

GLOBAL HISTORY
&
GEOGRAPHY

I

LESSON PLANS



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NOTE TO TEACHERS

Suggested Classroom Textbooks:

Global History: The Growth of Civilizations

Henry Brun, Lillian Forman, Herbert Brodsky

Amsco School Publications, Inc.

World History: The Human Experience

Mounir A. Farrah and Andrea Berens Karla

Glenco McGraw-Hill

World History: Connections to Today

Ellis and Elser

Prentice Hall

Suggested Textbook for Global History & Geography Regents Review:

Mastering Global History

Killoran, Zimmer, and Jarrett

Jarrett Publishing Company

Lesson #1

Topic: Introduction to Global History: Methods of Social Sciences

Aim: Why Study History?

Instructional Objectives: The students will be able to:

1. understand how we learn from the past
2. discuss social movements
3. understand cultural achievements
4. understand the concept of "Cultural Diffusion"

Motivation: "History is bound to repeat itself."

The students will write in their notebooks what they think this quote means.

Materials: handout: Documents #1-3

Global History I – Resource Guide

Development:

1. Write, the phrase "History is bound to repeat itself" on the board.
2. Have the students write in their notebook what they think this quote means.
3. Teacher will select students to read their written responses to the motivation question.
4. Discuss the role of the Historian.
5. How are history and society connected?
6. Discuss the sources of history:
 - a) primary
 - b) secondary
7. Distribute handout with documents #1-3
8. Ask for volunteers to read each document
9. Teacher will select students to read their written responses to document questions #1-3.

Homework:

Based on the documents the students will answer question regarding each document (DBQ)

Name: _____

Global History I

WHY STUDY HISTORY?

Directions: Read each of the following documents and answer the question that follows.

Document #1

History is objective. The historian's task is to give readers the facts...to tell "how it actually happened"...Everything has a history...Traditional historians think of history as essentially a narrative of events.

New Perspectives on Historical Writing
Peter Burke, page 3

1. According to Document #1: What is the task of the Historian?

Document #2

History is the story of humanity's past. History systematically records and explains what people have thought, said, and done. History deals with political, economic and social matters...History describes humanity's efforts to improve the world. It recounts the achievements and setbacks in the long upward climb toward a high level of civilization.

World History: Amsco, page 1

2. What does history deal with?

Document #3

Knowledge of the past comes from many sources – from written records and also from knowledge revealed by science developed in the last century or so. New sciences of some importance to the historian are *anthropology*, the study of man's physical and cultural development; *archaeology*, the discovery and study of material remains; *geology*, the study of rock and earthy formation; *philology*, the study of language and written records; *sociology*, the study of conditions and change in groups; and *psychology* the study of human behavior.

Ancient Civilizations
Carlton Hayes, pages 8&9

3. Where does knowledge of the past come from?

4

WHAT IS HISTORY?

Global History has two fundamental characteristics:

1. it is a branch of history
2. it deals with the whole world

What is History?

I. History is the story of people in the past.

A. Historians

1. People who study and write about the past.
2. Concerned with understanding events that happened in the past.
3. Learning about ideas
4. Actions and beliefs of people who lived before our time.

II. The study of history helps a society remember what it is and where it is going.

A. Each society looks to its history for a sense of identity.

III. Sources of History

A. Primary Sources

1. original record of an event
 - a) documents left by eyewitnesses
 - b) records written at the time of the event
 - c) text of speeches and reports
 - d) letters, paintings, photographs, and artifacts

B. Secondary Sources

1. writings and interpretations of historian and other writers
 - a) textbooks
 - b) articles

Historical Periods

Historians divide the continuous stream of events into historical periods.

1. Spans of time identified by some common characteristics, circumstances, events, or people.

Lesson #2

Topic: The Social Sciences – PowerPoint Lesson
(CD supplied by the writers)

Aim: What are the different Social Studies?

Instructional Objectives:

- Students will understand the various disciplines in Social Studies
- Students will apply their knowledge of social studies to various problems

Materials:

- PowerPoint lesson #2

Motivation:

- Begin PowerPoint presentation. Have students write their answers to the question on slide #2

Development:

1. Discuss students' answers to slide #2. Reveal answers. Proceed to slide #3 and repeat process
2. Slide #4-students will copy notes.
3. Students will read questions and answer in notebooks for slides # 5,6,8,9,11,13
4. Students will copy notes from slides #6,7,10, 12
5. NOTE: WHEN ADVANCING THE POWERPOINT PRESENTATION, MAKE SURE STUDENTS HAVE WRITTEN THEIR ANSWERS BEFORE THE CLASS DISCUSSES THEIR ANSWERS.

Homework:

- Students will explain how the five social studies could be used to understand the events of their great-grandparents' lives.

Lesson #3

Topic: Social Studies Skills – Timelines

Aim: How Does History Tell Time?

Instructional Objectives:

- Students will learn how to measure the passage of historical time.

Materials

- None

Motivation:

- Have students write down the exact year they were born as well as copy the definitions.

Development:

1. Discuss students' answer. Explain that history has divided time into two distinct periods. (BC and AD) and that three thousand years ago, a student would have answered 1000 BC
2. Draw timeline. Place the following dates on it. 1000 BC and 1000 AD. Ask how many years are between those two dates. Write board notes (A)
3. Add the dates 500 BC and 500 AD to the timeline. Ask how many years are between 500 AD and 1000 AD.
4. Repeat the process with various dates until students have a full understanding of the concept.
5. Summary: If a man was born 3476 years ago, what year was he born in?

Vocabulary Decade= a ten year period

Century= a hundred year period

Millennium= a thousand year period

20th Century = refers to the years between 1900-1999.

I. Timelines

A. Measuring the passage of Time

1. The earliest events on a timeline are always on the left; the latest on the right
2. Time is divided into two periods; BC refers to the years before the birth of Christ, AD refers to the years after the birth of Christ.
3. To measure the years between a BC and AD event, add the dates together.
4. To measure the years between a BC and BC event or an AD and AD event, subtract the smaller from the larger date.

Homework: Students will create a timeline of their lives that includes the five most important events. Include a title and label each event with the appropriate date.

Vocabulary: Decade = a ten year period
Century = a hundred year period
Millennium = a thousand year period
20th Century = refers to the years between 1900-1999.

I. Timelines

A. Measuring the passage of Time

1. The earliest events on a timeline are always on the left; the latest on the right
2. Time is divided into two periods;
 - a) BC refers to the years before the birth of Christ
 - b) AD refers to the years after the birth of Christ.
3. To measure the years between a BC and AD event, add the dates together.
4. To measure the years between a BC and BC event or an AD and AD event, subtract the smaller from the larger date.

Lesson #4

Topic: Culture, Civilization, and History

Aim: How do culture and civilization create global history?

Instructional Objectives: The students will be able to:

1. Define and give examples of culture and civilization
2. Show how the development of cities, literacy, and technology have affected civilizations
3. Demonstrate how cultural diffusion occurs

Materials: Textbook – *Global History: The Growth of Civilizations* (Amsco)

Motivation: Students will answer the following question in their notebooks:

“What are some of the things that make up your culture?”

Development:

1. Students will answer the motivation question in their notebooks
2. Select students to read their written answers to the motivation question
3. Have students open to page 35 of their textbooks – The Meaning of Culture
4. Ask for a volunteer to read the paragraph The Meaning of Culture
5. Question:
 - A. “How do cultures and civilizations differ?”
6. Have the students open to pages 36-37 – “The Significance of Civilization”
7. Ask for volunteers to read from this section
8. Ask the students the same question: “How do cultures and civilizations differ?” Determine if their answers are now more developed.
9. Divide the class into two groups. One group will read pages 40-41 “Written Languages and Civilizations.” The other group will read “Technological Development” on page 41.
10. Have students from both groups give specific examples of how literacy and technology are necessary for the development of civilizations.
11. Write the examples given by the students on the board.
12. Create board notes. Have students copy into their notebooks

Homework: List the cultural elements that are most evident in your life. Select ONE of these elements and explain how it enriches your life.

Culture and Civilization

I. Significance of Civilization

A. a civilization is a large group of cultures with a high degree of social and technological development

1) Western civilization

a) inclusive cultures of the Americas and Europe

2) Eastern civilization

a) Asia's cultures

1) China, Japan, the Indian subcontinent, and the islands of the vast Pacific region

II. Importance of Cities, Literacy, and Technology

1. Culture of cities

a) cities as political, social, and cultural centers are marks of civilized societies

b) the art, architecture, religion, commerce, and government that distinguish each civilization were developed in cities

2. Cultural diffusion

a) one culture's borrowing of another culture's useful and attractive elements

3. Written Language and Civilization

a) writing systems were developed by civilized societies to keep records and to pass on to future generations the cumulative ideas

1) literature

2) history

3) science

4) religion

4. Technological Development

a) civilized societies learn to understand the uses of metals and power sources to produce tools, weapons, and other products whether for efficient production or for luxury and amusement.

Lesson #5

Topic: Introduction to Governments

Aim: What are the different types of political systems?

Instructional Objectives: The students will be able to:

1. Understand why people need government
2. Understand the importance of government
3. Understand different types of government

Materials: handout – Types of Government
Global History I – Resource Guide pages 6-7

Motivation: Should society be ruled by one individual, a small group, or all the people? Explain your answer?

Development:

1. Teacher will select students to read their written responses to the motivation question.
2. Divide students into four groups
3. Each group will represent a different type of government:
 - a) Monarchy
 - b) Democracy
 - c) Oligarchy
 - d) Dictatorship
4. Each group must complete three things:
 - Set five rules for the new government
 - Convince their citizens that they've selected are fair and good
 - Explain why they should have the right to rule
5. Each group will report their findings to the class

Homework: Imagine you have been given the chance to lead a new country. Your first job is to write a Constitution, which lays out the structure and function of your new government. Write a Constitution, which handles the following questions:

- a) Who makes the laws?
- b) Who enforces the laws?
- c) Who interprets the laws?
- d) How do we pay for our government?
- e) How do we select the best people to be in our government?
- f) How do we guarantee the rights of our citizens?
- g) Who can be citizens?
- h) What do we do with those that oppose us?
- i) How does our government change leadership?

GOVERNMENTS

Government #1

MONARCHY

- You receive your power from God
- You have the Divine Right to Rule
- You have the support of the Religious Leadership, the Military, and the Wealthy

Government #2

DEMOCRACY

- You receive your power from the People
- You were Elected by a majority of citizens
- You have the support of some people, some military, and some religious leaders; however you are responsible for protecting the rights of the minority as well of the majority of your electorate

Government #3

OLIGARCHY

- An oligarchy is usually a group: YOU represent the Group
- You get your power because you are thought to be superior because of your wealth and family connections
- You were selected by a few citizens like yourself
- You have the support of others like yourself, most of the military, and a few religious leaders

Government #4

DICTATORSHIP

- You deserve you power from the support of your followers
- You will use ANY MEANS necessary to stay in power
- You have the support of the small group of special followers, the military for now, and you may have the religious leaders under your thumb

Each group must complete three things: THE GROUP WILL BE GRADED AS A WHOLE

1. Set five rules for the new government
2. Convince their citizens that the laws they've selected are fair and good
3. Explain why they should have the right to rule

8. The Concepts of Political Science

The concepts and themes of political science can be grouped as follows:

- Purposes of Government
- Political Systems
- Rights and Responsibilities of Citizens

Government

Definition:

The groups of people who make up the institutions and processes through which a society makes and enforces its laws

Functions:

Protect basic human rights (economic, political, and social) such as the right to life, liberty, and security, and the right to an adequate standard of living

Provide justice—the fair and equal treatment of individuals by government and society

Methods:

To achieve these aims it uses its power to influence others or to compel their obedience. Legitimate power is called authority.

Political Systems

Definition:

Political systems determine the powers that governments (monarchies, dictatorships, democracies, etc.) have and how they function.

Where they exist:

In nation-states which unite people in a geographic area under one government

Rights and Responsibilities of Citizens

Definition of Citizenship:

Belonging to a community (world, nation, state, town, school, or neighborhood) and accepting the rights and responsibilities of membership in this community

Civic Values:

These include justice, honesty, self-discipline, due process, majority rule with respect for minority rights, and respect for people and property.

Decision Making:

Citizens must often make decisions for the well being of the community. This process means working with others to reach agreement and manage conflict by building coalitions, seeking consensus, and negotiating compromises.

- 1 How would citizenship in a totalitarian dictatorship differ from citizenship as described above?

Lesson #6

Topic: Economic Systems

Aim: Can global economic interdependence bring about security and prosperity for all?

Instructional Objectives: The students will be able to:

1. Outline the way traditional, command, and market economic systems operate
2. Compare and contrast the strengths and weaknesses of each of the three economic systems

Materials: Textbook: *Global History: The Growth of Civilizations* (Amsco)
Dictionary (each student or some can share if limited copies are available)

Motivation: Using the dictionary the students will define the following terms in their notebooks:

Command Economy, Capitalist, capital, privatized, tariffs, traditional, market, interdependence

Development:

1. Teacher will write the following terms on the board: **command economy, capitalist, capital, privatized, tariffs, traditional, market, interdependence**
2. Students will copy the term into their notebooks. Explain that they should leave space to define the terms
3. Distribute dictionaries
4. Have students work together to define the motivation terms.
5. Select students to read their written definitions for the motivation terms
6. Students will open textbooks to page 21 – “Traditional Economy”
7. Ask for volunteers to read from the section
8. Questions for discussion:
 - A. “Who makes decisions in the traditional type of economy?”
 - B. “How much was a government involved in making these decisions?”
 - C. “Why do you think “barter” was important in a traditional economic system?”
 - D. “Why do you think that most people were poor in the English villages of the early Middle Ages?”
9. Ask for volunteers to discuss the above questions
10. Create board notes. Students will copy into their notebooks

Homework: Have the students look in the newspaper or watch the nightly news and keep a record of how many stories are about economic issues.

Economic Systems

I. Three major economic systems

A. Traditional Economy

1. families and community produce basic necessities.
2. people survive by farming, herding, fishing, or a combination of all three.

B. Command Economy

1. government controls industry and agriculture
 - a) deciding on producers, products, quantities and prices

C. Market Economy

1. capitalist system
2. people and businesses decide what to produce, sell, and purchase
3. means of production are privately owned
4. businesses compete for profits

II. Interdependent

A. countries far distant from one another have become trading partners

1. regional economies are globally interdependent
 - a) an economic crisis in one region can spread rapidly to other regions

Lesson #7

Topic: Social Studies Skills

Aim: What Are the Basic Types of Geographical Features?

Instructional Objectives:

- Students will understand the fundamentals of geographic landforms
- Students will apply their knowledge of geography to various maps

Materials:

- Handout #1 – *World Map*
- Prentice Hall's *World History: Connections to Today*

Motivation:

- Distribute handout #1 World Map. Have students fill in the names of the appropriate oceans and continents

Development:

1. Discuss students' answers to handout #1 World Map. If students are unsure of their answers, have them use the textbook (p. 984-985) to fill in any missing answers.
2. Write the board notes (a, b). Have students copy
3. Have students turn to page 988-9. Have a student write the name of a specific nation that corresponds to each geographical feature from the board notes. Ex. Japan=archipelago)
4. Medial summary question: Which map of Asia would you want if you were to go mountain climbing? Why?
5. Discuss students' answers. Add board notes (c).
6. Summary Question: What geographic landforms do we have in New York City? (Island, Peninsula)

I. Basic Geography

A. Landforms

1. Continents – seven large masses that make up most of the earth's land surface
2. Peninsula – land that is surrounded on three sides by water
3. Archipelago- a chain of islands
4. Island – land completely surrounded by water
5. Plateau – an area of elevated flat land

B. Bodies of Water

1. Oceans- large masses of saltwater
2. Strait – a narrow channel of water between two large land masses
3. River- freshwater channel of water flowing from higher elevation to lower elevation
4. Lake – a body of freshwater surrounded by land.

C. Geographical Maps

1. Physical/Topographical- illustrates the physical features of the area (mountains, rivers)
2. Political- illustrates the borders, names, and capitals of each nation

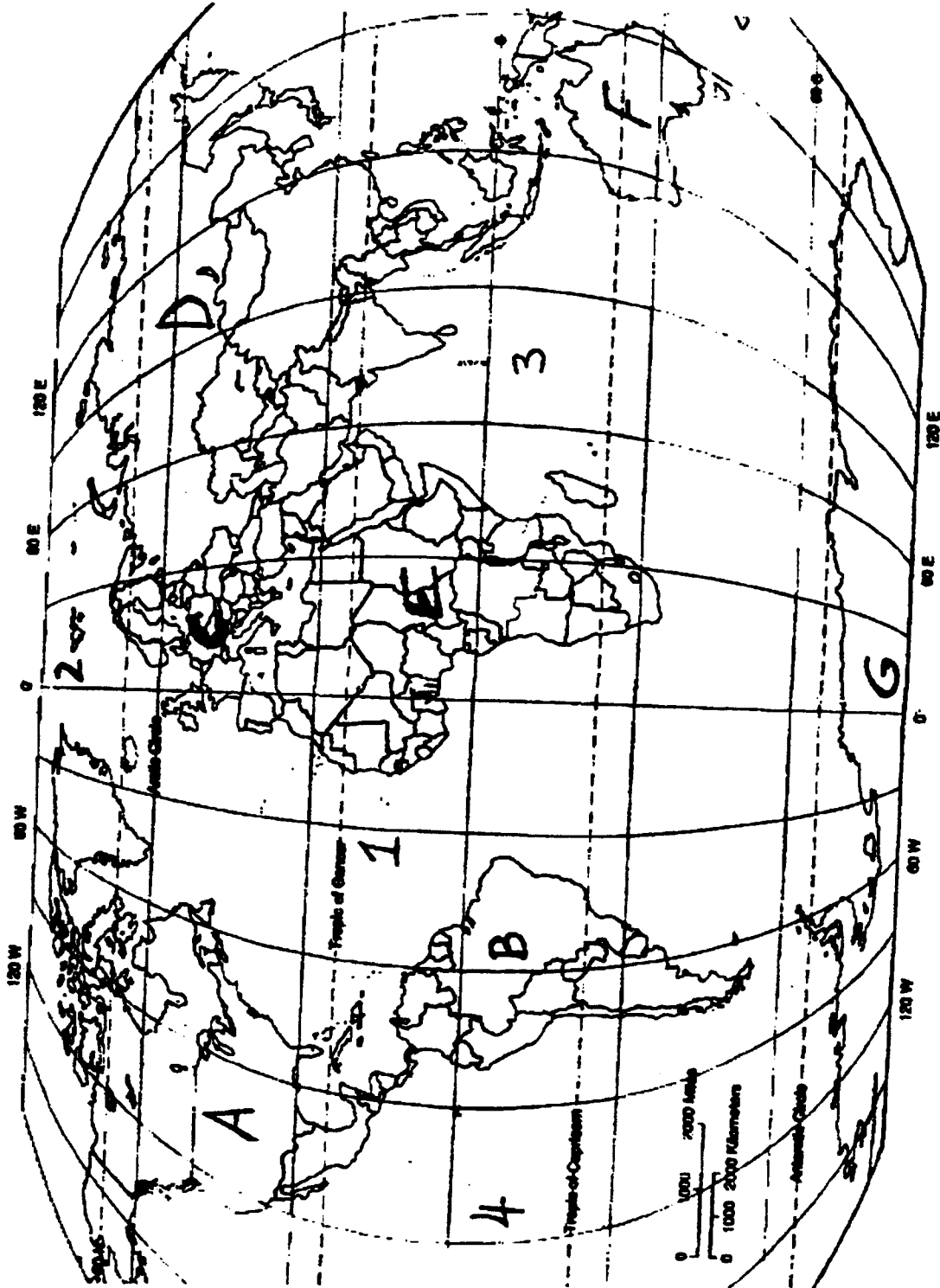
Homework: Students will photocopy a map of Europe and circle an example of each of the basic geographical features learned in class.

CONTINENT

OCEAN:

Global History I
Name:

A. B. C. D. E. F. G. 1. 2. 3. 4.



Geographic Features

I. Basic Geography

A. Landforms

1. Continents – seven large masses that make up most of the earth's land surface
2. Peninsula – land that is surrounded on three sides by water
3. Archipelago- a chain of islands
4. Island – land completely surrounded by water
5. Plateau – an area of elevated flat land

B. Bodies of Water

1. Oceans- large masses of saltwater
2. Strait – a narrow channel of water between two large land masses
3. River- freshwater channel of water flowing from higher elevation to lower elevation
4. Lake – a body of freshwater surrounded by land.

C. Geographical Maps

1. Physical/Topographical- illustrates the physical features of the area (mountains, rivers)
2. Political- illustrates the borders, names, and capitals of each nation

Lesson #7a

Topic: Geography – Introduction to Global History I

Aim: How can geography affect the way people live?

Instructional Objectives: The students will be able to:

1. Identify different kinds of maps
2. Understand latitude and longitude
3. Identify things found on a map

Materials: handout – Documents 1-3
Global History I – Resource Guide p.4

Motivation: Have you ever been lost? Explain how you felt?
Students will answer in their notebooks

Development:

1. Discuss motivation question with students
2. Write the following information on the board:
 - Mr. Mulvena (substitute your name)
 - Global History I
 - Period
 - Room
 - Social Studies Department
 - Franklin K. Lane High School (substitute your High School)
 - Brooklyn – Queens
 - New York
 - United States of America
 - North America
 - Western Hemisphere
 - Planet Earth
 - Solar System
 - Milky Way Galaxy
 - Universe
3. Questions for discussion:
 - a) What types of information does this address give you?
 - b) Why is it important to know where you are going? Explain
 - c) Why is it important to learn to read a subway map?
4. Discuss with the students (using board work):
 - I. Continents
 - II. Oceans
 - III. Five Themes of Geography

Homework:

Documents #1-3, the students will answer the DBQ's from the handout

Name: _____

Global History I

HOW DOES GEOGRAPHY HAVE AN IMPACT ON OUR LIVES?

Directions: Read the following documents and answer the question that follows.

Document #1

Geography is mainly the study of particular places on the surfaces of the earth. In their studies, geographers attempted to find out all the characteristics that make one place different from other places. Most important, geographers try to learn how these characteristics are related.

World History A Story of Progress
Konslar and Smart, page 1

1. According to document #1 what is history?

Document #2

Historians must study geography because people are strongly affected by the places or environment in which they live. Historians must also explore how people adapt to and change their environment.

History of the World
Houghton Mifflin, page GR1

2. Why should historians study geography?

Document #3

Our understanding of history is incomplete unless we also understand geography, the study of the relationship between the earth and its inhabitants. From a geographical perspective, history is in large part the story of the changing relationship between humans and their natural environment...

World History Traditions and New Directions
Addison-Wesley, Chapter 1 Section 2 page 11

3. Why is geography important to history?

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GEOGRAPHY AND GLOBAL HISTORY

To understand global history, it is essential to have a firm grasp of world geography.

1. different regions of the world
2. physical characteristics

I. Continents:

A. major land masses of the world

B. geographers have identified 7 continents

1. Asia
2. Africa
3. North America
4. South America
5. Antarctica
6. Europe
7. Australia

C. Western Hemisphere

1. the continents of North America, South America, and part of Antarctica

D. Eastern Hemisphere

1. the continents of Asia, Africa, Europe, Australia, and part of Antarctica

II. Oceans

A. Most of the earth's surface is covered by water.

B. Extremely large body of water

C. Four Oceans

1. the Atlantic
2. the Pacific
3. the Indian
4. the Arctic

III. Five Themes of Geography

1. Location

a) Deals with where something is located in relation to other things

b) To find a fixed point on the earth:

• Longitude:

A. Imaginary lines running up and down the earth from the North Pole to the South Pole

B. Middle longitude line is at zero degrees 0° and is called the Prime Meridian

- **Latitude**

- A. Imaginary lines running horizontally across the earth.

- B. The middle latitude line is known as the **equator**, 0^0 , divides the world into the Northern and Southern Hemispheres.

2. Place

- A. Refers to the special features of a location that make it different from other locations.

- B. **Physical Characteristics of a Place:**

- 1. **topography**

- land surface features

- 2. **climate**

- weather conditions over a long period

- 3. **natural resources**

- minerals, fertile soil, fresh water, oil, etc....

3. Region

- A. An area that shares common features and whose people have greater contacts within the area than outside it.

4. Human-Environmental Interaction

- A. describes the way in which the physical features of a place interact with the people who live there.

- B. Planting fields, irrigating land, and building cities

5. Movement

- A. some areas have had surpluses of certain resources and goods, while others have had shortages of these same items.

- B. Stimulated trade and other contacts among people

LESSON #8

Aim: What Information Do Maps Contain?

Instructional Objectives: The students will be able to:

1. Use latitude and longitude to determine location
2. Analyze and understand various map symbols

Materials: Handout #1- *Mexico and the Caribbean World*, globe (flat map will also suffice)

Motivation: Have students write a sentence that explains precisely where there are in the world right now.

Development:

1. Write Board Notes **Section A** on board. Use the globe to illustrate the main points.
2. Discuss students' answers to the motivation question. Teacher will select students to read their written responses. Explain that in order to determine your precise location in the world, the system of latitude and longitude must be used.
3. Distribute **handout #1** (*Mexico and the Caribbean World*). Call on a volunteer to read question 1. Have students Brainstorm the correct answer to the problem.
4. Have students work in pairs to answer the remaining questions in writing.
5. Teacher will walk around and check the progress of each group.
6. After approximately 15 minutes, review students' answers. Students should prove their answers using data from the map.
7. **Summary Question:** What is the latitude and longitude where the Equator and Prime Meridian meet? (Zero, Zero)

I. Location

A. Latitude and Longitude

1. Latitude lines divide the earth horizontally and are measured in degrees
2. Zero degrees latitude is the equator; any location above the equator is labeled "N" (Example. 10 Degrees N). Below the equator is labeled "S"
3. Longitude lines divide the Earth vertically; Zero Degrees longitude is known As the Prime Meridian.
4. Any location east of the PM is labeled "E" (Example 45 Degrees E). Locations west of the Prime Meridian are labeled "W"
5. When recording a location, latitude is first, longitude is second. (Example 15 Degrees N, 45 Degrees W)

Homework: Students will use a map to establish the lat/longitude of the following capitals: 1) London, 2) Paris 3) Berlin 4) San Juan, Puerto Rico 5) Washington DC

LESSON #9

Topic: Social Studies Skills

Aim: How Do You Interpret Charts and Graphs?

Instructional Objectives: The students will be able to:

1. Analyze and interpret various types of charts and graphs.
2. Draw conclusions from data-based questions.

Materials: Handout #1 – *Charts and Graphs*

Motivation: Have students write their responses to the following question:

“WHAT IS THE PURPOSE OF USING CHARTS AND GRAPHS?”

Development:

1. Discuss students' answers to the motivation question. Explain that they will be learning how to interpret two different types of graphs and charts today.
2. Distribute handout #1 – “**Charts and Graphs**”. Have students read the paragraph on Bar Graphs as well as the directions aloud.
3. Ask for a volunteer to read question #1. Elicit answers from the class. Have students “prove” their answers by referring back to the graph.
4. Have student's complete questions #2-5 in writing.
5. Teacher will select students to read their written answers to questions #2-5. Have students support their answers with data from the graph.
6. **MEDIAL SUMMARY:** *What is the main conclusion that you can draw from this graph?*
7. Have students read the paragraph, directions, and question #1 on Pie charts.
8. Ask for a volunteer to answer question #1. Have students support their answer with data from the chart.
9. Have student's complete questions 2-4 in writing. Review correct students' answers.
10. Teacher will copy notes onto the board. Have students copy the notes into their notebooks. (see attached notes)
11. **SUMMARY QUESTION:** *What is the main idea of this chart?*

Homework: Have students create a pie chart that illustrates how they spent last Saturday. (Ex. 20% sleeping) It should be labeled and include a title.

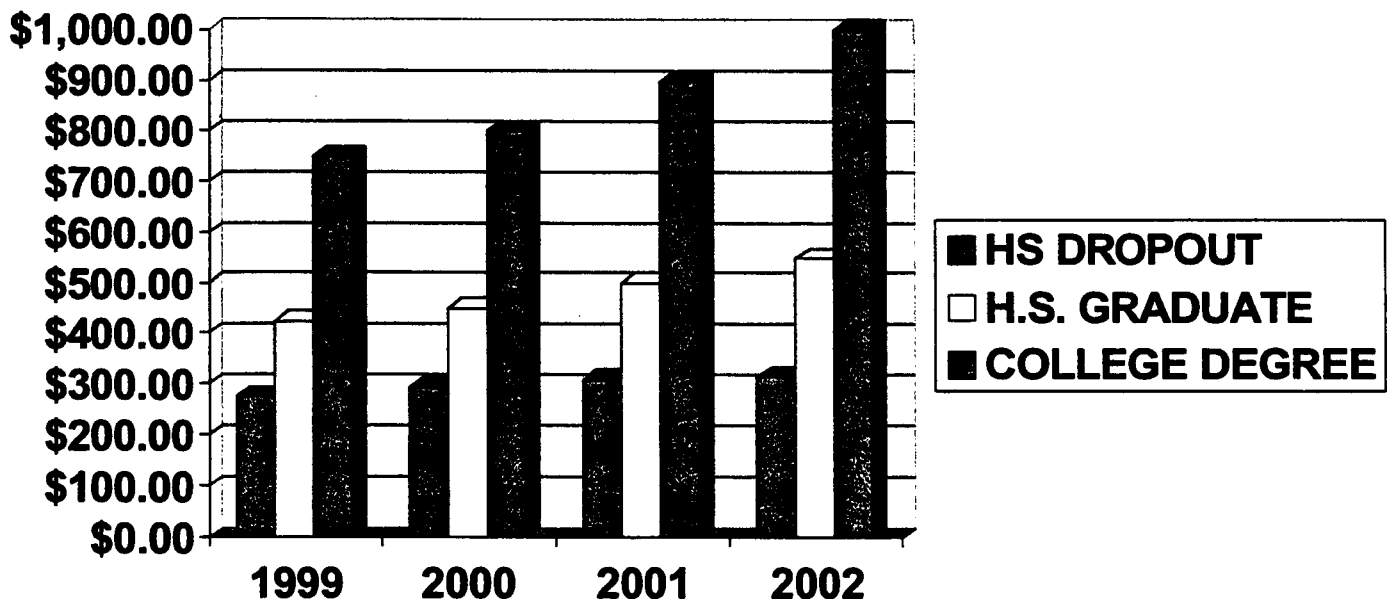
How Do You Interpret Charts and Graphs?

#1 BAR GRAPHS - The word "graph" comes from the Greek language and means "picture". In this example, a bar graph is giving you a picture of certain types of information. Each bar graph should have a title that explains what the picture is about.

Directions: Study the chart carefully and then answer the following questions.

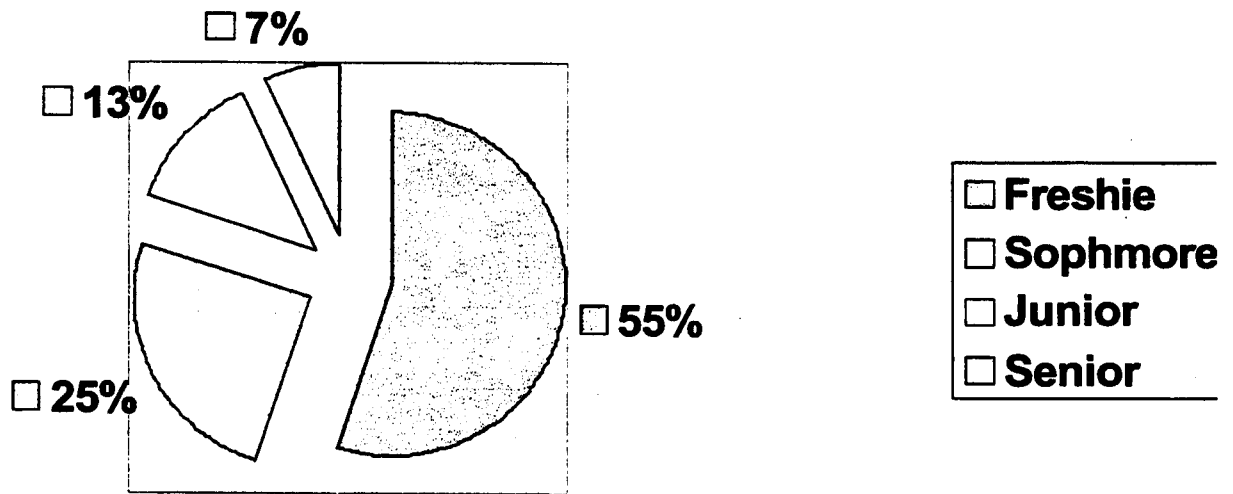
1. Which group is expected to earn the highest weekly salary? _____
2. What is the average weekly salary of a HS dropout in the year 2002? _____
3. What is the difference in salary between a HS dropout and a HS graduate in 2001? _____
4. How much more will a college graduate earn per week than a HS dropout in 2002? _____
5. What is the salary difference between a HS dropout and a HS graduate in 1999? _____

Predicted Average Weekly Salaries



#2 **PIE CHARTS** - These types of charts use slices of a "pie" to illustrate different amounts and values. They should always be accompanied by a **legend** (see box below) which explains what each slice represents.

Dropout Percentages NYC Board of Education 1999



Directions: Study the chart carefully and answer the questions that follow.

1. Which group is most likely to dropout of Lane? Prove it! _____
2. Which group is least likely to dropout of Lane? Prove it! _____
3. Which two groups have the highest dropout rate? Prove it! _____
4. Which two groups have the lowest dropout rate? Prove it! _____

LESSON #10

Topic: Social Studies Skills

Aim: How Can I Improve My Communications Skills?

Instructional Objectives: The students will be able to:

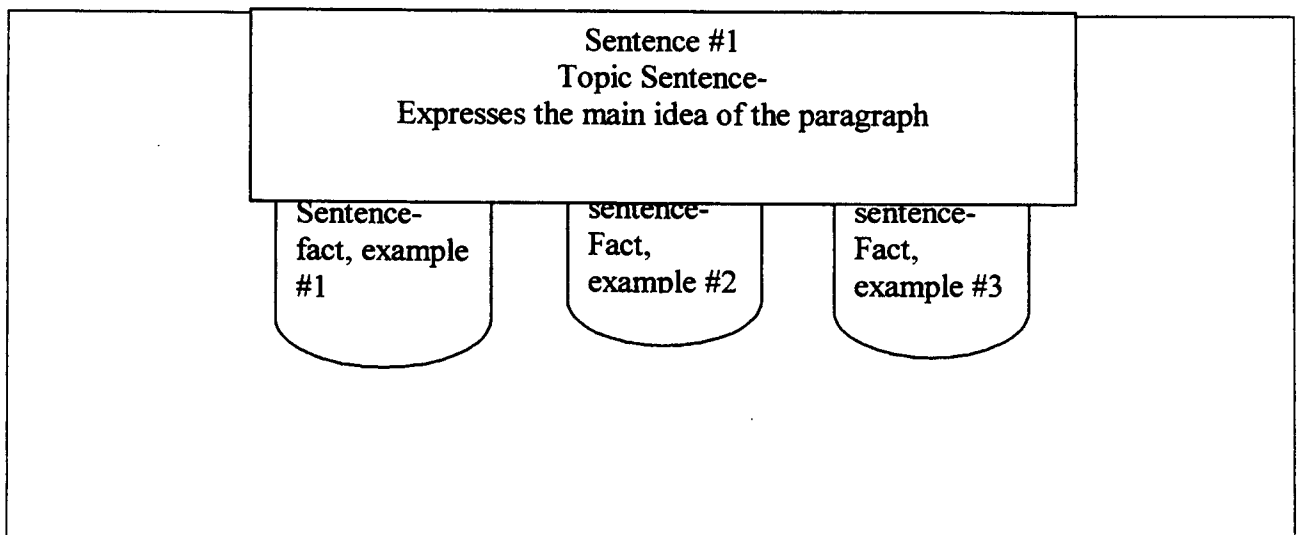
1. Understand the correct method of writing paragraphs
2. Demonstrate their proficiency in writing paragraphs

Materials: Handout #1- "*Practice Paragraph Skills*"

Motivation: Distribute handout #1 – Practice Paragraph Skills. Have students read the motivation question on the handout and write their answer.

Development:

1. Discuss students' answers to the motivation question. (Both situations involve effective Communication Skills)
2. Ask for two volunteers, one to read each of the two paragraphs. At the end, the teacher will write board notes.
3. Have students read "*Practice Paragraph Skills*" aloud. Have students complete the assignment.
4. Review students' answers. Compare their answers to the diagram in the board notes. Explain this is the correct paragraph format.
5. Have students choose two of the three topics listed at the bottom of the handout and write a perfect paragraph for each.
6. Ask for a volunteer to read one of their paragraphs aloud. Compare their paragraph with the diagram on the board.



Homework: Students will write a perfect paragraph on the following topic:
"Who is the most important person in the world?"

NAME: _____

How Can I Improve My Communications Skills?

Do Now: J-Lo is busy preparing a list of groceries that her boyfriend, Puffy, must buy at the local supermarket. Sal Rizza is on the phone with the Internal Revenue Service explaining his failure to file a tax return. What do both of these situations have in common?

The Wonderful World of Paragraphs

The key to effective writing skills in this class and in life is a well-organized and thought-out paragraph. In many ways, it is the building block of a good letter, memo, report, or essay. Once you are able to write a coherent paragraph, school and life will go much easier for you.

What is a paragraph? It is section of writing that deals with one main idea. This main idea is expressed in the TOPIC SENTENCE, usually the first sentence in the paragraph. The remaining two or three sentences in each paragraph support the main idea or TOPIC SENTENCE. SUPPORTING the TOPIC SENTENCE means to further **explain** the main idea by using examples, facts, etc.

Practice paragraph skills

Read the following sentences. Circle the number of the TOPIC SENTENCE. Place an "X" through the number of the sentence that does not belong with the others,

- 1) School is so boring that I started drinking three cups of coffee just to stay awake in my class.
- 2) Mr. Contrada was a great social studies teacher.
- 3) The rats won't even eat the food in the school cafeteria.
- 4) The teachers give out too much homework.
- 5) I don't like high school.

Great Job! Now it's your turn to write a decent paragraph that you and all of your teachers will be proud of. Pick two of the three topics below. For each topic, write a perfect paragraph.

- 1) **Your favorite music artist**
- 2) **Why you love school**
- 3) **Your favorite food**

Lesson #10a

Topic: Early Peoples

Aim: How can we learn about the past by studying artifacts?

Instructional Objectives: The students will be able to:

1. understand cultural diffusion
2. understand the concept of evolution
3. define:
 - Homo Sapiens
 - Fossil
 - Nomad
 - Migration

Material: handout – *documents #1-3 Artifacts*

Global History I – Resource Guide Topic 3: Early Peoples pages 20-27

handout – *Discovery of Early Human in Africa*

Motivation: If we were to create a time capsule for the current year, what objects would we include?

Development:

1. Teacher will select students to read their written responses to the motivation question.
2. Divide the class into cooperative learning groups
3. Distribute documents 1 to 3 and tell the class that each of the documents focuses on early people
4. Each group will examine the documents and answer the questions
5. Teacher will walk around and monitor the groups progress
6. Each group will report back to the class their findings
7. Create board notes based on the students answers to the document questions

Homework:

Handout – Ancient Leadership Roles

Students will answer the question that follows the reading

