

Social Studies Essay Assignment: The Holistic Approach

Lesson Plan Title: Social Studies Essay Preparation

Goal of Lesson: Provide students of Social Studies classes the opportunity to prepare essays while, at the same time, gaining an understanding of specific concepts

Grade Level/Course: 9 – 12 (World Geography, World History, U.S. History, U.S. Government)

Objectives: students will be able to demonstrate writing and organizational skills, methods, and techniques; students will participate in peer evaluation activity; students will develop an awareness of holistic approach to writing evaluation

TEKS Addressed: (provided for each grade level; applicable TEKS should be selected based on course application)

World Geography – Knowledge and Skills

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (B) generate summaries, generalizations, and thesis statements supported by evidence;
- (C) use geographic terminology correctly;
- (D) use standard grammar, spelling, sentence structure, and punctuation; and
- (E) create original work using proper citations and understanding and avoiding plagiarism.

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;

World History – Knowledge and Skills

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;
- (E) identify bias in written, oral, and visual material;
- (F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;
- (G) construct a thesis on a social studies issue or event supported by evidence; and

(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;

- (B) use standard grammar, spelling, sentence structure, and punctuation;
- (C) interpret and create written, oral, and visual presentations of social studies information; and
- (D) transfer information from one medium to another.

(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;

U.S. History – Knowledge and Skills

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- (G) identify and support with historical evidence a point of view on a social studies issue or event; and

(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) create written, oral, and visual presentations of social studies information;
- (B) use correct social studies terminology to explain historical concepts; and

(32) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

U.S. Government – Knowledge and Skills

(19) Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to:

- (B) evaluate the impact of the Internet and other electronic information on the political process.

(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (B) create a product on a contemporary government issue or topic using critical methods of inquiry;
- (C) analyze and defend a point of view on a current political issue;
- (D) analyze and evaluate the validity of information, arguments, and counterarguments from

primary and secondary sources for bias, propaganda, point of view, and frame of reference;

(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) use standard grammar, spelling, sentence structure, and punctuation;
- (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
- (D) create written, oral, and visual presentations of social studies information.

(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

(In addition to TEKS references identified above, other objectives related to specific content material to be addressed in essays are also appropriate for use)

Overview of Lesson: (estimated time requirement: 3 – 45 minute class periods)

Day One – Introduce assignment; overview, explain format and technique, begin research

Day Two – Complete research and begin writing rough draft

Day Three – Small group exchange and assessment; complete final draft

Materials Needed:

outline / overview of assignment
supplemental resources (primary and secondary material)
copy of UIL Social Studies essay rubric (attached)

Procedures and Activities:

Describe the following to students:

Assignment expectations: writing, evaluation, and editing
specific steps of the assignment:

- 1) topic selection / assignment
- 2) research; gather and organize information for essay
- 3) students write a draft of the essay using guidelines based on UIL rubric
- 4) upon completion of draft, students divided into groups of 3 to 5; each student in group reads essay aloud and other members of the group offer both criticism and suggestions for editing (basis for peer review should be provided rubric)
- 5) students re-write essay making any necessary changes based on peer evaluation and rubric review

Independent Practice:

All students will independently construct draft essay.

Students will independently re-write essays.

Assessment:

Rubric-based scoring

Teacher observation of group participation

Rubric

for the Social Studies Essay

Judges may award all or no points. This is a working document for as many as three judges. Final points are a compromise among judges, NOT A RUNNING POINT TOTAL or pure point averaging. Return this form to the student with the objective portion of the contest.

■ Points AWARDED:

Judge 1	Judge 2	Judge 3	Consensus
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A 16-20 ESSAY opens with a declarative statement that extends the prompt without re-stating it. The thesis is supported by substantial, relevant information that analyzes the prompt from a range of perspectives — for example, political, social, cultural and economic. It does not provide a mere shopping list of facts. It interprets the facts without editorializing. The essay is well written and organized with few spelling, grammar or punctuation errors. The essay is clear, precise and succinct.

Comments:

An 11-15 ESSAY offers a clear thesis with limited development. It either deals with one aspect in depth or with all aspects more superficially while providing limited analysis. Generally good writing and organization skills displayed. May contain errors of fact that do not seriously detract from the quality of the essay.

A 6-10 ESSAY lacks a thesis or presents a confused or undeveloped thesis. It deals with the prompt in a superficial way and offers no analysis. Instead, it tends to editorialize. May contain major fact errors, display poor writing skills and rely on bloated, pretentious language.

A 0-5 ESSAY displays little or no understanding of the prompt. The response is poorly written and organized and may contain significant fact, grammar, punctuation and/or spelling errors that detract from the clarity of the response.

OVERALL ESSAY SCORE _____
(maximum of 20 points)

OBJECTIVE SCORE _____
(score from the objective portion of the test)

OVERALL SCORE _____
(add essay score to objective score)

Social Studies Map Activity Lesson Plan

Lesson Plan Title: Using Maps as Social Studies Resources

Goal of Lesson: To gain understanding of nations and regions by using maps

Grade Level/Course: World Geography (9), World History (10)

Objectives: Students will demonstrate the ability to identify nations, cities, and other landmarks on maps

Students will locate demographic data relevant to specific nations and regions

Students will draw conclusions regarding such issues as climate, foreign relations, trade patterns, industry and other demographic trends based on information provided by maps

Students will utilize maps as a tool for explaining major historical events and relationships between nations

Students will complete map activities that involve location of countries relative to other countries

Student will be able to explain the difference between physical and political maps

Students will to identify the relationships between nations / states using maps

TEKS Addressed:

World Geography – Knowledge and Skills

(2) History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:

- (A) describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions; and
- (B) explain how changes in societies have led to diverse uses of physical features.

(4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:

- (A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions;
- (B) describe different landforms and the physical processes that cause their development; and
- (C) explain the influence of climate on the distribution of biomes in different regions.

(6) Geography. The student understands the types, patterns, and processes of settlement. The

student is expected to:

(A) locate and describe human and physical features that influence the size and distribution of settlements; and

(B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.

(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:

(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends;

(B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration;

(C) describe trends in world population growth and distribution; and

(D) examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture.

(9) Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:

(A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region; and

(B) describe different types of regions, including formal, functional, and perceptual regions.

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;

(B) locate places of contemporary geopolitical significance on a map; and

(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;

(B) generate summaries, generalizations, and thesis statements supported by evidence;

(C) use geographic terminology correctly;

World History – Knowledge and Skills

(c) Knowledge and skills.

(15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:

(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and

(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.

(16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:

- (A) locate places and regions of historical significance directly related to major eras and turning points in world history;
- (B) analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and
- (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;
- (B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;
- (C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;
- (D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;
- (E) identify bias in written, oral, and visual material;
- (F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;
- (G) construct a thesis on a social studies issue or event supported by evidence; and
- (H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.

Overview of Lesson:

- Day One – Introduce activity; provide and discuss terms related to map use; identify different kinds of maps; identify types of geographic features on maps
- Day Two – Physical map identification activity
- Day Three – Political map location of nations, states, and cities activity

Materials Needed:

list of key vocabulary terms
 maps (blank outline, physical, political)
 map colors (optional)
 poster board

Procedures and Activities:

describe the following to students:

- 1) Introduce and describe the assignment
- 2) provide list of terms (copies or as student notes)
- 3) class presentation related to maps – display samples, discuss features and characteristics
- 4) using blank outline maps students will label landforms, major geographic features and regional divisions
- 5) With access to a combination of reference material, information and illustrations, students

will create / reproduce poster sized maps with assigned features

- 6) Assessment based on student presentation of maps and posters to class with explanation
- 7) Quiz based on locating and identifying map divisions / locations / landforms, etc.
- 8) Vocabulary assessment

Independent Practice:

labeling of outline maps
developing original poster map

Assessment:

accuracy of map labeling activity
completion of poster project
map identification quiz
vocabulary quiz

Attachment One – Vocabulary terms

bay any wide indentation of the land; larger than a cove but smaller than a gulf

canal an artificial waterway or artificially improved river used for travel, shipping, or irrigation

cape a point or extension of land jutting into water as a peninsula or as a projecting point

cartography the art and science of making maps

climate the long term trends in weather patterns for an area

continents the major land masses of the earth; Africa, Antarctica, Australia, Asia, Europe, North America, and South America

delta the often triangular-shaped alluvial deposition area at the mouth of a river

desert an area with little precipitation or where evaporation exceeds precipitation, and includes little vegetation

equator zero degrees latitude; divides the earth into the northern and southern hemispheres

gulf a large inlet of water surrounded by land, usually on three sides

harbor a part of a body of water protected and deep enough to furnish anchorage; especially one with port facilities

hemisphere half of the earth's surface; there are four hemispheres, Northern and Southern (divided by the equator) and the Eastern and Western (divided by the Prime Meridian and 180 degrees longitude)

island a body of land surrounded on all sides by water

isthmus a narrow strip of land that is bordered on two sides by water and connects two larger land masses

lake any accumulation of water surrounded by land, often of a considerable size

latitude an imaginary line around the earth, parallel to the equator; angular degrees based on the equator; the equator is 0 degrees latitude and the North Pole is 90 degrees North while the South Pole is 90 degrees South

longitude angular degrees based on the Prime Meridian (0 degrees longitude); degrees are east or west and meet in the Pacific Ocean at 180 degrees; describes a location on Earth east or west of a north-south line called the Prime Meridian

ocean the largest bodies of water on the planet

parallel a line of latitude; all lines of latitude are parallel and never touch

peninsula a piece of land projecting into a body of water and normally surrounded on three sides by water

plains large expanses of level, almost treeless regions

pedmont an area that lies in the foothills of a mountain range

plateau an elevated and generally level land area

prairie a large open area of grassland

prime meridian 0 degrees longitude; also known as the Greenwich Meridian

relief the difference between the highest and lowest elevations in a given area

river a large stream that flows over land; often a perennial water body usually flowing in a specific channel

sea either a large lake that contains salt water or a portion of an ocean (can be surrounded by either water, land or both)

steppes a large area of non-forested grassland in southeastern Europe and Siberia

strait a narrow passage of water connecting two seas, oceans, or large areas of water

tropics the area south of the Tropic of Cancer and north of the Tropic of Capricorn; divided by the equator

tundra a treeless area between the icecap and the tree line of Arctic regions having permanently frozen subsoil and supporting low-growth

Attachment 2 – Maps



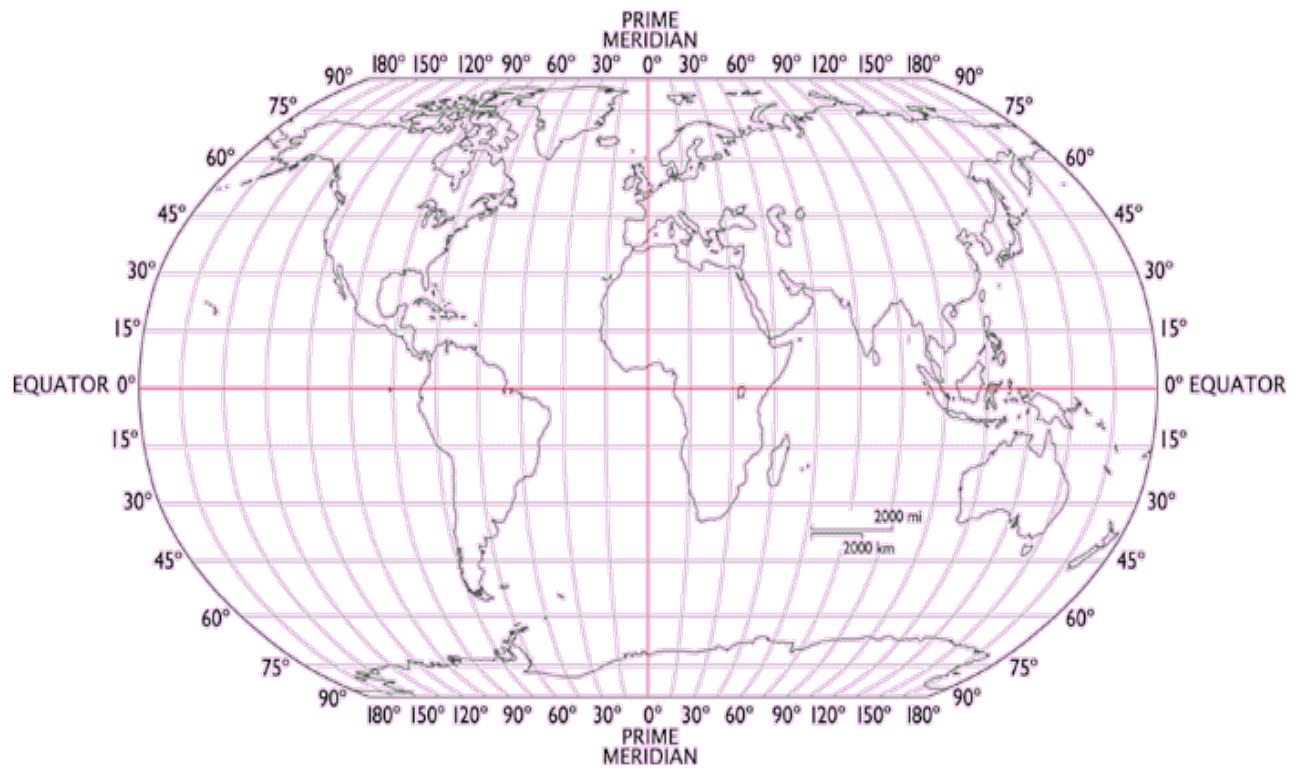


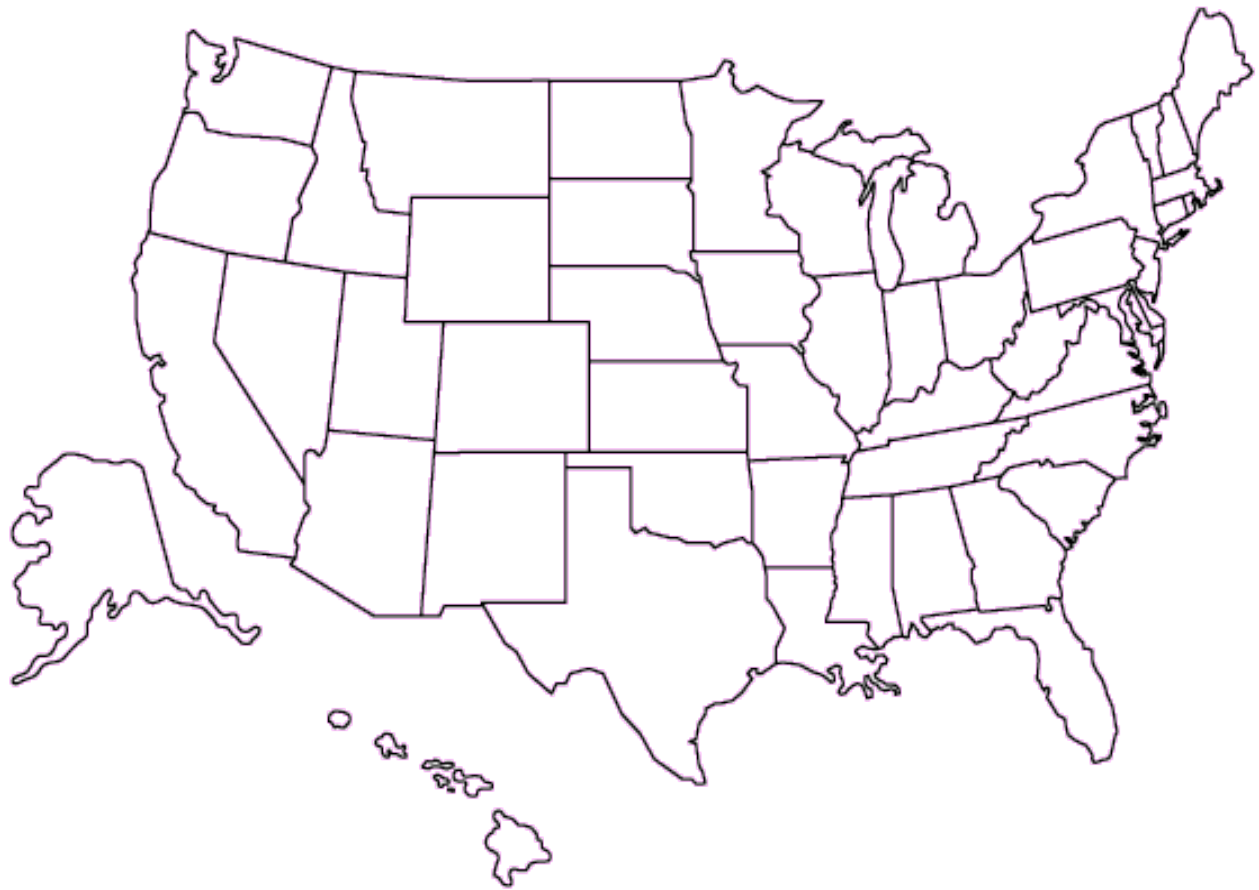












Social Studies Time line Activity Lesson Plan

Lesson Plan Title: Time-line Historical / Personal Comparisons

Goal of Lesson: awareness of differing kinds of timelines and the manner in which they enable the study of history

Grade Level/Course: 9 – 12

TEKS Addressed:

World Geography

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;
- (B) generate summaries, generalizations, and thesis statements supported by evidence;
- (C) use geographic terminology correctly;
- (D) use standard grammar, spelling, sentence structure, and punctuation; and

World History

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;
- (B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;
- (C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;
- (D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;
- (E) identify bias in written, oral, and visual material;
- (F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;
- (G) construct a thesis on a social studies issue or event supported by evidence; and
- (H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.

(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) use standard grammar, spelling, sentence structure, and punctuation;
- (C) interpret and create written, oral, and visual presentations of social studies information; and
- (D) transfer information from one medium to another.

U.S. History

(31) Social studies skills. The student uses geographic tools to collect, analyze, and interpret

data. The student is expected to:

(A) create thematic maps, graphs, and charts representing various aspects of the United States; and

(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

(32) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Overview of Lesson:

Day One – Introduce activity; provide and discuss features of a timeline

Day Two – student research – library or computer lab, to collect data for timeline

Day Three – present timeline to class describing personal and non-personal items

Materials Needed:

access to Internet or printed data bases that contain dates of key events

poster board

markers

Procedures and Activities:

1) demonstrate methods for time-line construction and discuss parameters for assignment

2) review time-lines from various historical periods and identify the method of item selection

3) discuss and evaluate the kinds of information that should be included in a time-line

4) brainstorming activity in small groups to determine interview questions

5) identify relative, friend of individual who will be interviewed for the project

6) students will interview an individual from a previous generation and, if possible, use information related to family history in order to compare major family / non-family personal events to historical events

7) students will initially produce time-line on paper and then transfer, along with illustrations, to poster board

8) in small group settings each student will present their own poster to the group

9) one member from each group will be selected to present time-line to entire class

10) posters will be displayed in classroom

Independent Practice:

all students will have opportunity to describe the events in their personal section of the activity and then discuss the relationship of those events to actual historical events

Assessment:

student will be assessed on the basis of:

group participation

paper constructed time-line

group presentation

poster

Social Studies Lesson Plan

Characteristics of Political Candidates

Lesson Plan Title: Political Candidates: Qualifications, Traits, Characteristics, and Strategies

Goal of Lesson: To identify qualities of political candidates

Grade Level/Course: 10 – 12 World History, U.S. History, U.S. Government

TEKS Addressed:

World History

c) Knowledge and skills.

(3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:

(A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity;

(B) explain the impact of the fall of Rome on Western Europe; and

(4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:

(A) explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire;

(C) describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;

(9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:

(A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion;

(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and

(D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.

(12) History. The student understands the causes and impact of World War II. The student is expected to:

(A) describe the emergence and characteristics of totalitarianism;

(B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and

(13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:

(D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the

Soviet Union;

(15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:

(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and

(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.

(19) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:

(A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and

(B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.

(20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:

(A) explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment;

(C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, Thomas Jefferson, and William Blackstone; and

(21) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:

(A) summarize the development of the rule of law from ancient to modern times;

(B) identify the influence of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" that originated from the Judeo-Christian legal tradition and in Greece and Rome;

(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and

(F) assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world.

U.S. History

(c) Knowledge and skills.

(1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:

(A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence;

(B) analyze and evaluate the application of these founding principles to historical events in U.S. history; and

(C) explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.

3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:

(A) analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism;

(4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:

(5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:

(A) evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;

(B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society; and

(C) evaluate the impact of third parties, including the Populist and Progressive parties.

(6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:

(A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and

(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh.

(8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:

(A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis;

(B) describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers;

(10) History. The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. The student is expected to:

(A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente;

(B) describe Ronald Reagan's leadership in domestic and international policies, including Reaganomics and Peace Through Strength;

(E) describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association; and social issues of the United States from the 1990s into the 21st century. The student is expected to:

(D) analyze the impact of third parties on presidential elections;

(E) discuss the historical significance of the 2008 presidential election; and

(F) discuss the solvency of long-term entitlement programs such as Social Security and Medicare.

(18) Economics. The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. The student is expected to:

(A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and

(B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.

(19) Government. The student understands changes over time in the role of government. The student is expected to:

(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government;

(B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;

(C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders;

(22) Citizenship. The student understands the concept of American exceptionalism. The student is expected to:

(A) discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire;

(B) describe how the American values identified by Alexis de Tocqueville are different and unique from those of other nations; and

(C) describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths.

(23) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:

(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S.

Constitution;

(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924; and

(C) explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a "more perfect union."

(24) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) describe qualities of effective leadership; and

(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.

U.S. Government

(c) Knowledge and skills.

(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:

(A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;

(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;

(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;

(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;

(E) examine debates and compromises that impacted the creation of the founding documents; and

(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.

(2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:

(A) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy; and

(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.

(3) Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to:

(A) understand how population shifts affect voting patterns;

(B) examine political boundaries to make inferences regarding the distribution of political power; and

(C) explain how political divisions are crafted and how they are affected by Supreme Court decisions such as *Baker v. Carr*.

(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:

(A) explain the importance of a written constitution;

(B) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;

(C) analyze how the Federalist Papers such as Number 10, Number 39, and Number 51 explain the principles of the American constitutional system of government;

(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;

(E) describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government;

(F) identify how the American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today; and

(G) examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare and contrast this to the phrase, "separation of church and state."

(10) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:

(A) compare different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;

(B) explain the process of electing the president of the United States and analyze the Electoral College; and

(C) analyze the impact of the passage of the 17th Amendment.

(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:

(A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels;

(B) explain the two-party system and evaluate the role of third parties in the United States; and

(C) identify opportunities for citizens to participate in political party activities at local, state, and national levels.

(14) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:

(A) explain the difference between personal and civic responsibilities;

(B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;

(C) understand the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and

(D) understand the voter registration process and the criteria for voting in elections.

(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:

(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;

(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and

(C) understand the factors that influence an individual's political attitudes and actions.

(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:

(A) examine different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and

(B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.

(19) Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to:

(A) understand the potential impact on society of recent scientific discoveries and technological

innovations; and

(B) evaluate the impact of the Internet and other electronic information on the political process.

Overview of Lesson:

This lesson provides the opportunity for students to determine, discuss, and identify fundamental characteristics of political candidates. It involves a combination of both personal attributes as well as ideological positions. Finally, for more appropriate application in history courses, students should also give consideration to timely events to their candidate's data.

Materials Needed:

access to research material
basic data-base regarding characteristics of political candidates
poster board

Procedures and Activities:

- 1) brainstorm in group sessions to determine characteristics of political candidates
- 2) using a list of well known historical figures, students will identify characteristics that are common among various candidates
- 3) groups sessions will provide both personal traits and political views for potential candidates
- 4) general class discussion regarding traits and views; students provided with a universal list of appropriate information for the activity
- 5) research session for all students although they should continue to work in groups
- 6) each group will create a candidate; assignment for each group will include a poster for the candidate, a campaign speech and a brief data base description

Independent Practice:

assignment is appropriate for either group or individual completion

Assessment:

posters, speeches, and data-bases given group or separate grades

Sponge Activity 1 Social Studies Preparation

Sponge Activity Title: Learning Social Studies terms

Goal of Activity: To encourage students to learn a new vocabulary word each day.

Grade Level/Course: All high school Social Studies Classes

TEKS Addressed:

Geography

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(C) use geographic terminology correctly;

World History

(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly

U.S. History

(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(B) use correct social studies terminology to explain historical concepts; and

U.S. Government

(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

Materials Needed:

- UIL "Word Power" list for the current year
- Dictionaries
- Notebook for each student (to be supplied by students).

Procedures:

The teacher will –

- select a word for each day from the Social Studies contest list.
- place the word for the day on the chalk board at the very beginning of class.
- assign students to use notebooks to write the word, the definition of the word (from dictionaries) and a sentence using the word.

Assessment:

The teacher will conduct a spelling/vocabulary quiz every two to three weeks over the words learned in class during that time period.

Sponge Activity 2 Social Studies Preparation

Sponge Activity Title: Writing an Essay Thesis Statement

Goal of Activity: Allows for students the opportunity to practice writhing essay thesis statements.

Grade Level/Course: All high school Social Studies Classes

TEKS Addressed:

Geography

(22) Social studies skills. The student communicates in written, oral, and visual forms.

World History

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(G) construct a thesis on a social studies issue or event supported by evidence; and

U.S. History

(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(B) use correct social studies terminology to explain historical concepts; and

U.S. Government

(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

Materials Needed:

Essay questions from past tests

Teacher written essay questions based on current topic

Procedures:

The teacher will –

present one or more essay questions to students

instruct students to write two to five brief thesis statements for one of the questions

Assessment:

Students will present thesis statements and provide self-evaluation.

Teacher assessment

Peer assessment optional