

## *Curriculum Framework Social Studies*

School: Edison Charter School

Curricular Tool: DE Social Studies Coalition

Grade: Kindergarten

Teacher: \_\_\_\_\_

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Thinking About Maps and Globes (Delaware Model Unit)</b> <b>Timeline : 4 weeks</b>			
<b>Geography Standard One</b> Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].  <b>K-3a:</b> Students will understand the nature and uses of maps, globes, and other geo-graphics.	<u>Concepts</u> Mental maps Spatial thinking  <u>Big Ideas</u> Distance, size, and position of objects and features in the environment can be learned and become predictable by the development of a mental map or frame of reference.	<u>Essential Questions:</u> How can words, models, and graphics help us learn about the world?  <u>Learning Targets:</u> Use and interpret positional vocabulary effectively.  Create and interpret models, diagrams, maps, and globes.	<u>Suggested Formative Assessments:</u> Informal observation of students identifying relative locations or positions.  Participation in class discussions  Check off system for students use of performance on tasks  Student Self-Assessment and Reflection  Interactive Notebook  Use of positional words  Giving directions  Model of the Earth  Use of spatial vocabulary
			<u>Suggested Summative Assessments:</u> Transfer tasks  Rubrics
<b>Unit Two: Participating in a Group (Delaware Model Unit)</b> <b>Timeline: 4 weeks</b>			
<b>Civics Standard Four</b> Students will develop and employ the civic skills necessary for effective, participatory citizenship	<u>Concepts</u> Citizenship Social decision-making	<u>Essential Questions:</u> How should people work in groups to get things done?	<u>Suggested Formative Assessments:</u> Check off system for students use of performance on tasks

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>[Participation].</b></p> <p><b>K-3a:</b> Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.</p>	<p><b>Big Ideas</b> Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process.</p> <p>Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.</p>	<p>When is working in a group better than working alone?</p> <p><b>Learning Targets:</b> Explain the reasoning used in making decisions and solving problems (when students define an objective, divide responsibilities, and work cooperatively).</p> <p>Demonstrate teamwork and leadership.</p> <p>Adapt to varied roles and responsibilities.</p>	<p>Student Self-Assessment and Reflection</p> <p>Interactive Notebook</p> <p>Observation of students speeches</p> <p>Participation in class discussions</p> <p>Observation of group skills</p> <p>Graphic organizers representing good and poor group skills</p> <p>Self and Peer assessments</p> <p><b><u>Suggested Summative Assessments:</u></b> Transfer tasks</p> <p>Rubrics</p> <p>Performance Tasks</p> <p>Poster Designs</p>

# Curriculum Framework Social Studies

School: Edison Charter School

Curricular Tool: DE Social Studies Coalition

Grade: 1

Teacher: \_\_\_\_\_

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Schedules (Delaware Model Unit)</b> <b>Timeline: 3 weeks</b>			
<b>History Standard One</b> Students will employ chronological concepts in analyzing historical phenomena <b>[Chronology]</b> .  <b>K-3a:</b> Students will use clocks, calendars, schedules, and written records to record or locate events in time.  <b>Economics Standard One</b> Students will analyze the potential costs and benefits of personal economic choices in a market economy <b>[Microeconomics]</b> .  <b>K-3b:</b> Students will apply the concept that economic choices require the balancing of costs incurred with benefits received.	Chronological patterns	<b>Essential Questions:</b> Why does when matter?  <b>Learning Targets:</b> Exercise sound reasoning in understanding and making complex choices.  Frame, analyze, and solve problems.  Develop, implement, and communicate new ideas to others.	<b>Suggested Formative Assessments:</b> Student Self-Assessment and Reflection  Interactive Notebook  Participation in class discussions  Partner Work  Timeline indicating student's favorite activities during the school day and when they occur.  Sequencing Timeline  <b>Suggested Summative Assessments:</b> Transfer tasks  Students create a school schedule  Students answer essential question, "Why does when matter?"  Written responses  Rubrics

# Curriculum Framework Social Studies

School: Edison Charter School

Curricular Tool: DE Social Studies Coalition

Grade: 2

Teacher: \_\_\_\_\_

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Respect in a Civil Society (Delaware Model Unit)</b> Timeline: 3 weeks			
<p><b>Civics Standard Two</b> Students will understand the principles and ideals underlying the American political system <b>[Politics]</b>.</p> <p><b>K-3:</b> Students will understand that respect for others, their opinions and their property is a foundation of civil society in the United States.</p>	<p><b>Concepts</b> Citizenship Respect</p> <p><b>Big Ideas</b> The principles and ideals underlying American democracy are designed to promote the freedom of the American people.</p>	<p><b>Essential Questions:</b> Why is respect for others, their opinions, and property so important in our society?  How do I show respect?  <b>Learning Targets:</b> Explain why respect is used to get along in society.  Demonstrate respect for others, their opinions, and property in various situations.</p>	<p><b>Suggested Formative Assessments:</b> Informal observation of student skits.  Participation in class discussions  Check off system for students use of performance on tasks  Student Self-Assessment and Reflection Interactive Notebook  Lesson checks for understanding  Exit Tickets  Interactive Notebook  Writing Log  Think-Pair-Share activities  T-chart  List of classroom “laws”</p> <p><b>Suggested Summative Assessments:</b> Transfer tasks  Rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Two: Scarcity and Wants (Delaware Model Unit)</b> <b>Timeline: 5 weeks</b>			
<b>Economics Standard One</b> Students will analyze the potential costs and benefits of personal economic choices in a market economy [ <b>Microeconomics</b> ].	<u><b>Concepts</b></u> Scarcity Resources Wants  <u><b>Big Ideas</b></u> Due to scarcity, individuals, families, communities, and societies as a whole must make choices in their activities and consumption of goods and services.	<u><b>Essential Questions:</b></u> What do people want?  Why can't I have everything I want?  How do people get what they want?  <u><b>Learning Targets:</b></u> Explain the difference between a good and a service.  Explain the difference between public and private goods and services.  Explain how human capital is used to earn the income to satisfy wants.  Explain the decisions that must be made about spending or saving income.	<u><b>Suggested Formative Assessments:</b></u> Informal observation of student collaboration.  Participation in class discussions and skits/roles.  Check off system for students use of performance on tasks  Student Self-Assessment and Reflection  Interactive Notebook  Lesson checks for understanding  Exit Tickets  <u><b>Suggested Summative Assessments:</b></u> Transfer tasks  Performance tasks  Rubrics
<b>Unit Three: Trading Partners (Delaware Model Unit)</b> <b>Timeline: 3 weeks</b>			
<b>Economics Standard Three</b> Students will understand different types of economic systems and how they change [ <b>Economic systems</b> ].  <b>K-3a:</b> Students will identify human wants and the various resources and strategies which have been used to satisfy them	<u><b>Concepts</b></u> Interdependence  <u><b>Big Ideas</b></u> Individuals and nations trade when all parties expect to gain.  Nations with different economic systems often specialize and become interdependent as a result of	<u><b>Essential Questions:</b></u> Why does trade create interdependence?  What does dependence mean?  Why do we depend on others?  Why do we specialize?	<u><b>Suggested Formative Assessments:</b></u> Informal observation of student collaboration.  Participation in class discussions and skits/roles.  Check off system for students use of performance on tasks

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>over time.</p> <p><b>Economics Standard Four</b> Students will examine the patterns and results of international trade [International trade].</p> <p><b>K-3:</b> Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places.</p>	international trade.	<p>How does specialization create interdependence?</p> <p><b>Learning Targets:</b> Identify interdependent relationships</p> <p>Recognize specializations as the cause of that interdependence.</p> <p>Describe the consequences of a loss of interdependence</p>	<p>Student Self-Assessment and Reflection</p> <p>Interactive Notebook</p> <p>Lesson checks for understanding</p> <p>Exit Tickets</p> <p><b>Suggested Summative Assessments:</b> Transfer tasks</p> <p>Rubrics</p>
<b>Unit Four: Writing the Story of the Past (Delaware Model Unit)</b>			
<p><b>History Standard Two</b> Students will gather, examine, and analyze historical data [Analysis].</p> <p><b>K-3a:</b> Students will use artifacts and documents to gather information about the past.</p> <p><b>History Standard Three</b> Students will interpret historical data [Interpretation].</p> <p><b>K-3a:</b> Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.</p>	<p><b>Concepts</b> Investigation</p> <p><b>Big Ideas</b> Many different types of sources exist to help us gather information about the past, such as artifacts and documents.</p> <p>What is written by a historian depends upon the sources used.</p>	<p><b>Essential Questions</b> What can I learn about the past from studying artifacts and documents? What can't I learn? How are artifacts and documents used to write the story of the past?</p>	<p><b>Suggested Formative Assessments:</b> Informal observation of student collaboration.</p> <p>Participation in class discussions and skits/roles.</p> <p>Check off system for students use of performance on tasks</p> <p>Student Self-Assessment and Reflection</p> <p>Interactive Notebook</p> <p>Lesson checks for understanding</p> <p>Exit Tickets</p> <p><b>Suggested Summative Assessments:</b> Transfer tasks</p> <p>Performance tasks</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
			Personal “history bags”  Rubrics

# Curriculum Framework Social Studies

School: Edison Charter School

Curricular Tool: DE Social Studies Coalition

Grade: 3

Teacher: \_\_\_\_\_

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Economic Exchange (Delaware Model Unit)</b> <b>Timeline: 3 weeks</b>			
<p><b>Economics Standard Two</b> Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p> <p><b>K-3a:</b> Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.</p>	<p><b>Concepts</b> Interdependence</p> <p><b>Big Ideas</b> A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners.</p> <p>Because of interdependence, decisions made by consumers, producers, and government impact a nation's standard of living.</p> <p>Market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange.</p>	<p><b>Essential Questions:</b> How might the use of money affect the economy?  Why is what we use as money valuable?  <b>Learning Targets:</b> Work productively with others to specialize in the production of a particular good and/or the performance of a particular service.  Engage in simple forms of exchange, such as barter.  Analyze the use of commodity money as a medium of exchange</p>	<p><b>Suggested Formative Assessments:</b> Informal observation of student collaboration.  Participation in class discussions and skits/roles.  Check off system for students use of performance on tasks  Student Self-Assessment and Reflection  Interactive Notebook  Lesson checks for understanding  Exit Tickets  Vocabulary studies  <b>Suggested Summative Assessments:</b> Transfer tasks  Create a medium of exchange for the proposed school store.  Proposal/poster/speech  Rubrics</p>



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Two: Places (Delaware Model Unit)</b> <b>Timeline: 3 weeks</b>			
<p><b>Geography Standard One</b> Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].</p> <p><b>K-3a:</b> Students will understand the nature and uses of maps, globes, and other geo-graphics.</p> <p><b>Geography Standard Two</b> Students will develop a knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].</p> <p><b>K-3a:</b> Students will distinguish different types of climate and landforms and explain why they occur.</p> <p><b>Geography Standard Three</b> Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p><b>K-3a:</b> Students will be able to identify types of human settlement, connections between settlements, and the types of activities found in each.</p>	<p><b>Concepts</b> Patterns Culture</p> <p><b>Big Ideas</b> Places are unique associations of natural environments and human cultural modifications.  Concepts of site and situation can explain the uniqueness of places. As site or situation changes, so does the character of a place.</p>	<p><b>Essential Questions:</b> How are places different in culture and activity?  How might connections between places affect their size and complexity?</p> <p><b>Learning Targets:</b> Describe the characteristics of a place  Compare and categorize the characteristics of different places  Identify different types of connections and provide reasons for them Compare different types of maps</p>	<p><b>Suggested Formative Assessments:</b> Informal observation of student collaboration.  Participation in class discussions and skits/roles.  Check off system for students use of performance on tasks  Student Self-Assessment and Reflection  Interactive Notebook  Lesson checks for understanding  Exit Tickets</p> <p><b>Suggested Summative Assessments:</b> Transfer tasks Performance tasks  Powerpoint/podcast/story board  Research  Rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>Civics Standard Four</b> Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p>K-3a: Students will understand that American citizens have distinct responsibilities (such as voting), rights (such as free speech and freedom of religion), and privileges (such as driving).</p> <p><b>Civics Standard Four</b> Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].</p> <p><b>K-3a:</b> Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.</p>			
<b>Unit Three: Regions (Delaware Model Unit)</b>			
<b>Timeline: 3 weeks</b>			
<p><b>Geography Standard Four</b> Students will develop an understanding of the character and</p>	<p><b>Concepts</b> Patterns</p>	<p><b>Essential Questions:</b> How do places differ from regions?</p>	<p><b>Suggested Formative Assessments:</b> Informal observation of student collaboration.</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>use of regions and the connections between and among them [REGIONS].</p> <p><b>K-3a:</b> Students will be able to use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.</p>	<p><b>Big Ideas</b></p> <p>Students will understand that regions are defined by themes and/or common characteristics.</p> <p>Students will understand that regions have boundaries, some imaginary, some natural, and some physical.</p> <p>Students will understand that there are connections between different regions whether the regions are similar or different</p>	<p>How can regions be used to simplify an understanding of place diversity?</p> <p>How might differences and similarities among regions result in connections between them?</p> <p><b>Learning Targets:</b></p> <p>Explain the difference between a place and a region.</p> <p>Identify the characteristics of a region and describe its boundaries and its connections between other regions.</p> <p>Draw a boundary line showing where two or more regions are located when given a map.</p> <p>Identify examples of boundaries (imaginary, natural, and physical).</p> <p>Identify examples of connections between places and regions.</p> <p>Compare two different regions.</p>	<p>Participation in class discussions and skits/roles.</p> <p>Check off system for students use of performance on tasks</p> <p>Student Self-Assessment and Reflection</p> <p>Interactive Notebook</p> <p>Lesson checks for understanding</p> <p>Exit Tickets</p> <p>Recording sheet for regions vocabulary</p> <p>School map</p> <p>World map of regions</p> <p>Quiz 1 and 2</p> <p><b>Suggested Summative Assessments:</b></p> <p>Transfer tasks</p> <p>Performance tasks</p> <p>Rubrics</p> <p>Regional map creation</p>
<b>Unit Four: Resources and Production (Delaware Model Unit)</b>			
<b>Economics Standard One</b> Students will analyze the potential costs and benefits of personal	<b>Concepts</b> Resources	<b>Essential Questions:</b> How should people use what they have to get what they want?	<b>Suggested Formative Assessments:</b> Informal observation of student collaboration.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>economic choices in a market economy [Microeconomics].</p> <p><b>K-3a:</b> Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants.</p> <p><b>Economics Standard Three</b> Students will understand different types of economic systems and how they change [Economic systems].</p> <p><b>K-3a:</b> Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.</p>	<p>Patterns</p> <p>Interdependence <b>Big Ideas</b> Because resources are scarce, societies must organize the production, distribution, and allocation of good and services.</p> <p>The way societies make economic decisions depends on cultural values, availability and quality of resources, and the extent and use of technology.</p>	<p>Why have different ways to produce and allocate goods and services developed?</p> <p><b>Learning Targets:</b> Exercise sound reasoning in understanding and making complex choices</p> <p>Frame, analyze and solve problems Work productively with others</p>	<p>Participation in class discussions and skits/roles. Check off system for students use of performance on tasks</p> <p>Student Self-Assessment and Reflection Interactive Notebook</p> <p>Lesson checks for understanding Exit Tickets</p> <p><b>Suggested Summative Assessments:</b> Transfer tasks Plan proposal Rubrics</p>
<b>Unit Five: Using Maps and Globes (Delaware Model Unit)</b> <b>Timeline: 3 weeks</b>			
<p><b>Geography Standard One</b> Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].</p> <p><b>K-3a:</b> Students will understand the nature and uses of maps, globes, and other geo-graphics.</p>	<p><b>Concepts</b> Patterns Spatial thinking <b>Big Ideas</b> The ways mapped patterns are analyzed and used help solve societal problems.</p> <p>Maps can be used to distort or introduce bias into the information they portray.</p>	<p><b>Essential Questions:</b> How do differences between flat maps and globes affect understanding of places in the world?</p> <p>Why are there different types of maps? How can they be "read" to discover the nature and contents of the real world?</p> <p><b>Learning Targets:</b> Compare a world map and a globe.</p>	<p><b>Suggested Formative Assessments:</b> Informal observation of student collaboration. Participation in class discussions and skits/roles.</p> <p>Check off system for students use of performance on tasks</p> <p>Student Self-Assessment and Reflection Interactive Notebook</p> <p>Lesson checks for understanding</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>Identify distortions on a flat map. “Read” a variety of maps.</p> <p>Explain reasons for different types of maps.</p> <p>Analyze maps to solve real-world problems.</p>	<p>Exit Tickets</p> <p>Observation of student use of maps.</p> <p>Prepare a proposal, based on a study of the maps of Delaware, stating the best place to build an amusement park.</p> <p><b><u>Suggested Summative Assessments:</u></b> Transfer tasks Performance tasks Rubrics</p>
<b>Unit Six: Citizenopolis</b> <b>Timeline: 4 weeks</b>			
<b>Civics Standard Three K-3a:</b> Students will understand that American citizens have distinct responsibilities (such as voting), rights (such as free speech and freedom of religion), and privileges (such as driving).	<p><b><u>Concepts:</u></b> Responsibilities, Rights, and Privileges</p> <p>Individual Freedoms and Liberties</p> <p><b><u>Big Ideas:</u></b> Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction.</p> <p>Distinctions between a citizen’s rights, responsibilities, and privileges help to define the requirements and limits of personal freedom.</p>	<p><b><u>Essential Questions:</u></b> What is the nature of a privilege? What do you have to do to earn or lose a privilege?  What is the relationship between my rights and my responsibilities?</p>	<p><b><u>Suggested Formative Assessments:</u></b> Debriefing questions Checks for understanding</p> <p><b><u>Suggested Summative Assessments:</u></b> Transfer tasks Rubrics</p>

## *Curriculum Framework Social Studies*

School: Academia Antonia Alonso

Curricular Tool: DE Social Studies Coalition

Grade: 4

Teacher: \_\_\_\_\_

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Democratic Methods (Delaware Model Unit) Timeline: 3 weeks			
<b>Civics Standard Four</b> Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].  <b>4-5b:</b> Students will identify and employ the formal and informal methods by which democratic groups function.	<b>Concepts</b> Citizenship Participation  <b>Big Ideas</b> Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process.  Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.	<b>Essential Questions:</b> Why should groups choose to make decisions democratically when it would be easier if one person made all the decisions and assignments?  How do democratic methods help groups function?  <b>Learning Targets:</b> Effectively function as a member of a democratic group  Frame, analyze, and solve problems  Help develop a group action plan and then put it into practice	<b>Suggested Formative Assessments:</b> Informal observation of student collaboration.  Participation in class discussions and students performing parliamentary roles.  Check off system for students use of performance on tasks  Student Self-Assessment and Reflection Interactive Notebook Lesson checks for understanding Exit Tickets Vocabulary studies  <b>Suggested Summative Assessments:</b> Transfer tasks Rubrics
Unit Two: Liberty and Citizenship (Delaware Model Unit) Timeline: 3 weeks			
<b>Civics Standard Two</b> Students will understand the principles and ideals underlying the American political system [Politics].	<b>Concepts</b> Liberty  Citizenship  <b>Big Ideas</b>	<b>Essential Questions:</b> What makes a good citizen? How do I know if I am one?  What happens if enough people are not good citizens?	<b>Suggested Formative Assessments:</b> Informal observation of student collaboration.  Participation in class discussions and students performing parliamentary roles.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>4-5b:</b> Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principle of civic responsibility.	The principles and ideals underlying American democracy are designed to promote the freedom of the American people.	<p>How does the Statue of Liberty symbolize the ideal of individual liberty?</p> <p>How does volunteering demonstrate civic responsibility?</p> <p><b>Learning Targets:</b> Exercise personal responsibility and flexibility in personal, workplace, and community contexts</p> <p>Act responsibly with the interests of the larger community in mind</p> <p>Demonstrate ethical behavior in personal, workplace and community contexts</p>	<p>Check off system for students use of performance on tasks</p> <p>Student Self-Assessment and Reflection</p> <p>Interactive Notebook</p> <p>Lesson checks for understanding</p> <p>Exit Tickets</p> <p>Vocabulary studies</p> <p><b>Suggested Summative Assessments:</b> Transfer tasks</p> <p>Rubrics</p>
<b>Unit Three: Our Community Profiles and Connections (Delaware Model Unit)</b> <b>Timeline: 4 weeks</b>			
<p><b>Geography Standard One:</b> Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics [Maps].</p> <p><b>4-5a:</b> Students will demonstrate development of mental maps of Delaware and of the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements.</p>	<p><b>Concepts</b> Diversity of places Connections</p> <p><b>Big Ideas</b> Communities are different and that the differences can be described in quantitative and qualitative ways.  Individuals and groups living in places make decisions that alter the landscape and the lives of people who live there. Transportation choices are a good example of this.</p>	<p><b>Essential Questions:</b> How and why are places similar or different?  How do people here travel within the community?  How and why do they normally travel to other distant places, and how do people transport goods into and out of the community?  What are the consequences of the transportation choices people make?</p>	<p><b>Suggested Formative Assessments:</b> Informal observation of student collaboration.  Participation in class discussions and students performing parliamentary roles.  Check off system for students use of performance on tasks</p> <p>Student Self-Assessment and Reflection Graphic organizers Interactive Notebook</p>



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>Geography Standard Four</b> Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].</p> <p><b>4-5a:</b> Students will be able to apply geographic skills to develop a profile of the local community by placing it in the context of physical, cultural, and other types of regions.</p>		<p><b>Learning Targets:</b> Identify sources of useful data, gather information, organize it in useful form, and analyze their findings to answer geographic questions</p>	<p>Lesson checks for understanding</p> <p>Exit Tickets</p> <p>Vocabulary studies</p> <p><b>Suggested Summative Assessments:</b> Transfer tasks</p> <p>Story</p> <p>Rubrics</p>
<b>Unit Four: Thinking Chronologically (Delaware Model Unit)</b>			
<p><b>History Standard One</b> Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p><b>4-5a:</b> Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.</p> <p><b>History Standard Two</b> Students will gather, examine, and analyze historical data [Analysis].</p> <p><b>4-5b:</b> Students will examine historical materials relating to a particular region, society, or</p>	<p><b>Concepts</b> Patterns Chronology Cause and effect</p> <p><b>Big Ideas</b> History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.</p> <p>The questions a historian chooses to guide historical research will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally</p>	<p><b>Essential Questions:</b> To what extent does one event <i>always</i> lead to another event?  How might organizing a chronology in a timeline help us understand to what extent one event leads to another event?  How do cause and effect help us understand to what extent one event leads to another event?  How should historical sources be used to look for change?</p> <p><b>Learning Targets:</b> Use time frame devices such as a timeline and story map to create a</p>	<p><b>Suggested Formative Assessments:</b> Informal observation of student collaboration.</p> <p>Participation in class discussions and students performing parliamentary roles.</p> <p>Check off system for students use of performance on tasks</p> <p>Student Self-Assessment and Reflection Graphic organizers</p> <p>Interactive Notebook</p> <p>Lesson checks for understanding</p> <p>Exit Tickets</p>



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
theme; chronologically arrange them, and analyze change over time.	relevant to the specific topic at hand.  A historian must prove where the information can be found that is the basis for historical conclusions.	chronology.  Use a timeline to apply the concept of cause and effect.  Trace an activity or idea over a long period and explain why changes took place.  Develop, implement, and communicate new ideas to others.	Vocabulary studies  <b><u>Suggested Summative Assessments:</u></b> Transfer tasks: Brochure, Traveling Museum, posters  Story  Rubrics
<b>Unit Five: Branches of Government (Delaware Model Unit)</b> <b>Timeline: 4 weeks</b>			
<b>Civics Standard One:</b> Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].  <b>4-5a:</b> Students will understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and state constitutions  <b>4-5b:</b> Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers.	<b><u>Concepts</u></b> Cause and effect Government Citizenship  <b><u>Big Ideas</u></b> Governments exist and are instituted for specific purposes and employ a variety of organizational structures to pursue their objectives. Constitutional democracy attempts to balance individual freedom with the needs of the society as a whole. American citizens need a basic understanding of the structure of different forms of government and a detailed knowledge of a constitutional democracy.  The United States government is made up of three branches, executive, legislative, and judicial, each with specific responsibilities and powers.	<b><u>Essential Questions:</u></b> Why should the responsibilities and powers of government be divided? Why are checks and balances important within the branches of government?  <b><u>Learning Targets:</u></b> Categorize and describe the specific purpose, power, and responsibilities of each branch of the United States government  Use current events, political cartoons, and other sources to make reasoned decisions, explanations, and conclusions  Work cooperatively to construct predictions and solutions to solve problems	<b><u>Suggested Formative Assessments:</u></b> Informal observation of student collaboration.  Participation in class discussions and students performing parliamentary roles.  Student Self-Assessment and Reflection Graphic organizers Interactive Notebook Lesson checks for understanding Exit Tickets Vocabulary studies  <b><u>Suggested Summative Assessments:</u></b> Transfer task: web-based graphic organizer to show responsibilities and powers of the chosen branch of the national government in responding to a natural disaster.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Six: Production in Delaware's History</b> <b>Timeline: 2 weeks</b>			
<p><b>History Standard Four:</b> Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p><b>4-5a:</b> students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> <li>-Native American inhabitants before European contact</li> <li>-Exploration and settlement (1609-1775)</li> <li>-From the First State to the Civil war (1776-1865)</li> <li>-Growth of commerce, industry, transportation, and agriculture (1865-1945)</li> <li>-Modern Delaware (1945-present)</li> </ul> <p><b>4-5b:</b> Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> <li>-Who are the American people? (demographics, immigration)</li> <li>-How did the United States develop its form of government?</li> <li>-How have advances in technology changed our lives?</li> </ul>	<p><b>Concepts</b> Production Government Growth Economy</p> <p><b>Big Ideas</b> Around the time of 1865 Delaware was starting to experience a time of commercial, industrial, agricultural, and transportation growth. During this time period the culture of Delaware was changing due to this growth.</p> <p>The United States as a whole was experiencing growth and thus the government was finding its place in this new economy.</p> <p>Students will identify different means of production, distribution, and exchange used within economic systems in different times and places</p>	<p><b>Essential Questions:</b> What was happening in Delaware between 1865-1945 that caused growth? How did the changing economy affect the people in Delaware? How did the changes in Delaware at the time compare to those of the rest of the United States? What types of technology were being developed during this time? What common factors does our current economy share with that of Delaware during 1865-1945?</p> <p><b>Learning Targets:</b> Categorize and describe the specific areas of production, distribution, and exchanged used in Delaware during the time period given  Use multiple sources to draw conclusions about Delaware's changing economy  Work cooperatively to construct predictions and solutions to solve problems</p>	<p><b>Suggested Formative Assessments:</b> Informal observation of student collaboration.  Participation in class discussions and students performing parliamentary roles.  Student Self-Assessment and Reflection Graphic organizers  Lesson checks for understanding  Exit Tickets  Vocabulary studies</p> <p><b>Suggested Summative Assessments:</b> Transfer task: News report detailing growth and change in Delaware as well as connections to the rest of the United States  Rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>-Important people in American history</p> <p><b>Economics Standard Three:</b> Students will understand different types of economic systems and how they change [Economic systems].</p> <p><b>4-5a:</b> Students will identify different means of production, distribution, and exchange used within economic systems in different times and places</p>			

## *Curriculum Framework Social Studies*

School: Edison Charter School

Curricular Tool: DE Social Studies Coalition

Grade: 5

Teacher: \_\_\_\_\_

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Bill of Rights (Delaware Model Unit)</b> <b>Timeline : 4 weeks</b>			
<p><b>Civics Standard Three</b> Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p><b>4-5a:</b> Students will identify the fundamental rights of all American citizens as enumerated in the Bill of Rights.</p> <p><b>4-5b:</b> Students will apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.</p>	<p><b>Concepts</b> Citizenship</p> <p><b>Big Ideas</b> Effective citizens are committed to protecting rights for themselves, other citizens, and future generations by upholding their civic responsibilities and are aware of the potential consequences of inaction.</p> <p>Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom.</p>	<p><b>Essential Questions:</b> Why are the rights in the Bill of Rights important to American citizens?  Why are the rights of American citizens limited?  How is the Bill of Rights applied in everyday life?</p> <p><b>Learning Targets:</b> Discriminate between situations where rights are relatively clear and secure and situations where they are not.  Understand multiple causes and use information to predict likely effects.  Use content-appropriate vocabulary in order to communicate understanding of Civics content and concepts.  Use Civics content and concepts as evidence to solve problems and to make and support reasoned decisions, explanations, conclusions, or predictions.</p>	<p><b>Suggested Formative Assessments:</b> Informal observation of student collaboration.  Participation in class discussions and students performing parliamentary roles.  Check off system for students use of performance on tasks  Student Self-Assessment and Reflection  Interactive Notebook  Lesson checks for understanding  Exit Tickets  Vocabulary studies  Completion of graphic organizers</p> <p><b>Suggested Summative Assessments:</b> Transfer tasks with rubrics  Performance tasks with rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Two: Due Process (Delaware Model Unit)</b> <b>Timeline: 5 weeks</b>			
<p><b>Civics Standard Two</b> Students will understand the principles and ideals underlying the American political system [Politics].</p> <p><b>4-5a:</b> Students will understand that the principle of “due process” means that the government must follow its own rules when taking actions against a citizen.</p>	<p><u><b>Concepts</b></u> Government Due process</p> <p><u><b>Big Ideas</b></u> The principles and ideals underlying American democracy are designed to promote the freedom of the American people.  Due process protects American citizens by requiring the government to pass and follow fair laws and to treat people fairly</p>	<p><u><b>Essential Questions:</b></u> What is due process and how does it protect individuals?  How am I protected from those with authority over me?  How does the Bill of Rights attempt to honor the principle of due process?  Why should a government obey the laws it makes?  <u><b>Learning Targets:</b></u> Understand that the principle of “due process” means that the government must follow its own rules when taking actions against a citizen.  Discriminate between situations where due process has protected American citizens and situations where citizens were not protected.  Use content-appropriate vocabulary in order to communicate understanding of Civics content and concepts.  Understand multiple causes and use information to predict likely effects.  Use Civics content and concepts as evidence to solve problems and to make and support reasoned</p>	<p><u><b>Suggested Formative Assessments:</b></u> Informal observation of student collaboration.  Participation in class discussions and students performing skits and pre-defined roles.  Check off system for students use of performance on tasks  Student Self-Assessment and Reflection  Interactive Notebook  Lesson checks for understanding  Exit Tickets  Vocabulary studies  Completion of graphic organizers  Checks for understanding  <u><b>Suggested Summative Assessments:</b></u> Transfer tasks with rubrics  Performance tasks with rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Three: Interpreting the Past-Dueling Documents (Delaware Model Unit)</b> Timeline: 4 weeks			
<b>History Standard Two:</b> Students will gather, examine, and analyze historical data [Analysis].  <b>4-5a:</b> Students will identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.	<b>Concepts</b> Interpretation  Point of view  Evidence  Primary sources  Secondary sources  <b>Big Ideas</b> Accounts of the past may differ because people have different points of view and base their interpretations on different evidence.  The basic sources of history are the documents and artifacts created in the past, which provide direct evidence of historical phenomena.	<b>Essential Questions:</b> Why are there different explanations of the same event in history?  How do primary and secondary sources present events differently?  <b>Learning Targets:</b> Employ historical thinking in their analyses of historical materials.  Write about an event from a different point of view.  Draw inferences from a timeline.  Critically evaluate historical evidence.  Weigh and provide evidence in support of a historical interpretation.  Corroborate and refute different types of evidence.  Differentiate between primary and secondary sources.  Articulate the difference and usefulness of primary and secondary sources.	<b>Suggested Formative Assessments:</b> Informal observation of student collaboration. Participation in class discussions and students performing skits and pre-defined roles.  Check off system for students use of performance on tasks  Student Self-Assessment and Reflection  Interactive Notebook  Lesson checks for understanding  Exit Tickets  Vocabulary studies  Completion of graphic organizers  Checks for understanding  <b>Suggested Summative Assessments:</b> Transfer tasks with rubrics  Performance tasks with rubrics
<b>History Standard Three</b> Students will interpret historical data [Interpretation].  <b>4-5a:</b> Students will explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author.			



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Four: Delaware's Mock Election (Delaware Model Unit)</b> <b>Timeline: 4 weeks</b>			
<b>Civics Standard Four</b> Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].  <b>4-5a:</b> Students will understand that, in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues of the day.	<u><b>Concepts</b></u> Citizenship  Public policy  <u><b>Big Ideas</b></u> Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process.  Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.	<u><b>Essential Questions:</b></u> For whom should I vote? Why?  What is most important to me when I make this decision?  How do I find out what a candidate thinks about the issues of the day?  <u><b>Learning Targets:</b></u> Exercise sound reasoning in understanding and making complex choices.  Act responsibly with the interests of the larger community in mind.	<u><b>Suggested Formative Assessments:</b></u> Informal observation of student collaboration.  Participation in class discussions and students performing skits and pre-defined roles.  Check off system for students use of performance on tasks  Student Self-Assessment and Reflection  Interactive Notebook  Lesson checks for understanding  Exit Tickets  Vocabulary studies  Completion of graphic organizers  Checks for understanding  <u><b>Suggested Summative Assessments:</b></u> Transfer tasks with rubrics  Performance tasks with rubrics

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Five: Reasons for Banks (Delaware Model Unit)</b> <b>Timeline: 5 weeks</b>			
<b>Economics Standard Two</b> Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].  <b>4-5a:</b> Students will understand the role of banks in the economy.	<u><b>Concepts</b></u> Interdependence  <u><b>Big Ideas</b></u> A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners.  Because of interdependence, decisions made by consumers, producers, and government impact a nation's standard of living.  Market economies are dependent on the creation and use of money and a monetary system to facilitate change.	<u><b>Essential Questions:</b></u> Why are banks necessary for an economy?  How might a bank affect a community?  <u><b>Learning Targets:</b></u> Understand multiple causes and use information to predict likely effects  Use social studies materials and knowledge as evidence to solve problems and to make and support reasoned decisions, explanations, conclusions, or predictions  Explain the reasoning used in making decisions or predictions, solving problems, and drawing conclusions	<u><b>Suggested Formative Assessments:</b></u> Informal observation of student collaboration.  Participation in class discussions and students performing skits and pre-defined roles.  Check off system for students use of performance on tasks  Student Self-Assessment and Reflection  Interactive Notebook  Lesson checks for understanding  Exit Tickets  Vocabulary studies  Completion of graphic organizers  Checks for understanding  <u><b>Suggested Summative Assessments:</b></u> Transfer tasks with rubrics  Performance tasks with rubrics



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Six: Thinking Economically (Delaware Model Unit)</b> <b>Timeline: 3 weeks</b>			
<p><b>Economics Standard One:</b> Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].</p> <p><b>4-5a:</b> Students will understand that the prices in a market economy are determined by the interaction of supply and demand, with governments intervening to deal with market failures.</p> <p><b>4-5b:</b> Students will understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of government</p> <p><b>Economics Standard Four</b> Students will examine the patterns and results of international trade [International trade].</p> <p><b>4-5a:</b> Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.</p> <p><b>Geography Standard Three:</b> Students will develop an understanding of the diversity of</p>	<p><u><b>Concepts</b></u> Trade Interdependence Specialization Standard of Living <b>Big Ideas</b> Individuals and nations trade when all parties expect to gain. Nations with different economic systems often specialize and become interdependent as a result of international trade.</p>	<p><u><b>Essential Questions:</b></u> Under what conditions does international trade occur? How does international trade take place? How does international trade affect standards of living? <u><b>Learning Targets:</b></u> Analyze the costs and benefits of international trade. Use content-appropriate vocabulary. Analyze data to explain how international trade creates interdependence.</p>	<p><u><b>Suggested Formative Assessments:</b></u> Informal observation of student collaboration. Participation in class discussions and students performing skits and pre-defined roles. Check off system for students use of performance on tasks Student Self-Assessment and Reflection Interactive Notebook Lesson checks for understanding Exit Tickets Vocabulary studies Completion of graphic organizers Checks for understanding <u><b>Suggested Summative Assessments:</b></u> Transfer tasks with rubrics Performance tasks with rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>human culture and the unique nature of places [Places].</p> <p><b>4-5a:</b> Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States</p>			

# Curriculum Framework Social Studies

School: Edison Charter School

Curricular Tool: DE Social Studies Coalition

Grade: 6

Teacher: \_\_\_\_\_

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Building Global Mental Maps (Delaware Model Unit)</b> Timeline : 8 weeks			
<b>Geography Standard One</b> Students will develop a personal geographic framework, or “mental map” and understand the uses of maps and other geographics [Maps]	<u><b>Concepts</b></u> Mental Mapping  <u><b>Big Ideas</b></u> Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples.  Mental maps change as the scale moves from local to global. We know more about our home area than more distant places, and these differences affect how we feel and behave towards places that are distant versus those that are close.  Mapped patterns are analyzed and used help solve societal problems.  Maps can be used to distort or introduce bias into the information they portray.	<u><b>Essential Questions:</b></u> How do personal mental maps effectively change and develop?  What are mental maps? How can mental maps be created and used effectively?  Why do maps have distortions?  How have cartographers minimized distortions?  When should a certain map projection be used over another?  How can we help build our mental maps through visual association?  <u><b>Learning Targets:</b></u> Demonstrate how their personal mental maps have been expanded through instruction that focuses on gathering, extending and refining, and applying knowledge of characteristics essential for accurate mental maps.	<u><b>Suggested Formative Assessments:</b></u> Teacher observation Formative checks for understanding Student Self Assessment Student Reflections  <u><b>Suggested Summative Assessments:</b></u> Performance Tasks Transfer tasks Rubrics

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Two: Culture and Civilization (Delaware Model Unit)</b> Timeline: 8 weeks			
<b>Geography Standard Three</b> Students will develop an understanding of the diversity of human culture and the unique nature of places [Places]	<p><u>Concepts</u> Place Culture Civilization</p> <p><u>Big Ideas</u> Places are unique associations of natural environments and human cultural modifications.</p> <p>Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place.</p>	<p><u>Essential Questions:</u> What makes a place culturally unique?  What is culture? Why is it important to understand culture?  What makes ancient civilizations culturally unique?  Under what conditions do cultures spread?  To what extent did ancient civilizations influence the culture of other places?</p> <p><u>Learning Targets:</u> Analyze, access, evaluate, and create information in a variety of forms and media  Understand, manage, and create effective communication  Exercise sound reasoning in understanding and making complex choices  Work productively with others  Locate appropriate resources</p>	<p><u>Suggested Formative Assessments:</u> Teacher observation Formative checks for understanding Student Self Assessment Student Reflections</p> <p><u>Suggested Summative Assessments:</u> Transfer tasks Rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Three: Economic Systems (Delaware Model Unit)</b> Timeline: 8 weeks			
<p><b>Economics Standard Three</b> Students will understand different types of economic systems and how they change [Economic Systems]</p> <p><b>6-8a:</b> Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.</p>	<p><u><b>Concepts</b></u> Economic Systems Production Distribution Exchange Cultural Values Productive Resources Technology</p> <p><u><b>Big Ideas</b></u> Because resources are scarce, societies must organize the production, distribution, and exchange of goods and services.</p> <p>The way societies make economic decisions depends on cultural values, availability and quality of resources, and the extent and use of technology.</p> <p>Changing economic systems impact standards of living.</p>	<p><u><b>Essential Questions:</b></u> How are decisions about the production and distribution of goods and services dependent upon cultural values, availability and quality of resources, and the extent and use of technology?  How does a society's economic system impact its standard of living?</p> <p><u><b>Learning Targets:</b></u> Evaluate different methods of distribution.  Describe various methods of production.  Analyze how culture and productive resources affect the production of goods and services.</p>	<p><u><b>Suggested Formative Assessments:</b></u> Teacher observation Formative checks for understanding Student Self Assessment Student Reflections</p> <p><u><b>Suggested Summative Assessments:</b></u> Transfer tasks Rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Four: Reasons for Regions</b> Timeline: 8 weeks			
<b>Geography Standard Four 6-8a:</b> Students will understand the processes affecting the location of economic activities in different world regions.	<b>Concepts:</b> Regions Land use Economic activity Economic specialization	<b>Essential Questions:</b> To what degree are economic regions specialized?  What's "special" about a given region and how could it change?	<b>Suggested Formative Assessments:</b> Self assessment  <b>Suggested Summative Assessments:</b> Transfer tasks rubrics
	<b>Big Ideas:</b> A region is a concept rather than a real object on the ground, used to simplify the diversity of places.  Economic activities often produce regional patterns of land use.	<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• Provide examples of types of regions</li> <li>• Identify typical patterns on the landscape produced by various economic activities</li> <li>• Provide examples of regions that specialize in certain economic activities</li> <li>• Interpret maps and geographics to gather information about resources and economic activity</li> <li>• Compare two regions in terms of specialization</li> </ul>	

# Curriculum Framework Social Studies

School: Edison Charter School

Curricular Tool: DE Social Studies Coalition

Grade: 7

Teacher: \_\_\_\_\_

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Conflict and Cooperation</b>			
<b>Timeline : 8 weeks</b>			
<p><b>Geography Standard Four</b> Students will develop an understanding of the character and use of regions and the connections between and among them [Regions]</p> <p><b>6-8b:</b> Students will explain how conflict and cooperation among people contribute to the division of the Earth's surface into distinctive cultural and political territories.</p>	<p><u>Concepts</u> Regions Global Citizenship</p> <p><u>Big Ideas</u></p> <ul style="list-style-type: none"> <li>Regional characteristics are usually unevenly distributed; the regional core has the highest concentration, while the periphery has a more dispersed pattern.</li> <li>Boundaries and borders are drawn by people to divide land in ways that meet their cultural, economics, or political needs.</li> <li>When boundaries and borders are drawn for people without taking into account cultural, economic, or political needs conflict might result.</li> </ul>	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>Why do people identify with territories and use borders to geographically define their space?</li> <li>How might territorial identity and claims on land change over time?</li> <li>How does conflict and cooperation among people influence territorial control? (To what extent is territory also an expression of political or cultural identity? How might this view of territory explain conflicts between nations or ethnic groups over space?)</li> </ul> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>Analyze regions               <ul style="list-style-type: none"> <li>Economic, physical, political, and economic regions</li> <li>Formal, functional, perceptual regions</li> <li>Core, domain, periphery of regions</li> </ul> </li> <li>Explain how conflict and cooperation among people</li> </ul>	<p><u>Suggested Formative Assessments:</u> Checks for understanding at the conclusion of each lesson.</p> <p>Student Self Assessment and Reflection</p> <p>Graphic Organizers</p> <p>Think-Pair-Share</p> <p><u>Suggested Summative Assessments:</u> Performance Tasks Rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>contribute to the division of the Earth's surface into distinctive cultural and political territories</p> <ul style="list-style-type: none"> <li>Explain why territorial identity and claims on land change over time in some locations, but not others</li> </ul>	
<b>Unit Two: Expansion of Freedom</b> Timeline: 8 weeks			
<b>Civics Standard Two</b> <b>Students will understand the principles and ideals underlying the American political system [Politics]</b>  <b>6-8a:</b> Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Majority Rule</li> <li>Expansion of Freedom</li> </ul> <p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>Students will understand that the principles and ideals of the American democratic system are designed to promote the freedoms of the American people.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How might the majority threaten individual and minority rights?</li> <li>Why are citizens protected by the Constitution?</li> <li>Should individual rights be limited?</li> </ul> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Identify the protections awarded to minorities by the Constitution.</li> <li>Analyze the individual protections in the Bill of Rights.</li> <li>Construct support for the necessity of protecting individual rights.</li> </ul>	<p><b>Suggested Formative Assessments:</b>            Self assessment and reflection            Think-Pair-Share simulations            Whole group discussions            Debriefing questions            Graphic organizers            Checks for understanding</p> <p><b>Suggested Summative Assessments:</b>            Transfer Task- "Should individual rights be limited?"            Scoring Guide            Rubric</p>
<b>Unit Three: Historical Research</b> Timeline: 8 weeks			
<b>History Standard Two</b>	<b>Concepts</b>	<b>Essential Questions:</b>	<b>Suggested Formative Assessments:</b>



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>Students will gather, examine and analyze historical data [Analysis]</b></p> <p><b>6-8a:</b> Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.</p> <p><b>6-8b:</b> Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p>	<p>Investigation</p> <p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.</li> <li>Critical investigation demands constant reassessment of one's research strategies.</li> <li>A historian must prove where the information can be found that is the basis for historical conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Is this source credible? How do I know?</li> <li>What questions should I ask before I use this source? After I use it?</li> <li>What causes an individual to impact history?</li> <li>What is the best way to complete a research project?</li> <li>How do I avoid plagiarism?</li> </ul> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Analyze, access, manage, integrate, evaluate and create information in a variety of forms and media</li> <li>Understand, manage, and create effective oral, written, or multimedia communication</li> <li>Frame, analyze, and solve problems</li> <li>Locate appropriate resources</li> </ul>	<p>Checks for understanding</p> <p>Student self assessment and reflection</p> <p>Journal Prompts</p> <p><b>Suggested Summative Assessments:</b></p> <p>Performance Task-National History Day Project</p> <p>Rubrics</p>
<p><b>Unit Four: Project Citizen</b></p> <p><b>Timeline: 8 weeks</b></p> <p><b>Civics Standard Four</b></p> <p><b>Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation]</b></p> <p><b>6-8a:</b> Students will follow the actions of elected officials, and</p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Social decision-making</li> <li>Public policy</li> <li>Citizenship</li> </ul> <p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>Effective citizens can research</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>Which means for communicating with officeholders is usually more effective and why?</li> <li>How can citizens influence</li> </ul>	<p><b>Suggested Formative Assessments:</b></p> <p>Personal journals/Communication logs</p> <p>Think-Pair-Share</p> <p>Student self assessment</p> <p>Graphic organizers</p> <p>Checks for understanding</p> <p><b>Suggested Summative Assessments:</b></p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
understand and employ the mechanisms for communicating with them while in office.	<p>issues, form reasoned opinions, support their positions, and engage in the political process.</p> <ul style="list-style-type: none"> <li>Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.</li> </ul>	<p>the public policy-making process?</p> <ul style="list-style-type: none"> <li>Why is it important to know about the person and circumstances when communicating with an officeholder?</li> <li>How can a citizen persuade a policymaker to adopt a public policy problem?</li> </ul> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>Identify public policy issues in their community.</li> <li>Implement research strategies to effectively gather information on a particular public policy issue.</li> <li>Act responsibly with the interests of the larger community in mind.</li> </ul>	Performance task Rubric

# Curriculum Framework Social Studies

School: Edison Charter School

Curricular Tool: DE Social Studies Coalition

Grade: **8**

Teacher: \_\_\_\_\_

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: American Principles</b>			
<b>Timeline : 8 weeks</b>			
<b>Civics Standard Two</b> <b>Students will understand the principles and ideals underlying the American political system [Political]</b>  <b>6-8b:</b> Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.	<u><b>Concepts</b></u> Means to achieve individual liberty  <u><b>Big Ideas</b></u> The principles and ideals underlying American democracy are designed to promote the freedom of the American people.	<u><b>Essential Questions:</b></u> How are the principles of the major American state papers guaranteeing liberty to contemporary Americans?  On what principles does the American political system rest?  How have the American people attempted to achieve and uphold the principles found in the major American state papers?  <u><b>Learning Targets:</b></u> <ul style="list-style-type: none"> <li>• Identify the principles of the major American state papers.</li> <li>• Analyze the Founding Fathers' perspectives and purposes regarding the principles.</li> <li>• Identify practical application of the principles throughout different time periods and present day.</li> <li>• Evaluate America's fulfillment of the principles during different time periods.</li> </ul>	<u><b>Suggested Formative Assessments:</b></u> Self Assessment and reflection Journal/learning log Checks for understanding Think-Pair-Share Graphic organizer  <u><b>Suggested Summative Assessments:</b></u> Transfer task Rubric
<b>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</b>  <b>6-8b:</b> Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Two: Federalism</b> Timeline: 8weeks			
<b>Civics Standard One</b> <b>Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government]</b>  <b>6-8a:</b> Students understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.  <b>6-8b:</b> Students will analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government displays.	<p><b>Concepts</b> Powers of government Functions of government Structures of government</p> <p><b>Big Ideas</b> Governments are given certain powers so that they can fulfill the purposes for which they were created.</p> <p>Constitutional democracy as a structure of government developed from the tension between the need for authority and the need to constrain authority.</p> <p>Governments are structured to address the basic needs of the people in a society.</p>	<p><b>Essential Questions:</b> Why does a government have certain powers?</p> <p>What different needs should be addressed by the different levels of government?</p> <p>Has the idea of what is an appropriate power of government changed or remained the same over time?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Effectively use social studies materials and knowledge as evidence.</li> <li>Solve problems and to make and support reasoned decisions about how citizens access government.</li> <li>Draw sound inferences regarding the level of government most likely equipped to solve problems commonly encountered by citizens.</li> <li>Skillfully use content-appropriate vocabulary in order to communicate understanding of key content and concepts such as laws, regulations, levy,</li> </ul>	<p><b>Suggested Formative Assessments:</b> Self assessment and reflection Think-Pair-Share Checks for understanding</p> <p><b>Suggested Summative Assessments:</b> Transfer Task Rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		taxes, foreign policy, war, unitary, federal, confederate, state, local, federalism, concurrent. <ul style="list-style-type: none"> <li>Explain the reasoning used in making government decisions.</li> <li>Understand the interconnection between different levels of government.</li> </ul>	
<b>Unit Three: How Markets Work</b> <b>Timeline: 8weeks</b>			
<b>Economics Standard One</b> Students will analyze the potential costs and benefits of personal economic choices in a market economy [ <b>Microeconomics</b> ]  <b>6-8a:</b> Students will analyze how changes in technology, costs, and demand interact in competitive markets to determine or change the price of goods and services.  <b>Economics Standard Two</b> Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [ <b>Microeconomics</b> ]  <b>6-8a:</b> Students will analyze the role of money and banking in the	<b>Concepts</b> Market Economy Supply and Demand  <b>Big Ideas</b> Due to scarcity, individuals, families, communities, and societies as a whole must make choices in their activities and consumption of goods and services.  Goods, services, and resources in a market economy are allocated based on the choices of consumers and producers.  Effective decision making requires comparing the additional costs of alternatives relative to the additional benefits received.	<b>Essential Questions:</b> Under what market conditions does price change?  How is demand changed when income, taste, number of buyers, and prices of other goods change?  How does supply influence prices of goods and services in a market economy?  How is supply affected when input costs, number of producers, and taxes change?	<b>Suggested Formative Assessments:</b> Self assessment and Reflection Think-Pair-Share Checks for Understanding Interactive Notebook  <b>Suggested Summative Assessments:</b> Transfer task Rubric
		<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>Graph supply and demand curves.</li> <li>Predict how prices in a market</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
economy, and the ways in which government taxes and spending affect the functioning of market economies.		economy change given a specific market change. <ul style="list-style-type: none"> <li>Explain how prices change using content-appropriate vocabulary.</li> </ul>	
<b>Unit Four: Interpreting the Past-The case of the “Bloody Massacre”</b> <b>Timeline: 8weeks</b>			
<b>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</b>  <b>6-8a:</b> Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.	<b>Concepts</b> Investigation Interpretation Change over time  <b>Big Ideas</b> What is written by a historian depends upon that historian’s personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions.  Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence, contributes significantly to the conclusions drawn.  History is what the historian says it is. Historians may collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement	<b>Essential Questions:</b> Why might historians disagree about the same historical event?  To what extent does history change?  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>Use social studies materials and knowledge as evidence to solve problems and to make and support reasoned decisions, explanations, conclusions, or predictions.</li> <li>Use content-appropriate vocabulary in order to communicate understanding of key content and concepts.</li> <li>Analyze, access, manage, integrate, evaluate, and create information in a variety of forms and media.</li> <li>Develop, implement, and communicate new ideas to others.</li> <li>Work productively with others.</li> </ul>	<b>Suggested Formative Assessments:</b> Checks for understanding Error Analysis Graphic organizers  <b>Suggested Summative Assessments:</b> Performance/Transfer Task Rubrics
<b>History Standard Three</b> <b>Students will interpret historical data [Interpretation]</b>  <b>6-8a:</b> Students will compare different historians’ descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	between historians about the causes and effects of historical events may result from these differences over time.		

## **Charter School Unit Modification**

The following questions have been developed to assist in the refinement of the required scope and sequence documents and accompanying units of instruction for the charter school approval and renewal processes. Through a cover letter format these questions should be addressed to assist members of the Delaware Department of Education Curriculum and Instructional Improvement work group effectively evaluate charter school applications.

### **Guiding Questions**

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

**This model unit of instruction was selected as part of Thomas Edison's curricular submission** because they are a part of the DE Social Studies Coalition. This unit allows students define, understand and engage in effective participation, a lifelong skill.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications have been made to this model unit of instruction. Imbedded into the unit are suggestions for differentiation, so the needs of all learners can be met through this unit as is.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications have been made to this unit of instruction

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No modifications have been made to this unit.



## ***Delaware Model Unit***

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:**                **Participating in a Group**

**Designed by:**        **Jo Anne Deshon**  
**District/Agency:** **Christina School District**

**Content Area:**        **Social Studies**  
**Grade Levels:**       **K–1**

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### **Summary of Unit**

The purpose of citizenship education is to contribute to the health of our democracy and to **empower students to “translate their beliefs into actions and their ideas into policies.”** The focus of Civics Standard Four at the K–3 level is on participatory group skills. Though not inclusive, the benchmark enumerates the key skills as defining an objective, dividing responsibilities, and working cooperatively. Understanding these skills means understanding why they are necessary or effective and how they might be accomplished.

Groups of equals require procedures and skills to organize a common enterprise. Defining an objective, dividing responsibilities, and working cooperatively usually require leadership and procedures for collective decision-making. Participatory group skills include leadership skills, the ability to follow orders, and the everyday social skills necessary for peaceful coexistence.

Teachers at this grade cluster who use a group setting in a classroom could ask students to define how best they might work together to achieve common goals. Are there other skills necessary besides those above? What characteristics do people who work cooperatively have in common?

**Source:** [Delaware Social Studies Clarifications Document](#)

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## **Stage 1 – Desired Results** (What students will know, do, and understand)

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### **Delaware Content Standards**

- **Civics Standard Four K-3a:** Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

### **Big Ideas**

- Citizenship
- Social decision-making

### **Unit Enduring Understandings (K–12)**

Students will understand that:

- Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process.
- Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.

### **Essential Questions**

- How should people work in groups to get things done?
- When is working in a group better than working alone?

### **Knowledge and Skills**

#### **Students will know...**

- Characteristics of people who work well together.
- How students might best work together to achieve common goals.

#### **Students will be able to...**

- Explain the reasoning used in making decisions and solving problems (when students define an objective, divide responsibilities, and work cooperatively).
- Demonstrate teamwork and leadership.
- Adapt to varied roles and responsibilities.

### **Student Self-Assessment and Reflection**

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

– Black and William, 1998; Sternberg, 1996; Young, 2000.

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

## Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

### Transfer Task One

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a setting or context.

The assessment and scoring guide should be reviewed with students prior to instruction. Students should work on the task after lessons have been completed.







### Essential Question Measured by the Transfer Task

- When is working in a group better than working alone?
- See handout for [Transfer Task #1](#), pages 22–23.

<b>Prior Knowledge</b>	You have just learned <b>how</b> people should work in groups to get things done and <b>when</b> working in a group is better than working alone. Now you are ready to persuade four of your friends to work together to complete a task.
<b>Problem</b>	<p>You and four other students have been given the job of decorating the classroom for Thanksgiving. How do you decide what decorations to make?</p> <p>You and four other students have been given the job of decorating the classroom for Thanksgiving. Your best friend is in your group and wants all of you to work alone.</p> <p>Explain to your best friend (and the other three people in your group) why it would be better for the five of you to work in a group than for each of you to work alone.</p> <p><b>Then answer this question: How do you decide what decorations to make?</b></p>
<b>Role/Perspective</b>	You are a student working with four other students. You have taken on a leadership role trying to convince your best friend (and the others) to work as a group instead of alone.
<b>Product/Performance</b>	<ul style="list-style-type: none"> <li>• Complete the <a href="#">response chart</a> by drawing and/or writing at least two ideas in each column.</li> <li>• Use the ideas in your chart to plan what to say to your best friend (and the other three people in your group). You do not have to write down your speech, but be ready to give your speech to your elbow buddy* in class tomorrow.</li> <li>• On the back of the response chart, answer the question:  <b>How do you decide what decorations to make?</b>  <i>(The teacher may have to walk around the class and write dictated sentences, phrases, or words that students say as they explain their drawings.)</i> </li> </ul> <p><i>*An "elbow buddy" is the person to your right or left—closest to your left elbow or right elbow. The teacher might go around before class and point out to each student who his/her elbow buddy is so that no one is left out. Of course, there might be a group of three if you have an odd number of students.</i></p>

<p><b>Criteria for Exemplary Response</b></p>	<p><b>Response Chart and Plan</b></p> <ul style="list-style-type: none"> <li>• The response chart should be filled out with at least two ideas (pictures and/or words) in each column.</li> <li>• In the first column, the ideas should make sense and be convincing—<b>WHY</b> is it <b>better</b> to work in a <b>group</b> to make the decorations?</li> <li>• In the second column, the ideas should make sense and be convincing—<b>WHY</b> would working <b>alone NOT be as good</b> for making the decorations?</li> <li>• The answers on your response chart show that you understand that there are times when working in a group is better than working alone.</li> <li>• On the back of the response chart paper, you suggest a plan for deciding what decorations to make. Your plan shows that you understand <b>how</b> people should work in groups to get things done.</li> <li>• Speech.</li> <li>• When you give your speech to your elbow buddy, he/she is convinced (because of your speech) that working in a group will be better for making the decorations.</li> <li>• <a href="#"><u>Your elbow buddy checks your chart</u></a> to see if all of the ideas on your chart were used in your speech and finds out that you did use all of the ideas on your chart.</li> </ul>
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## Rubric

Scoring Category	Score Point 3 (Thoroughly Developed)	Score Point 2 (Partially Developed)	Score Point 1 (Minimally Developed)
The chart lists valid reasons (in pictures and/or words) why working in a group to make Thanksgiving decorations is better than working alone.	There are <b>at least two</b> ideas (pictures and/or words) that make sense and are <b>thoroughly convincing</b> as to <b>WHY</b> it is better to work in a group to make the decorations.	There is <b>only one</b> idea (picture and/or words) that makes sense and it is <b>thoroughly convincing</b> as to <b>WHY</b> it is better to work in a group to make the decorations.	There may be one <b>or</b> two ideas (picture and/or words) that are unclear and only <b>somewhat convincing</b> as to <b>WHY</b> it is better to work in a group to make the decorations.
The chart lists valid reasons why working alone would not be as good as working in a group to make Thanksgiving decorations.	There are <b>at least two</b> ideas (pictures and/or words) that make sense and are <b>thoroughly convincing</b> as to <b>WHY</b> working alone would not be as good as working in a group.	There is <b>only one</b> idea (picture and/or words) that makes sense and it is <b>thoroughly convincing</b> as to <b>WHY</b> working alone would not be as good as working in a group.	There may be one <b>or</b> two ideas (picture and/or words) that are unclear and only <b>somewhat convincing</b> as to <b>WHY</b> working alone would not be as good as working in a group.
Your plan shows that you understand how people should work in groups to get things done.	Your plan includes <b>all three</b> ideas: defining an objective dividing responsibilities working cooperatively.	Your plan includes <b>two</b> of the three ideas: defining an objective dividing responsibilities working cooperatively.	Your plan includes <b>one</b> of the three ideas: defining an objective dividing responsibilities working cooperatively.
Your elbow buddy is convinced that working in a group will be better than working alone to make the decorations.			
Your elbow buddy checks your chart to see if you used all of the ideas on your chart during your speech.			

Total Score \_\_\_\_\_

**Above the Standard: 13 to 15**

**Meets the Standard: 8 to 12**

**Below the Standard: 5 to 7**

Depending on the ability of your students (and because young students may have difficulty assessing friends as well as the amount of time evaluating each student's speech would require), teachers might score only the individual charts that each child produces.

If teachers use only the top three items in the rubric, the scoring standards would, of course, need to be changed:

Above the Standard: 8 to 9

Meets the Standard: 7 to 6

Below the Standard: 3 to 5

Although elbow buddies will fill out the [Elbow Buddy Evaluation Form](#) (and teachers may decide to use them—depending on the ability of their students—as a valid form of assessment), the speeches given to elbow buddies can be evaluated during a whole-class debriefing session. The last two rows of the rubric should be used to guide the whole-class debriefing session.

### Debriefing Questions

- How many of you were convinced (by your partner's speech) that working in a group is better than working alone to make the decorations? *A whole-class response, such as "thumbs up," would work well here.*
- What persuasive ideas did your partner say to convince you that working in a group is better than working alone?
- Did your partner use all of the ideas listed on his/her chart?
  - **If yes**, did that make the speech more persuasive? Explain why or why not.
  - **If no**, did that make the speech less persuasive? Explain why or why not.
- Is there anything you might suggest to your partner to make his/her speech more convincing?
- Those of you who gave the speech, was it helpful to have your chart with ideas in front of you? Explain why or why not.
- Did one side of the chart help you more than the other side? Explain why or why not.

## Transfer Task Two

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a setting or context.

The assessment and scoring guide should be reviewed with students prior to instruction. Students should work on the task after lessons have been completed.

### Essential Question Measured by the Transfer Task

- How should people work in groups to get things done?
- See handout for [Transfer Task #2](#), pages 26–27.

<b>Prior Knowledge</b>	You have learned <b>how</b> people should work in groups to get things done. You have learned the <b>skills</b> that are necessary for working in a group. You have learned the <b>characteristics</b> people who work cooperatively have in common.
<b>Problem</b>	<p>You and 12 kids in your neighborhood get together to play baseball. How do you decide who plays what position?</p> <p>One of your friends is bossy and you want to remind him of the steps you all might take to decide who plays what position. You want to remind him of how people behave when they are working together.</p> <p>After telling your friend the <b>steps</b> you might take AND <b>how people behave</b> when they are working together, be sure to give <b>specific ideas about how you decide who plays what position.</b></p> <ul style="list-style-type: none"><li>• You and 12 kids in your neighborhood get together to play baseball. How do you decide who plays what position?</li><li>• One of your friends is being a bit bossy and you want to remind him of the steps you all might take to decide who plays what position. You want to remind him of how people behave when they are working together.</li><li>• After telling your friend the <b>steps</b> you might take AND <b>how people behave</b> when they are working together, be sure to give <b>specific ideas about how you decide who plays what position.</b></li></ul>
<b>Role/Perspective</b>	You are one of the kids who got together with others to play baseball. You remind your 12 friends of the steps you all might take to decide who plays what position and how people behave when they are working together.
<b>Product/Performance</b>	<a href="#">Make a plan of what you want to say to your friends. You can use pictures, a few words, or sentences.</a> You should number your ideas and put them in what you think is the best order. You should add any details that you think are important for your friends to think about and remember.



<b>Criteria for Exemplary Response</b>	<ul style="list-style-type: none"> <li>• Your plan should include the <b>three</b> skills that are necessary for working in a group.</li> <li>• Your plan should include ideas about why people need both leadership skills and the ability to follow orders.</li> <li>• Your plan should explain why groups need some people who are leaders and some people who follow orders.</li> <li>• Your plan should include ideas about the characteristics people who work cooperatively have in common.</li> </ul>
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## Transfer Task #2 Rubric

Scoring Category	Score Point 3 (Thoroughly developed)	Score Point 2 (Partially developed)	Score Point 1 (Minimally developed)
The plan (using pictures or words) should include these three steps: define an objective, divide responsibilities, and work cooperatively.	The plan (pictures and/or words) <b>clearly identifies all three steps</b> : define an objective, divide responsibilities, and work cooperatively.	The plan (pictures and/or words) <b>clearly identifies two</b> of the three steps: define an objective, divide responsibilities, and work cooperatively.	The plan (pictures and/or words) <b>clearly identifies only one</b> of the three steps: define an objective, divide responsibilities, and work cooperatively.
The plan should include a comment about when people work in groups, often one person becomes a leader, and everyone should be willing to follow orders (even the leader should be good at following orders).	The plan (pictures and/or words) <b>clearly identifies both ideas</b> about leadership and following orders: someone usually takes on a leadership role and everyone should be willing to follow orders.	The plan (pictures and/or words) <b>clearly identifies only one idea</b> about leadership <b>or</b> following orders (either someone usually takes on a leadership role <b>or</b> everyone should be willing to follow orders).	The plan (pictures and/or words) identifies <b>an idea</b> about leadership <b>or</b> following orders, but the idea is <b>vague or not stated clearly</b> .
The plan should include ideas about the characteristics people who work cooperatively have in common.	The plan (pictures and/or words) <b>clearly identifies three</b> (or more) characteristics of people who work cooperatively (e.g., how important it is for everyone to be friendly, to show everyday social skills, good listener, willing to share ideas, takes turns speaking, polite, helpful).	The plan (pictures and/or words) <b>clearly identifies two</b> of the characteristics of people who work cooperatively (e.g., how important it is for everyone to be friendly, to show everyday social skills, good listener, willing to share ideas, takes turns speaking, polite, helpful).	The plan (pictures and/or words) <b>clearly identifies only one</b> of the characteristics of people who work cooperatively (e.g., how important it is for everyone to be friendly, to show everyday social skills, good listener, willing to share ideas, takes turns speaking, polite, helpful).
The plan gives specific ideas about how you decide who plays what positions.	The plan is <b>well developed</b> and <b>clearly explained</b> .	The plan is <b>partially developed</b> with a <b>somewhat clear explanation</b> .	The plan is <b>minimally developed</b> and <b>no clear explanation</b> .

Total Score \_\_\_\_\_

**Above the Standard: 11 to 12**

**Meets the Standard: 8 to 10**

**Below the Standard: 4 to 7**

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Lesson One

#### Essential Question

- When is working in a group better than working alone?

#### Delaware Social Studies Standards Integrated in the Instructional Strategies

- Civics Standard Four K-3a:** Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

### Instructional Strategies

#### Strategy 1: Gathering Information Making Comparisons/Think-Pair-Share

Ask students the following question: How do you prefer to work?

Write ALONE and IN A GROUP on the board (or chart), and have space below each word for students to place post-it notes. Give each student a post-it note and ask students to write their names on their post-it notes.

ALONE	IN A GROUP
<b>TOTAL:</b>	<b>TOTAL:</b>

Ask each student to place his or her post-it note on the board (or chart) under their answer—do they prefer to work ALONE or in a GROUP?

#### Note to teacher:

- Students may write their names directly on the board or chart if post-it notes are unavailable.
- If you prefer to make an overhead transparency and quickly jot down names as students raise their hands (having students come up to the projector to write names could be time consuming), [a sample handout is available](#) (page 29).
- You might prefer to have students walk to an area of the room. "Students that prefer to work alone, walk to the front of the room. Students that prefer to work in a group, walk to the back of the room." Teachers should still record the names of students with their preferences in order to refer to their answers later.

As a large group, reflect on the responses. Do most of the students prefer to work alone or in a group?

**Note to teacher:** Keep the chart (or make a note of the students' responses) so you can compare their choices at the end of the lesson to see if anyone's preferences changed. If their choices changed, ask students to reflect on **why** they think their choices changed.

<b>Potential Math Integration</b>	<p>Total the number of students for both columns. Be sure that each student has recorded his/her name on the chart. Have students write an addition number sentence to prove that all <b>students have "voted."</b></p> $X + Y = \text{total number of students in the class (or students present today).}$ <p>Make a simple bar graph from the data table. Use the terms <b>data table and bar graph</b>. Turn to an <b>"elbow buddy"</b> (someone sitting beside them, to their immediate left or right) to answer these three questions:</p> <ul style="list-style-type: none"> <li>• Do the bar graph and data table show the same information?</li> <li>• Which method of representation do you prefer?</li> <li>• Which method of representation is easier for students to understand?</li> </ul>
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The teacher should assign students an elbow buddy. Teachers can either make and post a **chart of "elbow buddies"** or **quickly walk around the room and tell each student who his/her elbow buddy is** so that no child is left out. Of course, an odd number of students means there may be one group with three students.

Ask students to **turn to their "elbow buddy" to discuss why and when they prefer to work in a group and why and when they prefer to work alone.**

- When do you prefer to work alone?
- When do you prefer to work in a group?
- Why do you prefer to work alone?
- Why do you prefer to work in a group?

After elbow buddies share their ideas, ask for volunteers to share the ideas with the whole class. **Why** or **when** do they prefer to work alone or in a group? Try to allow all volunteers to respond. Be sure that students from both sides (alone and group) share their ideas.

Record students' responses on a [chart like the one below](#).

WHEN I prefer to work ALONE	WHEN I prefer to work in a GROUP	WHY I prefer to work ALONE	WHY I prefer to work in a GROUP

### Check for Understanding

- ❖ When do you prefer to work alone?
- ❖ When do you prefer to work in a group?

On an index card or a small piece of paper (or in a journal), ask each student to write his/her name and on one side write a time (event or activity) when he/she would prefer to work alone and on the other side a time when he/she would prefer to work in a group.

### Rubric

2 – This response gives two valid events with a relevant example for working alone and a relevant example for working in a group.

1 – This response gives one valid event with either one relevant example for working alone (but not a valid answer for working in a group) or one valid answer for working in a group (but not a valid answer for working alone).

0 – This response gives no valid or relevant answers.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

### Strategy 2: Extending and Refining Paper Pass

Write each question below on a separate sheet of oversized poster paper (or 8 x 12 construction paper). See handout for the [Paper Pass](#), pages 31–35.

- How do people behave in a group (when the group is working well)?
- How do people behave in a group (when the group is NOT working well)?
- Why is it important to work cooperatively?
- What happens when groups of people do NOT work cooperatively?

Divide students into four groups and distribute one poster/question to each group. Ask students to brainstorm answers to the questions and to write them below the questions. Everyone in the group should have an opportunity to contribute. After five minutes, the groups pass their papers clockwise to the next group. Each group will then repeat the brainstorming process (noticing what has already been written on the paper). Continue the process until each group has had a chance to add any new ideas to the posters/questions as well as a chance to read the ideas that others have contributed. The poster should be returned to the original group (where the poster began), and that group is responsible for sharing the results/ideas that are recorded on the poster.

### Check for Understanding

- ❖ Why is it important for the players on a sports team to cooperate?

Students will record in their journals, on index cards, or on paper their ideas about why it is important for players on a team to cooperate. Teachers might need to walk around and record any sentences that the students dictate which explain their drawings. Depending on students' ability to write, some students might be able to help the teacher by recording what other students dictate, or more simply, to help spell (or sound out) words.

### **Rubric**

2 – This response gives a valid reason (in words or pictures) with an accurate and relevant example for why cooperating is important.

1 – This response gives what might be a valid reason (in words or pictures), with an inaccurate, irrelevant, or no example for why cooperating is important.

0 – This response gives no valid reason.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

### **Strategy 3: Extending and Refining Cooperative Learning/Jigsaw**

The teacher should print the posters from the [Vocabulary/Poster Handouts](#), pages 36–43. If you have a color printer available, try to use it.

Create six groups of students (three to four students in a group). Have a list with the **students' names prepared and ready to hang in the classroom**.

In this part of the lesson, teams of students will explain and/or finish some classroom posters that will hang up in the room or on a bulletin board.

**Begin by showing the three vocabulary/benchmark terms that are listed on a "poster" titled "Skills Needed for Working in a Group."** (This "poster" is actually two pages and needs to be taped together to make one poster. The six other posters that the groups of students will work on are one page each. If you have access to a poster machine, you might enlarge all of the posters. [Delaware Teacher Centers](#) have poster machines.)

Talk about this poster by saying something such as this (you will be modeling how students might talk about their posters when they meet in their groups):

1. Girls and boys, this is a poster that shows the skills needed for working in groups. **"Experts" believe that these are the three skills that people need when they work in groups. Let's look at these skills and see if you agree with the experts.** (Just read the three skills, do not read the fine print following the three skills yet.) Define an objective. What does that mean? What is an objective? What does define mean? (Allow time for students to answer the questions. Depending on time limits, first do a think/pair/share and have partners discuss their ideas, followed by a whole-class share. If time is limited, I would do a whole-class share.)
2. Divide responsibilities. What are responsibilities? What might be some responsibilities people would have when they are working in a group? How would you divide responsibilities? (Allow time for students to answer the questions.)
3. Work cooperatively. How do you work cooperatively? How do people behave when they work cooperatively? What characteristics do people who work cooperatively have in common? (Allow time for students to answer the questions.)

When I made this poster, I added some pictures and ideas to these three skills. Look at some of the ideas I added. (Read the sentences and/or phrases added below each skill.)

1. Define an objective. Talk with your team members and decide what needs to be done.
2. Divide responsibilities. One person does not have to do all of the work. Work together. Teamwork. Everyone has a job to do.
3. Work cooperatively. Help one another. Share jobs. Take turns.

Your job today is to work in teams to talk about six different posters. Some posters need to be finished. Some need pictures, some need words, and some need you to simply discuss the poster so you can explain the poster to the rest of the class. Each group is going to

meet for 10 minutes to discuss and/or finish their posters. Then one member of your group will report back to the whole class to explain and show your poster. Here are the groups for today. (Share the six groups—post the list with names of students in each group or just read out the names of students in each group. Plan where the groups will work—at their desks or in different parts of the room.)

Pass out the posters randomly. You might have one member from each group roll a die (there are six posters), or have the posters upside-down and let one member from each group pick a poster.

Allow ten minutes for groups to work. Remind students that each group will need a reporter to explain their poster to the rest of the class at the end of ten minutes. After ten minutes, ask students to return to their seats for a whole-class discussion.

### Check for Understanding

- ❖ Allow each reporter about two minutes to explain his/her group's poster. They might explain the meaning of the poster. They might explain what they added to the poster. Encourage students to ask the reporter (or the group that worked on the poster) any questions.

Decide on a spot to hang the posters and plan on referring to them during the year.

### Strategy 3: Application Identifying Similarities and Differences

Read *The Little Red Hen*. This is a popular children's book found in most school or public libraries. A new version, titled *The Little Red Hen Makes a Pizza*, is also available. If you do not have a copy of the book, the following website has the story:

[http://www.bres.boothbay.k12.me.us/wq/nnash/WebQuest/little\\_red\\_hen.htm](http://www.bres.boothbay.k12.me.us/wq/nnash/WebQuest/little_red_hen.htm)

After reading *The Little Red Hen*, ask "elbow buddies" to answer the following questions:

- How does *The Little Red Hen* show that working alone is not as good as working in a group?
- What behaviors were the animals showing when asked to help?

Next, read *The Enormous Turnip*, another popular story available in most public libraries. This website has a copy of The Enormous Turnip story:

<http://fds.oup.com/www.oup.com/pdf/elt/products/turnipplay.pdf?cc=global>.

After reading *The Enormous Turnip*, ask "elbow buddies" to answer the following questions:

- How does *The Enormous Turnip* show that working in a group is good?
- What behaviors were the characters showing when asked to help?
- How were *The Little Red Hen* and *The Enormous Turnip* different? How were the two stories similar?

Then ask students to form small groups of 3–6 (depending on how you arrange your desks, many classrooms have 4–6 students sitting together in groups). Ask two of the groups to revise the story of *The Little Red Hen*:

- Revise the story of *The Little Red Hen*. This time, all of the animals are willing to help the little red hen. How would their behaviors (words and actions) change? How would the story end?

Ask two of the groups to revise the story of *The Enormous Turnip*:

- Revise the story of *The Enormous Turnip*. This time, none of the characters are willing to help the farmer. How would their behaviors (words and actions) change? How would the story end?

Try to be sure you have a good writer in each group. Allow students 15 minutes to work. Suggest they talk for 5 minutes, and then spend 10 minutes rewriting the story. Remind students after 5 minutes of sharing their ideas, that they have 10 minutes left to rewrite the story. (Students can simply retell the story—they do not have to rewrite it.)

Allow the four groups to share (read, tell, or perform) their products.

### Check for Understanding

Return to the board, chart, or transparency (produced at the beginning of the lesson) that contains the students' original answers to the question: Do you prefer to work ALONE and IN A GROUP?

ALONE	IN A GROUP
<b>Total:</b>	<b>Total:</b>

Ask students: Is there anyone who would like to change their answer? Is there anyone who at the beginning of the lesson preferred to work alone, but now you think you might prefer to work in a group? Or, at the beginning of today's lesson you wanted to work in a group, but now you think you might prefer to work alone?

Invite students to come to the chart to move their post-it notes and to stay up front to explain their ideas. What were your thoughts at the beginning of the lesson and how have they changed? Why do you now prefer to work in a group? Why do you now prefer to work alone? What changed your thinking?

Note to teacher: Use judgment since some students might change their answers because they like to be in the front of the class. Teachers may decide to simply ask students to raise their hands if they would like to change their answers (the teacher can change the post-it note or the overhead transparency). More important than the students wanting to change their answers will be their explanations, their reasons for why they want to change their answers.

As a large group, reflect on the responses.

- Were there students who changed their answers?
- What reasons did students share for changing their answers?
- Do most of the students prefer to work alone or in a group?



## Lesson Two

### Essential Question

- How should people work in groups to get things done?

### Delaware Social Studies Standards Integrated in the Instructional Strategies

- **Civics Standard Four K-3a:** Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.
- **Economics Standard Three K-3a:** Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.

## Instructional Strategies

### Strategy 1: Gathering Information Think/Pair/Share

Ask each student to think about how people should act if they are working in a group. Have each student share his or her ideas with a partner.

Ask each student to think about how people should NOT act if they are working in a group. Are there certain behaviors (actions or words) that would not be helpful? Have each student share his or her ideas with a partner.

With the entire class, brainstorm ideas that partners have shared. Record ideas on a chart (or overhead transparency) to keep for future reference (see [handout](#) on page 44). (Tracing a student's body on bulletin board paper and recording ideas on "body shapes" could be fun for the students.)

How to act when working in a group	How NOT to act when working in a group

## Check for Understanding

- ❖ Choose the characteristic that you think is the most important for working in a group. Explain why this trait is so important.

### Rubric

- 2 – This response gives one valid characteristic/trait and an accurate and relevant explanation as to why the characteristic/trait is so important.
- 1 – This response gives one valid characteristic/trait, with no accurate and relevant explanation as to why the characteristic/trait is so important.
- 0 – This response gives no valid characteristic/trait and no relevant explanation.

- Choose the characteristic that you think should **never** happen when working in a group. Explain why it is so important that this behavior not be seen during group work.

### **Rubric**

2 – This response gives one valid characteristic/trait and a relevant explanation as to why the characteristic/trait should not happen during group work.

1 – This response gives one valid characteristic/trait, but does not give a relevant explanation as to why the characteristic/trait should not happen during group work.

0 – This response gives no valid characteristic/trait and no relevant explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

## **Strategy 2: Extending and Refining Graphic Organizer**

Inform students that in teams of 3 or 4, they will work together to accomplish a task.

Tell teams to work together to come up with a plan in 5 minutes, and to complete the task in 15 minutes.

Task: Design a poster for [National Book Week](#). Write something that will motivate young students to read! Have a picture at the top and bottom of the poster. Produce five identical posters to hang on doorknobs around the school. Punch one hole in the upper right corner of the poster and one hole in the upper left corner of the poster. Attach yarn so the poster can hang on a doorknob.

Task: Design a poster for [National Mathematics Week](#). Write something that will motivate young students to love math! Have a picture at the top and bottom of the poster. Produce five identical posters to hang on doorknobs around the school. Punch one hole in the upper right corner of the poster and one hole in the upper left corner of the poster. Attach yarn so the poster can hang on a doorknob.

Task: Design a poster for [National Science Week](#). Write something that will motivate young students to do science at home! Have a picture at the top and bottom of the poster. Produce five identical posters to hang on doorknobs around the school. Punch one hole in the upper right corner of the poster and one hole in the upper left corner of the poster. Attach yarn so the poster can hang on a doorknob.

Task: Design a poster for [National History Week](#). Write something that will motivate young students to learn history! Have a picture at the top and bottom of the poster. Produce five identical posters to hang on doorknobs around the school. Punch one hole in the upper right corner of the poster and one hole in the upper left corner of the poster. Attach yarn so the poster can hang on a doorknob.

Additional ideas for task cards: National Nutrition Week, [National Health Week](#), National Poetry Week, [National Writing Week](#), National Music Week, Art in Our Schools Week, birthday cards to mail to classmates during the year, get well cards, thank you notes.

Pass out envelopes with materials (six sheets of construction paper, a hole punch, yarn, scissors, crayons or markers, pencils) and a task. Teams read the task card on the outside of the envelope before taking materials out.

At the end of 5 minutes, remind students to start their tasks.

At the end of 15 minutes, ask students to stop their tasks and talk about how they did with their assignments.

Have students complete a [graphic organizer/chart](#).

- What went well with the tasks?
- What problems did you have while working on the tasks?
- Would you do anything differently if you did the tasks again?

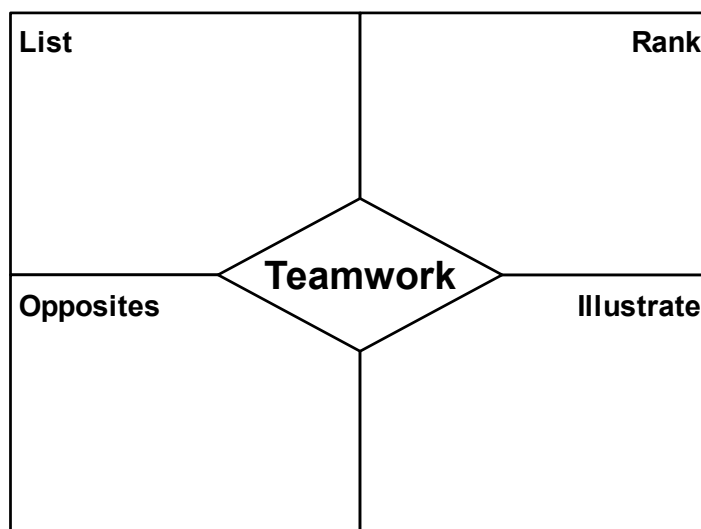
What went well with the tasks?	What problems did you have while working on the tasks?	What would you do differently if you did the tasks again?

### Check for Understanding

On an index card (or a small piece of paper) or in a journal, draw a "happy" face and write (or draw) what went well with the task that you and your group did. On the back of the card (or paper), or below the first journal entry, draw a "sad" face and write (or draw) what did not go well with the task that you and your group did. *\*If you drew a picture, ask the teacher or a classmate to write a few words about the picture you drew.*

### Strategy 3: Application Four-Fold Activity

Have students work in groups of 3–4. Each group should have a large piece of paper that has been folded in half twice, and then bent down at the upper left corner. When the paper is opened, the creases in the paper have created four rectangular quadrants and a diamond-shaped area in the center, as illustrated below. See [handout](#) on page 52 for this activity.



In your teams of 3 or 4 people, decide which one of you will be the recorder, reporter, timekeeper (your team has ten minutes), and/or leader (keep everyone on the topic). One person can have two jobs because an illustrator is also needed.

Have the recorder write **"Teamwork"** in the center of the diamond.

For two minutes, each group should brainstorm words (traits, characteristics, behaviors, actions) for the concept of teamwork (cooperative, friendly, everyone helps, kind, shares, listens). The recorder should **list** the words the group members suggest.

For two minutes, each group should then discuss and **rank** the top two words or examples of the concept (teamwork) to share with the class. Why is this trait so important for group work?

For five minutes, the illustrator will create an **illustration** that matches one of the top two words or examples of teamwork.

While the illustrator is working, have each group discuss/complete the **"Opposites"** section. List words (traits, characteristics, behaviors, actions) that would show the opposite of teamwork (uncooperative, quiet, says nothing, does not participate, talks when others are talking, rude, silly, fooling around). The recorder will list these when the illustrator is done with the illustration.

The reporter will share the traits that his/her group chose as the top two words for teamwork. He/she will also share the words that the group chose to represent the opposite of teamwork. (All groups must stop working and put down pencils when the class sharing session begins. Tell students they will have five minutes at the end of the class discussion to meet again in their groups to discuss and make revisions on their papers.)

**All of the papers will be put on a bulletin board so that classmates can see one another's** illustrations. (Do not take time during the lesson to show illustrations unless you have a visual presenter that allows the entire class to quickly and easily see the illustrations.)

Remind group members to write all of their names on the front or back of the paper.

### **Check for Understanding**

- ❖ After all of the groups have shared, allow groups to meet again (for five minutes) to make any revisions (additions) to their papers.
- ❖ Remind students not to erase anything they have already written, but they may cross out ideas they want to change (what they cross out must still be visible for the teacher to read) and add any new ideas they learned from the class discussion.

Many other variations can be used for what students are expected to complete in the four outer squares. The Vocabulary Word Map asks students to include synonyms and antonyms.

## Resources and Teaching Tips

Books for Teaching about Teamwork, Cooperation, Participatory Group Skills (Books are suggested for K–2)

- Cooperation by Lucia Raatma (Grade Level Equivalent 1.5).
- This book talks about why and how people cooperate with their friends, classmates, sports teams, and neighbors.
- ***The Farmer in the Dell*** by John Sherman O'Brien (Grade Level Equivalent 1.5)
  - Interpretation of well-known song, a lesson in cooperation, as well as a funny take on old familiar.

This website has a copy of *The Little Red Hen* story:

[http://www.bres.boothbay.k12.me.us/wq/nnash/WebQuest/little\\_red\\_hen.htm](http://www.bres.boothbay.k12.me.us/wq/nnash/WebQuest/little_red_hen.htm)

This website has a copy of *The Enormous Turnip* story:

<http://fds.oup.com/www.oup.com/pdf/elt/products/turnipplay.pdf?cc=global>

This website has a read aloud of *The Enormous Turnip*. Great for students to use alone at a computer—students hit return to “turn the page” to hear more of the story:

<http://www.bbc.co.uk/cbeebies/fimbles/comfycorner/story3.shtml>

Simple searches (*The Little Red Hen story* or *The Enormous turnip story*) bring up many websites for students or teachers to visit.

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

Date: \_\_\_\_\_

## Transfer Task #1

➤ When is working in a group better than working alone?

<b>Prior Knowledge</b>	You have just learned <b>how</b> people should work in groups to get things done and <b>when</b> working in a group is better than working alone. Now you are ready to persuade four of your friends to work together to complete a task.
<b>Problem</b>	<ul style="list-style-type: none"> <li>You and four other students have been given the job of decorating the classroom for Thanksgiving. How do you decide what decorations to make?</li> <li>You and four other students have been given the job of decorating the classroom for Thanksgiving. Your best friend is in your group and wants all of you to work alone.</li> <li>Explain to your best friend (and the other three people in your group) why it would be better for the five of you to work in a group than for each of you to work alone.</li> <li><b>Then answer this question: How do you decide what decorations to make?</b></li> </ul>
<b>Role/ Perspective</b>	You are a student working with four other students. You have taken on a leadership role trying to convince your best friend (and the others) to work as a group instead of alone.
<b>Product/ Performance</b>	<ul style="list-style-type: none"> <li>Complete the response chart by drawing and/or writing at least two ideas in each column.</li> <li>Use the ideas in your chart to plan what to say to your best friend (and the other three people in your group). You do not have to write down your speech, but be ready to give your speech to your elbow buddy in class tomorrow.</li> <li>On the back of the response chart, answer the question: <b>How do you decide what decorations to make?</b></li> </ul>
<b>Criteria for Exemplary Response</b>	<b>Response Chart and Plan</b> <ul style="list-style-type: none"> <li>The response chart should be filled out with at least two ideas (pictures and/or words) in each column.</li> <li>In the first column, the ideas should make sense and be convincing—<b>WHY</b> is it <b>better</b> to work in a <b>group</b> to make the decorations?</li> <li>In the second column, the ideas should make sense and be convincing—<b>WHY</b> would working <b>alone NOT be as good</b> for making the decorations?</li> <li>The answers on your response chart show that you understand that there are times when working in a group is better than working alone.</li> </ul>

	<ul style="list-style-type: none"> <li>On the back of the response chart paper, you suggest a plan for deciding what decorations to make. Your plan shows that you understand <b>how</b> people should work in groups to get things done.</li> </ul> <p><b>Speech</b></p> <ul style="list-style-type: none"> <li>When you give your speech to your elbow buddy, he/she is convinced (because of your speech) that working in a group will be better for making the decorations.</li> <li>Your elbow buddy checks your chart to see if all of the ideas on your chart were used in your speech and finds out that you did use all of the ideas on your chart.</li> </ul>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Response Chart

#### Making Thanksgiving Decorations

Why is <b>working in a group better</b> than working alone?	Why is <b>working alone not as good</b> as working in a group?







On the back of this paper, answer the question: **How do you decide what decorations to make?**



## Elbow Buddy Evaluation Form

My name is \_\_\_\_\_, my elbow buddy is

\_\_\_\_\_.

<b>I am convinced (because of your speech) that working in a group will be better for making the decorations.</b>	<b>All of the ideas on your chart were used in your speech.</b>
<b>Circle the face below that shows your answer.</b>	<b>Circle the face below that shows your answer.</b>
 Great Job! I am convinced!	 Great Job! I am convinced!
 Okay! I am not quite convinced!	 Okay! I am not quite convinced!
 Not so good! I am not convinced!	 Not so good! I am not convinced!

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

Date: \_\_\_\_\_

## Transfer Task #2

- How should people work in groups to get things done?

<b>Prior Knowledge</b>	You have learned <b>how</b> people should work in groups to get things done. You have learned the <b>skills</b> that are necessary for working in a group. You have learned the <b>characteristics</b> people who work cooperatively have in common.
<b>Problem</b>	<p>You and 12 kids in your neighborhood get together to play baseball. How do you decide who plays what position?</p> <p>One of your friends is bossy and you want to remind him of the steps you all might take to decide who plays what position. You want to remind him of how people behave when they are working together.</p> <p>After telling your friend the <b>steps</b> you might take AND <b>how people behave</b> when they are working together, be sure to give <b>specific ideas about how you decide who plays what position.</b></p> <ul style="list-style-type: none"> <li>• You and 12 kids in your neighborhood get together to play baseball. How do you decide who plays what position?</li> <li>• One of your friends is being a bit bossy and you want to remind him of the steps you all might take to decide who plays what position. You want to remind him of how people behave when they are working together.</li> <li>• After telling your friend the <b>steps</b> you might take AND <b>how people behave</b> when they are working together, be sure to give <b>specific ideas about how you decide who plays what position.</b></li> </ul>
<b>Role/Perspective</b>	You are one of the kids who got together with others to play baseball. You remind your 12 friends of the steps you all might take to decide who plays what position and how people behave when they are working together.
<b>Product/Performance</b>	<p>Make a plan of what you want to say to your friends. You can use pictures, a few words, or sentences. You should number your ideas and put them in what you think is the best order. You should add any details that you think are important for your friends to think about and remember.</p> <p><i>(continued on the back)</i></p>

<b>Criteria for Exemplary Response</b>	<ul style="list-style-type: none"> <li>• Your plan should include three skills that are necessary for working in a group.</li> <li>• Your plan should explain why groups need some people who are leaders and some people who follow orders.</li> <li>• Your plan should include ideas about the characteristics people who work cooperatively have in common.</li> </ul>
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## Transfer Task #2

- How should people work in groups to get things done?

Here are the steps we might take to decide who plays what position:

This is how people behave when they are working or playing together:

How will we decide who plays what position?

## Lesson One, Strategy 1: Gathering Information

ALONE	IN A GROUP
<b>Total:</b>	<b>Total:</b>

**Chart to Record Students' Responses**

<b>WHEN I prefer to work ALONE</b>	<b>WHEN I prefer to work in a GROUP</b>	<b>WHY I prefer to work ALONE</b>	<b>WHY I prefer to work in a GROUP</b>

## **Lesson One, Strategy 2: Extending and Refining**

**How do people behave in a group when the group is working well?**

**How do people behave in a group when the group is NOT working well?**



A teacher might use this graphic organizer to compare the first two posters.

<b>How do people behave in a group when the group is working well?</b>	<b>How do people behave in a group when the group is <u>NOT</u> working well?</b>

**Why is it important to work cooperatively?**

**What happens when groups of people do NOT work cooperatively?**

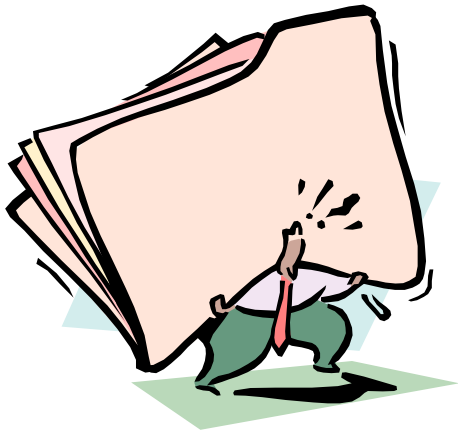
## Skills Needed for Working in a Group

# 1. Define an objective.



Talk with your team members and decide what needs to be done.

# 2. Divide responsibilities.



One person does NOT do all of the work!



Work together. Teamwork!  
Everyone has a job to do.  
What do you do well?

### 3. Work cooperatively.



Help one another. Share jobs. Take turns.

# Leadership



Are you a good leader? Share your ideas!

What makes a good leader?

Good leaders are good listeners, too!

**"Give and Take"**

Everyone cannot be a leader at the same time!

Do you always have to be the leader?

Should one person always be the leader?

Do you have any other ideas about leadership?

How does leadership and following orders fit together?

## Be Good at Following Orders!

# Procedures for Making Decisions

**What else should we add to this poster?**



Work together to make decisions.

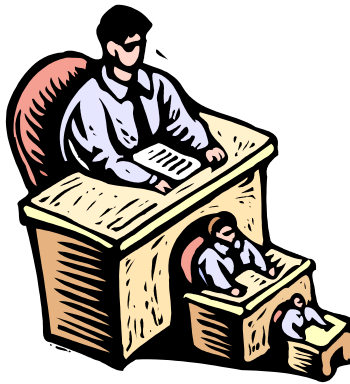


No one likes it when someone is too bossy!

# “Participating in a Group” Skills

❖ Leadership skills

❖ The ability to follow orders



❖ Everyday social skills (the way **friends** treat each other, with respect)



*Singing in harmony?*



*Arguing and needing a referee?*

**Talk about everyday social skills. List some ideas on the back.**



# **Responsible Participation from Diverse Individuals**



**What does this mean?**

**Why is it important?**

# **TEAMWORK**

**Draw a symbol (or picture) for teamwork.**

**List important words about teamwork.**

# **Adapt to Different Roles and Responsibilities!**

What do we mean when we say different roles?

What does adapt mean?

Think about different responsibilities.  
List as many as you can!

## Lesson Two, Strategy 1: Gathering Information

<b>How to act when working in a group</b>	<b>How NOT to act when working in a group</b>

## **Design a Poster for National Book Week**

- ✓ Write something that will motivate young students to read!
- ✓ Have a picture at the top and bottom of the poster.
- ✓ Produce 5 identical posters to hang on doorknobs around the school.
- ✓ Punch one hole in the upper-right corner of the poster and one hole in the upper left-corner of the poster.
- ✓ Attach yarn so the poster can hang on a doorknob.

## **Design a Poster for National Mathematics Week**

- ✓ Write something that will motivate young students to love math!
- ✓ Have a picture at the top and bottom of the poster.
- ✓ Produce 5 identical posters to hang on doorknobs around the school.
- ✓ Punch one hole in the upper-right corner of the poster and one hole in the upper left-corner of the poster.
- ✓ Attach yarn so the poster can hang on a doorknob.

## **Design a Poster for National Science Week**

- ✓ Write something that will motivate young students to do science at home!
- ✓ Have a picture at the top and bottom of the poster.
- ✓ Produce 5 identical posters to hang on doorknobs around the school.
- ✓ Punch one hole in the upper-right corner of the poster and one hole in the upper left-corner of the poster.
- ✓ Attach yarn so the poster can hang on a doorknob.

## **Design a Poster for National History Week**

- ✓ Write something that will motivate young students to learn history!
- ✓ Have a picture at the top and bottom of the poster.
- ✓ Produce 5 identical posters to hang on doorknobs around the school.
- ✓ Punch one hole in the upper-right corner of the poster and one hole in the upper left-corner of the poster.
- ✓ Attach yarn so the poster can hang on a doorknob.



## **Design a Poster for National Writing Week**

- ✓ Write something that will motivate young students to write!
- ✓ Have a picture at the top and bottom of the poster.
- ✓ Produce 5 identical posters to hang on doorknobs around the school.
- ✓ Punch one hole in the upper-right corner of the poster and one hole in the upper left-corner of the poster.
- ✓ Attach yarn so the poster can hang on a doorknob.

## **Design a Poster for National Health Week**

- ✓ Write something that will motivate young students to be healthy!
- ✓ Have a picture at the top and bottom of the poster.
- ✓ Produce 5 identical posters to hang on doorknobs around the school.
- ✓ Punch one hole in the upper-right corner of the poster and one hole in the upper-left corner of the poster.
- ✓ Attach yarn so the poster can hang on a doorknob.

## Lesson Two, Strategy 2: Extending and Refining

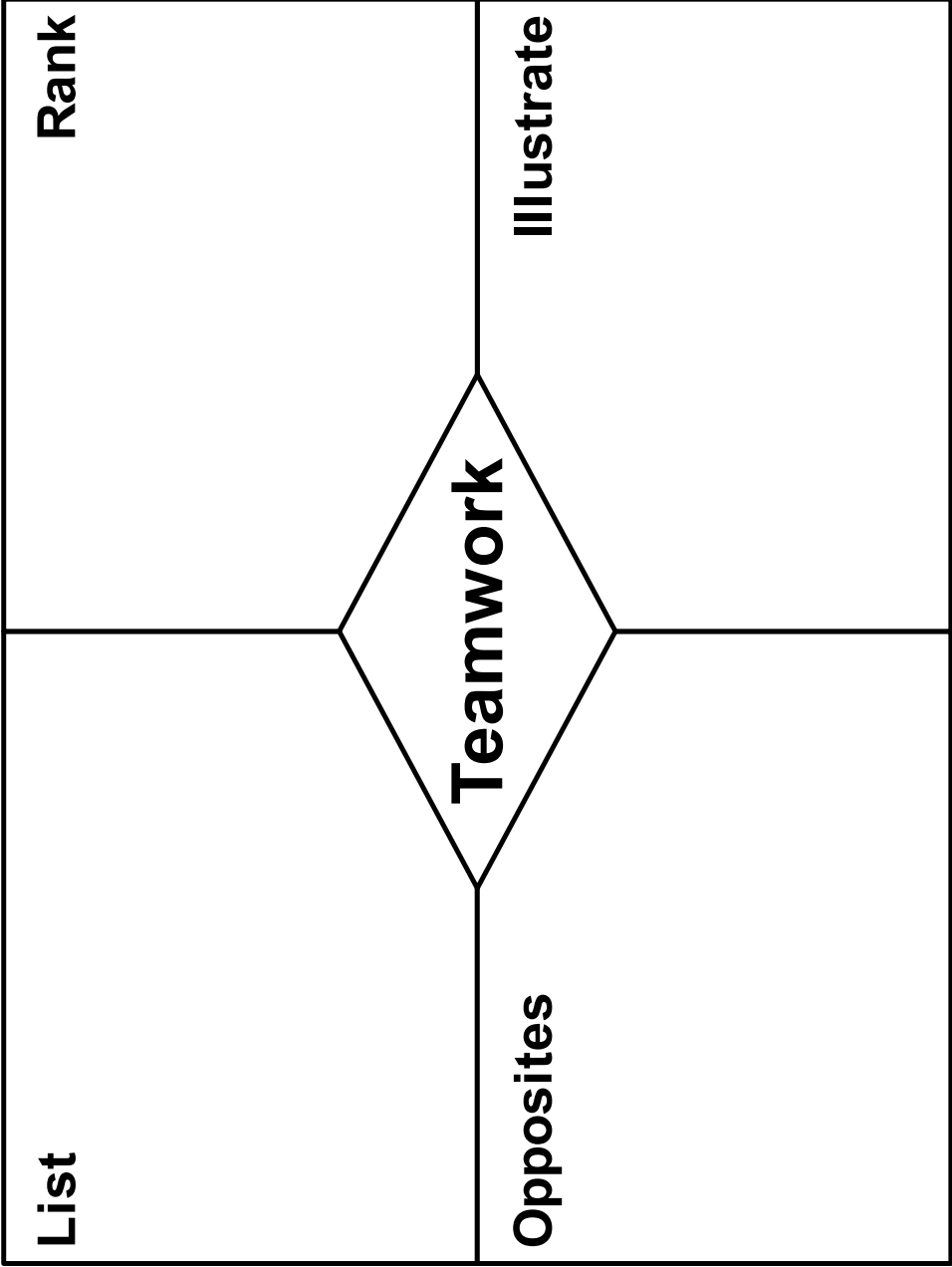
### Graphic Organizer/Chart

What went well with the tasks?	What problems did you have while working on the tasks?	What would you do differently if you did the tasks again?

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

Date: \_\_\_\_\_

**Lesson Two, Strategy 3: Application**



## **Charter School Unit Modification**

The following questions have been developed to assist in the refinement of the required scope and sequence documents and accompanying units of instruction for the charter school approval and renewal processes. Through a cover letter format these questions should be addressed to assist members of the Delaware Department of Education Curriculum and Instructional Improvement work group effectively evaluate charter school applications.

### **Guiding Questions**

1. Why was this model unit of **instruction** selected as part of your schools' curricular submission?

**This model unit of instruction was selected as part of Thomas Edison's curricular submission because they are a part of the DE Social Studies Coalition. Students will explore and define "places", attributing to places the reciprocal influence they have on each other.**

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications have been made to this model unit of instruction. Imbedded into the unit are suggestions for differentiation, so the needs of all learners can be met through this unit as is.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications have been made to this unit of instruction

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No modifications have been made to this unit.

## ***Delaware Model Unit***

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and juring process to ensure alignment to selected Delaware Content Standards.

**Unit Title: Places**

**Designed by: Wendy Harrington**

**District/Agency: Cape Henlopen**

**Content Area: Social Studies**

**Grade Levels: K–3**

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### **Summary of Unit**

At this level, students should be aware that places differ by size and the functions that occur within them: cities are larger and more complex, with greater levels of specialized services than towns. Towns in turn exceed the size and complexity of villages, which are often agricultural in character. Some places are distinguished by specialized functions: religious centers like the Vatican; resorts like Vail, Colorado; political capitals like Washington, D.C. Places also vary by culture: house design, dress, food, or language may distinguish one place from another.

There is also a need to understand that places do not exist in isolation but are influenced by connections with other places. Migration can change a place, such as the growth of the **Guatemalan community in Georgetown**. **Improved roads can alter a town's character**, such as upgrading Delaware State Highway One, which helped the growth of Lewes and Rehoboth as tourist destinations. The type of transportation connection between places can affect the amount of interaction. Places with rail connections will most likely exchange freight; airline connections and port connections allow contacts with foreign places; one-lane highways are much less likely to support place-to-place communication than interstates. People make connections between places for trade and travel.

In both Delaware and the United States, places are of different sizes and contain different levels of economic activity, based on how well they are connected to other places. Students need to apply this observation by examining sample places of different size to become comfortable with the idea. For instance, Christiana Mall in New Castle County, located at the junction of Route One and I-95, is closer and can more easily reach the large population living in the suburbs of the county than can Wilmington, which accounts for the Mall containing four major department stores while the city of Wilmington has none. Similarly, the New York metropolitan area is the largest in the country because, although it is located in the northeast corner of the country, it has better road, rail, and air connections to the rest of the U.S. population than any other place.

Students need to learn to apply the ideas of site and situation to explain the nature of particular places. Site choices at different time periods help explain the distribution of places in Delaware. The earliest European settlements such as Lewes, New Castle, Dover, Odessa, and Seaford were at the head of navigable rivers and streams that flowed into the Delaware River or Chesapeake Bay. Soils were fertile (site) and locations gave easy transport access to markets (situation). Inland locations were not populated. In the 19<sup>th</sup> century, the railroad offered better access to markets from the center of the Delmarva

Peninsula, and a new string of towns such as Middletown, Harrington, and Camden-Wyoming developed (situation).

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## **Stage 1 – Desired Results**

(What students will know, do, and understand)

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### **Delaware Content Standards**

- **Geography Standard Three K-3a:** Students will be able to identify types of human settlement, connections between settlements, and the types of activities found in each.

### **Big Ideas**

- Patterns
- culture

### **Unit Enduring Understandings**

Students will understand that:

- Places are unique associations of natural environments and human cultural modifications.
- Concepts of site and situation can explain the uniqueness of places. As site or situation changes, so does the character of a place.

### **Unit Essential Questions**

- How are places different in culture and activity?
- How might connections between places affect their size and complexity?

### **Knowledge and Skills**

#### **Students will know...**

- Physical characteristics of places
  - Landforms
  - Climate
  - Natural resources
- Human characteristics of places
- Types of connections between places and reasons for building them
- Culture

#### **Students will be able to...**

- Describe the characteristics of a place
- Compare and categorize the characteristics of different places
- Identify different types of connections and provide reasons for them
- Compare different types of maps



## Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

### Transfer Task

This summative assessment is a transfer task that should be reviewed with students prior to using the activities in the unit. Students should complete the assessment after instruction in the lessons.

#### Essential Questions Measured by the Transfer Task

- How are places different in culture and activity?
- How might connections between places affect their size and complexity?

<b>Prior Knowledge</b>	You learned that each place on Earth has a unique combination of physical and human characteristics. Now you are ready to compare the physical and human characteristics of your hometown to another place in the world.
<b>Problem</b>	Our class needs to decide with which place on Earth to start a videoconferencing relationship.
<b>Role/Perspective</b>	Your job is to work cooperatively with your group to research a place on Earth.
<b>Product/Performance</b>	Your group will need to present their information for a class display using a PowerPoint, podcast, or storyboard.
<b>Criteria for an Exemplary Response</b>	When researching your hometown and a different place, be sure to compare: <ul style="list-style-type: none"><li>• Physical characteristics (landforms and climate)</li><li>• Human characteristics (population, language, how people make a living, size of settlement, and activities)</li><li>• Culture (food, music, dress, language, major holidays, etc.)</li><li>• Connections (How is this place connected to other places? How is the size of this place based on the types of connections?)</li></ul>

## Rubric(s)

<b>Scoring Category</b>			
<b>The presentation provides...</b>	<b>SCORE POINT 3</b>	<b>SCORE POINT 2</b>	<b>SCORE POINT 1</b>
a comparison between the hometown and the place researched in regards to <b>Physical Characteristics</b> (landforms and climate).	The comparison between the two places is <b>thoroughly developed</b>	<b>Partially developed comparison</b>	<b>Minimally developed comparison</b>
a comparison between the hometown and the place researched in regards to <b>Human Characteristics</b> (size of settlement and activities).	The comparison between the two places is <b>thoroughly developed.</b>	<b>Partially developed comparison.</b>	<b>Minimally developed comparison.</b>
a comparison between the hometown and the place researched in regards to <b>Culture</b> (food, music, dress, language, major holidays).	The comparison between the two places is <b>thoroughly developed.</b>	<b>Partially developed comparison.</b>	<b>Minimally developed comparison.</b>
a comparison between the hometown and the place researched in regards to the types of <b>Connections</b> and how that affects the size of the settlement.	The comparison between the two places is <b>thoroughly developed.</b>	<b>Partially developed comparison.</b>	<b>Minimally developed comparison.</b>
use of content-appropriate vocabulary in order to demonstrate understanding.	Content-appropriate vocabulary is <b>well developed and evident.</b>	<b>Some evidence</b> of content-appropriate vocabulary.	<b>Minimal evidence</b> of content-appropriate vocabulary.

**Above the Standard: 13-15**  
**Meets the Standard: 8-12**  
**Below the Standard: 5-7**

**Total Score: \_\_\_\_\_**

## **Student Self-Assessment and Reflection**

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

-Black and William, 1998; Sternberg, 1996; Young, 2000

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Lesson One

- How are places different in culture and activity?
- How are places unique in physical characteristics and human activity?

#### Background

Places around the world have unique characteristics that distinguish them from other places. Students will investigate different characteristics that include physical, human, and cultural characteristics.

#### Delaware Social Studies Standards Integrated in the Instructional Strategies

- **Geography Standard Two K-3a:** Students will distinguish different types of climate and landforms and explain why they occur.
- **Civics Standard Four K-3a:** Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.
- **Civics Standard Three K-3a:** Students will understand that American citizens have distinct responsibilities (such as voting), rights (such as free speech and freedom of religion), and privileges (such as driving).

### Instructional Strategies

#### Strategy 1: Gathering Information Think-Pair-Share

"Today we will be investigating what makes a place different from another place." Read a book or show a video/video clip of another place in the world. An extensive bibliography is available at the end of this unit.

#### *Think/Pair/Share Directions*

- First, the teacher poses an open-ended question or problem. ("What do you think people in this place like the most about their town?" "What kinds of things are we allowed to do in our town?")
- Each individual student takes approximately 1 minute to think about an answer or solution on their own.
- The student then pairs up with another student, and they discuss their answers or solutions together.
- The whole class reports in partners various answers and solutions.

Ask students, "What are some ways the place we learned about is different from our town?" "Are there places that people don't have the same rights as us?" Have students "Think" on their own to make a list. After a few minutes, have students "Pair" with another student to compare lists. Finally, student pairs will "Share" with the entire group. The teacher should record student ideas on a board or projector.

Note to teacher: Typing the list of student ideas for categorizing later (see sample – place worksheet) will be helpful.

## Strategy 2: Gathering Information

### ABC Graffiti

The purpose of this strategy is to review/introduce concepts:

- Landforms – mountains, plains, valleys, waterways
- Climate – temperate, polar, tropical, high altitude
- Natural resources – water, oil, coal

Have a group of 2–4 students draw a rectangular box at the top of a large piece of construction paper (to be posted later in the room). Give the following directions to each group:

- Write the words “Landforms & Climate” at the top.
- Fold the paper down the middle to create two columns.
- Letter alphabetically A to M down the left side.
- Letter alphabetically N to Z down the middle.

Directions to students might include: Write the term “Landforms & Climate” in the top box. Then list all of the examples of landforms and climates they can think of beginning with A through Z. For instance, when you get to O you might include the word “ocean.” For example:

Landforms & Climates	
A B – Bay C – Canyon D – Delta E F G H – Hawaiian Islands I J – Jungle K L – Lake M – Mountain	N – Nile River O – Ocean P – Plain/Peninsula/Polar Climate Q R – Rain Forest S T – Tropical/Tundra/Temperate Climate U V – Valley W X Y Z

## Strategy 3: Extending and Refining Information

### Categorizing

Hand out the [Places Worksheet](#) for students to categorize physical characteristics. Students should use the word bank at the top of the worksheet.

Once the [Places Worksheet](#) is completed and reviewed as a class, ask students to look at the words that are still listed at the top of the page.

Think/Pair/Share – Connections – break connections into 3 subcategories:

- **Natural** – e.g., river, pond, ocean, gulf, land, air
- **Man-made** – e.g., sidewalk, canal, road, highway, railroad track
- **Transportation** – e.g., car, truck boat, train, airplane, subway

Have students take out their [Places Worksheet](#) to categorize Connections. Once this is complete, have students look at the words that are left at the top of the page. These should **all be words that reflect Human/Cultural Characteristics**. Ask, “What do these words all have in common?” Students should say that they all relate to people and what people do, their way of life. Have students complete the Places Worksheet by recording the Human/Cultural Characteristics in the correct column.

NOTE: Students may not immediately recognize oceans, rivers, and air as connections with other places because of air and water circulation, etc. This may need to be taught.

### Check for Understanding

- ❖ When given a list of characteristics, students will categorize the list into 3 categories: physical characteristics, human/cultural characteristics, and connections. (See [Check for Understanding #1 Worksheet](#).)

For administration of formative assessment see **Student Self-Assessment and Reflection**.

### Strategy 4: Extending and Refining Cooperative Learning

Tell students that they will be producing a presentation (PowerPoint, storyboard, poster, brochure, etc.) of their town or community. Students will work in small groups of 3. Each child will be responsible for one topic listed below.

- Physical characteristics (landforms, climate, natural resources, etc.)
- Human characteristics (ages, population, business)
- Culture (languages spoken, dress, music, foods, holidays, etc.)

Have all of the students who are working on physical characteristics in one area of the room working together and do the same with the two other topics. Resources should be available for each topic. Once students have finished their research, they will return to their original groups to share their findings. After sharing with their original group, students will begin work on their presentations.

NOTE: If possible, take a walking field trip of your town to identify local businesses or have the mayor, town council, school board representative, and/or parents come in for interviews in regards to human characteristics and culture.

### Strategy 5: Application Graphic Organizers

Students should work in partners for this strategy.

- Partners choose one photograph from different places around the world.
  - <http://ngm.nationalgeographic.com/your-shot/daily-dozen> . – Photos submitted to National Geographic
  - <http://ngm.nationalgeographic.com/2009/10/indonesia/nachtwey-photography> – Indonesia
  - <http://ngm.nationalgeographic.com/more/photography> – basic link to photos
  - <http://ngm.nationalgeographic.com/2009/05/parallel-rivers/hoffmann-photography> – China
  - <http://ngm.nationalgeographic.com/2009/03/sinai/moyer-photography> – Sinai
  - <http://ngm.nationalgeographic.com/2009/09/somalia/maitre-photography> – Somalia

Each student should construct a T-Chart (one side is physical characteristics and the other side is human characteristics). Have each student list characteristics for each side of the T-Chart based on the photo chosen.

### **Check for Understanding**

- ❖ How is Delaware the same or different in human and physical characteristics compared to the place in the picture you chose? Explain your answer with an example.

### **Rubric**

- 2** – This response gives a valid comparison with an accurate and relevant example.
- 1** – This response gives valid comparison with an inaccurate, irrelevant, or no example.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

## Lesson Two

- How might connections between places affect their size and complexity?

### Background

The size and complexity of a place is influenced by the number of connections that exist. By comparing different types of maps, students will investigate this concept.

### Delaware Social Studies Standards Integrated in the Instructional Strategies

- **Geography Standard One K-3a:** Students will understand the nature and uses of maps, globes, and other geo-graphics.
- **Civics Standard Four K-3a:** Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

### Instructional Strategies

#### Strategy 1: Gathering Information Think/Pair/Share and Categorizing

Ask pairs of students to brainstorm different words that name different types of settlements (town, city, village, country, neighborhood, development, urban, suburban, rural, etc.).

Ask students to then categorize these words into settlements that are small, medium, and large. Consider having students use a chart like the one below.

SMALL	MEDIUM	LARGE

### Check for Understanding

Have each pair of students explain their reasoning to another pair by responding to the following questions:

- ❖ Why did you put that settlement in that category?
- ❖ What would the difference be between these two settlements?
- ❖ Do you think this settlement would have more or less connections than this settlement?
- ❖ Which settlement do you think would have the most/least amount of people?



## **Strategy 2: Extending and Refining Categorizing**

Put students into groups of 2–3 and look at road maps of Delaware.

- Google Maps – <http://maps.google.com/> (type in Delaware)

Students should record towns/cities that they consider “small, medium, and large.” Give groups 10 to 15 minutes to complete this activity.

Have each group share one town/city from each category. Have each group locate that place on the map, and the teacher records on a class chart. Consider using push pins on a large Delaware map.

After each group has shared, ask the students why they categorized that place as small, medium, or large. Students should notice the number of connections to and from that place.

For example –

- Small – Milton, Dewey Beach
- Medium – Dover
- Large – Wilmington

### **Check for Understanding**

Give students a road map of Virginia. Use Google Maps (type in Virginia).

<http://maps.google.com/>

- ❖ Have students locate a small and large settlement.
- ❖ How does the number of connections a settlement has determine its size? Support your answer with an example.

### **Rubric**

**2** – This response gives a valid explanation with an accurate and relevant example.

**1** – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

## **Strategy 3: Extending and Refining Identifying Similarities and Differences**

Have students work in pairs to complete the sentence stems and answer the questions in this strategy.

Look at early maps of North America and notice where the first settlements were located.

- [http://www.lib.utexas.edu/maps/united\\_states/exploration\\_1675.jpg](http://www.lib.utexas.edu/maps/united_states/exploration_1675.jpg)

Students should notice that most of the larger settlements are located on or near waterways such as rivers and/or oceans.

- Are most large cities located mostly inland or near the oceans and rivers?
- Why might that have been important in the past? (Minimal transportation and connections, technology)

Have students examine population maps of the United States for present day.

- <http://www.census.gov/dmd/www/pdf/512popdn.pdf>
- <http://www.mapsofworld.com/usa/thematic-maps/usa-population-map.html>
- <http://maps.howstuffworks.com/united-states-population-density-map.htm>

Ask students to identify major cities, then complete sentence stems like those below in order to compare the cities.

- Wilmington and New York City are similar because they are both located on a waterway.
- \_\_\_\_\_ and \_\_\_\_\_ are different because \_\_\_\_\_.
- Are the cities in the same places on both early and present maps?
- Why are some cities now away from waterways?

Ask students to examine maps of airports and railroad systems of the United States. Ask, "Are the major cities near the airports and railroad systems?" "Why would being near major connections be important?"

- Railroad map - <http://nationalatlas.gov/natlas/Natlasstart.asp>
- Airport map - <http://nationalatlas.gov/natlas/Natlasstart.asp>

### Check for Understanding

- ❖ Why are cities located near transportation connections? Explain your answer.

#### **Rubric**

**2** – This response gives a valid reason with an accurate and relevant explanation.

**1** – This response gives valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

### **Strategy 4: Application** **Making Comparisons**

Compare the three counties in Delaware with regards to settlement size and complexity using road maps and population maps.

Complete [Delaware Counties](#) worksheet in pairs. Share results with the class.

Ask students, "Why do you think Wilmington is so much larger than Georgetown when they both have airports?" Students should notice that on the road map, there are major highways that connect Wilmington to Baltimore, Washington, Philadelphia, and New York City. Students should also notice that the Delaware River connects Wilmington to Philadelphia where Georgetown is surrounded by land with no major waterways or major highways.

### Check for Understanding

- ❖ Give students a map of California that includes airports, railroads, and waterways. Identify a location on the map that would be a good place for a large city. Explain why you chose that location.

Note: To make this map, go to [www.nationalatlas.com](http://www.nationalatlas.com) and click on Map Maker. Under "Basic Maps," click on Streams & Waterbodies. Under "Transportation," click on Airports and Railroads. Click the "Redraw Map" button and then zoom in to California.

***Rubric***

**2** – This response gives a valid location for a city with an accurate and relevant explanation.

**1** – This response gives a valid location for a city with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

## Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links).
- Help in identifying and correcting student misunderstandings and weaknesses.

### Lesson 1:

United Streaming Videos/Clips

- Africa in Focus

Thinkfinity.org

- Ireland video

Population Maps

- [www.mapsofworld.com/usa/thematic-maps/usa-population-map.html](http://www.mapsofworld.com/usa/thematic-maps/usa-population-map.html)
- <http://www.ohorse.com/images/maps/United-States-equestrian-population-map.gif>
- <http://maps.howstuffworks.com/united-states-population-density-map.htm>

Pictures

- National Geographic Photo Galleries that include Landscapes, People & Culture, History, Travel, and Adventure & Exploration  
<http://photography.nationalgeographic.com/photography/photogalleries>

### Lesson 2:

Free Maps

- [http://www.milebymile.com/main/United\\_States/Delaware/maps.html](http://www.milebymile.com/main/United_States/Delaware/maps.html)
- Google Maps
- <http://www.merriam-webster.com/cgi-bin/nytmaps.pl?delaware>
- <http://nationalatlas.gov/printable/reference.html#list>
- Railroad map – <http://nationalatlas.gov/natlas/Natlasstart.asp>
- Airport map – <http://nationalatlas.gov/natlas/Natlasstart.asp>

Transfer Task Resources (suggested places in the world)

- Road Maps – Google Maps
- Precipitation and Temperature Graphs – [www.weather.com](http://www.weather.com) then type in city and country. Scroll down and click on “Averages.”
- Location of Airports – Google Maps, type in the name of the country and hit “Search Maps” then type in “airports” and hit “Search Maps”
- Location of Railroads – Google Maps, type in the name of the country and hit “Search Maps” then type in “railroads” and hit “Search Maps”

Alice Springs, Australia (hot desert):

- Population – <http://population-of.com/en/Australia/03/Alice-Springs/>
- Culture – <http://aboriginalart.com.au/>
- Landforms – <http://www.worldatlas.com/webimage/countrys/oceania/aussnewld.htm>

Beijing, China (temperate):

- Population – <http://www.irantour.org/china/populationchina.html>
- Culture – <http://www.china-family-adventure.com/chinese-culture.html>
- Landforms – <http://www.worldatlas.com/webimage/countrys/asia/cnlarge.htm>

New Delhi, India (semi-arid):

- Population – <http://www.mapsofindia.com/delhi/population-of-new-delhi.html>
- Culture – <http://home.freeuk.net/elloughton13/india.htm>
- Landforms – <http://www.worldatlas.com/webimage/countrys/asia/in.htm>

Reykjavik, Iceland (tundra):

- Population – <http://qanda.encyclopedia.com/question/population-reykjavik-240144.html>
- Culture – <http://www.iceland.org/us/the-embassy/Iceland-for-kids/#Glaciers>
- Landforms – <http://www.iceland.org/us/the-embassy/Iceland-for-kids/#Glaciers>,  
<http://www.worldatlas.com/webimage/countrys/europe/is.htm>

Managua, Nicaragua (rainforest):

- Population – <http://library.thinkquest.org/C0113197/Cities/managua.html>
- Culture – <http://www.compassion.com/about/where/nicaragua.htm>
- Landforms – <http://www.worldatlas.com/webimage/countrys/namerica/camerica/ni.htm>

Uliastai, Mongolia (cold desert):

- Population – <http://www.reference.com/browse/wiki/Uliastai>
- Culture – <http://www.katw.org/pages/sitepage.cfm?id=56>
- Landforms – <http://www.worldatlas.com/webimage/countrys/asia/mn.htm>

Suva, Fiji (island):

- Population – <http://www.fiji-fags.com/index.cfm/city/20/suva.html>
- Culture – [http://www.tropicalfiji.com/about\\_fiji/Culture/Legends.asp](http://www.tropicalfiji.com/about_fiji/Culture/Legends.asp)
- Landforms – <http://www.worldatlas.com/webimage/countrys/oceania/fj.htm>

Nairobi, Kenya (tropical savannas):

- Population – <http://www.citypopulation.de/Kenya.html>
- Culture – <http://www.kidscantravel.com/travelguides/kenya/explore/index.html>
- Landforms – <http://www.worldatlas.com/webimage/countrys/africa/ke.htm>

## **Differentiation**

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Differentiation is embedded within the instructional strategies and the transfer task.

Linguistic (learns by reading and writing)	Students are supported by using graphic organizers and written questions.
Logical/Mathematical (likes classifying and categorizing, patterns and relationships)	Students are expected to list characteristics of different places and categorize them.
Auditory/Musical (learns by listening, likes rhythm and song)	Students are supported through cooperative learning and paired discussion.
Visual/Spatial (learns by drawing and designing, using videos, maps, charts, etc.)	Students use world maps and road maps. Master copies of class reports are displayed in the classroom. Students can watch videos or look at books of different places in the world.
Tactile/Kinesthetic (likes to use tactile methods of learning)	Students can touch and manipulate maps throughout this unit.
Interpersonal (likes to work with others)	Cooperative learning and paired discussion takes place throughout the unit.
Intrapersonal (likes working independently)	Using the Think/Pair/Share strategy, students must first work alone and record their personal thoughts quietly. Only after this takes place are they expected to pair with another student and discuss their thoughts.
Naturalist (learns by investigating and questioning, particularly in nature)	Throughout the unit, students are expected to investigate and question ideas before sharing them with a partner or the class.

## Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in order to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21<sup>st</sup> Century Learning** – the ability to use skills, resources, and tools to meet the demands of the **global community and tomorrow’s workplace**. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

### International Education

Students will experience international education by researching a different place in a different country in regards to that place’s physical characteristics, human/cultural **characteristics, and their connections**. **Students will also be comparing Delaware’s unique characteristics to another place in the world.**

### Universal Design for Learning:

Students will have the opportunity to demonstrate their knowledge using many different forms of presentation. In Lesson 1, Strategy 3, students have the choice of making a storyboard, PowerPoint presentation, poster, brochure, and any other presentation they come up with. The same is true for the Transfer Task.

### 21<sup>st</sup> Century Learning:

- Demonstrate teamwork and leadership
- Develop, implement, and communicate new ideas with others
- Work productively with others

## Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

Multiple opportunities to integrate technology are included in this unit. See Resources for websites.

### Content Connections

Content Standards integrated within instructional strategies

- **Geography Standard One K-3a:** Students will understand the nature and uses of maps, globes, and other geo-graphics.
- **Geography Standard Two K-3a:** Students will distinguish different types of climate and landforms and explain why they occur.
- **Civics Standard Four K-3a:** Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.



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

**Date:** \_\_\_\_\_

### ***Places Worksheet***

What makes a place different from another place?

Food	Size	Sites	Languages	Traditions
Climate	Landforms	Sports	Money	Location
Flag	Animal	Instruments	Amount of People	
Soil	Clothes	Roads	Bridges	Canal
Companies	Books	Celebrations	Plants	Airplanes

Physical Characteristics	Human/Cultural Characteristics	Connections



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

Date: \_\_\_\_\_

### *Check for Understanding*

Directions: Read the words below. Write each word under its correct category.

mountain	bridges	food	population
airports	tropical	road	language
ages	river	dress	canal
music	trains	holidays	desert
recreation	highway	types of houses	

Physical Characteristics	Human/Cultural Characteristics	Connections



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

Date: \_\_\_\_\_

### ***Check for Understanding – Answer Key***

Directions: Read the words below. Write each word under its correct category.

mountain	bridges	food	population
airports	tropical	road	language
ages	river	dress	canal
music	trains	holidays	desert
recreation	highway	types of houses	

<b>Physical Characteristics</b>	<b>Human/Cultural Characteristics</b>	<b>Connections</b>
Mountain Tropical River* Desert	Ages Music Recreation Food Dress Holidays Types of houses Population Language	Airports Bridges River* Trains Highway Road Canal



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

Date: \_\_\_\_\_

*Delaware Counties*

	Sussex County	Kent County	New Castle County
Settlement Sizes (small, medium, large)			
Types of Connections			

## **Charter School Unit Modification**

The following questions have been developed to assist in the refinement of the required scope and sequence documents and accompanying units of instruction for the charter school approval and renewal processes. Through a cover letter format these questions should be addressed to assist members of the Delaware Department of Education Curriculum and Instructional Improvement work group effectively evaluate charter school applications.

### **Guiding Questions**

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

**This model unit of instruction was selected as part of Thomas Edison's curricular submission** because they are a part of the DE Social Studies Coalition. Teachers can use **the idea of "The Golden Rule"** to assist students in understanding how to treat others with respect and why.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications have been made to this model unit of instruction. Imbedded into the unit are suggestions for differentiation, so the needs of all learners can be met through this unit as is.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications have been made to this unit of instruction

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No modifications have been made to this unit.

## ***Delaware Model Unit***

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

<b>Unit Title:</b>	<b>Respect in Civil Society</b>
<b>Designed by:</b>	<b>Linda Willey-Impagliazzo</b>
<b>District:</b>	<b>Christina</b>
<b>Content Area:</b>	<b>Social Studies</b>
<b>Grade Level:</b>	<b>2</b>

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### **Summary of Unit**

The American political system was intentionally created to rest on the foundation of individual liberty, freedom of religion, representative democracy, equal opportunity, and equal protection under the law. These principals and ideals are codified in the United States Constitution, the Bill of Rights, and other significant documents. Understanding, achieving, and upholding them represents a major challenge to each succeeding generation of American citizens.

The understanding called for requires knowing “why” respect for others is a foundation of civil society. The answer involves the need for order, but also the need for tolerance and respect for laws if freedom and democracy are to prevail.

Teachers at this grade cluster could use the “Golden Rule”: Do unto others as you would have them do unto you. The idea to be taught is that your freedom depends on the government and your fellow citizens respecting your dignity as a person, your right to express your opinions, and your right to own and control property. Conversely, the respect of others for you depends on showing the same respect for them. The benchmark implies the need for tolerance of opinions, which means tolerance for the expression of opinions. At this grade level, “property” might be best discussed as personal property.

At the conclusion of this unit, students will know why respect for others is a foundation of civil society. They will be able to demonstrate respect in the classroom and playground, and taking turns sharing ideas quietly. Respect for property might be demonstrated by not taking or damaging someone else’s school supplies. Students will be able to analyze a situation where the respect for others, their ideas, and property is essential to live peacefully in our society.

Source: [Delaware Social Studies Clarifications Document](#)

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## **Stage 1 – Desired Results**

(What students will know, do, and understand)

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### **Delaware Content Standards**

- **Civics Standard Two K-3:** Students will understand that respect for others, their opinions and their property is a foundation of civil society in the United States.

### **Big Ideas**

- Citizenship
- Respect

### **Unit Enduring Understandings**

Students will understand that:

- The principles and ideals underlying American democracy are designed to promote the freedom of the American people.

### **Unit Essential Questions**

- Why is respect for others, their opinions, and property so important in our society?
- How do I show respect?

### **Knowledge and Skills**

#### **Students will know...**

- Why respect for others is needed for a civil society.
- How to demonstrate respect.

#### **Students will be able to...**

- Explain why respect is used to get along in society.
- Demonstrate respect for others, their opinions, and property in various situations.

## **Stage 2 – Assessment Evidence** (Evidence that will be collected to determine whether or not Desired Results are achieved)

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### **Transfer Task**

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform the task in a setting or context.

The assessment and scoring guide should be reviewed with students prior to instruction. Students should work on the task after lessons have been completed.

### **Essential Questions Measured by the Transfer Task**

- Why is respect for others, their opinions, and their property so important in our society?
- Why should I respect others? How do I show respect?

[Click here for the transfer task and rubric.](#)

### **Student Self-Assessment and Reflection**

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

-Black and William, 1998; Sternberg, 1996; Young, 2000

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.



## Respect

I am so happy to meet you! I have heard many wonderful things about you.



to think highly of something or someone

## Opinion



I think my grandpa is the coolest!

a thought or belief about something that is not a fact

## Property



**something that is owned by someone**

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Lesson One

#### Essential Questions

- Why should I respect others?
- How do I show respect?

#### Delaware Social Studies Standards Integrated in the Instructional Strategies

- **Civics Standard Two K-3:** Students will understand that respect for others, their opinions and property is a foundation of civil society in the United States.

#### Background

The student understanding called for requires knowing why respect for others is a foundation of civil society. The answer involves the need for order, and also the need for tolerance and respect for laws if freedom and democracy are to prevail.

### Instructional Strategies

#### Strategy 1: Gathering Information Think/Pair-Share

Ask the students: What is RESPECT? Put the word on a chart/blackboard. (Use word wall card on page 7 of this unit when finished eliciting responses.)

Do a flash web having students write everything that RESPECT brings to mind with an elbow partner. Share student ideas and have them add to the chart what respect means to them.

Ask students how is respect shown? Have students draw pictures or role-play ways to demonstrate respect to others. Create a list on the chart of these ways to show respect.

The Golden Rule: “**Treat others the way you want to be treated**” may be mentioned by some students.

#### Check for Understanding

- ✓ Have the individual students draw a picture of a person showing respect and write a caption explaining why they are respecting others.
- ✓ Elbow partners could role-play a situation to demonstrate respect and tell why it is appropriate.

#### Rubric

1 - This response gives a valid explanation for why they are respecting others.

## Strategy 2: Extending and Refining Making Comparisons/T-Chart

Have small groups of 3-4 students answer the question: Why should I respect others?

Use the T-chart within each group to compare what respect is and is not.

Respect is...	Respect is not...

### Why should I respect others?

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- Share each group's answers and charts and discuss the role of class laws to encourage desired respectful behaviors and an orderly classroom.
- Have students suggest class laws and form a list to demonstrate an understanding of respect for all. If respect was not already in the class laws, ask why adding it would be important. (This is the basic rule of reciprocity that makes society possible. The idea to be taught is that your freedom depends on the government and your fellow citizens respecting your dignity as a person and your right to express your opinions. You must also show respect in return.)

### Check for Understanding

- ✓ Ask students to do the [self-evaluation](#) and reflect on their level of respect. Save these to compare at the end of the lessons.
- ✓ This reflection could be used as a pre-assessment and post-assessment for the students to better understand their rights and responsibilities as a respectful citizen in our democratic society.

## Strategy 3: Extending and Refining Identifying Similarities and Differences

Have students fill out [interest cards](#) about themselves. Ask each student to only write his or her own initials on the back.

Collect the student interest cards and switch them with other students anonymously. Have the new student read the card, one clue at a time, and try to find the original student. Model this with one volunteer and then allow the students a few minutes to circulate and

find their match to the cards. **This is an excellent “ice-breaker” activity at the beginning of class.** After each student has found the matching person, have them sit and discuss what they may have in common and their differences. Since each student will need to talk to two other class members, allow time for them to switch and talk to the second person.

Gather the whole group together in a circle and discuss what they have found out about **similarities and differences** among themselves. Have volunteers raise their hands to share one way in which s/he and another student are alike or different. The trait should be something they learned today by playing the game. For example, **students might say, “I didn’t know that Andre and I both speak Spanish,”** or a difference could be discovered that was new to them, **“I didn’t know that Jada was left-handed and so good at art.”**

Use a chart or bulletin board to display the special talents mentioned by students about themselves and others. Our **“Experts Among Us”** chart might include great in art, super in baseball, excellent at spelling, etc.

### **Check for Understanding**

- ✓ Ask students, **“What do you have in common with a classmate?”**
- ✓ **“How are we each different? How can differences be good?”**
- ✓ Now that you know more about each other, how does that help you better appreciate each other and respect each other?

Use the “Experts Among Us” chart whenever team projects are needed for jobs and dividing experts among the teams.

## **Strategy 4: Application** **Non-Linguistic Representations**

### **Make a Collage**

Divide the class into 3–4 member teams, making sure to have experts spread out in all groups. Pass out newspapers or magazines, and have the students to find and cut out pictures of people showing respect for others and property. Students can also draw people and show how they demonstrate respect for others that are similar and different from them. Encourage students to look for people of different ages, sizes, races, able and disabled, both genders, etc.

Have students share the jobs of cutting, arranging, drawing, pasting, and writing sentences as captions. Allow time for students to cut, arrange, or draw and glue the appropriate examples to a large piece of plain construction paper or poster board. When completed, have teams present their collages as evidence of respect to the class.

### **Check for Understanding**

- ✓ Exit ticket: Have each student tell his/her meaning for the word RESPECT and how his/her team collage shows respect for others and property.

<b>RESPECT for others MEANS....</b>	<b>HOW THIS COLLAGE SHOWS RESPECT....</b>

Review the ideas used to explain RESPECT. [Have students fill out strips of paper whenever they witness others demonstrating respect in the classroom daily.](#) Have a shoebox for these papers to be placed anonymously all day long.

Talk about ways in which students show respect for adults and other family members. Ask students to share ways in which they can show respect for one another daily. List any new student ideas on the chart. At the end of each day, check and share observed respectful behaviors. This highlights and reinforces all the desired examples of respectful behaviors that occur daily. Make paper links from these and watch them grow daily. Put the paper chain up on the walls.

## Lesson Two

### Essential Questions

- Why is respect for others and **their opinions** so important in our society?
- Why should I respect others? How do I show respect?

### Delaware Social Studies Standards Integrated in the Instructional Strategies

- **Civics Standard Two K-3:** Students will understand that respect for others, their opinions and property is a foundation of civil society in the United States.

### Instructional Strategies

#### Strategy 1: Gathering Information Graphic Organizer

Ask students: “What is your favorite vegetable/best pet/favorite sports team?”

Explain to students these are OPINIONS and not factual statements. Opinions are your thoughts or beliefs about something that is not a fact. (Include opinion on the word wall card to build the concept.)

Elicit student ideas from open-ended questions:

- What would happen if students made fun of each others’ opinions in our class discussion?
- Why is it bad to call other people names?
- How can we show respect of other’s opinions even if we do not agree with them?

Have teams of 3–4 students use the graphic organizer to demonstrate why we should respect other’s opinions and what happens when we do not tolerate other’s opinions.

How to show respect for different opinions	What can happen when you do not respect different opinions

### Check for Understanding

- ✓ How do you show respect for other’s opinions?
- ✓ Why is this important in our lives?

### Rubric

- 2 – This response gives a valid explanation and a valid reason.
- 1 – This response gives a valid explanation or a valid reason.

## Strategy 2: Extending and Refining Simulations/Transparency

Elicit students' ideas to respond respectfully to the following simulations with their elbow partner:

Setting	How you show respect	Why you show respect
1. A classmate is wearing the NY team hat and you like another team.	1.	1.
2. The class is saying the Pledge of Allegiance.	2.	2.
3. A player on the other team kicks a goal.	3.	3.
4. A player makes fun of you when you miss a goal.	4.	4.
5. The new student in class wears long, black clothing due to her religion.	5.	5.
6.	6.	6.

Share out student responses. If time permits ask volunteer pairs to role-play the simulations. Students may suggest other situations (blank space) they have made connections with during this lesson to demonstrate the need to respect others and their opinions.

Ask the students how they feel in each simulation. It is much easier for some of us to respond respectfully when others are also respectful. It is more difficult to keep a respectful attitude when others are not respectful. Being respectful is a two-way process.

### Check for Understanding

- ✓ Why is it important to continue to show respect in every situation?
- ✓ How can you still be respectful even when the other person is not?

### Rubric

2 – This response gives a valid reason with a valid explanation.

1 – This response gives a valid reason or a valid explanation.

## Strategy 3: Application Role-Play

Using the concept of respect for others and their opinions and chart answers students have offered, randomly distribute role cards with character situations to teams of 3–4 students. Ask students to “try-on” another’s opinions and discuss the ways each should be respected.



Have teams prepare short skits to demonstrate respect for others and their opinions even if they are different from their own beliefs. Your class is to decide the menu and activities for a class picnic.

**Role Cards**

I am a student who does not eat meat.	I am a student who loves to eat hamburgers.
I am a student who loves to play kickball at picnics.	I am a student who likes to find rocks outside.
I am a student who must use a wheelchair to move around.	I am a student who thinks everyone should do what I want to do.
I am a student who must pray before eating any food.	I am a student who likes to call people names.

Within each skit answer the following questions:

1. How can each person and their opinions be respected when choosing the picnic foods and activities?
2. What class rules could be used to help respect others and their opinions when setting up the class picnic and activities?

## Lesson Three

### Essential Questions

- Why is respect for others' **property** so important in our society?
- How do I show respect for property?

### Delaware Social Studies Standards Integrated in the Instructional Strategies

- **Civics Standard Two K-3:** Students will understand that respect for others, their opinions and property is a foundation of civil society in the United States.

### Instructional Strategies

#### Strategy 1: Gathering Information Think/Pair/Share

Ask each student to think about what they own (crayons, pencils, books, toys, bikes, etc.). These things are considered PROPERTY. Use the word wall to introduce PROPERTY. Have each pair of students answer the following questions:

Things I own – my property	Do I share it with others?	Why should others respect it?

Share with the whole class the ideas the partners have written and discuss showing respect.

### Check for Understanding

- ✓ Give an example of property that you have.
- ✓ Why should others respect your property when you choose to share it?

### Rubric

2 – This response gives a valid example of property with a valid reason.

1 – This response gives a valid example of property or a valid reason.

### Strategy 2: Extending and Refining Graphic Organizer

Ask students what happens when you lend your crayons to someone and s/he loses or breaks them?

What happens when someone tried to use your property despite the fact that you did not want her/him to use it?

Elicit ideas from the whole group that demonstrate the correct ways to respect other's property and the incorrect ways to show respect. Have students build a T-Chart on the chalkboard or chart paper.

### T-chart for Respect of Property

Showing respect for other's property	Not showing respect for other's property

Discuss how it feels to have others not respect your property and ways to encourage respectful behaviors. Ownership implies that the owner has the right to make decisions whether or not to share her/his belongings with others and how the property is to be used.

#### Check for Understanding

- ✓ Remind students that they been thinking about the correct and incorrect ways to show respect for other's property.
- ✓ What class rules about sharing could we make for respectful use of other's property? Explain your answer.

Suggestions for rules may include:

1. Ask permission to borrow things-explanation-respect other's feelings and property.
2. Always return things to the owner-explanation-respect other's feelings and property.
3. Always take care of borrowed things-explanation-respect other's feelings and property.

Consider adding these class rules to your chart.

#### Rubric

2 – This response gives a valid class rule with an accurate and relevant explanation.

1 – This response gives a valid class rule with an inaccurate, irrelevant, or no explanation.

#### Strategy 3: Application Problem Solve/Role-Play

Project and read the following scenario to students.

#### Stan's New Mitt

There were two really great friends, named Stan and Ben. On a sunny day at recess, Ben asked Stan to come over and play a game of catch with him. Now, Stan had a brand new baseball mitt that he cleaned and polished. Ben did not have a mitt and used his bare hands to catch the baseball. So, Ben really wanted to borrow Stan's new mitt. Ben asked to use Stan's mitt because his hands were sore from catching the ball with his bare hands. Stan thought for a minute about what he should say.



**(STOP reading and ask students to predict what they think might happen and how to solve the problem. Remind students of the class rules they just made.)**

Stan wanted to say “No,” but would that ruin their friendship?

Ben kept asking Stan again and again and said, “If you don’t, I won’t be your friend!”

Stan did not understand; he felt so sad. Then he remembered the class rules about **ownership and other’s property**. Even under pressure, the choice is yours if you want to share. Ben was getting mad and began to throw a fit.

**Stan decided and said to Ben,** “This is my new mitt. The choice is really mine to decide what I lend. If you accept my decision, it proves you **are a real friend.**”

Ben thought for a minute and then realized that he did not want to make Stan upset.

**Stan added,** “**I have another old mitt at home.** I can bring it tomorrow to share with you. Then we can both have mitts and play catch. **Please just take good care of it.**”

**Ben said,** “Thanks, Stan. I’m sorry I got mad at you. I will take good care of your old mitt.”

**Stan smiled and said,** “Apology accepted. Friends respect each other, their opinions, and their property.” Stan and Ben remained friends.



Adapted from Preventing and Solving Conflicts, lesson five  
[www.peacefulsolutions.org/curriculum/products/free\\_lessons/GR3U1L5.pdf](http://www.peacefulsolutions.org/curriculum/products/free_lessons/GR3U1L5.pdf)

Ask students to think about and answer the following questions:

1. **Why should you respect other people’s property?**
2. **What happened in the beginning when Ben demanded to use Stan’s mitt?**
3. How did showing respect for the person and his property help in the end of the story?

Now you are going to read a **new situation** where there might be a problem over sharing **someone else’s property**. Each team will have a different situation to act out. Decide who will act out each part and perform your skit. Use teams of 3–4 students.

Stop and ask the rest of the class ways to solve the problem. (Your team should also think of one way that the problem may be solved and see if your solution matches any of the class rules involving respect we decided earlier.)

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**Situation 1**

A group of children was taking turns on the playground rock wall. Each child was allowed time to climb the wall. One child chose not to get off the wall when his turn was over. The child who was next became upset.

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**Situation 2**

A child owns an iPod with many favorite songs. A group of children approached the child and asked to use the iPod. The child does not want to let them use it. They begin pressuring the child to let them use it anyway.

---

**Situation 3**

A group of children is playing with sports trading cards. One child has a very valuable card and refuses to trade that card with the other children. A second child grabs the card in an attempt to see it and tears the card. The owner becomes very upset.

---

**Situation 4**

The class is working on a team project. One student decides to not do his part of the work and instead draws with a marker on the school desk. The team becomes upset.

---

**Situation 5**

During class, the students are using paints to make their project. One student has brought a special color from home to use. Another student asks to borrow the new color and the owner is trying to decide how to say "No" without hurting the other's feelings.

(Alternate ending could have the owner say "Yes, if you treat it with respect.")

---

Conclude the lesson by encouraging students to accept choices others make concerning their belongings and by respecting them and their property.

**Check for Understanding**

- ✓ How did you solve the situation problem?
- ✓ Explain how showing respect for others and their property is important to prevent and solve problems.

**Rubric**

2 – This response gives a valid solution and a valid explanation.

1 – This response gives a valid solution and a valid explanation.

**Check for Understanding**

- ✓ Complete the [self-evaluation](#) again in order to compare responses from the beginning of the unit.

## Resources and Teaching Tips

Additional student reading to help teach respect for others, their opinions, and property:

- *Beauty and the Beast*, Disney
- *Dragonfly's Tale*, Kristina Rodanas
- *Grouchy Ladybug*, Eric Carle
- *Hey Little Ant*, P & H Hoose
- *Through Grandpa's Eyes*, Patricia MacLachlan
- *Ugly Duckling*, Hans Christian Andersen

Websites to teach respect, ESL applications, and USA symbols for respect of opinions and property

- [www.educationworld.com/a\\_lesson/04/lp329-01.shtml](http://www.educationworld.com/a_lesson/04/lp329-01.shtml)
- [www.everythingESL.com](http://www.everythingESL.com)
- <http://bensguide.gpo.gov/3-5/symbols/index.html>
- [www.peacefulsolution.org/curriculum/products/Free\\_lessons/GR3U1L5.pdf](http://www.peacefulsolution.org/curriculum/products/Free_lessons/GR3U1L5.pdf)

## Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

***Respect in a Civil Society***  
***Transfer Task***

<b>Prior Knowledge</b>	You have learned about the concept of respect, the need for it in school situations and how to show respect. Now you are ready to explore a new situation to demonstrate respect in our society.
<b>Problem</b>	Everyone can freely visit several public places in our society such as your local park. You notice people are doing whatever they want there, and it is not always clean and safe.
<b>Role</b>	You are a member of the civic association for the local park and have been given the job to help improve how people treat visitors and the park property.
<b>Product/ Performance</b>	<p>You will list three possible problems that involve respect for others, their opinions and property that could occur in the local park.</p> <p>Next, you will make rules to solve the three problems.</p> <p>Then you will explain why people should follow the rules in your speech or presentation.</p>
<b>Criteria for an Exemplary Response</b>	<p>The <a href="#">chart and responses</a> will include:</p> <ul style="list-style-type: none"><li>• At least three problems concerning respect for others, their opinions, and property.</li><li>• Appropriate rules to solve the three problems identified.</li><li>• Why people should follow the rules.</li><li>• A written speech/poster to explain to the civic association how these rules improve the park safety and respect.</li></ul>

Write three problems in each column below concerning respect for others, their opinions, and property.

Use lesson vocabulary words to help explain your answers:

- respect
- people's opinions or ideas
- people
- property

<b>Park Problems</b>	<b>Rules to Solve Problems</b>	<b>Why People Should Follow the Rules</b>



## Rubric

Scoring Category	Score Point 3	Score Point 2	Score Point 1
<b>The response chart and speech include ...</b>			
three statements explaining the problems that exist that would violate respect for others, their opinions, or property.	The statements explaining the problems and how they violate respect for others, their opinions, or property are <b>thoroughly developed</b> .	The statements explaining the problems and how they violate respect for others, their opinions, or property are <b>partially developed</b> .	The statements explaining the problems and how they violate respect for others, their opinions, or property are <b>minimally developed</b> .
the list of rules that solve the problems are clearly stated.	The list of rules that solve the problems are clearly stated and <b>thoroughly developed</b> .	The list of rules that solve the problems are clearly stated and <b>partially developed</b> .	The list of rules that solve the problems are clearly stated and <b>minimally developed</b> .
an explanation of why people should follow the rules—rules support a respectful, safe society.	The explanation of why people should follow the rules to support a respectful, safe society is <b>thoroughly developed</b> .	The explanation of why people should follow the rules to support a respectful, safe society is <b>partially developed</b> .	The explanation of why people should follow the rules to support a respectful, safe society is <b>minimally developed</b> .
use of content-appropriate vocabulary in order to demonstrate understanding.	Content-appropriate vocabulary is <b>well developed and evident</b> .	<b>Some evidence</b> of content-appropriate vocabulary.	<b>Minimal evidence</b> of content-appropriate vocabulary.

Exceeds the Standard: 12  
 Meets the Standard: 9-11  
 Near the Standard: 5-8  
 Below the Standard: 0-4  
 Total Score: \_\_\_\_\_

**Respect in a Civil Society**  
**Check for Understanding**  
**Lesson One, Strategy 2**

***Self-Evaluation***

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

1. I show respect to everyone

- Always
- Sometimes
- Never

2. Who do I respect?

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3. Why do I respect them?

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4. How could I improve respecting others?

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**Respect in a Civil Society**  
**Lesson One, Strategy 3**

***Student Interest Cards***

1. My favorite hobby is \_\_\_\_\_.
2. When I grow up I want to be \_\_\_\_\_.
3. The most fun thing I did during vacation was  
\_\_\_\_\_.
4. I am very good at  
\_\_\_\_\_.
5. I have a pet \_\_\_\_\_ (yes/no).
6. I have \_\_\_\_ brothers and \_\_\_\_ sisters.

=====

**Respect in a Civil Society**  
**Lesson One, Strategy 3**

***Student Interest Cards***

1. My favorite hobby is \_\_\_\_\_.
2. When I grow up I want to be \_\_\_\_\_.
3. The most fun thing I did during vacation was  
\_\_\_\_\_.
4. I am very good at  
\_\_\_\_\_.
5. I have a pet \_\_\_\_\_ (yes/no).
6. I have \_\_\_\_ brothers and \_\_\_\_ sisters.

Respect in a Civil Society

Lesson One, Strategy 4

Please write your initials on the back of this paper.

Person showing respect	Action showing respect

Example:

Person showing respect	Action showing respect
Riley	I heard Riley ask permission to borrow my crayons.

=====

Respect in a Civil Society

Lesson One, Strategy 4

Please write your initials on the back of this paper.

Person showing respect	Action showing respect

Example:

Person showing respect	Action showing respect
Riley	I heard Riley ask permission to borrow my crayons.

## **Charter School Unit Modification**

The following questions have been developed to assist in the refinement of the required scope and sequence documents and accompanying units of instruction for the charter school approval and renewal processes. Through a cover letter format these questions should be addressed to assist members of the Delaware Department of Education Curriculum and Instructional Improvement work group effectively evaluate charter school applications.

### **Guiding Questions**

1. Why was this model unit of **instruction** selected as part of your schools' curricular submission?

**This model unit of instruction was selected as part of Thomas Edison's curricular submission because they are a part of the DE Social Studies Coalition. It allows students to understand their role as citizens and how to be a productive one in today's society.**

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications have been made to this model unit of instruction. Imbedded into the unit are suggestions for differentiation, so the needs of all learners can be met through this unit as is.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications have been made to this unit of instruction

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No modifications have been made to this unit.

## ***Delaware Recommended Curriculum***

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:** **Citizenopoly**

**Designed by:** **Jo Anne Deshon**  
**District:** **Christina**

**Content Area:** **Social Studies**  
**Grade Level:** **3**

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### **Summary of Unit**

This unit is designed to give young students a greater understanding of:

- a citizen's responsibilities, rights, and privileges
- the reasons for exercising rights, meeting responsibilities, and appreciating privileges
- the relationship between rights and responsibilities.

Students will build vocabulary as they relate responsibilities, rights, and privileges to their real-world experiences. Role-playing and simulations will enhance student understanding, and a culminating, hands-on game—*Citizenopoly*—will reinforce concepts and require students to use what they have learned to self-assess themselves as citizens.

The *why* of responsibilities and rights, and the distinction between rights and privileges is central to understanding the standard. American citizens have the right to certain individual freedoms and liberties found in the U.S. Constitution. But, individual freedoms and liberties have limits imposed by the fact that others also have the same freedoms and liberties. Respect for the rights of others, for example, limits some individual actions.

American democracy imposes a cost on its citizens. For government to be effective, it must have an effective citizenry that understands what is required to maintain individual freedoms and liberties. Citizens have responsibilities that, if met, ensure the health of American democracy. Citizens should hold governmental officials accountable by:

- Voting and keeping informed;
- Contributing to the common defense through military service if necessary;
- Checking the judicial powers of government and safeguarding the rights of the accused by serving on juries;
- Contributing to public safety and order by obeying the law and reporting violations of the law;
- Performing public service when the need arises.

Privileges may be defined by what they are not—they are not rights, and thus a citizen has to earn a privilege. For example, it is not a birthright to drive a car. Driving well benefits society and the driver, continues the privilege, and costs the driver and thus all other drivers less in insurance. Driving poorly or dangerously costs more insurance and may even **cause loss of a driver's license**. A classroom discussion with students could elicit other examples.

## Stage 1 – Desired Results

(What students will know, do, and understand)

### Delaware Content Standards

**Civics Standard Three K-3a:** Students will understand that American citizens have distinct responsibilities (such as voting), rights (such as free speech and freedom of religion), and privileges (such as driving).

### Big Ideas

- Responsibilities, Rights, and Privileges
- Individual Freedoms and Liberties

### Unit Enduring Understandings

Students will understand that:

- Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction.
- Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom.

### Essential Questions

- What is the nature of a privilege? What do you have to do to earn or lose a privilege?
- What is the relationship between my rights and my responsibilities?
- 

### Knowledge and Skills

Students will know...

- Vocabulary: responsibilities, rights, and privileges and the distinctions between them; links.

Students will be able to...

- Identify examples of responsibilities, rights, and privileges.
- Explain why effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction.
- Describe situations that demonstrate how individual freedoms and liberties have limits because others also have the same freedoms and liberties.
- Explain what citizens must do to earn privileges and what they must do to lose privileges.

**Plan Ahead:** Lesson 1, Strategy 3 asks you to design a "Citizenship" bulletin board that students will fill-in with letters from an "ABC Book of Citizenship" during that segment of the unit.

## Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

### Transfer Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a setting or context.

The assessment and scoring guide should be reviewed with students prior to instruction. Students should work on the task after lessons have been completed.

### Transfer Task One

#### Essential Question Measured by the Summative Assessment

- What is the nature of a privilege? What do you have to do to earn or lose a privilege?

Prior Knowledge	You have just learned the meaning of responsibilities, rights, and privileges and the distinctions between them. Now you are ready to persuade a friend WHAT one needs to do to earn a privilege and WHAT one might do to lose a privilege.
Problem	You have earned a position on the school safety patrol team. A new boy in school would like to join the safety patrol team. You must explain to your new friend how you attended four after-school classes to learn about the 1) jobs you would do, 2) problems you might face, and 3) responsibilities and requirements you would have as a member of the safety patrol <u>and</u> that you signed a contract promising to be honest, responsible, respectful, fair and consistent. Then explain why he would lose his position on the team if he did not do his job well, fulfill his responsibilities and requirements, or keep his promise to be honest, responsible, respectful, fair, and consistent.
Role/ Perspective	You are a student on the safety patrol team. You are trying to convince your new friend that being on the safety patrol team is a privilege for which you worked hard and one that you could easily lose.
Product/ Performance	Complete the response chart ( <a href="#">see Appendix 11</a> ) by defining what a privilege is and writing at least two ideas in each column. Use the ideas in your chart to plan a little speech for your new friend. Write down your speech. <b>Be ready to give your speech to your “elbow buddy” in class tomorrow.</b>



Criteria for Exemplary Response	<ul style="list-style-type: none"> <li>• The chart should be filled out with at least two ideas in each column.</li> <li>• In the first column, the ideas should make sense and be convincing – <b>WHAT</b> might you do to <b>earn</b> a privilege?</li> <li>• In the second column, the ideas should make sense and be convincing – <b>WHAT</b> might you do to <b>lose</b> a privilege?</li> <li>• The answers on your chart show that you understand that privileges must be earned and privileges can be lost.</li> <li>• Your elbow buddy checks your chart to see if all of the ideas on your chart were used in your speech and finds out that you did use all of the ideas on your chart.</li> <li>• Your speech makes sense and is convincing. Your speech has valid ideas for what one needs to do to earn a privilege and what one might do to lose a privilege.</li> </ul>
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[Click here for Transfer Task One Response Form](#) and [Elbow Buddy Evaluation Form](#) (see appendices 11 & 12).

[Click here for the Transfer Task One Rubric.](#)

\*Note to teacher: Although elbow buddies will fill out the *Elbow Buddy Evaluation Form*, and the forms might encourage dialogue during the debriefing, they are not used as a valid form of assessment. The teacher scoring (using the transfer task rubric) of the response chart – Earning and Losing Privileges - is a valid form of assessment.

### Debriefing Questions:

- How many of you understand (because of your partner’s speech) what one might do to EARN a privilege? A whole-class response, such as “thumbs up” would work well here. What were some of the ideas you shared or heard – what might you do to earn a privilege?
- How many of you understand (because of your partner’s speech) what one might do to LOSE a privilege? A whole-class response, such as “thumbs up” would work well here. What were some of the ideas you shared or heard – what might you do to lose a privilege?

What other ideas might you suggest to your elbow buddy for his/her chart? Is there anything you might suggest to your partner to make his/her speech more informative?

Did your elbow buddy use all of the ideas listed on his/her chart? If yes, did that make the speech more informative? Explain why or why not. If no, did that make the speech less informative? Explain why or why not.

Do you think it is helpful to define privileges by also defining rights and responsibilities? Explain why or why not.

## **Transfer Task Two**

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a setting or context.

The assessment and scoring guide should be reviewed with students prior to instruction. Students should work on the task after lessons have been completed.

### **Essential Question Measured by the Summative Assessment**

- What is the relationship between my rights and my responsibilities?

Prior Knowledge	You have just learned the meaning of responsibilities, rights, and privileges and the distinctions between them. Now you are ready to explain the relationship between rights and responsibilities.
Problem	You live next door to the local swim club. The lifeguards play loud music from 10:00 a.m. until 10:00 p.m. The noise is annoying and people on your street are angry.
Role/ Perspective	The neighbors have asked you to write a letter to the pool manager about the loud music. All of the neighbors on your street will sign the letter you write.
Product/ Performance	Write a letter to the pool manager to convince him/her to turn down the volume of the music and to turn off the music by 8:00 when young children are going to bed. Before you write the letter, write ideas on a chart about your rights and responsibilities and the rights and responsibilities of neighbors.
Criteria for Exemplary Response	<ul style="list-style-type: none"><li>• The chart should be filled out with at least two ideas in each box.</li><li>• In the first box, the ideas should make sense and be convincing – <b>My Neighbor’s Rights</b>.</li><li>• In the second box, the ideas should make sense and be convincing – <b>My Neighbor’s Responsibilities</b> (related/connected to each of the rights).</li><li>• In the third box, the ideas should make sense and be convincing – <b>My Rights</b>.</li><li>• In the fourth box, the ideas should make sense and be convincing – <b>My Responsibilities</b> (related/connected to each of the rights).</li><li>• The answers on your chart show that you understand that people have both rights and responsibilities, and that individual freedoms and liberties have limits imposed by the fact that others also have the same freedoms and liberties.</li><li>• Your letter makes sense and includes points that show you understand the relationship between rights and responsibilities. Your letter convinces the manager and lifeguards to turn down the volume of the music played over the loudspeakers, as well as to turn the music off after 8:00 p.m.</li></ul>

[Click here for Transfer Task Two Response Form](#) and [Elbow Buddy Evaluation Form](#) (see [Appendices 13 & 14](#)).

[Click here for the Transfer Task One Rubric.](#)

**Debriefing Questions:**

- How many of you understand that people have BOTH rights and responsibilities? A whole-class response, such as “thumbs up” would work well here.
- How are rights and responsibilities related?
- Identify some specific examples that show the relationship/connection between rights and responsibilities.
- When you think about YOUR rights, why must you also think about the rights of OTHERS?
- What might happen if people think only of their rights, and not of their responsibilities?
- Why is it important that people exercise their rights? How does this protect rights for themselves, other citizens, and future generations?
- What civic responsibilities do you think people must perform? What civic responsibilities do you think YOUNG people must perform?
- **Go back to your Rights and Responsibilities response chart... add ideas that are missing from your chart and remove ideas that do not belong on your chart. Talk about what you added and deleted.**

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Lesson One

#### Essential Question

- What is the nature of a privilege? What do you have to do to earn or lose a privilege?

#### Instructional Strategies

##### Strategy 1: Gathering Information

##### Preparing for Transfer using Character Map

Ask the students to identify some clubs or teams to which they or their friends belong.

Distribute copies of **the blank "Character Map"** ([see Appendix 1 below](#)). Ask students to work with a partner to select any club, team, or group that they are familiar with then identify some things that a person on that club or team

- a. is allowed to do as a member of that club or team;
- b. is expected to do;
- c. might be allowed to do if he or she is good.

Differentiation: do the Warm-up as a whole class activity.

Invite students to share their responses.

**Write the word "Citizen" on the board. Suggest to the students that every student in the class is a citizen of a country.** Being a citizen is similar to being part of a club or a team, except that a citizen is a member of a country – the United States - in our case. Explain that there are certain benefits (especially in the United States) to being a citizen of a country, just as there are certain benefits to being part of a club or a team.

Tell the students that this unit is designed to help them understand what is involved with being a citizen of a country.

## Strategy 2: Gathering Information

### KIP Vocabulary Building

Introduce (or review) the following vocabulary words through the [KIP Vocabulary Building](#) worksheet:

Citizen  
Rights

Responsibility  
Privilege

Have students read the definitions and ask if they are able to make connections between what they wrote earlier on their Character Maps and the definitions of rights, responsibilities, and privileges. Then ask them to fill out the picture clue column and write sentences for the words.

Differentiation and support: If your students are younger than third grade, or if you think they need **easier definitions**, here is a revised worksheet.

Ask students to talk about the four words with their elbow buddy<sup>1</sup> – citizen, rights, responsibility, privileges. Share picture clues and sentences, as well as any other thoughts or ideas related to these words.

Differentiation and challenge: The I column – information/definition – could be left blank for students to research and write their own definitions which they could then share.

Definitions can be posted ([see Appendix 3](#)) after students have completed the KIP worksheet and discussed meanings and ideas with their elbow buddies.<sup>2</sup> Have students add post-it note/index card ideas to the classroom definition posters. Post-it notes might have different definitions that the students write or sentences that the students create.

- 
- After elbow buddies share sentences and picture clues, a whole-class share can begin. Student volunteers (or one from each pair of students) can share sentences. If you have access to a visual presenter and projector, pictures (and sentences) can be projected on a white board or screen.

### Check for Understanding

Complete the following analogy:

*Being a citizen of a country  
is like  
being a \_\_\_\_\_.*

Explain how, using one or more of the terms that you explored in the KIP activity.

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<sup>1</sup> The teacher should assign students an “elbow buddy,” the person to one’s right or left. Teachers can either make and post a chart of elbow buddies or quickly walk around the room and tell each student who his/her elbow buddy is so that no child is left out. Of course, an odd number of students means there may be one group with three students.

### **Strategy 3: Extending and Refining<sup>3</sup>**

#### **Think-Pair-Share/Consensus**

Tell the students that you are going to read *The Alphabet Book for Young Citizens* ([Appendix 4](#)) that focuses on the three aspects of citizenship they have been exploring - rights, responsibilities, and privileges. The book uses all the letters of the alphabet to give examples of rights, responsibilities, and privileges. Invite the students to imagine a scene in which each lettered statement is actually happening.

After reading the book, ask the students to decide which lettered statements describe rights, which lettered statements describe responsibilities, and which lettered statements describe privileges. Distribute one page (or letter) from *The Alphabet Book* to each student in the class. Beginning with letter A, have each student stand up one at a time in alphabetical order and read the letter and statement on their page (teacher may have to read some words for the student).

Ask the rest of the class to think-pair-share. Their task is to reach agreement on whether the statement under each letter represents a right, a responsibility, or a privilege. Be sure to ask students to explain/defend their conclusions and clarify any misunderstandings (answer key below).<sup>4</sup>

Ask the “standing student” to circle the appropriate word *Right*, *Responsibility*, or *Privilege* at the bottom of each alphabet page after the students reach consensus on whether the statement exemplifies a right, a responsibility, or a privilege. (You might have to explain to the students how consensus is reached.)

### **Strategy 4: Extending and Refining**

#### **Citizenship Bulletin Board**

Prepare an incomplete “Citizenship” bulletin board prior to class (see sample below). The board should contain a header labeled “Citizenship” with three columns below it labeled – “Rights, Responsibilities, and Privileges.” After the students determine whether each page from the Alphabet Book represents a right, responsibility or privilege, have them place their letter in the appropriate column.

Music Enhancement: Consider playing the Jackson 5’s “ABC” song in the background as students develop the bulletin board.

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<sup>2</sup> The warm-up activity and *Alphabet Book for Young Citizens* were written by Fran O’Malley and can be found on The Democracy Project website ([www.ipa.udel.edu/democracy](http://www.ipa.udel.edu/democracy)). Strategy 2 and 3 in this lesson were written by Fran O’Malley and were found on The Democracy Project website ([www.ipa.udel.edu/democracy](http://www.ipa.udel.edu/democracy)). For additional lesson ideas, see The ABCs of Citizenship (designed for grades K-3) at The Democracy Project website.

Sample Citizenship Bulletin Board		
Rights	Responsibilities	Privileges

Sample Bulletin Board Answer Key

<b>Rights</b>	<b>Responsibilities</b>	<b>Privileges</b>
Letters E, I, J, P, S, M, Q, Y, Z	Letters A, C, F, H, K, L, O, R, T, V	Letters B, D, G, N, U, W, X

Students might effectively argue that some of the lettered statements could fall under more than one category i.e. represent either a right or a privilege. The answer key provided above reflects reasonable judgments but remain open to alternative categorizations. Give credit for conclusions that are well defended.

### Check for Understanding

- List two rights, two responsibilities, and two privileges.

### Strategy 5: Extending and Refining Role Playing

Place students groups of three. Give each triad one of the [Civic Improv Strips](#) (see Appendix 5). Allow groups time to think about the roles that appear on the strips. Then, ask each group to select a page from the *Alphabet Book for Young Citizens* (OR select a lettered statement from the Citizenship Bulletin Board where pages from the *Alphabet Book for Young Citizens* are posted).

Without telling anyone which letter they selected, and using the identities that appear on the Civic Improv Strips, develop a brief skit that illustrates that right, responsibility, or privilege as it might appear in an everyday situation.

For example, a group of students might be given an Improv Strip that states "Teacher and two students." That triad might select letter K from the Alphabet Book. It contains the statement "Keep my workspace clean." That group would create a skit using the roles of two students and a teacher that focuses on their responsibility to keep their workspaces clean. The rest of the class should be asked what is going on in the skit and whether it involves a right, a responsibility, or a privilege.

Remember, students might disagree whether the statements are rights, responsibilities, or privileges. Assure them that there are some grey areas in the process of distinguishing rights, responsibilities and privileges as the distinctions often hinge upon the contexts in

which they are discussed. For example, voting might be considered both a right and a responsibility. The “proofs” are in their explanations.

### Check for Understanding

- On two blank pieces of paper (construction or copy paper), have students create TWO new “privilege” pages for the alphabet book. Focus on **privilege**. Choose a letter and write a sentence (that begins with the letter you chose) that others would identify as a **privilege** (rather than a right or responsibility).

### Strategy 6: Application Design Privilege Week in Your Classroom

Generate a list of privileges (e.g. a snack, movie, homework pass, choice of seats, extra recess time etc.) that you are willing to offer students in your classroom for an upcoming week. Create a list of those privileges and make copies of the list for students.

Review: ask students...

- to define the term *privilege*. [a special benefit you must earn]
- what makes a *privilege* different than a *right*? [privileges must be earned]

Tell the students that next week is a very special week. It is “Privilege Week.” Mention that you have generated a list of privileges that will be available to those who earn them during “Privilege Week.” Highlight the fact that that you want to give them, as citizens of the classroom, an opportunity to propose ways that students might earn the privileges on your list. Tell them that you will consider all reasonable proposals but that participation in “Privilege Week” depends on them coming up with reasonable proposals. If there are no reasonable proposals for a particular privilege, that privilege will not be included in privilege week. If there are no reasonable proposals, the privilege of celebrating “Privilege Week” will be lost.

Give an example of an unreasonable proposal for earning a privilege (e.g. follow 1 classroom rule one morning) and an example of a reasonable proposal (e.g. follow all classroom rules for an entire day or week).

Have students work in small groups to come up with proposals for ways to earn each privilege during “Privilege Week.” Gather proposals, identify ones that are most reasonable, and announce the terms for earning privileges during “Privilege Week.” Then, celebrate Privilege Week.

### Check for Understanding

- What is a **privilege** that you would like to have at home? Explain what would you have to do to **earn** it and what you might do to **lose** it.



## Lesson Two

### Essential Question

- What is the relationship between my rights and my responsibilities?

### Instructional Strategies

#### Strategy 1: Gathering Information

#### Simulation - Candy: Give and Take

This simulation was written by Fran O'Malley and found on The Democracy Project website ([www.ipa.udel.edu/democracy](http://www.ipa.udel.edu/democracy)). For additional lesson ideas, see The ABCs of Citizenship (designed for grades K-3) at The Democracy Project website ([www.ipa.udel.edu/democracy](http://www.ipa.udel.edu/democracy)).

Place 2-3 pieces of candy on **the students' desks** and tell them that they earned the candy (a privilege) as a result of their outstanding work throughout this unit. Note that the candy is now their property but that they have to wait a bit before eating. Ask them, **"Now that this candy is your property, what are some rights that you have relating to your new property (or property)?"**

Possible responses might include: You have the right to decide what will be done with the candy, who can eat it, with whom you can share it.

Get the students to focus on you. Casually, but in full view of the class, take a piece of the candy from one of the students (**one who won't cry ;)** and eat it. Give the students a little time to react and reflect on the incident. Then ask the whole class to describe how the student from whom the candy was taken reacted.

- Did the student object or did she simply allow the teacher to take it?
- Did the student have a responsibility to defend her candy? Why?

Relate this scenario to the following questions:

- What are some responsibilities that you have now that you have earned property?
- Why is it important for citizens to fulfill their responsibilities? (*If rights are not defended, they will erode.*)

Be aware of how the student with candy **reacted**...

- What happens when citizens do not exercise their rights? (It is more likely that someone will take them away – like you did with the candy.)
- What happens when citizens do exercise their rights or responsibilities? (*They prevent others from taking them away – like the candy.*)

### Check for Understanding

- How are rights and responsibilities linked? Use an example to support your answer.

#### *Rubric*

- 2 – This response gives a valid explanation with an accurate and relevant example.  
1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

### Strategy 2: Extending and Refining Responsibili “T-Chart”

Tell students that the candy activity was designed to help them understand that there are relationships or “links” between rights and responsibilities. For example, those who have **property (candy) have a responsibility to protect it so that others don’t think they can take it away anytime they want.**

This activity is designed to deepen their understanding of the “links” between rights and responsibilities.

**Project a copy of the “Responsibili T-Chart” found on [Appendix 6](#).** The rights in Column 1 are developed around the word “Links.” The task is to describe one responsibility that is “linked” to each of the rights listed in Column 1. Model the first one or two rights (e.g. a **responsibility that goes along with the right to “Listen to music” is to “Not play the music so loudly that it disturbs other people.”** Then, have the students work in pairs or small groups to come up with a responsibility for as many of the rights in column 1 as possible. Have the students share out and record their responsibilities.

Differentiation: Jigsaw - **assign one right in Column 1 of the “Responsibili T-Chart” to small groups of students and have that group identify, explain, and share a responsibility that is “linked” with that right.**

Debrief: the teacher should explain how responsibilities can protect rights. For example, if one person carries out the responsibility of listening to music at a reasonable volume, others can enjoy rights such as listening to different music, read a book, hold a conversation with someone else. **Discuss why the other rights on the “Responsibili T-Chart” have associated responsibilities.**

### Check for Understanding

- Describe one responsibility that is linked to the right to own a pet. Explain why that responsibility is linked to owning a pet.

### Strategy 3: Application

#### Play **Citizenopoly** (adapted from Hasbro's *Monopoly*® game)

Review the definitions of rights, responsibility, and privilege before playing *Citizenopoly*.

**Rights** – *something that a person has a just claim to, freedoms that all citizens of the United States have.*

**Responsibility** – *a duty, something a person is supposed (or ought) to do on the basis of moral or legal grounds (necessary and important).*

**Privilege** – *a right or immunity granted as a peculiar benefit, advantage, or favor.)*

Ask for students to give an example for each one of these words.

**Right** – *voting, freedom of religion, speech, press*

**Responsibility** – *pay taxes, obey the law*

**Privilege** – *join a tennis club, drive*

Organize students or have them organize themselves into groups of four (the game can be played with fewer, but 4 is ideal). Distribute the handout with the *Citizenopoly* directions ([Appendix 7](#)). Have students read the directions silently as you read them aloud. Answer any questions the students may have.

Pass out the score sheets ([Appendix 8](#)) to each student and explain how students will record the moves (or choices) they make during the game.

Pass out game bags with all necessary supplies: game board, 4 game pieces, 2 dice, 4 score sheets, a set 10 Diversity cards, a set of 10 Community service cards, 4 sets of time cards (1 hour, 2 hours, 4 hours, and 8 hours – with approximately 50 cards in each set).

Allow the students 20 - 30 minutes to play the game. More than likely, it will take two class periods to play the game. Students might accumulate about 100 points on the first day and will need another class period to get closer to 300. If it seems more points need to be scored, but time is running out, tell students they can pick up tomorrow where they left off today. Pass out envelopes (business envelopes would work well) so kids can put their score sheets and time cards in an envelope with their name on it. Record what space they were on the gameboard (on their envelope). Clean up game supplies. Put all supplies back in the game bags.

#### Debriefing Questions for Day 1:

- What do you like about the game?
- What is difficult about the game?
- What do you think the game is trying to teach you?
- (You will probably need a second day to finish the game, or a third day.)

## Day 2 – Finish playing *Citizenopoly*.

Pass out game supplies and envelopes from Day 1. After 20 –30 minutes on the second day, ask the students to stop wherever they are in the game. If most groups got far enough (look at some score sheets quickly to see if most kids got about and/or above 300 points), tell them to total up their score sheets. If not, continue play for one more day.

## Debriefing Questions for Day 2:

Remind students that *Citizenopoly* is a game of luck, and much depends on what you roll on the dice and where you land. (Of course, much depends on the choices each player makes, too!) If it seems no one will be embarrassed and if students had time to total their score sheets, ask for a quick show of hands to the following questions:

- Who earned a score over 400 points? You are outstanding citizens!
- Who earned a score over 300 points? You are excellent citizens!
- Who earned a score over 200 points? You are good citizens.
  
- If you have sensitive students, be cautious when asking about fair and poor citizens (less than 100 points), but notice who did not raise their hands. Or, word the question like this: Who was not so lucky and when you played the game and earned **scores less than 100 points?** Reply with something like, “Don’t worry, I know you’re a good citizen and this game is a game of luck.”
  
- What went well with the game?
  
- If you could, what would you change about the game?
  
- What is *Citizenopoly* trying to teach you?
  
- What traits, characteristics, or qualities make a citizen good, excellent, or outstanding? (honest, courageous, respectful, responsible, caring and helpful, hard working, active in politics, patriotic, compassionate, persistent, tolerant)
  
- Why do we need good, excellent, and outstanding citizens? (It would make the U.S. a better place for all; our country would accomplish more if everyone were active and compassionate.)
  
- What would happen to our country if the United States was filled with only fair and poor citizens? (The U.S. would not be such a good a place in which to live, people **wouldn’t vote or care who ran the country, they might be lazy and not care for the earth, other people, or animals.**)
  
- Why should people try to help poor citizens become good or excellent citizens? (It would make the U.S. a better place for all, our country would accomplish more if everyone were active and compassionate.)

- Might there be some fair or poor citizens who are fair or poor, but it's not their fault? (Yes, some people don't have cars, so they can't vote, they don't have good jobs or much money and life is hard for them – they might not have time to get involved because they have to work two jobs.)
- What can we do to help them? (We can be active citizens, vote for change that will help people who are poor, who have a harder life **because they don't have good jobs** that earn them more money, try to get them to have a better education that might get them better jobs.)

**Citizenship Certificates** are available for distribution ([see Appendix 9](#)).

\*If you only make one copy of the game, a parent volunteer (or older, dependable student – 5<sup>th</sup> grader) might play with 4 students at a time while you are teaching the rest of the class.

\*If you have approximately 24 students and students play in groups of 4, you should make 6 copies of the game. You will need the following supplies for ***Citizenopoly – a Game for Young Citizens.*** (*The Gameboard, Diversity and Community Service Cards, Time Cards – 1 hour, 2 hours, 4 hours, 8 hours are found in PDF files that are attached to this unit.*)

- 6 *Citizenopoly* game boards
- 6 large ziplock bag
- 6 copies of the game directions
- 24 game pieces (one for each player, you can use different colored construction paper squares or math counters)
- 24 score sheets/with citizenship certificates (Score sheets are 3 pages and need to be stapled.)
- 6 sets of Diversity (D) cards (These need to be copied – **there's a front and a back**, then they need to be cut.)
- 6 sets of Community Service (CS) cards (These need to be copied – **there's a front and a back**, then they need to be cut.)
- 6 sets of time "cards" in 4 denominations (good to print on different colored paper, you will need 30 copies of each "time master copy" and they need to be cut after being copied)
  - one hour (approximately 50 one-hour cards for each game, or 5 copies of the master for each game, they need to be cut apart after being copied)
  - two hours (approximately 50 one-hour cards for each game, or 5 copies of the master for each game, they need to be cut apart after being copied)
  - four hours (approximately 50 one-hour cards for each game, or 5 copies of the master for each game, they need to be cut apart after being copied)
  - eight hours (approximately 50 one-hour cards for each game, or 5 copies of the master for each game, they need to be cut apart after being copied)
- pencils (assume students have some)
- 12 dice (2 for each game)
- calculator (optional)
- rubber bands, paperclips or small envelopes (to separate game cards)

\*If you would like to send the games home so students and families can play together, you will need:

- \* ***a parent volunteer to get these game bags prepared!***
- 24 Citizenopoly game boards
- 24 copies of the game directions
- 24 large ziplock bag
- Families could use a penny, nickel, dime, and quarter as game pieces. (You could have different colored construction paper squares for families to use, or different colored math counters.)
- 100 score sheets (I would put 4 in each bag)
- 24 sets of Diversity (D) cards
- 24 sets of Community Service (CS) cards
- **24 sets of time “cards” in 4 denominations** (You may just use white paper if colored paper is not available. You will need 120 copies of each master copy so you can put 5 copies in each game bag. You might have the parents cut cards apart at home.)
  - one hour (approximately 50 one-hour cards for each game)
  - two hours (approximately 50 one-hour cards for each game)
  - four hours (approximately 50 one-hour cards for each game)
  - eight hours (approximately 50 one-hour cards for each game)
- 48 dice (2 for each game). Teachers can copy spinners (a circle with numbers 2 to 12) on paper and use a pencil and paper clip. Put pencil point inside paper clip and hold down in center of the circle spinner. Spin the clip and see where it lands.
- Rubber bands, paperclips, or small envelopes

### Checks for Understanding

- Collect each student’s [Citizenopoly Score Sheet](#) to assess understanding of rights, responsibilities, and privileges. It is a game of luck (depending on the dice you roll and where you land), but look to see if students invested time in exercising rights, taking on responsibilities, and enjoying privileges
- Distribute copies of the Character Map for a Citizen ([see Appendix 10](#)). Have the students complete the Character Map by identifying 2 rights, 2 responsibilities, and 2 privileges of an American citizen.

**Appendix 1  
Character Map**

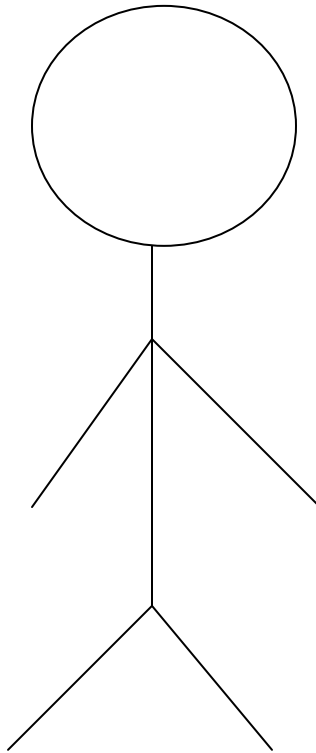
**A Member of the \_\_\_\_\_ Club or Team**

**...is allowed to**

---

---

---



**...is expected to**

---

---

---

**...might be allowed to**

---

---


---

**if he or she is good.**

## Appendix 2: KIP Vocabulary Worksheet

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Read key vocabulary words and definitions, then draw picture clues and write sentences.**

K. (K = Key Vocabulary Word)	I. (I = Information/Definition)	P. (P = Picture Clue)
Citizen	a person who lives in and belongs to a community	
Your Sentence: _____ _____		
Rights	something that a person has a just claim to, freedoms that all citizens of the United States have	
Your Sentence: _____ _____		
Responsibility	A duty, something a person is supposed (or ought) to do on the basis or legal grounds (necessary and important)	
Your Sentence: _____ _____		
Privilege	A right or immunity granted as a peculiar benefit, advantage or favor	
Your Sentence: _____ _____		

## Appendix 3



# **Citizen**

a person who is a  
member of a  
country

# **Rights**

something that a  
person has a just  
claim to, freedoms  
that all citizens of  
the United States  
have

# **Responsibility**

duty, something a person is supposed (ought) to do on the basis of moral or legal grounds (necessary and important)

# Privilege

a right  
or immunity  
granted as a  
peculiar benefit,  
advantage, or  
favor

**Appendix 4**

The Democracy Project's

# Alphabet Book for Young Citizens



by  
Fran O'Malley  
The Democracy Project  
Institute for Public Administration  
University of Delaware

A K-3 Teacher's Resource  
for  
Teaching Civics Standard 3 in Delaware

Dear readers,

If you study your letters,  
you will see  
that one aspect of citizenship  
is **responsibility**.

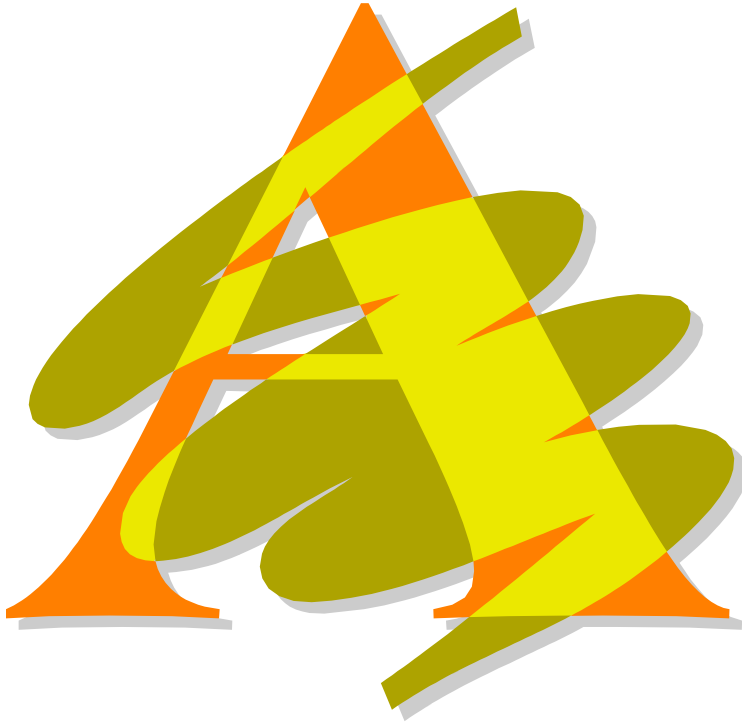
And if you pay close attention,  
I am guessing you might  
discover that citizens  
have more than one **right**.

**Privileges** are special.  
These you must earn.  
They are given to good citizens.  
This you will learn.

Let's start with letter A,  
Then B and C  
and end with letters X,  
then Y and Z.

Rights and privileges,  
responsibilities.  
If you exercise all three,  
you will help keep us free.

**Let's read** *The Alphabet Book for Young Citizens* then see if you  
can figure out which of the letters help describe **rights**,  
which help describe **privileges**, and which help describe  
**responsibilities**.



# **Attend school.**

Right

Responsibility

Privilege



**Borrow books from the library.**

Right

Responsibility

Privilege





# **Cooperate with others.**

Right

Responsibility

Privilege

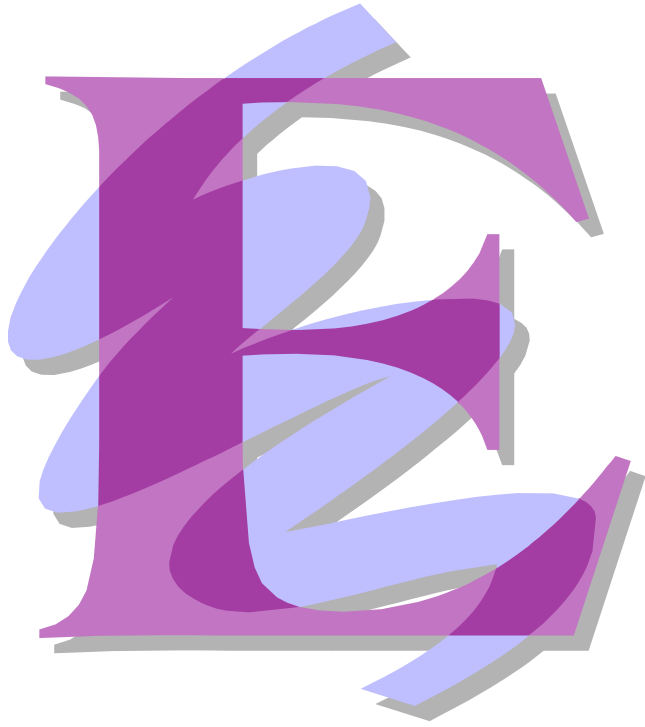


**Drive a car.**

Right

Responsibility

Privilege



**Eat lunch.**

Right

Responsibility

Privilege



**Finish my homework.**

Right

Responsibility

Privilege



**Go to recess.**

Right

Responsibility

Privilege



**Help others.**

Right

Responsibility

Privilege

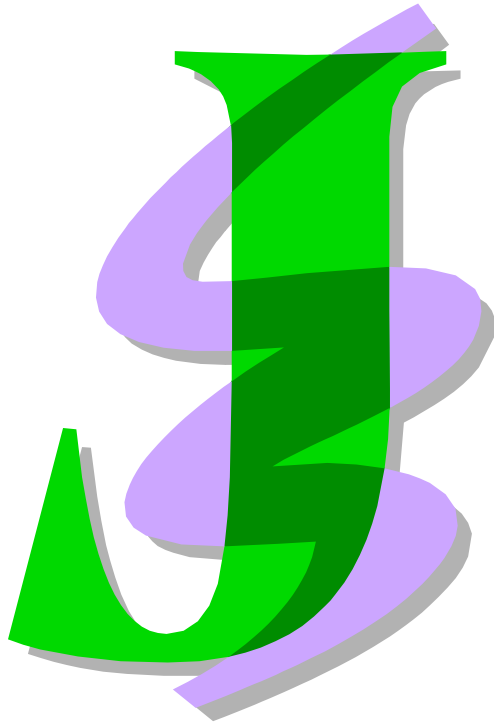


# **Invoke friends to your party.**

Right

Responsibility

Privilege



**Join a club or a team.**

Right

Responsibility

Privilege





**Keep my workspace  
clean.**

Right

Responsibility

Privilege



**Listen to those in  
positions of authority.**

Right

Responsibility

Privilege



**Make my opinions  
known to elected  
officials.**

Right

Responsibility

Privilege



**Name your class pet.**

Right

Responsibility

Privilege



**Obey the law.**

Right

Responsibility

Privilege

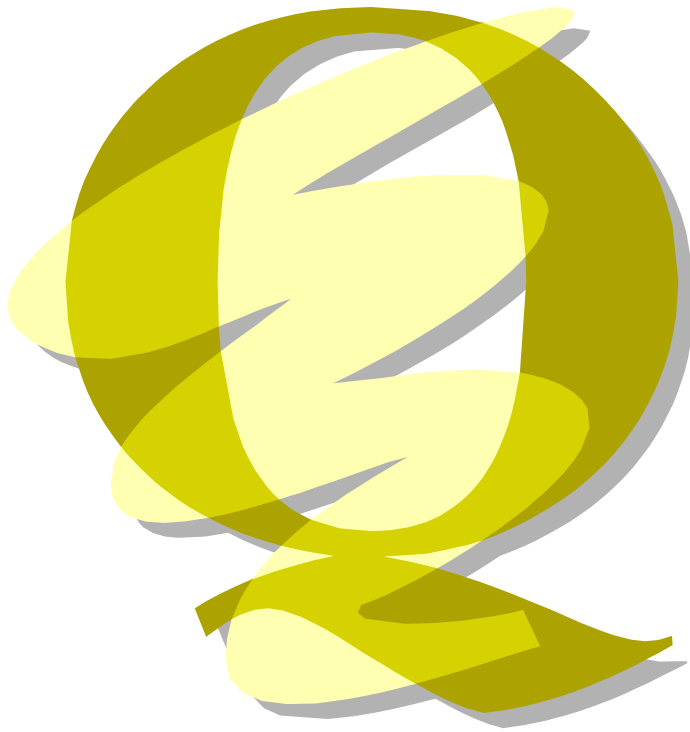


**Practice my religion.**

Right

Responsibility

Privilege



# **Question others.**

Right

Responsibility

Privilege



# **Respect the property of others.**

Right

Responsibility

Privilege





**Speak freely.**

Right

Responsibility

Privilege

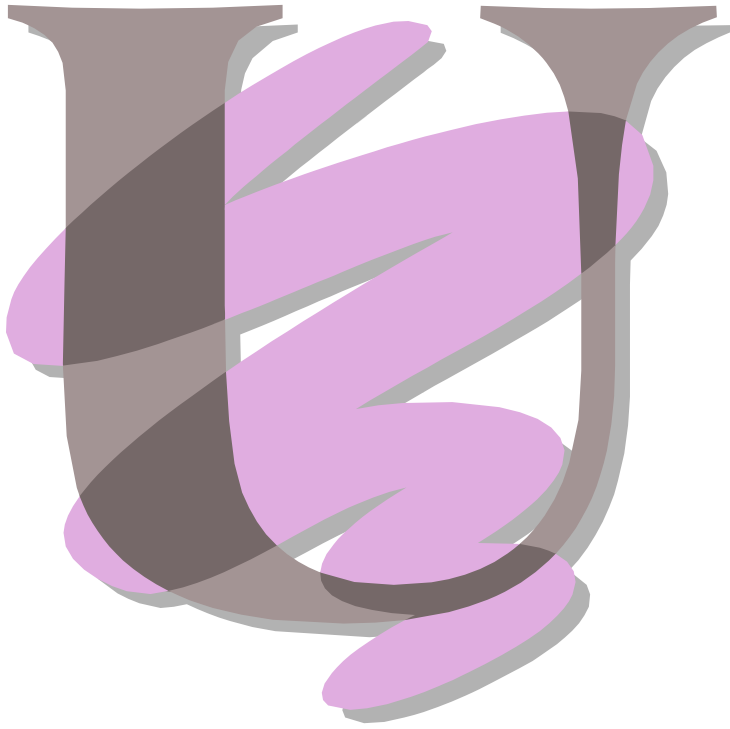


**Take care of myself.**

Right

Responsibility

Privilege



**Use the electric pencil  
sharpener.**

Right

Responsibility

Privilege



**Vote in elections.**

Right

Responsibility

Privilege



# **Watch TV.**

Right

Responsibility

Privilege

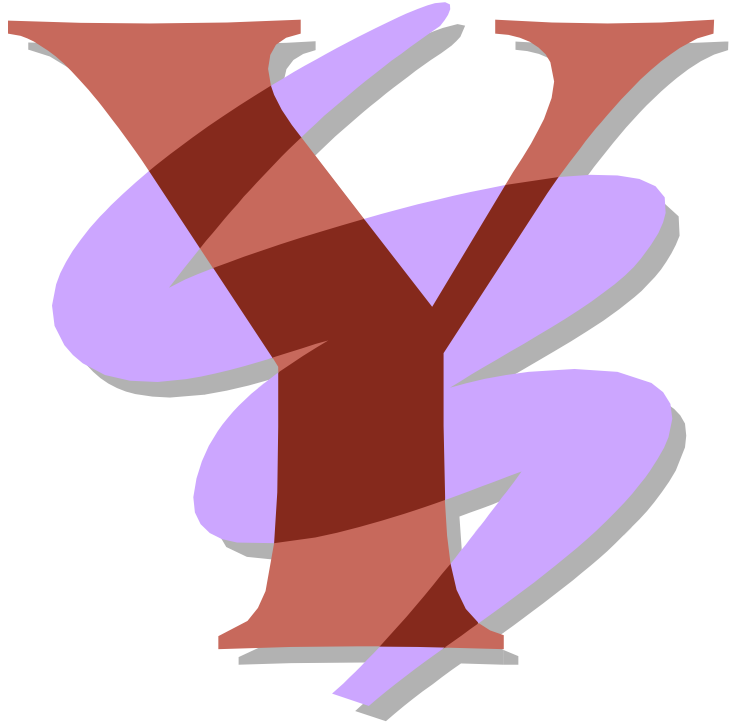


**eXtra computer time.**

Right

Responsibility

Privilege



# **Yearn for spring break.**

Right

Responsibility

Privilege



**Zzzzzzzzzzzzzzzzzzzzzzzz  
(sleep).**

Right

# Responsibility

# Privilege



*Now that you've read these  
ABCs,*



*what kind of citizen  
will you be?*

### Appendix 5: Civic Improv Strips

Teacher and two students.
Librarian and two children.
Parent (guardian), child, and toy.
Police officer, child, and stranger.
Coach, teacher, student.
Student, friend, and parent (guardian).
Bus driver and two students.
Parent (guardian), child, and pet.
Police officer, child, and car.
Crossing guard, driver, and student.

## Appendix 6

### “Responsibili T-Chart”

This is my <b>RIGHT</b> 	This is a <b>RESPONSIBILITY</b> that goes along with that right 
<b>L</b> isten to music.	Example: Not play the music so loudly that it disturbs other people.
<b>I</b> nvoke my friends to a party.	
<b>N</b> ominate people to represent me.	
<b>K</b> iss my parents or guardians.	
<b>S</b> peak freely.	

## Appendix 7

### Directions for Citizenopoly – The Game for Young Citizens

1. Choose a Timekeeper who will **act like a “banker” collecting your time** when you choose to do an activity. Choose a Police Officer who makes sure citizens are obeying the law and marking score sheets correctly. Choose a Professor who checks the number of tally marks, multiplication, addition and subtraction on all score sheets. (The professor may use a calculator.) Choose a Judge who officially signs citizen certificates for all players at the end of the game (certificates are found at the end of score sheets).
2. Timekeeper gives all players 24 hours and a score sheet. The 24 hours are treated like money – **you have hours to “spend” and choices to make** as you move around the board.
3. Players need a pencil and game piece. Put game pieces on BEGIN.
4. The youngest player goes first. Be role models (and care) for younger people. Play proceeds to the right.
5. Roll the dice and move that number of spaces on the board. If you roll a double, you get an extra turn!
6. Read the RIGHT, RESPONSIBILITY, or PRIVILEGE that is listed on the game board. **\*\*Then, READ the DESCRIPTION of it on your score sheet!\*\*** Decide if this is something you would choose (like) to do. If it is, **“pay” the timekeeper the required hours and put a tally mark in the appropriate box on your score sheet.**
7. If you land on a Diversity or Community Service space, draw a D or CS card from the center of the game board. This time, you have no choice. You must do what is on the card, but you do not have to pay the timekeeper any hours. Simply circle the bonus or subtraction points that are on your score sheet.
8. Continue play for approximately 20 – 30 minutes (approximately 10 trips around the game board).
9. If you land on a space more than one time, you may (or may not) choose to **“do” the activity again. Just remember to add a tally mark to the appropriate box on your score sheet every time you “pay” the timekeeper and “do” the activity. (You may only do the activity one time when you land on it, but you may do the activity again if you land on it again.)**

10. **All "leftover" time is** handed to the timekeeper at the end of the game. It has no value – **hours you did not "spend" are not worth any points at** the end of the game.
11. Everyone can be a winner (if you are lucky and a good citizen). Total up your tally marks. Do the multiplication, addition, and subtraction. Give your score sheet to the professor who checks your work.
12. The Professor gives score sheets to the Judge who determines your rating, fills in your certificate, and writes his/her official signature.
13. If you roll the dice and land in jail, **you lose 3 turns... or you may "do" 6** hours of community service and get out on your next turn.

## Appendix 8

### Citizenopoly Score Sheets

Name \_\_\_\_\_

Date \_\_\_\_\_

	Number of Times You Took the Time to Do the Activities (Use tally marks.)		Point Value of the Activities		Total Points Earned for Taking the Time to Do the Activities
<b>RIGHTS</b>					
<b>Freedom of Religion – You spent 2 hours in a church, synagogue, or temple today.</b>		X	10 points	=	
<b>Freedom of Assembly</b> – You asked the principal if a group of kids could use the playground for 1 hour after school to exercise.		X	10 points	=	
<b>Freedom of Speech</b> – You spent 4 hours writing a speech about working together to stop bullies at recess. (This was not homework that you had to do.)		X	20 points	=	
<b>Equal Protection</b> – you spent 2 hours talking to the mayor about getting safer playground equipment at the park.		X	20 points	=	
<b>Due Process</b> – You spent 2 hours talking (calmly) to the principal about a fight at recess in which you were involved.		X	20 points	=	
<b>Freedom of Press</b> – you spent 6 hours writing an article for the school newspaper about littering on school property and what can be done to help.		X	30 points	=	
<b>TOTAL POINTS EARNED FOR “USING” YOUR RIGHTS =</b>					

RESPONSIBILITIES					
<b>Obeying Traffic Laws</b> - You spent 1 hour reminding your parents to obey the speed limits and to stop at yellow lights, not just red lights.		X	10 points	=	
<b>Voting in Civic Elections</b> - You voted and then spent 2 hours after school helping others to vote in the student council election.		X	10 points	=	
<b>Paying Taxes</b> - You did 4 hours of chores, then gave some of your allowance back to your parents to help them pay taxes.		X	20 points	=	
<b>Jury Duty</b> - During vacation, you spent 4 hours at the courthouse when your mom had jury duty.		X	20 points	=	
<b>Political Participation</b> - You participated in the political process as you spent 3 hours on a letter to the governor asking her to vote "yes" for \$ for schools.		X	30 points	=	
<b>Keeping the Land Unspoiled</b> - You spent 8 hours on Saturday cleaning up trash in the park.		X	40 points	=	
<b>TOTAL POINTS</b> EARNED FOR "DOING YOUR DUTY" MEETING YOUR RESPONSIBILITIES =					
PRIVILEGES					
<b>Land Ownership</b> - Your family owns a house and you spend 2 hours a week on outside chores.		X	10 points	=	
<b>Club Membership</b> - Your family has a swim club membership and you spend 4 hours playing there.		X	10 points	=	
<b>Economic Choices</b> - Your family takes you shopping for 2 hours when you need shoes. You have economic choices!		X	10 points	=	

<b>Working to Earn Money</b> - You work 4 hours a week to earn money so you can buy a car in 8 years.		X	20 points	=	
<b>Working to Benefit Others</b> – you spend 2 hours babysitting 4 kids when your mom is at PTA.		X	20 points	=	
<b>Owning a Driver's License</b> - When you're 16 you can earn a driver's license. You spend 8 hours studying for the test.		X	40 points	=	
<b>TOTAL POINTS EARNED FOR "RECOGNIZING" YOUR PRIVILEGES</b>					

Circle points below when you earn, or lose, them (when you land on a diversity or community service "square" and draw a card).

<b>Diversity BONUS POINTS</b>	<b>Diversity SUBTRACTION POINTS</b>
10      10      10      10 10	10      10      10      10      10 10      10      10      10      10
10      10      10      10 10	
<b>Total Points</b> earned for Diversity =	<b>Total Points</b> <u>lost</u> for Diversity =

<b>Community Service BONUS POINTS</b>	<b>Community Service SUBTRACTION POINTS</b>
25      25      25      25	25      25      25      25
25      25      25      25	25      25      25      25
<b>Total Points</b> earned for CS =	<b>Total Points</b> <u>lost</u> for CS =
Find totals on the charts (front of score sheet and above).	
Points earned for <b>RIGHTS</b>	
Points earned for <b>RESPONSIBILITIES</b>	
Points earned for <b>PRIVILEGES</b>	
Points earned for <b>HONORING DIVERSITY</b>	
Points earned for doing <b>COMMUNITY SERVICE</b>	
<b>FINAL TOTAL</b>	



**What kind of citizen are you?**

- 0 – 50 = Poor Citizen
- 51 – 100 = Fair Citizen
- 101 – 150 = Good Citizen
- 151 – 200 = Excellent Citizen
- 201 – 250 = Outstanding Citizen

## Appendix 9

### Citizenship Certificates

**★ ACHIEVEMENT AWARD ★**

This award is presented to  
Insert NAME here

for outstanding achievement in  
Insert SUBJECT here

Signature \_\_\_\_\_ Date \_\_\_\_\_

 SCHOOL/CLASS \_\_\_\_\_

**★ ACHIEVEMENT AWARD ★**

This award is presented to  
Insert NAME here

for outstanding achievement in  
Insert SUBJECT here

Signature \_\_\_\_\_ Date \_\_\_\_\_

 SCHOOL/CLASS \_\_\_\_\_

## Appendix 10

### Character Map

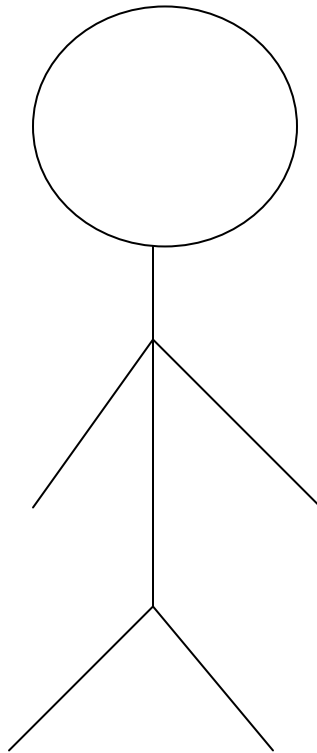
#### A Citizen of the United States

##### Rights

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---

---



##### Responsibilities

---

---

---

##### Privileges

---

---

---

**if he or she is good.**

## Transfer Task #1

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

- What is the nature of a privilege? What do you have to do to earn or lose a privilege?

Prior Knowledge	You have just learned the meaning of responsibilities, rights, and privileges and the distinctions between them. Now you are ready to persuade a friend WHAT one needs to do to earn a privilege and WHAT one might do to lose a privilege.
Problem	You have earned a position on the school safety patrol team. A new boy in school would like to join the safety patrol team. You must explain to your new friend how you attended four after-school classes to learn about the 1) jobs you would do, 2) problems you might face, and 3) responsibilities and requirements you would have as a member of the safety patrol <u>and</u> that you signed a contract promising to be honest, responsible, respectful, fair and consistent. Then explain why he would lose his position on the team if he did not do his job well, fulfill his responsibilities and requirements, or keep his promise to be honest, responsible, respectful, fair, and consistent.
Role/Perspective	You are a student on the safety patrol team. You are trying to convince your new friend that being on the safety patrol team is a privilege for which you worked hard and one that you could easily lose.
Product/Performance	Complete the <i>response chart</i> by defining what a privilege is and writing at least two ideas in each column. Use the ideas in your chart to plan a little speech for your new friend. Write down your speech. Be ready to give your speech to <b>your "elbow buddy" in class tomorrow.</b>
Criteria for Exemplary Response	<ul style="list-style-type: none"> <li>• The chart should be filled out with at least two ideas in each column.</li> <li>• In the first column, the ideas should make sense and be convincing – <b>WHAT</b> might you do to <b>earn</b> a privilege?</li> <li>• In the second column, the ideas should make sense and be convincing – <b>WHAT</b> might you do to <b>lose</b> a privilege?</li> <li>• The answers on your chart show that you understand that privileges must be earned and privileges can be lost.</li> <li>• Your elbow buddy checks your chart to see if all of the ideas on your chart were used in your speech and finds out that you did use all of the ideas on your chart.</li> <li>• Your speech makes sense and is convincing. Your speech has valid ideas for what one needs to do to earn a privilege and what one might do to lose a privilege.</li> </ul>

## Appendix 11

**Response Chart**  
**Earning and Losing Privileges**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**What is a privilege? How is a privilege different from rights and responsibilities?**

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<b>WHAT</b> might you do to <b>earn</b> a privilege?	<b>WHAT</b> might you do to <b>lose</b> a privilege?

**Appendix 12**

## Elbow Buddy Evaluation Form







My name is \_\_\_\_\_, my elbow buddy is \_\_\_\_\_.

<ul style="list-style-type: none"><li>I know (because of your speech) what I might do to earn a privilege and what I might do to lose a privilege.</li></ul>	<ul style="list-style-type: none"><li>All of the ideas on your chart were used in your speech.</li></ul>
  	  

**Remember, an elbow buddy gives honest feedback and makes comments and suggestions that will help his/her partner.**

## Elbow Buddy Evaluation Form

My name is \_\_\_\_\_, my elbow buddy is \_\_\_\_\_.

<ul style="list-style-type: none"><li>I know (because of your speech) what I might do to earn a privilege and what I might do to lose a privilege.</li></ul>	<ul style="list-style-type: none"><li>All of the ideas on your chart were used in your speech.</li></ul>
  	  

**Remember, an elbow buddy gives honest feedback and makes comments and suggestions that will help his/her partner.**

## Transfer Task #2

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- What is the relationship between my rights and my responsibilities?

Prior Knowledge	You have just learned the meaning of responsibilities, rights, and privileges and the distinctions between them. Now you are ready to explain the relationship between rights and responsibilities.
Problem	You live next door to the local swim club. The lifeguards play loud music from 10:00 a.m. until 10:00 p.m. The noise is annoying and people on your street are angry.
Role/Perspective	The neighbors have asked you to write a letter to the pool manager about the loud music. All of the neighbors on your street will sign the letter you write.
Product/Performance	Write a letter to the pool manager to convince him/her to turn down the volume of the music and to turn off the music by 8:00 when young children are going to bed. Before you write the letter, write ideas on a chart about your rights and responsibilities and the rights and responsibilities of neighbors.
Criteria for Exemplary Response	<ul style="list-style-type: none"> <li>• The chart should be filled out with at least two ideas in each box.</li> <li>• In the first box, the ideas should make sense and be convincing – <b>My Neighbor's Rights</b>.</li> <li>• In the second box, the ideas should make sense and be convincing – <b>My Neighbor's Responsibilities</b> (related/connected to each of the rights).</li> <li>• In the third box, the ideas should make sense and be convincing – <b>My Rights</b>.</li> <li>• In the fourth box, the ideas should make sense and be convincing – <b>My Responsibilities</b> (related/connected to each of the rights).</li> <li>• The answers on your chart show that you understand that people have both rights and responsibilities, and that individual freedoms and liberties have limits imposed by the fact that others also have the same freedoms and liberties.</li> <li>• Your letter makes sense and includes points that show you understand the relationship between rights and responsibilities. Your letter convinces the manager and lifeguards to turn down the volume of the music played over the loudspeakers, as well as to turn the music off after 8:00 p.m.</li> </ul>

## Appendix 14

### Response Chart Rights and Responsibilities

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

**TIP:** As you list ideas in the column for rights, try to list related or connected responsibilities in the column for responsibilities.

My Neighbor's RIGHTS	My Neighbor's RESPONSIBILITIES
My RIGHTS	My RESPONSIBILITIES







**Now, use the ideas on your chart to write a letter to convince the pool manager to turn down the volume of the music and to turn off the music by 8:00 when young children are going to bed. Convince the manager that people have both rights and responsibilities, and that individual freedoms and liberties have limits imposed by the fact that others also have the same freedoms and liberties. Write your letter on the back of this paper or on a separate piece of notebook paper.**



## Appendix 15

### Elbow Buddy Evaluation Form







My name is \_\_\_\_\_, my elbow buddy is \_\_\_\_\_.

<ul style="list-style-type: none"><li>I know (because of your letter) that people have both rights and <b>responsibilities...</b> and that individual freedoms and liberties have limits because others have those same freedoms and liberties.</li></ul>	<ul style="list-style-type: none"><li>All of the ideas on your chart were used in your letter.</li></ul>
  	  

**Remember, an elbow buddy gives honest feedback and makes comments and suggestions that will help his/her partner.**

### Elbow Buddy Evaluation Form

My name is \_\_\_\_\_, my elbow buddy is \_\_\_\_\_.

<ul style="list-style-type: none"><li>I know (because of your letter) that people have both rights and <b>responsibilities...</b> and that individual freedoms and liberties have limits because others have those same freedoms and liberties.</li></ul>	<ul style="list-style-type: none"><li>All of the ideas on your chart were used in your letter.</li></ul>
  	  

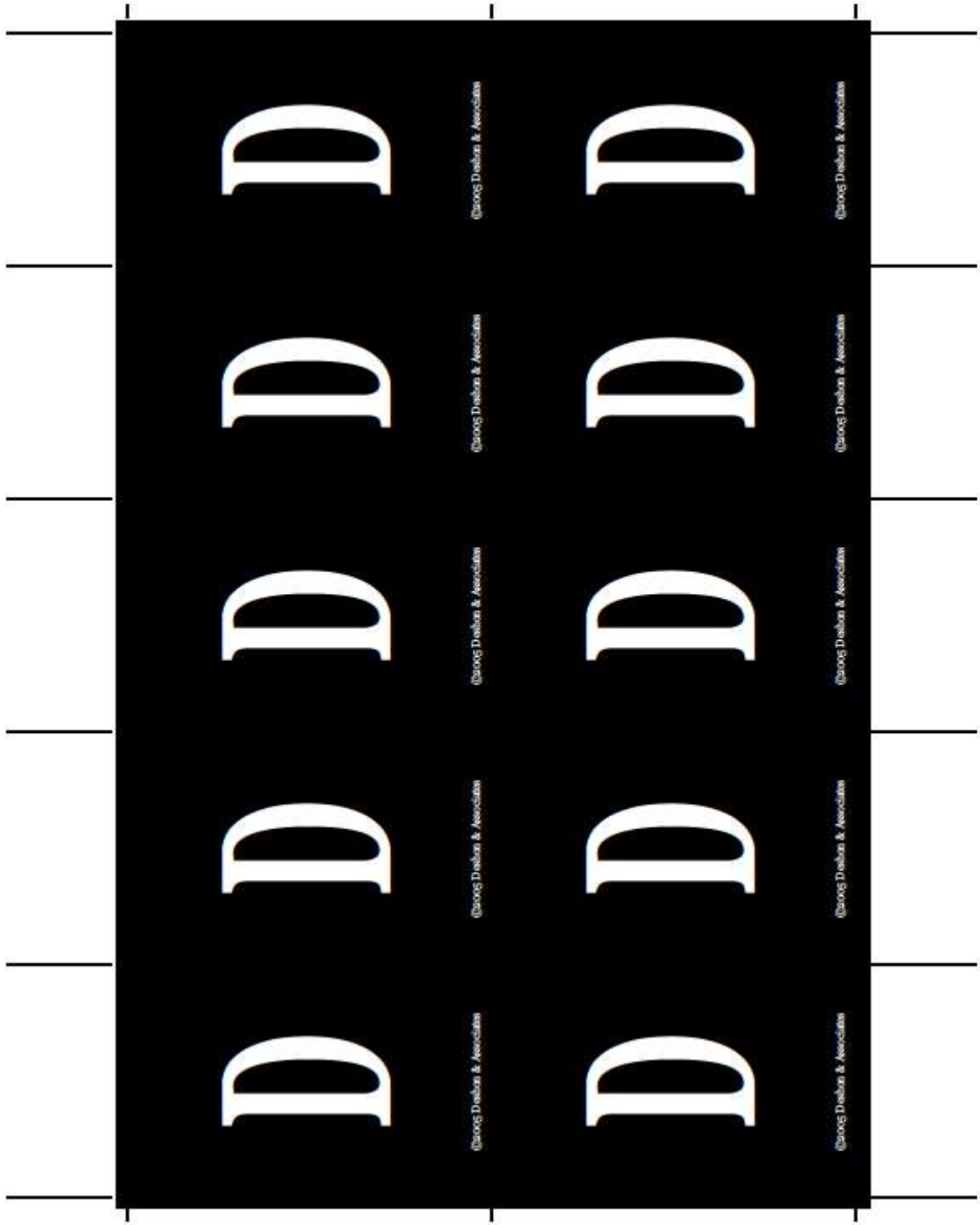
**Remember, an elbow buddy gives honest feedback and makes comments and suggestions that will help his/her partner.**

## Write Your Speech

**Now, use the ideas on your chart to write a speech to convince your new friend that being on the safety patrol team is a privilege for which you worked hard and one that you could easily lose. Write your speech on the back of this paper or on a separate piece of notebook paper.**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

<b>GO TO JAIL</b> Violated the Rights of Others		40-point choice Keeping the Land Unspoiled <small>(see score sheet for details)</small>		30-point choice Political Participation <small>(see score sheet for details)</small>		20-point choice Jury Duty <small>(see score sheet for details)</small>		20-point choice Paying Taxes <small>(see score sheet for details)</small>		10-point choice Voting in Civic Elections <small>(see score sheet for details)</small>		10-point choice Obeying Traffic Laws <small>(see score sheet for details)</small>		<b>MODEL CITIZEN</b> Collect 24 Hours Begin Again	
<b>Privileges</b>		Working to Earn Money <small>(see score sheet for details)</small> 20-point choice		<b>COMMUNITY SERVICE CARD</b>		<b>Privileges</b>		<b>Privileges</b>		<b>Privileges</b>		<b>Privileges</b>		<b>Privileges</b>	
Economic Choices <small>(see score sheet for details)</small> 10-point choice				DIVERSITY <b>D</b> CARD		Club Membership <small>(see score sheet for details)</small> 10-point choice		Land Ownership <small>(see score sheet for details)</small> 10-point choice							
		Working to Benefit Others <small>(see score sheet for details)</small> 20-point choice													
		Owning a Driver's License <small>(see score sheet for details)</small> 40-point choice													
<b>Collect 24 Hours</b>		<b>Begin</b>		<b>COMMUNITY SERVICE CARD</b>		<b>Rights</b>		<b>Rights</b>		<b>Rights</b>		<b>Rights</b>		<b>JUST VISITING</b>	
				DIVERSITY <b>D</b> CARD		Freedom of the Press <small>(see score sheet for details)</small> 30-point choice		Due Process <small>(see score sheet for details)</small> 20-point choice		Equal Protection <small>(see score sheet for details)</small> 20-point choice		Freedom of Speech <small>(see score sheet for details)</small> 20-point choice		JUST VISITING <b>JAIL</b>	



---

**DIVERSITY**

You sat at the lunch  
table with kids from  
a different cultural  
neighborhood.

10 BONUS POINTS

---

**DIVERSITY**

You helped students  
who spoke a  
different language  
with homework.

10 BONUS POINTS

---

**DIVERSITY**

You told jokes  
at the lunch table  
about people  
from another country.

SUBTRACT 10 BONUS POINTS

---

**DIVERSITY**

You held the door open  
for an older woman  
and offered to push her  
grocery cart to her car.

10 BONUS POINTS

---

**DIVERSITY**

You told your friend about a boy  
who could not read very well.  
You both laughed because he  
wasn't smart.

SUBTRACT 10 BONUS POINTS

---

---

**DIVERSITY**

You invited boys and girls  
to play basketball  
with you  
during recess.

10 BONUS POINTS

---

**DIVERSITY**

You laughed at someone  
and teased him/her  
about being  
too skinny.

SUBTRACT 10 BONUS POINTS

---

**DIVERSITY**

You went to the synagogue  
with a friend,  
and invited that friend  
to your church.

10 BONUS POINTS

---

**DIVERSITY**

A girl was teasing a boy  
who did not have  
a lot of money.  
You told the girl to stop!

20 BONUS POINTS

---

**DIVERSITY**

You would not play with a boy  
on the playground  
because his skin was  
a different color than yours.

SUBTRACT 10 BONUS POINTS

---



US

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COMMUNITY SERVICE

You did not work on a Saturday morning picking up litter because you wanted to watch TV.

**SUBTRACT 25 BONUS POINTS**

---

COMMUNITY SERVICE

Your scout troop went to the local nursing home to sing for the elderly, but you stayed home to play.

**SUBTRACT 25 BONUS POINTS**

---

COMMUNITY SERVICE

You made flyers to deliver in your neighborhood that asked for donations for the local animal shelter.

**25 BONUS POINTS**

---

COMMUNITY SERVICE

You sold lemonade to raise money to buy phone cards to send to U.S. troops who were serving overseas.

**25 BONUS POINTS**

---

COMMUNITY SERVICE

You helped your scout troop care for little kids while their parents were shopping.

**25 BONUS POINTS**

---

---

COMMUNITY SERVICE

You and your family worked with other families to clean up the beach during Coastal Clean-up Day.

**25 BONUS POINTS**

---

COMMUNITY SERVICE

You and your best friend spent Sunday afternoon making get well cards to give to a local children's hospital.

**25 BONUS POINTS**

---

COMMUNITY SERVICE

You wrote a speech convincing the student council to have a canned food drive for the local food bank.

**25 BONUS POINTS**

---

COMMUNITY SERVICE

You baked and sold brownies to earn money for a family (you did not know) who lost everything in a fire.

**25 BONUS POINTS**

---

COMMUNITY SERVICE

You worked in a local food kitchen with your dad serving dinner to the homeless and the hungry.

**25 BONUS POINTS**

---

## **Charter School Unit Modification**

The following questions have been developed to assist in the refinement of the required scope and sequence documents and accompanying units of instruction for the charter school approval and renewal processes. Through a cover letter format these questions should be addressed to assist members of the Delaware Department of Education Curriculum and Instructional Improvement work group effectively evaluate charter school applications.

### **Guiding Questions**

1. Why was this **model unit of instruction** selected as part of your schools' curricular submission?

This model unit of instruction was selected as part of Thomas **Edison's curricular submission** because **they are a part of the DE Social Studies Coalition**. This unit allows students to dive into the divisions of and responsibilities of government, gaining a deeper understanding of the ruling of our country.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications have been made to this model unit of instruction. Imbedded into the unit are suggestions for differentiation, so the needs of all learners can be met through this unit as is.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications have been made to this unit of instruction

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No modifications have been made to this unit.



## ***Delaware Recommended Curriculum***

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:**                    **Branches of Government**

**Designed by:**                **Rodney Collins, Lake Forest School District**  
                                      **Fran O'Malley, University of Delaware**  
                                      **Dusty Shockley, Delaware Department of Education**

**Content Area:**              **Social Studies**

**Grade Level:**              **4**

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### **Summary of Unit**

[Civics Standard One 4-5b](#) calls for understanding as to why the United States government is divided into three branches. The branches of government usually correspond to the three main functions of government: making law, enforcing or administering law, and adjudicating law.

In the U.S. system, these functions are entrusted to separate institutions called branches: the legislative, executive, and judicial branches. Each has a function that addresses a key aspect of fulfilling the purposes of government: make, administer, and adjudicate rules in order to provide for security, order, and welfare. Understanding the responsibilities and powers associated with these functions of government comes from understanding the purposes they serve. Once a student understands the purposes, the responsibilities and powers make sense and can be easily recalled or even derived. The divided branches also serve the purpose of checks and balances.

The list of central responsibilities and powers is relatively short. Responsibilities define the needs to be met; powers suggest the means to meet the needs. For example, the executive branch has the responsibility for national security. It is given the power to provide for the national defense, which includes establishing a military and conducting war. The responsibility of the judiciary is to adjudicate the law. It is given power to pass judgment on whether law was broken or not and decide punishments within the constraints of the law. The legislature, or Congress in the U.S. government, has the responsibility to make laws, which are the rules that keep order in society.

With regard to the context of this unit and its transfer task, occasion sometimes arises whereby all three branches of the government must work together in a timely manner to assure the well-being of its citizens. This unit can easily be adapted to recent and current events involving destruction and devastation by way of hurricane, tornado, flood, fire, etc. and how the branches of the United States Government acted within and throughout such circumstances.

## Stage 1 – Desired Results

What students will know, do, and understand

### Delaware Content Standards

- **Civics Standard One 4-5b:** Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers.
- **Civics Standard One 4-5a:** Students will understanding that governments have a variety of structures and exist for many purposes and that in America these are explained in the United State and State constitutions.

### Big Ideas

- Government
- Interdependence

### Enduring Understandings

Students will understand that:

- Governments are structured to address the basic needs of the people in a society.

### Essential Questions

- Why should the responsibilities and powers of government be divided?
- Why are checks and balances important within the branches of government?

### Knowledge and Skills

Students will know...

- The role and purpose of each branch of the United States government
- The responsibilities of each branch of the United States government
- The power of each branch of the United States government
- How each branch of the United States government is able to monitor and challenge the work of the other branches through a system of checks and balances

Students will be able to...

- categorize and describe the specific purpose, power, and responsibilities of each branch of the United States government
- use current events, political cartoons, and other sources to make reasoned decisions, explanations, and conclusions
- work cooperatively to construct predictions and solutions to solve problems

## Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

### Transfer Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context.

The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons have been completed.

### Essential Question Measured by the Transfer Task

- Why should the responsibilities and powers of government be divided?

<b>Prior Knowledge</b>	Now that you understand the responsibilities and powers of each branch of the federal government, you are ready to show how all three branches can work together and how they check and balance one another in responding to a common situation.
<b>Problem</b>	A natural disaster has just ravaged the southeastern coast of the United States. Much damage has occurred to the coastline and to the property of the residents of that part of the country. There is a great need for the government to get involved in responding to the needs of its citizens in that part of the country.
<b>Role/ Perspective</b>	You will assume the role of a member of the press who will report on how one branch of the federal government should respond to the natural disaster faced by its citizens. You will also project how the other two branches of the federal government will respond to the action taken by the branch on which you focus.
<b>Product/ Performance</b>	<p>Construct a web-based graphic organizer that shows the responsibilities and powers of your chosen branch of the national government in responding to the natural disaster. The graphic organizer will be used by the member of the press in reporting to the public during a news broadcast.</p> <p>Your web-based graphic organizer should include:</p> <ul style="list-style-type: none"><li>A detailed plan of action by your chosen branch of the federal government concerning its response to the natural disaster.</li><li>Responsibilities and powers of your chosen branch of the federal government.</li><li>A projected response by the other two branches of the federal government concerning your chosen branch's response to the needs of citizens affected by the natural disaster.</li><li>Evidence of checks and balances among the branches of the federal government within this situation.</li></ul>
<b>Criteria for an Exemplary Response</b>	An exemplary response will present a thorough and accurate plan of action for one branch of the United States government in responding to the needs of those citizens affected by the natural disaster, as well

	as a response to the action taken by the other two branches of the federal government.
--	--

**Note:** Teachers will find that using the graphic organizer tools found at [www.gliffy.com](http://www.gliffy.com) will allow students to complete this task using technology. Should technological resources be unavailable to teachers, students may use poster board or chart paper in completing this transfer task.

## Transfer Task Rubric

Scoring Category			
The Graphic Organizer Provides...	Score Point 3	Score Point 2	Score Point 1
a detailed plan of action for one branch of the federal government concerning its response to the natural disaster	The content of the graphic organizer exhibits a <b>well defined</b> plan of action for one branch of the federal government.	The content of the graphic organizer exhibits a <b>partially defined</b> plan of action for one branch of the federal government.	The content of the graphic organizer exhibits a <b>minimally defined</b> plan of action for one branch of the federal government.
responsibilities and powers of the chosen branch of the federal government as it relates to responding to the natural disaster	Examples are <b>often given</b> and enhance understanding of one <b>branch's purpose and</b> role in responding to the needs of citizens.	Examples are <b>sometimes given</b> to enhance understanding of one <b>branch's purpose and role</b> in responding to the needs of citizens.	Examples are <b>rarely given</b> to enhance understanding of one <b>branch's purpose and</b> role in responding to the needs of citizens.
a projected response by the other two branches of the federal government regarding <b>the chosen branch's</b> action	A <b>thoroughly explained</b> response is provided for the other two branches of the federal government.	A <b>moderately explained</b> response is provided for the other two branches of the federal government.	A <b>minimally explained</b> response is provided for the other two branches of the federal government.
evidence of checks and balances among the branches of the federal government	Evidence of checks and balances is <b>clearly demonstrated</b> between branches of the federal government in their responses to the needs of citizens.	Evidence of checks and balances is <b>somewhat demonstrated</b> between branches of the federal government in their responses to the needs of citizens.	Evidence of checks and balances is <b>vaguely or not demonstrated</b> between branches of the federal government in their responses to the needs of citizens.

**Total Score:** \_\_\_\_\_

**Above the Standard: 11 to 12**

**Meets the Standard: 8 to 10**

**Below the Standard: 5 to 7**

## **Student Self-Assessment and Reflection**

Students should keep a daily response log to catalog new information and to consider how it fits into the bigger picture of the unit as a whole. The daily response log will allow students to check and modify predictions throughout the course of the unit.

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

-Black and William, 1998; Sternberg, 1996; Young, 2000

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

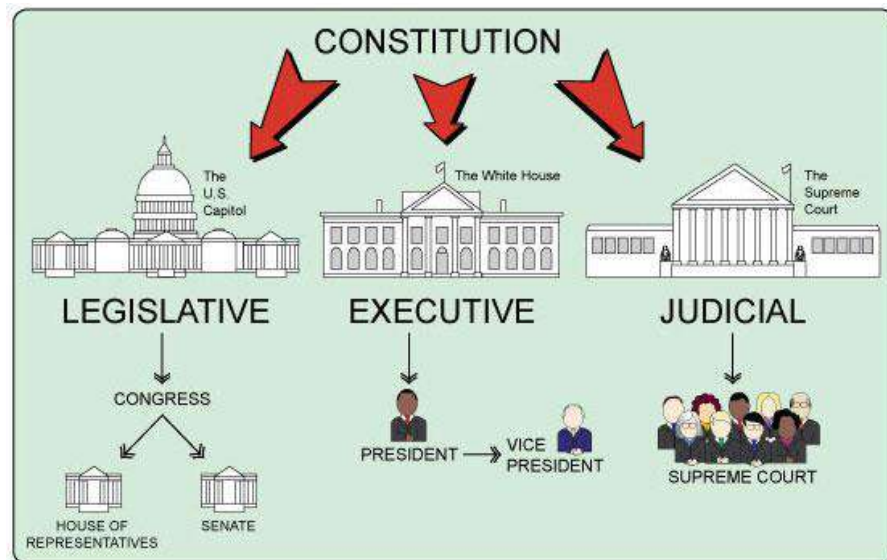
### Lesson One

#### Essential Question

- Why should the responsibilities and powers of government be divided?

#### Background

The government of the United States is divided into three distinct branches: legislative, executive, and judicial. Each branch has specific responsibilities and powers, yet all three branches must work together in order to address the needs of America's citizenry. The legislative branch makes laws, the executive branch enforces laws, and the judicial branch interprets laws to see if they adhere to the principles found in the U.S. Constitution. In theory, no one branch is more powerful or more important than the other two. However, the balance of power does shift due to changes that may involve personalities, events, and public opinion. Nevertheless, our three branch structure is designed to curb and direct power so that it promotes the general welfare.



#### Instructional Strategies

##### Strategy 1: Gathering Information

##### KIM Vocabulary Building<sup>1</sup>

The KIM vocabulary building strategy activates prior knowledge and organizes information for learning. This strategy will be used to introduce/review important vocabulary in this unit.

<sup>1</sup> Differentiation tip: Complete one or two columns in the graphic organizer to scaffold for struggling students.

Display the following vocabulary terms on the board in no particular order:

Congress	Law	Court
Executive Branch	Senate	Enforce
Interpret	Judicial	Branch
House of Representatives	Government	Purpose
Responsibility	Legislative Branch	Veto
Checks and Balances		

**Differentiation: “compact” the list in instances where it is clear that the students already know the terms.** Have students grouped into pairs. Pass out a copy of a KIM vocabulary building chart for students to complete. An example of the KIM vocabulary building chart will look like this:

Students should focus on the vocabulary terms on the board while completing the KIM vocabulary building chart.

<b>K.</b> <i>(Key Word)</i>	<b>I.</b> <i>(Information/Definition)</i>	<b>M.</b> <i>(Memory Clue/Picture)</i>
Your Sentence:		

This activity can be done as a jigsaw. Some pairs may focus on more than one term and will need multiple copies of the KIM vocabulary building chart. Once completed, student pairs will share their information with the class as a whole.<sup>2</sup>

The vocabulary terms should then be applied to a contextual situation. Use the following online demonstration to show these terms in the context of the role and purpose of each of the branches of United States government:

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<sup>2</sup> Post the essential question for this lesson and begin a word wall for this unit. [Visit http://www.theschoolbell.com/Links/word\\_walls/words.html to learn more about word walls.](http://www.theschoolbell.com/Links/word_walls/words.html)

Note: Word walls are not meant to be displays, but are intended to be interactive and to assist with vocabulary development. Over time, students add to their core of words with approximately five added per week. Each word should be displayed on a classroom wall in a legible and clear way. It is important to remember that terms found in the Delaware Social Studies Benchmarks are concepts that are meant to be understood – not just memorized. Students should contribute suggestions for the word wall, and their KIM vocabulary building charts may serve as entries on the word wall.

[Click here for an online resource](#) that provides a diagram and basic explanation of the three branches of U.S. government.<sup>3</sup>

## **Strategy 2: Gathering Information**

### **Practicing Transfer/Problem Solving**

**Literacy Connection: James Tilton's Huts** Teacher note (not to be shared with students at this point)  
Students will read the story of Delaware's own James Tilton who came up with the idea of "Tilton huts" as a way of reducing the number of disease related deaths in field hospitals during the American Revolution.

Project an image of [Handout 1: Field Hospital](#). Explain to students that a field hospital is the name given to a temporary medical facility that moves from one battle site to another during wartime (e.g. some may have seen episodes of M.A.S.H.).

Tell the students that this simple diagram illustrates what the inside of a field hospital used to look like long ago during the Revolutionary War. Ask students to work with a partner to identify and explain any problem(s) that might arise in a field hospital organized or populated as it is in [Handout 1](#). Students should recognize that people with many different contagious diseases in the same room can spread the disease.

Have students share and explain any problems that they identified in their groups, then focus their attention on the fact that it is problematic from a medical perspective to place patients with different contagions in the same room and so close to one another. Indeed, more people have died in some wars because of the spread of diseases than battle wounds.

Ask students to think with a partner about possible solutions to the problem of diseases spreading in field hospitals. Then give students a pair of scissors and have them cut out the various patients on [Handout 1: Field Hospital](#). Their task is to re-arrange the patients in a way that solves any serious problems that they identified. The intent of the activity is to give students an opportunity to cut out the patients with different illnesses and place them in separate areas or rooms.

**Circulate around the room in search of one group's work that is an exemplar of separating contagions. Have other students gather around the exemplar and have that group's members explain their "solution."**

Debrief using the following questions:

- What was wrong with the organization of the field hospital?
- What was a good solution?

---

<sup>3</sup> Note: Textbook materials may be used to help students know and understand the responsibilities and powers of each branch of government.



### Strategy 3: Extending and Refining Pre-Reading Prediction

Write or project the following words:

<i>Dying</i>	<i>Revolutionary War</i>
<i>Hospitals</i>	<i>Filthy</i>
<i>Huts</i>	<i>Isolating</i>
<i>Preventing</i>	<i>Disease</i>
<i>Rate</i>	<i>Dropped</i>

Ask students if there are any words on the list that are unfamiliar. “Lifelines” available to them: students may use a dictionary; ask others; or ask the teacher to define.

Tell students that they are going to read a story about a famous Delawarean, James Tilton, who lived a very long time ago (1754-1822), but whose ideas are still used today. Ask them to use some or all of the words on the list above to write 2-3 sentences that predict what the story will be about.

Distribute copies of [Handout 2](#)<sup>4</sup> and have the students read the passage.

During Reading: Ask students who are changing their predictions as they read to raise and wave their hands when their predictions change.

After Reading: Have students complete [Handout 3](#) for James Tilton.<sup>5</sup>

### Strategy 4: Extending and Refining Practicing Transfer

Distribute copies of [Handout 5](#). Have students look over the powers described on the paper. Ask them what they think of these powers.

Have students work in pairs to respond to the following questions:

- Are these powers that governments should have or need?

---

<sup>4</sup> This reading has a [lexile measure](#) of 900, appropriate for the Common Core State Standards 4-5 grade cluster. [Handout 4](#) contains one of James Tilton’s sketches of a Tilton Hut that teachers may want to share after students complete their Character Map.

<sup>5</sup> Thanks to the following individuals and organizations for providing source materials about James Tilton:

- Constance Cooper and Ellen Rendle of the Delaware Historical Society.
- Madeline Dunn, Curt Stickel, and Nena Todd of Delaware State Museums.

- Is it a good idea for all of these powers to be held by one person or situated in one place? Why?
- How might this diagram be similar to the diagram that showed people with many different diseases in the same place?
- How might disease be similar to power?

### Check for Understanding #1

Have students complete and explain the following analogies:

_____ can be a problem in a hospital	Separating people with contagious diseases in a hospital
just like	is like
_____ can be a problem in a government.	_____.

### Check for Understanding #2

Ask students to apply what they just learned from the field hospital activity to government and power. Explain that [Handout 5](#) illustrates a situation in which a lot of power that can be abused by bad leaders is located in one place, person, or building. Students should

- Identify and explain any problem(s) with the government organization in the diagram.
- Come up with a solution to this problem in government.

## Strategy 5: Extending and Refining Think-Pair-Share

Lay the paper charts showing the different branches of government on the floor - see [Handout 6](#).<sup>6</sup>

Put students in pairs. Distribute copies of the various powers and functions of government out to the pairs (see the "Power Boxes" on [Handout 7](#)). Cut the *Power Boxes* up into individual boxes and give each pair one of them. Have partners discuss which branch they think the power in their *Power Box* should go and be able to justify their placements.

<sup>6</sup> Consider using the poster maker machines at one of the 9 the [Delaware Teacher Center Resource Centers](#) around the State. The poster makers convert 8.5" x 11" papers into poster sized replicas in less than a minute. Delaware teachers can use them free of charge.

Ask each pair to bring their **Power Box** up to the floor, place it under the recommended “branch of government,” and explain to the rest of the class why they think that power or function should be given to that particular branch.

The students should be given the option of placing powers in the House or Senate as well as the other two branches. Allow other students to challenge the placement, and then explain the error.

### Check for Understanding

- Have students list 2-3 powers assigned to the 3 branches of government on [Handout 6](#).

### Strategy 6: Extending and Refining Sentence Stems

As a whole group, have the class participate in [the online activity of matching powers and responsibilities to the branches](#) to which they belong.

Students should begin to notice likenesses and differences between and among the three branches of government.

At the conclusion of the online activity, have students work in pairs to complete two sentence stems that you will have listed on the board. The two sentence stems are:

The \_\_\_\_\_ branch and \_\_\_\_\_ branch are similar because \_\_\_\_\_.

The \_\_\_\_\_ branch and \_\_\_\_\_ branch are different because \_\_\_\_\_.

After collaboration in pairs, students will share out with the whole group. Commonalities and differences that are most prevalent should be discussed and emphasized.

A follow-up that would challenge students to deploy their understanding of the responsibilities of each branch in the context of solving a problem could revolve around one or more of the following situations:

Stem: How might the three branches of the United States government possibly respond to ...

- Schools that are consistently failing across the country?
- The chance that a species will become endangered?

## **Strategy 7: Extending and Refining**

### **"Money Doesn't Grow on Trees" Role Play<sup>7</sup>**

To show students an example of how two branches of the U.S. government must work together and yet satisfy different responsibilities at the same time, use the lesson activity entitled [Money Doesn't Grow on Trees](#). In this lesson activity, students will learn the role of the executive branch in creating and carrying out laws. Using role-playing, the class will model the legislative and execution processes as they create a new coin in order to learn how the executive and legislative branches work together. They will follow the new coin from its inception as an idea in the executive branch to its creation at the U.S. Mint.

Show students coins (several denominations) you have brought for demonstration. Ask whether money really grows on trees, and if not, where do they think money comes from?

Explain that today students will be creating a new coin as a way of learning how the executive and legislative branches work together. Distribute coins of whatever denominations you feel comfortable letting students borrow. Ask students to study the coins to see what is on them.

Show the ["Look at Your Money" transparency](#) and use it to compile a list of what the class finds on the coins. (You can use the master either to create an overhead transparency or on your Smart Board.) Choose one student to act as the President.

Show [transparency master #2, "Step One: The President Gets an Idea."](#) Have the "President" you selected read the presidential announcement to the class. Ask the class to help you fill in the blanks in the "President's Requirements" section.

Show the first half of [transparency master #3, "Step Two: Congress Makes a Bill."](#) Lead the class through a vote to decide on which coin should be updated. Write the name of the coin in the blank space in the bill. Read the bill with the class.

Show the second half of [transparency master #3, "Step Three: Presidential Approval."](#) With the class, walk through the President's requirements for the bill to see whether they are met. (They are.) Then have the "President" you selected approve the bill. Explain that if the requirements had not been met, the President would veto the bill. In that case, Congress could override the veto with a 2/3 vote.

Ask students who they think will actually choose a design and make the coins now that the law is passed. Will the President do it?

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<sup>7</sup> Note: All procedures and materials for this strategy are available online at:  
<http://icivics.org/teachers/lesson-plans/executive-roles-money-doesnt-grow-trees>

Show the first half of [transparency master #4, "Step Four: Execution at the U.S. Mint! Gathering Kids' Ideas."](#) Read through the contest rules and explain that the students will be making designs for a new coin.

Distribute one ["The Kids' Coin"](#) handout to each student. (The "Money Doesn't Grow on Trees?" worksheet should be on the back side of the handout.) Ask students to draw their ideas for the Kids' Coin. Give a limited amount of time for students to finish, according to how much time you have.

Show the second half of [transparency #4, "Step Five: Execution at the U.S. Mint! Making the Money."](#) Direct students' attention to the transparency, and use it to explain how the ideas would get transformed into actual coins that people could use.

Wrap up by having students **complete the "Money Doesn't Grow on Trees?"** worksheet. They should be able to put the correct words in the blanks without referencing the transparencies.

Debrief by asking the following questions:

- **What are some examples of "checks" that arise in this activity?**
- Does it appear that the powers given to each branch in this activity are **"balanced" as intended by our Constitution?**
- Why did the President have to turn to Congress with his idea?
- Why did Congress have to turn to the President to approve (or veto) the idea that they came up with?
- Are these requirements good for our country (or in our best interest)?

### **Check for Understanding**

- How might branches of the U.S. government work together to meet their responsibilities? Support your answer with an example.

### ***Rubric***

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

## Lesson Two

### Essential Question

- Why are checks and balances important within the branches of government?

### Background

To ensure that each of the three branches of U.S. government does not become too powerful, the framers set up a system of checks and balances to allow each branch to monitor what the other two branches are doing as they do their work. The separation of powers among the branches of government is more clearly seen when students understand that the action of one branch can be affected by the action of another.

### Instructional Strategies

#### Strategy 1: Gathering Information<sup>8</sup>

##### Interactive Games

This strategy is based on [Three Branches Checking Game," by Fran O'Malley](#) of the Democracy Project at the University of Delaware.

Students will play a game that is designed to help them understand the powers and responsibilities of the three branches of the United States government. This will reinforce students' understanding of the powers of the three branches of government while showing them that each branch has the ability to monitor the activities of the other branches.

Cut out the powers of the three branches of government and checks found [here](#) prior to administering the activity. You will need one set of cutouts for every 3 students in class. Place the [Powers Cutouts](#) in small bags making sure that the wording on each cutout faces down (i.e. is not visible to the students). Include one "check" (see [Checks Cutouts](#)) for each student in each bag.

Place students in groups of three and arrange their seats so that the 3 members (triads) of each group are facing each other. Give each student in a triad a picture or drawing of one of the three branches (e.g. Student A receives a picture of the White House, Student B receives a picture of the Capitol, and student C receives a picture of the Supreme Court). Ask each student to display the picture on their desk so that the others in the group can see it.

Tell the students that they are going to play a game that will reinforce and assess their understanding of the powers of the three branches of the U.S. government. Explain that you are going to place a bag with cutouts on the desk (or table) of each

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<sup>8</sup> This strategy reviews the information presented in Lesson 1.

group. Each cutout describes a power of one of the three branches of government. Proceeding clockwise and one at a time, each student is to draw a cutout from the bag. Read the power that is described on the cutout and place it on top of the picture that shows the branch that possesses that power.

Scoring: If the student is correct, he or she earns one point. If either of the two other members of the group believe that the student's placement is incorrect, they can "check" the placement by placing their check on top of the cutout and explain where he or she actually thinks it belongs. A student who correctly "checks" a response earns two points while the student who placed it incorrectly loses a point. Add up the total number of points earned by each student at the end of a round to determine a winner.

Preview **Strategy 2: Extending and Refining - Role Play** by explaining that the Framers intended to divide power relatively evenly among the three branches and that they also separated the powers of government believing that by separating power they would help to insure that no single person or group would be able to abuse power. By separating powers into three branches the Framers intended to give powers to each branch that would allow one branch to check the actions of the other two if either attempted to abuse or assume powers that they were never intended to have. Ask students to think of examples whereby one branch abuses power and one of the other two check that abuse.

### Check for Understanding

- Why might the Framers of the Constitution have chosen to separate the powers of the three branches of government using the system of checks and balances? Support your answer with an example.

### Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

### Strategy 2: Extending and Refining Role Play<sup>9</sup>

Students will work collaboratively in small groups while completing [this strategy](#). Having already learned that each branch of government has its own powers, duties, and responsibilities, and that each branch has the power to monitor and ensure that the activities of the other branches is not allowing one branch to abuse its power, students will now reinforce their understanding of these ideas within the context of a different situation.

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<sup>9</sup> Note: All procedures and materials for this strategy are available online at:  
<http://icivics.org/lesson-plans/separation-powers-whats-lunch>

Use the [Power Point](#) and the [overhead transparencies](#) as guides for the strategy. Distribute one ["Separation of Powers: What's for Lunch?" handout](#) to each student.

Ask students to answer the 3 survey question regarding rating school lunches and discuss their answers with the student sitting next to them.

Arrange students into groups of 2-3. Introduce the exercise by explaining to students that they will be designing a school lunch menu, and there will be 5 rounds to this activity.

Distribute one ["Designing the Menu" handout](#) to each group. Allow about 5 minutes for rounds 1, 2, and 5 and about 2 minutes for rounds 3 and 4. Tell students when it is time to pass along the handout to begin the next stage.

Tell students to complete the **assignment for Round 1 as the "Lead Chefs."** They should not begin Round 2 until everyone is done Round 1. When ready, instruct students to pass the handout to another group and complete the assignment for **Round 2 as the "Writers."**

For Round 3, return the handout to the original "Lead Chefs" to perform this task.

**For Round 4, pass the handout back to the same "Writers" group to perform the assignment (if necessary).**

For Round 5, pass the handout to a totally new group of students to complete the assignment.

**For the "Final Result" category, ask the students to pass the handout back to the original "Lead Chefs" for that worksheet.**

Review the jobs students performed in each round and analyze with students what happened.

Students should be able to equate the roles found and used in this activity with the roles of each of the branches of the United States government. Individually, ask students to fold a piece of white copy paper lengthwise from top to bottom and then approximately two inches across and down from the top of the paper to make a T-chart.

On the left side of the top of the chart, the student should write the name of a role found in the activity and label it. On the right side of the top of the chart, the student should write the name of the branch of the United States government to which that role corresponds. Below the horizontal fold line, the student will write ways in which the role and branch are similar. An example is found below:



Role from Activity	Corresponding Branch of Government

Have students complete the 5 question mini-review on their individual handout.

### Check for Understanding

- Describe the system of checks and balances between the Lead Chef, the Writer, and the Judge in "What's for Lunch?"
- How is this system of checks and balances similar to the system found between the branches of U.S. government? Explain your answer with an example.

### Rubric

2 – This response gives a valid similarity with an accurate and relevant example.

1 – This response gives a valid similarity with an inaccurate, irrelevant, or no example.

### Strategy 3: Extending and Refining "Branches of Power" Web-Based Game

For this strategy, students will apply all that they have learned in Lesson 2 thus far by playing a game entitled, "Branches of Power." The game allows players to control all three branches of government in growing issues into full-fledged laws.

[This web-based game, including instructions and tutorials, can be found online here.](#)

Have students work in pairs to play the game. After students have completed the game, initiate a whole group discussion regarding strategies used in working with all three branches of government to change issues into laws.

### Check for Understanding

- Why is it important for all three branches to monitor one another and to work together in transforming issues into laws? Explain your answer.

### *Rubric*

2 – This response gives a valid reason with an accurate and relevant explanation.

1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

### **Strategy 4: Application**

#### **L-R-D (Listen-Read-Discussion)**

This strategy includes three basic steps to set the stage for learning:

- **L – Listen** as the teacher provides the context for the topic or concept. This may take the any form the teacher feels is appropriate.
- **R –** The student will then **read** an article, essay, etc. associated with the topic or concept.
- **D –** Classroom **discussion** then commences.

For this activity, the teacher should begin by stating that work done by the three branches of the U.S. government is ongoing and that it affects all Americans to some degree or another. The teacher should also review the idea that current events are reported on by news agencies so that the public may know what is happening when events take place. **(Listen)**

Divide the class into pairs, and assign each pair a specific branch of the United States government with the goal of having each pair find examples of ways in which their assigned branch of government exercises its power or responsibilities to solve a problem.

Pairs may be directed to complete one or more of these activities:

1. Provide several current event news articles that describe different branches of the U.S. government exercising their power and/or satisfying one of their responsibilities.
2. Have student pairs conduct research online at <http://www.timeforkids.com/TFK/> or <http://scholasticnews.com/> to find a news article that describes a branch of the U.S. government exercising its power and/or satisfying one of its responsibilities.
3. Have student pairs visit the website <http://www.annenbergclassroom.org/page/speakouts> to read a current event question and its response, and to determine how their assigned branch of United States government might respond or take action regarding its content.

Student pairs will read the news article provided or found. They will then write a summary telling which branch of government is featured in the article and how that branch of government exercised its power and/or satisfied one of its responsibilities using specific details from the news article. **(Read)**

When research, reading, and summary time has concluded, pairs will reveal their findings in a whole group format. **(Discuss)**

### **Check for Understanding**

- How might the work of one of the branches of the U.S. government have an effect on you? Support your answer with an example.

### ***Rubric***

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

## Resources

### Print

- Hamilton, John C. Branches of Government: Government in Action! Checkerboard Books, 2004.
- Sobel, Sylvan A. How the U.S. Government Works. Hong Kong: Barron's Educational Series, Inc., 1999.
- We the People: The Citizen and the Constitution. Center for Civic Education, 2003.

### Web Sites

- [www.gliffy.com](http://www.gliffy.com)
- <http://bensguide.gpo.gov/3-5/government/branches.html>
- <http://government.pppst.com/3branches.html>
- [www.brainpop.com/socialstudies/usgovernmentandlaw/branchesofgovernment/](http://www.brainpop.com/socialstudies/usgovernmentandlaw/branchesofgovernment/)
- [http://www.theschoolbell.com/Links/word\\_walls/words.html](http://www.theschoolbell.com/Links/word_walls/words.html)
- [www.sheppardsoftware.com/usa\\_game/government/branches\\_government.htm](http://www.sheppardsoftware.com/usa_game/government/branches_government.htm)
- <http://icivics.org>
- [www.timeforkids.com/TFK/](http://www.timeforkids.com/TFK/)
- <http://scholasticnews.com/>
- <http://www.annenbergclassroom.org/page/speakouts>

## **Common Core State Standards Connections**

Content Standards integrated within instructional strategies

### **Grade 4 Reading Standards for Informational Text**

- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 Social Studies.

### **Grade 4 Writing Standards for Literacy in Social Studies**

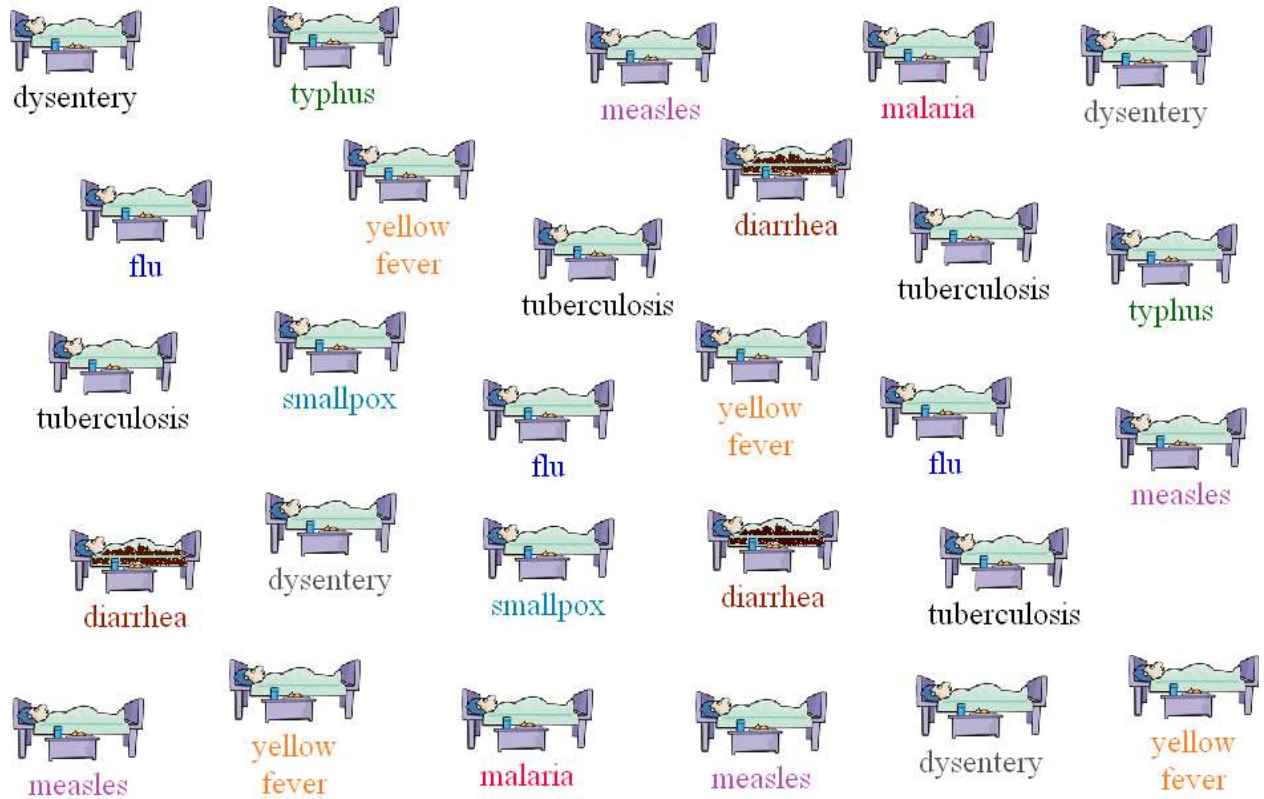
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **Grade 4 Speaking and Listening Standards**

- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## Handout 1

# Field Hospital



### Discuss the following with a partner:

1. What may be wrong with the way that this field hospital is organized? Explain why.
2. What might be done to improve it?

**Activity:** Take a pair of scissors, cut out the various patients, and re-arrange them in a way that solves any serious problems that you identified.

## Handout 2

# James Tilton's Huts

This is a story about a famous person who came up with a great idea!

Some people think that James Tilton was Delaware's greatest doctor. He was born on June 1, 1745, in Kent County. When the Revolutionary War broke out in 1776, he served in an army hospital in Wilmington.

Doctor Tilton noticed that more people were dying of **"hospital fever" in all of the Army hospitals he visited than** were killed in battle or dying of wounds. Soldiers came to the hospital to get better. Instead, they got fevers and died. **As Dr. Tilton himself wrote, "Many a fine fellow have I seen, brought into the hospital, for slight...affections and carried out dead of a hospital fever."**

To help solve this problem, Doctor Tilton came up with **the idea of "Tilton Huts."** These huts were smaller than the big, one-room hospitals that were being used. Tilton **believed in "the importance of separating those ill of fevers ...from the wounded..."** In other words, his idea was to keep patients separated in smaller huts so that diseases would not spread as easily. This made things better very quickly. **Because of Doctor Tilton's hut idea, there were fewer cases of "hospital fever."** Doctors today still use his idea to treat patients.

Adapted from these sources:

Shands, Alfred R. Delaware Medical Journal. *James Tilton, M.D. Delaware's Greatest Physician (1745-1822)*. January 1974, Volume Number 46, Number 1, Pages 24-27. Accessed at the Delaware Historical Society.

Tilton, James. (1813) *Economical Observations on Military Hospitals*. Wilmington: J. Wilson.

**Handout 3**

**Character Map  
for**

**James Tilton**

**Problem he saw**

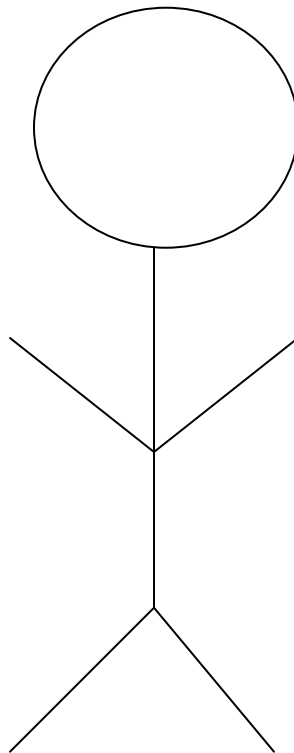
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**Solution he  
came up with**

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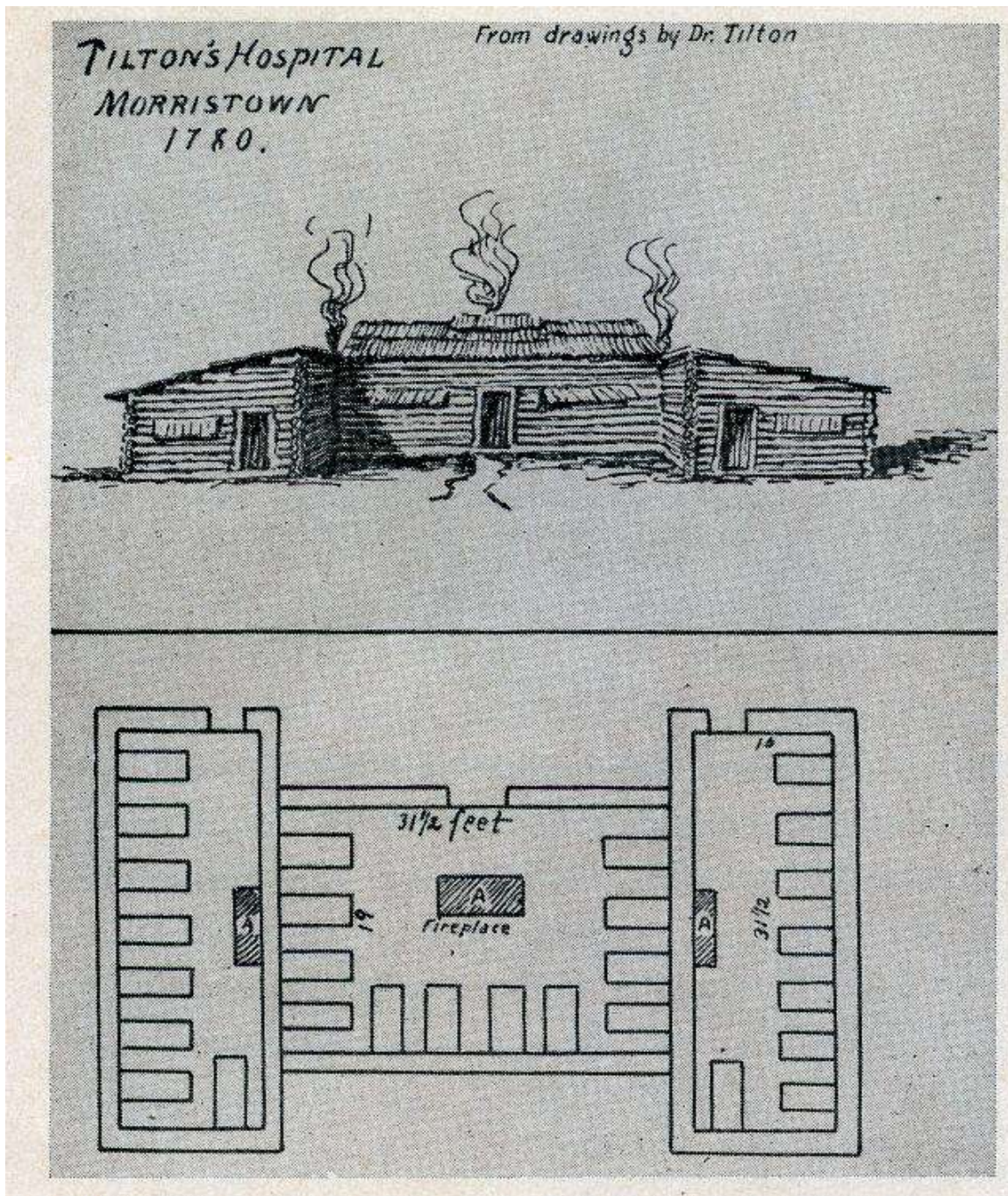
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## Handout 4

Use the space below to draw what you imagine a ***Tilton Hut*** looked like.

## Sketch of a Tilton Hut



Source: Shands, Alfred R. Delaware Medical Journal. *James Tilton, M.D. Delaware's Greatest Physician (1745-1822)*. January 1974, Volume Number 46, Number 1, Pages 24-27. Used with permission from the Delaware Historical Society. Delaware Historical Society.

## Handout 5

# A Government and Its Powers

declare war

raise taxes

draft people into the army

accuse people of a crime

decide whether a person is guilty or innocent

arrest people

make laws

interpret the laws

decide who can get married

decide who can get a driver's license

decide how tax money will be used

decide who has to go to school

decide what students have to do to graduate

decide how many hours a person may work each week

decide how much a person must get paid for their work

take people's homes to build roads, hospitals, fire stations

carry out the laws

make treaties with other countries

make money veto laws

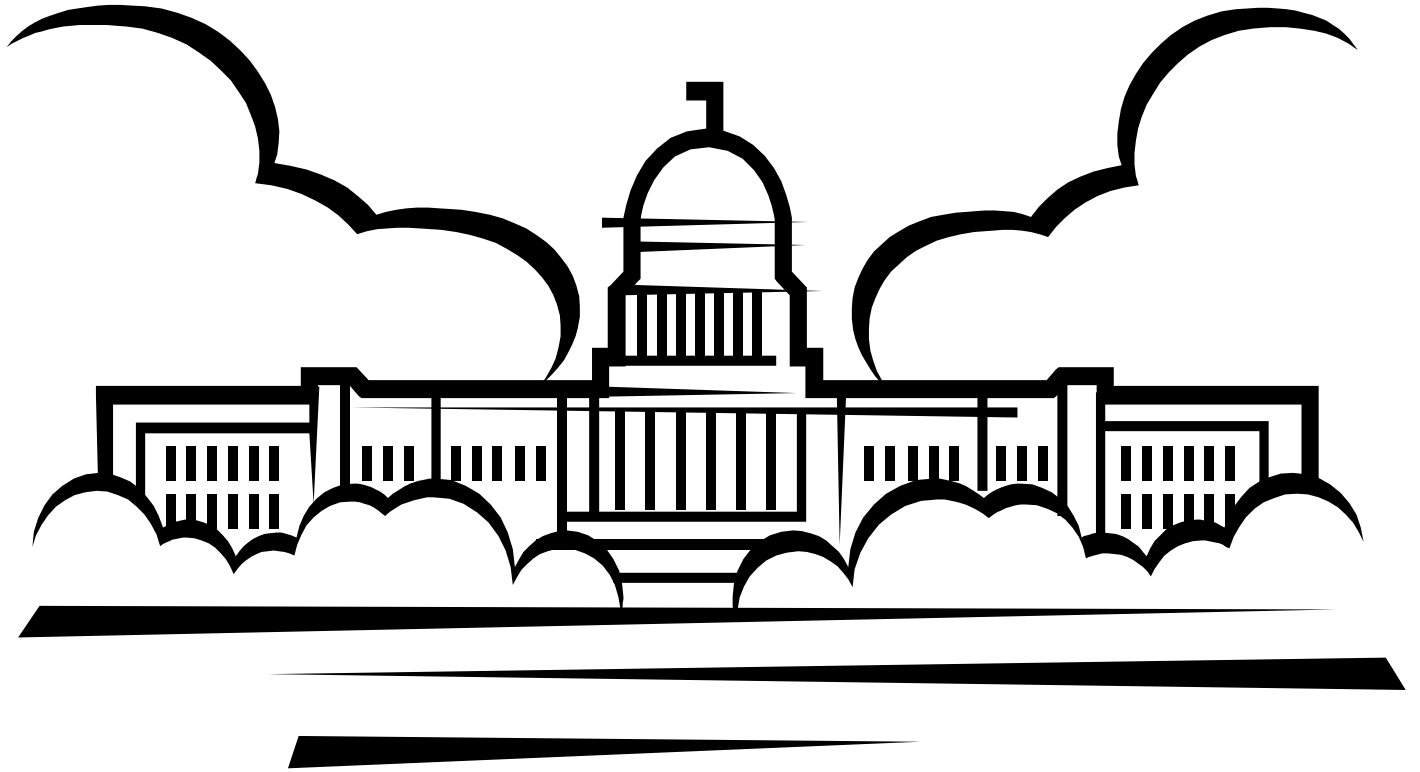
decide whether a law is constitutional

impeach elected officials

remove elected officials

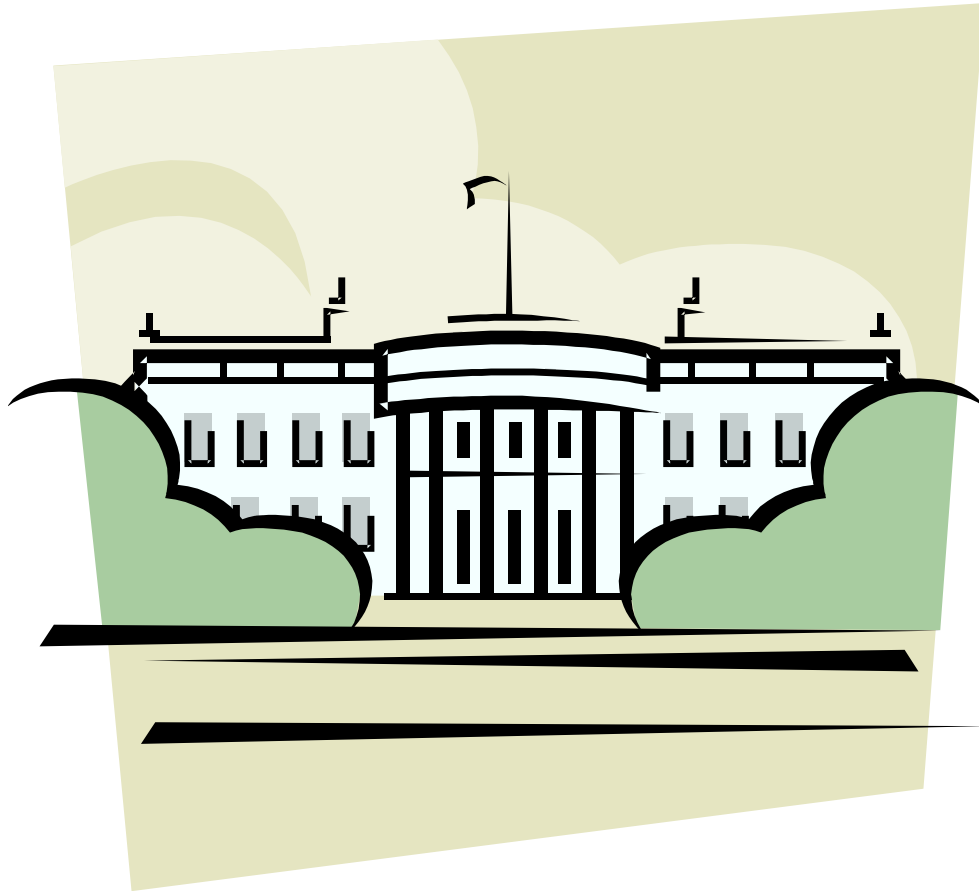
## Handout 6

# Legislative Branch Congress



House	Senate
435 members	100 members

# **Executive Branch**



# **The President**



# Judicial Branch Supreme Court



9 Justices

**Handout 7**  
**Power Boxes**

**Power Box #1**

Declare war.

**Power Box #2**

Make laws.

**Power Box #3**

Make sure that  
the laws are  
carried out.

**Power Box #4**

Veto laws.

**Power Box #5**

Interpret laws.

**Power Box #6**

Make treaties.

### Power Box #7

Approve  
treaties.

### Power Box #8

Propose taxes.

### Power Box #9

Impeach  
elected  
officials.

### Power Box #10

Try impeached  
officials.

### Power Box #11

Appoint people  
to the Cabinet.

### Power Box #12

Appoint judges.



## **Charter School Unit Modification**

The following questions have been developed to assist in the refinement of the required scope and sequence documents and accompanying units of instruction for the charter school approval and renewal processes. Through a cover letter format these questions should be addressed to assist members of the Delaware Department of Education Curriculum and Instructional Improvement work group effectively evaluate charter school applications.

### **Guiding Questions**

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

**This model unit of instruction was selected as part of Thomas Edison's curricular submission** because they are a part of the DE Social Studies Coalition. Students explore why and how there could be different views on similar events. This has a relevant connection to current events as this is an election year.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications have been made to this model unit of instruction. Imbedded into the unit are suggestions for differentiation, so the needs of all learners can be met through this unit as is.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications have been made to this unit of instruction

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No modifications have been made to this unit.

***Delaware Model Unit***

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:**        **Interpreting the Past – Dueling Documents**

**Designed by:**   **Fran O’Malley, [Delaware Social Studies Education Project](#)**  
**Research Assistant:** **Mark Degliobizzi**

**Content Area:** **Social Studies**

**Grade Levels:** **4-5**

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## **Summary of Unit**

This unit uses the duel between Alexander Hamilton and Aaron Burr as a case study in which students explore historical thinking and the question *why might there be different (competing) accounts of the same event?*

### **Overview**

Summative Assessment (page 4): **Students write and illustrate an “Upside Down” or “Flip Over” book that describes a single event from two different points of view.**

- [Lesson 1 – Mean or Misunderstood?](#): Students analyze competing accounts of the *Three Little Pigs* to advance understanding of point of view and evidence.
- [Lesson 2 – Dueling Sounds](#): A bell ringing contest that simulates a duel allows students to experience an event in which point of view may impact interpretations of who won.
- [Lesson 3 – Tragedy at Weehawken](#): Students read a partial account of the duel between Aaron Burr and Alexander Hamilton that sets the stage for a historical investigation (who fired first?).
- [Lesson 4 – Dueling Documents](#): Students unknowingly engage competing eyewitness accounts of the duel between Aaron Burr and Alexander Hamilton.
- [Lesson 5 – Weighing the Evidence](#): Students weigh the evidence relating to the question, did Burr or Hamilton fire the first shot?
- [Lesson 6 – Dueling Images](#): Students use a historical thinking tool to analyze competing images of the duel, and then use the images to corroborate or refute the documentary evidence and their own interpretations.
- Templates for creating [Tiny Two Tale Flip-Over Book](#).

**Note:** This unit is still in a pilot stage. Your feedback is desired. Please offer feedback on the unit after implementing or field testing at

[https://www.surveymonkey.com/s.aspx?sm=NxoaVNF27hT5ABzXw77jyA\\_3d\\_3d](https://www.surveymonkey.com/s.aspx?sm=NxoaVNF27hT5ABzXw77jyA_3d_3d)

In the 4–5 cluster, History Standard Three introduces students to the concept that historical accounts of the same event may differ because of either the differences in the evidence cited to support that historian or because different historians are different people with **different ways of looking at something. A historian’s point of view influences the sources** used to answer questions, which in turn affects conclusions. Students at this level will quickly get the point if you ask them if parents ever get the same story from two siblings about what started an argument. Who was the last person to use the milk and why is it sitting out on the counter? Or, who left the toothpaste out? Whose turn is it to take the trash out?

The American Revolution provides many possible opportunities to illustrate this aspect of history. On numerous occasions, the British and the Americans disagreed. An account of an event that happened before or during the war would be different depending on which side of the ocean the author lived on. Or, which side the author preferred to emerge victorious, the British or the rebels. The vocabulary used in different accounts often betrays **the author's feelings** and personal bias. Alert students to look for such words. Historians may try to write unbiased history, but they can never be completely free of the personal factors that influenced their lives.

This unit addresses a number of preconceptions and misconceptions that research involving elementary students suggests are common, for example:

- History is **"just a bunch of facts."**
- There is a single truth that we can uncover about past events.
- History textbooks contain factual, authoritative accounts of the past. They also **contain the "correct" answers.**
- To know something you have to witness it.
- If two historical sources conflict, one is wrong.
- If a historical account contains any bias or point of view, it must be taken with a grain of salt.
- Knowing about the author/creator of a document or image is unimportant.
- Secondary sources are less reliable than primary sources.
- Historical claims ***must*** be backed up by a lot of supporting evidence.

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## **Stage 1 – Desired Results**

(What students will know, do, and understand)

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### **Delaware Social Studies Standards**

- **History Standard Three 4-5a:** Students will explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author.
- **History Standard Two 4-5a:** Students will identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

### **Big Ideas**

- Interpretation
- Point of view
- Evidence

### **Enduring Understandings K–12**

- Students will understand that there may be different accounts of the past because people have different points of view and base their interpretations on different evidence.

### **Essential Question**

- Why are there different explanations of the same event in history?

### **Knowledge and Skills**

#### **Students will know...**

- How to define point of view and evidence.
- That there are competing accounts of past events.
- That what happened in the past and what appears in historical accounts may be different.
- That much of what appears in history books is interpretation.
- That what is written has much to do with who wrote it and when it was written.

#### **Students will be able to...**

- Employ historical thinking in their analyses of historical materials.
- Write about an event from a different point of view.
- Draw inferences from a timeline.
- Critically evaluate historical evidence.
- Weigh and provide evidence in support of a historical interpretation.
- Corroborate and refute different types of evidence.

## Stage 2 – Assessment Evidence

(Design assessments to guide instruction)

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### Transfer Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context.

The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons conclude.

### Essential Question Measured by the Transfer Task

- How could there be different explanations of the same event in history?

[Click here for a handout of the Transfer Task.](#)

## Rubric

Scoring Category	Score Point 3	Score Point 2	Score Point 1
<b>This product provides...</b>			
<b>different interpretations of the same event (in words).</b>	The account explicitly offers different interpretations of a single event.	The account offers different interpretations of a single event but one or both have to be inferred.	The account offers one interpretation of a single event.
<b>information explaining the characters' different points of view.</b>	The account describes different points of view and explains why each is held.	The account describes different points of view but offers no explanation as to why each is held.	The account describes a single point of view and explains why it is held.
<b>evidence that supports each interpretation.</b>	The account includes easily found evidence that is used convincingly to support different interpretations.	The account includes evidence found with some difficulty and that provides adequate support for different interpretations.	The account includes evidence found with some difficulty and that provides adequate support for a single interpretation.
<b>different (competing) illustrations of the same event.</b>	The account effectively communicates different (competing) interpretations of a single event through illustrations.	The account communicates different (competing) interpretations of a single event through illustrations that require considerable inferencing.	The account offers illustrations that communicate a single interpretation of one event.
<b>the use of content-appropriate vocabulary.</b>	The content-appropriate vocabulary is <b>well developed and evident</b> .	There is <b>some evidence</b> of content-appropriate vocabulary.	There is <b>minimal evidence</b> of content-appropriate vocabulary.

**Total Score:** \_\_\_\_\_

**Above the Standard: 13 – 15 points**

**Meets the Standard: 11 – 13 points**

**Below the Standard: 10 or fewer**

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Lesson 1



## Mean or Misunderstood?



**Abstract:** In this lesson students will examine competing accounts of a well-known tale to develop their understandings of two concepts that are at the heart of History Standard Three, *evidence* and *point-of-view*.

**Essential Question:** Why are there different explanations of the same event in history?

#### Materials Needed:

- Copies of [Appendix 1: Dual Concept Developer](#)
- Copies of [Appendix 2: Wolf Character Map](#)
- Copy of the stories *Three Little Pigs* and *The True Story of the 3 Little Pigs*, by Jon Scieszka (or any two stories that offer competing accounts of the same event—see bibliography below).

#### Vocabulary:

- Point of view – “A way of looking at things” (American Heritage Children’s Dictionary); position from which something is considered or evaluated (American Heritage Dictionary); what a person thinks or believes about something.
- Evidence – “Facts or signs that help one find out the truth or come to a conclusion” (American Heritage Children’s Dictionary); something that provides proof or support.
- Misunderstood – Failure to understand or grasp the nature of something or someone.

#### Procedures:

1. *Preview the Unit:* Tell students that you are going to begin a new unit and that there are two concepts that are crucial to understanding the standard that is at the heart of the unit. This lesson will introduce and develop those concepts.
2. *Introduce the Benchmark:* Present the standard addressed in this unit: Students will explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented or the point of view of the author.
3. *Introduce Terms/Concepts:*
  - a. Write “Point of View” on the board. Ask volunteers to suggest a definition. Offer an example (e.g., Dana is a smart girl). Have volunteers refine their definitions and then offer a valid definition (e.g., see above under Vocabulary).

- b. Write “Evidence” on the board. Ask volunteers to suggest a definition. Offer an example (e.g., Dana’s outstanding grades are evidence that she is a smart girl). Have volunteers refine their definitions and then offer a valid definition (e.g., see above under Vocabulary).
4. *Think-Pair-Share – Dual Concept Developer*: Distribute copies of [Appendix 1 – Dual Concept Developer](#) and project a copy so that you can guide the students through their tasks.
  - a. Part I: Students define the terms *point of view* and *evidence* and offer an example of each. Ask students to share their examples.
  - b. Part II: Tell the students that people often have different points of view about the same person or event, and they usually offer different evidence to support their point of view. Read the example provided (i.e., *Pat’s Performance During a Soccer Match*). Then, have students work with a partner to offer another example. Ask students to share their examples.
5. *Application*: Select (or create) two stories that present different accounts of the same event (see bibliography below). This lesson uses the story of the *Three Little Pigs* and Jon Scieszka’s *The True Story of the 3 Little Pigs* by A Wolf, but there are many alternatives from which you can choose.
  - a. Read Story #1: Ask students if they have ever heard of the story entitled *Three Little Pigs*. Ask a student to summarize and then read the story to ensure that they can complete a Character Map.
    - 1) Distribute copies of [Appendix 2 – Wolf Character Map](#) and project a copy so that you can guide the students through the tasks. Point to the appropriate points on the handout and explain what students are supposed to do—identify the title of the book, author’s point of view, evidence to support that point of view, and summarize by deciding whether the wolf is mean or misunderstood. Take a minute or two to define “misunderstood” (see Vocabulary above). Optional—allow students to draw the wolf in a manner that effectively illustrates the author’s point of view.
    - 2) Have students work in small groups to discuss responses but have each student create their own character map.
    - 3) Review responses to the prompts on the Wolf Character Map.
  - b. Repeat the same steps outlined in Procedure 5a above for Story 2 (*The True Story of the 3 Little Pigs*). [Appendix 2](#) can be used for both stories.
6. *Debrief*: Raise the following questions with the students...
  - a. What is point of view?
  - b. What is evidence?
  - c. Did the authors of the two books have similar or different points of view? Explain.
  - d. How might a writer’s point of view influence his or her conclusions?
  - e. Did the authors of the two books offer similar or different evidence?
  - f. How might the evidence that a person presents influence his or her conclusions?
  - g. Is there a relationship between evidence, point of view, and conclusions? Explain.
  - h. Can you think of any other examples of people having different points of view about the same event or person?



### **Check for Understanding**

Read the following quote then answer the two questions that follow:

The best books ever written are in the Harry Potter series. To date, that series has sold 400 million copies and both children and adults love the books.

Describe a different point of view. What evidence *could* someone offer to support that different point of view?

### ***Rubric***

2 – This response gives a valid point of view with accurate and relevant supporting evidence.

1 – This response gives a valid point of view with inaccurate, irrelevant, or no supporting evidence.

## Appendix 1

# Dual Concept Developer

**Part I: Gathering Information** - Use the spaces in the chart below to offer definitions and examples of point of view and evidence.

Point of View		Evidence
Definition		Definition
Example		Example

**Part II: Extending Information** – People can have different points of view about the same person or event. People can also offer different evidence to support those points of view. Look at the example provided below then offer an example of your own.

Example Provided

Topic: <i>Pat's performance during a soccer match.</i>	
Point of View	Different Point of View
<i>Pat was the star of the game.</i>	<i>Pat did not play very well.</i>
Evidence	Evidence
<i>Pat scored the only goal for the team.</i>	<i>Pat played badly on defense and allowed the other team to score 2 goals.</i>

Offer an Example of Your Own in the Spaces Below:

Topic:	
Point of View	Different Point of View
Evidence	Evidence

## Appendix 2

# Wolf Character Map

Describe the WOLF based on...

---

Title of Story

*What is the author's  
point of view toward  
the wolf?*

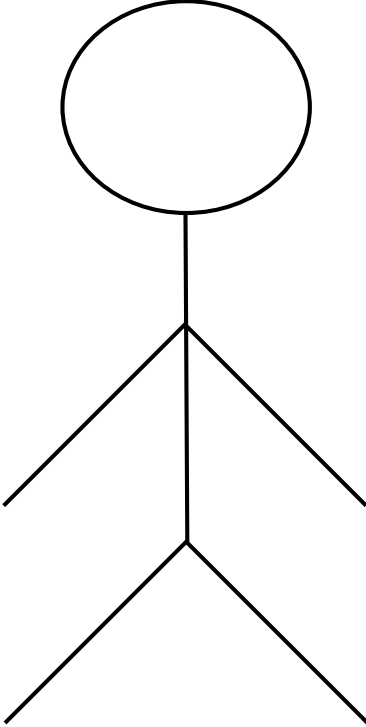
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*What evidence  
supports this point  
of view?*

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Draw me to match the author's  
point of view.

**Interpretation/Conclusion: Is the wolf mean or misunderstood?**

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## Lesson 2



# Dueling Sounds



**Abstract:** This lesson places students in a scenario that builds prior knowledge and prepares students for their encounter with competing accounts of the Burr-Hamilton duel (do not mention the Burr-Hamilton duel at this point). Two pairs of students will compete against each other in a bell-ringing contest or “duel” for a reward that is likely to produce competing or “dual” eyewitness accounts.

### Essential Question

- Why are there different explanations of the same event in history?

### Materials Needed:

- Two bells or other small, sound-making devices (e.g., whistles).
- Copies of [Appendix 1 – Anticipation/Response Guide](#).
- Large copy of [Appendix 2 – Rules of the Contest](#).

### Vocabulary

- Eyewitness, primary source, secondary source

(This lesson assumes that students will have learned the distinction between primary and secondary sources. If not, [visit here](#) for a lesson that develops this understanding.)

### Procedures:

1. *Anticipation Guide:* Distribute copies of [Appendix 1 – Anticipation/Response Guide](#) and post or project a copy so that the entire class can see it. Read the instructions while students read to themselves and point to the “Before” section that students are to complete at this phase of the unit. Make it clear that they are to leave the right-hand column labeled “After” blank until later in the unit. Collect their responses and analyze for preconceptions and misconceptions.

**Note to Teacher:** this Anticipation Guide focuses on historical thinking rather than content relating to the Burr-Hamilton duel as the primary goal of this unit is to advance understanding of what is referred to in *How Students Learn* as “second order, substantive concepts.”

2. *Activity Description:* Tell the students that you are going to have a little competition today involving two students and their partners. The competition involves seeing who can ring a bell first—after receiving permission to do so. Teachers are encouraged to think about who will be involved in this activity prior to implementation. Ideally, you will select two students who are relatively competitive. These two students, who will be the main actors in the activity, will be allowed to select their own partner or “second.” The activity is called “Battle of the Bells.”

The two “parties” you select will be the bell ringers and will compete to see who rings their bell first. Each party will select a “second” person or partner who will work with their partners (bell ringers) as a monitor to make sure that the rules are followed and that the other “party” competes fairly. There will be a very nice prize for the pair that wins the contest (select a prize, e.g., a highly desired piece of candy, and show it to the students. You want to motivate and encourage a keen sense of competitiveness. The prize also establishes an important sense of consequence for losing, which will be important for an upcoming lesson on the Burr-Hamilton duel in which Alexander Hamilton suffers the ultimate consequence. But do not mention the Burr-Hamilton duel connection yet).

3. *Establish and Explain the Rules:* Display [Appendix 2 – Rules of the Contest](#). Tell the students that there are rules that have been set for the contest to make sure that it is conducted fairly and that both participants have a fair chance of winning. Ask volunteers to read and explain the rules, offering clarification when necessary. These “Stipulated” rules are not negotiable.

**Note to Teacher:** The rules that appear on [Appendix 2](#) are recommended as they mimic rules of dueling and build knowledge for upcoming lessons (the same rules appear below with notes for teachers). These rules also increase the chances that students will arrive at different conclusions.

- a. The “parties” will be seated at desks or tables \_\_\_\_ paces (10 if possible) apart from each other (*make sure that they are far enough apart so that the other pair, especially the second has difficulty witnessing/hearing what happens*).
  - 1) Parties may not ring their bells until AFTER the authorized *second* says “present.”
  - 2) A coin toss will decide which second says “present.”
  - 3) The seconds must stand next to the party who selected them.
  - 4) The party who loses the coin toss has first choice of seats and bells.
  - 5) The “parties” must have their hands on the top of the desk or table and around the bell with one finger above and not touching the bell but ready to press down after the second says “present.” (*Note – this is so that the interval between bell sounds is so brief that it is difficult to distinguish who wins.*)
  - 6) Neither “parties” nor “seconds” may speak to each other after the bells are rung. Each *second* must independently write down what happened and who won.
  - 7) Only one round of bell ringing is allowed and the seconds must decide who wins (NO ties).
4. *Conduct the Contest:* Arrange for the contest to be outside of the eyes of the rest of the class (e.g., in the hallway, another classroom, etc.) so that only the parties and seconds can witness what happens. Logically, you may want to have a parent helper or colleague supervise the contestant-pairs. The point is that the activity will work best if only the seconds are able to witness and report on what happened. The adult supervisor should not come back into the classroom so that there is not even the slightest opportunity to corroborate or refute the seconds’ accounts.

*Alternate Strategy:* If there are issues with the idea of sending students out of the room, ask the rest of the class to turn their tables or chairs around so that they cannot see what happens. The risk with this option, however, is that the rest of the class will hear the direction from which bell sounds come rather than relying on eyewitness accounts from the “seconds.” Ideally, the class should be restricted to drawing conclusions from the “seconds” accounts.

Send the pairs out for the contest. The seconds should have a piece of paper and a pencil or pen. As soon as the “Battle of the Bells” ends, the “parties” must give up their seats to the seconds who must then write down what happened and who won the contest. The “party” and his or her “second” may speak to each other in “library voices” but must not speak with the other pair. As soon as they are finished they must return to the classroom, and the second must deliver the written account to the teacher.

5. *Classroom Discussion (while contestants are competing):* The teacher should lead the students in a discussion that focuses on the following questions while the contestants are competing in the hallway:
  - a. Who do you predict will win the contest? Why?
  - b. Do you think the “seconds” share the same point of view? Why?
  - c. Do you think the “seconds” will agree on what happened—who won? Why?
  - d. What do you predict will be each “second’s” conclusion? Why?
  - e. Do the rules of this contest ensure that the seconds will be able to see and hear accurately what goes on? Explain.
6. *Read “Eyewitness” Accounts:* Have the seconds return to the classroom and read their accounts to the class. Ask another student to summarize after each account is read.

**Note to Teacher:** There are two different outcomes (do not allow ties) that will require two different procedures.

### **Outcome 1 – Seconds Agree Who Won**

Procedure – whole-class discussion.

- Is this what you predicted after the parties and seconds left the room? Did we expect the seconds to agree?
- What is the likelihood that other people in the same situation would always agree?
- Explore the counter-factual. Ask students, what if the seconds came back with two different accounts?
- Why *might* two seconds disagree about who rang the bell first?

## Outcome 2 – Seconds Disagree About Who Won

Procedure – follow the steps enumerated below.

1. *Seconds Defend Positions:* Invite the *seconds* to explain and defend their version of events.
2. *Whole-Class Discussion:*
  - a. Which pair of contestants earned the award for winning the “Battle of the Bells?”
  - b. Do those of us who remained in class know definitely what happened?
  - c. Did the “Battle of the Bells” occur in the past, present, or future? (*A seemingly odd question, but one that highlights the fact that the battle is grounds for historical investigation because it happened in the past.*)
  - d. Do you think that the “seconds” eyewitness accounts of the bell contest are similar or different to the accounts that appear in history textbooks (i.e., are they “facts” or interpretations)? Explain.
  - e. If \_\_\_\_\_ (name one of the seconds) was the author of a history textbook, what would that textbook say about the “Battle of the Bells?” What would \_\_\_\_\_ (name other second) say if he wrote that textbook instead of \_\_\_\_\_ (other second)? Why would there be differences?
  - f. How should we be reading our history textbooks—as if they are facts that cannot be challenged or as if they are interpretations that can be challenged?
  - g. What are some questions you should be asking of your textbook as you read it (e.g., who was/were the author(s), do they have any obvious biases, what is their point of view, what evidence do they provide, are there other sides of the story, etc.)?
  - h. Can we determine what actually happened in situations like this when we encounter two different accounts of the past? How?
3. *Anticipation/Response Guide (formative assessment):* Have students revisit [Appendix 1 – Anticipation/Response Guide](#). Have them reflect on what they learned in this lesson by filling in Agree or Disagree in the column just to the right of each statement labeled “Response *After* Lesson 2.” Have students share any revisions in their thinking. Collect and save the Guides for re-use at the end of the unit in Lesson 6.

### Check for Understanding (Error Correction)

A student in class says “history is just a bunch of facts.”

- ❖ How would you correct that student if you were his or her teacher? Explain your answer.

### Rubric

- 2 – This response gives a valid correction with an accurate and relevant explanation.
- 1 – This response gives a valid correction with an inaccurate, irrelevant, or no explanation.

# Appendix 1

## Anticipation/Response Guide

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

*Directions:* In the left-hand column labeled **Answer Before Instruction**, place the letter “A” next to any statement with which you agree. Do not write in the right-hand columns until your teacher tells you to.

Pre		Formative	Summative
<b>Answer before instruction.</b>	<b>Topic: History</b>	<b>Response after Lesson 2.</b>	<b>Response after the Unit.</b>
	History is the study of facts about the past.		
	History textbooks have the correct answers to questions that people may ask about the past.		
	If there are differences between what one history textbook says and what another history textbook says, one of the textbooks is wrong.		
	It does not matter who writes a history book as long as the author is a historian.		
	We know what happened long ago because of what eyewitnesses tell us happened.		
	Primary sources tell us what actually happened in the past.		

Adapted from Doty, Jane K., Cameron, Gregory N, and Barton, Mary Lee. (2003) *Teaching Reading in Social Studies*. McREL. Aurora, CO.



## **Appendix 2**

# **Rules – Battle of the Bells**

### **Stipulated Rules**

1. The “parties” will be seated at desks or tables that are placed \_\_\_\_ paces apart from each other.
2. Parties may not ring their bells until AFTER the authorized second says “present.”
3. A coin toss will decide which second says “present.”
4. The seconds must stand next to the party who selected them. The party who loses the coin toss has first choice of the seat and bell.
5. The “parties” must have their hands face down on the top of the desk or table and around the bell with one finger on top of the bell so that it is prepared to press down after the second says “present.”
6. The “parties” and “seconds” may not speak to each other after the bells are rung. Shortly after the bells ring, each second must independently write down what happened and who won.
7. Only one round of bell ringing is allowed and the seconds must decide who wins (NO ties).

## Lesson 3



# Tragedy at Weehawken



**Abstract:** In this lesson students read a story about the tragic duel between Aaron Burr and Alexander Hamilton to learn how even eyewitnesses may offer different accounts of the past.

### Essential Question

- Why are there different explanations of the same event in history?

### Materials Needed

- Copies of [Appendix 1 – Thinking Chronologically](#)
- Copies of [Appendix 2 – “Tragedy at Weehawken”](#)

### Vocabulary

- Point of view, despicable, rival, honor

### Procedures

**Warm-Up (optional):** Problematic Situation (Vaca & Vaca, 1993) – present students with the following situation. Ask them to work in small groups to generate possible solutions. List solutions and discuss why each one would be good solution. Pick one that seems to be the best solution.

**Situation:**

You are good friends with someone who is thinking about getting into a fight. Your friend was called a terrible name. What steps would you take to prevent the fight?

Have groups share their best solution and explain why it is best.

1. *Preview the Lesson:* Tell students that they are going to read about a tragic event that happened over 200 years ago involving two distinguished lawyers who served with distinction in the War for Independence and in various state and federal offices after the war.
2. *Think-Pair-Share:* Distribute copies of [Appendix 1 – Thinking Chronologically](#). Ask students to read through the timeline that appears on Appendix 1 and then discuss the three questions at the bottom with a partner. Invite volunteers to share their responses after the pairs have had time to discuss.

### Questions

- How would you describe the relationship between Aaron Burr and Alexander Hamilton?
- What do you think would be Burr’s point of view toward Hamilton by 1804?
- What do you think would be Hamilton’s point of view toward Burr by 1804?

3. *Pre-Reading Prediction:* Write the following words on the board:
  - Morning, rowed, vice president, treasurer, duel, despicable, honorTell the students that they are going to read a story today. Ask students to use the words to write 2-3 sentences in which they predict what the story will be about. They do not have to use all of the words.
4. *Distribute Copies* of [Appendix 2 – Tragedy at Weehawken](#). Read it aloud while students follow along. Pause to explain sections that may require clarification.
5. *Summarize:* Ask a student to summarize the reading.
6. *Revise Predictions:* Have students revise their pre-reading predictions if the original prediction was wrong.
7. *Extend Thinking and Set the Stage for the Next Lesson:* Ask the following questions:
  - Who fired the first shot – Hamilton or Burr? (*Story does not say*)
  - How might we find out? (*For teachers: four people witnessed the duel—the two seconds, Pendleton and Van Ness; Aaron Burr; and Alexander Hamilton who slipped in and out of consciousness for a day before passing away on July 12.*)

### **For the Teacher**

Students will read one of two, competing eyewitness accounts of the duel in the next lesson. BUT, do not share this because you will want the students to think that they are all reading the same account.

### **Debrief**

Tell students that dueling was not uncommon at the turn of the 19<sup>th</sup> Century. Even though it was illegal, it was rarely punished. In fact, they were viewed as somewhat acceptable “affairs of honor.” Over time, Americans came to view dueling as barbaric. The practice died out by the end of the 19<sup>th</sup> Century.

## Appendix 1

# Thinking Chronologically

**Directions:** Read through the timeline that appears below and then be able to answer the questions that follow.

**1789**

Aaron Burr accepts a position as Attorney General for New York after supporting Alexander Hamilton's candidate. Hamilton questions Burr's principles. (Ellis 40)

**1791**

President George Washington appoints Alexander Hamilton to be Treasurer of the United States. Aaron Burr defeats Hamilton's wealthy father-in-law for a U.S. Senate seat from NY. Burr opposes Hamilton's economic plan as a Senator. (Ellis 40-41)

**1792**

Alexander Hamilton urges people not to vote for Aaron Burr when he runs for the Office of Vice President. Burr lost. (Ellis 41)

**1794**

Alexander Hamilton blocks Aaron Burr's nomination as American minister to France. (Ellis 41)

**1800**

Aaron Burr published a document written by Alexander Hamilton that is highly critical of his fellow Federalist, President John Adams. The document was never intended for public viewing and causes Hamilton a great deal of embarrassment.

The Presidential election of 1800 ends in a tie between two Republicans—Thomas Jefferson and Aaron Burr. Federalist Alexander Hamilton convinces his fellow Federalists to support Republican Thomas Jefferson. Jefferson defeats Burr. (Ellis 41)

**1804**

Alexander Hamilton urges people not to vote for Aaron Burr when he runs for governor of New York. Burr loses. (Ellis 41)

### Questions

1. How would you describe the relationship between Aaron Burr and Alexander Hamilton?
2. What do you think would be Burr's point of view toward Hamilton by 1804?
3. What do you think would be Hamilton's point of view toward Burr by 1804?

## Appendix 2

# The Story: Tragedy at Weehawken



Aaron Burr



Alexander Hamilton

At around 5:00 on the morning of July 11, 1804, the Vice-President of the United States and a former Treasurer of the United States were rowed in separate boats across the Hudson River from New York City to a secret location on cliffs near Weehawken, New Jersey. The Vice-President was 48-year-old Aaron Burr. The former Treasurer was the Vice-President's longtime rival Alexander Hamilton. The two men went to Weehawken to duel. Burr challenged Hamilton to a duel after he read an article that said Hamilton held a "despicable opinion...of Mr. Burr." Since Burr challenged Hamilton, Hamilton got to select the weapons that would be used in the duel. He chose pistols.

Both Hamilton and Burr brought a "second" or trusted friend. The seconds' responsibilities were to make sure that each man followed the rules for dueling and to help their friends if they were wounded. Alexander Hamilton brought Nathaniel Pendleton, while Vice-President Burr brought William Van Ness.

The two seconds were the only people to witness the duel because dueling was illegal. The men who rowed Hamilton and Burr as well as a doctor David Hosack who went in case of injuries had to stay below in the rowboats so that they could state honestly that they did not witness the duel and, therefore, not be able to testify against the duelists if they were charged with a crime. Sadly, even though duels were illegal in most states in 1804, they were not uncommon. Wealthy men, in particular, thought that dueling was the only way to defend their honor when that honor was seriously attacked.

Following the rules for dueling, Aaron Burr and Alexander Hamilton stood 10 paces apart. Moments after the authorized second said "present," shots rang out. Alexander Hamilton was hit on his right side and died the next day.

## Lesson 4



# Dueling Documents



**Abstract:** In this lesson students split into two groups with each given the task of analyzing competing eyewitness accounts of the Burr/Hamilton duel. The students will not know that they are reading competing accounts written by the seconds in the duel. Their task is to determine what happened in the interval between receiving instructions to “present” and the discharge of weapons. The students will then pair off to jigsaw conclusions and debate (or duel) the question: which historical source is “best.”

### Essential Question

- Why are there different explanations of the same event in history?

### Materials Needed

- Copies of Appendix – [DOCUMENT \(Excerpted Version\)](#): Statement of Aaron Burr’s second
- Copies of Appendix – [Document \(Excerpted Version\)](#): Statement of Alexander Hamilton’s second
- One copy of [Appendix 1 – Bulls-Eyed Version of Pendleton’s Statement](#)
- One copy of [Appendix 2 – Bulls-Eyed Version of Van Ness’s Statement](#)
- Tape and Pencil
- Copies of [Appendix 3 – Graphic Organizer – Duel Interpretations](#)

**Note:** Complete versions of both documents are provided for the teacher.

- [DOCUMENT \(Complete Version for Teacher\)](#)
- [Document \(Complete Version for Teacher\)](#)

### Vocabulary

- Duel, second, eyewitness, account, “holes in the evidence”

### Procedures

1. *Jigsaw:* Tell students that they are going to read an eyewitness account of the duel between Aaron Burr and Alexander Hamilton. Split the class into equal halves. Place students in both halves into groups of 3–4. Distribute the handout entitled “[DOCUMENT](#)” (upper case) to one-half of the groups and [Document](#) (lower case) to the other half, making sure that an equal number of students get each of the two documents. The documents are labeled with capital/lower case lettering to distinguish them for the teacher and to conceal the differences from the students. You will want students to assume that they are getting the same document. Try to seat the students with competing documents far enough apart to reduce the likelihood that their conversations will be overheard by those with competing documents.
2. *Reading Buddies:* Pair more with less accomplished readers. Have the students read, analyze, and discuss the document they are given. Ask the students to demonstrate comprehension of the document by writing a brief description of what happened on July 11,

1804, in their own words. Tell them to include information relating to the following question: *who fired the first shot?*

3. *Pair-Share*: Couple the students who analyzed the handout entitled “DOCUMENT” (capital letter account) with a student who analyzed the competing “Document” (lower case account). Ask each of the two students in the paired groups to read their descriptions of what happened on July 11, 1804, to the person with whom they are now sitting.

After the students share and respond to each other’s descriptions ask:

- Were your descriptions similar or different? (*They contain competing accounts of the same event*) Why? (*They read different sources*)
  - Who authored each document? What do you know or what can you infer about each author? (*Pendleton was Hamilton’s friend and his second at the duel with Burr; Van Ness was Burr’s friend and his second at the duel with Hamilton*)
  - How would you define the term *point of view*?
  - What was Mr. Van Ness’s point of view?
  - What was Mr. Pendleton’s point of view?
  - Why might there be two different accounts of the Burr-Hamilton duel?
4. *Dueling Documents*: Tell the pairs that they are now going to play a game of Dueling Documents in which their “duel” focuses on deciding which source is “best.” Explain that they have excerpted reproductions of two primary source documents. Their task is to decide which document should win the document duel (or be considered more accurate). Ask them to discuss the following questions as they decide which document wins the duel:
    - a. Which document won the duel and why?
    - b. Is one source “better” than the other?
    - c. What might make one piece of historical evidence “better” than another?
    - d. What might make one account of the past better than another?
    - e. Which account of the Burr-Hamilton duel should appear in our history textbooks? Why?
  5. *“Holes in the Evidence”*

Ask students what it means when someone says that there are “holes in a story?” (*The story is suspect*) Tell students that evidence, just like stories, can have holes in them and that the class is now going to play a game of “Holes in the Evidence.”

Ask the two students who played the role of “seconds” in the Battle of the Bells to come up to the front of the room. Give one of the students [Appendix 1](#) with a piece of tape. Give the other student [Appendix 2](#) with a piece of tape. Ask the two students to stand back-to-back then count off 10 (small based on room size) paces. Ask them to tape their documents on the chalkboard (or wall) where they complete their 10 paces then return to their seats.

Write *Pendleton or Hamilton’s Second* under Appendix 1. Write *Van Ness or Burr’s Second* under Appendix 2. Draw attention to the bulls-eyes on each document.

Remind students that the overarching question in this lesson is *who fired first*—Burr or Hamilton. Write the question, “Which piece of evidence (or document), if either, has holes in it and why?” in large letters between the two documents. Tell the students that you now want them to offer reasons why one document has holes in it, i.e., is less believable or not as

“good” as the other in terms of answering the question, “what happened at Weehawken on July 11, 1804.” If a student offers a compelling challenge to one of the documents, use a pencil to place a dot symbolizing a hole on the bulls-eye in the document the student critiqued (pencil recommended in case another student effectively refutes the challenge to the document). If the reason is not as compelling, place a hole outside the bulls-eye symbolizing a less accurate “shot.” The further from the bulls-eye, the less persuasive the argument. Once the students exhaust reasons, decide which document loses the document duel.

6. *Debrief:* Ask:

- a. Why might historians arrive at different conclusions about the past? *(Explain that history is filled with different interpretations. One reason for the different interpretations is that historians often rely on different pieces of evidence to construct their accounts. Another is that people have different points of view that are influenced by factors such as friendships, shared beliefs e.g. political, shared opinions, e.g., about other individuals.)*
- b. Knowing that there can be different interpretations of the past, what are some questions you should be asking of any historical account or piece of historical evidence (e.g., a document) as you read/interrogate it?
- c. What makes some pieces of evidence stronger than other pieces of evidence?

Further explain that most accounts of the past involve interpretations built on evidence that varies in strength. To think historically involves questioning texts, including their textbooks and encyclopedias, rather than accepting them as facts.

### Check for Understanding

- ❖ Distribute copies of [Appendix 3 – Graphic Organizer – Duel Interpretations](#) and have students fill in information that responds to the prompts in the 4 boxes.
- ❖ Paper Thoughts: Have students read an excerpt from a history textbook and record what they are thinking as they read. Check to see if they are interrogating the text 😊 or treating it as authoritative 😊.



# DOCUMENT

## (Excerpted Version for Students)

...Mr. P[endleton] expressed a confident opinion that General Hamilton did not fire first – and that he did not fire at all at Col. Burr...

General Hamilton's friend thinks it to be a sacred duty...to publish to the world such facts and circumstances as have produced a decisive conviction in his own mind. That he cannot have been mistaken in the belief he has formed on these points.

1<sup>st</sup>. General Hamilton informed Mr. P[endleton]...he had made up his mind *not to fire at Col. Burr the first time, but to receive his fire, and fire in the air.*

2d. His last words before he was wounded he was asked if he would have the hair spring set? His answer was, "*Not this time.*"

3<sup>rd</sup>. After he was wounded, and laid in the boat, the first words he uttered: "*Pendleton knows I did not mean to fire at Col. Burr the first time.*"

5<sup>th</sup>. The pistol that had been used by General Hamilton...after having been some time in the boat, one of the boatmen took hold of it to put it into the case. General Hamilton observed this, said "Take care of that pistol – it is cocked. It may go off and do mischief." This shews he was not sensible of having fired at all.

6. Mr. P[endleton]...determined to go to the spot where the affair took place, to see if he could not discover some traces of the course of the ball from Gen. Hamilton.

He took a friend with him the day after General Hamilton died, and after some examination they fortunately found what they were in search of. They ascertained that the ball passed through the limb of a cedar tree, at an elevation of about twelve feet and a half, perpendicularly from the ground, between thirteen and fourteen feet from the mark on which General Hamilton stood, and about four feet wide of the direct line between him and Colonel Burr, on the right side; The part of the limb through which the ball passed was cut off and brought to this city,

**Statement by Nathaniel Pendleton**  
**Alexander Hamilton's Second**  
**July 19, 1804 (Hamilton: Writings);**  
**July 16, 1804 (Freeman p 192)**

## **Document**

### **(Excerpted Version for Students)**

...it becomes proper for the gentleman who attended Col Burr to state also his impressions with respect to those points on which their [sic] exists a variance of opinion.

The parties met...& took their respective stations as directed: the pistols were then handed to them by the seconds. Gen Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but the direction of the light renders it necessary, at the same time feeling his pockets with his left hand, & drawing forth his spectacles put them on. The second asked if they were prepared which was replied to in the affirmative. The word present was then given, on which both parties took aim. The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening. On this point the second of Col Burr has full & perfect recollection. He noticed particularly the discharge of G H's pistol, & looked at Col B on the discharge of G H's pistol he perceived a slight motion in his person, which induced the idea of his being struck. On this point he conversed with his principal on their return, who ascribed that circumstance to a small stone under his foot, & observed that the smoke of G H's pistol obscured him for a moment in the interval of their firing.

**Statement by William P. Van Ness**  
**Aaron Burr's Second**

July 21, 1804 (Hamilton: Writings p 1031);  
July 17, 1804 (Freeman 192)

## Teacher Resource 1

### DOCUMENT (Complete Version for Teacher)

The Statement containing the facts that led to the interview between General Hamilton and Col. Burr, published in the Evening Post on Monday, studiously avoided mentioning any particulars of what past at the place of meeting. This was dictated by suitable considerations at the time, and with the intention, that whatever it might be deemed proper to lay before the public, should be made the subject of a future communication. The following is therefore now submitted.

In the interviews that have since taken place between the gentlemen that were present, they have not been able to agree in two important facts that passed there – for which reason nothing was said on those subjects in the paper lately published as to other particulars in which they were agreed.

Mr. P. expressed a confident opinion that General Hamilton did not fire first – and that he did not fire at all at Col. Burr. Mr. V. N. seemed equally confident in the opinion that Gen. H. did fire first – and of course that it must have been at his antagonist.

General Hamilton's friend thinks it to be a sacred duty he owes to the memory of that exalted man, to his country, and his friends, to publish to the world such facts and circumstances as have produced a decisive conviction in his own mind. That he cannot have been mistaken in the belief he has formed on these points.

1<sup>st</sup>. Besides the testimonies of Bishop Moore, and the paper containing an express declaration, under General Hamilton's own hand, enclosed to his friend in a packet, not to be delivered but in the event of his death, and which have already been published, General Hamilton informed Mr. P. at least ten days previous to the affair, that he had doubts whether he would not receive and not return Mr. Burr's first fire. Mr. P. remonstrated against this determination, and urged many considerations against it. As dangerous to himself and not necessarily in the particular case, when every ground of accommodation, not humiliating, had been proposed and rejected. He said he would not decide lightly, but take time to deliberate fully. It was incidentally again at their occasional subsequent conversations, and on the evening preceding the time of the appointed interview, he informed Mr. P. he had made up his mind *not to fire at Col. Burr the first time, but to receive his fire, and fire in the air.* Mr. P. again urged his upon this subject, and repeated his former arguments. His final answer was in terms that made an impression on Mr. P's mind which can never be effaced. "My friend, it is the effect of a RELIGIOUS SCRUPLE, and does not admit of reasoning, it is useless to say more on the subject, as my purpose is infinitely fixed."

2d. His last words before he was wounded afford a proof that this purpose had not changed. When he received his pistol, after having taken his position, he was asked if he would have the hair spring set? His answer was, "*Not this time.*"

3<sup>rd</sup>. After he was wounded, and laid in the boat, the first words he uttered after recovering the power of speech, were, (addressing himself to a gentleman present, who perfectly well remembers it) "*Pendleton knows I did not mean to fire at Col. Burr the first time.*"

4<sup>th</sup>. The determination had been communicated by Mr. P. to that gentleman that morning, before they left the city.

5<sup>th</sup>. The pistol that had been used by General Hamilton, lying loose over the other apparatus in the case which was open; after having been some time in the boat, one of the boatmen took hold of it to put it into the case. General Hamilton observed this, said “Take care of that pistol – it is cocked. It may go off and do mischief.” This is also remembered by the gentleman alluded to.

This shews he was not sensible of having fired at all. If he had fired previous to receiving the wound, he would have remembered it, and therefore have known that the pistol could not go off; but if afterwards it must have been the effect of an involuntary exertion of the muscles produced by a mortal wound, in which case, he could not have been conscious of having fired.

6. Mr. P. having so strong a conviction that if General Hamilton had fired first, it could not have escaped his attention (all his anxiety being alive for the effect of the first fire, and having no reason to believe the friend of Col. Burr was not sincere in the contrary opinion) he determined to go to the spot where the affair took place, to see if he could not discover some traces of the course of the ball from Gen. Hamilton.

He took a friend with him the day after General Hamilton died, and after some examination they fortunately found what they were in search of. They ascertained that the ball passed through the limb of a cedar tree, at an elevation of about twelve feet and a half, perpendicularly from the ground, between thirteen and fourteen feet from the mark on which General Hamilton stood, and about four feet wide of the direct line between him and Colonel Burr, on the right side; he having fallen on the left. The part of the limb through which the ball passed was cut off and brought to this city, and is now in Mr. Church’s possession.

No inferences are pointed out as a result from these facts, nor will any comments be made. They are left to the candid judgment and feelings of the public.

**Statement by Nathaniel Pendleton (AH’s Second)**

July 19, 1804 (Hamilton: Writings);

July 16, 1804 (Freeman p 192)

Source: Alexander Hamilton: Writings. (2001) Library of America. New York.

## **Teacher Resource 2**

### **Document (Complete Version for Teacher)**

The second of G H having considered it proper to subjoin an explanatory note to the statement mutually furnished, it becomes proper for the gentleman who attended Col Burr to state also his impressions with respect to those points on which their [sic] exists a variance of opinion. In doing this he pointedly disclaims any idea disrespectful of the memory of G H, or an intention to ascribe any conduct to him that is not in his opinion perfectly honorable and correct.

The parties met as has been above related & took their respective stations as directed: the pistols were then handed to them by the seconds. Gen Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but the direction of the light renders it necessary, at the same time feeling his pockets with his left hand, & drawing forth his spectacles put them on. The second asked if they were prepared which was replied to in the affirmative. The word present was then given, on which both parties took aim. The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening. On this point the second of Col Burr has full & perfect recollection. He noticed particularly the discharge of G H's pistol, & looked at Col B on the discharge of G H's pistol he perceived a slight motion in his person, which induced the idea of his being struck. On this point he conversed with his principal on their return, who ascribed that circumstance to a small stone under his foot, & observed that the smoke of G H's pistol obscured him for a moment in the interval of their firing.

When G H fell Col B advanced toward him as stated & was checked by his second who urged the importance of his immediately repairing to the barge, conceiving that G H was mortally wounded, & being desirous to secure his principal from the sight of the surgeon & bargemen who might be called in evidence. Col B complied with his request.

He shortly followed him to the boat, and Col B again expressed a wish to return, saying with an expression of much concern, I must go & speak to him. I again urged the obvious impropriety stating that the G was surrounded by the Surgeon & Bargemen by whom he must not be seen & insisted on immediate departure.

**Statement by William P. Van Ness**  
July 21, 1804 (Hamilton: Writings p 1031);  
July 17, 1804 (Freeman 192)

Source: Alexander Hamilton: Writings. (2001) Library of America. New York.

## Appendix 1

# Statement of Alexander Hamilton's Second – Nathaniel Pendleton

The Statement containing the facts that led to the interview between General Hamilton and Col. Burr, published in the Evening Post on Monday, studiously avoided mentioning any particulars of what past at the place of meeting. This was dictated by suitable considerations at the time, and with the intention, that whatever it might be deemed proper to lay before the public, should be made the subject of a future communication. The following is therefore now submitted.

In the interviews that have since taken place between the gentlemen that were present, they have not been able to agree in two important facts that passed there – for which reason nothing was said on those subjects in the paper lately published as to other particulars in which they were agreed.

Mr. P. expressed a confident opinion that General Hamilton did not fire first – and that he did not fire at all at Col. Burr. Mr. V. N. seemed equally confident in the opinion that Gen. H. did fire first – and of course that it must have been at his antagonist.

General Hamilton's friend thinks it to be a sacred duty he owes to the memory of that exalted man, to his country, and his friends, to publish to the world such facts and circumstances as have produced a decisive conviction in his own mind. That he cannot have been mistaken in the belief he has formed on these points.

1st. Besides the testimonies of Bishop Moore, and the paper containing an express declaration, under General Hamilton's own hand, enclosed to his friend in a packet, not to be delivered but in the event of his death, and which have already been published, General Hamilton informed Mr. P. at least ten days previous to the affair, that he had doubts whether he would not receive and not return Mr. Burr's first fire. Mr. P. remonstrated against this determination, and urged many considerations against it. As dangerous to himself and not necessarily in the particular case, when every ground of accommodation, not humiliating, had been proposed and rejected. He said he would not decide lightly, but take time to deliberate fully. It was incidentally again at their occasional subsequent conversations, and on the evening preceding the time of the appointed interview, he informed Mr. P. he had made up his mind not to fire at Col. Burr the first time, but to receive his fire, and fire in the air. Mr. P. again urged him upon this subject, and repeated his former arguments. His final answer was in terms that made an impression on Mr. P's mind which can never be effaced. "My friend, it is the effect of a RELIGIOUS SCRUPLE, and does not admit of reasoning, it is useless to say more on the subject, as my purpose is infinitely fixed."

2d. His last words before he was wounded afford a proof that this purpose had not changed. When he received his pistol, after having taken his position, he was asked if he would have the hair spring set? His answer was, "Not this time."

3rd. After he was wounded, and laid in the boat, the first words he uttered after recovering the power of speech, were, (addressing himself to a gentleman present, who perfectly will remembers it) "Pendleton knows I did not mean to fire at Col. Burr the first time."

4th. The determination had been communicated by Mr. P. to that gentleman that morning, before they left the city.

5th. The pistol that had been used by General Hamilton, lying loose over the other apparatus in the case which was open, after having been some time in the boat, one of the boatmen took hold of it to put it into the case. General Hamilton observed this, said "Take care of that pistol – it is cocked. It may go off and do mischief." This is also remembered by the gentleman alluded to. This shows he was not sensible of having fired at all. If he had fired previous to receiving the wound, he would have remembered it, and therefore have known that the pistol could not go off; but if afterwards it must have been the effect of an involuntary exertion of the muscles produced by a mortal wound, in which case, he could not have been conscious of having fired.

6. Mr. P. having so strong a conviction that if General Hamilton had fired first, it could not have escaped his attention (all his anxiety being alive for the effect of the first fire, and having no reason to believe the friend of Col. Burr was not sincere in the contrary opinion) he determined to go to the spot where the affair took place, to see if he could not discover some traces of the course of the ball from Gen. Hamilton.

He took a friend with him the day after General Hamilton died, and after some examination they fortunately found what they were in search of. They ascertained that the ball passed through the limb of a cedar tree, at an elevation of about twelve feet and a half, perpendicularly from the ground, between thirteen and fourteen feet from the mark on which General Hamilton stood, and about four feet wide of the direct line between him and Colonel Burr, on the right side; he having fallen on the left. The part of the limb through which the ball passed was cut off and brought to this city, and is now in Mr. Church's possession.

No inferences are pointed out as a result from these facts, nor will any comments be made. They are left to the candid judgment and feelings of the public.

*-Statement by Nathaniel Pendleton (Hamilton's Second). July 19, 1804 (Hamilton: Writings); July 16, 1884 (according to Freeman pg. 192)*

Source: Alexander Hamilton: Writings. (2001) Library of America. New York.

## Appendix 2

# Statement of Aaron Burr's Second – William Van Ness

General Hamilton's second considered it proper to add an explanatory note to the statement mutually supplied. It becomes proper for Colonel Burr's second to state also his impressions with respect to those points on which there exists a disagreement of opinion. In doing this, he bluntly disclaims any idea disrespectful of the memory of General Hamilton, or an intention to ascribe any conduct to him that is not in his opinion perfectly honorable and correct.

The parties met as has been above related & took their respective stations as directed: the pistols were then handed to them by the seconds. Gen Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but the direction of the light renders it necessary, at the same time feeling his pockets with his left hand, & drawing forth his spectacles put them on. The second asked if they were prepared which was replied to in the affirmative. The word present was then given, on which both parties too aim. The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening. On this point the second of Col Burr has full & perfect recollection. He noticed particularly the discharge of G H's pistol, & looked at Col B on the discharge of G H's pistol he perceived a slight motion in his person, which induced the idea of his being struck. On this point he conversed with his principal on their return, who ascribed that circumstance to a small stone under his foot, & observed that the smoke of G H's pistol obscured him for a moment in the interval of their firing.

When G H fell Col B advanced toward him as stated & was checked by his second who urged the importance of his immediately repairing to the barge, conceiving that G H was mortally wounded, & being desirous to secure h is principal from the sight of the surgeon & bargemen who might be called in evidence. Col B complied with his request. He shortly followed him to the boat, and Col B again expressed a wish to return, saying with an expression of much concern, I must go & speak to him. I again urged the obvious impropriety stating that the G was surrounded by the Surgeon & Bargemen by whom he must not be see & insisted on immediate departure.




*-Statement by William P. Van Ness (Burr's Second)  
July 21, 1804 (Hamilton: Writings p 1031); July 17, 1804 (Freeman 192)*

Source: Alexander Hamilton: Writings. (2001) Library of America. New York.



## Appendix 3

# Graphic Organizer – Duel Interpretations

Duel		
Who Fired First? (Why might two people arrive at different interpretations of the same event?)		
 Eyewitness 1 Burr's Second	 The Duel July 11, 1804	 Eyewitness 2 Hamilton's Second Name _____
<b>Explanation(s)</b> Why might he arrived at at different interpretation? _____ _____ _____ _____ _____		<b>Explanation(s)</b> Why might he arrived at at different interpretation? _____ _____ _____ _____ _____
<b>Interpretation 1</b> Who Fired First? _____		<b>Interpretation 2</b> Who Fired First? _____



## Lesson 5



# Weighing the Evidence



**Abstract:** In this lesson, students will weigh evidence available to those investigating a longstanding mystery surrounding the Burr-Hamilton duel. The mystery involves the question, “Who fired first?”

### Essential Question

- Why are there different explanations of the same event in history?

### Materials Needed

- Scale (if available) – borrow one from a science teacher or you can also use a hanger and hang the evidence appropriately over the different ends (see Procedure 6)
- Copies of [Appendix 1 – Know/Not Chart](#)
- Copies of [Appendix 2 – Evidence Strips](#)
- Scissors
- Copies of [Appendix 3 – Re-write History – Tragedy at Weehawken](#)

### Vocabulary

- “Interview” (19<sup>th</sup> Century codeword for duel), eyewitness, evidence, hearsay, bias, corroborate

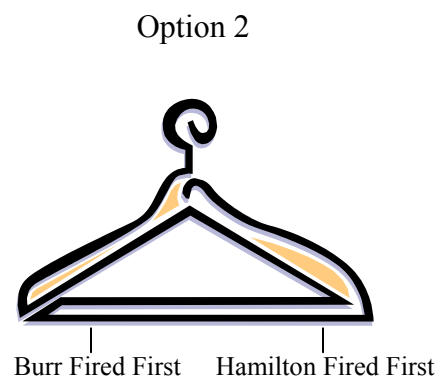
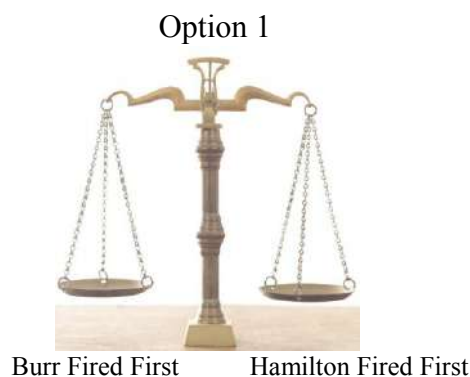
### Procedures

1. *Activate Prior Knowledge* (surface preconceptions): Ask students to complete the Know/Not Chart available on [Appendix 1](#). What do we **know** about the Burr-Hamilton duel? What do we still **not** know? Have students share their responses. Highlight the fact that historians still debate who fired the first shot.
2. *Preview the Lesson*: Today’s lesson is an attempt to enter students further into the historical debate. They are going to *do history* by weighing evidence that is considered when addressing the question “*who fired first?*” After weighing the evidence students will be asked to formulate a response that is supported by evidence.
3. *Weigh Evidence in Collaborative Pairs*: Students are to work in collaborative pairs for this activity. Distribute [Appendix 2 – Evidence Strips](#) and a pair of scissors to each pair.

Appendix 2 contains numerous pieces of possible evidence presented in three different sized strips on each page. The different sizes represent varying weights of the evidence (strong, moderate, weak). After analyzing and discussing each piece of evidence with the question *who fired first* in mind, students should cut out that strip that represents their conclusions about the evidence and be prepared to explain why it should be considered strong, moderate, or weak.

**Note:** Students may argue effectively that a certain piece of evidence supports neither or both positions.

4. *Brainstorm:* Ask...what questions might you (students) ask of the evidence to help determine its strength as you consider the question *who fired first?*
5. Post/distribute and discuss the following questions to guide student thinking as they analyze the evidence:
  - a. What is the source of the evidence (who said it)? Does it matter, “who said it?”
  - b. What do we know about the person who provided the evidence?
  - c. Did the person witness the event (duel)? Does this matter?
  - d. Did the author of the document have any notable biases? What are they?
  - e. What is the date of the source? How close in time to the event (duel) is the source—was it created during, immediately after, a day later, a week later...? Does this matter? (*may be an appropriate time for a “whisper down the lane” exercise*)
  - f. Does the evidence seem consistent with what you know about the event (duel) or the people involved in the event (duel)?
  - g. Is the evidence or statement consistent with what you know about the time in which the duel took place?
  - h. Is the evidence or statement hearsay (e.g., “someone told me”) or eyewitness testimony (e.g., “I saw...”)? Does this matter?
  - i. Do other pieces of evidence corroborate what is in the source or statement?
6. Call different students up to place their evidence strips on the side of the scale that is supported by that particular piece of the evidence. Alternatively, they can fold the evidence strip and hang it over the appropriate side of the hanger. See below for an illustration of what the scale might look like:



Allow time for student to challenge conclusions to reinforce the idea that history is interpretive and that there can be different conclusions.

7. *Whole-Class Discussion:* Raise the following questions after students have placed all of the evidence provided in this lesson on the scale:
  - a. Where does the evidence lean most heavily—did Burr or Hamilton fire the first shot?
  - b. Do we now have enough evidence to conclude that we know what happened on July 11, 1804?
  - c. What does this unit suggest to us about history—is it fact, interpretation, or both?

- d. Given that history is largely interpretive, how should this unit affect how we read history?
8. *Write History*: Remind students of the reading from Lesson 3 entitled “Tragedy at Weehawken.” Distribute copies of the altered reading provided in [Appendix 3](#). Appendix 3 contains almost all of the same information as the reading from Lesson 3 except that the ending from Lesson 3 reading is cut off so that students can write their own ending. Have each student write their own ending with attention to the question *who fired the first shot*? Compare and contrast the endings written by students. (**Note:** Tell students to save their stories as they will refer back to them in the next lesson.)
9. *Whole-Class Discussion*:
- Are you surprised that classmates wrote different accounts? Why or why not?
  - What should your history textbook state about the duel?
  - Should you be surprised if there are different accounts of the past found in different history books? Why or why not?
  - What questions should you ask if you encounter (only) one account of an event in a source such as a (text)book or encyclopedia?

### Debrief

Be careful not to leave the students with the impression that historical claims must be backed up by a lot of evidence. Sometimes it only takes a single piece of evidence to substantiate or refute a claim.

### Check for Understanding

“Hamilton did fire his weapon intentionally and he fired first. But he aimed to miss Burr, sending his ball into the tree above and behind Burr’s location. In doing so, he did not withhold his shot, but he did waste it....”

Joseph Ellis  
*Founding Brothers* (2000) p. 30

Joseph Ellis won the very prestigious Pulitzer Prize for his book *Founding Brothers*. Has Joseph Ellis finally settled the dispute over who fired the first shot on July 11, 1804? Explain.

**Appendix 1**  
**Know-Not Chart**

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

<b>I Know</b> What do I know about the Burr-Hamilton duel?	<b>I Do Not Know</b> What do I still not know about the Burr-Hamilton duel?

## Appendix 2

# Evidence Strips

- A. Hamilton was given the choice and took a position with sun in his eyes that gave the advantage to Burr. ***“The parties met as has been above related & took their respective stations as directed: the pistols were then handed to them by the seconds. Gen Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but the direction of the light renders it necessary....”***

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

- B. Van Ness stated that Hamilton “first discharged.” ***“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening.”***

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

- C. Pendleton stated that AH fired first. ***“Mr. P. expressed a confident opinion that General Hamilton did not fire first – and that he did not fire at all at Col. Burr.”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)  
July 16 or 19, 1804

- D. Mr. Van Ness stated that Hamilton paused to put on his glasses. ***“The parties met...& took their respective stations as directed: the pistols were then handed to them by the seconds. Gen Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but...feeling his pockets with his left hand, & drawing forth his spectacles put them on.”***

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

- E. Night before the duel Pendleton states that Hamilton told him he would not fire at Burr. ***“...on the evening preceding the time of the appointed interview, he informed Mr. P. he had made up his mind not to fire at Col. Burr the first time, but to receive his fire, and fire in the air. Mr. P. again urged his upon this subject, and repeated his former arguments. His final answer was in terms that made an impression on Mr. P’s mind which can never be effaced. “My friend, it is the effect of a RELIGIOUS SCRUPLE, and does not admit of reasoning, it is useless to say more on the subject, as my purpose is infinitely fixed.”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)  
July 16 or 19, 1804

- F. The day before the duel Hamilton wrote that he would “throw away” his “first fire.” ***“...I have resolved, if our interview is conducted in the usual manner, and it pleases God to give me the opportunity, to reserve and throw away my first fire, and I have thoughts even of reserving my second fire – and thus give a double opportunity to Col Burr to pause and reflect.”***

Written “remarks:” Alexander Hamilton  
July 10, 1804

- G. Van Ness wrote that Burr said he stumbled after AH fired and held his fire until he could see through the smoke. ***“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening...the smoke of G H’s pistol obscured him for a moment in the interval of their firing.”***

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

- H. His own second states that Hamilton’s pistol had a hair trigger. ***“His last words before he was wounded...he was asked if he would have the hair spring set?”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)  
July 16 or 19, 1804

- I. Pendleton said Hamilton’s last words before the shots were “Not this time” when Pendleton asked if he should set the hair trigger. ***“His last words before he was wounded afford a proof.... When he received his pistol, after having taken his position, he was asked if he would have the hair spring set? His answer was, “Not this time.”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)  
July 16 or 19, 1804

- J. Van Ness stated that Hamilton “first discharged.” ***“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening.”***

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

- K. Pendleton states that his first words after being shot and placed in the rowboat were ***“Pendleton knows I did not mean to fire at Col. Burr the first time.”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)  
July 16 or 19, 1804

- L. On the way back to the city Pendleton states that Hamilton gained consciousness and cautioned others to be careful with his pistol: ***“The pistol that had been used by General Hamilton, lying loose over the other apparatus in the case which was open; after having been some time in the boat, one of the boatmen took hold of it to put it into the case. General Hamilton observed this, said “Take care of that pistol – it is cocked. It may go off and do mischief.”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)  
July 16 or 19, 1804

- M. Van Ness stated that he looked at Burr after Hamilton fired and saw him stumble. ***“He noticed particularly the discharge of G H’s pistol, & looked at Col B on the discharge of G H’s pistol he perceived a slight motion in his person, which induced the idea of his being struck. On this point he conversed with his principal on their return, who ascribed that circumstance to a small stone under his foot... in the interval of their firing.”***

Excerpt, Statement of William Van Ness (Burr’s Second)

July 17 or 21, 1804

- N. Hamilton’s second, Nathaniel Pendleton, returned to the scene of the duel the next day to see if there might be evidence that would help settle the question—*who fired first*. He wrote that he ***“took a friend with him the day after General Hamilton died, and after some examination they fortunately found what they were in search of. They ascertained that the ball passed through the limb of a cedar tree, at an elevation of about twelve feet and a half, perpendicularly from the ground, between thirteen and fourteen feet from the mark on which General Hamilton stood, and about four feet wide of the direct line between him and Colonel Burr, on the right side; he having fallen on the left. The part of the limb through which the ball passed was cut off and brought to this city...”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)

July 16 or 19, 1804

- O. “...The most abominable falsehoods are current and have issued from the house in which H. [Hamilton] now lies...”

Aaron Burr to William P. Van Ness

July 13, 1804

“...I refer you to the Morning Chronicle\* [a newspaper] of the 17<sup>th</sup> inst. [July]...The following incidents will shew what reliance may be placed on those declarations of H. which assert that he did not mean to injure me &c &ca....when the word “present” – was given, he took aim at his adversary & fired very promptly – the other fired two or three seconds after him & the Gen[era]l instantly fell exclaiming “I am a dead Man...”

Aaron Burr to Charles Biddle

July 18, 1804

## Appendix 2

# Evidence Strips

### Evidence A

#### Level 3: Strong Evidence

Hamilton was given the choice and took a position with sun in his eyes that gave the advantage to Burr. *“The parties met as has been above related & took their respective stations as directed: the pistols were then handed to them by the seconds. Gen. Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but the direction of the light renders it necessary....”*

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

#### Level 2: Moderate Evidence

Hamilton was given the choice and took a position with sun in his eyes that gave the advantage to Burr. *“The parties met as has been above related & took their respective stations as directed: the pistols were then handed to them by the seconds. Gen. Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but the direction of the light renders it necessary....”*

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

#### Level 1: Weak Evidence

Hamilton was given the choice and took a position with sun in his eyes that gave the advantage to Burr. *“The parties met as has been above related & took their respective stations as directed: the pistols were then handed to them by the seconds. Gen Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but the direction of the light renders it necessary....”*

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804



## Evidence B

### Level 3: Strong Evidence

Van Ness stated that Hamilton “first discharged.” *“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening.”*

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

### Level 2: Moderate Evidence

Van Ness stated that Hamilton “first discharged.” *“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening.”*

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

### Level 1: Weak Evidence

Van Ness stated that Hamilton “first discharged.” *“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening.”*

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

## Evidence C

### Level 3: Strong Evidence

Pendleton stated that Alexander Hamilton fired first. ***“Mr. P. expressed a confident opinion that General Hamilton did not fire first – and that he did not fire at all at Col. Burr.”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)  
July 16 or 19, 1804

### Level 2: Moderate Evidence

Pendleton stated that Alexander Hamilton fired first. ***“Mr. P. expressed a confident opinion that General Hamilton did not fire first – and that he did not fire at all at Col. Burr.”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)  
July 16 or 19, 1804

### Level 1: Weak Evidence

Pendleton stated that Alexander Hamilton fired first. ***“Mr. P. expressed a confident opinion that General Hamilton did not fire first – and that he did not fire at all at Col. Burr.”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)  
July 16 or 19, 1804

## Evidence D

### Level 3: Strong Evidence

Mr. Van Ness stated that Hamilton paused to put on his glasses.

***“The parties met... & took their respective stations as directed: the pistols were then handed to them by the seconds. Gen. Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but... feeling his pockets with his left hand, & drawing forth his spectacles put them on.”***

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

### Level 2: Moderate Evidence

Mr. Van Ness stated that Hamilton paused to put on his glasses. ***“The parties met...& took their respective stations as directed: the pistols were then handed to them by the seconds. Gen. Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but...feeling his pockets with his left hand, & drawing forth his spectacles put them on.”***

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

### Level 1: Weak Evidence

Mr. Van Ness stated that Hamilton paused to put on his glasses. ***“The parties met... & took their respective stations as directed: the pistols were then handed to them by the seconds. Gen Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but... feeling his pockets with his left hand, & drawing forth his spectacles put them on.”***

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

## Evidence E

### Level 3: Strong Evidence

Night before the duel Pendleton states that Hamilton told him he would not fire at Burr. *“...on the evening preceding the time of the appointed interview, he informed Mr. Pendleton he had made up his mind not to fire at Col. Burr the first time, but to receive his fire, and fire in the air. Mr. Pendleton again urged his upon this subject, and repeated his former arguments. His final answer was in terms that made an impression on Mr. Pendleton’s mind which can never be effaced. “My friend, it is the effect of a RELIGIOUS SCRUPLE, and does not admit of reasoning, it is useless to say more on the subject, as my purpose is infinitely fixed.”*

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)  
July 16 or 19, 1804

### Level 2: Moderate Evidence

Night before the duel Pendleton states that Hamilton told him he would not fire at Burr. *“...on the evening preceding the time of the appointed interview, he informed Mr. Pendleton he had made up his mind not to fire at Col. Burr the first time, but to receive his fire, and fire in the air. Mr. Pendleton again urged his upon this subject, and repeated his former arguments. His final answer was in terms that made an impression on Mr. Pendleton’s mind which can never be effaced. “My friend, it is the effect of a RELIGIOUS SCRUPLE, and does not admit of reasoning, it is useless to say more on the subject, as my purpose is infinitely fixed.”*

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)  
July 16 or 19, 1804

### Level 1: Weak Evidence

Night before the duel Pendleton states that Hamilton told him he would not fire at Burr. *“...on the evening preceding the time of the appointed interview, he informed Mr. Pendleton he had made up his mind not to fire at Col. Burr the first time, but to receive his fire, and fire in the air. Mr. Pendleton again urged his upon this subject, and repeated his former arguments. His final answer was in terms that made an impression on Mr. Pendleton’s mind which can never be effaced. “My friend, it is the effect of a RELIGIOUS SCRUPLE, and does not admit of reasoning, it is useless to say more on the subject, as my purpose is infinitely fixed.”*

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)  
July 16 or 19, 1804

## Evidence F

### Level 3: Strong Evidence

The day before the duel Hamilton wrote that he would “throw away” his “first fire.” *“... I have resolved, if our interview is conducted in the usual manner, and it pleases God to give me the opportunity, to reserve and throw away my first fire, and I have thoughts even of reserving my second fire – and thus give a double opportunity to Col Burr to pause and reflect.”*

Written “remarks:” Alexander Hamilton  
July 10, 1804

### Level 2: Moderate Evidence

The day before the duel Hamilton wrote that he would “throw away” his “first fire.” *“... I have resolved, if our interview is conducted in the usual manner, and it pleases God to give me the opportunity, to reserve and throw away my first fire, and I have thoughts even of reserving my second fire – and thus give a double opportunity to Col Burr to pause and reflect.”*

Written “remarks:” Alexander Hamilton  
July 10, 1804

### Level 1: Weak Evidence

The day before the duel Hamilton wrote that he would “throw away” his “first fire.” *“... I have resolved, if our interview is conducted in the usual manner, and it pleases God to give me the opportunity, to reserve and throw away my first fire, and I have thoughts even of reserving my second fire – and thus give a double opportunity to Col Burr to pause and reflect.”*

Written “remarks:” Alexander Hamilton  
July 10, 1804

## Evidence G

### Level 3: Strong Evidence

Van Ness wrote that Burr said he stumbled after Alexander Hamilton fired and held his fire until he could see through the smoke. ***“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening... the smoke of General Hamilton’s pistol obscured him for a moment in the interval of their firing.”***

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

### Level 2: Moderate Evidence

Van Ness wrote that Burr said he stumbled after Alexander Hamilton fired and held his fire until he could see through the smoke. ***“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening... the smoke of General Hamilton’s pistol obscured him for a moment in the interval of their firing.”***

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

### Level 1: Weak Evidence

Van Ness wrote that Burr said he stumbled after Alexander Hamilton fired and held his fire until he could see through the smoke. ***“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening... the smoke of General Hamilton’s pistol obscured him for a moment in the interval of their firing.”***

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

## Evidence H

### Level 3: Strong Evidence

His own second states that Hamilton's pistol had a hair trigger.

***“His last words before he was wounded... he was asked if he would have the hair spring set?”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)  
July 16 or 19, 1804

### Level 2: Moderate Evidence

His own second states that Hamilton's pistol had a hair trigger. ***“His last words before he was wounded... he was asked if he would have the hair spring set?”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)  
July 16 or 19, 1804

### Level 1: Weak Evidence

His own second states that Hamilton's pistol had a hair trigger. ***“His last words before he was wounded... he was asked if he would have the hair spring set?”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)  
July 16 or 19, 1804

## Evidence I

### Level 3: Strong Evidence

Pendleton said Hamilton's last words before the shots were "Not this time" when Pendleton asked if he should set the hair trigger.

***"His last words before he was wounded afford a proof.... When he received his pistol, after having taken his position, he was asked if he would have the hair spring set? His answer was, "Not this time."***

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)  
July 16 or 19, 1804

### Level 2: Moderate Evidence

Pendleton said Hamilton's last words before the shots were "Not this time" when Pendleton asked if he should set the hair trigger. ***"His last words before he was wounded afford a proof.... When he received his pistol, after having taken his position, he was asked if he would have the hair spring set? His answer was, "Not this time."***

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)  
July 16 or 19, 1804

### Level 1: Weak Evidence

Pendleton said Hamilton's last words before the shots were "Not this time" when Pendleton asked if he should set the hair trigger. ***"His last words before he was wounded afford a proof.... When he received his pistol, after having taken his position, he was asked if he would have the hair spring set? His answer was, "Not this time."***

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)  
July 16 or 19, 1804



## Evidence J

### Level 3: Strong Evidence

Van Ness stated that Hamilton “first discharged.” *“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening.”*

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

### Level 2: Moderate Evidence

Van Ness stated that Hamilton “first discharged.” *“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening.”*

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

### Level 1: Weak Evidence

Van Ness stated that Hamilton “first discharged.” *“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening.”*

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

## Evidence K

### Level 3: Strong Evidence

Pendleton stated that Hamilton's first words after being shot and placed in the rowboat were, "***Pendleton knows I did not mean to fire at Col. Burr the first time.***"

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)  
July 16 or 19, 1804

### Level 2: Moderate Evidence

Pendleton stated that Hamilton's first words after being shot and placed in the rowboat were, "***Pendleton knows I did not mean to fire at Col. Burr the first time.***"

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)  
July 16 or 19, 1804

### Level 1: Weak Evidence

Pendleton stated that Hamilton's first words after being shot and placed in the rowboat were, "***Pendleton knows I did not mean to fire at Col. Burr the first time.***"

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)  
July 16 or 19, 1804

## Evidence L

### Level 3: Strong Evidence

On the way back to the city Pendleton states that Hamilton gained consciousness and cautioned others to be careful with his pistol:

***“The pistol that had been used by General Hamilton, lying loose over the other apparatus in the case which was open; after having been some time in the boat, one of the boatmen took hold of it to put it into the case. General Hamilton observed this, said “Take care of that pistol – it is cocked. It may go off and do mischief.”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)  
July 16 or 19, 1804

### Level 2: Moderate Evidence

On the way back to the city Pendleton states that Hamilton gained consciousness and cautioned others to be careful with his pistol: ***“The pistol that had been used by General Hamilton, lying loose over the other apparatus in the case which was open; after having been some time in the boat, one of the boatmen took hold of it to put it into the case. General Hamilton observed this, said “Take care of that pistol – it is cocked. It may go off and do mischief.”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)  
July 16 or 19, 1804

### Level 1: Weak Evidence

On the way back to the city Pendleton states that Hamilton gained consciousness and cautioned others to be careful with his pistol: ***“The pistol that had been used by General Hamilton, lying loose over the other apparatus in the case which was open; after having been some time in the boat, one of the boatmen took hold of it to put it into the case. General Hamilton observed this, said “Take care of that pistol – it is cocked. It may go off and do mischief.”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)  
July 16 or 19, 1804

## Evidence M

### Level 3: Strong Evidence

Van Ness stated that he looked at Burr after Hamilton fired and saw him stumble ***“He noticed particularly the discharge of General Hamilton’s pistol, & looked at Col. Burr on the discharge of General Hamilton’s pistol he perceived a slight motion in his person, which induced the idea of his being struck. On this point he conversed with his principal on their return, who ascribed that circumstance to a small stone under his foot... in the interval of their firing.”***

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

### Level 2: Moderate Evidence

Van Ness stated that he looked at Burr after Hamilton fired and saw him stumble ***“He noticed particularly the discharge of General Hamilton’s pistol, & looked at Col. Burr on the discharge of General Hamilton’s pistol he perceived a slight motion in his person, which induced the idea of his being struck. On this point he conversed with his principal on their return, who ascribed that circumstance to a small stone under his foot... in the interval of their firing.”***

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

### Level 1: Weak Evidence

Van Ness stated that he looked at Burr after Hamilton fired and saw him stumble ***“He noticed particularly the discharge of General Hamilton’s pistol, & looked at Col. Burr on the discharge of General Hamilton’s pistol he perceived a slight motion in his person, which induced the idea of his being struck. On this point he conversed with his principal on their return, who ascribed that circumstance to a small stone under his foot... in the interval of their firing.”***

Excerpt, Statement of William Van Ness (Burr’s Second)  
July 17 or 21, 1804

## Evidence N

### Level 3: Strong Evidence

Hamilton's second, Nathaniel Pendleton, returned to the scene of the duel the next day to see if there might be evidence that would help settle the question – *who fired first*. He wrote that he ***“took a friend with him the day after General Hamilton died, and after some examination they fortunately found what they were in search of. They ascertained that the ball passed through the limb of a cedar tree, at an elevation of about twelve feet and a half, perpendicularly from the ground, between thirteen and fourteen feet from the mark on which General Hamilton stood, and about four feet wide of the direct line between him and Colonel Burr, on the right side; he having fallen on the left. The part of the limb through which the ball passed was cut off and brought to this city....”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)  
July 16 or 19, 1804

### Level 2: Moderate Evidence

Hamilton's second, Nathaniel Pendleton, returned to the scene of the duel the next day to see if there might be evidence that would help settle the question – *who fired first*. He wrote that he ***“took a friend with him the day after General Hamilton died, and after some examination they fortunately found what they were in search of. They ascertained that the ball passed through the limb of a cedar tree, at an elevation of about twelve feet and a half, perpendicularly from the ground, between thirteen and fourteen feet from the mark on which General Hamilton stood, and about four feet wide of the direct line between him and Colonel Burr, on the right side; he having fallen on the left. The part of the limb through which the ball passed was cut off and brought to this city....”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)  
July 16 or 19, 1804

## Evidence N (continued)

### Level 1: Weak Evidence

Hamilton's second, Nathaniel Pendleton, returned to the scene of the duel the next day to see if there might be evidence that would help settle the question – *who fired first*. He wrote that he *“took a friend with him the day after General Hamilton died, and after some examination they fortunately found what they were in search of. They ascertained that the ball passed through the limb of a cedar tree, at an elevation of about twelve feet and a half, perpendicularly from the ground, between thirteen and fourteen feet from the mark on which General Hamilton stood, and about four feet wide of the direct line between him and Colonel Burr, on the right side; he having fallen on the left. The part of the limb through which the ball passed was cut off and brought to this city....”*

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)  
July 16 or 19, 1804

## Evidence O

### Level 3: Strong Evidence

Aaron Burr shared his thoughts in two letters written shortly after the duel: "... the most abominable falsehoods are current and have issued from the house in which H. [Hamilton] now lies...."

Aaron Burr to William P. Van Ness  
July 13, 1804

"... I refer you to the Morning Chronicle\* [a newspaper] of the 17<sup>th</sup> inst. [July].... The following incidents will shew what reliance may be placed on those declarations of H. which assert that he did not mean to injure me &c &ca....when the word "present" – was given, he took aim at his adversary & fired very promptly – the other fired two or three seconds after him & the Gen[era]l instantly fell exclaiming "I am a dead Man...."

Aaron Burr to Charles Biddle  
July 18, 1804

Source: Kline, 884-887.

### Level 2: Moderate Evidence

Aaron Burr shared his thoughts in two letters written shortly after the duel: "... the most abominable falsehoods are current and have issued from the house in which H. [Hamilton] now lies...."

Aaron Burr to William P. Van Ness  
July 13, 1804

"... I refer you to the Morning Chronicle\* [a newspaper] of the 17<sup>th</sup> inst. [July].... The following incidents will shew what reliance may be placed on those declarations of H. which assert that he did not mean to injure me &c &ca.... When the word "present" – was given, he took aim at his adversary & fired very promptly – the other fired two or three seconds after him & the Gen[era]l instantly fell exclaiming "I am a dead Man...."

Aaron Burr to Charles Biddle  
July 18, 1804

## Evidence O (continued)

### Level 1: Weak Evidence

Aaron Burr shared his thoughts in two letters written shortly after the duel: "... the most abominable falsehoods are current and have issued from the house in which H. [Hamilton] now lies..."

Aaron Burr to William P. Van Ness  
July 13, 1804

"... I refer you to the Morning Chronicle\* [a newspaper] of the 17<sup>th</sup> inst. [July].... The following incidents will shew what reliance may be placed on those declarations of H. which assert that he did not mean to injure me &c &ca.... When the word "present" – was given, he took aim at his adversary & fired very promptly – the other fired two or three seconds after him & the Gen[era]l instantly fell exclaiming "I am a dead Man...."

Aaron Burr to Charles Biddle  
July 18, 1804



## Appendix 3

# Rewrite History – Tragedy at Weehawken



Aaron Burr



Alexander Hamilton

At around 5:00 on the morning of July 11, 1804, the Vice-President of the United States and a former Treasurer of the United States were rowed in separate boats across the Hudson River from New York City to a secret location on cliffs near Weehawken, New Jersey. The Vice-President was 48-year-old Aaron Burr. The former Treasurer was the Vice-President's longtime rival Alexander Hamilton. The two men went to Weehawken to duel. Burr challenged Hamilton to a duel after he read an article that said Hamilton held a "despicable opinion... of Mr. Burr." Since Burr challenged Hamilton, Hamilton got to select the weapons that would be used in the duel. He chose pistols.

Both Hamilton and Burr brought a "second" or trusted friend. The seconds' jobs were to make sure that each man followed the rules for dueling and to help their friends if they were wounded. Alexander Hamilton brought Nathaniel Pendleton while Vice-President Burr brought William Van Ness.

The two seconds were the only people to witness the duel because dueling was illegal. The men who rowed Hamilton and Burr, as well as a doctor David Hosack who went in case of injuries, had to stay below in the rowboats so that they could state honestly that they did not witness the duel and, therefore, not be in a position to testify against the duelists if they were charged with a crime. Sadly, even though dueling was illegal in most states back then, it was not uncommon. Wealthy men, in particular, thought that dueling was the only way to defend their honor when that honor was seriously attacked.

Following the rules for dueling, Aaron Burr and Alexander Hamilton stood 10 paces apart. Moments after the authorized second said "present," \_\_\_\_\_

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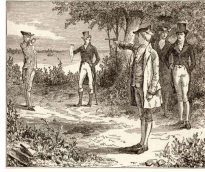
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(use back of paper if needed)

## Lesson 6

# Dueling Images



**Abstract:** In this lesson, students examine visual images of the duel between Aaron Burr and Alexander Hamilton. The visuals offers new contexts in which students hone their historical thinking skills, corroborate or refute preliminary conclusions using the additional evidence, and work with alternatives to traditional word-based texts that challenge many younger readers.

### Essential Question

- Why are there different *images* of the same event in history?

### Materials Needed

- Transparency or projected image of [Appendix 1 – \(Reflection Tool\) Historical Thinking – Visual Images](#)
- Transparency marker.
- Copies of [Appendix 2 – Images of the Duel](#)
- Scissors for groups of students
- Copies of [Appendix 3 – Cover Page](#)
- Students revised stories – “Tragedy at Weehawken” that they completed in Lesson 5 ([Appendix 3](#))

### Vocabulary

- Accurate, bias, corroborate, evidence, point of view, refute

### Procedures:

1. *Review:* Remind students that our focus is on trying to answer the question, *who fired the first shot at the Burr-Hamilton duel on July 11, 1804?* Ask them where the evidence seems to be pointing at this time based on the documentary evidence and the questions that they have used to interrogate those documents.
2. *Preview this Lesson:* Remind students that they just analyzed one type of evidence (i.e., documents) relating to the duel between Burr and Hamilton. Now, they are going to interrogate a different type of evidence, i.e., visual.
3. *Independent Think Aloud:* Ask students to take out a piece of paper and a pencil or pen. Tell them that you are going to pass out an image of the duel and that you want them to write down what they are thinking as they analyze the image. Distribute (or project) a copy of [Image 1](#) on Appendix 2 to each student and ask them to *quietly* and *independently* analyze

the image and write down what they are thinking. Tell them to include **any** thoughts or questions that come to mind. Invite volunteers to share their thoughts and questions.

4. *Model Think Aloud:* Project a copy of [Appendix 1 – \(Reflection Tool\) Historical Thinking – Visual Images](#). Tell students that there are certain things that historians think about as they look at images of historical events. The Appendix on the screen depicts some of them. Read each statement on the left hand column, making sure the students understand the mental activity it is describing. Have students reflect on what they did while looking at [Image 1](#) and raise their hands if they did it “Not Much, A Little, etc.” and record the baseline data. Tell them that they are now going to look at several different images of the duel and that you want them to employ the same line of thinking or do the things that are on Appendix 1 as they analyze the various images.
5. Distribute copies of [Appendix 2 – Images of the Duel](#) and ask students to cut the multiple page appendix into individual images. Then they should begin analyzing the images, looking carefully for what appear to be accuracies and inaccuracies. Allow sufficient time to cut and analyze.
6. *Reflection:* Distribute copies of [Appendix 1 – \(Reflection Tool\) Historical Thinking – Visual Images](#) to each of the students. Have them reflect on how often they did each of the things listed in the left hand column. Record the post instructional data and reward any improvements in their “historical thinking.”
7. *Discussion:* Pose the following questions to the whole class (questions that are asterisked in this lesson are drawn from Bruce VanSledright’s *In Search of America’s Past: learning to read history in elementary school*).
  - \*Did you notice any differences in the images? Describe some.
  - \*The images all describe the same duel between Burr and Hamilton so why are there differences?
  - \*Where do the images come from?
  - When do you think the images were created?
  - Does it matter when the image was created? If so, how?
  - \*How do they compare to the documents? Do they support or challenge the documents you analyzed in earlier lessons?

8. *Order the Images:* Tell the students that their next task is to use what they have learned from the documents to arrange the images left (least accurate) to right (most accurate).

Have volunteers suggest and explain an ordering of the visuals one at a time. Those who volunteer should come up to the front of the room with their image held out for all to see and explain why it should be placed where he or she recommends. Ask volunteers to do the same with other images, situating themselves to the left or right of other students who volunteered based on where the visual should appear on the Accuracy Continuum. Raise the following question repeatedly: \*Why is Image \_\_\_\_ more accurate than the other images?

Allow others to raise challenges to the ordering.

Check to see if students are comparing the images to evidence they gathered from documents in earlier lessons. Be sure to encourage this if the students are not doing it themselves.

9. Have students take out their revised story “Tragedy at Weehawken” that they completed in Lesson 5 ([Appendix 3](#)). Then, distribute copies of [Appendix 3 – Cover Page – Tragedy at Weehawken](#). Tell the students to select one image that they believe is the most accurate image for the book cover of their story and tape or glue it onto Appendix 3 and explain why they chose that image is the space provided at the bottom of the page.

Students can staple their covers to the revised stories to create their “history book.”

### Debrief

Ask students to consider both the documents they read and the images they viewed to draw conclusions to the question, who fired the first shot – Burr or Hamilton?

**Note to Teacher:** Reflecting upon his research with historical thinking involving 5<sup>th</sup> grade students in Maryland, Bruce VanSledright writes, “To conclude... that it is difficult to reach definitive conclusions about some historical events because the evidence is thin and conflictual is a significant cognitive achievement that may well be a crucial distinction between novice and more expert status in the history domain.” (VanSledright, *In Search of...* 134)

### Check for Understanding

Return copies of the Anticipation/Response Guides that students responded to in [Lesson 2 \(Appendix 1\)](#).

- ❖ Have students re-read each statement in the Guide.
- ❖ Have students write “Agree” or “Disagree” in the far right column labeled “Response After the Unit.”

## Appendix 1 – Reflection Tool

# Historical Thinking: Visual Evidence

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

**Directions:** Place a check in the box that describes how often you did each of the things listed in the left hand column.

	Not Much	A Little	Most of Time	Always
I tried to figure out <b>who</b> created the image.				
I thought about the <b>biases</b> of the person who created the image.				
I tried to infer the <b>point of view</b> of the person who created the image.				
I tried to figure out <b>when</b> the image was created.				
I looked for things that seemed <b>similar</b> to what I read in <i>documents</i> .				
I looked for things that seemed <b>different</b> from what I read in <i>documents</i> .				
I <b>compared and contrasted</b> the <i>visuals</i> to determine how they were similar or different.				
I thought about which visuals seemed <b>accurate</b> and which seemed <b>inaccurate</b> .				

## Appendix 2

# Images of the Duel

Image 1



The Granger Collection: half tone print. 19<sup>th</sup> Century. Hand colored at a later date.



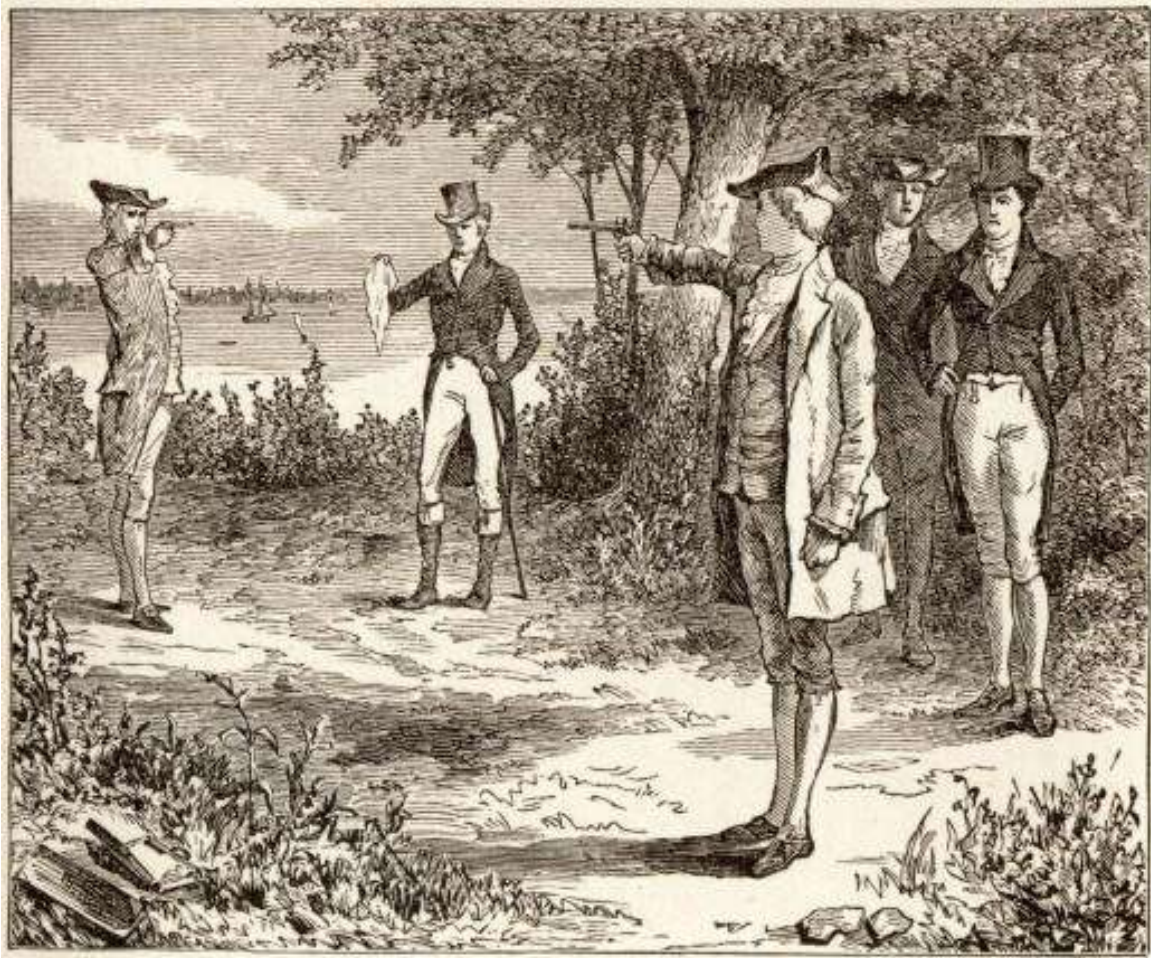
**Image 2**



Duel between Alexander Hamilton and Aaron Burr after the painting by J. Mund. From the Project Gutenberg e-Book. Beacon lights of History, Volume XI American Founders, by John Lord (1810-1894). <http://www.gutenberg.org/etext/10644> Copyright unknown.

Painting by J. Mund—From <http://www.gutenberg.org/dirs/1/0/6/4/10644/10644-h/Illus0368.jpg>

Image 3



Description: A duel between Alexander Hamilton and Aaron Burr, in which Hamilton was killed.

Source: David B. Scott *A School History of the United States* (New York: American Book Company, 1884) 243. Wood Engraving, American, c1883.



**Image 4**



*The Granger Collection, New York.* Artist: Hooper. Wood engraving, c1874.

Image 5



Image from the book, Alexander Hamilton and Aaron Burr *Their Lives, Their Times, Their Duel* by Anna Erskine Crouse and Russel Crouse, published in 1958.

Image 6



The Granger Collection, New York. Wood engraving, American, c 1892

## Appendix 3 – Cover Page

# Tragedy at Weehawken

Place image here

by

\_\_\_\_\_ (your name)

**Explanation:** why did you select this image?

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Tiny Two Tales Publications  
Presents

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Title

by

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## Dueling with Documents – Transfer Task

<b>Overview</b>	Students will create an “Upside Down” or “Flip Over” book <sup>1</sup> on a topic that allows them to write about the same event from two different points of view. Account 1 will present a story from one point of view and will be written in one direction. When readers turn the book upside down, Account 2 will progress in the opposite direction and present the story from a different or competing point of view.
<b>Prior Knowledge</b>	Now that you understand reasons why there may be different accounts of the past, you are prepared to write an illustrated children’s “Upside Down” or “Flip Over” book.
<b>Scenario</b>	Tiny Two Tales Publishing Company is looking for talented young authors who can write stories about the same event from different points of view. You have been identified as one of a handful of <i>very</i> promising young authors in Delaware. The publisher has contracted you to write an illustrated “Tiny Two Tales” book on the topic of your choice.
<b>Role/ Perspective</b>	You are one of a handful of students identified in Delaware by a major publishing company as a solid author for a book that they are paying you to write.
<b>Product</b>	You are to write an illustrated “Upside Down” or “Flip Over” <sup>i</sup> book that tells about an event from two different points of view.
<b>Criteria for Exemplary Response</b>	See rubric below for additional details.
<b>Differentiation</b>	Read a point-of-view book to the student(s) and have the student(s) write a “Two Tale” book from a different point of view.

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<sup>i</sup> An “Upside Down” or “Flip Me Over” book is a book that tells a story from two different points of view. A traditional version of the story appears on the front cover and progresses from left to right as most books do. When the reader flips the book over, a cover page introduces the story from a different point of view. Dr. Alvin Granowsky has written numerous “Another Point of View” books for Steck Vaughn including:

- Henny Penny/Brainy Bird Saves the Day
- The Three Billy Goats Gruff/Just a Friendly Old Troll
- The Tortoise and the Hare/Friends at the End
- Goldilocks/Bears Should Share

Lesson 1 of this unit uses the competing stories of *The Three Little Pigs* and *The True Story of the Three Little Pigs* by Jon Scieska to flesh out student understanding of point of view and evidence.



## **Charter School Unit Modification**

The following questions have been developed to assist in the refinement of the required scope and sequence documents and accompanying units of instruction for the charter school approval and renewal processes. Through a cover letter format these questions should be addressed to assist members of the Delaware Department of Education Curriculum and Instructional Improvement work group effectively evaluate charter school applications.

### **Guiding Questions**

1. Why was this model unit of **instruction** selected as part of your schools' curricular submission?

**This model unit of instruction was selected as part of Thomas Edison's curricular** submission because they are a part of the DE Social Studies Coalition. It will assist them in developing an understanding of buying, selling, trading, specialization, and the importance of industry in America.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications have been made to this model unit of instruction. Imbedded into the unit are suggestions for differentiation, so the needs of all learners can be met through this unit as is.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications have been made to this unit of instruction

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No modifications have been made to this unit.

## ***Delaware Model Unit Gallery Template***

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:**                    **Thinking Economically**

**Designed by:**            **Kim Statham, Teacher – Caesar Rodney School District**  
**Jill Krause, Teacher – Woodbridge School District**  
**Samuel Heed – Senior Historian & Director of Education for the**  
**Kalmar Nyckel Foundation**

**Edited by:**                **Dr. Bonnie Meszaros and Barbara Emery – Center for Economic**  
**Education & Entrepreneurship at the University of Delaware**

**Content Area:**            **Social Studies**

**Grade Level:** **5**

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### **Summary of Unit**

**Note to Teacher:** *Prior to beginning this unit, contact Samuel Heed, Senior Historian & Director of Education for the Kalmar Nyckel Foundation, to coordinate the class visit included in Lesson Two, Strategy Two. In addition, you can request a packet of the Kalmar Nyckel World Trade Cards if you do not already have a set.*

PH: 302.429.7447

[sheed@kalmarnyckel.org](mailto:sheed@kalmarnyckel.org)

International trade most often takes place between private citizens, both consumers and producers, who live in different countries. These citizens **specialize** and produce those goods and services they can produce at the lowest cost. They then trade for goods that would cost them more to produce. Citizens, both importers and exporters, from these countries trade because they expect to be better off. For example, Americans might decide to import cars and bananas and export wheat and machinery because they expect to gain. The same goes for individuals in countries that sell cars and bananas to Americans and buy wheat and machinery from Americans. Because their resource base is limited, both countries gain from the trade.

International trade results in individuals specializing, which increases production of goods and services. Therefore, there are more goods and services for people to buy, and their standard of living rises. Standard of living is often measured by **gross domestic product per capita**. International trade links countries around the world making them **interdependent**. International trade has costs as well as benefits. One of these costs is the possibility that a trading relationship can break down and cause hardship to citizens in both countries.

### Delaware Content Standards

- **Economics Standard Four 4-5a:** Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.
- **Economics Standard One 4-5 a:** Students will understand that prices in a market economy are determined by the interaction of supply and demand, with governments intervening to deal with market failures.
- **Economics Standard One 4-5 b:** Students will understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of the government.
- **Geography Standard Three 4-5a:** Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.

### Big Ideas

- Trade
- Interdependence
- Specialization
- Standard of Living

### Unit Enduring Understandings

Students will understand that:

- Individuals and nations trade when all parties expect to gain.
- Nations with different economic systems often specialize and become interdependent as a result of international trade.

### Unit Essential Questions

- Under what conditions does international trade occur?
- How does international trade take place?
- How does international trade affect standards of living?

### Knowledge and Skills

#### Students will know...

- Key vocabulary: trade, specialization, interdependence, gross domestic product (GDP), standard of living, import, export.
- How standard of living increases as a result of international trade.
- How international trade creates interdependence.

#### Students will be able to...

- Analyze the costs and benefits of international trade.
- Use content-appropriate vocabulary.
- Analyze data to explain how international trade creates interdependence.

## Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

### Transfer Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context.

The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons conclude.

### Essential Questions Measured by the Transfer Task

- Under what conditions does international trade occur?
- How does international trade take place?
- How does international trade affect standards of living?

<b>Prior Knowledge</b>	Now that you have learned about how international trade links countries around the world and can improve the welfare of nations, you are ready to show how importers and exporters trade because they expect to be better off.
<b>Problem</b>	The President of the United States will be visiting the Prime Minister of Canada and needs to be briefed on our current economic trading relationship.
<b>Role/ Perspective</b>	You are a government advisor helping to make recommendations to the President about America's economic trade relationship with Canada.
<b>Product/ Performance</b>	<p>You will need to create a presentation about America's current trade relationship with Canada. This may take the form of a paper, PowerPoint presentation, poster, etc., but it should explain:</p> <ul style="list-style-type: none"><li>• What types of products are imported into Canada from the United States?</li><li>• What types of products are imported into the United States from Canada?</li><li>• How does Canada influence oil consumption in the United States?</li><li>• Why is importing oil into the United States important to improving America's standard of living?</li><li>• How does importing American goods improve the standard of living for Canadians?</li><li>• Why do both Canada and the United States benefit from international trade?</li><li>• What would happen if we had a conflict with Canada?</li><li>• What would happen if other countries started importing oil from Canada?</li></ul>

<b>Criteria for Exemplary Response</b>	<p>An exemplary response must include thorough explanations of:</p> <ul style="list-style-type: none"> <li>• What types of products are imported into Canada from the United States?</li> <li>• What types of products are imported into the United States from Canada?</li> <li>• How does Canada influence oil consumption in the United States?</li> <li>• Why is importing oil into the United States important to improving <b>America's standard of living</b>?</li> <li>• How does importing American goods improve the standard of living for Canadians?</li> <li>• Why do both Canada and the United States benefit from international trade?</li> <li>• What would happen if we had a conflict with Canada?</li> <li>• What would happen if other countries started importing oil from Canada?</li> </ul>
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To support student research, distribute the Transfer Task Handout which compares Canadian and American economic statistics related to international trade.

***Additional Resources to help support this research include:***

- U.S. Department of State – <http://www.state.gov/r/pa/ei/bgn/2089.htm>
- National Geographic – <http://magma.nationalgeographic.com/ngexplorer/0801/articles/mainarticle.html>
- U.S. Energy Information Administration – [http://www.eia.gov/kids/energy.cfm?page=oil\\_home-basics](http://www.eia.gov/kids/energy.cfm?page=oil_home-basics)

## ***Thinking Economically***

### ***Transfer Task Handout***

Now that you have learned about how international trade links countries around the world and can improve the welfare of nations, you are ready to show how importers and exporters trade because they expect to be better off. The President of the United States will be visiting the Prime Minister of Canada and needs to be briefed on our current economic trading relationship. You are a government advisor helping to make recommendations to **the President about America's economic trade relationship with Canada.**

During this presentation the information you must submit includes:

- Types of products imported into Canada from the United States.
- Types of products imported into the United States from Canada.
- **What percentage of America's oil comes from Canada?**
- Why is importing oil into the United States **important to improving America's standard of living?**
- How does importing American goods improve the standard of living for Canadians?
- Why do both Canada and the United States benefit from international trade?
- What would happen if we had a conflict with Canada?
- What would happen if other countries started importing oil from Canada?

To help you with this research you should review the information below about trade between Canada and the United States. It will help you get started.

	<b>Unites States</b>	<b>Canada</b>
Total GDP (2010)	\$14.66 trillion	\$1.574 trillion
Per Capita GDP (2010 est.)	\$47,200	\$39,400
GDP – composition by sector	Agriculture – 1.2% Industry – 22.2% Services – 76.7%	Agriculture – 2% Industry – 20% Services – 78%
Exports	<u>Agricultural products</u> (soybeans, fruit, corn) 9.2% <u>Industrial supplies</u> (organic chemicals) 26.8% <u>Capital goods</u> (transistors, aircraft, motor vehicle parts, computers, telecommunications equipment) 49.0% <u>Consumer goods</u> (automobiles, medicines) 15.0%	Motor vehicles and parts, industrial machinery, aircraft, telecommunications equipment, chemicals, plastics, fertilizers, wood pulp, timber, crude petroleum, natural gas, electricity, aluminum

	<b>Unites States</b>	<b>Canada</b>
Export Partners (2009)	Canada – 19.4% Mexico – 12.2% China – 6.6% Japan – 4.8% UK – 4.3% Germany – 4.1%	United States – 75.1%
Exports (2010 est.)	\$1.27 trillion	\$406.8 billion
Imports	<u>Agricultural products</u> 4.9% <u>Industrial supplies</u> 32.9% (crude oil 8.2%) <u>Capital goods</u> 30.4% (computers, telecommunications equipment, motor vehicle parts, office machines, electric power machinery) <u>Consumer goods</u> 31.8% (automobiles, clothing, medicines, furniture, toys)	Machinery and equipment, motor vehicles and parts, crude oil, chemicals, electricity, durable consumer goods
Import Partners (2009)	China – 19.3% Canada – 14.2% Mexico – 11.1% Japan – 6.1% Germany – 4.5%	United States – 51.1% China – 10.9% Mexico – 4.6%
Imports (2010 est.)	\$1.903 trillion	\$406.4 billion
Oil Production	9.056 million barrels/day	3.289 million barrels/day
Oil Consumption	18.69 million barrels/day	2.151 million barrels/day
Oil Exports (2008 est.)	1.704 million barrels/day	2.001 million barrels/day
Oil Imports (2008 est.)	11.31 million barrels/day	1.192 million barrels/day

**Source:** CIA World Factbook

<https://www.cia.gov/library/publications/the-world-factbook/geos/ca.html>

At this point and using the information found in the first chart, what conclusions can you make about the trade relationship between the United States and Canada?

The next chart will help you answer that question more thoroughly.

### ***Sources of American Imports for Crude Oil***

(Thousand Barrels per Day)

<b>Country</b>	<b>Year to Date 2011</b>	<b>2010</b>
Canada	2114	1928
Saudi Arabia	1122	1068
Mexico	1108	1130
Venezuela	917	918
Nigeria	886	981
Columbia	348	306
Iraq	403	483
Angola	308	408
Russia	228	250
Algeria	253	313
Brazil	211	276
Kuwait	142	201
Ecuador	166	190
Congo (Brazzaville)	54	90
Norway	54	39

Source: U.S. Department of Energy

[ftp://ftp.eia.doe.gov/pub/oil\\_gas/petroleum/data\\_publications/company\\_level\\_imports/current/import.html](ftp://ftp.eia.doe.gov/pub/oil_gas/petroleum/data_publications/company_level_imports/current/import.html)



## Rubric(s)

- Scoring guide to evaluate performance/transfer tasks used as evidence of student proficiency

Scoring Category The presentation provides answers to...	Score Point 3	Score Point 2	Score Point 1
What types of products are imported into Canada from the United States?	The content of the presentation includes a <b>thorough</b> explanation of goods and/or services imported into Canada from the United States.	The content of the presentation includes a <b>partial</b> explanation of goods and/or services imported into Canada from the United States.	The content of the presentation includes a <b>minimal</b> explanation of goods and/or services imported into Canada from the United States.
What types of products are imported into the United States from Canada?	The content of the presentation includes a <b>thorough</b> explanation of goods and/or services imported into the United States from Canada.	The content of the presentation includes a <b>partial</b> explanation of goods and/or services imported into the United States from Canada.	The content of the presentation includes a <b>minimal</b> explanation of goods and/or services imported into the United States from Canada.
How does Canada influence oil consumption in the United States?	The content of the presentation includes a <b>thorough</b> explanation of how Canada influences oil consumption in the United States.	The content of the presentation includes a <b>partial</b> explanation of how Canada influences oil consumption in the United States.	The content of the presentation includes a <b>minimal</b> explanation of how Canada influences oil consumption in the United States.
How does importing American goods improve the standard of living for Canadians?	The content of the presentation includes a <b>thorough</b> explanation of how importing American goods improves the standard of living for Canadians	The content of the presentation includes a <b>partial</b> explanation of how importing American goods improves the standard of living for Canadians	The content of the presentation includes a <b>minimal</b> explanation of how importing American goods improves the standard of living for Canadians

<b>Scoring Category</b> <b>The presentation provides answers to...</b>	<b>Score Point 3</b>	<b>Score Point 2</b>	<b>Score Point 1</b>
Why do both Canada and the U.S. benefit from international trade?	The content of the presentation includes a <b>thorough</b> explanation of why both Canada and the U.S. benefit from international trade.	The content of the presentation includes a <b>partial</b> explanation of why both Canada and the U.S. benefit from international trade.	The content of the presentation includes a <b>minimal</b> explanation of why both Canada and the U.S. benefit from international trade.
What would happen if we had a conflict with Canada?	The prediction of what would happen if we had a conflict with Canada provides <b>well-developed reasoning.</b>	The prediction of what would happen if we had a conflict with Canada provides <b>partially developed reasoning.</b>	The prediction of what would happen if we had a conflict with Canada provides <b>minimally developed reasoning.</b>
What would happen if other countries started importing oil from Canada?	The prediction of what would happen if other countries started importing oil from Canada provides <b>well-developed reasoning.</b>	The prediction of what would happen if other countries started importing oil from Canada provides <b>partially developed reasoning.</b>	The prediction of what would happen if other countries started importing oil from Canada provides <b>minimally developed reasoning.</b>

Performance Level

Advanced	18-21
Meets the Standard	14-17
Below the Standard	7-13
Well Below the Standard	1-6

## **Student Self-Assessment and Reflection**

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

– Black and William, 1998; Sternberg, 1996; Young, 2000

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

## Stage 3 – Learning Plan

Design learning activities to align with Stage 1 and Stage 2 expectations

### Lesson One

#### Essential Question

- Why does international trade occur?

#### Instructional Strategies

#### Strategy 1: Gathering Information Gallery Walk<sup>1</sup>

Some preparation prior to class will need to take place for this strategy. First, separate the green and red cards from the Kalmar Nyckel Expedition Packet.

Take out First Log Cabins, Fort Christina State Park, and the 7<sup>th</sup> Street Peninsula from the green stack and Hendrick Huygen from the red stack. Then, take out seven sheets of oversized paper and write one of the following questions on each (explanations of the italicized words are explained later):

1. What role did Sweden play in the founding of New Sweden? (*Count Axel Oxenstierna; Gothenburg, Sweden; Texel, Holland*)
2. What role did Holland play in the founding of New Sweden? (*Samuel Blommaert; Texel, Holland*)
3. Why were the Canary Islands important to explorers traveling to the New World? (*Canary Islands*)
4. Why was Sable Island included in Minuit's orders? (*Sable Island*)
5. How did St. Kitts Island influence the founding of New Sweden? (*St. Kitts Island*)
6. Why was the colony of New Sweden started? (*New Sweden, "The Rocks," Fort Christina*)
7. What types of items were traded by the Swedish colonists? (*Hendrich Huygen*)

Arrange desks into seven small groups and place one of the questions listed on the **oversized sheets on each of the groups' desks**. Second, you will need to place the red and/or green cards which will help with answering the question on each of the **groups' desks**. The cards that correlate to the question are in italics above. Third, place a marker for the group beside the questions and cards.

**NOTE: It is important for each group to have a different colored marker so that you can determine which group contributed which comments at the conclusion of the activity.**

Begin the activity by placing the students into their groups and distributing a copy of [Handout 1.1](#) to each student. This handout is a glossary to support reading comprehension.

Explain to the class that they will be learning about the establishment of the colony of New Sweden (the region of the present day Mid-Atlantic, including parts of Pennsylvania,

<sup>1</sup> <http://www.readingquest.org/strat/carousel.html>

Maryland, Delaware, and New Jersey) and how trade played an important role in why the colony was formed.

Explain that at each station they will have a different question that they will need to answer related to the forming of New Sweden. The cards should be used to help them answer the question and they should reference the glossary if they do not understand some of the terms. After the group has discussed what information is available on their cards, they should use their marker to record information helping to answer the question.

After time is called (approximately 10 minutes), have students take their marker with them to the next group of desks and move to the next question (question #1 to #2; #2 to #3, #7 to #1, etc.). Let them know that the color will allow the class to see which groups made which comments. Also, remind students that there is information on both sides of the cards.

When students arrive at the next question, **they should read the cards and the other groups' notes.** Then they should add any additional information that they feel was left out. Remind them that they can use information that they learned at their previous stations to help them answer the question in addition to the cards that are located at the station. They could also place a "+" sign if they agree and/or feel it is important or a "-" sign if they disagree next to the comments already found on the paper. Since more time is required to read the other **groups' notes before adding their own ideas, the teacher might want to add an additional minute each time the groups rotate.**

When students arrive back to their original question, the group should discuss what was added. Is anything still missing? Then, students should collectively write a brief summary tying together everything that was recorded.

This strategy should conclude with a class-wide debriefing focusing on the findings of the **students' research.** During the debriefing, highlighting these locations on a world map or using Google Earth would help the students put these places in context.

What role did Sweden play in the founding of New Sweden?	<ul style="list-style-type: none"> <li>Sweden sponsored the 1638 establishment of New Sweden; <b>Oxenstierna carried on the King's desire for colonizing in North America after his death. Count Axel Oxenstierna Card</b></li> <li>Gothenburg, Sweden served as the seaport where the <b>Kalmar Nyckel</b> left Europe and where trading goods were purchased. <b>Gothenburg Card</b></li> </ul>
What role did Holland play in the founding of New Sweden?	<ul style="list-style-type: none"> <li>The government of Holland did not sponsor the founding of New Sweden; however, a Dutch businessman named Samuel Blommaert helped convince other Dutch businessmen to invest in the colony of New Sweden. <b>Samuel Blommaert Card</b></li> <li>Texel, Holland served as the site where the <b>Kalmar Nyckel</b> was repaired after a strong storm. <b>Texel, Holland Card</b></li> </ul>
Why were the Canary Islands important to explorers traveling to the New World?	<ul style="list-style-type: none"> <li>The Canary Islands were used as a marker for Transatlantic voyages where sailors could find the westward trade winds and sea currents to take them across the ocean.</li> </ul>
Why was Sable Island included in Minit's orders?	<ul style="list-style-type: none"> <li>It was an island near Nova Scotia, Canada that Minit was supposed to claim for Sweden. The island was a safe harbor for ships and would have provided a fishing station for Sweden, but instead Minit took a different route. <b>Sable Island Card</b></li> </ul>

How did St. Kitts Island influence New Sweden?	<ul style="list-style-type: none"> <li>It is the site where the New Sweden Expedition Leader/ Founder Peter Minuit died in a storm. (Because of his death, a new colonial leader had to be named.) <i>St. Kitts Island Card</i></li> </ul>
Why was the colony of New Sweden started?	<ul style="list-style-type: none"> <li><b>"As a commercial venture,"</b> meaning people (investors) gave money to support the colony with the idea of making a profit from fur trading and tobacco farming. <i>New Sweden Card</i></li> <li>In Fort Christina, there was a storehouse for the trade goods. <i>Fort Christina Card</i></li> <li>The Rocks – an area along the Christina River where cargo could be easily unloaded from ships and was two miles away from the Delaware River where the Dutch and English sailed. <i>"The Rocks" Card</i></li> </ul>
What types of items were traded by the Swedish colonists?	<ul style="list-style-type: none"> <li>The Swedes wanted furs from the Native Americans. For the furs, the Swedes would give the Native Americans duffel cloth, iron axe heads, adzes, knives, iron pots, copper pots, tobacco pipes, mirrors, gilded chains, gilded rings. <i>Hendrich Huygen Card</i></li> <li>The Swedes also planned to trade with the English and other Europeans so they brought wine to trade for tobacco. <i>Hendrich Huygen Card</i></li> </ul>

### Check for Understanding

- ❖ Why did Sweden **start** the colony of New Sweden? Explain your answer.

#### Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.  
 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

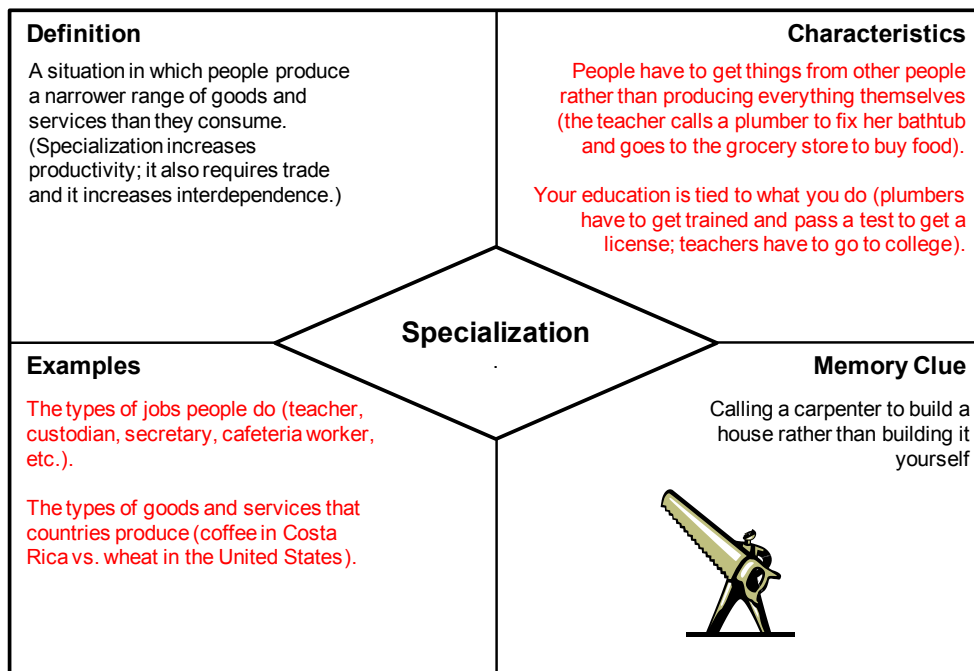
Potential Answer: The colony of New Sweden was organized by a group of investors with the idea of earning a profit. This differed from colonies like the Plymouth Colony, which was organized by people who hoped to gain religious freedom.

### Strategy 2: Gathering Information Four-Fold Activity

To help students understand two key concepts—*specialization* and *interdependence*—a four-fold activity will require them to go deeper than simply defining the word.

First, start by distributing one piece of unlined paper to each student. Ask them to fold the paper in half and then in half again so that they have one rectangle the size of one-quarter of a sheet of **8 ½ x 11"** paper. Then, using the corner that cannot be opened, they will fold it down into a triangle. When the paper is opened they will have four boxes with a diamond in the middle. See the blank [four-fold](#) example at the end of this document.

Begin by asking students to write the word **specialization** in the diamond and then label the four other corners with the words definition, characteristics, examples, and memory clue as found below. Then, provide the definition and, as a large group, briefly discuss the definition.<sup>2</sup> Ask the students to complete the other three boxes independently. After they

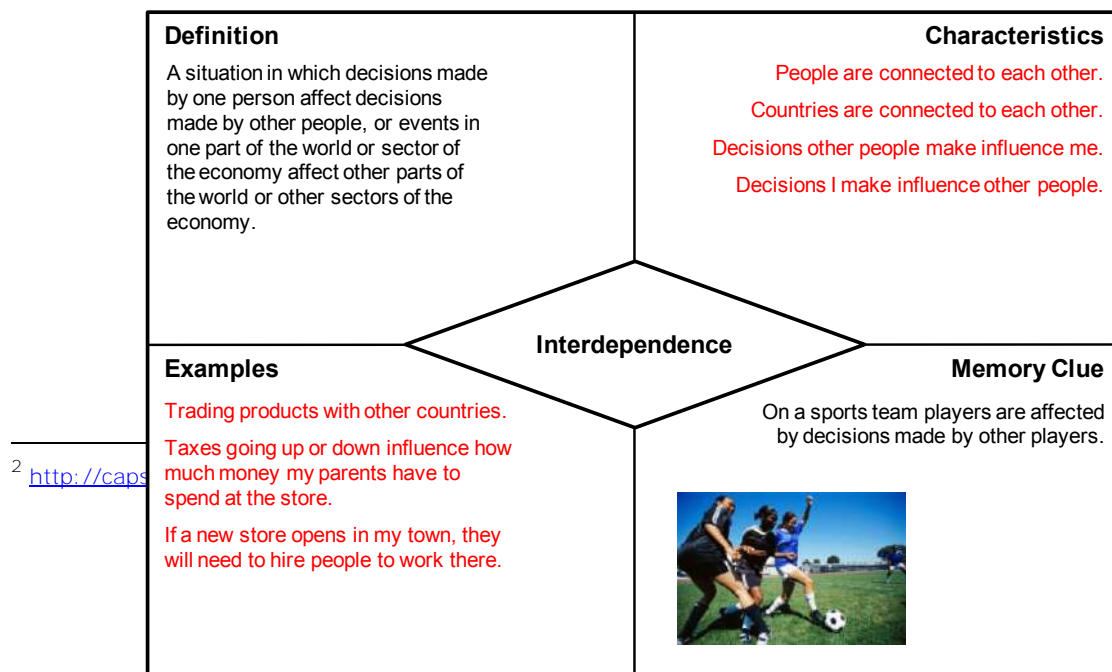


are finished, ask several students to share with the class what they included in their boxes and discuss those provided.

After finishing the discussion regarding **specialization**, ask the students to flip their paper over and complete the same steps using the word **interdependence**.

### Strategy 3: Extending and Refining Visual Representations

Photocopy [Handout 1.2](#) which has tags listing jobs that people on the *Kalmar Nyckel* carried out during the voyage. Each tag will need to be cut out and placed in a basket or other container. In addition, safety pins or heavy-duty tape will need to be available so that



<sup>2</sup> <http://caps>

students can attach the tag to their shirt on the day of the activity.

When you are ready to begin the activity, ask each student to draw one tag out of the basket. After each student has selected their tag, they should first read the title of the job and the brief description provided. Then, they should place the tag on their shirt so that everyone can see the job they have selected. Ask the students to make a circle either in the center of the classroom or another available open space.

The teacher should then draw attention to the job that he/she has placed on his/her shirt after drawing from the basket. The teacher should state the title of the job and a brief explanation of what the job involves. Going around the circle, ask each student to do the same.

After everyone has finished, explain that because of the job they have selected as part of the voyage to New Sweden, they are specialized. Provide examples of what goods or services you provide to others on the ship and emphasize that since you specialize you would need to gain goods or services from others on the ship.

Next, ask the students to identify another student that they are influenced by because of his or her job specialization. Having the list of jobs posted on the board or overhead will be a helpful reference for students who may not remember all of the specialized jobs.

**As each student's turn takes place**, a ball of yarn or string will be tossed to the person who the student identifies as someone who they depend upon aboard the ship. However, they hold onto the string as the ball is being tossed. The next student should repeat the process. As the yarn is tossed, a web should begin to form to reinforce the concept that due to specialization, interdependence has occurred since they **are all "tied" together in this web**.

The last step in this strategy is to debrief as a class guided by the questions below:

- What are the advantages of specialization on the *Kalmar Nyckel*?  
Specialization increases productivity<sup>3</sup> or the amount of output (goods and services) produced per unit of input (productive resources) used, i.e., you can get more done with fewer people.
- What are the disadvantages of specialization on the *Kalmar Nyckel*?  
Since people rely on each other, it is important that everyone does their job well.
- How are the workers/specialists on the *Kalmar Nyckel* interdependent?  
People rely on each other—for instance, the sailors can only do their job well if the ship is safe. As a result the sailors depend upon the soldiers to protect the ship against pirates or other attacks.
- How did everyone in the class eventually become interdependent?  
Each student relied on others to provide goods and services rather than producing it themselves.
- During the activity we looked at jobs people might specialize in during the crossing of the *Kalmar Nyckel*. What types of jobs do people specialize in today?  
Teachers, police officers, truck drivers, nurses, carpenters, plumbers, farmers, etc.

Prior to asking the Checks for Understanding, distribute or project the *Kalmar Nyckel* World Trade Card #7 – Specialization and Interdependence. (These cards will be available and free to all classes using this unit.) After students read the information found on the front and back of the card, ask each of them to revise their Four-Fold Activity from Strategy 2 by adding any additional information learned.

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<sup>3</sup> <http://www.econedlink.org/economic-resources/glossary.php?alpha=p>



## Check for Understanding #1

- ❖ Why are workers in a school interdependent? Support your answer with an example.

### Potential Answer

Everyone specializes in a specific job but all of the jobs are important for the school to work well. For instance, the custodians keep the building clean and safe. The teachers help the students learn. The cafeteria staff makes lunch so that the students are not hungry in the afternoon. If any one of these people does not do their job well, the students will not learn as much as they could have. For instance, it is hard to focus at school if the roof leaks or the students are hungry.

### Rubric

- 2 – This response gives a valid reason with an accurate and relevant example.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no example.

## Check for Understanding #2

- ❖ What are the advantages or disadvantages of specialization? Explain your answer with an example.

### Potential Answers

Advantages: If each person does his or her job well, the voyage will be successful. The captain tells people what to do.

Disadvantages: If someone does not do his or her job well, productivity can go down, and this will affect other people. If the captain does not give orders well, no one will know what to do.

### Rubric

- 2 – This response gives a valid explanation with an accurate and relevant example.
- 1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

## Strategy 3: Application Decision Making

Begin this strategy by asking students what the difference is between saving money and investing money. Resources to support this discussion include:

- [U.S. Bureau of Public Debt](#)
- [U.S. Securities and Exchange Commission](#)

Introduce the concepts of risk and reward by placing students into groups of four and distributing the *Kalmar Nyckel* World Trade Card #11 –Incentive (Risks & Rewards).

Ask students to read the card (front and back), and in their own words, explain which risks versus which rewards were possible for the investors in the New Sweden Company as a result of the founding of New Sweden using [Handout 1.3](#).

In pairs, have students discuss whether they would take the risk of investing in the New Sweden Company and then share with the class their decisions.

After students complete the Investment simulation, they will watch a [video of the Kalmar Nyckel's Captain as she explains the risks involved in sailing ships on transatlantic voyages, and why people are willing to take those risks.](#)<sup>4</sup>

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<sup>4</sup> [Click here for the Teacher's Edition of the video.](#)

Captain Lauren explains how she uses a cost-benefit analysis to help her weigh the risks and rewards associated with her job. After watching the video, students should complete the costs vs. benefits matrix ([Handout 1.3](#)) for the original transatlantic voyage of the *Kalmar Nyckel* in 1638. Then, in a whole-group discussion, the class should analyze the costs versus the benefits of establishing the colony of New Sweden.

	<b>Costs</b>	<b>Benefits</b>
Swedish Government		
Investors/Company		
Minuit and Major Expedition Leader		
Soldiers, Sailors, Settlers		

### Check for Understanding

- ❖ Why were Peter Minuit and other members of the crew willing to take the risk of the transatlantic voyage to begin the colony of New Sweden? Explain your answer.

#### Potential Answer

They believed that the colony would allow everyone to gain through trade. Since beaver fur was valuable in Europe, they would be able to sell the furs that they gained from trade with the Native Americans. They believed that the potential benefits (money) were greater than the potential costs (time away from their families, uncomfortable living conditions, etc).

### Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

## Lesson Two

### Essential Question

- How does international trade take place?

### Instructional Strategies

#### Strategy 1: Gathering Information

##### Simulation

To support students' new understanding of *why* international trade occurs from Lesson One and to introduce the concept of *how* international trade occurs, the students will participate in a trade simulation. Some preparation prior to class will need to take place.

Prior to class, collect trade items<sup>5</sup> for the Native Americans and the Swedish colonists. Items will need to be purchased or ask for volunteers to bring in trade items and paper bags. If you want to introduce the types of items that were traded between the Swedes and Native Americans during the activity, the students could brainstorm what items to donate to the simulation using the following list:

##### **Swedish Colonist Trade Goods**

- Dried fish (could use Swedish Fish)
- Red duffel cloth (could use Fruit Roll-Ups)
- Copper pot (could use Hershey Kisses)
- Iron mug (could use Lifesavers or Gummy mugs/soda bottles)
- Iron spike (could use licorice sticks)
- Glass beads (could use jelly beans)
- Mirror (could use clear hard candies)

##### **Lenape (Native-American) Trade Goods**

- Sewant – wampum (could use M&M's)
- Leather clothes (could use chocolate bars)
- Clay pot (could use caramels)
- Arrowhead (could use Tootsie Rolls)
- Stone tools (could use jawbreakers)
- Wooden tools (could use pencils)
- Beaver pelt and other animals skins (could use gummy bears)

**Important Note to Teacher:** The simulation will work with just a few of the items for the Swedish colonists and a few items from the Lenape listed above rather than requiring all 13 different types of items.

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<sup>5</sup> If this is too time consuming or becomes too expensive, bags with various types of candy rather than specific types can be used. After the activity, students can be introduced to what was really traded between the Lenape and Swedish Colonists.

After the trade items are available, fill the bags. Half of the bags should be filled with either European trade goods and half should be filled with Lenape trade goods. Label the bags according to the items inside. (Make sure that each bag has a limited amount of only one or two trade items rather than an equal amount of all seven items if using the list above.) Staple or tape each bag so that students do not know what is in it until after the simulation begins.

Set up the classroom in such a way as to facilitate students moving around and interacting.

On the day of the simulation, explain to students that they will be given a labeled bag which will tell them if they will be playing the role of a Native American or Swedish colonist. Ask (or assign) those with the role of Native American to sit with other Native Americans (in groups of four or five) and Europeans to do the same. After they are seated with their groups, each student should empty their bag on their desk and fill out the top portion of [Handout 2.1](#). (At this point you might want to remind them not to eat anything since that is what they will be using in their trades.)

Then, let the students know that Round One of the simulation will begin. Let the students know that they will have approximately 10 minutes to make trades with other students. In this round, students will remain at their desks and trade with others in their group. Each student will decide what to trade, what not to trade, who they will trade with, and the exchange rate for the trade (how much to give up in order to get what they want from the other person). Remind them that the goal of trading is for each person to be satisfied and gain the goods/services that he or she may want. After the amount of time has expired, let the students know that the round has concluded, and they should stop trading. The students will now complete the Round One portion of [Handout 2.1](#).

Briefly discuss their answers regarding, **"How did you change your happiness about what was in your bag by trading with others in your group?"** and **"Did the number of items in your bag change? Why or why not?"** Next, move into Round Two.

Prior to beginning Round Two, ask students to put all of their items back in their bags since they will be walking around the classroom for this portion of the simulation. In this round, they can trade with anyone they would like, so Lenape can trade with Swedish colonists and vice versa. After approximately 10 minutes ask the students to return to their desks and complete the Round Two portion of [Handout 2.1](#).

Debrief the activity using the questions from Round Two's portion of [Handout 2.1](#):

- How did you change your happiness about what was in your bag by trading with others?
- Did the types of items in your bag change? Why or why not?
- Why did the Swedish colonists want to trade with the Lenape?
- Why did the Lenape want to trade with the Swedish colonists?

### Check for Understanding

- ❖ Why were both groups (the colonists and Lenape) willing to trade during the simulation? Support your answer with an example.

Potential Answer

**Both people were able to gain "stuff" that they did not have before.** For example, the Swedish colonists did not have Gummy Bears (a.k.a. furs), but through trading extra Fruit Rolls-Ups (duffel cloth), they were able to get them. In exchange, the Lenape were able to get the cloth that they did not previously have. As a result, both people/groups benefit from trade.

**Note to Teacher:** The idea that both groups benefit from trading should be emphasized.

**Rubric**

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

**Strategy 2: Gathering Information  
Jigsaw<sup>6</sup>**

The Jigsaw method of cooperative learning allows each student to be responsible for one aspect of a larger concept. For this strategy, students will learn more about the instrumental role that the beaver played in the trade between the Swedes and Native Americans.

Accountability is essential to this process because the other students in the group cannot learn all of the information without each **student's** input. Following are the steps to a successful jigsaw learning experience:

1. Place students in groups of 6 participants.
2. Appoint 1 student as the group leader.
3. The material for this jigsaw will be divided into 6 subcategories:
  - ♦ Scarcity – *There's Never Enough (Card 8)*
  - ♦ Human Resources – *People Power (Card 3)*
  - ♦ Natural Resources – *Gifts of Nature (Card 2)*
  - ♦ Capital Resources & Transportation – *Tools, Machines, & Equipment/Navigation (Cards 4 and 5)*

**Note to Teacher:** Since the ship is considered a capital resource, it should be included in this category.

- ♦ Production – *Craftsmen – Pre-Industrial Specialists (Card 6)*
  - ♦ Trade – *Gains from Exchange (Card 9)*
4. Each group member will research one of the aspects and become an “expert” in that subcategory.
  5. Have students break away from the larger group and meet with other students who are also researching the same subcategory. As the students break into their “expert” groups, distribute the *Kalmar Nyckel* World Trade Cards. Each group will receive one of the cards entitled above. Then, provide research time.
  6. The “expert” groups will present to each other their observations, analysis, conclusions, etc.
  7. Each “expert” will enhance their product based on what the group has shared. The product decided by the teacher may include a graphic organizer, a section of a flipbook, etc.
  8. Each “expert” will then go back to his/her original group and present their findings. Other members of their group should ask questions and discuss the concept.
  9. The role of the teacher is to float between the groups, answering questions, asking questions, redirecting, etc., when needed.
  10. At the conclusion of the activity, a debriefing and post-activity essay or reflection is recommended.

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<sup>6</sup> <http://www.jigsaw.org/steps.htm>

## Check for Understanding

- ❖ Why was the beaver important to trade between the Native Americans and Europeans? Explain your answer.

### Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

## Strategy 3: Extending and Refining Learning with Objects: Starting a Colony

**Note to Teacher:** As stated on the front page of the unit, contact Samuel Heed, Senior Historian & Director for the Kalmar Nyckel Foundation, to coordinate the class visit. He may be contacted at: [sheed@kalmarnyckel.org](mailto:sheed@kalmarnyckel.org)

In this strategy, a representative coordinated by the Kalmar Nyckel Foundation's Education Department will visit your classroom using the *Starting a Colony Kit*, which includes a three-dimensional boat and trade goods. In addition, each student will take on the role of a *Kalmar Nyckel* crew member and help decide which trade goods to include on the voyage.

Students will be grouped into crews of six and play the roles of Governor Peter Minuit, Captain Jan van der Water, Gunner Johan Jochimssen, Commissary Hendrick Huygen, Lieutenant Mans Kling, and Trade Advisor Andress Lucassen. The day of the classroom visit, students will be given lanyards to wear that provide information about the identity of the crew member he/she will be playing.

Four questions will be posed to each crew:

1. How much can we carry in one ship on the first voyage?
2. What do we need to bring?
3. What do we leave behind?
4. What are the consequences of the choices we make?

Each crew will soon realize that there is only one ship, one voyage, and too much stuff! The student who plays Peter Minuit will act as the group leader and receive the following instructions:

1. The colony must make a profit to pay back the investors.
2. The colony must make money to support the Swedish government.
3. The colony must be successful to gain prestige for the monarchy.
4. The colony should bring settlers as soon as possible.

To help prepare students for the role-playing strategy, copies of the [Handout 2.2, Decision-Making Matrix/Organizer](#), and [Handout 2.3, Starting a Colony Inventory](#), should be distributed and introduced.

- The Decision-Making Matrix will help students organize their reasons why they chose to take one item over another. They will need to think through such questions as: Is this mandatory for trade? Does this take up a lot of space? What are the benefits? What are the costs? What is the trade value in furs?
- The Inventory is a complete list of all the items (cargo and passengers) that students will have available and might want to bring on the first voyage if they fit. There are 21 items in total. These items will be represented as small wooden pieces that students will

need to fit in the ship. They are color coded to match the colors on the inventory (e.g., the soldiers/settlers are red, the gunpowder and ammunition is black).

### Check for Understanding

- ❖ Why is weighing costs and benefits an important part of international trade? Support your answer with an example.

#### Potential Answer

The goal of international trade is for both people/groups to benefit. As a result, countries and companies have to decide which items should be traded based upon whether the benefits are greater than the costs. For example, one group might have decided to take fewer settlers but more soldiers to make sure the ship would arrive safely so that trade with the Native Americans could take place.

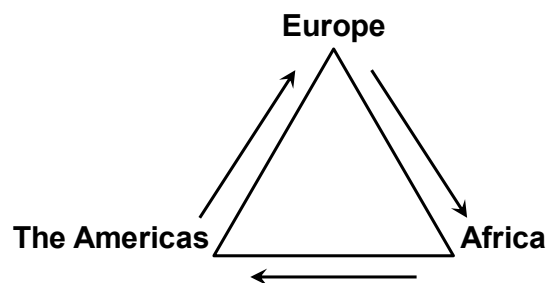
### Rubric

- 2 – This response gives a valid explanation with an accurate and relevant example.
- 1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

### Strategy 4: Extending and Refining Mapping the Triangular Trade

From Strategy 2, the students will begin to understand how shipping trade goods between **Europe and the “New World” contributed to a new phase of international trade.** However, there was one other continent that played a key role in the development of 18<sup>th</sup> century international trade—Africa. Through mapping trade routes and analyzing primary source materials, students will begin to learn the “bigger” picture of what was occurring beyond New Sweden.

Begin the strategy by distributing [Handout 2.4](#). After students finish reading the handout, ask them to create a visual which represents the Triangular Trade:



After discussing what should be included in their visual, project or photocopy the [Introductory Maps of the Transatlantic Slave Trade](#) with the students. [This website](#) also provides timelines, extensive data regarding specific slave ship voyages, places of origin, and destinations of slave ships.

[This website](#) exhibits how integral the slave trade was to the broader network of transatlantic exchanges given the collective term “Columbian Exchange.”

### Check for Understanding

- ❖ How did triangular trade affect people in three different continents? Support your answer with an example.

#### Potential Answer

The three continents of North America, Europe, and Africa were affected by triangular trade because both goods and people were moving between the three continents either willingly or unwillingly.

- ♦ For example, African slaves were forced to leave their homes and were boarded on ships **as laborers in the "New World."**
- ♦ The people of Europe benefitted from this trade because they were able to get new resources such as furs, gold, wood, tobacco, sugar, etc. In addition, many poor people in Europe chose to move to the Americas to start a new life.
- ♦ Native Americans traded with Europeans, but as settlements grew many were forced off of their land and/or contracted diseases and died.
- ♦ **"The Columbian Exchange" encompasses the entire process by which the peoples—and animals, plants, ideas, and diseases—of Europe, Africa, and the Americas were joined together in one new, global network.**

#### Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

### Strategy 5: Application Categorizing

Present the question to the class:

#### **WHAT WOULD LIFE BE LIKE TODAY IF WE DIDN'T HAVE INTERNATIONAL TRADE?**

Then, ask students to find five items in the classroom and find out where they were made **by looking at the manufacturer's** label. These might include items found in their backpacks, their shoes, electronics, etc. Ask students to rate the items in terms of how valuable they are to them (1 to 5).

**Note to Teacher:** It would be helpful to bring a selection of items that might not normally be found in the classroom and display them on a reference table. Such items might include a bag of coffee, a cluster of bananas with the brand stickers still attached, etc.

As a class, categorize where these items were produced. Categories might include:

	Electronics	Clothing/Shoes	Food	School Supplies
Location				

After a class-wide discussion about the trends found in the table, distribute a world map such as the one found at [National Geographic World Map](#). Ask students to color the United States and at least five countries that imported goods into the U.S using six different colors.



Students should create a colored key and label which items are being imported into the U.S. by which countries.

Then, have a class-wide discussion about which countries are importing products into the U.S. versus what types of products are produced in the United States.<sup>7</sup> Discussion questions might include:

- Why does the U.S. import coffee and bananas into the U.S. rather than producing them ourselves? **Climate**
- Who benefits from this trade? **Everyone – We can specialize in products that we can export such as wheat to maximize productivity (increased output) because of our climate and labor force. Countries such as Costa Rica, which specializes in producing coffee, will benefit since we choose to import this product because it would be too expensive to build greenhouses to artificially create the ideal growing conditions for this crop.**
- Who decides what gets imported and exported? Support your answer with an example. **Individual businesses choose to import certain products into the U.S. from businesses outside of the U.S. However, the U.S. government does oversee this exchange, such as inspecting imported food, and makes trade agreements with other countries. Consumer demand also influences what is produced. Companies will profit only if the goods or services they produce are purchased once exported or imported.**
- What would life be like today if we did not have international trade? **Answers will vary but might include—not as much selection in goods and services available, etc.**
- By purchasing imported goods, how do we influence other countries?<sup>8</sup> **The companies in those countries who produce the goods profit. When the companies profit, they can expand and hire more employees, etc.**

### Check for Understanding

- ❖ How does international trade link you to countries throughout the world? Support your answer with an example.

Potential Answer

By purchasing imported goods, we are influenced by other countries because now we have items that would not normally be available to us. For instance, the U.S. does not produce diamonds, but we are able to import them from countries like South Africa.

### Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

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<sup>7</sup> Note to Teacher: For information regarding government agencies influencing international trade, multiple websites provide additional information.

- Department of Commerce – International Trade Administration - <http://trade.gov/>
- The Food and Drug Administration - <http://www.fda.gov/ForIndustry/ImportProgram/ImportProgramOverview/default.htm>
- NAFTA - <http://www.fas.usda.gov/itp/policy/nafta/nafta.asp>

<sup>8</sup> Note to Teacher: Lesson Three focuses on the concepts of GDP and standard of living. Once that is introduced, students will have the opportunity to revise their original answer to this question.

## Lesson Three

### Essential Question

- How does international trade increase standards of living?

### Background Information

During colonial times—as is still true today—when someone died the amount of his or her estate is valued so that debts are paid, and heirs inherit the remaining value of the estate. **Probate** is the term used to describe this process, and documents such as wills and inventories date back to the colonial period. Because these documents were recorded by the government, they are still available today and can serve as a record of the standard of living for individuals during the time period in which they lived.

Wills and inventories from Delaware are available at the Delaware Public Archives but date back to the English Duke of York era rather than the earlier Swedish era.

A description of this process can be found at:

<http://archives.delaware.gov/collections/kentsus.shtml#Preface> and  
<http://archives.delaware.gov/collections/kc-hist.shtml>

### Instructional Strategies

#### Strategy 1: Gathering Information Using Primary Sources

Prior to this strategy some prep work will need to take place. First, teachers will need to use the [Colonial Williamsburg's website](#) to access five or six different inventories depending on the size of the class. Use the dropdown menu to select one or two inventories from middling wealth group and then print one inventory for each group that will be working together.

The goal of this strategy is not to focus on the concept of inventories, but the fact that **standard of living is based primarily on the “stuff that you have.”**

First, start by asking the class how many people in the room have a television—have them raise their hands (chances are every hand in the room will go up). Then, present the idea of writing down everything that their family owns as a list and ask if this might take a little bit of time. Explain that, during the colonial era, people did not own as much stuff as they do today and did not live in such large houses. In fact, the average size of a colonial log house was 15 x 20 feet. At that point, have the class use a roll of masking tape to measure out a 15 x 20 foot square either on the classroom floor or another location. This will allow them to appreciate what the size of a colonial house would look like.

Then, put students into groups of four or five and distribute the colonial inventories that were printed from the [Colonial Williamsburg website](#). Ask the students to compare the **amount of “stuff” the colonists had to the amount of “stuff” that they have in their homes.** Then ask them to discuss:

1. Why do you have so much more than they had?
2. How does international trade influence the amount of “stuff” that you have?
3. How many items in the colonial inventory were influenced by international trade?

## Check for Understanding

- ❖ How does international trade influence the types and amounts of items that people own? Support your answer with an example.

### Potential Answer

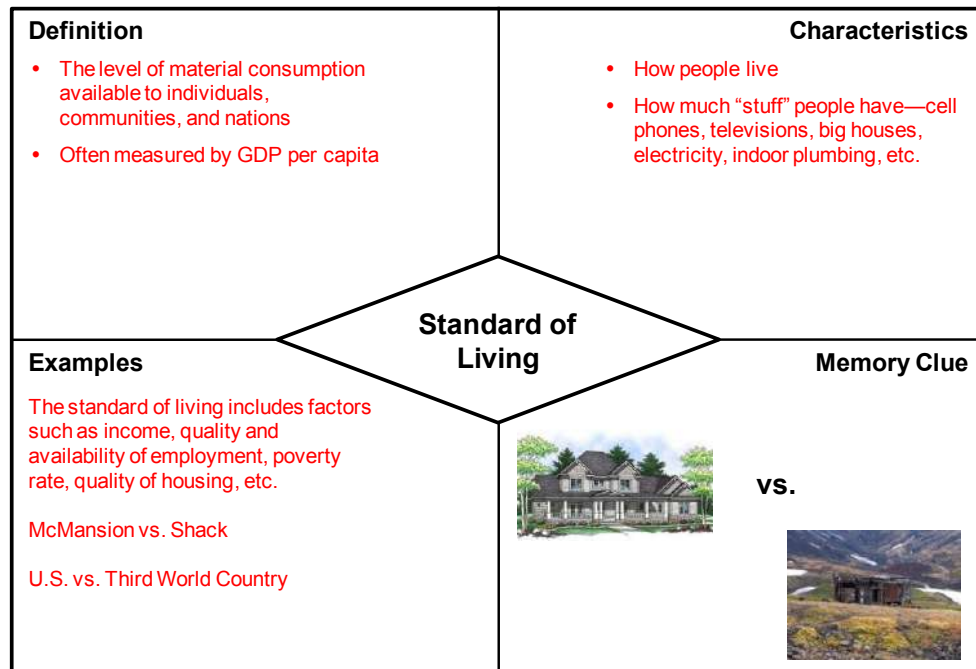
With greater international trade people have a greater number of items available to purchase. For instance, when going to the grocery store we buy items from Central and South America during the winter. If we stopped trading with other countries, we would be limited by the foods available in the U.S. As a result, we would not be eating bananas or chocolate.

### Rubric

- 2 – This response gives a valid explanation with an accurate and relevant example.  
1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

## Strategy 2: Gathering Information Vocabulary Building

Begin developing vocabulary by completing a Four-Fold Activity focusing on the concept of Standard of Living.



After completing the Four-Fold Activity, ask the students "How do we figure out the "stuff" we have as a country? Distribute [Handout 3.2](#). After the students have read the handout, ask them to complete the graphic organizer below:

GDP is...	
GDP is not...	
GDP can be used to...	

### Check for Understanding<sup>9</sup>

This headline appeared in a national newspaper.

*Switzerland's GDP per capita is \$41,200 in 2009  
compared to  
Egypt's GDP per capita of \$5,900*

Why does using GDP per capita allow you to compare two countries? Explain your answer.

#### Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

### Strategy 3: Gathering Information

#### Vocabulary Building – Imports vs. Exports

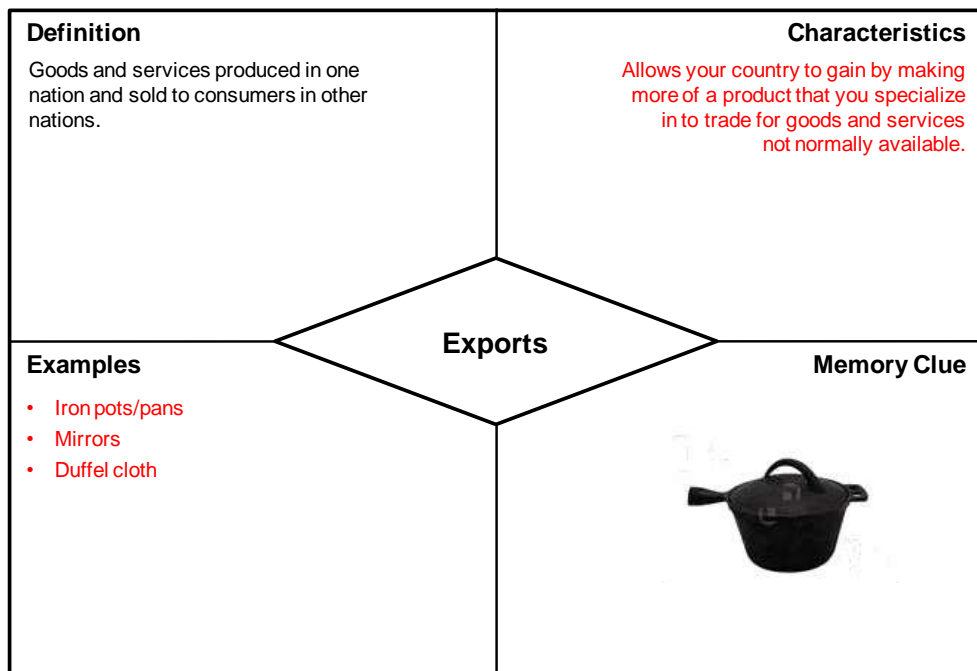
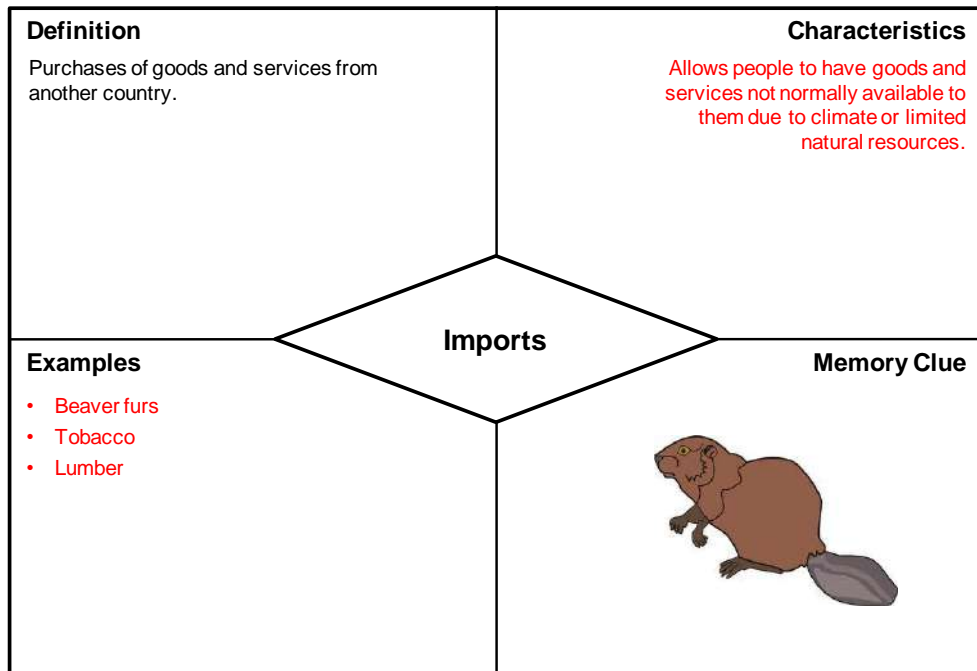
In Lesson One, the Four-Fold Activity was used to help students understand the two key vocabulary words *specialization* and *interdependence*. In this strategy, students will be learning the terms *imports* and *exports*.

Distribute one piece of unlined paper to each student. Ask them to fold the paper in half and then in half again so that they have one rectangle the size of ¼ a sheet of 8½ x 11 paper. Using the corner that cannot be opened, they will fold it down into a triangle. When the paper is opened they will have four boxes with a diamond in the middle.

Begin by asking students to write the word *import* in the diamond and then label the four other corners with the words definition, characteristics, examples, and memory clue as found below. Then provide the definition<sup>10</sup> and, as a large group, briefly discuss the definition. Ask the students to complete the other three boxes independently **from the perspective of the European colonists involved in trade with the Native Americans**. After they are finished, ask several students to share with the class what they included in their boxes and discuss those provided.

<sup>9</sup> Note to Teacher: The key idea of this check for understanding is to assess whether students understand the relationship between GDP per capita, international trade, and standard of living.  
[http://www.bls.gov/fls/intl\\_gdp\\_capita\\_gdp\\_hour.pdf](http://www.bls.gov/fls/intl_gdp_capita_gdp_hour.pdf)

<sup>10</sup> <http://capstone.councilforeconed.org/resources/glossary.php?#I>



#### **Strategy 4: Extending and Refining Analyzing Chart and Graphics with Think-Pair-Share**

Tell students that you are going to show them a chart that displays a relationship about international trade and GDP. Access the first International Monetary Fund (IMF) presentation chart [\*The Growth of World Trade and GDP: 1951-2005\*](#). Either print this chart prior to the activity or display it using an LCD projector.

Ask the students to individually summarize how they would describe the relationship between world trade and GDP. Students should then pair with a classmate to compare their summaries. Ask students to revise their summaries by adding information their partner observed, correcting any misperceptions, etc. Partners should be prepared to read their joint summary to the class and discuss the relationship between world trade and GDP.

#### **Strategy 5: Application Discussion Web**

Students will participate in a discussion web<sup>11</sup> in which they will explain why increased trade leads to a greater GDP and standard of living for the country.

Each group should be given an oversized sheet of paper to create a graphic web of their discussion which they will use to help them share out in the class-wide discussion at the conclusion of the activity.

The questions for the discussion web are:

- How does trade create a higher standard of living for both groups who are trading?
- What about during colonial times?
- What about during present day?
- By purchasing imported goods, how do we influence other countries?

After the students finish, a class-wide debriefing should take place. Students should at the end of the discussion be able to answer each question. Students will refer back to their discussion web notes during teacher-led discussions.

#### **Check for Understanding**

- ❖ How does international trade increase standards of living? Support your answer with an example.

#### **Rubric**

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

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<sup>11</sup> How to conduct a discussion web:

- A student draws on information from the texts, from previous classroom discussions, and from personal experiences as he/she thinks about the questions and discusses with a partner.
- The partners must come up with evidence that supports a response. Opinions are fine as long as they are supported by information from the text or by personal experience.
- The partners are then paired with another set of partners to form a discussion group. The members of the group share their responses. Together, they reach a consensus on a point of view. Student groups have the opportunity to share their point of view with the entire class.
- As a follow-up, students might be asked to debate the question, to support and write their individual opinions, or to discuss as a class the similarities among all the unique places that have been studied.

## Resources and Teaching Tips

Additional resources to help develop teacher understanding of this time historic context:

### Books Focusing on Early International Trade

- *A Splendid Exchange- How Trade Shaped the World*; William J. Bernstein; c. 2008

### Books Focusing on New Sweden

- *A Man and His Ship*; C.A. Weslager; c. 1989, 2007
- *New Swedes on the Delaware*; C.A. Weslager; c. 1988
- *Kalmar Nyckel Guidebook*; Samuel Heed, 2009, available online:  
[http://www.kalmarnyckel.org/knevent\\_guide.asp](http://www.kalmarnyckel.org/knevent_guide.asp)

### Books Focusing on New Amsterdam

- *The Island at the Center of the World*; Russell Shorto; c. 2004

### Videos Focusing on New Amsterdam

- Video focusing on the establishment of New Amsterdam by the Dutch – produced by the New York Public Media: <http://www.thirteen.org/dutchny/category/video/>
  - Includes videos entitled:
    - **Video: Dutch New York** “This documentary looks at the Dutch influence on New York and on the American colonies. Hosted by Barry Lewis.”
    - **Video: British Takeover** “Professor Joyce Goodfriend of the University of Denver describes how and why the British took over Dutch New Netherland.”
    - **Video: Women in Dutch New York** “Early America expert Professor Joyce Goodfriend describes the role women played in preserving Dutch culture in America.”
    - **Video: British Headquarters Map of 1782** “Dr. Eric Sanderson of the Mannahatta Project uses Geographic Information Systems to bring to life a detailed map of the city from 1782.”
    - **Video: The Dutch Room at the Met** “Philippe de Montebello of [SundayArts](#) interviews Peter Kenny, the Curator of Decorative Arts at the American Wing at the Metropolitan Museum of Art, about MOMA's Dutch room.”
    - **Video: The Decision to Colonize** “Janny Venema discusses the Dutch West India Company's decision to develop New Netherland as a colony.”
    - **Video: New Amsterdam, Diversity and Opportunity** “Dr. Charles Gehring describes the diversity and sense of opportunity of New Amsterdam.”
    - **Video: From Hudson to Beverwyck** “Janny Venema narrates the development of Rensselaerswyck and then Beverwyck, located in the area of present-day Albany.”
    - **Video: Mannahatta – New York Before the Dutch** “Landscape ecologist Dr. Eric Sanderson describes the Mannahatta Project and the original ecology of Manhattan.”
    - **Video: Stuyvesant in New Amsterdam** “Professor Joyce Goodfriend reviews Peter Stuyvesant's New Amsterdam legacy.”

## Internet Sites

### ***Focusing on Colonial Jobs***

- <http://homepages.rootsweb.ancestry.com/~sam/occupation.html>
- <http://www.history.org/almanack/life/trades/tradehdr.cfm>

### ***Focusing on the Dutch Colonies***

- <http://www.thirteen.org/dutchny/video/video-dutch-new-york/34/>

This unit promotes students to better understand how European nations contributed to the establishment of American colonies and American culture. As stated in the teaching tips, this international education could be further enhanced by creating a collaborative relationship with a class from Sweden.

## **21<sup>st</sup> Century Learning**

- Develop, implement, and communicate new ideas with others.
- Work productively with others.
- Understand the interconnections among systems.
- Frame, analyze, and solve problems.

### **Content Connections**

Content Standards integrated within instructional strategies

- **Economics Standard One 4-5b:** Students will understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of government.
- **Economics Standard Two 4-5a:** Students will understand the role of banks and other financial institutions in the economy.
- **Economics Standard Three 4-5a:** Students will identify different means of production, distribution, and exchange used within economic systems in different times and places.
- **History Standard One 4-5a:** Students will study historical events and persons within a given time frame in order to create a chronology and identify related cause-and-effect factors.



## ***Handout 1.1 – Glossary***

- Adze: a tool with a wooden handle and steel blade, similar to a hatchet.
- Alternative: something that you can choose to have or do instead of something else.
- Archipelago: a group of small islands.
- Barracks: the building or buildings where soldiers live.
- Cargo: freight that is carried by ship or aircraft.
- Chartered: hired bus, plane, ship, etc., for private use.
- Commercial enterprise: group coming together with profit as their main aim.
- Confluence: a coming or flowing together, meeting, or gathering at one point.
- Current: the movement of water in a river or an ocean.
- Duration: the period of time which something lasts.
- Expedition: a long journey for a special purpose, such as exploring.
- Harbor: a place where ships shelter or unload their cargo.
- Inhabitants: someone who occupies a particular place regularly.
- Investor: A person who gives or lends money to something, such as a company, in the belief that he or she will get more money back in the future.
- Lucrative: producing wealth; profitable.
- Mariner: a person who navigates or assists in navigating a ship.
- Mast: a tall pole that stands on the deck of a ship or boat and supports its sails.
- Offloading: to unload.
- Outcropping: projecting from the surrounding soil.
- Principal: most important or influential.
- Proceed: to move forward or continue.
- Refuge: a place that provides protection or shelter.
- Seize: to arrest or capture someone or something.
- Siege: the surrounding of a place such as a castle or city to cut off supplies and then wait for those inside to surrender.
- Storehouse: a building for storing goods.
- Strategically: of great importance to a plan.

- Trade Winds: a wind blowing almost constantly in one direction.
- Transatlantic: crossing the Atlantic Ocean.
- Tributary: a stream or river that flows into a larger stream or river.

**Sources:**

- *Scholastic Children's Dictionary*; c. 2002
- *Merriam-Webster's Collegiate Dictionary*, 10<sup>th</sup> edition; c. 2002

### *Handout 1.2 – Jobs Aboard the Kalmar Nyckel*

<p><b>EXPEDITION LEADER (PETER MINUIT)</b></p> <ul style="list-style-type: none"><li>RESPONSIBLE TO THE NEW SWEDEN INVESTORS</li><li>MADE ALL MAJOR DECISIONS ABOUT THE VOYAGE INCLUDING CHOOSING THE ROUTE TO TAKE ACROSS THE OCEAN</li><li>MADE ALL MAJOR DECISIONS ABOUT THE COLONY INCLUDING CHOOSING THE SITE FOR SETTLEMENT &amp; MEETING WITH THE NATIVE AMERICANS TO GAIN LAND</li></ul>	<p><b>SHIP'S CAPTAIN (CAPTAIN JAN HINDRICKSEN van der WATER)</b></p> <ul style="list-style-type: none"><li>COMMANDED ALL SAILORS ABOARD THE <i>KALMAR NYCKEL</i></li><li>GUIDED THE DAY-TO-DAY SAILING OF THE SHIP &amp; TOOK STEPS TO MAKE SURE THAT THE CREW AND PASSENGERS ARRIVED SAFELY ACROSS THE OCEAN</li><li>SECOND IN CHARGE OF THE OVERALL EXPEDITION AFTER PETER MINUIT</li></ul>
<p><b>GUNNER (JOHAN JOCHIMSSSEN)</b></p> <ul style="list-style-type: none"><li>RESPONSIBLE FOR THE MAINTENANCE AND USE OF THE SHIP'S CANNONS</li><li>RESPONSIBLE FOR PROTECTING THE SHIP AGAINST ENEMY SHIPS AND PIRATES</li><li>IN CHARGE OF ALL WEAPONS ABOARD THE SHIP IN ADDITION TO THE CANNONS (SMALL GUNS MOUNTED TO THE SHIP, PISTOLS, &amp; MUSKETS)</li></ul>	<p><b>COMMANDING OFFICER (MANS NILSSON KLING)</b></p> <ul style="list-style-type: none"><li>COMMANDED ALL OF THE SOLDIERS ABOARD THE <i>KALMAR NYCKEL</i></li><li>RESPONSIBLE FOR THE PROTECTION OF THE NEW SWEDEN COLONY</li><li>RESPONSIBLE FOR HELPING TO OVERSEE THE BUILDING OF FORT CHRISTINA</li></ul>
<p><b>NATIVE AMERICAN INTERPRETER (ANDRESS LUCASSEN)</b></p> <ul style="list-style-type: none"><li>RESPONSIBLE FOR TRANSLATING THE DUTCH AND NATIVE AMERICAN LANGUAGES DURING MEETINGS BETWEEN MINUIT &amp; NATIVE AMERICAN LEADERS</li></ul>	<p><b>COMMISSARY (HENDRICK HUYGEN)</b></p> <ul style="list-style-type: none"><li>RESPONSIBLE FOR MAKING SURE THE SOLDIERS AND COLONISTS HAD THE FOOD &amp; SUPPLIES NEEDED DURING THE VOYAGE TO NEW SWEDEN</li><li>RESPONSIBLE FOR PROTECTING THE TRADE GOODS ON BOARD WHICH WOULD BE GIVEN TO THE NATIVE AMERICANS UPON ARRIVAL IN EXCHANGE FOR LAND, BEAVER FURS, AND OTHER ITEMS</li></ul>
<p><b>SHIP'S CARPENTER</b></p> <ul style="list-style-type: none"><li>RESPONSIBLE FOR MAINTAINING ALL THE WOOD ON THE SHIP</li><li>HIGHLY-SKILLED CARPENTER WHO WAS CAPABLE OF MAKING MAJOR REPAIRS AND FASHIONING NEW PARTS</li></ul>	<p><b>SHIP'S STEWARD</b></p> <ul style="list-style-type: none"><li>A COOK WHO WAS RESPONSIBLE FOR PREPARING ALL THE MEALS FOR THE CREW AND PASSENGERS</li><li>RESPONSIBLE FOR MAKING SURE THAT THE QUANTITIES OF FOOD AND WATER LASTED UNTIL THE CREW ARRIVED IN NEW SWEDEN</li><li>COOKED ON A SMALL STOVE IN THE FO'C'SLE</li></ul>

<p><b>BOATSWAIN ("BOSUN") (PETER JOHANSSSEND)</b></p> <ul style="list-style-type: none"> <li>• A NON-COMMISSIONED OFFICER WHO SERVED AS THIRD MATE</li> <li>• HELPED SUPERVISE THE CREW</li> <li>• HIGHLY SKILLED IN ALL MATTERS OF SEAMANSHIP</li> <li>• RESPONSIBLE FOR OVERALL MAINTENANCE OF THE SHIP, SAILS, AND RIGGING</li> </ul>	<p><b>SAILOR – CHANTY MAN</b></p> <ul style="list-style-type: none"> <li>• THE SAILOR WHO LED THE SINGING ABOARD THE SHIP, WHICH WAS USED FOR ENTERTAINMENT AND TO HELP SAILORS HAUL LINES IN UNISON</li> <li>• OFTEN COULD PLAY A STRINGED INSTRUMENT (SIMILAR TO A GUITAR), A WHISTLE, OR "SPOONS" (FOR PERCUSSION)</li> <li>• ALSO A COMPETENT SAILOR, WHO COULD PERFORM OTHER DUTIES AND STAND WATCH</li> </ul>
<p><b>FIRST MATE (MICHEL SYMONSSEN)</b></p> <ul style="list-style-type: none"> <li>• THE CAPTAIN'S CHIEF EXECUTIVE OFFICER AND SECOND IN COMMAND OF THE SHIP AND CREW</li> <li>• PRIMARILY RESPONSIBLE FOR THE SHIP'S CARGO – LOADING, STOWAGE BELOW DECKS, AND OFF-LOADING</li> <li>• SUPERVISOR OF THE "STARBOARD WATCH" – THE CREW WHO STOOD WATCH 4 HOURS ON AND 4 HOURS OFF EACH DAY AND NIGHT</li> </ul>	<p><b>SECOND MATE (JACOB EVERTSSEN SANDELIN)</b></p> <ul style="list-style-type: none"> <li>• THE CAPTAIN'S SECOND OFFICER AND THIRD IN COMMAND OF THE SHIP AND CREW</li> <li>• PRIMARILY RESPONSIBLE FOR NAVIGATION</li> <li>• SUPERVISOR OF THE "PORT WATCH" – THE CREW WHO STOOD WATCH IN 4 HOUR SEGMENTS DAY AND NIGHT WHEN THE "STARBOARD WATCH" WAS OFF DUTY</li> </ul>
<p><b>APPRENTICE SERVANT (A GERMAN BOY NAMED GOTFRIED HARMER)</b></p> <ul style="list-style-type: none"> <li>• YOUNG ASSISTANT TO COMMISSARY HUYGEN</li> <li>• HANDLED MENIAL CHORES AND MANUAL LABOR</li> <li>• TRAINED TO HELP WITH BOOKKEEPING AND MANAGING THE ACCOUNTS</li> </ul>	<p><b>SAILOR – TOPMAN (HERMAN ANDERSSON)</b></p> <ul style="list-style-type: none"> <li>• A SAILOR WHO WORKED ALOFT IN THE RIGGING</li> <li>• RESPONSIBLE FOR SAIL HANDLING WHILE ALOFT</li> <li>• DANGEROUS AND HIGHLY-SKILLED POSITION THAT REQUIRED EXPERIENCE, STRENGTH, AND COURAGE</li> </ul>
<p><b>SAILOR – TOPMAN (JOHAN SVENSSON)</b></p> <ul style="list-style-type: none"> <li>• A SAILOR WHO WORKED ALOFT IN THE RIGGING</li> <li>• RESPONSIBLE FOR SAIL HANDLING WHILE ALOFT</li> <li>• DANGEROUS AND HIGHLY-SKILLED POSITION THAT REQUIRED EXPERIENCE, STRENGTH, AND COURAGE</li> </ul>	<p><b>SAILOR – DECKHAND (SANDER CLERCK)</b></p> <ul style="list-style-type: none"> <li>• RESPONSIBLE FOR HAULING LINES ON DECK – WEIGHING ANCHOR AND MAKING SAIL CHANGES AS DIRECTED</li> <li>• RESPONSIBLE FOR STANDING WATCH, 4 HOURS ON AND 4 HOURS OFF THROUGHOUT THE TYPICAL DAY</li> </ul>

<p><b>SAILOR – HELMSMAN (CLAS JANSSEN)</b></p> <ul style="list-style-type: none"> <li>• AN EXPERIENCED SAILOR WHO STEERED THE SHIP AS DIRECTED BY THE CAPTAIN AND SHIP'S OFFICERS</li> <li>• RESPONSIBLE FOR OPERATING THE WHIPSTAFF, THE LEVER USED TO MOVE THE TILLER AND THE RUDDER</li> <li>• ALSO HANDLED REGULAR DUTIES AND STOOD REGULAR WATCHES WHEN NOT OPERATING THE HELM</li> </ul>	<p><b>BARBER-SURGEON (TIMEN STIDDEM)</b></p> <ul style="list-style-type: none"> <li>• RESPONSIBLE FOR MAINTAINING THE HEALTH OF SHIP'S CREW AND PASSENGERS</li> <li>• PERFORMED SURGERY AND OFTEN PULLED TEETH</li> <li>• ALSO CUT HAIR AND TRIMMED BEARDS</li> </ul>
<p><b>STEWARD'S ASSISTANT</b></p> <ul style="list-style-type: none"> <li>• A SAILOR WHO ASSISTED THE SHIP'S STEWARD IN PREPARING ALL MEALS FOR THE CREW AND PASSENGERS</li> <li>• HANDLED MENIAL TASKS AND TENDED TO THE FIRE USED TO HEAT THE SHIP'S STOVE</li> <li>• ALSO TRAINED TO BECOME A STEWARD</li> </ul>	<p><b>BARBER-SURGEON'S ASSISTANT (HANS JANECKE)</b></p> <ul style="list-style-type: none"> <li>• HELPED THE BARBER-SURGEON LOOK AFTER THE HEALTH OF THE CREW AND PASSENGERS</li> <li>• A SURGICAL ASSISTANT AND HELPED WITH POST-OPERATIVE CARE</li> <li>• ALSO CUT HAIR AND TRIMMED BEARDS</li> </ul>
<p><b>SOLDIER</b></p> <ul style="list-style-type: none"> <li>• CARRIED AS A PASSENGER ON THE VOYAGE ACROSS THE ATLANTIC, BUT COULD HELP DEFEND THE SHIP IN CASE OF ATTACK</li> <li>• RESPONSIBLE FOR HELPING TO BUILD THE FORT AND THE TWO LOG-CABIN STRUCTURES HOUSED WITHIN</li> <li>• RESPONSIBLE FOR STAYING BEHIND TO HOLD THE FORT AND PROTECT THE SWEDISH CLAIM TO NEW SWEDEN</li> <li>• TRAINED SOLDIERS WHO WERE RESPONSIBLE FOR HANDLING WEAPONS – MUSKETS, PIKES, AND SWORDS MOSTLY</li> </ul>	<p><b>SOLDIER "FOREST FINNS"</b></p> <ul style="list-style-type: none"> <li>• A GROUP OF SOLDIERS WITH SPECIAL PIONEERING SKILLS WHO WERE CONSCRIPTED INTO THE SWEDISH ARMY AND FORCED TO SERVE ON THE EXPEDITION TO NEW SWEDEN</li> <li>• CHIEFLY RESPONSIBLE FOR CONSTRUCTING THE FORT AND THE LOG-CABIN STRUCTURES – A BARRACKS AND A STOREHOUSE – THAT MADE UP THE FIRST SETTLEMENT CALLED FORT CHRISTINA</li> <li>• ALSO SERVED REGULAR DUTIES AS SOLDIERS, WHICH INCLUDED STAYING BEHIND TO HOLD THE FORT</li> </ul>

<p style="text-align: center;"><b>SOLDIER</b></p> <ul style="list-style-type: none"> <li>• CARRIED AS A PASSENGER ON THE VOYAGE ACROSS THE ATLANTIC, BUT COULD HELP DEFEND THE SHIP IN CASE OF ATTACK</li> <li>• RESPONSIBLE FOR HELPING TO BUILD THE FORT AND THE TWO LOG-CABIN STRUCTURES HOUSED WITHIN</li> <li>• RESPONSIBLE FOR STAYING BEHIND TO HOLD THE FORT AND PROTECT THE SWEDISH CLAIM TO NEW SWEDEN</li> <li>• TRAINED SOLDIERS WHO WERE RESPONSIBLE FOR HANDLING WEAPONS—MUSKETS, PIKES, AND SWORDS MOSTLY</li> </ul>	<p style="text-align: center;"><b>SOLDIER "FOREST FINNS"</b></p> <ul style="list-style-type: none"> <li>• A GROUP OF SOLDIERS WITH SPECIAL PIONEERING SKILLS WHO WERE CONSCRIPTED INTO THE SWEDISH ARMY AND FORCED TO SERVE ON THE EXPEDITION TO NEW SWEDEN</li> <li>• CHIEFLY RESPONSIBLE FOR CONSTRUCTING THE FORT AND THE LOG-CABIN STRUCTURES—A BARRACKS AND A STOREHOUSE—THAT MADE UP THE FIRST SETTLEMENT CALLED FORT CHRISTINA</li> <li>• ALSO SERVED REGULAR DUTIES AS SOLDIERS, WHICH INCLUDED STAYING BEHIND TO HOLD THE FORT</li> </ul>
<p style="text-align: center;"><b>SOLDIER</b></p> <ul style="list-style-type: none"> <li>• CARRIED AS A PASSENGER ON THE VOYAGE ACROSS THE ATLANTIC, BUT COULD HELP DEFEND THE SHIP IN CASE OF ATTACK</li> <li>• RESPONSIBLE FOR HELPING TO BUILD THE FORT AND THE TWO LOG-CABIN STRUCTURES HOUSED WITHIN</li> <li>• RESPONSIBLE FOR STAYING BEHIND TO HOLD THE FORT AND PROTECT THE SWEDISH CLAIM TO NEW SWEDEN</li> <li>• TRAINED SOLDIERS WHO WERE RESPONSIBLE FOR HANDLING WEAPONS—MUSKETS, PIKES, AND SWORDS MOSTLY</li> </ul>	<p style="text-align: center;"><b>SOLDIER "FOREST FINNS"</b></p> <ul style="list-style-type: none"> <li>• A GROUP OF SOLDIERS WITH SPECIAL PIONEERING SKILLS WHO WERE CONSCRIPTED INTO THE SWEDISH ARMY AND FORCED TO SERVE ON THE EXPEDITION TO NEW SWEDEN</li> <li>• CHIEFLY RESPONSIBLE FOR CONSTRUCTING THE FORT AND THE LOG-CABIN STRUCTURES—A BARRACKS AND A STOREHOUSE—THAT MADE UP THE FIRST SETTLEMENT CALLED FORT CHRISTINA</li> <li>• ALSO SERVED REGULAR DUTIES AS SOLDIERS, WHICH INCLUDED STAYING BEHIND TO HOLD THE FORT</li> </ul>

**Note to the Teacher:** According to C.A. Weslager's research published in *A Man and His Ship: Peter Minuit and the Kalmar Nyckel*, there is no known roster of all men aboard the voyage. However, Weslager estimates there were approximately 30 to 40 sailors and 24 to 28 soldiers on the ship. No women or children were aboard on the first expedition.

**Note about the role of the soldiers:** 24 men total stayed behind to hold the fort (includes Mans Kling, Hendrick Huygen, Timen Stiddem, and probably Gottfried Harmer).

- The individual names are unknown.
- **Many, if not most, were "Forest Finns."**
- "Black Anthony" arrived on Fogel Grip in January 1639 (after it voyaged to Jamestown and West Indies) and became 25<sup>TH</sup> member of the settlement. The Fogel Grip was a companion ship to the *Kalmar Nyckel* on the first voyage.
- Soldiers were also expected to grow crops and handle other farming and woodsmen duties.
- Soldiers were probably a part of the trading operations but no details are known.

### *Specialized Jobs Aboard the Kalmar Nyckel*

- **EXPEDITION LEADER** (MADE ALL MAJOR DECISIONS ABOUT THE VOYAGE)
- **SHIP'S CAPTAIN** (COMMANDED ALL OF THE SAILORS)
- **GUNNER** (IN CHARGE OF ALL WEAPONS)
- **COMMANDING OFFICER** (COMMANDED ALL OF THE SOLDIERS)
- **NATIVE AMERICAN INTERPRETER** (LANGUAGE TRANSLATOR)
- **COMMISSARY** (PROTECTED THE TRADE GOODS ABOARD THE SHIP)
- **SHIP'S CARPENTER** (MAINTAINED THE SHIP)
- **SHIP'S STEWARD** (COOKED ALL OF THE MEALS ABOARD THE SHIP)
- **BOATSWAIN** (RESPONSIBLE FOR THE MAINTENANCE OF THE SHIP, SAILS & RIGGING)
- **SHANTY MAN** (LED THE SINGING ON BOARD THE SHIP FOR ENTERTAINMENT & TO HELP HAUL THE LINES IN UNISON)
- **FIRST MATE** (SECOND IN COMMAND OF THE SHIP & RESPONSIBLE FOR THE SHIP'S CARGO)
- **SECOND MATE** (THIRD IN COMMAND OF THE SHIP AND RESPONSIBLE FOR NAVIGATION OF THE SHIP)
- **APPRENTICE SERVANT** (DID MISC. CHORES AND MANUAL LABOR)
- **2 TOPMEN** (WORKED ALOFT IN THE RIGGING)
- **DECKHAND** (HAULED LINES ON DECK & STOOD WATCH THROUGHOUT THE DAY)
- **HELMSMAN** (STEERED THE SHIP AS DIRECTED BY THE CAPTAIN)
- **BARBER-SURGEON** (OVERSAW THE HEALTH OF EVERYONE ABOARD SHIP, PERFORMED SURGERY AND PULLED TEETH)
- **STEWARD'S ASSISTANT** (HELPED COOK ALL OF THE MEALS ABOARD THE SHIP)
- **BARBER SURGEON ASSISTANT** (HELPED THE BARBER-SURGEON WITH SURGERY AND PULLING TEETH)
- **3 SOLDIERS** (CARRIED AS A PASSENGER ON THE VOYAGE BUT COULD HELP DEFEND THE SHIP IF IT WAS ATTACKED – WOULD HELP DEFEND FORT CHRISTINA ONCE THE COLONY WAS ESTABLISHED)
- **3 FOREST FINN SOLDIERS** (CARRIED AS A PASSENGER ON THE VOYAGE BUT COULD HELP DEFEND THE SHIP IF IT WAS ATTACKED – WOULD HELP BUILD LOG CABINS ONCE THE COLONY WAS ESTABLISHED)

***Handout 1.3 – Kalmar Nyckel Expedition Costs vs. Benefits Risk Analysis***

<b>What were the potential Costs vs. Benefits for each of the following groups?</b>	<b>Costs</b>	<b>Benefits</b>
Swedish Government		
Investors/Company		
Minuit and Major Expedition Leaders		
Soldiers, Sailors, Settlers		



## ***Teacher Background***

### ***Early International Trade in the American Colonies***

The original colonies of Jamestown, Plymouth, New Amsterdam, and New Sweden were settled at different times and by different groups of people, but all shared one similarity. They were all settled because a group of investors bought stock in the colony. This money financed the supplies that the settlers would need, such as the ship needed to cross the Atlantic Ocean, the food needed on their voyage, pay for the sailors, purchase items to trade with the Native Americans once they arrived, etc. Over the next few years, the investors hoped to make a profit from the resources available in the New World. By this point few trees were left in certain areas of Europe, and felt hats were at the height of fashion. The natural resources of lumber and beaver (from which felt was made) were plentiful in North America. The agreement was the colony in which they were investing would ship the natural resources available in the New World as well as a portion of the crops produced back to Europe and these would be sold for a profit.

	<b>Jamestown</b>	<b>Plimoth (Plymouth)</b>	<b>New Amsterdam</b>	<b>New Sweden</b>
Year Founded	1607	1620	1624	1638
What Group Financed the Colony	Virginia Company of London	The Virginia Company of Plymouth	West India Company	The New Sweden Company made up of Swedish and Dutch shareholders
Who - People First Settled the Colony	104 English men and boys	102 English settlers (men, women and children) known as the Pilgrims. They originally fled England and went to Amsterdam because of their religious beliefs not being accepted in their home country.	Approximately 30 families	Approximately 24 soldiers and settlers to guard the fort and conduct trade with the Native Americans, plus 1 adult male settler from the West Indies who arrived in January 1639
<b>Today's</b> Location of <b>the Colony's</b> Territory	Virginia	Massachusetts	New York, New Jersey	Delaware, Pennsylvania, and New Jersey

A third group that was very important in this international trade was the Native Americans tribes of North America. They were respected as great fur trappers and were willing to trade animal furs for items that the Europeans brought to the New World, such as duffel cloth, copper pots, iron mugs and spikes, glass beads, mirrors, etc., that the Native Americans did not have. Since the furs did not mean much to the Native Americans but were in high demand in Europe, the trade that took place created benefits for both the

Native Americans and Europeans. Today when viewing the New York City Seal, this relationship is made clear due to the images of the beaver, a flour barrel, a sailor, a Native American, and a windmill.

**Resources:**

- Jamestown: <http://www.historyisfun.org/jamestown-settlement.htm>
- Plimoth: <http://www.plimoth.org>
- New Amsterdam: <http://www.nps.gov/nr/travel/kingston/colonization.htm>
- New Sweden: <http://www.colonialswedes.org/History/History.html>
- New York City Seal:  
[http://www.nyc.gov/html/dcas/html/features/greenbook\\_seal\\_flag.shtml](http://www.nyc.gov/html/dcas/html/features/greenbook_seal_flag.shtml)

### ***Is the Possible Reward Worth the Risk or Would You Rather Play It Safe?***

After reading the information found on the *Kalmar Nyckel* World Trade Card #11 –Incentive (Risks & Rewards), in your own words explain which risks versus which rewards were possible for the investors in the New Sweden Company as a result of the founding of New Sweden.

<b>Potential Risks If the Colony Is Unsuccessful</b>	<b>Potential Rewards if the Colony is Successful</b>

Now, turn back the clock. It is May 16, 1637, and the New Sweden Colony is seeking investors. Using the information in the chart above, decide whether you would be willing to take the risk of investing in the New Sweden Company. Your options are:

- #1. Keep your money in your wallet. You will know where it is at all times and how much you have.
- #2. Put your money in the local bank. You will make a small amount of interest on your account and know that the money is safe.
- #3. Invest in the New Sweden Colony. You know that there is risk involved (the ship could sink, the Native Americans could refuse to trade, etc.), but you believe the potential rewards are worth the risk since the demand for beaver in Europe is so great.
- #4. A combination of #1, #2, and #3.

Be prepared to share with the class your decision and an explanation of why you came to that conclusion.

Your decision (check one): #1 \_\_\_\_\_ #2 \_\_\_\_\_ #3 \_\_\_\_\_ #4 \_\_\_\_\_

Why did you make that choice?

***Kalmar Nyckel Expedition Costs vs. Benefits Risk Analysis***

<b>What Were the Potential Costs vs. Benefits for Each of the Following Groups?</b>	<b>Costs</b>	<b>Benefits</b>
<b>Swedish Government</b>		
<b>Investors/Company</b>		
<b>Minuit and Major Expedition Leaders</b>		
<b>Soldiers, Sailors, Settlers</b>		

## ***Kalmar Nyckel Expedition Costs vs. Benefits Risk Analysis***

### ***Teacher Copy***

Risk played a huge role when creating colonies in the New World. Everyone involved (governments, investors, colonial leaders, sailors, soldiers, and settlers) had to weigh the costs versus the benefits to be gained if the colony was successful.

**Costs** – The disadvantages of a particular course of action as measured by bad feeling, dollars, or numbers of items.

<http://capstone.councilforeconed.org/resources/glossary.php?#C>

**Benefits** – The advantage(s) of a particular course of action as measured by good feeling, dollars, or number of items.

<http://capstone.councilforeconed.org/resources/glossary.php?#C>

<b>GROUPS</b>	<b>COSTS</b>	<b>BENEFITS</b>
<b>Governments</b> Dutch and Swedish	<ul style="list-style-type: none"> <li>Potential Failure – loss of opportunity, prestige, and power</li> </ul>	<ul style="list-style-type: none"> <li>Profit</li> <li>Prestige</li> <li>Power</li> </ul>
<b>Companies and Investors</b> Dutch West India Company and New Sweden Company	<ul style="list-style-type: none"> <li>Loss of Investment</li> <li>Loss of Power</li> <li>Failure of the Venture</li> </ul>	<ul style="list-style-type: none"> <li>Profit</li> <li>Personal Power</li> <li>Other Purposes</li> </ul>
<b>Leaders of the Colony</b> Governor Peter Minuit and Others	<ul style="list-style-type: none"> <li>Loss of Profit</li> <li>Loss of Prestige and Power</li> <li>Loss of Life</li> <li>Risk of Injury</li> <li>Loss of Time and Energy</li> </ul>	<ul style="list-style-type: none"> <li>Profit</li> <li>Prestige</li> <li>Power</li> <li>Other Purposes – adventure, religious purposes, etc.</li> </ul>
<b>Sailors, Soldiers, and Settlers</b>	<ul style="list-style-type: none"> <li>Loss of Life</li> <li>Risk of Injury</li> <li>Loss of Time &amp; Energy</li> </ul>	<ul style="list-style-type: none"> <li>Personal Gain – Money, job, new life, fresh start, etc.</li> </ul>

The benefits listed in this chart **provide the “big picture”** when compared to the costs. The next chart shows more specific benefits.

<b>Governments</b>	<b>Company Investors</b>	<b>Leaders</b>	<b>Sailors, Soldiers and Settlers</b>
<p>If successful, the colony in North America would provide:</p> <ul style="list-style-type: none"> <li>• Wealth and taxes</li> <li>• New resources available (furs, tobacco, etc.)</li> <li>• Gain the position of a world power</li> <li>• Power to begin future expeditions and expand territory</li> <li>• Extend Protestant religion (competition with Catholics; convert non-Christian natives)</li> <li>• Provide settlement opportunities for poor; unload criminals (turn unproductive citizens into productive members)</li> <li>• Create military bases to attack enemies (Spanish and Portuguese ships to seize treasure)</li> <li>• To be competitive against other European countries for land and resources to gain wealth and power</li> </ul>	<p>If successful, the colony in North America could provide:</p> <ul style="list-style-type: none"> <li>• Profit: return on investment made by stockholders</li> <li>• Rise in price of each share of stock and the overall value of the company</li> <li>• Opportunities for new investments in the future (make improvements in the colony or start a new colony in a different location)</li> <li>• Gain support of the monarch (King or Queen)</li> <li>• Gain respect from people in the community as a successful businessman</li> <li>• Gain the support of the church leaders</li> </ul>	<p>If successful, the colony in North America could provide:</p> <ul style="list-style-type: none"> <li>• Profit: in most 17<sup>th</sup> century colonial expeditions the leaders owned stock in the investment company</li> <li>• Wealth: opportunities for bonuses, such as money or gifts</li> <li>• Gain respect of the company investors, the King or Queen, colonists, etc.</li> <li>• Adventure</li> <li>• Future opportunities for a better job after leaving the colony</li> <li>• Opportunity to help others, such as the colonists who were looking for economic opportunities</li> </ul>	<p>If successful, the colony in North America could provide:</p> <ul style="list-style-type: none"> <li>• Personal gain for sailors and soldiers – a job and money; new opportunities if they stayed in the colony</li> <li>• Personal gain for settlers – new life and a fresh start; opportunity to own land which was not available back in Europe; better opportunities for their family and children; opportunity for religious freedom</li> <li>• Adventure</li> </ul>

## Handout 2.1 – Colonial Trade Simulation

**Your Name:** \_\_\_\_\_

**Role** (Circle One):    **LENAPE**

**SWEDISH COLONIST**

<b>Items in Your Trade Bag</b>	<b>How happy are you about the items in your bag? (From 1 Smile to 5 Smiles)</b> 😊😊😊😊😊	<b>Would you be willing to trade this to someone in exchange for something else? (Yes or No?)</b>
1.		
2.		
3.		
	<b>Total # of 😊:</b>	

### Round One – Trading With Others in Your Group

<b>Items in Your Trade Bag</b>	<b>How happy are you about the items in your bag? (From 1 Smile to 5 Smiles)</b> 😊😊😊😊😊	<b>Would you be willing to trade this to someone in exchange for something else? (Yes or No?)</b>
1.		
2.		
3.		
4.		
5.		
6.		
	<b>Total # of 😊:</b>	

How did you change your happiness about what was in your bag by trading with others in your group?

Did the number of items in your bag change? Why or why not?

## Round Two – Trading Between the Lenape and Colonists

Items in Your Trade Bag	How happy are you about the items in your bag? (From 1 Smile to 5 Smiles) 😊😊😊😊😊	Would you be willing to trade this to someone in exchange for something else? (Yes or No?)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
	<b>Total # of 😊:</b>	

How did you change your happiness about what was in your bag by trading with others?

Did the types of items in your bag change? Why or why not?

Why did the Swedish colonists want to trade with the Lenape?

Why did the Lenape want to trade with the Swedish colonists?



## *Handout 2.2 – Decision-Making Matrix/Organizer*

Item	Mandatory for Survival?	Needed for Trade?	Helpful But Not Needed?	Takes Up a Lot of Space?	Benefits?	Costs/ Risks?	Trade Value in Furs?	Will You Bring This Item?	How Many Will You Bring?	Total Value in Furs?
25 Sailors – Crew							0			
25 Soldiers/Settlers							0			
25 Settlers/Families							0			
Ballast for Ship							0			
Food and Water for 25 People – enough for 1 year							0			
Gunpowder and Ammunition – enough for 5 “guns”							0			
Wine for Trade with Europeans							0			
Vegetables (Sauerkraut)							0			
Crop Seeds (Barley, Wheat, Rye)							0			
Duffel Cloth/Trade Goods in Bolts							100			
Fragile Trade Goods in Trunks							60			
Copper Pots/Trade Goods in Trunks							50			
Iron Implements/Trade Goods in Trunks							80			
Small Arms Chest for Sailing Crew							0			

Item	Mandatory for Survival?	Needed for Trade?	Helpful But Not Needed?	Takes Up a Lot of Space?	Benefits?	Costs/ Risks?	Trade Value in Furs?	Will You Bring This Item?	How Many Will You Bring?	Total Value in Furs?
Small Arms Chest for Soldiers/ Settlers							0			
Personal Items and Toys for Families/Settlers							0			
Pre-Cut Lumber – for building fort and houses							0			
Lumbering Equipment in Trunk							0			
Farming Equipment in Trunk							0			
Yellow Bricks – 250 per block							0			
Small Boat – ship’s “shallop”							0			
Cannon – ship’s big “guns”							0			
Grand Total of Furs Obtained in Trade										

### *Handout 2.3 – Starting a Colony Inventory*

Item/Description	Color	Quantity	Trade Value in Furs	TOTAL VALUE IN FURS
<b>25 Sailors</b> – Crew members needed to sail the <i>Kalmar Nyckel</i> across the Atlantic	Blue	1	0	
<b>25 Soldiers/Settlers</b> – Needed to establish trading colony, build and defend fort, and protect ship on the voyage	Red	2	0	
<b>25 Settlers/Families</b> – Useful for Establishing colonial settlement that will grow and thrive	Green	1	0	
<b>Ballast for Ship</b> – Extra weight needed for ship's stability (usually consisted of field stone or iron ingots; cannon barrels sometimes used)	Gray Stone	2	0	
<b>Food and Water for 25 People (enough for 1 year)</b> – 12 large barrels (2,000 pounds each) stored together on a pallet; filled with preserved fish and pork as well as water and beer	Aged Wood	4	0	
<b>Gunpowder and Ammunition (enough for 5 "guns")</b> – 6 small barrels (1,000 pounds each) stored together on a pallet; needed for practice and battle in case of action	Black	2	0	
<b>Wine for Trade with Europeans</b> – 6 small barrels stored together on a pallet; valuable for trading with other European colonies in the West Indies or Jamestown; can exchange for food or tobacco or money)	Wine Red	2	0	
<b>Vegetables (Sauerkraut)</b> – Individual small barrels; important for health of crew (prevents Scurvy—each one enough to last 1 year for 25 people)	Green	8	0	
<b>Crop Seeds (Barley, Wheat, Rye)</b> – Individual small barrels; important for planting crops in New Sweden so that settlers can sustain themselves in future years	Natural Wood	4	0	
<b>Duffel Cloth/Trade Goods in Bolts</b> – Most valuable trading goods; highly prized by native Lenape for making clothes and blankets; essential as gifts to Lenape chiefs and for acquiring beaver furs	Bright Red	6	100	
<b>Fragile Trade Goods in Trunks</b> – Mirrors, gold chains, glass beads, and clay pipes; essential trade goods in high demand by native Lenape; can exchange for beaver furs	Blue	4	60	
<b>Copper Pots/Trade Goods in Trunks</b> – Burnished copper pots; essential trade goods in high demand by native Lenape (who often cut copper into small pieces and wore as jewelry); can exchange for beaver furs	Copper	2	50	

Item/Description	Color	Quantity	Trade Value in Furs	TOTAL VALUE IN FURS
<b>Iron Implements/Trade Goods in Trunks</b> – Axes, adzes, tools, hinges, cooking pots, mugs, arrowheads; essential trade goods in high demand by native Lenape who lack iron-mongering and metallurgy; can exchange for beaver furs	Iron Gray	4	80	
<b>Small Arms Chest for Sailing Crew</b> – Pistols and muskets plus ammunition as well as pikes, swords, and cutlasses; needed to protect the ship in case of attack	Black	1	0	
<b>Small Arms Chest for Soldiers/Settlers</b> – Pistols and muskets plus ammunition as well as pikes, swords, and cutlasses; needed to protect fort, settlement, and colony in case of attack	Black	2	0	
<b>Personal Items and Toys for Families/Settlers</b>	Purple	1	0	
<b>Pre-Cut Lumber (for Building Fort and Houses)</b> – Boards and planks already sawn and cut; finished wood products to make building easier once in New Sweden	Green	8	0	
<b>Lumbering Equipment in Trunk</b> – Axes, adzes, hammers, chisels ; needed by settlers (soldiers or families) to chop down trees, clear forest, and build fort and houses	Forest Green	1	0	
<b>Farming Equipment in Trunk</b> – Shovels, rakes, hoes, scythes for tilling soil, planting seeds, and harvesting crops; needed by settlers (soldiers or families) to farm the land, forest, and build fort and log cabin structures	Green	1	0	
<b>Yellow Bricks</b> – 250 bricks stored together in 1 block; useful for building fireplaces and chimneys in New Sweden, where fireproof building materials will not otherwise be available	Yellow	2	0	
<b>Small Boat (Ship's "Shallop")</b> – Essential for scouting shallow waters once in New Sweden; useful for transportation on narrow and shallow rivers; can operate as life boat in an emergency	Finished Wood	2 Parts	0	
<b>Cannon (Ship's Big "Guns")</b> – 10 six-pounder cannon made of cast iron; essential for defense of ship in case of attack; 2 or 3 Cannon might be off-loaded in New Sweden and used to augment defense of fort and settlement	Black	10	0	

## ***Handout 2.4 – Impact of 18<sup>th</sup> Century Triangular Trade***

Trade of the New Sweden colony focused on exchanging goods between the colony and its motherland, Sweden. However, many countries throughout the world were also participating in international trade and had developed a system known as triangular trade. Seeing the prefix “tri” (like tricycle or tripod), can you begin to guess how many continents were involved in this trade pattern? **That’s right, three continents were involved.** Do you know which three continents they were? If you guessed Europe, North America, and Africa you are correct!

Rather than focusing on trading for furs, colonists in many other areas planned to set up large plantations to produce crops. They planned to produce crops such as sugar in the Caribbean and Brazil and tobacco, rice, and indigo in North America. Since these crops could not be produced in Europe, people there would want to purchase them. The crops would be loaded into ships and sent across the ocean to port cities such as London, England. Rather than having the ships return to North America empty, they would be loaded with products that people in North America purchased with the profits they made selling the crops. With this exchange, both the colonial investors in North America and the people of Europe benefitted. Many foods were also exchanged between the continents as well. For instance, Europe became familiar with such items as potatoes, corn, and cocoa. European resources introduced in the Americas were wheat, coffee beans, and the domesticated animals for meat such as cows and pigs.

The challenge with this system is that the plantation crops being raised in North America were all very labor intensive. Many hundreds of people were required to raise a crop of tobacco or sugar because of all the steps required—planting, taking care of the crops while they were growing, harvesting, and then processing the plant into its finished product. For instance, the tobacco had to be hung up and dried before it could be sold. In addition, many of the farm tools and inventions that would be available later were not in existence yet, so most of the work had to be done by hand.

When the European colonists first settled these areas, many Native Americans were enslaved to work in the fields, but little by little many of them died from the diseases that the Europeans brought with them. Then, the European colonist looked to the African slave trade for labor. The first known ship to leave the coast of Africa and arrive in the Americas with slave labor took this voyage in 1525. The last trip would take place in 1867. Between those years, approximately 12.5 million Africans would be forced from their native countries to board ships on what became known as the Middle Passage. Most of those individuals would arrive in Brazil and the Caribbean, but many would also arrive in North American port cities.

### ***Handout 3.2 – What Is Gross Domestic Product (GDP)?***

Have you ever wondered how much stuff is produced in the United States each year? Is it more or less than other countries and by how much? Economists and government leaders use a statistic known as Gross Domestic Product or GDP to measure this. GDP calculates the market value of all final goods and services produced in a country in a calendar year. For instance, if countries produce wheat, cars, computers, medicines, and lumber, then that **country's GDP is a total of those five items. Let's say that** that amount totals \$100,000. We could use that amount and compare it to other countries, but it is not as helpful as it could be because we do not know how many or how few people live in the country. If this country had only 10 citizens the GDP per capita is \$10,000; however, if that country has 100 citizens, the GDP per capita is only \$1,000.

Another helpful measure of GDP is being able to compare productivity between two countries. Since countries have very different populations, economists study the per capita GDP of nations (total GDP divided by the number of people in that country). Below are a few examples in order of their worldwide ranking:

<b>Name of Country</b>	<b>Total GDP</b>	<b>GDP per Capita</b>
#1 Liechtenstein	\$5.028 billion (2008)	\$122,100 (2007 est.)
#7 Singapore	\$291.9 billion (2010 est.)	\$53,900 (2009 est.)
#11 United States	\$14.66 trillion (2010 est.)	\$46,000 (2009 est.)
#29 Sweden	\$354.7 billion (2010 est.)	\$37,000 (2009 est.)
#46 Spain	\$1.369 trillion (2010 est.)	\$29,300 (2009 est.)
#73 Russia	\$2.223 trillion (2010 est.)	\$15,100 (2009 est.)
#94 Panama	\$44.36 billion (2010 est.)	\$12,100 (2009 est.)
#119 Jamaica	\$23.72 billion (2010 est.)	\$8,400 (2009 est.)
#130 China	\$10.09 trillion (2010 est.)	\$6,700 (2009 est.)
#164 Philippines	\$351.4 billion (2010 est.)	\$3,300 (2009 est.)
#200 Kenya	\$66.03 billion (2010 est.)	\$1,600 (2009 est.)
#218 Ethiopia	\$86.12 billion (2010 est.)	\$900 (2009 est.)
#229 Democratic Republic of the Congo	\$23.12 billion (2010 est.)	\$300 (2009 est.)

Source for G.D.P. per capita: <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2004rank.html>

## ***Transfer Task Handout***

Now that you have learned about how international trade links countries around the world and can improve the welfare of nations, you are ready to show how importers and exporters trade because they expect to be better off. The President of the United States will be visiting the Prime Minister of Canada and needs to be briefed on our current economic trading relationship. You are a government advisor helping to make recommendations to **the President about America's economic** trade relationship with Canada.

During this presentation the information you must submit includes:

- Types of products imported into Canada from the United States.
- Types of products imported into the United States from Canada.
- What percentage of America's oil comes from Canada?
- Why is importing oil into the U.S. important to improving America's standard of living?
- How does importing American goods improve the standard of living for Canadians?
- Why do both Canada and the U.S. benefit from international trade?
- What would happen if we had a conflict with Canada?
- What would happen if other countries started importing oil from Canada?

To help you with this research, you should review the information below about trade between Canada and the United States. It will help you get started.

	<b>Unites States</b>	<b>Canada</b>
Total GDP (2010)	\$14.66 trillion	\$1.574 trillion
Per Capita GDP (2010 est.)	\$47,200	\$39,400
GDP – composition by sector	Agriculture – 1.2% Industry – 22.2% Services – 76.7%	Agriculture – 2% Industry – 20% Services – 78%
Exports	<u>Agricultural products</u> (soybeans, fruit, corn) 9.2% <u>Industrial supplies</u> (organic chemicals) 26.8% <u>Capital goods</u> (transistors, aircraft, motor vehicle parts, computers, telecommunications equipment) 49.0% <u>Consumer goods</u> (automobiles, medicines) 15.0%	Motor vehicles and parts, industrial machinery, aircraft, telecommunications equipment, chemicals, plastics, fertilizers, wood pulp, timber, crude petroleum, natural gas, electricity, aluminum

	<b>Unites States</b>	<b>Canada</b>
Export Partners (2009)	Canada – 19.4% Mexico – 12.2% China – 6.6% Japan – 4.8% UK – 4.3% Germany – 4.1%	United States – 75.1%
Exports (2010 est.)	\$1.27 trillion	\$406.8 billion
Imports	<u>Agricultural products</u> 4.9% <u>Industrial supplies</u> 32.9% (crude oil 8.2%) <u>Capital goods</u> 30.4% (computers, telecommunications equipment, motor vehicle parts, office machines, electric power machinery) <u>Consumer goods</u> 31.8% (automobiles, clothing, medicines, furniture, toys)	Machinery and equipment, motor vehicles and parts, crude oil, chemicals, electricity, durable consumer goods
Import Partners (2009)	China – 19.3% Canada – 14.2% Mexico – 11.1% Japan – 6.1% Germany – 4.5%	United States – 51.1% China – 10.9% Mexico – 4.6%
Imports (2010 est.)	\$1.903 trillion	\$406.4 billion
Oil Production	9.056 million barrels/day	3.289 million barrels/day
Oil Consumption	18.69 million barrels/day	2.151 million barrels/day
Oil Exports (2008 est.)	1.704 million barrels/day	2.001 million barrels/day
Oil Imports (2008 est.)	11.31 million barrels/day	1.192 million barrels/day

Source: *CIA World Factbook* <https://www.cia.gov/library/publications/the-world-factbook/geos/ca.html>

At this point, using the information found in the first chart, what conclusions can you make about the trade relationship between the United States and Canada?

The next chart will help you answer that question more thoroughly.



### ***Sources of American Imports for Crude Oil***

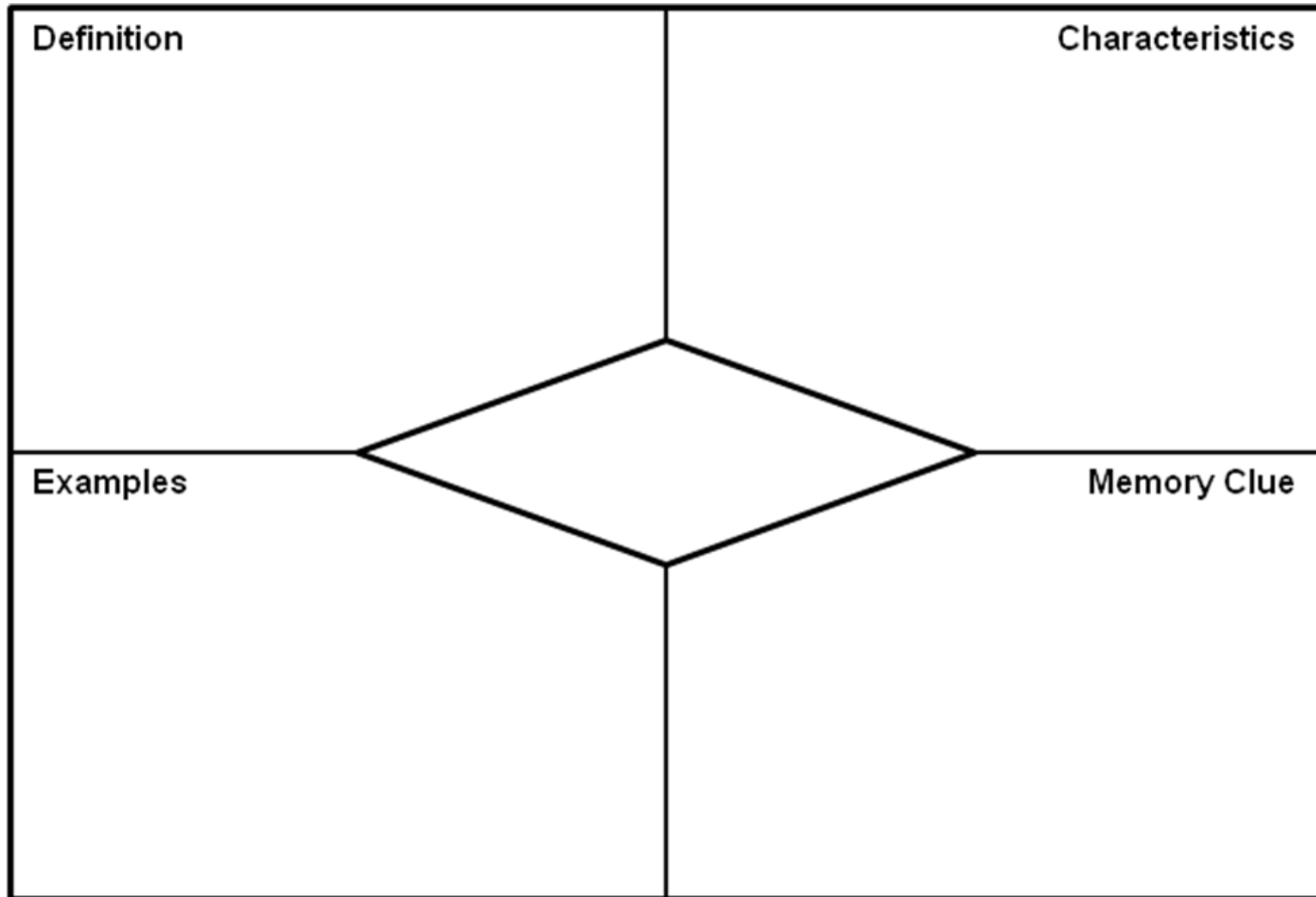
(Thousand Barrels per Day)

<b>Country</b>	<b>Year to Date 2011</b>	<b>2010</b>
Canada	2114	1928
Saudi Arabia	1122	1068
Mexico	1108	1130
Venezuela	917	918
Nigeria	886	981
Columbia	348	306
Iraq	403	483
Angola	308	408
Russia	228	250
Algeria	253	313
Brazil	211	276
Kuwait	142	201
Ecuador	166	190
Congo (Brazzaville)	54	90
Norway	54	39

Source: U.S. Department of Energy

[ftp://ftp.eia.doe.gov/pub/oil\\_gas/petroleum/data\\_publications/company\\_level\\_imports/current/import.html](ftp://ftp.eia.doe.gov/pub/oil_gas/petroleum/data_publications/company_level_imports/current/import.html)

*Four-Fold Activity Diagram*



## **Charter School Unit Modification**

The following questions have been developed to assist in the refinement of the required scope and sequence documents and accompanying units of instruction for the charter school approval and renewal processes. Through a cover letter format these questions should be addressed to assist members of the Delaware Department of Education Curriculum and Instructional Improvement work group effectively evaluate charter school applications.

### **Guiding Questions**

1. Why was this **model unit of instruction** selected as part of your schools' curricular submission?

**This model unit of instruction was selected as part of Thomas Edison's curricular** submission because they are a part of the DE Social Studies Coalition. This unit allows students to develop their own mental map through the immersion of the various techniques and tools used.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications have been made to this model unit of instruction. Imbedded into the unit are suggestions for differentiation, so the needs of all learners can be met through this unit as is.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications have been made to this unit of instruction

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No modifications have been made to this unit.

## ***Delaware Model Unit***

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and juring process to ensure alignment to selected Delaware Content Standards.

**Unit Title: Building Global Mental Maps**

**Designed by: Rebecca N. Reed**

**District: Red Clay Consolidated School District**

**Content Area: Social Studies/Geography Standard 1a**

**Grade Level: 6**

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### **Summary of Unit**

The standard addressed in this unit requires students to ***demonstrate*** mental maps of the world and its sub-regions. Each individual will develop a unique mental map. The only true assessment of a mental map is to monitor change and growth. The role of the teacher is to provide opportunities for students to use, correct, and build upon their personal mental map.

This unit exposes students to a variety of mapping techniques, types, and applications with an underlying purpose of building personal mental maps. The techniques, types, and applications are implemented using a world or global perspective. Once mastered, teachers can then apply the techniques, types, and applications to a more regionalized scale, while examining issues related to those regions.

This unit is comprised of five lessons that are scaffolded to build upon students' mental maps through exposure and varied learning modalities or styles. Evidence of a student's mental map is collected through the Performance Task, found in Stage 2 of this unit.

**Teachers will collect a record of each student's mental map of the world *prior to initiating the unit*, and a second record will be collected at the conclusion of the unit.\*** The Performance Task is simple to administer but difficult to assess as mental maps continue to develop throughout our lifetimes and at varying degrees. This should be kept in mind when assessing a student's mental map in terms of quantity of characteristics and accuracy of location. This unit will provide students with the tools needed to build their personal mental maps well beyond the conclusion of instruction.

***\* Teachers should also consider collecting records of mental maps throughout an instructional period to compare or benchmark against the original mental map that was produced by the student.***

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## Stage 1 – Desired Results

(What students will know, do, and understand)

### Delaware Content Standards

- **Geography Standard 1a 6-8:** Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.

### Big Idea

- Mental Mapping

### From the Social Studies Clarifications:

At this grade level, what changes is an expansion of the areas covered by mental maps to sub-regions of the world beyond North America, and finally to the world as a whole. In other respects, there is no difference between the objectives and purposes of the 4-5 and 6-8 benchmarks. Once again, the level of detail of the mental map components for the **world's sub-regions** is similar to that of the United States. The [South American](#) continent provides an example. A mental map would recognize the long Andes mountain chain that runs across the north and down the west side of the continent, separated in Bolivia by a high plateau containing Lake Titicaca. To the east of the Andes lie the Guiana Highlands and Brazilian highlands, separated by the Orinoco and Amazon River systems. The southern Brazilian highlands are drained by branches of the Parana-Paraguay river system that terminates in the Río de la Plata. Inland from Buenos Aires lies the flat pampas and, to the south, the arid plateau of Patagonia. Climatically, most of South America east of the Andes experiences tropical weather—warm temperatures throughout the year with wet and dry seasons. To the west, from northern Peru to Central Chile lies the dry Atacama Desert. A major concept embedded in human adaptation to the natural environment is the role of altitude that modifies the tropical climate otherwise expected at low latitudes and allows raising mid-latitude crops in small micro-ecologies found at higher elevations. Argentina, Uruguay, and Chile are the only South American areas of temperate, mid-latitude climate. Chile is like the U.S. west coast, and Argentina and Uruguay like the eastern U.S. seaboard. South Americans live disproportionately in major cities. A mental map of the sub-region would include at a minimum Caracas, Rio de Janeiro, Sao Paulo, Buenos Aires, Montevideo, Santiago, Lima, and Bogotá.

Again, it must be stressed that while mental maps carry factual details, these are best learned in the context of examining issues related to those regions. For instance, the travels of [early explorers](#) can be traced and the diversity of findings made understandable. Alternatively, areas most likely to appeal to tourism could be hypothesized.

Familiarity with sub-regions allows speculation about future connections. How might the economies of Africa and South America or Africa and India be better linked? Is there a basis for trade (exchange) between these connections? What are the obstacles to greater economic unity among South American countries? Is the lack of interior rail connections across country borders a factor?

## **Unit Enduring Understandings**

Students will understand that:

- Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples.
- Mental maps change as the scale moves from local to global. We know more about our home area than more distant places, and these differences affect how we feel and behave towards places that are distant versus those that are close.
- Mapped patterns are analyzed and used help solve societal problems.
- Maps can be used to distort or introduce bias into the information they portray.

## **Unit Essential Questions**

### **How do personal mental maps effectively change and develop?**

- What are mental maps? How can mental maps be created and used effectively?
- Why do maps have distortions?
- How have cartographers minimized distortions?
- When should a certain map projection be used over another?
- How can we help build our mental maps through visual association?

## **Knowledge and Skills**

### **Students will know...**

- Relative location of world regions and sub-regions.
- Characteristics (e.g., political, physical, human settlements) of world regions and sub-regions.

### **Students will be able to...**

- Demonstrate how their personal mental maps have been expanded through instruction that focuses on gathering, extending and refining, and applying knowledge of characteristics essential for accurate mental maps.

## Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

### Performance Task

#### Essential Question Measured by the Performance Task

- How do personal mental maps effectively change and develop?

<b>Prior Knowledge</b>	Before beginning this unit, your mental map of the world was different than it is now. Mental maps are personal and unique. Mental maps develop, grow, and change as we are asked to access or use our mental maps.
<b>Problem</b>	How can we effectively change and develop our mental maps? Prior to the start of this unit, you were asked to record your mental map of the world. Now you will record your present mental map so a comparison can be made.
<b>Role/Perspective</b>	As you record your present mental map, think about the activities that were part of this unit. Did you learn the location of new places? Can you identify and place more <b>physical features “on” your mental map?</b> What information, fact, or data did you learn that now is part of your mental map? How did the activities in this unit add to your mental map?
<b>Product/Performance</b>	Before starting this unit, you were asked to produce your mental map of the world. For this task, your current mental map of the world will be compared and evaluated for growth and accuracy.
<b>Criteria for Exemplary Response</b>	We all develop our personal mental maps at different rates and will continue to develop them throughout our lifetimes. Your teacher may ask you to produce another version in the future. The criteria for an exemplary response is always the same, by answering the essential question, <b>“How do personal mental maps effectively change and develop?”</b>

## Rubric

<b>Mental Maps</b>				
This rubric is to be used to assess the growth of a student's mental map. The criteria listed below can be used as a guide for producing a mental map.				
	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Map Elements</b>	All essential map elements are demonstrated accurately.	Most essential map elements are demonstrated accurately.	Compared to the original mental map, a few more essential map elements are demonstrated accurately.	Original map had no or a few essential map elements, with little or no growth noted.
<b>Relative Location</b>	Locations of physical/cultural features are accurate and relative to other features.	Most locations of physical/cultural features are accurate and relative to other features.	Compared to the original mental map, a few more locations of physical/cultural features are accurate and relative to other features.	Original map had no or a few accurately placed physical/cultural features, with little or no growth noted.
<b>Political Divisions</b>	All major political divisions are identified accurately.	Most major political divisions are identified accurately.	Compared to the original mental map, a few more major political divisions are identified accurately.	Original map had no or a few major political divisions identified, with little or no growth noted.
<b>Physical Features</b>	All major physical features are identified accurately.	Most major physical features are identified accurately.	Compared to the original mental map, a few more major physical features are identified accurately.	Original map had no or a few major physical features identified, with little or no growth noted.
<b>Human Settlements</b>	All major human settlements are identified accurately.	Most major human settlements are identified accurately.	Compared to the original mental map, a few more major human settlements are identified accurately.	Original map had no or a few major human settlements identified, with little or no growth noted.

**Above the Standard: 15 to 11**  
**Meets the Standard: 10 to 5**  
**Below the Standard: 4 to 0**

Teachers are encouraged to repeat the Performance Task at a later date and repeat the Performance Task as new regions are introduced to students through the planned curriculum.



## **Student Self-Assessment and Reflection**

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

– Black and William, 1998; Sternberg, 1996; Young, 2000.

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

As the strategies used to create this unit are implemented, students can keep an outline map of the region being studied and add to the map as the unit progresses. With repeated exposure to and opportunities to work with maps, the more quickly and accurately mental maps will develop.

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Lesson One – Tear Maps

#### Essential Questions

- What are mental maps?
- How can mental maps be created and used effectively?

#### Background

Differentiation allows students multiple options for taking in information, making sense of ideas, and expressing what they have learned. A differentiated classroom provides different avenues to acquiring content, to processing or making sense of ideas, and to developing products so that each student can learn effectively.

– Carol Ann Tomlinson, 2001

Before beginning this lesson, have students create a representation of their mental map of the world.<sup>1</sup> Tell students to give as much detail as possible. Explain that this map will be compared to a similar map that will be created at the end of the unit. Teachers should share the Performance Task and rubric with students prior to beginning this lesson.

After a brief mental mapping activity, students will work in groups of 3-4 students to create a construction paper tear map of the world. Students will receive instruction on the Essential Map Elements and place those elements on the map created by the group.

### Instructional Strategies

#### Strategy 1: Gathering Information

##### Think-Pair-Share

Begin this lesson by asking students to create a definition of a mental map with a partner. Have students share their definitions.

To test the student definitions, tell students to close their eyes. Ask, “**How many windows are in this room?**” Ask, “**How did you find the answer?**” **Accept** responses that refer to visualizing the room and the windows. Adjust definitions as needed. Ask students to close their eyes again and ask, “**How many windows are there in your bedroom?**” Ask, “**Which room was easier to visualize and recall the correct number of windows?**” The expected answer is that students will recall more accurately the number of windows in their bedroom. Why? We are more familiar with places that we have more association with or exposure to. Tell students that this unit will help them to develop more accurate and detailed mental maps.

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<sup>1</sup> All world maps should be removed or covered for this activity.

## Check for Understanding

- ❖ What is a mental map? Explain why some of our personal mental maps more detailed than others.

### Rubric

**2** – This response gives valid definition with an accurate and relevant explanation of why personal mental maps vary.

**1** – This response gives valid definition with an inaccurate, irrelevant, or no explanation of why personal mental maps vary.

### Strategy 2: Gathering Information Mnemonic

In order to help students remember the Essential Map Elements, share the mnemonic at [Handout 1-A](#).

### Essential Map Elements

T – Title: What does the map represent?

O – Orientation: Often, world maps do not have a compass rose, and it is assumed that North is at the “top” of the map.

D – Date

A – Author or publisher

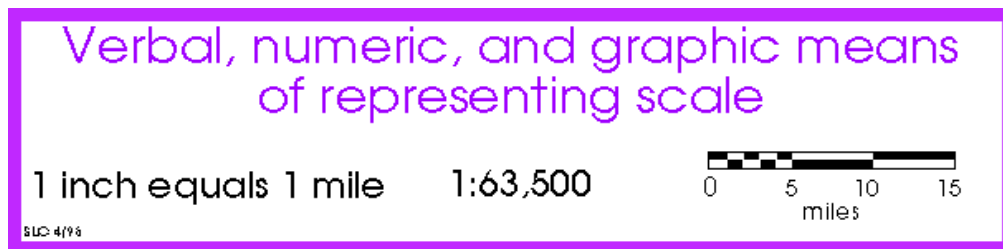
L – Legend or key

S – Scale

**Scale** can be represented in many ways. This example is from the University of Colorado at <http://www.colorado.edu/geography/gcraft/notes/cartocom/elements.html>. Distance or scale must always be indicated or implied, unless the audience is so familiar with the map area or distance is of such little relative importance that it can be assumed by the audience. Distance and scale can be indicated in a variety of ways on a map in **verbal, numeric, or graphic form**.

In using computer systems, the graphic form of representing scale is often preferred. With computers, maps are often drafted at different scales than they are printed. In using verbal or numeric scales, the cartographer must be certain that the map is printed at precisely the scale indicated. If a graphic scale is inserted in a digital map, it will always maintain its relative size with respect to the digital map no matter how it is printed.

Remember, scale varies significantly across the area of some maps. If this is true of yours, be sure to note the adjustments required.



Have students identify the Essential Map Elements from any map.

### Check for Understanding

- ❖ What are the Essential Map Elements?
- ❖ What purpose do the elements serve?

#### **Rubric**

- 2** – This response gives valid description with an accurate and relevant purpose.  
**1** – This response gives valid description with an inaccurate, irrelevant, or no purpose.

### **Strategy 3: Extending and Refining Making Comparisons<sup>2</sup>**

Have students complete [Handout 1-B](#), Directions and Map of the World, including the questions on the directions sheet.

### Check for Understanding

- ❖ Why are individual personal maps unique? Explain your answer with an example.

#### **Rubric**

- 2** – This response gives valid explanation with an accurate and relevant example.  
**1** – This response gives valid explanation with an inaccurate, irrelevant, or no example.

### **Strategy 4: Application Cooperative Group Participation<sup>3</sup>**

In this strategy, students should be divided into groups of no more than 4 students. Teachers can assign roles for this activity, such as materials manager, quality control manager, timekeeper, and presenter.

Materials needed:

- Glue sticks/glue
- Markers/colored pencils
- Large paper – 1 sheet per group
- Construction or copy paper – ideally 7 sheets of different colors per group

Each group is to tear (no scissors!) out the shape of each continent and glue the continents to the large paper. Have students label the continents and as many features as they can from memory (equator, prime meridian, cardinal directions, bodies of water, etc.). This activity should be done without the aid of maps of other geo-graphics.

Have the students present their maps to the other groups.

Optional: Have students use a rubric to evaluate maps from other groups. See [Rubric 1-C](#) for an example.

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<sup>2</sup> Adapted from an activity from the Delaware Geographic Alliance, which can be accessed at: <http://www.udel.edu/Geography/DGA/Web2009/CurriculumMaterials/Asia/MentalMapExerciseDirections.doc>

<sup>3</sup> Prince George's County (MD) has a brief guide to Cooperative Learning at: <http://www.pgcps.pg.k12.md.us/~elc/learning1.html>

### Check for Understanding

- ❖ Why are the maps from each group different? In which ways are the maps the same?

#### ***Rubric***

- 2** – This response gives valid differences with valid similarities.
- 1** – This response gives valid differences OR valid similarities.

## Lesson Two – Map Projections

### Essential Questions

- Why do maps have distortions?
- How have cartographers minimized distortions?
- When should a certain map projection be used over another?

### Background

See [Handout 2-A](#) for background information on map distortions.

The most common distortions of maps are changes in scale, area, distance, and shape. Some maps have all distortions, some only a combination of distortions, but ALL map projections have some form of distortion. Because all maps have distortions, some map projections are preferred over others. The United States is often shown in a conic projection. A conic projection has minimal distortion of areas located in the mid-latitudes. Polar projections are often used for maps of Antarctica. For a more detailed explanation of map projections, read *Map Projections: From Spherical Earth to Flat Map* from the National Atlas, found at [http://www.nationalatlas.gov/articles/mapping/a\\_projections.html](http://www.nationalatlas.gov/articles/mapping/a_projections.html).

This lesson examines distortion and the ways in which cartographers have tried to minimize distortion by creating maps of different projections. Students will look at four common map projections and identify the distortion or advantage of each map.

### Instructional Strategies

#### Strategy 1: Gathering Information Making Predictions

Have students read [Handout 2-A](#). Have students work in pairs to make predictions about what happens when a 3-dimensional object (like a model of the Earth) is depicted as a 2-dimensional object.

Record students' predictions. Show students [Handout 2-B](#). Ask students to verify or modify their predictions.

Ask students to identify the four common types of distortions found on the "Bernie Map."

### Check for Understanding

- ❖ Why do map distortions occur?
- ❖ What are the most common forms of distortions?

### Rubric

- 2** – This response gives a valid reason with valid forms of distortion.  
**1** – This response gives a valid reason OR valid forms of distortion.

## Strategy 2: Extending and Refining Paired Predictions – Graphic Organizer

Divide students into pairs. Provide Internet access to <http://egsc.usgs.gov/isb/pubs/MapProjections/projections.pdf> or distribute [Handout 2-C](#). Distribute [Handout 2-D](#) to each student. Provide time for students to complete the graphic organizer.

### Answer Key to Handout 2-D – Graphic Organizer

Type of Projection/ Model	Distortion	Advantages	Disadvantages	Uses
Globe	None	No distortion	Difficult to carry and store. Small scale. Costly to update.	To find the shortest distance between two points.
Mercator	Distance Area Shape	Direction is true	Highly distorted at poles.	Navigation along the Equator.
Robinson	Distance Area Shape Direction	Some distance/scale is true.	Highly distorted at poles.	Often used in classrooms.
Conic	Distance Area Shape Direction	Distance is true on longitudes.	Area, shape, and direction distortions are minimized.	Used to show areas in the middle latitudes such as the United States.
Peters	Distance Area Shape Direction	Area distortion is minimized.	Has an unfamiliar "look." Not respected by many cartographers.	Sometimes to represent data. See Peters Map website for additional samples: <a href="http://www.petersmap.com/table.html">http://www.petersmap.com/table.html</a>

### Check for Understanding

- ❖ Which map projection do you prefer? Explain your answer.

### Rubric

- 2** – This response gives a valid choice with an accurate and relevant explanation.
- 1** – This response gives a valid choice with an inaccurate, irrelevant, or no explanation.

## Strategy 3: Application Map Evaluation

After students have been exposed to the major types of distortion (distance, area, shape and direction), they will evaluate a map for its distortion and describe the best use for this map.

Distribute [A New Map–Handout 2-E](#). This application can be used as an assessment of students' ability to apply knowledge to a new situation (transfer).

A short (5-second) video is available online that demonstrates how a Polar Map is made <http://www.amnh.org/education/resources/rfl/web/antarctica/polar.html>.

### Check for Understanding

- ❖ When have you used a map? Explain which map projection is best for this application.

### ***Rubric***

- 2** – This response gives a valid use with an accurate and relevant explanation.
- 1** – This response gives a valid use with an inaccurate, irrelevant, or no explanation.



## Lesson Three – Visual Association

### Essential Question

- How can we help build our mental maps through visual association?

### Instructional Strategies

#### Strategy 1: Gathering Information

##### Think-Pair-Share

This initial activity is designed to get students thinking about how boundaries are formed and the shapes that political regions have. Ask students how they know they have gone from one neighborhood or town to another. How do they know when they have left their town or city? Students may share such responses as seeing signs or business names that include the name of the town.

Explain to students that towns, states, and countries all have boundaries. Boundaries between countries are political boundaries. Some political boundaries are determined using physical features, like a mountain range or river. Other boundaries may seem random, but somewhere a legal political body determined the boundaries.

Distribute [Handout 3-A](#) and [Handout 3-B](#) to students. With colored pencils, have students draw over the straight political boundaries, and with another color, draw over political boundaries that are made from rivers and/or mountain ranges. Without a more detailed map or without an atlas, students will have many boundaries that are not marked with the colored pencils.

Ask students to summarize this activity by asking, “Where do you see more straight political boundaries? Where do you see more physical boundaries?”

**Think-Pair-Share:** What problems might occur when boundaries are based on physical features like a river?

(Answers might include: The course of a river can change. Tectonic action can shift the location of mountains and other landforms.)

### Check for Understanding

- ❖ How are political boundaries determined? Give an example of a political boundary that uses physical features.

### Rubric

**2** – This response gives a valid explanation with an accurate and relevant example.

**1** – This response gives valid explanation with an inaccurate, irrelevant, or no example.

#### Strategy 2: Extending and Refining Visual Association<sup>4</sup>

Explain to students that our mental maps of the world can be extended if we associate the political boundaries to objects. To demonstrate how this is done, distribute [Handout 3-C](#) to each student. Create an overhead of [Handout 3-C](#) for your use. As you read the poem on

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<sup>4</sup> This strategy is based on a lesson from the Delaware Geographic Alliance and can be found at <http://www.udel.edu/Geography/DGA/Web2009/CurriculumMaterials/Asia/AngelOfTheEast.pdf>.

[Handout 3-D](#) to students, outline the Angel on the map. Then, have students label each of the countries using [Handout 3-E](#) as a guide.

### Check for Understanding

- ❖ Demonstrate your mental map of the Middle East region. Label as many countries as you can.

#### **Rubric**

**2** –Students can produce an outline of the Middle East region and label countries.

**1** - Students can produce an outline of the Middle East region, but are unable to label the countries.

### **Strategy 3: Application Groups/Modified Jigsaw**

Divide students into heterogeneous groups. Five or more groups would be best for this strategy. Distribute maps of a single continent to each group. The following continent maps are included in this unit:

- [Handout 3-B – Africa](#)
- [Handout 3-F – Asia](#)
- [Handout 3-G – Europe](#)
- [Handout 3-H – North America](#)
- [Handout 3-I – South America](#)

Provide colored pencils. Ask groups to identify shapes that they see in each continent. Ask if they see any shapes that will help them to remember the continent itself.

For example:

- Africa – looks like a giant pork chop
- Italy– resembles a boot
- China – a profile of a rooster
- Cuba – an upright vacuum cleaner, Hispanola – a “dust buster” and the remaining islands are crumbs that the vacuum and handheld will pick up.

Do not give students too many examples as they are to brainstorm and discuss the shapes in their groups. When completed, have each group share their ideas. If possible, have the students draw the shapes onto a poster-size world map.

### Check for Understanding

- ❖ How can we help build our mental maps through visual association? Explain your answer with examples.

#### **Rubric**

**2** – This response gives a valid explanation with an accurate and relevant example.

**1** – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

## Lesson Four – Physical Maps

### Background

Geography Standard One requires students to demonstrate the characteristics and location of physical features. This lesson requires students to locate different physical features of the world. As students continue studying geography through a regional analysis, additional physical features of the region being studied should be taught.

### Essential Question

- Where are the major oceans, rivers, mountains, and urban settlements located?

### Instructional Strategies

#### Strategy 1: Gathering Information

##### Location of Physical Features

Copy [Handout 4-A](#) and [Handout 4-B](#) for each student. Have students use an atlas or online source, such as those provided below, to locate major physical features in the world's sub-regions.

National Geographic's April 2010 online blog has an interactive river map at:

<http://ngm.nationalgeographic.com/2010/04/water/water-animation>

Have students locate the major rivers using this source or other geographic sources.

Identify and label the following 16 major rivers:

<i>Mississippi</i>	<i>Yellow</i>	<i>Parana</i>
<i>Danube</i>	<i>Darling</i>	<i>Congo</i>
<i>Yangtze</i>	<i>Indus</i>	<i>Brahmaputra</i>
<i>Murray</i>	<i>Amazon</i>	<i>Paraguay</i>
<i>Colorado</i>	<i>Nile</i>	
<i>Volga</i>	<i>Ganges</i>	

Have students locate the following 8 mountain ranges:

<http://maps.howstuffworks.com/world-mountain-ranges-map.htm>

<i>Rockies</i>	<i>Ural</i>
<i>Alps</i>	<i>Great Divide</i>
<i>Himalaya</i>	<i>Andes</i>
<i>Appalachian</i>	<i>Atlas</i>

Have students locate the 5 oceans: <http://www.worldatlas.com/aatlas/infopage/oceans.htm>

*Atlantic*  
*Pacific*  
*Indian*  
*Arctic*  
*Southern<sup>5</sup>*

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<sup>5</sup> In 2000, the International Hydrographic Organization created the fifth and newest world ocean—the Southern Ocean—from the southern portions of the Atlantic Ocean, Indian Ocean, and Pacific Ocean. The new Southern Ocean completely surrounds Antarctica.

### Check for Understanding

- ❖ Identify major rivers, mountain ranges, and oceans using online map quizzes at <http://www.ilike2learn.com/>.

### Strategy 2: Extending and Refining Visual Association<sup>6</sup>

Students will create a 3-D map of the world, highlighting physical features. You may want students to work in heterogeneous groups of 3-4 students.

This strategy may take several class periods depending on the amount of detail required.

Distribute one copy of [Handout 4-C](#), 3-D Map Instructions, per student.

### Check for Understanding

- ❖ What is the relationship between physical features and human settlements? Explain your answer with an example.

#### Rubric

**2** – This response gives a valid relationship with an accurate and relevant example.

**1** – This response gives a valid relationship with an inaccurate, irrelevant, or no example.

### Strategy 3: Application

For this strategy, the best application of “demonstrating mental maps” is to have students assess either their own maps made or assess others. A quantitative rubric has been provided. See [Handout 4-D](#), Physical Map Rubric.

#### Materials

You may substitute some of these. Gather materials prior to the lesson and divide the sand, beans, rice, peas, etc., for each group of students into the small paper cups or plastic bags.

Note the amount listed is the total quantity for that item.

- 12 x 18 colored paper (for base map) one sheet per student
- 9 x 12 sheets of colored paper (variety of colors)
- Small paper cups (for the beans, peas, rice, sand, etc.)
- Glue
- Scissors
- **Atlases or online access**
- Sand (~ 2 cups)
- Pinto beans (or other brown beans) ~ 2 cups
- Rice (white or brown) ~ 1 cup
- Dried green peas ~ 1 cup
- Blue yarn ~1 skein
- Cotton balls 1 per student
- Plain paper for labels for the physical features (or 2-3 address labels per student which they can cut into small strips)

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<sup>6</sup> This strategy is adapted from “3D Map of South America,” by Cynthia A. Baker, Indian River School District [http://www.sscde.org/lessons/files/G\\_68\\_LES\\_3DMapofSouthAmerica.pdf](http://www.sscde.org/lessons/files/G_68_LES_3DMapofSouthAmerica.pdf)

## **Lesson Five – Mapping Data**

### **Background**

Demography is the study of the characteristics of human populations, such as size, growth, density, distribution, and vital statistics. For this strategy, students will explore the types of demographic data that is available and how choropleth and cartograms are used to display demographic data in map form. Students will also look at how other data, such as climate and elevation data can also be mapped.

### **Essential Question**

- How can mapping data help us to analyze the data?

### **Instructional Strategies**

#### **Strategy 1: Gathering Information Brainstorming – Bubble Map/Webbing**

Explain to students that data needs to be sorted, categorized, and compared in order to be analyzed. One way to analyze data is by mapping the data. Demography, a special sub-group of data, is the study of the characteristics of human population, such as size, growth, density, distribution, and vital statistics.

Have students look through their textbooks or online at fact websites like CIA World Factbook at <https://www.cia.gov/library/publications/the-world-factbook/index.html> for data that could be mapped. Using the broad categories of people, economy, geography, communications, and transportation have students complete a web or other graphic organizer that shows the different types of data that is collected and can be mapped.

Provide one copy of [Handout 5-A](#) for each student. Have students share their webs.

Answers may include:

- People – male/female, birth rate, death rate, growth, ages
- Economy – income, import/export amounts, GDP, labor
- Geography – rainfall, temperature, elevations, renewal water, fresh water, irrigation
- Communications – radio, television, internet, newspapers, telephones, cell phones
- Transportation – airlines, railways, roadways, waterways, pipelines

### **Check for Understanding**

- ❖ Why is data mapped? Give an example to support your answer.

### **Rubric**

**2** – This response gives a valid reason with an accurate and relevant example.

**1** – This response gives a valid reason with an inaccurate, irrelevant, or no example.

#### **Strategy 2: Extending and Refining Mapping Data**

One way to display data in mapped form is by using a choropleth map. The Population Reference Bureau has a short description of choropleth mapping at: [http://www.prb.org/pdf/ChoroplethMap\\_Instructions.pdf](http://www.prb.org/pdf/ChoroplethMap_Instructions.pdf).

Show students [Handout 5-B](#). Explain that the prices of Big Macs are collected and published periodically by *The Economist* magazine. One way to analyze the Big Mac data is to sort the prices from highest to lowest. Another way is to create a choropleth map of the data.

Distribute [Handout 5-C](#) and [Handout 5-D](#) to each student. With colored pencils, have students create a choropleth map of the Big Mac data. Students should use colors or shading that gradually changes in color. The greater the density of color, the greater the density or value represented.

When completed, ask students to draw conclusions about the mapped data.

- Where are Big Macs with the highest prices sold? (Above the Equator, Europe, north of 40N, etc.)
- Where are the Big Macs with the lowest prices sold? (Mostly in Asia)
- Where do we not have a lot of data? Why?

[Handout/Answer Key 5-E](#) has been provided. This map was created using Microsoft Paint.

**Teacher Tip:** Any data can be used. A choropleth map using any world or regional map can be substituted for this strategy.

### Check for Understanding

- ❖ How can mapping data help us to analyze the data? Give an example to support your answer.

#### Rubric

**2** – This response gives a valid explanation with an accurate and relevant example.

**1** – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

### Strategy 3: Application Cartograms

Provide students with [Handout 5-F](#) and have them follow the instructions. Cartograms are visual ways of displaying statistical geographic information. They are a hybrid of a graph and a map. Because of their visual nature, these charts make it easier for students to understand statistical geographical data.

Share with students that cartograms are chart maps that present statistical information. On a cartogram, sizes of geographic areas are changed to show the statistical information. For example, on a cartogram about rainfall, an area that gets more rain would be bigger than one that gets less rain.

Show students different cartograms that have been created. Worldmapper.org has over 600 different cartograms to share with students.

[http://www.worldmapper.org/textindex/text\\_index.html](http://www.worldmapper.org/textindex/text_index.html)

### Check for Understanding

- ❖ How can mapping data help us to analyze the data? Give an example to support your answer.

#### Rubric

**2** – This response gives a valid explanation with an accurate and relevant example.

**1** – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

## Resources

Tomlinson, Carol A. *How to Differentiate Instruction in Mixed-ability Classrooms*. Alexandria, Va.: Association for Supervision and Curriculum Development, 2001. Print.

Mulcahy, Karen A.; Clarke, Keith C., "Symbolization of Map Projection Distortion: A Review", *Cartography and Geographic Information Science*, magazine, July 1, 2001 found at: <http://www.geog.ucsb.edu/~kclarke/Papers/mulacahyclarkecagis.pdf>

Tschirren, Bernard, Honours Research Proposal on Simulating the Appearance of Hair in a Realtime Facial Animation System. Found at: <http://facestyler.btschirren.net/html/index.html>

Peters, Arno, website The Peters Map <http://www.petersmap.com/table.html>

National Geographic printable maps: <http://www.nationalgeographic.com/resources/ngo/education/xpeditions/atlas/>

National Geographic Geography Games: <http://kids.nationalgeographic.com/kids/games/geographygames/>

### Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

## Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

8th Grade Technology Literacy – the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003)

National Atlas Project: <http://www.nationalatlas.gov/natlas/Natlasstart.asp>

National Geographic Xpeditions <http://www.nationalgeographic.com/resources/ngo/education/xpeditions/atlas/>

National Geographic Geography Games: <http://kids.nationalgeographic.com/kids/games/geographygames/>

Online Geography features identification games: I Like 2 Learn <http://www.ilike2learn.com/>

WorldMapper.org – cartogram website [http://www.worldmapper.org/textindex/text\\_index.html](http://www.worldmapper.org/textindex/text_index.html)

## **Handout 1-A**

### ***Essential Map Elements***

High-quality maps always contain essential map elements that help the reader understand and correctly interpret the information displayed.

At a minimum, all maps should have:


- Title
- Orientation (or Compass Rose)
- Date
- Author
- Legend (or Key)
- Scale (or Distance)



## Handout 1-B

### *Mental Mapping*

On the world map provided, locate and identify the following:

1. Label the United States of America (USA).
2. Represent your present location by drawing a happy face there. 
3. Draw and label the Equator.
4. Label all seven continents (Africa, Antarctica, Australia, Asia, Europe, North America, and South America).
5. Label a place you would like to visit with a plus sign (+).
6. Place a star (☆) on the furthest place from your present location you have visited.
7. Add a symbol in the legend to represent mountains. Using your symbol for mountains, locate major mountain ranges.
8. India and China have large populations. Label them on the map.
9. **Saudi Arabia's oil is important** to the world. Label Saudi Arabia.
10. Mount Everest is the highest point on Earth (8,848 m or 29,029 ft). Place a triangle (▲) on the location of Mount Everest.
11. Label the Pacific Ocean and Atlantic Ocean.
12. Label one important river system on each continent.

Compare your map to the maps created by your fellow students. In what way is your map similar to other student maps? In what way is your map different? Why do you think every map is unique?

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## Handout 1-C

### *Rubric*

**Were the following features and locations on the map?**

#### ***Continents:***

- \_\_\_\_\_ All seven continents represented
- \_\_\_\_\_ Spelling of continents is correct
- \_\_\_\_\_ Relative size and location of continents

#### ***Essential Map Elements:***

- \_\_\_\_\_ Title
- \_\_\_\_\_ Orientation
- \_\_\_\_\_ Date
- \_\_\_\_\_ Author(s)
- \_\_\_\_\_ Legend
- \_\_\_\_\_ Scale or distance

#### ***Other features:***

- \_\_\_\_\_ Oceans labeled correctly
- \_\_\_\_\_ Physical features labeled correctly (mountains, deserts, rivers, lakes, etc.)
- \_\_\_\_\_ Political divisions labeled correctly (countries, states, sub-regions)

One thing our group really liked about your map was...

One thing your map had that our map did not was ...

## Handout 2-A

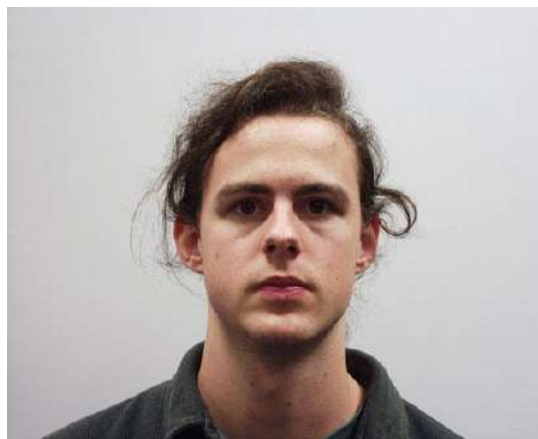
### *All Maps Have Distortion*

**"C**artographers have been portraying our globe on flat surfaces for approximately 2,000 years (Snyder 1993). The results have been far from perfect. It is impossible to depict rounded objects, such as the globe, on flat surfaces with complete fidelity. Thus, all maps are flawed in some way. The somewhat flawed and flattened geospatial products that result take forms such as maps printed on paper, virtual maps on computer screens, or virtual maps in computer databases. These flat map products cannot be true representations of our globe.

As the globe is flattened, areas may expand or contract, distances may change, and angles may be bent out of shape. The amount and types of distortion introduced may be controlled through the selection of appropriate map projections. Choosing the best projection for a map or map product is a task that has haunted cartographers for ages. The secret lies in choosing an appropriate projection that will allow the final product, in whatever form, to retain the most important properties for a particular use. Cartographers have measured, categorized, and organized various distortion characteristics resulting from the transformation of the globe to the flattened map. The most common types of distortion that are measured include **changes in scale, distance, area, and [shape]."**

**From: Mulcahy, Karen A.; Clarke, Keith C., "Symbolization of Map Projection Distortion: A Review", Cartography and Geographic Information Science, magazine, July 1, 2001**

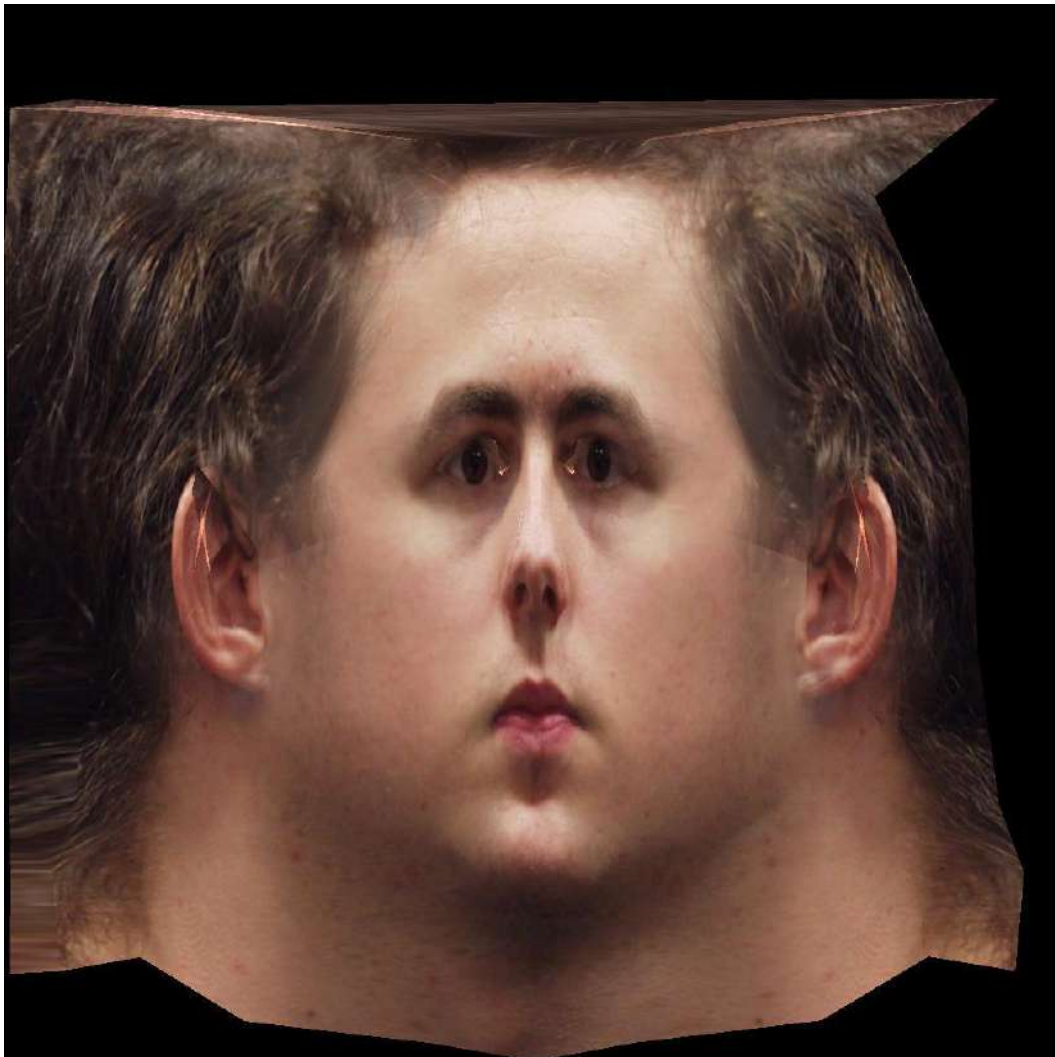
Think about taking a three-dimensional object, like a grapefruit or basketball, and flattening it so you can see the entire object without turning it. What would happen to the object? How difficult would it be to peel an orange so that the peel remains in one piece? This is what happens when you take a model of the Earth, a globe, and try to show the Earth as a flat 2-dimensional object.



This is what Bernie looks like without distortion.

What would Bernie look like if we could make him into a 2-dimensional map? What types of distortion would you see?

**Handout 2-B**



## Handout 2-C

### *Map Projections*

Adapted from <http://egsc.usgs.gov/isb/pubs/MapProjections/projections.pdf>

A map projection is used to portray all or part of the round Earth on a flat surface. This cannot be done without some distortion.

Every projection has its own set of advantages and disadvantages. There is no "best" projection.

The mapmaker must select the one projection that is best suited to the purpose for the map, reducing distortion of the most important features.

Mapmakers and mathematicians have devised almost limitless ways to project the image of the globe onto paper. Scientists at the U.S. Geological Survey have designed projections for their specific needs—such as the Space Oblique Mercator, which allows mapping from satellites with little or no distortion.

This document gives the key properties, characteristics, and preferred uses of many historically important projections and of those frequently used by mapmakers today.

#### ***The Globe***

**Directions** – True

**Distances** – True

**Shapes** – True

**Areas** – True

Great circles – The shortest distance between any two points on the surface of the Earth can be found quickly and easily along a great circle.

Disadvantages:

- Even the largest globe has a very small scale and shows relatively little detail.
- Costly to reproduce and update.
- Difficult to carry around.
- Bulky to store.



## ***Mercator***

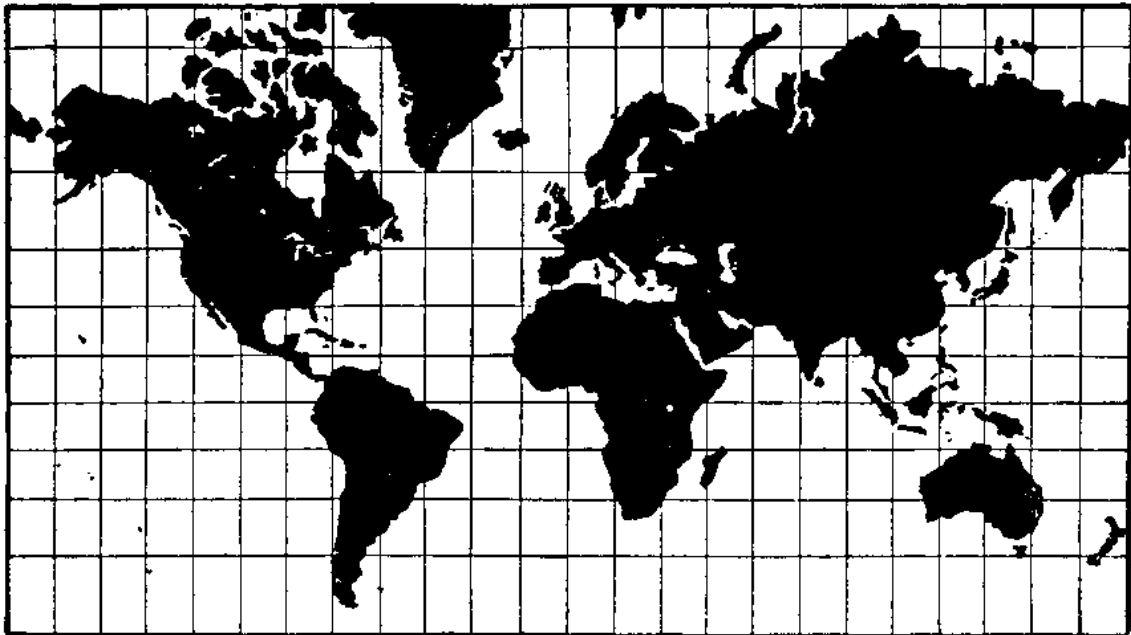
**Used** for navigation or maps of regions near the Equator. Any straight line on the map is projected as true. **Directions** along a single line are true between *any* two points on map, but that line is usually *not* the shortest distance between points.

**Distances** are true *only* along Equator, but are reasonably correct within 15° of Equator; special scales can be used to measure distances along other parallels (latitudes). Two particular parallels can be made correct in scale instead of the Equator.

**Areas and shapes** of large areas are distorted. **Distortion** increases away from Equator and is extreme in polar regions. A Mercator map is **often used for USGS topographic maps**.

Equator and other parallels are straight lines (spacing increases toward poles) and meet meridians (longitudes that are equally spaced straight lines) at right angles. Poles are not shown.

Presented by Mercator in 1569.



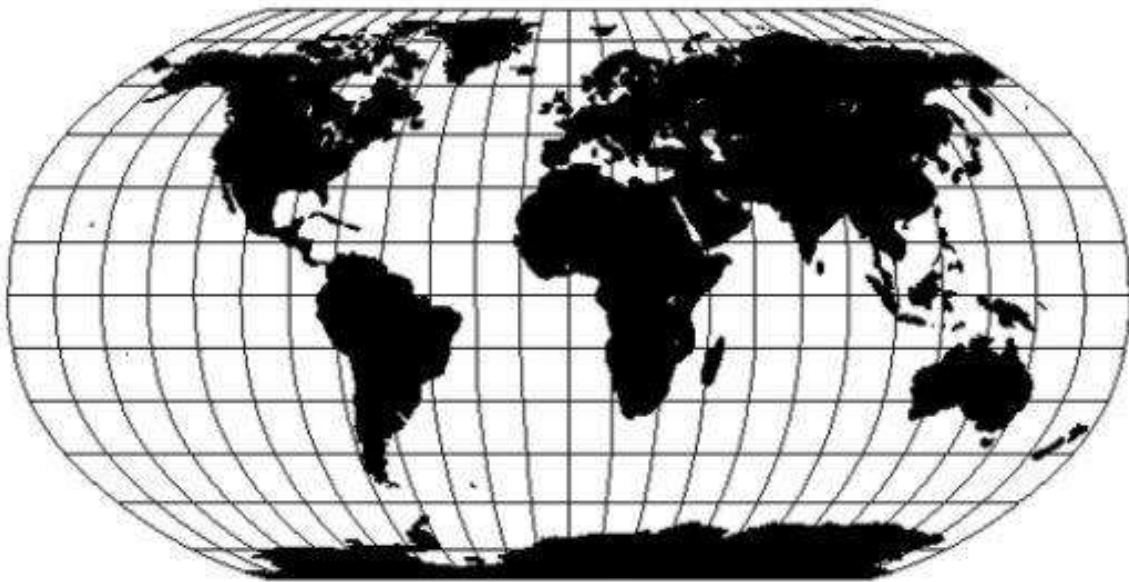
## **Robinson**

The Robinson map was specifically created in an attempt to find a good compromise to the problem of readily showing the whole globe as a flat image. The Robinson map has a better balance between **size and shape** of high-latitude lands than in Mercator map. Russia, Canada, and Greenland are truer to size, but Greenland compressed.

**Directions** are true along all latitudes and along central longitudes. **Distances** are constant along Equator and other latitudes, but scales vary. **Scale** is true along 38° N & S, constant along any given latitude, and the same along North & South latitudes from the same distance from the Equator. **Distortion**: All points have some. Very little distortion along the Equator and within 45° of center. Greatest distortion occurs near the poles.

**Used** in *Goode's Atlas*, adopted for *National Geographic's* world maps in 1988, appears in growing number of other publications, may replace Mercator in many classrooms.

Presented by Arthur H. Robinson in 1963.



## **Conic**

**Used** in atlases to show areas in the middle latitudes. Good for showing regions within a few degrees of latitude and lying on one side of the Equator. Conic maps are often used to show areas of the United States.

**Distances** are true *only* along all longitudes and along one or two standard latitudes.

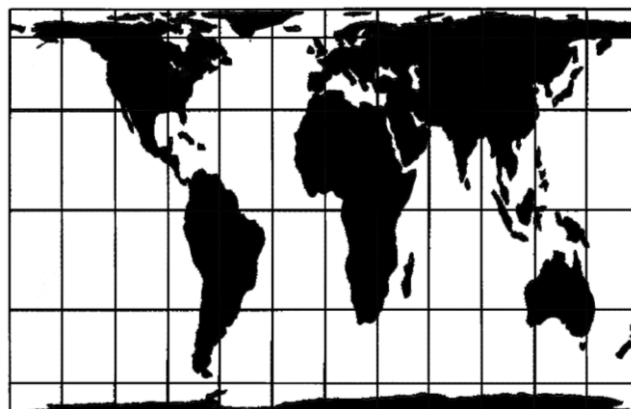
**Directions, shapes, and areas** are reasonably accurate, but **distortion** increases away from standard latitudes.

The first version of a conic map may have been by Ptolemy, in 150 A.D.



## **Peters**

A Peters map **has all distortions** but minimal distortion of area. Arno Peters, German historian and journalist, called a press conference in 1973 to announce his "new" map projection that treated each country fairly by representing area accurately. Most cartographers do not support the Peters map, because they feel it does not represent the science of cartography. However, Peters maps are used to **represent data**. The map below is a Peters map.





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

## Handout 2-D

### *Graphic Organizer*

Use *Map Projections* from the U.S. Geological Survey (USGS) to complete the chart.

<b>Type of Projection/Model</b>	<b>Distortion</b>	<b>Advantages</b>	<b>Disadvantages</b>	<b>Uses</b>
Globe				
Mercator				
Robinson				
Conic				
Peters				

Which projection do you prefer? Why?

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

## Handout 2-E

### *A New Map*

Now that you have learned about a few different map projections and map distortions, you are ready to apply your knowledge to a new situation.

Use the map below to answer the questions that follow.

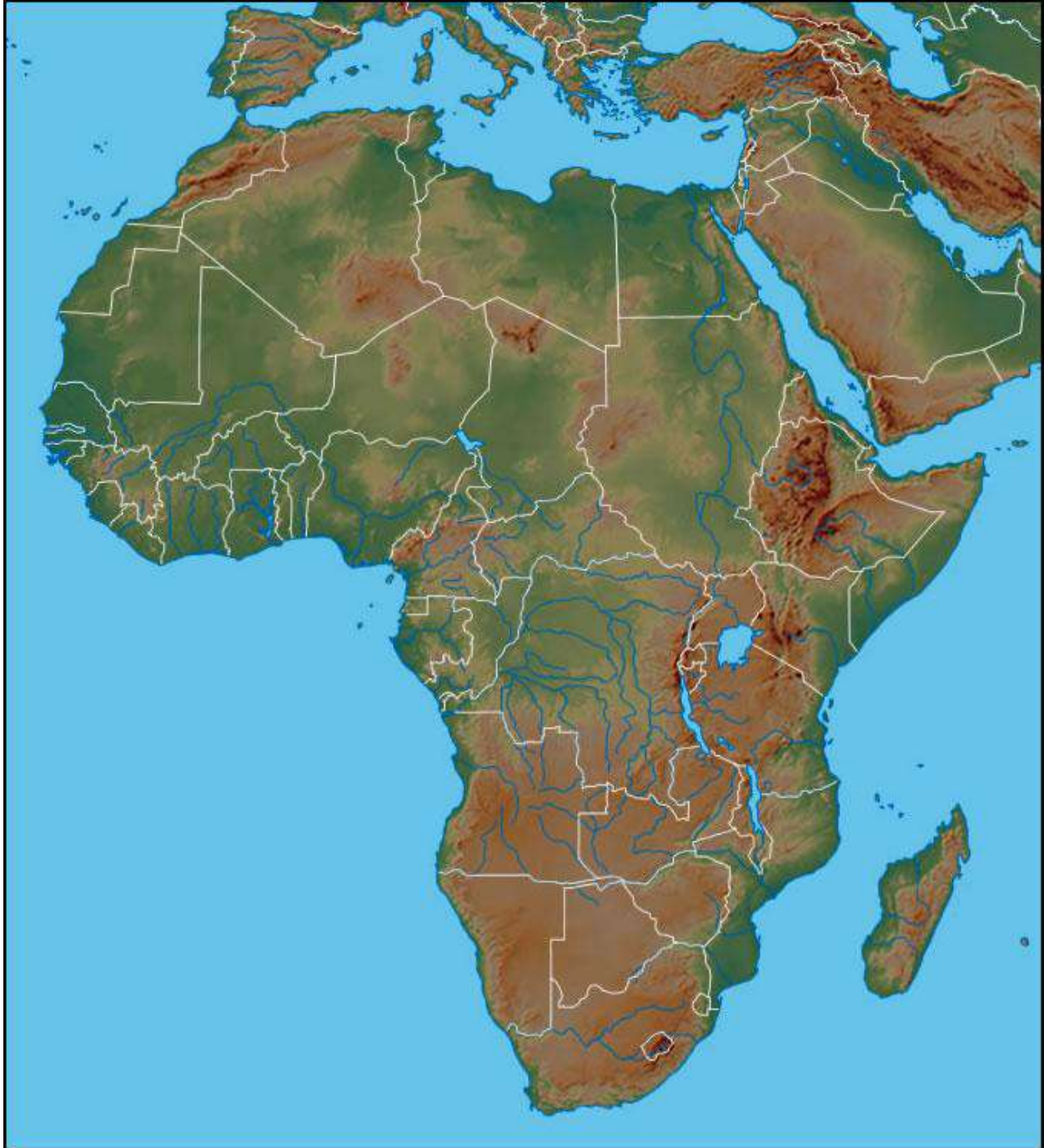


What map distortion(s) does this map have?

How might this map be used? Explain why this is the best map projection to use.

**Handout 3-A**

*Africa Political/Physical*



Africa Physical – Africa Political – <http://geology.com/world/africa-physical-map.shtml>

**Handout 3-B**

*Africa Political Map*



**Handout 3-C**

*Middle East Region Political/Physical Map*

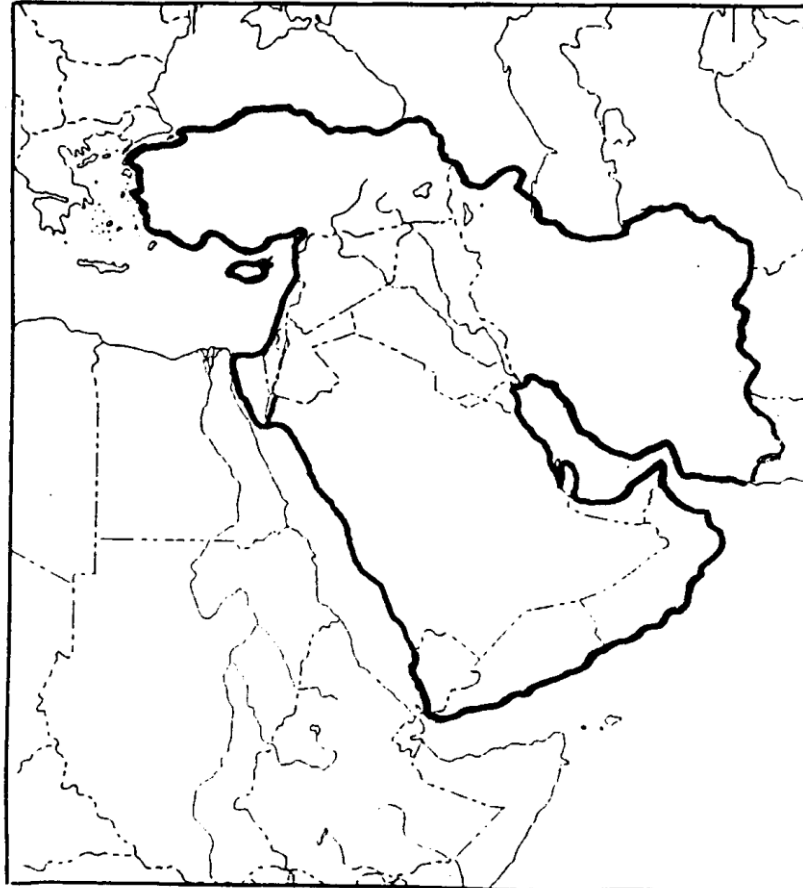


*The Angel of the East*

THE ANGEL OF THE EAST

by  
Rebecca Scott

If you could look east  
    across the United States,  
    over the Atlantic Ocean and  
    the Mediterranean Sea  
    to a place between  
    Asia, Africa and Europe.  
You might see an angel --  
    an angel in the east --  
    resting on a sea of blue.  
Her head hangs heavily,  
    bowed towards her chest  
    as she holds her hands  
    together in prayer  
    facing west.  
A tear has fallen  
    from her cheek.  
Her heart aches;  
    the heart of three religions.  
She would like to be  
    the angel for all people,  
    but it seems remote  
    on this southwest peninsula.  
She is battle-worn  
    and war-torn,  
    this angel in the east --  
    praying someday for  
    a new world order and peace.



### Handout 3-E

### *The Angel of the East*

Directions: Using your map (Handout 3C – Middle East Region Political/Physical Map), label each of the political regions those make up “The Angel of the East.”

**ANGEL’S HEAD**

**HER TEAR**

**CHEST**

**RIGHT SHOULDER**

**RIGHT ARM**

**LEFT SHOULDER**

**LEFT ARM**

**HANDS IN PRAYER**

**FLOWING GOWN**

**BOTTOM OF GOWN**

**TRIMMED IN LACE**

**TWO BUTTONS AT**

**BACK OF GOWN**

**WINGS**

**HER HEART**

**Turkey** (her face, looking down is the Taurus Mountains);  
the northern coast is her hair flowing back.

The island of **Cyprus**

**Syria**

**Lebanon**

**Israel**

**Iraq**

**Jordan**

**Sinai Peninsula**

**Saudi Arabia** (Arabian Peninsula)

**Yemen, Oman, United Arab Emirates, Qatar**

**Kuwait** (at the upper part); **Bahrain** (loose button)

**Iran**

**Jerusalem**

**Handout 3-F**

*Asia Political Map*





**Handout 3-G**

*Europe Political Map*



*North America Political Map*



**Handout 3-I**

***South America Political Map***



## **Handout 4-A**

### ***Lesson 4 – Physical Features***

Identify and label the following 16 major rivers:

*Amazon*  
*Brahmaputra*  
*Colorado*  
*Congo*  
*Danube*  
*Darling*

*Ganges*  
*Indus*  
*Mississippi*  
*Murray*  
*Nile*  
*Paraguay*

*Parana*  
*Volga*  
*Yangtze*  
*Yellow*

Identify and label the following 8 mountain ranges:

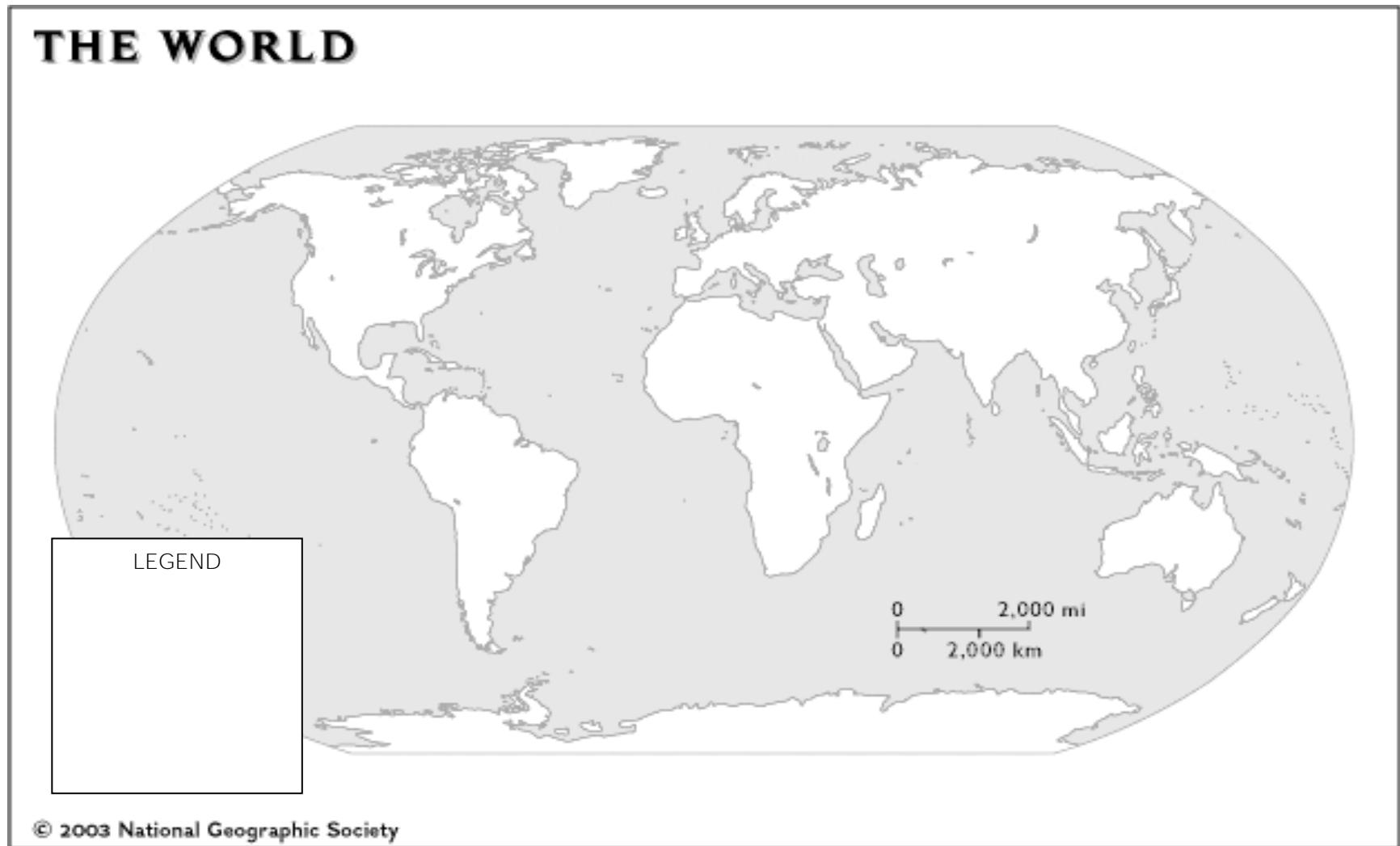
*Alps*  
*Andes*  
*Appalachian*  
*Atlas*

*Great Divide*  
*Himalaya*  
*Rocky*  
*Ural*

Identify and label the following 5 oceans:

*Arctic*  
*Atlantic*  
*Indian*  
*Pacific*  
*Southern*

*The World Map*



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

Date: \_\_\_\_\_

## Handout 4-C

### *3D Map of the World*

Use the following materials to create your three-dimensional map of the world:

First, create an outline map of the continents of the world. This will become your base map for this project.

Place a check by each item when you have added it your map.

\_\_\_\_\_ **Mountains:** Cut long, narrow strips of brown paper. Fold them like a paper fan. Unfold them and place where the 8 major mountain ranges are located.

\_\_\_\_\_ **Tropical Rainforest:** Use green paper, cut in rectangles, to represent the tropical rainforest regions. Fold the paper like a paper fan. Along the folded edges, make slash cuts. Unfold the paper and lift up the slash cuts so they are standing up to represent trees. Major tropical rainforests are located in South America, central Africa, and Southeast Asia.

\_\_\_\_\_ **Rivers:** Cut blue yarn and place it at the source of the 16 major rivers and have them end at the mouth of the rivers.

\_\_\_\_\_ **Deserts:** Spread glue on the desert areas and sprinkle with sand. Major deserts include: Great Basin/Sonora, Atacama, Sahara, Kalahari, Arabian, Gobi, and Great Victoria.

\_\_\_\_\_ **Grassland:** Cut green paper into circles or ovals and draw crisscrosses on it to represent the grasslands of the world. Large grassland areas include: Great Plains, Canadian Prairie, Mato Grosso, Pampas, African Savannah, Eurasian Steppe, and Australian Grassland.

\_\_\_\_\_ **Lakes:** Cut circles of blue paper and glue it to the map to represent these lakes: Caspian Sea, Great Lakes, Lake Victoria, Aral Sea, Great Bear Lake, Great Slave Lake, and Lake Tanganyika.

\_\_\_\_\_ **Major Cities:** Although cities are not physical features, their location is often related to physical features. Use brown beans to represent the 10 largest cities (est. 2005): Tokyo, Japan; Mexico City, Mexico; Seoul, South Korea; New York City, US; Sao Paulo, Brazil; Mumbai, India; Dehli, India; Los Angeles, CA US; Shanghai, China; and Jakarta, Indonesia.

\_\_\_\_\_ **Oceans:** Label the 5 oceans of the world.

\_\_\_\_\_ **Map elements:** add the following items to your map: title, orientation, date, author(s), and legend.

Map Author(s): \_\_\_\_\_

Map Evaluator(s): \_\_\_\_\_

#### Handout 4-D

### *Physical Map Rubric*

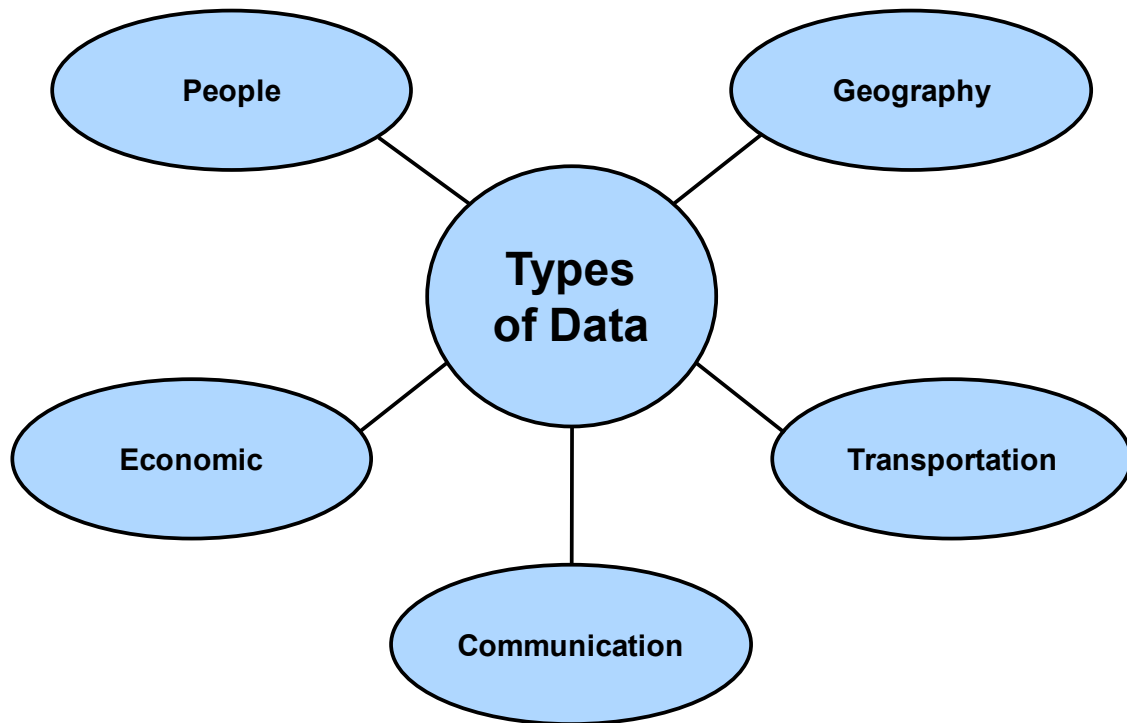
Award up to the maximum number of points for each characteristic or feature:

Characteristic/Feature	POINTS	
	Maximum Possible	Points Earned
<b>Continents</b> – All continents shown on the map with good relative location.	7	
<b>Mountains</b> – All 8 major mountain ranges shown.	8	
<b>Tropical Rainforests</b> – 3 rainforests of South America, Africa and southeast Asia are shown	3	
<b>Rivers</b> – All 16 rivers are shown on the map.	16	
<b>Deserts</b> – All 7 deserts are shown on the map.	7	
<b>Grasslands</b> – All 7 large grassland areas are shown on the map.	7	
<b>Lakes</b> – All 7 large lakes are shown on the map.	7	
<b>Major Cities</b> – All 10 large cities are shown on the map.	10	
<b>Oceans</b> – All 5 oceans are labeled properly.	5	
<b>Map Elements</b> – All 5 map elements are on the map. Award one extra point if the map states that it is "Not to Scale."	5	
<b>Total points out of 75 possible points</b>		
<b>Comments:</b> On the back write comments and give suggestions to the authors of the map. What did you like about this map? What is one suggestion you would make that would improve this map?		

## Handout 5-A

### *Mapping Data*

What data or facts are available for mapping?





## Handout/Visual 5-B

### *Big Mac Index*



How fast can you say "twoallbeefpattiespecialsaucelettuce  
cheesepicklesonionsonasesameseedbun?"

This question was asked of millions of TV viewers in the now famous 1970s McDonald's television commercial promoting the Big Mac. The Big Mac, perhaps the world's most popular sandwich, was created in 1968 by a McDonald's franchisee in Pittsburgh, Pennsylvania. While most people see the Big Mac as "twoallbeefpattiespecialsaucelettucecheesepicklesonionsonasesameseedbun," economists also see the sandwich as a consumer good that is sold at over 25,000 McDonald's restaurants in 116 countries around the world. Because of its popularity, the Big Mac allows economists to make (admittedly unscientific) comparisons of exchange rates and relative prices in countries around the globe.

The Economist, March 16, 2010

[http://www.economist.com/daily/chartgallery/displaystory.cfm?story\\_id=15715184](http://www.economist.com/daily/chartgallery/displaystory.cfm?story_id=15715184)

**Handout 5-C*****Big Mac Index, March 16, 2010***

<b>COUNTRY</b>	<b>Price of a Big Mac in US Dollars</b>
Norway	\$6.87
Switzerland	\$6.16
Euro area	\$4.62
Canada	\$4.06
Australia	\$3.98
Hungry	\$3.75
Turkey	\$3.71
United States	\$3.58
Japan	\$3.54
Britain	\$3.48
South Korea	\$3.00
United Arab Emirates	\$2.99
Poland	\$2.86
Saudi Arabia	\$2.67
Mexico	\$2.56
South Africa	\$2.44
Russia	\$2.39
Egypt	\$2.37
Taiwan	\$2.36
Indonesia	\$2.28
Thailand	\$2.16
Malaysia	\$2.12
China	\$1.83

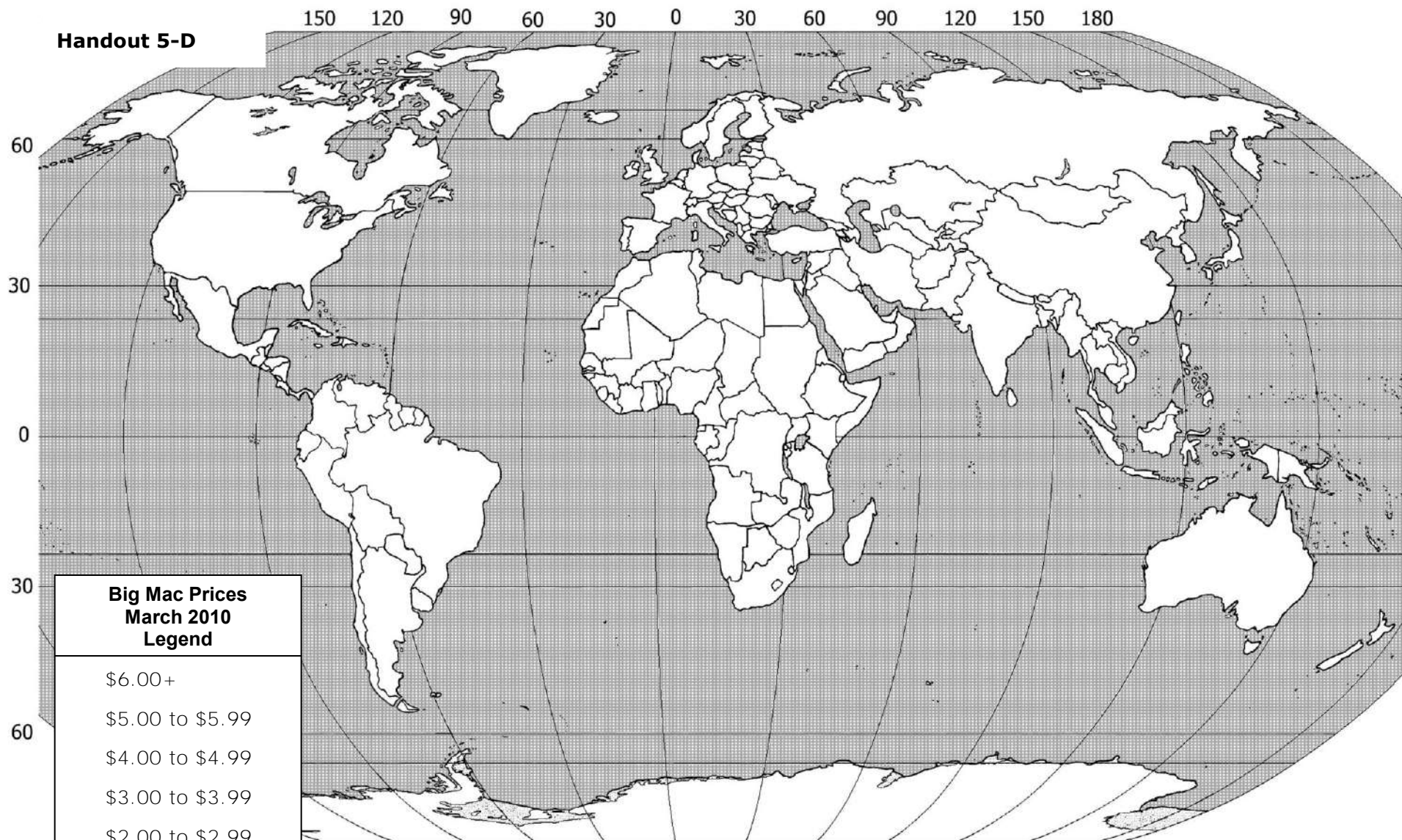
For this mapping activity, you will use different colors to represent different dollar amounts. The colors representing the data should go from dark colors to light colors. Be sure to show what your colors represent in your map legend.

Answer these questions when you are done:

1. Are there areas of the world where Big Macs are most expensive or least expensive?
2. How might you explain the fact that there are areas for which there is no data?

Choropleth map created by Rebecca Reed, June 2010,  
using Microsoft Paint.

**Handout 5-D**



**Big Mac Prices  
March 2010  
Legend**

\$6.00+  
\$5.00 to \$5.99  
\$4.00 to \$4.99  
\$3.00 to \$3.99  
\$2.00 to \$2.99  
\$1.00 to \$1.99

**The World - Political**

studentsfriend.com

© 2004 Michael G. Maxwell

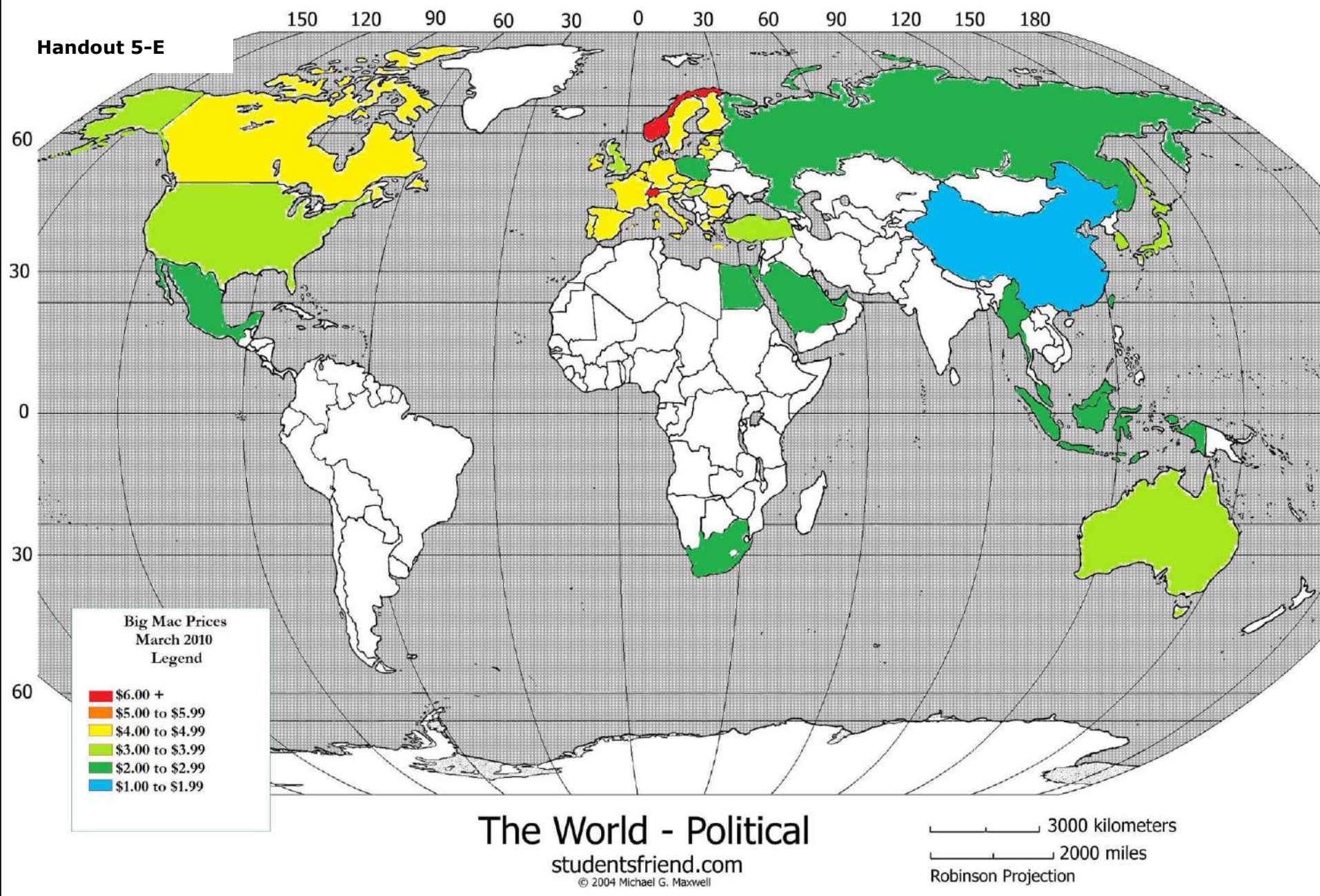
3000 kilometers

2000 miles

Robinson Projection



**Handout 5-E**



## Handout 5-F

### *How to Make a Cartogram*

Adapted from: Making a Cartogram by Chuck Dwelley, An Educator's Reference Desk Lesson Plan, #: AELP-GGR0021

Cartograms are chart maps that present statistical information. On a cartogram, sizes of geographic areas are changed to show the statistical information. For example, on a cartogram about rainfall, an area that gets more rain would be bigger than one that gets less rain.

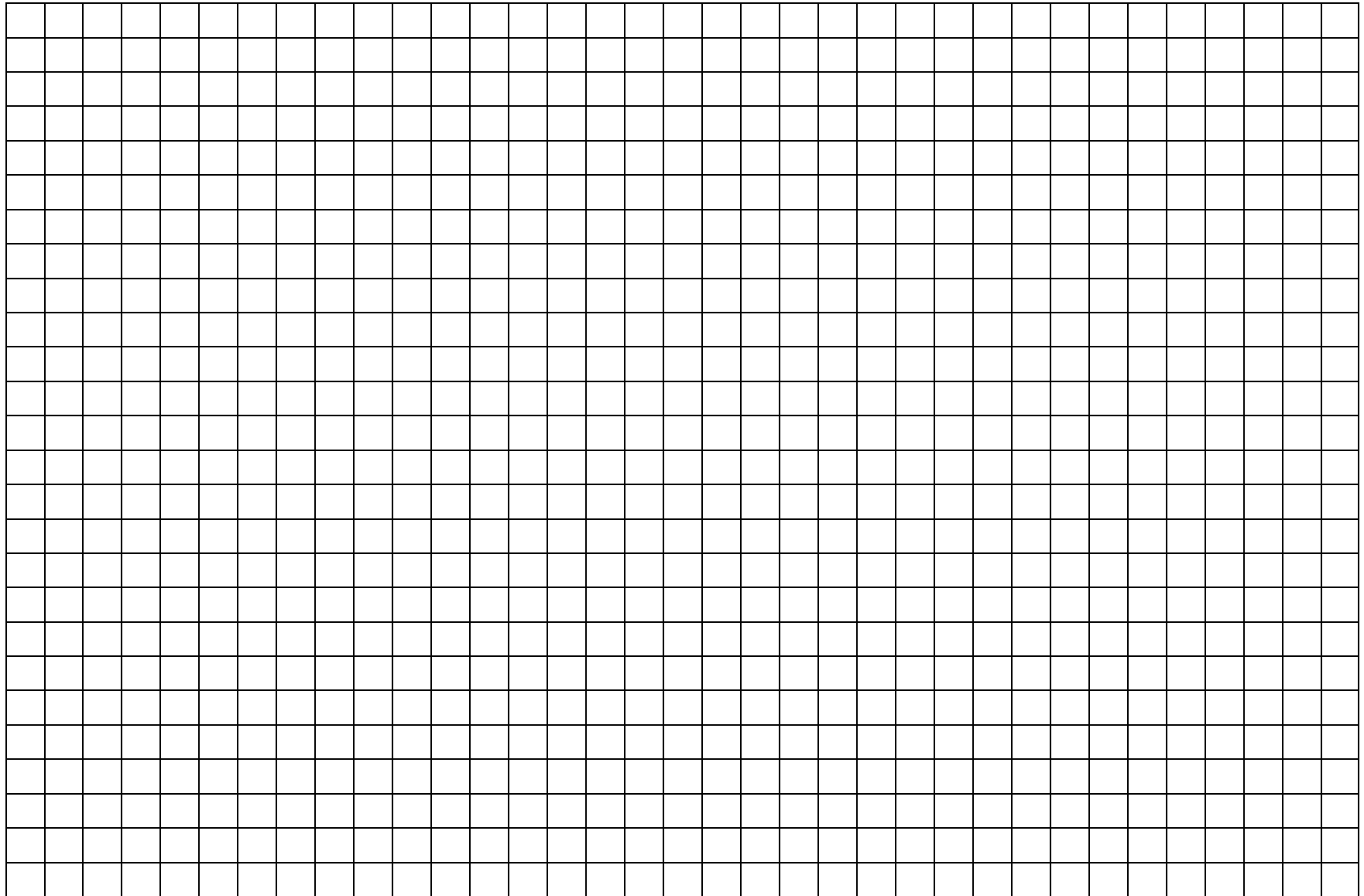
#### **Steps:**

1. Obtain a listing of the data to be displayed. For example, World Population in 2010 (estimated).

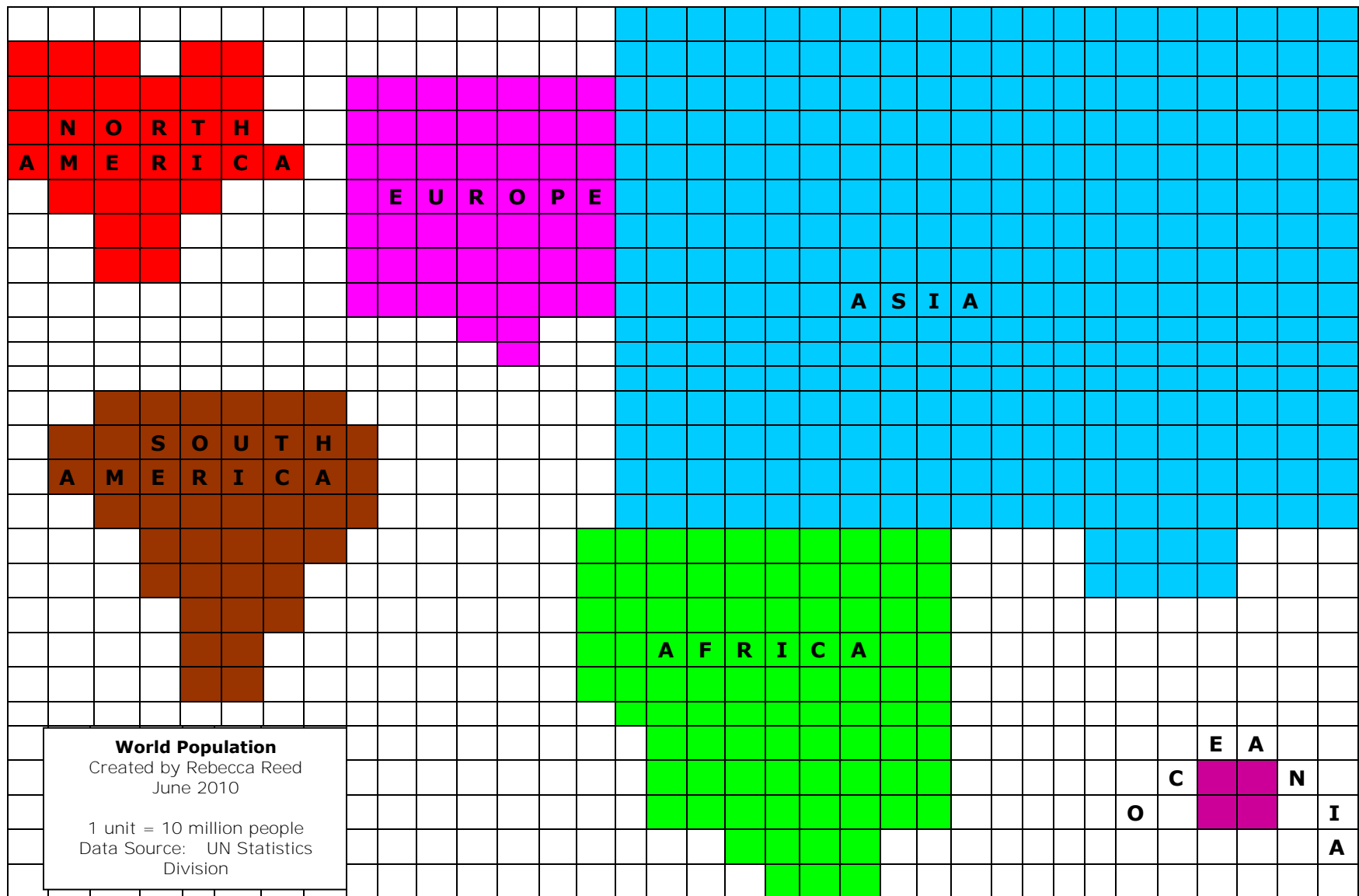
<b>CONTINENT</b>	<b>Population</b>	<b>Population by 10 million (Scale)</b>
<b>Africa</b>	1,033,043,000	103
<b>Asia</b>	4,166,741,000	416
<b>Europe</b>	732,759,000	73
<b>South America</b>	588,649,000	58
<b>Northern America</b>	351,659,000	35
<b>Oceania</b>	35,838,000	4
<b>World</b>	6,908,688,000	
Source: UN Statistics Division, Department of Economic and Social Affairs. "World Population Prospects: The 2008 Revision."		

2. Determine a scale. In the example above we will use one square unit of area per 10 million population. For example, Africa will cover 103 units or squares in the graph paper, and Oceania will cover 4 units in the graph paper.
3. Keep regions, in this case continents, in their approximate locations, making a map showing the data graphically. The distortions will demonstrate the data.
4. Label the cartogram. Be sure to identify the scale used on your map.









## **Charter School Unit Modification**

The following questions have been developed to assist in the refinement of the required scope and sequence documents and accompanying units of instruction for the charter school approval and renewal processes. Through a cover letter format these questions should be addressed to assist members of the Delaware Department of Education Curriculum and Instructional Improvement work group effectively evaluate charter school applications.

### **Guiding Questions**

1. Why was this **model unit of instruction** selected as part of your schools' curricular submission?

**This model unit of instruction was selected as part of Thomas Edison's curricular** submission because they are a part of the DE Social Studies Coalition. This unit gives student the role of researcher, providing them the necessary knowledge to be lifelong researchers, understanding the questions pertinent to ask when looking for accurate information.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications have been made to this model unit of instruction. Imbedded into the unit are suggestions for differentiation, so the needs of all learners can be met through this unit as is.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications have been made to this unit of instruction

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No modifications have been made to this unit.

## *Delaware Model Unit Gallery Template*

**Unit Title: Historical Research**

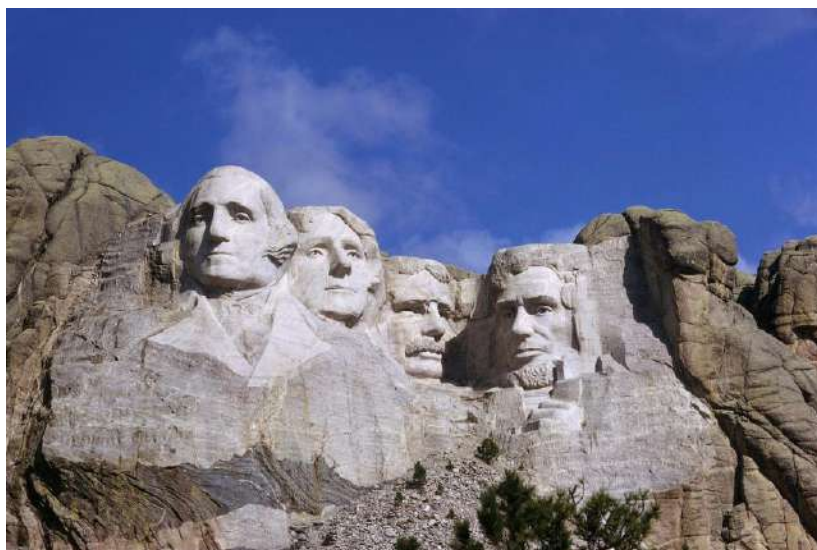
**Content Area: Social Studies**

**Grade Level(s): 6–8**

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### **Summary of Unit**

By completing a National History Day (NHD) project, students are exposed to research skills that need to be learned and used to guide the historical research. Secondly, the students are exposed to a set of questions about every document a researcher uses when encountering a source.



Each year, National History Day uses a different theme. The theme is intentionally broad enough to allow a student the freedom to select interesting topics across time and from many different places. Once a topic is chosen, a student investigates historical context, historical significance, and relationship to the theme through researching primary and secondary sources. A student must evaluate historical sources for bias and credibility. After analyzing and interpreting his or her findings, a student chooses a method of presentation. The student must also make a very important choice—whether to work alone or in a group of up to five students.

Historical accounts of the same event, person, or idea may differ because historians have asked different questions of the same sources or because they have used the sources differently. Historical records just lie there. The factual information in them does not jump out without questions being asked. The questions help to determine the answers and therefore the conclusions. The well-armed student is aware that the phrasing of the questions underlying a research design influences the conclusions. After a few pages of a historical narrative, it is obvious usually where that historian's methods and original

questions will lead. Now the student can assess how persuasive the argument is while **realizing it is that historian's argument**, not the last word on the topic.

A student undertaking research should begin with who, what, when, where, how, and why. Students should be advised and encouraged to continually investigate: become like detectives, keep asking questions; brainstorm new questions to ask, especially as answers are learned to the first few questions. The first thing to do is to get the simple facts straight. Use a secondary source such as a dictionary, biographic dictionary, or documents **to establish a date, such as a person's life span or to discover** elementary information that would put the person into a context in history. Students should think about what questions a historian might ask when researching a given topic. Students should formulate questions as often as try to find answers. The interpretative part of questions in history means that historical conclusions will likely be challenged sometime in the future as different historians ask different questions or find different sources.

Historical sources all mislead to a certain extent because they tell only part of the story from one perspective. As long as human beings generate documents, there will never be an unbiased document. Students must learn to recognize bias and understand why sources are biased. When a historian encounters any document, questions must be raised. Sometimes a document will seem perfect, but caution students to not get so thrilled about the contents of a document that you overlook necessary questions. What is the genealogy of this document? How did it come to be located in this archive or collection? Is the path from its creation to its location believable? Could it have been planted? Is the document out of character with other documents?

Students should continually question the trustworthiness and credibility of sources, particularly for online research. Anyone can start a website to say almost anything. Students at this grade level tend to trust or use the first site to appear in a search engine. A good rule of thumb for academic research would be to use websites from educational institutions—universities, museums, archives, etc.

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## Stage 1 – Desired Results

(What students will know, do, and understand)

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### Delaware Content Standards

- Include those addressed in Stage 3 and assessed in Stage 2.

**History Standard Two 6-8a:** Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.

**History Standard Two 6-8b:** Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.

### Big Idea(s)

- Transferable core concepts, principles, theories, and processes from the Content Standards.

### Investigation

#### Unit Enduring Understanding(s)

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas(s) and/or Content Standards and that are transferable to new situations.

### K–12

- Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.
- **Critical investigation demands constant reassessment of one's research strategies.**
- A historian must prove where the information can be found that is the basis for historical conclusions.

### Unit Essential Questions

- Open-ended questions designed to guide student inquiry and learning.

### Overarching Essential Questions

- Is this source credible? How do I know?
- What questions should I ask before I use this source? After I use it?

### Unit Questions

- What causes an individual to impact history?
- What is the best way to complete a research project?
- How do I avoid plagiarism?

### Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

#### Students will know...

- Analysis
- Research
- Historical sources (primary and secondary)
- Context

- Bias
- Credibility

**Students will be able to...**

- Analyze, access, manage, integrate, evaluate and create information in a variety of forms and media
- Understand, manage, and create effective oral, written, or multimedia communication
- Frame, analyze, and solve problems
- Locate appropriate resources

## Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

### Suggested Performance/Transfer Task(s)

- Performance/transfer tasks as evidence of student proficiency.

An effective assessment for ALL students should be designed to include:

- Complex, real-world, authentic applications
- Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

### Essential Questions Addressed by the Transfer Task

- Is this source credible? How do I know?
- What questions should I ask before I use this source? After I use it?

Prior Knowledge    Now that you have learned about the best way to complete a research project, you are ready to use that knowledge to complete a National History Day project.

Problem              Now that you have selected a topic to research and written a thesis statement, you need to find credible historical sources to provide evidence that supports or disproves your thesis statement. You need to prove where you found those historical sources and why you chose them as a basis for historical conclusions.

Role/Perspective    You are a researcher that is working on a National History Day project. Your goal is to create a written record that will show the depth and quality of your research and highlight your conclusions.

Product/  
Performance        Submit a process paper and annotated bibliography for your National History Day project.

A process paper is a description of no more than 500 words explaining how you conducted your research and created and developed your entry. You must conclude your description with an explanation of the relationship of your topic to the contest theme.

An annotated bibliography is required for all categories. It should contain all sources that provided usable information or new perspectives in preparing your entry. You will look at many more sources than you actually use. You should list only those sources that contributed to the development of your entry. Sources of visual materials and oral interviews must be included. The annotations for each source must explain how the source was used and how it helped you understand your topic.

Criteria for an Exemplary Response	<p>Be sure to include these items in your process paper:</p> <ul style="list-style-type: none"> <li>• A title page is required as the first page of written material in every category. Your title page must include only the title of your entry, your name(s), and the contest division and category in which you are entered. Do not include your age, grade, or school name.</li> <li>• <b>First section</b> should explain how you chose your topic.</li> <li>• <b>Second section</b> should explain how you conducted your research.</li> <li>• <b>Third section</b> should explain how you selected your presentation category and created your project.</li> <li>• <b>Fourth section</b> should explain how your project relates to the NHD theme.</li> </ul> <p>Be sure to remember this about your annotated bibliography:</p> <ul style="list-style-type: none"> <li>• An annotation normally should be 1-3 sentences long.</li> <li>• The Contest Rule Book <b>states that the annotations</b> "must explain how the source was used and how it helped you understand your topic." Do not recount what the source said.</li> </ul>
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## Rubrics

- Scoring guide to evaluate performance/transfer tasks used as evidence of student proficiency.

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
- Provide opportunities for differentiation of the performance/transfer tasks used as evidence of student proficiency.

## Transfer Task Rubric

Scoring Category	Score Point 3	Score Point 2	Score Point 1
Process paper explains how your topic was chosen	The explanation is <b>well developed</b>	The explanation is <b>partially developed</b>	The explanation is <b>minimally developed</b>
Process paper explains how research was conducted	The explanation is <b>well developed</b> and reflects an <b>effective research strategy</b>	The explanation is <b>partially developed</b> and/or reflects a <b>somewhat effective research strategy</b>	The explanation is <b>minimally developed</b> and/or reflects an <b>ineffective research strategy</b>
Process paper explains how the presentation category was selected and the project was created	The explanation is <b>well developed</b>	The explanation is <b>partially developed</b>	The explanation is <b>minimally developed</b>



Process paper explains how the project related to the NHD theme	The explanation <b>exhibits a clear linkage</b> between the chosen topic and NHD theme	The explanation <b>exhibits a somewhat clear linkage</b> between the chosen topic and the NHD theme	The explanation <b>does not exhibit a clear linkage</b> between the chosen topic and the NHD theme
The annotated bibliography explains how each source was used and how it helped develop understanding of the topic	The bibliography <b>exhibits clear linkage</b> between the chosen sources and how they helped develop understanding of the topic	The bibliography <b>exhibits a somewhat clear linkage</b> between the chosen sources and how they helped develop understanding of the topic	The bibliography <b>does not exhibit a clear linkage</b> between the chosen sources and how they helped develop understanding of the topic
Uses content-appropriate vocabulary in order to demonstrate understanding	Content-appropriate vocabulary is <b>well developed</b> and evident	<b>Some</b> evidence of content-appropriate vocabulary usage	<b>Minimal</b> evidence of content-appropriate vocabulary usage

**Total Score: \_\_\_\_\_**

**Above the Standard: 16 to 18**

**Mets the Standard: 11 to 15**

**Below the Standard: 6 to 10**

### Other Evidence

- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations, and supplements the evidence provided by the task).

Formative Assessment is embedded into the lessons through the Checks for Understanding.

### Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments).

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

– Black and William, 1998; Sternberg, 1996; Young, 2000.

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Key Learning Events Needed to Achieve Unit Goals

- Instructional activities and learning experiences needed to align with Stage 1 and Stage 2 expectations.

Include these instructional elements when designing an effective and engaging learning plan for ALL students:

- Align with expectations of Stage 1 and Stage 2
- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- Include a wide range of research-based, effective, and engaging strategies
- Differentiate and personalize content, process, and product for diverse learners
- \*Provide ongoing opportunities for self-monitoring and self-evaluation

### Lesson 1

#### Unit Questions

- What causes an individual to impact history?
- What is the best way to complete a research project?



*George Washington crossing the Delaware River*

### Background

Through completion of a historical research project like [National History Day](#), students engage in an independent investigation and interpretation of historical topics related to an annual theme. In the process, they master the basic research skills and produce creative and scholarly projects in the form of exhibits, documentaries, historical papers, or performances.

During the 2008-2009 school year, National History Day invites students to research topics related to the theme *The Individual in History: Actions and Legacies*. As is the case each year, the theme is broad enough to encourage investigation of topics ranging from local to world history and from ancient times to the recent past. To understand the historical importance of their topics, students need to ask questions about time, place, and context; cause and effect; changeover time; and impact and significance. They ought to consider not only when and where events happened, but also why they occurred, what factors contributed to their development, and what effects they had on broader history. In other words, historical research projects should go beyond mere description to include analysis of

information and conclusions about how the topic influenced and was influenced by other people, ideas, and events.

## **Delaware Social Studies Standards Integrated in the Instructional Strategies**

**History Standard Two 6-8a:** Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.

### **Instructional Strategies**

#### **Strategy 1: Gathering Information**

##### **Think-Pair-Share**

(T/P/S) Warm-up Journal question: What makes someone important to history? What characteristics should they possess?

Have the students share with their partners the characteristics they think that someone should possess to make them important. Have them add to each other's lists. Then have them determine together what makes someone important to history.

Post a timeline of major historical American events on the board or overhead. See attached **Handout #1**. Break students into groups of 3-4 and assign each group an event on the timeline. Then using their textbooks, Internet, or other classroom resources, have them identify 4-5 people in their event that they believe to be the most important.

Have them add the names of the people that they chose underneath the posted timeline. Then have them justify their picks to the class. **Pose the questions:**

- Why are these people the most important?
- What makes them the most important?
- Were there other people that you had to leave off because **you** could only pick 4?
- What criteria did you use to pick the people?

#### **Check for Understanding**

Have students choose one of the people from their time period or from one of their **classmates' time periods**. Then answer this question:

- Why is the person you chose the most important of all of the people listed? Explain your answer.

#### *Rubric*

**2** – This response gives a valid reason with an accurate and relevant explanation.

**1** – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

#### **Strategy 2: Extending and Refining**

##### **Carousel Jigsaw**

Break the students into groups of 4–5 people. Each group will be given a different color marker to use throughout the activity. Around the room the following statements will be posted either on large sheets of paper or on smaller pieces of paper taped to desks around the room.

1. Individuals can change history by themselves.
2. The time and place in which a person lives affects their role in history.
3. The only people that changed history are the ones who are famous.

4. A person is a product of the events and the people that came before them.
5. People impact history because they are associated with a just cause.
6. Individuals who impact history all have similar characteristics.

The students will first travel around the room and **each** group **will** decide whether they agree or disagree with the statement and then write their answer under the statement.

The second time around the room they must justify their answer with a statement. Why do they agree or disagree? They should list a clarifying statement to help explain. They can also list examples to help them explain.

The third time around the room they should just read everyone else's answers and discuss in their groups whether they agree or disagree with what their classmates posted.

After they have traveled around the room the last time, have the groups consider all the posted answers and have them answer the following questions:

- What makes an individual important to history?
- What roles do individuals play in history?
- What impacts a person's legacy in history?

### Check for Understanding

- How will you determine if an individual has impacted history? Explain your answer.

### Rubric

**2** – This response gives a valid reason with an accurate and relevant explanation.

**1** – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

### Strategy 3: Application Categorizing

Provide the following internet sites, perhaps using a TrackStar link (<http://trackstar.4teachers.org/trackstar>):

- Susan B. Anthony: <http://www.biography.com/search/article.do?id=9186331>
- Andrew Carnegie: <http://www.biography.com/search/article.do?id=9238756>
- Jackie Robinson: <http://www.biography.com/search/article.do?id=9460813>
- J. Robert Oppenheimer: <http://www.biography.com/search/article.do?id=9429168>
- Jacob Riis: <http://www.biography.com/search/article.do?id=40211>
- Ray Kroc: <http://www.biography.com/search/article.do?id=9369349>
- Eleanor Roosevelt: <http://www.biography.com/search/article.do?id=9463366>

Or, provide the students hardcopies of the biographies (**Handout #2**). Have the students rank the biographies in order of importance according to the student with number 1 being the most important and number 7 being the least important. Next to each person have the students explain why they placed the person where they did.

Once the students have ranked the people have them explain their justifications.

- What criteria did you use to rank the individuals?
- What made your number 1 person your first choice?
- Why would your classmates have different lists than you did? What does that suggest about history and the way that it is written?

### Check for Understanding

- What makes an individual “nudge history forward”? Explain with an example of a person who you believe has done this.

For administration of formative assessment see [Student Self-Assessment and Reflection](#).

### Lesson 2

#### Unit Question

- What is the best way to complete a research project?



### Background

Students need to be able to select a topic that is important and ties closely to the theme. Writing a thesis statement about that topic will give them something to prove or disprove with the resulting research. The thesis statement should be re-assessed throughout the completion of the project to verify that it is still valid and consistent with **the student's** research results.

### Delaware Social Studies Standards Integrated in the Instructional Strategies

**History Standard Two 6-8a:** Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.

### Instructional Strategies

#### Strategy 1 – Gathering Information: Prioritizing and Selecting a National History Day Topic

Have students create a list of five or more historical events or people or time periods in which they are interested. **What *kind* of history interests you? Political, military, social, intellectual, cultural? How much do you already know about it?**

Have students then cross out their least favorite choice, leaving four items. Then cross out the next least favorite, leaving three items. Continue until only one event or person of interest remains.

**Does the historical event or person left on your list have a relationship to the theme?** It may not be an obvious relationship at first. Have students share with another student their most interesting topic and discuss whether it has a relationship to the theme.

**Suppose that you have an interest in women's history.** Fill in the chart below on the board or overhead as you relate this example to demonstrate that **women's history** as a topic is too broad.

To support this selection, students should take a look at the [Sample Topic List](#) and read the article "[Studying a Person, Not Writing a Biography](#)" (found on pages 8 and 9 of the NHD Curriculum Book).

<b>Interest:</b>	<b>Women's History</b>
<b>Theme:</b>	<b>The Individual in History: Actions &amp; Legacies</b>
<b>Topic:</b>	<b>Eleanor Roosevelt</b>

For example, if you are interested in **women's history** and the theme is *The Individual in History: Actions & Legacies*, a natural topic or subject would be Eleanor Roosevelt. At this point you may realize that it is impossible to look at all of the actions that Eleanor Roosevelt made that impacted society. This means that you have to take another step in the narrowing process and select a specific focus within the topic.

*Strategy Source: National History Day*

### Check for Understanding

- How do I find a topic that interests me?

#### Rubric

- 1** – This response gives a valid explanation of how to find a topic of interest.
- 0** – This response gives an invalid explanation of how to find a topic of interest.

- How do I know a topic relates to the NHD theme?

#### Rubric

- 1** – This response gives a valid explanation of understanding how a chosen topic relates to the NHD theme.
- 0** – This response gives an invalid explanation of understanding how a chosen topic relates to the NHD theme.

For administration of formative assessment see [Student Self-Assessment and Reflection](#).

## Strategy 2 – Extending and Refining: Historical Research

The next step in narrowing the topic is completing basic research and completing a brief biography of the selected individual. Using secondary sources students will write a brief biography that includes:

- Three to five of the most important contributions that person made to society.
- The people connected to that person (colleagues, other leaders within a movement, ordinary people connected to the event, opposition leaders, etc.).

Using that research students will create a “multi-layered timeline” connecting the person and the events of their life to what was occurring in the larger context of history. A sample can be found on page 15 of the teacher's guide. This step will assist students in developing a broad understanding of historical context which is one of the key criteria for the historical quality category of judging. Students should be able to answer the questions: How was the topic influenced by and how did it influence other historical events?

Based upon their findings, students will decide which issue to use as the focus for their **topic's research**. For instance, a student would find that in-depth research for Eleanor Roosevelt could focus on her role in supporting human rights, her role in supporting civil rights in America, her role in supporting women's rights around the world, or her role in bringing gender politics to the attention of America. (These examples are included in [“Studying a Person, Not Writing a Biography”](#)).

<b>Interest:</b>	<b>Women's History</b>
<b>Theme:</b>	<b>The Individual in History: Actions &amp; Legacies</b>
<b>Topic:</b>	<b>Eleanor Roosevelt</b>
<b>Issue:</b> <b>(A specific action or legacy)</b>	<b>Human Rights</b>

*Strategy Source: National History Day*

**Teacher Tip** - Offer these tips on Topic Selection:

- The topic should be interesting to the student.
- The topic should **clearly fit the year's theme**.
- The topic should be in depth and narrow in scope. It is better to focus on one issue in detail than to cover many issues superficially.
- The topic should reflect the availability of primary and secondary resources. A local topic is often a good choice, because primary documents are more likely to be available in the community in which an event occurred or in which a person lived.

### **Check for Understanding**

- Why is it important to do basic research before deciding on a specific action or legacy that your subject contributed? Explain your answer.

### *Rubric*

**2** – This response gives a valid reason with an accurate and relevant explanation.

**1** – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

### **Strategy 3 – Application: Developing a Thesis Statement**

Students will deepen their research strategy by outlining the issues to be explored in the research, determining initial questions to be answered by the research, developing a working title for the research, and writing a thesis statement. To assist with the outline of these steps a Topic Selection Worksheet is available on the NHD website:

<http://www.nhd.org/images/uploads/TopicSelectionWorksheet.pdf>.

Resources to support writing a thesis statement include:

<http://owl.english.purdue.edu/owl/resource/545/01/>

### **Check for Understandings**

- What is the difference between a topic and a thesis?



### *Rubric*

**2** – This response gives a valid difference between a topic and a thesis with an accurate and relevant thesis statement.

**1** – This response gives a valid difference between a topic and a thesis with an inaccurate, irrelevant, or no thesis statement.

- How does my thesis statement show a relationship to the theme?

### *Rubric*

**1** – This response gives a valid explanation of how the thesis statement shows a relationship to the theme.

**0** – This response gives an invalid explanation of how the thesis statement shows a relationship to the theme.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

## **Lesson 3**

### **Unit Questions**

- Is this source credible? How do I know?
- What questions should I ask before I use this source? After I use it?



### **Background**

A student undertaking research should begin with who, what, where, how, and why. Students should continually investigate—become like detectives, keep asking questions; brainstorm new questions to ask, especially as answers are learned to the first few questions. Students should think about what questions a historian might ask when researching a given topic. Students should formulate questions as often as try to find answers.

Historical sources tell only part of the story from one perspective. As long as human beings generate documents, there will never be an unbiased document. When a historian encounters any document, questions must be raised. Sometimes a document will seem perfect, but caution students to not get so thrilled about the contents of a document that you overlook necessary questions. What is the genealogy of this document? How did it come to be located in this archive or collection? Is the path from its creation to its location



believable? Could it have been planted? Is the document out of character with other documents?

Students should continually question the trustworthiness and credibility of sources, particularly for online research. Anyone can start a website to say almost anything. Students at this grade level tend to trust or use the first site to appear in a search engine. A good rule of thumb for academic research would be to use websites from educational institutions—universities, museums, archives, etc.

## **Delaware Social Studies Standards Integrated in the Instructional Strategies**

**History Standard Two 6-8a:** Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.

**History Standard Two 6-8b:** Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility as well as the purpose, perspective, or point of view for which they were constructed.

### **Instructional Strategies**

#### **Strategy 1 - Gathering Information: Concept Development**

Write the words **trustworthy** and **reliable** on the board or display on an overhead projector.

Ask students to explain what these words mean and give examples. **What kinds of things display these characteristics? What is the relationship between the two words?**

Explain to students that another description for things that are trustworthy and reliable is that they are **credible**. **Credibility is how academic sources are described if they are trustworthy and reliable.**

#### **Check for Understanding**

- What does it mean if something is credible? Give examples without using the words “trustworthy” or “reliable.”

#### *Rubric*

**3** – This response gives a valid explanation of credibility with accurate and relevant examples that do not use the words “trustworthy” or “reliable.”

**2** – This response gives a valid explanation of credibility with accurate and relevant examples that use the words “trustworthy” or “reliable.”

**1** – This response gives a valid explanation of credibility with inaccurate, irrelevant, or no examples.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

#### **Strategy 2 – Extending and Refining: Verifying Credibility**

Ask the students: **What is the boiling point of radium? (Give your answer in Kelvin (K).)** When students do not know the answer offhand, ask where they could find the information. The Internet will be a popular response.

Online searching for the boiling point of radium in Kelvin included these two websites in the search results. Direct students to these two websites:

1. <http://www.chemicool.com/elements/radium.html>
2. <http://www.chemicalelements.com/elements/ra.html>

**Should the boiling point of radium be the same, no matter where you look?** Yes, it would be considered factual information, verified by various independent sources.

The first website gave the boiling point of radium as 1973 Kelvin. The second website gave the boiling point of radium as 2010.15 Kelvin.

Students need to question the reason why a fact is stated as such, especially when there are “conflicting” facts.

**What would account for the difference?** Answers will vary, but the essential point to draw from discussion is that, just because it is on the internet, it is not always true, trustworthy, reliable, or credible.

**Teacher Note:** Boiling Point is dependant on temperature and pressure, so if pressure is changed, the temperature at which it boils also changes. Temperatures for boiling point are usually given at standard atmospheric pressure (sea level). Also, different “elements” might have different densities, boiling points, and other characteristic properties because there are different isotopes of those elements.

**What might help you determine which website is more credible regarding the “real” boiling point of radium?** Have students brainstorm while examining the two websites. Direct the discussion to the indicators below. Teachers should read the handout from *An Educators' Guide to Credibility and Web Evaluation* to lead the discussion: <http://www.ed.uiuc.edu/wp/credibility/index.html>

**Consider these indicators of whether a website is reliable:**

- Author
- Purpose
- URL
- Currency
- Design

What questions might a researcher ask about each of the indicators to help determine credibility?

Teachers should use the Web Page Evaluation sheet (**Handout #3**) for questions that illustrate each of the indicators in order to help students define them.

Name of web site:	Date:
URL: _____	
<p><b>Author</b></p> <p>Is an author provided?</p> <p>Is there a way to contact the author?</p> <p>If the author's name is unfamiliar or not provided, is the site linked to an established authority, like a museum or archive, on the subject?</p> <p>Are the author's credentials listed? (a doctorate or professor, etc.)</p> <p>Do the credentials entitle the author to be considered an expert on the topic?</p> <p><b>Purpose</b></p> <p>Can you identify the purpose of this site?</p>	

If yes, what is it? \_\_\_\_\_

Is the type of material appropriate for the assignment?

Does the information lead to other sources that are useful?

Is a bibliography included?

Does the information match information found elsewhere?

### **URL**

What does the URL of this site end with?

.gov .edu .com .org .net other \_\_\_\_\_

Is the URL appropriate for the NHD research project?

### **Currency**

Does the site include the date of its last revision?

Has the site been updated recently?

Does the site include the dates of future updates?

Is the copyright date available?

Are all the links to additional sites still working?

### **Design**

Is the site easy to navigate?

Are the links clearly labeled?

Can you find the desired information easily?

Does the site make good use of graphics and color?

Does the site use correct grammar and spelling?

**Is this source credible? How do you know?**

Have students construct a graphic organizer like the one below or use **Handout #4** to help organize and compare questions.

<b>Author</b>	<b>Purpose</b>	<b>URL</b>	<b>Currency</b>	<b>Design</b>

### **Check for Understanding**

- How does a website tell you whether it is credible? Support your answer with an example.

### *Rubric*

**2** – This response gives a valid explanation of website credibility with an accurate and relevant example.

**1** – This response gives a valid explanation of website credibility with inaccurate, irrelevant, or no example.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

### **Strategy 3 - Application: Verifying Credibility**

When historians conduct research, one of the things that they are most concerned about is the credibility of their primary and secondary sources. Today, much research can be conducted online, and it is important to verify the credibility of websites that you might use to find historical sources for your NHD project.

### **Check for Understanding – Formative Assessment**

- Using the web page evaluation sheet, determine whether these sites are credible for researchers. How do you know?  
<http://www.harvestofhistory.org/>  
<http://zapatopi.net/treeoctopus/>  
<http://www.globalissues.org/>
- What questions do you still have of these websites after evaluation?

### *Rubric*

**2** – This response gives a valid decision of website credibility with accurate and relevant questions.

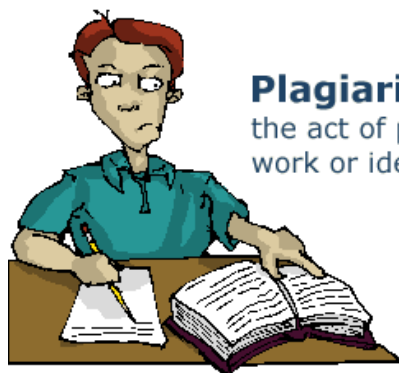
**1** – This response gives a valid decision of website credibility with inaccurate, irrelevant, or no questions.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

## **Lesson 4**

### **Unit Question**

- How do I avoid plagiarism?



### **Plagiarism:**

the act of presenting another's work or ideas as your own.

Image linked from <http://www.lib.ncsu.edu>"

### **Background**

As students conduct research, understanding is achieved by synthesizing and compiling information into a cohesive explanation of the problem or topic that is researched. Students

should be able to restate what a primary or secondary source tells them about a topic or question without copying the source.

Teachers may wish to read for themselves or use with students at the completion of the lesson the handout *Avoiding Plagiarism* available at: <http://owl.english.purdue.edu>.

## **Delaware Social Studies Standards Integrated in the Instructional Strategies**

**History Standard Two 6-8a:** Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.

### **Instructional Strategies**

#### **Strategy 1 – Gathering Information: Concept Development**

Ask students: **What is plagiarism?** Responses might include stealing, lying, or academic fraud, etc. A teacher might be able to discuss past student cases of plagiarism in the classroom as a means of illustrating the problem. **What might be some of the causes of plagiarism?** Read the online definition of plagiarism found at: [http://www.turnitin.com/research\\_site/e\\_what\\_is\\_plagiarism.html](http://www.turnitin.com/research_site/e_what_is_plagiarism.html).

Based on this definition, answer the following in a journal or other form of writing: Have you ever plagiarized, knowingly or unknowingly, based on this definition? Support your answer with an example.

#### **Checks for Understanding**

- What do you think might prevent plagiarism in the future? Explain your answer.

#### *Rubric*

- 2** – This response gives a valid prediction with an accurate and relevant explanation.
  - 1** – This response gives a valid prediction with an inaccurate, irrelevant, or no explanation.
- How might the increasing use of technology (computer, Internet, email, etc.) affect how often plagiarism occurs? Explain your answer.

#### *Rubric*

- 2** – This response gives a valid affect with an accurate and relevant explanation.
- 1** – This response gives a valid affect with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

#### **Strategy 2 - Extending and Refining: Cubing**

Ask students: **What does it mean to paraphrase?** Compile responses in a graphic organizer (or on the board/overhead) and look for similarities and differences that reveal possible misconceptions.

Using the reading **"How to Paraphrase Properly,"** available at [http://www.plagiarism.org/learning\\_center/paraphrase.html](http://www.plagiarism.org/learning_center/paraphrase.html) or **Paraphrase: Write it in Your Own Words** available at: <http://owl.english.purdue.edu/owl/resource/619/01/>, students will investigate the process of paraphrasing.

After concluding the investigation, students will use cubing to discuss paraphrasing. A teacher can use the strategy with the whole class, as small-group work, and/or on a one-on-one basis. Cubing requires students to apply information they have been studying in new ways.

This strategy allows students to explore a topic from six different points of view. The name “cube” comes from the fact that cubes have six sides, and students explore a topic from the following six perspectives:

- **Describe it:** How would you describe plagiarism? Describe key characteristics/points and/or attributes including size, shape, and colors.
- **Compare it:** What is plagiarism similar to? Different from?
- **Associate it:** What does plagiarism make you think of? How does plagiarism connect to other topics/issues/subjects?
- **Analyze it:** Tell how plagiarism is made or what it is composed of. How would you break plagiarism down into smaller parts?
- **Apply it:** How does understanding plagiarism help you understand other topics/issues/decisions/events?
- **Argue against it:** Take a stand and list reasons for not supporting plagiarism.
  - I am not for this because ....
  - This does not work because ....

**Differentiation Tip:** Ask students to draw or otherwise graphically represent plagiarism.

### Check for Understanding

- How do I avoid plagiarism? Suggest a plan that a student could follow while completing a research project.

#### *Rubric*

**2** – This response gives a valid method with an accurate and relevant plan.

**1** – This response gives a valid method with an inaccurate, irrelevant, or no plan.

- Why is it important to learn about avoiding plagiarism? Explain your answer.

#### *Rubric*

**2** – This response gives a valid reason with an accurate and relevant explanation.

**1** – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

### Strategy 3 - Application: Paraphrasing

Students will access a basic biography for their topic at:

<http://www.biography.com/search/>. Using the text written by the author, the student will use their understanding of paraphrasing established in the previous strategy to help them paraphrase one paragraph found in the biography. Then, in pairs, students will share their paraphrasing and provide feedback to each other.

### Check for Understanding

- Why is paraphrasing an important defense against plagiarism? Explain your answer.

#### *Rubric*

**2** – This response gives a valid reason with an accurate and relevant example of paraphrasing.

**1** – This response gives a valid reason with an inaccurate, irrelevant, or no example of paraphrasing.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

## Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links).
- Help in identifying and correcting student misunderstandings and weaknesses.

### Resources

Students will benefit from an individual copy of the NHD Contest Rule Book. They may be purchased very inexpensively (about 25¢ each). Contact Ellen Rendle, Delaware State History Day coordinator at [photos@hsd.org](mailto:photos@hsd.org). The **Rule Book** is also available online in PDF format.

### National History Day Internet Resources

- Smithsonian Institution, National Postal Museum
- American Memory, Library of Congress <http://memory.loc.gov/ammem/>. Differentiating Sources [http://memory.loc.gov/ammem/ndlpedu/start/prim\\_sources.html](http://memory.loc.gov/ammem/ndlpedu/start/prim_sources.html).
- MLA documentation style for Internet sources [http://www.mla.org/publications/style/style\\_faq/style\\_faq4](http://www.mla.org/publications/style/style_faq/style_faq4)
- Lesson to help students gain skills necessary for researching by locating credible and original sources, determining if the sources are primary or secondary, ascertaining the qualifications and reputation of the author/speaker, and identifying the setting/circumstance of the source. [http://www.pbs.org/opb/historydetectives/classroom/class\\_sources.html](http://www.pbs.org/opb/historydetectives/classroom/class_sources.html)
- Finding Primary Sources in Library Research <http://www.lib.berkeley.edu/TeachingLib/Guides/PrimarySources.html>
- National Archives <http://www.archives.gov/>. Specific site for teachers and students completing a History Day project <http://www.archives.gov/education/history-day/index.html>
- National History Day <http://www.nationalhistoryday.org/>
- Delaware History Day <http://www.hsd.org/histday.htm>
- Using Primary Sources on the Web <http://www.lib.washington.edu/subject/history/RUSA/>
- Researching History Day topics and differentiating between types of sources <http://www.lib.washington.edu/subject/history/historyday/his.html>

### NHD Recommended Digital Archives Databases

- OAlster (Open Archives Initiative) developed by the University of Michigan and the University of Illinois at Urbana-Champaign contains approximately 15 million records <http://www.oaister.org>
- The Collaborative Digitization Programs in the United States based at Middle Tennessee State University links to projects in 41 states <http://www.mtsu.edu/~kmiddlet/stateportals.html>
- The Greater Philadelphia region PACSCL <http://www.PhillyResearch.net/>

### Using Historic Places to Help Research Individuals

- The National Park Service – Teaching with Historic Places <http://www.nps.gov/history/NR/twhp/>
- National Register of Historic Places Database (the actual register nominations can be accessed using this website) <http://nrhp.focus.nps.gov/natreghome.do?searchtype=natreghome>

- National Register Travel Itineraries <http://www.nps.gov/history/nr/travel/index.htm>

## **Delaware Libraries and Museums**

- ♦ Hagley Museum and Library  
P.O. Box 3630  
Wilmington, DE 19807-0630  
(302) 658-2400 - [www.hagley.lib.de.us/](http://www.hagley.lib.de.us/)

Contains original manuscripts, rare books and pamphlets, and items that document the History of American Business and Technology. Also holds information on the DuPont Company and the du Pont family.

- ♦ Delaware Agricultural Museum and Village  
866 N. Dupont Highway  
Dover, DE 19901  
(302) 734-1618 - [DAMV@dol.net](mailto:DAMV@dol.net)

- ♦ University of Delaware Library  
181 South College Avenue  
Newark, DE 19717-5267  
(302) 831-2965 - <http://www.lib.udel.edu>

In addition to its collection of books, the library holds U.S. Government documents, periodicals, and newspapers on microfilm. Special Collections contain rare manuscripts, archival collections, graphic materials, ephemera, maps, and selected bibliographies. It also contains a collection of English, Irish, and American literature.

- ♦ Wesley College Library  
120 North State Street  
Dover, DE 19901  
(302) 736-2413 - [www.wesley.edu](http://www.wesley.edu)

Contains a large collection of books and subscribes to 400 print periodical titles and maintains a pamphlet file.

- ♦ Delaware State University Library  
1200 N. DuPont Highway  
Dover, DE 19901-2277  
(302) 739-2777 - [www.dsc.edu/library](http://www.dsc.edu/library)

In addition to its book collection, the library holds annual reports and a Delaware Collection.

- ♦ Delaware Public Archives  
121 Duke of York Street  
Dover, DE 19901  
(302) 739- 5318 - [www.state.de.us/sos/dpa](http://www.state.de.us/sos/dpa)

The official repository for documents generated by all state and local government offices. The archives collection holds birth and death records, genealogical findings, Civil War records, etc.



- ♦ Historical Society of Delaware Library  
505 Market Street  
Wilmington, DE 19801  
(302) 655-7161 - [www.hsd.org](http://www.hsd.org)

The Historical Society collects all aspects of the history of Delaware and its people. The collections include newspapers, maps, manuscripts and photographs, serials, and pamphlets.

- ♦ Winterthur  
Winterthur Museum, Garden, and Library  
Winterthur, DE 19735  
(800) 448-3883 - [www.winterthur.org](http://www.winterthur.org)

Contains American Art and Historical Resources. **The library's (like the museum's) specialty is early American decorative arts, pre-1815.**

- ♦ Delaware museums administered by the State Division of Historical and Cultural Affairs may be located online at <http://history.delaware.gov/>

It is best to call to make an appointment and let the staff know ahead of time what you are trying to research.

## Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Differentiation is embedded within the teaching strategies.

## Design Principles for Unit Development

At least one of the design principles below is embedded within unit design.

- **International Education** – the ability to appreciate the richness of our own cultural heritage and that of other cultures in order to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability to use skills, resources, and tools to meet the **demands of the global community and tomorrow's workplace.** (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

## 21<sup>st</sup> Century learning skill development includes:

- Analyze, access, manage, integrate, evaluate, and create information in a variety of forms and media
- Understand, manage, and create effective oral, written or multimedia communication
- Frame, analyze, and solve problems
- Locate appropriate resources

### Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8<sup>th</sup> Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).

Throughout this unit, students are learning the appropriate use of technology to communicate and access, manage, integrate, evaluate, and create information. Useful websites are embedded within the lessons, and student use of computers for some strategies is encouraged. In addition, Lesson Two focuses on research strategies; Lesson Three focuses on the credibility of sources; Lesson Four focuses on plagiarism.

### Content Connections

Content Standards integrated within instructional strategies

**ELA 3.1a1 (5-8):** Identify and locate a variety of sources including printed materials, personal interviews, oral reporting forums and technological forms of information.

Depending on the topic selection, students will develop a better understanding of historical content to support History Standard Four.

**History Standard Four (6-8a):** Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:

- Three worlds meet (Beginnings to 1620)
- Colonization and Settlement (1585-1763)
- Revolution and the New Nation (1754-1820s)
- Expansion and Reform (1801-1861)
- Civil War and Reconstruction (1850-1877)

**History Standard Four (6-8b):** Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:

- The beginnings of human society
- Early civilizations and pastoral peoples (4,000-1,000 BC)
- Classical traditions, major religions, and great empires (1,000 BC--300 AD)
- Expanding zones of exchange and encounter (300-1,000 AD)
- Intensified hemispheric interactions (1,000-1,500 AD)

## ***HANDOUT #1***

### ***American History Timeline***

Add 4–5 people that you believe to be important to the time period that you were assigned. Make sure to take notes as to why your group thinks they are important.

- Three Worlds Meet (Beginnings to 1620)
- Colonization and Settlement (1585-1763)
- Revolution and the New Nation (1754-1820s)
- Expansion and Reform (1801-1861)
- Civil War and Reconstruction (1850-1877)

*Notes on the importance of your important people:*

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

***HANDOUT #2***  
***Selected Biographies***

**SUSAN B. ANTHONY 1820-1906**



Women's rights activist, social reformer, editor, and writer. Born on February 15, 1820, in Adams, Massachusetts. For most of her life, Susan B. Anthony **fought for women's rights, especially the right to vote. Her family followed** the Quaker religion and held many strong social and political beliefs. They were supporters of the abolitionist and temperance movements.

Early in her career, Susan B. Anthony worked as a schoolteacher. But she **left education to continue her family's tradition** of activism. Anthony became involved in the antislavery and temperance movements. But as a woman she encountered many obstacles, including being denied the right to speak at a temperance conference in 1852 because of her gender. It was while she was in this movement that she met Elizabeth Cady Stanton, a social reformer. **The two women became friends and allies in the fight for women's rights,** especially the right to vote.

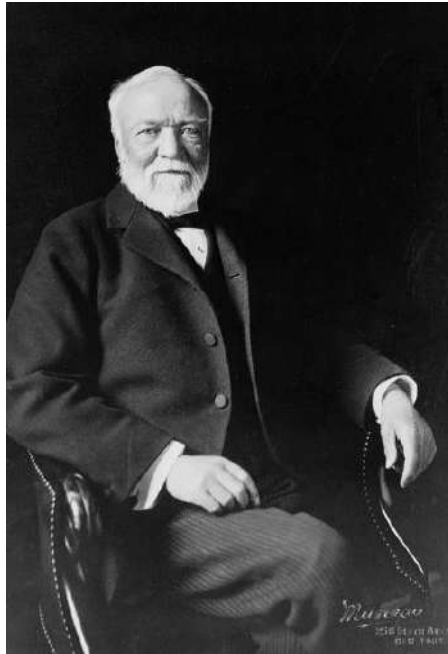
**Not only did Susan B. Anthony speak out on women's issues, she established** a weekly newspaper to promote awareness and provide information on **women's suffrage called Revolution, beginning in 1868. The next year she** and Stanton founded the National Woman Suffrage Association (NWSA). In 1872, Anthony made the news by trying to vote the presidential election. When she tried to cast a ballot, she was arrested. Anthony hoped that she would be able to fight for the right to vote in court, but she was unsuccessful. She was eventually just fined for her revolutionary act.

Not one to be deterred, **Susan B. Anthony continued to fight for women's** suffrage. Besides giving speeches and lectures, she worked with Stanton to record the history of the suffrage movement. This resulted in the multivolume set called History of Woman Suffrage. The first volume was published in 1881. Anthony and Stanton worked on the next two volumes, and Anthony edited the fourth volume with assistance from Ida Husted **Harper. The final two volumes were produced after Anthony's death.**

Susan B. Anthony died on March 13, 1906. All of her hard work paid off in 1920 when the U.S. Constitution was amended to give women the right to vote, which is known as the 19th Amendment. To this day, Anthony is remembered as one of the greatest activists on behalf of women.

Susan B. Anthony: <http://www.biography.com/search/article.do?id=9186331>

## **ANDREW CARNEGIE 1835-1919**



Industrialist and philanthropist. Born on November 25, 1835, in Dunfermline, Fife, Scotland. Although he had little formal education, he grew up in a family that believed in the importance of books and learning. The son of a handloom weaver, Carnegie grew up to become one of the wealthiest businessmen in America.

In 1853 he took a job at the Pennsylvania Railroad. He worked as the assistant and telegrapher to Thomas Scott, one of the railroad's top officials. Through this experience, he learned a lot about the railroad industry and about business in general. While working for the railroad, Carnegie begins making investments. He made many wise choices and found that his investments, especially those in oil, brought in substantial returns. He left the railroad in 1865 to focus on his other business interests, including the Keystone Bridge Company.

By the next decade, most of Carnegie's time was dedicated to the steel industry. His business, which became known as the Carnegie Steel Company, revolutionized steel production in the United States. Carnegie built plants around the country, using technology and methods that made manufacturing steel easier, faster, and more productive. For every step of the process, he owned exactly what he needed: the raw materials, ships and railroads for transporting the goods, and even coal fields to fuel the steel furnaces. This start-to-finish strategy helped Carnegie become the dominant

force in the industry and an exceedingly wealthy man. By 1889, Carnegie Steel Corporation was the largest of its kind in the world.

Some felt that the company's success came at the expense of its workers. The most notable case of this came in 1892. When the company tried to lower wages at a Carnegie Steel plant in Homestead, Pennsylvania, the employees objected. They refused to work, starting what has been called the Homestead Strike of 1892. The conflict between the workers and local managers turned violent after the managers called in guards to break up the union. While Carnegie was away at the time of strike, he was still held accountable for his managers' actions by many.

In 1901, Carnegie made a dramatic change in his life. He sold his business to the United States Steel Corporation, started by legendary financier J. P. Morgan. The sale earned him more than \$200 million. At the age of 65, Carnegie decided to spend the rest of his days helping others. While he had begun his philanthropic work years earlier by building libraries and making donations, Carnegie expanded his efforts in 1900s.

Andrew Carnegie: <http://www.biography.com/search/article.do?id=9238756>

## Jackie Robinson 1919-1972



Baseball player, civil rights activist. Born Jack Roosevelt Robinson on January 31, 1919, in Cairo, Georgia. Breaking the color barrier, **Jackie Robinson** became the first African American to play in baseball's major leagues. The youngest of five children, Robinson was raised in relative poverty by a single mother. He attended John Muir High School and Pasadena Junior College, where he was an excellent athlete and played four sports: football, basketball, track, and baseball. He was named the region's Most Valuable Player in baseball in 1938.

During World War II, Robinson served as a second lieutenant in the United States Army from 1942 to 1944. However, he never saw combat due to an altercation during boot camp in Texas. Robinson was arrested and court-martialed after refusing to move to the back of a segregated bus during training. He was later acquitted of the charges and received an honorable discharge. His courage and moral objection to segregation were a precursor to the impact Robinson would have in the major leagues.

After his discharge from the Army in 1944, Robinson played baseball professionally in the Negro Leagues. (At the time, the sport was segregated, and African Americans and whites played in separate leagues.) Robinson, however, was chosen by [Branch Rickey](#), a vice president with the Brooklyn Dodgers, to help integrate major league baseball. He joined the Montreal Royals, a farm team for the Brooklyn Dodgers, in 1945. He moved to Florida in 1946 to begin spring training with the Royals with his first game on March 17, 1946.

Rickey knew there would be difficult times ahead for the young athlete and made Robinson promise to not fight back when confronted with racism, but



rather to remain cool and composed. From the beginning of his career with the Dodgers, Robinson's will was tested. Even some of his new teammates objected to having an African American on their team. People in the crowds sometimes jeered at Robinson, and he and his family received threats.

Despite the racial abuse, particularly at away games, Robinson had an outstanding start with the Royals, leading the International League with a .349 batting average and .985 fielding percentage. His excellent year led to a promotion to the Dodgers, with his debut game on April 15, 1947, marking the first time an African-American athlete played in the major leagues.

Jackie Robinson: <http://www.biography.com/search/article.do?id=9460813>

## **J. ROBERT OPPENHEIMER 1904-1967**



U.S. theoretical physicist. He graduated from Harvard University, did research at Cambridge University, and earned a doctorate from Göttingen University. He returned to the U.S. to teach at the California Institute of Technology (1929–47). His research focused on energy processes of subatomic particles, and he trained a generation of American physicists. In World War II he was named director of the army's atomic-bomb project, later known as the Manhattan Project, and set up the laboratory in Los Alamos, N.M., that remains a principal weapons-research laboratory. He directed the Institute for Advanced Study in Princeton (1947–66). He strongly opposed the development of the hydrogen bomb, and in 1953 he was suspended from secret nuclear research as an alleged communist sympathizer and a security risk; the case, which pitted him against [Edward Teller](#), became a worldwide cause célèbre. In 1963 he was reinstated and awarded the Enrico Fermi Award.

J. Robert Oppenheimer: <http://www.biography.com/search/article.do?id=9429168>

## JACOB RIIS 1849-1914



U.S. journalist and social reformer. He immigrated to the U.S. at 21 and became a police reporter for the *New York Tribune* (1877–88) and the *New York Evening Sun* (1888–99). He publicized the deplorable living conditions in the slums of New York's Lower East Side, photographing the rooms and hallways of tenements. He compiled his findings in *How the Other Half Lives* (1890), a book that stirred the nation's conscience and spurred the state's first significant legislation to improve tenements.

Jacob Riis: <http://www.biography.com/search/article.do?id=40211>

## **ELEANOR ROOSEVELT 1884-1962**



First lady, writer, and humanitarian. Born on October 11, 1884, in New York City, New York. The niece of President Theodore Roosevelt, Eleanor was known as a shy child and experienced tremendous loss at a young age. Her mother died in 1892. Two years later, Eleanor became an orphan at the age of 10 with the death of her father. She was sent to school in England as a teenager, an experience that help draw her out of her shell.

In 1905 she married her distant cousin, Franklin Delano Roosevelt. For Eleanor, the early years of her marriage were filled with family activities. The couple had six children: Anna, James, Franklin (who died as an infant), Elliott, Franklin Jr., and John. She did not let her growing family prevent her from helping others. During World War I, she became active in public service, working for the American Red Cross.

After her husband suffered a polio attack in 1921, Eleanor stepped forward to help Franklin with his political career. When her husband became president in 1933, Eleanor dramatically changed the role of the first lady. Not content to stay in the background and handle domestic matters, she showed the world that the first lady was an important part of American politics. Eleanor gave press conferences and even had her own newspaper column entitled *My Day*. Eleanor spoke out for human rights, women's issues, and children's causes. She also wanted to help the country's poor and stood against racial discrimination.

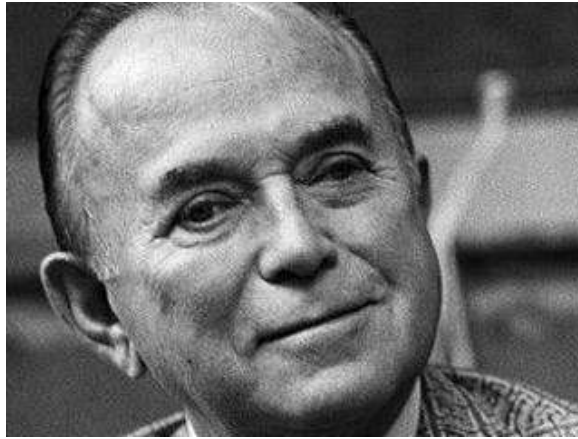
During World War II, Eleanor supported the war effort and traveled abroad to visit U.S. troops. After her husband's death in 1945, she was selected to be a delegate to the United Nations General Assembly, serving from 1945 to

1953. She also became the chair of the UN's Human Rights Commission. As a part of this commission, she helped to write the Universal Declaration of Human Rights.

Eleanor died of cancer on November 7, 1962. A revolutionary first lady, she was one of the most outspoken women to ever live in the White House. While she had her share of critics, most could agree that she was a great humanitarian who dedicated much of her life to fighting for what she thought was right.

Eleanor Roosevelt: <http://www.biography.com/search/article.do?id=9463366>

## **RAY KROC 1902-1984**



U.S. restaurateur, a pioneer of the fast-food industry. He was working as a blender salesman when he discovered a restaurant in San Bernardino, Calif., owned by Maurice and Richard McDonald, who used an assembly-line format to prepare and sell a large volume of hamburgers, french fries, and milk shakes. Beginning in 1955 Kroc opened his first McDonald's drive-in restaurant in Des Plaines, Ill., paying the brothers a percentage of the receipts. He soon began selling franchises for new restaurants, and he instituted a training program for owner-managers that emphasized automation and standardization. At the time of his death there were some 7,500 McDonald's restaurants worldwide; with more than 25,000 restaurants in the early 21st century, McDonald's was the world's largest food-service retailer.

Ray Kroc: <http://www.biography.com/search/article.do?id=9369349>

**HANDOUT #3**  
**WEB PAGE EVALUATION TOOL**

Name of web site:

Date:

URL: \_\_\_\_\_

**Author**

Is an author provided?

Is there a way to contact the author?

**If the author's name is unfamiliar or not provided, is the site linked to an established authority, like a museum or archive, on the subject?**

**Are the author's** credentials listed? (a doctorate or professor, etc.)

Do the credentials entitle the author to be considered an expert on the topic?

**Purpose**

Can you identify the purpose of this site?

If yes, what is it?

Is the type of material appropriate for the assignment?

Does the information lead to other sources that are useful?

Is a bibliography included?

Does the information match information found elsewhere?

**URL**

What does the URL of this site end with?

.gov .edu .com .org .net other\_\_\_\_\_

Is the URL appropriate for the NHD research project?

**Currency**

Does the site include the date of its last revision?

Has the site been updated recently?

Does the site include the dates of future updates?

Is the copyright date available?

Are all the links to additional sites still working?

**Design**

Is the site easy to navigate?

Are the links clearly labeled?

Can you find the desired information easily?

Does the site make good use of graphics and color?

Does the site use correct grammar and spelling?

**Is this source credible? How do you know?**



## ***HANDOUT #4***

<b>Author</b>	<b>Purpose</b>	<b>URL</b>	<b>Currency</b>	<b>Design</b>

## **Charter School Unit Modification**

The following questions have been developed to assist in the refinement of the required scope and sequence documents and accompanying units of instruction for the charter school approval and renewal processes. Through a cover letter format these questions should be addressed to assist members of the Delaware Department of Education Curriculum and Instructional Improvement work group effectively evaluate charter school applications.

### **Guiding Questions**

1. Why was this model unit of **instruction** selected as part of your schools' curricular submission?

**This model unit of instruction was selected as part of Thomas Edison's curricular** submission because they are a part of the DE Social Studies Coalition. This unit will lend itself also to discussions of current events issues as the US and global markets have been in the news often as the world focuses on the economy.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications have been made to this model unit of instruction. Imbedded into the unit are suggestions for differentiation, so the needs of all learners can be met through this unit as is.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications have been made to this unit of instruction

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No modifications have been made to this unit.

## *Delaware Model Unit Gallery Template*

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:**                      **How Markets Work**

**Adapted by:**                      **Rebecca N. Reed, Red Clay Consolidated School District**

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**Content Area:**                      **Economics**

**Grade Levels:**                      **6-8**

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### **Summary of Unit**

In a market economy, prices of **goods and services** along with quantities demanded and produced continually change. Changes in supply and demand occur because of many factors. Understanding the market forces and situations that cause supply and/or demand to change is essential to understanding how prices are determined.

Numerous factors cause supply to change. Advances in technology lower production costs and increase supply. For example, robots replacing workers on assembly lines will reduce a **manufacturer's labor costs, causing prices of goods and services to decrease. Another** factor that affects supply is a change in the costs and availability of **productive resources** caused, for example, by such unexpected or natural events as drought, flood, war, and labor strikes. An increase in costs results in a decrease in available supply. Suppliers are willing and able to supply less at every price. A decrease in productive resources costs results in an increase in supply. Suppliers are willing and able to supply more at every price. Taxes, such as sales and excise taxes, also affect supply. An increase in taxes results in a decrease in supply, while **subsidies** will cause supply to increase. Another factor that affects supply is the number of sellers.

Changes in demand can be attributed to a number of factors. For grades 6–8, the factors or determinants include those from prior grades and changes in the price and availability of **substitute and complementary goods**. An increase in the market equilibrium price of a good will cause an increase in the demand for its substitute. A decrease in the market equilibrium price of a good will cause a decrease in the demand for its substitute. For example, consider the substitute goods chicken and fish. If the price of chicken increases and the price of fish remains the same, the demand for fish is likely to increase. If the price of chicken decreases and the price of fish remains the same, the demand for fish is likely to decrease. Complementary goods interact differently. For example, if the price of DVD players increases, the demand for DVDs will probably decrease. If the price of DVD players decreases, the demand for DVDs will probably increase.

By the end of 8<sup>th</sup> grade, students should be able to **graph supply and demand** curves from **supply and demand schedules** and predict how the curves will shift when any of the determinants or forces change and the impact that will have on equilibrium price and quantity.

This unit is based on a series of lessons from the National Council for Economic Education which will provide students with the tools necessary to understand how prices of goods and services in a market economy are determined and how prices change.

The lessons of this unit were adapted from:

- **"Focus: Middle School Economics,"** – published by the National Council on Economic Education, 1996
  - **"Mad Cattlemen Sue Oprah"**, EconEdLink online lesson,  
<http://www.econedlink.org/lessons/index.php?lesson=15&page=teacher>
  - **"Master Curriculum Guides in Economics: Teaching Strategies—5–6,"** published by the National Council on Economic Education
  - **"Strategies for Teaching Economics: Junior High School Level (Grades 7-9),"** published by the Joint Council on Economic Education, 1991
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## Stage 1 – Desired Results

(What students will know, do, and understand)

### Delaware Content Standards

- **Economics Standard One 6-8a:** Students will analyze how changes in technology, costs, and demand interact in competitive markets to determine or change the price of goods and services.
- **Economics Standard Two 6-8a:** Students will analyze the role of money and banking in the economy, and the ways in which government taxes and spending affect the functioning of market economies.

### Big Ideas

- Market Economy
- Supply and Demand

### Enduring Understandings K–12

Students will understand that:

- Due to scarcity, individuals, families, communities, and societies as a whole must make choices in their activities and consumption of goods and services.
- Goods, services, and resources in a market economy are allocated based on the choices of consumers and producers.
- Effective decision making requires comparing the additional costs of alternatives relative to the additional benefits received.

### Essential Questions

- Under what market conditions does price change?
  - How is demand changed when income, taste, number of buyers, and prices of other goods change?
  - How does supply influence prices of goods and services in a market economy?
  - How is supply affected when input costs, number of producers, and taxes change?

### Knowledge and Skills

#### Students will know...

- Concept vocabulary: demand, supply, price, quantity, increase, decrease, surplus, shortage equilibrium price, input costs, productive resources, intermediate goods, stockholder, market clearing price.
- Prices are determined by an interaction of supply and demand.
- Prices change in a market economy because of changes in resource availability, technology, demand, and markets for other goods.

#### Students will be able to...

- Graph supply and demand curves.
- Predict how prices in a market economy change given a specific market change.
- Explain how prices change using content-appropriate vocabulary.

## Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context. The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons conclude.

### Essential Question

- Under what market conditions does price change?

<b>Prior Knowledge</b>	Now that you have learned how prices in a market system are determined and how prices change, you will apply that knowledge to a real situation that occurred in 1996.
<b>Problem</b>	Oprah Winfrey is a successful television talk show host. In 1996, her guest was Howard Lyman, who talked about the beef industry. After the show, cattle prices decreased to near 10-year lows causing cattle ranchers to lose money. Price of beef (per 100 pounds) went from \$61.90 to mid-\$50. Cattle ranchers blamed their losses on the statements made by both Oprah Winfrey and Howard Lyman on the show and sued Winfrey and Lyman for \$12 million dollars. Winfrey and her lawyers believed there were other reasons behind the price decrease. (Civil Case # 2:97-CV-147-J, United States Federal District Court, Northern District, Amarillo Division – Texas Beef Group, etc. v. Winfrey and Lyman)
<b>Role</b>	Your role will be to help create a defense for Winfrey and Lyman. You will evaluate and explain how factors, other than the television show, might have caused the price of beef to decrease. Be sure to consider supply and demand factors.
<b>Product</b>	Your defense might be a poster with graphs and explanations, a PowerPoint presentation, a deposition from an “expert” witness, or closing statement to the judge and jury, an editorial or letter that explains the market changes, or another format if your teacher approves of your idea.
<b>Criteria for an Exemplary Response</b>	Your defense should include: <ul style="list-style-type: none"><li>• A list of factors that would affect the market for beef.</li><li>• An explanation on how each factor would change the price of beef.</li><li>• Summary of your findings based on your explanations.</li></ul>
<b>Resources</b>	<ul style="list-style-type: none"><li>• Official Transcript of Oprah Winfrey Show, April 15, 1996 <a href="http://vegsource.com/lyman/oprah_transcript.htm">http://vegsource.com/lyman/oprah_transcript.htm</a></li><li>• News Article, “Texas Cattlemen v. Howard Lyman and Oprah” <a href="http://vegsource.com/lyman/lawsuit.htm">http://vegsource.com/lyman/lawsuit.htm</a></li><li>• See <a href="#">Addendum T-1 for Task</a></li><li>• Selected News Articles from EconEdLink Online Lessons <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM15">http://www.econedlink.org/lessons/index.cfm?lesson=EM15</a></li><li>• See <a href="#">Addendum T-2 for Task</a></li></ul>

## Rubric

Scoring Category			
This defense provides ...	Score Point 3	Score Point 2	Score Point 1
<b>an identification of factors that would affect the market for beef.</b>	<b>Full or comprehensive list</b> of all factors: including technology, markets, other goods, and costs.	<b>Most factors included</b> with only one or two factors not mentioned.	<b>Few factors included</b> in defense.
<b>an explanation of each factor that would change the price for beef.</b>	<b>Valid and relevant</b> explanation given for the factors identified.	<b>Valid</b> explanation of how factors change the market price <b>but may not be relevant</b> to the situation.	<b>Few or missing explanations.</b>
<b>a summary of findings based on your explanations.</b>	Complete summary <b>with a strong and convincing conclusion.</b>	<b>Complete summary.</b>	Summary is <b>vague without appropriate explanation.</b>
<b>use of content-appropriate vocabulary in order to demonstrate understanding.</b>	Content-appropriate vocabulary is <b>well developed and evident.</b>	<b>Some evidence</b> of content-appropriate vocabulary.	<b>Minimal evidence</b> of content-appropriate vocabulary.

**10 to 12 points = Above the standard**

**7 to 9 points = Meets the standard**

**4 to 6 points = Below the standard**

## Student Self-Assessment and Reflection

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

– Black and William, 1998; Sternberg, 1996; Young, 2000.

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small group or whole class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Lesson 1

#### Essential Questions

- Under what market conditions does price change?
  - How is demand changed when income, taste, number of buyers, and prices of other goods change?

#### Background

**Demand** is defined as the different quantities of a resource, good, or service that consumers are willing and able to purchase at various prices during a specific time period. Decisions by consumers depend on their income, tastes and fads, number of buyers, and the price of other goods. Generally, the lower the price of something, more of it will be purchased. Conversely, the higher the price of something, less of it will be purchased.

### Delaware Social Studies Standards

#### Integrated in Instructional Strategies

- **Economics Standard Two 6-8a:** Students will analyze the role of money and banking in the economy, and the ways in which **government taxes** and spending **affect the functioning of market economies**.

### Instructional Strategies

#### Strategy 1 – Gathering Information/Building Background Simulation

Students will participate in a market simulation in which they are the consumers (buyers) and producers (sellers) in a market economy for video games. Explain that this unit will **focus on the forces of buyer's demand and seller's supply and that the unit will refer to this simulation throughout.**

**Note to Teacher:** There are many market simulation lessons and any one of those lessons can be substituted for the video game market simulation. This activity will be repeated later in the unit (Lesson 3), but with an extended application of graphing. This activity helps to **"hook" students to the concept of markets.**

Create video games and money cards per instructions on [Addendum 1-1A](#). Make seller and buyer cards different colors for easier sorting.

Explain to students that they will be learning about markets and the best way to learn about markets is to experience how a market works. Explain that this is an activity that will simulate a real market with buyers and sellers.

Distribute one video game card to one-half of the students in the class and a money card to the other half. Explain the market procedure as follows:

Some of you are buyers and some of you are sellers. Each of you has instructions on the card you were given. Buyers are told how much they can spend, and sellers are told the minimum value of their video games for sale. In this



simulation, you will seek out either a buyer or seller with whom to make a deal. Try to get the best deal that you can. Once two of you have agreed on a price, bring your cards to the teacher, and state the amount you agreed upon. The teacher will give you each a new card and you should return to the market to try to make another deal.

Record student agreements on a chart, such as in [Addendum 1-1B](#). Facilitate several rounds of 5 minutes each. At the end of each round, show students the results of the round. Students will begin to realize that there is an equilibrium price or a price at which most deals are made. At the end of three rounds ask:

### Check for Understanding

- ❖ Who are the participants in a market? [Buyers and sellers.]
- ❖ What do buyers try to do? [Buy at the lowest price.]
- ❖ What do sellers try to do? [Sell at the greatest price.]
- ❖ At which price are buyers and sellers most often in agreement? [Refer to frequency chart created during the simulation.]

### Strategy 2 – Gathering Information/Building Background Vocabulary Continuum

Have students work in pairs to learn about the vocabulary necessary to understand the Law of Demand. The following vocabulary will be the focus for this unit:

- |            |            |
|------------|------------|
| ▪ Demand   | ▪ Increase |
| ▪ Supply   | ▪ Decrease |
| ▪ Price    | ▪ Shortage |
| ▪ Quantity | ▪ Surplus  |

Have each pair of students identify where they would place each vocabulary word on the continuum (see [Addendum 1-2A](#)).

Vocabulary Word or Concept	I have never heard this word.	I have heard this word but not sure what it means.	I know the definition of this word.	I know this word and can give an example.
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Review the terms with students. Sample responses include:

- Demand – The amount consumers are willing and able to buy at various prices.
- Supply – The amount producers are willing and able to provide at various prices.
- Price – The sum or amount of money.
- Quantity – The amount of a good or service.
- Increase – To make or become greater.
- Decrease – To make or cause to become less.
- Shortage – When demand is greater than supply, less than expected.
- Surplus – When supply is greater than demand, excess.

**Note to Teacher:** Students should be familiar with the vocabulary associated with demand as the term is first introduced in Grades 4–5 in Economic Standard 1.

### Check for Understanding

- ❖ **Vocabulary Sort** - Make one copy of [Addendum 1-2B](#) and [Addendum 1-2C](#) for each pair of students. Working in pairs, have students cut/separate the definitions on Addendum 1-2C and match each definition to each vocabulary word.

### Strategy 3 – Application Simulation

**Note:** In order to examine how changes in technology, costs, and demand interact in markets to determine or change the price of goods and services, only one change at a time is examined. For example, if the price of one brand of soda changes, then we examine that single change in terms of price and quantity. Prices of other brands may change, but for instructional purposes, only the single change is examined. This is the law of *ceteris paribus*, which is a Latin term meaning that other factors remain unchanged. *Ceteris paribus* is commonly used as an assumption when conducting a wide variety of economic analyses. By holding everything else constant, the *ceteris paribus* assumption makes it possible to identify the cause-and-effect relation between two factors.

Display a headline of a recent economic event involving a change in demand, supply, price etc., or use the following:

#### ***Decrease in Demand Forces Local Hardware Store to Close***

Explain to students that economists analyze consumer behavior, including demand for goods and services. Ask students to think about the headline using the terms from Strategy 2 above, and then write a sentence using the content-appropriate vocabulary from Strategy 2 that describes in economic terms what is happening. For example, using the headline above, a student might write, *"The hardware store had a surplus because demand decreased."*

Introduce the following activity by explaining that students will participate in a demonstration that will show how demand for a product is determined.

For this activity you will need 4 different types of chewing gum of similar flavor and size.

Distribute 4 different packs of chewing gum (or alternative good) to 4 student volunteers. Ask each of the 4 volunteers to come up with a short (one-minute) commercial for the gum **that they were given. Allow each student to present their "pitch" for the gum. Direct each student that will share a commercial to stand in a separate area in the classroom. Different corners work well.**

After the 4 students have shared their commercial, tell the rest of the students in the class that they are to assume that the 4 sellers have additional packs to sell and that they now are going to simulate buying the gum. Tell students that they each are to pretend they have \$3 to spend on gum, and that each pack of gum can be bought for \$1 a pack. Reinforce that each student only has \$3 to spend. Allow students to travel to the different **corners in the room and place "orders" for the gum of their choice. Students that shared the commercial record the number of packages of gum that are requested or demanded by the class.**

After all students have made their choices, have the 4 volunteer gum sellers reveal the total number of their packs demanded. Announce which package of gum was in the greatest demand or most popular.

Ask the student with the most popular gum what he/she would do if he/she found out how popular the gum was. Prompt the student to say, "Increase the price of the gum." Then explain that everyone who purchased the popular gum now has a choice:

1. Purchase the same gum for \$1.50 per package; purchase another gum for \$1.
2. Do nothing.

Record the number of packages demanded at \$1.50 in the chart ([Addendum 1-2D](#)). Repeat the scenario using prices of \$2, \$2.50, and \$3. Record student responses on Addendum 1-2D.

Pair students together. Ask one student to turn to his or her partner and respond to the question:

- As the price of the gum increased, what happened? [Demand decreased or fewer packages of gum were demanded.]

Now have students graph the demand curve using the data from the activity. A blank graph is attached as [Addendum 1-2E](#). Teachers may want to pre-label the price and quantity axis. Show a model to help students acquire this skill.

**Debrief:** Ask students:

- How did personal tastes affect demand?
- How did the number of buyers affect demand?

### Check for Understanding

- ❖ Have students make generalizations that will explain the behavior of consumers in the simulation. The goal is for students to reach the understanding that is called the Law of Demand: The lower the price of something, more of it will be purchased. The higher the price of something, less of it will be purchased.

Examples might include:

- When I wanted gum, I tried to pay less for it so that I could buy more.
- When the price was too high, I did not pay it.

## Lesson 2

### Essential Questions

- Under what market conditions does price change?
  - How does supply influence prices of goods and services in a market economy?
  - How is supply affected when input costs, number of producers, and taxes change?

### Background

**Supply** is defined as the different quantities of a resource, good, or service that producers are willing and able to offer for sale at various prices during a specific time period. Decisions by suppliers of how much to produce reflect the cost of producing the product. As price increases, the amount of products or services producers are willing and able to make is likely to increase. Conversely, as price decreases, the amount producers are willing and able to make is likely to decrease.

### Instructional Strategies

#### Strategy 1 – Gathering Information/Building Background Round Robin

Have students work in groups of three to quickly list the productive resources needed to make a school T-Shirt. Once an adequate number of productive resources has been determined by each group, have students separate the resources into categories: natural resources, human resources, capital goods, and intermediate goods.

**Note to Teacher:** The concept of productive resources is first introduced through the K-3 benchmarks, and students should require minimal review of terms. Students may refer to intermediate goods or goods that are pre-manufactured and used as an input. For a T-Shirt, intermediate goods include thread, cloth, etc. If students do suggest intermediate goods, it is important to recognize the productive resources that go into making the intermediate goods, such as cotton.

**Debrief:** Ask students to share their category lists and correct any errors.

### Check for Understanding

- ❖ As a T-Shirt producer, you have just purchased large quantities of cotton at a price considerably less than before. How might this cotton purchase affect your production of T-Shirts? Explain your answer.

### Rubric

- 2 – This response gives a valid effect with an accurate and relevant explanation.
- 1 – This response gives a valid effect with an inaccurate, irrelevant, or no explanation.

#### Strategy 2 – Extending and Refining Think – Pair – Share

Distribute [Addendum 2-2A](#) to students. Ask students to read the handout then work with a partner to complete the chart of production options.

### Answer Key

Option Number	Number of shirts per hour	Total labor per hour	Total labor per shirt (Divide Total Labor per hour by Number of shirts per hour)	Material cost per shirt	Other costs per shirt	Cost per shirt	Price per shirt
A	10	\$100.00	\$10.00	\$4.00	\$3.00	\$17.00	\$20.00
B	32	\$400.00	\$12.50	\$4.00	\$3.00	\$19.50	\$20.00
C	50	\$80.00	\$1.60	\$4.00	\$9.00	\$14.60	\$20.00

Debrief or Summarize: It is important for students to identify what input costs or variable changes with each option. Option A has no changes to the current production. With Option B, the number of laborers or human resources has increased which increases the output. With Option C, the number of laborers has decreased, and the number of machines increased (change in capital goods). When faced with a production decision, a producer will analyze the input costs and make changes. Each option is further evaluated from different perspectives in the strategy that follows, Lesson 2, Strategy 3 – Application.

### Check for Understanding

- ❖ Which option do you think Tamira should follow? Explain your answer.

Any option will earn a profit. Each option has merit. The validity of a student's response hinges upon his or her explanation.

- ❖ Option A – More employees than option C and a profit.
- ❖ Option B – Greatest number of employees but small profit amount.
- ❖ Option C – Few employees and greatest profit.

### Rubric

2 – This response gives a valid option with an accurate and relevant explanation.

1 – This response gives a valid option with an inaccurate or irrelevant explanation.

Note: Because all three options are valid, do not score a response with only an option and no attempt at an explanation as a score of 1.

### Strategy 3 – Application Jigsaw Activity

Divide the class into 6, equally sized groups to work on [Addendum 2-3A](#). Distribute one role to each group. Have each group then share with the class which option that role would prefer and why.

Roles/options:

- Tamira – more than likely would want the greatest profit
- Stockholders – since she sold stock, the stockholders want the greatest profit
- Current workers – want to keep their jobs
- Community leaders – keep the people that vote for them happy
- Unemployed – want jobs
- Consumers – want to pay the lowest price

Addendum 2-3A Answer Cues:

- Tamira Ramirez/any option, but Option 3 gives the greatest profit
- Stockholders/Option 3 – greatest profit
- Current workers/Option 1 or 2 – jobs intact
- Community or government leaders/Option 2 – increase employment
- Unemployed people in the community/Option 2 – creates jobs
- Consumers/any option – the market price of the T-Shirt has not changed

### **Check for Understanding**

- ❖ **Why would Tamira’s production decision change if the market price of T-Shirts decreased to \$15? Explain your answer.**

### ***Rubric***

2- This response includes a valid reason with a relevant and an accurate explanation.

1- This response includes a valid reason with an irrelevant or inaccurate explanation.

Sample response: If the market price of T-Shirts decreases, Tamira will produce fewer T-Shirts or in this case choose Option C.

## Lesson 3

### Essential Questions

- How are prices of goods and services determined in a market economy?
- Under what market conditions does price change?
  - How is demand changed when income, taste, number of buyers, and prices of other goods change?
  - How does supply influence prices of goods and services in a market economy?
  - How is supply affected when input costs, number of producers, and taxes change?

### Background

The market (price) system answers the basic economic questions of what, how, and for whom to produce in the marketplace. The demand decisions of consumers and the supply decisions of producers interact to establish prices and quantities exchanged. Demand and supply analysis is useful to explain how a price system guides these decisions.

Market prices and the quantities exchanged are determined by the forces of demand and supply. At prices where the quantity supplied exceeds the quantity demanded, a **surplus** will result. Barring outside interference in the market mechanism, prices will drop so consumer and producer decisions align with one another. As prices fall, the quantity demanded will increase and the quantity supplied will decrease, thereby eliminating the surplus. At prices where the quantity demanded is greater than the quantity supplied, a **shortage** will exist.

Barring outside interference in the market mechanism, prices will tend to increase so that consumer and producer decisions align with one another. As prices rise, the quantity demanded will decrease and quantity supplied will increase, thereby eliminating the shortage.

Surpluses and shortages rarely remain in a freely operating market since market prices tend to change automatically to eliminate them. The market is driven toward a price where the quantity demanded is equal to the quantity supplied. At this price, a market equilibrium is achieved. There are no surpluses or shortages. The quantity bought is identical to the quantity produced and offered for sale, so the market has been cleared. This price can persist in the market since there are no reasons for the price to rise or fall. Economists refer to the price where quantity demanded equals quantity supplied as the **equilibrium price or the market-clearing price**. Graphically, this point is represented by the intersection of the demand and supply curves.

From, "Market Madness," Master Curriculum Guides in Economics: Teaching Strategies 5-6, pages 57-62.

## Instructional Strategies

### Strategy 1 – Gathering Information/Building Background Think – Pair – Share

**Note to Teacher:** This strategy has been previously introduced to students with Lesson 1. This strategy should be repeated but with additional graphing and questioning. Students participate in a market simulation in which they are the consumers (buyers) and producers (sellers) in a market economy for video games.

Have students recall the Video Game Market simulation from Lesson 1. Ask students the following questions and think-pair-share with a partner:

- What were the roles in the Video Game Market simulation? [Buyers and Sellers]
- What was the goal of buyers? [Buy at the lowest price]
- What was the goal of sellers? [Seller at the greatest price]

Tell students, “We looked at the price where most buyers and sellers agreed on a price. This point where buyers and sellers most often agree is known as ‘Market Equilibrium’.”

Write or display the term “Market Equilibrium” and explain that the next lessons in this unit will focus on how prices of goods and services are determined in a market economy.

Have students recall the chewing gum simulation in Lesson 1. Ask, “What happened to the price of most demanded gum in the simulation?” [It increased] “How did consumers react when the price of gum changed?” [They wanted fewer packs at the increased price; they bought a different kind of gum, etc.]

Ask students to recall the T-Shirt activity in Lesson 2. Ask, “What should Tamira do if T-shirts now can be sold for \$25 a shirt instead of \$20?”

Using a thumbs-up (increase), thumbs-down (decrease), or thumbs-horizontal (no change/equal) technique, have students respond to the following:

- As price decreases, the quantity demanded (increases – thumbs up).
- As price decreases, the quantity supplied (decreases – thumbs down).
- As price increases, the quantity demanded (decreases – thumbs down).
- As price increases, the quantity supplied (increases – thumbs up).

Tell students that they will learn more about when there is market equilibrium and when there is not market equilibrium (surplus or shortages).

### Check for Understanding

- ❖ Describe a time when you waited in line to purchase a product. Explain the market situation surrounding the purchase.

### Rubric

1 – This response includes a valid explanation of a market.

### Strategy 2 – Extending and Refining Simulation

Repeat Lesson 1-1 (Video Game Market with students). Have students graph the Video Game Market using the data on [Addendum 3-2A](#) and answer questions on [Addendum 3-2B](#).

Reinforce the terms “surplus” and “shortage” by having students analyze the Video Game Market graph at prices other than the market equilibrium price.



Have students find the price of \$70 on the graph. Ask which is greater, quantity demanded or quantity supplied?

Next, have students locate the price of \$50 on the graph. Ask which is greater, quantity demanded or quantity supplied?

Ask students to explain the concepts of shortage and surplus using the terms demand and supply.

- Shortage – When the quantity demanded is greater than quantity supplied.
- Surplus – When the quantity supplied is greater than the quantity demanded.

Ask students to describe a time when they experienced a shortage or surplus. Shortages often occur when a new product is introduced, like a new game system. When surpluses exist, stores will hold sales and decrease the price of goods.

### Check for Understanding

- ❖ Complete [Addendum 3-2B](#)

Answer cues:

1. Buyer or seller
2. Buyer – when they did not have much money
3. Seller – when the video games were expensive
4. Price – approximately \$58, quantity-22
5. If the market equilibrium was known beforehand, students could offer to buy or sell close to equilibrium or request a new card
6. Be greater
7. Be less
8. Decrease
9. Remain unchanged

### Strategy 3 – Application

Use an online lesson, *Those Golden Jeans* at <http://www.econedlink.org/lessons/index.php?lesson=557&page=teacher>

Many opportunities for students to graph market data can be found in the online lesson, *Those Golden Jeans*. [Addendum 3-3A](#) is a reproduction of the assessment for the lesson. Students should analyze information about the market for DVD players without graphing the data. If necessary, students can graph the data using [Addendum 1-2E](#).

### Check for Understanding (found on [Addendum 3-3A](#))

- ❖ At what price should ACE Electronics sell one DVD? Use what you know about markets to explain your answer.

### Rubric

- 2- This response gives a valid price with an accurate and relevant explanation.
- 1- This response gives a valid price with an accurate, relevant or no explanation.

**Sample Cue:** ACE should sell the DVD for \$279. At this price, the quantity demanded equals the quantity supplied.

- ❖ Have students read Zezima, Katie, "Demand and Price Are Falling for Lobster," *New York Times*, September 1, 2008, and answer the questions on [Addendum 3-3B](#). Article is reproduced on [Addendum 3-3B](#).  
<http://www.nytimes.com2008/09/02/us/02lobster.html?ref=us#>

## Lesson 4 – Determinants of Demand

### Essential Questions

- In a market economy, how and why do prices and quantities of goods and services change as demand changes?
  - When income, taste, number of buyers, and prices of other goods change, how is demand affected?

### Background

In a market economy, prices of **goods and services** along with quantities demanded and produced continually change. Changes in supply and demand occur because of many factors. Understanding the market forces and situations that cause supply and/or demand to change is essential to understanding how prices are determined.

For grades 4–5, the factors or determinants that cause a change in demand are changes in **consumers' income, taste and fads, and a change in the number of consumers in a market** (from Clarifications Document for grades 4–5).

Changes in demand can be attributed to a number of factors. For grades 6–8, the factors or determinants include those from prior grades and changes in the price and availability of **substitute and complementary goods**. An increase in the market equilibrium price of a good will cause an increase in the demand for its substitute. A decrease in the market equilibrium price of a good will cause a decrease in the demand for its substitute. For example, consider the substitute goods chicken and fish. If the price of chicken increases and the price of fish remains the same, the demand for fish is likely to increase. If the price of chicken decreases and the price of fish remains the same, the demand for fish is likely to decrease. Complementary goods interact differently. For example, if the price of DVD players increases, the demand for DVDs is likely to decrease. If the price of DVD players decreases, the demand for DVDs is likely to increase.

**Note to Teacher:** An interactive online version of this lesson can be accessed at *Bubble-Up Soda – Online Interactive Lesson*

<http://econedlink.org/lessons/index.cfm?lesson=EM550> student version

<http://econedlink.org/lessons/index.cfm?lesson=EM550&page=teacher> teacher version

### Instructional Strategies

#### Strategy 1 – Gathering Information/Building Background Journal Writing

Share the following headline with students. Pair students together to graph how price and quantity of soda would change based on the headline.

**SCIENTISTS PROVE THAT PEOPLE WHO DRINK AT  
LEAST 4 CANS OF SODA PER DAY LIVE LONGER**

Once students have shared the graph, explain that students will learn about the ways that demand for goods and services can change.

### Check for Understanding

- ❖ How is the market price and quantity affected if people demand more of a product? Support your answer with an example.

### Rubric

3 - This response gives a valid effect for both price and quantity with an accurate and relevant example.

2 - This response gives a valid effect for either price or quantity with an accurate and relevant example.

1 - This response gives a valid effect for either price or quantity with an inaccurate, irrelevant, or no example.

**Answer Cue:** When people demand more of a product, both the price and quantity demanded will increase.

### Strategy 2 – Extending and Refining Graphing

Students will graph the demand curve for Bubble-Up Soda and changes in demand and label the curve as **D<sub>1</sub>**. Reproduce [Addendum 4-2A](#) for students.

Have students plot prices in \$.05 increments and quantity by 2s.

- What does quantity demanded mean? (The amount of a good or service people are willing and able to buy at a particular price, other things being equal.)
- What is the quantity demanded at a price of \$1 (5) and \$.25 (20)?
- As price decreases, what happens to the quantity demanded? (increases)
- As price increases, what happens to the quantity demanded? (decreases)
- What does the demand curve look like? (It is downward sloping.)
- Why is the curve downward sloping? (Because as the price goes down the quantity demanded goes up and as price goes up the quantity demanded goes down.)

Next have students graph additional Bubble-Up Soda demand curves, labeling **D<sub>2</sub>** and **D<sub>3</sub>** (see [Addendum 4-2B](#)).

### Note to Teacher:

Share with students the following mnemonic device: **IRDL** the Turtle Knows How to Shift Curves

- **I**ncrease to the **R**ight
- **D**ecrease to the **L**eft

An **I**ncrease in demand for a product will shift the curve **R**ight. A **D**ecrease in demand will shift the curve to the **L**eft. Memorizing this device may be very helpful to students and the mnemonic device holds for changes in supply as well.

Share with students [Addendum 4-2C](#) (a very important activity for purposes of this standard), and have students use the spaces in Columns 2 and 3 to explain changes in each of the Demand Determinants (column 1) that might Increase (Column 2) and Decrease (Column 3) demand. Write scenarios to support both increases and decreases given a change in factors of demand.

**Differentiation Strategy** – Give students the scenarios in the Answer Key and have students identify where in the chart the scenarios belong. Students should jigsaw or work in pairs or small groups to complete the task.

### Checks for Understanding

- ❖ Schools across the country stop using textbooks. What will happen in the market for textbooks? Why? (Demand will decrease because there will be fewer consumers in the market.)
- ❖ Doctors have excellent results using vitamin E to cure acne. What will happen in the market for vitamin E? Why? (Demand will increase because there is a change in consumer tastes and preferences.)
- ❖ A law is passed guaranteeing students ages 10 and older a minimum allowance of \$10 per week. What will happen in the market for compact discs? Why? (Demand will increase because consumer income increases.)
- ❖ The price of Bola Cola (a substitute for Bubble Soda) decreases. What will happen in the market for Bubble Soda? Why? (Demand for Bubble Soda will decrease because the price of a substitute good decreases.)

The students should first answer in writing, and then as a class, follow up by asking students to give a “thumbs up” if demand would increase or a “thumbs down” if demand would decrease.

### Strategy 3 – Application Collaborative Partners

Have students work in pairs to complete one of the authentic tasks below. At least one supply and demand graph should be used to support responses.

1. Ask students to write headlines illustrating the five demand shifters. Write the best examples with markers on colored paper to create a newspaper front-page bulletin board. Write short news stories to fit under each headline.
2. **The current group of adolescents represent the “Baby Bounce.”** As attention moves away from the Baby Boomers, many manufacturers are recognizing the buying power of teens. Ask students to select one of the goods or services discussed in the lesson. Instruct them to write about the product, relating it to the demand shifters.
3. Instruct students to look through newspapers and magazines for articles and ads related to the demand shifters for a product. (Famous athlete advertising a product: change in tastes and preference; article about need for more skilled nursing care: change in the number of consumers in the market; article about cancer-causing agent: change in consumer tastes and preferences; article about increase in taxes: change in consumer incomes.)
4. Have students design a mall of the future that caters to the tastes and preferences of teens. Their drawing or floor plan should be labeled to reflect any trends they anticipate.

### Check for Understanding

- ❖ In a market economy, how do prices and quantities of goods and services change as demand changes? Support your answer with an example.

### Rubric

- 2-This response gives a valid explanation with an accurate and relevant example.  
1-This response gives a valid explanation with an inaccurate, irrelevant or no example.

**Sample Cue:** Accept reference and examples of any of the determinants of demand.

- ❖ When income, taste, number of buyers, and prices of other goods change, how is demand affected?

Sample Answer Matrix: (**Note to Teacher:** in most cases when a factor of demand increases, then demand increases. Changes in the price of complements will be the exception to the rule. Ask students to provide examples of when a change in each factor affected the price and quantity of a good.)

<b>Factor</b>	<b>Increase</b>	<b>Decrease</b>	<b>Student Examples</b>
Income	Demand Increases	Demand Decreases	
Taste/Fads	Demand Increases	Demand Decreases	
Number of Buyers	Demand Increases	Demand Decreases	
Price of Complements	Demand Decreases	Demand Increases	
Price of Substitutes	Demand Increases	Demand Decreases	

## Lesson 5 – Determinants of Supply

### Essential Questions

- In a market economy, how and why do prices and quantities of goods and services change as supply changes?
  - How is supply affected when input costs, number of producers, and taxes change?

### Background

In a market economy, prices of **goods and services** along with quantities demanded and produced continually change. Changes in supply and demand occur because of many factors. Understanding the market forces and situations that cause supply and/or demand to change is essential to understanding how prices are determined.

For grades 4–5, the factors or determinants that cause a change in supply are change in the cost of production (natural, human, and capital resources), the change in number of sellers in the market, or government actions (from Clarifications Document for grades 4–5).

Numerous factors cause supply to change. Advances in technology lower production costs and increases supply. For example, robots replacing workers on assembly lines will reduce a manufacturer's labor costs, causing prices of goods and services to decrease. Another factor that affects supply is a change in the costs and availability of **productive resources**, caused, for example, by such unexpected or natural events as drought, flood, war, and labor strikes. An increase in costs results in a decrease in available supply. Suppliers are willing and able to supply less at every price. A decrease in productive resources costs results in an increase in supply. Suppliers are willing and able to supply more at every price. Taxes such as sales and excise taxes also affect supply. An increase in taxes results in a decrease in supply, while **subsidies** will cause supply to increase. Another factor that affects supply is the number of sellers.

### Instructional Strategies

#### Strategy 1 – Gathering Information/Building Background Journal Writing

Share the following headline with students. Pair students together to graph how price and quantity of soda would change based on the headline.

**NEW INVENTION CAN MAKE TWICE AS MANY  
T-SHIRTS IN ONE HOUR AS OLD MACHINES**

Ask: Does this event affect demand or supply? [This is a change in supply.]

Follow-up questions should include: How does this event affect demand or supply? How does the graph help explain that effect?

Tell students they will learn about the ways that the supply for goods and services can change.

### Check for Understanding

- ❖ When suppliers react to an increase in the costs of inputs, what is the expected effect on market equilibrium (price and quantity)?

### Rubric

2- This response gives a valid effect for both price and quantity. [Price increases; quantity decreases.]

1- This response gives a valid effect for either price or quantity.

### Strategy 2 – Gathering Information and Building Background Scenario Completion

Have students recall Lesson 2 and Tamira’s T-Shirts. Tell students that in Lesson 2, students evaluated different production methods and subsequent profits. This lesson will focus on production costs and inputs.

Ask students to name the major categories of factors of production—natural resources, intermediate goods, human resources, and capital goods.

A change in price of factors of production will cause a change in the quantity supplied. Other factors, called determinants, also affect supply. This activity will introduce those determinants to students.

Have students complete [Addendum 5-2A](#) in groups or pairs. Students should read each scenario and predict how a supplier would react. Have students share headlines with other students in the group for group approval or correction.

### Check for Understanding

- ❖ Students will complete [Addendum 5-2B](#) with examples of headlines. In groups, students should write newspaper headlines that reflect changes in the supply of homes. For example:

Hurricane Damages Forests That  
Produce Building Lumber

### Strategy 3 – Extending and Refining Graphing Supply and Demand

Like changes in demand, changes in supply can also be graphed. Tell students that they will graph supply and changes in supply for a DVD manufacturing company.

Give each student [Addendum 5-3A](#) and have them read the scenario in order to graph the supply curve.

**Note to Teacher:** Explain to students that, in the chart, a **change in Capital Goods is viewed as a Change in Technology**. This can be reviewed as separate changes. For example, a specific change in Capital Goods might be that a machine is no longer being produced because of safety issues. A specific change in Technology might be the replacement of one capital good for another such as hand-held scissors versus a machine that stamps out pieces.



In [Addendum 5-3A](#), each determinant of supply is presented so students see various ways that supply is affected. For example:

- Scenario 1 – Increase in input costs
- Scenario 2 – Decrease in number of producers
- Scenario 3 – Increase input costs
- Scenario 4 – Decrease input costs
- Scenario 5 – Increase in cost via increase in taxes

Have students refer to the graph when responding to the following questions:

- At what price would the DVD company no longer be willing to produce DVDs? [\$10]
- What production change would you suggest if the price changed from \$15 to \$20? [Double production]
- What is the relationship of price and quantity supplied? (Law of Supply) [As price increases, the quantity that producers are willing to produce increases.]
- Would the DVD company be willing to produce 10,000 DVDs per day? Why or why not? [The DVD company would be willing to produce 10,000 DVDs per day if the price were \$40 or more.]

### Check for Understanding

- ❖ How is supply affected when input costs, number of producers, and taxes change?

#### Rubric

3 – This response gives a valid effect for input costs, number of producers, and taxes.

2 – This response gives a valid effect for two of the three factors (input costs, number of producers, and taxes).

1 – This response gives a valid effect for only one of the three factors (input costs, number of producers, and taxes).

Sample Answer Matrix: (**Note to Teacher** – in most cases when a factor of supply increases, then supply decreases. An exception is with the number of producers—as more and more producers enter the market, the quantity supplied will increase. Taxes are considered a cost to the producer and will add to the production costs.

Factor	Increase	Decrease
Input Costs	Supply Decreases	Supply Decreases
Number of Producers	Supply Increases	Supply Decreases
Taxes	Supply Decreases	Supply Increases

### Strategy 4 – Application Simulations

Distribute [Addendum 5-4A](#) to students. Have students read each of the six situations described on the handout, and then write a response to the question:

- Assuming that everything else remains the same, how would the following situations affect supplies at the DVD manufacturing company?

**Differentiation Strategies:** students can jigsaw or work in pairs to complete the task.

Answer Cues –

SITUATION 1:

The workers in your factory have negotiated a new contract that requires the company to pay the cost of health care insurance. [Cost of production increases, so supply will decrease.]

SITUATION 2:

Several companies that manufactured movies on VHS tape are now starting to manufacture DVDs instead. [Increase in the number of sellers will cause supply to increase.]

SITUATION 3:

The price of plastic cases has gone up considerably. [Cost of inputs or production costs increases, so supply will decrease.]

SITUATION 4:

You have purchased a new printer that uses less ink and electricity than your old printer. [Cost of inputs (Capital Goods) or production costs decreases, so supply will increase.]

SITUATION 5:

The federal government has placed an Entertainment Tax on all movies, including DVDs. [Taxes are a government action that acts like a cost of inputs. In this case supply will decrease.]

### Check for Understanding

- ❖ In a market economy, how will prices and quantities of goods and services change as supply changes? Support your answer with an example.

### Rubric

2-This response gives a valid explanation with an accurate and relevant example.

1-This response gives a valid explanation with an inaccurate, irrelevant, or no example.

## Lesson 6 – Changes in Markets and Prices

### Essential Question

- In a market economy, how and why do prices and quantities of goods and services change?

### Background

In a market economy, prices of **goods and services** along with quantities demanded and produced continually change. Changes in supply and demand occur because of many factors. Understanding the market forces and situations that cause supply and/or demand to change is essential to understanding how prices are determined.

In this lesson, students analyze different situations of market and price changes. The focus of this lesson is to reinforce the determinants of supply and demand and the results when such changes occur.

### Instructional Strategies

#### Strategy 1 – Gathering Information/Building Background Learning Circles

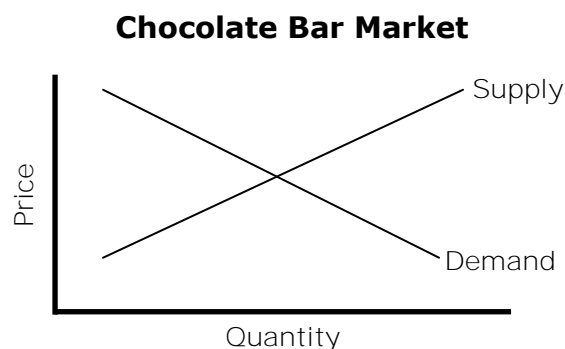
Tell students that they have explored many changes in markets that cause price and quantity to change.

Have pairs of students prepare a graphic representation of the different factors that can influence demand and supply in a market economy. On paper or with a software program, have students include in their representation the following:

- **Demand Factors:** income, taste/fads, number of buyers, price of complements, and price of substitutes
- **Supply Factors:** costs, taxes, and number of sellers

Have students include examples for each of the changes. The most effective representations will include examples of when a factor causes an increase and a decrease.

Ask students to think about what a graph of the market for chocolate bars would look like. You may want to share a graph of the market for chocolate bars as follows:



Make one copy of [Addendum 6-1A](#) and separate into individual cards. Assign one situation to one-half of the students. These students will form a circle in the middle of the room or some other place that has enough room for students to move. (You may want to complete this part of the lesson by creating two separate circles if the class is very large.) Have the

remaining students pick a partner in the inner circle and form an “outside” circle of students facing their partners in the “inside” circle.

Have the students with the situation cards begin by reading the situation card. Their partner will make a prediction about what will happen when this occurs. Responses should include:

1. Identification of which curve shifts – supply or demand
2. Impact upon price – increase or decrease
3. Impact upon quantity – increase or decrease

The student from the “inside” circle that reads the card now gives the card to the partner in the “outside.” The inside circle moves either clockwise or counter clockwise, so that the students have a new partner. Using the information on their “new” cards, the “outside” circle will read the question, and the “inside” circle will respond to the topic with their partner. The exchanging of cards and circle rotation continues until each student has had an opportunity to respond to each situation.

### Check for Understanding

In the summer of 2008, the price for a gallon of gasoline was over \$4 per gallon. By November 2008, the price of gasoline fell to under \$2 per gallon.

❖ Why might the price of gasoline have changed? Explain your answer.

### Rubric

- 2 – This response gives a valid change with an accurate and relevant explanation.  
1 – This response gives a valid change with an inaccurate, irrelevant, or no explanation.

Sample Cues:

Supply – Supply would have to increase in order for price to decrease. This may have been due to:

- Increase in technology – better methods for drilling, refining, distribution
- Decrease in input costs – lower wages of workers, decrease in price of crude oil
- Increase in the number of sellers – price wars with additional producers
- New oil fields discovered – November 9, 2008, new discovery of Bakken Shale Formation in North Dakota believed to contain 4.3 billion barrels of oil to be extracted

Demand – Demand would have to decrease in order for price to decrease. This may have been due to:

- Change in substitutes – increase sales of gasohol or other substitute fuel
- Change in complements – increase use of hybrid cars that use less fuel
- Change in use (taste) – drivers decrease use by carpooling, planning trips more efficiently, reducing the number of miles driven on trips, or eliminating pleasure trips
- Decrease of income – workers taking pay cuts, workers becoming unemployed, consumers with fixed incomes have less income due to stock market prices falling

### Check for Understanding

❖ Have students complete [Addendum 6-2](#).

Answer Cues:

1. A
2. B
3. B
4. D
5. A
6. D
7. D

8. **Score Point 2** - This response gives a valid reason with an accurate and relevant explanation.  
**Score Point 1** - This response gives a valid reason with an inaccurate, irrelevant, or no explanation.
9. **Score Point 2** - This response gives a valid cause with an accurate and relevant explanation.  
**Score Point 1** - This response gives a valid cause with an inaccurate, irrelevant or no explanation.

**Tip for the Teacher:**

- Free online games in which students use their knowledge of supply and demand: Lemonade Stand: <http://www.ae4rv.com/games/lemonade.htm>
- A three-part lesson centered on Henry Ford and productivity can serve as a complement to this lesson. <http://www.econedlink.org/lessons/index.php?lesson=EM668&page=teacher>
- A lesson that is available online from the Federal Reserve can be accessed at: [http://stlouisfed.org/education\\_resources/assets/lesson\\_plans/05lTV\\_OilPrices.pdf](http://stlouisfed.org/education_resources/assets/lesson_plans/05lTV_OilPrices.pdf). This lesson is published by the Federal Reserve for grades 9-12, but meets Delaware Economics Standard 1 for 6-8.

**Resources and Teaching Tips**

- A variety of resources are included (texts, print, media, web links)
- Help in identifying and correcting student misunderstandings and weaknesses

**Resources**

- EconEdLink – Website sponsored by the National Council on Economic Education. Online lessons and teacher tips. <http://www.econedlink.org>
- “Focus: Middle School Economics,” published by the National Council on Economic Education, 1996
- “Master Curriculum Guides in Economics: Teaching Strategies - 5-6,” published by the National Council on Economic Education.
- “Strategies for Teaching Economics: Junior High School Level (Grades 7-9),” published by the Joint Council on Economic Education, 1991
- “VIRTUALEconomics,” CD-Rom with over 1,200 economics lessons. Each Delaware school district has at least one copy of this resource. Copyright 2005 by the National Council on Economic Education.

**Teaching Tips**

Teaching tips are embedded throughout the unit.

**Differentiation**

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Students are encouraged to work with others in pairs and groups. Students will connect and respond to market situations based on their own experiences and interests. Check for Understanding and other activities are often open ended.

Research-based instructional strategies are used throughout the unit.

The Stage 2 task allows students to select the method of presentation according to their individual comfort level and learning styles.

## Design Principles for Unit Development

At least one of the design principles below is embedded within unit design.

- **8<sup>th</sup> Grade Technology Literacy** – the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).
- **International Education** – the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.
- **Differentiated instruction** – the ability to effectively and efficiently reach all students in a heterogeneous environment.
- **Universal Design for Learning** – the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21<sup>st</sup> Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow's workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

Examples of 21<sup>st</sup> century skills include:

- Exercise sound reasoning in understanding and making complex choices
- Frame, analyze, and solve problems
- Demonstrate teamwork and leadership
- Work productively with others
- Monitor one's own understanding and learning needs

## Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

The following websites are grade-level appropriate for understanding Supply and Demand:

- Lemonade Stand – <http://www.ae4rv.com/games/lemonade.htm>
- Drawing Supply and Demand Graphs – <http://www.producingohio.org/lesson/draw.html>
- Simple Supply and Demand Explanation – <http://socialstudiesforkids.com/articles/economics/supplyanddemand1.htm>
- Bubble-Up Soda – Online Interactive Lesson
  - Student version: <http://econedlink.org/lessons/index.cfm?lesson=EM550>
  - Teacher version: <http://econedlink.org/lessons/index.cfm?lesson=EM550&page=teacher>

Lesson 6, Strategy 1 – Students may wish to use graphic representation software to complete part 2 of Lesson 6, Strategy 1.

## Content Connections

Content Standards integrated within instructional strategies

**Social Studies – Economics Standard Two 6-8a:** Students will analyze the role of money and banking in the economy, and the ways in which government taxes and spending affect the functioning of market economies.

**English Language Arts –Standard 1:** Students will use written and oral English appropriate for various purposes and audiences.

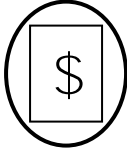
**English Language Arts - Standard 3:** Students will access, organize, and evaluate information gained by listening, reading, and viewing.

**Mathematics - Standard 2 (5–8) – Algebraic Reasoning:** Students will develop Algebraic Reasoning and an understanding of Patterns and Functions by solving problems in which there is a need to recognize and extend a variety of patterns; to progress from the concrete to the abstract using physical models, equations, and graphs; to describe, represent, and analyze relationships among variable quantities; and to analyze, represent, model, and describe real-world functional relationships.

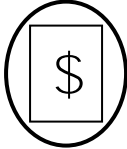
### Addendum 1-1A

**You are to sell your  
Video Games.  
Do not sell for less  
than**

**\$**



**You are to buy a Video  
Game.  
Do not spend more  
than**

**\$** \_\_\_\_\_ 

Sell Cards (Video Games)		Buy Cards (Money)	
Number of Cards	Amount	Number of Cards	Amount
4	\$ 35	4	\$ 80
6	40	4	75
6	45	4	70
4	50	4	65
4	55	4	60
2	60	4	55
2	65	2	50
2	70	2	45
2	75	2	40
--	--	2	35



## Addendum 1-1B

### Video Games Market Frequency Chart

<b>Video Game Market</b>			
<b>Price</b>	<b>Round 1</b>	<b>Round 2</b>	<b>Round 3</b>
\$80			
\$75			
\$70			
\$65			
\$60			
\$55			
\$50			
\$45			
\$40			
\$35			

**Addendum 1-2A**  
**Introducing Vocabulary**

<b>Vocabulary Word or Concept</b>	<b>I have never heard this word.</b>	<b>I have heard this word but not sure what it means.</b>	<b>I know the definition of this word.</b>	<b>I know this word and can give an example.</b>
<b>Demand</b>				
<b>Price</b>				
<b>Quantity</b>				
<b>Increase</b>				
<b>Decrease</b>				
<b>Shortage</b>				
<b>Surplus</b>				

### **Addendum 1-2B**

<b>Vocabulary Word or Concept</b>	<b>Definition</b>
<b>Demand</b>	
<b>Supply</b>	
<b>Price</b>	
<b>Quantity</b>	
<b>Increase</b>	
<b>Decrease</b>	
<b>Shortage</b>	
<b>Surplus</b>	

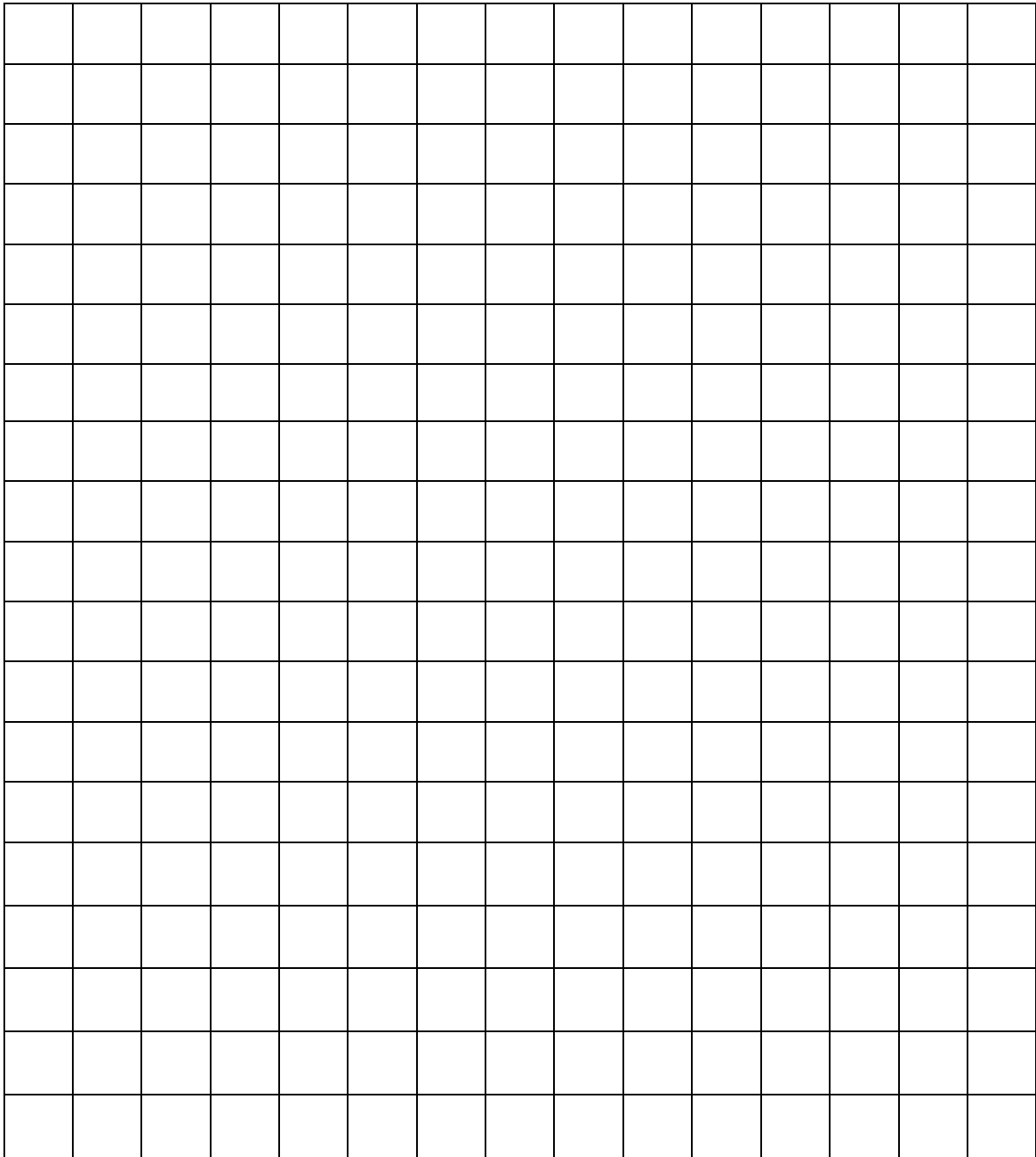
**Addendum 1-2C**

<b>The amount consumers are willing and able to buy at various prices.</b>
<b>The amount producers are willing and able to provide at various prices.</b>
<b>The sum or amount of money.</b>
<b>The amount of a good or service.</b>
<b>To make or become greater.</b>
<b>To make or cause to become less.</b>
<b>When demand is greater than supply, less than expected.</b>
<b>When supply is greater than demand, excess.</b>

**Addendum 1-2D**  
**Gum Purchasing Simulation**

<b>Round</b>	<b>Price</b>	<b>Number of Packages Demanded</b>
<b>1</b>	<b>\$1.00</b>	
<b>2</b>	<b>\$1.50</b>	
<b>3</b>	<b>\$2.00</b>	
<b>4</b>	<b>\$2.50</b>	
<b>5</b>	<b>\$3.00</b>	

**Addendum 1-2E**  
**Graphing**



## Addendum 2-2A Tamira's T-Shirts

Tamira Ramirez is president and founder Tamira's T-Shirts. The T-shirts Tamira produces are very popular. The T-shirts are hand painted and very colorful.

Because Tamira's T-shirts are in high demand, she has made some production changes in the last year. Tamira has:

- Hired a few more workers
- Moved to a larger warehouse
- Sold stock in the company

Currently:

- The T-Shirts sell for \$20 each
- There are 9 employees – 1 designer, 6 painters, and 2 warehouse workers
- Each worker works 40 hours a week
- With these resources, 10 shirts per hour are produced

Tamira has just received an order for 20,000 shirts that must be shipped in 16 weeks (about 31 shirts a hour). If they can fill this order, they have a commitment from the customer for additional orders of 20,000 every 16 weeks.

Tamira knows that the company cannot handle this order with the current resources and has determined the following options:

- Option A – Keep everything the same and turn down the order.
- Option B – Hire 3 new designers, 20 new painters and 2 more warehouse workers. With these additional workers, 32 T-Shirts a hour can be produced.
- Option C – Rent more machines at \$200 per hour. Layoff the designer and painters, but add 2 computer designers and 2 more warehouse workers. This new plan will be able to produce 50 T-Shirts a hour.

Complete the chart below:

Option	Number of shirts per hour	Total labor per hour	Total Labor per shirt (Divide Total Labor per hour by Number of shirts per hour)	Material cost per shirt	Other costs per shirt	Cost per shirt	Price per shirt
Option A	10	\$100		\$4	\$3		\$20
Option B	32	\$400		\$4	\$3		\$20
Option C	50	\$80		\$4	\$9		\$20

Which option do you think Tamira should follow? Why do you think this is the best option? You may use the chart to help you make a choice.

### Addendum 2-3A

Use the chart below to record which option(s) are preferred by each group and give an explanation for the choices.

Group	Option A	Option B	Option C	Explanation
Tamira				
Stockholders				
Current workers				
Community or Government Leaders				
Unemployed People in the Community				
Consumers				

Which option should Tamira follow? Why do you think this is the best option?

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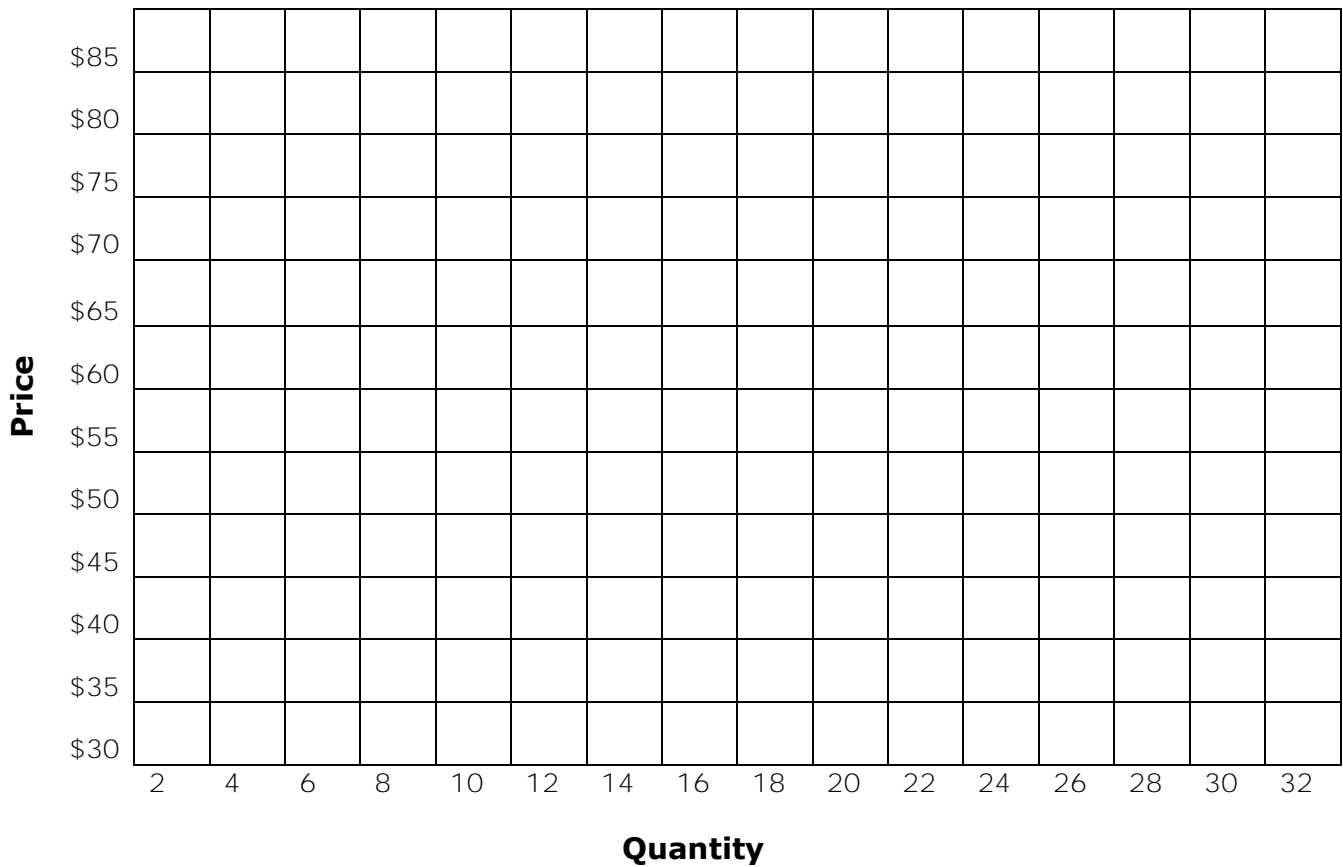


### Addendum 3-2A

Below are the demand and supply schedules for the Video Game Market. Graph the supply and demand curves below.

Price	Quantity Demanded	Price	Quantity Supplied
\$ 80	4	\$ 80	32
75	8	75	32
70	12	70	30
65	16	65	28
60	20	60	26
55	24	55	22
50	26	50	18
45	28	45	12
40	30	40	6
35	32	35	2

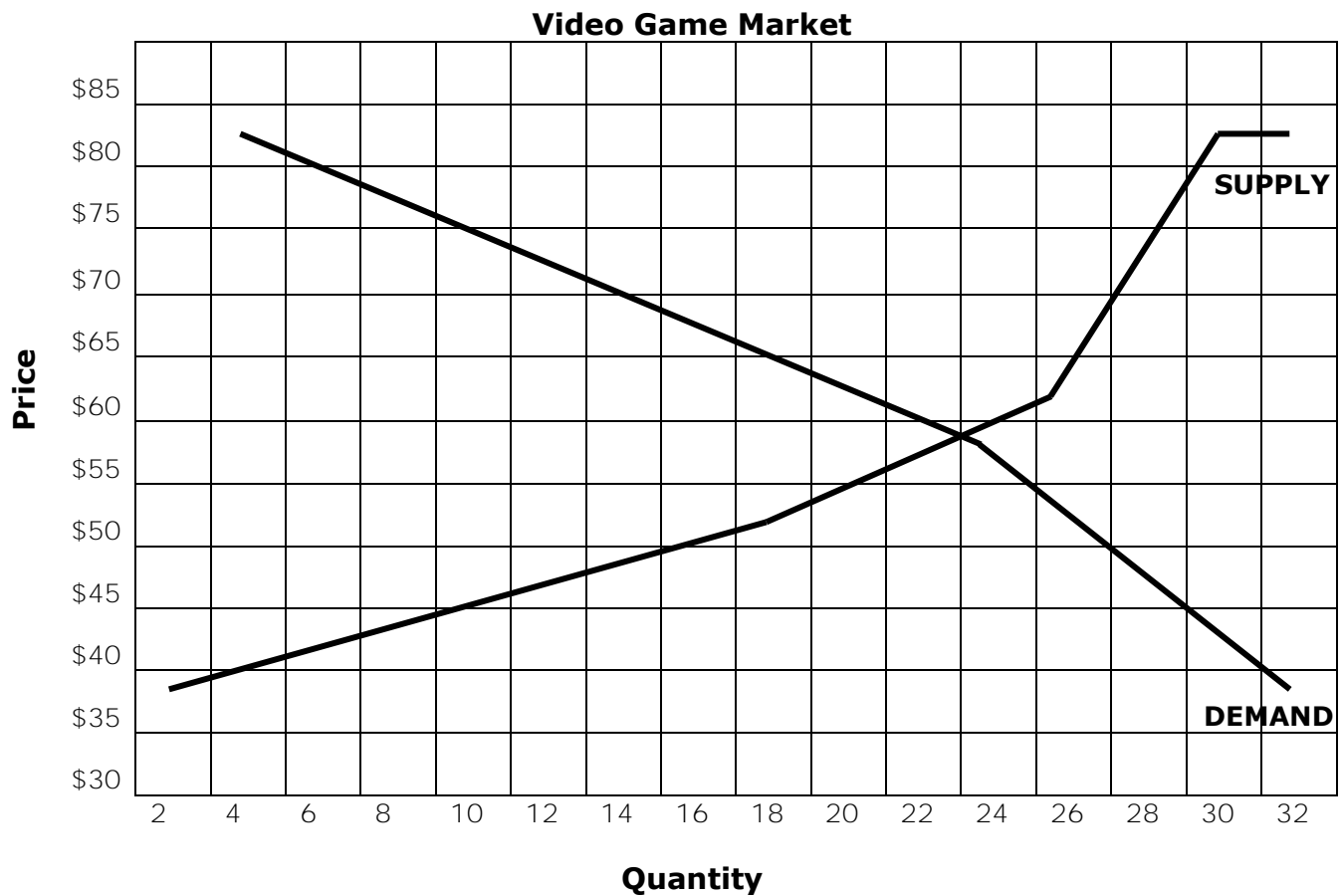
### Video Game Market



### Addendum 3-2A (ANSWER KEY)

Below is the demand and supply schedules for the Video Game Market. Graph the supply and demand curves below.

Price	Quantity Demanded	Price	Quantity Supplied
\$ 80	4	\$ 80	32
75	8	75	32
70	12	70	30
65	16	65	28
60	20	60	26
55	24	55	22
50	26	50	18
45	28	45	12
40	30	40	6
35	32	35	2



### **Addendum 3-2B**

### **Video Game Market Questions**

1. Were you a buyer or a seller?
2. When was it difficult for you to make a transaction?
3. According to the graph, what is the market equilibrium price and quantity?
4. If you knew the **market equilibrium** price before you participated in the game, what might you do differently? Explain your answer.

Use the following terms and your Video Game Market graph to complete the sentences below. You will not use all of the terms.

increase	remain unchanged	be less
decrease		be greater

5. If everything remains the same, the quantity of Video Games available for sale at a price of \$70 would probably \_\_\_\_\_ than the quantity available for sale at \$40.
6. The demand for Video Games would \_\_\_\_\_ at \$70 than at \$40.
7. All things being equal, if fewer Video Games were demanded then the prices charged for Video Games would probably \_\_\_\_\_.
8. If the amount of Video Games for sale doubled and the amount of Video Games people were willing to buy also doubled, the price would probably \_\_\_\_\_.

**Addendum 3-3A**  
**Market Equilibrium Assessment**

Use the information from the table, Market for DVD Players, to answer the question that follows.

Market for DVD Players		
Price per Player	Quantity Demanded	Quantity Supplied
\$599	25	600
\$499	75	525
\$379	150	400
\$279	325	325
\$199	500	75

ACE Electronics is a major producer of DVDs.  
The cost to produce one DVD player is at least \$179.

At what price should ACE Electronics sell one DVD? Use what you know about markets to explain your answer.

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## Addendum 3-3B

### *Demand and Price Are Falling for Lobster*

By [KATIE ZEZIMA](#)

Published: September 1, 2008, New York Times

BOSTON — For many, summer in New England would not be complete without throwing on a bib and cracking open a freshly boiled lobster.



Lobster fishermen, heading out into Boston Harbor, were already making fewer trips because of fuel costs. Now they face less consumer demand for their catch, which is seen as a luxury item.

As consumers buy less lobster this summer, prices are going down at places like James Hook and Company in Boston.

This year, however, fewer people are ordering the region's signature dish, driving down lobster prices and making times harder for lobster fishermen already reeling from the high cost of fuel and bait.

"Lobster is a luxury item, and when things are tight, people don't buy lobster," said Peter Eaton, a lobsterman from Kennebunkport, Me., who is getting about \$3.75 per lobster off the boat, a quarter less than three months ago and about a dollar less than last summer.

While price and demand have hit their lowest point in years, lobster fishermen are hauling in larger catches than ever. Restaurants in New England have been running lobster specials all summer, trying to pass on the lower prices and move lobsters from the tank to the table.

"We can be creative with lobsters, given the fact that demand across the country is off on them a bit," said Roger Berkowitz, the president and chief executive of Legal Sea Foods, a restaurant chain based in Boston. Its restaurants have been running lobster specials this summer, and a lobster is about \$4 cheaper this summer than last.

"It's not necessarily a bad thing," Mr. Berkowitz said. "It's becoming a little more affordable, like one of those more affordable luxuries. If you're going to indulge, you might as well indulge at a discount."

Even though the price is down, Jose Soliva, 37, an architect from Wellesley, Mass., is trying to save money and was buying his first lobsters of the summer on Friday for himself and his wife.

"A few years back we had it more often," Mr. Soliva said. "But since the economy is bad we're now a lot more conservative about when we treat ourselves."

Soft-shell lobsters, which are harvested in summer and typically served in restaurants, are the least expensive this year, while hard-shell lobsters, which are usually no smaller than a pound and a half, are slightly more expensive.

While diners like lower lobster prices, lobster fishermen do not. The fishermen have spent much of this year modifying how they set and haul in their traps. Some are allowing traps to sit in the water a day or two longer, which helps save gas and bait prices. Lobster fishermen are absorbing fuel costs twice — for their own boats and for those of the bait fishermen, who have raised prices.

"You have to let your traps set longer," Mr. Eaton said. "If it's a windy, blowy day you don't do a half-day's work anymore. In the end it pays off because you're not wasting fuel. It's not costing you two days' fuel to haul one day's work."

The high price of fuel has forced some lobster fishermen to stop working, said Bob Bayer, executive director of the Lobster Institute at the [University of Maine](#), and low prices will make things even more difficult.

"This means hard times, and it means some are not going to make it," Professor Bayer said. "The boats have gotten bigger and bigger over the years. They're diesel engines, and with fuel over \$5 a gallon, it's going to be tough."

The worst may be ahead, Professor Bayer said, as lobster consumption and prices typically drop in September.

Bernie Feeney, who traps lobsters out of Boston Harbor, said he knew many lobstermen who had taken second jobs in recent years. Mr. Feeney, who has been a lobsterman since 1978, said he had been doing marine surveying for the last five years to help pay the bills.

"In a year where our fuel costs are almost doubled and bait costs have gone up 50 to 60 percent as a result of fuel," Mr. Feeney said, "it's a squeeze from both ends."

Partly as a result, young people are not going into the lobstering business, he said, adding that the average age of a fisherman in Massachusetts is 59.

"There aren't many young entrants," said Mr. Feeney, a past president of the Massachusetts Lobstermen's Association. "The startup costs of this business are astronomical compared to what they used to be."

At James Hook and Company, a retailer in Boston, lobster was selling at \$1 or \$2 less a pound than usual: a soft-shell lobster was \$6.99 a pound, while a one-pound hard-shell lobster was \$8.99.

1. How have fuel costs affected the lobstering business?

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2. How do consumers affect the change in price of lobsters? Explain your answer.

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3. According to the article, how does the change in supply of lobsters affect the price of lobsters?

- A) The supply has increased and price has increased.
- B) The supply has increased and price has decreased.
- C) The supply has decreased and price has increased.
- D) The supply has decreased and price has decreased.

4. What advice would you give to the lobster fishermen?

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5. If fewer people are entering the lobstering business, what affect will this have on the future market for lobsters? Explain your answer.

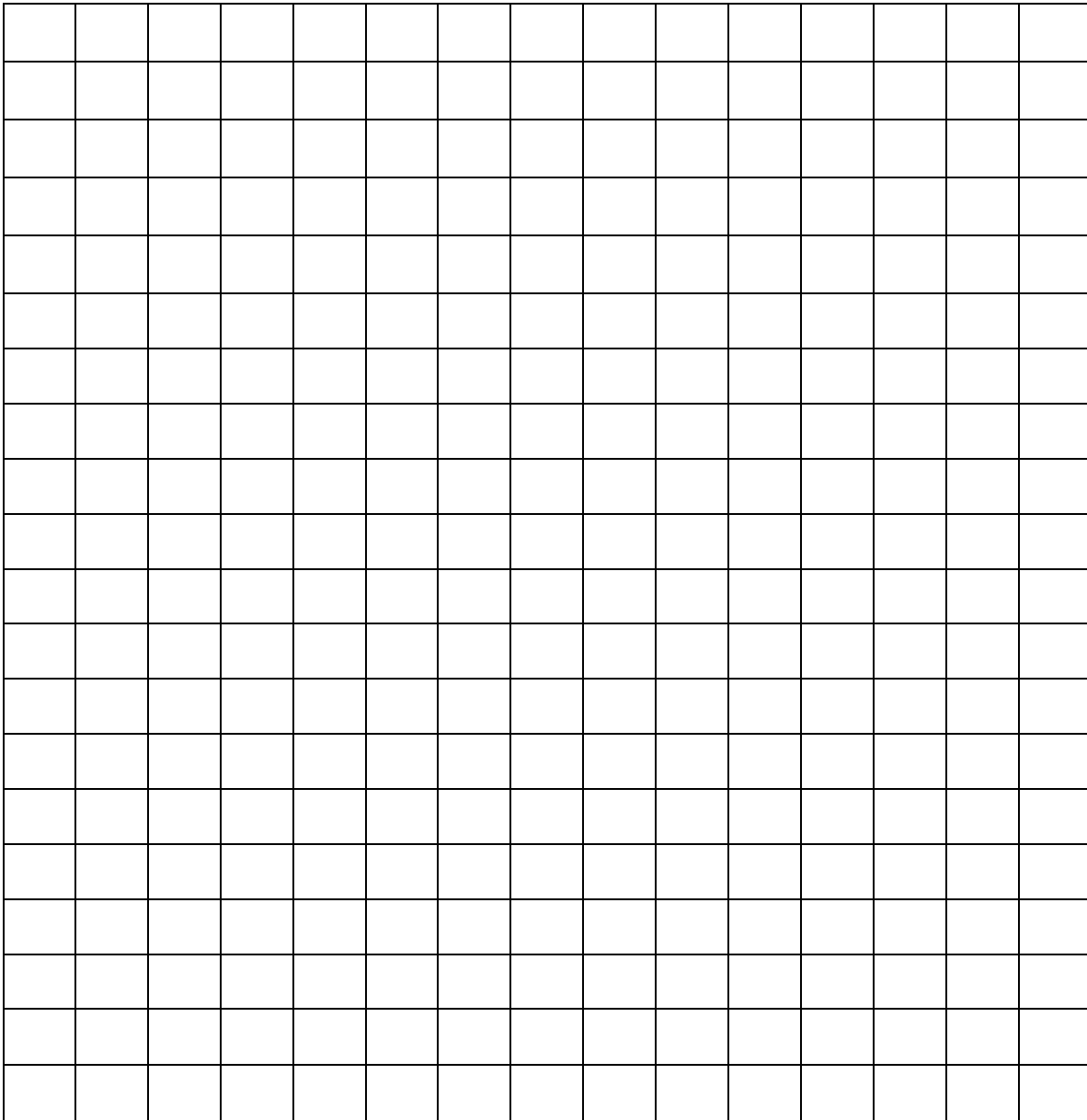
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## Addendum 4-2A Changes in Demand

**Graph the following data:**

**Demand for Bubble-Up Soda= $D_1$**

<b>Price</b>	<b>Quantity Demanded (in thousands)</b>
\$1.00	5
.75	10
.50	15
.25	20



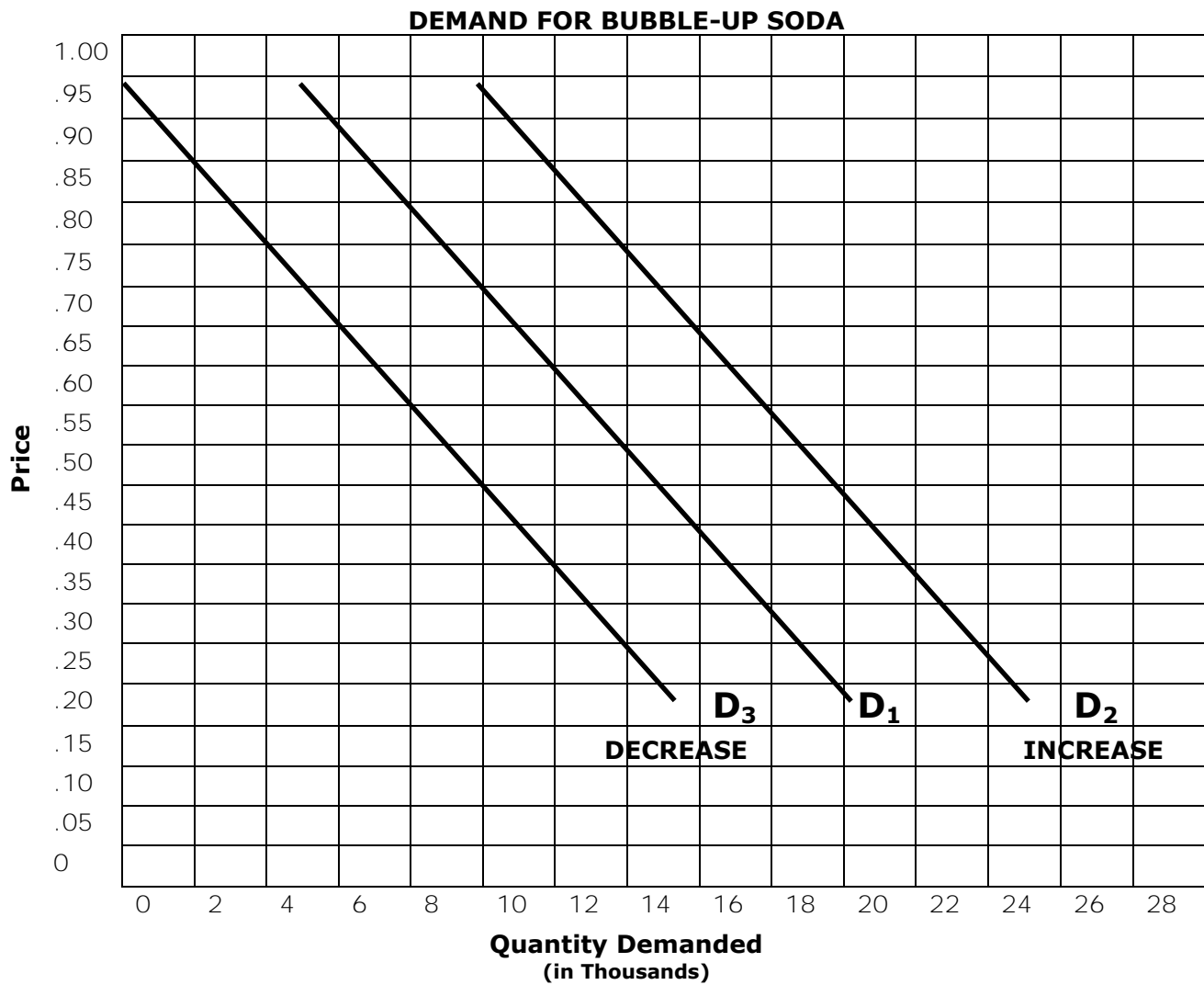
## Addendum 4-2B

**Demand for Bubble-Up Soda= $D_2$**

Price	Quantity Demanded (in thousands)
\$1.00	10
.75	15
.50	20
.25	25

**Demand for Bubble-Up Soda= $D_3$**

Price	Quantity Demanded (in thousands)
\$1.00	0
.75	5
.50	10
.25	15





**Addendum 4-2C**  
**Change in Demand Determinants**

<b>Demand Determinant</b>	<b>Increase in Demand</b>	<b>Decrease in Demand</b>
<b>Consumer Income</b> – When consumers wages and salaries increase.	Example: A local company <b>increases</b> all employee's wages by 5%.	
<b>Tastes and Fads</b> – When something becomes popular very suddenly.		
<b>Number of Consumers</b> – When more people are willing and able to buy a product.		
<b>Complements</b> – Goods that are used with another.		
<b>Substitutes</b> – Goods that can be used in place of another.		

**Addendum 4-2C (ANSWER KEY)**  
**Change in Demand Determinants**

<b>Demand Determinant</b>	<b>Increase in Demand</b>	<b>Decrease in Demand</b>
<b>Consumer Income</b> – When consumers wages and salaries increase.	Example: A local company increases all employee wages by 5%.	Workers are no longer allowed to work overtime and therefore earn less money per year.
<b>Tastes and Fads</b> – When something becomes popular very suddenly.	Holidays can bring about a change in demand for goods associated with that holiday. For example: <b>roses on Valentine’s Day.</b>	A good is determined to cause disease. For example: tomatoes in the summer of 2008 were contaminated with salmonella.
<b>Number of Consumers</b> – When more people are willing and able to buy a product.	The number of people over the age of 70 has increased.	Due to inclement weather, people cannot leave their homes to buy goods. For example: Delaware receives 30 inches of snow.
<b>Complements</b> – Goods that are used with another.	More shoelaces are needed because people want more than one pair of sneakers.	Cassette players are rarely used, so the demand for cassette tapes has decreased.
<b>Substitutes</b> – Goods that can be used in place of another.	Apples - People do not prefer pears more than apples and vice versa. If the price of pears increases, then the demand for apples will increase.	Dockers – Students do not prefer one type of pants to another. If the price of blue jeans decreases, then the demand for Dockers will decrease.

## Addendum 5-2A

### Predicting Scenarios – Bicycle Market

With a partner, read each of the scenarios and predict how you would react if you were a bicycle supplier or producer.

<b>Scenario</b>	<b>Would the cost to produce each bicycle change?</b>	<b>Would the quantity you were willing to produce change?</b>	<b>Would you want to produce more or less than you do now?</b>	<b>What type of determinant of supply is this? (see below)</b>
1. You have been making your bicycle frames out of titanium, a very strong and light-weight material. A new source of titanium has just been discovered.				
2. Several of your employees have moved away. You just heard that you could hire part-time help for less than what you paid the employees that moved.				
3. A new bicycle manufacturing company was just formed in a nearby town.				
4. In order to pay for building new bicycle paths, the government has passed a new law that adds a \$10 tax to all bicycle sales.				
5. An ingredient in the paint you use on your bicycles is being bought in large quantities by car manufacturers.				

Identify the determinant of supply that is the focus of each scenario. Choose from the following (you may use a determinant more than once).

Number of Producers

Cost of Production

Taxes

### Addendum 5-2B Determinants of Supply

Complete the chart below by writing newspaper headlines that refer to increases and decreases in supply. For example:  
Natural Resources - **Hurricane Damages Forests that Produce Building Lumber.** (Decrease in Supply)

<b>Supply Determinant</b>	<b>Increase in Supply</b>	<b>Decrease in Supply</b>
<b>Natural Resources</b>		
<b>Human Resources</b>		
<b>Capital Resources Or Changes in Technology</b>		
<b>Number of Sellers</b>		
<b>Government Action</b>		

### Addendum 5-3A DVD Manufacturer Supply Curve

You are a manufacturer of DVDs for a small, movie production company. The production company sends you the original data and information, and your company reproduces high-quality DVDs that are then sold in stores. The chart lists some of your productive resources.

Natural Resources/ Intermediate Goods	Human Resources	Capital Resources
Blank DVDs	President of Advertising	DVD Recorder
Plastic Cases	DVD Recording Manager	Computer Printer
Paper Inserts	Graphic Artist	Factory and Office

Graph the DVD manufacturer's supply curve from the supply schedule below. Be sure to label all parts of the graph.

Price	Quantity Supplied
\$10	0
\$15	2000
\$20	4000
\$25	6000

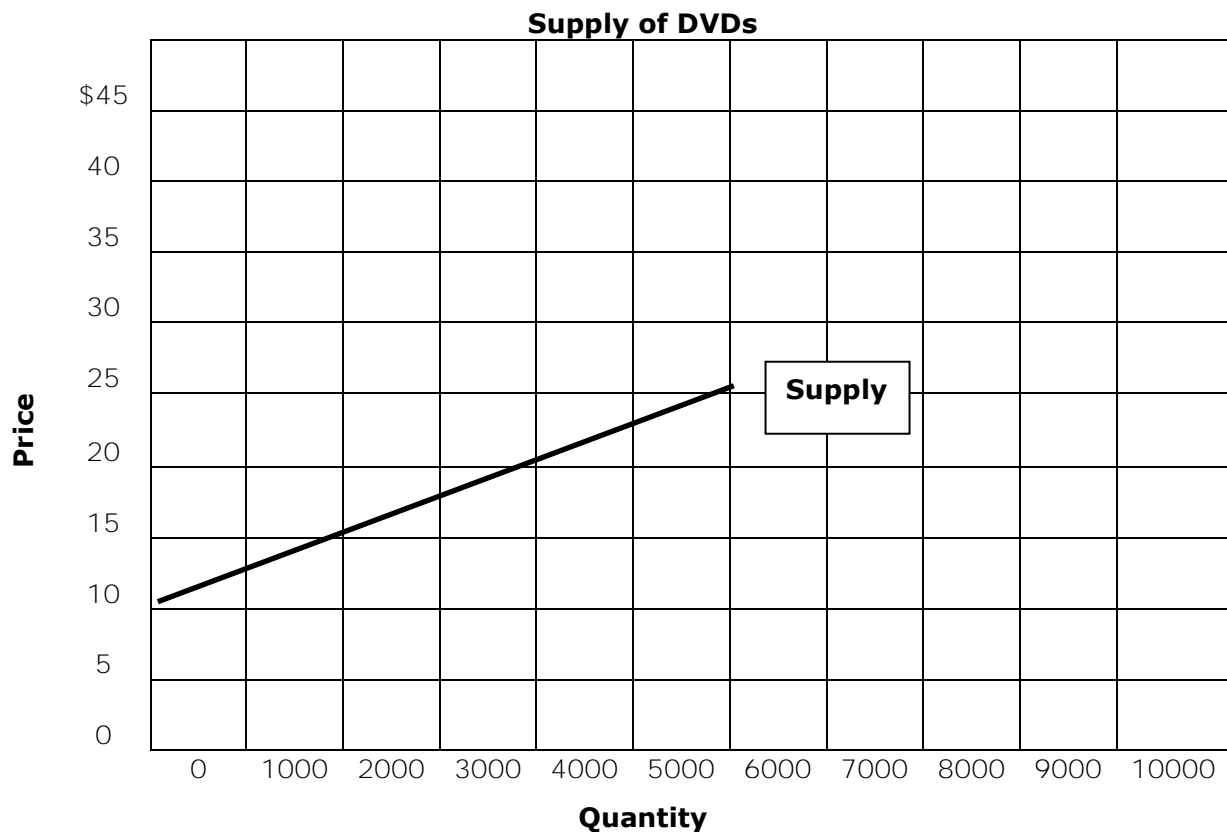

### Addendum 5-3A ANSWER KEY DVD Manufacturer Supply Curve

You are a manufacturer of DVDs for a small, movie production company. The production company sends you the original data and information, and your company reproduces high-quality DVDs that are then sold in stores. The chart lists some of your productive resources.

Natural Resources/ Intermediate Goods	Human Resources	Capital Resources
Blank DVDs	President of Advertising	DVD Recorder
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Paper Inserts	Graphic Artist	Factory and Office

Graph the DVD manufacturer's supply curve from the supply schedule below. Be sure to label all parts of the graph.

Price	Quantity Supplied
\$10	0
\$15	2000
\$20	4000
\$25	6000



### **Addendum 5-4A**

How would the following situations affect the DVD manufacturing company?

**SITUATION 1:**

The workers in your factory have negotiated a new contract that requires the company to pay the cost of health care insurance.

**SITUATION 2:**

Several companies that manufactured movies on VHS tape now are starting to manufacture DVDs instead.

**SITUATION 3:**

The price of plastic cases has gone up considerably.

**SITUATION 4:**

You have purchased a new computer printer that uses less ink and electricity than your old printer.

**Situation 5:**

The federal government has placed an Entertainment Tax on all movies, including DVDs.

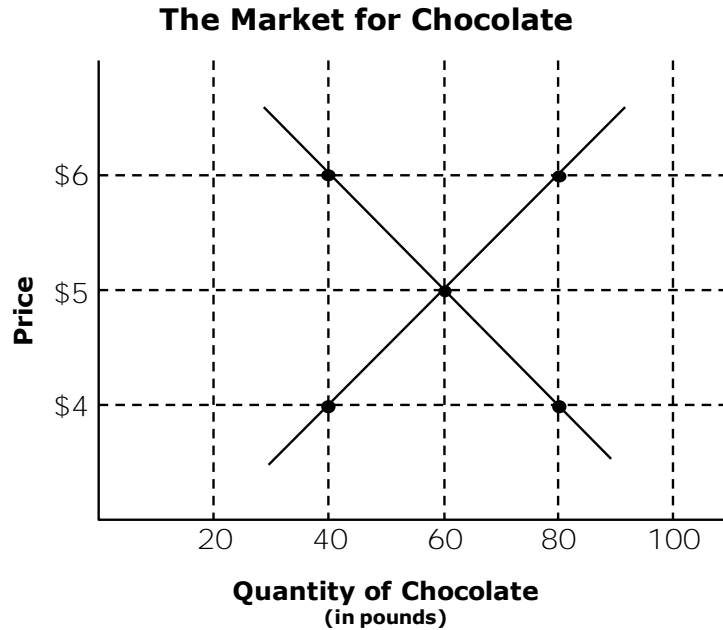
### Addendum 6-1A Chocolate Bar Market Situations

<p>What happens when:</p> <p><b>Consumer income increases.</b></p> <p>[Demand for chocolate increases, price of chocolate increases, quantity of chocolate increases.]</p>	<p>What happens when:</p> <p><b>Smores are a dessert treat made from marshmallows, chocolate bars, and graham crackers. The price of graham crackers has decreased.</b></p> <p>[Demand for chocolate increases, price of chocolate increases, quantity of chocolate increases]</p>
<p>What happens when:</p> <p><b>Doctors believe chocolate can cure colds.</b></p> <p>[Demand for chocolate increases, price of chocolate increases, quantity of chocolate increases.]</p>	<p>What happens when:</p> <p><b>Doctors find a new treatment for chocolate allergies.</b></p> <p>[Demand for chocolate increases, price of chocolate increases, quantity of chocolate increases.]</p>
<p>What happens when:</p> <p><b>Consumers now buy jellybeans instead of chocolate bars.</b></p> <p>[Demand for chocolate decreases, price of chocolate decreases, quantity of chocolate decreases.]</p>	<p>What happens when:</p> <p><b>A new machine has been invented to make producing chocolate less expensive.</b></p> <p>[Supply of chocolate increases, price of chocolate decreases, quantity of chocolate increases.]</p>
<p>What happens when:</p> <p><b>The government has just placed a tax on all chocolate products.</b></p> <p>[Supply of chocolate decreases, price of chocolate increases, quantity of chocolate decreases.]</p>	<p>What happens when:</p> <p><b>The company begins a new policy of providing free daycare to all employees.</b></p> <p>[Supply of chocolate decreases, price of chocolate increases, quantity of chocolate decreases.]</p>
<p>What happens when:</p> <p><b>The price of energy increases.</b></p> <p>[Supply of chocolate decreases, price of chocolate increases, quantity of chocolate decreases.]</p>	<p>What happens when:</p> <p><b>New companies are started that make chocolate bars.</b></p> <p>[Supply of chocolate increases, price of chocolate decreases, quantity of chocolate increases.]</p>



## Addendum 6-2 Evaluations

Use this graphic for Questions 1 & 2:



- Suppose that the government set the price of chocolate at \$6 per pound. Which of the following statements best describes an effect of this price control?
  - There would be a surplus of 40 pounds of chocolate.
  - Less chocolate would be demanded at \$4 than at \$6.
  - Producers of chocolate would want the price set at \$4.
  - There would be a shortage of 20 pounds of chocolate.
- If the government removes the price control of \$6, what will be the price and quantity sold of chocolate?

	<u>Price</u>	<u>Quantity Sold</u> <u>(in pounds)</u>
A)	\$6	40
B)	\$5	60
C)	\$5	100
D)	\$4	80

3. Recently, the hourly wage that parents are willing to pay babysitters increased dramatically. Higher pay will most likely cause which of the following changes in how babysitters divide their out-of-school time between babysitting and other activities?

<u>Time Spent Babysitting</u>	<u>Time Spent on Other Activities</u>
A) No change	Decrease
B) Increase	Decrease
C) Decrease	No change
D) Increase	Increase

4. When people's incomes increase, the demand for roses and the price of roses are most likely to change in which of the following ways?

<u>Demand for Roses</u>	<u>Price</u>
A) Decrease	Decrease
B) Decrease	Increase
C) Increase	Decrease
D) Increase	Increase

5. What is most likely to happen when consumers increase their purchases of goods and services?

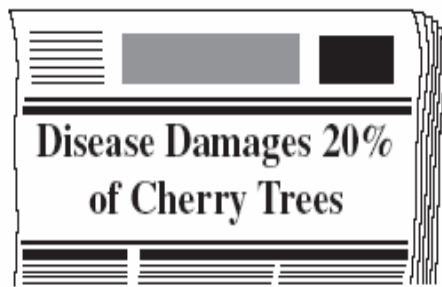
- A) Businesses will increase production, and workers will receive more income.
- B) Businesses will increase production, and workers will receive less income.
- C) Businesses will decrease production, and workers will receive more income.
- D) Businesses will decrease production, and workers will receive less income.

6. Which of the following defines the equilibrium price for a product in a competitive market?

- A) The price that most consumers are willing to pay for the product.
- B) The price at which business makes the maximum revenue.
- C) The price that is equal to the total cost of producing and marketing the product.
- D) The price at which the quantity supplied is the same as the quantity demanded.

7. Which event would **most likely** cause a decrease in the market price for cherries?

A



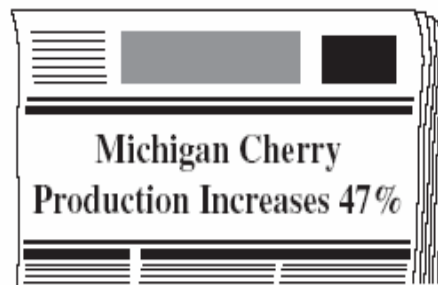
C



B



D



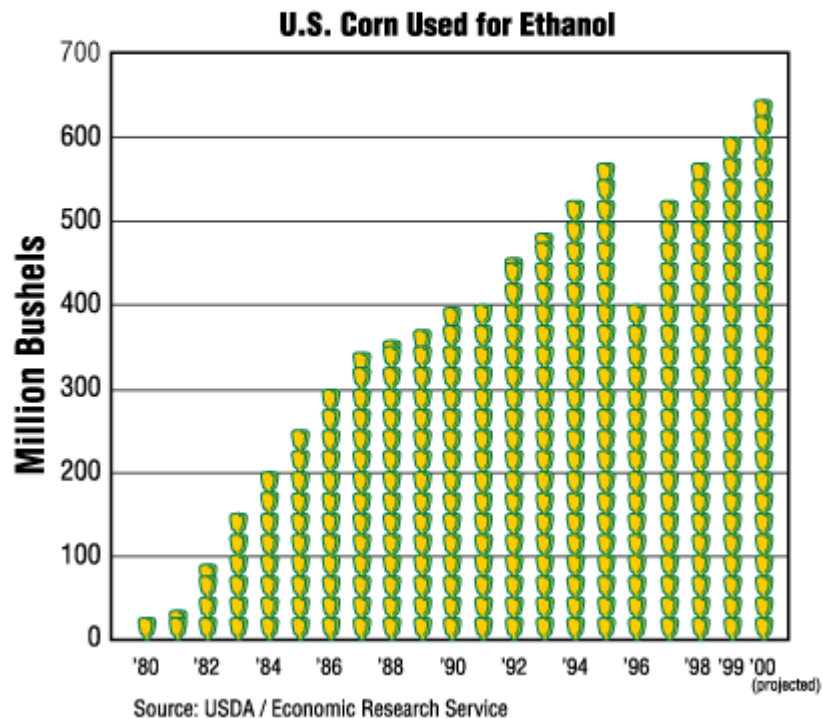
8. This chart shows the price in U.S. dollars (April 2003) of the same type of hamburger made by a U.S. fast food chain compared to the price in its international locations.

Country/Market	Price in U.S. Dollars
United States	2.71
Australia	1.86
Brazil	1.48
Canada	2.21
China	1.20
Egypt	1.35
European Union	2.97
Iceland	5.79
South Africa	1.84
Switzerland	4.59
Venezuela	2.32

Why would the price of this hamburger vary around the world when each is made with the same ingredients? Explain your answer.

9. Ethanol is a renewable fuel made from corn and other agricultural products. In 1982, less than 100 million bushels of corn was produced for the production (use) of ethanol. By the year 2000, over 600 million bushels of corn was being used for the production of ethanol.

*Every bushel of corn can produce  
2.5 gallons of ethanol*



<http://www.nwicc.cc.ia.us/pages/continuing/business/ethanol/Module3.htm>

What is a possible cause for the trend that appears in the graph? Explain your answer.

## Addendum T-1 for Task News Article

### *Texas Cattlemen v. Howard Lyman and Oprah*

In April of 1996, Mr. Lyman (a former cattle rancher and now food-safety expert) was invited to appear on **Oprah** to discuss Mad Cow disease, food production, and the rendering process. He was part of a discussion of experts, including an expert from the beef industry, about food safety in the U.S. This included a discussion of potential health risks from e-coli and mad cow disease (which only weeks before was making headlines in Britain and throughout the world). When Mr. Lyman explained that cows are being fed to cows, Ms. Winfrey seemed to be repulsed by this thought, and exclaimed that it had just stopped her cold from eating another hamburger.



The show aired on a Monday, and beef futures -- which had been in a steep decline due to drought, over-supply and a number of complex factors -- fell further on Tuesday. (Pundits referred to this as the "Oprah crash.") The cattle industry was apparently outraged, and pulled hundreds of thousands of dollars worth of TV advertising in retaliation. Pressured by television executives to mollify the cattle industry, Oprah offered to do an hour-long segment in which experts from the cattle business could debate Mr. Lyman on her show. However, the cattlemen refused to appear on the show if Lyman were going to be present. They did not desire such a debate.



So, Oprah subsequently permitted a cattle business "expert" to appear and speak for ten minutes on her show, presenting the meat industry "side" in which the meat industry could say whatever they wished, secure in the knowledge that no opposing or questioning viewpoint would be heard.

A short time later, some Texas cattlemen, led by billionaire Paul Engler, owner of Cactus Feeders, Inc., filed suit against Lyman, Oprah, Harpo Productions (which produces **Oprah**) and King World Syndicator (King World was released from the suit by summary judgment). The lawsuit alleged Lyman and **Oprah** had violated a Texas law which forbids someone from "knowingly making false statements" about agricultural business. The cattlemen have alleged that the all-powerful and God-like Oprah is responsible for the decline in beef futures.

A trial is underway in Amarillo, Texas -- smack in the middle of cattle ranching country, from which the jury has been selected -- despite numerous requests from the defendants to move the trial to another part of Texas.

From: Website: Howard Lyman – A Voice for a Viable Future  
<http://vegsource.com/lyman/lawsuit.htm> Accessed July 24, 2008

## Addendum T-2 for Task News Article Excerpts

Original reference can be found at:

**"Mad Cattlemen Sue Oprah"**, EconEdLink Online Lesson,

<http://www.econedlink.org/lessons/index.cfm?lesson=EM15>

<p style="text-align: center;"><b>OPRAH VILIFIED IN COURT, ADORED OUTSIDE</b></p> <p>"Witness Bill O'Brien, head of plaintiff Texas Beef Producers, said the Winfrey Show, aired on April 15, 1996, caused prices to fall by 7 cents a pound in one day...O'Brien said meat packers, after hearing about the show, started pulling out of the market in droves."</p> <p>Source: Yahoo! News</p>	<p>"Mr. O'Brien detailed how the West Texas cattle market crashed to 10-year lows in the wake of the show. He cited industry figures showing a drop from 62 cents per pound on April 16 to 55 cents eight days later...The defense blames the beef industry's price drop on drought and other factors."</p> <p>Source: Dallas News</p>
<p>O'Brien testified that he heard about an immediate slide in cattle prices after the program aired from contacts in Chicago -- which is home to both Winfrey's show and the mercantile exchange that sets a benchmark for nationwide cattle prices. He responded by notifying his feed yards to start selling off cattle. Within an hour, O'Brien had sold more than 2,000 head. Prices, meanwhile, continued dropping for weeks.</p> <p>"I didn't try to sell any cattle (later) that week, but from people I talked to, they said the market was dead," said O'Brien, one of several Texas cattle producers suing Winfrey.</p> <p>Plaintiffs claim that Winfrey's show triggered the market downfall, costing them \$10.3 million. They're seeking unspecified punitive damages from Winfrey, her production company Harpo Productions Inc. and show guest Howard Lyman, a food safety activist."</p> <p>Source: CNN</p>	<p style="text-align: center;"><b>AVERAGE RETAIL BEEF PRICE DECLINES AGAIN</b></p> <p>DENVER, May 15, 1996 -- Average retail beef prices declined again during the past month, the National Cattlemen's Beef Association points out.</p> <p>Reporting on its monthly 19-city survey of supermarkets, NCBA noted that the average price on May 9 was \$2.96 per pound, compared to \$3.01 on April 11 and \$3.15 a year ago.</p> <p>Beef production has been exceptionally large, as have total meat supplies. All of this has kept pressure on beef and cattle prices and, in turn, on average retail prices.</p> <p>In addition, drought and a devastating cost-price squeeze have caused many owners of cow herds to send more cows to market, compounding beef supply and price problems.</p> <p><b>Source: National Cattlemen's Beef Association, NCBA News</b></p>