

**WWSU SOCIAL STUDIES
GRADE 9
CREATING SUSTAINABLE COMMUNITIES**

INTRODUCTION

Creating Sustainable Communities (CSC) is a 9th grade civics course that addresses the basic responsibilities of the individual in his/her community. Community is identified from the local to the global level. Sustainable communities meet the needs of the present while ensuring that future generations will be able to meet their needs. The class focuses on citizenship and responsibility toward those resources we have in common, including our environment, economy, and human rights. Topics of study include, but are not limited to, the protections of the environment/animal rights, land use practices, basic principles of an economy, role and responsibility of government, analysis of global issues and the protection of human rights.

Creating Sustainable Communities captures the minds and imagination of the world that could be if we all make sustainable choices. Students are introduced to the abstract concept of sustainability through the eyes of *The Lorax* by Dr. Suess. *The Lorax* teaches students about the importance of revisiting children's literature as it holds deeper, more complex meaning as one grows older. The fable is about how the destructive "Oncler" ignored the warnings of the Lorax and destroyed the truffala trees to manufacture "thneeds." When all the natural resources were used up, the Lorax gives this message: "Unless someone like you cares an awful lot, nothing is going to get better." The lesson of the Lorax is combined with the study of Maslow's Hierarchy of Needs. Students are able to associate Maslow's five needs to the story.

The course then teaches about Native American perspectives on land use practices and an essential question: How ought man to live on this earth? Students then use previously learned information for their study of Act 250. Act 250 allows students to experience and learn about choices that are made within a community. Vermont's land use law teaches students that we all live downstream. The learning activity for Act 250 consists of students working collaboratively in groups of 4 to assess a need of their particular community, fulfilling that need by choosing a development site, and creating a blue print of their proposed development. Students work hard on their proposals as they prepare to present their work to a panel of planning commission members for approval. Students participate as both a developer and a planning commission member. Students learn that there are a lot of considerations that need to be made before anything is built; they should come to understand that selfish interests need to be put in check.

Students then study about sprawl as a continuation of land use and development. Development is further explored through a wonderful video entitled: *Earth and the American Dream*. The video begins with the arrival of Columbus and traces America's development through the basic wilderness life of the sixteenth and seventeenth centuries, the agrarian lifestyle of the eighteenth century, and the great changes of the Industrial Revolution. The film moves through the twentieth century into a highly industrialized landscape of today, when manufacturing and commerce have consumed many of the planet's resources. What was once regarded as progress has become a legacy of wildlife destruction, deforestation, soil depletion and pollution. Students, after viewing the film, create an entire bulletin board into a timeline called, Earth and Humans: The American Dream?

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Limited resources and land become apparent to students. Students go on to study a unit on population and the issues and concerns about rapidly growing population. Learning activities consist of cutting up an apple representing the earth; the lesson reveals the amount of land available to support human and animal life. Students come to understand human stress for natural resources around the world. The culminating assessment for this unit is a population scrapbook in which students need to find newspaper, magazine, or Internet articles pertaining to population or the effects of population growth or change. Topics must be diverse and could include the following: *Deforestation, Wildlife/biodiversity, Commercial and residential development, Waste disposal or pollution, Status of women, Hunger, Housing, Energy shortages, etc.* The articles that students find are supported with a paragraph summary and an explanation of how the article relates to overpopulation or community sustainability.

Another essential question is about the human role on earth, and how we behave and relate with the earth. Students spend two to three weeks reading a book together called *Ishmael*, by Daniel Quinn. *Ishmael* teaches us to ask questions that often are ignored, questions that force us to reflect on how humans continue to try and conquer or dominate the natural world. The book begins with a classified ad that simply says, "Teacher seeks student with desire to save the world." The teacher is then revealed to be a gorilla and the student remains, purposefully, nameless throughout the book. Students become that character! The book is taught using a variation of the Socratic method and Critical Thinking Questions (CTQ) in responding to literature. Students maintain a journal and develop a cover that reflects their experience with the book.

Students then move on to study about economic sustainability and the distribution of natural resources. This section seeks to show students the interrelationships between sustainability and factors such as income, poverty, educational attainment, empowerment, international trade, and population growth. In addition, students will study developed and developing countries and the factors that influence the ability for one to meet basic needs. One unit is called Material World and uses a beautiful book put out by the Sierra Club called, *Material World*. Students are assigned to a country of their choosing and create a visual of what life is like in their country. In conjunction, they establish a pen pal relationship with someone here in Vermont describing a day in their life. This is often an eye-opener for many students!

Human Rights is the final section of study for Creating Sustainable Communities students. In this section, students continue to build on previously learned lessons and are able to tie it all together. Students begin by philosophizing, with the help of the sixteenth century philosopher John Locke and the *State of Nature*. The focus of the philosophizing is these essential questions: What is the role and purpose of government? Is there a need for government? Learning activities consist of creating a children's book on the State of Nature and the establishment of government. In addition, students become familiar with U.N. Declaration of Human Rights and then identify human rights issues around the world and how governments have failed to protect basic human rights. Students then choose

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human rights issues to study as a class. Units of study have consisted of the following: The Holocaust, Gandhi, Rwanda, Japanese Internment, Native Americans, etc.

Sub-Topics/ Themes:

- I. Defining Sustainability**
- II. Population and Sustainability**
- III. Distribution of Wealth**
- IV. State of Nature**
- V. Structuring Our Government**
- VI. Human Rights**

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CREATING SUSTAINABLE COMMUNITIES

Sub-Topic/Theme: Defining Sustainability

Questions to Consider:

1. What is sustainability?
2. How do we define community?
3. How do we meet our basic needs without endangering life around us?
4. Are our own communities sustainable?
5. How does a particular community ensure that every person enjoys the benefits of clean air, water, and a healthy environment at home, at school/work, and at play? How does a particular community encourage individuals, institutions, and corporations to take full responsibility for economic, environmental, and social consequences of their actions? (Stewardship)
6. How does a particular community use, conserve, protect, and restore natural resources---land, air, water, and biodiversity---in ways that help ensure long-term social, economic, and environmental benefits for ourselves and future generations?

Key Concepts:

1. Sustainability is keeping in existence. Students will explore issues of sustainability related to particular communities.
2. Students will identify the many levels of community from the local to the global level. Community is not limited to humans, but includes all species in our world.
3. Sustainable agriculture, organic farming, recycling, reusing, etc. are addressed as well as Maslow's Hierarchy of Needs. Students consider the importance of human behavior in relationship to the natural world.
4. Recent Vermont history helps students put things into context in relation to their own local communities. Students investigate the developments that have taken place within the past 100 years in their community.
5. Students look at and define the *Elements of a Sustainable Community*. The elements are used to reflect on the progress within individual communities.

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Sub-Topic/Theme: Defining Sustainability (continued)

6. Act 250, Vermont's land-use and development control law helps students simulate ways in which particular communities can protect and conserve. Students also learn about the Native American perspective on land use.

Standards Addressed: 6.4; 6.7 aaa; 6.1 d

Vital Results: 1.7 g; 1.11e; 1.22; 3.10; 3.7cc; 3.9aaa; 3.10; 4.5aaa; 4.6 bbb

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Sub-Topic/Theme: Population and Sustainability

Questions to Consider:

1. How does population and growth affect our daily lives?
2. How did population expand over the course of human history and what affects population growth or decline?
3. What is population's relationship to basic needs around the world, both locally and globally?
4. How does the sustainability of societal consumption patterns have a direct and/or indirect impact on the local and global environment, economy and society?

Key Concepts:

1. Students explore the depths of how population affects their own lives and reflect on a quote by Isaac Asimov. Asimov's quote begins with, "...*democracy cannot survive overpopulation.*" Students also study exponential growth through population riddles.
2. Through the use of a short video entitled, *World Population*, students receive a dramatic overview of the history of global population growth. As a discussion tool, it can serve as a starting point for a closer examination of human population dynamics and their environmental and social impacts.
3. Students identify universal human needs and map human stress in obtaining those needs throughout the world. Students learn about geography and the unequal distribution of natural resources around the world.
4. Societal consumption impacts on local and global communities. Labor conditions and regulations are explored as well as the controls we have as consumers at the more local and state level. Globalization of society is examined.

Standards: 6.7 aaa/cc; 6.16 h Vital Results: 1.3 g; 1.5; 1.7 g; 3.9 bbb; 2.1 ff
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Sub-Topic/Theme: Distribution of Wealth

Questions to Consider:

1. What are statistics and how do they help us understand the world that we live in?
2. What is wealth and what is the status of the distribution of wealth around the world?
3. What is economic sustainability and what does it look like around the world?
4. What are the principles of communism and how does it compare with capitalism?

Key Concepts:

1. Statistics are numbers with meaning. Statistics are often expressed as a percentage of a total number. Statistics prepare students to look at the amount of arable land available to a given population, for example.
2. Wealth is everything that you have or own. Students understand and see the differences between developing and developed countries and regions.
3. Students evaluate whether or not a given population is living within their means, taking from the earth only what they need in order to survive. Students take the perspective of a member of a given family from both a developing and developed country of their choice. They need to establish a pen pal relationship with a friend here in the U.S. Through their initial letter they articulate a day in their life, embedding statistics in their writing.
4. The principles of communism are outlined by Karl Marx and Frederick Engels. Students explore Mao Ze-dong's interpretation of communism through the novel *Red Scarf Girl*. Students learn about the Cultural Revolution from the perspective an adolescent girl.

Standards: 6.7 ccc; 6.10 aaa; 6.17 bb Vital Results: 2.2 aaa; 2.5; 3.9 bbb; 4.6 bbb
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Sub-Topic/Theme: State of Nature and Human Rights

Questions to Consider:

1. What would life be like in the State of Nature?
2. What is the role and purpose of government?

Key Concepts:

1. Read and discuss Natural Rights philosophy according to John Locke and Thomas Hobbs-- Natural Rights, State of Nature, inalienable rights, consent, and social contracts.
2. Government's objective is to safe guard natural rights. Students study the basic ideas the Framers used in creating the kind of government they thought would best protect the natural rights of each individual and promote the good of all.

Standards: 6.9 bb; 6.12 bb Vital Results: 1.7g; 1.11 f; 3.13; 4.2 a
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Sub-Topic/Theme: Structuring Our Government

Questions to Consider:

1. How was our government structured to prevent the abuse of power?

Key Concepts:

1. Students study the overall organization of the U.S. Constitution, Separation of Powers and the role and responsibility of the Legislative, Judicial, and executive Branches of Government.

Standards: 6.10 aaa; 6.10 bbb
Vital Results: 1.14; 2.1 ff

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Sub-Topic/Theme: Human Rights

Questions to Consider:

1. What are Human Rights?
2. What are the Universal Human Rights recognized by the United Nations?
3. What are some human rights violations in recent world history?

Key Concepts:

1. Students recognize and learn the rights that, if denied, compromise our mere existence as a human being. They identify again with inalienable rights.
2. Students understand how the United Nations came about as a result of the Holocaust and World War II. One of the first missions that this new world government organization took was to create a document that outlined what were Universal Human Rights. Students use this document to investigate contemporary news stories around the world and determine Human Rights violations.
3. Students study the conditions that support or allow human rights violations to take place. They identify Human Rights violations that they are most interested in studying. Examples are: The Holocaust, Rwanda, Gandhi, Japanese Internment, The death penalty, Sweat Shops/Labor, etc.

Standards: 6.12 aaa; 6.12 bb; 6.4 Vital Results: 1.7 g; 1.5; 1.12 d, 1.19; 4.3; 4.4
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**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN TO 12**

COMMUNITY SERVICE PROJECT GUIDELINES

Vermont Framework of Standards and Learning Opportunities

Vital Results – Service

- 4.1 Students take an active role in their community. This is evident when students:
- a. Plan, implement and reflect on activities that respond to community needs; and
 - b. Use academic skills and knowledge in real life community situations.

Democratic Processes

- 4.2 Students participate in democratic processes. This is evident when students:
- a. Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.

In an effort to address these standards and promote social awareness and responsibility, the Committee expects all students Pre-K through 12 to participate in community service projects yearly. Community service projects may be pursued in a variety of subject areas as is relevant to the particular curriculum. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

Projects can be designed and implemented in a variety of ways. In the earlier grades, it may be more appropriate for the teacher to direct the project, ensuring that students have the opportunity for reflection as well as for participation. As a student matures and develops more independence and awareness of the world around him/her, it can be expected that he/she would design a project which speaks to his/her unique interests and the need of the "community."

Examples of community service projects could include, but are not limited to:

- Entire school participation in Green-Up Day;
- Student volunteer at the Humane Society;
- Student volunteer at Special Olympics;
- Student tutoring within the school or Washington West S.U.;
- Visiting the elderly;
- Fundraising for the American Cancer Society;
- Participating in a corporate run fundraiser to benefit research;
- In-school recycling; and
- Fundraising to assist local historical societies preserve the past.

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THREE DEMOCRACIES**

INTRODUCTION

Three Democracies is a course that explores the question of what it means to be a citizen in a republic. This course examines the stories revealed in the histories of three "democracies" of the past: Fifth Century B.C.E. Athens, the Roman and Weimar Republics. The readings are almost exclusively taken from primary or ancient sources such as Herodotus, Aeschylus, Euripides, Thucydides, Plutarch and Xenophon on Athens; Livy, Polybius, Caesar, Cicero and Plutarch on Rome, and political speeches of the various political parties of Weimar Germany. These sources, such as the narrative in the history of Thucydides, are more interesting, more profound and certainly better written than textbooks used in many history classes today. The political questions raised by the actions of Solon and Pericles, the political options offered by Cicero and Caesar and the appeals of the National Socialists offer challenges that have relevance for the citizens of our republic. They provide the material for the questions and options that will be considered in Three Democracies.

The fundamental concepts from politics, economics, political philosophy and public speaking are introduced in the historical context of the rise and collapse of Athenian democracy and the Roman and Weimar Republics. In the study of these two ancient cities, students learn of the political vision and vocabulary that was familiar to our Founding Fathers for whom Greece and Rome were the great historical exemplars for their (and our) republican experiment in North America. The examination of the Weimar Republic offers lessons from a more recent and tragic experiment in democracy.

In Three Democracies, students focus on the written and spoken words of public political discourse. Through our reading, reflection, discussion and written responses, students consider the role of the self in a democracy and what is required of each citizen if our republic is to survive, prosper and extend its original promise to all.

Units and Sub-Themes:

Unit I: The First Democracy: Athens

- a. **Forms of Government**
- b. **Meaning and Myth of Marathon**
- c. **Thermopylae and Law of Sparta**
- d. **Plutarch and Xenophon on *The Laws of Sparta***
- e. **The Character and Accomplishments of Themistocles from Plutarch's *The Life of Themistocles***
- f. **The Development of the Athenian Constitution, 683-508 B.C.E.**
- g. **The Political/Social use of Tragic Drama in Athens**
- h. **The Character and Politics of Pericles**
- i. **The Outbreak of the Peloponnesian War**
- j. **Pericles the Speaker**
- k. **The Mitylene Debate**
- l. **The Effects of the War on Hellas**

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INTRODUCTION (continued)

- m. The Political/Social Use of Comic Drama in Athens
- n. The Extraordinary Alcibiades
- o. The Melian Dialogue
- p. Euripides' *Trojan Women*
- q. The Expedition to Syracuse and the Battle of Great Harbor

Unit II: The Roman Republic

- a. The Founding of the Roman Republic
- b. The Expansion of Rome
- c. The Roman Constitution
- d. The Social, Economic, and Cultural Impact of Rome's Conquests on Its Society
- e. The Gracchi Brothers and Their Reform
- f. Marius, Sulla and Civil War
- g. Crassus and Pompey
- h. Cicero
- i. Epicurean and Stoic Philosophies
- j. The Corruption of Roman Society
- k. Opposing the Threat of Tyranny
- l. The First Triumvirate's Demise and Civil War
- m. The Dictatorship of Julius Caesar

Unit III: The Weimar Republic 1918-1933

- a. Prologue: The Founding of Modern Germany
- b. The German Empire 1871-1918 (The Second Reich)
- c. World War I 1914-1918
- d. The Shaky Foundations of Germany's "Experiment in Democracy", Weimar Republic 1918-1923
- e. Stability and Hope, 1923-1928
- f. Death of the Republic: Weimar Republic 1928-1933
- g. Epilogue: The Third Reich and the Fascist Tyranny of the National Socialists

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Unit I: The First Democracy: Athens

A. Sub-Theme: Forms of Government

Questions to Consider:

From Herodotus, *History of the Persian Wars*

1. What are the three forms of government recognized by the Greeks?
What are the advantages and disadvantages of each?
2. According to the dialogue, what, especially, are the weaknesses of democracy?

Key Concepts:

1. Students, reacting to Herodotus' account, will define monarchy, oligarchy and democracy and discuss the question: What is the best form of government or constitution?
2. Students will explain the contention of Darius that democracies have a natural tendency to break into political parties or factions and, eventually, tyranny.

B. Sub-Theme: The Meaning and Myth of Marathon

Questions to Consider:

From Herodotus, *History of the Persian Wars* and Edith Hamilton's *The Greeks*

1. Why did the Battle of Marathon become a powerful myth on the strength and rightness of democracy?

Key Concepts:

1. Students will analyze the account of a primary source, Herodotus, and a secondary source, Hamilton, and provide an account of why, though outnumbered 4:1, the Athenians defeated the Persians led by an absolute monarch giving Marathon its consequent mythical influence.

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Unit I: The First Democracy: Athens (continued)

C. Sub-Theme: Thermopylae and the Laws of Sparta

Questions to Consider:

From Herodotus' *History of the Persian Wars* on the Battle of Thermopylae

1. What did the Battle of Thermopylae reveal about the character of the Spartans?
2. What is the meaning and significance of the epitaph, "Stranger! Go tell the Spartans we lie here obedient of their laws"?

Key Concepts:

1. Students will explain the meaning of "...the king had in his army many men, indeed, but few soldiers" and discuss the apparent character of Spartans.
2. Students will describe the meaning of honor to a Spartan.

D. Sub-Theme: Plutarch and Xenophon on *The Laws of Sparta*

Questions to Consider:

1. What was the Spartan concept of the good citizen?
2. What, according to Lycurgus, is the relationship between training and character?

Key Concepts:

1. Students will consider the merits of Lycurgus' means to create obedient citizens and his ends, to create a strong state.
2. Students will describe and consider the merits of the connection between training and character that Lycurgus asserts.

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Unit I: The First Democracy: Athens (continued)

E. Sub-Theme: The Character and Accomplishments of Themistocles from Plutarch's *The Life of Themistocles*

Questions to Consider:

1. What is revealed of the character of Themistocles in his plans to defeat the Persian invasion of 480 BCE and in the methods he used to "persuade" the Athenians to abandon Athens?
2. What is revealed about Themistocles' skills as a leader in his ability to organize the Athenians, the Greeks and to defeat the Persian Navy?
3. What is revealed about the character of the Athenian people in their rejection of Themistocles' plan to gain Athenian dominance over the Aegean Sea?

Key Concepts:

1. Students will explain the meaning and significance of this quotation: "We Athenians have indeed left our houses and our walls, thinking it unfit to become slaves for the sake of things that have no life nor soul..."
2. Students will explain the meaning of this statement and why it is true or why it is not true: "The Greeks won [the battle of Salamis] by the courage of all those who fought, but they won especially through the wisdom of Themistocles."
3. Students will explain the significance of the Athenian rejection of a plan that would give them great advantage but was dishonorable and provide a working definition of justice.

F. Sub-Theme: The Development of the Athenian Constitution, 683-508 B.C.E.

Questions to Consider:

1. Why did political power come to be redistributed between the years 683 and 508 B.C.E.?
2. What is the importance of writing out the laws of a city?
3. What is meant by reforms? A revolution?
4. What impact did growing Athenian reliance on commerce have on the political structure?
5. What was the political structure of Athens on the eve of the Battle of Marathon, 490 B.C.E.?

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Unit I: The First Democracy: Athens (continued)

Key Concepts:

1. Students will reflect on the social costs of the mal-distribution of wealth on a political system.
2. Students will describe the unsettling effects of perceived inequities in the legal system.
3. Were Solon's changes reforms or did they constitute a revolution?
4. Students will explain how the change from an agrarian to a commercial economy caused changes in the political structure.
5. Students will be able to outline the formal structure of the Athenian political system including the powers and membership of the legislative, executive and judicial branches of the government.

G. Sub-Theme: The Political/Social Use of Tragic Drama in Athens

Questions to Consider:

1. What role did drama play in Athenian society?
2. What was the political meaning of *The Eumenides* (from the third part of Aeschylus' trilogy *The Oresteia*)?

Key Concepts:

1. Students will describe the religious, didactic and political role of theater in the Athenian polis.
2. Students will read and analyze *The Eumenides* and interpret the political meaning of Aeschylus' tragedy and his warnings to the Athenians.

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Unit I: The First Democracy: Athens (continued)

H. Sub-Theme: The Character and Politics of Pericles

Questions to Consider:

1. What made Pericles an effective leader and how did he win popularity?
2. How did Pericles defend the use of Delian League money for Athenian public use?

Key Concepts:

1. Was Pericles a demagogue? What evidence is there that he was a great rhetorician?
2. Students will defend or attack Pericles' justification of the use of Delian money for Athens' benefit.

I. Sub-Theme: The Outbreak of the Peloponnesian War

Questions to Consider:

1. Why did Thucydides write *The History of the Peloponnesian War*?
2. What, according to members of the Peloponnesian League, was the reason to go to war against Athens?
3. What did the Athenian say to persuade Sparta not to go to war?

Key Concepts:

1. Students will memorize and explain Thucydides' purpose in writing his *History of the Peloponnesian War*.
2. Students will analyze the four speeches of the meeting of the Peloponnesian League noting the purpose (ends) and appeal (means) of each.
3. Students will analyze the reasoning of the Athenian speaker and explain the significance of his defense of their empire.

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Unit I: The First Democracy: Athens (continued)

J. Sub-Theme: Pericles the Speaker

Questions to Consider:

1. What did Thucydides explain about the speeches he recorded?
2. What advice on strategy does Pericles offer the Athenians on the eve of the outbreak of war? What techniques of rhetoric does Pericles employ?
3. What appeal does Pericles make in his justly famous "Funeral Oration" of 431 B.C.E.?

Key Concepts:

1. Students will consider the question of historical accuracy and the degree of trust a historian should give Thucydides, our primary source for the Peloponnesian Wars.
 2. From Pericles' speech to the Athenians, students will consider the contrasts Pericles makes between Athens and Sparta, Pericles' advice to the Athenians as they entered the war, explaining the simile of Athens as an island, and the warnings he gave to the Athenians.
 3. Students will analyze "The Funeral Oration" by considering the following questions:
 - a. Why does Pericles praise the Athenian form of government?
 - b. Explain what Pericles meant in each of the following:
 - Paragraph #3 "Against this, respect is our chief guard ... [to]...which cannot be broken without disgrace."
 - Paragraph #5 "We trust less in training and regulation than in the native spirit of our ancestors."
 - Paragraph #7 "... we are the school of Hellas..."
 - Paragraph #10 "For heroes have the whole earth as their tomb ..." and "Take these men as your example ...[to] ... the courage to defend it."
 - Paragraph #13 "And where the rewards for merit are the greatest, there are found the best citizens."
- (From Thucydides' *History of the Peloponnesian War*)

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Unit I: The First Democracy: Athens (continued)

K. Sub-Theme: The Mitylene Debate

Questions to Consider:

1. What was the Athenian justification for the decision to slaughter the citizens of Mitylene? Why did the Athenians reconsider their decision?

Key Concepts:

1. Students will analyze the speeches of Cleon and Diodotus considering their appeal to self interest and their differences over the meaning of justice.

L. Sub-Theme: The Effects of the War on Hellas

Questions to Consider:

1. What side did Athens and Sparta each take in the civil wars that were occurring throughout Hellas?
2. What, according to Thucydides, was the effect of these wars on all of Hellas?

Key Concepts:

1. Students will consider the motives of Athens and Sparta in becoming involved in the civil wars of Hellas.
2. Students will consider Thucydides' meaning in saying:
 - a. "...words began to change their ordinary meanings"? What would cause this?
 - b. "But war, which takes away our daily bread, proves to be a savage teacher and brings the characters of men down to the level of their conditions."
 - c. Why did "...the moderate part of the city die between the two extremes" and the "...duller minds prove most successful"?

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Unit I: The First Democracy: Athens (continued)

M. Sub-Theme: The Political/Social Use of Comic Drama in Athens

Questions to Consider:

1. What role did comic drama play in Athenian society?
2. What was the political meaning of Aristophanes' *The Knights*?

Key Concepts:

1. Students will consider the significance of the performance of *The Knights*, a vicious attack on a political leader in the midst of war.
2. Students will read and analyze *The Knights* and interpret the political meaning of Aristophanes' comedy.

N. Sub-Theme: The Extraordinary Alcibiades

Questions to Consider:

1. What made Alcibiades an exceptional and dangerous political leader?
2. What was the role of Socrates in the life of Alcibiades?

Key Concepts:

1. Students will explain the meaning of the following quotation from Plutarch's biography, *The Life of Alcibiades*: "Never did fortune surround a man with so many of those things we usually call goods or so protect him from philosophy and fence him from every entrance of free and honest words as it did Alcibiades."
2. Students will describe the efforts of the teacher Socrates to guide the life of Alcibiades and explain why even the greatest of teachers failed.

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Unit I: The First Democracy: Athens (continued)

O. Sub-Theme: The Melian Dialogue

Questions to Consider:

1. What has brought the Athenians to the island of Melos only to give the Melians the option of enslavement or slaughter?

Key Concepts:

1. Students will consider how the Athenians justified their challenge to the Melians and what historical parallels existed between the Athenians of 490 B.C.E. and the Melians of 416 B.C.E.

P. Sub-Theme: Euripides' Trojan Women

Questions to Consider:

1. In his account of the plight of the Trojan women, what parallels does Euripides draw between the aftermath of the defeat of the Trojans and events of Melos?

Key Concepts:

1. Students will analyze Euripides' tragic account and his severe criticism of Athenian actions at Melos the previous year to determine his purpose.

Q. Sub-Theme: The Expedition to Syracuse and The Battle of Great Harbor

Questions to Consider:

1. What appeals did Alcibiades make to win Athenian support for the ambitious expedition to bring Sicily under the hegemony of Athens? Why did Nicias' wise council fail?
2. Who likely accused Alcibiades of the crime of sacrilege?

**WWSU SOCIAL STUDIES
GRADE 9**

THREE DEMOCRACIES

Unit I: The First Democracy: Athens (continued)

3. What were Alcibiades' motives in going over to the Spartans?
4. How was the Battle of Great Harbor like a final scene in an Athenian Tragedy?

Key Concepts:

1. Students will analyze the speech of Alcibiades and appraise the implications of the Assembly's response.
2. Students will consider the "evidence" and speculate on the likely accusers of Alcibiades.
3. Students will analyze and consider the validity of Alcibiades' justification for betraying Athens.
4. Students will draw parallels between the elements of Greek tragedy and the story of Athens' rise and fall at Great Harbor.

Standards Addressed:

6.1, 6.2g, 6.2h, 6.2i, 6.4a, 6.4d, 6.4dd, 6.5b, 6.5c, 6.6g, 6.9a, 6.10aa, 6.10aaa, 6.10bbb, 6.11a, 6.11c, 6.12aa, 6.12aaa, 6.13aaa, 6.18a.

Vital Results: 1.1, 1.3c, 1.3d, 1.4c, 1.6a, 1.6aa, 1.7b, 1.7c, 1.7d, 1.7e, 1.7f, 1.7g, 1.8a, 1.8b, 1.8c, 1.8g, 1.8h, 1.8i, 1.8j, 1.8k, 2.1a-ff, 1.13, 1.15

**WWSU SOCIAL STUDIES
GRADE 9**

THREE DEMOCRACIES

Unit II: The Roman Republic

A. Sub-Theme: The Founding of the Roman Republic

Questions to Consider:

1. What brought about the replacement of monarchy in Rome and the establishment of a republic?
2. What are the characteristics of a Roman citizen portrayed in the early mythical heroes of the republic?

Key Concepts:

1. Students will describe the revolution that took place in Rome in 509 B.C.E. and draw possible historical parallels with the events in Athens of 508 B.C.E.
2. Based on reading of the early Roman heroes (e.g. Brutus, Lucretia, Cincinnatus) students will draw a portrait of the virtuous Roman citizen and compare and contrast with their concept of a virtuous citizen.

B. Sub-Theme: The Expansion of Rome

Questions to Consider:

1. What was the source of Rome's conflict with Carthage?
2. What characteristics of Rome permitted it to conquer the Mediterranean Basin?

Key Concepts:

1. Students will consider the significance of the influence of Rome's transition to a commercial economy and its influence on expansionism.
2. Students will consider the influence of the Roman political system and military innovations in explaining Rome's imperial success.

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GRADE 9**

THREE DEMOCRACIES

Unit II: The Roman Republic (continued)

C. Sub-Theme: The Roman Constitution

Questions to Consider:

1. What, according to Polybius, allowed Rome to suffer disastrous military defeats and yet rise and prosper again?
2. What is the structure of the Roman Republic?

Key Concepts:

1. Students will explain why Polybius chose to describe the Roman Constitution in the aftermath of Rome's near destruction at the hands of Hannibal.
2. Students, following Polybius, will outline and describe the formal structure and distribution of political power of the Roman system.

D. Sub-Theme: The Social, Economic and Cultural Impact of Rome's Conquests on Its Society

Questions to Consider:

1. What, according to Cato (The Elder), was the effect of the flow of wealth into Rome?
2. What method did Rome use to tax its subject peoples?
3. What effect did the influx of great wealth have on the character of the Roman peoples and the Roman agricultural system?
4. What impact did Rome's conquest of Greece, especially Athens, have on Rome?

Key Concepts:

1. Students will explain the meaning of Cato's statement that "Rome is the only city in the world where a jar of fish costs more than a yoke of oxen."
2. Students will describe the Roman system of "tax farming" its provinces and its vulnerability to corruption.

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THREE DEMOCRACIES

Unit II: The Roman Republic (continued)

3. Students will describe the impact of the creation of large landed estates and use of slave labor on the common Roman citizen.
4. Students will explain the meaning of Horace's aphorism, "By conquering, Rome was conquered by its conquests."

E. Sub-Theme: The Gracchi Brothers and Their Reforms

Questions to Consider:

1. What was the purpose of the Agrarian Law supported by T.S. Gracchus and the general reforms later offered by his brother Caius?
2. Who opposed these reforms? Why?
3. How does an observer explain the consequence of the conflict over the reforms offered by the Gracchi?

Key Concepts:

1. Students will describe how the Agrarian Law was a public policy meant to address a social problem and consider the question: "Is this a proper role of government?"
2. Students will assess the motives of the opponents of the Agrarian Law and consider the reasons for their opposition.
3. Students will assess the sources of the factional struggle in Rome and offer possible solutions that could have avoided bloodshed.

**WWSU SOCIAL STUDIES
GRADE 9**

THREE DEMOCRACIES

Unit II: The Roman Republic (continued)

F. Sub-Theme: Marius, Sulla and Civil War

Questions to Consider:

1. Why did the common people turn to a military leader, Marius?
2. What might be the political lesson of Marius' success?
3. How might the adoption of many of the reforms of the Gracchi have prevented the civil conflict of 106-80 B.C.E.?
4. What was the nature of Sulla's constitutional reforms?

Key Concepts:

1. Students will describe the rhetorical appeal of Marius and the motives of the plebeians in turning to him.
2. Students will assess the meaning and implications of Sallust's observation, "...if a man is ambitious for power, he can have no better supporters than the poor. They are not concerned about their own property because they have none and whatever will put something in their pockets is alright with them."
3. Students will review the conflict between Marius and Sulla and trace their origins to the social divisions that the Gracchi attempted to address.
4. Students will assess the reforms of Sulla and determine to what extent they served a particular faction or the republic as a whole.

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THREE DEMOCRACIES

Unit II: The Roman Republic (continued)

G. Sub-Theme: Crassus and Pompey

Questions to Consider:

1. What do the political lives of Crassus and Pompey reveal about the state of Roman politics?
2. What political failure is revealed in Spartacus' rebellion?
3. What dangerous political precedent is set by the Roman Republic in passing *lex Gabinia* and *lex Manilia*?

Key Concepts:

1. Students will describe the personal nature and contrasting sources of political influence of Crassus and Pompey.
2. Students will assess the short-lived success of Spartacus in light of past Roman political policy.
3. Students will assess the possible dangers of precedent in the laws giving Pompey the extraordinary powers provided by *lex Gabinia* and *lex Manilia*.

H. Sub-Theme: Cicero

Questions to Consider:

1. What characteristics does Plutarch reveal about Cicero?
2. Why was Cicero drawn to Athens?
3. What value does Cicero place on rhetoric?
4. What wisdom does Cicero display in his speech in *anti-Verres*?
5. Why did Cicero defend the Manilian Law?

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THREE DEMOCRACIES

Unit II: The Roman Republic (continued)

Key Concepts:

1. Students will summarize Plutarch's description of the character of this pivotal Roman citizen.
2. Students will describe the draw of Athens and the contemplative life Cicero sought, contrasting it with the active life he gained in Rome.
3. Students will consider and reflect on Cicero's statement, "Wisdom without rhetoric is useless and rhetoric without wisdom is dangerous."
4. Students will describe Cicero's ends and means in *anti-Verres* and evaluate his motives.
5. Students will analyze *pro Manilia* and consider Cicero's justification of his support of the Manilian Law and his possible motives.

I. Sub-Theme: Stoic and Epicurean Philosophies

Questions to Consider:

1. What are the key elements of the Stoic and Epicurean philosophies?
2. What is the connection between the vision of the universe and the ethical foundations of Epicurean and Stoic world views?

Key Concepts:

1. Students will compare and contrast Stoic and Epicurean points of view, describing their respective visions of order and chaos.
2. Students will describe the logical connection between cosmos and duty and chaos and pleasure.

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GRADE 9**

THREE DEMOCRACIES

Unit II: The Roman Republic (continued)

J. Sub-Theme: The Corruption of Roman Society

Questions to Consider:

1. According to Sallust, in what ways had Rome changed from the days of the early republic to 63 B.C.E.? What conditions made it ripe for revolution?
2. What was Catiline's appeal to the poor of Rome?
3. Upon the discovery and suppression of Catiline's conspiracy, what opposing advice is advocated by Caesar and Cato on the proper punishment of the conspirators?
4. Why was Cicero given the honorary title of "Father of his Country?"

Key Concepts:

1. Students will describe the social conditions of Rome and explain their connection to the instability of Rome's politics.
2. Students will assess the meaning and validity of Sallust's observation, "The poor make heroes of anyone who hates present government. Unhappy with their own lives, they hope for revolution. Rebellion brings them profit, because poverty has nothing to lose."
3. Students will assess and compare and contrast the speeches of Cato and Caesar on the punishment of Catiline.
4. Students will describe the key role of Cicero in his role of Consul in the discovery and suppression of the conspiracy of Catiline.

K. Sub-Theme: Opposing the Threat of Tyranny

Questions to Consider:

1. What was the source of Julius Caesar's power?
2. What were the contrasting approaches to defend the republic advocated by Cato and Cicero?
3. What do the letters of Cicero reveal about the conditions of Rome, his assessment of those conditions and his appraisal of his own impact on Rome and on Caesar?

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THREE DEMOCRACIES

Unit II: The Roman Republic (continued)

Key Concepts:

1. Students will assess the appeal of Julius Caesar in the context of the conditions in Rome, 63-50 B.C.E.
2. Students will compare and contrast the actions of Cato and Caesar in the defense of the Roman Republic against the threat of Caesar's tyranny.
3. Reading the letters of Cicero in parallel to the historical events described by Sallust, Plutarch and Caesar, students will assess the validity and appraise the likely accuracy of Cicero's commentaries, especially as they pertain to his view of Cato's actions.

L. Sub-Theme: The First Triumvirate's Demise and Civil War

Questions to Consider:

1. Why, in the end, did the Roman Senate turn to Pompey for support?
2. What is the relevance of Herodotus' description (in the mouth of Darius) on the end of democracies to the story of Caesar?

Key Concepts:

1. Students will assess the actions of the Roman Senate, beginning with the Gracchi brothers, and develop a thesis on what brought about the end of real power of the Senate by 45 B.C.E.
2. Students will reflect on and describe the relevance of Greek insights into the conditions that developed in the Roman Republic.

M. Sub-Theme: The Dictatorship of Julius Caesar

Questions to Consider:

1. What social and political conditions led to the assumption of absolute power by Caesar?
2. What, if anything, could have prevented the loss of the Roman Republic to the tyranny of the Caesars?

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THREE DEMOCRACIES

Unit II: The Roman Republic (continued)

Key Concepts:

1. Students will consider the observations of the primary and secondary sources at their disposal and describe the conditions that made the rise of Caesar possible.
2. Students will review the history of the decline of the Roman Republic and the rise of Julius Caesar and, using specific examples from their studies, offer generalizations on the causes of the republic's death.

Standards Addressed:

Fields of Knowledge: 6.1a, b, c, e; 6.2 g,h,l; 6.3 a,b; 6.4 aa; 6.4; 6.5 a,b,c; 6.6 c; 6.8 c; 6.9 a,aa,b,aaa,bb; 6.11 b,c; 6.12 a,b,aaa; 6.13 bb,aaa,bbb; 6.14 b,d,e; 6.15 dd,f; 6.17 a,aa,bb

Vital Results: 1.1 m,p; 1.3 d,g; 1.4 b,c; 1.5; 1.6 aa; 1.7 b,c,d,g; 1.8 g-k; 1.11 a-g; 2.1 c,f,ff; 2.2 c,d,dd,aaa; 4.5 aaa

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GRADE 9**

THREE DEMOCRACIES

Unit III: The Weimar Republic, 1918-1933

The Weimar Republic provides students with the opportunity to examine the events that brought about the loss of modern Germany's first experiment in democracy. Students will apply the lessons gained from their study of the Athenian democracy and the Roman Republic to the example of a twentieth century democracy whose demise had a world-wide and tragic end: the establishment of the Third Reich.

A. Sub-Theme: Prologue – The Founding of Modern Germany

Questions to Consider:

1. What were the principles of the Western political tradition expressed in the French Revolution?
2. What was the origin and meaning of the political spectrum terminology of "left" and "right" that came out of the French Revolution?
3. What was the German reaction to the ideals of the French Revolution?

Key Concepts:

1. Students will describe the (familiar) ideals of the French Revolution (The Spirit of the West) expressed in the revolutionary slogan: "Liberty, Fraternity, Equality".
2. Given a description of political attitudes of a variety of people, students will be able to place each on a political spectrum of left to right.
3. Students will describe and assess the reasons for the German reaction, left to right, to the spread of French Revolutionary ideals.

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THREE DEMOCRACIES

Unit III: The Weimar Republic, 1918-1933 (continued)

B. Sub-Theme: The German Empire, 1871-1918 (the Second Reich)

Questions to Consider:

1. What means were used to unify the German nation?
2. What was the nature of and attitude toward the German system of government under the Second Reich?
3. What were the prevailing social and cultural attitudes that supported Germany's authoritarian government?
4. What was the social cost of the rapid industrialization of Germany?

Key Concepts:

1. Students will describe the political implications of the success of a policy of "blood and iron" in the formation of modern Germany.
2. Students will assess the reasons for the general popular acceptance of Germany's weak representative assembly, the Reichstag, and the authoritarian government under the Kaisers.
3. Students will assess the social and political values of militarism and nationalism to the German government.
4. Students will assess the impact of the social dislocations caused by rapid industrialization and the factional divisions that ensued.

C. Sub-Theme: World War I, 1914-1918

Questions to Consider:

1. What was the source of Germany's enthusiasm for war and its later disillusionment?
2. What was the significance to Germany of the Russian Revolution and its eventual Communist victory?

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THREE DEMOCRACIES**

Unit III: The Weimar Republic, 1918-1933 (continued)

Key Concepts:

1. Students will assess the impact of the contrasting emotions of enthusiasm and disillusionment on the people of Germany in the aftermath of World War I.
2. Students will appraise the impact of the threat of a world-wide communist revolution on German politics.

**D. Sub-Theme: The Shaky Foundations of Germany's "Experiment in Democracy",
Weimar Republic, 1918-1923**

Questions to Consider:

1. What was the significance of newly born republic, not the old regime, signing the armistice to end the war?
2. What were the key terms of the Treaty of Versailles that may have planted the seeds of World War II?
3. What were the social consequences of the hyperinflation of the early 1920s?
4. What were the strengths and weaknesses of the Weimar Constitution?
5. What was the nature of the factional strife evident in the early years of the republic?
6. What was the significance of the trial, defense, and sentence of Adolph Hitler in the aftermath of the "Beer Hall Putsch"?

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THREE DEMOCRACIES

Unit III: The Weimar Republic, 1918-1933 (continued)

Key Concepts:

1. Students will consider the possible significance of the infant republic's identification with Germany's defeat.
2. Students will examine the key elements of the Treaty of Versailles and determine the extent to which its terms were too punitive or harsh.
3. Students will assess the causes and consequences of Germany's hyperinflation.
4. Students will assess the elements of the Weimar Constitution and consider its potential weaknesses.
5. Students will review the party platforms of the various political factions of the Weimar Republic, assessing their general appeal.
6. In assessing the consequences of Hitler's trial, students will react to the general public reaction to Hitler's defense.

E. Sub-Theme: Stability and Hope, 1923-1928

Questions to Consider:

1. What promise did Germany display during these, the best days of the Republic?
2. How were these stable times reflected in the election results for the Reichstag?

Key Concepts:

1. Students will describe the foundations of the relative stability of Germany from 1923-1928.
2. Students will assess the results of the mid-decade elections, noting the decline in the appeal of the extremist parties.

**WWSU SOCIAL STUDIES
GRADE 9**

THREE DEMOCRACIES

Unit III: The Weimar Republic, 1918-1933 (continued)

F. Sub-Theme: The Death of the Republic: Weimar Republic, 1928-1933

Questions to Consider:

1. What economic policies and events precipitated the collapse of Germany's economy?
2. What impact did economic depression have socially and politically on Germany?
3. What were appeals of the National Socialists and Adolph Hitler that allowed them to become the single most popular party in Germany by 1932?

Key Concepts:

1. Students will assess the impact of the Wall Street Crash and its impact on German economic conditions.
2. Students will assess the rising unemployment rates from 1929-1932 and determine their political impact on Germany.
3. Students will examine and analyze the Reichstag election results, 1928-1932, and review the NAZI Party platform, its political posters and the speeches of Hitler to assess the sources of National Socialist success.

G. Sub-Theme: Epilogue – The Third Reich and the Fascist Tyranny of the National Socialists

Questions to Consider:

1. Was the National Socialist Revolution a People's Revolution?
2. What undermined the democratic Weimar Republic causing it to slide into the dictatorship of Adolph Hitler?

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GRADE 9**

THREE DEMOCRACIES

Unit III: The Weimar Republic, 1918-1933 (continued)

Key Concepts:

1. Students will consider the primary and secondary sources and describe the assertion that the National Socialists were part of a mass, popular movement.
2. Students will review the history of Adolph Hitler's rise and, using specific examples from their studies, offer generalizations on the causes of the Weimar Republic's weaknesses, its death and the onset of the Third Reich.

Standards Addressed:

Fields of Knowledge: 6.1 a-e; 6.3 c,d,e; 6.4 aa; 6.5 a,b,c; 6.6 c,g; 6.9 a,aa,b,aaa,bb;
6.16 e; 6.17 aa,bb; 6.18 aa,b,c,d,aaa,bb,e; 6.19 b,e,g.

Vital Results: 1.1 m,p; 1.3 d-g; 1.4 b,c; 1.5, 1.6 aa; 1.13; 1.14; 1.15; 2.1 ff; 2.2 dd,aaa;
2.10; 2.11; 2.12; 2.13 a-c; 2.14 a-c; 4.5 aaa

**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN TO 12**

COMMUNITY SERVICE PROJECT GUIDELINES

Vermont Framework of Standards and Learning Opportunities

Vital Results – Service

- 4.1 Students take an active role in their community. This is evident when students:
- a. Plan, implement and reflect on activities that respond to community needs; and
 - b. Use academic skills and knowledge in real life community situations.

Democratic Processes

- 4.2 Students participate in democratic processes. This is evident when students:
- a. Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.

In an effort to address these standards and promote social awareness and responsibility, the Committee expects all students Pre-K through 12 to participate in community service projects yearly. Community service projects may be pursued in a variety of subject areas as is relevant to the particular curriculum. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

Projects can be designed and implemented in a variety of ways. In the earlier grades, it may be more appropriate for the teacher to direct the project, ensuring that students have the opportunity for reflection as well as for participation. As a student matures and develops more independence and awareness of the world around him/her, it can be expected that he/she would design a project which speaks to his/her unique interests and the need of the “community.”

Examples of community service projects could include, but are not limited to:

- Entire school participation in Green-Up Day;
- Student volunteer at the Humane Society;
- Student volunteer at Special Olympics;
- Student tutoring within the school or Washington West S.U.;
- Visiting the elderly;
- Fundraising for the American Cancer Society;
- Participating in a corporate run fundraiser to benefit research;
- In-school recycling; and
- Fundraising to assist local historical societies preserve the past.

**WWSU SOCIAL STUDIES
GRADE 10**

WORLD HISTORY

INTRODUCTION

At Harwood, World History is taught on two levels to sophomores. The framework of content, as well as of sequence remain essentially the same on both levels, but the scope and focus do change according to the differing demands and expectations.

The non-honors level of World History is not focused exclusively on pure scholarship. It is, however, designed to be challenging and is constantly being adjusted as seems appropriate to ability levels. This goal is accomplished in terms of a gradual shift towards increasingly higher levels of abstract thinking skills.

Each unit routinely begins with a clear understanding of geography. Thematically, the emphasis is similar to the thesis of global development posited by Jared Diamond in his recent book, *Guns Germs and Steel*. The background for the first sub-topic, for example, relies heavily on the history and technological developments of the Chinese. The interaction along the geographical axis of Eurasia provides a solid cause and effect pattern, which in turn explains a great deal of subsequent history.

World History students are expected to retain a body of knowledge, become more observant and discriminating about current events, and have an accurate sense of geography. They also have a broad view of the problems faced in human history, and the gradual progression of political ideas.

Sub-Topics/Themes:

- I. Colonization and Imperialism 1492-1950**
- II. The Enlightenment / Age of Revolution 1689-1917-1949**
- III. Totalitarianism, Fascism, Communism 1920-2001**
- IV. Democracy and Capitalism 1689-2001**
- V. Transcending Nationalism**

**WWSU SOCIAL STUDIES
GRADE 10**

WORLD HISTORY

Sub-Topic/Theme: Colonization and Imperialism 1492-1950

Questions to consider:

1. How did the continent of Europe erupt from the medieval period into the Age of Exploration?
2. What were the technologies that made modern European civilization possible? Where did they come from? What were some of the cultural clashes involved?
3. How were the cultures of the non-European world different?
4. Who are some of the principal personalities involved with this time period? How can we examine them and the roles they played?
5. How will the legacy of imperialism shape the global politics of the twenty-first century?

Key Concepts:

1. A common religion, improved technology and widespread literacy combined to produce a crusading European civilization.
2. The inventions that changed world history originated in China. These include gunpowder, the concept of zero, paper, and the magnetic compass. These inventions found their way to the west and ironically, when they came back to China these inventions were used to humiliate the country of their origin.
3. Even a society as ancient and sophisticated as China thought largely in cycles and patterns. They were unready for the western attitude, and considered Europeans to be barbarians.
4. Christopher Columbus was typical of his era. His ambition was to be the governor of Japan and Asia. He relied upon Arabic inventions to further his cause, even though Islam was the traditional and bitter enemy of Spain. His treatment of the natives was typical of his culture's attitude and set an unfortunate precedent for future treatment of indigenous peoples.
5. The Treaty of Nanking in 1842 began an era of Chinese history during which the Chinese were completely helpless in the management of their own country.

Standards Addressed: 6.1f; 6.2f; 6.3e; 6.4 ddd; 6.5 d; 6.6 f,g; 6.7 bbb; 6.8 aaa; 6.14 e; 6.18 aaa; 6.19 g
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**WWSU SOCIAL STUDIES
GRADE 10**

WORLD HISTORY

Sub-Topic/Theme: The Enlightenment/Age of Revolution 1689-1917-1949

Questions to consider:

1. Since revolutions are reactions, what social and political conditions must have had to exist within a society in order for revolutionary upheaval to occur?
2. If revolution, by definition, is a disruption, can a pattern be discovered which demonstrates the process of revolution itself?
3. The term revolution has been applied to other patterns of change, such as the Industrial Revolution. What cause and effect relationships can be mapped out when comparing this sort of revolution to political events such as the Glorious Revolution, The American Revolution, The French, Russian and Chinese Revolutions?
4. What is the political spectrum? How is it reflected in current events?
5. Can a relationship be established between ideas and actions? How do the writings of philosophers and social thinkers drive the actions of social change? Are we living in a revolutionary period?

Key Concepts:

1. A long tradition of arbitrary theocracy had led to such extended tragedies as the Witchcraft persecutions, the Wars of Religion and other disasters.
2. Crane Brinton's study, *Anatomy of Revolution* and George Orwell's *Animal Farm* suggest that political revolutions, at least, tend to follow a pattern where traditional society is temporarily destroyed by revolution but the previous power structure is merely replaced by a Napoleon, Stalin or Mao.
3. The Industrial Revolution of the eighteenth and nineteenth centuries radically changed the entire global environment. This prompted the thinking of Karl Marx, who also studied the French Revolution. The political spectrum of Left, Center and Right is still used to understand political systems.
4. The beginning of the Age of Reason is referred to as the Enlightenment. Thomas Jefferson was an example of an Enlightenment thinker, and his thinking had a profound effect on such important modern figures as Ho Chi Minh.

Standards Addressed: 6.1 aaa; 6.4 ddd; 6.6 e,f,g; 6.7 bbb; 6.8d; 6.10 bbb,ccc

**WWSU SOCIAL STUDIES
GRADE 10**

WORLD HISTORY

Sub-Topic/Theme: Totalitarianism, Fascism, Communism 1920-2001

Questions to Consider:

1. Why is it that Marxism became a mirror image of Fascism?
2. What are the basics of totalitarian philosophy? What is the Cult of Personality?
3. Do fascists and other totalitarians distinguish between means and ends?
4. Why has the theory of communism not worked as it was supposed to?

Key Concepts:

1. The Soviet-German non-aggression pact of 1939 showed that Stalin and Hitler were effectively the same.
2. Stalin, Hitler and Mao Zedong are listed as the leaders in mass killing during the twentieth century.
3. Hitler's rise to power was within a democratic political structure. Stalin was a master of manipulation. Mao stated frequently that the ends invariably justified the means.
4. As the collapse of the Soviet Union indicated, Communism did not function as promised. China has been forced to compromise its economic rigidity and adapt a market economy. This has led to becoming Most Favored Nation in global economics.

Standards Addressed: 6.1 aaa,f; 6.2 h; 6.3 e; 6.4 ddd; 6.5 d; 6.6 e,f,g; 6.7 bbb; 6.8 cc;
6.10 bbb; 6.11 c; 6.14 e

**WWSU SOCIAL STUDIES
GRADE 10**

WORLD HISTORY

Sub-Topic/Theme: Democracy and Capitalism 1689-2001

Questions to Consider:

1. What is a democracy? What societies have made this form of government succeed?
2. How has free enterprise capitalism replaced previous economic systems?
3. From the Industrial Revolution to the present, world events have been influenced by markets and materials. How can this be best understood?
4. Who are the peoples of the Third World and what will they expect from the post-millennial global economy ?

Key Concepts:

1. Constitutional Monarchies such as Britain's were forced to compromise, especially after the English Civil War. Other countries, such as France, adjusted their power sharing through a series of republics.
2. As colonialism developed, European countries began to view their overseas acquisitions as economic monopolies and sources of free raw materials. Patterns developed which pitted European civilization against the backward sectors of the world.
3. From the Triangular Trade to the Opium Wars and the imperialist "Scramble for Africa", western nations have had a history of exploiting the natural and human resources of other continents.
4. Previously referred to as underdeveloped nations, the term Third World refers to an increasingly large sector of the world's population.

Standards Addressed: 6.1 aaa; 6.4 ddd; 6.5 d; 6.6 f; 6.7 aaa, bbb

**WWSU SOCIAL STUDIES
GRADE 10**

WORLD HISTORY

Sub-Topic/Theme: Transcending Nationalism

Question to Consider:

1. Is the implied concept an optimistic or a pessimistic one?

Key Concept:

1. Although George Orwell's dire predictions for 1984 did not happen quite as he outlined them, he did see a "new world order" in which global power blocks controlled the world, and nations, as such, no longer existed. Whether or not this state of international affairs is yet to come remains unclear.

Standards Addressed: 6.7 ccc; 6.8 bbb

**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN TO 12**

COMMUNITY SERVICE PROJECT GUIDELINES

Vermont Framework of Standards and Learning Opportunities

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Examples of community service projects could include, but are not limited to:

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**WWSU SOCIAL STUDIES
GRADE 10**

WORLD HISTORY HONORS

INTRODUCTION

World history at Harwood is taught as a sophomore course. There are two levels. The framework of content, as well as of sequence remain the same on both levels, but the scope and focus of the respective curricula reflect the differing demands and expectations.

Honors level students are held to a rigorous level of scholarship. They are expected to not only have a solid grasp of global geography, but also to have a sound understanding of the history of cartography. A thematic conundrum which is included in each unit has to do with the ongoing question: Why are maps subjective by nature when they are supposed to relay objective information? The difficulties of working out the "truth" in maps, documents and other sources are at the heart of sophisticated scholarship.

Honors level students are expected to analyze and write essays in response to complex selections from prominent scholars such as C.J. Jung, W. McNeill, and C.S. Lewis. This process builds upon itself as students increase their vocabulary and their ability to make connections as they continue to develop active thinking skills. Various thematic activities will concentrate on understanding as well as demonstrating both inductive and deductive reasoning.

An essential part of scholarship involves being able to practice effective research. Honors level students are challenged to always cross-reference and meticulously cite sources of information, both traditional and internet. This becomes especially important in the writing of their detailed biography project, where discriminating historical judgment, factual precision and an element of imagination are vital for success.

Sub-Topics/Themes:

I. Colonization and Imperialism 1492-1950

II. The Enlightenment and The Age of Revolution 1689-1917-1949

III. Totalitarianism, Fascism, Communism 1920-2001

IV. Democracy and Capitalism 1689-2001

V. Transcending Nationalism

**WWSU SOCIAL STUDIES
GRADE 10**

WORLD HISTORY HONORS

Sub-Topic/Theme: Colonization and Imperialism 1492-1950

Questions to Consider:

1. Since revolutions are reactions against the status quo, what social and political conditions must be presumed to exist within any given society in order for revolutionary upheaval to occur?
2. If revolution, by definition, is a disruption of the socio-political norm, can a generic profile be constructed in order to model the process of revolution itself? Can it be related to the Hegelian Dialectic model of Thesis-Antithesis-Synthesis?
3. The term revolution has been applied to technological and economic patterns of change, such as the Industrial Revolution. What cause and effect relationships suggest themselves when comparing this sort of revolution to more strictly political events such as the Glorious Revolution, The American Revolution, The French, Russian and Chinese Revolutions?
4. What is the derivation of the concept of the political spectrum? How did the left-center-right rubric of political position come to exist?
5. Can a relationship be ascertained to exist between ideas and actions? How do the writings of philosophers and social thinkers drive the actions of social change?

Key Concepts:

1. "Eracez L'Infame!" Voltaire, the eighteenth century philosopher, made it clear that an infamous thing existed, which needed desperately to be erased. He referred to the existing power structure of France. A long tradition of Theocracy had led to such extended tragedies as the Witchcraft persecutions, Wars of Religion and other disasters.
2. Crane Brinton's study, *Anatomy of Revolution*, suggests that political revolutions, at least, tend to follow a pattern approximating the Hegelian model. The thesis equals status Quo, with a traditional hierarchical society destroyed by the leveling antithesis of revolution. Synthesis ironically arrives with the replacement of previous power structure by a Napoleon, Stalin or Mao.

**WWSU SOCIAL STUDIES
GRADE 10**

WORLD HISTORY HONORS

Sub-Topic/Theme: Colonization and Imperialism 1492-1950 (continued)

3. The Industrial Revolution of the eighteenth and nineteenth centuries radically altered not only Europe, but the entire global environment of both space and time. This in turn prompted the thinking of the most famous of modern revolutionaries, Karl Marx, who theorized that Hegel's dialectic could be applied to economic modes. This was referred to as "Dialectic Materialism".

Left	Center	Right
Anarchy Jacobin/Socialist	Liberal Conservative monarchist Fascist	Marxist

This simplified version of the generic political spectrum has its origins in the arrangement of the revolutionary government of France. It has since been expanded to include more modern thinkers, and can also be applied retroactively to earlier societies and social philosophies.

4. Collectively, the school of thought of which Voltaire was a founder is referred to as the Enlightenment. The English Revolution, The Restoration and subsequent Glorious Revolution were all studied carefully by Voltaire and friends. Their Enlightenment ideas were in turn embraced by such radical social thinkers as Thomas Jefferson, whose Declaration of Independence has had an immense and enduring influence on precedent setting revolutionaries from Danton to Ho Chi Minh.

Standards Addressed: 6.1 aaa, 6.4 ddd, 6.6e,f,g , 6.7 bbb, 6.8d , 6.10 bbb, ccc

**WWSU SOCIAL STUDIES
GRADE 10**

WORLD HISTORY HONORS

Sub-Topic/Theme: The Enlightenment and The Age of Revolution 1689-1917-1949

Questions to consider:

1. How did the demographically, geographically and culturally weakened continent of Europe erupt from the medieval period into the Age of Exploration, circumnavigating the globe, while militantly expanding its commercial and territorial horizons?
2. What were the techniques and technologies which propelled modern European civilization and where did these come from? Is it possible to penetrate and evaluate the mentalities behind patterns of emerging cultural diffusion and conflict?
3. In what ways did the cultures of the non-European world differ in their perceptions and values from those of western, Christian civilizations?
4. Who are some of the principal personalities involved with this time period? How can we examine them and the roles they played in a microcosmic sense as embodiments and representatives of the macrocosmic situation?
5. When making an attempt to understand current events and construct educated predictions about the future, how will the legacy of imperialism shape the global politics of the twenty-first century?

Key Concepts:

1. A common religion, concept of linear time, and widespread literacy combined to produce a phenomenally technological and crusading European civilization.
2. The overwhelming majority of the inventions that would transform world history originated in China. These include gunpowder, the mathematical concept of zero, paper, and the magnetic compass. These inventions found their way to the west via the Arabs and Islam. In the nineteenth century, these technologies, adapted to an aggressively expansionist culture, came back to China and humiliated the country of their origin.
3. Generally speaking, a clear distinction can be drawn between types of culture. Those cultures that were about to come into conflict with emerging European power had a very different conception of time, for example. Even a society as ancient and sophisticated as China thought largely in cycles and patterns of synchronicity, rather than causality and linear motifs.

**WWSU SOCIAL STUDIES
GRADE 10**

WORLD HISTORY HONORS

**Sub-Topic/Theme: The Enlightenment and The Age of Revolution 1689-1917-1949
(continued)**

4. Christopher Columbus provides a case history of a typical European of his era - a crusading Christian (his very name means "Christ Carrier") whose ambition was to be the governor of Japan and Asia. He relied upon Arabic inventions to further his cause, even though Islam was the traditional and bitter enemy of Spain. His treatment of the natives was typical of his culture's attitude and set an unfortunate precedent for future treatment of indigenous peoples.

5. The Treaty of Nanking in 1842 began an era of Chinese history during which the Chinese were completely helpless in the management of their own country. Imperialism on the part of the west became cooperative in the Spheres of Influence. All the major coastal cities were administered by European countries. The last of the Chinese cities to remain under foreign domination was Macao.

Standards Addressed: 6.1 f; 6.2 f; 6.3 e; 6.4 ddd; 6.5 d; 6.6 f,g; 6.7 bbb; 6.8 aaa; 6.14 e; 6.18 aaa; 6.19 g

**WWSU SOCIAL STUDIES
GRADE 10**

WORLD HISTORY HONORS

Sub-Topic/Theme: Totalitarianism, Fascism, Communism 1920-2001

Questions to Consider:

1. How valid is the linear political spectrum when theory is disregarded for the study of actual practice? Ignoring Anarchy as a viable political philosophy, why is it that Marxism has eventually transmuted into a mirror image of Fascism?
2. What are the basic tenets of totalitarian philosophy and how are they reflected in the Cults of Personality? Can connections be made between the technological development of modern societies and the flow of power to the top of various hierarchies?
3. Is it possible to isolate and itemize the modus operandi by which fascist powers subvert political process to consolidate power? Do fascists feel the need to distinguish between means and ends?
4. Why is it that the egalitarian promise of communism has proven to be so illusory? How did it happen that the synthesis predicted by Dialectic Materialism failed to occur?

Key Concepts:

1. The Soviet-German non-aggression pact of 1939 and the subsequent co-invasion of Poland clarified the actual close similarity between two theoretically diametrically opposed political systems. Stalin and Hitler were effectively the same.
2. Stalin, Hitler and Mao Zedong are listed as the primary architects of mass killing within the twentieth century. They ruthlessly projected themselves as the personification of their respective nations. Their understanding of the technologies of force made their visions and applications of power more efficient than those available to any previous tyrants.
3. Hitler's rise to power was a combination of street fighting and maneuvering within a democratic political structure. Stalin was a master of manipulation and construction of political power bases with the elimination of all potential enemies as a top priority. Mao stated frequently that the ends invariably justified the means.
4. As the collapse of the Soviet Union indicated, Marxist-Leninist Communism did not function as promised. State owned and subsidized business and industry, especially agriculture, failed to provide a reasonable standard of living except for the elite classes. China has been forced to compromise its economic rigidity and adapt a market economy, leading to its delicate cooperation with the United States.

Standards Addressed: 6.1 aaa, f; 6.2 h; 6.3 e; 6.4 ddd; 6.5 d; 6.6 e,f,g; 6.7 bbb; 6.8 cc; 6.10 bbb; 6.11 c; 6.14 e

**WWSU SOCIAL STUDIES
GRADE 10**

WORLD HISTORY HONORS

Sub-Topic/Theme: Democracy and Capitalism 1689 - 1999

Questions to Consider:

1. What, exactly, is a democracy, and what nations and/or societies can be said to have developed this form of government during the timeframe under consideration?
2. How has free enterprise capitalism (as promoted by Adam Smith in his influential work *The Wealth of Nations*) replaced the previous mercantile economic situation?
3. Since it appears to be true that from the Industrial revolution to the present, world events have been enormously influenced by the interplay between markets and materials, how can this dynamic be best understood?
4. Who are the peoples of the Third World and what will they expect from the post-millennial global economy?

Key Concepts:

1. Constitutional Monarchies such as Britain's were forced to compromise with emerging enlightenment political sensibilities, which in turn would preclude another violent political disruption such as the English Civil War. Other countries, such as France, saw the eventual emergence and succession of a series of republics.
2. As colonialism developed, European countries began to view their overseas acquisitions as economic monopolies and sources of free raw materials. These resources were in turn used by the "mother country" and the colonies were expected to be a closed market for manufactured goods.
3. From the Triangular Trade to the Opium Wars, power within the relatively modern, industrialized world has flowed in certain discernable military - socio/economic patterns. Even the measured division of the globe into latitudinal and longitudinal grids is merely a metaphor; the prime meridian runs through Greenwich, England because of the Royal Navy.
4. Previously referred to as "underdeveloped nations", the term "Third World" refers to the economically disenfranchised demographic majority of world population.

Standards Addressed: 6.1 aaa; 6.4 ddd; 6.5 d; 6.6 f; 6.7 aaa, bbb

**WWSU SOCIAL STUDIES
GRADE 10**

WORLD HISTORY HONORS

Sub-Topic/Theme: Transcending Nationalism

Question to Consider:

1. Is the implied concept an optimistic or a pessimistic one?

Key Concept:

1. Although George Orwell's dire predictions for 1984 did not happen quite as he outlined them, he did see a "new world order" in which global power blocks controlled the world, and nations, as such, no longer existed. Whether or not this state of international affairs is yet to come remains unclear.

Standards Addressed: 6.7 ccc; 6.8 bbb

**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN TO 12**

COMMUNITY SERVICE PROJECT GUIDELINES

Vermont Framework of Standards and Learning Opportunities

Vital Results – Service

- 4.1 Students take an active role in their community. This is evident when students:
- a. Plan, implement and reflect on activities that respond to community needs; and
 - b. Use academic skills and knowledge in real life community situations.

Democratic Processes

- 4.2 Students participate in democratic processes. This is evident when students:
- a. Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.

In an effort to address these standards and promote social awareness and responsibility, the Committee expects all students Pre-K through 12 to participate in community service projects yearly. Community service projects may be pursued in a variety of subject areas as is relevant to the particular curriculum. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

Projects can be designed and implemented in a variety of ways. In the earlier grades, it may be more appropriate for the teacher to direct the project, ensuring that students have the opportunity for reflection as well as for participation. As a student matures and develops more independence and awareness of the world around him/her, it can be expected that he/she would design a project which speaks to his/her unique interests and the need of the “community.”

Examples of community service projects could include, but are not limited to:

- Entire school participation in Green-Up Day;
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**WWSU SOCIAL STUDIES
GRADES 10 TO 12**

OTHER VOICES (Elective)

INTRODUCTION

Other Voices is a social studies elective offered to students in grades 10 through 12, which focuses on:

- a. the principles of American Constitutional Democracy
- b. the rights and privileges of citizens within a democracy
- c. responsibilities of the individual within a democracy
- d. the historical roots of individuals who are excluded from the democratic processes whose identity is separate from that of the mainstream
- e. current status of groups identified as "Other Voices"
- f. determination if "Other Voices" groups can be reconciled with mainstream culture or if it is necessary within the framework of American Democracy.

Students will explore the following groups traditionally identified as "Other Voices," but may not be exclusive of future additions or omissions, as may be more inclusive of current events:

- a. women
- b. senior citizens
- c. people of color
- d. Native Americans
- e. political prisoners
- f. teen parents
- g. animal rights and environmental activists
- h. neo-Nazis and white supremacists
- i. Teen computer hackers
- j. teen anarchist groups

Working individually and in cooperative groups, students will explore primary source material, oral history, literature, film, music, art and secondary sources as they discover the contributions made by Other Voices to contemporary American culture. The course will culminate with a history project compiled by students integrating all topic areas. This will enable students to make personal contributions to the historical heritage of the Harwood community.

Sub-Topics/Themes:

- 4. The Constitution, American Democracy, and Participation of the Individual**
- 5. Defining Other Voices**

**WWSU SOCIAL STUDIES
GRADES 10 TO 12**

OTHER VOICES (Elective)

6. Sub-Topic/Theme: The Constitution, American Democracy and Participation of the Individual

Questions to Consider:

7. What are the roots of American Democracy and its heritage?
8. What are the fundamental rights protected by our Constitution, Bill of Rights, and subsequent amendments?
9. Which individuals were excluded from the original framing of the Constitution and why?
10. At what point was the Constitution first amended and why?
11. What is the process for amending the Constitution as it relates to all three branches of government?
12. What are the rights bestowed upon each individual regardless of color, religion, gender, etc. and protected by the Constitution?

Key Concepts:

13. Students will be provided an overview of the Constitutional period in American history. An examination of the historical context, the founding fathers, the Constitutional Convention of 1787 and the primary issues debated at the convention will enable students to make informed decision regarding the framework of American government.
14. Students will use case studies and trial transcripts to research and understand the articles, amendments and rights prescribed by our Constitution, Bill of Rights and the subsequent amendments.
15. Students will be able to reflect upon the historical context of the Constitutional Convention of 1787 and identify which groups of Americans were originally excluded from the representation process.
16. Students will be able to trace the struggle women, blacks, Native Americans and immigrants had in achieving equal Constitutional representation through due process (5th, 6th, and 7th Amendments), the end of slavery and involuntary servitude (13th Amendment), the rights granted to all citizens for equal

representation in the 14th Amendment, universal suffrage for males regardless of color (15th Amendment), and finally for women's suffrage in the 19th Amendment of 1920.

**WWSU SOCIAL STUDIES
GRADES 10 TO 12**

OTHER VOICES (Elective)

17. Sub-Topic/Theme: The Constitution, American Democracy and Participation of the Individual (continued)

18. Students will be able to identify the political processes within the three branches of government for lobbying and the power that special interest groups have had and continue to have in the amendment process.
19. Students will be able to identify the personal characteristics of physical appearance, personal values, political values, and goals of citizens who appear to fall outside mainstream America. Conversely, students will identify what characteristics constitute the profile of a member of mainstream America.

Standards Addressed: 6.9 aaa, bb; 6.10 aaa, bbb; 6.11 c; 6.12 aaa, bb; 6.17 bb; 6.18 bb, e; 6.19 g, h Vital Results: 1.7 a; 1.11 e, f, a; 1.19; 1.22; 3.10; 3.11; 4.2 a

**WWSU SOCIAL STUDIES
GRADES 10 TO 12**

OTHER VOICES (Elective)

II. Sub-Topic/Theme: Defining Other Voices

Questions to Consider:

20. What are the criteria for identifying "Other Voices"? What are the characteristics these people or groups of people have that contribute to their exclusion from mainstream America?
21. How have historical influences contributed to creating an identity of "Other Voices" for various citizens within the United States?
22. What is the quality of life for individuals either targeted as "Other Voices" by the mainstream or as a result of personal choice?
23. What Constitutional rights, if any, are denied to those "Other Voices" and what is the purpose for this process? How can "Other Voices" be reconciled with mainstream America or is it necessary for the American Democracy? What purpose do these "Other Voices" serve within our nation's history (past and present) and predictable future?

Key Concepts:

24. Students will learn to identify the roots of exclusion from the political process by reviewing famous and not so famous rebellions, events and laws within the American past. Some examples include: The Stamp Act Riot of 1765, Daniel Shay's rebellion, Nat Turner's rebellion of 1837, the Draft Riots of 1863, the Railroad strikes of 1877, Sacco and Vanzetti trial of 1920, Moonshiners and Rumrunners of the Prohibition era, etc.
25. Students will develop an appreciation for various lifestyles by comparing and contrasting mainstream or majority lives with living situations of minorities of "Other Voices." The comparison process will help students identify the differences between personal choice and exclusion from the democratic process within the United States.
26. Students will review and participate in a mock trial whose defendant represents either an individual or group of Americans who have been denied their Constitutional rights. The primary objective is to reinforce student knowledge of the Constitution, Bill of Rights, and the processes of American government while attempting to decide if Other Voices should or can be reconciled with mainstream America.

**WWSU SOCIAL STUDIES
GRADES 10 TO 12**

OTHER VOICES (Elective)

II. Sub-Topic/Theme: Defining Other Voices (continued)

27. Students will synthesize their knowledge of each component of the course by creating a final project. The project idea will be generated by the individual student and must include their understanding of each of the key concepts as listed in the curriculum plan.

Standards Addressed: 6.1 d; 6.3 e; 6.4 ddd; 6.5 c

Vital Results: 1.7 g; 1.8 j,k; 1.9 g,h,i,j,k; 1.18; 1.19; 1.21; 1.22; 3.10; 3.11; 4.2 a

**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN TO 12**

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**WWSU SOCIAL STUDIES
GRADE 11**

**UNITED STATES HISTORY
Reconstruction to the Present**

INTRODUCTION

U.S. History is the study of the political, social, and economic struggle of the American people. Howard Zinn's text, *A People's History of the United States*, will be supplemented with a wide variety of traditional textbooks, primary documents and sources, photographs, video and, when available, artifacts.

Working individually and in cooperative groups, students will explore historical resources to discover the history of our nation's past.

Sub-Topics/Themes:

The Gilded Age, 1877-1900

Economics

World War I, Imperialism, and Materialism

The Harlem Renaissance, Materialism, and Social Revolution 1920-1930

World War II and the Cold War

The 1950s

Vietnam, 1962-1973 and the Turbulent 60s

The 70s, 80s, and 90s

**WWSU SOCIAL STUDIES
GRADE 11**

UNITED STATES HISTORY

Sub-Topic/ Theme: The Gilded Age, 1877- 1900

Questions to Consider:

1. What caused the development of the Second Industrial Revolution?
2. What global trends contributed to the rise in United States immigration during the 1890s and early 1900s?
3. How did the development of monopolies impact the lives of immigrants, the working class and middle class Americans?
4. The formation of workers' unions, during the late 1890s was a reaction to what economic, social and political developments within the United States?
5. What is nationalism and how did the role of nationalism lead to establishing and justifying imperial interests in the Philippines, Cuba, Puerto Rico and Central America?
6. What are the social implications of late Victorian period values and past times? How did these characteristics contribute to the contrast between class experiences and living conditions during the Gilded Age?
7. Who were the Robber Barons of the Gilded Age, and what are their contributions to American economic and political policies and practices?
8. What is machine politics and how did it impact the political, social and economic experiences of Americans regardless of class?

Key Concepts:

1. Reconstruction policies of post Civil War America led to further advances in industrial technology and the need for a large labor force.
2. Economic failures and depressions in the 1870s led to consolidation of resources and corporate ownership, thus resulting in monopolies.
3. Imperial interests and relative economic prosperity of the United States during the Gilded Age contributed to the spread of American consumerism and resulting immigration due to global economic and cultural crisis outside the United States.
4. The late Victorian values of upper middle class reflect the widening gap between poor white, black and immigrant labor and the Robber Barons (i.e. Carnegie, Rockefeller, Morgan, Dupont, etc.).

**WWSU SOCIAL STUDIES
GRADE 11**

UNITED STATES HISTORY

Sub-Topic/ Theme: The Gilded Age, 1877- 1900 (continued)

5. Labor unions such as the Industrial Workers of the World developed as a reaction to the poor working conditions, long hours, meager pay, and exploitation of the working class.

Standards: 6.4 ddd; 6.5 d; 6.6 e,f,g; 6.7 aaa, bbb; 6.10 aaa, bbb; 6.11 c; 6.12 aaa;
6.13 aaa; 6.14 e
Vital Results: 1.1 f,g,h; 1.6 aa; 1.7 d,g; 1.11 e,f,g

**WWSU SOCIAL STUDIES
GRADE 11**

UNITED STATES HISTORY

Sub-Topic/Theme: Economics

Questions to Consider:

1. What are the elements of the four basic economic systems?
2. What were the elements of market capitalism in America during the 1890s?
3. How did the change in industrial technology impact the means of U.S. corporate production levels?
4. How did the immigrants provide the means of sustaining advancements in industrial technology through wage slave conditions and exploitation?
5. How did factory workers' wages, working conditions and lives reflect the values and principles of market capitalism and monopolies of the 1890s?
6. What was liberalism as applied to economic principles and the impact upon immigrant labor forces in the United States and in American imperial territories?

Key Concepts:

1. Social Darwinism, laissez-faire and liberalism of the 1890s contributed to the economic policies of monopoly and trust building.
2. Due to the Second Industrial Revolution during the post Civil War era, the means of production and subsequent economic prosperity of the United States contributed to the imperial interests in the Philippines, Puerto Rico, Cuba and Central America.
3. The advancements in market capitalism within the United States had specific social and political impacts on American and immigrant lives during the Gilded Age.

Standards: 6.15 g,h,i; 6.16 g,h; 6.17 bb; 6.18 aaa, bb
Vital Results: 1.1 f,g,h; 1.6 a, aa; 1.7 d,g; 1.11 e, f, g

**WWSU SOCIAL STUDIES
GRADE 11**

UNITED STATES HISTORY

Sub-Topic/ Theme: World I, Imperialism and Materialism

Questions to Consider:

1. How did 1890s industrial developments impact population distribution, rural and urban, in America, 1900 to 1920?
2. What was the impact of agricultural consolidation programs on individually owned family farms?
3. How did the development of American economic policies change agricultural production and the lives of Americans for all classes, races and ethnicities (including Native Americans in the west)?
4. What were American imperial interests that developed in Eastern Europe, Asia and Southeast Asia?
5. What were the United States' political positions during the early stages of World War I?
6. Why did labor unions strike, support anti-war protests and participate in draft riots and refuse to register for draft cards?
7. How and why was propaganda developed?
8. How did the United States government homogenize its diverse citizenry and revive concepts of nationalism and unity?
9. What economic, social and political factors prompted the United States to enter World War I?

Key Concepts:

1. The Second Industrial Revolution drew many unemployed people from rural America into urban areas of the country. Migration from rural to urban areas, coupled with mass immigration, led to conflicts between races, classes, citizens, and immigrants.
2. Corporate farming developed as a result of the Second Industrial Revolution. Small family farms were unable to compete with growing corporate agri-business and were forced into foreclosure.
3. Strong farming special interest groups developed powerful agricultural lobbying groups. The development of Granges and agricultural subsidies resulted in and reflected the power that farming communities wielded in Congress.

**WWSU SOCIAL STUDIES
GRADE 11**

UNITED STATES HISTORY

Sub-Topic/Theme: World I, Imperialism and Materialism (continued)

4. Many agricultural ranges and groups revived "traditional" American values that were exclusionary of minorities. This trend helped contribute to a revival in feelings of nationalism and patriotism. These themes lead to the final subjugation and extermination of remaining Native American tribes in the west.
5. Corporate agricultural interests led to increases in exportation of grains and other farm commodities on the international market. America reinforces its reputation as the breadbasket of the world.
6. Foreign markets for agricultural and industrial products open up in Eastern Europe and Asia.
7. Due to economic interest in Eastern Europe and Asia, the United States takes a position of neutrality in the developments of World War I. American factory and agricultural workers support U.S. neutrality positions.
8. Due to the revival of nationalism and patriotism, the American government takes a stronger interest in World War I. President Wilson outlines his plans for peace and national self-determination.
9. A propaganda plan is developed by the U.S. Government to mobilize mainstream Americans and bring about an end to factory worker draft riots.
10. Germany sinks four American ships in March 1917, and the United States can no longer maintain its position of neutrality and enters the war.

Standards: 6.3 e; 6.7 bbb; 6.8 cc; 6.9 aaa, c; 6.10 bbb; 6.11 c; 6.12 aaa; 6.15 g, h, i; 6.17 bb; 6.18 aaa, bb Vital Results: 2.1 ff; 2.2 aaa; 2.3 aaa
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**WWSU SOCIAL STUDIES
GRADE 11**

UNITED STATES HISTORY

Sub-Topic/Theme: 1920 to 1930

The Harlem Renaissance, Materialism, and Social Revolution

Questions to Consider:

1. How did World War I impact American nationalism?
2. How did World War I impact American economic prosperity?
3. What were the social class differences regarding economic prosperity and political representation?
4. In what ways did post-World War I values clash with pre-World War I agrarian values?
5. What were the cultural changes and developments that took place within American society for women, African Americans and immigrants?
6. What is the Harlem Renaissance and how did it impact the arts, entertainment and music world?
7. How did African-American culture impact mainstream America?
8. How did industrial mass production, resulting from WWI, bring about changes in consumer demand and business practices and change ideas of self-worth for many Americans?
9. What is the social revolution that took place in America during the roaring 20s and how did it impact many social groups, i.e.: women, blacks, immigrants and middle class whites?
10. When did the stock market crash occur and what were the contributing economic factors?
11. What social, political and economic changes resulted from the Stock Market Crash of 1929?

Key Concepts:

1. Military success in World War I cemented American national sentiments as evidenced through economic prosperity, American pastimes and continuing national sentiments.
2. Improvements in industrial mechanizations led to dramatic increases in mass-produced goods bringing about a flood of new products for consumer spending.

**WWSU SOCIAL STUDIES
GRADE 11**

UNITED STATES HISTORY

Sub-Topic/Theme: 1920 to 1930

The Harlem Renaissance, Materialism, and Social Revolution (continued)

3. American consumer demands contributed to economic prosperity, which reinforced U.S. economic policies. Changes in consumer demand influenced changes in American values and clashed with pre-WWI conservatism.
4. Material possessions and personal prosperity became the hallmark of personal fulfillment, self worth and status. The focus on American individualism was revived.
5. Economic prosperity impacted minorities within American culture to a limited degree. Changes in American values developed as a result of increase in urban development and economic policies. Women, blacks and other minority groups experienced a more liberal form of self-expression, dress, entertainment and work. Public smoking, drinking and new variations in dance were considered socially acceptable for both genders.
6. The Harlem Renaissance solidified African-American urban cultures. Black art, music and entertainment styles were widely accepted by White mainstream culture and adopted by many white artists.
7. The stock market crash of October 29, 1929 – or “Black Tuesday” - brought industry to its knees, destroying countless lives as the American economy bottomed out.
8. Thousands of American workers lost jobs and homes and experienced the break-up of their families due to economic loss. Although the stock market crash affected all Americans, the distribution of wealth through all social classes greatly determined quality of life. The gap between the very rich and the destitute widened.
9. The American government began to impose many economic plans and policies to deal with increasing poverty, food shortages and hopelessness. These plans were complicated by the dust bowl and deepening depression of the 1930s.

Standards: 6.1 f; 6.2 f,g,h; 6.7 ccc; 6.8 cc; 6.10 bbb; 6.14 e; 6.16 h; 6.17 bb;
6.18 aaa, bb
Vital Results: 1.7 g; 1.9 g,i

**WWSU SOCIAL STUDIES
GRADE 11**

UNITED STATES HISTORY

Sub-Topic/Theme: World War II and the Cold War

Questions to Consider:

1. What were America's imperial interests in Eastern Europe and Asia prior to its involvement in World War II?
2. To what extent were American congressional leaders Anti-Semitic and how did this sentiment impact and insure the continuation of imperial ties with Germany during the 1930s and early 1940s?
3. What were the major contributing factors to the labor strikes involving 6,770,000 United States workers during World War II?
4. How did the U.S. government and large corporations react to labor strikes? Were these tactics successful? Why or why not?
5. Compare and contrast Hitler's concentration camp policies with United States internment camps for Japanese Americans and citizens of Italian and German decent. Develop several historical conclusions based upon your findings.
6. Identify and explain specific examples of racism supported and practiced by the American military during World War II, with regard to its own African, Native American and Asian troops.
7. Explain the social, political and economic reasons why the U.S. entered WWII after the bombing of Pearl Harbor by the Japanese.
8. Why did the U.S. government support the military bombing of Nagasaki and Hiroshima despite the American government's knowledge of Japan's desire to surrender?
9. How did American imperial interests contribute to the economic race for control of Eastern Europe and Southeast Asia?
10. Identify, list and explain in chronological order the events that led to the start of the Cold War with Russia. Include social, economic and political factors in your answers.
11. Did the United States lose China to communism? Was China ours to lose?
12. What influence did the Potsdam Agreement have in the creation of a divided Berlin during post WWII era?
13. What was President Truman's policy of containment?

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GRADE 11**

UNITED STATES HISTORY

Sub-Topic/Theme: World War II and the Cold War (continued)

Key Concepts:

1. Prior to World War II, the U.S. had many imperial relationships with 2nd and 3rd World nations in Eastern Europe and Asia. The original sphere of influence had been a direct result of the rise of economic empires in the late 1800s and early 1900s.
2. Intelligence reports to the Pentagon and Congress describing Hitler's Jewish extermination policies failed to prompt the U.S. into withdrawing economic support and trade policies with Hitler.
3. Despite skyrocketing corporate gains, the average worker in many American industries experienced the "freeze of wages." Frustrated by Workers' inability to sustain their families, workers went out on strike in many of the nation's steel mills, auto and transportation equipment industries and in mines.
4. The United States government, in order to rally support for the war effort, generated a series of jingoistic propaganda campaigns. Despite the continuation of massive worker strikes, propaganda posters, radio shows, and U.S. War Department informational videos succeeded in cultivating American civilian patriotism.
5. The United States government created internment camps for not only Japanese Americans but for Italian and German Americans as well. Although the United States' treatment of these citizens cannot be compared to Hitler's German concentration camps, the suspension of Habeas Corpus raises similar questions with regard to the right of citizens.
6. American military policies for African, Asian and Native American troops were discriminatory. Pensions and housing conditions were not equal to those of white soldiers. Military assignments were often times much more hazardous for non-white soldiers.
7. After the bombing of Pearl Harbor, the United States government could no longer justify its position of neutrality. The American public began to demand that Congress support the allies and their efforts to stop Hitler's imperial campaign and Jewish extermination policies. Economically, U.S. corporations could no longer justify conducting trade with German allies in Eastern Europe and Asia. Finally, President Roosevelt and Congress had to defend America from further attacks by Japan or German forces.

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UNITED STATES HISTORY

Sub-Topic/Theme: World War II and the Cold War (continued)

8. Despite American intelligence information that the Japanese Emperor had communicated to Russian allies its plan for a cease-fire, no official declaration had been made by the Japanese government. In addition, the U.S. War Department had made the financial and military commitment to test the use of the atom bombs. The naval blockade of Japanese ports could have, given time, starved the Japanese government into a cease-fire agreement, rendering the use of the atom bombs unnecessary and tragic.
9. At the close of World War II, hostilities between world super powers escalated. Tension between the democratic, capitalist west and communist east grew. Russian Communist leader Stalin, President Truman and Prime Minister Churchill left the Potsdam meeting amid rising suspicions.
10. In 1947, President Truman's policies for providing military aid and monetary support for anti-communist regimes became known as the Truman Doctrine. Later that same year, Secretary of State George Marshall proposed a much more ambitious plan by urging Congress to provide financial support in post-war reconstruction plans for France and Italy as well as war torn areas of the former Soviet Union. Marshall's plan succeeded only in strengthening the hostilities between Communist Russia and the U.S.
11. George Kennan, a State Department expert on USSR policies, suggested that the U.S. should seek to contain the spread of Russian communism to other Eastern European and Asian countries.
12. In 1949, Communists under the leadership of Mao Tse-Tung defeated the Nationalist leader Chiang Kai-Shek's pro-American government, thus ending an American pro-democratic foothold in China.

Standards: 6.14 d; 6.16 h; 6.17 bb; 6.18 aaa, bb, e; 6.4 Post WWII America Vital Results: 2.1; 2.6

**WWSU SOCIAL STUDIES
GRADE 11**

UNITED STATES HISTORY

Sub-Topic/Theme: The 1950s

Questions to Consider:

1. Why did the U.S. become involved in the Korean War?
2. Who was Senator Joe McCarthy and what did he hope to gain by conducting Army-McCarthy hearings? Why did McCarthy's hearings take place during the Korean War?
3. What were the primary issues of the Army-McCarthy hearings?
4. What impact did McCarthyism have upon American society?
5. What were the imperial issues behind the war in Korea and how did this highlight Cold War policies with Russia?
6. What brought about the withdrawal of American troops from Korea?
7. How did the Korean War set the stage for Vietnam?
8. What brought about the Cuban Socialist Revolution in 1959? What were the political, economic and social connections with the Cold War tensions between the U.S. and Russia?
9. What contributed to the rise of suburban living during the 1950s?
10. What is the idea of the nuclear family and why did this concept develop during the 1950s?
11. What is the beat generation and what individuals or groups of people were influenced by the beat values?
12. How did the beat generation influence the development of hippies in the 1960s?
13. What are the legal, social, political and economic implications behind Brown vs the Board of Education case in 1954?

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UNITED STATES HISTORY

Sub-Topic/Theme: World War II and the Cold War (continued)

Key Concepts:

1. McCarthy, first elected to the Senate in 1946, was considered an ineffective legislator in Congress. McCarthy was responsible for no significant piece of legislation and it was widely believed that he would be defeated in the 1952 elections. It was this fear that drove McCarthy to find an issue that would propel him into the spot light and assure a re-election to the Senate in 1952.
2. Although McCarthy did not have any actual facts, he held up a piece of paper in front of the Republican audience in Wheeling, West Virginia, and stated that it was a list of 205 Communists who were working in the State Department with the full knowledge of the Secretary of State.
3. McCarthy's communist lists became known as "black listing" or publishing lists of communists that impacted many sectors of American society. Many directors, scriptwriters and publishers in Hollywood were included on the lists. Professors in many Ivy League colleges/universities lost their tenure as well as any hope of future teaching appointments.
4. The drive to create a worldwide sphere of influence escalated after the fall of China to communism in 1949. By 1950 Russia and the U.S. fought for imperial control of Korea. The U.S. withdrew large numbers of its troops in 1953 while Korea remained divided.
5. 1945-1954: Despite President Franklin Roosevelt's plan to have the U.S. support the idea of self-determination for all nations, by 1950 the U.S. broke its promises and conspired to help the French retain imperial control in Vietnam and other regions of Indochina. The U.S. signed a pact with the French government and sent military advisors and financial aid to the French military in Vietnam.
6. On January 1, 1959 a revolution movement under Fidel Castro drove out Cuba's pro-American dictator, Fulgencia Batista. At the start, Castro had few connections with the Soviet Union. However, when the U.S. banned sugar imports from Cuba and balked at accepting Castro's reforms, which included the seizure of much American property, Castro looked to Russia for aid. By 1961, Castro believed communism to be the solution to Cuba's social, economic and political problems.
7. Growth of suburban America was due in part to the expensive land in cities. Contractors supplied housing needs by building large tracts of homes on farmland on the outskirts of cities.

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GRADE 11**

UNITED STATES HISTORY

Sub-Topic/Theme: World War II and the Cold War (continued)

8. The rise of the suburbs was of major importance in American life. It satisfied a desire to own a home. But 95% of the suburban population was white, affluent Americans who had the means to purchase a home. This left minorities and low income Americans with few opportunities to populate American cities, ghettos and slums.
9. The rise of the suburbs contributed to the "American dream" of the nuclear family and traditional family values.
10. Beginning in the 1930s, the National Association for the Advancement of Colored People, NAACP, launched a series of court cases aimed at overturning the 1896 Plessy v. Ferguson Supreme Court decision. Plessy v. Ferguson held that segregation of the races in public institutions and accommodations was constitutional as long as facilities were "separate but equal."
11. In 1951, Oliver Brown sued the Topeka, Kansas Board of Education to allow his eight-year-old daughter Linda to attend a school that only white children were allowed to attend. On May 17, 1954, in the case of Brown v. Board of Education of Topeka, Kansas, the Supreme Court issued its ruling. It declared unanimously "separate facilities are inherently unequal."

Standards: 6.4 Post WWII America; 6.12 aaa, bb; 6.17 bb; 6.18 aaa, bb; 6.19 g, h Vital Results: 3.11; 3.7 cc

**WWSU SOCIAL STUDIES
GRADE 11**

UNITED STATES HISTORY

Sub-Topic/Theme: Vietnam – 1962-1973 and the Turbulent 60s

Questions to Consider:

1. How did the Cold War policies and imperialism contribute to U.S. involvement in Vietnam?
2. In what ways did the Bay of Pigs and the Cuban Missile Crisis exemplify the escalation of the Cold War between the U.S. and Russia?
3. What were President John F. Kennedy's contributions to American history?
4. What were the events surrounding Kennedy's assassination?
5. What were the events that epitomized the evolution of the Civil Rights movement during the 1960s?
6. Who was Lyndon B. Johnson and what were the elements of his plans for creating a "Great Society" and his war on poverty?
7. What were the major military events of Vietnam?
8. What was the anti-war movement and which groups were involved?
9. What was the role of the media in fostering public opinion about America's involvement in Vietnam?
10. What were President Nixon's policies regarding Vietnam?
11. What is the Watergate scandal and why was it important?
12. What is Kent State and why is it remembered as one of the greatest tragedies of the anti-war movement?
13. What historical events led to the withdrawal of American troops from Vietnam and Indochina?
14. Why was President Nixon impeached?

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GRADE 11**

UNITED STATES HISTORY

Sub-Topic/Theme: Vietnam – 1962-1973 and the Turbulent 60s (continued)

Key Concepts:

1. The Bay of Pigs in 1961 and the Cuban Missile Crisis of 1962 epitomized the increasing conflicts between a democratic western hemisphere and communism in China, Russia, North Korea, socialist Cuba and increasing support for communism in Indochina.
2. In 1960, John F. Kennedy was the youngest man ever to be elected President of the United States. Kennedy's glamorous young wife, Jacqueline, charmed the American public. The Kennedy years were known as the age of Camelot.
3. President Kennedy referred to his economic policies as the "New Frontier." Kennedy's tax reforms were popular with the taxpayers but created an economic slump.
4. Kennedy's foreign policies and decisions during the Cuban Missile crisis won him the favor of the American public. He was perceived by many to be an American hero, a champion for American democracy.
5. Kennedy drafted a plan for a Civil Rights Act, but was assassinated before he could see his plan passed through Congress.
6. President Kennedy was assassinated while on his reelection campaign in Dallas, Texas on November 22, 1963.
7. Vice President Lyndon B. Johnson became president at Kennedy's death.
8. The Civil Rights Movement of the 1950s and 1960s forced the American government to reinforce legislation passed in the 1860s -- specifically the 13th, 14th and 15th Amendments.
9. Groups such as the NAACP, Black Panther Party and The Nation of Islam among others rallied in support for equal rights legislation.
10. The Southern Christian Leadership Council, Student Non-violent Coordinating Committee and the Student Democratic Society organized many Civil Rights and anti-Vietnam demonstrations throughout the sixties.

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UNITED STATES HISTORY

Sub-Topic/Theme: Vietnam – 1962-1973 and the Turbulent 60s (continued)

11. President Lyndon B. Johnson's vision for America stemmed from his plan for creating a "Great Society" and his war on poverty. Among some of Johnson's legislative successes were:
 - Passing Kennedy's Civil Rights Act
 - Operation Headstart
 - Job Corps
 - Upward Bound
 - Neighborhood Youth Corps
 - Teacher's Corps
 - Medicaid and Medicare
12. As the 60s progressed, support for the Vietnam War declined with the young and liberal sectors of American society. Incidents such as The Gulf of Tonkin, My Lai Massacre, the Tet Offensive and tunnel warfare prevented General Westmoreland from achieving a swift and much desired victory.
13. Vietnam was America's first televised war. Images of war, death, bombings and front line action footage fostered an increasing dismay and disillusionment of the American public. By the time of President Nixon's election in 1968, Americans had had enough of the war in Vietnam.
14. President Nixon dedicated himself to a policy of Vietnamization, which involved removing American forces and replacing them with South Vietnam soldiers. Between 1968 and 1972, American troops' strength dropped from 543,000 to 39,000.
15. Determined not to lose the war in Vietnam, Nixon developed a plan to resume bombing raids and kept his policies secret from both critics and the public.
16. Nixon furthered American war efforts in Indochina by organizing bombing raids in Cambodia resulting in a civil war in that country and renewed protests in the US.
17. Nixon's invasion of Cambodia in 1970 led to one of the greatest anti-war tragedies of the era. At Kent State University in Ohio, students reacted angrily to Nixon's policies and a confrontation with National Guardsmen ensued. After the altercation had ended, four students had been killed with nine others wounded.
18. Despite Kent State, the war dragged on as Nixon ran for a second term of office. Nixon ordered a renewed bombing campaign in the spring of 1972 and the U.S. bombed Hanoi and mined North Vietnamese harbors. Just days before the election, National Security advisor Henry Kissinger announced, "Peace is at hand." In January 1973, after Nixon was reelected, a cease fire was issued and signed.

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UNITED STATES HISTORY

Sub-Topic/Theme: Vietnam – 1962-1973 and the Turbulent 60s (continued)

19. President Nixon ordered the break-in of the democratic headquarters in Washington D.C. Investigative reporters Bob Woodward and Carl Bernstein persisted in tracking down information that would help uncover the rest of the Watergate story.
20. Nixon's unauthorized tape recordings and wire tapings led to his impeachment by the house and vote of removal from office by the Senate. However, before Nixon could be removed from office he resigned.

Standards: 6.13 aaa, bbb; 6.18 aaa, bb, e; 6.19 g, h; 6.4 Post WWII America
Vital Results: 3.12

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GRADE 11**

UNITED STATES HISTORY

Sub-Topic/Theme: The 70s, 80s and 90s

If time within the semester allows, teachers should approach the political, social and economic development of modern America using current events.

**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN TO 12**

COMMUNITY SERVICE PROJECT GUIDELINES

Vermont Framework of Standards and Learning Opportunities

Vital Results – Service

- 4.1 Students take an active role in their community. This is evident when students:
- a. Plan, implement and reflect on activities that respond to community needs; and
 - b. Use academic skills and knowledge in real life community situations.

Democratic Processes

- 4.2 Students participate in democratic processes. This is evident when students:
- a. Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.

In an effort to address these standards and promote social awareness and responsibility, the Committee expects all students Pre-K through 12 to participate in community service projects yearly. Community service projects may be pursued in a variety of subject areas as is relevant to the particular curriculum. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

Projects can be designed and implemented in a variety of ways. In the earlier grades, it may be more appropriate for the teacher to direct the project, ensuring that students have the opportunity for reflection as well as for participation. As a student matures and develops more independence and awareness of the world around him/her, it can be expected that he/she would design a project which speaks to his/her unique interests and the need of the “community.”

Examples of community service projects could include, but are not limited to:

- Entire school participation in Green-Up Day;
- Student volunteer at the Humane Society;
- Student volunteer at Special Olympics;
- Student tutoring within the school or Washington West S.U.;
- Visiting the elderly;
- Fundraising for the American Cancer Society;
- Participating in a corporate run fundraiser to benefit research;
- In-school recycling; and
- Fundraising to assist local historical societies preserve the past.

**WWSU SOCIAL STUDIES
GRADE 11**

AMERICAN STUDIES

INTRODUCTION

American Studies is a chronological survey course of American history and literature. In the history section of American Studies, students use secondary and primary sources representative of each era to develop a historical narrative of the "American experience." The basic secondary sources used to develop this narrative are the texts Clarence L. Ver Steeg's *The Formative Years, 1607-1763* and Alan Brinkley's *American History, A Survey*. However, the core of American Studies is based on primary sources, many found in Daniel Boorstin's *An American Primer*, and in a series of handouts.

A basic assumption of American Studies is that there is a body of knowledge and a common experience and vision that serves to bind any particular society together. The foundations of the American vision can be found in the great works read or produced by its people since the great European (but largely English-speaking) migration to North America that began in 1607. The United States was not founded on the unity of blood ties or ancestry, but on a common experience and fundamental, binding principles. Thus, a reading of and thorough grounding in the great works of American Literature and History that serve as a source for this vision or a response to it will serve as the sources for the narrative that students are expected to develop over the course of the school year.

To discover, reflect on and communicate the vision, experience and principles of the American peoples requires an ability to read, reason and write. Thus, the focus of this course is on developing the skill of reading and analyzing challenging works, reflecting on their meaning and implications, and writing descriptive, analytic reflections and essays. As a consequence, the following Vital Results are a constant focus of American Studies: 1.1, 1.3c, d; 1.4c; 1.6 a, aa; 1.7 b-g; 1.8 a-c and g-k; and 2.1 a-ff.

The questions enumerated in the sub-themes of the following outline are not meant to include all the questions considered by the students in American Studies. An asterisk (*) indicates that the question or key concept was taken from or influenced by a prior AP exam in American History.

Prologue: The Synthesis of Three Worlds in the European Discovery of the Americas

Unit I: The British Empire and Colonial America, 1607-1763

Theme: The Significant Nature of English "Transplantations" to North America in the 17th Century

**WWSU SOCIAL STUDIES
GRADE 11**

AMERICAN STUDIES

Unit II: Creation of a New Republic, 1763-1800

Theme: "The [American] Revolution was effected before the war commenced. The Revolution was in the hearts and minds of the people." (John Adams)

Sub-Themes: Toward a Declaration of Independence, 1763-1776

Independence Declared, Independence Won, 1776-1783

The "Critical Period": The U.S. Constitution and the New Republic, 1783-1800 "Hmmm, how *will* we rule ourselves?"

Unit III: The Young Nation: Expansion, Reform, and Toward Civil War, 1801-1860

Theme: To what extent was the Jeffersonian Era consistent with the vision of Thomas Jefferson?*

Sub-Themes: The Republican "Ideology"

Growth of American Nationalism

Expansion and Stirrings of Sectional Division

An Era of Reform

Expansion, Manifest Destiny and the Road to Civil War

Unit IV: The Nation's Destruction and Reconstruction, 1860-1877

Theme: How the meaning of the Civil War changed by 1863 and the nation's "New Birth of Freedom" was betrayed.

Sub-Themes: The Civil War, 1861-1865

Reconstruction, 1863-1877

Unit V: The Foundations of Modern America, 1877-1917

Theme: The Development of the United States as an Industrial Power

Sub-Themes: Reaction, Industrialization, and Reform in the Gilded Age, 1876-1896

The Empire Within: Conquest of the Far West

The Republic Establishes an "Empire Beyond the Sea," 1898-Present

Protest and Reform

Unit VI: The Great Wars and the Great Depression, 1917-1947

Theme: The United States Becomes a World Power

Sub-Themes: World War I

End of Progressivism and into the "Roaring Twenties"

The Great Depression and the New Deal, 1929-1939

World War II

Onset of the Cold War, 1945-1947

Unit VII: Contemporary United States, 1948-1968

Theme: The Responsibility and Arrogance of Power

Sub-Themes: Truman's Domestic Policies and the Cold War

The Affluent Society

**WWSU SOCIAL STUDIES
GRADE 11**

AMERICAN STUDIES

Prologue: The Synthesis of Three Worlds in the European Discovery of the Americas

Questions to Consider:

1. In what ways was the early history of the Americas a clash of Red, White, and Black?*
2. Why was there an effective European discovery of America in the 15th century?
3. How did Spanish, French and English colonization of North America differ?

Key Concepts:

1. Students will explain how the driving force of commercial capitalism, policies of mercantilism and the Protestant Reformation led to the establishment of European "plantations" in North America and the enslavement of Black Africans.
2. Students will describe the place and role of the colonies in relation to the mother country (e.g. "mutual advantage", "compatible interests").
3. Students will contrast the nature of the English, French, and Spanish colonies of North America.

**WWSU SOCIAL STUDIES
GRADE 11**

AMERICAN STUDIES

Unit I. The British Empire and Colonial America, 1607-1763

Theme: The significant nature of English “transplantations” to North America in the 17th century.

Questions to Consider:

1. What were the beliefs of the Puritans and the cause of their Great Migration of the 1630s and 1640s?
2. How did the English colonies of New England and the Chesapeake differ?*
3. What is the meaning, significance, and implications of the Mayflower Compact? The Maryland Toleration Act of 1649?
4. How does John Winthrop’s “A Modell of Christian Charity” provide the foundations of an American Myth?

Key Concepts:

1. Students will explain how the English Reformation and the Puritan vs. Separatist divide stimulated migration to New England.
2. Students will contrast the nature of the English colonies of the Chesapeake and New England.
3. Students will analyze primary documents and note the establishment of representative government in Virginia (House of Burgesses) as examples of a developing English colonial tradition of self-government.
4. Students will discuss the nature and purpose of a political myth, and in Winthrop’s vision of a “City Upon a Hill”, how this myth has been applied, for good and bad, to America.

Essay: “Colonial Foundations of the American Political Tradition”

VT Standards addressed:

Fields of Knowledge: 6.4; 6.6c; 6.8 a,b; 6.13 b, bb, aaa; 6.15 dd; 6.16

Vital Results: 1.1; 1.4c; 1.6 a, aa; 1.7 b-g; 1.13 c,d,g

**WWSU SOCIAL STUDIES
GRADE 11**

AMERICAN STUDIES

Unit II: Creation of a New Republic, 1763-1800

Theme: "The [American] Revolution was effected before the war commenced. The Revolution was in the hearts and minds of the people." (John Adams)

A. Sub-Theme: Toward a Declaration of Independence, 1763-1776

Questions to Consider:

1. In the aftermath of the British victory over the French, how did the end of Britain's policy of "salutary neglect" affect colonial attitudes toward Britain?
2. How did the First Continental Congress reflect a growing colonial political maturity and a conflict of principles?

Key Concepts:

1. Students will explain the cause and effects resulting from British policy (1763-1776) in raising revenue: Sugar Act, 1764; Currency Act, 1764; Stamp Act, 1765; Quartering Act, 1765; Townshend Acts, 1767; Boston "Massacre", 1770; Tea Act of 1773; (Four) Intolerable Acts, 1774; Quebec Act, 1774; Lexington, Concord and Bunker (Breed's) Hill, 1775.
2. Students will analyze the Resolves of the First Continental Congress, identifying political grievances; the purpose of "the good people's" Congress; the sources of rights and the rights asserted; the powers of Parliament recognized, the powers denied; the rights to be accorded the colonies; claims of the deputies on the limits of power of any government; evidence of a design to "enslave America"; sanctions proposed.

B. Sub-Theme: Independence Declared, Independence Won, 1776-1783

Questions to Consider:

1. Why might the Declaration of Independence, July 4, 1776, be considered one of the most important political documents of recent world history?
2. In the War for Independence, what was:
 - the nature of the Continental Army?
 - the significance of the battles of Trenton and Princeton, December 1776?
 - the significance of the Battle of Saratoga, October 1777: "a turning point in history"?
 - the French factor at Yorktown, 1781?

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AMERICAN STUDIES

B. Sub-Theme: Independence Declared, Independence Won, 1776-1783 (continued)

Key Concepts:

1. Students will analyze the meaning and implications of The Declaration of Independence, paying particular attention to the key elements and implications of the memorized section, from "When in the course of human events ..." to "...provide new guards for their future security."
2. Students will explain the basis of the American victory.

C. Sub-Theme: The "Critical Period": The U.S. Constitution and the New Republic, 1783-1800 "Hmmm, how will we rule ourselves?"

Questions to Consider:

1. How as "the old question of western policy" finally resolved?
2. In developing a new constitution, what were the major conflicts among the newly independent states that had to be resolved and what compromises succeeded in resolving these issues?
3. What was the nature and (alleged?) weaknesses of the Articles of Confederation? What was the nature of the fight for ratification among the Federalists and anti-Federalists?
4. What is the basic structure and assigned powers provided each branch of government in the U.S. Constitution?
5. What role did George Washington play in this "critical period"?
6. Why did even James Madison recognize the need for a "Bill of Rights"?
7. What was the basis of the formation of political parties?
8. What was the significance of the Alien and Sedition Acts and the reaction of Kentucky and Virginia to them?

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AMERICAN STUDIES

C. Sub-Theme: The “Critical Period”: The U.S. Constitution and the New Republic, 1783-1800 “Hmmm, how *will* we rule ourselves?” (continued)

Key Concepts:

1. Students will describe the elements of the Northwest Ordinances.
2. Students will describe the conflicts revealed and compromises achieved by the delegates at the Constitutional Convention.
3. Students will write a speech, a Federalist or anti-Federalist Oration, asserting the dangers of ratifying or rejecting the new Constitution.
4. Students will complete an analysis of the proposed U.S. Constitution including the significance of the Preamble; Article I, Structure and Powers of the Legislative Branch of Government, noting how this Article reflects American precepts of the nature of government; Article II, the Executive Branch, including the selection process and powers of the president; Article III, the Judicial Branch: the selection process and the powers of the Supreme Court; Article IV, Summary and Significance; Article V, the two Processes for Amending the Constitution; and Articles VI and VII, Summary and Significance.
5. Students will respond to the question, “Why might George Washington be considered a great president?”
6. Students will discuss the basis and nature of the Bill of Rights.
7. Students will summarize and contrast the Hamiltonian and Jeffersonian visions for the U.S.

Essay: “The Meaning and Implications of the Kentucky and Virginia Resolutions”, 1798

Standards Addressed:

Fields of Knowledge: 6.1 a-d; 6.10 a, bb, bbb; 6.12; 6.15

Vital Results: 1.15 c,d,e

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Unit III: The Young Nation: Expansion, Reform, and Toward Civil War, 1801-1860

Theme: To what extent was the Jeffersonian Era consistent with the vision of Thomas Jefferson?*

A. Sub-Theme: The Republican "Ideology"

Questions to Consider:

1. Why is the election of 1800 considered to be significant in the establishment of the Republic?
2. What was the irony of Jefferson's support of the construction of the National Road and the purchase of Louisiana?

Key Concepts:

1. Students will discuss the significance of the peaceful transfer of political power from one political party to another.
2. Students will analyze and react to the statement, "Jeffersonian Republican advocacy of strict construction of the Constitution was confirmed in the policies of Jefferson and Madison".

B. Sub-Theme: Growth of American Nationalism

Questions to Consider:

1. How did the War of 1812 contribute to the growth of nationalism?
2. How did the decisions of Chief Justice John Marshall contribute to the growth of federal power?

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B. Sub-Theme: Growth of American Nationalism

Key Concepts:

1. Though the War of 1812 effectively ended the Federalist Party, students will describe how many of its key policies were adopted by the neo-Federalism in the Republican Party (e.g. the American System).
2. Student analysis of John Marshall's Supreme Court decisions will reveal how his Federalist vision strengthened the power of the national government and allowed Federalist Party ideas to live on long after its demise.

C. Sub-Theme: Expansion and Stirrings of Sectional Division

Questions to Consider:

1. Why did slavery survive in the American South?
2. In what way was there a real growth of democracy during the era of Jacksonian Democracy?
3. What were the policies identified with Jacksonian Democracy?

Key Concepts:

1. Students will describe the influence of "King Cotton" on the economy of the South and on the survival of "the peculiar Institution" of slavery.
2. Students will explain the changing nature of party politics, 1824-1848, including the "Death of King Caucus" and the elevation of the spoils system to a principle of democracy.
4. Students will describe Jackson's actions in office, especially his Maysville veto, his response to nullification, Cherokee Nation v. Georgia, his work on the National Bank and the promotion of "soft money".

Essay: "The Roots and Nature of Jacksonian Democracy"

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4. Sub-Theme: An Era of Reform

Questions to Consider:

4. What was the basis of the reform movements of the early nineteenth century?
4. What were the ends, means and impact on national politics of the Abolitionists?
4. What were the motive and goals of the women and men who met at Seneca Falls, 1848?

Key Concepts:

4. Students will be able to describe the religious foundations of the reform movements.
- 2 & 3. Students will assess the validity of the following statement: "In what ways did early nineteenth century reform movements for abolition and women's rights illustrate both optimistic and pessimistic views of human nature?"*

E. Sub-Theme: Expansion, Manifest Destiny and the Road to Civil War

Questions to Consider:

1. What was the basis of Manifest Destiny?
2. How did the Mexican-American War contribute to the outbreak of the Civil War?
3. What was the Southern view of the national economy?
4. How did the Compromise of 1850, the Kansas-Nebraska Act, 1854, and the Dred Scott decision contribute to sectional division?
5. How were the actions of John Brown perceived, North and South?
6. What did the momentous election of 1860 reveal to the South?

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AMERICAN STUDIES

E. Sub-Theme: Expansion, Manifest Destiny and the Road to Civil War

Key Concepts:

1. Students will describe the elements of Manifest Destiny, its echo of "A City upon a Hill" and its use as a justification of conquest of the West.
2. Students will describe the role of the question of slavery's expansion westward as the major element in bringing about the Civil War.
3. Students will contrast the general Southern and Northern visions of national economic policy.
4. Students will explain how the Fugitive Slave Law, "popular sovereignty" and the Dred Scott decision exacerbated rather than cooled sectional tensions.
5. Students will note how the reception of the events at Harper's Ferry revealed the growing divide between the sections of North and South.
6. Students will analyze the election results of 1860, noting especially that although Lincoln did not appear on any Southern ballots, he was elected.

Essay: "The Individual and the State: An Appraisal of Thoreau's 'On Civil Disobedience' ".

Standards Addressed:

Fields of Knowledge: 6.5b, 6.7bb; 6.9a; 6.11b; 6.14a-c; 6.16 a-d; 6.18a; 6.19g

Vital Results: 1.13a-c; 1.14a-c

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Unit IV: The Nation's Destruction and Reconstruction, 1860-1877

Theme: How the meaning of the Civil War changed by 1863 and the nation's "New Birth of Freedom" was betrayed

A. Sub-Theme: The Civil War, 1861-1865

Questions to Consider:

1. What were the military strategies of the North and South? What was the significance of Chancellorsville? Gettysburg? Vicksburg?
2. How did the "Emancipation Proclamation" and "Gettysburg Address" change the meaning of the Civil War?
3. How did control of Congress during the war years allow the Republicans to implement national policies they had sought before southern secession?
4. What was the basis of Union victory?

Key Concepts:

1. In describing the military strategies of the North and South, students will make special note of the defensive strategy of the South and the significance of the exception, Gettysburg, as the turning point of the war.
2. Students will memorize the "Gettysburg Address" and be prepared to discuss its significance in the context of the "Emancipation Proclamation".
3. Students will explain how the Northern and Western economic interests could advance national policies absent Southern opposition (e.g. Homestead and Morrill Acts, 1862 and significance of Promontory Point).
4. Students will note the importance of the greater industrial and demographic might of the North.

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B. Sub-Theme: Reconstruction, 1863-1877

Questions to Consider:

1. How can one account for the failure of Reconstruction, 1863-1877, to bring about social and economic equality of opportunity to the former slaves?*
2. Why can Reconstruction be considered a “glorious failure”?*

Key Concepts:

- 1 & 2. Students will respond to the question, “To what extent did the constitutional and social developments 1863-1877 amount to a revolution?”* (Student must consider the great “Civil War Amendments”, Reconstruction Act of 1867, the intended and actual role of the Freedman’s Bureau in transforming former slaves into citizens, the *Slaughter-House* cases and the Compromise of 1877.)

Essay: “The Tragedy of Reconstruction: The Real Lost Cause”

Standards Addressed: Fields of Knowledge: 6.4; 6.4c Vital Results:
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AMERICAN STUDIES

Unit V: The Foundations of Modern America, 1877-1917

Theme: The Development of the United States as an Industrial Power

A. Sub-Theme: Reaction, Industrialization, and Reform in the Gilded Age, 1876-1896

Questions to Consider:

1. Why was this era called a "Dark Age of Democracy"?
2. What was the role of "the robber barons" in expanding the economy of the United States?
3. What was the role of the Federal Government in industrial expansion during this era?
4. What was the social price of the spectacular economic growth of the late 19th century?
5. What advantages and problems did urbanization bring?
6. What was the foundation of the labor movement? What divided labor's ends and means? What was the role of government in the labor-management conflict?
7. What was the source of agrarian decline and general farmer discontent?
8. What was the significance of the presidential election of 1896?

Key Concepts:

1. Students will consider the impact of the Crisis and Compromise of 1876-77 on southern blacks' political participation, the lien system, Jim Crow laws, the Grant Era and its corruption, political bosses and the founding of the Ku Klux Klan.
2. Students will respond to the question, "In what way was Andrew Carnegie 'a prime representative of the industrial age'? In what way was he atypical?*"
3. Students will respond to the question, "Was the economic growth of the U.S. from 1860-1900 a consequence of laissez-faire policy or direct government intervention in the economy?"*

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A. Sub-Theme: Reaction, Industrialization, and Reform in the Gilded Age, 1876-1896

4. Students will consider:
 - the significance of the title, "The Railroad Empire"
 - the change from artisan to worker
 - the price of unregulated competition
 - the "dictatorship of the clock"
5. Students will describe how "Social Darwinism" was used to justify government inaction on the problems of urbanization.
6. Students will react to the following assertion: "During the Gilded Age, Federal Government policies and action favored business and management at the expense of labor."
7. Students will describe the reasons for the emergence of the Populist Movement and evaluate the validity of the farmers' complaints.
8. Students will analyze William Jennings Bryan's "Cross of Gold" speech and assess the validity of his themes.

B. Sub-Theme: The Empire Within: Conquest of the Far West

Questions to Consider:

1. What was the lure of the West?
2. What impact did the "Great American Desert" have on those who settled there?

Key Concepts:

1. "If freedom and opportunity" were an appeal of western migration, what price had to be paid?
2. To what extent did the natural environment of the West shape the development of the lives of those who settled there?

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C. Sub-Theme: The Republic Establishes an “Empire Beyond the Sea”, 1898-Present
Questions to Consider:

1. What were the roots of the war with Spain? What were its consequences?
2. What was the nature of “The New Manifest Destiny”?

Key Concepts:

1. Students will consider the role of the “yellow press” in the war with Spain.
2. Students will analyze and react to Albert J. Beveridges’ “March of the Flag”.

D. Sub-Theme: Protest and Reform
Questions to Consider:

1. What were the social “tensions” that led to a Progressive movement?
2. How did the strategies of Booker T. Washington and W.E.B. DuBois differ?
3. What was TR’s conception of the presidency, the role of government, and the role of the U.S. in the World?
4. What were the goals of the I.W.W.?
5. In what ways did the Progressivism of Democrat Wilson differ from that of the Republican Roosevelt?

Key Concepts:

1. Students will react to the following assertion: “The Progressive movement of 1901-1917 was a triumph of conservatism rather than a victory for liberalism.”*
2. Students will assess the validity of the following: “In light of African-American history, Booker T. Washington’s advice to African-Americans was better than W.E.B. DuBois’.”*
3. Students analyze T.R.’s “New Nationalism,” focusing especially on his conception of the role of the national government.

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D. Sub-Theme: Protest and Reform (continued)

4. What were the reasons that radicalism did not take root in the U.S.?
5. Students will assess the validity of the following: "Shifts in party control of the presidency from 1901 to 1916 did not bring about major shifts in domestic policy."*

Standards Addressed:

Fields of Knowledge: 6.2b,c; 6.8 bb, aaa; 6.7d; 6.12; 6.14d; 6.15 l,f; 6.16c,d; 6.18aa

Vital Results:

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Unit VI: The Great Wars and the Great Depression, 1917-1947

Theme: The United States Becomes a World Power

A. Sub-Theme: World War I

Questions to Consider:

1. How was the United States drawn into World War I?
2. Why, in light of the promise of Wilson's Fourteen Points, did the U.S. fail to join the League of Nations?
3. What was the cause of the Red Scare and the rise of nativism during and immediately after World War I?
4. What domestic social changes did World War I bring about?

Key Concepts:

1. Students will assess the validity of the following: "The United States entered the First World War not 'to make the world safe for democracy' but to safeguard American economic interests."*
2. Students will assess the validity of the following: "It was the strength of opposition forces rather than the stubbornness of President Wilson that led to the Senate defeat of the Treaty of Versailles."
3. Students will assess the validity of the following: "While fighting to 'make the world safe for democracy', the U.S. government was denying Civil Liberties at home."
4. "Social dislocations" resulting from wartime considerations frequently bring lasting changes within a society."* Students will evaluate the relevance of this generalization for blacks and women in the aftermath of World War I.

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B. Sub-Theme: End of Progressivism and into the “Roaring Twenties”

Questions to Consider:

1. In what way was the “Jazz Age” an era of reaction and social progress?
2. How were the 1920s a return to the 1890s in government social and economic policy?

Key Concepts:

1. The 1920s were a period of tension between new and changing attitudes on the one hand, and traditional values on the other. What led to the tension between the old and the new, AND in what ways was this tension manifested?*
2. Students will assess the following: “The economic policies of the federal government from 1921 to 1929 were responsible for the economic depression of the 1930s.”*

C. Sub-Theme: The Great Depression and the New Deal, 1929-1939

Questions to Consider:

1. What, according to Brinkley, were the five major causes of the Great Depression?
2. What was the impact of the Great Depression on American Society?
3. What were the responses of Presidents Hoover and Roosevelt to the realities of the Great Depression?
4. What ended the Great Depression?

Key Concepts:

1. Students will consider how the responses of Presidents Hoover and Roosevelt to the perceived causes of the Depression addressed the causes enumerated by Brinkley.
2. Students will analyze the ways in which the Great Depression altered the social fabric and culture of the U.S. in the 1930s.*

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C. Sub-Theme: The Great Depression and the New Deal, 1929-1939 (continued)

3. Students are to consider the following: "Presidents F.D. Roosevelt and H.C. Hoover are commonly thought of as liberal and conservative, respectively." To what extent are these characterizations valid?*
4. Students will address the question: Was the New Deal an effective response to the Great Depression?

D. Sub-Theme: World War II

Questions to Consider:

1. Was America's era of self-indulgence, 1920s, and economic depression, 1930s, a factor in bringing about World War II?
2. What was the role of the U.S.S.R. in World War II?
3. What was the Allied strategy to defeat the Axis powers?
4. What was the Domestic impact of World War II?
5. Was the decision to drop the atomic bomb on Hiroshima justified?

Key Concepts:

1. To what extent did the U.S. pursue a policy of isolation from 1920 to 1940 that contributed to the onset of World War II?
2. Students will describe the awful sacrifices of the Russian peoples in their pivotal role in the defeat of the Third Reich.
3. Students will compare and contrast the Pacific and the European theaters of war.
4. Students will describe the domestic impact of the war on women and black Americans.
5. Students will evaluate the following statement: "The U.S. decision to drop an atomic bomb on Hiroshima was a diplomatic measure calculated to intimidate the Soviet Union in the post-war era rather than a strictly military measure designed to force Japan's unconditional surrender."*

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E. Sub-Theme: Onset of the Cold War, 1945-1947

Questions to Consider:

1. What were the sources of the American-Soviet split in the immediate post-war era?

Key Concepts:

1. Students will assess the validity of the following statement: "Harry S. Truman was a realistic, pragmatic president who skillfully led the American people against the menace posed by the Soviet Union."*

Standards Addressed:

Fields of Knowledge: 6.1d,e; 6.3c,d,e; 6.4ddd; 6.11c; 6.15h; 6.17bbb; 6.18d

Vital Results:

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Unit VII: Contemporary United States, 1948-1968

Theme: The Responsibility and Arrogance of Power

A. Sub-Theme: Truman's Domestic Policies and the Cold War

Questions to Consider:

1. What was the significance of the presidential election of 1948?
2. What was the basis of the success of Senator Joseph McCarthy?
3. On what basis does Harry S. Truman lay claim to being a "near great" president?

Key Concepts:

1. Students will consider the question: Despite overwhelming odds, what was the source of Truman's political success in the 1948 election?
2. Students will give an account of the appeal and success of Senator Joseph McCarthy.
3. Students will assess the validity of this assertion: "Harry S. Truman did more to advance the cause of civil rights of any president before and possibly after him."

B. Sub-Theme: The Affluent Society

Questions to Consider:

1. What accounts for the growth of popular and governmental concern for the position of Blacks in American society between 1940 and 1965?
2. In what ways did the Great Society resemble the New Deal in its origins, goals, and social and political legacy?*
3. What drew the U.S. into "the quagmire of Vietnam"?

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B. Sub-Theme: The Affluent Society (continued)

Key Concepts:

1. Students will consider the following question: "To what extent does the decade of the 1950s deserve its reputation of political, social and cultural conformity?"*
2. Students will consider the validity of the following statement: "Reform movements of the twentieth century have shown continuity in their goals and strategies."
3. Students will consider a defense of one of the following two resolutions:
 - a. "The Vietnam [war] was the inevitable consequence of the need to prevent the expansion of communism." Leslie Gelb
 - b. "Vietnam was the most disastrous of all America's undertakings over the whole two hundred years of its history." George Kennan

Standards Addressed:

Fields of Knowledge: 6.4; 6.4dd; 6.9bb; 6.9aaa; 6.12aaa; 6.15g

Vital Results: 1.11a-g; 1.3a-c; 1.14a-c; 1.18; 1.19a-h

**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN TO 12**

COMMUNITY SERVICE PROJECT GUIDELINES

Vermont Framework of Standards and Learning Opportunities

Vital Results – Service

- 4.1 Students take an active role in their community. This is evident when students:
- a. Plan, implement and reflect on activities that respond to community needs; and
 - b. Use academic skills and knowledge in real life community situations.

Democratic Processes

- 4.2 Students participate in democratic processes. This is evident when students:
- a. Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.

In an effort to address these standards and promote social awareness and responsibility, the Committee expects all students Pre-K through 12 to participate in community service projects yearly. Community service projects may be pursued in a variety of subject areas as is relevant to the particular curriculum. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

Projects can be designed and implemented in a variety of ways. In the earlier grades, it may be more appropriate for the teacher to direct the project, ensuring that students have the opportunity for reflection as well as for participation. As a student matures and develops more independence and awareness of the world around him/her, it can be expected that he/she would design a project which speaks to his/her unique interests and the need of the “community.”

Examples of community service projects could include, but are not limited to:

- Entire school participation in Green-Up Day;
- Student volunteer at the Humane Society;
- Student volunteer at Special Olympics;
- Student tutoring within the school or Washington West S.U.;
- Visiting the elderly;
- Fundraising for the American Cancer Society;
- Participating in a corporate run fundraiser to benefit research;
- In-school recycling; and
- Fundraising to assist local historical societies preserve the past.

**WWSU SOCIAL STUDIES
GRADE 12**

HUMANITIES (Elective)

The most recent version of the Vermont Standards has dictated a chronological overlap between World History (Grade Ten) and Humanities (Grade Twelve). The curricula reflect this. In practice, the secondary focus areas in Humanities will be developed in more depth, and a more extensive emphasis will be placed on art history, in particular. There has been no substantial change from the description offered in the Program of Studies.

David Munford
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INTRODUCTION

Humanities is a team taught course, focusing on Modern European History. In terms of geography, this means students will be familiar not only with the geography of Europe itself, but also the areas of the globe effected by imperialism and the world wars. There is an emphasis on the study of western philosophy, literature and art. The level of scholarship is very demanding and students are encouraged to take the A. P. tests in both English and Modern European History in May. They are also expected to produce a senior essay in the form of a comparative, dual biography. This is a multi-draft project, taking place over the course of the year.

Sub-Topics /Themes:

- I. Colonization and Imperialism 1492-1950**
- II. The Enlightenment / Age of Revolution 1689-1917-1949**
- III. Totalitarianism, Fascism, Communism 1920-2001**
- IV. Democracy and Capitalism 1689-2001**
- V. Transcending Nationalism**

**WWSU SOCIAL STUDIES
GRADE 12**

HUMANITIES (Elective)

I. Sub-Topic/Theme: Colonization and Imperialism 1492-1950

Questions to Consider:

1. How did the demographically, geographically and culturally weakened continent of Europe erupt from the medieval period into the Age of Exploration, circumnavigating the globe, while militantly expanding its commercial and territorial horizons?
2. What were the techniques and technologies that propelled modern European civilization, and where did these come from? Is it possible to penetrate and evaluate the mentalities behind patterns of emerging cultural diffusion and conflict?
3. In what ways did the cultures of the non-European world differ in their perceptions and values from those of western, Christian civilizations?
4. Who are some of the principal personalities involved with this time period? How can we examine them and the roles they played in a microcosmic sense as embodiments and representatives of the macrocosmic situation?
5. When making an attempt to understand current events and construct educated predictions about the future, how will the legacy of imperialism shape the global politics of the twenty-first century?
6. How can the assumptions of this time period best be studied? Is it valid to use the folk and religious art of Africa, India, China and South America to understand their world view and perceptions?

Key Concepts:

1. A common religion, concept of linear time, and widespread literacy combined to produce a phenomenally technological and crusading European civilization.
2. The overwhelming majority of the inventions that would transform world history originated in China. These include gunpowder, the mathematical concept of zero, paper, and the magnetic compass. These inventions found their way to the west via the Arabs and Islam. In the nineteenth century, these technologies, adapted to an aggressively expansionist culture, came back to China and humiliated the country of their origin.

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GRADE 12**

HUMANITIES (Elective)

I. Sub-Topic/Theme: Colonization and Imperialism 1492-1950

3. Generally speaking, a clear distinction can be drawn between types of culture. Those cultures that were about to come into conflict with emerging European power had a very different conception of time, for example. Even a society as ancient and sophisticated as China thought largely in cycles and patterns of synchronicity, rather than causality and linear motifs.
4. Christopher Columbus provides a case history of a typical European of his era; a crusading Christian (his very name means “Christ Carrier”) whose ambition was to be the governor of Japan and Asia. He relied upon Arabic inventions to further his cause, even though Islam was the traditional and bitter enemy of Spain. His treatment of the natives was typical of his culture’s attitude and set an unfortunate precedent for future treatment of indigenous peoples.
5. The Treaty of Nanking in 1847 began an era of Chinese history during which the Chinese were completely helpless in the management of their own country. Imperialism on the part of the west became cooperative in the Spheres of Influence. All the major coastal cities were administered by European countries. The last of the Chinese cities to remain under foreign domination is Macao. This year, after four hundred years of Portuguese management, Macao will once again be Chinese. As China emerges as the next world superpower, this legacy of humiliation may shape events.
6. Especially in cultures where literacy may be more the exception than the norm, visual arts are key to understanding world views. Portrayals of Europeans by indigenous folk artists are telling images, as are the political cartoons and racial stereotyping which is strongly evident in the newspapers of the “civilized” nations.

Standards Addressed: 6.1 f; 6.2 f; 6.3 e; 6.4 ddd; 6.5 d; 6.6 f, g; 6.7 bbb; 6.8 aaa; 6.14 e; 6.18 aaa; 6.19 g
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**WWSU SOCIAL STUDIES
GRADE 12**

HUMANITIES (Elective)

**II. Sub-Topic/Theme: The Enlightenment and The Age of Revolution,
1689-1917-1949**

Questions to Consider:

1. Since revolutions are reactions against the status quo, what social and political conditions must be presumed to exist within any given society in order for revolutionary upheaval to occur?
2. If revolution, by definition, is a disruption of the socio-political norm, can a generic profile be constructed in order to model the process of revolution itself? Can it be related to the Hegelian Dialectic model of Thesis-Antithesis-Synthesis?
3. The term revolution has been applied to technological and economic patterns of change, such as the Industrial Revolution. What cause and effect relationships suggest themselves when comparing this sort of revolution to more strictly political events such as the Glorious Revolution, American Revolution, The French, Russian and Chinese Revolutions?
4. What is the derivation of the concept of the political spectrum? How did the left-center-right rubric of political position come to exist?
5. Can a relationship be ascertained to exist between ideas and actions? How do the writings of philosophers and social thinkers drive the actions of social change?
6. Is it possible to observe the changing social trends through the study of the visual arts, such as painting, sculpture and architecture?

Key Concepts:

1. "Eracez L'Infame!" Voltaire, the eighteenth century philosopher, made it clear that an infamous thing existed that needed desperately to be erased. He referred to the existing power structure of France. A long tradition of Theocracy had led to such extended tragedies as the Witchcraft persecutions, Wars of Religion and other disasters.
2. Crane Brinton's study, *Anatomy of Revolution*, suggests that political revolutions, at least, tend to follow a pattern approximating the Hegelian model. The thesis equals Status Quo, with a traditional hierarchical society destroyed by the leveling antithesis of revolution. Synthesis ironically arrives with the replacement of previous power structure by a Napoleon, Stalin or Mao.

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HUMANITIES (Elective)

**II. Sub-Topic/Theme: The Enlightenment and The Age of Revolution,
1689-1917-1949 (continued)**

3. The Industrial Revolution of the eighteenth and nineteenth centuries radically altered not only Europe, but the entire global environment of both space and time. This in turn prompted the thinking of the most famous of modern revolutionaries, Karl Marx, who theorized that Hegel's dialectic could be applied to economic modes. This was referred to as "Dialectic Materialism."

Left	Center	Right
Anarchy Jacobin	Socialist Liberal Conservative Monarchist	Fascist Marxist

This simplified version of the generic political spectrum has its origins in the arrangement of the revolutionary government of France. It has since been expanded to include more modern thinkers, and can also be applied retroactively to earlier societies and social philosophies.

4. Collectively, the school of thought of which Voltaire was a founder is referred to as the Enlightenment. The English Revolution, The Restoration and the subsequent Glorious Revolution were all studied carefully by Voltaire and friends. Their Enlightenment ideas were in turn embraced by such radical social thinkers as Thomas Jefferson, whose Declaration of Independence has had an immense and enduring influence on precedent-setting revolutionaries from Danton to Ho Chi Minh.
5. At the time of the French Revolution, European art generally looked to the classical tradition, as revived during the Renaissance. This meant that the official painter of both the revolution itself and the following Napoleonic era was Jacques Louis David, and his style is taken directly from famous episodes in the democracies of Greece and Rome. The antithesis to this neo-classical style was found in the tumultuous Romantic painting of Delacroix, who also painted the ensuing Revolutions in Paris.

Standards Addressed: 6.1 aaa; 6.4 ddd; 6.6 e, f, g; 6.7 bbb; 6.8d; 6.10 bbb, ccc
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**WWSU SOCIAL STUDIES
GRADE 12**

HUMANITIES (Elective)

III. Sub-Topic/Theme: Totalitarianism, Fascism, Communism 1920-2001

Questions to Consider:

1. How valid is the linear political spectrum when theory is disregarded for the study of actual practice? Ignoring Anarchy as a viable political philosophy, why is it that Marxism has eventually transmuted into a mirror image of Fascism?
2. What are the basic tenets of totalitarian philosophy and how are they reflected in the "Cults of Personality"? Can connections be made between the technological development of modern societies and the flow of power to the top of various hierarchies?
3. Is it possible to isolate and itemize the modus operandi by which fascist powers subvert political process to consolidate power? Do fascists feel the need to distinguish between means and ends?
4. Why is it that the egalitarian promise of communism has proven to be so illusory? How did it happen that the synthesis predicted by Dialectic Materialism failed to occur?
5. Did new political movements feel it necessary to depict their perceptions artistically through controlled and official art? Did concepts of state control of the daily lives of all citizens mean that certain forms of visual arts were encouraged, while others were banned or censored?

Key Concepts:

1. The Soviet-German non-aggression pact of 1939 and the subsequent co-invasion of Poland clarified the actual close similarity between two theoretically diametrically opposed political systems. Stalin and Hitler were effectively the same.
2. Stalin, Hitler and Mao Zedong are listed as the primary architects of mass killing within the twentieth century. They ruthlessly projected themselves as the personification of their respective nations. Their understanding of the technologies of force made their visions and applications of power more efficient than those available to any previous tyrants.

**WWSU SOCIAL STUDIES
GRADE 12**

HUMANITIES (Elective)

III. Sub-Topic/Theme: Totalitarianism, Fascism, Communism 1920-2001

3. Hitler's rise to power was a combination of street fighting and maneuvering within a democratic political structure. Stalin was a master of manipulation and construction of political power bases with the elimination of all potential enemies as a top priority. Mao stated frequently that the ends invariably justified the means.
4. As the collapse of the Soviet Union indicated, Marxist-Leninist Communism did not function as promised. State owned and subsidized business and industry, especially agriculture, failed to provide a reasonable standard of living except for the elite classes. China has been forced to compromise its economic rigidity and adapt a market economy, leading to its delicate cooperation with the United States.
5. Unsurprisingly, as Fascism and other totalitarian governments tightened their control, visual art was taken over for purposes of propaganda. Unofficial art was dangerous to the artists, who were forced to comply or suffer the consequences.

Standards Addressed: 6.1aaa,f; 6.2h; 6.3e; 6.4ddd; 6.5d; 6.6e,f,g; 6.7bbb; 6.8cc; 6.10bbb; 6.11c; 6.14e
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**WWSU SOCIAL STUDIES
GRADE 12**

HUMANITIES (Elective)

IV. Sub-Topic/Theme: Democracy and Capitalism 1689-2001

Questions to Consider:

1. What, exactly, is a democracy, and what nations and/or societies can be said to have developed this form of government during the timeframe under consideration?
2. How has free enterprise capitalism (as promoted by Adam Smith in his influential work *The Wealth of Nations*) replaced the previous mercantile economic situation?
3. Since it appears to be true that from the Industrial revolution to the present, world events have been enormously influenced by the interplay between markets and materials, how can this dynamic be best understood?
4. Who are the peoples of the Third World and what will they expect from the post-millennial global economy?
5. Since democracy allows free expression, does the history of art correlate with the condition of society?

Key Concepts:

1. Constitutional Monarchies such as Britain's were forced to compromise with emerging Enlightenment political sensibilities which in turn would preclude another violent political disruption such as the English Civil War. Other countries, such as France, saw the eventual emergence and succession of a series of republics.
2. As colonialism developed, European countries began to view their overseas acquisitions as economic monopolies and sources of free raw materials. These resources were in turn used by the "mother country" and the colonies were expected to be a closed market for manufactured goods.
3. From the Triangular Trade to the Opium Wars, power within the relatively modern, industrialized world has flowed in certain discernable military-socio/economic patterns. Even the measured division of the globe into latitudinal and longitudinal grids is merely a metaphor; the prime meridian runs through Greenwich, England because of the Royal Navy.
4. Previously referred to as "underdeveloped nations", the term "Third World" refers to the economically disenfranchised demographic majority of world population.

**WWSU SOCIAL STUDIES
GRADE 12**

HUMANITIES (Elective)

IV. Sub-Topic/Theme: Democracy and Capitalism 1689-2001 (continued)

5. The role of the artist as the expresser of the conscience of human society is nowhere more eloquently demonstrated than in Picasso's *Guernica*, where the anguish of total war against civilian populations is instantly and powerfully made available even to viewers who may know little or nothing about the Spanish Civil War. Likewise, the fall of the Soviet Empire was symbolically consummated when heroic, "socialist realism" style collosii of Lenin were gleefully toppled all over eastern Europe.

Standards Addressed: 6.1 aaa; 6.4 ddd; 6.5 d; 6.6 f; 6.7 aaa, bbb

**WWSU SOCIAL STUDIES
GRADE 12**

HUMANITIES (Elective)

V. Sub-Topic/Theme: Transcending Nationalism

Question to Consider:

1. Is the implied concept an optimistic or a pessimistic one?

Key Concept:

1. Although George Orwell's dire predictions for 1984 did not happen quite as he outlined them, he did see a "new world order" in which global power blocks controlled the world, and nations, as such, no longer existed. Whether or not this state of international affairs is yet to come remains unclear.

Standards Addressed: 6.7ccc; 6.8 bbb

**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN TO 12**

COMMUNITY SERVICE PROJECT GUIDELINES

Vermont Framework of Standards and Learning Opportunities

Vital Results – Service

- 4.1 Students take an active role in their community. This is evident when students:
- a. Plan, implement and reflect on activities that respond to community needs; and
 - b. Use academic skills and knowledge in real life community situations.

Democratic Processes

- 4.2 Students participate in democratic processes. This is evident when students:
- a. Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.

In an effort to address these standards and promote social awareness and responsibility, the Committee expects all students Pre-K through 12 to participate in community service projects yearly. Community service projects may be pursued in a variety of subject areas as is relevant to the particular curriculum. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

Projects can be designed and implemented in a variety of ways. In the earlier grades, it may be more appropriate for the teacher to direct the project, ensuring that students have the opportunity for reflection as well as for participation. As a student matures and develops more independence and awareness of the world around him/her, it can be expected that he/she would design a project which speaks to his/her unique interests and the need of the "community."

Examples of community service projects could include, but are not limited to:

- Entire school participation in Green-Up Day;
- Student volunteer at the Humane Society;
- Student volunteer at Special Olympics;
- Student tutoring within the school or Washington West S.U.;
- Visiting the elderly;
- Fundraising for the American Cancer Society;
- Participating in a corporate run fundraiser to benefit research;
- In-school recycling; and
- Fundraising to assist local historical societies preserve the past.

**WWSU SOCIAL STUDIES
GRADE 12**

ECONOMICS (Elective)

INTRODUCTION

Economics is divided into three content areas. First, students will study the processes of macroeconomics, which will examine how a nation's economy works, and various types of economic systems (i.e. market capitalism, command, traditional and hybrid economies). In addition, students will be introduced to the economic processes of production, distribution, inflation, recession, and gross national product.

Secondly, students will be introduced to microeconomics that examines how individuals make economic choices. This process includes areas of economic analysis that include the laws of market capitalism, supply and demand, banking systems, the stock market and poverty. In addition students will research personal finance management and various forms of businesses (i.e. corporations, partnerships and proprietorships).

Finally, students will apply their new economic knowledge by synthesizing, evaluating, and analyzing a series of culminating case studies that explore global economic relationships among nations and the role of the individual consumers in the global marketplace. Case study topics will include, but will not be limited to: the environment, sweatshop labor, child labor, government legislation and consumer responsibility.

It is recommended that a series of guest speakers be invited to present information to students to help reinforce economic theory and processes. Recommended speakers may include: stockbrokers, Trinity College Business Women's Association, Vermont Student Assistance Corporation (VSAC), the CEO of Vermont Organic Garden Association, Green Mountain Coffee Roasters, a local business owner, Red Hen Bakery. Other speakers may be invited as a supplement to the curriculum.

Sub-Topics/Themes:

- I. Macroeconomics**
- II. Microeconomics**
- III. The Global Market Case Studies**

**WWSU SOCIAL STUDIES
GRADE 12**

ECONOMICS (Elective)

I. Sub-Topic/Theme: Macroeconomics

Questions to Consider:

1. What is economics and why should students study economic processes?
2. In what ways do the economic processes at the local, state, national and international levels affect students at Harwood?
3. What are the four basic types of economy and how do they work?
4. What is the history of money and banking?
5. How does the United States banking system work and how does international trade affect it?
6. What are the basic economic principles of supply, demand, production, distribution, scarcity, gross national product, consumer price index, inflation and deflation?
7. What are the differences between corporations, partnerships and proprietorships and how do they influence the overall health of the United States economy?
8. What is the difference between an economic depression and recession and how do the principles of economics influence the development of both?
9. How has the development of industry and technology from 1793 to the present influenced economic systems at the local, state, national and international level?

Key Concepts:

1. Students will examine various resources in order to establish a working definition of "economics." Cooperative group work is recommended at this introductory level. A follow-up homework assignment entitled, "What is Economics?" will be reviewed and assigned to students. This assignment should be assigned from classroom text as it includes vocabulary definitions.
2. Students will be given a cooperative group activity to document their consumption patterns for a minimum of one week. Students will then be asked to generate a global map that documents and synthesizes global patterns of production consumer demand and distribution (each term is defined in homework assignment).

**WWSU SOCIAL STUDIES
GRADE 12**

ECONOMICS (Elective)

I. Sub-Topic/Theme: Macroeconomics

3. Students will be able to identify the historical roots for each of the four basic economic systems: command, traditional, hybrid, and market capitalism.
4. Students will read Federal Reserve Bank of New York's The History of Money series and create two graphic organizers: (1) chronological timeline of the historical developments of money, and (2) a systems organizer that demonstrates student understanding of current money system. Information to be included: coins and paper money, checks, credit and debit cards, credit, loans, interest rates, and the banking hierarchy of local, regional and federal reserve banks.
5. Students will use their graphic organizers to develop an understanding of the international flexible exchange rates and map production, distribution and sales between two or more nations using actual examples.
6. Students will create a mock business, either a corporation, partnership, or proprietorship, using class textbook, the Internet, Wall Street Journal student curriculum materials and primary sources. Student business partners will be required to develop marketing, production and finance reports that include a description of and examples for the following principles: supply, demand, production, distribution, scarcity, gross national product, consumer price index, inflation and deflation.
7. Students will review selected economic texts in order to develop a definition for the economic terms "depression" and "recession". Students will then be given several economic problems to solve via their mock businesses. Solutions will be presented to the class in a reenactment of a business exposition.
8. Students will study the roots of technology and the industrial development of the United States from 1793 to the present. After coursework is completed, students will be expected to apply economic knowledge to a technology project. The project will reflect economic changes over time and their impact upon the global economy while making predictions for a global economic future.

Culminating Project for Sub-topic 1: Students will make economic predictions for future technology based upon the trends of consumer supply and demand. Students will create their own example of future technology and its economic impact on local, state, national and global economies.

Standards Addressed: 6.15 g, h, i; 6.16 g; 6.17 bb
Vital Results: 1.5; 1.8 j,k; 1.10 cc; 1.11 e,f,g; 1.18; 1.22; 2.1 ff; 2.2 aaa; 2.8; 3.7cc; 3.10

**WWSU SOCIAL STUDIES
GRADE 12**

ECONOMICS (Elective)

II. Sub-Topic/Theme: Microeconomics

Questions to Consider:

1. What are the types of individual economic choices that consumers make voluntarily and involuntarily?
2. How are the individual consumer's choices affected by advertisements and corporate influence?
3. What are the basic principles of supply and demand that all consumers should know?
4. How do consumers learn to make well-informed decisions regarding interest rates as they relate to college loans, car loans, mortgages, investments and credit rates?
5. Who are the citizens within the United States who live in poverty and what are the current statistics?
6. How can poverty exist in a nation that currently has one of the strongest economic systems in the world?
7. Who is responsible for the existence of poverty within America?
8. What opportunities exist for employed Americans that do not exist for those living below the poverty line?
9. What is the stock market and how does it affect the poverty rates in America?
10. Why has the stock market become a central part of the health of the U.S. economy?
11. How does the stock market impact current loan, interest and banking needs of all consumers?
12. What are the international relationships of the U.S. stock market and the stock markets of other nations?

**WWSU SOCIAL STUDIES
GRADE 12**

ECONOMICS (Elective)

II. Sub-Topic/Theme: Microeconomics (continued)

Key Concepts:

1. Students will learn to identify and explain the differences between voluntary and involuntary actions required of consumers. For example, students will analyze the benefits made available as a result of competition, i.e. bank loan options. Students will also discover that involuntary trade is a result of the lack of competition or limited consumer options, i.e. taxes.
2. Students will study a variety of advertisements and media influences upon the consumer. Students will develop the ability to identify the manipulative images, slogans and subliminal messages generated by unethical advertisement campaigns. Conversely, students will research and identify advertising campaigns that are developed with the best interests of the consumer and the environment in mind.
3. Students will identify how the federal government sets interest rates and how many areas are affected by governmental standards. In addition, students will be able to discern the differences between fixed and variable rates.
4. Students will develop an understanding of the relationships among educational opportunities, employment, class status and poverty rates within America.
5. Students will identify the elements of the "face of poverty" by comparing and contrasting several case studies. The students will include members of the upper, middle, and lower classes as well as citizens below the poverty line. Each case study will cover educational background as well as social class, job skills, programs available and the life choices made by each individual.
6. Students will conduct statistical surveys using freedom of information act reports to construct the causal relationships for poverty within America and any Constitutional rights that may be impacted by positions of poverty.
7. Through the process of debate students will attempt to provide answers for the social, economic, and political philosophical question, "Who is responsible for poverty in America, the individual or market capitalism?"

**WWSU SOCIAL STUDIES
GRADE 12**

ECONOMICS (Elective)

II. Sub-Topic/Theme: Microeconomics (continued)

8. The opportunities that exist for employed, educated citizens within the U.S. are quite different than for those below the poverty line. A quality of life independent of debt, hunger, illness and lack of material possessions can be directly traced to lack of equal opportunities for education and life experiences. Students will demonstrate their understanding of the causal relationships among these economic factors through group and individual projects and presentations.
9. Current American economic health and prosperity are closely tied to the well being of the stock market. Students will analyze the processes of how the stock market works and its relationship to the individual consumer.
10. Students will use their knowledge of how the stock market works and trace the development of a product from creation, through distribution and finally to purchase by the consumer. Students will be able to gauge how stock values fluctuate as a result of a particular product's trip through our economy.
11. Production costs of consumer goods and services are affected by banking rates. The value of housing construction, restaurant industries, clothing and other items are based upon banking interest rates that are, in turn, affected by the overall health of the American economy as generated by the stock market. Students will explore this process by evaluating several types of industry.
12. The stock exchanges within the United States are generally affected by international stock exchanges around the world. Students will identify foreign stock markets and their impact on the U.S. market through a study of the flexible exchange rates and American companies located in other nations around the globe.

Standards Addressed: 6.15 i; 6.16 bb; 6.12 aa; 6.11 c Vital Results: 1.18; 1.22; 2.8; 3.7cc; 3.10
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**WWSU SOCIAL STUDIES
GRADE 12**

ECONOMICS (Elective)

III. Sub-Topic/Theme: The Global Market Case Studies

Students are given 6-8 case studies to review. Each student must choose two of the eight case studies and apply macro/microeconomic principles to each. Students will select two case studies from different topic areas. Economic case studies will cover the following areas:

- a. business/industrial legislation, regulation and laws (foreign and domestic)
- b. global sweatshop and child labor (including the United States)
- c. the environment at the local and global levels
- d. sustainability and future development
- e. population and employment opportunities for women, men, and minorities;
corporate consolidation and monopolies in the next century
- f. animal testing and medical industries
- g. poverty, welfare and social security – will it be there when you need it?

Questions to Consider:

1. Which concepts of macro or microeconomics apply to the case study you are currently evaluating? How can you tell? List and explain each one and their relationship to each other.
2. What is the economic problem or problems outlined in the case study?
3. Who are the individuals or groups of people involved in the economic problem as outlined by the case study you are currently analyzing?
4. What are the possible solutions to the economic problem outlined in your case study?
5. What local agencies, individuals, and government agencies should be involved in helping to provide a solution to the economic problem presented?
6. What possible economic choices could be made by the individuals within your case study as generated by the economic solutions you developed?
7. What role will the government play in helping to legislate economic change within your case study as part of our democratic society and within the framework of market capitalism?

**WWSU SOCIAL STUDIES
GRADE 12**

ECONOMICS (Elective)

III. Sub-Topic/Theme: The Global Market Case Studies (continued)

Key Concepts:

Students are required to develop their own key concepts based upon previous learning.

Standards Addressed: 6.9 aaa, bb; 6.11 c; 6.13 bbb; 6.14 d; 6.15 i; 6.16 bb; 6.12 aa; 6.11 c Vital Results: 1.18; 1.22; 2.8; 3.7cc; 3.10; 3.15 aaa, b; 3.16 b; 4.5 aaa; 4.6 bbb
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**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN TO 12**

COMMUNITY SERVICE PROJECT GUIDELINES

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