
alligator,  
And don't forget my ... my  
mashed potatoes,  
'Cause I'm going downtown to  
cast my vote for president."

Oh, we were suffering until  
suffrage,  
Not a woman here could vote,  
no matter what age,  
Then the 19th Amendment  
struck down that restrictive rule.  
**(Oh yeah!)**

And now we pull down on the  
lever,  
Cast our ballots and we  
endeavor  
To improve our country, state,  
county, town, and school.

**(Tell 'em 'bout it!)**

Those pilgrim women who ...  
Who braved the boat  
Could cook the turkey, but they  
...  
They could not vote.  
Even Betsy Ross who sewed  
the flag was left behind that first  
election day.

**(What a shame, Sisters!)**

Then Susan B. Anthony  
**(Yeah!)** and Julia Howe,  
**(Lucretia!)** Lucretia Mott, **(and  
others!)** they showed us how;  
They carried signs and  
marched in lines  
Until at long last the law was  
passed.

Oh, we were suffering until  
suffrage,  
Not a woman here could vote,  
no matter what age,  
Then the 19th Amendment  
struck down that restrictive rule.  
**(Oh yeah!)**

And now we pull down on the  
lever,  
Cast our ballots and we  
endeavor  
To improve our country, state,  
county, town, and school.  
**(Right On! Right On!)**

Yes the 19th Amendment  
Struck down that restrictive  
rule. **(Right On! Right On!)**

Yes the 19th Amendment  
Struck down that restrictive  
rule.  
**(Yeah, yeah!  
Yeah, yeah!  
Right on!  
We got it now!)**

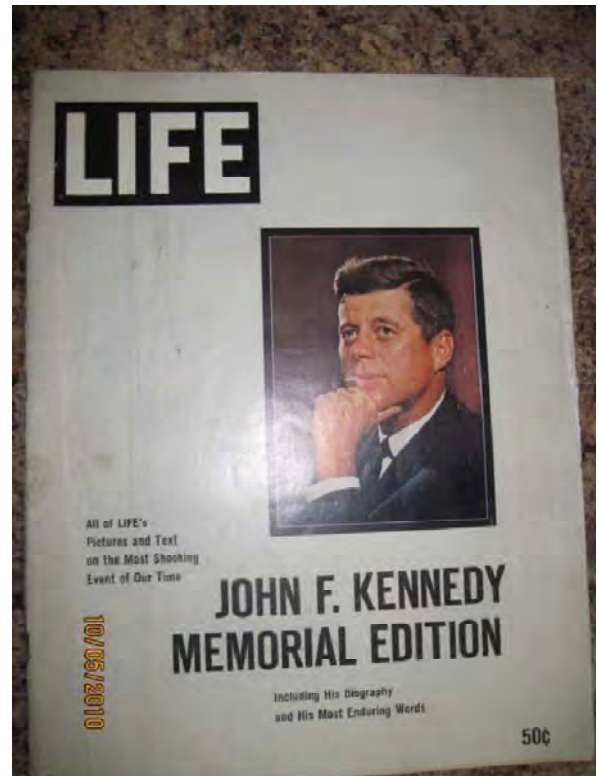
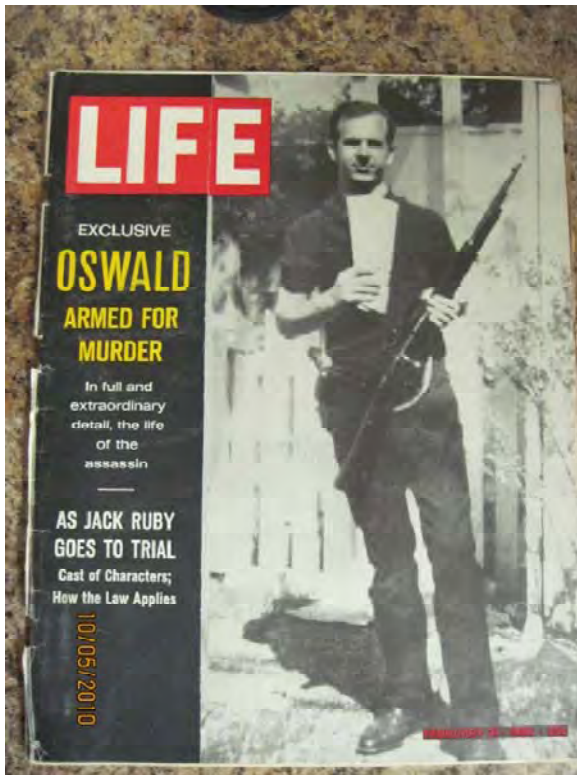
Since 1920...  
Sisters, unite!  
Vote on!

This is a cartoon video produced by School House Rock. This particular video is a great source for introducing students to the struggle for Women's right to vote.



## U.S. History

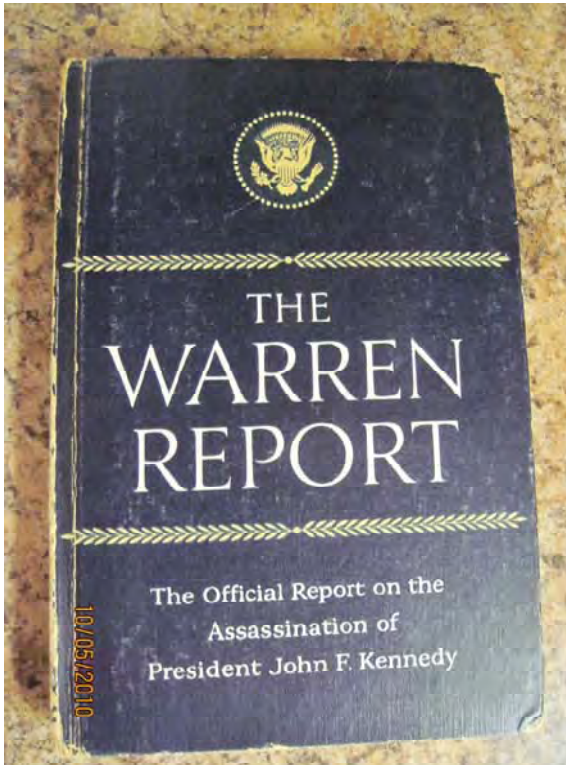
### Cold War



These two magazines were published shortly after John Kennedy's assassination. I would use these resources in a lesson on John Kennedy and the mood of the nation during this time; rise of conspiracy theories, fear of Soviet involvement, etc.

## U.S. History

### Cold War



This is an original printing of the Warren Report. I would use this as a follow up lesson on the John Kennedy assassination and the findings of the Warren Commission and the government's attempt to calm American fears.

# U.S. History

## Pre-World War II



This resource is an excerpt from *Historic Front Pages of the Tampa Tribune, A Retrospective*. I would use this in a lesson on pre-World War II and Germany's military buildup and display of industrial advances such as the Hindenburg.

# U.S. History

## World War II

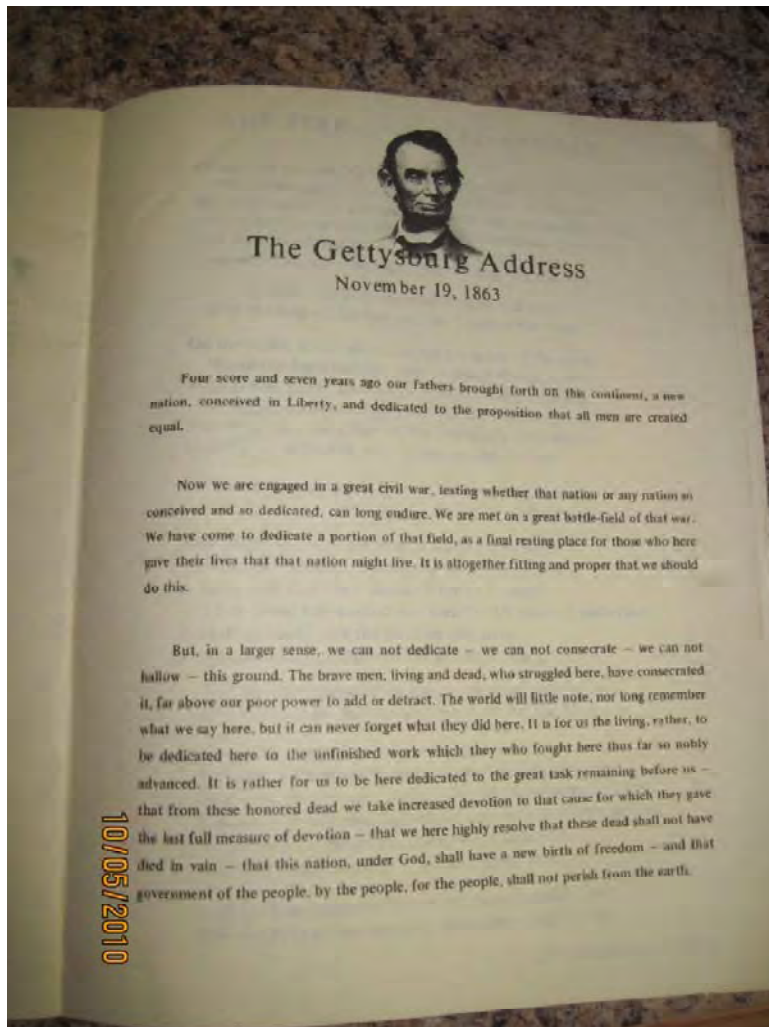


This is an excerpt from News of the Nation, A Newspaper History of the United States. I would use this particular page for a lesson on the United States entry into European Theater during World War II.



# U.S. History

## Civil War



This is an excerpt from The Freedom Collection, which contains the Declaration of Independence, The Constitution of the United States and several other historic documents. I would use this particular page in a lesson on the Gettysburg Address with a student role-playing the part of Abraham Lincoln.