

COMMON CORE BASICS

Social Studies Lesson Plans

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BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ Determine Student Readiness

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

Key Concept

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

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

Develop Core Skills

Reading Skill: Analyze Ideas

Invite students to come up with synonyms, or similar words, for *analyze* (*examine, study, think about, consider, scrutinize*). Explain that analyzing ideas means thinking carefully about them in order to learn something. Have a volunteer read aloud a paragraph from a social studies text. Guide the class in analyzing the idea(s) it presents and list the ideas on the board.

Core Skill: Make Inferences

Tell students that they might already know how to make inferences, or come up with ideas that are not obviously stated in a piece of writing. Explain that they probably make inferences about people, places, and things all the time. Give an example: *Yesterday, I saw a person standing on the sidewalk playing the guitar. His case was open on the ground. I inferred that he wanted people to put money into the case for him.* Invite students to give their own examples.

Pre-Teach Vocabulary

Word Wall

Demonstrate making an entry for the word wall using the word *government*. Show students how to look up the word in a dictionary, write its definition, and write a sentence using the word. Then divide vocabulary words evenly among pairs of students. On colored paper, have each pair write their word, its definition from the dictionary, and a sentence using the word. Assist students by helping them choose the best definition for their word and discussing how they might use it. Add all of the words to a word wall for students to access as they work through the lesson.

Tier 2 Words:

absolute (p. 18)
democracy (p. 18)
government (p. 18)
peers (p. 21)

Tier 3 Words:

amendments (p. 21)
confederacy (p. 22)
dictatorship (p. 18)
monarchy (p. 18)

Test Words:

analyze (p. 19)

DURING THE LESSON

PAGE 18

Identify Types of Government

Ask students what they think of when they hear the word *power*. Explain to students that *power* is defined as the ability to make something happen. Governments have the power to create and enforce laws, provide educational services, tax citizens, and go to war. Explain to students that different types of governments grant varying degrees of power to the people. For example, a democracy gives most of the power to its citizens, but in a dictatorship, one person has absolute, or exclusive, power to rule and control the government. Divide the class in half and conduct a class debate on how much power governments should have over the lives of citizens. One side should argue for more government power and the other for less.

Evidence-based Reading Support: Vocabulary

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

Reading Skill: Analyze Ideas

PAGE 19

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

Real World Connection: Apply Knowledge

To build background knowledge, tell students that the United States government was designed with a system of *checks and balances*. Each branch can check, or stop, the other two branches in some way. This helps balance power among the three branches of government. One of these checks enables Congress (the legislative branch) to pass a law without the approval of the president (executive branch). However, in order to do so, two-thirds of Congress must vote for the law.

21st Century Skill: Critical Thinking

PAGE 20

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

Technology Connection: Internet Research

PAGE 21

If using Internet search engines is not an option, an authoritative and safe website for students to use is that of the National Archives and Records Administration (www.archives.gov). Explain to students that today, many people use the Internet instead of library books to conduct research. Ask students to list types of reputable websites that they may use in their research, and write them on the board for students to refer to while doing research. (*.gov and .edu sites, encyclopedias, library sites*)

Engage and Extend

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

Reading Skill: Analyze Ideas

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

Core Skill: Make Inferences

PAGE 22

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

PAGE 23

WRITE TO LEARN

ANSWER KEY

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

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

Review with students the answers on page 346 of the student lessons.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 346.

Extension Activity: Investigate and Draw

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

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ Determine Student Readiness

Explain that countries usually describe and create rules for their governments in written documents. Write the Preamble to the US Constitution on the board: “We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

Ask students to identify the goals of the Constitution’s authors as stated in the Preamble. List those goals on the board. (Sample answers: *unify the country, maintain order, set up and maintain a military force, help people in need, safeguard citizens’ freedoms*)

Key Concept

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

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

Develop Core Skills

Core Skill: Read a Bar Graph

Take a poll of the class by asking a simple question, such as “How many of you are registered to vote?” or “How many of you voted in the most recent general election?” Write the results on the board and create a bar graph based on those results. Explain how the graph shows the data and compares two or more numerical results.

Reading Skill: Paraphrase Information

Explain that paraphrasing is retelling something in your own words. Write the text of the Twenty-sixth Amendment on the board: “SECTION 1: The right of citizens of the United States, who are 18 years of age or older, to vote shall not be denied or abridged by the United States or any State on account of age.

SECTION 2: The Congress shall have power to enforce this article by appropriate legislation.” Have students write a paraphrase of the amendment. (Sample answer: *The country and individual states cannot stop people 18 and older from voting.*) Then have students exchange their paraphrase with a partner to determine whether they have (1) used their own words and (2) included all the main ideas.

Pre-Teach Vocabulary

Write Sentences

Define vocabulary terms aloud for students. After each definition, have students work in pairs to write a sentence using the vocabulary term. When they have finished, invite them to share their sentences with the class.

Tier 2 Words:

category (p. 29)
guarantee (p. 29)

Tier 3 Words:

checks and
balances (p. 26)
separation of
powers (p. 26)

Test Words:

paraphrase (p. 27)

DURING THE LESSON

The US Constitution

PAGE 26

Have students read the first paragraph and identify the problems the United States experienced after the American Revolution (*nation in debt, farmers’ rebellion over foreclosures, no strong central government, problems with interstate commerce*). Continue reading the rest of the page with students and ask how the new country handled these issues. (Sample answers: *leaders compromised, the Constitution was written, the government was broken into three branches, the government had checks and balances, the states had representatives in Congress.*)

PAGE 27

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

The Constitution called for two bodies in the legislative branch. In the Senate, each state has equal representation regardless of its size

Research It: Compare Government Documents

Have students work in pairs to identify similarities and differences in format and language between historical documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, as compared to a recent bill or resolution. Students can find bills using the Library of Congress’s THOMAS website, thomas.loc.gov. Tell students to provide examples of the differences they identify. Have pairs share their findings with the class.

Key Principles of the Constitution

Explain that principles are key ideas or basic rules of nature. Assign each student one of the principles listed in the chart. The student should research that principle and give a one-minute presentation to the class about it. Presentations should include a quote from the Constitution regarding the principle and at least one way it is used today.

Amendments to the Constitution

As students read about the amendments to the Constitution, have them create a three-column chart placing the amendments mentioned in one of three categories: those that extend the rights/power of voters, those that change the powers of state and national government, and those that change the function or structure of government. Then have students compare their charts with a partner and complete or correct their charts as necessary.

Core Skill: Read a Bar Graph

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

Evidence-based Reading Support: Fluency

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

THINK ABOUT SOCIAL STUDIES ANSWER KEY

Review with students the answers on page 346 of the student lessons.

Engage and Extend

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

21st Century Skill: Critical Thinking and Problem Solving

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

Reading Skill: Paraphrase Information

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

WRITE TO LEARN

ANSWER KEY

To help students with this activity, have them also think about a time when they were part of a group in which one person had all the responsibility. Students should discuss how this may or may not have been a good situation for them or for the group. Have students use this comparison to help them when completing the writing activity.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 346 and 347.

Extension Activity: Evaluate a Failed Amendment

Divide students into groups. Provide each group with the text of a failed amendment. Have groups agree on a paraphrase of the proposed amendment. Then have students use online resources to investigate why the states did not ratify the amendment or if a revised amendment has been introduced. Finally, have each group share its conclusions with the class and offer its own assessment.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ Determine Student Readiness

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

Key Concept

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

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

Develop Core Skills

Core Skill: Identify Comparisons and Contrasts

Write these sentences on the board:

1. *Both the Senate and the House of Representatives work to create and pass laws.*
2. *Senators are elected by the voters and so are representatives.*
3. *The House of Representatives has more members than the Senate.*
4. *Representatives serve two-year terms, while senators' terms last six years.*

Have students identify and underline the words that indicate similarities and differences. (Answers: similarities: *both . . . and* and *so are*; differences: *more . . . than* and *while*)

Reading Skill: Compare and Contrast

Ask students to write two sentences about the government— one identifying a similarity and one identifying a difference. Tell students to use comparison-and-contrast words in their sentences. Remind students that these words include *both, but, and so are*. Then pair students with a partner. Each partner should read the other's sentences and identify the words that indicate comparison or contrast.

Pre-Teach Vocabulary

Latin Roots

Explain to students that many English words originated from another language, such as Latin. For example, *veto* comes from the Latin word *vetare*, meaning “to forbid” or “to prevent.” Tell students the meaning of *veto* (to reject or stop a bill). Ask students how the meaning of *veto* is similar to the meaning of *vetare*. Point out that most dictionaries give the origins of words. Have a volunteer read what is listed in a dictionary about the origins of *veto*. (Possible answer: “L. I forbid, from *vetare* to forbid.”)

Tier 2 Words:

delegate (p. 34)
function (p. 35)
imbalance (p. 32)

Tier 3 Words:

judicial review
(p. 35)
veto (p. 34)

Test Words:

compare (p. 33)
contrast (p. 33)

DURING THE LESSON

PAGE 32

The Federal Government

Go over the government diagram with students. Explain that both chambers of Congress share power and help the government provide fair representation to each state. Point out that the president is head of the executive branch and the Supreme Court has the most power in the judicial branch.

Tell students that the main role of the executive branch is to administer the government. Point out that this branch includes the president and all the agencies that work to perform the executive role. With students, look up the executive branch on whitehouse.gov and make a list of some people who are part of it, such as the cabinet members. (*Attorney General, United States Secretary of Agriculture, Secretary of Commerce, Secretary of Defense, and so on*)

Evidence-based Reading Support: Comprehension

Clarify Meaning Outlining this lesson will help students understand the complexity of the branches of government. Outline the section on the executive branch with students. Stress the need to find the main topic of each paragraph. Point out that the boldfaced words can indicate important items to place in the outline.

Core Skill: Identify Comparisons and Contrasts

PAGE 33

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

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. To become president, a person must be a natural-born US citizen and be at least 35 years old.
2. The president can refuse to sign a bill or can use a pocket veto.

The Legislative Branch

Explain that the legislative branch, or Congress, is bicameral, which means it has two houses, or parts. Remind students to create two subcategories under the heading *Legislative Branch* in their notebooks. Ask students to name the members, or sections, of Congress. (*Senate and House of Representatives or Senators and Representatives*)

Research It: Use .gov Websites

You may wish to extend this research activity by dividing students into groups based on the branch of government the person they wrote about is part of. Have each group create a presentation about their branch of government, how people become members of that branch, and the members they researched.

Workplace Connection: Understand Flow Charts

Explain that flow charts show information in steps to clearly indicate what happens first, next, and last. Have students work in small groups to research how a bill becomes law and to create a flow chart illustrating this process. Circulate among the groups, asking questions to help guide their work, such as “Where in Congress does a new bill start?” (*in the House of Representatives*)

Engage and Extend

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

The Judicial Branch

PAGE 35

Explain that the judicial branch is in charge of interpreting the laws and making sure laws are enforced fairly. This means that citizens can appeal to the judicial branch if they believe their constitutional rights are being violated. Explain that the judicial branch played a significant role in the civil rights movement during the 1950s and 1960s, when it reinterpreted laws to give more rights to African Americans. Ask students if there are any laws they would like to see reinterpreted and why.

Reading Skill: Compare and Contrast

Provide students with online or classroom book examples of block and point-by-point comparisons. Ask how the two differ (*block: one topic covered, and then another; point-by-point: comparisons are made immediately, within paragraphs*). Have students work with a partner to complete their analyses and descriptions.

WRITE TO LEARN

ANSWER KEY

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

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 347.

Extension Activity: Investigate Structure and Function

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

State and Local Government

BEFORE THE LESSON

Objectives

- After completing the lesson, students will be able to
- Explain the ways in which national and state governments are alike and different
 - Identify the different levels and forms of local government
 - Distinguish between the various forms of city government

✓ Determine Student Readiness

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

Key Concept

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

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

Develop Core Skills

Core Skill: Judge the Relevance of Information

Write this sentence on the board: *The election for mayor will take place next week.* Hand each student a slip of paper with a sentence on it. Some sentences should be relevant to the mayoral election and some should be irrelevant. Here are some examples: *There are three candidates for mayor. Gloria Ramirez is running for mayor. DeSean Whitney is the state attorney general. There are many parks in town.* Have students take turns reading their sentence out loud to the class. Ask the class to decide which ones provide relevant information.

Reading Skill: Identify Facts and Details

Provide students with a paragraph about the government from an online source. Have students read the paragraph. Tell them to write any facts and details from the paragraph in their notebooks. When they have finished, have them reread their notes.

Then have students work in pairs to quiz each other on the facts and details they remember without looking at their notes. Point out that note taking will help them remember what they have read. Encourage students to take notes as they read the rest of the lesson.

Pre-Teach Vocabulary

Parts of Speech

Go through the definitions of the vocabulary words with students. Ask them to work in pairs to identify which words are nouns, which are verbs, and which are adjectives. Point out that some words may be used as more than one part of speech (*recall, reserved*). When students have finished, have each pair join with another pair to compare their answers.

Tier 2 Words:

contradict (p. 40)
recall (p. 40)
reserved (p. 38)

Tier 3 Words:

direct initiative
(p. 40)
referendum (p. 40)

Test Words:

relevant
information
(p. 39)

DURING THE LESSON

PAGE 38

Who Has Power?

Point out to students the similarities in structure between the national and state governments, such as the legislative, executive, and judicial branches. Ask students who has the power in organizations they are a part of, such as social clubs, sports leagues, classes, religious institutions, or performance groups. As students respond, write their answers on the board for comparison. Explain that in many organizations, several people or groups share power and make decisions together. The government works in a similar way.

When reading the table at the top of page 40, students should notice that there are similarities between the role of a governor and that of the US president. Ask students what similarities they see. (*Sample answers: Both appoint officials; both can approve or veto laws; both are commander in chief of the military.*) Ask: *What similarities do you see between the powers of the federal and state governments?* (*Sample answers: Both can tax; both make and enforce laws; both set up courts.*)

Evidence-based Reading Support: Comprehension

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

1. federal
2. one-house
3. states

Core Skill: Judge the Relevance of Information

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

Local Governments

Help students identify the type of local government in their area. Encourage students to answer these questions: *Does your local government have a mayor and city or town council? If so, what is the relationship between the two?* If no one knows the answer, have students conduct research to find out.

Reading Skill: Identify Facts and Details

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

WRITE TO LEARN ANSWER KEY

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

Engage and Extend

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

1. The states cannot coin money, tax imports or exports, make treaties with foreign nations, or maintain an army in time of peace.
2. Local governments include counties, cities, and special districts.
3. The three kinds of city government are strong mayor/weak city council system, weak mayor/strong city council system, and city manager/city council system.

Research It: Extend Your Knowledge

Tell students to be careful when doing online research. Explain that not all websites are reliable or factual. Students should focus on official websites that end in *.gov*, *.org*, or *.edu*. Some local governments' websites may not have these URL endings, but most towns and cities do have an official website. When students have completed their research, invite them to share their findings with the class. Then ask students if they know anyone who is active in local government. If they do, ask them to describe for the class the political activities in which that person is involved.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 348.

Extension Activity: Collect and Display

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

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ Determine Student Readiness

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

Key Concept

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

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

Develop Core Skills

Core Skill: Recognize the Cartoonist's Point of View

Bring in copies of several political cartoons. Divide students into groups and provide one cartoon to each group. Have each group describe their cartoon, decide what their cartoon is about, and decide on the cartoonist's opinion of the subject. Tell students to pay attention to the title, the characters, the captions, and the action depicted in the cartoon. Then have a spokesperson for each group explain their ideas about that cartoon to the class.

Reading Skill: Synthesize Ideas from Multiple Sources

Provide students with information about a topic (for example, American political parties) from three or four different sources. Work with students to find important ideas in each source and synthesize them into one coherent paragraph.

Pre-Teach Vocabulary

Metaphors

Have students look up the definition for the word *platform*. Some students might define it as something to stand on; others may define it as the core beliefs of a political party. Discuss with students that a political platform is a statement of the party's stance on certain issues. Invite them to speculate about why this statement might be called a *platform* and why each position on an issue is known as a *plank*.

Tier 2 Words:

influence (p. 44)
platform (p. 44)

Tier 3 Words:

interest group
(p. 46)

Test Words:

synthesize (p. 45)

DURING THE LESSON

PAGE 44

Ideas and Influence in Politics

Tell students that the US Constitution was written to strengthen the federal government. Point out that in the 1790s, two groups of influential politicians took sides on this issue and formed political parties: the Federalists (like George Washington and John Adams, the first two US presidents) and the Republicans (like Thomas Jefferson, the third US president). Explain that in the early days of the United States, the Federalists believed in a strong central government, whereas the Republicans feared that too strong a central government would threaten the rights of states and individuals. Point out that Jefferson's party was not the same Republican Party we know today; today's Republican Party started in the 1850s.

Assign pairs of students one of the major political parties today and have them conduct research on the party's values and platforms. Create a chart on the board with a heading for each major party. Have each pair share at least two details they found. Write students' contributions on the board.

PAGE 45

Core Skill: Recognize the Cartoonist's Point of View

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

Word Analysis In this section, students will see the abbreviation PAC, which stands for “political action committee.” Tell students that people often pronounce this abbreviation so that it sounds the same as the word *pack*. Point out that other abbreviations, like USA, are not pronounced like a word; instead, each letter is read separately: U-S-A. Have students think of other abbreviations they know. Make a list with students of abbreviations that are read like words (*NATO*) and ones that are spelled out (*RSVP*).

Interest Groups

With students, navigate to a website on PACs. Point out some of the names of the PACs and discuss with students the different viewpoints of each. Emphasize that these groups, and other interest groups, can affect elections in the United States.

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. I
2. P
3. P
4. I

Reading Skill: Synthesize Ideas from Multiple Sources

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

WRITE TO LEARN

ANSWER KEY

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

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 348 and 349.

Engage and Extend

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

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

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ Determine Student Readiness

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

Key Concept

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

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

Develop Core Skills

Core Skill: Identify Cause-and-Effect Relationships

Have students make a list of cause-and-effect relationships using events from a typical day in their lives. For instance, if a student sleeps late (cause), he or she might be late for school, work, or an appointment (effect).

Reading Skill: Identify Point of View

Choose a controversial issue in the news. Ask students to write a few sentences stating what they think about this topic and why. Invite volunteers to write their sentences on the board. Have the class determine each writer's point of view, or perspective, and identify the clues in the sentences that make this clear. For example, students might find clues to the writer's emotion about the subject (angry, appreciative, or neutral). Ask students how writers use facts or personal experience to back up their arguments. Ask: *Does this affect how others perceive point of view?*

Pre-Teach Vocabulary

Distinguishing Between Similar Words

Students might have difficulty telling the difference between the terms *civil liberties* (freedoms that protect individuals from the government) and *civil rights* (rights of full citizenship and equality). Clarify this distinction with students. Then, draw a two-column chart on the board. Title one column "Civil Liberties" and the other "Civil Rights." Have students copy the chart into their notebooks. Then ask where they would put the freedoms mentioned before (freedom of speech, freedom of religion, and so on). Students should realize that these are civil liberties. Tell students to continue to fill in their chart as they read the lesson.

Tier 2 Words:

provision (p. 49)
seize (p. 49)

Tier 3 Words:

civil liberty (p. 48)
civil right (p. 51)
disenfranchise
(p. 50)
suffrage (p. 50)

DURING THE LESSON

PAGE 48

The Expansion of Civil Liberties

This section explores the First Amendment in greater detail than the other nine amendments in the Bill of Rights. If time permits, divide the class into nine groups and assign each group one of the remaining amendments to research and discuss. Then have a spokesperson from each group explain the group's amendment to the class.

Explain that when the country was founded, only white men who owned property could vote. Today, every citizen who is age 18 or older can vote.

Students may not be aware that women are not guaranteed equal rights under the Constitution. In 1921, women's rights activist Alice Paul drafted an Equal Rights Amendment, which was introduced to Congress in 1923. Congress considered the amendment for nearly 50 years before passing it in 1972. To go into effect, the amendment needed a minimum of 38 states to ratify (approve) it. Since only 35 states have ratified the amendment so far, it has not become part of the Constitution. Have students locate the text of the Equal Rights Amendment (both Paul's version and the one that eventually passed Congress) and speculate on why this amendment has never become part of the Constitution. Write students' ideas on the board and have them vote on the most likely reason

Real World Connection: Apply Your Experience

Ask students to name rights that they exercise on a regular basis. Suggest things like freedom of speech or freedom to assemble. Ask students to think carefully about how their lives would be different without these rights. When students have completed their essays, have them exchange papers with a partner. Then have them examine their partner's essay to identify the right being discussed, identify clues to the author's point of view, and identify facts, details, and experiences that support the writer's arguments.

Evidence-based Reading Support: Fluency

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

Core Skill: Identify Cause-and-Effect Relationships

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

THINK ABOUT SOCIAL STUDIES ANSWER KEY

1. Women make up about half of all the people in a society. They were the largest group of people that had been denied the right to vote.
2. The South probably objected to women's suffrage. Southerners may have worried that giving voting rights to women might lead to voting rights for African Americans.

Civil Rights for African Americans

Point out to students that, even though the Fourteenth Amendment gave African Americans all the rights of citizenship, it was nearly a century before their civil rights were guaranteed by a series of Supreme Court decisions and laws. Work with students to create a time line on the board tracing the evolution of civil rights for African Americans as outlined in this lesson.

Engage and Extend

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

Reading Skill: Identify Point of View

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

WRITE TO LEARN ANSWER KEY

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

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 349.

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

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ Determine Student Readiness

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

Key Concept

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

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

Develop Core Skills

Core Skill: Interpret Graphics

Display several examples of well-known photographs, such as *Lunch atop a Skyscraper*, a photo of the mushroom cloud at Nagasaki, a Jacob Riis photo, Elliot Erwit's photo *Segregated Water Fountains*, or a photo of the confrontation in Tiananmen Square in 1989. Discuss with students the impact of these photos at the time they were taken and how students feel looking at them now. Point out that photography is an important way for journalists and others to express ideas without words. Have students write a sentence about each photo that conveys its message.

Reading Skill: Make Predictions

Explain to students that as they read about an event, they might be reminded of a similar event. This knowledge helps them make predictions about what might happen next. To make a prediction, they need to combine what they already know with facts about the current event. Give students the example of a local election. Tell them that newspaper articles about an upcoming mayoral election have stated that candidate A has a larger following among Republicans than does candidate B. Explain that city voter records show a significantly larger registration of Republican voters than Democratic voters. Ask if, using these pieces of information, they can predict whether candidate A or candidate B is likely to win the election for mayor.

Pre-Teach Vocabulary

Word Parts

Have students examine the words *transact*, *nonprofit*, and *prediction*. Ask them to look at the first syllable in each word. Explain that prefixes like *trans-*, *non-*, and *pre-* can help them figure out the meanings of the words. Ask students whether they know what these prefixes mean. (*trans* = across or through; *non* = not; *pre* = before) If they do not, help them create a list of other words with the same prefix to help them figure out the meaning. Help students define the three words.

Tier 2 Words:

dialogue (p. 54)
transact (p. 54)

Tier 3 Words:

fair trade (p. 57)
foreign aid (p. 56)
global society (p. 54)
nonprofit organization (p. 57)

Test Words:

prediction (p. 55)

DURING THE LESSON

Opportunities and Challenges in a Global Society

After students have read page 54, elicit their opinions about today's global society. Do they think it is good, bad, or neutral? Would they like the barriers between nations to be broken down even further, or do they feel there are too many threats from outside the US borders? What is the United States' role? (*foreign aid, trade, protection of US citizens*)

Have students read the list of places in the world where there are US foreign aid programs on page 56. Ask: *Why do you think the United States is active in so many parts of the world?* (answers may include: *to help those who are less fortunate, to spread democracy*)

Tell students that trade agreements that the United States makes with other countries are sometimes controversial. Have students locate online articles about trade agreements. Then lead them in entering the arguments they have found in a For/Against chart on the board. Finally, poll the class to see how many think trade agreements are a good idea and how many do not.

Evidence-based Reading Support: Fluency

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

PAGE 55

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. *Sample answers:* business, education, politics, government
2. *Sample answers:* economic inequality, wars, terrorism, nuclear arms proliferation, health issues, environmental issues, human rights violations, censorship
3. the State Department

Research It: Compare Viewpoints

Present students with two or three articles on a current event. The articles should be written and published by people in different countries. Ask students how the authors' viewpoints differ and discuss possible causes of these differences. After students complete the sidebar activity on their own, have them form small groups to discuss their findings. Tell students to explain the news item they researched and what they found on each of the sites about that item. Ask: *Did you learn anything new from other cultures' perspectives? Did you find anything that surprised you?*

Engage and Extend

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

Core Skill: Interpret Graphics

PAGE 56

Have students look at the photos used in the beginning of the lesson for a refresher on interpreting photos.

Remind students to use cause-and-effect language in their sentences.

Have students create a presentation slide combining their image and their sentence. Then combine the slides into a class slideshow.

Reading Skill: Make Predictions

PAGE 57

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

WRITE TO LEARN

ANSWER KEY

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

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 349 and 350.

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

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ Determine Student Readiness

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

Key Concept

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

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

Develop Core Skills

Reading Skill: Draw Conclusions

Tell students that drawing a conclusion means using more than one piece of information to arrive at an idea. Point out to students that they draw conclusions all the time. For example, if it is December and they look out the window and see people in coats, they conclude that it is cold outside. Have students identify at least three similar, day-to-day conclusions they draw.

Core Skill: Evaluate Reasoning

Explain to students that reasoning is the thinking that leads to a conclusion. Policies are the result of reasoning. Evaluating or judging the quality of reasoning is necessary to arrive at good policies. Have students write down what qualities they think good reasoning would have (*logical arguments, facts instead of opinions*) and what qualities they think bad reasoning would have (*appeals to emotion, opinions instead of facts*). As a class, reach a consensus on the qualities of good reasoning.

Pre-Teach Vocabulary

Create a Glossary

Have pairs of students create a glossary as they work through the lesson. They should write down the vocabulary words prior to the lesson, and copy definitions and examples as they encounter each term in the text.

Tier 2 Words:

accountable (p. 62)
bias (p. 63)
contemporary
(p. 60)
implement (p. 61)
log (p. 61)

Tier 3 Words:

domestic (p. 61)
issues (p. 60)

Test Words:

public policy
(p. 60)

DURING THE LESSON

Contemporary Public Policy

PAGE 60

Explain to students that contemporary public policy is a tricky concept that might sound removed from their lives. Tell students that despite this, contemporary public policy is one of the most influential forces in their day-to-day lives. As students progress through the lesson, emphasize the effects public policies have on them. Have small groups of students conduct Internet research on recent public policy decisions in your community and present their findings to the class. If students need examples of policies to research, suggest such topics as proposed changes in fire department or law enforcement services, library hours and services, pet licensing laws, city sales tax, or the operation of local parks and recreation services. After each group presents its findings, discuss the degree to which students believe this public policy affects their lives.

Evidence-based Reading Support: Fluency

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

Types of Public Policy

Tell students that there are many types of public policy. As students read through the section, have them mark the main idea of each paragraph. Then work with students to summarize the types of public policy.

PAGE 61

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. national, economic
2. state, public safety
3. local, business or economic
4. national, foreign
5. national, economic

Real World Connection: How Public Policy Affects You

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

PAGE 62

Who Makes Contemporary Public Policy?

Tell students that although the government makes public policy, citizens can have a significant impact on these policies. Ask students if they have ever written to a representative about a local, state, or national issue of public policy. With the class, make a list of public policies for which they would like to advocate. Encourage students to contact the government or join an activist group to achieve these goals.

THINK ABOUT SOCIAL STUDIES ANSWER KEY

Review with students the answer on page 350 of the student lessons.

Reading Skill: Draw Conclusions

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

PAGE 63

Evaluating Public Policy

Tell students that they will be comparing opinions on raising the minimum wage. With students, go through the three-step process. Have them conduct brief research as necessary to complete the process.

Engage and Extend

ELL Instruction: Write Headers as Main Idea

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

Then take a class vote to determine who supports raising the minimum wage and who does not. If students' opinions are divided, point out that this is why citizens have a role in helping to determine government policy.

THINK ABOUT SOCIAL STUDIES ANSWER KEY

Sample answer: Policies must be based on facts. Policies based on opinions may not serve the general public. They will satisfy only those who agree with one point of view.

Core Skill: Evaluate Reasoning

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

WRITE TO LEARN ANSWER KEY

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

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 350 and 351.

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

Early Democratic Traditions

BEFORE THE LESSON

Objectives

- After completing the lesson, students will be able to
- Identify the documents that shaped US democratic traditions
 - Explain the idea of social contract
 - Summarize the provisions of the Articles of Confederation

✓ Determine Student Readiness

Write the Merriam-Webster dictionary's definition of *social contract* on the board: "an actual or hypothetical agreement among the members of an organized society or between a community and its ruler that defines and limits the rights and duties of each."

Help students to understand and paraphrase this definition. Ask them whether they think the classroom is an example of a social contract. Ask: *What about the relationship between a company and its employees?* Tell students that the concept of a social contract was important to the individuals who founded the United States.

Key Concept

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

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

Develop Core Skills

Core Skill: Analyze Events and Ideas

Tell students that in order to analyze an event or idea, they need to examine its details. Tell them to think about what a social contract is. Then divide the class into small groups and assign each one a recent issue or event relating to the relationship between a government and its citizens. The topic might be a popular uprising in another country, changes in US taxation levels, or local maintenance of the water supply. Have each group work together to analyze their issue or event and decide whether it is a good example of a social contract between a government and its people. Then ask the groups to share their decision with the class. Have them explain the reasoning for their answers.

Reading Skill: Summarize Ideas

Explain to students that, in order to summarize the ideas in a document or a speech, they need to recognize its main points. Have them practice this skill by writing a short summary of an episode of their favorite TV show, movie, or stage play. Tell them to write at least three, but no more than six, sentences. Then have them exchange summaries with a partner. Each partner should ensure that there are no minor details in the summary and that the key ideas and events from the show are included. Then give students a chance to revise their summaries before inviting volunteers to share them with the class.

Pre-Teach Vocabulary

Making Meaning

Discuss the vocabulary definitions with students. Ask students to look at the words *assembly*, *legislature*, and *peer* and explain how each might be related to representative government. (Sample answers: *Citizens may form an assembly to decide what they want their representatives to do. The legislature is made up of representatives who write laws. Citizens vote for their peers to become government representatives.*)

Tier 2 Words:

assembly (p. 76)
declaration (p. 76)
peer (p. 74)

Tier 3 Words:

charter (p. 75)
legislature (p. 74)
representative
government
(p. 74)

Test Words:

summarize (p. 75)

DURING THE LESSON

PAGE 74

The English Bill of Rights

Point out to students that the British Parliament was a lawmaking body more than two centuries before the first English colonists settled in North America. It was in the late 1600s, when Britain's American colonies were growing, that the English Bill of Rights was passed. After students have read this section, ask them what ideas of citizenship the American British colonists might have understood from the Bill of Rights. (Sample answers: *They had a right to a fair trial by a jury of their peers; the government could not impose cruel or unusual punishment on them; they had a right to representation in their government.*)

The Mayflower Compact

The Mayflower Compact is a very short document. Provide students with the text of the compact and ask them how it represents the concept of a social contract. (Sample answer: *The signers agree to form a society for their mutual good and safety and to make and abide by laws.*)

Evidence-based Reading Support: Comprehension

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

PAGE 75

The Fundamental Orders of Connecticut

Tell students that the Fundamental Orders of Connecticut established a system of government for the Connecticut towns of Windsor, Hartford, and Wethersfield in 1639. It stayed in effect until 1662, when a royal charter was issued, combining Connecticut Colony with nearby New Haven Colony. Under the royal charter, the colony continued to enjoy self-government. Ask students how their lives might be different without the privilege of self-government. (Sample answers: *fewer freedoms, fewer choices, less control over how the government operates*)

Core Skill: Analyze Events and Ideas

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

WRITE TO LEARN

ANSWER KEY

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

Engage and Extend

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

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THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. B. One part of the English Bill of Rights gave citizens the right to a fair trial.
2. D. The Fundamental Orders of Connecticut was unusual because it did not mention a king.

Declaration of Independence

Remind students that the social contract between a government and its people requires the government to protect the people's liberty, property, and lives. It also requires the people to give up some of their freedom and follow laws, pay taxes, and so forth. The lesson says that the Declaration of Independence states charges against George III. Have students find the text of the Declaration online and read those charges. Lead a discussion about why the colonies believed Britain had broken the social contract.

Articles of Confederation

Remind students that the Articles of Confederation was replaced by the Constitution because it did not establish a strong enough central government. This section further explains that problem. Before students read it, have them phrase some questions about the Articles of Confederation. Write these on the board, and encourage them to look for the answers in the text. (Sample questions: *Why didn't the colonies want a strong central government? How was the US government structured? What powers did the central government have? What powers did the states have?*)

Reading Skill: Summarize Ideas

Choose two or three paragraphs from earlier in the lesson and work with students to identify their main ideas. Then have students give an accurate and brief summary of each paragraph. For the sidebar activity, have pairs of students check each other's summaries. Tell them to make sure that the summaries include only main ideas and that they do not copy the words from the paragraph.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student page 353.

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

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ Determine Student Readiness

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

Key Concept

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

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

Develop Core Skills

Core Skill: Identify Cause-and-Effect Relationships

Define the words *cause* and *effect* for students. Explain that identifying cause-and-effect relationships in a text depends on understanding the context. Point out that an effect may result from more than one cause, and that an effect may in turn become a cause. Provide an example of this sort of chain of events. Example: *A thunderstorm may cause a power outage, which may in turn cause someone to stub a toe while walking in the dark.* Have pairs of students create their own cause-effect chain of events.

Reading Skill: Understand Cause and Effect

Explain that an effect is dependent on a cause. Create two sets of flash cards, one listing causes and the other listing effects. For example, Set 1 might include a card saying, “fast driving,” and Set 2 might contain one saying, “speeding ticket.” Pass out the cards at random, making sure that all the cards have been distributed. Have students take turns calling out the term on their card. The one with the corresponding cause/effect should answer. Tell them to explain the cause-and-effect relationship between the two concepts.

Pre-Teach Vocabulary

Word Map

Have students create two word maps, one for *cause* and one for *effect*. Tell them to write the word in the center of the map and draw three cells extending out from it. Tell them to place the definition in the first cell and examples in each of the two other cells. Challenge students to relate the examples for *cause* to the examples for *effect*.

Tier 2 Words:

annex (p. 81)
expansion (p. 81)
revolution (p. 78)
sectional (p. 80)

Tier 3 Words:

Constitution (p. 80)
federal (p. 80)
independence (p. 78)

Test Words:

cause (p. 79)
effect (p. 79)

DURING THE LESSON

The American Revolution

PAGE 78

Students may have heard the expression “the shot heard 'round the world.” Tell them that this phrase originates with Ralph Waldo Emerson’s poem “Concord Hymn,” which he wrote in 1836 about the dedication of a monument to the battle of Concord. Write the first stanza of the poem on the board: “By the rude bridge that arched the flood,/Their flag to April’s breeze unfurled,/Here once the embattled farmers stood,/And fired the shot heard round the world.” Invite students to speculate on what he meant by referring to the first shot of the American Revolution as “the shot heard 'round the world.”

Research It: Identify Reliable Sources

PAGE 79

Point out to students that one clue as to the reliability of a website is the last three letters of the URL. Elicit from them what those letters are for a government site (.gov) and for a school or university site (.edu). Search a common topic such as American independence and help students locate any reliable sites that appear in the list. Tell them that they can narrow down their search results by using *site:.gov* or *site:.edu* so that only government or school sites appear. Have students compile a class list of reliable sites.

Creating the Constitution

PAGE 80

Point out to students that even when the Constitution was being drafted, there were already divisions between the Northern and Southern states. Eventually, these divisions would lead to the Civil War. Ask students what they think of the federal system. Was it a good way to compromise? Do you agree with it, or do you think some other form of government would work better for our country?

Evidence-based Reading Support: Fluency

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

Core Skill: Identify Cause-and-Effect Relationships

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

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

The Louisiana Purchase

Ask students to identify the reasons the Louisiana Purchase was so important to the United States. (Sample response: *It gave the United States control of the Mississippi River and doubled the size of the country.*) Have them locate the Louisiana Purchase on the map on page 81 and compare it to the territory the United States already controlled.

The War of 1812

Explain to students that after the American Revolution, England was involved in the Napoleonic Wars in Europe. England had a large navy but lost many men in the war with France. One way they found more sailors was to stop US merchant ships and press US sailors into service for the Royal Navy. This practice of impressment was one of the main causes of the War of 1812. Ask students why impressment was a cause of war. (Sample answer: *it must have seemed unfair and threatening to the US government.*)

PAGE 81

THINK ABOUT SOCIAL STUDIES ANSWER KEY

1. The Constitution established a federal system of government. It divided power between the central government and the states.
2. *Sample answer:* People became more concerned about a national problem than their regional interests. It proved that the United States had strong military.

Engage and Extend

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

Westward Expansion

On the board, write this 1839 quote from John L. O’Sullivan, a famous reporter: “... 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; ... our country is destined to be the great nation of futurity.” Ask students how this sort of national pride might fuel the effort to make the country larger. Then have students draw connections between the events described in this section with the information in the map below it.

PAGE 82

Economic Development

Tell students that as the country expanded, it also experienced fractures, or divisions. Have students identify the divisions mentioned. (Sample answers: *differing economies of the South, the North, and the West; the disenfranchisement of American Indians, African Americans, and women; and sectionalist abolitionism*)

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

- D exports
- C suffrage
- A sectionalism
- B annex

Reading Skill: Understand Cause and Effect

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

WRITE TO LEARN

ANSWER KEY

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

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student pages 353 and 354.

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

BEFORE THE LESSON

Objectives

- After completing the lesson, students will be able to
- Identify the events and issues that led to the Civil War
 - Understand the advantages and disadvantages of the North and the South during the Civil War
 - Recognize how Reconstruction affected the South and the lives of newly freed African Americans

✓ Determine Student Readiness

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

Key Concept

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

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

Develop Core Skills

Reading Skill: Recognize Persuasive Language

Tell students that people use persuasive language to convince others to agree with them or to take some action. Say that persuasive language can appeal to either logic or emotion, or both. Divide students into pairs or small groups. Give each group a print advertisement or a link to an advertising video available online. Tell the groups to analyze the ads, identifying ways in which they try to persuade their viewers and the language they use to do it.

Core Skill: Analyze Point of View

Explain that writers' and speakers' points of view reflect things like their beliefs, feelings, and personal experience. Ask students what they think people in the South would have thought about abolition in the mid-1800s. Make sure they realize that opinions would depend on which Southerner you asked: A slaveholder's point of view would be different than an enslaved worker's.

Pre-Teach Vocabulary

Word Sort

Ask students what the difference is between nouns and verbs. (*Nouns name a person, place, thing, or idea. Verbs tell what nouns do, think, feel, or are.*) In their notebooks, have students make a two-column chart and label one column "Nouns" and the other "Verbs." As you go through vocabulary definitions with students, tell them to list the words in the appropriate columns. Point out that one of the words (*surrender*) can be listed in both columns.

Tier 2 Words:

secede (p. 88)
surrender (p. 89)
territory (p. 86)

Tier 3 Words:

abolitionist (p. 86)
poll tax (p. 91)
Reconstruction
(p. 90)

Test Words:

context (p. 89)
point of view
(p. 87)

DURING THE LESSON

PAGE 86

The Problem of Slavery

Tell students that plantations relied on slave labor because their size and the difficulty of manually growing, harvesting, and preparing crops like cotton was such that plantation owners felt they would not find and could not afford to pay hired workers. Explain that Southerners feared the growing abolitionist sentiment in other regions because they perceived it as a threat to their economic wellbeing.

Students may find the story of Dred Scott interesting. Tell them that Scott was born into slavery and raised alongside the children of his master, Peter Blow. Later, Blow sold him to army surgeon John Emerson. Scott accompanied Emerson to Illinois, which was a free state, and later Wisconsin Territory, where slavery was also prohibited. In Wisconsin, Scott married, and Emerson assumed ownership of Scott's wife, Harriet. In all, Scott lived in Illinois and Wisconsin over four and a half years. In the meantime, Emerson was posted to the South. He ended up in Louisiana and sent for the Scotts to join him there. Emerson later died, and his widow hired Scott out. At that point, Scott offered to buy his freedom, but Mrs. Emerson refused. Finally, Scott sued for his freedom on the basis that he had lived in a free state, making him a free man. That was in 1847. For 10 years, the case rose through the courts, eventually coming before the Supreme Court, which ruled against Scott. Peter Blow's sons, who had been paying the legal fees for their childhood friend, bought Scott and his wife and freed them. Ask students how this historical story affects their views on slavery.

Evidence-based Reading Support: Comprehension

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

Research It: Locate Sources

PAGE 87

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

PAGE 88

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

Order: 3, 2, 1, 4, 5

The Civil War

Before they read this section, point out to students that abolitionists founded the Republican Party. Ask them how they think Southerners probably felt about Republicans and the election of Abraham Lincoln.

Reading Skill: Recognize Persuasive Language

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

Core Skill: Analyze Point of View

PAGE 89

Show students a primary source from just before the Civil War. Work with them to analyze the author's point of view. Then have students work in pairs or small groups to complete the activity. You may choose to extend it by having students analyze Douglass's words on page 88 in the same way.

Engage and Extend

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

PAGE 90

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. The North had more people, more money, and more factories that could supply weapons for its troops. Southern military leaders could be killed and farms could be destroyed. The North had the advantage.
2. Many newly freed slaves joined the Union army, which helped the Union.

Reconstruction

Students may want to know more about the impeachment process. Tell them that only members of the executive and judicial branch can be impeached. Only the House of Representatives can impeach a person, and it is the Senate that tries the case. Only two presidents have ever been impeached. The first was Andrew Johnson (1868), and the second was Bill Clinton (1998). Neither Johnson nor Clinton was found guilty. A guilty verdict requires a two-thirds majority in the Senate.

Reading Skill: Recognize Persuasive Language

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

WRITE TO LEARN

ANSWER KEY

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

PAGE 91

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. C
2. D
3. A
4. B

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student page 354.

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

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ Determine Student Readiness

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

Key Concept

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

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

Develop Core Skills

Core Skill: Interpret Political Cartoons

Ask students why someone might choose to express his or her opinion by drawing a cartoon rather than by writing an article or giving a speech. Challenge students to come up with other mediums that people could use to express their opinions. (*Sample answers: photography, painting, blogs, writing letters*)

Reading Skill: Interpret Graphics

Explain that photos and political cartoons can help the viewer understand a current event and its political undertones. Bring in several modern photos or political cartoons and have the class identify the historical context of each. Then point out that in the same way, historical content can be found in graphics of other time periods, and examining those images can provide a deeper understanding of those events and times.

Pre-Teach Vocabulary

Suffix -ive

Explain that suffixes are groups of letters added to the end of a word to change its meaning or make it another part of speech. Recognizing suffixes helps people define words. The suffix *-ive* comes from the Latin term *-ivus* and means “relating or belonging to, having the ability to.”

Write *progressive* on the board and give its definition (*relating to progress or progression*). Then underline the suffix (*-ive*).

Ask students for suggestions of other words they think have the same Latin suffix. (Some examples include *active, cooperative, defective, expensive, and relative*.)

Write students' suggestions on the board and have volunteers underline the common parts of these words.

Tier 2 Words:

irony (p. 97)
progressive (p. 94)
reforms (p. 94)
social (p. 97)

Tier 3 Words:

muckrakers (p. 94)

Test Words:

identify (p. 96)

DURING THE LESSON

The Progressive Era 1900–1917

PAGE 94

Explain that Progressive reformers sought to change society in the early 1900s to achieve greater equality and fairness. At the same time, some people (Social Darwinists) did not want reforms—they expected that some people would be wealthy and some would not, and they thought that was acceptable. Divide the class into two groups. Assign one of them the role of Social Darwinists and the other the role of Progressive reformers. Stage a brief debate on whether or not the government should get involved in social reform.

PAGE 95

WRITE TO LEARN

ANSWER KEY

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

Evidence-based Reading Support: Alphabetics

Word Stress Tell students that some words with the same number of syllables do not necessarily have the stress on the same syllable. Point out the three-syllable vocabulary words—*irony*, *muckraker*, and *progressive*. Have students identify the stressed syllable in each word (*EYE-roh-nee*, *MUCK-rak-er*, *proh-GRESS-ihv*).

PAGE 96

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. Conditions gradually improved because social reformers pushed for new laws that would solve problems like city sanitation and unsafe factories.
2. State and local governments could not afford the reforms, and businesses were not interested in them. Help was needed from the federal government.

World War I

Point out that the United States did not want to get involved in World War I. This feeling was called *isolationism*. Have students read the first paragraph of this section and identify the reason given for the United States' entry into the war. (*German U-boat attacks on US passenger and merchant ships*)

Core Skill: Interpret Political Cartoons

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

Research It: Locate Reliable Sources

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

Engage and Extend

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

The Roaring Twenties

PAGE 97

Point out to students that the Roaring Twenties were an exciting time for many people in the United States. Have students find reasons for this as they read this section. Afterward, you may want them to research some of the phenomena of this period so, such as women's suffrage, the assembly line and affordable goods, radio, flight, and the many African American artists of the period.

Reading Skill: Interpret Graphics

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

PAGE 98

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. The United States entered World War I when Germany increased submarine attacks on US ships.
2. Assembly lines meant that more goods could be produced.

The Great Depression

Tell students that there are some similarities between the situation in the United States during the last ten years and the situation described in this section. Tell them to pay attention to the elements and results of Roosevelt's New Deal reforms. When they have finished reading, discuss the purpose and impact of each of the programs. Encourage students to identify the programs that are still in effect today (*social security, unemployment insurance*).

21st Century Skill: Critical Thinking and Problem Solving

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

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 355.

Extension Activity: Formulate an Opinion

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

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Recognize the causes and consequences of World War II
- Understand US strategies in the Cold War
- Analyze the effects of World War II on the cultural and social changes of the 1950s

✓ Determine Student Readiness

Tell students that in this lesson they will learn about another world war that occurred less than 25 years after World War I. The United States joined this war later than many other countries, including England and France. Ask students to suggest reasons why this was the case. (Sample answers: *isolationism, focus on the domestic economy, no direct threat, did not want to get involved*)

Key Concept

The entry of the United States into World War II led to an Allied victory, a postwar Cold War, and the cultural and social changes of the 1950s.

Concept Background: Tell students that after World War II, the United States and the Soviet Union were engaged in a Cold War. Explain to students the term *Cold War*: although no armed conflicts broke out, tensions were extremely high between the two countries. Ask students to think about why countries that were allies during World War II would oppose each other afterward. Have students create a notebook page where they can take notes about these oppositions as the lesson progresses.

Develop Core Skills

Core Skill: Interpret Graphics

Display a well-known photo, such as Joe Rosenthal's *Flag Raising on Iwo Jima* (available from the *National Archives*, archives.gov, ARC Identifier 520748). Ask students what the photo shows and what its message is. (Sample answer: *The photo shows American Marines planting a flag on the island of Iwo Jima after a battle. It shows that US forces had taken control of that part of the island.*) Ask students to suggest reasons why the photo is considered so powerful and has become so famous. (Sample answers: *arrangement of Marines, clear singularity of purpose, angle of photo, ground littered with debris, prominence of American flag*)

Reading Skill: Identify Implications

Write these sentences on the board:

Hi. You look exhausted!

Hi. Didn't you get any sleep last night?

Ask students the meaning of the sentences and point out that both can have the same meaning. Point out that the second sentence is implying that the person looks tired rather than stating it outright. Explain to students that writers can use implication rather than stating their ideas explicitly. Ask volunteers to come up with implications. Have other students try to determine the meaning.

Pre-Teach Vocabulary

Connect to Life Experience

Tell students that using new vocabulary to connect to a life experience can be helpful in remembering its meaning. Make sure that students know the meaning of the word *denounce*. Have them brainstorm things they have denounced, such as values, issues, or events. Tell them to write sentences in a notebook identifying at least three things they have denounced and explaining their reasons for doing so.

Tier 2 Words:

containment
(p. 113)
denounce (p. 114)
rationing (p. 112)

Tier 3 Words:

isolationist
(p. 111)
suburbs (p. 115)

Test Words:

implication
(p. 111)
persuade (p. 112)

DURING THE LESSON

PAGE 110

The Road to World War II

Remind students that the Treaty of Versailles ended World War I and led to economic sanctions and fines for Germany. Tell students that Germany was forced to give up large areas of land and to pay vast amounts of money to France and Great Britain. Countries that had formerly traded with Germany refused to do so, and the country suffered from unemployment and a devastating inflation rate. Explain that these problems set the stage for Hitler to assume power. He boosted German patriotism, fed their resentment at losing the war, and promised them a swift improvement in the country's economy.

The hardships of the Great Depression assisted Hitler's rise to power just as they helped Benito Mussolini rise to leadership in Italy. Mussolini served in the Italian government beginning in 1921. After gradually assuming more power, Mussolini declared himself the country's dictator in 1925 and formed an alliance with Nazi Germany during the 1930s. Ask students how they think economic hardship helped Hitler and Mussolini rise to power. (Sample answer: *Each played upon the people's economic misery and promised a quick fix to their country's financial problems.*)

Evidence-based Reading Support: Alphabetic

Word Recognition Have students look at the word *dictator*. Ask students if they recognize the word *dictate*. Explain that the suffix *-or* makes this word a noun (a person), but does not change the meaning of the root word. Divide students into small groups. Tell students to take turns coming up with a root word; the other members of the group should then add different prefixes and suffixes to change the word. Provide a list of common prefixes and suffixes.

Research It: Extend Your Knowledge

PAGE 111

Before students begin their research, help them create a list of questions they want answered about the time period. After students have conducted their research, invite them to share information they found particularly surprising or dramatic.

Core Skill: Interpret Graphics

PAGE 112

Provide students with a photo of a World War II battle and work with them to use the steps listed in the sidebar. After students have finished the exercise on their own, write the most common responses on the board.

PAGE 113

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

- 1
- 2
- 3
- 4

The Cold War

Have students recall the question asked at the beginning of the lesson about the reasons the United States and the Soviet Union were allies during World War II but enemies afterward. Have students revise and expand on their original answers after they have read this section. (Sample answers: *differences in government structure [democracy vs. dictatorship] and economic/social system [capitalism vs. communism], competition for military dominance*)

Point out to students that the Allies made different choices after World War II than they had after World War I. In the 1940s they helped their enemies rather than punishing them. Also, even the United States joined the United Nations, but it had not joined the League of Nations. Invite students to speculate on the reasons for these changes in policy and on their effects.

Engage and Extend

ELL Instruction: Practice Pronunciation Use the words in the vocabulary list to demonstrate pronunciation of multisyllabic words. After you have pronounced the words, ask students to do the same. Correct any mispronunciations.

Reading Skill: Identify Implications

Have students read an opinion article on the Cold War. Work with them to identify implications that the writer made. After students complete the sidebar activity, use their answers to the questions to spur a class discussion about the Cold War.

PAGE 114

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. The United States became involved in an arms race. It wanted more weapons than the Soviet Union had in order to keep communism from spreading.
2. The Marshall Plan supplied money and material to rebuild Western Europe. The United States hoped this would keep Western European countries from turning to communism.
3. People were afraid that communists would try to take over the US government, so they were afraid of everyone who agreed with any communist ideas.

The 1950s

Tell students that the United States entered a period of economic growth after World War II. Have them look for reasons for this growth as they read this section and take notes.

WRITE TO LEARN

ANSWER KEY

Check students' paragraphs to make sure they have used details from the text and the image to support their main ideas.

Ask students to write a paragraph about the photograph or cartoon they chose, telling how the action in the visual helps convey the message of the image. If the visual has a caption or other text, ask how that contributes to the message. (Sample answer: *The action of the women working at the factory helps show how much they contributed to the American effort in World War II. The caption [We make a difference!] adds emotional power to the image.*)

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 357.

Extension Activity: Compare and Contrast Maps Divide students into pairs. Have them examine the map of Europe at the end of World War II on page 117 and compare it to a map of Europe as it is today. Tell students to note changes in countries' names, sizes, or locations. Then invite volunteers to explain the differences they have found.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Understand the domestic policies of Presidents Kennedy and Johnson
- Identify key events and leaders of the civil rights movement
- Recognize the changes in society that resulted from the civil rights movement
- Understand the effects of the civil rights movement on other minority groups

✓ Determine Student Readiness

Ask students what they recall about Reconstruction and Jim Crow laws in the South. Explain that Jim Crow laws took away the rights of African Americans. Tell students that it was not until the 1960s, nearly a century after the Civil War, that the country finally addressed the rights of African Americans and other minority groups.

Key Concept

The 1960s and 1970s were a time of great turmoil in the United States.

Concept Background: Play students a protest song from the 1960s or 1970s. Display the lyrics and ask what they tell about the protests and politics of this period. Have students draw a KWL chart in their notebooks and work as a class to fill in the “What I know” and “What I want to know” sections. Ask them to fill in the “What I have learned” section as they read the lesson.

Develop Core Skills

Reading Skill: Relate Ideas within a Text

Write two sentences on the board, one describing a cause-and-effect relationship and one relating a series of events. Example: *Because of their dissatisfaction with the way African Americans were treated, leaders of the civil rights movement protested for change. During the civil rights movement, there was a bus boycott, then a march in Washington, DC, and finally the passage of the Civil Rights Act of 1964.* Have students describe the relationships between the ideas in the sentences and identify the words that indicate these relationships. Tell students to watch for words and phrases like *because*, *next* or *then*, and *for example* to help them understand the relationship between ideas in the text.

Core Skill: Interpret Meaning

Show a political cartoon featuring Uncle Sam. Have students interpret the meaning of the cartoon and ask them what the figure of Uncle Sam represents. (*the United States*) Ask whether the cartoon would be effective if students did not know what that figure represented.

Pre-Teach Vocabulary

Semantic Map

Go over vocabulary definitions with students. Explain that most of the words for this lesson relate to the civil rights movement. Have students work in pairs to create a word web around the term *civil rights movement*.

Tier 2 Words:

demonstration
(p. 120)
discrimination
(p. 120)
segregation
(p. 120)
unanimous
(p. 120)

Tier 3 Words:

boycott (p. 120)
civil rights
movement
(p. 120)

Test Words:

relationship
(p. 119)

DURING THE LESSON

PAGE 118

The Election of 1960

Play a video of a news report about the assassination of President Kennedy. Ask students if any of them remember this event. Suggest that students also interview friends and family members to learn more about how the assassination affected people in the United States and even abroad. Then invite volunteers to share what they learned with the class.

Explain to students that, in addition to President Kennedy and President Johnson, the US Supreme Court was also involved with improving individual rights and liberties. Have students research the members of the court, especially Chief Justice Earl Warren, and report back to the class on what they learn.

PAGE 119

Technology Connection: Political Debates

Invite students to compare the Nixon–Kennedy debates with recent political debates they have seen. Provide clips of a recent debate for students, if possible. What has changed? What is the same?

PAGE 120

Brown v. Board of Education

Show a photo of Governor George Wallace blocking the entrance to the University of Alabama to prevent African American students from enrolling. Ask students what the photograph shows about the people involved. Remind students that this was nearly ten years after the *Brown* case and that the courts had ordered Wallace to let the students register.

The Civil Rights Movement

Play a video or recording of Dr. Martin Luther King, Jr.'s "I Have a Dream" speech and distribute transcripts so that students can read along. Then invite students to identify elements in the speech that made it memorable to them.

Reading Skill: Relate Ideas within a Text

Open a classroom book and read aloud two or three paragraphs. Have students listen and take notes on how the ideas in the text are related. After students have finished the sidebar activity, have them compare answers with a partner. Remind them to point out any signal words or phrases that helped them identify relationships between ideas.

Research It: Expand Your Knowledge

Tell students that many universities offer study websites like Stanford University's King Institute. These are good sources for locating factual information about social studies topics. Have pairs of students explain the reasoning behind their answers about Dr. King.

PAGE 121

Antiwar Protests

Students may be unfamiliar with the concept of the draft system. Explain how conscription worked and that it ended in 1973. However, men between the ages of 18 to 25 are still required to register with the Selective Service System and this requirement is controversial. Divide the class in half and ask each group of students to research the arguments for or against continuing this practice. Have them present their findings and compare arguments. Take a poll to gauge whether the class is generally for or against mandatory SSS registration.

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. segregation; public
2. nonviolent
3. discriminatory

Engage and Extend

ELL Instruction: Present a Biography Have students pick one of the people discussed in the lesson and tell about that person in their own words. Remind them to be careful to use correct past tense forms of verbs as they recount the events of the person's life.

Core Skill: Interpret Meaning

Students should realize that the statue in the picture is of Martin Luther King, Jr. Before students begin to write, have volunteers suggest attributes of King the statue suggests. (*Sample answers: strength, determination, seriousness, elegance, thoughtfulness*)

PAGE 122

Other Minorities Fight for Their Rights

Point out to students that women make up approximately half of the US population. Have them suggest reasons why women are still talked about as a "minority."

Evidence-based Reading Support: Fluency

Echo Reading Read aloud the first paragraph on this page while students follow along in their books. Then read each sentence individually, having students repeat it after you. Finally, tell students to read aloud with you as you read the entire paragraph again. If you notice any students having problems, have them to work in pairs and take turns reading the passage aloud.

WRITE TO LEARN

ANSWER KEY

Remind students to use signal words and phrases to make clear the relationships between the ideas in their paragraphs.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 357 and 358.

Extension Activity: Determine Cause and Effect Divide students into groups of three or four. Have each group choose a country and identify a major civil protest that became a part of that country's history. Protests may be political, economic, or religious. Tell students to assess the protest they chose and determine its causes and effects. Then have each group prepare and display a presentation for the class using a variety of media for support, such as readings, presentation slides, graphs, posters, maps, songs, and photographs. The group presentations should make clear the cause-and-effect relationship of their chosen protest.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Understand how communism affected foreign policy for the second half of the twentieth century
- Analyze the different strategies used toward the Soviet Union
- Evaluate the impact of the Vietnam War on US foreign policy

✓ Determine Student Readiness

Tell students that in this lesson, they will be reading about foreign policy in the second half of the twentieth century. Ask students if they can guess what major issue will be covered in this lesson. If students need a hint, have them look at the first heading in the lesson, “Foreign Policy from 1950–1993,” and ask them to name events that occurred during that time period (for example, the arms race, the space race, the Vietnam War).

Key Concept

The Cold War and the spread of communism dominated the focus of US foreign policy from the end of World War II until the fall of the Soviet Union in the 1990s.

Concept Background: Tell students that each president determines his or her own foreign policies, and that sometimes those policies differ greatly from the policies of the previous president. Have students make a time line with labels for five-year increments from 1950 to 2000. Tell them to mark important events on the time line as they read the lesson.

Develop Core Skills

Reading Skill: Read Charts

Model for students how to create a two-column chart presenting simple information. Then have students make charts of their own containing information of their choosing. For instance, students might list the books they have bought recently and what they paid for each of them. Have students pair up and exchange charts. As they read their partner’s charts, have them write a sentence based on the chart’s information.

Core Skill: Interpret Graphics

Display a simple line graph representing basic information such as home prices for the past 10 years. Point out that one axis shows years (time) and the other shows price. Then ask students to look at a ten-day weather forecast and chart each day’s temperature on a line graph. One axis will show dates and the other will show temperature. Ask students to report on any trends they see in the data. Have students brainstorm why observing weather trends can be helpful.

Pre-Teach Vocabulary

Flash Cards

Work with students to look up the vocabulary words in a dictionary. Tell them to create vocabulary flash cards by writing each vocabulary word on one side of an index card and its definition on the other side. Have students work in pairs to quiz each other on the definitions of the words. Students may also reverse the flash cards, so that they read the definition and the partner identifies the word.

Tier 2 Words:

administration

(p. 124)

repression (p. 126)

succeed (p. 129)

Tier 3 Words:

brinkmanship

(p. 125)

détente (p. 127)

Test Words:

chart (page 125)

trend (page 128)

DURING THE LESSON

Foreign Policy from 1950–1993

PAGE 124

Point out to students that the Cold War was about a philosophical division between the East and the West (between communism and democracy). This division was mirrored in many geographical divisions: between North and South Korea, between Eastern and Western Europe, and between North and South Vietnam.

The Korean War

Display a map of Korea showing the 38th parallel and the movement of forces invading from communist China.

Explain that at the end of World War II, Korea was divided into American and Russian military zones by means of political boundary that was set at the 38th parallel. Explain to students that parallels are imaginary lines of latitude running east to west and used to locate places on Earth. Latitude lines are known as “parallels” because they are parallel to the equator. Latitude—measured in degrees—tells how far north or south of the equator a place is located. The farther a place is from the equator, the larger its latitude number will be. Have students work in pairs to find the 38th parallel.

Presidents, 1953–1993

Explain to students that Dwight Eisenhower entered the presidential campaign of 1952 with a reputation as a war hero and knowledgeable leader. Ask how Eisenhower’s military background may have influenced his stand on the Cold War arms race. (Sample answer: *Eisenhower may have felt the United States had to be well armed in case of future hostilities.*)

Discuss with students each of the presidents covered in this lesson and the foreign policy-related events that occurred during their terms in office.

Real World Connection: Research Data

PAGE 125

Explain to students how to make a bar graph and have them convert the data in their table into a bar graph. Discuss why a bar graph is more appropriate than a line graph to display this information. (they are comparing amounts, not observing a trend.)

Reading Skill: Read Charts

PAGE 126

Have students form groups to compare and contrast their conclusions. Tell them to use evidence from their charts to explain their reasoning.

Evidence-based Reading Support: Comprehension

Draw Conclusions As students read about the Cuban Missile Crisis, have them create a cause-and-effect chart showing what was likely to have happened if the Soviets had launched missiles from Cuba.

PAGE 127

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. A. The United States hoped that the people of South Vietnam would not turn to communism if they received US aid.

WRITE TO LEARN

ANSWER KEY

Tell students to think about the perspectives of the people and leaders in other countries. Point out that a leader's experiences and opinions may differ from those of his or her people. Remind students to write their letter from the perspective of the country's leader. Afterward, invite them to share their letters with the class.

Core Skill: Interpret Graphics

PAGE 128

Assess students' awareness of appropriate presentation of data by asking how they could most effectively graph the information in any column in the table on this page (bar graph) and how they could most effectively graph the information in any row (line graph).

Engage and Extend

ELL Instruction: Sequence Signal Words Remind students of the signal words that are used to show time order or sequence: *before, during, after, while, now, later, last*. Have students look at the time line they created while reading this lesson. Have them review the lesson by using signal words to make statements about the order in which events occurred. Remind students that these words can help them link one event to the next.

PAGE 129

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. Nixon
2. Camp David Accords
3. market economies

WRITE TO LEARN

ANSWER KEY

Invite students to speculate about the other trends they see in the data.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 358.

BEFORE THE LESSON

Objectives

- After completing the lesson, students will be able to
- Identify US domestic issues from the 1970s through the 2000s
 - Understand the issues and events important to the early environmental movement
 - Learn about the technological revolution

✓ Determine Student Readiness

Ask students to brainstorm economic and environmental challenges facing the United States today. List their suggestions on the board. Ask which ones they think might have also been a challenge in the past (Students may mention economic problems today and those of the Great Depression.) Tell students that in this lesson they will be reading about the domestic issues that the country has faced since 1970.

Key Concept

From the 1970s through the 2000s, the United States faced difficult economic and environmental issues. Many of these issues continue to challenge the United States today.

Concept Background: Work with students to categorize the challenges and issues they brainstormed into two lists: economic issues and environmental issues. Ask them which (if any) they think might be unique to the twenty-first century. Have them explain their reasoning. Have students add to their lists as they read the lesson.

Develop Core Skills

Reading Skill: Get Meaning from Context

Write a word on the board that you think students do not know, for example, *ubiquitous*. Then make a brief statement that provides context, such as “Car advertisements are ubiquitous; you can see them on television, in magazines, and even on billboards. It is difficult to go anywhere without seeing an ad for a car.” Ask for volunteers to explain what they think the word means. Discuss suggested meanings and compare with the dictionary definition (*widespread; existing or seen everywhere*).

Core Skill: Interpret Graphics

Group students into pairs. Have each pair pick a topical issue, such as alternative energy. Next, tell students to use the Internet to find an editorial cartoon or political cartoon about the issue they chose. Have students work together to determine similarities and differences in the cartoons they found. Ask volunteers to share their chosen image and thoughts with the class.

Pre-Teach Vocabulary

Word Bench

Preview lesson vocabulary words by having students divide each word into syllables. Explain that doing this can help them pronounce a word and notice if they know similar words. Divide *conservative* into syllables: con·ser·va·tive. Ask students to name other words that look like it (*conservation, conservatism, conservationist, conserve*). Have students underline the common parts.

Tier 2 Words:

conserve (p. 133)
technology
(p. 135)

Tier 3 Words:

conservative
(p. 134)
emissions (p. 134)
liberal (p. 135)

Test Words:

definition (p. 133)
example (p. 133)

DURING THE LESSON

Domestic Issues in the 1970s

PAGE 132

Point out that the Vietnam War and the Watergate affair led to a lack of trust in the president on the part of the American people. Ask students to speculate on how this has affected presidents since the 1970s. (Answers may include more intensive media investigations and less willingness to pay taxes.)

Reading Skill: Get Meaning from Context

PAGE 133

At the end of the lesson, have students quiz each other on the unfamiliar words they found.

Evidence-based Reading Support: Comprehension

Clarify Meaning As students read the section “Conservation and Alternative Energy” on page 133, have them identify the main idea of the paragraph and write it in a sentence. Tell them to list below it the details in the paragraph that support the main idea. Then have them form small groups and discuss their answers. Tell them to examine the paragraph again to resolve any differences.

PAGE 134

The Reagan Years

Draw a concept web on the board with the word *urbanization* at the center. Ask students to copy it into their notebooks and fill it in as they read this section. Afterwards, work as a class to fill in the one on the board.

Core Skill: Interpret Graphics

Have students compare their sentences with a partner. Ask volunteers to share their sentences with the class.

Before students begin writing, remind them that they have probably used comparison-and-contrast order in writing texts for social studies and writing classes. Review briefly the whole-to-whole and point-by-point structures used in comparison-and-contrast order. Ask students which they think would be most appropriate for this paragraph and why.

Into the 1990s

Have students recall the industrial revolution and the various inventions and processes that fed it (steam-driven machines and engines, the cotton gin, the assembly line, telephones, and so forth). Make sure students understand what the technological revolution is. Ask them to give examples of new technologies. Provide examples, such as smartphones, e-readers, and tablets.

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. Government should regulate business and industry so average citizens are protected from big business. There should be strong government-funded social programs to help people who are old, disabled, or poor.
2. New advancements in technology—computers, the Internet, and cell phones—made communication and the spread of information faster and easier.
3. The Internet connects computers all over the world, so businesses can communicate quickly and easily with offices or clients regardless of where they are. E-mail also helps people communicate instantly

Research It: Find Reliable Sources

After they have completed the activity, have students share the names of the sources they used. Invite them to explain how they decided the sources are reliable. Select one source and show students how to make an MLA-formatted reference list entry for it. Then have students create a reference list entry for one of their sources in MLA format.

Engage and Extend

ELL Instruction: Determine Meaning from

Context During the lesson, students will be trying to determine the meaning of unfamiliar words from context. Sometimes English language learners do not feel confident in their ability to utilize this skill. While students are reading the lesson, check their vocabulary notes and ask about the meanings they have written in their notes. If they have made mistakes, review the evidence they found and help them correct their errors.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 358 and 359.

Extension Activity: Draw Conclusions This lesson discusses scandals involving Presidents Nixon and Clinton, but other presidents have also been the center of scandal. One example is President Reagan and the Iran-Contra affair. Another is the Teapot Dome scandal, which took place during the Harding administration. Have students research a scandal that involved a US president. Ask them to assess the information they find, draw conclusions, and cite evidence to support their conclusions. Have students report back to the class on their findings. Have the group critique each presentation and give the presenter suggestions to revise their report.

BEFORE THE LESSON

Objectives

- After completing the lesson, students will be able to
- Understand the impact of the economic decline in the first decade of the twenty-first century
 - Summarize the effects of terrorism on US foreign policy
 - Recognize the economic and environmental challenges facing the nation

✓ Determine Student Readiness

Ask students what they believe is the most important event involving the United States during the twenty-first century. Have them prepare a short statement defending their choice. Invite volunteers to share their statements.

Key Concept

In the first decade of the twenty-first century, the United States experienced a terrorist attack, elected its first African American president, and suffered its largest economic decline since the Great Depression.

Concept Background: Draw a cause-and-effect concept web on the board with September 11, 2001, at the center. Have students identify the major event that occurred in the United States on that date and brainstorm the effects. Write student responses on the board.

Develop Core Skills

Reading Skill: Identify Author's Bias

Tell students that when authors write about an actual event, in order for their text to be believable, they should present both sides of the issue fairly and use evidence to support their story. Explain that sometimes authors write text that is biased. An example of an author's bias is writing unbalanced, or overly positive or overly negative, text about an issue in order to convince readers that his or her opinion is correct. Biased writers may have little evidence to support their claims, or may omit crucial facts and contrasting opinions.

Write two sentences on the board—one stating a fact and one giving an unsupported opinion, such as the following examples:

The capital of our state is _____.
Chocolate ice cream is the best dessert in the world.

Ask students to identify which sentence is a fact and which is an unsupported opinion. Have students each write a sentence that is either fact or opinion. Ask volunteers to share their sentences with the class and discuss as a group which are fact, which are opinion, and how an unsupported opinion can be evidence of an author's bias.

Core Skill: Analyze Point of View

Explain to students that when analyzing a writer's point of view, it is important to identify any unsupported assumptions. Explain that assuming something means that you believe it, even without proof. Give students an example of an assumption, such as believing that because it is summer, the day will be warm. Tell students that people make assumptions all the time. As they learn more, they may learn whether their assumptions were true or not. Ask students to think of an assumption they once made and write a paragraph about it. Tell them to write what the assumption was, why they made that assumption, and if it turned out to be true. Ask volunteers to share their paragraphs.

Pre-Teach Vocabulary

Latin Roots

Preview lesson vocabulary words by telling students that many English words have Latin roots. Write *stimulus* on the board and give its definition (*incentive; something that encourages activity*). Then underline the root (*stimu*). Tell students that this word part is a Latin word which means "goad or cattle prod."

Ask students for suggestions of other words they think have the same Latin root. Some examples include:

stimulant, stimulate, stimulation

Write students' suggestions on the board and have volunteers underline the common parts of these words.

Tier 2 Words:

accountability
(p. 138)
surge (p. 140)

Tier 3 Words:

economic stimulus
(p. 140)
insurgent (p. 140)

Test Words:

bias (p. 139)
impact (p. 139)

DURING THE LESSON

The Election of 2000

PAGE 138

Show an archival news video about the 9/11 attacks. Invite students to share their memories of the attacks or what they have heard about the impact of the event from friends or family.

Evidence-based Reading Support: Fluency

Echo Reading Tell students that to avoid misunderstanding text, it is important to be accurate when they read. This means using correct pronunciation, emphasizing the right words and syllables, and recognizing the words they are reading. Read the first paragraph under the heading "The Election of 2000" one sentence at a time, and have students repeat it after you. Check for accuracy as they do so.

Identify Author's Bias

Ask students to work with a partner to identify unsubstantiated assumptions in the sample text. (Students may feel that the author's characterization of the Iraq war as "unnecessary" and Afghanistan as the "real front in the war on terrorism" are unsubstantiated assumptions.) Following the paired activity, have volunteers share their conclusions with the class.

Real World Connection: Remember the Event

Encourage students to brainstorm their memories before writing their journal entries. Invite volunteers to share their journal entries with the class and explain how and why they feel their selected event affected them as it did.

The Election of 2008

Review with students the economic challenges of the Great Depression and what the US government did in response. As students read about the Obama administration, have them compare and contrast the economic challenges the country faced in 2008 with the Great Depression and how the Obama administration sought to deal with them.

Reading Skill: Identify Author's Bias

Invite students to share their evaluation of the author's bias with the class. Work with the class to reach consensus by inviting them to cite evidence of bias or neutrality in the text.

WRITE TO LEARN

ANSWER KEY

After students have completed their paragraphs, have them go back and read them carefully, focusing on their word choice. Ask students to think about how they could incorporate new vocabulary. If they have used a word or phrase repeatedly, tell them to consider how they could choose another phrase that would express the same idea without being repetitive.

Engage and Extend

ELL Instruction: Generate Questions Ask students to look at the paragraph under the heading "Environmental Issues." Have them turn the statements in the paragraph into questions. For example, *Why did automobile companies develop automobiles that did not use gas?* Help students with grammar as necessary. Then have students use their questions to quiz one another on the information in the paragraph.

Challenges for the Twenty-First Century

Brainstorm with students to create a list of major events related to the economy or the environment that have affected the United States since 2010. Write student suggestions on the board and reach a consensus on the five events that have had the largest impact on the country. Ask students to write a sentence about each event.

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. Hillary Clinton was the first woman to run in one of the major political parties for president. Barack Obama was the first African American to be nominated by a major party and also to win the presidency.
2. *Sample answer:* I think poverty is going to be the hardest problem to solve. Some people are getting very rich, but many people continue to be poor. It will be difficult to get rich people to share more of their money with others.

Core Skill: Analyze Point of View

Have students form groups to discuss their answers. Tell students to use evidence from the photograph to reach consensus.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 359.

Extension Activity: Make Observations and Draw

Conclusions Divide students into groups. Have each group choose one of the issues listed in the final section of the lesson, "Foreign Policy," and work together to investigate the issue. Students should work together to make observations regarding actions the government has taken about the issue and what responses were proposed by others. Then have each group interpret their data to draw conclusions about the government's handling of the issue to date. Have groups present their issue, their conclusions, and cite evidence from their research to support their conclusions.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Understand the functions of government
- Identify the types of government
- Describe the US political process

✓ Determine Student Readiness

Ask students what kind of government the United States has. (*democracy*) Ask students what other kinds of governments they have heard of. (*monarchy, dictatorship*) Give them clues by asking questions like “What kind of government has a king?” or “What kind of government did Nazi Germany have?” Tell students that they will learn more about these types of governments in this lesson.

Key Concept

Governments are classified by who leads the government and how citizens participate in the government. The United States is a representative democracy.

Concept Background: Make a four-column chart on the board and head each column with one of the types of government discussed in the lesson: *Monarchy, Democracy, Oligarchy, Dictatorship*. Ask students what they already know about each form of government. Include aspects such as what type of leader each has, how that leader comes to power, and the role of the citizens in government. Challenge them to think of examples of each. Have them copy the chart into their notebooks and complete it as they read the lesson. If they have few suggestions for the chart, assure them that they will be able to complete it by the end of the lesson.

Develop Core Skills

Reading Skill: Understand the Author's Purpose

Write different purposes for writing on the board: to inform, to entertain, to persuade. Ask students to give examples of each. (*inform: essay, informational text; entertain: story, humorous newspaper column; persuade: persuasive essay, editorial*)

Core Skill: Determine Central Ideas

Display photos and editorial cartoons from a news website. Ask students to describe the photographer's or cartoonist's choice of subject matter, main idea, and point of view. Then discuss how these things can reflect the artist's values.

Pre-Teach Vocabulary

Predict Meanings

Have students preview lesson vocabulary, using prior knowledge to predict a possible meaning for each word. Tell them to write their predictions in a notebook and, as they encounter each word in the lesson, to compare the meanings in context with their predictions.

Tier 2 Words:

administer (p. 152)
escalate (p. 153)
institution (p. 152)

Tier 3 Words:

democracy (p. 154)
dictatorship
(p. 155)
government
(p. 152)
monarchy (p. 154)
oligarchy (p. 155)

Test Words:

purpose (p. 153)

DURING THE LESSON

What Is Government?

PAGE 152

Ask students: *What is the purpose of government?* Remind them of the idea of a social contract, which in a political context is an agreement between the government and the people that ensures that the government will protect the people. Discuss with them how life would be different if there were no government.

Evidence-based Reading Support: Comprehension

Reread/Read More Slowly Tell students that when taking notes on a passage, it may be necessary to read slowly or even to reread it. Model taking notes on the first paragraph of “What Is Government?” Create a two-column chart on the board. Label the first column “Main Ideas” and the second “Facts, Examples, Details.” Read the paragraph aloud, filling in the chart as you do so. Ask students to copy the chart into their notebooks and use it to take notes on the rest of the section. Tell them to read slowly to help with comprehension and reread as necessary to fill in both columns.

Reading Skill: Understand the Author's Purpose

PAGE 153

Show a magazine or newspaper article to students and model finding the author's purpose. Provide small groups of students with different articles and have them work together to determine the author's purpose.

WRITE TO LEARN

ANSWER KEY

You may choose to make this a collaborative writing exercise. To do so, have students form small groups. Tell each group to work together to create a paragraph about a specific aspect of the presidency, such as foreign policy, domestic policy, major legislation, or biographical facts.

Types of Governments

Point out that the types of government listed here are general categories. Students will notice as they read that there are various kinds of monarchies and democracies. Tell them that this is also true of dictatorships, but that the nature of a dictatorship depends on the nature of the dictator. There is, for example, the notion of a benevolent dictator, or a dictator who puts the well-being of the people above his or her own interests. In practice, this is rare in governments, but it is a well-known concept in corporate governance. Have students discuss what type of government they would institute if they were starting a new country.

Core Skill: Determine Central Ideas

Show students several political cartoons and work with them to find the author's opinion or point of view. To complete the activity, have students form small groups to discuss their interpretations of the cartoon and of the cartoonist's opinion and values. Tell them to come to a consensus on the central idea using evidence from the cartoon. Then invite the groups to share their conclusions with the class.

A Global Perspective

Remind students of the problems the United States had under the Articles of Confederation, when states were much more independent. Point out that in the European Union, each country has its own government with its own domestic and foreign policies, as well as its own taxation system. Also, some European countries use the Euro, but not all do. Ask students to suggest what might happen if the whole world used the same monetary system like the Euro.

1. C
2. D
3. B
4. A

Research It: Compare and Contrast

Have pairs create a Venn diagram with three circles to compare and contrast the facts about their three countries. Have them use their diagrams to present their findings to the class.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 361.

Engage and Extend

ELL Instruction: Make Real-world Connections Invite volunteers to tell the class about the system of government in the country they or their families came from. You may wish to have them work with another student from the same background. Encourage them to use vocabulary and concepts from the lesson, as well as dictionaries and online resources. Provide any help they need in preparing their reports.

Extension Activity: Compare Governments Have students choose a country other than the United States and research its form of government. Encourage them to create a presentation that compares and contrasts that government with the US government.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Identify types of international organizations
- Understand the history and role of the United Nations
- Recognize the importance of economic and military organizations

✓ Determine Student Readiness

Students have already read about the League of Nations and the United Nations. Ask students to recall facts about these organizations, such as their goals, when they were proposed, and which one still exists today. (*United Nations*) Point out that since their membership consisted of multiple nations, these are good examples of international organizations.

Key Concept

International organizations are made up of members from two or more nations. They are formed for diplomatic, economic, or military reasons.

Concept Background: On the board, write the three reasons for the formation of international organizations. (*diplomatic, economic, military*) Then give three examples, such as the UN, OPEC, and NATO. Work with students to explain what each is and does; if they do not know, tell them what the acronyms stands for and help them categorize the examples (use the organizations' websites for support). (*UN: United Nations, diplomatic; OPEC: Organization of the Petroleum Exporting Countries, economic; NATO: North Atlantic Treaty Organization, military*) Ask students to suggest advantages that each type of organization would offer member nations.

Develop Core Skills

Core Skill: Determine Central Ideas

Point out that writers support their main ideas with details. Have a volunteer give you a one-sentence observation about a topic, such as the classroom, the weather, or a current event. Write the sentence on the board. Ask students to work independently to list as many details as they can to support the observation. Invite volunteers to contribute details from their lists, discussing with the class how each one supports the central idea.

Reading Skill: Understand the Main Idea

Display a short text about NATO or OPEC. Have students work with a partner to write a paraphrase of the text's main idea. Have each pair join with another pair and compare their paraphrases. Did both pairs identify the same main idea? Tell them to reach consensus using evidence from the text.

Pre-Teach Vocabulary

Identify Correct Usage

Work with students to define the vocabulary terms. Then have each student write a sentence using the word either correctly or incorrectly. Form students into teams. Have a member of one team read a sentence. The other team has to say whether or not the sentence uses the word correctly. If the team judges the sentence correctly, it gets a point. Continue until all the sentences have been read. The team with the most points wins.

Tier 2 Words:

alliance (p. 161)
establish (p. 158)
obtain (p. 160)

Tier 3 Words:

diplomatic (p. 158)
foreign policy
(p. 158)
ratify (p. 158)

Test Words:

supporting detail
(p. 159)

DURING THE LESSON

PAGE 158

International Organizations

Tell students that the US State Department is responsible for US diplomatic activities. Ask students what they think the difference is between the US State Department and an organization like the UN. (*Sample answer: The State Department is a purely US organization. It represents the United States in diplomatic meetings, some of which may take place in the context of international organizations, like the UN. The UN, in contrast, has many nations as members and promotes diplomacy among its members.*)

You may want to have students do a quick online search to find out where UN peacekeeping forces are active in the world right now. Have them share their results as they find them.

Evidence-based Reading Support: Vocabulary

Prefixes Tell students that knowing prefixes, or word parts that are added to the beginning of words, will help them understand what they read. The prefix *inter-* means "among or between." Thus, the word *international* means "among nations." On the board, list some other words that start with *inter-* and ask students what they think the words mean: *Internet* (among networks); *intermission* (a period of time between events or activities); *internal* (within or among a group). Invite students to suggest other *inter-* words and their definitions.

PAGE 159

Core Skill: Determine Central Ideas

Work with students to identify the central idea of the paragraph in the white box on page 159. Have students identify the clues that point to the central idea. When they have finished the activity in the sidebar, have students check their list with a partner. Encourage them to discuss the central idea of the encyclopedia passage.

Economic Organizations

Ask students how they think economic organizations can benefit or harm the nations that are part of them. Point out that the United States is involved in many international trade agreements (NAFTA being a major one), but people argue about whether they are beneficial or harmful to the US economy.

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. C
2. A
3. B

Reading Skill: Understand the Main Idea

Work with students to identify the main idea in paragraphs on previous pages. Then have them work independently to complete the sidebar activity, and circulate to check their markings and notes.

WRITE TO LEARN

ANSWER KEY

Give students a sample persuasive essay and briefly work with them to find its main idea and supporting arguments. Remind students to limit each paragraph in their essay to one main argument.

Military Alliances

Have students read the first paragraph in this section and then examine the map. Ask them to explain why the USSR is shown in grey rather than in dark green. Tell them to explain their answer using evidence from both the text and the map.

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. Countries might feel safer knowing that another country will come to their defense if they are attacked.
2. Different leaders come into power with different goals. This affects who a country will be friendly with and who suddenly becomes an enemy.

Engage and Extend

ELL Instruction: Make Predictions Before students begin the Write to Learn essay, review the structure of predictive conditional sentences. Remind them to use a present tense verb in the subordinate clause and a modal with the verb in the main clause. For example, "If you join the glee club, your self-confidence will grow." Have them list modal verbs and create some sample predictive sentences using those modals in the main clause.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 361 and 362.

Extension Activity: Formulate an Argument There are still Americans who feel that the United States should not be a member of the UN. Tell half the class to research reasons that the United States should remain in the UN and formulate an argument. Tell the other half of the class to research reasons the United States should leave the organization and formulate an argument. Then moderate a class debate on the issue.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Identify the role of the president in foreign affairs
- Understand the responsibilities of the State Department
- Describe the role of Congress in foreign affairs

✓ Determine Student Readiness

Point out that news broadcasts are often full of information about what is going on in other countries, like elections, wars, and economic crises. Ask students to suggest reasons why events in other countries are important to Americans.

Key Concept

In a global society, the relationships between nations are extremely important. The US government uses many tools and policies to direct these international relations.

Concept Background: Remind students that the Constitution established the roles and responsibilities of state governments and the federal government when it came to foreign affairs. Ask students why it is important that it did so. What might happen if a state (instead of the central government) entered into a treaty with a foreign country? (Sample answer: *It might go against the interests of other states and the central government.*)

Develop Core Skills

Reading Skill: Make Comparisons

Have students practice making comparisons by identifying two objects in the room and comparing them. Ask each student to give you a sentence that compares two items, such as two desks, a desk and a chair, or a map and a globe.

Core Skill: Analyze Events and Ideas

Bring in two articles about the same person, topic, or event and distribute them to students. Have students read them, outlining the important ideas and details. Then ask students to compare and contrast the information. Ask: *How are the articles alike? How are they different?* Tell students that comparing and contrasting are important elements in analyzing events and ideas.

Pre-Teach Vocabulary

Display Terms

Work with students to look up and define each vocabulary term. Assign each student a vocabulary term. Tell all students with the same term to form a team. There should be eight teams—one for each term. Each team is to make a poster about its term. In the poster, they should include the word, its pronunciation, definition, and roots, as well as an example sentence. Display the posters in the classroom.

Tier 2 Words:

authorization
(p. 166)
implement (p. 164)
negotiate (p. 164)

Tier 3 Words:

executive
agreement
(p. 164)
quota (p. 167)
treaty (p. 164)

Test Words:

alike (p. 165)
different (p. 165)

DURING THE LESSON

US Roles in International Relations

PAGE 164

Tell students that the powers of the president are described in Article II, Section 2, of the Constitution. Read that section with them and have them restate the powers in their own words.

After students have read the four paragraphs about the president's role as commander-in-chief on page 166, ask them to write a paragraph in support of or in opposition to the president's power to send troops to a conflict without Congress's approval.

Reading Skill: Make Comparisons

PAGE 165

Work with students to write several brief comparisons on the board. They should be related to government, such as, *The United States has a representative government, but North Korea has a dictatorship.* Have students work on the sidebar activity independently.

WRITE TO LEARN

ANSWER KEY

After students have written their paragraphs, have them underline the comparison/contrast expressions they used. Ask them to replace those expressions with different signal words and phrases.

PAGE 166

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. The president cannot declare war. Only Congress has this power.
2. *Sample answer:* No, this is not a good way to choose qualified people. Ambassadors should be chosen on the basis of their diplomatic skill and their knowledge of the country they will serve. Government jobs should not go to friends.

The State Department

Ask students to name the current secretary of state. Point out that the first woman secretary of state was appointed by President Bill Clinton; her name was Madeleine Albright. Ask students which other women have been secretary of state since 2001, after Albright left office. (*Condoleezza Rice, Hillary Clinton*)

Core Skill: Analyze Events and Ideas

Create a Venn diagram that shows information about students' two favorite subjects. Point out what information goes in each section of the diagram. After students complete the sidebar activity, invite volunteers to draw their diagrams on the board. Discuss as a class the information in them and their usefulness as a tool for analyzing events and ideas.

Congress and Foreign Relations

PAGE 167

With students, make a list of powers Congress has in foreign relations. (*approving appropriations and ambassadors, declaring war, making treaties, raising an army, passing bills*) Ask students how the government would run differently if those powers were given to the president alone.

Evidence-based Reading Support: Alphabets

Word Stress Write these word pairs on the board: *appropriate – appropriation; revolt – revolution; declare – declaration*. Help students pronounce the words and notice that the stress moves toward the end of the word with the addition of the *-tion* suffix. Challenge them to think of other word pairs where this occurs.

Engage and Extend

ELL Instruction: Build Background Students may have difficulty understanding the difference between war and military action, as discussed on page 166. To help them understand the difference, offer some background on the use of troops without a declaration of war. Invite students to ask questions to clarify understanding.

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. The president is the commander-in-chief of the armed forces, which means the president can order military action.
2. An ambassador is a diplomat sent to another country to conduct international relations.
3. The secretary of state heads the US State Department and plays a role in foreign relations.

Real World Connection: Explore the World

Have students form groups to share what they have learned about cultural exchanges. Tell each group to identify one cultural exchange that students in this class could participate in and recommend it to the class.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 362 and 363.

Extension Activity: Investigate a Role Have students form pairs or small groups. Tell each group to select a foreign policy issue currently in the news and research and examine the issue from the point of view of each country involved. Then each member of the group should take the role of a head of state or foreign secretary from a different country with an interest in the problem. Each student should investigate the arguments and perspective of his or her "character." Finally, have the groups role play for the class, acting out a discussion between their "characters" on this issue. Remind them to be diplomatic.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Explain the new global culture and economy
- Determine the effects of recent wars on the world
- Evaluate the results of terrorist attacks

✓ Determine Student Readiness

Have students form small groups. Assign each group a specific problem or issue that affects more than one country (a war, a natural disaster, a terrorist attack, recession, pollution). Tell them to identify all the countries it affects. Remind them to think about long-term as well as short-term effects. Have students share their ideas with the class. Point out that even though some of these issues are natural disasters, governments from other nations often step in to respond to the disaster or help prepare for similar future disasters. Help students recognize that a global society leads to global effects.

Key Concept

Major changes in the world's culture, economy, and political scene are shaping the twenty-first century.

Concept Background: Draw a three-column chart on the board and label the columns "Cultural," "Economic," and "Political." Challenge students to think of changes that have already occurred in this century. (Sample answers: *Arab Spring, widespread economic recession, spread of electronics, shift toward online education*) Have them list each change in one or more columns. Then ask volunteers to predict the impact of these changes as the century moves forward.

Develop Core Skills

Core Skill: Evaluate Evidence

List the following article titles on the board: "City Opens Warming Centers for Seniors"; "Global Warming and Climate Change"; "More Snow Expected Tomorrow"; "Long Delays in Furnace Repairs." Have students imagine that they are researching a recent cold snap. Three of these articles are relevant to their topic, and one is not. Have students identify the irrelevant article ("*Global Warming and Climate Change*") and explain their reasoning (*the other three are about a particularly cold, snowy winter and its effects and the irrelevant article is about a long term change in climate*).

Reading Skill: Predict Outcomes

Give students a hypothetical situation related to foreign affairs, such as an invasion of a US ally by a foreign power. Ask them to predict what will happen next using their knowledge of past or current conflicts. Remind them that making predictions as they read will help them to understand and remember what they have read.

Pre-Teach Vocabulary

Four of the vocabulary terms combine two words. (*Outcome* combines *out* and *come*.) Remind students that recognizing familiar words in such combinations can help them determine the meaning of the term. Work with students to define the four combinations.

Tier 2 Words:

fossil fuels (p. 172)
global culture
(p. 170)

Tier 3 Words:

ethnic cleansing
(p. 172)
terrorism (p. 173)

Test Words:

judge (p. 171)
outcome (p. 171)

DURING THE LESSON

Global Culture, Global Economy

PAGE 170

Point out that the EU is trying to maintain a free and open market like the one that exists between the states in the United States. Ask students to compare the unity and division in the world at present. Have small groups research either trade agreements or ethnic conflicts and present their findings.

PAGE 171

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. The European Union formed to promote free trade among the member nations. It began in 1957 as the European Common Market.
2. *Sample answer:* Using the euro makes trade between countries more efficient because the countries use the same currency. It also makes traveling in Europe simpler.

Core Skill: Evaluate Evidence

Have students choose a topic related to globalization and conduct an Internet search. Have them make a list or take a screen capture of the search results and circle the ones that are most relevant to their topic. After students have finished the sidebar activity, reread "Global Culture, Global Economy" as a class. Make sure that students have identified only the causes of increasing globalization and have not identified effects.

Evidence Based Reading Support: Alphabetics

Phonemic Awareness Ask students to pronounce the word *judge*. Have them notice the digraph *dg*. Ask them to pronounce it and point out that, although there are two letters, there is only one sound. Ask them to think of other words in which one sound is spelled with more than one letter (*cough*, *through*, *technique*, etc.).

Technology Connection: Make Contacts

After students complete the sidebar activity, ask them to provide examples of how new forms of communication are affecting how people deal with others around the world (for example, meetings can be held anywhere at any time with participants from around the world; reports of a news event can be accessed by people in different countries while the event is happening).

PAGE 172

Concerns in the Twenty-First Century

Introduce the concept of a pandemic, or global epidemic. Invite students to name some (*HIV*, *various flus*). Tell them about earlier pandemics, such as the Black Death and the Spanish Flu. Work with them to create a diagram on the board of the spread of a pandemic, starting with one person who carries germs through an airport and onto a plane; the people on the plane spread the germs to their destinations, and people at the destinations spread them further.

Reading Skill: Predict Outcomes

Tell students to write their predictions in their notebooks and to take notes on the relevant evidence the passage provides as they read "Concerns in the Twenty-first Century." If the passage does not address one of their predictions, have them do research to find out more about it.

Engage and Extend

ELL Instruction: Rephrase Before students attempt to do the activity in the Core Skill sidebar on page 171, review the sidebar with them. Read it aloud; then reread it, simplifying vocabulary and grammar so that it is easier to understand. Have students explain the assignment in their own words, and encourage them to work in pairs to complete the activity.

WRITE TO LEARN

ANSWER KEY

Before students write their summaries, predictions, and solutions, have them make a list of the points they want to include. Explain that making a list before beginning to write can help them produce a more polished summary. Encourage students to exchange their lists with a partner to see if any further information should be added.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 363.

Extension Activity: Assess an International

Organization Have students research one of the global issues discussed in this lesson. Tell them to find out which international organizations are active in dealing with this issue and write a letter to a relevant person at one of them. Their letter should summarize the issue and comment on the organization's handling of it. Remind them that their comments do not have to be negative but must cite evidence, draw conclusions, and offer a fair assessment.

BEFORE THE LESSON

Objectives

- After completing the lesson, students will be able to
- Explain how scarcity requires people to make economic choices
 - Recognize that economic choices have costs
 - Analyze a production possibilities curve

✓ Determine Student Readiness

Write the word *economics* on the board. Ask students if they have heard this term before, and if so, what words and concepts they associate with it. Use their suggestions to create a concept web around the word. As a prompt, suggest words and phrases such as *money* and *goods and services*.

Key Concept

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

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

Develop Core Skills

Core Skill: Interpret Graphics

Display three tables: one containing numerical information, another containing textual information, and the last containing both numerical and textual information. Help students understand that tables are sometimes easier to interpret than text passages. Also, tables can contain information that line graphs, bar graphs, and circle graphs cannot. Discuss the row-and-column structure of tables and have students practice locating information in the tables using the row and column headings.

Reading Skill: Recognize Supporting Details

Provide students with a paragraph from an article on economics. Work with them to find the main idea of the paragraph. Then have students identify the details that support that main idea. If necessary, provide an example of a detail from the article.

Pre-Teach Vocabulary

Word Map

Have students create word maps, one for each vocabulary word, with a center cell, a cell above it, and two below it, on a piece of paper. In the center cell, have them write the vocabulary word. Provide students with the definition and have them write it in the top cell for the word (remind them that they can use the glossary if necessary). In the bottom two cells, students should write sentences using the word.

Tier 2 Words:

scarcity (p. 184)

Tier 3 Words:

factor of

production
(p. 184)

opportunity cost
(p. 186)

production

possibilities
curve (p. 187)

Test Words:

table (p. 185)

DURING THE LESSON

PAGE 184

Scarcity and Choice

Ask students to find the definition of *scarcity* in the first paragraph of this section (“the shortage of goods”). Point out that this does not only mean going to a store and finding that there are no goods on the shelves. The “goods” referred to might be natural resources, equipment, space, or even money. Ask students to think about how they experience scarcity in their own lives and invite volunteers to share their thoughts. (Sample answers: *shortage of time*, *shortage of motivation*, *shortage of resources for completing a school project*, *shortage of minutes or data on phone plan*)

Evidence-based Reading Support: Alphabets

Phonemic Awareness Write the words *scarcity* and *science* on the board. Ask students to pronounce the words and explain how *sc* is pronounced in each word (*the first like /sk/; the second like /s/*). Create a two-column chart on the board, labeling one column */sk/* and the other */s/*. Have students suggest more *sc-* words to fill in the columns (for example, *scone*, *scene*, *scuba*, *scion*, *scavenger*, *scared*, *scintillate*). Help them recognize that the vowel following the *c* influences the word’s pronunciation.

Core Skill: Interpret Graphics

PAGE 185

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

PAGE 186

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. Scarcity is the problem of satisfying unlimited needs and wants with limited resources.
2. In all societies, many people have wanted more than they can have.
3. Scarcity forces people to make choices because we cannot have everything we want.

Choices Involve Costs

Opportunity cost may be a difficult concept for students to grasp. After they have read the section, write the headings *Individuals*, *Businesses*, and *Governments* on the board. Have students work in small groups to brainstorm examples of opportunity costs for each. Then invite volunteers to write their group's thoughts in the correct columns. Discuss each as a class and correct misconceptions as necessary.

Reading Skill: Recognize Supporting Details

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

21st Century Skills: Life and Career Skills

Students will notice that their budget should include setting aside a certain amount for savings. Discuss with them the necessity of saving and various ways of calculating how much to save each month.

Engage and Extend

ELL Instruction: Practice Word Stress Have students look at the vocabulary words for this lesson. Help students to recognize the influence of the word endings *-tion* and *-ity* on word stress. Have them practice reading sentences containing the vocabulary words, taking care to use correct word stress.

Graphing Opportunity Cost

PAGE 187

Work with students to help them understand the term *production possibilities*. Create another production-possibilities table and have students provide the information to complete the table. Then graph the points and discuss how the production possibilities curve works.

WRITE TO LEARN

ANSWER KEY

As a class, develop a template table or log for students to use when tracking their spending. Make copies, or have students copy the template into their notebooks. After students have completed the activity, talk about how the table helped them organize their data and complete the assignment.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 365.

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

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ Determine Student Readiness

Ask students to think about the prices of computers, smartphones, televisions, and other electronics. Ask: *What did they cost a few years ago? What do they cost now? How many options are there when you go to buy one of these items today? How many options were there a few years ago?* Have students speculate about the changes in availability and prices of these items and what might influence those factors.

Key Concept

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

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

Develop Core Skills

Reading Skill: Understand the Implied Main Idea

Explain that writers sometimes suggest their main ideas rather than stating them directly. Bring to class copies of several newspaper editorials with implied main ideas and distribute the copies to students. Ask students to read an editorial and identify what it is about. Then ask all the students who have read the same editorial to form a group and work together to write a sentence stating the implied main idea.

Core Skill: Make Inferences

Point out to students that they probably make inferences often. For example, if they call a friend and the friend does not answer the phone, they might check the time and make an “educated guess” about what that friend could be doing that would prevent him or her from answering. If it is a Friday night, for instance, they might infer that the friend is at the movies and has turned off his or her phone. Ask students to think of other common inferences they make. Explain that while reading, they will often have to make these same types of inferences in order to understand the text fully.

Pre-Teach Vocabulary

Identify Parts of Speech

On the board, write the words *demand*, *market*, and *supply*. Point out that each of these words can be either a noun or a verb. Go over the definitions with students and have pairs of students write a sentence for each word, using it as either a noun or a verb. Then have them form small groups. Have students take turns reading their sentences to the group. Tell the other group members to identify whether the vocabulary word in each sentence is used as a noun or a verb. If there is disagreement, provide explanations as needed.

Tier 2 Words:

demand (p. 190)
market (p. 190)
money (p. 190)
supply (p. 192)

Tier 3 Words:

market equilibrium
(p. 193)

Test Words:

implied main idea
(p. 191)

DURING THE LESSON

PAGE 190

Markets

Ask students to think about how we pay for things today. Explain that barter has experienced a comeback, and there are even websites where you can offer to provide goods or services in exchange for goods or services you need. Money is also changing. Ask students what they know about bitcoin. If no one is familiar with bitcoin (or a similar type of money), explain how it works. (*Bitcoin is an Internet currency that people can buy.*)

Evidence-based Reading Support: Fluency

Echo Reading Explain to students that when reading, we stress, or make louder, the most important words in each sentence. Tell students to listen to which words you stress as you read the first two paragraphs of “Markets.” Have them follow along in their books, underlining the stressed words. After you have modeled reading the paragraphs, have students read along with you, taking care to use correct sentence stress. You may wish to practice the reading several times.

Demand and the Law of Demand

Explain to students that not buying something because its price is too high is an example of the law of demand. Ask them to suggest how businesses might respond if people do not buy their products for this reason. (*lower prices, lose business, come up with new products, add value by adding service or freebies*)

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. D 3. A
2. B 4. C

21st Century Skill: Critical Thinking and Problem Solving

You may wish to extend this activity by having students consider the likelihood that sellers would reduce the price of the item sufficiently for them to buy it. Why do they think this is likely or not likely?

Supply and the Law of Supply

Explain to students that supply reflects markets, pricing, and production from the point of view of a business, not that of a consumer. Work with students to explain the supply schedule and supply curve and to compare them to the demand schedule and curve.

Reading Skill: Understand the Implied Main Idea

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

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. A demand curve generally slopes downward because the price of a product decreases as the quantity demanded increases.
2. A supply curve generally slopes upward because as the price of a product increases, the quantity a producer is willing to supply increases as well.
3. A demand curve expresses the viewpoint of a buyer because it tells the price that the consumer is willing to pay. A supply curve expresses the viewpoint of a producer (or seller) because it tells how much of an item the producer is willing to sell.

Engage and Extend

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

Market Equilibrium

Have students suggest a synonym for *equilibrium* (*balance*). Explain to students that supply and demand work together to determine the market for goods and services; there is a balance between the two. Have pairs of students make up another scenario and come up with their own market equilibrium graphs based on that scenario.

WRITE TO LEARN

ANSWER KEY

Encourage students to reread the "Market Equilibrium" section and take notes before beginning to write their analyses. Tell them to review the sections on demand and supply as well. Discuss the causes and effects of price on demand and supply.

Government Intervention

Point out that the US economy is a capitalist economy, but it is not purely a free-market economy. The government sets some restrictions on business practices. Before students read this section, poll them to see how many are in favor of government intervention in markets and how many are against it. Poll them again after they have finished reading and completed the Core Skill exercise and compare results.

Core Skill: Make Inferences

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

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 365 and 366.

Extension Activity: Develop a Logical Argument Divide the class into two groups. Have one group investigate the arguments in favor of government price controls and have the other investigate the arguments against them. Tell both groups to cite evidence from both economic and social perspectives. Then moderate a class debate on the topic.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ Determine Student Readiness

Ask students to recall any recent news items they have read or heard about the government's role in the economy. (Sample answers: *changes in the base interest rate, social security, or unemployment benefits; debates about tax law*) Ask: *What do you think about the role of the government regarding these news items?*

Key Concept

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

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

Develop Core Skills

Core Skill: Evaluate Reasoning

Tell students that it is important to evaluate reasoning in order to determine if it makes sense. Give students examples of faulty logic by writing sentences on the board, such as "I ran two miles today, so I will run two miles every day" and "I bought a cup of coffee for \$2 today, so all cups of coffee must cost \$2." Ask students to explain why these statements are unreasonable. Then challenge them to come up with a sentence that uses faulty logic and one that uses logical reasoning. Have students work in pairs to check each other's reasoning.

Reading Skill: Analyze Information

Explain to students that not all information is accurate and logical. Have students read a blog post giving a commentator's opinion about a current event. Then divide them into small groups. Each group should form a consensus about the information provided in the blog post and whether it thoroughly and logically supports the writer's point of view. Invite the groups to share their conclusions with the class. If disagreements occur, have students explain their analyses.

Pre-Teach Vocabulary

Write Sentences

Define the vocabulary terms for students. Then have students work in pairs to write sentences containing the vocabulary terms. Tell them that one sentence may contain more than one of the terms (for example: I must *analyze* the text carefully to see if it uses *faulty logic*). Circulate to ensure that students are using the terms correctly.

Tier 2 Words:

recession (p. 198)
tax (p. 200)

Tier 3 Words:

limited
government
(p. 198)
public goods
(p. 199)
transfer payment
(p. 199)

Test Words:

analyze (p. 197)
faulty logic
(p. 198)

DURING THE LESSON

Government's Role in the Economy

PAGE 196

You may wish to have students conduct an online search for the term *laissez-faire capitalism* to see the arguments for and against this policy. Have them use their findings to create a two-column pro/con chart with a partner.

As you trace the government's role in the economy, work with students to make a flow chart on the board showing how that role changed from time period to time period.

PAGE 197

WRITE TO LEARN

ANSWER KEY

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

PAGE 198

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. Laissez-faire capitalism is a theory that says the economy will take care of itself and the government should not intervene.
2. The New Deal ended laissez-faire capitalism in the United States. During the Great Depression of the 1930s, the government adopted many programs to create jobs, assist the needy, regulate businesses, and protect workers.

The Four Roles of Government

Explain to students the concept of a command economy (an economic system controlled by a central authority). Explain that today's economies are mixed economies, somewhere in between a laissez-faire market economy and a command economy. Work with students to place the US and other economies, such as those of China, Cuba, or the EU, on this scale.

Evidence-based Reading Support: Alphabetics

Pronouncing Plurals Have students identify the plural nouns formed with an *-s* or *-es* in the two paragraphs under the heading "Regulating Business Activity" (*laws, monopolies, consumers, options, prices, agencies, products, securities, investors, workers, conditions*). Have students work in pairs to say the three pronunciations of the plural (*/s/, /z/, /əz/*). Then work with them to determine when each is used.

Core Skill: Evaluate Reasoning

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

Core Skill: Evaluate Reasoning

PAGE 199

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

Taxation: Paying for Government Programs

PAGE 200

Have students list the different types of taxes they pay. (Sample answers: *local, state, or federal income taxes; sales tax; business taxes; property taxes*) Then have them work in pairs or small groups to categorize taxes according to a different criterion than level of government, the one used in the book. Ask the groups to create posters of their classifications and display them in the classroom. Use their posters to spark further discussion of taxation.

Engage and Extend

ELL Instruction: Proofread Remind students to proofread their written work to find errors in capitalization, punctuation, grammar, spelling, and word choice. Tell them that it can be difficult to proofread your own work, especially in a language you are learning. One good strategy is to wait until the next day to do the proofreading. Another is to read the text aloud and listen to what you have written. Have them ask themselves: *Does it sound like the English you hear around you?* If not, they should check for errors.

Reading Skill: Analyze Information

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

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 366.

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

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ Determine Student Readiness

Ask students to recall news items they have heard or read that were about financial institutions. (They might mention changes in mortgage interest rates, controversies about bonuses for upper management, issues relating to home foreclosures, problems with credit card debt, etc.)

Key Concept

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

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

Develop Core Skills

Core Skill: Evaluate Evidence

Provide students with an incomplete outline of a persuasive essay or article. Leave space for them to fill in facts and details to support each argument. Have students work in pairs to complete the outline. Then tell the pairs to compare their outline with that of another pair, evaluating the adequacy of the facts and details chosen by the other pair to support the arguments.

Reading Skill: Distinguish Fact from Opinion

Distribute copies of a newspaper or magazine article. Have students read the article carefully, using two different-colored highlighters or pens to identify the facts and to identify the opinions in the article. Have them work in pairs to compare answers, using evidence from the article to resolve any disagreements.

Pre-Teach Vocabulary

Ask Questions

Discuss the definitions of the vocabulary terms with students.

Have students form pairs and play 20 Questions. Students ask (no more than 20) yes/no questions about their partner's word until they guess which it is.

Tier 2 Words:

credit union
(p. 204)
money supply
(p. 204)
savings institution
(p. 204)

Tier 3 Words:

commercial bank
(p. 204)
Federal Reserve
System (p. 205)
fiat money (p. 202)

Test Words:

adequate (p. 204)

DURING THE LESSON

PAGE 202

Money and Its Uses

Tell students that money used to be made from certain metals—for instance, pennies were made largely from copper and dollar coins from silver. This is no longer the case because the value of the metal in the coin would be worth much more than the coin itself. Ask students what they think of using fiat money as opposed to money backed by precious metals.

PAGE 203



THINK ABOUT SOCIAL STUDIES

ANSWER KEY

- | | |
|------|------|
| 1. D | 3. A |
| 2. C | 4. B |

21st Century Skill: Global Awareness

With students, go online to search for current exchange rates. Explain how the rates work by comparing the amounts of each currency and the base currency that the others are measured by. When students have completed the sidebar activity, invite them to share their examples with the class. Have them explain why you pay more to buy a currency than you receive when you sell it.

PAGE 204

The Money Supply

Explain to students that checks and credit cards are not part of M1 because they are not actually money; they are substitutes for money.

Financial Institutions

You may want to mention and describe other types of financial institutions, such as mutual fund companies, brokerage firms, and Internet banks—although the distinction between these and traditional banks might be considered less clear than it once was. Take a poll of the class to find out the types of financial institutions they use regularly.

Evidence-based Reading Support: Comprehension

Set a Purpose for Reading Have students set a purpose for reading about the types of financial institutions. While they read, ask students to identify the main difference between commercial banks and savings institutions on the one hand and credit unions on the other. (Students should note that credit unions are not for-profit organizations, whereas the other two usually are for-profit.) Point out that setting a purpose for reading helps a reader to process and recall what he or she reads.

Government Oversight of Financial Institutions

Ask students why it is important that the FDIC and the Fed are not paid out of the taxes collected by the federal government. Take notes on the board as you read with students the section on the Federal Reserve System. Based on the notes, ask students how the US banking system would differ without the Fed.

Core Skill: Evaluate Evidence

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

PAGE 205

WRITE TO LEARN

ANSWER KEY

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

Reading Skill: Distinguish Fact from Opinion

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

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 366 and 367.

Engage and Extend

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

Extension Activity: Distinguish Different

Measurements Have students investigate other ways that economists measure the US money supply and differentiate between them. For example, M2 and M3 include savings accounts, stocks, bonds, and retirement accounts. Challenge students to determine why these types of money are not included in the M1 money supply. Have them write a paragraph supporting their interpretation.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ Determine Student Readiness

Ask students if they know what a monopoly is (a market structure in which a product is available from only one seller). Tell students that the market structures of monopoly and competition affect the types of goods and services available, the prices they pay for products, and even the creation of jobs. Explain that in this lesson, students will learn more about market structures, monopoly, and competition (a market structure in which similar goods and services are available from many sellers).

Key Concept

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

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

Develop Core Skills

Reading Skill: Determine Central Ideas

Challenge the class to come up with words that mean the same thing as central (*dominant, chief, principal, main*). Invite a volunteer to share an appropriate story about everyday life. Guide the class into identifying the central idea of the story and differentiate it from the details.

Core Skill: Interpret the Meaning of Words and Phrases

Remind students of what a phrase is (a small group of words that forms a unit in a sentence but does not contain a subject/verb pairing). Explain that encountering new phrases while reading is a common occurrence and that they can often figure out the meaning of new words and phrases by examining the surrounding words and sentences, or the context.

Point out that the word *express*, as used in the restaurant name *PizzaExpress*, can have more than one meaning. Invite volunteers to explain the meaning of *express* in the following sentences:

When Sarah ordered a pizza from PizzaExpress, they told her it would be delivered in 30 minutes.

Marcus has trouble maintaining friendships because he finds it difficult to express his feelings.

Pre-Teach Vocabulary

Greek Prefixes

Explain that prefixes are groups of letters added to the beginning of a word to change its meaning or make it another part of speech. Recognizing prefixes helps people define words. The Greek prefix *mon-* or *mono-*, which is attached to many words, has a variety of meanings, including "one, alone, and single."

Write *monopoly* on the board and give its definition (a situation [market structure] in which a single seller is the exclusive supplier of a particular product). Then underline the prefix (*mono-*).

Ask students for suggestions of other words they think have the same Greek prefix. Some examples include *monarch, monogram, monologue, monopolize, monorail, and monotony*.

Write students' suggestions on the board and have volunteers underline the common parts of these words.

Tier 2 Words:

competition (p. 208)
demand (p. 209)
innovation (p. 208)
monopoly (p. 208)

Tier 3 Words:

barrier to entry (p. 208)
market structure (p. 208)

Test Words:

multiple-meaning word (p. 210)

DURING THE LESSON

Monopolies and Competition

Tell students it will help them understand monopoly and competition if they think about the two market structures as opposites. Point out aspects of monopoly and competition that are opposed: number of sellers (one versus many); pricing (seller decides versus sellers and buyers decide), and; barriers to entry (high versus low). Read page 208 with students and ask how competition affects more than the price they pay for a product or service. (Sample answers: *promotes better customer service, sellers are inspired to innovate and create new products, wider product selection, encourages customers to buy more products, creates jobs.*)

Collaborative Reading Enlarge a copy of the boxed text from page 209. Gather students in a group; then read the first sentence from the passage aloud, emphasizing accuracy and phrasing. Pass the text to a student to read one or two sentences aloud. Have each student read one or more lines, passing the text around until all students have participated. Provide corrections to phrasing and pronunciation as needed.

Reading Skill: Determine Central Idea

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

THINK ABOUT SOCIAL STUDIES ANSWER KEY

Monopoly	Competition
Pricing: set by the seller	Pricing: a result of supply and demand; both buyer and seller affect price
Barriers to entry: high	Barriers to entry: low
Number of suppliers: one or very few	Number of suppliers: many

Core Skill: Interpret the Meaning of Words and Phrases

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

- | | |
|--------------------|---------|
| <i>barrier</i> | request |
| <i>competition</i> | sell |
| <i>demand</i> | record |
| <i>entry</i> | fence |
| <i>market</i> | contest |

Engage and Extend

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

THINK ABOUT SOCIAL STUDIES ANSWER KEY

1. AT&T developed cables that went under the ocean so there could be telephone calls between Europe and the United States. It launched a communications satellite to update telephone service.
2. *Sample answer:* Today telephone companies have a lot of competition. They are using satellites and cables to provide service. They constantly call and e-mail customers to find out what customers want.

WRITE TO LEARN ANSWER KEY

Remind students to include features about each product that they found compelling enough to influence their purchasing decision. Ask them to mention whether their decision hinged on price alone or if there were product features that overcame price and led them to purchase a higher-priced item. After students have finished their entries, invite volunteers to share their entries with the class.

Workplace Connection: Find a Temp Agency

Help students begin their question lists by reminding them of the question words (*who, what, where, when, why, and how*) and instructing them to write two questions that begin with each word (for example: “*What benefits do you provide?*”; “*How will you notify me of job openings?*”).

Write students’ suggestions on the board. Discuss which questions are likely to produce the most useful information and why.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 367.

Extension Activity: Make Observations and Summarize Data

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

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ **Determine Student Readiness**

Ask students if they know what a profit is (the income that remains after expenses are subtracted). Tell students that the profit motive (the desire to make a profit) is what inspires business people to manage their capital, labor, and other aspects of production. Explain that in this lesson students will learn more about profit.

Key Concept

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

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

Develop Core Skills

Reading Skill: Determine the Central Idea

Give students an example of central ideas and details by pointing out that in a story about the gubernatorial election, election results would be the central idea, while the time the polls closed would be a detail.

Elicit similar examples from students. Point out that the central idea is essentially the same concept as a main idea.

Core Skill: Interpret Meaning

Tell students that to interpret, or understand and explain, the meaning of a text, it is often helpful to use certain tools and skills. Explain that the structure of a text—the way that the text is organized—may help clarify meaning. Ask students how text features such as headings or bullet points can help them interpret a passage. (Sample answer: *Headings group related information and bullet points emphasize details about a topic.*)

Pre-Teach Vocabulary

Vocabulary in Use

Preview lesson vocabulary words by writing the vocabulary words on the board. Clearly pronounce the word *incentive* and explain its meaning. Then tell students they have three minutes to think about the definition of *incentive* and to write a sentence in their notebooks using that word. Pronounce and explain the meanings of *interpret*, *productivity*, and *morale* and have students write a sentence using each term. When the writing exercise is finished, ask for volunteers to read their sentences aloud.

Tier 2 Words:

incentive (p. 214)
interpret (p. 216)
morale (p. 215)
productivity
(p. 214)
profit (p. 214)

Tier 3 Words:

capital (p. 214)

Test Words:

text structure
(p. 216)

DURING THE LESSON

PAGE 214

Making a Profit

After students read this section, review with them the three factors of production (*land, labor, and capital*). Explain that some economists identify entrepreneurship as a fourth factor of production. Define *entrepreneur* for students: a business owner who takes a risk by starting the business. Ask: *What motivates an entrepreneur?* Guide students into seeing how the entrepreneur is the vehicle through which the profit motive animates the economy.

The Role of Incentive in Making a Profit

Brainstorm with students what the incentive might be that influences customers to buy a product. (Sample answers: *The product is on sale at a reduced price, the product is a fad that "everyone has to have," the product is known to be of high quality.*)

PAGE 215

Evidence-based Reading Support:

Comprehension

Making Connections Encourage students to think about any experiences they have had in their own lives that relate to the lesson. Ask: *Have you ever worked at a business that made you feel glad about coming to work? If so, what was it about the company or the job that you enjoyed? Did you find that your attitude (how the working environment made you feel) had an effect on how you performed your job?* Invite volunteers to share their experiences with the class.

Reading Skill: Determine the Central Idea

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

WRITE TO LEARN

ANSWER KEY

Remind students that prewriting is a useful part of the writing process, even when writing a short piece like a paragraph. Before they draft their paragraphs, encourage students to list the two benefits, jot down why they are important, and make a note of why they might help increase company profits.

PAGE 216

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

Sample answers:

1. Recognizing workers' efforts, involving workers in developing company policies, and rewarding workers can all raise employee morale. I think the most important factor is rewarding workers, because earning money is one of the main reasons why people work.
2. Morale is higher in a company that provides positive incentives for workers.

Core Skill: Interpret Meaning

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

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 368.

Engage and Extend

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

Extension Activity: Categorize Factors of

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

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ Determine Student Readiness

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

Key Concept

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

Concept Background: Ask students what it means to be productive, or to get things done. Then explain to them that *productivity* is simply a measure of how efficiently or well things get done. Next, challenge students to name a domestic chore or a work task that goes more quickly when many people help. Point out that people who are cooperating to get something done are interdependent; they rely on each other. Point out how relying on each other (interdependence) leads to efficiency (productivity).

Develop Core Skills

Reading Skill: Interpret Words and Phrases in Text

Remind students that the “context” of something is its surroundings. The surroundings often give a clue to the meaning of something. For example, a man behind a cash register is likely a cashier, a woman driving a police car is probably a police officer, and so on. Tell students that the same is true of unfamiliar words and phrases: their context can help reveal their meaning. Ask students to use context clues to determine the meaning of the phrase “raw materials” in the following sentence.

The My Bag handbag company buys raw materials from several suppliers. Leather comes from Mexico, metal hinges come from New York, and fabric linings come from China. (Sample answer: goods or products that are used in the manufacture of a final product)

Core Skill: Interpret Meaning

Remind students that many words are made of several parts. The parts of words contribute to their meaning. For example, the suffix *-ly* refers to “how or how often” something is done. If you add *-ly* to the noun *week* meaning, “a period of seven days,” the word becomes *weekly*, an adverb that means “once a week.” Add *-ly* to the adjective *rapid* (meaning fast) and you have the adverb *rapidly*, meaning “at a fast rate of speed.”

Define the adjective *efficient* for students (competent or expert). Tell them that adding *-ly* to *efficient* turns it into the adverb *efficiently*. Ask them what they think *efficiently* means. (Sample answer: *done in a competent or expert manner*)

Pre-Teach Vocabulary

Compound Words

Tell students to locate two vocabulary words that are compound words. Direct them to *input* and *output*. Tell students that they can determine the meanings simply by examining the words. As a hint, tell them to reverse the word parts (so *input* becomes “put in” and *output* becomes “put out”). Students should deduce that *input* simply means things that are put into a system and *output* are things that are put out of the system on the other side.

Tier 2 Words:

efficiently
(p. 219)
input (p. 219)
output (p. 219)

Tier 3 Words:

division of labor (p. 221)
interdependence (p. 220)
productivity (p. 219)
specialization (p. 221)

Test Words:

interpret
(p. 219)

DURING THE LESSON

PAGE 218

Production and Products

Ask students what they think of when they hear the word *production*. Explain to students that *production* is defined as the process of making a product. A product may be a physical item (a good) or it may be a service. Explain to students that production takes place in many types of locations.

Tell students that in a dental office, various individuals are dependent on one another to produce services for their patients: the receptionist makes appointments so patients can be seen by the dentist, the dental technician takes x-rays and cleans patients' teeth, the dentist uses the x-rays to determine what dental work patients' needs and then performs the work.

Ask students what types of goods and services they purchase during a typical day. What types of goods or services have they provided in the work they do?

Evidence-based Reading Support: Fluency

PAGE 219

Collaborative Reading Provide a copy of the boxed text on page 219 for students to read collaboratively. Direct the first student to read the first sentence aloud, the second student to read the second sentence aloud, and so on. Monitor students and supply pronunciation help as needed.

Reading Skill: Interpret Words and Phrases in Text

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

Interdependence in Economics

PAGE 220

Tell students that we all depend on other people, companies, and organizations to provide the goods and services we use in our personal lives and in the workplace. Explain that interdependence (relying on others) in economics affects businesses worldwide, as manufacturers and service providers depend on companies in other countries for their materials, as well as for equipment, shipping, tech support, and other services or materials. Ask: *What products or services do you think rely on interdependence in their manufacturing or delivery?* (Sample answers: *cars and trucks, computers and other electronic devices, online clothing stores, books and magazines, tourism*) Write student responses on the board and discuss how global interdependence affects these and other products or services.

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

Sample answer: I bought gas for my car. The gasoline came from oil that was drilled in Texas. A company refined the oil into gasoline. Another company shipped the gasoline to the gas station. The gas station was built by a construction company. The gas station bought the gas and hired employees. I paid for the gas with a credit card that was issued by a bank.

Engage and Extend

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

Research It: Follow Production

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

WRITE TO LEARN

ANSWER KEY

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

Productivity and Interdependence

PAGE 221

Tell students that the concepts of division of labor and specialization made factory assembly line production possible. Explain that in 1913, utilizing both the division of labor and specialization, Henry Ford devised a moving assembly line for his factory in Detroit, Michigan. This process soon improved productivity so that employees began making more than eight cars in the time it had previously taken to build just one.

Core Skill: Interpret Meaning

Tell students that a word's *etymology* refers to the origin of the word. Looking up a word's etymology is similar to interpreting the parts of a word. Explain that, oftentimes, using the word in question as a key word along with "etymology" in an Internet search will help students quickly identify a word's parts and interpret a word's meaning.

Once students finish defining the four words, invite volunteers to write four sentences on the board, with each sentence using one of the four terms.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 368 and 369.

Extension Activity: Investigate Interdependence

Ask students to assess the interdependence involved in the manufacture of a product such as a smartphone, a motorcycle, or a microwave oven. Tell them to go online and investigate the economic interdependence represented in its manufacturing process by categorizing the product's parts and labor (e.g., made from raw materials from Korea and the US, designed and machined in the US, assembled in Mexico).

Invite students to share what they learn in brief oral presentations. Have class members offer critiques that students can use to revise their reports.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ Determine Student Readiness

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

Key Concept

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

Concept Background: Tell students that the federal government's taxing and spending policies form its fiscal policy, and through its monetary policy, the federal government controls the monetary supply and interest rates. Point out to students how both of these policies directly affect their lives: most of the funds the federal government uses come from income and payroll taxes, and federal control of the interest rate affects how much people must pay for loans.

Develop Core Skills

Reading Skill: Interpret Graphics

Tell students that a key to interpreting graphics is to first understand what type of graphic they need to interpret. Is it a chart, a graph, a map, or something else? By starting with this bigger picture, students will more efficiently and effectively interpret the graphic at hand. Show students a variety of graphics and have them identify what type of graphic each is and what it shows.

Core Skill: Conduct Research Projects

Hold a brief class discussion about students' experiences with research projects. Ask: *What were some of the projects you worked on? Did you find them useful?*

Lead the class in listing the general benefits of research projects (for example, learning about a topic, developing research skills, organizing information, honing presentation skills). Guide students into seeing how the skills they hone while conducting research projects translate into real-world job skills.

Pre-Teach Vocabulary

Write Sentences

Define vocabulary terms for students. After each definition, have students work in pairs to write a sentence using the vocabulary term. When they have finished, invite them to share their sentences with the class.

Tier 2 Words:

circulation (p. 226)
expenditures (p. 224)
interest rate (p. 226)
revenue (p. 224)

Tier 3 Words:

fiscal policy (p. 224)
monetary policy (p. 226)
national debt (p. 225)

Test Words:

inflation (p. 226)

DURING THE LESSON

PAGE 224

Federal Revenue and Expenditures

Draw an analogy between fiscal policy and household budgets. Explain that each of these have income and expenditures. Ask: *What are the main sources of the federal government's income?* (income taxes, both personal and business, and payroll taxes)

Invite volunteers to share what sources of income and what sorts of expenses they have. (Sample income sources: *job, scholarship, student loans, other government grants*. Sample expenses: *taxes, rent, food, utilities, transportation, school fees, medical expenses, insurance, clothing, entertainment*) Then ask what sorts of expenses they think the federal government has. (Sample answers: *public works, such as roads; payroll; Medicare and Social Security payments; military expenses, such as purchases of planes and ships*)

Evidence-based Reading Support: Comprehension

Analogies Write this analogy (word relationship), on the board:

revenue : income as expenditures : expenses

Point out the relationship. Invite students to suggest additional analogies for *revenue* and *expenditures*. (Sample answers: analogies for *revenue*: *earnings, proceeds, yield, profit*; analogies for *expenditures*: *outgo, outlay, disbursement*)

Fiscal Policies

PAGE 225

Discuss how the government attempts to influence the way people spend their money by raising or lowering taxes. Mention that one way the government sometimes lowers taxes is by offering a tax credit or rebate (refund) on the purchase of certain goods. Ask students' opinions on the tobacco tax with regard to reducing smoking. Then move on to global warming and energy consumption. Ask: *If the government wanted to encourage greater use of electric-powered vehicles and solar energy, what tax changes do you think they might make?* (increase tax credits on purchases of electric cars and solar power equipment) *What tax changes do you think would discourage the use of fossil fuels to power vehicles and to heat homes and businesses?* (increase taxes on gasoline and natural gas)

Reading Skill: Interpret Graphics

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

Monetary Policy

PAGE 226

Ask students if they have or anyone they know has refinanced the mortgage on their home in the past few years. Explain that when interest rates fall, many people apply to refinance their houses because even a small difference in interest rates can make a substantial difference on a large loan such as a mortgage. Discuss whether students would be more or less likely to make a large purchase, such as a car or motorcycle, if interest rates on loans fell significantly.

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. fight inflation
2. help economy grow
3. fight inflation
4. help economy grow

Engage and Extend

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

Core Skill: Conduct Research Projects

Guide students in using search engines to locate information about the American Recovery and Reinvestment Act. They should identify it as a fiscal policy designed to stimulate the economy. It is popularly known as the "Obama Stimulus," after President Barack Obama, who advocated the policy. Tell students to use these key words *American Recovery and Reinvestment Act 2009* in their searches. Remind them that the most credible websites are those ending in *.gov*, *.edu*, and *.org*.

PAGE 227

The Federal Reserve System

Tell students that the Federal Reserve System influences the world's economy when it raises interest rates. Explain that when interest rates go up, so does the value of the dollar. When the value of the dollar increases, this makes US exports more expensive and also makes imported goods less expensive. Point out that this causes a reduction in US exports to other countries and increases US demand for products from abroad.

WRITE TO LEARN

ANSWER KEY

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

Workplace Connection: Understand Your Paycheck

After students have completed the exercise, ask whether any of them have questions regarding deductions on their pay stubs. Tell students to go online for further information on the different deductions and how those funds, such as Social Security or Medicare deductions are used. Point out that workers of all ages pay into Social Security and Medicare and that these deductions are actually an investment in their future. (They will receive Social Security payments and Medicare coverage after they reach a certain age or if they become disabled.)

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 369 and 370.

Extension Activity: Draw Conclusions about Tax

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

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ Determine Student Readiness

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

Key Concept

Personal financial management is a vital life skill.

Concept Background: Review the Key Concept word by word with students. Ensure they understand that *personal*, here, means "an individual or a family" and *financial* means "having to do with money." Tell students that *vital* means "very important" and also means "needed for life." Ask: *How is money, and managing it carefully, needed for you to live a comfortable life?*

Develop Core Skills

Reading Skill: Integrate Visual Information

Remind students that in previous lessons, they have used visual information in the form of tables, graphs, maps, and various graphic organizers. To refresh students' understanding, list various types of visuals on the board and draw simple illustrations. Ask students why visual information is sometimes easier to understand than written information.

Core Skill: Interpret Meaning

Hold a brief class discussion about rhetorical questions. Explain what rhetorical questions are. (*Rhetorical questions—statements phrased in the form of a question—are an effective persuasive device. The wording used in the question implies the reaction the questioner expects from the listener or reader.*) Provide students with an example, such as *Is saving money a useful thing to do?* Ask students for suggestions of other rhetorical questions.

Pre-Teach Vocabulary

Base Words

Point out that two of the vocabulary terms, *checking account* and *savings account*, have a base word in common (*account*). Share with students the definition of *account* in this lesson's context: an arrangement where an institution, like a bank, holds money for an individual. Explain to students that the word *account* comes from old English and French words that mean "to count." Invite students to discuss ways in which they save money: in a bank account, credit union account, savings bond, or other method.

Tier 2 Words:

deposit (p. 231)
withdraw (p. 231)

Tier 3 Words:

checking account (p. 231)
credit score (p. 233)
savings account (p. 232)

Test Words:

financial planning (p. 230)

DURING THE LESSON

Personal Finance

PAGE 230

Refer students to the Key Concept: "Personal financial management is a vital life skill." Remind them that *vital* means "necessary for life." Explain that developing the practical skills to handle their personal finances will benefit them throughout their lives. Have each student create a Personal Financial Rules List as they work through the lesson. The rules should be short statements of guidelines for students to follow in their own lives, such as "set up a personal budget" and "pay yourself first."

Banks and Checking Accounts

PAGE 231

Ask students if they have a checking account at a bank or credit union. Then ask how often they find that they have to make payments from their checking account, and for what sorts of goods or services. (Possible answers: *a few payments each month, for rent, utilities, school fees*) Ask whether they prefer using an ATM, a debit card, online payment, or check payment, and why. Invite volunteers to share if they have ever had problems keeping their checking account register up to date. Ask if that has ever resulted in being overdrawn with their account.

Reading Skill: Integrate Visual Information

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

Saving for Your Future

Ask students how often, over the last year or five years, they have purchased the most up-to-date smartphone or other electronic device. Have they found that the device was soon outdated and that they then purchased the newer version and no longer used the “old” device? If any students have had this experience, discuss whether they would really have missed out on anything vital if they had held onto their old device and not bought the newer version. Explain that this kind of financial decision—whether to always buy the latest thing, or to resist purchasing things in order to save—is a skill that can have a major impact on their lives. Saving \$50 a few times every year instead of buying a new electronic gadget can be a valuable step toward major purchases such as a computer, car, or even a house.

Evidence-based Reading Support: Comprehension

Make Connections Point out to students that this lesson is about *personal* finance and that it is especially relevant to their own lives. As they read the text on page 232, encourage them to make connections by asking themselves questions, such as *Have I learned something about personal finances and saving before?* Explain that anytime students read a new passage, they can help their comprehension by making connections to their day-to-day lives.

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

	Checking Accounts	Saving Accounts
Accounts located at a bank	✓	✓
Bank charges fees	✓	
Use account for paying monthly bills	✓	
Can withdraw money to pay for major purchases	✓	✓
Bank pays interest		✓
Money in account belongs to you	✓	✓

Engage and Extend

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

Core Skill: Interpret Meaning

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

Understanding Credit

Ask students what they think are the advantages to buying items with a credit card. (Possible answers: *immediate access to merchandise you want, not having to carry a checkbook or cash*) Discuss the fact that credit card companies allow cardholders to pay their monthly charges in full, to pay only a minimum amount, or to pay an amount in between. Ask students what they think might be a danger in paying less than the full amount of the credit card bill each month. (Possible answer: *the credit card company charges interest on the amount outstanding*) Tell students that just as interest on savings accumulates, interest on credit card debt builds up, and within a few months, the credit card bill on a relatively inexpensive item may be more than the original cost of the merchandise.

WRITE TO LEARN

ANSWER KEY

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

Real World Connection: Understand Interest

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

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 370.

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

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ Determine Student Readiness

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

Key Concept

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

Concept Background: Ask the class for examples of economic problems that they have heard about or experienced firsthand. Write students' suggestions on the board. Explain that major economic problems like unemployment, inflation, recession, and so on are all related: all are aspects of the business cycle.

Develop Core Skills

Core Skill: Integrate Content Presented in Different Ways

Ask the class to identify different ways they could convey a simple message, like "a dog crossed the road." (Sample answer: *I could tell someone, I could send an e-mail, I could take a video on my smartphone*)

Explain that today's technological advances extend the ways that people communicate and that students can better understand a subject if they gain information about it from a number of different sources. Reading about the dog crossing the road gives them one sort of detail, while seeing the dog in still photos and in motion provides additional information. Finally, hearing a song inspired by the dog adds an emotional tone to the subject.

Reading Skill: Infer

Read the following paragraph to students.

Marissa is taking three classes this semester and also working part-time to help with expenses. Her history teacher had scheduled a major exam for Friday. Marissa has had little time to study in the week leading up to the test, but she planned to study for a few hours on Thursday evening. However, on Thursday, Marissa's supervisor told her she would have to work a longer shift, which meant she would not be able to study that evening.

Ask students to use their own personal experience and the knowledge gained from the text to infer what happened when Marissa took her history exam on Friday. (Sample answer: *Marissa was unprepared for the test.*)

Pre-Teach Vocabulary

Word Study: Multiple-Meaning Words

Tell students that many of the vocabulary words used in the lesson have more than one meaning. In this lesson, students will use the definitions that relate to the economy. Create a word web for the different meanings of the word *depression*. When you have completed the word web, ask students to identify the meaning that most probably has to do with this lesson: *a period of low economic activity with rising levels of unemployment*. Guide students in using dictionaries to find the multiple meanings of these vocabulary words:

contraction	cycle	gross
peak	recession	trough

Tier 2 Words:

contraction (p. 245)
depression (p. 245)
expansion (p. 245)
peak (p. 245)
recession (p. 245)
trough (p. 245)

Tier 3 Words:

business cycle (p. 244)
Great Depression (p. 246)
gross domestic product (GDP) (p. 244)

DURING THE LESSON

Gross Domestic Product

PAGE 244

Tell students that just as a person's grade point average is one way of measuring their overall success in school, a country's gross domestic product is a way of measuring the nation's overall economic health. Explain that gross domestic product is the total of the goods and services produced in a country in one year. Tell students that the United States has the largest gross domestic product, or GDP. Ask which country students think has the second highest GDP. (*China, which has about half the GDP of the US*)

The Business Cycle

Tell students that the business cycle follows a path that circles around and around. In a business cycle, companies, the country, and the people of the country go through active (good) economic times, followed by slow (bad) economic times, and the bad economic times gradually turn around into renewed good economic times. Ask students what good economic times and bad economic times mean for average Americans. (Sample answers: *In good economic times, people have jobs and money to spend; in bad economic times, there are few jobs and people have less money.*)

Evidence-based Reading Support: Comprehension

Ask Questions Tell students they can apply the basic question words *who*, *what*, *where*, *when*, *why*, and *how* to the headings in most texts. Model the process for them. (For example, the heading “Gross Domestic Product” can generate questions like “What is the gross domestic product?” and “Who determines the gross domestic product?”) Have students work in pairs to formulate questions for each of the lesson’s main headings and have one member of each pair share their questions with the class.

PAGE 245

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

- Canada: \$1,406,300,000,000 (This is about \$1.4 trillion.)
- Egypt: \$487,800,000,000 (This is about \$500 billion.)
- Japan: \$4,459,000,000,000 (This is about \$4.5 trillion.)

Core Skill: Integrate Content Presented in Different Ways

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

PAGE 246

The Great Depression

Ask students if they have heard stories about the Great Depression from their grandparents or other family members, or if they have read books or watched films about that era, such as John Steinbeck’s *The Grapes of Wrath*. If so, invite volunteers to relate their impressions of the time period. Explain to students that this economic disaster of the 1930s was unprecedented in US history. It took a new president and a New Deal to get the country started toward economic recovery.

Engage and Extend

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

Keynesian Economics and the New Deal

Ask students whether they think that Keynes had the right idea about how to regulate economic cycles and why. (Sample answer: *Yes. If government spending helps create work for people to do, people will have more confidence and more money to spend, which will in turn help the economy.*)

Reading Skill: Infer

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

PAGE 247

WRITE TO LEARN

ANSWER KEY

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

Research It: Understand History

Ask students for the unemployment rates they found for 1933, 1945, 1980, 2010, and today. Write their responses on the board. Tell them that figures from the US Department of Labor, Bureau of Labor Statistics, show the following rates (rounded to the nearest percent): 1933: 25 percent, 1945: 2 percent; 1980: 7 percent; 2010: 10 percent. Discuss why the figures vary so widely. (Sample answers: *In 1933, the United States was deep in the Great Depression, so unemployment was very high. At the end of World War II (1945), a postwar economic boom drove unemployment down. The 10 percent figure for 2010 shows the rate for the Great Recession.*)

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 373.

Extension Activity: Develop a Logical

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

BEFORE THE LESSON

Objectives

- After completing the lesson, students will be able to
- Understand why the United States became industrialized
 - Learn about the positive and negative aspects of industrialism and imperialism
 - Understand the motives behind imperialism

✓ Determine Student Readiness

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

Key Concept

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

Concept Background: Explain the concepts of *industrialization* and *imperialism* to students. With them, create a K-W-L chart on the board. Elicit what they already know to fill in the K column, and work with them to develop questions for the W (want to know) column. Then have them copy the chart into their notebooks and fill in the L (learn) column as they read the lesson.

Develop Core Skills

Core Skill: Analyze Events and Ideas

Show students several short news clips about events or people. News clips might focus on such topics as demonstrations, responses to disasters, new businesses, or good Samaritans. Have students analyze people's values as shown in the news stories. Ask: *Why do you think people reacted in this way to that event? What do you think was their purpose in demonstrating? (Sample answers: The people wanted to show how much they agreed [or disagreed] with the actions that were taking place. People demonstrated to show they want the government to make changes in how such events are handled.)*

Reading Skill: Understand the Main Idea

Tell students that, like written texts, photos and illustrations also express main ideas. It may be more difficult to identify the main idea in an illustration because it is not explicitly stated.

Divide the class into groups. Give each group a photo or illustration and have them tell what it is about. Then display the images for the class while each group shares their thoughts. Invite discussion from the class.

Pre-Teach Vocabulary

Denotation and Connotation

Explain to students the difference between denotation and connotation. Write the word *monopoly* on the board, along with its denotation (exclusive ownership, possession, control). Ask students to suggest connotations for *monopoly*. Encourage them to see that connotation might be subjective. Have students make a chart listing different words' denotations and connotations as they read through the lesson.

Tier 2 Words:

corollary (p. 253)
monopoly (p. 251)

Tier 3 Words:

imperialism
(p. 253)
industrialization
(p. 250)

Test Words:

main idea (p. 251)

DURING THE LESSON

Changes in Society

PAGE 250

Tell students that after the Civil War, the US economy boomed. It was truly a free-market economy based on *laissez-faire* principles. The rich were extremely rich, but the poor were extremely poor. This period was known as the Gilded Age. Help students understand the term *gilded*. Discuss how this term is used metaphorically to refer to a society with wealth at the top but poverty beneath the surface. Show students photographs and articles by Jacob Riis, the social reformer and reporter who wrote extensively about the working and living conditions of New York City's poor in the late 1800s.

Evidence-based Reading Support:

PAGE 251

Comprehension

Visualize Explain to students that visualizing what they read helps comprehension. Ask students to form pictures in their minds as they read and take notes on what they see. For instance, if they read about the Mississippi River, they might imagine a wide body of water; if they read about giant companies, they might picture a huge skyscraper with a large company logo at the top. Then have students discuss their visualization in small groups.

Core Skill: Analyze Events and Ideas

Call students' attention to the elements in the cartoon that reflect Rockefeller's values. What do they think the cartoonist's values are? Do they think the cartoonist's values differ from those of Rockefeller?

(Sample answers: *Rockefeller seems to think he is king of the world, sitting on a throne built of money and his oil monopoly. The cartoonist seems to think this is an unjust situation; his values seem to be quite different from Rockefeller's.*) Invite volunteers to share the sentences they wrote in their notebooks.

Workers and Farmers Respond

PAGE 252

Show students a Populist poster or the text of a Populist platform and have students discuss the values it represents.

THINK ABOUT SOCIAL STUDIES ANSWER KEY

1. D. The Populists' goal was for government to exert greater control over monopolies. Populists did not want the government to create more monopolies. Their main goal did not involve unions or Native Americans.
2. A. Workers unionized to reduce their workday and to receive fair wages. They did not feel that they received good pay. They were not concerned with improving industrialization or credit.

Reading Skill: Understand the Main Idea

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

Imperialism

PAGE 253

Remind students that the United States itself was a product of imperialism. Britain, France, and Spain were all imperial powers and founded colonies in the Americas. All of them possessed lands that became parts of the United States. Ask students to identify some of these colonies.

Engage and Extend

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

Evidence-based Reading Support: Alphabetic

Suffix –ism Explain that knowing the meaning of suffixes helps with pronunciation and comprehension. The suffix *–ism* can mean “an act, practice, or process.” *Imperialism*, for example, is the act of increasing a nation’s power by taking over foreign land. Have students suggest other “isms” and give their meaning. Are they acts, practices, or processes? Here are some examples: *Catholicism* (the practice of Catholic Christianity), *skepticism* (an act of doubt in regards to something), and *tourism* (the practice of traveling for recreation).

21st Century Skill: Understand Current Events

Ask students to imagine that they are residents of the territory they chose. How would they feel about being controlled by the United States? Have volunteers give a brief presentation as a resident explaining why their territory should or should not be under US control.

WRITE TO LEARN ANSWER KEY

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

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 373 and 374.

Extension Activity: Develop a Logical Argument Hold a student debate. Write two or three proposals on the board, such as “The US should annex Mexico” or “The US should annex Canada.” Then divide students into an even number of groups. Assign each group a proposal to investigate and a position to take (for or against).

Have the groups investigate historic and economic aspects of their topic to formulate arguments and cite evidence in support of their position. Each group should create a formal opening statement, develop a logical series of arguments, reserve material for use in rebuttal, and summarize their arguments in a one-minute closing statement. Poll the audience before and after the debate to see whether their minds have been changed by the teams’ arguments.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

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

✓ Determine Student Readiness

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

Key Concept

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

Concept Background: Invite students to talk about how life in their community or region might have changed over the last 50, 100, and 200 years. For each change, have students infer whether it was a result of scientific discoveries, a shift to factory work, a change in transportation, or a change related to digital products like computers or other devices. Tell students that they will learn more about revolutions that happened as a result of these types of changes.

Develop Core Skills

Reading Skill: Sequence Events

Tell students that *sequence* means “order in time.” Explain it as a noun (the order itself) and as a verb (to put in order). Challenge students to come up with examples from everyday life where sequence is important (e.g., putting on socks before shoes). Explain that sequence is just as important in reading.

Core Skill: Analyze Events and Ideas

Ask students who are sports fans to explain what a “sports analyst” does. Draw parallels between the analysis of a game or a play and the analysis of an event or an idea.

Pre-Teach Vocabulary

Word Usage

Define *era* for students as “a long and distinctive period of history.” Emphasize the qualities of *long* and *distinctive* (different from others). Work with students to look up the definitions of the words *period* (a length of time) and *eon* (a vast amount of time). Ask students: *Why might a range of time be called an era, instead of the other terms?*

Tier 2 Words:

era (p. 256)
fundamental
(p. 257)
revolution (p. 256)
theory (p. 257)

Tier 3 Words:

Digital Revolution
(p. 259)
Industrial
Revolution
(p. 258)
Scientific
Revolution
(p. 257)
Transportation
Revolution
(p. 258)

Test Words:

analyze (p. 257)

DURING THE LESSON

PAGE 256

A Revolution in Your Hand

Ask students about things that have changed during their lifetimes. These may include methods of transportation, communication devices, computers, or even sports equipment. Write students’ answers on the board and tell students that they will be learning about different types of revolutions that have occurred in history that affect the way they live today.

Have students create tables in their notebooks to keep track of the four revolutions. The table should be two-columned: the left-hand column should list the revolutions and the right-hand column should contain concise descriptions of the revolutions. When students have finished the lesson, direct them to write four sentences, one for each revolution, that explain how the revolution is manifested in a modern object, such as a smartphone.

Evidence-based Reading Support: Comprehension

Understand Author’s Purpose Review “A Revolution in Your Hand” on page 256. Tell students that the author has tried to make the writing understandable by writing an interesting header, boldfacing important words, and referring to familiar events, like watching TV and using a smartphone. As you progress, invite students to point out similar features in other parts of the lesson and explain how these features help them understand the text.

The Scientific Revolution

Tell students that the Scientific Revolution happened several hundred years ago, but without it, society would not be the same today. Have pairs of students choose one scientist from the text and conduct research on that person. Have pairs tell the class how their chosen scientist made a discovery that is still important today.

Reading Skill: Sequence Events

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

The Industrial Revolution

Have students work in small groups to make lists of changes that happened during the Industrial Revolution (using outside resources to supplement the text). When they have finished listing three or four changes, compile the groups' lists on the board and discuss them as a class. Ask students how life would be different without manufactured clothing, electronics, and even the multitude of bread choices at the store.

The Transportation Revolution

Ask students how they usually get to class. Point out that for those who don't walk or ride a bicycle, their form of transportation is actually relatively new. Explain that trains were one of the main elements of the Transportation Revolution but personal transportation—cars—caused its own type of revolution.

Core Skill: Analyze Events and Ideas

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

Engage and Extend

ELL Instruction: Recall and List Key Events Direct students to recall and list the four revolutions explained in the lesson—Scientific, Industrial, Transportation, and Digital. Pair students with fluent English speakers and have them verbally state why each revolution was important.

Workplace Connection: Compare Tasks

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

The Digital Revolution

Ask students how they would feel about going for one day—or even one week—without using any products resulting from the Digital Revolution. Have pairs work together to write a paragraph about life without a specific digital device. Have each pair share its work with another pair and discuss how the Digital Revolution has affected their lives.

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

Scientific Revolution—theory
 Industrial Revolution—steam engine
 Transportation Revolution—locomotive
 Digital Revolution—transistor

WRITE TO LEARN

ANSWER KEY

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

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 374.

Extension Activity: Hypothesize about the Future

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

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Compare and contrast the main types of unemployment
- Describe how inflation and deflation affect the economy
- Explain how an economy grows

✓ Determine Student Readiness

Ask students to think about what they have heard or read about the United States' economy over the past few years. Have them brainstorm terms that were used to discuss and analyze the economy. (Students may mention high unemployment levels, falling home prices, recession, and so forth.) Write their answers on the board.

Key Concept

The US economy is considered healthy when it achieves full employment, price stability, and economic growth.

Concept Background: Create a two-column chart on the board. Label one column *Healthy* and the other *Unhealthy*. Have students sort their list of terms from the Determine Student Readiness activity into the two columns, depending on whether the terms indicate a healthy economy or an unhealthy one.

Develop Core Skills

Core Skill: Analyze Events and Ideas

Tell students that part of analyzing an event is to predict its possible consequences. Mention one or two current events and invite students to predict what might happen as a result. An example might be: *Interest rates on home loans are getting lower; more people will buy houses.* Write the event(s) and student responses on the board and discuss as a class the likelihood of student-suggested outcomes.

Reading Skill: Use Context Clues to Understand Meaning

Write two sentences on the board containing unusual words whose meaning can be guessed from the context. For example:

Sculptor Nathan Jones today supervised the installation of a dramatic new mobile that now hangs from the ceiling of the museum's East Gallery.

Jane tucked in the sheets and blankets, then covered the bed with a colorful counterpane.

Have students guess the meaning of each unfamiliar word from its context. Point out that context may provide a definition, synonym, antonym, example, or other clue that will help readers guess a word's meaning.

Pre-Teach Vocabulary

Word Families

Have students examine the words *inflation* and *deflation*. Ask them to explain what they know about the two words and how they know it. For example, a student might say, "I know they are nouns because they both end in *-tion*." Make sure students notice that the words are related to the verbs *inflate* and *deflate*. Help students use what they have noticed about the words to guess the words' meanings. Provide them with the meanings, if necessary.

Invite volunteers to write sentences for each of the word families on the board. (Sample answers: *In case I have overnight guests, I bought an inflatable air mattress that I usually keep in the closet. I use a bicycle pump to inflate the mattress. It takes less than five minutes for full inflation.*)

Tier 2 Words:

deflation (p. 272)

inflation (p. 272)

Tier 3 Words:

business cycle

(p. 270)

full employment

(p. 270)

Test Words:

meaning (p. 271)

DURING THE LESSON

PAGE 270

A Healthy Economy

Explain how the unemployment rate is calculated and the factors that make it difficult to calculate the rate accurately, especially hidden unemployment. Ask: *What is likely to happen to employment opportunities during the expansion phase of the business cycle?* (There will be more job opportunities.) *What are some examples of seasonal employment?* (Sample answers: *summer camp counselors, holiday season retail clerks*)

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THINK ABOUT SOCIAL STUDIES

ANSWER KEY

Sample answers:

1. Structural unemployment: an auto assembly-line worker loses her job when robots replace workers at the plant
2. Frictional unemployment: an accountant leaves his job to look for a new job with better pay and more responsibility
3. Cyclical unemployment: a waiter at a local restaurant loses his job during an economic downturn
4. Seasonal unemployment: a home builder loses her job during the cold winter months when construction declines

Core Skill: Analyze Events and Ideas

Before students begin to write, encourage them to use concept webs and cause-and-effect diagrams to help them plan their paragraphs.

21st Century Skill: Global Awareness

After students have finished writing, invite them to share ideas to spur a class discussion on the global economy.

PAGE 272

Inflation and Deflation

To help students understand inflation, explain how the Consumer Price Index (CPI) is calculated and used to measure inflation. Offer some examples of countries experiencing hyperinflation, such as Germany after World War I or Brazil in the 1980s and early 1990s.

Evidence-based Reading Support: Comprehension

Reread/Read More Slowly Understanding cause-and-effect relationships will help students understand the complex processes in economics. Tell them to read “Inflation and Deflation” slowly and to stay alert for context clues that indicate cause and effect, such as phrases with words like *because*, *as a result*, and *so that*. Tell them to reread if necessary, asking themselves questions such as “Why did this happen?”

Economic Growth

Remind students that at the end of the nineteenth century, innovation in machinery and processes spurred huge economic growth in the United States. A century later, the Digital Revolution did the same thing. You may want to emphasize this point by showing line graphs charting economic growth during these time periods. Point out that innovation is a significant factor in economic growth.

Engage and Extend

ELL Instruction: Differentiate between Similar

Words On the board, write these word pairs: *economic – economical*; *historic – historical*. Explain that sometimes words can look very similar but have different meanings. Have students look up the word pairs in dictionaries and explain the differences to you. Check their understanding. Then have students write a sentence for each word. Check their sentences to make sure they have used the words correctly.

Reading Skill: Use Context Clues to Understand Meaning

Have students compare their answers with a partner and use evidence from the passage to reconcile any differences.



WRITE TO LEARN

ANSWER KEY

Suggest that students look for additional sources of information regarding the value of education and job training in promoting economic growth. Have them incorporate details from these sources. Remind students to give credit to the sources in their editorials.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 376.

Extension Activity: Interpret Markets Have students form two groups to hold an “economic press conference.” The first group will act as economists and will investigate one aspect of recent economic events, such as a recent upturn in housing sales and prices or the most recent change in employment figures. The second group will act as economic journalists. Have the journalists work together to read recent articles and editorials and formulate questions about the state of the housing or job markets. Remind students to avoid asking yes/no questions. Each of the economists should make sure they understand economic concepts and patterns, including cause-and-effect relationships. Then have the panel of experts give a press conference in which they respond to journalists’ questions, supporting their statements with evidence. Encourage students to use graphs and diagrams to help explain their ideas. Afterward, have the journalists interpret and summarize the press conference.

BEFORE THE LESSON

Objectives

- After completing the lesson, students will be able to
- Explain the main components of economic globalization
 - Identify institutions that support globalization
 - Recognize the potential benefits and costs of globalization

✓ Determine Student Readiness

Ask students what global economic activities they can think of. They may mention international companies and trade, tourism, the stock market, and so forth. List their answers on the board.

Key Concept

Globalization creates more integrated and interdependent global markets. However, it can have negative effects on workers and on the environment.

Concept Background: Tell students that globalization has led to greater connectedness for many people around the world. Ask students how they are connected to people in other countries. (Sample answers: *e-mail, phone, sponsorship, foreign exchange programs, travel, banking*) Point out that in the past, keeping in touch with and interacting with people in other countries was much harder than it is today.

Develop Core Skills

Core Skill: Interpret Graphics

Display a graph charting an economic feature, such as inflation rate or currency exchange rates. Have students use the title, caption, and labels to identify the topic of the graph and infer its main idea(s).

Reading Skill: Recognize Unstated Assumptions

Tell students that an assumption is an unproven idea. Distribute copies of an article or political cartoon containing unstated assumptions. Ask students what the article or cartoon is about. Then ask: *Can the ideas expressed by the writer be proven with facts?* Point out any textual or visual elements that give clues to the assumptions.

Pre-Teach Vocabulary

Word Map

Walk through vocabulary word definitions with students. Have students create word maps, one for each vocabulary word, on a piece of paper. In the center cell, have students write the vocabulary word. Help them write a definition for the word in the top cell (remind them that they can use the glossary if necessary). In the bottom two cells, students should write phrases using the word.

Tier 2 Words:

globalization
(p. 274)
stabilize (p. 275)

Tier 3 Words:

foreign direct
investment
(p. 274)

Test Words:

assumption
(p. 275)

DURING THE LESSON

Economic Globalization

PAGE 274

Remind students that in the United States, each state has its own economy. Interstate commerce is regulated by the federal government. Point out that there is no government to regulate commerce between nations. Ask students to think about this as they read.

Point out that there are other international economic organizations that are regional rather than global, such as the African Development Bank and the European Commission.

Evidence-based Reading Support: Comprehension

Make Connections Point out to students that graphics often go hand-in-hand with the text in passages. Have students read the text under the heading “Institutions of Globalization” and the information in the table at the bottom of page 275. Then have them discuss in pairs how the two interrelate. Finally, invite the pairs to share their thoughts in a class discussion.

PAGE 275

Recognize Unstated Assumptions

Before students read the answer below the passage, have them write down their answer. After they have looked at the explanation in the book, as a class, analyze the passage leading to the unstated assumption.

WRITE TO LEARN

ANSWER KEY

Suggest that students go online and look up a corporate code of conduct to use as a model for the one they are about to write. They can copy the headings and emulate the style of writing to make their code more realistic.

PAGE 276

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

Sample answer: International organizations might be controversial because they set economic requirements for countries rather than letting the countries set their own goals. People in developing countries might question whether international organizations are just helping rich countries at the expense of poor countries.

Benefits and Costs of Globalization

After students read about the benefits and costs of globalization, you may wish to share with students two current editorials or blog posts, one in favor of and one against increasing globalization. After discussing the editorials, group students into two debate teams and a panel of judges. Ask one team to argue the pro-globalization position and the other to argue for anti-globalization. Have each team research the issue online and prepare to defend its position, including the use of evidence to support its argument. Ask the judges to remain impartial and determine the debate winners based on their argument and supporting facts. Post-debate, discuss why one side was more convincing than the other.

Core Skill: Interpret Graphics

Have students complete this activity with a partner. Then use their ideas as the basis of a class discussion about the cartoon and the WTO.

Evidence-based Reading Support: Vocabulary

Abbreviations Tell students that the names of organizations and terms are often abbreviated in texts. The first time the name appears, it is often spelled out and the abbreviation is given in parentheses after the name. Later in the text, only the abbreviation is used. For example, on page 275, the table includes “World Trade Organization (WTO).” On page 276, the initials *WTO* appear in the cartoon and sidebar. Point out the initials *FDI* in “Benefits and Costs of Globalization.” Ask: *What do they mean? (foreign direct investment) Where did they first appear? (page 274)*

Reading Skill: Recognize Unstated Assumptions

Have students compare their answers with a partner. Then invite the pairs to share their ideas with the class. Have volunteers summarize each of the unstated assumptions.

Engage and Extend

ELL Instruction: Word Cognates Work with students to develop definitions for any words in the Key Concept that they have difficulty with, such as *globalization*, *integrated*, or *interdependent*. Ask them if there are similar words in their first languages. Often, English uses Latin-based words in formal language; these are frequently similar to words in the Romance languages, like Spanish. Moreover, other languages borrow words from English, so some words may be familiar for that reason. However, students should also be aware that some word cognates have very different meanings. If students’ interpretation of a word does not seem to make sense in context, they should check its meaning in a dictionary.

The following are Spanish cognates of words appearing in the text:

globalization/globalización
integrated/integrado
interdependent/interdependiente

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 376.

Extension Activity: Assess International Organizations Have students go online and investigate the activities of an international organization concerned with economic activity. Tell them to locate factual data on credible websites, such as those with *.gov*, *.edu*, and *.org* in their URLs. Ask students to interpret their information, draw conclusions, then summarize their findings in a report that includes the organization’s mission and identifies and assesses one of its programs, citing evidence from their research.

BEFORE THE LESSON

Objectives

- After completing the lesson, students will be able to
- Recognize how people change Earth's physical geography
 - Understand how Earth's physical geography can change the way people live
 - Understand that people either adapt to their environment or move to an area with a more suitable environment

✓ Determine Student Readiness

Ask students to describe the physical surroundings of the area they live in. Have them work in pairs or small groups to describe how people have affected the local geography and how the local geography affects their lives. For instance, students may say that people have cut down forests or drained wetlands to create farms; they might mention that living near the mountains means that they hike or ski for recreation. Invite the pairs or groups to share their thoughts with the class.

Key Concept

From the beginning of time, humans have adapted to their physical environment. At the same time, however, the physical environment has been changed by humans.

Concept Background: Discuss the interaction of humans with the physical world. On the board, draw a two-column chart. Label one column *How people change their physical environment* and the other *How the physical environment changes how people live*. Invite students to suggest examples of each process, and write their ideas in the chart. Tell students to copy the chart into their notebooks and complete it as they read the lesson. (Sample answers: *People build reservoirs and irrigation systems. People add insulation to buildings and wear heavier clothing in winter.*)

Develop Core Skills

Reading Skill: Use a Map Key

Distribute several different kinds of maps. Have students work in small groups to examine the map keys and describe what information each provides. Then invite the groups to share their descriptions with the class. Correct any errors or misconceptions.

Core Skill: Interpret Graphics

Display two different maps of the same area (for example, one road map and one topographic map). Invite students to compare and contrast the two maps. You may wish to extend the exercise by having each student write a paragraph comparing and contrasting the two maps.

Pre-Teach Vocabulary

Write Sentences

Invite volunteers to look up dictionary definitions for the vocabulary words and read the definitions aloud. Write the words and definitions on the board.

Common Core Basics: Social Studies

Then have students write three sentences using all seven terms. Tell them to check their sentences with a partner.

Tier 2 Words:

adapt (p. 286)
climate (p. 288)
environment
(p. 286)

Tier 3 Words:

drought (p. 286)
irrigation system
(p. 286)
peninsula (p. 288)

Test Words:

convey (p. 287)

DURING THE LESSON

Physical Geography Affects People

PAGE 286

Remind students that immigrants come to the United States for many reasons. Review some of those reasons with students, such as the need to make a living or the desire to avoid persecution in their home countries. Invite students to speculate on what physical features first attracted people to the area where they live. (Answers might include good farmland, access to a river, or geographical similarities with the homeland they left behind.) With students, look at the precipitation map of Arizona and discuss what it shows. Explain that Arizona is in the Southwest. Lead a discussion about the peoples who have lived in this area: Native Americans, Spanish and American settlers, and current inhabitants. Ask: *What do you think attracted people to the area? How do you think people have changed it?*

Evidence-based Reading Support: Comprehension

Ask Questions Remind students that it is important to read actively to improve comprehension and retention. Asking questions is one aspect of active reading. Use the first paragraph on page 286 to model asking questions. Read it aloud, asking a question at the end of each sentence. For example, after reading the first sentence aloud, you might ask, "What does *environment* mean?"; after reading the second sentence, you might ask, "What are some things people looked for in their environment?" Then have students read the second paragraph, writing down a question after each sentence they read. Invite students to share their questions with the class.

Reading Skill: Use a Map Key

PAGE 287

Have students do this activity with a partner. After they finish, have each pair work with another pair to compare and discuss answers.

Research It: Discover Change

Invite students to share their photographs and ideas with the class. You may want to extend the activity by having students share their research on websites or exhibition boards.

Other Effects of Geography

Assign early East Coast settlements to small groups of students (St. Augustine, Florida; Roanoke, Virginia; Albany, New York; Plymouth, Massachusetts; New Amsterdam, New York; Salem, Massachusetts; Annapolis, Maryland). Have each group research a settlement and tell the class about its nearby geographical features. List any recurring features on the board, such as water access, arable land, defensibility, and proximity to the settlers' home country.

Evidence-based Reading Support: Fluency

Collaborative Reading Divide students into four groups. Assign each group a paragraph from page 288, and have the groups prepare a choral reading. Tell them to be creative. They might emphasize some words by shouting or whispering them. They might choose to have some words or phrases read by just one or two people rather than the whole group. Tell students that such techniques should always emphasize meaning. Suggest that each group elect a “director.” Allow them time to rehearse their passages; then have them perform their readings in the order the paragraphs appear in the book.

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

access to the sea and fresh water
flat land for farming
building materials

Core Skill: Interpret Graphics

Have students complete this activity with a partner. Then use their ideas as the basis of a class discussion about the climate and geography of their state. Invite interested students to find precipitation maps of other states and present them to the class.

Engage and Extend

ELL Instruction: Semantic Map Have students work in pairs to organize the words in the vocabulary list according to their connotations. Explain that a word's connotation often indicates how a person should feel about the word—it clarifies the definition. Tell students to create a semantic map of the words, indicating which have positive connotations, which have negative connotations, and which have neutral connotations. Tell them that some words might fall into more than one category. For example, some students might think *climate* is neutral, while others might associate it with *climate change* and give it a negative connotation. Ask groups to compare their findings and provide reasons for the way they organized the words.

People Affect Geography

Ask students to recall what process is illustrated by the two maps on this page (*growing cities*). Ask them questions that they can answer by examining the maps, such as “What can you infer from the color of Alaska and Hawaii in the 1910 map?” (*Students may say that there was no information for those places in 1910.*)

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

Population growth made the cultivation of more farm land necessary. The invention of the steel plow made it easier to till the soil. As more land was cleared for farming and grazing, the soil on the plains was disturbed. This eventually led to the dust storms of the 1930s.

WRITE TO LEARN

ANSWER KEY

Before students begin to write, elicit from them a list of words and phrases that indicate comparison and contrast. Write these terms on the board and remind students to use them in their paragraphs.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 378.

Extension Activity: Collect and Display Historical Information

Have students work in small groups to present a geographical history of a specific area, such as a city or a county. First, each group will need to decide which area it will investigate. Next, students should collect a number of maps of that place, both current and historical. Tell them to interpret their maps to develop a history of that place, inferring how human interaction has changed its geography over time. Have the groups display selected visuals (photographs and charts might supplement maps) in a presentation, citing evidence to explain to the class the settlement and development of the area in terms of the interaction between humans and geography.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Understand that natural resources are distributed and utilized in various ways
- Recognize the many ecosystems on Earth
- Consider weather and climate systems

✓ Determine Student Readiness

Have students write a few sentences in their notebook explaining some of the differences between *weather* and *climate*. Invite volunteers to share their sentences, and use their ideas as a springboard for a discussion about different weather and climate systems in different places.

Key Concept

The world around us is made up of many interconnecting parts. Land, air, water, plants, animals, and weather are just some of the physical systems of the planet Earth.

Concept Background: Explain the concepts *renewable* and *nonrenewable natural resources*. Ask students about the physical geography of the area where they live and have them name some of the area's natural resources. Write their responses on the board. Then draw a two-column chart on the board. Label one column *Renewable natural resources* and the other *Nonrenewable natural resources*. Have the class categorize the resources they listed, and add them to the appropriate column.

Develop Core Skills

Core Skill: Integrate Content Presented in Different Ways

Distribute a visual (map, graph, or another graphic) along with a text that discusses it. Have students work in pairs to identify ways in which the text refers to and interprets the visual as well as ways in which the visual clarifies and adds to the textual information. Invite pairs to share their insights.

Reading Skill: Use Maps, Graphs, and Charts

Display a map alongside a graph or chart that shows similar or related data. Ask students to identify and explain elements that they share.

Pre-Teach Vocabulary

Real-World Connections

Have students identify key vocabulary by asking them to make connections with stories they may have heard in the news. Ask: *Have you seen news stories on TV about global warming? What do you recall about those reports?* Write students' responses on the board. Discuss what they have heard and develop definitions of those words and any related terms.

Tier 2 Words:

ecosystem (p. 294)
region (p. 292)

Tier 3 Words:

global warming
(p. 295)
greenhouse effect
(p. 295)
natural resource
(p. 293)

Test Words:

data (p. 293)

DURING THE LESSON

The Structure of Earth

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Show students photos and map images of the various landforms and bodies of water. Ask students which landforms or bodies of water they are familiar with. Have they visited the Great Lakes, the Atlantic Ocean, or the Pacific Ocean? What about a desert or the Great Plains? Invite volunteers to share their experiences of any of these geographic features.

Evidence-based Reading Support: Comprehension

Visualize As students read the first paragraph of "The Structure of Earth," have them make a labeled cross-section drawing of Earth with its four main layers. Then display a similar image that has been drawn to scale. Point out that visualizing as they read will help students understand and remember the information in the passage.

Regions of the World

Tell students that regions have no uniform size. They may be quite small or very large. Their boundaries do not have to be defined by physical features. In fact, one feature can be in several different regions, depending on how the region is defined. Invite students to think about how the area they live in might be defined and what different regions it might be a part of. (Examples include politically defined regions, like town, state, or country; geographically defined regions, like coastal or mountain areas or river valleys; and culturally defined regions, like San Francisco's Chinatown or the Amish area, which extends into several states.)

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Use Maps, Graphs, and Charts

After students have considered the percentages of salt water and freshwater on Earth's surface, ask them to look at the amount of arable land (good farmland) on Earth. Have students identify how much arable land there is and make inferences about the difficulty presented by a growing global population.

Natural Resources

Explain that different countries use their natural resources in different ways. Ask students to choose a country they know something about and give an example of how that country uses one of its natural resources. For example, Canada exports fir trees.

Technology Connection: Mapping Data

Invite pairs to share their ideas with the class. (Sample answer: *GIS data might be used to determine where a reservoir could be constructed.*)

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Ecosystems

Work with the class to make a list of the different types of ecosystems they know about. Have students compare and contrast features of those systems.

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. A renewable resource (like wind) is continually replaced by the environment, while a nonrenewable resource (like oil) takes millions of years to form.
2. An ecosystem is the community of organisms and natural resources in an environment.

Core Skill: Integrate Content Presented in Different Ways

Have students share their ideas with the class. Students should realize that most of the large cities are near the coast. Ask them what features might be near the cities that are farther from the coast. (Students should realize that those cities are probably along or near rivers.)

Research It: Historical Maps

Invite pairs to share the maps they found and their ideas about the changes in maps.

Engage and Extend

ELL Instruction: Count vs. Noncount Explain to students the difference between count and noncount nouns:

Count nouns are nouns that can be plural, such as *student* and *students*. *Noncount nouns* have no separate plural form, such as *water* and *air*. Have students look at the example of *weather* and *climate* in the first paragraph of the “Weather and Climate Systems” section at the top of page 295. Point out the use of “weather patterns” in line 1. Explain that *weather* is usually a noncount noun, so it cannot usually be used as a plural. We speak of “different types of weather,” not “different weathers.” Explain that this affects some of the modifiers we use with the nouns: “Number of” and “fewer” are used with count nouns, while “amount of” and “less” are used with noncount nouns. Then have students identify all the nouns in the next paragraph and categorize them as either count or noncount nouns. Check their answers.

Weather and Climate Systems

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Have students research the climate of the area they live in. Ask them to decide whether they think today’s weather is typical of the climate for the time of year.

Global Warming

Display maps and charts about global warming from NASA’s website and use them as a basis of discussion.

WRITE TO LEARN

ANSWER KEY

Tell students that when writing a persuasive essay, it is important to use facts to back up their point of view. Have students make a list of the facts in the graph on page 295 to help support their opinions. If they wish, they may also do additional research to obtain more facts.

Reading Skill: Use Maps, Graphs, and Charts

Have students compare their answers with a partner. Answer any questions that arise.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 378 and 379.

Extension Activity: Investigate Physical Systems Have students select a topic in the lesson that interests them. Tell them to investigate the topic online and to identify an organization or person who is an expert in that area. Then have students formulate several questions about the topic and contact that organization or person to get answers. Have them summarize the answers they received in a short oral report for the class.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Understand what is meant by the study of demography
- Recognize that population growth, migration, and settlement patterns tell a great deal about how humans interact with their environment
- Explain the general trend toward urban growth in the United States

✓ Determine Student Readiness

In the last lesson, students learned about global warming. Ask them to suggest ways that global warming might affect the environment. (*Answers might include changing climates, with increasing aridity in some areas and higher rainfall in others; higher sea level, leading to reduced land masses; and changes in vegetation, including agricultural production.*) Ask students how these changes to the environment would affect people.

Key Concept

As active inhabitants of Earth, humans are closely connected with the physical environment around them.

Concept Background: Ask students how they personally are connected to the environment. As a class, discuss staying warm in cold weather or cool in warm weather. Ask students how ignoring the environment around them would affect their daily lives.

Develop Core Skills

Reading Skill: Find Details

Display a paragraph and have students identify the main idea. Then ask them to draw a concept map of the paragraph with the main idea in the center and the details surrounding it. Remind students that details will explain things like *who*, *what*, *when*, *where*, and *why*. Have them check their concept maps with a partner.

Core Skill: Analyze Events and Ideas

Distribute the results of a survey of job hunters or a similar group of people. Have students read the information. Ask questions to make sure they understand the findings. Then tell them to identify areas in which they particularly agree or disagree with the findings based on their personal experience and knowledge. Have them discuss their ideas with a partner. Then invite the pairs to share their thoughts in a class discussion. Encourage them to discuss the ways in which their experience is similar to and different from the findings and to speculate on the reasons this is so.

Pre-Teach Vocabulary

Word Maps

Define the words *migration* and *population*. Then ask students to work in pairs to list all the words they can think of that are related to each. (Students might list such words as *migrate*, *migratory*, *migrant*, *popular*, and *populate*.) Write the two words on the board and use the students' lists to create a word map of related words around each. For each word shown, identify the part of speech.

Tier 2 Words:

migration (p. 300)
population (p. 298)

Tier 3 Words:

demography (p. 298)
fertility rate (p. 298)
mortality rate (p. 298)

Test Words:

describe (p. 299)

DURING THE LESSON

Demography

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Display for students tables, graphs, and maps showing demographic data. Include US Census data. Ask questions about the data to encourage students to interpret the graphics and make inferences based on the data in them.

Evidence-based Reading Support: Comprehension

Make Connections As students read the first paragraph of “Demography,” have them make connections between the text and their everyday lives. For example, ask how a supermarket chain might use demographic information when deciding where to open a new store or how the government might use it to develop services (bus routes, new rail or road development, expansion of utilities such as electrical or water supply) for the local area.

Population Growth

Discuss influences on fertility and mortality rates, such as medical advances, access to health care, economic well-being, and so forth.

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THINK ABOUT SOCIAL STUDIES

ANSWER KEY

1. B
2. D
3. C
4. A