

The Texas Education Agency's
**Lighthouse Initiative for
Social Studies Classrooms**

Texas Essential Knowledge and Skills (TEKS)
and the
Advanced Placement Program*

Welcome to the revised Lighthouse Initiative for Social Studies.

The purpose of this Web site is to help Texas social studies teachers better understand how to approach curriculum, instruction, and assessment to assist their students in moving on to success in Advanced Placement Program* (AP*) courses and other advanced academic programs. Social studies teachers in grades 6 through 10—whether or not their courses are labeled "Pre-AP*"—face two enormous tasks: (1) teaching the Texas Essential Knowledge and Skills (TEKS) to prepare their students for the Texas Assessment of Knowledge and Skills (TAKS); and (2) cultivating the rigor and skills to put AP and other advanced programs within their students' reach.

The good news is that these are not divergent tasks. Indeed, teaching the TEKS content at the cognitive level, and with the depth and complexity that the TEKS call for, necessitates the same kind of teaching strategies that define a successful Pre-AP course.

The key to understanding how these goals coincide is an appreciation of the link between curriculum, instruction, and assessment in the social studies classroom.

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Background

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Why a Lighthouse?

In the summer of 2001, a group of English teachers got together to produce a document to help teachers understand how the Texas Essential Knowledge and Skills (TEKS) for English/language arts aligned with Advanced Placement Program* (AP*) English objectives. Being the creative people that they are, the English teachers chose a lighthouse as a metaphor for their project. To quote from their publication: "A lighthouse is a tower located at some place important or dangerous to navigation; at its top sits a very bright light to guide or warn ships at night. A lighthouse must sit on bedrock." Since that time, teams in the other core subject areas have worked to produce Lighthouse Web sites for their respective disciplines.

We also find the lighthouse metaphor appropriate. The social studies TEKS form the foundation for curriculum, instruction, and assessment in Texas social studies classrooms. With a challenging framework of lessons resting on this bedrock, AP courses can help students navigate through difficult material to greater success and confidence in the classroom. It is hoped that this site, by addressing how Pre-AP* courses can lead students to greater success, will be a valuable beacon for teachers and students.

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Introduction

To launch the Lighthouse Initiative for Social Studies Classrooms, the Texas Education Agency (TEA) turned to teachers of the Advanced Placement Program* (AP*), International Baccalaureate (IB), and Pre-AP*/IB courses and charged them with the task of creating a resource that would assist teachers in preparing students for advanced high school courses. The charge then became a question for the committee itself: What does it take to prepare a student for AP and IB courses? For insight and answers, we turned to our own schools and ones throughout the state—schools large and small, urban, suburban, and rural, schools with growing AP/IB programs, and those whose programs are well established. We asked Pre-AP students: What did you learn in your Pre-AP course that most prepared you for AP? What concerns do you have about taking AP classes? We asked AP students: What skills did you learn in Pre-AP that are most helpful to you now? What do you wish you had mastered in Pre-AP that you need in AP? What advice would you give Pre-AP students? And we asked teachers: Has your school provided the time for Pre-AP and AP teachers to work together? Do you have a functional vertical team? What kinds of resources would be most useful to you?

We also recalled what it was like to be a beginning Pre-AP teacher charged with a seemingly impossible number of tasks to accomplish simultaneously: adapt a regular curriculum to elevate your class to Pre-AP level, figure out what skills students will need in their AP courses and make sure they develop them, engage students with high-interest activities, accommodate diverse learning styles, inject rigor that will challenge your best students, teach learning strategies that will help your lower-performing students catch up—and do it all while meeting your obligation to cover the TEKS thoroughly so as to ensure success on the TAKS. The teacher grappling to make all these things happen is the person we hope to help with this Web site. For convenience, in our early conversations we even assigned this teacher a name—Lucy, in tribute to the "I Love Lucy" episode in which Lucy must place toppings on desserts that whiz by on an ever-accelerating conveyor belt. This Lucy became a litmus test for us: if an idea was not going to be valuable to Lucy, we questioned whether it belonged here, and if materials were not organized and presented in a manner such that Lucy could pick it up in her crowded day and put it to work in her class right away, then we went back to the drawing board to try to develop a new format.

Our aim was to create a set of materials suitable for use in each of the five Pre-AP/IB courses (World Cultures, Texas History, U.S. History through Reconstruction, World Geography, and World History), which would meaningfully develop student skills needed for the eight AP/IB courses: AP U.S. History, AP Government (US and Comparative), AP Economics (Macro and Micro), AP Psychology, AP European History, AP World History, AP Human Geography, IB World Area Studies, SL and HL. Identifying the indispensable skills and methods most shared in our various social studies disciplines proved to be no easy task. We were constantly fighting the temptation to include all the ideas and "must haves" that we pursued at one time or another—an approach that would have filled multiple volumes and still ended up hopelessly incomplete and arbitrary. In the end, the responses we received from teachers and students, as well as our shared teaching and training experiences, pointed us toward three areas most critical for student success in AP/IB courses:

- reading for comprehension;
- processing information in ways that foster critical thinking and synthesis; and
- writing effectively. (It should be noted that while some AP/IB courses do not require full essays, the essay process of developing logical argumentation supported by relevant facts remains an indispensable skill.)

We hope that the materials on this site offer some practical and effective approaches to these three areas of student achievement. The site is designed for ready cross-referencing of skills and subjects. Skills are first introduced in the Skills Matrix, developed in lessons at various grade levels, and demonstrated in several stand-alone skills lessons.

There is no recipe for good teaching, and we have not aspired to create a manual—only a collection of illustrative ideas to assist as you develop strategies suited to your teaching style and

your students. Our hope is that this site will prove useful on several levels:

- that it may offer a few things that will help save Lucy on a Sunday night when she needs a lesson for the next morning;
- that seeing what her students do successfully (or less than successfully) with these strategies will prompt her to mine other sources of ideas, especially by comparing notes with the 20-year teacher at her school who may be a great store of wisdom about how to do these things; and
- that when the conveyor belt slows a bit over the summer, and Lucy has a chance to reflect, the site may again prove useful as Lucy refines and develops her own lessons building on some of the more productive strategies.

The site will have served its purpose if it shows that the legion of responsibilities facing Lucy more often point in the same direction than in opposite ones: that the activities that challenge students also engage them; that the best learning strategies allow your top students to excel while closing the gap for other students; and that teaching the TEKS is a path to, rather than a distraction from, a rigorous Pre-AP curriculum.

It is my great good fortune that the committee that took up the challenge of designing this Lighthouse Web site comprises an array of expertise: each grade level and AP course is represented, as is IB History. Several of the committee members are long-time College Board consultants for AP and Pre-AP and have served as readers for the AP exams. Others have served as members of AP test development committees, and most have taught multiple AP and Pre-AP courses, as well as on-level ones. I am particularly grateful for the opportunity this project has given me to work with educators whom I consider to be the exemplars of the teaching profession: intelligent, dedicated, compassionate, and down-to-earth. Good luck and good teaching!

Kelly Gallagher Saenz
Austin, Texas

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Overview

The purpose of this Web site is to help Texas social studies teachers better understand how to approach curriculum, instruction, and assessment to assist their students in moving on to success in Advanced Placement Program* (AP*) courses and other advanced academic programs. Social studies teachers in grades 6 through 10-whether or not their courses are labeled "Pre-AP*" -face two enormous tasks: (1) teaching the Texas Essential Knowledge and Skills (TEKS) to prepare their students for the Texas Assessment of Knowledge and Skills (TAKS); and (2) cultivating the rigor and skills to put AP and other advanced programs within their students' reach.

The good news is that these are not divergent tasks. Indeed, teaching the TEKS content at the cognitive level, and with the depth and complexity that the TEKS call for, necessitates the same kind of teaching strategies that define a successful Pre-AP course.

The key to understanding how these goals coincide is an appreciation of the link between curriculum, instruction, and assessment in the social studies classroom.

Curriculum: Curriculum in an AP course is defined by the College Board. In AP course description booklets, the College Board has specified content that needs to be taught and has given "general guidelines" as to the depth and complexity with which it should be taught. Pre-AP classes have state curriculum requirements that are more detailed but less customized. They are more detailed in that Pre-AP classes are built around the TEKS and not only the specific content and skill that is to be taught, but also the cognitive level at which it needs to be mastered. However, there is nothing in the TEKS that is specific to Pre-AP courses. The TEKS do not undertake to differentiate Pre-AP courses from others or to specify components that will enhance future student success in AP courses. To help fill this gap, the authors of this Web site have correlated some of the TEKS with content areas within each Pre-AP course and have offered lesson samples and suggestions to foster future success in AP courses.

Instruction: Instruction in the Pre-AP classroom must arise from the specified TEKS curriculum for those courses. At the same time, it should point to mastery of the skills that students will need in the more rigorous AP courses (e.g., analyzing essay prompts, writing complex and creative thesis statements, marshaling evidence in support of an argument, reading critically to discern point of view). Included on this site are instructional strategies aligned to TEKS standards that can also help create the kind of vibrant learning environment within which development of AP skills can occur.

Assessment: For both Pre-AP and AP students, assessment has become a culminating component of their coursework. Whether it is a benchmark test, TAKS, or an AP exam, students must have mastered skills and content to excel on the assessment. The state's curriculum standards are by design aligned with assessment. Effective and thorough implementation of the TEKS will cultivate the knowledge and skills students must demonstrate on the TAKS. Because the TEKS are not specifically aligned with AP exams, however, a course taught with exclusive focus on the TEKS may not adequately prepare students for AP courses and their eventual assessments. Therefore, Pre-AP teachers also should have a thorough understanding of the social studies AP exams and the unique skills needed for success on them. Within their TEKS-based curricula they should emphasize those skills and should set expectations leading (on a multi-year path) to AP level proficiency. Simply teaching additional material or making tests harder may make additional work for teacher and student without bringing them nearer the goal. Such enhancements should instead purposefully target specific AP skills. This Web site is intended to provide those targets by highlighting connections between AP exams and the TEKS and by giving assessment samples for different grade levels that in their skills focus and level of expectations "spiral" toward the eventual AP exams in the upper grades.

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Indicators of a Successful Pre-AP* or AP* Classroom

The following are marks of excellence in a Pre-AP/AP classroom:

- Students are actively engaged in learning as demonstrated by student inquiry, discussion and written responses of appropriate depth and complexity.
- Student learning is at a high cognitive level (critical thinking, creative thinking, problem solving, analysis, and synthesis) as demonstrated in a variety of academic activities.
- Students analyze a variety of complex materials, including primary and secondary sources, works of art, graphic representations, and maps.
- Students are self-directed/self-initiated as appropriate.
- Teachers utilize instructional strategies and motivational techniques that engage students in the learning process.
- Teachers provide learner-centered activities that relate to the interest and varied backgrounds of students.
- Teachers use effective questioning techniques to challenge students to attain higher levels of cognition.
- Teachers recognize the existence of varying skill levels challenging students to move forward in their abilities.
- The classroom displays sensitivity to cultural differences while maintaining an atmosphere of mutual respect.
- The classroom allows for sharing of ideas and diverse opinions from all students in a safe environment.
- The classroom provides a dynamic learning atmosphere from bell-to-bell.

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Frequently Asked Questions About the Relationship Between Pre-AP* and AP* Classes

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Should there be any requirements for enrolling in a Pre-AP/AP course?

Most schools in Texas allow open access for enrollment in Pre-AP and AP courses. Many students are waiting for the challenge of a more rigorous course. Particularly in Pre-AP courses, many students are unsure of their abilities, needing an opportunity to stretch their academic experience. Particularly if a student plans to pursue education past high school, preparation is necessary. The sooner the student is mature enough to accept the challenge, the better, because advanced academic skills take time to develop. Some teachers hand out a "contract" to the students and parents to clarify the expectations these higher standards require.

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If students have not taken "honors" courses earlier, should they attempt a Pre-AP/AP course?

Yes. Students may enter Pre-AP/AP courses without any prior experience. A student might begin his/her experience with AP World History or AP Psychology. Any academic challenge is good experience for students, which is the reason that Pre-AP programs are crucial to student preparation. Realistically, early experience will give students more time to develop the necessary writing and analytical skills as well as determine what techniques work best for individual learning styles. However, entry in Pre-AP/AP courses can be made at any time in a student's academic career. Upon entering a Pre-AP/AP class, student commitment to assume responsibility for a heavier workload is essential.

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How do I get my students to read their textbook effectively?

Getting students to read the text is a fundamental challenge for educators of all levels. In AP courses, the textbooks are college level. It is essential that the student's reading comprehension level be above grade level to allow for success on the AP exam and in college-level work. This represents a challenge for many students. Too often students are not accustomed to reading independently for understanding. Development of reading comprehension skills cannot begin too early. The reading standard that the teacher sets for the course on the first day of class should include the development of reading skills, such as note-taking (SQ3R, Cornell note-taking, and dialectical journaling), key-term sheets, reading quizzes, and use of student-developed notes on daily tests. (See the Skills Matrix on this site for ideas to assist in note-taking.)

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How can I get my students to practice higher-level thinking skills?

Higher-level questions must be central to the teacher-developed lessons. If the teacher is consistent in the use of higher-level questioning skills and persistent in using those questions, the students will rise to the challenge. While this is a component of all good classroom practices, use of the upper levels of cognitive questioning, such as analysis, synthesis, evaluation, and creativity, are the central points of differentiation between regular courses and Pre-AP/AP ones. (See the Skills Matrix on this site for the Question Wall, a suggested method of consistently bringing higher-level questioning into your classroom.) With less experienced students, the teacher may be developing and posing higher-level questions. With increased experience, students may learn to develop higher-level questions for themselves and for contribution to class discussions, encouraging students to do more complex thinking. Early practice with oral discussion, warm-up, and brainstorming activities can translate into student confidence in abilities and eventually will be seen in writing skills essential to success in more challenging academic courses.

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What is the Pre-AP/AP teacher's responsibility for making the courses reflect greater depth and complexity?

While higher-level questions are central to the development of good student skills, research has shown the positive impact the teacher's use of language has on students. Both the language of the discipline (content and cognitive terminology) and the verbs stated in the TEKS are good guidelines to follow when communicating with students. It is this terminology that students should use and internalize in their writing and discussion. If the classroom teacher thoroughly covers the TEKS, develops skills in students using best classroom practices, and allows students to expand educational experience to include higher cognitive skills, then greater depth and complexity will be evident in students' academic progress.

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What materials beyond state-approved texts should I use?

There is a wealth of material available to provide the advanced content of Pre-AP/AP courses. These might include primary source materials, recently published works in the field, Web-based resources, college-level textbooks, high school AP textbooks, and experts in the various areas of study. In addition, the College Board has several resources available to assist teachers (e.g., Vertical Team Guide, Course Outline for each AP course).

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What is the difference between writing skills learned in English classes and those required in Social Studies?

Historical writing requires a high level of accuracy and emphasizes the use of factual detail to support an argument. Because of the 30- or 50-minute timed writings, more emphasis is placed on logical, factual, substantiated argumentation in this type of writing. Rubrics are often used to grade the content as objectively as possible; this requires the student to address the specifics of a question. Students will learn that different writing styles are used in different disciplines. Not only do English and historical writing differ, but AP Economics, AP Government, and AP Psychology classes require application of knowledge in essay writing not emphasized in history classes. (See the "Writing in the Social Studies Pre-AP Class" and "The Social Studies Essay" section of this Web site for elaboration on these points.)

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How do I grade all of those suggested writing assignments?

Use of a teacher-developed rubric will facilitate the objective grading of student work. Students need extensive experience in writing in all classes. It becomes a cumbersome task to grade each

paper with the careful eye necessary to allow for student improvement. Other options may assist in the management of evaluating student progress including the following:

- Students might highlight key aspects of the rubric (thesis statement, major support) in the essay.
- A student may evaluate his/her own work applying the established rubric.
- Paired student groups can develop an essay as a team.
- Students can conduct peer review of writing, applying the rubric with a student comment.
- The teacher can provide intensive review of the essay only in final form.

With use of these methods, the teacher can evaluate a quantity of student writing more efficiently with greater feedback for students.

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Does the College Board designate specific objectives for Pre-AP courses? Are there separate TEKS for Pre-AP classes?

No. The TEKS content is the same for regular and Pre-AP courses. What differentiates the Pre-AP course are the following:

- the depth of content presentation;
- greater student responsibility for his/her learning;
- the emphasis on AP skills (e.g., effective reading comprehension, essay writing and analysis);
- slightly faster pacing;
- greater complexity of thought; and
- development of higher-level cognitive understanding, as demonstrated through discussion and essay writing.

The College Board does not designate specific objectives for Pre-AP courses, but the skills emphasized on the AP exams provide a target to which Pre-AP teachers can direct their efforts. The materials offered on this Web site emphasize approaches to teaching and learning that develop skills and prepare students for success in AP courses and other higher levels of learning.

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What training is available and recommended for Pre-AP and AP teachers?

Many individual districts have specific requirements for the Pre-AP/AP teachers. Many different training options are available including the following:

- Texas Education Agency Lighthouse training;
- Gifted and Talented training;
- "Setting Cornerstones" from the College Board;
- "Building Success" from the College Board;
- AP Summer Institutes: Pre-AP Social Studies (5-Day); and
- One- and Two-Day Conferences offered by the College Board Regional Offices.

These training sessions are often offered during the school year, as well as in the summer months.

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Do I need a different textbook to teach Pre-AP or AP?

Not necessarily. Some districts have opted to buy a different text for Pre-AP classes. State-required textbooks can be supplemented with primary sources and AP-level textbooks to enhance the presentation of course content.

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How can I prepare students for future success in academically challenging courses?

The best teaching practices that you are currently using will prepare students for future learning success. Giving students guidance in academic responsibility is a great benefit. It is essential that students learn to accept responsibility for their future learning. To have the students take part in the learning process through active learning techniques will give them a sense of accomplishment as well as a key to greater academic success. Emphasis should be placed on skill development in reading effectively, collecting and acquiring data, processing and analyzing, writing scholarly works of differing types and practicing study skills needed for success. None of these need be perfected on any specific grade level; rather, introduction and practice of techniques will prepare students for the transition from Pre-AP to AP classes and any further academic pursuits.

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Social Studies: Content

- [Strategies and Skills](#)
- [Writing in the Social Studies Pre-AP* / AP* Class \(pdf\)](#)
- [Examining Grade-Level Differentiation \(pdf\)](#)

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Strategies and Skills

- [Strategies and Skills \(pdf\)](#)
 - Skills Matrix: Collecting and Acquiring Information
 - Skills Matrix: Processing Information
 - Skills Matrix: Study Skills
 - Working with Primary/Secondary Sources and the DBQ

Teacher Voice: Margaret Davidson, AP* Psychology, Berkner High School, Richardson, TX

Early each semester with my AP* students I wonder what types of Pre-AP* experiences they have had to prepare them for the rigors and academic challenges that they will face in my class. Often my students have taken many "honors" and Pre-AP courses that have given them an indication of the expectations of a college-level class. However, some students enter without any real experience in challenging classes and no real inkling of what will come. Some students wished they had been better prepared for the course in which they were enrolled. Carole Buchanan, an educator with great experience and numerous AP students, asked the question of her students: "What do you wish you had learned before enrolling in AP classes?"

As I discussed the issue of student preparedness with my colleagues, I found that teachers are of the opinion that some students do not have the skills needed to move them to higher levels of learning. I posed a simple question to a number of AP teachers in the North Texas area: "What do you wish your students had learned prior to enrolling in your AP class?" The results of this informal survey might surprise you. Teachers and students essentially had the same goals: student success in challenging, higher-level academic courses. Take a look at teacher responses and student comments below.

It is my hope that the skills matrix with some of the best practices in the Pre-AP/AP classroom will assist teachers in providing for their students the very finest learning experience to prepare students for academic challenges at all levels of learning.

What students said. . .

- "I wish I'd learned how to better interpret what I read in textbooks."
- "I wish they could have prepared us more by teaching us to read all the way through a chapter and not just look for the answers on a worksheet."
- "I don't know how to organize and study."
- "I need to learn to take my own notes instead of teachers giving us reading notes to fill in."
- "I wish I could have learned more about culture and the people instead of just facts."

What teachers wished that students had learned . . .

- to be avid readers with understanding of main ideas.
- to take notes effectively from a high level of reading.
- to understand essential terms and concepts from the discipline of Social Studies.
- to develop study habits that go beyond memorization to deeper understanding of concepts.
- to develop writing skills appropriate for AP measures.
- to use a variety of primary and secondary research sources.

- "Require more detailed knowledge, not just the general idea."
- "Reviews should not give us all the questions on a test. I needed room to discover how to study better."
- "I've never had to write essays for history. I was not prepared for AP History essays."
- "I don't know how to write a thesis."
- "Teach us how to write a history essay."
- "I needed to learn how to take harder tests so that going from Pre-AP to AP wasn't such a huge leap."
- "I needed to learn to read longer assignments and discuss what they meant."
- "Give us harder work; challenge us more; make us learn to study."
- "More focus on critical thinking and comparison."
- "Make the students think."
- "I wish we had spent more time actually learning."
- to develop good analytical skills.
- to be responsible for personal academic success.
- to learn that tutoring is for everyone!

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Skills Matrix—a collection of best practices for the social studies classroom

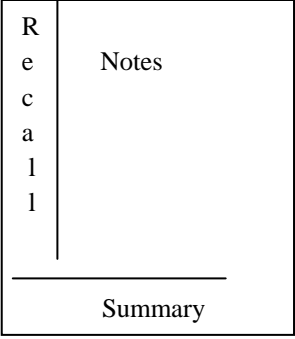
- I. Collecting and Acquiring Information—These skills are used at all levels of Pre-AP* and AP* coursework with progressively more detailed readings and note-taking efforts. These techniques promote active reading and increased comprehension skills. As skills develop, students begin to organize information, identify key concepts and relationships, and acquire knowledge for interpretation and analysis of content materials.

A. Reading	
1. SQR3	
<p>S Survey the assignment</p> <p>Q Question the purpose</p> <p>R Read straight through</p> <p>R Recite the lesson</p> <p>R Review the lesson</p>	<p>SQ3R: This is a method of tackling a reading assignment for students of all levels of experience. The SQ3R method suggests a plan for <u>surveying</u> a given assignment, <u>questioning</u> the author’s purpose, <u>reading</u> the assignment in its entirety, <u>reciting</u> the lesson in some note-taking format, and <u>reviewing</u> the assignment for understanding. Suggested steps of this method include:</p> <ul style="list-style-type: none"> • Before you read: SURVEY • While you are surveying: QUESTION • When you begin the assignment: READ • After you have read: RECITE • An ongoing process: REVIEW <p>If all of the materials from a reading assignment have been organized, regular review of your study materials will eliminate the need to “cram” before a test. When preparing for a cumulative test, review of all of your previous study materials will assist in seeing broad relationships, overarching themes, and change over time. For more information, see: Robinson, F.P. (1961, 1970). <i>Effective Study</i> (4th ed.). Harper & Row: New York.</p>
2. PRTR	
<p>P Preview</p> <p>R Read</p> <p>T Think</p> <p>R Review</p>	<p>PRTR: This simple reading method incorporates the principles psychologists have long studied through experimentation. People learn and retain information better if they understand the material to be learned, express ideas in their own words, and rehearse/review materials in several shorter study sessions over time. The PRTR method suggests that the learner preview, read, think, and review as he/she reads.</p> <p>To begin a reading assignment, the learner should <u>preview</u> with a brief look ahead to the lesson, noting subheading or section titles. The learner then <u>reads</u> the major section previewed. The learner should do only a section or two at each reading session so as to absorb the information presented. The next step is to <u>think</u> about what has been read. This is an active process where the learner may take notes, ask questions, and think critically about the assignment. Finally, the learner should <u>review</u>, which should</p>

	include scanning the section just read, noting key terms or concepts, and summarizing what has been presented. While this process sounds involved, with practice it becomes routine and takes but a few extra minutes of reading time. It will lead to greater understanding of content materials. For more information, see: Myer, D.G. (2001). <i>Psychology</i> (6 th ed.). Worth Publishers: New York.
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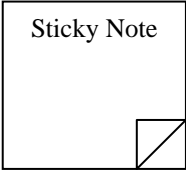
B. Note-Taking

1. Cornell Note-Taking



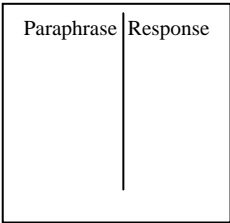
Cornell Note-Taking: This is a useful tool for students as they begin to read textbooks, primary and secondary resource materials, or any other assigned reading where specific content information should be gathered and organized for future use. For more information, see:
Pauk, W. (2000). *How to study in college* (7th ed.). Houghton Mifflin Company: Boston.

2. Sticky Note Annotation



Sticky Note Annotation: This note-taking method is an alternative when students not allowed to write in their textbooks. Students will need a sticky note type pad of paper. As students read assigned textbook material, they should write in their own words important concepts, key terms, major dates, or issues of note on the removable notepaper. These sticky notes can be placed directly in the text for quick reference. When reviewing reading materials, the sticky note can be a valuable tool for summarizing large quantities of information. Sticky notes can be easily removed for class discussion, essay writing, or exam review.

3. Dialectical Journal



Dialectical Journal: This is a double-entry journal that provides a “paper trail of students’ thoughts” as they read text. In this journal, students essentially have a dialogue with their reading material. In the left column, students briefly paraphrase an idea from the text. In the right column, students write their response to the idea. Responses could include stating and defending an opinion, posing and explaining a question, or connecting the text’s content to other people, events, literature, or ideas. For more information, see:
Berthoff, A.E. (1982). *Forming, thinking, writing: The composing imagination*. Boynton/Cook: Portsmouth, NH.

4. Concept Cards

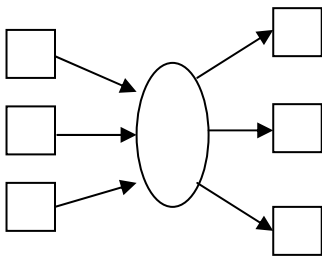
Issue:
Significant Event:

Concept Cards: Using note cards, students can identify major issues, characters, and events and may determine the significance and impact of these events. This method allows student practice in gathering, summarizing, comparing, contrasting, and analyzing information regarding a person, time period, or issue.

5. Matrix

Matrix: At the Pre-AP/AP level, students should be encouraged to develop their own matrices using recognized social studies categories (e.g., PERSIA, SPEC). Choosing a title for the matrix, composing a thematic statement, and creating categories to synthesize the information being gathered are all important parts of the matrix assignment. As students progress, teachers should place more responsibility for these tasks on the student. In grades 6 and 7, it is reasonable for the teacher to provide most of the categories, with the student developing details to fill in the matrix. In grades 8-9, students should develop categories and details with little assistance and be able to justify their designations. At all levels, students need not fill in every box in the matrix, but should include pertinent details; quality of detail, not quantity, is the goal of this technique.

6. Graphic Organizer



Graphic Organizers: Using graphic organizers, students can categorize and organize information that they read in a meaningful format that is useful for analysis. Teachers can use these visual tools for explanations and review. Teachers and students can create their own or use blank structures found in most textbooks to show cause-effect, compare-contrast, sequencing, whole-part, and other concepts.

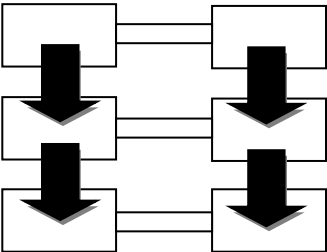

7. Half-Page Solutions


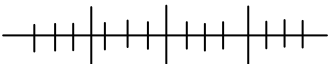
Reading Notes	Class Notes

Half-Page Solutions: As students are required to read assignments of greater length for greater depth, it is important for them to make productive use of time spent in reading and note taking. This strategy assists students in gathering information from a secondary source such as a textbook assignment and merging it with class discussion or lecture. Students fold a sheet of paper in half, placing “Notes from Reading” and “Notes from Class” as headings of the two resulting columns. On the left side of the

	<p>page, students take selective notes indicating only the most significant information from a text or other reading assignment. As the instructor facilitates class discussion, the students decide what information not previously recorded should be added and include this information in their own words on the right side. This technique helps the student learn to take a large quantity of information and synthesize it for future use.</p>
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II. Processing Information- Practicing the techniques of collecting and acquiring data will allow the student to prepare for higher-level critical thinking, such as assessing, analyzing, and interpreting trends, connections, and relationships. The goal of Pre-AP classes is to introduce these skills and give students the opportunity to practice them with teacher guidance. As students progress, they will rely less on their instructor and can become more independent thinkers.

<p>A. Organizing</p>	
<p>1. Incident Reporting</p>	
	<p>Incident Reporting: An “incident report” may be used to analyze a period in history, a specific incident, a current event, or a hypothetical scenario developed by a teacher. Placing these concepts in an overall picture or perspective facilitates students’ practice of higher-level thinking skills. Using the form provided (or one modified to fit specific content), the students can take an in-depth look at chosen subject matter in a way that asks them to gather and use evidence to develop cause and effect, construct multiple sides of an argument, and analyze point of view, bias, and context.</p>
<p>2. Mapshots</p>	
	<p>Mapshots: A mapshot requires students to take notes or organize information using a template to include an appropriate map and designated space to record data. By recording information using the suggested form, students are able to connect the details about each society to that society’s place on the map. Once the details about each society are in place on the map, it is possible to identify spatial trends, connections, and relationships. It is especially useful as a way to link concepts or events that occurred in different parts of the country/world in the same general time period. This activity can be used at all stages of the learning process: information acquisition, information processing, and student assessment.</p>

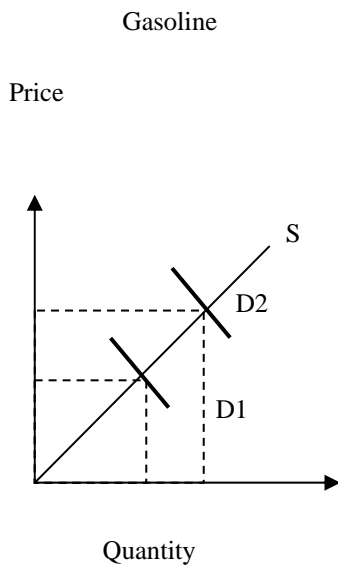
3. Big Picture Question (BPQ)	
<p style="text-align: center;">“BPQ”</p> 	<p>BPQ: This strategy helps Pre-AP/AP students deal with the greater quantity of reading and volume of detail that they are expected to master. In more challenging courses, it becomes increasingly important for students to be effective readers, connecting their reading to previous learning, and building a framework to accommodate future knowledge. The “Big Picture Question” (BPQ) assists in these tasks by focusing ideas on the primary issue, most important concept, or reason for covering a particular unit of study. Good BPQ’s are broad and open ended and allow for interpretation. For example, a BPQ may ask: “After analysis of documents and other resource materials related to the War of 1812, what events and facts signified that the U.S. gained a sense of nationalism from the war?” As students read assignments, record major facts, and discuss issues in class, they can form an answer to the BPQ. This process can give students direction as they begin to develop thesis statements for essay writing. When this technique is first introduced, the teacher may provide the BPQ. As students become more skilled, they should be encouraged to develop their own questions to focus study.</p>
4. Timeline	
<p>Date/Date/Date/Date</p>  <p>Event/Event/Event/Event</p>	<p>Timeline: Timelines provide concise visual images of a period of history with key years and events marked on a simple line or other graphic. Use this technique either as an introduction or as a unit review, to identify the highlights of a unit of study or time period. This technique is not merely for memorization of facts and dates. Timelines can be used as assessment tools, with students providing significant events as well as an explanation of why each event was designated. The Pre-AP students may need some assistance in selecting important features for a timeline. AP students may select and justify designated events within a larger context or period.</p>
5. SMELL	
<p>S Sender–Receiver Relationship</p>	<p>SMELL: This strategy introduces the skills of constructing and evaluating arguments and using primary and secondary documents to analyze point of view, context, and bias. SMELL was first developed for use in the analysis of advertising. In the classroom, it is especially appropriate for in-depth analysis of persuasive documents. Instructors are encouraged to go beyond the literal in showing students how to use this strategy for analysis.</p> <p>Elements include:</p>

<p>M Message (Summary)</p> <p>E Effect (Desired)</p> <p>L Logic</p> <p>L Language</p>	<p>Sender–Receiver Relationship–Who are the sender and receiver of the message and what is their relationship? <i>Example:</i> In the Declaration of Independence, the literal sender and receiver are the American Colonies and Great Britain. The next level of abstraction is colony to mother country. A higher level of analysis, however, sees an oppressed people sending a message to their perceived oppressor and also looks at the extent to which the founders were writing to a world audience and to future generations.</p> <p>Message –What is the literal summary of the content?</p> <p>Effect–What emotional strategies does the author use?</p> <p>Logic–What is the rationale used by the author? <i>Example:</i> The Declaration of Independence is based on the concept of unalienable rights.</p> <p>Language–Why did the author choose the language and style used in the argument? <i>Example:</i> Travis’ letter from the Alamo. Why does a person who faces death and is asking for reinforcements take time to write such a formal letter?</p>
<p>6. SOAPSTone</p>	
<p>S Speaker</p> <p>O Occasion</p> <p>A Audience</p> <p>P Purpose</p> <p>S Subject</p> <p>T Tone</p>	<p>SOAPSTone can be used as an introductory strategy for primary source analysis. It can be used to build fundamental skills for AP work: developing arguments; analyzing points of view, context, and bias; and assessing issues of change and continuity over time.</p> <p>The elements include:</p> <p>Speaker: Who or what delivers the message of the passage? (N.B.: This may not always be the author.)</p> <p>Occasion: Where and when was the passage produced? What was happening there at that time?</p> <p>Audience: For whom was the document produced?</p> <p>Purpose: Why was the document produced?</p> <p>Subject: What is the main topic of the document?</p> <p>Tone: What feeling or attitude does the document express?</p> <p>This strategy can be used to analyze political cartoons, posters, photos, artistic representations, or almost any other primary source.</p>
<p>7. APPARTS</p>	
<p>A Author</p> <p>P Place and Time</p>	<p>APPARTS: This strategy is used to analyze many types of primary source documents, including political cartoons, letters, news articles, essays, and graphs. Students should be exposed to a variety of primary source types to develop skills in analyzing and</p>

<p>P Prior Knowledge</p> <p>A Audience</p> <p>R Reason</p> <p>T The Main Idea</p> <p>S Significance</p>	<p>using pertinent information from both context and message. Used with other methods of analyzing primary sources, APPARTS will assist students as they learn to respond effectively to agree/disagree statements and other essay topics. It is a building block to creating thesis statements, developing arguments with plausible support, and explaining frame of reference and bias. APPARTS helps prepare students for the Document- Based Question (DBQ) on Advanced Placement exams.</p> <p>Key elements include:</p> <p>Author: Who produced the material studied?</p> <p>Place and Time: Where and when was the document produced?</p> <p>Prior Knowledge: What do the students know about or need to know to understand the document?</p> <p>Audience: For whom was the document produced?</p> <p>Reason: Why was it produced?</p> <p>The Main Idea: What is the document mostly about?</p> <p>Significance: What is the importance of the document in history?</p>
<p>8. SPEC</p>	
<p>S Social</p> <p>P Political</p> <p>E Economical</p> <p>C Cultural</p>	<p>SPEC: SPEC is a classification tool used to help students construct meaning of time periods. As students answer questions about the social, political, economic, and cultural events of an era, they develop a clearer understanding of its place in history and begin to bridge new information to previously learned information. This process is essential as students begin to organize writing assignments that reach Pre-AP/AP social studies goals: identifying and understanding cause-and-effect relationships, assessing multiple causes of historical events, explaining trends, developing unifying themes, and comparing continuity and change between different time periods.</p>
<p>9. PERSIA</p>	
<p>P Political</p> <p>E Economic</p> <p>R Religious</p> <p>S Social</p> <p>I Intellectual</p> <p>A Artistic</p>	<p>PERSIA: A slightly more elaborate variation on SPEC, PERSIA also assists students in gaining a deeper understanding of reading materials, and in organizing writing assignments that reach Pre-AP/AP social studies goals. It may be preferable to SPEC for courses or units focusing in depth on a society’s cultural traditions and product. Categories for evaluation include:</p> <p>Political</p> <p>Economic</p> <p>Religious</p> <p>Social</p> <p>Intellectual</p> <p>Artistic Influences</p>

B. Analyzing

1. Economic Graphic Analysis



Economic Graphic Analysis: To help students of all grade levels in understanding economic concepts, use these instructions to analyze change in price and quantity. Teachers and students can use graphic analysis that is as easy as 1, 2, 3 to understand important economic concepts.

Note there are two variables: Price and Quantity
S = Supply (quantities supplied at various prices)
D = Demand (quantities demanded at various prices)

Before the change; The quantity supplied and the quantity demanded are equal at a given price.

The change; Example: Soldiers return from World War II, get married, start families, and begin to buy cars (in addition to other things). As a result, demand for gasoline increases.

After the change; Price increases (inflation) and quantity increases.

Use this basic information for supply and demand economic strand lessons.

2. Political Cartoons



Political Cartoons: Using political cartoons provides students practice in developing the skills necessary to analyze and engage in critical interpretations. Political cartoons may be used to introduce new material, to compare (e.g., same event from different perspectives, issues at different historical times, different regions of the world), or as an assessment tool.

To analyze:

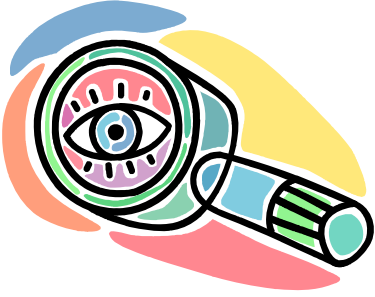
1. Start by looking at visual elements of the cartoon.
2. Read the captions and text of the cartoon.
3. What outside knowledge is necessary to understand the cartoon?
4. Look for symbols/symbolism.
5. What message is conveyed?
6. Analyze the effectiveness of the message.

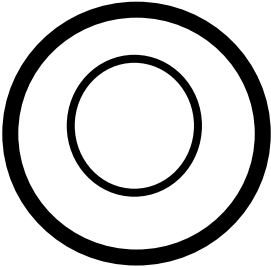

See:

http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf

	<p>A: Attitude: What are the feeling(s) expressed by the author?</p> <p>S: Shifts: What changes in speakers and attitudes occur in the poem.</p> <p>T: Title interpreted: What does the title mean beyond the literal?</p> <p>T: Theme: What is the poet saying?</p>
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5. OPTIC

<p style="text-align: center;">OPTIC</p> 	<p>OPTIC: OPTIC is an organized approach for teaching students how to read visual or graphic text closely. As noted in <i>How to Study in College</i> (2001) by Walter Pauk, the five letters in the word OPTIC provide a mnemonic device to remember the five key elements in analyzing a visual.</p> <p>O is for Overview</p> <ul style="list-style-type: none"> • Conduct a brief overview of the main subject of the visual. <p>P is for Parts</p> <ul style="list-style-type: none"> • Scrutinize the parts of the visual. • Note any elements or details that seem important. <p>T is for Title</p> <ul style="list-style-type: none"> • Read the title or caption of the visual (if present) for added information. <p>I is for Interrelationships</p> <ul style="list-style-type: none"> • Use the words in the title or caption and the individual parts of the visual to determine connections and relationships within the graphic. <p>C is for conclusion</p> <ul style="list-style-type: none"> • Draw a conclusion about the meaning of the visual as a whole. • Summarize the message in one or two sentences. <p>OPTIC can be used with any visual or graphic text, including photographs, diagrams, charts, and fine art. For more information, see: Pauk, W. (2000). <i>How to study in college</i> (7th ed.). Houghton Mifflin Company: Boston.</p>
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C. Discussing	
1. Inner/Outer Circles	
	<p>Inner/Outer Circle: This technique can be used to develop students' understanding of concepts while practicing higher-level questioning. This method gives students the responsibility for running a structured classroom discussion. To prepare for the activity, the teacher assigns a discussion-worthy reading. In addition, the teacher instructs students in writing higher-order questions that go beyond simple knowledge-based and comprehension questions to one requiring greater application, analysis, synthesis, and evaluation. Students write three to five critical thinking questions. As the activity begins, the inner circle discusses and answers questions posed by the outer circle, while the outer circle listens, takes notes, and poses prepared questions. Roles then reverse. The teacher is a non-participating observer.</p>
2. Question Wall	
<p>Can you recall? How would you rephrase? What would result if? What is the relationship between? Can you predict the outcome? What would you cite to defend the actions? How would you prioritize?</p>	<p>Question Wall: To move students to a higher level of thinking, the instructor should model higher-level questioning and should give students the opportunity to practice these questioning techniques themselves. As a reference for themselves and for students, instructors may consider creating a Question Wall on which they post selected questions. As the entire class becomes familiar with these questions and practices using them, students will begin to demonstrate greater depth of thinking with greater confidence and frequency. For more information, see: Bloom, B.S. (1956). <i>Taxonomy of educational objectives: Cognitive domain</i>. David McKay and Company: New York.</p>
3. Socratic Model	
	<p>Socratic Model: Socratic seminars typically consist of 50-80 minute periods. In groups of 25 or fewer, students prepare for the seminar by reading a common text (e.g., a novel, poem, essay, or document) or viewing a work of art. The teacher poses questions requiring students to evaluate options and make decisions. In Socratic seminars, students must respond with a variety of thoughtful explanations: they must give evidence, make generalizations, and tell how the information is represented for them. In other words, they must engage in active learning. When they develop knowledge, understanding, and ethical attitudes and behaviors, they are more apt to retain these attributes than if they had received them passively.</p>

4. Verb Wall	
VERB WALL	<p>Verb Wall: The verbs below correlate with the six levels of thinking in Bloom's Taxonomy. Posting these verbs in a prominent place in the classroom attunes students to the difference between lower-and higher-level tasks and helps raise the level of classroom discussion. This in turn develops habits of mind that are central to an advanced level of critical thinking.</p>
Knowledge	<p>VERB LIST</p> <p>Level I. Knowledge know, define, memorize, repeat, record, list, recall, name, relate, collect, label, specify, cite, enumerate, tell, recount</p>
Comprehension	<p>Level II. Comprehension restate, summarize, discuss, describe, recognize, explain, express, identify, locate, report, retell, review, translate</p>
Application	<p>Level III. Application exhibit, solve, interview, simulate, apply, employ, use, demonstrate, dramatize, practice, illustrate, operate, calculate, show, experiment</p>
Analysis	<p>Level IV. Analysis interpret, analyze, differentiate, compare, contrast, scrutinize, categorize, probe, investigate, discover, inquire, detect, classify, arrange, group, organize, examine, survey, dissect, inventory, question, test, distinguish, diagram, inspect</p>
Synthesis	<p>Level V. Synthesis compose, plan, propose, produce, invent, develop, design, formulate, arrange, assemble, construct, set up, prepare, imagine, hypothesize, incorporate, generalize, originate, predict, contrive, concoct, systematize</p>
Evaluation	<p>Level VI. Evaluation judge, decide, appraise, evaluate, rate, compare, value, revise, conclude, select, assess, measure, estimate, infer, deduce, score, predict, choose, recommend, determine</p>

III. Study Skills - Students who accept the academic challenge of higher-level classes often are not prepared for the task of studying for tests or cumulative examinations. Perhaps in previous learning experiences, simply being in class and attending to the presentation at hand was sufficient to retain the level of information necessary to do well in class. However, as students progress with their courses of study, it is necessary to ensure that students have a basic idea of how to study efficiently.

1. How to Learn to Study

How to Learn to Study



How to Learn to Study: The following are a few “how to” suggestions for students just beginning to develop personal study techniques, as well as to those who have established techniques that may not be as effective as desired. Consider this advice to help students to learn to study:

- Be sure you attend all classes. If you are absent, get class notes as soon as possible.
 - Attend all available review sessions. The teacher may present materials in a slightly different manner or you might gain understanding on a second presentation.
 - Seek tutoring help for difficult concepts before you get “lost” in your studies.
 - Spend quality time studying to learn and fully comprehend course material.
 - Use soft instrumental music (no lyrics) to filter out background noise and increase concentration for productive study time.
 - Find designated space without clutter or distractions that is similar to a desk for a study setting.
 - Work by yourself for basic understanding. Study groups are helpful in some circumstances but learn to rely on yourself.
- These tips may help improve a student’s overall study confidence, which should lead to greater academic success.

Working With Primary/Secondary Sources and the DBQ

What are Primary/Secondary Sources?

Historians classify sources of information about the past in one of two categories: primary sources or secondary sources. Primary sources, our focus here, are created by eyewitnesses to or participants in an event who record the event or their reactions to it during or immediately following the event. In the social studies classroom, these will include historical documents, pictures, letters, political cartoons, and graphical information from an original source. Documents are considered primary sources if they originated with people who had primary, or firsthand, knowledge of the event.

The writings of people who were not present at the event when it occurred, or who recorded their impressions long after the event, are secondary sources. Examples include a graph made from historical data and an article based on facts taken from primary sources.

It is important for your students to begin to appreciate that a primary source is not necessarily a “better,” or more reliable, source than a secondary one. Primary sources are excellent teaching tools in part because they are more prone to factors that affect the reliability of the information such as, the author’s incomplete or inaccurate understanding of a current situation, self-interest, and purposes in writing apart from trying to inform and create a historically complete record. Getting your students to look for, account for, and address the possible role of these factors is a big part of your job as a Pre-AP* teacher.

In a sense, therefore, the use of primary sources is the “lab component” in social studies. Document analysis is authentic learning, requiring students to compare information and judge its accuracy, develop and test hypotheses, and formulate and revise interpretations.

How to Use Primary Sources

Before you, as a teacher, use any primary source in class, be sure that you have analyzed it yourself to determine its usefulness and to decide what learning you wish students to gain from it. This is more crucial for primary sources than for more traditional teaching materials, such as textbooks. The following is a list of considerations when using primary resources.

- Know what specifically you want to get out of the document and which parts you want to use. Often historical documents are lengthy, yet the concept or content that is the subject of your lesson is imbedded in only one or two phrases. For most uses in social studies, excerpts are preferable, as they save both teacher and student time. In excerpting the documents for classroom use, though, balance this time-saving benefit against the need to teach the student how to elicit the most significant information from a source. And when a document has an overall structure that is essential to understanding it, be sure that your editing preserves this structure.
- Whenever possible, work directly with a copy of the document rather than with a transcription. This allows the student to “feel” and “see” the history that you are trying to teach. Within reasonable limits, it can also foster students’ appreciation of some of the difficulties in interpreting historical records.
- Explain to students the historical context in which the primary source was created. Some documents may describe violent events or may contain expressions now considered offensive. Prepare your students in advance by explaining how these events or expressions reflect the time period of the document.

Evaluation of Primary and Secondary Sources

Below is a comparison table of tools for evaluating primary and secondary sources. The SPEC and PERSIA techniques are described more fully in the Skills Matrix.

SPEC	PERSIA	SPRITE	GRIPE
Social	Political	Social	Geographic
Political	Economic	Political	Religious
Economic	Religious	Religious	Intellectual
Cultural	Social	Intellectual	Political
	Intellectual	Technological	Economic
	Artistic	Economic	

One other technique deserves mention. OIEC (Observation, Inference, Evidence, Conclusion) is one of the more versatile strategies for evaluating documents, pictures, political cartoons. It is easy for students to remember and use, and it helps them identify the central concepts and facts that pertain to a document.

Observation—Students observe a primary resource, picture, or graphic and list the facts that they identify.

Inference—Based on their observations and their previous knowledge, students make inferences about the source.

Evidence—Students list specific evidence to support their inferences.

Conclusion—Students write a conclusion.

What are Document-Based Questions?

Although the phrases "document-based question" and "document-based essay" may sound complicated, they easily can be understood when they are broken into parts. A document is anything written or printed that provides facts or information, such as a map, a letter, or a photograph. A document-based question (DBQ) is a question that is about one or more of these written or printed source materials. Some document-based questions ask for specific information and can be answered in one or two sentences. Others require the students to take information from several documents and use it in an extended piece of writing or essay. These questions may ask the student to analyze, evaluate, or compare the points of view of two or more documents. The question most often expects the student to use knowledge of American history as well as the documents to answer an open-ended question about the subject of the documents. Generally, the more documents used to support an answer, the stronger an essay will be.

How to Approach Document-Based Questions

(Student Handout)

Whenever you take a DBQ test, begin by reading the test directions carefully. First read the historical background information and ask yourself, "What do I already know about this subject or time period?" The chances are good that you have already studied the time period and know something about it. Next, read the

task (prompt) carefully. This part of the test directions tells what your essay will be about. Pay particular attention to key action words that say what you are supposed to do.

Here are some action words that often appear in test directions.

Analyze– Break something into its parts, describe the parts, and show how the parts are related to one another

Compare– Tell about the similarities between two things

Contrast– Tell about the differences between two things

Describe–Tell about something in detail

Interpret–Explain or describe the meaning or significance of something

Support–Provide evidence to back up or to prove your main idea

After you have an idea what the general task is for your essay, then your next step depends on whether the supporting evidence in your answer is to consist entirely of analysis of the documents or (as in AP* U.S. history) is also supposed to draw on outside knowledge. If you are supposed to support the arguments in your answer with outside knowledge as well as evidence from the documents, then engage in some brainstorming before you examine the documents. Think about relevant events, concepts, and movements, and begin to organize them according to categories dictated by the prompt. You will likely need to adjust your evidence after examining the documents, but your answer will be stronger if the documentary evidence is brought in for support of your own points, rather than if you let the documents drive your entire analysis.

When you are ready to examine the documents, for each one ask yourself the following questions:

Who? What? When? Where? Why? and How?

Who is pictured in the document? Who wrote or created it?

Who is it about? Who was its original audience?

What is the document about? What kind of document is it?

What is the purpose of the document?

When and where was the document produced?

Why did the artist paint/draw this picture?

Why are the characters pictured the way they are?

How might this picture change people's view of...?

A useful way of approaching these questions is to follow a series of steps.

- Read the essay question several times to make sure that you fully understand the intent of the question. Continually refer back to the question as you analyze the documents.

- Read or study each document. First make sure that you understand what the document says or shows. Use SPRITE, OPTIC, APPARTS or other strategies that you have learned to analyze primary resources.
- After you have read all the documents, read the essay question again. Write down one or two sentences pertaining to each particular document that give your basic answer to the question. Why was the document made? How does the document relate to its time period?
- Pay close attention to any titles and captions or accompanying notes that appear with the documents.
- Outline your essay. Think about how to use each document to support your idea. You do not need to use every document.
- Write your essay. Your essay should have three parts: (1) an introduction that states your answer to the question; (2) a body that develops your answer and offers evidence from the documents; and (3) a conclusion that restates your answer. You should include specific historical details. Work to include comments on documents in your essay.
- Edit your essay. Read through the essay, changing it as necessary to make your sentences clear and effective and to correct errors in spelling and punctuation.

Writing in the Social Studies Pre-AP*/AP* Class

Differences between the regular social studies class and one of the Pre-AP*/AP* variety show up in several ways, but perhaps nowhere more vividly than in writing. Being able to express the depth and complexity of ideas in writing is one of the hallmarks of a successful AP student, and a requirement for success on most AP exams. Writing in a Pre-AP/AP social studies class is most closely related to the “persuasive” or “argumentative” paper in an English class; the student not only needs a good narrative but also must think analytically to “prove” the thesis and properly address the question.

The best Pre-AP/AP writing assignments ask students to combine elements of the narrative essay and the analytical essay. A narrative essay calls upon the writer to relate and explain some historical/social event in a clear and coherent manner. In many social studies courses, narrative assignments will take the form of research papers asking students to consult a variety of primary and secondary sources in order to examine a historical event/idea/person/era in detail. For instance, a teacher might ask students to describe how the U.S. was led, from 1914 to 1917, to a decision to enter World War I, directing the students to read a textbook section and a set of primary documents (e.g., a piece of British propaganda about German conduct in Belgium, the Zimmermann Telegram, and Woodrow Wilson’s speech to Congress in April 1917).

What is essential in the Pre-AP/AP class is that, starting early in the course, students be asked regularly to move beyond this purely narrative task to analysis. An analytical essay asks students to look at historical events, phenomena, or sources, and evaluate them in a critical manner. For example, using the same materials described in the preceding paragraph, you might ask students to determine the most important motivating factor behind Woodrow Wilson’s decision to ask Congress to declare war. In grading this prompt, teachers will give a low score to a paper that merely “tells a story.” Even if the paper describes the events accurately and clearly, it will not have done the job if it does not also evaluate the story and make a convincing case for the primacy of one factor over another. By the same token, though, a paper will not be convincing if it is all analysis with no narrative. As you stress the need for analysis, be careful that students do not get the mistaken idea that because these are “opinion” questions they do not really need to know anything. They must ground their analysis in an understanding and clear presentation of the factual context and sequence of events.

There are numerous types of prompts that require students to engage in the necessary combination of narration and analysis. Studying the released AP tests in your subject area is probably the best way to get ideas for types and formats of questions to give your students. The following, though, are some good general suggestions.

- ***Change over time:*** What social, political, economic, or psychological changes happened between two or more points or time, what caused the changes, and what were the effects of these changes?

Examples:

> How did the U.S. steel industry change between 1870 and 1920 and why?

> Why did family size among members of the white middle class decline during the 19th century?

- ***Continuity over time:*** The opposite side of the coin—explaining why something did not change over time—also compels good analysis.

Example:

> Why did a patriarchal family structure survive the Industrial Revolution in Europe?

- **Cause and effect:** Good historians continually probe the causes and effects of the events and phenomena they are investigating. In lower grades these questions might be quite broad: “What caused the Civil War?” or “What was the effect of industrialization on the family?” As students move along the Pre-AP path and gain sophistication, questions should be narrowed considerably.

Examples:

> What role did the party system play in the coming of the Civil War?

> How did the gendered division of labor affect the development of the shoe industry in Lynn, Massachusetts?

- **Compare and contrast:** Comparing and contrasting is one of the best ways to develop a historical/philosophical point. The student might compare the current subject of study to predecessors in the same place, or other groups in that society, or to similarly situated people in other societies.

Examples:

> In what ways was the American expansionism of the 1890s similar to and different from that of the 1840s?

> How were the beliefs and situation of the French bourgeoisie in 1789 different from and similar to those of the American colonists who rebelled against Great Britain in 1776?

- **Placement on a spectrum:** An extension of compare-and-contrast analysis involves asking the student to assess a label for an event or movement by comparing it to others and explaining the key differences between them. It also helps students become familiar and comfortable with labels they will encounter regularly in future AP courses.

Example:

> To what extent did the New Deal represent a liberal solution to the problems of the Great Depression?

- **Evaluating success:** Asking students to gauge the success of a program or policy necessitates narration (what problems led up to it, what happened afterward) and analysis (whether the program can be credited with solving the problems).

Example:

> To what extent did the Articles of Confederation provide an effective form of government for the newly independent United States?

The Social Studies Essay

An essay in social studies begins with a thesis. The thesis encompasses the main point(s), or “argument,” that the student intends to prove throughout the essay. Writers must ask themselves: “What do I want my reader to believe about this topic?” This will be their thesis. Without a thesis that is clear and that takes a position, it is very difficult for a student’s subsequent discussion in the essay to be properly analytical. The thesis guides the entire essay, as the student should continually be looking back and asking, “Am I proving my thesis?”

As a Pre-AP teacher, don’t shortchange the task of helping students specifically with thesis writing; if you go on to the bigger task of writing a complete essay before the student is consistently writing good thesis statements, you will find yourself battling a dozen other problems in the essay that all stem from a weak thesis. The biggest step in learning to write a good thesis statement is to completely understand the question. You should take time with your students to teach them how to take a question apart and look at what it is actually asking them to do.

Closely following the thesis should be the essay’s main points, each of which should: (1) clearly answer the question, and (2) clearly be supportive of the thesis. The student should put these main points up front in the essay (preferably in the opening paragraph), to let the reader know what he is going to do in the essay. Each of the major points should have its own paragraph, usually consisting of a topic sentence telling what the paragraph will prove, evidence supporting the main idea, and a conclusion telling the reader what he should have learned from the paragraph.

A good historical essay, therefore, is built on the evidence. While students may have opinions about the subject, they must present factual information to persuade the reader that the thesis is valid and that it answers the question. Properly using evidence from primary and secondary sources is an essential skill for the Pre-AP/AP student. Although at this level students are not expected to discover new knowledge, a good essay will do more than just regurgitate information. Students may be accustomed to simply sticking pieces of information from different sources together and receiving a good grade. In your Pre-AP class, they need to learn that a good essay uses information to support ideas. Teach students not to give information simply because they find it interesting; if it does not help them prove the point of the paragraph, it should not be in the essay.

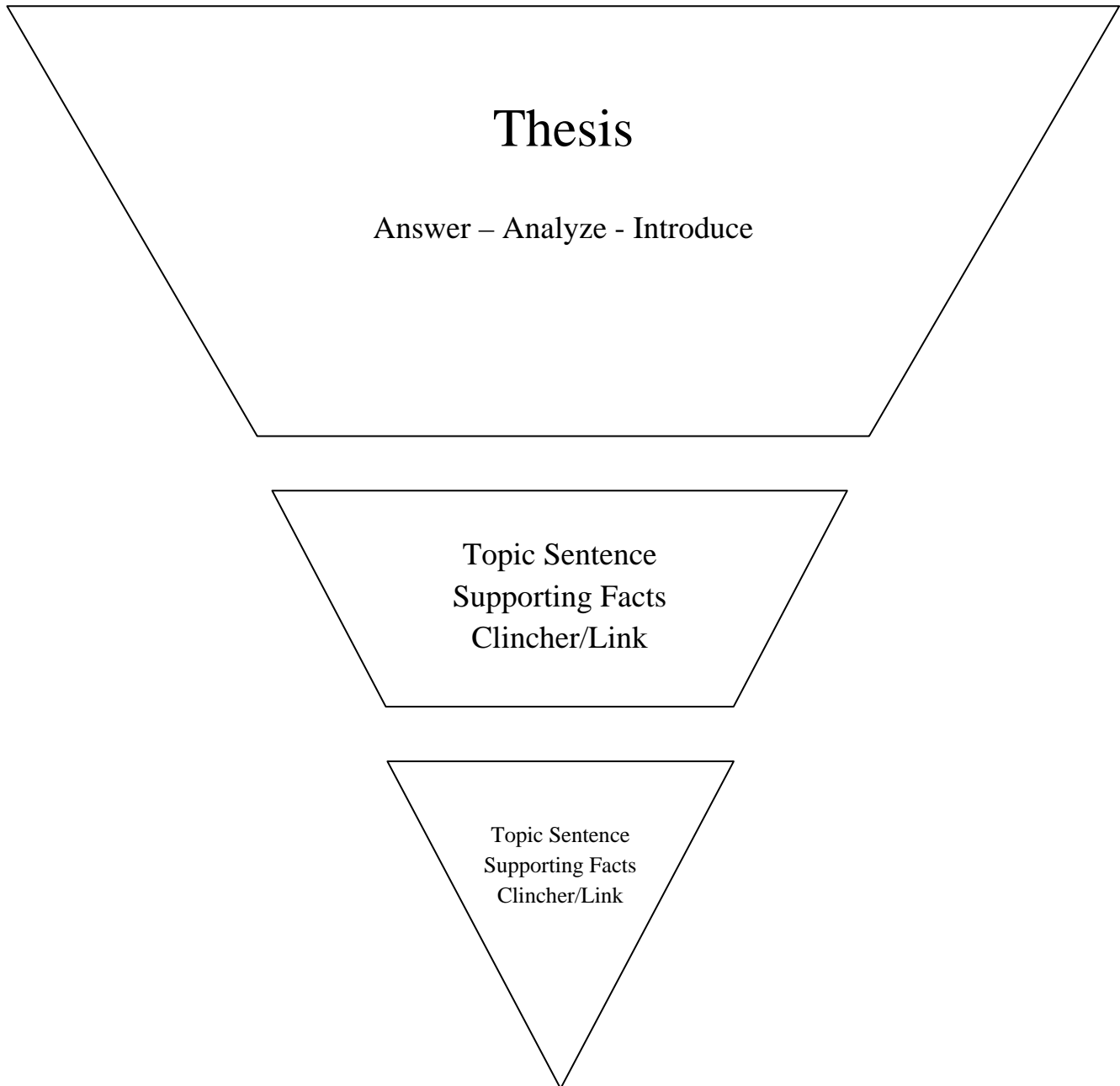
Each paragraph should flow logically from the preceding one. When moving from one idea to the other, a student should let the reader know how they are related to each other and/or how the next point they are going to make is related to the main thesis.

Good essays always put their subject(s) into context. What was the general situation in that society at that time that helps us better understand why the person or a group of people whom you are studying acted as they did? How are the influences of earlier movements evident in what you are describing?

Finally, students should take contradictory evidence into account in their essays. Historical facts are seldom “cut and dry,” and the essay should demonstrate that the student appreciates this. The writer should acknowledge arguments or information that go against the thesis, and, if possible, should rebut them. In any event, the essay should make the case that, despite the contradictory evidence, the majority of the evidence supports the student’s viewpoint in the thesis. This last point often distinguishes a good essay from an excellent essay.

See the College Board's course description for U.S. history, European history, and world history for descriptions of AP essay tasks (analyze, assess/evaluate, compare, contrast, describe, discuss, explain) in answering free-response questions:

Essay Writing



Essay Writing

Fold paper in half lengthwise, then in thirds crosswise to get 2 columns with 3 squares each. Provide students with the instructions for filling in their fold-up essay exercises.

<p><u>Prompt</u> Copy and underline tasks</p>	<p><u>Thesis</u> 1. Answer 2. Interpret/Analyze 3. Introduce topics A. B. C.</p>
<p><u>Body Paragraph 1</u> Topic sentence Link topic to thesis Show analysis Supporting Facts: • • Link to thesis/clincher</p>	<p><u>Body Paragraph 2</u> Topic sentence Link topic to thesis Show analysis Supporting Facts: • • Link to thesis/clincher</p>
<p><u>Body Paragraph 3</u> Topic sentence Link topic to thesis Show analysis Supporting Facts: • • Link to thesis/clincher</p>	<p><u>Conclusion or Paragraph 4</u> Topic sentence Link topic to thesis Show analysis Supporting Facts: • • Link to thesis/clincher</p>

Essay Frame

Prompt:

Thesis – Respond to the prompt, demonstrate analysis, introduce major topics

Body Paragraph 1 Topic: _____

Topic sentence: must link to thesis, show analysis, state topic.

Supporting factual information

1. _____

2. _____

3. _____

Clincher/link to thesis: _____

Body Paragraph 2 Topic: _____

Topic sentence: must link to thesis, show analysis, state topic.

Supporting factual information

1. _____

2. _____

3. _____

Clincher/link to thesis: _____

Body Paragraph 3 Topic: _____

Topic sentence: must link to thesis, show analysis, state topic.

Supporting factual information

1. _____

2. _____

3. _____

Clincher/link to thesis: _____

Suggested Progression of Writing Skills	World Cultures	Texas History	Pre-AP U.S. History	Pre-AP World Geography/APHG	AP World or European History	AP U.S. History	AP Gov/AP Eco/AP Psych
<i>Practice different types of writings such as essays, position papers, case studies, compare/contrast writing, cause/effect topics, and change-over-time essays. All disciplines should write 3-5 paragraph essays.</i>							
Document-Based Question- Number and depth of primary source documents: For strategies see the skills matrix.	2 as a minimum	2-4 of varying types of writing, photographs, or cartoons	4-5 of varying types with greater complexity	4-5 varying types, more complex and to include thematic maps	6-7 with variety and greater complexity	8-12 with greater variety and complexity	8-12 with greater variety and complexity
Application of Knowledge Writing- Introduce and develop strategies necessary to practice higher-level thinking skills to include analysis, synthesis, and evaluation. With the posing of a thoughtful question, students use theories and specific knowledge to:	<ul style="list-style-type: none"> • Generate new ideas • Hypothesize about future events • Analyze historical events • Predict trends • Identify cause/effect sequencing • Analyze case studies and current data 						
Suggested number of formal writing assignments- practice of writing process should be untimed Timed writing strategies should be practiced as student progresses with skills	2-3 per semester	3-4 per semester	4-5 per semester	5-6 per semester	3-5 per semester using greater depth and complexity in writing skills using specific free-response and DBQ formats	5-7 per semester using specified AP free-response and DBQ formats	6-8 per semester using specified AP free-response formats
Assessment Guidelines- Measure of student progress should be held to a standard that is appropriate to course level and student experience in the writing process. Minimum guidelines should be established and student success ranked from fully accomplishing goals of assignment to not accomplishing goals of assignment.	<ul style="list-style-type: none"> • Topic sentence • Supporting statements/evidence • Addresses all elements of the assignment • Conclusion 	Emphasize point of view/bias	Thesis supported with factual data from multiple sources and demonstration of knowledge of topic; Extension and elaboration of topic; Emphasize conflicting point of view, style and tone, locate and identify primary and secondary sources; Analyze, categorize documents; Emphasize evaluation and synthesis	Cite sources in essay with appropriate documentation	Continue suggested guidelines with a focus on specific course guidelines for AP Exams provided by College Board and "Acorn" book. Refer to College Board Website for further guidelines.	Continue suggested guidelines with a focus on specific course guidelines for AP Exams provided by College Board and "Acorn" book. Refer to College Board Website for further guidelines.	Continue suggested guidelines with a focus on specific course guidelines for AP Exams provided by College Board and "Acorn" book. Refer to College Board Website for further guidelines.
Scoring Guidelines: It is strongly suggested that instructors use a scoring rubric to evaluate student writing. A rubric will allow for subjective assessment without bias and prepare students for the rigor of evaluation on AP Exams.	Demonstrate rubric scoring to students. Initially, rubrics should be simple, allowing for great variety in student response. Structure and factual information presented should be considered.	Demonstrate rubric scoring to students. As student experience increases, greater depth and complexity should be awarded credit.	Demonstrate rubric scoring to students. As student experience increases, great depth and complexity should be awarded credit.	Demonstrate rubric scoring to students. See sample AP exams for scoring guidelines.	Demonstrate rubric scoring to students. See sample AP exams for scoring guidelines.	Demonstrate rubric scoring to students. See sample AP exams for scoring guidelines.	Demonstrate rubric scoring to students. See sample AP exams for scoring guidelines.
Continue adding greater sophistication over time...							

Writing in the Social Studies Pre-AP*/AP* Class

Grading Rubric for Pre-AP* Level I: Describe how the Louisiana Purchase affected national unity.	Pre AP* Level II: Describe how the Louisiana Purchase and the Mexican Cession affected national unity.	AP* Level: Discuss the impact of territorial expansion on national unity between 1800-1850.
Excellent	Excellent	8-9
<ul style="list-style-type: none"> • Clear organization within the paragraph • Broad, inclusive topic and concluding sentences • Numerous correct and relevant examples • Age-appropriate vocabulary • Thoughtful age-appropriate analysis of how <ul style="list-style-type: none"> • May contain minor grammatical/factual errors 	<ul style="list-style-type: none"> • Clear organization between and/or within paragraphs • Excellent structure: introduction, body, conclusion • Clear thesis • Sufficient, accurate, and relevant evidence • Varied and age-appropriate vocabulary • Thoughtful age-appropriate analysis of how • May contain minor grammatical/factual errors 	<ul style="list-style-type: none"> • Contains a clear, well developed thesis that addresses impact on unity • Understands complexity of question, including clear grasp of impact; addresses both unity and disunity in depth, or one in significant depth • Effectively analyzes the impact of territorial expansion • Supports thesis with substantial, relevant information spanning the time period • May contain minor errors
Good	Good	5-7
<ul style="list-style-type: none"> • Acceptable organization within paragraph • Acceptable topic and concluding sentences, possibly one too narrow in scope • Some correct and relevant examples • More often than not, age-appropriate vocabulary • Acceptable age-appropriate attempt at analysis of how • May contain grammatical/factual errors that do not weaken overall point 	<ul style="list-style-type: none"> • Acceptable organization between and/or within paragraphs • Acceptable structure • Clear, but not fully developed, thesis • Some accurate and relevant evidence • Age-appropriate vocabulary • Acceptable attempt at age-appropriate analysis of how • May contain grammatical/factual errors that do not undermine overall points 	<ul style="list-style-type: none"> • Contains a clear thesis with limited development or insufficient focus on impact • Limited understanding of complexity; some sense of impact on national unity; addresses unity and disunity in a general way, or one in depth • Limited analysis; mostly describes territorial expansion • Supports thesis with some factual information from the time period (1800-1850) • May contain minor errors that do not detract from the overall argument
Satisfactory	Satisfactory	2-4
<ul style="list-style-type: none"> • Some organizational errors within the paragraph • Underdeveloped or absent topic and/or concluding sentences • Few correct and relevant examples • Limited age-appropriate analysis of how; mostly describes • May contain some major grammatical/factual errors 	<ul style="list-style-type: none"> • Organization between and/or within paragraphs not entirely clear • Satisfactory structure; one or more elements missing or underdeveloped • Unclear or underdeveloped thesis statement • Limited accurate and relevant evidence • Limited age-appropriate vocabulary • Limited age-appropriate analysis of how; mostly describes • May contain some major grammatical/factual errors 	<ul style="list-style-type: none"> • Lacks a thesis, or thesis is confused or undeveloped • Ignores complexity; may merely mention impact; addresses both unity and disunity in a superficial way, or one in a general way • Describes territorial expansion • Information provided is minimal, or lacks supporting information • May contain major errors
Needs Improvement	Needs Improvement	0-1
<ul style="list-style-type: none"> • Unclear organization within the paragraph • Underdeveloped or absent topic and concluding sentence • Minimal, if any, examples • Inappropriate vocabulary • No age-appropriate analysis • Numerous grammatical/factual errors 	<ul style="list-style-type: none"> • Unclear organization between and/or within paragraphs • Unacceptable structure • No thesis statement • Limited, if any, evidence • Inappropriate vocabulary • No analysis <ul style="list-style-type: none"> • Numerous major grammatical/factual errors 	<ul style="list-style-type: none"> • Incompetent response • May simply paraphrase or restate the question • Shows little or no understanding of either the question or the time period

Examining Grade-Level Differentiation

Although each social studies course has its own list of TEKS, it is important for teachers not to view the content and skills for their class as an independent and free-standing set of requirements. Rather, each course's TEKS build on those from earlier grade levels and help prepare students for their work in the upper grades. Attention to how social studies courses are vertically aligned is essential to implementing the TEKS, as well as to preparing students for AP* work.

The following section is intended to aid that process by highlighting economics and government standards in the TEKS in grades 6–11. Although these subjects typically are not taught as independent courses until a student's senior year, their concepts are indispensable in studying history and geography. Teachers through grade 10 can enrich their students' understanding of the subject matter in their own courses by devoting lessons or portions of lessons expressly to economics and government concepts.

Economic Systems Strand in TEKS and AP*

This activity could take only a portion of a class or a full class period.

Overview: An economic system is the manner in which a society produces and exchanges goods and services. The concept of economic systems expands as it is examined in differing historic and geographic contexts through the grades. This concept is basic to AP* Economics and is found to some degree at each grade level, according to the TEKS.

- **Grade 6:** Contemporary World Cultures, the concept of economic systems is introduced (market/free enterprise system, traditional system, and command system). Students must know the economic benefits of the market/free enterprise system.
- **Grade 7:** Texas History, the concept of the free enterprise system (also known as capitalism and market system) is illustrated in the development of major industries. Students analyze how the free enterprise/market system contributed to this development.
- **Grade 8:** American History to 1877, the concept of how differing regional geographic economies developed within the framework of the free enterprise/capitalist/market system. As the nation expanded, so did the concepts of our economic system.
- **Grade 9:** World Geography, students study the characteristics of traditional, command, and market economies and examples of these systems in specific countries. They also must compare how each system seeks to satisfy basic needs through the production of goods and services in subsistence vs. market agriculture and cottage vs. commercial industries.
- **Grade 10:** World History, students study the origins of capitalism (a market system=private ownership of resources), socialism (a democratic planned system=public ownership of resources), and communism (a command system=public ownership of resources and distribution of goods and services). The relationships of countries with different economic systems are analyzed.
- **Grade 11:** U.S. History, students study the economic effects of the Cold War between the U.S. (market system/free enterprise) and the Soviet Union (command system/communism) on prosperity within the U.S. and trade with other countries.

Objectives: At each grade level, students will organize the relevant content into a graphic organizer, explain the relationships, and predict possible outcomes or the importance of these relationships.

Materials and Resources:

- *Textbook*
- *Graphic organizer sheet*

The Learning Activity

General Instructions:

- Have students read the relevant passages from their textbook. This could be done as homework.
- In small groups or individually, students should complete the graphic organizer(s) and answer the explanation question(s).
- In a large group, the teacher should check for student understanding of the information and concepts and lead the class in a discussion of the importance of the concept and its future implications. Let students know in advance the questions of the large group discussion so that they can focus their thinking in that direction.
- On the back of the graphic organizer, students should then summarize why the type of economic system is important and/or its impact.

Grade-Specific Instructions:

Grade 6

- Small group: Complete the “Information Matrix of Types of Economic Systems,” ([Attachment 1](#)). Think about and explain how market, traditional, and command systems differ. Explain in a paragraph how the life of a butcher (or a soldier, teacher, manufacturer, hunter, farmer) might be different under each system. Each group can focus on a different profession. (Since the textbook may have limited information, the teacher may want to supplement it with information from ([Attachment 1](#).)
- Large group: Discuss the small group conclusions; students add to their matrices. Under which type of system do we live? If you lived under the other systems, how might your life be different? Why is the type of economic system important in a society?

Grade 7

- Small group: Study the “Texas Star of Free Enterprise,” ([Attachment 2](#)), and discuss what each point means. Each group then completes the “Grade a Texas Industry Matrix,” ([Attachment 3](#)), to determine the level of free enterprise in the development of an industry. Each group then considers the development of the industry from a different point of view, i.e., a worker, a ranch owner, a farmer, or a government employee, and in a short paragraph explains their role and evaluates the negatives and positives of the industry’s development from that point of view. (An example of the cattle ranching industry is given on ([Attachment 3](#).)
- Large group: Discuss the conclusions of the small groups regarding the level of free enterprise and the points of view of different economic participants regarding positives and negatives. What role should government play in a free enterprise system? Should businesses have total freedom in developing an industry? Explain.

Grade 8

- Small group: For a given region of the U.S., complete the graphic organizer “Causes of a Regional Economy,” ([Attachment 4](#)). Information can be gathered from the textbook using the table of contents, index, and glossary. If time permits, library research would provide additional information. (The example on ([Attachment 4](#)) is of the northern region, but each separate region should be similarly developed.)

- Larger group: Discuss the information that different groups gathered. How might the regional economy have developed differently if we had had a command (communist or socialist) economic system (see [Attachment 1](#))? Write an essay explaining why the northeastern region of the United States became industrial.

Grade 9

- Small group: Complete the “Information Matrix on Economic Systems,” [Attachment 1](#), by using the Table of Contents, Index, and Glossary of your textbook and quickly reading the referenced pages to define and find an example of each type. Explain which characteristics of that society caused you to classify it as you did. Complete the “Compare-Contrast Graphic Organizer,” [Attachment 5](#), about economic systems. Explain how the characteristics of a market system and of a command system lead to different ways of providing for the basic needs of the people through the production of goods and services. (Examples are given on [Attachment 1](#) and [Attachment 5](#).)
- Large group: What differences might you find in the goods and services that are produced by each of these types of economic systems? What would cause these differences? What impact would this have on the lives of people in each society?

Grade 10

- Small group: Review the “Information Matrix of Types of Economic Systems,” [Attachment 1](#). Then, with the “Cause-Effect Graphic Organizer,” [Attachment 6](#), use the table of contents, index, and glossary of your textbook to find information about the selected country and time period. Based on the information, decide which type of economic system the country had at the beginning of the time period, define that type of system, and list characteristics of its economy. Next, determine which type of economic system the country had at the end of the time period, define it, and list characteristics of its economy at that point in time. In a paragraph explain how the characteristics of the first time period caused the society to develop the economic system of the ending time period. (Two examples are given on [Attachment 6](#).)
- Large group: Why do different economic systems develop? What are examples of positive and negative relationships between countries with these different systems? How did the differences in their economic systems contribute to their relationships? Can nations with differing economic systems live in peace?

Grade 11

- Small group: Using the empty matrix everyone should complete the “Cold War Matrix: Goals, Beliefs, and Events,” [Attachment 7](#). The last topic, “Cold War Historic Events in Light of the Goals and Beliefs,” could be divided so that each group does a different time period or all do the same time period. What actions by either the U.S. or the U.S.S.R. were not consistent with their goals or beliefs? Explain. (An example is on [Attachment 7](#).)
- Large group: In what ways did the political and economic beliefs of the United States cause us to win the Cold War? What changes have occurred to the goals (and underlying fears) and beliefs (economic and political) of the U.S. and today’s Russia? How might these changes affect our future relationships?

TEKS*Grade 6—Geography*

- 6.8 Economics. The student understands the various ways in which people organize economic systems. The student is expected to:
 - (A) Compare ways in which various societies organize the production and distribution of services.
 - (B) Identify and differentiate among traditional, market, and command economies in selected contemporary societies.
- 6.9 Economics. The student understands the role factors of production play in a society's economy. The student is expected to:
 - (B) Identify problems and issues that may arise when one more of the factors of production are in short supply.

Grade 7—Texas History

- 7.12 Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:
 - (B) Trace the development of major industries that contributed to the urbanization of Texas
- 7.13 Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:
 - (B) Analyze the impact of economic phenomena within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas

Grade 8—United States History to 1877

- 8.13 Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:
 - (A) Identify economic differences among different regions of the United States.
 - (B) Explain reasons for development of the plantation system, the growth of the slave trade, and the spread of slavery.
 - (C) Analyze the causes and effects of difference among different regions of the United States at selected times in U.S. history.
- 8.14 Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:
 - (A) Analyze the War of 1812 as a cause of economic changes in the nation.
 - (B) Identify the economic factors that brought about rapid industrialization and urbanization.
- 8.15 Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:
 - (B) Describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.
- 8.28 Science, Technology, and Society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:

- (A) Explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and the Bessemer steel process.

Grade 9—World Geography

- 9.10 Economics. The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to:
 - (A) Describe the characteristics of traditional, command, and market economies.
 - (B) Explain how traditional command and market economies operate in specific countries.

- 9.12 Economics. The student understands the economic importance of, and issues related to, the location and management of key natural resources. The student is expected to:
 - (B) Analyze how the creation and distribution of resources affect the location and patterns of movement of products, capital, and people.

Grade10—World History

- 10.14 Economics. The student understands the historic origins of contemporary economic systems. The student is expected to:
 - (A) Identify the historic origins of the economic systems of capitalism and socialism.
 - (B) Identify the historic origins of the political and economic system of communism.

Grade11—United States History

- 11.14 Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:
 - (C) Describe the impact of the Cold War on the business cycle and defense spending.

Attachment 1: Information Matrix of Types of Economics Systems

- *No nation has a “pure” economic system.*
- *All nations have some elements of each, but are mostly one of these.*
- *All economic systems are “mixed” or “modified.”*

	MARKET ECONOMY	TRADITIONAL ECONOMY	COMMAND ECONOMY
Define			
Give Examples			

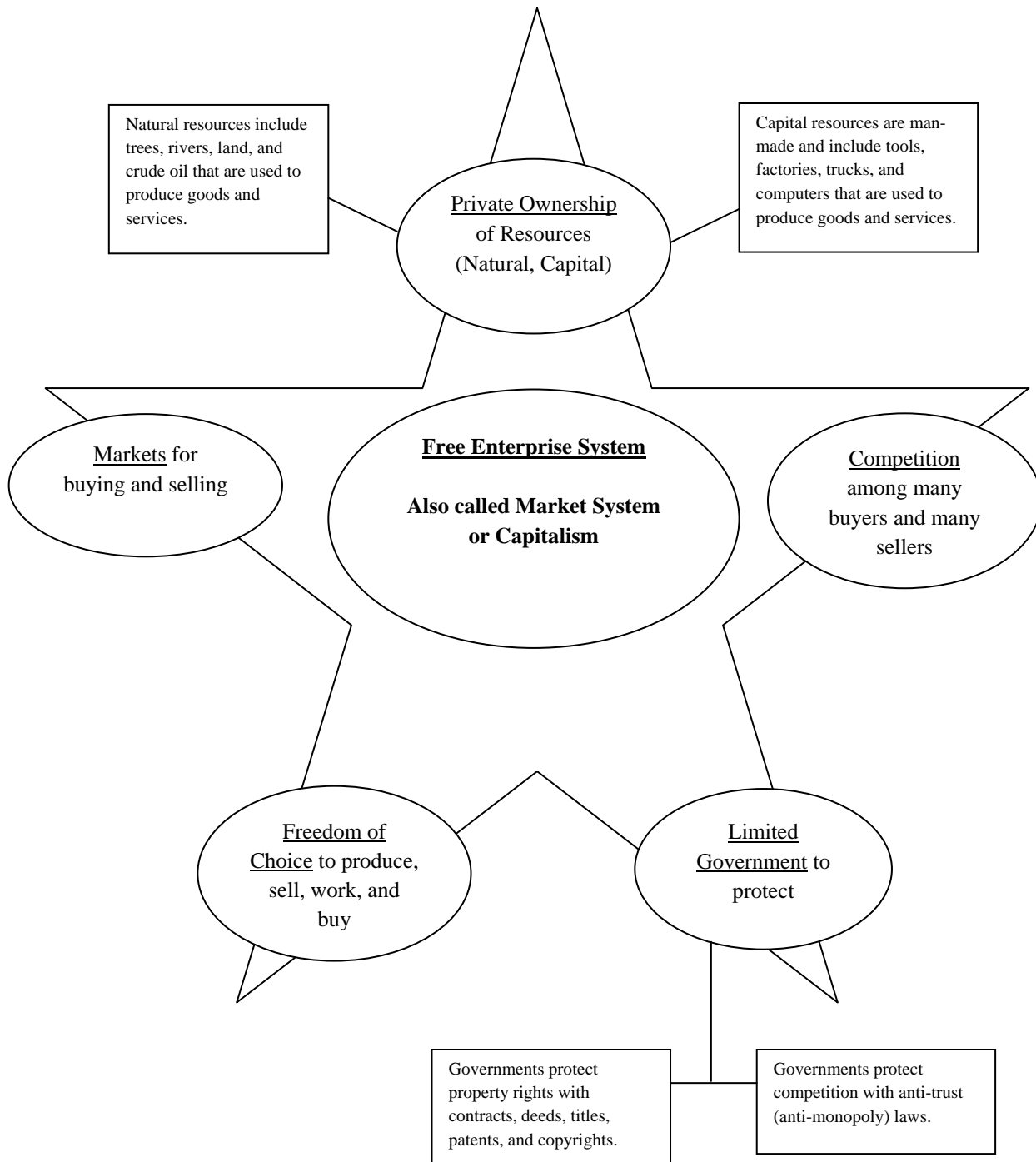
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- *All economic systems are “mixed” or “modified.”*

	MARKET ECONOMY	TRADITIONAL ECONOMY	COMMAND ECONOMY
Define	An economic system in which price and quantity of products and resources are determined by buying and selling in the market. It is also called a free enterprise system because of private ownership of resources and individual freedom to buy, to sell for a profit, and to select jobs. The role of the government is limited (lasses-faire).	An economic system in which scarce resources are used to produce goods and services according to ritual, habit, or custom. These economies are frequently subsistence, agrarian economies with strong religious traditions.	An economic system in which a central government, either elected or a dictatorship, makes most of the economic decisions. Major resources and industries are owned by the central government. The role of the government, which plans the economy, is active.
Give Examples	United States, Great Britain, Switzerland, Italy, Japan, Hong Kong, Taiwan, and most other nations of the world today have differing forms of market economies.	The first economies were traditional. Today the Central African Mbuti and the Australian Aborigines are examples. The backcountry farmers of the colonial South, the Inuits of northern Canada during the 1800s, and the American Indians before 1900 are examples from the past.	The former Soviet Union, Cuba, China, and North Korea are communist nations led by dictators. Sweden, a socialist nation, has democratically elected planners.

Attachment 2: The Texas Star—Five Characteristics of the Free Enterprise System

Directions: Study the graphic organizer below. What are the five characteristics of the free enterprise system? By which other names is the free enterprise system called? What roles do governments play in a free enterprise system of economics? Who buys resources? Who buys goods and services?



Now evaluate Texas industries in light of these characteristics.

Attachment 3: Grade A Texas Industry Matrix

Directions:

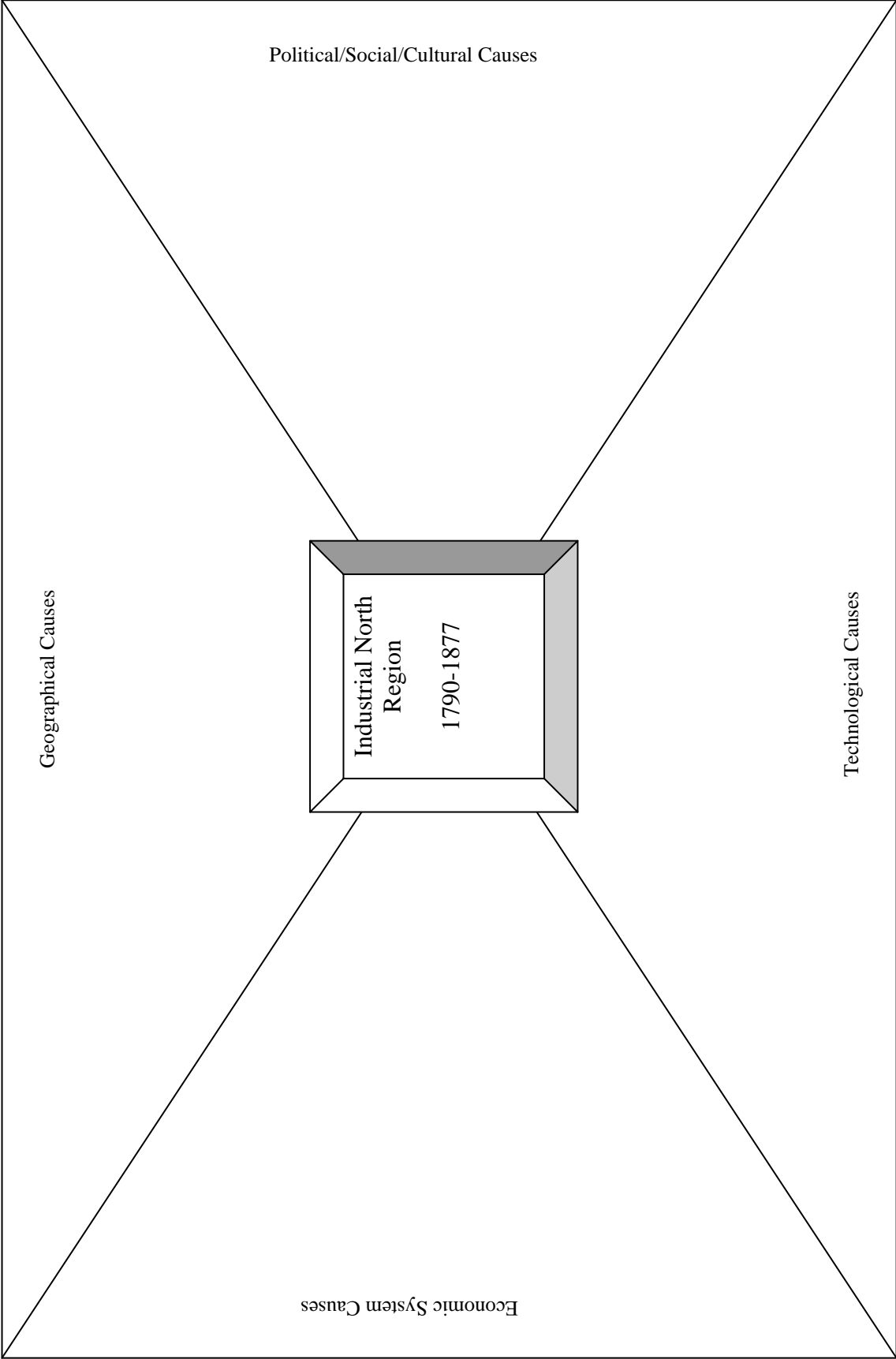
Analyze information from your textbook about the development of an industry (cattle, lumber, cotton farming, oil and gas, aerospace, or medical) in Texas during a specific time period by completing the matrix. In the last column, grade that development as it relates to the characteristics of the free enterprise system. If you give a ‘Yes’ to all five characteristics, then that industry gets an ‘A.’ Four ‘Yes’ answers would be a ‘B,’ etc. Then select a point of view—a worker, a rancher, a farmer, a city shop owner, or a government worker. Brainstorm and then explain how your life is affected positively and negatively by the developments in this industry.

FREE ENTERPRISE CHARACTERISTIC	QUESTIONS	ANSWERS AND EXAMPLES	FREE ENTERPRISE EXAMPLE? YES OR NO
Private Ownership of Resources	<ol style="list-style-type: none"> 1. List natural resources 2. List capital resources 3. Were these resources owned by individuals or by the government? 		
Freedom of Choice	<ol style="list-style-type: none"> 1. Were owners free to sell what they wanted? 2. Were workers free to work wherever they wanted? 3. Were people free to buy whatever products they wanted? 		
Buy and Sell in Markets	<ol style="list-style-type: none"> 1. Where did buying and selling take place? 2. What was bought and sold? 		
Competition	<ol style="list-style-type: none"> 1. Who were the sellers? Were there many or few of them? 2. Who were the buyers? Were there many or few of them? 		
Limited Role of Government to Protect	<ol style="list-style-type: none"> 1. What did government do? Who was protected by government actions? Who was hurt? 		

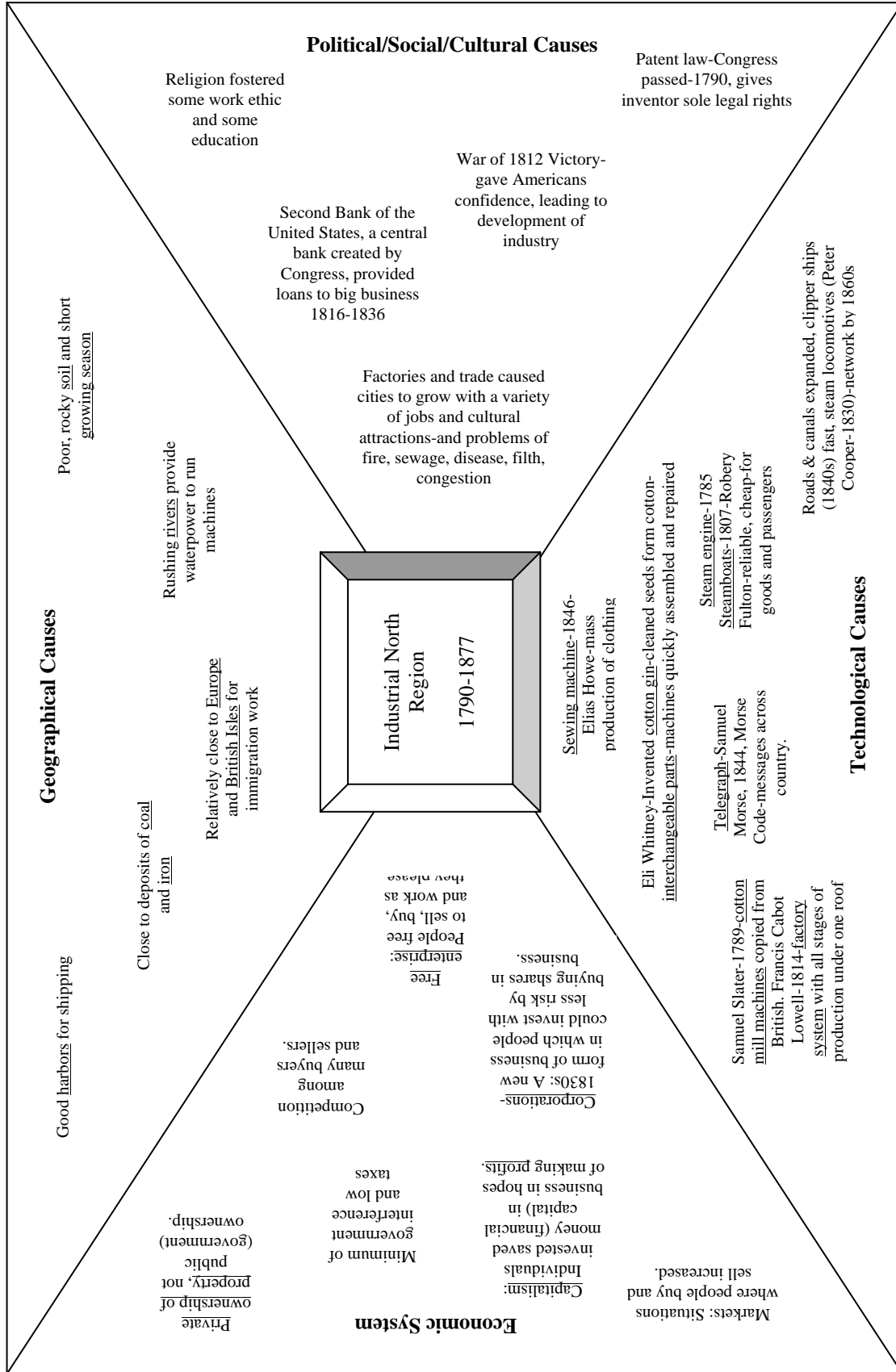
Attachment 3: Grade A Texas Industry Matrix
Cattle Ranches, 1885–1925
Grade: A

FREE ENTERPRISE CHARACTERISTIC	QUESTIONS	ANSWERS AND EXAMPLES	FREE ENTERPRISE EXAMPLE? YES OR NO
Private Ownership of Resources	<ol style="list-style-type: none"> 1. List natural resources 2. List capital resources 3. Were these resources owned by individuals or by the government? 	<ol style="list-style-type: none"> 1. Land, cattle, horses, sheep, grass 2. Windmills, barbed wire, branding irons, fences 3. Individuals, such as King or Goodnight, or private companies, such as XIT owned ranches, not a government. 	Yes, there was private ownership of resources by individuals and private companies.
Freedom of Choice	<ol style="list-style-type: none"> 1. Were owners free to sell what they wanted? 2. Were workers free to work wherever they wanted? 3. Were people free to buy whatever products they wanted? 	<ol style="list-style-type: none"> 1. Yes, they could raise cattle, horses, sheep, etc. 2. Yes, he could be a cowboy or whatever other work he wanted. 3. Yes, a cowboy could buy a horse or land or a night on the town with his pay. 	Yes, all people were free to choose to work, to see, and to buy whatever they wanted.
Buy and Sell in Markets	<ol style="list-style-type: none"> 1. Where did buying and selling take place? 2. What was bought and sold? 	<ol style="list-style-type: none"> 1. At auctions that were frequently near railroads. 2. Cattle, horses, sheep, hogs 	Yes, livestock were bought and sold in markets.
Competition	<ol style="list-style-type: none"> 1. Who were the sellers? Were there many or few of them? 2. Who were the buyers? Were there many or few of them? 	<ol style="list-style-type: none"> 1. There were many ranchers who sold cattle, horses, and sheep. 2. Buyers from the East, from Europe, and from other countries bought Texas cattle. 	Yes, there were many buyers competing to get a “good deal” and many sellers competing to make a profit.
Limited Role of Government to Protect	<ol style="list-style-type: none"> 1. What did government do? Who was protected by government actions? Who was hurt? 	<ol style="list-style-type: none"> 1. Passed laws to allow fences and to punish fence cutters. This protected owners of property, but hurt free use of open ranges. 2. Passed laws to break up the railroad monopoly. This protected farmers from high railroad rates. 	Yes, the government protected private property rights and protected competition from monopolies.

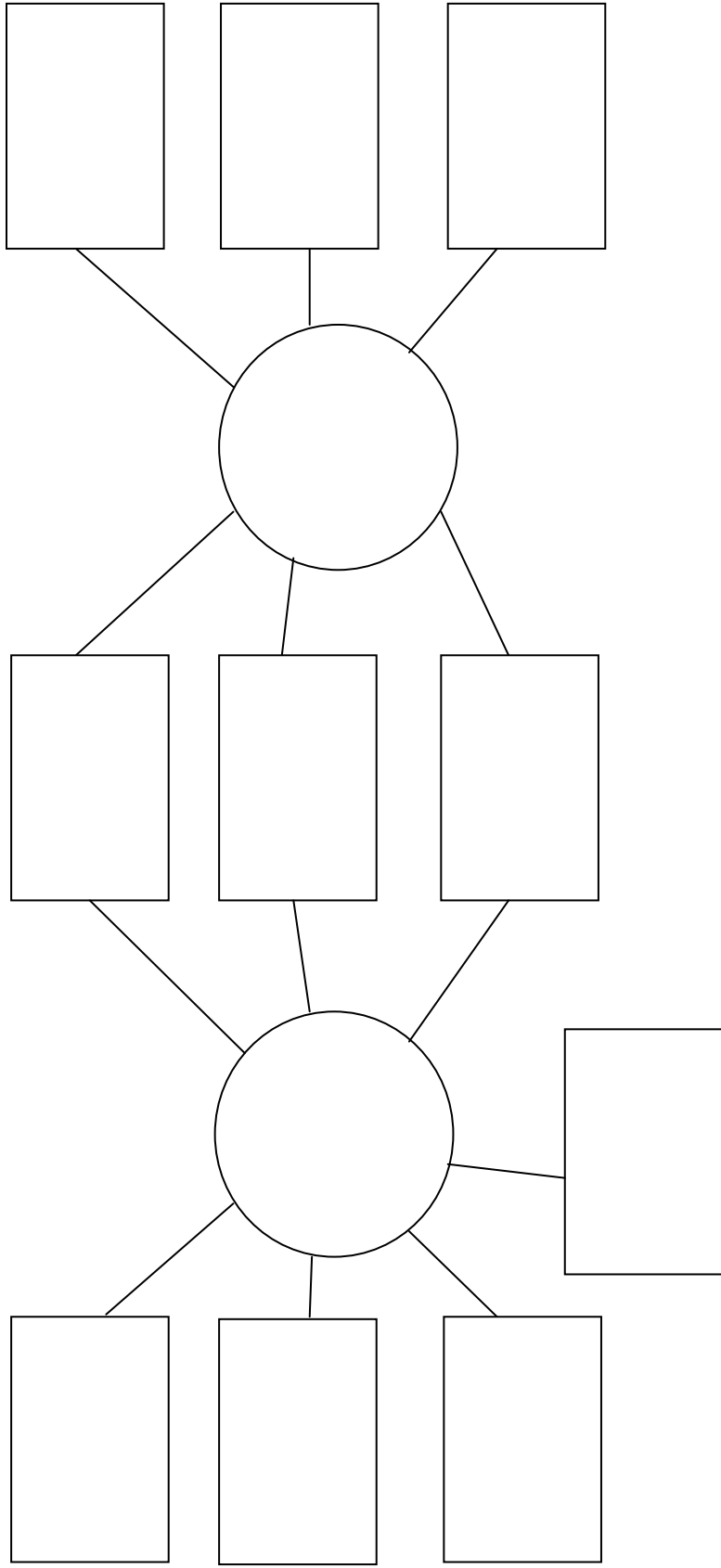
Attachment 4: Causes of Regional Economy



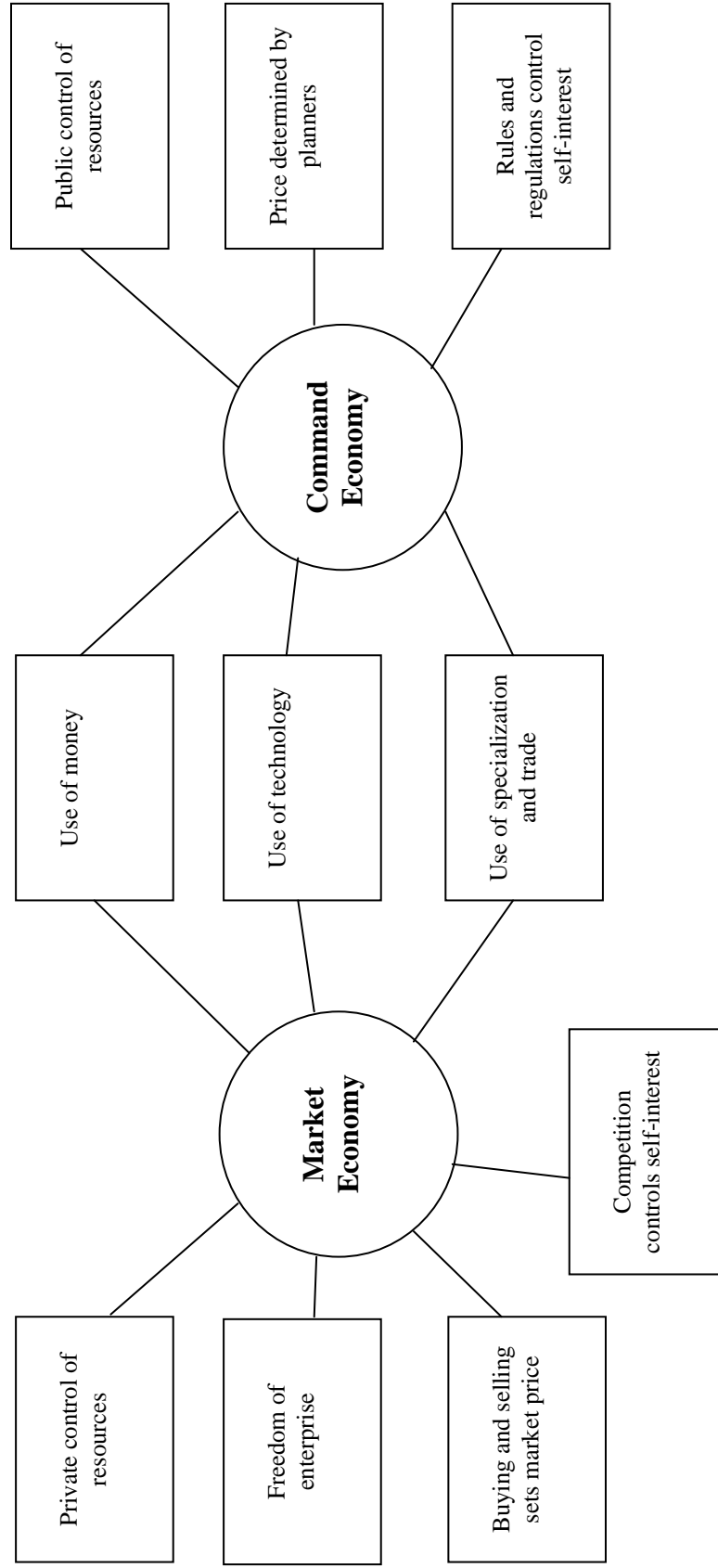
Attachment 4: Causes of Regional Economy



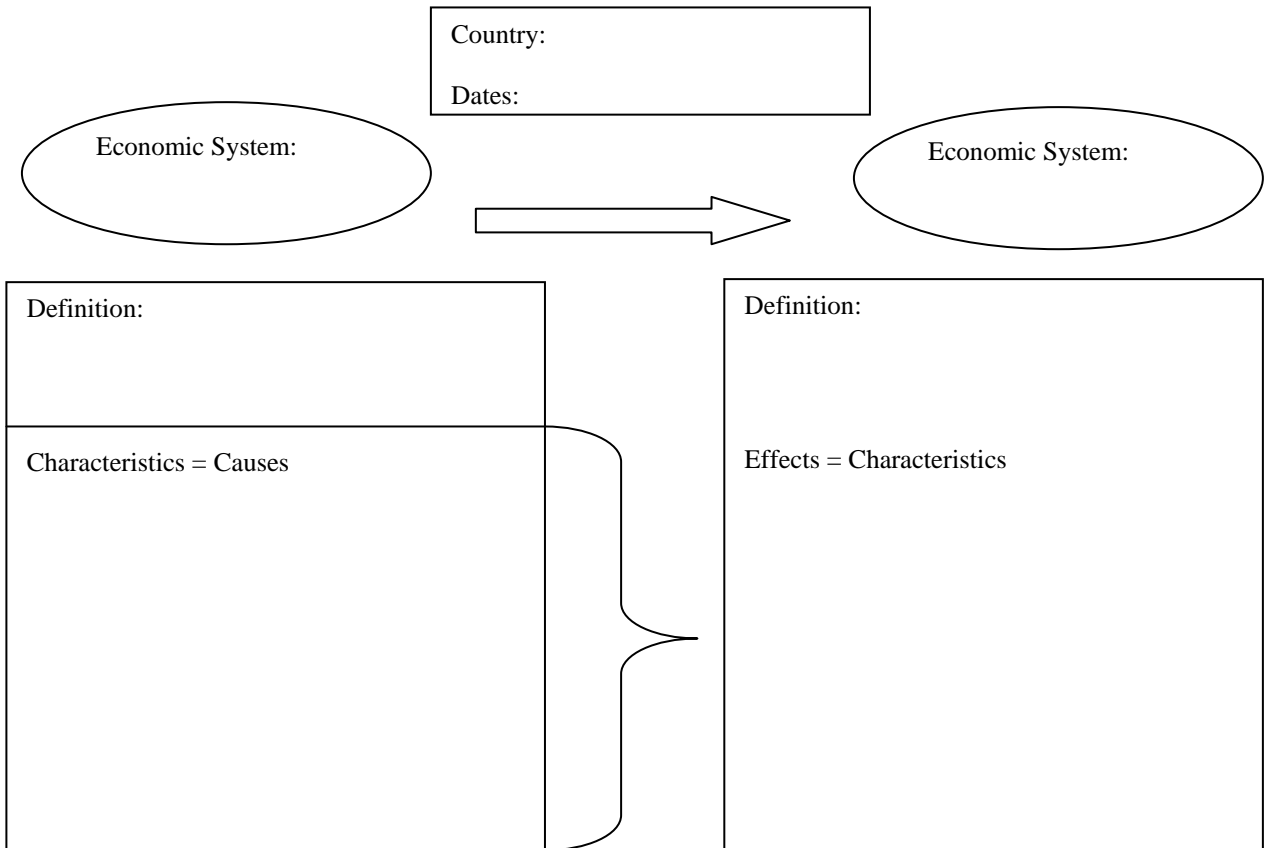
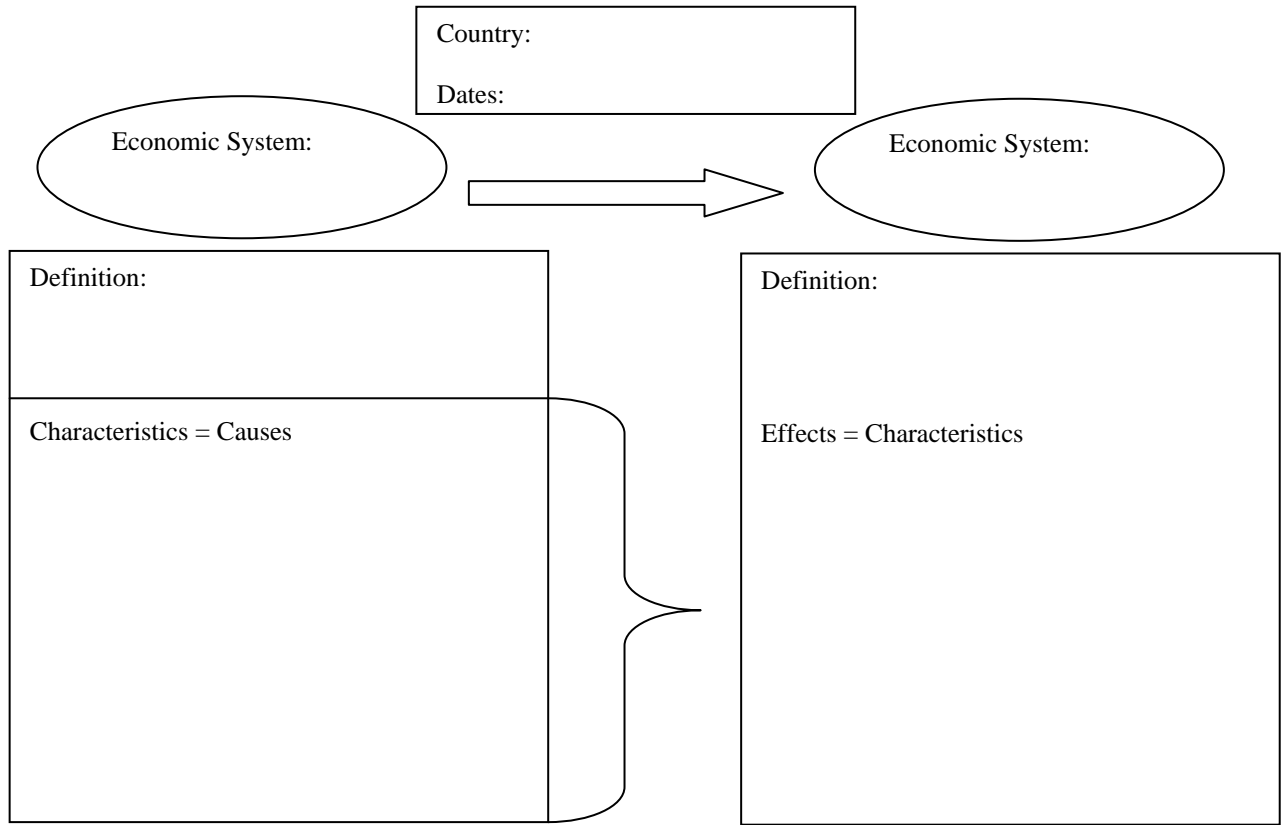
Attachment 5: Compare and Contrast Graphic Organizer
Characteristics of a Market System vs. a Command System



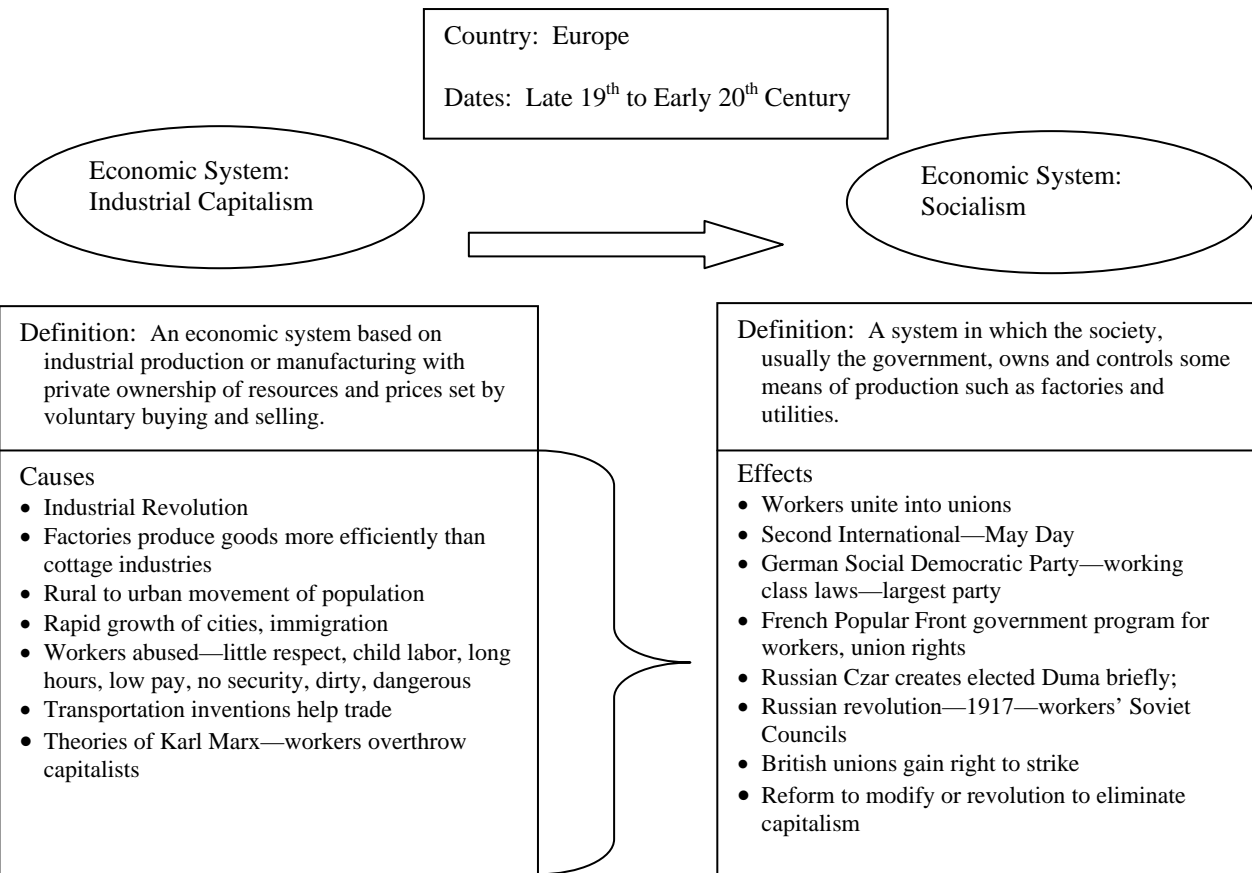
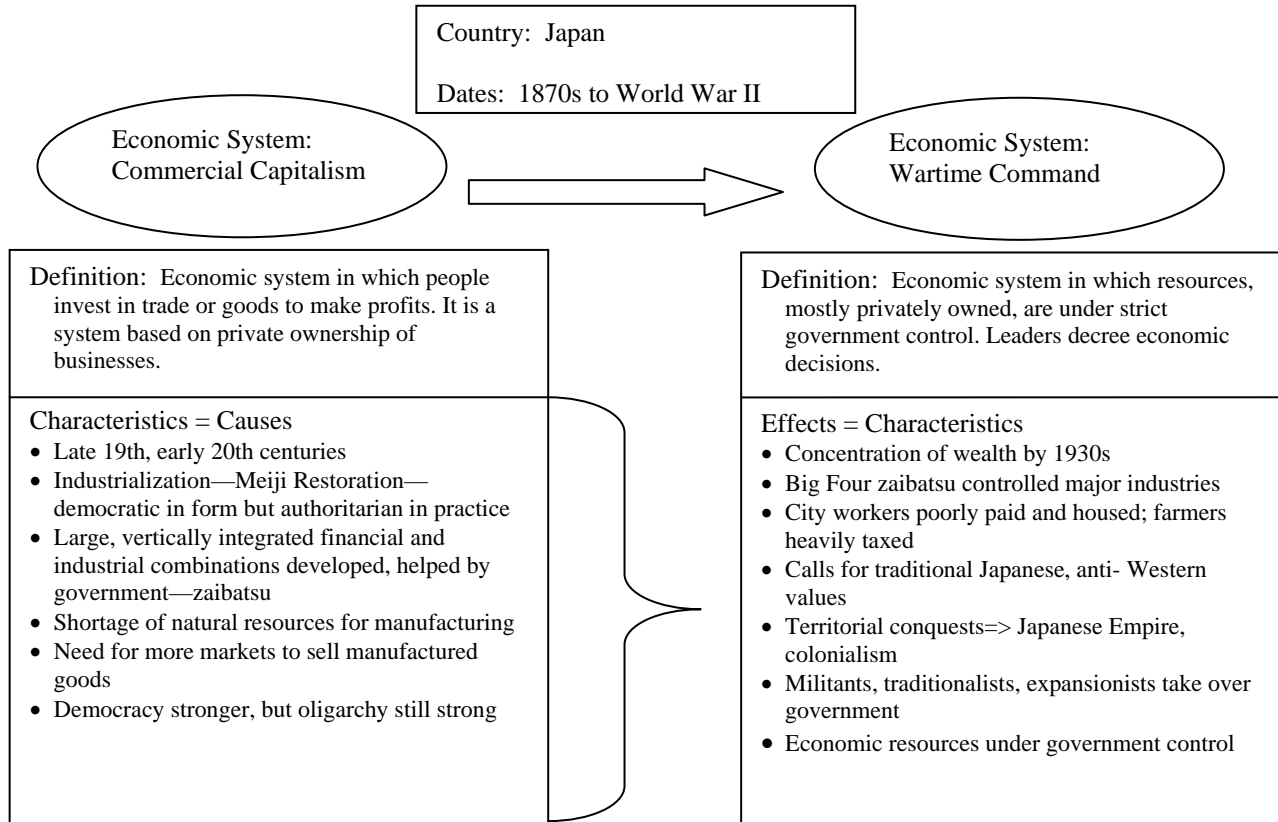
Attachment 5: Compare and Contrast Graphic Organizer
Characteristics of a Market System vs. a Command System



Attachment 6: Cause – Effect of Economic Systems



Attachment 6: Cause – Effect of Economic Systems



Attachment 7: The Cold War Matrix

*Goals, Beliefs, & Events
1946-1990*

	The United States	The Soviet Union
Goals (and Underlying Fears)		
Economic Beliefs		
Political Beliefs		
Cold War Historical Events in Light of Goals and Beliefs		

Attachment 7: The Cold War Matrix

Goals, Beliefs, & Events

1946-1990

	The United States	The Soviet Union
Goals (and Underlying Fears)	<ul style="list-style-type: none"> • Peace feared economic isolation because nations use war to get needed resources if trade is restricted. • Economic growth through trade feared another Great Depression. 	<ul style="list-style-type: none"> • Security feared another invasion by Germany, so planned to keep Germany weak and control the buffer nations between them. • Spread of Communism and defeat of capitalism feared domination of capitalists.
Economic Beliefs	Capitalism, a market/free enterprise economic system based on private ownership of property, coordination of economic activities by market forces of supply and demand, a limited role for government, competition, and freedom of choice.	Communism, a command economic system, with public ownership of resources, coordination of economic activities by government leaders and planners, and government protection of workers.
Political Beliefs	Democracy, with protections for people's rights and rule by law, makes a country more stable and peaceful, and therefore able to achieve economic growth.	A Communist dictatorship, with power in the hands of a few, is more secure and focused on protecting itself from dangers from within and from outside of the nation.
Cold War Historical Events in Light of Goals and Beliefs	<ul style="list-style-type: none"> • Yalta Conference, 1945. FDR seeks promise from Stalin that all Europeans would be allowed "to create democratic institutes of their own choice" and to impose reasonable reparations on Germans so that they could rebuild. • Potsdam Conference, 1945. Truman insisted that German industry must be allowed to recover in Allied zones. • U.S. policy of containment assured Western Europeans that they could rebuild with airlift to Berlin. • Etc. until 1990. 	<ul style="list-style-type: none"> • Yalta Conference. Stalin wanted heavy reparations to weaken Germany. Soviets refused to allow democratic elections and subjugated • Romanian and Polish governments. East Germany stripped of machinery. • Potsdam Conference. Soviets could take reparations from their zone. Feared atomic bomb and accepted. • Soviet armies occupied Eastern Europe and established communism-Iron Curtain. • Etc. until 1990.

Supply – Demand Economics Strand In TEKS and AP*

This activity could take only a portion of a class or a full class period.

Overview: To understand the history and geography of a nation with a market (free enterprise/capitalist) economy, students must understand the basic economic concepts of supply and demand. Businesses supply (sell) goods and services; individuals demand (buy) goods and services. Individuals supply (sell) factors of production (natural resources, labor, capital, and entrepreneurship); businesses demand (buy) the factors of production. The concepts of supply, demand, and price are found in all social studies courses. They are related at each grade level to TEKS and are a part of the AP* Economics curriculum, as indicated on the next page.

Objectives: At each grade level, students will . . .

- Do the economic analysis and draw (or interpret) a correctly labeled graph based on the prompt, explain the graph and its outcomes, and relate it to the discussion/essay question.
- Understand how supply and demand and subsequent prices and quantities of output (goods and services) or factors of production (resources) are both caused by history and geography and cause history and geography.

Materials and Resources:

- Transparencies with Supply-Demand lesson
- Quick question exercise to review concepts
- Textbook
- Grade-level prompts and analysis
- Empty Supply-Demand sheet (or blank notebook paper)

The Learning Activity

General Instructions:

- Have students read and take notes on the relevant passages from their text. This could be done as homework.
- The teacher develops the models through questioning and explanation. See Sections I, II, III, and IV of “Social Studies Meets Math” (Attachment 1).
- The teacher asks “Supply-Demand Questions to Check Understanding” (Attachment 2).
- Using one of the situations for that grade level, the teacher identifies the major concept, gives the change, and, where appropriate gives the graph (Attachment 3).
- Students, working in small groups, do economic analysis and graph the change (or do only the economic analysis, interpreting and explaining the graph).
- The teacher selects a couple of student groups to put their analysis and graph on the board and explain it to the rest of the class. The class gives suggestions for improvements and corrections.
- Then, in a large group setting, the teacher (or student) leads the discussion of the importance or impact of the historic or geographic change.
- Students take a few minutes to think about the discussion and answer the questions in writing either formally as an essay or informally as notes.

TEKS

Grade 6—Geography

- 6.9 Economics. The student understands the role factors of production play in a society's economy. The student is expected to:
 - (A) Describe ways in which factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of selected contemporary societies; and
 - (B) Identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.

Grade 7—Texas History

- 7.13 Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:
 - (A) Analyze the impact of national and international markets and events on the production of goods and services in Texas.
 - (B) Analyze the impact of economic phenomena within the free enterprise system such as supply and demand, profit.
 - (C) Analyze the impact of significant industries in Texas such as oil and gas, aerospace, and medical technology on local, national, and international markets.
- 7.20 Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:
 - (C) Analyze the effects of scientific discoveries and technological innovations, such as barbed wire, the windmill, and oil, gas, and aerospace industries, on the developments of Texas

Grade 8—United States History to 1877

- 8.13 Economics. The student understands why various sections of the U.S. developed different patterns of economic activity. The student is expected to:
 - (C) Analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.
- 8.14 Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:
 - (B) Identify the economic factors that brought about rapid industrialization and urbanization.
- 8.15 Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:
 - (B) Describe the characteristics and benefits of the U.S. free enterprise system during the 18th and 19th centuries.

Grade 9—World Geography

- 9.11 Economics. The student understands the reasons for the location of economic activities (primary, secondary, tertiary, and quaternary) in different economic systems. The student is expected to:
 - (C) Describe how changes in technology, transportation, and communication affect the location and patterns of economic activities.

- 9.12 Economics. The student understands the economic importance of, and issues related to, the location and management of key natural resources.
 - (A) Compare global trade patterns at different periods of time and develop hypotheses to explain changes that have occurred in world trade and the implications of these changes.
 - (C) Evaluate the geographic and economic impact of policies related to the use of resources such as regulations for water use or policies related to the development of scarce natural resources.

10th grade—World History

- 10.14 Economics. The student understands the historic origins of contemporary economic systems. The student is expected to:
 - (A) Identify the historic origins of the economic systems of capitalism and socialism.
 - (B) Identify the historic origins of the political and economic system of communism.

- 10.23 Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to:
 - (A) Gives examples of major mathematical and scientific discoveries and technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations.
 - (D) Describe the origins of the scientific revolution in 16th-century Europe and explain its impact on scientific thinking worldwide.

- 10.24 Science, technology, and society. The student understands connections between major developments in science and technology and the growth of industrial economies and societies in the 18th, 19th, and 20th centuries. The student is expected to:
 - (A) explain the causes of industrialization and evaluate both short-term and long-term impact on societies.
 - (B) Describe the connection between scientific discoveries and technological innovations and new patterns of social and cultural life in the 20th century, such as developments in transportation and communication that affected social mobility.

11th grade—United States History since 1877

- 11.12 Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920.

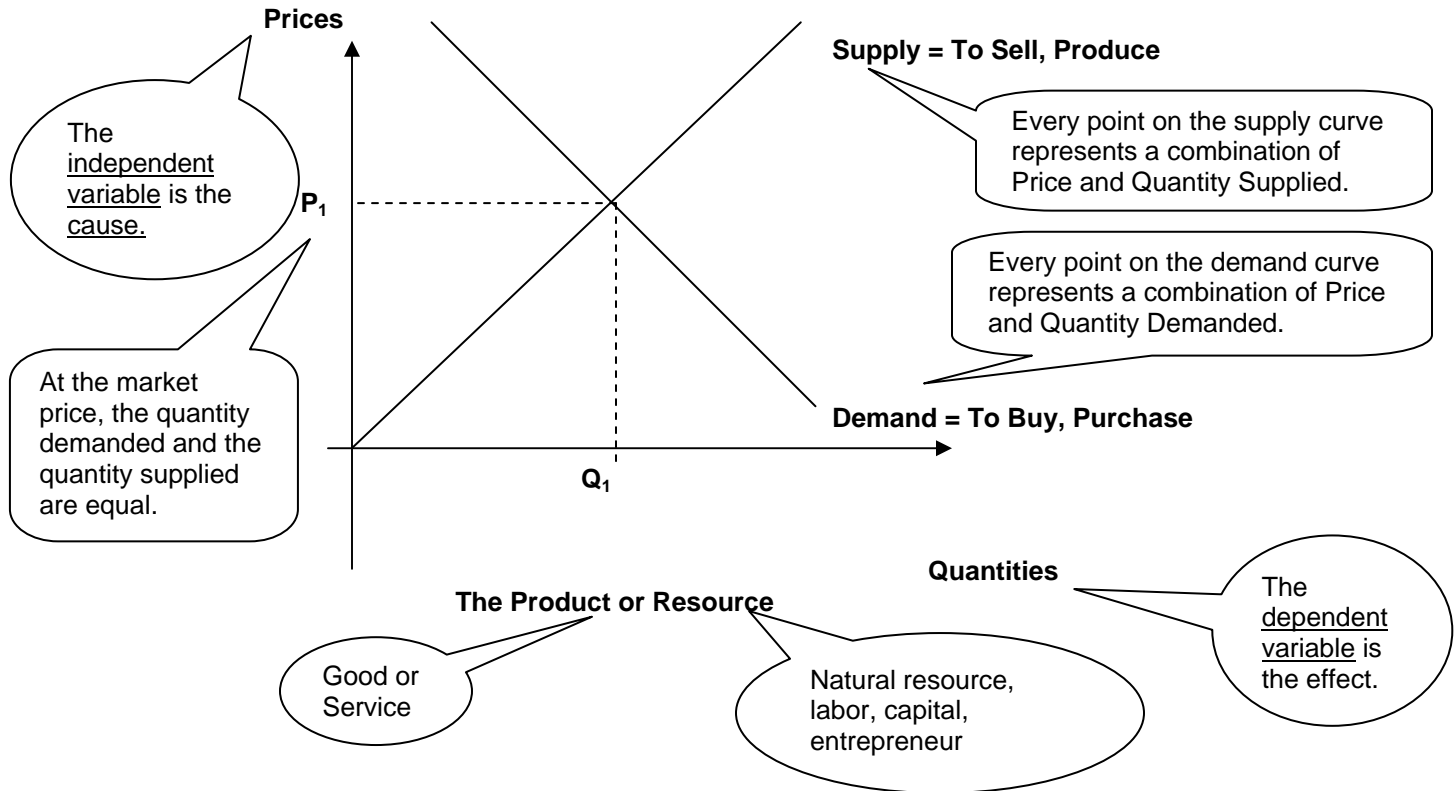
- 11.14 Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:
 - (A) Describe the economic effects of World War II on the home front, including rationing, female employment, and the end of the Great Depression

Attachment 1: Supply-Demand: Social Studies Meets Math

Directions: Using the overhead projector and the transparency of the “Anatomy of Supply-Demand” (or drawing on the board), the teacher explains and the students take notes.

1. A market is any situation where buying and selling takes place.
2. People buy goods and services from businesses in product markets.
3. Businesses buy resources (natural, labor, capital, or entrepreneurial) from people in resource markets in order to make goods and services.
4. When people buy and sell, they think of the two main variables, Price and Quantity.
5. Price is the independent variable (the cause) and Quantity is the dependent variable (the effect).
6. When the price is low, people buy (demand) a larger quantity because they can afford more, and when the price is high people buy a smaller quantity because they can afford less. There is an inverse relationship between price and quantity demanded.
7. All of the points on the demand curve represent some combination of price and quantity demanded.
8. When price is low, producers or businesses sell (supply) a smaller quantity, and when price is high producers/businesses sell a larger quantity because they expect higher profits. There is a direct relationship between price and quantity supplied.
9. All of the points on the supply curve represent some combination of price and quantity supplied.
10. The quantity supplied and demanded are equal at the price where the supply curve and the demand curve cross. It is called the equilibrium price or market price.

I. Anatomy of Supply-Demand



* Notice that the independent variable is on the y-axis, not the x-axis, the opposite from math.

II. Simple Cause-Effect Analysis When Anything Except Price Changes

Directions: Now show how Supply and Demand can be used to analyze change in history and current events.

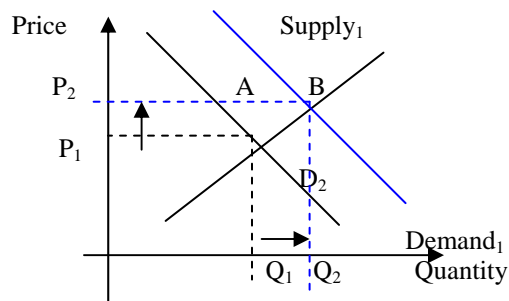
Sections II and III should be done together.

- (1) Ask students questions as you develop Economic Analysis and the graph for Section II and Section III.
- (2) Give a grade-level prompt for analysis in small groups. Depending on student abilities, have them graph and analyze the situation, or interpret and explain the graph on the blank matrix.
- (3) The teacher checks for accuracy and understanding.
- (4) The teacher leads a large group discussion on the importance or impact of the historic or geographic situation.

Economic Analysis, Easy as 1, 2, 3

(Assume one change at a time.)

1. Before Change – Start analysis at Point “A” where P_1 and Q_1 meet.
2. Change – Kids like motor scooters better than bicycles. (Notice the graph is of Scooters, not Bicycles.)
 - Is the change a change in the price of the good/service or resource? Yes or No (If yes, there is no shift.)
 - Does the change affect supply or demand first?
 - Does supply or demand increase or decrease? (shifts right)
3. After Change – The price rises for scooters until the quantity supplied and demanded are equal again at Point “B” where P_2 and Q_2 meet.



Motor Scooters

Kids like electric scooters better than bicycles, so more (quantity) scooters are bought (demanded) at every price, causing the demand curve to shift to the right, D_2 .

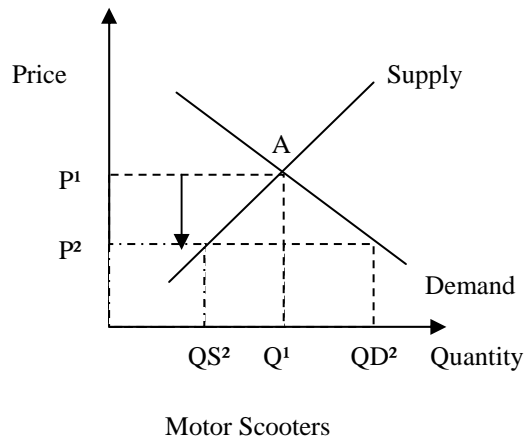
*If the price of scooters changes, there is no shift. See the next example. If anything except the price of scooters changes, there is a shift.

III. Simple Cause-Effect Analysis When Price Changes

(Assume one change at a time.)

A change in price causes a change in the quantity supplied and in the quantity demanded, so a surplus or shortage exists.

So, if price falls,



Then at P^2 , quantity demanded is more than quantity supplied = shortage.

*A surplus is when the quantity supplied is greater than the quantity demanded.

*A shortage is when the quantity demanded is greater than the quantity supplied.

Economic Analysis, Easy as 1, 2, 3

1. Before Change – Start analysis at Point "A" where P^1 and Q^1 meet.
2. Change – The business firm that makes the scooters lowers the price of each scooter.
 - Is the change a change in the price of scooters? Yes or No (If yes, there is no shift.)
3. After the Change – At the new price (P^2) the quantity demanded (QD^2) is greater than the quantity supplied (QS^2) so there are not enough scooters, and a shortage of scooters exists.

IV. Two Causes of Inflation

Directions: This inflation section is more applicable to high school geography and history than to junior high social studies courses. Follow directions given for Sections II and III.

Macroeconomics is about measures related to the entire nation, such as employment, inflation, total resources, and Gross Domestic Product (total production and income). “ \implies ” means “causes” or “leads to”

Inflation = rising prices: Each dollar buys less; purchasing power and \$ value fall.

Deflation = falling prices: Each dollar buys more; purchasing power and \$ value rise.

Too much buying \implies too much total demand \implies Inflation

Examples:

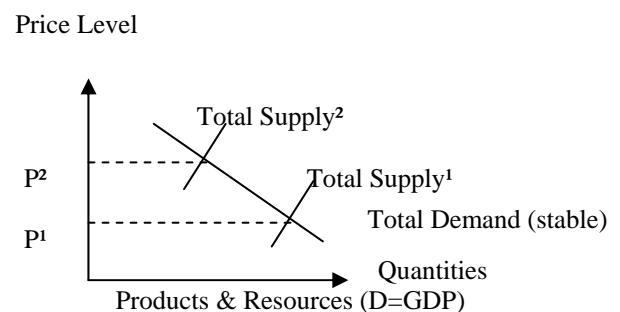
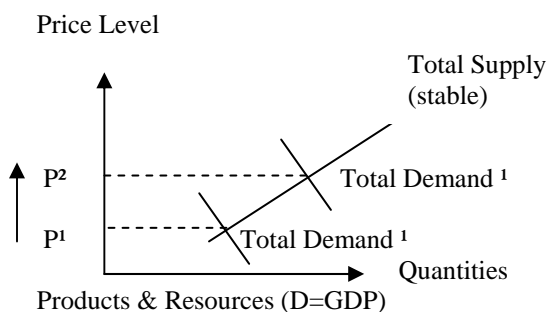
- Consumers buy more, like clothes or cars.
- Businesses buy more, like computers, skyscrapers, factories, or trucks.
- Governments buy more, like war planes, schools, or highways.
- Foreigners buy more in the US, like blue jeans, gasoline, or computer software.
- The government prints or creates more money and causes interest rates to fall so that people/businesses can buy more.

Per Unit Costs of Production Rise \implies Less total supply \implies Inflation

Examples:

- Natural resources, like crude oil or lumber, get more expensive.
- Labor resources, like workers or professional services, get pay (wage) increases or extra benefits.
- Real capitals, like trucks, and/or financial capital, like borrowed money, get more expensive.
- Entrepreneurs, owners of businesses, require more profits.
- Governments raise business taxes, decrease subsidies, or increase rules.

What inflation looks like: Prices rise



Both total supply and total demand curves can shift at the same time if:

- An increase in Wages causes consumer spending and total demand to rise and also causes the cost of labor resources to increase and total supply to decrease \implies Inflation (Graph it to check this.);
- A depreciation of the U.S. dollar in Foreign Exchange Markets causes foreigners to buy more U.S. goods and services (exports) because our currency is cheap so total demand increases and also causes American producers to buy fewer foreign natural and capital resources (imports) because their currency is expensive, so total supply decreases \implies Inflation (Graph it to check this.)

Attachment 2: Supply-Demand Questions to Check for Understanding

To be used with “Social Studies Meets Math”

Questions	Answers
I. Anatomy of Supply-Demand	
Everything is held constant except for two variables. What are those two variables?	Price and Quantity
Which variable usually causes the other to change?	Price usually causes quantity to change.
If Price went up from P1, what would happen to the quantity supplied?	Quantity supplied increases at the higher price because sellers are willing and able to sell more. (Focus on supply curve.)
If Price went up from P1, what would happen to the quantity demanded?	Quantity demanded decreases at the higher price because buyers are willing and able to buy less. (Focus on demand curve.)
Give an example of a product that is a good.	A pair of jeans, a car, a loaf of bread, a computer
Give an example of a product that is a service.	A dentist appointment, a haircut, a bank account
II. Simple Cause- Effect (Anything but Price changes) => a curve shifts	
Using Economic Analysis, what three questions does one ask about the change?	Is the change a change in the price of the good or resource graphed? Yes or No Does it affect supply or demand first? Does supply or demand increase (shift right) or decrease (shift left)?
What do P1 and P2 represent?	The price before the change and the price after the change.
What do S and D represent?	Supply and Demand
What causes demand to decline?	If anything changes that affects buying except price, demand declines (shifts left).
When demand declines, is the change in price the cause or the effect?	The effect, because the cause was whatever caused demand to decline.
III. Simple Cause-Effect (P rice changes) => no shift of a curve	
What causes a shortage?	When the price is lowered, it causes the quantity supplied to be less than the quantity demanded.
Why does the supply or the demand curve shift?	A change in price causes a change in quantity, not a change in supply or demand.
IV. Inflation and Deflation	
Why would good consumer confidence cause inflation?	Consumers buy more, causing demand to increase, which causes prices to rise.
What would too many factories sitting half-empty cause? (Draw this so you can see it.)	Businesses would buy (demand) fewer new factories, so prices fall and quantity decreases. Also, unused factory capacity means supply decreases, so prices rise and quantity falls. So, quantity decreases for sure, but prices are indeterminate (cannot tell). Inflation is unknown.
If OPEC (the Organization of Petroleum Exporting Countries) cut production of crude oil, causing the price of oil to rise, why would it cause inflation in the U.S.A?	Since the resource cost is higher, the per unit production costs of gasoline and plastics would rise, causing supply to fall (shift left), and, thus, causing the prices of products to rise (inflation).

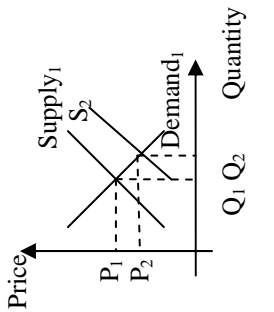
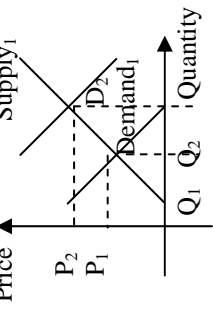
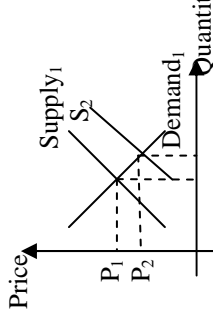
Supply – Demand Practice Sheet

Major Concept	Prompt = The Change	Economic Analysis	Supply-Demand Graph	Discussion or Essay Question

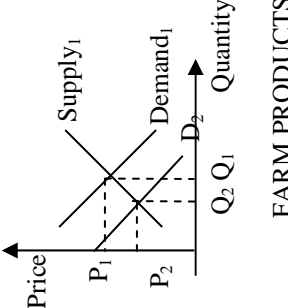
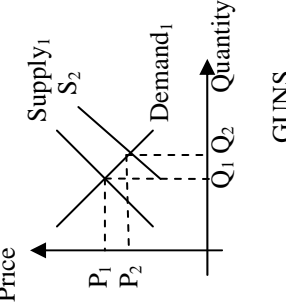
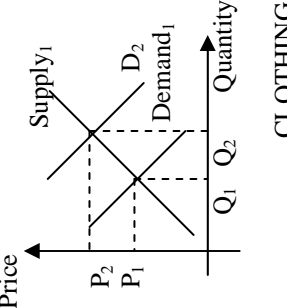
Applications for Grade 6 Human Cultures

Major Concept	Prompt = The Change	Economic Analysis	Supply-Demand Graph	Discussion or Essay Questions
The U.S. Becomes a World Power- Immigration	Many new immigrants crowd American cities and seek jobs.	<ol style="list-style-type: none"> 1. Before-P_1, Q_1 2. The Change –Many new workers came to America, causing the supply of workers to increase (shifts right). 3. After Change-The price of labor (wages) fell, and the quantity of workers supplied and demanded increased. 	<p>Wages = Price of labor</p> <p style="text-align: center;">LABOR (WORKERS)</p>	Compare the expectations of immigrants coming to America with the realities that they found. Do you think immigrants today face the same or different situations? Give evidence to illustrate your position.
Midwest: Technology Brings Change-Recession	Recession causes people to demand (buy) fewer farm products.	<ol style="list-style-type: none"> 1. Before-P_1, Q_1 2. The Change-People buy fewer farm products, so demand falls (shifts left). 3. After Change-Prices fall (deflation), and quantity supplied and demanded falls for farm products. 	<p style="text-align: center;">FARM PRODUCTS</p>	What happens in a business when prices and quantity are both falling? Explain what choices farmers might face in this situation.
Midwest: Technology Brings Change	Corporations buy up small farms and use new technology, like tractors, to increase farm production.	<ol style="list-style-type: none"> 1. Before-P_1, Q_1 2. The Change—Corporate farms produce more, so supply increases (shifts right). 3. After Change—Prices fall (deflation), and quantity of farm products supplied and demanded rises. 	<p style="text-align: center;">FARM PRODUCTS</p>	Why were large corporations able to make these farms succeed when small farmers were not? Explain a modern example that illustrates a similar situation.

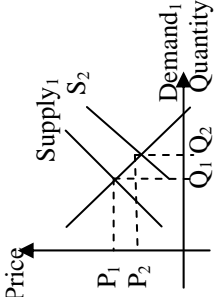
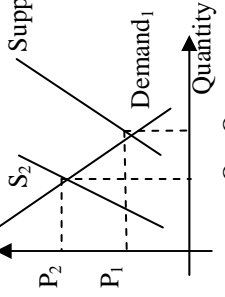
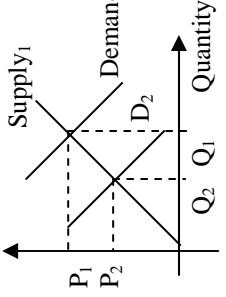
Applications for Grade 7 Texas History

Major Concept	Prompt = The Change	Economic Analysis	Supply-Demand Graph	Discussion or Essay Question
Origins of the Cattle Kingdom	The railroads made it possible to transport cattle to the Eastern markets cheaply to provide cities with beef.	<ol style="list-style-type: none"> 1. Before—No good way to move cattle to east. 2. The change—Railroads carry cattle east, causing the <u>supply of beef to increase</u> in the East. 3. After Change—The price of beef fell, and the quantity increased. 	 <p style="text-align: center;">BEEF IN EASTERN CITIES</p>	Why were the railroads important to both the development and to the eventual destruction of the cattle kingdom? Computers transport information. Compare the role of computers today with railroads in the late 1800s.
A New Century (20 th)—Oil and Lumber Industries	The oil industry needed lumber with which to build derricks, as well as homes and stores for workers.	<ol style="list-style-type: none"> 1. Before Change—Rural 2. The Change e—The discovery of oil caused an <u>increase in the demand</u> for lumber to build derricks. 3. After Change—The price and quantity supplied and demanded of lumber rose. 	 <p style="text-align: center;">LUMBER</p>	How did the discovery of oil impact the social and economic growth of Texas? What is an important industry in your area? What caused it to grow? How did it impact your community?
World War I and the 1920's	After World War I, the price of cotton fell to \$.10 per pound so farmers' incomes fell drastically. Poor farmers grew more cotton to try to make up for lost income.	<ol style="list-style-type: none"> 1. Before Change—Cotton prices too low to support poor farmers 2. The Change—Poor farmers produced more 3. After—The price of cotton fell even more, and the quantity supplied and demanded rose. 	 <p style="text-align: center;">COTTON</p>	What roles had farmers played during World War I and the 1920s? What factors led to the income inequality from which poor tenant and sharecroppers suffered?

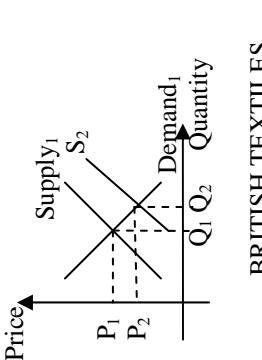
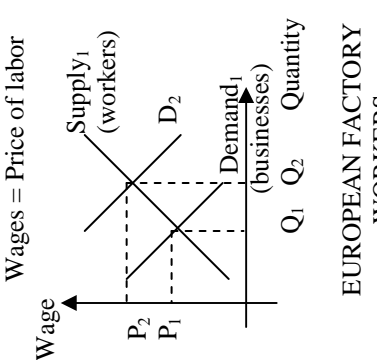
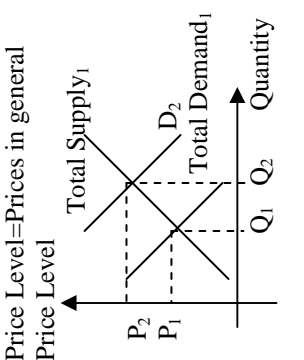
Applications for Grade 8 United States History

Major Concept	Prompt = The Change	Economic Analysis	Supply-Demand Graph	Discussion or Essay Question
The Articles of Confederation	Money was collected to pay foreign debts, causing a serious shortage of currency in the U.S.	<ol style="list-style-type: none"> 1. Before-Depression due to Revolutionary War destruction 2. The Change-Americans had less money with which to buy farm products, so <u>demand to fell</u> (shift left). 3. After Change-Prices fell (deflation), and quantity supplied and demanded fell. 	 <p style="text-align: center;">FARM PRODUCTS</p>	What goals was the U.S. government under the Articles trying to accomplish? Why were they unable to bring prosperity to the nation?
Growth and Expansion, 1790-1825	Eli Whitney invented interchangeable parts for guns.	<ol style="list-style-type: none"> 1. Before Change-Hand-produced items 2. The Change-Mass production, due to interchangeable parts, caused supply to increase (shift right). 3. After Change-Prices fell and Quantity of guns rose. 	 <p style="text-align: center;">GUNS</p>	How did new technology cause the U.S. to grow? What were the positive and negative consequences of this growth? Should new technology be encouraged today? Explain.
Manifest Destiny, 1818-1853	Gold is discovered, and Forty-miners rush into boomtowns.	<ol style="list-style-type: none"> 1. Before Change-California was a part of Mexico with ranches and trading. 2. The Change-Increased population in gold towns caused demand for clothing to increase. 3. After Change-Prices and quantity increased. 	 <p style="text-align: center;">CLOTHING</p>	Why were people willing to leave their homes and go west? What were the short run and long run consequences of the gold rush?

Applications for Grade 9 World Geography

Major Concept	Prompt = The Change	Economic Analysis	Supply-Demand Graph	Discussion or Essay Question
Latin America-Mexico	With profits from oil and with lower tariffs under North American Free Trade Agreement (NAFTA), new manufacturing factories called maquiladoras open in Northern Mexico.	<ol style="list-style-type: none"> 1. Before Change-Limited manufacturing for export 2. The Change-More manufacturing in Mexico, causing supply to rise. 3. After Change-Prices fall (deflation or less inflation) and the quantities of electronics increase. 	 <p style="text-align: center;">MEXICO-ELECTRONICS</p>	What impact would you expect maquiladoras to have on the lives of the people of Mexico? What does it mean to have a more “open” economy?
Eastern Europe	Communist-ruled countries held elections in 1989-90, and began to privatize industries, but many went broke due to inefficiency.	<ol style="list-style-type: none"> 1. Before Change-State-owned industries were privatized. 2. The Change-Many factories went broke, causing supply to decrease. 3. After Change-Prices for clothing rose (inflation), and the quantities demanded and supplied fell. 	 <p style="text-align: center;">CZECH REPUBLIC-CLOTHING</p>	Why was the move toward a market economy plagued with problems in countries like Hungary and the Czech Republic? What conditions must develop for economic growth to take place there?
Japan	Japanese people saved instead of spending much of their incomes at the same time that foreigners bought fewer Japanese exports.	<ol style="list-style-type: none"> 1. Before Change-Japanese prosperity 2. The Change-Consumer and foreign buying (demand) both declined. 3. After Change-Prices fell (deflation), and the quantities supplied and demanded fell. 	 <p style="text-align: center;">JAPAN-TELEVISION SETS</p>	What is the importance of saving in a market economy? What is the importance of spending in a market economy? How would deflation, combined with unemployment, affect the lives of people?

Applications for Grade 10 World History

Major Concept	Prompt = The Change	Economic Analysis	Supply-Demand Graph	Discussion or Essay Question
Industrial Revolution and Nationalism, 1800-1870	New inventions, like the flying shuttle and the steam engine, combined with the factors of production, allowed for mass production.	<ol style="list-style-type: none"> 1. Before Change-Resources used in cottage industries. 2. The Change-Inventions allowed more efficient use of resources, causing supply to rise. 3. After Change-Prices fell, and the quantities supplied and demanded rose. 	 <p>The graph shows a supply curve shifting from S_1 to S_2 (rightward) and a demand curve shifting from D_1 to D_2 (rightward). The initial equilibrium is at price P_1 and quantity Q_1. The new equilibrium is at price P_2 and quantity Q_2. The price P_2 is lower than P_1, and the quantity Q_2 is higher than Q_1.</p> <p style="text-align: center;">BRITISH TEXTILES</p> <p style="text-align: center;">Wages = Price of labor</p>	What impact would lower prices and greater quantity of textiles have on British life in the short run? What long-run changes has mass-production brought to society?
Mass Society and Democracy, 1870-1914	The inventions of steel, electricity, and the internal-combustion engine allowed new forms of transportation to develop, such as automobiles, so production increased.	<ol style="list-style-type: none"> 1. Before Change-Horse and water power 2. The Change-Inventions caused more production: transportation, caused more demand for labor. 3. After Change-Wages rose, and the quantity of workers supplied and demanded rose. 	 <p>The graph shows a supply curve shifting from S_1 to S_2 (rightward) and a demand curve shifting from D_1 to D_2 (rightward). The initial equilibrium is at price P_1 and quantity Q_1. The new equilibrium is at price P_2 and quantity Q_2. The price P_2 is higher than P_1, and the quantity Q_2 is higher than Q_1.</p> <p style="text-align: center;">EUROPEAN FACTORY WORKERS</p> <p style="text-align: center;">Price Level = Prices in general</p>	How did the second Industrial Revolution foster the growth of a world economy? Why do wages in industrial nations tend to be higher than in less developed, agricultural nations?
The West Between the Wars, 1919-1939	John Maynard Keynes said that government should go in debt and should deficit spend (borrow) to increase total demand to get an economy out of a depression.	<ol style="list-style-type: none"> 1. Before Change-Depression with unemployment of labor and other resources 2. The Change-Government borrows and spends, causing total demand to rise. 3. After Change-Prices rose, and the quantity of output supplied and demanded for the nation rose. 	 <p>The graph shows a supply curve shifting from S_1 to S_2 (rightward) and a demand curve shifting from D_1 to D_2 (rightward). The initial equilibrium is at price P_1 and quantity Q_1. The new equilibrium is at price P_2 and quantity Q_2. The price P_2 is higher than P_1, and the quantity Q_2 is higher than Q_1.</p> <p style="text-align: center;">GDP (TOTAL OUTPUT)</p> <p style="text-align: center;">Price Level = Prices in general</p>	Compare the possible positive and negative outcomes of Keynes' theory. What might happen if a government deficit spent during a time of prosperity (boom)?

Applications for Grade 11 United States History

Major Concept	Prompt = The Change	Economic Analysis	Supply-Demand Graph	Discussion or Essay Question
Politics and Reform, pp. 1877-1896	The government stopped printing greenbacks and began to pay off bonds that backed national bank notes after the Civil War.	<ol style="list-style-type: none"> 1. Before Change-Inflation so each dollar bought less. 2. The Change-As the money supply shrinks, there is less money, so people demand fewer farm products. 3. After Change-Prices fell (deflation), and the quantity supplied and demanded fell. 	<p style="text-align: center;">FARM PRODUCTS</p>	What effects would farmers experience from a shrinking money supply and deflation? What choices might a farmer face in light of this economic situation?
American and World War II, 1941-1945	During World War II, the U.S. Government demanded products and resources. Wage and price controls prevented inflation.	<ol style="list-style-type: none"> 1. Before Change-Inflationary pressures (high prices) due to government demand. 2. The Change-The government sets price controls on consumer goods. 3. After Change-Shortages were developed since more was demanded than supplied at the government controlled price level. 	<p style="text-align: center;">FARM PRODUCTS</p>	Since prices cannot ration goods during this period, what options might be possible for rationing available goods? Would such a system work during the war with Iraq? Explain your position.
Politics and Economics, 1971-1980	The price of a barrel of crude oil rose from \$3 in 1973 to \$30 in 1980. Crude oil is essential to our industrialized economy since it powers production.	<ol style="list-style-type: none"> 1. Before Change-Inflation due to too much government demand 2. The Change-Price of crude oil rose significantly, which caused per-unit production to rise and supply to decline. 3. After Change-Prices continued to rise (inflation), and the quantities of output and employment, GDP, fell. 	<p style="text-align: center;">CONSUMER GOODS P_G=Govt. Price Control</p> <p style="text-align: center;">Price Level=Prices in General</p> <p style="text-align: center;">TOTAL OUTPUT/EMPLOYMENT Real GDP</p>	If you were president what would your options be to deal with this problem? Each president tried something different during this period. What would you have done? Explain.

Government Strand in TEKS and AP*

Overview: To understand the political systems of the United States and other nations of the world, students must have an understanding of the basic principles upon which government may be founded. Popular sovereignty, limited government, separation of powers, checks and balances, republicanism, federalism, and individual rights are principles taught at each grade level according to the TEKS, and are examined in even greater detail through the AP* curriculum.

Objectives: At each grade level, students will...

- use Pre-AP* strategies to collect/acquire, organize, process, analyze, and evaluate information; and
- understand and apply concepts of government

Materials and Resources:

- Grade-level textbook
- Selected readings and appropriate graphic organizer(s)

The Learning Activity

General Instructions:

- Have students read the relevant passages from their textbook. This may be done in class or as a homework assignment.
- Individually or in small groups, students should complete the graphic organizer(s) and answer any accompanying questions.
- In a large group, the teacher should check for student understanding of the information and concepts presented and lead a class discussion of the importance of the concepts.
- Students should summarize their learning through a written assignment.

Grade-Specific Suggestions:

Grade 6-World Cultures (2 days or 90 minutes)

- Students work individually or in small groups to read the handout/transparency (Attachment 1) containing selections on limited and representative government. Using their text and the documents, students should complete the comparison chart on the Important Features of the Magna Carta and the English Bill of Rights (Attachment 2).
- Once students have completed the chart, discuss the documents and chart in class. Then have the students complete an incident report (Attachment 3) concerning the development of limited and representative government, drawing conclusions about the impact of the principles on the power of Parliament and how those principles may have affected the development of representative governments elsewhere in the world.
- Write a paragraph summarizing the information from the incident report.

Grade 7-Texas History (2 days or 90 minutes)

- Using their texts, students work individually or in small groups to read selections about the Texas Constitution, completing the chart (Attachment 4) about the basic principles found in the Texas Constitution.
- Once students have completed the chart, discuss their findings in class.
- Have students use their chart to write an essay on the following: The governments of both the United States and Texas support the basic principles of government. Explain what basic governmental principles can be found in the Texas Constitution and why the Texas Bill of Rights is important today.

Grade 8-U.S. History to 1877 (2 days or 90 minutes)

- Using their text and the U.S. Constitution and Bill of Rights, students complete the chart on Basic Principles Reflected in the United States Constitution (Attachment 5).
- Once students have completed the chart, discuss their findings in class.
- Using the documents and charts, students complete a DBQ (Attachment 6).

Grade 9-World Geography (2 days or 90 minutes)

- Using their text and outside resources, students work individually or in small groups to complete the chart on Examples of Political Systems (Attachment 7).
- Once students have completed the chart, discuss student responses in class. Allow students to modify their charts. Be sure to include Iraq, Israel, Japan, and the United Kingdom as examples.
- Using their knowledge of geography and political systems, students should write an essay addressing why different political systems develop. What geographic factors influence the development of different political systems? How do those geographic factors help shape the foreign policy and international political relations of each of the following countries: Iraq, Israel, Japan, and the United Kingdom?

Grade 10-World History (4 days or 180 minutes)

- Divide students into groups and assign each group to research one of the following: American Revolution, French Revolution, Mexican Revolution, Russian Revolution, or Chinese Revolution.

- Using their text and outside resources, students should use SPEC (Attachment 8) to categorize information about each of the countries prior to revolution.
- Students should complete an incident report (Attachment 9) concerning their topic. Once completed, each group should present their report to the class.
- What generalizations can be made between the type of government prior to the revolutions and the social, economic, and cultural conditions in each country? What are the recurring themes in each country?
- What American political ideas might have impacted the revolutions in other countries? What predictions can be made about the forms of government created in each country after the revolution and contemporary issues and events? Are there any countries in the world today “ripe for revolution?” If so, what countries and what makes them “ripe?”
- Students should complete the matrix on Political Changes (Attachment 10).

TEKS

Grade 6–Social Studies

- 6.11 Government. The student understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments. The student is expected to:
 - (A) Describe characteristics of limited and unlimited governments.
 - (B) Identify reasons for limiting the power of government.
- 6.12 Government. The student understands alternative ways of organizing governments. The student is expected to:
 - (C) Identify historical origins of democratic forms of government.

Grade 7–Texas History

- 7.14 Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:
 - (A) Identify how the Texas Constitution reflects the principles of limited government, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

Grade 8–U.S. History to Reconstruction

- 8.16 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:
 - (D) Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

Grade 9–World Geography

- 9.14 Government. The student understands the geographic processes that influence political divisions, relationships, and policies. The student is expected to:
 - (B) Explain the geographic factors that influence a nation’s power to control territory and that shape the foreign policies and international political relations of selected nations, such as Iraq, Israel, Japan, and the United Kingdom.

Grade 10–World History

- 10.15 Government. The student understands the historical antecedents of contemporary political systems.
The student is expected to:
 - (A) Explain the impact of parliamentary and constitutional systems of government on significant world political developments.
 - (B) Define and give examples of different political systems, past and present.
 - (C) Explain the impact of American political ideas on significant world political developments.
 - (D) Apply knowledge of political systems to make decisions about contemporary issues and events.

Attachment 1: Two Principles of English Government: Limited Government & Representative Government

Limited Government

The Magna Carta, 1215

The Magna Carta limited the power of the king (government) by guaranteeing certain rights to the nobles. These rights were later extended to all citizens. This document placed the power of government beneath that of the law. Specific limitations included the following:

- protection against cruel and unusual punishment;
- protection against loss of life, liberty, and property;
- the right to a fair and speedy trial by a jury of one's peers;
- the king could not levy certain taxes without approval of the people.

The English Bill of Rights, 1689

The English king and queen, William and Mary, agreed to accept the Bill of Rights establishing the supremacy of Parliament. Some specific guarantees included:

- freedom of speech and debate in Parliament;
- guarantees of individual freedoms against the power of government; and
- protection from excessive bail, right of petition, and reaffirming the right of trial by jury.

Representative Government

The people elected representatives to make laws and govern. Only Parliament, the elected representatives, had the power to pass laws.

- The upper chamber of Parliament was called the House of Lords and was composed of the aristocracy.
- The lower chamber of Parliament was called the House of Commons and was composed of property owners and merchants who elected other property owners and merchants to represent them.

From the Texas Education Agency Social Studies Center: <http://socialstudies.tea.state.tx.us>

Attachment 2: Important Features of the Magna Carta and the English Bill of Rights: Limitations on Government Power

<i>Features</i>	<i>Magna Carta</i>	<i>English Bill of Rights</i>
<i>Dates</i>		
<i>Limitations on King or Government</i>		
<i>Guaranteed Individual Rights</i>		
<i>Growth of the Power of Parliament</i>		
<i>Structure of Parliament</i>		

From the Texas Education Agency Social Studies Center: <http://socialstudies.tea.state.tx.us>

Attachment 2: Important Features of the Magna Carta and the English Bill of Rights: Limitations on Government Power

<i>Features</i>	<i>Magna Carta</i>	<i>English Bill of Rights</i>
<i>Dates</i>	1215	1689
<i>Limitations on King or Government</i>	<ul style="list-style-type: none"> • Guaranteed certain rights to nobles • Power of government (king) beneath the law • Could not tax without approval of people 	<ul style="list-style-type: none"> • Parliament supreme over the monarch
<i>Guaranteed Individual Rights</i>	<ul style="list-style-type: none"> • Fair trial and speedy trial by jury • No cruel or unusual punishment • Protections against loss of life, liberty, and property 	<ul style="list-style-type: none"> • Right to petition government • Trial by jury • No excessive bail
<i>Growth of the Power of Parliament</i>	<ul style="list-style-type: none"> • Nobles given certain rights • Nobles given larger role in the government 	<ul style="list-style-type: none"> • Parliament supreme over the monarch • Freedom of speech and debate in Parliament
<i>Structure of Parliament</i>	<ul style="list-style-type: none"> • Called Great Council (until 1258), and consisted of Nobility only 	<ul style="list-style-type: none"> • Two houses (bicameral) <ul style="list-style-type: none"> -House of Lords (aristocracy) -House of Commons (property owners/merchants)

From the Texas Education Agency Social Studies Center: <http://socialstudies.tea.state.tx.us>

Attachment 3: Incident Report on the Development of Government

Summary of Important Events

Who:

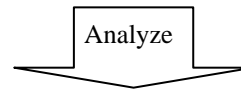
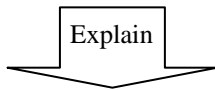
What:

When:

Where:

How:

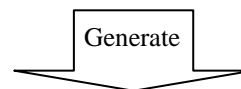
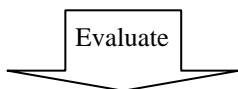
Sketch a map, picture, diagram, or visual metaphor to represent this situation



What were the causes?	What were the effects?
-----------------------	------------------------

Whose interests were pitted against each other?

vs.



How did the impact of the principles lead to the development of a more powerful Parliament?
How did they affect the development of representative governments elsewhere?

How would you prioritize the rights gained through these documents?
What other rights would you have added?

Attachment 4: Basic Principles Reflected in the Texas Constitution of 1876

<i>Basic Principles</i>	<i>Description</i>	<i>Location in the Constitution</i>
<i>Limited Government</i>		
<i>Republicanism</i>		
<i>Checks and Balances</i>		
<i>Federalism</i>		
<i>Separation of Powers</i>		
<i>Popular Sovereignty</i>		
<i>Individual Rights</i>		

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Attachment 4: Basic Principles Reflected in the Texas Constitution of 1876

<i>Basic Principles</i>	<i>Description</i>	<i>Location in the Constitution</i>
<i>Limited Government</i>	Powers of government are restricted by set laws.	Article 1 Article 2 Article 3 Article 4
<i>Republicanism</i>	Authority comes from the people who elect representatives to exercise power for them.	Preamble Article 4
<i>Checks and Balances</i>	Each of the three branches of government has the power to restrict (check) the other two branches.	Article 2
<i>Federalism</i>	Power is divided between the national and state governments.	Article 7 Article 8
<i>Separation of Powers</i>	Powers are divided among different branches of government: legislative, executive, and judicial.	Article 3 Article 4 Article 5
<i>Popular Sovereignty</i>	All political power comes from the people.	Preamble Article 1 (Sec. 2)
<i>Individual Rights</i>	Certain rights are guaranteed to all citizens.	Article 1 (Bill of Rights)

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Attachment 5: Basic Principles Reflected in the United States Constitution

<i>Basic Principles</i>	<i>Description</i>	<i>Location in the Constitution</i>
<i>Limited Government</i>		
<i>Republicanism</i>		
<i>Checks and Balances</i>		
<i>Federalism</i>		
<i>Separation of Powers</i>		
<i>Popular Sovereignty</i>		
<i>Individual Rights</i>		

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Attachment 5: Basic Principles Reflected in the United States Constitution

<i>Basic Principles</i>	<i>Description</i>	<i>Location in the Constitution</i>
<i>Limited Government</i>	<ul style="list-style-type: none"> • Powers of government are restricted by the Constitution. 	<p>Article 1 Article 2 Article 3</p>
<i>Republicanism</i>	<ul style="list-style-type: none"> • Voters hold the sovereign power and elect representatives to exercise power for them. 	<p>Preamble Article 1</p>
<i>Checks and Balances</i>	<ul style="list-style-type: none"> • Each of the three branches of government exercises some control over the others, sharing power among them. 	<p>Article 1 Article 2 Article 3</p>
<i>Federalism</i>	<ul style="list-style-type: none"> • Power is divided between national and state governments, limiting central power. 	<p>Amendment 10</p>
<i>Separation of Powers</i>	<ul style="list-style-type: none"> • Each branch of government has its own responsibilities and limitations. 	<p>Article 1 Article 2 Article 3</p>
<i>Popular Sovereignty</i>	<ul style="list-style-type: none"> • Authority for government flows from the people, and they rule through their representatives. 	<p>Amendment 9 Preamble</p>
<i>Individual Rights</i>	<ul style="list-style-type: none"> • Unalienable rights guaranteed to all citizens. 	<p>Preamble Bill of Rights</p>

From the Texas Education Agency Social Studies Center: <http://socialstudies.tea.state.tx.us>

Attachment 6: U.S. History Document-Based Question (DBQ)

Directions:

Write a well-organized essay that includes an introduction, body, and conclusion. In your response, be sure:

- to use evidence from the documents to support your response;
- that you do not simply repeat the contents of the documents; and
- to include specific, related outside information

Historical Context

During the American Revolution, the nation set up its first government under the Articles of Confederation. By 1787, however, many Americans were not content with the Articles. Under the Articles of Confederation, the United States was a loose alliance of independent, quarreling states. Many states acted like separate nations.

In May 1787, delegates met in Philadelphia to write a new constitution for the United States.

DBQ Essay Prompt:

Using information from the attached documents and your knowledge of U.S. history and government, write an essay in which you:

Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

Adapted from: <http://www.mury.k12.ut.us/mhs/apas/dbq/1999/group3.htm>.

Be sure to include specific historical details. You must also include additional information from your knowledge of U.S. history and government.

Attachment 6: DBQ

DOCUMENT A

"Among the numerous advantages promised by a well constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction...

A republic, by which I mean a government in which the scheme of representation takes place, opens a different prospect, and promises the cure for which we are seeking."

James Madison, The Federalist, No. 10

DOCUMENT B

"If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: You must first enable the government to control the governed; and in the next place, oblige it to control itself. A dependence on the people is, no doubt, the primary control on the government; but experience has taught mankind the necessity of auxiliary precautions...

In republican government, the legislative authority necessarily predominates. The remedy for this inconveniency is to divide the legislature into different branches; and to render them, by different modes of election and different principles of action, as little connected with each other as the nature of their common functions and their common dependence on the society will admit."

James Madison, The Federalist, No. 51

DOCUMENT C

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Preamble of the Constitution of the United States

DOCUMENT D

Source: Bill of Rights, 1791

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury...and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

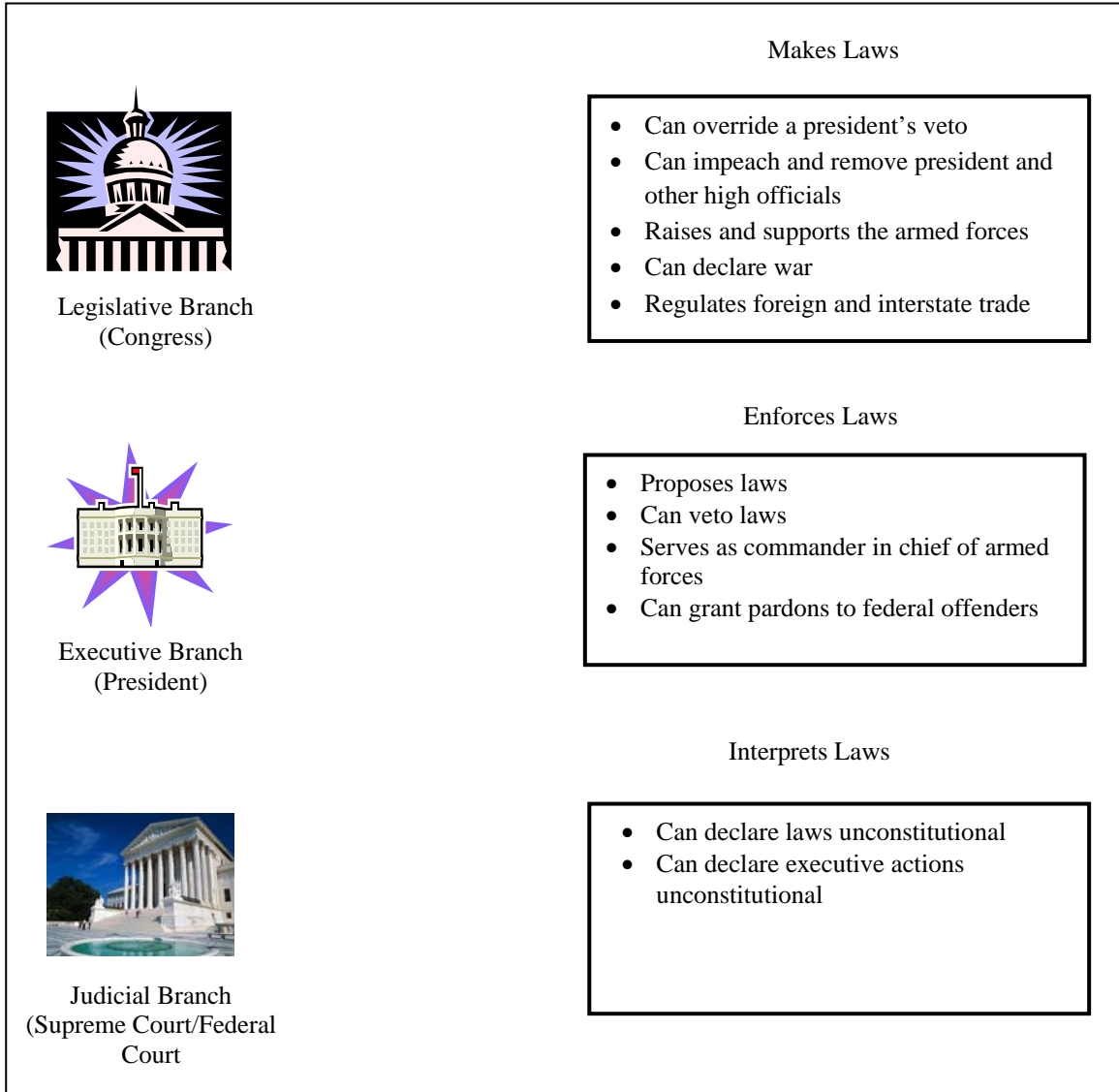
Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishment inflicted.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Document E



Attachment 6: DBQ Essay Response Grading Rubric

Your DBQ essay response will be rated a 0-5 according to the scale below.

To earn a score of 5, the DBQ essay:

- thoroughly addresses all aspects of the task by accurately analyzing and interpreting at least four of the documents;
- incorporates relevant outside information;
- richly supports the essay with relevant facts, examples, and details;
- is a well-developed essay, consistently demonstrating a logical and clear plan of organization;
- uses information from the documents in the body of the essay, but does not copy document; and
- includes a strong introduction and conclusion.

To earn a score of 4, the DBQ essay:

- addresses all aspects of the task by accurately analyzing and interpreting at least four of the documents;
- incorporates relevant outside information;
- includes relevant facts, examples, and details, but discussion may be more descriptive than analytical;
- is a well-developed essay, demonstrating a logical and clear plan of organization; and
- includes a good introduction and conclusion.

To earn a score of 3, the DBQ essay:

- addresses most aspects of the task or addresses all aspects in a limited way; uses less than four of the documents;
- incorporates limited or no relevant outside information;
- uses some facts, examples, and details, but discussion is more descriptive than analytical;
- is a satisfactorily-developed essay, demonstrating a general plan of organization; and
- restates the theme in the introduction and concludes with a simple restatement of the theme.

To earn a score of 2, the DBQ essay:

- attempts to address some aspects of the task, making limited use of the documents;
- incorporates no relevant outside information;
- presents few facts, examples, and details; simply restates contents of the documents;
- is a poorly organized essay, lacking focus; and
- has vague or missing introduction and/or conclusion.

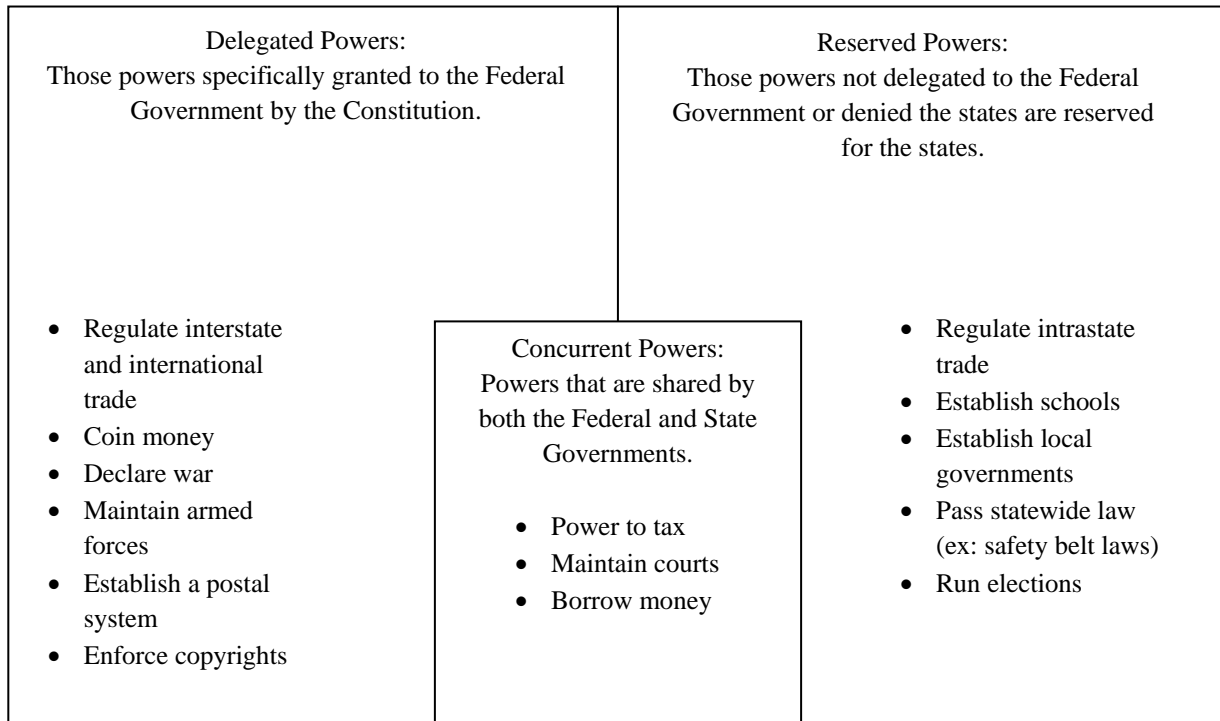
To earn a score of 1, the DBQ essay:

- shows limited understanding of the task with vague, unclear references to the documents;
- presents no relevant outside information;
- attempts to complete the task, but the essay demonstrates a major weakness in organization;
- uses little or no accurate or relevant facts, details, or examples; and
- has vague or missing introduction and/or conclusion.

To earn a 0, the DBQ essay:

- fails to address the question;
- is illegible; and
- is missing or a blank paper is handed in.

Document F



Attachment 7: Basic Principles Reflected in the Texas Constitution of 1876

<i>System</i>	<i>Description</i>	<i>Example(s) (Past or Present)</i>
<i>Aristocracy Monarchy</i>		
<i>Autocracy</i>		
<i>Democracy Republic</i>		
<i>Federal</i>		
<i>Oligarchy</i>		
<i>Parliamentary</i>		
<i>Theocracy</i>		
<i>Totalitarianism Authoritarianism</i>		

Attachment 7: Basic Principles Reflected in the Texas Constitution of 1876

<i>System</i>	<i>Description</i>	<i>Example(s) (Past or Present)</i>
<i>Aristocracy Monarchy</i>	<ul style="list-style-type: none"> • Power is in the hands of a hereditary ruling class or nobility. 	Saudi Arabia United Kingdom Japan
<i>Autocracy</i>	<ul style="list-style-type: none"> • A single person rules with unlimited powers. 	Germany under Hitler Italy under Mussolini Iraq under Saddam Hussein
<i>Democracy Republic</i>	<ul style="list-style-type: none"> • Citizens hold political power either directly or through elected representatives. 	Direct democracy-Athens Representative democracy-United States
<i>Federal</i>	<ul style="list-style-type: none"> • Powers are divided between the national government and regional governments. 	United States Canada Mexico
<i>Oligarchy</i>	<ul style="list-style-type: none"> • A few persons or a small group rule. 	Ancient Greek city-states
<i>Parliamentary</i>	<ul style="list-style-type: none"> • Legislative and executive branches are combined. 	United Kingdom Israel Japan
<i>Theocracy</i>	<ul style="list-style-type: none"> • Religious leaders control the government. 	Iran Vatican City Afghanistan under Taliban
<i>Totalitarianism Authoritarianism</i>	<ul style="list-style-type: none"> • Government controls all aspects of public and private life. 	Soviet Union under Stalin China

Attachment 8

Social

Political

Economic

Cultural

Attachment 9: Incident Report on the _____ Revolution

Summary of Important Events

Who:

What:

When:

Where:

How:

Explain

What were the causes	What were the effects?
----------------------	------------------------

Evaluate

Was the new national government able to effectively solve the problems which existed prior to the revolution? Why or why not?

Sketch a map, picture, diagram, or visual metaphor to represent this situation.

Analyze

Whose interests were pitted against each other?

vs.

Generate

What solutions would you propose to address the issues that led to the revolution?

Attachment 10: Political Changes

<i>Country</i>	<i>Government before Revolution</i>	<i>Government after Revolution</i>
<i>United States</i>		
<i>France</i>		
<i>Mexico</i>		
<i>Russia</i>		
<i>China</i>		

Attachment 10: Political Changes

<i>Country</i>	<i>Government before Revolution</i>	<i>Government after Revolution</i>
<i>United States</i>	<p>-Limited monarchy under George III with parliamentary rule</p> <p>-Colonial governments in each of the states</p> <ul style="list-style-type: none"> • bicameral legislatures • separation of powers into three branches • some colonies more democratic than others 	<p>-Articles of Confederation created a weak national government</p> <p>-Most power was kept for the states</p> <p>-Weaknesses in the central government led to the writing of the Constitution in 1787 and Bill of Rights in 1791</p> <ul style="list-style-type: none"> • created a federal system where power is shared between the national government and the states • separation of powers allows for three branches of government • checks and balances allows each branch to restrict the other two
<i>France</i>	<p>-Absolute monarchy under Louis XVI</p> <p>-Three distinct classes of people</p> <ul style="list-style-type: none"> • First Estate: clergy • Second Estate: nobility • Third Estate: middle-class and peasants • Special privileges for clergy and nobility 	<p>-End of absolute monarchy</p> <p>-Church and nobility lost special privileges</p> <p>-New constitution adopted in 1795 created a republic headed by a group of 5 known as the Directory</p> <p>-Government came to be dominated by Bourgeoisie</p>
<i>Mexico</i>	<p>-Porfirio Diaz was dictator for over 30 years.</p> <ul style="list-style-type: none"> • jailed opposition • allowed foreign control of natural resources • most citizens lived in poverty 	<p>Conservative Venestiano Carranza elected President.</p> <ul style="list-style-type: none"> • New Constitution approved in 1917 • restrictions on foreign ownership of land • allowed nationalization of natural resources • limits set on political power and wealth of the Catholic Church
<i>Russia</i>	<p>-Absolute monarchy under Czar Alexander III and Nicholas II was weak</p> <ul style="list-style-type: none"> • halted reforms • oppressed minority groups • strict censorship • secret police • exploited workers (low wages, child labor, harsh conditions) <p>-World War II brought problems which resulted in revolution and civil war</p>	<p>-Fall of monarchy led to the creation of provisional republic by Duma (parliament) which failed</p> <p>-Bolshevik Revolution established Lenin as leader but civil war lasted from 1918-1920</p> <p>-Lenin launches reforms in 1921 and organizes country into self-governing soviet republics</p> <p>-Soviet Union proclaimed in 1922 and a new constitution written in 1924 created a communist party dictatorship</p> <p>-Lenin's death led to a struggle for control with Stalin emerging as absolute dictator of the communist party</p>
<i>China</i>	<p>-Dynastic rule until 1911</p> <p>-Republic formed in 1912 led to military dictatorship until civil war broke out in 1921 between Nationalists and Communists</p> <p>-Japanese rule during World War II</p> <p>-After World War II civil war resumed until 1949 when communist forces won and established the People's Republic of China</p> <p>-Nationalist forces fled to Formosa (Taiwan)</p>	<p>Communist Party dictatorship under Mao Zedong</p> <ul style="list-style-type: none"> • destroyed opposition • government propaganda • redistribution of land into collective farms • five-year plans • followed Soviet model • expansion of control into autonomous areas

Social Studies: Lessons

- [Grade 6: World Cultures](#)
- [Grade 7: Texas History](#)
- [Grade 8: U.S. History](#)
- [Grade 9: World Geography](#)
- [Grade 10: World History](#)

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Grade 6 Lessons

- [Grade 6 Lessons \(pdf\)](#)
 - Lessons and Skills Correlation
 - Nationalism in South Africa: Then and Now
 - Immigration: Pushing and Pulling
 - Five Themes of Geography
 - So What Is a Revolution, Anyway?

Teacher Voice: Grade 6 World Cultures—Jan Miller, Marion Russell Middle School, Del Rio, Texas

The grade 6 Pre-AP* classroom at first glance seems very much like a regular classroom. The topics and chapters covered are essentially the same. The differences appear when one looks at how the material is taught and who does the work.

The students' introduction to Pre-AP World Cultures and Geography begins with a study of the areas of social studies. Since most of our students have no concept of economics and government and the different themes of geography and have limited expertise in basic social studies skills, the initial six weeks of study is devoted to these areas because they serve as a basis for the study of different cultural areas of the world. Students also look at how these things help us understand the world around us. We stress comparison of the similarities and differences among peoples and societies. A strong emphasis is placed on critical thinking skills, writing, and organizational skills. Projects that require integration of the above are used on a regular basis.

The cultural areas that will be covered in grade 6 are the United States and Canada, Latin America, Western Europe, Africa, and Asia. We strive to cover one of these areas each six weeks.

Social Studies skills lessons are interspersed throughout the year and are applied to the area being studied.

Political cartoons, primary and secondary sources, and analogies are introduced to the students at this level.

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Lessons and Skills Correlation for Pre-AP* World Culture

Units	Themes	Lesson Title	TEKS	Causation Chart	Incident Report	Big Picture Question	Dialectical Journal	Concept Card	Matrix	Graphic Organizer	Map shots	Timeline	APPARTS	SPEC	Graphic Analysis	Political Cartoon	Sketch Map	Story Board	Inner outer circle	Verb wall	Question wall
Africa	Nationalism	Nationalism in South Africa	6.1 B, 6.2 A-B, 6.3 A, 6.4 A-B, 6.12 A-B, 6.21 A-B, 6.22 A, D-E				X	X			X	X		X						X	X
Basic Geography	Migration	Immigration: Pushing and pulling!	6.1 A, 6.4 B-D, 6.5 A-B, 6.7 A-B, 6.22 A-E					X		X			X			X			X	X	X
U.S. and Canada	Revolutions	So what is a revolution anyway?	6.1 A-B, 6.12 A-D, 6.15 C-D, 6.21, 6.22 A-E					X		X									X	X	X
	Physical Geography	Geography Skills																			
Government	Government	Two Principles of English Government	11 A-D, 12 A-D		X				X												
Economic Overview	Economics	Supply and Demand in Agriculture	3 A, 8 A-C, 9 A, 20 C, 21 C, 22 B	X			X	X													
Economic Overview	Other	Types of Economic Systems	6.8 A-C, 6.9 B																		X

Grade 6: World Cultures

Nationalism in South Africa: Then and Now

TEKS:

- 6.1 History. The student understands that historical events influence contemporary events. The student is expected to:
 - (B) Analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions.
- 6.12 Government. The student understands alternative ways of organizing governments. The student is expected to:
 - (A) Identify alternative ways of organizing governments, such as rule by one, few, or many.

Objectives:

- Define the concept of nationalism.
- Identify, compare, and contrast the changes in South African political structures over time.
- Analyze a primary source from South Africa.

Materials and Resources:

- Textbook covering nationalism in Africa
- One note card per student
- Primary source, “Bless O Lord, Our Land of Africa”
- Primary source, “Apartheid and the People of South Africa”
- Paper and template for Sketch map
- Writing activities

Procedures (allow two class periods):

1. As an opening activity to introduce the concept of apartheid, hand each student a colored chip or token when they walk into the room. For one color have 3-4 tokens and the rest of another color. Tell the class that only those with colored tokens will make all the decisions for the class today. They will be allowed to speak, the other color will not. They will be allowed to have all positions of leadership, the other color will not. They will be allowed to sit, and the other color will have to stand in the back of the room.
2. After a few minutes as the students begin to complain, talk to them about the connections this has to apartheid. The large group of students represents the black South Africans who were not allowed to vote nor do many other things due to the color of their skin.
3. Discuss the concept of voting with the students. This can easily be connected to American history and the Americans who were denied the right to vote as well.
4. Have students consider the fact that voter turnout in South Africa was 89.3% in 1999, and 50% of American voters voted in the 2000 presidential election.
5. Create concept cards of the words nationalism, apartheid, black Africans, and white Africans
6. Have students read the section on African nationalism and create a dialectical journal in their spiral or on notebook paper.
7. Have students read the primary sources: “Apartheid and the People of South Africa” and “Bless O Lord, Our Land of Africa” (Attachment 1). Have students create a question from each level of Bloom’s Taxonomy using the question stems and trade questions with a partner.
8. Have students use their concept card and discuss the impact nationalism had on South Africa.

9. Complete the writing activity comparing South Africa then and now (South Africa Then and Now Pre-Writing Student, Attachment 2).

Extension activity: Have students compare the flags of Africa before apartheid and after apartheid. Use the library or Internet to research the meaning and symbolism in both flags.

Attachment 1: Apartheid and the People of South Africa

	Blacks	Whites
Population	19 Million	4.5 Million
Land allocation	13 %	87 %
Share of national income	<20 %	75 %
Ratio of average earnings	1	14
Minimum taxable income	360 rands	750 rands
Doctors/ population	1/44,000	1/400
Infant mortality rate 20%	20% (urban) 40 % (rural)	2.7%
Annual expenditure on education per pupil	\$45	\$696
Teacher/ pupil ratio	1/60	1/22

Source: Leonard, R. (1978). Computers in South Africa: A Survey of U.S. Companies.

South African Enoch Mankayi Sontaga expressed many Africans' dream of independence in his song "Bless O Lord, Our Land of Africa." This song expressed Africa's growing nationalism, a feeling of pride in one's homeland. Many African leaders worked to create unity through nationalism.

Bless O Lord, Our Land of Africa
Enoch Mankayi Sontaga
South African National Anthem, 1897

Nkosi sikelel' iAfrika
 Maluphakanyisw' uphondo lwayo,
 Yizwa imithandazo yethu,
 Nkosi sikelela, thina lusapho lwayo.

Morena boloka setjhaba sa heso,
 O fedise dintwa la matshwenyeho,
 O se boloke, O se boloke setjhaba sa heso,
 Setjhaba sa South Afrika - South Afrika.

Uit die blou van onse hemel,
 Uit die diepte van ons see,
 Oor ons ewige gebergtes,
 Waar die kranse antwoord gee,

English Translation

Lord, bless Africa
 May her spirit rise high up
 Hear thou our prayers
 Lord bless us.

Lord, bless Africa
 Banish wars and strife
 Lord, bless our nation
 of South Africa.

Ringling out from our blue heavens
 From our deep seas breaking round
 Over everlasting mountains
 Where the echoing crags resound...

Sounds the call to come together, And
 united we shall stand,

Let us live and strive for freedom,
 In South Africa, our land.

Attachment 2: Nationalism in South Africa: Then and Now Pre-Writing

Use the bold questions in the SPEC chart to make a comparison.

SPEC	South Africa during apartheid	South Africa after apartheid
Social S		
Political P		
Economic E		
Cultural C		

Immigration: Pushing and Pulling!

Time needed: 2 Class Periods

TEKS:

- 6.4 (B) Identify and explain the geographic factors responsible for patterns of population in places and regions;
(C) Explain ways in which human migration influences the character of places and regions; and
(D) Identify and explain the geographic factors responsible for the location of economic activities in places and regions.
- 6.7 (A) Identify and analyze ways people have adapted to the physical environment in selected places and regions; and
(B) Identify and analyze ways people have modified the physical environment.
- 6.22 (D) Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

Objectives:

- Define immigration and the push/pull factors that determine movement.
- Evaluate these factors in historical context.
- Identify push/pull factors in literature.
- Demonstrate understanding of these factors by writing a story.

Materials and Resources:

- Textbook section on immigration
- “Looking Backward” political cartoon
- Storyboard template and rubric

Procedures:

1. Brainstorm with students about the word “immigration” by asking the following questions:
 - Has your family ever moved from one place to another?
 - What caused you to move?
 - How did you feel as you were moving?
2. Have students read the section in their book pertaining to immigrants and push/pull factors.
3. Have students work in pairs to complete a T-chart of push/pull factors.

Centrifugal Force: Push Factors	Centripetal Force: Pull Factors
Poor	Hope for work
Cannot find work	Make more money
War	Have more freedom
Forced by government	Be able to vote
	Closer to family

4. See how many historical examples students can match to each factor.
 - Examples of push factors in history: Jews during WWII, Post-Vietnam, Colonists to America
 - Examples of pull factors in history: Gold rush, Colonists to America, Movement West
5. Have students complete an APPARTS of Joseph Keppler’s political cartoon, “Looking Backward” (Immigration Cartoon Analysis, Attachment 1).
6. Read one of the following children’s literature books and have students identify what push/pull factors exist.
 - Freedman, Russell. *Immigrant Kids*. Puffin, 1995. ISBN 0140375945.

- Kroll, Steven. *Ellis Island: Doorway to Freedom*. Illustrated by Karen Ritz. Holiday, 1995. ISBN 0-8234-1192-3.
- Levine, Ellen. *If Your Name Was Changed At Ellis Island*. Illustrated by Wayne Parmenter. Scholastic, 1993. ISBN 0-590-46134-6.
- McGovern, Ann. *If You Sailed on the Mayflower in 1620*. Scholastic, 1969; 1991. ISBN 0-590-45161-8.
- Shaw, Charles. *Hanna the Immigrant*. Illustrated by Charles Shaw. Hart Pub., revised edition 1997. ISBN 0-9644559-1-9.

More children's literature can be found on the Texas Education Agency Social Studies Center Web site:
<http://www.tea.state.tx.us/ssc/>

7. Have students write a story using the storyboard illustrating push or pull factors (Immigrant Story, Attachment 2).
8. A rubric for grading the storyboard is included (Rubric for Immigrant Storyboard Teacher Handout, Attachment 3).

Attachment 1: Immigration Cartoon Analysis

Use your knowledge of social studies and your book to complete APPARTS for this cartoon.



Caption: Looking Backward

Source: Puck

Date: January 11, 1893

Artist: Joseph Keppler

Author _____

Place and Time _____

Prior Knowledge _____

Audience _____

Reason _____

Thesis _____

Significance _____

Attachment 2: Immigrant Story

Write a story or cartoon using the story board below. Your story must include the following:

1. an immigrant or immigrant family
2. one push and one pull factor that caused them to move

Attachment 3: Rubric for Immigrant Storyboard

Criteria	0-not present	1-present (lacking)	2-present	3-present and sophisticated
Story has an immigrant or immigrant family				
One push factor				
One pull factor				
Grammatically correct				
Spelling correct				

Introduction to the Five Themes

TEKS:

- 6.4 (B) Identify and explain the geographic factors responsible for patterns of population in places and regions;
- (C) Explain ways in which human migration influences the character of places and regions; and
- (D) Identify and explain the geographic factors responsible for the location of economic activities in places and regions.
- 6.5 (A) Explain factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies.

Objectives:

- Identify the five themes of geography.
- Apply the five themes of geography to your community.
- Analyze the five themes of geography by creating a postcard.

Materials and Resources:

- Textbook reading over the five themes of geography
- Definitions of five themes
- Atlas
- Picture images of physical features
- Local population figures
- Blank world map

Procedures:

1. Complete the introductory activities to define the concepts of the five themes of geography. (Brief Introduction to the Five Themes, Attachment 1).
2. Find pictures using Google images, the Internet, or magazine cut outs of each one of the five themes of geography. Either print on a colored printer or show on the computer the pictures to your students. Ask them to predict where these images are from and which one of the five themes of geography they think the image is. Some examples of images you can look for are:
 - Location: a map or grid
 - Place: New York City Central Park, Washington Monument
 - Human-Environment Interaction: cities, landfills, dams
 - Movement: tangible: transportation (cars, planes), intangible: religion, language
 - Regions: Cotton Belt, Llano Estacado, Alps, Sahara
3. Complete the writing assignment applying these five themes to your community by creating a postcard (Writing Assignment on the Five Themes, Attachment 2).

Brief Introduction to Five Themes of Geography

Location:

Have students find the exact and relative location using latitude and longitude of your city/town on an atlas.

Place:

Describe the physical and human features of your community.

Human-Environment Interaction:

Find information in your local library to graph the population change in your community.

Movement:

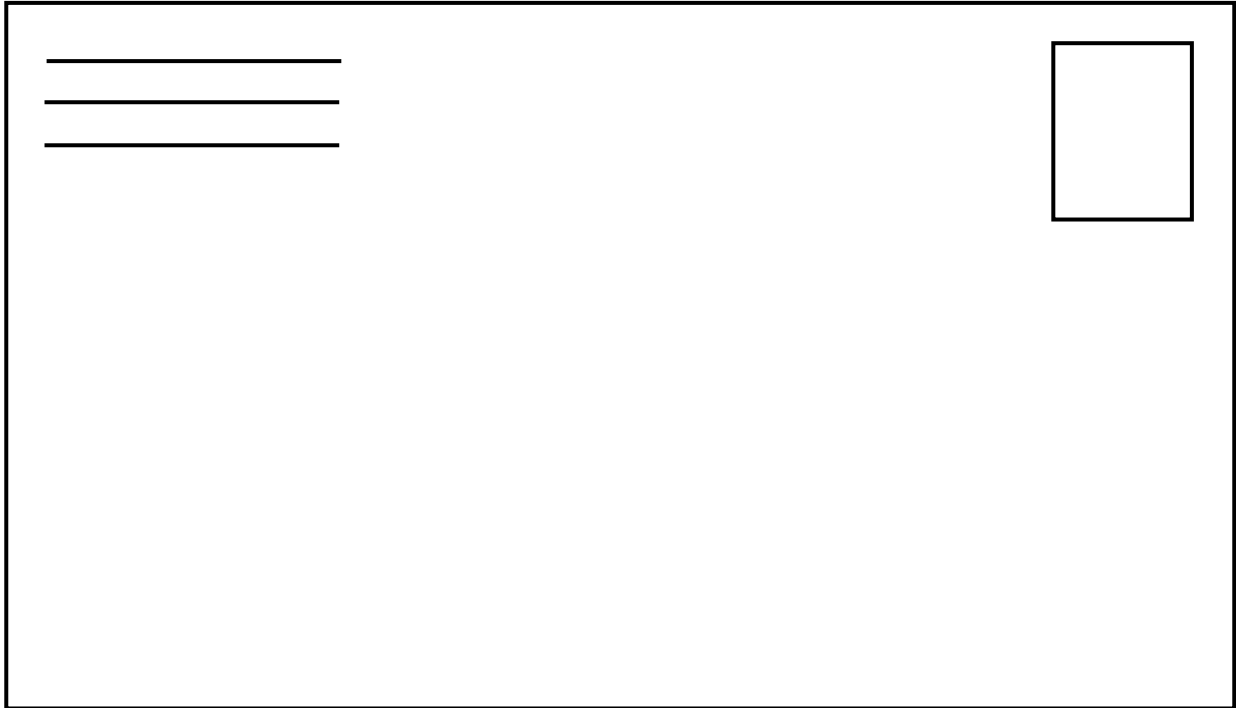
Have students go home and look at the tags of clothing in their closets. Ask students to mark on a blank world map all the places their clothing came from. Discuss with students all the different parts of the world that are represented in their community.

Regions:

Have students analyze what makes their region special, and what commonalities exist in their area.

Attachment 2: Writing Assignment on the Five Themes of Geography

Create a postcard to send to your friend in another city. Use the five themes of geography to describe where you live and what your community is like. Using the Internet, magazines, or your own artistic talent, design the cover of your postcard to match your description.



The image shows a large rectangular box representing a postcard template. On the left side, there are three horizontal lines for an address. On the right side, there is a smaller rectangular box for a postage stamp.

So What Is a Revolution, Anyway?

Time Needed: 3 Class Periods

TEKS:

- 6.1 (B) Analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current condition.
- 6.12 (C) Identify historical origins of democratic forms of government; and
(D) Compare how governments function in selected world societies such as China, Germany, India, and Russia.
- 6.15 (C) Analyze the similarities and differences among selected world societies.

Objectives:

- Define the term revolution.
- Apply the concept of revolution over time to different revolutions throughout the world.
- Compare and contrast similarities and differences between different revolutions.
- Evaluate the impact revolutions had on history.

Materials and Resources:

- Textbook sections on
 - American Revolution
 - Independence in Haiti (1804)
 - Independence in Mexico
 - Russian Revolution
 - Independence in Ghana
 - Revolution of Mao Zedong in China
 - French Revolution
- One note card per student
- Revolution matrix
- Writing assignment page

Procedures:

1. Have each student create a concept card for the word revolution.
 - Begin by having students write the definition from the book or context clues in their own words.
 - After you complete step four have students complete the example and historical significance portion by picking their favorite revolution.
2. Discuss with students the characteristics of a revolution using the questions on the handout provided (Revolution Matrix Student Handout A and Revolution Matrix, Attachments 1 and 2).
3. Have students read the following sections in their textbook or use Internet/library resources to complete the revolution matrix:
 - American Revolution
 - Independence in Haiti (1804)
 - Independence in Mexico
 - Russian Revolution
 - Independence in Ghana
 - Revolution of Mao Zedong in China
 - French Revolution
4. Ask students to determine whether each one of these was in fact a revolution using the criteria they created.
5. Have students use the Venn diagram to compare and contrast two revolutions (Revolutions: Similarities and Differences, Attachment 3 and 4).

6. Have students complete the writing assignment determining what characteristics were/or were not present in one or more of these conflicts listed above (Attachment 5).

Extension:

Give students a blank world map and different colored circle stickers. Ask students to label the revolutions you studied in class using a specific color for each time period or color. Have students look for patterns within the revolutions around the world.

Attachment 1: So What Makes a Revolution, Anyway?

Revolution	Describe in three sentences	What was the cause of this event?	What was the effect of this event?	What is one question you would like to ask about this event?	Draw a symbol that will remind you of this event.	Using the criteria you created, was this a revolution?


Name three similarities between these revolutions:

- 1.
- 2.
- 3.

Name three differences between these revolutions:

- 1.
- 2.
- 3.

Attachment 2: So What Makes a Revolution, Anyway?

Revolution	Describe in three sentences	What was the cause of this event?	What was the effect of this event?	What is one question you would like to ask about this event?	Draw a symbol that will remind you of this event.	Using the criteria you created was this a revolution?
American Revolution	The colonists were unhappy they had to pay taxes to Great Britain. They refused to pay and began to fight. In 1781 they won their freedom.	Colonists did not want to pay taxes or answer to someone else.	America is an independent country today. This revolution led to others in Latin America and around the world.	What did the kids do during the fighting?		Yes.

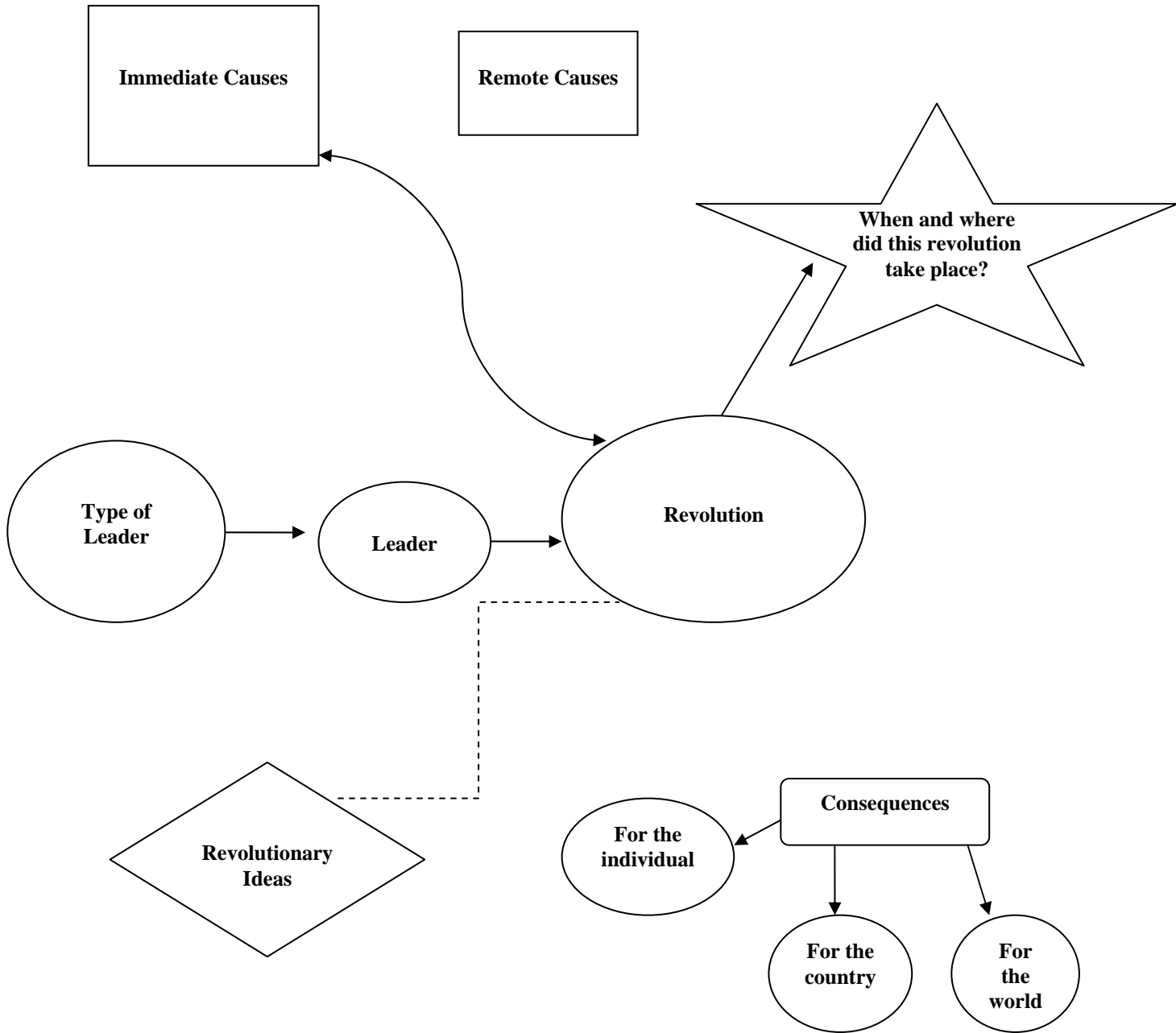
Name three similarities between these revolutions:

- 1.
- 2.
- 3.

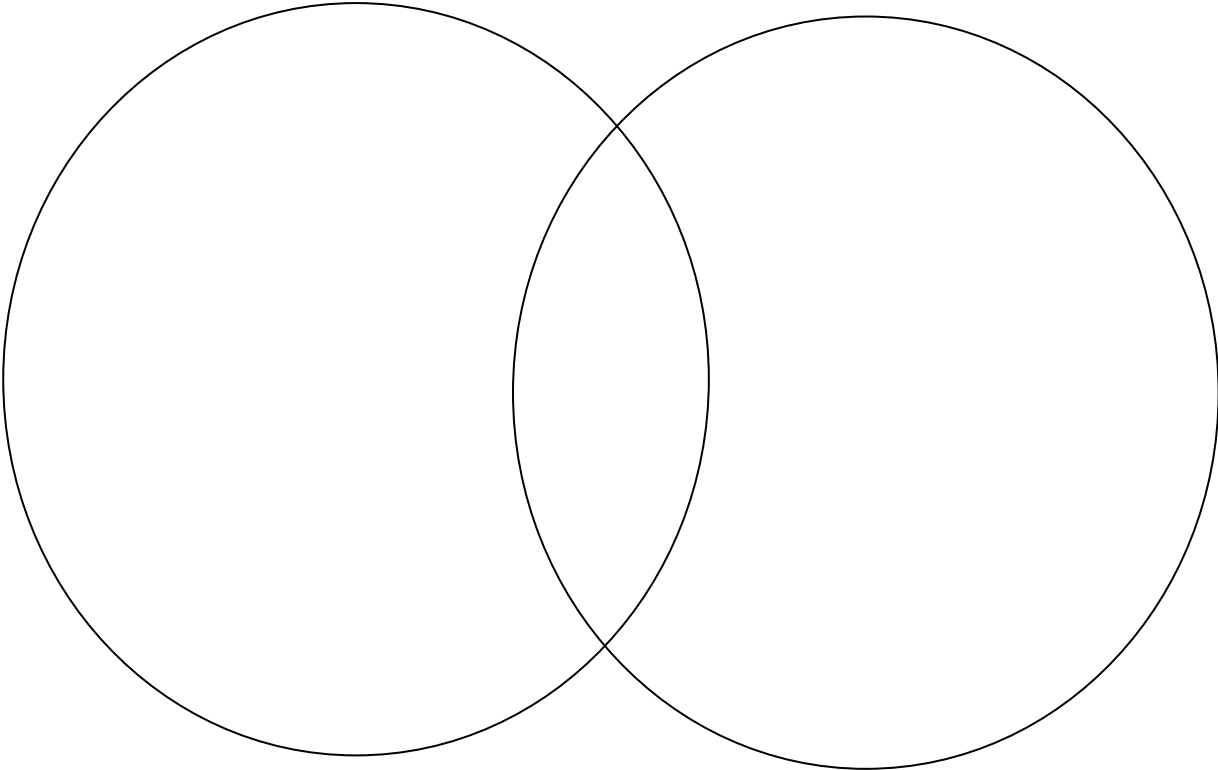
Name three differences between these revolutions:

- 1.
- 2.
- 3.

Attachment 3: Similarities and Differences



Attachment 4: So What Makes a Revolution?



Attachment 5: So What Is A Revolution?

Begin by answering some basic questions about a revolution.

1. When/where can revolutions take place?
2. What conditions need to exist before a true revolution can take place?
 - a. Remote causes
 - b. Immediate causes
3. Who leads a revolution? What kind of leader is required?
4. What is a “revolutionary idea?”
5. Once all the ingredients are present (causes, leadership, ideas), how does one go about pulling off a revolution?
6. What are the consequences of a revolution...
 - a. For individuals?
 - b. For the country?
 - c. For the world?

Once you have answered these questions, discuss as a class what the characteristics of a revolution are.

List those characteristics.

Attachment 5: So What Makes a Revolution?

Writing Activity

List the criteria you determined for a revolution:

Pick one of the events you studied: _____

Put your ideas together in paragraph form. Make sure you have a strong thesis and correct grammar and spelling. Make sure your paragraph answers the following question: What points make this event a revolution?

Grade 7 Lessons

- [Grade 7 Lessons \(pdf\)](#)
 - Lessons and Skills Correlation
 - Mirabeau B. Lamar's Idea of Nationalism and the Republic of Texas
 - Immigration to Texas
 - Revolution: Take a Stand!

Teacher Voice: Grade 7 Pre-AP* Texas History—Becky Elbert, Pre-AP Texas History, Waller Junior High School, Waller, TX

Stepping into a grade 7 Pre-AP* classroom will provide the observer with an opportunity to see young scholars on task in a rich learning environment. On any given day, students will be engaged in a myriad of activities utilizing a variety of materials including, maps, secondary and primary source documents, fiction and nonfiction literature, poems, songs, art, photographs, video clips, letters, artifacts and other related materials, as well as the textbook. Exposure to these resources and opportunities to work in the manner of real historians are critical elements to the success of the grade 7 Pre-AP program.

Lessons in which students compare and contrast viewpoints and different personal accounts, relate past events to current situations, and practice high level critical thinking skills will also be apparent in these classrooms. Daily lessons will incorporate cooperative grouping as well as independent research.

The following descriptions illustrate a sample of grade 7 Pre-AP classroom activities. In a unit entitled "Settlement of West Texas," students are required to observe photographs of early pioneer families and record their observations on a photographic archives form acquired from a museum. Students must then research census data and construct graphs to indicate population growth, average age, occupations, and areas from which the people came. On another day, lyrics of songs will be played on a Victrola and guitar and analyzed for the historical references. Primary and secondary documents are read, summarized, and presented to the class. Maps of the most famous trail drives are drawn and a table of the mileage, obstacles, and positive attributes of each is created. Based on that information, students are asked to evaluate, make judgments, select a particular trail to travel with a herd, and develop a journal of their "cattle drive," including a page of expenses and final profit. The culminating activity asks students to assume a character who would be present on a cattle drive (cook, trail boss, drag men, flankers, point men, longhorns, wrangler, remuda) and perform the duties of each role on a small scale, simulated cattle drive outside.

To assess their learning, students are required to write an essay detailing the factors that contributed to the settlement of West Texas. Details should include the ways in which windmills, fencing, movement of the Indians to reservations, and railroads effected settlement.

Grade 7 students are definitely in transition. In their metamorphic travels through the seventh grade, they represent practically every stage of physical, social, emotional, and intellectual development. Lessons in the Pre-AP classroom will be as varied as the students for whom they are designed.

[[printer-friendly](#)]

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Lessons and Skills Correlation for Pre-AP* Texas History

Units	Themes	Lesson Title	TEKS	Causation Chart	Incident Report	Big Picture Question	Dialectical Journal	Concept Card	Matrix	Graphic Organizer	Map shots	Timeline	APPARTS	SPEC	Graphic Analysis	Political Cartoon	Sketch Map	Story Board	Inner outer circle	Verb wall	Question wall
New Republic	Nationalism	Mirabeau B. Lamar's idea of Nationalism	7.4 A, 7.8, 7.9 A-B, 7.10 B, 7.19 A-B, 7.21 B-E, 7.22 A-D, 7.23 A-B		X																
Native Texans	Migration	Immigration to Texas-A Cultural Capsule Lesson	7.8, 7.9 A-B, 7.10 A-B, 7.11 A-C, 7.19 A-, B, 7.20, 7.21 A-D, 7.22 A,B,D, 7.23 A-B						X		X										
Revolution	Revolution	Texas History Revolution: Take a Stand	7.1 A-C, 7.2 D-E, 7.3 B, 7.21 B,D,E, 7.22 A,B,D, 7.23 A-B																		
Government	Government	Modern Texas Texas Constitution	14 A-B, 15 A-C						X												
Economic Overview	Economics	Supply and Demand Applications	7.13 A-C, 7.20 C												X						
Agriculture and Economics	Economics	Economic Effects of the Cattle Drive																			

Mirabeau B. Lamar's Idea of Nationalism and the Republic of Texas

TEKS:

- 7.4 History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:
 - (A) Identify individuals, events, and issues during the Republic of Texas and early Texas statehood, including annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, problems of the Republic of Texas, the Texas Rangers, the Mexican War, and the Treaty of Guadalupe-Hidalgo.

- 7.10 Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th and 20th centuries. The student is expected to:
 - (B) Explain ways in which geographic factors have affected the political, economic, and social development of Texas.

- 7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:
 - (B) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - (C) Organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;
 - (D) Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;
 - (E) Support a point of view on a social studies issue or event.

- 7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
 - (A) Use social studies terminology correctly;
 - (B) Use standard grammar, spelling, sentence structure, and punctuation; and
 - (D) Create written, oral, and visual presentations of social studies information.

- 7.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
 - (A) Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
 - (B) Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Overview:

This lesson provides students with an overview of Mirabeau B. Lamar's policies of nationalism and his attempts to establish those theories into the government of the Republic of Texas. Students will analyze

events from Lamar's term as President of the Republic, study the effects of his ideas and policies, and determine which, if any, of his policies had lasting effects on Texas.

Objectives:

The class will read various selections related to Lamar's theories. Working in small groups, they will analyze teacher-assigned topics from the readings. Groups will be asked to organize the events on the "Incident Report" form and, when the information has been critiqued by the teacher, transfer it to a large poster. Using the posters, the groups will report on the "incident" and then display the posters around the room. Using the information from their readings and from the small group presentations, students will produce a written essay.

Materials and Resources:

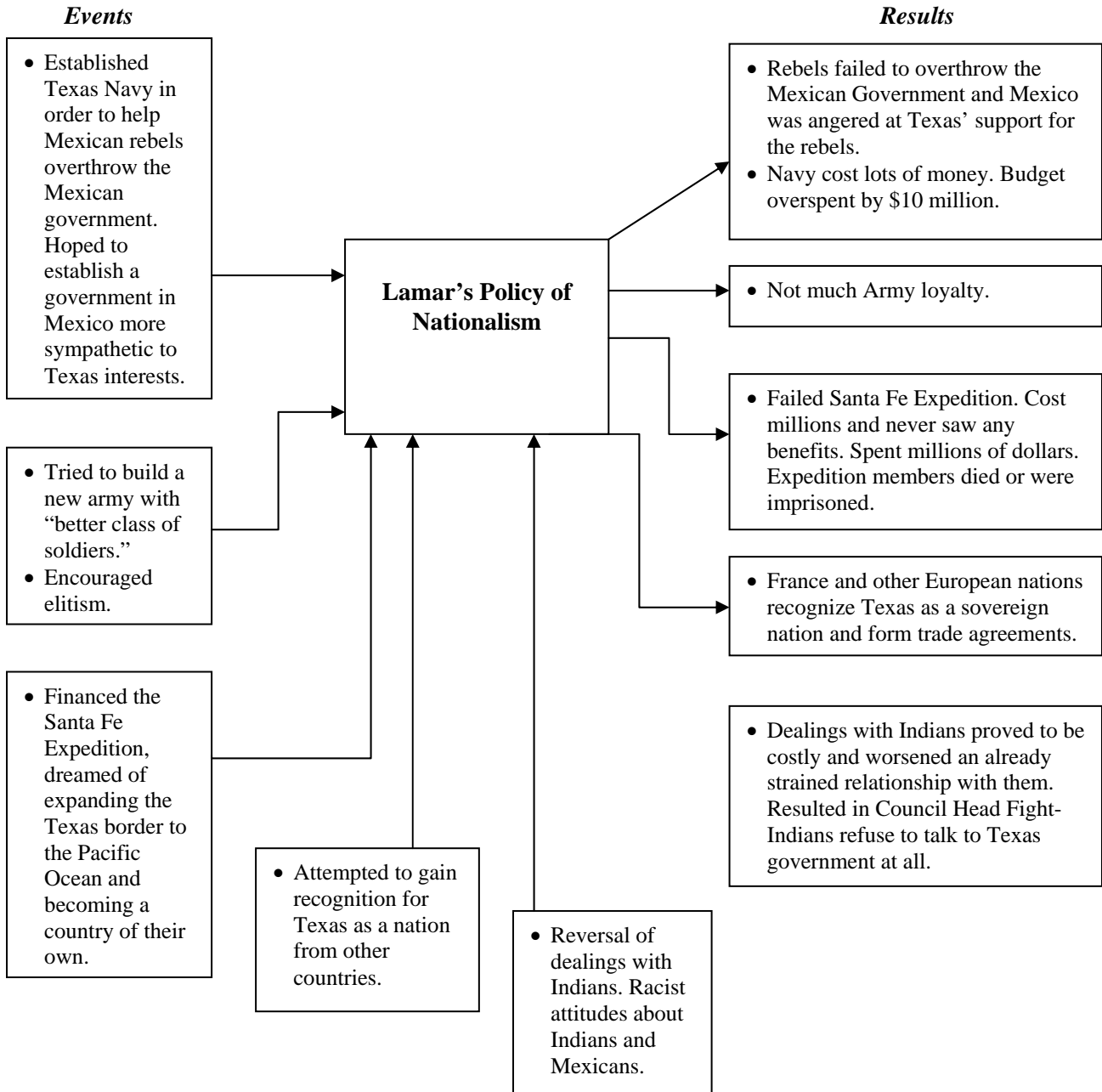
- Textbook
- Selected readings
- "Incident Report" form
- Chart paper
- Markers

Procedures (allow 3-4 class periods of 50 minutes each):

1. The teacher will provide definitions of nationalism and patriotism for the students, illustrating the positive and negative aspects of the theory and examples of events that result in feelings of nationalism, and lead students in a discussion focused on these issues:
 - How has the United States changed in its views of other nations since the events of September 11th?
 - What events in our history may have caused the United States to take a nationalistic view?
 - What is the difference between patriotism and nationalism?
2. The teacher provides an organized lecture on Mirabeau B. Lamar, his years as the president of the Republic of Texas, and his theories about nationalism. (The lecture need not include great detail about many of the events of this time period and their effects. These will be developed by students in the next part of this lesson. See Attachment 1).
3. Students are assigned readings from at least two sources regarding Lamar's nationalism policies and the effects of these policies on the early Republic of Texas (Attachment 2).
4. Using the readings as a basis, students will work in small groups to review the sources and summarize an event and its effect on the Republic of Texas. Each group will complete an "Incident Report" for their assigned topic (See strategies). Teachers will evaluate each group's report and make corrections as needed.
5. Students transfer corrected information to a chart page and display around the room. Each group reports on their findings and ideas. Class discussion should accompany each report.
6. Using the information from their readings and from the small group presentations, students will produce a written response to the following prompt:

Evaluate Lamar's nationalistic policies and determine their effects on Texas, then and now.

Attachment 1: Lamar's Nationalism-Graphic Organizer



Attachment 2: Lamar's Idea of "Nationalism"

Lamar decided that the Cherokees must leave Texas, where they had resided as long as the Americans themselves. Whether this policy was wise or not, it was in line with Lamar's major policy of "laying the foundations of a great empire." It was part of his "ambitious nationalism." Lamar was opposed to the annexation of Texas to the United States from the beginning. He had dreams of another great independent republic, side by side with the United States, which ultimately would stretch from the Gulf of Mexico to the Pacific. He looked forward to the time when both New Mexico and California, which were still parts of Mexico, would be incorporated in this new republic. The key to Lamar's whole course as president of the Republic of Texas lies in this. He did not conceive his task as that of establishing stable and economical government within the settled sections of Texas. He conceived himself in the role of an empire-builder, and as laying the foundations of a new nation, which would one day rival the United States in area, population, and wealth. If history had been different—if Texas had never been annexed to the United States, and if New Mexico and California had finally been annexed by Texas instead—the people of the nation which would have resulted would today honor Lamar probably as the greatest man in that nation's history. Certainly no other man during this period had such lofty dreams.

Anson Jones, who served in the senate during Lamar's administration, took the president and his cabinet to task on the scale of their operations. He told Lamar that it was a great fault to think and act as a great nation when, in point of fact, Texas was as yet but "a first-rate county." He pointed out that there were counties in the United States that were ahead of Texas in wealth and production, and suggested that in following Lamar's policy Texas might result in ruin. But this sort of talk could not affect Lamar, who considered such opinions as "lacking in vision." The truth is Anson Jones made a lot of sense. Many of the problems facing the Texas government were not very different from those of a large and populous county. But it was characteristic of Lamar's temperament that he was not nearly so much interested in those problems as in the task of "laying the foundation of a great empire." This is what Anson Jones had to say about Lamar at the time:

General Lamar may mean well—I am not inclined to challenge his motives—he has fine literary talents, and is an elegant writer. But his thinking is altogether of a dreamy, poetic nature, a sort of political poet and crusader, and completely unfit for the duties and the every-day realities of this position. Texas is too small for a man of such wild, visionary magnificent ambition.

This judgment may have been a little severe. But certainly Lamar's temperament did not fit him for the presidency. He saw himself as the leader of a great nation when really Texas was just a struggling infant republic. There can be no doubt that his views influenced decisions about the Cherokees. Instead of endeavoring to have an understanding with the Cherokees over their negotiations with the Mexicans and to establish peace with them, Lamar decided that they must leave Texas. And, in spite of the fact that there was no money in the Texas treasury, he proposed to pay the Indians for their other losses, if they would leave the country peaceably.

Lamar's policies regarding Indians

The Cherokees refused to go. They felt they had a right in the country, and to the lands that they had been cultivating for years—they were a semi-civilized race, and lived by agriculture and stock raising, rather than by hunting. They believed they had as good a right in the country as the Americans. So they refused to comply with Lamar's proposal. A meeting was called with the Cherokee chiefs and Texas, and the Indians pretended to agree to leave Texas. They said they would quit the country for a fee, but after the chiefs had left the place and returned to their villages, it was discovered that this was merely a play for time, and that the Cherokees were gathering their forces for the purpose of warfare. Chief Bowles, the leading chief of the Cherokees, was discovered two days after the meeting to be gathering the Indians for a battle. Edward Burlinson and General Rusk lead the Texas militia in a decisive battle against them at a point on the Neches, near the Indian village, in what is now Cherokee County. The Indians were defeated and Chief Bowles was killed. The survivors fled from the battlefield and ultimately left the country.

During the next year Lamar turned his attention to the Comanches, who had been committing raids in the West and carrying off prisoners. On March 19, 1840, the "council house fight" occurred in which twelve Comanche chiefs were killed at San Antonio. The chiefs had come by appointment to discuss a treaty, and had been told to bring with them all the prisoners in their possession. Instead of complying they brought only one prisoner, a little girl, though it was known there were many others. The chiefs were then informed that they would be held as hostages until the other prisoners were delivered up. One attempted to escape and, when challenged by a sentry at the door, drew his knife. He was shot down and instantly the other chiefs drew their knives and began a desperate struggle for their liberty. Efforts to stop them failed, and the Texans were compelled to use their rifles. All of the twelve chiefs were killed. At the end of the event, the Texans killed thirty-five more of the Indians. Seven Americans were killed and eight wounded.

The Comanches then went on the warpath, but in August they were decisively defeated by a force of Texas regulars under Gen. Felix Huston in a battle at Plum Creek, near Gonzales. In October of the same year, an expedition under Col. John H. Moore destroyed the main Comanche village on the upper Colorado and killed more than a hundred warriors. A more or less constant war with the Indians was kept up during the whole of Lamar's administration, and when Houston became president again in 1841, a number of Indian prisoners, mostly women and children, were in the hands of the Texans, while the Indians held several white prisoners. Houston restored the policy of cooperation without delay, and it proved very successful. It is probable that Lamar's aggressive policy contributed to some extent to Houston's success in keeping the Indians quiet during his second administration, for the savages were glad to welcome peace. But Lamar's policy was very costly and was counted by his critics as among the extravagances of his regime. It has been pointed out that in the entire five years of his two terms as president, Houston spent only \$294,092 in dealing with the Indians, whereas Lamar's Indian expenses amounted to more than \$2.5 million dollars in three years. In other words, Lamar spent in three years more than eight times as much as Houston spent in five.

Lamar moves the seat of government to Austin

Lamar had another idea, in keeping with his "ambitious nationalism," related to the founding of the town of Austin and the removal of the seat of government from Houston to that place. The people of Houston, of course, desired that the temporary location should be made permanent, but every ambitious town in the Republic, which had any chance at all of capturing the prize, was opposed to this. There was an overwhelming sentiment, therefore, against leaving the capital at Houston. But there was a decided division between the "east" and the "west." Characteristically, Lamar sided with the advocates of a western capital, for his larger vision of an empire stretching to the Pacific included all of Texas, of course, and he expected the broad prairies of the west to be settled soon. The permanent capital should be near the center of population, and in a few years, he said, that center would be in the neighborhood of the then existing

frontier. It was just like Lamar to think chiefly of the future. No one could agree on the location so, it was decided to build an entirely new town and to locate it on the frontier.

President Lamar promptly appointed Edwin Waller as the agent to establish the town. The site was almost a complete wilderness, only two families, those of Harrell and Hornsby, residing on the land. There were no settlements north of it on the Colorado, and the nearest communities to the northeast on the Brazos were sixty miles away. San Antonio was eighty-four miles to the southwest, with no settlements between, and there were only a few families on the Colorado between the site and the town of Bastrop. The new capital, in accordance with the law creating it, was named Austin, in honor of Stephen Fuller Austin, the "father of Texas," and on the first Monday in November 1839, the fourth congress of the Republic of Texas began its sessions there. By that time it was a community of about fifteen hundred people.

Critics of Lamar considered the placing of the capital at Austin as another of his sins. But the passing of time has confirmed his idea, for the only criticism that is likely to be heard today about the location of the capital is that it is too far east instead of west. Lamar's habit of looking to the future proved to work in this instance, in spite of the fact that Houston, during his second term, tried to move the seat of government back to the town of Houston.

Lamar's vision for free education and land-ownership for all

Another example of Lamar's habit of "considering the future" was his insistence upon setting aside part of the public lands for use in public education. Indeed, in this respect he was far ahead of his contemporaries. Public free schools did not exist in most of the states of the United States, and in many of them the idea of education for all children at the expense of the public was regarded as extremely radical. Lamar, who was a great admirer of Thomas Jefferson, imitated him in his passion for education. He urged Congress, therefore, to see the importance of education as part of free government, and very wisely set aside public land for schools as a way to insure that it happened.

Congress was impressed by Lamar's proposal, and on January 26, 1839, passed a law providing land should be set aside in each county for the support of primary schools or academies. More land was added each year and standards were set for teachers. This was the foundation of the school system of Texas.

It was Lamar's dream that the great nation, which Texas was destined to be in the future, should be composed of self-reliant, independent and enlightened citizens. On the same day that the bill was passed appropriating land for education, it was also provided that every immigrant family that arrived during the next year should be entitled to six hundred and forty acres. Then, in order to ensure every family in the Republic the possession of a home, Congress passed a Homestead Law. Texas became in a very true sense a "land of beginning again," and such measures as the Homestead Law were the natural product of the spirit that prevailed. Men went to Texas in those days to make a new start in life and many thousands succeeded in doing this in a marked degree.

New problems arise with Mexico

In Mexico, a group established a republic separate from Mexico and began to interact with Texas. Lamar saw the border of Texas and Mexico as a considerable coastline to defend. Therefore, he proposed a new Texas navy. The vessels for the new Texas navy were delivered in 1839, and, when the government of Yucatan proposed to Lamar a plan of naval cooperation, he consented to the arrangement. The republic government agreed to supply the money for the support of the Texas navy if it would enlist in a war upon Mexican vessels and provide adequate protection to Yucatan's coast. This would relieve the Texas treasury of a considerable burden, and Lamar regarded it as a favorable arrangement for Texas. It did not turn out to be so favorable for Texas in the long run. At one time, the Texas navy was almost completely devoted to

the service of Yucatan. The Republic of Yucatan existed for three years, after which it peacefully went back to being part of Mexico again.

Lamar declined to form an alliance with the “Republic of the Rio Grande” for the reason that he was not particularly interested in extending the influence of Texas south of that river. But he was very much interested in extending, not only the influence, but also the actual jurisdiction of the Texan government in another direction...toward the west. When Lamar became president, however, he took the position that the government of the Republic of Texas should adopt measures to extend its authority to the upper waters of the Rio Grande, which would include Santa Fe. This was in keeping with Lamar’s “ambitious nationalism” and his dream of “an empire extending from the Gulf of Mexico to the Pacific.” Bills were subsequently introduced in both houses of Congress, appropriating money for an expedition to establish Texan authority over the territory. Congress did not approve of the project; however, Lamar continued to believe that it should be undertaken.

Lamar and the Santa Fe Expedition

Lamar sent a letter to the citizens of Santa Fe asking them to meet in September and to consider participating with Texas in trade. This letter was inspired by information Lamar had received to the effect that the people of Santa Fe and adjoining settlements in New Mexico were restless under the rule of the governor of the territory. Under the federal constitution of the Mexican Republic, New Mexico had been classed as a “territory,” and was subject directly to the authority of the national government. The governor of New Mexico was the absolute ruler and the chief beneficiary of the profitable trade, which Santa Fe had carried on with St. Louis since 1804. The purpose of Lamar’s letter was to plant in the minds of the people of Santa Fe the idea that should they choose to get rid of this petty tyrant, the Republic of Texas would support them. However, Lamar received no reply to his letter and, due to legislative opposition, he did not send the promised commission in September.

But the project of sending an expedition to Santa Fe continued to occupy Lamar’s mind even though many leaders in Texas disagreed. It took such hold of his imagination that he finally came to the decision to undertake it without congressional authority. Nor was it just the wish to extend the jurisdiction of the government that set him on this course. The trade with Santa Fe was considerable and very profitable, and if it could be diverted to Texas, great economic benefits would be gained. It was true that the region between the settled portions of Texas and Santa Fe was an unknown wilderness to the Texans, but Lamar believed that a good route and eventually a military road, might become a great highway of commerce. Therefore, he began forming plans to send an expedition to Santa Fe.

Lamar’s plan was to send a government commission, consisting of three members, whose duty it would be to invite the people of Santa Fe to place themselves under the protection of the Texan flag. A military escort would accompany the commission and a delegation of merchants and traders would be invited to go along for the purpose of establishing businesses with the people of the town. When his plans were complete in outline, Lamar announced the appointment of William G. Cooke, R. F. Brenham and Jose Antonio Navarro as commissioners, and issued an invitation to merchants to join the expedition. He then named Gen. Hugh McLeod to command the military escort, which should consist of two hundred and seventy men, and suggested that businessmen and others intending to accompany the expedition should rendezvous at Austin.

Lamar had little support from the government for this idea and Anson Jones wrote the following letter:

“The Santa Fe expedition was not only unauthorized by Congress, but, in effect, Congress is positively indifferent. I voted against it on all occasions, and the project received very few votes. The money for its

expenses was made without the authority of law, and made by Lamar alone. Lamar's ideas can be described in two lines, as 'a chase of silly hopes and fears begun in folly, closed in tears.'"

Whether the quote by Jones justly characterizes Lamar's administration or not, it certainly describes the Santa Fe expedition very well. It was indeed "begun in folly" and "closed in tears." Here is what he said:

President Lamar and his friends believed that if a strong party of Texans showed themselves in New Mexico the inhabitants would gladly revolt and put themselves under the protection of the Texan government. They did not, however, realize that complaining about a governor of their own race and language was a very different thing from welcoming rulers from another country. So the Texan expedition made a huge mistake.

Not only was the expedition inadequate in size, but it turned out also to be inadequately equipped for the hardships of the journey. In fact nobody knew anything about the country in which they were travelling and had no notion of where they were going. A Mexican who accompanied them had been a trapper on the headwaters of the Red River, and had been in New Mexico, but he was utterly lost long before he reached the Mexican settlements.

For about six weeks the journey was pleasant enough, for its course led them into country in which there was a plentiful supply of game for food, and in which there was an abundance of water and grass for the horses and cattle. But after that they entered country of a very different character. It was mountainous and arid, and when the last of the cattle was slaughtered and provisions ran short, the party began to encounter difficulties. To obtain food in a wilderness for a company of more than three hundred men would have been no small task under the best conditions. But in a country where there was neither vegetation nor game, and where even water was extremely scarce, it was practically impossible. Realizing that starvation would soon be an impending danger if provisions were not obtained, the commissioners decided to send three men ahead to announce the approach of the expedition and to return with food. The group was forced to eat snails and lizards, and to make matters worse, many of them were forced to proceed on foot, their horses having been lost in a stampede. Three weeks of such conditions brought the unhappy pilgrims to near starvation and, still they had no word from the three men sent ahead. They decided that the best-mounted men should push on ahead, while the rest established camp and remained in the wilderness until relief could be sent.

When the three scouts arrived at the Mexican settlements early in September, they were promptly placed under arrest, in spite of their arguments that the mission was a peaceful one, which claim they supported by displaying copies of President Lamar's proclamation, printed in the Spanish language. The governor of New Mexico set about immediately to alarm the people by circulating the report that the Texans were coming to conquer the country and that they would kill them all and burn their homes. A condition of general excitement was created and soon the whole population was ready to join in repelling the "invaders." One of the three Texans escaped from his captors with the intention of making his way back to the main party to warn them of the situation, but he was recaptured and shot.

Eventually the whole company made it to Santa Fe. Most of them were now weakened and starving and were promptly made prisoners by a superior force of Mexicans. Thus the entire expedition was captured without the necessity of firing a single shot.

From the moment of their surrender, the prisoners were treated with great cruelty, and the march from San Miguel to the border of New Mexico at El Paso was one of almost constant torture. Many of the men were exhausted and found it extremely difficult to keep going. The commander of their guard had no sympathy

for such men, and those who faltered in the march were brutally treated and, in many instances, they were shot down in their tracks and their bodies left by the wayside. During the three weeks consumed by the journey to El Paso, the prisoners were in constant fear for their lives. But at the border they were turned over to troops of the national government, and thenceforth, they were treated more humanely. However, the journey was a long and hard one. To add to their other miseries smallpox broke out among the prisoners and a number of them died from this disease. A rather amusing aspect of the journey was the fact that it soon became evident to the prisoners that they were on exhibition. They were paraded through the principal streets of every city and town between El Paso and Mexico City, the object being to display before the gaping crowds this evidence of the great power of Santa Anna's government. American prisoners provided a spectacle worth going miles to see. For three months this march was kept up, and finally the survivors of the expedition, which had left Texas in high spirits eight months before, arrived at the Mexican capital early in February. There they were thrown into prison.

Some prisoners were freed by diplomatic negotiations, but the affair created great anger in the United States, and the newspapers printed vivid accounts of the sufferings of the prisoners. The Mexican government reluctantly released those who could claim the protection of the United States or of European governments, but the rest were kept confined in military prisons for four months. At the end of that time, most of the Texans were released.

Lamar's term ends

President Lamar's administration came to an end while the Santa Fe prisoners were being marched to Mexico City. Houston was inaugurated in December 1841, and immediately he announced a complete reversal of the policies of Lamar. He declared that three-fourths of the money consumed in Indian wars during Lamar's administration could have been saved by following a policy of cooperation with respect to the Indians, and advised the establishment of peace with them as soon as possible. Houston made budget cuts in the administration of the government, a reduction of the number of officers, and the adoption of a pay-as-you-go policy. And while admitting that it would be futile to renew efforts to establish peace with Mexico, he recommended that no hostile moves should be made and that steps be taken to establish trade with the Mexicans on the border. Houston, however, was destined to reap what Lamar had sown.

Immigration to Texas

TEKS:

- 7.8 Geography. The student uses geographic tools to collect, analyze, and interpret data.
- 7.11 Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th and 20th centuries. The student is expected to:
 - (A) Analyze why immigrant groups came to Texas and where they settled;
 - (B) Analyze how immigration and migration to Texas in the 19th and 20th centuries have influenced Texas; and
 - (C) Analyze the effects of the changing population distribution in Texas during the 20th century.
- 7.19 Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:
 - (A) Explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances; and
 - (B) Describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture.
- 7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:
 - (B) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - (C) Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and
 - (D) Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
- 7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
 - (A) Use social studies terminology correctly;
 - (B) Use standard grammar, spelling, sentence structure, and punctuation; and (D) create written, oral, and visual presentations of social studies information.

Objectives:

- Consider the definition of culture and reflect on what this means to earlier and later generations.
- Explore the reasons behind various groups coming to Texas and the difficulties immigrants faced.
- Examine an immigrant group and their contributions to Texas.
- Write a reflective essay using notes completed during class, as well as their own personal experiences with cultural heritage and ethnicity.

Materials and Resources:

- Reading selections from textbooks
- Butcher paper or chart paper and markers
- Readings about various immigrant groups

Procedures:

1. Students respond to the following prompt by writing a short paragraph: “What is culture? How does your cultural heritage define who you are? Consider these: language, religion, value systems, peer groups, ideas, beliefs, customs, institutions, tools, techniques, works of art, and ceremonies. How do these factors in your life differ from those of your parents, grandparents, or great-grandparents?” After a few minutes, allow students to share their responses.
2. Teacher defines the following vocabulary for students: emigrate, immigrate, culture, ethnic, assimilate, Utopia
Following a discussion of the vocabulary, the teacher explains that the immigrants who founded La Reunion in 1855 within the present day city limits of Dallas, Texas, hoped to form a perfect, or utopian society. The French and Belgian immigrants believed La Reunion could be a “perfect” society, one of equality and liberty and a thousand years of peace, where each person would do their share and be equal in the society.
3. Assign each group an immigrant group to investigate: Swiss, German, French, Polish, Irish, Hungarians and Czechs, Norwegians and Swedes, and Mexicans. They should use the PRTR (see Strategies) technique to learn about each cultural group. The following sites have in-depth readings about each immigrant group.
 - Texas Almanac Online
 - Handbook of Texas Online
4. Use the textbook and selected readings about each immigrant group. Students complete a mapshot (see Strategies) of Europe, identifying the countries from which each group immigrated. Complete a SPEC organizer (see Strategies). Teacher may wish to modify the questions to fit the content. SPEC questions for this lesson are listed below.
5. Transfer the information from small group SPEC sheets to a large sheet that whole class can see. (See example below.) Students take notes on their own organizers.

Immigrants	Social	Political	Economic	Cultural
Swiss				
German				
French				
Polish				
Irish				
Hungarians and Czechs				
Norwegians and Swedes				
Mexicans				

6. Teacher asks the following questions, asking students to refer to their notes and charts:
 - What were the main reasons that Europeans immigrated to Texas during the 1800s?
 - Which groups were probably most successful when they settled in Texas? Why?
 - What made Texas a good place to settle?
 - What are some of the lasting contributions of these immigrant groups?

7. Students write an essay reflecting on their notes, discussions, and readings:

“Select any two immigrant groups to compare. What are the lasting contributions of each group?”

8. Assess the essays using a rubric.

Revolution – Take A Stand!

TEKS:

- 7.1 History. The student understands traditional historical points of reference in Texas history. The student is expected to:
 - (A) Identify the major eras in Texas history and describe their defining characteristics;
 - (B) Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.

- 7.2 History. The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas. The student is expected to:
 - (D) Identify the impact of the Mexican federal Constitution of 1824 on events in Texas; and
 - (E) Trace the development of events that led to the Texas Revolution, including the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin.

- 7.3 History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:
 - (B) Explain the issues surrounding significant events of the Texas Revolution, including the battle of Gonzales, the siege of the Alamo, the convention of 1836, Fannin’s surrender at Goliad, and the battle of San Jacinto.

- 7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:
 - (B) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - (D) Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants; and
 - (E) Support a point of view on a social studies issue or event.

- 7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
 - (A) Use social studies terminology correctly;
 - (B) Use standard grammar, spelling, sentence structure, and punctuation; and
 - (D) Create written, oral, and visual presentations of social studies information.

Objectives:

- Create a storyboard for both the American and Texas Revolutions.
- Note the similarities and differences between events that eventually led to conflict in each case.
- Engage in dialogue and justify ideas based on interpretation of events that led to war.
- Compose a written response related to revolution.

Materials and Resources:

- Textbook
- Butcher paper and markers
- Storyboard template

Procedures (allow approximately 3 class periods):

1. Teacher introduces the lesson. Ask: What does it mean to “revolt?” What are some of the reasons for revolt? What are the effects of revolution on each entity?
2. Activity: Students work in groups of four, with each group having a large piece of paper and a marker. Half of the groups have an index card with the following on it:

Your group represents a group of citizens who have been living in a country governed by a foreign power. A series of events has shown you and other citizens that there must be a revolution against the foreign power. What types of events would lead you to such a decision? How would you convince others to follow you in this revolution?

The other groups have an index card with the following instructions written on it:

You represent a group of citizens from the foreign country. Your government has been waged war upon by another group of citizens in your country. What actions must you take? How will you justify war? How will you convince others that the revolution must be squelched?

Allow groups about fifteen minutes to respond to their instructions. Groups should hang their posters around the room and present their posters to the class in order to compare and contrast responses. Then, ask students to consider whether their reasons for the revolution were based on morality or practicality. Students should give examples (and explain their reasons) for actions they consider moral, actions they consider immoral, and actions they consider to be practical and most likely to be effective.

Record each list on the board and encourage students to draw conclusions about the reasons for a revolution.

3. The teacher introduces the following information for students to create a chart comparing and contrasting the American and the Texas revolutions.

Similarities Between the American and Texas Revolutions

American Revolution	Texas Revolution
GB originally left colonists alone	Mexico originally left the settlers alone
Colonists began to develop the colonies largely on their own	Texans largely on their own
Ruled by government long distance away	Ruled by government long distance away
GB feared losing control over the colonies and cracked down	Mexico feared losing control over Texas and cracked down
Goals of the colonists changed over time	Goals of the settlers changed over time
King George III denied the colonists their rights	Santa Anna denied the settlers their rights by ignoring the Mexican constitution
Aid from other countries	Aid from U.S.
Both able to defeat larger trained armies	Both able to defeat larger trained armies

Differences Between the American and Texas Revolutions

American Revolution	Texas Revolution
Took 6 years	Took 7 months
Many battles	Fewer battles
Shared same language and culture	Differences in language and culture
Economically important to have the colonies	Mexicans transferred their resentment of the U.S. to the Texans

4. Using the timelines (Attachment 1), students create a storyboard for each revolution.
5. Teacher leads a Socratic Seminar (see Strategies) in which students use the storyboards they have constructed to answer the following questions:
 - What are the similarities and differences between the American and Texas Revolutions?
 - Who were the major players in each revolution?
 - What were the “ingredients”(e.g., loss of rights, cultural differences, economics, power struggles) that led to each revolution?
 - Were the events based on moral issues or practical issues?
 - Was revolution necessary in each case?
 - What was the result of each revolution?
 - What were the social, political, and economic effects of each revolution?
 - Why is it important for us to study revolution?
6. Students write essay response to the prompt: Why is it important to study revolutions?

Evaluation/Assessment:

Students will be evaluated based on contribution to the storyboard activity,

1. Participation in class discussion, and completion of the writing assignment.

**Attachment 1: Texas Timeline
1821-1836**

1821	Stephen F. Austin receives permission to bring colonists from the U.S. into Mexico.
December 1821	The first Anglo colonists begin to arrive in Texas, settling primarily in the Brazos River area.
Mid 1824	The Constitution of 1824 gives Mexico a republican form of government but does not define the rights of state within the republic (such as Texas).
April 6, 1830	Mexico forbids further emigration into Texas by settlers from the U.S.
June 13, 1832	Turtle Bayou Resolutions, documents leading to the revolution of 1836, are adopted.
June 26, 1832	The Battle of Velasco results in the first casualties in Texas' relations with Mexico.
1832	The Convention of 1832 in Texas is triggered by growing dissatisfaction by Texas settlers against the policies of the Mexican government.
April 1, 1833	Following a series of revolutions, Santa Anna is elected president of Mexico and starts centralizing the Mexican government.
1833	The Convention of 1833 in Texas is called to re-address several unresolved issues from the 1832 Convention and to gain support of the Tejanos, native Texans.
October 2, 1835	The Battle of Gonzales. The first battle of the Texas Revolution begins when Santa Anna sends a detachment of Mexican Cavalry to retrieve a cannon. Texans drive them back using the cannon. The battle flag used by the Texans features a picture of a cannon and the written dare "come and take it."
October 9, 1835	The Goliad Campaign of 1835 ends when 49 Texans, including George Collingsworth and Ben Milam, storm the presidio at Goliad.
October 28, 1835	Commander Stephen F. Austin, James Fannin, Jim Bowie, and 90 Texans defeat 400 Mexicans at the Battle of Concepcion, near San Antonio. Only 1 Texan dies in the battle, compared to 60 Mexican soldiers.
November 26, 1835	The Grass Fight near San Antonio is won by the Texans under Jim Bowie and Ed Burleson.
December 9, 1835	Mexicans surrender San Antonio to the Texans following the Siege of Bexar.
March 2, 1836	The Texas Declaration of Independence is adopted in Washington, Texas, by members of the Convention of 1836. A constitution is drafted and an <i>ad interim</i> government is formed for the newly created Republic of Texas.
March 6, 1836	Texans under Colonel William Barret Travis are defeated by the Mexican army after a thirteen-day siege at the Battle of the Alamo in San Antonio. The Runaway Scrape begins.
March 10, 1836	Sam Houston abandons Gonzales and retreats from the invading Mexican Army.
March 27, 1836	The Goliad Massacre. James Fannin and nearly 400 Texans are executed by the Mexicans acting under orders from Santa Anna.
April 21, 1836	Sam Houston leads Texans and defeats Santa Anna at the Battle of San Jacinto. Independence is won in Texas' most decisive battle.
May 14, 1836	Santa Anna and President David Burner sign the Treaty of Velasco, officially ending the war.

**Attachment 1: American Revolution Timeline
1760-1783**

1760	King George III ascends to the throne of England.
1763	Treaty signed between England and France ending the French and Indian War. Canada and the continent east of the Mississippi River added to Great Britain's growing empire.
1765	Parliament passes the Stamp Act as a means to pay for British troops on the American frontier. Colonists violently protest the measure.
1766	March 18–Stamp Act repealed, but on the same day parliament passes the Declaratory Act asserting its right to make laws binding on the colonies.
1768	October. British troops arrive in Boston to enforce customs laws.
1770	March–Four workers shot by British troops stationed in Boston. Patriots label the killings "The Boston Massacre."
1773	December–Massachusetts patriots dressed as Mohawk Indians protest the British Tea Act by dumping crates of tea into Boston Harbor.
1774	January–The Privy Council reprimands Benjamin Franklin in London for leaking letters damaging to the Royal Governor of Massachusetts. September–First Continental Congress convenes in Philadelphia. April–Shots fired at Lexington and Concord. "Minute Men" force British troops back to Boston. George Washington takes command of the Continental Army.
1776	January–Thomas Paine's Common Sense published. Becomes an instant best seller and pushes the colonies closer to independence. July 4–Thomas Jefferson's Declaration of Independence ratified by the Congress. July–A huge British force arrives in New York Harbor bent on crushing the rebellion. August–Continental Army routed at Long Island, New York. December 26–Washington crosses the Delaware River and captures a Hessian force at Trenton, New Jersey. December–In desperate need of financing and arms, Congress sends Benjamin Franklin to France to urge the French to ally with America.
1777	July–A British force led by John Burgoyne takes Fort Ticonderoga in a devastating loss to the Americans. The Marquis de Lafayette arrives in America. Washington defeated at Brandywine (September 11) and Germantown (October 4). Philadelphia is lost to the British. October 17–Americans capture Burgoyne and his army at Saratoga.
1778	February–France signs a treaty of alliance with the United States and the American Revolution becomes a world war.
1780	British attack Charleston, South Carolina. City falls in May 1780. In 1781, Americans "lose" series of engagements in the South but exact a heavy toll on the British army. African-American Elizabeth Freeman sues for her freedom in Massachusetts. Her victory prohibits slavery in that state. October 19–A miraculous convergence of American and French forces traps Lord Cornwallis at Yorktown, Virginia. He surrenders his British army.
1783	September–A peace treaty is signed between Great Britain and the United States

See <http://www.pbs.org/ktca/liberty/chronicle.html>

Grade 8 Lessons

- [Grade 8 Lessons \(pdf\)](#)
 - Lessons and Skills Correlation
 - Analysis of Documents Related to the Growth of Nationalism in America
 - Assumptions Behind Manifest Destiny
 - Effects of British Economic Policies on the American Colonies
 - Strengths and Weaknesses of the Articles of Confederation
 - Basic Principles Reflected in the U.S. Constitution
 - Constitution: Enhancement for Additional Development of Pre-AP* Skills

Teacher Voice: Grade 8 Pre-AP* U.S. History—Michael Stewart, O.L. Slaton Junior High, Lubbock, TX

Pre-AP* classes pose different and unique challenges than those of regular classes. Pre-AP students are generally intrinsically motivated and are actively in pursuit of knowledge. This motivation drives students to want to know more information about a particular subject or topic. Pre-AP students need to be challenged in their learning process, or we run the possibility of losing them due to boredom. For this reason, it is important that teachers use Bloom's Taxonomy in their lessons for Pre-AP classes. Bloom's will help challenge students to find more information on the topic.

In every classroom, the use of Bloom's is essential for a successful learning environment. Bloom's also provides the opportunity for students to fully explore what they are learning. All six levels should be incorporated as the teacher provides information, or as the students provide the information. The teacher should move up in Bloom's as the activity progresses; this could be in one day or over several days.

In the Pre-AP classroom, teachers will be able to spend more time at the top of Bloom's. This allows for students to explore and learn on their own. This also allows students to make more connections with other topics. With regular classes, teachers have to spend more time at the bottom or lower end of Bloom's to ensure that students understand the concepts. However, it is essential that these students be exposed to the higher-level thinking questions. Generally, the teacher must take on a more active role in questioning and connecting the events in the regular classroom than in the Pre-AP class, where the students will pick up the connections quicker.

Homework for the Pre-AP classroom differs from the regular classroom as well. Generally, Pre-AP homework will be more in depth, which will require outside reading and writing. This time allows for students to develop their thoughts into a concisely written essay. This also gives students the opportunity to teach themselves and bring the information back to teach others.

High expectations for students are important in every classroom. If students know that the teacher expects high quality work and accepts nothing less, then most students will rise to meet the teacher's expectations. If we have low expectations, then they will meet those and see no benefit of ever achieving a higher level. Expectations for Pre-AP classes are higher than those of a regular classroom (although maybe they should not be). We expect our Pre-AP students to work outside the classroom on a regular basis and to grasp concepts quickly.

In either class, I am reminded of a quote from George Bernard Shaw, "What we want is the child in pursuit of knowledge and not knowledge in pursuit of the child."

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Lessons and Skills Correlation for Pre-AP* American History

Units	Themes	Lesson Title	TEKS	Causation Chart	Half Page Solution	Incident Report	Big Picture Question	Dialectical Journal	Concept Card	Matrix	Graphic Organizer	Map shots	Timeline	APPARTS	SPEC	Graphic Analysis	Political Cartoon	Sketch Map	Story Board	Inner outer circle	Verb wall	Question wall
Early Republic	Nationalism	Analysis of Documents related to the Growth of Nationalism in America	8.5 D, 8.14 A, 8.30 D,		X		X		X					X								
Manifest Destiny	Migration	Assumptions Behind Manifest Destiny	8.6 B-C							X				X								
Revolution	Revolution	Impact of the British Economic Policies on the American Colonies	8.4 A									X										
Articles of Confederation	Articles of Confederation	Strengths and Weaknesses of the Articles of Confederation	8.6 A, 8.16 B			X																
Government	Government	Basic Principles of U.S. Constitution	8.16 A-D, 8.17 A-C, 8.18 A-B, 8.19 A-B							X												
Economic Overview	Economics	Applications of Supply and Demand	8.13 C, 8.14 B													X						
Economic Overview	Economics	Economic System	8.13 A-C, 8.14 A-B, 8.15 B, 8.28A								X											

8th Grade: American History

Analysis of Documents Related to the Growth of Nationalism in America

TEKS:

- 8.5 History: The student understands the challenges confronted by the government and its leaders in the early years of the Republic. The student is expected to:
(D) Explain the (causes of and) issues surrounding important events of the War of 1812.
- 8.14 Economics: The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:
(A) Analyze the War of 1812 as a cause of economic changes in the nation.
- 8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:
(D) Identify points of view from the historical context surrounding an event and frame of reference which influenced the participants.

Objectives:

- Recognize the importance of primary sources in the study of history.
- Analyze a primary source.
- Assess the importance of the primary source in history.
- Connect the primary source to our current world.

Materials and Resources:

- Documents either on transparency and/or printed copies:
 - The Star Spangled Banner
 - Andrew Jackson’s Call for Volunteers
 - War Message of President James Madison

Procedures (allow 2 class periods):

Students taking the AP* U.S. history exam work extensively with the Document-Based Question. The DBQ presents a number of primary source documents and a question that is answered in essay format. Students can prepare for this task by frequently reading, analyzing, and writing responses to prompts based on primary sources. This lesson uses primary source documents from the war of 1812 with a variety of strategies.

1. The Big Picture Question is displayed for students at the start of the class period: How did the War of 1812 affect the way citizens felt about the United States?
2. Class opens with a discussion of “The Star Spangled Banner.” The strategy TPCASTT may be used as a guide for discussion:
 - a. *The Star Spangled Banner—Using the TPCASTT technique*
 - i. Title (literal): Flag with stars.
 - ii. Paraphrase: It is morning after a battle and the author is looking to see if the American flag is still flying.
 - iii. Connotation: The flag stands for our nation and what we stand for: freedom, bravery, unity.

- iv. Attitude: Patriotism, pride.
 - v. Shifts: From twilight to morning. From wondering if the flag is flying to a feeling of pride after seeing it still flying.
 - vi. Title (connotative): A symbol of American nationalism.
 - vii. Theme: Proud to be an American.
3. Depending on time and level of the class, the teacher may choose one of the following documents or both. The first, Andrew Jackson’s Call for Volunteers, is meant to persuade young men to enlist and lends itself to use of the strategy SMELL.
- a. *Andrew Jackson’s Call for Volunteers—Using the SMELL technique*
 - i. Sender-Receiver relationship: Commander to soldiers. Recruiter to recruits. Propagandist to citizenry.
 - ii. Message: Britain has threatened our prosperity and has not respected our rights. We are an independent republic and must fight for our rights as a nation.
 - iii. Effect: Pride. Patriotism. Anger.
 - iv. Logic: We have rights, liberties, and property, which cannot be taken away without a fight (inalienable rights concept).
 - v. Language: Inflammatory.
 - b. *War Message of President James Madison—Using the APPARTS technique*
 - i. Author: President James Madison
 - ii. Place and Time: Washington D.C., June 1, 1812
 - iii. Prior Knowledge: Neutrality of American ships was threatened by the British blockade of French ports and French seizure of ships trading with Britain. Some 10,000 American sailors were “impressed”, kidnapped, by the British navy. A British warship, the Leopard, attacked an American ship, the Chesapeake, when she refused to allow the British to search her. Tecumseh, supported by British troops, threatened American expansion: The Battle of Tippecanoe was fought in 1811.
 - iv. Audience: U. S. Congress
 - v. Reason: Declare war on Britain.
 - vi. Thesis or main idea: Britain has impressed American sailors, interfered with our commerce, attacked our ships in neutral territory, helped Native Americans fight America, and it is our right to fight for our rights.
 - vii. Significance: America will fight a “Second War of Independence” which establishes a spirit of nationalism in the United States.
 - viii. Extension to writing: After reading and discussing all the documents, allow students to use their documents and notes to write an essay in response to the following prompt: Using the documents and your knowledge of US History, analyze ways in which the United States demonstrated an increase in nationalism as a response to the War of 1812.
 - ix. Extension to Writing: The Paragraph Development Strategy is used to provide a writing structure for students. This variation of the Dialectical Notebook can be used to encourage writing within one class session. Students fold notebook paper into fourths. The top half is divided into two boxes, labeled 1 and 2. The bottom half is left open and labeled 3. In box 1, students write facts from the documents that show how nationalism developed during the War of 1812. Some facts may include “The Star Spangled Banner,” e.g., citizens must fight for their rights, prosperity of the nation, God given rights, and the idea of national character. In box 2, the students react to the facts. The teacher asks, “What about “The Star Spangled Banner”? A possible response might include, “The flag was a symbol of pride.” A topic sentence is developed that answers the Big Picture

Question. This prepares students for the concept of the Thesis Statement. The topic sentence is written in Box 3 and the paragraph is completed. A rubric for a complete paragraph includes:

Paragraph Rubric

0 Not present

1 Present, but flawed and incomplete

2 Present

3 Present and sophisticated

Score _____ Topic sentence

Score _____ Evidence from documents

Score _____ Evidence from class notes

Score _____ Interpretive commentary

Score _____ Clincher sentence (closing)

The Star Spangled Banner by Francis Scott Key, 1814 (first and last verses)

O! say can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming:
Whose broad stripes and bright stars,
Through the perilous fight,
O'er the ramparts we watched were so gallantly streaming,
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there...
And this be our motto—"In God is our trust!"
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

Andrew Jackson's Call for Volunteers in March 1812 (March 1, 1812)

Major Andrew Jackson, a "War Hawk," calls for volunteers to help defend the United States in the upcoming war with Great Britain.

Citizens! Your government has at last yielded to the impulse of the nation. Your impatience is no longer restrained. The hour of national vengeance is now at hand. The eternal enemies of American prosperity are again to be taught to respect your rights....

A simple invitation is given to the young men of the country to arm for their own and their country's right. But another and nobler feeling should impel us to action. Who are we? And for what are going to fight? Are we the titled Slaves of George the Third? The military conscripts of Napoleon the great? Or sons of America: the citizens of the only republic now existing in the world: and the only people on earth who possess rights, liberties, and property which they dare call their own?

We are going to fight for the reestablishment of our national character.

War Message of President James Madison (June 1, 1812)

A call for declaration of war against Great Britain

"...the conduct of her (Great Britain) government presents a series of acts hostile to the United States as an independent and neutral nation.

British cruisers have been in the continued practice of violating the American flag on the great highway of nations, and of seizing and carrying off persons sailing under it..."

"...thousands of American citizens, under the safeguard of public law and of their national flag, have been torn from their country..."

"British cruisers have been in the practice also of violating the rights and peace of our coasts. They hover over and harass our entering and departing commerce..."

"Under pretended blockades, without the presence of an adequate force... or commerce has been plundered in every sea..."

"In reviewing the conduct of Great Britain toward the United States our attention is necessarily drawn to the warfare just renewed by the savages on one of our extensive frontiers.... It is difficult to account for the activity and combinations which have for some time been developing themselves among tribes in constant intercourse with British traders....

"Whether the United States shall continue passive... or, opposing force to force in defense of their natural rights, shall commit a just cause into the hands of the Almighty Disposer of Events..."

Assumptions behind Manifest Destiny

TEKS:

- 8.6 History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:
 - (B) Explain the political, economic, and social roots of Manifest Destiny.
 - (C) Analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation.

Objectives:

- Become more sophisticated in analysis of visual and textual primary sources; as students move into AP* courses, they will be expected not merely to comprehend the speaker's views, but also to articulate and evaluate the assumptions upon which the speaker's views are based.
- Reinforce comfort and aptitude in applying social studies categories (political, economic, social) needed for essay organization in AP* and Pre-AP* courses.
- Develop the concept of nationalism, a major theme in AP courses in U.S. and European history.

Materials and Resources:

- Textbook section on Manifest Destiny, the Mexican War, and the nation's expansion in the 1840s
- Transparency or other visual of John Gast's "American Progress"
- Excerpts from articles by John L. O'Sullivan
- Charts on which students' records document observations and analysis

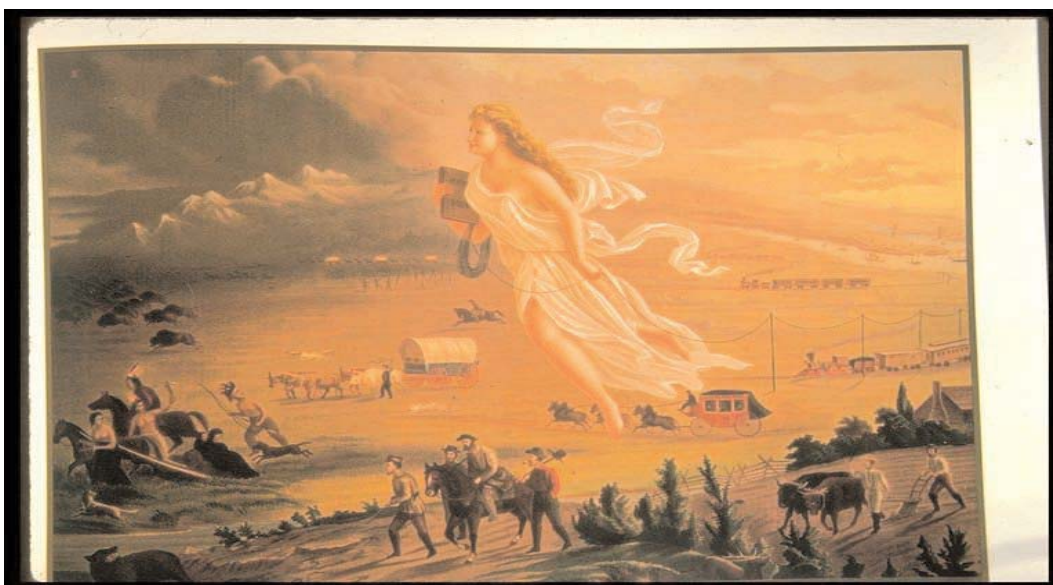
Procedures (allow 2 class periods):

Prior to the lesson, students should have read a textbook section on the ideas of Manifest Destiny and the events of 1840s expansionism.

1. Project an image of John Gast's "American Progress" for class viewing, and conduct a discussion about what is portrayed in different parts of the painting. After a few initial examples interpreted as a class, have the students individually or in small groups complete the interpretation box below the picture (Attachment 1).
2. Have students perform an APPARTS analysis of the two article excerpts by John L. O'Sullivan (Attachment 2).
3. Ask students to consider what common assumptions unite the works. As students respond, ask them to identify the portion of the articles or the painting on which they are basing their answers. Use student responses to begin filling out the "Assumptions behind Manifest Destiny" chart (Attachment 3), and have students complete the chart on their own.
4. Have students classify the assumptions as political, economic, or social, and use them to fill in the outline below the chart.

Attachment 1: John Gast, “American Progress”

Fill in the boxes below by describing and interpreting an object or image found in that region of the painting.



<p><u>Object:</u></p> <p><u>Two adjectives describing its appearance:</u></p> <p><u>What in history it might represent:</u></p> <p><u>Gast’s comment on what is represented:</u></p>	<p><u>Object:</u></p> <p><u>Two adjectives describing its appearance:</u></p> <p><u>What in history it might represent:</u></p> <p><u>Gast’s comment on what is represented:</u></p>	
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<p><u>Object:</u></p> <p><u>Two adjectives describing its appearance:</u></p> <p><u>What in history it might represent:</u></p> <p><u>Gast’s comment on what is represented:</u></p>	<p><u>Object:</u></p> <p><u>Two adjectives describing its appearance:</u></p> <p><u>What in history it might represent:</u></p> <p><u>Gast’s comment on what is represented:</u></p>	

Attachment 2: APPARTS Analysis

Our national birth was the beginning of a new history, the formation and progress of an untried political system, which separates us from the past and connects us with the future only; and so far as regards the entire development of the natural rights of man, in moral, political, and national life, we may confidently assume that our country is destined to be the great nation of futurity.

Truthful [history] of any nation furnish[es] abundant evidence that its happiness, its greatness, its duration, were always proportionate to the democratic equality in its system of government. . . What friend of human liberty, civilization, and refinement, can cast his view over the past history of the monarchies and aristocracies of antiquity, and not deplore that they ever existed? America is destined for better deeds.

John L.O'Sullivan,
"The Great Nation of Futurity" (1839)

A _____

P _____

P _____

A _____

R _____

T _____

S _____

California will, probably, next fall away from [Mexico].... Imbecile and distracted, Mexico never can exert any real governmental authority over such a country.... The Anglo-Saxon foot is already on [California's] borders. Already the advance guard of the irresistible army of Anglo-Saxon emigration has begun to pour down upon it, armed with the plow and the rifle, and marking its trail with schools and colleges, courts and representative halls, mills and meetinghouses.... [All this will happen] in the natural flow of events, the spontaneous workings of principles.... And [the Californians] will have a right to independence, to self-government, to the possession of the homes conquered from the wilderness by their own labors and dangers, sufferings and sacrifices; a better and a truer right than the artificial title of sovereignty in Mexico a thousand miles away....The day is not distant when the Empires of the Atlantic and the Pacific would again flow together into one....

John L.O'Sullivan, (1845)

A _____

P _____

P _____

A _____

R _____

T _____

S _____

Attachment 3: Assumptions behind Manifest Destiny

The three primary documents you've analyzed share certain assumptions – about government, culture, and history, among other things. In the table below, identify some of these assumptions by stating them in your own words, and point to the evidence (from the articles or the painting) on which you are basing your conclusion.

<i>What do Gast and O'Sullivan assume about...</i>	<i>Evidence</i>
the past of America under Native American, Spanish, or Mexican rule?	
the past history of the United States?	
the future of the United States/	
how the United States is different from other countries?	
what kinds of changes come with settlement by Anglo-Saxons?	
how history works (what kinds of forces are driving history)?	

Now add three additional assumptions not described on the previous page.

<i>What do Gast and O'Sullivan assume about...</i>	<i>Evidence</i>

Consider whether the assumptions you identified (last page and this page) are best described as POLITICAL, ECONOMIC, or SOCIAL. Use them to fill in the following outline.

Thesis: The expansion of the United States in the 1840s was driven by certain assumptions about the superiority of American political, economic, and social systems.

I. POLITICAL

- i.
- ii.

II. ECONOMIC

- i.
- ii.

III. SOCIAL

- i.
- ii.

Impact of British Economic Policies on the American Colonies

TEKS:

- 8.4 History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:
 - (A) Analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War.

Objectives:

- Understand and apply the basic premises of mercantile policy.
- Understand how mercantile policies affected the American colonies.
- Develop skills in constructing arguments in written form; practice on the basic task of supplying points in support of a main idea will help build writing habits toward the construction of essay paragraphs for Pre-AP and AP courses.

Materials and Resources:

- Textbook section on mercantilism and British taxation of the American colonies after the French and Indian War
- Handout “Basic Premises of Mercantilism”
- Excerpts of Benjamin Franklin’s testimony before Parliament on the Stamp Act
- Map diagrams on imperial trade patterns
- London Times – “Point-Counterpoint on Imperial Trade”

Procedures (allow 1 class period):

Prior to the lesson, students should have read a textbook section on mercantilism and the British taxation of the American colonies after the French and Indian War.

1. Distribute or make a transparency of “Basic Premises of Mercantilism” (Attachment 1). Discuss the three principles listed, and ask students to classify the scenarios listed at the bottom of the page as approved or prohibited by mercantile policies.
2. On Attachment 2, have students apply what they read by labeling the arrows in the top half of the map showing the intended trade patterns under the mercantile system.
3. Read and discuss Benjamin Franklin’s testimony before Parliament (Attachment 3).
4. Have students label the arrows on the bottom half of the map, summarizing the key points of Franklin’s testimony.
5. Pair students up, and have each student take a position in the Point-Counterpoint (Attachment 4). Be sure that they justify their statements with supporting detail.

Attachment 1: Basic Premises of Mercantilism

1. The real wealth of a nation consists of its supply of precious metals (gold and silver).
2. The goal of an empire is to be a net exporter.
3. The role of a colony is to serve the mother country.

Approved by Mercantilism?

Answer "Yes" or "No." If "No," be ready to explain which premise of mercantilism is violated and how.

___ The American colonies export raw materials to England.

___ The American colonies purchase finished goods from France.

___ The American colonies purchase finished goods from England.

___ The American colonies manufacture finished goods and sell them to England.

___ England buys raw materials from France.

___ The American colonies import raw materials from the Spanish West Indies.

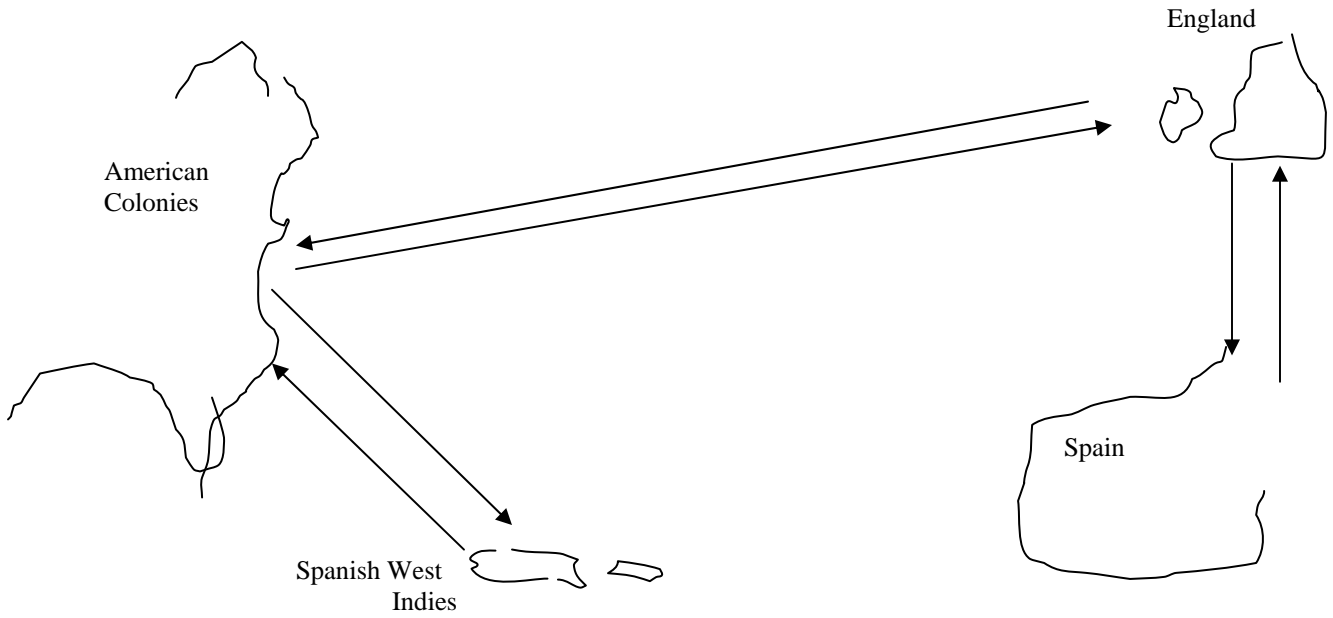
___ England manufactures finished goods and sells them to France.

___ The American colonies manufacture finished goods and sell them to Spain.

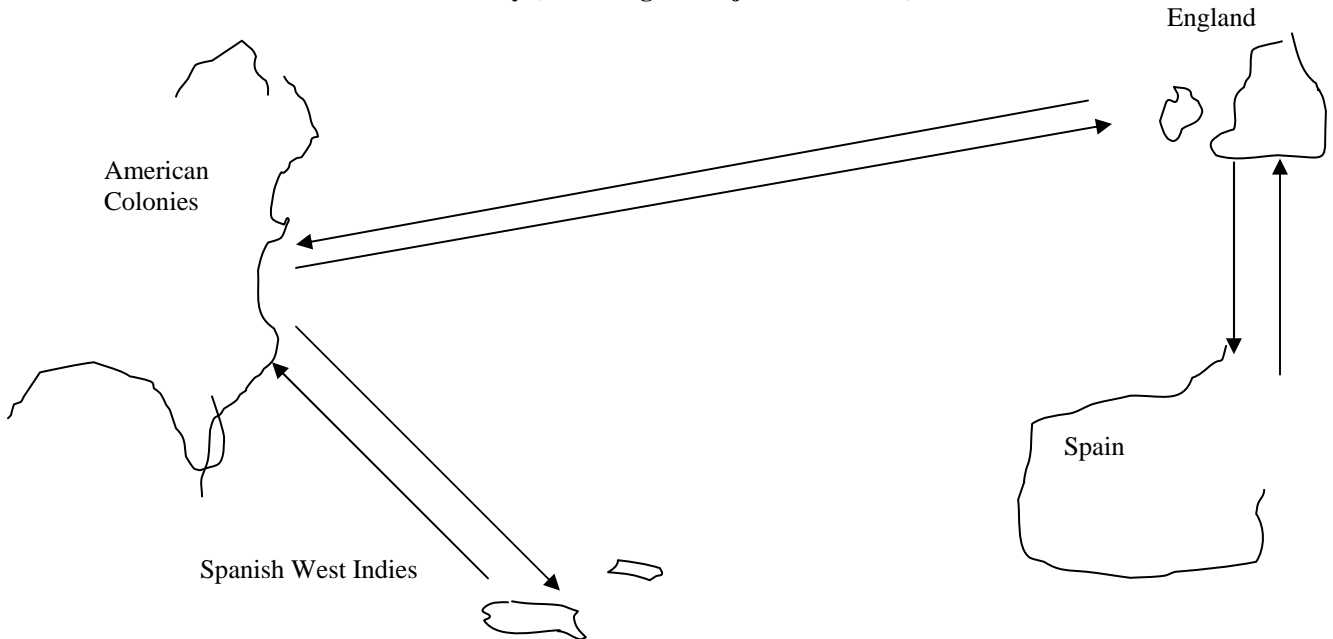
Attachment 2: Trade Patterns

Directions: Label the arrows on the top map to show how the mercantile system is supposed to work – in other words, whether goods are supposed to be traded on each trade route, and what types of goods (raw goods, finished goods) are supposed to be going each direction. On the bottom map, label the arrows to summarize what Benjamin Franklin is reporting to Parliament in his 1766 testimony.

Mercantilism



Reality (according to Benjamin Franklin)



Attachment 3: Benjamin Franklin's Testimony before Parliament (1766)

In 1766, Benjamin Franklin was serving as a colonial agent in Britain. He was summoned to testify before Parliament about American commerce and how it was affected by British law. In this excerpt Franklin tries to explain why trade with the West Indies (part of which was outside the British Empire) was so important to the American colonies.

Q. What may be the amount of one year's imports into Pennsylvania from Britain?

A. I have been informed that our merchants compute the imports from Britain to be above 500,000 Pounds.

Q. What may be the amount of the produce your province exported to Britain?

A. It must be small, as we produce little that is wanted in Britain. I suppose it cannot exceed 40,000 Pounds.

Q. How then do you pay the balance?

A. The balance is paid by our produce carried to the West Indies, and sold in our own islands, or to the French, Spaniards, Danes, and Dutch; by the same carried to other colonies in North America, as to New England, Nova Scotia, Newfoundland, Carolina and Georgia; by the same carried to different parts of Europe, as Spain, Portugal, and Italy. In all which places we receive either money, bills of exchange, or commodities that suit for remittance to Britain; which, together with all the profits on the industry of our merchants and mariners, arising in those circuitous voyages, and the freights made by their ships, center finally in Britain, to discharge the balance, and pay for British manufactures continually used in the province, or sold to foreigners by our traders.

Q. Have you heard of any difficulties lately laid on the Spanish trade?

A. Yes, I have heard that it has been greatly obstructed by some new regulations, and by the English men-of-war and cutters stationed all along the coast in America.

Attachment 4: Point–Counterpoint

London Times

May 17, 1766

Point–Counterpoint on Imperial Trade

In today’s Special Feature, we have a Point-Counterpoint debate between two guest columnists on whether our mercantile policies help or harm our glorious Empire. Focusing specifically on our American colonies, Columnist A describes the benefits to England, while Columnist B argues that the policies are unwise.

Position A (thesis):

Statement

Supporting fact:

Supporting fact:

Statement

Supporting fact:

Supporting fact:

Position B (thesis):

Statement

Supporting fact:

Supporting fact:

Statement

Supporting fact:

Supporting fact:

Strengths and Weaknesses of the Articles of Confederation

TEKS:

- 8.6 History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:
 - (A) Explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States.
- 8.16 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:
 - (B) Summarize the strengths and weaknesses of the Articles of Confederation.

Materials and Resources:

- Incident Report form (adapted for this lesson)
- Four Case Studies on challenges of the Articles of Confederation period
- Articles of Confederation –Effective or Not?

Procedures (allow 2-3 class periods):

This lesson adapts material and ideas from a unit developed by the Choices Education Program of the Watson Institute for International Studies at Brown University. Choices curriculum materials for a range of courses are available at www.choices.edu.

1. After discussion or textbook reading about the Articles of Confederation, divide the class into four groups. Give each a Case Study (Attachment 1), and give each student four copies of the Incident Report form.
2. Have groups work together on completing an Incident Report based on their case study. Then, have each group present its Incident Report (Attachment 2). The students in the other three groups should complete their three blank Incident Reports based on the information shared in the presentations.
3. Distribute “Articles of Confederation – Effective or Not?” (Attachment 3). Have each student use the information on their Incident Reports to complete the two-columned chart showing strengths and weaknesses of the Articles. Then have each student compose a thesis sentence and three supporting topic sentences responding to the question shown (based on 1985 Document-Based Question on the AP* U.S. history exam).

Attachment 1: Case Study #1 – Settling the National Debt

Because the state representatives who drew up the Articles of Confederation in 1777 feared the growth of a strong national government, they did not give the national government power to raise money directly by taxing property, people, or imported goods. Only the states could collect taxes. Congress decided how much each state should contribute to pay for the army and other national expenses. But then Congress could only send requests to the states to pay their shares – Congress had no way to make them pay.

During the War for Independence, Congress fell deep into debt. Many states failed to pay their shares of common expenses. Americans who had fought in the war, or who had supplied goods to the army, were given loan certificates from Congress promising annual interest payments for a number of years and then payment at a future date of the full amount owed. Congress, however, failed even to make the annual interest payments.

In early 1781, Congress appointed Robert Morris to serve as secretary of finance and try to deal with the wartime financial crisis. Morris decided that the Articles of Confederation should be amended to allow Congress to place a five percent tax on imports. By the terms of the Articles, all 13 states had to agree to any amendment. Twelve states quickly agreed to Morris's proposed amendment. Rhode Island, however, said no. Rhode Island declared that giving Congress that power would make Congress "independent of [the states]; and so the proposed impost [tax] is [harmful] to the liberty of the United States."

When the war ended, Congress owed \$34 million to Americans and \$10 million to foreign lenders. Because it was most important that the young nation maintain a good reputation with foreign countries, the little money that Congress had went to pay the foreign debt. American lenders were forced to wait and continue holding certificates that looked worthless.

Case Study #2 – The Pirates of North Africa

During the second half of the 18th century, much of the North African coast was controlled by pirate chieftains. They supported themselves mainly by attacking merchant ships in the Mediterranean Sea. Ships and cargoes that fell into their hands were sold, while the captured crew members and passengers were either ransomed or forced to work as slaves.

Rather than going to the expense of stationing naval forces in the region, most European countries chose to pay the pirate chieftains a yearly tribute to ensure the safety of the ships flying their national flags. The annual cost of protection ranged from roughly \$100,000 to nearly \$1 million.

Before 1776, America was part of Britain's empire, so Britain's payments to the Barbary pirates covered American ships. However, when the American colonies declared their independence in 1776, their merchant ships lost British protection.

Under the Articles of Confederation, the United States had very limited national military power to protect its own ships. Short of money, Congress sold off the last ship from the Continental Navy two years after the war ended. Congress could not draft troops – it could only request them from the states.

In March 1785, Congress authorized John Adams, Benjamin Franklin, and Thomas Jefferson to spend up to \$85,000 to make peace treaties with the pirates. No agreement was reached, however, and in July 1785, two American merchant ships were captured by pirates operating from Algiers. The ruler of Algiers refused to discuss a peace treaty, and instead demanded \$59,000 in ransom. At the same time, the ruler of Tripoli insisted that the United States pay him an annual tribute of \$100,000.

Thomas Jefferson recommended that the United States team up with European nations to defeat the pirates, but Congress informed him that they could not provide the money to participate in the plan. Because the United States had neither the strength to fight the pirates nor the money to pay them off, the Americans remained imprisoned for ten years.

Case Study #3 – Soldiers in the Time of Peace

After their experience under the British government, Americans were especially suspicious of a standing army. They feared that a standing army could be a tool for imposing tyranny on the people.

Because of Congress's weak finances, the soldiers in the Continental Army were poorly treated. Food and clothing were often lacking, while the enlistment bonuses and wages that had been promised to soldiers were never fully paid. On several occasions during the war, entire regiments threatened to mutiny over back pay. George Washington and many of his officers spent large sums of their own money to equip themselves and their troops. In 1780, Congress promised to grant them a lifelong pension equaling half their regular pay once the war was over. Within two years, however, the promise was broken.

The problems did not end after the British surrendered at Yorktown in October 1781. The officers feared that, once the Continental Army was broken up and sent home, they would lose all influence, and Congress would never fulfill its promises. Some secretly joined forces and discussed a plan to threaten a military coup (takeover) as a way of pressuring the states to give Congress more power. When George Washington learned of the plot, he criticized his officers and ended it. Even after Congress announced on April 11, 1783, that the war was officially over, many soldiers refused to put down their weapons and return home until the issue of back pay was settled.

Under the Articles of Confederation, Congress lacked the authority to maintain a standing army in peacetime. America's entire military force, stationed mainly along the frontier, consisted of fewer than 700 soldiers.

Some officers from the Continental Army believed that they, not the politicians in Congress or the state legislatures, were best equipped to guide the young nation, and formed the Society of Cincinnati. The Massachusetts legislature viewed the Society as an effort to create a military aristocracy and strengthen national power. They criticized it as "dangerous to the peace, liberty, and safety of the United States."

Case Study #4 – Western Lands

Disagreement over what to do with the lands west of the Appalachian Mountains delayed adoption of the Articles of Confederation. In several cases, two states laid claim to the same land; the colonial charters by which they had originally been granted lands from the King of England were often worded in vague ways or in terms that contradicted each other. The states that had no claim to the western lands, such as Maryland and Delaware, argued that territories should be shared among all the states. This issue was settled by January 1781. All states with claims to western lands surrendered them to the national government, and Congress promised that the western lands would “be settled and formed into distinct republican states.”

Questions about how these territories would be settled also caused problems. Some settlers, called squatters, moved onto land without having legal ownership of it. Only after the squatters had labored to clear the land and make it suitable for farming would another person appear with evidence that they owned the land. In some cases, these people, called speculators, claimed to have purchased thousands of acres from Indian tribes. Squatters claimed in opposition that they were entitled to the land, because their labor had increased its value. Often the conflicting claims led to violence, forcing government troops to restore peace.

In 1785, Congress created a system for surveying and selling the western lands, so that ownership would be officially registered. Then, in July 1787, Congress approved the Northwest Ordinance, a plan for settling the western lands bounded by the Great Lakes, the Ohio River, and the Mississippi River. It included these terms:

- As soon as 5,000 free male adults settled in a district, they could elect representatives to represent their county in the territory’s general assembly.
- When the population of the territory reached 60,000, it would be admitted by Congress into the Union on equal footing with the original states, and could adopt a state constitution based on republican principles
- Guarantees of religious freedom and trial by jury, and outlawing of slavery.

Attachment 2: Incident Report-Case Study # _____

Summary of Important Events

Who:

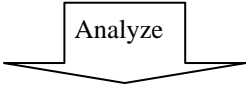
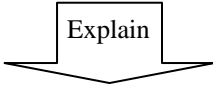
What:

When:

Where:

How:

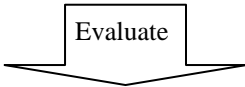
Sketch a map, picture, diagram, or visual metaphor to represent this situation.



What were the causes?	What were the effects?
-----------------------	------------------------

Whose interests were pitted against each other?

vs.



Was the national government able to solve the problem effectively?
Why or why not?

How would you change the Articles to help the government respond?

Attachment 3: Articles of Confederation–Effective or Not?

Directions: Using the information on your four Incident Reports, list below strengths and weaknesses of the Articles of Confederation government. Then, respond to the question below by writing a thesis statement that sums up these strengths and weaknesses. (Note: A good thesis will address both strengths and weaknesses.) Finally, write three topic sentences that you would use to support your thesis statement.

Strengths

Weaknesses

Question: In the years 1781-1789, did the Articles of Confederation provide the United States with an effective government?

Thesis:

Topic Sentence 1:

Topic Sentence 2:

Topic Sentence 3:

Basic Principles Reflected in the U.S. Constitution

TEKS:

- 8.16 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:
(D) Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

Materials and Resources:

- Transparency or handout of “Basic Principles Reflected in the United States Constitution”

Procedures:

The standard lesson below is from the Texas Education Agency’s Social Studies Center.

After the standard lesson, suggestions are provided as to how a Pre-AP* teacher might enhance it for additional focus on the writing and analytical skills needed for AP* course work.

1. Make a transparency or handout of “Basic Principles Reflected in the United States Constitution” (Attachment 1). Ask students to read the information in the table and recall the principles stated in the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Declaration of Independence.
2. Give students a few minutes to study the information. Then ask them to make inferences, based on their knowledge of earlier documents, about the protections guaranteed to citizens of the United States.
3. Have students draw conclusions about the impact of these basic principles on the stability of the U.S. government and the freedom of its citizens.
4. Have students discuss this generalization: The governments of both the United States and England support the basic principles of limited government and individual rights.

Attachment 1: Basic Principles Reflected in the United States Constitution

Basic Principles	Description	Location in the Constitution
Limited Government	Powers of government are restricted by the Constitution.	Articles I, II, III
Republicanism	Voters hold the sovereign power and elect representatives to exercise power for them.	Preamble and Article I
Checks and Balances	Each of the three branches of government exercises some control over the others, sharing power among them.	Articles I, II, III
Federalism	Power is divided between the national and state governments, limiting central power.	10th Amendment
Separation of Powers	Each branch of government has its own responsibilities and limitations.	Articles I, II, III
Popular Sovereignty	Authority for government flows from the people, and they rule through their representatives.	Amendment IX and Preamble
Individual Rights	Unalienable rights are guaranteed to all citizens.	Preamble and Bill of Rights

Constitution: Enhancement for Additional Development of Pre-AP* Skills

TEKS:

- 8.16 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:
(D) Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

Objectives:

- Understand the fundamental principles of the U.S. Constitution, analyze how these principles are effected in the document, and place these principles in historical context.
- Strengthen skills of classifying and making generalizations.
- Practice developing paragraphs by citing relevant factual detail in support of a generalization and composing this detail into well-ordered paragraphs.

Materials and Resources:

- Constitution Matrix: Basic Principles (blank – student copy)
- Constitution Matrix: Basic Principles (key) (teacher copy)
- Outline: Approaches to Limiting Government

Procedures (allow 2 class periods):

1. Through reading or class discussion, introduce the meaning and importance of the seven basic principles of the Constitution.
2. Decide how many student groups you wish to use. Laminate enough copies of the blank Constitution Matrix (Attachment 1) so that each group has one, and laminate and cut up enough copies of the Matrix Key (Attachment 2) to create a set of 21 cards for each group. Ask each group to arrange the cards correctly on the Matrix. Have each group present and explain their reasoning in placing one of the rows of cards. Each student should also have a copy of the blank Matrix, on which they write notes after the correct answer is presented. (It is also possible to give students partially completed matrices, so that, for example, each row contains a clue as to the contents of the other boxes.)
3. Distribute “Outline – Approaches to Limiting Government” (Attachment 3). Review the prompt on the outline, and ask students to consider how the seven principles on the Matrix could be grouped into three broad approaches to answer the question. Have students write two additional topic sentences to accompany the one provided on the outline, and use their completed matrices to supply supporting detail for the topic sentences.
4. If desired, have students write three-paragraph essays using their outlines.

SUGGESTED OUTLINE (other answers are possible):

Approach 1: including specific limits on all government power

- A. limited government
- B. individual rights

Approach 2: dividing power between different branches and levels of government

- A. separation of powers
- B. checks and balances
- C. federalism

Approach 3: giving the people oversight and ultimate control over the operations of government

- A. republicanism
- B. popular sovereignty

Attachment 1: Constitution Matrix-Basic Principals

Basic principles	Description	Illustrative provisions in the Constitution's text	Declaration grievance/ historical experience that framers were reacting against
Limited Government			
Republicanism			
Checks and Balances			
Federalism			
Separation of Powers			
Popular Sovereignty			
Individual Rights			

Attachment 2: Constitution Matrix-Basic Principles (Key)

Basic principles	Description	Illustrative provisions in the Constitution's text	Declaration grievance/historical experience that framers were reacting against
Limited Government	Government has only the authority that the people have given to it; government must obey the law.	Art. I, § 9, cl. 3: "No Bill of Attainder or ex post Facto law shall be passed."	In the absolute monarchies of Europe, the rulers claimed the authority of God, and their power was total.
Republicanism	The people elect representatives to exercise power for them.	Art. I, § 2, cl. 1: "The House of Representatives shall be composed of Members chosen every second year by the People."	"For imposing Taxes on us without our Consent"
Checks and Balances	Each of the three branches of government exercises some control over the others.	Art. II, § 2, cl. 2: "[The President] shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur."	"[The King] has made Judges dependent on his Will alone for the tenure of their offices."
Federalism	Power is divided between the national and state governments, limiting central power.	Amendment 10: "The powers not delegated to the United States by the Constitution . . . are reserved to the States."	Colonial assemblies could be suspended or abolished by Parliament – all power rested with the central government.
Separation of Powers	Each branches of government has its own responsibilities and limitations.	Art. I: legislative power Art. II: executive power Art. III: judicial power	Concentration of executive, legislative, and judicial power in the same hands creates tyranny (Montesquieu).
Popular Sovereignty	Authority for the government flows from the people.	Preamble: "We the People . . . do ordain and establish this Constitution"	"[The King] has affected to render the Military independent of, and superior to, the Civil Power"
Individual Rights	Unalienable rights guaranteed to all citizens.	Amendment 6: "In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury "	"For depriving us, in many cases, of the benefits of Trial by Jury"

Attachment 3: Outline—Approaches to Limiting Government

PROMPT: How did the framers of the U.S. Constitution limit government’s power and protect individual rights? Analyze the document by (a) describing three general approaches; (b) explaining for each the constitutional principles that show this approach and (c) citing specific provisions of the Constitution that illustrate these principles.

THESIS:

TS 1: One approach of the constitutional framers was to include specific limits that government is required to observe.

A. principle:

illustrative provision:

B. principle:

illustrative provision:

TS 2:

A. principle:

illustrative provision:

B. principle:

illustrative provision:

C. principle:

illustrative provision:

TS 3:

A. principle:

illustrative provision:

B. principle:

illustrative provision:

Grade 9 Lessons

- [Grade 9 Lessons \(pdf\)](#)
 - Lessons and Skills Correlation
 - Influence of Spatial Exchange - The Columbian Exchange
 - The Battle over Dolphin Bay

Teacher Voice: Grade 9 Pre-AP* World Geography—Susan Hollier, Pre-AP Geography, The Woodlands High School McCullough Campus, The Woodlands, Texas

Research shows that today's high school students will have 20 jobs in 10 countries, so it is imperative we prepare them for the world that awaits them.

When students first enter my classroom, they think geography is merely memorization of place names on maps. It is my responsibility to teach them not only about the world, but, equally as important, to show them how they find their own place among the 6.3 billion of us sharing the planet.

I teach them about relevant, contemporary world issues to pique their interest in others (not something that comes easily to teenagers, who tend to be notoriously egocentric!) Through regular practice, I shape habits of mind that help them write timed essays that reflect critical thinking with statistical evidence to substantiate their positions.

I am teaching them to take risks in thinking and writing and challenging them to map their own way into the future. Yes, my goal is to ensure their success in future Advanced Placement Program* classes, but the reach of my class is much broader. I try to create culturally literate world citizens who understand the complexities of our ever-shrinking world. My range is broad, and my students confidently cut a wide swath as they travel into a world I can only dream about.

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Lessons and Skills Correlation for Pre-AP* World Geography

Units	Themes	Lesson Title	TEKS	Causation Chart	Half Page Solution	Incident Report	Big Picture Question	Dialectical Journal	Concept Card	Matrix	Graphic Organizer	Map shots	Timeline	APPARTS	SPEC	Graphic Analysis	Political Cartoon	Sketch Map	Story Board	Inner outer circle	Verb wall	Question wall
Latin America	Migration	Columbian Exchange	WG 6A, WH 11B, WH 12C, WH 23A, WG 18A, WH 25B						X	X		X										
Africa	Migration	Slave Trade: Unwilling Immigrants	WG 1A, WH 12B									X										
Southwest Asia	Region	Southwest Asia Study Guide												X			X					
China	Revolution	Chinese Revolution	W 6 21B; WH 2A; 8D								X											
Physical Geography	Physical Geography	Battle over Dolphin Bay	W6 3B; W6 2A; W6 6/b									X										
Government	Government	Examples of Political System	13 A-B, 14 B-C							X												
Economic Overview	Economics	Applications of Supply and Demand	WG 11 C, 12 A/C													X						
Economic Overview	Economics	Comparing Economic Systems	WG 10 B 12B																			

Influence of Spatial Exchange – The Columbian Exchange

TAKS:

Objective 2 (TAKS):

The student will demonstrate an understanding of geographic influences on historical issues and events.

- 9.6 Geography. The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to:
 - (A) [Locate settlements and] observe patterns in the size and distribution of cities using maps, graphics, and information.
- 9.11 Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:
 - (B) [Pose and] answer questions about geographic distributions and patterns in world history shown on maps, graphs, charts, models, and databases.
- 9.12 Geography. The student understands the impact of geographic factors on major historic events. The student is expected to:
 - (C) Analyze the effects of physical and human geographic factors on major events in world history.
- 9.23 Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to:
 - (A) Give examples of [major mathematical and scientific discoveries and technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations.

Objective 3 (TAKS):

The student will demonstrate an understanding of economic and social influences on historical issues and events.

- 9.18 Geography. The student understands the ways in which cultures change and maintain continuity. The student is expected to:
 - (A) Describe the impact of general processes such as migration, war, trade, independent inventions, and diffusion of ideas and motivations on cultural change.

Objective 5 (TAKS):

The student will use critical thinking skills to analyze social studies information.

- 9.25 Social Studies Skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources, including electronic technology. The student is expected to:
 - (B) Analyze information by sequencing, categorizing, identifying, cause-and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations [and predictions], and drawing inferences and conclusions.

Common Concepts in WG/WH:

Effects of physical and human geographic factors on past and present events, such as:

- Change—how and why places, spatial organization, and processes change over time and affect events, conditions, and people.
- Perception—how and why people’s perceptions of places, issues, historic events geographic contexts, and resources change over time, affecting events, conditions, and behavior.
- Relationships—how and why geography influences and affects people, events, and conditions in the past and present.
- Analyzing relationships between geography and history through map interpretation.

Spatial Diffusion:

- spread of phenomena from point of origin to destinations
- rate of spread
- routes and paths of spread
- effects of spread

Materials and Resources:

- World map
- Western hemisphere map
- Article “Christopher Columbus, The Astute Observer” available at <http://www.maps101.com>

Procedures (allow 2 class periods):

Trace the spread of ideas, language, religion, customs, diseases, etc. from one culture to another by describing patterns of spread (pathways) and evaluating the influence of barriers and means of transmission.

1. Use a chart (Attachment 1) summarizing the Columbian Exchange (minerals, plants, animals, technology, ideas, diseases) to draw conclusions about how resources influenced the settlement of North and South America and how the exchange of these resources affected both the New and Old Worlds.
2. Use a map to trace the routes of exchange and diffusion (spread) of resources.
3. Describe the consequences of the initial contact and eventual exchange between the Americas and the rest of the world (Columbian Exchange) in terms of trade, migration, crops, livestock, diseases, and technologies.
4. Evaluate the benefits and negative consequences of the Columbian Exchange.
5. Examine a series of world and regional maps displaying cultural characteristics, such as religions, languages, livestock, and crops. List geographic questions suggested by the maps. How did the exchange of food shape the world?
 - What are the areas of origin, means of diffusion, and current distribution of religions such as Catholicism and Protestantism?
 - What are the areas of origin, means of diffusion, and current distribution of European languages such as English, Spanish, French, Portuguese, and Dutch?
 - What are the areas of origin, means of diffusion, and current distribution of different agricultural products?

Student Tasks:

- Describe the impact of the three environmental imports from the Americas that had the greatest impact on European, Africa, and Asian societies.
- Describe the three environmental imports from Europe, Africa, and Asia that had the greatest impact on societies in the Americas.
- Examine your answers to the above questions and compare your answers with those of other students. Evaluate the impact of the Columbian Exchange from the point of view of someone living in Europe and someone living in the Americas at that time.

Attachment 1: The Columbian Exchange

From the Americas to Europe, Africa, and Asia

Maize
Potato
Sweet potato
Beans
Peanut
Squash
Pumpkin
Peppers
Pineapple
Tomato
Cocoa
Chicken
Smallpox
Typhus

From Europe, Africa, and Asia to the Americas

Wheat
Sugar
Banana
Rice
Grape (wine)
Olive oil
Dandelion
Horse
Pig
Cow
Goat
Chicken
Smallpox
Typhus

The Battle Over Dolphin Bay

TEKS:

- 9.3 Geography. Such as student understands how physical processes shape patterns in the physical environment (lithosphere, atmosphere, hydrosphere, and biosphere), including how Earth-Sun relationships affect physical processes and patterns on Earth's surface. The student is expected to:
 - (B) Describe physical environment of regions and the physical processes that affect these regions such as weather, tectonic forces, wave action, freezing and thawing, gravity, and soil-building processes.
- 9.2 History. Such as student understands how physical processes shape patterns in the physical environment (lithosphere, atmosphere, hydrosphere, and biosphere), including how Earth-Sun relationships affect physical processes and patterns on Earth's surface. The student is expected to:
 - (A) Describe the human and physical characteristics of the same place at different periods of history.
- 9.6 Geography. The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to:
 - (B) Explain the processes that have caused cities to grow, such as location along transportation routes, availability of resources that have attracted settlers and economic activities, and continued access to other cities and resources.

Objectives:

- Explain the ways in which people and wildlife depend on and use coastal areas.
- Locate barrier islands and list the reasons why they should be protected.
- Evaluate advantages and disadvantages for a community to develop a barrier island.
- Develop workable compromises.

Materials and Resources:

- Background reading (Attachment 1)
- Map of Texas showing barrier islands (Attachment 2)
- Newspaper article (Attachment 3)
- Discussion questions with answers (Attachment 4)
- Poster boards
- Markers
- 3-by-5-inch index cards
- Hard hat for the developers (optional)
- Bell for the panel to call the room to order (optional)

Additional Resources:

- Mitchell, John G. 1992. *Our Disappearing Wetlands*. National Geographic Magazine (October): 3-45.
- Lee, Douglas Bennett. 1992. *America's Third Coast*. National Geographic Magazine (July): 3-37.
- Conserving America: *The Challenge on the Coast*. PBS television special (1994).

- Benhart, John E. and Alex Margin. 1994, *Wetlands: Science, Politics, and Geographical Relationships*, Pathways in Geography Publication, No. 9. Indiana Pa.: National Council for Geographic Education.

Procedures (allow 3 50-minute periods):

Students will describe and evaluate competing uses for barrier islands. Through role-playing, they will develop some steps that could be taken to help make a decision about whether or not to develop a barrier island.

Background:

Scientists estimated that by the mid-1990s, three out of four people in the United States would live within 50 miles of a coast. With so many people wanting to live in coastal areas, tremendous pressure is building to construct more houses, resorts, and other facilities to accommodate the projected human influx.

Unfortunately, coasts and development usually do not make a good match. The main problem stems from the natural instability of coasts. All coasts are constantly changing because of the action of wind, waves, and tides, and that makes building on coasts (whether on a barrier island, sea cliff, or dune) extremely precarious. Development projects often mean added problems for coastal habitats, among which include increasing pollution, increasing erosion, disrupting plant and animal life, and over-harvesting coastal resources.

1. Ask the students to think about some ways that people and wildlife depend on and use coastal areas. Remind them that coastal areas include sandy beaches, coastal wetlands, rocky shores, barrier islands, and other types of habitats. (People use coasts for a variety of recreational activities, including swimming, birding, sport fishing, and so on. People also depend on coastal areas for many resources, including fish, shellfish, seaweed, minerals, and oil. Many species of wildlife live in coastal waters, on sandy and rocky beaches, in dune areas, and in low-lying wetlands. Coastal wetlands also help trap pollutants and prevent flooding. Many species also nest in and migrate to coastal areas.
2. Next, ask the students to think of some ways that people's use of coastal areas may cause problems. (People create pollution, over-fish, destroy wildlife habitats, increase erosion, and so on.)
3. Have students read and discuss Attachment 1. Then, give students the following scenario:
 - Communities in many coastal areas are faced with the dilemma of deciding whether to develop nearby barrier islands and coastal areas. In trying to decide what to do, citizens and government officials must weigh a variety of factors, including environmental impacts, economic realities, and wildlife needs. You will be discussing a proposed development plan in Texas. Although the example is fictional, it is based on real-life issues. You will be focusing on several coastal towns in Texas that are trying to decide whether to allow developers to build a resort community on a nearby barrier island.
4. Display a map of the Texas coast and have the students point out the barrier islands. Pass out the newspaper article (Attachment 2) and have each student read about the proposed development plan.
5. The next day, divide the class into groups of four or five, with one group composed of three individuals. Assign this group of three the roles of congressperson, county commissioner, and university professor. Using the list of discussion questions provided (Attachment 3) (write the

questions on the board or project them on an overhead transparency), have students discuss their thoughts and answers to the questions. Then, using cards with either the word “Developer” or “Environmentalist” written on them, have one member from each group draw a card at random. The groups are now to investigate materials for and develop their arguments from the viewpoint of whichever card they drew. The teacher will need to walk around and work with each group to encourage good points of discussion or debate. Next, give each group a poster board.

6. If the group is representing the developer viewpoint, have them draw a master plan of the island, showing how it will be developed. Have them also design a logo for their company. They must take into account traffic, habitat destruction, home site, waste removal, and other pertinent factors. They will use this master plan for presenting their case.
7. If the group is representing the environmentalist viewpoint, have them develop a plan for protecting the coastal environment. They may also make signs with slogans and pictures that support their plan for display at the meeting when presenting their case. Advise students that making signs or slogans for display at a meeting should not stereotype environmentalists as slogan-making or poster-carrying individuals, but as individuals who have carefully investigated data and prepared reasoned arguments to support their positions.
8. The group with the congressperson, professor, and county commissioner will be developing questions to ask each side. This panel will decide whether the island should be developed. The teacher may want to help them get started by giving them examples of the type of questions they need to ask.
9. On the third day, give the groups about ten minutes to organize their discussion. Place the group of three at the front of the room in panel fashion. Have the other groups in clusters. Each group will present its proposals (both pros and cons). Encourage each person to lead at least one discussion question or answer. Remind the groups that they must come up with a workable compromise. The panel will ask questions to each of the groups about the proposed development. When everyone has finished their presentations, have the panel make its decision. Write down the strong points of the discussion on an overhead transparency or chalkboard. Evaluate with the class the viable options for each group.
10. Have students support, orally or in written form, the opinions and arguments they present. Use a checklist to make a written evaluation of students’ work. Presentation, group work, graphics or artwork, and content can each be worth 25 points, for a total of 100 points.
11. Extensions:
 - Have each group investigate a current coastal problem. Has the problem been resolved? If so, how? If not, why not?
 - Make a coastal issues bulletin board. The students need to bring to class articles relating to coastal development, pollution habitat destruction, and other topics.
 - Each group could investigate a threatened or endangered species that lives on or near barrier islands.
 - Have students read the quote by Rachel Carson at the beginning of “The Edge of the Sea”: “The edge of the sea is a strange and beautiful place.” Have the students write in their journals what Rachel Carson’s quote means, and then have a class discussion about the different perspectives.

Attachment 1: Background Reading “The edge of the sea is a strange and beautiful place”

- Rachel Carson, *The Edge of the Sea*, 1955.

The United States boasts thousands of miles of coast — enough shoreline to wrap around the earth more than three-and-a-half times. Along these coastal stretches, waves, wind, and land interact to create a dazzling variety of environments. In parts of Washington State, for example, mighty cliffs shoulder the Pacific. In Southern California, a sandy beach gently slopes into the sea. Near the tip of Florida, a mangrove swamp reaches into the warm waters of the Gulf of Mexico. Jagged rocks border the Atlantic on the coast of Maine.

Coastal Dynamics

On the Move: Whether they are rocky, sandy, or marshy, coasts have one thing in common, they are always changing. Every day, tides alternately cover and uncover the shore. Waves constantly crash against the coast, gradually reshaping it as they wear away rocks and pick up or deposit sand and other sediment. The effect of tides and waves on the shore is intensified during storms. When storm waves hit a sandy beach, for example, they cut into the beach, carrying away much of the sand and depositing some of it offshore. After the storm, gentler waves may gradually pick up sand from offshore and dump it on the beach, and the beach slowly builds up again.

Dig Those Dunes: Dunes form an integral part of the sandy beach environment. (Dunes form as wind blows dry sand off the beach, creating piles of sand behind the beach.) During a heavy storm, these piles of sand help break the force of waves that might otherwise sweep further inland. And after the storm, they provide a reservoir of sand for the beach. Wind and waves move sand from the dunes onto the beach, helping to replace some of the sand that was removed in the storm.

Rivers of Sand: Waves do more than move sand back and forth from the shore. They also create “longshore currents” that flow essentially parallel to the shoreline and move sand along the coast. Along some beaches, the amount of sand moved by longshore current in one day would fill more than 250 dump trucks. What happens to all this moving sand? In certain areas along the coast, such as near rocky outcroppings, inlets, and the ends of islands, longshore currents are interrupted and drop some of their sand load. Much of the sand settles in sand bars close to land, where waves can carry it onto the shore.

A Coastal System: “Erosion” (the loosening and carrying away of sand, rocks, and other material) and “accretion” (the buildup of these materials) are both part of the natural process of coastal change. As one coastal area is depleted, another is built up. In some areas, for example, longshore currents may carry bits of rock from an eroding rocky cliff to a sandy beach miles away. Currents also pick up and carry sediment that has been deposited in the ocean by rivers and streams. This continual transfer of material from one coastal area to another is what keeps a sandy beach built up.

Ups and Downs: Coasts are also affected by changes in sea level. Over geologic time, the sea level has risen and fallen by hundreds of feet. During the past century, the sea level has risen by about one foot. Today, it is rising faster. This rising sea level is increasing the rate of coastal erosion in many areas, especially on barrier islands, which lie just off the coast.

Trouble on the Shores

Fighting Changes: For many people, living on or near the coast is a lifelong dream. But construction on the shore inevitably puts people at odds with the natural processes of coastal change. For example, if a house is built on dunes, it can block the movement of sand from dunes to beach. Without sand from the dunes to help replenish it after storms, the beach will become narrower and more vulnerable to storm damage.

To keep coastal areas intact and protect development, engineers have tried a variety of strategies. Unfortunately, most of these stabilizing techniques are expensive, short-term solutions that create more problems than they solve. For example, engineers have tried to replenish certain beaches by dredging sand from other areas and dumping it on the eroding beach. But dredging sand from offshore areas disturbs or destroys the animals that live in these areas. And the “new” sand often doesn’t last more than a few years before it is washed away by storm waves. Despite these problems, some people consider beach replenishment to be one of the less harmful ways to protect coastal development.

Say Good-bye to Habitats: Besides interfering with natural coastal processes, development often destroys wetlands and other important habitats. Already, more than half of the coastal wetlands in the United States have been destroyed. Because these saltwater marshes and mangrove swamps serve as nurseries for over 80 percent of the commercial fish and shellfish species in the United States, as well as important stopovers for migratory birds, the destruction of coastal wetlands has hurt many species, not to mention the fishing industry.

Development can also disturb coastal areas where seals and sea lions breed, shorebirds nest, and sea turtles lay their eggs.

Toxic Tides: Too many people on or near the coast have created another serious problem: coastal pollution. In the last fifty years, the amount of pollution and the toxicity of pollutants in the ocean have increased dramatically. Here is a closer look at the reasons for coastal pollution.

Debris in the Sea: Each year, more than 14 billion pounds of garbage are dumped into the world’s oceans. This trash comes from many sources, including manufacturing plants, commercial, military, and recreational vessels, overflowing landfills along coastal areas, and people who illegally dispose of medical waste at sea. Besides creating an ugly mess as it washes up on beaches, some types of garbage can harm or kill wildlife. For example, more than two million seabirds and 100,000 mammals, along with countless other animals, die each year after eating or becoming entangled in plastic.

An Oily Problem: Oil pollution also affects the quality of coastal waters and the life in these waters. Although a damaged oil tanker or offshore rig can spill millions of gallons of oil, much of the oil in coastal waters comes from city streets and other land-based sources.

Deadly Discharges: Some coastal areas can be dangerous to your health, not to mention the health of fish and other animals. Many factories and sewage-treatment plants often discharge wastes directly into coastal waters. These wastes often contain hazardous chemicals that can build up in the bodies of fish, shellfish, and other creatures. Sewage also acts as a super fertilizer, promoting the growth of algae. The algae use a lot of the water’s oxygen, causing fish and other animals to suffocate.

We All Live Downstream: Even the actions of people who live hundreds of miles from the coast can have a significant effect on coastal water quality. That is because water that runs off driveways, roads, lawns and gardens ends up in rivers and streams that eventually empty into the ocean. This polluted water

(collectively called runoff) contains traces of pesticides, fertilizers, oil, antifreeze, gasoline, paints, and other chemicals. And each of these ingredients has an effect on water quality.

Hope for the Coast

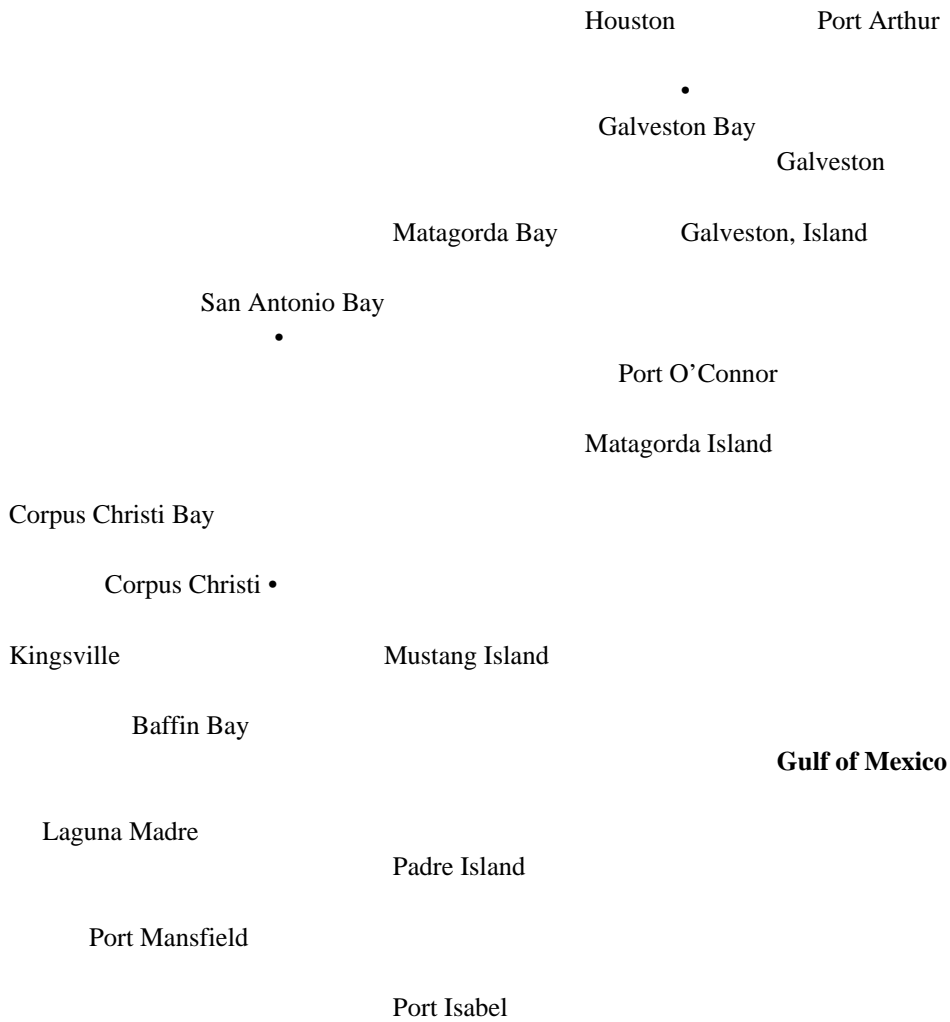
Making a Change: Despite the many problems facing our coasts, there is hope for the future. Some states, for example, have passed laws to restrict unwise development on their coasts. In North Carolina, setback laws now require that all large buildings must be set back from the shore at a distance that is equal to sixty times the annual erosion rate. On the national level, Congress re-authorized the Clean Water Act, which in part requires that the discharge from factories and sewage-treatment plants meet certain standards before being released in coastal waters. There is also hope that international cooperation will help clean up coasts all around the world. In 1988, thirty-nine countries, including the United States, ratified an international treaty to restrict the dumping of plastic in the ocean.

A Group Effort: Of course, none of these laws will do much good without strong enforcement. In the past, many coastal protection laws have been ineffective because of a lack of funding and support. Conservation groups (such as the National Wildlife Federation, the Center for Marine Conservation, and the Oceanic Society) are working to strengthen and enforce existing laws and create new legislation. They are also helping to build support for coastal protection by teaching the public why our coasts are in trouble.

Taking the Plunge: All around the country, determined individuals are taking the initiative to clean up and protect their coastal areas. Through their efforts, they are drawing other people into the battle to save the coasts.

Source: Information gathered from a 1994 PBS television program titled *Conserving America, the Challenge on the Coast*.

Attachment 2: Barrier Islands along the Texas Coast



Instructions: Draw a sketchmap of the Texas coastline and barrier islands.

Attachment 3: The Coastal News

Developers Battle Environmentalists in Coastal Debate

The battle is on. Developers of the proposed 15,000-acre Dolphin Bay resort on San Juan Island, Texas, said yesterday that despite opposition from citizens' groups, they intend to go ahead with their plans to build. The developers, the Cliffside Development Group, released a report last week, which claims the new resort would provide thousands of jobs for the economically depressed towns of Rosa, Ellis, and Fort Ward.

"This resort would do more for the people of Texas than anything we have done in the last 50 years," said Congressman John Williams. "People would have jobs, they would have a place to vacation, and they would be able to enjoy the wildlife on the island."

Others agree, saying that in addition to providing much-needed jobs, the resort would increase tourism and bring more money into local economies. And it would provide greater access to the island, allowing more of the population to experience the barrier-island habitat. As one long-time resident of Ellis said, "I'll finally be able to build the vacation home I've always dreamed about."

The entire project will take almost 18 years to complete. The three-part development plan will include the construction of a marina, a hotel, shops, a beach club, two nine-hole golf courses, a sewage treatment plant, and several condominium and townhouse communities. A terminal, which will house two ferries to carry visitors and residents back and forth from the island to the mainland, is scheduled to be completed in the coming year. And a bridge linking the mainland to the island is expected to be completed within five years.

Despite the optimistic predictions from supporters of the development plan, many citizens, including environmentalists, scientists, and fishermen, feel the resort would eventually destroy the land and wreak havoc with the island's natural resources. As plans to go ahead with the project draw closer, several groups are launching anti-development campaigns.

"There are so many environmental flaws in the plan, it is hard to believe the state might actually go ahead with it," County Commissioner Diana Jones said in a public hearing last week. "I'm concerned about erosion from construction sites. I'm concerned about the destruction of prime wetland habitats. I'm concerned about pollution and over-fishing. But I'm most concerned about the long-term effects from over-development on a small, pristine barrier island ... especially given that the sea level is expected to rise dramatically along the Texas coast by the year 2100. San Juan Island is currently the best thing Texas has got going, and it seems that we are willing to gamble it away on an iffy development scheme."

Anna Hernandez, a university professor, agreed. "We would definitely be wasting taxpayers' money by building a resort. Given our hurricane history and the nature of barrier islands, this resort just won't last. The island is continually eroding and moving, and the proposed development will only accelerate change."

In a recent fact sheet distributed by the Save San Juan Coalition, opponents point to several additional problems associated with the proposed resort, such as the loss of critical wildlife habitat and the probability that increased tourism will destroy dune vegetation, contribute to over-fishing, and create a litter problem. The fact sheet also points out specific areas that would be negatively affected by the development. For example, the construction of the marina and golf courses would destroy major wetland drainage patterns in the 5,000-acre wildlife preserve that is located just east of the proposed resort. Runoff from the project could also have an impact on near-shore water quality, causing a decline in the productivity of the fisheries.

Environmentalists have been lobbying Congress to make San Juan Island part of the Coastal Barrier Resources System. If that happens, the developers would be unable to obtain federal financial assistance for building roads and power or sewer lines, and it would also prohibit them from receiving federally subsidized flood insurance.

“If a hurricane hit the island, Cliffside would lose everything if they don’t get federal flood insurance,” Jones explained. “But if they have tax-supported insurance, they don’t care about the risks. They would build for the short term gain and rebuild without losing a cent. Look at other communities that have tried to build on barrier islands. Disasters have been the norm. And you know who always ends up paying for the mistakes? The taxpayers and the wildlife!”

As the debate rages on, both sides will be lobbying federal, state, and local government to try to win support. For now, though, this battle is still too close to call.

Attachment 4: Handout the Battle Over Dolphin Bay

Discussion Questions:

List the reasons people are in favor of and against the proposed resort. (Divide your paper into pros and cons.)

List any additional pros or cons you can think of that were not presented in the article.

Discuss some of the steps your group would take to help the community reach a decision about whether to develop the island. (Would you talk to more people, hire consultants, or take any other steps?)

Try to devise some workable compromises. List your ideas and discuss the feasibility of each one. Can you think of an example of a coastal dilemma where compromise would not be in the best interest of the community?

What conclusion can your group make about the problems associated with developing coastal areas?

Grade 10 Lessons

- [Grade 10 Lessons \(pdf\)](#)
 - Lessons and Skills Correlation
 - Understanding the Chinese Revolution and Unraveling the Teachings of Mao Tse-tung
 - The Renaissance and Reformation (Pre-AP* World History)
 - Early Civilizations Chart
 - Nationalism in World History Studies

Teacher Voice: Grade 10 Pre-AP* World History—Julie Abrahams, Stratford High School, Spring Branch ISD, Houston, Texas

The purpose of my Pre-AP* world history course is to ensure that students will walk into AP* U.S. history next year feeling well prepared. There are several specific skills we work on. First, we look in-depth at primary sources, focusing on what a primary source is and how to analyze the reliability and accuracy of the author. This leads into examining documents for the purpose of writing an essay. Students come into this class aware of how to write an essay, but I am teaching them how to write an essay using the historical documents provided. They learn to use the documents to formulate and then support a thesis. Basically, we are writing mini-DBQs (document-based questions). This is one of the most difficult concepts for high school students to grasp, so we are doing our best to ensure that they leave Pre-AP world history with a full understanding of how to answer these questions.

My Pre-AP classes are also more interactive than my regular classes. We analyze and evaluate the periods of history we study on a much deeper level. Students are taught to see comparisons and connections between these major eras and see how they have impacted life in the world today. One activity we do to encourage this higher order thinking is called Learning Through Discussion (LTD), which is a class discussion led completely by the students. In these discussions we take an era we are studying and analyze it; then the students draw connections to today's world.

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Lessons and Skills Correlation for Pre-AP* World History

Units	Themes	Lesson Title	TEKS	Causation Chart	Socratic Seminar	Half Page Solution	Incident Report	Big Picture Question	Dialectical Journal	Concept Card	Matrix	Graphic Organizer	Map shots	Timeline	APPARTS	SPEC/PERSIA	Graphic Analysis	Political Cartoon	Sketch Map	Story Board	Inner outer circle	Verb wall	Question wall	
Nationalism	Nationalism	Nationalism in World History	WH 2B, 7B, 9A-B, 25 A-D, 26 C					X			X		X					X						
Exploration	Migration	Columbian Exchange	WG 6A, WH11B, WH12C, WH 23A, WG18A, WH 25B								X		X											
Revolution	Revolution	Revolutions in World History	WH1 B-C, 8 A-C, 25 C																					
Chinese Revolution	Revolution	World History Seminar Unraveling the Teachings of Mao Zedong	WH 1A-B, 2 A-B, 6C, 14 A-C, 25 C,D, E, G, H, 26 A-D, 27 A-B		X				X															
Renaissance and Reformation	Content	Renaissance and Reformation	WH 1A, 4 A-B, 11A, 25 C,E 26C	X					X		X		X											
Early Civilizations	Revolutions	Pre-history and Early River Valley Civilizations	WH 1A-B, 2A 11A,12A, 13A-B, 25 C,E 26C													X								
Government	Government	Revolutions	15 B,D, 16 A-B				X				X					X								
Economic Overview	Economics	Applications of Supply and Demand	14 A-B, 23A, D, 24 A-B														X							
Economic Overview	Economics	Define and trace the transition from one type of economic system to another	WH14 A-B																					

Grade 10 World History Lesson

The Chinese Revolution and Unraveling the Teachings of Mao Tse-tung

TEKS:

- 10.1 History. The student understands traditional historical points of reference in world history. The student is expected to:
 - (A) Identify the major eras in world history and describe their defining characteristics; identify changes that resulted from important turning points in world history such as the development of farming; the Mongol invasions; the development of cities; the European age of exploration and colonization; the scientific and industrial revolutions; the political revolutions of the 18th, 19th, and 20th centuries; and the world wars of the 20th century.

- 10.2 History. The student understands how the present relates to the past. The student is expected to:
 - (A) Identify elements in a contemporary situation that parallel a historical situation; and
 - (B) Describe variables in a contemporary situation that could result in different outcomes.
 - 1. History. The student understands the major developments of civilizations of sub-Saharan Africa, Mesoamerica, Andean South America, and Asia.
 - (C) Summarize the major political, economic, and cultural developments of civilizations in China, India, and Japan.

Procedures (allow 2-3 class periods):

This lesson should follow reading (including note-taking) and study of the Chinese Revolution. This background is essential for understanding and for effective classroom discussion of the ideas of Mao Tse-tung.

PART I. The Chinese Revolution

1. Suggested outline for teacher-student classroom discussion and review of the Chinese Revolution. Roman numeral topics may be written on board. Students should be encouraged to complete the outline with significant information gathered from the teacher's lecture and classroom discussion.

When Does A Revolution Happen?

- I. Historical context: a “seething situation”
 - A. Deep frustration; resentment; anger; sense of hopelessness
 - B. Some person or group, usually from the educated, middle class, begins to search for alternatives
- II. The Search for Alternatives
 - A. Moderate-reform the old structures
 - B. Radical-destroy the old and bring in something totally NEW
- III. Emergence of a leader/s with a plan
 - A. Reform OR
 - B. Radical change
- IV. The Revolution
 - A. Spark
 - B. Core events
 - C. Resolution
- V. Consequences
 - A. Lasting change on society, government, economy, culture
 - B. Impact and influence in other countries

2. Following the classroom lecture and discussion, students can work in small groups to complete the Analysis and Comparison of Revolutions in China and the American Colonies (Attachment 1).

PART II: Unraveling the Teachings of Mao Tse-tung

1. Who was Mao Tse-tung? Students should read the three biographical sketches on Mao (Attachment 2) and briefly note what points each author has chosen to emphasize about Mao Tse-tung and the Chinese revolution. After reading the selections of the writings of Mao Tse-tung students should link ideas in his writing to elements in these biographical sketches.
2. What were Mao Tse-tung's major ideas? Assign the reading “Selections from the Writings of Mao Tse-tung” (Attachment 3). Distribute copies of the Socratic Seminar Analytic Rubric (Attachment 4) and the Summary Sheet for Mao Tse-tung's Philosophy (Attachment 5) for student notetaking. Analytic students should summarize main ideas in their own words. Conduct the seminar based on the opening and core questions below.

Questions for the Seminar:

Opening question(s): What is the general theme of Mao Tse-tung's writings?

What message to the people was repeated over and over?

Core questions

1. In his writings on Economics, what is Mao saying about "capitalism"? In his opinion, is it a good thing or a bad thing? What type of economy does he suggest? Could cooperatives be the answer? What does he mean by "gradual collectivization"?
2. In his writings on Education, what does Mao mean when he says the Chinese people are "poor and blank"? Do you agree that this is a good thing? Why? What might be the problems with his attitude of molding people through persuasion?
3. How do people learn, in Mao's opinion? Do you agree? Why? Do you see gaps in this reasoning? Give an example.
4. When writing about Art and Artistic Expression, he states that these are "class-determined"—only for certain people who are more prosperous than others. What is his suggestion for changing that idea? Do you agree that this would "raise the lower classes"? Should art be under the control of the government? How did you arrive at your view?
5. From the writings, what does Mao feel are the most important qualities of the individual? What can the individual aspire to be a good Communist?
6. What is success to Mao? Do you have different conclusions?
7. According to Mao's writings on Criticism, he states that criticism serves the function of clearing out the "political dust" that accumulates. Can it then be assumed that such housecleaning is a sign of health and vitality in a society? In your judgment, could criticism become harmful to the health of a society? Can a government really correct everything?
8. In the Military, he writes: "We are advocates of the abolition of war; we do not want war, but war can only be abolished through war, and in order to get rid of the gun it is necessary to take up the gun." According to his writing, are weapons the determining factor in war? Explain.
9. Closing question: the theory of collectivism (in all its variants) holds that man is not an end to himself but is only a tool to serve the ends of others. Collectivism, unlike individualism, holds the group as primary, and the standard of moral value. Whether that group is a dictator's gang, the nation, society, the race, (the) god(s), the majority, the community, the tribe, is irrelevant—the point is that man, in principle, is a sacrificial victim, whose only value is his ability to sacrifice his happiness for the will of the "group." What is the opposite of collectivism? (The opposite of collectivism is individualism.) Individualism declares that each and every man may live his own life for his own happiness as an end to himself. Politically, the result of such a principle is capitalism: a social system where the individual does not live by permission of others but by inalienable right.

Mao Tse-tung espoused collectivism in the Chinese government. Is this theory alive and well in the world today? Elaborate on your answer.

Debrief the seminar and compile notes to use in grading students. (See rubric.)

10. Following the seminar: Allow students to use their notes, textbook, and the readings to answer any three of the questions from the seminar. Compose a thesis statement and provide supporting evidence.

Attachment 1: Analysis and Comparison of Revolutions in China and the American Colonies

I. Historical context: a “seething situation” (long term causes, spark)

China

American colonies

II. The Search for Alternatives (attempts to compromise or avoid revolution)

China

American colonies

III. Emergence of a leader/s (who) with a plan/philosophy (reforms, radical changes, ideas)

China

American colonies

IV. The Revolution (spark, core events, resolution)

China

American colonies

V. Consequences (for individuals, the country, and the world)

China

American colonies

Conclusion:

Major similarities:

Major differences:

Attachment 2: Who Was Mao Tse-tung? Three Views

1

Chairman Mao Tse-tung's biography states that he was born on December 26, 1893, born into a world scorched by the flames of war; the son of peasants, he was seven years old when "Boxer Rebellions" began. He was a student at a Teachers' Training College and in his eighteenth year when the empire collapsed and he enlisted himself as a soldier. Later he became a great organizer of peasants and of the youth in Hunan, his native province. He was the founder of the Communist Party and of the Red Army of workers and peasants. Mao established the path of surrounding the cities from the countryside developing People's War as the military theory of the proletariat. He was the theoretician of New Democracy and founder of the People's Republic; a promoter of the Great Leap Forward and of the development of socialism. He was the leader of the struggle against the contemporary revisionism of Khrushchev and his followers, and leader and head of the Great Proletarian Cultural Revolution. These are landmarks of a life devoted thoroughly and solely to the revolution. The proletariat has seen three gigantic triumphs in this century: Two of them belong to Chairman Mao, and if one is glory enough, two are even more.

Autobiographical notes adapted from *Red Star Over China* by Edgar Snow (1968).

#2

Son of a prosperous peasant, Mao was born in Hunan province on December 26, 1893. Although he worked in the fields from an early age, Mao also received enough schooling to develop an interest in learning. This drew him back to school at age 16. Next, he worked at various teaching jobs and became active in radical student groups. In 1921, he was a founding member of the Chinese Communist Party. Soon afterward, he began to develop his theory of the revolutionary potential of the peasantry, which deviated from the traditional Marxist-Leninist emphasis on the industrial proletariat.

After the bloody communist fallout with Nationalist Chiang Kai-shek in 1927, Mao established a base in the southern Kiangsi province. He began to put into practice his ideas about a revolutionary peasantry by way of a guerrilla war against the government. In 1934, Chiang's armies closed in, but the communist forces escaped for their "Long March" to the northwestern Shensi province. When the Chinese civil war resumed after 1945, Mao and his movement were able to use their rural foundation to outmaneuver and eventually overwhelm the Nationalists. Mao proclaimed the People's Republic of China on October 1, 1949. In 1950, China concluded a mutual defense pact with Stalin's Soviet Union, and together Moscow and Beijing supported North Korea in its attack on South Korea. Soviet-Chinese relations deteriorated during the 1950s, when both sides competed for pre-eminence in the world communist movement, particularly in the Third World. Relations during the 1960s were outright tense, and, in 1969, the sides even fought a brief border war. The Sino-Soviet split helped Mao's regime accept a normalization of relations with the United States. Although Beijing continued to resent Washington's support for Taiwan, in 1972, Mao welcomed U.S. President Richard Nixon in Beijing.

Domestically, Mao's record is dominated by two disastrous initiatives: the "Great Leap Forward," a broad campaign to organize peasants into communes during the late 1950s that resulted in mass starvation and repression; and the "Cultural Revolution," a youth- and army-driven nationwide campaign for ideological purity, again resulting in widespread repression and death. The Cultural Revolution was still sputtering under the leadership of Mao's wife, Chiang Ch'ing, when Mao died on September 9, 1976, at age 82.

Source: <http://www.cnn.com/SPECIALS/cold.war/kbank/profiles/mao/>

#3

While the Communist Party underwent a series of conflicts over ideology and practice, after the Long March, Chinese Communism would be synonymous with Maoism, the political philosophy of Mao Tse-tung (1893-1976). For the most part, Maoism does not seriously depart from Leninist and even Stalinist ideas. It is, however, uniquely adapted to the Chinese situation and Chinese traditions.

Mao was born of a peasant family that was more or less prosperous. He was converted to Marxism in 1918 when he served as a librarian in Beijing University. He then actively set about his revolutionary career by becoming a labor organizer. He was one of the twelve Chinese who attended the first meeting of the Chinese Communist Party (CCP) in 1921 under the guidance of the Comintern, or Communist International, which in turn was directed by Soviet Russia. In 1925, he began to consider the potential of organizing the peasantry and concentrated all his efforts on rural China. This new tactic eventually split him off from mainstream Chinese communists but provided the seeds for his rise to power in the late 1930s and 1940s.

For the most part, Mao accepted in spirit the Three People's Principles of Sun Yat-sen, particularly the third, the principle of social and economic equality. This latter principle became the chief ideological difference between Mao and other Chinese Communists. For the most part, Mao accepted the general outline of Sun's socialist principle, which involved nationalizing all land and equally distributing it to landowners and peasants alike. The orthodox members of the CCP, however, demanded that landowners and capitalists be completely deprived of their lands and that the nationalized lands be unequally distributed to the poor. For the CCP communists, Mao was an "egalitarian."

Mao's most important departure from mainstream communist thought was his belief in the peasantry and a peasant uprising. At the foundation of Marxist thought is the belief that the final class struggle will be between laborers and capitalists. Before this happens there must occur a bourgeois revolution in which landlordism is replaced by capitalism. Although the Marxist revolution in Russia was largely a peasant revolution, Russian Marxists still believed that a true communist revolution would originate from and concern workers rather than peasants. Mao, on the other hand, believed that the situation in China demanded a peasant revolution, and he aggressively sought peasant recruits and soldiers. His focus on the peasantry was not simply practical; ideologically, he believed that the peasants should be the center of the revolution and the government built from that revolution.

As with the New Culture movement, Mao believed that all vestiges of Chinese traditional culture needed to be overturned. These included Hsiao, or filial piety, Confucianism, monarchism, ancestor worship, religion, and the authority of elders. He saw the Chinese as dominated by three separate institutions: the state, the clan and family, and the system of gods and spirits (theocratic authority). Women, for their part, were dominated by all three of these institutions and were also dominated by men. These "four authorities"—political authority, clan authority, theocratic authority, and the authority of the husband—had to be all dismantled in order for China to enter a truly egalitarian and communist stage. Mao believed that the peasant were, by the very nature of their lives, the most free of clan, theocratic, and patriarchal authority; this was one further argument why the Chinese revolution needed to be a peasant revolution.

Central to Mao's theory of the state was what he called "New Democracy." The New Democracy involved a graduated series of congresses from the local to the national level, but its cornerstone was centralization. Mao himself referred to "New Democracy" as "democratic centralism." Democratic centralism is, in essence, a dictatorship—a dictatorship of all revolutionary classes, in Mao's words—power would be concentrated in the hands of a few in order to guarantee that all class interests are represented. In other words, the centralization of authority was meant to guarantee that all levels of society are represented rather than the interests of the majority, which is the case in a "bourgeois" democracy. Economically, New

Democracy involved the nationalization of banks and industry, as well as the redistribution of land from wealthy landowners to the poor peasants. When Mao came to power over mainland China in 1949, he renamed New Democracy to the People's Democratic Dictatorship. The principle behind the People's Democratic Dictatorship was to guarantee that reactionary or counter-revolutionary voices would not have a say in government or have the ability to sway the opinions of the people. The centralization of authority, as outlined above, would guarantee that the will of the people would be carried out by the government.

Mao's communism was, except for his emphasis on peasant revolution, fairly in the mainstream of Marxism and Leninism. In his early years, he read very little of the classic Marxist texts; this lack of reading served him badly in party conflicts when his opponents could always "out-Marx" him, you might say. Following the Long March, he studied the texts of Marx, Engels, Lenin, and Stalin, and his writings on communism for the most part don't depart from the main tenets of Marxism and Leninism. In particular, Mao subscribed to the fundamental Marxist doctrine that theory and practice could not be separated. The true basis of knowledge, according to Marx, is social reality and social action. Any theory devoid of social action is no knowledge; any social devoid of theory is mindless. This tenet, at the core of the Soviet experience, also became the core of Maoist communism.

Available at <http://www.wsu.edu:8001/~dee/MODCHINA/MAO.HTM>

Attachment 3: Selections from the Writings of Mao Tse-tung (Mao Zedong)

On Art and Artistic Expression:

In the world today, all culture, all literature and art belong to definite classes and are geared to definite political lines. There is in fact no such thing as art for art's sake, art that stands above classes, art that is detached from or independent of politics. Proletarian literature and art are part of the whole proletarian revolutionary cause; they are, as Lenin said, cogs and wheels in the whole revolutionary machine.

Our literary and art workers must accomplish this task and shift their stand: they must gradually move their feet over to the side of the workers, peasants, and soldiers; to the side of the proletariat, through the process of going into their very midst and into the thick of practical struggles and through the process of studying Marxism and society. Only in this way can we have a literature and art that are truly for the workers, peasants, and soldiers, a truly proletarian literature and art.

On Criticism:

If we have shortcomings, we are not afraid to have them pointed out and criticized, because we serve the people. Anyone, no matter who, may point out our shortcomings. If he is right, we will correct them. If what he proposes will benefit the people, we will act upon it.

Conscientious practice of self-criticism is still another hallmark distinguishing our Party from all other political parties. As we say, dust will accumulate if a room is not cleaned regularly; our faces will get dirty if they are not washed regularly. Our comrades' minds and our Party's work may also collect dust, and also need sweeping and washing. The proverb "Running water is never stale and a door-hinge never worn eaten" means that constant motion prevents the inroads of germs and other organisms. To check up regularly on our work and in the process develop a democratic style of work, to fear neither criticism nor self-criticism, and to apply such good Chinese maxims as "Say all you know, and say it without reserve," "Blame not the speaker but be warned by his words," and "Correct mistakes if you have committed them and guard against them if you have not"—this is the only effective way to prevent all kinds of political dust and germs from contaminating the minds of our comrades and the body of our Party.

On Economics:

China's economy must develop along the path of the "regulation of capital" and "equalization of landownership," and must never be "privately owned by a few"; we must never permit the few capitalists and landlords to dominate the livelihood of the people; we must never establish a capitalistic society of the European-American type or allow the old semi-feudal society to survive.

Among the peasant masses a system of individual economy has prevailed for thousands of years, with each family or household forming a productive unit. The scattered individual form of production is the economic foundation of feudal rule and keeps the peasants in perpetual poverty. The only way to change it is gradual collectivization, and the only way to bring about collectivization, according to Lenin, is through cooperatives.

On Education:

Apart from their other characteristics, the outstanding thing about China's 600 million people is that they are "poor and blank." This may seem a bad thing, but in reality it is a good thing. Poverty gives rise to the desire for change, the desire for action, and the desire for revolution. On a blank sheet of paper free from any mark, the freshest and most beautiful characters can be written; the freshest and most beautiful picture

can be painted. That is, it must necessarily let them take part in political activities and does not compel them to do this or that, but uses the method of democracy in educating and persuading them.

On Knowledge:

Whoever wants to know a thing has no way of doing so except by coming into contact with it, that is, by living (practicing) in its environment...If you want knowledge you must take part in the practice of changing reality. If you want to know the taste of a pear, you must change the pear by eating it yourself; if you want to know the theory and methods of revolution, you must take part in revolution. All genuine knowledge originates in direct experience.

Where do correct ideas come from? Do they drop from the skies? No. Are they innate in the mind? No. They come from social practice and from it alone; they come from three kinds of practice—the struggle for production, the class struggle and scientific experiment.

On Learning:

Complacency is the enemy of study. We cannot really learn anything until we rid ourselves of complacency. Our attitude toward ourselves should be “to be insatiable in learning” and towards others to be “tireless in teaching.”

In our socialist society, everyone should remold himself—not just persons who have not changed their basic stand, but everybody. We should all engage in a continued process of learning and transforming our thinking. We should all study fresh problems, absorb what is new and consciously guard against corrosion by bourgeois ideology. In this way we will better be able to carry out the arduous task of building a modern, powerful socialist country.

On the Military:

War is the highest form of struggle for resolving contradictions, when they have developed to a certain stage, between classes, nations, states, or political groups, and it has existed ever since the emergence of private property and of classes.

We are advocates of the abolition of war; we do not want war, but war can only be abolished through war, and in order to get rid of the gun it is necessary to take up the gun.

Weapons are an important factor in war, but not the decisive factor; it is people, not things, that are decisive. The contest of strength is not only a contest of military and economic power, but also a contest of human power and morale.

Every Communist must grasp the truth, “Political power grows out of the barrel of a gun.”

On Self-Cultivation:

A Communist should have largeness of mind and he should be staunch and active, looking upon the interests of the revolution as his very life and subordinating his personal interests to those of the revolution; always and everywhere he should adhere to principle and wage a tireless struggle against all incorrect ideas and actions, so as to consolidate the collective life of the Party and strengthen the ties between the Party and the masses; he should be more concerned about the Party and the masses than about any individual, and more concerned about others than about himself. Only thus can he be considered a Communist.

On Success:

What is work? Work is struggle. There are difficulties and problems in those places for us to overcome and solve. We go there to work and struggle and to overcome these difficulties. A good comrade is one who is more eager to go where difficulties are greater.

Attachment 4: Socratic Seminar Analytic Rubric

	Excellent	Good	Fair	Unsatisfactory
Conduct	Demonstrates respect for the learning process; has patience with different opinions and complexity; shows initiative by asking others for clarification; brings others into the conversation; moves the conversation forward; speaks to all of the participants; avoids talking too much.	Generally shows composure but may display impatience with contradictory or confusing ideas; comments, but does not necessarily encourage others to participate; may tend to address only the teacher or get into debates.	Participates and expresses a belief that his/her ideas are important in understanding the text; may make insightful comments but is either too forceful or too shy and does not contribute to the progress of the conversation; tends to debate, not dialogue.	Displays little respect for the learning process; argumentative; takes advantage of minor distractions; uses inappropriate language; speaks to individuals rather than ideas; arrives unprepared without notes, pencil/pen or perhaps even without the text.
Speaking & Reasoning	Understands question before answering; cites evidence from text; expresses thoughts in complete sentences; move conversation forward; makes connections between ideas; resolves apparent contradictory ideas; considers others' viewpoints, not only his/her own; avoids bad logic.	Responds to questions voluntarily; comments show an appreciation for the text but not an appreciation for the subtler points within it; comments are logical but not connected to other speakers; ideas are interesting enough that others respond to them.	Responds to questions but may have to be called upon by others; has read the text but not put much effort into preparing questions and ideas for the seminar; comments take details into account but may not flow logically in conversation.	Extremely reluctant to participate even when called upon; comments illogical and meaningless; may mumble or express incomplete ideas; little or no account taken of previous comments or important ideas in the text.
Listening	Pays attention to details; writes down questions; responses take into account all participants; demonstrates that he/she has kept up; points out faulty logic respectfully; overcomes distractions.	Generally pays attention and responds thoughtfully to ideas and questions of other participants and the leader; absorption in own ideas may distract the participant from the ideas of others.	Appears to find some ideas unimportant while responding to others; may have to have questions repeated or be confused due to inattention; takes few notes during the seminar in response to ideas and comments.	Appears uninvolved in the seminar; comments display complete misinterpretation of questions or comments of other participants.

Attachment 5: Summary Sheet for Mao Tse-tung Philosophy

Discussion on Selections from his Writings

On His Social Philosophy:

On His Political Philosophy:

On His Economic Philosophy:

On His Cultural Philosophy:

The Renaissance and Reformation (Pre-AP* World History)

TEKS:

- 10. 4 History. The student understands the influence of the European Renaissance and the Reformation eras. The student is expected to:
 - (A) Identify the causes and characteristics of the European Renaissance and Reformation eras; and
 - (B) Identify the effects of the European Renaissance and Reformation eras.

Procedures:

Day One: Students complete concept cards identifying Renaissance characteristics, such as: humanism, secularism, skepticism, classicism, and individualism. Using concept cards moves students from simply copying and memorizing a definition toward really understanding the concept. These concepts are important in future units and add depth to student knowledge. Understanding the concepts makes it easier for students to apply their knowledge and use it in many contexts.

Compare Renaissance characteristics with medieval characteristics including: hierarchy and feudal structure, traditionalism, focus on religion, and discuss the differences between the periods, noting changes over time between the periods. Have students identify causes for the change, including Crusades, rise of towns, increase in trade, decline of feudalism, the Great Schism, and the Catholic church's declining influence. After they identify the causes, students will complete an informal writing (5-10 minutes) to answer the question: Which two of the Renaissance causes seem to be the most important in the evolution from the Middle Ages to the Renaissance? For homework, students read the first section in their chapter and create a brief PERSIA description of the period. This is higher level than filling in a worksheet of questions; it requires students to put concepts in their own words and review the general categories of information common to historical inquiry. (see strategies.)

Day Two: Teacher provides a list of characteristics of Renaissance art, such as: realistic portrayal, blue sky, classical subjects, secular subjects, and use of perspective. Students then examine samples of Medieval and Renaissance art and determine in which period each piece was created, pointing out the reasons for their decision.

For homework, students read a selection from Machiavelli's "The Prince" and complete a five-entry dialectical journal. Completing this journal slows them down as they read a text that is more challenging than their textbook. It also encourages them to think about the work as they read.

Day Three: Using dialectical journals, students discuss the ideas of "The Prince." Each student is required to participate by posing a question, offering an initial answer, or extending someone else's point. The students should lead the discussion, and the teacher should keep comments to a minimum.

For homework, students read the textbook section on the Northern Renaissance. They complete a mapshot that illustrates the similarities and differences between the Italian and Northern Renaissances. Using the mapshot provides a concise description of characteristics and helps the student visually and spatially associate the information with the appropriate region of Europe.

Day Four: Using the Reformation section in their textbook, students complete an Incident Report (See strategies) on Luther's posting of the 95 Theses. Completing the report helps the student to understand the concept of the

Reformation rather than superficially reading or skimming the text and waiting for the teacher to tell them what is important.

For homework, students read the textbook section on other reformers and the Catholic Reformation. They also should complete concept cards on some of the important terms like: indulgences, vernacular, Diet of Worms, excommunication, predestination, Council of Trent, Charles V.

Day Five: To review the content of the unit, students will write questions about the Renaissance and Reformation. The teacher should review the levels of Bloom's Taxonomy with the students and require each student to produce questions at several different levels. As they write questions, students should review their textbooks, concept cards, mapshots, dialectical journals, incident reports, and PERSIA descriptions. The Pre-AP Difference: Instead of the teacher asking students review questions, students take responsibility for their own reviewing and decide for themselves which aspects of the content are important and worthy of discussion.

Day Six: To review the unit, students conduct an inner/outer circle discussion using the questions they wrote.

Day Seven: Evaluate student learning with a traditional test. The test should be a mix of objective and essay questions. Many of the objective questions should require higher order thinking from the students. Some recall knowledge level questions are okay, but it is important for students to apply knowledge, analyze information, and synthesize ideas.

Suggested essay questions:

- Explain how the intellectual changes of the Renaissance could have led to the voyages of exploration.
- To what extent do you agree or disagree with the following statement: The Renaissance was not very different from the Middle Ages. Instead, it was an extension of trends started during the late Middle Ages.
- Explain how the intellectual changes of the Renaissance could have led to the Reformation.
- With reference to specific works of art, compare and contrast the artistic style from the late Middle Ages with that of the Renaissance.
- How does "The Prince" reflect the Renaissance ideals of humanism, secularism, and individualism?
- Compare and contrast the characteristics of the Italian Renaissance with the characteristics of the Northern Renaissance.
- To what extent did the Reformation bring about substantial religious change to Western Europe?

Early Civilizations Chart

TEKS:

- 10.1 History. The student understands traditional historical points of reference in world history. The student is expected to:
 - (A) Identify the major eras in world history and describe their defining characteristics;
 - (B) Identify changes that resulted from important turning points in world history such as the development of farming;
- 10.12 Geography. The student understands the impact of geographic factors on major historic events. The student is expected to:
 - (A) Locate places and regions of historical significance such as the Indus, Nile, Tigris and Euphrates, and Yellow (Huang He) river valleys and describe their physical and human characteristics; and
- 10.13 Economics. The student understands the impact of the Neolithic agricultural revolution on humanity and the development of the first civilizations. The student is expected to:
 - (A) Identify important changes in human life caused by the Neolithic agricultural revolution.

Objectives:

- Review information about early civilizations.
- Contrast early civilizations with stone age societies.
- Practice making generalizations.
- Identify important unique characteristics.
- Learn how to consolidate information in a concise chart.

Materials and Resources:

- Textbook
- Class notes and materials on the early river valley civilizations

Procedures:

Charting this information about the ancient river valley civilizations will help students quickly make comparisons and see similarities among the early civilizations. It will also help point out unique elements of each civilization. Because this subject comes early in the year, it will introduce them to the technique of organizing information in chart format.

1. After students have studied the content of the early river valley civilizations, give them the PERSIA chart to complete (Attachment 1). One suggestion is to study one or two civilizations in some detail and then have students gather the PERSIA details on the others on their own. Students could either work individually or in small groups.
2. Once the chart is filled out, give students a chance to ask questions about information they did not get. Allow other students to provide the answers as much as possible. This helps students begin to trust themselves and each other as valuable sources of academic information.

Move the class beyond simply recording information in the chart. Once they have the information, have them move to higher order thinking, such as analysis, synthesis, and evaluation. Do this by asking them to examine similarities and differences. Have students comment on the causes of these similarities and differences. Have them examine the varying effects of geographical barriers. Ask them to make generalizations about early civilizations in contrast to societies of the stone ages. Finally, have them examine aspects of early civilizations, and see if they can find analogs to our modern civilization.

Assessment:

This chart can be evaluated several ways. Students can receive credit for filling out the chart. They could be graded on thoroughness and accuracy. They could also be evaluated on the strength of their participation in the discussion of the content. Finally, students could be asked to write an answer to an essay question based on the chart's details and the related discussion.

Attachment 1: Early Civilizations

PERSIA Chart

	Political	Economic	Religious	Social	Intellectual	Artistic
Stone Ages						
Egypt						
Mesopotamia						
India						
China						

Nationalism in World History Studies

TEKS:

- 10.2 History. The student understands how the present relates to the past. The student is expected to:
 - (B) Describe variables in a contemporary situation that could result in different outcomes.

- 10.7 History. The student understands causes and effects of major political revolutions since the 17th century. The student is expected to:
 - (B) Summarize the ideas from the English, American, French and Russian revolutions concerning...nationalism.

- 10.9 History. The student understands the impact of totalitarianism in the 20th century. The student is expected to:
 - (A) Identify and explain the causes and effects of World Wars I and II, including the rise of Nazism/fascism in Germany, Italy and Japan (nationalism/racism key components;
 - (B) Analyze the nature of totalitarian regimes in...Nazi Germany, and the Soviet Union (especially the role nationalism played in each country)

- 10.25 Social Studies Skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:
 - (A) Analyze ways...anthropologists...analyze limited evidence;
 - (C) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships...and drawing inferences and conclusions
 - (E) Use the process of historical inquiry to research, interpret, and use multiple sources of evidence

- 10.26 Social Studies Skills. The student communicates in written, oral, and visual forms. The student is expected to:
 - (C) interpret and create databases, research outlines, and visuals including graphs, charts, timelines, and maps.

Objectives:

- Think about and understand one of the defining themes of modern history.
- Think about and analyze assigned readings (text).

Materials and Resources:

- Any world history text and/or primary sources the teacher selects
- Copies of transparencies for students to annotate and/or complete
- Transparencies based on the chart of a high school gym
- Black and white political boundaries, world map (one per student)
- Highlighters (at least four colors per student for map work)

For further information: See Benedict Anderson, *Imagined Communities: Reflections on the Origins and Spread of Nationalism*. London: Verso, 1983.

Background

An analogy of SCHOOL UNITY or “TRIBE” and the process of acquiring national consciousness, and nationalism in the modern nation state.

Focus question: How is an awareness of being a part of a group created?

Establishing the context: An important first step for teaching nationalism:

When students enter high school, they acquire a new identity and are part of a “new community” created by the arbitrary boundaries of the school district. The process of becoming a “wildcat,” “lion,” or “eagle” is a recent event in a student’s life that a teacher may use as an analogy for understanding the more abstract concept of nationalism, a major theme of modern history. Modern nationalism links the identity of an individual with that of an abstract unit, the nation, which historically has been defined by language, shared events and culture as well as the commitment to form a unified entity.

Nationalism has been described as a “secular religion” by scholars because it possesses components that describe most world religions (ritual, unique music, “sacred” texts (i.e., the Constitution), and language, special days (holy days/holidays), symbols, heroes and shared values.

A nation state like the United States, with its diverse population of some 275-300 million people, is a difficult concept for some students to comprehend. Yet some events, like the national tragedy of 9/11, demonstrated the national unity that Americans feel. As survivors of all races walked out of what we now call Ground Zero on that day, many were covered completely with gray dust. One journalist wrote that racial differences were gone. The gray dust covered all the survivors alike. All who survived that day were “American,” and those of us who watched on television shared the wrenching emotions of those American families who lost loved ones on that day.

The families of victims who were British, Chinese, Israeli, Canadian, Taiwanese, Japanese, El Salvadorian, Mexican, and Nigerian reminded us that the World Trade Center was also a symbol of the global links that make up the 21st Century world. National consciousness is not unique to Americans. People of other countries grieved for their lost ones as well. At times, Americans forget, or are insufficiently aware, that others may be as nationalistic about their countries as we are, but we forget at our peril, as the events of the 20th Century wars have shown. The importance of teaching about nationalism and its impact is something all social studies teachers address.

Procedures (allow 1 50-minute class):

Lesson: Using the High School Pep Rallies a Model

Pep rallies are rituals that students know well. This analysis of the ritual functions of a high school pep rally can provide a fun bridge to the “heavier” theme of nationalism in history. Here are some of the parallels a teacher can elicit from a class with minimal direction. A comparative approach is exemplified in the chart (Attachment 1), which can be adapted to the level of the class: for example, Texas and the United States; the United States and another country of the world.

1. Make an overhead of the site of your school’s pep rallies.
2. Brainstorm with the class about the word “nationalism.” What ideas do your students associate with this word? Write their responses on the board or on a transparency in a random fashion. Focus on the United States.
3. Using a blank version of Attachment 1, have the students work either as a class-group or in smaller groups to classify the random items into column 1 (or any other standard classification of) characteristics of nationalism. In column 2, fill in the specific examples from the United States. In column 3, using Attachment 2, brainstorm how this applies to your students: the high school pep rally and building group identity.

Attachment 1: Common Characteristics of Nationalism

Common Characteristics of Nationalism	United States	Our High School
1. Traditions & shared historical experiences; “Genesis” stories; heroes	Founding Fathers, Pilgrims & Plymouth Rock; Washington Crossing the Delaware; Valley Forge; Manifest Destiny; the frontier and continuing renewal; the Revolution of 1776-83; World Wars I & II; Dec. 7, 1941; Sept. 11, 2001; the sacrifice of American soldiers who died defending the country...	Winning regionals or state victories; 25 th year anniversary, etc.; Blue Ribbon school; outstanding alums, etc.
2. Culture: art, music, language, and literature	English as the national language; National anthem; patriotic songs; the Declaration of Independence; Constitution; Gettysburg address; Kennedy’s inaugural address; M. L. King’s “I have a dream” speech; F.D.R.’s “Day of Infamy” speech...	School colors; school song; school logo or crest; band uniforms
3. Common group values/interests/holidays	“Americanism,” including values of patriotism, civic duty, loyalty, democracy; Thanksgiving; Veteran’s and Memorial Days; Presidents Birthdays; Labor Day; July 4 th	Homecoming; graduation; prom; school plays; school competitions
4. Common enemies	Communists (Cold War); Nazis (WW II); Terrorists (post-Sept. 11 th)	“The” main football competitor; a rival school district that is not “us”
5. Integrated infrastructure, communication system, and common symbols	U.S. flag (evolving versions); capitalism as an economic system	School flag; school Mascot; student council; National Honor Society
6. Emotional links of individuals to the “community” or nation	Standing at attention during the national anthem	Buying football season tickets (alums, parents, booster groups)

Below is a diagram of a school gym during a Pep Rally, showing how this ritual (from an anthropological point of view) may illustrate the components of nationalism and the role of ritual in promoting both, creating a sense of unity for the “imagined community” or “mini-nation” of the school.

Make a transparency diagram of the layout of your school’s pep rally site and fill it in with your students, then analyze and infer! Make a third column (above), and show how the pep rally “ritual” functions in the same way as rituals and traditions build a consciousness of membership in a nation and the phenomena of nationalism. Students “get it,” although the concept of “imagined communities” is a sophisticated, abstract concept.

Below is a completed sample of group seating during a pep rally.

Junior Class Members sit here Bleachers	Girls’ Drill Team On the gym floor	Seniors ONLY sit here Bleachers
Sophomore Class Members sit here Bleachers	Cheerleaders Mascot (in costume) Bell Boys (ring bell, carry school flag)	Band and Drum Corps play here Bleachers
Faculty Entry door	Football Team Seated on gym floor	Microphone/Principal/Coaches/Speakers Door to Coaches’ Offices/Lockers

Attachment 2: School Gymnasium/Site of the Pep Rally

The positioning of the participants identify the “groups” that make up the community of the school. The arrangements also illustrate the ritual nature of this activity, which functions to unify the school, just as national activities forge national identity. The teacher guides the steps so that the analogy becomes clear to the student as the drawing each student makes is filled in and analyzed.

Below is a template for transparency for class discussion.

Some analytical observations and hints for the teacher in leading the analysis:

1. Language: English, but also particular terms used; a vernacular that all “citizens” of the school understand but not “outsiders.”
2. Illustrates the social hierarchy of the school, age grades, sophomores, lowest and closest to the door, who do not know all the ritual chants, etc.; then juniors; on the opposite side, seniors, diagonally opposite from the sophomores. Musicians in most rituals are “other,” due to their special role, as pictured here.
3. Music special to the group activity, such as the school song, emphasizes the unity of the group, as does this entire activity.
4. Anthropological translation of the groups: Football team = warriors; Drill Team = selected young women (not unlike the traditional vestal virgins), seated in positions of importance; clan or group totem = the mascot animal; “Priests” and acolytes = those who know the chants and lead the rituals, usually with particular, unique “dances” or routines; elders = principal, coaches, faculty.

Lesson Two:

Periodization: Identifying Stages In The Historical Development Of Nationalism

Focus Questions:

- Does nationalism remain the same over time? 18th century? the 19th? the 20th?
- Where is nationalism a key issue in the 18th century? 19th century? 20th century?
- What about nationalism changes as it becomes a world-wide movement?

Objectives:

Create a highlighted and annotated map showing the spread of nationalism over time.

- Four colors (highlighters) = map key: one color for the 1st four nation states, and one for each century
- World political map—black and white desk size—one per student
- Text: consult chapters studied and maps

Materials and Resources:

- Textbook
- A world outline map and four highlighters per student

Procedures:

1. Title the map: The spread of nationalism in the 18th, 19th, and 20th Centuries

Make the key: Color code for: the first nation states

- | | | |
|---------------------|---|--|
| 1 color per century | Stage 1: 17 th -18 th C | Stage 2: 19 th C |
| | | Stage 3: 20 th C to 1945 |
| | | Stage 4: 20 th C since 1945 |

2. Stage 1: Teacher question: Now that we have defined nationalism, and establish that it was based on a new kind of political unit, the nation state, where did the first nation states emerge? Students should consult the texts. Answer: Spain and Portugal, which emerge from the Reconquista and struggles against Muslim rule (completed in 1491); France and England, which emerge from the 100 Years War (1453) with a heightened sense of national consciousness. Have students color Spain, Portugal, France, and England.
3. Teacher question: There is some debate about where modern nationalism first emerged during the French revolution or the American revolution? Wait for student responses and discussion, but both theories can be reflected in their maps. Have students draw diagonal lines in pen over these two areas on their maps.
4. The upheavals of the 17th Century and the revolutions of the 18th century illustrate a culmination of changed thinking and nationalism. Consult maps in the text for this period, and color in the earliest nation states: Spain, Portugal, England, France, and the Netherlands (which had won its freedom from Spain in 1648). Students should note that all are in Western Europe.
5. The 19th Century marked the spread of nationalism in Europe and the Western Hemisphere. Use a different highlighter, color and write in the dates nations emerge in ink: Greece (1830); Germany and Italy (1871) in the western hemisphere: Haiti, Bolivia, Brazil, Mexico, etc.

6. Using a different color for the 20th Century, identify those countries that became nation states before 1945: c. 1919: Eastern Europe: Poland, Czechoslovakia, Hungary, Austria, Yugoslavia, Rumania, etc.).
7. Finally, use a different highlighter for countries that became nation states after 1945. One might also consult a list of the original states that belonged to the United Nations, and compare them to the present membership: India, Israel, most of sub-Saharan Africa (Ghana, 1957, etc.); Algeria, Libya, the Middle East (Iran, Iraq, Saudi Arabia, etc.)
8. Consider the map. Use it as a type of pre-write to combine with class notes, and answer this prompt. The map can be assessed as a daily grade, if needed. Write a narrative essay defining and describing the emergence and spread of nationalism. Why did the spread of nation states accelerate so markedly in the 20th century?

Some suggested analytical points:

- a. Nationalism as a way of mobilizing the masses to create a nation state in Europe based on the traditional components of nationalism (see the brainstorming exercise) (to the 19th century, and the period to 1919).
- b. After World War I, the rise of fascism, based on racist nationalism, and “communism in one country” (Stalin, c. 1927); and the nationalist movement, combined with anti-imperialism and anti-colonialism in Africa and Asia, should be included.
- c. After 1945, with the founding of the United Nations, the nation state became the dominant political unit in the world, the independence of former colonies in Asia and Africa, and mass communications linking members within a nation were contributing factors.
- d. Other unifying issues include religion, especially among Islamic states, who sought to develop “Arab nationalism” in Algeria, Egypt, and Iran, for example, and take a stand against westernization. Encourage your students to identify the broad outlines of the answer, and then work at home to develop specific examples and support for the argument.

Lesson 3

A Nationalism Research Class Project

Focus: This exercise is especially interesting in a multi-national school or class. Each student selects a former colony that has become a nation state in the 20th century and researches the history of its journey to become an independent, modern state. The focus should be for the student to look at the way the nation being studied utilized nationalism as its leaders sought to modernize. Each nation should be examined in terms of the following categories:

1. How did the nation define its national identity?
2. The national leaders and their agenda—was there a “cult of personality”?
3. What obstacles to national unity existed in the years immediately following independence?
4. Did it make economic development and modernization a top priority?
What did the state do to modernize? Was there opposition?
5. Did the state create a national army? Did it serve to unify the country?
6. Were there external threats to national unity?
7. Were there internal threats to national unification? (diverse ethnic groups, etc.)
8. Did the nation take sides in the Cold War? Did it help or hurt the drive to develop national unity?

As students present their information, combine the information of each country on a class matrix chart (Attachment 3). As the matrix is filled in by each student, patterns will emerge: similarities and differences can be identified by the class in discussion.

Alternative: Students may work in a group of four to six and use their country to complete the matrix, and identify and list three similarities and three differences on the matrix form. Oral presentations may be presented to the rest of the class by each group.

Skill Development: The matrix is a starting point for comparative learning.

Prompt: Compare the development of nationalism in any two countries selected from two different regions: For example, Argentina, Bosnia, Brazil, Canada, India, Ireland, South Africa, Ghana, the Soviet Union.

Attachment 3: Nationalism Research Class Project Comparative Matrix Chart

Frame your comparative analysis using at least three of the following categories for comparison: the process of defining national identity, the cult of personality, obstacles to national unity, programs of economic modernization, role of the military, and internal problems to national unity.

Characteristics	Country	Country	Country	Country	Country
Defining national identity					
Leaders: A cult of personality?					
Obstacles to national unity					
Modernization programs					
Role of the military					
Internal problems impeding national unity					
Impact of the Cold War					

Afterword

*Those who can not tell what they desire or expect, still sigh and struggle
with indefinite thoughts and vast wishes.*

—Ralph Waldo Emerson

If there is an underlying message that unites this guide, it is an exhortation always to be striving. Push yourself as a teacher and your students as learners; constantly take what is routine and mechanical and transform it into an activity that stimulates inquiry, requires judgment, invites discussion, and provokes thought. If a lesson is to fail, let it be because it asked the students to do something they were not yet ready to do, not because it asked of them something not worth their effort. And, as Emerson's words remind us, do not judge your students' willingness to undertake hard tasks by what they say day by day; there is not a person alive who does not find satisfaction in mastering a substantial task or in gaining a deeper understanding of what confronts him in his daily life.

Helping young people take up this struggle is what, at one point, led all of us into teaching social studies. The strategies and tools we have contributed to this guide are ones that have helped orient us toward that goal amid the daily tempests of the school year. We hope they likewise prove valuable to you.

—Charles Moody, AP U.S. History, W. Charles Akins High School, Austin ISD, Austin, Texas

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